

9 THE WONDERS OF THE WORLD

Objectives

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

Basic competences

In this unit students will

- revise vocabulary related to geography, wildlife and weather. **CLC, SCC, CAE**
- talk about the value of the natural world. **CLC, SCC, CAE**
- learn to use comparative and superlative adjectives. **CLC, CMST**
- describe people's abilities. **CLC, L2L, CMST**
- learn about different lifestyles and environments. **CLC, CAE**
- discuss and evaluate the value of courage. **CLC, SCC, CAE, SIE**
- discuss ways in which they can help their communities. **SCC**

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

Student's Book page 99–101

UNIT OPENER

Focus attention on the photo. If you're using an interactive whiteboard (IWB), display the image on the screen. Ask students to suggest words you could use to describe it (for example: *river, tourists, water, waterfall, sunset, rocks*). You may like to ask students to come to the IWB to point to each thing mentioned.

Put students in pairs. Before they begin discussing the three questions, ask them to read these, and check comprehension. Give students three or four minutes to talk about the questions. Remind them there is no correct answer, so encourage them to express their own ideas. Monitor, and help with any difficult grammar or vocabulary.

For each question, ask one or two volunteers to offer suggestions. Ask them to give reasons for their ideas, or to mention clues in the photo that helped them decide. Ask the rest of the class to say if they agree or disagree – and if they disagree, why they think differently.



Ask students if they know any famous waterfalls in the world, and elicit any specific things they know about them. For example: Niagara Falls is a system of several waterfalls on the border between Canada and

the United States, and it has been in many films and stories; Angel Falls in Venezuela is the highest waterfall in the world; Iguazú Falls is one of the most spectacular waterfalls systems in the world, which lies between Argentina, Brazil and Paraguay. Ask if any students have had a chance to visit any waterfalls in the world, and how they saw them – and if they haven't, which waterfalls they would most like to visit and why.

Suggested answers


- 1 They are tourists visiting a famous waterfall, to enjoy one of the world's natural wonders.
- 2-3 Students' own answers.

READING


- 1 If you're using an interactive whiteboard (IWB), do this as a heads-up activity, with books closed. Elicit/introduce the names of the animals: *hyena* (far right on page 101), *snake* (bottom right), *cheetah* (bottom left). Ask: *Where do they live?* Accept all suggestions, and then establish that they all live in the Kalahari in southern Africa.
- 2 Pair students. Ask them to choose one person to be the writer. Set a time limit of, say, two minutes for students to list as many animals as they can. The pair that lists the most animals in English wins. Nominate one student from the winning pair to read their list aloud while the rest of the class listens and checks off animals that also appear on their lists. Elicit names of any other animals that weren't mentioned. Record any unfamiliar words on the board and instruct students to write them in their notebooks. Also drill pronunciation, paying special attention to the pronunciation of *leopard* /'lepəd/ and *hyena* /ha'i:nə/.
- 3  Pairs choose a country for each animal on their list and then compare ideas with another pair. In whole-class feedback, ask pairs if they put different countries for the same animals. Elicit reactions from the rest of the class.
- 4  Focus students' attention on the photos, using the IWB where possible. Ask students to read the questions and ask you or a partner about any difficult vocabulary. Check/clarify: *dangers* by eliciting a few examples of dangers for humans in the deserts of Africa, for example *snakes, wild animals*, etc. Give pairs three or four minutes for discussion. Monitor to check that students are using English as much as possible and praise those who are really making an effort. Feed in any unfamiliar vocabulary. Conduct

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brief whole-class feedback by eliciting one or two ideas for each question and recording them on the board. Ask students to skim-read the article quickly to find out which, if any, of their ideas were correct. Refer back to the board at this stage.

- 5  **3.02** Students read the statements first, and identify key words. Play the audio for them to listen and read the text more carefully, and locate the key parts of the text that will help them complete the exercise. After listening, students mark the statements true or false, correcting the false ones and locating key information in the text that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting text from the article that supports their answer.

Answers


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

Optional extension

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

THINK values

Valuing our world

- 1 Check/clarify: *safari, zoo, desert, wild, nature programmes, support*. Give students a minute or two to think about the statements and tick the ones that they think show that the natural world is important.
- 2  Draw students' attention to the stems in the speech bubbles. If you're using an IWB, keep them on the screen to act as visual prompts to students during their discussions. Put students in pairs to discuss each statement, encouraging them to listen to and respond to each other's opinions. Task students with trying to reach agreement on each statement. Monitor and praise those making an effort to expand

on and justify their answers. Avoid error correction unless it really impedes comprehension. The focus here is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on controlled language practice. Conduct feedback by putting pairs together to form groups of four and asking them to compare ideas.

Optional extension

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

Student's Book page 102–103

GRAMMAR

Comparative adjectives

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

Answers

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

- 1 hotter 2 drier 3 earlier 4 more attractive
- 5 better

Language note

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

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

Answers

- 1 bigger, smaller 2 more dangerous 3 better
- 4 more interesting 5 younger 6 easier

Fast finishers

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

Workbook page 82 and page 125



Be aware of common errors related to comparative adjectives, go to GET IT *right!* on Student's Book page 119.

VOCABULARY

Geographical features

1 **3.03** Refer back to the reading section, and ask: *What type of place is the Kalahari?* (a desert). Ask students to look at the picture on page 102 or on the IWB, and find a similar place (C). Ask: *Which number should I write next to C?* (6). You could do number 1 as a class to further demonstrate the task. Students complete the exercise then compare answers in pairs. If you're using an IWB, nominate different students to label each feature on the screen, and ask the rest of the class to correct answers as necessary. Avoid confirming answers at this stage. Next, play the audio for students to listen and check, then again for them to repeat. Pay special attention to the silent *s* in *island* /'aɪlənd/.

Answers

1 G 2 D 3 B 4 I 5 E 6 C 7 F 8 J 9 H 10 A

Optional extension

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

- 2 Demonstrate the task with a strong student. Prompt him/her to ask you the question while pointing to a feature in the photo. Pretend to hesitate so you can model the phrases from the speech bubble. Then give students three to five minutes to test each other in pairs. Each student should ask about five items, then swap roles. Monitor pronunciation of the target vocabulary and drill any tricky items at the end.
- 3 Students work in pairs to compare places. Establish whether their starting point should be the places in Exercise 1 or the adjectives in Exercise 3. Students should take turns to make sentences. The student listening could tick the adjective used by their partner. Monitor their use of comparative adjectives, and correct any related errors. The focus of this activity is on accuracy as well as fluency practice, so on-the-spot error correction is justified. During feedback, ask pairs how many of the adjectives they used between them.

Fast finishers

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

Workbook page 85

LISTENING

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

Answers

1 B 2 A 3 D 4 C

2 **3.04** Focus on photo D again, and ask: *Who is in the picture?* (a San man, a bushman). Explain that students are going to hear an interview with a San person from the Kalahari. You could include an initial stage here whereby students try to predict the connection between the four photos. Students listen to check their predictions *and* choose the best title. Make sure they read the titles before they listen. Ask them to compare their ideas in pairs before you check with the whole class.

Answer

3

Audio Script Track 3.04

Interviewer You know so much about the wildlife here, PK. How come?

Bushman My family are San, bush people, and I learned about nature from the time when I was a child. I was born in the Kalahari.

Interviewer And you grew up and found your wife here?

Bushman Yes, finding a wife here was very interesting.

Interviewer Tell us more.

Bushman Yes, let's say a young man wants to marry a girl. So he has to ask her father and he says before you can marry my daughter, you have to do a task.

Interviewer OK. So what type of task does the young man have to do, PK?

Bushman Well, for example, he has to show that he can take a kill away from a lion.

Interviewer What do you mean 'take a kill away from a lion'?

Bushman Well, imagine a lion kills an antelope or another large animal. The young man has to find that lion and get the meat, so he can show that he has courage. That's important for his future family.

Interviewer Wow, but how can you do that? How can you find a lion and its kill?

Bushman You have to look. You have to look for the big birds, the vultures. They are watching the lion because they want some of the meat.

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

- 3 3.04 Students try to answer the questions from memory and guess the answers to any they can't remember. Play the audio again for students to listen and check. Ask them to compare answers in pairs before you check with the whole class. Prompt strong students to justify their answers. Encourage reactions to the text from students. Ask: *What do you think about the task? Could you do it? Why?/Why not?*

Answers

1 A 2 A 3 C 4 B 5 C

GRAMMAR

can / can't for ability

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

Answers

1 can 2 can't 3 can

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

Answers

1 can't 2 Can 3 can't

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

Answers

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

Fast finishers

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

Workbook page 82 and page 126



Be aware of common errors related to *can / can't* for ability, go to GET IT *right!* on Student's Book page 119.

THINK self-esteem

Being brave is ...

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

Optional extension

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

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

Student's Book page 104–105**READING**

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

Answer

Antarctica

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

Answers

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

SPEAKING

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

WRITING**An email about a place**

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

PRONUNCIATION

To practise pronunciation of the vowel sounds /ɪ/ and /aɪ/, go to Student's Book page 151.

GRAMMAR**Superlative adjectives**

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

Mixed-ability

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

Answers

- 1 Death Valley is one of the world's hottest places.
 - 2 Antarctica is the most fascinating place for extreme weather.
 - 3 It's the world's coldest place.
 - 4 Where are the best and the worst places for weather?
- 2 Students copy the table in their notebooks, then complete the 'adjectives' column referring to the comparative and superlative forms already given in the table to help them. With weaker classes, consider

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

Answers

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

Fast finishers

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

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

Answers

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

Workbook page 83 and page 126

VOCABULARY

The weather

- 1 3.07 Students work in pairs to match the pictures and adjectives. Conduct feedback by eliciting the word for A, without confirming or rejecting answers yourself, and then playing the audio for students to check. Pause the audio and repeat the same procedure for B, and so on. To practise pronunciation, play the audio a second time for students to repeat. Highlight the long vowel sounds in *freezing* /'fri:zɪŋ/ and *warm* /wɔ:m/ and the /j/ in *humid* /'hju:mɪd/.

Answers

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

- 2 Look at the examples, and draw students' attention to the use of *can* for ability (covered on page 103). Give students two minutes or so to note down what they can do in different weather. Monitor and provide help with vocabulary.

Optional extension for those with an IWB

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

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

Workbook page 85

Student's Book page 106–107

PHOTOSTORY: episode 5

The competition

- 1 3.08 Elicit or give an example of competitions your students may be familiar with to check comprehension of *enter a competition*. To check *upset*, ask: *If I feel upset, do I feel happy or sad?* (sad). Students look at the photos, not the dialogues, to answer the prediction questions. Ask them to discuss in pairs, then invite comments in a whole-class setting. Do not confirm or reject any answers at this stage. Play the audio for students to listen and read, and check their answers. Students compare answers again in pairs before you check with the whole class.

Answers

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

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

Answers

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

Optional extension

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

PHRASES FOR FLUENCY

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

Mixed-ability

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

Answers

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

Language note

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

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

Answers

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

Optional extension

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

VOCABULARY

Phrases with *with*

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

Answers

- with us
- busy with
- to do with me

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

Answers

- b
- d
- a
- c

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

Answers

- busy with
- with us
- to do with me
- good with

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FUNCTIONS

Paying compliments

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

Answers

- What a beautiful garden!
- It's a wonderful garden.
- I love those blue flowers.

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

Suggested answers

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

LIFE SKILLS

Helping our community

Write the word *community* on the board, and elicit ideas from students about what it stands for. Accept any reasonable suggestions before explaining that a community is a group that we belong to and identify with. It may be a smaller group (a family, a group of friends, a class of students) where members of the community know everyone, or a much larger group (a nation, a profession, students of a given institution past and present).

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Ask: *What do people in a community do for each other?*

Elicit ideas (help, give support, watch out for each other, protect), and accept any valid suggestions.

Read the introductory paragraph together for students to check their ideas from the lead-in.

- 1 Refer students back to the photostory on page 106, and ask them to think about the two imaginary situations. Elicit how the characters in the photostory behaved, what they did, and how they may have felt about it. You could then lead an open class discussion, eliciting suggestions from volunteering students and inviting comments from the rest of the class, or you could put students in groups to discuss their ideas. If you decide to do the groupwork, give them three or four minutes to come to an agreement about both questions. Wrap up by asking students to summarise the key conclusions.

Suggested answers

- 1 Pride in the community and the achievements through hard work are more important to Mr Lane than winning a trophy.
- 2 Helping others is a very rewarding experience: it makes you happier and more connected to your community.

- 2 Check/clarify: *foundation, organisation, toys, (Christmas) presents*. Ask students to read the text quickly and answer the question. Check with the whole class.


Answer

The foundation asks for people's help in buying Christmas present for older children and teenagers whose parents couldn't afford them.

- 3 Ask students to read the text again more carefully, and find the answer to the comprehension questions.



Answers

- 1 Organisations helped give toys to young children, but older children and teenagers whose parents couldn't afford presents didn't receive help.
- 2 He started an organisation to buy Christmas presents for older children.
- 3-4 Students' own ideas.

- 4  Put students in pairs, and ask them to choose one of the five types of communities listed. Give them two or three minutes to brainstorm and write down the problems these communities face. Ask them to leave some space under each problem mentioned so some further notes can be added to each later. Monitor, and provide help with ideas for pairs who have difficulties.

Optional extension

To ensure all five communities are chosen, you could prepare an equal number of cards (as many as possible) with the name of each of the five types – in sufficient total numbers for each pair in the class, but not so many that any of the five types are left unchosen. Put the cards on the table, and tell pairs to select a card for the community they want to talk about. This way they still have free choice to motivate them, but you can ensure none of the five topics are overlooked.

- 5  Pairs find another pair who wrote ideas about a different community, and they swap their notes. For each problem, they discuss and try to suggest solutions. Encourage students to write down their suggestions in note form. Monitor, and help again, as needed. Allow up to six minutes or so for this stage.
- 6  Put the two pairs who swapped notes together as groups of four to share their suggestions with each other, then choose at least two things they would be willing and able to do for each community.

To wrap up, elicit some suggestions from each group of four, and ask the rest of the class to say if they had any similar ideas, or whether they agree or disagree with each suggestion. Finally, focus attention on the Tips, and ask students to reflect how well they followed them in their discussions in Exercises 4–6.

Optional extension

Alternatively, you could provide larger sheets of paper for Exercises 4–6, so students can create posters for each community. Then collect and display the posters around the classroom, and ask students to walk around, read the problems and solutions suggested, and use a colour pen to mark one or two ideas that they liked. At the end, discuss the most popular ideas, and lead the class to agree which of them would be the most appealing for them to do for their communities.