

Unit objectives and key competences

- Understand, memorize and correctly use vocabulary related to jobs, health problems and first aid **CLC**
- Identify specific information from a blog on the global water crisis **CLC**
- Understand and correctly use *be going to*, *should* / *shouldn't* and *must* / *mustn't* **CLC**
- Identify specific information in an interview with a volunteer in the rescue services through a listening **CLC**
- Give opinions about jobs **CLC, SCC**
- Identify specific information in a text about someone's local hero **CLC**
- Write a description of your hero **CLC, SIE**
- Identify general content of a text on the police in the UK and Canada **CLC**
- The importance of using water responsibly **SCC**
- Working as a mountain rescue volunteer **SCC**
- Taking responsibility for your own health **SIE**
- The police in the UK and Canada **CAE**
- Assimilate the All Clear Tips and Rules and study the Language Reference from the unit **CLC, L2L**
- Identify areas of language which need improvement **CLC, L2L**

More information on Key Competences, page v

Linguistic content

Grammar

- Future with *be going to*
- *should* / *shouldn't*
- *must* / *mustn't*

Recycled grammar

- Present simple (Unit 1)
- Past simple vs past continuous (Unit 4)
- *can*
- *have got*

Main vocabulary

- Jobs: *electrician, engineer*, etc
- Health problems and first aid: *broken arm, cold*, etc

Functional language

- Giving opinions / Talking about jobs

Pronunciation

- Sentence stress: *be going to*

Skills: learning outcomes

- **Reading** Understand specific information in a clearly structured online blog post about the global water crisis. The student can re-read the more difficult parts, page 63
- **Listening** Identify the gist and main idea in an informal conversation between two people about jobs, delivered slowly and with clarity, page 66
- **Speaking** Participate effectively in a face-to-face informal dialogue, giving opinions about future jobs, page 67
- **Writing** Write a description of a person with simple and relevant descriptions. Express opinions in a simple, clear way, page 68
- **Reading** Understand specific information in a clearly structured text about the police force in the UK and Canada. The student can re-read the more difficult parts, page 69

Lifelong learning skills and content-based learning

Life skills

- **Communication** Give opinions and talk about different jobs, page 67
- **Building confidence** Coping with medical emergencies, page 66
- **Socio-cultural awareness** Read about World Water Day, page 63

Learning strategies

- Associate key vocabulary with multiple contexts, page 62

Cross-curricular content

- Geography: water sources in the world, page 63
- Biology: treating different medical conditions, page 66
- Language and Literature: conventions for writing a description of someone you admire, page 68

Further materials and evaluation

Digital material

- Student's and Teacher's Resource Centres
- Teacher's Presentation Kit
- Student's Digital Material: interactive vocabulary and grammar activities
- Video *Appearance* (Revision Units 4–6, page 74)

Student's website www.macmillansecondary.es

Workbook

- Vocabulary, pages 38–9
- Vocabulary Reference, page 89
- Grammar, pages 40–1
- Grammar Reference and Practice, pages 76–7
- Revision, page 42
- Culture: Reading and Listening, page 98
- Writing Guide, pages 112–13
- Speaking, page 125

Teacher's Resource File

Multi-level Materials Bank

- All Clear Basics, pages 26–30
- Vocabulary and Grammar Consolidation and Extension, pages 21–4
- Translation and Dictation, pages 6 and 15

Lifelong Learning

- Digital Competence, pages 11–12
- Culture Video Material, pages 3–4
- Study Skills, pages 1–12

Evaluation and Key Competences

- Evaluation Rubrics, pages 1–8
- Key Competences, pages 11–12 and 29–30

Content-based learning

- CLIL, pages 1–10
- Macmillan Readers, pages 3–4

Evaluation material

- Unit 6 end-of-unit test: Basic, Standard and Extra
- End-of-term test, Units 4–6: Basic, Standard and Extra
- CEFR Skills Exam Generator



Web info

Tips to find extra information on: how much water we consume in daily activities, how to prepare when you go walking in the mountains, different people's heroes, the Metropolitan Police, the Royal Canadian Mounted Police

Extra help for weaker students

Teacher's Resource File: All Clear Basics, pages 26–30

Material for fast finishers

Workbook: Grammar Extension, page 13

Teacher's Resource File: Vocabulary Extension, page 23

Teacher's Resource File: Grammar Extension, page 24

6

Good citizens

Objectives

Vocabulary	Jobs; health problems and first aid
Grammar	<i>be going to; should / shouldn't; must / mustn't</i>
Speaking	Giving opinions
Writing	A description of a person; <i>too</i> and <i>also</i>

Vocabulary

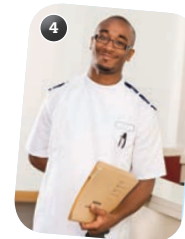
Jobs

Exercise 1

- 1 surgeon
- 2 vet
- 3 teacher
- 4 nurse
- 5 police officer
- 6 lifeguard
- 7 mechanic
- 8 sportsperson
- 9 electrician
- 10 actor
- 11 engineer
- 12 architect

1  Listen and repeat the words. Match them with pictures 1–12.

actor • architect • electrician • engineer • lifeguard • mechanic • nurse • police officer • sportsperson • surgeon • teacher • vet



Exercise 2

- 1 A vet
- 2 A mechanic
- 3 An engineer
- 4 A sportsperson
- 5 An electrician

2 Complete 1–5 with jobs from exercise 1.


- ... designs buildings.
An architect designs buildings.
 1 ... works with animals.
 2 ... repairs vehicles and machines.
 3 ... designs machines and roads.
 4 ... plays professional sport.
 5 ... installs electrical equipment.

3 Match the jobs from exercise 1 with these places.

a hospital a school a theatre a police station
 a swimming pool an office a house

4  Listen to Charlotte and Rob.

Which jobs do they talk about?
 What job does Rob want to do?
 Why?

5  In pairs, ask and answer questions about the jobs in exercise 1.

Do you want to be an architect?

No, I want to be an electrician.

Exercise 4

actor, nurse
 Rob wants to be a nurse because you can help people.

Exercise 3

a hospital: surgeon, nurse
 a school: teacher
 a theatre: actor
 a police station: police officer
 a swimming pool: lifeguard
 an office: architect, electrician, engineer, nurse, police officer, surgeon, teacher
 a house: architect, electrician, engineer



Lesson Aims:

Students learn and practise some nouns for jobs.

Students listen to a short dialogue about which job a teenage boy would like to do and identify specific information.

Vocabulary

Jobs

Warmer

Ask the class all the jobs that they can say in English (eg *teacher, policeman*, etc).

1 2.01

- Students look at the words in the list. Elicit the translation and supply it when needed.
- Students listen to the words and repeat them. Insist on the correct stress in these words: *actor, architect, electrician, engineer, mechanic, police officer, sportsperson, surgeon* and *teacher*.
- Students match the words to the pictures.
- Check the answers with the class.

Extra activity

Ask the class which of the jobs in exercise 1 is: *the most interesting, the most difficult, the most useful* and *the best paid*.

- Look at the example with the class.
 - Students complete the descriptions with jobs from exercise 1.
 - Check the answers with the class.
- Students match the jobs from exercise 1 with the places.
 - Check the answers with the class.

4 2.02

- Students listen to the dialogue and identify the jobs that Charlotte and Rob talk about and which job Rob wants to do.
- Check the answers with the class.

5

- Read the question and answer in the speech bubbles. Students repeat. Focus on the correct stress and intonation.
- Ask various students about some of the jobs in exercise 1.
- Students ask each other about the jobs in exercise 1 in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 1. Write the following options on the board for each picture:

- 1 police officer / surgeon
- 2 vet / engineer
- 3 mechanic / teacher
- 4 nurse / architect
- 5 lifeguard / police officer
- 6 electrician / lifeguard
- 7 mechanic / actor
- 8 sportsperson / architect
- 9 mechanic / electrician
- 10 actor / nurse
- 11 vet / engineer
- 12 architect / mechanic

Fast finishers: Exercise 2. Students write definitions for three other jobs in exercise 1. They then exchange their definitions with a partner who has to guess the jobs.

Self-study and extra practice

Workbook

- Vocabulary, page 38

Teacher's Resource File

- All Clear Basics, page 26
- Vocabulary Consolidation, page 21
- Vocabulary Extension, page 23

Digital Activities

- Student's Digital Material

Lesson Aims:

Students read a blog post about the global water crisis and World Water Day for specific information.

Reading

A blog post

Warmer

Put students in groups of four. Ask them to think of all the ways they use water in a typical day. Elicit answers from different groups and write them on the board, providing translations as needed.

Word Check

Check the students understand the new words: *tap*, *waste* and *recycle*. Explain any they don't know.

1 2.03

- Students read the sentences. Encourage them to ask you if they don't understand any words or expressions.
- In pairs, students discuss if they think each sentence is true or false.
- Students read and listen to the text and check their answers.
- Students copy the information in the text that contains the answer for each question.
- Check the answers with the class.

- 2
- Students read the questions. Encourage them to ask you if they don't understand any words or expressions.
 - In pairs, students discuss if they can remember the answers from their first reading of the text.
 - Students read the text and check their answers.
 - Check the answers with the class.

- 3
- Students find what different people in Matt's family are going to do to save water.
 - Check the answers with the class.

All Clear Facts

Read the fact with the class and check that students understand it. Ask them what their reaction to this piece of information is.

Extra activity

Elicit the four ideas for saving water contained in the text. Write them on the board. Ask the class which ones they and their family already do or would be prepared to do.



Cultural note

The 2014 World Water Day focused on the close connection between energy and water. Water is required to produce nearly all forms of energy. Conversely, energy is needed at all stages of water extraction, treatment and distribution. This means that saving energy is saving water, and saving water is saving energy.



Web info

Type these words in your search engine for more information on how much water we consume in daily activities: 'water footprint calculator geographic'

Mixed-ability solutions

Students who need extra help: Exercise 2. Write the following options on the board for each question:

- 1 70% / 2.5%
- 2 It is under the sea / It is deep underground
- 3 It doesn't save money / It pollutes the local area
- 4 You save a lot of money / You save a lot of water

Fast finishers: Write the following three alternative titles for the text on the board: 1 *World Water Day*; 2 *We all need to save more water*; 3 *Sea water and fresh water*. Students discuss in pairs which is the best alternative title, and why.

Self-study and extra practice

Teacher's Resource File

- Key Competences: Reading, page 11

Reading

A blog post

Word Check

tap waste recycle

The global water crisis

Matt's Blog

Post

Images

Contact

About

Today I'm going to write about the global water crisis.

Posted by Matt, 20 May, 18:03

About 70% of the Earth is covered with water. That's a lot, right? Wrong. Only 2.5% of the Earth's water is fresh. Most of the fresh water is ice, snow or deep underground, so we can't use it. Also, the world's population is growing. We consume three times more fresh water today than 50 years ago.



World Water Day is a global event. Each year, it focuses on international water cooperation. But there's a lot we can do at home to save water.

- In my family, we're going to keep our drinking water in the fridge. A lot of people turn on the **tap** and wait for the water to be cold. You shouldn't do this because it **wastes** water.
- You shouldn't wash your car at home. It saves money, but not water. My sister is going to start washing her car at a carwash that **recycles** water.
- I'm going to only wash clothes when necessary and in cold water. It saves water and electricity.
- We should also recycle our unwanted clothes. You need more than 2,500 litres of water to produce one T-shirt. Give your clothes a second life and save water.

Search

+ May

+ April

+ March

Comments

What are you going to do in your house to save water?

Exercise 1

- False. Only 2.5% of the Earth's water is fresh.
- True. We consume three times more fresh water today than 50 years ago.
- False. You shouldn't do this because it wastes water.
- True. It saves money, but not water.
- False. Using cold water saves water and electricity.

1



2.03

Read and listen to the text. Write true or false in your notebook. Copy the sentences with the information.

- 70% of the Earth is covered with fresh water.
- We use more water now than 50 years ago.
- It is better to drink cold water from the tap.
- Washing your car at home doesn't save water.
- It is cheaper to wash your clothes in hot water.

2

Read the text again. Answer the questions.

- How much of the Earth's water is fresh?
- Why is a lot of the Earth's fresh water inaccessible?
- Why shouldn't you wash your car at home?
- Why should you recycle unwanted clothes?

3

What are these people going to do to save water?

Matt's family Matt's sister Matt

Exercise 3

Matt's family are going to keep their drinking water in the fridge.
Matt's sister is going to start washing her car at a carwash that recycles water.
Matt is only going to wash his clothes when necessary and in cold water.

All Clear Facts

A five-minute shower uses more water than many people use in an entire day in the developing world.

Exercise 2

- 2.5%
- Because it is ice, snow or deep underground.
- Because it doesn't save water.
- Because you need a lot of water to produce new clothes. (You need 2,500 litres of water to produce one T-shirt.)

Grammar

be going to

Affirmative	Negative	Interrogative	Short answers
I'm going to be	I'm not going to be	Am I going to be ... ?	Yes, I am.
He / She / It's going to be	He / She / It isn't going to be	Is he / she / it going to be ... ?	No, he isn't.
We / You / They're going to be	We / You / They aren't going to be	Are we / you / they going to be ... ?	Yes, we are.

Exercise 1

- 1 'm going to study
- 2 's going to leave
- 3 're going to live
- 4 's going to visit
- 5 're going to watch

- 1 Complete the sentences with the affirmative form of *be going to* and the verbs in brackets.

- 1 I ... (study) to be a nurse.
- 2 My sister ... (leave) school in June.
- 3 They ... (live) in London.
- 4 He ... (visit) his grandparents in November.
- 5 We ... (watch) a film later.

- 2 Complete the sentences with the negative form of *be going to* and the verbs in brackets.

- 1 He ... (be) a famous actor.
- 2 I ... (study) Russian.
- 3 They ... (watch) the tennis match on TV.
- 4 We ... (work) with animals.
- 5 You ... (meet) your friends at eight o'clock.

- 3 Write questions with *be going to*. Use the words in the box.



be famous discover something
help a charity write a book
learn another language be rich

Exercise 3

Are you going to be famous?
Are you going to discover something?
Are you going to help a charity?
Are you going to write a book?
Are you going to learn another language?
Are you going to be rich?

Exercise 2

- 1 isn't going to be
- 2 'm not going to study
- 3 aren't going to watch
- 4 aren't going to work
- 5 aren't going to meet

should / shouldn't

Affirmative	Negative	Interrogative	Short answers
I should go	I shouldn't go	Should I go ... ?	Yes, I should.
You should go	You shouldn't go	Should you go ... ?	No, you shouldn't.
He / She / It should go	He / She / It shouldn't go	Should he / she / it go ... ?	Yes, he should.
We / You / They should go	We / You / They shouldn't go	Should we / you / they go ... ?	Yes, we should.

- 4 Complete the sentences with *should* or *shouldn't* and the verbs in brackets.

- 1 They love animals. They ... (be) vets.
- 2 He hates blood. He ... (be) a surgeon!
- 3 You're not very patient. You ... (be) a teacher.
- 4 She's good at maths and design. She ... (be) an architect.
- 5 I'm a great swimmer and I love helping people. I ... (be) a lifeguard.



Lesson Aims:

Students learn to express the future with *be going to* and advice with *should / shouldn't*. (Continues on page 65.)

Grammar

be going to

Warmer

Write on the board the following sentence from the reading text on the previous page: *We're going to keep our drinking water in the fridge*. Ask the class to translate it.

- 1 • Students read the grammar box.
 - Students read the sentences and complete them with the affirmative form of *be going to* and the verbs in brackets.
 - Check the answers with the class.
- 2 • Students complete the sentences with the negative form of *be going to* and the verbs in brackets.
 - Check the answers with the class.
- 3 • Students write questions with *be going to* using the words in the box.
 - Check the answers with the class.

Extra activity

Practise the pronunciation of the questions in exercise 3.

Pay attention to stress and intonation.

Point out or elicit the two possible short answers to the questions: *Yes, I am.* / *No, I'm not.*

Students ask and answer the questions in exercise 3.

should / shouldn't

Warmer

Write on the board the following sentence from the reading text on the previous page: *You should recycle your unwanted clothes*. Ask the class to translate it.

- 4 • Students read the sentences and complete them with *should* or *shouldn't*.
 - Tell the class to think about which option makes sense in the context of each sentence.
 - Check the answers with the class.

Mixed-ability solutions

Students who need extra help: Exercises 1, 2, 3 and 4. Do the first question with the whole class.


Fast finishers: Exercise 4. Students work in pairs. Student A has their book open, Student B has it closed. Student A says the first sentence in each question. Student B tries to remember the second sentence. Student A prompts as necessary.

Lesson Aims:

Students learn to express advice with *should* / *shouldn't*. (Continued from page 64.)

Students learn to express obligation and prohibition with *must* / *mustn't*.

Grammar

- 5** • Students read the example.
- Students write complete questions using the prompts.
 - Check the answers with the class.
- 6** 
- Read the two speech bubbles. Ask the class to repeat. Focus on correct stress and intonation.
 - Ask some students at random some of the other questions from exercise 5.
 - Students ask and answer the questions from exercise 5 in pairs.

All Clear Rules

Read the rules with the class.

Ask students to translate the example sentences. Elicit / explain the difference in meaning between *must* and *mustn't*.


must / *mustn't*

- 7** • Explain that students are going to complete some rules when at the swimming pool.
- Students complete the sentences with *must* or *mustn't* according to the meaning of each rule.
 - Check the answers with the class.

Extra activity

In groups of three, students write four rules for members of a school sports club. Help students with vocabulary and ideas, if necessary, eg *You must always go to training. You mustn't be late for matches. You must wear clean kit. You must help the other players.*

All Clear Grammar

- 8** • Explain that this dialogue practises grammar from this unit and the previous unit. Pre-teach *hurt* and *ice*.
- Students complete the dialogue with the correct form of the verbs in brackets.
- 9**  2.04
- Students listen and check the answers.

Mixed-ability solutions

Students who need extra help: Exercise 8. Write the following options on the board for each question:

- 1 is / was
- 2 ran / was running
- 3 fell / was falling
- 4 is ... hurt / does ... hurt
- 5 play / 'm going to play
- 6 should ... do / should ... to do
- 7 should put / should to put
- 8 move / moving
- 9 Do ... have got / Have ... got

Fast finishers: Exercise 6. Students give a reason for their advice using *because*.

Self-study and extra practice

Workbook

- Grammar, pages 40–1
- Grammar Reference and Practice, page 76–7

Teacher's Resource File

- All Clear Basics, pages 28–9
- Grammar Consolidation, page 22
- Grammar Extension, page 24

Digital Activities

- Student's Digital Material

5 Write complete questions in your notebook.

I've got a terrible cold. (stay at home / go to school?)

Should I stay at home or should I go to school?

- 1 I always feel uncomfortable on buses. (sit at the front / sit at the back?)
- 2 My brother has got an exam tomorrow. (stay at home and study / go to a party?)
- 3 It's my mum's birthday. (buy her a present / make her dinner?)
- 4 My friends want to learn a new language. (study Chinese / study German?)
- 5 We want to try a new activity. (try surfing / try rock climbing?)

6 Ask and answer the questions in exercise 5.

I've got a terrible cold. Should I stay at home or should I go to school?

You should stay at home.

Exercise 5

- 1 Should I sit at the front or should I sit at the back?
- 2 Should he stay at home and study or should he go to the party?
- 3 Should I buy her a present or should I make her dinner?
- 4 Should they study Chinese or should they study German?
- 5 Should we try surfing or should we try rock climbing?

i All Clear Rules

We use *must* to express obligation and *mustn't* to express prohibition.

You must phone the rescue service.

You mustn't move the injured person.

must / mustn't

Exercise 7

- 1 must
- 2 must
- 3 must
- 4 mustn't
- 5 mustn't

7 Complete the rules with *must* or *mustn't*.

Swimming Pool Rules

You ⁽¹⁾... have a shower first.

You ⁽²⁾... wear a swimming cap.

Beginners ⁽³⁾... swim in the small pool, not in the big pool.

You ⁽⁴⁾... jump into the small pool: that's dangerous.

And remember, you ⁽⁵⁾... go in the water if you feel unwell or immediately after eating.

Contact the lifeguards for more information.



All Clear Grammar

1 2 3 4 5 6 7 8 9

Exercise 8

- 1 is / 's
- 2 was running
- 3 fell
- 4 Does ... hurt?
- 5 'm playing / 'm going to play
- 6 should ... do
- 7 should put
- 8 move
- 9 Have ... got

8 Complete the dialogue with the correct form of the verbs in brackets.

- Mum** What ⁽¹⁾... (be) wrong, Leah?
- Leah** I ⁽²⁾... (run) home when I ⁽³⁾... (fall).
- Mum** Oh dear. ⁽⁴⁾... your leg ... (hurt)?
- Leah** Yes, and I ⁽⁵⁾... (play) football tomorrow. What ... I ⁽⁶⁾... (should / do)?
- Mum** You ⁽⁷⁾... (should / put) some ice on it. Can you ⁽⁸⁾... (move) it?
- Leah** No, not really.
- Mum** Let's phone the doctor.
- Leah** OK. ⁽⁹⁾... you ... (have got) the number?
- Mum** Yes, here it is.
- Leah** Thanks, Mum.

9 Listen and check your answers.



2.04



Grammar Reference

Unit 6

65

Vocabulary

Health problems and first aid

Exercise 1

Students' own answers

- 1  2.05 Listen and repeat the words. How do you say them in your language?

broken arm • cold • cough • cut • earache • headache • insect bite • (feel) sick • sore throat • stomach ache • temperature

Exercise 2

1 stomach ache
2 insect bite
3 cold
4 broken arm
5 cut
6 sore throat / temperature
Not in the pictures:
cough, earache, headache, (feel) sick

- 2 Match the words in exercise 1 with pictures 1–6. Which health problems are not in the pictures?



- 3 Write the correct words in your notebook.

- 1 A cough / headache is a pain in your head.
- 2 He's got a cold / broken arm because he played in the snow without a coat.
- 3 She's got a sick / stomach ache because she ate a lot.
- 4 I've got a sore throat / headache because I was shouting a lot yesterday.
- 5 You must use a thermometer to check your earache / temperature.

- 4 Answer the questions. Use the words in the box.

drink hot milk have a sweet
lie down put on a plaster
ask my parents for medicine

What do you do when you have ...
a sore throat?

I drink hot milk.

- 1 a cough?
- 2 a cut?
- 3 a temperature?

Exercise 4

(Possible answers)

- 1 I have a sweet.
- 2 I put on a plaster.
- 3 I ask my parents for medicine and lie down.


Exercise 3

1 headache
2 a cold
3 stomach ache
4 a sore throat
5 temperature

Listening

Exercise 5

1 an electrician
2 He's a volunteer for the rescue service.

- 5  2.06 Listen to the interview. Answer the questions.

- 1 What is Dave Morris's job?
- 2 What does he do in his free time?

- 6 Listen again. Match the health problems with Dave Morris's advice (1–5) in your notebook.

tiredness a broken leg an insect bite a temperature

- 1 You mustn't move them.
- 2 You should stop and rest.
- 3 You should keep them warm.
- 4 You should contact a doctor.
- 5 You should use cold water or cream.



Lesson Aims:

Students learn and practise words related to health problems and first aid.

Students listen to an interview with a mountain rescue service worker and identify general and specific information.

Vocabulary

Health problems and first aid

Warmer

Revise or brainstorm with the class how to say the parts of the body in English.

1 2.05

- Elicit / supply the translation of the words in the list.
- Students listen to the words and repeat them. Focus on the stress in the following words: *broken arm, insect bite, stomach ache* and *temperature*.

- 2** • Students match the words in exercise 1 to the pictures.
- Check the answers with the class.

- 3** • Students choose the correct words to complete the sentences.
- Check the answers with the class.

- 4** • Look at the example with the class.
- Students read and answer the questions using the phrases from the box.

Extra activity

Brainstorm with the class what you do when you have the rest of the conditions mentioned in exercise 1 (*a broken arm, a cold, etc.*).

Listening

Warmer

Look at the photo with the class. Ask students what problems you can have when you go walking in the mountains.

5 2.06

- Students listen to the interview and answer the questions.
- Check the answers with the class.

- 6** • Read the words in the box and the sentences with the class. Supply or elicit the translation.
- Tell the class to match the health problems to the advice.
 - Students listen and check.
 - Check the answers with the class.



Web info

Type these words in your search engine for more information on how to prepare when you go walking in the mountains: 'mountain rescue mountain advice'

Mixed-ability solutions

Students who need extra help: Exercise 5. Give students the following options for the questions:

- 1 a mountaineer / an electrician
- 2 He's a volunteer for the mountain rescue service. / He goes walking in the mountains.

Fast finishers: Exercise 3. Students write gapped sentences for three other conditions in the exercise. Their partner has to guess which condition it is.

Self-study and extra practice

Workbook

- Vocabulary, page 39
- Vocabulary Reference, page 89

Teacher's Resource File

- All Clear Basics, page 27
- Vocabulary Consolidation, page 21
- Vocabulary Extension, page 24
- Key Competences: Listening, page 12

Digital Activities

- Student's Digital Material

Lesson Aims:

Students learn and practise language for giving opinions and talking about jobs.

Speaking

Giving opinions / Talking about jobs

Warmer

Give students one minute to write down in English as many jobs as they can think of. Then check with the class to see who has thought of the most.

Model Dialogue

1 2.07

- Students listen to the dialogue and identify which job William wants to do.
- Check the answer with the class.
- Focus on the following language: *I think / I imagine / In my opinion; boring / exciting / busy; They must wait ... (must to express deduction); I would prefer to be a ...*

- 2 • Students listen again and repeat the dialogue. Focus on correct stress and pronunciation.

- 3 • Students order the words to make sentences.
• Check the answers with the class.

Extra activity

Write on the board the following adjectives: *boring, creative, exciting, interesting, quiet, relaxing, repetitive* and *varied*. Elicit / supply the translation. Then write the following jobs on the board: *astronaut, farmer, police officer, singer* and *traffic warden*. Ask the class which of the adjectives describe which of the jobs.

Speaking Task

1 Talk about preferences

Students choose one of the three jobs suggested and the appropriate adjectives for the job.

2 Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their new dialogue.

3 Speak

Students practise their dialogue in pairs.

Mixed-ability solutions

Students who need extra help: Step 3 of the Speaking Task. Students write out the complete dialogue before they begin.

Fast finishers: Speaking Task. Students do a dialogue about different jobs. They can try to do this without looking at the Model Dialogue if they feel confident enough.

Self-study and extra practice

Workbook

- Speaking, page 125

Teacher's Resource File

- Key Competences: Speaking, pages 29–30

Digital Activities

- Student's Digital Material

Speaking

Giving opinions / Talking about jobs

Model Dialogue



William

I'm going to be a **fire fighter**. I think it's a fantastic job.

Why do you think it's boring?

Yes, that's true but ...

Well, I would **prefer** to be a fire fighter. What about you?

Rebecca



In my opinion, it's **exciting** but I imagine it's **boring** sometimes.

They must wait in the **fire station** a lot.

You should be a **police officer**. They're always **busy**.

I'm not sure.

Exercise 1

a fire fighter

1



Listen to the dialogue. What job does William want to do?

2

Listen again and repeat the dialogue.

3

Order the words to make sentences.

- 1 prefer / to be a nurse / would / I / .
- 2 dangerous / imagine / I / it's / .
- 3 it's / opinion, / In / interesting / my / .
- 4 think / actor / I / working as an / is fun / .

Exercise 3

- 1 I would prefer to be a nurse.
- 2 I imagine it's dangerous.
- 3 In my opinion it's interesting.
- 4 I think working as an actor is fun.

Speaking Task

1 Talk about preferences

Look at the adjectives and choose a job.

boring creative dangerous
exciting interesting quiet
relaxing repetitive varied



paramedic



pilot



carpenter

2 Prepare a dialogue

Look at the Model Dialogue and change the words in **blue**.

3 Speak

In pairs, practise your dialogue.

I'm going to be a pilot. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's dangerous sometimes.

Useful Language Giving opinions

I'm going to be a fire fighter. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's boring sometimes.

Well, I would **prefer** to be a fire fighter. What about you?

I'm not sure.

Writing

A description of a person

Exercise 1

Her grandmother

1



2.08

Read the Model Text and listen. Who is Hayley's hero? Why?

Model Text

My local hero

Last year my grandmother was in hospital. She had terrible headaches and a bad cough too. The doctors told her, 'You should change your lifestyle! You should eat better food and do more exercise.' She began to eat healthier foods and she also started to do sport.

Now she's a different person. This year she's going to make the hospital more interesting for the patients. She's going to volunteer in the local hospital. She's going to play games with the children and she's also going to talk to the adults. Next month she's going to run a half marathon to collect money for the hospital.

I think she's incredible.



Exercise 2

Students' own answers

2

Look at the All Clear Tips. How do you say the sentences in your language?

i All Clear Tips

too and also

Use *too* and *also* to add new information and make your writing more interesting.

She had a bad cough too.

She also started to do sport.

3

Rewrite the sentences using the words in brackets.

She had a headache. She had a temperature. (too)

She had a headache and a temperature too.

Exercise 3

1 We're going to run a marathon. We're also going to climb Teide.

2 He cleaned the kitchen. He washed the floors too.

3 They're going to look after children. They're going to look after animals too.

4 My uncle is friendly. He is also kind.

1 We're going to run a marathon. We're going to climb Teide. (also)

2 He cleaned the kitchen. He washed the floors. (too)

3 They're going to look after children.

They're going to look after animals. (too)

4 My uncle is friendly. He is kind. (also)

Writing Task

1 Plan

Choose your hero. Make notes and include:

Who your hero is *A few years ago, my grandmother ...*

Why he / she is your hero *She began a healthier diet ...*

Your hero's plans *Next month / week, he / she is going to ...*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1 The name of your hero, the reasons why he / she is your hero

Paragraph 2 Your hero's plans

Paragraph 3 Your opinion of your hero

3 Check

☒ *be going to*

☒ *should / shouldn't*

☒ vocabulary for jobs and health problems and first aid

☒ *also* and *too*

Lesson Aims:

Students write a description of a person.
Students practise using *also* and *too*.

Writing

A description of a person

Warmer

Write the following adjectives on the board: *boring, creative, exciting, interesting, quiet, relaxing, repetitive* and *varied*. Ask which of them could be used to describe people. Then ask for any other adjectives which could be used to describe someone's character.

Model Text

1 2.08

- Tell students to look at the pictures and the question about the text and to try to answer the question.
- Students read and listen to the text and check their ideas.
- Check the answers with the class.

Extra activity

Students find four different things that the grandmother is going to do.

All Clear Tips

- 2 • Read the tip with the class.
 - Ask students to translate the sentences into their language.
 - Ask students where we place *also* and *too* in the sentence. (*Also* comes before the verb but after the verb *be*. *Too* comes at the end of the sentence.)
- 3 • Look at the example with the class.
 - Students rewrite the sentences using the words in brackets.
 - Check the answers with the class.

Writing Task

Tell students that they are going to write about their hero. Tell them to think of someone they would like to write about. Explain that it could be someone they know personally or someone who they have heard about.

1 Plan

Students make notes following the prompts in the Student's Book. Instruct students to research on the internet if they need to look for information.

2 Write

Students use their notes to write their description. Emphasize that they should use the suggested paragraph structure and the Model Text to help them. Tell them to use *too* and *also* in their text.

3 Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type these words in your search engine for more information on different people's heroes: 'who is your hero and why ted'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just write the notes in step 1.

Fast finishers: Writing Task. In groups of three, students read aloud their description but say 'X' instead of the name of the person. The other students have to guess who the description is about once they have finished listening.

Self-study and extra practice

Workbook

- Writing Guide, pages 112–13

Teacher's Resource File

- Key Competences: Writing, page 12

Lesson Aims:

Students learn about the police in the UK and Canada.

Students practise sentence stress in sentences with *be going to*.

Culture Reading

The police

Warmer

Put students in pairs, set a time limit of four minutes and ask them to brainstorm things that the police do, such as arrest criminals, help after accidents, direct traffic, train police dogs, etc. Compare ideas as a class and decide which of the things are the most important.



- Tell students they are going to read about the police. Ask them to look at the pictures and tell you what country the police officers are from (the UK and Canada).
- Pre-teach *cap*, *unlike*, *guns* and *wide*, if necessary. Encourage the class to work out the meaning of *helmet* from the context and the picture.
- Students read the questions.
- Students read and listen to the text and find the answers.
- Check the answers with the class.
- Ask students about the police force in Spain or their country of origin, and what their uniform is like.

Extra activity

Do a 'speed test' with the class. Ask the following questions on the text. Students have only 10 seconds to write the answer before you ask the next question.

- 1 What colour is the police uniform in the UK?
- 2 What colour is the police jacket in Canada?
- 3 When do the police in the UK not wear a helmet?
- 4 What animal do the Mounties often ride?
- 5 Why are the police in Britain different?
- 6 Which of the two police officers wears something on their head, Canadian or British?

Check the answers with the class. (1 dark blue; 2 red; 3 When they're in a police car; 4 a horse; 5 Because they don't usually carry a gun; 6 They both do.)

Pronunciation

Sentence stress: *be going to*

a

- Play the audio and ask students to tell you why they think the four words are underlined. (Because they are the stressed words.)

b

- Students read and listen to the sentences. Tell them to pay particular attention to the stress.
- Students listen to the sentences again and repeat them, being careful to stress the right words.



Web info

Type these words in your search engine for more information on:

- the Metropolitan Police: 'about the met metropolitan police'
- the Royal Canadian Mounted Police: 'rcmp fact sheets'

Mixed-ability solutions

Students who need extra help: Reading text. Write the following options for each question on the board:

- 1 Police / Bobbies
- 2 a dark blue uniform with white shirt, a black tie and a helmet / a dark blue uniform and black boots
- 3 driving a police car / working on the street;
- 4 Red Serge / Red Rum

Fast finishers Reading text. Students close their books and in pairs write down everything they can remember about the British and Canadian police. You may want to write some prompts on the board to help them. They then open their books and check to see how much they have remembered.

Self-study and extra practice

Workbook

- Culture: Reading and Listening, page 98

Culture Reading



THE POLICE

Police officers in the UK are sometimes called 'Bobbies'. They wear a dark blue uniform with a white shirt, a black tie and a famous helmet. Police officers who are 'on the beat' must wear this helmet. On the beat means they work in the street, either on foot or on a bike. When they are in a police car, they wear a cap. Unlike police in most other countries, bobbies often do not usually carry guns.

Probably the most distinctive police uniform in the English-speaking world belongs to the Royal Canadian Mounted Police, also known as the 'Mounties'. They are the national police force of Canada and their uniform for special occasions is called the Red Serge. This is a red jacket, wide brown trousers and a famous brown hat. Mounties often ride horses.



Reading text exercise

- 1 Bobbies.
- 2 They wear a dark blue uniform with a white shirt, a black tie and a (famous) helmet.
- 3 When they work in the street, either on foot or on a bike.
- 4 The Red Serge.



Read and listen. Then answer the questions.

- 1 What are the police in the UK sometimes called?
- 2 What do they wear?
- 3 What does 'on the beat' mean?
- 4 What is the name of the uniform that Mounties wear?

How many different police forces are there in your country? Do they wear any distinctive uniforms?

Pronunciation

Sentence stress: *be going to*

- a Read and listen. Why are some words underlined?

I'm going to be a police officer.

- b Read, listen and repeat.

- 1 Are you going to be rich and famous?
- 2 Nick's going to live in London.

Pronunciation exercise a

The underlined words are the words that are stressed.

Unit 6 Language Reference

Vocabulary Jobs



actor



architect



electrician



engineer



lifeguard



mechanic



nurse



police officer



sportsperson



surgeon



teacher



vet

Health problems and first aid

broken arm cold cough cut earache headache
insect bite (feel) sick sore throat stomach ache
temperature

Grammar *be going to*

Affirmative	Negative	Interrogative	Short answers
I am going to be a vet.	I am not going to be a vet.	Am I going to be a vet?	Yes, I am.
He / She / It is going to be a vet.	He / She / It is not going to be a vet.	Is he / she / it going to be a vet?	No, he isn't.
We / You / They are going to be vets.	We / You / They are not going to be vets.	Are we / you / they going to be vets?	Yes, we / you / they are.

should / shouldn't

Affirmative	Negative	Interrogative	Short answers
I should go to the doctor's.	I shouldn't go to the doctor's.	Should I go to the doctor's?	Yes, I should.
He / She / It should go to the doctor's.	He / She / It shouldn't go to the doctor's.	Should he / she / it go to the doctor's?	No, he shouldn't.
We / You / They should go to the doctor's.	We / You / They shouldn't go to the doctor's.	Should we / you / they go to the doctor's?	Yes, we should.

Speaking Giving opinions

I'm going to be a fire fighter. I think it's a fantastic job.

In my opinion, it's exciting but I imagine it's boring sometimes.

Well, I would prefer to be a fire fighter. What about you?

I'm not sure.

Unit 6 Progress Check

Vocabulary Jobs

1 Write the jobs in your notebook.



1 m...



2 a...



3 n...



4 v...



5 e...

Exercise 1

- 1 mechanic
- 2 architect
- 3 nurse
- 4 vet
- 5 electrician

Grammar *be going to*

3 Complete the sentences with the correct form of *be going to* and the verbs in brackets.

- 1 I ... (work) with cars and motorbikes.
- 2 My sister ... (not learn) to be a vet.
- 3 ... you ... (be) an actor?
- 4 We ... (be) architects.
- 5 They ... (not leave) school and be electricians.
- 6 ... she ... (work) as an engineer?

Exercise 3

- 1 'm going to work
- 2 isn't going to learn
- 3 Are ... going to be
- 4 're going to be
- 5 aren't going to leave
- 6 Is ... going to work

should / shouldn't

4 Complete the sentences with *should* or *shouldn't*.

- 1 An actor ... (forget) her lines.
- 2 A lifeguard ... (know) how to swim.
- 3 A sportsperson ... (eat) unhealthy food all the time.
- 4 A nurse ... (listen) to his patients.
- 5 A teacher ... (explain) grammar slowly.

Exercise 4

- 1 shouldn't forget
- 2 should know
- 3 shouldn't eat
- 4 should listen
- 5 should explain

Health problems and first aid

2 Match symptoms 1–5 with cures a–e in your notebook.

- | | |
|-----------------------------|---------------------------------|
| 1 I've got a sore throat. | a) Here's some cream. |
| 2 I've got a temperature. | b) Have some hot milk. |
| 3 He's got a broken leg. | c) Would you like a plaster? |
| 4 I've got a mosquito bite. | d) You should have a cold bath. |
| 5 I've got a horrible cut. | e) You shouldn't move him. |

Exercise 2

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

must / mustn't

5 Write the correct words in your notebook.

- 1 Actors **must / mustn't** learn their lines.
- 2 Police officers **must / mustn't** break the law.
- 3 Surgeons **must / mustn't** smoke during operations.
- 4 A teacher **must / mustn't** study at university.
- 5 Lifeguards **must / mustn't** learn first aid.

Exercise 5

- 1 must
- 2 mustn't
- 3 mustn't
- 4 must
- 5 must

Check your answers

Write your scores for exercises 1–5 in your notebook. What did you get for:

- jobs?
- health problems and first aid?
- *be going to*?
- *should / shouldn't*?
- *must / mustn't*?

Extra Practice

If you need extra practice, go to:

- Unit 6 Grammar Reference
- Unit 6 Vocabulary Reference
- Unit 6 Grammar Exercises
- Unit 6 Vocabulary Exercises

Correct the activities with the class. Students who need extra revision and practice can go to:

Workbook

- Unit 6 Revision, page 42
- Grammar Reference and Practice, pages 76–7
- Vocabulary Reference, page 89

Student's Digital Material
www.allclear.macmillan.es



Extra Practice