### Vocabulary in context p70

**Using a range of lexis to talk about geographical features and the environment**

#### Warmer

**Books closed. Draw or project on the board illustrations of:**
- a footprint, e.g. a simple outline
- the greenhouse effect, e.g. the section of the Earth showing the country where you are teaching; the sun in the sky; a simple dotted line to show the limit of the atmosphere and a series of arrows curving from the Earth to the limit and then bouncing back towards the Earth
- the symbol for recycling, e.g. three arrows forming the three corners of a triangle

Ask students what they think the pictures represent and how they are connected. Elicit that they are connected to environmental issues and assess students’ knowledge of vocabulary on the topic. Then focus on the title of the unit, and ask students what ideas and themes they think they might study in this unit.

**Possible answers**
- We use the word ‘footprint’ to describe an individual’s impact on the environment through the use of carbon or water (carbon footprint, water footprint). When we burn fossil fuels, the greenhouse gases in the atmosphere increase, leading to the greenhouse effect and global warming. The symbol refers to recycling – the process where materials are reused, not thrown into landfill.

**Fast finishers**

Ask students to write definitions of words related to the environment, either from the Student’s Book or any other words they know. Then ask them to read their definitions for the class to guess the word, e.g. save, destroy, flood, deforestation, acid rain, etc.

**Pre-teach wind power and solar power by drawing a simple picture of a windmill and a sun shining on a solar panel on the board.**

**Answers**
- change 2 warming 3 renewable 4 save 5 recycle 6 reduce, emissions, waste

**Use it … don’t lose it!**

- After students do the task, have a show of hands to see how many people are optimistic about the planet’s future and how many are pessimistic.

#### SPEAKING

**Pre-teach fake news (a story that is not true but is designed to make people think that it is).**

**After students do the task, elicit their ideas for each question but don’t confirm if they are correct or not.**

**Pre-teach any words students may have problems with, e.g. temperature (how hot or cold something is), greenhouse gases (a gas, e.g. CO2), that stops heat escaping from the atmosphere), goal (something that you hope to do) and useless (has no purpose).**

#### Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

**Possible answer**
- I’m certain that where I live – Madrid – sea level rise won’t affect me directly. It’s hundreds of kilometres to the sea and we are hundreds of metres above sea level! However, I really feel that we need to do more about the environment and to stop sea levels rising. In Spain, the coast and the Canary Islands are going to be very affected if we don’t take action. The two-metre rise the NOAA talks about is really worrying. And we’re now getting some very big storms, and they are doing terrible damage. I would say the government isn’t doing enough to combat this problem.

#### Test before you teach: Flipped classroom

You may want to ask students to watch the flipped classroom video for Unit 6 as homework, in preparation for the grammar lesson.

#### Homework

Workbook page 48

### Changing Climates

**Answers**
- 1 mean, B … NOAA statistics show that the amount of sea level rise caused by melting ice has increased dramatically …
- 2 a lot more, A … These statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.
- 3 can’t D … it’s clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.
- 4 coastal areas, C … 270 million people live in areas which are going to be at risk from rising sea levels.
- 5 a variety of different, E … engineers and architects are always coming up with different solutions, big and small.

#### Speakers

**Possible answer**
- I’m certain that where I live – Madrid – sea level rise won’t affect me directly. It’s hundreds of kilometres to the sea and we are hundreds of metres above sea level! However, I really feel that we need to do more about the environment and to stop sea levels rising. In Spain, the coast and the Canary Islands are going to be very affected if we don’t take action. The two-metre rise the NOAA talks about is really worrying. And we’re now getting some very big storms, and they are doing terrible damage. I would say the government isn’t doing enough to combat this problem.

#### Mixed ability

**To simplify the activity, tell less confident students, or the whole class, to answer only the question Where are you doing terrible damage?**

**Possible answer**
- I’m certain that where I live – Madrid – sea level rise won’t affect me directly. It’s hundreds of kilometres to the sea and we are hundreds of metres above sea level! However, I really feel that we need to do more about the environment and to stop sea levels rising. In Spain, the coast and the Canary Islands are going to be very affected if we don’t take action. The two-metre rise the NOAA talks about is really worrying. And we’re now getting some very big storms, and they are doing terrible damage. I would say the government isn’t doing enough to combat this problem.

#### Homework

Workbook page 49
Grammar in context p27

Using will, be going to and present continuous for future; using will, may and might

**Warmer**

Ask students to choose some of the words from Vocabulary in context, exercises 3a and 4 (page 70) and some of the underlined words from the Reading text (page 71) and write a gapped sentence for each, e.g. We need to stop burning immediately or the environment won’t recover. (Toss fuel). How much homework do I get? I think the ______ is about an hour each day. (average), etc. They then read out their sentences for their partner to guess the word that fits the gap.

1a If you didn’t set the flipped classroom video for homework, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the reading text on page 71.
- Remind students of the popular spoken form of going to: gonna. They hear this form in films, on TV and in songs but they should not use it in written English.

**Answers**
2 b 3 a 4 e 5 c 6 d

**Language notes**

Explain to students that the key difference between will and be going to is that if you make a decision at the moment you use, you use will, e.g. Do you want to go to the cinema tonight? Sure, I’ll see you there at 8 pm. The negative form of will isn’t will (won’t) nor is it used to make predictions about things we don’t expect to happen in the future, e.g. I won’t see Sarah at the party.

In normal everyday speech, will is rarely used; the contraction ‘ll is much more common. Encourage students to use the contracted form rather than the full form unless they are speaking in more formal situations. If they use the full form, remind them not to stress it unless they have a very strong reason to do something. If pronounced with a dark /l/ sound, i.e. it sounds like full in full rather than the /l/ in light.

2 Before students do the task, ask them: What happens to the verb be in the structure be going to? and elicit that they will need to use am, are or is according to the subject.

- After checking answers, remind students that it is the content words that are usually stressed. Ask students to look at the sentences and underline the stressed words, e.g. Experts believe that temperature will continue rising. They then practice saying the sentences using the correct sentence stress.

**Answers**
2 a going to be, 3 b help, 4 c going to be, 4 d going to change, 5 e going to, 6 f help, 2 g will, 3 h be, 8 i am in favour of.

3a If you feel your students need more support, suggest they think about what is in the diary app on their phone and what is in their ‘to-do’ list. Students are still unsure about the two forms, draw a page from a diary on the board and label it ‘present continuous’ and a sticky note and label it ‘be going to’.

**Extra activity**

Write these problems on the board:
1 I can’t decide what to do after school today. I’ll go to football practice.
2 I don’t know what to buy my friend for his birthday. I’ll probably get him a watch.
3 I don’t know what to wear to the party tonight. I’ll wear a suit.
4 I’m tired of being a teacher but I don’t know what job to do. I’ll do a course in IT.

Ask students to call out ideas for how to solve each problem using I’ll: I’ll ..., e.g. I’ll read a book; I know I’ll play football with my friends; etc.

4d Point out that the sentences are based on sentences from the reading on page 71.

- When checking answers, ask: Which four expressions have a similar percentage of certainty? (perhaps ... will, it’s possible that ... will, may, might); Which word makes will or won’t really strong? (definitely); Which word makes will or won’t less strong? (probably).

**Possible answers**

2 100% certain 3 50% certain 4 50% certain 5 between 50% and 60% 6 50% certain 7 70–80% certain 8 100% certain

**Language notes**

Explain to students that the key difference between will and be going to is that if you make a decision at the moment you use, you use will, e.g. Do you want to go to the cinema tonight? Sure, I’ll see you there at 8 pm. The negative form of will isn’t will (won’t) nor is it used to make predictions about things we don’t expect to happen in the future, e.g. I won’t see Sarah at the party.

In normal everyday speech, will is rarely used; the contraction ‘ll is much more common. Encourage students to use the contracted form rather than the full form unless they are speaking in more formal situations. If they use the full form, remind them not to stress it unless they have a very strong reason to do something. If pronounced with a dark /l/ sound, i.e. it sounds like full in full rather than the /l/ in light.

2 Before students do the task, ask them: What happens to the verb be in the structure be going to? and elicit that they will need to use am, are or is according to the subject.

- After checking answers, remind students that it is the content words that are usually stressed. Ask students to look at the sentences and underline the stressed words, e.g. Experts believe that temperature will continue rising. They then practice saying the sentences using the correct sentence stress.

**Answers**
2 a going to be, 3 b help, 4 c going to be, 4 d going to change, 5 e going to, 6 f help, 2 g will, 3 h be, 8 i am in favour of.

3a If you feel your students need more support, suggest they think about what is in the diary app on their phone and what is in their ‘to-do’ list. Students are still unsure about the two forms, draw a page from a diary on the board and label it ‘present continuous’ and a sticky note and label it ‘be going to’.

**Extra activity**

Write these problems on the board:
1 I can’t decide what to do after school today. I’ll go to football practice.
2 I don’t know what to buy my friend for his birthday. I’ll probably get him a watch.
3 I don’t know what to wear to the party tonight. I’ll wear a suit.
4 I’m tired of being a teacher but I don’t know what job to do. I’ll do a course in IT.

Ask students to call out ideas for how to solve each problem using I’ll: I’ll ..., e.g. I’ll read a book; I know I’ll play football with my friends; etc.

4d Point out that the sentences are based on sentences from the reading on page 71.

- When checking answers, ask: Which four expressions have a similar percentage of certainty? (perhaps ... will, it’s possible that ... will, may, might); Which word makes will or won’t really strong? (definitely); Which word makes will or won’t less strong? (probably).

**Possible answers**

2 100% certain 3 50% certain 4 50% certain 5 between 50% and 60% 6 50% certain 7 70–80% certain 8 100% certain

Developing vocabulary p73

Using different uses of get

**Warmer**

Books closed. Write or project the following sentences on the board:
They hoped to ______ tickets for the concert before they sold out.
Isa can you ______ me that dictionary from the cupboard?
I have a Saturday job, but I only ______ £6 an hour.
We usually ______ up at seven o’clock on school days.
Ask students to think which word can complete all four sentences. Tell them to put their hands up when they have worked it out, not call out the solution. Elicit the answer (get), and explain that there are many different uses of get and that students are going to look at some of these in more detail.

1 Pre-teach a conference (a large meeting, often lasting a few days, where people interested in a subject come together to talk about it).

**Answers**
1 a 2 3 b 4 c 5 6 7 8

**Language notes**

The verb get has many different meanings in English. It is also part of many phrasal verbs. When we use get with a direct object (a noun or pronoun), it often means receive, obtain, bring, catch, give or something similar, e.g. I got your email yesterday. Last week she got a book about pollution. Can you get me that pen that’s on the desk? When we use get before an adjective, it often means become, e.g. Summers are getting very hot. These uses of get are generally more informal than the alternatives.

Get often means travel, and when we use it before a word like up, out, or away, it usually refers to a movement of some kind, e.g. Are you going to get away this summer?

2a With less confident classes, write the structure: Is/are getting adjective + -er (than) less adjective (than) on the board. Ask students: Which adjectives in B have a change in spelling? Elicit that in hot and red we double the final t, i.e. hotter and hotter, and that in dirty and sunny the ending is -ier, i.e. dirtier and sunnier.

Ask: Which adjective in B uses less? Elicit extreme.

2b Extension

- When students share their ideas, encourage turn-taking, and make sure they listen to each other and agree or disagree using suitable phrases.
Thinking about the impact of plastic on the environment

**Warmer**

Draw three columns on the board, fruit on the left, vegetables on the right and grey area in the middle. Tell students to copy the columns into their notebooks and classify the words you give them. Dictate 10–12 items, e.g. melon, carrot, peach, tomato, strawberry, broccoli, spinach, pineapple, grape, pepper, cabbage and cucumber. If useful for your class, adapt the wordlist to cover any typical fruit and vegetables grown where students live which they may not know in English.

**Answers**

Fruit: melon, peach, strawberry, pineapple, grape. Vegetables: carrot, broccoli, spinach, cabbage, Grey area: tomato, pepper, cucumber (These are usually classified botanically as fruits but by chefs as vegetables.)

**1. Exploring**

- Extend the discussion by asking: Do you know anyone who grows their own fruit and vegetables? What do they grow? Where? Have you ever tried any of the things they grow?

**2. Exploring**

- After checking answers, ask students if they can remember the term used in the video for the area where fruit and vegetables are grown to be sold. Elicit ‘farm’/’market garden’.

**Answers**

The south of Spain is very hot and dry. However, cheap fruit and vegetables are grown for European in plastic greenhouses.

**3. Exploring**

- If your class is less confident, project the text on the board and highlight the eight mistakes before students watch the video again to correct them.

**Answers**

The video shows the south eastern coast of Spain. It’s dry and warm. Europe’s only desert is, and elicit what type of sentence this word introduces (a conditional).

**Answers**

1a True – Carol says she was inspired by a Swedish activity called ‘trash running’. 1b False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 1c False – Carol says she began because she wanted to get fit. 1d False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 1e True – ‘Trash running’ was a similar thing that used to take place in the US.

**Grammar in context 2 p76 Using the zero conditional; using the first conditional**

**Warmer**

Write the following sentence beginnings on the board: If I’m hungry …

If I’m tired …

Ask students to suggest ways to complete them so they are true for them. Assess whether what students say is something that happens to them or something they do, e.g. if I’m hungry, I eat breakfast. If I’m tired, I go to bed early. (Something that happens to them.) If I’m tired, I go to bed early. (Something that they do.) Then circle the if at the start of each sentence, and elicit what type of sentence this word introduces (a conditional).

**Answers**

1b Possible answer

If I’m tired …

If possible, use a map to check that students are clear about where Sweden is, and elicit the nationality Swedish.

**Answers**

1a True – It’s a blend of the words ‘plocka upp’, which is Swedish for ‘pick up’ and ‘jogging’. 1b False – … it was the idea of a Swedish man called Erik Ahlström. 1c False – Carol says she began because she wanted to get fit. 1d False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 1e True – ‘Trash running’ was a similar thing that used to take place in the US.

**Listening p76 Listening for gist and detail**

**Warmer**

Books closed. Write on the board: chillax, hangry, froyo, plogging, screenager and snaccident. Elicit what these words mean and elicit students that they learnt about blends in the Reading in Unit 3. Point out that one of the blends is new and ask students which it is. Explain that they will learn more about this blend in the listening. Put students into pairs to try and remember what two words are combined in each of the other blends.

**Answers**

Answers: plogging is in new chillax = chill out + relax. hangry = hungry + angry. froyo = frozen yoghurt. screenager = screen + teenager. snaccident = snack + accident.

**Listening p76**

**1a. Examining**

Possible answers

1. ‘Plogging’ combines running and picking up the rubbish you find on your way. The name is a blend of the words ‘ặp’ and ‘jogging’. 2. ‘Trash running’ was a similar thing that used to take place in the US. 3. You just need your usual running equipment, some gloves and a bag to put the rubbish in. 4. Eighty-per cent of British people are angry about litter in the streets. Each year it costs a billion pounds to clear it up. 5. Some people think plogging doesn’t make that much of a difference. Other people may not care about throwing litter if they know that ploggers will pick it up.

**Answers**

Books closed. Write on the board: chillax, hangry, froyo, plogging, screenager and snaccident. Elicit what these words mean and elicit students that they learnt about blends in the Reading in Unit 3. Point out that one of the blends is new and ask students which it is. Explain that they will learn more about this blend in the listening. Put students into pairs to try and remember what two words are combined in each of the other blends.

**Answers**

Answers: plogging is in new chillax = chill out + relax. hangry = hungry + angry. froyo = frozen yoghurt. screenager = screen + teenager. snaccident = snack + accident.

**Answers**

1 True – It’s a blend of the words ‘plocka upp’, which is Swedish for ‘pick up’ and ‘jogging’. 1b False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 1c False – Carol says she began because she wanted to get fit. 1d False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 1e True – ‘Trash running’ was a similar thing that used to take place in the US.

**Answers**

1 True – ‘Plogging’ combines running and picking up the rubbish you find on your way. The name is a blend of the words ‘孕期’ and ‘jogging’. 2 False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 3 False – Carol says she began because she wanted to get fit. 4 False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 5 True – ‘Trash running’ was a similar thing that used to take place in the US. 6 True – ‘Trash running’ was a similar thing that used to take place in the US. It was the idea of a Swedish man called Erik Ahlström and started in Stockholm, Sweden. 7 False – ‘Trash running’ was a similar thing that used to take place in the US. 8 True – Carol says she began because she wanted to get fit. 9 False – ‘Trash running’ was a similar thing that used to take place in the US. 10 True – ‘Trash running’ was a similar thing that used to take place in the US.

**Language notes**

The zero conditional is often used to talk about scientific facts and general truths. When can often be used instead of if without changing the meaning.

**Answers**

Answers: plogging is in new chillax = chill out + relax. hangry = hungry + angry. froyo = frozen yoghurt. screenager = screen + teenager. snaccident = snack + accident.

**Answers**

1a True – It’s a blend of the words ‘plocka upp’, which is Swedish for ‘pick up’ and ‘jogging’. 1b False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 1c False – Carol says she began because she wanted to get fit. 1d False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 1e True – ‘Trash running’ was a similar thing that used to take place in the US.

**Answers**

1 True – ‘Plogging’ combines running and picking up the rubbish you find on your way. The name is a blend of the words ‘孕期’ and ‘jogging’. 2 False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 3 False – Carol says she began because she wanted to get fit. 4 False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 5 True – ‘Trash running’ was a similar thing that used to take place in the US. 6 True – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 7 False – ‘Trash running’ was a similar thing that used to take place in the US. 8 True – Carol says she began because she wanted to get fit. And it might make a massive difference if lots of people do it. 9 True – Carol says if you finish running, you feel good because you know that ploggers will pick it up. 10 True – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm, Sweden. 11 False – ‘Trash running’ was a similar thing that used to take place in the US. 12 True – ‘Trash running’ was a similar thing that used to take place in the US.

**Answers**

1a True – It’s a blend of the words ‘plocka upp’, which is Swedish for ‘pick up’ and ‘jogging’. 1b False – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm. 1c False – Carol says she began because she wanted to get fit. 1d False – Each year it costs local authorities a billion pounds to clear up trash in the UK. 1e True – ‘Trash running’ was a similar thing that used to take place in the US. 6 True – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm, Sweden. 7 False – ‘Trash running’ was a similar thing that used to take place in the US. 8 True – Carol says she began because she wanted to get fit. And it might make a massive difference if lots of people do it. 9 True – Carol says if you finish running, you feel good because you know that ploggers will pick it up. 10 True – … it was the idea of a Swedish man called Erik Ahlström. He started a community of ‘ploggers’ in Stockholm, Sweden. 11 False – ‘Trash running’ was a similar thing that used to take place in the US. 12 True – ‘Trash running’ was a similar thing that used to take place in the US.
6 CHANGING CLIMATES

3a With less confident classes, have students complete the sentences in pairs. Then work in different pairs for exercise 3b.

**Possible answers**

2 you get sick 3 your vocabulary improves 4 something bad happens 5 you practice a lot 6 you pay attention in class

4a Before students do the task, ask: What will you do if it rains all weekend? Elicit suggestions with If it rains all weekend, …, e.g. If it rains all weekend, I’ll go to the cinema with my friends, and then elicit that this is a first conditional.

- Point out that the sentences are from the listening in the previous section.
- Answer possible

4b **Answers**

1 the present simple 2 will or won’t

**Language notes**

When we use the first conditional, we’re talking about a particular situation in the future and the result of this situation. There is a real possibility that this conditional will happen.

5 Pre-teach drastically (having a very big effect).

- Follow up by asking: Have you ever been on a cruise? Where did you go? Did you enjoy it? Why/Why not? Would you like to go on an Arctic cruise? Why/Why not? Are there lots of cruise ships in your country? Do you think they are damaging the environment? Why/Why not? In which areas is it getting to be a problem?

**Answers**

1 melt, will be 2 is, will want 3 will ask, want 4 will, will be 5 will, is 6 wills, will change 7 will become, changes

6 Before students do the task, write the following contractions on the board: ‘ll, ’m, ‘re, ’s and ‘ve. Elicit the verb in each case (will, am, are, is/has, have), and ask students which contractions they expect to see in the first conditional (‘ll, possibly ‘m, ‘re, ‘s for us). Remind students that we usually use contractions after subject pronouns, e.g. I, you, she, etc. We also sometimes use them after nouns and names but only in informal situations.

**Answers**

a happens b I need c want d I become e won’t be f continue g if h apologise i produce j when k will get I grow

**Extra activity**

Introduce the idea of Murphy’s law: the opposite of what you want or expect is what usually happens.

Ask students to complete the following sentences using the first conditional and thinking about the concept of Murphy’s law:

1 If I don’t take an umbrella, …
2 If I don’t wear a warm coat, …
3 If I study hard for a test, …

**Possible answers**

1 I will rain.
2 It will be really cold.
3 The teacher will forget about it and we’ll watch a video instead!

**Use it … don’t lose it!**

7a **Speaking**

- Before students do the task, make sure they understand that the second part of sentence 1 becomes the first part of sentence 2, then the second part of sentence 2 becomes the first part of sentence 3, etc.
- Check students have understood the task fully by asking: When are you going to stop? (ideally never, the idea is they should keep linking sentences until they stop them).
- When should you start again? (if they get completely stuck and can’t think of a way to continue).

1a **Answers**

Follow up by asking: Of the activities in the photos can you do where you live? How far do you have to travel to do them?

**Answers**

1 to the beach 2 They’re going to meet at 11 o’clock at the station. 3 They’re going to take some sandwiches. 4 Speak on the phone and do something else.

3a After checking answers, highlight the main points (Are you up to anything today?, Elicit the meaning of this (doing)). Point out that the end of the question can be changed for any logical time expression and elicit examples, e.g. this afternoon, tomorrow, on Monday evening, after the swimming competition, etc.

**Answers**

a good b beach c 11 o’clock d station e sandwiches f have lunch on the beach g rains h ring i ring j 11

4a After checking answers, suggest a few activities to different students in the class and ask them to accept or reject them using a phrase from the Speaking bank.

**Answers**

Do you fancy verb + -ing? What time shall we meet? Why don’t we meet at …? Sure, Fine, OK, Good idea, Not really.

5a ** Pronunciation**

- Play the recording again up to and including the line: What time shall we meet? If possible, repeat the individual phrases: Do you fancy coming? and Sure, and highlight the variations in pitch the speakers use to show enthusiasm.

**Answers**

To show enthusiasm speakers vary the pitch substantially.

**Language notes**

Intonation can be described as the movements or variations in pitch which affect the level (high/low) and tone (falling/ rising) of our voices. Rising intonation means the pitch of the voice increases; falling intonation means that the pitch decreases. Intonation can be difficult to teach, so here students are simply introduced to the idea of pitch movement to show enthusiasm.

**Mixed ability**

To make the activity more challenging, tell the more confident students that they need to practice the dialogue without looking at exercise 3 or the Speaking bank. Give them a few moments to memorise the useful expressions, then tell them to role-play the dialogue using only their answers to the questions in exercise 2. If students have problems, allow them to quickly refer to exercise 3 and the Speaking bank as they work, but encourage them to do as much as possible without referring to the Student’s Book.

**Practice makes perfect**

6a With less confident classes, collate ideas from this preparation stage on the board.

**Homework**

Workbook page 52

Workbook page 53
Developing writing p79
Writing an opinion essay

Warmers
Books closed. Write the following expressions on the board:
1. I think … because ...
2. Some parents think ...
3. Many people say ...
4. All in all, I believe …
Ask students: Where do you think you might see expressions like these? In what sort of text?
Elicit that they are all expressions for giving opinions and check the meaning of each (a short piece of writing on a particular subject).

Practice makes perfect
7a Before students do the task, draw attention to the paragraph structure of the opinion essay in exercise 4, i.e. paragraph 1: introduction clearly giving the writer’s opinion; paragraph 2: reason 1; paragraph 3: reason 2; paragraph 4: reason 3; paragraph 5: conclusion clearly restating the writer’s opinion. Tell students that they definitely need to include the first and last paragraphs in their essay, but they may have only two paragraphs in the middle, depending on how they structure their arguments.
• If you wish, you could do this activity as an exam simulation.
7b Remind students that when they write in exam conditions, they can’t usually use a dictionary or grammar book.

Culture notes
Persil® is a brand of laundry products. Originally a German brand, it was the first laundry detergent sold and has existed for over 100 years. It is well-known around the world. When discussing answers, if students think the statistics are over 100 years, it was the first laundry detergent sold and has existed for over 100 years. It is well-known around the world. Ask students if they know any other linkers, and tell them to add them to their lists, e.g.
Linkers (sometimes called connectors) are words that join sentences with others. Some frequent linkers are and, but, or and so. Linkers have different functions (in this unit students see three groups, to express sequence, addition and contrast). Remind students that a logical argument needs few linkers and they should not overuse them. Nevertheless and however have similar meanings, but nevertheless is slightly more formal. They are both normally placed at the beginning of a sentence when contrasting two ideas. They can also come in the middle or at the end. Furthermore and what’s more also have similar meanings, but furthermore is quite formal and what’s more is more idiomatic.

Fast finishers
Ask students if they know any other linkers, and tell them to add them to their lists, e.g. then, besides, in addition, on the one hand/other hand, moreover, etc.

Language notes
Linkers (sometimes called connectors) are words that join sentences with others. Some frequent linkers are and, but, or and so. Linkers have different functions (in this unit students see three groups, to express sequence, addition and contrast). Remind students that a logical argument needs few linkers and they should not overuse them. Nevertheless and however have similar meanings, but nevertheless is slightly more formal. They are both normally placed at the beginning of a sentence when contrasting two ideas. They can also come in the middle or at the end. Furthermore and what’s more also have similar meanings, but furthermore is quite formal and what’s more is more idiomatic.

6 CHANGING CLIMATES

Test yourself p81

Grammar test
1. The students are going to go on an excursion.
2. What are your plans? What are you doing these going to do tomorrow?
3. They say it’s going to rain next week.
4. I can’t meet you tomorrow because I’m doing this going to do on exam.
5. I don’t know what to do now … I know I’d say (say) this...

Vocabulary test
1. Answers
1. waterfall
2. cliff
3. glacier
4. island
5. stream
6. rainforest
2. Answers
1. renewable energy
2. rise
3. melt
4. waste
5. drought
6. carbon emissions
7. throw away
8. global warming
3. Answers
1. buy
2. arrive
3. bring
4. understand
5. becoming
6. received
4. Answers
1. drizzles
2. finishes
3. will/I’ll get
4. comes
5. ’s
6. won’t bring
**Exam success Units 5–6 p82**

### Listening

1. **Answers**
   
   **1 A correct** – The girl says: There was something about the cave. I couldn’t stop looking at it.
   
   **B incorrect** – The boy says: I liked the one of the really high cliffs by the coast, but the girl isn’t particularly interested in it.
   
   **C incorrect** – The boy says: The photo of the small island was cool, but the girl isn’t particularly interested in it.
   
   **2 A incorrect** – The girl says: I’m bored of binge-watching TV and the boy says I’d like to take a break for a while, so this is happening at the time of speaking.
   
   **B incorrect** – The girl says: Let me just finish my sandwich, so they have already made lunch.
   
   **C correct** – The boy says: How about we go skateboarding? and the girl agrees: Why not?.
   
   **3 A incorrect** – The boy asks: Did you go with your family to that new restaurant in town?, but the girl replies: No.
   
   **B correct** – The girl says: I went hiking with my parents and I’ll show you a photo I took of a waterfall. This is where we hiked .
   
   **C incorrect** – The girl says: We were going to see an art exhibition in the city, but the weather was too nice to be inside a museum all day.

2. **Answers**
   
   **1 A correct** – The boy says: he doesn’t usually watch shows like that. They’re usually too slow and serious, but this one is entertaining.
   
   **B incorrect** – The boy says: the stories in the series aren’t the same as the historical facts.
   
   **C correct** – The boy says: the actors who play the main characters – Queen Victoria and her husband – play their roles so well.
   
   **2 A correct** – The girl says: you can actually learn something from them and I also discover stuff that can help me in my everyday life.
   
   **B incorrect** – not stated on the recording.
   
   **C incorrect** – not stated on the recording.
   
   **3 A incorrect** – The boy says: I’ll do almost anything to avoid watching TV.
   
   **B correct** – The boy says: I’d rather see my friends than waste my time watching stuff that doesn’t mean anything to me.
   
   **C incorrect** – The boy says: I’ll even practise the piano for hours, that always makes my mum happy, but it is not his preferred activity.

### Speaking

4. **If your class is less confident, before they do the task, elicit the different activities they can see in the pictures (clockwise round the main picture of the school: picking up litter, recycling, planting new plants and trees, hanging bird feeders, painting a recycling mural, growing fruit and vegetables).**

- **Pre-teach grounds (the area around a building or group of buildings, in this case a school).**
- **If you wish, go to page 146 to continue working through the Exam success section for these two units.**
- **See the Exam trainer, Workbook pages 100 and 103, for more information and practice on these Preliminary for Schools tasks.**

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**TV and online video in your country**

1. **Speaking**

   - Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative projects.
   
   - Nominate one student in each group to refer to the Culture exchange text, while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before contrasting it with their country.

2. **Speaking**

   - Students continue to work in their groups from exercise 1.
   
   - Encourage students to try a different project type (A–D) for this Collaborative project.
   
   - Point out that for the last research area, groups could prepare a small survey themselves, e.g. to ask ten teenagers and ten parents, in order to include some original research findings in their project.

3. **Ask individuals to read aloud the tips and discuss them with the class.**

   - After reading the Digital skills section, remind students that when they do their research online, they should keep a list of the sites they use. When they plan to use a specific piece of information, this means they should note both sources.

4. **In the Collaboration section, remind students that they can also use the phrases from the previous Collaborative projects.**

5. **Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/in class). Remind students that as much discussion as possible should be in English, both in and out of class.**

6. **Explain that Presentation here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster of leaflet, or the clarity and coherence of a spoken presentation or video message.**

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**Virtual Classroom Exchange**

- **Connect with teachers and students in other countries and encourage students to present their projects to each other.**
Reach higher

UNIT 3 p136

Answers
Reading (page 33)
1 False, Paragraph 2  2 True, Paragraph 2  3 True, Paragraph 3
4 False, Paragraph 2  5 True, Paragraph 4
Grammar in context 1 (page 34)
a some  b some  c any  d any  e some
Grammar in context 2 (page 38)
Possible answers
1 A girl whose mother is your sister/sister-in-law or whose father is your brother/brother-in-law.
2 Someone that/who commits the crime of arson.
3 When someone breaks into a building in order to steal things.
4 A police station is a building where police officers work.
5 Portuguese is the language that/which people speak in Brazil.
6 The period of life when you change from being a child to being a young adult.

UNIT 4 p137

Answers
Vocabulary in context (page 44)
Possible answers
Grammar in context 1 (page 45)
Text A
1 sore neck, pains in your back, headaches
2 looking down at a screen for a long time
3 EyeForcer Smart Glasses
Text B
1 colds and flu
2 touching your phone
3 washing your hands frequently, trying not to use other people’s phones, keeping your phone clean, not taking your phone to the bathroom
Text C
1 hurting yourself, breaking your arm or leg
2 walking while looking down at your smartphone
3 apps that lock your phone or send an error message when you use your phone on the move, traffic lights on the pavement
Grammar in context 1 (page 46)
1 Have you ever had a very high temperature?
2 Have you ever slept in a hospital?
3 Have you ever made soup?
4 Have you ever taken medicine that tastes really bad?
5 Have you ever visited a friend in hospital?
6 Have you ever broken your arm?
Developing vocabulary (page 47)
1 health centre
2 food poisoning
3 first-aid kit
4 painkiller
Grammar in context 2 (page 51)
a Have, broken  b have  c went  d broke  e’ve, broken
f ’ve had  g ’ve crashed  h Have, fallen  i haven’t  j fell

UNIT 5 p137

Answers
Reading (page 59)
Possible answers
1 To give an example of an unusual reality show.
2 Some shows use actors, the situations are carefully planned, it’s easy to edit what people say to make them say something different.
3 Because producers need contestants that attract more viewers.
4 Some documentaries say they are in one place when in fact they are filming in a different location, in some shows they ‘surprise’ contestants with things they knew about already, and most shows give a false idea of time.
5 It can give us unrealistic ideas about what we can do, it can confuse us, it can make us stop believing everything we see on TV.
Grammar in context 1 (page 61)
1 are not as violent as/less violent than American series.
2 are as interesting as talent shows.
3 are not as popular as/less popular than video games with teenagers.
4 are as exciting as crime series.
5 is not as scary as/less scary than watching them in the cinema.
6 are not as informative as/less informative than books.

UNIT 6 p138

Answers
Vocabulary in context (page 70)
1 glacier
2 drought
3 flood
4 global warming
5 waste
Grammar in context 1 (page 71)
1 The NOAA is the source of the information in Paragraph A.
2 The Eiffel Tower appears as a comparison to show how big the sea gate that protects Rotterdam is.
3 275 million is the number of people living in areas which are going to be at risk from rising sea levels.
4 The Netherlands are an example of a place where flooding has always been a problem but also where architects and engineers are always coming up with different solutions for the flooding problem.
5 2025 is the year in which the tenth anniversary of the Paris Agreement will be.
6 82 mm is how much higher the global sea level was in 2016 than the 1983 annual average.
Developing vocabulary (page 73)
1 red, become
2 sure, receive
3 worst, understand
4 consume, obtain or buy
5 sunny, bring
6 late, arrive
Grammar in context 2 (page 77)
1 If I pass all my exams this year, I’ll have a special holiday in the summer.
2 Mark will help you with your homework if you ask him.
3 The world will be in trouble if we don’t do something about climate change.
4 If you climb that mountain, you’ll need special equipment.
5 If we don’t leave now, we’ll be late for school.
6 Some towns on the coast will be underwater if sea levels rise much more.