UNIT 10

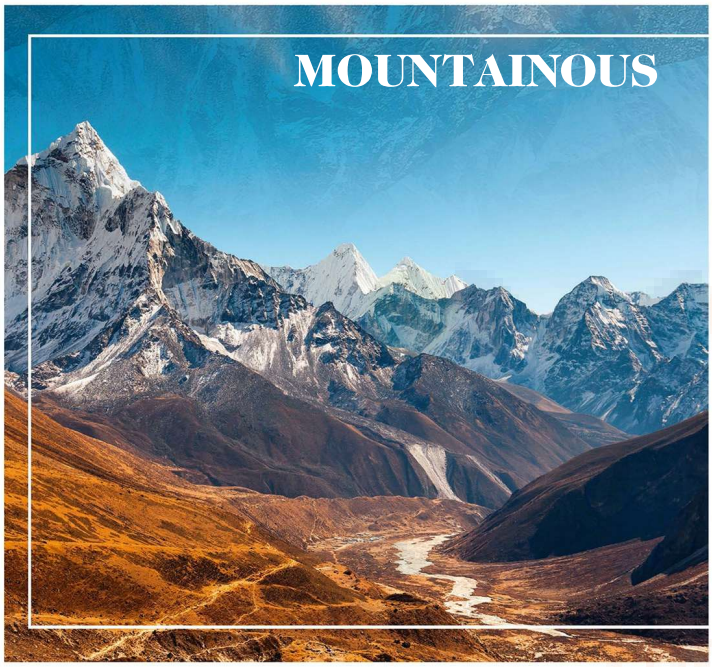
The Natural World

Warm-Up

Which kinds of places do you find the most appealing?



PRONUNCIATION | Listen and repeat.











UNIT 10 COMMUNICATION GOALS

Lesson 1
Ask about a location on a map

Lesson 2
Warn about possible dangers in the outdoors

Lesson 3
Recommend a destination of natural beauty

Lesson 4
Describe a country's geography

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Topic Warm-Up

A WARNINGS | Take the self-test.

BE CAREFUL!

Which of these warnings would make you think twice about going somewhere? Which wouldn't worry you at all? Write A, B, or C.

A = Wouldn't be a problem.
B = I'm not sure.
C = No way I'd go there!



○ **BE CAREFUL!** The road is dangerous.



○ **WARNING:** The path is very rocky.



○ **CAUTION: THE CLIMB IS EXTREMELY EXHAUSTING.**



○ **BEWARE:** The mountain path is very steep.



○ **Watch out!** The stairs can be slippery when wet



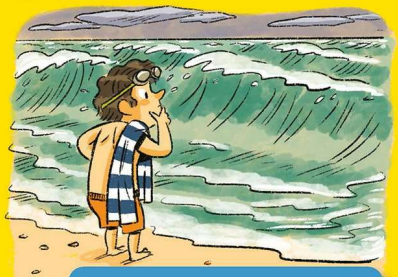
○ **FYI:** The beach can get very buggy after a rain.



○ **Danger!** The cliffs get very foggy in cool weather.



○ **Warning:** It can get very dark in the cave.



○ **Be careful!** The water can get very rough on windy days.

B VOCABULARY | Adjectives for warnings | Read and listen. Then listen again and repeat.

dangerous rocky exhausting steep slippery buggy foggy dark rough

C PAIR WORK | Compare your responses on the self-test. Explain your choices.

"There's no way I'd go mountain biking on a road like that! It would be crazy."

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Language Warm-Up

A ZOOM-IN | Read and listen to the conversation. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Dong Mei = Mandarin Chinese
Kady = Caribbean English







Dong Mei: Good morning. Is this the way to the waterfall?

Kady: Yes. It's straight ahead . . . about a five-minute hike. Just follow the signs.

Dong Mei: That sounds easy enough. Thanks.

Kady: And I suggest you be careful. The path there can be pretty slippery.

Dong Mei: Thanks for the warning. Are the falls worth it?

Kady: Definitely. They're breathtaking. You don't want to miss them.

Dong Mei: I hope you don't mind my saying so, but you have a beautiful accent.

Kady: Thank you! I'm Kady, by the way. From Jamaica.

Dong Mei: I'm Dong Mei. From Beijing.

Kady: Nice to meet you, Dong Mei. Were you planning on going into the cave, too?

Dong Mei: Definitely. I've heard it's a must-see.

Kady: I thought it was spectacular. But it's pretty dark inside, so you'd better take a flashlight with you.

Dong Mei: Thanks. I always have one in my backpack. . . . Hey, have you been to the volcano yet?

Kady: Not yet. It's supposed to be extraordinary. But I have no clue where it's located. Do you?

Dong Mei: I think it's about 20 kilometers north of here. But I'm not sure how to get there without a car.

Kady: Actually, I rented a car for the week. If you don't have plans tomorrow, maybe we could drive up there together.

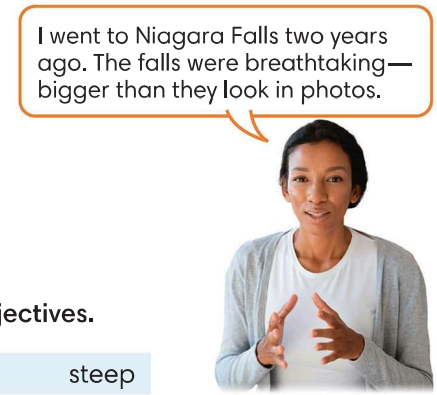
Dong Mei: I'd love to! That's so nice of you.

Kady: My pleasure! It'll be fun.

B UNDERSTAND FROM CONTEXT | Look at the featured words or phrases in Zoom-In. Circle the best way to complete each sentence.

1 If you ask someone if something "is worth it," you want to know if ..... .
   a it's affordable or not b he or she recommends it or not
2 If you say "You don't want to miss" something, you are ..... it.
   a recommending b not recommending
3 If you say something "is a must-see," you are strongly ..... it.
   a recommending b not recommending
4 If you say "I have no clue," you mean ..... .
   a you don't understand b you don't know

C ACTIVATE LANGUAGE FROM A TEXT | Find and write three strong positive adjectives from the conversation in Zoom-In that are similar in meaning to fantastic. Make a statement with each of them.



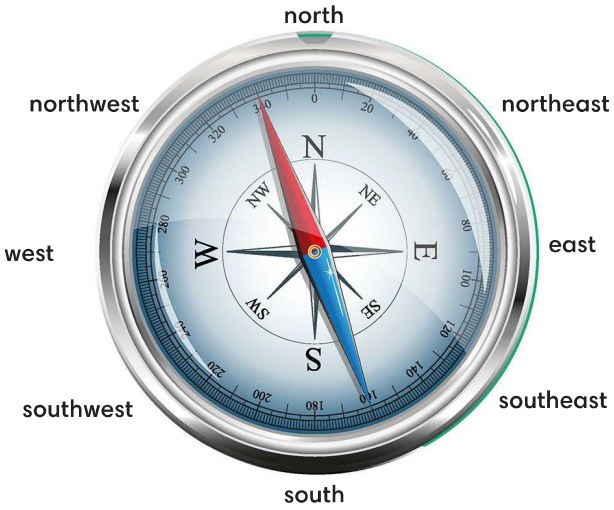
SPEAKING PAIR WORK | Talk about places you know, using each of the adjectives.

breathtaking buggy dangerous exhausting foggy steep

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1 COMMUNICATION GOAL Ask about a location on a map

A VOCABULARY | Compass directions | Read and listen. Then listen again and repeat.



Adjective forms
north → **northern** south → **southern**
east → **eastern** west → **western**

B VOCABULARY PRACTICE | Look at the map of Freeport and circle the correct locations.

1 (Kenna / Shetland / Maxwell) is in the west.
2 (Ludlow / Maxwell / Wade) is in the east.
3 (Newton / Tess / Baker Island) is in the southeast.
4 (Dellwood / Kenna / Maxwell) is in the north.
5 (Ludlow / Parker / Kenna) is in the southwest.



Some geographical features
an island a lake a river

C ACTIVATE VOCABULARY | Take turns asking and answering questions about places and their locations in your country.

"Is Green Lake in the south?"

D COACH GRAMMAR | Prepositions of geographical place on, in, of, to

Look at the map and study the examples.

The capital, Shetland, is **on** the western coast of Freeport.
Newton is **on** (OR **on** the northern shore of) Lake Freed.
Kenna is located **on** the James River.
Dellwood is **on** the border of Freeport and Broadpass.

The city of Parker is **in** Broadpass.
Maxwell is located **in** the central part of Freeport.
Lake Freed is **in** the north (OR **in** the northern part).

Freeport is located south **of** (OR to the south **of**) Broadpass.
Lake Freed is east **of** Shetland.
Baker Island is off the southwestern coast **of** Freeport.

Freeport is **to** the northeast of Baker Island.

GRAMMAR EXPANDER p. 141
- Prepositions of place (expansion)
- Proper nouns: capitalization
- Proper nouns: use of the

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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F GRAMMAR PRACTICE | Complete the sentences with on, in, of, or to.

1 The city of Chicago is ..... Lake Michigan in the United States.
2 Uluru, or Ayers Rock, is ..... the central part ..... Australia.
3 Uruguay is located ..... the south ..... Brazil.
4 The city of Nanjing ..... China is approximately 900 kilometers south ..... Beijing.
5 The city of Jeddah is located ..... the western coast ..... Saudi Arabia.
6 Quito is ..... the northern part ..... Ecuador, and Cuenca is ..... the south.
7 The United States and Canada are ..... the north ..... Mexico.
8 In India, Kolkata is located ..... the Hooghly River.

G VOCABULARY AND GRAMMAR PRACTICE | With a partner, use a map to choose five places in or near your country. Write sentences describing the location of those places, using the Vocabulary from page 112 and the correct prepositional phrases.

H PRONUNCIATION | Voiced and voiceless th | Read and listen. Then listen again and repeat.

Voiced th	/ð/	this	there	the west	southern	northern
Voiceless th	/θ/	thing	thanks	southwest	south	north

I PRONUNCIATION PRACTICE | Take turns reading the words.

voiced th: weather clothes these though either
voiceless th: northeast lengthen thought cloth healthy

COMMUNICATION ACTIVATOR

Now let's ask about a location on a map.



A CONVERSATION MODEL | Read and listen.

A: So where did you say you were?
B: I'm at Lake Freed. It's about 25 kilometers east of Shetland.
A: Lake Freed? That's supposed to be nice. What's it like?
B: Spectacular! A must-see.
A: Sounds great. Be sure to send me some pictures, OK?
B: I'll text you some now.

Social language

To recommend:
Spectacular! / Extraordinary! / Breathtaking! / A must-see. / Don't miss it!

To express disappointment:
Disappointing / Overrated / A let-down / A waste of time

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation, using locations on the Freeport map on page 112 (or use a real map.) Enthusiastically recommend the place or express disappointment. Then change roles.

A: So where did you say you were?
B: I'm ..... . It's ..... .
A: ..... ? That's supposed to be ..... . What's it like?
B: ..... .
A: . . .

KEEP TALKING!

Ask more questions about the place.
Is it [really buggy]?
Say more to describe the place.
It's [so lush and hilly].

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

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2 COMMUNICATION GOAL

Warn about possible dangers in the outdoors



A GRAMMAR | Warnings with had better

Use had better + a base form to give strong advice and warn of a possible negative consequence. Had better is stronger than should. In spoken English, had better is almost always contracted with a subject pronoun.

Kate **had better take** a raincoat if she's going to Crater Lake. It almost always rains there.
They**'d better not go** to Perkins Park in June. It gets really buggy then.

It is not common to use had better in yes / no questions. Use should instead. Note, however, that had better is commonly used in short answers.

Should we bring flashlights? (We**'d better.** They say it gets pretty dark early.)
Should she pack a snack? (She**'d better not.** It might attract bears.)

Contractions
'd better = had better
'd better not = had better not

GRAMMAR EXPANDER p. 143
- Suggestions and advice with could, should, ought to, and had better

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each statement, using had better or had better not. Use contractions when possible.

1 Tom ..... be careful near the waterfall. The rocks can be very slippery.
2 You ..... take that path to the lake. It's too buggy at this time of year.
3 We could go swimming here, but we ..... . The water looks a little too rough to me.
4 She ..... think twice before she packs any snacks for the hike. The smell might attract bears.
5 **A:** Should I check my GPS?
B: You ..... . I think we're lost.

D VOCABULARY | Dangers in the outdoors | Read and listen. Then listen again and repeat.

Remember: spiders bears



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E ACTIVATE VOCABULARY | Listen to each conversation and complete the statements with the Vocabulary.

1 Maggie is warning Bill about ..... .
2 Carla came in contact with some kind of ..... .
3 He's worried that there may be ..... near Katie's hotel.
4 Becky warns Jim to watch out for ..... and ..... .
5 Eileen warns Nick to stay on the path to avoid the ..... .

F GROUP WORK | Talk about some of the dangers in places you're familiar with.

> "They say you can find scorpions on North Mountain. I'm not going there!"

COMMUNICATION ACTIVATOR

Now let's warn about possible dangers in the outdoors.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. Is this the way to the cave?
B: Yes. It's straight ahead. Just follow the signs.
A: Thanks. Is it worth the hike?
B: Absolutely. But you'd better keep an eye out for snakes.
A: Snakes? Are you serious?
B: Actually, I am. Better safe than sorry.
A: Thanks for the heads-up!

Social language
To show appreciation for a warning, say:
Thanks for the heads-up!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play a similar conversation with a different warning. Use the Vocabulary from this lesson and Topic Warm-Up on page 110.

A: Excuse me. Is this the way to ..... ?
B: Yes. It's ..... . Just follow the signs.
A: Thanks. Is it worth the ..... ?
B: ..... . But you'd better keep an eye out for ..... .
A: ..... ? Are you serious?
B: Actually, I am. Better safe than sorry.
A: Thanks for the heads up!

KEEP TALKING!

Ask for more information.
Is the path very [steep]?
Are there [a lot of mosquitos]?

Ask more about directions.
Should I go [east or west]?

Warn about other risks.
Watch out for [thorns].
Be careful near [the cliffs].

Watch the video for ideas!

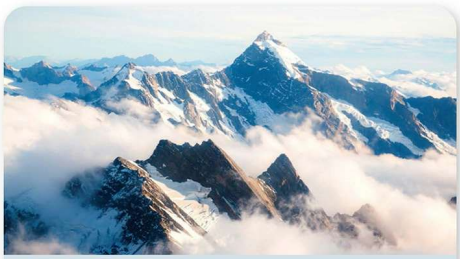
RECYCLE THIS LANGUAGE
It's down the path.
It's just north of here.
Is it worth [the climb / the drive / the time]?
It's [spectacular / extraordinary / breathtaking].
It's a must-see! / You don't want to miss it!
It's [disappointing / a let-down].
It's [overrated / a waste of time].
Watch out [for snakes].

D CHANGE PARTNERS | Role-play a new conversation.

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3 COMMUNICATION GOAL Recommend a destination of natural beauty

A VOCABULARY | Geographical features | Read and listen. Then listen again and repeat.


a mountain range


a forest


a jungle


a desert


a valley


a canyon


a glacier


a hot spring


a marsh / a swamp

B ACTIVATE VOCABULARY | With a partner, write as many names or locations of places as you can for each geographical feature in the Vocabulary.

canyons or valleys

deserts

forests or jungles

hot springs

mountain ranges

C LISTEN FOR DETAILS | Listen to the descriptions of some amazing natural wonders and circle all that apply.

The Grand Canyon

1 You can see (a desert / a hot spring / a glacier / waterfalls / a river) there.

2 You can hear (bears / the wind / cars / music / the sun) there.

Angel Falls

3 The falls are (two / three / five / eight / ten) times as tall as the Eiffel Tower.

4 You can take a (bus / train / direct flight / non-stop flight / boat) to get there.

The Himalayan Mountain Range

5 The world's (five / fifteen / fifty / sixty / sixteen) highest mountains are in Nepal.

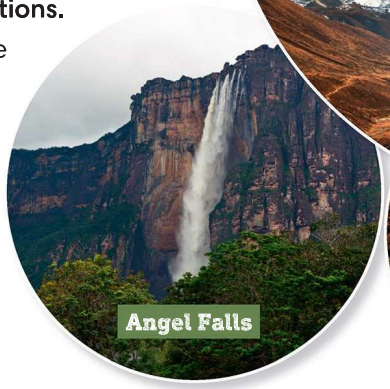
6 You can see (hot springs / valleys / snow / rivers / canyons) there.

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D LISTEN TO CLASSIFY | Read the questions and listen again. Write A (Angel Falls), H (Himalayan Mountains), or G (Grand Canyon), according to the descriptions.

.....1 In which place or places can you take a boat on a river?
.....2 Which place or places offer opportunities for hiking?
.....3 Which description warns visitors to be careful?
.....4 In which place or places can you find beautiful green valleys?
.....5 Which place can you visit by helicopter?





E PERSONAL RESPONSE | Tell a partner which place you'd most like to visit and why.

COMMUNICATION ACTIVATOR

Now let's recommend a destination of natural beauty.

A TALKING POINTS | Describe two travel destinations known for their natural beauty that you've visited or would like to visit. Write notes about them on your notepad.

Name of place:	Name of place:
Location:	Location:
Description:	Description:
Things you can do there:	Things you can do there:

RECYCLE THIS LANGUAGE
It's located [in the southern part of] the country.
It's on [Lake Superior].
It's [north of the capital].
It's a must-see.
You don't want to miss it.
It's [breathtaking / extraordinary].
It's [rocky / foggy / buggy / steep / slippery].
It's [exhausting / tiring / dangerous / scary].
Watch out for [crocodiles / sharks].
Be careful. There are [thorns].









B GROUP WORK | Tell your classmates about the places you described in Talking Points. Use the Vocabulary.

SOFT SKILLS BOOSTER p. 162

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A READING | Read about the world's variety of environments. Which do you think are the most difficult places for humans to live?

OUR SPECTACULAR WORLD

A variety of environments either support or discourage human settlement. Read about some of them.

THE CHALLENGE OF HIGH ALTITUDES



Snow-covered peak of Mount Rainier

A "tree line" is the point on a mountain above which forests cannot grow because of the cold temperatures and winds that occur at high altitudes. For example, on Mount Rainier in the U.S., the tree line is at approximately 2,000 meters above sea level. Near the tree line, trees are typically evergreens—trees that have needles instead of leaves. Above approximately 3,000 meters, humans risk severe altitude sickness. Since temperatures go down as the elevation increases, high mountain peaks are often covered with ice and snow, and their glaciers provide much of the world's drinking water. The Bolivian city of La Paz, the world's highest capital, is located in the Andes Mountains at an elevation of 3,650 meters. Visitors from lower elevations are warned that they had better take it easy for a day or two before doing anything strenuous.

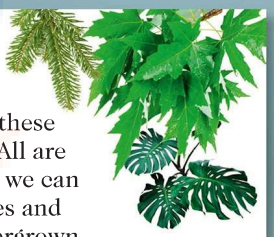
THE APPEAL OF LIVING ON PLAINS



Colorful wildflowers and green grasses on the plains

Created by glaciers millions of years ago, the world's plains can be very flat or consist of gently rolling hills. Plains are generally located at lower elevations. Throughout history, humans have settled on plains because they offer a great environment for growing and raising food, and they are an important source of water. In spring, when the weather turns warmer, plains are often covered with native grasses and wildflowers—a beautiful landscape that continues as far as the eye can see.

THE IMPORTANCE OF FORESTS



Evergreen needles, the leaves of a deciduous tree, and a tropical palm leaf

About 80% of the world's trees, plants, and animals live and grow in lush forests and jungles. However, these green places cover only about 7% of the Earth's surface. All are important for cooling the Earth and providing oxygen so we can breathe. In warmer tropical regions—where temperatures and rainfall are high all year—rainforests and jungles are overgrown with plant life and are often more difficult to walk through than forests in cooler climates. Forests located in northern or southern regions usually contain two kinds of trees: evergreens and deciduous trees (which lose their leaves in winter).

THE HARSH WORLD OF DESERTS



A cactus

Depending on their location, deserts are some of the hottest places on Earth. Yet temperatures can drop to freezing at night. All deserts are arid, with little rainfall throughout the year. Some get an occasional rainstorm with flash floods. Deserts are difficult places for plants and animals to live. Plants that do survive in a dry desert environment, such as cacti, often have no leaves and require very little water. About one third of the Earth's surface is covered by deserts.

THE BEAUTY OF COASTS



A rocky coastline

Where land meets the world's seas and oceans, coasts have always attracted human settlement. Fishing has provided food. The oceans have carried humans from one continent to another. And their natural beauty has inspired writers and artists. When warm and cold air meet, a beautiful sunny day gets very foggy. And when it's windy and the water is rough, waves pound the coastline. They change the shape of its sandy beaches and rocky cliffs—and only beach grasses and, in warmer climates, palm trees, survive.

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B CLASSIFY | Answer the questions with a partner, according to the Reading.

1 Which two places are difficult for people to live in?
2 Which place changes as the weather changes?
3 Which is probably the most comfortable environment for humans to live in?
4 Which three places are probably the most challenging for certain kinds of plants to live in?
5 Which is probably the easiest place for a variety of plants to live in?

C UNDERSTAND DETAILS | Read each statement and circle T (true) or F (false). Find information in the Reading to support your responses.

1 Evergreen forests are able to grow above a mountain's tree line. T F
2 Evergreens can be found in more than one region. T F
3 People settled on plains because they provide food and water. T F
4 Some deserts are not arid. T F
5 Wind and water are two challenges for plant life on a coastline. T F

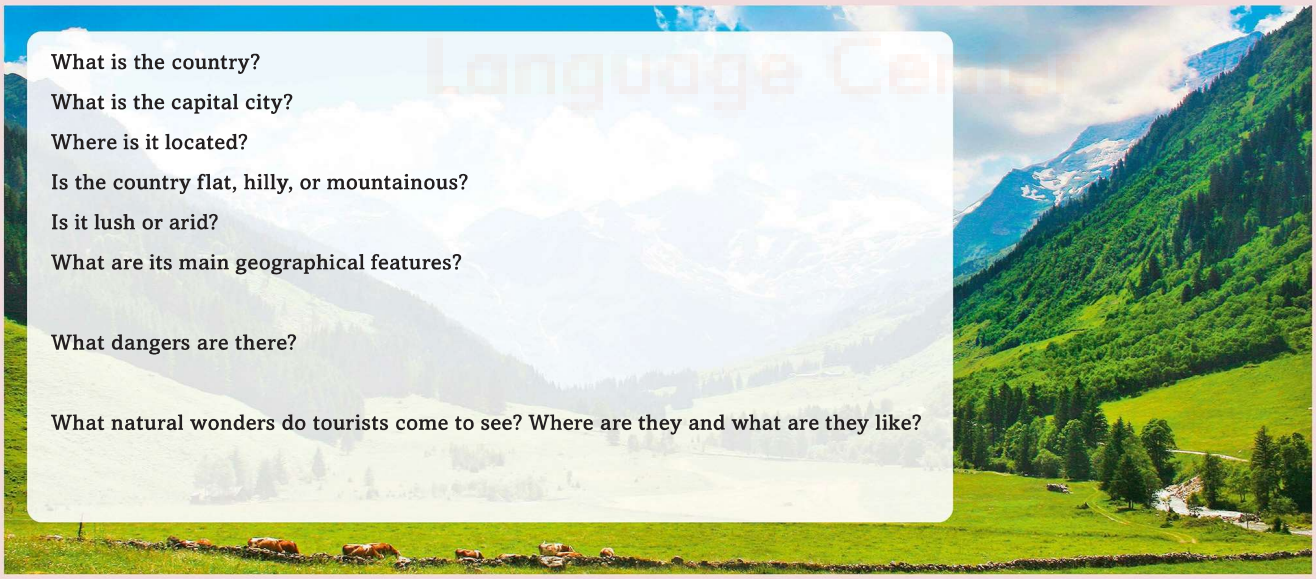
D UNDERSTAND FROM CONTEXT | Complete each definition, according to the Reading.

1 A "mountain peak" is a mountain's ..... .
a bottom b tree line c top
2 "Elevation" describes how ..... a mountain is.
a high b cold c dangerous
3 "Settled" means ..... .
a climbed b came to live c traveled
4 A "source" is a place where you can ..... something.
a grow b see c get
5 "Deciduous trees" are trees that ..... once a year.
a lose their leaves
b lose their needles
c require little water

COMMUNICATION ACTIVATOR

Now let's describe a country's geography.

A TALKING POINTS | With a partner, choose a country to describe. Answer the questions.



B PRESENTATION | With your partner, present your information and answer your classmates' questions.

WRITING Write a description of your country. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.

WRITING HANDBOOK p. 152
- Organizing by spatial relations
- Guidance for this writing exercise

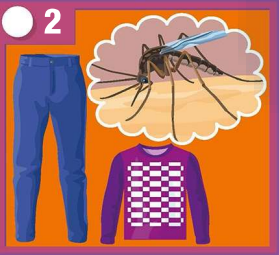
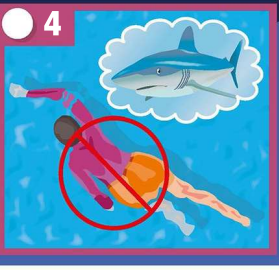
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"HAD BETTER" JEOPARDY!

- Form two teams and take turns.
- Choose a category. The other team chooses the number of a square in that category for your team. Using the picture on your square, the Unit 10 Vocabulary, and your imagination, make a statement of warning, using had better or had better not. If everyone agrees the statement is correct, write a checkmark on the square and record the points on the scorecard.
- **The team with the most points after all the squares have been used is the winning team.**



MY TEAM'S SCORECARD TOTAL

DANGEROUS ANIMALS FOR 10 POINTS	ANNOYING PLANTS FOR 20 POINTS	ARID PLACES FOR 30 POINTS	WET PLACES FOR 40 POINTS	DARK PLACES FOR 50 POINTS
1 	1 	1 	1 	1 
2 	2 	2 	2 	2 
3 	3 	3 	3 	3 
4 	4 	4 	4 	4 

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

- ☐ Ask about a location on a map.
- ☐ Warn about possible dangers in the outdoors.
- ☐ Recommend a destination of natural beauty.
- ☐ Describe a country's geography.