



Down to Earth

6

READING

topic: our blue planet
skill: referencing in a text
task: gapped text

GRAMMAR

the passive: present simple and past simple
have/get something done

VOCABULARY

the natural world
order of adjectives

LISTENING

topic: young people who change the world
skill: avoiding distractors
task: multiple choice

SPEAKING

topic: being environmentally friendly
skill: turn-taking
task: collaborative task

WRITING

topic: a place to visit
skill: thanking, inviting, accepting, refusing
task: email

SWITCH ON

video: ocean culture
project: design a community

Lead-in SB p69

Write the unit title *Down to Earth* on the board. Ask students what they think the unit will be about (planet Earth). Explain that we use the adjective *down-to-earth* to describe a person who is practical in a sensible and honest way, e.g. *Although my brother is a famous footballer, he's still down-to-earth*. In this unit, the title is a play on words – it means looking at Earth from space. Put students into pairs and ask them if they'd like to visit space and explain why/why not.

Closed books. On the board, write *We live in a/an ____ world*. Students work in pairs to come up with as many ways as possible to complete that sentence. They then open their books and read the quote. Do a quick poll to find out if students agree with that quote or not and why/why not.

Put students into pairs to discuss the questions. Conduct feedback in open class. Write the answers to question 3 on the board, or at least eight to ten of them.

- 1 This shows frozen bubbles of methane in Canada.
- 2 Students could search for *where nature plays magic tricks BBC* to find more examples, e.g. Blood Falls, Antarctica, Sailing Stones, USA.
- 3 Examples could include: *Mount Fuji, The Great Barrier Reef, The Grand Canyon, Greek islands, Uluru, etc.*

Ask students to look at the places you wrote on the board and agree on the top five most beautiful places in pairs. They should rank them 1–5 (1 = most beautiful). Each pair then works with another pair and agrees on the top five, ranked 1–5, again. Each group shares their ideas with the class. The class could try to agree on the top three.

READING

SB pp70–71

To start

On the board, write these prompts and tell students they have the first letters to six animals which live in the sea:

1 w ____; 2 s ____; 3 s ____
4 d ____; 5 f ____; 6 t ____

Students work in pairs or small groups and try to guess what each animal is. Conduct feedback in open class. The group who correctly guesses the most answers wins.

1 whale 2 shark 3 seal 4 dolphin 5 fish 6 turtle

Power up

1 Direct students' attention to the two sea creatures in the photos labelled A and B. Put students into pairs to discuss the questions. They should think of creatures not included in the above *To start* activity. Conduct whole class feedback but don't give away any information about the green turtle or kobudai fish yet.

2 Students read the blog post to check their ideas. Conduct feedback in open class. Find out what they think the most surprising fact is.

1 In addition to the green turtle and the kobudai fish, the blog post talks about the tusk fish and the giant trevally fish.

2 Students' own answers

background



The Blue Planet is a BBC documentary series which first came out in 2001. The second series, *The Blue Planet II*, came out in 2017 and featured the creatures in the blog post. Both series were extremely popular in the UK and have been shown around the world. They take years to film and are narrated by David Attenborough, a much-loved British broadcaster and naturalist.

Read on

3 Focus students' attention on the pronouns numbered 1–3 in paragraph 1. Ask why the writer used those pronouns (to avoid repeating words) and why it's important to know what they refer to (so we understand the text). After students do the task, put them into pairs to compare their ideas. Conduct feedback in open class. Ask which pronoun refers not just to a noun but to a whole idea or sentence (1).

1 B 2 A 3 A

exam tip

4 Read through the exam tip with the class. After students do the task, check the answer with the class. To check understanding of the tip, ask how pronouns can help with choosing the correct sentence for each gap (to make sure ideas connect in the text).

B *They* in the gapped sentence and *them* after the gap refer to *documentaries*.

extra: fast finishers



Tell students that they can also look for synonyms or related words in sentences to find connections between ideas in a text (i.e. cohesion). Ask fast finishers to look for synonyms or related words in paragraph 1 for *Earth*, *documentary series*, *ocean*.

Earth – our planet

documentary series – its viewers

ocean – water, life in it

5 Point out that in Part 4 of the B1 Preliminary for Schools Reading paper, five sentences are removed from a long text. First, ask students to underline the pronouns in the sentences to make sure they pay attention to them. Check answers with the class. Then, give students time to do the task. Check answers with the class.

A They

B it

C this

D they

E I / it

F It's

G It

H It's

1 C *this change* = *turn from a female into a male* (before the gap) and *it* (after the gap)

exam task: gapped text

6 **e** Remind students to check that pronouns in the sentences match ideas before or after the gap when they fill the rest of the gaps in the blog post. Ask students to compare their answers with their partner and then check answers with the whole class. Ask which noun/idea each pronoun refers to. Find out if looking at pronouns helped students to find the answers.

1 C *turn from ... into ...* (before the gap) implies change; *it* = refers to *this change* (after the gap)

2 B *Eventually* refers to *repeatedly* (before the gap); *it* = the shell (before and after the gap)

3 F *It/journey* = *travel several metres across the sand* (before the gap)

4 G *it* = *the giant trevally fish* (before the gap); *swim as fast as 60 kilometres* = *This ability* (after the gap)

5 E *it* = *the documentary series* (two sentences before the gap); *worth the time* = *took filmmakers four years to make* (before the gap)

alternative: mixed ability



In Unit 3, we suggested that you tell weaker readers which three sentences are incorrect so they only have to focus on five. With this task, you may want to tell them one or two of the incorrect sentences so they only have to deal with one or two distractors and not three.

- 7** Encourage students to scan the text and underline the words first. Note that these words are given in alphabetical order, not in the order of the blog post. When matching the words to the definitions, encourage students to check their answers in a dictionary.

- 1 incredible
- 2 survive
- 3 planet
- 4 sight
- 5 explore
- 6 tiny creature

Sum up

- 8** Refer students to the names of the four sea animals in the blog post (i.e. the kobudai fish, the tusk fish, the green turtle, the giant trevally fish). Give students time to do this on their own before pairing them with another student to do the task. Ask students to share their ideas for each creature in open class. The other students check their ideas.

Possible answers

The female kobudai fish changes from a female to a male and fought other males to get the attention of the females. About 500 other types of fish make this change.

The tusk fish use a rock to open shellfish. They put the shellfish in their mouths and hit it against the rock until it opens.

The green turtle lays eggs on a beach. The baby turtles travel several metres across the sand to the sea as soon as they hatch. They then swim far to be safe but often, birds catch them.

The giant trevally fish swims fast under the water and follows the birds above the water. They then jump high out of the water and catch the birds.

Speak up

- 9** Give students a minute to think of their own answers before you pair them for the task. Elicit answers from two or three students in open class. Find out how many of the class would like to watch the series and what other kinds of documentaries students are interested in.

Possible answers

I think I'd enjoy watching the series because the images are amazing, and it makes our planet look beautiful. I think it'd be interesting to learn more about our oceans and what's in them.

I like documentaries about psychology. I find our minds really interesting and so I'd like to know more about how they work. I'd be happy to watch any documentary about this kind of thing.

extra: digital



Clips of The Blue Planet II documentary series are available online including the trailer. Students could watch these at home for homework or you could show them in class. Elicit key words students should search for to help them be more digitally literate. For example:

Blue Planet II / kobudai fish / tusk fish / green turtle / giant trevally fish

Fun footer

Ask students if they know how deep the deepest part of the planet's ocean is. They could relate it to a tall building that they know. Then, get students to read the fun footer to check their answers.

To finish

Ask students to work in pairs and tell each other about an animal they like. It can be something that lives in the sea or on land. They should say:

- what the animal is
- what it looks like
- what they know about it
- why they like it

I like an animal called a pangolin. It's a small animal with a hard shell. Pangolins live in forests in Asia and Africa, I think. They come out at night. People hunt them so they're disappearing which is really sad. I like them because they walk on their two back legs sometimes and they look funny.

Presentation tool:

Unit 6, Reading

Workbook / Online Practice:

WB pp48–49

Extra Practice App

GRAMMAR

SB p72

To start

Put students into pairs and ask them to remember what the blog post titled *Our blue planet* was about on page 71. Ask for ideas from the whole class.

It was about a TV documentary series about animals in the ocean. The blog post was about four sea animals – the kobudai fish which changes gender, the tusk fish which uses a rock to open shell fish, the green turtle which has to survive on its own from birth, and the giant trevally fish which jumps out of the ocean and hunts birds.

alternative



You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

→ SB 136

- 1 Tell students they're going to look at some sentences from the blog post on page 71. Write the first example sentence on the board and ask each question in the exercise to the whole class. Check the answers are correct. Students do the same with the other sentences alone or in pairs. Conduct feedback in open class. Ask the class to use their answers to decide when the passive form is used.

- 1 The example sentences in A and B are about the past. The ones in C and D are about the present.
- 2 The examples in C state who does the action by using *by* + object.
- 3 It appears after the verb.

- 2 After students have read the explore grammar box to check their ideas about the passive form, write these pairs of sentences on the board:

- 1 *Birds sometimes catch the turtles.*
- 2 *The turtles are sometimes caught by the birds.*
- 1 *The tusk fish used a rock to break open the shell.*
- 2 *A rock was used to break open the shell.*

Ask the class which is active (the first) and which is passive (the second). Ask why the passive is used in the second sentence (the focus is on the turtles and rock, not the birds or tusk fish). Establish how students form both the present and past passive. Refer students to the Grammar Reference on page 136 where the form is clearly laid out in tables. Remind students that some past participles are irregular, e.g. find – found, see – seen.

- 3 Do a quick survey to find out if the class think they know our planet *very well*, *quite well*, *not well* or *not at all*. Tell students they're going to do a quiz to find out. Check students understand *divide* (separate into two or more parts) and *inhabit* (live somewhere). Conduct feedback after students make the questions.

- 1 was formed (past passive – we don't know exactly who did it or it's clear who did it – each person will have their own idea)
- 2 is divided (present passive – again, we don't know by who or it's clear who divided it)
- 3 inhabit (active present – *people* are the subject and inhabit the planet)
- 4 is covered (present passive – it's clear what covers it)
- 5 was recorded (past passive – we don't know who recorded it)

- 4 Put students into pairs to do the task. Ask for answers from around the class but don't give away the answers as students will hear them in the next exercise.

- 1 4.5 billion years ago.
- 2 five – the Pacific, the Atlantic, the Indian, the Arctic and The Southern Ocean or The Antarctic Ocean.
- 3 about 7.5 billion people
- 4 seventy percent
- 5 Death Valley, California, USA (58 degrees)

- 5 6.1 Tell students they're going to hear people try to answer the questions. They'll also hear the correct answers. Play the recording so students can do the task. You may need to play it a second time. Conduct feedback in open class.

The fact that a lot of people didn't know the answers suggests we don't know our planet all that well.

- 6 Check students understand *tonnes* (1,000 kilograms), *discover* (find by accident) and *purify* (make clean, e.g. water). Divide the class into two: A and B. As to go to page 160. Bs stay on page 72. Monitor as students do the task to provide support. Students work with someone from their own group to compare their answers. Conduct feedback with each group.

Student A

- 1 was discovered
- 2 is frozen
- 3 was first purified
- 4 was recently found
- 5 was used
- 6 is inhabited

Student B

- 1 is created
- 2 are found
- 3 were thrown
- 4 is located
- 5 is used
- 6 were discovered

alternative: mixed ability



Help weaker learners by giving them strategies to complete the task. Firstly, suggest they look for time expressions to help them identify if the sentence is in the past or present. Then, suggest they identify whether the subject is singular or plural so they can decide whether they use *is/was* or *are/were*.

- 7 Give students time to work with someone from the same group as them and to decide if their sentences are true or false. Then, ask them to go to the relevant pages to check their answers.

Answers are on page 162 for Student A and page 160 for Student B.

watch out for



Help students to pronounce passive sentences in their quiz effectively by highlighting weak forms for the verb *be* (*are* – /ə/, *was* – /wəz/, *were* – /wə/). Model some of the verb forms in both the Student A and Student B statements so that students can repeat them.

Speak up

- 8 Students work with someone from the other group for this task. Encourage them to share facts that they learnt with each other. Ask students from around the class to share their answers with the class. Elicit corrections to any passive form errors you picked up on while monitoring the task. Encourage students to reflect on the passive form and how confident they feel about using it. You can refer students to page 137 for further exercises either in class or for homework.

Possible answers

- A: I learnt that we can drink only 3% of the world's water and 90% of that is frozen in Antarctica.
B: Really? That's interesting. I learnt that 8 million tonnes of plastic were thrown into the sea last year. I think that's really worrying.
A: Yes, me too. What happens to it?

To finish

Put students into teams. Teams write two facts about our planet, one correct and one incorrect. They can look these up online. Monitor and help students produce accurate sentences. Each team reads out their sentences. The other teams guess which is correct and which isn't. Teams get one point for a correct answer. The team with the most points at the end wins.

Presentation tool:	Unit 6, Grammar
Workbook / Online Practice:	WB p50
Photocopiable activity:	6A
Grammar reference and practice:	SB pp136–137
Audioscript:	SB p172
Grammar PowerPoint presentation	

VOCABULARY SB p73

the natural world

To start

Closed books. Put students into teams of 4–8. They stand in a line behind a board or piece of paper. The student at the front of each group writes a word or phrase related to *the natural world* on the board/paper. They give the pen to the person behind them and go to the back of the queue. The next person writes a different word/phrase related to the topic and so on. Teams do this for two minutes. The team with the most correct words/phrases at the end wins.

- 1 Check students understand *ground* (what we stand on when we're outside). Ask students for the correct category for *cloud* to demonstrate the task. Students do the task alone first and then compare answers with a partner. Conduct feedback in open class. Check students can pronounce the words correctly.

sky and weather: cloud, sunshine, snow, star, moon, storm, fog
forms of water: snow, waves, waterfall, fog
the ground: rocks, sand, cliff, path, field, earth

- 2 Tell students to use logic to fill the gaps even if they don't know the geography. Check students understand *layer* (in this context it means *part*), *desert* (a very dry area of land), *hydroelectricity* (using water power to make electricity) and *reflected sunlight* (sunlight which is sent back in the direction it came). Check answers with the whole class.

- 1 storm
- 2 rocks
- 3 earth
- 4 sand
- 5 waterfalls
- 6 Fog
- 7 moon
- 8 waves

extra: digital



Get students to create a short fact file about the area where they live using words from Exercise 1, either on their own or in pairs. These fact files could be anywhere from a few sentences to 100 words, e.g. *This area is known for its beaches where you can find rocks, white sand and soft waves*. Students can then share them online via a tool such as Padlet or Edmodo or print them and display them in class for each other to read.

explore language

3 On the board write:

Look at the beautiful blue sea. / Look at the blue beautiful sea.

Let's swim in the gorgeous clear sea. / Let's swim in the clear gorgeous sea.

Ask the class which sentence in each pair is correct and why (the first) and encourage them to find the pattern. Students read the explore language box to check their ideas. Ask students to work in pairs and think of at least two sentences to describe the pictures on the page using an opinion and fact adjective.

Possible answers

The pretty, clear night sky.

The beautiful, calm sea.

The gorgeous, sunny weather.

The scary, dark sky.

The attractive, snowy mountains.

4 Explain any adjectives students don't know. Do the first question together with the whole class to demonstrate the task. Once students have done the rest of the exercise on their own, check answers with the class. You may want to check understanding of the meaning by giving a definition and eliciting the word (e.g. opposite of wide – *narrow*; very big – *huge*; not nice – *horrible*; opposite of high – *low*).

F – ancient, flat, high, huge, low, narrow

O – amazing, dangerous, horrible, incredible, pretty, scary

extra: fast finishers



Fast finishers could add three more adjectives to each group – fact and opinion.

Possible answers

O annoying, frightening, spectacular

F bright, cold, heavy

5 Elicit the answer to the first question to demonstrate the activity. Make sure that students justify why the answer is the answer to check understanding of the order of adjectives. Give students time to do the rest of the exercise alone. Put students into pairs to compare their answers and then check answers with the whole class. Fast finishers could tick the things in the exercise that they can find in their area.

1 pretty, white snow

2 long, narrow path

3 flat, black rock

4 huge, white cliffs

5 horrible, strong waves

6 big, green fields

7 beautiful, sandy beach

8 incredible, ancient forest

game on

Monitor as teams write their sentences to check students are on task but also creating correct sentences. Remind students to write sentences like those in Exercise 5. When finished, take the pieces of paper in, mix them up and read them aloud. Teams write the correct order on a piece of paper or mini whiteboard and hold them up. Teams with the correct answers get 1 point. The team with the most points wins.

6 Put students into small groups and ask them to discuss the question. Remind students to try to use language from the page. Monitor and assess students' use of this vocabulary. When finished, conduct feedback in open class. Elicit corrections to any errors you noted down.

Possible answer

In my area, there are a lot of fields and attractive woods. I live in a village so the roads are quite narrow. I don't live near the coast so there are no pretty, white beaches or views of the sea from here. We do get a clear night sky though, so we can see the pretty, shining stars most nights, except when there are big, dark clouds in the sky. My favourite natural feature is the lovely, calm river near our house. It's peaceful there and you can take a boat on it.

Fun footer

Ask students to read the joke in the fun footer and say what word 'leaf' should be (leave). This joke works because /f/ and /v/ in English are pronounced with the same mouth position. Ask students if they have similar jokes in their language.

To finish

Closed books. Students choose five words from the page that they'd like to remember and note them down. Students take turns to give a definition or an example of one of their words and their partner tries to guess it. They continue until they've described and guessed all of their words.

Possible answer

A: It's a place where farmers grow food.

B: A field.

A: Yes, that's right.

Presentation tool:

Workbook / Online Practice:

Photocopiable activity:

Extend vocabulary:

Extra Practice App

Unit 6, Vocabulary

WB p51

6B

SB p145

LISTENING SB p74

To start

Put students into small groups and ask them to think of one or two people who have changed the world in some positive way. Note six people's names the board. Then ask groups to rank those people 1–6 (1 = had the biggest impact). Ask each group to present their ideas to the class.

Power up

- 1 Ask students to read the headline and look at the photos and predict what the teens have done. Note these are real people. Use the photo of Mary Grace Henry to teach *headband*. Check students understand *generator* (a machine that produces electricity). Students read the article to check their ideas. Conduct whole class feedback.

- 1 Mary helped girls in developing countries go to school. Kevin built a generator so that his village could have power.
- 2 Possible answer: For Mary, she probably wanted to help girls of her age who didn't have the same opportunities as her. For Kelvin, it was probably the need/desire to have electricity.
- 3 Students' own answer

Listen up

- 2 6.2 Tell students that they're going to listen to a radio interview with a girl who created an app that had an impact on her local area. Play the recording so that students can answer the question. Check the answer with the class.

a game where young people collect points and use them to get free things in the real world

exam tip

- 3 6.3 Read through the exam tip with the class. Impress the importance of not choosing an answer just because they hear it mentioned. Give students time to read question 1 and underline key words. Check they understand *recycle* (to put objects through a special process to use them again). Play the recording twice. Check the answer with the class. Ask students why the incorrect answers are incorrect.

Answer A – *One day I saw a documentary on TV... That was when I started paying attention.*

Answer B is incorrect because she went to a conference to listen to a talk **after** she started paying attention.

Answer C is incorrect because her mum showed her articles but she wasn't interested.

exam task: multiple choice

- 4 6.4 Explain that this is a Listening Part 4 task in the B1 Preliminary for Schools exam. Give students time to read questions 2–6 and underline the key words so they pay close attention to what they're listening for. Check that students understand *advertise* (tell people about a product/service and try to persuade them to buy/use it) and *environmental company* (a company which helps the land, air and water around us). Play the recording. Don't check answers yet.
- 5 6.5 Play the recording again. Put students into pairs to compare their answers. Monitor to find out if there were any particularly difficult questions. If so, play that section of the audio again. Check answers with the class. You may want to play the recording a third time, this time with students reading the audioscript so they can notice the distractors (incorrect answers mentioned). Ask the class if they think Holly's app is a good idea or not and why.
- 2 C Users tell Holly that they feel happy when using the app because they're doing something good.
 - 3 B Holly says that finding someone to write the app for free was hard. The other two things were okay.
 - 4 B Holly wants to persuade young people to think differently.
 - 5 A Holly says she spends her free time drawing.
 - 6 A Holly says she'd love to go and work for a Dutch guy who started a company that will help to clean up the oceans.

extra: digital



Ask students to research another teenager who's had an impact on their area or the world. They can search for *teenagers who have changed the world* and a few different articles come up. They could prepare a short one to two-minute presentation about the person and give it to the class or a group.

explore grammar

SB 136

- 6 Write the following sentence on the board:
I had my photo taken by a well-known photographer.
- Ask students who took the photo (a well-known photographer) and if this is the subject of the sentence (no). Ask if the focus is on the action or the photographer (the action) and if someone paid for a service (yes, probably). Read through the explore grammar box with the class. Clarify the form (subject + *have/get* + object + past participle). Refer students to the Grammar File on page 136 of the Student's Book and the exercises on page 137. These can be done in class or for homework.

The past participle is used after the *have/get*.

watch out for

Students may confuse this structure with the present perfect simple, but they have different meanings. To illustrate, write the following two sentences on the board and ask students to help clarify this.

I've cleaned my room. (I did it and it now looks great.)
I've had my room cleaned. (Someone did it for me.)

- 7** Help students with question 1 by asking them to think about the time/tense and then the verb form. They should do the same for the other questions. Make it clear that both *have* and *get* can be used, although *get* is more informal. Once students have completed the exercise, put them into pairs to compare their answers. Conduct feedback in open class.

- 1 is having, shaved
- 2 have, mended
- 3 have, taken
- 4 has, cut
- 5 had, delivered

Speak up

- 8** Demonstrate this activity yourself by giving examples from your own life in the past, present and future and giving a little more information. Give students time to think of their own ideas and then pair students to do the task. Conduct feedback in open class. Elicit corrections to any errors related to *have/get* that you noted down while monitoring. Help students to know how they can improve.

Possible answer

I have my food shopping delivered every week because I'm always busy with work so I don't have time to go to the supermarket. Last week, I also had a new sofa delivered because I needed a new one. The old one wasn't very comfortable any more. Next week, I'm going to have my hair cut because I haven't had it cut for ages and it needs it.

Fun footer

Ask students to read the fun footer and react to it. Is it surprising or expected? Elicit what impact this has on our planet (e.g. waste disposal, recycling, use of resources, etc.). Ask students how we can reduce this number (e.g. drink more tap water, take a bottle around with us to refill, etc.).

To finish

Put students into pairs. Ask them to imagine the laziest teenager on the planet. Elicit a name for him or her. Students then think of as many things he or she has done for him or her as possible in four minutes. Ask students to share their ideas in open class. Correct errors related to *get/have*.

Possible answer

She has her homework done by her sister. She has her nails cut and hair washed by her mum. She has her clothes chosen every day for school by her parents, etc.

Presentation tool:	Unit 6, Listening
Workbook / Online Practice:	WB p52
Audioscript:	SB p172
Extra Practice App	

SPEAKING SB p75**To start**

On the board, write c _ _ _ _ _ c _ _ _ _ . Tell the class that this is a phrase that describes a problem for our environment. Ask individual students to choose a letter of the alphabet. If it appears in the phrase (climate change), write it in until the class guess what it is. You can do the same with *pollution*, *carbon footprint* and *transport*, all of which come from Exercise 1 below.

Power up

- 1** Check students understand the meaning of the items in the box – *carbon footprint* (amount of CO² a person produces which has an effect on the environment), *climate change* (permanent change in the Earth's temperatures), *energy* (power used to operate machines etc.), *loss of animal species* (animals which disappear from the planet), *pollution* (air, water, etc. which is dangerously dirty), *rubbish* (food, etc. that we don't need and throw away), *transport* (e.g. car, bus, train, etc.). Encourage pairs to think about money, health, etc. to help give them ideas. Ask pairs to share ideas with the class.

Possible answers

carbon footprint: how to reduce our impact on the world to reduce energy use, pollution, etc.

climate change: rising seas, more rain and floods

energy: we use too much; increased prices; it won't last

loss of animal species: means that ecosystem is falling apart

pollution: causes health problems

rubbish: how to recycle huge amounts of waste

transport: the pollution it causes with so much traffic on the roads

- 2** **6.6 Explain to students that they're going to talk about the environment. First, they're going to hear two people doing that. Play the recording. Check the answer with the class.**

The girl speaks more than the boy because she stops him speaking or he responds with just one or two words. There are interruptions and long pauses. They are not taking turns to speak.

exam tip

- 3** **6.7 This builds students up for the Speaking Part 3 task in the B1 Preliminary for Schools exam. Read through the tip with the class and check that students understand it. Ask them which of the marking band descriptors turn taking helps the most with: Grammar, Vocabulary, Discourse management, Pronunciation (Discourse management). Note that if a candidate in the exam encourages their partner to speak but their partner still doesn't say very much, this won't reflect badly on the candidate.**

Tell students they're going to listen to the two people have the same conversation but this time they do it differently. Play the recording. Conduct feedback in open class. Ask students what the impact of this is (a much less one-sided conversation).

The girl apologises when she interrupts the boy and lets him speak. She also asks him questions when he doesn't say much.

useful language: taking turns

- 4 Go through the phrases in the useful language box with the students and point out how they can help them to interact better. Help students to pronounce the phrases. Give students time to read the dialogue before you play the recording again. You could ask them to try to fill the gaps first and then check to listen. Conduct whole class feedback. Ask students to look at the whole sentence/question where each gap was and ask what the purpose of each phrase is.

- 1 think (invites an opinion)
- 2 on (gives permission to your partner to speak)
- 3 Why (asks for a reason)
- 4 do (asks about partner's experience)

- 5 In pairs, students choose a photo from the unit. Refer them back to the useful language in Exercise 4 as they carry out the task. Monitor, helping out where necessary and making a note of any errors you may like to address afterwards. Get some feedback from a few pairs.

exam task: collaborative task

- 6 **e** Explain the situation orally as this is what the examiner does in the B1 Preliminary for Schools exam. Ask students what the different options in the pictures are (a recycling bin, people cycling, somebody turning off a light switch, somebody turning off a dripping tap, people holding a sign to encourage saving energy). Give students time to think about what they can say before they do the task. Remind students to take turns to speak. Stop students after two minutes. Monitor and provide feedback to students on their turn taking.

- 7 Point out that Part 4 of the Speaking paper in the B1 Preliminary for Schools consists of questions based on the same topic as Part 3. The questions in this exercise are similar to those that would be asked in the exam. Give students time to read the questions and make notes about what they could say. Check students understand *protect the environment* (keep the environment safe). Note that students don't discuss the questions together in this task. One should ask the question like the examiner and the other should answer. Monitor and assess the students' performance. Conduct feedback in open class and provide feedback to students on their performance.

Possible answers

- 1 I prefer to spend time at the beach because you can go in the sea and swim. You can also make sandcastles and have an ice cream. It's easier to get to the beach for me. The mountains are far away.
- 2 Yes, it's very important because we don't want our planet to die. We need to look after it for future generations so that they can live a comfortable life.
- 3 Yes, I do because they need to learn about the environment and how to look after it. If we learn this when we're young, we pay attention to it. I had lessons about this at school and I think I'm good at recycling and things like that.
- 4 I think I could stop throwing things away that aren't very old. For example, clothes. We buy new fashion each year but it's not good for the environment. I often take things to a charity shop but it's still a big problem.

alternative: mixed ability



You could write prompts on the board for weaker speakers so that they know how to start each question, e.g. *Yes, I do because ... / I prefer spending time at the beach because ... etc. / Yes, it's important because ...*

extra: fast finishers



Fast finishers could also take turns to ask and answer these questions:

Do you prefer to be inside or outside? Why?
What place in nature do you like to spend time? Why?
Is it interesting for young people to watch animal documentaries? Why/Why not?

Possible answers

I prefer being inside because it's more comfortable there. You've got everything you need around you. It's quiet and not busy like it is outside. I live in a city so it's never quiet outside! I like going to the park near my house. There's a lake there and it's nice to sit and look at it. There are ducks on the lake and sometimes I feed them.
I think young people like animal documentaries because we learn a lot about nature and things in other countries that we can't see. The documentaries can be a bit scary too. Animals can be very violent!

Speaking extra

- 8 To help students think of ideas, encourage them to think of their school, the area where they live, a particular area in their country or a particular problem, or a particular area of the world or a particular problem there. Monitor as groups discuss the question to help with ideas. Invite groups to present their ideas to the class. The class could vote on the best idea but they shouldn't be allowed to vote for their own.

Possible answers

A charity that encourages young people to use less plastic by providing them with water flasks to carry at school, encourage schools to have taps around the school to fill the bottles.

To finish

Ask students to create a slogan and/or poster that persuades their schoolmates to be more environmentally friendly (e.g. Drink Think Reuse!). Groups could focus on the best idea they chose in Exercise 8 or the best idea that the class voted for. Groups can then present their slogan to the class.

Go to the Speaking File on pages 148 and 149 of the Student's Book for further information about the B1 Preliminary for Schools Speaking test.

Presentation tool:	Unit 6, Speaking
Workbook / Online Practice:	WB p53
Photocopiable activity:	6C
Speaking file:	SB pp148–149
Audioscript:	SB pp172–173

WRITING

SB pp76–77

To start

Write *school exchange* on the board and check that students understand the meaning (students from one school visit students from another school and vice versa). Put students into pairs and ask them to think about the advantages of a school exchange. Conduct feedback with the class.

Possible answers

Meet new people, learn about a different culture, have new experiences, practise speaking another language

Power up

- Put students into pairs for the activity. When finished, ask one or two pairs to share what they discussed for question 1 with the class. Find out what the most popular place to visit is.

Possible answers

- I went on a language exchange two years ago. My class went to Spain to visit a school there. I stayed with a girl my age and we got on well. A few months later the Spanish students came to visit us and the girl stayed with my family. She was nice and we got on well. We're still friends online.
- I'd choose to go to Hawaii because it's far away and I'd love to see it. I'd love to try surfing there.

Plan on

- Ask students to look at the task and elicit that this is a Part 1 Writing task in the B1 Preliminary for Schools exam. Give students time to do the task and then check answers with the class. Ask what makes Vincent's email sound friendly.

- His email is friendly and chatty.
- Emad should say what Vincent can see and do in his town; invite Vincent to his cousin's house to meet his family; thank Vincent for planning the trip to the forest; accept the invitation to go mountain biking.

- Ask students to read Emad's reply and say if he includes all four points in the notes in Exercise 2 (yes, he does) and what activities he suggests (go to the beach, a water park or a waterfall). After students match the phrase to the function, conduct feedback in open class. Elicit one way to politely refuse an invitation (e.g. *I'm so sorry but I can't ... because ...*) and to suggest an alternative activity (e.g. *How about ... instead?*).

- Would you like to meet my cousins on Wednesday evening?
- Thank you for organising a day trip during my visit next month.
- I'd love to go mountain biking!

- Tell students that they're going to look at some more phrases for inviting, thanking, accepting and refusing an invitation. Give students time to do the task and then check answers with the class.

- I'm afraid that I can't ride a bike. (3)
- The forest trip sounds fantastic. (3)
- Thanks so much for all your help. (2)
- How about having a picnic with my family? (1)

exam tip

- Ask students to read the exam tip and then check understanding of it by asking the class *Why is it important to use different phrases in your emails?* (to sound natural). Ask students to complete the task. Conduct feedback in open class.

- much
- like
- to

extra

Give students a situation below. Students work in pairs and write down an appropriate phrase. Ask a few pairs to share their sentences so the class can check them. Repeat with each situation.

- You want to invite a friend to the cinema tonight.* (Would you like to go to the cinema tonight?).
- You want to thank a friend for helping you with your homework.* (Thank you for helping me with my homework).
- A friend has invited you to go to the beach for the day with his family. Accept the invitation.* (I'd love to come to the beach with you).
- You can't go to the beach with your friend because you have a dentist's appointment.* (I'm afraid I can't come because I have a dentist's appointment).

- Tell students they're going to read an email from a student at another school who's part of an exchange with your school and write a reply. Give students time to read the email and do the task. Check answers with the class. Check that students understand what a *coach* is (a large, comfortable bus which travels between a town/city and other places).

suggest good places to visit in your town; invite Megan to the youth club; thank Megan for buying coach tickets to the mountains; say which you would prefer – skiing or snowboarding

- Put students into pairs to brainstorm places and then ask students to choose one or two that they could include in their email. They should use the prompts in the exercise to help them. Encourage pairs to think about what they could say about the place(s) and why it's a good place to visit. They should make notes of key words/phrases they can include.

Possible answer

The mountains – pretty, can ski, not far.
A forest – huge, can do a treetop walk, fun.

- 8 Now that students know what they want to include in their email, ask them to think about the language they can use. Give students time to do the task. They should first identify the function by looking at the notes on the email in Exercise 6. They can then think about specific phrases they could use for each function.

The phrases for thanking, inviting and refusing are useful, i.e. *Thank you for / Thanks so much for ... Would you like to ... ? / How about ... ? / I'm afraid that ...*

Write on

exam task: email

- 9 e Ask students to write their email and therefore complete the B1 Preliminary for Schools exam task either in class or for homework. Remind students to use the phrases they planned to use to sound friendly and complete the task effectively.

Model answer

Hi Megan,
Lovely to hear from you. I'm really excited about meeting you next week!
There's a park near my house with a big lake. I think we should go there. We can hire a boat and take it around the lake. There's also a pool where we can swim.
Would you like me to invite my friends from the football club? We usually go to the pool together and they'd like to meet you.
Thanks so much for the coach tickets to the mountains. A day there sounds lovely. I'd love to try snowboarding. I can skateboard so I think I'd be better at snowboarding than skiing.
See you soon!

Improve it

- 10 Students can do the task either in class or as part of their homework. Remind them that the phrases they studied in this lesson can help them to sound friendly. You could ask students to read each other's work and answer the question.
- 11 Ask students to read the email a second time, this time to check the language. Again, this can be done in class or for homework and students could swap with a partner and peer review each other's work. Collect the emails and provide your own feedback. Use the criteria on pages 167–169 of the Teacher's Book to help you.

To finish


Students work in pairs. One student thinks of a well-known place around the world or in their country (e.g. The Pyramids, The Statue of Liberty, The Eiffel Tower, Mount Everest). Their partner asks yes/no questions to guess where it is, e.g. *Is it a building? Do you pay to visit it? Is it in the north of the country?*, etc. After they guess, they swap roles. Demonstrate the task yourself first.

Go to the Writing File on page 150 of the Student's Book for further information about the B1 Preliminary for Schools Writing test.

Presentation tool: Unit 6, Writing
Workbook / Online Practice: WB p54
Writing file: SB p150

SWITCH ON SB p78

Ocean culture

- 1 Check students understand the meaning of *remote* (far from other places that people live). Put students into pairs to discuss the questions. Ask a few students to share their answers with the class.
- 2  Ask students to predict what kind of lifestyle the person in the photo has. Get ideas from around the class. Read the question with students and elicit further ideas from the class. Play the video so that students can check their predictions. Check answers in open class.
- 3 Give students time to read through the questions. Check they understand the meaning of *hold your breath* (deliberately not breathe for a short time) and *survive* (continue to be successful). Play the video again. Put students into pairs to compare their answers. Check answers with the whole class.

They travel everywhere by boat, their houses stand on stilts above the water, and they get almost all their food from the ocean.

- 1 The Philippines 2 nearly five minutes
3 fish and a special shellfish called Tacloban
4 Knowledge of the ocean is passed down from generation to generation.

- 4 Put students into pairs to discuss the questions. They could brainstorm a list of advantages and disadvantages of the Bajao lifestyle before they answer them. Ask one or two pairs to share their ideas with the class.

Project

- 5 Explain the project to students and put them into pairs to write their action plan. Make it clear that it's not about being environmentally friendly, it's about our connection with the natural world. Monitor and help with ideas where necessary. Students could present their ideas to the whole class, or in larger classes, to another pair. Students could select the best idea in the class/group.
- To read about these projects and alternative ways to set them up, go to page 21 of the Teacher's Book.

extra: digital

Ask pairs to create a short video to present their community to the class. They could use a video editing tool such as iMovie to create a short film, or an app such as Adobe Spark to add voice over images.

alternative

Students select a group of people who are connected to nature and present information about them to the class, e.g. who they are, where they live, how they are connected to nature, how life is different and challenging for them, if they are likely to survive in the future. Possible communities include:

Aboriginal community, Inuit community, Mongolian nomads, Marsh Arabs, The Uru people.

Presentation tool: Unit 6, Switch on
Switch on videoscripts TB p149

INDEPENDENT LEARNING

SB p78

Reading skills

- 1 Start by asking students to reflect on the two writing goals they set in Exercise 3 of the Independent Learning section of Unit 5 on page 66. In pairs, they can discuss if they met them and how or why not. Students then do the questionnaire to reflect on their reading skills. Check that students are clear about how to rate each statement. They could use their performance in the reading lesson on page 71 to help them.
 - 2 It's a good idea to make sure that pairs are comfortable enough to discuss their shortcomings as well as their strengths so pair students with this in mind. Give students time to discuss their answers to the questionnaire. Remind students that this is about reflection, not comparison. Everyone learns differently and it's about understanding their own strengths and weaknesses.
 - 3 Explain that this exercise is designed to help students think about challenges with reading and how to overcome them, i.e. problems and solutions. Check that students understand the word *challenging* (difficult in an interesting or enjoyable way). Students could do this task alone and then compare their answers with their partner.
-
- 1 D
 - 2 B
 - 3 E
 - 4 C
 - 5 A
-
- 4 Give students time to think of a goal. Monitor and help where necessary, making recommendations where you see fit. Ask students to share their goal with their partner. They should say what it is, why they chose it, how they'll achieve it and when they'll achieve it by.

UNIT CHECK

SB pp79–80

Vocabulary

These exercises can be done in class or for homework as revision of the unit.

- 1 2 6.9 + 6.10
1 sunshine 2 sand 3 cloud 4 cliff 5 star 6 field
7 waves 8 fog
- 3 1 narrow 2 ancient 3 huge 4 flat 5 horrible
6 pretty 7 incredible 8 amazing 9 tiny 10 scary
- 4 1 earth 2 plastic 3 sky 4 pollution
5 rubbish/recycling 6 path/ground
- 5 1 Planet 2 creatures 3 survive 4 explore
5 climate change 6 recycling 7 energy 8 transport

Review

- 1 1 are, A 2 used, C 3 is cleaned, C
- 2 3 6.11
1 were taken 2 were put up 3 were cooked
4 was brought 5 was eaten 6 are driven 7 are taught
8 were taken 9 were given 10 was caught
- 4 e
1 was (passive, so past simple of *be* is needed)
2 there (*there + be*)
3 are (relative clause)
4 of (collocation: a part of)
5 the (definite article for specific mention)
6 not (negative passive form, so *not* is needed)
- 5 1 gets/has, cut
2 get/have, delivered
3 got/had, done
4 get/have, checked
5 got/had, tidied up
6 get/have, ironed
7 got/had, cleaned
8 gets/has, painted
- 6 Students' own answers

GRAMMAR FILE

SB p137

- 1 1 The documentary was watched by millions last month
2 Lunch is served in the kitchen each day.
3 The mountain is visited by thousands of people each week.
4 A lot of cameras were used to make the programme.
5 Some strange lights were seen in the sky last night.
6 The beach is enjoyed by adults and children.
7 Fines are given to people who leave rubbish on the beach.
8 The book was written by a well-known author.
9 Refunds are only given to customers with a receipt.
10 That film was directed by Steven Spielberg.
- 2 1 is spoken 2 were made 3 was delivered 4 is given
5 was stolen 6 are cleaned 7 are wasted
8 was collected 9 was filmed 10 are driven
- 2 1 was taken 2 is located 3 walked 4 is made
5 are grown 6 are freshly picked 7 were served
8 explained
- 4 1 had 2 'll get 3 had 4 get 5 have 6 'll have
7 has had 8 're having
- 5 1 has/gets her nails painted
2 has/gets all his meals made
3 is having/getting / is going to have/get his room decorated
4 had/got her hair cut
5 has/gets his car washed
6 are having/getting their new car delivered
7 have/get my eyes tested
8 have/get a takeaway delivered
9 is going to have/get / is having/getting her washing machine fixed
10 have/get my room cleaned

Presentation tool:

Unit 6, Unit check

Workbook / Online Practice:

WB p55

Audioscript:

SB p173