

uncorrected proofs

Prospects

TEACHER'S BOOK

2

LEVEL 2
SAMPLE
Teacher's Book
UNIT 3

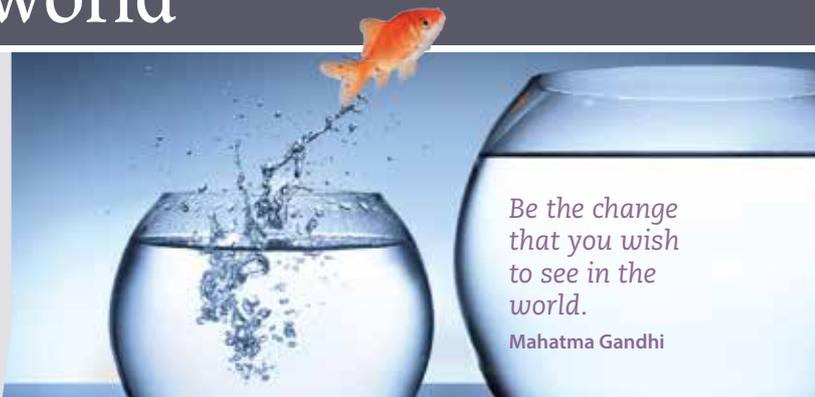


Catherine Smith

Bachillerato
Batxillerat
Batxilergoa
Bacharelato

3 A better world

Vocabulary	Change; Multi-word phrasal verbs: change
Grammar	Conditionals; Mixed conditionals
Reading	An article
Listening	A radio programme
Speaking	Reaching a decision
Writing	A problem-solution essay
Presentations	How to convince



Be the change that you wish to see in the world.
Mahatma Gandhi



🗨️ What does the quote mean? What changes would you like to see in the world?

Vocabulary Change

Ex 1
See page T34.

1 Read the text. Which person has had the biggest impact? Why?

2 Match the highlighted phrases in blue in the text to the definitions.

- Ex 2
- 1 made improvements to
 - 2 influencing
 - 3 make advances in
 - 4 turning point
 - 5 transform
 - 6 inspired
 - 7 overcame difficulties
 - 8 making the world of difference
 - 9 remarkable achievement
 - 10 seeking ways to improve

- 1 made changes to make something better than it was before
- 2 having an effect on someone's decisions, options or behaviour
- 3 make progress in science, technology, human knowledge, etc
- 4 a time when an important change takes place in a situation, especially one that makes it better
- 5 make someone or something completely different, usually in a way that makes them better
- 6 given someone the enthusiasm to do or create something
- 7 succeeded in dealing with or controlling problems
- 8 having an extremely important and beneficial effect on something
- 9 a very surprising or impressive accomplishment
- 10 trying to find methods to make something better

THREE YOUNG PEOPLE WHO ARE MAKING THE WORLD OF DIFFERENCE

DAISY KENDRICK didn't think climate change was her problem. But the **turning point** came when she saw its effects in the Caribbean. She set up Ocean Generation, a non-profit organisation which is **seeking ways to improve** the lives of people affected by rising sea levels. Already, Daisy's organisation has **made improvements to** the way communities can respond to tropical storms.

Swedish student **GRETA THUNBERG** was only 15 when she went on strike from school with the aim of **influencing** the government to do more to protect the environment. Since then, her protest has **inspired** students all over the world. Greta gave a speech at a UN Summit criticising world leaders for failing to **make advances in** reducing CO₂ emissions in which she said, 'Our political leaders' legacy will be the greatest failure of human history.'

WILLIAM KAMKWAMBA, from Malawi, dropped out of school when his family couldn't afford the tuition fees. However, determined to continue his education, William **overcame** these financial **difficulties** by visiting the free library. After becoming interested in electronics, William built a windmill to generate electricity for his village. This **remarkable achievement** was able to **transform** life for his community, and his story was made into a film in 2019.



Vocabulary

Lesson aims

Students learn and practise vocabulary related to change. They read a text which integrates the vocabulary into a context. They use critical thinking skills to discuss predictions about the future. They also watch a video documentary about Greenpeace and answer questions.

AIM HIGHER: Students focus on collocations with *change* (n).

Warmer

Students look at the photographs and read the quote: *Be the change that you wish to see in the world.* (Mahatma Gandhi) Elicit the meaning in open class (take personal responsibility for changing things; behave and live according to your ideals and other people will follow your example). Share the Background information about the photos below, and ask students how they relate to the unit topic. Then ask students to discuss the question in small groups or pairs. Do brief feedback on their opinions and find out what kinds of things in the world they think need changing.

Background information

The three photos show different representations of the concept of change. The first photo shows a goldfish jumping out of a small goldfish bowl on the left and into a larger bowl on the right. The image reflects how the animal is in search of a better life through a change of environment.

The second photo is taken from the autobiographical movie, *The boy who harnessed the wind*, which is about William Kamkwamba, who features in the text on page 34 of the Student's book. William managed to change the lives of all the people in his Malawian village when he built a windmill in order to generate electricity for his village. In this photo the actor playing William in the film is shown at the top of his structure. You can see very clearly how it was constructed with parts that he found in local scrapyards.

The third photo shows some young adults at a demonstration against climate change. They are outdoors and appear to be chanting, as they have their mouths open. Some of the protesters are holding up placards which say things, such as "*Stop climate change*" and have illustrations on them. This photo reflects two major concepts of change - both climate change, and also how people across the globe are demanding change in government policy on how to tackle this issue.

Vocabulary Change

- Before beginning Ex 1, ask students if they can think of any young people who are helping to change the world in a positive way and write their names on the board.
 - Students do the task. Check answers.
 - Elicit if any of the people on the board were mentioned in the text.

Ex 1 suggested answers

I think Daisy has done the most because she has directly helped people in a practical way. / I think Greta has done the most because she has publicised the issue of climate change and brought it to the attention of young people all over the world. / I think William has done the most as he has changed the lives of his whole community.

- Students do the task. Check answers.

Background information

Daisy Kendrick's organisation Ocean Generation is using music, video games and social media to reach out to young people and engage them with the issue of climate change. It has collaborated with British singer Joss Stone to record a version of a song that raises awareness of the problems the oceans are facing and has also worked with the creators of *Angry Birds* to create a game, *The Big Catch*, to teach young people about overfishing, plastic in our oceans and endangered marine animals. In the first month after the game was launched, more than 3 million people had played it.

As well as speaking at countless rallies around the world, Greta Thunberg has spoken to a US Senate climate crisis group, to French politicians and to British MPs at the Houses of Parliament. Many older campaigners are astonished at how much she has achieved since she started her climate protest. Her main message to politicians is the need for them to take immediate action in order to prevent a global climate crisis. Greta refuses to fly, instead travelling by electric car, train and boat.

After the director of a local NGO (non-government organisation) told journalists about William Kamkwamba's windmill, news of the invention spread. Eventually, several donors offered to support William's education, and he was offered a place to study at Dartmouth College in the USA. He graduated in 2014 and is currently working for an NGO that develops technology. William gives talks and works for an organisation that encourages young people to channel their knowledge into doing practical things to help their community.

Fast finishers

Students work in pairs and take turns to read the definitions in Ex 2 and say the matching phrase or, as an individual task, read the definitions with the text covered and say the matching phrase.

- 3 • Before beginning Ex 3, ask students to scan the text and say what kind of text it is and what it is about (it is a conversation on social media about how to tackle climate change).
- Students do the task. Check answers.

AIM HIGHER ▲ Collocations with *change* (n)

- Before beginning the AIM HIGHER section, write the word *change* on the board and ask students to think of as many words as they can that collocate with it, eg *sudden, big, major, minor*.
- Tell students they are going to learn some collocations with *change*.
- Students do the task. Check answers.

AIM HIGHER

- 1 The government made some subtle changes to the climate policy.
- 2 We've made some unexpected changes to the demonstration.
- 3 Seeing so many people getting involved in this issue is a refreshing change.
- 4 There has been a considerable change in people's attitude to environmental issues.
- 5 The UN has made a far-reaching change to ocean conservation laws.
- 6 The community wants to make dramatic changes to this technology.

CRITICAL THINKING

- 4 • Tell students they are going to use their critical thinking skills to discuss some predictions about the future.
- Students work in pairs and do the task.
- Do open-class feedback on their opinions.

Ex 4 suggested answers

- 1 This reduction will help to cut carbon emissions. This will help to reduce climate change and improve the air quality around us.
- 2 This will cause large migrations of these populations to nearby countries. It could also bring about the extinction of flora and fauna indigenous to these regions.
- 3 This will not only be catastrophic on the planet's natural beauty but also for marine life and birds who will die in even larger numbers from consuming this waste. Some studies suggest humans will also suffer the effects of this, as they have linked this pollution with cancers and other diseases.

VIDEO Global English

- This video is about *The Rainbow Warrior*, a Greenpeace ship, and a trip it made between Beirut and Morocco to raise awareness about renewable and solar energy.

Video focus

The video contains some useful words and phrases that students may not be familiar with. Teach or check the meanings of the following vocabulary with the class before watching:

- crew* (noun) – the people who work on a ship, aircraft, etc
- sails* (noun) – material attached to a pole on a boat which catch the wind and help the boat move
- affordable* (adjective) – not expensive

- A • Students discuss in pairs.
- Elicit ideas in open class.

Ex A suggested answers

Greenpeace is a charity which focuses on protecting the natural world and trying to find solutions to the environmental crisis facing the planet.
Renewable and solar energy are much cleaner and better for the environment than other types and are also much cheaper to use. Traditional sources of energy are often made from fossil fuels like coal and natural gas. Using these is expensive and very harmful to the environment.

B 

Videoscript ► **Teacher's Resource Centre**

- Explain that you are going to watch a video about Greenpeace.
- Students watch the video and do the task. Check answers.

C 

- Students watch again and do the task. Check answers.

D • Students read the questions and discuss them in pairs.

- Do open-class discussion on their opinions.

Homework

Students write a short paragraph about someone that they think is making a difference to the world. In the next class, they tell their classmates about the person they chose.

Vocabulary list ► **Student's Book page 116**

Build your vocabulary ► **Workbook page 68**

Vocabulary practice – standard/plus
► **Teacher's Resource Centre**

Ex 3

- 1 inspire/influence 3 make the world of difference 5 make improvements 7 inspired/influenced 9 seek ways to improve
 2 make advances 4 overcome the difficulties 6 turning point 8 remarkable achievements 10 transform

3 Complete the social media thread with the words and phrases in blue in the text on page 34.



Tom040

Hopefully actions like the #ClimateStrike will (1) people to put pressure on governments all over the world to (2) in tackling climate issues. These strikes could (3) to our planet's future, if our politicians would only listen.

28 minutes ago - 4 likes - reply -



Ali_Brazil

I am supporting #ClimateStrike to help (4) we are facing here in my country because of mining.

26 minutes ago - 2 likes - reply -



McDougal

But it's not just the politicians, Tom040. We all have a responsibility to (5) to the way we live in order to reduce our own energy use.

22 minutes ago - 1 like - reply -



thisiskendra

You're right, McDougal. We are now at a crucial (6) when we all have to decide what we will do. My university friends and I have been (7) by the (8) of other young climate activists like Greta Thunberg and we have set up a campaign group.

16 minutes ago - 8 likes - reply -



Shangri_La

That's brilliant, thisiskendra! There is no doubt that scientists and politicians must collaborate to find a global solution, but ordinary people should also (9) things in their local area, for example, by recycling and encouraging people to use their cars less. It is only by working together that we can (10) the way people think.

AIM HIGHER ▲ Collocations with change (n)

Rewrite the sentences, replacing the underlined words with the adjectives in the box and the word *change(s)*.

considerable dramatic far-reaching
refreshing subtle unexpected

- The government made some changes that people would hardly notice to the climate policy.
- We've made some changes that we weren't expecting to make to the demonstration.
- Seeing so many people getting involved in this issue is a change that is different and exciting.
- There has been a change that is large and noticeable in people's attitudes to environmental issues.
- The UN has made a change that will affect a lot of people in an important way to ocean conservation laws.
- The community wants to make changes that are sudden and surprising to this technology.

CRITICAL THINKING

4 🗨️ Work in pairs. Discuss the following changes that are predicted to happen in the near future. What do you think some of their effects will be?

- Almost 30% of the world's car users will be driving electric or hybrid cars.
- Low-lying regions like Florida and Bangladesh will be under water.
- There will be three times more plastic waste in our oceans than there is now.

Ex 4
See page T35.

Ex B
It's a Greenpeace boat and it is doing a tour of The Mediterranean to raise awareness about solar and renewable energy.

Ex C
1 It starts in Beirut and finishes in Morocco (in October).
2 Its objective is to promote the use of solar power and its environmental and economic benefits.
3 It is an environmental issue and also one of public health and an issue of basic need.

VIDEO Global English



Flow

A 🗨️ In pairs, talk about the questions. Make a note of your ideas.

- Have you ever heard about the charity, Greenpeace? What do they do?
- What are renewable and solar energy and what are the benefits to using them?

Ex A
See page T35.

B 📺 Watch the video. What is *The Rainbow Warrior* and why is it doing a tour of The Mediterranean?

C 📺 Watch the video again. Answer the questions.

- Where does *The Rainbow Warrior's* tour of The Mediterranean start and when and where does it finish?
- What is the objective of 'The sun is for free' campaign?
- What three things are they trying to tell the Lebanese people about solar energy?

D 🗨️ In pairs, discuss the questions.

- What other environmental campaigns have you seen recently?
- What do you think would be the most effective way to get younger people motivated to save the planet?

Ex D
Students' own answers

Reading An article

VIDEO Quick clip

Critical thinking



Ex A

hanging a bird feeder, leaving out nuts and seeds, growing a wilderness garden

A Watch the video. What suggestions does Sonny make for how to attract wildlife to your garden?

B Answer the questions.

- 1 In what ways do you think that attracting local wildlife can be beneficial to the local environment?
- 2 What is being done to protect the local wildlife in your area/country?
- 3 Some people argue that it is cruel to have a pet if you live in a city. What do you think?

Ex B

See page T36.

Ex 1

Students' own answers

1 Look at the title, photos and text with the images on page 37. What do you think the text will be about? What consequences do you think there will be for wildlife and humans in the future?

Ex 2

The text is about how wild animals are moving to live in urban areas and the different ways this is affecting them.

2 Read the text quickly. What is it about? Were your predictions in Ex 1 correct?

EXAM SKILL

True/false tasks

When you do a true/false task in an exam, read through each true/false statement carefully and decide what the key words are. Then locate the part of the text where the information is given and compare the statement to the information in the text. Look out for synonyms and negatives, and pay attention to words expressing degree or quantity.

Ex 3

See page T36.

3 Read the true/false statements in Ex 4 and find the key words. Think of synonyms for these words.

Ex 4

See page T36.

4 19 EXAM Read and listen to the text. Are the statements true (T) or false (F)? Explain your answers in your own words based on evidence in the text.

- 1 People in cities are seldom surprised to see foxes in cities where they live.
- 2 Many urban-living animals are easy to spot and can often be dangerous.
- 3 Some scientists think that urban life is having a negative effect on animals' abilities.
- 4 People have caused one Sri Lankan mammal to become an endangered species.
- 5 The text provides only examples of behavioural changes but not physical developments in city-living animals.
- 6 The author predicts that studying city animals will reveal less about evolution than previous animal research.

Ex 5

See page T37.

5 EXAM Answer the questions in your own words.

- 1 According to the text, why do animals choose to live in cities?
- 2 How do biologists know that cities develop some animals' intelligence?
- 3 What are some of the skills that animals have developed in cities?
- 4 What warning does the author give at the end of the text, and why?

6 EXAM Complete the sentences in your own words.

- 1 Police found the 'sandal thieves' by ...
- 2 A larger brain helps animals ...
- 3 Mice and voles ...
- 4 Larger brains ...
- 5 Crested anoles have changed their ...
- 6 Changes in city animals ...

Ex 6

See page T37.

Ex 7

- 1 doorstep
- 2 expand
- 3 thrive
- 4 complex
- 5 city-dwelling
- 6 surroundings

Words in context

7 EXAM Find words in the text that mean:

- 1 a small step outside a house or building (paragraph 1)
- 2 become larger in size and fill more space (paragraph 2)
- 3 become very successful, happy or healthy (paragraph 3)
- 4 complicated or difficult to understand (paragraph 5)
- 5 describes a person or animal that lives in an urban setting (paragraph 6)
- 6 the things and conditions that are around a thing or person (paragraph 7)

8 EXAM Find the phrase 'under the radar' in the text and choose the correct meaning.

- a have a broken radio signal
- b keep a low profile, remain unnoticed
- c know the exact position of something

Ex 8

b

CRITICAL THINKING

9 Write short answers to one or more of the questions.

- 1 What can humans do to protect animals which are under threat?
- 2 Do you think zoos are good places for protecting certain species?
- 3 How can we protect animals' natural habitats?

Ex 9

See page T37.



Reading

Lesson aims

Students watch a video about how to attract wildlife to an urban garden. They read a text in the form of an article. They practise the exam skill of answering true/false statements. They answer questions and also complete sentences in their own words. They guess the meaning of words in a text from context and match words to definitions. They use their critical thinking skills to write answers to questions.

VIDEO Quick clip

- In this video Sonny talks about the wildlife that visits his garden and ways of attracting wild animals into urban spaces.

Video focus

The video contains some useful words that students may not be familiar with. Teach or check the meanings of the following vocabulary with the class before watching:

shot (noun, informal) – photograph

nut (noun) – a dry fruit that grows in a hard shell on a tree or bush

seed (noun) – a small hard part produced by a plant that can grow into a new plant of the same type

graze (verb) – eat grass growing in a field

A

Videoscript ► Teacher's Resource Centre

- Students read the question and say what they think the video is about (Sonny discusses ways to attract local wildlife to your garden). Students watch the video and do the task.
- Check answers and encourage students to provide further information about the content.

B • Students work in pairs and do the task.

- Do open-class feedback.

Ex B suggested answers

1 Wildlife is essential to ecological and environmental processes. These processes are fundamental to human physical and mental health. In some instances, local wildlife is fundamental to the local economy (tourism, agriculture, etc).

2 Students' own answers

3 It depends on what type of pet, how much time the owners spend at home, whether it is a very built-up city, or whether there are a lot of green spaces, etc.

Warmer

Ask students to work in pairs and brainstorm a list of wild animals that they have seen in their garden or in their town or city. Do open-class feedback.

Reading An article

- The reading text is an article about how wild animals are moving into towns and cities.
 - This activity encourages students to predict what the text might be about by using information given in the form of photos, infographics and the title of the text.
 - Students do the task. Elicit their ideas in open class.
- Students do the task. Give them a time limit to encourage them to read quickly.
 - Check answers.
- Before doing Ex 3, go through the information in the EXAM SKILL box and ask students to say which of the strategies they use when they are doing a true/false task.
 - If necessary, elicit or remind students that the key words are the most important words and do the first statement in Ex 4 as an example.
 - Students do the task. Check they have identified the key words correctly and have thought of synonyms for them.

Ex 3

- People in cities, seldom, surprised, see foxes
- urban-living animals, easy to spot, dangerous
- scientists, urban life, negative effect, animals' abilities
- People, Sri Lankan mammal, endangered
- behavioural changes, not physical developments, city-living animals
- studying city animals, reveal less, evolution, previous animal research

4 19

- Students do the task.
- Remind them that they should not copy from the text but use their own words.
- Check answers.

Ex 4

- T: The text says that foxes are now seen so often in cities that residents don't even react (para 1).
- F: The text says that most of them are not a threat to humans and live undetected (para 2).
- F: The text says that some biologists think that living in cities is actually increasing the intelligence of some animals (para 3).
- T: The text says that the survival of the fishing cat is under threat from human activity (para 4).
- F: The text says that there is evidence of anatomical changes as well (para 6).
- F: The text says that in the future, urban animals could reveal as much about the evolution of certain species as the animals on the Galapagos Islands did (para 7).

Background information

The city of Rome has a growing population of wild boar. Although many residents see the animals as a problem, they are, in fact, helping to deal with the problem of the city's uncollected rubbish by eating food waste. Similarly, in the city of Harar, in Ethiopia, hyenas are performing a similar recycling duty, helping to keep rubbish off the streets.

Wolves are returning to parts of Europe, with a pack of wild animals being photographed only 30 miles from the German city of Hamburg. Wolves became extinct in Germany in the early 20th century, due to hunting. Now, however, they have reappeared and the population has grown. Although farmers are not completely happy about their return, wolves are protected in Germany.

Residents of Los Angeles call mountain lions, or cougars, 'ghost cats' because they often go unseen. This is not the case for one mountain lion, first sighted on camera under the famous Hollywood sign. P22, as the animal is known, has become famous, and 22nd October has been designated 'P22 Day', with special events to raise awareness of urban wildlife. As befits a Hollywood resident, P22 even appeared in his own movie – a documentary about his life called *The Cat that Changed America*.

Extra activity

Students write three more true/false statements and give them to a partner to answer in their own words.

- 5 • Highlight that students should use their own words, and not copy directly from the text.
 - Students do the task. Check answers.

Ex 5 suggested answers

- 1 Because their environment has shrunk or disappeared, they migrate to cities in order to survive.
- 2 They have found larger brains in certain city-dwelling animals, compared to the same species living outside the city.
- 3 They have learnt to find food in rubbish bins, catch fish in city ponds and use moving vehicles to break open walnuts.
- 4 The author warns us not to leave our sandals outside, referring to the first part of the text in which we were told about foxes in Kyoto that had been stealing people's sandals.

- 6 • Students do the task. Check answers.

Ex 6 suggested answers

- 1 Police found the 'sandal thieves' by waiting up all night to observe them in action.
- 2 A larger brain helps animals learn new skills.
- 3 Mice and voles which live in cities in Minnesota have grown bigger brains than those which live in the countryside.
- 4 Larger brains give animals an advantage as they learn quicker and are more likely to survive.
- 5 Crested anoles have changed their legs and claws so that they can run further and climb slippery surfaces like tiles and windows.
- 6 Changes in city animals are happening faster than normal evolution.

Words in context

- 7 • Focus on the first definition and provide some strategies to help students think about what kind of word they are looking for in the text, eg *Is it a verb, adjective or noun? Do you know any words with this meaning?*
 - Students do the task. Check answers.
- 8 • Students do the task. Check the answer.

CRITICAL THINKING

- 9 • Tell students they are going to use their critical thinking skills to think about some questions and write short answers to them.
 - Students do the task.
 - Have open-class discussion by asking students to share their answers.

Ex 9 suggested answers

- 1 I think we should make it illegal to hunt or harm or to damage their habitat of any animal that is under threat. We can also introduce breeding programmes to try to increase the number of endangered animals.
- 2 On the one hand, zoos can be useful because animals are protected in them. On the other hand, many animals die in zoos and they are not natural places for animals to live. I believe that animals should be free and we should protect them in their natural homes, not in zoos.
- 3 We must make sure that people are not allowed to destroy animals' natural habitats, for example, by clearing trees to make land for building or by burning forests to grow crops such as palm oil. In my opinion, we must make strict new laws to prevent this kind of thing from happening.

Homework

Students research another wild animal that is living in cities and prepare a short presentation about it to give in the next class.

Vocabulary list ▶ **Student's Book page 118**

URBAN ANIMALS: HOW WILD ANIMALS ARE INVADING OUR CITIES



By 2050, over half of the world's population will be living in urban areas.

- 1 Residents of a Kyoto neighbourhood and the police were totally confused. Forty pairs of sandals had been stolen from doorsteps over a period of ten days. Who could possibly be stealing so many sandals? The thieves would never have been identified if local police hadn't kept a close watch throughout the night. It turned out to be a pair of foxes who had instinctively taken the footwear as food. Foxes, considered wild animals, are now such a common sight in cities around the world that if residents catch sight of one in their neighbourhood, they hardly even react.
- 2 As cities expand, animals' natural habitats are cleared to make way for new housing or are taken over by agriculture to sustain cities' inhabitants. If you were made homeless, what would you do? Some animals, like foxes, raccoons or coyotes, choose to move into suburban neighbourhoods in order to survive. Most of them are no threat to humans and live under the radar by going through rubbish bins at night for scraps of food.
- 3 Now biologists are beginning to study how animals are adapting to city life and some believe that cities are actually making some creatures more intelligent. One study by the University of Minnesota demonstrated that urban mice and voles have brains six per cent larger than those that live in rural areas. A bigger brain in animals means better learning skills, which helps them to survive and thrive in urban areas.
- 4 An animal conservationist in Sri Lanka, Anya Ratnayaka, has been tracking and studying members of a small community of wild cats called the fishing cat, whose survival, like that of so many other large mammals, is threatened by human activity. Ratnayaka discovered that the animals have learnt how to navigate the busy streets of Colombo to steal dragon koi from ponds and gardens, including from a pond in front of her shiny, modern office building.
- 5 Crows, who have very large brains relative to their body size, are extremely good at solving complex problems. In the Japanese city of Sendai, these birds have worked out a new way to crack open the shells of walnuts. Rather than dropping them from a height, they found that if they place the walnuts carefully on the road in front of oncoming cars, the wheels crack them open for them.
- 6 Not only are some city-dwelling wild animals demonstrating greater intelligence than their country cousins, but there is evidence of anatomical changes as well. It has been observed that crested anoles, a type of lizard native to Puerto Rico, have developed longer legs and adapted their toepads for life in the city over a period of less than 40 years. These evolutionary adaptations have enabled them to run longer distances and climb up and perch on slippery surfaces like windows and tiles, rather than tree trunks, which are easier to grip on to.
- 7 These subtle behavioural and physical changes are happening faster than even Darwin himself could have imagined. If human migration to cities continues, it is inevitable that animals will accompany us and adapt to their new surroundings. Indeed, in the future, city-living animals may well reveal as much about the evolution of certain species as the animals on the Galapagos Islands did. Wildlife is everywhere – so be careful where you leave your sandals.

Phrasal verbs

- turn out (line 6) – have a particular result
- take over (line 12) – take control of something
- move into (line 15) – start living in a place
- go through (line 17) – search something carefully

► Vocabulary list page 118

WILD ANIMALS THAT LIVE IN CITIES



Grammar Conditionals

Zero, first, second and third conditional

Zero, first, second and third conditional

- 1 1 zero 2 third
3 first 4 second
2 a second b third
c first d zero
3 When the *if* clause is the second part of the sentence.

Read the text and answer the questions.

- Match the sentences in bold (1–4) to the types of conditionals: zero, first, second and third.
 - future situations or events that are unlikely or hypothetical
 - past situations or events that are impossible or hypothetical
 - present or future situations or events that are real or possible
 - facts and situations that are generally true
- When can we omit a comma from a conditional sentence?

1 If you go to the cinema, you expect to be entertained.

However, some films do something much more important – they change the world. In 2016, SeaWorld, the marine theme park, announced that it was going to end its killer-whale shows. **2 Would the company have taken these measures if it hadn't been for the documentary *Blackfish*?** The film told the story of Tilikum, a captive killer whale at SeaWorld, and argued that **3 if you keep killer whales in captivity, it will have negative consequences on their behaviour.** After *Blackfish* was released, many bands and singers who were due to perform at SeaWorld announced **4 they would cancel their performances if SeaWorld didn't change their policies** towards keeping killer whales in captivity. The company's revenues declined sharply afterwards.

► Grammar reference & practice page 103

Watch out!

We can use *were* for the first and third person forms in the second conditional.

Ex 1

- 1 wouldn't have gone
2 saw
3 hadn't produced
4 sometimes change
5 Would you go
6 will

1 Choose the correct form of the verb to complete the sentences.

- Eve **wouldn't go / wouldn't have gone** to see that film if I hadn't told her about it.
- If you **see / saw** how those animals lived, you would understand the film.
- The company wouldn't have changed its policy if they **hadn't produced / didn't produce** that film.
- It shows that if we put pressure on companies, they **sometimes change / would sometimes change** how they do business.
- Would you go / Would you have gone** to see a show with killer whales if you had the chance?
- If I download the film, **will / would** you watch it this weekend?

EXAM SKILL

TRANSFORMATIONS

Transformations often test conditionals. Look out for sentences with *only*, *provided (that)* or *unless*, as these usually need a conditional. Decide what the condition is and what the consequence is. The condition becomes the *if* clause and the consequence is the other clause with *will / would*, etc.

2 **EXAM** Rewrite the sentences using the third conditional.

- Mo told me about this film. That's how I knew about it.
If Mo
- My mum was given free tickets so she took my sister to see the killer-whale show.
My mum and my sister
- There was a bear in our garden so we couldn't go out.
We
- The company lost a lot of money, so they decided to improve their image.
If the company
- The singer saw the film so she decided to cancel her performance at SeaWorld.
The singer



Ex 2

- If Barry hadn't told me about this film, I wouldn't have known about it.
- My mum and my sister wouldn't have gone to see the killer-whale show if my mum hadn't been given free tickets.
- We would have been able to go out if there hadn't been a bear in our garden.
- If the company hadn't lost a lot of money, they wouldn't have decided to improve their image.
- The singer wouldn't have cancelled her performance at SeaWorld if she hadn't seen the film.

Grammar

Lesson aims

Students learn and practise the use of conditionals.

AIM HIGHER: Students learn and practise inverted conditionals.

Test before you teach

Write the following sentence halves in two columns on the board and ask students to copy them, then match the halves to make conditional sentences.

- | | |
|---|---|
| 1 If I saw a mountain lion, | a they often move into cities. |
| 2 The Kyoto foxes wouldn't have been discovered | b if you go to Rome. |
| 3 If wild animals can't find food, | c I would run away as fast as I could. |
| 4 You probably won't see wild boar | d if they hadn't stolen residents' shoes. |

Check answers as a class.

Answers

1 c 2 d 3 a 4 b

Grammar

Conditionals

Zero, first, second and third conditional

- Before students do the exercise, write the name *Blackfish* on the board and ask if anyone has heard of it. Ask them if they know what it is about or if they can guess from the title.
 - Ask students to skim-read the text and say what it's about (how the film *Blackfish* led to a marine theme park ending shows that used killer whales).
 - Students do the task. If students need further clarification, look at the Grammar reference & practice on page 98. Check answers.
- 1
- Before beginning Ex 1, highlight the information in the Watch out! box and elicit some examples of the use of *were* in conditional sentences.
 - Students do the task. Check answers.

Fast finishers

Students write which type of conditional is used in each sentence.

- 2
- Before beginning Ex 2, read through the information in the EXAM SKILL box.
 - Students do the task. Check answers.

Mixed conditionals

- Before looking at the language box, write the following sentence on the board and ask which two tenses are used in it: *We would go to the show if we had been given tickets.* Check the meaning of the sentence by asking *Has the show happened?* (no) *Will they go to the show?* (no) *Why not?* (they weren't given tickets). Elicit that the first part of the sentence uses the second conditional *would go*, and the second part of the sentence uses the third conditional *had been given*.
 - Students read the information in the box and do the task. Check answers.
- 3 • Students do the task. Check answers.

Extra activity

Students write different sentence endings for the beginnings (1–5) in Ex 3. They then compare their endings in pairs.

Consolidation

- 4 • Before beginning Ex 4, write *Harper Lee* on the board and ask students if they know who she is. Elicit the name of her most famous novel *To Kill a Mockingbird*, and ask if anyone has read it and if they know what it is about.
- Students do the task. Check answers.

Ex 4

- 1 didn't defend
- 2 hadn't written
- 3 wouldn't have made
- 4 hadn't been published
- 5 wouldn't have become
- 6 stands up for
- 7 would be
- 8 weren't
- 9 read
- 10 'll understand

Background information

Harper Lee was born in 1926, in Alabama in the US South. Her father was a lawyer, and Harper was set to follow in his footsteps, enrolling to study law at the University of Alabama. However, she decided to leave and move to New York to become a writer in 1949. For the next few years, Harper worked for an airline reservation desk in order to support herself. However, in 1956, some literary friends that she had met through the writer Truman Capote, a friend, presented her with a gift: a year's salary so that she could quit her job and focus on writing.

The story of *To Kill a Mockingbird* is reported to have been inspired by an event that Harper Lee remembered from her childhood in Alabama in the 1930s. At that time, racial segregation was still enforced in the southern states by laws, called Jim Crow laws, despite the fact that slavery had been abolished in 1865. The Civil Rights movement was the long struggle of African Americans to be granted the same legal rights as white citizens and to end segregation. In the 1960s, the movement finally achieved success after years of demanding justice for black Americans when the Civil Rights Act of 1964 finally made segregation in schools, public places and the workplace illegal.

AIM HIGHER ▲ Inverted conditionals

- A • Read through the instructions and do the first one in open class as an example.
- Students do the task. If students need further clarification, look at the Grammar reference & practice on page 103. Check answers.
- B • Students do the task. Check answers.

Get online

- Provide or elicit some suggestions of some news websites that students could use to research the topic, for example:
<https://www.nytimes.com/es/>
<https://news.yahoo.com/>
<https://www.bbc.com/news/>
 or gallery websites, for example:
www.tate.org.uk
www.nmwa.org
- Students do the task. They can do this individually or in pairs.
- Students share their findings with the class.
- Have a class discussion on students' ideas for tackling discrimination in the art world.
- Ask the class to feedback on the websites where they found the information.

Homework

Students write a book review like the one in Ex 4 about their favourite novel or a book that they recently read. They present their book review in the next class.

Grammar reference & practice ► **Student's Book page 98**

Grammar practice – standard/plus
 ► **Teacher's Resource Centre**

Mixed conditionals

- 1 The most common form of mixed conditional is second and third conditionals.
- 2 Sentence 1: third, second
Sentence 2: second, third

Mixed conditionals

Read the information and answer the questions.

We use mixed conditionals when the time reference in the *if* clause is different to the time reference in the main clause. The most common use of mixed conditionals is with the second and third conditionals, although other combinations are possible.

- 1 What are the most common forms of mixed conditionals?
- 2 Identify the conditional forms in bold in the sentences below.

If I had seen the documentary, I would know how badly some animals are treated.

If they didn't live near the sea, their house wouldn't have been destroyed in the storm.

▶ Grammar reference & practice page 103

3 Match the parts of the sentences.

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

- 1 We would have seen the fox
 - 2 If the water level hadn't risen during the storm,
 - 3 I would have made more headway on the project
 - 4 These seabirds wouldn't have died
 - 5 They wouldn't have discovered where the foxes lived
- a if I had a faster internet connection.
b if they didn't understand their habits.
c if we knew where to look.
d if there wasn't so much plastic in the sea.
e those houses would still be there.

Ex 4
See page T39.

Consolidation

4 Complete the book review with the correct form of the verbs in brackets.

To Kill A Mockingbird, Harper Lee (1960)
★★★★★ 1,208 ratings

The classic novel *To Kill A Mockingbird*, by Harper Lee, has as its central themes courage and compassion. In the novel, Atticus Finch, a lawyer, defends a black man, Tom Robinson, who was accused of a crime which he didn't commit. Atticus knew that if he (1) (not defend) Tom, nobody would, and he would be found guilty. The novel was published in 1960, at the height of the civil rights movement in the USA and was incredibly popular. Perhaps if Harper Lee (2) (not write) the story from the perspective of a child, it (3) (not make) such a big impact. And maybe if it (4) (not publish) at that time, it (5) (not become) such an instant classic. The novel showed that if nobody (6) (stand up for) people who are discriminated against, there will be no justice in the world. The world (7) (be) a more heartless place if there (8) (be) people like Atticus Finch. I promise that if you (9) (read) this novel, you (10) (understand) the meaning of tolerance.

AIM HIGHER ▲ **Inverted conditionals**

A Rewrite the sentences with *if* and identify the type of conditional in each one. Then complete the rules.

- 1 Should the fox steal my shoes again, I'll inform the police immediately.
- 2 Were she to ask me for advice, I would tell her to complain.
- 3 Had they made some changes earlier, they wouldn't have been criticised.

We use inverted conditionals in formal or literary language instead of conditional structures with *if*.

- We use + subject + infinitive instead of *if* + subject + present simple in first conditional sentences.
- We use + *to* + infinitive instead of *if* + subject + past simple in second conditional sentences.
- We use + subject + past participle instead of *if* + subject + *had* + past participle in third conditional sentences.

▶ Grammar reference & practice page 103

Ex A

- 1 If the fox steals my shoes again, I'll inform the police immediately. – first conditional
 - 2 If she asked me for advice, I would tell her to complain. – second conditional
 - 3 If they had made some changes earlier, they wouldn't have been criticised. – third conditional
- should, were, had

B Rewrite the parts of the text in bold, using inverted conditionals.

(1) **If I asked** you to think of famous paintings by women, would you be able to think of many? In 1984, a group of female artists called the Guerrilla Girls launched a protest against a major art exhibition in New York. (2) **If the museum had included** more women artists in the exhibition, they said, this protest wouldn't have been necessary. The group continues trying to address issues of discrimination in the art world. (3) **If you go** to most galleries in the world and count the number of paintings by women and compare them to those by men, you'll see what they mean.

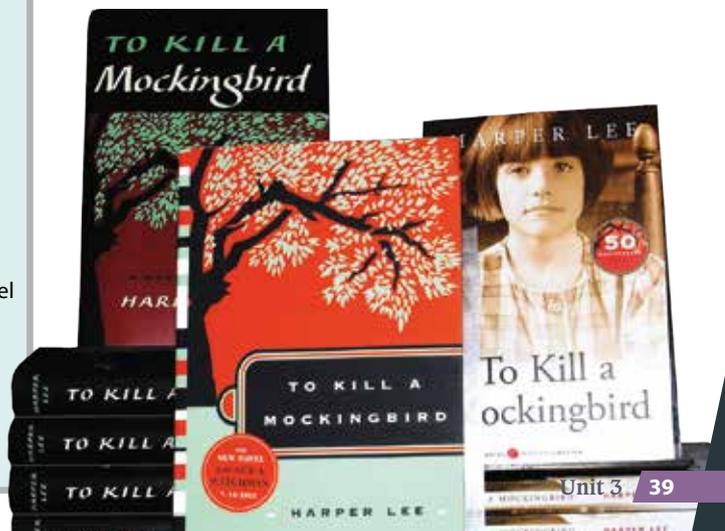
Ex B

- 1 Were I to ask
- 2 Had the museum included
- 3 Should you go

Get online

Find out about something else in the art world that is discriminatory. How would you go about changing this discrimination?

Get online
Students' own answers



Vocabulary Multi-word phrasal verbs: change

WORD SMART

Some phrasal verbs are a **combination** of three words: a verb and two particles, eg *get on with*, *look forward to*.

- Ex 1**
1 on
2 for
3 out on
4 up
5 against
6 with

- 1 Choose the correct word to complete the phrasal verbs. What does each one mean?
- When she **looks back on / down** her childhood, she feels lucky.
 - I really admire people who **stand up for / through** the things they believe in.
 - They felt they were **missing up / out on** things living so far away from their friends and family.
Do you usually **keep up / down with** the latest news?
 - If you **come up for / against** problems, you should try to see them as challenges.
 - I don't want to start this long essay, but I know that I just have to **get on with / for** it.

- Ex 2**
1 came up against
2 get on with
3 catch up with
4 was missing out on
5 stand up for
6 Looking back on

- 2 Complete the text with the correct form of the phrasal verbs in Ex 1.

When Rob Long, a British former Brazilian jiu-jitsu medal winner, lost his eyesight, his life changed dramatically. He (1) problems he could never have imagined. But Rob was determined to (2) his life, despite his disability. Like many of us, Rob likes to keep up with the news on social media sites. Voice technology helps him to 'read' posts, but Rob knew he (3) a lot of content because he couldn't see the photos. Rob decided to (4) his rights as a disabled person, and tell users how to write a description of the images they post. (5) his decision to do this, not only has he made content more accessible for blind people, he has also raised awareness with sighted people everywhere.

WORD SMART

Phrasal nouns are nouns that combine a noun and a particle. They are written as one word or with a hyphen. Some phrasal nouns have the particle first, eg *input*.

- Ex 3**
1 downfall
2 drop-off
3 upbringing
4 breakthrough
5 setback
6 changeover

- 3 Match the phrasal nouns in the box to the definitions (1–6).

breakthrough drop-off changeover
downfall setback upbringing

- a sudden loss of power, status or success
- a place where passengers are let out of vehicles
- the way that parents look after their children and teach them to behave
- a discovery or achievement that comes after a lot of hard work
- a problem that delays or stops progress or makes a situation worse
- a change from one method, system or activity to another

Listening A radio programme

- 4 20 Listen to the words and phrases and check you understand the definitions.

orphan – a child whose parents have died
swipe – move your finger across the screen of a smartphone
asylum seeker – someone who asks to live in another country because they are in danger in their own country
supply chain – the process of getting a product to someone

EXAM SKILL Distractors

Before you do a multiple-choice listening task, use these strategies to help you identify distractors:

- read the questions and options carefully
- identify the key words in each question or statement
- eliminate options that are obviously wrong or not true
- look out for questions that use the word *not*

- 5 Read the statements and multiple-choice options in Ex 6 and use the strategies in the Exam skill box to help you identify the distractors.

- 6 21 **EXAM** Listen to a radio programme about apps and choose the correct options.

- The *Feedie* app ...
 - is similar to Facebook and Twitter.
 - gives you recipes for restaurant dishes.
 - can be used to upload photos to social media.
 - can be used in all restaurants.
- You can use the *Feedie* app to ...
 - find new restaurants.
 - meet people for a meal.
 - send messages to other users.
 - post reviews of restaurants.
- The *Ankommen* app ...
 - is used by all immigrants to Germany.
 - has been downloaded over 100,000 times.
 - is only available in German.
 - can help with an official procedure.
- Which of these statements about the *Ankommen* app is **not** true?
 - It helps immigrants to learn German.
 - It has information about German culture.
 - Other European countries have similar apps.
 - It also helps users find employment.
- What is the purpose of the *Not My Style* app?
 - It helps shoppers find cheaper clothes.
 - It provides information about how fashion brands treat their workers.
 - Shoppers can save money by using the app.
 - It helps consumers make decisions about the quality of clothes.

- Ex 6**
1 C
2 A
3 D
4 C
5 B

- 7 21 Listen again and check your answers.

- Ex 7**
See page T41.

Vocabulary | Listening | Speaking

Lesson aims

Students learn multi-word phrasal verbs related to change and learn about phrasal nouns. They practise listening in the context of a radio programme. They practise the sub skill of identifying distractors in multiple-choice listening tasks and answer multiple-choice questions. They practise speaking skills and learn how to have a discussion and reach a decision. They also learn how to pronounce diphthongs correctly.

Warmer

Ask students to work in pairs and make a list of big changes that can happen in life and then decide if they are positive or negative. Students share their opinions in open class.

Vocabulary Multi-word phrasal verbs: change

- Before beginning Ex 1, elicit some examples of phrasal verbs and write them on the board. Identify or prompt students to give examples of some phrasal verbs that have more than two words, ie a verb + two particles.
 - Go through the information in the WORD SMART box and share the Language note below.
 - Students do the task. Check answers.

Language note

The meaning of some phrasal verbs is clear because the verb and particle keep their meanings, for example, *get up, lay down, get away*.

Sometimes, a particle in a phrasal verb strengthens or intensifies the original meaning of the verb, changing the meaning to 'completely' or 'very much', eg *use – use up, sort – sort out, talk – talk sth over*.

However, it is sometimes difficult to know the meaning of a phrasal verb because many of them are idiomatic and the meaning isn't clear from the verb or the particle. This is often the case with multi-word phrasal verbs, for example, *run out of, come up with*. In these cases, it is best to record and learn each verb and its meaning individually.

- Ask students to skim-read the text and share one piece of information about Rob Long that they found interesting or surprising.
 - Students do the task. Check answers.
- Before beginning Ex 3, go through the information in the WORD SMART box. Elicit other examples of phrasal nouns.
 - Students do the task. Check answers.

Fast finishers

Students write sentences with the phrasal nouns in Ex 3 to show that they have understood their meaning.

Listening A radio programme

- The listening is an extract from a radio programme in which two speakers review three new apps.

4 20

- Write the words from the word box on the board and elicit any of the meanings that students may know.
 - Students listen to the words and read the definitions. Check they have understood the definitions through concept-checking questions, for example, *Which word is used to describe a person who is asking to live in another country?* (asylum seeker) *Which word means a movement that you make to change the screen on your mobile phone?* (swipe) *Which word means a sequence of processes that happen when you produce and distribute goods?* (supply chain) *Which word means a child who doesn't have parents?* (orphan).
 - Clarify any queries. Highlight any pronunciation areas as they come up.
- Before beginning Ex 5, read through the information in the EXAM SKILL box. Ask students which of the strategies they use to help them identify distractors in a multiple-choice listening task.
 - Students do the task. Ask some students to share their ideas about which of the options in Ex 6 are distractors, but don't check answers.

6 21

Audioscript ► page T000

- Students do the task. Check answers.
- Remind students not to choose an answer until they have heard the whole listening.

Extra activity

Students work in pairs and tell their partner if they use any apps, and, if so, which ones. Do a quick class survey to find out which apps are most popular.

7 21

- Play the audio again. Check answers.
- Ask students which of the apps from the listening they think is the most useful. Why?

Speaking Reaching a decision

8 22

- Before playing the audio, go through the information in the **SUB SKILL** box, and ask students to brainstorm phrases that they can use to express, explain and justify their opinions, eg *I think ...*, *In my opinion ...*, *My view is ...*, *What I mean is ...*, *The reason I think that is ...* and phrases that they can use to ask for their partner's opinion, eg *What do you think?* *Do you agree?* *Do you feel the same about ...?*
- Students do the task. Check answers.

Ex 8

Expressing opinions: I really think ...; For this reason, I believe that ...

Asking for an opinion: Do you agree? What do you think? OK, so do we both agree?

Responding: Yes, I agree up to a point; Well, what you say is true ...; I suppose you're right

9 23, 24

- Before beginning Ex 9, read and listen to the information and examples in the **PRONUNCIATION** box. Highlight the four diphthongs in the examples and ask for other examples of words with these sounds.
- Share the information in the **L1 influence** box below.
- Students do the task. Check answers.
- Students practise saying the words in pairs.

Extra activity

Students write sentences using the words in Ex 9 and practise saying the sentences with the correct pronunciation of the diphthongs.

L1 influence

It is often difficult for non-native speakers to identify diphthongs, as they often don't have the same sounds in their own language. Moreover, English diphthongs can sound quite similar to other diphthongs or vowel sounds. For example, the sound /oh/ in *load* is often pronounced /o/ as in the word *lot*, or /aw/ as in the word *law*.

SPEAKING GUIDE

PLAN

- Before beginning the Plan step, brainstorm some ideas of inventions that have changed our lives. Write students' ideas on the board.
- Read the task with the students and look at the mind map. Elicit which of the technological inventions in the mind map were mentioned in the brainstorming.
- Students work individually to choose two or three inventions and note down their ideas. Ask them to think of two or three reasons to justify each of their choices.

PRACTISE

- Focus on the **USEFUL LANGUAGE** box. Elicit which of the phrases are used for giving opinions, explaining opinions and justifying opinions, and which are used for asking for your partner's opinion. Clarify any queries related to meanings or vocabulary.
- Remind students to use the phrases in the **USEFUL LANGUAGE** box in their discussion and also to use the model conversation in Ex 8 to help them.
- Remind students that in a discussion, it's important to listen to your partner, and not interrupt them.
- Students do the task in pairs.
- Do open-class feedback.
- Invite volunteers to perform their conversation in open class.

Speaking guide suggested answers

Speaker 1: I personally think that a lot of these technological inventions have changed our lives in a bad way. I strongly believe that social media and mobile phones are quite damaging for young people and can lead to bullying and people feeling isolated. Do you agree?

Speaker 2: I agree up to a point. But in my opinion the benefits of these technologies far outweigh the negatives. The reason I think this is that these technologies mostly make life much easier and have had a hugely positive effect on many aspects of our lives. For example, text messaging and personal computers make it much easier to keep in touch with people. Do you see what I mean?

Speaker 1: I disagree. The way I see it, a lot of these technologies drive people apart, not bring them together. People don't talk to each other any more: they are always too busy looking at their mobile phones. People don't watch TV with their families, they watch digital TV on their own.

Fast finishers

Students work with a different partner and have another discussion.

Extra activity

Invite pairs to form groups of four. One pair has a discussion and the other pair observes and gives advice on ways to improve politeness and pronunciation. Pairs then swap.

Homework

Students write a short paragraph about the two or three inventions that they chose, giving their opinions and explaining and justifying them.

Vocabulary list ▶ **Student's Book page 116**

Build your vocabulary ▶ **Workbook page 68**

Vocabulary practice – standard/plus
▶ **Teacher's Resource Centre**

Speaking Reaching a decision

SUB SKILL Discussing and reaching a decision

When you are asked to discuss something and reach a decision, use these strategies:

- express your own opinions; explain and justify them.
- ask for your partner's opinion; respond to what is said.
- discuss several options before making a decision.

Model discussion

8 22 Listen to the end of a discussion about which device has most changed people's lives. Note down the phrases which:

- express opinions
- ask for opinions
- respond to what is said

Examiner Thank you. Now you have a minute to decide which device has changed people's lives the most.

Beth Well, I really think the personal computer is the device that has most changed people's lives, because they have affected every aspect of life, from education to leisure and communication. Do you agree?

Ashlinn Yes, I agree up to a point. Computers have had a huge effect on many aspects of life, but, as we said in our discussion, many people don't have access to a computer, whereas mobile phones are used everywhere in the world. For this reason, I believe that they are the devices that have most changed people's lives. What do you think?

Beth Well, what you say is true – even in developing countries, if people don't have a computer or a fast internet connection, almost everyone has a mobile phone. So, yes, I suppose you're right. Mobile phones are very useful and almost everyone uses them.

Ashlinn OK, so do we both agree?

Beth Yes, the mobile phone is the device which has changed people's lives the most.

Examiner Thank you.

PRONUNCIATION

23 A diphthong is a combination of two vowel sounds said one after the other, as in the words *there* /eə/ and *here* /ɪə/. There are eight diphthongs in English. Each one has common spellings or combinations of letters, for example, the diphthong /eə/ can be spelled *ere*, *air* and *are*.

there /eə/ *here* /ɪə/ *go* /əʊ/ *our* /aʊ/

9 24 Copy and complete the table with the words in the box. Listen and check.

allowed clear clothes found mayor mobile
most nowadays repair show software weird

/eə/	/ɪə/	/əʊ/	/aʊ/

Ex 9

/eə/: mayor, repair, software

/ɪə/: clear, weird

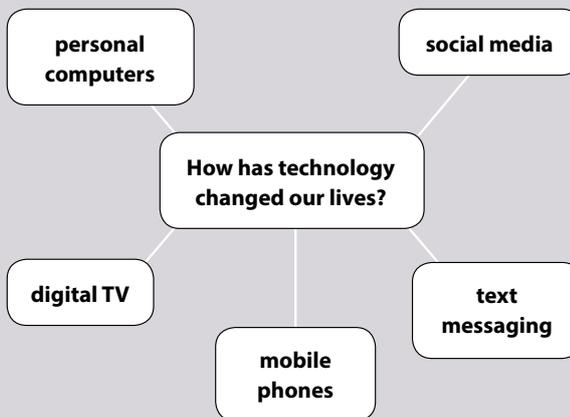
/əʊ/: clothes, mobile, most, show

/aʊ/: allowed, found, nowadays

SPEAKING GUIDE

TASK

Have a discussion with your partner. Here are some technological inventions and a question for you to discuss. Talk about how each invention has changed our lives.



Speaking guide
See page T41.

PLAN

Read the question and the prompts in the mind map. Choose two or three inventions that you have an opinion about, and think of reasons to support your opinions. Make notes and use the model conversation in Ex 8 to help you.

PRACTISE

Work in pairs. Discuss the question. Give your opinions and explain and justify them.

- Include some of the phrases in the **USEFUL LANGUAGE** box.
- Think of different ways to give your opinion and justify it.
- Interact with your partner by inviting him/her to give an opinion.
- Respond to what your partner says by agreeing or disagreeing.
- Remember you don't have to choose one yet – just discuss the questions in relation to the different technologies.
- Don't worry if you don't discuss all five ideas in the time that you are given.

USEFUL LANGUAGE

I (personally) think ... / I (strongly) believe ...

In my (honest) opinion / From my point of view, ... / The way I see it, ...

I (truly) feel ... / I would say ... / The reason why I think this is because ... / It's also true that ...

What do you think (of ...)? / What are your thoughts on ...? / What's your opinion on ...?

Do you agree? / Do you see what I mean?

I (totally) agree / I (completely) disagree / I agree up to a point / I couldn't agree more.

Writing A problem-solution essay

Model essay

Ex 1
See page T42.

1 Read the problem-solution essay and answer the questions.

- 1 According to the writer, what is the problem with her city?
- 2 What three problem areas does the writer discuss?
- 3 What are the consequences of the problems?
- 4 What solutions does the writer suggest for the three problem areas?

Ex 2
1 To begin with, A further problem, Finally
2 Moreover, In addition, Furthermore
3 One solution would be to, To solve this problem, To address this
4 In conclusion

2 Read the text again and find the following features:

- 1 three phrases to order ideas
- 2 three phrases to make additional points
- 3 three phrases to suggest solutions
- 4 a phrase to summarise what was said

Ex 3
See page T42.

3 The writer uses different devices to present their arguments in a persuasive way. Find the following in the text and answer the questions.

- 1 a common belief or opinion shared by a lot of people
- 2 the result of a particular situation
- 3 an opinion
- 4 an example of the writer's point
- 5 an additional point in his/her argument

What would you change in your city if you were mayor?

- 1 Many people think that city life is ideal for young people; however, most young people would agree that our city lacks facilities and activities for our age group. It seems that many neighbourhoods are designed either for small children, with playgrounds on almost every corner, or for people who can afford to pay for entertainment. In my opinion, more should be done to provide opportunities and entertainment for teenagers and school-leavers.
- 2 To begin with, the city centre isn't a very pleasant place for young people to spend time. There aren't enough affordable places to hang out with friends; therefore most young people don't bother going there. One solution would be to create more pedestrian areas and social spaces, and also provide free, high-speed internet access to encourage young people to spend time socialising in the city without having to spend money.
- 3 A further problem is that there is too much traffic in the city centre. Furthermore, public transport into the city is expensive. To solve this problem, I would ban cars from the main streets. In addition, I would set up a free, environmentally friendly public transport system with buses, trams, electric bikes and cycle lanes to reduce traffic and make it easier to get into the city.
- 4 Finally, I would create a committee of young people to propose ideas about how to improve facilities for young people in our city. Moreover, the committee would be asked to consult with youth groups and clubs to evaluate their needs. Ideas generated in this way could be submitted to the public to allow them to send feedback and vote on which proposals they would like to become reality.
- 5 In conclusion, our city is currently failing to provide adequate facilities and opportunities for young people. To address this, the measures outlined above could be introduced to make our city more attractive for young people to live in.

Paragraph 1
Describe the general problem and state your opinion.

Paragraphs 2, 3 and 4
Explain a specific problem and propose (a) solution(s).

Paragraph 5
Summarise the problem and restate your opinion.



Writing

Lesson aims

Students learn how to write a problem-solution essay. They learn how to engage the reader and practise using the correct subject-verb agreement.

Warmer

Write 'my city / town' on the board and ask students to work in pairs and discuss the advantages and disadvantages of living where they do.

Writing A problem-solution essay

- 1 • Ask students what they think a problem-solution essay is (an opinion essay in which someone outlines a problem, then proposes and explains ideas for solutions to the problem).
 - Write the title of the essay on the board and elicit students' ideas for what kinds of problems the essay might describe.
 - Students do the task. Check answers.
 - Ask students to say if the writer includes any of their ideas.

Ex 1

1 There aren't enough activities and facilities for young people.
 2 The city centre has nowhere for young people to go, transport is expensive, no suitable facilities for young people.
 3 Most young people don't go to the city centre.
 4 City centre: create pedestrian areas for young people to socialise without having to spend money; provide social spaces with free high-speed internet.
 Transport: ban cars, have free environmentally friendly transport (buses, trams, electric bikes and cycle lanes)
 Facilities: set up a committee of young people to suggest ideas about how to improve facilities. Youth groups and clubs will also be consulted. The ideas with the most votes will gain funding.

Extra activity

Ask students which of the problems described in the essay are problems in their city, too.

- 2 • Tell students they should scan the text to locate the features quickly.
 - Students do the task. Check answers.
- 3 • Before beginning Ex 3, brainstorm ideas for how to make a piece of writing persuasive, eg talk about a personal experience, give arguments against your opinion, appeal directly to the reader.
 - Students do the task. Check answers.

Ex 3

1 Most people think that city life is ideal for young people,
 2 therefore, most young people don't bother going there
 3 In my opinion, more should be done for teenagers.
 4 Finally, I would create a committee of young people to propose ideas about how to improve facilities for young people in our city.
 5 Moreover, the committee would be asked to consult with youth groups and clubs

- 4 • Before beginning Ex 4, go through the information in the EXAM SKILL box.
 - Students do the task. Check answers.
- 5 • Students do the task. Check answers.

Extra activity

Students rewrite the beginning of the essay on page 42 using some of the other functions (a–d) in Ex 4.

- 6 • Before beginning Ex 6, write the following sentence on the board: *Many people isn't interested in spending time in the city centre.* Ask students what is wrong with the sentence and elicit that the verb *isn't* doesn't agree with the subject *people*.
 - Go through the information in the box.
 - Students do the task. Check answers.
 - Share the information in the L1 influence box below to provide further input.

Ex 6

- 1 It is often said that parents are not strict enough with their teenage children.
- 2 How is it possible that all the students in my class have the latest model of smartphone?
- 3 The president of the government says there are many laws that need to be changed.
- 4 In my view, schools don't have to teach values to young people.
- 5 It is important to talk about this issue because it is very important in our society.

L1 influence

In English, proper nouns or subject pronouns are always used before a verb. Some nouns which might be plural nouns in the students' own language are singular nouns in English. For example, *information, money, time, accommodation, advice, news, travel, luggage* are all singular in English.

WRITING GUIDE

PLAN

- Explain the task to the students, then give them a few minutes to brainstorm ideas. If necessary, refer them back to the list of advantages and disadvantages they discussed at the beginning of the lesson.
- Students make notes.
- Elicit some of their ideas in open class.

ORGANISE

- Read through the instructions with students.
- Students organise their notes into a paragraph plan.
- Monitor closely to provide guidance if necessary.
- Students compare plans in pairs or small groups.

DRAFT

- Read through the instructions with students.
- Focus on the suggestions of points to include and brainstorm ideas.
- Focus on the USEFUL LANGUAGE box and ask students to choose phrases to include in their essay.
- Students write their draft.
- Remind students to use the model text on page 42 to help them.
- Monitor closely to provide guidance if necessary and suggest they look at the Writing reference on page 108 if needed.

Fast finishers

Students work in pairs, compare and discuss their drafts and give feedback.

CHECK

- Students use the checklist questions to check their work.

WRITE

- Students write their final draft. If necessary, give them a time limit to encourage them to focus and to replicate exam conditions.

Homework

Students write a short paragraph with the title 'My Ideal City' in which they describe the features and facilities they would like a city to have.

You may want to ask students to watch the Skills vlog video for Unit 4 on the SRC as homework in preparation for the following Life skills project. The video focuses on Exam skills and how to improve your language skills.

Writing reference & practice ► Student's Book page 108

EXAM SKILL

Engage your reader

It's important to write a good beginning to your essay to engage the reader. In a problem-solution essay you should interest your reader in the problem by: stating a common belief, telling a personal story, giving statistics and facts or explaining how the problem began.

4 Match the opening sentences (1–4) to the functions (a–d).

- Ex 4**
1 b
2 a
3 d
4 c

- 1 When I was 18, I left the village where I had grown up to go to live in London.
 - 2 It is often said that cities are wonderful places to live when you are young.
 - 3 During the last decade, young professionals have been moving back into city centres. However, this has made them expensive places to be.
 - 4 The population of Liverpool city centre grew by 181% over the last decade, making it the fastest-growing city centre in the UK.
- a stating a common belief
b telling a personal story
c give statistics and facts
d explain how the problem began

Ex 5
1 Students' own answers
2 a – stating a common belief

5 Answer the questions.

- 1 Which of the sentences 1–4 in Ex 4 do you find the most interesting?
- 2 Which of the functions a–d is the opening sentence in the model text?

SUBJECT-VERB AGREEMENT

Make sure that all your sentences have a subject and that it agrees with the verb in the sentence.

6 Find and correct one mistake in each sentence.

Ex 6
See page T43.

- 1 It is often said that parents is not strict enough with their teenage children.
- 2 How is it possible that all the students in my class has the latest model of smartphone?
- 3 The president of the government says are many laws that need to be changed.
- 4 In my view, schools doesn't have to teach values to young people.
- 5 It is important to talk about this issue because is very important in our society.

USEFUL LANGUAGE

Many people believe that ... / It is often said that ... / It is a commonly held belief that ...

Surveys show that ...

It is my view that ... / I firmly believe that ... / In my opinion, ...

It seems to me that ... / As far as I'm concerned, ...

To begin with, ...

Furthermore, ... / On the other hand, ...

For example, ...

Finally, ... / In conclusion, ...

WRITING GUIDE

TASK

Write a problem-solution essay answering the question: 'If you were the mayor of your town or city, what would you change?'

Write 120–180 words.

PLAN

Work with a partner and brainstorm ideas about the different problems in your town or city that you would like to change. Try to think of a variety of areas, for example, transport, facilities, culture, entertainment, sport, employment and environmental issues. List as many ideas as you can.

ORGANISE

Choose three areas to focus on in your essay. Think of examples and reasons to support your opinion. Organise your ideas into a paragraph plan.

Paragraph 1: Introduce the general problem and state your opinion.

Paragraphs 2, 3 and 4: Describe specific things that you would change and give examples and reasons to support your opinions. Suggest solutions.

Paragraph 5: Summarise and restate your opinion.

DRAFT

Write a first draft of your essay. Use the model text on page 42 and the ideas below to help you. Consider including:

- a common belief or opinion
- a contrast to this opinion or a consequence
- specific examples of things you would like to change
- a conditional sentence
- a variety of linking words of addition, contrast, example, etc
- a variety of expressions to give your opinion

CHECK

Use the checklist to check your work.

Have you ...

- organised your ideas into logical paragraphs?
- written an interesting introduction?
- written a conclusion which summarises your ideas?
- used a conditional structure?
- used a variety of linking words?
- checked that all the sentences have subjects and that they agree with the verb?

WRITE

Write your final draft.

▶ Writing reference page 108

VIDEO Skills vlog

1 F: You should use a structure with three parts: a beginning, a middle and an end.
2 F: You should explain how you will solve a problem in the middle part of your presentation.

3 T
4 F: It's a sign that you believe in what you are saying.
5 T

PRESENTATION SKILLS PROJECT

How to convince



VIDEO Skills vlog

Flipped classroom



Watch the video. Are these statements true (T) or false (F)?

- 1 To make your presentation easy to understand, you should use a structure with four parts.
- 2 End your presentation saying how you will solve a specific problem.
- 3 In your presentation, you should use facts to back up your argument.
- 4 Being emotional when you give a presentation is often a sign that you're not sure of what you're saying.
- 5 A clear message is not enough to make a presentation persuasive.

Ex 1

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

1 Look at the headlines (1–4) and match them to the techniques to make messages memorable (a–d).

- a A simile: comparing one thing with another.
- b Alliteration: a series of words that begin with the same consonant sound.
- c Parallelism: repeating the same structure several times.
- d Ask a rhetorical question.

1 **Have you ever seen such an astonishing photo?**



2 **The new Porsche – it's as majestic as a lion.**

3 **THE WEATHER'S HOT, THE WEATHER'S BOILING, THE WEATHER'S SCORCHING!**

4 **Heidi Smith wears a hilariously huge hat!**



Ex 2
astounding
majestic
boiling
scorching
passionate
huge

WORD SMART

We can use extreme adjectives (*astounding, huge, etc*) when we want to make an impact on the reader or listener.

- 2 Find five extreme adjectives in the headlines.
- 3 Replace the underlined words with an extreme adjective.

- 1 That television screen is very big.
- 2 The church on the hill looks very impressive.
- 3 Your exam results are very surprising.
- 4 It was a very hot day, so there were few people outside.

Ex 3
1 huge
2 majestic
3 astonishing
4 boiling/scorching

GUIDE TO HOW TO CONVINCE YOUR AUDIENCE

PROJECT Write and give a presentation to convince your classmates to help to make a positive change.

STEP 1

Plan your presentation. Use the following structure:

- Introduce the problem and say why it's important. Try to find some facts from a reliable source to support your argument.
- Explain how you plan to help solve the problem.
- End by motivating your classmates to act.

STEP 2

To make your presentation more convincing, consider doing the following:

- Find one or two photos or graphs to make your presentation more memorable.
- Use some of the persuasive techniques you saw in Exercise 2 (rhetorical questions, contrast, etc).
- Use some appropriate extreme adjectives.

STEP 3

Give your presentation to your partner or the class.
Make eye contact and speak with passion!

USEFUL LANGUAGE

Today I want to talk about ...
According to ...
As you can see in ...
I can assure you that ...
It's crystal clear that ...
In my view, the time has come to ...
You can play an active role in ... ing.
Are you ready for the challenge?

Evaluation Rubric page 84

Presentation skills project

Lesson aims

Students learn the presentation skill of how to convince. They also learn how to plan, organise and give a presentation.

Warmer

Ask students to think of some different adverts they have seen that are popular at the moment. Invite students to say how convincing and persuasive the adverts are and to think about how the adverts convince the consumer to buy or use the products they are advertising.

VIDEO Skills vlog

- In this video Caitlyn talks about how to convince in a presentation and gives examples of techniques she used in a recent presentation at her school.
- If students have watched the video and done the task for homework, check answers and then go to Ex 1.

Video focus

The video contains some useful words and phrases that students may not be familiar with. Teach or check the meanings of the following vocabulary with the class before watching:

- committee* (noun) – a group of people in an organisation who are chosen to do a particular job, for example, to study something and suggest what action to take
- single-use* (adjective) – used to refer to something that is designed to be used once and thrown away
- turning point* (noun) – a time when an important change takes place in a situation



Videoscript ► Teacher's Resource Centre

- Explain students are going to watch a video about how to convince in a presentation.
 - Students watch the video and do the task. Check answers.
 - If necessary, play the video again.
- 1 • Before beginning Ex 1, read the information in the **WORD SMART** box.
 - Focus on the five headlines and brainstorm ideas about where students might see them, eg in a magazine, in an advert, on a news website.
 - Ask students to read through the five techniques (a–e) and make sure they understand them.
 - Students do the task. Check answers.
 - 2 • Before beginning Ex 2, elicit examples of extreme adjectives by giving students some adjectives and asking them for their 'extreme' equivalents, eg *good* – *fantastic, amazing, great, brilliant*; *bad* – *terrible, awful, horrible*.
 - Students do the task. Check answers.
 - 3 • Students do the task. Check answers.

Fast finishers

Students write as many extreme adjectives as they can for the following adjectives: *nice, old, big, small*.

GUIDE TO HOW TO CONVINCE YOUR AUDIENCE

Before focusing on Step 1, review the ideas from the video for making a presentation convincing and ask students to read through the project task and the steps. Clarify any queries and explain they will go through each step again with you.

► STEP 1

- Read the instructions to students in open class and brainstorm ideas about situations that students are concerned about and would like to improve.
- Students choose a situation to focus on in their presentation.
- Encourage students to use the three-part structure for their presentation outlined in the video and Step 1.
- Ask students to look at the **USEFUL LANGUAGE** box and match the phrases to each of the three sections in their presentation: the introduction, how to solve the problem, motivating their classmates.
- Elicit full sentences for the phrases in the **USEFUL LANGUAGE** box.
- Allow time for students to research some facts from a reliable source about the situation to use in their presentation.

► STEP 2

- Ask students to think about which of the techniques from the video and persuasive techniques from Ex 1 they will use in their presentation.
- Allow time for students to find or create some graphs, charts or photos for their presentation.

Extra activity

Students practise giving their presentations in pairs and give feedback to their partner on things they can improve.

► STEP 3

- Students take turns giving their presentations.
- Ask students watching to write down one thing they like from each presentation.
- When finished, ask students to check each other's presentations using the Evaluation rubric on Student's Book page 84. The Teacher's evaluation rubric can be found on Teacher's Book pages T84–85.

Homework

Students write or design a short advert about the situation they chose, encouraging their classmates to act.

Teacher's evaluation rubric ► pages T84–85

Exam focus

Lesson aims

Students practise the vocabulary and grammar studied in Unit 3. There is an opportunity for continuous evaluation in the cumulative practice exercise.

- 1 • Ask students to look at the photo and the title of the text and predict what they think the text will be about.
- Ask students to quickly skim the text and check if any of their predictions were correct.
- Elicit the correct option for the first gap and ask students which techniques they used to choose their answer, eg Did they look at the surrounding information before and after the gap? Did they identify what part of speech the missing word was, ie noun, adjective or verb? Did they read the full sentence again to check?
- Students do the rest of the task. Check answers.

Fast finishers

Ask students to make five new gapped sentences with some of the words in Ex 1 that they have not chosen for the gaps. They then give their sentences to a partner to guess the missing words.

- 2 • Before beginning Ex 2, remind students that sentence-transformation tasks often test conditionals and refer them back to the strategies in the **EXAM SKILL** on page 38.
- Students do the task. Check answers.

Ex 2

- 1 The fox wouldn't have stolen my sandals if I hadn't left them outside.
- 2 Many animals won't survive if they don't adapt to changes.
- 3 This app would help people if it had a map feature.

- 3 • Students do the task. Check answers.

Ex 3

- 1 hadn't seen
- 2 go
- 3 don't/won't/wouldn't read
- 4 would ... feel
- 5 banned
- 6 visited/had visited

Extra activity

Students look back through Unit 3 and find five interesting facts they learnt that they didn't know before, eg *crows are very intelligent birds*. Students work in pairs and compare their facts.

Cumulative practice

- 4 • Students do the task. Check answers.

Homework

Students research another animal that is adapting to climate change. They present their findings in the next class.

Exam practice ▶ Student's Book page 86

Vocabulary list ▶ Student's Book page 116

Wordlist ▶ Workbook page 107

Grammar & Vocabulary test – standard/plus
▶ Teacher's Resource Centre

Reading & Writing test – standard/plus
▶ Teacher's Resource Centre

Listening test ▶ Teacher's Resource Centre

Speaking test ▶ Teacher's Resource Centre

Exam focus Unit 3

- Ex 1
- 1 D
- 2 B
- 3 B
- 4 D
- 5 C
- 6 B
- 7 A
- 8 D

1 Choose the correct words to complete the text.

Adapting to **climate change**

'Survival of the fittest' is the idea that for a species to (1) they need to compete within their environment and reproduce successfully. In order to do that, animals often have to (2) difficulties and adapt to their changing (3) Although this has always been the case, we are now observing more species having to (4), as global climate change means they (5) up against different temperatures and weather conditions. Take for example, tawny owls: they can be either light grey or brown. They use these colours to fit (6) with their surroundings: light grey ones live in areas with lots of snow. It (7) out that with rising temperatures and reduced snowfall in Finland the light grey colour no longer gives the owls an advantage and the population of brown tawny owls has (8) over.



- | | | | |
|--------------|----------------|-----------------|-------------|
| 1 A face | B seek ways | C stand up | D thrive |
| 2 A change | B overcome | C correct | D win |
| 3 A advances | B surroundings | C environmental | D downfalls |
| 4 A turn out | B take over | C fit | D transform |
| 5 A go | B take | C come | D give |
| 6 A up | B in | C on | D out |
| 7 A turns | B takes | C goes | D misses |
| 8 A gone | B stood | C moved | D taken |

2 Rewrite the sentences using the word given in brackets.

Ex 2
See page T45.

- 1 The fox stole my sandals because I left them outside. (wouldn't)
- 2 The survival of many animals is in danger unless they adapt to changes. (if)
- 3 This app doesn't help people because it doesn't have a map feature. (would)

3 Choose the correct form of the verb in brackets to complete the sentences.

- 1 If she (not see) that film last year, she wouldn't have become a vegetarian.
- 2 You'll change if you (go) to study abroad?
- 3 Most people (not read) books again if they studied them at school.
- 4 If you knew what happened to her, you (feel) better?
- 5 It's clear that if we (ban) cars in cities, it would be much better for the environment.
- 6 If they (visit) Mexico City, they would understand what traffic problems really are.

Ex 3
See page T45.

Cumulative practice

Unit ① ② ③ ○ ○ ○

4 Find and correct one mistake in each sentence.

- 1 We were lucky. That mistake could had been a terrible setback for our business.
- 2 Pedro was happy because he had be making great improvements with his English.
- 3 Did you had been looking forward to watching the documentary?
- 4 If you wouldn't have been influenced by your friends, you never would have done that.
- 5 Nick shouldn't have read the novel because he doesn't know anything about it.
- 6 I'll plug in the printer if you switched on the computer.
- 7 When I arrived, he hasn't even started writing his essay.
- 8 Melanie missed out on all the fun because she must finish that science project.

Ex 4

- 1 We were lucky. That mistake could ~~had~~ have been a terrible setback for our business.
- 2 Pedro was happy because he had ~~be~~ been making great improvements with his English.
- 3 ~~Did you had~~ ~~been~~ Had you ~~been~~ looking forward to watching the documentary?
- 4 If you ~~wouldn't~~ ~~have~~ ~~hadn't~~ been influenced by your friends, you never would have done that.
- 5 Nick ~~shouldn't~~ ~~can't~~ have read the novel because he doesn't know anything about it.
- 6 I'll plug in the printer if you ~~switched~~ ~~switch~~ on the computer.
- 7 When I arrived, he ~~hasn't~~ ~~hadn't~~ even started writing his essay.
- 8 Melanie missed out on all the fun because she ~~must~~ ~~had to~~ finish that science project.