

9 THE WONDERS OF THE WORLD

Objectives

FUNCTIONS	paying compliments; talking about the weather
GRAMMAR	comparative adjectives; superlative adjectives; <i>can / can't</i> for ability
VOCABULARY	geographical features; the weather; phrases with <i>with</i>

Student's Book page 84–85

READING

- 1 If you're using an interactive whiteboard (IWB), do this as a heads-up activity, with books closed. Elicit/introduce the names of the animals: *hyena* (top left), *snake* (top right), *cheetah* (bottom left). Ask: *Where do they live?* Accept all suggestions, and then establish that they all live in the Kalahari in southern Africa.
- 2 Pair students. Ask them to choose one person to be the writer. Set a time limit of, say, two minutes for students to list as many animals as they can. The pair that lists the most animals in English wins. Nominate one student from the winning pair to read their list aloud while the rest of the class listens and checks off animals that also appear on their lists. Elicit names of any other animals that weren't mentioned. Record any unfamiliar words on the board and instruct students to write them in their notebooks. Also drill pronunciation, paying special attention to the pronunciation of *leopard* /'lepəd/ and *hyena* /ha'i:nə/.
- 3 **SPEAKING** Pairs choose a country for each animal on their list and then compare ideas with another pair. In whole-class feedback, ask pairs if they put different countries for the same animals. Elicit reactions from the rest of the class.
- 4 **SPEAKING** Focus students' attention on the photos, using the IWB where possible. Ask students to read the questions and underline any difficult vocabulary to ask you or a partner about. Check/clarify: *dangers* by eliciting a few examples of dangers for humans in the deserts of Africa, for example *snakes*, *wild animals*, etc. Give pairs three or four minutes for discussion. Monitor to check that students are using English as much as possible and praise those who are really making an effort. Feed in any unfamiliar vocabulary. Conduct brief whole-class feedback by eliciting one or two ideas for each question and recording them on the board. Ask students to skim-read the article quickly to find out which, if any, of their ideas were correct. Refer back to the board at this stage.

- 5 **2.18** Students read the statements first, and underline key words. Play the audio for them to listen and read the text more carefully, and locate the key parts of the text that will help them complete the exercise. After listening, students mark the statements true or false, correcting the false ones and underlining key information in the text that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting text from the article that supports their answer.

Answers

- 1 F The bush people get their water from plants.
 - 2 F They get their medicine from plants.
 - 3 T
 - 4 T
 - 5 T
 - 6 F A holiday in the Kalahari is sometimes dangerous.
- 6 **SPEAKING** Draw students' attention to the stems in the speech bubbles. Provide a model by asking a strong student and prompting him/her to expand. Students discuss the questions in pairs. Monitor and praise those expanding on their answers. Also make a note of pairs/groups with interesting ideas to share with the class during feedback. After a couple of minutes, invite students with interesting ideas to share them with the group and elicit reactions from the rest of the class.

Optional extension

As an alternative procedure for Exercise 6, put students in AB pairs. A should try to convince B that the Kalahari would be the perfect holiday destination while B should try to convince A that it would be the worst place to go on holiday. The idea is that by directing students' discussions towards a tangible outcome, namely, convincing their partner of their opinion – regardless of whether that outcome is achieved – students will be more motivated to speak. Allow a few minutes for students to speak and then ask: *Who convinced their partner?*

THINK VALUES

Valuing our world

- 1 Check/clarify: *safari*, *zoo*, *desert*, *wild*, *nature programmes*, *support*. Give students a minute or two to think about the statements and tick the ones that they think show that the natural world is important.
- 2 **SPEAKING** Draw students' attention to the stems in the speech bubbles. If you're using an IWB, keep them on the screen to act as visual prompts to

students during their discussions. Put students in pairs to discuss each statement, encouraging them to listen to and respond to each other's opinions. Task students with trying to reach agreement on each statement. Monitor and praise those making an effort to expand on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice. Conduct feedback by putting pairs together to form groups of four and asking them to compare ideas.

Optional extension

To extend the discussion, ask students to choose the statement that's closest to their personal feelings about the issue, and compare with a partner. Ask for a quick show of hands to see which statement most students chose during whole-class feedback.

Student's Book page 86–87

GRAMMAR

Comparative adjectives

- Write on the board: *The south of the Kalahari is _____ than the north*, on the board and ask students to complete the sentence (drier). They could try to do this from memory and then refer to paragraph 3 of the text to check. Elicit the non-comparative form to check meaning by saying: *Drier means more ... what?* (dry). Alternatively, elicit a translation in L1. Students look through the text to find and underline more examples of comparative adjectives. Students compare with a partner, then complete the table in pairs. Check answers as a class. Highlight the use of the preposition *than*. You could do this by removing it from the sentence on the board, following feedback, and asking students: *What's missing?*

Answers

Examples: they know more about animals and plants than most people do; older people in the group; there is less rain in the southern part than there is in the northern part; the south is drier; there are fewer plants and animals; it's a lot more difficult for people to live; the land becomes greener and more beautiful

- hotter
- drier
- earlier
- more attractive
- better

Language Note

It's worth drawing students' attention to the fact that short adjectives ending in one consonant after a single vowel usually double their consonants before the *-er* ending (*big > bigger, hot > hotter*).

- Students complete the sentences individually, then compare answers in pairs before you check with the whole class. Monitor to identify any common errors and focus on these during feedback.

Answers

- bigger, smaller
- more dangerous
- better
- more interesting
- younger
- easier

Fast finishers

Students write four to five sentences comparing their town to the capital city or a nearby town and using comparative adjectives from the table.

Workbook page 82 and page 125



Be aware of common errors related to comparative adjectives, go to Get it right on Student's Book page 125.

VOCABULARY

Geographical features

- 2.19 Refer back to the reading section, and ask: *What type of place is the Kalahari?* (a desert). Ask students to look at the picture on page 86 or on the IWB, and find a similar place (C). Ask: *Which number should I write next to C?* (6). You could do number 1 as a class to further demonstrate the task. Students complete the exercise then compare answers in pairs. If you're using an IWB, nominate different students to label each feature on the screen, and ask the rest of the class to correct answers as necessary. Avoid confirming answers at this stage. Next, play the audio for students to listen and check, then again for them to repeat. Pay special attention to the silent *s* in *island* /'aɪlənd/.

Answers

- G
- D
- B
- I
- E
- C
- F
- J
- H
- A

Optional extension

To provide an extra focus on pronunciation, ask students to underline the words with two syllables (ocean, mountain, jungle, river, desert, island, forest) and to listen for and mark the stressed syllable in each case. You could ask them to predict where stress falls, then listen and check. Students should notice that stress is consistently placed on the first syllable.

- SPEAKING** Demonstrate the task with a strong student. Prompt him/her to ask you the question while pointing to a feature in the photo. Pretend to hesitate so you can model the phrases from the speech bubble. Then give students three to five minutes to test each other. Each student should ask about five items, then swap roles. Monitor pronunciation of the target vocabulary and drill any tricky items at the end.
- SPEAKING** Students work in pairs to compare places. Establish whether their starting point should be the places in Exercise 1 or the adjectives in Exercise 3. Students should take turns to make sentences. The student listening could tick the adjective used by their partner. Monitor their use of comparative adjectives, and correct any related

errors. The focus of this activity is on accuracy as well as fluency practice, so on-the-spot error correction is justified. During feedback, ask pairs how many of the adjectives they used between them.

Fast finishers

Challenge students to think of a specific example for each geographical feature, for example: *desert* – Kalahari, Sahara; *ocean* – Atlantic, Pacific, Indian, and so on.


Workbook page 84

LISTENING

- 1 Focus students on the four photos and elicit as many details from them as you can. Do this on the screen with books closed if you're using an IWB. Possible lead-in questions: *What animals can you see in A? What's the connection between them? What are the birds doing in B? What do animals A and B eat? What's the man in D planning to do?* Students complete the exercise in pairs before you check answers with the whole class.

Answers

1 B 2 A 3 D 4 C

- 2  2.20 Focus on photo D again, and ask: *Who is in the picture?* (a San man, a bushman). Explain that students are going to hear an interview with a San person from the Kalahari. You could include an initial stage here whereby students try to predict the connection between the four photos. Students listen to check their predictions *and* choose the best title. Make sure they read the titles before they listen. Ask them to compare their ideas in pairs before you check with the whole class.


Answer

3

Audio Script Track 2.20

Interviewer	You know so much about the wildlife here, PK. How come?
Bushman	My family are San, bush people, and I learned about nature from the time when I was a child. I was born in the Kalahari.
Interviewer	And you grew up and found your wife here?
Bushman	Yes, finding a wife here was very interesting.
Interviewer	Tell us more.
Bushman	Yes, let's say a young man wants to marry a girl. So he has to ask her father and he says before you can marry my daughter, you have to do a task.
Interviewer	OK. So what type of task does the young man have to do, PK?
Bushman	Well, for example, he has to show that he can take a kill away from a lion.
Interviewer	What do you mean 'take a kill away from a lion'?
Bushman	Well, imagine a lion kills an antelope or another large animal. The young man has to find that lion and get the meat, so he can show that he has courage. That's important for his future family.

Interviewer	Wow, but how can you do that? How can you find a lion and its kill?
Bushman	You have to look. You have to look for the big birds, the vultures. They are watching the lion because they want some of the meat.
Interviewer	OK, so let's say you find the lion and its kill. How can you then get the meat? Isn't that dangerous?
Bushman	Yes, of course the lion is dangerous. You mustn't take the meat away from the lion at night. You have to do that during the day.
Interviewer	Why's that?
Bushman	During the day it's very hot. And the big cats can't run fast when it's hot. A man can run even when it's very hot, but lions can't.
Interviewer	No?
Bushman	No, they can't. When they eat some meat, they feel very, very hot and get very tired. So they often just lie around and they sleep all the time during the day. At night they are more dangerous because they don't sleep. And at night their eyes are better than your eyes. So you can't get the kill from the lion at night.
Interviewer	OK, so you have to do that during the day. But what do you do to get the kill from the lion?
Bushman	OK. So let's say the lion is sleeping. You hold your spear in your hand. You have to be very quiet. And you go up to that lion.
Interviewer	Do you attack him with your spear? Kill him?
Bushman	No, no, no, no. You just go up to him and shout Arrrrggggghhhh! You mustn't hurt him or kill him, just surprise him, shock him, so he runs away.
Interviewer	Wow!

- 3  2.20 Students try to answer the questions from memory and guess the answers to any they can't remember. Play the audio again for students to listen and check. Ask them to compare answers in pairs before you check with the whole class. Prompt strong students to justify their answers. Encourage reactions to the text from students. Ask: *Are you impressed by the task? Could you do it?*

Answers

1 A 2 A 3 C 4 B 5 C

GRAMMAR

can / can't for ability

- 1 Ask students to work in pairs to translate the two sentences. Nominate one or two pairs to share their translations with the class and elicit confirmation or correction from the rest of the class, as appropriate. Check comprehension by asking the following concept-check questions: *Can dogs fly?* (no); *Can birds fly?* (yes).
- 2 Students complete the sentences from memory and quickly check in pairs. Check answers with the whole class.

Answers

1 can 2 can't 3 can

- 3 Students refer to the examples in Exercises 1 and 2 to help them complete the table. Check answers in open class. Elicit that *can* and *can't* have the same form for all persons.

Answers

1 can't 2 Can 3 can't

- 4 Look at the example as a whole class. You could write the full sentence on the board without the word *but* to encourage noticing. Ask students: *What's missing?* You might also like to remind them that *can* is followed by the base form of the verb without *to* before instructing students to expand the prompts into sentences. If you're short on time, do numbers 1 and 2 in class and set 3–5 as homework. Students compare answers in pairs before you check with the whole class.

Answers

- Matt can drive a car, but he can't fly a plane.
- Dogs can understand humans, but they can't speak.
- I can write emails, but I can't do maths on my laptop.
- They can write stories, but they can't spell well.

Fast finishers

Students write three things they can, and three things they can't do.

Workbook page 82 and page 126



Be aware of common errors related to *can* / *can't* for ability, go to Get it right on Student's Book page 125.

THINK SELF-ESTEEM

Being brave is ...

SPEAKING Check/clarify: *show courage*. (Perhaps also mention that *be brave* (in the title) is a synonym.) Possible concept-check questions: *On your first day at a new school, do you have to show courage?* (yes); *When you go to your best friend's house to watch a film, do you have to show courage?* (no); *If your mum or dad isn't well, do you have to show courage?* (yes). These questions will additionally serve as a starting point for the speaking task. Give students a minute or two to consider questions 1–3 individually. Put them in pairs to compare and discuss ideas for three or four minutes. Monitor, inputting any useful language they need to express their ideas. Avoid error correction unless mistakes impede comprehension, as the focus of the activity is on fluency and training the whole learner, not on language practice. To wrap up, nominate one or two pairs to share their ideas with the class. Invite comments from the rest of the class.

Optional extension

Write the following five situations on the board or on pre-prepared handouts distributed to each pair: 1 It's your first day at a new school; 2 You go to a new sports club for the first time; 3 Your mum or dad is ill; 4 Your teacher asks you to sing a song in front of the whole school; 5 You take a plane by yourself. In pairs, students rank the situations from 1 (not much courage needed) to 5 (a lot of courage needed). Put pairs together to compare ideas in groups of four. Take feedback from each group, and ask the rest of the class to say if they agree or disagree.

Ask students to think of one or two situations from their own lives where they have had to show courage, and write these on separate pieces of paper. Collect the notes, then put students in small groups, and give each group as many situations as there are students in the group. In weaker classes, quickly recap phrases for giving advice from Unit 7. Groups brainstorm advice they could give to someone in each situation. Monitor to ensure students are on task, and to help with any unfamiliar vocabulary. Ask each group to share one situation and their suggested advice with the class. Encourage positive reactions from the rest of the class.

Student's Book page 88–89

READING

- 1 A recording of this text is available with your digital resources. Draw students' attention to the photos. Nominate different students to describe each place. You could review comparatives from last lesson by asking students to compare two of the places. For example: *Death Valley is hotter than Antarctica*. If you're using an IWB, do this as a heads-up activity with books closed. Ask for a show of hands as to which place students think is the driest. Play the audio for students to listen and read the text to check.

Answer

Antarctica

- 2 Ask students to read the questions first and underline key words. Students then read the article again more carefully, and underline key information. Allow them to compare answers in pairs before you check with the whole class.

Answers

- El Aziziya 2 Antarctica.
- Because people have different ideas about what 'good' and 'bad' weather is.

SPEAKING

Give students a minute to read the questions and make notes on their answers. Make similar-ability pairings where possible for the discussion. Monitor and encourage students to expand on their answers. Praise those who do this. You could also task pairs with agreeing on the most interesting fact from the article. To wrap up, nominate one or two pairs to share their ideas with the rest of the class.

PRONUNCIATION

To practise pronunciation of the vowel sounds /ɪ/ and /aɪ/, go to Student's Book page 121.

WRITING

Ask two or three students: *What did you say for question 3 in the speaking exercise?* Tell students that they're going to write an email to a friend about this place. Ask students to read the instructions carefully and check they understand what to do. Elicit rules for writing informal emails: include salutation, for example, *Hi/Hello/Dear* [name]; include a closing expression, for example, *Bye/Write soon/Take care/Love* and signature. You will probably prefer to set this exercise as homework. You could put students in pairs, and ask them to email their messages to each other and write a short response. Also consider asking students to swap emails with a partner and provide feedback on each other's writing. They will need clear guidance on how to do this. Ask them to check each other's writing for: **content** (Does the place described sound interesting?); **task completion** (Are the answers to all three questions included?); and **language** (Did they use friendly, informal language? Did they use any (comparative) adjectives correctly?)

GRAMMAR

Superlative adjectives

- 1 Ask students to cover up the article at the top of the page before they try to order the sentences. Do number one in open class to model the activity. Demonstrate crossing out each word as it is used to encourage students to do likewise. Ask them to check their answers in pairs, then against the article. If you're using an IWB, nominate students to come to the front and underline the sentences in the text during feedback. Concept-check the difference between the use of comparative and superlative adjectives by writing Russia, Canada and Spain on the board and asking: *Is Canada bigger or smaller than Spain?* (bigger); *Is Canada the biggest?* (no); *Which country is the biggest?* (Russia); *What about Spain?* (It's the smallest NOT It's ~~the~~ smaller). Also draw students' attention to the use of the definite article *the* with superlatives.

Mixed-ability

Support weaker students by giving them the first word in each sentence. Pair strong students and have them take turns to read out and unscramble the words to make sentences orally.

Answers

- 1 Death Valley is one of the world's hottest places.
- 2 Antarctica is the most fascinating place for extreme weather.
- 3 It's the world's coldest place.
- 4 Where are the best and the worst places for weather?

- 2 Students complete the 'adjectives' column referring to the comparative and superlative forms already

given in the table to help them. With weaker classes, consider doing feedback on this before students complete the other columns. Ask students to compare answers in pairs and check they've used *the* before superlatives before you check with the whole class. Nominate students to write the forms on the board and elicit corrections as necessary, or write them up yourself to ensure students have the correct written form.

Answers

- 1 hot
- 2 happy
- 3 fascinating
- 4 bad
- 5 higher
- 6 thicker
- 7 wetter
- 8 drier
- 9 more difficult
- 10 more extreme
- 11 worse
- 12 better
- 13 further
- 14 the highest
- 15 the thickest
- 16 the hottest
- 17 the wettest
- 18 the driest
- 19 the happiest
- 20 the most difficult
- 21 the most extreme
- 22 the best
- 23 the furthest

Fast finishers

Students add one more example of each type of adjective to the table.

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.


Answers

- 1 the biggest
- 2 the worst
- 3 the best
- 4 the furthest
- 5 the most difficult

Workbook page 83 and page 126

VOCABULARY

The weather

- 1  2.23 Students work in pairs to match the pictures and adjectives. Conduct feedback by eliciting the word for A, without confirming or rejecting answers yourself, and then playing the audio for students to check. Pause the audio and repeat the same procedure for B. To practise pronunciation, play the audio a second time for students to repeat. Highlight the long vowel sounds in *freezing* /'fri:zɪŋ/ and *warm* /wɔ:m/ and the /j/ in *humid* /'hju:mɪd/.

Answers

- A sunny B rainy C cloudy D cold E freezing
F warm G hot H windy I foggy J dry
K wet L humid

- 2 Look at the examples, and draw students' attention to the use of *can* for ability. Give students two minutes or so to note down what they can do in different weather. Monitor and provide help with vocabulary.

Optional extension for those with an IWB

Display the weather pictures – unlabelled – on the IWB. Make AB pairs. A closes his/her book. B asks, for example: *What's C?* A refers to the IWB for the visual and answers: *it's cloudy*. Students repeat the procedure for more of the vocabulary items. After a couple of minutes, pairs switch roles so A tests B.

- 3 **SPEAKING** Put students in pairs to make mini-dialogues. Students can use their ideas from Exercise 2 to help them. Monitor, making a note of any common errors. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. You could also ask for volunteers to perform their dialogues in front of the class.

Workbook page 84

Student's Book page 90–91

PHOTOSTORY: episode 5

The competition

- 1 **2.24** Elicit or give an example of competitions your students may be familiar with to check comprehension of *enter a competition*. To check *upset*, ask: *If I feel upset, do I feel happy or sad? (sad)*. Students look at the photos, not the dialogues, to answer the prediction questions. Ask them to discuss in pairs, then invite comments in a whole-class setting. Do not confirm or reject any answers at this stage. Play the audio for students to listen and read, and check their answers. Students compare answers again in pairs before you check with the whole class.

Answers

The Prettiest Park Competition.
Her granddad misses his garden in his new home.

DEVELOPING SPEAKING

- 2 Ask students what they think happens next and ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. Conduct whole-class feedback and write students' ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.
- 3 **EP5** Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?
- 4 Ask students to try and order the events, then compare answers in pairs before you play the video again for them to check.

Answers

1 b 2 e 3 a 4 f 5 c 6 d

Optional extension

Ask students to role-play the story in groups of four. They can either memorise the lines from the story and imitate the intonation, or re-tell the story using their own words. They can use their camera-equipped mobile phones as props. Invite volunteers to perform in front of the class, then vote on the best performance.

PHRASES FOR FLUENCY

- 1 Students match the expressions with the speakers. Students compare answers in pairs and discuss possible L1 translations for each expression before you check with the whole class.

Mixed-ability

Ask stronger students to identify who the speaker is saying the phrase to and what he/she is referring to. Weaker students can work in pairs.

Answers

- Ryan (to Mr Lane about him coming second in last year's competition)
- Mr Lane (to Luke and the others about his lack of time and help)
- Olivia (to Megan in response to her apology for being late)
- Megan (to Olivia in response to: *Are you all right?*)
- Luke (to Megan about her grandad missing his garden)

Language note

We use *either* (in 2) to connect two negative statements, effectively: *I haven't got a lot of time and there's no one to help me either*.

- 2 Students complete the gaps individually, then compare answers in pairs before you check with the whole class.

Answers

- Well done, then
- in a minute, No problem
- not really, either

Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform in front of the class or have all As and all Bs perform in unison. This activity, involving lots of repetition, is a fun way for students to memorise useful chunks.

WordWise

Phrases with *with*

- 1 Students complete the sentences, then compare answers in pairs before you check with the whole class. Ask whether students would express the same ideas with a similar preposition/structure in L1. Check/clarify the meaning of *What's this got to do with me?* (How is this connected to me? Why is it my business?)

Answers

- with us
- busy with
- to do with me

- 2 Students match the sentences individually, then compare answers in pairs before you check with the whole class. Check/clarify: *good with animals*. Ask students: *If I'm good with animals, am I scared of them?* (no); *Do I like them?* (yes); *Do they like me?* (yes).

Answers

1 b 2 d 3 a 4 c

- 3 Students complete the sentences individually. If you're short on time, set this exercise as homework. Students compare answers in pairs before you check with the whole class.

Answers

1 busy with 2 with us 3 to do with me 4 good with

Workbook page 84

FUNCTIONS

Paying compliments

- 1 Demonstrate meaning of paying compliments by giving a compliment to one or two students, for example: *What a lovely notebook! I love all those colours on your rucksack*. Students order the expressions individually, then compare answers in pairs before you check with the whole class.

Answers

1 What a beautiful garden! 2 It's a wonderful garden.
3 I love those blue flowers.

- 2 Students work in pairs to think of suitable compliments for each situation. Give them a couple of minutes to prepare their responses. Remind them there is no single correct answer for each situation. For each picture, nominate two or three students to share their compliments. If you're using an IWB, display the photos on the screen and point to each one as you check.

Suggested answers

1 What a beautiful painting / picture! / I love those colours!
2 It's a lovely / very friendly / really inviting room.
3 What a cool pair of trainers! / These trainers are really cool / trendy.