2 BACK TO NATURE

Students will practice...
• the past simple
• the past continuous & past simple

and they will learn how to...
• talk about survival stories
• talk about what was happening in the past
• talk about more than one action in the past

2.0 KEY VOCABULARY PAGES 14–15

Lead-in
Write Back to nature on the board and elicit or explain the meaning (going from a city to live or spend time in the country). Ask students: What can you see in the country? Do you enjoy being in the country? Do you enjoy going “back to nature”? Elicit a range of responses and encourage a class discussion. With a weaker or mixed-ability class, you could start by putting students into groups and asking them to brainstorm vocabulary related to the countryside. Elicit words from the class and write them on the board. Try to incorporate a review of basic items such as tree, flowers, river, hills, etc.

Students discuss the question in pairs. Ask them to focus only on the actions in the photos at this point, and not to worry if they don’t know all the vocabulary for the places where the people are.

Answers
a horseback riding  b meditating / praying  c painting
d playing on the beach  e sleeping / fishing  f taking a photo

Read the phrases in A in the Key Vocabulary panel and model and drill pronunciation of difficult words such as mountains, island, country. Check that students understand the meaning of the words and phrases, especially the difference between coast and beach. Students then work in pairs to describe the photos.

Answers
1 rain forest  2 river  3 island, beach  4 desert, mountains

Complete the compass points with the whole class. Model pronunciation of the words, paying particular attention to south. Play the audio again for students to listen for the words.

Answers
1 north  2 west  3 east  4 south
Roxanne – South (of China), Juan – north (of Uruguay), Sunee – east (coast), Mohammed – mountains in the west

Focus on the Key Vocabulary panel again. Read the phrases in the box and check understanding. Read the example sentence and give one or two more examples based on the map. Students then work in pairs to match the places to the phrases.

Give a description of where your hometown is, then ask individual students to describe where their hometown is.

Juan
My favorite place in the world is a river in the north of Uruguay, not far from where I live. It's a really peaceful place, so quiet. I go to the river most weekends and fish... At least, I pretend to fish, but a lot of the time I just relax. OK, so if I’m honest, sometimes I fall asleep!

Sunee
I've lived on the island of Phuket in Thailand my whole life. It's small, but it's very friendly. My family and I often go to this beach on the east coast to meet friends and talk, and sometimes we eat here, too. It's a lively place—there's always something happening.

Mohammed
I love walking, which is useful, I guess, because I work as a tour guide! The Moroccan desert can be dangerous, but it's very beautiful too, especially in the mountains in the west. I try to help visitors understand that this place is unique—there's nowhere quite like it.
Alternative task

You could leave the remaining exercises with the map in the Key Vocabulary panel until after students have completed exercise 5.

5 a Read the sentences aloud. Elicit or teach the meaning of the adjectives and model and drill pronunciation. Students discuss the question in small groups. You could play the audio again for them to check if they find this difficult.

**ANSWERS**
1 Juan 2 Sunee 3 Mohammed 4 Roxanne

b Refer students to transcript 2.1 on page 162. Students find the adjectives in pairs. With a mixed-ability class, try to pair up weaker students with stronger students. Check answers. Check understanding of the adjectives and model and drill pronunciation.

Ask individual students which adjectives describe their hometown. Alternatively, ask students to choose the three adjectives that best describe their hometown. They can read them to the class and see who has made similar choices.

**ANSWERS**
wild, wet, rainy, quiet, small, lively, dangerous, beautiful, noisy, dirty, peaceful, friendly, unique

6 Allow students time to prepare their answers individually before they discuss in pairs. Ask some students to report back.

Extra activity

Students write a short description of their hometown or a place that they know, describing where it is and what it is like. They can read their descriptions to the class and students can give their reactions.

### Background notes

Survival television shows are very popular on British television.

Ray Mears is a British TV host. He has had several successful TV series in which he demonstrates survival techniques, including *Ray Mears’ Bushcraft, Ray Mears Goes Walkabout* and *Extreme Survival*. He is especially interested in survival techniques used by traditional hunter-gatherer communities.

Edward Grylls (known as Bear Grylls) is a British adventurer and TV host, whose TV series *Man vs Wild* (also called *Born Survivor*) was extremely popular. In the series, he is left in remote locations and has to survive and find his way back to safety.

Les Stroud is a Canadian film-maker and survival expert. When he married his wife, the two of them spent a year in the Canadian wilderness living a stone-age existence. His TV series *Survivorman* was extremely popular in Canada.

b With a weaker class, read the sentences out loud and teach any unfamiliar words, e.g., bright. Elicit which text each sentence refers to before students complete the task.

**ANSWERS**
1 false, he didn’t have a cell phone with him
2 true
3 false, he had some food in his backpack
4 true
5 true
6 false, he was lost for more time than Grayson, but Christopher was lost for four days

3 Students do the task in pairs. With a weaker class, tell them that 1–3 are in text 1, 4 is in text 2, and 5–6 are in text 3.

**ANSWERS**
1 lost their way
2 scared
3 tips
4 alone / by himself
5 shelters
6 dawn

4 Students discuss the questions in small groups. In a multilingual class, try to ensure that each group has a mix of nationalities. Ask one or two students from each group to report back on their discussions.

### Grammar page 17

1 a Refer students back to the sentences in the articles. Ask if the verbs refer to the past, present or future. Ask if students can identify the tense (the past simple).

b Refer students to the Grammar panel. Read the notes on the past simple and complete the negative and question forms with the whole class.

**ANSWERS**
1 didn’t visit 2 did... visit
**Past Simple**

Students often struggle with the fact that in the negative and question forms of the past simple, the base form of the verb is used, rather than the past simple form, e.g. *We didn’t visit the city.* Students also find irregular verbs difficult, and it is worth giving them regular practice to help them learn the many common irregular verbs.

Divide the class into three groups and allocate one text to each group. Students can work in pairs within their group to find the past simple verbs and decide if they are regular or irregular. Tell students to look for just affirmative verbs. Monitor and help as necessary.

When students are ready, put them into threes, with one student from each group. Students can compare notes on the verbs in their texts. Encourage them to write down and learn the irregular forms.

**Answers**

1. irregular: lost, were, was, saw, swam, got, said
   regular: followed, walked, tried, rescued, wanted
2. irregular: spent, were, went, put, left, was, knew, said, found
   regular: survived, noticed
3. irregular: broke, was, slept, made, drank, got up, found
   regular: remembered, stayed, decided, walked

Students work individually or in pairs to find the highlighted words and complete 3–7 in the Grammar panel. Check answers and read the examples in the Grammar panel. Point out the position of *ago*, and point out the difference between the prepositions *at* (times), *on* (days) and *in* (years).

**Answers**

3. at 4. in 5. last 6. on 7. when

**Time Expressions**

Students often make mistakes with the prepositions used in time expressions. Typical mistakes include *at Wednesday* or *in the fifth of June*. Students also find it difficult that *ago* goes at the end of the time expression: *two years ago NOT ago two years.*

**Mixed ability**

With a weaker or mixed-ability class, go through the verbs with the class first and decide which are regular and which are irregular. Encourage students to use a dictionary to check the irregular verb forms.
3  a  Ask students to underline the past simple verbs in the sentences, then read the sentences to each other in pairs and decide which verbs are pronounced with an extra syllable.
   b  Play the audio for students to check, then listen again and repeat.

**Answers**
hated, visited, started

4  Students work individually to write their sentences. Monitor and help weaker students.

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**2.2  CAPTURING THE WILD  PAGE 18**

**Speaking & Listening**

**Lead-in**

Refer students to the photos on page 18 and ask: What do they show? Are they good photos? Why? Do you think it is difficult to take photos like these? Why? Elicit a range of ideas and model pronunciation of the animal words.

**Mixed ability**

With a weaker or mixed-ability class, take this opportunity to review animal vocabulary. Give students in pairs one minute to brainstorm animal words. Elicit words from the class and write them all on the board.

1  Students discuss the questions in pairs. Ask some students to report back.

2  Read the three jobs. Make sure students understand wedding and wildlife, then model and drill pronunciation of photographer. With a weaker class, elicit some ideas from the class by asking: Why is the job of a news photographer difficult? What about a wedding photographer? Students then discuss the questions in pairs. Ask students to report back, and see if the class agrees on which job is the most difficult.

3  Play the audio for students to listen to and answer the question.

**Answers**
frog, lion, monkey

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**2.5  H = Host  S = Steve**

H: Welcome to Nature Watch. Our guest this morning is Steve Bolton, who won the World Wildlife Photographer competition a few days ago. Steve, it’s a great photo. Was it difficult to take?
S: No, it was very easy! I took it last year, while my girlfriend and I were traveling through Bolivia. I was sitting next to a river and I saw the frog. It was jumping to catch an insect and luckily I had my camera with me... and that was it!
H: Being a photographer is an unusual job. How did it all start?
S: Oh, it started way back, when I was a kid. I got a camera for Christmas when I was eight—no, sorry, when I was seven. I absolutely loved it... When I was nine, I already knew I was going to be a photographer when I grew up. And here I am!
H: What are the best things about your job?
S: Well, I love traveling! I’ve been to Africa a lot, because my parents live in Nairobi, the capital of Kenya. But I didn’t go there last year. For a change, I visited the south from Australia to Antarctica—well, the northern part of Antarctica, anyway. Next year I’d like to go somewhere new, maybe North America, to photograph the bears. That’d be exciting!
H: Which animals do you like the best?
S: Butterflies and fish are pretty, but I really love working with big, wild animals, especially lions. I once took a great photo of one when I was working in Africa. It looked amazing while it was running—so beautiful. I don’t like snakes, though. They’re too dangerous!
H: I imagine working with animals can be difficult...
S: Well, they often surprise you! Once, while I was filming birds in the desert, a monkey ran away with my lunch! On another trip, a crocodile ate my bag.
H: How awful!
S: Yeah, it wasn’t funny at the time...

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**Grammar  PAGE 19**

1  a  Students read the sentences and match them to the photos on page 18.

**Answers**
1  b  2  c  3  a  4  b  5  a  6  b

**Past Continuous**

Students often forget that they need to use were with a plural noun: We were traveling. NOT We was traveling. In negative and question forms, they may make the mistake of using did or didn’t: We didn’t traveling.

2  Students study the transcript and find more verbs in the past continuous.

**Answers**
was sitting, was jumping, was running, was filming
With the whole class, discuss what the animals are doing and which situation is the most worrying.

**Answers**

1. cat, dog, horse, snake
2. giraffe, lion, monkey, polar bear, snake
3. deer, fox, giraffe, lion, monkey, polar bear, snake
4. cow, horse, pig, sheep

b Students do the exercise in pairs, or as a whole class.

Read the example answer as a class. Give students time to prepare their answers individually. In a multilingual class, put students into pairs of different nationalities. In a monolingual class, you could do this exercise with the whole class.

**LISTENING**

1. **a** To help students, ask them what kinds of words they will listen for to help them do the matching exercise (the names of animals). Tell students they will hear Jan first, then Lucia. Play the audio for students to listen to and match.

   **Answers**
   
   Jan – photo c, Lucia – photo d

2.7

**Jan**

J: We had a really great time on vacation. I have to tell you about the first night, because it was very funny. Something really strange happened...

B: Yeah, what?

J: Well, we spent ages shopping, so we were late getting to the campsite. While we were driving there, it got really dark. So we put the tent up quickly, then we went to bed. Anyway, early in the morning, we heard this really strange noise... It woke everyone up because it was so loud... And that's not all. It didn't sound, well, human...

B: Ooh, frightening!

J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?

J: This, uh, cow, put its head right inside the tent! There were cows everywhere! It seems we were camping in the wrong place!

B: That's crazy!

J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?

J: We had a really great time on vacation. I have to tell you about the first night, because it was very funny. Something really strange happened...

B: Yeah, what?

J: Well, we spent ages shopping, so we were late getting to the campsite. While we were driving there, it got really dark. So we put the tent up quickly, then we went to bed. Anyway, early in the morning, we heard this really strange noise... It woke everyone up because it was so loud... And that's not all. It didn't sound, well, human...

B: Ooh, frightening!

J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?

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B: That's crazy!

J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?

J: We had a really great time on vacation. I have to tell you about the first night, because it was very funny. Something really strange happened...

B: Yeah, what?

J: Well, we spent ages shopping, so we were late getting to the campsite. While we were driving there, it got really dark. So we put the tent up quickly, then we went to bed. Anyway, early in the morning, we heard this really strange noise... It woke everyone up because it was so loud... And that's not all. It didn't sound, well, human...

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J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?

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B: Yeah, what?

J: Well, we spent ages shopping, so we were late getting to the campsite. While we were driving there, it got really dark. So we put the tent up quickly, then we went to bed. Anyway, early in the morning, we heard this really strange noise... It woke everyone up because it was so loud... And that's not all. It didn't sound, well, human...

B: Ooh, frightening!

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B: What?

J: This, uh, cow, put its head right inside the tent! There were cows everywhere! It seems we were camping in the wrong place!

B: That's crazy!

J: Yeah, it was! Angie and I wanted to call for help, but Betty told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...

B: What?
at all the animals. Some monkeys were following us, when suddenly, they jumped onto the roof. We could see them through the windows.

A: It was a little scary! They were making a lot of noise! Anyway, then some men came and chased the monkeys away.

B: That sounds... er, interesting, Lucia. The thing is, I have to go; I have some friends coming over and... Can I call you back later?

**Past simple & past continuous**

Students often under-use the past continuous and instead use the past simple for both longer and shorter actions in the past: *We walked home when we met him.*

Students choose the correct verb forms. With a weaker class, do the first one or two as examples, encouraging students to think about why each verb form is correct.

**Answers**

1. were walking  2. heard  3. stopped  4. listened  5. jumped  6. was carrying  7. looked  8. turned  9. ran

**Extra activity**

Ask students to write up their stories and include some of the vocabulary from pages 14–15 and the time expressions from page 17.

**Focus on the pictures. Elicit or teach bear and pots and pans.** You could give students a possible first line for their story:

*Two people were camping in Canada.* Students work individually to write their stories. Monitor and help as necessary. Ask students to compare their stories in pairs.

**Answers**

1. were walking  2. heard  3. stopped  4. listened  5. jumped  6. was carrying  7. looked  8. turned  9. ran

**Tune In**

1. a Focus on the photos and ask students: *Where are the people?* Refer them to the title of the lesson and elicit that we check in at a hotel and at an airport.

b Students can do this exercise in pairs, and use dictionaries if necessary. Check answers and model pronunciation of *suite.*

**Answers**

3. both  4. b  5. a  6. a  7. b  8. a  9. both
2.4–2.5

2.4

a Play the conversations for students to match them to the photos and underline in 1b any words that they hear.

**Answers**

Conversation 1: photo b; passports, reservation number, bags, boarding gate, connection
Conversation 2: photo a; reservation number, breakfast, suite, bags, Internet

2.9

**Conversation 1**

A: Good morning, may I have your passport, please?
B: Yes, of course. Here it is.
A: Where are you traveling to, sir?
B: Singapore.
A: Do you have your flight reservation number with you?
B: Yes. Here you are.
A: Thanks very much. How many bags do you want to check?
B: Just this one.
A: Did you pack the bag yourself?
B: Yes.
A: You didn’t leave it unattended at any time?
B: No, no.
A: OK, thank you, sir. I’m afraid your flight is delayed...
B: Oh dear... how long will it be?
A: I’m not sure. They’ll inform you at the boarding gate. Please go straight through to passport control now.
B: Oh, that’s terrible! I’m going to miss my connection.
A: Here’s a free pass to our business lounge. You’ll be more comfortable there.
B: Oh, that’s great... thank you!

**Conversation 2**

A: Hi, can I help you?
B: Yes, can we check in, please? The name’s Mantel.
A: Of course. Do you have your reservation number?
B: Yes. Here it is. We booked online.
A: What was the name again?
B: Mantel.
A: Ah yes. Here you are. A double room arriving the 15th and leaving on the 17th... Is that correct?
B: That’s right. Just one question.
A: Certainly...
B: Is breakfast included?
A: Let me check, sir... Yes, it is. Breakfast is from 7 to 10. And I have some good news. I’m happy to say you have a suite!
C: Oh, that’s a surprise. Thanks very much!
A: Here’s your key... room 202... Leave your bags and we’ll take them up to your room. Enjoy your stay!
B: Thanks, we will! One more thing...
A: Yes?
B: Is there Wi-Fi in the rooms?
A: Yes, but there’s an extra charge for Internet. Here are the prices.

b Allow students time to read the statements before you play the audio again for them to do the exercise.

**Answers**

Conversation 1: 1 F 2 F 3 T
Conversation 2: 1 T 2 F 3 T

**Focus on Language**

3 a Check that students understand words a–c. Students work individually or in pairs to match the extracts to the people. Check answers.

**Answers**

1 c 2 a 3 c 4 a 5 b 6 b 7 a 8 a/b 9 a

b Students match the responses to the extracts. Play the audio again for them to listen and check.

**Answers**

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

Focus on the *intonation* box and do the exercise with the class. If students are struggling to hear the intonation, read the responses yourself, exaggerating the intonation and using your hand to indicate where your voice goes up or down.

Drill the responses chorally and individually, encouraging students to use the correct intonation.

**Answers**

happy: g, h (intonation goes up)
unhappy: f, i (intonation goes down)

**Extra activity**

Divide the class into pairs. Tell them to cover 3b and take turns reading the extracts from 3a. Their partner should try and give the response from memory, using the correct intonation.

**Over to You**

5 a Divide the class into pairs and refer to the pairwork pages. Monitor and help as they act out the first situation.

b Students act out the second situation. Monitor while students are working and correct any common errors in a feedback session at the end.
2.5 **WRITING TASK** PAGE 23

**Lead-in**
Ask students: *Where do you usually go on vacation? What kinds of vacations do you enjoy? What do you like doing on vacation?* Elicit a variety of responses.

**TUNE IN**
1. Students discuss the questions in pairs.
2. Students read the vacation review and check their answers.

**Answers**
1. She went to Borneo.
2. She walked every day.
3. No, she didn’t enjoy it because it rained every day and she didn’t see any interesting wildlife.

3. Students discuss the question in pairs, or as a whole class.
   Ask: *What information do you expect to find in a vacation review?* Elicit a range of answers.

**PREPARE FOR TASK**
4. Students match the paragraphs to the descriptions.

**Answers**
1. c
2. a
3. b

5. Students read the review again and find examples of the language. Check answers.
   Write the time expressions and adjectives on the board and elicit other ones you could use in a vacation review. Refer students back to the adjectives on page 14 to help them.

**TASK**
With a stronger class, do exercises 6 to 8 as described here. For a weaker class, follow the alternative ideas below.

6. Elicit some ideas of amazing or terrible holiday experiences. Write good ideas and useful vocabulary on the board.

7. Students can plan individually or in pairs. Alternatively, read the content questions with the class and elicit ideas for each question.

8. Students write their descriptions, following the plan in 7 and using the language checklist in 5.

**Alternative task**
Read the two possibilities. Ask students: *Is the review in an amazing experience or a terrible experience?* (Terrible.) Ask them to imagine the same vacation as an amazing experience.
   With the whole class, compose a positive version of the review and write it on the board.