

# 6 MAKING A DIFFERENCE

## Objectives

FUNCTIONS	expressing surprise and enthusiasm
GRAMMAR	will (not), may (not), might (not) for prediction; first conditional; unless in first conditional sentences
VOCABULARY	the environment; verbs to talk about energy

Student's Book page 56–57

## READING

You could set a homework research task for students to find out about Panama and the Maldives before they read about them in the text. You could then start off the lesson by asking students to tell the class what they have found out.

### BACKGROUND INFORMATION

**Panama** (population 3.6 million) is the southernmost country of Central America. It covers an area of 75,517 sq. km. It is crossed by the Panama Canal which links the Atlantic and Pacific Oceans. Panama's jungle is home to an abundance of tropical plants, animals and birds.

**Maldives** (population 393,500) is an island nation, made up of 26 islands, in the Indian Ocean. It is the smallest Asian country in population and land area. The average ground level is just 1.5 metres above sea level and the highest point just 2.4 metres.

1 Books closed. As a warm up, write *tnneemvori* in the centre of the board. Ask students: *Which word has been mixed up?* Elicit *environment*. Write *saving the environment* on the board. Ask the class *How can we save the environment?* Hold a brainstorming session. Write some of their ideas on the board.

Books open. Students match the words and phrases with the pictures. Check answers.

### Answers

A 5 B 3 C 4 D 6 E 1 F 2

2 **SPEAKING** Read through the instructions and expressions. Divide the class into pairs and ask students to complete the sentences with their own ideas. During whole class feedback, listen to some of their ideas and encourage further discussion if students disagree.

3 **SPEAKING** You may like to give an example from your own experience to get students started on this exercise. Allow them a short time to think about their answers before dividing the class into pairs or small groups for them to discuss the places they have visited. Monitor, helping with vocabulary as required

and encouraging students to use English in their descriptions. Listen to some of their experiences.

4 **1.42** This exercise is closely modelled on Reading Part 3 of the Cambridge English: Preliminary exam. Students should read the sentences carefully and decide which key information they need to read for. Check/clarify: *extinct, horn, species, crops, cattle, ice caps, poles, melt, low-lying*. They should pay particular attention to sentences with negative verbs as these often cause confusion. Encourage students to ask questions if they do not understand the vocabulary.

Tell students they are going to read and listen to an article about the environment. Play the audio while students listen and read and complete the exercise. As they read, students should underline the parts of the text which helped them find the answer. Students compare answers in pairs. During feedback in open class, ask students where they found the answers.

### Answers

1 B 2 B 3 A 4 B 5 A 6 B

5 Working individually or in pairs, students rewrite the false sentences. Monitor and help with any problems. Check answers in open class.

### Answers

- Black rhinos are as endangered as tigers.
- At the beginning of the last century there were 33 times more (100,000) tigers than now (3,000).
- The fishing laws are not strict enough, and the fishing industry doesn't keep to them.
- Sea levels rise as sea temperatures rise because higher sea temperatures melt the polar ice caps.

## THINK VALUES

### Caring for the world

1 Working individually, students complete the exercise. Ask them to re-read the text and find reasons for their choices.

### Answers

1, 4, 5, 6

2 **SPEAKING** Look at the speech bubbles with students. Divide the class into pairs or small groups for them to discuss their thoughts on the values. Monitor and help as necessary, encouraging students to express themselves in English and to use any

vocabulary they have learned from the text. Ask pairs or groups to feedback to the class and discuss any interesting points further.

### Optional extension

Give students a minute or so to reflect on and rank the values from Exercise 1 in order of importance. Next, students discuss their rankings with a partner to find how similar they are. Monitor and encourage students to expand on their ideas, and also to challenge their partners, giving praise to those who do. During whole-class feedback, ask for a show of hands to find out which values were ranked highest.

## Student's Book page 58–59

### GRAMMAR

#### *will (not), may (not), might (not) for prediction*

- 1 In open class, nominate individuals to complete the sentences. Point out the use of *will*, *might* and *may*. Ask students: *Will we definitely lose millions of species?* (yes); *Will all the tigers definitely die?* (no, it's possible but not definite). To check understanding at this point, ask a few students to give you an example of their own for each verb. Students now go back through the text on page 57 and underline other examples of *will/won't* and *may/might (not)*.

#### Answers

- 1 might not be 2 may be gone 3 will lose

Students now read the rule box and complete it. Check answers.

#### Rule

- 1 won't 2 may

#### Language note

Remind students that the negative form of *will* is *won't* and that it is the same for all persons.

- 2 Students read through sentences 1–6. Check any language problems. Do the first question as an example, if necessary. Students work with a partner to complete the exercise. During feedback in open class, ask students which words in the sentences helped them to decide on their answers.

#### Answers

- 1 will be 2 will live 3 won't like 4 will win  
5 will start 6 won't be

#### Fast finishers

Ask students to write some sentences using *will*, *may* or *might* to make predictions about their friends, school, town or country.

- 3 Students read through sentences 1–6. Check/clarify: *sunrise*. Do the first sentence in open class if necessary, making sure students understand why *might* is the correct answer. Working individually, students complete the exercise. Remind them to think about the degree of possibility before they choose

their verb. Check answers with the whole class. If you're short on time, set this exercise as homework.

#### Answers

- 1 will 2 may not 3 might 4 may 5 won't 6 may

- 4 **SPEAKING** Divide the class into pairs. Students read through the prompts. Give students a few minutes to discuss their weekends. Remind them to use *will/won't* and *might/may not* wherever possible. Monitor and check these are being used correctly and note down any errors or pronunciation problems to go through as a class later.

Ask for pairs to feedback to the class. If there are any interesting ideas, discuss these further as a class.

#### Mixed-ability

Weaker classes: Give students some time to make notes about what they are going to say before discussing their weekends.

Stronger classes: Tell students to ask their partner questions as well as telling them about their weekends.

Workbook page 54 and page 124



Be aware of common errors related to *will*, go to Get it right on Student's Book page 123.

### VOCABULARY

#### The environment

- 1 Students work individually to match the words with the definitions. Check answers and practise pronunciation of words 1–6.

#### Mixed-ability

Ask stronger students to cover up the definitions a–f. In pairs, students try to define the words 1–6 before letting them look at the definitions in the book and completing the exercise.

Weaker students read through the words and definitions and complete the exercise, looking back at the text on page 57 to see the words in context if necessary.

#### Answers

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

- 2 **SPEAKING** Divide the class into pairs. Ask students to read through the questions and then give them time to discuss their answers. Encourage them to make a note of their answers. Ask groups to report back to the class and compare answers.

#### Mixed-ability


Stronger students: In pairs or small groups, students go through the questions and discuss them.

Weaker students: They can choose one or two questions only to discuss. If necessary, elicit a few prompts for the question they have chosen to help them with their discussion.

Ask pairs or groups to feedback to the class and discuss any interesting points further.

**Optional extension**

With smaller classes, this exercise would lend itself well to a news programme activity. Divide the class into six pairs or small groups and ask each group to imagine they are news reporters. Assign a different question to each of the groups. Students write an article about the question to be read out in a news programme at the end of the activity.

- 3  1.43 Ask students to read through words 1–4 and to look at the pictures.

Play the audio for students to listen and complete the exercise. Play the audio again, pausing for students to repeat each word.

**Answers**

1 litter 2 rubbish 3 recycling 4 smog

- 4 Working individually, students think about the environment in their country and make notes. Encourage them to think of positive things as well as problems! Monitor, helping with vocabulary as required and encouraging students to use some of the vocabulary from the unit.
- 5 **SPEAKING** Read through the instructions and the speech bubbles with the whole class. Divide the class into pairs or small groups. Students discuss their notes from Exercise 4 and predict the future. Point out that they should use *will/might/may* in their answers. As feedback, ask a spokesperson from each group to summarise their conversation and hold a class discussion on some of their ideas.

**Optional extension**

Ask students to work in pairs or small groups and make a list of the three environmental issues that they think should concern us most. Ask a group to come to the IWB and put their list on it. Ask them to give reasons for their choices. Ask a different group to come to the IWB and replace one of the items in the first list, giving a reason why their choice should concern us more than the original choice. Continue with other groups. Encourage the rest of the class to say whether they agree with the changes, but do not change the list. When several groups have come to the IWB, hold a vote to decide which are the most serious problems.

Workbook page 56 

**LISTENING****BACKGROUND INFORMATION**


**Incredible Edible** was set up in 2008 by Pamela Warhurst and Mary Clear with the aim of bringing people together through local food. Starting with small herb gardens and community plots, the group has since founded a food knowledge hub and fishery at the local high school, as well as a market garden for young people to grow and sell their own produce. It has also backed successful campaigns such as encouraging the keeping of free-range chickens and bees.

In the wider community, *Incredible Edible Todmorden* has supported local businesses and worked with the council and the police to enrich the town and pursue its sustainability.

There are now more than 50 groups in the UK and more than 200 groups around the world in the *Incredible Edible* network. All the groups are different but typically their work involves setting up community growing plots, reaching out to schools and children, and backing local food suppliers.

- 1 As a warm up, ask students if they have a garden at home. Ask them: *What is growing in it? Have you ever planted a vegetable and watched it grow? Were you successful?* If students don't have a garden, ask them: *Have you ever grown anything indoors or on a balcony?* Listen to some of their ideas with the whole class.

Look at the photos and headlines. Check/clarify: *radish* and *eccentric*. Students work in pairs to complete the exercise. Monitor and help with any vocabulary questions. Listen to some of their ideas in open class but do not comment at this stage.

- 2  1.44 Tell students they are going to listen to a story about a special town. In pairs, students discuss why the town might be special, looking again at the photos and the headlines. Listen to some of their suggestions and encourage them to use *might* and *may*. Play the audio to check.

**Audio Script Track 1.44**

- Radio host And now over to our reporter Vicky Sandhurst who's currently in Todmorden in West Yorkshire, a little town with a great idea. And that idea is all about carrots and cucumbers, apples and apricots. I'll say no more ... Vicky!
- Reporter Yes, good morning, Brendan. I'm here in Todmorden, or 'Tod', as the people here call it. What's happening here is amazing. But I want you to hear it from one of the young people who live here. What's your name?
- Simon Simon.
- Reporter And how old are you?
- Simon 15.
- Reporter Simon, tell our listeners please what's so special about Tod.
- Simon Incredible Edible.
- Reporter And what's Incredible Edible, Simon? Tell us more.
- Simon Well, it's the name of a project that we're all involved in. Some people in Tod had the idea some time ago that Todmorden should become the first town in the country that is self-sufficient in food. The idea was that all the free spaces in the town should be used to grow vegetables. People liked the idea, I guess, and started to plant vegetables. Where we had flowers before, you know, now we've got vegetables and fruit trees, and every ... everybody can take what they want, and nobody has to pay for it.
- Reporter Wow! Well, thanks for talking to us, Simon. That sounds wonderful. Excuse me, you've just taken some broccoli from this flower bed here which is actually right next to the police station. And they aren't arresting you for doing that?
- Man No, not at all. We don't buy our vegetables from the supermarket, we get them free.
- Reporter That's amazing! But who plants all those vegetables?
- Man We all do, and that's the idea. If we all work together, we do good things for others, and others do good things for us.
- Reporter What a brilliant idea! Enjoy your lunch!
- Man Thank you.
- Reporter And I'm now joined by the woman who started it all – Mary Clear. Mary, I heard that you came up with this wonderful idea when you were drinking coffee with a friend. Is that right?

Mrs Clear Yes, we were talking and found we were both pretty unhappy about the state of things. There are so many negative things happening in the world ... so we thought, let's just do something positive.

Reporter Wow. And how did people react?

Mrs Clear At our first public meeting 60 people showed up. And the reaction was amazing. Incredible Edible ...

- 3 **▶▶1.44** Read through the questions and check for any difficulty with vocabulary. Some students may already be able to give some of the answers, but do not comment on them at this stage. Play the audio. Students listen for the answers to the questions and then compare answers with a partner. Check the answers with the whole class. You may want to play the audio again, pausing and asking questions to clarify other content.

### Answers

- 1 Growing free food locally 2 Everyone 3 Mary Clear and her friend 4 There were many negative things happening in the world, so they decided to do something positive. 5 The idea was popular and the reaction was amazing.
- 4 In pairs or small groups, students discuss the questions. Ask them to consider the advantages of the experiment, but also what might go wrong. Ask students: *Do you think it would be a success in your neighbourhood?* Hold an open-class discussion.

## FUNCTIONS

### Expressing surprise and enthusiasm

- 1 **▶▶1.44** Read through the phrases with students and check understanding. Explain that they are all used to show enthusiasm and surprise. Play the audio again for students to complete the exercise. Check answers. During feedback, practise the pronunciation and intonation of the phrases.

### Answers

What a brilliant idea! (ticked) That sounds wonderful! (ticked) That's amazing! (ticked) Wow! (ticked)

- 2 Divide the class into pairs. Read through the instructions and the sentences and check/clarify: *role*. Students work in pairs to order the dialogue. When you have checked answers, give students some time to practise the conversation. Students may like to try to recreate the whole dialogue without looking at the book. Listen to their attempts with the whole class.

### Answers

7 5 1 3 8 4 6 2

### Optional extension

Write the following short dialogue on the IWB. Write the parts in bold below using a white-coloured pen, making them invisible to the students. Divide the class into pairs and ask students to complete the dialogue. In open class, elicit the correct words. When students get the correct answer, make it visible to the class. Students can then practice the dialogue in pairs.

*I'm going to a Formula 1 race tomorrow.*

**Wow! That sounds wonderful! Where is it?**

*In Paris!*

**How exciting!**

*Yes. And I'm hoping to meet Lewis Hamilton, the racing driver.*

**That's amazing!**

*You can come with me if you want to.*

**Really?**

*Yes, I'll ask my Dad. We could go together.*

**What a brilliant idea!**

- 3 **SPEAKING** In pairs the students practice the dialogues. Tell students to take turns beginning the discussions. Listen and correct any pronunciation problems. Praise students for original ideas.

### Mixed-ability

Divide the class into pairs of equal ability. Read through the instructions and the ideas. Give weaker students some thinking time to think of some surprising information about some of the example topics from the book. Stronger students should add some other ideas of their own. Regroup the students and ask them to create dialogues with their new partner. Monitor and encourage students to sound genuinely surprised by the information. Listen to some of the best dialogues in open class.

## Student's Book page 60–61

## TRAIN TO THINK

### Different perspectives

- 1 Working individually, students match the text types to the texts. Ask them to underline words and phrases in the texts which helped them make their decisions.

### Mixed-ability

Weaker classes: This is quite a difficult activity, so you might like to tell weaker students which two text types are not use (note and information leaflet).

Stronger students can cover up the text types and try to guess what they are just from reading the texts 1–4.

### Answers

1 diary entry 2 text message 3 informative leaflet  
4 newspaper article

- 2 **SPEAKING** Divide the class into pairs for students to complete the exercise. Monitor and help with any questions. Go over answers in open class and ask students to underline words and phrases in the texts that helped them decide on their answers.



**Optional extension**

Make groups of four or five. Assign one text type to each group from the four depicted in Exercise 1 but ask them to keep it a secret. For homework, ask students to find an authentic example of their text type in English. They could find examples via an Internet search engine for example. In the next class, students regroup and share examples. Groups then make a list of five typical features of their genre. This could be with reference to layout, register, language and/or content. Groups then read out their list and ask the rest of the class to guess the text types.

**Possible features of the target text types**

Newspaper article: *a heading; the date; photos; use of the present perfect to give current relevance to past events; not in chronological order*

Text message: *acronyms and graphics e.g. xxx for kisses; verbs without subjects; very informal language*

Diary entry: *the date; personal language including much use of 'I'; descriptive language and mention of feelings*

Informative leaflet: *positive/promotional language; lots of facts; imperatives; information divided into sections; photos*

**READING**

- 1 A recording of this text is available with your digital resources. As a warm up, write the words *electrical appliances* on the board. Elicit or give the meaning and ask students to brainstorm all the appliances they have in their home. Make a list on the board.

Read through the instructions in open class. Working individually, students read and listen to the text and answer the questions. Allow students to read the text carefully as they will need a good understanding when they do Exercise 2. Allow students to discuss the answers before whole-class feedback.

**Answer**

Informative leaflet

- 2 **SPEAKING** Before attempting this exercise, students will need to read the text more carefully. Check/clarify: *standby, charge, wasting, reuse, suffer, rinse, drip, charity*. After studying the text, students complete sentences 1–6. Encourage them not to look back at the text, but allow them to do so if necessary. Monitor and help with grammar and vocabulary. Allow students to compare answers with a partner before whole-class feedback.
- 3 In open class, give your own answers to the questions. Make sure you form complete sentences and elaborate on your answers to encourage students to go into detail when they answer. Students discuss their answers with a partner. Hold a class discussion and decide how the students could save more energy.

**GRAMMAR****First conditional; unless in first conditional sentences**

- 1 Read through the example sentences with students and ask them to offer suggestions to complete the gaps. Ask them what they notice about the verb following *unless* in the sentence and elicit that it is positive. Students then turn to the text on page 60 again and check their answers. Remind students

how to form the first conditional by asking them: *Which verb goes in each half of the sentences?* Students read through the rule box and complete it using the examples to help them.

**Answers**

1 won't use 2 'll save 3 will suffer

**Rule**

1 possible 2 if not

- 2 To check understanding of the first conditional, ask students to produce an example sentence about themselves.

**Language note**

- Remind students that the *if* phrase can come first or second in the sentence but the present simple tense always goes with the *if* phrase.
- Remind students to use contracted forms in conditional sentences. It is more natural in English to say *If the weather is good tomorrow, I'll go to the beach.* than ... *If the weather is good tomorrow, I will go to the beach.*
- Students may produce incorrect sentences like *If I will go ... , I will ...*. Ask them to think about how these sentences work in their own language.
- Remind students that *unless* means *if not*.
- Students may produce statements like *Unless I don't work, I will ...*. Remind them that *unless* is always followed by a positive verb.

**Answers**

1 c 2 a 3 d 4 b

- 3 Students read through sentences 1–6. Go through the example sentence if necessary. Students work with a partner to complete the exercise. While checking answers in open class, say each sentence for students to repeat and work on pronunciation.

**Answers**

- If I give this phone to charity, they'll find someone who needs it.
  - If this tap doesn't stop dripping, how much water will we waste in a day?
  - The situation will become worse if they don't change their behaviour.
  - Look – battery full! If you don't disconnect the charger, you'll waste energy.
  - If she reads this book, she'll understand the situation better.
  - If you don't stop shouting, I won't listen any more.
- Unless could be used in sentences 3, 4 and 6.

**Fast finishers**

Ask students to write sentences describing what they'll do if it is sunny at the weekend.

- 4 Students read through questions 1–5. Go through the example if necessary, pointing out the word order in questions. Students complete the exercise. Remind them to use the correct question forms and to look for the *if/unless* phrase carefully since it may not always be at the start of each question. Check

answers. If you're short on time, set this exercise as homework.

### Answers

- 1 don't study; won't ... get 2 is; 'll go 3 invites; will ... buy  
4 won't help; asks 5 come; will ... show

- 5 **SPEAKING** Divide the class into pairs. Students discuss the questions. Monitor and check students are using the first conditional correctly. Listen to some examples in open class as feedback.

### Optional extension

Write the following prompts on the board:

- more cars on the road/more pollution
- ice melt/sea levels rise
- more people recycle/save the planet

Divide the class into small groups of four or five. Each group chooses a prompt and must make as many first conditional sentences from it to form a chain. For example:

*If there are more cars on the road, there will be more pollution.*

*If there is more pollution, there will be more illness.*

*If there is more illness, there will be more work for doctors.*

*If there is more work for doctors, they will be busy.*

Ask some groups to read out their chain sentences to the rest of the class.

Workbook page 55 and page 124

## VOCABULARY

### Verbs to talk about energy

- 1 **2.02** Ask students if they can remember any of the verbs used to talk about energy in the text on page 60. Read through the verbs with the class. Students match the words with the definitions. If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. During feedback, say the words and ask students to repeat them and check pronunciation.

### Answers

- a 8 b 3 c 5 d 2 e 7 f 6 g 1 h 4

### Audio Script Track 2.02

Number 1, to reuse. This means to use something again.

Number 2, to throw away, means to get rid of something.

Number 3, to recycle, means to collect and treat rubbish in order to produce useful materials that can be used again.

Number 4, to waste, means to use too much of something or use it incorrectly.

Number 5, to charge. This means to fill up an empty battery again.

Number 6, to disconnect. This means to stop the connection between an electrical appliance and the power source.

Number 7, to save, means to stop something from being wasted.

Number 8, to leave on standby, means not to switch an appliance off completely so it is ready to be used at any time.

### Fast finishers

Ask students to write a list of different ways of saving energy. Listen to some of their ideas when you have given feedback on Exercise 1.

- 2 **SPEAKING** In pairs, students discuss the questions. Encourage them to use the vocabulary items from Exercise 1 as they speak. As feedback, nominate individual students to tell the class about their partner's answers.

Workbook page 56

## Student's Book page 62–63

## CULTURE

### Stop! Before it's too late

You could set a homework research task for students to find out about the following items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

### BACKGROUND INFORMATION

**The Himalayas** (literally "abode of the snow") is a mountain range in South Asia. It is home to over 100 mountains exceeding 7,200m including Mount Everest (8848m). Many of the peaks are sacred to Buddhists and Hindus.

**The Ganges** is a river which flows through India and Bangladesh. It is 2,525km long. Millions of Indians depend on it for their daily needs. It was ranked as the fifth most polluted river in the world in 2007. Pollution threatens 140 fish species, 90 amphibian species and the endangered Ganges river dolphin.

**The Indus** is a river that flows through Pakistan. It is 3180km long. The river has been heavily polluted by industry in recent years. It is also feared that global warming could lead to a 50% reduction in the flow of the river with catastrophic effects.

**The Yangtze** is a river that flows through China. It is the third longest river in the world (6300km). The river has been very polluted by tourism, commercial traffic and pollution from factories.

**Galapagos Islands** (population 26640) is an archipelago of volcanic islands in the Pacific Ocean. Many animal and bird species are unique to the islands. In the last two centuries, new plants and animals have been introduced to the island for farming and many native species, which had no natural predators, are now endangered.

**Ecuador** (population c.15.2 million) is a country in north western South America. It is the most species-diverse country in the world.

**Charles Darwin** (12 February 1809 – 19 April 1882) was an English naturalist and geologist. He is best known for his evolutionary theory which established that all species of life have descended from common ancestors and that evolution results from natural selection, the survival of the fittest.

**The Amazon rainforest** covers an area of 5.5 million square kilometres (roughly five times as big as Europe). It contains an estimated 390 billion trees divided into 16000 species. Prior to the early 1960s, access to the forest's interior was highly restricted, and the forest remained basically intact. After the introduction of farming in the 1960s, land started to be cleared of trees. Between 1991 and 2000, the total area of forest lost in the Amazon rose from 415,000 to 587,000 square kilometres.

**The Great Barrier Reef** is under threat from climate change. As the water temperature rises, coral loses its ability to sustain life. It is also under threat from pollution (for example, pesticides from Australian farms) and overfishing, which breaks up the natural food chain and results in habitat destruction.

- 1 As a warm up, nominate individuals to give you the name of an animal. If they can't think of an animal immediately, move on to the next student. After a few examples, ask students to name an endangered animal and continue around the class. Write any correct answers on the board. Use the IWB to search for images of endangered animals and ask students to name the animals. You could also search to find out how endangered individual animals are. Ask: *Are there any endangered animals in your country?* Ask students to name the animal on page 62.

### Answer

Student's own answer (for reference, it's a golden lion tamarin)

- 2 **2.03** Tell students they are going to read a text about environmental damage and endangered species. Ask them to read it though quickly and to focus on answering the question without worrying about any difficult vocabulary. Check answers in open class. If students have access to the Internet, ask them to search for information about one of the animals and report back to their classmates.

### Answer

tiger, rhino, snow leopard, freshwater fish, golden lion tamarin, jaguar, giant tortoise, Galapagos penguin, Galapagos sea lion, birds, turtle

- 3 **SPEAKING** Students answer the questions and check answers with a partner before whole-class feedback.

### Mixed-ability

Stronger students should try to answer the questions without re-reading the text. They should then look back at the text to check their answers.

Allow weaker students to read the text carefully to find answers.

### Answers

b 350: tribes in the Amazon in Brazil c 17: percentage of the Amazon forest lost d 1,000: distance in kilometres from Ecuador to the Galapagos Islands e 2,000: length in kilometres of the Great Barrier Reef f 70: percentage of coral we could lose in the next 40 years

- 4 **SPEAKING** In pairs or small groups, students discuss the question. If students have access to the Internet, ask them to do some online research to find out which areas of the world suffer from environmental damage and why certain areas of the world are in danger. Listen to some of their ideas.

### Optional extension

Write on the board: *How can we save endangered animals?* Elicit some answers in open class and write them on the board. Divide the class into groups and ask students to discuss what they think are the best ways to save endangered animals. Monitor to help and check students are using English. Hold an open class discussion as feedback.

- 5 **VOCABULARY** Point out the underlined words in the article. Read through the definitions and check students understand the language used. Students

work with a partner to match the words with the definitions. If they are unsure about some of the vocabulary, allow them to look back at the text and guess the meaning from its context. If time allows, they could check their answers in a dictionary. During feedback, say the words and ask students to repeat them.

### Answers

1 global warming 2 organism 3 fear 4 fragile  
5 glaciers 6 peaks 7 tiny 8 threat

### Optional extension

Write the words *global warming* on the board. Students have three minutes to make as many other words as they can from it. You can give three points for three-letter words, two for two-letter words etc. The student with the most points is the winner!

## PRONUNCIATION

For pronunciation practice in /f/, /v/ and /b/ consonant sounds go to Student's Book page 120.

## WRITING

### An article for a school magazine

- 1 Ask students: *Have you ever written an article for a school magazine? What was it about?*

Read through the instructions and questions with the whole class. Students read the article and answer the questions. Let them compare their answers with a partner before whole-class check.

### Answers

- To encourage people to help clean up a river.
- The water is polluted, there are hardly any fish left, it smells terrible and the banks are covered in litter.
- Factories nearby and people throwing waste.
- The river will get worse.
- Factories should stop polluting, stricter laws should be made by politicians, and people should get together to help clean up the river banks.

- 2 Working in pairs, students order the words to make sentences. Check answers in open class and write the sentences on the board. Ask students to read the article again and underline evidence for each of the statements. Allow them to compare answers with a partner before whole-class feedback.

### Answers

- The Quiller River was once so beautiful.
- The situation is alarming.
- And just look at the river banks.

### Evidence:

- There is even a song about it.
- Newspapers have recently reported that the water of the river is totally polluted. There are hardly any fish left, and the water itself smells terrible.
- They are covered in litter.

- 3 Read through the instructions in open class. Students work with a partner to complete the exercise. During

feedback, ask students to explain which words helped them decide if it was a possible consequence, suggestion or prediction. (Possible consequences: *may* and *might*; Suggestions: *need* and *should*; predictions: *will*).

### Answers

- 1 c – possible consequence 2 a – suggestion  
3 e – possible consequence 4 d – suggestion  
5 b – prediction

- 4 Read through the questions in open class. Students complete the exercise with a partner and underline the language in the text that helped them choose their answers. Check answers in open class.

### Answers

- a 4 b 1 c 3 d 2

- 5 Divide the class into small groups so that they can share ideas before writing individually at home. Students make notes in preparation for writing their article. Monitor and help with any difficulties. Alternatively, you could ask students to work together to produce a piece of writing in class.
- 6 Students can do the preparation in class, and complete the writing at home. They should organise their work to follow the same format as the article in Exercise 4. Remind students to refer back to the model text if necessary. They should use words and phrases from Unit 6. When they have finished, ask them to read their article to the class or to a partner.

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## CAMBRIDGE ENGLISH: Preliminary

## THINK EXAMS

### READING

#### Part 5: Four-option multiple-choice cloze

1

### Answers

- 1 A for 2 D as 3 A a 4 B to 5 B made  
6 A everywhere 7 C hardly 8 B also 9 C every  
10 D use

### WRITING

#### Part 1: Sentence transformations

2

### Answers

- 1 better than 2 has been swimming 3 unless you/  
if you don't 4 have been/have been playing 5 may/  
might go

## TEST YOURSELF UNITS 5 & 6

### VOCABULARY

1

### Answers

- 1 charge 2 melt 3 waste 4 download 5 release  
6 enter 7 tour 8 flood 9 extinct 10 standby

### GRAMMAR

2

### Answers

- 1 won't 2 have been playing 3 if 4 might not  
5 unless 6 have played

3

### Answers

- 1 He's ~~being~~ **been** working here for over ten years.  
2 If it ~~will~~ **rains**, we'll stay at home.  
3 I've ~~been making~~ **made** fifty sandwiches for the party tonight.  
4 We ~~might to~~ **go** out tonight.  
5 You won't do well in the test ~~unless if you don't~~ study./  
You won't do well in the test **unless you don't** study.  
6 Ouch! I've ~~been cutting~~ **cut** my finger.

### FUNCTIONAL LANGUAGE

4

### Answers

- 1 matter; bit 2 up; How 3 doing; not 4 news; sounds