

3 Planet Earth



UNIT OBJECTIVES

LS YOUR PROJECT Plan a campaign to raise awareness of an environmental issue

Project Builders 1-5:

- 1 Choose an environmental issue that you care about.
- 2 Find out more about your issue.
- 3 Practise talking about your campaign.
- 4 Find out about ways to help.
- 5 Write an information flyer.

Present your campaign.

VOCABULARY

- Fundraising (verb-noun collocations)
- Nature and the environment

GRAMMAR

- Future tenses: *will*, *be going to*, present simple and continuous for future
- Future continuous



LESSON OBJECTIVES

- Find out about environmental campaigning
- Learn verb–noun collocations

WARM-UP

i Warm-up

- 1 Look at the photos. Discuss the questions.
 - 1 What cause is shown in each one?
 - 2 Which image do you find the most effective? Why?
- 2 Discuss these quotes. Do you agree with them? Why / Why not?

‘Earth does not belong to us; we belong to Earth.’

Chief Seattle, leader of Native American tribe, 1887

‘Nature is not a place to visit. It is home.’

Gary Snyder, poet and activist, 1990



- 3 Watch Ryan and Maddy's vlog. Answer the questions.
 - 1 What kind of animal do Ryan and Maddy want to help?
 - 2 What is happening to the forests where these animals live?
 - 3 What does Ryan say you can give instead of money?
 - 4 How far is Ryan going to run?
 - 5 How much money do Ryan and Maddy raise?



VOCABULARY

i Vocabulary presentation

- 4 Watch again. Complete the phrases with the verbs and nouns in the boxes.

donate hold launch make promote reach

funds goal petition planet sponsors time

- | | |
|-----------------------|--------------------|
| 1 (...) a difference | 7 sign a (...) |
| 2 save the (...) | 8 (...) an event |
| 3 (...) a campaign | 9 raise (...) |
| 4 (...) a cause | 10 achieve a (...) |
| 5 (...) money | 11 find (...) |
| 6 give your (...) | 12 (...) a target |

i Vocabulary practice

- 5 Write five questions to ask your partner using the phrases in exercise 4.
Do you think signing a petition makes a difference?
- 6 Ask and answer your questions from exercise 5.

Have you ever raised funds for anything?

Yes, I have. Last year, I ...

PROJECT BUILDER 1

Choose an environmental issue that you care about.

Workbook Project Log p12

- 7 You are going to plan a campaign to raise awareness of an environmental issue. Make a list of environmental issues. Think about:
 - global environmental issues, e.g. global warming, endangered animals, deforestation, etc.
 - issues in your local area, e.g. litter, a polluted river, traffic fumes, etc.
- 8 In your group, compare your ideas. Choose an issue that you all care about.



3.2 THE FUTURE OF NATURE

LESSON OBJECTIVES

- Understand the importance of nature and conservation
- Use environmental vocabulary
- Talk about the future



VOCABULARY

i Vocabulary presentation

- THINK** Look at the photos. What problems are habitats like these facing?
- Read the blog post and compare your ideas from exercise 1.
- Complete the table with the highlighted words from the blog post. Use the infinitive form of the verbs. Which words have a negative meaning?

Nouns	Verbs	Adjectives
habitats	threaten	

i Vocabulary practice

- DISCUSS** Discuss the questions.
 - How can you reduce your personal carbon footprint?
 - Which habitats in your country are in danger? What is threatening them? How can people support them?
 - How else can we be greener in our everyday lives?
- MEDIATION** Choose a specific habitat. Look online and find out about five interesting plants or animals that grow or live there and tell the class about them.

Hope for habitats


Our planet has an incredible variety of animal and plant habitats, from the tropical Amazon jungle and the African savannah to the frozen tundra of Russia.

But many of these habitats are threatened by human activity and climate change. We destroy millions of acres of rainforest each year, often to create farmland. Our pollution damages delicate habitats such as rivers and coral reefs. Everyone knows that wildlife in the Antarctic is suffering from the effects of rising temperatures.

But there is hope. We can all help in the fight against the loss of habitats if we make changes to our lifestyle.

- Find out about companies that use green methods. For example, they don't use harmful chemicals, they use sustainable ingredients and they only use products from animals that are treated well. Encourage people to buy their products.
- Reduce your carbon footprint. Planes are one of the biggest causes of greenhouse gases, which accelerate climate change. Consider train or bus travel for your holidays, or stay local. Check food packaging to see where it comes from, and choose things from your local area.
- Support local habitats and create new ones. Help to clean up local parks, woods and rivers. Plant flowers and bushes – they absorb CO₂ and provide homes for insect species.

GRAMMAR

 Grammar animation

Future tenses: *will, be going to, present simple and continuous for future*

6 Read statements A–F and identify the verb forms used to talk about the future.

A **Looking at what scientists are saying, the situation is going to get worse very quickly in the next decade.**


B **I know, I'll join an environmental organization. That's the best thing to do.**

C **I think we should find out more about recycling. There's a meeting in the town hall which starts at 6 p.m. Come with me!**

D **Some celebrities are talking tonight about sustainable energy. All celebrities should promote change in this way.**

E **I'm going to grow some plants on my balcony. I hope it supports wildlife in a small way.**

F **I think young people like Greta Thunberg will make a change in the world. People are paying attention.**

7  Read the rules about future tenses. Say which statement in exercise 6 is an example of each tense.

Future tenses: *will, be going to, present simple and continuous for future*

When we talk about the future, we use ...

- 1 the present simple for timetabled events.
- 2 the present continuous for arrangements.

We use *will* when ...

- 3 we make predictions based on what we believe.
- 4 we decide something at the moment of speaking.

We use *be going to* when ...

- 5 we talk about plans and intentions.
- 6 we make predictions based on evidence we can see.

We often use the verbs *think, hope* and *believe* or the adverbs *perhaps* and *maybe* to express predictions about the future.

We don't believe the government will take action on the environment.

Maybe more people will join protest marches for the environment.

CHECK IT!  MY GRAMMAR REFERENCE & PRACTICE p110

8 Choose the correct option to complete the sentences.

- 1 A The climate change march is at 9 a.m.
B No, it **doesn't begin / isn't beginning** until 10 a.m.
- 2 A Have you got any plans for the weekend?
B No, not yet, but I think I **'ll start / 'm starting** my project on climate change.
- 3 A The weather's great!
B Yes, it **won't rain / isn't going to rain** this afternoon.
- 4 A Marco's just told me he can't play football today.
B Don't worry! I **'ll play / play** with you.
- 5 A I want to be a scientist when I'm older.
B So what **will you study / are you going to study** at university?
- 6 A Did you book tickets for the Science Museum online?
B Yes, we **'re going / will go** tomorrow.

9 Complete the leaflet with the correct future form of the verbs in brackets.

Book reading

Diary of a Young Naturalist, by Dara McAnulty

Dara McAnulty is a young Northern Irish writer and environmental activist. There is a lot of interest in him – he (1.) (be) the next media sensation! Dara's book is about his love of the wildlife near his home. Dara suffers from Asperger's Syndrome and he describes how watching insects can act as a sort of medicine for him. I think that you (2.) (find) Dara's book fascinating.

I (3.) (read) extracts from his book this Friday. The reading (4.) (take place) at 4 p.m. in the school hall. Afterwards, I (5.) (be) happy to answer questions from the audience.

I hope you (6.) (join) me. You (7.) (not regret) it!




 Grammar practice

PROJECT BUILDER 2

Find out more about your issue.

 Workbook Project Log p12

10  Discuss what you already know about your issue. Then research more information online.

- Where in the world is this issue most serious?
- Which facts and statistics about your issue will people find most interesting or shocking?
- What do experts think will happen in the future?

11 Use the information you found in exercise 10 to write three predictions about the future.

By 2030, the climate crisis will be ...

We're going to lose ... wildlife species by the end of the year.

3.3 SAVE THE PLANET!

LESSON OBJECTIVES

- Learn about three young activists
- Talk about things we expect to happen using the future continuous

Amazing activists!

Lilly Platt THE NETHERLANDS

Collecting plastic is Lilly's passion. This weekend, like every weekend, she will be collecting plastic litter from the streets. Over the years, she has picked up over 100,000 pieces of plastic.

Lilly's passion started early. At the age of 7, she was walking with her grandfather and they noticed all the plastic litter lying on the ground. They started picking it up, and after 10 minutes, they had 91 pieces of plastic. She immediately started Lilly's Plastic Pickup on social media to encourage other people to pick up plastic, too. Now in her teens, Lilly has launched a campaign to ban plastic, and has become a youth ambassador for World Cleanup Day.

Follow Lilly on Instagram @lillys_plastic_pickup

Jerome Foster II USA

Jerome Foster II is very busy indeed. Although he studies full-time in New York, he's also a technology entrepreneur and a climate crisis activist. He is passionate about the environment and feels that it has been left to the younger generation to save the planet. He usually gives speeches wearing his well-known blue T-shirt that says 'Think Globally, Bike Locally' on the front and 'One Less Car' on the back.

He considers it vital that young people engage with politics and vote for change. So, Jerome founded OneMillionOfUs, an organization that educates young people on the importance of voting in the US elections. In the next few years, he'll be encouraging the government to listen to what young people have to say.

Follow Jerome on Instagram @jeromefosterii

Leah Namugerwa UGANDA

Leah is shocked at how climate change is affecting her country, Uganda. The rising temperatures and the resulting increased rainfall cause floods, which are devastating farms and homes. Inspired by Swedish activist Greta Thunberg, Leah started protesting every Friday instead of going to school. She was just 13, and her protests got a lot of attention and support. On her next birthday, Leah won't be having a party – she'll be planting trees. Her campaign Birthday Trees encourages people to give each other a tree for their birthday, and she has personally planted over 7,000 trees. Leah is hopeful for the future. Uganda's population is young, and Leah believes its young people understand the importance of fighting for the environment.

Follow Leah on Instagram @namugerwaleah



READING

1 Look at the photos of young activists in the article. Discuss the questions.

- 1 What is an 'activist'? Explain in your own words.
- 2 Can you name any young activists? What causes do they promote?

2 Read the article quickly. What cause(s) are each of the activists campaigning for?



Use different strategies to work out unknown words.

- 1 Identify the part of speech – noun, verb, adjective, etc.
- 2 Do you know any parts of the word already?
- 3 Look at the context around the word.

3 09 Read and listen to the article. Then read the Skill UP! Try to work out the meanings of the words in the box. Which strategy or strategies did you use for each one?


devastating engage with
floods launched litter lying

4 Read the article again. Who:

- 1 comes from a place where climate change is already a problem?
- 2 is often recognized because of something they wear?
- 3 identified an issue at a very young age?
- 4 wants more students to take an interest in who runs the country?
- 5 is optimistic about change in their country?

5 Are the sentences true (T) or false (F)? Correct the false sentences.

- Lilly works for a global environmental campaign.
- Jerome spends all of his time on activism.
- Jerome supports eco-friendly travel.
- Leah encouraged people to protest at her school every Friday.
- In Leah's campaign, people celebrate their birthday by helping the environment.

 Mediation skills

6   Discuss the questions.

- Why do you think each campaign is important?
- Do you know about any young activists in your country? What change do they want to happen?



 Find out more information about one of these activists online.

GRAMMAR

 Grammar animation

Future continuous

7 Read the underlined sentences in the article. Complete the rules with the words in the box.

in in next this will

Future continuous

We form the future continuous with (1.) + *be* + *-ing*

We use the future continuous to talk about something happening during a period of time in the future.

We often use the future continuous with time expressions, such as:

- (2.) year / month / spring / Christmas ...
- (3.) time tomorrow / time next year / weekend / Friday ...
- (4.) a few weeks' / months' (time)
- (5.) the next few weeks / months / years ...

CHECK IT!  MY GRAMMAR REFERENCE & PRACTICE p110

8 Write sentences using the future continuous.

- I / pick up 1,000 pieces of plastic / this year
- we / work for World Cleanup Day / next year
- in a few weeks' time / that young activist / give another speech
- in a few months' time / they / interview students
- campaigners / visit schools / this winter

9 Complete the sentences with the correct future continuous form of the verbs in brackets or suitable words.

- This (...) next year, I (...) (travel) round Europe.
- Next (...), Tomas (...) (not work) at the restaurant.
- Will Jana be (...) (stay) with us (...) Christmas?
- What will you be (...) (do) on holiday this time (...) week?
- In (...) weeks' time, I (...) (not sit) any more exams – hooray!
- We (...) (meet) them again (...) weekend.

10 Complete these sentences for you. Use the future continuous.

This time next year, I'll (...).


This time next year, I'll be studying for my exams.

- Next weekend, I'll (...).
- In a few weeks' time, I (...).
- Next summer, I (...).
- This time tomorrow, I (...).

11  Make questions about the sentences in exercise 10 to ask your partner. Compare your answers.

What will you be doing this time next year?


I'll be studying for my exams.

 Grammar practice

PROJECT BUILDER 3

Practise talking about your campaign.


 Workbook Project Log p13

12  Think about your issue and imagine that things get better. What will the world be like in 100 years? What will be happening?

Lots of pandas will be living in the wild in China and in other countries.


13  Now imagine that things don't improve. What will the world be like in 100 years?

Some of our best-loved animals will be extinct.

14  Make a list of questions about your issue that people might ask.

How many species become extinct every year?

Which endangered animals live in our country?

15  Take turns to ask and answer the questions. If you don't know the information, try to find it out.



3.4 MAKE A DIFFERENCE

LESSON OBJECTIVES

- Find out about a conservation project
- Learn how tone of voice communicates attitude and mood
- Complete a plan of action

YOUNG PEOPLE'S FOREST

The Woodland Trust plans to establish a new forest in Derbyshire in the Midlands of England on an old industrial site, which was originally used for coal mining. To transform the damaged landscape, the Trust will plant over 250,000 trees. It will also add ponds, wetlands and grasslands to recreate different natural habitats. This will ensure that all kinds of local wildlife have a new home.

The Trust will be looking for volunteers to help with designing the space and planting trees. The Young People's Forest will become an enormous outdoor classroom to inspire students to learn about nature and the environment. It will be life changing for both humans and animals.



- 1 Look at the photos. What kind of project do you think they show?
- 2 **MEDIATION** Read the web page and check your ideas. Then write a short message to an English-speaking friend explaining the plan for the Young People's Forest.
- 3 Rewrite the sentences, replacing the underlined word(s) with one of the **highlighted** verbs from the article.
 - 1 We need to make sure that the Amazon rainforest doesn't disappear in the next decade.
 - 2 To support wildlife, it is important that we make their natural habitats exist again.
 - 3 We want to completely change the area by the canal into an amazing green space.
 - 4 Read this article about plastic pollution. It will encourage and motivate you to change your habits.
 - 5 We need people who will help us to set up our campaign.
- 4 **Discuss the questions.**
 - 1 Do you think the Young People's Forest in Derbyshire is a good idea? Give reasons to support your answer.
 - 2 Are there any green spaces in your local area? What kind of spaces are they?
 - 3 Is there anywhere in your area that could become a new forest?



LISTENING

5 10 Listen to a radio interview with two young people. Answer the questions.

- 1 Which organization do Sonya and Dom do volunteer work for?
- 2 How much money do they want to raise for the Young People's Forest?
- 3 Where can people promote their cause?



Listen carefully to the speaker's tone of voice as this can show their attitude or mood.

6 10 Read the *Skill UP!* and then listen again. Complete the sentences with the adjectives in the box. There is one extra adjective.

serious interested amused enthusiastic

- 1 The radio host sounds (...).
- 2 Sonya sounds (...).
- 3 Dom sounds (...).

7 10 Listen again. Copy and complete the factfile.

Fantastic forests & wonderful woods

Forests, woods and trees are our friends. They provide:

- cleaner air to breathe, by (1.) CO₂ from the atmosphere.
- homes for many species of animals, birds and (2.).
- materials that we couldn't live without, such as wood, fruit and (3.).
- protection from floods because of their roots and (4.).



Listening extra

PRONUNCIATION

We stress words when we want to give them more importance in a sentence.

8 11 Copy the sentences. Listen and identify the stressed words.

- 1 So we need more trees and forests.
- 2 Also, forests and woods provide habitats for thousands of species of animals, birds and insects.
- 3 Another amazing thing about trees is that they help to reduce flooding.
- 4 We're actually trying to raise £5,000 right now.

9 Say the sentences from exercise 8. Emphasize the information that the speaker thinks is important in each sentence.

10 Imagine that you are in each of the situations below. Choose one of the words in the box to describe how you feel.

angry bored depressed
excited interested surprised

- 1 You hear people talking about climate change.
- 2 You see plastic rubbish on a beach.
- 3 You watch a vlog about an environmental activist.
- 4 Someone asks you to get involved in an environmental campaign.

11 Discuss your answers to exercise 10.

LIFE SKILLS

Even if you don't get involved in volunteering for environmental causes you can still help look after the environment. Taking your litter home with you, not using disposable cups and avoiding using plastic wherever possible are examples of small but important steps you can take.

PROJECT BUILDER 4

Find out about ways to help.

Workbook Project Log p13

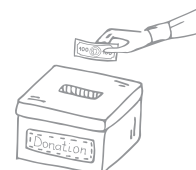
12 Research organizations and people who also care about your issue. What work do they do? Use the following ideas to help you.

- Charities
- Activists
- Famous people who care about the issue



13 Think about how people can help. Make a list of practical things that people can do.

- Donate money (who to?)
- Do volunteer work (what? where? when?)
- Share content on social media (what?)



3.5 HELPING OUT

LESSON OBJECTIVES

- Focus on asking for and giving instructions
- Learn how to support a friend

SPEAKING

- 1** **Discuss the questions.**
 - 1 When was the last time you helped someone?
 - 2 What is the most helpful thing that someone has ever done for you?
- 2** **Video** Watch the first part of the video and answer the questions.
 - 1 What personal challenge is Jess planning to do?
 - 2 What foods do Dan and Emma say that Jess enjoys?
 - 3 What dish does Dan offer to help Jess cook?
 - 4 What does Jess have problems with while cooking?
- 3** **Video** Complete the *Key phrases*. Then watch the first part of the video again and check your answers.

KEY PHRASES

Asking for instructions

Can / Could you tell me (what / how) ... ?

What does it (1.), exactly?

I'd like to (2.) what ...

Giving instructions

Before you (3.), you should ...

The first thing you (4.) to do is ...

The (5.) way to do it is ...

Once you've done that, ...

(6.) (+ -ing), you need to ...



When you don't understand something, tell your partner so they can explain.

- Excuse me?
- What do you mean?
- I'm not sure what you mean.

- 4** Read the *Skill UP!* Can you remember which of the expressions Emma uses? Why does she use it?

LIFE SKILLS Being a supportive friend

- 1 Be a good listener.
- 2 Respect your friend's ideas even if you don't agree.
- 3 Offer help or advice if you can.
- 4 Be encouraging.



- 5** **Video** Look at the photo and discuss the questions. Watch the second part of the video and check your answers.
 - 1 What do you think will happen with the cooking?
 - 2 Do you think they will enjoy the finished meal?
- 6** **Discuss the questions.**
 - 1 Do you think Jess will manage being vegan for a month? Why / Why not?
 - 2 Could you go vegan for a month?
- 7** **Write instructions for a simple dish that you know how to make. Use the words in the box to help you and look up any other words you need. Make sure you include:**
 - the ingredients you need
 - what you need to do to make the dish
- 8** **Ask for information about each other's dishes and give instructions on how to make them. Use the *Key phrases* in exercise 3 and the *Skill UP!* to help you.**

add boil chop fry knife saucepan slice

Dialogue builder

A favourite dish of mine is tortilla and I'm going to tell you how to make one.

What does it involve, exactly?

Well, you will need ...

3.6 SUPPORT OUR CAUSE!

LESSON OBJECTIVES

- Learn how to write an information flyer
- Learn about using the imperative

WRITING

1  **MEDIATION** Imagine your friend doesn't speak English. You're visiting the UK with them, and someone hands you the flyer below. Use your own language to explain what it's about. Say:

- what the issue is
- why it's a serious problem
- how people can help



Zero plastic please!

What's the issue?

Plastic is everywhere. We consume it every day when we buy food, electronics, hygiene products and much more.

Most plastic is not biodegradable – almost every piece of plastic ever produced is still on the planet.

Environmental experts think that in the next 10 years, there will be more than 250 million metric tons of plastic in the ocean.

Why should you care?

Plastic kills, particularly in the oceans. Animals of all types eat it, from tiny plankton to huge whales.

It pollutes our natural environments. People leave plastic everywhere: beaches, national parks and even remote places like Mount Everest.

Tiny pieces of plastic can even end up in our tap water.

How can you help?

Give up plastic shopping bags, plastic bottles and takeaway coffee cups. Post about it on social media to inspire others.

Sign our petition against single-use plastics online. Get your friends and family to sign, too!

Clean up your area. Join us to collect plastic waste from our local parks, rivers and beaches. We meet every month.

Get involved! Join us today @zppfortheplanet!

GRAMMAR Use of the imperative

In campaigning, the imperative is often used to tell the readers to do what is asked of them. For example:

Join our team! Sign our petition!

We use the infinitive without *to*.

2 Find examples of the imperative in the flyer.

3 Rewrite these sentences using the imperative.

- 1 You can help us to raise funds.
- 2 Why don't you buy a reusable bag?
- 3 We need to save the environment from plastic pollution.
- 4 We want you to join our campaign.

 Writing extra



To create an effective flyer:

- 1 Include a good title and headings.
- 2 Use short phrases rather than full sentences.
- 3 Tell your readers what you want them to do.
- 4 Use motivating and inspiring language.

4 Read the *Skill UP!* Find an example of each tip in the flyer.


PROJECT BUILDER 5



Write an information flyer.

 **Workbook Project Log** p14



5  Write an inspiring flyer to educate people about your issue.

A Plan

In your group, discuss what information you could include to:

- summarize your issue
- tell people why they should care
- tell people how they can help
- Use your work in Project Builders 1–4 to help you.

B Write

- Use your plans and the *Skill UP!*
- Use a good title and headings.
- Remember to use the imperative and future tenses.

C Read and check

- Check your information flyer includes all the information from your plan.
- Check the spelling and grammar.



3 PROJECT

Plan a campaign to raise awareness of an environmental issue

LS

SHARE AND REVIEW

1 Look back at your Project Builders 1–5.

Check that you have:

- decided on an environmental issue that you care about
- researched interesting and important facts and figures about your chosen issue
- practised asking and answering questions
- researched ways in which people can help
- written an information flyer

Use your Project Log

➔ p12–14



DECIDE

2 Discuss what you would like to include on an exhibition stand to present your campaign. Use the ideas below or your own ideas. Remember that the aim of your stand is to attract visitors and raise awareness of your environmental issue.

- a poster to attract attention
- multimedia: videos about your issue, websites, etc.
- a petition for people to sign
- an information flyer

PROJECT SKILLS Dividing up tasks

- 1 Make a list of the tasks your group needs to do.
- 2 Divide up the tasks according to what each person in the group is good at.
- 3 Discuss your group's progress regularly. Be prepared to help each other out, if necessary.



3 12 Read the *Project skills*. Listen to Amir, Jayden and Sara talking about their project. Tick the name(s) for each task. What environmental issue did they choose?

	Amir	Sara	Jayden
Make a poster			
Prepare a petition			
Choose a flyer and make copies			
Research a video			
Talk to visitors			

4 Make a list of tasks that you need to do, and agree who will do each. Use the *Key phrases* to help you.



KEY PHRASES

Dividing up tasks

- First, we need to ...
- Someone needs to ...
- Do you want to ...
- What about ... ?
- Why don't you do that?
- You're good at ...
- Why don't I ... ?



CREATE



- 5 Work individually to prepare each element of your campaign. Then share your work with the group. Give feedback, and make changes if necessary.
- 6 Set up your stand. Follow the instructions.
 - Find a table to use as your stand.
 - Put your poster somewhere visible: on the wall behind your stand, or in front of it.
 - Arrange everything neatly on the stand.
 - Imagine yourselves as a visitor to the stand: is it attractive and welcoming? Can you improve it?

PRESENT



- 7 Present your stand. Decide which groups will present their stands first, and which groups will visit the different stands. Then swap roles.

KEY PHRASES

- Thanks for taking an interest.
- ... is really important issue for all of us.
- Did you know that ... ?
- For me, the most shocking thing is ...
- Would you sign our petition? We're trying to ...
- We really appreciate your support.

- 8 Think about the other groups' stands. In your opinion, which one:

- 1 was the most eye-catching?
- 2 was about the most important issue to you?
- 3 had the most interesting / surprising / shocking information?
- 4 had the friendliest activists?



Activists

- Greet each visitor. Be friendly but give them time to look at everything on your stand.
- Talk to the visitors about your issue. Use the key phrases to help you.
- Try to get them to sign your petition.

Visitors

- Walk around the different stands. Don't spend longer than a few minutes at each stand.
- Ask questions to find out more information if you're interested.
- Sign the petitions if you agree that it's a good cause.



REFLECT



- 9 Think about your project work in this unit. Read the statements and choose your reaction.

CREATIVITY

1 Our group can find relevant information online.



COMMUNICATION

2 We can explain why our environmental issue is important.



COLLABORATION

3 Our group shared tasks effectively.



- 10 Complete these sentences for you.

- 1 I'm happy with our environmental campaign because ...
- 2 I want to improve ...

Workbook Project Log p15



3 MY GRAMMAR REFERENCE AND PRACTICE

Future tenses

be going to

- We usually use *be going to* when we talk about plans or intentions.

I'm going to get a new phone.

- We also use *be going to* to predict something, usually when we can see now that it is likely to happen.

Oh, no – I'm going to fall!

be going to		
I	am / am not	going to talk.
He / She / It	is / isn't	
You / We / They	are / aren't	
Am	I	going to talk?
Is	he / she / it	
Are	you / we / they	

will

- We also use *will* to make predictions about the future or when something is inevitable. We often use *think, be sure, expect, wonder, probably* and *maybe* with *will* to talk about a possible plan or to express an opinion.

I'll be 16 in December.

I think I'll go to the party.

I'm sure you'll enjoy this book.

- We use *will* when we make a decision at the moment of speaking.

'We're really late.' 'OK. I'll text Max to let him know.'

'Jenna will be here in a few minutes.' 'OK. I won't leave yet.'

will		
I / You / He / She / It / We / They	will / won't	win.
Will	I / you / he / she / it / we / they	win?

Present continuous

- We can use the present continuous to talk about plans and arrangements that have a fixed time and/or place.

They're coming home for the weekend.

I'm meeting Mike in the library at 10 a.m.

REMEMBER! For future plans with the verb *go*, we prefer to use the present continuous rather than *be going to*.

I'm going to the supermarket after breakfast.

(NOT: *I'm going to go to the supermarket after breakfast.*)

Present simple

- We use the present simple with a future meaning to talk about programmes, schedules and timetables.

The train from London arrives at 8.31 a.m.

The school holidays start on 6th July.

- We also use the present simple for personal plans when they are fixed like a timetable.

Helen gets home from school at 4.30 p.m.

Tomas has basketball practice at six o'clock.

- Note that when we are talking about personal plans, we often start with the present continuous and then give details of the schedule using the present simple.

We're going on a tour of Italy next month. We start in Venice, then visit Florence, and finally spend a few days in Rome.

Future continuous

- We use the future continuous to talk about actions or situations at a specific time in the future.

This time next week, I won't be worrying about my exams!

'Will you be working all day tomorrow?' 'Yes, I will.'

'Where will you be living in ten years' time?' 'I'll be living in a big city like London or Tokyo.'

Future continuous			
I / You / He / She / It / We / They	will / won't	be	going
Will	I / you / he / she / it / we / they	be	going?
Yes / No,	I / you / he / she / it / we / they	will / won't.	

- We often use time expressions with the future continuous. The time expression can go at the beginning or the end of an affirmative or a negative statement. If it is at the beginning, we use a comma. The time expression usually goes at the end of a question.

This time tomorrow, I'll be sitting on the beach!

I won't be worrying about my exams this time next week.

What will you be doing in five years' time?

1 Choose the correct option.

- 1 A The phone's ringing!
B I 'll / 'm going to get it.
- 2 A Why do you have that bucket?
B I 'm going to / 'll wash the car.
- 3 A What time **does the film start / is the film starting?**
B At 8 p.m. I think.
- 4 A Where's Anna? She said she was coming tonight.
B I expect **she'll arrive / 's arriving** in a minute.
- 5 A I've just booked a skiing holiday for next winter.
B Fantastic! Where **are you going / do you go?**
- 6 A Dan hasn't done his homework again!
B Oh dear. His teacher **isn't going to be / isn't** happy.
- 7 A Are you going out?
B Yes, Helen and I **will go / are going** to that new café in town.

2 Match the statements or questions 1–8 with the correct response A–H.

- 1 I can't get there until just before the film starts.
 - 2 What are you going to do after class?
 - 3 Have you seen Saskia recently?
 - 4 Did you see the news?
 - 5 The party starts at 7.30 p.m.
 - 6 Can you help me?
 - 7 This desk is too big.
 - 8 We have to go now.
- A Yes – things are bad and they are going to get worse.
B I'll try, but you're better at maths than I am.
C Great! I'm going to buy a new dress for it.
D I'll arrive early and buy our tickets.
E I know. I don't think it will fit in there.
F I think I'll study for an hour and then go to the concert.
G Yes, the bus leaves in half an hour.
H No, but I'm meeting her for lunch next week.

3 Copy and complete the conversation with the correct future form of the verbs in brackets.

- A I **'m meeting** (meet) some people in the village this weekend to plant trees. Do you want to come?
B I (?.) (be) busy. I told Mum I'd help her at home.
A Can't your brother help her? I think you (?.) (like) it. We (?.) (raise) money for some more trees, too.
B How (?.) (you / do) that?
A We (?.) (have) a cake stall so people walking by can buy coffee and cake.
B Oh OK. I (?.) (make) a chocolate cake for you.
A That's great! Thanks.
B What time (?.) (start)?
A We (?.) (meet) at nine, but you don't need to be there that early.
B No, I definitely (?!?) (not be) there at nine. I (?!?) (see) you about ten – I (?!?) (sleep) late tomorrow!

4 Copy and complete the sentences with the correct form of the verbs in brackets. Use the future continuous.

- 1 At seven o'clock tonight, **I'll be watching** (watch) TV at home.
- 2 What (...) (Oliver / do) in his new job?
- 3 It's Saturday tomorrow. I (...) (not go) to school!
- 4 '(...) (you / write) a blog about your trip?'
'Yes, I (...).'
- 5 In a month's time, we (...) (sit) on the beach.
- 6 Megan's got a headache. She (...) (not come) to the cinema tonight.
- 7 '(...) (they / use) clean energy in their new house?'
'No, they (...).'
- 8 Who (...) (feed) the chickens while you're away?

5 Copy and complete the conversation with the future continuous form of the verbs in the box.

~~do~~ dress up feel hope not wear
sleep take part wear work

- A What **will you be doing** tomorrow morning?
B Believe it or not, I (?.) in the London Marathon.
A Really? That's amazing! I had no idea you'd been training.
B I know. I haven't told many people.
A So, (?.) in a funny costume for the race, like a dinosaur or something?
B Ha, no! I (?.) anything unusual! Just shorts and a top. And I (?.) really good running shoes, of course.
A Oh, yes. But it's such a long way to run! How do you think you (?.) after three hours?
B It's hard to imagine, really. I've done some long runs, but I've never done a full marathon. I imagine by that time everyone, including me, (?.) to see the finish line!
A Yes, I should think so. (?.) the following day?
B No, definitely not. I expect I (?.) for most of the day!

6 Write true sentences for you. Practise future tenses.


- 1 (this evening) **I'm going to the cinema with a friend.**
- 2 (tomorrow)
- 3 (on Saturday)
- 4 (next Wednesday)
- 5 (your next holiday)
- 6 (after you finish school)

3-4 REVIEW AND EXAM PRACTICE

EXAM PREPARATION

- Exercise 1: *Cambridge B1 Preliminary for Schools* Listening Part 4
- Exercise 2: *Oxford Test of English for Schools* Reading Part 2
- Exercise 3: *Cambridge B2 First for Schools* Reading Part 3
- Exercise 4: *Oxford Test of English for Schools* Writing Part 1
- Exercise 5: *Cambridge B1 Preliminary for Schools* Speaking Part 2

LISTENING

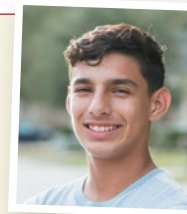
- 1  31 You will hear a radio interview with a young volunteer called Helen. For each question, choose the correct answer.
- 1 Helen heard about the turtle project from ...
A some friends of hers.
B a TV programme.
C her brother.
 - 2 Where did Helen stay when she was on the island?
A in a village house
B in a hotel
C above the office
 - 3 Most of the other people working on the project were ...
A school-leavers like Helen.
B university students.
C local residents.
 - 4 Helen worked to protect the baby turtles from ...
A local fishermen.
B bright lights.
C other animals.
 - 5 What part of the experience did Helen like most?
A patrolling the beach
B studying the turtles
C talking to visitors
 - 6 Helen had to pay extra for ...
A transport.
B household bills.
C meals out.

READING

- 2 Read the questions and match them to the correct person.

PIOTR Photography Classes

I'd heard about these summer courses at the college from my brother, who did a six-week drama course here last year, and he suggested that I should try the photography course, because he knew that was something I would be interested in. There's quite a range of us; some are beginners, some are better than me, but it's OK because our teacher usually has a bit of time to deal with each of us. So last week, for example, I needed some extra help with sports photography and she printed out some instructions showing me exactly what to do, step by step. They've also got some amazing computers and programs here we can use. They must have cost a lot, but it's great fun using them. The other people on the course have been great, always helpful and friendly, and in fact several of us have already agreed we'll be back next year to do another level.



MARY Art Classes

I've always been interested in art and painting, but until this year I hadn't ever really considered getting some lessons. The reason I chose Mrs Robinson's art course is that she has such a good reputation, and now I can see why. Thanks to her, I've made a huge amount of progress in a fairly short space of time, and I did a really nice painting of some flowers last week. To tell you the truth, I am actually so pleased with it I've decided to put it in the show we'll be putting on at the end of the course. Coming to a class like this has done a lot for my confidence, and everyone is so positive about the things you try to do. I think I'm now in a position where I know what I'm supposed to do, and for the next year it's a question of doing a lot of practising of what I've done in class.



FREDERIC Film and Video Classes

I'd really like to have a career in film or television. I'm hoping to study it at university, and until then, I do any classes I come across. In this course we're doing quite basic stuff, which is fine for the beginners, but it's a bit disappointing for me. The problem is that even though the teacher's fine, we only go through one chapter from the book we're using every week, so I can see we'll still be doing the same sort of thing until the end of this month. On the plus side, I'm looking forward to learning next month how to use the professional cameras and video software they have here – these are things I could never afford on my own. Hopefully I'll be able to use them to make a short film good enough to put online so that people can see the kind of thing I do.



Who ...

- thinks the club is too easy for them?
A Piotr B Mary C Frederic
- has chosen something for an exhibition?
A Piotr B Mary C Frederic
- is enjoying working with expensive equipment?
A Piotr B Mary C Frederic
- is on a course that is planned in detail?
A Piotr B Mary C Frederic
- intends to return to classes in the future?
A Piotr B Mary C Frederic
- is particularly pleased with their teacher?
A Piotr B Mary C Frederic

USE OF ENGLISH

- 3 Read the text below. Use the word in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

As part of our science course at school, we often have to do projects on various subjects. 0 Recently we had to do one on new methods of farming. I thought it might be dull, but it was quite interesting, which was a (1.) surprise.

It turns out that there are a lot of (2.) issues related to farming. For example, we know that there is a (3.) between the chemicals that farmers use and the levels of (4.) in our rivers and lakes.

My project focused on a group of young farmers who want to make a real (5.) to the way farms are run. They are campaigning to make farming much less intensive and much more (6.). So far, their results have been (7.), and many more farmers will be using more (8.) methods in the future.

RECENT

PLEASE

ENVIRONMENT

CONNECT

POLLUTE

DIFFER

SUSTAIN

IMPRESS

NATURE



Always read the text before and after the gap to see what kind of word you need – for example, is it a verb, a noun, an adjective or an adverb? Then look at the word and use the correct form.

WRITING

- 4 Write an email in 80–130 words in your notebook.

You recently organized a campaign to clear up rubbish from your local area. First read this email from Sam Jones, a reporter for your local newspaper. Then write an email to Sam Jones, including the three notes you have made.

FROM: Jones, Sam
SUBJECT: Clean-up campaign

Hi,

I've heard that you recently organized a clear-up campaign. I'd love to write a report about it, so can you give me some more details of what the problem was?

Describe problem

Can you explain what you did to sort the problem out?

Explain what I did

Do you have plans for any other kind of environmental projects in the future?

Talk about plans

Best wishes,
Sam Jones

SPEAKING

- 5 Look at the photo. It shows some people in an art class. Say what you can see.



Make a plan to help you describe the photo, dividing your talk into three parts:

- Talk about what you can see in the photo.
- Talk about things you can't see (e.g., how the people might be feeling, where they might be, etc.).
Useful expressions: *It looks as if ... I'm not sure, but ... may, might, could ... It's possible that..., maybe.*
- Talk about how the photo makes you feel, and relate it to your own life / experience.