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B1

Student's Book
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6



CHANGING CLIMATES



Vocabulary in context

Geographical features

The environment

1 **SPEAKING** Discuss which of these geographical features you have in your country or region. Use a dictionary if necessary.

42 **Geographical features**

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 **SPEAKING** Draw a word from 1 on the board. Can the class guess the word?

3a Read this text with advice about protecting the environment. Use the correct form of these verbs to complete the text.

43 **Verbs connected with the environment**

consume • recycle • reduce • reuse • save • throw away • waste

SOME SIMPLE TIPS FOR PROTECTING THE ENVIRONMENT

Because of global warming, the temperature of the planet is rising at the moment. To help with this problem, we need to (a) greenhouse gases – the UK government promised to do this by 80% by 2050. To reach this goal, we need to use less energy. You can (b) energy by doing simple things like switching off the lights when you leave the room. And don't forget that we (c) energy when we leave computers or TVs on all night. When we (d) plastic, glass or paper to make new products, we are also helping to protect the environment. But it's also good to (e) things instead of using them just once. In general, it's sensible to (f) less – we buy lots of things that we don't really need and then quickly (g) all these useless items.

3b **44** Listen and check your answers.

4 **SPEAKING** Check that you understand all these words and expressions. Then use the words to talk about the photos.

45 **The environment**

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste



The first photo shows air pollution.

Yes, I think it's coming from using fossil fuels.

5 Complete the questions with appropriate words from 3a or 4.

- How serious do you think climate is and why?
- How is global affecting your country?
- How much energy (such as wind or solar power) is there in your region or country?
- What positive action do you take to water or electricity?
- What products or materials do you or reuse?
- How much do you think your region or country is doing to carbon and toxic

Use it ... don't lose it!

6 **SPEAKING** Discuss the questions in 5.

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Reading

1 **SPEAKING** Look at the photos above. Talk about what you can see. What do you think is the connection between them?

2 **SPEAKING** Look at questions 1 to 5. What answers could you give to the questions?

- Are sea levels getting higher or is it just fake news?
- What can we do to prepare ourselves and our cities for rising sea levels?
- What's causing sea levels to rise?
- Can we still stop sea level rise by reducing carbon emissions?
- What are the consequences of sea level rise for us?

3 Read the text. Match each question (1–5) in 2 to its answer (A–E). Were any of your answers in 2 similar to the answers in the text?

4 **46** Choose the correct alternative. Write the letter of the paragraph where you found the answer.

- Melting ice caps are now more/less responsible for rising sea levels than in the past. Paragraph:
- There is evidence of the sea level rising because there have been a lot more/one or two big floods in recent years. Paragraph:
- It seems obvious that by reducing carbon emissions we can/can't completely stop the problem of rising sea levels. Paragraph:
- About 275 million people live in coastal areas/the ten biggest cities in the world. Paragraph:
- There are just one or two important/a variety of different ways we can beat the problem of rising sea levels. Paragraph:

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

Reach higher page 138

UNDERSTANDING CLIMATE CHANGE

Sea Level Rise: you ask, the experts answer

A According to the US-based National Oceanic and Atmospheric Administration (NOAA), the global sea level in 2016 was 82 mm higher than the 1983 annual average. The NOAA believes that the global sea level will probably rise between 0.2 metres and 2 metres by 2100. Their statistics also show that in many places along the US coast, flooding is much more frequent than it was 50 years ago.

B Sea levels are rising for two main reasons. Firstly, glaciers and ice caps are melting and adding water to the ocean. And this is going to happen faster as global temperatures get higher. Over the last ten years, NOAA statistics show that the amount of sea level rise caused by melting has increased dramatically and is now the main factor in rising sea levels. Secondly, the water in the oceans is getting warmer and that means that it expands and takes up more space, increasing the volume of water in the sea.

C One big problem is that at least 275 million people live in areas which are going to be at risk from rising sea levels. Eight out of the world's ten largest cities are near a coast according to the UN Atlas of the Oceans. In Europe, London, Barcelona, Dublin and Venice are some of the cities that may face problems. Experts predict that millions of people will need to move away from their homes in the future.

D The tenth anniversary of the Paris Agreement to combat climate change and reduce carbon emissions will be in 2025. There are experts who are optimistic that lower carbon emissions will help to reduce the speed of rising sea levels. However, it is clear that we will need to spend money on other ways to protect these coastal areas because rising sea levels will still continue to cause problems.

E In the Netherlands, where flooding has always been a problem, engineers and architects are always coming up with different solutions, big and small. One is the building of floating homes. When the water rises, your home will rise, too. Other countries have decided they're going to think about building similar homes. Perhaps the biggest solution is the giant sea gate in Rotterdam that protects the port. A computer controls this gate and it closes automatically when there is danger of flooding. Each of the two parts of the gate is as big as the Eiffel Tower! But will engineers build similar gates to protect other cities?

'Climate Change: Global Sea Level', Rebecca Lindsey, NOAA Climate.gov, 2019.

6 Critical thinkers

In your opinion, how and how much does the question of sea level rise affect the place where you live?

What makes you say that?

Give examples from the text and other information to justify your opinion. Then share your ideas.



will, be going to and present continuous for future

1a Look at the sentences.

- a Experts predict that millions of people **will** need to move away.
- b In 2025, it **will** be the tenth anniversary of the Paris Agreement.
- c They've decided they're **going to** build similar homes.
- d Experts **are meeting** next month to discuss the problem.
- e As it gets warmer, glaciers **are going to** melt faster.
- f Where can I find more information? I know! I'll look on the Internet.

1b Match these explanations of the use of will, be going to and the present continuous for the future with example sentences a–f in 1a.

- We use **will** ...
- 1 for decisions that we take at the moment of speaking. *f*
 - 2 to talk about an objective truth.
 - 3 to make a general prediction. We often use **think, hope, expect, predict, believe** 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.
- We use the **present continuous for future** ...
- 6 to talk about future arrangements or plans that are confirmed.

Check it page 80

2 Complete the sentences with the correct forms of the verbs given using will or be going to. Then match each sentence to explanations 1–6 in 1b. Use one explanation twice.

- 1 Experts believe that temperatures *will continue* (continue) rising. *3*
- 2 It's only the start of June but it's really warm. It (be) a hot summer.
- 3 **A:** I can't open the door.
B: Don't worry. I (help) you.
- 4 That plant is completely dry. It (die).
- 5 My brother has decided he (study) environmental science at university.
- 6 Next week it (be) the anniversary of the Kyoto Agreement.
- 7 Scientists think that tourism (have) disastrous effects in the Arctic.
- 8 I can't go out next weekend. I (revise) for my exam.

3a Use be going to to write down different plans or intentions you have for the future. If the plan is already confirmed, use the present continuous for future. Write about these areas:

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

I'm doing an English vocabulary test next Wednesday, so I'm going to study vocabulary this weekend.

3b SPEAKING Compare your plans and intentions with a partner. Are any of them similar?

will, may, might

4a Look at the sentences and give an approximate percentage of certainty for each expression in bold.



- 1 The global sea level **will probably** rise. *70–80% certain*
- 2 We **will definitely** need to spend more money.
- 3 **Perhaps** millions **will** need to live in floating houses.
- 4 **It's possible that** there **will** be other problems.
- 5 London, Barcelona and Istanbul **may** face problems.
- 6 Other cities **might** be in danger.
- 7 It **probably won't** be as bad as they think.
- 8 It **definitely won't** be an easy thing to solve.

4b Look at the position of the adverbs definitely and probably in sentences 1 and 2 and sentences 7 and 8. What do you notice?

Check it page 80

Exam tip

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?

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

- 1 It's possible that the sea level will go up in the next 50 years.
may
The sea level *may rise* in the next 50 years.
- 2 It's 100% certain that people will reuse plastic bags.
definitely
People plastic bags.
- 3 They say there's a possibility summers will be hotter.
might
They say as cool as they are now.
- 4 It's 80% certain the coast won't be the same as now.
probably
The coast different in the future.
- 5 It's 80% certain that people won't want to consume so much.
will
People buy less.
- 6 It might improve soon.
possible
It get better soon.

6 Change these predictions depending on the percentage of certainty given. Use a different expression from 4a in each sentence.

- 1 The weather will definitely become more extreme. (70–80% – negative)
The weather probably won't become more extreme.
- 2 There will be sharks near the UK coast. (50%)
- 3 We won't drive cars in the future. (50%)
- 4 We will probably have terrible droughts. (100% – negative)
- 5 They will clean all the plastic from our seas. (50%)
- 6 Perhaps we will stop using fossil fuels. (100%)

Use it ... don't lose it!

7 SPEAKING Which predictions do you agree with – the original one or the new one?

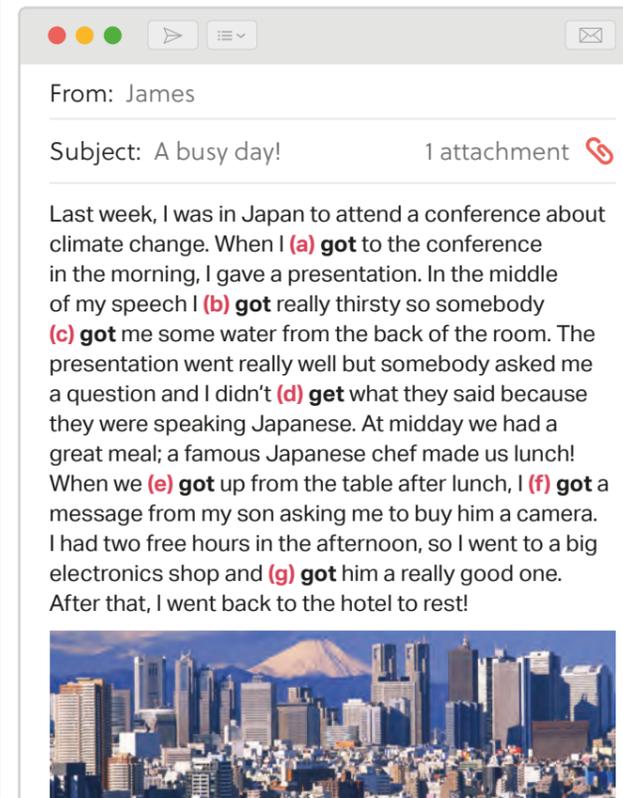
I think the weather will definitely become more extreme.

I disagree. I think it probably won't.

Reach higher page 138

Different uses of get

1 Read this text. Get is used seven times in the text. Match each use (a–g) to the correct meaning (1–7).



- 1 arrive
- 2 bring
- 3 become
- 4 obtain or buy
- 5 receive
- 6 understand
- 7 move into a position or place

2a Use get to write six sentences about the weather and the environment using the topics in A and the adjectives in B. Use the comparative form of the adjectives or less.

A	B
the air • beaches • days • deserts • rivers • the seas • summers • winters	clean • cold • dark • dirty • dry • extreme • hot • long • short • sunny • warm • wet

Days are getting shorter at the moment because winter is coming.

2b SPEAKING Share your ideas with the rest of the class. Do you agree with all the ideas?

3 SPEAKING Write a dialogue where you use get as many times as possible. Try to include all the different meanings a–g in 1.

Use it ... don't lose it!

4 SPEAKING Act out your dialogue for the class. Who used get the most?

Reach higher page 138



GREAT LEARNERS GREAT THINKERS

PLASTIC AND THE ENVIRONMENT

Lesson aim: To think about the impact of plastic on the environment

Video: The plastic sea

SEL Social and emotional learning: Being curious

1 **SPEAKING** Ask and answer the questions.

- 1 What types of fruit or vegetables do people grow (outdoors or in greenhouses) where you live?
- 2 Where do you think that most of the fruit and vegetables you eat come from?

2 **VIDEO** Watch a video about an area of Spain. What basic information about farming in this area do you learn in the video?

3 **VIDEO** Find eight mistakes in the text and correct them. Then watch the video again to check your answers.

About	New posts	Archives
	<p>The video shows the eastern coast of Spain. It's dry and one of Europe's only two deserts. The temperatures can reach 45°C. You can see plants, vegetation and the Mediterranean Sea from up in the sky. Plastic has become part of the earth in this area. It comes from rubbish that local people throw away. The plastic becomes smaller and smaller and finally goes into the sea. About 7% of Europe's plastic is in the Mediterranean. This plastic only affects fish and sea life. The plastic greenhouses in this area only bring us positive consequences.</p>	

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

GREAT THINKERS

Think-Question-Explore

4 Read the title of the text in 5 and answer the questions.

- 1 What do you **think** you know about the problem of plastic in the environment?
- 2 What **questions** do you have about this topic?
- 3 How could you **explore** to find more information and the answer to these questions?



5 **SEL** Read the text and answer the questions.

- 1 Does it confirm the things you **thought** you knew about the topic?
- 2 Does it answer any of your **questions**?
- 3 What would you still like to **explore**?

PLASTIC FOR A DAY? NO, PLASTIC FOREVER

It seems we use half of all plastic items just once before we throw them away. For example, 60 million water bottles go into rubbish bins every day. But plastic doesn't simply disappear. Plastic straws, for example, take up to 200 years to break down into tiny pieces. And these tiny pieces get everywhere, even to remote mountain ranges and the sea. Larger plastic items are also a problem. For example, animals try to eat balloons after they fall back to earth, or plastic bags in the sea. This plastic blocks their digestive systems.

6 **SPEAKING** Make a list of things you often use that are made of plastic. How often do you use each one? Think of different things that are not made of plastic and that are better for the environment because you can recycle or reuse them. Could you make your life plastic-free?

GREAT LEARNERS

Great learners think globally and act locally.

Think of everyday things you do that affect the planet (e.g. the transport you use, the food you eat, the things you buy). What could you do differently to reduce your negative impact on the environment?

Learner profile page 143

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



1b Write a list of questions that you would like to ask about this activity.

Do many people do this?

2 Listen to an interview from an ecology podcast. Does Carol, a person who does the activity in 1, answer any of your questions in 1b? Which?

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

- 1 Plogging is a logical name for the activity. T / F
- 2 Erik Ahlström saw people plogging in the US and took the idea back to Stockholm. T / F
- 3 Carol started running because she wanted to go out and clean the streets. T / F
- 4 UK authorities are not spending money to stop the problem of litter in streets. T / F
- 5 Plogging is better for fitness than just running. T / F
- 6 The presenter mentions two different arguments against plogging. T / F
- 7 Carol admits that plogging can only ever make a small difference to the environment. T / F
- 8 Carol feels satisfaction after plogging for two different reasons. T / F

4 What do Carol and the presenter say about these different things? Give as much detail as possible. Then listen again and check your answers.

- 1 The idea of 'plogging'
- 2 'Trash running'
- 3 The equipment necessary for plogging
- 4 Statistics about litter in UK streets
- 5 The argument(s) against plogging

5 **Critical thinkers**

In your opinion, what other small actions like *plogging* can we do to protect the environment? Do you think they are effective?

What makes you say that?

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Zero conditional

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

- 1 If you **combine** these words, you **get** 'plogging'.
 - 2 You **use up** more calories if you **move** more.
- 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?

Check it page 80

2 Match the correct halves of the sentences.

- 1 If you put ice in the sun,
- 2 If the weather's good,
- 3 If you are in the sun for a long time,
- 4 If you walk in the rain without an umbrella,
- 5 If it's very cloudy,
- 6 If it rains from time to time,
- a it's bad for your skin.
- b you get wet.
- c it's hard to see the sun.
- d people go out more.
- e it's good for plants and trees.
- f it melts.

3a Write the second half of these sentences to make general statements using the zero conditional.

- 1 If you don't do your homework, *your teacher doesn't like it*
- 2 If you eat chocolate all day,
- 3 If you read a lot,
- 4 You feel sad if
- 5 You do well in English if
- 6 Your teacher is happy if

3b **SPEAKING** Read out your answers in 3a but **out of order**. Can your partner identify which sentence it is?

- Your best friend has a problem.
- I think it's sentence 4.

First conditional

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

- 1 If I **don't pick up** this rubbish, maybe a bird or some other animal **will eat** it.
- 2 It **will make** a massive difference if lots of people **do** it.

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.

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

Check it page 80

5 Choose the correct alternative.



ARCTIC CRUISES TODAY, ARCTIC DISASTERS TOMORROW?

- 1 If the ice caps *melt/will melt*, it *is/will be* easier to visit the Arctic.
- 2 If it *is/will be* easier to visit the Arctic, a lot of people *want/will want* to go there.
- 3 More cruise ships *sail/will sail* there if a lot of people *want/will want* to go.
- 4 If lots of ships *sail/will sail* to the Arctic, there *is/will be* more pollution there.
- 5 The ice *melts/will melt* faster if there *is/will be* a lot of pollution.
- 6 If the ice *melts/will melt* faster, the Arctic *changes/will change* drastically.
- 7 It *becomes/will become* almost impossible for polar bears to survive if the Arctic *changes/will change* drastically.

6 Complete the text with the verbs in the correct tenses. Use contractions where possible.



FARMING ... IN THE STRANGEST PLACES

The United Nations thinks it's possible that the world population will reach 9.8 billion by 2050. If that (a) (happen), we (b) (need) to produce more food. If we (c) (want) to do that, it (d) (become) essential to find more land for farms. But there is a problem. There (e) (not be) as much land for farming as now if sea levels (f) (continue) to rise. That's why people are thinking of new places to grow food. For example, Steve Dring and Richard Ballard have started growing food in a tunnel under London. If the plan (g) (be) successful, perhaps more people (h) (copy) them. It won't be easy to produce lots of food like this. But if everybody (i) (produce) some food for themselves, it (j) (help) a little bit. Another interesting idea is 'skyfarming': growing food on tall buildings. An advantage of 'skyfarming' is that scientists think air pollution (k) (get) better if people (l) (grow) more plants in big cities.

Use it ... don't lose it!

7 **SPEAKING** Begin with the sentence below. Take it in turns to add conditional sentences. How many sentences can you make?

If I'm free at the weekend, I'll go for a run.

If I'm free at the weekend, I'll go for a run.

If I go for a run, I'll get tired.

If I get tired, I'll sleep really well.

If I sleep really well, I'll ...

Reach higher page 138

Making arrangements



1 **SPEAKING** Look at the photos above. Discuss the questions.

- Where do you like going at the weekend when it's ...
- 1 sunny?
 - 2 raining?
 - 3 cold and snowing?

2 **48** Listen to two people making arrangements for this weekend and answer the questions.

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

3 **48** Complete the dialogue. Listen again if necessary.

Jamie: 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 know. 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 (i) Liz too and see if she wants to come.
Jamie: Good idea. See you tomorrow at (j)
Danny: See you.

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 ...

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

5b **SPEAKING** Practise the dialogue. Remember to show enthusiasm.

6 **SPEAKING** Look again at the photos in 1. Which other places do you enjoy going to at the weekend? What is good and bad about each place? When is it best to go to them?

Practice makes perfect

7a **SPEAKING** Do this role-play. Use the dialogue in 3 and the expressions in the Speaking bank to help you.

Student A: Ask about your partner's plans for the weekend. Then suggest an idea for an activity on Saturday afternoon if the weather is good. Invite your partner and agree on a time and place to meet.

Student B: Listen to your partner's questions and suggestion. Think of another idea if the weather is bad. Suggest inviting another friend, too. Check your arrangements and say goodbye.

7b **SPEAKING** Act out your dialogue for the class. The rest of the class should make notes with the most important details of your plans.

An opinion essay

1 **SPEAKING** Look at the photo. How often do you do outdoor activities? Do you enjoy doing them? Why/Why not?



2 Read the statistics below about children in the UK and answer the questions.

- 1 What do you think of the statistics?
- 2 Do you think the statistics are similar in your country?
- 3 What do you think explains the similarities or differences?

Culture exchange

Kids and outdoor activities

A survey by Persil found that 74% of UK children spend fewer than 60 minutes playing outside each day. But there are United Nations guidelines for prisoners which say they should have 'at least one hour of suitable exercise in the open air daily'.

A UK government survey discovered that more than one in nine children in the UK has not been to a park, forest, beach or any other natural environment for at least a year.

The same study found that in families where parents rarely or never visit natural environments, only 39% of their children spend time in nature. But when parents visit natural areas frequently, 82% of their children do the same.

Some parents don't let their children play outside because of a fear of strangers, traffic and accidents. It also appears that children have less time because of busy school lives, and parents have less time because of work.

The Persil survey found that children in the UK spend twice as much time playing on screens as playing outside.

3 Look at this statement. Do you agree or disagree with it? Make a list of reasons to justify your opinion.

'Today's children need to spend more time outdoors.'

4 Read this opinion essay. Is the writer's opinion similar to yours? Do they mention any of your ideas in 3?

Nowadays children don't spend much time outdoors, which I think is bad. There are important reasons why they need to get outside.

Firstly, I think children need to spend time outdoors because it's good for their physical health to walk and play in a natural environment. **Furthermore**, it's good for the mind because being in a park or on a beach is very relaxing and reduces stress.

Secondly, some parents think that being outdoors is dangerous. **Nevertheless**, I think that running, swimming and climbing trees outdoors are normal activities and children have always done them.

Finally, many people say children don't have time to get out because they have lots of homework and exams. **However**, lots of children find time to play video games. **What's more**, if children are organised, they'll find time to do everything.

All in all, I believe that we all need to be outdoors more often because doing physical activity in the open air is important for adults as well as for children.

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

Writing bank
Useful expressions in an article

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

6 Look at the statement. Do you agree with it? Why/Why not? Make notes.

'From the moment you get up until the time you go to bed, there are many things you can do to look after the environment.'

Practice makes perfect

7a Write an essay giving your opinion about the statement in 6. Use the model in 4, the Writing bank and this plan to help you.

- Begin by giving your opinion.
- Explain your main reason for your opinion.
- Give additional reasons for your opinion.
- End with a short conclusion.

7b Use the Writing checklist on page 141 to check your essay.

Exam tip

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?

will

- We use *will* and *won't* to make general predictions about the future. We often use *think, hope, expect, imagine*, etc. with *will* and *won't* to express our opinion about the future.

I don't think the weather will be worse in the future.

- We also use *will* and *won't* when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.

You look tired. I'll carry your bag.

- We use *will* and *won't* to talk about the future when we consider it to be an objective truth.

It's my birthday next week. I'll be seventeen.

- We use *definitely, probably, perhaps* and *it's possible that* with *will* to say how certain we think something is. *Definitely* is when we are very certain, *probably* when we are quite certain, and *perhaps* and *it's possible that* when we think the situation is 50–50.

- Definitely* and *probably* come just after *will* but just before *won't*.

I'll definitely be there. It definitely won't be there.

be going to

- We use *be going to* 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've decided that I'm going to study biology.

I'm going to have a big party for my birthday next year.

- We can also use *be going to* to make predictions about the future, particularly when we have evidence for the prediction.

It's really cold. I think it's going to snow.

This bag isn't very strong. It's going to break.

Present continuous for future

- We use the present continuous to talk about future arrangements or plans that have been confirmed.

Tomorrow I'm meeting Tom. We agreed to the meeting last week.

I'm leaving on the 7:33 train tomorrow morning.

may, might

Affirmative	subject + may/might + verb in infinitive <i>The weather may get worse.</i>
Negative	subject + may not/might not (mightn't) + verb in infinitive <i>We may not be able to do anything.</i>

- May* and *might* are used in predictions when we are not sure about something. They express approximately 50% certainty.

Zero conditional

- If* + present simple, present simple
If you go out in the rain, you get wet.
The teachers aren't happy if we don't do our homework.
If you press this button, the computer turns off.

- We use the zero conditional to talk about situations that are generally or always true.

If you take a fish out of water, it dies.
(= *This is not just a specific situation – it always happens.*)

First conditional

- If* + present simple, *will* + infinitive
If the climate changes, food will be a problem.
If we don't do something soon, the situation will get worse.

- The present simple comes in the part of the sentence with *if*. *Will* does not appear in this part of the sentence.

NOT *If it will be sunny, it will be hot today.*

- We use the first conditional to talk about possible and probable situations in the future and their consequences.

If the sun comes out (possible future situation), we'll go to the beach (the consequence of this situation).

If my friend decides to go to the cinema with me (possible future situation), I'll be really happy (the consequence of the situation).

will, be going to and present continuous for future

- 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.
- I don't know what to do now... I know! I'm seeing Joe!

/ 5 points

will, may, might

- 2 Choose the correct alternative.

- My team will definitely/probably win tonight. I'm sure.
- I might/will go and see her next week but I don't know.
- Probably the problem will/ The problem will probably disappear.
- They definitely won't/may not go out tonight because they have an exam tomorrow, but it's not impossible.
- It's possible that I see/will see my grandparents tomorrow.

/ 5 points

Zero conditional

- 3 Answer the questions with complete zero conditional sentences.

- What happens if you mix blue and yellow?
.....
- What happens if you are late for school?
.....
- What happens if you never brush your teeth?
.....
- What happens if you run every day?
.....

/ 4 points

First conditional

- 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 my mum (finish) work early.
- If you do the exercise carefully today, 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.

/ 6 points

Vocabulary

1 Geographical features

beach • cave • cliff • coast • desert • forest • glacier • hill • island • jungle/rainforest • lake • mountain • mountain range • ocean/sea • river • stream • valley • waterfall

2 Verbs connected with the environment

consume • recycle • reduce • reuse • save • throw away • waste

3 The environment

carbon emissions • climate change • drought • flood • fossil fuels • global warming • melting ice caps • (air/sea) pollution • (non-)renewable energy • sea level rise • toxic waste

4 Different uses of get

arrive • become • bring • move into a position or place • obtain or buy • receive • understand

Vocabulary test

Geographical features

- 1 Put the letters in order to make geographical features.

- flatarewl
- flifc
- realgic
- sniald
- master
- stranifore

/ 6 points

Different uses of get

- 3 Decide on a synonym for *get* in these sentences.

- I'm going to get some juice from the shop.
- Did you get home late last night?
- Don't move. I'll get you a glass of water.
- I never get his explanations.
- I'm getting tired.
- She got an email from her best friend.

/ 6 points

The environment; Verbs connected with the environment

- 2 Read the definitions and explanations. What are the words and phrases?

- solar and wind power are examples of this type of energy
- going up, like temperatures or the sea level
- changing from ice to water
- using something more than is necessary or in a way that is not useful
- when it doesn't rain for a long time
- CO/CO₂ that cars and factories produce and send into the atmosphere
- put something in the bin because you don't want it or need it
- the increase in the temperature on earth

/ 8 points

Total: / 40 points



Listening

Listening exam tip

In multiple-choice activities, remember ...
Look at the pictures or answer options to try to predict the topic, words and ideas you are going to hear in each situation.

- 1 **SPEAKING** What do you usually do at the weekend?
- 2 **ES2** Listen to three short conversations. For each question, choose the correct answer.
- 1 Which photo did the girl find most interesting?



A B C

- 2 Which activity do the friends decide to do next?



A B C

- 3 Where did the girl go at the weekend?



A B C

- 3 **ES3** Listen to three short conversations. For each question, choose the correct answer.
- 1 You will hear two friends talking about a TV series. What does the boy say about the series?
- A He finds it uninteresting.
B He likes how accurate it is.
C He thinks the acting is good.
- 2 You will hear a conversation about watching TV. What does the girl say about game shows?
- A She finds out useful information from watching them.
B She always watches them.
C She rarely watches them to the end.
- 3 You will hear two friends talking. What does the boy prefer doing in his free time?
- A watching TV
B visiting friends
C playing an instrument

Speaking

Speaking exam tip

When negotiating with a partner, remember ...
Use different expressions to agree, disagree and give your opinion. Using a variety of expressions can help you get higher marks.

- 4 **SPEAKING** Think about the situation below. You are going to discuss it with a partner for about two minutes.
- Some students want to improve their school grounds. Look at the activities they could do. Talk together about the different activities and say which would most improve the school grounds.



- 5 **SPEAKING** Discuss these questions with your partner.
- 1 Do you enjoy learning about the environment at school? Why/Why not?
2 Where is your favourite place to study at school? Why?

Exam success
Reading and Writing page 146



TV and online video in your country

1 **SPEAKING** Starting point

Look back at the Culture exchange text on page 64. How similar or different do you think the information is for TV in your country?

2 **SPEAKING** Project task

Search the Internet for information about TV and online video in your country so that you can explain it to a class of teenagers from another country. Prepare one of these:

- A poster C video message
B presentation D information leaflet

Research areas

- the most popular channels, streaming services and types of programme
- when and how much people watch TV and online video
- the most famous programmes and presenters
- internationally famous actors/presenters from your country
- differences between teens and parents in terms of what they like to watch

3 Think about ...

Digital skills

When you find a piece of information that you want to use in your project, search for at least one other source that confirms that information.

Intercultural awareness

Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

Collaboration

When you work in a team, remember that making constructive suggestions can help you to make progress.

Useful language

Do you think it would be a good idea to ...? How about + verb -ing? What about + verb -ing? Should we try to + infinitive? Let's try and + infinitive. Why don't we + infinitive?

Academic skills

The texts that you find on the Internet may be too long and complex to include everything. Highlight the main information and use it for your own text. Don't be afraid to use easier and more direct structures when you write.

4 **SPEAKING** Project time

Do the project. Then present it to the class.

5 **Evaluation**

Give each project a mark from 1 to 5 (5 = very good) for these categories.

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>



Grammar in context 1 (page 61)

Complete the second sentence so it has the same meaning as the first sentence. Use *as ... as*, *not as ... as* or *less ... than*. Use each expression twice. When you finish, put a tick (✓) if you agree with each sentence or a cross (X) if you disagree.

- American TV series are more violent than European series. *European TV series ...*
- Talent shows are interesting, but game shows are also very interesting. *Game shows ...*
- Video games are more popular with teenagers than TV programmes. *TV programmes ...*
- Crime series are exciting. Fantasy series are equally exciting. *Fantasy series ...*
- Watching horror films in the cinema is scarier than watching them at home. *Watching horror films at home ...*
- Books are more informative than TV documentaries. *TV documentaries ...*

Developing vocabulary (page 61)

Use one adjective ending in *-ing* to describe each of these things and one ending in *-ed* to describe how they make you feel.

- exams • pop music • reading • spiders • sport • theme parks

I think exams are usually tiring. They sometimes make me a bit frightened!

Grammar in context 2 (page 65)

Write as many true sentences about yourself as possible. Use the adjectives *old* and *young* and *too(not) enough*.

I'm too young to vote. I'm not old enough to vote.



Vocabulary in context (page 70)

Read the definitions and write the correct words from page 70. Then write definitions for three more words from that page.

- a large mass of ice that moves slowly
- a long period of time without rain
- a large quantity of water that suddenly covers an area
- the increase in the earth's temperature
- to use something more than necessary

Reading (page 71)

Why do these numbers, words and phrases appear in the text on page 71? Write one or two sentences to explain.

- | | |
|--------------------|-------------------|
| 1 the NOAA | 4 the Netherlands |
| 2 the Eiffel Tower | 5 2025 |
| 3 275 | 6 82 mm |

Grammar in context 1 (page 72)

Write one prediction for the future about the things in the box. Use *will* for general predictions or *be going to* if you have some sort of evidence for your prediction.

- the environment • fashion • medicine • politics • sport • transport

Developing vocabulary (page 73)

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

- consume • late • sunny • red • sure • worst

- I can see that you're hot. Your face is getting
- I didn't get your message. Are you you sent it to me?
- This was the test I've ever done in my life! I didn't get any of the questions.
- We really don't need to get more and more things. We need to less.
- Could you please get my sunglasses? It's really outside.
- I'll get here exactly at 7pm. My train is never

Grammar in context 2 (page 77)

Use the prompts to write first conditional sentences.

- If/I/pass/all my exams/this year, I/have/a special holiday in the summer
- Mark/help/you with your homework/if/you/ask/him
- The world/be/in trouble/if/we/not do/something about climate change
- If/you/climb/that mountain, you/need/special equipment
- If/we/not leave/now, we/be/late for school
- Some towns on the coast/be/underwater/if/sea levels/rise/much more



Vocabulary in context (page 84)

Think of a job for each word in 4a on page 84 where that personal quality is particularly important.

ambitious – sportsmen and women

Reading (page 85)

According to the text on page 85, match the statements below to the correct person Alan Geaam (AG), Ami Vitale (AV) or both (B). Choose the correct alternative.

- He/She was once ill because of his/her work. *AG/AV/B*
- At some point, he/she received a prize for his/her work. *AG/AV/B*
- He/she has travelled a lot in his/her job. *AG/AV/B*

- He/She began his/her successful career in the country where he/she was born. *AG/AV/B*
- Armed combat has been present in his/her life at some moment. *AG/AV/B*
- During his/her life he/she has done very different types of jobs. *AG/AV/B*

Grammar in context 1 (page 86)

Write two sentences to give advice to each person. Use *should* and/or *shouldn't*.

- I want to be a tourist guide.
- I want to be a chef.
- I want to be a doctor.
- I want to be a scientist.

Developing vocabulary (page 87)

Read the definition or example and write the correct adjective from 1 and 3 on page 87.

- when your job isn't all day, 9-to-5
- with blue eyes
- rich, having enough money to live well
- relaxed and calm
- when you don't get much money in your job
- famous, recognised by lots of people

Grammar in context 2 (page 90)

Rewrite the two sentences to make one second conditional sentence.

- We don't go running regularly. We can't compete in the 10 km race.
If we went running regularly, we could compete in the 10 km race.
- My mum works late during the week. She can't come to the school show.
- They don't speak to people. They don't have any friends.
- Ava doesn't know the answer. She won't tell us it.
- I haven't got a Saturday job. I haven't got any money.
- Matt isn't coming to the party tomorrow. You didn't invite him.



Vocabulary in context (page 96)

Read the definitions and write the correct words and phrases from 4a on page 96.

- to have a good relationship with somebody
- to stop being friendly with someone because you have had a disagreement with them
- to become friends again after a disagreement
- to see things in the same way as another person
- to have the same interests, experiences or opinions as someone
- describing a friend you spend a lot of time with

Reading (page 97)

Decide which paragraph in the text on page 97 talks about the things in 1–6. Then write one or two sentences to give more information. For example, what exactly is the change in 1?

- a change in the way that we see robots in general
- evidence that some people feel a type of sympathy for robots
- a robot that helps people who are ill
- loveable robots that don't really exist
- a fictional robot that makes a human being change their mind
- a robot that can show negative human emotions

Grammar in context 1 (page 98)

Complete the text with the past perfect form of the verbs given.

Before Ryan was seven, he (a) (learn) to speak five languages. Before he was 16, he (b) (pass) all his university entrance exams. He went to Cambridge because they (c) (give) him a place to study there. By the end of the first week, he (d) (meet) lots of interesting people. At school he (e) (not see) eye to eye with his classmates. It (f) (take) him a long time, but finally he had a real circle of friends.

Developing vocabulary (page 99)

Complete each sentence with a noun ending in *-ness*, *-ship* or *-dom* from 1a on page 99.

- That's a crazy idea. It's
- is being able to control and direct a group of people.
- To beat the other team, we need to find their There must be something that they aren't very good at.
- He loves the of being able to do what he likes, when he likes.
- They took out his teeth when he was 18.
- Television is popular because of the we feel when we have nothing to do.

Grammar in context 2 (page 102)

Read this text and find eight mistakes with gerunds and infinitives.

William Hanna and Joseph Barbera were responsible for create cartoons like *Scooby-Doo* and *The Smurfs*. Hanna and Barbera had different skills and personalities. Hanna liked singing and play music and Barbera was very good at think of funny situations for the characters. Hanna used to go walk and he enjoyed to be outdoors, but Barbera went to the beach relaxing. Eat good food was another thing he enjoyed. They always wanted making cartoons together and remained partners and friends for over 60 years.

- | | | |
|---------|---------|---------|
| 1 | 4 | 7 |
| 2 | 5 | 8 |
| 3 | 6 | |



Unit 1

Great learners are **open-minded and positive** towards others.

“Sometimes the media treat all teenagers or all older people in the same way. Stereotypes can sometimes help us to generalise, but they can also simplify our thoughts and reactions in a dangerous and inflexible way. Great learners are open-minded and positive about other people, because each individual is different.”

How open-minded and positive towards others are you? Grade yourself from 1 to 5.

1	2	3	4	5
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Unit 2

Great learners act with **integrity and honesty**.

“We often have to make difficult decisions in life. Sometimes we take an ‘easy’ decision because it has an immediate benefit. But this decision may not be based on positive values or ‘doing the right thing’. It’s important to act with integrity and honesty, so that in the long term we feel proud of what we do.”

Do you always act with integrity and honesty? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 6

Great learners **think globally and act locally**.

“When we hear about global problems such as environmental change, poverty or hunger, it’s easy to think that these problems are too big for us to solve. But if everybody takes positive steps to change something, the impact can be enormous. We all need to use what we learn to think about our global responsibilities in an active way.”

How much do you think globally and act locally? Grade yourself from 1 to 5.

1	2	3	4	5
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Unit 7

Great learners **listen actively** to others.

“When we listen to others, for example in a conversation or a presentation, we sometimes become passive listeners. We are not really paying full attention to what the other person is saying, or noticing how they are feeling. We should remember to listen actively, encouraging the other person to explain their ideas or feelings and waiting before interrupting, so we can really understand the person’s message.”

Do you always listen actively to others? Grade yourself from 1 to 5.

1	2	3	4	5
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Unit 3

Great learners have **confident body language**.

“Relaxed and confident body language can create a good impression and influence how people see and respond to us. But we don’t have to become actors. Simply choose two or three things to work on (e.g. making frequent eye contact, sitting and standing still and straight) and practise them. This will be useful in exams, interviews, meetings and presentations.”

Do you have confident body language? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 4

Great learners **make connections** between what they learn and the world outside.

“Sometimes when we learn information from teachers, texts, books and videos inside a classroom, we forget that this information can be useful in our everyday lives outside the classroom. Great learners think about connections between the knowledge we learn in class and the outside world.”

How much do you make connections between what you learn in class and the world outside? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 8

Great learners **show empathy and kindness** to others.

“Sometimes we may think that learning at school or university is a question of absorbing knowledge and information. But we also need to learn to ‘read’ other people’s feelings, see things from their position and offer to help them when they need it. We all know how it feels to be sad or lonely at times. If we are all considerate and compassionate, it’s easier for us all to get through hard times.”

Do you always show empathy and kindness to others? Grade yourself from 1 to 5.

1	2	3	4	5
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Unit 9

Great learners can **think creatively**.

“We live in a world where we rely on the Internet to find the answer to any question or task. But in life new problems and situations can appear at any moment. Using our imagination and thinking creatively are the only ways to find solutions to all sorts of new, unexpected problems. Great learners use their imagination and think creatively in challenging situations.”

How much do you think creatively? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 5

Great learners question their own **attitudes and behaviour**.

“We often do things that just become a routine. We stop thinking if the things we are doing are good or bad. So, it’s important to stop sometimes and ask yourself: ‘Why am I doing this? Is it the right thing to do?’ When you do this, it’s important to be honest and self-critical so you can do things better in the future.”

How much do you question your own attitudes and behaviour? Grade yourself from 1 to 5.

1	2	3	4	5
---	---	---	---	---

Unit 10

Great learners **justify their opinions**.

“It’s easy to give an opinion or to say you agree or disagree with something. But to show that you have understood a complex question, or to convince somebody that your opinion has a solid and valid foundation, it’s important to give logical, objective reasons and arguments to justify your opinion.”

How much do you justify your opinions? Grade yourself from 1 to 5.

1	2	3	4	5
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