

6 The natural world

Unit aims

Topic: Nature

Grammar

Past simple: irregular verbs; Past simple: questions and short answers

Vocabulary

The natural world; Animals

Interaction, Speaking and Pronunciation

Speak: Describing a holiday

Pronunciation: was: strong and weak forms

Interaction 6: Taking turns

Listening, Reading and Portfolio

Read: A volcanic eruption in Iceland

Listening: TV programme: *Amazing*

Animal Adventures

Portfolio 6: A travel diary

Graphic novel

The New Guitar

Review 5 and 6

Students open their books at page 50. Read out the three titles. Students read the text quickly and choose the best title. When you check the answer, ask them to say why the other titles are not suitable.

Answer Students escape when volcano erupts

- b**  **2.1** Go through the sentences with the class and help with new vocabulary (e.g. *woke up*, *affect*, *local*). Play the recording. Students read and listen, and then work in pairs to complete the exercise. They can use dictionaries where necessary, but encourage them to guess the meaning of new words wherever possible. As you check the answers, ask students to correct the wrong sentences.

Answers

- 1 ✓
- 2 ✓
- 3 X (Emergency services woke them up.)
- 4 –
- 5 X (800 people in the local area left their homes.)
- 6 ✓
- 7 X (Icelandic volcanoes are very active.)
- 8 X (It was the worst volcanic eruption in history. Almost 2 million people died.)

1 Read and listen

Background information

Volcanoes in Iceland

Eyjafjallajökull means 'island mountain glacier' and it is one of 35 active volcanoes in Iceland. Although it caused disruption across Europe in 2010, it is one of the less dangerous volcanoes in Iceland.

The Laki eruption in 1783 was the most catastrophic in recorded history. About one fifth of Iceland's population and hundreds of thousands of others across the world died from poisoning by the cloud of lethal gases emitted from the volcano, or in terrible famines that followed when crops failed and animals were killed.

- a** Books closed. Write the words *Vesuvius*, *Krakatoa* and *Popocatepetl* on the board and ask students to say what they are. Teach the words *volcano* and *erupt/eruption*. Ask students to name a few other active volcanoes in the world.

Optional activity

- You can follow up with further questions, e.g.
- 1 *How old were the British students? (14 and 15.)*
 - 2 *Where were they when the eruption started? (In their hotel.)*
 - 3 *How did they get to Reykjavik? (By bus.)*
 - 4 *Why was the eruption bad for planes? (Because there was a big cloud of ash in the air.)*
 - 5 *Why did people sleep in airports? (Because planes stopped flying and they couldn't get home.)*
 - 6 *When did the Laki eruption happen? (In 1783.)*

2 Grammar

Past simple: irregular verbs

- a** Remind students of the normal *-ed* ending for past simple verbs. Then explain that some verbs are

irregular. Draw attention to the example with *took* (not *taked*). Use the other example to show that the form is irregular only when the verbs are positive. In the negative they have the same form as regular verbs (*didn't* + infinitive).

Help students to complete the sentences in the table with the verb *know*, and ask them to complete the rules themselves.

Answers
Positive: knew
Negative: didn't

- the same
- haven't

Language note

Tell students that a lot of common verbs are irregular and they will need to memorise the past simple forms. Refer them to the list on page 127. Pick out a few verbs that they know (e.g. *see*, *make*, *have*) and ask them to find the past simple forms. Advise them to use this list for frequent revision of irregular verbs.

- b** Students work alone or in pairs to find the past simple verbs in the text in Exercise 1a. Ask them to list the verbs in two columns: *Regular* and *Irregular*. As you check the answers, ask students to give the infinitive form of the irregular verbs.

Answers
Regular: wanted, studied, visited, erupted, affected, closed, tried, died
Irregular: went, began, woke up, left, took, were, sent, was, slept

- c** In pairs, students complete the sentences. Point out that three of the verbs need to be negative.

Answers
 1 went 2 didn't say 3 didn't know 4 had
 5 told 6 didn't have 7 began 8 saw

- d** Books closed. On the board, write the first two sentences from the exercise:
This morning I ... (get up) at ... (time). I ... (have) ... for breakfast.
 Elicit ideas to complete the sentences, with the verbs in the past simple.
 Students open their books at page 51 and work alone to complete their own story. Monitor and pay attention to students' use of the irregular verbs.

Answers

Verbs: got up, had, went out, met, said, went, saw

- e** Students swap stories with their partner. Invite different students to report the information about their partner to the rest of the class. Remind them to use the third person when doing this.

Optional activities

1 Irregular verbs bingo

Tell students to draw a bingo card in their notebooks like this:

Ask students to fill in the card with six irregular verbs from Exercise 2 in the past simple. Then read out a list of irregular verbs in the infinitive form. If you say a verb and a student has its past tense form written on their card, they cross it off. The first student to cross off all their verbs calls out *Bingo!* and wins the game.

2 Pelmanism

See the instructions on page 15. Choose five irregular verbs and write the infinitive and past simple forms in the ten spaces. Ask students to choose number pairs to match infinitive and irregular verbs.

3 Vocabulary

The natural world

- a**  **2.2** Ask students if they spend time in the countryside and, if so, where. Ask if they prefer the city or the country, and why. They may need to discuss their ideas in their own language.

Students look at the photos and complete the matching exercise. Some of the words may already be familiar, while others may be similar to words in the students' language. They can use dictionaries to check.

Play the recording. Students listen and check their answers. Then play it again and ask students to repeat. Give special attention to the pronunciation of *island* /'aɪlənd/ and *village* /'vɪlɪdʒ/.

Audioscript/Answers

A 5 island	F 2 field
B 9 sea	G 4 hill
C 1 beach	H 10 village
D 7 mountain	I 3 forest
E 6 lake	J 8 river

- b** Students work alone to circle the correct words. They can compare answers in pairs before a whole-class check.

Answers

1 an island 2 village 3 seas 4 lake
 5 mountains

- c** Discuss the question with the class, eliciting specific examples.
- d** Ask students to suggest any other words they know that are associated with nature. They should think of *volcano* from the reading text, and you might like to teach *jungle* and *rainforest*, which will be used in Exercises 5 and 6. Other suggestions might include *plants*, *trees*, *flowers*, *animals*, *birds*, *fish*, etc. Write the words on the board and ask students to record these, together with the words from Exercise 3a, in the Vocabulary section of their notebook.

Optional activity

Pictionary

See the instructions on page 17. Students draw pictures of the natural features in Exercise 3a.

4 Speak

Briefly revise some of the holiday vocabulary from Unit 3. Do mimes or draw simple pictures to elicit these expressions: *go camping*, *swim*, *ride a horse / a bike*, *take photos*, *play games*.

Look at the list of verbs and ask students to pick out the three that are regular (*play*, *walk*, *visit*). Then put students in pairs and ask them to write the past simple forms of the other verbs. For past verbs that they have not seen before, tell them to look in the example or in the list on page 127. Write all the past simple verbs on the board and practise the pronunciation with the class.

Give students time to choose a photo and think about what they will say about their holiday. In pairs, they take turns to tell each other where they went and what they did. Invite different students to tell the class about their partner's holiday.

Optional activity

Ask students to imagine they are travel agents. In small groups, they decide on a place for a two-week holiday. Tell them to choose a specific place and to think of what their customers can do there. Encourage them to use vocabulary from Exercise 3. Ask students to design a poster to advertise their holiday. When they have finished, groups present their posters to the class. Have a class vote to choose the most popular holiday. Posters can then be displayed in the classroom.

5 Vocabulary

Animals

- a**  **2.3** In pairs, students discuss what they think the details are in the photos. Then they match them with the words, using dictionaries where necessary. Play the recording for students to check their answers. Then play it again and ask them to repeat. Give special attention to the vowel sounds in *monkey* /'mʌŋki/ and *turtle* /'tɜ:tɪl/.

Audioscript

A 6 monkey	F 7 mouse
B 5 frog	G 8 penguin
C 1 bear	H 2 bird
D 4 dolphin	I 9 spider
E 10 turtle	J 3 cow

- b**  **2.4** Play the recording for students to identify the animals. In pairs, students compare answers. Play the recording again, pausing as necessary. Check answers.

Answers

1 monkey 2 cow 3 bird 4 frog
 5 mouse 6 dolphin

- c** In pairs, students make word webs with the animals in Exercise 5a. Tell them to add any other animals they know. Invite different students to draw their word webs on the board. Students can copy these word webs into the Vocabulary section of their notebook.

Suggested answers

field: cow, mouse (horse, sheep, goat)
sea: dolphin, penguin, turtle (fish, whale)
forest: bear, bird, frog, monkey, mouse, spider
lake: bird, frog, (fish)
jungle: bird, frog, monkey, mouse, spider (snake, parrot)

Optional activity

The hot seat

Divide the class into two teams. Choose a student from each team to come to the front of the class. These students sit 'in the hot seat' with their backs to the board. Write a word on the board from Exercise 5a. Each team describes their word to their team member in the hot seat. The first person in the hot seat to guess the word wins a point for their team. Continue the game with other students in the hot seat. The team with the most points wins.

Do an example with the class first. Write *cow* on the board. Ask students for a description, e.g. *It lives in a field and eats grass all day.*

6 Listen

- a** Books closed. Ask students if they watch nature programmes. If so, ask them to tell you about them.

Students open their books at page 53. They look at the TV guide and decide what the programme is about.

Answer 2 animals in the jungle

- b**  **2.5** Play the recording. Students listen to the interview and circle the animals that the four teenagers talk about. In pairs, students compare answers. Play the recording again, pausing as necessary to check the answers.

Audioscript

- Presenter:** Today I'm speaking to four young stars from the TV programme *Amazing Animal Adventures*: Anna, Jake, Sita and Marcus. Two weeks ago they went to Peru and helped animals there. So, Anna, did you like the jungle?
- Anna:** Yes, I did. It was amazing! I didn't want to come home!
- Presenter:** What did you do in the rainforest?
- Anna:** We helped the Howler monkeys. They're so loud, you can hear them 5 km away! There aren't many places for the monkeys to live in the forest so we made a new house for them. I made the door.
- Presenter:** And what other animals did you help?
- Anna:** We also helped the river dolphins that live in the Amazon River. We went on a boat and looked for things in the river that are dangerous for the dolphins.
- Presenter:** And, Jake, where did you sleep?

- Jake:** Well, we didn't sleep in a house. We slept in the forest. One night I woke up and I saw a tarantula on my foot.
- Presenter:** Ugh! Were you frightened?
- Jake:** Yes, I was. But when I moved my foot the spider ran away.
- Presenter:** Oh good! And, Sita, what did you eat?
- Sita:** We didn't have a lot of food and we ate lots of different things. One day I ate a frog.
- Presenter:** Was it nice?
- Sita:** Not really, but it was OK!
- Presenter:** How about you, Marcus? Did you like the jungle?
- Marcus:** No, I didn't. I didn't like the food and I didn't like sleeping in the forest. I wanted to come home.

Answers monkeys dolphins spiders frogs

- c**  **2.5** Play the recording again. Students listen and complete the sentences with past simple verbs.

Answers

1 made 2 helped 3 slept 4 saw 5 ate
 6 didn't like

7 Grammar

Past simple: questions

- a** Look at the examples and draw attention to the use of the auxiliary verb *did*. Ask students to complete the table. Elicit the form for questions: (Question word +) *did* + subject + infinitive.

Weaker classes: Before looking at the table, you may want to start by briefly revising present simple questions. Then show that past simple questions are formed in exactly the same way, except that the auxiliary *do/does* becomes *did* to denote the past.

Answers

Yes / No questions: Did
Short answers: did, didn't
Information answers: did
Answers: slept
 ● the same

Language note

Students may produce questions such as: *Did you watched TV? Watched you TV?* Remind them that the auxiliary verb *did* indicates the past time and that the main verb must be the infinitive.

Check it out!

Past time references

Go through the Check it out! box. Give some more examples of time words and ask students to say them with either *last* or *ago*, e.g. *Thursday (last Thursday)*, *September (last September)*, *three days (three days ago)*, *a long time (a long time ago)*, *weekend (last weekend)*, *five minutes (five minutes ago)*.

Write the following example sentences from the *Cambridge Corpus* on the board and ask students to correct the errors.

Corpus example sentences for past time references

- I was ~~two weeks ago~~ in Boston for a business deal.
Correct answer: *I was in Boston two weeks ago for a business deal.*
- The last week I had a very nice surprise.
Correct answer: *Last week I had a very nice surprise.*
- ~~One Saturday ago~~ my aunt came to visit me.
Correct answer: *Last Saturday my aunt came to visit me.*

- b**  **2.6** In pairs, students put the words in the correct order to make questions. Play the recording, pausing as necessary. Students check their answers.

Audioscript/Answers

- Where did you go last weekend?
- When did you get up last Sunday?
- Did you watch TV last night?
- Who was your English teacher last year?
- Were your friends at school yesterday?
- Were you at school three hours ago?

- c** In pairs, students ask and answer the questions in Exercise 7b. Encourage stronger students to add extra questions of their own. Invite different students to tell the class what they found out about their partner.

Optional activity

Divide the class into two groups. One group are explorers, the other journalists. The explorers have just come back from making a TV show in the rainforest. The journalists are going to interview the explorers about their experiences. Give students five minutes to prepare in their groups. The explorers decide what they did and the journalists plan the questions they want to ask. When students are ready, put them into pairs and give them three minutes for their interviews. Invite a stronger pair to act out their interview to the class.

8 Pronunciation

 As an optional visual alternative to the audio CD, this exercise is available on the DVD.

was: strong and weak forms

- a**  **2.7** Remind students of the /ə/ sound at the end of words like *teacher*, *singer*, *actor*, etc. Contrast this with the /ɒ/ sound and drill the two sounds.

Ask students to look at the sentences and to focus on the pronunciation of *was*. Play the recording. Point out that in the short answer, *was* is stressed and the vowel sound is /ɒ/. In the question, it is unstressed and the sound is ə/.

- b**  **2.8** Play the recording. Students circle the correct pronunciation of *was*. Then play the recording again, pausing for students to repeat.

Audioscript

- A:** Was Anna in the Amazon?
B: Yes, she was.
A: Was the tarantula nice?
B: Yes, it was.
A: How was your trip?
B: It was great!

Answers

- 1 wəz 2 wɒz 3 wəz 4 wɒz 5 wəz
 6 wəz

- c**  **2.9** Play the recording. Students listen and repeat. Students can write their own sentences. Write them on the board for the whole class to repeat.

Optional activity

Ask students to write a brief dialogue in pairs, e.g.
A: *Were you in the cinema?* **B:** *Yes, I was.*
A: *Was the film good?* **B:** *No, it wasn't.*
 In pairs, students practise their dialogues. Pay attention to the strong and weak forms of *was*.

Interaction 6

 As an optional visual alternative to the audio CD, this exercise is available on the DVD.

Taking turns

- a**  **2.10** Tell students that they are going to hear a dialogue where two speakers are trying to get information from each other to complete a story. Explain that this is a model for the kind of conversation they will need to have when they look

at a similar story themselves. Play the recording. Students listen for the correct year.

Audioscript

- A:** OK. Let's start. Emily and Janet went on holiday in England in, er When did they go?
B: In 2008.
A: Can you repeat that, please?
B: 2008.
A: OK, in 2008.
B: OK. My turn. They went to a place called, er Where did they go?
A: Er, just a minute. I don't know how to say it. I think it's Newcastle.
B: Can you spell that, please?
A: N-e-w-c-a-s-t-l-e.
B: N-e-w-c-a-s-t-l-e. OK.
A: Right, now me ...

Answer 2008

- b**  **2.10** Go through the sentences. Elicit or explain what they mean and when they are used. Play the recording again. Students listen and number the sentences in order (1–7). Then they listen again and repeat the key expressions.

Answers

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

- c** Divide the class into Student A and B pairs. Student A turns to page 121 and Student B turns to page 123. Read out the instruction. Make it clear that students need to find out the missing information by asking questions – they must not look at their partner's story. Refer them to the list of expressions in Interactive 6 on the cover gatefold.

Students take turns to ask and answer. They write down the information they get from their partner. At the end of the activity, pairs retell the story, checking with each other that they have accurate information and the correct spelling of place names.

Portfolio 6

A travel diary

Background information

Patagonia is the southernmost region of South America, occupying a large part of Argentina and Chile.

- a** Introduce the word *diary*. Ask students if they keep a diary.

Students read Rebecca's travel diary and identify the animals she saw in Patagonia. Tell them to ignore any punctuation errors they notice at this stage.

Answers sea elephants, penguins

- b** Students work alone to find and correct the ten punctuation mistakes in the diary. In pairs, they compare answers before a whole-class check.

Weaker classes: Give students an example sentence showing the kind of mistakes they should look for, e.g. *theyre on Holiday in tokyo*.

Answers

- 1 Im = I'm (line 2)
- 2 City = city (line 2)
- 3 patagonia = Patagonia (line 2)
- 4 Patagonias = Patagonia's (line 3)
- 5 argentina = Argentina (line 3)
- 6 its = it's (line 5)
- 7 thursday = Thursday (line 6)
- 8 yesterday = Yesterday (line 7)
- 9 july = July (line 10)
- 10 didnt = didn't (line 12)

- c** Read out the instructions. Tell students that they can write their travel diary about an imaginary visit rather than a real one if they wish. Ask them to write diary entries for at least two days (stronger students may choose to write more). Monitor and help with vocabulary. Students can complete the work for homework, and you could ask them to bring in photos to the next class if they have any.

- d** Students check each other's punctuation. If they notice any other mistakes (e.g. in spelling or the use of the past simple), ask them to suggest corrections to their partner. To round off the activity, you can put students in groups to read out their diaries and show their photos.

Culture Vulture



Snowdonia is a national park in north Wales, named after Mt Snowdon, the highest mountain in Wales. The Lake District National Park is a large area of natural lakes set amongst mountains in Cumbria, in the north-west of England.

Read through the information with the class. Ask students to name any national parks that they know in their country, and to say what you can see there.

THE NEW GUITAR

Ask students to name the characters and to say what happened in the first part of the story at the end of Unit 1.

Introducing themes

Ask students if they can think of any other stories where there are misunderstandings or bad feelings between members of a family. Their examples could come from books, films or graphic novels. Ask them to describe the problem and the way the main characters felt and behaved. Ask: *Was there any answer to these problems?* Students can use their own language for this discussion.

Read

Write the following question on the board:

What is Chloe's idea for helping Luke? (Answer: She suggests a New Road concert to raise money for him.)

You can ask students to read the story on their own or you may want to assign roles to different students who read to the class. If students read quietly to themselves, set a three-minute time limit. When students have finished, elicit the answer to the question on the board. Check students' understanding of *ill*, *expensive*, *guitarist*, *die* and the expression *It's my fault*.

Read, listen and speak

 **2.11** Play the recording. Students listen and read the story again. Put students in small groups to discuss the comprehension questions below. (You could produce a worksheet to hand out, or you can write the questions on the board.)

- 1 How does Alex feel about what happened to Luke?
- 2 Why can't Luke go to the hospital in the USA?
- 3 What does Alex think of Chloe's idea?
- 4 What is the problem with her idea?
- 5 How does the boys' mother respond to the idea?
- 6 Can you see any solution to the problems in Alex's family?

Suggested answers

- 1 He is very upset because he loves his brother and he thinks the accident was his fault.
- 2 Because it's expensive and the family hasn't got enough money.
- 3 He thinks it's a great idea.
- 4 They don't have a guitarist for the concert because Alex's guitar is broken.
- 5 She doesn't listen. She gets angry because she thinks Alex is only thinking about himself.
- 6 Students' own answers.

Optional activities

1 Speech bubbles

Write quotes from the story on the board in speech bubbles. Students have to remember who said them. You can also write a series of quotes out of sequence on the board, which students put in order.

2 Retelling the story

Students work in pairs or small groups. They close their books and retell the story of part 2, trying to remember as much as they can about what happened.

3 Role play

In pairs, students do role plays based on the events of the story:

- Student A is Alex, Student B is Chloe. They are at school and talking about what can be done about Luke.
- Student A is Alex, Student B is another member of the band. They are at band practice and talking about the guitar problem.
- Student A is Alex's mother, Student B is Alex. They are at home and arguing about Luke.

4 Describing the characters

Write *Alex*, *Chloe* and *Mum* on the board.

Ask students what we have learned about the characters in the second part of the story. (Mum and Alex are both upset and worried about Luke. They are also both quick to get angry, and this creates problems between them. Chloe gives help and support to Alex and she finds a possible solution to the problem.)

5 Putting the story in order

The graphic novel pages are available on the *Interactive Teacher Website*:

<http://interactive.cambridge.org> with and without any text in the speech bubbles. You could print these off and cut them up so students have to put the story in the right order. They could try to remember the dialogue or they can re-write it or even use the pictures to create a new story.

6 Creating a graphic novel

In groups or individually, students can get really creative with the Comic Builder on the *Interactive Student Website*:

<http://interactive.cambridge.org> Here they can choose their own design, artwork and characters, write their own story and print it. If students have difficulty thinking up ideas, they could try to reproduce the story in the Student's Book.

