



Teaching Notes

Password



VOCABULARY threats to the environment

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> threats to the environment easily confused words
Listening	<ul style="list-style-type: none"> six people commenting on environmental problems
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> talking about environmental problems
Matura topics and tasks	Świat przyrody

EXTRA ACTIVITY

compound nouns

> after exercise 3 page 114

Students keep their books closed. To practise the compound nouns from exercise 3, play a game with students which involves tossing a ball made of a crumpled piece of paper. Start by calling out the first word which makes up a compound noun, e.g. *climate* and pass the ball to a student. The student has to respond by giving the second word – *change*. Students continue playing the game in groups.

EXTRA ACTIVITY

partial translation

> after exercise 6 page 114

Give each student a copy of the worksheet with the sentences below (worksheet activities page 152). Students translate the Polish parts in brackets into English.

- (Substancje biodegradowalne)* _____ are not harmful to the environment.
- The area has been badly *(dotknięty przez zanieczyszczenia)* _____.
- Cars produce many *(szkodliwych gazów)* _____ such as carbon dioxide and monoxide.
- (Energia odnawialna)* _____ is energy generated from green resources such as sunlight or wind.
- We've gathered here to discuss some important *(kwestii środowiskowych)* _____.
- Global warming *(ma wiele negatywnych skutków dla)* _____ the environment.
- The government insists that the motorway *(nie zaszkodzi środowisku)* _____.

Key

- Biodegradable substances
- affected by pollution
- harmful gases
- Alternative/Renewable energy
- ecological/environmental issues
- has many negative effects on
- will not harm the environment

HOMEWORK

Students choose one of the opinions below and prepare a presentation in which they state why they agree or disagree with the statement they have chosen.

- The production of bottled water harms the environment, so we should all start drinking tap water instead.*
- Eating meat is both unethical and bad for your health.*
- Ecotourism disturbs the wildlife and should be banned.*

LISTENING AND VOCABULARY listening for context, gist and detail • protecting the environment • prepositional phrases

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> protecting the environment prepositional phrases
Listening	<ul style="list-style-type: none"> four monologues about possible solutions to problems resulting from climate change a dialogue: <ul style="list-style-type: none"> – debate about dealing with environmental problems.
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> – discussing climate change
Matura topics and tasks	Świat przyrody, Państwo i społeczeństwo; Rozumienie ze słuchu (<i>Dobieranie</i>)

EXTRA SUPPORT

weaker classes

> exercise 7 page 115

In a weaker class, you may want to do an alternative listening task. Give each student a copy of the worksheet with sentences 1–5 (**worksheet activities page 152**). Explain that students should decide whether the sentences are true (T) or false (F).

- The man thinks that people need to change their behaviour to improve the situation.*
- In the man's opinion, it is hard for individuals to solve global problems.*
- The woman thinks that people still do very little to help protect the environment.*
- She argues that environmental problems should be solved by governments.*
- The man and the woman reach an agreement in the end.*

Key

1T 2F 3F 4T 5F

EXTRA ACTIVITY

phrases from the recording

> exercise 8 page 115

To help students understand the meaning of the more advanced phrases from exercise 8, you may do an alternative activity. Tell students to keep their books closed. Write the task below on the board and ask students to match words 1–6 with a–f to make phrases.

- | | |
|-------------------|------------------------------|
| 1 <i>change</i> | a <i>new habits</i> |
| 2 <i>not make</i> | b <i>responsibility</i> |
| 3 <i>take</i> | c <i>the problem</i> |
| 4 <i>tackle</i> | d <i>the point</i> |
| 5 <i>miss</i> | e <i>mindsets</i> |
| 6 <i>instill</i> | f <i>the problem go away</i> |

Now read the sentences below and ask students to work out which phrase they refer to. Ask students to give some reasons to support their answers.

- My grandma uses a lot of plastic bags. I try to make her understand that it's wrong.*
- I'm afraid you are wrong.*
- I'm getting used to recycling paper.*
- I did not ask anyone to help me with my physics, so I failed my exam.*

- The park near our school is very dirty. First, we're going to clean it and then we're going to put bins and signs against littering around it.*
- When my puppy destroyed my neighbour's shoes, I had to pay for them.*

Key

1e	2f	3b	4c	5d	6a
1 change mindsets					
2 miss the point					
3 instill new habits					
4 not make the problem go away					
5 tackle the problem					
6 take responsibility					

HOMEWORK

Students write five questions they'd like to ask a partner to check if he/she is eco-friendly. Encourage students to use some phrases from exercise 6 as well as their own ideas. In class, students interview each other and then report back on the answers to the class.

Example questions:

- Do you always recycle rubbish? Why? Why not?*
- What do you do you to save water in your household?*
- Does your family grow their own vegetables?*
- How often do use plastic bags?*

GRAMMAR second conditional, *I'd rather*, *It's time*, *I wish/If only* • third conditional

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> • second conditional • <i>I'd rather</i>; <i>It's time</i>; <i>I wish/If only</i> • third conditional
Reading / Listening	<ul style="list-style-type: none"> • a dialogue about green schools • an interview with a firefighter
Matura topics and tasks	Świat przyrody; Znajomość środków językowych (<i>Transformacje zdań</i>)

Second conditional, *I'd rather*, *It's time*, *I wish/If only*
EXTRA ACTIVITY second conditional
> exercise 5 page 116

Give each pair of students a copy of the worksheet with the clauses below (**worksheet activities page 152**). In pairs, students match the sentence openings with an appropriate ending in order to make questions. They then ask and answer the questions in pairs. Elicit some answers from the class.

- Would you use public transport to go to school every day ...*
- Would you recycle waste ...*
- If you owned a house, ...*
- What would you do...*
- Would you ban cars from city centres in your country ...*
 - if you were the Prime Minister?*
 - if it was not required by law?*
 - if you had a car?*
 - if you could solve just one global ecological problem?*
 - would you install solar heating?*

Key				
1c	2b	3e	4d	5a

EXTRA ACTIVITY *I'd rather, It's high time, I wish*
> exercise 8 page 116

Distribute copies of the worksheet with the sentences below (**worksheet activities page 152**).

- Your sister spends hours in the bathroom doing her hair.*
- Your best friend posts every picture he takes of you on Facebook.*
- Your sister is often late for school because she stays up very late watching TV.*
- Your cousin looks weird because he often wears very unfashionable clothes.*
- Your parents often complain about your poor marks at school but do not offer any help.*

Ask students to imagine they are talking to the people described in each sentence and write some sentences using *I'd rather you ...*, *It's high time you ...* or *I wish you didn't/would/wouldn't*. Encourage them to write at least two sentences about each situation.

Examples:
1

*I'd rather you didn't spend so much time in the bathroom.
It's high time you had your hair cut.*

2

*I'd rather you didn't post my photos on Facebook.
It's high time you removed the pictures of me from your Facebook account.*

EXTRA ACTIVITY *I wish + would or past simple*
> after exercise 8 page 116

Give each student a copy of the worksheet with the exercise below (**worksheet activities page 152**). Students complete the sentences with the correct verbs. Explain that they should use the past simple or *would (not)*. There are two extra verbs which they do not need to use. Check the answers as a class.

*hurry up make can afford invite have
spend slow down rain*

- I wish you _____ so much noise. I'm trying to concentrate.*
- You're driving too fast. I wish you _____ a bit.*
- I want to go jogging. I wish it _____.*
- I'd like to buy this book but it's too expensive. I wish I _____ more money.*
- I wish you _____. Otherwise we'll miss the train.*
- I really would like to travel to Australia. I wish I _____ it.*

Then ask students to choose one of the sentences from the task and write a short dialogue with it, e.g.

- A** *I'd like to buy this book but it's too expensive. I wish I had more money.*
B *How much do you need?*
A £10.
B *Don't worry. I can lend you some money.*

Key

- | | |
|-------------------|------------------|
| 1 wouldn't make | 4 had |
| 2 would slow down | 5 would hurry up |
| 3 wasn't raining | 6 could afford |

HOMEWORK

Dictate the sentences below for students to translate into English.

- Gdybym był wyższy, mógłbym zostać koszykarzem.*
- Najwyższy czas żebyś zaczął czytać książki po angielsku.*
- Wolałabym, żebyś został dziś wieczorem w domu.*
- Chciałabym, żebyś nie zadawał tylu osobistych pytań.*
- Żałuję, że nie znam tu więcej ludzi.*

Key

- If I were taller, I could be a basketball player.
- It's high time you started reading books in English.
- I'd rather you stayed at home tonight.
- I wish you wouldn't ask so many personal questions.
- I wish I knew more people here.

Third conditional

IF YOU NEED A QUICK REVIEW ... (6–8 minutes)

Distribute copies of the worksheet with the sayings and quotes below for students to complete with the missing phrases (**worksheet activities page 152**). There are two extra phrases which the students do not need to use. Then, ask students to discuss the statements in small groups. Students should explain what the sayings mean as well as choose the one which they like best.

*If I wish If only I'd rather
It's high time I wish you wouldn't*

- 1 ____ have a real enemy than a fake friend.
- 2 The best thing you can do for yourself is to stop saying ' ____ ' and start saying 'I will'. And then do something about it.
- 3 ____ youth had the knowledge and old age the strength!
- 4 ____ you accepted all the great things about you!

Key

- 1 I'd rather have a real enemy than a fake friend.
- 2 The best thing you can do for yourself is to stop saying *I wish* and start saying *I will*. And then do something about it.
- 3 If only youth had the knowledge and old age the strength.
- 4 It's high time you accepted all the great things about you!

EXTRA ACTIVITY

third conditional

after exercise 6 page 117

Read out the first sentence below and elicit a sentence in the third conditional (*If Monica hadn't lost her lottery ticket, she would have won a million dollars.*) Write it on the board. Role-play similar dialogues with other students in class, using the remaining sentences and your own ideas.

- 1 *Monica lost her lottery ticket. She didn't win a million dollars.*
- 2 *Peter missed his flight to Los Angeles. He didn't do an interview with Leonardo DiCaprio.*
- 3 *Jane studied in Finland. She learnt to speak perfect Finnish.*
- 4 *Kasia moved to Berlin. She met people from all around the world.*
- 5 *Mike lost his job. He set up his own IT company.*
- 6 *Barbara wrote a book. She became a best-selling writer.*
- 7 *Peter overslept. He didn't catch the train to Oxford.*
- 8 *John fell in love. He got married.*
- 9 *Henry lost his flat keys. He had to stay in a hotel.*

HOMEWORK

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 153**). Alternatively, you may dictate the sentences or write them on the board. Tell students to find and correct the mistakes in the sentences. Tell them that the sentences contain more than one mistake.

- 1 *If my friend didn't introduce me to Bob, I wouldn't had married him.*
- 2 *I would call you, if I'd know you needed help.*
- 3 *She could had won the match if she tried harder.*
- 4 *If our neighbour told us he was going on holiday, we would take care of his garden.*
- 5 *If the weather were good yesterday, we would go swimming.*

Key

- 1 If my friend ~~didn't introduce~~ hadn't introduced me to Bob, I wouldn't ~~had~~ have married him.
- 2 I would have called you, if I'd ~~know~~ known you needed help.
- 3 She could ~~had~~ have won the match if she ~~had~~ had tried harder.
- 4 If our neighbour ~~had~~ had told us he was going on holiday, we would ~~take~~ have taken care of his garden.
- 5 If the weather ~~were~~ had been good yesterday, we would ~~go~~ have gone swimming.

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> endangered species word formation
Reading	<ul style="list-style-type: none"> three texts about endangered or extinct species
Speaking	<ul style="list-style-type: none"> pairwork: discussion about the protection of endangered species
Writing	<ul style="list-style-type: none"> a post on a social networking site requesting help
Matura topics and tasks	Świat przyrody; Rozumienie pisanych tekstów (Dobieranie)

IF YOU WANT A LEAD-IN ...

⌚ (5–6 minutes)

Ask students the following discussion questions: *Do you think humans will ever be an endangered species? Why? / Why not? What do you think the growing list of endangered species says about the relationship between humans and nature?*

Then write the list of animal species below on the board. Students work in groups of three and decide which of the animals are endangered species. Set a time limit of three minutes for the activity. Check the answers as a class.

bengal tiger	chimpanzee
grey wolf	brown bear
orangutan	blue whale
sea lion	wild boar
nile crocodile	snow leopard
giant panda	european hedgehog

Key

bengal tiger	sea lion	chimpanzee	snow leopard
orangutan	giant panda	blue whale	

BACKGROUND NOTE

trophy hunting

Trophy hunting is an elitist hobby. Every year, American trophy hunters kill tens of thousands of wild animals (hippos, elephants, rhinos, common zebras, giraffes, baboons, buffalos, bears, moose and many more), mainly in Africa and Central Asia. According to an analysis from the Humane Society, American hunters import more than 126,000 animal trophies a year, i.e. heads, hides, tusks, and other body parts. Trophy hunters pay thousands of dollars for the permission to kill a wild animal and usually chose the most beautiful, largest or most exotic animals. They later display their trophies at home in special trophy rooms together with their weapons.

EXTRA ACTIVITY

summarising

> before exercise 3 page 118

Divide students into groups of three. Assign one text (A, B or C) to each student in the group. Students read their text and summarise it to other students in the group.

EXTRA SUPPORT

weaker classes

> exercise 4 page 118

To help students cope with the reading challenge task, you may give each pair of students a copy of the worksheet with the alternative task below (worksheet activities page 153).

Students choose the correct answers in pairs. Encourage students to give reasons to support their answers.

- Cecil's death affected everyone because*
 - he was a very popular lion.
 - he was a celebrity's mascot.
- Cecil the lion's death was cruel because*
 - he was shot and killed.
 - he died in pain.
- The reason why Sudan may not be able to mate is*
 - due to his old age.
 - the lack of female rhinos.
- Sudan's failure to mate will*
 - destroy his natural habitat.
 - make his species die out.
- As a result of human activity the number of giant tortoises*
 - dropped a little.
 - has decreased a lot.

Key

1A	2B	3A	4B	5B
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MATURA WRITING TASK

an email

> after exercise 5 page 118

Students write an email for the task below. Give each student a copy of the worksheet with the task (worksheet activities page 153). Alternatively, you may dictate it or write it on the board.

EXAM TASK Niedawno odwiedziłeś/odwiedziłaś rezerwat przyrody. Napisz e-mail (80–130 wyrazów) do koleżanki z USA, w którym:

- opiszesz miejsce, które odwiedziłeś/odwiedziłaś;
- zrelacjonujesz interesujące zdarzenie, które miało miejsce podczas twojej wizyty w rezerwacie;
- napiszesz, jakie ciekawe przyrodniczo miejsce chciałbyś/chciałabyś odwiedzić w przyszłości i dlaczego;
- zapytasz koleżankę, jakie parki narodowe można odwiedzić w jej kraju i zaproponujesz wspólną podróż podczas wakacji.

HOMEWORK

Give each student a copy of the worksheet with the sentences below (worksheet activities page 153). Students complete the sentences with the correct form of the words in brackets.

- I'm afraid it is ____ (POSSIBLE) to save all the endangered species in the world.*
- Politicians should act ____ (RESPONSIBLE) when they do things that impact the natural world.*
- Those areas which are ____ (ABLE) to benefit from tourism are more likely to welcome trophy hunting.*
- When you visit a national park, you must follow the basic ____ (SAFE) rules.*

Key


1 impossible	3 unable
2 responsibly	4 safety

SPEAKING hypothesising • questioning other people's point of view

WHAT IS THE LESSON ABOUT?

Speaking	<ul style="list-style-type: none"> hypothesising, questioning other people's point of view
Functional language	<ul style="list-style-type: none"> hypothesising, questioning other people's point of view
Listening	<ul style="list-style-type: none"> a dialogue about cycling a dialogue about The Critical Mass
Matura topics and tasks	Świat przyrody, Państwo i społeczeństwo; Mówienie (Rozmowa z odgrywaniem roli, Rozmowa na podstawie materiału stymulującego)

IF YOU WANT A LEAD-IN ...

 (3–4 minutes)

Discuss the following questions with the class: *Where you live, do many people cycle to school/work? Why? Why not? What are the advantages and disadvantages of travelling by bike?*

EXTRA ACTIVITY

predictions

> after exercise 3 page 120

Students work in pairs. Ask them to discuss the predictions below, using the expressions from the Phrase Bank, e.g.

- A** *The chances are that in a hundred years' time we will be able to control the weather.*
- B** *Frankly, I doubt it. I think people will never be able to control nature.*

Elicit some answers from the class and conduct a feedback session.

- In a hundred years' time, we will be able to control the weather.
- The world population will continue to grow rapidly to reach ten billion in 2050.
- In the next hundred years people in some countries will be dying because of heavy air pollution.
- In fifty years' time people will be living on other planets
- By the start of the next millennium half of the world's species will have become extinct.
- In the next 200 years people will have found solutions to most ecological problems.

HOMEWORK

Give each student a copy of the worksheet with the statements below (**worksheet activities page 153**). Alternatively, write them on the board. Students read the statements and write 1–2 sentences that follow the instructions given in brackets.

- We should all start buying only second-hand goods. (przedstaw i uzasadnij swój punkt widzenia na temat tego pomysłu)*
- Carpooling, i.e. sharing a car with your friends and neighbours, should be obligatory. (wysuń przypuszczenie na temat realności tego nakazu)*

WRITING a letter to the editor

WHAT IS THE LESSON ABOUT?

Writing	• a letter to the editor
Functional language	• hypothesising
Reading	• a letter written in response to an article claiming that young people are not aware of ecological problems
Matura topics and tasks	Świat przyrody; Wypowiedź pisemna (<i>List do redakcji</i>)

IF YOU WANT A LEAD-IN ...

 (6–10 minutes)

Write the word *upcycling* on the board and elicit its meaning (reusing unwanted, old, used things in such a way as to create more beautiful, interesting or useful objects).

Explain that students will work in small groups and discuss how some everyday objects (e.g. a can, wine cork, tyre, plastic bags) could be upcycled in an innovative way. Assign one object to each group of students and set a time limit of four minutes for the activity. Elicit some answers from the class and have students vote for the most interesting idea.

Key (possible answers)

can: storage for pens and pencils, plant pot, candle holder

wine cork: cork bath mat, memo board, keyring, cork stamp, any kind of decoration

tyre: dog bed (with cushion inside), flower planters, sandbox

plastic bags: wrapping or packaging, cushion filling, kite, jewellery, bin liner, a shower cap, water balloon

EXTRA ACTIVITY

dictation, Phrase Bank

> exercise 4 page 121

Students keep their books closed. Dictate the sentences below to the class. Explain that you're going to read the sentences twice. First read the sentences at normal speed and then read them again a little slower. Ask students to compare their answers in pairs before they check them with the letter in exercise 3.

- 1 *Imagine if all the parents made their lifestyles more ecological and involved their children in those changes.*
- 2 *What if teenage TV channels and social networking sites made more effort to 'sell' an ecological attitude rather than show hundreds of adverts?*
- 3 *If adults stressed the importance of being eco-friendly more and set a good example, young people would feel inspired.*

HOMEWORK

Students prepare a poster or a short PowerPoint presentation to encourage teenagers to upcycle: Tell students to include the following information:

- *the advantages of upcycling (financial, environmental, personal)*
- *where to get discarded items from*
- *a few interesting examples of upcycled objects*

ENGLISH IN USE

WHAT IS THE LESSON ABOUT?

Reading	• a text about an unusual plant
Matura topics and tasks	Świat przyrody; Znajomość środków językowych (PP: <i>Mini-dialogi</i> ; PR <i>Tłumaczenie fragmentów zdań, Słowotwórstwo</i>)

EXTRA ACTIVITY

reacting

> after exercise 2 page 122

After students have done exercise 2, tell them to read the dialogues again and try to memorise the correct reaction for each dialogue (role Y). Then, ask students to work in pairs. One student keeps his/her book closed while their partner reads out the role of X in each dialogue. They then have to react with an appropriate phrase from memory. Once they've completed the task, students swap roles and do the task again.

EXTRA CHALLENGE

mini-dialogues

> after exercise 2 page 122

Students write a mini-dialogue, using at least one of the phrases (a–c) which they have not chosen in exercise 2. Invite a few pairs to act out their dialogues in front of the class. Conduct a quick feedback session.

Example:

X *Peter says he is going to walk to school every day for a month.*

Y *Frankly, I doubt he will.*

X *I'm not so sure ...*

EXTRA SUPPORT

weaker classes

> exercise 4 page 122

Tell students which part of speech they have to use to complete each gap in the text in exercise 4.

1 *adverb*

2 *noun*

3 *antonym of the given word*

4 *antonym of the given word*

5 *noun*

6 *antonym of the given word*

HOMEWORK

Write the names of the unusual plants below. Students choose one of the plants and prepare a short presentation in order to discuss the most important facts about it. Encourage them to bring a picture of the plant to the next class.

- *Skunk cabbage*
- *Lithop (living stone)*
- *Gympie-gympie*
- *Tree tumbo (Welwitschia mirabilis)*

Key

Skunk Cabbage is a North American wildflower which grows in wet swampy areas in forests. Skunk cabbage gets its name from the fact that, when its leaves are crushed or bruised, they give off the smell of a skunk or rotting meat. The plant is actually edible, but care must be taken as consuming the wrong parts in excessive quantities may lead to death by poisoning.

Lithops (living stones) are succulent plants native to Southern Africa; their shape, size and colour resembles small stones; this is a form of camouflage which prevents grazing animals from eating them. The plants are almost stemless and their leaves are buried in the soil. To survive in very dry environments, they have the capacity to store water.

Gympie-Gympie is one of the most poisonous plants in the world. Commonly found in the rainforest areas of north-eastern Australia, the Moluccas and Indonesia, it is a green bush covered with hair-like, stinging needles that contain a powerful neurotoxin which causes acute pain.

Tree tumbo (Welwitschia mirabilis) is a dwarf tree restricted

to the Namib Desert of Namibia and Angola. The plant is a popular tourist attraction in the area due to its extraordinary appearance. Characteristically, the leaves of the plant grow horizontally from the stem. They become torn and twisted with the passing of time, which gives the plant its octopus-like look.

SPEAKING STEP BY STEP a stimulus-based discussion

WHAT IS THE LESSON ABOUT?

Speaking	• a stimulus-based discussion
Matura topics and tasks	Świat przyrody; Mówienie (<i>Rozmowa na podstawie materiału stymulującego</i>)

MATURA

Rozmowa na podstawie materiału stymulującego:

W pierwszej części zadania uczeń wybiera jeden z dwóch lub trzech podanych w zadaniu elementów, np. zdjęcie, plakat, rysunek, oraz uzasadnia swoje zdanie. Uczeń powinien też wyjaśnić, dlaczego odrzuca pozostałe możliwości. W części drugiej zadania uczeń odpowiada na dwa pytania zadane przez egzaminującego. Pytania są zazwyczaj luźno związane z tematyką materiału.

Ocena i punktacja: Oceniana jest sprawność komunikacyjna (0–6 punktów). Zdający musi odnieść się do czterech elementów podanych w poleceniu i rozwinąć je (wybór ilustracji – 1 element, powody odrzucenia pozostałych zdjęć – 1 element, odpowiedzi na dwa pytania egzaminującego – 2 elementy). Dodatkowo ocenie podlegają **umiejętności językowe:**

- zakres środków leksykalno-gramatycznych (0–4 punktów);
- poprawność środków leksykalno-gramatycznych (0–4 punktów);
- wymowa (0–2 punktów);
- płynność wypowiedzi (0–2 punktów).

IF YOU WANT A LEAD-IN...

 (3–4 minutes)

Ask students: *Would you like to volunteer to help clean up a beach? Why?/ Why not?*

EXTRA SUPPORT

weaker classes

> exercise 6 page 123

Write the words listed below on the board. Students match the words with the correct picture in exercise 6. Encourage students to use these words and phrases to complete the speaking task in exercise 6. Remind them that it is important to refer to some aspects of the illustration when they justify their choice of picture.

<i>protective clothes</i>	<i>a fish kill</i>
<i>dead fish</i>	<i>lake</i>
<i>rubber gloves</i>	<i>sea</i>
<i>remove an oil spill</i>	<i>protective masks</i>
<i>poisoned, buckets and spades</i>	<i>forest</i>
<i>float</i>	<i>beach</i>

Key

- 1** dead fish, poisoned, float, lake, forest, a fish kill
2 protective clothes, rubber gloves, remove an oil spill, buckets and spades, beach, buckets, protective masks, sea

EXTRA CHALLENGE

useful expressions

> exercise 6 page 123

Give each pair of students a copy of the worksheet with the phrases below (**worksheet activities page 153**). In pairs, students match the expressions with the appropriate categories, A or B, below. Ask students to use some of the phrases to complete the speaking task in exercise 6.

- I like ... best because ...*
 - I definitely wouldn't choose ... because ...*
 - I don't think ... is as good as ... because ...*
 - I'd go for ... because ...*
 - I prefer picture 1/2 because ...*
 - To me, this photo is not as attractive as the other one, because ...*
 - Out of these two, I'd choose ... because ...*
- A** *Justifying why you have chosen a particular option.*
B *Explaining why you haven't chosen the other option.*

Key

- A** 1, 4, 5, 7
B 2, 3, 6

HOMEWORK

Ask students to write a few sentences to describe an ecological campaign they have taken part in or have heard of.

REVIEW 10

EXTRA ACTIVITY

compound nouns

Give each student a piece of paper with one word written on it which is part a compound noun. For example, if there are twelve students in the class, you'll need six compound nouns. If you have an uneven number of students, use one compound word consisting of three words, e.g. renewable energy sources. Students mingle, repeating their word aloud, and look for someone with a matching word. Once students have found their partner, they work in pairs and write a sentence to illustrate the meaning of the compound noun.

compound words:

air pollution	fossil fuels
carbon footprint	global warming
climate change	landfill sites
greenhouse gasses	ice caps
coral reefs	solar farm

EXTRA ACTIVITY

grammar

> exercise 7 page 124

Divide students into small teams. Give each team a copy of the worksheet with sentences 1–7 (**worksheet activities page 153**). Ask students to find and correct the mistakes in the sentences. Explain that some sentences are correct. Set a time limit of about four minutes. The first group to complete the task correctly are the winners.

- 1 *I wish I learnt to swim when I was a child.*
- 2 *I'd rather you told me what's going on.*
- 3 *It's high time you start saving water.*
- 4 *If I have more free time, I would do some volunteer work.*
- 5 *I wish you would leave me alone!*
- 6 *Would you have studied law if your parents didn't tell you to do so?*
- 7 *I wish I could have come to your party.*

Key

- 1 I wish I had learnt to swim when I was a child.
- 2 correct
- 3 It's high time you start started saving water.
- 4 If I have had more free time, I would do some volunteer work.
- 5 correct
- 6 Would you have studied law if your parents didn't tell hadn't told you to do so?
- 7 correct

EXTRA ACTIVITY

second and third conditional

Write the sentences below on the board for students to complete with their own ideas. Explain that they should use either the second or the third conditional.

- 1 *If I had chosen a different school, _____.*
- 2 *If my family had moved to an English-speaking country when I was a child, _____.*
- 3 *If I had superpowers, I _____.*
- 4 *_____, I would be a little happier.*

Key (possible answers)

- 1 If I had chosen a different school, I wouldn't have met all my friends.
- 2 If my family had moved to an English-speaking country when I was a child, I would have learnt to speak perfect English.

- 3 If I had superpowers, I would use them to help poor people in the world.
- 4 If I didn't have to study so much, I would be a little happier.

EXTRA ACTIVITY

vocabulary quiz

Ask students to work in pairs. Read out the following quiz questions and ask students to note down the answers. The pair with most correct answers are the winners. As a follow up, you may ask each pair to write one more vocabulary question for another pair to answer.

- 1 *What's the opposite of 'responsible'?*
- 2 *What preposition do we use after the verb 'to prepare'?*
- 3 *Which adjectives can we use to describe 'green energy sources'?*
- 4 *What preposition do we use after the verb 'to invest'?*
- 5 *What is the opposite of 'possible'?*
- 6 *What adjective do we use when we want to say that chemicals are poisonous or harmful to people, animals or the environment?*
- 7 *What preposition is missing in the following phrase: 'to cut down _____ energy use'?*
- 8 *Which phrasal verb means 'to become extinct'?*

Key

- | | |
|--------------------------|--------------|
| 1 irresponsible | 5 impossible |
| 2 for | 6 toxic |
| 3 renewable, alternative | 7 on |
| 4 in | 8 die out |

HOMEWORK

Students find answers to the questions below.

- 1 *What kind of animal was Steller's Sea Cow and why did it become extinct?*
- 2 *Explain the meaning of the saying: 'to be as dead as a dodo'.*

Web research key words:

- Stellar Sea Cow
- Meaning and origin of 'as dead as a dodo'

FOLLOW-UP ACTIVITY:

Discuss the question with the class:

- *Do you think it's a good idea to bring extinct animals back to life with the help of genetic engineering? Why?/ Why not?*
- *Which animals would you like to bring to life in this way? Why?*

Key (suggested answers)

Steller's sea cow, now extinct, was a very large aquatic mammal, which inhabited nearshore areas of the Komandor Islands in the Bering Sea. Sea cows reached a length of 9–10 metres with a weight of about 10 metric tons. Steller's sea cow was first described in 1741 by the German naturalist Georg W. Steller after a voyage in the North Pacific. The animals were exterminated by hunters later in the 18th century. Hunting for Steller Sea Cows was relatively easy because the animals swam on the surface of the water and were unable to dive underwater, which made them an easy target. 'To be as dead as a dodo' means either to no longer exist, or to be relevant or important. The dodo was a huge flightless bird. It inhabited the island of Mauritius and had become extinct by 1690. The Dodo was one of the characters in Lewis Carroll's *Alice's Adventures in Wonderland*. Thanks to the success of the book, the phrase 'as dead as a dodo' became popular and widely used.