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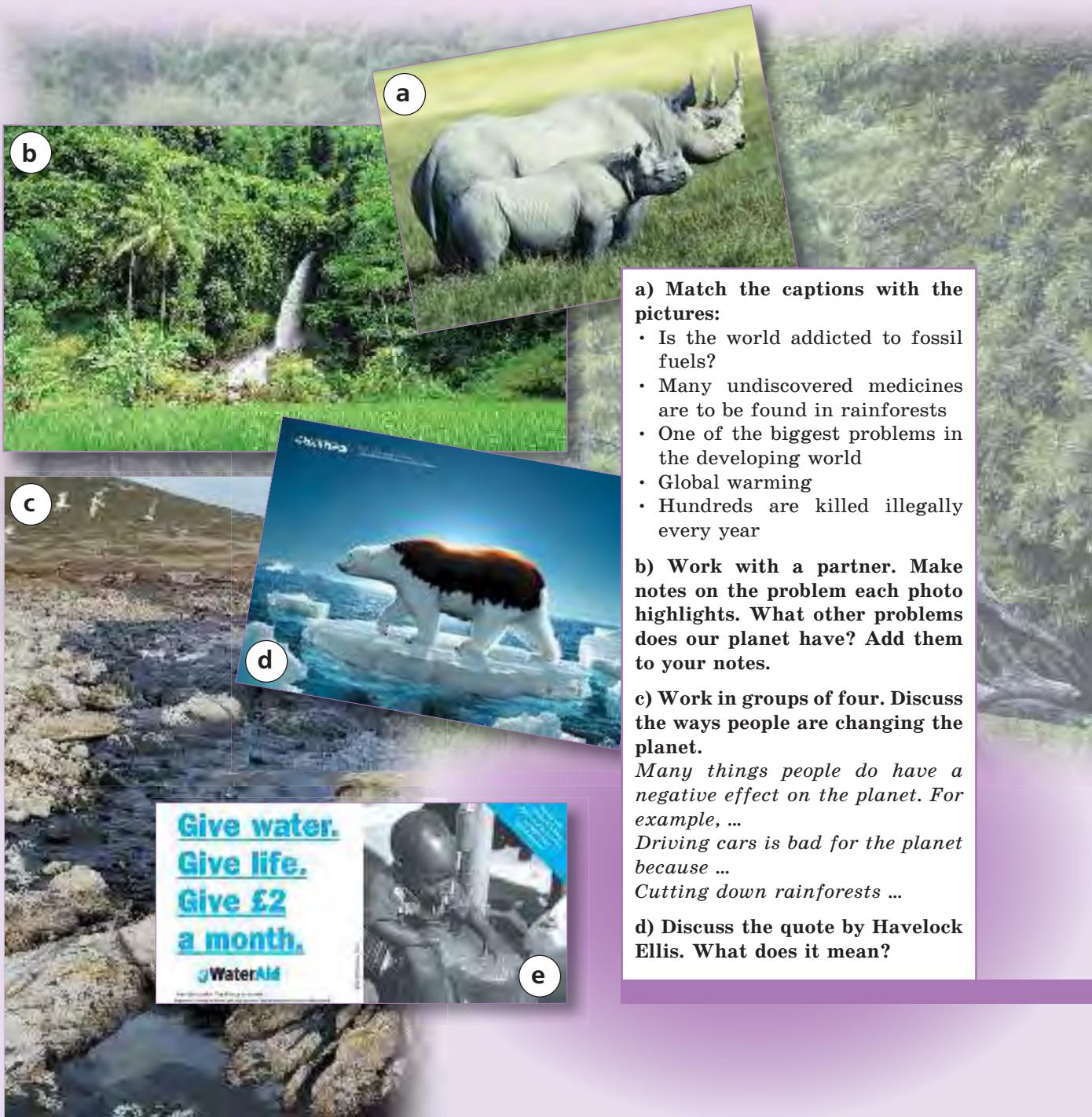


UNIT 3

SAVING THE PLANET

The sun, the moon and the stars would have disappeared long ago had they happened to be within the reach of human hands.

Havelock Ellis



In this unit you will ...

listen, read and talk about

- carbon footprints
- saving the environment
- going green

learn how to

- talk about the future
- follow a class or radio discussion
- write an opinion essay
- make complex sentences

a) Match the captions with the pictures:

- Is the world addicted to fossil fuels?
- Many undiscovered medicines are to be found in rainforests
- One of the biggest problems in the developing world
- Global warming
- Hundreds are killed illegally every year

b) Work with a partner. Make notes on the problem each photo highlights. What other problems does our planet have? Add them to your notes.

c) Work in groups of four. Discuss the ways people are changing the planet.

Many things people do have a negative effect on the planet. For example, ...

Driving cars is bad for the planet because ...

Cutting down rainforests ...

d) Discuss the quote by Havelock Ellis. What does it mean?

**Give water.
Give life.
Give £2
a month.**
WaterAid

Part A

CARBON FOOTPRINTS



Read the statements carefully before you listen.



Percentage of energy consumption from nuclear power (2010)

Japan	29%
Russia	17%
UK	16%
USA	19%

Percentage of energy consumption from renewable energy (2010)

Iceland	25%
Denmark	20%
UK	16%
USA	8%

1 VOCABULARY The environment

Choose the correct word.

- 1 ___ (Pollute/Pollution) is a major problem in today's world.
- 2 The Earth's ___ (atmosphere/air) contains a number of different gases.
- 3 Coal is a ___ (renewable form of energy/fossil) fuel.
- 4 Many people are against nuclear ___ (factories/power stations).
- 5 Climate change ___ (destroys/affects) our lives.
- 6 Carbon ___ (emissions/gases) are much too high.
- 7 Energy ___ (consume/consumption) is the highest in the USA.
- 8 We must ___ (warn/reduce) the amount of energy we use.
- 9 The streets of the city are dirty. There is ___ (rubbish/waste) everywhere.

2 LISTENING We have to do something

a) Listen to the short talk about pollution. Are these statements **true**, **false** or is the information **not stated**?

- 1 Governments are doing a lot to cut down pollution.
a) True b) False c) Not stated
- 2 The atmosphere is more polluted than the oceans.
a) True b) False c) Not stated
- 3 The problem is that people are not really worried.
a) True b) False c) Not stated
- 4 If polluters pay big fines, we needn't pay more for things.
a) True b) False c) Not stated
- 5 People are already reducing their consumption.
a) True b) False c) Not stated

b) Listen again and put the underlined words in the correct order.

- 1 Businesses and governments down cut to pollution do don't much.
- 2 The sea fish it in has few left and the forests year every smaller world smaller are and of the getting.
- 3 I things for more paying mind don't ...
- 4 They hold on have they to consumption the their good life and to refuse reduce ...

c) Look at the table with energy consumption. Why does Iceland use so much renewable energy? Search on the Internet.

3 READING How big is your footprint?

exs. 2, 3, 4

- a) Read the text quickly and find out what a "carbon footprint" is.

It is surprising how much energy we need for all our machines and appliances: computers, TVs, microwaves, cars ... The list is endless – and depressing. When we burn fossil fuels to produce all this energy, we send carbon dioxide (CO_2) into the atmosphere. CO_2 is one of the greenhouse gases that cause global warming. The result is climate change. Climate change has serious effects on living conditions everywhere. Some places get hotter and drier, and in some places there will be too much water. Many animals are in danger because their homes and food will disappear.

The amount of CO_2 that you produce is called your "carbon footprint". Every time you turn on the heating, play a video game or have a bath, you produce carbon emissions and your carbon footprint gets bigger.

As global warming increases, people are becoming more interested in their personal footprints. The average person in the UK has a carbon footprint of 9.8 tonnes of CO_2 per year. The pie chart shows how the average footprint in the UK is made up.

- b) Look at the photos on p. 54. Find phrases in the text on this page to use as captions for the photos.

- c) What does the pie chart on the right tell us?

The pie chart is about ...

It is divided into ... slices that show ...

... produce ... per cent of the carbon.

... is the largest / second largest ...

- d) Is your carbon footprint big or small?

If you can, use the calculator at www.carbonfootprint.com.

Compare your own footprint to the footprint of the average person in the UK.

My carbon footprint is bigger/smaller than the footprint for the UK, and it's ...

- e) Look at the carbon footprints below.

Search them on the Internet and find out if they are smaller today.

4 SPEAKING Reducing your footprint

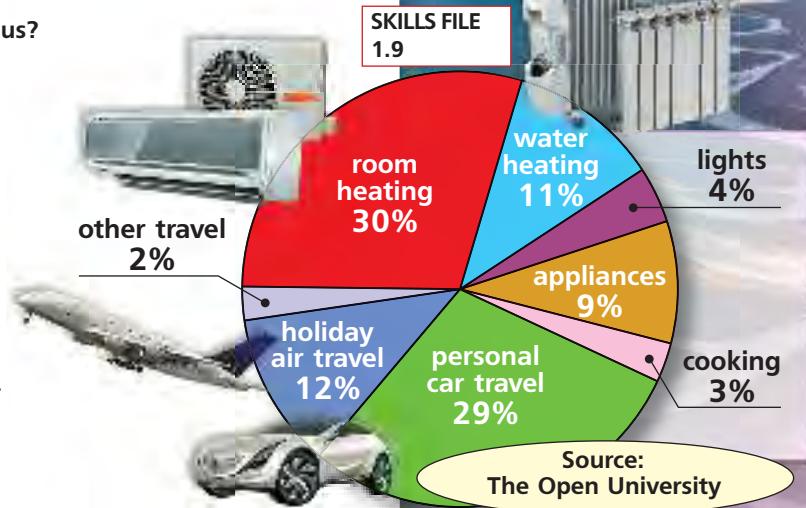
Work in pairs. You are going to reduce your carbon footprint. What are you going to do? Think about home, school, holidays, transport, energy, etc.

To reduce my carbon footprint I could ...

- use public transport / ... more often.
- go by car / eat meat / ... less often.
- turn off the TV / the lights / ... when I'm not using it / them.
- ask my parents to use green energy / buy an electric car / get better insulation / turn down the heating / ...

i Examples of global warming

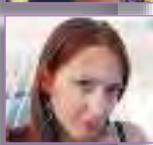
- The last two decades of the 20th century were the hottest in 400 years.
- Arctic ice is disappearing. 2040 will be an ice-free summer.
- In Montana, USA, in 1910 there were 150 glaciers. Today there are only 27.
- Coral is sensitive to changes in water temperature. In many places in the world it is dying off.



Part A PRACTICE

MORE HELP
P. 144

GRAMMAR
FILE
5



GRAMMAR
FILE
13.2

1 GRAMMAR The future: *going to*, *will*, present progressive, present simple

These school leavers are talking about their future plans. Complete what they say with the correct *future form* of the verbs in brackets. Sometimes two forms are possible.

Ann: I am *doing* a course in fashion design in London. It *starts* in September. If I do well, I *will* probably get the chance to work in Paris or Rome. The school has branches all over Europe, and they *are going to open/are opening* a branch in New York next year. London's a long way from home. I'm *going to miss* my family.

Ali: I expect I **1** *(go)* to university if my A-levels are good enough. I'd like to study business administration. I know that it **2** *(not be)* easy, but it interests me. I **3** *(leave)* home. I suppose it **4** *(be)* strange having to decide things all by myself.

Kim: I **1** *(do)* a volunteer year in a developing country. I **2** *(probably go)* to Africa. The school year **3** *(finish)* in July, so I **4** *(sign up)* to start in September. I suppose I **5** *(miss)* home and family. Africa is a different world. It **6** *(help)* me to grow up.

Don: I **1** *(do)* a gap year straight after school. I think I **2** *(travel)* around and see a few countries. I **3** *(definitely go)* to Russia. But I **4** *(do)* a few jobs first to earn some money.

Owen: I hope I **1** *(be able to)* get a job in a bank. I'm good at maths, but I don't want to go to university. I **2** *(be)* 18 next month, so it's time I earned some money. I've sent off a few applications. I think they **3** *(send)* me on a training course first. At least I **4** *(be able to)* live at home.

Kate: I **1** *(go)* to art school next year in London. I've already got a place. My best friend **2** *(take)* the same course, so she **3** *(start)* in October as well. I think it **4** *(be)* easier having a friend with me. We **5** *(probably share)* a room for a start.

Mel: I **1** *(not get)* a job straightaway, that's for sure. I need some time to think. I'm very interested in computers, so eventually I suppose I **2** *(study)* IT. But not just yet. Perhaps I **3** *(go)* to Australia for a year as an au pair. But for a couple of months after school I **4** *(relax)* and do nothing.

2 GRAMMAR Adjectives ending in *-ing* and *-ed*

Change the verbs in brackets into *adjectives* and complete the sentences.

- 1 The view from the top floor of the building is _____. (astonish)
- 2 It is always ____ to meet new people. (fascinate)
- 3 The room was very ____ when we arrived. (crowd)
- 4 Most people think of the British as a tea-____ nation. (drink)
- 5 Older people are highly ____ in most societies. (respect)
- 6 The book that I am reading now is very _____. (interest)
- 7 I am ____ in global warming. (interest)
- 8 When people visit Russia for the first time, they are often ____ that the country is so large. (surprise)



3 VOCABULARY Word formation: suffixes

a) Complete the sentences with a noun from the list below + *-less*.

end • fear • home • pain • sleep • use

- 1 It's *useless* inviting him to the party. He just won't come.
- 2 The list of repairs we have to do seems to be ____.
- 3 Last lesson we watched a film about ____ people who sleep in parks.
- 4 I had a ____ night. I always lie awake the night before an exam.
- 5 Our dog is afraid of nothing. He's totally ____.
- 6 The doctor says it won't hurt. It'll be ____.

b) Make nouns using the words below. List them in a chart using the following headings. Use a dictionary if you need to.

achieve • active • apply • begin • connect • declare • develop • happy • human • ill • imagine • meet • pay • punish • react • refer • resist • safe • suffer • willing

-ance, -ence	-ing	-ment	-ness	-tion, -ation	-ty, -ity
existence	warning	argument	brightness	pollution	equality

4 VOCABULARY Prepositions

Complete the paragraph with the correct preposition. Sometimes more than one is possible.

in • on • at • to • by • from

I planned to pick up my girlfriend 1 ____ Heathrow 2 ____ Friday. The plane 3 ____ Boston lands 4 ____ nine-thirty 5 ____ the morning. It's an hour's drive 6 ____ Heathrow, so I decided to go 7 ____ car. The phone rang just as I was leaving, but I was 8 ____ a hurry, so I didn't answer it. 9 ____ the airport, I parked the car 10 ____ the fifth level of the car park and then went the rest of the way 11 ____ foot. I was glad that I was 12 ____ time. I was really looking forward 13 ____ seeing Jessie again. But I waited and waited. All the passengers had come out. No Jessie. So I went 14 ____ the airlines' info desk. 15 ____ my surprise I learned that Jessie hadn't been 16 ____ the flight. Later 17 ____ home there was a message 18 ____ the answering machine. Jessie, still 19 ____ Boston, had broken her leg and was not able to travel!

5 SPEAKING Stop whaling?

Look at the picture. Discuss with your partner if whaling should be banned.



Partner A

You show some understanding for the whale fishermen in Norway or Japan:

- it's a long tradition
- the fishermen have to earn a living
- there are enough whales
- other kinds of fishing and farming are just as cruel
- compromise: only a small number is allowed to be hunted

Partner B

You think whaling should be banned:

- tradition doesn't matter
- fishermen can catch other fish
- soon there won't be any whales left
- it's cruel to kill these intelligent animals
- compromise: only a small number is allowed to be hunted

Part B

CARBON RATIONING

SKILLS FILE 2.7

i

Responses to global warming

- The Maldives Islands in the Indian Ocean will disappear if the sea rises by just one metre. The President held a meeting of his government six metres under water (!), so that the world will understand the problem.
- The film *Age of Stupid* is set in the year 2055: London is flooded, the Amazon rainforest has burnt down, the Alps have no snow. A man living alone looks back and asks why we didn't stop it when we had the chance.

When you read a new text, try to find a sentence which gives you the main idea of the text.



In phrasal verbs, pronouns go between the verb and the preposition, not after.
... took us through ...
You're holding us up.

1 READING The Carbon Diaries 2020

exs. 1, 2, 3, 4

It's 2020. The UK government has introduced carbon rationing to reduce the country's carbon footprint. Everything people do – like driving the car, listening to music, having a shower – will cost them Carbon Points on their carbon cards. What will this mean for 16-year-old Laura Brown, her elder sister Kim and their family?

Sat, Jan 3rd

Dad sat down with us tonight and took us through a stupid government online form to work out what our family CO₂ allowance is. It's heavy. We've got a carbon allowance of 200 Carbon Points per month to spend on travel, heat, food. All other stuff like clothes and books has already got the Carbon Points in the price. So if you want to buy a PC, but it's from China, and they used dirty fossil fuel to build it, then you're going to pay a lot more for it — because you're paying for all the energy needed to make it. The worst thing is, me and Kim have to give up lots of our points for the family carbon allowance. That leaves us almost nothing for travel, college, going out ... The car is going to be used much less, all of us can use the PC, TV, stereo for only two hours a day, heating is down to 16 °C in the living room and 1 hour a day for the rest of the house, 5-minute showers, baths only at weekends. We have to choose — hairdryer, toaster, microwave, smartphone, kettle, lights, fridge or cooker and on and on. Flights are a real no-no and shopping and going out not much better. It's all kind of a choice.

Mon, Jan 5th

Carbon cards came today. They've got these little blocks down the side going from green to red and as you use your year's ration they disappear one by one till you're at your last red and then you're all alone and you're crying in the dark.

Thurs, Jan 8th

Back to college, and I got in late because I had to take Mum to her bus stop. Her eyes filled with tears when we walked past the Saab which she has been driving for years. She whispered, "It's not for ever," and softly touched it. I pretended not to see. We missed the first bus, so we had to wait 15 minutes in the rain till the next one. When it finally came, I jumped on, swiped my carbon card and started running upstairs. Mum was searching through her purse, bag and pockets. She looked up at me.

"Laura, I can't find my card. Can you lend me some..."

The driver shook his head. "No carbon card, no ride, love."

"But, please..."

A woman shouted: "Get off! You're holding us up."

And then Mum started to cry. I went back down and helped her off the bus. "We'll have to go home and get your card, Mum."

"I'm so sorry, Laura." Mum said. "I know I should be strong, but I feel so responsible for what my generation has been doing for years. We're the ones who have been messing it all up for you."

Weds, Jan 14th

I woke up this morning and it was freezing, freezing cold. I'm only allowed heat on in my room between 7 and 8. What a joke — it's not even enough to melt the ice on the windows.

a) Read the text. What will life with a carbon allowance be like for Laura?

difficult/easy • comfortable/uncomfortable • warm/cold • boring/exciting

b) Read the text again and choose the correct answer.

- 1 People must now
 - a) use Carbon Points for everything they buy.
 - b) use Carbon Points to buy certain things.
 - c) pay a lot more for everything they buy.
- 2 Laura and Kim can't
 - a) use their stereo at all.
 - b) travel any more.
 - c) take long showers.
- 3 The carbon cards
 - a) change colour as you use the points.
 - b) can be changed for a new one when you use all the points.
 - c) change colour from red to green.
- 4 Mum has tears in her eyes because she
 - a) misses driving her car.
 - b) has to take a bus.
 - c) believes she will drive again one day.
- 5 Mum tells Laura she is sorry
 - a) she got upset.
 - b) she's not strong.
 - c) for what her generation has done.

c) Explain in your own words how the carbon rationing system works. How do Laura and her mother feel about it?

d) Find the phrases in the text that mean the following.

- 1 We really shouldn't go by plane. • 2 This is not the last time. • 3 She started to cry. • 4 You can't use buses without your card. • 5 We are the people who caused the problems.

e) Do you think this could happen in the future?
Think of two things you could give up easily and two things you couldn't give up. Tell the class.

When you don't know a word, read the whole sentence first. Then try to guess the meaning.

2 WRITING A letter to a newspaper exs. 4, 5, 6

Imagine you visit the UK in 2020. Write a letter to a British newspaper about carbon rationing. Say if you are for or against it and explain why.

Dear Sir or Madam,
I am a visitor from Russia and I am writing to you about ...
I feel angry/worried/happy/... because ...
I could/couldn't give up...
I like a warm house-going by car/...
In my opinion, carbon allowances ...

- *is a good/silly idea because ...*
- *will/won't help to solve the problem of climate change because ...*

MORE HELP P. 145

SKILLS FILE 3.12

Part B PRACTICE

GRAMMAR FILE
4.5

1 GRAMMAR Present perfect progressive

What have these people been doing since they left school? Use *present perfect progressive* with *for* and *since*.

- 1 **Kim:** I left school two years ago. After school I started studying medicine.
Kim has been studying medicine for two years.
- 2 **Rob:** I left school last summer. I work for my uncle's firm.
Rob ... since last summer.
- 3 **Polly:** I started university in October last year.
- 4 **Doug:** I left school a year ago. I work for a firm of architects.
- 5 **Andrey and Vadim:** Vadim and I left school eighteen months ago. We're both doing a training course with Aeroflot.
- 6 **Emma and Lucy:** Emma and I are studying marketing. We started in September last year.
- 7 **Owen:** I joined the Air Force two years ago. I'm training as a helicopter pilot.

2 VOCABULARY Transport

- a) Make lists of words about travel under the following headings: *air*, *railway*, *road*, *sea*. Use the words below and add more if you can.

airport • boat • cab • (to) cycle • (to) drive •
ferry • flight • gate • harbour • (to) land •
motorway • petrol station • plane • platform •
rush hour • ship • traffic jam • train • truck •
the Tube • underground



- b) The verbs in sentences 1–6 are mixed up. Find the right verb for each sentence.

- 1 Bob and I always worried about our carbon footprint. We **take** two cars and we **sold** to work every day on the motorway. —> *We had two cars and we ...*
- 2 In the rush hour we were often **read** in traffic jams for hours.
- 3 So we **listened** both cars and decided to travel by bus and Tube every day.
- 4 The journey to work **found** an hour longer, but we **stuck** and **drove** to music.
- 5 We **took** it very difficult at first. At weekends, for example, we **had** a car to go shopping or visit friends.
- 6 But now we just **didn't have** a taxi when we need to. And our carbon footprint is much smaller!

GRAMMAR FILE
1

3 GRAMMAR Word order

Read these statements about transport in London. Choose the right place for the words in brackets.

- 1 **Julie:** I love buses. I always try ___ to sit ___ so I can enjoy the view. (at the top)
- 2 **Maria:** I was ___ in a terrible traffic jam ___. (yesterday) It took one hour ___ from Piccadilly to Tower Bridge ___.! (to drive) I don't think that I'll go ___ to London by car ___. (again)
- 3 **Jack:** I want to reduce my carbon footprint, so I ___ cycle ___ five miles to work (usually).
- 4 **Mike:** When I got to the stop, the last bus had ___ left ___. (early) I was really angry.
- 5 **Sue:** My husband and I always use ___ the Tube ___ when we go shopping. (on Saturdays)



EXAM ➤

4 LISTENING Nuclear power and global warming

Read the statements, then listen to the discussion. Are they *true*, *false* or is the information *not stated*?

- 1 Europe has had temperatures of over 40 degrees this summer.
- 2 Alan believes the oil age will end in 20 years.
- 3 Alan says there is no serious alternative to petrol-driven cars.
- 4 Charles thinks that nuclear power is too risky.
- 5 Charles believes that we can't get enough energy from the sun or wind.
- 6 Both professors say Britain needs to build a lot of new power stations.
- 7 Africa has ten times as much sunshine as Britain.
- 8 Electricity can easily be transported to Britain with long power lines.



This?  *Or this?* 

5 READING A bad accident

EXAM ➤

a) Fill in gaps A–F with parts of sentences 1–7. There is one extra sentence part.

Yesterday a **A** ___ was badly hurt **B** ___ in the Bristol area this year. The father of two sons had been **C** ___ (where only 60 are allowed) and wasn't able to stop in time when he saw a traffic jam in front of him. Martin Smith from St Pauls in Bristol was badly injured **D** ___. Fortunately, doctors were able to arrive on time. The accident happened **E** ___ when thousands of people were travelling home from work. The M32 was closed for two hours between **F** ___, and there was traffic chaos in the centre of Bristol. Police said the driver should have known about the speed limit.



- | | |
|---|--|
| 1 driving at over 80 miles per hour
2 by broken glass
3 in the late afternoon rush hour
4 in one of the frequent accidents | 5 St Pauls and Eastville Park
6 but there were no other accidents
7 23-year-old truck driver |
|---|--|

b) Ask five questions about the text with *who?*, *what?*, *when?*, *where?*, *why?*

SKILLS FILE 3.9

6 WRITING A report

Choose a topic and write a report about it. Remember to answer the questions *who?*, *what?*, *where?*, *when?* and *how?*. Write about 100 words.

- 1 You and your family were going on holiday, but you missed your flight.
- 2 You saw an accident between a car and somebody on a bike.

Outline

- Set the scene.
- Give the events in the order they happened.
- End the story, describe people's feelings.

Remember to use linking words:

- and then, and, too, also (*add points*)
- but, however (*opposing ideas*)
- because, so (*cause and effect*)
- before, after, when, until, then, after a while, eventually, finally, meanwhile (*time*)

Part C

MAKE A DIFFERENCE

SKILLS FILE
2.6, 3.3

exs. 1, 3

1 READING Go green!

Read the texts and discuss them with a partner.

A: *It says that you should turn off the lights when you leave a room.*

B: *OK, but what if I just go out for a minute?*

Agreeing

I think ... is absolutely right.

I completely agree with ...

Adding a comment

The reason why I say that is ...

Can I just make the point that ...

Sorry to interrupt (you), but ...

Disagreeing

I see what ... means, but ...

I don't quite see it that way.

I think there is another way of looking at this.



Use less energy

Producing electricity causes a lot of CO₂. So, to save energy always turn off the lights when you leave a room. And when you're not using your computer, TV or stereo, turn them off completely.

The world's climate has been slowly changing for many years. But governments have done little to improve things. So don't sit around and wait for them to act. Here are some simple things you can do to help to stop global warming.



Reduce rubbish

About 75% of the things we throw away could be recycled. Recycling is great because it reduces rubbish and cuts down energy consumption. You can recycle paper, plastic and glass.



Heat less water

Heating water uses more power in houses than anything else. So when you make tea or coffee, fill the kettle only as much as you need to.



Save trees

Why not plant a tree? Trees use CO₂ and they produce clean air that we need! More trees mean less CO₂ in the air.



Think about your food

To help fight against climate change try to eat more local food. Local food has a small carbon footprint because it hasn't travelled a long way to your local shop.



SKILLS FILE
1.3

2 SPEAKING Describing a cartoon

ex. 2

Describe the cartoon to your partner. Then discuss what you think its message is.

The cartoon shows that the ice caps have been melting ...

The polar bear in the background has been sitting ...

The two men on the left have come to ...

The artist wants to say that ...

Useful words:

polar bear • polar ice • ice caps • island • global warming • pollution • melt

3 LISTENING People's opinions

exs. 4, 6

a) Look at the questions. Then listen to the first part of the classroom discussion on global warming and take notes. Compare your answers with a partner.

- 1 What does the discussion leader, Jean, tell students to do and not to do?
- 2 What does Amy say about the greenhouse effect?
- 3 What does Max add to her point?

b) Look at the questions below and listen to the second part of the discussion.

- 1 Which of the following bad discussion habits do you hear? Note down the mistakes and who makes them (Tom, Max, Maggie, Amy or John).

interrupting • being rude • talking too much • not listening to the last speaker • not giving facts to support statements

- 2 What three conclusions does the discussion leader have at the end?

4 WRITING An opinion essay

ex. 5

Write an essay discussing the following statement:

I won't go green because I can never save the planet.

a) Organise your ideas.

- Brainstorm with a partner and make notes.
- Organize your ideas into arguments *for* and *against*.
- Think of examples.

b) Write an outline.

Introduction: Say why the question is important.

Points of view: Write about each point of view in separate paragraphs.

Conclusion: Sum up the arguments and give your opinion.

OUTLINE

- 1 Introduction
- 2 First point of view:
arguments and examples
- 3 Second point of view:
arguments and examples
- 4 Conclusion

I am going to discuss/write about ...
The topic is important because ...
... is one of the biggest problems in the world today.
So the question is can ... or not?

Some people think that ...
First, ... / Second, ... / Finally, ...
On the one hand, ...
On the other hand, ...
For example, ...
The reason for this is ...
However, other people think that ...

In my opinion, ...
After looking at both sides, I think ...
To sum up, I would say that ...

c) Write your text.

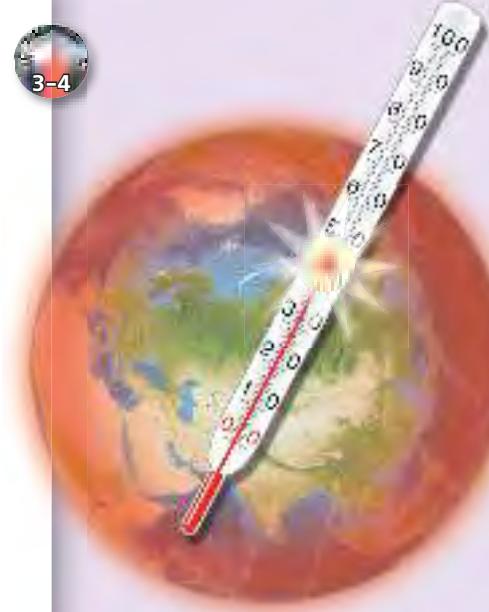
3-4

EXAM

SKILLS FILE
3.10, 3.13

In an essay:

- it's often better to start with the points of view you disagree with.
- remember to read everything again and check for mistakes.

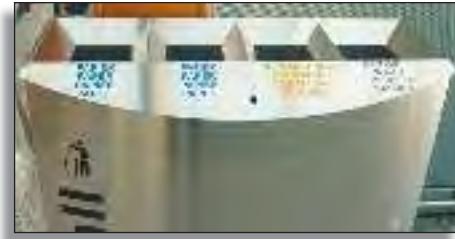


Part C PRACTICE

1 VOCABULARY For a greener world

a) For each group find a word that doesn't fit.

- 1 sun • plastic • paper • glass
- 2 oil • water • wind • sun
- 3 waste • recycle • reduce • save
- 4 help • pollute • protect • save
- 5 climate change • solar power • air pollution • global warming
- 6 trees • electricity • cars • heating



b) Match sentence beginnings 1–6 with endings A–H. There are two extra endings.

- 1 Locally grown products ...
- 2 You need more energy to produce meat ...
- 3 You can buy cool clothes cheaply ...
- 4 Use a cotton shopping bag instead ...
- 5 Buying recycled paper can ...
- 6 It's much better to recycle glass ...

- A than to produce vegetables.
- B with public transport.
- C are usually better for the environment.
- D than to throw it into the dustbin.
- E use green energy.
- F of plastic ones.
- G at second-hand shops.
- H help to save trees.

GRAMMAR FILE 4.4, 4.6

2 GRAMMAR Present perfect and present perfect progressive

Complete the sentences with the *present perfect* or the *present perfect progressive* form of the verbs in brackets.

- 1 Peter only buys local food. He *has been eating* it for a year now. Today, for example, he *has already eaten* local farm bacon and eggs. (eat)
- 2 James is very interested in environmental problems. He “green” magazines all afternoon. He at least three magazines. (read)
- 3 Luke is going to raise money in a marathon for “Clean Water for Africa”. He three times this week. Now it is the fourth time. He for at least an hour. (train)
- 4 Sue is going to Manchester for a job interview. She on the motorway for about two hours. Now she has arrived at last. She over two hundred miles. (drive)
- 5 The weather is terrible. It must be global warming! It every day so far this week. It since early this morning, and it is still raining. (rain)

GRAMMAR FILE 17

3 GRAMMAR Phrasal verbs

Add *up* or *down* to the verbs below and complete the sentences with these *phrasal verbs*. Use the right tenses and *active* or *passive* forms.

calm • come • cut • end • hang • hurry • look • slow • write

- 1 Darwin *wrote down* his ideas on evolution in his book “On the Origin of Species”.
- 2 Plastic and glass should always in a recycling bin.
- 3 Many scientists with answers to problems accidentally.
- 4 My mother was annoyed that the neighbours didn’t recycle waste. We had to her .
- 5 I must . I’m late for my lesson on greenhouse gases.
- 6 In order to build a new factory, the company a lot of trees .
- 7 You can the laws of relativity in your science books.
- 8 Can we a poster of Einstein in the classroom?



4 VOCABULARY The environment

Complete the sentences with the words below.

carbon footprint • cars • emissions • fossil fuels • appliances • global • greenhouse gas • insulation • recycle rubbish • solar energy • turn off • wind power

- 1 If there were fewer ___ on the roads, we could reduce carbon ___.
- 2 Good ___ keeps a house warm and saves energy.
- 3 ___ and ___ are examples of “green” energy.
- 4 We should ___ like glass, paper and cans.
- 5 Burning ___ is one of the main causes of ___ warming.
- 6 The average ___ of someone in Europe is much larger than of someone in Africa.
- 7 CO₂ is a ___.
- 8 To save energy we can ___ electric lights and electronic ___ when we are not using them.

GRAMMAR FILE
15

5 GRAMMAR Complex sentences

Rewrite the statements below as one sentence, using one of the words in italics in the examples.

Unless we stop global warming, the next generation will have big problems.

He always switches the heating off *in order to* save electricity.

There's *so* much pollution *that* it's difficult to breathe.

It has *such a* strong smell *that* I can't eat it.

- 1 Stop cutting down rainforests. The forests will disappear.
- 2 We send a lot of CO₂ into the atmosphere. The climate is changing.
- 3 They may introduce carbon rationing. The reason is to cut the size of the country's carbon footprint.
- 4 The wind was very cold. I wanted to stay indoors.
- 5 She reads the news every day. She likes to know what is happening in the world.
- 6 We must build bigger hospitals. If we don't, many poor people won't be able to have operations.

MORE HELP
P. 146

6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment.
Answer the questionnaire in full sentences.

Think global — act local: What you can do to look after this planet
... and win a free trip with the **Rainbow Warrior** to go whale-watching!

Name: _____

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

Extended reading

a) Imagine you have to survive in a Russian forest for three days with only a rucksack. What would you take with you? Make a list.

SURVIVAL TRIP



Last summer four teachers and a national park ranger took a group of 20 students from Riverside High School in Launceston, the second largest city on the island of Tasmania, Australia, to Mt Cameron National Park.

A ___ They were away from “civilisation” (houses, shops, restaurants, roads, cinemas, etc.) for three days. The trip was to teach the students to look after themselves 1 ___ Each student was only allowed to bring one bag with them for their sleeping bag, clothes and washing gear – but they had to make the bags themselves! Joseph Shrimpton, 17, told us he had made his bag from an old potato sack. The most difficult part was the strap, which he made by putting pieces of material together. It wasn’t a very good bag and he was worried that the strap would break. Later, in the middle of the bush (the huge dry inland area where few Australians live), the strap broke. Walking with the bag wasn’t so easy after that!

B ___ During the first part of their journey from Launceston the students went by normal coach. However, during the second part they travelled in special minibuses into the bush. They had to wear blindfolds so that they couldn’t see where they were going. When they were far enough into the national park, the buses stopped, the blindfolds were taken off, and the students 2 ___

C ___ They had to find out where they were and then, using their map-reading skills and finding the answers to questions the teachers had given them, they had to hike to where the park ranger had left basic equipment so that they could make tents for the night. They hiked for three days, 20 kilometres per day, with two nights in the bush.

D ___ They also had to discover where food had been hidden. There was food powder (not very nice!) and a few cans of chilli con carne for the student who had given the most correct answers during the hike each day. He or she was allowed to put the chilli con carne on the campfire and eat it out of the can. Each of the others 3 ___ their food powder with some water in the empty can, because they had no cooking things or plates with them. One evening the park ranger brought some insects which he cooked on the campfire. 4 ___

E ___ After three long days in the bush the buses were waiting to take the students back to Launceston. The teens were tired and dirty, but most of them at least were very happy. 5 ___ Carla McBeath said, “Although it was hard, I learned to look after myself. But the insects were really awful!”

**EXAM ►**

b) Read the text and fill in gaps 1–5 with the phrases below.

- were on their own!
- Some students were brave (or hungry!) enough to eat them.
- in a difficult situation.
- They had survived!
- had to take turns at heating up

EXAM ►

c) Match paragraphs A–E with headings 1–6 and complete the chart.

There is one extra heading.

- Their task
- Unusual meals
- No modern comforts
- Launceston, second largest city in Tasmania
- Journey into the bush
- What did they learn?

A	B	C	D	E

d) Find the compound nouns in the text which use one of the words below, e.g. *washing gear*.

gear • ranger • national • bag • camp • map • sack

e) Complete the sentences with the *phrasal verbs* highlighted in yellow in the text.

- Can you check what time the train leaves, please?
- They have two children, but they look after her sister's children, too.
- Why don't you stay the night? I can put up you overnight in the morning.
- You make the furniture yourself. You have to fix the pieces together.
- Why don't you wear your coat on? It's very warm.

WRITING A letter to a friend

You have just returned from a survival trip. Write a letter to a friend and tell him/her about the experience. Write 100–140 words. Write about:

- the aim of the trip,
- where you went,
- what you had to do,
- the food,
- how you felt in the end.



Window on the world

THE EDEN PROJECT



Biomes

EXAM



The Eden Project is a spectacular attraction 1 ____ (build) in a disused mine in Cornwall, England. The mine 2 ____ now ____ (transform) into a wonderful global garden, containing the world's 3 ____ (large) greenhouse among other things. A million people a year visit the centre to enjoy and study nature.

The centre 4 ____ (dominate) by gigantic domes or "biomes", 5 ____ (make) of plastic material and steel, housing plants collected from around the world. Most of the huge amount of water needed by these greenhouses is supplied by rainwater.

As an educational **charity**, Eden aims to:

- run 6 ____ (environment) projects,
- put on arts, theatre and music events,
- create fantastic gardens and do plant research,
- use the "greenest" possible ways to run the 7 ____ (operate).

The Rainforest Biome

The Tower of London would fit into the Rainforest Biome, which is 55 metres high, 100 metres wide and 200 metres long. There you can find banana trees, coffee, rubber and giant bamboo kept at a tropical temperature and moisture levels. There are mangrove swamps and a great waterfall crashing through the forest.

The Mediterranean Biome

This houses grape vines, olive trees, lemon trees and perfumed herbs. Walk through the 8 ____ (colour), temperate regions of the world: the Mediterranean, South Africa and California.

a) Read the text and complete it with the correct form of the words in brackets.

b) Read the text again, then answer the questions.

- 1 Why do you think it is called "Eden"?
- 2 Why is it described as a "global garden"?
- 3 Which attraction do you think interests people the most? Which would interest you?

c) Explain the words in bold. Check in a dictionary if you need to.

Russian corner

MOSCOW'S GREAT HEAT WAVE

The summer of 2010 was the hottest summer in Moscow since records began 130 years ago. On one day in July the temperature was over 37 °C! Crops were destroyed in an area the size of the country of Romania. Shops sold out of fans and air conditioners, and cafés ran out of ice by lunchtime. Sadly, many people also died in swimming accidents as they tried to escape the heat.

But the worst problem the heat wave caused was the wildfires which broke out in hundreds of places in the areas surrounding Moscow and covered the city in thick smog. Only the outlines of famous landmarks like the television tower and St Basil's Cathedral were visible, and the sun changed to a pale yellow. You could not see further than 50 metres in some areas and the smoke got into apartment buildings, offices and metro stations. Dozens of flights from Moscow airports were cancelled. The elderly and people with heart diseases were told to stay at home.

The size of the emergency was sometimes too much for the firefighters. But as the hot summer continued, groups of volunteers were organised. They collected money, found transport, distributed supplies and in some cases stopped whole villages from burning down.

On 13 August, after weeks of drought and permanent smog, heavy rain fell over the capital. The city was cool again, and at last free from the clouds of smog. The worst was over!

Was this another example of global warming, or just something that happens once in a hundred years?

a) Look at the start of the mind map on the right. Read the text and use the mind map to make notes on the text. Add more words and phrases.

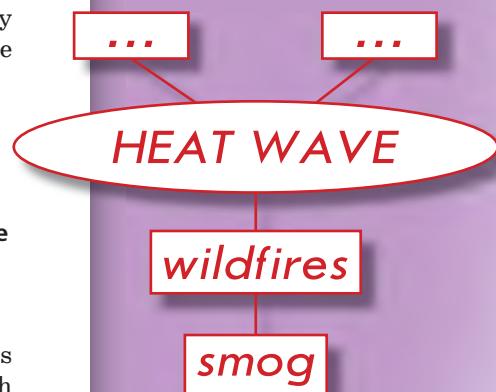
b) Read the text again and find the words that mean the following.

1 famous place in a city • 2 old people • 3 almost white • 4 statistics about the past • 5 to have nothing left • 6 to stop something which was planned • 7 twelve

c) What do you remember about the 2010 heat wave? Tell the class.

d) Ask your family members about the hottest summer they can remember. Collect the information and share it in class.

e) Search the news websites on the Internet. Note down ten different headlines about the 2010 heat wave. Choose two which you think describe the situation well. Compare them with your partner.



PROJECT

Go to some news websites:
news.yahoo.com
www.bbc.co.uk/news
www.reuters.com
english.pravda.ru



Cross-curricular studies: geography

GLOBAL WARMING

SKILLS FILE
1.2, 1.9

Describe the photos and say what the graph on the left shows. Use the language below.

The graph/photo ... deals with / gives information about ...

It says/shows that ...

In the foreground/background you can see ...

This is a photo of ...

It covers the period ...

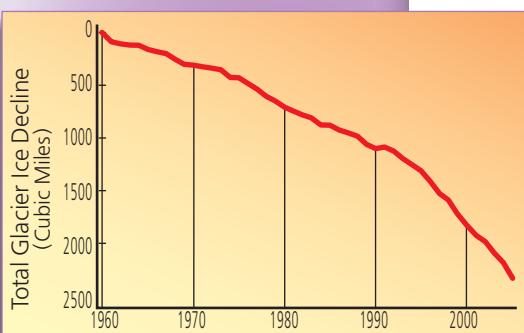
The vertical/horizontal line represents ...

In 2003, glaciers ... compared with ...

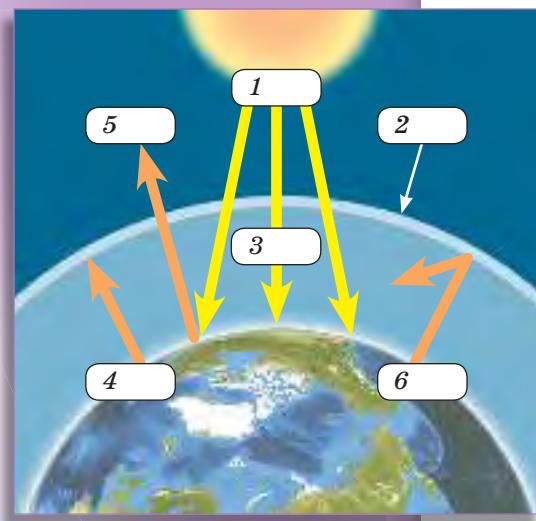
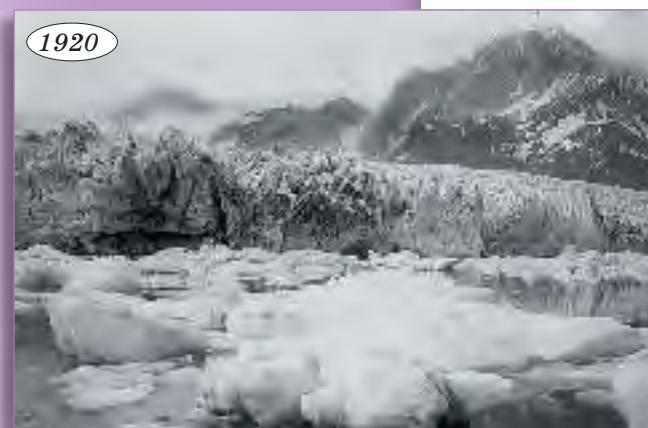
Useful verbs:

melt (change from snow to water)

increase/decrease (become more/less)



Pedersen Glacier (1920–2005)



THE GREENHOUSE EFFECT

Greenhouse gases cover the earth and keep it warmer than it would be without the gases. The “greenhouse effect” is the heating of the earth due to the gases.

The diagram explains the process.

Match labels A-F with numbers 1-6 in the diagram.

- A The planet's atmosphere contains greenhouse gases.
- B The sun warms the surface of the earth, and heat rises.
- C Some heat is able to pass through the gases.
- D Heat from the sun.
- E Some heat can't pass through and remains in the atmosphere, so that the temperature increases.
- F The sun's heat passes down to the earth through the gases.

Checkpoint

1 GRAMMAR Choose the correct *future form* of the verbs in brackets.

- 1 Oh, it's starting to rain. Get in. I ___ (drive/will drive) you home.
- 2 The first bus to Coventry ___ (is leaving/leaves) at 6.15, I think.
- 3 Look out! The ice ___ (is going to/will) break.
- 4 I ___ (go/am going) to a meeting about climate change tonight. Do you want to come?
- 5 We ___ (land/are landing) in Novosibirsk at 3.35 and our connecting flight is two hours later.
- 6 Mike has just put his boots on. He ___ (will/is going to) post the letter to Greenpeace.

2 GRAMMAR Answer the questions with the verbs in *present perfect progressive*.

- 1 Why is Ann so worried? (read / book / global warming)
Because she has been reading a book about global warming.
- 2 Why is Jane so interested in whales? (discuss / problem / whaling / in school)
- 3 Why are you so cold? (sit / room / heating / at 15 °C)
- 4 Why is your brother so bored? (listen / a talk / carbon footprints / two hours)
- 5 Why do Jim and Kate look scared? (watch / horror film)
- 6 Why is Olga so tired? (learn / survive / three days / the bush)

3 GRAMMAR Complete the sentences with the correct form of the adjectives in brackets.

- 1 Our town has strict ___ rules. All the ___ rubbish goes to produce electricity. (recycling/recycled)
- 2 The river is ___. The ___ factory has been operating for years. (polluting/polluted)
- 3 It is an ___ project. I am ___ that they recycle all the water. (amazing/amazed)
- 4 I was ___ after five minutes. Nuclear power and fossil fuels are so ___! (boring/bored)
- 5 Don is really ___ about his new electric car. He is taking me out on Sunday. It is going to be an ___ drive! (exciting/excited)
- 6 The high price for solar power in your house is ___, isn't it? I can see from your face that you are ___. (disappointing/disappointed)
- 7 Laura looks ___. Perhaps it is because her ___ neighbour never reduces her waste. (annoying/annoyed)

4 WRITING Write an outline for an opinion essay about the following statement. Remember the introduction, the points of view and the conclusion.

Cars should be banned from the centre of cities. Only buses and taxis should be allowed.

5 Work with a partner. Make a mind map as a poster with the title "Saving the planet". Go through this unit and collect words and phrases. Use the Internet if necessary. Show the problems and the solutions.



...

SOLUTIONS

PROBLEMS

global warming

climate change

glaciers melt

◀ PROJECT

Focus on exams



1 LISTENING Listen to the conversation between Henry and Alice about global warming, then choose the correct answer.

1 Dr Samuel Watson says

- a) temperatures will rise by more than 2%.
- b) temperatures may rise by 2%.
- c) the increase is not dangerous.

2 Henry

- a) worries about global warming.
- b) likes to hear reports about global warming.
- c) thinks the media just want a story that sells.

3 Alice

- a) believes the weather is getting hotter.
- b) is not sure if hotter weather is a problem.
- c) doesn't believe the scientists.

4 After work, Henry

- a) likes a hot shower.
- b) relaxes in the bath.
- c) likes a bath, but worries about wasting water.

5 Henry

- a) always walks to the supermarket.
- b) always drives to the supermarket.
- c) sometimes goes to work by bike.

6 Henry is irritated because Alice says

- a) he should go to work on his bike.
- b) he has put on weight.
- c) he is too fat.

2 READING Fill in gaps A-F with parts of sentences 1-7. There is one extra sentence part.

CONGESTION CHARGE



It was getting worse from day to day. There were just too many cars in the centre of London. Nobody could get anywhere in time A _____. When Ken Livingstone, the Mayor of London, decided to do something about this, everybody said it would never work, but it did! In 2003, London became the first city in the world to introduce a "congestion charge". Drivers now have to pay £10 a day to enter the centre of London. At first people said it would cause lots of problems because the technology used for paying the charge would break down. It didn't! The Prime Minister at that time, Tony Blair, was also very worried, B _____. People began to see that traffic jams weren't something C _____.

The congestion charge has to be paid from Monday to Friday from 7 am to 6.30 pm. Since the introduction of the congestion charge, the number of cars per day in the centre of London has gone down by 50,000 and traffic jams by a third. Another positive effect is that traffic in the congestion charge zone between Piccadilly and Tower Bridge has started to move faster.

However, the managers of big department stores are less happy D _____ since the congestion charge was introduced. Many people said that it was unfair that only people with money could drive into London because the congestion charge and parking together are too expensive for most people. And there are other problems, too. The Mayor ordered hundreds of new buses for all the extra passengers E _____. Unfortunately, however, people used the Tube instead, F _____. But many people think that, generally, the congestion charge has been a big success. Now comes the \$64,000 question: would it work in other cities, too?



- 1 which was already very full
 2 because they have had fewer customers
 3 but he soon discovered that he was wrong
 4 that were expected

- 5 because of all the traffic
 6 which means there are now fewer traffic jams
 7 that couldn't be changed

3 GRAMMAR AND VOCABULARY Choose the best word from the table (A, B, C or D) to fill in gaps 1–10 in the text.

The world is warming 1 ___ than at any time in the last 10,000 years. The 1990s were the hottest ten years in the past millennium. You 2 ___ think that a rise in temperature of about three or four degrees is not very much, but the effects are 3 ___ than it seems at first sight. Global warming has already killed off some types of animals completely, such as Costa Rica's Golden Toad, 4 ___ couldn't get used to higher temperatures quickly enough. A lot of plants are, of course, 5 ___ risk, too. When deserts 6 ___ larger, people can't use their farmland any more. Then food may become a big problem. But some effects can be felt even today. There have been more and more heat waves in the summer, with many people 7 ___ in big cities. Rising sea levels are threatening whole nations on low-lying islands in the Pacific and Indian Oceans. Almost all the ice in Europe's and America's higher mountains 8 ___ away, which means that rivers will soon dry up completely during the summer. And in the future, super-hurricanes like Katrina in 2005, which caused 9 ___ destruction in New Orleans, could become more common. It's quite 10 ___ that a country such as the USA does not do more about global warming.

1	A more fast	B faster	C more quick	D quickly
2	A may	B must	C shall	D can
3	A badder	B more bad	C worse	D more worse
4	A whom	B who	C whose	D which
5	A in	B under	C of	D at
6	A become	B became	C will become	D would become
7	A die	B dye	C dying	D are dying
8	A melts	B has melted	C melted	D had melted
9	A a lot of	B much	C many	D any
10	A surprise	B surprised	C surprising	D surprises

4 WRITING Comment on the following statement.

The greatest problems in the world today are global warming, the shortage of energy, poverty and disease.

What is your opinion? Write 200–250 words using the following plan:

- Introduction: big problems in the world today.
- Which problem is the greatest in your opinion? Why?
- Discuss other problems and explain why you did not choose them.
- Conclusion.

5 SPEAKING Study the advertisement (d) on p. 53. You are considering joining Greenpeace and now you'd like to get more information. Ask five direct questions to find out about the following:

- membership fee
- duration of the membership
- annual plan of events
- meetings with members
- dates of meetings

Self-evaluation

How well can you do these things?	Very well	OK	Practise!
LISTENING AND READING			
I can understand ...			
– an extract from a diary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– discussions on environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPEAKING AND WRITING			
I can ...			
– express my opinion on a subject and give reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– write more complex sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOPICS			
I have learned about ...			
– pollution, carbon footprints and carbon rationing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– surviving away from “civilisation”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STUDY AND LANGUAGE SKILLS			
I have learned more about ...			
– word formation: suffixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– future tense and present perfect progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key vocabulary

atmosphere	атмосфера	litter	мусор (BrE)
ban	запрещать	melt	таять
be made up of	состоять из	pollute	загрязнять
break down	ломаться	pollution	загрязнение
carbon dioxide	углекислый газ	pretend	притворяться
climate	климат	recycle	перерабатывать
condition	условие	reduce	уменьшать, сокращать
consume	потреблять	responsible	ответственный
consumption	потребление	reuse	использовать повторно
emission	выброс	rubbish	мусор
footprint	отпечаток ноги	species	вид (животных, растений)
fossil fuel	природное топливо	take through	помочь справиться с чем-либо
garbage	мусор (AmE)	target	цель
global warming	глобальное потепление	unconscious	без сознания
greedy	жадный	waste	1) отходы; 2) растрачивать
greenhouse	парниковый	Phrases	
heating	отопление	make a difference	повлиять на что-либо, изменить что-либо к лучшему
insulation	теплоизоляция		
keep (doing sth)	продолжать (делать что-либо)		