Unit 10 The Natural World

WARM-UP	Students talk about different landscapes, take a self-test about their reactions to warnings about nature, and read an illustrated conversation about visiting nature spots.	
LESSON 1 Ask about a location on a map	***Vocabulary***	Compass directions
	Grammar	Prepositions of geographical place *on*, *in*, *of*, *to*
	Pronunciation	Voiced and voiceless *th*
LESSON 2 Warn about possible dangers in the outdoors	***Grammar***	Warnings with *had better*
	Vocabulary	Dangers in the outdoors
LESSON 3 Recommend a destination of natural beauty	***Vocabulary***	Geographical features
	Listening skills	Listen for details; Listen to classify
LESSON 4 Describe a country's geography	***Reading skills***	Classify; Understand details; Understand from context
	Writing	Write a description of your country
INTERACTIVE COOL DOWN	*"Had Better" Jeopardy!*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Give Ss a minute to look at the photos. Then play the audio and have Ss listen and repeat.
- Point to the three photos at the top. To check understanding, ask, *Can we see landscapes like these anywhere near here? If not, where can we see them?*
- Point to the two photos at the bottom. Ask, *Do we live in a dry or arid place, or in a lush, green place?*
- Read the question in the directions, pointing to each of the five photos. Then, to model the activity, read the woman's statement.
- In pairs, have Ss share their opinions about the different landscapes. Encourage them to use the woman's statement as a model.
- Invite 1–2 volunteers to share their opinions with the whole class.

EXTENSION (+5 minutes) Have Ss think of a country or region that exemplifies each type of landscape in the photos. For example: *Switzerland is a mountainous country*. Write Ss' answers on the board so they have examples to copy down.

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UNIT 10

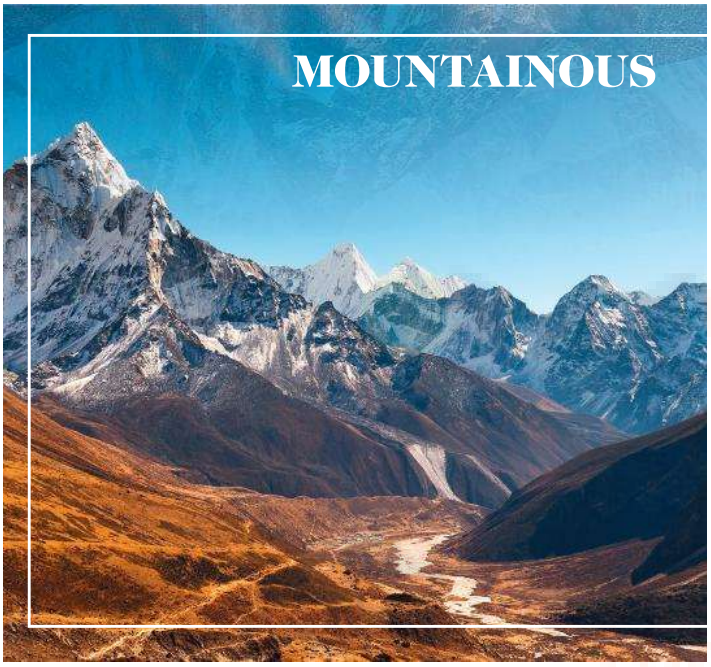
The Natural World

Warm-Up

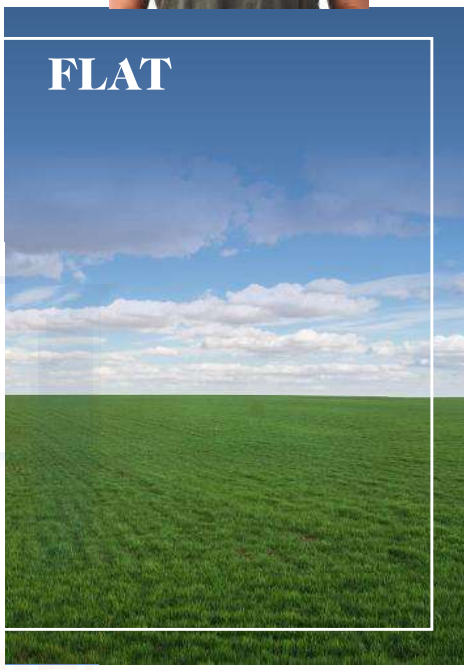
Which kinds of places do you find the most appealing?



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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Topic Warm-Up

A WARNINGS

Suggested time: 10 minutes | Your time:

- Tell Ss that sometimes, visiting places in nature can be dangerous. Read the heading and directions at the top of the self-test.
- Have Ss look at the pictures and read the captions. Ask them to identify the verb in each sentence. (Some warnings use the verb *be* and some use *can be*, *can get*, or *get*.) Say, *If the verb is* can be, can get *or* get, *it means that the warning is describing a temporary condition that may or may not happen.*
- Clarify the meanings of some of the words in the captions. For example:
  - Point to the illustration of the slippery stairs and ask, *What can make something slippery?* (water, ice, a banana skin)
  - Point to the illustration of the insects on the beach and ask, *Which types of bugs are annoying? Why do they come out after rain?* (Mosquitos come out to find moisture and also lay their eggs in standing water.)
  - Elicit the meaning of *FYI.* (a shortened form of *for your information*)
  - Point to the illustration of waves on the beach and ask, *If the sea is rough, what is very big?* (the waves)
- To model the activity, read the first item in the test. Say, *I think this looks dangerous. The bus could hit him. So my answer is C: No way I'd go there!*
- Have Ss work individually to write A, B, or C for each item to complete the self-test.

EXTENSION (+10 minutes) Have Ss write their own warning signs for the school, or for any area in town that might need a warning. Stick them up around the classroom and have Ss look at each other's signs.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and read.
- Play the audio again and have Ss listen and repeat.
- Draw Ss' attention to the third example in Exercise A, *The climb is extremely exhausting*. Say, Extremely *is an adverb. What does it mean?* (very) Encourage Ss to replace *very* with *extremely* in the other examples in Exercise A and read them aloud. (For example: *The path is extremely rocky*.)

EXTENSION Elicit other adverbs that modify adjectives to make them more extreme. (For example: *really, so, incredibly*) Have Ss replace *very* with these adverbs in the Exercise A examples and read them aloud.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- Point out how the expression *no way* is used in the example. Show Ss how to include the other expressions from the self-test in sentences. Write on the board:
  It wouldn't be a problem for me to climb a steep mountain.
  I'm not sure if I could go into a dark cave. I'm scared of the dark!
- In pairs, have Ss discuss their responses to the self-test, using the example and the sentences on the board to help them. Monitor and assist as needed.
- Invite volunteers to share their responses with the class.

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Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and look at the pictures. Elicit where the people are and what they might be talking about. (in a jungle or forest, talking about waterfalls and volcanoes)
- Point to the note about accents. Ask, *Who speaks English as a first language?* (Kady) *Who speaks Chinese as a first language?* (Dong Mei)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  Do you think Dong Mei and Kady live in this place? (No, they are visiting.)
  Who has already visited the waterfall and the cave? (Kady)
  Has either of them already visited the volcano? (no)
  Who offers to drive to the volcano? (Kady)
- Write *five-minute hike* on the board and have Ss find it in the Zoom-In conversation. Point out that we say *five-minute* and not *five-minutes* because *five-minute* is a compound adjective. Write on the board:
  The hike takes five minutes.
  It's a five-minute hike.
  Draw a picture of a little girl on the board and say, *This girl is 6 years old. Can anyone use a compound adjective to describe her age?* (She's a six-year-old girl.)

LANGUAGE AND CULTURE In Jamaica, English is the official language, but there is also an unofficial oral language. Jamaicans call it Patois and linguists call it Jamaican Creole. Linguists think that around 90% of this language comes from English, but there are also words from many other languages, which make up the other 10%, making it difficult for non-Jamaicans to understand. In the Zoom-In conversation, Kady is speaking standard English with a Jamaican accent.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the Zoom-In conversation to find *worth it* and read it in context. Say, *Dong Mei asks if the falls are worth it. What does Kady reply?* (Definitely.) *Is Dong Mei asking about the cost of visiting the falls?* (no) *So, in this situation, Dong Mei isn't asking about the price. What is she asking?* (if Kady recommends it or not)
- Have Ss work individually to find the remaining expressions, read them in context, and complete the sentences.
- In pairs, have Ss compare their answers and give reasons why they chose the answers they did.
- Bring the class together and go over the answers.

C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss scan the Zoom-In conversation to find the adjectives.
- Model the three strong adjectives from the conversation for Ss to repeat. (breathtaking, spectacular, extraordinary) Point out that when we use strong adjectives like these, we can't modify them with *very*. We can use other modifiers such as *absolutely.*

SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the adjectives and have Ss repeat. If appropriate, refer Ss to page 110 to review their meaning.
- Read the directions and have Ss read the woman's statement.
- In pairs, have Ss talk about the places they have visited, using the adjectives in the box. Monitor and assist as needed.
- Have 2–3 volunteers share their stories with the class.

OPTION Have Ss write each of the adjectives on a separate slip of paper and place the slips face down on the table. In pairs, have them take turns choosing slips and making up sentences about places they know using the adjectives on the slips.

CHALLENGE (+5 minutes) Have Ss write a short paragraph about a place they have visited, using as many of the adjectives as they can.

TEACHING TIP Encourage Ss to personalize vocabulary by using it to talk or write about themselves soon after they are exposed to it. This will help them learn to use the vocabulary correctly and remember it better.

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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.

Adjectives:
1. breathtaking
2. spectacular
3. extraordinary
Statements will vary.

I went to Niagara Falls two years ago. The falls were breathtaking—bigger than they look in photos.



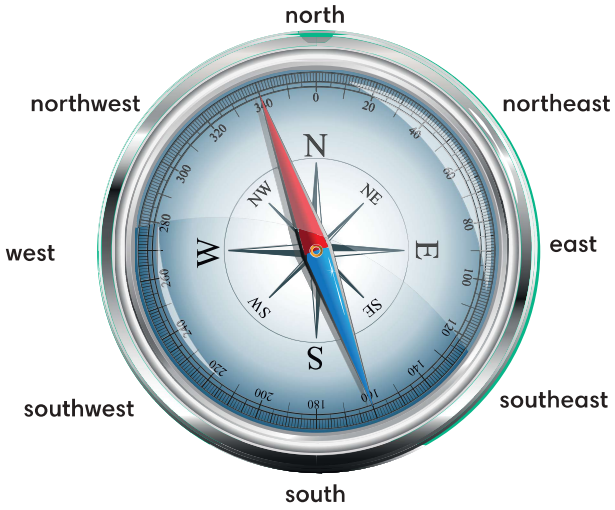
SPEAKING PAIR WORK | Talk about places you know, using each of the adjectives.

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.

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

"Is Green Lake in the south?"



Some geographical features
an island a lake a river

COACH **D** 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 PRONUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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LESSON 1 Ask about a location on a map

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the compass. Play the audio and have them listen and read.
- Draw a simple compass on the board. Say, *Many children at school learn a phrase to help them remember the order of the compass directions.* Write on the board: *Never eat shredded wheat.* Read it as you point to north, east , south, and west on the compass. Ask Ss if they have a way of remembering the order of the compass directions in their own language.
- Tell Ss that they can also use compass directions as adjectives. Point out the **Adjective forms** box, play the audio and have Ss listen and read. To clarify, write on the board: *This town is in the north. This is a northern town.*

OPTION Model the pronunciation of the compass directions that aren't on the audio: *northwestern, northeastern, southeastern, southwestern.*

LANGUAGE AND CULTURE *North, south, east,* and *west* can be used as nouns or as adjectives. (For example: *They live in the east. / They live on the East Coast.*) *Northern, southern, eastern,* and *western* are used only as adjectives.

B VOCABULARY PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss look at the map. Point out the **Some geographical features** box. Play the audio and encourage Ss to repeat and point out the three features on the map.
- Read the directions and point out that the area on the map outlined in orange is Freeport.
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Then go over the answers with the class.

C ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- To model the activity, use the example to ask Ss about the location of the capital city of their country. For example, ask, *Is [Mexico City] in the south?*
- Have Ss write down the locations of 2–3 well-known places in their country.
- In pairs, have Ss ask each other about the locations of the places. If possible, have them check on a map if they're not sure (using a map on the classroom wall or on the whiteboard, or pulling up a map on their phones).
- Have 2–3 volunteers tell you the locations of the places they discussed.

D GRAMMAR

Suggested time: 6 minutes | Your time:

- First quickly review some prepositions Ss already know. Write on the board:
  Our class is ___ [name of your school].
  Our school is ___ [name of your street].
  Our school is ___ [name of your city or town].
  Ask Ss which prepositions are missing from each sentence. (*at, on, in*) Tell Ss that they are going to learn some new ways of using these prepositions to talk about geography.
- Have Ss read the examples in the grammar chart and find the places on the map.
- Draw four columns on the board and write *on, in of,* and *to* at the top of each column. Call on volunteers to come to the board and write a phrase from a grammar chart example in one of the columns. For example: for *on: the western coast of.* Continue until all the phrases from the grammar chart have been written in the correct columns.
- To practice the prepositions, say a few sentences referring to other places on the map and elicit the correct prepositions to complete them. For example: *Wade is ___ the eastern coast of Freeport.* (on)
- Point out that the expression *off the coast of* indicates that the place is located in a body of water. For example: *Corsica is off the coast of Italy.* The expression *to the south of* is used when you name a second place in relation to it. For example: *Mexico is to the south of the U.S.*

GRAMMAR EXPANDER (optional, pages T141–143)

TEACHING TIP Learners from all language backgrounds often use *from* instead of *of* in directions. For example: *It is a small city west ~~from~~ Munich.* instead of *it is a small city west of Munich.* Watch out for this common error.

E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio and have Ss follow along and repeat the sentences. Encourage them to point to places on the map as they hear the locations mentioned.

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F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to complete the sentences. Refer them to the grammar chart on page 112 if appropriate.
- If possible, display a world map and have Ss point out the places mentioned in the items as you go over the answers with the class.

G VOCABULARY AND GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Display a map of your country or have Ss look at maps on their phones. To model the activity, choose a place on the map and write a sentence describing its location on the board. For example, write: *[Guangzhou] is on the southern coast of [China].*
- In pairs, have Ss write five sentences on a sheet of paper. Collect the papers and correct them.

H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read and listen to the words.
- Play the audio for the words with voiced *th* (ð) again. Have Ss put their fingers to their throat and repeat the words. Ask Ss if they can feel their throat vibrating. Say, *If a sound is voiced, there is vibration. If a sound is voiceless, there is no vibration.* Play the rest of the audio and have Ss repeat the unvoiced *th* (θ) words.
- Have Ss practice saying all the words with their fingers held against their throats.

I PRONUNCIATION PRACTICE

Suggested time: 4 minutes | Your time:

- Model the words in each row and have Ss repeat.
- In pairs, have Ss take turns saying the words. Monitor for the correct pronunciation of voiced and voiceless *th*.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model
- Recommend something enthusiastically
- End a request informally with *OK?*

- Have Ss look at the photo and guess where the men are and what they are doing.
- Have them read and listen to the Conversation Model.
- Have Ss identify a preposition of place in the conversation.
- Call Ss' attention to the **Social language** box. Elicit the meanings of *recommend* (to advise someone to do something) and *express disappointment* (to say that something is worse than expected). Read the expressions on the left in an enthusiastic tone. Read the expressions on the right in a disappointed tone. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Make sure Ss sound enthusiastic and use /ð/ in *that's.*

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Have Ss turn to the map on page 112 or display a real map. Read the directions.
- Ask Ss to identify the language from the unit that they'll need to use in this conversation. (the vocabulary on page 111, the prepositions and compass vocabulary on page 112, and Exercises A and B on this page)
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Use the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary and grammar to talk about location
- ✓ recommending places enthusiastically or expressing disappointment if they are not as expected
- ✓ using adjectives to describe places

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have each S write a tip for tourists on a blank card. Tell them to include compass directions and prepositions in their tip. For example: *Tulum is about 80 kilometers south west of Cancun. It's a must-see!* Collect the tips and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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

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

COACH

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

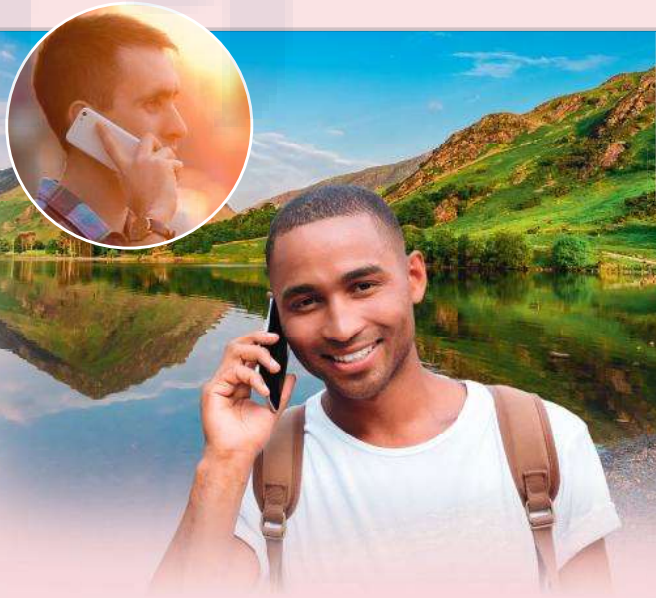
Voiced th	/ð/	this	there	the west	southern	northern
Voiceless th	/θ/	thing	thanks	southwest	south	north

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



COACH

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 ..*had better*.. be careful near the waterfall. The rocks can be very slippery.
2 You ..*'d better not*.. take that path to the lake. It's too buggy at this time of year.
3 We could go swimming here, but we ..*'d better not*.. . The water looks a little too rough to me.
4 She ..*'d better*.. think twice before she packs any snacks for the hike. The smell might attract bears.
5 **A:** Should I check my GPS?
B: You ..*'d better*.. . 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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LESSON 2 Warn about possible dangers in the outdoors

A GRAMMAR

Suggested time: 8–10 minutes | Your time:

- Have Ss read the first rule and examples in the grammar chart.
- Write the woman's statement on the board. Point out the information in the **Contractions** box and ask, *What does 'd mean in this example?* (had) Point out that *had better* is a fixed structure and not the past tense of *have.* Make sure Ss understand that they cannot change *had* to *have* or *has.*
- Have Ss read the second rule and examples.
- To practice short answers, write these prompts on the board:

  take an umbrella?

  tell mom?

  call the police?

  have breakfast?

  In pairs, have Ss use the prompts to write questions with *should* and short answer responses. For example:

  A: Should we take an umbrella?

  B: We'd better. It looks like it's raining!

GRAMMAR EXPANDER (optional, page T143)

B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to make sure Ss pronounce the *'d* contraction correctly.

C GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Do item 1 with the class as an example. Elicit the correct form with the contraction and write *'d better / had better* on the board. Remind Ss that we use contractions when we speak, but not in formal writing.
- Have Ss work individually to complete the rest of the exercise.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

LANGUAGE AND CULTURE In spoken English, the *'d* in *'d better* often disappears completely. For example, the sentence *We'd better be careful* may sound like *We better be careful.* This is because it is difficult to pronounce a *b* sound directly after a *d* sound, so only the *b* in *better* is pronounced.

D VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and captions. Play the audio and have them read and listen.
- Play the audio again as Ss listen and repeat.
- Have Ss read the **Remember** box. Read the words and have Ss repeat.
- Ask questions to check comprehension. For example:

  Does anyone know the differences between crocodiles and alligators? (For example: Crocodiles can live in salt water, but alligators can't. Alligators have shorter heads and their lower jaw teeth are hidden. Crocodiles are said to be more aggressive.)

  What happens if you stand in quicksand? (You sink.)
- Point to the pictures of the animals and insects. Ask, *Are you scared of any of these animals or insects? Why are they dangerous?* (For example: Sharks can bite you. Jellyfish can sting you.) Point to all the pictures and ask, *Are you allergic to any of the insects or plants?* Invite volunteers to share their answers.

EXTENSION (+5 minutes) Form pairs. Have Student A point to a picture, hiding its caption. Student B says the vocabulary word that the picture represents. Ss switch roles and repeat until they have practiced all the words.

TEACHING TIP Reviewing new vocabulary often will help Ss to remember it more easily. In order to facilitate these reviews, it is a good idea to keep a vocabulary box at the front of the classroom. New words can be written on cards with a picture, or a definition, example, and / or translation in the Ss' first language. At the beginning of each class, or when Ss finish an activity more quickly than their classmates, they can take the vocabulary box and test each other on the words.

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E ACTIVATE VOCABULARY

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Play the audio and pause after Conversation 1. Elicit the animals the speakers talk about. (tarantulas and snakes) Ask, *Which animal does Maggie tell Bill to be careful with?* (snakes)
- Tell Ss to use the vocabulary in Exercise D on page 114 to complete the sentences. Tell them to listen for both this vocabulary and the names of the people in the items.
- Have Ss read the rest of the sentences. Play the rest of the audio. If appropriate, pause after each conversation to give Ss time to write.
- Have Ss compare their answers with a partner. If appropriate, play the audio again.
- Go over the answers with the class.

EXTENSION (+10 minutes) Divide the class into five groups. Give each group the audio script for one of the conversations in Exercise E (pages 163–177). Have Ss work together to write three questions for the other groups to answer about the conversation. Ask each group to write their questions on the board. Have the other groups listen to the conversation again and answer the questions.

F GROUP WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- In pairs, have Ss discuss dangers. Monitor and assist as needed.
- Invite 1–2 volunteers to share their ideas with the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Begin a conversation with someone you don't know with *Excuse me.*
- Express shock with *Are you serious?*
- Show appreciation for a warning with *Thanks for the heads-up!*

- Ask Ss to look at the photo and guess what the women are talking about. (directions to a place)
- Have Ss listen and read the Conversation Model. To check comprehension, ask:
  Does the second woman recommend the cave? (yes)
  Is there anything dangerous in the cave? (yes, snakes)
- Have Ss identify a warning with *had better* in the conversation.
- Point out the expression *Better safe than sorry.* Elicit its meaning. (It's better to be careful than to take a risk and regret it because something bad happens.)
- Have Ss read the **Social language** box. Read the phrase and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Encourage them to contract *had* in *had better*.

C CONVERSATION PAIR WORK

Suggested time: 9 minutes | Your time:

- Ask Ss to identify the language from the unit that they'll need to use in this conversation. (the vocabulary on pages 110 and 114)
- Have Ss read the **Recycle This Language** box. Ask, *Which expressions give information about a location?* (the first two expressions) *Which expression asks for an opinion?* (Is it worth [the climb]?) *Which expressions give opinions about a place?* (the other expressions that start with *It's*) *Which expression is a warning?* (the last expression) Encourage Ss to use these expressions in their conversations.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Use the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ giving warnings using *had better*
- ✓ using vocabulary to talk about dangers
- ✓ using conversation strategies to keep the conversation going

CLOSURE ACTIVITY (+5 minutes) At the end of the class, as Ss prepare to leave, draw a warning sign in a red triangle on the board. Write a conversation model underneath it:
A: Watch out for the quicksand!
B: Thanks for the heads up! I'd better take the other path!
Stand at the door and have Ss line up in front of you. As each S leaves, give him or her a different warning about one of the dangers on pages 110 and 114 and have the S respond using *had better*. Monitor and note areas for practice or review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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

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

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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LESSON 3 Recommend a destination of natural beauty

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the photographs and read the captions. Then have them listen and repeat.
- To check understanding, describe places. Ask Ss to call out the geographical feature you are describing. For example, say:
  It's an arid place. It isn't lush. (a desert)
  It's very cold and icy. (a glacier)
  There are lots of trees, and it's very hot. (a jungle)

EXTENSION (+5 minutes) In pairs, have Ss look at each picture and describe it in more detail, using any vocabulary they know. If appropriate, refer them to the vocabulary on pages 109, 110, and 114. For example: *The first picture shows a mountain range. It is very rocky and steep. There is a lot of snow and ice. It looks very cold and dangerous to climb.*

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Set a timer for 5 minutes.
- In pairs, have Ss write down as many places as they can (in their country or around the world) for each geographical feature. Allow them to use their phones to research places.
- Have Ss exchange answers with another pair. Have each pair check the answers, asking you about any they don't know. Then have them count the number of correct answers for each geographical feature.
- As a class, find out which pair had the most correct places for each feature.

C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions and point to the heading above item 1. Ask, *Does anyone know anything about the Grand Canyon?* Elicit Ss' ideas and write them on the board.
- Have Ss read items 1 and 2 and make predictions about what the answers might be, using the ideas on the board. Remind Ss that they can circle more than one answer for each sentence.
- Play the audio and pause it after the description of the Grand Canyon. Have Ss circle their answers and then compare with a partner.
- Play the audio again and have Ss check their answers and make a final decision.
- Repeat for the other two geographical features. If appropriate, before you play the audio for the Himalayan Mountain Range, write *FIFty* and *fifTEEN* on the board to show where the stress is on each word. (See Teaching Tip below.)
- Go over all the answers with the class.

TEACHING TIP Some lower-level Ss might find it difficult to distinguish between numbers like *fifty* and *fifteen* in listening exercises. To give Ss additional practice, you can write number pairs like *40 / 14*, *60 / 16*, *70 / 17*, and *80 / 18* on the board. For each pair, read one of the numbers and ask Ss to identify which number you are reading. Then have Ss listen and repeat both numbers. For example: *SIXty*. *SixTEEN*.

LANGUAGE AND CULTURE When we use the proper name of a waterfall, we use a singular verb, even though the waterfall may consist of a series of "falls" (sections of waterfall). For example: *Niagara Falls is beautiful.* When we refer to waterfalls in general, we use a plural verb. For example: *Waterfalls are spectacular.*

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D LISTEN TO CLASSIFY

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the questions. In pairs, have them discuss if they already know any of the answers, or if they can predict the right ones by looking at the photos.
- Play the audio and have Ss work individually to choose their answers. Then, in pairs, have them compare answers.
- Go over the answers as a class. If appropriate, play the audio again, or hand out the audio script so that Ss can confirm their answers.

E PERSONAL RESPONSE

Suggested time: 5 minutes | Your time:

- Read the directions. Model the activity by giving your own response. For example, say, *I'd like to visit Angel Falls because waterfalls are very beautiful.*
- In pairs, have Ss discuss.
- Invite 1–2 volunteers to share their answers with the class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the photos. Ask Ss to share what they know about the places and if they have ever visited any of them.
- Read the directions. Tell Ss that they can describe any of the places they have learned about in this lesson, or a different place that they have visited or have always wanted to visit. Have Ss write the name of each place they chose at the top of each notepad.
- Direct Ss' attention to the **Recycle This Language** box. Read each expression and elicit which section of the notes Ss might use it in. (For example: *It's a must-see* goes in the *Description* section of the notes. *It's on [Lake Superior]* goes in the *Location* section of the notes.)
- Point out that lakes and mountains are generally named one of two ways: with *Lake / Mountain* before or after the name. For example: *Lake Superior* or *Clinton Lake*; *Mount Fuji* or *Cold Mountain*.
- Remind Ss to look back at the Vocabulary exercise on page 116 to help them with the descriptions.
- As Ss write, monitor and help with vocabulary where appropriate.

LANGUAGE AND CULTURE

- Iguazu Falls is the largest waterfall in the world. The falls are shared by the Iguazu National Park (Argentina) and Iguaçu National Park (Brazil). Both parks are UNESCO World Heritage Sites.
- Uluru (also known as Ayers Rock) is a sandstone formation and is 348 meters / 1,142 feet high. It is famous not only because it is one of the largest monoliths in the world, but also because at dawn and at sunset it glows red.
- The Alps are a European mountain range. They span eight countries. They cover more than 207,000 square kilometers / 80,000 square miles.
- Hawaii is the only U.S. state outside North America. It's located in the Pacific Ocean. It is made up of eight islands and a large number of smaller islets.

OPTION If some Ss finish very quickly, encourage them to use their phones to research more interesting information about their chosen place.

B GROUP WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Tell Ss to form groups with classmates who described different destinations than they did in Exercise A. Once groups have been formed, check to make sure no Ss plan to describe the same destination.
- Have Ss take turns telling the other group members about the place they chose.
- Monitor. Encourage Ss to ask each other questions where appropriate and share the things that the places they described have in common.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ giving all the relevant information about the place they chose
✓ using the language in the **Recycle This Language** box
✓ using the vocabulary from the lesson

CLOSURE ACTIVITY (+5 minutes) Have Ss write a short postcard (less than 50 words) about the place they talked about in Exercise B. To model the activity, write on the board:

Dear [Alex],

I'm here at Iguazu Falls and the view is breathtaking! The trail was a little rocky and slippery, but it's a must-see. You should visit!

Lots of love, [Jenny]

Collect the postcards and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

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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.

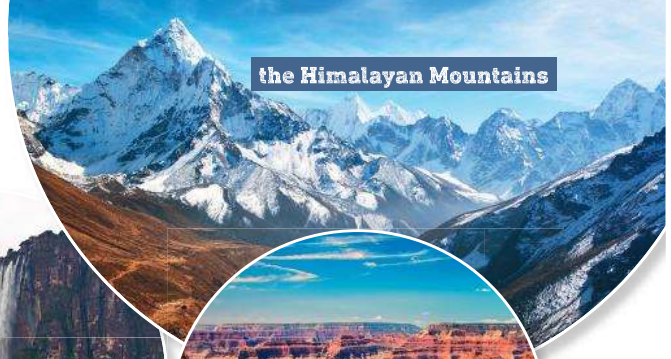
G, A 1 In which place or places can you take a boat on a river?

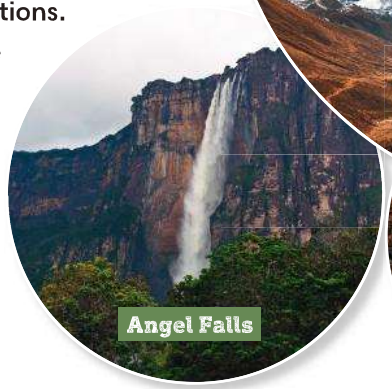
G, A, H 2 Which place or places offer opportunities for hiking?

H, A 3 Which description warns visitors to be careful?

H 4 In which place or places can you find beautiful green valleys?

A 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:

Location:

Description:

Things you can do there:

Name of place:

Location:

Description:

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.

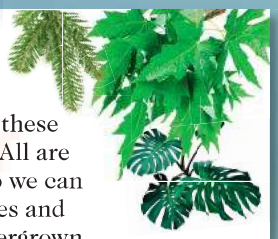
THE APPEAL OF LIVING ON PLAINS



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).



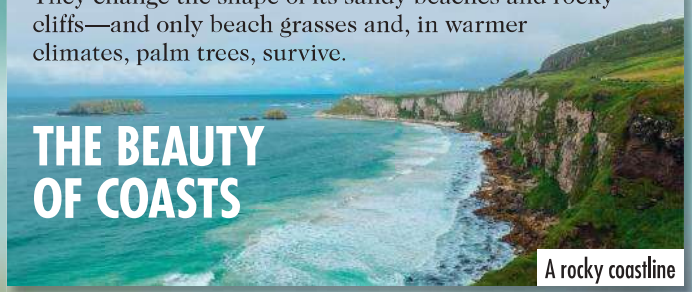
A cactus

THE HARSH WORLD OF DESERTS

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

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.



A rocky coastline

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LESSON 4 Describe a country's geography

A READING

Suggested time: 10 minutes | Your time:

- Have Ss preview the title and the photos and tell you what they see in each picture.
- Have Ss read the headings for each section of the article. Ask, *Which words in the headings can indicate a place that has difficult conditions for living?* (challenge, harsh, deserts) Write *challenge* on the board. Ask Ss if they have ever visited a place that is very high up or at a high altitude. Elicit the challenges of being in that place. Then write *harsh* on the board. Ask Ss if they have ever visited a desert and what makes a desert environment harsh.
- Ask, *Which words in the headings can indicate a place that has good conditions for living?* (appeal, beauty) Write *appeal* on the board. Say, *If something appeals to us, it sounds attractive.* Ask Ss what they think is appealing about living on plains. Write *beauty* on the board. Ask Ss if they agree that coasts have beauty. Elicit reasons that they might be good places to live.
- Read the directions. In pairs, have Ss predict the answer to the question based on their responses to the questions you asked. Then tell Ss to read the whole article and write down their final answer. When they have finished, go over the answer with the class.
- If Ss ask about new vocabulary as they read, remind them that they don't need to understand every word of the article to answer this question; you will go over new vocabulary later.
- Have Ss discuss with their partner which place from the article they would most like to live and which place they definitely wouldn't want to live.

EXTENSION To review some of the vocabulary from the Warm-Up on page 109 and Exercise A on page 116, ask Ss:
Which place looks mountainous? (Mount Rainier)
Where might you find a glacier or a hot spring? (in the mountains)
Which place(s) are usually flat? (plains)
Where might you find a marsh or swamp? (plains or forests)
Which place(s) are arid? (deserts)
Which place(s) are lush and green? (forests, jungles)

EXTENSION (+10 minutes) In pairs, have Ss imagine a day in the life of someone who lives in the desert or at high altitude. Have them research different desert or mountain-dwelling people on their phones. (For example: Bedouin people in the Middle East or Bolivians who live in La Paz) After they find out some information, have them pair up with a S who researched a different people or place and share what they discovered. Have them decide which type of person would they rather be and give reasons why.

TEACHING TIP Asking Ss to make predictions about a text by previewing its headings doesn't only help Ss understand the main idea. It can also make the text less overwhelming by breaking it into chunks.

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B CLASSIFY

Suggested time: 8 minutes | Your time:

- Have Ss read the questions. In pairs, have them discuss any answers they already know.
- Individually, have Ss read the article again to correct or confirm their answers. Then go over the answers.

C UNDERSTAND DETAILS

Suggested time: 8 minutes | Your time:

- Have Ss read the article again to find answers to the questions. Encourage them to underline the information in the Reading that supports each answer.
- In pairs, have Ss compare their answers.
- Go over the answers with the class. For the false sentences, elicit corrections to make them true. (1. Evergreen forests are not able to grow above a mountain's tree line. 4. All deserts are arid.)

Answers for Exercise C (supporting information)

1. *F: "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.*
2. *T: "Forests located in northern or southern regions usually contain two kinds of trees: evergreens and deciduous trees (which lose their leaves in winter)."*
3. *T: "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."*
4. *F: "All deserts are arid, with little rainfall throughout the year."*
5. *T: "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."*

D UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Write on the board: *mountain peaks, elevation, settled, source, deciduous trees.* Have Ss scan the text and underline the sentences with the words.
- Do item 1 as an example. Have a volunteer read the sentence with the words *mountain peaks.* Then elicit the correct answer.
- Have Ss complete the definitions individually.
- Bring the class together and go over the answers.

Communication Activator

A TALKING POINTS

Suggested time: 6 minutes | Your time:

- Have Ss read the directions and the list of questions. Point out that some countries have a wide range of geographical features and climates.
- In pairs, have Ss choose a country and make notes. Ss can use their phones to find out more information.

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Give Ss time to organize their presentation with their partner, using their answers in Exercise A.
- When they are ready, group pairs together with 1–2 other pairs. Have each pair present their information to their group. Instruct the other Ss to take notes as they listen and prepare questions to ask at the end.
- Have Ss ask and answer the questions. Then have the other pairs give their presentations.

OPTION Have 1–2 pairs present to the whole class. Encourage their classmates to ask them questions.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using language to describe a country's geography
✓ using prepositions of geographical place
✓ asking and responding to questions to show interest

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss which language from the unit they can use in their descriptions. (vocabulary on pages 109, 111, 112, and 116; grammar on page 112)
- Have Ss work individually to write their descriptions.
- When finished, have each S exchange descriptions with another S and offer each other feedback. Have them make changes to their descriptions if appropriate.
- Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, page T152)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal.)

OPTION (+5 minutes) Have Ss draw or find photos of the things or places they have described. Collate Ss' work together into a wall display, or a tourist brochure about their country. If you have access to a school in another country, exchange the information with them and find out more about that country.

CLOSURE ACTIVITY (+10 minutes) On a sheet of paper, have Ss write a short description of one place in their country without writing which place it is. Form groups. Have Ss read their descriptions aloud to their group. Their classmates guess which place is being described. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

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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? *1. high altitudes, deserts*
2 Which place changes as the weather changes? *2. plains*
3 Which is probably the most comfortable environment for humans to live in? *3. plains*
4 Which three places are probably the most challenging for certain kinds of plants to live in? *4. high altitudes, deserts, coasts*
5 Which is probably the easiest place for a variety of plants to live in? *5. forests*

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

See page T119 for information that supports the correct responses in Exercise C.

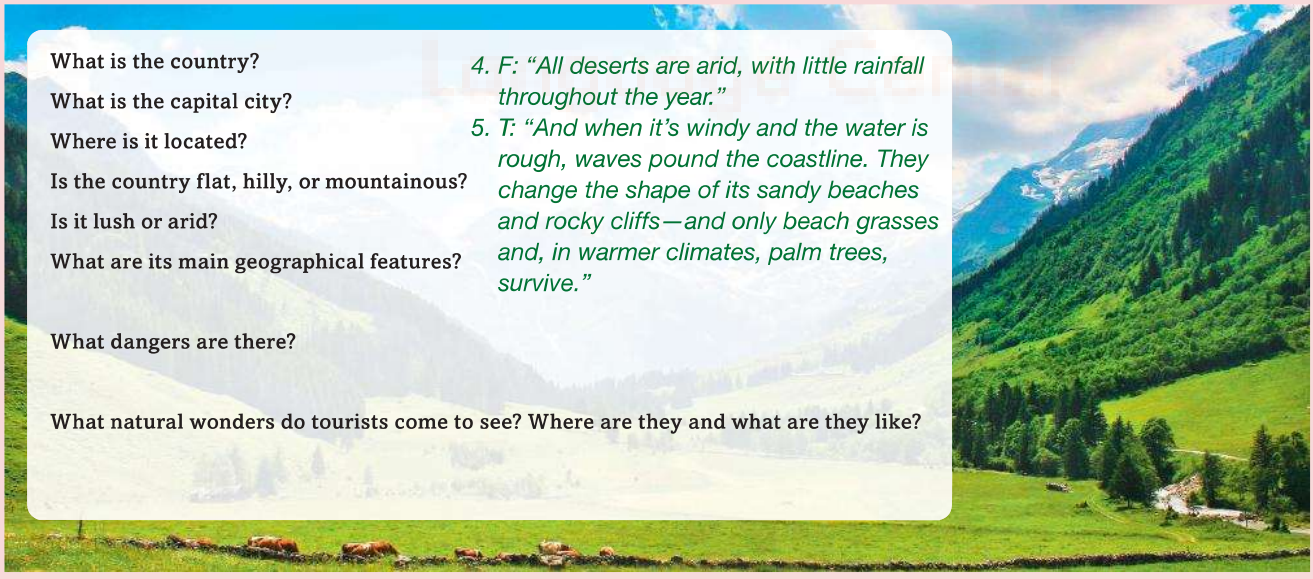
D UNDERSTAND FROM CONTEXT | Complete each definition, according to the Reading.

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.



4. F: "All deserts are arid, with little rainfall throughout the year."
5. T: "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."

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

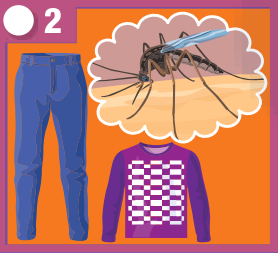
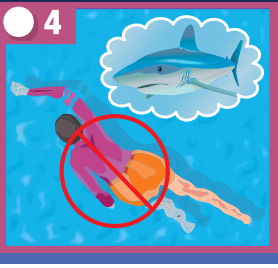
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"HAD BETTER" JEOPARDY!

- 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.

Interactive Cool Down

"HAD BETTER" JEOPARDY!

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Say, *Jeopardy is a game show where you get points for answering questions. If you answer a more difficult question correctly, you get more points. In this game, you have to make sentences using* had better.
- Read the directions and point out the example conversation. Make sure Ss understand that their team chooses the category, but the other team chooses which square they have to form a sentence with.
- Model the game with a higher-level S. Say, *I choose the* Arid Places *category.* Have the S choose square number 1, 2, 3, or 4. Look at the picture on the square they chose and have the class help you make a sentence using *had better* or *had better not*. Encourage them to include the reason why the person had better do something. For example, for square 1: *You had better bring water because it's very hot and you will get thirsty*. Make corrections as necessary. Write the final sentence on the board and say, *OK, I got 30 points!* Pretend to write a checkmark in the square you completed and *30* in the first box of the scorecard.
- Before you start the game, give Ss a few minutes to look through all the pictures. Clarify any questions they might have.
- Put Ss into teams of 2–4 players, making sure there is an even number of teams to play against each other. Tell each team who they will play against and organize the classroom so they can sit together.
- Have Ss play the game. Monitor and help where necessary. Encourage Ss to provide details and explanations for their warnings.
- When one group finishes, have everyone stop playing and add up their scores. See which teams won.

OPTION Have each team present one sentence to the class. Write good examples on the board and encourage Ss to copy them down. Have Ss vote on the best pieces of advice. Encourage them to give reasons why.

EXTENSION (+5 minutes) Have Ss choose one situation, imagine they didn't take the advice, and write an account of what happened next. For example:

I went cycling one day, and I wore shorts, a T-shirt, and sandals. We stopped in an area with a lot of plants and I put my feet down on the ground. Suddenly, my foot felt very itchy. I had stepped on an itchy plant!

Have Ss share their stories with each other and give advice for next time, using *had better* and *had better not*. For example: *Next time you'd better wear socks and sneakers!*

LANGUAGE AND CULTURE *Jeopardy* is a popular TV quiz show featuring three participants and a board with several categories of clues. The easiest clues are worth the least money. When a clue is revealed, the participants must hit a buzzer and respond quickly in a form of question. For example: *CLUE: It's the tallest mountain in the world. RESPONSE: What is Mount Everest?*

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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