

3 Forces of nature

Unit aims:

Topic: Natural disasters

Grammar

will and *going to*; Future continuous

Vocabulary

Natural disasters; Outdoor equipment

Interaction, Speaking and Pronunciation

Speak: An interview with a volunteer

Pronunciation: /u:/ and /ʊ/

Interaction 3: Getting ready for a trip

Listening, Reading and Portfolio

Read: Natural disasters and extreme weather around the world

Listen: Preparing to go on holiday

Portfolio 3: An email asking for information

Culture World

The Arctic

Answers

1 They are making the windows secure and buying extra food and drinking water. 2 There are floods and the electricity sometimes gets cut off. In the countryside, hundreds of people lose their homes. 3 In Mississippi in the USA 4 1.6 km wide 5 Hundreds of houses were burnt to the ground and a lot of animals were killed. 6 She's helping to look after people who've lost their homes.

C


Read out the four questions. Students work in groups to discuss the questions. Monitor and give help where necessary. Ask a student from each group to report their answers to the class.

2

Vocabulary

Natural disasters

a

 **1.19** Students look at the pictures. Ask: *Which of these happen in your country? Which have you seen on TV?* Students can answer by pointing to the pictures or giving the numbers if they don't know the words. In pairs, students then match the words with pictures. Make sure they have dictionaries for this activity.

Play the recording for students to check their answers. Check that they understand the difference between *tsunami* and *flood* (*a flood is an overpouring of water from a river, whereas a tsunami is an enormous wave produced at sea by an earthquake*). Also make sure they can distinguish between a hurricane and tornado.

Audioscript/Answers

- A 8 volcanic eruption
- B 4 flood
- C 2 drought
- D 1 avalanche
- E 7 tsunami
- F 6 hurricane
- G 5 heat wave
- H 3 earthquake

b

Students work individually to choose the correct words. Allow students time to compare their answers in pairs before you do a class check.

1 Read and listen

a


Books closed. Write *forces of nature* on the board. Ask students what they think the phrase refers to, and elicit or explain that it refers to extreme weather or natural disasters. Ask students if they have seen any news stories on TV about extreme weather or natural disasters.

Students open their books at page 22. Read out the three titles. Students read the texts quickly and match them with the titles.

Answers

1 B 2 A 3 C


b

 **1.18** Ask students to read through the questions. You might want to pre-teach some of the key vocabulary from the text, e.g. *alley*, *to last*, *floods*, *heat waves*, *volunteer*. Play the recording while students read and listen. When they have completed the exercise, they can compare answers in pairs before a whole-class check.

Answers

- 1 avalanche
- 2 flood
- 3 drought
- 4 hurricane

C

 **1.20** Tell students they are going to listen to people talking about different types of extreme weather. Play the recording. Students can compare their answers in pairs. Play the recording a second time and check answers.

Audioscript

1

- A:** Look, there's a lot of black smoke in the air up there!
- B:** Oh, wow! Something red's coming out of the top of the mountain!
- A:** It's a long way away, but maybe we should go down now.
- B:** Yes, I think you're right! Let's go!

2

Joseph is now 200 km wide and is crossing the Gulf of Mexico. Joseph is expected to hit land in Florida at about 6pm on Wednesday. There will be strong winds, heavy rain and damage to buildings.

3

- A:** That's really strange. The sea has gone right back away from the beach.
- B:** Oh yeah. It is odd.
- A:** It happened really quickly, too.
- B:** Hang on a minute. I remember something about this. Come on, we have to get off the beach! Run!

4

Today temperatures will reach 40 degrees in most areas of the country. Older people and young children are advised to drink plenty of water and stay out of the sun. The high temperatures will continue for the rest of the week.

5

- A:** Hey, I think the room's moving.
- B:** Don't be silly.
- A:** Yes, it's definitely moving.
- B:** Oh, my ... What shall we do?
- A:** Get under the table, quickly!

Answers

- 1 volcanic eruption
- 2 hurricane
- 3 tsunami
- 4 heat wave
- 5 earthquake

d

Read out the questions. Before students begin, write the following discussion phrases on the board: *I think, in my opinion, I agree, I disagree*. Give students three or four minutes to discuss the questions. Ask one student from each pair to report back.

Optional activity

Before the lesson, write 'natural disaster' words from Exercise 2a on different pieces of paper. Divide the class into two teams. Students from each team in turn come to the front, take a piece of paper and draw a picture of the word. The team which guesses the most words is the winner.

3


Pronunciation




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

/u:/ and /ʊ/


a

 **1.21** Ask students to look at the words in the lists. Point out that even though words in English might have the same letters, it doesn't mean they have the same pronunciation. Play the recording. Students listen and repeat.

b

 **1.22** Before students begin this exercise, make sure they can distinguish between the two sounds introduced in Exercise 3a. If necessary, repeat the words again, exaggerating the vowel sounds in order to sensitise students to the difference. Ask students to read the sentences in the box and tick the correct column.


c

 **1.22** Play the recording for students to check their answers and repeat the words.

Answers

- 1 /ʊ/
- 2 /u:/
- 3 /u:/
- 4 /u:/
- 5 /ʊ/
- 6 /ʊ/

d

 **1.23** Play the recording for students to listen and repeat.

Culture Vulture

Britain does not suffer from many serious examples of extreme weather, but in recent years there has been more extreme weather, and many scientists believe this is as a result of climate change.

Ask students to read the information in the box and discuss the questions with the class.



4

Grammar

will and going to

a

Books closed. Ask: *Is it going to rain today? Is it going to be sunny at the weekend? What do you think the weather will be like tomorrow?* You could write these questions on the board and highlight the use of *will* and *going to*, without going into detailed explanation of the difference between the structures.

Students open their books at page 24 and look at the examples. Focus on the words in bold. Read out the information on the uses of *will* and *going to*. Students then work in pairs to match the uses with the sentences.

Answers 1 C 2 D 3 B 4 A

Language note

Emphasise that *will* is used for sudden decisions or offers, and that the present simple is not used in these contexts. So we say *I'll help you with your bags.* (~~*I help you with your bags.*~~)

b

Go through the first sentence as an example. Focus on the clue in the sentence (*a homework plan*) which helps us decide that the right form to use here is *going to* (a future plan or intention). Encourage students to read the sentences carefully and to look for clues to help them choose the form.

Weaker classes: If necessary, go through the whole exercise, helping students to connect the six sentences to the different uses of *will* and *going to* seen in Exercise 4a. Students can then work in pairs to complete the sentences.


Answers

1 'm going to write 2 'll/will be
3 'll carry 4 're going to fall
5 'm not going to tidy 6 'll have

Check it out!

Ask students to look at the information in the box. To practise the use of the present continuous for future arrangements, elicit arrangements students have made for the weekend (*I'm meeting my friend, I'm playing tennis with my brother*, etc.). You could also elicit some intentions students have for the future (*I'm going to study history at university, I'm going to travel around Europe*, etc.). Write these sentences on the board and encourage students to see the difference between *going to* and the present continuous for future arrangements.

c

 **1.24** Students work alone or in pairs to complete the exercise. Before students begin, go through the first sentence as an example.

Answers

1 what's happening 2 we're having
3 It'll be 4 are going to spray
5 We're going 6 It'll be

d

Read out the sentence fragments. Complete the first two so that they are true for you and write the completed sentences on the board. Students work alone to complete the sentences so that they are true for them. Monitor and help, as necessary. Students compare sentences with their partner. Ask one student from each pair to report back to the class.

Optional activity


Ask students to make predictions about their favourite band, actor or sports team using *will*, e.g. *I think Zac Effron will win an Oscar*. If students feel they have overwhelming present evidence to support their prediction they can use *going to*, e.g. *Barcelona are going to win La Liga because they already have twenty points more than the team in second place*. Ask them to read out their sentences and invite other students to agree or disagree.

5 Speak

- a** Ask students to remember what they can about the text on page 22. Elicit the different natural disasters introduced in the text and ask students how these disasters can affect people's lives. Read out the instructions for the activity. Students work individually to fill in the information with their own ideas. Monitor and help as necessary.
- b** Allow students time to prepare some questions to ask their partner. Elicit some questions from the class and write then on the board, for example:
- Where are you going?*
What happened?
What are the problems?
What are you going to do?
- Students work in pairs to ask and answer questions and take notes.
- c** Students compare their notes with their partner and decide which job will be more difficult. Ask one student from each pair to report back to the class.

6 Vocabulary

Outdoor equipment

- a**  **1.25** Books closed. Ask: *Who likes being active? What outdoor activities do you enjoy?* At this stage you might like to put some example activities on the board, e.g. *hiking, trekking, climbing, skiing, surfing*.

Students turn to page 25. Focus on the pictures and see what outdoor equipment the students can identify. Then ask students to look at the words. Match the first picture with a word as an example. Students then work in pairs to complete the exercise. Play the recording for students to check their answers. Then play it again for students to repeat the words.

Audioscript/Answers

- A** 10 wetsuit
B 1 anorak
C 5 rucksack
D 6 sleeping bag
E 2 fleece
F 9 walking boots
G 8 torch
H 3 goggles
I 4 insect repellent
J 7 sun cream

- b** Students work alone or in pairs to complete the sentences. Check comprehension by asking questions, e.g. *My skin burns in the sun, what do I need to use?* (Sun cream.) *What do I need to see in the dark?* (A torch.) *What can I carry my things in when I go trekking?* (A rucksack.)

Answers

- 1** rucksack **2** wetsuit **3** sleeping bag
4 sun cream **5** insect repellent **6** torch
7 fleece **8** anorak

- c** Ask students to look at the table. Read out the different trips. Elicit the different activities people do on these trips, e.g. *surf, ski, camp, trek, look for wild animals*, etc. Students then work alone to write the items from Exercise 6a that they would take on the trips. They compare answers in pairs before a whole-class check.


Possible answers

- Surfing: wetsuit, sun cream
 Skiing: goggles, sun cream, fleece
 Camping: rucksack, sleeping bag, torch
 Trekking: rucksack, walking boots, fleece, sun cream, anorak
 Safari: sun cream, insect repellent

Optional activity

In pairs, students take turns to mime using the outdoor equipment in Exercise 6a and their partner guesses what it is.

7 Listen

- a**  **1.26** Tell students that they are going to hear three conversations about getting ready to go away on holiday. Ask them to read through the list of items first. Then play the recording. Students listen and number the items. Students can compare answers in pairs before you play the recording again for them to check.

Audioscript

Conversation 1

- Dan:** Hi, Ben.
Ben: Hey, Dan, listen. I'm in the camping shop on the High Street. I'm just buying some new walking boots.
Dan: Oh right, have they got any sleeping bags?
Ben: Yeah. There are two types, one is waterproof and really warm, but quite expensive, and the other one is just a normal cheap one. I don't need to buy one because I'm going to borrow my brother's.
Dan: Will you get me the normal one? It isn't going to rain, is it?

Ben: Haven't you seen the weather forecast? They say it's going to rain all weekend, monsoon style! And it's going to be cold. We'll need to take fleeces, too.

Dan: No, I don't believe it, they're always wrong. I'll get the cheap sleeping bag.

Ben: OK, but when I'm nice and dry and you're wet and cold you'll blame me! Remember, we won't be sleeping in a tent this time. We're going to sleep under the stars, right by the river.

Dan: No problem. I'm going to risk it. It's been beautiful weather all week.

Ben: Look, I'll lend you the extra money if you want to get the good one. It's only twenty pounds more.

Dan: Really?

Ben: Sure. You can pay me back later.

Dan: Wow – thanks, Ben, you're a star!

Conversation 2

Jess: Hi, Simone.

Simone: Hi, Jess. I just want to check something with you.

Jess: Yes?

Simone: Are you going to take insect repellent?

Jess: I hadn't thought of that. Will there be mosquitoes by the beach?

Simone: Yeah, my uncle just got back from the beach and said there are loads of them this year. I'm going to take a really strong insect repellent. If I don't, I'll be eaten alive.

Jess: OK, I'll get some too. I hate mosquitoes!

Simone: Don't buy more. I'll share mine with you, I've got a huge bottle.

Jess: Great, thanks. I'll take some sun cream, too.

Simone: Good idea.

Jess: I have to go now. I'm going to see my granny. Oh, I can't wait till Friday!

Simone: Me neither! Just think, next Friday we'll be sunbathing and swimming in the sea.

Jess: It's going to be brilliant. Speak later. Bye!

Simone: See you, Jess.

Conversation 3

Toby: Hello.

Marlene: Toby, it's me, Marlene.

Toby: Hi, Marlene.

Marlene: I just wanted to check. You *are* going to try snowboarding this time, aren't you?

Toby: Well, I was, but I think I'll ski this time. I'm good at skiing, but if I snowboard I'll spend all my time on my bottom!

Marlene: Oh – you promised. Well, I'm going to hire a snowboard and try it. If it's a disaster, I'll get skis on the second day.

Toby: That's not a bad idea, OK, I'll try it too.

Marlene: Great. Oh, and don't forget to bring goggles with you. I can't believe that next weekend

we'll be snowboarding down the mountains...


Toby: I know! Not long now. Speak later. Bye.

Marlene: Bye!

Answers

1 walking boots 2 sleeping bag 3 fleece
4 insect repellent 5 sun cream
6 snowboard 7 skis 8 goggles

b

 **1.26** Ask students to read through the sentences. Play the recording again. Students decide if the sentences are right or wrong. Make sure they correct the wrong sentences. They can compare answers in pairs before a whole-class check.

Answers

1 X Dan needs a new sleeping bag, but Ben going to borrow his brother's sleeping bag. 2 ✓ 3 ✓ 4 X They are going on Friday. 5 X He isn't very good. He always falls over. 6 ✓

c

Students work in pairs. They talk about which holiday from Exercise 7a they would most like to go on. Write the following on the board: *I would most like to go ... because ...*. Tell students to use this sentence in the activity. Ask one person from each group to report back to the class.

Optional activity

Students design their dream trip. They work in groups of three or four and decide what type of activity they will do (*trekking, a safari, surfing*, etc.), where they will do it and the kind of equipment they will need. Students can then present their information to the class.

8

Grammar

Future continuous

a

Look at the examples with the class. Highlight the form of the words in bold (*will/won't + be + verb + -ing*) and ask students if they can explain what the form is being used to express. Do not confirm their answers. Students then work in pairs to complete the rules. When checking answers, make sure that students understand that the future continuous refers to an action in progress at a specific time in the future and not a finished action.

Answers

- a
- verb + *-ing*

Language note

You could point out how the future continuous tense connects to the past and present continuous tenses, i.e. they all refer to actions in progress at specific times. Write on the board: *We are learning English at the moment.* Say: *Last week at the same time ...* and elicit the past continuous: *we were learning English.* Say: *Next week at the same time ...* and elicit the future continuous: *we will be learning English.*

- b** Students work alone to complete the sentences with the correct verbs. With weaker classes, go through the first sentence as an example, pointing out that *will* must be used in this case because we are referring to a decision made at the time of speaking.

Answers

1 'll get 2 'll be walking 3 'll get
4 'll be lying 5 won't be doing

Stronger classes: Students can be asked to use their own ideas to complete these sentences using the future continuous tense:


This time tomorrow ...
This time next week ...
This time next month ...
This time next year ...

- c** Read out the example question and answer. Elicit further example questions and write them on the board. Students then work in a group of three or four to ask and answer the questions. Ask one student from each group to report back to the class.


Optional activity

Write the following question on the board: *What will we be doing in the future?* Then write 2050, 3000, 4050 on the board. Students work with a partner and make predictions using the future continuous, e.g. *We'll be living on the moon in 2050, we'll be flying to work in 3000.*

Interaction 3

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

Getting ready for a trip

- a**  **1.27** Look at the pictures with the class. Ask students to say what they can see. Read out the instructions for the task and play the recording.


Students tick the items in the picture that Jack and Millie are going to take with them on their camping trip.

Audioscript

- Millie:** There's so much stuff here!
Jack: Yes, there's far too much. We'll be walking for hours every day. We'll never be able to carry all this.
Millie: So let's have a think about what we're going to take.
Jack: OK. Well, we'll definitely need sleeping bags, of course. And the stove.
Millie: Mmm. Do we really need the stove?
Jack: We don't want to eat cold food every day, do we?
Millie: I reckon it'll be easy to buy food from shops along the way. If we do that, we won't have to take the cans of food, which are really heavy.
Jack: Maybe you're right. But let's take the tin opener, just in case.
Millie: OK. I'll carry that!
Jack: Yeah, and me the stove, right? Hmm, maybe we should think again about the stove when we've decided on the other things? What do you reckon?
Millie: All right then, we'll decide on the stove later. What next? Do you think it'll be cold in the evening? Shall we take the fleeces?
Jack: Yes, but I don't think we'll need the jumpers as well. It won't be so cold.
Millie: OK. What about ...

Answers

They are definitely going to take sleeping bags, a tin opener and fleeces.

- b**  **1.27** Ask students to look at the sentence halves. Play the recording again. Students match the two halves of the sentence. They can compare answers in pairs before a whole-class check.

Answers

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

- c** Divide the class into Student A and B pairs. Student A turns to page 118 and Student B turns to page 121. Read out the instructions and then refer students to Interaction 3 on the cover gatefold. Give them a few minutes to read through the information. Students work in pairs to prepare and practise their conversations. At the end of this activity, ask the class to say which items they decided to take along on their trips.

Optional activity

If you have access to the internet, you can ask students to work in pairs and find an English-language website for adventure holidays, such as <http://www.adventurecompany.co.uk/>. Students research available trips. At the end students report back to the class on trips they are interested in, explaining a little about the destination and the activities.

Portfolio 3

An email asking for information

- a** Ask students to look at the advert and describe what they can see. Students read the advert and answer the question. Check their understanding of *rewarding, positive contribution, supervised*.

Answers

It advertises three types of voluntary work: wildlife conservation in Zimbabwe, house building in Thailand and helping children improve their survival skills in Canada.

- b** Students quickly read the advert and Jez's email and answer the questions. Before they read the email, make it clear that there are spelling mistakes in it. They should ignore these for the time being and concentrate just on the information.

Answers

He chooses wildlife conservation in Zimbabwe because he loves animals.
He wants to know how long he will be able to stay in Zimbabwe, when the trip will start, how many people he will be travelling with, what equipment he will have to take, if he will need special walking boots and the kind of activities they will be doing every day.

- c** Students read the email again and find the six spelling mistakes. When checking answers, ask students to correct the words that Jez spelt incorrectly.

Answers

beuatiful – beautiful
traveling – travelling
possible – possible
equipement – equipment
speciall – special
expirience – experience

- d** Read out the information about the three trips. Give students a couple of minutes to think about which trip they would like to go on and why.
- e** Read out the instructions and then ask students to look back at Jez's email. Highlight the different expressions used in a formal email and write them on the board: *Dear Sir/Madam, I am interested in + verb+ -ing, I am writing to ask you for some information about, I'm looking forward to + verb+ -ing, Yours faithfully*.
- Give students plenty of time to plan their email before they write it. Encourage them to use Jez's email as a model. Monitor and help where necessary. Alternatively, you can set this exercise for homework.
- f** Students swap emails and decide if the questions it asks are appropriate to the trip their partner has chosen to go on.

Optional activity

Fast finishers or students in stronger classes can write a reply to their partner's email.

1 Culture World: The Arctic

Background information

The Arctic

The Arctic is the area around the North Pole. It includes the Arctic Ocean, as well as parts of Canada, Greenland, the USA, Finland, Sweden, Norway, Iceland and Russia. The region is defined as the area north of the Arctic Circle, where temperatures in the summer months do not rise as high as 10 degrees Celsius. Despite the extreme conditions, many animals live on the Arctic tundra, including caribou, wolves and Arctic foxes. All can be distinguished by the thick coats which protect them from the cold. Other animals in the region live in the water, such as polar bears, whales and seals. The area is inhabited by the Inuit, who have developed a distinctive culture to help them live in such a demanding climate. Many visitors to the region are drawn by the Aurora Borealis, or the Northern Lights, which are extraordinary colour shows in the sky formed by the collision of charged particles.

- a** Books closed. Write *the Arctic* on the board. Elicit everything that students know about the region. Write their ideas on the board. Students turn to page 29 and read through the four possible titles.

Then they read the texts quickly and choose the best title. Check answers.

Answers
Working to save the Arctic

- b
- You may want to pre-teach some of the key words in the texts, e.g. *survive, ecosystem, campaign, expedition, protect, preserve, landscape*. Students read the texts and find the answers to the questions. As you check these, ask students to read out the parts of the texts that provide the answers. Then focus on the photos and ask students to explain what they show.

Answers
1 Because of climate change
2 They can learn about communities and wildlife in the Arctic.
3 Canada
4 The language and culture of the Inuit people
5 Because of global warming
6 Anyone who is interested can track them online.

- c
- Read out the definitions. Go through the first one as an example. Encourage students to think carefully about the type of word they are searching for, as well as the meaning. Also remind them to think about possible words before they start looking for the words in the text. Students work in pairs to complete the rest of the exercise.

Answers
1 melting 2 impact 3 expedition
4 conference 5 field trips 6 track

- d
- Read out the three questions and make sure students understand them. Students then work in groups to discuss the questions. Set a four-minute time limit for this activity. Ask a student from each group to report their answers to the class. As an alternative, you could ask students to answer the first two questions in their group and then discuss the third one with the whole class.

2

Your project

Campaigning for action

- a
- Ask students to look at the table. Read out the information about the Polar Bear Tracker Campaign. Students then work in small groups of three or four to complete the table with information about a campaign they would like to start. If you have access to the internet, students can research environmental campaigns to give them some ideas. They could look at www.wwf.org.uk. If not, you can ask them to do some research for this task and for Exercise b at home.
- b
- Students work in their groups and plan their campaign. If necessary, brainstorm ideas for advertising the campaign with the class first, e.g. making posters, creating a web page, holding a conference.
- c
- Students work in their groups and make a poster to advertise their campaign. Students could present their posters to the class and explain their campaign. Alternatively, pin the posters around the class for students to look at. They could vote for the best.