

# 1 Natural world

**AfL Activity**  
Pupils' own answers

## Activity 1

a 1 b 2 c 4 d 10  
e 8 f 12 g 11 h 6  
i 3 j 9 k 5 l 7

### 1 Natural world

Lesson 1 Vocabulary 1

**UNIT OBJECTIVES**

- Talk about natural features
- Talk about interrupted activities in the past
- Read and write a story with a message
- Read a web page
- Tell a story

**What do you know?**

- 1 What natural features are there in your country?
- 2 How often do you visit these places?

**1** Match the words to the photos. Then listen, check and repeat.

a ocean b volcano c coast d desert e rainforest f valley  
g sand dune h stream i coral reef j canyon k path l grasslands

**2** Work in pairs. Take turns to describe a natural feature for your partner to guess.

It's like a rock. It's in the ocean. A coral reef.

**3** Think. Answer the questions.

- 1 Which of these places would you most like to visit? Why?
- 2 What is the most beautiful natural feature in your country?
- 3 Why are natural features important?

10 Key learning outcome: Identify and use words to talk about natural features Activity Book, p.10

### 1 Natural world

Lesson 1 Vocabulary 1

**1** Complete the crossword.

Across

Down

**2** Match the words to the definitions.

- 1 stream
- 2 sand dune
- 3 coral reef
- 4 rainforest
- 5 grasslands
- 6 canyon

- a open areas covered with grass
- b a hard habitat which grows in the sea
- c a deep cut in the rocks, often with a river at the bottom
- d a hill of sand
- e an area with trees where it rains a lot
- f a very small, gentle river

**3** Which place do you prefer? Write and say why.

- 1 rainforest / desert  
I prefer the rainforest because the desert is very dry.
- 2 ocean / volcano
- 3 coral reef / valley
- 4 canyon / sand dunes
- 5 grasslands / stream

Pupils' own answers

10 I can write about natural features

**Objectives:** Identify and use words to talk about natural features

**Vocabulary:** *canyon, coast, coral reef, desert, grasslands, ocean, path, rainforest, sand dune, stream, valley, volcano*

**Materials:** Classroom Presentation Kit, Flashcards

## Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

To **focus** the class, do Mindfulness routine 3.

## Pupil's Book, page 10

### ✓ What do you know?

Follow the **Assessment for learning routine** on p. 17.

### 1 1.1 Match the words to the photos. Then listen, check and repeat.

Follow the **Vocabulary presentation routine** on p. 17.

1 ocean 2 volcano 3 coral reef 4 coast 5 path  
6 stream 7 grasslands 8 rainforest 9 canyon  
10 desert 11 sand dune 12 valley

**Engage** Show the picture flashcards one at a time and say the corresponding word. Pupils 'write' the word in the air with a finger. Hold up the corresponding word card after each one for pupils to check their spelling.

### 2 Work in pairs. Take turns to describe a natural feature for your partner to guess.

Follow the **Vocabulary practice activity routine** on p. 17.

**Support** Provide pupils with useful vocabulary to help them with the activity. Write these words on the board and ask which natural feature(s) they relate to: *trees, plants, waves, rocks, high, low, dry, wet, narrow, wide*.

**Reach higher** Ask pupils to think of more natural features and describe them for their partner to guess.

### 3 Think. Answer the questions.

Follow the **Vocabulary practice routine** on p. 17.

## Activity Book, page 10

### 1 Complete the crossword.

**Support** Elicit what pupils can see in each photo.

Display the corresponding picture flashcards and elicit which word card goes with each one. Leave them on the board for reference during the activity.

### 2 Match the words to the definitions.

**Support** Display the corresponding picture flashcards on the board in random order and label them a–f. Pupils match the words to the picture cards.

**Reach higher** When they finish, pupils write definitions for some of the vocabulary items in Activity 1.

### 3 Which place do you prefer? Write and say why.

**Support** Pupils write a short comparative sentence for each pair of words, e.g. *The desert is drier than the rainforest*. Elicit or provide some useful vocabulary, e.g. *dry, dangerous, exciting, interesting, colourful, beautiful*.

**Reach higher** When they finish, pupils imagine they visited one of the natural features in their country and write a short description of it.

## Closing routine

Do Communication routine 4 on p. 32.

Activity 1

No, she went home.

1 Listen and read. Did Sophie sleep in the valley?

- S: Hi, Mateo! I'm doing a 'Get outside challenge'. Last weekend, we went to a valley to learn bushcraft.
- M: Bushcraft? What's that?
- S: You learn how to collect water, make a fire and build somewhere to sleep. It was an adventure!
- M: Really? What happened?
- S: I was collecting water from the stream when I heard a noise. I looked round and saw an eagle on the path! It flew away before I could take a photo.
- M: Did you frighten it?
- S: No, I didn't. I wasn't making a noise when it flew away. Later, we were cooking sausages on the fire when it started raining. The fire went out and we all got wet.
- M: Oh, no! What did you do then?
- S: We went home. But it was a fun day and we learned a lot!



2 Look at the examples in bold in the dialogue. Think and decide.

- We use the past continuous for a short / longer action that was in progress in the past.
- We use the past simple for a short / longer action that interrupts the first action.

Look

What verb tense comes after **when**? past simple

Activity 3

See audioscript on p. 45.

3 Listen and follow. Then make your own sentences.

Grammar reference, p.118

Past continuous and past simple

I	was	collecting water	when	I	found a coral reef.
He / She	were	scuba diving in the ocean		he / she	saw an eagle.
We / They	wasn't	making a noise	when	we / they	heard a loud bang.
	weren't	paying attention			fell on the path.

4 Talk Partners Play a card game in pairs.

Go to Activity Book, p.129

I was running to school when a monkey jumped on my head!



Activity Book, p.11

Key learning outcome: Talk about interrupted past actions using the past continuous and past simple

1 Read and choose.

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So Mateo, how are you doing with the project?

I<sup>1</sup> was reading / read about the Gobi Desert when I found some interesting facts about camels.

I<sup>2</sup> looked / was looking for photos of the rainforest when I<sup>3</sup> was discovering / discovered some amazing facts about snakes! Now I'm reading about snakes ...

Lucia and Amit<sup>4</sup> searched / were searching for information about the Pacific Ocean when they<sup>5</sup> saw / were seeing some really funny types of fish. They sent me a photo - look!

Wow! It's amazing!

2 Read and complete the text with the correct form of the verbs.

Monday, 6 June

Oh, I had a terrible day today. I went to the beach with my family in the morning. I<sup>1</sup> was walking (walk) down the sand dunes when I cut my foot on a broken piece of coral reef. Then I was reading and my family<sup>2</sup> was surfing (surf) in the sea when I felt something move next to me. Suddenly, I<sup>3</sup> felt (feel) an insect bite me! My leg was very red! My family<sup>4</sup> wasn't paying attention (not / pay attention) at all. So, I ran into the sea. I<sup>5</sup> was swimming (swim) towards my brother when I noticed the bite felt better. The bite wasn't hurting when we<sup>6</sup> left (leave), but I was glad to go home!

3 Complete the sentences using the correct form of the verbs with the prompts.

- see / small monkey camera / break fall / on the path see / snake hear / a noise find / a coral reef
- I was walking (walk) by the side of the stream when I saw a small monkey.
  - I was trying (try) to take a photograph when my camera broke.
  - I was running (run) when I fell on the path.
  - They were having (have) a picnic when they saw a snake.
  - They weren't paying attention (not / pay) attention when they heard a noise.
  - She was swimming (swim) in the ocean when she found a coral reef.

I can use the past continuous and past simple to write about interrupted past actions

Unit 1

- Work in pairs. Cut out both sets of cards.
- Put the noun cards together and place them face down in a pile. Do the same with the verb cards.
- Take turns to pick up a card from each pile and make a sentence with the words.
- The player with the funniest sentence at the end of the game wins.

monkey	snake	desert
eagle	volcano	canyon
run	have breakfast	watch a film
take a photo	swim	sleep

**Objectives:** Talk about interrupted past actions using the past continuous and past simple

**Grammar:** Past continuous and past simple: *I was collecting water from the stream when I heard a loud noise.*

**Recycled language:** coral reef, ocean, path, scuba diving, stream, valley

**Materials:** Classroom Presentation Kit, Flashcards, Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

## Opening routine

To **energise** the class, do Communication routine 2 on p. 32.

## Pupil's Book, page 11

### 1 1.2 Listen and read. Did Sophie sleep in the valley?


**Engage** Review the vocabulary from Lesson 1 with the flashcards. Display the picture cards on the board. Show a word card and place it next to incorrect pictures one after another, before placing it next to the correct picture. Pupils shake their heads for incorrect pictures and clap for the correct one. Vary the number of incorrect pictures each time.

Follow the **Grammar presentation routine** on p. 19.

### 2 Look at the examples in bold in the dialogue. Think and decide.

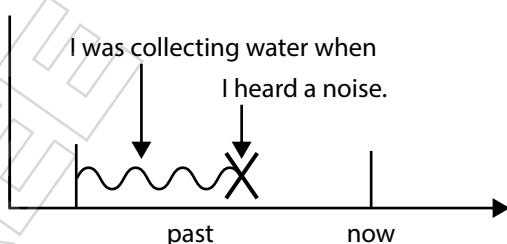
**Engage** Reinforce meaning and use of the new language before pupils do the activity. Invite two pupils to the front. Ask them to do an action (e.g. jump up and down) until you say, 'Stop!'. Say *They were jumping up and down when the teacher said 'stop'*. Ask *Did they jump for a long time?* (Yes). *Was saying 'stop' a long or short action?* (Short). Repeat with other actions (e.g. hop, walk around the room) and elicit the corresponding sentences from more confident pupils.

Follow the **Focus on meaning and use routine** on p.19.

 Ask how the interrupted past is expressed in pupils' own language. Elicit which tense is used for the long/short action and whether it is similar or different to English.

### 3 1.3 Listen and follow. Then make your own sentences.

Draw a timeline on the board to make the language and concept more visual, e.g.:



**Look** Read out the question and elicit answers.

Follow the **Controlled grammar practice routine** on p. 19.

- 1 I was collecting water when I saw an eagle.
- 2 She was scuba diving in the ocean when she found a coral reef.
- 3 We weren't making a noise when we heard a loud bang.

### 4 **Talk Partners** Play a card game in pairs.

Follow the **Communicative practice routine** on p. 19.

Divide the class into pairs. Each pair puts their noun cards together and places them face down in a pile. They do the same with the verb cards.




Pupils take turns to pick up a card from each pile and make a sentence with the words. The player with the funniest sentence at the end of the game wins.

### Classroom management tip

After a card game, play some gentle music quietly as you ask pupils to tidy up and prepare for the next activity. This should help them to be calm and focused.

Follow the **Assessment for learning routine** on p. 17.

## Activity Book, page 11

- 1 Read and choose. 
- 2 Read and complete the text with the correct form of the verbs. 
- 3 Complete the sentences using the correct form of the verbs with the prompts. 

**Support** Write the prompts from the word box on the board in the correct order so that pupils only need to think about which tense to use in each part of the sentence.

**Reach higher** Pupils use their own ideas to complete some of the sentences.

## Closing routine

Do Mindfulness routine 4 on p. 32.



## Activity 2

1 It's a fable.

2 There are some ants and a grasshopper. They are different: the ants are hard-working and the grasshopper is lazy.

**Lesson 3 Reading**

**Before you read**

- Look at the pictures and answer the questions.
  - What type of story do you think it is?
  - What animals can you see? Do you think they have the same character? Why / Why not?
- Read the story and check your ideas in Activity 1.

**The ants and the grasshopper**

It was a hot afternoon in the grasslands. All the birds and animals were enjoying summer. A grasshopper was sitting under a bush eating a tasty leaf when, suddenly, he heard a noise. In the distance, he saw a long line of ants moving slowly towards him. They were carrying heavy seeds and fruit.

'I don't understand these ants. Why are they always working?' thought the grasshopper.

One of the ants was passing the grasshopper when it dropped its seed to have a rest.

'Are you moving somewhere?' asked the grasshopper.

'No,' replied the ant. 'We're carrying food to our nest.'

'Do you have visitors?' asked the grasshopper.

'No,' replied the ant. 'We're collecting food for winter.'

'Why?' laughed the grasshopper. 'Winter isn't for a long time. There's lots of food right now. You should do something more useful. Have fun and enjoy the summer!'

'It's important to be prepared,' replied the ant.

Summer passed slowly. The ants continued to take food to their nest and the grasshopper continued to eat, sleep and play. Finally, winter arrived. The ants woke up one morning to find everything covered in snow.

The grasshopper was cold and hungry. He didn't have any food. He thought about the long summer days when he was warm and happy, and there was food everywhere. Then he remembered the busy ants carrying food to their nest all summer.

'Now I understand,' thought the grasshopper. He started looking for food, but he was tired and helpless and soon he fell over. He was sleeping in the snow when the ants found him.

'We worked hard all summer while you just ate and played,' said one of the ants. 'You laughed at us, but now we have lots of food in our nest.'

The ants were helpful. They carried the grasshopper to their nest and gave him food and water. They let him stay with them until he felt better. When it was time to go, the ants gave him food to take with him.

The grasshopper thanked the ants. 'You are kind and generous. Your hard work saved my life. I will never be lazy and useless again.'

**After you read**

- Answer the questions. Find one sentence in the story to support each answer.
  - What does the grasshopper think of the ants at the start of the story?
  - Do the ants agree with this point of view?
  - How does the grasshopper's point of view change?

**Identify points of view**

To understand different characters' points of view in a story, look for:

- what they say to and about each other, e.g. 'Why?' laughed the grasshopper ... , 'You are kind and generous.'
- their actions towards each other, e.g. They let him stay ... , The grasshopper thanked the ants ...

**Recognise strengths in others**

- Read and discuss.
  - What strengths did the grasshopper see in the ants by the end of the story?
  - How does the grasshopper say he will change?
  - Can you think of someone you know who ...
    - plans for the future and works hard?
    - is kind and thinks about how other people feel?
    - is generous to other people?

**Key learning outcome:** Read and respond to a fable

**Lesson 3 Reading**

**The ants and the grasshopper**

**After you read**

- Remember the story. Number the events in order.
  - The grasshopper asked the ant what it was doing.
  - The ants continued to spend their summer taking food to their nest.
  - The grasshopper decided to change his behaviour.
  - The grasshopper was enjoying a meal when he saw some ants.
  - Winter arrived and the grasshopper had no food.
  - The ants took care of the grasshopper.
  - The grasshopper told the ant why he didn't agree with him.
- Read the story on Pupil's Book pages 12–13 again. Write answers to the questions.
  - What was the grasshopper doing at the start of the story?  
*He was sitting under a bush and eating a leaf.*
  - Why did one of the ants drop the seed he was carrying?  
*He dropped the seed to have a rest.*
  - Why were the ants spending all their time collecting food?  
*To have plenty of food in the winter.*
  - Why was the grasshopper sleeping in the snow?  
*Because he was tired and helpless.*
- Critical thinking** Answer the questions.
  - Why do you think the ants helped the grasshopper?
  - What lesson do you think the grasshopper learned?

*Pupils' own answers*

**Word work: Suffixes**

We can make new words by adding **-ful** or **-less**.

- ful** usually means 'with'
- less** usually means 'without'

hope → hopeful / hopeless

Find and write the words with **-ful** or **-less** in the story.

useful    helpless  
helpful    useless

- Complete the words with **-ful** or **-less**.
  - This great book about the Gobi Desert is really useful .
  - This computer doesn't work. It's useless .
  - Mateo told me a lot about the project. He was very helpful .
  - The weather looks good. We are hopeful that it won't rain!
  - I fell and hurt my foot. I was helpless .
  - Jo's homework had a lot of mistakes. She was very careless .

**Key learning outcome:** I can read and respond to a fable; I can use words with suffixes (-ful and -less)

## Activity 3


- The grasshopper thinks the ants are silly/wasting their time. ('You should do something more useful!')
- No. ('It's important to be prepared!')
- The grasshopper appreciates the ants' work. ('Your hard work saved my life!')

## Activity 4


- The grasshopper says the ants are kind, generous and hard-working.
- The grasshopper says he will never be lazy again.

**Objectives:** Read and respond to a fable; Identify points of view in a story;  
Social-emotional learning (SEL): Recognise strengths in others

**Recycled language:** *grasslands; He was sleeping in the snow when the ants found him.*

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, SEL Activity Card 1

### Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

## Pupil's Book, pages 12–13

### Before you read

#### 1 Look at the pictures and answer the questions.

Follow the **Before you read routine** on p. 21.

**Support** Brainstorm adjectives to describe the grasshopper and the ants in the pictures, e.g. *relaxed, lazy, busy, unhappy, kind*. Explain any words that pupils don't know or remember.


#### 2 1.4 Read the story and check your ideas in Activity 1.

Follow the **While you read routine** on p. 21.

### After you read

Follow the **After you read routine** on p. 21.

#### 3 Answer the questions. Find one sentence in the story to support each answer.

 Pupils **describe** the characters and **identify** their points of view at key stages of the story.

### Reading skill: Identify points of view

Being able to identify different points of view in a story helps readers to understand the characters' feelings and actions.

Read out the examples. Elicit what each one shows about how the characters feel towards each other.

**Engage** Make True/False statements to check understanding of the different points of view. Pupils respond with TPR actions (see p. 35): *The grasshopper was working on a hot afternoon.* (False) *The ants were working hard.* (True) *They were collecting food for winter.* (True) *The grasshopper understood why they were working hard.* (False) *The ants agreed that they should have fun and enjoy summer.* (False) *The grasshopper didn't have any food for winter.* (True) *The ants didn't want to help the grasshopper.* (False) *In the end, the grasshopper understood why they worked so hard in summer.* (True)

#### 4 Read and discuss.

Follow the **Social-emotional learning (SEL) routine** on p. 21.

### Social-emotional learning: Recognise strengths in others



Before pupils answer questions 1 and 2, ask them what strengths they think the ants had and collate ideas on the board. Ask if they think the grasshopper had any strengths, giving reasons for their ideas. Find out if they think he will change, eliciting reasons.

After question 3, ask pupils to identify other strengths that people can have. Ask whether we all have the same strengths and whether this is a good or a bad thing. Finally, ask pupils to think about what we can all learn from each other's strengths.

## Activity Book, page 12

#### 1 Remember the story. Number the events in order.

#### 2 Read the story on Pupil's Book pages 12–13 again. Write answers to the questions.

 Pupils practise **relaying specific information** from a text.

#### 3 **Critical thinking** Answer the questions.

 Pupils give a **personal response** to a text.

#### 4 Complete the words with **-ful** or **-less**.

Follow the **Word work routine** on p. 21.

### Word work

Elicit how to say *useful, useless, powerful* and *powerless* in pupils' own language. Ask if the words use suffixes and whether they are similar or different to English.

**Reach higher** Challenge pupils by asking them to think of other words that have the suffix *-ful* or *-less*. Ask them to use their words in example sentences.

### Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 4 Vocabulary 2 & Listening

What are the living and non-living elements of an ecosystem?



1 <sup>15</sup> Match the words to the photos. Then listen, check and repeat.

- a grassy b sandy c muddy d rocky e steep f flat



2 Look at the photos below. Think and discuss.

- 1 What can you see in photo 1? Where do you think it is?
- 2 How is photo 2 different? What problems can occur when this happens?
- 3 Who can you see in photo 3? What is she doing? Why?

Use pictures to make predictions

Before you listen, look at the pictures carefully. Think about the place (where), the people (who) and the action (what). This will give you information to help you understand the listening.



3 <sup>16</sup> Listen and check your ideas in Activity 2.

4 <sup>16</sup> Listen again. Answer True or False.

- 1 Jane didn't enjoy her walk up the mountain. **False**
- 2 Rainbow Mountain is 5,200 metres high. **True**
- 3 It's difficult to climb the mountain when it rains. **True**
- 4 The mountain always looks busy in photos. **False**
- 5 There are up to 4,000 visitors a day. **True**

5 <sup>16</sup> Discuss in pairs. What message does Jane want to give with her photos?

14

Key learning outcomes: Identify and use adjectives to describe natural features; Use pictures to make predictions

Activity Book, p.13

Science question

Suggested answers:  
 living elements – animals (fish, birds, mammals, insects), plants (trees, flowers, grasses, cacti), fungi, microorganisms;  
 non-living elements: soil (with rocks and minerals), water, air, sunlight, temperature, climate.

Activity 5

She wants to show people the beauty of Rainbow Mountain and tell people to look after this wonderful place.

Activity 1

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

Activity 3

- 1 Photo 1 shows Rainbow Mountain in Peru, with its beautiful colours.
- 2 Photo 2 shows the same place but with a lot of visitors. This can damage the landscape, scare wildlife, create rubbish, etc.
- 3 The woman is taking photographs of the mountain to show its beauty and tell people to look after it.

Lesson 4 Vocabulary 2 & Listening

1

1 Read and choose the words which describe the natural features. Use the words to label the picture.

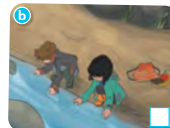
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### My favourite place

My favourite place is the valley I went to as a child. We walked across the hills and first you came to a very grassy area near a stream, where we played hide and seek. There was a small, sandy hill that we rolled down. There was lots of muddy water too. We got very dirty! Behind this there were rocky hills that we climbed over. Some of them were very steep at the top! But the best place was a flat area opposite the stream, where we sat in the sun! I loved it.

2 Look at the pictures. Read and make notes.

- 1 What do you think the children are doing in each picture?  
 Pupils' own answer
- 2 Do you think they're having a good time? Why / Why not?  
 Pupils' own answer
- 3 Are the children different or the same in each picture?  
 Pupils' own answer
- 4 What adjectives can you use to describe the natural features in picture a? **rocky, muddy**  
 And in picture b? **sandy**



3 <sup>11</sup> Exam practice Listen and look at the pictures in Activity 2. What did they do on their holiday? Choose the correct picture.  
 b

I can describe natural features; I can use pictures to make predictions





**Objectives:** Identify and use words to describe natural features; Use pictures to make predictions;  
Exam practice: A2 Key for Schools Listening, Part 1

**Vocabulary:** *flat, grassy, muddy, rocky, sandy, steep*

**Recycled language:** *desert, path, stream, valley; When I was doing the walk, it started to rain.*

**Materials:** Classroom Presentation Kit, Flashcards,  Something for Everyone Book, Assessment Rubric

## Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.

## Pupil's Book, page 14

### Science question

**What are the living and non-living elements of an ecosystem?**

This relates to the natural science topic of the Earth's ecosystems. Make sure pupils understand what an ecosystem is (*a community of living things and non-living things that live and interact in a specific area*). Ask pupils what ecosystems they have seen in the unit so far (e.g. rainforest, desert, coral reef, ocean, etc.).

### 1 1.5 Match the words to the photos. Then listen, check and repeat.

Follow the **Vocabulary presentation routine** on p. 23.

**Engage** Show some of the picture flashcards from Lesson 1 and elicit adjectives to describe the natural features, e.g. volcano (*steep, rocky*), desert (*sandy*), grasslands (*flat, grassy*), valley (*grassy*).

### 2 Look at the photos below. Think and discuss.

Elicit adjectives to describe the place in the photos, e.g. *rocky, sandy, steep, flat*.

Follow the **Before listening routine** on p. 23.

### Listening skill: Use pictures to make predictions

Explain that using pictures to predict information helps pupils to think about the topic, and generates vocabulary and ideas they might encounter in the audio. It also gives them a reason to listen in order to confirm or reject their predictions.

Read out the information in the box. Collate pupils' ideas for Activity 2 on the board to check while they listen in Activity 3.

### 3 1.6 Listen and check your ideas in Activity 2.


Follow the **While listening activity routine** on p. 23.

See audioscript, p. 224.

### 4 1.6 Listen again. Answer True or False.

Follow the **While listening activity routine** on p. 23.

### 5 Discuss in pairs. What message does Jane want to give with her photos?

 Pupils **report and discuss** the main message of the text and speakers' attitudes.

Follow the **After listening routine** on p. 23.

Follow the **Assessment for learning routine** on p. 17.

### Classroom management tip

If pupils get restless after listening, tell them to stand in a circle. Call out a category (e.g. animals) and clap a rhythm: clap-clap-silence, clap-clap-silence. In the silences, pupils take turns to say a word, trying not to miss a beat.

## Activity Book, page 13

### 1 Read and choose the words which describe the natural features. Use the words to label the picture.

### 2 Look at the pictures. Read and make notes.

This prepares pupils for the exam-style task in Activity 3 by helping them to notice details, similarities and differences between the pictures and to predict what they might hear.

### 3 1.1 **Exam practice** Listen and look at the pictures in Activity 2. What did they do on their holiday? Choose the correct picture.

See audioscript, p. 224.

In this task, pupils read the question, then listen for the details they noticed in Activity 2 and choose the picture that correctly answers the question.

### Exam tip

#### A2 Key for Schools Listening, Part 1

This activity provides preparation for Listening part 1. In the exam, pupils listen to five short exchanges and choose the correct answer for each one from three pictures.

Make sure pupils read the questions first and notice details in the corresponding pictures.

## Closing routine

Do Communication routine 3 on p. 32.



## Activity 1

It was having a drink by taking in water through its skin.

## Activity 2

See audioscript on p. 51.

## 1 Listen and read. What was the lizard doing?

L: Hi, Amit! Last year, I visited the Great Sandy Desert in Australia. Lots of amazing animals live there. Look at this one. It's called a thorny lizard.

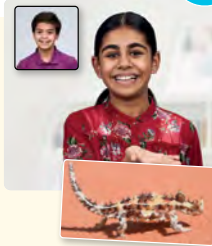
A: Wow! It looks dangerous! What were you doing when you saw it?

L: We were hiding behind a rock. We were waiting for it to come out of its nest.

A: What was the lizard doing when you took this photo?

L: It wasn't doing anything. Well, that's not really true. Thorny lizards don't drink with their mouth. They take in water from the sandy ground through their skin. So when we saw it, it was having a drink!

A: That's amazing!



## 2 Listen and follow. Then make your own questions. Grammar reference, p.118

## Past continuous and past simple questions

What	was	you	doing	you saw	the lizard?
Where	were	he / she	going	the kangaroo	escaped?
		they		the rock	fell onto the path?
				the sandstorm	started?

## 3 Listen to the music and mime an action. When the music stops, stand still. Ask and answer with a partner.

climb a steep sand dune

walk in the rainforest

ride a camel

swim in the ocean

scuba dive on a coral reef

run on a muddy path

What were you doing when the music stopped?

I was climbing a steep sand dune.

Activity Book, p.14 Key learning outcome: Ask and answer about interrupted past actions

15

## 1 Unscramble and write the questions.

## Big STORM

1 What / doing / when / you / you heard about the storm / were / ?  
What were you doing when you heard about the storm?

2 going / Where / the storm started / when / you / were / ?  
Where were you going when the storm started?

3 was / doing / What / when / your family / they saw the storm / ?  
What was your family doing when they saw the storm?

4 when / Where / your sister / was / the tree fell / going / ?  
Where was your sister going when the tree fell?

5 your dad / What / the tiger escaped / doing / when / was / ?  
What was your dad doing when the tiger escaped?

## 2 Complete the interview with a question word or the correct form of the verbs.

## THE ADVENTURE INTERVIEW

Daniel Duarte is just back from an amazing trip to a rainforest in Brazil. When he was there, he had a scary experience with a snake.

What were you <sup>1</sup> doing (do) when you saw the coral snake?

Where were you going when it <sup>2</sup> appeared (appear)?

What <sup>3</sup> was the snake doing (do) when you saw it?

What <sup>4</sup> were your friends doing (do) when you <sup>5</sup> saw (see) the snake?



## 3 Write questions using the past simple and the past continuous.



1 What were you doing when you saw the spider? I was taking a shower!

2 What were you doing when you saw the whale? We were swimming in the sea.

3 Where were they going when they heard the/a loud noise/bang? They were going up the volcano!

4 What was she doing when the teacher/someone arrived? She was talking on her phone!



**Objectives:** Ask and answer about interrupted past actions

**Grammar:** Past continuous and past simple questions: *What were you doing when you saw the lizard? We were hiding behind a rock.*

**Recycled language:** *desert, sandy*

**Materials:** Classroom Presentation Kit, Flashcards,  Something for Everyone Book

## Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

## Pupil's Book, page 15

### 1 1.7 Listen and read. What was the lizard doing?

Follow the **Grammar presentation routine** on p. 25.

Ask questions to check comprehension: *Where did Lucia go?* (the Great Sandy Desert in Australia) *What animal did she see?* (a thorny lizard) *Why was she hiding behind a rock?* (She was waiting for it to come out of its nest) *What is special about this animal?* (It drinks through its skin, not with its mouth).

### 2 1.8 Listen and follow. Then make your own questions.

Follow the **Controlled grammar practice routine** on p. 25.

- 1 What were you doing when you saw the lizard?
- 2 Where were they going when the sandstorm started?
- 3 What was he doing when the kangaroo escaped?

**Reach higher** Pupils work in pairs. They take turns to ask a question from the Grammar box. Their partner thinks of an answer for each question. Encourage them to be creative.

### 3 1.9 Listen to the music and mime an action. When the music stops, stand still. Ask and answer with a partner.

Before they start the activity, pupils look at the photo and read the labels around it. Elicit what each child is doing (*swimming in the ocean, riding a camel, climbing a steep sand dune*). Check pupils understand all the actions. Ask more confident pupils to suggest a mime for each one. Follow the **Communicative practice routine** on p. 25.

## Activity Book, page 14

### 1 Unscramble and write the questions.

**Reach higher** Pupils use their imagination and think of answers to the questions.

### 2 Complete the interview with a question word or the correct form of the verbs.

**Reach higher** Pupils work in pairs. They take the role of the interviewer or Daniel Duarte and act out the interview. They answer the questions using their own ideas.

### 3 Write questions using the past simple and the past continuous.

**Support** Pupils describe what they can see in the pictures. Write key words on the board, e.g. *spider, whale, go, hear, loud noise / bang, teacher, walk in*. Draw attention to the pronouns they need to use in numbers 2–4 (*you, they, she*).

## Closing routine

Do Mindfulness routine 3 on p. 32.

**Science question** *Suggested answers:* aquatic ecosystems: river – salmon, coral reef – sea urchin, ocean – whale; terrestrial ecosystems: rainforest – parrot, grasslands – giraffe, desert – camel

**Activity 2**

Arctic tern, monarch butterfly, humpback whale, red crab; They all migrate every year.

Lesson 6 Read the world
How many different ecosystems do you know? Can you name one animal in each?

**AMAZING ANIMALS** HOME FACT FILES VIDEOS GAMES GALLERY

## ANIMAL RECORD BREAKERS

**ARCTIC TERNS**

**MONARCH BUTTERFLIES**

**HUMPBACK WHALES**

**RED CRABS**

Another record breaker is the monarch butterfly. During the summer months, these beautiful butterflies live in the USA and Canada. As it gets colder, they fly south to Mexico, travelling around 4,800 km in about two months. They can travel around 160 km each day. That's a long way!

Not all animals fly during their migration, of course. The humpback whale has the longest migration of any mammal, swimming over 9,800 km every year. These whales move from the warmer tropical ocean to find food in the north.

An animal that migrates on land is the red crab, which lives on Christmas Island near Indonesia. At the start of the wet season in October, the whole community of red crabs moves together from the forest to the coast to give birth. As soon as the babies are born, the parent crabs travel back to the forest, even though the babies are only 5 mm long. The whole trip is around 10 km and takes about nine days.

**Before you read**

- Look at the text quickly and answer the questions.
  - Is this text on the internet or in a magazine? How do you know?
  - What is the web address of the website? Why is this useful?
  - What sections has this website got?
  - Why are some of the words underlined? Why is this useful?
- What animals can you see in the photos? What do you think they have in common? Read the web page and check your ideas.

**Identify features of a website**

A website is part of the World Wide Web. It contains web pages. A website has:

- a web address. You use this to access the website.
- a navigation bar. You use this to visit other sections of the website.
- hyperlinks. You can click on these words or phrases to get more information from another web page.

**After you read**

- Match the numbers to the facts.
 

5	2	40	160	9,800	71,000
1	The number of days the Arctic tern takes to migrate to Antarctica.	40			
2	The length of the Arctic tern's migration in kilometres (km).	71,000			
3	The number of kilometres a monarch butterfly can travel each day.	42			
4	The number of months the monarch butterfly takes to migrate to Mexico.	30			
5	The length of the humpback whale's migration in kilometres.	9,800			
6	The size of a baby red crab in millimetres (mm).	5			
- Watch the video about red crabs. Answer the questions.
  - What type of video is this? How do you know?
 

a animation c advert  
b news d documentary
  - What new information about red crabs did you learn from the video?
  - What does the video show you that the text doesn't?
  - How does the video help you understand the text?

What can you do to help protect different ecosystems around the world?

16
Key learning outcome: Read and respond to a web page
Activity Book, p.15
Key learning outcomes: Identify features of a website; Recognise additional information gained through video
17

**Activity 1**

- The text is on the internet. We know because we can see features like the web address, buttons to click on, a navigation bar across the top, etc.
- The web address is [www.amazinganimals.co](http://www.amazinganimals.co). It is useful because this is how you find this web page again.
- The website has five sections: 'HOME', 'STORIES', 'VIDEOS', 'GAMES' and 'GALLERY'.
- Some of the words are underlined because they are hyperlinks. You can click on hyperlinks to get more information from another web page.

**Activity 4**

- d documentary. We know because there are moving images of the animal and a narration with factual information.
- The red crabs cross forests and even roads to get to the ocean. Each female gives birth to around 100,000 baby crabs. After birth, the babies stay in the ocean for another 3–4 weeks.
- You can learn more about how animals move and how they sound in a video.
- It shows visually the meaning of words/phrases that pupils might not know, e.g. 'whole community', 'babies are born', etc.

Lesson 6 Read the world
1

**After you read**

- Look at the text on Pupil's Book pages 16–17 again. Match the words to the definitions (1–5). Use the information in the text to help you.
 

My dictionary

instinct   daylight   magnetic field   tropical ocean   wet season

1 what you see outside when it isn't night   daylight

2 a large area of water in a very hot part of the world   tropical ocean

3 an area where electric attraction pulls things   magnetic field

4 a time every year when a lot of rain falls   wet season

5 a type of behaviour that people and animals are born with   instinct
- Read the questions on Pupil's Book page 16 again. Under which question can you find the information below?
  - the time when animals migrate   How do animals know when and where to migrate?
  - the longest distances they travel   Which animals are the record breakers?
  - the reason some animals migrate   What is migration and why do some animals migrate?
- Read the text in the Pupil's Book again. Match the facts to the photos. You will need to use some photos more than once.
 

Which animal ...			
1 travels further than any other mammal?	b		
2 spends half a year in each place?	d		
3 moves from the tropical ocean to the north?	b		
4 has their babies on the coast?	c		
5 usually lives in the forest?	c		
6 doesn't like cold weather?	a		
- Critical thinking** What do you think? Write.
  - What kind of changes in the weather do you think migrating animals notice?
  - How do you think butterflies find their way?


Pupils' own answers

I can read and respond to a web page
15

**Objectives:** Read and respond to a web page; Identify features of a website (information literacy); Recognise additional information gained through video (visual literacy)

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

### Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

### Pupil's Book, pages 16–17

#### Science question

**How many different ecosystems do you know?  
Can you name one animal in each?**

This relates to the natural science topic of the Earth's ecosystems. Elicit or remind pupils that ecosystems can be terrestrial, aquatic or artificial. Elicit what ecosystems pupils have seen in this unit (e.g. desert, rainforest, coral reef, ocean, grasslands) and any other ecosystems they know. Brainstorm animals that live in each one.

#### Before you read



1  **Look at the text quickly and answer the questions.**

#### Information literacy: Identify features of a website

This activity helps pupils to find and identify key features on a website to enable them to navigate web pages and websites more easily.

Elicit or explain that the text is a web page on a website. Go through the information in the box and ask pupils to identify the web address, navigation bar and hyperlinks in the text.

Follow the **Before you read routine** on p. 27.


2  **1.10 What animals can you see in the photos? What do you think they have in common? Read the web page and check your ideas.** 

Follow the **While you read routine** on p. 27.

#### After you read


3 **Match the numbers to the facts.** 

Follow the **After you read routine** on p. 27.

 Guide pupils to notice similar words in their own language in the text (e.g. *migration, distance, instinct, magnetic, tropical ocean, community, etc.*).

4     **Watch the video about red crabs.**

**Answer the questions.**

 Pupils **compare and contrast** the treatment of information in a printed text and video.

#### Visual literacy: Recognise additional information gained through video

This activity helps pupils think about different sources of information, including how a video on a website can build on what they already know and bring the information to life. After watching ask: *Was it easier to understand the video or the text? Why?*

Follow the **Video activity routine** on p. 27.

See video script, p. 224.

Follow the **Assessment for learning routine** on p. 27.

#### ESDC



#### SDG Goal 15: Life on land


**What can you do to help protect different ecosystems around the world?**

This question relates to **SDG Goal 15: Life on land**. It encourages pupils to think about how they can take positive action in their community and on a wider level as a global citizen. Brainstorm actions that pupils can take to help protect ecosystems and animals, e.g. participate in clean-up activities locally, recycle, buy products that are sustainable.

### Activity Book, page 15

1 **Look at the text on Pupil's Book pages 16–17 again. Match the words to the definitions (1–5).** 

2  **Read the questions on Pupil's Book page 16 again. Under which question can you find the information below?** 

3 **Read the text in the Pupil's Book again. Match the facts to the photos. You will need to use some photos more than once.** 

4  **Critical thinking** **What do you think? Write.**

 Pupils give a **personal response** to a text.

#### Closing routine

Do TPR Dynamic routine 3 on p. 32.

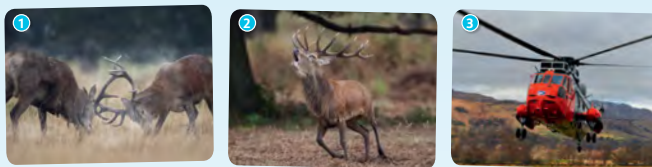


**Activity 2**

In photo 1, the stags are fighting with each other.  
 In photo 2, the stag is running towards the family. In photo 3, a helicopter is arriving to take the boy's dad to hospital.

**Communication skills**

1 Look and think. What are the stags doing in photo 1? What do you think is happening in photos 2 and 3?



2 Watch the boy telling a story. Check your ideas in Activity 1.

3 Watch again. Number the parts of the story (a-d) in order.

- a Tell the main events 4
- b Give background information (who, where) 2
- c Introduce the story 1
- d Introduce a dramatic event 3



4 Match phrases 1-4 with a-d in Activity 3.

**Tell a story**

- 1 Did I tell you about the time ...? c
- 2 I went to Scotland with my parents ... b
- 3 You'll never guess what happened! d
- 4 We were ... when ... , Suddenly ... , Eventually ... a

**Show interest**

When you listen to a story, ask questions and repeat short phrases. This shows the speaker that you are interested and paying attention:  
 Fighting?! What happened?

Go to Activity Book, p.16, Activities 1 & 2

5 Plan your story. Go to Activity Book, p.16

6 Talk Partners Work in pairs. Take turns to tell your story. Use phrases from Activity 4 and show interest when you listen.



7 Reflect. Discuss your story with your partner.

**Communication skills**

1 Read and choose.

- 1 Did I tell you about / of the time I went stag watching?
- 2 I went to / in Scotland with my family.
- 3 You ll never / 're going to guess what happened!
- 4 We were waiting what / when two stags arrived.
- 5 Suddenly / Just one of them ran towards us.
- 6 Eventually / Lastly a helicopter rescued us!

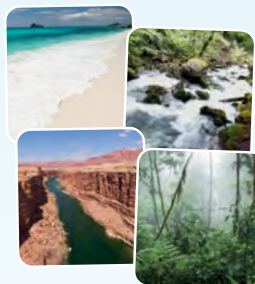
2 Pronunciation: Show interest

Listen and repeat.

- 1 No!
- 2 Hospital?! What happened?
- 3 What did you do?
- 4 Broke his leg?!

3 Read, think and write notes for your story.

- 1 Where were you at the beginning of the story? Who with?
- 2 What dramatic event happened in the story?
- 3 What were you doing when this event happened?
- 4 What happened next?
- 5 What happened at the end of your story?



4 Complete the notes for the story you're going to tell. Look at your answers in Activity 3.

Did I tell you about the time \_\_\_\_\_ ?  
 You'll never guess what happened! \_\_\_\_\_  
 I was \_\_\_\_\_ when \_\_\_\_\_  
 After a while/Suddenly, \_\_\_\_\_  
 Eventually, \_\_\_\_\_

5 Look at the checklist and tick (✓).


- Decide:
- what information to include.
  - on the order of events.
- Be ready to:
- give background information.
  - show interest.




**Objectives:** Tell a story; Show interest

**Functional language:** *Did I tell you about the time ...? You'll never guess what happened! Suddenly ..., Eventually ...*

**Recycled language:** *rocky; We were waiting patiently when two stags arrived.*

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

### Opening routine

 Play the mindfulness animation or audio to **energise** pupils before speaking activities.

### Pupil's Book, page 18

#### 1 Look and think. What are the stags doing in photo 1? What do you think is happening in photos 2 and 3?

Elicit the three things from Lesson 4 that pupils should think about when using pictures to predict what they will hear (*the place, the people, the action*).

Follow the **activity routine** on p. 29.

#### 2 1.11 Watch the boy telling a story. Check your ideas in Activity 1.

Follow the **Video activity routine** on p. 29.

**A:** Did I tell you about the time I went stag watching?

**B:** No!

**A:** I went to Scotland with my parents to see the stags. You'll never guess what happened!

**B:** What?

**A:** We went to hospital in a helicopter!

**B:** Hospital?! What happened?

**A:** We were waiting patiently when two stags arrived. But they started fighting!

**B:** Fighting?!

**A:** Yes! Suddenly one of them ran towards us.

**B:** Oh, no! What did you do?

**A:** We ran away! We were running really fast when my dad fell over and broke his leg.

**B:** Broke his leg?!

**A:** Yeah! The ground was rocky. Luckily, my mum had her phone. Eventually, a helicopter arrived and rescued us!

#### 3 1.11 Watch again. Number the parts of the story (a–d) in order.

Follow the **Video activity routine** on p. 29.

**Engage** Check comprehension with True/False statements for pupils to respond to with TPR actions (see p. 35): *The boy went to Spain to see stags.* (False) *He went with his grandparents.* (False) *The stags started fighting.* (True) *The stags ran away from the boy.* (False) *His dad broke his leg.* (True) *He went to hospital in an ambulance.* (True)

#### 4 Match phrases 1–4 with a–d in Activity 3.

Follow the **Key phrases routine** on p. 29.

#### Speaking skill: Show interest

Ask two pupils to come to the front. The first pupil says two or three sentences about what he/she did last weekend. Tell the other pupil not to speak or make eye contact. Ask the first pupil how he/she felt afterwards, e.g. uncomfortable, awkward, frustrated. Read out the information in the box. Repeat the activity with pupil 2 showing interest this time. Ask pupil 1 how he/she felt, e.g. comfortable, relaxed, happy.

#### 5 Plan your story.

Follow the **Planning and preparation routine** on p. 29.

### Activity Book, page 16

#### 1 Read and choose.

#### 2 1.2 Listen and repeat.


#### 3 Read, think and write notes for your story.

#### 4 Complete the notes for the story you're going to tell. Look at your answers in Activity 3.

#### 5 Look at the checklist and tick (✓).

### Pupil's Book, page 18

#### 6 **Talk Partners** Work in pairs. Take turns to tell your story. Use phrases from Activity 4 and show interest when you listen.

 Pupils practise **collaborative skills** by repeating what the speaker says and asking questions in order to show interest and that they're following the conversation.

Follow the **Communicative practice routine** on p. 29.

#### 7 **Reflect. Discuss your story with your group.**

Follow the **Assessment for learning routine** on p. 29.

### Closing routine

Do Communication routine 2 on p. 32.

**Activity 1**

Jamal saw the seals because he was patient and waited.

**Activity 2**

- 1 on the coast on a winter morning
- 2 They are waiting to see the seals.
- 3 Lin decides to go home because she's bored.
- 4 Jamal stays because he really wants to see the seals and he knows he needs to be patient.
- 5 Jamal sees two seals come onto the beach and play together.
- 6 She feels sad/sorry because she missed something special.

**1 Read the story. Who saw the seals? Why?**

**The waiting game**

It was a winter morning on the coast. Jamal and Lin were sitting on top of a sand dune. They were waiting to see the seals that sometimes came onto the beach. Lin was getting bored.

'This is stupid,' she said. 'The seals aren't coming today. Let's go home.'

But Jamal really wanted to see the seals, so he decided to wait. Lin went home, leaving Jamal alone. He waited for another hour, but the seals didn't come.

He was getting ready to leave when he saw something in the ocean. It was a little black nose. He smiled and kept very still. He was looking at the ocean when a seal swam onto the beach. Then another seal arrived and they started playing together.

The next day, Jamal told Lin about the seals. 'I'm sorry I left you!' she said. 'I wasn't patient and I missed something really special.'



**2 Read the story again and answer the questions.**

- 1 Where and when does the story take place?
- 2 What are the characters doing?
- 3 What does Lin decide to do? Why?
- 4 What does Jamal do? Why?
- 5 What happens in the end?
- 6 How do you think Lin feels? Why?

**3 Find examples of features a-f from the box in the story.**

a It was a winter morning on the coast.

**4 Plan and write a story.** Go to Activity Book, p.17

**Structure of a story**

A good story has a beginning, a middle and an end. Follow this checklist to structure your story.

**Beginning**

- a Say where and when the story takes place (setting).
- b Introduce the characters and what they're doing.

**Middle**

- c Introduce a problem.
- d Describe what happens next.

**End**

- e Say how the characters solved the problem.
- f Say what lesson they learned.

**What do you know now?**  
Think about Unit 1.  
Go to Activity Book, p.20

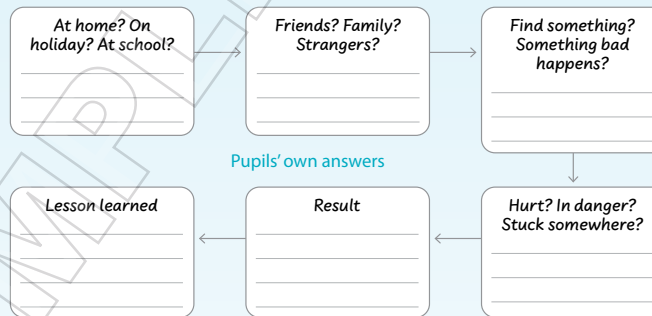
Key learning outcomes: Identify the structure of a story; Plan and write a story with a message

**Activity 3**

- b Jamal and Lin were sitting on top of a sand dune. They were waiting to see the seals ...
- c Lin was getting bored. / The seals aren't coming today.
- d Lin went home, leaving Jamal alone.
- e He waited for another hour.
- f I wasn't patient and I missed something really special.

**Plan**

**1 Think about a story with a strong ending. Complete the flow chart.**



**2 Write notes for your story using the ideas in Activity 1.**

**Beginning**

- Where and when does the story take place? \_\_\_\_\_
- Who are the characters? What are they doing? \_\_\_\_\_

**Middle**

- What is the problem? \_\_\_\_\_
- What happens next? \_\_\_\_\_

**End**

- How do the characters solve the problem? \_\_\_\_\_
- What lesson do they learn? \_\_\_\_\_

**Write**

**3 Now write a draft of your story in your notebook. Remember to use your notes from Activity 2.**

I can write a story with a message

**Objectives:** Identify the structure of a story; Plan and write a story with a message

**Recycled language:** *coast, ocean, sand dune; He was looking at the ocean when a seal swam onto the beach.*

**Materials:** Classroom Presentation Kit,  Something for Everyone Book, teacher and self  
Assessment Rubrics

## Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.


## Pupil's Book, page 19

### 1 Read the story. Who saw the seals? Why?

Follow the **Model text activity routine** on p. 31.

**Engage** Check comprehension with True/False statements for pupils to respond to with TPR actions (see p. 35): *Jamal and Lin were at the coast. (True) They were waiting to see the whales. (False) Lin waited with Jamal. (False) Jamal saw two seals. (True)*

### 2 Read the story again and answer the questions.

 Pupils practise scanning a text for **specific information** and **relaying** it to a partner.

Follow the **Model text activity routine** on p. 31.

### 3 Find examples of features a–f from the box in the story.

Follow the **Writing skill routine** on p. 31.

#### Writing skill: Structure of a story

Read out the information in the box. Write *Beginning, Middle* and *End* on the board. Ask pupils to remember the story about the ants and the grasshopper in Lesson 3. Pupils say which part of the story each event goes with, e.g.:

**Beginning:** The story takes place in the grasslands. The grasshopper was sitting under a bush. The ants were carrying food to their nest. The grasshopper laughed at them for working hard.

**Middle:** Winter arrived. The grasshopper didn't have any food. He was cold and hungry. He fell asleep in the snow.

**End:** The ants found the grasshopper. They took him to their nest and gave him food and water. The grasshopper learned that it's important to work hard and plan for the future.

### 4 Plan and write a story.

Follow the **Planning routine** on p. 31.

## Activity Book, page 17

### Plan

#### 1 Think about a story with a strong ending. Complete the flow chart.

Explain that pupils use the flow chart to help them develop a story with a beginning, a middle and an end.

**Support** Go over the flow chart with pupils, checking vocabulary. Elicit ideas for each section and write them on the board. Pupils can choose ideas from the board if it's challenging to think of their own ideas for a story.

#### 2 Write notes for your story using the ideas in Activity 1.

Pupils answer the questions to develop their story using their ideas in Activity 1.

### Write

#### 3 Now write a draft of your story in your notebook. Remember to use your notes from Activity 2.

Follow the **Writing activity routine** on p. 31.

Follow the **Assessment for learning routine** on p. 31.

## Pupil's Book, page 19

### What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

### Closing routine

Do TPR Dynamic routine 1 on p. 32.



## Review

### 1 Read and choose.

- a very hot, dry place with little water
- a mountain that can be dangerous
- somewhere with a lot of trees where it rains a lot
- somewhere steep and rocky, often with a river at the bottom
- a really large sea
- a place for walking

- (desert / sand dune  
volcano / valley  
rainforest / grasslands  
valley / canyon  
coast / ocean  
path / coral reef)

### 2 Read and complete the dialogue.

muddy grassy stream rocky ocean steep coast sand dunes

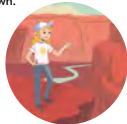
A: What's the area where you live like?

B: I live on a farm. Our house is on the <sup>1</sup> coast so I can see the fishing boats every morning.

A: Amazing! I live by a very dry and <sup>2</sup> rocky canyon, so we haven't got any green or <sup>3</sup> grassy areas at all. There's a very <sup>4</sup> steep path to the bottom, which is difficult to walk down. In winter, it's very <sup>5</sup> muddy because it rains so much here, but in summer there's only a small <sup>6</sup> stream. There aren't any fish in it!

B: I'd love to visit! And you can come to me and we can run up the sand dunes by the beach. It's fun.

A: Oh, cool. And I can swim in the <sup>8</sup> ocean ... sounds fantastic!



### 3 Read and complete the sentences.

helpful useful careful careless useless hopeful

- My brother showed me how to do my homework. He was very helpful.
- I was crossing the road when I suddenly saw the car. I was careless because I didn't check the road first.
- My phone didn't work at the top of the volcano. It was useless.
- I spent a lot of time on my project, so I'm hopeful that I'll get a good result!
- The website was very useful because it had all the information I needed.
- When we walked along the steep path, we had to be very careful.

Which words for natural features are similar in your language?

### 4 Read and choose the correct form of the verbs.

#### A walk in the desert

Last year, my family and I went to Dubai for a holiday. On the third day, we <sup>1</sup> rented / were renting a car to visit the desert. We <sup>2</sup> walked / were walking up the sand dunes when my sister fell. She hurt her arm. We <sup>3</sup> were sitting on the sand when a car <sup>4</sup> was appearing / appeared. It was a big car. A man jumped out and helped my sister. We <sup>5</sup> didn't look / weren't looking when he suddenly disappeared. We went back to the hotel and asked them to find the car. We wanted to say thank you. We <sup>6</sup> were sitting in reception when the receptionist <sup>7</sup> was coming / came over. She said the car didn't exist!

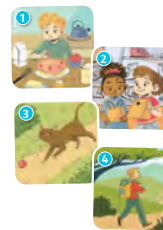


### 5 Complete the dialogue with the correct form of the verbs.

- A: What <sup>1</sup> were you doing (do) when the school bell rang?  
B: I <sup>2</sup> was getting ready (get ready) to go to my next class.  
A: So, where <sup>3</sup> were you going (go) when I <sup>4</sup> saw (see) you?  
B: I <sup>5</sup> was going (go) to get my homework for the next lesson.  
A: What <sup>6</sup> were you wearing (wear) when you <sup>7</sup> left (leave) the classroom?  
B: My sunhat ... That's silly! I don't need it inside.

### 6 Unscramble and write the questions. Look at the pictures and write answers.

- doing / called / you / when / he / was / What / ?  
Q: What was he doing when you called?  
A: He was baking a cake.
- they / were / when / Where / them / saw / you / going / ?  
Q: Where were they going when I saw them?  
A: They were going to a shop.
- the cat / chasing / What / was / when / found / it / a bag / ?  
Q: What was the cat chasing when it found a bag?  
A: It was chasing a ball.
- when / you / started / Where / walking / were / it / to rain / ?  
Q: Where were you walking when it started to rain?  
A: I was walking in a valley.



### Think about Unit 1

Read the unit objectives and the sentences below. Write.

#### UNIT OBJECTIVES

- Talk about natural features.
- Talk about interrupted activities in the past.
- Read a web page.
- Read and write a story with a message.
- Tell an anecdote.

★ What I did best in this unit is ...

because ...

★ Something I did really well is ...

because ...

✎ I want to get better at ...

by ...

- |  |  |
|--|--|
| <input type="radio"/> reading some stories with a message.                             | <input type="radio"/> practising the new vocabulary with photos of natural places. |
| <input type="radio"/> writing new sentences saying what happened in the past.          | <input type="radio"/> writing my story again using my checklist.                   |
| <input type="radio"/> listening to radio programmes about natural places in the world. | <input type="radio"/> playing the digital games on my Pupil's App.                 |

My ideas:

Go to the map on pp.6-5 and complete your unit pass.

### Exam practice 1

#### Exam tip: Reading and Writing, Part 5

Read the text quickly first to understand the main idea.

Think about what kind of word is missing in each gap. For example,

- is it a verb (is, are, has)?
- is it a preposition (in, on, up)?
- is it a linking word (but, when)?

Read the sentence with the gap more than once. Do you understand the main idea?

### 1 Look at this sentence. What kind of word is missing? How do you know?

when is  
but Hey! How (verb)are you? in  
are up

### 2 Read and complete. Write one word in each gap.

From: Sally To: Jenna

Hey! How (1) are you? My family and I went to Italy this summer! We visited this amazing volcano - Etna. The path was very steep, but we walked all the way up. The whole volcano is fantastic - it's really black and very rocky. I loved (2) it !  
We (3) were feeling very tired when we got to the top. But there's a nice café there so we had a lovely drink. I (4) was looking out of the window (5) when I saw fire coming from the volcano! We were scared but it was fun too.  
Write soon and tell (6) me your news!

### 3 Check your answers with a friend. Do the words you wrote fit with the meaning of the sentences?

**Objectives:** Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;

Exam practice: A2 Key for Schools Reading and Writing, Part 5

**Materials:** Classroom Presentation Kit, Flashcards (Unit 1)

## Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

## Activity Book, pages 18–21

### 1 Read and choose.

**Engage** Review natural features vocabulary. Display the word flashcards on the board and the picture flashcards face up on a desk. Ask different pupils to choose a word card and find the matching picture card. The rest of the class claps when the pupil holds up the correct picture.

### 2 Read and complete the dialogue.

Encourage pupils to read the whole dialogue before they try to complete it. Tell them to think about what information comes before and after each gap to help them choose the missing word.

**Support** Read the whole dialogue with pupils. Then read out each gapped sentence, substituting each option in turn. Pupils clap when they hear the correct option.

**Reach higher** Pupils write a short paragraph to describe their favourite place in their local area.

### 3 Read and complete the sentences.

Elicit or remind pupils that the suffix *-ful* usually means *with* and the suffix *-less* usually means *without*. Explain or elicit what each word in the box means before pupils complete the activity.

### Which words for natural features are similar in your language?

Focus pupils on the natural features vocabulary in Activity 1 and elicit which words are similar in their own language.

### 4 Read and choose the correct form of the verbs.

Remind pupils to read the whole text for gist before they complete it.

### 5 Complete the dialogue with the correct form of the verbs.

### 6 Unscramble and write the questions. Look at the pictures and write answers.

## Think about Unit 1

**Read the unit objectives and the sentences below. Write.**

Congratulate pupils for everything they have learned in this unit. Read out the unit objectives. Pupils look back at the corresponding lesson for each one to remember what they learned. Encourage them to think about which lessons they enjoyed, what they did well and what they found more challenging.

Go through each sentence stem. Elicit ideas or give examples for how pupils could complete it.

Review the ideas for ways to develop learning. Encourage pupils to think about what they wrote for 'I want to get better at ...' and choose the activities that will best support this. Encourage them to think about how, when and how often they will do the activities. Pupils can also write additional or alternative ideas they have to support their learning and progress.

**Support** Pupils can write words or short phrases, or draw pictures, to complete the sentence stems.

## Exam practice

### 1 Look at this sentence. What kind of word is missing? How do you know?

In this task, pupils have to fill in gaps in a simple text. Explain that they must use one word in each gap, and they need to spell the words correctly. Tell pupils to read the text through quickly first, not worrying about the gaps.

### Exam tip

#### A2 Key for Schools Reading and Writing, Part 5

Go through the information in the tip box with the class. For each gap, ask pupils to think of possible words that could fit. Then they should decide which words fit with the meaning and grammar of the sentence, and the text as a whole. Remind pupils to read the text again when they've finished to check it makes sense with their answers.

### 2 Read and complete. Write one word in each gap.

### 3 Check your answers with a friend. Do the words you wrote fit with the meaning of the sentences?

## Closing routine

Do TPR Dynamic routine 3 on p. 32.





























## Review

1 Work in pairs. Make sentences to compare the places. Use these adjectives.

beautiful expensive sunny wet popular exciting

I think Olive Inn is more beautiful than The Grange. But Buckley Manor is the most beautiful.

How do you say the wettest/ the most exciting place in your language? Is the number of words the same?

Buckley Manor	Olive Inn	The Grange
		
£££££	££	£££
    	 	  
6/10	8/10	3/10
    	    	    

2 Make questions about the picture. Then ask and answer in pairs.



- 1 What / Greg / do / when he / fall / in / stream?
- 2 What / Tim and Jane / do / when they / see / bear?
- 3 What / Carla / do / when Lucy / take / photo?
- 4 What / fox / do / when / eagle / appear?
- 5 What / Andy and Kim / do / when they / see / eagle?

What was Greg doing when he fell in the stream?

He was fishing.

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Key learning outcome: Review grammar and vocabulary from Welcome and Unit 1

## Activity 2

- 2 What were Tim and Jane doing when they saw the bear? They were having a picnic.
- 3 What was Carla doing when Lucy took a photo? She was climbing the volcano.
- 4 What was the fox doing when the eagle appeared? It was eating an apple.
- 5 What were Andy and Kim doing when they saw the eagle? They were walking along a path.

## Activity 1

Suggested answers:

- 1 Olive Inn is more beautiful than The Grange. Buckley Manor is the most beautiful.
- 2 The Grange is more expensive than Olive Inn. Buckley Manor is the most expensive.
- 3 The Grange is sunnier than Buckley Manor. Olive Inn is the sunniest.
- 4 The Grange is wetter than Olive Inn. Buckley Manor is the wettest.
- 5 Buckley Manor is more popular than The Grange. Olive Inn is the most popular.
- 6 Olive Inn is more exciting than The Grange. Buckley Manor is the most exciting.



Exam practice 1

### Exam tip: Listening, Part 1

- Look carefully at the three pictures. Think about what you can see in each one. Think about the differences between the pictures.
- Listen for specific information, e.g. names, places, times, prices, days, numbers, etc.
- Make sure you listen right to the end before you choose your answer.

1 Look. What can you see in each picture? Listen and choose the correct picture.

Who is Zak going to ask for help?



A



B



C

2 For each question, listen and choose the correct picture.

1 What are they going to do on the coast?



A



B



C

2 What was Zak doing when his mum called?



A



B



C

3 Where did Zak go last weekend?



A



B



C

4 What did Zak see in the rainforest?



A



B



C

Key learning outcome: Practise for A2 Key for Schools Listening, Part 1

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