

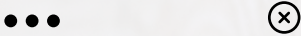
5

#Vocabulary: p61 and p64 | #Grammar: p63 and p66 | #Reading: p62 |
 #Listening: p65 | #Speaking: p67 | #Writing: pp68–69 |
 #Learning situation: What can you do to be greener? pp70–71

A greener world

WE BELONG TO ...

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Grammar p63

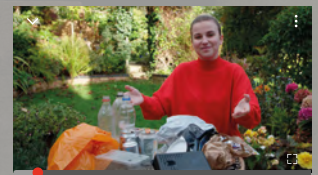


Speaking p67



Learning situation pp 70–71

VideoSkills



1 Watch the video. Number the images in the order that they appear.

- a a beach
- b a map of Britain
- c mobile phones
- d plastic rubbish
- e volunteers collecting rubbish
- f a table of rubbish

Protecting the planet



1 Match the verbs with the nouns. Can any of the verbs go with more than one noun? Add more words.

Verbs	Nouns
give up look after	the environment plastic
reduce recycle	pollution trees
reuse save plant	waste water things

2 34 Listen and repeat the words. How do you say them in your language?

- ban build wind farms cut down trees
 deforestation destroy landfill
 mend clothes pesticides pollute
 protect endangered species renewable energy
 repurpose solar power throw away

3 Look at photos A–J. Match them with the *Dos* and *Don'ts* in the leaflet.

Photo A: Do use *renewable energy*. Do use *solar power*.

4 Choose the correct option.

- Don't **mend/throw away** old clothes. It's easy to **ban/mend** them.
- It's a good idea to **destroy/repurpose** things. For example, make an old jacket into a bag.
- We need to protect **climate change/ endangered species** such as rhinos and whales.
- The government should make sure companies don't **pollute/repurpose** rivers and seas with chemicals and other waste.
- When people **recycle/cut down** forests, it can cause serious problems.
- We must **ban/throw away** plastic bags and packaging.

Green teens say...

- DO**
- Ban plastic bags and bottles.
 - Stop deforestation.
 - Protect endangered species.
 - Use renewable energy.
 - Use solar power.
 - Build wind farms.
 - Stop global warming and climate change.

DON'T

- Cut down trees and destroy forests.
- Pollute rivers, seas and oceans.
- Use pesticides.
- Throw away old clothes – mend old clothes instead!
- Send rubbish to landfill – recycle, reuse and repurpose things.

Language alive!

Work in pairs. Look at the leaflet again and put the advice in order of importance.

I think the most important thing is to stop climate change and global warming.

I think the most important thing is not to pollute rivers and seas.

An article

1 Read the article quickly and choose the best option.

The article is about ...

- a clothes and fashion tips.
- b how your clothes affect the environment.

2 35 Read and listen to the text. Choose the correct answers.

- 1 The title suggests that (...).
 - a having fashionable clothes is good for the environment
 - b there is a connection between our wardrobes and the environment
- 2 The first paragraph suggests that (...).
 - a the number of items of clothing we have is important
 - b the most important environmental problem is endangered species
- 3 The last paragraph recommends readers to (...).
 - a talk to other people about their clothes
 - b do something about the contents of their own wardrobe

3 Are the statements true or false?

- 1 About 15,000 litres of water are used to grow the cotton for a pair of jeans.
- 2 Making a pair of jeans produces 32 kilos of carbon dioxide.
- 3 In the UK, 680 million items of clothing will be donated to charity next spring.
- 4 To create a capsule wardrobe, you need a lot of different clothes.
- 5 You can use accessories in your capsule wardrobe to make outfits look different.

Language alive!

Work in pairs and answer the questions.

- 1 How many items should you ideally have in a capsule wardrobe? How many items have you got?
- 2 What other ideas or actions can you think of to protect the environment?

Critical Thinking



- 4 **REMEMBER** → What can you do to create a capsule wardrobe?

Could your

wardrobe

help save the planet?

How many clothes do you own: 20 items, 50, 100? When we think of protecting the environment, we usually think of things like saving endangered species, using renewable energy or reducing deforestation. We don't think about how many clothes we have. Here's why we should.

The fashion industry is one of the most damaging industries for the planet. Huge amounts of energy and natural resources are used to produce clothes. Consider a pair of jeans. Around 15,000 litres of water were used to grow the cotton for them, over 300 grams of pesticides were used on the cotton, and chemicals were used in dyeing the material. Producing the jeans produced 32 kilos of carbon dioxide – as much as driving 125 kilometres. Add to that the energy that was used to transport and sell them. Multiply those figures for each item you have and you start to see the size of the problem.

That's not all – fashion produces a lot of waste. In the UK alone, experts predict that 680 million items of clothing will be thrown away next spring. Some will be given to charity or recycled, but an astonishing 235 million items will end up in landfill.

But we all want to look good too! A capsule wardrobe could be the answer – simply put, it's having a small number of clothes and using them to make as many different combinations as possible. For example, each pair of trousers should match with lots of different tops.

Use accessories, such as belts, ties or jewellery to add variety to each outfit. For a true capsule wardrobe, the limit is 37 items – could you do it? Try!

Nothing is going to be done about the problem unless we all take action. We can each start with our wardrobe!



680 million items of clothing will be thrown away

1 Look at the table. Then watch the Grammar video and answer the question.



Can the sculptures in the gallery be touched?

The passive				
	Present simple passive	Past simple passive	Future passive with will (predictions)	Future passive with be going to (plans)
Affirmative	Plastic is recycled.	A lot of food was wasted.	Global warming will be reduced in the future.	The forest is going to be destroyed.
	Jeans are produced here.	Millions of litres of water were used.	The clothes will be thrown away next year.	Plastic bags are going to be banned soon.
Negative	Plastic isn't recycled.	A lot of food wasn't wasted.	Global warming won't be reduced in the future.	The forest isn't going to be destroyed.
	Jeans aren't produced here.	Millions of litres of water weren't used.	The clothes won't be thrown away next year.	Plastic bags aren't going to be banned soon.

2 Complete the text with the correct present simple (PR) or past simple (PS) passive form of the verb in brackets.

4Ocean is a company that makes bracelets from rubbish in our oceans. It **was started** (start – PS) in 2017 by Andrew Cooper and Alex Schulze. The beads **1** (...) (make – PR) from recycled glass bottles. The cord **2** (...) (make – PR) from plastic bottles. Andrew and Alex had the idea when they went on a surfing trip to Bali and saw all the rubbish in the water. When they started, local fishermen **3** (...) (employ – PS) to collect the rubbish. In the first two years, nearly one million kilos of rubbish **4** (...) (remove – PS) from oceans by 4Ocean. Now, over 150 people **5** (...) (employ – PR) by the company and the latest technology **6** (...) (use – PR) to remove rubbish from the water.

3 Put the words in the correct order to make passive questions or sentences.

- sent? / will / the clothes / Where / be
- going to / be / the materials / improved? / Are
- won't / tomorrow. / be / My jeans / mended
- be / made / The clothes / in our factory. / will

The passive infinitive

The passive infinitive can be with or without *to*, depending on the verb it follows.

The clothes can **be recycled**.

Pollution needs **to be reduced**.

Many teenagers expect **to be given** new clothes.

The problem isn't going **to be solved** today.

4 Complete the passive sentences using the correct past participle form.

He isn't going to repair the TV.
The TV isn't going to be **repaired**.

- They aren't going to recycle these newspapers. These newspapers aren't going to be (...).
- They will cut down lots of trees. Lots of trees will be (...).
- The government won't stop water pollution. Water pollution won't be (...).
- People are going to use more renewable energy. More renewable energy is going to be (...).

5 Choose the correct option – active or passive – to complete the text.

Many cities **1 give/are given** free or cheap transport to people in exchange for recycling. In Surabaya, in Indonesia, plastic bottles **2 accept/are accepted** instead of money on buses and you **3 get/are got** two hours of free travel. In Beijing in China, free train tickets **4 give/are given** to people who recycle. Last year in Istanbul, 25 machines that take plastic bottles **5 installed/were installed**. The bottles **6 scan/are scanned** by the machine and then it **7 adds/is added** credit to passengers' metro cards. These cards **8 can use/can be used** on all public transport. More machines **9 will install/will be installed** by the council in the future. Experts predict that recycling machines like these **10 will use/will be used** in more cities in the future.



Materials

1 **36** Listen and repeat the words. How do you say them in your language?

aluminium bamboo brick cardboard
concrete denim foam iron leather
nylon polystyrene rock rubber sand
steel stone

2 Match photos A–O with the materials in exercise 1.

A – iron, steel



Nouns as adjectives

Some nouns can be used as adjectives. This often happens with materials, e.g.

This bag is made of plastic. (noun)

It's a plastic bag. (noun as adjective)

3 Complete the sentences using the nouns as adjectives.

My jacket is made of leather. It's a *leather jacket*.

- 1 These tins are made of aluminium. They're (...).
- 2 The sculpture is made of stone. It's a (...).
- 3 The nets are made of nylon. They're (...).
- 4 The cushion is made of foam. It's a (...).

Digital Competence!

Go online. Find out what the most common materials for making clothes are and how this has changed over time.

A radio programme



- 1 37 Look at the photo. Choose the correct option to complete the description of the photo. Listen and check.

This photo was taken **1 in a park/on a beach**.
The person is holding some plastic rubbish. It took **2 fifteen/five** minutes to collect the rubbish.

- 2 Listen again. Are the statements true or false?

- Years ago, it was thought that recycling plastic would be necessary.
- Over 8 million tons of plastic end up in oceans each year.
- Carolina Sevilla started a campaign on Instagram to clean up beaches.
- The campaign doesn't let people choose where they clean up beaches.
- Most Instagram users are aged 13–30.

- 3 Complete the sentences with the words in the box.

called interested recycled sent watched

- Since 1950, we've only (...) 9% of plastic rubbish.
- Carolina's campaign is (...) @5minutebeachcleanup.
- Beach clean-up photos have been (...) from all over the world.
- Carolina made a video that was (...) over 7.6 million times.
- The campaign reached young people who are (...) in the future of the planet.

- 4 **MEDIATION** Make a short video summarising the five-minute beach clean-up campaign and encouraging teenagers to participate.

Language alive!

Work in pairs. What do you think of Carolina's campaign? Suggest other ideas to recycle plastic.

I think it's a brilliant idea.

I agree. I would like to participate.

We can...

Celebrities for Good



What have Khal Drogo in *Game of Thrones* and Aquaman in *Justice League* and the *Aquaman* films got in common? Jason Momoa, of course. The Hawaii-born US actor has used his fame to help different environmental causes such as Sustainable Coastlines, and he often lends his voice to protect the oceans, and the rights of island nations and their Indigenous peoples.

Momoa created environmentally friendly shoes with the brand So iLL. What are they made from?



People are still allowed to throw away plastic

1 Look at the table. How do you say *be allowed to* in your language?

<i>be allowed to</i>			
We use <i>be allowed to</i> to say what someone is or is not permitted to do. We form it with the correct tense of <i>be</i> + (not) + <i>allowed to</i> + verb.			
Affirmative	Negative	Questions	Short answers
I'm allowed to arrive late.	I'm not allowed to arrive late.	Am I allowed to arrive late?	Yes, you are. No, you aren't.
You're allowed to arrive late.	You aren't allowed to arrive late.	Are you allowed to arrive late?	Yes, I am. No, I'm not.
He/She/It's allowed to arrive late.	He/She/It isn't allowed to arrive late.	Is he/she/it allowed to arrive late?	Yes, he/she/it is. No, he/she/it isn't.
We/You/They're allowed to arrive late.	We/You/They aren't allowed to arrive late.	Are we/you/they allowed to arrive late.?	Yes, you/we/they are. No, you/we/they aren't.

Language alive!

Work in pairs. Complete the sentences with the correct form of *be allowed to* and the verbs in brackets. Then ask and answer.

- (...) you (...) (**go**) out during the week when you were 10 years old?
- (...) students at your school (...) (**use**) mobile phones in class?
- (...) your best friend (...) (**go**) to concerts?
- (...) you and your friends (...) (**stay out**) late at the weekend last year?

2 Look at the table. Choose the correct option to complete the rules.

<i>let and make</i>			
Subject	<i>let/make</i>	object	verb
They	let	me	choose which beach to clean up.
She	lets	us	share photos on her Instagram feed.
They	make	us	recycle paper, glass and tins.
The video	made	me	think about the problem.

- We use **let/make** + object + verb to say what a person (or thing) obliges someone to do.
- We use **let/make** + object + verb to talk about giving or getting permission.

3 Choose the correct option.

- Yesterday, my friend **made/let** me tell her a secret. I didn't really want to.
- Every weekend, my mum **makes/lets** me clean my room. I don't like doing it.
- When I go to my friend's house, he **doesn't make/doesn't let** me choose what to do – it's not fair.
- Our teacher **makes/lets** us give our homework in late if we need to.

It was thought that recycling wouldn't be necessary

4 Read the examples and complete the impersonal sentences.

Impersonal phrases		
We can use impersonal phrases with <i>say/think</i> when we do not know or are not interested in who spoke.		
<i>It</i>	<i>be</i>	<i>said/thought that</i>
It	is	said that millions of tons of plastic ends up in our oceans every year.
It	was	thought that recycling wasn't necessary in the past.

Today, *it is thought* (think) that global warming is getting faster and faster.

- Ten years ago, (...) (think) that plastic pollution wouldn't be a problem.
- (...) (say) that climate change is getting worse.
- (...) (think) that many more animals will become endangered.
- Many years ago, (...) (think) that global warming didn't exist.

GAMES



Access your **Digital Student's Book** and have fun with Grammar.

Comparing and contrasting

- 1 Work in pairs. Look at the photos. What do you think about when buying something new?
- 4 Create your own dialogue. Follow the steps in the Speaking planner.

SPEAKING PLANNER



- 2 Watch the video. Do the friends mention any of your ideas from exercise 1?
- 3 Watch the video again and read the model dialogue.

MODEL DIALOGUE

Laura

I need a new **cell phone**. Do you know if there are any eco-friendly ones?

Marta

Let's see ... These two are more eco-friendly than most **phones**.

Why's that?

Well, this one creates less waste. **The case is made of recycled plastic and it's easy to repair.**

That's great! **So it lasts longer than most phones.** What about the other one?

It also uses recycled materials, but **you can't repair it easily.**

What about **quality**? Are other **smartphones** better than these two?

I'd say they're as good as most **smartphones**. **The camera on this one is great. It lets you take amazing photos, even at night.**

Sounds good.

How much are you thinking of spending?

Oh, the cheaper, the better!

I'd get **the second one**, then. Not only is it green, but it's also a great deal.

THINK

You need to buy a new item of clothing and you want the product to be as green as possible. Imagine you are in a shop. Compare two items and then choose one. Use these ideas or think of your own.

jeans trainers sunglasses T-shirts

PREPARE

Prepare a dialogue. Use the Cheat Sheet and your ideas to replace the words in **bold** in the model dialogue.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

CHEAT SHEET

It's/They're made from recycled (cotton/denim/glass/rubber).

It's/They're easy to (mend/repair/wash).

So it's/they're stronger than most ...

So it lasts/they last longer than ...

... you can't mend/repair/wash (it/them) easily.

This one has a great design/nice colours.

These ones are very comfortable/look really cool.



I need a new **cell phone**. (US) → I need a new **mobile phone**. (UK)



A blog post

MODEL TEXT

My green blog



Hi everyone! I'm back with my weekly blog on how to be greener.

This week, I want to talk about crisps. **Yeah, that's right!** We know crisps are a popular snack – every year we eat billions of packets of them!

→ **But have you ever wondered** what happens to the crisp packets after you've eaten the contents?

What's the problem with crisp packets? ←

→ **Did you know** that it can take many years for a crisp packet to break down? They end up in our rivers and seas, and are harmful to the wildlife.

Can I put them in the recycling?

Not in all countries. You often can't put them in normal recycling because they are made of plastic and metal.

What should I do with them?

You should send them back to the company that made them and they will recycle them. There are **also** companies such as TerraCycle which will often recycle crisp packets. The packets are recycled and turned into things such as watering cans or benches! ←

That's all for this week! Next week, I'll be writing about how to go plastic free at festivals!



Talk directly to the reader and use colloquial language.

Start each paragraph with a question.

Use short paragraphs to make your blog easy to read.

Link your ideas with informal connectors.

Use punctuation such as exclamations and contractions for a more informal style.

1 Read the blog post and answer the questions.

- 1 How many packets of crisps do we eat every year?
- 2 Why can't you usually put crisp packets in the normal recycling?
- 3 What should you do with your crisp packets?
- 4 What can TerraCycle turn crisp packets into?

2 Match the sentences that mean the same.

- 1 I haven't written a blog post for a while.
- 2 Tomorrow, I will write about plastic-free festivals.
- 3 There are lots of plastic-free festivals you can go to now.

4 These tips for a plastic-free festival are top-class!

5 You can also find out how to go plastic free at festivals.

a In addition, it is possible to find out how to go plastic free at festivals.

b Tomorrow, I will be writing about plastic-free festivals.

c I have not written a blog post for two weeks.

d These tips for a plastic-free festival are excellent.

e It is possible to go to many plastic-free festivals now.

WRITING PLANNER

TASK Write a blog post about how to be green.

THINK

Make notes to answer the questions.

What do you want to write about? Do you want to give tips to your readers about how to be greener, or write about a new eco-friendly product or recycling process?

PREPARE

Organise your notes into four paragraphs.

Paragraph 1: Introduce your blog and explain what you will be writing about this week

Paragraphs 2–3: Give your main ideas in about two short paragraphs

Paragraph 4: Finish your blog post and explain what you will be writing about next week

WRITE

Write your blog post. Use your notes and the model text on p68 to help you.

Hi everyone! I'm back with my weekly blog on how to be greener.

This week I want to talk about (plastic/clothes/food).

Have you ever wondered (how much food is wasted ...)?

Recycled (denim/clothes) is/are really eco-friendly.

There are lots of places where you can buy (second-hand clothes).

There are companies/charities that accept (food donations).

Check out my blog next week! I'll be writing about ...

REVISE

Read your blog post.

Answer the questions.

- 1 Have you organised your blog post into short paragraphs?
- 2 Have you used questions to introduce each paragraph?
- 3 Have you used an informal style, including appropriate punctuation, talking directly to the reader and informal connectors?
- 4 Have you used the passive where appropriate?

GRAMMAR

The passive

We often use the passive when the focus is on the action. It isn't important who/what did the action.

*Clothes **are sold** more often now.*

*This T-shirt **was made** in Asia.*

*How many clothes **will be thrown away** next week?*

Are endangered species going to be protected?

be allowed to

We use *be allowed to* to say what someone is or is not permitted to do.

*Fast fashion **was allowed to** grow quickly.*

*We **are not allowed to** use mobile phones at school.*

make and let

We use *make* to say what a person or thing obliges someone to do.

We use *let* to talk about getting or giving permission.

*My parents **let me** stay up late on Saturday night.*

*They **make me** do my homework.*

Plurilingual competence How do you say the sentences with *make* and *let* in your language?

Impersonal phrases

We use impersonal phrases when we do not know or we are not interested in who spoke.

***It is said** that ...*

*Previously, **it was said** that ...*

*These days, **it is thought** that ...*

*In the past, **it was thought** that ...*

VOCABULARY

38 The environment

give up plastic	recycle plastic/waste
look after the environment	reuse things
plant trees	save water
reduce pollution/waste	

39 Protecting the planet

ban	mend clothes	renewable energy
build wind farms	pesticides	repurpose
cut down trees	pollute	solar power
deforestation	protect	throw away
destroy	endangered species	
landfill		

40 Materials

aluminium	foam	rubber
bamboo	iron	sand
brick	leather	steel
cardboard	nylon	stone
concrete	polystyrene	
denim	rock	

More review with ...

Kahoot!





Learning situation

What can you do to be greener?

Project: choose a green issue and design a leaflet for a campaign to raise awareness

PROJECT PLANNER

ProjectSkills

Learning situation:

Create a leaflet to raise awareness of an important issue.

Cross-curricular

topic: Environmental responsibility

Language: Use the passive, *be allowed to*, *make*, *let*, impersonal phrases and vocabulary from the unit.

Collaboration:

Be flexible.



- 1 Watch a video of two students presenting their leaflet. What green issue did they choose?

THINK

- 2 Which of these features do you think the leaflet should contain to be effective? Explain your reasons.

- attractive photos
- statistics about the issue
- a general introduction to the issue
- a detailed history of the issue
- easy practical advice on what people can do
- text in long paragraphs with no headings
- bullet points to make it easy to follow

- 3 Look at the model project on p71 and find examples of the features in exercise 2.

PLAN

- 4 In what order do the writers cover these topics in their leaflet? Would you put them in the same order? Why/Why not?

- a basic facts about the issue with some statistics to illustrate them
- b things people can do about the issue
- c an interesting title and photo to get people's attention

- 5 Work in pairs. Choose an issue from the box.

air pollution deforestation energy
pesticides plastic-free living
recycling renewable transport

- 6 Research and make notes for sections a–c in exercise 4.

CREATE

- 7 Read the tips in the Collaboration box and the Learning situation graphic organiser in the Student's Resource Centre. Create your leaflet and prepare to talk about it.

Collaboration

Being flexible

TIPS

- Flexible thinking can help you find creative solutions to problems and planning.
- Break the problem into small 'pieces'.
- Find solutions for each piece. Choose the best one.

PRESENT

- 8 Practise your presentation.
- 9 Present your leaflet to the class and look at the other pairs' leaflets. Which ones give the best practical advice?

EVALUATE

- 10 Use the Cheat Sheet on p71 to check your work.



MODEL PROJECT

WHY IS FOOD WASTE A PROBLEM?

An incredible 30% of food is wasted!

Growing and producing food uses up huge amounts of natural resources and energy. Not only that, when it ends up in landfill, it produces a greenhouse gas called methane. It's bad for the planet!

DID YOU KNOW?

- Almost 50% of fruit and vegetables produced are never eaten.
- In Europe, 29 million tonnes of dairy products are wasted every year, e.g. 574 billion eggs.
- In the USA, 60 million tonnes of food, worth \$162 billion, are wasted every year. Just over half ends up in landfill.
- Globally, 30% of cereal products are thrown away every year – 286 million tonnes!

Use the passive.

Use vocabulary for talking about protecting the planet.



WHAT CAN YOU DO?

- 1 **Don't buy too much food.** It's better to go shopping more often and buy less each time. That way, you always have fresh food.
- 2 **Serve smaller portions.** If you put too much food on your plate, you won't eat everything and you'll end up throwing some away. Using smaller plates helps.
- 3 **Organise your cupboards and fridge – first in, first out.** Put new shopping at the back and older products at the front. When you open your cupboards or fridge you can see what needs to be used first.
- 4 **Store your food correctly.**
Not in the fridge: tomatoes, eggs, bananas, ...
Where in the fridge?
In the door: milk, juice, ...
In the middle: fish, meat, yoghurts, ...
At the bottom: salad, fruit, ...
- 5 **Understand dates.** 'Best-before' dates are only recommendations. You can still eat food after them. 'Use-by' dates should be followed.
- 6 **Don't throw food away.** If you aren't going to use it, donate it to a food bank or give it to friends instead.

CHEAT SHEET

Evaluation rubrics checklist

Copy the checklist and write ✓ or X.

- **Task:** Did you follow the four steps: Think, Plan, Create and Present?
- **Collaboration:** Did you work effectively with a partner to show flexible thinking?
- **Content:** Did you create an attractive and clearly organised leaflet with key information about a green issue?
- **Language:** Did you use grammar from the unit and vocabulary to talk about protecting the planet?
- **Presentation:** Did you present each section of the leaflet clearly and at a good speed?