

## Vocabulary



### Geographical features

- 1 **SPEAKING** Work with a partner. Name one famous example for each of the words in the box. Use a dictionary if necessary.

beach • desert • forest • ice cap • island  
jungle/rainforest • lake • mountain  
mountain range • ocean/sea • river • valley

*beach – Copacabana*

- 2 **▶ 34 Listen and repeat.**
- 3 **Play a game.** Draw a word from 1 on the board. Can the class guess the word?

### The environment

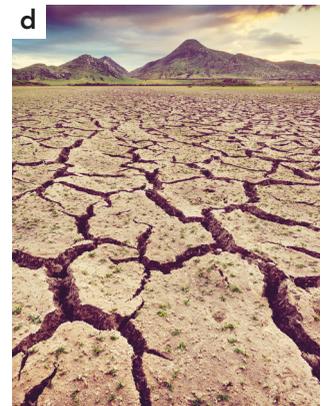
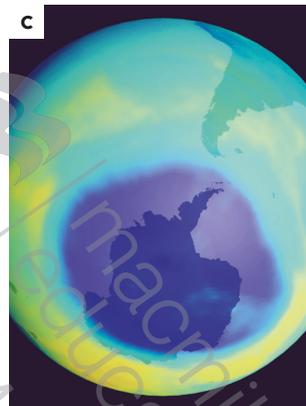
- 4 **Work with a partner.** Match the definitions with some of the words in the box.

drought • flood • global warming  
greenhouse effect • melt • nuclear disaster • oil spill  
ozone layer • pollution • recycle • save • waste

- when heat cannot escape from the atmosphere and the temperature on Earth goes up ..... *greenhouse effect*
- when ice turns to water .....
- a long period of time when there is no rain .....
- the part of the Earth's atmosphere which protects the earth from the sun .....
- the process of making the air, water or land worse, with chemicals, for example .....
- a large quantity of water that suddenly covers an area .....
- the increase in the temperature on Earth .....
- an accident with nuclear power, usually causing radioactivity .....
- an accident when oil comes out of its container, for example at sea .....

- 5 **SPEAKING** Work with a partner. Use words from 4 to talk about the photos.

You can recycle bottles here.  
That can reduce pollution.



- 6 **▶ 35 LISTENING** Listen to four descriptions of environmental problems. Match each description to a photo in 5.

1 ..... 2 ..... 3 ..... 4 .....

- 7 **SPEAKING** Work with a partner. Ask and answer these questions.

- How is global warming affecting your country?
- Where and when do you have floods or droughts in your country?
- How do people waste water or electricity in your country?
- What do you do to save water or electricity?
- What products or materials do you recycle?



1a Work with a partner. Look at the two photos on the right. Talk about what you can see. What do you think is the connection between them?

1b Look at the title of the article and the photos. What could 'the most important building in the world' be and why?

2 You have three minutes to read the text and check your prediction.

3 Choose the correct alternative. Write the letter of the paragraph where you found the answer.

- 1 Countries pay/don't pay to keep their seeds there.  
Paragraph .....
- 2 If there is an electrical problem at the Seed Vault, the temperature will/won't be a problem.  
Paragraph .....
- 3 The most important thing about the location of the Seed Vault is that it is easy to protect from attacks/the altitude will keep the seeds dry.  
Paragraph .....
- 4 In the case of a future catastrophe, the important thing is to have a lot/wide variety of seeds.  
Paragraph .....
- 5 The Svalbard Global Seed Vault has/doesn't have millions of types of seeds.  
Paragraph .....
- 6 Norway built the Svalbard Global Seed Vault because of global warming/possible environmental disasters.  
Paragraph .....
- 7 People believe droughts and floods might/will never make it difficult to find food in the future.  
Paragraph .....

4 **CRITICAL THINKING**

**Think! Then compare ideas with your class.**

- Do you agree that this is the most important building in the world? Why?
- What plants from your country do you think are important to protect?

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

6 **SPEAKING** What about you?

Are you generally optimistic or pessimistic about the future of the planet? Why?

# Is this the most important building in THE WORLD?

## A Future problems

Each year, people are becoming more and more worried about the future of our planet. People are now starting to agree – global warming will definitely make a difference to the world's weather. On the one hand, some parts of the world may have more floods. But some other parts might suffer terrible droughts. All of this will have a serious impact on the world's agriculture. And that could make it difficult for us to get enough food to survive.

## B A possible solution

This explains the idea behind the Svalbard Global Seed Vault. The Seed Vault is built into a mountain on an island near the North Pole. The aim of the building is to protect the world's agriculture from future catastrophes. This may not just be a question of global warming. Perhaps there will be a major nuclear disaster or war one day. These things definitely won't be a problem for Svalbard. Thanks to careful planning, experts say that it is going to survive any catastrophe.



## D Helping worldwide

Any country in the world can leave seeds in Svalbard. And the service is free. There are 1,500 potatoes from Peru, bananas from the Pacific Islands, and rice from more than a hundred different countries. The seeds of some plants, such as peas, only survive for 20 to 30 years. But others will last for hundreds of years.

## E The most important building?

In 2028, the Svalbard Vault will celebrate its 20<sup>th</sup> anniversary. 200 years in the future, it's possible that the ice caps will melt. Even if this happens, Svalbard will be safe. That's because it is on a mountain and will be above the water level. And because it is so close to the North Pole, even if their electricity stops working, the ice will maintain a cool temperature of -3.5°C to keep the seeds safe. But the best protection is the fact that it is in such a remote place. After all, maybe one day this will be the most important building in the whole world.

## C Protecting our plants

Some experts think that the population of the earth will probably go up by 50% in the next 40 years. Because of climate change, it probably won't be easy for some plants to survive. Having many different types of plants will be essential for agriculture to adapt to changes in the environment. In the Svalbard Global Seed Vault, there is space for 4.5 million types of seed. That's 2.5 billion individual seeds! At the moment there are over 770,000 different types there.





**be going to and will**

**1a Look at the sentences.**

- a They think the population **will** go up by 50%.
- b In 2028 the Svalbard Vault **will** celebrate its 20<sup>th</sup> anniversary.
- c Where can I find more information? I know! **I'll** look on the Internet.
- d Yesterday the US decided what to do. They **'re going to** send more seeds.
- e It's warm today. The ice **is going to** melt.

**1b Match these explanations of the use of will and be going to with example sentences a–e in 1a.**

We use **will** ...

- 1 for decisions that we take at the moment of speaking. ....c
- 2 to talk about an objective truth. ....
- 3 to make a general prediction. We often use **think, hope, expect** with this use. ....

We use **be going to** ...

- 4 to make predictions based on some sort of evidence. ....
- 5 to talk about plans or intentions. ....

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**2a PRONUNCIATION** Look at these sentences. Why do you think some words are marked in bold?

- 1 The **situation** is going to get **worse**.
- 2 **Temperatures** are going to go **up**.
- 3 It's going to be a **hot summer**.
- 4 We're **all** going to have **problems**.
- 5 I'm going to **do** something to **help**.

**2b PRONUNCIATION** 36 Listen. What happens to the words in bold? What is the pronunciation of **be going to**?

**2c** 36 Listen again and repeat.

**3 Complete the sentences with the correct form of the verbs given using will or be going to.**

- 1 Experts expect that the ice cap ..... (disappear) one day.
- 2 It's only 10 am but the sun is already strong. It ..... (be) a hot day.
- 3 **A:** I'm really hot.  
**B:** I ..... (open) the window.
- 4 Next week ..... (be) the anniversary of the world's worst oil spill.
- 5 My friends have decided they ..... (write) a letter about the environment to the local newspaper.
- 6 People think that global warming ..... (cause) lots of problems in the future.
- 7 **A:** I'm going to see a documentary about the environment.  
**B:** I ..... (come) with you.

**4 Write down six plans or intentions you have. Write about these areas:**

- 1 school
- 2 home
- 3 work
- 4 sport/hobbies
- 5 family
- 6 friends

*I'm going to do a school project next week.*

**5 Now write down six predictions for the future. Write about these areas:**

- 1 the environment
- 2 TV
- 3 politics
- 4 fashion
- 5 sport
- 6 medicine

*I think the planet will get hotter.*

**6 SPEAKING** Work with a partner. Compare your plans and predictions from 4 and 5.

**will, may, might**

**7a Look at the sentences and give an approximate percentage of certainty for each expression in bold.**

- 1 The population **will probably** go up. *70-80% certain*
- 2 Global warming **will definitely** make a difference. ....
- 3 **Perhaps** there **will** be a nuclear disaster. ....
- 4 **It's possible that** the ice caps **will** melt. ....
- 5 We **may** have more and more floods. ....
- 6 Parts of the world **might** suffer droughts. ....
- 7 It **probably won't** be easy. ....
- 8 It **definitely won't** be a problem. ....

**7b Look at the position of the adverbs definitely and probably in 7a. What do you notice?**

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## EXAM SUCCESS

You are going to do a sentence transformation activity. Read the instructions carefully. What things are important to check when you finish an activity like this?

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### 8 Rewrite the sentences keeping the same meaning. Use between two and five words, including the word given.

- It's possible that the sea level will go up in the next 50 years. **may**  
The sea level *may go up* in the next 50 years.
- It's certain that parts of the earth will become deserts. **definitely**  
Some parts of the earth ..... deserts.
- There's a possibility that the consequences will be catastrophic. **perhaps**  
..... catastrophic.
- It's certain life on the planet won't end in the next 20 years. **definitely**  
Life on the planet ..... in the next 20 years.
- It's probable that people won't change their habits. **won't**  
People ..... habits.
- The situation might get worse. **possible**  
..... will get worse.

### 9 How certain do you think these predictions are? Write sentences with the expressions in 8.

- Summers will get hotter.
- Polar bears will become extinct.
- Cars of the future won't use petrol.
- We will have another ice age.
- Natural disasters will become more common.
- The south of Europe will become a desert

### 10 SPEAKING Work with a partner. Compare your answers in 9.

*I think summers will definitely get hotter.*

*I think they may get hotter. I'm not sure.*



## Different uses of get

### 1 Look at get in these sentences and match each one with the correct meaning (a–e).

- Summers are *getting* very hot. ....
- I *got* your email yesterday. ....
- Last week she *got* a book about pollution. ....
- What time will you *get* to the meeting? ....
- Can you *get* me the pen that's on the desk? ....

- |          |                 |           |
|----------|-----------------|-----------|
| a arrive | c become        | e receive |
| b bring  | d obtain or buy |           |

### 2 Complete the sentences with the words in the box. What is the meaning of get in each sentence?

dark • late • ready • red • thin • worse

- You look hot. Your face is getting .....
- My brother needs to eat more. He's getting .....
- Come on! You need to get ..... for school.
- Scientists are very worried because they say the situation is getting .....
- Look at the time! It's getting ..... Time for bed.
- I'll switch the light on. It's got very ..... in here.

### 3 What usually happens in these situations? Write sentences with get and the words in the box.

an email with news • angry • bread  
home late • presents • tired

- Somebody is saying horrible things to you.  
*You get angry.* .....
- You run for an hour or more. ....
- It's your birthday tomorrow. ....
- You're out at 11 pm and there are no buses. ....
- You're in a supermarket and you want to make a sandwich. ....
- Your friend in the US writes to tell you about what happened last week. ....

### 4a Work with a partner. Write a story where you use get as many times as possible.

### 4b SPEAKING Tell your story to the class. Who uses get the most?

*Yesterday I got up at 7 am and I got ready for school.*

# Reducing our ecological footprint

## LIFE SKILLS OBJECTIVES



- To learn about carbon footprints and water footprints.
- To consider positive action we can take to reduce our ecological footprints.
- To make an action plan to reduce our impact on the environment.

## KEY CONCEPTS



**climate change [n]:** People are worried about climate change. We are having hotter summers and colder winters.  
**carbon dioxide emissions [phrase]:** The carbon dioxide emissions from old cars are worse than from new cars.  
**greenhouse gases [phrase]:** If we burn fossil fuels, the greenhouse gases in the atmosphere increase.  
**fuel-efficient [adj]:** Modern cars are more fuel-efficient and use less petrol than before.  
**charge/recharge (a mobile phone) [v]:** My mobile phone has no power, I need to charge it.

1 Work with a partner. Look at these things. Are they bad for the environment? Why/Why not?



2 **READING** Work with a partner. Student A: Read text A. Student B: Read text B. Answer the 4 questions about your text. Make notes with your answers.

### Text A: Questions

- 1 What is a carbon footprint?
- 2 What is the difference between the primary and secondary footprint? Give examples.
- 3 Does the text mention any of the things in 1? Does it say that each one is good or bad?
- 4 What does the text say people can do to reduce their carbon footprint?

### Text B: Questions

- 1 What is a water footprint?
- 2 What is the difference between the primary and secondary footprint? Give examples.
- 3 Does the text mention any of the things in 1? Does it say that each one is good or bad?
- 4 What does the text say people can do to reduce their water footprint?

## A Carbon footprint

**Everyone leaves a carbon footprint. It is the impact each person has on the environment through the emission of greenhouse gases.**

Your carbon footprint has two parts: the primary footprint and the secondary footprint. The primary footprint shows the emissions of carbon dioxide and other greenhouse gases that you are directly responsible for. Examples are the emissions produced by travelling and using electricity. The secondary footprint shows the emissions that you are indirectly responsible for. These include things like the emissions produced when factories make the things that you buy. All of these carbon dioxide emissions contribute to global warming. The size of your carbon footprint depends on many things. How you spend your free time is one of the most important. Do you watch TV

and play video games or do you read or do sport outdoors? Do you fly when you go on holiday? If you do, your footprint will be much larger than if you go by train. Rail travel is three times more fuel-efficient than air travel. Where your food comes from will also affect your secondary footprint. Processed and packaged meat has a bigger impact on the environment. You may think that you are not responsible for any emissions because your parents do all the shopping and decide a lot of things at home. And it's true that your school is responsible for the things you do there. But you can suggest ways to change their habits. You can also watch less TV, switch off the light when you leave a room and unplug your mobile phone when it has finished charging. Each small action will help make your footprint smaller.

**B**

# Water footprint

Water is essential in our daily lives. But sometimes the size of our water footprint is shocking. It shows the amount of water a person uses, directly or indirectly, every day.

All day we use water directly. This is our primary footprint. This includes the water we drink, the water we need for a shower or the water we use to wash the dishes. But what about the water that we use indirectly; the water used to produce, grow or make the things we buy? This is our secondary footprint, and sometimes it is much bigger than we think. After all, 70% of the world's fresh water is used for agriculture so the things we eat can make a big difference. And, to make almost anything, from a computer to a T-shirt, you need water. Here are some facts that may make you think about how much water we use in a day:

- 💧 Brushing your teeth uses about seven and a half litres of water.
- 💧 It takes approximately 1,286 litres of water to produce a loaf of bread. But it takes about 2,310 litres to produce a 150g steak!
- 💧 An automatic dishwasher uses approximately 40 litres of water. Washing dishes by hand can use up to 75 litres.
- 💧 A typical individual in the United States uses 500 litres of water each day. But over 1 billion people in the world use less than 6 litres of water per day.
- 💧 The average toilet uses 8 litres of clean water each time you use it.

**3 SPEAKING** Use your notes in 2 to explain to your partner what carbon/water footprints are.

**4** Work in a small group. Make a list of ideas about how your school could reduce its carbon and water footprints.

*reduce the paper we use – recycle it*

**5**  **LISTENING**  **37** Watch the video or listen to students talking about their ideas for reducing carbon and water footprints at their school. Do they mention any of your ideas in 4?

**6**  **37** Complete each sentence with one or two words. Watch or listen again if necessary.

- 1 At the school they have a box for ..... and one for reusing all their old paper.
- 2 You need ..... litres of water to make a sheet of paper.
- 3 They also recycle ..... and ..... at the school now.
- 4 People were wasting water and ..... towels in the washrooms.
- 5 They wrote 'Every ..... thing helps!' on their posters.
- 6 In the past, everybody ..... to switch the lights off at the end of the day.
- 7 You need 10,000 litres of water to make a light bulb shine for ..... hours.

**7** How many of the things in 5 and 6 do you already do at your school?

## LIFE TASK



You want to let other teenagers know about ecological footprints and what changes they can make to reduce their footprint at school. In groups prepare a poster or video with ideas about how to do this.

### Follow this plan:

- 1 Make a list of ideas for things you can do in your school life to reduce your footprints. Use the ideas in the texts and in the video. Add your own ideas and search for others on the Internet.
- 2 Decide if you are going to make a video or a poster.
- 3 Organise your ideas in a logical way. Think about how you are going to persuade other students to make changes.
- 4 Make your video/poster.
- 5 Show it to the class.



**1a SPEAKING** Work with a partner. Look at the photo. What can you see?



**1b** Look at the words in the box. Check that you understand what they mean. What do you think could be the connection between them?

charge a mobile phone • corridor  
dance floor • run • sustainable energy

**2 LISTENING** **38** Listen to a science programme on the radio. Why do the words in 1b appear?

**3** **38** Listen again. Are the sentences True (T) or False (F)?

- 1 Simon Langton is the name of the school involved in this project. T/F
- 2 The idea came from a boy who is studying at the school. T/F
- 3 They think they can produce enough electricity to make hundreds of mobiles work for two and a half years. T/F
- 4 The students walk on the special floor when they go to technology lessons. T/F
- 5 Laurence first had the idea for this project when he was watching busy people moving around his university. T/F
- 6 The school is the first place to use this technology. T/F
- 7 You can use the technology to produce electricity by dancing. T/F

**4** Look again at the false sentences. Why are they false?

**5 SPEAKING** What about you?

- 1 Do you like this idea to produce sustainable energy? Why/Why not?
- 2 Can you think of any other ideas at school or at home to produce sustainable energy?

**Zero conditional**

**1a** Look at the sentences in the zero conditional. Then choose the correct alternative.

- 1 If you **run** in the corridors, you **get** into trouble.
- 2 You **produce** more energy if you **walk** fast.

We use the zero conditional to talk about specific situations/things that are generally true.

**1b** Look again at the sentences in 1a.

- 1 What tenses do we use in the zero conditional?  
*If + ....., .....*
- 2 Does the half of the sentences with *if* always come first?
- 3 When do we use a comma in conditional sentences?

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**2** Complete these sentences with the correct form of the verbs given.

- 1 If it's sunny, people often ..... (go) to the beach.
- 2 If it ..... (not rain) for months, the result is usually a drought.
- 3 If it rains a lot for months, there ..... (be) often floods.
- 4 If you don't water plants, they ..... (die).
- 5 If it ..... (be) very sunny, it's bad for your eyes.
- 6 If the sun ..... (shine) all day, the temperature goes up.

**3a** Write sentences to make general statements using the zero conditional.

- 1 If I'm late for school, *my teacher gets angry with me.* .....
- 2 If you sit too close to the TV, .....
- 3 If you go to bed late, .....
- 4 I feel sad if .....
- 5 I enjoy English classes if .....
- 6 My parents are happy if .....

**3b SPEAKING** Work with a partner. Compare your sentences from 3a. Are any sentences the same?

## First conditional

**4a** Look at these sentences in the first conditional. Then choose the correct alternative.

- If you **run** in the corridors at this school, the teachers **will be** really happy.
- The school **will save** money if they **produce** extra electricity.

We use the first conditional to talk about possible/impossible situations and their consequences.

**4b** Look at the sentences again and choose the correct alternative.

- In the part of the sentence with *if* we use the present simple/will or won't.
- In the other part of the sentence we use the present simple/will or won't.

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**5** Choose the correct alternative.



- If we don't/won't recycle paper now, we need/will need to cut down more trees in the future.



- If we cut/will cut down more trees, the forests disappear/will disappear.



- There are/will be more deserts if the forests disappear/will disappear.



- If there are/will be more deserts, the planet becomes/will become hotter.



- Many plants and animals die/will die if the planet becomes/will become hotter.

**6** Put the verbs in the correct tenses using the first conditional.

'If we (a) ..... (not do) something soon, electronic products (b) ..... (create) serious problems for the environment. We use more and more energy because we buy more and more electronic gadgets. If this situation (c) ..... (continue), each house (d) ..... (need) an incredible quantity of energy. The popularity of computers, tablets and mobile phones has created an enormous need for more power. In the 1970s homes contained, on average, just 17 electronic products. But now some people think that they (e) ..... (not be) able to brush their teeth if they (f) ..... (not have) an electric toothbrush. If we (g) ..... (forget) to switch off all these electronic gadgets, we (h) ..... (use) up all of our electricity for nothing.'

**7 SPEAKING** Work in groups. Begin with this sentence.

*If I pass all my exams this year, I'll have a special holiday in the summer.*

Take it in turns to add conditional sentences. How many sentences can you make?

*If I pass all my exams this year, I'll have a special holiday in the summer.*

*If I have a special holiday in the summer, I'll go with my friends.*

*If I go with my friends, I'll...*



## Making arrangements



**1 SPEAKING** Work with a partner and answer these questions.

Where do you like going at the weekend when it's ...

- 1 sunny?    2 raining?    3 cold and snowing?

**2 LISTENING** ▶ 39 Listen to two people making arrangements for this weekend and answer these questions.

- Where are they going?
- When and where are they going to meet?
- What are they going to take?
- What will they do if it rains?

**3** ▶ 39 Complete the dialogue. Listen again if necessary.

**Jamie:** Listen. Are you up to anything this weekend?

**Danny:** Not really. What about you?

**Jamie:** If the weather's (a) ....., Alex and I are going to go to the (b) ....., Do you fancy coming?

**Danny:** Sure. What time shall we meet?

**Jamie:** How about (c) .....,?

**Danny:** OK. Why don't we meet at the (d) .....,?

**Jamie:** Fine. I'll bring some (e) ..... and we can (f) .....,

**Danny:** What will we do if it (g) .....,?

**Jamie:** I'll give you a (h) ..... and we'll go somewhere else.

**Danny:** OK. Listen. I'll ring (i) ..... and ask her to come.

**Jamie:** Good idea. See you tomorrow at (j) .....,

**4** Tick (✓) the expressions in the Speaking bank that appear in the dialogue.

### 🗨️ SPEAKING BANK

#### Useful expressions for making arrangements

##### Asking about somebody's plans

- What are you up to at the weekend?
- Are you up to anything this weekend? ✓
- Do you fancy verb + -ing?

##### Arranging to meet

- What time shall we meet?
- Where shall we meet?
- Why don't we meet at .....,?

##### Responding to plans and arrangements

- Sure./Fine./OK./Great./Good idea.
- Not really./Sorry, I can't./I prefer .....,

##### Present continuous for future

Remember that we can use the present continuous as well as **be going to** to talk about future arrangements.

*Where are we meeting tomorrow?*

**5a PRONUNCIATION** ▶ 39 Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

**5b SPEAKING** Work with a partner. Practise the first six sentences of the dialogue. Remember to show enthusiasm.

**6 SPEAKING** Work with a partner. Look at the places to go at the weekend in the box. Say if you like them. When is it best to go to them?

beach • bowling alley • cinema  
the mountains • park • shopping centre  
sports centre • swimming pool

### PRACTICE MAKES PERFECT

**7a SPEAKING** Work with a partner. Use the dialogue in 3, the expressions in the Speaking bank and the diagram below to prepare a dialogue making arrangements.



**7b SPEAKING** Practise your dialogue. Then change roles.

## A formal letter

- 1 Read this newspaper article about climate change. What does the writer think about climate change and why?



### THIS WEEK: CLIMATE CHANGE IS REAL!

Why do some people continue saying that climate change isn't real? Haven't they looked out of their windows recently? Winters are colder and summers are hotter. And humans keep producing more and more carbon dioxide emissions. Just a coincidence? I don't think so!

- 2 **SPEAKING** Work with a partner. What do you think about climate change? Do you agree or disagree with Harry Macdonald? Why?
- 3 Here is a letter to the editor of the newspaper. Does the reader agree or disagree with Harry Macdonald? Are any of your ideas from 2 here?

Dear Editor,

I am writing in response to Harry Macdonald's comments about climate change which appeared in your newspaper last week. Personally I agree with many of the things that Mr Macdonald says.

**Firstly**, it is clear that our weather is becoming more extreme each year. **Furthermore**, it appears that these changes are affecting the whole world, not just one or two areas.

**Next**, some people say that climate change is just a natural process. **Nevertheless**, there is evidence that man-made pollution is making climate change worse.

**Finally**, many people say it is too late to do anything about climate change. **However**, I think that governments and multinational companies use this as an excuse to continue polluting the atmosphere. **What is more**, I believe that if it is a question of the future of our planet, it is never too late to take action.

I will be interested in hearing other readers' opinions on this subject.

Yours faithfully,  
Max Turner

- 4 The words in bold are all linkers. Put them in the correct place in the Writing bank below.

### WRITING BANK

Linkers of sequence, addition and contrast

- Sequence: *Firstly*, .....,
- .....
- Addition: *Furthermore*, .....
- Contrast: *However*, .....

- 5 Complete the sentences with linkers from the Writing bank.

- 1 I think climate change is a big problem. ...., it is getting worse each year.
- 2 Let me explain what I think. ...., I want to explain my opinions about climate changes in the summer. Next, I want to tell you what I think about changes in the winter. ...., I want to talk about what we can do to stop the changes.
- 3 In general, I agree with the article. ...., there are some things in it that I do not agree with.

### PRACTICE MAKES PERFECT

- 6a Look at this topic and make notes.

A newspaper journalist writes:

*'Young people don't really do anything to protect the environment. They don't believe that they can make a difference.'*

Write a letter to the newspaper editor expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

WRITING BANK > PAGE 150

- 6b Write your letter using the model in 3, your notes and the Writing bank to help you.

### EXAM SUCCESS

When you write in exam conditions, what can you do if you do not know a word or if you are not sure how to use a specific grammar structure?

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## Grammar reference

be going to	will
<p><b>USE</b></p> <ul style="list-style-type: none"> <li>We use <b>be going to</b> to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future. <i>I've decided that I'm going to study biology.</i></li> <li>We can also use <b>be going to</b> to make predictions about the future, particularly when we have evidence for the prediction. <i>It's really cold. I think it's going to snow.</i></li> </ul>	<p><b>USE</b></p> <ul style="list-style-type: none"> <li>We use <b>will</b> and <b>won't</b> to make general predictions about the future. We often use <b>think, hope, expect, imagine</b>, etc. with <b>will</b> and <b>won't</b> to express our opinion about the future. <i>I don't think the weather will be worse in the future.</i></li> <li>We also use <b>will</b> and <b>won't</b> when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone. <i>You look tired. I'll carry your bag.</i></li> <li>We use <b>will</b> and <b>won't</b> to talk about the future when we consider it to be an objective truth. <i>It's my birthday next week. I'll be seventeen.</i></li> <li>We use <b>definitely, probably, perhaps, it's possible that</b> with <b>will</b> to say how certain we think something is. <b>Definitely</b> is when we are very certain, <b>probably</b> when we are quite certain, and <b>perhaps</b> and <b>it's possible that</b> when we are 50% certain. <b>Definitely</b> and <b>probably</b> come just after <b>will</b> but just before <b>won't</b>. <i>I'll definitely be there. I definitely won't be there.</i></li> </ul>

may, might	Zero conditional				
<p><b>FORM</b></p> <table border="1"> <tr> <td style="background-color: #ADD8E6;">Affirmative</td> <td>subject + <b>may/might</b> + verb in infinitive <i>The weather may get worse.</i></td> </tr> <tr> <td style="background-color: #ADD8E6;">Negative</td> <td>subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to do anything.</i></td> </tr> </table> <p style="background-color: #ADD8E6;"><b>USE</b></p> <ul style="list-style-type: none"> <li><b>May</b> and <b>might</b> are used in predictions when we are not sure about something. They express approximately 50% certainty.</li> </ul>	Affirmative	subject + <b>may/might</b> + verb in infinitive <i>The weather may get worse.</i>	Negative	subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to do anything.</i>	<p><b>FORM</b></p> <p><b>If + present simple, ... present simple.</b> <i>If you go out in the rain, you get wet.</i> <i>The teachers aren't happy if we don't do our homework.</i></p> <p style="background-color: #ADD8E6;"><b>USE</b></p> <p>We use the zero conditional to talk about situations that are generally or always true. <i>If you take a fish out of water, it dies.</i> (= This is not just a specific situation – it always happens.)</p>
Affirmative	subject + <b>may/might</b> + verb in infinitive <i>The weather may get worse.</i>				
Negative	subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to do anything.</i>				

First conditional	
<p><b>FORM</b></p> <p><b>If + present simple, ... will + infinitive</b> <i>If the climate changes, food will be a problem.</i> <i>If we don't do something soon, the situation will get worse.</i></p> <p>The present simple comes in the part of the sentence with <b>if</b>. <b>Will</b> does not appear in this part of the sentence. <i>If it will be sunny, it will be hot today.</i></p>	<p><b>USE</b></p> <p>We use the first conditional to talk about possible and probable situations in the future and their consequences. <i>If the sun comes out</i> (possible future situation), <i>we'll go to the beach</i> (the consequence of this situation).</p>

## Vocabulary

- Geographical features** beach • desert • forest • ice cap • island • jungle/rainforest • lake • mountain mountain range • ocean/sea • river • valley
- The environment** drought • flood • global warming • greenhouse effect • melt • nuclear disaster • oil spill ozone layer • pollution • recycle • save • waste
- Different uses of get** arrive • bring • become (= a process or change of state) • obtain or buy • receive
- Other words and phrases** ➤ page 140

## Grammar revision

### be going to, will

/ 4 points

#### 1 Correct the mistakes in these sentences.

- The students going to go on an excursion.
- What are your plans? What do you do tomorrow?
- They say it's raining next week.
- I can't meet you tomorrow because I'll do an exam.

### will, may, might

/ 6 points

#### 2 Complete the sentences with the words in the box.

perhaps • may • probably • definitely • will • won't

- My team will ..... win tonight. I'm sure.
- I ..... go next week but I don't know.
- ..... the problem will disappear.
- They ..... won't go out tonight because they have an exam tomorrow, but it's not impossible.
- She definitely ..... run tomorrow because she's got a broken leg.
- It's possible that I ..... see him tomorrow.

### Zero conditional

/ 4 points

### First conditional

/ 6 points

#### 3 Answer these questions with complete sentences.

- What happens if you mix blue and yellow?  
.....
- What happens if you study hard for an exam?  
.....
- What happens if you never brush your teeth?  
.....
- What happens if you eat too much?  
.....

#### 4 Complete the sentences with the correct form of the words given.

- If the sun ..... (shine), we'll be able to go out.
- We'll go out if Mum ..... (finish) work early.
- If you do the exercise carefully, you ..... (get) all the answers right.
- It'll be great if she ..... (come) tonight.
- She'll leave hospital today if she ..... (be) OK.
- I ..... (not bring) the dog if you don't want me to.

## Vocabulary revision

### GEOGRAPHICAL FEATURES

/ 7 points

#### 1 Look at the names. What are the geographical features?

- Sahara .....
- around the Amazon .....
- The Andes .....
- Ipanema .....
- Titicaca .....
- The North Pole .....
- Mallorca .....

### THE ENVIRONMENT

/ 7 points

#### 2 Complete the text with the words in the box.

droughts • floods • global warming  
ozone layer • recycle • save • waste

- (a) ..... is getting worse – temperatures keep going up because of the hole in the (b) ..... There have been (c) ..... where water has destroyed towns. There are (d) ..... where it hasn't rained for a long time. But many people (e) ..... water – they use too much. It's important to (f) ..... water and (g) ..... things like bottles.

### DIFFERENT USES OF GET

/ 6 points

#### 3 Decide on a synonym for get in these sentences.

- I got some juice from the shop. ....
- Did you get home late last night? .....
- I'll get you a glass of water. ....
- I got my exam marks yesterday. ....
- The book started well but it got boring. ....
- She got an email from her friend. ....

Total: / 40 points

Listening

▶ TIP FOR LISTENING EXAMS

In listening exams where you have to identify the speaker, remember ...

Read the tasks before you listen. But don't forget that the speakers will probably express the same ideas using different words and expressions.

▶ EXAM SUCCESS page 145



1 **SPEAKING** Work with a partner. The photos show different ways of finding out the news. Which do you prefer and why?

2 **LISTENING** ▶ 40 Listen to a radio programme where people are calling to say how they like to find out the news. Match the speakers and their preference. There is one option that you do not need.

- |                        |        |         |
|------------------------|--------|---------|
| A the Internet         | Amanda | 1 ..... |
| B the radio            | Jerry  | 2 ..... |
| C weekly news magazine | Sarah  | 3 ..... |
| D newspaper            | Dan    | 4 ..... |
| E TV                   |        |         |

3 ▶ 40 Listen again. Which speaker ...

- 1 finds out the news at breakfast time?  
Amanda/Jerry/Sarah/Dan
- 2 thinks that pictures and images are an important part of the news?  
Amanda/Jerry/Sarah/Dan
- 3 thinks the news on TV isn't very informative?  
Amanda/Jerry/Sarah/Dan
- 4 thinks the most important thing is to find out the news quickly?  
Amanda/Jerry/Sarah/Dan
- 5 is tired of working with computers?  
Amanda/Jerry/Sarah/Dan

Writing

▶ TIP FOR WRITING EXAMS

When you are writing in exam conditions, remember ...

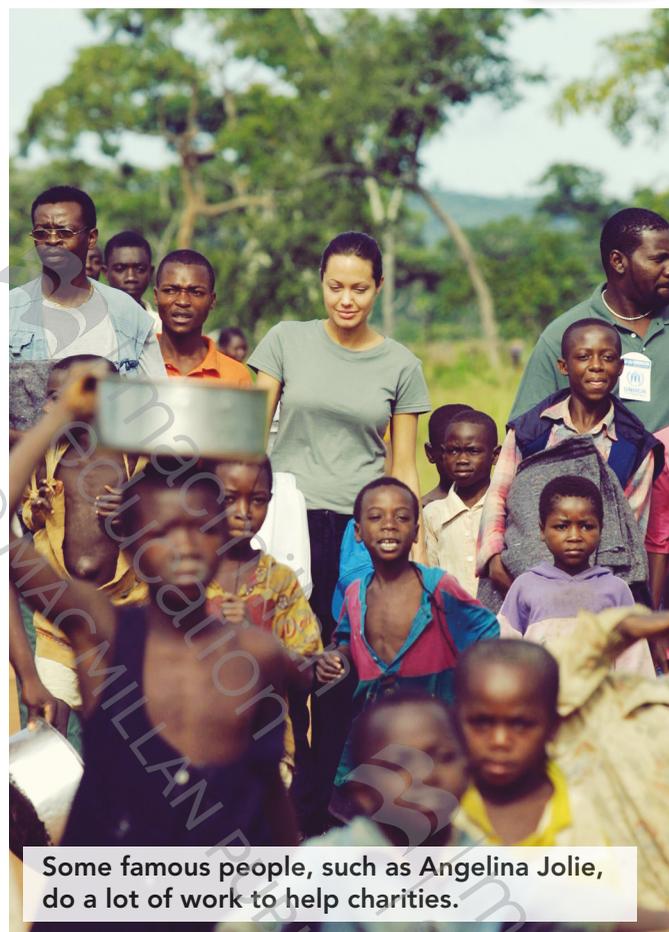
If you don't know a word, think of a more general or basic word. If you aren't sure how to use a grammatical structure, change what you are going to say.

▶ EXAM SUCCESS page 145

4 **SPEAKING** Work with a partner. Look at this topic and discuss your ideas.

A newspaper journalist writes:

'I don't like it when famous people start talking about serious world problems like global warming. What do they know about it? I want actors to act and singers to sing. I don't want to listen to them telling me how to save the world.'



5 Write a letter to the newspaper editor expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

**TIP FOR USE OF ENGLISH**

In sentence transformation activities, remember ...  
When you finish, check that you haven't changed the meaning of the original sentence and that you haven't used more than the maximum number of words permitted.

▶ EXAM SUCCESS page 145

**6 Rewrite the sentences keeping the same meaning. Use between two and five words, including the word given.**

- Africa is hotter than India. **as**  
India ..... Africa.
- Protecting the environment is more important than space exploration. **not**  
Space exploration .....  
protecting the environment.

**Speaking**

**TIP FOR SPEAKING EXAMS**

When negotiating, remember ...  
If you can't think of something to say, use fillers like *Well, Hmm* or *Let me think* to give you time to decide what you can say next. And don't be afraid to say something that is obvious.

▶ EXAM SUCCESS page 145

**7 Work with a partner. Make a list of different ways of making and responding to suggestions.**

**8a You want to watch TV with your partner. Look at what programmes are on tonight.**

<p><b>No Place Like Home</b> A programme which shows you some of the best and biggest houses in the world. All the houses belong to famous people!</p>	<p><b>Incredible Stories</b> This series looks at normal people in extreme situations. This week we see the story of a teenager who rescued a surfer from a shark attack.</p>	<p><b>Sports Night</b> Tonight there's tennis, athletics, and of course all the best international football.</p> 
<p><b>Family-Ville</b> Yes, your favourite cartoon is back. Follow the lives of the most unusual family in the United States, and all their hilarious adventures.</p>	<p><b>It's Only Natural</b> This nature documentary looks at the wildlife in one of the most beautiful places in the world – New Zealand.</p>	

**8b SPEAKING Work with your partner. Make and respond to suggestions about what to watch. After two or three minutes, make a decision.**

- Temperatures won't be warm enough for some types of animals. **too**  
Temperatures ..... for some types of animals.
- The situation in Europe isn't as serious as in Africa. **more**  
The situation in Africa ..... in Europe.
- It's possible that environmental problems will become more serious. **may**  
Environmental problems ..... more serious.
- It's certain that some animals will die. **definitely**  
Some animals .....
- It's probable things won't get better. **probably**  
I think that ..... worse.

**'CAN DO' PROGRESS CHECK UNITS 5-6**

**CEF**

**1 How well can you do these things in English now? Give yourself a mark from 1 to 4.**

- 1 = I can do it very well.
- 2 = I can do it quite well.
- 3 = I have some problems.
- 4 = I can't do it.

- I can compare two or more things using different structures (*more/less than, as ... as*).
- I can name and describe different types of TV programme.
- I can identify information in a radio programme about the news.
- I can make and respond to suggestions about what to do in my free time.
- I can write a basic review of a TV programme, expressing my opinions.
- I can make predictions and talk about future plans and decisions using *will, may, might, be going to*.
- I can talk about situations and their consequences using zero and first conditionals.
- I can discuss the environment and pollution.
- I can make arrangements for the weekend.
- I can write a simple, formal letter to a newspaper, organising my ideas with linkers and in paragraphs.

**2 Now decide what you need to do to improve.**

- Look again at my book/notes.
- Do more practice exercises.  
▶ WORKBOOK Units 5 and 6
- Ask for help.
- Other: .....