

VOCABULARY The Natural World



In this unit, the topic vocabulary is related to the natural world.

Remind students to use the *Outlook 1 Interactive Student (IS)* to prepare for this lesson at home. Alternatively, you may want to use the *Outlook 1 Interactive Classroom (IC)* material to present the vocabulary in class or to test your students' familiarity with the vocabulary.

Remind students that there is a full glossary at the back of the Student's Book on pages 135-147.

- 1 Tell students to read the statements about the natural world and choose the correct answer. Remind them to pay attention to the words in colour. You may want to check students' understanding of *box jellyfish* and *venom* (statement 1). Refer students to page 78 of the Student's Book to check their answers.

ANSWERS

- | | |
|-------------------|--------------------|
| 1 box jellyfish | 5 low temperatures |
| 2 the summer heat | 6 cup |
| 3 two weeks | 7 cat |
| 4 loudly, quieter | 8 moon's |

- 2 Tell students to read the sentences and decide if they are true or false. Tell them to pay attention to the words in colour. Ask students to correct the false sentences without changing the words in colour.

POSSIBLE ANSWERS

- False – Pandas are rare animals.
- False – A lion is a fierce animal.
- True
- True
- True
- False – Poachers kill / hunt animals.

- 3 Tell students to choose the correct answer.

ANSWERS

- | | |
|-------------|------------|
| 1 prey | 4 Dawn |
| 2 dry up | 5 deadly |
| 3 landscape | 6 Poachers |

OPTIONAL ACTIVITY: VOCABULARY for page T69

For further practice, you can ask students the following questions for class discussion:

- What animals are **native** to your area? Are any of them **predators**?
- Are **poachers** common in your area? If so, what animals do they kill and why?
- Are rivers or lakes **drying up** where you live? If so, why is it happening? What could be done to solve the problem?

OPTIONAL ACTIVITY: LOOKING AT LANGUAGE for page T69

For stronger classes, you may want to write the following sentences on the board and ask students to complete them with the words *soil*, *land* or *Earth*:

- Roses don't grow well here because the ... is very poor.
- After 20 days at sea, they sighted
- Every student knows that the ... rotates around the sun.
- The crocodile always lays its eggs on
- Before 2017, Usain Bolt was the fastest person on
- Corn grows well in this area because of the

ANSWERS

- | | | |
|--------|---------|---------|
| 1 soil | 3 Earth | 5 Earth |
| 2 land | 4 land | 6 soil |

4 Tell students to replace the underlined words or phrases in the sentences with a word or expression listed in bold that has a similar meaning.

ANSWERS

- 1 fierce 3 rare 5 wipe out
2 native 4 rise

5 Ask students what other words they know that are connected to nature. Tell students to think of different types of animals, plants, weather conditions and landscapes.

POSSIBLE ANSWERS

- animals:** deer, elephants, hippos, rhinos, tiger
plants: cactus, creepers, herbs, shrubs
weather conditions: cloud, fog, rain, snow, wind
landscapes: cliffs, coast, fields, mountains, sea

For Optional Activity: Vocabulary, see T68.

LOOKING AT LANGUAGE

Read through the information in the box with your class. Tell students to look at statement 6 in Exercise 1, where the word *soil* appears. Ask students how they say this word in their language. Point out that the word *soil* is easily confused with other words in English that have a closely related meaning or even the same translation in their language.

Workbook: pages 46-47

For Optional Activity: Looking at Language, see T68.

LISTENING A Radio Interview

In this section, students will listen to a travel blogger talking about his latest trip.

6 As a lead-in to this listening activity, ask students if they know what a travel blogger is (*someone who posts videos and blogs about his / her travel experiences*). Ask them why they think people read travel blogs.

BACKGROUND INFORMATION

Siberia is a vast Russian province encompassing most of northern Asia. The territory of Siberia (13.1 million square kilometres) is approximately 1.5 times the size of the USA. Siberia is well known for its long, harsh winters, with a January average of -25°C. Siberia is also well known for animals such as the Asian black bear, the Amur leopard and the Amur tiger (also known as the Siberian tiger).

7 Tell students that they are going to hear the first part of a radio interview with a travel blogger who has recently returned from Siberia. Tell them to listen (Class CD 2, Track 22) and complete the sentences with 1-2 words or numbers.

ANSWERS

- 1 winter 4 50
2 -32° Celsius 5 open country
3 40 million

8 Tell students to listen to the second part of Jack's interview (Class CD 2, Track 23) and choose the correct answer.

ANSWERS

- 1 b 2 a 3 a 4 b

See Listening Script on page T193.

OPTIONAL LISTENING ACTIVITY: VOCABULARY

For stronger classes, you may want to write on the board or read out the following sentences from the second part of Jack's interview and tell your students to complete the sentences with the correct words. Then, play the second part of the interview again (Class CD 2, Track 23) and tell students to check their answers.

- In Vladivostok, there are murals and signs with pictures of tigers as well as ... of tigers.
- By the 1940s, tigers had become almost ... , with only 40 tigers left in the ... !
- Tigers are still ... because poachers hunt them illegally for their
- When tigers enter villages, they are ... and transferred to a special ... to protect them.

ANSWERS

- 1 statues 3 endangered, skins / fur
2 extinct, wild 4 captured, reserve

SPEAKING Describing a Place

In this section, students will practise expressing their opinions about places.

9 Tell students to think of the most interesting place that they have ever visited or heard about. Tell them to think about some of the suggestions in the list and to make notes. Then, tell students to work in pairs and describe their place to their partner.

You may want to read through the speech bubbles and the expressions in *Useful Language* with the class and check students' understanding of these expressions. Encourage students to use the expressions provided in *Useful Language*.