



1

What makes your region unique?

Literacy

Read: a nonfiction text about traditional communities around the world; folktales from Finland and Bolivia

Reading Strategies: compare and contrast; identify the setting of a story

Process Writing: read, plan, write, and edit a travel brochure

Improve Your Writing: verbs followed by infinitives

Oracy

Skill: Ground Rules for Discussions and Presentations

Cue Cards 1–2: 1. *I think that's important because ...*, 2. *I don't think that's important because ...*

Speaking Mission: creating a menu for a restaurant from a different region

Language

Key Words 1: feature, landscape, tundra, tropical, temperate, polar, flora, fauna, vegetation, lifestyle

Key Words 2: rural, merchant, textile, wool, weaving, dwelling, nomad, livelihood, cultivate, harvesting

Key Words 3: dye, stilts, border, cattle

Key Words 4: blanket, spectacular, transform, sparkle, astonish, swish, steam, carve, congratulate, defend, fade, glow

Speaking Mission Key Words: starter, main course, spicy, stir-fry, chili, fritter, special, curry

Grammar in Context

Passive Voice: *Shelters are built in a circle. Animal furs were used to make clothes and blankets. Hunting rules have been passed down through the generations.*

Future Passive: *Your music will be heard all over Bolivia.*

Spelling Patterns and Word Study

Spelling Tip: /ə/

Listening

Report: Festivals Around the World

Values

Appreciate Other Cultures and Traditions

The Big Challenge

How can we create a new festival for our region?

Invent a new festival that celebrates your region

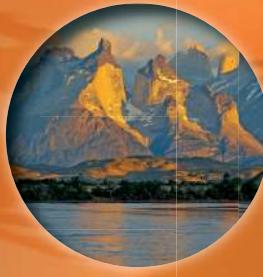
1

What makes your region unique?

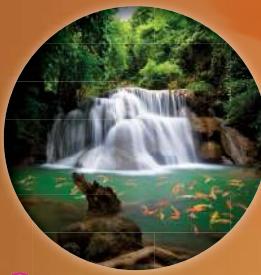
- Explore** what makes different regions unique.
- Discuss** the ground rules for oracy.
- Write** a travel brochure.
- Create** a festival to celebrate your region.
- Practice** ordering food in a restaurant.



Do any of these places look like the region where you live?



How are the places similar and different?



What would be the advantages or disadvantages of living in these regions?



1.1

Key Words 1

feature temperate vegetation
landscape polar lifestyle
tundra flora
tropical fauna

1 What is the correct definition of a region? Watch the video and mark ✓.

- A part of the Earth's surface that shares similar features.
- An area inside one country that has unique features.
- The area inside a country where we live.

2 Watch again. Complete the graphic organizer in the Activity Book.

AB page 2

7

Objective: to introduce the topic of geographical regions

Key Words 1: *feature, landscape, tundra, tropical, temperate, polar, flora, fauna, vegetation, lifestyle*

Materials: Video I.I, Audio CD I.I, Flashcards I.I–I.I0



WHAT MAKES YOUR REGION UNIQUE?

Read the Big Question aloud. Encourage students to give their own answers. Accept all ideas, and invite comments from the rest of the class.

- Go over the questions on the page. Help with language as needed. First, have students describe each type of region shown in the pictures in their own words. Ask: *What can you see in the picture? (mountains, ice, snow, rocks; mountains, lake or river, forest, trees; waterfall, lake or pond, jungle, rainforest, trees; sand, dunes, desert, camels)* Find out which of the four regions students think is most similar to their own. Elicit key similarities, and then ask: *What's different from your own region?*
- Next, elicit at least one thing that's unique about each region. Accept all plausible suggestions.
- Elicit students' ideas about the advantages and disadvantages of living in each region. Encourage comments from the rest of the class.
- Finally, ask the Big Question again, and elicit any new ideas students might have had during the discussions.
- Read the unit objectives aloud and discuss them with students.



Key Words 1 Use the flashcards and audio to present Key Words 1. Ask students to listen and say the words. To check comprehension, elicit an explanation, definition, or example in students' own words for each key word.

1 What is the correct definition of a region? Watch the video and mark ✓.

Watch the video. Ask students to decide on their answer to the question, and then have pairs compare their ideas. Watch the video again, pausing as needed for students to check their answers. Ask: *What are the different ways we can identify a region? (by its landscape, climate, flora and fauna, and the people's lifestyle and culture) Do regions with similar climates always have the same flora and fauna? (No.)*

2 Watch again. Complete the graphic organizer in the Activity Book.

Play the video again, and have students complete Activity I on AB page 2. Have pairs compare answers. Then, review the answers as a class.

AB page 2

Ready to Read: Nonfiction



Ready to Read: Nonfiction

1 Read Zoe's report. Underline things that are similar in green and things that are different in red.

Tundras and deserts are both areas that receive very little rain. As a result, there is little vegetation and less biodiversity than in other regions, such as forests or grasslands.

Tundras

Tundras are extremely cold areas. They are found in the Arctic, Antarctica, and on the top of very high mountains. Tundras are covered in snow for many months of the year. When the snow melts in the summer, some small plants can grow in the top layers of soil. Trees cannot grow because the deeper layers of soil stay permanently frozen. Animals that live in tundra regions include mice, deer, and the Arctic fox.



Deserts

Deserts are the driest areas on Earth. The soil is usually rocky or sandy, and there isn't much vegetation. Deserts can be extremely hot, like the Sahara Desert in Africa, or cold, like the Gobi Desert in China. Animals that live in the desert often live underground, and they are usually active at night. They include rats, snakes, lizards, and foxes.



2 Copy and complete the diagram with the information you underlined.



3 Look at the pictures on pages 9–10. Answer the questions.

a What type of region do you think the people in each photo live in?
b What do you think life is like in each community?



How does your regional landscape compare to and contrast with a tundra and a desert?

8

Objective: to practice comparing and contrasting information in a nonfiction text

Key Words I: feature, landscape, tundra, tropical, temperate, polar, flora, fauna, vegetation, lifestyle

Materials: Audio CD I.I, Flashcards I.I–I.I0; green and red pencils



1.1

Key Words 1 Use the flashcards and audio to review Key Words I.

1 Read Zoe's report. Underline things that are similar in green and things that are different in red.

Read the text in the Reading Strategy box aloud. Recall the comparisons and contrasts made about the four regions in the video.

Have students individually complete the task. Then, ask them to compare their ideas in pairs, but wait to review answers as a class until after Activity 2. Ask the members of each pair to say if they agree or disagree with the information underlined and to give reasons why.

2 Copy and complete the diagram with the information you underlined.

Elicit or explain that a Venn diagram is a type of graphic organizer used to show similarities and differences between two or more things. The intersecting area of the diagram is for similarities, and the remaining areas of the diagram are for the features that are different.

Copy the diagram on the board, and invite students to add the pieces of information they underlined to the relevant areas. Ask the rest of the class to confirm or correct the answers.

3 Look at the pictures on pages 9–10. Answer the questions.

Have students brainstorm ideas about the pictures in pairs or small groups. Then, elicit suggestions from different students, and ask them to explain their reasoning. Invite comments from the rest of the class.

Next, have pairs or groups discuss their ideas about the four communities featured in the nonfiction text. Invite volunteers to share their ideas with the class.



Big Question Link

Read the Big Question Link box aloud. Have students discuss ideas in pairs or groups and take notes on the similarities and differences in a Venn diagram with three intersecting circles: tundra, desert, and their own region's landscape. During feedback, elicit what's different from and similar to each type of region described in Activity I. Finally, elicit at least one thing that students think makes their own region unique.



Build Creativity!

Alien Landscapes

Objective: A Different Point of View

In small groups, have students brainstorm descriptions of imaginary regions on alien planets that are different from any areas found on Earth. Encourage them to take notes as they discuss suggestions and then work together to produce a description similar to those found in Activity I. Groups might also want to add a drawing to illustrate their alien region.

Have volunteers share their descriptions with the class. Vote on the most imaginative alien landscape.

Reading: Nonfiction



Key Words 2 Use the flashcards and audio to present Key Words 2. Ask students to listen and say the words. Elicit the meaning of any word students are already familiar with, and then remind students to try to work out the meaning of the other words as they read.



The Inuit

Have students look at the pictures and describe them in their own words. Elicit everything students might already know about the Inuit community. Ask: *Where do they live? What do you know about their lifestyle?* (You may like to note that both the plural and singular form for the name of this community is *Inuit*.)

Play Track I.3 up to “Try dog sledding and igloo building!” for students to check their ideas. Pause, and ask questions:

In which parts of the world do the Inuit people live? What's the climate like in the regions where the Inuit live? What makes farming and growing food impossible? How do the Inuit find food for themselves? What other parts of the animals do they use? What do the Inuit use these for? What shows that the Inuit have respect for the animals around them? What does the author mean by the phrase “passed down through the generations”? What is the aim of the strict rules mentioned in the text? What does the Toonik Tyme Festival celebrate? Is it similar to the way you celebrate the arrival of a new season in your community?

Personalization

Ask students to think of any traditions or rules that have been passed down through the generations in their own community. Ask: *Why do you think these traditions or rules exist in your community?*



The Berbers

Have students look at the pictures and describe them in their own words. Elicit everything students might already know about the Berber community. Ask: *Where do they live? What do you know about their lifestyle?*

Play the rest of Track I.3 for students to check their ideas. Ask questions:

In which parts of the world do the Berber people live? How old is their culture? What are the traditional jobs among the Berbers? What does the word “livestock” refer to? What examples are given in the text? What do the Berbers use their livestock for? What is different about the woven fabrics produced by different tribes? How is local flora connected with these differences?



Culture Column:



Traditional Communities

What is life like in traditional communities? How are their traditions shaped by the regions they live in? Culture columnist Alice Jones traveled to four different communities to find out.

The Inuit

Temperatures in the freezing Arctic regions from Siberia to Greenland can drop to below -50°C. The Inuit people have made their home here, and their lifestyle has developed to suit their environment.



The Arctic tundra is covered by snow and ice for much of the year, and it isn't possible to farm or grow food. Therefore, the Inuit traditionally found food by hunting or fishing. The skins and furs of the animals they caught were used to make warm clothing and blankets, which helped them survive the long winters.

Hunting is still an important part of Inuit culture. The Inuit respect the animals that they hunt, and they have strict hunting rules that have been passed down through the generations. These help to maintain the balance of nature and protect the natural resources of their region.

Don't Miss: An Inuit Festival!

Celebrate spring at the Toonik Tyme Festival in Iqaluit. Try dog sledding and igloo building!



I.2

Key Words 2

rural
merchant
textile
wool
weaving
dwelling
nomad
livelihood
cultivate
harvesting



The Berbers

Traditional Berber tribes live in **rural** regions across North Africa. Their culture is more than 5,000 years old.

Most traditional Berbers are farmers and **merchants**. They sell products from their livestock, such as milk and cheese, or colorful **textiles**, which are made from

sheep's **wool** and goat or camel **hair**. **Weaving** is an important Berber tradition. The colors and patterns vary from tribe to tribe. The colors come from local plants and materials.

Some traditional Berber families live in small groups of **dwellings** made from local materials, including clay and adobe (mud brick). Traditional Berbers who live in desert areas are **nomads**. They move to mountainous areas in the summer to find fresh grass for their livestock. Nomadic Berbers live in tents made from sheep's wool and goat hair.



Objective: to compare and contrast information in a nonfiction text

Key Words 2: *rural, merchant, textile, wool, weaving, dwelling, nomad, livelihood, cultivate, harvesting*

Materials: Audio CD I.2, I.3, I.4; Flashcards I.II–I.20

What are the typical materials used by the Berbers to build their homes?

How does the author explain who “nomads” are?

Why do nomadic Berbers keep moving to different places?

How are their dwellings different from other Berber communities?

Digging Deeper

Have students research the Inuit and Berbers to find out about the other communities they live with and how they compare to or contrast with these neighboring communities. Have some volunteers report back to the class with their findings.

Reading: Nonfiction

Culture Column: Traditional Communities

The Iban

The Iban are a tribe from Borneo, in Southeast Asia. They have a strong connection to the rainforest around their home. Many Iban are farmers; they cultivate rice and fruit, and they also hunt and fish in the forest and rivers around them. Many Iban festivals celebrate the planting and harvesting of rice because it is a very important crop.

The Iban are a welcoming people, and tourists are often invited to a traditional Iban longhouse. These are communal homes, where many different families live together. Each family has its own room, and there is one big central room for communal activities. These activities include making crafts from rainforest materials. Men make carvings from wood and bamboo, and women weave textiles from silk, which is colored with dyes from rainforest plants.

Longhouses are often next to a river. They are built above the ground on stilts so they are protected when the river floods.

The Maasai

Maasai tribes live along the border between Kenya and Tanzania, in Africa. The Maasai are cattle herders, and cattle are central to their culture and livelihood. If a Maasai man has 1,000 cattle or more, he is considered rich. Maasai men call themselves warriors because they protect their cattle from lions and other predators. They wear red clothes to scare predators away.

The Maasai are nomadic; they move when they need to find fresh grass and water for their cattle. They build temporary shelters with branches, grass, mud, and animal dung. These shelters are built in a circle with a fence of thorns around the outside to keep predators out. The cattle sleep in the middle of the circle so that they are protected. When local vegetation runs out, the tribe moves and builds a new village somewhere else.

Don't Miss: The Maasai Jumping Dance!

The dance is part of a ceremony for young warriors. Each warrior jumps as high as he can to show how strong he is.

Think

Are there any traditional communities in your region? What do you know about their lifestyles and traditions?

10

What would you like Alice to find out about? Write to her and tell her!





When does the tribe move to a new area? Who participates in a Maasai jumping dance? What is the purpose of the dance?

Personalization

Ask: How high can you jump? Who can jump the highest in your class? Do you think jumping high shows strength? Why or why not?

The Maasai

Have students look at the pictures and describe them in their own words. Elicit everything students might already know about the Maasai community. Ask: *Where do they live? What do you know about their lifestyle?* (You may like to note that both the plural and singular form for the name of this community is *Maasai*.)

Play Track I.4 up to “to show how strong he is.” Pause, and ask questions:

In which part of the world do the Maasai people live? How do the Maasai think about wealth? Why do Maasai men regard themselves as warriors? What color do Maasai men wear? Why do they wear it? In what way are the Maasai similar to some of the Berbers you read about before? What materials do they use to build their shelters? How do the Maasai keep dangerous animals away from their shelters?

Digging Deeper

Have students do research to find more information about the four communities. Ask: *How many Inuit, Berbers, Maasai, and Iban live in the world? What languages do they speak? How has the modern world changed their lives?* Have some volunteers report back to the class with their findings.

Think

Elicit the names of some traditional communities in the students’ own region. Invite students to share what they know about the communities’ lifestyles and traditions. Encourage students to research the communities and report their findings to the class.

AB page 3

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
Have students underline all the facts in the text that are unique to each community.	Have students find facts that show a similarity between at least two of the communities. Ask volunteers to report back to the class.	Have students produce a large four-way Venn diagram to show features unique to each community and features shared by two or more communities. Ask volunteers to report back to the class.

Grammar in Context

Grammar in Context

1 Read the sentences and answer the questions.

- 1 Animal furs were used to make clothes and blankets.
- 2 Hunting rules have been passed down through the generations.
- 3 Shelters are built in a circle.



a Do these sentences tell us who made the clothes, passed down the rules, or builds the shelters? no

b Which sentence refers to: the present 3 ? the past 1 ? the time between the past and the present 2 ?

Grammar: Passive Voice

We use the passive voice when an action is more important than the person who performs or performed it. We use the verb to be and the past participle of the verb.

Shelters are built in a circle. (present simple passive)

Animal furs were used to make clothes and blankets. (past simple passive)

Hunting rules have been passed down through the generations. (present perfect passive)

2 1.6 What traditional craft is Barsha learning? Listen and mark ✓.

a carving b weaving c sewing

3 1.6 Listen again and complete the text with the verbs in the passive voice. Use the present simple, past simple, or present perfect passive.

I 've/have been assigned (be assigned) an interesting homework project. I am going to learn to weave. Jamdani muslin has been made (be made) in my region for thousands of years. It 's/is woven (be woven) from cotton, which is an important local crop. In the past, the cotton was colored (be colored) with dyes from local plants and other materials, but now chemical dyes are used (be used).



What traditional crafts are made in your region? Why are traditions important?

12

Objective: to practice using the passive voice

Materials: Audio CD 1.6

1 Read the sentences and answer the questions.

Have students look at the examples and answer the questions. Ask them to compare their answers in pairs before reviewing as a class. Elicit what the sentences would be in the active voice (People used animal furs to make clothes and blankets. People have passed down hunting rules through the generations. People build shelters in a circle.) Ask: Why don't the passive sentences tell us who did these things? Elicit students' own ideas. Then, have students read the Grammar box to check their suggestions.

Elicit or explain that, if we want to add who performed the action, we can use the structure by + agent. For example: Shelters are built in a circle by the Maasai.

Practice Time 1 Write the following examples on the board, and then ask concept-checking questions:

The date of the final exam has been announced.

Ask: Who announced the date of the exam? (We don't know.) When was it announced? (It was announced at some time in the past.) Do people know the date now? (Yes, they do.)

My tablet was made in China.

Ask: Do I have a tablet? (Yes.) Who made it? (We don't know.) What's more important: who made it or where they made it? (where they made it)

Sand is used to make glass.

Ask: What can people use sand for? (They use it to make glass.) Who uses sand to make glass? (We don't know.) Why is the sentence in the present? (It is a general truth.)

2 1.6 What traditional craft is Barsha learning? Listen and mark ✓.

Play Track 1.6 for students to individually complete the task. Then, have them compare answers in pairs before reviewing as a class.

3 1.6 Listen again and complete the text with the verbs in the passive voice. Use the present simple, past simple, or present perfect passive.

Play the audio again for students to complete the text with the verb forms they hear. Have them compare their answers before you review them as a class.

Optional: For an extra challenge, have students complete the text before they listen to the audio again.

Practice Time 2 Write three clues, each using one of the passive forms, for students to guess the answer to a riddle. Have students identify the passive form of each clue and then guess the answer to the riddle (bills).

They were first used by the Chinese in 118 BCE. (past simple passive)

They have been known in Europe since Marco Polo's travels in the 13th century. (present perfect passive)

They are usually made from paper but sometimes from lightweight plastic. (present simple passive)

Then, encourage students to form groups and write their own sets of clues. Have volunteers present their riddles to the class.

Big Question Link

Have a volunteer read the Big Question Link aloud. Give students half a minute to consider the questions silently. Then, ask them to compare their ideas in pairs before eliciting suggestions from the class.

AB pages 6–7

Spelling Patterns and Word Study

Spelling Patterns and Word Study

1A

1 1.7 Listen. Then, listen again and underline the stressed syllable in each word. Finally, circle the vowel in the unstressed syllable.

tun•drə respect pen•cil pə•tect mi•nus

2 1.7 Listen again and repeat the words. What sound do the vowels in the unstressed syllables make? /ə/

Spelling Tip: /ə/
Vowels in weak or unstressed syllables in words often make the sound /ə/. All five vowels can make this sound.

tundra respect pencil
protect minus

3 1.8 Listen and underline the stressed syllable in each word. Then, circle the vowel in the unstressed syllable and complete the chart.

cam•el ap•port cus•tom i•tem loc•al cou•sin s•ur•vive com•pare fau•nə fos•il

Weak:	a	e	i	o	u
tundra	respect	pencil	protect	minus	
local	camel	cousin	custom	support	
fauna	item	fossil	compare	survive	

4 1.9 Choose words from this page to complete the poster. Listen, check, and then read the suggestions aloud.



13

Objective: to identify and practice the unstressed /ə/ (schwa) sound

Materials: Audio CD 1.7, 1.8, 1.9

2 1.7 Listen again and repeat the words. What sound do the vowels in the unstressed syllables make?

Play Track 1.7 again, and then elicit the answer from a volunteer. Ask: *Do you hear the same sound or a different sound in each word? (the same sound)* Have students uncover the Spelling Tip and check their answers.

3 1.8 Listen and underline the stressed syllable in each word. Then, circle the vowel in the unstressed syllable and complete the chart.

Play Track 1.8, and have students repeat the words for pronunciation practice. Then, ask students to underline the stressed syllable and to circle the vowel in the unstressed syllable in each word. Finally, have students complete the chart and compare answers in pairs before reviewing as a class.

Optional: Before playing the track, invite students to identify the stressed and unstressed syllables in each word. Then, invite volunteers to pronounce the words for the class. Finally, play Track 1.8, and have students check their answers.

4 1.9 Choose words from this page to complete the poster. Listen, check, and then read the suggestions aloud.

Have students individually complete the poster and then compare their ideas in pairs before you play Track 1.9 and check answers as a class.

Optional: Ask students to write similar suggestions using other words from the page, e.g., *Help endangered species survive in the wild. Support your local community.* Invite volunteers to share their suggestions, and check that students pronounce the words correctly.

AB page 8

1 1.7 Listen. Then, listen again and underline the stressed syllable in each word. Finally, circle the vowel in the unstressed syllable.

Have students cover the Spelling Tip box. Play Track 1.7, and have students repeat the words for pronunciation practice. Then, play Track 1.7 again, and have students underline the stressed syllable they hear. Ask them to compare their answers in pairs and to circle the unstressed vowel. Quickly check the answers as a class. (See Differentiated Instruction below.)

Differentiated Instruction

Below-level ★	On-level ★★	Above-level ★★★
If students are having difficulty identifying the stressed and unstressed syllables, have them form pairs and read the words aloud to each other.	Have students work in pairs and decide whether the vowel is long or short in the stressed syllable in each word.	Have students make a list of other words in which <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> , and <i>u</i> make the /ə/ sound.



Oracy Morris

Oracy Skill: Ground Rules for Discussions and Presentations

Agreeing to and following oracy ground rules helps make our discussions and presentations more effective.

1 Work in small groups to do the tasks.

- Brainstorm ground rules for each table below and make preliminary lists.
- Decide on the five most important rules for each table and complete them below.
- Share your results with the class.

Table 1: Oracy Ground Rules for Discussions

1 **Answers will vary.**

2 _____

3 _____

4 _____

5 _____

Table 2: Oracy Ground Rules for Giving Presentations

1 **Answers will vary.**

2 _____

3 _____

4 _____

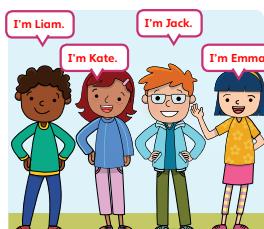
5 _____

Let's Practice Oracy! 1.2

- 1 Form small groups. Think about your answers to the Oracy Time! question.
- 2 Discuss your ideas and decide as a group on three things to do or see.
- 3 Present your group's ideas to the rest of the class.

Check Your Oracy!

1 My group followed the ground rules for discussion.	All the time / Sometimes / Never
2 Were any ground rules broken?	Yes / No
3 What ground rules do you think need to be added or changed?	



I'm Liam.

I'm Kate.

I'm Jack.

I'm Emma.

Objective: to establish ground rules for presentations and discussions

Cue Cards: 1. *I think that's important because ...*
2. *I don't think that's important because ...*

Materials: large sheet of paper (optional)

Present and Practice Invite two volunteers to the front of the class and display Cue Cards 1 and 2. Tell students that their task is to establish ground rules for presentations and discussions and that they may use the phrases on the Cue Cards when they have their discussions. Demonstrate interactions like the following:

We are going to spend a whole month learning the rules of soccer in P.E. / I think that's important because so many people are soccer fans that you need to know the game. OR I don't think that's important because it is just a game.

The school is having us meditate for five minutes every day. / I think that's important because being stressed is bad for your health. OR I don't think that's important because we can relax at home and should be learning when we're at school.

1 Work in small groups to do the tasks.

Read the Oracy Skill box as a class. Clarify the distinction between discussions (a number of speakers actively communicating) and presentations (one or more speakers talking to an audience). Elicit or explain what "ground rules" are—rules for acting and behaving during a speaking task. It is important that students understand

that it is their own responsibility to establish what rules they will follow.

a Split the class into small groups of up to five students. Give them plenty of time to brainstorm ground rules—as many as they can come up with. Monitor and help students stay focused, but do not provide the ground rules or suggest what you think they should be. Remind students that they will be making two lists: one for discussions and one for presentations.

b Ask each group to prioritize its rules and list the five they think are most important in each table.

c Have volunteers present their group's rules. Invite comments from the class, and lead them to agree on the most important rules (at least five).

Optional: Use a large sheet of paper to get students to write the ground rules in two columns: one for presentations and one for discussions, as a poster. If possible, display the poster in your classroom and leave it up for the whole course. The symbolic gesture of getting all students to sign the poster on the back might help highlight the importance of adhering to the shared oracy ground rules.

Let's Practice Oracy! 1.2

Tell the students they are going to have a discussion during which they should follow the ground rules they have just agreed upon.

- 1 Form groups of three or four. Have a volunteer read the question in the Oracy Time! box aloud.
- 2 Display the Cue Cards 1 and 2. Remind students that they may use the phrases to respond to their partners' ideas when appropriate. Monitor and provide support as needed. Avoid taking an active role in the discussions, but prompt students as necessary to include the more passive members of the group.
- 3 Invite each group to present its ideas to the rest of the class. Have the other students respond to each presentation.
- Optional: Record or have students record themselves as they give their presentations to share their work.
- Have students complete Check Your Oracy!
- Collect feedback from each of the groups, and revise the class poster according to the conclusions of the activity.
- Optional: Have students discuss whether the rules for presentations should also be revised according to the outcome of the practice activity.

 Home-school

 Portfolio: Oracy

AB page 8

Writing

Write a Travel Brochure

- Where is the UNESCO heritage site in the photo? Guess, then read and find out.



Come to the "Cotton Castle"

1A

If you are in the Aegean region of Turkey, don't forget to visit Pamukkale, the famous "Cotton Castle," where you can visit a natural wonder and an ancient city on the same day.

Climb to the top of Pamukkale and admire the snowy-white natural rock pools, which form a strange natural castle on the side of the mountain. Then, explore the ruins of the 3rd-century city of Hierapolis, where you can visit a Roman theater or swim in warm spring water in the Antique Pool.

Visit in the summer. You can't wear shoes when climbing Pamukkale!

Travel to the nearby city of Denizli, then take a bus or taxi to the sites.

Remember to bring a picnic lunch, a swimsuit, and a bag for your shoes.

So what are you waiting for? The people of Pamukkale hope to see you soon!

- Read and order the plan for the travel brochure. Then, circle the sections in the different colors.

- bullet points with practical information for planning a visit
- a conclusion with a welcoming invitation to visitors
- a description of the attraction with interesting facts
- a catchy title

Improve Your Writing:
Verbs Followed by Infinitives

Some verbs are followed by the infinitive. These include verbs of thinking or feeling.
Don't forget to visit Pamukkale.

- Find and underline two more verbs followed by infinitives in the text.
- Prepare to write your own travel brochure in the Activity Book.



AB pages 9–10

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Objective: to identify characteristics of a travel brochure; to write a travel brochure; to practice the use of verbs followed by infinitives

Materials: blue, red, green, and yellow pencils

Write a Travel Brochure

- Where is the UNESCO heritage site in the photo? Guess, then read and find out.

Have students cover the text on the right and look at the photo. Invite them to guess what place it shows. Then, have them uncover the text and read it to check their ideas.

Optional: Ask questions to check comprehension of the details: *Which country is the site in? Which region of the country is it? What two attractions does the place offer? Is the castle natural or human-made? How old is the city of Hierapolis? What attractions does the city offer? When is the best time to visit? What's the best way to get to Pamukkale? What does the brochure suggest for tourists to take with them?*

- Read and order the plan for the travel brochure. Then, circle the sections in the different colors.

Have students individually complete the ordering task and then compare their answers in pairs before you check them as a class.

Next, have students mark which parts of the text match each section in the plan. (Both the first and second paragraphs contain the description of the attraction

with interesting facts. The conclusion with a welcoming invitation follows the three bullet points.)

Present and Practice: Verbs Followed by Infinitives

Read the Improve Your Writing box aloud. Elicit some verbs of thinking and feeling from the class, and write them on the board. Then, write the following sentences on the board, and ask students to say whether the *to-infinitive* or another form of the verbs in parentheses should be used to fill in the blanks.

- I'm happy _____ (give) you some information about the area. (*infinitive*)
- I didn't remember _____ (call) my friend after school. (*infinitive*)
- She tripped _____ (try) to catch the bus. (*another form, trying*)
- They like _____ (eat) traditional dishes when they visit a country. (*infinitive or another form, eating*)

- Find and underline two more verbs followed by infinitives in the text.

First, have students find and underline the sample sentence that appears in the Improve Your Writing box. Then, have students find two more examples of verbs followed by infinitives. Remind students that the verbs in these examples must be followed by a *to-infinitive*, not by the preposition *to* and a different part of speech. Have students compare what they have underlined in pairs before you review answers as a class. Finally, ask which two examples in the text are verbs of thinking and feeling. (*remember, hope*) Point out that other types of verbs (e.g., *need*) can also be followed by *to-infinitives*.

- Prepare to write your own travel brochure in the Activity Book.

Have students turn to pages 9 and 10 in their Activity Book. Follow the instructions on Teacher's Edition page 37.

Big Question Link

Have a volunteer read the Big Question Link aloud. Elicit or explain *landmark* (a building or place that is easily recognized or considered especially important). Give students a minute to silently consider the question before comparing their ideas in pairs. Then, elicit suggestions from volunteers, and invite additional comments from others.

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