

# 6

# Our world

## OBJECTIVES

- Read and react to a web forum about colourful nature.
- Listen to and understand a radio programme about two teenagers who want to protect our planet.
- Learn how to make and react to suggestions.
- Write a country fact file.

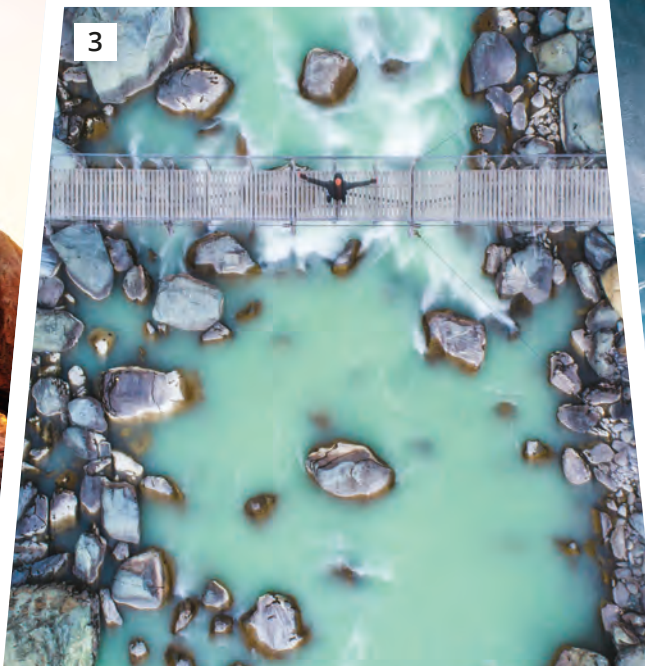


1

2



3




4



## What can we do to protect our beautiful planet?

### ACTIVE THINKING

- Look at the photos and discuss the questions.
  - What makes a place beautiful?
  - Which place in the photos would you most like to visit? Why?
  - Discuss the unit question 'What can we do to protect our beautiful planet?' Which are your favourite ideas?
-  **VIDEO 06** Watch the video about our amazing planet. Answer the questions.
  - What percentage of our planet is water?
  - What percentage of animals live on land?
  - What different kinds of places does the presenter talk about?
  - What problems do they talk about?

Extra video activity





## Geographical features

- 3 **REVISE** Copy the table in your notebook. Look at the pictures and add words to each category. You can put words in both categories.



Land	Water
beach	

- 4 Answer the questions with the words below. You can use some words more than once.

cave ■ coast ■ countryside ■ desert ■ hill  
jungle ■ ocean ■ ainforest ■ reef  
stream ■ volcano ■ waterfall

Which places ...

- are high up?
  - are water or near water?
  - are very dry?
  - have got a lot of trees?
  - can you go inside?
- 5 **49** Complete 1–4 in the text with the correct form of the words in Exercise 4. Then match a–d with the numbers below. Listen and check.

600 ■ eight ■ 10,000 ■ 4,700

The Congo is the second longest river in Africa: it's (a) ..... km long. On both sides of the Congo, there is the biggest (1) ..... in Africa. It has got about (b) ..... kinds of trees and over (c) ..... different kinds of plants. It starts high up in the mountains in Zambia and it has got some important (2) ....., including the Inga Falls and Livingstone Falls. It goes through (d) ..... different countries. The Congo finally gets to the (3) ..... in the Democratic Republic of the Congo where it joins the Atlantic (4) .....

## The weather

- 6 Look at the words in the table. Which words describe the weather where you are today? Check you understand all the other words.

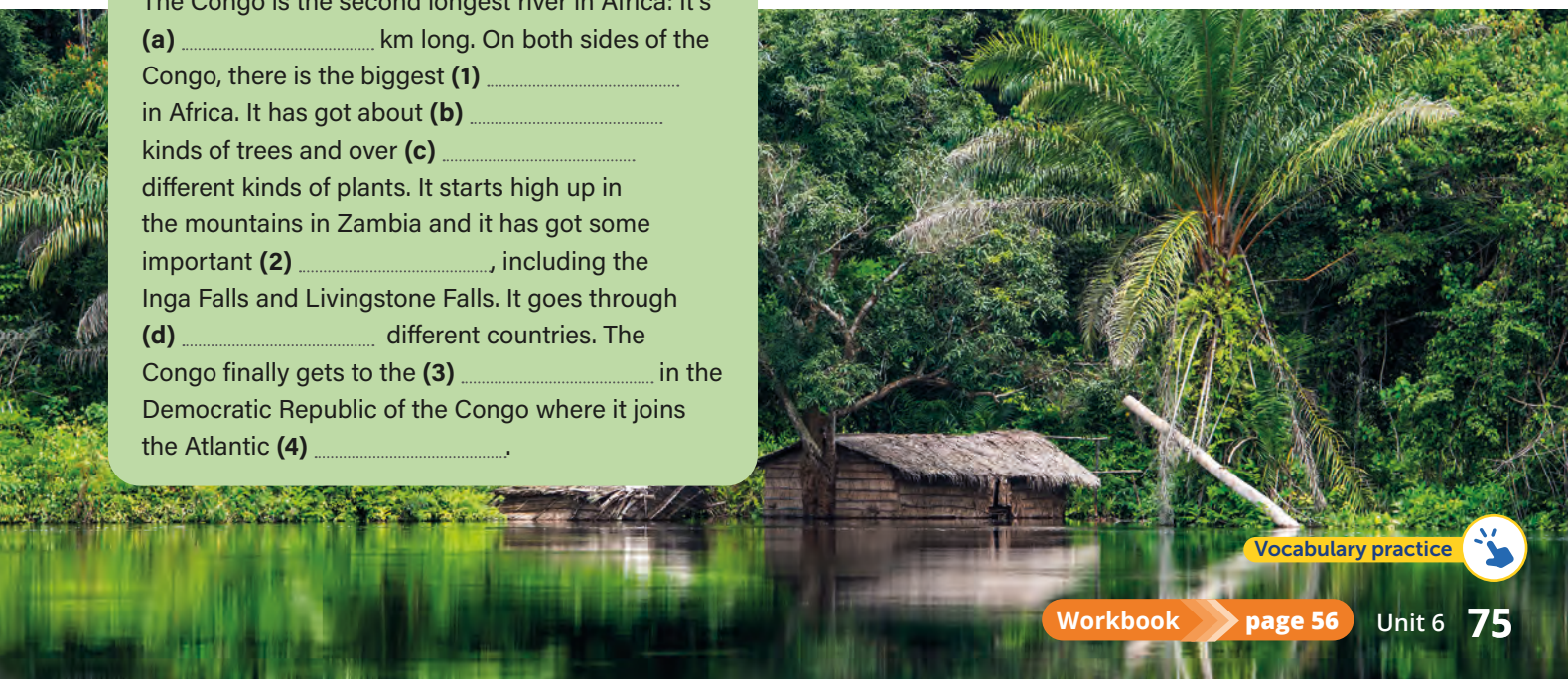
Adjective	Noun	Verb
cloudy	cloud	-
foggy	fog	-
icy	ice	-
rainy	rain	rain
snowy	snow	snow
sunny	sun	-
stormy	storm	-
windy	wind	-


- 7 Choose the correct option.

- It's 40 °C today. It's hot and **sun/sunny**.
- I can't see very far because it's **fog/foggy**.
- Those mountains are white most of the year. There's always a lot of **snow/snowy** up there and it's very **ice/icy**.
- You can't see the sun today because of all those big grey **clouds/cloudy**.
- All the leaves are falling from the trees because it's so **wind/windy**.
- There was a bad **storm/stormy** yesterday. It rained a lot!

- 8 **COMMUNICATE** Discuss the questions.

- What's the weather like where you live in spring, summer, autumn and winter?
- How often does it snow?
- When was the last time there was a storm?
- How often is there fog or ice?



- 1  **COMMUNICATE** Read the text. How do they think wolves can help protect the area? Do you think it's a good idea?

## Do we need wolves?

At the Rocky Mountain wolf Project in Colorado in the US, they **are releasing** 10–15 wolves later this week – the first wolves to be there since the 1940s. The scientists **are going to observe** the wolves carefully because they hope they **will help** protect nature in the area. There are a lot of elk in the area. And elk destroy trees! The scientists believe the wolves **will reduce** the number of elk so they **won't destroy** so many trees. More trees **will grow** and there **will be** more birds. But some people aren't happy because they feel sorry for the elk. What do you think?



### be going to, will

- 2 Look at the text in Exercise 1 again and read the sentences in the grammar box. Complete the rules with *will* or *be going to*.

- The scientists **are going to observe** the wolves carefully.
- They hope they **will help** protect nature.

- We use ..... to talk about future plans and intentions.
- We use ..... to make predictions about the future. We often use verbs like *think*, *hope* and *believe* in these sentences.

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- 3 Read the sentences. Explain why *will* or *be going to* are used.

- I think I'll maybe be a teacher when I'm older. But I'm still not completely sure.
- I'm going to be a teacher when I'm older. I'm already helping with young children at a local club.

- 4 Choose the best option to complete the sentences. Say why you think it's the best.

- I think that scientists *will use/are going to use* more technology to help protect animals in the future.
- They *will create/are going to create* a new national park in my country in the next few years. They're planning it now.
- I think I'll *travel/m going to travel* more when I'm older, but I'm not sure. I know I *won't go/m not going to go* by plane because it's not good for the planet.
- We'll *go/re going to go* to the countryside tomorrow to study the animals there. We planned it yesterday.

### Present continuous for the future

- 5 Read the sentence in the grammar box. Choose the correct option to complete the rule.

They **are releasing** 10–15 wolves later this week.


We use the present continuous to talk about fixed arrangements for the future, when we *know/don't know* the details (time, place, etc).

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- 6 Complete the text with the correct form of the verbs given. Sometimes there is more than one possibility.

El Hierro is a beautiful island in the Canary Islands, Spain. The government (1) ..... (**create**) a Marine National Park there. They hope the park (2) ..... (**protect**) the turtles, fish and seabirds that live there. Without the park, experts believe that more of these animals (3) ..... (**die**) because of fishing. I (4) ..... (**visit**) El Hierro with my family next month. We bought the plane tickets yesterday. I think it's great that the island (5) ..... (**have**) this park.



- 7  **COMMUNICATE** Write two plans/intentions, two predictions and two arrangements for you for the next month. Compare your sentences. Are any of them similar?





## Protecting the environment

- 1 Look at the phrases below. Which of these things do you do?

give up (plastic) ■ plant (a tree)  
pick up (litter) ■ recycle (rubbish)  
refuse (single-use plastic)  
reuse (shopping bags) ■ switch off (the lights)  
turn down (the heating)  
not waste (energy/resources)  
upcycle (clothes)

- 2 Complete the poster with the correct verbs.

## HOW TO BE GREENER

– What can *you* do?

- (1) ..... glass and plastic containers.  
For example, keep your pens in a jar.
- (2) ..... the containers you can't use.
- (3) ..... things. For example,  
make a bag from old clothes.
- Don't (4) ..... energy. For  
example, always (5) .....  
the lights when you leave a room.
- (6) ..... the heating  
..... and put on a jumper.
- (7) ..... litter and put  
your own litter in a bin or take  
it home.
- (8) ..... a tree. Find  
out if there is a tree-planting  
event in your area.
- (9) .....  
single-use plastic in shops  
and cafés. Take your own  
bag and drinking bottle.



- 3 Match the sentence halves to make predictions.

- |                         |   |
|-------------------------|---|
| 1 We won't give         | a rubbish to save the environment.        |
| 2 Everyone will recycle | b water in our homes.                     |
| 3 We will upcycle       | c up plastic completely. It's too useful. |
| 4 We won't waste        | d our old furniture to reduce waste.      |

- 4 **COMMUNICATE** Discuss the predictions in Exercise 3 and decide which ones you think will come true. Make three more predictions.

Vocabulary game



## A radio programme

- 1 **COMMUNICATE** What do you know about these two problems? What do you think these young people did to help?

climate change plastic pollution in the ocean



- 2 50 Listen to a radio programme and check your answers in Exercise 1.

**EXAM HACK** In gap-fill tasks, read the sentences before you listen. Pay attention to the words before and after each gap and think about what kind of information is missing (e.g. a number, a place, an activity, etc.).

- 3 **EXAM** 50 Listen again. Complete the sentences with one or two words or a number.

- 1 Olivia noticed there was a lot of plastic pollution when she was .....
- 2 She invented the Jelly Cleaner when she was ..... years old.
- 3 One year about ..... people came to the beach clean-up.
- 4 Olivia presented some ..... about climate change.
- 5 Francisco's book is for .....
- 6 His organisation, Guardians for Life, has ..... members.
- 7 Guardians for Life members give talks in .....
- 8 Next in the radio programme, they're going to talk about activities like planting trees, giving up ..... or turning down the heating.

### SUSTAINABLE FUTURE



Francisco Vera believes that young people need to understand climate change so that they can do something about it.

13 CLIMATE ACTION



Think of two more things you can do to help young people understand what is happening to the climate and inspire them to take action.

## A web forum

- 1  **COMMUNICATE** Look at the photos on page 79. What do these places have in common?
- 2  **EXAM** Read the web forum. Match the people 1–5 to the information they give a–e.
- |          |  |
|----------|--|
| 1 Sonia  | a talks about something that you can only see when it's not daytime. |
| 2 Chiara | b plans to visit the place soon.                                     |
| 3 Marek  | c talks about a place where the water is an unusual colour.          |
| 4 Alexia | d explains that you can see the place from a long distance away.     |
| 5 Alfie  | e mentions looking after the place.                                  |
- 3 Read the text again and answer the questions.
- What else can you see at Vinicunca apart from the mountain?
  - Why is December a good month to visit Lake Retba?
  - How did people first explain the Southern Lights?
  - Can you visit Antelope Canyon alone?
  - How many kinds of fish can you see in the Great Barrier Reef?
- 4 Match the words in bold in the text to the definitions 1–5.
- the physical forms of things
  - thin lines of light
  - very small pieces of something
  - plants that grow in water
  - unhappy because something wasn't as good as you hoped

### ACTIVE THINKING

- 5 What's the best way to look after places like the ones in the text?

## Adjectives with *-ful* and *-less*

- 6 Find three of the adjectives below in the text. Check you understand all the other words. What do the endings *-ful* and *-less* mean in these words?

beautiful ■ careful ■ careless ■ colourful  
colourless ■ helpful ■ helpless ■ hopeful  
hopeless ■ painful ■ painless  
useful ■ useless ■ wonderful

### PRONUNCIATION

We don't stress the endings in *-ful* and *-less* adjectives.

- 7  **52** Listen and repeat the words in Exercise 6. Make sure you stress the words correctly.
- 8 Complete the sentences with the correct form of the words given. Use *-ful* or *-less*.
- I think sharks are the most .....  
(**wonder**) animals in the world.
  - Learning about climate change is .....  
(**use**). There's nothing we can do to stop it.
  - There are a lot of ..... (**beauty**) places near my town.
  - Too many people are ..... (**care**) when they go to the mountains. Accidents are very common.
  - My favourite animals are tigers because they are so ..... (**colour**).
  - I feel ..... (**hope**) about the future. I think people will look after nature more.
- 9  **COMMUNICATE** Do you agree with the sentences in Exercise 8? Say why / why not.
- 10  Your neighbour is very interested in nature. You are going to see them later. Choose two of the places and make notes to explain in your language why they are amazing.

Vocabulary practice





# The World in COLOUR

Nature is amazing! We know about animals, plants and insects with beautiful colours, but we don't often think that places are colourful.

Imagine you could visit any colourful place in the world, where would you like to go?

## Sonia, 15

Definitely Vinicunca, the Rainbow Mountain in Peru. It's becoming a popular place for tourists and even more people will probably visit it in the future. Most people go with a tour company and I think that's a good idea. It's really important to protect places like this. The mountain has got a lot of different colours that make it look like a rainbow. You can also see birds, llamas and alpacas there. The best time to go is May to October. You won't be **disappointed!**



## Marek, 14

Antarctica. Why? It's a good place to see the aurora australis or the Southern Lights. They are amazing lights that move across the sky and change colour. The lights are there all the time, but you can only see them at night. The best months to see them are April to September. In the past, people thought the lights were magic, but now we know that **particles** from the sun create them.



gettyimages  
Credit: Steven Robinson Pictures



## Chiara, 14

Lake Retba in Senegal. I saw some photos and I'd love to visit it. Local people call it 'Lac Rose' – the pink lake. It's about 3 km<sup>2</sup>. The water comes from the sea and it's very salty. The lake is pink because there's **algae** in it, but it's safe to swim in it. The algae isn't dangerous. The best time to visit is the dry season, from November to April, when the water is really pink.



## Alexia, 13


Upper Antelope Canyon. We live in Arizona, the US, and we're going there this summer. You can only visit it on a tour. The red, orange, yellow and pink walls are 30–40 m high and they're incredible **shapes**. Water changed the shape of the rock over many years. You can visit all year, but there are amazing **rays** of light between 11 am and 2 pm in the summer.



## Alfie, 13

For me, it has to be the Great Barrier Reef in Australia. It's the biggest reef in the world – about the size of 70 million football fields! You can even see it from space! It's got about 600 islands and 3,000 coral reefs. Most people think coral reefs are plants, but in fact they're tiny animals. The coral is all different colours and shapes. It's a wonderful place to swim. You can see turtles and over 1,500 different kinds of fish, including sharks.



- 1  **COMMUNICATE** Read the text. Do you agree that only the first three are essential?

## HOW TO STAY SAFE WHEN IT'S HOT



You **have to** be careful when it's hot outside.

# HOT



You **must** drink plenty of water. You can get very ill if you don't.

## ESSENTIAL



You **don't have to** stay inside all the time. It's good to get out!



You **mustn't** leave pets in the car. It's very dangerous for them!



You **shouldn't** do much physical activity between 11 am and 3 pm.

## OTHER TIPS



You **should** wear light clothes and a cap.



You **should** eat foods like salad or fruit to stay cool.



If you still feel hot, have a cool shower! That will definitely work!

## have to/don't have to, must/mustn't, should/shouldn't

- 2 Look at the text in Exercise 1 again and read the sentences in the grammar box. Match the examples 1–6 to the descriptions a–e. Two sentences go with b.

- 1 You **have to** be careful when it's hot.
- 2 You **don't have to** stay inside all the time.
- 3 You **must** drink plenty of water.
- 4 You **mustn't** leave pets in the car.
- 5 You **should** wear light clothes.
- 6 You **shouldn't** do much physical activity.

- a advice (it's a good idea to do this)
- b obligation (it's obligatory or necessary to do this)
- c no obligation (you can choose to do it or not)
- d advice (it's a bad idea to do this)
- e obligation (it's obligatory not to do this)

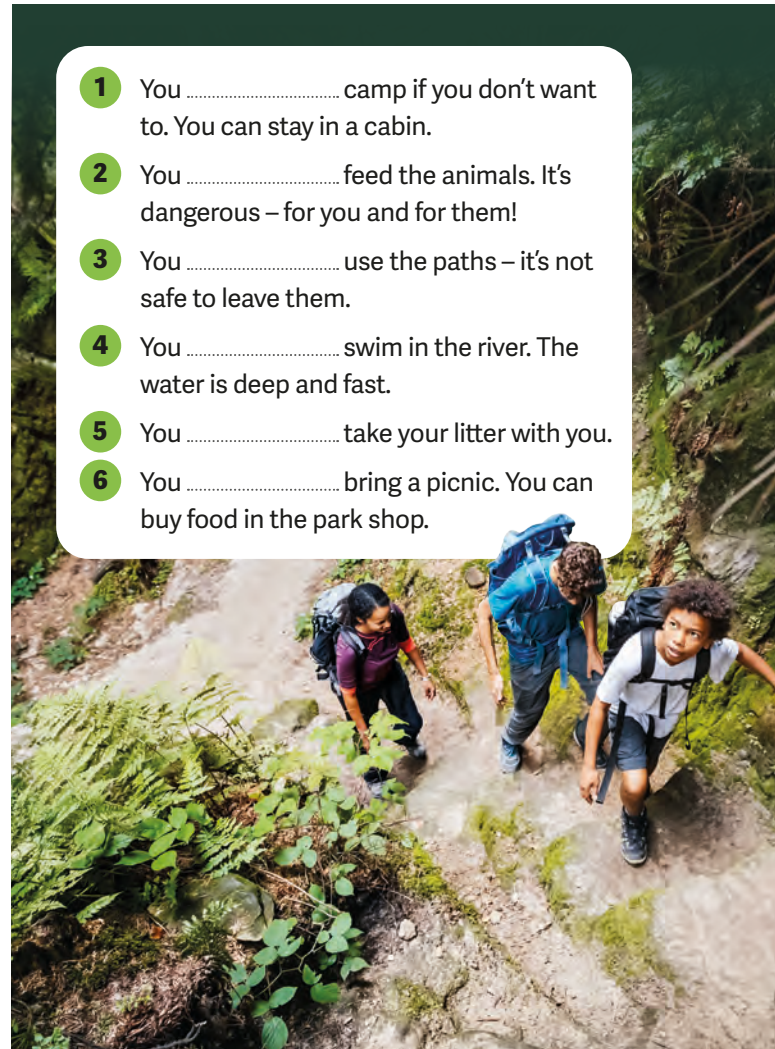
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- 3 Make sentences giving advice about what to do in very cold weather. Use *should/shouldn't* and the words in the box.


wear	hot drinks
leave	warm food
stay	lots of exercise
have	inside all the time
eat	warm clothes
do	doors and windows open at night

- 4 Look at the leaflet for a national park and complete the sentences with *have to*, *don't have to*, *must* or *mustn't*. Sometimes more than one answer is possible.

- 1 You ..... camp if you don't want to. You can stay in a cabin.
- 2 You ..... feed the animals. It's dangerous – for you and for them!
- 3 You ..... use the paths – it's not safe to leave them.
- 4 You ..... swim in the river. The water is deep and fast.
- 5 You ..... take your litter with you.
- 6 You ..... bring a picnic. You can buy food in the park shop.




- 5  How do you say the sentences in Exercise 4 in your language? Do you have verbs like these?

- 6  **COMMUNICATE** Write sentences using your own ideas. Use *must/mustn't/have to/don't have to/should* and *shouldn't*. Then compare your answers.



When you go to a beach, you ...



## Making suggestions

- 1  **COMMUNICATE** Work in small groups. Look at the activities in the box and discuss the questions.

picking up litter in the street or park  
planting trees  
doing a beach or river clean-up

- 1 Do you know if anyone organises any of these activities in your local area?
- 2 Apart from helping the environment, what do you think young people can learn from doing activities like these?
- 2  **53** Listen to some students discussing activities which protect the environment. What do they decide to do? When are they going to start?
- 3  **53** Listen again. Which of the expressions in the Speaking bank don't you hear?

### SPEAKING BANK


#### Making and reacting to suggestions

##### Making suggestions

- We could (do a beach clean-up).
- What about (cleaning up the local park)?
- How about (doing something different)?
- Why don't we ... ?
- Let's ... .

##### Reacting to suggestions

- That's a great/fantastic idea!
- I love that idea!
- Good idea!
- Or maybe we could ...

- 4  **COMMUNICATE** Make and react to suggestions for protecting the environment at your school using the activities in the box and the expressions from the Speaking bank.



make some recycling bins for school  
only use recycled paper   organise a book swap  
upcycle old classroom furniture  
walk to school  
write an article for the school magazine

- 5 **TASK** Work in small groups. There is a competition in your neighbourhood for the best suggestion for protecting your local environment. You decide to enter the competition with your friends.

- make different suggestions about activities you could do.
  - react to the suggestions and say why you think they are or aren't a good idea.
  - decide which activity to do and when to do it.
- Remember to use expressions from the Speaking bank.

- 6  **COMMUNICATE** Discuss the statements in your groups. Are they true for you?

- 1 We always spoke in English.
- 2 We agreed on an activity and when to do it.
- 3 We used expressions to make and react to suggestions from the Speaking bank.







## 1 **COMMUNICATE** Discuss the questions.

- 1 What was the last big decision you made? Were you happy with it?
  - 2 Do you find it easy or difficult to make decisions?
- 2 Read what different people say about how they make decisions. Which things do you do?

I talk to my friends  
and ask their advice.  
Then I decide.

I ask someone  
else to decide  
for me!

I don't think about it  
much, I just choose the  
thing that **feels** right.

I write down options  
on different pieces of  
paper. Then I mix them up  
and pick one.

I write down  
all the pros and  
cons -advantages and  
disadvantages - to help  
me decide.

## 3 **VIDEO** Watch the video. Which way of making decisions in Exercise 2 does Abby mention? What does she say about this way of making decisions?

### **LIFE HACK** **Number one priority**

Ordering your list from the most to the least important can help you understand what is important to you and make a decision.

### **Life coach vlog**


Tips on how to make  
the right decision.




## 4 **LIFE COACH TASK** Think of ideas of how you could help protect the planet. Research different organisations and make a list of the pros and cons of each one and order your list. Decide which organisation you would like to support. Did your list help you make your decision? Tell your classmates.



A fact file

- 1  **COMMUNICATE** Read the fact file from a website about the environment.  
Is Vanuatu very different to where you live? In what ways?

### Environmental fact file



#### Vanuatu, South Pacific Ocean

Population	Over 330,000 people.
Capital city	Port Vila, on the island of Éfaté
Geographical features	Vanuatu is an island nation with 83 islands. People live on 65 of them. Most of the islands have got mountains, rivers, lakes, waterfalls, rainforests and reefs. There are active volcanoes, too.
Climate	Vanuatu has got a tropical climate. From November to April, it is hot and wet, and from May to October it is cooler and drier. Daily temperatures all year are 20–32 °C.
Animals and plants	Vanuatu has got over 700 species of animals. There are over 1,000 different plants. Many of them grow in the rainforests.
An environmental problem	Plastic pollution. The ocean brings in plastic from other islands. It is on the beaches and in the lakes and rivers.
Solutions	Vanuatu decided people mustn't use single-use plastic bags and other plastic items. At festivals, they started serving food on banana leaves. Now there is less plastic pollution. Many people hope shops will stop selling plastic bottles too.

- 2 Read the fact file again and answer the questions.
- Where is Vanuatu?
  - How many people live there?
  - What is the capital and where is it?
  - What is the country like?
  - What is the weather like in the different seasons?
  - What environmental problem does it talk about?
  - What solutions are there for this problem?
  - Does the text include any personal opinions?

- 3 Read the Writing bank. Does the fact file follow the tips? Give examples.

#### WRITING BANK

##### Making a fact file clear

- Use present simple to talk about facts that are always true.
- Use clear headings for your categories.
- Make sure your information is interesting and useful.
- Use the categories to organise your information.
- Use short, simple sentences that are easy to read.
- If possible, add photos.
- Don't include personal opinions.

- 4 **TASK** Write a fact file about your country. Include information about the geographical features.

Would you like some help? >>> Yes? Go to:

Writing coach, Workbook page 62 >

Text Analysis >> Plan >> Draft >> Write

- 5 When you finish your fact file, use these tips to check it.
- 1 I organised the information into categories and presented it clearly.
  - 2 I included interesting facts.
  - 3 I used short, simple sentences that are easy to read.

☐

☐

☐



## Flexibility and adaptability

In Design thinking project 2 you practise flexibility and adaptability. Read the description. Then complete the sentences with solutions that show flexibility and adaptability.


Flexibility and adaptability mean that we can change when something is new or different. We try to make the best decision for everyone as a group.

- 1 My friends and I planned a picnic, but it's raining, so ...
- 2 It was cold in the classroom. The teacher turned on the heating. Some students got really hot but other students were OK. We ...
- 3 My classmates are meeting to work on the project about recycling. I can't go because I've got an important match. I'm going to ...

## Time to reflect

- 1 Look at the unit question from page 74 again. Is your answer different now? How and why?

## What can we do to protect our beautiful planet?

- 2  **COMMUNICATE** In groups, reflect on the whole unit. Answer the questions.
  - 1 Did you enjoy learning about the environment? Why?/Why not?
  - 2 What can you remember best from the unit? Why?
  - 3 What was your favourite lesson in the unit? Why?

Want more practice?

**Kahoot!**



## Geographical features 54

cave /keɪv/ ■ coast /kəʊst/  
 countryside /'kʌntrisaɪd/ ■ desert /'dezət/ ■ hill /hɪl/  
 jungle /'dʒʌŋɡl/ ■ ocean /'əʊʃən/  
 rainforest /'reɪnfɔːrɪst/ ■ reef /riːf/ ■ stream /striːm/  
 volcano /vɒl'keɪnəʊ/ ■ waterfall /'wɔːtəfɔːl/

## The weather 55

cloud /klaʊd/ ■ cloudy /'klaʊdi/ ■ fog /fɒɡ/  
 foggy /'fɒɡi/ ■ ice /aɪs/ ■ icy /'aɪsi/  
 rain (n/v) /reɪn/ ■ rainy /'reɪni/ ■ snow (n/v) /snəʊ/  
 snowy /'snəʊi/ ■ storm /stɔːm/ ■ stormy /'stɔːmi/  
 sun /sʌn/ ■ sunny /'sʌni/ ■ sunshine /'sʌnʃaɪn/  
 wind /wɪnd/ ■ windy /'wɪndi/

## Protecting the environment 56

give up (plastic) /ˌɡɪv 'ʌp (plæstɪk)/  
 pick up (litter) /ˌpɪk 'ʌp (lɪtə)/  
 plant (a tree) /ˌplɑːnt (ə 'triː)/  
 recycle (rubbish) /ˌrɪːsaɪkl ('rʌbɪʃ)/  
 refuse (single-use plastic) /rɪ'fjuːz (sɪŋɡl juːs 'plæstɪk)/  
 reuse (shopping bags) /rɪː'juːz ('ʃɒpɪŋ bæɡz)/  
 switch off (the lights) /ˌswɪtʃ ɒf (ðə 'laɪts)/  
 turn down (the heating) /ˌtɜːn ˌdaʊn (ðə 'hiːtɪŋ)/  
 not waste (energy) /ˌnɒt 'weɪst ('enədʒi)/  
 not waste resources /ˌnɒt 'weɪst (rɪ'zɔːsɪz)/  
 upcycle (clothes) /'ʌpsaɪkl (kləʊðz)/

## Adjectives with -ful and -less 57

beautiful /'bjuːtɪfl/ ■ careful /'keəfl/  
 careless /'keələs/ ■ colourful /'kʌləfl/  
 colourless /'kʌl.ə.ləs/ ■ helpful /'helpfl/  
 helpless /'help.ləs/ ■ hopeful /'həʊpfl/  
 hopeless /'həʊpləs/ ■ painful /'peɪnfl/  
 useful /'juːsfl/ ■ useless /'juːsləs/  
 wonderful /'wʌndəfl/

## be going to

<b>Affirmative</b>	subject + <i>am/are/is</i> + <i>going to</i> + infinitive verb I'm <b>going to</b> climb the hill.
<b>Negative</b>	subject + <i>am not/aren't/isn't</i> + <i>going to</i> + infinitive verb It <b>isn't going to</b> rain tomorrow.
<b>Questions</b>	<i>am/are/is</i> + subject + <i>going to</i> + infinitive verb <b>Are you going to</b> go to the coast?
<b>Short Answers</b>	<i>yes</i> , subject + <i>am/are/is</i> Yes, I <b>am</b> . <i>no</i> , subject + <i>am not/aren't/isn't</i> No, we <b>aren't</b> .

We use *be going to* to talk about future plans and intentions.

*We're **going to go** to the countryside this weekend.*

## will

<b>Affirmative</b>	subject + <i>will</i> ('ll) + infinitive verb It'll be fun.
<b>Negative</b>	subject + <i>will not</i> (won't) + infinitive verb She <b>won't</b> go by car.
<b>Questions</b>	<i>will</i> + subject + infinitive verb <b>Will</b> they protect the reef?
<b>Short Answers</b>	<i>yes</i> , subject + <i>will</i> Yes, I <b>will</b> . <i>no</i> , subject + <i>won't</i> No, we <b>won't</b> .

We use *will/won't* to make predictions about the future. We often use verbs like *think*, *hope*, *expect* and *believe*.

*It'll **be** sunny tomorrow.*

*I think the school trip **will be** great.*

## Present continuous for the future

We use the present continuous to talk about fixed arrangements for the future.

We often use time expressions like *tomorrow*, *at the weekend* or *on (Monday)*.

*I'm **visiting** a national park at the weekend. We bought the tickets on Wednesday.*

## have to/don't have to

We use *have to* to talk about obligation.

You **have to be** careful when it's hot.

We can use *have to* in questions.

*Do you **have to recycle** rubbish in your area?*

We use *don't have to* to talk about things that aren't obligatory or necessary.

*You **don't have to study** at lunchtime.*

## must/mustn't

We use *must* to talk about obligation.

We **must study** English at school.

We use *mustn't* to talk about things that are prohibited.

*You **mustn't leave** litter in the countryside.*

We don't usually use *must* in questions. We usually use *have to*.

## should/shouldn't

We use *should/shouldn't* to give advice.

*He **shouldn't do** sport in the hot sun. He **should wait** until it's cooler.*

### 1 Choose the best option.

- Some people believe that, by 2080, people **will live/are going to live** on other planets.
- I **will do/am going to do** a project about the biggest national park in my country.
- This weekend, we **will visit/are going to visit** my grandad.
- I think more animals **will be/are going to be** in danger soon.
- Do you hope all shops **will stop/are going to stop** selling plastic bottles in the next five years?
- The teacher said we **won't study /aren't going to study** the environment in geography this term.
- I don't think I **will do/am going to do** as much for climate change as Francisco Vera.

### 2 Complete the mini dialogues with the correct present continuous form of the verbs in the box.

climb do go see visit

- A What ..... your sister ..... next weekend? Has she got any plans?

B Yes! She ..... a national park. She ..... on a walk with a guide.
- A This is a great day trip. What ..... we ..... this afternoon? Is it the waterfall?

B No, it's the volcano. We ..... up to the top!
- Write five ideas for protecting our planet. Use *have to*, *don't have to*, *should*, *shouldn't*, *must* and *mustn't* and some of the verbs in the box.

pick up recycle forget use waste  
buy switch off throw turn down