



Wild world

8

READING

topic: National Mountain Day
skill: understanding a text
about recent experiences
task: matching

GRAMMAR

present perfect
present perfect with *ever* and *never*

VOCABULARY

the natural world
weather

LISTENING

topic: I've seen a bear!
skill: listening for specific information
task: three-option multiple choice

SPEAKING

topic: outdoor fun, whatever the
weather
skill: giving an opinion
task: discuss ideas about activities

WRITING

topic: teens say what they want on
holiday
skill: using informal language
task: an e-mail

SWITCH ON

video: mountain life
project: rewilding fundraising

Lead-in p95

Ask students to look at the photo and say what they can see (a girl looking at something through binoculars). Elicit what binoculars do (they help us see further away). You may wish to drill the pronunciation of *binoculars*. Ask students what the girl might be looking at (she might be looking at wildlife because she's hiding in the grass. She's also wearing a sun hat so she could be on a safari). Read through the questions with the class and put students into pairs or groups of three to discuss. Give them a couple of minutes, then elicit some answers.

Model answers

- 1 I love spending time outdoors. We've got a dog so we take him for walks in the park every day; it's great to get exercise and to see some nature. I think we spend too much time indoors on tech.
- 2 Mount Everest; the Grand Canyon; the Northern Lights; The Harbour at Rio de Janeiro; the Great Barrier Reef; Paricutin; The Volcano in a Cornfield; Victoria Falls
- 3 Last year I went on a school trip with my geography class. We went to the mountains and measured the speed of the river there and then we measured it close to the sea. It was very interesting.

Read the quotation *There's so much to see* and the unit title *Wild world* and ask students what they think Unit 8 is about (the natural world).

READING

SB pp96–97

To start

Put students into pairs and tell them they have 30 seconds to list as many countries in English as they can. Tell students they must spell all of the countries correctly and they can't use their smartphones to check. When the 30 seconds is up, ask pairs to swap their list with another pair to check. If it is appropriate, the new pair can use the internet to check answers and their spelling. When the pairs have checked their answers, elicit which pair had the most correct answers. Ask the pair to read their answers out and check the spelling yourself. If all the answers are correct, congratulate the winning pair; if not, keep going until you find a winner.

Power up

- 1 Ask students to cover the exercise and look at the map. Ask them what each of the different colours represents. Elicit or teach *continent*, then elicit which continent you are in now. Ask students to say how many of the other continents they can name. Students can then look at Ex 1 and match the continents 1–7 with A–G on the map. When they have finished, ask students to compare answers with a partner before eliciting answers from the class.

1 E 2 G 3 C 4 F 5 B 6 A 7 D

extra: whole class



This activity requires that students have access to the internet in the classroom.

Divide the class into two teams and tell the teams that they are each going to make a quiz for the other team. Each team should research one interesting fact for each continent which they can use as a question to ask the other team. Give the teams 7–8 minutes to research their facts and make questions from them. Give help where needed and check that each of the questions works and isn't too easy/difficult. Then ask the teams to take it in turns to read out their questions to the other team as a quiz. The other team should confer and write down their answers. At the end of the quiz, ask teams to check the answers and total up the scores. Congratulate the winning team.

- 2 Put students into groups of three or four to complete the activity. First tell the class that there isn't a country beginning with 'X'. Then tell them that they are restricted to one country per letter – they won't get extra points for writing three countries beginning with the same letter.

When they have finished, tell them to swap their list with another group to check. Elicit answers around the class.

Possible answers

Austria, Barbados, Canada, Denmark, Egypt, Finland, Germany, Haiti, Ireland, Japan, Kenya, Libya, Madagascar, Nepal, Oman, Poland, Qatar, Romania, Saudi Arabia, Turkey, United Kingdom, Venezuela, Western Sahara, Yemen, Zimbabwe

alternative: mixed ability



To make it more fun for more capable classes, you could do the activity as a race to see who can name all 25 countries first. For weaker classes, allow groups to check the English spelling of countries on their smartphones.

Read on

- 3 Draw students' attention to the three pictures. Ask students to describe what they can see in each photo (1 a snow-covered igloo; 2 mountains covered in vegetation; 3 a mountain in the background with grass, trees and giraffes in front of it). Elicit if anybody knows where these places are, but don't tell them if they are right yet because students will find out the answers in the reading text.
- 4 Students read the first paragraph (in bold) individually, then share their opinion with a partner. When you elicit answers from the class, you could also ask students if they have any days like this in their own country. If so, do they do anything to celebrate them?

background information



The Swiss chocolate bar, Toblerone™ has a drawing of the Matterhorn with the bear on it. You have to look closely to see the bear.

- 5 Give students a couple of minutes to read the article quickly. Tell them they should just look for the information they need rather than reading every word carefully. Elicit answers and ask students if they were right about their answers in Ex 3. Ask students to mark the three mountains on the world map on page 96, and say which continent each mountain is in.

1 B, Europe (Switzerland)

2 A, Asia (China)

3 C, Africa (Tanzania)

exam tip

Read through the exam tip with the class. Tell students that they should underline the key words in the questions to make it easier for them to find the information when they read the text. Put students into pairs and give them one minute to underline the key words in Ex 6 together, then elicit ideas from the class, (1 enjoys outdoor sports; 2 walking, mountain; 3 bad view; 4 cold at night; 5 visited mountain school; 6 difficult, describe experience; 7 enjoyed watching animals).

exam task: matching

In the Cambridge A2 Key for Schools exam the reading task does not have a detailed lead-in and an introductory paragraph. Here the lead-in and introductory paragraph are present to engage and inform the students.

6 e Ask students to work on their own, as they would in the exam. Give students 10 minutes to complete the task, which is slightly more than they would have in the exam, and remind them to leave time at the end to check their answers. Elicit answers around the class, and if you have a bigger class give more students an opportunity to answer by asking other students to read out the part in the text which gave them the answer.

- 1 B (*I love snowboarding and walking*)
- 2 B (*it's more fun to climb it on foot*)
- 3 A (*... I couldn't see much because it was rainy and foggy all day*)
- 4 C (*the temperature was often below zero in the evening*)
- 5 C (*... with my geography class*)
- 6 C (*I didn't know what to write*)
- 7 A (*The best thing I saw there were the monkeys. They made me laugh.*)

Sum up

7 Put students into pairs to share their ideas of how much more they know now about mountains than before they started reading. Tell them that there are at least four facts about each place. Give students a minute or two, then elicit some information from students about what their partner said.

Possible answers

The Avatar Hallelujah mountain is in the Hunan National Park in China.

A film has the same name. (*Avatar*)

The weather is sometimes bad – rainy and foggy.

There are monkeys.

The Matterhorn is in Switzerland. It's got an igloo village.

The views are amazing.

A train goes to the top.

A famous chocolate bar has a picture of the Matterhorn on it.

Mount Kilimanjaro is in Africa.

It has warm days and cold nights.

There's a box at the top with a book in it.

You can write about your experiences in the book.

Speak up

8 Read the instruction and the words in the box with the class and tell students that they can choose any mountain they know; it doesn't have to be one from the reading text. Ask students to think of the mountain now, then elicit more adjectives that come to mind when they think of that mountain. Write them on the board to give students more words to use in their answers. Encourage students to give full answers and reasons. Students now discuss in pairs before feeding back to the class.

Model answer

I would really love to visit Mount Fuji in Japan. It's a famous mountain because it's also a volcano. It starts at sea level so you can walk from the sea all the way to the top above the clouds but most people catch a bus to half way up. It's very cold at the top so you need to take some warm clothes with you. Walking back down can be fun but also difficult because of the volcanic stones called 'scree', which are very slippery!

game on

As pairs are to sit separately at the beginning of this activity, it lends itself well to pairing students up with someone they don't usually work with – someone who sits at the opposite side of the classroom, for example. Once pairs are established, give them a time limit (it can be less than 5 minutes if you like) to write as many countries/ mountains as they can.

For weaker classes, have students do the first part of the task in pairs and then combine two pairs to match mountains and countries. For stronger classes, insist that spelling must be accurate for the match to count.

Fun footer

Read the fun footer with the class. Ask students if they think the sentence is really about climbing mountains (no). Elicit that this type of sentence is called a *metaphor* (they came across these in the Reading lesson in Unit 7). Ask students if they have any similar metaphors in their own language and help them to explain them in English.

To finish

Write *geographical feature* on the board at the centre of a spidergram. Elicit the meaning of the word (a natural part of the world, e.g. mountain). Elicit some more geographical features, e.g. *island, lake, forest*, and write these on the spidergram. Put students into groups and give them one geographical feature each. Tell them they have one minute to come up with as many adjectives as they can to describe their geographical feature. When the time is up, elicit these from each group and add them to the spidergram. Encourage students to note down any new vocabulary in their notebooks.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 98 of the Student's Book for homework, and to read the Grammar reference on the present perfect on page 142.

Also share the PowerPoint Grammar Presentation on the present perfect with them. Tell them to write down any questions they have on any part of the homework, and say that you will go over these in the next lesson.

Presentation tool:

Unit 8, Reading

Workbook / Online Practice:

WB p64

Extra Practice App

GRAMMAR

SB p98

To start

Draw a timeline on the board and write 'now' at the right hand end and 'my life' across the width of the line. Draw an arrow vertically half way along the line and say *I travelled to America last year*. Write this above the arrow to show that this happened at a specific point in the past. Ask students: *When did this happen?* (last year) Elicit what tense the sentence is in (past simple). Say that this is because we know when the event happened. Tell students that in this lesson they are going to learn about talking about experiences in the past when we *don't know* when they happened or when it *doesn't matter* when they happened. Leave the timeline on the board for the grammar presentation.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

↪ SB p142

1 If you used the flipped classroom approach at the end of the last lesson, say to students: *I have travelled to America*, and elicit what tense this is (present perfect). Using the timeline from the To start activity, delete the sentence you wrote containing *last year*, then ask students where you should write your new sentence. Elicit that we don't know because we don't know when it happened – only that it was at some point in the past. Elicit a few sentences in the present perfect about where students have been or things they have done.

Elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint presentation, if you used it.

If you didn't use the flipped classroom approach at the end of the Reading lesson, go over the grammar now with the class. Say to students: *I have travelled to America*, and ask: *Do we know when I travelled to America?* (no) Ask students: *Is it important when I travelled to America?* (no) Elicit or say what tense this is (present perfect). Make a comparison with the sentence on the timeline from the To start exercise, where we do know when the action took place, so the past simple was used.

Ask students to read through the explore grammar box and the Grammar reference on the present perfect on page 142 of the Student's Book, then read through the instructions for Ex 1 as a class. Ask students to complete the explore grammar box alone, then check answers with a partner. Alternatively, weaker students can do the exercise in pairs. Check answers as a class and answer any questions students might have.

1 's lived **2** 've studied **3** haven't slept **4** hasn't swum

watch out for



Some students will try to use the past simple without a time expression in place of the present perfect. Watch out for this and correct it. Encourage students to practise using the present perfect as much as possible so they get used to it and are not afraid to use it.

2 **8.1** Read through the instructions with the class. Students might find the activity easier if they write 1–7 in their notebooks and write the activities as they hear them, rather than trying to write numbers into the Student's Book.

Check students' understanding by asking them if they have to write one activity for each speaker (no – some speakers will mention more than one activity). Play the video or the recording, then elicit answers around the class.

- 1 swimming, surfing
- 2 swimming
- 3 canoeing
- 4 sleeping
- 5 skiing, swimming, sky diving
- 6 walking
- 7 swimming

3 **8.2** Tell students that they are going to watch or listen to the same speakers again. This time they should listen and complete the sentences with the verb forms that they hear. With weaker classes, you could pause the recording after each speaker to give students more time to write the answer.

After you have checked the answers with the class, get students to practise the present perfect simple in the third person by asking them to remember what the speakers said, e.g. *She/He's swum/walked*.

- 1** 've swum **2** haven't swum **3** 've canoed **4** 've slept
5 've skied **6** 've been

4 Give students a couple of minutes to do the activity, then ask them to compare answers with a partner. Check answers as a class.

be – been	ride – ridden
buy – bought	see – seen
do – done	swim – swum
fly – flown	take – taken
go – been/gone	wear – worn
hear – heard	write – written
read – read	

alternative: whole class



Practise the past participle forms by playing 'running dictation'. Put the students into two teams. One member of each team stands at the back of the class facing the board. Tell them a verb from the table in the infinitive, and on the count of three, each student runs to the board to write the correct past participle version. Whoever finishes first (or writes the correct version of it) gets a point. Continue with all the members in each team and/or all the verbs in the table.

- 5 Do the first one as a class if you think it will help. Ask students to read the sentences and complete the gaps, then compare answers with a partner. When you are checking the answers, ask students which two answers are possible for item 7 (*been* and *gone*). Refer students back to the explore grammar box and elicit why both of these answers are possible (because we don't know from the sentence if she is still there or she has come back).

1 has been 2 have taken 3 haven't ridden 4 's flown
5 've written 6 've seen 7 has been/gone

extra: fast finishers



Ask fast finishers to have a go at writing a gapped sentence like the ones in Ex 5. They should first write a complete sentence using the present perfect, then remove the verb and put the base verb in brackets after the gap. When they have finished they should put their hand up so that another fast finisher can find them and they can swap sentences.

exam task: open cloze

A Cambridge A2 Key for Schools exam text would test a wider range of language than is used in this practice exam task. This text reflects the lesson focus on the present perfect.

- 6 e Read through the instructions with the class. Ask students to read the article quickly to see if they can find any gaps where they need to use the present perfect (5 and 6). Ask students how they know this (there is a past participle after each gap). Ask them to read the article and complete the gaps, then compare answers with a partner. Check answers as a class.

- 1 Did (question form of past simple starts with *Did* – *last night* tells us that it is the past tense)
- 2 an (an article is needed before the noun *iceberg*, and as the noun starts with a vowel, we know the article *an* is needed)
- 3 the (an article is needed before the noun *iceberg*, and as we know that there can only be one iceberg that is the biggest, the definite article *the* is needed)
- 4 in (we use the preposition *in* with countries)
- 5 has (we use *has/have* with the present perfect, and as *the iceberg* is singular we need *has*)
- 6 have (we use *has/have* with the present perfect, and as *people* is a plural noun we need *have*)

extra: fast finishers



Ask fast finishers to go back over their answers and to note why the answer is correct in each case. As this is a short task, students might not have much time so you could give each fast finisher one question to look at. When you check answers around the class, ask fast finishers to also provide the justification in each case (see the answer key).

Speak up

- 7 For weaker classes, read through the words in the box first and elicit the past participle forms of each one. They can write these in the word box next to the infinitive forms. Encourage students to try to make at least one negative sentence. While students are talking, go around the class and help with any problems with the target language. Allow 2–3 minutes for discussion, then elicit some example sentences from the pairs.

Model answers

I have been at school almost every day this week.
I haven't eaten any junk food this week.
I have learned a new tense in my English class.
I haven't read my new sci-fi book this week – I've been too busy.
I haven't seen my sister this week because she's on holiday.
I haven't visited my grandmother this week as I've been too busy.

game on

For weaker classes you could demonstrate the activity with one or two strong students.

Read through the instructions with the class and ask students to play the game in groups of three or four. Go around the class checking that students are forming the target structure correctly.

Fun footer

Ask a volunteer to read aloud the fun footer for the class. Ask for a show of hands of those who would be interested in visiting Antarctica. Then ask some students why they would/wouldn't like to experience these unusual conditions. Discuss whether any students know more about Antarctica – what animals survive there, how it is changing, etc.

To finish

Tell students they are going to do a class survey. Give students an A4 piece of paper each. Tell them to write eight experiences that they have had on their piece of paper, e.g. *I have flown in a plane*. When everyone has eight experiences, tell them to go around the class and read out their experiences to a student until the other student can say *Me too!* Then they should write the other person's name next to it. Once they have both found an experience they have both done, they can then move on to another student and repeat the process. The object of the activity is to collect as many names as possible. Give students five minutes for the activity, then elicit information: ask students to tell you something about another student in the class, e.g. *Frank has worked in a restaurant*.

Presentation tool:	Unit 8, Grammar
Workbook / Online Practice:	WB p65
Grammar Reference and Practice:	SB pp142–143
Audioscript:	SB p156
PowerPoint Grammar Presentation:	Unit 8, Grammar
Extra Practice App	

VOCABULARY SB p99

the natural world

To start

Read the title of the lesson with the class and ask students if they like going on holiday where there is nature. Why/Why not? What are the good points and bad points about being in nature? Put students into pairs and give them a minute to discuss the question. Encourage them to give reasons or examples. When the time is up, elicit from students what they learned about their partner.

Model answer

I go camping every year with my family. Sometimes we camp near the beach and sometimes in other places. Last year we camped in the forest, which was very peaceful. I think it's great to get away from the city and the pollution. When you have a holiday in nature, you really relax. However, you can't get away from the weather! On our second day of camping last year, it started to rain and it didn't stop for days!

- 1** Put students into pairs to do this exercise. If they're not sure about any of the items, tell them to do the ones they know first and then look at the ones they don't know. Give students two minutes to do the activity, then check answers as a class.

1 hill 2 rainforest 3 island 4 ocean 5 river 6 desert
7 lake 8 coast

alternative

Do Ex 1 as a class game. Ask students to close their books. Split the class into two teams and tell them that you are going to read some definitions and the students have to give the answers. For stronger classes, you can attempt this activity without the words in the box. Otherwise write the words from the box on the board so that students don't look ahead at the definitions in the book. Read a definition and students call out the word if they think they know it. Teams can only guess once per definition. If the guess is correct, the team gets two points. If the guess is incorrect, offer it to the other team for one point. The team with the most points at the end of the activity wins.

- 2** If students have access to the internet on their smartphones in class, allow them to work in pairs to find examples online for each of the words in Ex 1. If using the internet in class isn't an option, this task could be set as homework. Tell them they can look for examples in their own country or famous ones around the world. Check students' ideas around the class.

Example answers


1 hill – Glastonbury Tor, UK
2 rainforest – The Amazon, Brazil
3 island – Santorini, Greece
4 ocean – Pacific Ocean
5 river – Rive Nile, Africa
6 desert – Sahara, Africa
7 lake – Lake Michigan, USA
8 coast – Jurassic coast, UK

- 3** Put students into pairs and ask them to spend one minute on the activity. Check answers as a class.

A rain B sun C storm D clouds E fog F snow
G wind H ice

explore language

Read through the explore language box with the class. Ask students questions around the class to check understanding, e.g. *Does it get foggy where you live? When was the last time it was icy here? Does it rain a lot in the winter? Do you get snow in your country?*

- 4**  8.3 Tell students they are going to hear someone giving a weather report and they should listen for four different types of weather from exercise three.

cloud, rain, snow, ice

extra: digital



Put students into pairs. Tell them to tell their partner a famous city in the world. Their partner has to give them a weather report for that city for tomorrow. If students have access to the internet in class, they can look this up, or they can invent a weather report of their own. Go around the class, checking that students are using the target language correctly.

When students have finished, ask some volunteers to say their weather report to the rest of the class. Can the class guess where it is for?

- 5** Put students into pairs to do this activity. If they are not sure of the meaning of a word, tell them to look it up online (if they have access to the internet in class; if they don't, provide clarification yourself by using the words in example sentences). Elicit answers from around the class, then elicit the meaning of *boiling hot* (water boils at 100 degrees Celsius) and *freezing* (water freezes at zero degrees Celsius).

1 freezing cold 2 cold 3 cool 4 warm 5 hot
6 boiling hot

- 6** Students can stay in the same pairs for this activity. Give students two minutes to complete the questions, then check the answers around the class. Ask students to look at the first question and ask them if they think it is really boiling hot (no, the person is using the phrase to show that it was very warm, but not literally 100 degrees). Tell students that we sometimes say something is more/better/worse than it is to make the sentence more dramatic or interesting. Ask if they can think of examples of this type of exaggeration in their own first language.

1 hot 2 warm 3 freezing cold 4 cold 5 cool

Speak up

- 7** Read the instructions with the class. Draw a simple compass on the board and write in *north, south, east* and *west*. Model and drill the four new words and tell the students to write them down in their notebooks. Tell them to use them in the discussion to talk about whether the weather is different in each of these places. Put students into pairs. If you have a multi-national class, mix the pairs up so that people are working with someone from a different country. Give students 3–4 minutes to talk in pairs, then elicit some ideas from the students – choose students from different countries to feed back if you have a multi-national class.

extra

If students have access to the internet in the classroom, divide the class into groups of three to research the topography and climate of a country of their choice. Tell them to find out about the weather and the natural features it has, e.g. mountains and lakes.

To finish

Put students into pairs and ask them to write their ideal weather forecast for their ideal holiday. Elicit some ideas for holidays from the students, e.g. a snowboarding holiday in the USA, or a beach holiday in the Caribbean. Tell pairs to help each other with their forecasts. Give students five minutes to complete the activity, ask some students to share their forecasts with the class without mentioning any place names. Ask the class to guess where the holiday is.

To prepare for the explore grammar section in the Listening lesson, ask students to complete Ex 5 on page 100 of the Student's Book for homework, and to read the explore grammar box on *the present perfect with ever and never* and the Grammar reference on the same topic on page 142.

Also share with the class the PowerPoint Grammar Presentation on *the present perfect with ever and never*. Tell them to write down any questions they have on any element of the homework, and say that you will go over these in the next lesson.

Presentation tool:	Unit 8, Vocabulary
Workbook / Online Practice:	WB p66
Extend vocabulary:	SB p146
Audioscript:	SB p156
Extra Practice App	

LISTENING SB p100

To start

Put students into pairs and ask them to choose a wild animal they both like and find some interesting facts about the animal on the internet. Give students three minutes for the activity and help students with any unknown or difficult words, then invite pairs to share their facts with the class. While they are sharing, write the name of each pair's animal up on the board, until you have all of the class's animals written down. Then ask the class if they can create groups of similar animals, e.g. big/small animals, loud/quiet animals, dangerous/not dangerous animals.

Possible answer

Our animal is the polar bear. The polar bear is the largest animal which lives on land and eats meat. It's 1.6 metres tall and its paws are 30 cm long. Polar bears are smaller than they were 60 years ago because there is less for them to eat now.

extra

Once you have divided the animals up a few different ways, ask the class if they can think of any different groups that haven't been mentioned yet because they don't fit with the class's animal selections, e.g. ugly/beautiful, can fly/can't fly, insects/mammals.

Give students three minutes to add as many categories as they can think of. If students can be online during class, ask them to use the internet to find the vocabulary they need. At the end of the three minutes, ask students to count up their lists and ask the pair with the most categories to read theirs out to the rest of the class. Write any new words on the board for students to record and encourage students to ask about anything they don't understand. Ask other students to add any further groups not mentioned yet.

For mixed ability classes, you could have weaker students look up animals rather than categories; then when both groups have finished looking for new words they can slot all the animals into the categories the other half of the class found.

Power up

- 1** Students work individually to match the words to the pictures. Give students 1–2 minutes to complete the activity, then check their answers with a partner. Elicit answers from the class.


A bear B bee C tiger D mouse E bird F fly
G monkey H snake

- 2** Put students into pairs to group the animals. Tell students it doesn't matter what groups they put them into but they must be able to explain what the groups are. (See *To start* and the *extra* box for more information on what is meant by 'groups'.) Give students two minutes to complete the activity, then elicit the groups from the pairs and ask the class to guess why the pair has put the animals into these groups. The pair can then say whether the class is correct and explain their reasons for putting them into these groups. Do the same with any other pairs who had different groups.

Possible answer

We put the bear, monkey, mouse, snake and tiger in one group because these are all animals which live on land. We put the bee, bird and fly together as these all fly in the air.

Listen up


- 3**  8.4 Read the instruction with the class, then ask students to work individually to listen and write down any animals they hear. Then check answers as a class.

tigers, bears, snakes, spiders

exam tip

Read through the exam tip with the class. Remind students to always underline the key words in the questions and answer options before the first listen. This will help them to recognise the information on the recording and also the distractors.

exam task: three-option multiple choice

- 4**  8.5 Tell students this is an exam-style question so they should work on their own. Play the recording. Remind students that they should listen carefully when the recording is played again and check their answers, even if they feel confident they are correct. Play the recording a second time, then check answers around the class.

- 1 C (*I go with him about every two years.*)
- 2 A (*I've never seen my favourite animals in the forest, tigers*)
- 3 B (*young bears only stay with their mothers for the first eighteen months*)
- 4 C (*I saw a huge one on the wall.*)
- 5 B (*I enjoyed it. We could swim in the lake every day!*)

extra

Ask students to look at audioscript 8.5 on pages 156–7 in pairs. Tell them to find and underline the place where they heard the correct answers to Ex 4, then also say why the incorrect options were incorrect. For example, for question 1, option C (every two years) is the correct answer so they should underline *I go with him about every two years*. Option A is incorrect because it's Emily's dad who goes every year (*my dad goes every year but ...*). Option B is incorrect because three years isn't mentioned. Ask students to do the same with the remaining questions, then elicit answers from different pairs.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p142 

- 5** If you followed the flipped classroom approach suggested at the end of the last lesson, you can ask students if they have any questions from their homework and check the answers to Ex 5.

If you didn't follow the flipped classroom approach, go through the grammar box with the class now. Explain to students that we use *ever* to ask about any time in the past up to now but not a specific time; we use *never* to say that something hasn't happened at any time in our lives.

Read the instructions for Ex 5 with the class and ask students to make questions. Elicit from the class whether they need to use *ever* or *never* to make the questions (*ever*). Check answers as a class, and go over any errors in word order. Before students ask and answer, drill the questions around the class to encourage fluency, then give students time to ask and answer the questions in pairs. Remind them to use *never* in their answers. Go around the class and monitor, checking students are using the target language correctly. Do not elicit any answers to the questions from the class at this point as they will feed back in the next activity.

- 1 Have you ever been to Russia?
- 2 Have you ever seen a snake?
- 3 Have you ever climbed a mountain?
- 4 Have you ever swum outdoors at night?
- 5 Have you ever slept in a tent?

extra

For homework, ask students to ask the Ex 5 questions to four more people (e.g. family members, friends at school or a club, etc.) and come back the following class ready to report their findings, e.g. *My mum has never seen a snake*.

Speak up

- 6** You could mix up the pairs at this point and have students work with someone they don't usually talk to.

When they are finished asking and answering, elicit answers from a few volunteers if you have a large class. In the unlikely event that a student has done all the things in Ex 5, ask them to think of something else they have never done (and want to do).

Model answers

Jane has never been to Russia. I have never slept in a tent.

Fun footer

If students have access to the internet in class, they can search online for other land animal speeds to find animals that are faster than the bear. Can they find an animal which is faster *and* heavier?

extra

Do an online fact search before the lesson on animal speeds and weights. Write *faster* and *lighter* on two bits of paper and stick them up at one end of the classroom and do the same for *slower* and *heavier* at the other end of the classroom. Tell students to stand up. Give students the name of an animal, e.g. *tiger* and then say *leopard – faster or slower?* (You can use animals students might not know the name of in English by putting a picture on the IWB.) Students walk to the side of the room they think is the correct answer. If students are wrong, they are out of the game and must sit down. Do one as a trial run first. Continue the game until there is one winning student left. Tell students to note down any new animal words in their notebooks.

To finish

Put students into pairs and give each pair an A4 piece of paper. Tell pairs to fold and tear the paper into 16 small pieces of paper. On each piece of paper they should write a verb which they can use to make a question with *ever*. If students are struggling to find 16 verbs, then brainstorm some verbs and put them on the board. Students then shuffle their bits of paper and put them face down on the table. One student from the pair picks up a verb and makes a question using *ever*, for example, *Have you ever been snorkelling?* The other student must reply, *No, I've never been snorkelling*, whether it's true or not. Their partner must guess if they are telling the truth. If they guess correctly, they get a point. Give students five minutes to complete the activity, then elicit which student got the most points.

Presentation tool:	Unit 8, Listening
Workbook / Online Practice:	WB p67
Photocopiables:	8A, 8B
Grammar Reference and Practice:	SB pp142–143
Audioscript:	SB pp156–157
PowerPoint Grammar Presentation:	Unit 8, Grammar
Extra Practice App	

SPEAKING SB p101

To start


Ask students: *What sports and activities do you like doing when it's hot? What about when it's cold?* Put students into pairs to discuss. Help out with any vocabulary students might need, then elicit ideas from the class. Write any new vocabulary on the board for students to record.

Power up


- 1 Read through the instruction and the questions with the class. Point out to students that picture C is at the bottom of the page. Students discuss in their pairs, then share some ideas with the class. Ask students: *Do you think the people in the photos are enjoying themselves?*

Model answer

In picture A, the person is swimming. They are swimming outdoors and I think they are swimming in the sea because I can see small waves. It's hard to say what the weather is like but it looks quite cold from the colour of the sea and it also looks like it's raining. In picture B, I can see a person cycling down a street in the rain. It isn't very cold because the person is only wearing shorts and a T-shirt. It also looks like the sun is coming out. In picture C, the person is on a hill in the countryside flying a kite. The weather looks very grey and cold, and the person is wearing a warm hat and jacket. It is probably windy because a windy day is the best time to fly a kite.

- 2  8.6 Tell students to listen and decide which activity in the picture they talk about.

The speakers talk about swimming and cycling.

- 3  8.7 Before students listen, tell them to work in pairs to underline the key words in 1–5. Tell students to listen and write short notes on each thing. Then elicit answers from around the class. Ask students if they think it was a good idea to go swimming in the rain.

- 1 It's fantastic.
- 2 It's exciting.
- 3 It's dangerous.
- 4 It was awful/strong.
- 5 It's mad.

exam tip

Tell students that during the discussion part of the Cambridge A2 Key for Schools exam, they will need to talk for longer and give longer answers, and part of that is giving reasons for their answers. Students will need to show that they can give reasons and examples.

useful language

Read through the useful language box with the class before you do Ex 4. Write *I don't think sleeping outside is interesting*, and ask students where to put *really* in the sentence (after *don't*). Explain that *really* always goes after the negative indicator (usually *not*, but also *never* or *nobody*, etc.) Read through the note on *fun/funny* and ask students which word we use for people (*funny*) and which word we use with things (*fun*).

Students have come across all of these adjectives before, but you might wish to sense check quickly and ask students if they can add any more adjectives to the list. Then ask students to practise using each of the three structures in a sentence, giving a reason, e.g. *I'm not sure it's a good idea to go running in the snow because you can't see the ground*.

exam task: discussion

→ SB p148

- 4 e** Do the first one as a class. Ask a student to play the role of examiner and ask you the first question. Give a full answer, e.g. *Yes, I think it could be dangerous because the ground could be wet and you could slip and hurt yourself*. While students are discussing in pairs, go around and monitor students, making notes of any interesting answers and any errors to discuss afterwards, but don't interrupt students during the activity. At the end, invite any students who had good or interesting answers to share them with the class.

Speak up

- 5** Ask students to work on their own at first to make a list of three activities for when the weather is good and three activities for bad weather, then compare with the rest of their group to find the most popular activities. Ask students to come together as a class and feed back on their two most popular activities. Were there any that only one or two people thought of but which everyone thinks are a great idea?

alternative: whole class



Do Ex 5 as a class survey. Brainstorm a number of activities with the class, then have a show of hands for whether they are good weather or bad weather activities. Have a class vote on the most popular activity at the end.

To finish

Put students into pairs and tell them that one student has to give their opinion about something using the language in the useful language box, and their partner has to disagree with everything they say. Demonstrate with a strong student. Say: *I think swimming in the sea is really healthy because you can swim a long way*. Invite the student to disagree with you, e.g. *I don't think it's healthy because there is a lot of pollution in the sea*.

Presentation tool:

Unit 8, Speaking

Workbook / Online Practice:

WB p68

Speaking file:

SB p148

Audioscript:

SB p158

WRITING SB pp102-103

To start

Tell students that you want to go on holiday and you need some advice on where to go. Put students into groups of three or four and tell the class that they will have two minutes to discuss and decide on the perfect holiday for you. At the end of the activity, you will choose the best idea. Tell the class what kind of holiday you want, e.g. *I want a holiday in the sun – but not too hot; I want to go in July or August and I would like somewhere quiet with not too many tourists. I want to do some activities and also visit some interesting places; the cost isn't important*. Remind students to use the target language from the last lesson. Time students, then elicit ideas from the groups. Choose the idea that suits you most and give reasons for your choice, using the target language from the last lesson.

Power up

- 1** Ask students to look at the photos and say what they see (a person singing in front of an audience, some people playing tug-of-war on a beach, and a girl on a water slide). Then ask students to quickly read the text and find the information.

A 3 B 6 C 1

- 2** Ask students to work in small groups and discuss the questions. If students don't agree with the list, they should try to give reasons why.

Model answer

I think most of the ideas are great for a beach holiday, such as barbecues and water sports, but I don't agree that computer games are a good idea on holiday – you can play them at home. It's nice to do something you don't normally do. I agree that activities for making friends aren't a good idea. I think that would be really embarrassing!

- 3** Ask students to read the email alone, then compare their idea with a partner. Elicit the answer from the class and ask a second student to read out the part of the email which contains the answer.

Photo C (*today I went on a water slide at a water park*)

- 4** Before students read again, ask the class which order they think the information should be in. Students read again to sort the information. Check answers with the class. Were the students' ideas correct?

1 C (Italy, near a lake, it has fantastic views of the mountains)

2 B (they had an amazing storm, now it's really hot)

3 A (she's been to a water park, she's learnt to make pizza, tomorrow she's going swimming in a lake)

- 5** Students can do this activity in pairs and discuss what information in the email tells us about the person she is sending the email to. Go through the students' ideas and tell them to underline or make a note of the language so that they can use it in their writing task.

A She could be writing to a friend because she's using informal/friendly language (e.g. *Hi, having a fun time, it was so cool to watch, See you soon*)

explore language

Read through the explore language box with the class. Tell students that it's good to use a range of language in your writing to make it sound more interesting.

extra

Put students into pairs and ask them to look at the article on page 102 again and describe each of the activities in the bulleted points using *very/really/a bit* and an adjective. Go around the class and check students are using the language correctly.

- 6 If you did the extra activity, students can stay in the same pairs to find the five examples in the email. Elicit answers from around the class.

A really old, really hot, really good one, very cold
B a bit difficult

- 7 Read the instruction with the class, then put students into groups of three and ask them to discuss the questions. Give them 2–3 minutes for discussion, then elicit ideas from the groups.

Model answers

- 1 I feel really happy today because my sister passed her driving test.
- 2 The weather is a bit wet today. It's been raining all day.
- 3 My best friend is really nice. She's always helpful.
- 4 I feel a bit nervous but then I feel really happy because I have new friends.
- 5 I feel really excited when I try new things.

Plan on

- 8 Students should work on their own to complete the activity. Tell them to draw the spidergram in their notebooks and for each of the three topics (places, weather and activities) they should write one or two words, e.g. (places: beach, Spain; weather: hot and sunny; activities: swimming and sunbathing). When they have finished, ask students to pair up with another student to compare spidergrams. Tell them to help each other if they need any ideas. Go around the class and help with any difficulties.

exam tip

Read the exam tip with the class before they do Ex 9, then read the instructions to Ex 9 with the class. Elicit who the students are going to write to (their English friend), then ask how they should start their email (*Hi*) and how they can end it (*love, love from, Bye for now, etc.*).

Write on

exam task: email

SB p149

Note that in the Cambridge A2 Key for Schools exam a spidergram would not be used as input for a writing task. It is used here because it is a useful organisational tool for students' writing. Although it will not be provided for them, students are free to create a spidergram in the exam to help them structure their writing if they wish.

- 9 e Students can either do this task in class or complete it for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students ten minutes to complete their writing on their own. Remind them that they must include all the information from the three bullet points and point out the number of words required.

Model answer

Hi,
I'm having an amazing time in the Amazon rainforest. It's rained every day and it's boiling hot but that's okay! Today we've been on a boat trip on the river. I've taken lots of photos of insects. I think they're really interesting.
Bye for now,
Alex

Improve it

- 10 If students do Ex 9 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their paragraph for each of the four criteria. Tell students to give positive and encouraging feedback to their partner alongside any negative: they should try to find one or two good things they liked.

Fun footer

Elicit what a *holiday* is in the sense used here (also called a *national holiday* or *public holiday* – it's a day when most people don't work). Tell students how many holidays you have in your country and choose a couple of simple ones to explain what they are for, e.g. *In the UK, we have a national holiday in August to celebrate summer.* If students have access to the internet in class, they can research the number of holidays they have in their country. Alternatively, they can use a calendar (on their phones). If you have students from different countries, find out who has the most national holidays. Compare these with China and Indonesia. Ask students: *Do you think we should have more national holidays or fewer? Why?*

To finish

Put students into groups of three and ask them to brainstorm ideas for a new national holiday. They should consider the following:

- the date
- the reason for the holiday
- (traditional) activities that people can do on this holiday

Give students five minutes to brainstorm their holiday in their groups, then elicit answers from the class. Have a class vote on the best idea.

Presentation tool:

Unit 8, Writing

Workbook / Online Practice:

WB p69

Photocopiable:

8C

Writing file:

SB p149

SWITCH ON p104

Mountain life

- 1** Check students' understanding by asking a few volunteers to describe each of the places in the box. Put students into groups or pairs to write four lists, then elicit some answers. You could draw a table on the board with the four places and add the animals to each column so that students can record any new words they don't know. Elicit or teach *endangered* and ask students if any of the animals in the table are endangered.


Some possible answers

rainforest: monkey, orangutan, leopard, parrot

desert: camel, spider, snake, lizard

mountain: wolf, bear, eagle, goat


ocean: whale, shark, fish, turtle

- 2**  Tell students they are going to watch a video about helping endangered animals in mountain areas. Read the instruction and the question, then play the recording. Check the answers with the class.

Nepal and Canada

extra

Stronger classes can also listen for the mountain ranges that feature in the video (the Himalayas (Nepal) and the Rocky Mountains (Canada)).

- 3**  Read through the questions with the class, then watch the clip again.

- 1 they fly/paraglide with the vultures and feed them
- 2 parachuting
- 3 to reintroduce wild buffalo/bison
- 4 they were all hunted (killed)

- 4** Have students discuss this question in groups. If you have students from more than one country in your class, you could split the groups up so that there is a mix of nationalities in each group, so that students can share their ideas.

Give students time to think before they have to tell their group about their country. Students can look up information online if necessary (and if appropriate in your classroom), then share their findings with the class.

extra: digital

If students have access to the internet in class, they can search online to find out what animals in their country are endangered and why. They can also find out if people are doing anything to help the animals. Alternatively, ask students to look into this for homework. Students can share their findings with the class next lesson.

Project

- 5** Check understanding of the term *rewilding* (bringing a wild animal back to where it used to live, or increasing its numbers if there are still some there). Brainstorm rewilding projects with the class and write some on the board to give students ideas. If you don't come up with enough ideas, do a quick internet search with the class on the IWB. Put students into small groups and if you think it will help, break down the task for students on the board. Stronger classes can do Exs 5 and 6 together; otherwise pause the activity after Ex 5 for students to share their ideas and for you to offer any guidance needed before they move on to Ex 6. Ensure that they have gathered enough information to help them persuade people to help.

- 6** Break down the steps to help students:

- 1 How will you raise money? Is raising money the only objective? (Other possibilities – sign a petition, stop using a particular product, support a charity)
- 2 What do you want people to do? (For example, buy your product, sponsor you to do something, get sponsorship themselves to do something.)
- 3 How will you communicate your message? (For example, create a poster or a video.)
- 4 Decide what information to include on your poster/leaflet/video.
- 5 Present your idea to the class.

Depending on the size of your class, give groups 30 seconds to a minute to present their idea. Their presentation can take any form they like, e.g. as a video presentation, on the IWB or on a poster. Allow students to be as creative as they like, but encourage all students in the group to participate in the presentation.

While the pairs are presenting their ideas, ask the rest of the class to make notes and to think of one positive feedback point for each group. Have a class vote at the end on the best presentation, encouraging students to give reasons why they chose the presentation they did above all the other ideas.

Project extension

Tell students to imagine they have finished raising money and they have raised €500. Students should now write an email to the organisation they helped, telling them how much money they have raised. In their email, they should:

- thank the project for the work they do.
- say why they wanted to help the project.
- say how much money they raised (stronger classes can also say how).

Elicit how they should begin and end their email, (*Dear ...; Best wishes/Regards ...*) and tell them to write 25 words or more.

They can then swap their emails with someone else in their group to feed back on whether they included all the points requested above, used the correct beginning and ending and wrote 25 words or more.

Alternatively, students could write their email as a group, then pin them around the classroom walls for other students to read.

Presentation tool:

Switch on videoscript:

Unit 8, Switch on

TB p155

INDEPENDENT LEARNING p104

Writing skills

- 1 Ask students to look back at the Writing lesson and ask one student to summarise what the lesson was about and what the students had to do. Ask students which exercises each of the comments refers to (1=3–6; 2=7–8; 3=9; 4=10). Give students a couple of minutes to look at these on their own and assign a number to each one. Encourage them to write notes if it will help.

Give students five approximately A5-sized pieces of paper each. If you have time before the class, write a number 1–5 on each of the pieces of paper, otherwise ask students to do this. Go through points 1–4 with the class and for each one, ask them to hold up the number they chose, with 1 meaning they found it easy and 5 meaning they found it hard. This method of class feedback allows students more confidence in responding as they are not put on the spot, they don't have to speak and the other students can't necessarily see their response. This is particularly useful for students who need or would like extra support, but aren't able to ask for it. Make note of the students' responses to offer individual support at some point, and if there are any areas where most of the class struggled, then provide extra practice in this area too.
- 2 Ask students to work alone to look at their Writing task answer and underline the interesting/new vocabulary they used. Then have students answer question 1 in Ex 2. Ask for a show of hands to see how most people answered. Read question 2 together, then give students a moment to reflect on their work. Then ask students to swap their notebooks with a partner who can see if they can think of any vocabulary from the unit which they can add. Invite feedback from students on words they used/could add.
- 3 If you used peer feedback in Ex 10 in the Writing lesson, students can use their partner's feedback to inform this activity. If not, leave ample time for discussion now. Remind students of the importance of positive feedback as well as negative.
- 4 Students use their feedback from Ex 10 in the Writing lesson and from Ex 3 above. Make a note to revisit students' goals at the end of the course in the form of self-reflection. Students can do this on Post-it notes and put them up around the room as a reminder of ways to improve over the course of Units 9 and 10.

UNIT CHECK SB p105


This Unit check covers vocabulary and language related to the continents, the natural world and weather.

extra


- Put students into groups of three. One student from the group thinks of a continent. The other students in the group have to ask questions to find out which continent they are thinking about, but the first student can only answer *yes* or *no*. When a student guesses correctly, it's their turn to think of another continent.
- Put students into groups of 3–4 to play 'What am I?' One student thinks of an animal and the other students can ask questions about the animal to find out what it is, for example:
 - *Have you got legs?*
 - *Yes, I have.*
 - *Do you live in the desert?*
 - *No, I don't.*
 - *Do you live in the rainforest?*
 - *Yes, I do.*
 - *Do you have a tail?*
 - *Yes, I do.*
 - *Do you eat other animals?*
 - *No, I don't.*
 - *Are you a monkey?*
 - *Yes, I am.*

Students continue until they have had at least one go each.

Practice

- 1 1 bear, monkey, tiger
2 lake, river, ocean
3 cool, cold, warm, hot, boiling hot, freezing cold
4 Europe
- 2 1 D 2 A 3 F 4 B 5 C 6 E
- 3 1 boiling hot 2 indoors 3 warm 4 foggy 5 wet
6 temperature
- 4 5  8.8 8.9 1 windy 2 outdoors 3 wet 4 fly
5 ocean 6 foggy

Review

- 1** 1 have 2 Has 3 has 4 Have 5 have 6 has
- 2** 1 's lived 2 's gone 3 haven't held 4 hasn't swum
5 have climbed 6 've taken
- 3** 1 Has she ever seen a bear?
2 He's never written a postcard.
3 Have you ever visited Asia?
4 Have they ever made a film about tigers?
5 I've never worked with animals.
6 Amy has never been on TV.
- 4**  8.10 1 T 2 T 3 F (She's camped a lot in warm weather.) 4 T 5 F (Her camera isn't very good for photos at night.)
- 5** 1 's won
2 've never been
3 've always loved
4 've watched
5 've never seen
6 Have you ever been
- 6** 1 at 2 because 3 had 4 been 5 have 6 lots
- 7 Model answer**
I've never ridden a bear, but I've ridden a horse on the beach.
I've never swum in a lake, but I've swum in the freezing cold sea.
I've never climbed a mountain in a storm, but I've climbed a hill in the rain.
I've never jumped in a cold river, but I've jumped in the ocean at night.
I've never walked with tigers in the jungle, but I've walked with you in the forest.

GRAMMAR FILE SB p143

- 1** 1 've camped
2 's been/gone
3 've seen
4 's snowed
5 've found
6 's written
- 2** 1 We haven't camped near the ocean.
2 She hasn't been/gone to Argentina.
3 They haven't seen the iceberg.
4 It hasn't snowed in the mountains.
5 I haven't found a beautiful snake.
6 He hasn't written a book about mountains.
- 3** 1 's gone
2 Have (you) been
3 've been
4 've been
5 Has (she) gone
- 4** 1 Have you taken, haven't
2 Has she enjoyed, has
3 Have they read, they have
4 Has Charlie had, No, he hasn't.
5 Have Ben and Lucy ridden, they have
- 5** 1 Has she ever lost a competition?
2 Juan has never been to a cold country.
3 Has he ever ridden a mountain bike?
4 Have you ever eaten an ice cube?
5 They've never seen tigers.
6 We've never slept on the beach.
- 6** 1 Have you ever seen a tiger in the wild?
2 He has never swum with dolphins.
3 We have never cooked food on the beach.
4 Has she ever run in the snow?
5 I have never got lost on a mountain.
6 Have they ever camped in a storm?
- 7** 1 has arrived 2 have never been 3 have found
4 've learned 5 have met 6 haven't seen

Presentation tool:

Unit 8, Unit check

Workbook / Online Practice:

WB p70

Audioscript:

SB p157

Extra Practice App