

9 It will never happen

Grammar

- Will future review

Vocabulary

- Common collocations

Optional materials

- A picture of a fortune-teller (Introduction) and pictures of possible future inventions (Activity 5).

Optional Activity Book activities

- Fast finishers p 68, Extra practice p 69

Photocopiable activity

- Horoscopes p 118

Part 1

Introduction

Divide students into pairs. Ask them to tell each other how they see the world ten years from now. Tell them to think about technology, the environment, lifestyles, etc. Elicit ideas from the different pairs. How different are they?

Dyslexia tip: Proofreading work

All students should be encouraged to proofread their own work, as this is one way to make initial spelling corrections. Dyslexic students tend to make a lot of spelling mistakes. They seem to be unable to correct their spellings spontaneously as they write, but they can be trained to look out for errors that are particular to them – ones they commonly make. Make a list of common mistakes they make and ask them to refer to it when editing their work.

1 Presentation

- Ask students to guess what prediction the pictures might represent. Don't refute any suggestions at this stage; the idea is to encourage students to predict.
- Students listen to and read the quotes then match them to the pictures. Play the CD. Check answers with the whole class.
- Put students into small groups. Read the introduction to the text *Predictions for today* as a class. Ask students to read the predictions and to decide whether they agree with them or not. Students discuss their opinions in their groups. Allow five minutes for this. Monitor the activity, providing help. Elicit opinions from the different groups and encourage a class discussion.

Answer key

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

1.24 Tapescript

see Student's Book Activity 1

Cultural information

The first rocket in space was the V2 Missile, which was launched in Germany in 1942.

The first televisions sold to the public came out in the early 1930s. Colour TV was first introduced in the 1950s. Recent television developments include flat screen TVs, high definition (HD) technology and now 3D technology.

The idea of building on other planets may not be so far-fetched. SICSAs (The Sasakawa International Centre for Space Architecture) and the University of Houston in the USA are already developing designs for buildings on other planets.

2 Comprehension

Explain that students need to read the texts *Predictions from the past* and *Predictions for today* again to find one quote for each category in the table. Look at the example together. Students skim the text to find answers for the rest. Allow five minutes for students to justify the answers with details from the text. Students compare answers in pairs. Check answers with the whole class.

Answer key

	Predictions from the past	Predictions for today
transport	2	D
space travel	1	B
entertainment	6	A
scientists	5	E
technology	3	C
politics	4	F

Extra activity

Write the following questions on the board: *Did any of the quotes from Predictions from the past surprise you? Which ones? Why? How easy is it to make accurate predictions?*

Students discuss the questions in pairs. Elicit ideas from the students and encourage a class discussion.

Mixed-ability classes

Ask fast finishers to write two more predictions: one about the future of space travel and the other about transport.

Grammar spot

Read the explanation together. Students complete the examples with words from the text. They will need to look back at the text to do this. Students compare answers in pairs. Check answers with the whole class.

Answer key

We will build a greenhouse on Mars.

Television won't last.

We are likely to elect a President of the World.

In the future we're likely to have all our roads underground.

We will probably have special glasses with built-in television screens.

3 Grammar practice

a

Give students a minute to skim the text, ignoring the gaps for now. Ask them to find out what Rob and Harry are talking about (*the future of books*). Students read the text again and complete the predictions. Allow three minutes for this. Students compare their answers in pairs.

b

Play the CD for students to check their answers.

Answer key

- 1 won't
- 2 will
- 3 'll
- 4 probably
- 5 likely
- 6 have
- 7 to
- 8 won't

1.25 Tapescript

Rob I think there won't be traditional books in the future. People will download novels and information onto their mobile phones and they'll read everything on their phone screens. We will probably forget how to write with a pen or a pencil because we're likely to use computer keyboards to write everything.

Harry I don't agree. I'm not sure, but I think we'll probably always have traditional books. We're likely to use ebooks more often, but we won't stop using traditional books completely.

Teaching tip: Correction techniques

When students are doing controlled grammar practice activities, accuracy is important. Correct students on the spot, using a variety of techniques. The techniques you use will depend on the type of mistakes the students make, but you should encourage students to correct themselves if they can, e.g. use your fingers to indicate word order or extra/missing word type mistakes, where each finger represents a word in the sentence. For others, you can point to the rule or an example. You could even offer a choice of two ways of saying something – one correct and one incorrect. Refer to the rule if you need to.

Homework suggestions

- 1 Activity Book page 24, Activities 1–4
- 2 Students write a short dialogue (see Activity 3a) about the future of newspapers and magazines. They should use a variety of ways to talk about predictions.

Part 2

Introduction

If you've brought one in, stick the picture of the fortune-teller on the board and write the following questions next to it: *Do you want to know your future? Would you ever go to a fortune-teller? Why/Why not?* If you haven't brought a photo in, draw a picture of a crystal ball on the board instead. Students discuss their answers in pairs. Get feedback from the different pairs and encourage a class discussion.

4 Vocabulary

a

Allow three minutes for students to match the highlighted words and phrases in the predictions with the phrases in the questions. Students compare answers in pairs. Check answers with the whole class.

Answer key

- 2 isolated
- 3 amount to anything
- 4 last
- 5 get tired of
- 6 fall out

b

Read the **Study tip** box and the example sentence together as a class. Students write sentences with the words and phrases in Activity 4a. They can do this alone or in pairs. Monitor the activity, providing help. Students compare answers in pairs or small groups. Elicit sentences from some of the students.

5 Speaking

a

If you have brought them in, stick the photos of possible future inventions on the board. Put the students into groups of three or four. Explain that students should discuss the future of each of the given topics. Encourage them to keep notes. Tell them not to spend more than two minutes on each bullet point. Allow six minutes for this. Monitor and listen for any mistakes you hear with future forms. When students finish, do some delayed correction as a class (see Lesson 5 **Teaching tip** for ideas).

b

Read the instructions and example as a class. Tell students to pick one of their ideas to present to the class. Have a volunteer present their group's idea to the class. Encourage the class to ask questions. When all the groups have finished, the class votes on the most likely and least likely prediction.

6 Writing

Explain that students should write their own predictions for the five categories. They can write two or three sentences for each category. They might want to use some of the ideas from Activity 5. Allow 10 minutes for this. Monitor the activity, providing help if needed. Before you collect the students' work, ask them to proofread what they've written.

Extra activity

Students draw pictures or find pictures on the Internet or in magazines to illustrate their predictions in Activity 6.

7 Check your English

Students find and correct the mistakes in the sentences. Allow three minutes for this. Students compare answers in pairs. Check answers with the whole class.

Answer key

- 1 We won't use ...
- 2 People are likely to forget ...
- 3 ... people won't fall out ...
- 4 ... will soon get tired of ...
- 5 ... won't last ...
- 6 There will probably be ...

Photocopiable activity page 118; notes page 104

Homework suggestions

- 1 Activity Book page 25, Activities 5–7
- 2 Students write predictions about their life ten years from now. They could talk about studies, work, family, friendships, or any subject they like.

10 Earth Day

Grammar

- First and second conditional review

Vocabulary

- Phrasal verbs

Optional Activity Book activities

- Fast finishers p 68, Extra practice p 69

Photocopiable activity

- *Dilemmas and solutions* p 119

Part 1

Introduction

Write the following phrase on the board: *Eco-friendly*. Check/clarify meaning. Ask students if they would consider the way they live eco-friendly. If so, what things do they do that are eco-friendly? If not, why not? Ask them to discuss the questions in pairs first and then discuss the answers as a class.

1 Presentation

a

Put students into groups of three or four. Students discuss the questions in their groups. Tell them to guess what Earth Day may be if they don't already know. Allow two minutes for this. Elicit ideas from the different groups and write them up on the board.

b

Students listen and read to see if any of their ideas are mentioned. Play the CD. Take feedback as a class.

Cultural information

Earth Day

Earth Day is a day dedicated to environmental awareness and the appreciation of the world's natural environment. It was founded in the United States by Senator Gaylord Nelson in 1970, but has since grown into a worldwide event, being held in 175 countries. In many countries, schools involve students in environment awareness activities on Earth Day.

1.26 Tapescript

see Student's Book Activity 1

2 Comprehension

- Answer the first questions together as a class. Allow five minutes for students to answer the rest of the questions. Students compare answers in pairs. Check answers with the whole class.
- Point to the **Real English** box. Allow students a minute to scan the text to find the words. Tell them that they appear in the same order in the text. In pairs, students should use the clues in the text to try to guess what the phrases mean. Elicit guesses from the students

Answer key

- 1 We would cut down on the number of plastic bags we use. (... *we wouldn't need to produce so many plastic bags* ...)
- 2 They will give them out to customers and make a donation to the school's local wildlife trust. (... *give them out to customers in the afternoon and make a donation to our local wildlife trust.*)
- 3 The parks and rivers wouldn't be so polluted. (... *the parks and rivers in our town wouldn't be so polluted.*)
- 4 Some wellies. (... *you'll need to bring some wellies,* ...)

5 We would have 14 million fewer full dustbins every year. (... *we would have 14 million fewer full dustbins every year!*)

6 The opportunity to make their presentation at the Spring Meads Community Festival in July. (... *you will get the opportunity to make your presentation at the Spring Meads Community festival in July.*)

Real English

cool = fashionably attractive; **wellies** = Wellington boots, which are rubber boots worn to keep feet dry; **check out** = have a look at.

Teaching tip: Dealing with listening tasks

To help students understand a listening text better, get them first to predict what the text might be about. Take advantage of (or provide) any clues (e.g. pictures, words, questions, etc). In addition, it will help students understand a text better and locate specific information if they listen for gist first.

Extra activity

Put students into pairs. Write on the board: *wildlife* (n), *polluted* (adj), *recycle* (v). Ask students to quickly scan the text to find the words then ask students to use the context to work out what they mean. With the aid of a dictionary, ask students to find other parts of speech for the words.

Mixed-ability classes

Ask fast finishers to write some sentences about things they do (or could do) to help the environment.

Grammar spot

Allow students three minutes to read the sentences and choose the correct option to complete the rules. Students compare answers in pairs. Check answers with the whole class. Use the board to highlight the form of each conditional and focus on the use of unless. Refer students to the **Grammar summary** on page 95 for more information on conditionals.

Answer key

We use the first conditional to talk about possible present and future situations.

We use the second conditional to talk about unreal present or future situations.

Teaching tip: Concept check questions (2)

To ensure students understand the meaning of a grammatical structure or the difference between two structures (e.g. the first and second conditional), always ask students some concept check questions (see Extra activity on the next page) before they begin the grammar practice activity.

Extra activity

Ask the students some more concept check questions. For the first conditional ask: *Is it possible that you will win?* (yes). *Is it definite that you will win?* (no). For the second conditional ask: *Is it likely (or possible) that they will recycle all aluminium cans in the UK?* (no).

3 Grammar practice

a

Before they complete the sentences and to focus first on meaning rather than form, ask the students to read the sentences and to decide if they are likely or unlikely. Allow students two minutes for this. Students compare answers in pairs. Check answers with the whole class.

Answer key

- | | |
|-----|-----|
| 1 L | 4 U |
| 2 L | 5 U |
| 3 U | 6 L |

b

Students complete the sentences using the first or second conditional. Check answers with the whole class.

Answer key

- rains/will take
- don't leave/will miss
- landed/would be
- had/would buy
- were/would ban
- don't finish/won't take

c

Students rewrite sentences 2 and 6 using *unless*. Check answers as a class.

Answer key

- Unless we leave now, we will miss the bus.
- Unless you finish your homework tonight, I won't take you to the cinema tomorrow.

Check your grammar

For extra practice, students can now do the **Check your grammar** activity on page 96.

Homework suggestions

- Activity Book page 26, Activities 1–4
- Students write two true first conditional and two true second conditional sentences about themselves.

Dyslexia tip

When marking students' work, be as positive as you can. To that end, take the following into consideration:

- Give students credit for effort as well as achievement. This will give the students a better chance of getting a balanced mark.
- Any spelling mistakes highlighted should be those appropriate to the student's level of spelling.
- Marking should be done in pencil and have positive comments.
- Try not to use red pens to mark the dyslexic students' work. There's nothing more disheartening for the students than to have work returned covered in red ink, when they've inevitably tried harder than their peers to produce the work.

Part 2

Introduction

Put students into pairs. Write the following sentence stems on the board and ask students to complete them. *If everyone spoke the same language, ... ; If I were rich and famous, ... ; Unless I study, ...*. Allow three minutes for this. Elicit sentences from the different pairs.

4 Vocabulary

a

Students scan the webpage to find and underline the phrasal verbs. In pairs, students try to work out what the phrasal verbs mean, using the context. Elicit ideas.

b

Students use the correct form of the phrasal verbs to complete the sentences. Students compare answers in pairs. Check answers with the whole class.

Answer key

- cut down on
- came across
- Check them out
- gave Eco Club leaflets out
- pick up
- cleared up

Extra activity

Before students listen to complete the gaps, do a gist listening activity. Write the following things on the board: *cloth bags, litter, wildlife, solar energy, recycling, school transport, cycle facilities, organic food*. Check students know what cycle facilities and organic food are. Play the CD. Students listen to tick which things Janiki mentions.

5 Listening

Ask the students to guess what topic Janiki will be talking about (the environment). Students read the gapped text, ignoring the gaps for now. Explain that students will need to listen to complete the gaps with what Janiki says. Tell them that there are between two and five words missing from each gap. Play the CD, pausing if necessary. Students listen to complete the gaps. Play the extract a second time for them to check their answers. Students compare answers in pairs. Check answers with the whole class.

Answer key

- were in charge of
- would increase
- would (d) also improve
- would employ a park warden
- they dropped litter
- would extend
- would add more bike
- would offer

1.27 Tapescript

- DJ** Hi and welcome back to the afternoon show. I'm Bill Fenchurch, and in today's 'How I would change my town' feature we're talking to Janiki Singha, a Year 10 student at Spring Mead, and president of Spring Mead's Eco Club. Hello, Janiki.
- Janiki** Hello, Bill.

- DJ** Janiki's going to tell us about her vision of the future for our local area. Janiki, how would you change things if you were in charge of our local council?
- Janiki** Well, first of all, if I were in charge of our local council, I would increase our recycling facilities. We only have three recycling bins in this part of town. That's not enough. And I'd also improve our green areas. The local park has a real litter problem. I would employ a park warden to keep our park tidy, and I would fine people a lot of money if they dropped litter on the streets or in the park.
- DJ** Hmm, that's interesting. And how about your school? If you were the Head Teacher, how would you make your school more eco-friendly?
- Janiki** Well, I have to say that our school is already quite green. But if I were Head Teacher of our school, I would extend our school bus system. At the moment only 20% of students come to school by school bus, and 62% come by car. And only 18% walk or cycle! That's not enough! I would add more bike racks to the school car park and I would offer cycle training after school to all students.

Extra activity

Ask students how far they agree with each of Janiki's ideas. Encourage a class discussion on the topic.

6 Writing

- Explain that students will need to write an e-mail with ideas of how they could change their school and town to make them more eco-friendly. Put the students into small groups. They make notes. They should come up with some suggestions for their school and some for their town. Encourage them to use the first conditional to indicate that the ideas are possible. Elicit ideas from the groups.
- Read the example as a class. In their groups, students write their e-mails. Ask students to read each other's e-mails when they've finished.

Sample marketing text © Macmillan Publishers LTD

Extra activity

Groups could write short replies to another group's e-mails.

7 Check your English

Students complete the sentences with their own ideas. Allow five minutes for this. Students compare answers in pairs. Check answers with the whole class.

Photocopiable activity page 119; notes page 105

Homework suggestions

- 1 Activity Book page 27, Activities 5–6
- 2 Students write a short article about what their school could do to become more eco-friendly.

11 A world of extremes

Grammar

- *Because* and *so* review

Vocabulary

- Environment

Pronunciation

- schwa /ə/ sound

Optional materials

- Pictures of the following animals: tiger, lion, anaconda, kangaroo, panda, chimpanzee, hippopotamus.

Optional Activity Book activities

- Fast finishers p 68, Extra practice p 69

Photocopiable activity

- *Find the word* p 120

Part 1

Introduction

Check students know what *habitat* means (the natural home or environment of an animal or plant) and write it on the board. Conduct a general knowledge quiz. Ask students to work in groups. Write the following animals and countries on the board in jumbled order. Ask the students to match the animals with their natural habitat (i.e. country). If you have pictures of these animals, put them on the board and elicit their names.

Animals: tiger, lion, anaconda, kangaroo, panda, chimpanzee, hippopotamus **Countries:** Africa, Africa, Australia, China, Africa, Asia, South America

Elicit answers. tiger Asia, lion Africa, anaconda South America, kangaroo Australia, panda China, chimpanzee Africa, hippopotamus Africa.

1 Presentation

a

Students match the animals to their habitats. Elicit guesses, but do not confirm or refute them at this stage, as you will spoil the next activity. Drill the pronunciation of Mojave Desert /mə'hɑ:vi de'zə:t/.

Cultural information

The Mojave Desert is in the south-eastern part of the United States. It spans the states of California, Nevada, Utah and Arizona. The desert was named after the Mohave tribe of Native Americans.

The Amazon Rainforest is the largest rainforest in the world. The area it covers spans nine countries in South America, but the vast majority of it is in Brazil. Unfortunately, due to man's interference, the forest is disappearing at a very fast rate.

The Arctic is the region around the North Pole. The area it covers includes parts of Canada, the US, and northern Europe and Russia.

b

Students listen and read to check their answers. Play the CD. Check answers with the whole class. Drill the pronunciation of the names of the animals.

Answer key

- 1 a The Gila Monster (pronounced /hi:lə/)
- 2 c The Red-billed Toucan (pronounced /tu:kən/)
- 3 b The Arctic Fox

Teaching tip: Reading skills development (1)

After reading a text, do some reading skills development with the students. For example, choose some words that the students will be able to guess from the context or the way the word 'looks', e.g. *camouflage*, *fur* and *prey* (The Arctic Fox); *hunt* and *survive* (The Gila Monster); *well-adapted*, *competitive* and *branches* (The Red-billed Toucan).

2 Comprehension

Students skim the texts to do the activity. Do the first question as a class. Students complete the activity on their own. Explain that with some sentences (two) the information will not be in the text. Set a time limit of five minutes. Insist that students underline the parts of the text that contain the answers. Students compare answers in pairs. Check answers with the whole class. Ask for justification from the text for each answer.

Answer key

- 1 T (*In the winter, the fur is white, but in the summer it changes to brown as its habitat changes.*)
- 2 F (*... it jumps up and down on the snow to break it and catch its prey.*)
- 3 DS
- 4 F (*... usually hides in underground burrows and only comes out to hunt during the late afternoons.*)
- 5 DS
- 6 F (*The Gila monster stores fat in its tail and it can use this during times of extreme drought.*)
- 7 F (*... it has strong feet to hold onto the branches of the trees.*)
- 8 T (*The rain forest is dark and shady, so the red-billed toucan uses its bright colours to warn other toucans about danger, and to attract a mate.*)

Mixed-ability classes

Give early finishers a dictionary. Ask them to look up two or three unknown words from the text. At the end of the lesson they can explain the words to the class.

Extra activities

- 1 Do reading skills development (see **Teaching tip** box).
- 2 Ask students if they have ever heard of these animals and if they know about any other animal adaptations. Students research the area on the Internet (in class or for homework) and tell the class what they found out in the next lesson.

Grammar spot

Read the explanation of *so* and *because* as a class. Ask students to scan the text for *so* and *because*. Students complete the sentences with words from the text. Allow three minutes. Students compare answers in pairs. Check answers with the whole class.

1.28 Tapescript

see Student's Book Activity 1

Answer key

- In the Himalayas, animals have survived because they have adapted to their habitats.
- Animals have to survive in very little water because it rains very rarely.
- In the Arctic, the temperature can reach -50°C , so the animals here need protection from the cold.
- In the summer, the desert sun is extremely hot, so the Gila monster usually hides in underground burrows ...

3 Grammar practice

- Elicit the name of the animals in the picture (penguins). Ask students what they know about them (i.e. their habitat, what they eat, etc). Students read the text quickly, ignoring the gaps for now, to see what they find out about Emperor penguins.
- Students read the text again, more carefully this time, and complete the gaps with *so* or *because*. They will have to read the whole sentence containing the gap in order to do this. Allow two minutes. Students compare answers in pairs. Check answers with the whole class.

Answer key

1 so; 2 so; 3 because; 4 so; 5 because

Extra activity

Ask students if anything they read about Emperor penguins surprised them. If so, what?

Mixed-ability classes

Ask fast finishers to make their own sentences with *so* and *because*. Suggest the following topics: recycling, rubbish, plastic bags, for them to choose from.

Homework suggestions

- 1 Activity Book page 28, Activities 1–3
- 2 Students write four true sentences about themselves, using *so* and *because*.

Part 2

Introduction

Write the following sentence stems on the board. Allow two minutes for students to complete the sentences in groups. Elicit ideas from the different groups.

It's important to protect the natural world because ...

Many of the world's natural resources are running out, so ...

Everyone should live their lives in an eco-friendly way because ...

It can get very dry in the summer, so ...

4 Vocabulary

Students scan the text to find three words from the box. In pairs, they try to guess what the words mean by the context. Elicit ideas from students.

Answer key

tundra a large flat area of land without trees in very cold northern parts of the world
harsh unkind, unpleasant
drought a long period of time when there is little or no rain
humid hot and wet in a way that makes you feel uncomfortable
burrow a hole or tunnel in the ground made by an animal such as a rabbit

prey an animal that is caught by another animal and eaten
shady sheltered from the hot sun

camouflage the colour or shape of an animal that makes it difficult to see because it looks similar to what is around it

5 Speaking and writing

a

- Divide the students into pairs. Ask Student A to open their Student's Books to page 86 and Student B to page 89. Give students a minute to read the information they have. Monitor to help with any unknown words they may have (e.g. *hum* and *drought*).
- Student A should ask Student B questions about the polar bear. Encourage them to note down the answers. When they've finished, Student B should ask Student A questions about the camel. Elicit answers to the questions.

b

Ask the students to choose an animal and to write a paragraph about it. Encourage them to use at least one instance of *so* and one of *because*. Help them by eliciting and writing the first sentence for each paragraph. Students should continue the paragraph on their own. When they've finished, they should swap paragraphs with another student.

6 Pronunciation

a

Explain that in English unstressed syllables often have a very short vowel sound called the *schwa*. Demonstrate the sound and drill the pronunciation. Play the CD and have students pay special attention to the vowel sound in the underlined unstressed syllable.

1.29 Tapescript

b

Students underline the schwa in these words. Remind them that it will be in an unstressed syllable. Play the CD for students to listen and check. Check answers and write them on the board.

Answer key

lizard, emperor, polar, danger, number

1.30 Tapescript

see Student's Book Activity 6b

c

Play the CD and drill the pronunciation.

1.31 Tapescript

see Student's Book Activity 6a and 6b

7 Check your English

Allow one minute for the students to match the sentence halves. Students compare answers in pairs. Check answers with the whole class.

Answer key

1 b; 2 e; 3 a; 4 d; 5 c

Photocopiable activity page 120; notes page 105

Homework suggestions

- 1 Activity Book page 29, Activities 4–6
- 2 Students write a short paragraph about one of the animals from the introduction. Encourage them to include a picture of it and to do research on the Internet.

12 If I had a million dollars ...

Reading

- Missing sentences

Writing

- A letter

Listening

- Ordering photographs, choosing correct answers

Speaking

- choosing a photograph

Optional materials

- Pictures of different animals to be used for the *Twenty guesses* activity.

Photocopiable activity

- *Is it right?* p 121

Dyslexia tip: *Learning disabilities*

Teachers often find it difficult to tell the difference between students with learning disabilities, such as dyslexia, and slow learners. Students with learning disabilities often do significantly well in some areas, but very poorly in others; slow learners, on the other hand, consistently perform at below-average levels in most areas. Students with dyslexia also exhibit specific learning deficits when processing information (i.e. in the organisation of thinking skills, memory, etc), but slow learners usually exhibit general limited ability. It is important to be able to tell the difference, as dyslexic students can do very well if they are given the right help in class and with their studies.

Answer key

- 1 D
- 2 B
- 3 E
- 4 A

Answer key

- 1 the number of days of training passengers have to do
- 2 the spacecraft's speed in km per hour
- 3 the price in dollars of a ticket
- 4 the number of minutes of zero gravity that passengers will experience / the number of passengers in each spacecraft
- 5 the number of minutes of zero gravity that passengers will experience / the number of passengers in each spacecraft
- 6 the length in hours of the journey into space

Part 1

Introduction

Write the following on the board: *Getting rich*. How likely are the following?

- *winning the lottery*
- *inheriting a lot of money*
- *making a lot of money*
- *winning money in a game*
- *marrying someone rich*

Students discuss the questions in small groups. Allow three minutes for this. Take feedback from the different groups and encourage a class discussion.

1 Reading

a

In pairs, students answer the questions about the plane in the picture. Elicit ideas from the different pairs. Ask students to read the text quickly, ignoring the gaps for now, to see if they were right. Allow three minutes for this.

b

Do the first question as a class. Ask the students to read the first paragraph carefully and to answer the following questions: *What is Quincy talking about in this paragraph?* (the stars and the sky at night).

What kind of information do you expect the missing sentence to contain? (something about the stars and the sky).

Ask students to read through the five sentences and to pick the one that talks about the same topic as the paragraph.

When students have chosen, ask them to read the paragraph including the sentence they have chosen so they can do their own sentence check. Students follow the same procedure for the rest of the gaps. Allow five minutes for this. Students compare answers in pairs. Check answers with the whole class.

Extra activity

In pairs, students tell each other what they would do if they had a million dollars. Would they do anything similar to Quincy Watson?

2 Writing

Students write a letter to a magazine saying how they would spend one million dollars. They should begin their letter as shown and write no more than 100 words. Allow ten minutes for this. When they have finished, put the students' letters on a wall for all students to read.

Homework suggestions

- 1 Activity Book page 30, Activity 1
- 2 Students write a short article entitled *If I won a million dollars ...* They should write between 80 to 100 words. They could also illustrate their articles with pictures.

Dyslexia tip: *Writing*

Because dyslexic students often write very slowly, they require more time in class or at home to complete writing tasks. Some students find that a word processor or computer helps them compose more quickly and more meaningfully. Others find it beneficial if they first compose into a tape recorder and later transcribe and edit it. Ask students to experiment with different methods to see which they find more helpful. Of course, teachers and peers may be needed to help with editing a dyslexic student's written work.

Part 2

Introduction

Ask students to work in small groups. Write the following heading on the board *Our planet*. Tell students to imagine there is going to

be a photographic exhibition with this theme. What kinds of photos would they expect to see in the exhibition? What should the photos depict? Allow five minutes for students to come up with five suggestions for photographs. Get ideas from the different groups.

Photocopiable activity page 121; notes page 105

3 Listening

a

Read the introductory paragraph together as a class. Ask the students to say which of the three pictures they like the best and why. Students listen to Orla and Gerry discussing the photos. Students number the photos in the order that they mention them. Play the CD. Check answers with the whole class.

Answer key

- 1 c
- 2 a
- 3 b

b

Give the students a minute to read the questions and options carefully. Tell them to underline key words in the question stems. This will help them know when to listen more carefully for information. Deal with any unknown words in the questions at this stage. Play the CD. You may need to play it a second time for students to check their answers. Check answers with the whole class.

Answer key

- 1 B (Well, you just get such a sense of fun from it.)
- 2 C (Yes, I see what you mean, it is a fun picture, but I don't actually think that it's a great photograph.)
- 3 C (It's a really beautiful picture.)
- 4 C (But, you know, I've seen lots of pictures just like this one.)

1.32 Tapescript

- Orla** OK Gerry, come and look at these pictures. You have to choose the one you think is best. I think my favourite is this one.
- Gerry** Really? That's interesting. Why do you like that one so much then, Orla?
- Orla** Well, you just get such a sense of fun from it. I like the children coming into the photo from the left, so you get humans and nature together. And you know I love the snow, anyway! Well, I love looking at it, even though I don't like being cold.
- Gerry** Hmm. Yes, I see what you mean, it is a fun picture, but I don't actually think that it's a great photograph. I really like this one. The colours are so vivid and bright – the red on the bird's breast, and the branches of the trees in the background. It's a really beautiful picture.
- Orla** What about this one then. What do you think of it?
- Gerry** Well, technically, this is an amazing picture. It's really difficult to get such a clear view of the night sky.
- Orla** Yes, and it makes you think about how huge space is, doesn't it?
- Gerry** Hmm yes, and how small we are. That's all true. But, you know, I've seen lots of pictures just like this one. So I still prefer the colours of the bird one.
- Orla** And I'm going to vote for this winter landscape picture. Just because it makes me smile!

Extra activity

Ask students if they agree with either of the speakers or if they have a different opinion about the photographs.

PET strategy

This speaking task is similar to Part 3 of the PET Speaking test. In this part of the Speaking test, students will need to describe a colour photograph. In addition to describing the photograph (see the **PET strategy** box in Lesson 8), they could also give their opinion of what they see. They could say what they like and don't like about the photograph.

4 Speaking

Put students into pairs. Tell them to discuss their options of the photographs on page 91. They should say what they think of each photo and decide which they like best and why. Read the examples together. Tell the students that these are good phrases to use when expressing opinions. Allow three minutes for this. When they have finished, ask students to choose another classmate. They should tell their new classmate about the photo they chose and explain their reasons for their choice.

Extra activity

Divide students into small groups. Tell them to imagine that they are a committee in charge of finding a number of photos to best represent the theme 'Our World'. They should decide on an idea for another photo (in addition to the ones in the book) that would best represent the theme.

Twenty guesses

The best way to explain this activity is to demonstrate it to the class. Think of an animal (if you have brought in photos of animals, choose one and place it upside down on the desk). Tell students that they have to try to guess what animal you are thinking about (or that is in the picture). They have to ask you questions to get information, but they can only ask yes/no questions. Read the instructions together and allow students a couple of minutes to think of some questions first. When they are ready, they should take turns to ask you a question. They can only ask a maximum of twenty questions, so you need to keep count. At the end, show them your picture or say what the animal is, if they haven't guessed.

After the demonstration, ask one of the students to come up to the front of the class and to think of an animal or give them one of the pictures you have brought in. The students ask yes/no questions to try to guess the animal.

Homework suggestions

- 1 Activity Book page 31, Activities 2–4
- 2 Students find a picture on the theme *Our Planet*. They should write a short paragraph saying why they think it is a good picture for the theme. Put all the pictures and paragraphs on the wall in the classroom. The class should choose the best three.

Review

The purpose of this section is to revise and consolidate the material studied in Module 3.

Completing the activities

Explain the activities to the students by reading the rubrics together and doing the first one or two items as examples. Give the students some time to do each activity before checking as a class. These activities can be changed according to the time available or the needs of the students. The written activities should be done by the students individually, so that you can evaluate how much support they may still need. The oral tasks are designed to be done in pairs. The **Review** section is not a test. As such, the activities should be done in a relaxed, supportive environment. Take this opportunity to check how much students have understood or learned during the module. If the students are unable to do an activity, you may decide to do some more work on that language item practised in that activity.

Fast finishers

You could ask fast finishers to write down answers to the oral activities. You may also ask them to write more example sentences, using the language being practised in an activity.

Checking answers

Check answers as a class. Make sure you ask a number of students for an answer to an item before confirming or refuting it. In this way, you can better evaluate the needs of the class as a whole. You may also want to ask some students to write answers on the board for the whole class to comment on. Wherever necessary, explain any issues that arise. Move on to the next activity once you are sure the students have understood the current one.

Self-evaluation

Tell students to count how many items in an activity they get right each time. This will give them a clearer picture of the areas they need to focus on.

Feedback

Ask the students to say which activities they found particularly easy and which particularly difficult. Make a note of the difficult language areas for possible future review lessons.

Dyslexia tip: Test taking (1)

As with all students, the testing environment should be as stress-free as possible for dyslexic students. Knowing that extra time or more explicit instructions are available can ease anxiety. So make sure you allow for extra time when students are taking a test and give students an example to illustrate the tasks. You may even allow a student to take the test in another room or at another time and to record some of his/her answers rather than write them down. Knowing that the teacher is fair and compassionate can help put students at ease.

Answer key

1 a

- 1 In the future we will live in special eco-houses.
- 2 There will probably be a President of the World.
- 3 We will never discover life on other planets.

- 4 Some animals are likely to become extinct.
- 5 There won't be any wars in the future.
- 6 People will live until they are two hundred years old.

2 1 f

2 g

3 h

4 b

5 a

6 c

7 e

8 d

3 1 B

2 A

3 C

4 A

5 D

6 D

7 D

8 C

4 1 because

2 so

3 because

4 so

5 because

5 1 burrow

2 tundra

3 shady

4 prey

5 humid

6 camouflage

7 harsh

8 drought

6 1 are; 2 I break; 3 came; 4 up to; 5 because

PET strategy

Part 5 of the Reading paper tests mostly vocabulary, but also some grammar. Follow this advice:

- First read through the text quickly to get a general idea of what it is about.
- Always study the example.
- Read the whole sentence before you choose the correct option.
- Make sure the sentence makes sense with the answer you have chosen.
- When you have finished, read the whole text with the answers you have chosen.

Extra activity

Play vocabulary dominoes. Write a word or phrasal verb from Module 3 on the board. Give students twenty seconds to think of a word beginning with the letter that word or phrasal verb ends with. Ask a student to write their word under the initial word. Students again have to think of a word or phrasal verb beginning with the letter the second word or phrasal verb ends with. Again, one student writes their word or phrasal verb on the board. Play continues until students run out of words or phrasal verbs.

Module 3 Tests (A and B) are on the Test CD.

Learning diary

Refer students to page 32 of the Activity Book for further review, more tips and self-assessment activities.

Extra special

Optional materials

Some information about rainforests. You can find information on the Internet (e.g. at www.wikipedia.com)

Folk tale

Cultural information

The Inuit are a group of indigenous peoples, with cultural similarities, that live in the Arctic regions of Canada, Denmark, Russia and the US (in Alaska, where they're also known as Eskimos). This part of the world is so far north that in the winter the sun does not rise above the horizon and as a result it is dark 24 hours a day. In the summer, though, the sun never sets below the horizon, so it is 'daytime' 24 hours a day.

1 Discussion

Put students into small groups. Check they know what a *crow* is (it is the bird in the pictures). From the introduction and the pictures, students should try to predict the story. Allow three minutes for this. Stop them when the time is up and elicit ideas from the different groups. Don't confirm or refute any ideas yet, as this will spoil the next activity.

2 Reading

a

Students listen and read to check their predictions. Play the CD. Get feedback from the different groups and ask them whose predictions were more accurate. Ask the students what they think of the story.

b

Students read the story again to answer the questions. Students compare answers in pairs. Check answers with the whole class.

Answer key

- 1 Because he was tired and old and the journey would be long and difficult. (*I am too tired, said Crow. 'The journey is long and difficult, and I am old.'*)
- 2 He turned into dust and hid in the woman's cloak. (*Crow turned himself into a piece of dust and hid in her cloak.*)
- 3 Because Crow scratched it. (*Still disguised as a piece of dust, he floated down and scratched the boy's ear. The boy immediately started to cry and rubbed his ear.*)
- 4 Because the ball of daylight is small and will need to rest for half the year. (*It is only a small ball of daylight, warned Crow. 'It will need to rest for half the year. But for six months, you will have daylight.'*)

1.33 Tapescript

see Student's Book Activity 2

Extra activity

Ask the students if they have any similar stories to explain natural phenomena in their own culture.

3 Acting

- Divide students into groups of six. If the class cannot be divided into groups of six, group students so that there are at least four students in a group. In this case, some students play more than one role.

Either allocate roles to the students or ask them to allocate roles within their groups. Make sure that dyslexic students are given a smaller role.

- Allow a few minutes for students to prepare their roles. They should look back at the text for this. Ask the groups to practise acting out the story. Allow at least five minutes for this. When they've finished, ask each group to act out the story in front of the class. The class could vote on the best version.

Teaching tip: Monitoring

When students are involved in student-centred activities, i.e. working in pairs or in groups, it is important for you to monitor unobtrusively. This means walking around the classroom and showing students you are there to help if they need it. For monitoring to be effective follow these rules:

- don't get too close and don't be tempted to interfere. This can make students feel uncomfortable and can be disruptive.
- check how students are working and if they need any help.
- make sure students are doing what they are supposed to be doing.
- with speaking activities, listen for any important language mistakes. Make a note of them for delayed correction (see Lesson 5 Teaching tip box).

Mini project

1 Ask students what they know about deserts. Allow two minutes for students to brainstorm ideas in pairs. Take feedback. Students read Lucy's Desert Factfile to see if any of their ideas are mentioned. Ask the students to say which of the facts they find the most surprising.

2

This activity can be done in pairs or students can work alone. Students find out about rainforests and write a similar factfile with seven facts. Tell students that the facts can relate to their importance, geography (i.e. where they are), size, climate, plants and animals, environmental problems, etc. Write these topic areas up on the board. If students have Internet access in class, they can do their research in class. If you have brought in information about rainforests, they can read this to find facts. Otherwise, students do their research for homework and write the facts in class in the next lesson or at home.

Extra activity

Students work in groups of four. One student writes the heading *Rainforests* on the top of a piece of paper. He/She writes a question about rainforests he/she would like an answer to. He/She passes the paper to the next student who also writes a question. This goes on until each person in the group has written a question. As a group, they come up with one more question. They can use this when doing their research and their factfile could be answers to these questions.