

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 sunscreen painkillers
– walking boots backpack



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.



That's cool

✈ You can't see the Great Wall of China from space.

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