

KEY LEARNING OUTCOMES

Students will be able to:

- understand texts about conservation and environment
- talk about geography and the environment using *be going to* and *will*

- talk about the future and ecology
- make arrangements
- write a formal letter

UNIT OVERVIEW

 Vocabulary	Geographical features The environment
 Reading	Is this the most important building in the world? CRITICAL THINKING Discussing the importance of a building and identifying plants to protect
 Grammar in context	<i>be going to</i> and <i>will</i> <i>will, may, might</i> PRONUNCIATION Sentence stress
 Developing vocabulary	Different uses of <i>get</i>
 Life skills	The world around you: Reducing our ecological footprint
 Listening	Sustainable energy
 Grammar in context	Zero conditional First conditional
 Developing speaking	Making arrangements PRONUNCIATION Intonation – showing enthusiasm
 Developing writing	A formal letter
 Exam success	Use of English: Sentence transformation activities Writing: Exam conditions

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 6:** *be going to* and *will*
- ▶ **Life skills video Unit 6:** How we reduced our school's carbon and water footprint
- ▶  **Vocabulary tool:** Geographical features, The environment
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**



Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 6:** *be going to* and *will*
- ▶ **Life skills video Unit 6:** How we reduced our school's carbon and water footprint
- ▶ **Grammar communication activity Unit 6:** Sets of three
- ▶ **Worksheets for this unit, including:**
 - Grammar practice worksheet Unit 6
 - Flipped classroom video worksheet Unit 6: *be going to* and *will*
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 6
 - Life skills video worksheet Unit 6
 - Everyday English worksheet Unit 6



Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)



✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–6
- ▶ Printable tests Unit 6 and Review (Units 4–6)
- ▶ Gateway to exams Units 5 and 6 (end of Unit 6)

Vocabulary p70

Talking about geographical features and the environment

>> FAST TRACK

You could ask students to research and complete their answers for exercise 7 at home. They can then ask and answer with a partner at the next lesson.

WARMER

Draw a circle on the board representing the sun, and then eight other circles in a line next to it. In pairs, see if students can label the eight planets in the correct order (using English names if possible). Give students the correct words and order: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*. Model and practise the pronunciation of *Earth* and ask students if they know any of the big differences between the planets. Elicit a few, e.g. *Earth has life, the others don't, Mercury and Venus don't have any moons, the four outer planets are much bigger*.

v Geographical features

- 1 SPEAKING** In pairs, ask students to name a famous example for each of the geographical features in the box. Allow students to use a dictionary if necessary. Elicit answers, and see if any students had answers that no-one else had.

Example answers

Miami Beach, Gobi Desert, The Black Forest, North/South Pole, Easter Island, Amazon jungle/rainforest, Lake Michigan, Mont Blanc, The Alps, The Mediterranean Sea, The Pacific Ocean, The River Thames, Death Valley

- 2** **34** Play the track for students to listen and repeat. Point out the different pronunciation and stress for these three words: *desert* (v meaning to leave) /dɪ'zɜ:(r)t/; *desert* (n a dry and arid region) /dezə(r)t/; *dessert* (n the sweet course at the end of a meal) /dɪ'zɜ:(r)t/. See p154 for the audioscript for this exercise.
- 3** Play a game with the class. Ask a student to come to the board and draw one of the words from exercise 1 for the rest of the class to guess. Repeat until all the words have been used. You could make this a team game, awarding a point to the team who guesses each word first.

v The environment

- 4** In pairs, ask students to match the words to the definitions. Remind them there are more words than they need in the box. You may like to provide dictionaries for this task. Check answers by asking different students. Ask students to underline the stressed syllables in the words. Drill any difficult pronunciations (see Answers below).

Answers

- 1** greenhouse effect /'grɪ:nhaʊs ɪ'fekt/
- 2** melt /melt/
- 3** drought /drɔ:t/
- 4** ozone layer /'əʊzəʊn 'leɪjə(r)/
- 5** pollution /pə'lju:ʃ(ə)n/
- 6** flood /flʌd/
- 7** global warming /'gləubəl 'wɔ:(r)mɪŋ/
- 8** nuclear disaster /'nju:klia(r) dɪ'za:stə(r)/
- 9** oil spill /ɔ:l spɪl/

+ EXTRA ACTIVITY

Ask students to write definitions of other words related to the environment. They then read their definitions for the class to guess the word, e.g. *waste, save, recycle, ecology, deforestation, acid rain*, etc.

TEACHER DEVELOPMENT: CLASSROOM TIPS**Choral drilling**

Choral drilling involves you giving an oral model of a word or phrase for the whole class to repeat. It is particularly useful for less confident students, so they can get used to saying the words in a group before they attempt on their own. Use choral drilling to practise new words or phrases, especially phrases that will be useful in future communicative activities.

- 5 SPEAKING** Students look at the photos and describe what they see in pairs. Draw attention to the example sentence. With a less confident class, elicit key words to describe the photos before they begin, e.g. *recycle, ozone layer, sun, drought, flood*, etc.

Suggested answers

- a** You can recycle bottles here. It's good for the environment.
- b** This is a flood. It has rained a lot.
- c** This is the ozone layer. It protects us from the sun's rays.
- d** There is a drought in this place. It is very dry.

- 6 LISTENING** **35** Play the track and ask students to match the four short recordings to the photos in exercise 5. Tell students to note down key words which help them decide on their answer as they listen. You may like to pre-teach these words: *sort out rubbish* – to get rid of things you don't need; *bin* – a container for putting rubbish in; *ultraviolet radiation* – rays from the sun which are harmful to humans. Check answers with the class. See p154 for the audioscript for this exercise.

Answers

- 1 b 2 c 3 a 4 d**

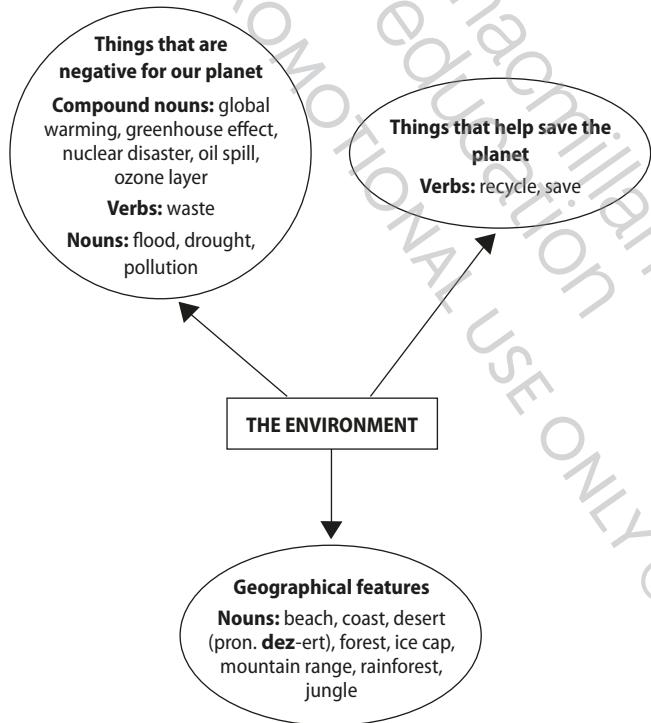
- 7 SPEAKING** In pairs, ask students to ask and answer the questions. Circulate and help with any vocabulary. Nominate a few students to give their answers.

Suggested answers

- 1 very hot summers, less rain, some areas becoming desert
- 2 floods in low-lying and coastal areas in spring and autumn, droughts in the summer
- 3 have baths instead of showers, leave lights and the TV on
- 4 switch off the tap when I brush my teeth, switch off lights, TV and computer when not using them
- 5 plastic, glass, cans, food waste and clothes

+ EXTRA ACTIVITY

Students make a map of words connected to the environment. Ask them to categorise the words they have seen in this lesson and add to their map as they work through the unit. Encourage them to use different-coloured pens and illustrate the words where possible as this will help memory retention. Remind them to mark in pronunciation features.



HOMEWORK

Assign students page 48 in their Workbook or the relevant sections of the Online Workbook.

Reading p71



Skimming and scanning for global and specific information

» FAST TRACK

You could ask students to do exercise 5 at home so that less confident students can take the necessary time to look up the vocabulary in the Macmillan Online Dictionary.

WARMER

Write the following words in two columns on the board:

switch off	less
turn off	school
fly	lights
recycle	more
walk to	taps

Ask students to work in pairs and match the words to make phrases. Then ask them to say what the phrases relate to (being green/protecting the environment). Ask students if they try to do any of these things.

Answers

switch off lights, turn off taps, fly less, recycle more, walk to school

1a Focus students on the photos. Ask them to work with a partner and talk about what they can see. Ask students what they think the connection is between the photos. Elicit answers from different students.

Answer

They both contain seeds.

1b Students look at the title of the text and the photos. Ask what they think the title refers to and why. Nominate different students to give their suggestions.

2 Tell students they have three minutes to read the text and check if their prediction was correct. Remind students not to worry about understanding every word of the text.

Answer

The Svalbard Global Seed Vault is the most important building in the world because it stores seeds and protects our food source for the future.

3 Students read the sentences and choose the correct alternatives. Tell them to write the paragraph where they found their answer.

Answers

1 don't pay (D) **2** won't (E) **3** the altitude will keep the seeds dry (E) **4** wide variety (C) **5** doesn't have (C) **6** possible environmental disasters (B) **7** might (A)

EXTRA ACTIVITY

Ask students to write two or three sentences to explain why they keep different seeds in the Svalbard Global Seed Vault. Encourage students to use their own words. Ask a few students to read out their sentences.

**Test before you teach: Flipped classroom**

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

- 4 CRITICAL THINKING** Students read through the questions and consider their own responses. Put students in pairs to discuss their thoughts before opening up the discussion to the whole class.

Example answer

Yes, I think it's the most important building in the world, because in the future we will need a lot more food. Without this, people will starve.

- 5** Students look at the underlined words in the text and guess their meaning. Allow students to check in their dictionaries. Confirm answers as a class.

Answers

impact = effect, cause problems

vault = a safe place to keep or store things

survive = stay alive in difficult circumstances

peas = a small round green vegetable like a small bean

level = how high or low something is

remote = far away and difficult to reach

EXTRA ACTIVITY

Ask students to choose three of the words from exercise 5 and write a gapped sentence for each, e.g. *I think my English is improving (level), It takes a long time to travel to the island. It is very (remote), etc.* They then read out their sentences for their partner to guess the word that fits the gap.

- 6 SPEAKING What about you?** Students think about their answers to the questions, then have a class discussion. Have a show of hands to see how many people are optimistic about the planet's future, and how many are pessimistic.

HOMEWORK

Assign students page 49 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp72-73

Using *be going to*, *will*, *may*, *might* for future predictions

>>> FAST TRACK

You could ask students to complete their answers for exercises 4 and 5 at home. They can then compare with a partner at the next lesson.

be going to and will

- 1a** Students look at the sentences with *be going to* and *will*.

- 1b** Tell students to match the explanations to the example sentences in exercise 1a.

Answers

- 2 b 3 a 4 e 5 d**

TEACHER DEVELOPMENT: LANGUAGE**Future forms**

Explain to students that the key difference between *will* and *be going to* is that if you make a decision at the moment you speak, you use *will*, e.g. *Do you want to go to the cinema tonight? Sure. I'll see you there at 8 pm.* You could also tell students that *shall* can be used as an alternative to *will*, but it is much less common. The contracted forms of *shall not* and *will not* are *shan't* and *won't*. They are both used to make predictions about what will happen in the future, e.g. *We shan't be there before 5 pm. I won't see Sarah at the party. Shall and shan't are used only with first person pronouns, I and we.*

TEACHER DEVELOPMENT: PRONUNCIATION**Pronouncing *will***

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 intention to do something. '*'ll*' is pronounced with the dark /*l*/ sound, i.e. it sounds like the *ull* in *full* rather than the *l* in *light*. Chorally drill the pronunciation.

EXTRA ACTIVITY

Write these problems on the board:

- 1 *I can't decide what to do after school today.*
 - 2 *I don't know what to buy my friend for his birthday.*
 - 3 *I don't know what to wear to the party tonight.*
 - 4 *I'm tired of being a teacher, but I don't know what job to do.*
- Ask students to call out a decision on how to solve each problem using *I know! I'll ...*
e.g. 1 *I know! I'll read a book. I know! I'll play football with my friends, etc.*

2a PRONUNCIATION Students look at the sentences and decide why some of the words are marked in bold.

Answer

The words in bold are stressed because they are the content words. The other words are unstressed because they are function words.

TEACHER DEVELOPMENT: PRONUNCIATION

Sentence stress

Remind students that information/content words are the ones that are usually stressed. These are words you hear more clearly when someone speaks to you. The unstressed words are heard much less clearly and sometimes hardly at all. Words that are usually unstressed are articles, conjunctions, prepositions and auxiliary verbs.

2b PRONUNCIATION  36 Play the track and ask students to answer the questions. See p154 for the audioscript for this exercise.

Answer

The words in bold are pronounced longer and louder and have a higher pitch. The pronunciation of *be going to* is unstressed and the words are contracted.

TEACHER DEVELOPMENT: PRONUNCIATION

be going to

Write the stressed and unstressed forms of *am/are going to* on the board:

	Stressed	Unstressed
am	/æm/	/əm/
are	/ɑ:(r)/	/ə(r)/
to	/tu:/	/tə/

Chorally drill *am going to* and *are going to* in the stressed and unstressed forms. Remind students of the popular spoken form of *going to*: *gonna*. They hear this form in film and TV dialogues and in songs.

2c  36 Play the track again for students to repeat with the correct stress.

3 Students complete the sentences with the correct form of the verbs, plus *will* and *be going to*.

Answers

- 1** will disappear **2** 's going to be **3** 'll open **4** will be
5 are going to write **6** will cause **7** 'll come

+ EXTRA ACTIVITY

Ask students to underline the stressed words in the sentences in exercise 3 and practise saying the sentence using correct sentence stress.

4 Students write about six different plans or intentions they have for the future. Tell them to write about the six areas listed. Draw their attention to the example sentence. Nominate students to read out their sentences, reminding them which words to stress.

Example answers

- 2** I'm going to decorate my bedroom.
3 I'm going to apply for work experience at the local radio station.
4 I'm going to play in a football match on Friday.
5 I'm going to visit my cousins this weekend.
6 I'm going to go out with my friends after school.

5 Students write about six different predictions they have for the future. Tell them to write about the six areas listed. Draw their attention to the example sentence.

Nominate students to read out their sentences, reminding them which words to stress.

Example answers

- 2** I think there will be more reality TV programmes.
3 I think green politicians will win the next election.
4 We will see new products made from recycled materials.
5 France will win the next World Cup.
6 We will find a cure for Aids in the near future.
6 **SPEAKING** Students compare their plans and predictions with a partner. Elicit any predictions that the pairs found interesting or have in common.

will, may, might

7a Students look at the sentences and give an approximate percentage for certainty for each expression in bold. Students could compare their answers in pairs before you elicit answers from the class.

Suggested answers

- 2** 100% certain **3** 50% certain **4** 50% certain
5 50% certain **6** 50% certain **7** 70% certain
8 100% certain

TEACHER DEVELOPMENT: CLASSROOM TIPS

Checking answers

Asking students to check their answers together with a partner before open-class feedback gives students confidence and a chance to confirm their answers. Give them useful language for this task: *I think ... What do you think about ... ? I think so too./Me too. I don't agree.*

7b Ask students what they notice about the position of the adverbs *definitely* and *probably* in sentences 1 and 2 and sentences 7 and 8.

Answers

In sentences 1 and 2 the adverbs come after *will*. In sentences 7 and 8 the adverbs come before *won't*.

✓ EXAM SUCCESS Students read the instructions for exercise 8 and decide what is important for them to check when they finish this activity. Tell them to turn to page 145 (Use of English: Sentence transformation activities).

TEACHER DEVELOPMENT: STUDENT TRAINING**Key word transformations**

Key word transformations are popular in Use of English exam papers. Remind students always to use the key word in their answer and to keep the meaning of the original sentence and the tense form. Students should read each sentence very carefully so they do not miss any information and check the number of words they have used. Tell them that contractions count as one word, e.g. I'll, it's, etc.

- 8** Students rewrite the sentences keeping the same meaning. Remind them that they must not change the word given and they can only use between two and five words. Draw their attention to the example sentence.

Answers

- 2** will definitely become
- 3** The consequences will perhaps be
- 4** definitely won't end
- 5** probably won't change their
- 6** It's possible that the situation

- 9** Students write sentences with the expressions in exercise 8 to say how certain they are about the predictions. Note down errors to go over with students before the speaking activity.

Example answers

 - 1** I think summers will definitely get hotter.
 - 2** In my opinion, polar bears will probably become extinct.
 - 3** From my point of view, cars of the future definitely won't use petrol.
 - 4** I'm pretty sure that we won't have another ice age.
 - 5** I think it's possible that natural disasters will become more common.
 - 6** I think the south of Europe might become a desert one day.

- 10 SPEAKING** In pairs, students compare their answers in exercise 9. Ask a pair to read out the model dialogue before they begin. Elicit opinions from different students and try to develop a class debate.

Refer students to the Grammar reference on page 80 if necessary.

HOMEWORK

Ask students to write a magazine article about the future of the Earth. They should include imaginary interviews with someone who thinks we have no hope and someone who thinks the Earth will survive forever.

Assign students page 50 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p73**Exploring the different uses of get****>> FAST TRACK**

You could ask students to write their story for exercise 4a at home with a partner. They can present their story to the class at the next lesson.

- 1** Students look at the different uses of get in the sentences and match each one to the correct meaning (a–e).

Answers

- 1** c **2** e **3** d **4** a **5** b

TEACHER DEVELOPMENT: LANGUAGE**get**

The verb to 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 usages of get are generally more informal than the alternatives.

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

- 2** Students complete the sentences with the words and decide what the meaning of get is in each sentence. Tell students that it is the same for 1–6.

Answers

- 1** red **2** thin **3** ready **4** worse **5** late **6** dark
get means become in each sentence.

>> FAST FINISHERS

Ask students to write two more sentences using the word get, with the meaning of become.

- 3** Students read the situations and write sentences with get and the words in the box to say what usually happens in each case.

Answers

- 2** You get tired. **3** You get presents. **4** You get home late. **5** You get bread. **6** You get an email with news.

- 4a** In pairs, students write a story using get as many times as possible. Draw attention to the example sentence in exercise 4b before they begin. With a less confident class, you could brainstorm other uses of get and write the suggestions on the board for students to use in their stories, e.g. get up, get dressed, get ill, get bored, get on, get over, get under, get a shock, etc.

Writing stories

When writing stories, students need to think about these three main points:
 characters: Who?;
 setting: Where? When?;
 plot: What happens? How? and Why?

Encourage students to discuss each of these aspects in pairs and make a visual story map (a graphic organiser that maps out the story) before they start writing.

- 4b SPEAKING** Students tell their story to the class. Ask two students to count the number of times get is used correctly in each story. The pair with the most correct uses is the winner.

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp74-75**Reducing our ecological footprint**

To learn about carbon and water footprints, to consider positive action we can take to reduce our ecological footprints and to make an action plan to reduce our impact on the environment.

>>> FAST TRACK

You could ask students to write their answers to the questions in exercise 2 at home. They can discuss their answers with a partner at the beginning of the lesson.

BACKGROUND INFORMATION

The apparent consequences of environmental damage in recent years have been dramatic: from forest fires to melting ice caps. These problems are largely caused by humans, so it is up to humans to reverse them or at least try to prevent further damage.

Looking at the idea of a 'footprint' can help students realise the impact an individual can have on the environment – both in negative and positive terms. The lesson looks in detail at carbon footprints, water footprints, the greenhouse effect and global warming and students work in groups to put together an environmental plan for their school.

WARMER

Ask students to keep their books closed. On the board draw a footprint, the symbol for recycling and a greenhouse. Ask students to work in pairs and see if they can think of ways that these connect to environmental issues. After two minutes, nominate pairs to give their ideas. Then allow students to open their books to page 74 and read through the Life skills objectives and the Key concepts and see if they can add any extra information.

Answers

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

- 1 Students look at the pictures and work with a partner to say whether they think they are bad for the environment. For less confident students, teach them necessary vocabulary (e.g. fuel, packaging, high-speed, by hand) so they can give their opinions. Elicit some suggestions from students, but don't confirm answers yet.
- 2 **READING** In pairs, ask student A to read text A and student B to read text B, then answer the questions about their texts.

Answers**Text A:**

- 1 It is the impact each person has on the environment when they create greenhouse gases.
- 2 The things you are directly responsible for are the primary footprint (electricity and travelling). The things you are indirectly responsible for are the secondary footprint (emissions from factories that make the things we buy).
- 3 Yes, packaged food and travelling by plane are bad for the environment. The text also mentions that travelling by train is three times more fuel-efficient than travelling by plane.
- 4 They can use less electricity, e.g. watch less TV, switch off the lights, unplug phones or play outside.

Text B:

- 1 The amount of water we use every day.
- 2 The primary footprint is the water we use directly, e.g. for washing and drinking, and the secondary footprint is the water we use indirectly, e.g. the water used for growing food or making things.
- 3 Yes, meat and washing dishes. They are bad for the environment because they need a lot of water.
- 4 The text says the food we eat makes a difference.

- 3 **SPEAKING** Students explain to their partner what carbon/water footprints are. For more confident students, you could ask them to answer the questions about their partner's text, following their explanation, to check how much they have understood.
- 4 In small groups, ask students to make a list of ideas for how the school could reduce its carbon and water footprints.

Example answers

Collect water from the sinks in the bathrooms.
 Sell special food in the school canteen.
 Use less paper.
 Try to use less electricity.
 Grow our own vegetables.
 Travel to school by train or coach in big groups instead of using cars.

- 5**  **37** Tell students they are going to listen to or watch a video about students talking about ideas for reducing carbon and water footprints at their school. Play the video or track. Ask students if any of their ideas from exercise 4 were used. See p154 for the videoscript/audioscript for this exercise.
- 6**  **37** Students complete each sentence with one or two words. For more confident students, see if they can complete them from memory first and then play the video or track again to check.

Answers

1 recycling **2** 11 **3** cans, plastic bottles **4** paper
5 little **6** forgot **7** 12

- 7** Ask students how many things in exercises 5 or 6 they already do in the school. Ask the class what other things in exercises 5 or 6 they think the school could do, if it doesn't already.

LIFE TASK

Tell students they are going to make a video or poster about how to reduce your carbon footprint.

Step 1

Divide the class into groups of three or four and ask students to read the instructions. Students start by discussing ideas for how they can reduce their ecological footprint at school and making a note of them. If students have access to the Internet, they can search for other ideas, either in class or at home. Remind students of the importance of allowing everyone in the group to have a chance to speak and voice opinions. Circulate to check that everyone is contributing.

Step 2

Students decide whether they want to make a poster or, if you have the facility, a video.

Step 3

Encourage students to structure their ideas logically, whether they are making a poster or a video. Remind them that they are trying to make other students change their habits so they need to be persuasive.

Step 4

Students create their poster or video. Monitor to help with any necessary vocabulary or structures.

Step 5

When groups present their video or poster, encourage other students to say what they thought was successful about the presentations and to give constructive criticism. You could extend the task so students pass on their ideas for changes to the school to reduce its ecological footprint.

Listening p76

Listening for gist and specific information

WARMER

Write these words on the board: *layer, warming, level, greenhouse, sea, climate, disaster, global, ozone, carbon, cap, change, nuclear, ice, footprint, effect*. Give students two minutes to make eight compound nouns using the words.

Answers

global warming, greenhouse effect, ozone layer, nuclear disaster, carbon footprint, climate change, ice cap, sea level

- 1** **SPEAKING** In pairs, students discuss what they can see in the photo. Elicit ideas from students.

Suggested answer

A white corridor with students walking; two girls sitting on the floor reading.

- 1b** Students look at the words and check they understand what they mean. For less confident students, write the words on the board within sentences so they have some context. Ask students if they can think how the words could be connected.

- 2** **LISTENING**  **38** Tell students they are going to listen to a science programme on the radio. Ask them to listen for the words in exercise 1b and say why they appear. Play the track then elicit answers. See pp155 for the audioscript for this exercise.

Answer

There is a corridor in a school which produces sustainable energy. When students run in the corridor it produces enough energy to charge mobile phones.

- 3**  **38** Students read the sentences. Play the track again for students to decide whether the sentences are true or false. Check answers as a class.

Answers

1 T **2** F **3** F **4** T **5** F **6** F **7** T

- 4** Students look at the false sentences and say why they are false. Ask them to use full sentences in their answers.

Answers

- 2** The idea came from someone who used to study at the school. **3** They could charge one mobile for two and a half years. **5** He had the idea when he was watching people at Victoria Station. **6** He used the technology at a dance festival and at the Paris Marathon and in an underground station in London during the Olympic Games.

- 5** **SPEAKING** **What about you?** Students consider their own answers to the questions and then to discuss them with a partner.

EXTRA ACTIVITY

In small groups, ask students to make a poster entitled 'Green Schools'. They should research things that other schools are doing to be greener online, or design a poster advertising the kinds of things their school could do to change. Students should present their work to the rest of the class.

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp76-77

Using the zero conditional and the first conditional

>>> FAST TRACK

You could ask students to write their answers to the questions in exercise 3a at home. They can discuss their answers with a partner at the beginning of the next class.

Test before you teach

Write these two half sentences on the board and ask students to complete them so they are true for them:

If/When I have a shower,

If/When I leave a room,

Monitor to see if students have a good grasp of the form and use of the zero conditional.

Suggested answers

When I have a shower, I try to be as quick as possible.

When I leave a room, I switch off the lights.

Zero conditional

1a Students look at the sentences in the zero conditional and choose the correct alternative to complete the rule.

Answer

things that are generally true

1b Students look again at the sentences in exercise 1a and answer the questions.

Answers

1 present tense, present tense **2** No. It can come second with no difference in meaning. **3** We use a comma when *if* is in the first part of the sentence.

EXTRA ACTIVITY

Write these prompts on the board:

I/eat/too much chocolate/I/get/sick

You/not/do/homework/your/teacher/angry

Ask students to use the prompts to write sentences in the zero conditional. Remind them they need to use *if* or *when*.

Answers

If/When I eat too much chocolate, I get sick.

If/When you don't do homework, your teacher gets angry.

TEACHER DEVELOPMENT: LANGUAGE

Zero conditional

We often use the zero conditional to talk about scientific facts and general truths. It is useful to point out to students that there are other words and phrases which have a similar meaning to *if*, e.g. *when*.

2 Students complete the sentences with the verb in the correct form. Elicit answers from different students.

Answers

1 go **2** doesn't rain **3** are **4** die **5** is **6** shines

TEACHER DEVELOPMENT: PRONUNCIATION

Sentence rhythm

Ask students to underline the stressed words in the sentences in exercise 2. Then get students to practise saying them, exaggerating the stressed words and saying the unstressed words quickly, and contracting where necessary. Chorally drill the sentences, reading out either the first or second part of each sentence in a random order:

Teacher: People often go to the beach ...

Students: ... if it's sunny.

3a Students write sentences to make general statements in the zero conditional. Draw attention to the example sentence. Ask different students to give their answers.

Suggested answers

2 your eyes get sore

3 you feel tired in the morning

4 my parents argue

5 I listen and participate

6 I get good marks at school

>>> FAST FINISHERS

Ask students to think of alternative ways they could have completed the sentences.

3b **SPEAKING** In pairs, students compare their sentences in exercise 3a to see if they are the same or different. Elicit sentences from different students.

TEACHER DEVELOPMENT: LANGUAGE**Expressing agreement**

Remind students that we can express agreement or say we have similar views by saying: *Me too. So do I. I do, too.* *Do* can also be replaced by another auxiliary verb, e.g. *have, am, etc.*

If the verb we are agreeing with is negative, we need to use a different structure to show our agreement: *No, me neither. Neither do I. I don't either.*

First conditional**Test before you teach**

Ask students the following question: *What would you do if you won 100,000 euros?* Ask them to write a sentence to answer the question. Tell them that their sentence should begin: *If I won 100,000 euros ...*

Monitor to check they are able to form first conditional sentences. Ask a few students to read their sentences aloud and gently correct any errors.

- 4a** Students look at the sentences in the first conditional and choose the correct alternative to complete the rule. Nominate a student to give the answer.

Answer

possible

TEACHER DEVELOPMENT: LANGUAGE**First conditional**

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 condition will happen.

- 4b** Students look at exercise 4a again and choose the correct alternatives.

Answers

1 present simple 2 will or won't

+ EXTRA ACTIVITY

Introduce the idea of Murphy's law: the opposite of what you want/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 bring an umbrella,
 2 If I don't bring an umbrella,
 3 If I study hard for the test,

Suggested answers

1 it won't rain 2 it will rain 3 I'll be ill that day

TEACHER DEVELOPMENT: PRONUNCIATION**Chanting and backchaining**

Chant some first conditional sentences with students to practise rhythm in conditional sentences. Say these chunks in turn and ask students to repeat each one after you: *If; If he comes; If he comes, we will go; If he comes, we will go to the party.*

You could also choose to backchain. This means you start with the last word and work backwards through the sentence. Again, say these chunks in turn for students to repeat: *party; we will go to the party; If he comes, we will go to the party.*

- 5** Students choose the correct alternatives. Nominate different students to give their answers.

Answers

1 don't, will need 2 cut, will disappear 3 will be, disappear 4 are, will become 5 will die, becomes

- 6** Students put the verbs in the correct tenses using the first conditional. Allow students to check answers with a partner before nominating individuals to give their answers.

Answers

a don't do b will create c continues d will need
 e won't be f don't have g forget h will use

- 7** **SPEAKING** Students work in groups and take turns to say a first conditional sentence. Each sentence must begin with the second half of the previous sentence as shown in the model dialogue. Ask three students to read out the model dialogue and continue it in open class to demonstrate the activity.

Refer students to the Grammar reference on page 80 if necessary.

HOMEWORK

Assign students page 52 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p78**Making arrangements****>>> FAST TRACK**

You could ask students to prepare their dialogue for exercise 7a at home with a partner. They can present their dialogue to the class at the beginning of the next lesson.

WARMER

Play the game *Snowman* (see Warmer on page 40) with some key words from the unit.

- 1** **SPEAKING** In pairs, students answer the questions about the photos. Ask a few pairs to share their ideas.

2 LISTENING  **39** Play the track for students to listen to two people making arrangements for the weekend and answer the questions. Ask different students to give their answers. See p155 for the audioscript for this exercise.

Answers

- 1 They're going to go to the beach.
 - 2 They're going to meet at 11 o'clock at the station.
 - 3 They're going to bring some sandwiches.
 - 4 They will go somewhere else.
- 3**  **39** Students complete the dialogue. Play the track again if necessary.

Answers

- a** good **b** beach **c** 11 o'clock **d** station
e sandwiches **f** have lunch on the beach **g** rains
h ring on your mobile **i** Liz too **j** 11
- 4** Students tick the expressions in the Speaking bank that appear in the dialogue.

Answers

Are you up to anything at the weekend? Do you fancy verb + -ing?

What time shall we meet? Why don't we meet at ...?
Sure./OK./Fine./Good idea. Not really.

EXTRA ACTIVITY

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.

TEACHER DEVELOPMENT: LANGUAGE

Present continuous for arrangements

Ask students to read the reminder at the bottom of the Speaking bank regarding the use of the present continuous for talking about future arrangements. English teachers often call the present continuous future form the 'diary form' because you can use it for anything you write in your diary, e.g. On 23rd September, I'm seeing the dentist.

5a PRONUNCIATION  **39** Play the track again for students to listen and decide how the speakers use their voices to show enthusiasm.

Answer

To show enthusiasm, the voice starts high, then goes down and then goes up again.

5b SPEAKING In pairs, ask students to practise the first six sentences of the dialogue. Remind them to show enthusiasm using intonation. Ask for volunteers to perform the dialogue to the rest of the class.

TEACHER DEVELOPMENT: PRONUNCIATION

Teaching intonation

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. However, students can easily learn the key functions of intonation:

- Linguistic form-based: grammatical, e.g. the intonation of Yes/No or Wh- questions; lexical, e.g. intonation on modifiers like *really* or *absolutely*.
- Attitudinal or interpersonal, e.g. sounding *enthusiastic*, *interested*, *polite*, or *showing disbelief*.
- Accentual, especially in contrasts, e.g. *special stress*, *emphasising*, *correcting*.
- Conversation management, e.g. *asking someone to repeat something*, *disagreeing strongly*.

6 **SPEAKING** Students work in pairs and look at the places to go. Ask students to say if they like them and when is best to go. Elicit answers from different students.

PRACTICE MAKES PERFECT

7a **SPEAKING** Students work with a partner to prepare a dialogue using the diagram. Ask students to choose one part of the dialogue and follow the prompts. Remind them to use the expressions in the Speaking bank. Allow less confident students time to prepare or hand out copies of the model dialogue below for them to base theirs on.

7b **SPEAKING** Students swap roles and do the dialogue again. Ask for pairs to volunteer to perform their dialogue for the rest of the class.

Model dialogue

- A:** Hi, Lucy.
B: Hi, Jack.
A: What are you up to at the weekend?
B: Nothing, why? What are you up to?
A: We're playing football in the park if it's sunny. Do you fancy playing, too?
B: Great. What time are we meeting?
A: How about 2 pm?
B: Sure. Shall we meet at the park entrance?
A: Yes, good idea.
B: What if it's raining?
A: Hmm ... if it rains we'll go to the cinema.
B: Okay. See you tomorrow.
A: See you!

HOMework

Assign students page 53 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p79



Writing a formal letter

» FAST TRACK

You could ask students to write their letter for exercise 6b at home. They can then compare with a partner at the next lesson.

WARMER

Elicit the word **evidence**. Ask students if they know of any evidence that some people believe there is for climate change. Write their ideas up on the board (e.g. *hotter summers, melting ice caps*). Elicit or teach the word **coincidence** (when events are seemingly unconnected) and ask students if they think their ideas could be a coincidence and not connected.

- Students read the newspaper article about climate change and decide what the writer thinks about it and why. You could ask students to compare in pairs before you elicit the answers.

Answers

Harry Macdonald thinks climate change is real. He thinks there is evidence with colder winters and hotter summers.

- SPEAKING** In pairs, students note down their opinions on climate change. Ask them to write whether they agree or disagree with Harry Macdonald, giving their reasons. Nominate different pairs to give their answers, or if you have time, have a short class debate on climate change.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Setting up a class debate

Ask students to find a partner who shares their opinion on climate change. Set a time limit for students to plan their arguments. Then put pairs with opposing opinions together in groups of four and ask them to have a small debate. You could write some key structures on the board to help them: *In my/our opinion, ...; If you ask me, ...; This is my/our point of view: ...; That doesn't make sense.; I understand what you're saying, but I don't agree.; Let me explain, ...; Here's why I don't agree with you: ...*

Once students have practised their arguments in small groups, you can ask them to share their opinions with the class and develop a whole-class debate.

- Students read the letter to the editor of a newspaper and decide if the reader agrees or disagrees with Harry Macdonald. Ask students if any of their ideas from exercise 2 are in the letter.

Answer

The reader agrees with Harry Macdonald.

- Students look at the words in bold in the letter and put them in the correct place in the Writing bank.

Answers

Sequence: Next, Finally

Addition: What is more

Contrast: Nevertheless

» FAST FINISHERS

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

TEACHER DEVELOPMENT: LANGUAGE

Linkers and connectors

Linkers (sometimes called connectors) are words that join simple and complex sentences with others. Some frequent connectors are: *and, but, or, so*. Linkers have different functions (in this unit students see connectors which express sequence, addition and contrast). Remind students that a logical argument needs few linkers and they should not overuse them.

Point out that *nevertheless* is slightly more formal than *however*. *However* and *nevertheless* are normally placed at the beginning of a sentence when contrasting two ideas. They can also come in the middle or at the end. *Furthermore* is quite formal and *what's more* has the same meaning, but is more idiomatic.

- Students complete the sentences with the linkers from the Writing bank. Ask students to check in pairs before you elicit answers from the class.

Answers

- What is more/Furthermore
- Firstly, Finally
- However/Nevertheless

PRACTICE MAKES PERFECT

- Students look at the task and make notes with their ideas about the topic in preparation for writing their letter.

- Students write a letter using the one in exercise 3 as a model. Remind them to use the notes they have made and include the linkers from the Writing bank. You could do this activity as an exam simulation. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Dear Editor,

I am writing in response to your article about young people and the environment, which appeared in your newspaper last week. Personally I disagree with you and I will explain why.

Firstly, while it's true that some young people don't do anything to protect the environment, this isn't true for all young people.

At my school we have Green Club, where we discuss environmental issues and what we can do to make a difference. Moreover, we have already made differences in our community: our school now recycles paper and, in addition, we have a 'Walk to school day' every week where we ask people to walk, not drive, to school.

I agree that young people can do more to help the environment. However, I think that older people can do more, too.

Finally, I think it would be useful if you wrote more positive articles about what young people are doing.

Yours faithfully,

Sofia Shorter, Lincolnshire

Language checkpoint: Unit 6

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision section ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p81

be going to, will

- 1 Students correct the mistakes in these sentences.

Answers

- 1 The students are going to go on an excursion.
- 2 What are your plans? What are you doing/going to do tomorrow?
- 3 They say it's going to rain next week.
- 4 I can't meet you tomorrow because I am going to do an exam.

will, may, might

- 2 Students complete the sentences with the words in the box.

Answers

- 1 definitely
- 2 may
- 3 Perhaps
- 4 probably
- 5 won't
- 6 will

Zero conditional

- 3 Students answer the questions with complete sentences.

Suggested answers

- 1 If you mix blue and yellow, you get green.
- 2 If you study hard for an exam, you get a good mark.
- 3 If you never brush your teeth, they go bad and fall out.
- 4 If you eat too much, you feel sick.

First conditional

- 4 Students complete the sentences with the correct form of the words.

Answers

- 1 shines
- 2 finishes
- 3 'll get
- 4 comes
- 5 is
- 6 won't bring

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing in exam conditions

Students need a lot of practice to write confidently in exam conditions, so it is a good idea to do some writing activities as exam simulations. Tell students that their letter should be 100–150 words. Set a time limit of 20 minutes and give regular updates on the time. Make sure students only have the things that they are allowed in a real exam and that their bags are closed.

If you can, move the desks in some way to simulate exam conditions. If you can't move the desks, ask students to change their usual seating positions. Give all the students blank paper to make notes and write their letter on.

Mark strictly and take marks off for things such as bad handwriting, too many words, spelling, not following the task, etc. Give students exactly the same kind of results and feedback they would get in an exam. Give back the corrected letters in the next lesson and discuss particular difficulties they had, as well as tips on dealing with real exam conditions.

HOMEWORK

Assign students page 54 in their Workbook or the relevant sections of the Online Workbook.

Vocabulary revision p81**GEOGRAPHICAL FEATURES**

1 Students look at the names and write the geographical features.

Answers

- 1 desert 2 rainforest 3 mountain range 4 beach
5 lake 6 ice cap 7 island

THE ENVIRONMENT

2 Students to complete the text with the words.

Answers

- a Global warming b ozone layer c floods
d droughts e waste f save g recycle

DIFFERENT USES OF GET

3 Students decide on synonyms for get in these sentences.

Answers

- 1 bought 2 arrive 3 bring 4 receive 5 became
6 received

HOMEWORK

Assign students page 55 in their Workbook or the relevant sections of the Online Workbook.