

# Unit 8

Period 23

# Wonders of the world

Guide for Teachers

## Vocab

compass, tent, sleeping bag, backpack, sun cream, camera, painkillers, plaster, walking boots, scissors, umbrella, snake bites, fall over, miss the flight, ....

## Objectives:

- To learn words for some travel items.
- To learn how to use MUST / MUSTN'T to talk about rules.
- To practise explaining rules.



## NEW WORDS

Match the following pictures with the words in the box.

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

- Have students work in pairs to match the words in the box with the pictures.
- Set a 3-min time limit.
- Write numbers 1 to 11 on the board.
- Invite some students to give their answers. Ask the TA to write their answers on the board for you.
- Check the answers.
- NOTE : There is no word for picture 4 – so you can ask them : “What is it?” – plaster
- Drill the words, saying each clearly and naturally before getting students to repeat.
- There are a number of compound nouns here. These are words made up of 2 nouns. They may have become one word, be hyphenated or two separate words. You need to help the students with the word stress. The stressed syllables are underlined.

- sleeping bag
- walking boots

- sunscreen
- backpack

- painkillers



## PRONUNCIATION

- Help students to pronounce /t/ and /st/ by slowly pronouncing the 2 sounds for students to see the difference between them.
- Teacher reads and students repeat.

## Talk about it!

- Put the students into groups of 4 or 5.
- Explain that they are going on a trip together and must decide which 5 items are the most important for them to take. Explain that they must discuss it together and agree.
- Set a time limit of 3-4 minutes.
- Invite one person from each group to share their list with the class.
- Provide correction as necessary.



### USEFUL LANGUAGE

- Explain that you are going to talk about some rules. Have them read the examples using must/mustn't about school rules.
- Model and drill each sentence. Point out that the /t/ at the end of "must" is hardly sounded. Isolate the word "mustn't" and model and drill since this will be hard for them to pronounce.
- Concept check: Ask : Are these rules? (Yes); Do students have a choice? (No)
- Analyze the form: must/mustn't + verb infinitive.

## Talk about it!

- Have students work in pairs to think of 2 more school rules using must and mustn't.
- Invite them to tell you their rules. Write them on the board.
- Provide correction as necessary.

### Suggested key:

- You mustn't draw on the table. - You must do all your homework before class.
- You mustn't eat in class.



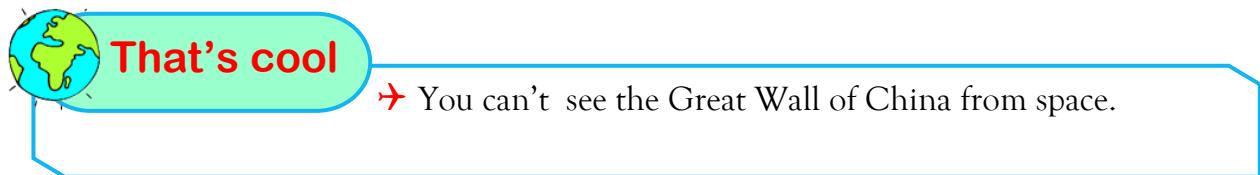
### PRACTICE

**Key:** 1. You mustn't step on the grass. 2. You mustn't smoke.

3. You mustn't pick flowers.	4. You mustn't light a fire.
5. You mustn't eat or drink.	6. You mustn't take photos.

- Have students work in pairs to guess the meaning of these signs. Then use MUST or MUSTN'T to talk about them.

- You can give an example first - "You mustn't smoke here". Concept check: I want to smoke. Is it OK? (No).
- Set a 3-min time limit.
- Write numbers 1 to 6 on the board.
- Invite some students to give their answers, ask the TA to write their answers on the board for you.
- Check the answers.



- Expand student's knowledge by giving a fun fact about the Great Wall of China.
- Invite students to give their ideas.