

1 PEOPLE

Learning objectives

Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that learners will have a chance to review these objectives again at the end of the unit.

UNLOCK YOUR KNOWLEDGE

Lead-in

Show learners photos of people doing different jobs (e.g. from the Internet) and elicit words for as many different jobs as learners can think of. Write the words on the board. Elicit sentences about family members / friends and their jobs, e.g. *My brother is a doctor, etc.*

 Focus on the questions. Learners ask and answer the questions with a partner. At the end, ask a few pairs to tell the class what they have learnt about their partner.

WATCH AND LISTEN

Optional activity

Focus on the video stills at the top of the page and ask learners to say what they can see. Ask: *What do you think these people's jobs are?*

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

Check that learners understand the meaning of the adjective *key* (= very important) in this heading.

-  Explain that the places listed here are mentioned in the video learners are going to watch. Use a world map to make sure learners know where the countries are. Elicit the correct place number (5 *Milan*) for country **a** *Italy* from the class. Learners work in pairs to match the remaining places to the correct countries. Check answers with the class and

model and drill the pronunciation of *peninsula* /pə'nɪnsjələ/. Ask: *Have you visited any of these places/countries?*

Answers

a 5 (Milan) b 3 (The Cape Peninsula) c 2 (New York)
 d 6 (Mexico City) e 1 (New Delhi) f 4 (Cairo)

WHILE WATCHING

LISTENING FOR KEY INFORMATION

-   Go through the table with the class. Give the pronunciation of the names and elicit the meanings of *magazine* and *wedding*. Ask: *What's Sebastian's job? / What does Sebastian do? (He is an artist.) Where does Amarel work? (New York) Write fashion designer /'fæʃən dɪ'zainə/ and fisherman /'fɪʃəmən/ on the board and model the pronunciation of these. Play the video so that learners can complete the table. (You may need to play it more than once.) Point out that learners should write sentences like the models in the *job* column (these sentences are given in the video). After viewing, allow learners to discuss their answers in pairs before checking with the class. Keep explanations brief as learners will view the video again.*

Answers

Amarel: She is a teacher.
 Sebastian: Mexico City, Mexico
 Angela: She is a famous fashion designer.
 Yasmine: Cairo, Egypt
 David: He is a fisherman.
 Geeta: New Delhi, India

Video script

In this video, and in the course, you meet people from many different countries. You learn about their jobs and their families.

In the United States ...

Amarel works in New York. She is a teacher.

Amarel helps the children with their work and she asks them lots of questions. The children show Amarel what they are doing.

In Mexico ...

Sebastian is an artist.

Sebastian is famous in Mexico. His art is important. You can see some very large pieces of Sebastian's art in Mexico City.

In Italy ...

Angela Missoni lives in Milan. She is a famous fashion designer and she works with her family. They make beautiful clothes.

In Egypt ...

Yasmine lives in Cairo where she works for a fashion magazine. She talks on the phone to journalists every day. She enjoys her job. Yasmine lives with her mother and grandmother. They help her with the magazine.

In South Africa ...

David lives on the Cape Peninsula. He is a fisherman. David catches fish every day and he teaches his sons how to fish.

In India ...

Geeta lives in New Delhi. She plans weddings. Geeta plans 500 weddings a year. Three hundred people work for Geeta.

The people in this video speak different languages and do different jobs. But they all have one thing in common: they all have interesting lives.

- 3 Focus on the word box and the gapped sentences. Play the video again. Learners complete the sentences with the words from the box. Check answers with the class and model and drill the pronunciation of any difficult words, e.g. *beautiful* /'bju:tɪfəl/, *interesting* /'ɪntərəstɪŋ/, *different* /'dɪfrənt/, *famous* /'feɪməs/.

Answers

1 different 2 famous 3 beautiful 4 interesting

DISCUSSION

- 4 Focus on the questions and give learners a minute to think about their answers. (Question 3 could refer to the places featured in the video or any other countries learners may want to visit in the future.) Learners ask and answer the questions in pairs. Monitor, noting any common errors for future revision. Conduct full class feedback, commenting on what learners say (content) as well as paying particular attention to how they use the new vocabulary from the lesson and any issues with meaning or pronunciation. If you have time, you could get learners to change partners after feedback, to provide them with another opportunity to develop fluency and confidence.

READING 1

PREPARING TO READ

PREVIEWING

- 1 Previewing means looking at the main headings, style, photographs and layout of the text to predict or deduce its content and its origins. During this stage, learners will also draw on their existing knowledge of styles of text. Ask the questions before learners look at the text in order to give the previewing a purpose. Check answers with the class. You could ask learners if they use similar sites and, if appropriate, discuss the dangers of sharing too much personal information online with people who are not friends or family.

Answers

1 b 2 c

Background note

This course has been designed to include a range of genres of text. In this unit, the text is a personal profile web page from an online social networking site which enables users to find friends and keep up-to-date with friends and family. The information is usually given in a fixed format under headings, e.g. *My life, My hobbies and interests*, etc.

Language note

A lot of the information in the profile is expressed through nouns: common nouns (e.g. *boxer, swimming*) and proper nouns (e.g. *Amir, Bolton Wanderers*). The Present simple is used to make general statements of fact, e.g. *I am, I speak, I like*, etc. The Present perfect is used to describe experience (*I have won many boxing matches*).

UNDERSTANDING KEY VOCABULARY

- 2 Focus on the word box and the gapped sentences. Ask learners to use a dictionary to help them complete the sentences with the words from the box. Check answers with the class and model and drill pronunciation of any difficult words, e.g. *language* /læŋgwɪdʒ/, *country* /'kʌntri/ and *birth* /bɜ:θ/. Check understanding of the answers by eliciting more sentences using the words, e.g. *How many languages do you speak? What is your date of birth?* etc.

Answers

1 city 2 languages 3 country 4 birth

WHILE READING

SKIMMING

- 3  Elicit the word *sportsman* by giving some examples of well-known sportsmen and asking learners: *What do we call a man who plays sport?* Focus on the headings in the box and elicit/pre-teach the meanings of *hobby* and *interest* here. (Check learners understand the meaning of *address*; here it means *email address*.) Learners skim the text to find the correct places for the headings. To ensure they skim the text (i.e. glance quickly at key words to gain a general understanding of what each section is about), set the task up carefully. Ask what information they are looking for (e.g. for *My hobbies and interests*, they are looking for examples of these). Ask: *Do you need to understand every word of the text to do this exercise?* (No). *How long will it take to do this?* (A short time). If you allow too much time, learners will begin to read the text in detail rather than skimming. Set/negotiate a time limit of one minute maximum. Check answers with the class.

Answers

1 My address 2 My family 3 My hobbies and interests 4 My life

SCANNING TO FIND INFORMATION

- 4  To ensure learners scan the text (i.e. read quickly to pick out specific information), set the task up by completing the first sentence with the class. Ask which sections of the text and which words they need to look for to find the answer. Note that the word they need to look for may not always be one of the options in the sentences, although looking for these will help learners locate the information. (For example, for sentence 1, it would be quicker to look for 'Country' to find Amir Khan's own country of origin because 'Pakistan' will give them information about his parents' origins.)

Learners scan the text and choose the correct options for the remaining sentences. Check answers with the class. With a stronger class, you could point out the use of synonyms, e.g. *club* in the text but *team* in sentence 8; with weaker learners suggest that they look for the words from the sentence that are the same in the text, but to read around the text they find carefully.

Answers

1 the United Kingdom 2 boxer 3 swimming and football 4 sportsman 5 mother 6 father 7 info@amirfans.co.uk 8 Bolton Wanderers

Optional activity

You could encourage learners to scan the text quickly by turning this activity into a race. Make sure learners start at the same time and ask them to close their books as soon as they have found all the correct options. Make a note of the first three or four finishers. Check the first finishers' answers. The first finisher with all the correct answers is the winner.

- 5  Ask learners to read the summary and choose the correct words. They should try to do this without referring back to the personal profile as far as possible. Check answers with the class.

Answers

1 boxer 2 Bolton 3 1986 4 Haroon 5 Shah Khan

DISCUSSION

- 6  You could demonstrate this activity first by asking a stronger learner the questions with the rest of the class listening. If necessary, explain the meaning of *How tall are you?* Learners then ask and answer the questions in pairs. Finish by asking one or two learners to tell the class what they have learned about their partner.

Use these additional questions to extend the discussion for stronger learners / fast finishers:

What are your hobbies?
What is your favourite football club?
*Who is your favourite sportsman/
 sportswoman?*

READING 2

Background note

The Reading 2 text is from a book of world records. World records give information about superlative human achievements (the fastest, tallest, fattest, best, etc.) as well as extremes in the natural world. For examples on the Internet, search for either the *Guinness World Records* or *RecordSetter* websites.

Turkey, officially the Republic of Turkey, is a Eurasian country, located mainly in western Asia but also southeastern Europe. The population is approximately 73.6 million and the country's official language is Turkish.

PREPARING TO READ

PREVIEWING

- 1 Focus on the *Previewing* box and go through the questions that can help us predict what a text is about. Explain that doing this can help us understand a text better when we read it in more detail. Learners look at the photographs and the text to find the correct endings for the statements. Learners can discuss the answers in pairs but should not start reading the text in detail. Check answers with the class.

Answers

1 b 2 c 3 a

UNDERSTANDING KEY VOCABULARY

- 2 Learners read the sentences and use the glossary on page 194 to help them understand the words in bold. Check learners' understanding by asking them personalized questions using the new vocabulary, e.g. *How tall are you? (I'm ... cm tall.) My height /**hɑ:t**/ is Where do you live? Where does a doctor work? etc.* Model and drill the pronunciation of *clothes /kloʊðz/* and *shoes /ʃu:z/*.

Optional activity

Ask learners to write sentences using the new vocabulary. Fast finishers could write a couple of gap-fill sentences for a partner to complete with the missing new words.

WHILE READING

SCANNING TO FIND INFORMATION

- 3 Revise the meaning of 'scanning' (i.e. letting the eyes move quickly over a text to find specific information). Focus on the profile which summarizes information from the reading text. Ask learners how they will read the text to find the correct options (quickly). Ask them if they need to understand every word or find particular words (find particular words). Set a time limit between 30 seconds and one minute. Check answers with the class. Ask: *Do you know any very tall people? Are there any tall people in your family? How tall are they?*

Answers

1 Sultan 2 Kösen 3 Turkey 4 Mardin
 5 1982 (Note: this is answered through deduction rather than by finding this date in the text.)
 6 one sister and three brothers 7 251 cm

- 4 Learners read the text again more slowly, then complete the sentences using words from the text. Complete the first sentence with the class, then learners can work individually. Check answers with the class.

Answers

1 is 2 lives 3 family 4 is 5 is 6 speaks

DISCUSSION

- 5 Learners discuss the questions in pairs. For feedback, ask one or two learners to tell the class about their partner or themselves. (Note that learners can just give a general location rather than giving the class their exact address for question 1.) Extend the discussion for fast finishers by giving them extra questions: *What does your brother/sister do? / What is your brother/sister's job? How well do you speak English/Arabic?*

LANGUAGE DEVELOPMENT

Nouns and verbs

- 1 Go through the *Nouns and verbs* explanation box. Ask: *Which words are for people, places and things? (nouns). Which words are for states or actions? (verbs; see*

Language note). Focus on the table and elicit the first answer. Learners complete the exercise individually. Check answers with the class by getting learners to complete the table on the board.

Answers

nouns: Italy, brother, boxer, clothes, shoes
 verbs: lives, works, is

Language note

A verb describing a state (e.g. *be*, *have* [for possession], etc.) gives a general fact about something or someone, e.g. *He is a doctor*; *She has a sister*. A verb describing an action describes something that happens or what someone does, e.g. *He works in Sharjah*.

Optional activity

Divide the class into teams. Say a word (i.e. either a verb or a noun) from the unit (plus a few others, e.g. *is*, *has*). The first team to correctly identify the form by calling out 'noun' or 'verb' wins a point.

Singular and plural nouns

2 Focus on the *Singular and plural nouns* explanation box and the regular plural form *-s*. (If you have time and your learners are ready for them, you could go through the irregular plural spellings given in the Language note below with the class.) Elicit the first answer from the class. Learners complete the exercise individually, then check with a partner. Check answers with the class.

Answers

1 sisters 2 pen 3 car 4 houses 5 cats

Language note

Other plural spelling patterns:

For words ending in *s*, *sh*, *ch*, *x*, add *es*: *bus* → *buses*, *dish* → *dishes*.

For words ending in *y*, change *y* to *ies*: *baby* → *babies*, *dictionary* → *dictionaries*
 but for words ending in *ay*, *ey*, *oy*, just add *s*: *day* → *days*, *key* → *keys*.

For words ending in *f* or *fe*, change *f* to *ves*: *thief* → *thieves*, *knife* → *knives*.

Irregular plurals:

<i>man</i> → <i>men</i>	<i>child</i> → <i>children</i>	<i>foot</i> → <i>feet</i>
<i>tooth</i> → <i>teeth</i>	<i>woman</i> → <i>women</i>	<i>mouse</i> → <i>mice</i>
<i>sheep</i> → <i>sheep</i>	<i>fish</i> → <i>fish</i>	<i>person</i> → <i>people</i>

3 Focus on the wordbox and the gapped sentences. Complete the first gap with the class. Learners complete the rest of the exercise individually then check in pairs. Check answers with the class.

Answers

1 is 2 teachers 3 speaks 4 brothers 5 lives
 6 Rome

FAMILY VOCABULARY

4 As a lead-in to this exercise, you could draw your own family tree (or an invented one) on the board, including three generations with their names. Ask learners to give you the correct word for each family member and write it on the board next to their name (i.e. elicit *mother*, *father*, *brother*, *sister*, *grandmother*, *grandfather*, *uncle*, *aunt*, *son* and *daughter*). Focus on the table and elicit the meanings of *male* and *female*. (Learners should be able to deduce these from the examples already in the table.) Complete the first gap with the class. Learners complete the remaining gaps individually, then check in pairs. Draw or project the table onto the board and check answers with the class.

Answers

1 grandfather 2 mother 3 daughter 4 brother
 5 uncle

Optional activity

You could practise family vocabulary with a choral drill. First, read the prompts below out loud and ask learners to complete them with the correct word. Once they are familiar with the meaning and pronunciation, start the choral drill. Say the first sentence aloud (including the word in brackets) with a natural rhythm and ask the learners to repeat it together, copying your voice as closely as possible. After you have gone through the drill once or twice, vary it by asking half the class to repeat the first sentence and the other half to repeat the second sentence, etc.

My father's father is my ... (grandfather) /'grændfɑːðə/

My father's mother is my ... (grandmother)

/'grændmʌðə/

My mother's sister is my ... (aunt) /aʊnt/

My mother's brother is my ... (uncle) /'ʌŋkl/

My mother's daughter is my ... (sister) /'sɪstə/

My mother's son is my ... (brother) /'brʌðə/

CRITICAL THINKING

Go through the instructions with the class and focus on the writing task. Explain that the following sections of the unit will help them to prepare to write descriptive sentences about somebody in their family.

UNDERSTAND

- 1 If you drew your own family tree on the board for Exercise 4 above, you could use it again to lead into the next activity. Ask questions about your family tree, e.g. *Who is ...'s brother? Who is ...'s mother? Who is ...'s grandmother?* etc.

Focus on the family tree on page 25. Nominate learners to ask and answer the first one or two questions in open pairs. (If necessary, check understanding of the meaning of the possessive 's in every question, i.e. *Samira's brother = the brother of Samira*. The possessive 's tells us whose brother we are talking about.) Learners ask and answer the remaining questions in closed pairs. Monitor and only intervene if there is a breakdown in communication. Check answers with the class.

Answers

1 Khaled 2 Samira 3 Laila 4 Samira and Alia
 5 Samira and Alia 6 Abdullah 7 Khalifa 8 Samira and Alia

CREATE

- 2 and 3 Ask learners to draw their own family trees. Go round the class and help as necessary. When they have finished, pairs ask and answer questions about each other's family trees, using the questions in Exercise 1 as models.

WRITING

GRAMMAR FOR WRITING

The verb *be*

Focus on the explanation box. Highlight the different forms of the verb *be* and the corresponding singular and plural pronouns (*I + am; you/we/they + are; he/she/it + is*). Point

out the use of *is* and *are* after nouns, pronouns and proper nouns in the examples.

Language note

The Present simple form of *be* is used in key sentences that learners will need for the writing task. For example:

- am/is/are + from + place name* to say where someone is from.
- am/is + number* to say age.
- am/is + a + profession (are + profession [plural])* (Note the use of the indefinite article in singular statements.)
- am/is/are + nationality adjective*.

Use of the verb *to be* in these kinds of sentences may be difficult for some learners as some languages do not use a form of *be*, just two nouns together.

- 1 Focus on the two gapped texts and complete the first gap with the class. Learners complete the remaining gaps individually, then check in pairs. If possible, project the texts onto the board to check answers with the class.

Answers

A	B
1 is 2 am 3 am 4 is	1 am 2 am 3 is 4 are
5 is 6 is 7 is 8 is	5 is 6 is 7 is 8 are

Personal pronouns

- 2 Focus on the *Personal pronouns* explanation box. Show how these personal subject pronouns link back to the preceding nouns in the example sentences by drawing arrows between them (written or projected onto the board). (If your class need extra help with or revision of personal subject pronouns, write the examples from the Language note on the board and highlight their use. You can also use this to look at/revise object pronouns.)

Focus on the table and elicit the correct places in the table for the first one or two words from the wordbox. Learners complete the table with the remaining words from the box. Monitor and help as necessary. Check answers with the class.

Answers

she: mother, daughter
 he: grandfather, brother, father
 they: sons, aunts, uncles, sisters

Language note

Personal pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Personal subject pronouns

I like apples.

You (singular) like apples.

He likes apples. (masculine singular)

She likes apples. (feminine singular)

It likes apples. (**It** is used for objects, e.g. things and places, and often for animals.)

We like apples.

You (plural) like apples.

They like apples. (masculine and feminine plural)

Optional activity

Depending on your learners and their current knowledge, you could take this opportunity to teach or revise subject and object pronouns. Draw the table below on the board, omitting the pronouns and the sentences so that they can be added when learners give them. Elicit the subject and object pronouns from learners and write these in the table. Using the prompt like Faisal (or like Jin-young or a popular name from your teaching context), elicit the sentences for the subject pronoun half of the table. (Note that you need to change the wording slightly for it.) When complete, you can model and drill these: say each sentence naturally and ask the class to repeat it. Then, using the same name and the verb, elicit the sentences for the object pronoun half of the table. (Again, you need to change the wording slightly for *it*.) Model and drill these sentences. Once learners are familiar with the form, vary it by asking half the class to repeat the first sentence and the other half to repeat the second sentence, e.g. A: *I like Faisal.* B: *Faisal likes me.*

Subject pronouns	Object pronouns
I I like Faisal.	Faisal likes me . me
you You like Jin-young.	Jin-young likes you . you
he He likes Faisal.	Faisal likes him . him
she She likes Jin-young.	Jin-young likes her . her
it Football is a sport. It is popular.	I like it . it
we We like Faisal.	Faisal likes us . us
they They like Jin-young.	Jin-young likes them . them

- 3  Focus on the subject pronouns in the box and the gapped sentences and elicit the first answer from the class. Ask why learners chose this answer (*she*), i.e. because the subject that *she* refers back to (*my sister*) is singular and female. Learners complete the remaining gaps. If learners need help, tell them to look at the verb form (singular or plural) after each gap. Check answers with the class.

Answers

1 She 2 They 3 He 4 It

Possessive determiners

- 4  Focus on the *Possessive determiners* explanation box and go through it with learners. (If your learners need revision here, use the tables from the Language note below; you could write the subject pronouns on the board and elicit the matching possessive determiners.) Focus on the possessive determiners in the wordbox in Exercise 4 and the gapped sentences and elicit the first answer from the class. Write the first completed answer on the board and show how *their* refers back to *two sisters* using an arrow. Learners complete the remaining sentences with the correct determiners. Check answers with the class. Copy or project the other sentences onto the board and show how the determiners link back to the preceding subjects.

Answers

1 Their 2 Her 3 Our 4 My 5 His

Language note

Possessive determiners 'determine' or specify which noun is being referred to. They show possession or similar ideas. Note that it is the person or thing that owns something which affects which possessive determiner (masculine or feminine; singular or plural) is used; the thing that is owned does not affect which determiner is used, as in some languages. Watch out for confusion between *its* (i.e. belonging to it, as in *its eyes*) and *it's* (= *it is*, as in *It's blue.*)

Subject pronoun	Possessive determiner
I	my
you (singular)	your
he	his
she	her
it	its
we	our
you (plural)	your
they	their

Optional activity

Collect items from learners (e.g. pens, books, etc.). Use these to elicit sentences containing possessive determiners from the class, e.g. *Whose pen/book? His pen. My book. Her phone. Their pens. Our classroom.*

ACADEMIC WRITING SKILLS

Punctuation

Elicit the meanings of *capital letter* and *full stop* by asking a learner to write examples on the board. Ask learners to read the information in the box. You could write or project the example sentence on the board and highlight the capital letter at the beginning and full stop at the end. Point out that the remaining words in the sentence do not have a capital letter. Focus on the three other uses of an initial capital letter for names of people, places and for the first person subject pronoun.

Language note

An initial capital is always used for proper nouns (names). Most proper nouns do not have an article but there are exceptions (see Unit 4).

- 1 Focus on the first jumbled sentence and elicit the answer from the whole class. Draw attention to the capital letter at the beginning and the full stop at the end. Learners write the correct versions of the remaining sentences. Check answers with the class. Ask: *Who is 'He' in sentences 2–6?* (Zhong Shan).

Answers

- 1 My grandfather is Zhong Shan.
- 2 He is 59.
- 3 He is a doctor.
- 4 He is from Hong Kong.
- 5 He has two daughters.
- 6 He lives with my mother and father.

- 2 Write or project the first sentence onto the board and make the corrections with the whole class. Learners correct the remaining sentences. Check answers with the class using the board.

Answers

- 1 My name is Mohammed.
- 2 I am from Kuwait.
- 3 I am 19.
- 4 My father's name is Asif.
- 5 He is a teacher.
- 6 He has two sons.
- 7 My brother's name is Faran.
- 8 Faran is a doctor.
- 9 He lives in Canada.
- 10 Faran's hobbies are swimming and watching TV.

WRITING TASK

PLAN

- 1 and 2 Focus on the family tree learners drew in the previous lesson and ask them to choose one family member to write about. Copy or project the profile form onto the board and model filling it in for your own family member / an invented person, talking about the information as you do so, e.g. *His first name is Tom. His last name is Green*, etc. Ask learners to complete the profile for their family member.

WRITE A FIRST DRAFT

- 3 Focus on the table and show learners how to use it by making some sentences together. Using the information from their profile, learners write similar sentences about the family member they have chosen. Encourage learners to refer to the sentence patterns in the table when writing their own sentences, as these will help them with word order and use of pronouns.

EDIT

- 4 and 5 Focus on the task checklist. Go through the checklist together to make sure learners know what to check. Then ask learners to edit their sentences, using the checklist to help them. When they have checked and revised their writing, they can hand it in to you for marking. If the writing task has produced some common errors, you can look at these in the next lesson and use the model answer to highlight any particular areas.

Answers

See page 130 for a model answer.

Optional activity

After marking, you could ask learners to write a final neat version of their work for display in the classroom. You could also ask learners to identify similarities and differences between their own work and the Writing task model answer and the Hamdan and Min Lee texts on Student's Book page 26. Ask learners to underline/circle/highlight using coloured pens, etc., different examples of language from the unit (e.g. forms of *be*, nouns, verbs, pronouns or determiners) in both their work and the models.

OBJECTIVES REVIEW

See Introduction, page 9, for ideas about using the Objectives Review with your learners.

WORDLIST

See Introduction, page 9, for ideas about how to make the most of the Wordlist with your learners.

REVIEW TEST

See page 99 for the photocopiable Review Test for this unit and page 94, for ideas about when and how to administer the Review Test.

RESEARCH PROJECT

Set up a global people profile wiki.

Divide the class into groups and ask them to pick a country from around the world. Tell them not to choose the same country as another group. Also tell them that they have to find out about the people of that country by researching the information on the internet. They then have to come up with a wiki which gives the typical profile of someone from that country. Allow the learners collaborate to build their own wiki. They can add as many or as few elements as they want.

2 SEASONS

Learning objectives

Go through the learning objectives with the class to make sure everyone understands what they can expect to achieve in this unit. Point out that learners will have a chance to review these objectives again at the end of the unit.

UNLOCK YOUR KNOWLEDGE

Lead-in

Ask: *What's the weather today? Is it hot/cold/sunny/rainy?* Show the class newspaper or Internet weather forecasts and look at the weather symbols for your city and other cities. Elicit what the symbols mean. Pre-teach the following vocabulary: *hot, warm, cold, sunny, windy, rainy, cloudy* (and any others that are useful for your teaching context).

 Go through the words in the wordbox and check that learners understand them. Model and drill pronunciation if necessary, e.g. *autumn* /'ɔ:təm/, *monsoon* /mɒn'su:n/. Ask: *What season is it here / in your country now?* Focus on the questions. Learners discuss the questions in pairs. Elicit feedback from a few pairs and discuss with the whole class.

WATCH AND LISTEN

Optional activity

Focus on the video stills at the top of the page and ask learners to say what they can see.

PREPARING TO WATCH

UNDERSTANDING KEY VOCABULARY

- 1  Focus on the wordbox and the photographs. Learners match the words to the correct photographs. Check answers with the class. Ask: *Does it snow much here / in your country?*

Answers

1 a snowflake 2 snow 3 a snowstorm

WHILE WATCHING

USING VISUALS TO PREDICT CONTENT

- 2   Play the first part of the video. Learners listen and circle the correct option (a–c). Check the answer with the class. Ask: *Have you ever been in a blizzard?*

Answer

b A blizzard is a kind of storm.

Video script

The northwest of the United States is an area with tall mountains and thick forests. The air is cold and so there is snow – a lot of snow! Up to about 15 metres a year. And when it is windy, the snow becomes a blizzard. A blizzard is a snowstorm with very strong winds.

In a blizzard, there is snow everywhere – in the cities, in the country and on the roads. A blizzard is very dangerous. Many roads close. When roads are open, drivers can't see. A blizzard can last for three hours and it is very cold. The temperature falls to minus 12 degrees Celsius.

The big, white cloud you can see here is a storm. It is going toward the northwest of the United States. In the cold air of the mountains, the storm becomes a blizzard. Snow begins to fall from the clouds.

Snow can be a big problem for people, like the driver of this car. Near the mountains and forest, there is more and more snow. He has a good car but it becomes stuck in the thick snow. He leaves the car and tries to walk. But it is cold and he is far from the city. He goes back to his car. The car is a safe place. There are tomatoes to eat and water to drink. The car is cold but he can turn on the engine to keep warm. Every day, he cleans snow from the car so people can see him. This blizzard lasts for 15 days. Finally, a policeman sees the car. The driver is saved!

UNDERSTANDING DETAIL

- 3  Focus on the wordbox and the gapped sentences. Learners complete the sentences with the correct words.
- 4   Play the first part of the video again so that learners can check their answers to Exercise 3. Check answers with the class.

Answers

1 cold 2 tall; forests 3 snow 4 winds 5 dangerous
 6 close 7 see