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
- Independent learning: Peer learning: Extra activity, Exercises 1, 2, 5 and 8

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.

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.

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

Answers → student page
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 save; throw away – we do this to things we don’t want

Exercise 6 3.4
• Use the Basketball technique to check answers.

Answers → student page

Extra activity
• Ss make sentences with the words as best they can.

Exercise 7 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

Extra activity
• Ss make sentences with the words as best they can.

Exercise 8
• Ss work in pairs.
• Use the Lollipop stick technique to elicit answers.

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 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.
6.2 Grammar  I can use the first conditional.

The forest clean-up

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

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

Exercise 1
• Books closed  Ss work individually then share answers with the class.

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

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)

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.

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

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

Answers → student page

Exercise 3
• 3.6 Listen and repeat. Find these expressions in the story.

Say it!

Exercise 5
• 3.7 Now watch or listen and check.

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
It animals eat the gum, they’ll get it.
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.

Get Grammar! 3.2
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 a) If I see rubbish in the street, b) If the fox damages Bella’s bag, she c) If Josh finds (finds) a sandwich in Bella’s bag, he d) If he eats (eat) it, he e) If he isn’t (not be) hungry, he will (be happy)
2 a) If Fluffy damages Bella’s bag, she b) If she needs (need) a new one, she c) If she goes (go) shopping on Saturday, she d) If she won’t help (not help) her mum at the café, she
e) If she wants (go) shopping on Saturday, she

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 (finds) a sandwich in Bella’s bag, he 2 will eat (eat) it.
If he 3 eats (eat) it, he 4 won’t be (not be) hungry, he 5 will be happy (be happy)

Chain story 2
If the fox 1 damages (damage) Bella’s bag, she 2 needs (need) a new one.
If she 3 needs (need) a new bag, she 4 goes (go) shopping on Saturday.
If she 5 goes (go) shopping on Saturday, she 6 won’t help (not help) her mum at the café.

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.

• 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! 3.3
• 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 understanding.

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.
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.

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.

Exercise 2 3.9
• Pairs compare answers.
• Ask Who predicted the story best?
• Ss close books and retell the story as best they can.

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• 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

<table>
<thead>
<tr>
<th>Verbs followed by infinitive</th>
<th>Verbs followed by -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>We need / want to have a break.</td>
<td>I hate / can't stand climbing mountains.</td>
</tr>
<tr>
<td>I would like to eat something.</td>
<td>He doesn't mind sleeping in the forest.</td>
</tr>
<tr>
<td>The Yeti learned to sleep in caves.</td>
<td>I'm looking forward to seeing the Yeti.</td>
</tr>
<tr>
<td>He decided to eat sausages.</td>
<td>The Yeti likes / enjoys / loves sleeping in caves.</td>
</tr>
</tbody>
</table>

---

**Get Grammar!**

- 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.

---

**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.

---

**Exercise 4**

- Use the Lollipop stick technique to elicit answers.

---

**Exercise 5**

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

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**Exercise 6**

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

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**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.

---

**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.

---

**Get Grammar!**

- 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)

---

**Fast finishers**

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

---

**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.

---

**Extra activity**

- Ask pairs to use one of the verbs/expressions in the Grammar box to write another thought for Yeti.
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**Get Grammar!**

- 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)
6.4 Communication  I can persuade somebody to do something.

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

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 3.11
- (Books closed) 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 2 3.12
- After the class repeats together, use the Lollipop stick technique to choose individual Ss or pairs to repeat.

Exercise 3 3.13
- Ss work in pairs.
- Use the Basketball technique to elicit answers.
- Pairs act out the dialogue.

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 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.

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.
   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?

6.5

In this lesson

Lesson aims:

Reading: understanding a text about an environmental issue

Homework:

Workbook Unit 6, p. 60

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.

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

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

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 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. True. 2. False. 3. True. 4. True. 5. True.

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

- Ss write two true/false sentences about the reading text.

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

- Ss write two true/false sentences about the reading text. They read them for the class to answer at the end of the lesson.
6.6 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! 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 
- Use the Lollipop stick technique to elicit answers.

Exercise 2
- Use the Lollipop stick technique to elicit ideas.

Exercise 3 
- Use the Lollipop stick technique to check answers.

Exercise 4
- Read out the Vocabulary Builder. Point out we say and after hundred.

Exercise 5
- Use the Lollipop stick technique to check answers.

Exercise 6
- 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.

Exercise 7
- Pairs predict answers.
- Use the Lollipop stick technique to elicit answers.

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 …

Exercise 3.16
- Complete the sentences with the words in the Vocabulary box. Then listen and check.

Exercise 3.17
- Listen and write down the numbers.

Exercise 3.18
- Listen again and complete the fact files.
How to save water

1. Turn off the tap when you clean your teeth. This can save six litres of water per minute.
2. Don’t take a bath, take a shower! A bath uses about eighty litres of water, and a shower about forty-five.
3. Don’t wash the dishes by hand, use a dishwasher! But remember: the dishwasher must be full.
4. These are some simple ideas, but in this way, you can help to save water – and that’s good for the planet!

1. Look at the pictures. What ideas do they show about saving water? What else can we do? The pictures suggest having a shower instead of a bath and taking shorter showers.
2. Read the leaflet. Which of your ideas did it mention? Were there any new ideas?
3. Read the Writing box. Find three examples of the imperative.

Writing: A leaflet with tips or instructions

Introduction
It’s very important to save water, because …
It’s important that we …
Here are a few tips / instructions for saving water.

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 …

Conclusion
These are some ideas …
In this way, you can

Imperatives for giving tips and instructions
When you give tips and instructions, use the imperative.

Tips or instructions

1. Turn off the tap when you clean your teeth.
2. Don’t wash the dishes by hand, use a dishwasher!
3. These are some simple ideas, but in this way, you can help to save water – and that’s good for the planet!

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.

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.

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. Run on the spot. Don’t run.
• Use the Lollipop stick technique to elicit answers.

Exercise 5
• Ss share answers with the class.

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.
6.8 Language Revision

Lesson aims:
- Revising grammar, vocabulary and communication from Unit 6
- Pronunciation: /θ/, /ʃ/

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

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 write 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.

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

Grammar
5. In your notebook, write sentences using the first conditional.
1. If / the / Yeti / be / hungry / he / eat / all the sausages.
2. If / the / Yeti / be / hungry / he / eat / all the sausages.
3. If / Mac / be / still hungry / he / have / an ice cream.
4. If / there / be / a storm / the Explorers / stay / in the cave.
5. If / there / be / more snow / they / build / a snowman.
6. If / the / Explorers / not / stay / in the Himalayas / the / Yeti / be / sad.

Exercise 2
- Ss justify their answers to the language from Unit 6.

Answers → student page

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

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 write the numbers.
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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

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

Boy: There’s a talk about the environment at school tomorrow evening. Do you fancy going?

Girl: I’m not 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 think about it.

Boy: Come on, it’ll be interesting. If you come, I’ll help you with your homework afterwards.

Girl: OK, it’s a deal.

Boy: Great! You won’t regret it.

Dictation

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

Pronunciation

Exercise 10 3.21 Listen and repeat: /θ/ or /ð/?

Answer "round 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.

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

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.

Answers → student page

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.