

UNIT 9 OUR PLANET

The expression *our planet* refers to the Earth. We often use the phrase *our planet* when we talk about environmental issues and making environmental changes, e.g. *We need to make big changes in the way we lead our lives in order to save our planet.* Encourage the students to look through the unit quickly and find pictures, texts and vocabulary that refer to the Earth and to the environment.

Unit plan



Unit opener	(p. 104)	20 min.
Vocabulary: the weather	(p. 106)	25 min.
Grammar: <i>may</i> , <i>might</i> and <i>will</i> for future possibility	(p. 106)	40 min
Pronunciation: /eɪ/, /aɪ/ and /ɔɪ/	(p. 107)	15 min.
Speaking: interrupting	(p. 108)	20 min
Vocabulary: the natural world	(p. 108)	25 min.
Reading: understanding meaning from context	(p. 109)	30 min.
Grammar: <i>will</i> and <i>going to</i>	(p. 110)	40 min.
Listening: to a weather forecast	(p. 111)	30 min.
Writing: a description of a place	(p. 111)	20 min.
LifeSkills: evaluating different plans (Work and Career)	(p. 112)	45 min.
• optional downloadable LifeSkills lesson (Self and Society)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
Language wrap-up	(p. 114)	15 min.
Writing workshop: writing a description of a place	(p. 115)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map



	Competence developed	CEF Reference (A2)
Vocabulary	can talk about the weather	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
	can talk about the natural world	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can understand and use modals of possibility	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
	can understand and use <i>will</i> and <i>going to</i>	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Speaking	can interrupt an interlocutor appropriately	Section 4.4.3.5; Section 5.2.2.5; Section 5.2.3.1
Pronunciation	can produce and recognise /eɪ/, /aɪ/ and /ɔɪ/	Section 5.2.1.4; Section 5.2.1.6
Reading	can understand the meanings of words from the context	Table 2; Section 4.4.2.2; Section 4.4.2.4
Listening	can understand a short weather report	Table 1; Table 2; Section 4.4.2.1; Section 4.4.3.1
Writing	can write a description of a place	Section 4.4.1.2; Section 5.2.1.2; Section 5.2.1.5; Section 5.2.3.1

Unit opener (p. 104)

Lead-in

Direct the students' attention to the objectives in the box and go through the information with them. Explain that this unit focuses on how to talk about *the weather*, *climate change* and *the natural world*. Then ask the students to look at the picture of the man. Ask them to think about these questions: *What is he wearing? What does he do for a living? What is he going to talk about?* Ask them to look for the photo of the man in the unit: *Which section does he appear in?*

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: understanding meaning from context

Ask the students what they do when they find words they don't know in a text. Ask them how they work out the meaning of new words.

Speaking: interrupting

Ask the students when it is OK to interrupt people. Ask them how interrupting could be done politely.

Get your students to think about the two skills being practised in this unit.

Listening: to a weather forecast

Ask the students if they listen to the weather forecast on the radio every day. Why or why not?

Writing: a description of a place

Ask the students to look through the unit to find the name of a place that is described (*Manchester, England*).

Refer the students to the **LifeSkills** panel. Explain that the topic of this unit's LifeSkills section is *Evaluating different plans*. Ask them to work in pairs and tell their partner when they last had to choose between different plans, and what happened as a result. Listen to their ideas as a class.

Ask the students to close their books. Ask them to work in pairs to discuss a place that they like in their country and a place that they don't like so much. Emphasise that the word *place* here could mean a town or city, somewhere in the countryside, somewhere by the sea, etc. Encourage them to give reasons for their choices. Listen to some ideas from the class.

A

- Ask the students to open their books and look at the photos. As a class, ask them what countries they think these photos might show. You can speculate that the first one might be from the Alps (Germany, or Austria or Switzerland, or perhaps New Zealand, Canada or the USA; the second one could be from the Maldives or somewhere in the Caribbean; the third one might be from northern Europe, e.g. Britain or France.
- Ask the students to work in pairs and discuss the things they like and dislike about each place (e.g. Photo 1: *I feel positive about this place. It looks like the air is clean, there are beautiful views and it's very quiet. Or I wouldn't like to go there. It looks very cold in winter, there aren't many people, and it looks boring.* Encourage them to write down at least one positive and one negative comment for each photo.
- Listen to their ideas as a class. Ask them which of the places they prefer.

Alternative

Ask the students to rank the photos from 1 (the place they like best) to 3 (the place they like least). Listen to some ideas from the class.

B

- Give the students a couple of minutes to think about where in the world they would like to visit, and why. Give them an example to help them, e.g. *I would most like to visit China because I really want to see the Great Wall of China.*
- Ask the students to read the model conversation and refer them to the phrases in the **How to say it** box. Encourage students to use the expressions in the box when they are discussing the questions.
- Ask the students to work in the same pairs as in Ex. A to discuss the questions. Listen to some ideas from the class. Ensure that they support their ideas with a reason.

Vocabulary: the weather (p. 106)

Lead-in

Ask the students what the weather is like today. Elicit some adjectives that can describe the weather, e.g. *hot, warm, cool, windy, cold, nice, beautiful, terrible*. Point out that when we talk about the weather, we can use *it's* instead of *the weather* (e.g. *it's warm today; it's very nice today*).

A

- Ask the students to do this exercise individually and then compare their answers in pairs, discussing any differences.
- Check the answers with the class.

Answers

A 1 B 4 C 6 D 2 E 9
F 7 G 5 H 8 I 3 J 10

B

- Ask the students to look at the **How to say it** box and point out that they can use either the adjective form (e.g. *it's rainy*) or the present continuous verb form (e.g. *it's raining*) when describing the photos.
- Put the students into pairs and ask them to describe the weather they can see in the photos.
- Listen to some ideas from the class.
- **Highlight** that these weather adjectives all have the same -y ending. Point out that some weather adjectives don't have a verb equivalent, so we can't say **It's sunning today*, for example. If we want to use a verb, we have to say *The sun is shining today*.

Possible answers

- 1 It's cold and it's snowing.
- 2 It's windy and rainy.
- 3 It's hot/warm and sunny.

C

- Ask the students to look at the seasons vocabulary in the box. Refer the students to the phrases in the **How to say it** box and encourage them to use these phrases and adverbs of frequency (*never, rarely, sometimes, usually, often, always*) when talking about the typical weather for each season. The students can also use the weather vocabulary from Ex. A.
- Put the students into pairs to do the exercise. When they finish, listen to some ideas from the class. Ask them which time of the year they like the best.

▶ Workbook p. 52, Section 1

Grammar: *may, might* and *will* for future possibility

(p. 106)

Lead-in

Ask the students to work in pairs and discuss their plans for the weekend. Ask them to decide which plans are definite and which are only a possibility. Listen to ideas from the class. Encourage them to use the present continuous for the definite plans and *maybe + will* for the plans that are less definite, e.g. *I'm going to a party on Saturday; maybe we'll go to the beach on Sunday, but we're not sure.*

A

- Ask the students to read the question carefully before they read the email.
- Remind them that when we say how we are travelling, we use the preposition *by*, e.g. *by plane, by car, by train.*
- Ask the students to work individually and then compare their answer in pairs. Check the answer with the class.

Answer

by train

NOTICE!

Ask the students to underline all the examples of phrases with *may, might* and *will* in the text. Ask them to say what form of the verb follows these words. Check the answers with the class.

Answers

we may go, it might be, it probably won't rain, it will probably be, I might not have to, Jill will definitely meet

the base form of the verb (without to)

B**Function**

- Ask the students to read the email in Ex. A again.
- Ask them to read the options for how *may, might* and *will* are used and think about how the modal verbs are used in the email. Students should do this exercise individually and then compare their answers in pairs, discussing any differences.
- Check the answers with the class. Point out that the speaker says *may go up to the mountains* because it depends on the weather, so it isn't certain, and *might not have to work on Friday* because he isn't certain yet. He uses *will definitely meet you* because that is certain.
- **Highlight** that *may* and *might* have almost the same meaning. *Might* is a little less formal than *may*. It is also more common than *may*.

Answers

1 a 2 a 3 a 4 b

Form

- Ask the students to use the examples from Ex. A to complete the table. Check the answers as a class.
- **Highlight** that we use *definitely* and *probably* with *will*, but that we never use them with *may* or *might*.
- Point out that it is more natural to say *I don't think it will ...* rather than *I think it won't ...*, e.g. *I don't think it will rain tomorrow* (not *I think it won't rain tomorrow*).

Answers

1 may go	4 will definitely meet
2 might be	5 might not have
3 'll see	6 probably won't

C

- Ask the students to look at the **What's right?** box. Ask them to choose the correct sentence (*I might be late tomorrow.*).
- **Highlight** the fact that the modal verbs *will, may* and *might* are never followed by *to*.
- Ask the students to do this exercise individually. Remind them to look for words that will help them decide which modal is correct, e.g. *I'm not sure, definitely, probably*. Point out that in some cases, more than one answer might be possible. Tell them that they will need to look at the meaning of each sentence to decide whether to use the negative or affirmative form of the modal verb.
- Check the answers with the class. In cases where more than one answer is correct, the more usual answer is given first (note that *might* is more frequent than *may*).

Answers

1 might/may	4 won't	7 won't
2 will	5 might/may	8 won't
3 will	6 might/may	

D

- Ask the students to write endings for the sentences individually.
- Ask the students to work in pairs and to tell each other their sentences.
- Listen to some sentences from the class.

Extra: homework

Ask the students to complete these sentences.

- 1 Over the summer holiday, I might ...
- 2 Next Saturday, I'll definitely ...
- 3 This weekend, the weather might be ...

▶ Workbook pp. 52–53, Section 2

Pronunciation: /eɪ/, /aɪ/ and /ɔɪ/ (p. 107)

Lead-in

Ask the students to keep their books closed. Write these three words on the board and ask them to read them out to you: *say, sky, boy*. See what other words they can think of which rhyme with each one of these three words (e.g. *pay, day, May; high, lie, my; joy, annoy*).

A 42

- See the Student's Book page for the **audioscript**.
- Tell the students they will hear three groups of words. There is one word in each group that doesn't belong there. Ask them to listen to the recording and circle the word that doesn't belong.
- Play the recording again and ask the students to write the odd words in the column where they belong.
- Check the answers with the class.

Answers

sky – /aɪ/ boy – /ɔɪ/ day – /eɪ/

B 43

- See the Student's Book page for the **audioscript**.
- Elicit or explain what a *diphthong* is (a combination of two vowel sounds together in a word) and point out that the sounds in Ex. A are diphthongs. Note that the final eight vowel symbols on p. 168 of the Student's Book are diphthongs.
- Ask the students to take some time to do the exercise individually, marking – writing on the lines – the diphthong each word contains. Ask them to check their answers with their partner. Then play the recording for them to check their answers.
- Ask the students to practise saying the words.

Answers

grey /eɪ/, make /eɪ/, time /aɪ/, away /eɪ/, pie /aɪ/, enjoy /ɔɪ/, cry /aɪ/, toilet /ɔɪ/

C 44

- See the Student's Book page for the **audioscript**.
- Ask the students to read the sentences and notice the diphthongs. Then ask them to practise saying the sentences in pairs.

- Play the recording for them to check. Give them time to practise some more if necessary; otherwise ask individual students to read aloud a sentence to the class.

Speaking: interrupting (p. 108)

Lead-in

- Make sure the students understand what *interrupting* means. Ask the students how they interrupt other people's conversation in their own language. What do they do? What do they say? Is it easy to do this? Ask them under what circumstances we need to interrupt people (e.g. when there is something important to say or when we want to give someone an urgent message).
- Ask the students to read the information about interrupting in the skills panel. Make sure that the students understand the phrases *body language, smile* and *make eye contact*. Ask why it is so important to be polite when interrupting. Make sure that the students understand that culturally it is polite to wait until the other person has stopped speaking before talking yourself, and also to continue the conversation when replying. This is why it is so important to be very polite when interrupting or changing the subject of the conversation.

A 45

- See the Student's Book page for the **audioscript**.
- Make sure the students understand the aim of the listening exercise – to underline the expressions that they hear people use to interrupt the conversations.
- Play the recording once and check the students' progress. If necessary, play the recording again. Check the answers with the class.

Answers

Sorry to interrupt, but ...
Sorry, can I interrupt for a second?
Excuse me, can I ask a quick question?

B

- Ask the students to read the model conversation.
- Divide the class into groups of three. You might like to prompt the students by giving them some topics for their conversations. Write phrases like these on the board: *next weekend, my next holiday, problems with my job, making plans for this evening*.
- Ask Students A and B to choose a topic and have a short conversation. While they are talking, Student C should think of a reason for interrupting and interrupt politely, using one of the phrases from Ex. A.
- Ask the students to repeat the exercise twice more, so that each student has a chance to interrupt.
- If the class does not divide equally into groups of three, have one or two groups of four, and ask them to do the exercise an extra time to give all the students a chance to interrupt.

▶ Workbook p. 53, Section 3

Vocabulary: the natural world (p. 108)

▶ Workbook p. 54, Section 4



Lead-in

Ask the students if they often visit the countryside (the parts of their country that are not towns or cities). Ask them if they like visiting the countryside. Why or why not?

A

- Ask the students to do this exercise individually and then compare their answers in pairs.
- Check the answers with the class.

Answers

A 4 B 5 C 3 D 7 E 6 F 1 G 8 H 2

Culture note

An ocean is normally bigger than a sea. For example, we say *the Pacific Ocean* and *the Atlantic Ocean*, but we say *the Mediterranean Sea* and *the Black Sea*. In the USA when people go to the beach, they talk about *the ocean*, but in other English-speaking countries they call it *the sea*, even if they are talking about *the Atlantic Ocean*, for example.

B

- Give the students a couple of minutes to think of a natural place they have been to and to make a few notes.
- Ask them to look at the model sentences beginnings and encourage them to use the present perfect and *there is / there are* when they describe the geography of the place.
- Encourage them to use words from Ex. A. Point out that they can also comment on what the area doesn't have.
- Students work in pairs to describe the natural place that they have visited. Listen to some ideas from the class.

Extra: homework

Ask the students to write four or five sentences about a natural place they have visited using *there is / there are* and some of the vocabulary in Ex. A.

Extra: vocabulary

Write the words *ocean*, *mountain*, *river* and *island* on the board, and use them to play a quick geography quiz game. Begin by giving an example, e.g. *What's the biggest ocean in the world?* Elicit the answer (*the Pacific Ocean*). Ask the students to work in groups of four or five and write similar questions about the other categories, both about the world and about their country. Each group should then ask and answer their questions with other groups. Get feedback from the class. (Note: the longest river in the world is the Nile, the highest mountain is Everest, and the biggest island is Australia.)

Reading: understanding meaning from context (p. 109)

Lead-in

- Ask the students what they can do if they see a word they don't know in English. Elicit some possibilities (e.g. *look it up in a dictionary*, *use an online translation program*, *ask a classmate*, *ask the teacher*). Ask them which of the ways they find the easiest and/or most reliable.
- Ask the students to read the information in the skills panel.
- Point out, or remind the students, that we can often work out the general meaning of an unknown word in a text from its context. Make sure the students understand what *context* means (the text around the unfamiliar word).

A

- Explain the exercise. Ask the students to do the exercise individually.
- Ask them to compare their answers in pairs. Check the answers with the class.

Answers

1 T 2 F 3 T

B

- Remind the students that we can often work out the meaning of an unknown word from the words around it.
- Ask them to read the sentence and choose the correct meaning of the term *weather patterns*.
- Check the answer with the class.

Answer

a

C

- Refer the students to the words and definitions. Explain that they should be able to work out the correct definition for each word from the topic of the surrounding text and the context of each sentence in the text.
- Ask the students to do this exercise individually and then compare their answers in pairs, discussing any differences.
- Check the answers with the class. Discuss the key words and phrases in the text that helped the students work out the meaning of the unfamiliar words.
- **Highlight** that in the word *roughly*, the *gh* is pronounced like the *gh* in *enough* - /rʌfli/.

Answers

1 a 2 a 3 b 4 a 5 b

D

- Ask the students to read the text again and find three to six unknown words. Ask a couple of students for a word each and write them on the board.
- As a class, discuss what the words might mean, using the context.
- Then ask the students to guess the meaning of the rest of the words they do not know individually, initially without using a dictionary.
- After five minutes, allow students to check the words using a dictionary.

Extra: discussing climate change

Write the following questions on the board:

- 1 What's the difference between *climate* and *weather*?
- 2 What is *climate change*?
- 3 Is it a major problem? Why or why not?

Ask the students to read the questions carefully. Then put them into pairs to ask and answer the questions. Choose a pair to feed back their ideas to the class for each question.

Possible answers

- 1 *Climate* is the average weather conditions over a number of years; *weather* is the differences in conditions from day to day.
- 2 *Climate change* is the unusual changes in the Earth's weather patterns that have happened over the last 100 years.
- 3 Yes, because it is happening rapidly and will affect sea levels.

▶ Workbook pp. 54–55, Section 4

Grammar: *will* and *going to* (p. 110)

Lead-in

Write the word *pollution* on the board. Check that the students understand what it means (the process of damaging the air, water or land with chemicals or other substances). Ask the students to work in pairs to discuss what things cause pollution and what things people can do to help stop it, e.g. *use public transport instead of driving*. Listen to some ideas from the class.

A

- Check that the students understand the question (*upset* means *angry*, *very sad* or *worried about something*).
- Ask the students to work individually and then compare their answer in pairs, discussing any differences.
- Check the answer with the class.

Answer

the new factory and its effects on the local area

NOTICE!

Read the instructions aloud to the class. Ask the students to work individually to answer the questions. Check the answers with the class.

Answers

a 2, 3 b 1, 4 c 5, 6

B

Function

- Briefly review the form of *going to*. Elicit from the students that we use the present simple form of the verb *be* before *going to* and that we often contract this form, e.g. *I'm going to meet my friends this weekend; it's going to rain*.
- Ask the students to do this exercise individually, referring back to the conversation in Ex. A. Check the answers with the class.
- **Highlight** that we do not use *will* to talk about plans or intentions. For example, we cannot say **I will learn English because I need it for my job*. In this case we must use *going to*.
- **Highlight** that *will* often contracts to *'ll*. Point out that when you volunteer or offer to do something, *I will* usually contracts to *I'll*, e.g. *I'll do that; I'll help you*. Remind the students that the negative form of *will* is *won't*.
- Ask the students to look at the examples in the **What's right?** box and choose the correct sentence (*I'm going to stay at home and work this evening*.). Elicit why we cannot use *will* in the second sentence (because the speaker is talking about their plans for the evening).

Answers

going to: to make predictions; to talk about plans/intentions

C

- Ask the students to do this exercise individually and then compare their answers in pairs, discussing any differences. Encourage them to refer back to the grammar table in Ex. B.
- Check the answers with the class. Note that, in some cases, more than one answer is possible because we are talking about predictions, and both forms can be used.

Answers

1 will / is going to 4 'm going to
2 are, going to 5 won't/isn't going to
3 'll 6 'll

Extra: grammar practice

Write these sentences on the board. Explain that there is an error in each one and ask the students to work in pairs and correct them.

- 1 I will walk to school next week.
- 2 **A:** This bag is very heavy. **B:** It's OK. I'm going to carry it for you.
- 3 We will go to the beach on Sunday.
- 4 **A:** Oh no! It's raining and I haven't got a coat.
B: Don't worry. I'm going to give you a lift home.

Invite students to come to the board and correct the sentences.

Answers

- 1 I'm going to walk
- 2 I'll carry
- 3 We're going to go
- 4 I'll give

D

- Give the students a couple of minutes to read through the different situations and make notes about what they will say. Point out that when we say *I think* to talk about the future, we are making a prediction.
- Ask the students to read the model conversation, and encourage them to use similar phrases when they do the exercise.
- Put the students into pairs to do the exercise. When they finish, listen to some ideas from the class. Correct any errors in the use of *will* and *going to*.

Extra: homework

Ask the students to write four or five sentences about how they think their country will change in the next 20 years.

▶ Workbook p. 55, Section 6

Listening: to a weather forecast (p. 111)

Lead-in

Ask the students how people can find out what the weather will be like tomorrow. Elicit the term *weather forecast* (a report predicting the weather conditions for the future). Ask where they can see or hear a weather forecast (on TV, on the radio, on the internet, in the newspaper). Ask them when people are interested in the weather forecast (e.g. when they are planning a trip, when they are going on holiday).

A 46

- Ask the students to read through the different options first. Make sure that they understand that their choice of

option depends on the weather, so if it is snowing, you could go skiing, for example.

- Check that they remember the four points of the compass. Draw a compass on the board and ask them to give you the four words (*north, south, east, west*). Check that they understand *kite* by drawing a quick picture of one on the board.
- Play the recording once and check the students' progress. If necessary, play the recording again.
- Ask the students to compare their answers in pairs. Check the answers with the class.

Audioscript

Hello, and welcome to the weather. It looks as if it's going to be an interesting day tomorrow for most of the country. In the north, it's going to be bright and sunny, and it'll stay like that all day. A good day for those of you who are planning to spend some time at the beach. In the east, it'll be a little colder than today, and it's going to be very windy. It'll be dry, though, so you can leave your umbrella at home. Unfortunately, that's not true in the west. It'll start raining around noon, and I'm afraid it's going to be like that for the rest of the day. It'll be better in the south, but you won't see any sunshine. It's going to be cloudy all day. That's it for the weather. I'll be back with more at six o'clock.

Answers

1 a 2 c 3 c 4 a

B

- Explain what the students have to do. Ask them to read through the sentences first.
- Play the recording from Ex. A again and check their progress. If necessary, play the recording once more.
- Ask the students to compare their answers in pairs. Then check the answers with the class.

Answers

1 T 2 F 3 F 4 T

C

- Ask the students to look at the expressions in the **How to say it** box. Point out that we can use either *will* or *going to* to talk about future weather because we are making predictions.
- Put the students into pairs to do the task. Listen to some ideas from the class.

Writing: a description of a place (p. 111)

Lead-in

Put the students into pairs and ask them to make a list of all the cities they know in the UK. Set a time limit of three minutes for this. Ask how many cities each pair has. Ask how many pairs included Manchester in their list.

A

- Ask the students to look at the map and the photo, and elicit the name of the city.
- Explain that they should compare the facts in the text about Manchester with their town or city and say if any are the same.
- Listen to their ideas as a class. Write a table on the board with two columns: *The same* and *Different*.

Culture note

Manchester was originally a Roman settlement and gets its name from its Roman name, Mancunium. Its population increased rapidly during the Industrial Revolution in the early 19th century. Manchester had the first railway station in the world and was also the place where scientists first split the atom and developed the world's first stored-program computer. The city has three universities and is home to almost 75,000 students. It has two well-known football clubs: Manchester City and Manchester United.

B

- Check that the students understand the type of information they need to write under each heading, e.g. *geography*: where exactly the city is located.
- Give the students plenty of time to write notes about their city.

C

- Ask the students to work individually and use their notes from Ex. B to write a paragraph describing their town or city, using the text in Ex. A to help them. Encourage them to organise their text into paragraphs with headings from Ex. B.
- Monitor while they are writing and give help if necessary.

Extra: homework

Ask the students to write a description of a city in another country. Encourage them to use the internet to get information and to organise their description using the headings in Ex. B.

▶ **Workbook**
p. 56, Listen and write
p. 57, Down time



LifeSkills: evaluating different plans (p. 112)

Step 1: Establish which factors are important. (Ex. A)

Step 2: Evaluate how each plan affects these factors. (Ex. B, Ex. C)

Step 3: Put the plans in order of preference. (Ex. D, Ex. E)

Lead-in

- Invite the students to tell you why they think it's important to evaluate a plan (e.g. *to choose the best option, to suggest changes, to decide if a plan or parts of a plan are relevant*).
- Tell the students to keep their books closed. Ask them to think about their town or city and imagine that they are the mayor or the governor. Ask them to work in pairs and discuss three things they would like to change about their town or city to make it a better place for all the inhabitants. Listen to ideas from the class, and write some of the most popular suggestions on the board.

A

- Divide the class into groups of four or five. Ask them to read through the list of factors carefully before they decide which four they think are the most important. Make sure they tick no more than four factors. Allow plenty of time for discussion.

Alternative

Ask the students to work individually first. Tell them to read through the list of factors carefully and choose the four they think are the most important, ranking them in order from 1 (most important) to 4 (important, but less important than 1, 2 and 3). Then ask them to work in groups of four or five and compare their lists. Set a time limit of three minutes for students to agree on a single list for their whole group. Emphasise that they may need to change their original list if the other members of the group give good reasons for choosing different factors.

B

- Ask the students to work individually at first. Explain that they should read the three plans and decide whether the statements for each are true or false.
- Ask them to work in the same groups as in Ex. A and compare their answers. Check the answers with the class, and make sure all the groups have the correct answers.

Answers

Plan A:	1 T	2 T	3 F
Plan B:	4 T	5 F	6 T
Plan C:	7 T	8 F	9 F

C

- Refer the students to the **How to say it** box. Point out that the word *effect* is followed by the preposition *on*, e.g. *to have a good/bad effect on the environment*. Encourage them to use these expressions when they are discussing the plans.
- Ask the students to work in the same groups as they did in Ex. A and Ex. B. Give them enough time to transfer the information from Ex. A to the table (ask each member of the group to do this in their Student's Book).
- Ask the students to read the three steps carefully. Prompt them to use the answers to the true/false questions in Ex. B to help them assign a score to each factor. Give them enough time to discuss and evaluate all three plans, and to write down the scores in the table.

D

- Ask the students to calculate the score for each plan individually and then to check their totals with the rest of the group. Make sure that each group agrees on the order.
- Have each group put the plans in order of preference according to their scores.

E

- Ask each group to join with another group and compare their answers to Ex. D. As a class, get the groups to tell you the similarities and/or differences between their plans.



REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Study and Learning** and **Self and Society** where the skill of *Evaluating different plans* would be useful.
- Elicit the following ideas: choosing holidays, choosing between possible plans for a special celebration, organising study in groups, etc.

Language wrap-up (p. 114)

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to mark and identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them into pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, ensure that the students write their score out of 15. If they have a score lower than 11, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

Answers

A

- | | | |
|-------------|----------|---------|
| 1 forests | 4 rivers | 6 lakes |
| 2 islands | 5 fields | 7 seas |
| 3 mountains | | |

B

- | | | |
|----------|----------------|---------|
| 1 warm | 4 snows, windy | 6 cold |
| 2 cloudy | 5 hot | 7 sunny |
| 3 foggy | | |

2 Grammar

Answers

A

- | | | |
|-------------|---------|-------------|
| 1 will | 4 won't | 7 won't |
| 2 will | 5 will | 8 may/might |
| 3 may/might | 6 will | |

B

- 'm going to work
- is going to be / will be
- are (you) going to buy, 'll get
- will live / are going to live, will have / are going to have
- 'm going to try

Writing workshop: writing a description of a place (p. 115)

A

- Explain to the students what they have to do.
- Ask them to read the description carefully and answer the questions.
- Check the answers with the class. Explain any unknown vocabulary, e.g. *harbour* (an area of water near the land where it is safe for boats to stay) and *influence* (have an effect on something).

Answers

- 1 1.4 million
- 2 warm (average temperature 23°C)
- 3 sailing, shopping, going to the cafes/restaurants/clubs or to the harbours/park/beaches, swimming

B

- Point out that there are six different sections in the description. Ask the students to read the list.
- Ask them to look at the text again and number the different sections 1–6 according to their order in the text.
- Check the answers with the class.

Answers

main attractions	6
population	2
what it's known for	5
geography	1
climate	3
history	4

C

- Ask the students to make notes about another city they know well. This could be a city in their country, one they have visited in another country, or one they have read or heard a lot about. The students can use the gap-fill form to guide their thinking and to help them write notes.
- Encourage them to use the internet to research any facts or statistics they are not sure about, e.g. population.

D

- Ask the students to use their notes from Ex. C to write a text about their chosen town. Ask the students to organise their text into several paragraphs with topics such as *geography*. Remind the students they can use the section headings in Ex. B to help them.
- Monitor while they are writing and give help if necessary.
- Ask some students to read aloud their descriptions to the class.

Alternative

Ask the students to read aloud their descriptions without mentioning the name of the city. The other students have to guess which city they are describing from the information they give in their description, e.g. *It's a city in the UK. It is in the south-east and is situated on a river. The population is about ten million (London).*

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to swap their writing with a partner and check each other's writing. They should answer the question with Yes or No.
- If the answer to the question is Yes, they can tick the green circle. If the answer is No, they tick the amber circle or the red circle.