

# Unit 2

## The world around us

### Lesson 1

#### Aims

To learn vocabulary about going green.

To discuss and raise awareness of what we should do to preserve the environment.

To read an article about the group Friends of the Earth and do comprehension work on it.

### Initial phase

Divide the class into two teams and call a student from each team out to the board. Tell them they have one minute to write as many words related to the environment as possible. Once the minute is over, call a second student from each team and so on. After seven students from each team have had the chance to write words, check their answers giving each team one point per correct answer.


### Core Vocabulary 1

#### Going green

- 1 Invite students to look at the phrases in purple and match them with pictures 1–4. Discuss the answers orally.

#### Answers

1 turn off lights; 2 compost food waste; 3 install solar panels; 4 recycle packaging

- 2  1.15 Play the track for students to listen and repeat. Pay special attention to the long vowel quality in 'journeys', the /dʒ/ sound in 'packaging' and the diphthong in 'solar'. Correct pronunciation if necessary.

- 3 Ask the class to complete the sentences with some of the words or phrases in exercise 1. Check the answers orally.

#### Answers

1 insulate; 2 turn off; 3 compost; 4 buy second-hand; 5 use rechargeable

#### PHASES EXTRA

Give the class a few minutes to memorize the list of phrases in exercise 1 and have different students make as many true sentences as possible about themselves and their families in one minute. Have students write some of the statements on the board for class correction.


#### TEACHING TIP

It takes time to actually learn the new vocabulary, so offering students time to memorize new items is essential, especially considering that we begin to remember new words after we have repeated them or used them 24 times! This means that, if we want students to use as much varied vocabulary as possible, we should include in every lesson games and extra activities to revise what we have taught.

- 4 Have students read the sentences and order the letters to complete the questionnaire. Then ask them to answer the questions with the information in purple. Discuss the answers orally.

#### Answers

1 car journeys, £1000; 2 recycle, plastic; 3 rechargeable batteries, 15%; 4 solar panels, 180 million

- 5  1.16 Play the track for students to listen to Rachel and David talking about the best way of saving resources. Elicit their opinion.

#### Audioscript

**Rachel** I've been trying to help the environment by saving resources. What do you think is the best way to do this?

**David** I think mending old clothes is really important. And it saves money as well as resources!

**Rachel** I'm not so sure – I think travelling by public transport is much more important.

**David** Hmm, I suppose you're right. What about riding a bike? That saves even more resources.


**Rachel** Yes, that's true actually! Saving water is really important too though.

**David** I agree – lots of people waste water by having a bath instead of a shower.

**Rachel** OK, that's the best way to save resources. Let's make sure we save water.

#### Answers

saving water

- 6  Have students work in pairs and take turns to ask and answer about the activities in exercise 1 as in the example. Model with a strong student first and then circulate monitoring the class. Provide help when necessary.


▶▶ Workbook page 15

## Reading 1

### Friends of the Earth

- 7 Pre-reading: Work on the paratext. Write the title of the text on the board and ask students what they think 'Friends of the Earth' means. Then draw their attention to the picture and elicit more ideas. Take this opportunity to revise or pre-teach vocabulary connected to the environment, eg 'natural resources', 'recycling', 'ecological disasters' and 'biodiversity'.

Ask students to scan the text and invite them to answer the question. Discuss the answer orally.

- 8  1.17 Play the track and have students explain to you what they have understood about 'Friends of the Earth'. Check the answer to exercise 7. Clarify meaning if necessary and ask leading questions to check understanding.

#### Answer

David Brower started Friends of the Earth.

- 9 Have students read the text again and say whether the statements are true, false or not mentioned. Check the answers orally.

#### Answers

1 false; 2 true; 3 false; 4 not mentioned; 5 false

#### PHASES EXTRA

Invite students to work in pairs and prepare a set of false statements for their partners to correct. Ask them to share their work with the class. Then tell them to imagine that they are interviewing a member of the group 'Friends of the Earth'. What else would they like to ask them? Explain that they want to get information which has not been included in the text, eg 'Do you think your group will start working in some Latin American countries soon?' Once students have finished writing the questions, invite them to write some of them on the board for class correction.

## Closing phase

Ask four strong students to come out to the front and pretend they are members of the group 'Friends of the Earth'. Tell them they are now in a chat show on TV. Have the rest of the class interview them about their experience so far and their plans for the future.

## Lesson 2

### Aims

- To revise the present perfect for recent actions.
- To use *for* and *since*, *already*, *yet*, *just* and *still*.
- To do listening comprehension work on Green teenagers.

## Initial phase

Recapitulate the text about Friends of the Earth asking questions only in the past, eg 'When did the industrialized countries need cheap electrical power?' 'When did Friends of the Earth become an international movement?' Then ask about the recent actions of the group using the present perfect, eg 'Has the group continued to grow?' 'Have they joined international campaigns about global issues?'

Write on the board an example in the past and an example using the present perfect, elicit the tense and write it next to each example. Invite the class to reflect on the differences in form and meaning.

## Core

### Grammar 1

#### Present perfect

- 1 Have students look at the sentences in the grammar table and complete the rules with the words in purple. Check the answers orally and remind them of how to form the present perfect: *have/has* + past participle of the main verb.

#### Answers

a how long; b for; c since

#### PHASES EXTRA

Invite students to provide more examples about themselves with these time adverbials: 'Since I started learning English...' 'Since I was born...' 'Since I came to this school...' 'Since I woke up today...' 'Since I bought my computer...' 'Since my brother/sister was born...'  
Before doing this activity, explain that we can also use *since* with the past but the present perfect is to be used in the main clause and the past in the subsidiary one, after *since*.

- 2 Give the class a few minutes to complete the sentences with the present perfect form of the verbs in brackets. Check the answers orally.

#### Answers

1 haven't recycled; 2 has been; 3 Has, turned off; 4 have worked

**TEACHING TIP**

Seldom do students pay attention to our corrections. One way of helping them reflect on their mistakes is the following: point out where the mistake is to make them aware that something is wrong. Elicit the correct version. Have the student repeat his/her sentence with the mistake and then without it.

- 3 Have the class complete the sentences with *for* or *since*. Check the answers orally and write the answers on the board to avoid mistakes.

**Answers**

1 since; 2 for; 3 since; 4 for; 5 since


**PHASES EXTRA**

Divide the class into two teams and have students from each team take turns to mention things that have happened since they arrived at school. Model with a strong student first and then give the teams 1 point for each correct answer. It's important to stop the game when you notice they are running out of ideas.

- 4 Revise question forms asking different students questions about the sentences in exercise 3. Write a question on the board and elicit word order. Revise *How long*. Then invite the class to write questions with *How long*. Have a student read out the example and then monitor their work.

**Answers**

1 How long have you been at this school? 2 How long have you had this book? 3 How long have you known about recycling? 4 How long have you lived in your house? 5 How long have you practised hockey?

- 5  Ask students to work in pairs and take turns to ask and answer the questions in exercise 4. Remind them to use *for* and *since* in their answers. Invite a pair to read out the example. Circulate and monitor their work.

**LOOK!**

Have the class read the examples in the Look! box and elicit meaning and position in the sentence of the adverbs *still*, *yet*, *already* and *just*. Make sure they understand that *already* means that an action has happened before now or before another point in time and that it is used in the affirmative or interrogative form between the auxiliary and the main verb; *still* means that an action has not completely ended. It is similar in meaning to *yet* but it takes a different position in the sentence. While *yet* is commonly used at the end, *still* is used before the present perfect verb form. Both *yet* and *still* are used mainly in the negative form, though *yet* can also be used in questions. *Just* means a short time ago and is used between the auxiliary and the main verb.

**PHASES EXTRA**

Revise past participles by spelling out a few backwards for students to guess the participle and provide the infinitive. Try to spell out participles related to things the class have done so far this year, eg 'learnt', 'done', 'understood', 'bought', 'written', 'participated', 'memorized', etc. Elicit examples with the adverbs in the Look! box about what students have done so far his year.

- 6 Ask the class to write sentences using the words given and the ones in brackets in the correct place. Have a student read out the example first and then give the class three minutes to do the rest of the activity. Check on the board. To challenge weaker students, invite them to read out the sentences on the board fluently.

**Answers**

1 Martin hasn't used his new computer yet. 2 Our teacher has just written new vocabulary on the board. 3 They still haven't installed a new depot in this city. 4 A Have Simon and Sue already woken up? B No, they haven't woken up yet. 5 Maggie has just won an important tennis match.

**MIXED ABILITIES**

When we have an exercise that poses certain linguistic difficulty, we can help weaker students by inviting the class to work in pairs.

## PHASES EXTRA

Invite students to work in pairs and take turns to discover three actions that their partner has not done this week, eg Student A: 'Have you taken the rubbish out this week?' Student B: 'No, I still haven't taken the rubbish out this week.' Student A: 'Have you eaten onion pizza this week?' Student B: 'Yes, I have. I have already eaten onion pizza twice this week.' Once each student has discovered three things their partner has not done yet, have them report to the class.

- 7 Ask the class to look at Jack's list and write questions. Correct the questions orally and have the class answer them using the words in brackets. Check the answers orally.

### Answers

1 Has he recycled the old newspapers? No, he still hasn't recycled the old newspapers. 2 Has he bought energy-saving light bulbs? No, he hasn't bought energy-saving light bulbs yet. 3 Has he phoned the recycling company? Yes, he has already phoned the recycling company. 4 Has he sorted out the rubbish? No, he hasn't sorted out the rubbish yet.

For further details and practice, refer students to the Language Database on pages 119–120.

▶▶ **Workbook pages 16 & 17**

## UPGRADE


This section may be set as homework or done in class. Have students read the text and choose the correct answers. Discuss the answers orally.

### Answers

1 some; 2 this week; 3 already; 4 little; 5 usually gives; 6 something; 7 has given

## Listening

### Green teenagers

- 8 Ask the class to look at the picture and guess what Lisa and Simon are talking about. Discuss the answer orally. Discuss with students if they would like to go green or if they have already started going green.
- 9  1.18 Play the track for students to check if their answer was right. Check global comprehension through leading questions. Ask what they have understood in general.

### Audioscript

**Lisa** Hi Simon! I'm doing a project about how green teenagers are these days compared to a few years ago. What do you think? Are we more interested in the environment now?

**Simon** Yes, Lisa, I think teenagers today are much more interested in the environment and good causes than they were a few years ago. OK, we may not be rich or be able to give a lot of money to charity, but there are different ways of showing that we care about the problems in the world. Lots of teenagers at school have taken part in demonstrations against wars and things like that.

**Lisa** Yes, I think you're right. Young people have shown that they're interested in these sorts of things but I still don't think teenagers have any real power to actually change things in the world today. I mean, only politicians and governments have the power to really change the world, don't you think?

**Simon** Well, politicians are powerful, but I think teenagers can help to change the world too. Just think about it, the teenagers of today are the politicians of tomorrow!

**Lisa** You have a point, and teenagers today know much more about the environment and global warming than they used to. But we need politicians to do something now. They haven't done enough in the past ten years and they need to do more.


**Simon** I agree. When politicians meet to discuss the environment, it's important that they know that young people are listening to what they say, and watching what they do. Look at the G8 summit in 2011, for instance. Lots of young people protested at that, because they were angry about globalization and the way that richer countries exploit poorer ones. Governments have to listen to protests like that.

**Lisa** Yes, protests are good but it's important that people remain calm and peaceful during the protests. If they get into trouble with the police, it makes all the protesters look bad.

**Simon** Yes, you're right. It isn't a good idea to protest about war, and then be violent and get into fights about it.

### Answer

They are talking about a project that Lisa is doing, which is about how green teenagers are these days compared to a few years ago.

- 10  1.18 Give students a few minutes to read statements 1–7, decide whether they are true or false and correct the false ones. Discuss the answers orally and then write them on the board to avoid mistakes.

### Answers

1 true; 2 false (He says that lots of teenagers at school have taken part in demonstrations); 3 false (He thinks teenagers can help to change the world too.); 4 true; 5 false (She adds that protests are good.); 6 true; 7 false (He thinks that protesters shouldn't be violent or get into fights.)

**PHASES EXTRA**

Ask students to write words they remember from the text but just content words such as nouns and verbs. Invite a student to read out one of the words he/she has written down and pick a classmate to make a question about the Green teenagers text for a third student to answer. Proceed in the same way with about seven or eight students.

**Closing phase**

Invite the class to discuss things that have/haven't changed in their country and town in the last ten years, eg 'New factories have opened since ...' 'The authorities have put recycling bins in ...' 'Nobody has cleaned the beaches so ...'

**Lesson 3****Aims**

- To learn vocabulary about the environment.
- To read an article about feeding our cities and do comprehension work on it.
- To use the past simple and present perfect in different contexts.

**Initial phase**


Ask these questions: 'If you have got a car and your neighbour has got one too, and both work in the same area, what can you do to go green?' (share car journeys to work) 'What can we do with food waste?' (compost it) 'What can we do to avoid using air conditioning in summer and the heater in winter?' (insulate windows) 'What kind of batteries should we buy?' (rechargeable) 'What must we install to have solar energy?' (solar panels) 'What can we do with good quality packaging?' (recycle it) 'What should we try to do when there is enough natural light?' (to turn off the lights)

**Core Vocabulary 2****The environment**

- 1 Ask the class to look at the words in purple and match some of them with pictures 1–4. Use definitions to teach the rest of the unknown vocabulary. Check the answers orally.

**Answers**

1 water pollution; 2 car fumes; 3 smog; 4 natural resources

- 2  1.19 Play the track for students to listen and repeat. Pay special attention to stress and vowel sound quality.

- 3 Give the class four minutes to complete the sentences with some of the words or phrases in exercise 1. Discuss the answers orally.

**Answers**

1 natural resources; 2 environmentally-friendly places; 3 biodegradable material; 4 Car fumes; 5 Water pollution, ecological disaster

- 4 Ask the class to order the words in bold. Check the answers on the board and have students read the questions with appropriate intonation: rising for *Yes/No* questions and falling for *Wh-* ones.

**Answers**


1 global warming; 2 greenhouse effect; 3 environmentally friendly; 4 ecological disaster; 5 natural resources

**PHASES EXTRA**

Have students talk about their city/country using the words in exercise 1.

**TEACHING TIP**

Giving students the chance to speak about their own reality is a must. It is a fantastic chance for them to talk meaningfully in an authentic communicative situation. Let's bear this in mind!

- 5  Invite students to work in pairs and take turns to answer the questions in exercise 4 giving their personal opinion.

▶▶ **Workbook page 18**

**Reading 2****Feeding our cities**

- 6 Pre-reading: Work with the paratext. Draw students' attention to the picture and the title and ask what they think the building is for and how it could be done.


**Answer**

b

**MIXED ABILITIES**

Working on the paratext is very important for visual students. Take advantage of this and invite them to suggest, for example, what other picture they would use to illustrate the text or what caption they would include.



- 7  1.20 Play the track for the class to read, listen and check their answer. Check global comprehension through these questions: 'Why are cities described as ecological nightmares?' 'Why is Professor Dickson Despommier important?'
- 8 Have the class read the text again and answer the questions. Discuss the answers orally.

#### Answers

1 In cities. 2 Because very few people grow food in cities and the food produced in the country must be taken/distributed to the cities. 3 He wants to replace traditional skyscrapers with special skyscrapers that contain farms. 4 They will grow crops, have chicken and fish. 5 From solar energy. 6 Possible answer: In countries with severe weather conditions or overpopulation.

#### PHASES EXTRA

Organize the class into four or five groups. Explain you will read questions for them to answer re-reading the text in exercise 6 in detail. They must work with books open and points will be awarded to the group that gives the correct answer first. Remind them not to shout and raise their hands instead. Ask, 'Where did most civilizations use to live in the past?' (near rivers) 'What brought about immigration?' (the opening of factories) 'How many people grow food in big cities?' (very few) 'How long have scientists known about the problem of food shortage?' (for years) 'Why do you think skyscrapers can provide a solution?' (Because in a small plot of land you can grow a lot of vegetables on each floor of the construction.) 'What phrase does the writer use to refer to skyscrapers where crops are grown?' ('farm skyscrapers' or 'vertical farms') 'What consequences does Despommier think that the building of these farm skyscrapers will have?' (more green cities) 'How will these vertical farms help us fight global warming?' (Because each floor will be insulated thanks to the growth of vegetables or crops in them.) 'What do Sweden, Iceland and India have in common?' (They have extreme weather conditions.) 'What has Despommier already done?' (a prototype) 'What hasn't he been able to do yet?' (build a vertical farm) 'What word does the author use for "citizens"?' ('inhabitants')

#### LOOK!

Draw students' attention to the Look! box and remind them how we can transform an adjective into an adverb by adding *-ly*. Elicit more examples and sentences with them. Make sure students understand that adjectives describe nouns while adverbs give information about the action and they modify a verb. Also, explain there are a few exceptions, eg 'fast' and 'hard'. The adjective and adverb take the same form.

## Grammar 2

### Contrast between past simple and present perfect

- 9 Ask the class to look at the sentences in the grammar table and complete the rules. Discuss the answers orally.

#### Answers

a past simple; b present perfect

- 10 Give the class a few minutes to read and choose the sentence with the same meaning. Check the answers orally.

#### Answers

1 a; 2 b; 3 a; 4 a

- 11 Have students complete the text with the correct form of the verbs in brackets. Remind them to use the past simple or the present perfect. Check the answers orally and write them on the board to avoid mistakes.

#### Answers


1 wrote; 2 have tried; 3 haven't thrown away; 4 has bought; 5 bought; 6 was; 7 have worn; 8 wore; 9 thought

#### PHASES EXTRA

Invite students to ask and answer questions about the text in exercise 11. You may provide the first word, eg: Teacher: 'Who' Student A: 'Who is a really green person?' Student B: 'Suzy is.'


## Pronunciation

### The sound /ʌ/ in past participles

- A Utter the /ʌ/ sound in isolation and invite students to read the past and past participial forms on the list in a low voice to underline those they think are pronounced with the /ʌ/ sound.
- B  1.21 Play the track for the class to listen, check the answers and repeat.

#### Answers

begun, sung, done, drunk, swum

- 12  Ask a few students about personal experiences with 'ever', eg 'Have you ever seen a vertical farm?' Most probably, students will answer negatively but when you come to an affirmative answer, for the sake of communication, elicit specific information in the past simple, eg Teacher: 'Have you ever travelled to the USA?' Student A: 'Yes, I have.' Teacher: 'When was that?' Student A: 'I travelled to the USA two years ago. I visited ...'

Remind the class that to ask and answer about experiences, we use the present perfect with 'ever' and when the answer is affirmative, we are expected to provide extra information using the past simple. Have students work in pairs and take turns to ask and answer five questions about personal experience as in the example. Walk around and monitor their work.

For further details and practice, refer students to the Language Database on page 120.

► **Workbook pages 19 & 20**

## Closing phase

Read these sentences backwards for students to reconstruct, eg Teacher: 'yet / farm / vertical / a / built / hasn't / Despommier' Student: 'Despommier hasn't built a vertical farm yet.'

You may use the following sentences for reconstruction: 'The professor has already built a prototype.' 'Some cities have already had ecological disasters.' 'Car fumes have polluted a lot of places.' 'Global warming has produced a lot of natural disasters.' 'Nobody has invented a solution to the global warming problem yet.' 'Many people have insulated their homes.' 'I have never bought second-hand clothes.' 'I still haven't shared car journeys with my neighbours.'

## Lesson 4

### Aims

- To develop speaking skills: Priorities.
- To write an opinion essay.

## Initial phase

Brainstorm ways of giving opinion and write them on the board as a reminder, eg 'I think ...', 'As far as I'm concerned, ...', 'To my mind, ...', 'According to me, ...', 'As I see it, ...', 'It seems to me that ...', 'In my opinion, ...', 'From my point of view, ...', 'I am of the opinion that ...'

Divide the class into groups of four and give each group one of these cards:

Do you think it's important to use less electricity?

How can using public transport help us preserve the environment?

What should we make with recycled packaging?

How can we dispose of batteries?

What is the simplest thing we could do to start taking care of the environment?

How can we invite our neighbours to help us preserve the environment?


How can we involve other schools in the area in our project to help the environment?

What should be done in our country to take more care of our natural resources?

Tell the class that they have five minutes to discuss the answer to the question they have on their card and choose a speaker to present their ideas to their classmates. The speaker should speak non-stop for two minutes using the expressions on the board.

## Core Speaking

### Priorities

- 1  1.22 Play the track for students to listen to Jack and Kieran and say what three things they decide to do. Discuss the answers orally.

#### Audioscript

**Jack** Let's make a list of ways of helping the environment.

**Kieran** OK. What about saving energy?

**Jack** OK, but how?

**Kieran** Well, we can watch less TV.

**Jack** I'd rather use the computer less than watch less TV.


**Kieran** We can do both, but I think recycling is more important.

**Jack** I don't agree. I think saving energy is as important as recycling.

**Kieran** Do you? For me, the most important thing of all is travelling by public transport.


**Jack** OK, let's recycle packaging and travel by public transport too.

**Kieran** So, our list of ways of helping the environment is saving energy, recycling packaging and travelling by public transport.

- 2  1.22 Play the track a second time for the class to check their answers to exercise 1.

#### Answers

They decide to save energy, recycle packaging and travel by public transport

- 3  1.22 Play the track again for students to complete the dialogue. Check the answers orally.

#### Answers

1 a list; 2 saving; 3 less; 4 computer; 5 both; 6 important; 7 travelling

- 4 Play the track part by part and have students repeat the conversation aiming at fluency and correct pronunciation. Then give the class a few minutes to practise and act out the dialogue. This may be done in simultaneous pairs or with some pairs taking turns to role-play at the front.

## Speaking Task

- 5 Students work in pairs to prepare a dialogue with a friend. Read the instructions aloud, making sure they understand what they are expected to do. Then invite them to choose one of the two lists or come up with their own ideas. Tell them to use some of the ideas given in Step 2 and add some of their own. If you wish, brainstorm ideas before they prepare the dialogue and write some of them on the board as a reminder. Students work in pairs and take turns to act out their dialogue. Walk around and monitor.

## Writing

### An opinion essay

- 6 Write 'Opinion essay' on the board and ask students if they know what it is and what the characteristics of such an essay are, eg the type of language used, the number of paragraphs, the fact that each of the arguments is presented and developed through examples and explanations, etc. Then have them look at the essay and check. Once the discussion is over, invite students to read the essay and order the words in bold. Discuss the answers orally.

#### Answers

1 obligatory; 2 recycle; 3 produce; 4 wildlife; 5 lazy; 6 good

- 7 Ask the class to read the text again and answer the questions. Discuss the answers orally.

#### Answers

1 People produce more rubbish now because we use more packaging. 2 People don't recycle because they are too lazy. 3 No, it isn't.

### LOOK!

Draw students' attention to the Look! box, read the examples provided for the use of linkers and then invite them to add some other examples to the two lists, eg Addition: *besides, and, also*; Result: *therefore, in consequence, so*, etc. If you wish, have students work in pairs and provide sentences with the linkers added. Walk around and monitor.

- 8 Ask students to read the text and choose the correct words. Discuss the answers orally.

#### Answers

1 As a result; 2 What's more; 3 Consequently; As a result

## Writing Task

Tell students that they will write an opinion essay on the following topic: *People should pay for each bag of rubbish they throw away. Do you agree?* Ask them to follow the three steps given. Explain that they will have to create a similar piece of writing as the one in exercise 6. Brainstorm ideas connected to the topic introduced and write some of them on the board as a reminder.

- 1 Ask students to start working on a plan. Suggest them making notes. Write these questions on the board as a guide: 'Can you describe the present situation?' 'What is your general opinion?' 'Can you think of arguments to support your opinion?' 'Can you make a summary of your opinion?'
- 2 After making notes, have students organize the information they wrote and start creating their piece of work. Tell them that the essay they will write should have three paragraphs. Explain that organizing ideas is vital because paragraphs have to contain similar information as they are a unit of meaning. When ideas are clearly presented, the message is clear. In the first paragraph, they will describe the present situation and their general opinion on the topic. In the second one, they will mention arguments to support their opinion and the third paragraph will be the conclusion of their opinion. Monitor their work.
- 3 Tell students to go over their essays and see if they have used the grammar topics and vocabulary correctly. Tell them not to forget to include the topic at the beginning of the essay.

► Workbook page 22

## Closing phase

Have a few students read their opinion essay to the class. Invite the class to comment on how effective the essays are and why.

## Lesson 5

### Aims

To read about famous green organizations.

To visit a website to find specific information about other famous green organizations in the world.

To integrate what students have learnt so far.




## Initial phase

Write 'Greenpeace' on the board and write the following scrambled up questions: 'kind / organization / it / is / what / of?' 'out / carry / what / do / its / activities / members / usually?' 'defend / do / they / what?' 'anybody / member / can / a / organization / this / become / of?' 'members / paid / for / are / work / their?'. Invite students to work in pairs, generate grammatically correct questions using the words given and then try to answer them. If by any chance they have no information about some of the questions, have them check the answers on a website.

## Core Culture

### Famous green organizations


- 1 Pre-reading: Work on the paratext. Draw students' attention to the picture and the title and invite them to predict what Freecycle is. Then ask them what they can see in the picture. Accept all answers at this stage.
- 2  1.23 Play the first paragraph of the text and ask what Freecycle is. Then play all the track for the class to read, listen and answer the questions. Discuss the answers orally.

#### Answers

- 1 No, you don't. It's free to join. 2 The network has existed since 1st May 2003. 3 Today, there are millions of members. 4 You should offer it to your Freecycle group.

### PHASES EXTRA

Draw a grid on the board and write these headings: 'Number of countries using the network', 'Place where the network started', 'Name of its founder', 'Weight they handle per day', 'Procedure'. Give the class three minutes to re-read the text and find the information to complete the grid. Discuss the answers orally.

- 3  **ABOUT YOU** Discuss with the class as a whole and ask, 'Is there a green organization in your area?' If you notice students have not got enough information to discuss the topic, ask them to investigate and bring material for the following class. Remember then to start the next lesson discussing the issue. You should elicit names of organizations, their aims and ways of working.

### MIXED ABILITIES

Giving students the opportunity to look for information at home is an effective strategy to help weaker and slower students. They can do the work at their own pace and 'rehearse' answers if necessary. This also works with students who are not so independent as they will have to read, understand and select relevant information on their own.

## Webquest

Students go online to look up information about other famous green organizations in the world.

#### Possible answers

The GoodPlanet Foundation is a non-governmental organization founded by Yann Arthus-Bertrand in 2005, supporting ecology and sustainable development. It is mainly concerned with the distribution of pedagogic documents and the organization of events for raising awareness of the importance of sustainable development, such as the ecology film-festival 'GoodPlanet' in Rio de Janeiro, the exhibition '6 billion others', conferences and events for enterprises.

It creates posters for educational institutions about topics such as the *Bee Movie* development, bio-diversity and forests. It publishes a catalogue of consumer products it considers environmentally responsible. It also organizes its activities through websites. It leads Action Carbone Solidaire, a stock promotion programme aimed at reducing emissions of greenhouse gases. It also manages the site, [goodplanet.info](http://goodplanet.info), established in 2009, which is an educational website aimed at informing the public about sustainable development. It finances school projects and environment-conservation projects.

In 2009, the mayor of Bordeaux, Alain Juppé, was elected Vice-President of GoodPlanet. It handled the international distribution of *Human* which premiered on 12 September 2015.

## Closing phase

Give students two minutes to go through this unit in their books and then ask them to mention one thing they have learned or they remember from the unit, eg 'Despommier hasn't built a vertical farm yet but he believes he will do so soon.'

## Progress check

#### Answers

- 1 1 b; 2 e; 3 d; 4 c; 5 f; 6 a
- 1 smog; 2 natural resources; 3 environmentally-friendly place; 4 global warming; 5 car fumes; 6 water pollution
- 3 He has already bought a new tablet. He hasn't phoned his aunt in Madrid yet. He hasn't tried on his new pairs of trousers yet. He has already become a member of Greenpeace. He has already studied for the German exam. He has already done his maths homework. He hasn't chosen his mum's birthday present yet. He hasn't invited Tom to the party yet.
- 4 1 was; 2 studied; 3 formed; 4 became; 5 has recorded; 6 has visited; 7 hasn't met; 8 hasn't got

#### Integration

- 1 since; 2 started; 3 was; 4 already joined; 5 have achieved; 6 supports; 7 since; 8 has invested



## Revision 1

### Initial phase

Ask students to number the pictures on page 26 from 1 to 10 following the arrows.

Give the class a few minutes to memorize them and think of sentences to describe each. Tell them they should remember the order. Say a number and invite students to make as many sentences as possible describing the picture. Proceed likewise with various pictures.

### Core Vocabulary

Invite students to work in pairs and play the vocabulary game taking turns to guess the missing words.

#### Answers

1 move house; 2 worried about; 3 dreamed about; 4 recycle packaging; 5 insulated; 6 turn off; 7 Car fumes; 8 Water pollution; 9 Smog; 10 biodegradable

### Reading

#### Think before buying

- 1 Pre-reading: Draw students' attention to the title and the introduction so as to answer the questions in it. Discuss the answers.
- 2 Have the class read the text and say if the statements are true, false or not mentioned. Discuss the answers orally.

#### Answers

1 true; 2 not mentioned; 3 false; 4 not mentioned; 5 true

#### PHASES EXTRA

Invite students to work in pairs to draw a mind map summarizing the article. Give them the chance to explain their work with their classmates.

### Grammar

- 3 Ask students to complete the sentences with the correct form of the verbs in brackets. Check the answers orally.

#### Answers

1 was, doing; 2 will, spend; 3 Do, go; 4 didn't have; 5 are writing

- 4 Ask the class to read the statements and choose the correct words. Correct the answers orally.

#### Answers


1 done; 2 already; 3 already studied; 4 still haven't (Although the other option may be found in colloquial English, it's not the correct position of the adverb.); 5 left; 6 been; 7 yet

- 5 Ask the class to complete the sentences with some of the verbs in purple in the correct form.

#### Answers

1 didn't go; 2 Have, driven; 3 Has, told; 4 did, see; 5 have, been; 6 lent; 7 has, done; 8 went

### Listening

- 6  1.24 Listening for gist: play the track for students to listen to an expert and tick the correct sentence.


#### Audioscript

*Good afternoon, ladies and gentlemen. Today we are here to talk about the environment and how its gradual destruction is affecting animals. We all know that the climate is changing everywhere: in the north, in the south, in the east and in the west. This is causing global warming. What does this mean? That the planet is becoming a hotter place. Both the North and South Poles are getting warmer and warmer, so the ice there is melting. If the ice melts, the local fauna will only have two solutions. Animals can adapt their bodies to the new conditions or they die. Polar bears can't survive in hot weather. A clear example of this is what happened in an Argentine zoo a short time ago. A polar bear died in captivity as a result of extreme, high temperatures. Do we want this to happen again? Of course not, but although we are worried about the consequences, we don't do much to change our attitude to the environment.*

*A second important point is the destruction of forests. We have cut down a lot of trees in different parts of the world. Why? To make furniture or paper. But the truth is that we need a few minutes to cut down a tree and a very long time to make one grow. The birds and other animal species that lived in the forests that disappeared have moved to other places or died. I'm sure that if we continue destroying natural habitats, most animals will die.*

#### Answer

b

- 7  1.24 Play the track a second time for the class to listen and answer the questions. Discuss the answers orally.

#### Answers

1 It's changing everywhere. 2 The main consequence of global warming is that the planet is becoming a hotter place. 3 They are getting warmer and warmer, so the ice there is melting (and this affects the local fauna). 4 They die. 5 A polar bear died in Argentina. 6 We cut down a lot of trees to make furniture or paper. 7 They have moved to other places or died.

**PHASES EXTRA**

Pair up students and invite them to listen to the track again so that they can copy and complete the following unfinished sentences on the board: 'Today we are here to talk about ...' 'The planet is becoming ...' 'The ice in the poles ...' 'Animals can adapt their bodies to the new conditions or ...' 'A polar bear died in captivity ...' Play the track twice and then have students read out their statements. Correct them orally.

## Collaborative Task – An environmentally-friendly school

### Step 1: Ideas

Give students time to think of ways in which their school/town can become more environmentally friendly and save resources. Advise them to take down notes, which will be then used for making a poster presentation.

### Step 2: Group work

Organize the class into small groups so that they can share the ideas they have written down and consider the questions given.

### Step 3: Writing

Have each group vote for the two best options and organize their notes into paragraphs. They should provide an effective title and may write a heading for each paragraph to make their presentation clearer.

### Step 4: Presentation

Give the groups time to discuss and edit their work paying special attention to spelling, punctuation and linkers. Remind them to avoid unnecessary repetitions as well as the use of empty words such as 'people' or 'place'. Having done that, students should make a poster and show it to their classmates.

## Closing phase

Ask students to work in pairs and give them five minutes to write questions about two of the texts/posters their classmates have presented. They interact with other pairs asking and answering those questions.

## Upgrade for Exams

### Initial phase


Divide the class into two teams and give them two minutes to think of events that have/haven't taken place so far this year. Model first. Ask a student from team A to mention one thing that has already happened and a member from team B to mention something that has not happened yet. Elicit sentences with *already*, *yet* and *still*. Go on in the same way asking students to speak fluently. Also remind them that their response should be immediate. They shouldn't take too long to think as rhythm is an important element in this game. Give the teams a point for each correct present perfect sentence.

## Core

- 1 Ask students to read the text and choose the correct words to complete it. Check the answers orally.

### Answers

1 B; 2 A; 3 B; 4 C; 5 C; 6 B; 7 A; 8 C; 9 A

- 2  1.25 Play the track for students to listen to the first part of a radio programme and choose the correct answers. Check orally.

### Audioscript

**Presenter** Hello and welcome to 'Eco News'. Jackie's here today to tell us all about Buy Nothing Day. So Jackie, what is it exactly?

**Jackie** Buy Nothing Day is an annual event that began in the 1990s.

**Presenter** Its name suggests you don't buy anything for one day, is that right?

**Jackie** Exactly – if you participate in Buy Nothing Day then you don't buy anything for 24 hours. However, it isn't about making changes for just one day. Everything we buy has an impact on the environment and Buy Nothing Day tries to get people to think about this.

**Presenter** So it isn't about getting people to stop shopping completely?

**Jackie** No, it's about encouraging us to think and implement lasting changes.

**Presenter** So when is Buy Nothing Day?


**Jackie** In the UK, it's on the last Saturday in November every year.

**Presenter** So it doesn't just happen in the UK?

**Jackie** No, there are Buy Nothing Day organizations in many countries including the USA, Japan, New Zealand and Spain.

### Answers

1 b; 2 b; 3 b; 4 b

- 3  1.26 Ask students to read the sentences and play the track for them to listen to the second part of the radio programme and complete the sentences with the missing information.

**Audioscript**

**Presenter** *Can anyone take part?*

**Jackie** *Yes, anyone can participate, they just have to commit to buying nothing for 24 hours. In many places, people also organize events to celebrate the day and provide an alternative to shopping.*

**Presenter** *What sort of events?*

**Jackie** *Well, in the past there have been swap days, where people brought their unwanted items and exchanged them for things that other people had brought. In Brighton, workshops were organized to teach people how to make Christmas presents from old items rather than buying new gifts for their friends and families. Some people learned how to make wallets from old milk cartons!*

**Presenter** *That sounds great! And what can you do if there isn't an event in your area?*

**Jackie** *Well, you can recycle packaging from items you've already bought. You can also write to supermarkets and shops to ask them to use less packaging.*

**Presenter** *Good idea. Packaging creates a great deal of rubbish.*

**Jackie** *You're right. The rubbish generated is bad for wildlife, particularly plastic items as plastic doesn't break down naturally, or decompose.*

**Presenter** *Well, thanks, Jackie.*

**Answers**

1 unwanted; 2 Christmas; 3 write; 4 for wildlife

## Closing phase

Have students work in pairs. One student goes to page 102 and the other to page 107 to do Communication Activity 1. The aim is to revise narrative tenses and the use of time expressions to show sequence. Read the instructions aloud making sure students understand what they have to do. Give the class two minutes to make up the story and then have them take turns to tell the story to their partner. Remind students they should take down notes to then be able to write a description of the situation. To round up, students may report to the rest of the class on the similarities and differences between their stories.