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4A Vocabulary

Weather

LESSON SUMMARY

Vocabulary: The weather; quantifiers; describing temperature

Speaking: A weather quiz; describing typical weather; presenting a weather report

Listening: Five weather reports

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than five minutes on exercise 1. Exercise 6 can be set as a written activity for homework and exercise 7 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Focus attention on the photos and ask:
What do you think the unit is about? (the weather)
What words can you use to describe the weather in Spain / the UK / Venezuela / Iceland / Bangladesh / Russia?
- Elicit as many weather words as you can.

Exercise 1 page 40

- Tell students they are going to find out some interesting facts about the weather in a quiz.
- Go through the questions together. Elicit or pre-teach the meaning of the highlighted words and practise their pronunciation.
- Students do the quiz in pairs.
- Check answers as class. Ask students which answers surprise them the most.

Exercise 2 page 41

- Focus attention on the table. Ask:
What do we add to the nouns to make them adjectives?
(y) Do you notice any other spelling changes? (fog and sun double the last consonant.)
- Check the meaning of *frostbite* (a serious medical condition of the fingers, toes, etc. that is caused by very low temperatures).
- Check answers as a class.

KEY

1 cloud 2 storm clouds 3 foggy 4 hail 5 lightning
6 rain 7 rainy 8 raindrop 9 snowflake 10 storm
11 sun 12 sunshine 13 thunder 14 wind 15 windy

Extra activity: Fast finishers

Fast finishers work in pairs. Students take turns to say a noun from the table. The other student (book closed) says the adjective and any related words and phrases.

Exercise 3 page 41

- Go through the words and phrases that describe weather and check their meaning.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 1.34 page 41

- With a **weaker class**, ask: *Which words and phrases from exercises 2 and 3 do you think describe the photos?* Elicit ideas and write them on the board.
- Play the recording for students to match the photos to the weather reports.
- Check answers as a class.

KEY

A 2 B 5 C 1

Transcript

- 1 It's minus ten degrees Celsius and there's a lot of ice everywhere – on cars, on trees, on houses. The ice is 10 cm thick in some places! In a strange way, it's beautiful to look at. But icy roads are dangerous for drivers and pedestrians. And there are many homes in the area without electricity. We're expecting a little snow this afternoon.
- 2 There is some snow on the ground, and already, it's impossible to see more than a few metres ahead. There isn't any fog, but the wind is blowing the snow into my face. It's difficult just to open my eyes! It's very cold, it's very windy and this reporter is very glad to be going inside now.
- 3 It's early in the morning – just after six o'clock. There's a little frost on the grass after a cold night. But it's sunny, and temperatures are starting to rise, so it won't be frosty for long. There aren't many clouds in the sky, so I don't think any rain is on the way. But of course, conditions can change quickly.
- 4 For residents of this town, it's another cold, grey winter day. Temperatures are around zero, but because of the icy wind, it feels like minus five. There's a lot of snow in people's gardens, but the roads are clear now. However, there's a little ice on the pavements, so pedestrians have to be careful. It isn't snowing at the moment, but they say more snow is on the way.
- 5 It began this morning. The sky became very cloudy and the air felt stormy. There were a few showers and it was windy too. Everyone knew what was happening, and many people left their homes and went inland, away from the coast. Now there's a lot of rain and the wind is extremely strong. Nobody is outside; it isn't safe.

Exercise 5 1.34 page 41

- Go through the *Recycle!* box together and elicit sentences with quantifiers and nouns from exercise 2, e.g. *There's a lot of snow today. There aren't many storms in winter.*
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 a lot of ice 2 a little snow 3 some snow 4 any fog
5 a little frost 6 aren't many clouds 7 a lot of snow
8 a little ice 9 a few showers 10 a lot of rain

Transcript

See exercise 4.

Extension

Play the recording again, pausing after each report, and ask further questions:

Report 1: *How thick is the ice in places?* (ten centimetres)
What problems do a lot of homes have? (There isn't any electricity.)

Report 2: *What is it difficult for the reporter to do?* (open his eyes)

Report 3: *What were the temperatures like last night?* (cold)
Does the reporter expect rain? (no)

Report 4: *Why does it feel colder than it is?* (The wind makes it feel colder.)

Report 5: *When did the storm start?* (this morning) *Where did the people move?* (inland, away from the coast)

Exercise 6 page 41

- Highlight some phrases from the recording that weather reporters often use, e.g. *We're expecting ...*, *There's / There are ... on the way*. *Conditions can change quickly*.
- Students use the questions to plan their report.

Exercise 7 page 41

- Students take turns to present their weather reports.
- The class vote for the best weather report.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe the weather and temperatures. I can use quantifiers in my descriptions. I can understand and present a weather report.*

4B Grammar

Comparison

LESSON SUMMARY

Reading: An article about shooting stars

Grammar: Comparatives

Speaking: Comparing types of weather

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 7 can be set for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Revise weather vocabulary. Call out nouns and elicit their adjectives and related words and phrases.
- Say: *How can things from outer space affect our planet?* If necessary, write *outer space* on the board and elicit its meaning.
- Elicit students' ideas.

Exercise 1 page 42

- On the board, write *shooting star* and ask students if they know what it is.
- Elicit students' ideas and write them on the board.

Culture note: The atomic bomb

An atomic bomb was dropped by the US aircraft *Enola Gay* on the Japanese city of Hiroshima on 6 August 1945. It was the first of two atomic bombs dropped on Japan. The second hit Nagasaki three days later. Between 90,000 and 166,000 people died as a result of the bombing in the first four months following the attacks.

Exercise 2 page 42

- Students read the first part of the text.
- Ask them if they find anything interesting about the text, e.g. the fact that a meteor is smaller than an apple.
- Check the answer as a class. Did students guess correctly in exercise 1?

KEY

A shooting star is a meteor (a space rock) that is falling towards the Earth.

Exercise 3 page 42

- Ask students what words are used to compare the things (e.g. *smaller than*, *as bright as*, *much rarer*, *more powerful*, *not as devastating*, *further*).
- Students complete the table.
- Check answers as a class.

KEY

1 smaller 2 larger 3 earlier 4 bigger
5 more powerful 6 further / farther

Extra activity: Fast finishers

- Write the following adjectives on the board: *important*, *nice*, *thin*, *lazy*, *dangerous*, *long*, *hot*, *short*, *sunny*, *fine*.
- Ask **fast finishers** to match them to the rules in the table in exercise 3 and form the comparatives.

Exercise 4 page 42

- Go through the *Learn this!* box together. Then ask students to find examples of each comparative form in the text in exercise 2.
- Check answers as a class.

KEY

- a Each rock is smaller than an apple. The explosion was more powerful than the 1945 Hiroshima atomic bomb.
b ... but its effect was not as devastating as the bomb ...
c ... but they look as bright as stars in the night sky ...
d Larger meteors are much rarer ...; ... but their effects are far more spectacular ...; ... because the meteor exploded much further from the ground. ... and far bigger ...

Extension

- Write the following on the board:
Jemima, 19, earns £1,000,000 a year, 10,000 followers on Twitter
Pollyanna, 22, earns £100,000 a year, 30,000 followers on Twitter
Amy, 33, earns £5,000,000 a year, 4,000 followers on Twitter
- Then write the following adjectives: *old*, *young*, *rich*, *poor*, *popular*, *unpopular*
- Ask students to compare the people using (*far / much +*) comparative adjective and (*not*) *as ... as*, e.g. *Pollyanna isn't as old as Amy but she's far more popular.*

Exercise 5 page 42

- Go through the *Look out!* box together.
- Write a few sentences to illustrate the use of *fewer* and *more*, e.g. *I have fewer video games than my brother. Jack ate more food than me.*
- Ask: *Which words do we use with countable nouns? (fewer, fewer, many, more) Which do we use with uncountable nouns? (much, more)*
- Students complete the second part of the text.
- Check answers as a class.

KEY

1 further 2 fewer 3 more powerful 4 closer
5 brighter 6 more unusual

For further practice of comparative adjectives: Grammar Builder 4B page 130

- 1 1 smaller 2 larger 3 earlier 4 more powerful
5 more 6 brighter 7 fewer 8 more
9 further / farther 10 wetter 11 prettier
12 more frightening
- 2 1 happier 2 smaller 3 friendlier 4 better
5 less 6 more difficult 7 further / farther
8 colder 9 wetter 10 worse
- 3 2 The Earth is much smaller than the sun.
3 Gold is heavier than silver.
4 Rock-climbing is more dangerous than hiking.
5 Cycling is much easier than skiing.
6 The USA is far bigger than the UK.
7 Porsches are more expensive than Skodas.
8 Ice storms are far rarer than thunderstorms.
9 A broken ankle is worse than a sprained ankle.
- 4 2 The book isn't as expensive as the pen.
3 Darren isn't as tall as Lucy.
4 London isn't as far (away) as Leeds.
5 The skiing holiday is as cheap as the beach holiday.
6 French isn't as popular as Spanish.

Exercise 6 page 42

- Go through the example together.
- Students complete the sentences. Remind them to think about which tense to use.
- Check answers as a class.

KEY

2 it isn't as large as 4 be as big as
3 was much smaller than 5 is much more powerful than

Exercise 7 page 42

- Check that students understand the meanings of the words in the prompts.
- Students write the questions in their notebooks.
- Check answers as a class.

KEY

- 2 Which is more beautiful, a snowflake or a rainbow?
- 3 Which holiday venue is better, the mountains or the beach?
- 4 Which city gets less snow, Warsaw or Moscow?
- 5 For you personally, which temperature is worse, -5°C or 35°C ?
- 6 Which type of weather is more frightening, hail or lightning?
- 7 Which country is rainier, Spain or England?
- 8 In your country, which month is hotter, July or August?

Exercise 8 page 42

- In pairs, students take turns to ask and answer the questions. They must also say if they agree with their partner. Monitor and check that students are forming their questions and answers correctly.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can make comparisons. I can understand a text about a meteor.*

4C Listening

Eyewitness

LESSON SUMMARY

Speaking: Identifying the differences between a photo and its description; a dialogue about a natural disaster

Exam topic: Identifying the context of a listening text

Listening: Five conversations about natural disasters

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 6 for homework. Exercise 7 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Focus attention on the photo. Ask: *What disaster does the photo show?* (a flood)
- Elicit other natural disasters. Students can use L1 if necessary. Provide translations and write the words on the board.
- Describe your own experience of a natural disaster, e.g. *I was in Spain. I woke up early one morning and my bed was shaking. I was very frightened. It was an earthquake and it damaged a lot of buildings, but luckily no one was injured.*
- Ask students if they have experienced a natural disaster and elicit some stories.

Exercise 1 1.35 page 43

- Tell the students to look carefully at the photo for thirty seconds and try to memorize as many details as possible.

- Go through the things in the photo together and pre-teach any unknown vocabulary, e.g. *bucket, pavement*.
- Play the recording for students to make a note of all the differences between the photo and the recording.
- With a **weaker class**, play the recording again.
- Check answers.

KEY

- 1 There are **three** people in the doorway of a house.
- 2 The **boy** is wearing trousers and a hoodie. The **man** is wearing **shorts and a jacket**.
- 3 The boy on the left has a blue **hoodie** and **blue trousers**.
- 4 He **isn't** crying.
- 5 Next to him there's a man with a **silver** bucket.
- 6 He's emptying the water **onto the street**.
- 7 She looks **happy**.

Transcript

There are two people in the doorway of a house. They are cleaning up after a flood. They are wearing trousers and hoodies. The boy on the left has a blue T-shirt and red shorts. He's crying. Next to him there's a man with a blue bucket. He is emptying the water into a container. The water in the street is brown and muddy. Behind them, there is a woman. She looks very unhappy.

Exercise 2 1.36 page 43

- Ask: *What do you learn from the photo?* Elicit answers, e.g. *There's a flood. Two people are standing outside a shop. The man is probably the owner. He is removing the water from the shop with a bucket.* Explain that details provide the context or background of a story, which helps the listener understand what is happening.

- Go through the listening strategy together.
- Play the recording for students to answer the questions.
- Check answers as a class. Ask: *How did you find the correct answers?*

(Conversation 1: 'Mum' tells us the conversation is between a mother and son. 'I'm off to school' tells us it is morning and the boy is at home.

Conversation 2: 'Darling' tells us the man is the woman's boyfriend or husband. 'Lunch' tells us it is the middle of the day. 'Cellar' tells us they are at home.

Conversation 3: 'Mum' tells us they are brother and sister. 'Breakfast' and 'still full' tell us it is morning. 'Sun', 'hot', 'ice cream', 'swim' and 'water' tell us they are at the beach or at a swimming pool.)

KEY

Dialogue 1

- 1 a boy and his mother (he says 'Bye, Mum!')
- 2 in the morning (he's on his way to school)
- 3 at home (he says 'I'm off to school now!')

Dialogue 2

- 1 a couple / husband and wife (she says 'Bye, darling!')
- 2 around lunchtime (he says 'And what about your lunch?')
- 3 at home (he says they can take cover in the cellar)

Dialogue 3

- 1 two children / a brother and sister (he says 'Where's the money Mum gave you?')
- 2 in the morning (she says 'I'm still full from breakfast.')
- 3 at the beach / a swimming pool (he says 'Shall we go for a swim?')

Transcript

- 1 **Boy** Bye, Mum! I'm off to school now. See you about four.
Mum Don't forget your coat. It might rain this afternoon.
Boy OK. I've got it.
- 2 **Man** I can just see the tornado on the horizon. But it's very dark out there.
Woman It's the storm clouds. Shall we go out and take a closer look?
M I feel safer here because we can take cover in the cellar. And what about your lunch?
W I'll finish it later. I'm going out to take a look. Bye, darling!
- 3 **Boy** The sun's so hot! Shall we get an ice cream?
Girl Not yet. I'm still full from breakfast.
B Well, I'm going to. Where's the money mum gave you?
G Oh no, I left it on the kitchen table!
B Oh, well done. Shall we go for a swim?
G OK. Can we leave our bags here?
B Yes, they'll be OK. We can see them from the water.

Exercise 3 1.37 page 43

- Tell students they are going to listen to five conversations about natural disasters.
- Focus attention on the natural disasters in the photos and check that students know the words for the disasters. (A drought; B earthquake; C volcanic eruption; D tsunami; E forest fire) Then ask students to guess what words they might hear in each conversation and write their ideas on the board, e.g. *volcanic eruption: erupt, smoke, lava, destroy*.
- Play the recording for students to match the dialogues to the photos.
- Check answers as a class.

KEY

1 B 2 A 3 E 4 C 5 D

Transcript

- 1 **Journalist** Can you tell me what happened?
Man It was terrifying. It was in the middle of the night so we were in bed. Everything started to shake. A few moments later, the back of the house collapsed. We all rushed outside and stood in the street. Luckily, we all survived and no one was injured.
J And this place is now your home?
M Yes, we came here yesterday. The church has been very helpful. We have food and water and a roof over our heads, so it's better than nothing. But we've lost everything.
- 2 There's been virtually no rain in the region for the past two years. Normally it's very rainy at this time of year, but the last rain was two months ago. My organisation back home raises a lot of money and sends it out to us. My job is to spend it on food and drinking water, but we urgently need more. The government here provides some food and water, but it isn't enough. Politicians make a lot of promises, but they often break them. Hopefully the rain will come before long.
- 3 **Boy** Did you see that fire on the news last night?
Girl No. Where was it?
B In California.
G Was anyone killed?
B I don't think so. But it destroyed a lot of houses. The pictures were shocking. The fire moved so fast!

- G** How did it start? Was it lightning from that storm yesterday?
B No, there weren't any storms in California. Somebody lit a fire in the forest.
G So it wasn't an accident?
B Well, it was, actually. They were going to have a barbecue.
G That was a bit stupid, in the middle of a heatwave! Did they find the people who started it?
B Yes, they were the ones who phoned the emergency services.
- 4 Scientists said last year that it was going to erupt. Well, it finally erupted a couple of days ago and lava poured down the mountain. It destroyed a village and sadly a number of people lost their lives. And the eruption continues – you can still see lava coming out of the ground high up on the mountain, and clouds of smoke are still pouring from the top. But it isn't as bad as it was yesterday.
- 5 During the fishing trip, the weather was fine – mostly sunny and warm. The sea was quite calm and we were about to return to the port when we saw a wave on the horizon. We were quite close to the shore, maybe only a kilometre away. But instead of returning home, we decided to sail out to sea, towards the wave. This sounds mad, but waves like this are actually quite low when they are far out to sea and only become big as they reach shallow water near the coast. It was a wise decision, as the boat rode easily over the wave. The wave caused a lot of damage when it reached the shore, but luckily no one was killed.

Extension

Play the recording again. Pause after each dialogue and ask questions:

Dialogue 1: *What time did the earthquake happen?* (in the middle of the night) *Which part of the house collapsed?* (the back of the house)

Dialogue 2: *When did it last rain in the region?* (two months ago) *What does the government provide?* (food and drinking water, but it isn't enough)

Dialogue 3: *Where was the fire?* (in California) *Did anyone die?* (no)

Dialogue 4: *What did the volcano destroy?* (a village) *Is the eruption better or worse than yesterday?* (better)

Dialogue 5: *How was the weather on the fishing trip?* (fine) *In which direction did they sail when they saw the wave?* (towards it)

Exercise 4 1.37 page 43

- Ask students to see if they can answer the questions before they listen. Point out that the questions focus on the listening strategy, i.e. who is speaking, when they are speaking, where they are, and what the situation is.
- Play the recording again for students to check their answers.
- Check answers as a class.

KEY

1 c 2 a 3 b 4 c 5 b

Transcript

See exercise 3.

Exercise 5 page 43

- Students check the meaning of the words in their dictionaries.
- Practise the pronunciation, paying special attention to *drought* /draʊt/ and *famine* /'famin/.

KEY

avalanche a very large amount of snow, ice and rock that falls down the side of a mountain

drought a long time when there is not enough rain

earthquake a sudden strong shaking of the ground

epidemic a disease that many people in a place have at the same time

famine a famine happens when there is not enough food in a country

flood when there is a flood, a lot of water covers the land

forest fire a fire that happens in a large area of land covered with trees

mudslide a large amount of soft wet earth sliding down a mountain

tornado a violent storm with very strong winds which move in a circle.

tsunami a very large wave in the sea, usually caused by the sudden strong shaking of the ground

volcanic eruption when a volcano (a mountain with a hole in the top where fire, gas, and liquid rock, called lava, sometimes come out) erupts, the burning rocks, etc. are thrown out from the volcano

Extra activity: Fast finishers

In pairs, **fast finishers** take turns to describe the natural disasters in exercise 5 without saying the word, e.g. *It's an enormous wave in the sea. It happens when there is an earthquake under the sea. It can cause a lot of destruction.* Their partner guesses the word.

Exercise 6 page 43

- Go through the instructions together and make sure students understand what they have to do. Encourage them to think of details to make their interview sound more realistic, e.g. What were they doing when the disaster occurred? How quickly did they get help?
- Students write their interview. Monitor and help with grammar and vocabulary where necessary.

Exercise 7 page 43

- Students take turns to act out their interview.
- The class vote for the best interview.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify the context of a dialogue or monologue. I can use natural disaster vocabulary. I can plan and take part in an interview between a journalist and a witness to a natural disaster.*

4D Grammar

Superlative adjectives, too and enough

LESSON SUMMARY

Speaking: Describing a photo of a tsunami

Reading: A text about the Tohoku earthquake in 2011

Grammar: Superlative adjectives; *too* and *enough*

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 3 and 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Revise natural disaster vocabulary from Lesson 4C by writing gapped words on the board for students to complete, e.g. v__ c__ ic e_ u__ io_ (volcanic eruption).
- Ask: *Which natural disaster do you find the most frightening? Why?*
- Elicit a few responses.

Exercise 1 page 44

- Focus attention on the photo. In pairs, students describe what they think happened.
- Ask a few students to share their ideas with the class.

KEY

(Possible answer) *There was a tsunami and a wave lifted the ship, and carried it onto dry land.*

Exercise 2 page 44

- Students read the text and check their answer from exercise 1.
- Ask a few questions to check comprehension:
How far from the coast was the earthquake? (70 kilometres)
How high was the wave? (40 metres)
Which places suffered more damage than the rest of the country? (coastal places)
Where did people go to be safe? (high places)
How many people died? (18,000)
What do some people think was the problem with the nuclear power station? (It was too close to the sea.)

Exercise 3 page 44

- Ask students to look at the superlative adjectives highlighted in the text. Then go through the *Learn this!* box together. Try and elicit more examples of superlative adjectives for each rule.
- Students match the highlighted adjectives with the rules.
- Check answers as a class.

KEY

1 the toughest 2 the biggest

3 the most powerful; the most difficult

4 the worst 5 the most powerful (earthquake ever) in Japan; the (fifth) most powerful in the world

Exercise 4 page 44

- Students complete the facts about earthquakes.
- Check answers as a class.

KEY

2 The earliest 3 The deadliest 4 The deepest
5 the smallest 6 most destructive

For further practice of superlative adjectives: Grammar Builder 4D (Part 1) page 130

- 5 1 the biggest 2 the scariest 3 the worst
4 the furthest / farthest 5 the best 6 the most intelligent
- 6 1 the most intelligent; in 2 the best; of
3 the worst; in 4 the biggest; of
5 the shortest; of 6 the highest; in
- 7 2 What is the best day of the week?
3 What is the worst day of the week?
4 What is the most beautiful city in your country?
5 Who is the best-looking actor on TV?

Exercise 5 page 44

- Ask students to read the text in exercise 1 again and study the examples with *too* and *enough*.
- Elicit the meaning of *enough* (to the necessary amount or degree) and *too* (more than is good, allowed, possible, etc.).
- Go through the *Learn this!* box together. Then ask students to complete the rules.
- Check answers as a class.

KEY

1 before 2 after 3 before

For further practice of *too* and *enough*: Grammar Builder 4D (Part 2) page 130

- 9 (Possible answers)
You are too short to reach that shelf.
This pizza is too hot to eat.
The sky's too cloudy to see the stars.
It's too cold to swim in the sea.
This suitcase is too heavy to lift.
- 10 (Possible answers)
You aren't tall enough to reach that shelf.
This pizza isn't cool enough to eat.
The sky isn't clear enough to see the stars.
It isn't warm enough to swim in the sea.
This suitcase isn't light enough to lift.

Extra activity: Fast finishers

- Write the following on the board:
 - 1 I want to buy these trainers but I don't have _____. (money)
 - 2 Please be quiet. You're _____. (noisy)
 - 3 Tom is only three. He isn't _____ to start school. (old)
 - 4 Sorry, you can't have this dress. It's _____. (expensive)
 - 5 We have to leave now. There isn't _____ to have breakfast. (time)
 - 6 We're _____ for the film. It started twenty minutes ago. (late)
- **Fast finishers** complete the sentences with *too* or *enough* and the words in brackets.
- Key: 1 enough money 2 too noisy 3 old enough 4 too expensive 5 enough time 6 too late

Exercise 6 page 44

- Students rewrite the sentences using *too*, *not enough* and the adjectives in brackets. With a **weaker class**, make sure students understand the meaning of all the adjectives.
- Check answers as a class.

KEY

- 2 Skiing holidays are too expensive for me.
3 My dad's old car isn't safe enough to drive.
4 The storm wasn't strong enough to cause much damage.
5 My shoes are too dirty to wear to the party.
6 The sky isn't clear enough to see the moon.

Exercise 7 page 44

- Students write the questions. With a **stronger class**, ask students to write three questions of their own using a short adjective, a long adjective and an adjective with a spelling change.
- Check answers as a class.

KEY

- 2 Who's the most attractive actor in the world?
3 What's the funniest comedy on TV?
4 What's the most interesting city in your country?
5 Who's the worst singer in the world?
6 What's the most dangerous animal in the world?

Exercise 8 page 44

- Focus attention on the speech bubble. Point out that *in your opinion* can go at the beginning or the end of a question.
- In pairs, students take turns to ask and answer the questions from exercise 7.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about the 2011 Tohoku earthquake in Japan. I can use superlatives to make comparisons. I can use 'too' and 'enough'.*

4E Word Skills

Phrasal verbs

LESSON SUMMARY

Speaking: Describing a photo; discussing global warming

Vocabulary: Compound nouns to do with global warming; phrasal verbs

Reading: A fact file about global warming

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 5 and 6 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask students to look at the photo. Ask:
What do you think this lesson is about?
What do you think causes global warming?
- Elicit ideas and write them on the board.

Exercise 1 page 45

- In pairs, students describe the photo using the words.
- Elicit a few descriptions.

KEY

(Possible answers)

The smoke from the chimneys is polluting the air. / The chimneys from the factory are pouring out smoke and polluting the air. / The factory is causing air pollution. Air pollution makes it difficult to breathe.

Exercise 2 1.38 page 45

- Focus attention on the heading and elicit the meaning of *global warming* (the increase in the temperature of the Earth's atmosphere, caused by the increase of certain gases).
- Students read the fact file. Explain the meaning of any unknown vocabulary.
- In pairs, students complete the fact file using dictionaries to help them. Point out that compound nouns are not always listed, so students may have to look for individual words to work out their combined meaning, e.g. 'surface temperature' is not in the *Oxford Wordpower Dictionary*.
- Check answers as a class.

KEY

1 surface 2 fossil 3 greenhouse 4 global 5 rain
6 climate 7 Sea 8 ice 9 renewable

Transcript

See Student's Book, page 45.

Exercise 3 page 45

- Ask students to find verbs with two words, e.g. *heating up*.
- Go through the *Learn this!* box together.
- Students find five phrasal verbs in the fact file.
- Check answers as a class. Check the meanings of the phrasal verbs.

KEY

Similar meaning to the main verb heat up, give off, cut down, die out

Different meaning from the main verb run out

Exercise 4 page 45

- Ask students to read what Emma and Tom say about global warming and climate change and decide who is more worried.
- Check the answer as a class.

KEY

Emma is more worried.

Exercise 5 page 45

- Students read the texts in exercise 4 again and underline the phrasal verbs. With a **stronger class**, ask students to try to guess the meaning from context.
- Students match five of the phrasal verbs with the definitions. They then use their dictionaries to find the meanings of the rest of the phrasal verbs. Tell them to look up the main verb and then the indication PHRV.
- Check answers as a class.

KEY

1 carry on (different)
2 put off (different)
3 give up (different)
4 look after (different)
5 come up with (different)
use up (similar); wake up (similar); close down (similar);
rely on (similar)

Exercise 6 page 45

- Students complete the sentences.
- Check answers as a class.

KEY

1 out 2 cut 3 up 4 down 5 used
6 up 7 looked

Extra activity: Fast finishers

- Fast finishers** write five sentences with any of the phrasal verbs in the lesson but omit the phrasal verb itself. They then swap sentences with a partner.
- Students then complete their partner's sentences.

Exercise 7 page 45

- Tell students they are going to give their own opinion about global warming. Before they begin their discussion, they must complete the phrases that will help them express their opinions and agree or disagree.
- Check answers as a class.

KEY

1 opinion 2 believe 3 seems 4 honest 5 see
6 disagree 7 wrong 8 true

Exercise 8 page 45

- Students read the fact file and Emma and Tom's opinions again. They then discuss in pairs, using the expressions in exercise 7. Monitor and help with grammar and vocabulary where necessary.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use a variety of phrasal verbs. I can use compound nouns to do with global warming. I can give my opinion on global warming.*

4F Reading

Gliders in the storm

LESSON SUMMARY

Speaking: Predicting the content of a text; planning and acting out an interview with a paraglider

Reading: An article about a paraglider who was caught in a storm

Vocabulary: Verbs of movement

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following on the board:
ACCIDENTS AND INJURIES: *br__k, f_ll, sl_p, a br__se, a b__rn* (break, fall, slip, a bruise, a burn)
LANDSCAPE FEATURES AND ADJECTIVES: *c__ff, des__t, v__ll__, de__p, rock__, s__llow, st__p* (cliff, desert, valley, deep, rocky, shallow, steep)
ADJECTIVES TO DESCRIBE PEOPLE WHO DO EXTREME SPORTS: *a__letic, bra__* (athletic, brave)
SPORTS EQUIPMENT: *h_lm__t, l__fe ja__et, safe__ har__* (helmet, life jacket, safety harness)
OUTDOOR ACTIVITIES: *abseil__ __, orient__ring, ro__ __ cli__ing* (abseiling, orienteering, rock climbing)
- Students come up to the board and complete the words.

Exercise 1 page 46

- Ask students to look at the photos. Elicit the meaning of *paraglider* in their own language.
- In pairs, students predict what they think happens in the text.
- Elicit ideas and write them on the board. Ask them to give reasons for their predictions.

Exercise 2 page 46

- Students read the text and decide which prediction was the most accurate.

Exercise 3 page 46

- Go through the strategy together. Tell students it is a good idea to read the words before and after a gap, and then think about what type of word is needed in the gap.
- Students look at the sentences with gaps in the text and decide which ones contain a past simple verb.
- Check answers as a class.

KEY

1, 3, 4, 5, 6, 10

Exercise 4 page 46

- Ask students to read the text again and guess what kind of information is missing.
- Students match the sentences with the gaps.
- Check answers as a class.

KEY

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

Extra activity

Ask further questions about the text:

In which country did the accident happen? (Australia)

What pulled Ewa up into the air? (two clouds)

How high was she when she lost consciousness? (about 10,000 metres)

How long was she unconscious? (about 40 minutes)

When she landed, why didn't she call for help? (She was too weak and confused.)

Why did she need treatment in hospital? (She had frostbite on her ears and legs.)

What did she do a few days later? (She competed in the World Championship.)

Exercise 5 page 47

- Ask students to look at the highlighted verbs in the text and try to work out their meaning from the context.
- Students then match the verbs to their meanings.
- Check answers as a class.

KEY

1 spin 2 take off 3 land 4 approach
5 reach 6 head

Extra activity: Fast finishers

Fast finishers make their own sentences with the verbs. They can also gap the verbs in their sentences and swap them with a partner to complete.

Extension

- Ask:
Do you think Ewa is an adrenaline junkie?
Do you admire her for what she did or do you think she was crazy to take off in that weather?
- Students discuss their opinions in pairs or groups.
- Ask a few students to share their ideas with the class.

Exercise 6 page 47

- Go through the instructions together and make sure students understand what they have to do.
- Remind them to use the past continuous to describe background events, and the past simple to describe a sequence of events.
- In pairs, students write their questions and answers. Monitor and check that students are forming their questions and answers correctly.

KEY

1 What were you doing in Australia?
2 What was the weather like that morning?
3 Why did you take off?

- 4 What can you remember about the storm?
- 5 What was the most terrifying part of the experience?
- 6 How did you feel afterwards?

Exercise 7 page 47

- Students act out their interviews for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict the content of a text. I can understand a text about a paraglider. I can complete a text with missing sentences. I can plan and act out an interview with a paraglider about a frightening experience.*

4G Speaking

Photo comparison

LESSON SUMMARY

Vocabulary: Street vocabulary

Exam topic: Doing a photo comparison task

Listening: Two candidates in a speaking exam

Speaking: Comparing and contrasting photos

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercises 1, 2 and 8.

LEAD-IN 2-3 MINUTES

- Ask: *Where do you like to go with friends to have fun? Do you prefer being inside or outside? Why?*
- Elicit answers.

Exercise 1 page 48

- Focus attention on the photos and ask students to answer the question.
- Check answers as a class.

KEY

A street market

B parade

C music festival

Exercise 2 page 48

- Go through the words together and check their meaning and pronunciation.
- Students look for the things in photo C.
- Check answers as a class.

KEY

lamp post, pedestrian crossing, road sign, shop sign, traffic light

For further practice of street vocabulary:

Vocabulary Builder 4G page 119

1 Yes

Exercise 3 2.02 page 48

- Explain to students that when they compare two or more photos, they cannot always be sure what is happening, so they have to speculate.
- Go through the strategy together.
- Tell students they are going to listen to two candidates in an exam comparing two photos.
- Play the recording for students to answer the questions. Tell students that the candidates might not be comparing the same photos.
- Check answers as a class.

KEY

Candidate 1: photos A and B

Candidate 2: photos B and C

Yes, they do.

Transcript

- The first photo shows three teenage girls and a boy. I think they're at a music festival. They are walking down a muddy path. In the second photo, I can see a street market at night. It can't be in Britain because some of the shop signs aren't in English. In the foreground, a young man and woman are walking along the street. In the background, there are a few other people. Both photos show people in their free time. One obvious difference is that the first photo is taken during the day and the second photo is taken at night. In the first photo, it must be a rainy day because they're wearing raincoats. In the second photo, it must be a cold night because the people are wearing winter coats and scarves. In the first photo the people don't look very happy, especially the girl in the middle and the boy in the background. Perhaps they're feeling fed up because of the weather. In the second photo, the man and woman are probably feeling cold, but not unhappy.
- In the first photo, I can see a big crowd of people in a very wide street. They're standing on the pavement and they're watching a parade. There are lots of flags. The second photo shows a group of four people. I think they are in a field. They are walking towards us. They're wearing raincoats and boots. The common theme in the photos is festivals. The people in the second photo are at a music festival and the people in the first photo are at a street festival, I think. One obvious difference is the weather. In the first photo, it is warm and dry, but in the second photo it's rainy. The people in the second photo don't look very happy – probably because of the bad weather. I can't really see the expressions on the faces of the people in the first photo, but I imagine they're happy as they are at a festival and the weather is fine.

Exercise 4 2.02 page 48

- Students listen to the first candidate again and complete the deductions.
- With a **weaker class**, stop the recording after each question is answered.
- Check answers as a class.

KEY

- 1 It can't be in Britain because some of the shop signs aren't in English.
- 2 It must be a rainy day because they are wearing raincoats.
- 3 It must be a cold night because the people are wearing winter coats and scarves.

Transcript

See exercise 3.

Extra activity: Fast finishers

- Write the following sentences on the board:
She's wearing sunglasses.
Tom has a very difficult exam tomorrow.
There's a lady I don't know in our classroom standing next to the board.
Jake is only wearing a T-shirt, but it's -30°C outside.
There's a parcel in the hall with my name on it.
Everybody says great things about the action film.
- **Fast finishers** add a sentence using *must* / *can't be*, e.g.
She's wearing glasses. It must be sunny.

Exercise 5 page 48

- Go through the key phrases together and check their meaning and pronunciation.

Exercise 6 2.03 page 48

- Students listen to the second candidate and say which phrases from exercise 5 he uses.

KEY

The second photo shows ..., The common theme in the photos is ..., One obvious difference is ..., In the first photo ..., but in the second photo ...

Transcript

See exercise 3.

Exercise 7 page 48

- Students work in pairs to contrast photos A and C. Remind them to use the key phrases in exercise 5 and the information in the speaking strategy.
- Monitor and help where necessary.
- Students perform their photo comparisons for the class.

Exercise 8 page 48

- Students work in pairs to do the extra speaking task on page 142.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can compare and contrast photos. I can use 'must be' and 'can't be' to speculate about photos. I can express my opinion about a photo.*

4H Writing**An article****LESSON SUMMARY**

Reading: An article

Exam topic: Using a clear structure to express different opinions

Vocabulary: Climate change collocations; expressions for presenting opinions, counter-arguments and making additional points

Grammar: Zero conditional

Writing: Writing an article

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 8 can be done for homework.

LEAD-IN 2-3 MINUTES

- Ask students what they can remember from the fact file about global warming in Lesson 4E.
- In pairs, students read the fact file again. They then take turns to ask and answer questions about the fact file, e.g. *'How much higher is the Earth's temperature than it was 100 years ago?'* *'It's 0.75 degrees higher.'*
The student answering the questions should have their book closed.

Exercise 1 page 49

- Students read the statement and answer the question.
- Ask a few students to share their ideas with the class.

Exercise 2 page 49

- Ask students to read the article. Explain any unknown vocabulary.
- Students discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

Exercise 3 page 49

- Go through the strategy together.
- Discuss the questions as a class and encourage students to read out relevant parts of the text.

KEY

1 two 2 two 3 yes

Exercise 4 page 48

- Students complete the collocations.
- Check answers as a class. Write a few sentences using the collocations on the board, e.g. *We should walk more and use cars less to reduce carbon emissions. Is our government ready to combat climate change?*
- Elicit more sentences using the collocations.

KEY

1 recycle 2 reduce 3 cause 4 alter 5 lead
6 combat

For further practice of climate change collocations:
Vocabulary Builder 4H page 119

- 3 2 rely on 3 emit 4 reduce 5 invest in
 6 reduce 8 save
- 4 1 invest in renewable energy 2 save energy
 3 rely on fossil fuels 4 emit carbon dioxide
 5 protect endangered species
 6 reduce carbon emissions

Exercise 5 page 49

- Students read the phrases and add the highlighted phrases from the forum post to the correct group.
- Check answers as a class.

KEY

A It seems to me that B There are people who believe that C Nevertheless D What is more

For further practice of the zero conditional:
Grammar Builder 4H page 130

- 11 1 use; reduce 2 cut down; destroy 3 can; conserve 4 save; don't leave 5 burn; gives off

Exercise 6 page 49

- Go through the *Learn this!* box together.
- Students find an example of the zero conditional in the text. (*If recycling bins are available, they use them.*)
- Focus attention on the structure of the zero conditional: we use the present simple in both the *if* and the main clause.
- Ask students to think about situations where something always has the same result or effect, e.g.
If Dad cooks, Mum does the washing up.
If I miss the bus, I walk to school.
- Elicit more sentences to practise the zero conditional.

Extra activity: Fast finishers

- Write the following on the board:
People in small houses shouldn't keep pets.
School students need longer summer holidays.
Playing too many computer games is bad for your health.
Adrenaline junkies are irresponsible and should be more careful.
- Fast finishers** work in pairs and say whether they agree with the statements. They should also present an argument to support their opinion, an argument against it and a counter-argument using the phrases in exercise 5.
- Ask a few students to share their ideas with the class.

Exercise 7 page 49

- Go through the instructions together and make sure students understand what they have to do.
- Encourage students to use the global warming fact file in Lesson 4E to help them plan as well as the structure in the reading strategy. They should also use the collocations in the vocabulary builder. Monitor and help where necessary as students make notes.

Exercise 8 page 49

- Students write their article and use the *Check your work* box to edit it.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an article about a global issue. I can use climate change collocations, expressions to give opinions and the zero conditional.*

Exam Skills Trainer 2

LESSON SUMMARY

Reading: A text about a hurricane

Listening: A talk by a space scientist

Use of English: Completing a text with missing words

Speaking: Comparing and contrasting two photos

Writing: A message to a friend about a film

LEAD-IN 2-3 MINUTES

- Ask:
What's your favourite type of weather?
What do you like to do in this weather?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 50

- Go through the strategy together.
- Students read through the questions and underline the key words.
- Check ideas as a class.

KEY

- 2 always positive
 3 this time
 4 Most, end of the year
 5 surprised, the writer, and her family
 6 the whole time
 7 flooded
 8 less than a week

Exercise 2 page 50

- Students read the text and answer the questions.
- Check answers as a class.

KEY

1 F 2 T 3 F 4 T 5 F 6 F 7 F 8 T

Extra activity

- Write *Storm chasing* on the board. Tell students about an area in the USA called Tornado Alley, where highly destructive tornadoes are very common. Ask: *Would you like to go on a storm chasing trip in Tornado Alley? Why? / Why not?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Listening

Exercise 3 page 50

- Go through the strategy together. Students then read the questions and answer options, and predict the topic of the recording.
- Elicit words that students might hear in each recording and write them on the board.

KEY

(Possible answers)

Science and space: astronaut, atmosphere, meteor, moon, planet, spaceship

Exercise 4 2.04 page 50

- Play the recording for students to answer the questions.
- With a **weaker class**, play the recording again.
- Check answers as a class.

KEY

1 C 2 B 3 B 4 A 5 B

Transcript

Hello and thank you for asking me to come and speak to you today. I'd like to start by telling you a little bit about how I became a space scientist. I was always interested in the stars and spent a lot of time as a child staring out of my window at the night sky. I also read books from the library and learned all about the planets and famous astronomers such as Galileo, who studied the stars. I used to stand in the garden and point out the names of the planets to my very patient parents.

Science wasn't really my favourite subject when I was at school. I preferred maths, although I wasn't very good at it. I also played the violin and the piano very well and I thought for a while that music would be my future career. But then I went on a school trip to the Science Museum in London. There was an exhibition about the history of space travel and also a film about shooting stars. I thought it was amazing that most of the shooting stars we see are meteoroids. These objects can be small, like sand, or larger rocks. A meteoroid becomes a meteor when it hits the atmosphere and leaves a bright light behind it. That night, I was looking out of my window and there was a shooting star. I was so excited I decided right then that I would be a space scientist! I worked hard at school and studied physics at university. After that, I worked for several years as a research assistant at different universities in Britain, and later in Japan. During that time, I worked on a very exciting space mission to Mars. Now I'm back in Britain working on another space mission. People ask me how to become a space scientist. Well, it isn't easy, but I'm proof that it's possible. It doesn't matter too much which university you go to, but you need to get the best science degree you can and then go from there. Follow your dreams and don't give up!

Use of English

Exercise 5 page 51

- Go through the strategy together. Explain that they can use their grammatical knowledge to help them to decide which option is incorrect in many cases. Ask them what they could look for in the options to help them. (Incorrect tense, verb agreement, subject, etc.)

- Ask students to skim read the text and then look at the first gap. Ask them to choose the options that are incorrect and explain why. (Options A and B are incorrect because the correct option must be a superlative adjective. Option A is an adjective and option B is a comparative adjective.)
- Students complete the text.
- Check answers as a class.

KEY

1 C 2 C 3 B 4 C 5 A 6 B 7 B 8 A

Speaking

Exercise 6 page 51

- Go through the strategy together. Students then categorise the phrases and add any more that they know to each category.

KEY

1 Sp 2 Si 3 D 4 Sp 5 D 5 D 6 Si

Exercise 7 page 51

- Students work in pairs to compare and contrast the two photos. Remind them to use the phrases from exercise 6.
- Monitor and help where necessary.
- Ask a few students to share their ideas with the class.

Writing

Exercise 8 page 51

- Go through the strategy together. Students then read the message and find five mistakes.
- Check answers as a class.

KEY

Spelling: storie (story), realy (really), speciel (special)
Punctuation: thats (that's), good? (good.)

Exercise 9 page 51

- Revise adjectives to describe films and TV programmes and aspects of films from Lesson 3A by asking students to make sentences.
- Give students a few minutes to plan their message.
- Students write their messages.
- When they have finished, they can swap them with a partner. They can feed back on their partner's message.

Lesson outcome

- Ask students: What have you learned today? And elicit answers: *I can identify the key words in true / false questions. I can predict the content of a recording. I can identify the obviously incorrect options in a multiple-choice task. I can compare and contrast photos. I can write a message to a friend.*