

# UNIT 9 OUR PLANET

## IN THIS UNIT YOU

- learn language to talk about the weather, climate change and the natural world
- read an article about climate change
- learn how to interrupt politely
- listen to a weather forecast
- write a description of a place
- learn to evaluate different plans
- watch a video about climates in two locations

### READING

**understanding  
meaning from context**

What do you do when you find words you don't know in a text? How do you work out the meaning of new words?

### SPEAKING

**interrupting**

When is it OK to interrupt people? How could you do it politely?

## LIFE SKILLS

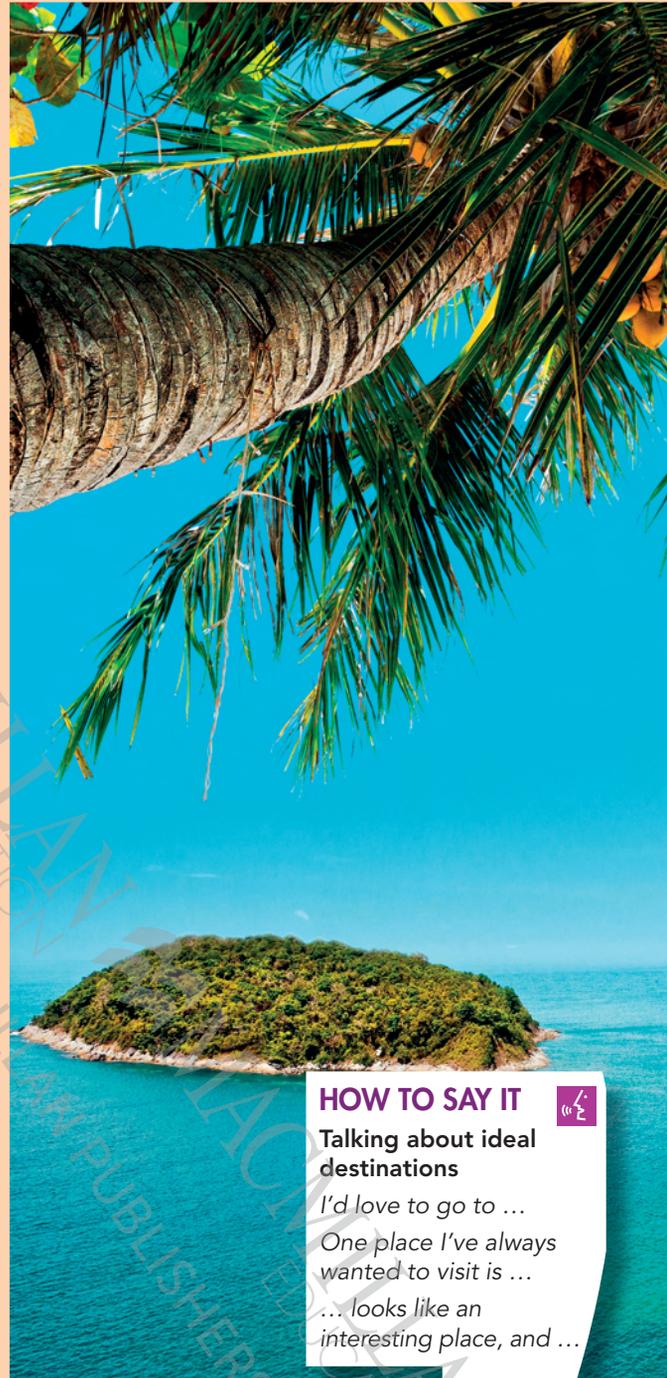
## WORK & CAREER

### evaluating different plans

When was the last time you chose between different plans? Did you make the right choice? What happened?



**A**  How do you feel about these places as holiday destinations? Work in pairs and say what you like and dislike about each one.



**HOW TO SAY IT** 

Talking about ideal destinations

- I'd love to go to ...*
- One place I've always wanted to visit is ...*
- ... looks like an interesting place, and ...*

**B**  What place in the world would you most like to visit? Why? Tell your partner.

**A:** *I'd most like to go to India. It looks amazing.*

**B:** *Yes, it does. I'd love to go to South Africa as well. I've always wanted to visit Cape Town.*

## VOCABULARY: the weather

**A** Match the pictures to the sentences.

**A**



**B**



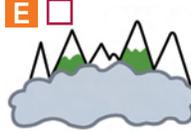
**C**



**D**



**E**



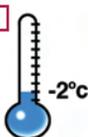
**F**



**G**



**H**



**I**



**J**



- 1 Take an umbrella with you when you go out. It's raining.
- 2 I couldn't sleep last night because it was so stormy. It was really scary.
- 3 Now that the spring is here, it's getting warm.
- 4 It's sunny today. Let's go to the beach!
- 5 The weather is really depressing today. It's just grey and cloudy.
- 6 I love it when it snows. I like the way everything gets covered in white.
- 7 It was so windy that I couldn't even stand up!
- 8 It's very cold today. You'll need a jacket.
- 9 I can't see more than ten metres because it's so foggy.
- 10 It's too hot today. I'm going to go inside for a cold drink.

### HOW TO SAY IT

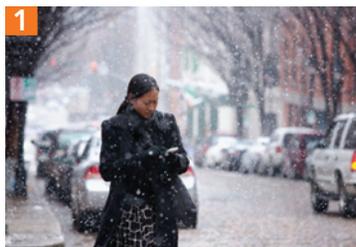
#### Weather verbs

*It's a rainy day. It's raining.  
It rains here all the time.*

*It's a snowy day. It's snowing.  
It snows a lot in winter.*

**B** Work in pairs. Look at the pictures and describe the weather.

**1**



**2**



**3**



**C** Work in pairs. Describe the typical weather where you live during these seasons.

spring summer autumn winter

### HOW TO SAY IT

#### Describing the weather

*In spring, it's usually (rainy and warm). Sometimes ...*

*Summer is (hot) and ...*

*It's often quite (windy) in autumn.*

*In winter, the weather gets very (cold) ...*

## GRAMMAR: may, might and will for future possibility

**A LANGUAGE IN CONTEXT** Read this email. How is Greg travelling to visit Matt?

Hi Greg!

I'm writing about the plans for your visit this weekend. We've planned lots of activities but it all depends on the weather. We may go up to the mountains to show you some of the local area, so bring your walking shoes, just in case! It might be a bit windy, possibly, but it probably won't rain. We've had some really good weather recently so it will probably be really sunny. But you never know in the UK, do you? I might not have to work on Friday when you arrive. I don't know yet. But I'll see you in the evening, in any case. And Jill will definitely meet you at the train station, so don't worry!  
See you soon!

### NOTICE!

Underline the phrases that talk about future possibility in the email. Which form of the verb follows *may*, *might* and *will*?

**B ANALYSE** Read the email in Exercise A again.

**Function** Choose the correct option to complete the sentences.

- We use *may*, *might* and *will* to talk about things that are possible in ...
  - the present or the future.
  - the past.
- We use *may* or *might* when we are ...
  - not very certain.
  - very certain.
- We use *probably will* when we are ...
  - quite certain.
  - not very certain.
- We use *will* or *definitely will* when we are ...
  - quite certain.
  - very certain.

**WHAT'S RIGHT?**

- I might be late tomorrow.  
 I might to be late tomorrow.

**Form** Complete the table with examples from Exercise A.

Affirmative	Negative
subject + <i>may/might/will</i> + base form	subject + <i>may/might/will not</i> + base form
We (1) _____ up to the mountains.	We may not go to a festival.
It (2) _____ a bit windy.	I (5) _____ to work on Friday.
<i>will</i> is often contracted to 'll:	<i>will not</i> is often written as <i>won't</i> :
I (3) _____ you in the evening.	I won't leave tomorrow.
Notice the word order of <i>will</i> with <i>definitely</i> and <i>probably</i> :	
It will probably be really sunny.	It (6) _____ rain.
Jill (4) _____ you at the station.	We definitely won't stay at home all weekend.

**C PRACTISE** Complete these sentences with *may*, *might*, *will* or *won't*.

More than one answer might be possible.

- I don't know, but the biggest island in Europe \_\_\_\_\_ be Britain.
- I think I \_\_\_\_\_ definitely go for a walk this weekend.
- They \_\_\_\_\_ probably be here tomorrow.
- I definitely \_\_\_\_\_ have time to see you this evening, but we can meet tomorrow.
- They haven't decided, but they \_\_\_\_\_ go to the beach on Monday.
- I'm not sure, but Ben \_\_\_\_\_ go fishing on the river this weekend.
- I probably \_\_\_\_\_ be able to go on holiday with you because I have too much work.
- The letter \_\_\_\_\_ arrive today. I only posted it this morning.

**D NOW YOU DO IT** Complete these sentences in your notebook.

Then tell a partner.

- Tomorrow, I might ...
- This weekend, I may ...
- This evening, I'll definitely ...
- Next week, I definitely won't ...

**PRONUNCIATION:** /eɪ/, /aɪ/ and /ɔɪ/

**A** Listen to the three groups of words below and circle the odd one out. Add the circled words to the column where they belong.

/eɪ/	/aɪ/	/ɔɪ/
hey – sky – stay – play	buy – tie – boy – July	destroy – toy – employ – day

**B** Look at the words below and mark the diphthong they contain. Listen and check. Then practise saying the words.

- grey \_\_\_\_\_, make \_\_\_\_\_, time \_\_\_\_\_, away \_\_\_\_\_,  
 pie \_\_\_\_\_, enjoy \_\_\_\_\_, cry \_\_\_\_\_, toilet \_\_\_\_\_

**C** Work in pairs. Practise saying these sentences. Listen and check.

- They may want to bake a pie for Joy.
- The shy boy stayed and replied with a sigh.
- The boys tried to play in the park with their toys.

## SPEAKING: interrupting

You might need to interrupt a person when they are talking to somebody else. First, use body language (smile and make eye contact) to get their attention. Then interrupt politely and say what you need briefly and clearly.

**A**  **45** Listen to the conversations below. Underline the phrases used to interrupt.

### Conversation 1

**Jim:** So, what are you doing this weekend?

**Paul:** Well, if it's sunny, I might go to the beach.

**Andy:** Sorry to interrupt, but do you know what the homework was?

### Conversation 2

**Janet:** Richard might have the information you need.

**Frances:** OK. I'll give him a call.

**Emilia:** Sorry, can I interrupt for a second? Frances, can you sign this letter, please?

### Conversation 3

**Mr Jones:** It's raining really hard. Do you think we should cancel the class trip?

**Mr Lee:** Let's wait. It may stop soon.

**Alan:** Excuse me, can I ask a quick question? Have you seen Mr Reed?

**B**  Work in groups. Students A and B, have a short conversation. Student C thinks of a reason to interrupt the conversation and interrupts politely. Then switch roles.

**A:** So, what are you doing this weekend?

**B:** I might visit my cousins.

**C:** Sorry to interrupt, but ...

## VOCABULARY: the natural world

**A** Match the pictures to the definitions.



- 1 A forest is a large area with lots of trees.
- 2 A field is an area of land on a farm.
- 3 An island is a piece of land with water all around it.
- 4 A lake is a large area of water with land all around it.
- 5 A mountain is a high piece of land, often with snow on top.
- 6 The sea is the large area of salty water next to beaches.
- 7 A hill is a high piece of land which is smaller than a mountain.
- 8 A river is a long area of water that goes into the sea.

**B**  Work in pairs. Think of a natural place you have visited. Describe the geography of that area.

*I've been to ... There's a big lake, a forest and some fields ...*

## READING: understanding meaning from context

When you find a word you don't know in a text, use the context to help you work out the meaning. Think about the meaning of the whole sentence and decide what the general meaning of the word might be.

**A** Quickly read this article, ignoring any words or phrases you don't know. Then read the sentences and choose T (true) or F (false).

# What is climate change?

The word 'climate' means the average weather conditions over a number of years, including temperature, wind and rainfall. When we talk about climate change, we mean the unusual changes in the Earth's weather patterns that have happened over the last 100 years.

It is true that the weather is always changing and sometimes the weather changes in ways we really don't expect. For example, we might have a warm sunny day in the middle of winter or a cold windy day in the middle of summer. Recording the temperatures of each day helps us find the average temperature for the whole year. Doing this in many different parts of the world lets us find the average global temperature. When all temperatures are taken together, we would expect any ups and downs in the year to cancel each other out and the average temperature to stay roughly the same from one year to the next. However, scientists have found that the temperature is not staying the same and our planet is actually getting warmer each year. This is called 'global warming' and it is a major part of climate change.

Extreme changes in climate are nothing new on Earth. In its long history, there have been times when the Earth's climate became warmer, causing ice to melt and sea levels to rise so that much more of our planet was covered in water. At other times the Earth has been very cold; these 'ice ages' saw huge areas of the planet covered in snow and ice. These might sound like drastic changes in the Earth's climate, but they happened very gradually over thousands of years.

- 1 When people talk about climate change, they usually mean changes in the last century. T / F
- 2 The way the weather changes every day is the same as climate change. T / F
- 3 In the past, the Earth got very cold. T / F

**B** Read this sentence. What does 'weather patterns' mean? Look at the underlined words. Then choose the correct answer.

When we talk about climate change, we mean the unusual changes in the Earth's weather patterns that have happened over the last 100 years.

- a) repeated weather      b) rainy weather

**C**  Work in pairs. Read the article again. Find and underline these words and phrases. For each one, look at the context where it appears carefully and choose the correct meaning.

- |              |   |                           |
|--------------|---|---------------------------|
| 1 expect     | a) think will happen                    | b) think is unusual       |
| 2 cancel out | a) stop something from having an effect | b) make something smaller |
| 3 roughly    | a) exactly                              | b) approximately          |
| 4 major      | a) important                            | b) unimportant            |
| 5 melt       | a) become ice                           | b) become water           |

**D** Find any other words and phrases in the text you don't understand. Try to work them out from the context. Then check your ideas in a dictionary.

# GRAMMAR: will and going to

## A LANGUAGE IN CONTEXT Read this conversation.

What are the two women upset about?

**Phoebe:** Look at this! (1) They are going to build a new factory outside town!

**Emily:** What? Oh, no! That'll be terrible. (2) There'll be more pollution and more traffic.

**Phoebe:** You're right. And (3) it's going to affect tourism. It'll be a disaster for this area.

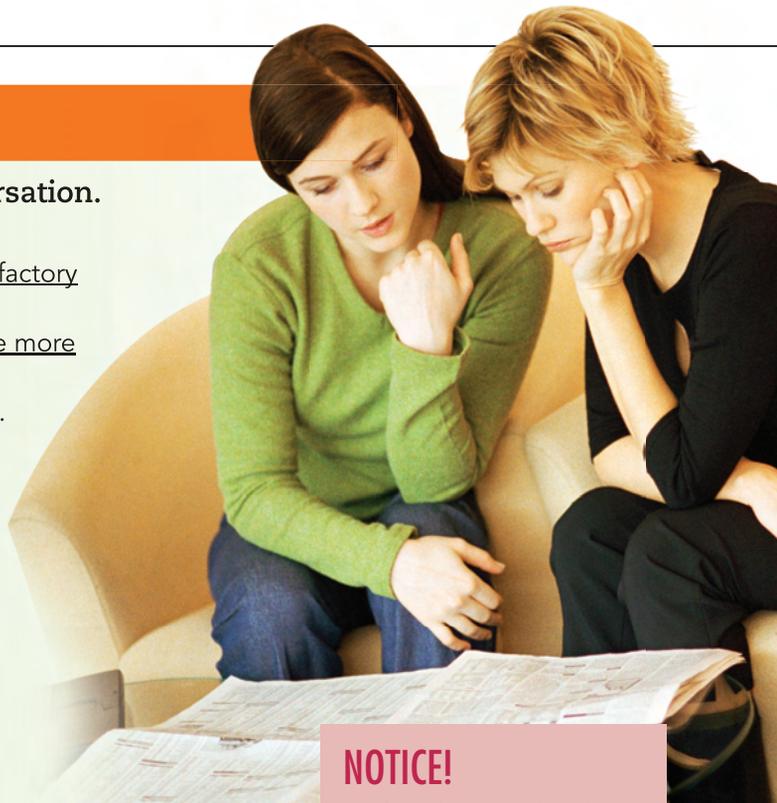
**Emily:** I wonder if there's anything we can do.

**Phoebe:** Well, (4) I'm going to write to the newspaper. I know lots of people who won't be happy about this.

**Emily:** (5) I'll help you.

**Phoebe:** Great! We could start an online campaign.

**Emily:** They're going to have a fight on their hands! (6) I'll get my tablet and we can start writing.



### NOTICE!

Look at the underlined phrases 1–6. Which ones:

- a) make predictions about future events?
- b) talk about future plans?
- c) show spontaneous offers and decisions?

## B ANALYSE Read the conversation in Exercise A again.

**Function** Complete the table with ticks and crosses.

We use ...	to make predictions.	to talk about plans/intentions.	to talk about spontaneous decisions.
will	✓	✗	✓
going to			

## C PRACTISE Complete the sentences with the correct form of will or going to. Sometimes there is more than one possible answer.

- We have to do something or the problem \_\_\_\_\_ get worse.
- What \_\_\_\_\_ you \_\_\_\_\_ do this weekend?
- A:** This is really heavy!  
**B:** I \_\_\_\_\_ help you.
- I \_\_\_\_\_ take the bus to work from now on instead of my car.
- Without our help, the blue whale \_\_\_\_\_ survive.
- A:** I need to return this book to the library, but I'm late already!  
**B:** I \_\_\_\_\_ do it for you.

### WHAT'S RIGHT?

- A:** What are you doing this evening?
- B:** I'm going to stay at home and work this evening.
- B:** I will stay at home and work this evening.

**D** **NOW YOU DO IT** Work in pairs. One of the following is going to happen in your area. Roleplay a conversation like the one above. Say what you think the results will be and say what you are going to do about it.

- new houses in an area that is now a park
- a new shopping centre in an area that is now a forest
- a new factory next to a river

**A:** They're going to build more houses in the area.

**B:** Really? Where?

**A:** Where the park is. It'll really spoil the area.

**B:** I agree. There'll be more ...

## LISTENING: to a weather forecast

**A**  **46** Listen to a weather forecast and choose the activity you could do tomorrow in each area.

- 1 In the north
  - a) go to the beach
  - b) go skiing
  - c) go for a walk
- 2 In the east
  - a) make a snowman
  - b) go for a walk
  - c) fly a kite
- 3 In the west
  - a) go skiing
  - b) go to the beach
  - c) go to the cinema
- 4 In the south
  - a) go for a walk
  - b) make a snowman
  - c) go to the beach

**B** Listen again and choose T (true) or F (false).

- 1 In the north, the weather is going to stay the same all day. T / F
- 2 In the east, it will be warmer tomorrow than today. T / F
- 3 In the west, the weather is going to stay the same all day. T / F
- 4 In the south, the weather will be better than in the west. T / F

**C**  Work in pairs. Predict what the weather will be like in your country.

- tomorrow
- this weekend
- next week

### HOW TO SAY IT

#### Making predictions

*I think it will be ... tomorrow.*

*This weekend, it's probably going to be ...*

*It's autumn, so next week it will probably be ...*

## WRITING: a description of a place

**A** Read this description of a place. Are any of the facts about Manchester also true for where you live?



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Manchester 

### Manchester

Manchester is a city in the north of England. It has large hills to the north and east, called the Pennines, and a number of rivers run through it. The population is about 503,000. Manchester has cold winters and warm summers. It is often cloudy and it often rains. In the past, the main industry was cotton. Today, the city is better known for its academic life, its football teams and its culture. The main things to see and do in Manchester include visiting the Museum of Science and Industry, seeing the Town Hall and shopping in the city centre.



**B** Think about your home village/town/city. Make notes about these things.

- geography
- climate
- what it's known for
- population
- history
- main attractions

**C** Write a description of your home village/town/city.

## EVALUATING DIFFERENT PLANS

- Establish which factors are important.
- Evaluate how each plan affects these factors.
- Put the plans in order of preference.

**A**  Work in groups. Think about the people who live in your town or city. Which of these factors do you think are most important to them? Tick four.

- |   |   |                                       |  |
|---|---|---------------------------------------|--|
| <input type="checkbox"/> jobs                   | <input type="checkbox"/> good roads         | <input type="checkbox"/> good schools | <input type="checkbox"/> good public transport |
| <input type="checkbox"/> places to enjoy nature | <input type="checkbox"/> cheap houses/flats | <input type="checkbox"/> clean air    | <input type="checkbox"/> places to shop        |

**B**  You work for your local town/city council. The council is considering three development plans for the green area in the picture. Read the information about each plan. Choose T (true) or F (false) about each plan.



### Plan A

The council is planning to use this area for urban development. They are going to build a large number of new houses as well as other facilities, such as schools and a shopping centre. They are also going to create more roads and provide public transport to the area. They will allow a few companies to build facilities near the new development.

This plan means ...

- |   |   |       |
|---|---|-------|
| 1 | a lot of people will come to live in this area. | T / F |
| 2 | there will be more jobs in the area.            | T / F |
| 3 | local people will be able to enjoy nature.      | T / F |

#### Plan B

The council is going to create a large park for people to enjoy. They plan to clean up the area and provide facilities such as picnic tables, barbecues and a playground for children. They are going to build several new roads to the park, but they won't allow the construction of houses, schools or shops in the green area.

This plan means ...

- 4 local people will have a place to relax. T / F
- 5 there will be lots of new jobs in the area. T / F
- 6 people will be able to enjoy clean air. T / F

#### Plan C

The council is planning to sell the green area to private developers. The developers want to build a small number of large, expensive houses. They are going to build new streets and a small park. The park will be exclusively for residents. The council is going to provide a bus service to the area for people who work in the houses.

This plan means ...

- 7 there will be some new jobs in the area. T / F
- 8 everyone in the town/city will enjoy the new park. T / F
- 9 a lot of people will come to live in the area. T / F

**C** Write the four factors you ticked in Exercise A in the first column of this table. Then look at plans A–C again and follow these steps.

- 1 Consider Plan A. Give it a score for each factor:  
 +2 = the plan will have a very good effect on this  
 0 = the plan will have no effect on this  
 -2 = the plan will have a very bad effect on this
- 2 Write your scores in the 'Plan A' column of the table.
- 3 Repeat steps 1–2 for Plans B and C.

Factor	Plan A	Plan B	Plan C
1			
2			
3			
4			

**D** Add up the total score for each plan and write it in the table in Exercise C. Your preferred plan is the one with the highest score. Complete this list.

- First choice: Plan \_\_\_\_\_  
 Second choice: Plan \_\_\_\_\_  
 Third choice: Plan \_\_\_\_\_

**E** Work with another group. Compare your answers in Exercise D. Did you put the plans in the same order? What is different?

#### HOW TO SAY IT

Talking about effects and consequences

What effect will Plan A have on ...?

With Plan A, there will be a lot of ... / they will create ...

Plan A will have a (very) bad/good effect, so let's give it minus one / plus two.



**REFLECT ...** How can the skill of evaluating different plans be useful to you in **Study and Learning** and **Self and Society**?

# Language wrap-up

## 1 VOCABULARY

### A Complete the sentences with the words from the box. (7 points)

- 1 When I was young, there were \_\_\_\_\_ around our house, with very tall trees.
- 2 Did you know that Greece has 1,400 \_\_\_\_\_ in the sea off the mainland?
- 3 I love it when there's snow and we can go skiing in the \_\_\_\_\_.
- 4 The Amazon in South America is one of the longest \_\_\_\_\_ in the world.
- 5 There are big \_\_\_\_\_ outside the city, with lots of flowers.
- 6 We often go sailing on the \_\_\_\_\_ near my home.
- 7 Marine animals, such as fish, dolphins and whales, live in the \_\_\_\_\_.

fields  
forests  
islands  
lakes  
mountains  
seas  
rivers

### B Choose the correct option to complete the sentences. (8 points)

- 1 It was so **stormy** / **warm** last night that we didn't need the heating on.
- 2 The sky is really grey and **cloudy** / **sunny**. I think it's going to rain.
- 3 It was so **windy** / **foggy** that I couldn't see more than a few metres.
- 4 When it **snows** / **rains**, we go skiing. When it is **windy** / **cold**, we fly a kite.
- 5 It's very **cloudy** / **hot** today. Let's go for a swim in the lake.
- 6 We get a lot of **cold** / **hot** weather in the winter and we need to wear warm clothes.
- 7 I hope it's going to be **sunny** / **foggy** for our picnic this weekend.

11 – 15 correct: I can talk about the natural world and the weather.

0 – 10 correct: Look again at the vocabulary on pages 106 and 108.

SCORE: /15

## 2 GRAMMAR

### A Complete the conversation with *will*, *won't* and *may/might*. (8 points)

**Amy:** What are you doing next weekend?

**Kerry:** My cousin (1) \_\_\_\_\_ be here. She's visiting from London.

**Amy:** I'm sure you (2) \_\_\_\_\_ have a great time. What are you going to do?

**Kerry:** We (3) \_\_\_\_\_ go to the beach, but I'm not sure. It depends on the weather.

**Amy:** The forecast says that the weather probably (4) \_\_\_\_\_ be good. They think it (5) \_\_\_\_\_ probably rain all day on Saturday.

**Kerry:** Really? Oh, OK. Well, we (6) \_\_\_\_\_ definitely go to the cinema, then. We want to see the new James Bond film. It definitely (7) \_\_\_\_\_ be on at the local cinema but it (8) \_\_\_\_\_ be on at the big one in town, I need to check.

### B Complete the sentences with *will* or *going to* and the correct form of the verb in brackets. In three cases, both are correct. (7 points)

1 This summer, I \_\_\_\_\_ (work) in my uncle's shop to earn money.

2 I think the weather \_\_\_\_\_ (be) nice this weekend. Let's go to the beach!

3 **A:** What \_\_\_\_\_ you \_\_\_\_\_ (buy) Georgia for her birthday?

**B:** I haven't thought about it... Wait, I know! I \_\_\_\_\_ (get) her that book she was talking about.

4 **A:** Do you think we \_\_\_\_\_ (live) longer in the future?

**B:** I don't think so. I actually think that we \_\_\_\_\_ (have) lots more health problems than we do now.

5 I've thought a lot about it and this year, I \_\_\_\_\_ (try) to meditate more often.

11 – 15 correct: I can use *may*, *might* and *will* for possibility. I can use *will* and *going to*.

0 – 10 correct: Look again at the grammar on pages 106 and 110.

SCORE: /15

**A Read the description and answer the questions.**

- 1 What is the population of Auckland?
- 2 What is summer like there?
- 3 What is there to do there?



### Auckland

Auckland is a city in New Zealand. It is on the North Island and it is surrounded by many lakes and volcanoes. It is between the Tasman Sea and the Pacific Ocean. About 1.4 million people live there. The ocean influences the climate of Auckland. The summers are warm, with average temperatures of about 23°C in January and February. Winters are cloudy and wet. Auckland began life in 1840 and has grown into a large modern city. It has a relaxed lifestyle, with many people enjoying sailing. There are lots of interesting shopping areas, plus cafes, restaurants and clubs. The main attractions in Auckland include the two large harbours, Auckland Domain (a large park) and the beaches.



**B Number these things from 1–6, according to the order that they appear in the description.**

- main attractions \_\_\_\_\_
- population \_\_\_\_\_
- what it's known for \_\_\_\_\_
- geography \_\_\_\_\_
- climate \_\_\_\_\_
- history \_\_\_\_\_

**C Make notes about a place you know well.**

Name of place: \_\_\_\_\_  
 Type of place (town, city, etc): \_\_\_\_\_  
 Population: \_\_\_\_\_  
 Where is it and what is the geography of the area?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 What is the population? \_\_\_\_\_  
 What is the climate like? \_\_\_\_\_  
 What do you know about the history of the place?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 What is it known for? \_\_\_\_\_  
 \_\_\_\_\_  
 What are the main attractions? \_\_\_\_\_  
 \_\_\_\_\_

### HOW ARE YOU DOING?

Look back at your writing and tick the statements that are true.

- I described the geography of the place.
- I described the main features of the place.
- I included some useful information for tourists.

Now ask a partner to look at your writing and tick.

Does the description give you a good idea of what the place is like?

- Well done!
- Nearly! Look at the unit again.
- Think again! Ask your teacher for help.

**D Write a description of the place for an online encyclopaedia. Use your notes from Exercise C to help you.**