Vocabulary in context

6 CHANGING CLIMATES

Geographical features

Great students’ tip
Efficient vocabulary revision
Frequent revision is the best way to learn new words. Look at your vocabulary notebook or list every week and test yourself to see how much you remember. It’s easier to learn vocabulary when you focus on words in the same group, e.g. parts of the body, adjectives ending in “-ing” and “-ed”, etc.

1. Find fourteen geographical features in the word search.

2. Complete the geographical features.
   a. The Amazon is the biggest tropical r________ in the world.
   b. The Alps are an important m________ in Europe.
   c. The longest r________ in France is the Loire.
   d. The Caspian Sea is not actually a sea. It’s the world’s biggest l________

3. Complete the text with the verbs in the box.

Vocabulary extension

CLIMATE CHANGE FACTS

The average temperature on the planet has gone up 0.9ºC since the end of the 19th century.

1. Antarctica lost about 127 billion tons of ice per year from 1993 to 2016.
2. Oceans are on average 2 cm higher than in 1880.
3. This causes the death of over 4 million people in cities every year.
4. The European Union wants to reduce these by 40%, compared to the levels in 1990.

4. Match words (1-6) and (a-f) to make environment expressions.

   1. global
   2. melting
   3. air
   4. renewable
   5. sea level
   6. toxic

   a. warming
   b. pollution
   c. rise
   d. ice caps
   e. waste
   f. energy

5. Complete the factfile with the expressions in the box. There is one expression you do not need.

   air pollution - carbon emissions - fossil fuels - global warming - melting ice caps - sea level rise

6. Complete the sentences with the correct prepositions.

   a. Without action now, we will run from distancing ourselves from the planet.
   b. When we cut down/under trees in the rainforests, the environment suffers.
   c. Plants and animals die away/about when we destroy their habitat.
   d. We need to look forward/afterwards to protect our future.
   e. We need to stop using cars that run on/by fossil fuels.
   f. We must clean up/along the toxic waste in our oceans.

7. Match the underlined words in the article to the meanings.

   a. dangerous
   b. environmentally
   c. recycle
   d. easy
   e. keep
   f. day

8. Tick (✓) the ideas which the writer agrees with.

   a. Landfill is a good solution for e-waste.
   b. We need to make it easier to recycle all e-waste.
   c. If individuals recycle their e-waste properly, we will solve the problem.
   d. Consumers, and not companies, are the key to solving the problem.

9. What do you think of when someone talks about recycling waste? Paper? Organic waste? There’s another type of waste which is problematic: e-waste. This is things like mobile phones and computers. Inside these ‘cool’ products, there are some very toxic heavy metals that can cause serious damage to the environment. If we burn this waste, we get air pollution. If we put it in landfill, toxic chemicals go into the earth and, in the end, pollute the water.

10. Critical thinkers

   a. A challenge for electric car makers is how to recycle their batteries – lithium, its main component, is very toxic.
   b. Electric cars seem to be more environmentally friendly than those using fossil fuels.
   c. One of the ways to get rid of non-toxic waste is to reduce its production.
   d. Some of the ways to get rid of non-toxic waste are to reduce its production and use recyclable materials.
   e. What do you think it is about?

11. Complete the sentences with the correct form of the words in 4.

   a. The _______ of dangerous waste is one of the worries of the Ministry of the Environment.
   b. One of the ways to get rid of non-toxic waste is to use it as _______.
   c. Electric cars seem to be more _______ than those using fossil fuels.
   d. Disposing of the batteries of electric cars is becoming an _______.
   e. A challenge for electric car makers is how to recycle their batteries – lithium, its main component, is very toxic.

12. Do you really need a NEW MOBILE PHONE?

   A. What do you think of when someone talks about recycling waste? Paper? Organic waste? There’s another type of waste which is problematic: e-waste. This is things like mobile phones and computers. Inside these ‘cool’ products, there are some very toxic heavy metals that can cause serious damage to the environment. If we burn this waste, we get air pollution. If we put it in landfill, toxic chemicals go into the earth and, in the end, pollute the water.

   B. So, what’s the right thing to do if you want to throw away your old mobile phone or laptop? For a start, don’t put it with your usual rubbish. Take it to a recycling point! However, even if you do this, you might find that they don’t accept your e-waste if it’s big – for example, a laptop or the main part of a computer. That’s the first problem with e-waste – finding somewhere to recycle it.

   C. However, there’s a much bigger issue that many people don’t know about. The European Union and the US are sending tonnes of e-waste to poorer countries. When this e-waste arrives, these countries don’t have the technology to dispose of it properly. This causes direct harm to the people who handle it and also to the population in general.

   D. What are the solutions to the e-waste problem? First, as individuals, we need to recycle our e-waste responsibly. Second, tech companies will need to look into ways to make it easier to repair their products so that people can continue to use them. At the moment, tech companies are more interested in producing new models and don’t want to extend the life of existing ones. Third, if we want a new smartphone, we can buy it from a company like Fairphone, which produces phones that are eco-friendly and easy to repair. Finally, and most importantly, we can stop buying the latest model every one or two years, and keep our phone for longer. A large part of the solution is actually in our hands. However, are we prepared to consume less?
will, may and might

4 ⭐ Complete the sentences with the words in the box, according to the percentage probability.

- definitely / might / perhaps / possible / probably

1 We __________ consume less in the future. 50%
2 I'll ____________ reuse this plastic cup. 100%
3 It's __________ there'll be a flood. 50%
4 This glacier will __________ disappear in 10–20 years. 70–80%
5 People ____________ the ice caps won't melt very quickly. 50%

5 ⭐ Put the words in order. Then give a percentage certainty for each: 50%, 70–80% or 100%.

1 brother / the / win / your / Perhaps / competition / will
2 weekend / won't / it / next / probably / rain
3 will / finish / This / soon / film / definitely
4 out / might / tonight / William / go
5 have / an / They / Monday / may / exam / next

6 Find and correct nine mistakes in the text.

From: Josh
Hi Ben,
I'm not feeling well at the moment, so I don't play football this evening. I'll see the doctor this afternoon. He'll tell me that I need to stay in bed – I let's see if I hope that I'm going to be OK at the weekend because we go to the beach. I probably don't want to miss that! I saw on my phone that the weather is great.
I'm tired, so I think I'm going to have a rest now. Perhaps I phone you later.

Josh

1 __________ 6
2 __________ 7
3 __________ 8
4 __________ 9
5 __________

Developing vocabulary and listening

Different uses of get

1 ⭐⭐⭐ Rewrite the sentences with the same meaning using get/getting/get in place of the underlined verb.

1 Do you think the Earth is becoming hotter?
2 How many text messages do you receive a week?
3 I bought some really cheap headphones at the market!
4 I'm sorry, I don't understand what you're saying.
5 What presents did you receive for your last birthday?
6 Have you ever obtained a really good mark in an exam?
5 Please bring me the tablet that's on the desk.

2 ⭐⭐ Listen to a conversation about a school project between two friends. Answer the questions with Kyle or Paloma.

Kyle: I'm too busy to help people understand more about environmental problems. A / D

Critical thinkers

3 ⭐⭐ Listen again. Decide if the sentences are True (T) or False (F).

1 The students in Paloma's class are doing a project on the same subject. T / F
2 Kyle thinks it's too late to make changes now. T / F
3 Kyle's dad works with wind and solar energy. T / F
4 Kyle's dad says they haven't found the right technology yet. T / F
5 Kyle's dad says that sometimes it's difficult to get permission to build installations. T / F
6 Paloma wants to include information about people's attitudes in her project. T / F
7 Paloma wants information about wind power in general. T / F
8 Kyle says his dad might give Paloma some information. T / F

Vocabulary extension

5 Choose the correct alternative. Use a dictionary if necessary.

1 What time do you get up in the morning?
2 I got on/off my bike because my leg was hurting.
3 Simon got on/off the train and took a seat next to the window.
4 They tried to catch the thief but he got down/off the car and ran to the beach.
5 Laura got on/off the taxi and told the driver where she wanted to go.
6 Jane and I got up/off the car and ran to the beach.
7 A: How's your brother doing at his new school?
   B: He's getting on/off very well.
8 Please get down/off the wall. You can't sit there!
Zero and first conditional

1 Match the halves to make zero conditional sentences.
   1 If you go online at this café,
   2 If you write too quickly,
   3 If you revise vocabulary regularly,
   4 If you work in front of a screen all day,
   5 If you don’t have wind or solar farms,
      a you don’t help the environment.
      b your eyes sometimes hurt.
      c you often make mistakes.
      d you remember words more easily.
      e you don’t get a good signal.

2 Choose the correct alternative to complete the first conditional sentences.
   1 If countries make/will make changes now, the weather in the future won’t be/isn’t so bad.
   2 Matt doesn’t/won’t come tonight if you don’t/won’t invite him.
   3 If your brother needs/will need help tonight, I come/will come to your house.
   4 The detective arrested/will arrest the man tomorrow if he finds/will find evidence.
   5 If you don’t/won’t play in the next match, we lose/will lose.

3 Write sentences in the zero or first conditional using the prompts below.
   1 If / Dan / have a problem / he / always speak to his parents.
   2 I / go to the doctor / if / my neck / hurt tomorrow.
   3 Don’t buy too many clothes. If you (not need) a lot of clothes, what (happen) if you (not buy) new T-shirts?
   4 Sarah / not be happy / if / she / miss the next train.
   5 Your defences / be very low / if / you get the flu often.

Grammar challenge
Each sentence contains one mistake. Find and correct it.
1 If James will be coming soon, I’ll go home.
2 I’m going to the party on Saturday, but I’m not sure. If I feel better by then, I definitely will go.
3 The students watch a documentary about climate chance next week. Their teacher thinks it’s very interesting for them.
4 I’m playing football tonight, so I don’t think I have time to go shopping with you this evening.
5 This will be the match of the year! You’re sorry if you miss it!

Developing speaking
Making arrangements
1 Listen to Emma and Rui discussing what to do tomorrow. For each question, choose the correct answer.

   1 What do you decide to do in the end?
      a You decide to go online at this café.
      b You decide to go to a bike shop.
      c You decide to go to see a Planet Earth exhibition.

2 Where do they decide to meet in the event of bad weather?
   a Come straight to my house. I’ll ask my dad to take you.
   b Good idea! Where shall we meet?
   c Why don’t we meet at your house?

3 Complete the text with the verbs in the correct tenses. Sometimes more than one tense is possible.

   There (a) ___________ [be] some simple things you can do if you (b) ___________ [want] to reduce your impact on the environment? Why not try them?
   1 Eat less meat. If you (c) ___________ [eat] a lot of meat, now (d) ___________ [be] a good time to change that habit! Meat production uses a lot of land and water. And animals, especially cows, produce a lot of a gas called methane, which is very bad for the environment. The benefits in the future (e) ___________ [be] huge if we all (f) ___________ [start] to eat less meat from today.
   2 Unplug all those gadgets. If you (g) ___________ [plug] it in, you (h) ___________ [save] money and energy. If you (i) ___________ [make] sure you unplug things you aren’t using.
   3 Don’t buy too many clothes. If you (j) ___________ [think] about it, you (k) ___________ [not need] a lot of clothes. What (m) ___________ [happen] if you (n) ___________ [not buy] lots of new T-shirts for the summer? Nothing! What’s more, if you (o) ___________ [not buy] so many clothes, you (p) ___________ [have] more money to spend on other things.

4 Complete the text with the verbs in the correct tenses. Focus on the intonation.

   There (a) ___________ [be] some simple things you can do if you (b) ___________ [want] to reduce your impact on the environment? Why not try them?
   1 Eat less meat. If you (c) ___________ [eat] a lot of meat, now (d) ___________ [be] a good time to change that habit! Meat production uses a lot of land and water. And animals, especially cows, produce a lot of a gas called methane, which is very bad for the environment. The benefits in the future (e) ___________ [be] huge if we all (f) ___________ [start] to eat less meat from today.
   2 Unplug all those gadgets. If you (g) ___________ [plug] it in, you (h) ___________ [save] money and energy. If you (i) ___________ [make] sure you unplug things you aren’t using.
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Pronunciation

   • Positive intonation – goes up
     Fine! Sure! OK! – No problem! – Great! – Good idea!
   • Negative intonation – goes down

5 You and your friend are making arrangements for next weekend. Listen and answer the questions out loud. Don’t give short answers (e.g. Yes, I have.) Make notes to answer the questions. If possible, record yourself.
   1 Are you up to anything on Saturday?
   2 Do you fancy going for lunch? I’m paying!
   3 Where shall we go?
   4 What time shall we meet?
   5 See you on Saturday!
Developing writing

An opinion essay

Start with an introduction.

Use linkers of sequence, addition and contrast.

Present different information or points in different paragraphs.

End with a conclusion.

Task

Write an opinion essay on the subject:
‘Can we reduce air pollution in our cities?’
Write about 160 words.

Prepare

4 Write all your ideas. Look online if you can’t think of many ideas.

How can we reduce air pollution in cities?

reduce traffic pollution

5 Write your three best ideas. Group your ideas into three main themes.

6 Use this paragraph plan in your opinion essay:
Paragraph 1: Introduction – introduce the subject and say what you think in general
Paragraph 2: First idea
Paragraph 3: Second idea
Paragraph 4: Third idea
Paragraph 5: Short conclusion

Write

7 Write your opinion essay. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.

Check

8 Read your opinion essay and complete this checklist.

1 I used the paragraph plan.
2 I used linkers of sequence, addition and contrast.
3 I used expressions of opinion.
4 I used the zero and first conditional to describe conditional events in the present and future.
5 I used need to describe strong recommendations.
Grammar

1. Choose the correct alternative.
   1. This is the best film we have ever seen.
   2. The other students aren’t as intelligent as Matt.
   3. I’m thinking your new smart watch is great.
   4. Tom has finished his school project.
   5. I’ve got a small river in my garden.

2. Complete the programmes with the verbs in the present simple or with will.
   1. If Matt goes to Paris next weekend, he ________ (see) the Eiffel Tower.
   2. Sarah ________ (always / get) cold.
   3. If you ________ (put) snow in your hand, it ________ (always / get) cold.
   4. I ________ (have) the money, I ________ (look) directly at the sun, it ________ (be) bad for your eyes.
   5. Tom ________ (do) well in the exam tomorrow if he ________ (answer) the questions too quickly.

Vocabulary

1. Complete the types of programme with the missing vowels (a, e, i, o, u).
   1. t __ l __ n __ sh __ w __
   2. c __ r __ t __ n __
   3. d __ c __ m __ n __ t __ ry
   4. s __ p __ r __ t __ g __ m __
   5. d __ r __ m __

2. Match the adjectives in the box to the definitions. There are more adjectives than definitions.
   - scaring
   - surprising
   - confusing
   - hilarious
   - relaxing
   - scary
   - surprising

   It’s something that makes you laugh a lot.

3. Match the words in the box to the categories (1–5).
   arson • cold • cousin • hip • middle-aged
   niece • pain • shoplifting • thigh • toddler

   1. The family:
   2. Stages of life:
   3. Crimes:
   4. Health problems:
   5. Parts of the body:

4. Complete the sentences with the correct words.
   1. Look at Mark’s face. He’s got a ________ eye.
   2. That answer isn’t right. It’s ________.
   3. Sam speaks Japanese very well. He is ________ it.
   4. A ________ is someone who sees a crime.
   5. I can’t speak. I’ve got a ________ throat.

   1. Ben might come later and then we can play tennis together. (if)
   2. This is Ryan’s first visit to Italy. (never)
   3. It’s possible that I’ll get my results tomorrow. (might)
   4. Beth’s phone wasn’t as expensive as yours. (less)
   5. You’ve lived here for three years. (start to)
   6. Carbon emissions are a big problem and they are getting worse. (which)
   7. My dad didn’t drive an electric car before. (used to)
   8. There weren’t a lot of people in the park. (few)

Vocabulary

1. Write the words for the definitions/descriptions.
   1. When it rains a lot and rivers get too big
   2. Low land between mountains
   3. A small river
   4. Not to use things in an effective way
   5. When it doesn’t rain and there is no water
   6. A small mountain
   7. High land next to the sea
   8. Not use/less of

2. Complete the compound nouns.
   1. Global w
   2. Toxic w
   3. Noseb
   4. B __ watching
   5. F __ a __ kit
   6. Food p
   7. Son-i
   8. Cyberc
   9. Shoph
   10. W __ chair

3. Complete the sentences with the correct form of the words in the box. Use each word once.
   - enjoy
   - get
   - gripping
   - hurt
   - official
   - sprain
   - throw
   - turn

   1. What did you ________ at the shops?
   2. Are you going to ________ away all that paper?
   3. I was completely ________ during the whole film.
   4. How did you ________ your ankle?
   5. Does this ________?
   6. Please don’t tell anyone because it’s ________
   7. Don’t worry, I’m sure something will ________ up.
   8. Listening to music gives my mum great ________

On-the-Go Practice
Reading

1 For each question, choose the correct answer.

Luis
I heard you’ve organised a local group that’s helping to clean up our local beaches. Do you still need people to sign up? I’d like to protect the environment in any way that I can.

Why has Luis sent this message?
A to recommend an environmental group to Valeria
B to ask Valeria’s advice about setting up a new group
C to check if Valeria’s group is looking for any more volunteers

TENNIS TUTOR
Basic to advanced abilities free first lesson when signing a 2-month contract! Equipment for rent 202-555-0160

You will have to practise for a certain period to receive a free tennis session.
B The teacher is offering lessons only to people who have played tennis before.
C In order to attend the lessons, you need to have your own racket.

Part 2
This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:
- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the text; instead, look for words or expressions that have similar meaning in the profiles and texts.

2 For each question, choose the correct answer.

The young people (1–3) need to find some information online for a geography project. Decide which website (A–E) would be most suitable for each person.

1 Santiago would like to research places with extreme weather conditions. He also wants to see how the industries and populations are changing at some of these locations.
A theperfectlandscape.com
B aworldwideview.com
C worldresearcher.com
D aworldwideview.com
E awe-attractions.com

2 Lola wants to see diagrams of particular countries in each continent. She also needs to see the kinds of products different regions are famous for producing and who they sell them to.
A theperfectlandscape.com
B aworldwideview.com
C worldresearcher.com
D aworldwideview.com
E awe-attractions.com

3 Nina needs to compare data of different cities and find out how they are helping to protect the environment. She’s keen to watch interviews of young people talking about what it’s like where they live.
A theperfectlandscape.com
B aworldwideview.com
C worldresearcher.com
D aworldwideview.com
E awe-attractions.com

Part 1
This section tests your understanding of different kinds of short texts. You will read each short text for the main idea. For this task, you should:
- read the text to decide where you might find the information (e.g. is it an email from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In Part 1, there are five short notices, messages and other short texts that are based on things you might read in your everyday life (e.g. a text from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In Part 2, there are five descriptions of young people (1–5) and eight short texts (A–H) related to a topic (e.g. summer camps, science websites, school clubs, etc.). You must match the descriptions in the profiles to five of the eight texts.

In Part 3, there are five four-option multiple choice questions (A, B, C or D) for a longer text. Note that the first four questions follow the order of the text but the last question tests global understanding.

In Part 4, there is a longer text with gaps from which five sentences have been removed. You have eight sentences (A–H) to choose from to fill in the gaps.

In Part 5, there is a shorter text, which is usually of a factual nature (e.g. a famous person, location, celebration, etc.), with six gaps. There are six four-option multiple-choice questions. You must choose the correct word to complete each gap.

In Part 6, there is a shorter text with six gaps. You must read the text and write the correct word to complete each gap.