

# UNIT 2

## Survival



### UNIT OBJECTIVES

At the end of this unit students will be able to

- understand information, texts and conversations about surviving difficult situations; animals and the environment
- discuss surviving difficult situations; animals and the environment
- exchange information about different stories
- give advice on avoiding danger
- use appropriate phrases to give and respond to compliments
- write guidelines for a leaflet

### UNIT CONTENTS

#### G GRAMMAR

- Narrative tenses
- Future time clauses and conditionals

#### V VOCABULARY

- Expressions with *get*: *couldn't get over*, *get away*, *get carried away*, *get hold of*, *get into trouble*, *get involved*, *get over something*, *get rid of*, *get someone's attention*, *get swept away*, *get the feeling*, *get to do*, *not get anywhere with*, *get straight to the point*
- Animals and the environment: *at risk*, *creature*, *endangered*, *environment*, *extinct*, *habitat*, *hunt*, *natural*, *protected*, *rare*, *species*
- Wordpower: *face*; *make a face*, *face a choice*, *my face fell*, *can't face doing*, *say it to someone's face*, *face the fact*, *fall flat on your face*, *face the music*

#### P PRONUNCIATION

- Sounds and spelling: *g*
- Agreeing using question tags

#### C COMMUNICATION SKILLS

- Discussing dangerous situations
- Giving advice on avoiding danger
- Giving compliments and responding
- Writing guidelines in a leaflet

### GETTING STARTED

#### OPTIONAL LEAD-IN

Books closed. Write the following gapped word on the board: S \_\_\_\_\_. Tell students that this is a noun. It is something that all animals, people and plants in the world fight for. Ask students to take turns to call out letters until the full word is guessed: *SURVIVAL*. Elicit that the verb is *survive* and that people who survive are called *survivors*.

Ask students to work in pairs to think of examples of recent news stories about survivors. Take feedback as a class and ask for examples.

- a Ask students to look at the picture and answer the questions as a class. Encourage them to give reasons for their answers and speculations. You may need to supply unfamiliar words, for example *flood* (water in homes or streets from rivers or too much rain), *storm* (strong winds and rain, sometimes with thunder and lightning), *radiator* (something that heats a room), *uninhabitable* (impossible to live in), *ruined* (destroyed, broken,

impossible to use again), etc. If you wish, give students the information in the Culture notes below.



#### CULTURE NOTES

The picture was taken during the bad floods in the UK in the winter of 2014. It shows a person returning to his home after one of the worst periods of flooding in the UK ever recorded. The severe storms affected people in many areas of the country and were the worst in living memory. The strong winds and rough seas destroyed sea defences and houses that were close to the beach. The heavy rain caused rivers to burst their banks and flooded thousands of people's homes and businesses. In Somerset, floods forced residents to leave their homes and completely covered huge areas of land for several months. Many people blame global warming for the increase in severe weather conditions. Some people also blame the government for cutting back money on protecting people and property from extreme weather.

- b Write *natural disasters* on the board and elicit the meaning (a catastrophe caused by something natural, for example a bad storm). Ask for examples of other natural disasters and put them on the board, for example *earthquake* (when the earth shakes and cracks open), *drought* (lack of rain for a long period), *hurricane* (an extremely strong storm), *tsunami* (a huge wave that comes onto the land), *volcanic eruption* (when a volcano sends hot ash and lava from the top), etc. Read through the questions with the class and explain any unfamiliar vocabulary, e.g. *challenging* (very difficult), *cope* (manage in a difficult situation). Ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to ask for ideas and comments from the conversations and extend the discussions if appropriate.



#### EXTRA ACTIVITY

Students role-play a TV interview with an emergency worker after a flood or other natural disaster. Give students a few minutes to think about their role (a policeman, a firefighter, a doctor, etc.) and also what questions a TV presenter might ask the emergency worker. Students then take turns to ask and answer questions. If appropriate, ask some pairs to repeat their roleplay for the rest of the class.

# 2A It was getting late and I was lost

## OPTIONAL LEAD-IN

Books closed. Elicit places where it might be dangerous to go on holiday or to visit, for example the arctic, the jungle, the desert, etc. Explain this might be because of the weather, the animals or for other reasons. Write students' ideas on the board and select one of the places for this activity. Tell students that they are going to visit this place and they can take five things with them to help them survive. Ask students to suggest items and write their ideas on the board. In pairs, students discuss the items and choose the five most important things to take. Ask students for their choices and reasons during feedback.

## 1 LISTENING

- a** As a class, ask students to look at the pictures and describe them. Encourage them to say where the people are, what they're doing, what might have just happened, what might happen next and how the people might be feeling. Students tell you what they would be most afraid of in each situation and why. Remind students to use *might* or *could* for speculation.
- b**  **1.25** Tell the class that they are going to listen to a conversation between two people. One of the people is telling the other about a holiday. Play the recording for students to say which picture is being described and where the holiday was. Tell students not to worry about understanding all the details at this stage.

### Answer

d

### Audioscript

- ABBY** So, when are you off to South Africa?  
**ROB** End of next week. I can't wait to get away.  
**A** I absolutely loved it when I went there last year. So, what have you got planned?  
**R** You know – the usual things – Cape Town first. I'll definitely go to Robben Island.  
**A** Great.  
**R** And one thing I want to try while I'm there is surfing. Apparently, there are some really great schools you can go to.  
**A** Yeah, there are loads.  
**R** I've always wanted to learn how to surf and I'll finally get to do it – you know, with proper waves! Cool!  
**A** That's a great thing to do – I went to one of those schools.  
**R** And was it good? Did you learn a lot?  
**A** Yeah – yeah I did. But ... but you've got to be a bit careful in the water there. Actually, I got into a bit of trouble once.  
**R** What, in the water?  
**A** Yeah, when I was first learning to surf I went out one time by myself. I was trying to catch this wave, but I came off my board, and stupidly, I'd forgotten to attach a leg rope from my ankle to the board.  
**R** So you lost the board?  
**A** Yeah, I tried to get hold of it, but it got swept away by the wave.  
**R** So what did you do – just swim to the shore?  
**A** Well, sort of. I started swimming and I soon realised that I wasn't getting anywhere. Then very gradually I got the feeling I was being pulled out to sea.  
**R** You were caught in a current?  
**A** Yeah, and when I realised this, I began to panic a bit. So I waved to get someone's attention. Luckily a life-guard had already seen that I was in trouble. And he came to rescue me in his lifeboat.  
**R** Bet you were pleased to see him!

At the end of this lesson, students will be able to:

- understand someone talking about surviving a dangerous situation
- use a lexical set of expressions with *get* correctly
- understand an article about someone who survived a dangerous experience
- use narrative tenses correctly
- tell a story about a dangerous situation

- A** Yeah! But the idea of being carried right out to sea is really frightening. I don't think you could survive very long. I'm quite a strong swimmer, but even so ...  
**R** Yeah, I think you'd start to really feel the cold in the water.  
**A** Well, I was wearing a wet suit. But they say if you get caught in a current you shouldn't try and swim against it. The thing is, the water there is ocean, not sea. The waves are really powerful.  
**R** Hmm, maybe I'll have another think about it.  
**A** About surfing you mean?  
**R** Yeah.
- A** No, honestly you'll love it. It really is the most amazing feeling. I just had a bad experience. I got myself a new surfboard, and as soon as I'd had some lessons and knew what I was doing, it was fantastic. It's just you and the board, and you have this incredible sense of freedom. And when you catch the wave at the right time ...  
**R** Yeah, you're right, it sounds amazing.  
**A** Yeah, it's fantastic. Oh, but, just watch out for sharks.  
**R** Yeah, I'll ... Watch out for what?!

## VOCABULARY SUPPORT

*current* – the movement of water in a particular direction  
*wetsuit* – special tight-fitting clothing made of rubber to keep you warm in cold water

## EXTRA ACTIVITY

Play the first part of the conversation again up to Rob's question: *What, in the water?* Ask some questions to check understanding of the first part of the conversation:

- 1 *When did Abby go to South Africa?* (Last year.)
- 2 *What does Rob want to do first?* (Go to Cape Town, Robben Island.)
- 3 *How did Abby learn to surf?* (At a surf school.)

- c**  **1.25** Tell the class that this time they need to listen for details in order to put the events in the correct order. Read through events a–h with the class. If you wish, give students the information from the Culture notes below. Play the recording for students to order the events correctly, if necessary pausing after three/six events have been described, to give students time to note down their answers. A stronger group may be able to do this without listening again. In this case, play the recording for students to check their answers.

### Answers

a 7 b 3 c 5 d 4 e 2 f 8 g 1 h 6

## CULTURE NOTE

Robben Island is an island west of Cape Town, South Africa. It is where the civil rights activist, Nelson Mandela, was held prisoner for 18 years.

## 2 VOCABULARY Expressions with *get*

- a Write the word *get* on the board and tell students that we can use this verb in many ways and in many phrases. Write some sentences showing different uses of *get* on the board, for example *I got the time wrong and I was late for the meeting* (not understand correctly); *I got to know Sandra really well when we went on holiday together* (know a person's habits, likes and dislikes, etc.). Then ask students if they can remember any phrases with *get* from the conversation in 1b. If they can, write these on the board too. Explain that expressions 1–10 are sentences using *get* and a–j are different meanings of *get* in these sentences. Put students into pairs to do the matching activity. Monitor and help where necessary.

### Answers

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

- b Individually, students complete the sentences.

### Answers

1 get (the policeman's) attention 2 got over 3 get the feeling  
4 got to 5 got into trouble 6 get hold of 7 got swept away  
8 getting anywhere 9 get away 10 couldn't get over



### LOA TIP ELICITING

Give a quick class test of the expressions with *get* by giving the first part of these sentences and eliciting the endings in brackets from the class:

- 1 *I was very lucky and received some fantastic presents for my birthday. I couldn't ...* (get over it!)  
2 *I wanted to speak to Hannah when I saw her in the street. I waved to ...* (get her attention.)  
3 *I spent ages trying to fix my computer last night but I finally gave up because I ...* (wasn't getting anywhere.)



### FAST FINISHERS

Ask fast finishers to choose some of the expressions with *get* and make personalised sentences using them. Check these during feedback as a class.

- c 1.26–1.28 Students complete the exercises in Vocabulary Focus 2A on SB p.155. Students read the texts quickly and find out the answers to the questions in Exercise a. Students work in pairs to match the definitions in Exercise b. Play the recording to show students how *get* is linked with the following words in Exercise c. Students work individually for Exercise d. Monitor the conversations in Exercise e and take feedback as a class. You may then wish to do Pronunciation exercises a–c. Tell students to turn to SB p.21.

### Answers (Vocabulary Focus 2 SB p.155)

- a Emma: social club secretary Martin: his son  
b 1 get straight to the point 2 get across 3 got involved  
4 got through 5 getting on my nerves 6 got a bit carried away 7 getting me down 8 get rid of  
c There is linking in sentences 2 and 4. Linking happens when *get* is followed by a word beginning with a vowel.

### Pronunciation

- a 1 get, negative 2 manage  
b /g/ guard, guide, together, agree, forget, gardener  
/dʒ/ gymnastics, generous, biology, religion, dangerous, bridge  
c 1 hard 2 soft, there are exceptions, e.g. *together*.

## 3 READING

- a Ask whether anyone in the class has ever been scuba diving (diving with an oxygen tank) and if so, how deep they dived. Extend this by asking if other students would like to go diving and why/why not. Ask what dangers there are for divers. Tell the class that Robert Hewitt had a big problem when he was diving. Students read the first paragraph to find out if this was one of the dangers they mentioned. Students then read the whole article to answer the two questions. Check answers as a class.

### Answers

- 1 four days and three nights  
2 strong underwater currents, lack of food and water, sunburn



### VOCABULARY SUPPORT

*establish a pattern* (B2) – start a series of events that become routine

*nap* (C1) – a short sleep

*tide* (B2) – when the sea water rises and falls

*vision* (B2) – an idea or mental image of something

*yell* (B2) – shout very loudly

- b In pairs, students discuss what the number expressions refer to, and write sentences about them. Students then check answers in the article. Check answers as a class.

### Answers

- 1 He first made a 200-metre swim from the shore.  
2 After three days, he was seven kilometres out to sea.  
3 On the fourth day, he started to be affected by the lack of food and water.  
4 After three hours, no one had come for him.  
5 The underwater currents swept him half a kilometre out to sea.  
6 On the third day, he started to think he might not survive.



### FAST FINISHERS

Ask fast finishers to imagine what happened on the fifth day. Check their ideas during feedback.

- c Read through the questions with the class and then ask students to discuss them in pairs. Monitor and help as necessary. Check ideas as a class.



### EXTRA ACTIVITY

Ask students to write a text message that Robert sent to a friend after he had been rescued. Students can read them out to the class during feedback.

## 4 GRAMMAR Narrative tenses

- a** Ask students for an example of a problem they encountered when they were last on holiday. Select one appropriate event and ask detailed questions about it using a range of past tenses, for example *When did this happen? What were you doing when? Had you done this before? Had it been raining?*, etc. Then ask the class how many tenses you used in your questions and if they can remember which ones. Write answers on the board. In pairs, students then look at the verbs in bold in *Lost at Sea* and match them with the uses. Check answers as a class.

### Answers

1 d 2 c 3 a 4 b

### CAREFUL!

Students often over-use the past simple instead of the past continuous if this tense does not exist in their own language, e.g. *I arrived at school. Jacky played a game.* (Correct form = *When I arrived at school, Jacky **was playing** a game.*)

Another mistake is using the present tense of *be* in the past, e.g. *I am walking home yesterday when I saw a fast car.* (Correct form = *I **was walking** home yesterday when I saw a fast car.*), or *I am walking down the road when I saw ...* (Correct form = *I **was walking** down the road when I saw ...*)

Sometimes, students use the past simple instead of the past perfect, which can make the time sequence of events confusing, e.g. *We already swam for 12 hours when a boat appeared.* (Correct form = *We **had already been swimming** for 12 hours when a boat appeared.*) or *When they found her she was under the snow for two days.* (Correct form = *When they found her, she **had been** under the snow for two days.*)

- b**  **1.29 Pronunciation** Play the recording for students to say which verb is stressed and how *had been* is pronounced. Check answers as a class. Play the recording again for students to listen and repeat.

### Answers

The main verb is stressed (*diving, swimming, wearing*). We pronounce *had been* as /hædbɪn/.

- c**  **1.30** Students read the information in Grammar Focus 2A on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, eliciting reasons for choices of tenses and/or explaining the correct answers. Tell students to go back to SB p.22.

### Answers (Grammar Focus SB p.137)

- a** 2 didn't notice, was wearing, had been hiding/was hiding  
3 got, was watching, even said  
4 were you, heard, was, was travelling  
5 didn't hurt, fell, was wearing  
6 did the teacher just say, didn't hear, wasn't listening  
**b** 1 she'd been running 2 I'd had 3 They'd been planning  
4 we'd finished 5 had been raining 6 had they known  
7 they'd been waiting 8 I'd already seen  
**c** 1 happened 2 got 3 saw 4 was shining 5 left  
6 started 7 we'd been walking 8 suddenly became  
9 had been 10 had washed 11 we decided 12 went  
13 made 14 heard 15 had fallen 16 he'd landed  
17 hadn't hurt 18 climbed 19 explained  
20 he'd been trying

- d** Ask students to look at the pictures and elicit where the people are, what they are doing and what problem they might have. Put students into pairs and assign A and B roles. Ask each student to read a different story. They should read quickly to answer the two questions. Check answers as a class, but without going into details at this stage.

### Answers

#### Student A

- 1 in the mountains
- 2 yes

#### Student B

- 1 the Australian bush
- 2 yes

### VOCABULARY SUPPORT

*bubble gum* – a sweet that you chew and blow bubbles with, very sticky

*bush* (C2) – a wild area in Australia, very hot and dry

*compass* – a device used to show directions

*dam* – a wall built to stop the flow of water

*shelter* (B2) – a place that protects people

- e** Students read the stories more carefully to underline the correct verb forms in the texts. Monitor carefully and point out any errors to encourage self-correction. If possible, pair Student As and Student Bs together to check their answers before moving on to 4f.

### Answers

#### Student A

- 1 was going
- 2 came
- 3 remembered
- 4 'd seen
- 5 had been searching

#### Student B

- 1 had been living
- 2 was driving
- 3 stopped
- 4 had eaten
- 5 'd lost

- f** Students make notes about their stories. Monitor and give help if necessary.

- g**  In their original pairs students tell each other about the stories they read. Take feedback as a class to check the verb forms in both stories.

## 5 SPEAKING

- a** Read through the task with the class and ask students to suggest some examples to help with ideas, for example stranded on a desert island, lost in a desert, trapped in an elevator, etc. Then give students five minutes to make notes individually. Monitor and help as necessary.
- b**  Students use their notes to tell their stories to a partner. Encourage them to use all the narrative tenses they have looked at in the lesson. Students should ask each other questions to get more details about the stories. Monitor and note examples of good language and any common errors to deal with during feedback. Take feedback as a class, and ask for examples of interesting stories.

### ADDITIONAL MATERIAL

- ▶ Workbook 2A
- ▶ Photocopiable activities: Grammar p.186, Vocabulary p.206, Pronunciation p.237

# 2B If it runs towards you, don't run away

## OPTIONAL LEAD-IN

Books closed. In pairs, students write down each letter of the alphabet and then write one animal beginning with each letter, or as many letters as they can. Give students two minutes for this. Then, ask each pair in turn to name an animal for consecutive letters of the alphabet. If they name an animal they gain a point. If they can't name an animal and another pair can, that pair gains two points. Write any animal that some students don't know on the board and elicit information from the class to identify it. If you have a small class, ask students to think of animals individually.

## 1 READING

- a  Ask students to discuss the questions in pairs, or small groups. You may wish to elicit examples of wild places, for example *desert, forest, mountain*, etc. If necessary, elicit or pre-teach *face* (meet, see, encounter). Encourage students to give reasons for their answers. Monitor and help as necessary. Check ideas together as a class.

## LANGUAGE NOTE

*Wild* is usually an adjective, for example *We don't have many wild animals in the area I live in*. However, the phrase *in the wild* refers to an area of land that is uninhabited, and not under human control.

- b  Ask students to look at the pictures and name the animals. Discuss the questions. As a class, ask students to give examples of their ideas.
- c Students read the text to check their answers. Tell the class that they are reading to check their ideas, not for detailed information. Check answers as a class.
- d Ask students to read the text again and tick the correct sentences. Read through the sentences with the class first. You may wish to elicit or pre-teach *weapon* (something used to protect yourself or hurt others), and *vulnerable* (easily hurt). Check answers as a class.

### Answers

- 1 Tigers and crocodiles are the most dangerous; tarantulas are the least dangerous.
- 2 Students' own answers.

### Answers

- 1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

## VOCABULARY SUPPORT

*harmless* (B2) – not causing danger  
*leopard* (B2) – very big wild cat, yellow with black spots  
*pepper spray* (B2) – a can that sends a liquid containing pepper into an enemy's face  
*punch* (B2) – hit a person with your closed hand

At the end of this lesson, students will be able to:

- understand a text about dangerous animals
- use future time clauses and conditionals with *if, unless, as soon as, provided, as long as* correctly
- understand a person telling a story about a tiger
- use a lexical set of words related to animals and the environment correctly
- give advice to a visitor to their country

## LANGUAGE NOTES

The plural of *wolf* is *wolves*. Some English words ending in *-f* take the ending *-ves*: *knife – knives, half – halves*. However, there are many exceptions, for example *roof – roofs, chief – chiefs*, so it is better to learn each word pattern individually.

## FAST FINISHERS

Ask fast finishers to think of another five wild animals. Ask students to discuss and decide what they would do to survive an attack by these animals. Ask for examples during feedback and find out if the class agree.

- e As a class, ask students to look at the options and choose what they think the text is. Ask for reasons for their choice.

### Answer

- c The style is quite chatty and there are humorous comments.

## EXTRA ACTIVITY

Put students into pairs or small groups. Ask them to think of a memorable experience they have had with an animal. It doesn't have to be a dangerous experience. Each pair or group has to choose the most interesting story and present it to the class. Then the whole class votes for the best one.

- f Students look at the pictures with ideas for surviving attacks and say which animals are shown. Read through the different possible ways of dealing with an attack and ask students to choose which they think are the best and why. They can discuss this in pairs, or small groups. Check ideas as a class.
- g  Ask students to turn to SB p.127 and read the texts to check their answers. Ask students to discuss the question in 1b in pairs, and give reasons for their choice. Take feedback as a class.

### Answers

- 1 a
- 2 b, c
- 3 b

## VOCABULARY SUPPORT

*seal* (B2) – sea animal with smooth fur  
*vertical* (C1) – going straight upwards

## 2 GRAMMAR

### Future time clauses and conditionals

- a Write the beginnings below on the board and ask students to complete them with their own endings. It is not important for students to remember the exact wording from the text; the focus is on eliciting the correct verb forms. Take feedback as a class. Then read the full sentences 1–5 with the class.

*Bears will only fight if ...*

*They won't attack people unless ...*

*Bears will usually move away as soon as ...*

*Provided you stay absolutely still, the bear ...*

*As long as you don't panic, a shark ...*

Put students into pairs or small groups to discuss questions a–e. Monitor and help where necessary.

#### Answers

- a Provided, As long as  
b 1  
c 2  
d If you stay still, the bear will go away.  
e The present tense comes after the words and phrases in bold, and a future time clause is used in the other part of the sentence.

### LANGUAGE NOTES

The examples given in 2a show general rules or habits. The same time clauses can also be used for specific conditions related to a future action, for example *As soon as you come home this evening, I'll make dinner.*

- b Students work individually to find another example of each of the words and phrases. They compare answers with a partner. Check answers as a class.

#### Answers

- pushing your thumbs into their eyes will also work well, as long as you press hard enough
- Most animals won't attack people unless you do something to make them angry; Wolves won't normally attack unless they are very hungry
- Provided you seem bigger and more dangerous than the animal, it will probably leave you alone

- c  1.31–1.33 Students read the information in the Grammar Focus on SB p.136. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students are using the correct verb forms after the conditional time clauses. Tell students to go back to SB p.24.

#### Answers (Grammar Focus 2B p.137)

- a 3 as long as I tell them 4 unless you study  
5 ✓ 6 in case it gets 7 I'll lend ... provided you don't drive
- b 2 She'll become a teacher when she finishes university.  
3 They'll be late unless they hurry up.  
4 I'll send your work back to you as soon as I've checked it.  
5 You can take photographs provided you don't use a flash.  
6 You should take some money in case you need to take a taxi.  
7 As long as you're careful, he won't bite you.  
8 You won't understand unless you listen very carefully.

### CAREFUL!

Students often use *when* instead of *if* in first conditionals, e.g. *When the bear comes towards you, you should pretend to be dead* (Correct form = *If the bear comes towards you, ...*).

- d Ask students to complete the sentences in pairs. Monitor and help as necessary. Take feedback as a class.

#### Suggested answers

- Sharks won't attack you unless they think you're food.
- Wolves will only attack if they're very hungry.
- Tarantulas won't bite you provided you let them walk over you.
- If you hit a crocodile on the nose, you might survive.

## 3 LISTENING and VOCABULARY

### Animals and the environment

- a Ask students to look at the picture and say what the animal is. Read through the task with the class and put students into pairs. Students try to guess the story of the hunter and the tiger from the words. Monitor and help as necessary. Ask for ideas as a class. Students vote on which story is most likely to be correct.

### VOCABULARY SUPPORT

*mattress* – something we put on our beds to sleep on

*wounded* (B2) – hurt

- b  1.34 Play the first part of an interview about the book. Take feedback as a class, and discuss whose ideas were the closest.

### Audioscript

**INTERVIEWER** Miles, tell us about the story. What happened?

**MILES** Well, one day in the winter of 1997, in eastern Siberia, one of the wildest and most natural habitats on Earth, a hunter came across a Siberian tiger. He shot the tiger and wounded it and then took part of the dead animal that the tiger was about to eat. Of course, the tiger wasn't happy. It attacked and killed Markov but it didn't do this immediately. It waited 48 hours before attacking. In other words, it remembered what had happened and carefully planned the attack. So while Markov was away hunting, the tiger found its way to his hut in the forest and broke in through the door. The tiger then took Markov's mattress outside and lay on it, waiting

for him to return. When Markov finally appeared, the tiger dragged him into the forest and ate him, leaving only his boots. They found the boots later and figured out what had happened.

- I So these are very dangerous animals, obviously.  
M Yes, very dangerous if you make them angry, certainly. They're also not just any tiger, they're the largest species of cat walking on earth. The Siberian Tiger is a very impressive animal. They can be up to four metres long and they weigh more than 250 kilos. They can jump about ten metres if they need to. So imagine a creature that's as active as a cat and has the weight of an industrial refrigerator – that's what a Siberian tiger's like!

### VOCABULARY SUPPORT

*drag* (B2) – pull something heavy (usually along the ground or floor)

*habitat* (C1) – the natural home of an animal

*impressive* (B2) – good, admirable

*species* (B2) – a type of animal or plant

*work out* (C2) – find the reason behind something

- c  1.34 Read through the questions with the class for students to tell you which one Miles does not answer. Play the recording again for students to check.

#### Answer

3

- d 1.35 Tell students they are going to hear the second part of the interview. Read through the items in the task and play the recording for students to tick which are mentioned. Check answers as a class.

**Answers**

3, 4

**Audioscript**

**INTERVIEWER** So what happened then?

**MILES** Well of course, a group of men hunted the tiger down and killed it.

**I** I suppose they had to really.

**M** But did they?

**I** What do you mean?

**M** Well, when you read the story, you're not sure whose side you're on, the tiger's or the humans'. As Vaillant says, the tiger's response is quite 'logical' and the tiger is 'just trying to be a tiger', and it's a human who interferes with that.

**I** So in a sense, it's the humans who are dangerous, rather than the tiger?

**M** In a way, yes. What's interesting is that humans and tigers hunt the same animals and share the same environment, and they've done this in Siberia for years but they don't normally disturb each other. But if you make the mistake of attacking a tiger, you're in trouble. People who live in the area say this has never happened before. There is no record ever of a tiger hunting a human being.

**I** So is that the message of the story – leave tigers alone?

**M** Well, yes, don't make a tiger angry, certainly, or it will take revenge. But also it makes you ask the question, 'Which is the dangerous animal, tigers or humans?' We think of tigers as dangerous, but of course we're not at risk because of tigers, they're at risk because of us. There are 40 million humans but only 500 tigers, so they really are an endangered species, and that's mainly because of us hunting them and living in their habitat and taking away their natural food.

**I** Miles, thank you. You heard Miles Holman talking about the book *The Tiger* by John Vaillant ...

**VOCABULARY SUPPORT**

*at risk* (B2) – a situation where something bad might happen

*endangered* (B2) – animals or plants that may soon disappear

*extinct* (C1) – when certain animal species no longer exist

*record* (B2) – a written report

*take revenge* (B2) – punish someone who's done something bad to you

- e Individually, students decide if they think Miles would agree or disagree with the statements and then compare their answers with a partner. Check their ideas and reasons as a class.

**Answers**

- 1 No, the humans interfered with the tiger's logical response.
- 2 Yes, the tiger's response was just logical.
- 3 No, people who live in the area say it's never happened before.
- 4 Yes, humans hunt tigers, live in their habitat and take away their natural food.
- 5 No, there are 40 million humans but only 500 tigers.

- f Read through the words in the box with the class and check understanding. Elicit whether we can use the words to talk about animals or places.

**Answers**

- 1 at risk, creature, endangered, extinct, hunt, protected, rare, species
- 2 at risk, environment, habitats, natural, protected

**EXTRA ACTIVITY**

To reinforce meaning, ask students to discuss these questions, either as a class, in pairs, or in small groups:

- 1 Which animals have become extinct?
- 2 Name some species that are endangered at the moment.
- 3 What sort of hunting (by people) goes on in your country?
- 4 Is it important for some species to be protected or should we let nature take care of everything? Why?

- g 1.36 Ask students to work individually to complete the sentences and then compare their answers with a partner. Play the recording for students to check answers.

**Answers**

- 1 natural habitats
- 2 creature
- 3 hunt, environment
- 4 at risk
- 5 rare
- 6 endangered species, protected, extinct

**4 SPEAKING**

- a Tell students that they are going to give advice to a person visiting their country. Read through the points to think about with the class. Give students five minutes to write down ideas about the different points.
- b Read through the task and the words in the box. Look at the examples in speech bubbles with the class to give them ideas of the language to use. Give students a few more minutes to prepare their advice.
- c Put students into pairs to role-play the visitor and advice giver. When they finish, they should change roles. Monitor and note down examples of good language use and any common errors. Take feedback as a class, to deal with the errors and give examples of good language and interesting points that you noted.

**LOA TIP MONITORING**

When monitoring, try to keep a balance between checking for language use, but not distracting or undermining the students' confidence. As this is a fluency activity, observe, rather than interrupt and note language use. If possible, keep mental notes, as writing down notes can be off-putting for the students.

**FAST FINISHERS**

Ask fast finishers to tell their partners about an experience that spoiled a holiday for them. Ask for examples of these experiences during feedback.

**ADDITIONAL MATERIAL**

- ▶ Workbook 2B
- ▶ Photocopiable activities: Grammar p.187, Vocabulary p.207

# 20 Everyday English

## What a great shot!

At the end of this lesson, students will be able to:

- understand informal conversations about taking photos
- use appropriate phrases to agree, compliment someone and respond to compliments
- use correct intonation in question tags
- compliment each other

### OPTIONAL LEAD-IN

Books closed. Praise something a student (or students) have done recently, for example *I was really impressed by your homework, Lara! You are very good at thinking of stories.* Elicit that you are praising Lara and giving her a compliment. Write the word *compliment* on the board.

Ask students to think about compliments that they have given or received in the last 24 hours. Give students two minutes to note these down. They then compare their compliments with a partner's. Take feedback as a class, to hear examples and find out who has given or received the most compliments in the class.

## 1 LISTENING

- a  Ask students how they usually take photos (for example on a phone/tablet/with a camera). Then ask them to discuss the questions in pairs. Take feedback as a class, and ask for comments from their conversations.

### EXTRA ACTIVITY

Put students into pairs. Then tell students about a photograph you have taken that you really like and why. Ask students to tell their partners about a favourite photo that they have taken. They should talk about what the photo shows, when they took it, how they took it and why it's a favourite. Students report back on their partners' photos as a class.

- b Students look at the photo and say what they can see. You may wish to elicit or pre-teach the word *tripod* (a support for a camera with three legs). Ask questions 1 and 2 and extend by asking where the class think the girls are and why they might be there.
- c  1.37 Play Part 1 of the video or the audio recording for students to check their answers to 1b.

#### Answers

- 1 She's measuring the height of the tripod.
- 2 It's difficult.

### Video/Audioscript (Part 1)

**BECKY** Could you give me a hand with this please, Tessa?

**TESSA** Sure.

**B** I just, I just can't get the right height.

**T** OK.

**B** Great, thank you.

**T** No problem. Good shot?

**B** Not really. I think I need to be closer.

**B** It's quite difficult.

**T** Yeah, it's hard, isn't it? Do you need all this equipment?

**B** I find it helps.

**T** Do you?

**B** Usually. Ah this is fun.

**T** Yeah, much better than sitting in a lecture at college. All that theory!

**B** Well, that can be interesting ...

**T** I'd really like to take a photo of something a bit more exciting – maybe a squirrel.

**B** A squirrel? That'll be good ... if we can find one ...

### VOCABULARY SUPPORT

*give someone a hand with sth* – help someone

*shot (n)* (B2) – a photograph, piece of film

*theory* (B2) – the rules on which a subject of study is based

### LANGUAGE NOTES

The noun from *high* is *height*. Another similar noun is *weight*, from the adjective *weigh*. Spelling and pronunciation of both nouns sometimes give problems.

- d Read through the statements about the recording and ask students if they are true or false. Students do the task in pairs. Play the recording again for students to listen and check answers.

#### Answers

- 1 T 2 F – she can't get the right height or close enough.
- 3 T 4 T

## 2 CONVERSATION SKILLS Agreeing

- a  1.37 Say or write some short statements on the board including a negative, e.g. *Photography's a fascinating hobby. This isn't an interesting picture. It's quite difficult.* Ask how students could agree with these statements, e.g. *You're right, I agree with you.* Then tell the class they have to listen to the recording again to hear how Tessa responded to Becky's comment: *It's quite difficult.* Play the recording for students to listen and check the answer.

#### Answer

Yeah, it's hard, isn't it?

- b Ask the students to choose the correct words in 1 and 2 as a class. Point out that a question tag can be used to agree with both a positive and negative statement. If necessary, give some examples: *It's a lovely photo, isn't it? It isn't an interesting shot, is it?*

#### Answers

- 1 agree 2 interesting

- c Individually, students complete the sentences. Check answers as a class.

#### Answers

- 1 isn't 2 were

- d Ask students to complete the rule. Check answers as a class.

#### Answers

negative, positive



## LOA TIP DRILLING

Give further practice by giving the class statements to complete with appropriate question tags. For example, say: *It's a great camera* and elicit *It's a great camera, isn't it?*

*It isn't a great camera, ...?*

*She wants to be a photographer, ...?*

*She doesn't want to be a photographer, ...?*

*He's published a book of photos, ...?*

*He hasn't published a book of photos, ...?*

*He directed the wildlife documentary, ...?*

*He didn't direct the wildlife documentary, ...?*

- e** Refer students back to 2c and point out the change of adjectives used to make the exchange more interesting: *lovely/charming, clear/helpful*. Read through the adjectives in the box, clarifying where necessary: *soaking* (completely wet), *breathhtaking* (incredible to see). In pairs, students complete the exchanges using the correct adjective and question tags. Check answers as a class.

### Answers

- 1 soaking, aren't
- 2 breathtaking, isn't
- 3 welcoming, were
- 4 worried, doesn't

## 3 PRONUNCIATION

### Tone in question tags

- a** Say the statements with question tags from 2c or 2e. Ask students to say whether your intonation was the same with all of them. Play the recording for students to decide whether the intonation rises or falls in the examples, and what the difference in meaning is. Check answers as a class.

### Answer

down, not really a question

- b** In pairs, students practise the conversations in 2e. Monitor and correct students' intonation as appropriate. You can drill this as a class, or divide the class in half – As and Bs responding to each other.
- c** Read through the task and adjectives with the class. Look at the examples in the speech bubbles and then ask students to make similar exchanges with a partner. Monitor and correct intonation or question tags if necessary. Note any interesting descriptions and mention to the class in feedback.

## 4 LISTENING

- a** Ask students to look at the photo and tell you what they can see. You may wish to elicit or pre-teach *approach* (a way of doing something). Discuss the question as a class.
- b** In pairs, students compare the two photos, saying what is similar and what is different about them, and which they think is the better picture and why.

- c** Play Part 2 of the video or audio recording for students to decide what Becky and Tessa think about the photos. Check answers as a class.

### Answer

Tessa thinks her own photo is not bad.

Becky thinks her own photos are pretty boring, nothing special.

### Video/Audioscript (Part 2)

- TESSA** Nice daffodils. **B** Oh right. Great.
- BECKY** Gorgeous, aren't they? Can I have a look? Wow, what a great shot! **T** We'll need to get a bit closer. But quietly.
- T** It's all right. **B** You go first.
- B** You know just how to get a really good shot. The light is amazing. **T** No, no. You go.
- T** Thanks. Guess it's not bad. Can I have a look at yours? **B** No, really – you should go.
- B** It's pretty boring. **T** It's fine. This is your shot.
- T** Don't you want me to? **B** Sure?
- B** No – I mean, it's not a problem. I just feel it's a pretty ordinary shot. You know, just ... nothing special. Compared to yours. **T** Yeah.
- Have you ever worked as a photographer? **B** OK. Oh no! It's run away. Ah this is a really bad shot. The light's all wrong. I need a reflector.
- T** Me? No. It was just something I was kind of into. Kind of a hobby. How about you? **T** Can I have a look?
- B** No, never. I used to have this job working in HR, but I've just given that up. **B** I don't like it.
- T** Too stressful? **B** This is great.
- B** Sort of. **B** Really?
- T** Or too boring? **T** Yeah, it's your best shot.
- B** Well ... both! My café job's enough to pay the bills – just. You? **B** But I didn't have a chance to set it up.
- T** I'm just studying at the moment; I haven't got a job ... **T** Maybe sometimes you don't need to.
- B** Oh right ... **B** Hm. OK. Maybe not. You know, one thing I don't like about this assignment.
- T** Shhh. Squirrel! Over there. **T** What's that?
- B** Great. Let's go. **B** It's so cold!
- T** OK. Yeah. Why not? **B** Yeah, it's freezing, isn't it?
- T** Great. Let's go. **B** My flat's not far away. Do you fancy a nice warm cup of coffee?

- d** Read through the questions with the class. Play the video or audio recording again for them to note down their answers. If necessary, pause the recording after each answer has been given to allow students time to note their answers. With a stronger group you may not need to do this. Students compare answers with a partner before checking as a class.

### Answers

- 1 It was something she was into, a kind of a hobby.
- 2 Who should take the photo of the squirrel.
- 3 Becky thinks the lighting is bad. Tessa thinks it's her best shot.
- 4 Becky's flat.

### VOCABULARY SUPPORT

**HR** – Human Resources, the section of a company that deals with employment

**reflector** – something used in photography to reflect the light

**set up** (B2) – prepare an activity

**squirrel** – a small animal with a big tail that lives in trees and eats nuts

## 5 USEFUL LANGUAGE

### Giving compliments and responding

- a  1.40 Play the recording for students to complete the conversation. Check answers as a class.

#### Audioscript

**BECKY** What a great shot!

**TESSA** It's all right.

**B** You know just how to get a really good shot. The light is amazing.

**T** Thanks. Guess it's not bad.

- b Discuss the questions as a class.

#### Answers

1 yes 2 neutral

- c Ask students to work in pairs, to match the compliments to the words and phrases. Check answers as a class. Nominate students to read out the sentences, using intonation and stress to make them sound exciting.

#### Answers

1 b 2 a 3 d 4 c



#### LOA TIP DRILLING

Read out the sentences in 5c to the class and do a substitution drill by giving an adjective from the words and phrases they matched. Students repeat the sentence, changing the underlined words for the word you give, and making any other necessary changes to the sentence, for example *You were really able to get it just right. / You really succeeded in getting it just right.* Focus on keeping the excitement in the compliments.

- d Read through the responses in the speech bubbles with the class and ask which are grateful and which are neutral. Model the responses for the students to repeat for practice.

#### Answers

grateful: Thanks, I'm glad you like it. I'm really pleased you like it.

neutral: Do you think so? It's OK, I guess.

- e  Put students into pairs and read through the task with the class. Encourage students to use the stress and intonation they practised in giving the compliments and the responses. Monitor and correct students' intonation as appropriate. Ask a stronger pair to repeat their conversation for the class.

## 6 SPEAKING

- a Students work individually to make notes for compliments they can give to their classmates. Read through the points and the examples in the speech bubbles to give them some ideas. Monitor to give further help if necessary.
- b  Students do a mingle activity to compliment different students. To do this, they stand up and walk round, so that they talk to as many students as possible. Join in and keep the students moving. If you have a very large class, this may not be practical. Put students into smaller groups to do the mingle activity. As you mingle with the students, keep notes of examples of good language use and interesting examples, as well as any common errors to deal with during full group feedback.



#### FAST FINISHERS

Ask fast finishers to write a short email to another student in the class, complimenting them on something they've done recently. Ask students to read out these emails during feedback.

#### ADDITIONAL MATERIAL

- ▶ Workbook 2C
- ▶ Photocopiable activity: Pronunciation p.238
- ▶ Unit Progress Test
- ▶ Personalised online practice

# 2D Skills for Writing

## Make sure you know where you're going

At the end of this lesson, students will be able to:

- understand a person talking about a hiking experience
- understand a leaflet giving safety guidelines
- organise guidelines in a leaflet
- write an advice leaflet

### OPTIONAL LEAD-IN

Books closed. Write *LOST* on the board. Tell students briefly about a time when you got lost. Put students into pairs and ask them to tell their partner about a time they were lost too. This could be when they were children, when they were tourists, or when they were walking/hiking, etc. Tell students to ask and answer questions about where/when, why, and what happened. Take feedback as a class.

## 1 SPEAKING and LISTENING

- a**  In pairs, students tell their partner about their answers. Monitor and contribute with questions and comments to encourage conversation. Take feedback and ask for examples of places the students have been to.
- b**  **1.41** Tell students they are going to hear a woman talking about an experience she had in Canada. Read through the questions with the class and play the recording for students to listen for general meaning and answer the questions. Check answers as a class. You may wish to give students information from the Culture notes below.

#### Answers

- 1 Pacific Rim National Park, Canada
- 2 She got lost.

#### Audioscript

**LUIZA** I spent a year in Vancouver in Canada. I loved the National Parks there – they're very special environments full of rare and protected plants and animals. This one particular day I'd been exploring in the Pacific Rim National Park when I got in trouble in the forest. I'd been to see this waterfall. It was a very easy walk from the main track – less than an hour. On the way back I saw what I thought was a short cut that would get me back to the main track more quickly – a big mistake. After a couple of hours I realised that I was going round in circles and I wasn't getting anywhere. I'd got completely lost. I was beginning to get worried – that's for sure. All I had to eat was an energy bar and I had nothing to drink. Well, I waited until later in the afternoon because then I knew the sun would go down in the west and I knew roughly I should be going in an easterly direction. And I had a bit of luck – I came across a stream with fresh water. I followed the stream for a bit and I came to an open area – a kind of a clearing. I knew that eventually people would start looking for me – I'd told the forest ranger when I would be back and I was more than four hours late. And I knew it's better to sit in one place where you can be seen. So I was sitting quietly and thinking about how I could spend the night in the forest and I suddenly had this strange feeling I was not alone.

### VOCABULARY SUPPORT

*clearing* – a small open space in a forest

*forest ranger* – a person whose job is to look after national parks and help visitors

*roughly* (B2) – approximately, not exactly

*short cut* – a quick way to get somewhere

### CULTURE NOTE

Pacific Rim National Park is a large national park in Canada and covers 511 square kilometres of land and sea. It is made up of three sections – Long Beach, the West Coast trail and the Broken Group islands. There is an amazing range of features to see, including marine and forest environments, coastal rainforests, sandy beaches, mountains and an enormous variety of wildlife.

- c**  **1.41** Students work in pairs to answer the questions. Play the recording for students to listen and check.

#### Answers

- 1 She went the wrong way when taking what she thought was a short cut.
- 2 She waited until late afternoon because she knew the sun would go down in the west.
- 3 She followed a stream.

- d**  Remind students what happened at the end of Luiza's story. Put students in pairs to discuss what happened next. Take feedback as a class, and find out which is the most common ending in the class.

- e**  **1.42** Play Part 2 of the recording for students to check their ideas.

#### Audioscript

**LUIZA** I looked around the clearing and on the edge of it I saw a bear looking at me. I knew that you shouldn't run away or show fear. I stood up and said in a clear voice "I have a right to be here" and moved slowly backwards without looking at the bear in the eyes. I could sense the bear watching me. I tried to keep calm but inside I was really panicking. I was terrified. Suddenly, it started moving – thankfully it was away from me. It just disappeared back into the forest. I didn't know if I should stay where I was or keep moving. But then I could hear a helicopter in the distance coming towards me. I thought it might be looking for me. I jumped up and tried to see it, but it flew away before I could get its attention. It was so frustrating. But about 15 minutes later it flew back and I was ready. I took off my jacket and turned it inside out – the lining was red and easy to see. This time they saw me and waved back. About a half an hour later rescuers arrived and guided me out. What I couldn't get over is the fact that I was only 10 minutes away from the main track.

- f**  **1.42** Read through the sentences and play the recording again for students to decide if they are true or false. Check answers as a class.

#### Answers

- 1 T
- 2 F – she was panicking and terrified.
- 3 F – it flew away.
- 4 T



### EXTRA ACTIVITY

Ask more detailed questions about the listening text:

- 1 *What did Luiza say to the bear? (I have a right to be here.)*
- 2 *What did she do? (She avoided looking into its eyes and walked backwards slowly.)*
- 3 *Why did the helicopter see her the second time? (She waved her jacket, now inside out with a red lining.)*
- 4 *How far was she from the track? (10 minutes)*

**g** In pairs, students discuss what they would have done in this situation. Monitor and note interesting examples to tell the class during feedback. Students may make mistakes with the form *would have done*, but as this is not under focus in this unit, do not spend a long time on correcting it. Take feedback as a class.

## 2 READING

- a** Read through the situation with the class and put students into pairs to discuss how to keep safe.
- b** Students read the leaflet quickly to find out if their ideas are mentioned. Take feedback as a class. Students then read the leaflet more carefully to put the headings in the correct places. Remind them that they only need to use three headings. Check answers as a class, and ask students why they chose the headings for the different sections. Also ask why headings are important in a leaflet (to make the information clear and easy to find).

### Answers

A 4 B 1 C 2

- c** Students read the leaflet again to answer the questions. They check their answers with a partner before checking as a class.

### Answers

- 1 a map, suitable clothing and shoes, emergency food
- 2 Don't take short cuts.
- 3 Don't eat all your food at once, find a source of water.
- 4 Stay in one place, but if you need to keep moving, use rocks/signs to show rescuers.

## 3 WRITING SKILLS

### Organising guidelines in a leaflet

- a** Read through the list of verb forms used in the leaflet. Students find another example of each in the leaflet.

### Answers

#### positive imperative:

Wear clothes and shoes  
 Allow plenty of time  
 Have a little at a time  
 Try to find a source of water  
 Find somewhere that is dry

#### negative imperative:

Don't eat all your food at once  
 Don't keep moving around

#### frequency adverb + imperative:

Always try to stay warm

#### if + present tense + imperative:

If you are going on a longer walk, take some emergency food with you.  
 If you need to keep moving, make sure you use rocks or pieces of wood as signs that show rescuers where you are going.

- b** In pairs, students choose the correct answers to questions 1 and 2. Check answers as a class. You may need to give an example of an indirect suggestion at this point: *Perhaps a map would be a good idea?*

### Answers

1 a 2 a

- c** Tell students that some of the sentences are correct, others are incorrect. Students work individually to find and correct the incorrect sentences. Students compare answers with a partner. Check answers as a class.

### Answers

- 1 Don't eat any plants you don't recognise.
- 2 ✓
- 3 If you hear a rescue team, make lots of noise.
- 4 Always carry a pocket knife.
- 5 ✓
- 6 ✓

## 4 WRITING

- a** Read through the task and situations with the class. Give students five minutes in pairs to note down advice for a leaflet. Monitor and prompt where necessary.
- b** Read through the points that students should remember when writing a leaflet. Individually, students then write a leaflet. Monitor and encourage self-correction. Focus on the use of imperatives you have looked at in the lesson.



### FAST FINISHERS

Ask fast finishers to summarise the information in their leaflet to write on a handy pocket card for people to take with them on a hike. Ask for examples of these during feedback.

- c** Students swap leaflets and check the content, accuracy and layout. Monitor and help as necessary.
- d** Distribute the leaflets around the class for students to read and then take feedback as a class. Ask which leaflet the students found the clearest and most useful. If appropriate, ask which was the funniest and/or gave the most unusual advice.



### LOA TIP ELICITING

Tell students some situations you are in and elicit their advice, making sure they use imperative forms:

- 1 *I'm walking across an open field and a storm starts. There's lightning in the sky.*
- 2 *I get back to my tent on the camp site and find an army of huge ants walking all over my sleeping bag.*
- 3 *I'm sightseeing in a big city and I'm lost in the back streets. I haven't got my phone.*
- 4 *I'm on the beach and an insect has bitten me. I haven't got any cream or medicines.*

### ADDITIONAL MATERIAL

▶ Workbook 2D

# UNIT 2

## Review and extension

### 1 GRAMMAR

**a** Individually, students complete the text with the correct forms. Students compare their answers with a partner. Check as a class, asking why students chose a particular form.

#### Answers

- 1 tried
- 2 was
- 3 was living/lived
- 4 was travelling
- 5 decided/had decided
- 6 was
- 7 told/had told (had told = better)
- 8 was
- 9 did
- 10 was
- 11 was diving/dived (was diving = better)
- 12 saw

**b** Individually, students do the matching task and then compare answers with a partner. Point out that the linking expression can go in different positions. Check answers as a class.

#### Answers

- 1 d (as long as you choose an easy ski slope)
- 2 f (unless you're prepared to fall down a lot at first)
- 3 e (provided you're patient with yourself)
- 4 a (unless you can move your toes in your boots)
- 5 c (provided you keep moving)
- 6 b (if you're generally fit and healthy)

#### EXTRA ACTIVITY

Put students into pairs. Ask them to think of different endings for the first parts of the sentences in 1b. As a class, they read out the new endings for the other students to guess the beginnings.

### 2 VOCABULARY

**a** Individually, students correct the errors and then check with a partner. Take feedback as a class.

#### Answers

- 1 I dropped my hat in the sea and it got swept away by a wave.
- 2 She couldn't get over how hot it was.
- 3 He got into trouble for being late.
- 4 I got the feeling they didn't like guests.
- 5 She's now getting over the shock of losing her job last week.
- 6 They're planning to get away to the countryside this weekend.

**b** Students complete the words and then check with a partner. Check answers as a class.

#### Answers

- 1 endangered species    2 at risk, protected
- 3 extinct    4 natural habitats    5 rare

### 3 WORDPOWER *face*

**a** Write *face* on the board. Remind students that this can be both a noun and a verb. Ask for an example of *face* as a verb e.g. *When I went on an adventure holiday, I faced a lot of challenges.* In pairs, ask students to think of any expressions they know that use the word *face* as either a noun or a verb. Take feedback as a class, and write expressions on the board. In pairs, students then match the examples and definitions in 3a. Check answers as a class.

#### Answers

- 1 d    2 f    3 a    4 h    5 g    6 c    7 e    8 b

**b** Check which of these expressions use *face* as a noun and which as a verb.

#### Answers

- 1 noun    2 verb    3 noun    4 verb  
5 noun    6 verb    7 noun    8 verb

#### LANGUAGE NOTES

We sometimes use *up* to emphasise the difficulty of a situation we have to face: *You must face up to your responsibilities.*

**c** Tell students that we can use *face* with several nouns. Ask them which one of the words in the box does not collocate with *face* and why.

#### Answer

- 5 because *face* is usually used with something that is difficult or possibly unpleasant.

**d** Students complete the exercise individually. Check answers as a class.

#### Answers

- 1 flat    2 difficult    3 fall    4 to    5 doing    6 the.

**e**  In pairs, students ask and answer the questions in 3d. Monitor and help or comment where necessary. Take feedback as a class.

 Photocopiable activities: Wordpower p.225

#### REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.