6 MAKING A DIFFERENCE

OBJECTIVES

FUNCTIONS: expressing surprise and enthusiasm

GRAMMAR: *will* (*not*), *may* (*not*), *might* (*not*) for prediction; first conditional; *unless* in first conditional sentences

VOCABULARY: the environment; verbs to talk about energy

READING

1 **Match the words and phrases in the list with the pictures. Write 1–6 in the boxes.**

1 a beautiful beach | 2 a dirty beach
3 clean water | 4 an attractive landscape
5 an endangered species | 6 a polluted river

2 SPEAKING **Work in pairs. Which of the above are easy / difficult / impossible to find in your town or country? Discuss using the expressions below.**

- There is / are lots of … in …
- I think 50 years ago there were more / fewer …
- It would be good to have more …

3 SPEAKING **Tell your partner about places you have visited. Which of the things in Exercise 1 did you see?**

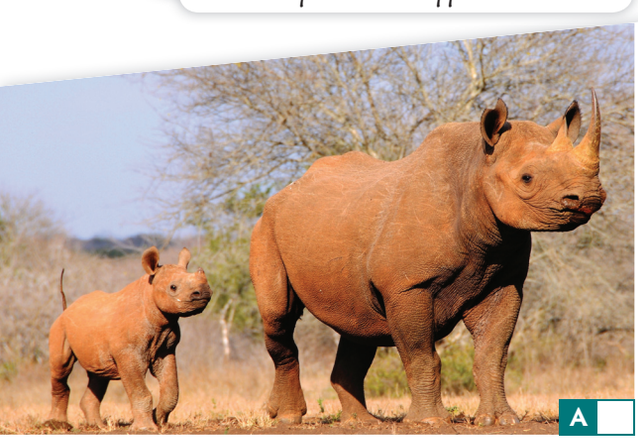
Years ago I visited … *I saw lots of …*

I was surprised / disappointed to see …

4 1.42 **Look at the sentences below about the environment. Read and listen to the article to decide if each sentence is correct or incorrect. If it's correct, mark it A. If it's incorrect, mark it B.**

1 Black rhinos are endangered, but tigers are not. ☐
2 At the beginning of the last century, there were ten times more tigers than now. ☐
3 The fishing industry gets more money for fish that are in danger than for the ones that are not. ☐
4 The fishing laws are very strict, and the fishing industry follows them. ☐
5 Money plays a big role in deforestation. ☐
6 Sea levels rise as sea temperatures fall. ☐

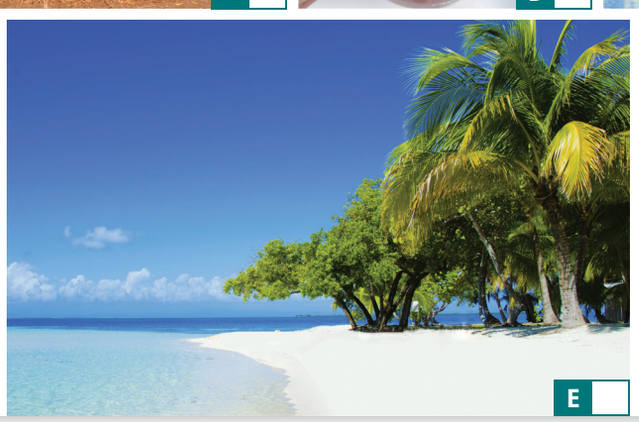
5 **Change the false sentences from Exercise 4 to make them true.**


A ☐


B ☐


C ☐


D ☐


E ☐


F ☐

Hot topic: THE ENVIRONMENT

This week, four experts share with us what they think the key challenges for the world's environment will be in the future. As always, we are curious to get our readers' reactions. So tell us what you think.





1 Endangered species

The black rhino in Africa is in serious danger of becoming extinct. This is because some people think rhino horns have special powers. They pay enormous sums of money for them. So people kill rhinos and sell their horns. Tigers are in serious danger, too. At the beginning of the 20th century, there were about 100,000 tigers. Now there are only about 3,000 left. In a few years, there might not be any tigers left at all! These are just two examples. Many other animals are endangered, too. Some of them may be gone forever very soon. *Joc Wagner, Cape Town*

2 Overfishing

It's not looking good for the fish population. Certain species are in danger, and there aren't many of them in the sea where fishermen usually go. Fishing ships are therefore going farther and farther out into the oceans. They try to get the rare species because they can get better prices for them. If things go on like this, 40 years from now there won't be any fish left in the seas. It's not too late yet, but it may be soon. The oceans need much stricter laws and a fishing industry that follows them. *Rick Cavendish, San Diego*

3 Deforestation

About 30% of the world's land is still covered with forests. But every year, we lose areas as big as the country of Panama. Big companies earn millions from producing wood, paper, and cardboard from the trees. Forests are also cut down to make more space for growing crops such as soybeans or creating huge cattle farms. The consequences of deforestation are dramatic and partly responsible for climate change. About 70% of the world's land animals and plants live in forests. If we lose the forests, we will lose millions of species. *Alejandro Silvas, Quito*

4 Rising levels of sea water

Over the last 20 years or so, sea water temperatures have been going up. As a consequence, the ice caps around the poles have started to melt, and sea levels have started to rise. If this doesn't stop, the water will rise even higher and may flood many islands. Then some countries like the Maldives won't be there anymore. Some huge, low-lying coastal cities will end up under water. It's hard to imagine what the consequences of such enormous changes might be – on the planet and on people. *Gajkaran Sanu, New Delhi*

THiNK VALUES

Caring for the world

1 **Read and check (✓) the values that are linked with the problems discussed in the article.**

- ☐ 1 We have responsibilities toward future generations.
- ☐ 2 People have a right to express their opinions freely.
- ☐ 3 All people have a right to live in peace.
- ☐ 4 Our behavior can make a difference.
- ☐ 5 Humans have a responsibility to protect endangered species.
- ☐ 6 We must change our behavior toward our planet.

2 SPEAKING **Work in pairs. Say what you think about the values.**

I think number ... is an important value.

It says ..., and I agree that ... . Do you agree?

Yes. If we don't ... , then future generations will/won't ...

Politicians/People/Everybody should ...

I think it's good that ...

GRAMMAR

will (*not*), *may* (*not*), *might* (*not*) for prediction

1 **Complete the examples from the article on page 57. Underline other examples of *will*, *won't*, *may* (*not*), and *might* (*not*). Then complete the rule.**

1 In a few years, there _____ any tigers left.
2 Some animals _____ forever very soon.
3 Some coastal cities _____ under water.

RULE: Use *will* or [1]_____ to express future certainty and [2]_____ (*not*) or *might* (*not*) to express future possibility.

2 **Complete the sentences. Use *will* or *won't* and the verbs in parentheses.**

1 I'm not exactly sure, but I think she _____ (be) home by eight o'clock at the latest.
2 I wonder if people _____ (live) on other planets in the future.
3 Does he have to come with us? I'm sure he _____ (like) any of the people at the party.
4 Who do you think _____ (win) the next World Cup?
5 It's getting cloudy. Do you think it _____ (start) raining soon?
6 Oh, don't worry about my parents. I'm sure they _____ (be) angry.

3 **Read the sentences and circle the correct words.**

1 Don't worry, I *will* / *might* pick you up at seven.
2 The weather's a real problem. We *may* / *may not* be able to go for a walk.
3 She's not feeling well at all. She *might* / *might not* have to stay at home.
4 It *may* / *may not* be cold later, so take a sweater with you.
5 My uncle's birthday is tomorrow. We're going to visit him, so we definitely *won't* / *might not* be here.
6 I'd like to get up and watch the sunrise with you, but I *may* / *won't* just sleep instead.

4 SPEAKING **Work in pairs. Think about your next weekend. Talk about:**

- a sport you will / won't do
- someone you may / may not see
- a movie you might / might not watch

Workbook page 54

VOCABULARY

The environment

1 **Match the words with their definitions.**

1	☐ extinct	a	official rules that say what people are allowed and not allowed to do
2	☐ laws	b	to change from solid to liquid (for example, from ice to water)
3	☐ waste	c	a large amount of water covering an area that is usually dry
4	☐ melt	d	not existing anymore
5	☐ flood	e	things that make water, air, and the ground unclean
6	☐ pollution	f	material that people throw away because they do not want or need it anymore

2 SPEAKING **Work in pairs. Ask and answer questions.**

1 Which animals do you know that are extinct or in danger of extinction?
2 What laws to protect the environment are there in your country?
3 What problems with waste are there where you live?
4 What might happen if the ice around the North and South poles melts?
5 Are floods common in your country?
6 Are the air and water very polluted in your area? What could your class do to help fight pollution?

3 1.43 **Match the words in the list with the pictures. Write 1–4 in the boxes. Then listen, repeat, and check.**

1 smog | 2 recycling | 3 litter | 4 trash

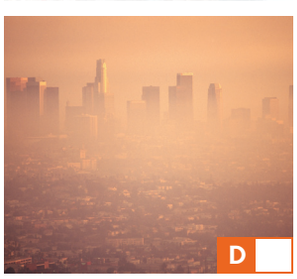


A ☐


B ☐



C ☐


D ☐

4 **Think about the environment in your country. Make notes.**

some rivers polluted
air pollution from factories

5 SPEAKING **Work in pairs. Look at your notes from Exercise 4. Make predictions for the next 30 years. Which environmental issues concern you the most? Then report to the class.**

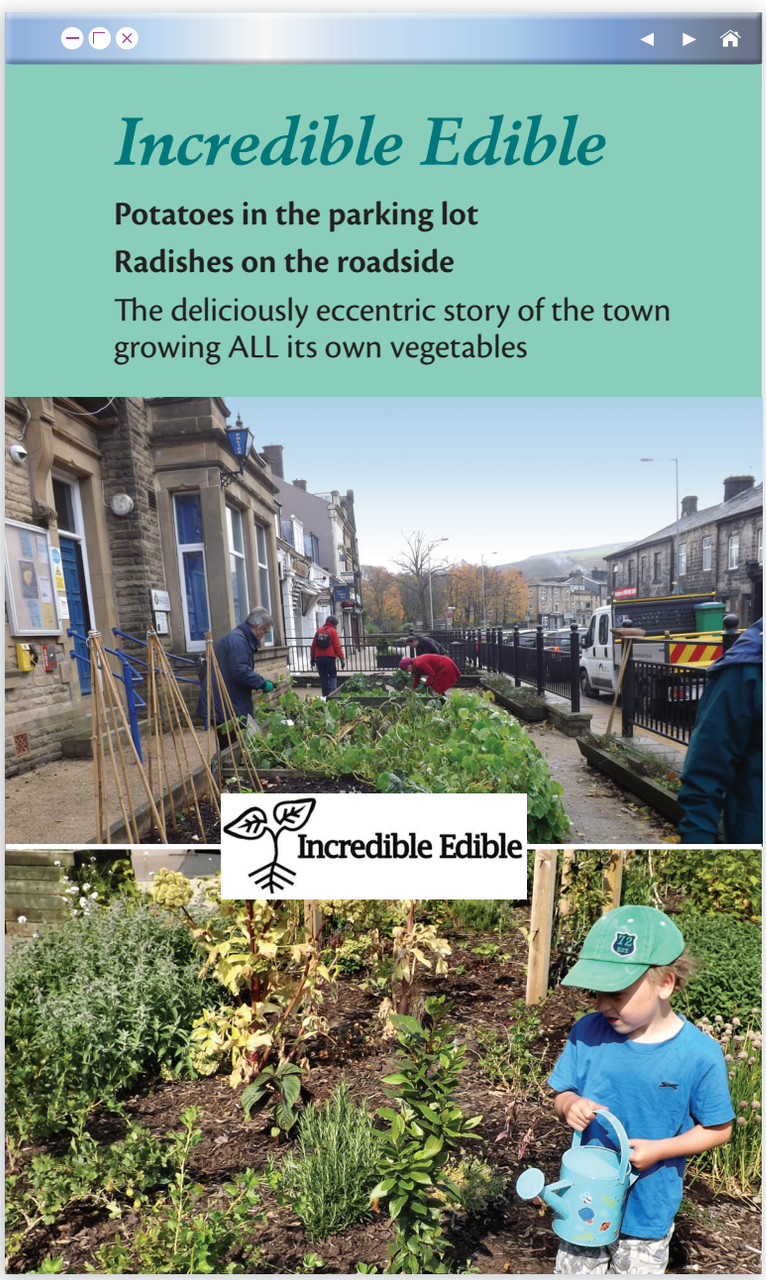
Some of the rivers in our country are polluted, for example ... We think this will create big problems for the fish, and ...

In some parts of the country, for example in ... , the air is polluted. We think this will change. There will be stricter laws so there won't be ...

Workbook page 56

LISTENING

1 Read the headlines in the online newspaper story and look at the images. Think of six words you might find in the article.



2 1.44 **You are going to listen to a story about an unusual town. Use the information from the newspaper story and your imagination to say what you think is special about the town. Then listen and check.**

3 1.44 **Listen again and answer the questions.**

1 What's the project "Incredible Edible" all about?
2 Who takes part in the project?
3 Who had the idea?
4 How did they get the idea?
5 How did people react?

4 Do you think the experiment will last? Why or why not? Would you like to see a similar experiment in your town or neighborhood?

FUNCTIONS

Expressing surprise and enthusiasm

1 1.44 **Listen to the radio program again. The phrases below can be used to express enthusiasm. Check the ones that the reporter uses.**

- [ ] What a great idea!
- [ ] That sounds wonderful!
- [ ] How exciting!
- [ ] That's amazing! (wonderful! etc.)
- [ ] Wow!
- [ ] Oh, really?
- [ ] Incredible! (Cool! Fascinating! etc.)

2 Put the dialogue in order. Read it aloud with a partner.

- [ ] A He has offered me a part in his next movie.
- [ ] A I'm only going to meet Steven Spielberg.
- [1] A I'm going to California this summer.
- [ ] A Three hours.
- [ ] B Cool!
- [ ] B Oh, really? Only three hours. Why's that?
- [ ] B How exciting! What are you going to talk about?
- [ ] B Wow! That sounds exciting. How long are you going to stay there?

3 SPEAKING **Practice dialogues with a partner. A says something surprising, B reacts using one of the expressions from Exercise 1 and asks a question. A says something surprising again, etc. Use your own ideas or the ones here.**

- go to the moon
- meet Bradley Cooper
- have an important meeting
- see an alien
- only eat white food
- stay up all night

TRAIN TO THiNK

Different perspectives

1 **Read these different texts. Match them with the text types in the list. Write numbers 1–4. There are two text types you don't need to use.**

note	☐	newspaper article	☐
diary entry	☐	informative leaflet	☐
text message	☐	adventure story	☐

2 SPEAKING **Work in pairs. Discuss who the texts are for and what their purpose is.**

I think text 1 is probably for …
I think somebody wrote it in order to …

1

This morning we took part in the Incredible Edible project. I was so proud when I saw that all of the 27 children in my class had brought vegetable plants …

2

Meeting the guys who want to plant vegetables by the soccer field at 5… Hope to CUL8R. S.

3

… to buy OUR vegetables. They come from local farms in the neighborhood. They are organic and fresh – and you don't have to pick them yourself. Prices are reasonable, and the quality is high!

4

Reporter Mack Hendon has learned that the city will soon publish a list of open spaces that can be used by the Incredible Edible project. It has been …

READING

1 **Read the text. What type of text is it? Choose from the types in the exercise above. Who might this text be for?**

Small changes, BIG consequences

Six things you can do to help the environment

1. Don't leave your DVD player, your computer, or other electrical appliances on standby. If you turn off your TV completely when you've stopped watching, it won't use any electricity. People think that a gadget on standby uses only the electricity for that "little red light." Not true!



2. When you charge your cell phone, disconnect the charger from the phone when the battery is fully charged. Otherwise you're wasting energy.

3. If you reuse your shopping bags when you go to the supermarket, you'll help the planet. If you keep them and take them with you the next time you go shopping, you won't need new bags. Don't forget that a lot of energy is needed to produce plastic bags, and plastic waste is a danger for the environment. Unless people stop throwing plastic away, the environment will suffer even more.

4. Don't let the water run while you're brushing your teeth. If you turn it off and use a cup of water to rinse your mouth, you'll save a lot of water!



5. Make sure that the faucets in your house don't drip. If a faucet drips, it wastes three or more liters of water a day.

6. Think before you throw things away, and tell your family to do the same. They may not want to use an old phone, computer, or MP3 player anymore. That doesn't mean those things should end up in the trash can. If they go to a charity instead, other people might find them very useful.

2 SPEAKING **Work in pairs. Cover up the text and try to complete the sentences.**

1 A gadget on standby uses …
2 When your phone is fully charged, you should …
3 Plastic bags are a problem for the environment because … So we should …
4 When you brush your teeth, it's better to …
5 Faucets should never …
6 Before you throw something away, ask yourself who might …

3 **Read the tips again. Which of the suggestions …**

- do you already do?
- would be easy for you to start doing?
- would be difficult for you to follow?

GRAMMAR

First conditional; *unless* in first conditional sentences

1 **Complete the sentences with the correct form of the verbs. Look at the leaflet on page 60 and check your answers. Then choose the right answers to make the rules.**

1 If you turn off your TV completely when you've stopped watching, it _____ (not use) any electricity.
2 If you reuse shopping bags, you _____ (help) the planet.
3 Unless people stop throwing plastic away, the environment _____ (suffer) even more.

RULE: We use the first conditional to talk about the consequences of a [1]*possible / impossible* future action.

- Condition clause: *if* + simple present
- Result clause: *will / won't* + main verb

The condition clause can come before or after the result clause.

Unless means [2]*only if / if not*.

2 **Match the parts of the sentences.**

1 Unless someone lends me a little money, ☐
2 I'll only be able to go to the concert ☐
3 They won't pass the test ☐
4 Won't she miss the bus ☐

a if my dad drives me there.
b if she doesn't leave for the station now?
c I won't be able to take the bus home.
d unless they study hard.

3 **In your notebook, write first conditional sentences. Then decide in which of them you could use *unless*.**

0 environment / suffer / if / we not recycle more
The environment will suffer if we don't recycle more. / The environment will suffer unless we recycle more.
1 if / I give this phone / charity / they find someone who needs it
2 if / this faucet not stop dripping / how much water / we waste in a day?
3 the situation / become worse / if they not change their behavior
4 Look – battery full! / if you not disconnect charger / you waste energy
5 if she read this book / she understand the situation better
6 if / you not stop shouting / I not listen anymore

4 **Complete the questions. Use the correct form of the verbs.**

0 What *will* you *do* if they *don't help* you? (do / not help)
1 If you _____, _____ you _____ good a good grade on your test? (not study / get)
2 Unless the weather _____ bad on Sunday, we _____ to the beach. (be / go)
3 If she _____ you to her birthday party, _____ you _____ her a present? (invite / buy)
4 She _____ him unless he _____ her very nicely. (not help / ask)
5 If I _____ to visit you, _____ you _____ me around your town? (come / show)

5 SPEAKING **Work in pairs. Ask and answer questions using the first conditional. Use your own ideas or the ones here.**

1 What will you do if it rains all weekend?
2 What will you buy if you get some extra money this month?
3 What will you do tonight if you don't have any homework?

Workbook page 55

VOCABULARY

Verbs to talk about energy

1 2.02 **Match the verbs with their definitions. Write 1–8. Listen and check.**

1 to reuse | 2 to throw away | 3 to recycle
4 to waste | 5 to charge | 6 to disconnect
7 to save | 8 to leave on standby

a not to switch an appliance off completely so it is ready to be used at any time ☐
b to collect and treat trash in order to produce useful materials that can be used again ☐
c to fill up an empty battery again ☐
d to get rid of something ☐
e to stop something from being wasted ☐
f to stop the connection between an electrical appliance and the power source ☐
g to use something again ☐
h to use too much of something or use it incorrectly ☐

2 SPEAKING **Work in pairs. Discuss these questions.**

1 Do you waste a lot of energy? What could you do to save energy?
2 What things do you reuse?
3 What things do you recycle? Do you think there is enough recycling done where you live? Why?

Workbook page 56

Culture



1 Look at the picture. Do you know what animal this is?

2 2.03 Read and listen to the article. What animals does it mention?

STOP! BEFORE IT'S TOO LATE

The Himalayas

Why should we care?

The Himalayan mountains in South Central Asia contain many of the world's tallest **peaks**, including Mount Everest. They also contain the greatest number of **glaciers** after the North and South poles. Three of the greatest rivers in the world start from these mountains: the Ganges, the Indus, and the Yangtze. These rivers provide water to a billion people in Asia.

What's happening?

The biggest danger to the Himalayas is **global warming**, which is melting the glaciers fast. There is also a huge problem with deforestation in the mountains. Many species of animals such as the tiger, the rhino, and the snow leopard are in danger.

The Galapagos Islands

Why should we care?

The Galapagos Islands are one of the most amazing places on Earth. These **tiny** islands are 1,000 kilometers from Ecuador in the Pacific and contain many species of plants and animals that are found nowhere else in the world, among them the giant tortoise, the Galapagos penguin, and the Galapagos sea lion. The Galapagos Islands are also famous because the scientist Charles Darwin spent time there studying the wildlife.

What's happening?

The Galapagos Islands are very **fragile**. The greatest dangers to them include overfishing, pollution, and tourism. There is also a threat of animals from other parts of the world arriving on the islands and killing the local wildlife.

The Amazon

Why should we care?

The Amazon in Brazil is the largest tropical rainforest in the world. It is home to 10% of the world's wildlife. The Amazon River is the largest in the world and contains the most freshwater fish on the planet. It is also home to 350 different **tribes**. But perhaps most importantly, it provides between 25 and 30% of the world's oxygen.

What's happening?

The biggest **threat** is deforestation. This happens to make space for farmland and to have wood. As a result, many animals are endangered, among them the golden lion tamarin and the jaguar. Since 1950 we have lost more than 17% of the Amazon rainforest. We can't afford to lose any more.

The Great Barrier Reef

Why should we care?

The Great Barrier Reef, off the eastern coast of Australia, is over 2,000 kilometers long. It is the only living **organism** on the planet that you can see from space. It is home to 1,500 different types of fish, 400 different types of coral, 215 different types of birds, and six different types of turtles.

What's happening?

We have already lost 10% of all the coral, but scientists **fear** that we will lose 70% more in the next 40 years. The greatest dangers to the reef are pollution and overfishing.

3 SPEAKING Work in pairs. Say what these numbers in the article refer to.

a 1,000,000,000
b 350
c 17
d 1,000
e 2,000
f 70

A billion – that's the number of people in Asia that get their water from the Ganges, Indus, and Yangtze rivers.

4 SPEAKING Can you think of any other areas of the world that are in danger from environmental damage?

5 VOCABULARY **Match the words in bold in the article with the definitions. Write the words.**

0 groups of people who live together, usually outside towns and cities, and have the same language, culture, and history *tribes*
1 the rise in temperature of the Earth's climate _____
2 a living thing _____
3 are afraid _____
4 weak / easy to damage _____
5 large masses of ice that move slowly _____
6 the tops of mountains _____
7 very small _____
8 something that will probably harm or destroy something else _____

Pronunciation
/f/, /v/, /b/ consonant sounds
Go to page 120.

WRITING
An article for the school magazine

1 Read this article from a school magazine. Answer the questions.

1 What is its purpose?
2 How has the river changed?
3 What are the main reasons for the problems?
4 What will happen if the situation doesn't change?
5 What should be done?

2 Put the words in the correct order. Then go through the article and underline the evidence the writer uses to support each of these statements.

1 so / the / beautiful / once / Quiller River / was
2 situation / alarming / is / the
3 a lot of / waste / there / their / throw / into / are / who / the river / people

3 Match the sentence halves. Which of them talk about possible consequences? Which are suggestions? Which are predictions?

1 ☐ If politicians wake up and we all act quickly,
2 ☐ We need stricter laws
3 ☐ So I really think politicians
4 ☐ The situation will be even worse in a few years

a to protect our river.
b unless factories stop polluting the water.
c we might once again be able to enjoy the river.
d should do something about it.

4 The article has four paragraphs. Which of them …

a expresses the writer's hope that the situation will be better in the future? ___
b introduces the topic? ___
c describes problems and says what should be done? ___
d describes problems, says what will happen if nothing is done, and what should be done? ___

The sad story of a once beautiful river

The Quiller River was once so beautiful that there is even a song about it. And now?

The situation is alarming. There are lots of factories along the river. Newspapers have recently reported that the water in the river is totally polluted. There are hardly any fish left, and the water itself smells terrible. The situation will be even worse in a few years unless factories stop polluting the water. So I really think politicians should do something about it. We need stricter laws to protect our river.

And just look at the riverbanks. They are covered in litter. It seems that there are lots of people who throw their waste into the river. This must stop! We should all get together and help clean up the riverbanks.

If politicians wake up and we all act quickly, we might once again be able to enjoy the beauty of the river. Let's hope it's not too late.

5 Choose one of these environmental problems and make notes about what the situation is now, possible consequences, and what should be done.

a one of the problems mentioned in this unit, for example, deforestation in the Amazon
b an environmental issue in your town or country

6 Write an article for your school magazine raising awareness about the environmental issue you have chosen.

- Find a good title.
- Write an introduction that catches the reader's interest.
- Describe what the problems are, what you think the consequences might be, and what should be done.

READING

Part 5: Four-option multiple-choice cloze

Workbook page 107

1 **Read the text below and choose the correct word for each space.**
For each question, mark the correct letter A, B, C, or D.

I'm an eco-counselor at my school. It's a job I have [0]_____ doing for six months, and it's something I enjoy a lot. As an eco-counselor I'm responsible [1]_____ making sure that our school does as much [2]_____ it can for our environment.

Altogether, there are six of us. We have [3]_____ meeting once every two weeks, and we discuss what we can do [4]_____ encourage students to think about their behavior and how to be more environmentally friendly. For example, last month we [5]_____ a plan to stop littering around the school. We put up posters [6]_____ , and I even made a small speech in a school assembly. It's already had an amazing impact, and you [7]_____ ever see any litter on the floor in the school. We [8]_____ decided to get students to think about recycling. We now have different containers for glass, paper, and plastic in [9]_____ classroom. If we all [10]_____ them, our school will be a cleaner, healthier place.

0	A being	B be	C been	D was
1	A for	B of	C in	D by
2	A so	B than	C for	D as
3	A a	B –	C an	D the
4	A for	B to	C so	D about
5	A did	B made	C ran	D make
6	A everywhere	B nowhere	C anywhere	D somewhere
7	A often	B sometimes	C hardly	D occasionally
8	A too	B also	C as well	D else
9	A all	B some	C every	D no
10	A using	B have used	C are using	D use

WRITING

Part 1: Sentence transformations

Workbook page 17

2 **Here are some sentences about music.**
For each question, complete the second sentence so it means the same as the first.
Use no more than three words.

0 We started playing in this band two years ago.
We *have been* playing in this band for two years.

1 Their new CD isn't as good as the last one.
Their last CD was _____ their new one.

2 Two hours ago he went into his room and started practicing.
He _____ for two hours.

3 If you don't practice, you'll never be a good drummer.
You won't be a good drummer _____ practice.

4 They came on stage at 8 p.m., and they're still playing now, two hours later.
They _____ on stage for two hours now.

5 There is a 50% chance that I'll go to the show on Saturday.
I _____ to the show on Saturday.

TEST YOURSELF

UNITS 5 & 6

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

release | standby | tour | extinct | flood | record
enter | waste | charge | melt | download | throw away

1 Is it OK if I _____ my cell phone in your room?
2 It's getting warm now, so I think the snow will _____ soon.
3 Don't _____ water. You shouldn't stay in the shower for more than four minutes!
4 Our wi-fi connection is really slow. It takes a long time to _____ songs.
5 They've recorded a new CD, and they're going to _____ it next week.
6 You can't win the competition if you don't _____ it!
7 After the band released their new record, they went on _____ for three months.
8 If it keeps raining like this, there might be a _____ tonight.
9 There aren't many of these animals left in the world. They could be _____ soon.
10 Don't switch it off completely – leave it on _____ , OK?

/10

GRAMMAR

2 Complete the sentences with the words in the list.

unless | if | have played | have been playing | won't | might not

1 I didn't study for the test. I _____ pass it, I'm sure!
2 Sorry, Mom. My shoes are really dirty. I _____ soccer in the park.
3 We won't go for a walk _____ it rains.
4 I don't feel very well, so I _____ go to school tomorrow. I'm not sure.
5 I'll never finish this homework _____ you help me. Please!
6 Everyone on the team is really tired. We _____ three games this week already!

3 Find and correct the mistake in each sentence.

1 He's being working here for more than ten years. _____
2 If it will rain, we'll stay at home. _____
3 I've been making 50 sandwiches for the party tonight. _____
4 We might to go out tonight. _____
5 You won't do well on the test unless you don't study. _____
6 Ouch! I've been cutting my finger. _____

/12

FUNCTIONAL LANGUAGE

4 Complete the sentences with the words in the list.

little | doing | How | matter | news | not | sounds | up

1 A Hi, Jack. What's the _____ ?
B Nothing much. I'm just a _____ upset.
2 A What's _____ , Maria? Why are you crying?
B I'm crying because I'm happy. I won the math competition!
A _____ exciting! I'm really happy for you.
3 A How are you _____ ?
B Well, _____ great. But I'll be OK, I think.
4 A I have good _____ ! We're going to get a cat.
B That _____ great! I'm sure you're really happy.

/8

MY SCORE /30

22 – 30
10 – 21
0 – 9