

Clean and green!

2

VOCABULARY

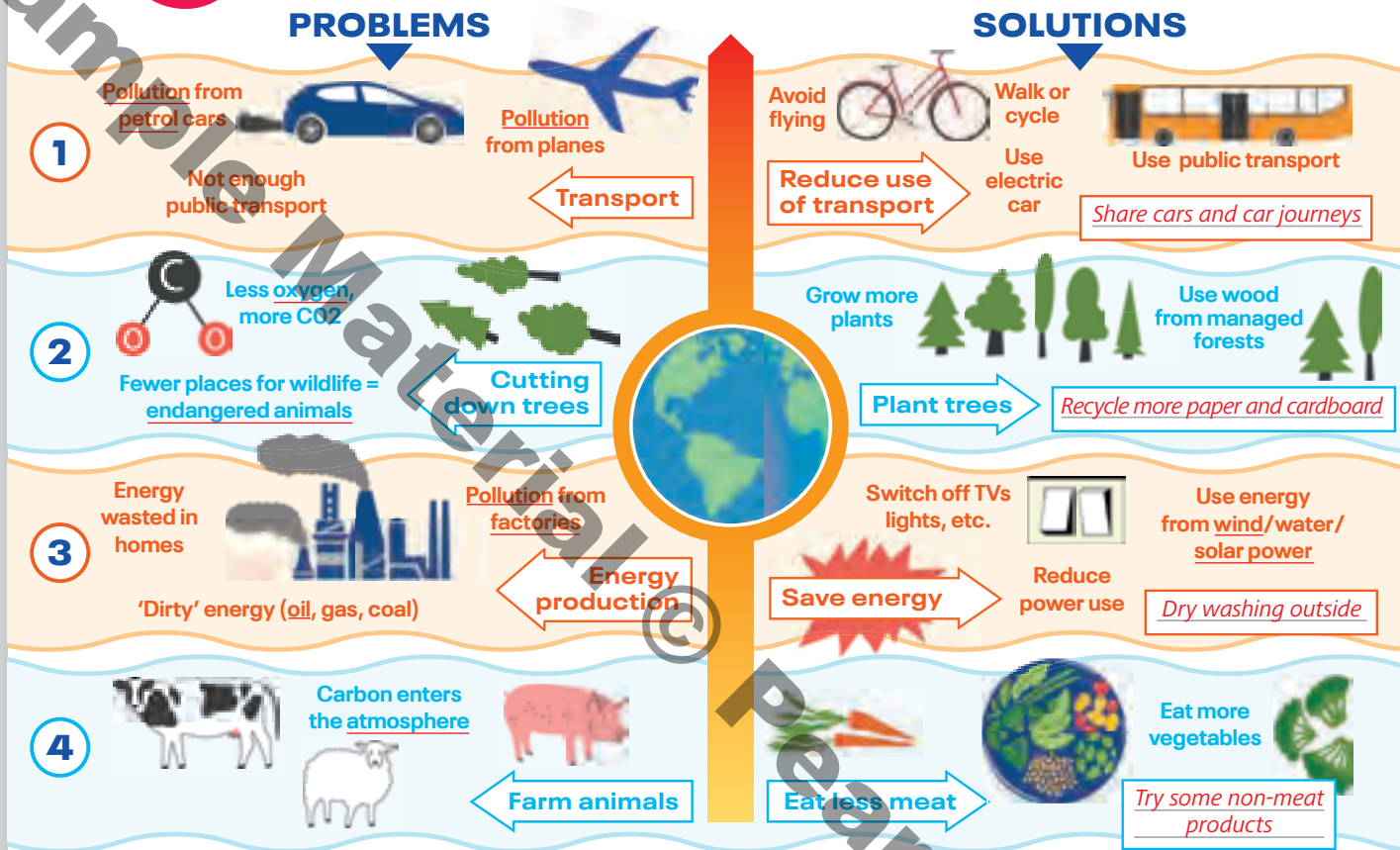
Talking about the environment | Compound nouns: the environment | Protecting and damaging the environment | Environmental issues | Elections and campaigns

GRAMMAR

Past Perfect | Used to and Past Simple

GLOBAL WARMING PROBLEMS AND SOLUTIONS

Global warming is definitely one of the biggest problems facing the world today. It began many, many years ago, and it is mainly due to human activity. Different things we do cause different problems, which all have one thing in common: they make global warming worse. But there are things we can do to help. Today we're looking at some of them.



2.1 Vocabulary

Protecting the environment

- 1 Look at the diagram. Which environmental problem do you think is the most serious? Why?
- 2 2.1 Complete the gaps in the diagram with the solutions below. Listen and check.
- 3 2.2 Study Vocabulary box A. Which words can you find in the diagram?

Exercise 2

audioscript page 243

Dry washing outside Recycle more paper and cardboard
Share cars and car journeys
Try some non-meat products

VOCABULARY A

Talking about the environment

atmosphere endangered animal factory
food waste oil oxygen petrol pollution
solar power wind power

Unit 2 24

For the teacher

- Teaching notes, page 166
- Need support? worksheet, page 233
- Audioscript, page 243
- Videoscript, page 243

On the Portal

- Vocabulary Memory Game
- Photocopiable activity: Get the words
- Test: Vocabulary Check 2

For the student

- Workbook, pages 16–17

On the Portal

- Workbook: Lesson 2.1
- Extra Practice Activities: Vocabulary, BBC Vox Pop

4 Complete the sentences with the correct form of words from Vocabulary box A.

- One large tree can provide enough oxygen for 3–4 people.
- Many creatures live in forests, so cutting down trees leads to more endangered animals.
- Sunny areas like the Sahara Desert may be good places for solar power 'farms'.
- Using petrol in cars and other vehicles is very bad for the atmosphere.
- A lot of pollution in the sea and rivers comes from plastic.
- Wind power creates energy from the movement of air.

5 **2.3** Match the words below with the words in Vocabulary box B to make compound nouns. Listen and check.

car centre change dioxide energy source warming

VOCABULARY B

Compound nouns: the environment

carbon dioxide global warming
 climate change recycling centre
 electric car renewable energy
 energy source

6 Complete the quiz questions with the correct form of compound nouns from Vocabulary box B.

The environment quiz

- You can take almost anything to a recycling centre. But which of these things is the easiest to recycle? crisp packets / toothpaste tubes / aluminium cans
- We're seeing more electric cars on our roads. But how long does it usually take to fully recharge an empty car battery? 30 minutes / about 8 hours / about 12 hours
- It's very important to use renewable energy such as solar power. What percentage of Iceland's energy comes from hot water under the ground? 70% / 80% / 90%
- You can help to fight climate change/global warming by checking how much energy you use. Which of these things uses the most energy in five minutes? an electric shower / a games console / a smartphone
- All humans breathe in oxygen. Then they breathe out carbon dioxide. Plants take this in and release oxygen into the air. Which plants do this the best? vegetables / trees / flowers

7 In pairs, do the quiz in Exercise 6. Go to page 136 and check your answers.

8 **2.4 WORD FRIENDS** Complete the phrases with the verbs below. Listen and check.

clean up protect reduce save throw away

- recycle/reuse/throw away plastic bags/rubbish/aluminium cans
- protect /damage the planet/the environment/our health
- save /waste water/electricity/money/energy
- pollute/ clean up the air/the ocean/rivers/beaches
- reduce /increase pollution/food waste

9 **2.5** Choose the correct option. Listen and check.



THE FOOD WASTE CHALLENGE

Although food waste is a natural product, it ¹damages / protects the environment because it creates dangerous gases which harm the atmosphere. Unfortunately, we ²clean up / throw away too much food – we waste about one third of all the food we produce! It's possible to ³increase / recycle this food waste to use it as compost in the garden.

Another thing we can all do is to ⁴save / protect any extra food that is left at the end of a meal and put it in the fridge, not throw it in the bin. Then we can ⁵waste / reuse that food to make another meal – for example, a soup or an omelette. If we are all more careful about the food we eat, we can ⁶reduce / pollute food waste and help the environment.

VIDEO



WIDER WORLD

- 10** **7** Watch four people talking about being green. What do they do to help the environment?
- 11** How green are you? Are your town and school green? Discuss in groups.

Exercise 10

10 videcript page 243

Things people do to help the environment include: recycle (e.g. plastic, glass, paper, bottles); switch off/turn off lights; compost (food); plant lots of plants; encourage other people.

I can talk about pollution and the environment.

25 Unit 2

Exercise 1

They can all produce energy.

- 1 Which of the items below produce energy?

jellyfish milk natural gas sugar sun wind

Exercise 2

- 1 100 kg of fruit and vegetables a day
2 They can use it to heat the buildings.

- 2  2.6 Read the blog post quickly and answer the questions.

- 1 How much do elephants eat?
2 How can animal waste help the zoo?



Super zoo power!

Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just fed the elephants. He told us that they've got huge appetites and can eat 100 kg of fruit and vegetables every day! Over the previous week he had collected a container of waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

How do they use the animal waste? They mix it with water, food waste and old straw from the animals' beds, and they produce a 'biogas'. This goes into an engine that produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

- 3 Study the Grammar box. Find more examples of the Past Perfect in the blog post.

GRAMMAR Past Perfect**Past Perfect**

He had collected a container of waste.

I hadn't realised what it looked like.

Had this idea helped? Yes, it had./No, it hadn't.

Past Perfect and Past Simple

When I got there, the zoo-keeper had just fed them.

He'd already mixed the waste with water before I arrived.

I left the zoo after we'd had lunch.

Time expressions

when, before, after, just, already, by the time

GRAMMAR TIME > PAGE 127

- 4 Read the sentences. Underline the action that happened first.

- 1 The lions were thirsty because nobody had given them water.
2 The workers had left the factory before the fire started.
3 After the party had finished, we cleaned up the garden.
4 Once I'd seen that documentary, I began recycling seriously.
5 I couldn't cycle to work because someone had stolen my bike.
6 The penguins had just finished eating when we arrived.
7 I wanted to recycle the empty cans, but Sam had thrown them away.

- 5 Complete the sentences with the Past Perfect form of the verbs in brackets.

- 1 The monkeys were sick because a visitor had given (give) them the wrong food.
2 Maria showed me some photos she had taken (take) at the zoo.
3 We hadn't realised (not realise) how useful animal waste was until we read that article.
4 They had already fed (already/feed) the animals when I got there.
5 Had you heard (you/hear) about biogas before you visited the zoo?

- 6 Complete the sentences so they are true for you. Use the Past Simple and the Past Perfect. Then, in pairs, compare your sentences.

- 1 I had never ... before ...
2 I had just ... when ...
3 I had already ... , but then ...

Unit 2 **26** I can use the Past Perfect to talk about past events.

For the teacher

- Teaching notes, page 167
- Need support? worksheet, page 233

On the Portal

- Grammar presentation
- Photocopiable activity: *By the time I arrived, ...*
- Test: Grammar Check 2

For the student

- Workbook, page 18
- Grammar Time, Student's Book, page 127

On the Portal

- Workbook: Lesson 2.2
- Extra Practice Activities: Grammar

A hike in the countryside

- How often do you go to the countryside? What do you enjoy about it?
- 2.7 Read the story quickly. Did Evan agree or disagree with his friend? How do you know?
- Read the story again and choose the correct answer.
 - What problem did Evan and his friends find on their trip?
 - a traffic jam on the way to the country
 - rubbish in a lovely place
 - a large group of unfriendly walkers
 - an illegal waste dump
 - Who suggested clearing up the litter?
 - Evan
 - everyone in the group
 - Amy
 - the members of Leave No Trace
 - What is the objective of Leave No Trace?
 - to remove rubbish from the countryside
 - to persuade people not to go camping
 - to encourage people to visit beautiful places
 - to take care of the countryside
 - What did Evan and Amy disagree about?
 - banning cyclists from hiking paths
 - reducing the number of visitors to the countryside
 - stopping people from climbing Mount Everest
 - protecting the Grand Canyon
 - What is the main purpose of the story?
 - to advertise the Brecon Beacons National Park
 - to show how hiking can help you make friends
 - to compare hiking in Wales with hiking on Mount Everest
 - to raise a serious environmental issue

- In groups, write a leaflet advising people how to behave in the countryside. Use the highlighted words and phrases for environmental issues in the story.

- In pairs, discuss the questions.

- How serious is the problem of littering in beauty spots near where you live?
- How can we solve the problems of littering and overcrowding in the countryside?

YOUR WORLD

LEAVE NO TRACE



Exercise 2

He disagreed. In the last sentence he wrote, 'We agreed to disagree.'

EXAM

Exercise 3

B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)

Last weekend the weather was great, so I went hiking with friends in the Brecon Beacons National Park. Unfortunately, there was a problem: lots of people had had the same idea. We had to queue to get out of the car park and onto the path!

After a few hours we stopped for a picnic next to a beautiful mountain stream. Then we noticed the mess. Some other walkers had left all sorts of litter on the ground and in the water. There was paper, food, cans, plastic, even a broken walking pole! It was like a waste dump.

We all felt angry and started talking about the problem. But then one of my friends, Amy, took some plastic rubbish bags out of her backpack and handed them around. 'There's no point complaining,' she said. 'Let's do something about it!' Everyone started picking up rubbish and before long, the place was beautiful again.

Once we'd finished, Amy told me about an environmental organisation she'd heard of called Leave No Trace. Their aim is to protect the environment – to encourage people to respect the countryside and to leave no trace – that is, make sure it's as clean and beautiful when you leave as it was when you arrived. They advise you to keep to paths, use proper campsites, take your rubbish away with you, be careful with campfires and respect wildlife and other people.

Just then, a group of mountain bikers rode past. 'Isn't that the problem?' I asked, pointing at the cyclists. 'There are too many people. Maybe we need to limit the numbers allowed to come to beautiful places like this,' Amy laughed. 'How could you control that?' 'Well, not everywhere, obviously, but certain places like national parks should be protected. Did you see that photo of the queue of people waiting to get to the top of Mount Everest?' Amy nodded. 'OK, maybe we need to limit access to a few places like Everest and the Grand Canyon, but not everywhere. It's impossible.'

We agreed to disagree.

I can understand a story about the environment.

27 Unit 2

For the teacher

- Teaching notes, page 168
- Need support? worksheet, page 233

On the Portal

- Photocopiable activity: A countryside quiz

For the student

- Workbook, page 19

On the Portal

- Workbook: Lesson 2.3
- Extra Practice Activities: Vocabulary

- 1 Do you think it's important for a town or city to have parks and open spaces? Why?/Why not?
- 2 2.8 Read the blog post. What are the main changes in Bruno's street? How are things better?

Exercise 2

It's quieter. There are more trees/more green spaces. It's safer. It feels friendlier.

Exercise 5

- 2 Did you use to go
- 3 Did you use to travel
- 4 did your friends use to meet
- 5 did you use to play
- 6 Did your neighbourhood use to look

**GREEN STREETS**

by Sofia Morales

My cousin Bruno used to live in a noisy street in Barcelona, Spain. Now he lives in a quiet street with lots of trees and benches, but he hasn't moved! What happened? I spoke to him yesterday to find out more.

Your street looks fantastic in this photo. Did you use to play here when you were young?

No way! Our street used to be full of traffic all day. It wasn't safe for kids, so we used to play on our balconies.

What happened?

A few years ago architects designed a plan to move traffic to certain streets. They created more green spaces.

What do other people think?

My friends are all happy. We didn't use to go outside much. Now it's safer to use our bikes or walk. We can hang out in the street and it feels much friendlier.

- 3 Study the Grammar box. Find more examples of *used to* in the blog post.

GRAMMAR Used to and Past Simple**Used to and Past Simple**

Our street used to be full of traffic. (past state/situation)

Our street was full of traffic.

We didn't use to go outside much. (past habit/regular action)

We didn't go outside much.

Did you use to play here? Yes, I did./No, I didn't.

Where did he use to play?

Past Simple

I spoke to him yesterday. (single action in the past)

GRAMMAR TIME > PAGE 127

- 4 Complete the sentences with the correct form of *used to* and the verbs in brackets.

- 1 I used to love (love) walking, but I prefer cycling now.
- 2 We didn't use to recycle (not recycle) our rubbish, but we do now.
- 3 My mum used to drive (drive) to work, but now she gets the bus.
- 4 He used to leave (leave) all the lights on, but now he switches them off.
- 5 When my dad was little, he didn't use to waste (not waste) food.
- 6 My cousins didn't use to go (not go) outside much when they were my age.

- 5 Complete the questions with the correct form of *used to* and the verbs in brackets. Then, in pairs, ask and answer the questions.

- 1 Did you use to live (you/live) near a park when you were little?
- 2 _____ (you/go) swimming often?
- 3 _____ (you/travel) by bus or car?
- 4 Where _____ (your friends/meet)?
- 5 How often _____ (you/play) outside?
- 6 _____ (your neighbourhood/look) very different?

- 6 2.9 Complete the text with the correct form of *used to* and the verbs in brackets. Use the Past Simple if *used to* is not possible. Listen and check.

My gran ¹used to live (live) in London, but she ²moved (move) to Manchester last year. London was very different sixty years ago. The roads are busy now, but there ³didn't use to be (not be) much traffic back then. Gran and her friend ⁴used to take (take) the bus to school when they were young – it was exciting for them. Every day they ⁵used to run (run) upstairs to get the front seat, but one day Gran ⁶fell (fall) down the stairs! She ⁷didn't enjoy (not enjoy) the bus ride after that.

YOUR WORLD

- 7 In pairs, compare your present habits with your past habits. Think about your home, school, friends and hobbies.

I do a lot of exercise now, but I didn't use to do much exercise a few years ago. I used to spend all day in front of the computer.

Unit 2 **28** I can use *used to* and the Past Simple to talk about past habits and states.

For the teacher

- Teaching notes, page 169

On the Portal

- Grammar presentation
- Photocopiable activity: *Spot the changes*
- Test: Grammar Check 2

For the student


- Workbook, page 20
- Grammar Time, Student's Book, page 127

On the Portal

- Workbook: Lesson 2.4
- Extra Practice Activities: Grammar

1 In pairs, discuss the questions.

- Is it a good idea for students to meet with teachers to discuss important things about their school? Why?/Why not?
- What kind of things should they discuss?

2  2.10 Listen to a dialogue and answer the questions.


- Where are the people?
- What are they doing?
- Who wins the election?
- What does the new student council president want to do?

3  2.11 **WORD FRIENDS**

Complete the sentences with the phrases below. Listen and check.

become a member of
hold an election join a campaign
organise an event sign a petition
vote for a candidate

- I'm going to join a campaign to get more people in my area to recycle rubbish.
- David and Martina have decided to become members of a group that protects local wildlife.
- Yes, of course I'll sign a petition to help clean the local park. Have you got a pen?
- Let's organise an event in which people make things from rubbish. We could call it Trash to Treasure.
- You shouldn't vote for a candidate just because he or she is your friend or someone you know.
- Every year we hold an election at our school to choose new student councillors.

4  2.12 Listen to four dialogues. Choose the correct answer.

- 1 What is the date of the student election?



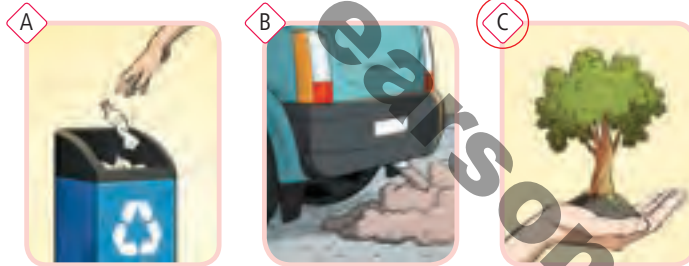
- 2 What is the boy going to do?



- 3 What did Mark's dad use to recycle when he was a boy?




- 4 What kind of campaign has Sarah joined?



- 5 In pairs, write an election leaflet explaining why people should vote for you as student councillors. Present your leaflet to the class. Vote for the best candidates.

As student councillors, we would plant more flowers around the school. We would also ... In addition, we would ...


Exercise 2

 audioscript page 244

- They're at school.
- They're announcing/listening to the results of a student election.
- Romesh Patel
- He wants to organise a clean-up of the school playing fields and plant some trees.

EXAM

Exercise 4

 audioscript page 244

B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)

YOUR WORLD


I can understand conversations about elections and campaigns.

29 Unit 2

For the teacher

- Teaching notes, page 170
- Need support? worksheet, page 233
- Audioscript, page 244


On the Portal

- Photocopiable activity:  Campaigns

For the student

- Workbook, page 21


On the Portal

- Workbook: Lesson 2.5 
- Extra Practice Activities: Vocabulary


Exercise 2

- the best way to get to school/ cycling to school
- Eren says that going by bus is quicker and safer than cycling. He also says his brakes don't work properly. Abe says that cycling might be quicker and it's better for your health and for the environment.
- Abe

Exercise 6

-  audioscript page 244

Exercise 7

-  videoscript page 244

Sandra partially agrees with the first statement. She thinks some people need more money, but she doesn't think that too much money is spent on animals.

Brandon disagrees. He thinks we should spend more on protecting animals.

All three speakers agree with the second statement.

Zeca says public transport makes life easier and is a great way of moving around.

Souren thinks everyone should use public transport because it's good for the environment.

VIDEO**YOU'VE GOT A POINT!**

- Abe:** Hi, Eren! Are you ready?
Eren: Hi, Abe! Look, there's no way I can go cycling today.
Abe: Why not? Your bike looks OK to me.
Eren: Well, the tyres are soft, for a start.
Abe: So what? You can pump them up.
Eren: I suppose so.
Abe: In the US, I cycled a lot. It's a great way to get around.
Eren: Yes, I agree.
Abe: Why don't we cycle to school tomorrow?
Eren: Well, I don't think we should do that.
Abe: Why not? I think it's a great idea.
Eren: I disagree. It's quicker by bus and my brakes don't work properly either!
Abe: Hmm ... they just need adjusting. It might actually be quicker by bike. And it's better for your health. And for the environment.
Eren: True, but it is dangerous.
Abe: You've got a point, but we'll be fine if we stay on the bike lanes.
Eren: Maybe you're right.
Abe: So, I'll meet you here at 8.00 tomorrow. Be ready on time. We don't want to be late.
Eren: OK then.



The next morning ...

- Eren:** Abe, we're way too early.
Abe: See? You can sleep for seven minutes longer tomorrow.
Eren: Absolutely!

SOUNDS GOOD!

- So what? • We're way too early. • See?

- 5** Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Agreeing and disagreeing**Agreeing**

I think that's a good/great idea.
 I think so too.
 Absolutely! I (totally) agree.
 You can say that again!


Partially agreeing

Maybe you're right, but ...
 You've got a point, but ...
 True, but ...
 I suppose/guess so/not.


Disagreeing

I don't agree.
 I don't think we should ...
 I'm not sure about that.



I (totally) disagree.
 I don't think so.
 That's not always true.

- 6**  **2.14** Listen and respond to each statement with a phrase from the Speaking box.

VIDEO**WIDER WORLD**

- 7**  **9** Watch four people talking about protecting animals and public transport. Do they agree with these statements? What reasons do they give?

- People spend too much money on protecting animals. They should spend it on helping people instead.
 - Everyone should use public transport.
- 8** In pairs, discuss one of the statements in Exercise 7.

- Do you usually have the same opinions as your friends and family? What kinds of things do you disagree about?
-  **8**  **2.13** Watch or listen and answer the questions.
 - What do Abe and Eren disagree about?
 - What reasons do they give to justify their opinions?
 - Who wins the argument?
- Which of Abe's and Eren's arguments about cycling do you agree with? Why?

SET FOR LIFE

- 4** What would encourage people to use bikes more often? Discuss in pairs. Use these ideas to help you.


- more and safer bike lanes
- an inexpensive public bike hiring system
- secure on-street bicycle parking

Unit 2 **30** I can agree and disagree with other people.

For the teacher

- Teaching notes, page 171
- Audioscript, page 244
- Videoscript, page 244


On the Portal

- Photocopiable activity: 
Get rid of your cards

For the student

- Workbook, page 22

On the Portal

- Workbook: Lesson 2.6 
- Extra Practice Activities:
New Park video, BBC Vox Pop

- 1 Read the survey report. Do you find anything surprising about the results?

ARE YOU ENVIRONMENTALLY FRIENDLY?

Objective

The aim of the survey was to find out if students in our class were environmentally friendly. We asked ten questions. Thirty students took part.

Survey results by question

- 1 **Do you think you can do anything to help protect the environment?** All students think they can do something to protect the environment.
- 2 **Have your habits changed to protect the environment?** Half of the class say that their habits have changed. Some students recycle rubbish.
- 3 **Do you switch off lights when you don't need them?** Only thirty percent turn off lights when they leave a room.
- 4 **Do you waste electricity by leaving chargers plugged in?** Most students don't leave chargers plugged into the socket.
- 5 **Do you ride a bike to school?** None of the students ride a bike to school. Some ride a bike to see friends or at the weekend.
- 6 **Do you eat meat every day?** Almost all of the class eat meat every day.
- 7 **Do you think eating less meat can help the environment?** Only two people think eating less meat can help the environment.
- 8 **Do you make an effort to save water?** About three quarters of the class try to save water.
- 9 **Do you recycle plastic bags or plastic bottles?** Most of the class recycle plastic bags and about sixty-five percent recycle plastic bottles.
- 10 **Do you buy second-hand clothes?** Surprisingly, none of the students buy second-hand clothes.

Summary conclusions

To sum up, we found that most students thought that they could protect the environment. They all said that their habits had changed. Students made an effort to save water, but only a few made an effort to save energy. Most students recycled plastic bags and bottles. Surprisingly, most students didn't know that eating less meat and buying second-hand clothes could help the environment.

In conclusion, the students in our class could be more environmentally friendly.

- 2 Study the Writing box. Find similar phrases in the survey report.

WRITING A survey report

The objective

- 1 The objective of the survey was to ...
- The aim of this report is to ...

Report findings by question

- 2 Thirty percent of the students think ...
- None of the/Only a few students ride a bike ...
- Half of the class buy ...

Summary conclusions

- 3 In conclusion, we found that all of the class thought ...
- Surprisingly, only a few students ate ...

- 3 Study the Language box. Find examples of quantifiers in the survey report.

LANGUAGE Quantifiers

We use quantifiers in reports: *all, almost all, many/most, three quarters, half, some, a few, not many, none*. We can also use percentages: *thirty percent/30%*.

- 4 In groups, create your own questionnaire for an environmental survey and carry it out. Record the results.

WRITING TIME

- 5 Write a survey report using the information you have collected from your survey.

1

Find ideas

Make notes for your survey report. Think about your objective, your findings and your summary conclusions.

2

Plan

Organise your ideas into three sections. Use the report in Exercise 1 to help you.

3

Write and share

- Write a draft of your report. Use the Language box and the Writing box to help you.
- Share your report with another student for feedback.
- Write the final version of your report.

4

Check

- Check language: have you used quantifiers and percentages?
- Check grammar: have you used the correct tense for each section?


I can write a report with an objective, results and conclusions.

31 Unit 2

For the teacher

- Teaching notes, page 172


On the Portal

- Photocopiable activity:  Do a survey!

For the student

- Workbook, page 23

On the Portal

- Workbook: Lesson 2.7 

Vocabulary Activator

WORDLIST 2.15

Talking about the environment

atmosphere (n)
endangered animal (n)
factory (n)
food waste (n)
oil (n)
oxygen (n)
petrol (n)
pollution (n)
solar power (n)
wind power (n)

Compound nouns: the environment

carbon dioxide (n)
climate change (n)
electric car (n)
energy source (n)
global warming (n)
recycling centre (n)
renewable energy (n)

Word friends

(protecting and damaging the environment)

clean up rivers
damage the planet

increase pollution
pollute the air
protect the environment
recycle plastic bags
reduce food waste
reuse aluminium cans
save energy
throw away rubbish
waste water

Environmental issues

environmental organisation (n)
leave no trace
mess (n)
national park (n)
respect the countryside
respect wildlife
waste dump (n)

Word friends

(elections and campaigns)

become a member of
hold an election
join a campaign
organise an event
sign a petition
vote for a candidate

Extra words

bike lane (n)
bin (n)
biogas (n)
breathe (v)
campfire (n)
campsite (n)
cardboard (n)
careful (about/with) (adj)
charge a battery
coal (n)
compost (n)
countryside (n)
create green spaces
creature (n)
crisp packet (n)
cut down trees
cyclist (n)
design a plan
dryer (n)
encourage (v)
environmentally friendly (adj)
farm animal (n)
in a terrible state
keep the air clean
leave lights on

litter (n)
local council (n)
non-meat product (n)
organise a clean-up
overcrowding (n)
path (n)
pick up rubbish
plant trees
plastic (n)
produce (v)
public transport (n)
release (v)
rubbish bag (n)
share cars
source (n)
stream (n)
survey (n)
switch off lights
toothpaste tube (n)
traffic (n)
trash (n)
turn into (v)
turn off lights
wasteful (adj)
wildlife (n)
zoo-keeper (n)

1 Choose the word which does not fit the phrases.

- pollute *the air / rivers / your health / beaches*
- recycle *plastic / the environment / cans / rubbish*
- wind / electric / energy / solar power*
- protect *electricity / the planet / your health / the environment*
- waste *atmosphere / water / energy / money*
- leave a *mess / no trace / an event / petition*

2 Use the wordlist to find these things.

- two gases *oxygen, ...*
- one word with the same pronunciation as 'sauce'
- two verbs which say what you can do with money
- three places
- two things we should reduce
- four things we should respect



3 Choose the correct option.

- I've never visited a national *source / park*.
- Did you vote in the *campaign / election*?
- We always leave no *limit / trace* after we have a picnic.
- I always switch lights off to *reuse / reduce* our electricity bill.
- We need to clean *out / up* our local river.

4 PRONUNCIATION Study the table and phonemes. Then say the words below.

Vowels	Consonants	
/æ/ <i>cat /kæt/</i>	/aɪ/ <i>high /haɪ/</i>	/dʒ/ <i>age /eɪdʒ/</i>
/u:/ <i>blue /blu:/</i>	/eɪ/ <i>day /deɪ/</i>	/w/ <i>when /wen/</i>
/ɔ:/ <i>more /mɔ:/</i>	/əʊ/ <i>no /nəʊ/</i>	/j/ <i>yes /jes/</i>

- /ɪn'deɪndʒəd 'æɪnɪməlz/ *endangered animals*
- /rɪ'nju:əbəl 'enədʒi/ *renewable energy*
- /'glɔ:əbəl 'wɔ:ɪmɪŋ/ *global warming*
- /ɪn'vaɪrən'mentl 'dæmɪdʒ/ *environmental damage*

5 2.16 PRONUNCIATION Listen and check. Then listen again and repeat.


Exercise 2

- oxygen, carbon dioxide
- source
- waste, save
- factory, recycling centre, national park
- food waste, pollution
- the planet, wildlife, the countryside, the environment

For the teacher

- Audioscript, page 244


On the Portal

- Photocopiable activities: 
Looking after the..., Complete the sentence
- Tests: Unit 2 Test, Unit 2 Writing Test

For the student

- Workbook, pages 24–25

On the Portal

- Workbook: Self-check 
- Wordlist
- Extra Practice Activities: Self-check

Vocabulary

- 1 Complete the words in the sentences.**
- We create food waste from the food we don't eat.
 - Factories produce useful things, but some also produce harmful waste.
 - Oil is a thick dark liquid from under the ground.
 - Nearly all animals need oxygen to breathe.
 - The gases around the Earth are our atmosphere.
 - When people vote, they choose the best candidate in an election.
- 2 Choose the correct answer.**
- You can a a plastic bottle by cutting it in half and growing a plant in it.
 (a) reuse b reduce c respect
 - We're organising a social a to bring together as many people as possible.
 (a) event b member c election
 - b change causes some unusual weather patterns that we see today.
 a Global (b) Climate c Atmosphere
 - I think b cars are a great idea for using cleaner energy.
 a petrol (b) electric c renewable
 - Mother animals always c their children from possible danger.
 a increase b hold (c) protect
- 3 Complete the quiz questions with the words below. Then, in pairs, do the quiz.**

campaign clean endangered global recycling renewable

Are you environmentally friendly?

If you can answer 'yes' to most of these questions, you certainly are!

- Do you often go to your nearest recycling centre to throw away your glass and plastic rubbish?
- Do you know the other main type of renewable energy, besides solar power? wind
- Can you name a gas which makes global warming worse? carbon dioxide
- Have you ever joined a campaign to help endangered animals or the environment?
- Would you give your free time to help clean up your area?



Grammar

- 4 Choose the correct option.**
- When we arrived at the cinema, the film had already started / already started.
 - The shop just closed / had just closed when we got there to buy crisps.
 - When my friend finished reading the book, she lent / had lent it to me.
 - My new alarm clock didn't have batteries, so I had bought / bought some.
 - The cat wasn't hungry because somebody fed / had fed her.
 - I went to collect the post, but the birthday cards from my family in Canada didn't arrive / hadn't arrived.
- 5 Complete the sentences with the correct form of used to and the verbs in brackets.**
- I didn't use to like (not like) tomatoes when I was younger.
 - I used to collect (collect) superhero action figures when I was younger.
 - My grandparents used to take (take) me to school.
 - I didn't use to visit (not visit) art galleries when I was a child.
 - I used to play (play) with toy cars as a child.
 - I used to be (be) afraid of the dark.
- 6 Change the underlined parts of the sentences in Exercise 5 to make them true for you.**
- 7 Complete the text with the correct form of used to and the verbs in brackets. Use the Past Simple if used to is not possible.**

We 1 moved (move) to the city six years ago. Before that we 2 used to live (live) in a country house next to a farm. I 3 used to help (help) with the animals on the farm. One summer my cousins 4 came (come) to stay with us. They really 5 liked (like) life in the country too! After that they 6 used to visit (visit) us at our country house every summer.

Speaking

- 8 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142.**

Dictation

- 9** **2.17** Listen. Then listen again and write down what you hear during each pause.

Exercise 8

Sample answers:

- A Zoos are a good way to protect endangered animals.
 B You've got a point, but I think they're happier in the wild.
 A True, but without zoos, they could die or become extinct.
 B Yes, I suppose so.
 B We can help endangered animals by saving forests.
 A I totally agree. And we can save the planet too!
 B Absolutely!

EXAM

Exercise 9

audioscript page 244

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

SET FOR LIFE



Open your mind!

1 I'll never learn how to do it.

2 I can't do it yet, but I'll work it out in the end.

3 If something doesn't work, I need to try another way.

4 I don't like challenges.

5 Mistakes help me to learn.

6 I hate it when I get negative feedback on my work.

1 Which of the thoughts above do you often have? Which thoughts do you think are the most helpful?

2 2.18 Listen to Josh's conversation with his teacher. Which of the thoughts above does he have? 1, 2, 3, 4, 6

3 2.18 Choose the correct option. Then listen again and check.

- 1 With easier work, Josh can learn *more* / *less*.
- 2 The connections between different parts of your brain get *weaker* / *stronger* if you use them a lot.
- 3 People with a *growth* / *fixed* mindset believe that their brain can change.
- 4 People with a *growth* / *fixed* mindset usually don't try as hard as they can.
- 5 If you can't do something, you should try again in *the same* / *a different* way.

4 Look again at the thoughts above. Which show a growth mindset? Which show a fixed mindset? *growth mindset: 2, 3, 5*
fixed mindset: 1, 4, 6

5 Read about Mia's problem and the advice she got from other teenagers. In pairs, decide which tip shows a growth mindset. Which do you think is the best tip?

Share it!

I used to be the best tennis player in my town and I loved playing. But now lots of people are better than me. It isn't much fun anymore. Do you think I should give up tennis and try a new sport?



Mia_MT



LizAlto:

Some people stop improving as they get older – there's nothing that you can do about that. Don't continue with something that isn't fun. Try something new!



StarMan:

You were the best player in your town, so you clearly have lots of ability. But maybe the other players are working harder than you when they train. Think about how you can train differently.



Mark21:

I know it can be difficult in sport, but stop comparing yourself with other people. Think about your tennis level now, and how you can improve it. Find your fun from getting better than you were before.

Exercises 2–3

audioscript page 244

Exercise 5

Growth mindset: StarMan and Mark21
Fixed mindset: LizAlto
Best advice: Students' own answers

Units 1–2 **34** I can develop a growth mindset.

For the teacher

- Teaching notes, page 173
- Audioscript, page 244

On the Portal

- Photocopiable activity: *How can you achieve your goal?*

Develop a growth mindset

6 Read about three other teenagers' problems. In pairs, discuss the situations and the advice that you might give them. Use the expressions from the Useful phrases box.

1 I've always been very messy and it's really starting to annoy me. I keep losing things in my room and forgetting to do things because I can't find my timetable. I'd love to be really organised like some of my friends, but that's just not my personality.

2 It's my dream to be a politician, but I think I'm too shy to talk in public. Is it time to find a new dream?

3 I'm terrible at Science. I try really hard, but I always get bad grades. Should I stop trying in my Science homework so I have more time for the subjects that I'm good at, like foreign languages and History?

7 Read the Useful tips. In pairs, discuss the questions.

- 1 Have you been in any situations in the past where you didn't have a growth mindset? What happened?
- 2 Imagine you are giving advice to your past self. What might you say?

You can't do it yet, but you'll work it out. Don't stop trying!

SET FOR LIFE

8 In pairs, role play a conversation about having a growth mindset. Follow the instructions.

- 1 Choose one of the problems in Exercise 6 or use your own idea.
- 2 Write a dialogue. Use expressions from the Useful phrases box.
Student A: You are the person with the problem.
Student B: You are Student A's friend. Give him/her advice and explain about growth mindset.
- 3 Practise your dialogue. Use your body language and voice to show how you feel.
- 4 Act out your dialogue to the class or record it on your phone.

USEFUL TIPS

A growth mindset helps you to be the best that you can be in school and in other areas of your life.

Keep challenging yourself.

Learn from mistakes and feedback, but don't feel bad about them.

Never think that you can't do something. Think that you can't do it yet.

When you're not succeeding, ask yourself, 'What can I do differently?'

Remember that with hard work you can change your brain.

USEFUL PHRASES

Suggesting a new way to do something

Why don't you ... ?

Try doing it a different way.

It'll help you to improve.

Encouraging a growth mindset

You can become (more intelligent/better at ...ing).

Hard work brings results.

You can change!

Asking for advice

What should I do?

If I still can't do it, then what?

Exercise 6

Possible answers:

- 1 You can change your personality! Why don't you tidy your room this weekend and then tidy it every evening after you finish your homework? At first, it will be hard, but keep doing it. Soon it will be a habit and it'll help you to improve.
- 2 Practise a lot and then public speaking will be easier. Hard work brings results. You can learn to be better at it and you can learn to be less shy.
- 3 Can you buy some books to help you? Why don't you work with a friend? Science is important and with hard work, you can get better at it.



Unit contents

Vocabulary

- Talking about the environment
- Compound nouns: the environment
- Protecting and damaging the environment
- Environmental issues
- Elections and campaigns

Grammar

- Past Perfect
- *Used to* and Past Simple

Speaking

- Agreeing and disagreeing

Writing

- A survey report

Future skills

- Social responsibility: environmental competence
- Self-management: growth mindset/persistence

Exam

- B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)
- B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)

For Online Classroom, go to the Portal. 

2.1

VOCABULARY

Protecting the environment

Lesson aims

- Students can talk about pollution and the environment.

For the teacher


- Vocabulary Memory Game
- **Photocopiable activity:** *Get the words*
- *Need support?* worksheet, page 233
- **Test:** Vocabulary Check 2

For the student


- Workbook, pages 16–17
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Before the lesson, find several images online or in magazines that represent global warming and climate change. These can be images of dried riverbeds, polar bears in the Arctic, a busy city with lots of cars and a flooded area, for example. Books closed. Write *global warming* on the board. Allow students a few moments to discuss with a partner what the expression means. Elicit some ideas and write on the board. Then, show the students each image (either display on the whiteboard or hold it up so the class can see it) and brainstorm as a class the problems that are associated with it.

-  **Setting lesson goals:** With books still closed, write the following words on the board: *recycle, protect, reuse, the environment*. Teach or elicit what they mean and ask students what they think the lesson is going to be about. Then, ask them to look at pages 24–25 to check their ideas.

Exercise 1

- Direct students to the diagram and elicit what environmental problems they can see. Write on the board. Then, ask students to think individually which is the most serious. Invite them to share their ideas.
-  **Peer learning:** Use the Think–Pair–Share technique.

Exercise 2 2.1 audioscript page 243

- Allow students time to complete the task before they compare answers with a partner.
- Then, play the audio for them to check their answers.
- Ask students if they, or anyone in their family, do the things in the box. Then, ask what other things people can do to help protect the environment, such as using public transport more, reusing and/or repairing clothes and electrical items instead of buying new things, etc.

Background note

The average household in the UK uses their tumble dryer 20 times a month. This emits 432 kilograms of carbon dioxide, which is a greenhouse gas that contributes to climate change. Tumble dryers are also a contributor to the plastic pollution that is found in the atmosphere.

Car sharing is different from carpooling. Car sharing is when people decide not to own a car. Instead, they borrow one from a car sharing company to use as and when they need it. Studies show that one car share vehicle can replace between seven and thirteen privately owned cars. Carpooling is when multiple people who are going to the same destination, such as a place of work, travel in the same car.

Exercise 3 2.2

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

- **NEED SUPPORT?** Encourage less confident students to create a bilingual wordlist in their notebook of all the new words in the unit. Tell them to write the English with the translation next to it.

Exercise 4

- Alternatively, invite volunteers to read out a completed sentence. If a classmate thinks it is incorrect, ask them for the right answer.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task gives students possible options to complete the sentences with.

Exercise 5 2.3

- When students have completed the task, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation. Then elicit the meanings of the compound nouns, e.g. *An electric car is a car that doesn't use petrol or diesel. It uses electricity.*

Exercise 6

- Elicit or pre-teach: *recharge, empty, under the ground, take in.*
- Set a time limit for students to read and complete the quiz. Tell them to ignore the words in italics for the time being. Check answers with the class.

Exercise 7

- Encourage students to take turns to read out each quiz question to their partner. Tell them to make a note of their partner's answers so they can check them on page 136. The winner is the student in each pair with the most correct answers.

Exercise 8 2.4

- When students have checked their answers, go through the Word Friends box and ask how we can do some of these actions, such as *How can we reuse plastic bags? How can we protect the environment? How can we save water? Etc.*


Exercise 9 2.5

- Pre-teach or elicit *food waste*. Then, ask students to read the text, ignoring the words in italics for the time being. Check understanding by asking: *How much food do we throw away? (one third). What can we do with food that we don't eat? (put it in the fridge and make another meal of it).*
- Students read again and choose the correct words to complete the text. Then, play the audio for them to check their answers.
- When students have finished, write the following on the board: *milk, potatoes, bread, meals, fizzy drinks*. Tell them that these are the five most wasted food items in the UK, but they are in the wrong order. Put students into pairs and tell them to order the foods (potatoes, bread, milk, meals, fizzy drinks). You could ask them to find out what food items are wasted the most in their own country.

Exercise 10 7 videoscript page 243

- Pre-teach or elicit the following words from the video: *to be big on, film set, an advocate, 'cos, militant, to be green, to compost.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about? (people talking about being green).*
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 11

- Say or write on the board: *To save water, I take a quick shower and I never take a bath. My town's got a recycling centre and they collect rubbish from your house. At school we recycle paper.*
- Allow students time to think how they, their town and their school are green. Put them into small groups to discuss before you have a class discussion. You could also encourage students to think what other things they could do to become 'more green'.
- **FINISHED EARLY?** Students write definitions of some of the new words and phrases that they have learnt in the lesson.
-  **Reviewing lesson goals:** Ask students to think back to the lesson goals and use their Traffic Light cards to show how confident they feel about the newly learned language (students show 'green' if they understand the topic, 'orange' when they need some help and 'red' when they feel they need re-teaching the language point).

2.2 GRAMMAR

Past Perfect

Lesson aims

- Students can use the Past Perfect to talk about past events.

For the teacher

- Grammar presentation
- *Need support?* worksheet, page 233
- **Photocopiable activity:** *By the time I arrived, ...*
- **Test:** Grammar Check 2

For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 18
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to write a list in their notebooks of all the things they did the previous night in chronological order. Encourage them to write full sentences using the Past Simple (e.g. *I arrived home from school. I did my homework. I ate dinner with my family. I went to bed.* Etc.). In pairs, students tell their partner what they did., Encourage them to ask questions to get more information, such as *What did you eat for dinner?* Tell students to keep their lists to refer to later in the lesson.

- **Setting lesson goals:** Say and write the following on the board: *When I arrived home, I ate a cake that my mother had made.* Highlight the past verb forms, and elicit what students think might be the focus of the lesson. Ask them to look briefly through page 26 to check their ideas. Leave this sentence on the board.

Exercise 1

- Students discuss their ideas in pairs. Elicit guesses from each pair then give the answer. Tell students that jellyfish produce a protein that can help provide solar power.

Exercise 2 2.6

- Play the audio while students listen and read the blog post. When they have found the answers, ask if they have heard of any other uses for animal waste (e.g. *to power cars for electricity*). Discuss what biogas can be produced from (e.g. *agricultural waste, manure, plant material, sewage, food waste*).

Exercise 3

- Discuss the Grammar box with the class. Check that students understand that we use the Past Perfect to describe an action that happened before another past event. If necessary, illustrate the sentence on the board from earlier in the lesson with a timeline. Also, explain that we don't normally use the Past Perfect when we mention the activities in the same order that they happened (e.g. *I left my house and then I met my friend.*) or when we use a time phrase to show the order of activities (e.g. *After leaving my house, I met my friend.*)
- After students have completed the task, ask them to look at the sentences they wrote in the Lead-In activity. Ask them to combine sentences using the Past Perfect, the Past Simple and the time expressions from the Grammar box (e.g. *I had arrived home before I did my homework. By the time I ate dinner with my family, I had done my homework.*)

Exercises 4

- Go through the example with the class to check students know how to complete the activity.
- When they have finished, check answers with the class.

Exercise 5

- Students could complete the task as described. For feedback, elicit some sentences from volunteers.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task requires students to identify the correct past participle of the verb in each sentence.

Extra activity

Write each word of these sentences on a separate piece of paper in large letters: *I played my new computer game after I had finished my homework.* (12) *I was really hungry all morning because I hadn't eaten breakfast.* (11) *By the time I got to the party, my friends had eaten all the cake.* (15) For the first sentence, give twelve students

one random paper each. Ask this group to come to the front of the class. They must not look at their classmates' words. Students must hold up their words so that the rest of the class can see them. The class tells the students with the papers where to stand, so that their words form a sentence. Students say their words in order, so that they can find out what the sentence is that they have formed. Repeat with the other two sentences and different sets of students (11 and 15).

Exercise 6

- Alternatively, ask students to complete two of the sentences with true information about themselves and one with false information. Students have to guess which of their partner's sentences contain the false information.
- **Monitoring learning:** Move around the classroom, listening to each pair as you go. Make a note of any mistakes with the Past Perfect that you hear. When students have finished, write the errors on the board and get the class to correct them.
- **FINISHED EARLY?** Ask students to underline the action that happened first in the sentences in Exercise 5.
- **Reviewing lesson goals:** Ask students to refer back to the sentence from the Setting lesson goals task and write a sentence to describe why we use the Past Perfect. When they have finished, ask them to check their ideas in Grammar Time on page 127.

2.3

READING AND VOCABULARY

A hike in the countryside

Lesson aims

- Students can understand a story about the environment.

For the teacher

- **Photocopiable activity:** *A countryside quiz*
- *Need support?* Worksheet, page 233

For the student

- Workbook, page 19
- **Extra Practice Activities:** Vocabulary

Lead-in


Make sure students understand what a national park is. Ask them what national parks there are in their own country and if students have ever visited them. If so, encourage them to tell the class what they did there.

- **Setting lesson goals:** Write the lesson aim on the board and direct students to the photo on page 27. In pairs, students discuss then write a sentence to describe what they think the story is about. Elicit and accept all reasonable ideas.

Exercise 1

- Before students open their books, ask the questions from the rubric and allow students time to think about their answers. Invite students to share their ideas with the rest of the class.

Exercise 2 2.7

- Play the audio while students listen and read and complete the task. Check answers and elicit what *leave no trace* means.
-  **Independent learning:** Encourage students to try to work out the meaning of: *queue, mountain stream, litter, walking pole, no point (in doing something), aim, campfire* from the text – and explain any of the more challenging words.

Background note

The Brecon Beacons is a range of mountains in southern Wales, the highest of which is Pen Y Fan at 886 metres above sea level. It became a national park in 1957. The park is a popular destination for hiking and other outdoor activities.

Exercise 3


- **EXAM** B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)
- Explain that the students are now going to read the story in more detail. Direct them to Exercise 3 and explain the task. Give them time to read the questions and possible answers and allow them to ask any questions about difficult vocabulary.
- Tell them that in exam tasks such as this, most of the questions follow the order of information in the text. However, the final question usually refers to the text as a whole. Ask them to look at each question and find the relevant part of the text. Tell them to study it carefully and eliminate the more obviously incorrect options first, then choose the final answer.
- When students have finished, check answers with the class, asking students to refer to the text to justify their answers.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task has fewer answer options.

Extra activity


If you have the technology in the classroom, ask students to go online to find an image of people queuing to get to the top of Mount Everest. Alternatively, set this task as homework and ask students to write a sentence to describe how the image makes them feel.

Exercise 4

- Direct students to the highlighted words and ask them to read the text to try to understand their meaning from the context. If necessary, allow them to use a dictionary.
- Put students into small groups and elicit what 'a leaflet' is.
- Ask groups to identify the issues in the story (littering, overcrowding, being respectful to others and to wildlife in the countryside). Explain the task. Encourage them to be creative and visual with their leaflets and to use as many of the highlighted words as possible.

- When they have finished, display the leaflets around the classroom. Ask students to look at each one before you have a vote to find the most creative and visual leaflet.
-  **Peer learning:** Ask groups to swap their leaflets to check each other's work. Ask them to tell the other group two things they really like about their leaflet, and, if appropriate, one thing they think could be improved – suggesting a way to make this improvement.

Exercise 5

- Alternatively, you could have a class discussion. Encourage students to be honest if they consider littering a problem or not. If a student doesn't see littering as a problem, ask them to explain why.
- During the discussion of question 2, write students' suggestions on the board. At the end, have a class vote to find the best solution to littering and overcrowding in the countryside.
- **FINISHED EARLY?** Ask students to make a list of all the activities you can do in places like the Brecon Beacons National Park, such as hiking, running, mountain-biking, etc.
-  **Reviewing lesson goals:** Ask students to check the predictions they made at the start of the lesson. Were their predictions right? What turned out differently? Ask students to discuss this briefly with a partner, then ask a few volunteers to report back to the class.

2.4

GRAMMAR

Used to and Past Simple

Lesson aims

- Students can use *used to* and the Past Simple to talk about past habits and states.

For the teacher


- Grammar presentation
- **Photocopiable activity:** *Spot the changes*
- **Test:** Grammar Check 2

For the student

- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** Grammar

Lead-in

Tell students to think of five things that were true about themselves five years ago, but which aren't true now. They should use the Past Simple to form their sentences, e.g. *I had short hair. I liked One Direction. I rode a BMX. I went swimming every Saturday. I shared a bedroom with my sister.* When students have finished, ask them to mingle to try to find other students for whom the sentences are also true. Set a time limit. When they have finished, invite them to say sentences which are true about themselves and other people. Tell students to make a note of those sentences as they will need them later in the lesson.

-  **Setting lesson goals:** Write on the board: *I used to live in Mexico*. Highlight the target structure and ask students if you live in Mexico now or if you lived there in the past. Elicit *the past* and tell students what they are going to learn in the lesson.

Exercise 1

- Put students into pairs and ask them to keep their books closed. Ask the question and allow them to discuss ideas for two minutes. Invite each pair to share ideas with the class and discuss the park(s) in the students' town and what they think of them.
- You could brainstorm the activities people typically do in parks.

Exercise 2 2.8

- Play the audio while students read and complete the task. Check answers.

Exercise 3

- Discuss the Grammar box with the class. Explain that *used to* is used to talk about repeated, regular actions in the past or past states and situations that are no longer true. It's not used to talk about single past actions.
- Draw students' attention to the negative and interrogative forms (*didn't use to* and *Did you use to...?*) as well as the difference in pronunciation between it and the past form of the verb *use* (/ju:st/ and /ju:zd/).
- When students have found examples in the blog post, elicit if the sentences refer to the present or the past.
- Ask students to rewrite their sentences from the Lead-In activity using *used to*.

Exercise 4

- Check answers when students have finished.
- **NEED SUPPORT?** Allow less confident students to complete sentences 1, 2 and 3 only.

Extra activity

Write on the board: *She didn't use to be famous. She used to go to school. She didn't use to talk to politicians about climate change and global warming. She used to be a typical girl.*

- Ask students if they know who the person is. If not, tell them it is Greta Thunberg. Now, students work in groups of four. They think of a famous person and write sentences about them using *used to/didn't use to*. Invite groups to read out their sentences and ask the class to guess who it is.



Exercise 5

- Before they ask and answer in pairs, elicit the correct questions.
- When students have asked their questions, invite them to tell the class about their partner.

Exercise 6 2.9

- When students have finished, play the audio for them to check their answers. Pause after each item and elicit why *used to* or the Past Simple is being used.

Exercise 7

- Remind students that when they are comparing present habits with the past, they should use *didn't use to*.
- When students have finished, invite them to share their ideas with the class.
-  **Setting success criteria:** Ask students what they found the most interesting about their partner's present and past habits. Encourage them to explain why they found these details particularly interesting.
- **FINISHED EARLY?** Ask students to write as many sentences as they can about their partner's answers to Exercise 7.
-  **Reviewing lesson goals:** Ask students to think back to the lesson and indicate how confident they are about the grammar points (1. when we use *used to*, 2. when we use the Past Simple) by holding their thumb up for 'quite confident', and thumb down for 'not so confident'. Make a note to check the work of the less confident students.

2.5

LISTENING AND VOCABULARY

Elections, campaigns and the environment

Lesson aims

- Students can understand conversations about elections and campaigns.

For the teacher


- *Need support?* Worksheet, page 233
- Photocopiable activity: *Campaigns*

For the student

- Workbook, page 21
- Extra Practice Activities: Vocabulary

Lead-in

Books closed. Create a spidergram on the board with *politics* in the central circle. As a class brainstorm as many words associated with politics as you can in a set time limit. If necessary, prompt *election* and *campaign*. Write all the words on the board and ask students to put them into categories. If time allows, ask students to copy the spidergram in their notebooks and add to it as they go through the lesson.

-  **Setting lesson goals:** Write the lesson aim on the board and ask students if there have been any elections in their region and/or country recently. If so, do they remember if the politicians talked about the environment during the campaign? Elicit if the politicians made any promises.

Exercise 1

- Tell students to keep their books closed. Ask students if their school has a school council. If so, ask them what it does. If it doesn't, ask students to discuss in pairs what a school council does (it's a group with one student from each class who discuss school matters with teachers/the headteacher).
- Follow up by asking the questions in Exercise 1.

Exercise 2 2.10 audioscript page 244

- Check that students understand *to vote for (someone)* and *a vote*.
- Go through the questions and ask what information students need to answer each one. Play the audio while students listen and answer the questions. Ask them to compare in pairs before you check the answers.
- **NEED SUPPORT?** With less confident students, pause the audio at the relevant place and elicit the answer.

Exercise 3 2.11



- Go through the Word Friends box and check students understand the phrases. Allow them time to complete the sentences, then play the audio for them to check their answers.
- Ask students the following questions:
What groups can you become a member of?
When was the last election in your country?
What campaigns can you join?
What do you do when you join a campaign?
Have you ever organised an event? What was it?
Have you ever signed a petition? What petition was it?

Exercise 4 2.12 audioscript page 244

- **EXAM** B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)
- Explain that students are going to hear four dialogues and answer a question about each one. Ask them to study the set of pictures for each question and, in pairs, discuss what each picture shows. Tell them that studying options before a listening task begins is a good way to prepare for what kind of clues they should expect to hear in the audio.
- Play the audio for the first question and elicit the correct answer. Ask students why the other answers are incorrect.
- Play the rest of the audio for students to listen and complete the task.
- **NEED SUPPORT?** Prepare copies of the photocopiable worksheet on page 233. This version of the task reduces the number of options for each question to two.

Exercise 5

- Look at the example with the class and ask why it uses *would* rather than *will* (because it is the Second Conditional to talk about hypothetical future events. If the writer used *will*, it would sound as if they are too sure of winning. It might make voters think they are too confident so they would be less likely to vote for them).
- Put students into pairs and ask them to think why they are good candidates for school councillor. Ask them to consider how they would improve the school experience for all students. To prompt them, ask them to think about the environment, the school day, after-school clubs, etc.
- When they are ready, tell students to use bullet points and headings to make their leaflet more visually interesting and easier to read.

-  **Giving feedback:** While students are presenting their leaflets to the class, ask the others to make a note of two things they like about the leaflet. Then, when every student has presented, have a feedback session. Focus on the good points about each leaflet so as not to demotivate students.
- **FINISHED EARLY?** Students cover the page and try to make a list of the new Word Friends from the lesson. How many can they remember?
-  **Reviewing lesson goals:** Ask students to look back at the exam task in Exercise 4. Ask them to use their Traffic Light cards to show how confident they feel about it. If there are lots of oranges or reds, find the time to do similar exam tasks with the class.

2.6 SPEAKING

Agreeing and disagreeing

Lesson aims

- Students can agree and disagree with other people.

For the teacher


- Photocopiable activity: *Get rid of your cards*

For the student

- Workbook, page 22
- Extra Practice Activities: New Park video, BBC Vox Pop

Lead-in

Write the following on the board: *Go sightseeing, Go to museums, Go shopping, Go to the cinema, Hang out with friends at the local park*. Tell the class that these are possible plans for the weekend and that students must put them in order of preference. When they have done that, ask them to mingle to find classmates who have put the activities in the same order. When they have finished, ask students how many classmates ordered the activities the same.

-  **Setting lesson goals:** Write the following on the board: *I think that walking is better for the environment than using a car*. Add: *I agree* and *I disagree*. Elicit what students think the lesson will be about, then write the lesson aim on the board. Ask students how confident they feel about agreeing and disagreeing in English.

Exercise 1

- Ask students to close their books, put them into groups of three and ask the questions in the rubric. Set a time limit for students to discuss their ideas and then invite students to share their ideas with the class.

Exercise 2 8 2.13

- Ask students to study the photo and elicit who they can see in the scene (Abe and Eren) and where they are (in a garden) and what they are doing (repairing a bike). Give them a minute or two to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Then play the video or the audio for students to check.

- When you have elicited the answers to the questions, draw students' attention to the Sounds Good! box. Ask them to find the expressions in the dialogue and work out the meaning of each from the context. Invite students to explain the meaning of each in their own words.

Exercise 3

- Use the Think–Pair–Share technique. When you elicit ideas in open class, accept all logical ideas but make sure that students give reasons for their opinion.

Exercise 4



Social responsibility: environmental competence

This task helps students to apply reasoning to solve common environmental problems. It will get them to consider different solutions and encourage them to actively practise sustainability.

- Make sure students understand the following: *encourage, bike lane, bike hiring system, on-street parking.*
- Ask students if they often use a bike. If so, where do they use it and do they feel safe using it on the road. Then, ask if many people use bikes to get around their town or city.
- Allow students to think about the question individually before you put them in pairs to share their ideas. Encourage them to consider other ideas that would encourage more people to use bikes more often.
- Invite students to share their ideas.

Exercise 5

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Students work in pairs to find examples of the phrases in the dialogue. When they have done this, put them into pairs to practise the dialogue. Encourage them to use the correct intonation to show agreement or disagreement. Invite a pair to act out the dialogue in front of the class.

Exercise 6 2.14 audioscript page 244



- Play the audio once for students to listen and to think how they are going to respond. Play the audio again and pause after each statement. Ask a volunteer to tell the class whether they agree or disagree and why. Then, ask the class if anybody else wants to respond differently. Repeat the process with the other statements.
- **NEED SUPPORT?** Give the audioscript to **less confident** students so that they can read while they are listening.

Exercise 7 9 videoscript page 244

- Pre-teach or elicit the following words from the video: *neglected, go towards, transform, on the whole.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about protecting animals and public transport).

- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 8

- Remind students to explain why they agree or disagree with a statement.
- If students both agree/disagree with a statement, encourage one in each pair to use their imagination to disagree/agree.
- When students have discussed one of the statements, tell them to discuss the other statement.
-  **Giving feedback:** Go around the class, listening to students as they discuss the statements. If/When you hear a student using a particularly good expression or language structure, write this on a piece of paper with a positive emoji and leave it on the student's desk.
- **FINISHED EARLY?** Ask students to write sentences to explain why they agree or disagree with the students in Exercise 7.
-  **Reviewing lesson goals:** Use the Traffic Light cards to find out how confident students now feel about agreeing and disagreeing. Make a note of any problem areas to review in the next lesson.

2.7

WRITING

A survey report

Lesson aims

- Students can write a report with an objective, results and conclusions.

For the teacher


- Photocopiable activity: *Do a survey!*

For the student

- Workbook, page 23

Lead-in

Write *environmentally friendly* on the board and elicit or explain what this means. Put students into pairs to discuss what people can do to be this. When they have finished, invite students to share their ideas with the class. Put some suggestions on the board and then go through each one, asking students to raise their hand if they do it.

-  **Setting lesson goals:** Ask students to open their books on page 31 and direct them to the text in Exercise 1. Explain that it is a survey report. Elicit what a *survey* is (questions to find out what people think about a certain topic) and what a *report* is (something that gives information about a certain topic). Then, explain that in this lesson students are going to learn to write a survey report.

Exercise 1

- Pre-teach or elicit the following words and phrases: *take part, second-hand, sum up.*
- When students have read the report and completed the task, put students into small groups to ask and answer the questions in the report. Nominate a student in each group

to make a note of everyone's answers and have them tell the class how their group responded to each question.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Give students time to complete the task, then check answers.

Exercise 3

- Discuss the Language box as a class. When students have found examples of quantifiers in the survey report, ask them what percentage you would use instead of *all, three quarters, two thirds, half, a third, a quarter* and *none* (100%, 75%, 66%, 50%, 33%, 25%, 0%).

Exercise 4

- Explain the task to the class, then brainstorm ideas for the questionnaire topic and write on the board. Put students into groups and ask them to choose one of the topics on the board. Encourage each group to write at least five questions. If necessary, allow **less confident** groups to use the questions in the survey report.
- When they have finished, students go around the classroom asking their questions to their classmates. Remind them to make a note of the answers.

Exercise 5

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their survey report.
- **NEED SUPPORT?** Allow **less confident** students to include only the objective and the summary conclusions in their survey report.
- **FINISHED EARLY?** Ask students to write sentences using quantifiers to describe the students in the classroom, e.g. *Half of the class has black hair. A few students wear glasses.* Etc.
- **Reviewing lesson goals:** Use the Emoji response cards to find out how confident students feel about writing a survey report and using quantifiers. Make a note to revise any problematic areas again in a later class.

SET FOR LIFE

Open your mind!

Lesson aims

- Students can develop a growth mindset.

Future skills

- Self-management: growth mindset/persistence

For the teacher

- Photocopiable activity: *How can you achieve your goals?*

Lead-in

Pre-teach or elicit *growth mindset*. Tell the class about a situation where you demonstrated a growth mindset, such as when you trained to become a teacher or when you learned English. Ask students to brainstorm some further

ideas for situations which require a growth mindset, then elicit some suggestions.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students.



Self-management: growth mindset/persistence

Persistence is the ability to continue working on a task despite any obstacle and difficulty in order to achieve a goal. Having a growth mindset can help students be more persistent in the face of obstacles. This lesson asks students to consider how they can develop persistence and a growth mindset.

Exercises 1–4 2.18 audioscript page 244

- Follow the instructions in the Student's Book.

Exercise 5

- Encourage students to explain to their partner why they think the tip is the best. If students agree or disagree with their partner, encourage them to use the phrases from lesson 2.6 on page 30.

Exercise 6

- Go through the Useful Phrases with the class and check for understanding.
- In pairs, students complete the task. When they have finished, ask students to share their ideas with the rest of the class. Invite the others to comment on what they hear from their classmates.
- **NEED SUPPORT?** To prepare **less confident** students for the role play in Exercise 8, ask them to brainstorm positive tips for each situation. Elicit these and write them up on the board. Accept all relevant suggestions.

Exercise 7

- Go through the Useful Tips with the class and have a class vote to find the most useful one.
- Put students in pairs to discuss the questions. Then invite students to share their ideas.

Exercise 8

- Put students in pairs and read through the steps together. Allow them time to choose which problem they want to role play. Alternatively, they may decide to create a new problem.
- Ask for a few volunteering pairs to act out their role play for the class.
- **SELF-REFLECTION** Ask students to think about the way they worked together in Exercise 8, and to discuss these questions: *How did you feel when you practised the role play? Did you find it easy to suggest solutions that involve a growth mindset?* Elicit ideas and write the best ones on the board.
- **Peer learning:** Ask students to read the lesson aim again. Then, elicit any Useful Tips that they remember. Then, ask students: *Which tip will you try to use in the future?* Ask students to share their ideas in pairs or small groups.