

5

The Environment



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

multiple matching, identifying key words in the questions and similar ideas in the texts
words related to the environment, word formation, prepositions, phrasal verbs
future simple, *shall, be going to*, future continuous, future perfect simple, future perfect continuous, temporals

multiple choice, using the questions to learn information about what you will hear
discussion and decision making, talking about local and global environments, asking your partner's opinion

essay, writing a strong introduction, using examples to explain and support your ideas

Unit Opener (SB page 57)

- Ask students to look at the picture and ask them what they see (*a person wearing a gas mask and protective clothing in a grey, polluted, desolate environment with abandoned buildings/old factories; the person is pulling a corner of the picture to reveal a blue sky with puffy clouds*).
- Ask students to read the title of the unit and explain how it is connected to the picture (*The title is 'The Environment' and it is directly related to both aspects of the picture; because of the polluted environment, the person has to wear a mask; the blue sky and clouds represent a clean environment.*).
- Ask them if they think we are headed toward a dark future like the one depicted in the picture.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions quickly and explain anything they don't understand. Then ask them to do the quiz and to compare their answers with a partner before checking answers as a class.
- Once answers have been checked, discuss as a class which answers were the most surprising.

Answers

1c 2b 3a 4a 5b

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the headings in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then discuss their answers in pairs before discussing as a class.

Suggested answers

Air pollution: car exhaust fumes, factory fumes, aerosol sprays

Water pollution: sewage, plastic, oil spills

Soil pollution: pesticides, fertilizer, landfills

Noise pollution: traffic, car alarms, road works, building construction

Background information

Drinking water: Hundreds of millions of people in Africa and Asia do not have access to safe drinking water. They are forced to drink water that is unclean which leads to disease and death.

Dumping waste at sea: Ocean dumping has been a problem since the 19th century. It was legal to dump industrial waste into the ocean until 1972. Waste includes scrap metal, toxic chemicals, acids and nuclear waste.

Antarctica: As the least populated place on Earth, Antarctica does not have as much of the pollution created by human beings as the rest of the world.

Oil production: Russia produces over 10 million barrels of oil a day.

Air pollution: Air pollution in Mongolia comes from desert dust, roads, ground surfaces, lack of plant life, ash from stoves, electricity plants, water boilers and cars. Pollution is worse in winter because people burn coal and wood for cooking and heating.

TOP TIP

Quizzes are a fun way to get students thinking about issues. Apart from the real world knowledge they acquire, students enjoy the idea of a challenge and want to 'win' by getting their answers right. Exploit this by preparing quizzes on different topics or asking students to do so. These can lead to interesting class discussions as well.

Let's talk about it!

- What forms of pollution are there where you live?
- Imagine what it must be like to live without clean water. How would it affect your life?
- Do you care about the environment or do you think it is someone else's problem to deal with?

DVD 5

Summary of DVD 5: The title of the video is 'Ocean Heroes: The Plastics Problem'. *Ocean Heroes* is a series highlighting the many people leading the movement to restore the oceans through their actions, both big and small. In this episode the series looks at the problem

things like lighters, toothbrushes and shot-gun shells. Anna Cummins says that packaging and single-use disposables (lighters, toothbrushes, combs, plastic bags, shavers, etc) are the most common plastic objects found in the sea.

DVD link: <http://www.youtube.com/watch?v=8BL5o7nRKtE>

Answer

Anna thinks we are eating our own rubbish because chemicals in the water stick to plastic and get into the food chain. They get into fish that we then eat.

Reading (SB pages 58-59)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the list of environmental problems and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose an environmental problem from 1 and talk about it with a partner.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

Possible answers

acid rain: It affects trees and plants that it falls on, making them weak and unable to grow properly. It also affects fish and other life in rivers and lakes, eventually killing them. It can also affect buildings and damage the bricks and stones.

destruction of forests: This affects soil by allowing the sun to dry up the moisture and nutrients in it, so it is not so fertile. It also causes floods by allowing the rain to wash soil away. Forests are natural habitats for birds and other animals. Destroying the forests is destroying their homes. Finally plants absorb CO₂, which helps control the climate.

drinking water quality: Poor quality water causes illness, sometimes very serious illness leading to death.

drought: Apart from using water to cook, wash in and drink, we also need water to grow food and for other things such as generating electricity. Not having any water can make our lives very difficult.

endangered species: If one kind of animal or plant becomes extinct, it affects the food chain and causes an imbalance. For example, if the tiger dies out, then the animals it feeds on will increase in

They will damage the plant life in the area by eating too much of it, which will cause smaller animals and insects to become endangered. Some of these insects might move to other areas and feed on crops, which will impact human life.

floods: Floods cause damage to property and the environment. Serious floods can cause death and injury and there is also a danger of disease in flooded areas. All of this has environmental and economical costs.

nuclear accidents: These cause damage to property, health and the environment because of radiation. Nuclear accidents can affect the climate long term because of the gases released, which can affect the ozone.

oil spills at sea: The oil can coat birds and animals making it difficult for them to move, stay warm or escape from predators. It can prevent fish from breathing. It also pollutes the water and causes algae and other food sources to die. The oil can get into the food chain. There are also economic effects. It's very expensive to clean up an oil spill, which will result in increased prices. Tourism in affected areas may be affected if the area is spoiled. Fishermen may not be able to fish in the area for a certain period of time.

polluted beaches: Rubbish spoils the beach and may be dangerous if stepped on. Rubbish can pollute the water which may cause illnesses and skin complaints in swimmers and affect the wildlife. There will be an economic impact if the beach is closed.

smog: This causes or worsens health problems such as asthma, bronchitis, eye irritations and colds. It can also harm crops and in some cases cause damage to buildings.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to quickly read the texts and look for the relevant information. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to find what the people have in common.
- They then check their answer in pairs before checking as a class.

Answer

All of the people involved in the environmental projects are teens.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with multiple-matching tasks, it's a good idea to underline key words in the questions and then look for the same idea expressed differently in the texts. Point out that in question 1, the words 'Internet' and 'cleaner' are reflected in text C as 'website' and 'reduce e-waste'.
- Also, stress the importance of double-checking their answers by rereading every section again. In this way, they can avoid making silly mistakes.

- Ask students to read the questions. Explain anything they don't understand.
- Remind students to look in the texts for the same ideas expressed in the questions and to underline them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1C** ... run an e-waste recycling business from their website ...
- 2D** ... when we began burning fossil fuels last century, we didn't know the terrible consequences. Now, however, we do ...
- 3A** ... wildlife such as lions, rhinos, elephants, giraffes and leopards in Kruger National Park in South Africa.
- 4C** ... consumers make money on their gadget, iReTron makes a profit ...
- 5B** With 500 billion plastic bags being made every year and the Great Pacific Garbage Patch growing bigger by the day, ...
- 6A** ... protect rhinos from people who want to kill them for their valuable horns ...
- 7D** ... you can join an iMatter march and let the government know what you think.
- 8B** He identified two types of bacteria that work together to decompose plastic. ..., a major scientific breakthrough.
- 9D** ... he took the US to court ...
- 10C** People sell their old gadgets to Lin; he and his team then fix them and resell them online.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two gaps in each sentence which need to be completed.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1** march, incidents
2 fossil fuels, wildlife
3 landfill, waste

6

- Ask students to read the instructions and check that they understand what they have to do.
- Students work in pairs to come up with an environmental organisation.
- Remind them to name their organisation and produce a logo for it, and to decide which environmental problems it will deal with. Refer them back to 1 if they need ideas.
- Monitor and help with vocabulary and grammar if necessary.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to come up with ideas for fund-raising events for their organization from 6. When students are ready, they present their ideas and justify them. When every pair has presented their idea, take a vote to see which idea is the most popular.

a-2 Vocabulary 1 (SB page 60)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand. Point out/Elicit that they are all disasters.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|---------------------|----------------------------|
| 1 earthquake | 5 volcanic eruption |
| 2 flood | 6 tsunami |
| 3 wildfire | 7 famine |
| 4 tornado | 8 drought |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Point out that the words and phrases in 2 are connected to the disasters in 1.
- Explain to students that they must use only vowels to complete the words and phrases.
- Do the first item together as a class. Copy the letters and gaps on the board and ask students to give you vowels. Once the phrase has been completed (*lack of water*) ask a student to explain what it means in his/her own words.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1** a a e (lack of water)
2 u i a a (burning lava)
3 i a a e (giant wave)
4 o e o e (crops destroyed by water)
5 i i (high winds)
6 a a i o (starvation)
7 a e o (aftershocks)
8 e o e a i o (deforestation)

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words and phrases in 2 with the disasters in 1.
- Do the first item together as a class. Ask students what a *lack of water* can cause (*drought*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 lack of water – drought
- 2 burning lava – volcanic eruption
- 3 giant wave – tsunami
- 4 crops destroyed by water – flood
- 5 high winds – tornado
- 6 starvation – famine
- 7 aftershocks – earthquake
- 8 deforestation – wildfire

▶ EXTENSION ACTIVITY

Ask students to look back at the disasters in 1 and think of more problems that are associated with them, like the problems in 2. Students can work in pairs. They can write down their ideas and swap with a partner, who must work out which disaster the problems relate to.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and phrases in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words and phrases in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 eco-friendly products
- 2 clean-up
- 3 eco-tourist
- 4 alternative energy sources
- 5 green belt
- 6 conservation
- 7 endangered species
- 8 Global warming

Extra Task (for early finishers)

See photocopiable material on page 151.



Grammar 1 (SB page 61)

Before you read the Grammar box

- Revise the different forms (affirmative, negative, question) and short answers for the future simple, future continuous, *shall* and *be going to* with the class. Then write down one or two time expressions that are

1

- Read through the grammar theory with the class.
- Make sure students understand the different uses of these tenses and structures by asking them for example sentences. Begin with the future simple and read out the uses one by one. After each use, ask a student to give you a sentence that shows the use. Continue with *shall*, *be going to* and the future continuous.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which question expresses a suggestion and which one asks about a future plan or intention. Tell them to pay attention to the structures used.
- Ask students to read the sentences carefully and to underline the tenses.
- Refer them back to the grammar theory if they need help answering the questions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence a expresses a suggestion.

Sentence b expresses a future plan or intention.

Read 5.1-5.4 of the Grammar Reference on pages 166-167 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the title of the text and the picture and to tell you what they think the object is (*a drone*).
- Ask students to read through the text once without circling their answers. Ask them to underline any words or clues that will help them choose the correct answer.
- Encourage students to look back at the examples in the grammar theory so as to choose the correct tense.
- Students work individually to circle the correct words.
- They then check their answers in pairs before checking as a class.

Answers

- 1 shall we do
- 2 will be
- 3 will be using
- 4 is going to continue
- 5 is going to grow
- 6 will become
- 7 will probably replace

▶ EXTENSION ACTIVITY

Ask students to tell you what they will be doing at a specific time later in the day, at the weekend, etc. Then ask them about their plans, ie what they are going to do after class, when they finish school, in 10 years' time, etc.

Extra Task (for early finishers)

Vocabulary 2 (SB page 62)

1

- Before students look at the task, ask them to tell you some endings for nouns. Write them on the board and then ask students to give you examples of nouns with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form nouns or verbs from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------------|-------------|
| 1 starvation | 4 conserve |
| 2 destroy | 5 interfere |
| 3 contamination | 6 reference |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the words from 1 to complete the sentences.
- Ask students to look at each sentence and decide if a verb or a noun is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- reference
- contaminate
- interference
- starve
- destruction
- conserve

EXTENSION ACTIVITY

Ask students to look back at the Reading texts and to find three words for their own word formation task. They give the words to their partner and ask them to write the noun or verb form. Some of the words from the Reading and their derivatives are: *create / creator, reduce / reduction, consume / consumer, found / founder, organise / organiser, govern / government*.

3

- Ask students to read the instructions and check that they understand what they have to do (*choose the correct preposition*).
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the whole sentence first and then to look carefully at the word before the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.

Answers

- about
- for
- for
- about
- about
- for
- about
- for

4

- Ask students to read the instructions and check that they understand what they have to do (*circle the correct phrasal verb*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- keep away
- cut down
- ended up
- burning down
- put out
- threw themselves into

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 4 with their meanings, and then they must use the phrasal verbs in sentences.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- cut off
- knock down
- throw something away
- keep on
- put off
- use up

Example sentences

- Our electricity **was cut off** for two hours during the storm.
- The builders **will knock down** our old garage and build a new one.
- Don't **throw away** those empty bottles; recycle them.
- We must **keep on** protesting; we mustn't stop.
- They **put off** the clean-up because the weather was terrible.
- We **are using up** fossil fuels at a very fast rate.

Extra Task (for early finishers)

See photocopiable materials on page 151

Grammar 2 (SB page 63)

Before you read the Grammar box

- Go through/Revise the different forms (affirmative, negative, question) and short answers for the future perfect tenses as a class.

1

- Read through the grammar theory with the class.
- Make sure students understand the difference between the future perfect simple and the future perfect continuous, and how to use temporals; stress that temporals are not followed by a future tense even though they are used to talk about the future. Ask them to write two sentences using the tenses, and temporals. Tell them they may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to underline the tenses used and decide which one could be rewritten using a temporal, and which tenses would be used with the temporal.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Sentence a uses the future simple. Sentence b uses the future perfect continuous.
Sentence a could be rewritten using a temporal: *I'll email my parents, once/as soon as/after I arrive/have arrived in Africa.* We would then use the future simple (*will email*) and the present simple (*arrive*) or the present perfect simple (*have arrived*).

Read 5.5-5.7 of the Grammar Reference on pages 167-168 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 will have become
- 2 will have been cutting down
- 3 probably won't have found
- 4 will have discovered
- 5 will have invented
- 6 will have been building
- 7 will people have realised
- 8 will have been discussing

4

- Ask students to read the instructions and check that

temporal and then write the verb given in the correct tense. Tell students that sometimes more than one tense is possible.

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 as soon as, put out/have put out
- 2 Once, reads/has read
- 3 when, get
- 4 will go, after
- 5 until, close/have closed
- 6 won't prevent, until
- 7 until, fixes/has fixed
- 8 The moment, will take

EXTENSION ACTIVITY

Ask students to write a few sentences of their own about what will have happened by the end of this century. Help with vocabulary if necessary. When students are ready, they read out their sentences to the class.

Extra Task (for early finishers)

See photocopiable material on page 151.

Listening (SB page 64)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 pond
- 2 long grass
- 3 wild flowers
- 4 butterfly
- 5 insects
- 6 lake

2

- Ask a strong student to explain the instructions to the class in L1 and check that they understand what they have to do. Elicit that they must read the instructions and the questions in 3 and find the facts expressed in the instructions and the questions.
- Ask students to read the instructions and the questions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should be able to come up with:
There is currently an area of long grass at the school.
Some of Richard's students will be working on the project after school and at weekends.
Richard has involved an expert of the local wildlife society.
Richard will give an opinion about the modern education system.
Students will be doing something frequently as the project progresses.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that it is usually possible to get an idea of the listening topic by reading the questions because they usually contain facts. The options are also helpful in providing information about the topic. Once students have an idea of the topic, they are in a better position to choose the correct answer option.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Allow students time to read the questions again, focussing on the options.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C** *I was looking at it one day when I noticed how many butterflies and other insects were buzzing around the area – it was full of wildlife! I realised that if we did some work to make it even more attractive to wildlife, we could help our local environment while teaching the students about science and nature at the same time.*
- 2A** *... we'll be cutting down a lot of this long grass. It's not particularly helpful to wildlife, and we want to encourage wild flowers to grow amongst the shorter grass instead ...*
- 3A** *It'll have to be done after school or on Saturday mornings, but fortunately that hasn't put them off. Lots of them are interested in nature conservation, so they see it as an exciting hobby.*
- 4B** *... I didn't really know how to put it into action! An expert from the local wildlife society came to talk to the school and helped us to plan what we would do.*
- 5B** *Education these days is excellent, but it's missing something – children don't learn the vital connection between themselves and the natural world any more.*
- 6C** *... they'll be writing regular blogs for the school's website ...*

Speaking (SB page 65)

1

- Ask students to read the four questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Encourage discussion at every opportunity, even when the topic may not be of immediate interest to students. Ask students why they feel the way they do about the topic and allow them to express themselves freely.

2

- Ask students what sort of language can be used to ask their partner for their opinion. Make a list on the board (*What do you think about ...?, What's your opinion of ...?, Why do you think ...?, etc.*).
- Ask students to read the items and explain anything they don't understand.
- Students work individually to complete the task.
- They then talk to their partner and ask each other what they think about each item before discussing as a class.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out that in a discussion like this, it is acceptable to ask their partner for their opinion first if they are not sure which options to choose. Once they have their partner's opinion, they are free to agree or disagree with it. Explain that it is also possible to ask their partner for clarification if they are still unsure of their own opinion.

3

- Go through the *Language Bank* with the students and make sure they understand the question forms and how to use them. Ask students which structures can follow each question form and write them on the board.
- Ask students to read the instructions and check that they understand what they have to do. Spend some time explaining that they must discuss all of

the best ways of reducing litter in general or in some other place. Elicit that there is a second part to the task which requires them to reach a decision about the two ideas the council should choose. Point out that there are no right or wrong answers.

- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 66-67)

Essay: Writing a strong introduction

- Ask students to carefully read the information on essays and the importance of writing a strong introduction.
- Explain to students that they should introduce the topic and give their opinion in answer to the question in the opening paragraph.
- Stress that they need to do this in their own words and not copy words from the task.
- Remind students to use formal language when writing an essay.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must circle the topic and then they have to answer the questions about the task after reading the three alternative introductions.
- Ask students to read the extract and the three opening paragraphs, and explain anything they don't understand.
- Once students have read the material, and before they answer the questions, ask them which opening paragraph they think is the best. Ask them to justify their answers.
- Students work individually to complete the task, but before they proceed to the questions, ask them what the topic is (*why zoos keep animals in cages*). Students will need to be aware of this before they deal with the questions.
- Point out that the questions will help them to analyse

Answers

Students should circle: *why zoos keep animals in cages* as the topic of the essay.

1A 2A 3C 4C 5B

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must circle the topic, as they did in 1.
- Ask students to read the task and explain anything they don't understand.
- Discuss the ideas as a class and list the students' own ideas on the board.

Answers

Students should circle: *banning plastic bags (in shops)* as the topic of the essay.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to decide which opening paragraph, *a* or *b*, most successfully introduces the topic and the writer's opinion.
- Tell students to look for and underline the introduction of the topic and the writer's opinion in both paragraphs.
- Ask students to read the paragraphs and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

b

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the essay in 4 continues on from the introduction which they chose in 3 and that they must answer questions about it.
- Explain that they have to answer questions about some details in the essay, and that these questions will help them to write their own essay later.
- Ask students to read the rest of the essay and the questions and explain anything they don't understand.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- Students should underline: Note 1 in paragraph 2 of essay: *does not decompose like paper and other waste products*. Note 2 in paragraph 3 of essay: *are a danger to fish and other animals*.
- Students should underline: *there is no need for plastic bags in shops*.
- Paragraph 3 – ducks, birds and fish

5

- Ask students to read the instructions and check that they understand what they have to do.

- Explain that the statements need to be supported by examples.
- Give students enough time to think about and write their answers.
- Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.
- Ask students to do the task individually, but check as a class.

Suggested answers

- 1 we could grow fruit and vegetables in our gardens
- 2 old people may be too tired and some work all day and want to relax at the weekend

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the different sections for food and introducing examples.
- Ask them to look at the model essay in 4 again and to underline any phrases there that are used to introduce examples (*for instance*).

EXTENSION ACTIVITY

Time permitting, have a class discussion about things teenagers can do to create less waste. Ask them to support their opinions with examples and to use appropriate phrases to introduce them.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to circle the topic and to discuss the two ideas given. Stress they must also add an idea of their own.
- Go over the *Plan* with the students.
- Ask students to write short notes for each paragraph and go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students of the importance of identifying the topic in the task, as well as introducing it and their opinion in the opening paragraph. Stress, too, that they must answer the question in the task and that they can only do this if they know what the topic is. Remind them to use examples to support their ideas, and to use formal language.

Reload 5 (SB page 68)

Objectives

- To revise vocabulary and grammar from Unit 5.

Revision

- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the *Reload* section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1, 2 and 3: Revise the words for disasters and the problems connected with them. Write the disasters in one column on the board and the associated problems in another. Ask students to match them. After each pair is matched, ask students to explain how they are connected.
- 4: Revise the words for the environment by reading them out one by one and asking individual students to give you a definition and then use the word/phrase in a sentence.

Vocabulary 2

- 1 and 2: Practise word formation. Draw a table on the board (like the one on page 62 of the Student's Book) and write one word form in it for each noun/verb pair. Ask individual students to come to the board and write the other form.
- 3: Practise prepositions. Write the following sentences on the board and ask students to complete the gaps with the correct prepositions.
 - 1 Are you going to apologise ____ your behaviour? (for)
 - 2 Teenagers are to blame ____ the rubbish in the park. (for)
 - 3 Stop boasting ____ your big house and garden! (about)
 - 4 I heard ____ the earthquake on the radio. (about)
 - 5 In winter, I long ____ the warm summer weather. (for)
 - 6 We have to protest ____ the plans for the new motorway. (about)
 - 7 People who dump waste should be punished ____ their crime. (for)
 - 8 We were warned ____ the snakes in the forest. (about)

- 4 and 5: Practise phrasal verbs. Write these phrasal verbs on the board: *burn down, cut down, cut off, end up, keep away, keep on, knock down, put off, put out, throw away, throw yourself into, use up*. Then ask individual students to come to the board and write sentences using the phrasal verbs.

Grammar Revision

Grammar 1

- Practise the future simple, *shall, be going to*, the future continuous.
- Revise all forms of these tenses. Then write the following gapped sentences on the board and ask students which verb tense is required and which use of

something in the present)

2 Maybe Pete ____ (water) the garden for me. (will water; predictions with no evidence)

3 I've decided I ____ (join) an environmental group. (am going to join; intention)

4 We ____ (install) solar panels this time next week. (will be installing; actions that will be in progress at a specific time in the future; plans and arrangements for the future)

5 Are you hot? I ____ (open) the window. (will open; decision made at the time of speaking)

6 At two o'clock today, we ____ (march) in protest. (will be marching; an action that will be in progress at a specific time in the future)

7 ____ (I/book) a table at the vegetarian restaurant? (shall I book; make an offer)

8 You can depend on me; I ____ (help) you. (will help; promise)

9 I ____ (recycle) those bottles for you. (will recycle; offer)

Grammar 2

Practise the future perfect simple, the future perfect continuous and temporals.

- Ask students when we use the future perfect tenses and elicit that the future perfect simple is used for something that will be finished before a specific time in the future and that the future perfect continuous is used for something that will continue up to a specific time in the future. Ask students which time expressions are normally used with these tenses and write them

on the board. Make sure students understand the difference in usage of the tenses by writing the gapped sentences below on the board and asking which tenses are needed to complete them.

By the end of the century, we ____ (pollute) the entire planet. (will have polluted)

In February, we ____ (live) here for 20 years. (will have been living)

- Ask students to write their own sentences using the two tenses.

- Revise temporals by writing the sentence stems below on the board and asking students to complete them in their own way.

1 We'll clean the park as soon as ____.

2 Let's wait here until ____.

3 ____ by the time you call.

4 ____ when I get home.

- Students are now ready to do Reload 5.

- Set a time limit and let students know every so often how much time they have left to complete the questions.

- Check answers as a class.

Answers

Vocabulary

1d 2d 3b 4a 5a 6b 7c 8d 9b

Grammar

1a 2b 3a 4c 5d 6a 7a 8a 9d