

Vocabulary in context p70

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

Warmer

Books closed. Draw or project on the board illustrations of:

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

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

Possible answers

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

1 SPEAKING 42

- Point out the different pronunciation, and stress for these two words: *desert* (n., a dry region with little water) /'deɪzə(r)t/ and *dessert* (n., the sweet course at the end of a meal) /dɪ'zɜ:(r)t/.
- When checking answers, ask students to try and name a famous example either from their country or from around the world for each of the geographical features in the box, e.g. *Copacabana Beach* (Brazil), *Altamira Cave* (Spain), etc.

3a 43

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

3b 44

- After checking answers, draw attention to the word *sensible* and elicit the meaning, i.e. 'reasonable and practical'. If this word is a problem in students' own language, contrast it with *sensitive* (about a person, likely to become angry or upset easily).

Answers

- a reduce b save c waste d recycle e reuse f consume g throw away

4 SPEAKING 45

- If you wish, allow students to use dictionaries.
- Before students do the speaking task, make sure they understand there is no 'right' answer.

Possible answers

The second photo shows melting ice – it might be part of one of the ice caps. This is a result of global warming and is causing sea levels to rise.
The third photo shows pollution. Some of it could be toxic waste.

Fast finishers >>

Ask students to write definitions of words related to the environment, either from the Student's Book or any other words they know. They then read their definitions for the class to guess the word, e.g. *waste*, *save*, *drought*, *flood*, *deforestation*, *acid rain*, etc.

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

Answers

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

Use it ... don't lose it!

6 SPEAKING

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

Reading p71

Predicting content, reading for gist and detail

Warmer

Write the following words in two columns on the board:

- | | |
|------------|--------|
| turn off | less |
| switch 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

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

1 SPEAKING

Culture notes

The central photo shows the Palace of Westminster in London as it would be if the River Thames were to flood dramatically. This possibility was explored in a novel by Richard Doyle in 2002, which was then adapted into a film in 2007.

The right-hand photo shows the Maeslantkering, a sea gate in the Netherlands. It took six years to build and opened in 1997. It protects the area of Rotterdam. It is one of the biggest moveable mechanical structures in the world, which can be seen in the photo by looking at the size of the ship, top right.

2 SPEAKING

- Pre-teach *fake news* (a story that is not true but is designed to make people think that it is).
- After students do the task, elicit their ideas for each question but don't confirm if they are correct or not.

- 3 Pre-teach any words students may have problems with, not including the underlined words, e.g. *factor* (one of the things that explains why something happens), *take up* (fill a particular space or time) and *combat* (try to stop something bad or solve a difficult problem).

Answers

- 1 A 2 E 3 B 4 D 5 C

Mixed ability

To simplify the activity, tell less confident students, or the whole class, to answer only the question *Were any of your answers in exercise 2 similar to the answers in the text?* and not to match the questions to the answers.

4 46

- With less confident classes, give students the correct alternatives, and ask them simply to reread the text and find the paragraphs which contain the information.
- Before students do the task, remind them that if they are not sure that they have found the correct answer, they should read the other sections again in more detail before making a final decision.

Answers

- 1 more, B; ... NOAA statistics show that the amount of sea level rise caused by melting has increased dramatically ...
2 a lot more, A; Their statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.
3 can't, D; ... it is clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.
4 coastal areas, C; ... 275 million people live in areas which are going to be at risk from rising sea levels.
5 a variety of different, E; ... engineers and architects are always coming up with different solutions, big and small.

5 Answers

According to – in someone's opinion
average – the quantity that is typical for something
amount – quantity
expands – gets bigger and bigger
at least – not less/fewer than
face – experience and have to deal with
move away – go to another place
floating – sitting on water

6 Critical thinkers

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

Possible answer

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

Test before you teach: Flipped classroom

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

GREAT LEARNERS GREAT THINKERS p74

Thinking about the impact of plastic on the environment

Warmer

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

Answers

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

1 SPEAKING

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

2 VIDEO

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

Answer

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

3 VIDEO

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

Answers

The video shows the **1** south eastern coast of Spain. It's dry and **2** one of Europe's only deserts. The temperatures can reach **3** 50°C 45°C. You **4** can't see plants, or vegetation and the Mediterranean Sea from up in the sky. Plastic has become part of the earth in this area. It comes from **5** the greenhouses rubbish that local people throw away. The plastic becomes smaller and smaller and finally goes into the sea. About 7% of **6** the world's Europe's plastic is in the Mediterranean. This plastic **only** affects fish and sea life **7** and gets into our food and drinking water. The plastic greenhouses in this area **8** **only** bring us both positive and negative consequences.

GREAT THINKERS



4 The *Think-Question-Explore* thinking routine encourages students to *think* about what they already know about an area; think of related *questions* they would like the answers to; and consider how they can *explore* the area further, answer those questions and learn more. (Note that this routine may be referred to elsewhere as *Think-Puzzle-Explore*.)

- Students work individually at first and can then share their ideas in small groups or as a class.
- Students may include common misconceptions, but these are still a valuable contribution to the *think* stage as they can later be reconsidered.
- This routine can be used in later lessons to introduce new topics. Before starting work on a new unit, reading text, listening section, etc., consider asking students to think about what they already know about an area and what questions they would like the answers to. At the end of the lesson/unit, they can then see which of their questions have been answered and discuss how they could find the answers to the questions which haven't.

5 SEL

Discuss as a class to what extent the text confirms what students already knew, what new information it includes and if students included any common misconceptions in their notes in exercise 4. Most importantly, discuss which questions remain unanswered and how students might learn more about the area.

6 SPEAKING

Students work in pairs before feeding back to the class. Elicit that it is extremely hard to make your life plastic-free but that small changes are better than nothing.

GREAT LEARNERS



Remind students that it may be best to take 'baby steps', i.e. be realistic about the changes they can make. Suggest they choose just one idea which they will try over the next week. They can then feed back to the class and, if they've been successful, try making additional small changes.

LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 143, and then grade themselves from 1 to 5. Explain that here 1 means 'I don't often think globally or act locally' and 5 means 'I always think globally and act locally'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for thinking globally and acting locally more. Alternatively, ask students individually to think of ways to think globally and act locally more.

Listening p76

Listening for gist and detail

Warmer

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

Answers

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

1a SPEAKING

Possible answer

I can see two people in sports clothes picking up litter. There's a man in the background riding a bike.

1b Before students do the task, remind them that they can write both *yes/no* questions and *wh-* questions with *Who, What, Why, When, Where, How*, etc.

2

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

3

Answers

- True – It's a blend of the words 'plocka upp', which is Swedish for 'pick up', and 'jogging'.
- False – ... it was the idea of a Swedish man called Erik Ahlström. He started a community of ploggers in Stockholm.
- False – Carol says I began because I wanted to get fit.
- False – Each year it costs (local authorities) a billion pounds to clear up litter in the UK!
- True – With 'plogging' ... you bend down, stretch, get up again and then carry the rubbish. And we all know that you use up more calories if you move more.
- True – ... just picking up a bag or two of rubbish doesn't really make a big difference to the environment. ... people will drop MORE litter in the street if they know that people like you will pick it up.
- False – Carol says perhaps it is a small step but it can make a real difference. And it will make a massive difference if lots of people do it.
- True – Carol says when you finish running, you feel good because you feel healthier. But ploggers feel even better because they know they're also doing something good for their neighbourhood and for the planet.

4

Possible answers

- 'Plogging' combines running and picking up the rubbish you find on your way. The name is a blend of words. It was the idea of Erik Ahlström and started in Stockholm, Sweden.
- 'Trash running' was a similar thing that used to take place in the US.
- You just need your usual running equipment, some gloves and a bag to put the rubbish in.
- Eighty-one percent of British people are angry about litter in the streets. Each year it costs a billion pounds to clear it up.
- Some people think plogging doesn't make that much of a difference. Other people may not care about throwing litter if they know that ploggers will pick it up.

Homework Workbook page 51

Grammar in context 2 p76

Using the zero conditional; using the first conditional

Warmer

Write the following sentence beginnings on the board:
If I'm hungry, ...
If I'm tired, ...
Ask students to suggest ways to complete them so they are true for them. Assess whether what students say is something that happens to them or something they do, e.g. *If I'm hungry, I get hangry*. (something that happens to them); *If I'm tired, I go to bed early*. (something they do). Then circle the *If* at the start of each sentence, and elicit what type of sentence this word introduces (a conditional).

1a Point out that the sentences are from the listening in the previous section.

Answer

things that are generally true

1b Answers

1 present simple, present simple **2** no **3** after the first half of the sentence when the sentence starts with *if*

Language notes

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

2 Answers

1 f 2 d 3 a 4 b 5 c 6 e

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

Possible answers

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

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

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

Answer

possible

4b Answers

1 the present simple 2 will or won't

Language notes

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

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

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

Answers

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

6 Before students do the task, write the following contractions on the board: 'll, 'm, 're, 's and 've. Elicit the verb in each case (*will, am, are, is/has, have*), and ask students which contractions they expect to see in the first conditional ('ll; possibly 'm, 're, 's for *is*).

- Remind students that we usually use contractions after subject pronouns, e.g. *I, you, she*, etc. We also sometimes use them after nouns and names but only in informal situations.

Answers

a happens b 'll need c want d 'll become e won't be f continue g is h will copy i produces j 'll help k will get l grow

+ Extra activity

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

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

- If I don't take an umbrella, ...
- If I don't wear a warm coat, ...
- If I study hard for a test, ...

Possible answers

- it will rain.
- it will be really cold.
- the teacher will forget about it and we'll watch a video instead!

Use it ... don't lose it!

7 SPEAKING

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

Answer

To show enthusiasm speakers vary the pitch substantially.

Language notes

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

5b SPEAKING

- If your class speaks a language with more limited intonation patterns, tell students that if they don't feel slightly silly doing this activity, then they need to exaggerate it more.

Mixed ability

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

6 SPEAKING

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

Practice makes perfect

7b SPEAKING

- Remind students to show enthusiasm as they saw in exercise 5a.
- After each pair acts out their dialogue for the class, elicit the key details of each arrangement from the rest of the class, e.g. time, place, other people involved, etc.

Developing speaking p78

Making arrangements

Warmer

Books closed. Draw or project a simple page from your 'diary' on the board with three (invented) appointments, e.g.

Saturday 13th Feb

9:00 Shopping with Jon Supersave, shopping centre
11:15 Meet Cathy Café Fiorentina, High Street
13:30 Family lunch Mum and Dad's house

Elicit a sentence from the class for each appointment, e.g. *At nine o'clock you're doing the shopping with Jon at Supersave in the shopping centre.; At quarter past eleven, you're meeting Cathy for coffee at Caffè Fiorentina in the High Street.; At half past one, you're having a family lunch at your mum and dad's house.*

Point to the diary and ask students: *What are these?* to elicit 'arrangements' and ask them which tense they were using (the present continuous).

1 SPEAKING

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

2

Answers

- to the beach
- They're going to meet at 11 o'clock at the station.
- They're going to take some sandwiches.
- Speak on the phone and do something else.

3

- After checking answers, highlight *be up to* in Jamie's first question (*Are you up to anything ...?*), and elicit the meaning of this (*doing*). Point out that the end of the question can be changed for any logical time expression and elicit examples, e.g. *this afternoon, tomorrow, on Monday evening, after the swimming competition, etc.*

Answers

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

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

Answers

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

5a PRONUNCIATION

48

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

Developing writing p79

Writing an opinion essay

Warmer

Books closed. Write the following expressions on the board:

- *I think ... because ...*
- *Some parents think ...*
- *Many people say ...*
- *All in all, I believe ...*

Ask students: *Where do you think you might see expressions like these? In what sort of text?*

Elicit that they are all expressions for giving opinions and check the meaning of essay (a short piece of writing on a particular subject).

- 2 When discussing answers, if students think the statistics would be different for their country, ask them to give more detail, e.g. *In my country, I don't think any children spend 60 minutes playing outside each day. We spend a lot of time outside, but not playing – maybe talking with friends or ...; I think there are probably a lot of teenagers here who have never been to a beach.*

 Culture notes

Persil® is a brand of laundry products. Originally a German brand, it was the first laundry detergent sold and has existed for over 100 years. It is well-known around the world.

- 4 After students read the opinion essay, ask them to put their hands up if the writer's opinion is similar to their own. Then elicit from those students which ideas the writer mentions that they thought of in exercise 3.

- 5 **Answers**
 Sequence: Secondly, Finally
 Addition: What's more
 Contrast: Nevertheless

Fast finishers >>

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

Language notes

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

Nevertheless and *however* have similar meanings, but *nevertheless* is slightly more formal. They are both normally placed at the beginning of a sentence when contrasting two ideas. They can also come in the middle or at the end.

Furthermore and *what's more* also have similar meanings, but *furthermore* is quite formal and *what's more* is more idiomatic.


- 6 With less confident classes, put students into pairs to discuss whether they agree or disagree with the statement and make notes together. Tell them that even if they don't share the same opinion they can still help each other generate ideas.

Practice makes perfect

- 7a Before students do the task, draw attention to the paragraph structure of the opinion essay in exercise 4, i.e. paragraph 1: introduction clearly giving the writer's opinion; paragraph 2: reason 1; paragraph 3: reason 2; paragraph 4: reason 3; paragraph 5: conclusion clearly restating the writer's opinion. Tell students that they definitely need to include the first and last paragraphs in their essay, but they may have only two paragraphs in the middle, depending on how they structure their arguments.

- If you wish, you could do this activity as an exam simulation.

- 7b Remind students that when they write in exam conditions, they can't usually use a dictionary or grammar book.

-  **Exam tip** To answer the question in the Exam tip box, if students do not know a word, they should think of a similar word or a more basic or general word. They should never leave a gap or write the word in their own language. If necessary, students should change what they were going to say. If students are not sure how to use a grammar structure, they should think of a different way to say the same thing.
- Remind students, too, that they should always answer the question. They might not get any points if they don't answer the question properly.
- Students should also pay attention to the maximum and minimum number of words in the instructions. They should plan and organise their essay before they write and check it carefully for mistakes when they finish.

Test yourself p81

Grammar test

- 1 **Answers**
 1 The students are going to go on an excursion.
 2 What are your plans? What are you doing/are you going to do ~~do~~ ~~you do~~ tomorrow?
 3 They say it's going to rain ~~raining~~ next week.
 4 I can't meet you tomorrow because I'm doing/I'm going to do ~~do~~ ~~an~~ exam.
 5 I don't know what to do now ... I know! I'll see ~~I'm seeing~~ Joe!
- 2 **Answers**
 1 definitely 2 might 3 The problem will probably 4 may not 5 will see
- 3 **Possible answers**
 1 If you mix blue and yellow, you get green.
 2 If you are late for school, you get into trouble.
 3 If you never brush your teeth, they start to decay/they fall out.
 4 If you run every day, you get fit.
- 4 **Answers**
 1 shines 2 finishes 3 will/'ll get 4 comes 5 's 6 won't bring

Vocabulary test

- 1 **Answers**
 1 waterfall 2 cliff 3 glacier 4 island 5 stream 6 rainforest
- 2 **Answers**
 1 renewable energy 2 rise 3 melt 4 waste
 5 drought 6 carbon emissions 7 throw away
 8 global warming
- 3 **Answers**
 1 buy/obtain 2 arrive 3 bring 4 understand 5 becoming
 6 received

Listening

2

Answers

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

3

Answers

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

TV and online video in your country

1

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

2

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

3

- Ask individuals to read aloud the tips and discuss them with the class.
- After reading the *Digital skills* section, remind students that when they do their research online, they should keep a list of the sites they use. When they plan to use a specific piece of information, this means they should note both sources.
- In the *Collaboration* section, remind students that they can also use the phrases from the previous Collaborative projects.

4

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

5

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

Virtual Classroom Exchange

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

Speaking

- 4 If your class is less confident, before they do the task, elicit the different activities they can see in the pictures (clockwise round the main picture of the school: picking up litter, recycling, planting new plants and trees, hanging bird feeders, painting a recycling mural, growing fruit and vegetables).
- Pre-teach *grounds* (the area around a building or group of buildings, in this case a school).
 - If you wish, go to page 146 to continue working through the Exam success section for these two units.
 - See the Exam trainer, Workbook pages 100 and 103, for more information and practice on these Preliminary for Schools tasks.

UNIT 3 p136

Answers

Reading (page 33)

- 1 False, Paragraph 2 2 True, Paragraph 2 3 True, Paragraph 3
4 False, Paragraph 2 5 True, Paragraph 4

Grammar in context 1 (page 34)

- a some b some c any d any e some

Grammar in context 2 (page 38)

Possible answers

- 1 A girl whose mother is your sister/sister-in-law or whose father is your brother/brother-in-law.
- 2 Someone that/who commits the crime of arson.
- 3 When someone breaks into a building in order to steal things.
- 4 A police station is a building where police officers work.
- 5 Portuguese is the language that/which people speak in Brazil.
- 6 The period of life when you change from being a child to being a young adult.

UNIT 4 p137

Answers

Vocabulary in context (page 44)

Possible answers

thumb - back - knee - elbow - wrist - throat - toe - ear
thumb - back - knee - elbow - wrist - thigh - heel - leg

Reading (page 45)

Text A

- 1 sore neck, pains in your back, headaches
- 2 looking down at a screen for a long time
- 3 EyeForcer Smart Glasses

Text B

- 1 colds and flu
- 2 touching your phone
- 3 washing your hands frequently, trying not to use other people's phones, keeping your phone clean, not taking your phone to the bathroom

Text C

- 1 hurting yourself, breaking your arm or leg
- 2 walking while looking down at your smartphone
- 3 apps that lock your phone or send an error message when you use your phone on the move, traffic lights on the pavement

Grammar in context 1 (page 46)

- 1 Have you ever had a very high temperature?
- 2 Have you ever slept in a hospital?
- 3 Have you ever made soup?
- 4 Have you ever taken medicine that tastes really bad?
- 5 Have you ever visited a friend in hospital?
- 6 Have you ever broken your arm?

Developing vocabulary (page 47)

- 1 health centre 2 food poisoning 3 first-aid kit 4 painkiller
5 black eye 6 Sunburn

Grammar in context 2 (page 51)

- a Have, broken b have c went d broke e 've, broken
f 've had g 've crashed h Have, fallen i haven't j fell

UNIT 5 p137

Answers

Reading (page 59)

Possible answers

- 1 To give an example of an unusual reality show.
- 2 Some shows use actors, the situations are carefully planned, it's easy to edit what people say to make them say something different.
- 3 Because producers need contestants that attract more viewers.
- 4 Some documentaries say they are in one place when in fact they are filming in a different location, in some shows they 'surprise' contestants with things they knew about already, and most shows give a false idea of time.
- 5 It can give us unrealistic ideas about what we can do, it can confuse us, it can make us stop believing everything we see on TV.

Grammar in context 1 (page 61)

- 1 are not as violent as/less violent than American series.
- 2 are as interesting as talent shows.
- 3 are not as popular as/less popular than video games with teenagers.
- 4 are as exciting as crime series.
- 5 is not as scary as/less scary than watching them in the cinema.
- 6 are not as informative as/less informative than books.

UNIT 6 p138

Answers

Vocabulary in context (page 70)

- 1 glacier 2 drought 3 flood 4 global warming 5 waste

Reading (page 71)

- 1 The NOAA is the source of the information in Paragraph A.
- 2 The Eiffel Tower appears as a comparison to show how big the sea gate that protects Rotterdam is.
- 3 275 million is the number of people living in areas which are going to be at risk from rising sea levels.
- 4 The Netherlands are an example of a place where flooding has always been a problem but also where architects and engineers are always coming up with different solutions for the flooding problem.
- 5 2025 is the year in which the tenth anniversary of the Paris Agreement will be.
- 6 82 mm is how much higher the global sea level was in 2016 than the 1983 annual average.

Developing vocabulary (page 73)

- 1 red, become 2 sure, receive 3 worst, understand
4 consume, obtain or buy 5 sunny, bring 6 late, arrive

Grammar in context 2 (page 77)

- 1 If I pass all my exams this year, I'll have a special holiday in the summer.
- 2 Mark will help you with your homework if you ask him.
- 3 The world will be in trouble if we don't do something about climate change.
- 4 If you climb that mountain, you'll need special equipment.
- 5 If we don't leave now, we'll be late for school.
- 6 Some towns on the coast will be underwater if sea levels rise much more.