

# Wild and beautiful

## 2

### VOCABULARY

Word building: weather |  
Weather and climate | Adverbs  
of degree | Camping | In the wild

### GRAMMAR

Past Simple: regular and  
irregular verbs | Past  
Continuous and Past Simple



## Rising water

### Exercise 1

Possible answers:

Venice is by the sea. There are no cars there, but there are special boats (gondolas). Sometimes seawater covers the streets in the city.

Lorenzo Quinn's sculpture in Venice, Italy, makes us think about the problem of rising sea levels. This isn't because of rain but because of climate change. Rising temperatures have caused ice in the Arctic and Antarctic to melt faster. As a result, more water is entering the oceans. Other cities located near the sea are also affected by global warming. Jakarta in Indonesia and New Orleans in the USA are sinking about five

centimetres a year, so they may be under water by 2100. In cities like these, strong winds from storms and hurricanes make flooding worse. Trees can help us to fight climate change. They not only help clean the air, but they also keep places cool during times of drought. When there is heavy rain, tree roots can keep soil in place so that it isn't washed away in floods. For these reasons, we should plant lots of trees each year.



### Exercise 2

- 1 the problem of rising sea levels
- 2 because of climate change
- 3 They are sinking about five centimetres a year.
- 4 They help us fight climate change, keep places cool and keep soil in place so that it isn't washed away during floods.

## 2.1 Vocabulary

### Weather and climate

- 1 Look at the photo of the sculpture in Venice above. What do you know about Venice, Italy? What do you think is happening to the water there?
- 2 In pairs, read the article above. Answer the questions.
  - 1 What does the sculpture represent?
  - 2 Why are sea levels higher?
  - 3 What problem do Jakarta and New Orleans share?
  - 4 What are the benefits of planting trees?

Unit 2 24

### For the teacher

- Teaching notes, page 166
- Audioscript, page 243

### On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *What's the weather like in ... ?*
- Test: Vocabulary Check 2

### For the student

- Workbook, pages 16–17

### On the Portal

- Workbook: Lesson 2.1
- Extra Practice Activities: Vocabulary

- 3 2.1 Study Vocabulary box A and complete the table with the correct nouns. Listen and check.

VOCABULARY A Word building: weather		
	Noun	Adjective
	cloud	cloudy
	fog	foggy
	ice	icy
	rain	rainy
	snow	snowy
	storm	stormy
	sun	sunny
	wind	windy

**WATCH OUT!**

To describe the weather, we use *it's* + adjective.  
*It's rainy/foggy/windy.*  
*Rain and snow can be verbs too.*  
*It's raining/snowing. It rains/snows here every day.*

- 4 In pairs, describe the weather for two days this week.  
*On Monday it was cold and rainy. Yesterday it was cloudy and warm.*
- 5 2.2 Study Vocabulary box B and complete the sentences below. Listen and check.

**VOCABULARY B Weather**

breeze drought flood gale hurricane lightning shower sunshine thunder

- When the wind isn't very strong, it's a *breeze*.
- You always hear thunder after you see the *lightning*.
- When water from a river covers the roads, there's a *flood*.
- It's a bright, warm day with no clouds. There's lots of *sunshine*.
- There isn't much rain, just a little bit of a *shower*.
- The wind is really strong. It might be a *gale* or a *hurricane*.

- 6 2.3 **WORD FRIENDS** Complete the phrases with the words below. Check you understand all the phrases. Listen and check.

bad climate cold dry low rising

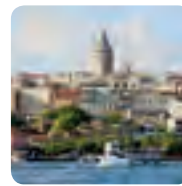
- The weather forecast for today is for:
    - heavy rain/snow.
    - strong winds.
    - high/low temperatures.
  - It will be:
    - ten degrees Celsius (10°C).
    - minus five degrees.
    - wet/ *dry*.
    - cool/warm.
    - boiling hot.
    - freezing *cold*.
  - The temperature is *rising* /falling.
  - The weather is good/ *bad* /fine.
  - This area has a hot/mild/cold *climate*.
- 7 In pairs, ask and answer questions about the weather.
- Do you know what the temperature is today?
  - What's the weather like?
  - What's the forecast for this evening/ tomorrow/next week?
- 8 2.4 Listen to three weather forecasts. Which city is the warmest at the moment?



Krakow



Barcelona ✓



Istanbul

- 9 2.4 Listen again to the weather forecasts and complete the gaps. Then, in pairs, compare your answers.

- Krakow: *cold*, *-2°*, *ice*
- Barcelona: *sunny*, *warm*, *19°*, *rain*
- Istanbul: *cloudy*, *fog*, *7°*, *cool*

- 10 In pairs, talk about the climate in your country. What kind of weather do you like?

**YOUR WORLD**

**Exercise 6**

audioscript page 243

**Exercise 8**

audioscript page 243

**Exercise 2**

colour: pinkish  
orange place:  
high mountains  
by the lake  
frequency: place  
with the most  
lightning bolts per  
square kilometre

**Exercise 3**

Regular:  
underlined in red  
Irregular:  
underlined in blue  
Because we don't  
see the past form  
of the verb – we  
see its base form.

**Exercise 4**

- The lightning scared the sailors in 1595.
- The storms helped many sailors to find their way.
- The lightning appeared in the same place again and again.

**Exercise 5**

- didn't feel
- didn't think/weren't
- didn't take place

**Exercise 7**

- What did Professor Mendes study?
- When did Marianna go to Lake Maracaibo?
- How many storms did she see?
- Where did she put the photos?

**Exercise 8**

audioscript  
page 243

- Marianna met a scientist/Professor Mendes.
- He studied storms.
- She went there two weeks ago.
- She saw three storms.
- She put them on their website.

# 2.2

# Grammar

## Past Simple: regular and irregular verbs

- Do you enjoy storms? Why?/Why not?
- 2.5 Read the article. Find three unusual facts about the colour, place and number of lightning strikes it describes.
- Study the Grammar box. Find the Past Simple forms of the verbs below in the article. Which are regular? Which are irregular? Why is this hard to decide with negatives and questions?

create feel happen know look mean move  
save see spot stay take use want

**GRAMMAR****Past Simple: regular and irregular verbs****Regular verbs**

It looked pinkish orange.  
The storms didn't move.  
When did that happen?

**Irregular verbs**

We saw an unusual storm.  
I didn't know what to do.  
Did you take any photos? Yes, I did/No, I didn't.

We use the Past Simple with past time expressions, e.g. *yesterday, last week/year; two hours/days/weeks/years ago, in April, in 1595.*

GRAMMAR TIME > PAGE 127

- Rewrite the sentences in the positive form.
  - The Catatumbo storms didn't happen in Venezuela.  
*The Catatumbo storms happened in Venezuela.*
  - The lightning didn't scare the sailors in 1595.
  - The storms didn't help many sailors to find their way.
  - The lightning didn't appear in the same place again and again.
- Rewrite the sentences in the negative form.
  - The sailors saw green lightning.  
*The sailors didn't see green lightning.*
  - The sailors felt excited about the storm.
  - Sailors thought the Catatumbo storms were normal.
  - The storms took place over the sea.
- Complete the sentences with past time expressions to make them true for you.
  - I saw snow \_\_\_\_\_.
  - We had really bad weather \_\_\_\_\_.
  - We loved the warm weather on our holiday \_\_\_\_\_.
  - I went out in the rain \_\_\_\_\_.

## Venezuela's special storm



You might find storms fascinating or frightening. But can they be positive? If you live in Venezuela, your answer may be yes!

In 1595 a storm in Venezuela saved the country. How did that happen? Foreign sailors wanted to attack, but they saw strange lightning. It looked pinkish orange, so they didn't know what it was. They felt scared. In the bright light of the storm, soldiers on land spotted the ships.

This took place over Lake Maracaibo on the Catatumbo River. It is an area famous for its special storms. Long ago sailors used storms in the same way as lighthouses: to help them find their way. The geography of the high mountains by the lake created unusual but perfect storm conditions. It meant that the storms didn't move – they stayed in the same place.

Nowadays the Catatumbo Lightning holds a Guinness World Record as the place with the most lightning bolts per square kilometre.

**7** Make questions in the Past Simple.

- who / Mariana / meet / ?  
*Who did Mariana meet?*
- what / Professor Mendes / study / ?
- when / Mariana / go / to Lake Maracaibo / ?
- how many storms / she / see / ?
- where / she / put / the photos / ?

**8** 2.6 For each question in Exercise 7, write the beginning of the answer, with the main verb. Then listen to the interview and complete the answers.

1 *Mariana met ...*

**9** In pairs, ask and answer the questions about the last storm you saw.

- Where were you?
- Did you hear thunder and see lightning?
- How did you feel?

Unit 2 **26** I can use the Past Simple to talk about past events.

**For the teacher**

- Teaching notes, page 167
- Need support?* worksheet, page 233
- Audioscript, page 243

**On the Portal**

- Grammar presentation
- Photocopiable activity:** *When did it happen?*
- Test: Grammar Check 2

**For the student**

- Workbook, page 18
- Grammar Time, Student's Book, page 127

**On the Portal**

- Workbook: Lesson 2.2
- Extra Practice Activities: Grammar

- 1 What do you do when it's very hot outside? Add your own ideas.

go outside have a cold drink stay inside  
wear cool clothes

- 2 Look at the photo and read the article. What does Miguel like about the place where he lives?

- 3 Study the two sentences in red in the article. Which one is a fact and which one is an opinion? Find more facts and opinions in the article.

- 4 2.7 Read the whole article again and choose the correct answer.

- 1 Miguel says that the temperature
- is the same in Beatty and Death Valley.
  - makes you feel tired.
  - is normal for the time of year.
- 2 The volcano crater was
- quite cold.
  - really unusual.
  - not very big.
- 3 One night in the desert Miguel
- felt worried about something.
  - slept in the open air.
  - saw something special in the sky.
- 4 According to Miguel, sand dunes
- look like mountains.
  - can make noises.
  - can be used for sport.
- 5 Which of the following is an opinion, not a fact?
- In March or April it's cooler than in summer.
  - Sand can make a noise.
  - The trip was totally awesome.

- 5 2.8 Study the Vocabulary box. Find the highlighted phrases in the article and complete the box with the correct adverbs. Listen and check.

### VOCABULARY Adverbs of degree

Adverb + strong adjective	Adverb + regular adjective
<sup>1</sup> <i>absolutely</i> boiling	<sup>4</sup> <i>really</i> boring
<sup>2</sup> <i>completely</i> different	<sup>5</sup> <i>very</i> strange
<sup>3</sup> <i>totally</i> awesome	<sup>6</sup> <i>quite</i> worried

## AMAZING WORLD

On this blog we publish articles about the most amazing places on our planet.

This week's article is by Miguel Garcia.

Miguel is from Beatty, USA, a town next to Death Valley National Park, which has record-breaking high temperatures.

### A dangerously hot place

What are summer temperatures like where you live? It's August, so it's forty degrees Celsius in Beatty town and forty-five degrees Celsius in Death Valley, which is **absolutely boiling**. When you wake up in the morning, your eyes feel dry and you don't want to move because it is hot.

**Some people think it's really boring in Death Valley**, but I really love outdoor adventures in the desert. We usually go on a camping trip in March or April, when it's cooler than in summer. This year we visited a huge volcano crater, about a kilometre wide. It was amazing, completely different from any other place! They filmed some famous science fiction movies there because it looks like another planet.

The night sky is so clear in the desert that you can see thousands of stars. I wanted to sleep outside, but Dad was **quite worried** about scorpions, so I couldn't do that. I took some great photos of the Milky Way above us, though.

Did you know that sand can make a noise? On the final day of our trip we visited sand dunes at Mesquite and heard the sound of wind blowing the sand. It was **very strange**. We also tried sandboarding down the dunes. It's like snowboarding down a mountain, but on the sand. It was my favourite activity on a **totally awesome** trip.

- 6 Choose the correct option.

- Wow! The sand dunes are **absolutely** / very amazing!
- Your photos are **totally** / **quite** good.
- Walking in the heat without a drink is **completely** / very ridiculous!
- The stars in the desert sky look **really** / **totally** nice.

- 7 Make sentences about the things below. Use adverbs of degree and adjectives from Exercises 5 and 6.

- the place where you live
- an interesting place to visit near you
- things you do in summer
- something you did last weekend

- 8 Write a blog post about something you did or saw recently that is typical of life in your area.

*It was really hot yesterday. My sister and I went to the beach and bought ice cream. ...*

### Exercise 2

Possible answers:  
He loves outdoor adventures in the desert. He likes going on camping trips. He enjoys watching stars in the night sky, which is very clear in the desert. He loves sandboarding on the sand.

### Exercise 3

The first sentence is a fact. The second one is an opinion.

Other facts – possible answers:

It's August, so it's 40°C in Beatty town and 45°C in Death Valley ...

The night sky is so clear in the desert ...

... sand can make a noise ...

Other opinions – possible answers:

... I really love outdoor adventures in the desert.

It was amazing, completely different from any other place!

It was very strange.

It was my favourite activity on a totally awesome trip.

### EXAM

#### Exercise 4

A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)

### YOUR WORLD

I can understand an article about life in a hot place. 27 Unit 2

#### For the teacher

- Teaching notes, page 168
- Need support? worksheet, page 233

#### On the Portal

- Photocopiable activity: *Very good, absolutely awesome*
- Test: Vocabulary Check 2

#### For the student

- Workbook, page 19

#### On the Portal

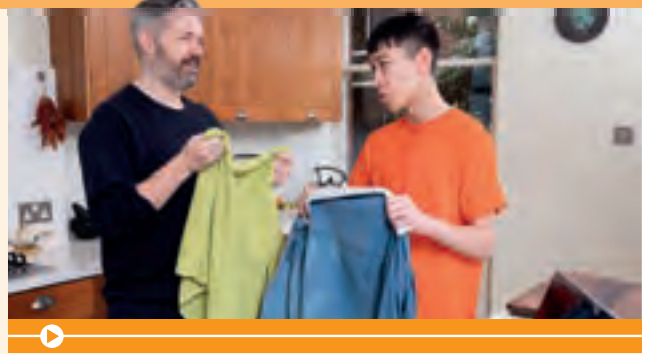
- Workbook: Lesson 2.3
- Extra Practice Activities: Vocabulary

## VIDEO



## A CRAZY DAY

- Dad: What's that noise? Abe, is that you?
- Abe: It's blowing a gale out there. We had a bit of an adventure.
- Dad: Really? Here, have a towel. Now go upstairs and put on some dry clothes.
- Abe: But Dad, not now! I've taken a super cool photo for my blog. I just need to download and check it. And then post it.
- Dad: OK, fine, but put this hoodie on then. I'll make you a nice warm drink. So, tell me about it ...
- Abe: I was walking in the park with Bea when we met Eren and Carla. They were playing with a frisbee, so I decided to take some photos. The sun was shining and we were having a great time, so we weren't thinking about the weather. Then I noticed some dark storm clouds were getting closer. Eren was throwing the frisbee when suddenly, lightning hit a tree near us, and I took a photo at the same time!
- Dad: Here's your hot chocolate. Great photo!
- Abe: Thanks, Dad. It started raining hard then, and the wind got stronger too. We realised we weren't safe, so we all ran home.
- Dad: Thank goodness you're home. Are your friends OK?
- Abe: They're all fine. Yeah, that was completely crazy! Right, time to upload my work.



## Exercise 2

Examples of Past Continuous: underlined in red  
Examples of Past Simple: underlined in green

## Exercise 5

- ▶ videcript page 244

## Exercise 5

Neal: family – his dad  
Cecile: weather – awful, rained (every day)  
Affie: transport – flight (airport)  
James: family – parents;  
transport – ferry/ship

- 1 ▶ 10 🔊 2.9 Look at the photo. What do you think happened to Abe? Watch or listen and check. *He got caught in a storm.*
- 2 Find examples of the Past Continuous and the Past Simple in the dialogue.

## GRAMMAR Past Continuous and Past Simple

## Past Continuous

It was raining.

We weren't thinking about the weather.

Were you running? Yes, I was./No, I wasn't.

## Past Continuous and Past Simple

Abe downloaded his photo while his dad was making a warm drink.

He was throwing the frisbee when lightning hit a tree.

GRAMMAR TIME > PAGE 127

## 3 Choose the correct option.

- We drank / were drinking hot chocolate when we heard / were hearing the thunder.
- The rain started / was starting while we sat / were sitting on the beach.
- George was travelling on the bus while / when he found a phone.
- I took / was taking a lot of photos while I walked / was walking in the desert.
- We were putting up the tent when / while the wind got stronger.
- Daisy fell / was falling on the ice while she skated / was skating with friends.

## 4 Complete the extract from an email with the Past Simple or Past Continuous form of the verbs in brackets.

Hi Sara,

How was your History trip? When I was studying History, we <sup>1</sup>went (go) on a trip to France. It was spring, but it was freezing cold. One day, the weather suddenly <sup>2</sup>changed (change) while we <sup>3</sup>were walking (walk) in the hills. We soon <sup>4</sup>got (get) lost in the fog! Our teachers had to phone for help. While we <sup>5</sup>were waiting (wait), I <sup>6</sup>heard (hear) a strange noise. It was ...

## VIDEO



## WIDER WORLD

- 5 ▶ 11 Watch four people talking about holidays. Make notes about weather, family and transport.
- 6 In pairs, talk about funny things that happened on a school trip or holiday. Use the Past Simple and Past Continuous.

## Unit 2 28

I can use the Past Continuous and the Past Simple to talk about past events.

## For the teacher

- Teaching notes, page 169
- Videoscript, page 244

## On the Portal

- Grammar presentation
- Photocopiable activity: *What were they doing?*
- Test: Grammar Check 2

## For the student

- Workbook, page 20
- Grammar Time, Student's Book, page 127

## On the Portal

- Workbook: Lesson 2.4
- Extra Practice Activities: New Park video, Grammar, BBC Vox Pop



1 Look at the photos. Do you enjoy being outdoors? Why?/Why not? Compare your ideas with the class.

2 2.10 Listen to an advert for an activity camp and mark the sentences T (true) or F (false).

- T The camp is a summer camp.
- F The camp is for families.
- T The campsites are in different locations.

3 2.11 **WORD FRIENDS** Complete the phrases with the verbs below. Listen and check.

discover listen look make (x2) sleep watch

- discover* unusual plants
- sleep* outside
- make* a shelter
- listen* to the wildlife
- watch* the stars
- look* for wild animals
- make* a fire

4 2.12 Listen to Poppy talking about Wild Adventure camp and complete her diary with activities from Exercise 3.

Monday: <sup>1</sup> *make a shelter*  
 Tuesday: <sup>2</sup> *make a fire*  
 Wednesday: <sup>3</sup> *look for wild animals*  
 Thursday: <sup>4</sup> *watch the stars*  
 Friday: <sup>5</sup> *discover unusual plants*

5 2.12 Listen again and answer the questions.

- Why didn't Poppy sleep outside in the end?
- Why didn't she listen to the wildlife?
- Why weren't there any spiders in the camp?
- What did Poppy see in the cave?

6 2.13 Study the Vocabulary box. Write the words from the box in the correct group below. Listen and check.

### VOCABULARY In the wild

bat bear cave leaf path sky spider star  
 sunset waterfall wildlife

- Elements of landscape: *cave*, *leaf*, *path*, *sky*, *star*, *sunset*, *waterfall*, *wildlife*
- Wild animals: *bat*, *bear*, *spider*

7 **I KNOW!** In groups, add more words to each group in Exercise 6. Each word scores a point. Which group wins?

8 Choose the correct option.

- My favourite season is autumn, when the *stars* / *leaves* fall off the trees.
- We walked into the *cave* / *waterfall* where it was cold and dark.
- In the distance there was something big and brown. A *bear* / *spider* was standing and looking at us.
- At the end of the day, there's an amazing *path* / *sunset* over the lake.
- The sun was shining and the *sky* / *star* was blue – a perfect day to go out on the boat.

### YOUR WORLD

9 Choose the correct option to make the sentence true for you. Then write a short paragraph.  
*I'd love / I'd hate to go to an adventure camp because ...*

### Exercise 2

audioscript  
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### EXAM

#### Exercise 4

audioscript  
 page 244

**International Certificate Level 1/2,**  
 Listening, Section 3, (note completion)  
**A2 Key for Schools,**  
 Listening, Part 2, (gap fill)

#### Exercise 5

- (Because) it was cold at night (so they slept in tents).
- (Because) she slept (so) well and didn't hear a thing.
- (Because) it was too cold for them.
- (She saw) (hundreds of) bats.

I can understand a conversation about outdoor activities. 29 Unit 2

#### For the teacher

- Teaching notes, page 170
- Need support? worksheet, page 233
- Audioscript, page 244

#### On the Portal

- Vocabulary Memory Game
- Photocopiable activity: *Categorise and draw*

#### For the student

- Workbook, page 21

#### On the Portal

- Workbook: Lesson 2.5
- Extra Practice Activities: Vocabulary

## VIDEO



## I CAN EXPLAIN

- Abe: Bea? What are you doing?  
 Bea: Abe, hi! I'm trying to help Mum with the garden. Can you give me a hand?  
 Abe: Yeah, no problem. I know you know about gardening, but I don't.  
 Bea: Don't worry. It's easy. You can take the weeds out of this flower bed. Is that OK?  
 Abe: Sure.  
 Bea: You put the weeds in here ... See? And these are Mum's favourite flowers, OK? So, be careful. Right, I have to cut the grass.  
 Abe: Weeds bad, flowers good. Flowers, weeds. Got it. Later ...  
 Bea: What's going on?  
 Mum: What's going on? My poor flowers!  
 Bea: What? I didn't realise ... Mum, I can explain.  
 Mum: Honestly! Why did you do that?  
 Abe: Aunt Penny? It's my fault. I didn't mean to pick your flowers. I was helping Bea and I thought they were weeds.  
 Mum: I see. Abe, were you really trying to help?



## SOUNDS GOOD!

- Can you give me a hand? •  
 No problem. • Got it.

## Exercise 1

Possible answers:  
 They might enjoy being in the garden. Perhaps they are helping one of the parents. Maybe they are earning some pocket money.

## Exercise 2

Possible answer:  
 Abe didn't listen carefully enough, and Bea's instructions weren't clear enough.

## Exercise 7

▶ videcript  
 page 244

- 1 ▶ 12 ▶ 2.14 Look at the photo and think of reasons why Bea and Abe are working in the garden. Do you think they are enjoying it? Watch or listen and check.

- 2 Why do you think Abe did the wrong thing?

## SET FOR LIFE



- 3 In groups, discuss the questions.

- Why is it important to give clear instructions?
- Why is it important to look and listen carefully?

- 4 Study the Speaking box. Find examples of the phrases in the dialogue.

## SPEAKING Criticising and explaining

## Criticising

What's going on?  
 Why did you do that?

## Explaining and apologising

I can explain. I'm so sorry. I thought ...  
 I didn't mean to ... I didn't realise ...

## Accepting explanations and apologies

I see. That's all right. Never mind.

- 5 ▶ 2.15 Complete the dialogues with phrases from the Speaking box. Listen and check.

- A: Hey, why did you take my seat?  
 B: Oh. I didn't realise you were sitting there.
- A: What's going on? This is my phone!  
 B: Oh, sorry!  
 A: Never mind. It does look like yours!
- A: Oh dear! I just shouted at my friends.  
 B: Why did you do that?  
 A: I was angry. I didn't mean to hurt their feelings.

- 6 In pairs, turn to page 142 and follow the role play instructions.

## VIDEO



## WIDER WORLD

- 7 ▶ 13 Watch four people talking about problems. Number the problems below in the order the people mention them.

- climbing a ladder
- late for work
- not being serious
- no money

- 8 In pairs, tell your partner about a time when you had a problem.

Unit 2 30 I can criticise and explain when things go wrong.

## For the teacher

- Teaching notes, page 171
- Videcript, page 244

## On the Portal

- Photocopiable activity:
- I didn't mean to ...*

## For the student

- Workbook, page 22

## On the Portal

- Workbook: Lesson 2.6
- Extra Practice Activities:  
 New Park video, BBC Vox Pop

## ARTICLES WANTED

Write about your local area and climate. Email your article to us – we'll put the best ones in our magazine.

## Is Lima a good place to visit?

Everybody knows Peru has lots of mountains, but Lima, where I live, is on the coast. On many days of the year it's very cloudy here, but it doesn't often rain. Sometimes I think it's very cloudy here, but the climate is just right. For example, it's usually between 15 and 25°C, so it's never boiling hot or freezing cold. Don't come here between June and September, though, as many days are very foggy.

In Lima you can find great food and music everywhere. There are lots of activities such as adventure sports too. Last year while my little cousin Jorge was staying with us, we went to the beach at Barraca. My cousin looked up and saw a 'big bird'. At first he was quite worried and then he realised that somebody was paragliding. It looked amazing!

If you want to visit somewhere outside Lima, the Palomino Islands are about forty-five minutes away by boat. We took my cousin there in November. The sun was shining and the sea was warm. While we were travelling, some big sea lions swam past! To sum it up, you can have a totally fantastic experience here. There isn't anywhere better!



- 5 Study the Language box. Find five indefinite pronouns in the article. Then use indefinite pronouns to write some true sentences about your local area.

## LANGUAGE Indefinite pronouns

People	Things	Places
somebody/-one	something	somewhere
everybody/-one	everything	everywhere
anybody/-one	anything	anywhere

- 1 Is your local area a good place to visit? Why?/Why not?

- 2 Read the advert and article. Would you like to visit Lima? Why?/Why not?

- 3 Read the article again. Which of these things does it mention and in which paragraph?

- a  food and music      d  population  
 b  location              e  weather and climate  
 c  another place nearby    f  activities

- 4 Study the Writing box. Make similar true sentences about the area where you live.

## WRITING

## An article describing your local area and climate

## Describe the area, weather and climate

1 Lima, where I live, is on the coast.  
 It doesn't often rain.  
 The climate is just right.

## Describe typical activities and places

2 You can find great food and music everywhere.  
 3 There are lots of activities ...  
 The Palomino Islands are about forty-five minutes away ...

## Give examples

For example, ... One/An example is ... , like ...  
 ... such as ...

## WRITING TIME

- 6 Write an article for the advert in Exercise 2.

## 1 Find ideas

Make notes about:

- some facts about the weather, climate and things to do where you live.
- a trip you went on. Think about the situation and what you did.

## 2 Plan

Organise your ideas into three paragraphs. Use the article about Lima to help you.

## 3 Write and share

- Write a draft article. Use the Language box and the Writing box to help you.
- Share your article with another student for feedback.
- Use the feedback from your partner and write the final version of your article.

## 4 Check

- Check language: did you use indefinite pronouns correctly?
- Check grammar: did you use the Past Simple and Past Continuous to illustrate your points?

I can write an article about my local area and climate.

31 Unit 2

## For the teacher

- Teaching notes, page 172
- Need support? worksheet, page 233

## On the Portal

- Photocopiable activity: Tell me anything

## For the student

- Workbook, page 23

## On the Portal

- Workbook: Lesson 2.7

# Vocabulary Activator

## WORDLIST 2.16

### Word building (weather)

cloud (n)  
cloudy (adj)  
fog (n)  
foggy (adj)  
ice (n)  
icy (adj)  
rain (n)  
rainy (adj)  
snow (n)  
snowy (adj)  
storm (n)  
stormy (adj)  
sun (n)  
sunny (adj)  
wind (n)  
windy (adj)

### Weather

breeze (n)  
drought (n)  
flood (n)  
gale (n)  
hurricane (n)  
lightning (n)  
shower (n)  
sunshine (n)  
thunder (n)

### Word friends

(weather and climate)  
boiling hot  
degrees Celsius  
freezing cold  
heavy rain  
heavy snow  
high/low temperature  
hot/mild/cold climate  
minus five degrees  
strong wind  
the temperature is rising/  
falling  
the weather is bad/cool/dry/  
fine/good/warm/wet

### Adverbs of degree

absolutely (boiling) (adv)  
completely (different) (adv)  
quite (worried) (adv)  
really (strange) (adv)  
totally (awesome) (adv)  
very (boring) (adv)

### Word friends

(camping)  
discover unusual plants  
listen to the wildlife  
look for wild animals

make a fire  
make a shelter  
sleep outside  
watch the stars

### In the wild

bat (n)  
bear (n)  
cave (n)  
leaf (n)  
path (n)  
sky (n)  
spider (n)  
star (n)  
sunset (n)  
waterfall (n)  
wildlife (n)

### Extra words

adventure (n)  
Antarctic (n)  
Arctic (n)  
bright (adj)  
camping trip (n)  
conditions (n)  
degree (n)  
desert (n)  
find your way  
foreign (adj)  
freezing (adj)  
grow (v)  
huge (adj)  
lake (n)  
land (n)  
lighthouse (n)  
local (adj)  
melt (v)  
Milky Way (n)  
mountain (n)  
ocean (n)  
perfect (adj)  
planet (n)  
record-breaking (adj)  
root (n)  
sand dune (n)  
scared (adj)  
scorpion (n)  
sea level (n)  
sink (v)  
sleep in the open air  
soil (n)  
special (adj)  
treetop (n)  
volcano (n)  
wash away (v)  
weather forecast (n)

### Exercise 1

- boiling/freezing; high/low; hot/cold; bad/good; cool/warm; dry/wet (sunny/rainy is also correct)
- drought, flood
- bat, bear, spider
- cloud, lightning, star (sunshine and sunset are also correct)

### Exercise 3

- The others refer to water/bad weather.
- The others are moving air.
- You can see or feel the others./ The others are all adjectives.
- The others are things you can see outside.

### Exercise 6

- perfect
- amazing, completely
- absolutely
- totally

### 1 Use the words from the wordlist to find these things.

- six pairs of opposite adjectives
- two weather words that refer to too much or too little water
- three animals
- three things you can see in the sky

### 2 Match words 1–8 with words a–h to make phrases. In pairs, use the wordlist to check your answers. Then make true sentences using four of the phrases.

- |                       |               |
|-----------------------|---------------|
| 1 <b>g</b> low        | a a shelter   |
| 2 <b>f</b> absolutely | b the stars   |
| 3 <b>a</b> make       | c Celsius     |
| 4 <b>b</b> watch      | d weather     |
| 5 <b>h</b> sleep      | e snow        |
| 6 <b>e</b> heavy      | f boiling     |
| 7 <b>c</b> degrees    | g temperature |
| 8 <b>d</b> warm       | h outside     |

### 3 Choose the odd one out.

- rainy snowy **sunny** icy
- breeze **rain** wind gale
- cloudy **thunder** rainy foggy
- cave **temperature** waterfall leaf

### 4 Complete the sentences about the weather with words from the wordlist. Then, in pairs, talk about the type of weather you prefer and the type of weather you don't like.

- The roads are **icy** today, so please drive carefully.
- It's freezing **cold** today, so wear your warmest clothes.
- The weather forecast said it will be thirty **degrees** Celsius today. That's hot!
- I can hear **thunder**. Can you see any lightning?
- The river is **rising** quickly because of all the rain. I hope there won't be a flood.

### 5 In pairs, make true sentences using strong adjectives and adverbs of degree from the wordlist.

*The weather today is absolutely amazing!*

### 6 2.17 PRONUNCIATION Listen to the words below and write them in the correct column according to the word stress.

absolutely amazing completely perfect totally

1 Oo	2 oOo	3 ooOo	4 Ooo


### 7 2.18 PRONUNCIATION Listen, check your answers to Exercise 6 and repeat.

## Unit 2 32

### For the teacher

- Audioscript, page 244


### On the Portal

- Photocopiable activities:  *N in everything, Create a story*
- Tests: Unit 2 Test, Unit 2 Writing Test

### For the student

- Workbook, pages 24–25

### On the Portal

- Workbook: Self-check 
- Wordlist
- Extra Practice Activities: Self-check

# Revision

## Vocabulary

- Choose the word that does NOT go with the noun in bold.
  - dry / cloudy / **sunshine** / rainy WEATHER
  - high / low / rising / **fine** TEMPERATURE
  - absolutely / totally / **very** / completely AWESOME
  - falling** / mild / hot / cold CLIMATE
  - listen to / discover / **sleep** / look for WILDLIFE
- In pairs, use phrases from Exercise 1 to say what you like and don't like. Remember: you can make negative sentences too.
- Complete the words in the email.



Dear students,

This year's Science project is a camping trip. Here are some of the things we want to do:

- look for <sup>1</sup>wild animals and birds
- discover <sup>2</sup>unusual plants
- walk an amazing <sup>3</sup>path around the lake and through the forest
- make a <sup>4</sup>shelter that can keep you dry from falling rain
- listen to the sounds of birds and other <sup>5</sup>wildlife
- sleep <sup>6</sup>outside and watch the <sup>7</sup>stars

Pack clothes for <sup>8</sup>rainy, windy and even <sup>9</sup>stormy weather. Bring enough clothes to put on dry ones if you get completely wet.

Thank you,

Your Science teachers

- Complete the definitions with the correct word. Then write two more definitions.
  - Foggy** weather is when it is difficult to see because clouds are close to the ground.
  - Icy** conditions happen when temperatures below 0°C change water.
  - Wild** plants and animals don't live with people.
  - A **leaf** is the green part of a plant that uses sunshine.

## Grammar

- Choose the correct option.
  - A: I hear / **heard** a bat flying in my room last night.  
B: How did you **know** / knew it was a bat?
  - A: I didn't **see** / saw you at school yesterday.  
B: That's because I go / **went** to the doctor.
  - A: Which places did your parents **visit** / visited in Scotland last summer?  
B: Mostly lakes and mountains. They stay / **stayed** away from the cities.
  - A: Why did Dr Sanchez **take** / took photographs of the volcano?  
B: He want / **wanted** to show them to some colleagues.
- Make questions in the Past Simple. Then ask and answer the questions in pairs.
  - you / go / for a walk / yesterday / ?
  - you / have / dinner with your grandparents / at the weekend / ?
  - you / sing / songs on your birthday / ?
  - where / you / go / on holiday / last year / ?
  - who / you / chat to / on social media / last night / ?
- Complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets.
  - My mum **saw** (see) a bright star when she \_\_\_\_\_ (watch) the night sky a short time ago.
  - We \_\_\_\_\_ (walk) home on rainy weather yesterday when we \_\_\_\_\_ (hear) thunder.
  - While I \_\_\_\_\_ (do) my homework, my cat \_\_\_\_\_ (jump) onto my desk.
  - Dad \_\_\_\_\_ (find) a scorpion in his shoe once when he \_\_\_\_\_ (camp) in the desert.
  - I \_\_\_\_\_ (leave) home with an umbrella this morning because it \_\_\_\_\_ (rain).

## Speaking

- In pairs, turn to page 142 and follow the instructions to role play a dialogue.

## Dictation

- 2.19 Listen. Then listen again and write down what you hear.

## Exercise 6

- Did you go for a walk yesterday?
- Did you have dinner with your grandparents at the weekend?
- Did you sing songs on your birthday?
- Where did you go on holiday last year?
- Who did you chat to on social media last night?

## Exercise 7

- was watching
- were walking; heard
- was doing; jumped
- found; was camping
- was left; was raining

## Exercise 8

- Sample answer:
- A I'm sorry, I don't want to go on the camping trip.
- B That's OK, but why don't you want to go?
- A The weather forecast is bad. I don't like heavy rain and I don't want to get wet and sleep outside.
- B I see. That's alright. You're right about the weather. Maybe we can go camping in the summer.

## EXAM

### Exercise 9

- 1 audioscript page 244

International Certificate Level 1/2, Listening and Writing, Section 2, (dictation)

# SET FOR LIFE



## Stay positive and carry on



**A** My phone was new a week ago! Aaarrgh!



**B** Whaaat? Who took my wheels?



**C** My favourite band are in town, but I can't get a ticket.



**D** This is what I got for dinner after football practice finished late!



### Exercise 1

Sample answers (photo A):

- 1 I feel really stressed and sad. My new phone was really expensive, and I loved it. And now it doesn't work!
- 2 I think situation A is the worst because it's the most expensive problem.

### Exercise 2

audioscript page 244

### Exercise 3

- 1 by bus
- 2 No, because it's slow.
- 3 Because he doesn't want to pay for them, and he thinks that someone might take them too.
- 4 Because he doesn't want it now.

- 1 Look at the social media posts. In pairs, discuss the questions.

- 1 Imagine you are the people in situations A–D. How do you feel? Use the adjectives below to help you.

angry annoyed calm sad stressed surprised worried

- 2 Which do you think is the worst situation? Why?
- 3 Do similar things ever happen to you? Give examples and describe how you felt.

- 2 2.20 Listen to Sam and Jess. Which situation from the posts are they talking about? Do they both keep calm?

*The bike (situation B). No, Sam doesn't keep calm.*

- 3 2.20 Listen again and answer the questions.

- 1 How does Jess think Sam can go to school?
- 2 Does Sam like Jess's idea? Why?/Why not?
- 3 Why doesn't Sam want to buy new wheels for his bike?
- 4 Why does he want to leave the bike outside the library?

- 4 Choose the sentences (a or b) that best describe Sam's attitude.

- 1  a He focuses on his bad luck.  
 b He focuses on things that he can do to improve the situation.
- 2  a He imagines bad things that aren't likely to happen.  
 b He only thinks about the facts and things that are likely to happen.
- 3  a He remembers that some other people's problems are more serious than his.  
 b He can't see that his problem isn't the end of the world.

Units 1–2 **34** I can keep calm when something bad happens.

### For the teacher

- Teaching notes, page 173
- Audioscript, pages 244–245

### On the Portal

- Photocopiable activity: Keep calm and carry on

# Keep calm when things go wrong

5 2.21 Listen to the next part of Sam and Jess's conversation and answer the questions.

How does Sam decide to:

- 1 get his bike home?
- 2 get to school in the morning?
- 3 try to get money for new wheels?
- 4 protect his bike in the future?

6 2.21 Study the Useful Phrases box. Then listen again and tick (✓) the expressions you hear in Sam and Jess's conversation.

7 What do you think? Which attitudes from Exercise 4 help people to keep calm when bad things happen? Do you have any other advice for keeping calm?

*It's a good idea to focus on things that you can do to improve the situation.*

8 In pairs, discuss the situations. Think about how you feel at first. Then say what you can do to keep calm.

- 1 Your family's car breaks down the day before you go on holiday. You have to stay at home until the car is fixed.
- 2 You love your dog, but he's very naughty. He tries to eat your expensive new trainers and destroys them.
- 3 You are in a café. Someone near you falls over and their orange juice goes all over you.

9 Read the Useful Tips. Do you usually do what the tips suggest? Which tip is the most useful? Why?

## SET FOR LIFE

10 In pairs, role play a situation where something bad happens and you manage to keep calm. Follow these steps.

1 Choose a situation from Exercise 1 or 8.

2 Write the dialogue. Use expressions from the Useful Phrases box.

**Student A:** Describe the bad situation. (You feel sad or stressed about it.)

**Student B:** Encourage your friend to keep calm.

**Student A:** Give a positive solution. Remember to stay calm and manage your emotions.

3 Practise your dialogue. Remember to use your body and voice to show how you feel.

4 Present your dialogue to the class or record it on your phone.

## USEFUL TIPS

When something bad happens, we often feel stressed or sad. It's important to keep calm and control negative feelings.

Breathe slowly.

Don't focus on your mistakes or bad luck.

Focus on things that you can do to improve the situation.

Don't think about bad things that aren't likely to happen.

Remember that friends often give good advice.

## Exercise 5

audioscript page 245

- 1 He can carry it.
- 2 on the bus
- 3 Maybe he can do jobs for his mum.
- 4 He can lock the wheels to the rest of the bike.

## USEFUL PHRASES

### Finding something good in a bad situation

- It isn't the end of the world.
- At least ...
- It's lucky that ...

### Being a friend to someone in a bad situation

- Bad luck! What are you going to do?
- Can you ... ?

### Finding solutions

- I guess I can ...
- Maybe I can ...
- Perhaps the best thing is to ...

## Exercise 8

Sample answer (situation 1):  
At first, I feel really sad. I was very excited about the holiday, and now we can't go on the right day. It isn't fair! But then I think, 'It isn't the end of the world.' We can have a shorter holiday, and some people don't have holidays at all. I try to think of nice activities to do at home with my family while we wait for the car.



## Unit contents

### Vocabulary

- Word building: weather
- Weather and climate
- Adverbs of degree
- Camping
- In the wild

### Grammar

- Past Simple: regular and irregular verbs
- Past Continuous and Past Simple

### Speaking

- Criticising and explaining

### Writing

- An article describing your local area and climate

### Future skills

- Communication: understanding messages
- Self-management: self-control

### Exam

- A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- International Certificate Level 1/2, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)

For Online Classroom, go to the Portal. 

## 2.1

### VOCABULARY

#### Weather and climate

##### Lesson aims

- Students can talk about the weather and climate.

##### For the teacher


- Vocabulary Memory Game
- Photocopiable activity: *What's the weather like in ...?*
- Test: Vocabulary Check 2

##### For the student


- Workbook, pages 16–17
- Extra Practice Activities: Vocabulary

#### Lead-in

Books closed. Write 1 → 12 on the board. Say: *January*, then point to a student to elicit *February*. Each student should then point to another student to elicit the name of the next month. When you have reached *December*, erase the reminder, and write A → Z instead. Say: *April*, then elicit *August*, and so on, each month in alphabetical order until you reach *September*.

-  **Setting lesson goals:** Write the following sentences on the board (making them true for your country): *July is usually hot in [our country]. It's cold in December.* Elicit ideas for what the focus of the lesson might be. Accept all reasonable suggestions, then ask students to look through pages 24–25 quickly to check their ideas.


#### Exercise 1

- Elicit or pre-teach: *sculpture*.
-  **Peer learning:** Use the Think-Pair-Share technique. Also ask: *What's the connection between the two photos?*

#### Exercise 2

- Elicit or pre-teach: *represent, sea level, benefit, plant* (v) before students begin reading.
- Set a time limit of two minutes for students to quickly skim the text for general understanding.
- Then, suggest that they first scan the article to find the parts of the text that contain information about each

question, then read these sections more closely to find the answers.

- Allow students to compare ideas with another pair before you check answers as a class.
-  **Independent learning:** Encourage students to try to work out the meaning of: *climate change, temperature, cause, melt, affect, global warming, sink* (v), *roots, soil* and explain any of the more challenging words.

#### Exercise 3 2.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- You can display the digital flashcards available on the Portal and ask students to repeat the words. Play a memory game. Display the digital flashcards available on the Portal in a random order and elicit the words.

#### Exercise 4

- Read the information in the Watch Out! box. Ask: *What's the weather like today?* and elicit an answer from a volunteer. You could write this on the board as a model. Remind students to use the correct form when they take turns to describe the weather. Students in pairs then describe two other days of the week.


#### Exercise 5 2.2

- Read the information in Vocabulary box B as a class. Check students understand the new words. Elicit or point out that they are all nouns. (We only use adjective forms in a similar way to those in Exercise 3 for three of the words: *breezy, showery, thundery* – but these aren't common.) Set a time limit for students to complete the task. Then, play the audio for them listen, repeat and check their answers. Pause after each word to check students' pronunciation.
- Write: *There is a light breeze today.* on the board, and highlight *There is* to show the correct structure used with the noun form.

### Exercise 6 2.3 audioscript page 243

- Elicit or pre-teach: *forecast*.
- Ask students to study the gaps and decide in pairs what kind of words might complete each one, i.e. an adjective, a verb or a noun. Tell them also to look at the words before or after each gap for further clues about what kind of thing they describe. Then, ask them to look for the word in the box that fits each gap best. Play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

### Exercise 7

-  **Giving feedback:** Monitor the pairwork, and check use of the correct forms of the new vocabulary from the lesson. As long as the meaning is clear, don't correct errors in the use of future forms, as these will only be covered in Unit 5. Make a note of any recurring errors, and go over them at the end of the activity with the class, ensuring anonymity.

### Exercise 8 2.4 audioscript page 243

- Elicit which countries the cities are in (Poland, Spain, Turkey). Check that students know the names of the seasons by naming an appropriate month for each, and elicit what season it is in.
- Ask: *It's summer. What's the weather like in these cities?* Then, *It's winter. What's the weather like?* Accept any reasonable ideas. Then, tell students they are going to hear the forecast for a winter day. Play the audio, then elicit the answer.
- **NEED SUPPORT?** Ask **less confident** students to work together in groups of three. Each of them should choose one city and listen to its forecast, then compare what they heard together to decide on the answer.



### Exercise 9 2.4 audioscript page 243

- Play the audio again, twice if necessary. Students write their answers in their notebooks. Tell them to write one word (a weather noun or adjective) or a number (a temperature) in each gap.
- **NEED SUPPORT?** Pause the audio after the forecast for each city so students have time to record their answers. **More confident** students could try to complete some of the gaps before you play the audio again. **Less confident** students could work in groups of three again – but they should each preferably choose a different city this time, if they are working with the same partners as in Exercise 8.

### Exercise 10

- Assign each corner of the room to one of the seasons. Ask students to stand in the corner for their favourite season. Form pairs of students who chose opposite corners.
- Write the following prompts on the board as a grid for a table: [the name of the country] at the top, *spring*, *summer*, *autumn*, *winter* below it as column headings. On the left, write the following as row headings: *weather*, *hottest temperature*, *coldest temperature*.

Tell students they can use this table as a reminder for discussing the country's climate.

- Also write: *What kind of weather do you like?* so they don't forget to include this in their discussions.
-  **Monitoring learning:** Ask some volunteers to report back to the class on something interesting or surprising they found out about their partner.
- **FINISHED EARLY?** Students choose three significant dates (e.g. their birthday, any major holidays, the first/last day of the school year), and write the forecast for the typical weather that day.
-  **Reviewing lesson goals:** Ask students to think back to the lesson goals and use their Traffic Light cards to show how confident they feel about the newly learned language (students show 'green' if they understand the topic, 'orange' when they need some help and 'red' when they feel they need re-teaching the language point).

## 2.2

## GRAMMAR

### Past Simple: regular and irregular verbs

#### Lesson aims

- Students can use the Past Simple to talk about past events.

#### For the teacher


- *Need support?* worksheet, page 233
- **Photocopiable activity:** *When did it happen?*
- Grammar presentation
- **Test:** Grammar Check 2

#### For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 18
- Extra Practice Activities: Grammar

#### Lead-in

Ask: *What was the weather like yesterday?* Elicit the answer, and write it in the past tense on the board, e.g. *It was cloudy but warm*. Ask about a couple of other days in the past that students are likely to remember (e.g. the first day of the school year).

-  **Setting lesson goals:** Say and write the following on the board: *The rain started at twelve o'clock. It didn't stop until ten o'clock in the evening. The temperature fell eight degrees*. Highlight the past verb forms in the examples, and elicit what students think might be the focus of the lesson. Ask them to look briefly through page 26 to check their ideas.

### Exercise 1

- Say five or six weather words from Lesson 2.1, and ask for a show of hands about which students enjoy that kind of weather. Make sure you include *storms* as the last item. For each word, ask a different student with their hand up to say why they like that kind of weather, and another with their hand down why they don't.

**Exercise 2**  2.5

- Read out the task, and check comprehension of *unusual* (not typical/normal). Play the audio as students read and locate the three pieces of information.
- **NEED SUPPORT?** To scaffold the activity for less confident students, write the following questions on the board: *What colour was the lightning? Where was the lightning? What kind of world record does the Catatumbo Lightning hold?*

**Exercise 3**

- Discuss the Grammar box with the class. Check that students understand that we often use the Past Simple with past time expressions, and also that some verbs are irregular so their past forms need to be memorised. Tell students that if there are any verbs they don't know the Past Simple form for, they can refer to the irregular verb list on page 136. Elicit that negatives and questions are formed the same way with regular or irregular verbs (*didn't* + infinitive; *Did* + subject + infinitive + ?).
- For each verb in the box, elicit and write on the board the Past Simple affirmative form, even where the text only contains a negative or question form. Highlight the regular verbs and the irregular verbs in different ways.

**Exercises 4–5**

- For each task, students rewrite the sentences individually, then compare answers in pairs before you check as a class.
- **Monitoring learning:** Ask students to decide which of the exercises was easier and invite a show of hands to find out. Elicit students' ideas about why one exercise might be easier than the other.

**Exercise 6**

- Students could complete the task as described. For feedback, elicit some sentences from volunteers.

**Extra activity**

As an alternative, students could make up false answers to some (but not all) of the sentences and then work in pairs to guess which of their partner's sentences are true.

**Exercise 7**

- Elicit what word we use to make questions in the Past Simple (*did*), and where this normally goes in a question (at the start of a *Yes/No* question; after the question word/phrase in a *Wh*-question) before students complete the task in their notebooks.
- Check that they all have the correct questions written down before you move on to Exercise 8.

**Exercise 8**  2.6 audioscript page 243

- For each question, students first write down sentence beginnings.
- For the second part of the task, explain that students are going to hear a radio programme where they're interviewing Mariana Fernandez, a young woman who experienced the storms in Venezuela. Play the audio in

chunks, pausing after each piece of relevant information is given so students have time to record their answers. Play the audio again so they can check and confirm or correct their answers, before you check as a class.

- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task gives students possible options to complete the answers with.

**Exercise 9**

- Tell the class about a storm you experienced yourself, answering the three questions, to give students a model for their own answers.
- Ask some volunteers to tell the class about what they found out about their partners.
- **FINISHED EARLY?** Ask students to write four questions with the Past Simple about the article in Exercise 2.
- **Peer learning:** Ask: *What was the easiest thing about this lesson? Why? What was the most difficult thing? Why?* Students discuss their answers in pairs, before you wrap up as a class.

## 2.3

## READING AND VOCABULARY

**Life in a hot place****Lesson aims**

- Students can understand an article about life in a hot place.

**For the teacher**

- *Need support?* worksheet, page 233
- **Photocopiable activity:** *Very good, absolutely awesome*
- Test: Vocabulary Check 2

**For the student**

- Workbook, page 19
- Extra Practice Activities: Vocabulary

**Lead-in**

Write the following on the board and ask students to put the places in order from coldest to hottest: [the students' own country], *the Sahara, the Antarctic, the Amazon jungle, Scotland, California, Alaska, Malta*. Encourage students to say why they think one place is colder/hotter than another. Accept any reasonable answers. Ask: *What other hot places on the planet do you know?*

- **Setting lesson goals:** Ask students to look through the exercises on page 27 very quickly and try to predict how easy or difficult they are going to be. On a piece of paper, they should write down a difficulty score 1–3 for each one (1 – easy, 3 – difficult). Ask them to compare their scores with a partner, then remind them to keep this note until the end of the lesson.

**Exercise 1**

- Ask the question and elicit students' ideas with books closed first, then get them to compare their suggestions with those in the box.

## Exercise 2

- Ask students to study the photo and read the text to get a general sense and answer the questions. Check the answers to the questions as a class.

### Background note

**Death Valley** is a desert valley in the northern part of the Mojave Desert in California, in the US. It is one of the hottest places on the planet. The lowest point of North America (at 86 metres below sea level) is also in Death Valley. Death Valley has been a protected natural area since 1933, and designated a National Park since 1994.

## Exercise 3

- Check comprehension of *fact* (something that's always true) and *opinion* (what some people think is true, but others might disagree). Get a different student to read out each sentence in red and ask for a show of hands to find out if students think it's a fact or an opinion. Ask a volunteer to give reasons.
- Ask students to read the text again to find more examples of facts and opinions.
- **NEED SUPPORT?** Less confident students could work together in pairs to find the examples. One of them looks for facts, the other for opinions.

## Exercise 4 2.7

- **EXAM** A2 Key for Schools, Reading and Writing, Part 3, (3-option multiple choice)
- Elicit or pre-teach: *volcano crater, desert, open air, sand dune*.
- Explain that in this type of reading task the questions follow the order of information in the text. Ask students where the information about each answer can be found (for each question 1–4, in a separate paragraph). Also point out that there may often be a final question for which they need to study the whole text again (question 5).
- Remind students that only one answer for each question is true. They should study each relevant section closely and decide which statements are supported by the article, and which aren't. They should eliminate the most obviously incorrect answers first, then read again to choose from the remaining options.
- Ask students to check each other's work before you check as a class. For each answer, ask a different student to quote the evidence from the text that supports it.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task reduces the number of options that students choose from.

## Exercise 5 2.8

- Read the information in the Vocabulary box as a class. Check students understand the adjectives and understand what kind of words are missing (adverbs which say how strong the adjective is). Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers. Pause after each phrase to check students' pronunciation.



## Exercise 6

- When you check answers, ask students to say why each adverb is the correct one to use. Ask the rest of the class to confirm or correct each answer.

## Exercise 7

- Model the task by asking a **more confident** student to choose one of the four points and give an answer. Check that they use adverbs of degree correctly. Write the example the student gave on the board, as a model.
- Give students a minute to gather their ideas, then put them in small groups to tell each other about the four prompts. You could choose to do this task as a writing or speaking task.

## Exercise 8

- Give students time to write a paragraph about their area. Remind them to use the Past Simple and adverbs of degree, and to use Miguel's blog post in Exercise 2 as a model.
-  **Peer learning:** Ask pairs to swap their paragraphs and check each other's work. They tell their partner two things they really liked about their writing, and, if appropriate, one thing that could be improved, suggesting a way to make this improvement.
- **FINISHED EARLY?** Ask students to cover Miguel's blog post, then try to remember what each of the adverb + adjective collocations in Exercise 5 refers to, before they read it again to check.
-  **Reviewing lesson goals:** Ask students to look back at the notes they made at the start of the lesson. Were their predictions right? What turned out differently? Ask students to discuss this briefly with a partner, then ask a few volunteers to report back to the class.

## 2.4 GRAMMAR

### Past Continuous and Past Simple

#### Lesson aims

- Students can use the Past Continuous and the Past Simple to talk about past events.

#### For the teacher


- **Photocopiable activity:** *What were they doing?*
- Grammar presentation
- **Test:** Grammar Check 2

#### For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** New Park video, Grammar, BBC Vox Pop

#### Lead-in

Ask students to recap the story so far. Ask: *Who's Abe/Bea/Carla/Eren?* Elicit at least one fact about each character. Ask: *What happened in the last episode?* (Bea helped Abe to install a new router.) Ask: *What happened in the episode before that?* (Abe packed his bags to leave for the UK and talked to Bea on video chat.)

-  **Setting lesson goals:** Write on the board: *Abe was packing when he got the video call from Bea.* Highlight the past verb forms. Elicit what students think the lesson will focus on, then ask them to look through page 28 quickly to check their predictions.

### Exercise 1 10 2.9

- Write on the board: *What do you think happened to Abe?* Elicit students' ideas after they study the photo, with the dialogue covered. Then, ask students to close their books and play the video or audio all the way through for students to watch or listen. Check the answer as a class.
- **NEED SUPPORT?** Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *What's the weather like outside?* (It's very windy/there's a gale.) *Why is Abe in a hurry?* (He took a cool photo, and he wants to download and check it before he posts it on his blog.) *What was the weather like then?* (It was sunny, but there were some clouds.) Elicit answers before continuing the video or audio.


### Exercise 2

- Discuss the Grammar box with the class. Check if the students understand when to use the Past Continuous (to set the scene in the past; to talk about an action in progress in the past) and the Past Simple (to talk about single actions that happened in the past). Elicit how we form the Past Continuous. Students find further examples in the dialogue.
- **NEED SUPPORT?** Allow **less confident** students to work in pairs. One student could collect examples of the Past Simple, the other student, examples of the Past Continuous, then copy each other's lists.

### Exercise 3

- Draw a wavy timeline on the board for the Past Continuous, then put a single mark through the line for the Past Simple. Read out one of the examples from the Grammar box while you're pointing out the relevant mark on the board.
- If necessary, do the first sentence together as a class, again using the timeline to illustrate the relationship of the tenses.
- Allow students to compare answers in pairs before you check as a class.

### Exercise 4

-  **Peer learning:** When students have completed the email, ask them to check each other's work in pairs, explaining any errors they find to their partners.



### Extra activity

Students work in pairs to come up with the ending for the story in the email. Elicit some stories in open class, and vote on the best one.

### Exercise 5 11 videoscrypt page 244

- Draw the outline of a male face on the board. Check comprehension of *moustache* and *top lip* by asking a volunteer to draw these on. Also elicit or pre-teach: *sensible* (a good idea), *shave off*, *ludicrous* (very silly), *get some sun* (to enjoy the sunshine; to sunbathe), *paralysed* (used figuratively here: unable to do anything), *ferry*, *sugar cubes*.
- Play the video. Allow students to compare ideas in pairs before you check their notes as a class.

### Exercise 6

- Tell the students a funny holiday story of your own (real or invented) to get them started and to provide a model.
-  **Setting success criteria:** Elicit the most interesting details that students heard from their partners. Ask students to say what they think makes these details particularly enjoyable.
- **FINISHED EARLY?** Ask students to write a reply as Sara to the email from Exercise 4.
-  **Reviewing lesson goals:** Ask students to think back to the lesson and indicate how confident they are about the grammar points (1. how we form the Past Continuous; 2. how we decide which past tense to use) by holding their thumb up for 'quite confident', and thumb down for 'not so confident'. Make a note to check the work of the **less confident** students.

## 2.5

## LISTENING AND VOCABULARY

### In the wild

#### Lesson aims

- Students can understand a conversation about outdoor activities.

#### For the teacher


- Vocabulary Memory Game
- *Need support?* worksheet, page 233
- **Photocopiable activity:** *Categorise and draw*

#### For the student

- Workbook, page 21
- **Extra Practice Activities:** Vocabulary

### Lead-in

Books closed. Write *In the wild* on the board. Ask students to brainstorm ideas in pairs or small groups for what this expression might mean, and what they expect to learn about in the lesson. Elicit suggestions, then ask students to study the photos on page 29 and check their ideas.

-  **Setting lesson goals:** Ask: *What activities do people do when they're outdoors?* Elicit what kind of activities students expect to hear about in the lesson. Ask them to look through the activities on page 29 to check their ideas.

### Exercise 1

- Assign each half of the classroom to those who enjoy being outdoors and those who don't. Ask students to stand on the appropriate side, then form pairs from students on opposing sides.

### Exercise 2 2.10 audioscript page 244

- Ask students to read the statements so they know what information to listen for. Play the audio for them to choose the correct answers. When you check answers, play the audio again, and ask students to recall what information they heard that confirmed each answer.

### Exercise 3 2.11

- Read the information as a class. Check students understand the new phrases. Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation. Make sure all students have recorded the correct answers as these will be needed to complete Exercise 4.

### Exercise 4 2.12 audioscript page 244

- **EXAM** International Certificate Level 1/2, Listening, Section 3, (note completion)/A2 Key for Schools, Listening, Part 2, (gap fill)
- Explain that students are going to hear Poppy telling her friend Milo about her adventure holiday. Play the audio for students to complete the notes.
- **NEED SUPPORT?** Play the audio in chunks, pausing after each activity is mentioned so students have time to complete their notes. If you want to make the task more manageable for **less confident** students, you could draw attention to the first two questions in Exercise 5, and ask: *Which activities did Poppy not do?* Now students will only need to listen for the order of the five correct activities, without distractors.


### Exercise 5 2.12 audioscript page 244

- Read out the questions. Ask **more confident** students to try to answer the questions from memory before they listen again to check.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task asks students to match parts of the answers.


### Exercise 6 2.13

- Read the information in the Vocabulary box as a class. Check students understand the new words. Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.



### Exercise 7

- Do the task as a group race. Set a time limit, and check which group collected the most correct words.
-  **Independent learning:** Ask students to make word cards for the new vocabulary. On one side, they should write the words for wild animals or elements of landscape, and on the other, draw or attach a picture illustrating its meaning. Students can use these word cards to practise recalling the vocabulary and to test themselves.

### Exercise 8

-  **Monitoring learning:** Students could write the answer for each sentence on a mini-whiteboard or a piece of paper. On the count of three, they should raise their answers all at the same time so you can check everyone's work. Make a note of any students who make more than one mistake, and provide further support for them.

### Exercise 9

- Elicit some things you have learned about adventure camps in Lesson 2.5. Make notes on the board about activities and things to see/experience as prompts.
-  **Peer learning:** Once students have completed writing their paragraphs, ask for a show of hands to find out who likes/hates the idea, then pair up students with opposing views to read each other's work. Ask them to say one thing they agree with in their partner's paragraph.
- **FINISHED EARLY?** Students cover the page and try to make a list of the new words from the lesson. How many words can they remember?
-  **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they are with the language they learned in Lesson 2.5. Make a note to review any language that a number of students show an unhappy face for.

## 2.6 SPEAKING

### Criticising and explaining

#### Lesson aims

- Students can criticise and explain when things go wrong.

#### For the teacher


- **Photocopiable activity:** *I didn't mean to ...*

#### For the student

- Workbook, page 22
- **Extra Practice Activities:** New Park video, BBC Vox Pop

#### Lead-in


Write *apologising* on the board. Elicit phrases used for apologising from the students, and write these up on the board. Ask students in pairs to brainstorm situations in which people have to apologise. Elicit some situations.

-  **Setting lesson goals:** Write the following phrases on the board: *Why did you do that? I didn't realise ... Never mind.* Elicit what students think the lesson will be about. Then, ask them to look at page 30 and check their ideas. Clarify what *criticising* (telling someone what they did wrong) and *explaining* (telling someone how or why they did something) mean.

### Exercise 1 12 2.14

- Ask students to study the photo and elicit who they can see in the scene (Abe and Bea) and where they are (in the garden). Give them a minute or two to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Then play the video or the audio for students to check.
- Ask: *What did Bea ask Abe to do?* (to take the weeds out). *What did Abe do?* (He picked the flowers.)
- Elicit or explain *weeds* and *It's my fault*. Then, ask a different volunteer to explain the meaning of each phrase in the Sounds Good! box in their own words.

### Exercise 2

-  **Peer learning:** Use the Think-Pair-Share technique. When you elicit ideas in open class, accept all logical ideas but make sure that the fact that Bea didn't give Abe clear instructions and that Abe didn't listen carefully enough are mentioned.

### Exercise 3



#### Communication: understanding messages

This task helps students to understand the importance of thoughtfully interpreting what others communicate, and how paying attention and asking clarifying questions helps us to make sure that we understand the most important points in a message.

- Ask students to find in the dialogue where Bea gives Abe instructions, then discuss why he didn't understand them properly. Ask: *Did Bea give clear instructions? Did Abe pay attention?* Elicit students' own ideas. Then, ask students to discuss the questions in Exercise 3. Elicit ideas and make notes on the board under the headings: *Clear instructions* and *Paying attention*.

### Exercise 4

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then, draw their attention to *I didn't mean to ...* and *I didn't realise ...*. Ask students: *What is the difference between the two expressions?* Elicit that the first phrase focuses on what the speaker did wrong, while the second phrase explains what they think they misunderstood.
- Students work in pairs to find examples of the phrases in the dialogue.

### Exercise 5 2.15

- Ask students to complete the dialogues individually, then compare answers in pairs before you play the audio for them to check their answers.
- **NEED SUPPORT?** Before you play the audio, pair less confident with more confident students and ask them to compare answers.



### Exercise 6

- Ask Student A to choose one of the situations, then follow the instructions to have a conversation with Student B. Then, ask them to swap roles and choose a different situation to repeat the task.
- For feedback, get a different volunteering pair to act out their role play in front of the class for each of the three situations.

### Exercise 7 13 videoscrypt page 244

- Elicit or pre-teach: *debit card*, *be stuck* (somewhere), *student exchange*, *lecturer*, *lamentable*, *ladder*, *misplace*, *mental health hospital*, *locked ward*, *ladder*, *save the day*.
- Books closed. Play the video. Ask what all four speakers are talking about (problems). Elicit what problems students heard about, in their own words. Then, play the video again and ask them to do the task in Exercise 7.

### Exercise 8

-  **Giving feedback:** As students share their stories with each other, monitor their progress, and when you hear a student using a particularly good expression or language structure, write this on a piece of paper with a positive emoji and leave it on the student's desk. At the end, ask students who received your feedback to read out their examples.
- **FINISHED EARLY?** Ask students to imagine that they want a friend to help them with a task, and to write as clear instructions for them as they can.
-  **Reviewing lesson goals:** Use the Traffic Light cards to find out how confident students feel about: 1. criticising; 2. giving explanations; 3. apologising and 4. accepting explanations and apologies. Make a note of any problem areas to review in the next lesson.

## 2.7

## WRITING

### An article describing your local area and climate

#### Lesson aims

- Students can write an article about their local area and climate.

#### For the teacher


- *Need support?* worksheet, page 233
- **Photocopiable activity:** *Tell me anything*

#### For the student

- Workbook, page 23

#### Lead-in

Tell the class about the place where you grew up, its geography, climate and things to see or do. When you've finished, elicit the information students can remember from your description.

-  **Setting lesson goals:** Once you've completed the Lead-in activity, ask students, with books closed: *What kind of text do you think we're going to learn to write today?* Elicit some ideas and write on the board. Then, explain that in this lesson students are going to learn to write an article about their local area and climate.

### Exercise 1

- Lead a whole-class discussion. Encourage students to give reasons. Build up a list of arguments for and against visiting the area on the board.

### Exercise 2

- When they've read the texts, ask students to discuss the questions in pairs or small groups.

### Exercise 3

- Ask students to scan the article and find the relevant information about each point. Allow them to compare ideas in pairs before you check answers as a class.

### Exercise 4

- Ask students to change the example sentences in the Writing box so they are true for their local area.
- **NEED SUPPORT?** More confident students can come up with their own sentences, as well.
- Elicit sentences, and ask for a show of hands to find out whether the class agrees they are true for their area.

### Exercise 5

- Discuss the Language box as a class. Make sure that students notice that we use *-body* or *-one* for people, *-thing* for things, and *-where* for places. Ask students to find examples in the text. Explain that we normally use *some-* in statements to talk about one particular example, but we don't know or don't want to say exactly who, what or where. We use *any-* with the same meaning in negative sentences or questions. We use *every-* to talk about all the people, things or places in a given category.
- For the task, students could simply change the examples from the article to make them true for their own local area, or write their own.
- **NEED SUPPORT?** Prepare copies of the photocopyable worksheet on page 233. This version of the task asks students to choose the correct pronouns.

### Exercise 6

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their articles.
- **NEED SUPPORT?** You could allow less confident students to write a shorter text of just two paragraphs.
- **FINISHED EARLY?** Ask fast finishers to check the article about Lima for the use of adjectives and try to replace them with more colourful synonyms. Using a wider variety of adjectives is a great way for students to make their writing interesting.
- **Reviewing lesson goals:** Use the Emoji response cards to find out how confident students feel about writing an article, and using indefinite pronouns. Make a note to revise any problematic areas again in a later class.

## SET FOR LIFE

### Keep calm and carry on

#### Lesson aims

- Students can keep calm when something bad happens.

#### Future skills

- Self-management: self-control

#### For the teacher

- Photocopiable activity: *Keep calm and carry on*

### Lead-in

Pre-teach or elicit: *self-control*. Tell the class about a situation where you felt frustrated or upset, and you had to keep calm, to illustrate self-control. Ask students to brainstorm some further ideas for situations which require self-control, then elicit some suggestions in open class.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students. Elicit one or two examples of how one can keep calm in a difficult situation.



### Self-management: self-control

Self-control is the ability to manage one's behaviour and emotions to achieve a task or to find a solution to a problem. This lesson asks students to reflect on the causes of their emotions and focuses on developing their ability to use a variety of strategies to manage their emotions.

**Exercises 1–8** 2.20–2.21 audioscripts pages 244–245

- Follow the instructions in the Student's Book.

### Exercise 9

- Read the Useful Tips as a class. Put students in pairs or small groups to discuss the questions.

### Exercise 10

- Put students in pairs and read through the steps together. Give them half a minute to agree on which situation they will discuss.
- Ask for a few volunteering pairs to act out their dialogue for the class or to play the recording they made.
- Ask the class to give their opinion of Student B's advice and Student A's actions.
- **SELF-REFLECTION** Ask students to think about the way they worked together in Exercise 10, and to discuss these questions: *How did you feel when you practised the dialogue? Did you find it easy to keep calm? How much did your partners help you to find a positive solution?* Elicit ideas and write the best ones on the board.
- **Reviewing lesson goals:** Ask students to read the lesson aim again. Then, elicit any Useful Tips that they remember. Then, ask students: *Which tip will you try to use in the future?* Ask students to share their ideas in pairs or small groups.