

5A

A crowded planet

Student's Book p38–p39

Vocabulary the environment
 Grammar *will* for prediction; *might*

QUICK REVIEW This activity reviews Present Perfect for life experiences. Give students a minute or two to think of some questions on their own. ✍ If necessary, write some verbs on the board as prompts, for example, *go, write, live, study, play, eat, buy, see*, etc. Students then do the activity in pairs. At the end of the activity, ask students to share any surprising or unusual answers with the class.

Vocabulary and Speaking

The environment

- 1** Students work in pairs and fill in the gaps in the diagram, then check in **VOCABULARY 5.1** SB p136. Check students understand that *green energy* is energy that is produced from renewable and clean sources, such as wind and solar energy. You could also teach students *fossil fuels* (= oil and gas, etc.) to illustrate the difference between renewable and non-renewable energy sources. Point out the difference between *global warming* and *climate change* by explaining that global warming causes climate change.
- Model and drill the new words/phrases. Pay particular attention to the pronunciation of *pollution* /pə'lu:ʃən/, *floods* /flʌdz/, *green energy* /gri:n 'enədʒi/, *the Earth* /ði ɜ:θ/, *produce* /prə'dju:s/ and *cause* /kɔ:z/.
- Note that only the main stress in words/phrases is shown in the vocabulary boxes and the Language Summaries.

protect rainforests, wildlife, the planet, the Earth;
 produce oil and gas, green energy;
 cause floods, global warming, climate change;
 the cost of living is increasing

- 2** **a** Students do the exercise on their own.
b Put students into groups, if possible with students from different countries in each group. Students compare which sentences they ticked and discuss the sentences in **2a**. Ask groups to share interesting information with the class.

Listening and Speaking

- 3** **a** Focus students on the photos in the collage. Ask students to use words from **1** to describe each photo, for example *the world population is increasing, produce food, produce oil and gas, produce green energy, rainforests*.
- Tell students they are going to listen to an interview with Dr Andrew Scott, an expert on the environment. Give students time to read the bullet points.

CD2 **1** Play the recording (SB p157). Students listen and tick the things he talks about. Check answers with the class.

Dr Scott talks about all the things except for the number of people over 65 and protecting wildlife.

b Check students remember *crowded*. Give students time to read sentences 1–6. Play the recording again. Students listen and do the exercise. Students check answers in pairs. Check answers with the class.

1T 2T 3F India will have a bigger population than China. 4F We might have 100 cities with populations of over 20 million. 5T 6T

c Check students understand *prediction* and *predict*. Focus students on sentences 1–6 in **3b**. Put students into pairs to discuss whether they agree with Dr Scott's predictions or not. Encourage them to give reasons for their opinion. Ask the class what they all think and ask students to share interesting information with the class.

HELP WITH GRAMMAR

will for prediction; *might*

- 4** **a–c** Students do the exercises on their own or in pairs, then check in **GRAMMAR 5.1** SB p137. Check answers with the class.

- **a 1** We use *will* to predict the future.
 2 The infinitive. 3 *won't* (= *will not*) 4 *might*
- Point out that we use *be going to* to talk about personal plans. Students study this again in lesson 5B. Also highlight that *will* and *might* are the same for all subjects: *I/you/he/she/it/we/they will/won't ...* and *I/you/he/she/it/we/they might/might not ...*
- Point out that we also use *will* for offers: *I'll help you with the shopping.* and promises: *I'll do it tomorrow.*
- **b 1** Will more people use green energy? Yes, they will./No, they won't. 2 Do you think more people will use green energy? Yes, I do./No, I don't.
- Use the interviewer's first question (*What will our world be like in 2030?*) and the first example in **4b** to highlight the word order in questions with *will*: question word + *will* + subject + infinitive + ...
- Point out that we can also use *might* in short answers: *(Yes,) I might. (Yes,) he might.*, etc.
- Use the second example in **4b** to highlight that we often use *Do you think ... ?* to make questions with *will*, and that the short answers to these questions are *Yes, I do./No, I don't.* not ~~*Yes, I will./No, I won't.*~~

- Highlight that in *Do you think ... ?* questions, the word order for the *will* clause stays the same as in positive statements: *Do you think more people will use green energy?* not ~~*Do you think will more people use green energy?*~~.
- Establish that we don't use *do* or *does* with *will* in questions and negatives. We say *Will more people use green energy?* not ~~*Do more people will use green energy?*~~.
- Point out that it is more natural to say *I don't think it will ...* than *I think it won't ...*.

5 a Focus students on the two possible answers to question 1. Make sure students realise they only need to write one sentence for each example. Students work on their own and write sentences that they think are true.

b Students work in pairs and compare sentences, giving reasons for their ideas if possible. Ask students to share interesting answers or disagreements with the class.

6 Put students into new pairs, student A and student B. Student As turn to SB p105 and student Bs turn to SB p111. Check they are all looking at the correct exercise.

a Check students understand *share jobs*, *government* and *electric*. Drill these words with the class. Students work on their own and write questions with *Do you think ... will ... ?* from their prompts. Students then write two more questions of their own. While students are working, check their questions for accuracy and help with any new vocabulary.

b Students work with their partner and take turns to ask and answer their questions. Encourage students to continue the conversations if possible, using the language for agreeing and disagreeing from lesson 4D. While they are working, monitor and help with any problems. Finally, ask students to share interesting answers with the class.

HELP WITH LISTENING 'll and won't

This *Help with Listening* section helps students to hear the difference between *will/won't* and the Present Simple.

7 a **CD2** ▶ 2 Play the recording. Students listen and notice the differences between the phrases. Play the recording again if necessary.

b Give students time to read sentences 1–6.

CD2 ▶ 3 Play the recording. Students listen and circle the words they hear. Play the recording again if necessary. Check answers with the class. Note that all these sentences are taken from **CD2** ▶ 4, which students listen to in **8a**.

2 They'll 3 We 4 I'll 5 won't 6 want to

8 a Tell students they are going to listen to some people talking about life in the year 2030. Pre-teach *be old and grey* (= have grey hair).

CD2 ▶ 4 Play the recording (SB p157–p158). Students listen and do the matching exercise. Check answers with the class.

1c
2b
3a
4d

b Play the recording again, pausing if necessary after each person to allow time for students to write. Students make notes on what each person says.

c Students compare notes in pairs.

EXTRA IDEA

- Students look at Audio Script **CD2** ▶ 4, SB p157–p158. Play the recording again. Students listen, read and find examples of *will*, *won't* and *might*. Check answers with the class.

1 I'll probably be married; My husband will go out to work; I'll stay at home all day; we'll have lots of horses
 2 we won't be in England; we'll have a house; they'll have their own families
 3 I'll probably be an engineer; I might be a teacher; I'll speak English fluently
 4 I'll be 67; I'll be a bit fatter; I won't have much hair; I'll be old and grey; I'll probably look like my mother; I'll have a new husband

9 **CD2** ▶ 5 **PRONUNCIATION** Play the recording (SB p158). Students listen and repeat the sentences. Check students pronounce the future forms correctly, particularly the contractions with 'll.

You can also ask students to turn to Audio Script **CD2** ▶ 5, SB p158. They can then follow the sentence stress as they listen and practise.

Get ready ... Get it right!

10 Focus students on the ideas. Check students remember *retired* (= no longer works) and *appearance*. Do one or two examples with the class first.

Students do the exercise on their own. While students are working, monitor and help with any problems. Check they are using the future forms correctly.

11 a Students compare sentences in groups and find any that are the same.

b Students tell the class two of their group's predictions. Finally, ask students to share other interesting ideas with the class.

WRITING

For homework, students write ten predictions for 2050. How different do they think the world will be by then? Encourage them to use the ideas in **3a**, or any of the ideas mentioned in the lesson. Ask students to bring their work to the next lesson and read out some of their predictions. Find out how many of the class agree with the predictions, or if anybody had the same ideas.

FURTHER PRACTICE

Ph Class Activity 5A The crystal ball p163
 (Instructions p137)
 Extra Practice 5A SB p119
 Self-study DVD-ROM Lesson 5A
 Workbook Lesson 5A p25

5B

Never too old

Student's Book p40–p41

Vocabulary collocations (2)
 Grammar *be going to*;
 plans, hopes and ambitions

QUICK REVIEW This activity reviews *will*, *won't* and *might*. Students work on their own and write five sentences about their life in three years' time. While they are working, monitor and help with vocabulary. Students work in pairs and take turns to say their sentences. If possible, ask students to work with people they did not work with last lesson. At the end of the activity, ask each pair to say whose life they think will change more.

Vocabulary Collocations (2)

1 a Check students understand *abroad* and *blog*. Students do the exercise on their own, then check in **VOCABULARY 5.2** SB p136.

Check answers with the class. Point out that we *spend time doing something* or *spend time with someone*, but we *have a fantastic/great/good/bad time* not *spend a fantastic/great/good/bad time*.

2 live 3 move 4 write 5 have 6 spend 7 learn 8 do

b Students work in pairs and take turns to test each other on the collocations, as shown in the speech bubbles.

Reading, Listening and Speaking

2 Check students remember *retire* and *retired*. Students work in pairs and discuss the questions. Ask students to share interesting answers with the class.

3 a Focus students on photos A–C and ask them how old they think the people are. Establish that paragraphs 1–3 are these people's plans for when they retire. Students read the paragraphs and match them to the photos.

b **CD2** **6** Play the recording. Students listen and check their answers. Check answers with the class.

1C 2A 3B

EXTRA IDEA

- Students close their books. Write on the board: *1 spend time in the garden, 2 spend six months travelling, 3 live abroad, 4 do a course in wildlife photography, 5 drive across the USA, 6 go to Africa*. Play the recording again. Students listen and say who is planning to do each thing on the list. Check answers with the class.

1 Heidi 2 Ryan and Meryl 3 Derek 4 Heidi
 5 Ryan and Meryl 6 Heidi

HELP WITH GRAMMAR

be going to; plans, hopes and ambitions

4 a–c Check students understand *ambition* and focus them on the examples. Students do the exercises on their own or in pairs, then check in **GRAMMAR 5.2** SB p137. Check answers with the class.

- a 1** Yes, they do. **2** Prediction: I'm sure we'll have a fantastic time. Plan: We're going to drive across the USA. **3** The infinitive.
- Check that students understand we use *be going to* to talk about future plans (which we decided to do in the past) and *will + infinitive* for future predictions (things we think will happen in the future).
- b** We make negatives with: subject + *'m not/aren't/isn't + going to + infinitive + ...*
- We make questions with: question word + *am/are/is + subject + going to + infinitive + ...*
- We make short answers with *Yes + subject + am/are/is* and *No + subject + 'm not/aren't/isn't*. Point out that we don't usually use *going to* in short answers: *Yes, she is*. not *Yes, she's going to*.
- Also highlight that with the verb *go*, we usually say *I'm going to Turkey*. not *I'm going to go to Turkey*. Point out that both forms are correct.

5 a–c Students do the exercises on their own or in pairs, then check in **GRAMMAR 5.3** SB p137. Check answers with the class.

- **a b** infinitive with *to* **c** infinitive with *to* **d** verb+*ing* **e** verb+*ing* **f** infinitive with *to*
- Highlight that the phrases in **5a** are other ways to talk about future plans and ambitions.
- **b 1** *I'm looking forward to ...* **2** *I'm planning ...* **3** *I'm hoping ...*
- Point out that *to* in *I'm looking forward to ...* is a preposition. We usually use verb+*ing* after a preposition: *I'm looking forward to spending more time in the garden.* Point out that we can also use *it* or a noun after *I'm looking forward to*: *I'm looking forward to it/my holiday.*
- Also establish that we can use *I want* and *I'd love to* to talk about future plans and ambitions: *I want to be famous. I'd love to travel around the world.*

6 a Check students understand *camper van*, *journey* /'dʒɜːni/ and *dive*.

Students do the exercise on their own before checking their answers in pairs. Students then match 1–3 to photos A–C. Check answers with the class.

b **CD2** **7** Play the recording. Students listen and check their answers.

- 1 **b** drive **c** to visit **d** writing
 2 **a** to buy **b** getting up **c** to spend **d** to learn
 3 **a** buy **b** learning **c** going **d** to meet
 1C
 2A
 3B

7 Focus on the example.

CD2 **8 PRONUNCIATION** Play the recording (SB p158). Students listen and repeat the phrases. Check students copy the stress and the pronunciation of *going to* correctly.

HELP WITH LISTENING *going to*

This *Help with Listening* section introduces students to the two different ways we say *going to* in natural spoken English.

8 a Focus students on sentences **a** and **b**. Point out that native speakers often say *going to* in two different ways.

CD2 **9** Play the recording. Students listen and notice the two different pronunciations of *going to*.

b ✍ Write the two pronunciations of *going to* in phonemic script on the board. Model and drill them so that students are clear which is **a** and which **b**.

CD2 **10** Give students time to read sentences **a–f**, then play the recording. Students listen and do the exercise on their own, then check in pairs. Check answers with the class.

You can also point out that *going to* is sometimes written *gonna* in very informal English, for example in comics or songs. Don't encourage students to use this written form, however.

b1 c2 d2 e1 f1

9 a Focus students on the examples. Students do the exercise on their own.

b Students work in groups and tell each other their sentences. They then decide which are the most unusual plans, hopes and ambitions. Ask students to share their ideas with the class.

Get ready ... Get it right!

10 Focus students on the example questions. Students work on their own and write *yes/no* questions with *you* for the other prompts. While students are working, check their questions for accuracy and help with any problems.

3 Are you planning to move house this year? **4** Are you looking forward to doing something special? **5** Do you want to live abroad in the future? **6** Are you thinking of changing your job or course? **7** Are you going to take any exams this year? **8** Would you like to learn how to fly a plane? **9** Are you hoping to retire early? **10** Are you planning to go on holiday soon?

11 a Students move around the room and ask other students their questions, or ask as many people as they can sitting near them. When they find a student who answers yes, they write the person's name next to the question. Students then ask two follow-up questions to find out more information. Students should try to find a different person who answers yes for each question.

b Ask students to tell the class about two people's plans, hopes and ambitions.

WRITING

Students write a paragraph about their own plans, hopes and ambitions or about those of their family and friends.

FURTHER PRACTICE

Ph **Class Activity** 5B My personal future p164 (Instructions p137)

Extra Practice 5B SB p119

Self-study DVD-ROM Lesson 5B

Workbook Lesson 5B p26

5C VOCABULARY AND SKILLS

Conservation works Student's Book p42–p43

Vocabulary verbs and prepositions
 Skills Reading: a magazine article; Listening: an interview

QUICK REVIEW This activity reviews *be going to* and other phrases to talk about plans, hopes and ambitions. Students work on their own and write four sentences about their plans, hopes and ambitions from the prompts. While they are working, move around the room and correct any mistakes you see. Students work in pairs and take turns to tell each other their ideas and to ask follow-up questions. Ask students to share interesting plans, hopes and ambitions with the class.

Reading and Speaking

- 1 Students discuss the questions in groups. Ask students to share their ideas with the class.
- 2 **a** Focus students on the photos and tell them they are going to read about mountain gorillas. Pre-teach the vocabulary. Note that the aim is to highlight which words you need to pre-teach to help students understand the article and exercises that follow. The vocabulary is not in the Language Summary. Model and drill the words. Pay particular attention to the pronunciation of *species* /'spi:ʃi:z/, *extinct* /ɪk'stɪŋkt/ and *DNA* /di: en 'ei/.
- b** Students read the article and answer the questions. Set a time limit of two or three minutes to encourage students to read the article for gist. Check answers with the class.

1 In the rainforests of Central Africa. 2 Because 20 years ago there were only 350 gorillas left in the wild. Now there are over 700 gorillas and the rainforests where they live are national parks. 3 Yes, she did because she saw a family of 22 gorillas.

- c** Students read the article again and do the exercise on their own.
- d** Students compare answers in pairs. Check answers with the class. Ask students to tell the class which facts they think are surprising. Note that all information in this article was true at the time of going to press.

a the amount of rainforest cut down every three minutes **b** the number of species of plants, insects and animals that become extinct every day **c** the number of gorillas that were left in the wild 20 years ago **d** the number of gorillas that there are now in the wild **e** the amount tourists spend every year on visiting national parks in Uganda and Rwanda **f** the amount tourists spend every year on food, transport and accommodation **g** the price of a seven-day 'gorilla tour' **h** the number of days a 'gorilla tour' takes **i** the number of gorillas Kathryn Miller saw **j** the amount of DNA we share with gorillas

The World Wide Fund for Nature (WWF) is the world's leading environmental organisation with groups in over 90 countries. It was set up in 1961 with the aim of stopping large numbers of species being hunted out of existence and habitats destroyed. Its work now includes not only the conservation of wildlife and habitats, but also addresses issues such as climate change and sustainable business and environmental education. For more information see www.wwf.org.

HELP WITH VOCABULARY

Verbs and prepositions

- 3 Check students understand *an amount of money*. Focus students on the example and point out that the verbs are in bold in the article. Students do the exercise on their own or in pairs. Check answers with the class.

- 2 on 3 to 4 for 5 on; to 6 for 7 of 8 with 9 to 10 about
- Point out that there are really no rules for which preposition follows each verb, and encourage students to learn these verb-preposition collocations by heart.

- 4 Put students into pairs, student A and student B. Student As turn to SB p103 and student Bs turn to SB p109. Check they are all looking at the correct exercise.

a Focus students on the example. Students do the exercise on their own and fill in the first gap with the correct form of the verb in brackets and the second gap with the correct preposition. Student As check their answers with another student A. Student Bs check their answers with another student B. Check answers with the class.

Student A: **b** flew; to **c** spending; on **d** talk; about **e** to go back; to **f** taking; of **g** spend; with **h** is looking; for
Student B: 2 go back; to 3 pay; for 4 spend; on 5 flown; to 6 hear; about 7 spend; with 8 go; on; to

b Students work with their partner and take turns to ask and answer the questions. Encourage students to ask follow-up questions if possible. Ask students to share interesting or surprising answers with the class.

Listening and Speaking

- 5 **a** Focus students on the photo of elephants. Students work in pairs and try to guess the correct word in each sentence.

b Tell students they are going to listen to the first part of an interview with John Burton from the World Land Trust.

CD2 **11** Play the recording (SB p158). Students listen and check their answers to **5a**. Check answers with the class.

1 bigger 2 India 3 African; Asian 4 good

The World Land Trust is an international conservation organisation based in the UK. Since its foundation in 1989, the World Land Trust has been working to preserve the world's most biologically important and threatened lands, and has helped purchase and protect over 400,000 acres of habitats rich in wildlife in Central and South America, India, south-east Asia and the UK. For more information see www.worldlandtrust.org.

6 a Pre-teach the vocabulary. Point out that a *corridor* in the context of the recording means a long narrow area of land, but is more commonly used to describe a long passage in a building.

Model and drill the words. Pay particular attention to the pronunciation of *village* /'vɪlɪdʒ/ and *corridor* /'kɒrɪdɔː/.

b Tell students they are going to listen to the whole interview with John Burton. Give students time to read sentences 1–6.

CD2 **12** Play the recording (SB p158). Students listen and decide if the sentences are true or false, then check answers in pairs. Check answers with the class. You could elicit from students why the people in the villages are happy to move (because the elephants sometimes destroy their homes, so it's safer for them and their families to live somewhere else).

2T 3F 4T 5T 6F

HELP WITH LISTENING Sentence stress (2)

This *Help with Listening* section helps students understand which types of word in sentences are stressed.

7 a Focus students on the beginning of the interview.

CD2 **12** Play the recording again. Students listen and notice the sentence stress.

b Check students understand *auxiliary* (*is/are*, etc.) and *adjectives* (= 'describing' words). Students look again at the beginning of the interview in **7a**.

Students do the exercise in pairs. Check answers with the class.

You can also use the text in **7a** to highlight that subject and object pronouns aren't usually stressed (*we're talking, I'd like to ask you*, etc.). You can also highlight that one-syllable prepositions (*on, to, of*, etc.) aren't usually stressed, but we sometimes stress two-syllable prepositions (*about, between*, etc.).

main verbs; adjectives; question words

EXTRA IDEA

- With a weaker class go through the text before playing the recording and identify the different parts of speech listed in the box in **7b**.

c Students look at Audio Script **CD2** **12**, SB p158. Play the recording again. Students listen and follow the sentence stress.

8 a Students work on their own and think of five ways they can help the environment and wild animals. While they are working, monitor and help with any problems.

EXTRA IDEA

- Have a list of ideas ready for students who may have problems thinking of enough ideas, for example: support a wildlife conservation organisation like the WLT; join internet campaigns against the destruction of forests and the environment; don't buy products or clothes made from wild animals; buy products from companies that are wildlife-friendly; visit zoos that support conservation work in other countries; join a local environmental group; buy food that is grown or produced locally as much as possible.

b Students compare their ideas with a partner, then decide which are the five best ideas from both lists.

c Put students into groups or work with the whole class. Students discuss their lists and make a final list of five ideas. Encourage students to use the phrases for asking for opinions, agreeing and disagreeing from lesson 4D in their discussion.

Find out which ideas were the most popular.

WRITING

Students write an article discussing the pros and cons of zoos. Have a class discussion first to elicit some ideas (zoos help with the conservation of species; zoos do not provide a natural habitat for animals, etc.).

FURTHER PRACTICE

Ph **Vocabulary Plus** 5 Prepositions p201 (Instructions p194)

Ph **Class Activity** 5C Preposition pelmanism p165 (Instructions p138)

Ph **Extra Reading** 5 Saving the tiger p219 (Instructions p211)

Extra Practice 5C SB p119

Self-study DVD-ROM Lesson 5C

Workbook Lesson 5C p28

▶ REAL 5D WORLD

A charity event

Student's Book p44–p45

Real World offers, suggestions
and requests

QUICK REVIEW This activity reviews *be going to*. Give students a minute or two to think of questions with *be going to* about next weekend. Students then do the activity in pairs and find four things they are both going to do. At the end of the activity, ask each pair to tell the class one or two things they are both going to do.

- 1 Check students understand *charity* and *raise money for something*. Students work in groups and discuss the questions. Ask students to share answers with the class. Point out that the article in lesson 5C mentioned the World Wide Fund for Nature (WWF) and one area of its work (the conservation of mountain gorillas). See the note on p65 for more information about what the WWF does.
- 2 **a** Focus on the photo and the WWF logo. Tell students they are going to listen to people planning a charity event for the WWF. Check students understand the words in the box and can pronounce *karaoke* /kæri'əuki/ and *sponsored* /'spɒnsəd/.
VIDEO ▶ 5 CD2 ▶ 13 Play the video or audio recording (SB p158). Students watch or listen and do the exercise. Check the answer with the class (a quiz night).
b Check students understand *put an advert in the local paper* and *a karaoke machine*. Give students time to read the bullet points.
 Play the video or audio recording again. Students watch or listen and do the exercise. Check answers with the class.

They are going to: organise tickets, make posters, get tables and chairs, get food and drink, have a band, write quiz questions.

EXTRA IDEA

- Students work in pairs and try to remember who is going to do each thing they ticked on the list in **2b** (except *have a band*). Play the video or audio recording again. Students watch or listen and check their answers. Check answers with the class.

organise tickets: Carol; make posters: Natalia;
 get tables and chairs: Liam; get food and drink:
 Carol; write quiz questions: Liam

REAL WORLD

Offers, suggestions and requests

- 3 **a–c** Students do the exercises on their own or in pairs, then check in **REAL WORLD 5.1** ▶ SB p137. Check answers with the class.
 - **a** making offers **b** responding to offers
c making suggestions **d** making requests

- **b** All the verb forms in bold are followed by the infinitive.
- After *Do you want me ... ?* we use the infinitive + *to*: *Do you want me to do that?*
- Teach students that *give someone a hand* is an informal way of saying *help someone*.
- Establish that *Could you ... ?* is often more polite than *Can you ... ?*.
- Highlight that the 'd in *Yes, that'd be great.* is the contracted form of *would*.
- Point out that *Yes, if you don't mind.* = if it isn't a problem for you.

- 4 Students look at Audio and Video Script **VIDEO ▶ 5 CD2 ▶ 13**, SB p158. Students read the conversation and find all the offers, suggestions, requests and responses. Students check answers in pairs. Check answers with the class.

See the table in **3a**.

- 5 **CD2 ▶ 14 PRONUNCIATION** Focus on the example, then play the recording. Students listen and repeat the sentences.
 Highlight that *shall* is usually pronounced /ʃəl/. Point out the importance of polite intonation with this language, and check students copy the stress and polite intonation correctly.
- 6 **a** Check students understand *reception*. Students do the exercise on their own.
b Students check answers in pairs. Check answers with the class.

2 good idea 3 why don't 4 Do you want me
 5 don't mind 6 I'll 8 shall I 9 that'd be
 10 Can I 11 don't worry 12 Let's

- 7 **a** Tell students they are going to organise a charity event. Students work in groups of four and choose a chairperson to run the meeting. Students must decide on the type of event and when and where it will be. Focus students on the speech bubbles before they begin.
b Students continue working in their groups and make a list of things they need to do, using ideas from **2b** and their own. Make sure all students in the group make lists, as they will need these for **8**.
c The groups discuss who is going to do the things on the list. Encourage students to use phrases from **3a** in their conversations. Make sure they all write who is going to do each thing on their lists. While they are working, monitor and help with any problems.

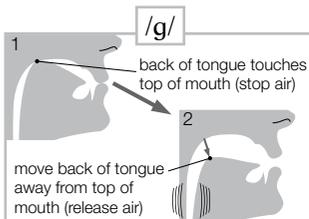
- 8** Use the speech bubble to elicit the verb form we use to talk about plans (*be going to*). Rearrange the class so that each student is working with people from different groups. Students tell one another about the events they have planned and who is going to do what, using their lists from **7b** as prompts. Students then decide which they think will be the best event. Alternatively, each group can take turns to tell the class about their plans. Finally, ask students to say which event they think will be the best, giving reasons for their answers.

FURTHER PRACTICE

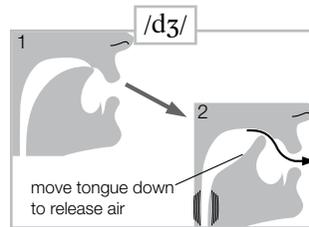
Ph Study Skills 3 Reviewing vocabulary p233 (Instructions p228)
Extra Practice 5C SB p119
Self-study DVD-ROM Lesson 5C
Workbook Lesson 5C p29
Workbook Reading and Writing Portfolio 5 p72
Progress Test 5 p245

HELP WITH PRONUNCIATION The letter g

- 1** Focus students on the phonemes /g/ and /dʒ/ and the words.
CD2 15 Play the recording. Students listen and notice two ways we say the letter g. Play the recording again. Students listen and repeat the sounds and words. If students are having problems producing the sounds, help them with the mouth position for each word.



Point out that when we make the /g/ sound, we stop the air with the back of the tongue against the top of the mouth. We then move the tongue to release the air. Also point out that /g/ is a voiced sound.



Highlight that when we make the /dʒ/ sound, we first stop the air with the tongue behind the teeth. We then move the tongue down to release the air. Also point out that /dʒ/ is a voiced sound.

- 2** **a** Focus students on the words. Students do the exercise in pairs.
b **CD2** 16 Play the recording. Students listen and check their answers. Check answers with the class. Play the recording again. Students listen and repeat the words. Then elicit how we usually say the letter g before e and y (/dʒ/) and before other letters (/g/).

1 green, gig, angry, degree, hungry, August, guitarist, graduate 2 agency, intelligent, dangerous, Argentina, Egypt, generous, orange

- 3** **a** Focus students on the words and establish that we usually say the ending *-age* as /dʒ/.
CD2 17 Play the recording. Students listen and repeat the words.
b Give students time to read sentences 1–5. Put students in pairs and tell them to take turns to say the sentences. While they are working, monitor and check their pronunciation. Finally, ask each student to say a sentence. Check they pronounce the letter g correctly and praise good pronunciation.

continue2learn

Focus students on the continue2learn section on SB p45. See p34 for ideas on how to exploit this section.

Extra Practice 5

See p35 for ideas on how to exploit this section.

5A

- 1 2 environment 3 green energy 4 pollution
 5 increasing 6 warming; climate 7 wildlife;
 rainforests 8 cost of living
 2 2 I might buy a flat. 3 Ella won't be home before seven. 4 He'll retire before he's sixty. 5 My parents might move to Italy. 6 I think Kim will become a famous actress. 7 Do you think most people will live in cities? 8 Will your cousin be at the wedding?

5B

- 3 take photos; live abroad; write a blog; spend time; learn how to do something; do a course; move house

- 4 2 move 3 We're going to 4 going to live 5 are you going 6 They're not/They aren't going to come
 7 Are your parents going to go
 5 2 to travel 3 to fly 4 going 5 meeting 6 learning
 7 to travel 8 to write

5C

- 6 2 to 3 about 4 on; to 5 with 6 on 7 for 8 about
 9 of 10 to

5D

- 7 2 Why don't we 3 a good idea 4 Can you 5 I'll
 6 Shall we 7 Let's 8 Shall I 9 be great 10 to do
 11 mind

Progress Portfolio 5

- See p35 for ideas on how to exploit this section.