

Opening page.

## ONE PLANET

UNIT 5

### LEARNING OUTCOMES IN THIS UNIT

- Use photos to predict the content of a text
- Listen to a conversation for specific information
- React to news
- Design and write a fundraising poster

### VIDEO: GETTING STARTED

Watch the teenagers talking about recycling and answer the question.



**Getting Started** video introduces unit topics using talking teens to grab students' attention.

**Learning outcomes** at the start of every unit and skills lessons give clear objectives to teachers and students.

### Vocabulary Rubbish and recycling

- 1 Look at the bar graph. Which of these kinds of rubbish do you recycle? Listen and repeat the words in blue. **00.00**

### What's in our rubbish?



**High frequency vocabulary** presented in a visually-attractive style with contextual support.

- 2 Look at the words below. What materials are these containers made of? Write sentences.

• bottle • box • can • carton • jar • tin

Jars are made of glass.

- 3 Look at the shopping list on the right. What type of rubbish will it create in the next few days?

- 4 Work in pairs. Ask and answer the questions.

- 1 What do you usually recycle at home? And at school?
- 2 What can you recycle in your town? What can't you recycle?
- 3 Do you buy any recycled products? What?

- a box of eggs
- a carton of milk
- some bananas
- a can of cola
- a bottle of shampoo
- a tin of soup
- a box of breakfast cereal
- a magazine

A box of eggs = cardboard and organic waste

Clear links to **Vocabulary basics** and **Advance your vocabulary** to cater for mixed ability classes.

Clear **learning outcome** to inform students of task aim.

Texts with **real life topics** to capture students' attention.

**Words in context** task for vocabulary support and developing text attack skills.

**The longer read** extended text for mixed ability teaching.

**Web quests** with clear sign posts and tips to guide students in self study.

Extra **comprehension** work to further exploit text and further develop reading skills.

**Word builder** feature to help students increase their word bank.

**Critical thinking** task to develop real life skills such as how to analyse, imagine, assess and create (see notes underneath).

## Reading

### An online news story

**LEARNING OUTCOME**

Use photos to predict the content of a text

- Look at the photos in the news story. What do you think the story will be about? Then read, listen and check your answers. **0.00**
- Read the text again and choose the correct answers.
  - Turtles eat fragments of plastic because they look like...
    - jellyfish.
    - fish.
    - fish eggs.
  - Plastic rubbish...
    - kills a million birds every year.
    - kills hermit crabs.
    - doesn't affect baby turtles.
  - Around the world, people throw away...
    - a million plastic bottles a minute.
    - more plastic bottles than bags.
    - 200 million tonnes of plastic a year.
  - Plastic rubbish will...
    - decompose in a million years.
    - disappear naturally over time.
    - be more common than fish by 2050.
- Look at figures in a)–e) below. Find them in the text and write a sentence to show what each number refers to in your own words.
 

100,000 Plastic rubbish kills over 100,000 sea creatures every year

  - 300 million
  - 10%
  - 7 million
  - 100 million
  - 8–12 weeks
- Words in context** Find words or phrases in the text that mean...
  - being unable to escape from
  - the hard part on the back of a turtle
  - finish, arrive (phrasal verb)
  - a place in the ground to put rubbish
  - a bad situation caused by humans
  - impossible to destroy by human means
- Read the text again. Answer the questions.
  - Who expresses an opinion, EcoBoy23 or GreenGirl?
  - What will GreenGirl do?
  - What never decomposes?
  - How many tonnes of plastic pollute the ocean each year?

**The longer read** **Resource centre**

HOME ARTICLES FORUMS

## DRASTIC PLASTIC: POLLUTING OUR OCEANS

Can you see all these small bits of plastic? They are often found in the stomachs of turtles. Like many sea creatures, turtles confuse plastic with food. In the ocean, plastic bags look similar to jellyfish, and small pieces of plastic can look like fish eggs.

According to Greenpeace, more than 100,000 sea creatures and a million sea birds die every year after eating plastic or getting trapped in plastic rubbish. Sometimes, when baby turtles get trapped in plastic the shape of their shell changes when they grow. Some sea creatures make their homes in plastic rubbish, such as the hermit crabs that live on polluted Pacific beaches.

Every year, the world produces more than 300 million tonnes of plastic in the next minute while you're reading this paragraph, people around the globe will use more than a million plastic bags and they'll throw away more than a million plastic bottles. Where will all this plastic end up? About 10% of it will be recycled, and some will go to landfill, but a lot of it will end up polluting the oceans. Experts estimate that there are already 200 million tonnes of plastic in the world's oceans, and this will increase by about 7 million tonnes every year.

Because plastic isn't biodegradable it won't decompose naturally, so all the plastic that we have now in the world will exist forever. That means we'll need to clean up the oceans if we want to protect our sea creatures. Better still, if we don't use so much plastic, it won't end up in the ocean! Experts are warning that if we don't take urgent action, there might be more plastic than fish in the sea by 2050.

**YOUR COMMENTS (501)**

**EcoBoy23** 5 mins ago  
This is shocking – why won't different countries work together to clean up the oceans? People might not want to take responsibility for it but we can't deny that this is a man-made problem!

**GreenGirl** 2 hrs ago  
I'll definitely put plastic in the recycling bin after reading this. And I won't use so many plastic bags!

**HOW LONG UNTIL IT'S DECOMPOSED?**

organic waste	2–8 weeks
paper	5–12 weeks
cardboard box	8–12 weeks
aluminium can	200–500 years
glass jar	1 million years
Styrofoam cup	will never decompose
plastic bag	(plastic is non-biodegradable)
plastic bottle	

**6** Read the text again and answer the questions.

- What evidence do we have that plastic can kill turtles?
- What other damage can plastic do to sea creatures?
- Why is plastic more problematic than other types of waste?
- Why do we need to clean up the oceans?
- How can we personally help to resolve this problem?

**7 Word builder** Read the information. Is your language similar?

**CONTAINERS**  
We use many compound nouns with containers. Notice how the formation with changes the meaning:  
a teacup = a cup used for tea  
a cup of tea = a cup with tea in it

**8** Work in pairs. Make a list of the rubbish you can find in your school. Which items can be recycled?

**CRITICAL THINKING**  
**DEVELOP AN OPINION**  
Think about your reaction to the article.  
• What shocks you most?  
• What do you want to say about this?  
Write a post for the 'Your comments' section with your opinions or intentions.

**WEB QUEST**  
Look up the 'Great Pacific Garbage Patch' to find out more about marine life and the problems of plastic pollution in the oceans.  
1 **Plan** Think of key questions to answer with: What? Where? When? How (big)?  
2 **Investigate** Find websites and video clips. Bookmark the most interesting pages.  
3 **Share** Tell the rest of the class what you have learnt.  
**TIP!** To find news stories from different countries, try using local search engines. For example, for Australia: bing.com.au, google.au, yahoo.com.au

**Flipped classroom**  
grammar presentation to  
engage students and  
offer flexible learning.

**Clean design** for clear  
reference and easy  
understanding.


**Analyse** section  
encourages students  
to compare English  
grammar with their  
own language.

## Grammar

### First conditional

**VIDEO: FLIPPED CLASSROOM**

Watch the grammar presentation and do the task.



- Look at the table. Then copy and complete rules a)–c) with three of the options in 1)–4) below.
  - first
  - second
  - will / won't + infinitive
  - the present simple

**first conditional**

We use the first conditional to talk about possible situations and their results in the present or in the future.

situation	result
If we use less plastic, ...	it won't end up in the ocean.
result	situation
The problem will get worse	if we don't take action.

- We use ... in the situation.
- We use ... in the result.
- We use a comma after the situation when it is the ... part of the sentence.

**ANALYSE**

In your language, are the verb forms in first conditional sentences the same as in English?

- Copy and complete the sentences with the first conditional form of the verbs in brackets.
  - If rubbish is non-biodegradable, it ... (exist) forever.
  - Sea creatures will eat plastic if it ... (look) like food.
  - The amount of plastic in the ocean ... (increase) if we don't take action now.
  - If people ... (not take) responsibility for the problem, we won't be able to solve it.
  - If people ... (pay) for plastic bags, they will recycle more.

- Copy and complete the sentences with a result for each situation.
 

If we use public transport, the air will be cleaner.

  - If we contaminate our drinking water, ...
  - If people always have to pay for plastic bags, ...
  - If we don't take action soon, ...

- Work in pairs. Ask and answer about your ideas in exercise 3.
 

What will happen if we take action now?

If we take action now, the ocean will be cleaner.

### will and might

- Look at the table. Then copy and complete rules a) and b) with possible or definite.
 

will / won't
+ People will recycle 10% of the plastic.
– We won't use so many plastic bags.
might / might not
+ We might see more plastic than fish in the ocean by 2050.
– The fish might not survive.

  - We use will or won't when we're sure about something in the future – It's ...
  - We use might (not) when we aren't sure about something – It's ...

- Copy and complete the sentences with will / won't or might / might not and the verbs in brackets.
  - Scientists ... (invent) a type of biodegradable plastic in the future.
  - I think people ... (recycle) more in ten years.
  - It ... (be) safe to swim in the ocean in 2050.
  - We definitely ... (be) at school next Sunday.

- Write questions with Will...? Use words from A, B and C. Work in pairs to ask and answer your questions.
 

A	B	C
you	go to California	in the future?
your family	be hotter	next year?
the world	recycle more	in ten years?

Will you go to California next year?

I'm not sure. We might!

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Link to **Grammar basics**  
for mixed ability teaching  
(TRF).

UNIT 5

## Vocabulary and Listening

The environment: word families (verbs and nouns)

### LEARNING OUTCOME

✓ Listen to a conversation for specific information

#### DIGITAL VOCABULARY FLASHCARDS

Do the matching exercise to discover the new vocabulary.

create creation destroy destruction disappearance  
emissions pollution recycle reduce

1 Read the text. Listen and repeat the words in blue. How can people reduce their carbon footprint? **03:00**

### Let's reduce our carbon footprint!

1 What is a carbon footprint?

It's the impact of our lifestyle on the environment. It's called a carbon footprint because it's related to the carbon dioxide that we **create**.

2 ...

CO<sub>2</sub> emissions are a problem because they contribute to global warming. The consequences of global warming include climate change, the **disappearance** of coastal areas and the **destruction** of animal habitats.

3 ...

We can reduce our CO<sub>2</sub> emissions in many ways. For example, we can use fewer fossil fuels for transport and heating. We can also **recycle** more – this will **reduce** rubbish and **pollution**.

4 ...

Go online and take the Carbon Footprint Quiz!

2 Match questions a)–c) with 2–4 in the text.

- a) How can I calculate my carbon footprint?
- b) Why is carbon dioxide a problem?
- c) How can we create less CO<sub>2</sub>?

3 **Word builder** Read the information. Then copy and complete the table with the blue words from exercise 1.

#### WORD FAMILIES

Word families are groups of words with a common root. They can be verbs, nouns or adjectives: **create**, **creation**, **creative**

create creation creative

Verbs	Nouns
create	creation
emit	(1) ...
disappear	(2) ...
destroy	(3) ...
(4) ...	recycling
(5) ...	reduction
pollute	(6) ...

4 Read the quiz and answer the questions.

### CARBON FOOTPRINT QUIZ

Calculate your total CO<sub>2</sub> emissions.

1 How do you get to school?

☐ walk ☐ cycle ☐ car ☐ bus ☐ train

2 Do you turn off the TV or leave it on standby?

☐ turn it off ☐ leave it on standby

3 How many baths or showers do you have every week?

... baths ... showers

4 What do you recycle at home?

☐ paper ☐ plastic ☐ tins ☐ cans ☐ cartons  
☐ glass ☐ other

5 How do you usually travel on holiday?

☐ car ☐ bus ☐ train ☐ plane ☐ ferry

5 Listen to Dan and Sandra discussing the quiz results. Answer the questions. **03:00**

- 1 What are Dan's answers?
- 2 What is Dan's total CO<sub>2</sub> per year?
- 3 What don't Dan's family recycle?
- 4 Where do Dan's aunt and uncle live?

**Digital flashcard presentation** tool to introduce the topic in a fun way and find out what students already know.

**Vocabulary basics and Advance your vocabulary** activities for mixed ability teaching.

**Life skills**  
Prioritizing

1 Read the text. If you follow this advice, what will you have at the end of the final step?

**FACT!** Steve Jobs (1955–2011), founder of Apple, prioritized the most important tasks by asking himself this question: "If today were the last day of my life, would I want to do what I am about to do today?"

## HOW TO PRIORITIZE FOR A GREENER LIFE

**STEP 1** IMAGINE HOW THINGS COULD BE BETTER

We would have a greener world if we ...

- ✓ saved water
- ✓ saved energy
- ✓ produced less rubbish
- ✓ produced renewable energy
- ✓ created a greener environment

**STEP 2** BRAINSTORM THE WAYS YOU COULD ACHIEVE THESE IMPROVEMENTS

put solar panels on the roof  
recycle paper and glass  
walk or cycle to school  
turn off taps  
switch off our computers  
plant trees

**STEP 3** CLASSIFY YOUR IDEAS

a) things that we can do now  
b) things that we can plan for the future  
c) ideas that we need to research more

**STEP 4** REVIEW YOUR IDEAS

Make a list of the actions you are going to take, with the most important first!

I'm going to cycle to school!

**2 Words in context** Find these words in the text. What do they mean?

renewable recycle research review

**3 Match results 1–4 with situations a)–d). Write sentences.**

- We would save water
- We would produce less rubbish
- We would produce renewable energy
- We would save energy

a) If we recycled more.  
b) If we used solar panels.  
c) If we turned off the taps.  
d) If we walked or cycled to school.

1–c We would save water if we turned off the taps.

**4 Your school wants to become more environmentally friendly this year. Work in groups to think of things you can improve.**

**5 Use your prioritizing skills to create an action plan.**

**Prioritizing in four simple steps**

1. Imagine the situation you want to achieve.
2. Brainstorm the ways you could achieve it.
3. Classify your ideas.
4. Review your ideas and write an action plan.

**Life skills** lessons combine with cultural and social awareness features to prepare students for life outside the classroom. E.g. *prioritizing, coping with stress and giving presentations.*

**Words in context** aid comprehension and expand vocabulary.

Clear **simple steps** to support students with life skill..

## Social awareness

### Festivals around the world

**1** Read the text quickly. What art forms are created in the different festivals?

a) Rio de Janeiro Carnival  
b) The 'Fallas' in Valencia, Spain  
c) The Winter Festival in Sapporo, Japan

**2** Read and listen. Match sentences 1-4 with festivals a-c. (100)

1 There are images of well-known people.  
2 People wear fabulous costumes.  
3 You probably need to dress warmly.  
4 The art is destroyed while people watch.

**3** Words in context Find these words in the article. What do they mean?

avenue feathers massive bonfire slides wonderland

**4** Are the sentences true or false? Correct the false sentences.

1 The samba schools take part in a competition.  
2 At the 'Fallas' they burn the sculptures at midday.  
3 In Sapporo, people live in ice cities during the Winter Festival.  
4 The art in all three festivals is temporary.

**5** Work in pairs. Ask and answer these questions.

1 Which of these festivals would you most like to see?  
2 What festivals are there in your country or area? What happens?  
3 In your opinion, are festivals a waste of time and money or an important cultural tradition? Explain your reasons.

**FACT!** Festivals all over the world are often connected with historical events which are important in the local culture. There is often an interesting cultural story behind the activities which take place during the festival.

## ART FOR A DAY THE CREATION OF A SPECTACLE

In Rio de Janeiro, Brazil, it's the morning after the carnival. Last night, thousands of people danced along the great avenue called the 'Sambodromo'. They were wearing fantastic costumes, body paint, masks and feathers. Each 'samba school' wanted to win first prize for the best performance. They had worked for months to create this spectacle, but today it's all over and the costumes are gone. It's hard to understand - why do people put so much work into something which only lasts for one day?

Volunteers in Spain are famous for a festival called the 'Fallas'. The people of each district create massive sculptures. These often represent famous politicians and celebrities, and they are spectacular. But at midnight people watch them burn in a great bonfire. The results of months of hard work disappear in just a few moments!

Creating art from ice is the specialty of the Winter Festival in Sapporo, Japan. Tourists come from around the globe to see it. The sculptures are enormous - it's like a city of ice, and it's beautiful to see, especially with lights at night. Younger visitors love going down long ice slides on some of the monuments. It's hard to believe that this wonderland is only temporary. At the end of the festival, it all disappears and the city returns to normal.

Back in Rio, how do the 'sambistas' feel when the carnival is finished? After working so hard, they are exhausted a little sad. But it's only for a moment - soon they will be preparing to do it all again next year!

**VIDEO: CULTURE BYTE**  
Watch the video and do the task.

In Level 3 *Cultural awareness* page becomes **Social awareness** (conciencia social), and focuses on general interest topics such as social media and international festivals.

NEW *BBC Culture Byte* videos broaden students' knowledge of international culture with teen-engaging content.

## Grammar Second conditional

1 Look at the table. Then choose the correct words to complete rules a)–c).

### second conditional

We use the second conditional to talk about hypothetical situations and their results.

situation	result
If we switched off our computers,	we would save energy.
result	situation
We would have a greener world	If we produced less rubbish.

- a) We use the past simple / would + infinitive in the if part of the sentence.  
b) We use the past simple / would + infinitive in the result part of the sentence.  
c) We use a comma when the situation is the first / second part of the sentence.

2 Choose the correct answers.

- I'll have / had more money, I'd use some to help protect the environment.
- The world would need less energy if everybody ride / rode a bike.
- The oceans would be cleaner if people don't pollute / didn't pollute them.
- Animals wouldn't become extinct if we protect / protected their habitats.
- You produce / would produce less waste if you recycled your rubbish.

3 Copy and complete the text with the second conditional form of the verbs in brackets.

The problem of global warming would improve if we all (1) ... (do) something to reduce it. For example, if we all (2) ... (turn off) our mobile phone chargers at night, we'd save a lot of energy. And we (3) ... (save) a lot of water if we all (4) ... (turn off) the tap when cleaning our teeth. If we (5) ... (recycle) more, less rubbish (6) ... (go) to landfill sites. And if we (7) ... (cycle) more, our parents (8) ... (not need) to use their cars so often. Let's make a difference!



## Grammar in context: Literature

4 Read the text and choose the correct words.

5 Listen and check your answers. 0:01

### Robinson Crusoe

by Daniel Defoe

#### STRANDED ON A DESERT ISLAND!

What (1) would / do you do if you were stranded on a desert island? Would you (2) can / be able to survive?

This is what happens to Robinson Crusoe. He knows that he won't survive if he (3) doesn't / didn't learn to live on the island, so he builds a house, hunts for food and makes a calendar. He hopes that someone will (4) find / to find him one day, but he knows that he might (5) dying / die alone on the island.

'Life would be better if I (6) have / had a companion,' he thinks. Years later, this happens! He calls his new friend 'Friday' because he appeared on a Friday. They have lots of adventures together.

I'd (7) recommend / recommending this book – you'll enjoy it if you (8) like / will like classic adventure stories.

#### LITERATURE TASK

The British writer Daniel Defoe had an adventurous life. He was an author, but also a soldier, a spy, a fugitive and a convict. Research the answers to these questions:

- When was he born?
- Where did he get the idea for Robinson Crusoe?

In Levels 3 and 4 the **Grammar in context CLIL** section focuses on **literature**. This offers a link to a different Macmillan Reader in each unit.

In the **Literature Task** students visit the **Readers website** to find out more information about the story, author or genre.

Clean design for clear reference and easy understanding of grammar rules.

**Grammar basics** for mixed ability teaching.

**Learning outcome** so students know exactly what the task objective is.

Task order for greater emphasis on Speaking.

Lesson opens with **model video** to catch students' attention.

INTEGRATED SKILLS

UNIT 5

**In the news**  
**LEARNING OUTCOME**  
 ✓ React to news

**TASK** Talk about a news story

**1**  
Understand a news story

**2**  
Practise a dialogue

**3**  
Read a news story

**4**  
Write a dialogue

**5**  
Present a dialogue

**Communication kit**

- Did you hear about ...? No, what happened? Apparently, ...
- Really? That's gross / terrible news. It says here that ...
- It's not something that happens every day!

**WATCH THE VIDEO**

Did you hear about that Harley-Davidson they found on (1) ... in Canada?

Apparently, it disappeared in the Japanese (2) ... , and appeared in Canada a year later.

Well, they've found the owner, and he asked them to (3) ...

Yeah, it says here that there are still loads of things floating in the (4) ...

I don't know – it's not something that happens every day!

No, what happened?

Really? That's great news. But I guess it'll be a bit rusty!

Good for him! I bet they'll find plenty more things too.

Hmm, what would you do if you found a Harley-Davidson on the beach?

No, that's true!

**1 Listen**

1 Listen to the dialogue. What did they find in Canada? Where did it come from? **0:00**

2 Listen again and choose the correct words for 1–4 in the dialogue.

- a beach / an island
- hurricane / tsunami
- recycle it / put it in a museum
- ocean / sea

**2 Speak**

3 **Pronunciation** Listen and repeat these phrases from the dialogue. Notice how the contractions in **1** are pronounced. **0:00**

- I guess it'll be a bit rusty.
- They've found the owner.
- I bet they'll find plenty more things too.
- I don't know.

4 Listen again and repeat the dialogue. Pay attention to the pronunciation of the phrases in exercise 3.

**3 Read**

**5 News stories** Match the events 1–4 with the true news stories A and B.

- Somebody survived a dangerous situation.
- People's actions created an environmental issue.
- A friendly act almost killed somebody.
- In the end, the problem had a positive environmental result.

**NEWS**

## FATBERG SINKS

Workers finished removing a 250-metre long 'fatberg' from a London sewer yesterday. The fatberg – a solid mass made up mostly of **wet wipes** which people had thrown away down toilets, had blocked the sewers below Whitechapel for months. It has taken workers nine weeks to remove it. The massive pile of waste weighs more than 130 tonnes – nearly as much as a blue whale. Happily, most of the fatberg will be converted into fuel and biodiesel.

**4 Write**

7 Choose a news story from exercise 5. Make notes to answer these questions:

- Who?
- When?
- Where?
- What happened?

8 Prepare a new dialogue discussing the news story. Use the dialogue on page 56 and your notes from exercise 7 to help you.

Did you hear about ...?

No, what happened?

**5 Present**

9 Work in pairs. Take turns to practise your dialogues. Then present them to the class.

**Make a video dialogue** **REC**

1 **Reacting to news**

- Choose a different news story.
- Write the dialogue. Remember to include phrases from the Communication kit.
- Practise your dialogue in pairs.
- Record your dialogue.
- Present your video dialogue to the class.

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Integrated skills > Resource Centre page 000 57

Increased scaffolding to support final speaking task.

**Pronunciation** feature to further develop speaking skills.

Optional, clearly-staged **Make a video** task to appeal to digital learners.

## Writing A fundraising poster

### LEARNING OUTCOME

- ✓ Design and write a fundraising poster

#### 1 Read the poster and answer the questions.

- 1 How many people around the world haven't got clean drinking water?
- 2 Why are the students of Fairview School collecting money?
- 3 How many children die every day because of diseases from contaminated water?

**MARCH 22 World Water Day**

1 Did you know that more than a billion people around the world haven't got access to safe water? They have to walk a long way to obtain drinking water, and the water they collect there is often dirty and unsafe. In the developing world, 80% of diseases are the result of drinking polluted water.

2 Here at Fairview School, we're trying to raise £2000 to buy a new water well in Mozambique. Will you help us to raise money on World Water Day?

- If we gave £50, one family would have clean drinking water for a year.
- If we gave £100, a whole village would have a new water pump.
- If we gave £2000, thousands of people would have clean, safe water from a new water well.

3 Please give generously to help us reach our goal. If we don't take action, 4000 children around the world will continue to die every day from diseases caused by contaminated water. Thank you!

#### 2 Focus on language Look at the information. Do these words have different synonyms in your language?

##### Using synonyms

Use a variety of words to make your writing more interesting, and to avoid repetition. You can use a dictionary to find synonyms.

nouns	world = globe	goal = target
verbs	buy = pay for	give = donate
adjectives	polluted = contaminated	safe = clean

#### 3 Read the poster again and replace the underlined words with the synonyms in exercise 2.

#### 4 Focus on content Match steps a)–c) with sections 1–3 in the poster.

- a) **Solution:** the action we are taking  
b) **Appeal:** the help we are asking for  
c) **Problem:** the situation we want to change

#### 5 Design and write a fundraising poster to help save the population of bees.

**Focus on content**  
feature to work on writing organisation skills.

### Writing kit

#### 1 Plan your poster. Use this information:

**Facts**

- There are about 20,000 different types of bees in the world.
- Bees help us to cultivate food.
- The number of bees has decreased rapidly due to destruction of their habitat.
- Bee decline is very serious: without them, there is a risk of famine in the future.

**What can we do?**

- Plant more flowers = attract more bees
- Buy local organic honey = less contamination in honey
- Sign a petition = governments can help
- Discuss the topic at school = raise awareness

#### 2 Write your poster. Use the model and the ideas from your plan.

##### 3 Useful phrases

Did you know that ... ?  
Here at ... School, we're trying to raise ...  
Will you help us to ... ?  
If we gave ... we could / would ...  
Please give generously to ...

##### 4 Check your writing.

- ✓ synonyms to add variety
- ✓ first and second conditional sentences
- ✓ problem–solution–appeal structure

**Guided Writing kit**  
with **Useful phrases** to support students' written work.

Clean design and layout.

**Focus on language**  
supports students' skills production.

Clear 4-step task structure to guide and support students.

Collaborative projects (3 in total) offer real-life-relevant tasks suitable for extension and assessment as well as facilitating cooperative group work. Projects include Making a (digital) wall, leaflet, and presentation.

Digital Literacy feature to engage and cater for digital learners.

## Making a video

**1**  
Think

**2**  
Listen and plan

**3**  
Create

**4**  
Evaluate

**1 Think**

- Read extracts a–d from the video script. Match them with pictures 1–4.
- Read the extracts again and answer the questions for each extract.
  - What type of art work have they chosen in each extract?
  - Are the sentences easy to understand? Why?
  - Do they include the reason why the video-makers chose the art work?
  - Do they include an opinion about this art work?

**DIGITAL LITERACY**

When you make a video, remember to:





- watch online tutorials about editing videos.
- try and learn about different online editing techniques.
- watch short films on gallery web pages.

**a** This is an installation of the band The Beatles. This band is very famous in Liverpool. We have included this installation because it shows you can make art from anything – even plants! We liked the idea of a living installation.

**b** This is an installation called The Runner. Its artist is Faith Bebbington. I like it because it's bright and visual. When I see it I want to go for a run! This installation is in an unusual place – a car park.

**c** This is the John Lennon Peace Monument. John Lennon was the singer from The Beatles, and one of his most famous songs was about peace. The American artist Lauren Voiers designed the monument in 2010. I think it's a very inspiring art work.

**d** The Superlambanana sculpture is half lamb and half banana. When it was installed in Liverpool, many people hated it, but some people see it as a symbol of the new Liverpool. It's very easy to see because it's five metres tall and it's bright yellow. It travels to different places in Liverpool, so everyone can enjoy it.

**2 Listen and plan**

**3** Listen to Sara, Ana and Daniel doing the task. Answer the questions. (0:00)

- In their opinion what is the conclusion of their video?
  - Art in public spaces is not really art.
  - Art can be many different things.
  - It's better to see art in museums than outside.
- What four things do they decide to include?
- Does Ana think they should copy all the information from websites?
- What else does Daniel think they should include?

**4** Complete the conversation extract with the words in the box. Then listen again and check your answers. (0:00)

need have to important name  
Let's Can we opinions

Ana: Now, we have to decide what information to include in the script.  
Sara: Well, we (1) ... to include information about each artwork, such as its (2) ... , who painted or designed it, when they did it, where the art work is.  
Daniel: And we could say why we chose it.  
That's (3) ...  
Ana: I agree and we should give our (4) ... about the art work, too.  
Sara: Giving our opinions is a good idea.  
Daniel: (5) ... also include subtitles?  
Sara: OK, we can try it. (6) ... choose two art works each and research them.

**5** Work in groups. Plan your video.

- Choose the topic of your video.
- Decide which locations and/or art work you want to include.
- Decide what information to include.
- Decide how to share the work.
- Decide when to meet again to share your information.

**3 Create**

**6** Follow the steps to create your video.

**Share information**

Read or listen to each other's work. Discuss your script. Check these things:

- Is it in your own words?
- Have you got all the information you need?
- Are the grammar and vocabulary correct?
- Are the spelling and punctuation correct?

**Create the video**

Film and edit the video. Add any sound effects and music. Include titles, subtitles, graphics or special effects.

**Show and tell**

Present your video to your class.

**4 Evaluate**

**7** Now ask your teacher for the group and individual assessment grids. Then complete the grids.

**Functional phrases**

Let's (find information about the artist).  
Why don't we (add some music)?  
What about (having some sound effects)?  
We could (interview people).  
We should (include our reasons for choosing it).  
We have to (revise the script).  
We need to (include some facts).

**PROJECT 1**

**COLLABORATIVE PROJECT**

101

Collaborative projects now all together in the end matter for easy reference.

## External exam trainer: Speaking

**External exam trainer** offers essential practice material to prepare students for Cambridge PET or Cambridge-model exams.

### Your exam preparation

- 1 Read questions 1–5 in the **Model exam** below. Translate the questions into your language.
- 2 Read Ana's answers and write the verb forms that she uses in each answer.

I'm

#### EXAM TIP: How old ... ? How are ... ?

Listen very carefully when you first meet someone and they ask you personal information. It's easy to confuse *How are you?* and *How old are you?* A person will usually ask *how* you are before asking your age.

**Exam tips** offer information on task types and what to practice to complete them successfully.

### ABOUT THE EXAM

#### Introducing yourself

The examiner asks you for personal information, for example your name, age, and where you are from. This tests your ability to give personal information and have a simple conversation.

- 3 Copy and complete the table with information about Ana. Practise spelling the names and saying the numbers. Then listen and check.

00.00

Name:	Ana González
Age:	(1) ...
Address:	(2) ...
Family:	(3) ...

- 4 Now copy and complete this table with information about you.

Name:	...
Age:	...
Address:	...
Family:	...

**External exam trainer** now focuses **exclusively on Speaking** (Listening now in WB) to provide concentrated support for this key exam skill.

**About the Exam** provides information on what the examiner asks and why.



**Model exam** examples to raise students' awareness of exam task format.

1 Hello! How are you today?

I'm fine, thank you.

2 What's your name?

My name's Ana.

3 How old are you?

I'm 14 years old.

4 Where do you live?

I live in Bilbao. My address is 37, Calle Mayor.

5 Who do you live with?

I live with my mum and dad, my two brothers Borja and Miguel, and my dog, Harry.

## Study guide

### UNIT 5

#### Grammar

There is / There are + a / an, some and any

singular	plural
There's a bowling alley near here.	There are three restaurants in town.
There's an apple on the table.	There are some cafés, too.
There isn't a park there.	There aren't any skate parks.

#### Countable and uncountable nouns

countable nouns	uncountable nouns
There's a biscuit. There are some biscuits.	There's some rice.

#### Is there ...? Are there ...?

singular	plural
Is there a cinema?	Are there any gyms?
Yes, there is. No, there isn't.	Yes, there are. No, there aren't.

#### How much ...? How many ...?

uncountable nouns	countable nouns
How much protein is in a ham sandwich?	There's a lot. There isn't much.
	How many calories are there in jacket potatoes?
	There are a lot. There aren't many.



#### Vocabulary

##### Places to go

bowling alley	gym	shopping centre
café	library	skate park
cinema	park	sports centre
football stadium	restaurant	swimming pool

##### Places to go

biscuits	ham	potatoes
cake	juice	rice
cheese	milk	salad
chicken	nuts	yoghurt
crisps	orange	
fish	peas	

##### -ed adjectives

excited	relaxed	worried
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##### Words in context

measure	outdoor lifestyle	allergies
community spirit	village	vegetables
public services	calories	vegetarian

##### Passive vocabulary

relax	apparently	typical
get fit	second city	concentration
survey	psychologist	
cheerful	spinach	

#### Speaking

##### Order food in a café

Can I help you?  
I'd like a / an / some ..., please.  
Anything else?  
Would you like anything to drink?  
Have you got any ...?  
Is that everything?  
How much is it?  
Enjoy your meal.

#### LEARNING OUTCOMES

Copy the table into your notebook and add the symbol that's true for you each time.

- Use a title to predict content
- Understand conversations about food
- Order food in a café
- Write a recipe

## Study guide

### UNIT 6

#### Grammar

##### Comparative adjectives

short adjectives and adjectives ending in -y

Paris is **smaller** than Tokyo.  
The city is **busier** than my village.

##### long adjectives

Lighthouses are **more unusual** than hotels.

##### irregular adjectives

good – **better**    bad – **worse**  
I think barges are **better** than tents.

##### Superlative adjectives

short adjectives and adjectives ending in -y

This is the **smallest** home in the world.  
English is the **easiest** subject.

##### long adjectives

This is the **most expensive** shop in town.

##### irregular adjectives

good – **best**    bad – **worst**  
I think tents are **best** places to stay.

#### Comparative and superlative adjectives: spelling rules

- For most adjectives, add -er / -est.
- For short adjectives that end in a vowel + consonant, repeat the consonant and add -er / -est.
- big > bigger > biggest
- For short adjectives that end in -y, remove the -y and add -ier / -iest.
- tidy > tidier > tidiest
- For long adjectives, do not change the word.
- Add more before the word.
- popular > more popular > most popular
- Some adverbs are irregular. They don't follow any rules!
- good > better > best    bad > worse > worst

#### can / can't and must / mustn't

can / can't: possibility and (lack of) permission

I / You / He / She / It / We / You / They    can go to the party tonight.  
can't talk in the library.

#### must / mustn't: obligation and prohibition

I / You / He / She / It / We / You / They    must do our homework.  
mustn't be late tonight.

#### Vocabulary

##### At home

armchair	cooker	lamp	sofa
bath	cupboard	mirror	table
bed	desk	shelf	toilet
chair	fridge	sink	wardrobe

##### Places to stay

apartment	farm	mobile home
barge	hotel	tent
caravan	lighthouse	villa
castle	log cabin	youth hostel

##### Compound nouns

armchair	bedroom	living room
----------	---------	-------------

##### Words in context

shower	environment	horse fair
window	nomadic	freedom
volunteers	wooden	discriminate
roof	site	

##### Passive vocabulary

special	mobile home	rural
originally	residents	mask
practical	population	
caravan	combined	

#### Speaking

##### Ask for and give directions

Excuse me! Can you tell me how to get to ..., please?  
Which way is it. Go straight on.  
Turn left / right. Cross the road.  
Go past ... It's on the left / right.  
Is it far?  
It's a five- / ten-minute walk.

#### LEARNING OUTCOMES

Copy the table into your notebook and add the symbol that's true for you each time.

- Use pictures and titles to predict the content of a text
- Understand an informal conversation
- Talk about directions
- Write an essay giving opinions

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Grammar reference > Workbook p 100

Vocabulary basics > Workbook p 100  
Vocabulary extension > Workbook p 100

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Study guide now in end matter for ease of reference.



## Pronunciation Lab

### UNIT 1

/h/

1 Listen and repeat the words. @ 1.11

• has • hasn't • have • haven't • halr

2 Listen and choose the correct answer. @ 1.12

- 1 a) is b) his  
2 a) and b) hand  
3 a) ear b) hear  
4 a) alr b) halr

### Rhythm and intonation

1 Listen and repeat. Pay attention to the intonation. @ 1.19

- 1 Are you English? →  
2 Yes, I am. →  
3 What's your favourite film? →  
4 I like adventure films. →

2 Look at the sentences in exercise 1 again. Complete the rule with the correct answer.

Rule: Intonation goes up → In ...

- a) affirmative and negative sentences  
b) yes / no questions  
c) other questions  
d) short answers

### UNIT 2

### Syllables and word stress

1 Listen and repeat the words. Pay attention to the stress of the syllables. @ 1.26

• French • English • Wednesday  
• timetable • education

2 Copy and complete the table with the words in the box. Then listen and check. @ 1.27

• art • subject • technology • Spanish  
• activities • physical • maths • afternoon

1 syllable	2 syllables	3 syllables	4 syllables
art			

### Third person verb endings

1 Listen and repeat the verbs. Can you hear the difference? @ 1.33

/s/ or /z/	/ɪz/
goes	lives
costs	loves
	misses
	practises

2 Listen and repeat the words. Which two have the /ɪz/ sound? @ 1.34

- 1 teaches 4 performs  
2 starts 5 watches  
3 likes 6 gets

### UNIT 3

### can

1 Listen and repeat. @ 1.43

- a) Can you ski?  
b) Yes, I can.  
c) What team sports can you play?  
d) I can play football and volleyball.

2 Listen again. Which two use the weak form /kən/ and which two use the strong form /kæn/?

- a) yes / no questions  
b) other questions  
c) short answers  
d) affirmative sentences

### UNIT 4

### -ing endings

1 Listen and repeat the words. @ 2.04

wear – wearing  
go – going  
carry – carrying  
do – doing

2 Listen and repeat the sentences. @ 2.05

- 1 What are you wearing?  
2 I'm wearing blue jeans.  
3 She isn't going to a party.  
4 Is she going to school?