

6

Going wild

Map of resources

6A Vocabulary

Student's Book, pages 58–59; Workbook, page 64
Photocopiable: 6A (Wild animals)

6B Grammar

Student's Book, page 64; Workbook, page 65
Photocopiable: 6B (Past simple (affirmative): regular)

6C Listening

Student's Book, page 65; Workbook, page 66

6D Grammar

Student's Book, page 66; Workbook, page 67
Photocopiable: 6D (Past simple: *be* and *can*)

6E Word Skills

Student's Book, page 67; Workbook, page 68

6F Reading

Student's Book, pages 68–69; Workbook, page 69

6G Speaking

Student's Book, page 70; Workbook, page 70

6H Writing

Student's Book, page 71; Workbook, page 71

Culture 6

Student's Book, page 113
DVD and DVD worksheet: Unit 6

Classroom Presentation Tool Unit 6

End of unit

Unit Review: Workbook, pages 72–73
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 3: Student's Book, pages 72–73
Progress Test and Short Tests: Unit 6

6A Vocabulary

Wild animals

LESSON SUMMARY

Vocabulary: Wild animals

Grammar: Comparative and superlative forms

Speaking: Talking about wild animals

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Spend only 2–3 minutes on exercise 6. Exercise 8 can be set for homework.

LEAD-IN 2–3 MINUTES

- Ask students if they have ever seen a wild animal, either in the zoo or in nature.
- If you have got a favourite wild animal, say what it is and why you like it. Ask: *What is your favourite wild animal?* and elicit answers. At this point, it is not necessary for students to know the animals' names in English.

Exercise 1 page 62

- Focus attention on the photos A–F. Before doing the matching exercise, ask: *Can you name any of these animals?* Elicit answers. Then do the matching as a class.
- Check the meaning of the remaining words.

KEY

A whale B tiger C bear D eagle E monkey
F hippo

Extra activity

Play charades in groups. Students take turns acting out the animals in exercise 1 while other students try to guess what they are.

Exercise 2 3.02 page 62

- Play the audio for students to listen and repeat.

Exercise 3 page 62

- Students do the exercise in pairs. Circulate, monitor and help as necessary.
- Check answers as a class. Point out that some of the animals can live both on land and in the water: crocodiles, frogs, hippos and some snakes.

KEY

- a a bear, a crocodile, an elephant, a frog, a giraffe, a gorilla, a hippo, a kangaroo, a lion, a monkey, a snake, a spider, a tiger, a wolf
b a crocodile, a dolphin, a frog, a hippo, a shark, (a snake,) a whale
c a bee, a butterfly, an eagle

Exercise 4 page 62

- Check the meaning of *mammal* (mammals breathe air and their babies drink milk from their mothers – people are mammals), *reptile* (reptiles breathe air, they lay eggs, their bodies have got scales) and *insects* (insects have got six legs, most insects have got two pairs of wings, their bodies have got three parts: head, thorax and abdomen). Say: *Frogs haven't got scales. They are not reptiles. They are 'others'.*
- Students match the animals with the categories. They then check answers in pairs.
- Check answers as a class. You may need to remind students that whales and dolphins are mammals because they breathe air and feed their babies with milk. Also, spiders are not insects; they have got eight legs, not six.

KEY

Insects bee, butterfly

Birds eagle

Fish shark

Mammals bear, dolphin, elephant, giraffe, gorilla, hippo, kangaroo, lion, monkey, tiger, whale, wolf

Reptiles crocodile, snake

Others frog, spider

Exercise 5 page 62

- Elicit possible answers, e.g. insects: *ant, fly, grasshopper*; birds: *hawk, duck, parrot*; fish: *goldfish, salmon, cod*; mammals: *cat, cow, horse*; reptiles: *turtle, tortoise, lizard*.

Extra activity

Ask: *What films or books do you know with animals in them?* Elicit films such as *Paddington Bear* or the story of *Peter Pan*, which features a crocodile. Students might mention stories from their own childhood. Help translate the names of any unknown animals into English.

Exercise 6 page 63

- Focus attention on the photos and check the meaning of the parts of the body.
- Students then ask and answer about the photos in pairs.
- Elicit answers, but do not confirm or correct them yet.

Exercise 7 3.03 page 63

- Play the audio for students to check answers. Ask: *Did anyone get all the answers correct?* If not, find out the highest number of correct answers in the class.

KEY

1 It's a butterfly's wing. **2** It's a frog's foot. **3** It's a snake's eye. **4** It's a wolf's ears. **5** It's a shark's tail. **6** It's a crocodile's teeth. **7** It's a gorilla's mouth. **8** It's a spider's legs. **9** It's a lion's paw.

Extra activity

- To extend vocabulary, write the following on the board: *one foot – two ____ (feet); one tooth – five ____ (teeth); one wolf – four ____ (wolves); one goose – six ____ (geese); one mouse – ten ____ (mice); one ox – two ____ (oxen)*
- Check the meaning of the words and elicit or teach the plurals.

Exercise 8 page 63

- Students read the *Recycle!* box.
- To check understanding with a **weaker class**, form the comparative and superlative of a few more adjectives and elicit the rules:
long (longer – the longest; rule: + *-er / the + -est*)
large (larger – the largest; rule: + *-r / the + -st*)
fat (fatter – the fattest; rule: double the final consonant + *-er / the + -est*)
heavy (heavier – the heaviest; rule: drop the *y* + *-ier / the + -iest*)
dangerous (more dangerous – the most dangerous; rule: + *more / the most*)
- Students complete the sentences individually.

KEY

1 more dangerous **2** slower **3** heaviest **4** tallest
5 more intelligent **6** bigger

Exercise 9 3.04 page 63

- Students read the sentences in exercise 8 and discuss whether they are true or false, writing *T* or *F*.
- Play the audio for students to check their answers. **Stronger classes** can listen again and correct the false sentences.

KEY

1 F **2** F **3** T **4** T **5** F **6** F

Transcript

Look over there, in the water. Can you see the crocodiles? They are amazing animals. But they're dangerous – very dangerous. I mean, people think sharks are dangerous animals, but they aren't really – they only kill about five people a year in the whole world. But crocodiles kill hundreds! They attack people in the water, of course. But they also attack people on land. They can run very fast – about seventeen kilometres an hour. That's faster than a lot of people can run! So let's stay behind this wall. OK, any questions? No? Then let's move on. Here we are. Here are the tigers. Look at them! They're beautiful animals. And they're big too – bigger and heavier than all the other big cats, like lions and jaguars. An adult male tiger can weigh 300 kilograms. That's about the same as you, your brother, your mum and your dad, all put together! OK, next, it's the giraffes. Here they are – they're the tallest animals in the world. Adult giraffes are about five metres tall. That's perfect for eating the leaves of trees. Of course, it's more difficult to drink water from a lake or river when you're five metres tall ... but they manage. And here we have our gorillas. There are three of them – but we can only see two at the moment. Gorillas are very intelligent animals. Some gorillas can understand a thousand different words! So they're much more intelligent than dolphins, for example. As you can see, gorillas are taller and heavier than humans. However, when they are born, they're smaller than humans – they only weigh about two kilos. Human babies usually weigh about three and a half kilos or more.

Extra activity

On the board, write: *whales / big / crocodiles*. Elicit: *Whales are bigger than crocodiles*. Write a few more prompts to elicit sentences, e.g. *tigers / fast / frogs* (Tigers are faster than frogs.)

butterflies / small / eagles (Butterflies are smaller than eagles.)

whales / big mammals (Whales are the biggest mammals.)

elephants / heavy African animals (Elephants are the heaviest African animals.)

Exercise 10 3.04 page 63

- With **stronger classes**, ask students to see if they can answer any questions before listening again.
- Play the audio for students to answer the questions.

KEY

- 1 They kill about five people a year.
- 2 It can move about seventeen kilometres an hour on land.
- 3 It's 300 kilograms.
- 4 It's about five metres.
- 5 They can understand about a thousand words.
- 6 It's about two kilos.

Transcript

See exercise 9.

Exercise 11 page 63

- Go through the instructions with students. Then model the task with a confident student.
- Students work in pairs. Circulate, monitor and help as necessary.

KEY

- 1 Which is uglier, a frog or a snake?
- 2 Which is more beautiful, a butterfly's wings or a tiger's face?
- 3 Which is more frightening, a snake or a spider?
- 4 Which is more intelligent, a bee or a bear?
- 5 Which is rarer, a tiger or a wolf?
- 6 Which is stronger, a crocodile's mouth or a whale's tale?

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can compare wild animals.*

6B Grammar

Past simple (affirmative): regular

LESSON SUMMARY

Grammar: Past simple (affirmative): regular verbs

Speaking: Talking about past events

Pronunciation: *-ed* in past simple forms

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 4–5 minutes on exercise 8. Exercises 6 and 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the class about a journey you went on. It could be something simple like a trip to visit family or a long walk you took in the mountains or countryside, e.g. *Last summer, we went to Austria. We hired a car and drove to the Tyrol. There, we stayed in a small village. We went hiking in the mountains and cycled along narrow country roads. It was great!*
- Ask students about journeys they have been on. Where did they go? How did they travel?

Exercise 1 3.05 page 64

- Play the audio for students to read and listen to the text. Students then find the three jobs.
- On the board, write the following questions:
Where was William Hunt from? (Canada)
What other name did he use? (The Great Farini)
Where did he go for a long walk? (in the Kalahari Desert)
What did he find? (a lost city)

KEY

entertainer, photographer, explorer

Exercise 2 page 64

- On the board, write *work* and see if you can elicit the past simple: *worked*. Do the same for *like* (liked), *carry* (carried) and *chat* (chatted).
- Go through the *Learn this!* box together. Do the matching exercise as a class.

KEY

a worked, sailed b loved, caused c studied, tried
d travelled, stopped

Exercise 3 3.06 page 64

- Play the audio for students to listen and repeat. Elicit the answer to the question.

KEY

When a verb ends in /t/ or /d/, we pronounce the extra syllable as /ɪd/.

Exercise 4 page 64

- Students look at the past simple forms of the verbs and circle the ones that end in /t/ or /d/.
- Read out the first verb and ask students to repeat. Make sure they say /ɪvd/ rather than /'ɪvɪd/.
- Read out the rest of the verbs and ask students to repeat.

KEY

/endɪd/ /ɪvd/ /stɑ:tɪd/ /stɒpt/ /'trævɪd/ /weɪtɪd/
/wɔ:kt/ /wɒntɪd/ /wɒtʃt/

Exercise 5 page 64

- Focus attention on the photo. Ask: *What animal is that?* (it's a camel) *Where do camels live?* (in the desert)
- Students read the first three sentences. Ask: *Where is Michael Asher from?* (Britain) *What jobs has he done?* (police officer, teacher, explorer)
- Elicit the correct answer for the first two items.

- Students finish reading the text. With a **weaker class**, write gapped sentences on the board for students to complete.

Michael moved to ____ (Africa)

He married ____ (an Italian woman / Mariantonietta)

They crossed ____ (the Sahara Desert)

They travelled ____ (by camel and on foot)

They travelled for ____ (271 days)

KEY

1 worked 2 wanted 3 moved 4 lived 5 studied
6 married 7 loved 8 planned 9 trained 10 started
11 travelled 12 arrived 13 described

For further practice of the past simple affirmative of regular verbs: Grammar Builder 6B page 134

1 1 arrived 2 planned 3 worked 4 stopped
5 waited 6 travelled 7 lived 8 watched
9 married 10 moved

2 1 travelled 2 lived; moved 3 stopped
4 arrived 5 waited 6 planned 7 worked
8 married; watched

3 1 moved 2 married 3 started 4 lived
5 worked 6 wanted 7 stopped 8 travelled
9 visited 10 described

4 2 We visited relatives ...
3 I worked very hard ...
4 I started at this school ...
5 I watched a great programme on TV ...
6 It rained a lot ...

Exercise 6 page 64

- Students read the example and do the exercise.
- Check answers as a class by asking individual volunteers to read out the sentences. Make sure they pronounce the past simple verbs correctly.

KEY

2 travelled 3 waited 4 lived 5 stopped 6 chatted

Exercise 7 page 64

- Draw a simple timeline on the board with *now* on the far right. Say a few true things about yourself using some of the time expressions from exercises 6 and 7, e.g. *An hour ago, I had a cup of coffee. A few minutes ago, I started teaching this class. Three hours ago, I woke up and had breakfast. Last night, I marked papers.* Each time you say an expression, make a mark on the timeline, showing that each expression refers to a specific time in the past.
- Students do the exercise.

KEY

1 a few minutes ago 2 an hour ago 3 three hours ago
4 last night 5 yesterday morning 6 last week
7 last month 8 two months ago 9 last summer
10 ten years ago

Exercise 8 page 64

- As students talk in pairs, circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past events.*

6C Listening

Missing sounds

LESSON SUMMARY

Speaking: Talking about national parks

Listening: Listening for missing sounds

Vocabulary: Safety in the outdoors

Grammar: Past simple endings

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Do exercise 9 only if you have time.

LEAD-IN 2-3 MINUTES

- Ask students: *Have you ever been camping in a tent?*
- If any students raise their hands, ask them to describe their experiences.
- Ask students who have never been camping: *Would like to go camping? If yes, why? If no, why not?*
- Elicit a few answers.

Exercise 1 page 65

- Focus attention on the photo. Then check the meaning of the words. Elicit a description of the photo as a class.

KEY

(Example answer)

Some people are camping, but their camp is empty. We can't see them. A bear is looking at their tent. There's a sleeping bag inside the tent. The bear pushed over the chair. I can see some rocks.

Exercise 2 page 65

- Ask: *What are the dangers in wild places where people go hiking and camping?* (e.g. wild animals, getting lost, being hurt and dangerous weather)
- Ask students to skim-read the safety advice and check understanding of *signal*, *map* and *compass*.
- Students can complete the text in pairs.

KEY

1 Tell 2 rely 3 Take 4 feed 5 keep 6 walk
7 run 8 look 9 climb

Exercise 3 page 65

- On the board, write *best friend*. Read it out naturally: /bes frend/. Ask: *Which sound disappears?* Repeat if necessary to elicit the /t/ sound.
- Students read the Listening Strategy. They then read sentences 1–6.
- Students do the exercise. Then check answers as a class.

KEY

1 best 2 old 3 next 4 cold 5 must 6 last

Exercise 4 3.07 page 65

- Tell students: *Now you're going to listen to the sentences.* Play the audio for students to listen and repeat.

Exercise 5 3.08 page 65

- On the board, write: *We play tennis yesterday.*
- Then ask: *What's wrong with this sentence?* (The verb should be *played* because *yesterday* is the past.)
- Students read the *Look out!* box.
- On the board, write: *play – played* and *cook – cooked.* Say: *You're going to hear two sentences. Which verb do you hear in each sentence?* Elicit answers. Students will almost certainly hear *play* and *cook.*
- Elicit the answer to the question in the instruction.

KEY

We know they are in the past because of the words *yesterday* and *this morning.*

Exercise 6 3.09 page 65

- Say: *You're going to hear eight sentences. They could be about the past or the present.*
- Play the audio and pause after the first sentence. Ask: *Is the verb present simple or past simple?* Elicit the answer. Play the rest of the audio. Then check answers as a class.

KEY

- 1 present simple; *every evening* means it is a habit.
- 2 either; there is no time reference.
- 3 either; there is no time reference.
- 4 past simple; the time reference is *last year.*
- 5 either; there is no time reference.
- 6 present simple; *every day* means it is a habit.
- 7 past simple; the time reference is *last weekend.*
- 8 past simple; the time reference is *for many years.*

Transcript

- 1 Mum and Beth cook dinner every evening.
- 2 We both study drama at college.
- 3 I walk to school.
- 4 Fred stopped doing karate last year.
- 5 I crossed the road and walked into the supermarket.
- 6 They travel to work by car every day.
- 7 Tom arrived Tuesday of last week.
- 8 They lived together for many years in the USA.

Exercise 7 3.10 page 65

- Ask students to read sentences A–E. Check understanding.
- Play the audio, pausing after each speaker so that students can answer the question. Then check answers as a class.

KEY

1 E 2 B 3 C 4 A

Transcript

- 1 Last summer my friend Liam and I visited a national park. There's a beautiful lake there with woods all around it. One day, we decided to swim in the lake, so we changed into our swimming trunks behind some trees. After swimming for about 30 minutes, Liam returned to the trees. Then he shouted to me, 'Our clothes? Where are they? They aren't here!' We looked for them everywhere. Then we noticed two boys in the wood – with our clothes in their hands! I shouted to them and they dropped our clothes and hurried away into the wood. Liam wanted to catch them, but I stopped him.

- 2 Last year my friend Sam and I visited Yellowstone National Park. When we arrived, we pitched our tent near a lovely river and decided to sleep for an hour. About 30 minutes later a roar interrupted our sleep. 'That sounds like a bear,' whispered Joe. I agreed. Bears can be dangerous, so we carefully opened the tent, looked around, then we walked quietly to the car. We closed the car doors and locked them. Two minutes later, a large bear appeared from the trees. It walked to our tent and looked inside. Then it destroyed the tent with its big paws! We waited quietly in the car. After about five minutes, the bear returned to the woods, and we returned home in the car – without our tent and sleeping bags!
- 3 I live in a village in the mountains. Last spring, my friend Emma and I decided to trek over the mountains to a youth hostel in another village. We started at nine in the morning. But at lunch time it started to rain and clouds covered the mountain. We arrived at a cave and waited there. When it stopped raining, we walked on. But we followed the wrong path! We stopped again. 'Where are we?' asked Emma. 'I don't know,' I replied. 'I think we're lost. I haven't got a compass with me, but I've got a map app on my phone. We can see where we are.' So we opened the app and used it to find our way back to the path. We soon arrived at the village and stayed at the youth hostel.
- 4 Last June, I visited a safari park with my family. You have to drive round the park and you mustn't stop or open the windows. Well, we followed the road and looked at all the amazing wild animals: elephants, hippos, monkeys, tigers and gorillas. Then suddenly, the car slowed down and stopped. Dad tried to start it again. 'What's the matter with the car?' asked Mum. 'I can't start it,' replied Dad. 'There isn't any petrol!' Then my little brother noticed some lions. 'Look, Dad, they're coming to the car!' he cried. 'Don't worry,' replied Dad. 'They can't get into the car.' The lions walked round the car and then returned to their family. Luckily, one of the safari park wardens noticed our car soon afterwards and rescued us.

Exercise 8 3.11 page 65

- Students read the sentences and do the exercise.
- Play the audio for students to check their answers. Then check answers as a class.

KEY

1 behind 2 noticed 3 Last, friend 4 closed
5 followed 6 opened 7 slowed 9 noticed

Exercise 9 page 65

- Focus attention on the three questions. Ask students to list as many national parks in their country or neighbouring countries as they can think of.
- Students discuss the questions in pairs. Circulate, monitor and help as necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand words which are joined together in connected speech.*

6D Grammar

Past simple: *be* and *can*

LESSON SUMMARY

Grammar: Past simple: *be* and *can*

Speaking: Talking and asking about abilities in the past

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. If you run out of time, omit exercise 7. Exercise 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell the class about an interesting place you visited, e.g. *On my last holiday, I visited the Eiffel Tower. It was amazing. From the top, there were amazing views of Paris.*
- Ask: *What interesting things did you see or do on your last holiday?* Elicit answers.

Exercise 1 3.12 page 66

- Play the audio for students to read and listen to the dialogue.
- Elicit the answers to the questions. Then ask:
When was Molly's holiday? (last week)
Who did she visit? (her uncle)
Where did she see hippos and lions? (at a river)
Was Molly scared? (no)

KEY

Molly was in Cape Town (in South Africa). She saw giraffes, elephants, zebras, hippos and lions.

Exercise 2 page 66

- On the board, write: *I was there. You ____ there.* Elicit *were*.
- Go through the *Learn this!* box together. With a **weaker class**, complete the gaps together. With a **stronger class**, students complete the exercise individually.

KEY

1 were 2 wasn't 3 Was 4 was 5 weren't 6 Could 7 couldn't

For further practice of the past simple *be* and *can*: Grammar Builder 6D page 134

5 1 weren't 2 were 3 weren't 4 was 5 was
6 wasn't 7 was 8 wasn't

6 2 was 3 weren't 4 was 5 was 6 weren't
7 wasn't 8 was

- 7 2 Was Harry at home last night? Yes, he was.
3 Were Sue and Simon at school yesterday? No, they weren't
4 Was Martin in town at three o'clock yesterday afternoon? Yes, he was.
5 Was Rachel at the supermarket at midday on Saturday? Yes, she was.
6 Were Tom and Emma in the school canteen at breaktime? No, they weren't.
7 Was Danny at the doctor's yesterday morning? No, he wasn't
8 Was Miranda at the pop concert on Saturday evening? Yes, she was.

8 1 could 2 couldn't 3 couldn't 4 couldn't
5 could 6 couldn't 7 couldn't 8 couldn't

Exercise 3 page 66

- Complete the first sentence as a class. With a **weaker class**, continue together. With a **stronger class**, students do the exercise individually and then check answers as a class.

KEY

1 weren't 2 was 3 Were, wasn't 4 were 5 wasn't
6 Was, were, was, wasn't

Exercise 4 page 66

- Focus attention on the example and ask: *Is this today or was it yesterday? How do you know?* Elicit that it was yesterday because *couldn't* is a past tense.
- Students complete the sentences individually.

KEY

2 Josh couldn't swim because the sea was very rough.
3 I couldn't go to school because I wasn't well.
4 Liam couldn't finish his burger because he was full.
5 We couldn't put up the tent because it was too windy.
6 Harriet couldn't sleep because she wasn't tired.

Exercise 5 page 66

- Ask students to read the dialogue. Then complete the first two gaps as a class.
- Students can work in pairs to complete the exercise. Circulate, monitor and help as necessary.
- Check answers by asking two volunteers to read out the completed dialogue.

KEY

1 were 2 weren't 3 couldn't 4 Was 5 wasn't
6 wasn't 7 was 8 couldn't 9 could 10 weren't
11 Was 12 was 13 couldn't

Exercise 6 page 66

- Do the first item as a class. Point out to students that they are only writing the questions in this exercise. They will answer them in the next exercise. With a **weaker class**, students work in pairs. With a **stronger class**, students work individually.

KEY

2 Could you count to ten in English when you were seven?
3 Could you write your name when you were three?
4 Could you talk when you were two?
5 Could you walk when you were one?
6 Could you ride a bike when you were six?

Exercise 7 page 66

- Model the example with a confident student.
- While students work in pairs, circulate, monitor and help as necessary.

Extra activity

- Students think of a few more questions with *could*, e.g. *Could you read when you were four? Could you use a computer when you were six? Could you play a musical instrument when you were eight?*
- Students work in pairs, taking turns to ask and answer each other's questions.
- Ask a few students to tell the class about their partner, e.g. *Martin could swim when he was five.*

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can talk about the past using be and can.*

6E Word Skills

Prepositions of movement and place

LESSON SUMMARY

Vocabulary: Prepositions of movement; prepositions of place

Speaking: Re-telling a story

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than 1–2 minutes on exercise 1. Exercise 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Tell the story of a time you got lost, or when someone you know got lost. It could be something simple, such as a child becoming briefly lost in the supermarket while shopping with a parent.
- Ask:
Did you or someone you know ever get lost when you were a child?
When did you / they get lost?
What happened?
Were you / they scared?
- Elicit answers.

Exercise 1 page 67

- Focus attention on the photo and the title. Discuss the question as a class. Students will probably guess that the person got lost in the rainforest.
- Check the meaning and pronunciation of *survival* /sə'vaɪvəl/ (continuing to live, often despite difficulty or danger) and *rainforest* /'reɪnfɒrɪst/ (a forest in tropical parts of the world that have a lot of rain).

Exercise 2 page 67

- Pre-teach *shortcut* (a quicker or shorter way of getting to a place).

- Students read the text individually. Then ask:
What is the man's job? (He is an engineer.)
Where did he work? (in the Amazon rainforest in Brazil)
Why did he become lost? (He took a shortcut.)
What did he eat? (bees and flies)
How many days was he lost? (twelve)

Exercise 3 page 67

- On the board, write: *prepositions of movement*. Say: *I'm walking across the room* and demonstrate. Write *across* on the board.
- Then write: *He builds roads in the forest*. Ask: *Is 'in' a preposition of movement?* (No, because the roads don't move.)
- Match the prepositions of movement with the diagrams.
- Tell students they have got two minutes to find the prepositions of movement in the text.
- Check answers by having individual students read out the prepositions they have found.

KEY

a into b along c away from d round e down
f across g to h onto i out of j over k under
l through m off n towards o past p up
along the usual path; across a field; into the jungle; return to his workmates; through the trees; over tree trunks; under bushes; along it

Extra activity

- Students work in groups of three and think of ways to act out each of the prepositions using their hands and classroom objects, e.g. for *across*, one student can put a book on the desk and move a hand across it.
- Encourage them to try to act out each of the prepositions of movement. Circulate, monitor and help as necessary.
- Ask a few students to act out some of the more interesting prepositions for the class.

Exercise 4 page 67

- On the board, write true sentences with *in*, *on* and *by*, e.g.
We are in the room.
My book is on the table.
My desk is by the door.
Ask: *Which words are prepositions?* (in, on, by)
What do they tell us? (where things are)
- Students read the *Learn this!* box and then do the exercise.

KEY

a in the Amazon rainforest; in the forest; in a tree
b on the ground
c by the river

Exercise 5 page 67

- Elicit answers to the first item. With a **weaker class**, do the exercise together. With a **stronger class**, students do the exercise individually.

KEY

1 past, over 2 in 3 through, up 4 across 5 on
6 out of, into 7 up / over, around / through 8 by

Exercise 6 page 67

- Do the first item as a class. Elicit: *Gileno Vieira da Rocha is a Brazilian engineer. He helps to build roads in the Amazon rainforest.*
- Encourage students not to write the sentences, but to practise saying them. Also, remind them to use prepositions of movement and place.
- With a **weaker class**, students work in pairs, taking turns to make sentences. With a **stronger class**, students do the exercise in pairs.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can use prepositions of movement.*

6F Reading

Stranger than fiction?

LESSON SUMMARY

Vocabulary: Professions

Speaking: Describing animals

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- On the board, write *dragon* and *unicorn*, and if necessary, translate the words into students' own language. Ask: *Are these animals real? (no) Do you know any films or stories with dragons or unicorns in them?* Elicit answers.

Exercise 1 page 68

- On the board, write *myth*. Students read the paragraph and answer the questions.

KEY

- 1 A myth is a story that some people believe, but that isn't actually true.
- 2 People were wrong about some strange animals being myths. They were actually real.

Exercise 2 page 68

- Focus attention on photos A–D and the four headings. Teach or elicit the meaning of *squid*, *gorilla*, *okapi* and *Komodo dragon*.
- Students match the photos with the headings.

KEY

1 D 2 C 3 B 4 A

Exercise 3 page 68

- Students read the Reading Strategy. They then read the question stem and answer options and underline the key words in the question stem (first people, describe, giant squid).
- Students read the first section of the text and decide if the answer options are true or false.

- Ask further questions: *What did the sea monsters look like?* (They were huge, with very long arms.)
Who did they attack? (sailors and fishermen)
How long were their arms? (six metres)

KEY

A T B F C F

Exercise 4 page 68

- As students have already read the first section, do the first item as a class. Get them to underline the sentence that supports their answer and encourage them to say why the other options are wrong.
- Check answers as a class. If you have time, ask additional questions: *When did Hanno travel to Africa?* (about 2,500 years ago) *Where did he find some strange people?* (on an island near the coast)
When did scientists describe gorillas? (in the 19th century)
When did people first see mountain gorillas? (in 1902)
What animals did the okapi remind people of? (a horse and a zebra)
What two men were interested in the okapi? (Henry Stanley and Henry Johnston)
What did Johnston send to London? (an okapi skin)
Where does the Komodo dragon live? (on an island in Indonesia)
Who first saw it? (a pilot)
What did it eat? (large animals)

KEY

1 b 2 b 3 c 4 a

Exercise 5 page 69

- Students read the example.
- With a **weaker class**, students do the exercise in pairs. With a **stronger class**, students work individually.

KEY

1 scientist 2 soldier 3 journalist 4 explorer
5 politician 6 fishermen 7 pilot 8 sailors

Exercise 6 page 69

- Focus attention on the three pictures. With a **weaker class**, elicit a description of the Loch Ness Monster. Then ask them to describe one of the other creatures. Students do the exercise. Circulate, monitor and help as necessary.

KEY

(Possible answers)

The Loch Ness Monster looks like a dragon or a dinosaur. It's big and it lives in the water.

Bigfoot looks like a gorilla. It's about the same size as a gorilla. It lives in forests with large trees.

The giant anaconda is a huge snake. It lives in rivers in tropical countries.

Exercise 7 page 69

- Focus attention on the questions. Students do their research on the internet and then share the information they have found with the class.

KEY

(Example answers)

There are a lot of stories about the Loch Ness Monster. It lives in a lake in Scotland according to the stories. There are photos and videos of the monster on the internet.

There are a lot of stories about Bigfoot. It lives in the forests of North America according to the stories. There are photos and videos of the creature on the internet. There are a lot of stories about the giant anaconda. It lives in South America, according to the stories. There are photos and videos of this snake on the internet. Anacondas are real animals, but nobody knows if the Giant Anaconda is real.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about real animals which people thought were myths.*

6G Speaking

Photo description

LESSON SUMMARY

Vocabulary: The natural world

Speaking: Describing a photo

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than 1–2 minutes on exercise 8 and omit exercise 6. Exercise 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Think of a quiet and peaceful outdoor place that you know and describe it for the class, e.g. *I know a quiet beach near here. It's very dark at night, so you can easily see the stars. The sunset is beautiful there. I love walking on the soft sand.*
- Then ask: *Do you know a beautiful place?* Elicit descriptions.

Exercise 1 page 70

- Focus attention on the photos. The two places look similarly beautiful, quiet and relaxing, so answers are a matter of personal opinion.

Exercise 2 page 70

- Focus attention on the words and check meaning.
- Students do the exercise in pairs. Circulate, monitor and help as necessary.

KEY

Photo on the left: cloud, grass, ground, mountains, sky, sunrise, tree

Photo on the right: cloud, grass, ground, mountain, rock, sky, tree, water

For further practice of the weather: Vocabulary Builder 6G page 120

1 A rainy B cloudy C stormy D windy E hot
F warm G cold H snowy I sunny

2 A It is hot and sunny. B It is windy and stormy.
C It is cold and snowy.

Exercise 3 3.14 page 70

- Play the audio for students to listen and circle the words in exercise 2 that they hear.

KEY

sunrise, ground, mountains, clouds, trees, grass

Transcript

This photo shows a woman in a beautiful place in the countryside. I think it's sunrise. The woman is sitting on the ground – she's facing the sun. She's in the foreground. In the distance, I can see mountains and clouds. On the right of the photo, there are trees. On the left, I can see grass, I think. And at the top of the photo is the sun. It's very bright! It looks like a warm and sunny morning.

Exercise 4 3.14 page 70

- Students read the Speaking Strategy. To check understanding, ask: *What should we describe first?* (the photo in general) *What should we describe next?* (the different parts) *What tenses should we use?* (present tenses)
- Play the audio again for students to listen and complete the key phrases. Check answers as a class.
- On the board, write: *1 in the foreground, 2 in the distance, 3 on the right, 4 on the left and 5 at the top.* Then play the audio a third time and ask students what the speaker says is in each of these places in the picture. (1 the woman; 2 mountains, clouds; 3 trees; 4 grass; 5 the sun)

KEY

2 in 3 in 4 on 5 at

Transcript

See exercise 3.

Exercise 5 page 70

- On the board, write: *In the centre, there's ...* and elicit *a tent*. With a **weaker class**, elicit the entire description. With a **stronger class**, students work in pairs.

KEY

(Possible answer)

This photo shows some people camping. In the background, I see trees and some mountains with snow on the peaks. In the foreground, on the left, there's a car. A young woman is taking something out of the car boot. In the centre, a man and two women are putting up a tent. On the right, I can see a guitar and some camping equipment. A man is opening the guitar case. Another man is walking towards the tent.

Exercise 6 3.15 page 70

- Play the audio. Elicit sentences that match the students' sentences from exercise 5.

Transcript

In this photo, we can see some men and women on a camping holiday. On the left, a woman is standing next to a car. In the centre, there's a yellow tent. A woman with long hair is walking past the tent. On the right, a man is sitting on a rock. He's facing the car. In the distance, there are mountains. It's a sunny day. On the right, we can see trees. It's a beautiful place for camping, in my opinion.

Exercise 7 page 70

- Focus attention on the diagrams. Do the first item as a class.

KEY

A facing (the tree) B lying (on the ground) C standing
D climbing (up) E walking F looking up G running
H sitting (on)

Exercise 8 page 70

- On the board, write: *She's facing ...* and elicit *the sun*. With a **weaker class**, put students in two groups and assign one photo to each. Students do the exercise in pairs. With a **stronger class**, students do the exercise individually.

KEY

(Possible answers)

Photo 1 She's facing the sun. She's sitting on the ground.

Photo 2 She's standing next to the car. She's / He's walking. He's sitting on a rock.

Exercise 9 page 70

- In pairs, students make a note of vocabulary they will need.

Exercise 10 page 70

- Students take turns describing the photos.

KEY

(Possible answers)

Photo 1 In this photo, we can see a beautiful mountain scene. In the centre, there's a big lake. On the left, there's a man. He's sitting on a rock and he's facing the sun. I think he's looking at the mountains in the distance. At the top of the photo, the sky is blue and there are white clouds.

Photo 2 In this photo, we can see a beautiful sunset. In the distance, there are mountains and clouds. On the left, there are some trees and a small stream. On the right, there's an orange tent and a man. The man is sitting on the ground and looking down at the fire.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos.*

6H Writing

A postcard

LESSON SUMMARY

Vocabulary: Adventure holiday activities

Writing: A postcard

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief. Exercise 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *When your friends and family go on holiday, how do they communicate with you?* Elicit answers. (e.g. They send postcards / emails / texts; they upload posts on social media.)

Exercise 1 page 71

- Focus attention on the photos. Ask: *Do you know what we call these activities in English?*
- If students do not know, elicit the correct answers from the list. Then check the meaning of the rest of the words and elicit any others.

KEY

Photo 1 trek **Photo 2** kayak **Photo 3** abseil

For further practice of adventure holiday activities: Vocabulary Builder 6H page 120

4 A bungee jump B climb C go caving D kite surf
E cycle F swim G watch wildlife H windsurf

Exercise 2 page 71

- Ask: *What's a postcard?* (a card with a picture that you can write a short message on to send through the post)
- Say: *We're going to read two postcards.* Rather than read the cards entirely, ask students to scan the first card for holiday activities and raise a hand when they have found three.
- Repeat for the second card.

KEY

Postcard 1 trek, explore, surf

Postcard 2 kayak, abseil, cycle

Exercise 3 page 71

- Practise scanning again. Ask students to read the first question and raise a hand when they have found both countries. Continue in the same way for the rest of the questions.

KEY

1 M: Vietnam; T: Canada 2 M: in a hostel; T: at a campsite
3 M: very hot and sunny; T: OK (cold and windy yesterday, better today) 4 M: trekked and explored; T: kayaked
5 M: surfing; T: cycling

Exercise 4 page 71

- Ask students to underline the sentence that says what country Milla is in. (I'm having a great time in Vietnam.) Ask: *What verb tense does she use?* (present continuous)
- Ask students to underline the sentence that describes the activities she did. (Yesterday, we trekked into the jungle and explored.) Ask: *What verb tense does she use?* (past simple)
- Ask students to underline the sentence that explains her plans for the next day. (Tomorrow morning, we're travelling to the beach ...) Ask: *What verb tense does she use?* (present continuous)
- Go through the Writing Strategy together and then find the example sentences in Milla and Tom's postcards.

KEY

Postcard 1 (Milla) I'm having a great time. We're staying in a hostel. We arrived three days ago. Yesterday we trekked ... Tomorrow we're travelling to the beach ...

Postcard 2 (Tom) We're staying at a campsite near a lake in Ontario. Yesterday we kayaked down a river. Today I abseiled down a cliff. Tomorrow we're cycling to the nearest village.

Exercise 5 page 71

- Give students two minutes to underline the expressions in the postcards. There are two expressions in the list that do not appear in the postcards.

KEY

I'm having a great time in Vietnam.

This is my second day in Canada. The weather is very hot and sunny / OK.

I've only got three more days here. Wish you were here.

Say hello to Emma. See you soon.

Exercise 6 page 71

- On the board, write the headings: *country, weather, past activities done, future activities.*
- As a class, brainstorm some ideas for each of the headings.

Exercise 7 page 71

- The writing can be set as homework. If there is time in class, students work individually. Circulate, monitor and help as necessary.
- When students have finished writing, focus attention on the *Check your work* box and remind them to read their postcard again and make sure it is as good as it can be.

KEY

(Model answer)

Hi Anna,

This is my third day in Scotland. We're staying in a hostel in the mountains. The weather is quite cold, but the country is beautiful.

The day before yesterday we went kayaking. It was scary but it was also very exciting! Then in the evening, we went to a pub with traditional music and dancing.

Yesterday, we went trekking in the mountains. It was a sunny day and we saw some fantastic views.

Tomorrow, we're going to visit my aunt and uncle in Edinburgh. We're staying there for a week and then we're flying back home.

Wish you were here!

Bye for now!

Lucy

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can write a postcard.*

3 Exam Skills Trainer

LESSON SUMMARY

Reading: Understanding a writer's intention

Listening: Words with similar and opposite meanings

Use of English: Using grammar and common combinations of words

Speaking: Describing a photo – the scene, the weather and then the action

Writing: A postcard

LEAD-IN 2–3 MINUTES

- Ask students:
What's the most interesting place you've ever visited as a tourist? Elicit the name of a city, national park, famous attraction, etc.
What did you see there?
What did you do?
- As students talk, listen and ask questions that elicit more information and more detail.

Reading

Exercise 1 page 72

- On the board, write *intention* and teach or elicit the meaning (why a person wants to do something).
- Say:
A seller in a market says, 'Look at this!' What is the seller's intention? (The seller wants you to buy something.)
If you get a good mark in an exam, you might say to your parents: 'Look at this!' What is your intention? (to make your mother or father happy)
If your bedroom is very untidy and your mother says 'Look at this!' what is her intention? (She wants you to tidy your room.)
- Explain to students that intention is not always directly stated, but we can understand it if we pay attention.
- Go through the strategy together. Then students do the exercise.

KEY

1 C 2 E 3 B 4 A 5 D

Exercise 2 page 72

- Students read text 1 and question 1 and answer the question. Ask: *Why isn't A correct?* (Because the text doesn't list good places to visit in Seoul.) *Why isn't B correct?* (Because the story about the river isn't funny.) *Why isn't C correct?* (Because there's nothing about 1958 or the reasons a big road was needed.)
- Ask some additional questions:
How old is Seoul? (600 years old)
Why couldn't people see the river that ran through the city centre? (Because there was a road over it.)
When was the river opened again? (in 2003)
- Students read text 2 and question 2 and answer the question. Ask: *Why isn't A correct?* (He says nothing about wanting to see a snake.) *Why isn't B correct?* (He says nothing about being interested in the trees. It may be true, but it isn't his intention to say it.) *Why isn't D correct?* (He didn't walk over the snake.)
- Students read text 3 and question 3 and answer the question. Ask: *Why is B correct?* (The text begins and ends with statements about her visit to the park.)

KEY

1 D 2 C 3 B

Listening

Exercise 3 page 72

- On the board, write *big*. Ask:
What's the opposite of big? (small, little)
Can you think of a word with a similar meaning? (large)
- Go through the strategy together and do the exercise.

KEY

	Similar meaning	Opposite meaning
dirty	polluted	clean
noisy	loud	quiet
fast	quick	slow
short	—	long
dangerous	—	safe
stop	wait	start

Exercise 4 3.16 page 72

- Students read the statements. Focus attention on sentence 1 and ask:
What will Myra say if she's happy with the tram system? (e.g. I like the system. It's good. I enjoy using it.)
What will she say if she isn't happy with it? (e.g. I don't like it. It's not very good. I don't enjoy using it.)
Now focus on sentence 2. Ask:
What is the opposite meaning of the sentence? (It isn't difficult for trams to move left and right. It's easy for trams to move left and right.)
What is another way of saying it? (Trams can't move left and right. It's impossible for trams to move left and right.)
- Students look closely at sentences 3–6 and for each, write one sentence with a similar meaning and one sentence with an opposite meaning. Circulate, monitor and help as necessary.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 F 2 T 3 F 4 T 5 F 6 T

Transcript

Stephen What do you think of the new tram system?

Myra It's good! I lived in a city with trams when I was a child. I always really liked travelling on them. And the traffic here is better now.

S Really? I'm not so sure. I mean, buses and cars can move around things in the road, but trams have to travel on tracks, you know, like a train, in more or less straight lines. They can't suddenly turn left or right. Yesterday I was on a tram and it just stopped for five minutes because there was something in front of it. So slow!

M Hmm, maybe, but there are so many other good things about trams, like they're cleaner than buses and cars. We need clean transport here! The air is so dirty!

S Yes, but bikes are the cleanest form of transport! More people should ride bikes. And talking of bikes, trams are actually dangerous for bikes.

M Why?

S Because it's easy for the wheels of a bike to go down into the tracks in the road, and sometimes it can be difficult to

get the bike out again. That's really dangerous when you're in the middle of a busy road.

M OK, but they're definitely quieter than buses and cars.

S Quieter! They make that horrible 'squeal' noise when they turn. 'Squeeeeal!'

M Ow, yes, OK, that's true. Too loud! Stop it! Stop!

Use of English

Exercise 5 page 73

- On the board, write: *I'm going ___ the bus station*. Elicit the missing word (*to*). Ask: *What part of speech is 'to'?* (a preposition)
Write: *I'm going to ___ a bus*. Elicit the missing word(s) (*catch / miss / get on*). Ask: *What part of speech is 'catch' / 'miss' / 'get on'?* (a verb)
Write: *The bus is ___ cheapest way to travel*. Elicit the missing word (*the*). Ask: *What part of speech is 'the cheapest'?* (a superlative adjective)
- Go through the strategy together and then ask students to do the exercise.
- For each of the incorrect items in the exercise, elicit the correct preposition or verb. (1 on a motorbike; 2 get out of a car; 3 get off a bike; 4 lose your way; 5 in Istanbul; 6 in Germany)

KEY

1 a motorbike 2 a car 3 a bus 4 your way
5 Istanbul 6 Germany

Exercise 6 page 73

- Students read the text quickly to get the gist. Then tell them you are going to make some incorrect statements about the text. Ask students to correct them:
Monkeys are very popular in India. (e.g. A lot of people don't want to see monkeys.)
Delhi has about nine thousand monkeys. (There are tens of thousands of monkeys.)
People in India keep water under the house. (They keep it on the roof.)
One monkey watched a man using his computer and copied him. (The monkey copied the man opening his fridge.)
- Students do the exercise.
- Check answers as a class.

KEY

1 C 2 B 3 B 4 A 5 C 6 B 7 A 8 B

Speaking

Exercise 7 page 73

- Ask students:
Where are we? (in a classroom)
What time of day is it? (e.g. morning / afternoon / evening)
What's the weather like? (e.g. It's hot / cold / warm / cool / cloudy / rainy / snowy)
What's happening? (e.g. You're teaching. The students are learning.)
- Go through the strategy together. Focus attention on the four word categories.

KEY

Place	Time	Weather	Activity
bridge	afternoon	cloud	relax
city	evening	cold	sit
ground	sunrise	snow	travel
park	sunset		

Exercise 8 page 73

- With a **weaker class**, work as a class to elicit a description of the photo on the left. Students then work in pairs to describe the photo on the right. With a **stronger class**, students choose a photo and describe it. Students who finish quickly can describe the other photo too.

KEY

(Example answers)

This is a city scene. It's very cloudy and snowy, so it could be autumn or winter. A train is crossing a bridge. Maybe people on the train are travelling to or from work.

This is a park in a city. There are some trees and a lake. It's probably afternoon. The weather is sunny, but there are a few clouds. Some people are sitting on the ground and relaxing.

Writing**Exercise 9** page 73

- Say:
Think of a place you really like – maybe your favourite place.
What adjectives can you use to describe it? (e.g. beautiful, warm, friendly, nice, exciting, exotic)
Think of a place you don't like. What adjectives can you use to describe it? (e.g. cold, crowded, boring, polluted)
- Go through the strategy together. Then students do the exercise.
- Check answers as a class.

KEY

1 hot 2 bad 3 noisy 4 tallest 5 best 6 fantastic

Exercise 10 page 73

- With a **weaker class**, choose a location and brainstorm ideas onto the board. Ask all the students to write about it. With a **stronger class**, students use their own ideas. Circulate, monitor and help as necessary.

KEY

(Example answer)

Dear Kev,

Hello from York, England! I'm sitting in Rowntree Park, near the River Ouse. It's a beautiful sunny day. The temperature is about 18°C and there are only a few clouds.

I'm staying in a hotel in the town centre. It's clean and comfortable. I had an amazing day yesterday. I walked on the ancient wall around the city. The views were fantastic, and I watched the sunset from one of the towers.

Tomorrow, I'm planning to take a boat tour on the river and visit part of an old castle called Clifford's Tower.

I hope you're having a good holiday!

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask: *What have you learned today? What can you do now?* and elicit answers: *I can understand a writer's intention. I can understand words with similar and opposite meanings. I can use grammar and common combinations of words to choose correct answers. I can describe a photo – the scene, then the weather, then the action. I can write a postcard.*