

Extreme living



Unit contents

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Grammar	Present simple; Adverbs and expressions of frequency; Present continuous; Present simple and present continuous
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Get it right! *Yakutsk has very cold weather not ~~has a very cold weather~~; winter, summer not ~~Winter, Summer~~; spelling of -ing forms for verbs ending in -y*

CLIL Geography: Living in the desert
▶ *The Khomani San of the Kalahari*

Basic competences

In this unit students will (learn how to) ...

- use vocabulary to talk about extreme weather and basic needs. **CLC, SCC, CAE**
- use the present simple with adverbs and expressions of frequency. **CLC, L2L, CMST**
- use the present continuous. **CLC, L2L, CMST**
- contrast uses of the present simple and present continuous. **CLC, L2L, CMST**
- understand written information about life in Siberia. **CLC, L2L, CMST, SCC**
- understand a radio programme about an unusual family. **CLC, L2L, SCC**
- agree and disagree on places to live. **CLC, L2L, SCC**
- write an email to a pen friend. **CLC, L2L, SCC, DC**
- distinguish /ɪ/ from /iː/. **CLC, L2L**
- understand oral and written information about storm chasers in the USA. **CLC, L2L, CMST**
- understand life in the desert. **CLC, SCC, SIE, CMST**
- understand and use information from two videos about extreme weather. **CLC, CMST, DC**
- understand and use information from a video about preferences for city or country life. **CLC, DC**
- understand and use information from a video about the Khomani San. **CLC, DC, CAE**

CLC = Competence in Linguistic Communication

L2L = Learning to Learn **SCC** = Social and Civic Competences

DC = Digital Competence **CAE** = Cultural Awareness and Expression

SIE = Sense of Initiative and Entrepreneurship

CMST = Competence in Mathematics, Science and Technology

Optional activity

Discuss the weather and season (stormy, winter) in the photo and ask which country students think it is (England).

Focus on the **BE CURIOUS** box at the bottom right of the page in the Student's Book. Ask students to find the two images mentioned in the box. You could make this task more fun by adding a competitive element: the first student to find the images is the winner.

Answers

Children playing with fire: on page 9.

Something dangerous on the horizon: the tornado on page 13.



The *Smart Planet Augmented Reality App* icon appears on every Unit Opener page. It offers direct augmented reality access to all videos and key interactive activities. Students should go online to www.smartplanetapps.es and download the *Smart Planet Augmented Reality App* for their smartphone or tablet. They then open the app and take a photo of the Unit Opener page to access the content.

Vocabulary

Extreme weather


Objectives

Students learn vocabulary for extreme weather and talk about the weather where they live. They listen to and read about a British student's experience of extreme weather in Siberia. They also watch a video about a family in Alaska preparing for winter.

- 1 Students work in pairs and match the words/phrases in the box to the correct photos.

Optional activity: Fast finishers

Students who finish quickly can list any other words they know for extreme weather, e.g. *storm, flood, hurricane*. (Note that students will think of other non-extreme weather words in the *Your Turn* exercise below.)

- 2  **1.03** Play the recording for students to listen and check their answers to Exercise 1. Play the recording again for students to listen and repeat. Pay particular attention to the pronunciation of *hail, heat* and *lightning*.

Audioscript/Answers

1 heavy rain 2 thunder and lightning 3 hail
4 freezing 5 boiling 6 high winds 7 snowstorm
8 heat wave

Teaching tip

Regularly emphasise to students the importance of remembering complete phrases in English, e.g. *thunder and lightning*, and remind students to notice words which commonly go together (collocations).

- 3 Write the weather categories (a–c) on the board and elicit and write students' answers underneath. Students then copy the information into their notebooks.

Answers

- a) very hot weather: boiling, heat wave, thunder and lightning
- b) very cold weather: snowstorm, hail, freezing
- c) hot or cold weather: high winds, heavy rain

Optional activity

Ask students to play Pictionary to practise the vocabulary for extreme weather. (See Games bank, page 182.)

→ **Pronunciation: /ɪ/ and /iː/** Use the exercises on page 129 for pronunciation practice of /ɪ/ and /iː/.



Read out the information in the *Get it right!* box and highlight the common mistake. Explain or elicit that *weather* does not take an indefinite article because it is an uncountable noun.

Your Turn

- 4 Read out the questions. Students work in pairs to ask and answer about weather. At the end, ask one or two students to tell the class about the weather news story they discussed with their partner.

Optional activity

Write *weather forecast* on the board. Check that students understand the meaning of *forecast* and give an example of a weather forecast for your country using *going to*, e.g. *Tomorrow, it's going to be hot and sunny*. Put students into small groups. Assign a different country to each group and ask them to use the information on the BBC weather website to prepare a weather forecast for that country.

→ Homework: Workbook page 6

Reading

Freezing in Siberia!


Background information

Siberia is a large region in northern Asia which makes up three quarters of Russia's territory. Yakutsk is a remote port city in eastern Siberia.

- 5 Focus on the photos of Yakutsk on page 9. Students answer the questions in pairs. Elicit answers from one or two pairs and discuss them as a class.

Answer

- 1 Yakutsk is in Siberia in Russia.
- 2 It is extremely cold in Yakutsk in the winter.

- 6  **1.07** Tell students they are going to listen to and read a blog by a British student living in Yakutsk in Siberia. Read out the question, then play the recording. Discuss with the class whether Meg prefers summer or winter in Yakutsk.

Answer

Meg probably prefers the summer. She says she 'can't wait' for it and that 'life in the extreme cold is difficult'.



Go through the information in the *Get it right!* box with the class.

- 7 Give students a minute to read the questions, then check they understand them. Ask them to read the blog again to find the answers. Check answers with the class. Read out the information in the *Fact* box and elicit other countries/areas that are extremely cold, e.g. Alaska, Antarctica, Greenland.

Answer

- 1 Average daytime temperature: -30°
At night can be as low as -60°C .
- 2 The air freezes inside your nose; people's skin freezes.
- 3 Because people have to wear a lot of warm clothes
- 4 It keeps you warm and strong.
- 5 24 hours
- 6 They go camping, have barbecues and enjoy all-night parties.

Words from the text

- 8 Ask students to find the word *fall* in the text about Siberia. Elicit the correct definition to match it (definition 3). Students then work in pairs to match the other words/phrases and definitions, using their context in the text to help them. Check answers with the class.

Answer

- 1 indoors 2 outdoors 3 fall 4 melt
5 rise 6 sub-zero conditions

Your Turn

- 9 Read out the questions and go through the *Useful Language* box with the class. Students work in pairs to ask and answer the questions.

Optional activity

Have a class vote on which season, winter or summer, is the most popular.

Optional activity

Divide students into groups and assign a different country to each group. Allow students ten minutes to find out about the weather in that country, using the Internet. Groups present what they have found out to the class.

1.1 The Long Winter



Summary

A family in Alaska prepares for the long winter.

In class

Tell students they are going to watch a video about the Kilcher family preparing for the long winter in Alaska.

Exercise 1

Ask students to watch the video to answer the question: *Why are Atz and Jane worried?* Check the answer with the class.

Answer They haven't got enough food for the winter.

Exercise 2

Write the following questions on the board:

- 1 For how many months of the year is it cold in Alaska?
- 2 Where do the Kilchers get all their vegetables?
- 3 What animals does Atz catch in the forest?

Play the video again. Students watch and answer the questions. Check answers with the class.

Answers

- 1 Eight
- 2 They grow all of their own vegetables.
- 3 He catches rabbits.

At home

Exercise 3

Ask students to write a short description of life in the winter for the Kilcher family. Brainstorm information from the video, e.g. *The Kilcher family live in Alaska; The winters in Alaska are eight months long, etc.*, and write key vocabulary on the board.

Exercise 4

Ask students to find out more about Alaska, e.g. its location, size, population, main cities, geography, etc., and make notes. They present what they find out to the class in the next lesson using PowerPoint or a poster presentation.

Grammar 1

Present simple

Objectives


Students learn the use of the present simple to talk about what normally happens, and to talk about routines and facts. They learn adverbs and expressions of frequency, and talk about how often they do different activities in their free time.

- 1 Write the quote from the reading text on the board and underline *freezes*. Ask students to translate the sentence into their language. Elicit the tense of the underlined verb. Students read the example sentences in the box. They then work individually to complete the rules in Exercise 1. Check answers with the class.

 See **Grammar reference** page 145 for the present simple.

Answers

- 1 -s, she 2 don't, doesn't 3 do, does
4 do, does

- 2 Look at the example with the class. Students work in pairs to complete the conversation with the correct present simple form of the verbs in brackets.
- 3  **1.08** Play the recording. Students listen and check their answers to Exercise 2.

Audioscript

- A: What's the hottest place on earth? Do you know?
B: Yes, I do. It's Death Valley, California. The temperature goes up to 47° centigrade in summer.
A: Wow, that's hot!
B: It doesn't stay that high at night. It drops by about 15°, but it's still very hot at 31°!
A: Does anyone live there?
B: Yes, about five hundred people live there all year round.
A: What do they do there? Is there any work?
B: Well, they don't have a lot of work, but there's a hotel and a tourist centre. Most people work there. And they have a marathon every year.
A: A marathon? In that heat?
B: No, they don't run in summer! It's in the winter.

Answers

- 2 do 3 goes 4 doesn't stay 5 drops
6 Does ... live 7 live 8 do ... do 9 don't have
10 work 11 have 12 don't run

Optional activity

Students work in pairs to read out the complete conversation in Exercise 2 twice, taking a different role each time.

Adverbs and expressions of frequency

- 4 Read out the quotes from the reading text and ask students to translate them into their language. Go through the information in the box. Translate the expressions of frequency into the students' own language if necessary. Read out the example answer. Students work in pairs to rewrite the other sentences, putting the adverbs and expressions of frequency in the correct places. Check answers with the class.

 See **Grammar reference** page 145 for adverbs and expressions of frequency.

Answers

- 1 Alternative answer also possible: Usually, I go on holiday twice a year.
- 2 It is never very cold in my town.
- 3 I always get to school late every day.
- 4 She sometimes goes on school trips in June. / Sometimes she goes on school trips in June.
- 5 It's always sunny and warm in spring.
- 6 We always go camping once a year.

- 5 Work with the class to put the words in question 1 in the correct order as an example and write the correct sentence on the board. Students then work individually to put the other sentences in order. Check answers with the class.

Answers

- 1 We often go for a walk at the weekend.
- 2 He usually goes to the beach every day.
- 3 We always visit my grandparents at Christmas.
- 4 I'm never bored in the holidays.
- 5 They usually go skiing three times a year.
- 6 I'm always sad when the weather's bad.

Optional activity

Put students into pairs to take it in turns to guess how frequently they each do certain activities. For example, Student A says: *I think you usually go to the cinema twice a week*. Student B either confirms or corrects that statement (e.g. *Yes, I do. / No, I don't. I go once a week*). Students then swap roles.

Your Turn

- 6 Read out the questions and the example. Students then work in pairs to ask and answer them. At the end, ask one or two students to tell the class what they found out about their partner.

 Homework: Workbook page 7

 Grammar practice: Workbook page 87

Listening and Vocabulary

Basic needs


Objectives

Students learn vocabulary for basic needs and listen to a radio programme about a family living without money. They talk about the things they need to live.

- 1 Focus on the words/phrases in the box. Check understanding of *needs* (n) (= the things you need in order to live decently or well; water, food and shelter are examples of basic or essential needs; education and entertainment are examples of less essential needs). Students work in pairs to match the words in the box to the correct photos (1–9).


Optional activity: Fast finishers

Students who finish quickly can think about and write down other needs, e.g. *a clean water supply, electricity, heating, friends, family, justice, a police force, freedom of expression, etc.*

- 2  **1.09** Play the recording for students to listen and check their answers to Exercise 1. Play the recording again for students to listen and repeat.

Audioscript/Answers



1 communication 2 health care 3 money
4 clothes 5 a home 6 entertainment
7 food and drink 8 transport 9 education

- 3  Students work in pairs to discuss and write the words in Exercise 1 in order of importance for them. Ask one pair to read out their list and to give their reasons, then get the rest of the class to agree or disagree.

Answers

Students' own answers


Listening

- 4  Focus on the photo. Ask students to work in pairs and guess the order of importance of the needs in Exercise 1 for the family shown.
- 5  **1.10** Tell students they are going to listen to a radio programme about the family in the photo. Read out the question, then play the recording. Elicit the ways in which the life of the family is different from your students' lives.

Audioscript

Sue: Can you imagine life without money? Robert Bellmen, his wife Rachael and their daughter Emma live very happily without any money.
Robert: Robert, first of all, where do you live?
Robert: Well, we don't have a house and we move around a lot. Sometimes we camp, sometimes we stay with friends.
Sue: And where are you living at the moment?

Robert: At the moment, we're living with a retired couple. They've got a big house. We do the gardening and the cleaning and we can stay in the house for free.
Sue: OK – but what about food?
Robert: We grow a lot of fruit and vegetables here in the garden. Rachael's picking some apples at the moment to take to the local market.
Sue: To sell?
Robert: No. To exchange – for eggs, cheese, milk, that kind of thing. And a group of us are working on a project with local supermarkets to get food for free.
Sue: Food for free? How do you do that?
Robert: Supermarkets throw away a lot of fresh food. Most people don't know that a third – yes a third! – of fresh food goes in the bin every day. We think that's criminal, and we're working on a system to collect that food and share it with people who need it. It's going really well.
Sue: Congratulations! And what about clothes?
Robert: Well, Rachael works in a second-hand clothes shop and in return we get clothes.
Sue: Right. And what about free time? What do you do in your free time without money?
Robert: We spend a lot of time with our friends. We're never bored. We definitely don't need money to be happy!
Sue: Thank you, Robert. So, what do you think? Do you need money to be happy?

- 6  **1.10** Give students time to read the true/false sentences. Play the recording again. Students listen and decide which sentences are true and which false, then correct the false sentences. Check answers with the class.

Answers

1 F, They move around a lot.
2 T
3 F, They take food to the local market to exchange it for other food.
4 T
5 T
6 F, They get clothes from a second-hand clothes shop because Rachael works there.
7 F, They don't need money.

Your Turn

- 7 Read out the questions and go through the *Useful Language* box with the class. Students work in pairs to ask and answer the questions. At the end, ask one or two students to tell the class what their partner would find most difficult to live without. You could then do a class survey to find the top five things that the class would find it most difficult to live without.

 Homework: Workbook page 8

Grammar 2

Present continuous

Objectives

Students learn about the present continuous and the present simple and compare their usage.

- 1 Write the quote from the Listening text on the board and underline *'re living*. Elicit the tense of the verb. Ask different students to read out the example sentences in the box. Go through the questions about the present continuous with the class and explain them using L1 if necessary. Elicit the correct sentences for 1a) as an example. Students then work alone to answer the remaining questions. Check answers with the class.

 See **Grammar reference** page 145 for the present continuous.

Answers

- 1 a) 3 and 4; b) 1, 2, 5 and 6
- 2 a) 2, 4 and 6 b) 5 c) 1 and 3
- 3 questions: present form of *be* + subject + base form of verb (infinitive without *to*) + *-ing*;
negatives: subject + present form of *be* + *not* + base form of verb (infinitive without *to*) + *-ing*

Language note

In modern informal English, the verb *to love* is sometimes used in the continuous form, e.g. *I'm loving my new film app*. However, students should avoid this usage in more formal contexts or in exams.

- 2 Read out the example, then ask students to work alone to complete the remaining sentences. Check answers with the class.

Answers

- 2 'm/am not doing 3 're/are getting
- 4 're/are making 5 isn't / is not playing; 's/is studying 6 is ... doing; 's/is getting



Go through the information in the *Get it right!* box. For practice, ask students to write the continuous form of other similar verbs, e.g. *say, stay, enjoy, buy, carry*.

Optional activity

Students can play the Mime Game to practise the present continuous. (See Games bank, page T156.)

Present simple and present continuous

- 3 Focus on the example and ask students to say why the present continuous is correct in this case (*this week* shows that the action is happening around now rather than routinely). Students then work in pairs to choose either the present simple or the present continuous in the remaining sentences. Check answers with the class.



See **Grammar reference** page 145 for the present simple and the present continuous.

Answers

- 2 He goes 3 They're staying 4 We often go
- 5 Are you working 6 Does she play

- 4 Focus on the text and ask students to read it. Elicit/Revise the meanings of *experiment, tablet* (as in *tablet computer*) and *dishwasher*. Read out the example, then ask students to work alone to complete the rest of the text.

- 5  **1.11** Play the recording for students to listen and check their answers to Exercise 4.

Audioscript

Mark and his family love technology. But this week they are doing an experiment. They aren't using any technology at all – so no TV, phones or computers! Mark usually spends three or four hours a day on his tablet, but this week he is reading books and he and his sister are learning to play tennis. And in the kitchen, life is very different. They usually use a dishwasher to wash the dishes, but this week they are washing them by hand. 'It takes a lot more time,' says Mark. His parents are happy: 'We're spending a lot more time together'. Mark isn't so sure: 'I can't wait for life to be back to normal!'

Answers

- 2 're/are doing 3 aren't using 4 spends
- 5 's/is reading 6 're/are learning 7 use
- 8 're/are washing 9 takes 10 're/are spending

Your Turn

- 6 Read out the questions and the example. Students work in pairs to ask and answer them. At the end, ask one or two students to tell the class something interesting that they found about their partner, e.g. *Marta is learning Arabic at the moment*.



Homework: Workbook page 9



Grammar practice: Workbook page 87



Storm Chasers

Objectives

Students read and listen to a text about people in the United States who chase storms, then talk about storms in general. They also watch a video about a group of scientists trying to get close to a tornado.


Warm-up

Books closed. Write *storm* on the board. Ask students to describe a typical storm, e.g. *There is (heavy) rain or snow and high/strong winds. Storms can destroy trees and buildings.* Ask students to describe the last storm they remember.

- 1 Focus on the photo and read out the questions. Students work in pairs to answer them.

Answers

- 1 A tornado
- 2 They are researching tornadoes. (It says 'Severe Weather Research Unit' on the back of their vehicle.)

- 2  **1.12** Focus on the three titles. Play the recording. Students listen and read the text, then choose the best title for the interview. Check the answer with the class and discuss students' reasons for choosing it. Read out the information in the *FACT* box and ask students if they can name any other dangerous natural phenomena, e.g. earthquakes, volcanoes, tsunamis. (Students will learn vocabulary for natural disasters in Unit 2.)

Answer

b

- 3 Give students time to read through the gapped summary. Elicit the first answer as an example and point out that more than one word may be needed to complete each gap. Students then read the text again and work alone to complete the summary with the correct information. Check answers with the class.

Answers

- 1 storm chaser
- 2 Tornado Alley
- 3 a thousand
- 4 heavy rain
- 5 250 miles per hour
- 6 the bear's cage
- 7 trips
- 8 film crews
- 9 information

Your Turn

- 4 Ask a student to read out the questions. Elicit or explain the meaning of *react to*. Go through the *Useful Language* box with the class. Students work in pairs to ask and answer the questions. At the end, get one or two students to tell the class how their partner feels in a storm.



1.2 Storm Chasers: Dixie Alley



Summary

A group of scientists tries to get close to a tornado in an area of the USA called Dixie Alley.

In class

Tell students they are going to watch a video about scientists who do research into tornadoes in the USA.

Exercise 1

Ask students to watch the video to answer the question: *The 27th April 2011 was the worst day for tornadoes in Dixie Alley since when?* Check the answer with the class.

Answer 1925

Exercise 2

Write these gapped sentences on the board:

- 1 Every year, tornadoes kill about ... people.
- 2 F5 tornadoes have winds higher than ... kilometres per hour.
- 3 The F5 tornado stayed on the ground for ... kilometres.

Play the video again. Students watch and complete the sentences with the correct numbers. Check answers with the class.

Answers 1 70 2 400 3 130

At home

Exercise 3

Ask students to find out exactly what a tornado is and make simple notes. They can draw a diagram and label it for a presentation in the next lesson.

Exercise 4

Ask students to find out about the worst tornadoes in the world and make brief notes: when and where they occurred, how much distance they covered, how many people were killed, etc. They compare what they have found out with a partner in the next lesson.

 Homework: Workbook page 10

Speaking

Giving your opinion, agreeing and disagreeing

Objectives

Students listen to teenagers saying whether they prefer towns and cities or the countryside. They then listen to two people talking about life in towns and villages, and practise giving their opinion, agreeing and disagreeing.

1.3

Tell students they are going to watch some teenagers answering the question: 'Which do you prefer – towns and cities or the countryside?' Tell them that they will ask and answer the question themselves after watching and so should listen carefully to the language the teenagers use. Play the video. Students then ask and answer the question in pairs.




Optional video activity

Before students answer the question from the video, write the following questions on the board:

- 1 How many speakers prefer the countryside?
- 2 How many speakers prefer towns and cities?
- 3 How many speakers like both?

Students watch and answer the questions.

Answers: 1 Three 2 Two 3 One

- 1  **1.13** Tell students they are going to listen to Kate and Mark talking about living in towns and villages. Look at the gapped conversation and the example together. Play the recording. Students listen and complete the rest of the conversation. Check answers with the class.

Audioscript

Kate: Where do you live, Mark?

Mark: In a village about five miles from here. It's called Chesterton. Do you know it?

Kate: Yes, I live there too. I think it's a great place to live. It's really quiet.

Mark: Yes, that's true! Nothing ever happens, and there's nothing to do. It's boring.

Kate: Well, I don't think so. There are lots of things to do. What about the sports centre and the youth club?

Mark: Maybe, but all my friends live here in town, and I can't go out with them in the evening.

Kate: OK, I agree that's a problem, but I reckon Chesterton is healthier than town.




Mark: The air you mean? Yes, I suppose so. I like taking my dog for walks in the country.

Kate: You see? Maybe living in a village isn't so bad after all.

Mark: OK, perhaps you're right!



Answers

2 that's 3 think so 4 but 5 agree
6 reckon 7 suppose 8 right

- 2  **1.14** Play the recording. Students listen and repeat the phrases in the *Functions* box. Students then work alone to translate the phrases into their language. They compare translations with a partner.
- 3  Ask students to look at the conversation in Exercise 1 again and practise saying it with a partner.
- 4  Read out the first sentence and ask one student in the class to respond with an appropriate phrase from the *Functions* box. Students then work in pairs, taking turns to read out and respond to the remaining sentences.

Teaching tip

Think of the purpose of a speaking activity when you correct any errors. If the aim is to practise new language, focus on this. Make a note of any incorrect language as you monitor and put the sentences on the board. Correct the errors as a class without saying who made the mistakes.

- 5  Look at the two situations and the good (✓) and bad (✗) points with the class. If necessary, explain any new words, e.g. *stressful*, *impersonal* and *bullying*. Students choose one situation and work with a partner to plan a conversation like the one in Exercise 1. They should use their own ideas as well as the information provided, and the language and vocabulary on this page.
- 6  Students act out the conversation they have planned. They can then swap roles. If there is time, students can plan and hold a conversation based on the other situation. Ask one pair to act out a conversation in front of the class.

Optional activity

Give pairs of students different statements to discuss, e.g. *Social media websites are boring*; *Tennis is more interesting than football*. Students record themselves giving their opinions with their smartphones. They can then watch or listen back to what they recorded and analyse their performance.

Writing

An email to a pen friend

Objectives

Students read an email about a small town in Norway, look at phrases for opening and closing an email, and write an email describing where they live.

- 1 Ask students to look at the photos, read Emil's email, and say where Emil lives. Check the answer with the class.

Answer

Emil lives in a small town in the north of Norway called Tromsø.

- 2 Go through the information in the *Look at Language* box. Students then work alone to find more examples of special phrases for opening and closing an email in the email in Exercise 1.

Answers

Opening: Thanks for your email.
Closing: Best wishes,

- 3 Read out the example. Students work in pairs to put the words in the remaining sentences in the correct order, then decide if each one is an opening or a closing phrase. Check answers with the class.

Answers

- 2 Thanks for all your news. (O)
- 3 Write back and tell me your news. (C)
- 4 It was great to get your email. (O)
- 5 How are you? (O)
- 6 Hope to see you soon. (C)

- 4 Ask students to read the information in the *Look at Content* box. Students read Emil's email again and find examples of the things in the *Look at Content* box. Check answers with the class.

Answers

where you live: *in a small town in the north of Norway, called Tromsø*

what's good/bad about your town: [*you can*] *see the northern lights (Aurora Borealis) from the town*
what you do at different times of the year: *in summer: trekking in the mountains, bike riding, boating, barbecues on the beach, sunbathing; in winter: see the northern lights*

the weather and what your favourite season is: *I love the summer*

any interesting or unusual information: *in summer we have sixty polar days ... it never gets dark and we have the midnight sun; in the winter we have sixty polar nights when it's always dark*



Get Writing

PLAN

- 5 Tell students they are going to write an email to Emil describing where they live, either for homework or in class. Students plan their emails by going through the information in the *Look at Content* box and making notes for each point. They can include other information, e.g. favourite places in their town.

Teaching tip

If students do the writing exercise for homework, tell them to leave their writing for a few hours before coming back to it later. If they do this, they are more likely to spot mistakes.

WRITE

- 6 Once students have planned the content of their email, they can write it, using their notes from Exercise 5 and Emil's email as a model. Go through the model language with the class, and remind students to use the special phrases to open and close an email to a friend.

CHECK

- 7 Give students a few minutes to look through their emails and check them against the questions here. Ask students to correct their writing if necessary.

➔ Homework: Workbook page 11

➔ CLIL: Geography: Student's Book page 106



Review

Objectives

Students test themselves on the grammar and vocabulary in Unit 1.

Extreme weather

- 1 Students write the correct extreme weather word for each picture.

Answers

2 freezing 3 high winds 4 heat wave
5 hail 6 thunder and lightning

Basic needs

- 2 Students match the words/phrases in the box to the correct statements.

Answers

2 transport 3 education 4 entertainment
5 clothes 6 health care

Present simple

- 3 Students complete the conversation with the correct present simple forms of the verbs in brackets.

Answers

2 don't 3 Does ... go 4 doesn't like
5 Does ... get 6 don't go

Adverbs and expressions of frequency

- 4 Students put the words in the correct order to make sentences, using the present simple form of the verbs in brackets.

Answers

2 Felix goes to the beach every summer.
3 It's never cold in the winter.
4 It hardly ever rains in the winter.
5 We don't usually go swimming in the summer.

Present simple and present continuous

- 5 Students complete the sentences using the present continuous or present simple form of the verbs in the box.

Answers

1 're/are studying 2 Are ... doing 3 don't
stay 4 is getting 5 are ... reading

Cumulative grammar

- 6 Students choose the correct words to complete the text.

Answers

1 a 2 a 3 b 4 b 5 a 6 b 7 a
8 b

 Homework: Workbook pages 12 and 13