

6.1

In this lesson

Lesson aims:

- Vocabulary: wild animals, environment verbs

Resources:

- Vocabulary worksheet 6.1, p. 176
- Tests: Vocabulary check 6.1

Homework:

- Workbook Unit 6, p. 56

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Warm-up, Extra activity, Exercises 1, 3, 4, 5, 6, 7 and 8
- Peer learning: Extra activity, Exercises 1, 2, 5 and 8
- Independent learning: Finishing the lesson

Warm-up

- Ask Ss *Have you got a pet? What is it?* Then ask *What's a wild animal?* (An animal that doesn't live in our home, e.g. a lion, an elephant.) Ss name more wild animals.
- (Books open) Ask *What do you think the lesson's about?* Ss look at pages 80–81 and discuss ideas with a partner.
- Use the Lollipop stick technique to elicit ideas.
- Say and write *Today we will talk about wild animals and the environment.*

Lead-in

- (Books closed) Ask *What's your favourite wild animal? What do you know about it?* Write key words on the board.

Exercise 1

- (Books open) Pairs race to complete the activity.
- Check by asking different Ss to say one animal for each letter of the alphabet and write them on the board.
- Use the Lollipop stick technique to elicit answers to a and b.

6

Protect the planet

Vocabulary

I can talk about wild animals and the environment.

I know that!

- 1 Can you think of an animal for each letter of the alphabet?

ant, bear, ...

Which animals:

- a live on land / in the sea? b eat meat / plants?

In this unit

Vocabulary

- Wild animals
- Environment verbs
- Natural events
- Big numbers

Grammar

- First conditional
- Verbs followed by infinitive or -ing



Animals in danger

What do you know about these animals? Find out why they are in danger, and how we can help!



Polar bear



Arctic fox



Snow leopard



Giant panda



La Gomera giant lizard



Philippine eagle



Galapagos penguin



Green turtle



Mountain gorilla



Black rhino

Mountain gorilla

Lives in mountain forests in Africa.

Problem: People cut down trees.

Solution: Protect forests.

Wow! Its DNA is 98 percent the same as ours.

Black rhino

Lives in Africa.

Problem: People hunt it for the horn on its head.

Solution: Stop hunters and save this animal.

Wow! It weighs the same as thirty people.

Green turtle

Lives in seas and oceans.

Problem: People throw away rubbish and pollute the sea.

Solution: Look after the sea and recycle your rubbish.

Wow! It can live for a hundred years.

more profiles

80

Exercise 2 3.1

- Ss work in pairs.
- Ss share ideas with the class.
- Ask *Which animals would you like to see the most?* Ss offer ideas.

Extra activity

- Write on the board *We should not keep animals in zoos.* Ask Ss to write their opinion in one or two sentences. They read it to the class who use the Thumbs up/down technique to respond.

Exercise 3

- Use the Basketball technique to check answers.
- Ss work in pairs. They take it in turns to say an animal for their partner to describe.

Answers → student page

Exercise 4 3.2

- Pairs predict the answer first.
- Use the Lollipop stick technique to elicit the answer. Ask *Who guessed correctly?*
- Ask *Why do people write texts like this? (to give us information) Where can we read this type of text? (e.g. a school, zoo or animal website)*
- Ss say more information they can add to the poster.

Answers → student page

- 2 **3.1** Listen and repeat. Find the animals in the photos on page 80. Which animals have you seen in the zoo?

Vocabulary Wild animals

eagle fox gorilla leopard lizard panda penguin polar bear rhino turtle

- 3 Complete the sentences with the names of the animals in the Vocabulary box.

- 1 A gorilla has long arms.
- 2 A penguin is a bird, but it doesn't fly.
- 3 A panda eats bamboo leaves.
- 4 A polar bear lives at the North Pole.
- 5 An eagle hunts for small animals.
- 6 A leopard has spots on its fur.

- 4 **3.2** Read and listen to the information on the webpage. What do the animals in the photos have in common? *They are in danger.*

- 5 **3.3** Listen and repeat. Find the verbs in the animal profiles on page 80 and explain their meaning.

Vocabulary Environment verbs

cut down hunt look after pollute protect recycle save throw away

- 6 Complete the phrases.

- 1 cut down trees
- 2 hunt animals
- 3 look after the sea
- 4 pollute the seas
- 5 protect forests
- 6 recycle rubbish
- 7 save animals
- 8 throw away rubbish

- 7 **Exam Spot** **3.4** Listen about the giant panda and complete the profile.

Giant panda

Lives in forests in the ¹ mountains of ² China.

Problem: People ³ cut down the forests.

Solution: ⁴ Protect the forests and don't cut down trees.

Wow! Pandas have lived on our planet for ⁵ six hundred thousand years!



- 8 Complete the poster with the correct environment verbs. There may be more than one answer.

WHAT DO WE DO TO OUR PLANET?

We ¹ pollute the air in our cities and towns.

We ² throw away rubbish.

We ³ cut down trees.

We still ⁴ hunt animals.

We should plant new trees.

We should ⁵ look after our cities and rivers.

We should ⁶ protect animals.

HELP THE ENVIRONMENT! TODAY!

- 9 Choose to be an animal from page 80. In pairs, guess which animal your partner is. Ask five questions.

- A: *Do you live on land?*
 B: *Yes, I do.*
 A: *Do you live in a cold place?*
 B: *No, I don't.*

I remember that!

Exercise 7 3.4

- This is preparation for the Cambridge KEY Listening test part 2 and Pearson Test of General English (PTEG) Written test, level 1, section 3.
- Ss cover the text. Ask *What do you know about the giant panda?* Ss offer ideas.
- Ss read and predict answers before they listen.
- Use the Basketball technique to check answers.

Answers → student page

Exercise 8

- Ss work in pairs.
- Use the Lollipop stick technique to elicit answers.
- Ask *Do you like this poster? Why (not)? Where would you put it in our town? Is there anything else you'd write on this poster?*

Answers → student page

Extra activity

- Pairs make a poster about a wild animal in danger or saving the environment. They draw or find photos and write a short text. Then they share it with the class.

Exercise 9

- Different Ss say two things about an animal on page 80.
- Model the activity first.
- Monitor for correct pronunciation, use of vocabulary and grammar.
- Different Ss do the activity in front of the class.

Finishing the lesson

- (*Books closed*) Ss say new words they've learned in this lesson and write them on the board. Remind Ss to copy them into the vocabulary section of their Learning Diary.
- Use the Thought-provoking questions technique. Ask *Which activity did you enjoy most?* Different Ss share and explain their ideas.

Fast finishers

- (*Books closed*) Ss write sentences about different wild animals like those in Exercise 3.

Exercise 5 3.3

- Ask *Which words do you know?* Different Ss tell the class.
- Remind Ss the context will help them understand. Ss work in pairs.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

cut down – cut a tree so it falls; hunt – look for, catch and kill; look after – take care of; pollute – make dirty; protect – keep safe; recycle – use again; save – make safe; throw away – we do this to things we don't want

Exercise 6

- Use the Basketball technique to check answers.

Answers → student page

Extra activity

- Ss make sentences with the words as best they can.

6.2

In this lesson

Lesson aims:

- Grammar: first conditional

Resources:

- Grammar worksheet 6.2, p. 189
- Tests: Grammar check 6.2

Homework:

- Workbook Unit 6, p. 57
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Get Grammar!, Finishing the lesson, Exercises 5, 6 and 8
- Peer learning: Warm-up, Extra activities, Exercise 7 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write and say *This animal lives in mountain forests in Africa. It's got long arms. What is it? (a mountain gorilla)*
- Ss say sentences about another wild animal to a partner, who guesses what it is.
- Set the goals of the lesson. Say and write *If I go to Africa, I'll see lots of wild animals.*
- Ask *What are we going to learn today?* Ss offer ideas.
- Say and write *Today we will learn about how the first conditional helps us talk about what is possible in the future.*

Lead-in

- (Books closed) Ask *What can we do every day to help the environment? What do you do?*

Exercise 1

- (Books open) Ss work in pairs.
- Different Ss give their opinions about question 2 and discuss ideas with the class.

Answers → student page

Exercise 2

- Ss work individually then share answers with the class.

Answers → student page

6.2

Grammar

I can use the first conditional.

The forest clean-up

Volunteers needed for:

The Big Forest Clean-Up!

Saturday 27th March,
10 a.m. – 1 p.m.
Forest Gate, Cherwell Park
Pick up rubbish and make
our forest clean!
If you help, you'll protect
our local wildlife!
More info:
forestfriends@gmail.com

Last weekend Adam helped to organise a forest clean-up. Bella and Josh joined him and they picked up a lot of rubbish!



45 minutes later ...



Josh: I'm thirsty.
Bella: Be careful, Josh! Don't waste water!
Josh: Sorry, I'm tired and hungry. Can we have a break?
Adam: No. If we stop now, we won't finish the challenge.
Bella: Relax, Adam. We can have a five-minute break. I've got food in my rucksack. If Josh has a sandwich, he'll work faster. But if he doesn't have a sandwich, he won't stop complaining!
Adam: OK, I give up!

Bella: Ugh! Look at all this plastic! It's disgusting!
Adam: People should recycle and reuse plastic bags and bottles. If we throw away plastic, we'll pollute the environment. Hey, don't throw your chewing gum on the ground, Josh!
Josh: Why not? It's only gum.
Adam: It's as bad as plastic! If the animals eat it, they'll get ill.
Josh: Oh, sorry, Adam! I didn't know.
Bella: Let's get started. Who can fill the most bags in an hour?



Bella: Hmm, that's weird. Where's my rucksack? It was here a moment ago.
Josh: Oh, what does it look like?
Bella: It's blue. Why?
Josh: Oh dear!

- Look at the advert and photos and answer the questions.

- What are the friends doing? *They are helping with a forest clean up.*
- Have you ever been on a forest clean-up? Do you think it's a good idea? Why? / Why not?

- 3.5 Watch or listen and read. Answer the questions.

- What do the children find in the forest? *Lots of plastic rubbish.*
- Who feels tired? *Josh*
- What does Bella suggest? *Bella suggests having a break and eating a sandwich.*

- 3.6 Listen and repeat. Find these expressions in the story.

Relax! That's weird.

Say it!

- 4 Guess! What has happened to Bella's rucksack? Have a class vote.

- Josh has put it in a bin bag.
- An animal has taken it.

- 5 3.7 Now watch or listen and check.

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Exercise 3

- After the activity write on the board.
1 A: We're going to be late. Hurry up!
B: ____! We won't be late!
2 A: Have you got the key?
B: No. _____. I had it a moment ago.

- Use the Lollipop stick technique to elicit answers. (1 Relax 2 That's weird)

Answers → student page

Extra activity

- Pairs write two similar mini-conversations with the expressions.

Exercise 4

- Critical thinking Ss discuss the question in pairs.
- Ss share ideas with the class before voting.

Exercise 5

- Ss watch/listen to check their answer.

Video/Audio script

Josh: Oh dear ... I think I put something blue in a bin bag.
Adam: Oh, no! Which one? We've filled lots of bags this morning.
Josh: I can't remember. I'm sorry, Bella. Hey, what's that noise?
Adam: It's a fox ... look! It's there, behind those trees, and it's got something blue!
Bella: And it looks like my bag! Hey!
Bella: It is my bag ... but where are the sandwiches?
Adam: The fox has eaten them!
Josh: Oh, great!
Adam: What a clever fox! Bella's sandwiches are better than chewing gum ...

Grammar First conditional

First conditional

If animals **eat** the gum, they **'ll get** ill.

If we **stop** now, we **won't finish**.

If Josh **has** a sandwich, he **'ll work** faster.

If he **doesn't have** a sandwich, he **won't stop** complaining.

32 Get Grammar!

If Fluffy **has** a bath,
she **will waste** water.



6 What does Adam say about the environment? Match sentence halves a-e to 1-5.

- 1 **c** If I see rubbish in the street,
- 2 **b** If we don't recycle paper,
- 3 **d** If my parents don't turn off the light,
- 4 **a** If we take a quick shower,
- 5 **e** If I go shopping with my mum,

- a we won't waste a lot of water.
- b people will cut down more trees.
- c I'll put it in a bin.
- d I'll remind them to save energy.
- e I'll take a few bags with me.



7 In your notebook, write true sentences. Use the first conditional.

- 1 If I get up late tomorrow, I ...
- 2 If the weather is good at the weekend, I ...
- 3 If my friends invite me to a party on Sunday, I ...
- 4 If I feel tired after school, I ...
- 5 If I get some extra pocket money, I ...

8 3.8 Complete the chain stories with the correct form of the verbs. Then listen and check.

Chain story 1

If Josh ¹ finds
(find) a sandwich
in Bella's bag, he
² 'll eat (eat)
it.

If he ³ eats
(eat) it, he
⁴ won't be
(not be) hungry.

If he ⁵ isn't
(not be) hungry,
he ⁶ 'll be happy
(be happy)!

Chain story 2

If the fox ⁷ damages
(damage) Bella's
bag, she
⁸ 'll need (need)
a new one.

If she ⁹ needs
(need) a new
bag, she
¹⁰ 'll go (go)
shopping on
Saturday.

If she ¹¹ goes
(go) shopping on
Saturday, she
¹² won't help (not
help) her mum at
the café.

Fun Spot

9 Write a chain story. Use the first conditional, ideas 1-3 and the prompts in the box to help you.

wear a hat stay at home make friends with a kangaroo
go surfing buy a motorbike go to a concert

- 1 You get extra pocket money
- 2 You have a bad haircut
- 3 You go to Australia

If I get extra pocket money, I'll go to a concert.

If I go to a concert, I'll see Adele.

If I see Adele, I'll ask for her autograph.



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- Ask Does Bella buy the cookbook? (No) What does she need to buy? (tennis balls)
- Involve Ss. Ask Was your guess correct? Ss show their response cards.
- Ask different Ss Did Josh put Bella's rucksack in a bag? (No) What did Adam see? (a fox) What did it have? (Bella's rucksack)

Answers → student page

Extra activity

- Groups of four act out the dialogue.

Get Grammar! 32

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write on the board *I will = I'll*. Then write more examples and elicit the contractions, e.g. *you will (you'll)*, *he will (he'll)*, *we will (we'll)*, *they will (they'll)*, *I will not (I won't)*.
- Write these sentences on the board. Remind Ss the verb after *if* is in the present. Different Ss write the answers using the correct form of the verbs in brackets.

- 1 If we ____ (throw) away plastic, we ____ (pollute) the environment. (throw / will pollute)
- 2 If I ____ (go) on a clean-up, I ____ (take) lots of bags. (go / will take)
- 3 If he ____ (not, have) a break, he ____ (be) tired. (doesn't have / will be)
- 4 If you ____ (not, finish) your homework, the teacher ____ (not, be) happy. (don't finish / won't be)

- Use the Lollipop stick technique to elicit answers. Ss write them on the board.
- Use the Traffic Lights technique to check understanding.

Exercise 6

- Use the Basketball technique to check answers.

Answers → student page

Exercise 7

- Ss work individually.
- Ss show their work to a partner. Different Ss tell the class what their partner wrote, e.g. *If (John) gets up late, he'll miss the bus.*

Exercise 8 3.8

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 9

- Model the activity first then different Ss continue the story.
- Ss work in pairs.
- Different pairs read out their stories to the class. Vote for the funniest.

Finishing the lesson

- (Books closed) Clarify the grammar goals of the lesson. Use the Lollipop stick technique to elicit different sentences in the first conditional.
- Use the Summative technique and ask Ss to finish the sentences: *Today I have learned ... I can ...*

Fast finishers

- Ss underline examples of the first conditional in the story.

6.3

In this lesson

Lesson aims:

- Grammar: verbs followed by the infinitive or -ing.

Resources:

- Grammar worksheet 6.3, p. 190
- Tests: Grammar check 6.3

Homework:

- Workbook Unit 6, p. 58

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up, Exercise 5
- Giving feedback: Get Grammar!, Exercises 1, 3, 4 and 5
- Peer learning: Extra activities, Lead-in, Exercises 1, 2 and 6
- Independent learning: Finishing the lesson

Culture notes

- The Yeti, or abominable snowman, is a mythical, ape-like creature in the Himalayas.
- Bigfoot is also a mythical, ape-like creature in North America.

Warm-up

- (Books closed) Say *If I go out tomorrow evening, I'll go to the cinema.* Ask pairs to use this sentence to start a chain story.
- Set the goals of the lesson. Write *I want to see the new film. I need to buy a new bag. I'm looking forward to visiting Paris. I love going to the cinema.*
- Say and write *Today we will learn about verbs followed by the infinitive to or -ing.*

Lead-in

- (Books closed) Write the title on the board. Pairs use it to predict the story. Encourage them to use their imaginations.
- Ss share ideas with the class.

6.3

Grammar

I can use verbs followed by infinitive or -ing.

The Explorers

A new friend

The Explorers are in the Himalayas. They're looking for the Yeti!

1

Mac: I hate climbing and I don't like snow.
Eva: I can't stand carrying this backpack. It's heavy! We need to have a break.
Pops: OK, let's go to that cave.

2

Mac: I'm hungry. I'd like to eat something. Let's cook some sausages.
Pops: I'm really looking forward to seeing the Yeti. Let's read about it. I've got a great book. Look!

3

All you need to know about the Yeti

The Yeti ...

- enjoys walking in the snow.
- doesn't like running.
- likes sleeping in caves.
- doesn't mind sleeping in the forest.
- can't stand eating sausages without ketchup!

Do you want to find the Yeti? Be prepared!

The Yeti ...

- needs to eat a lot.
- always wants to eat more.
- would like to make friends with you!

4

Eva: Hmm ... the Yeti likes sleeping in caves. What if this is his cave?
Mac: Look! It's the Yeti!

5

Yeti: Sausages! Yum! I love eating sausages with ...
Eva, Mac: Ketchup!
Yeti: How did you know? You are my friends now!

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1 Look at the cartoon and answer the questions.

- Where are the Explorers? *They are in the Himalayas.*
- What's the weather like? *It's cold and it's snowing.*
- What book is Pops reading? *A book about the Yeti.*

2 3.9 Read and listen. Answer the questions.

- How do the children feel at the beginning of the story?
- Where do they go to have a break?
- What does the Yeti want? *1 They feel cold and unhappy.
2 They go to the cave.
3 He wants to eat the sausages with ketchup.*

Exercise 1

- Ss work in pairs.
- Use the Lollipop stick technique to elicit answers.
- Different Ss describe each picture. Ss predict what the story will be about.

Answers → student page

Exercise 2 3.9

- Pairs compare answers.
- Ask *Who predicted the story best?*
- Ss close books and retell the story as best they can.

Answers → student page

Extra activity

- Ss work in groups of four. They act out the story.

Grammar Verbs followed by infinitive or -ing

Verbs followed by infinitive

We **need** / **want** to have a break.

I **would like** to eat something.

The Yeti **learned** to sleep in caves.

He **decided** to eat sausages.

Verb followed by -ing

I **hate** / **can't stand** climbing mountains.

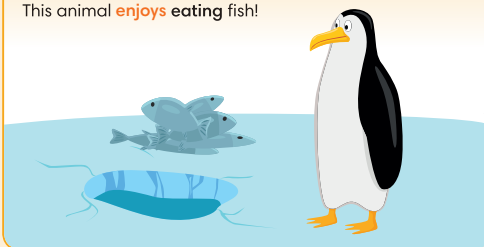
He **doesn't mind** sleeping in the forest.

I'm **looking forward** to seeing the Yeti.

The Yeti **likes** / **enjoys** / **loves** sleeping in caves.

33 Get Grammar!

This animal **enjoys** eating fish!



3 Circle the correct answer.

- Mac can't stand to walk / **walking** in the snow.
- Pops decides **to go** / going to the cave.
- Eva needs **to take off** / taking off her backpack.
- Pops is looking forward to talk / **talking** to the Yeti.
- Mac would like **to run away** / running away from the Yeti.

4 3.10 Complete Yeti's thoughts with the correct form of the verbs. Then listen and check.

I don't mind ¹ **cooking** (cook) those sausages.

I want ² **to make** (make) friends with these kids.

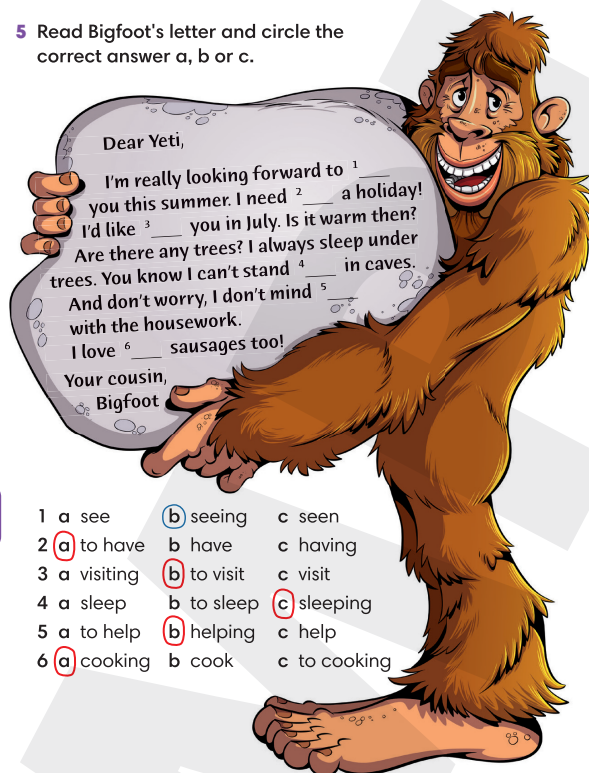
I can learn ³ **to speak** (speak) their language.

I'd like ⁴ **to go** (go) for a walk with them.

I can't stand ⁵ **eating** (eat) ice cream.

I'm looking forward to ⁶ **seeing** (see) my cousin, Bigfoot, in the summer.

5 Read Bigfoot's letter and circle the correct answer a, b or c.



- | | | |
|--------------------|-------------------|-------------------|
| 1 a see | b seeing | c seen |
| 2 a to have | b have | c having |
| 3 a visiting | b to visit | c visit |
| 4 a sleep | b to sleep | c sleeping |
| 5 a to help | b helping | c help |
| 6 a cooking | b cook | c to cooking |

6 In your notebook, write true sentences.

- I can't stand ...
- My best friend loves ...
- I've decided ...
- My parents want ...
- My class is looking forward to ...

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Get Grammar! 33

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- (Books closed) Draw two columns on the board. Write a heading for each: *-ing* and *infinitive*.
- Elicit or write an example in each column, e.g. *I hate cleaning.* / *She would like to have a pet.*
- Explain there is no rule for which verbs are followed by *-ing* or an infinitive.
- Write six verbs from those highlighted in the table. Different Ss say a sentence with one and write it in the correct column according to whether it's followed by *-ing* or the infinitive.

- Use the Traffic Lights technique to check understanding.
- Say these sentences one at a time. Ss use the Thumbs up/down technique to show if they are correct. Ss correct the sentences.
I hate to wash the dishes. (No – washing)
I love going to the mountains. (yes)
They decided watching a DVD. (No – to watch)
He needs to go home early today. (yes)
Mum can't stand to listen to heavy metal music. (No – listening)
He learned to swim when he was five. (Yes)

Exercise 3

- Use the Basketball technique to elicit answers.
- Pairs write their own sentences with the answer options that were not used, e.g. *to walk* – *I would like to walk in the mountains this weekend.*

Answers → student page

Exercise 4 3.10

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Extra activity

- Ask pairs to use one of the verbs/expressions in the Grammar box to write another thought for Yeti.
- Ss share ideas with the class.

Exercise 5

- Ss use the WILF technique to complete the activity.
- Use the Lollipop stick technique to elicit answers. Ss justify them.

Answers → student page

Exercise 6

- Ss work individually.
- They read their sentences to a partner. Different Ss tell the class their partner's answers.

Finishing the lesson

- (Books closed) Clarify the grammar goals of the lesson. Write on the board 1 *can't stand* / *eat ice-cream* 2 *don't mind* / *help with the housework* 3 *love* / *eat sausages*. Ss say sentences about Bigfoot or the Yeti.
- Use the Summative questions technique. Ss copy and finish these sentences:
Today I have learned ... I really enjoyed ... I didn't really like ...
- Ss share ideas with a partner or the class.

Fast finishers

- Ss underline examples of verbs followed by *-ing* and the infinitive in the story.

6.4

In this lesson

Lesson aims:

- Communication: persuading

Resources:

- Communication worksheet 6.4, p. 197

Homework:

- Workbook Unit 6, p. 59
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2 and 3
- Peer learning: Extra activity, Exercises 3 and 4
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Write on the board *I can't stand / I enjoy / I'm looking forward to ...*
- Ss share ideas with the class.
- Set the goals of the lesson. (Books open) Ask *What's the lesson about today?* Pairs look at page 86 to find out.
- Say and write *Today we will learn expressions for persuading people to do things.*

Lead-in

- (Books open) Ss cover the dialogue. Ss predict what the characters are talking about.
- Use the photo to teach *placard*. Explain a *protest*. Say *People who disagree with something sometimes get together on the streets and say what they think. This is a protest.*

Exercise 1

- Check answers using the Lollipop stick technique.
- Ask the class *Who guessed correctly?* Ss answer using the Thumbs up/down technique.
- Critical thinking** Ask *Would you go to this protest?* Ss justify their answers.

Answers → student page

6.4

Communication

I can persuade somebody to do something.

It's a deal!



Bella: Hi! What are you guys doing?
Zadie: We're making placards. There's a protest this afternoon against air pollution. Adam and I are going. Do you fancy coming with us?
Bella: I'm not sure. I've got a lot of homework.
Adam: You can do your homework tomorrow – it's Sunday. You really should come – it's important.
Bella: I'll think about it.
Adam: Come on, Bella. The air pollution in the city centre is terrible – we can change that. We want clean air! We want clean air!
Zadie: If you come, I'll buy you a smoothie afterwards!
Bella: OK, it's a deal! What time does it start?
Zadie: We're meeting outside the town hall at two o'clock. You won't regret it! Now, here's a pen!

20 minutes later ...



Bella: What do you think of my placard?
Zadie: Oh, it's amazing!

3.13 Complete the dialogue with words in the box. Then listen and check.

about deal you'll regret
should suppose sure

Girl: There's a beach clean-up on Saturday. Do you fancy going?
Boy: I'm not ¹ sure. I'm a bit tired.
Girl: But they need volunteers. We really ² should go.
Boy: Hmm, I'll think ³ about it.
Girl: Come on, ⁴ you'll enjoy it, and it'll make a big difference to the beach.
Boy: I ⁵ suppose so.
Girl: Leo and Carla are going too.
Boy: OK, it's a ⁶ deal! I'll come.
Girl: Great! You won't ⁷ regret it!

4 Exam Spot Work in pairs. Student A: Go to page 122. Student B: Go to page 128.

- 3.11 Watch or listen and read. Where are Zadie and Adam going this afternoon? Does Bella want to go? *They're going to a protest march. Bella doesn't want to go at first, but they persuade her to go with them.*
- 3.12 Listen and repeat.

Communication Persuading

Persuading

You really should come. / We really should go.
 Come on, it's important / you'll enjoy it!
 You won't regret it!
 If you come, I'll buy you a smoothie.

Responding

I'm not sure. It's a deal!
 I'll think about it. Maybe you're right.
 I suppose so.

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Exercise 2

- After the class repeats together, use the Lollipop stick technique to choose individual Ss or pairs to repeat.

Extra activity

- Write on the board *come to my party / go to the cinema / go cycling*.
- One student tries to persuade another to do one of the activities using expressions from the Communication box.
- Different pairs act out one of their conversations for the class.

Exercise 3

- Ss work in pairs.
- Use the Basketball technique to elicit answers.
- Pairs act out the dialogue.

Answers → student page

Exercise 4

- This is preparation for the Pearson Test of General English (PTEG) Speaking test, level 1, section 13.
- Model the activity first.
- Different pairs role play for the class.

Finishing the lesson

- (Books closed) Pairs write all the expressions from the Communication box they can remember in their Learning Diary. Then Ss note down what they found easy and difficult.

Fast finishers

- Ss underline the expressions in the Communication box in the dialogue in Exercise 1.

Message in a bottle

Do you think it's possible to make a boat out of plastic bottles, and then sail it across the Pacific Ocean from California to Australia? No? Well, that's exactly what David de Rothschild did with his boat, Plastiki.

David wanted to use the boat to protest against the pollution of our oceans. Every year about eight million tonnes of plastic gets into the sea. Fish and other sea animals, such as turtles, **whales** and dolphins eat the plastic and die. Experts say that if we don't do something now, there will soon be more rubbish in the ocean than fish.

To make Plastiki, David collected 12,500 old empty bottles. He used the bottles and other recycled materials to build the 18-metre boat, and he used a special **glue** made of **nuts** and sugar! When David and five of his friends left San Francisco at the start of their journey, people thought they were crazy. But four months later, they arrived in Sydney, Australia. The **voyage** was a big test for Plastiki. It sailed through storms and huge **waves**, but it survived!

David's message is simple: we have to stop polluting the sea with plastic. But we don't have to build a boat out of bottles to make

a difference. If we buy and throw away less plastic, and if we recycle more, we will all help to save our oceans.



- 1 Look at the photo of the boat. Why do you think it is called the Plastiki? Read and check.
Because it's made from plastic bottles.
- 2 **Exam Spot** 3.14 Read and listen to the text. Answer the questions.

- 1 Why did David decide to build a boat out of plastic bottles?
- 2 How much plastic gets into the sea every year?
- 3 How many people were there on the journey?
- 4 Where did Plastiki sail from and to?
- 5 How long did the journey take?
- 6 What can we all do to save the oceans?

- 3 Guess the meaning of the words highlighted in the text. Then look them up in the dictionary.

- 4 Complete the sentences with words highlighted in the text.

- 1 The first **voyage** of the Titanic ended dramatically.
- 2 Monkeys eat fruit, **nuts** and insects.
- 3 **Whales** are the largest animal in the sea.
- 4 The **waves** today are perfect for surfing!
- 5 You use **glue** to join two things together.

- 5 **Exam Spot** Ask and answer the questions in pairs.

- 1 Do you and your family recycle?
- 2 What things do you recycle?
- 3 When you go shopping, do you take your own bag?

Exercise 1

- (Books open) Write Ss' predictions on the board.
- Use the Lollipop stick technique to elicit ideas. Tell Ss *plastiki* comes from the Greek word *plastic*.

Answers → student page

Exercise 2 3.14

- This is preparation for the Pearson Test of General English (PTEG) Written test, level 1, section 6.
- Ss underline the parts of the text that help them answer the questions.
- Ss work individually.
- Use the Basketball technique to elicit answers. Ss justify them by referring to the text.

Answers

- 1 He wanted to protest against the pollution of our oceans.
- 2 About eight million tonnes.
- 3 Six. 4 It sailed from San Francisco to Sydney.
- 5 Four months. 6 We can buy and throw away less plastic and we can recycle more.

Exercise 3

- Appoint Expert Envoys to help Ss who find dictionary work difficult.

Extra activity

- Pairs use the new words in the text to make sentences.

Exercise 4

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 5

- This is preparation for the Cambridge KEY Speaking test Part 1 and Pearson Test of General English (PTEG) Spoken test, level 1, section 10.
- Different Ss model the activity.
- Ss work in pairs and then share their ideas with the class.

Finishing the lesson

- (Books closed) Small groups review the lesson using the Three facts and a fib technique.

Fast finishers

- Ss write two true/false sentences about the reading text. They read them for the class to answer at the end of the lesson.

6.5

In this lesson

Lesson aims:

- Reading: understanding a text about an environmental issue

Homework:

- Workbook Unit 6, p. 60

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Lead-in, Exercises 1, 2 and 4
- Peer learning: Extra activity, Exercises 3 and 5
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Introduce the theme of the lesson. Write *If we pollute our oceans, ...* Ss complete the sentence.
- Ask *What do you think we're going to read about?*
- Set the goals of the lesson. Say and write *Today we will read a text about an environmental issue*. Explain *issue* means topic or problem.

Lead-in

- Ask *Have you ever been sailing? Did you like it? / Would you like to go sailing? Why (not)?*
- Use the Lollipop stick technique to elicit answers.

6.6

In this lesson

Lesson aims:

- Listening: understanding a text about natural events
- Vocabulary: natural events, big numbers

Resources:

- Vocabulary worksheet 6.6, p. 176
- Tests: Vocabulary check 6.6

Homework:

- Workbook Unit 6, p. 61

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2, 3, 5, 6 and 7
- Peer learning: Exercises 7 and 8
- Independent learning: Finishing the lesson

Warm-up

- (Books open) Ss look at page 88 and predict what the lesson is about.
- Set the goals of the lesson. Draw a cloud, rain and lightning on the board to teach *thunderstorm*. Write *There are about 2,000 thunderstorms happening in the world now!* Say and write *Today we will learn vocabulary to describe natural events. You will also learn about big numbers.*

Lead-in

- (Books closed) Ask *Do you think thunderstorms are dangerous?*
- Ask Ss if they know any other natural events. Ss say what problems the events cause.

Exercise 1 3.15

- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 2

- Use the Lollipop stick technique to elicit ideas.

Exercise 3 3.16

- Use the Lollipop stick technique to check answers.

Answers → student page

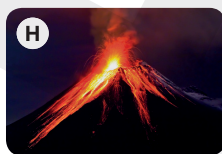
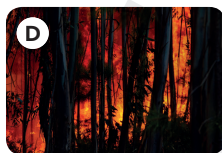
6.6 Listening and Vocabulary

I can understand a listening text about natural events.

- 3.15 Listen and repeat. Then match the words in the Vocabulary box to photos A–H.

Vocabulary Natural events

A drought C earthquake B flood D forest fire F thunderstorm
E tornado G tsunami H volcanic eruption



A drought

- Do any of these events happen in your country? Which have you heard about on the news recently?
- 3.16 Complete the sentences with the words in the Vocabulary box. Then listen and check.
 - There was a really loud thunderstorm last night with lots of thunder and lightning.
 - Some airports were closed after a volcanic eruption in Indonesia.
 - The firefighters used 250,000 litres of water to stop the forest fire.
 - 15 million people don't have enough water because of a drought.
 - A tornado with winds of 300 km/h damaged more than 2,000 houses yesterday.

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Exercise 4

- Read out the Vocabulary Builder. Point out we say *and* after *hundred*.

Answers → student page

Exercise 5 3.17

- Use the Lollipop stick technique to check answers.

Answers → student page

Exercise 6 3.18

- This is preparation for the Cambridge KEY Listening test Part 2 and Pearson Test of General English (PTEG) Listening test, level 1, section 3.
- Use the Lollipop stick technique to check answers.

Answers → student page

- Read the Vocabulary Builder. Write the numbers.

Vocabulary Builder Big numbers

a hundred a thousand ten thousand
a hundred thousand a million

653 = six hundred and fifty-three
5,300 = five thousand three hundred
98,000 = ninety-eight thousand
426,000 = four hundred and twenty-six thousand
3,000,000 = three million

- eight hundred and seventy-nine 879
- fifty-four thousand 54,000
- two hundred and thirty-five thousand 235,000
- seventeen million 17,000,000

- 3.17 Listen and write down the numbers.

1 7,800 2 150,000 4 342,000
3 67,490 5 12,000,000

- Exam Spot 3.18 Listen to a radio show about natural events. Complete the sentences with a number.

- There are only about two tsunamis every year.
- There are 16 million thunderstorms every year. This means that 2 thousand are happening right now!
- There are 14 thousand earthquakes every year.

- Exam Spot 3.18 Listen again and complete the fact files.

Tsunamis

What to do:

- Move to a ¹ hill or a mountain
- Don't stay on the ² beach!

Earthquakes

What to do:

- Move under a table or a ⁵ desk.
- Don't stand near ⁶ windows or heavy furniture.

Thunderstorms

What to do:

- Go home or move inside a ³ building.
- Don't stand under a tree or use an ⁴ umbrella.

- In pairs, choose one or two of the other natural events in the Vocabulary box. Complete the table. Compare your ideas in class.

	Do	Don't
Drought	<u>save water</u> <u>collect rainwater</u>	<u>water your garden</u> ...

Exercise 7

- Exam preparation – see Exercise 6.
- Pairs predict answers.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Exercise 8

- Pairs present their ideas to the class.

Finishing the lesson

- (Books closed) Use the Summative questions technique. Write on the board *Today I have learned / I am good at / I have difficulty in ...*

Fast finishers

- Ss write all the new words in their Learning Diary.

How to save water

1 We all need water to survive, so it's important that we don't waste it. Here are our top tips for saving water:

Turn off the tap when you clean your teeth. This can save six litres of water per minute.

Don't take a bath, take a shower! A bath uses about eighty litres of water, and a shower about forty-five.

2 If you spend a minute less in the shower, you'll save another eight litres of water. That's 3,000 litres of water a year!

Don't wash the dishes by hand, use a dishwasher! But remember: the dishwasher must be full.

3 These are some simple ideas, but in this way, you can help to save water – and that's good for the planet!



Imperatives for giving tips and instructions

When you give tips and instructions, use the imperative.

Take a shower! Don't take a bath!

4 Read the box above. Complete the sentences below with verbs in the box. Use the imperative.

not leave switch off not switch on
not throw away take write

1 Switch off your computer and TV at night. *Don't throw away*

2 _____ paper, plastic and glass – recycle it!

3 Take your own shopping bag when you go shopping.

4 Don't leave the fridge door open.

5 Write on both sides of the paper in your notebooks.

6 Don't switch on lights during the day.

5 Match the ideas in Exercise 4 to the two problems below. Work with a partner and add more ideas.

1 How to save electricity: Switch off your computer and TV at night, ...

2 How to reduce rubbish: _____

6 Writing Time Write a leaflet about how to reduce rubbish or how to save electricity. Use the ideas in Exercise 5 or your own ideas.

Find ideas

Choose your topic. Think about why the issue is important and what people can do about it. Research facts about the topic on the Internet.

Draft

Write a draft of your leaflet. Use the ideas in the Writing box. Remember to add a title.

Check and write

Write and design the leaflet. Don't forget to use the imperative to give tips and instructions!

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up, Lead-in
- Giving feedback: Lead-in, Exercises 1, 2 and 4
- Peer learning: Exercises 1 and 6
- Independent learning: Finishing the lesson

Warm-up

- (Books closed). Ask *Do you ever read leaflets? What about?*
- Set the goals of the lesson. (Books open) Ss look at page 89 and close their books. Ask *What are we going to learn today?* Ss offer ideas. Say and write *Today we will learn how to write a leaflet with tips or instructions.*

Lead-in

- Ask *What makes a good leaflet? (easy to understand, an attractive layout, some illustrations)*
- Use the Lollipop stick technique to elicit answers.

Exercise 1

- (Books open) Pairs discuss the questions.
- Use the Lollipop stick technique to elicit ideas. Note answers to the second question on the board.

Answers → student page

Exercise 2

- Ss underline any new ideas in the text in different colours.
- Use the Lollipop stick technique to check answers.

Exercise 3

- Ss underline the examples then elicit answers.

Answers → student page

Exercise 4

- Read out the 'Imperatives' box. Check understanding by saying a few commands for Ss to follow. Use *Stand up! Don't sit down. Clap your hands. Run on the spot. Don't run.*
- Use the Lollipop stick technique to elicit answers.

Exercise 5

- Ss share answers with the class.

Answers

1 Turn off the lights during the day. Shut down your games console at night. Don't leave the fridge door open. **2** Take your own shopping bag when you go shopping. Recycle paper, plastic and glass. Write on both sides of the paper in your notebooks.

Exercise 6

- Ss who chose the same topic work in pairs to find ideas.
- Ss organize their ideas individually and write a first draft.
- Then they use the Two stars and a wish technique to check each others' work.
- Ss write their final text in their notebooks.
- Correct mistakes using descriptive evaluation (see Tests booklet for more information). Praise use of imperatives.

Finishing the lesson

- Ask *What would you like to learn next?*

Fast finishers

- Ss underline all the expressions in the Writing box used in the leaflet.

Writing A leaflet with tips or instructions

1 Introduction

It's very important to save water, because ...
It's important that we ...
We all should ...
Here are a few tips / instructions for saving water.

2 Tips or instructions

Turn off the tap. Use less water.
Don't waste water.
This can save six litres of water per minute.
If you ..., you'll ...

3 Conclusion

These are some ideas ...
In this way, you can ...

6.7

In this lesson

Lesson aims:

- Writing: a leaflet with tips or instructions, imperatives for giving tips and instructions

Resources:

- Tests: Writing task 6

Homework:

- Workbook Unit 6, p. 62

6.8

In this lesson

Lesson aims:

- Revising grammar, vocabulary and communication from Unit 6
- Pronunciation: /θ/, /f/

Resources:

- Tests: Language Test 6

Homework:

- Workbook Unit 6, p. 63
- Extra Online Practice Unit 6

Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercises 1, 2, 3, 4, 5, 7 and 11
- Peer learning: Extra activities, Exercises 4, 6, 7, 8 and 9
- Independent learning: Finishing the lesson

Warm-up

- (Books closed) Help Ss clarify the vocabulary and grammar goals of Unit 6. Ask *What new words, expressions and grammar are in this unit? What can you remember?* Give pairs two minutes to brainstorm ideas.
- Ss share ideas with the class.
- Set the goals of the lesson. Say *In this lesson we will revise the language from Unit 6.*

Exercise 1

- Use the Lollipop stick technique to elicit answers.
- Ss justify their answers to the second part of the rubric.

Answers → student page

Extra activity

- Ss describe an animal for a partner to guess.

Exercise 2

- Use the Basketball stick technique to check answers.
- Ss say their own sentences with the words from the answers.

Answers → student page

6.8

Language Revision

Vocabulary

- Label the animals in the photos. Which of these animals can be dangerous? *rhino, polar bear, gorilla*

A



leopard

B



rhino

C



turtle

D



lizard

E



polar bear

F



gorilla

- Complete the sentences with the correct verb.

- We can *save* animals by supporting wildlife organisations.
- Bikes are great because they don't *pollute* the environment.
- We have to *protect* animals in danger.
- If you buy a pet, you'll need to *look* *after* it.
- People *hunt* tigers for their fur.
- We shouldn't *cut* *down* trees in the rainforest.

- Match the words in the box to the definitions.

drought earthquake flood forest fire
thunderstorm tornado tsunami

- a large fire in a forest *forest fire*
- a strong, dangerous wind *tornado*
- a period of time without rain *drought*
- a storm with thunder, and heavy rain *thunderstorm*
- when the earth moves violently *earthquake*
- a huge wave *tsunami*
- a lot of water on land *flood*

- Complete the numbers with the words in the box.

hundred million thousand

- 9,200 = nine *thousand* two *hundred*
- 78,500 = seventy-eight *thousand* five *hundred*
- 300,000 = three *hundred thousand*
- 2,486,000 = two *million* four *hundred* and eighty-six *thousand*

Grammar

- In your notebook, write sentences using the first conditional.

- If / the Yeti / be / hungry / he / eat / all the sausages.
If the Yeti is hungry, he will eat all the sausages.
- If / he / eat / everything / Mac / not be / happy.
- If / Mac / be / still hungry / he / have / an ice cream.
- If / there / be / a storm / the Explorers / stay / in the cave.
- If / there / be / more snow / they / build / a snowman.
- If / the / Explorers / not / stay / in the Himalayas / the / Yeti / be / sad.

- In your notebook, complete the sentences about yourself.

- If the weather is good tomorrow,
I will go jogging in the park.
- If I find fifty euros in the street, I ...
- If I don't have any homework this evening, I ...
- If there's a party on Saturday, I ...
- If school closes next week, I ...
- If I get a new phone for my birthday, I ...
- If it rains tomorrow, I ...

- Complete the text with the correct forms of the verbs.

Adam likes ¹*learning* (learn) about the environment. He enjoys ²*helping* (help) animals too.

He's looking forward to ³*going* (go) on a beach clean-up next weekend. He can't stand ⁴*seeing* (see) plastic rubbish in the sea! When he leaves school, Adam would like ⁵*to work* (work) with animals. He wants ⁶*to be* (be) a vet.



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Exercise 3

- Check answers using the Lollipop stick technique.

Answers → student page

Exercise 4

- Write on the board: 2,500 / 10,700 / 66,900 / 500,000 / 1,000,000 / 4,489,000.
- Different Ss say the numbers.
- Ss work in pairs.
- Use the Lollipop stick technique to elicit answers.

Answers → student page

Extra activity

- Write some big numbers in full on the board. Different Ss write and say the figures, e.g. *five hundred and two thousand (502,000).*

Exercise 5

- Write and say *If it's sunny tomorrow, I'll go for a walk. Write If I go for a walk, I'll (get some fresh air).* A student writes any ending. Invite another student to write a sentence beginning with the second clause of the previous student's sentence, e.g. *If I get some fresh air, I'll feel better.* Continue with as many Ss as possible.
- Different Ss model the activity.
- Ss work individually.
- Use the Lollipop stick technique to elicit answers.

Communication

- 8 3.19 Complete the dialogue with the words in the box. Then listen and check. Act out the dialogue in pairs.

come deal regret sure think

- Boy: There's a talk about the environment at school tomorrow evening. Do you fancy going?
- Girl: I'm not ¹ sure. I've got a lot of homework this week.
- Boy: But it's important. We all need to do more to help the planet.
- Girl: I'll ² think about it.
- Boy: ³ Come on, it'll be interesting. If you come, I'll help you with your homework afterwards.
- Girl: OK, it's a ⁴ deal.
- Boy: Great! You won't ⁵ regret it.

Dictation

- 9 **Exam Spot** 3.20 Listen to a short text. Then listen again and write down what you hear. Make sure you spell the words correctly.

Pronunciation

- 10 3.21 Listen and repeat: /θ/ or /f/?



Theo found three thirsty foxes and four fresh fish in his bathroom!

Check yourself!

- ☐ I can talk about wild animals, the environment and natural events.
- ☐ I can use the first conditional.
- ☐ I can use verbs followed by infinitive or -ing.
- ☐ I can persuade somebody to do something.

- 11 Read the sentences. Circle the correct answer a, b or c.

- 1 There are thousands of _____ in London. You often see them in people's gardens.
a pandas ☒ b foxes c gorillas
- 2 Global warming is a problem for _____ because sea ice is disappearing.
a pandas b eagles ☒ c polar bears
- 3 Don't _____ that plastic bag. Recycle it!
a pollute ☒ b throw away c save
- 4 People shouldn't _____ trees. It's bad for the environment!
a throw away b look after ☒ c cut down
- 5 After a long, hot summer, there was a terrible _____. There wasn't any rainwater.
a flood ☒ b drought c tsunami
- 6 The _____ damaged roads in the city centre. Luckily, no one was hurt.
☒ a earthquake b drought c forest fire
- 7 If you see a black cat, you _____ good luck!
☒ a I'll have b are having c will
- 8 If I _____ a lot of sausages, I'll feel ill.
a will eat ☒ b eat c am eating
- 9 If it snows tomorrow, I _____ to school.
a don't go ☒ b won't go c not go
- 10 I don't mind _____ homework at the weekend.
a to do b do ☒ c doing
- 11 We _____ to go on the beach clean-up.
a enjoy ☒ b would like c don't mind
- 12 We need _____ a solution to plastic in the sea.
☒ a to find b finding c find
- 13 A: We're protesting against hunting. Do you want to join us?
B: I'm not sure.
A: _____ on, it's important!
a Go ☒ b Come c Move
- 14 You should go skateboarding with us! You _____ regret it!
a will b don't ☒ c won't
- 15 OK, I'll go with you. It's a _____.
☒ a deal b regret c fancy

Exercise 8 3.19

- Ss work in pairs and then check answers.
- Ss act out the dialogue. Invite them to act out the dialogue in front of the class.

Answers → student page

Exercise 9 3.20

- **Critical thinking** Before you read out the question, ask Ss to remind you how dictations help their English.
- Groups of four compare and check what they wrote using the Expert Envoy technique.
- Different Ss write a sentence each on the board.
- Play the audio again or read out the text to check.

Exercise 10 3.21

- Ss repeat as a class.

Extra activity

- Ss work in pairs. They take it in turns to say the rhyme as fast as they can!

Exercise 11

- Use the Basketball technique to check answers.

Answers → student page

Finishing the lesson

- Remind Ss that the Check yourself! box is for self-assessment. They should think about what they can do well and where they think they need more practice.
- (Books closed) Use the Thought-provoking questions technique to give Ss feedback on the unit and to help Ss assess their own learning. Write on the board. *What did you enjoy most in this unit? How can you improve? What would you like to learn next?*
- Groups of four discuss their ideas. Then different Ss tell the class.

Fast finishers

- Ss list more animals that are sometimes dangerous and that are usually not.

Answers

- 2 If he eats everything, Mac won't be happy.
3 If Mac is still hungry, he'll have an ice cream.
4 If there's a storm, the Explorers will stay in a cave. 5 If there's more snow, they'll build a snowman. 6 If the Explorers don't stay in the Himalayas, the Yeti will be sad.

Exercise 6

- Model the activity.
- Invite different Ss to tell the class.
- Ss write a funny ending to two of the sentences. They read them to a small group and vote for the funniest.

Exercise 7

- Write *I enjoy going to the cinema.*
I'm looking forward to seeing the new film.
I can't stand being inside on a sunny day.
I would like to go to the cinema this evening.
I want to buy a new phone.
- Different Ss circle the -ing form or infinitive after the underlined verbs/expressions.
- Ss work in pairs.
- Use the Basketball technique to elicit answers.

Answers → student page