

Ministerul Educației și Cercetării

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Limba modernă 1

# Limba engleză



clasa a VIII-a



 **SITKA**

CENTRUL DE CARTE STRĂINĂ

# Welcome

## User Guide - Printed Textbook / Ghid de utilizare - Varianta tipărită



### Page Opener

- Each unit opens with a topic-related photo.
- **Fact:** information and statistics stimulate thought and discussion.
- **The Big Question:** Students give their opinion, individually or in small groups.
- A list of unit objectives is provided at the bottom of the page.

### Pagina de început

- Fiecare unitate începe cu o imagine reprezentativă pentru tema ce urmează a fi discutată.
- **Ideea principală:** informațiile sau datele statistice stimulează gândirea critică și dezbateră.
- **Întrebarea de bază:** Elevii își exprimă părerea, individual sau în grupuri mici.
- În josul paginii sunt prezentate obiectivele de atins pe parcursul unității.

## Presentations & Grammar / Prezentare & Gramatică

### Presentation 1

- Lexical approach
- Motivating topics of global interest
- Reading comprehension activating vocabulary and grammar structures in real contexts
- Grammar boxes with links to the **Grammar Lab**
- Speaking tasks to activate **key competences**

### Prezentarea 1

- Abordarea lexicală
- Teme interesante, de interes general
- Înțelegerea textului citit prin aplicarea concretă a vocabularului și a structurilor gramaticale în contexte reale
- Casete de gramatică cu trimitere la pagina de teorie gramaticală
- Subiecte de discuție care să atingă **competențele cheie**



## Presentation 2

- The second input takes the form of an interview or a report in a certification-style listening text
- Activation of the second grammar point
- Oral production which aims to develop Critical Thinking skills

## Prezentarea 2

- Cel de-al doilea text are structura unui interviu sau a unui raport pe formatul textelor de ascultare din cadrul examenelor.
- Expunerea celui de-al doilea subiect de gramatică
- Producția orală, care are scopul de a dezvolta gândirea critică

### 2 Presentation 2 The air we breathe



Air pollution, which is a mixture of invisible particles or 3. of the natural composition of air, is a big environmental problem. It includes toxic gases, traffic fumes, smoke and dust particles. In many countries, the amount of air pollution is rapidly increasing. For those who suffer from asthma or pollen allergy, unfortunately, 2.

But, what should you do if you suffer from asthma or a pollen allergy? Well, you need to follow 4. 1. Firstly, you need to check the pollution forecast in your area and you must always carry your inhaler. You may need to limit your time outside too. If you don't need to go out at work, stay at home. Of course, you don't need to stay in the house all day. 5. when pollution levels are high or avoid busy roads. If you need to go out in heavy traffic, you should keep your car windows closed. And if you need to go to the shops to buy some milk, go out 6. 7. A few simple rules, but essential if you are an asthma or allergy sufferer.

1. Read the text. Is the situation described in the text true for you and your town? (Yes/No/Usually)

2. Read the text again and match the six sentences (A-F) to the gaps (1-6) in the text.

3. Underline the correct alternative.

4. You really don't need to go to the supermarket. Did I fridge is empty?

5. The government needs to don't need to think about the environment.

6. The bus need / need to go to work this morning.

7. You need to / don't need to worry about anything. I've washed everything.

8. Luckily, Edward needs to / doesn't need to use his inhaler every day.

9. All pollution can make their symptoms much worse.

Grammar: need / needs / don't need to

You need to follow some guidelines. You needn't cook. I've already visited. If you really don't need to go out, stay at home. Do exercise 5 days a week.

### Grammar Lab 2

#### should / shouldn't

**Affirmative**  
I / you / he / she / it / we / you / they should go.

**Negative**  
I / you / he / she / it / we / you / they shouldn't go.

**Interrogative**  
Should I / you / he / she / it / we / you / they go?

**Short answers**  
Affirmative: Yes, I / you / he / she / it / we / you / they should.  
Negative: No, I / you / he / she / it / we / you / they shouldn't.

We use **should** to give advice, indicating that something is not a good idea. **Shouldn't** is the negative form of **should**. It is used to advise someone to do something that is not a good idea. **Shouldn't** is also used to ask for advice. **Should** / **Shouldn't** are used to help the addressee.

**Watch out!** **Should** is used in a question, it suggests that the speaker thinks the answer is already known. I'm sure it's going to rain. **Shouldn't** you stay in?

**Read the examples and complete the rules.**

1. I **should** / **shouldn't** go to the gym. (I should go to the gym.)  
2. I **shouldn't** / **should** eat too much. (I shouldn't eat too much.)  
3. I **should** / **shouldn't** go to the gym. (I should go to the gym.)  
4. I **shouldn't** / **should** eat too much. (I shouldn't eat too much.)

**2. Underline the correct alternative.**

1. I should / shouldn't go to the gym. (I should go to the gym.)  
2. I shouldn't / should eat too much. (I shouldn't eat too much.)  
3. I should / shouldn't go to the gym. (I should go to the gym.)  
4. I shouldn't / should eat too much. (I shouldn't eat too much.)

## Grammar Lab

- Concise, clearly presented grammar tables
- Watch out!** boxes highlighting exceptions and common errors

## Laboratorul de gramatică

- Teorie gramaticală clară și concisă
- Casete de atenționare cu excepții și erori frecvente

### Grammar Practice 2

1. Underline the correct alternative.

1. You don't have / mustn't use your phone here. It's against the rules.  
2. We ought not to / mustn't allow our cars every day to help the environment.  
3. You shouldn't / must arrive on time for lessons. It's important not to be late.  
4. You must / should return the library book by Friday.  
5. We shouldn't / must use plastic bags to avoid sea pollution.  
6. Business should / ought to increase their sustainability.  
7. We must / ought reduce our carbon footprint.

2. Choose the correct option (A, B) to complete the sentences.

1. I don't worry. These airlines ought / must be a present to you.  
2. You don't need to / need to buy her a present.  
3. You need to / ought to buy her a present too.  
4. You ought to / need to buy her a present too.  
5. You ought to / need to buy her a present too.  
6. You ought to / need to buy her a present too.  
7. You ought to / need to buy her a present too.

3. Rewrite the sentences with the words in brackets so that they mean the same.

1. It's a good idea if you buy the book. (ought to)  
2. We ought to buy the book.  
3. We're not allowed to feed the animals. (ought)  
4. It isn't necessary for Sandra to go to the market. (needn't)  
5. Getting some rest would be good for them. (should)  
6. It's obligatory for visitors to keep quiet. (should)

4. Choose the correct option (A, B or C).

1. Employees ought / should have the building without saying their budget.  
2. I don't have to / mustn't / shouldn't go to the bank. I'm busy.  
3. We ought / should buy a new washing machine. It's too old and noisy.  
4. The store is at 11 am. We ought / should arrive a little earlier to pass through the check-out.  
5. Max ought / should drive all those supercars. It's not good for his health.  
6. We ought / should not to / mustn't / shouldn't drink too much alcohol.  
7. We ought / should buy bottled water. Tap water is fine.  
8. I ought / should to / must / shouldn't go to bed early.  
9. When I was a kid, I ought / should to / must / shouldn't go to bed early.

5. Complete the text with the verbs from the box.

should - must - mustn't - shouldn't - ought to - need - needn't

To stay healthy, you ought to eat a healthy diet. You shouldn't eat too much fast food. You ought to go to the gym every day. You should eat lots of fruit and vegetables. You ought to eat lots of fish. You shouldn't eat too much junk food. You ought to sleep enough. You should take care of your body.

## Grammar Practice

- Specific practice exercises for target structures
- Pagina de exerciții practice
- Exerciții specifice de aplicare a structurilor vizate

# Vocabulary & Communication / Vocabular & Comunicare

## Vocabulary & Listening

- A detailed study of vocabulary, with tasks aiming to aid comprehension and learning
- An in-depth look at word formation, phrasal verbs and collocations
- Oral comprehension tasks with vocabulary in context

## Vocabular & Înțelegere de texte audio

- Un studiu detaliat al vocabularului prin sarcini ce vizează facilitarea înțelegerii și învățării
- O abordare detaliată a procedeelelor de formare a cuvintelor, a verbelor frazale și a grupurilor de cuvinte
- Exerciții de înțelegere orală prin aplicarea vocabularului în contexte reale de comunicare



## Video & Life Skills

- Socio-cultural topics are explored through authentic videos, which aim to stimulate class discussions.
- Life Skills are presented through a detailed and guided pathway.

## Video & Aptitudini practice

- Subiectele socio-culturale sunt abordate prin intermediul unor videoclipuri autentice, menite să stimuleze discuțiile în clasă.
- Aptitudinile practice sunt prezentate clar, urmând un parcurs bine definit.

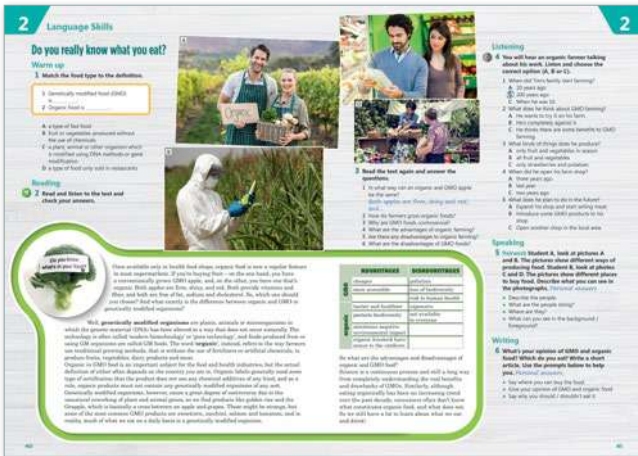
# Skills & Strategies / Aptitudini & strategii

## Language Skills

- A double page spread of skills practice: Reading, Listening, Speaking and Writing

## Competențe lingvistice

- O pagină dublă dedicată exersării competențelor de citire, ascultare, vorbire și scriere



## Use of English

- Revision tasks for vocabulary, grammar, phrasal verbs, word formation, collocations

## Aplicarea limbii engleze

- Exerciții de recapitulare a vocabularului, gramaticii, verbelor frazale, formării cuvintelor și grupurilor de cuvinte



# Revision & Evaluation / Recapitulare & Evaluare

## Revision

- Every two units, one page of recapitulative exercises
- The textbook provides four Revisions.

## Recapitulare

- La fiecare două unități, o pagină de exerciții recapitulative
- Manualul oferă patru secțiuni de recapitulare.



## Evaluation

- Every two units, one page of evaluation
- The textbook provides four Evaluations

## Test

- La fiecare două unități, o pagină de evaluare
- Manualul oferă patru evaluări.

# Culture / Cultură

## Culture

- A section dedicated to the culture, that will enable to broaden the horizon and compare multiple, present and past, cultures of our world

## Cultură

- O secțiune dedicată culturii, care ajută la lărgirea orizontului de cunoaștere și la compararea diverselor culturi, atât din trecut, cât și din prezent, ale lumii noastre



## Assessment Methods / Metode de evaluare

- Pages allocated to complementary assessment methods

## Metode de evaluare

- Pagini dedicate metodelor complementare de evaluare



**The digital book** has a content similar to the printed one, and includes, in addition, a series of interactive multimedia learning activities which aim to add cognitive value.

The digital manual provides a navigation assistance system:

- **Home** - reloads the textbook from the first pages;
- **Contents** - opens the contents of the textbook, which allows access to each of its units;
- **Help** - opens the user manual of the digital textbook;
- **Page Jump** - this section allows you to jump to a specific page;
- **Left arrow** - allows navigation to the previous page;
- **Right arrow** - allows you to navigate to the next page.

The interactive multimedia learning activities (IMLA), separately marked throughout the textbook, are:

### I. IMLA – static type

- accessed using the button ;
- includes educational elements through which the student has a low interaction: drawings, photographs, static diagrams, static maps;
- IMLA static type of listening exercises offers the possibility of listening, where: the allow button plays the audio file; the stop button allows you to stop the audio file, the volume button allows you to control the volume, the stop button closes the activity.

### II. IMLA - animated type

- accessed using the button ;
- includes animations or films over which the student has limited control when sequencing the running of the video while pressing the Play, Stop, Pause buttons;
- the button allows the activity to run, the button allows the user to stop the activity, the button allows the control of volume, the button allows the user to access the options - download videos, adjust playback speed or use the Picture in Picture format, the button closes the activity.

### III. IMLA - interactive type

- can be accessed by using the button ;
- includes educational elements with a high degree of interactivity such as: "complete", "associate", "place", "choose the option", "listen and complete", "listen and associate", "listen and choose";
- the button allows the verification of the given answers, the button allows the access of the contextual help which provides instructions on how to complete the activity, the button resumes the activity, the button closes the activity;
- for interactive IMLAs, such as "listen and complete", "listen and associate" and "listen and choose", window also contains: the allow button plays the audio file; the stop button allows you to stop the audio file, the volume button allows you to control the volume.



**Manualul digital** are un conținut similar celui tipărit și cuprinde, în plus, o serie de activități multimedia interactive de învățare (AMII), acestea au obiectivul de a aduce un plus de valoare cognitivă.

Manualul digital asigură un sistem de asistență la navigare:

- **Acasă** - reîncarcă manualul de la primele pagini;
- **Cuprins** - deschide cuprinsul manualului ce permite accesul la fiecare structură a acestuia;
- **Ajutor** - deschide ghidul de utilizare al manualului digital;
- **Salt** - această secțiune permite saltul la o anumită pagină;
- **Săgeată stânga** - permite navigarea către pagina precedentă;
- **Săgeată dreapta** - permite navigarea către pagina următoare.

Activitățile multimedia interactive de învățare (AMII), semnalizate distinct pe parcursul manualului, sunt:

### I. AMII de tip static

- se accesează utilizând butonul ;
- cuprinde elemente educaționale prin care elevul are o interacțiune scăzută: desene, fotografiile, diagrame statice, hărți statice;
- AMII-urile de tip static ale exercițiilor de audiere oferă posibilitatea audierii, în care butonul permite rularea fișierului audio, butonul permite stoparea fișierului audio, butonul permite controlul volumului, butonul închide activitatea.

### II. AMII de tip animat

- se accesează utilizând butonul ;
- cuprinde animații sau filme asupra cărora elevul are un control limitat la secvențierea derulării ilustrației prin Play, Stop, Pauză;
- butonul permite rularea activității, butonul permite stoparea activității, butonul permite controlul volumului, butonul permite accesarea opțiunilor: de descărcare a video-urilor, ajustarea vitezei de redare sau de utilizare în format Picture in Picture, butonul închide activitatea.

### III. AMII de tip interactiv

- se accesează utilizând butonul ;
- cuprinde elemente educaționale cu grad înalt de interactivitate de tipul: „completează”, „asociază”, „plasează”, „alege varianta”, „ascultă și completează”, „ascultă și asociază”, „ascultă și alege”;
- butonul permite verificarea răspunsurilor date, butonul permite accesarea ajutorului contextual ce oferă indicații despre modul în care trebuie parcursă activitatea, butonul reia activitatea, butonul închide activitatea;
- pentru AMII-urile interactive de tipul „ascultă și completează”, „ascultă și asociază” și „ascultă și alege” fereastra conține și: butonul ce permite rularea fișierului audio, butonul permite stoparea fișierului audio, butonul permite controlul volumului.

# Competences / Competențe

## General competences



1. Receive oral messages in everyday communication situations
2. Oral expression in everyday communication situations
3. Understand simple text messages in everyday communication situations
4. Write messages in everyday communication situations

## Specific competences

### 1. Receive oral messages in everyday communication situations

- 1.1. Select the main ideas from TV programs/ audio-video recordings on familiar topics, if speaking is relatively articulate and clear
- 1.2. Identify the meaning in an everyday conversation when the interlocutors reformulate or repeat on request certain words/ expressions
- 1.3. Show interest in getting to know certain personalities and cultural events

### 2. Oral expression in everyday communication situations

- 2.1. Relate an incident / personal experiences
- 2.2. Participate in short conversations in everyday contexts, on general topics
- 2.3. Express a suggestion or a reaction to a proposal in an informal dialogue
- 2.4. Show interest in the quality of expression/ interaction

### 3. Understand simple text messages in everyday communication situations

- 3.1. Deduce the meaning of unknown words from the context
- 3.2. Identify the main aspects of short articles on familiar and current topics
- 3.3. Identify the overall meaning of articles or interviews
- 3.4. Show interest in understanding different types of texts

### 4. Write messages in everyday communication situations

- 4.1. Write a letter / digital message using expressions of address, request, invitation and thanks
- 4.2. Write simple and coherent texts on topics of interest
- 4.3. Show interest in the quality of writing

## Competențe generale



1. Receptarea de mesaje orale în situații de comunicare uzuală
2. Exprimarea orală în situații de comunicare uzuală
3. Receptarea de mesaje scrise în situații de comunicare uzuală
4. Redactarea de mesaje în situații de comunicare uzuală

## Competențe specifice

### 1. Receptarea de mesaje orale în situații de comunicare uzuală

- 1.1. Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
- 1.2. Identificarea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/ expresii
- 1.3. Manifestarea interesului pentru cunoașterea unor personalități și evenimente culturale

### 2. Exprimarea orală în situații de comunicare uzuală

- 2.1. Relatarea unei întâmplări / a unor experiențe personale
- 2.2. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
- 2.3. Exprimarea unei sugestii sau a unei reacții la o propunere în cadrul unui dialog informal
- 2.4. Manifestarea interesului pentru calitatea exprimării/ interacțiunii

### 3. Receptarea de mesaje scrise în situații de comunicare uzuală

- 3.1. Deducerea din context a semnificației cuvintelor necunoscute
- 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
- 3.3. Identificarea sensului global al unor articole sau interviuri
- 3.4. Manifestarea interesului pentru înțelegerea diferitelor tipuri de texte

### 4. Redactarea de mesaje în situații de comunicare uzuală

- 4.1. Redactarea unei scrisori / unui mesaj digital folosind expresii de adresare, de cerere, de invitare și de mulțumire
- 4.2. Redactarea de texte simple și coerente pe teme de interes
- 4.3. Manifestarea interesului pentru calitatea redactării

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Video & Life Skills	Language Skills	Use of English
<p>▶ Exploring possible scenarios  <b>Life Skills:</b> Get organized            Planning for a night away</p>	<p>Reading: Our polluted world            Listening: Sea turtles            Writing: A research project on environmental organizations            Speaking: Talking about how to solve the problem of pollution  <b>Learn to Learn</b> Writing a research report</p>	<p>Multiple choice cloze:            What the Future Might Hold            Grammar Round up</p>
<p>▶ Giving advice  <b>Life Skills:</b> Respect others:            Listen actively to other people</p>	<p>Reading: GMO vs Organic Food            Listening: An organic farm            Writing: An article on GMO and organic food            Speaking: Describing pictures</p>	<p>Multiple choice cloze:            Mediteranean Diet            Grammar Round up</p>
<p>▶ Describing objects  <b>Life Skills:</b> Get organized:            Use mind maps to organize information for a talk</p>	<p>Reading: Crowdfunding            Listening: How crowdfunding works            Writing: An email to a crowdfunding website            Speaking: Discussing a crowdfunding project  <b>Learn to Learn</b> Predicting missing words</p>	<p>Text comprehension:            Vamping            Grammar Round up</p>
<p>Emotions are OK            ▶ Ben's vlog  <b>Life Skills:</b> Know Yourself            See things in a positive way</p>	<p>Reading: What is self-esteem?            Listening: Abraham Maslow's best-known theory            Writing: A brief biography            Speaking: The Rosenberg test  <b>Learn to Learn</b> Writing narrative texts</p>	<p>Gapped text:            The Most Important Event in My Life!            Key word transformation</p>

Unit	Grammar	Vocabulary & Listening
<b>5</b> <b>Free Time</b> p. 71 <b>Specific competences:</b> 1.1., 1.2., 2.1., 2.2., 2.4., 3.1., 3.2., 3.3., 4.1., 4.3.	<i>shall / will, be going to</i> (review) Present simple and Present continuous for the future (review) Future in the past	Travelling The arts Leisure activities and entertainment Collocations and expressions with <i>get</i> Phrasal verbs with <i>down</i>
<b>6</b> <b>Life Choices</b> p. 83 <b>Specific competences:</b> 1.1., 1.2., 2.1., 2.2., 3.1., 3.2., 3.3., 4.1., 4.3.	Zero and First conditionals (review) Second and Third conditionals	Money and shopping Collocations and phrasal verbs relating to money
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<b>Evaluation 5-6</b> p. 96 <b>Specific competences:</b> 3.1., 3.3., 4.2.		
<b>7</b> <b>Express Yourself!</b> p. 97 <b>Specific competences:</b> 1.1., 1.2., 1.3., 2.1., 2.2., 3.1., 3.2., 3.3., 4.1., 4.2., 4.3.	Reported speech Reporting verbs Reported questions Reported commands and requests	Body language School life and education Collocations with <i>get</i> and <i>have</i> Common phrasal verb collocations
<b>8</b> <b>From Today to Tomorrow</b> p. 109 <b>Specific competences:</b> 1.1., 1.2., 2.1., 2.2., 3.1., 3.2., 3.3., 3.4., 4.1., 4.2.	Sequence of tenses	Adjectives for jobs and personality Jobs and professions Verbs and expressions about work
<b>Revision 7-8</b> p. 121 <b>Specific competences:</b> 3.1., 3.3., 4.2.		
<b>Evaluation 7-8</b> p. 122 <b>Specific competences:</b> 3.1., 3.2., 4.2.		
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## Video & Life Skills

## Language Skills

## Use of English

Gadgets that will change the world

▶ Dei's vlog

**Life Skills:** Get thinking

Find ideas and information

Reading: A passage from a novel by J. Joyce

Listening: An extract from a novel

Writing: A personal statement

Speaking: Talking about future dreams and ambitions

Gapped text:

First Night Blues

Key word transformation

How to make money and travel full time

▶ Bee and Theo's vlog

**Life Skills:** Career/Work

How to make money doing something you like

Reading: A passage from a short story by D.H. Lawrence

Listening: An interview

Writing: An essay

Speaking: Discussing a topic

Multiple choice cloze:

Seven Steps to

Becoming a Millionaire

Key word transformation

A Japanese school

▶ Sophie's experience in Japan

**Life Skills:** Respect others

Value other cultures

Reading: A text about global non-verbal communication

Listening: Talking about a body language course

Writing: An email

Speaking: Talking about a photo

Open cloze

Key word transformation

▶ Expressing preferences

**Life Skills:** Get thinking:

Compare and evaluate information that you read or hear

Reading: A text about summer jobs

Listening: Two people discuss their summer jobs

Writing: An email to a friend

Speaking: Discussing ideas for summer jobs

Gapped text:

Earn Money While Shopping

Key word transformation: Excellent Career Opportunity in Hospitality

# Do the quiz!

1 Which of these is a country and not a nationality?

A  Chinese



B  German

C  Spain



D  Turkish

2 Which sentence is correct?

A  Hes from Brazil.

B  He's come from Brazil.

C  He's from Brazil.

D  His from Brazil.

3 What's the plural of firewoman?



A  firewomans

B  firewomen

C  fireswomans

D  fireswomens

4 Which of these is not inside your house?

A  downstairs

B  hall

C  upstairs

D  yard

5 Read the answer and complete the question with the correct question word.

'How' is your friend with the motorhome?  
'She's OK.'

A  How

C Who

B Where

D Why

6 Complete the sentences with the correct word.

I can drive very \_\_\_!

A bad

C OK

B good

D well

7 Which of these activities follows the verb go?

A  jogging



B  judo

C  tennis



D  yoga

8 Complete the sentence with the correct preposition.

She doesn't have classes \_\_\_ Sundays.

A at

B in

C on

D to

9 Choose the correct answer to the question.

'Do you like school?' '\_\_\_'

A No, I don't.

C Yes, I does.

B No, I don't like.

D Yes, I like.

10 Choose the correct expression.



A  'Good at meeting you Ali!'

B  'Good meet you Ali!'

C  'Good to meet you Ali!'

D  'Good to meeting you Ali!'





**11 In which subject do you study dates?**

- A  history
- B  information technology
- C  math
- D  music

**12 Which of these verbs doesn't usually take the -ing form?**

- A  go
- B  like
- C  sing
- D  work

**13 Which of these foods is uncountable?**

- A  oranges 
- B  eggs 
- C  pasta 
- D  strawberries 

**14 Which of these sentences is correct?**

- A  I have any cheese.
- B  I have many sandwich.
- C  I have much water.
- D  I have some milk.

**15 Which is the past tense of the verb 'to buy'?**

- A  bot
- B  bought
- C  buid
- D  buyed

**16 Complete the sentence with the correct word.**

I saw Jo two minutes \_\_\_\_.

- A ago
- B in
- C last
- D yesterday

**17 Which of these travels by sea?**

- A  bus
- B  ferry
- C  helicopter
- D  subway

**18 What is the opposite of 'take off'?**

- A  land
- B  pick up
- C  take on
- D  take over

**19 Complete the sentence with the correct word.**

*Fashion* is never \_\_\_\_ creative!

- A enough
- B extremely
- C too
- D very



**20 Read the answer and complete the question with the correct word.**

'What's the \_\_\_\_?' 'Nothing, I'm OK.'

- A afraid
- B help
- C matter
- D thing

## Reading

### 1 Read the text and underline examples of:

- Present simple
- Present continuous
- can
- Past simple
- comparatives
- superlatives
- *going to* with future meaning

## Can online learning ever be as good as classroom learning?

Thanks to new developments in digital technology and the need to study from home due to the pandemic, online learning has recently increased in schools, colleges and universities.

The biggest difference between the two types of learning is in social interaction. The atmosphere in a real classroom is usually more dynamic. Lessons can include pair and group work, debates or role play. Online learning often has one-way communication, especially with lessons you just download onto your computer and study by yourself. But it isn't always like that. Online lessons can be extremely interactive, depending on your teacher and your classmates.

Another big difference is that you can follow online lessons from any place you like: your bedroom, your garden or even from a public park. You just need a digital device and a good enough internet connection. Some students prefer learning in a more relaxed atmosphere. Others hate it as they can be easily distracted.

The timing is more flexible too. Teachers often film online lessons so that you can watch them when you want and study new topics at your own speed. Many online classes are also shorter, so students can concentrate better, or just repeat them as many times as they need.



Traditional classroom learning usually has a teacher, books, a board, paper and pens. Online learning uses lots of different technologies to help us learn, share and practice different skills. This technology makes lessons closer to students' everyday lives. So it is probably going to keep them interested and engaged for longer. Tests can feel more relaxing online, as you can do them at home, and many pupils actually do better.

It can be harder for a teacher to manage a class full of pupils that are learning remotely: some with their cameras switched off; some doing other things at the same time. There are also not as many opportunities for the pair and group work mentioned above. And sometimes technology fails, which means pupils are going to miss out on lessons and learning altogether.

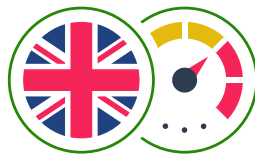
### 2 Read the text again and decide if these sentences are true (T) or false (F).

- 1 There is usually more communication in classroom learning.   T
- 2 Most pupils prefer learning in a classroom.
- 3 Online classes are longer.
- 4 Online classes are more similar to students' normal lives.
- 5 Pupils usually do worse in tests online.
- 6 It is more difficult for teachers to manage classes online.

### 3 Answer these questions about your own experiences of online learning.

- 1 Which do you prefer: online or classroom learning? Why?
- 2 Do you think it is easier/harder to learn online? Why?
- 3 What do you miss about classroom learning when you learn online?
- 4 Do you think that all pupils have the same opportunities to learn when they learn online?
- 5 Describe a good experience you had of learning online.
- 6 Describe a bad experience you had of learning online.

1 I prefer..., because...



## Test your grammar

Choose the correct option (A, B, C or D).

- 1 That is my house over there.  
A This                      B That                      C These                      D Those
- 2 I \_\_\_\_\_ half Irish.  
A am                      B are                      C have                      D is
- 3 '\_\_\_\_\_ color eyes does Kate have?' 'Blue.'  
A What                      B When                      C Where                      D Why
- 4 'Is there a yard behind the house?' 'Yes, there \_\_\_\_\_.'  
A are                      B aren't                      C is                      D isn't
- 5 She can't drive \_\_\_\_\_ all.  
A at                      B in                      C very                      D with
- 6 My brother can swim very \_\_\_\_\_.  
A bad                      B good                      C quick                      D well
- 7 I usually \_\_\_\_\_ a shower every morning before breakfast.  
A catch                      B get                      C go                      D take
- 8 'When do you play football?' '\_\_\_\_\_ Saturdays.'  
A At                      B In                      C On                      D To
- 9 'What are you \_\_\_\_\_?' 'A cake.'  
A make                      B making                      C makes                      D making
- 10 'Whose phone is this – Steve's?' 'Yes, it's \_\_\_\_\_.'  
A hers                      B his                      C mine                      D yours
- 11 We don't eat \_\_\_\_\_ meat in our house. Only on the weekend.  
A any                      B many                      C much                      D some
- 12 I \_\_\_\_\_ playing video games. They're SO boring!  
A hate                      B like                      C love                      D prefer
- 13 We \_\_\_\_\_ a great movie last night!  
A heard                      B played                      C took                      D watched
- 14 I \_\_\_\_\_ born in 1994 - I'm only 18!  
A was                      B wasn't                      C were                      D weren't
- 15 \_\_\_\_\_ to Greece last summer?  
A Did you go                      B Did you went                      C Was you                      D Went you
- 16 My mom could \_\_\_\_\_ French when she was a child because she lived in Paris.  
A speak                      B speaking                      C spoke                      D to speak
- 17 'Who is the \_\_\_\_\_ fashion designer in the world?' 'Maybe John Galliano.'  
A worse                      B enough                      C better                      D best
- 18 I can't buy that bag. It's \_\_\_\_\_ expensive!  
A enough                      B more                      C much                      D too
- 19 'Are you going to come out this evening?' 'No, I \_\_\_\_\_.'  
A aren't                      B 'm not                      C isn't                      D not
- 20 We \_\_\_\_\_ a party on Saturday. Are you coming?  
A are having                      B have                      C having                      D going to have

## Test your vocabulary

### 1 Read the text and underline the correct alternative.

#### THE GIRL FROM *Frisco*

HOME ABOUT BLOG EVENTS LINK IN BIO



Hi, I'm Milena and I'm half <sup>1</sup>American/Italian, but I live in a <sup>2</sup>apartment/house in the Bay Area of San Francisco in the USA. I live with my mom and dad and my big <sup>3</sup>brother/sister. Her name is Lucia. My mom is a teacher and my dad is a <sup>4</sup>chef/cook.

I have my own <sup>5</sup>bedroom/living room where I sleep. It has a bed, a desk and a TV. We have a big <sup>6</sup>garage/yard out back too. Lucia and I play tennis out there in the summer.

Every day my dad drives us to catch the <sup>7</sup>airplane/bus to school. We study all day and after school I go to athletics club because I am very <sup>8</sup>fast/good! Lucia goes to drama and dance classes – she wants to work in the theater.

We have lunch at school, but only cold <sup>9</sup>sandwiches/soup because you can eat them easily. My favorite meal is dinner because dad <sup>10</sup>eats/makes it. I like pasta and rice and fish dishes best.

At the weekend we often watch TV, go to the <sup>11</sup>movies/video games, or just spend time in the park playing <sup>12</sup>basketball/running or cycling.

### 2 Complete the conversation with the words from the box.

English • cool • What's • to go • are you from • love  
great • underground • How about • bike

Sophie Hi, I'm Sophie. You're at my college, right? <sup>1</sup> What's your name?

Fred Hey Sophie, I'm Fred. Where <sup>2</sup> \_\_\_\_\_?

Sophie I'm from Germany? <sup>3</sup> \_\_\_\_\_ you?

Fred I'm French, I came to the UK to study <sup>4</sup> \_\_\_\_\_.

Sophie Me too! I <sup>5</sup> \_\_\_\_\_ London! Don't you?

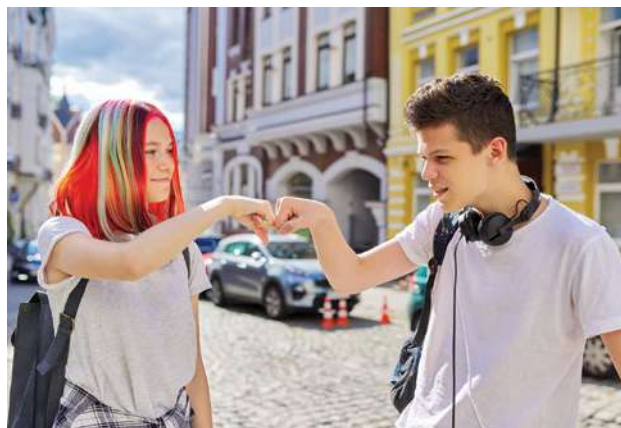
Fred Yeah! London's SO <sup>6</sup> \_\_\_\_\_!

Sophie Are you catching the <sup>7</sup> \_\_\_\_\_ to college?

Fred Yes, I am. I usually go by <sup>8</sup> \_\_\_\_\_ but it has a flat tire today.

Sophie Let's go then! Do you want <sup>9</sup> \_\_\_\_\_ to the cinema later?

Fred Yes, that's a <sup>10</sup> \_\_\_\_\_ idea!



# 1

A flooded road in North Carolina after Hurricane Florence in September 2018.

## Global Issues

### Fact

Climate change is the cause of more and more extreme weather with storms, droughts and heatwaves. These are causing death and destruction around the world.

### The Big Question

Are we doing enough to slow down climate change? Is it too late to stop the increase of world temperatures?

## Unit Objectives

Vocabulary & Listening	Grammar	Language Skills	Video & Life Skills
<ul style="list-style-type: none"><li>• The weather</li><li>• The natural world</li><li>• The environment</li></ul>	<ul style="list-style-type: none"><li>• <i>Expressing possibilities: may / might</i></li><li>• <i>Relative Pronouns</i></li></ul>	Reading: Our polluted world Listening: Sea turtles Writing: A research project on environmental organizations Speaking: Talking about how to solve the problem of pollution	<ul style="list-style-type: none"><li>• Making predictions</li></ul> <p>Get organized:</p> <ul style="list-style-type: none"><li>• Planning for a night away</li></ul>

# Changing weather



Almost every day we hear about another natural disaster somewhere in the world. In the past, there were sometimes hurricanes, floods and droughts, but we are now experiencing extreme weather with devastating consequences. In early November 2020, for example, Hurricane Eta hit Central America causing damages of 8 billion dollars and more than 200 fatalities in its wake. Extreme weather seems to be becoming more and more common. Scientists say that things may not improve and that the situation might get worse.

So why is this happening? It's simple, really. It's all our fault. Scientists say that all of this is due to climate change. Climate change means that rising global temperatures increase the risk of extreme weather disasters. Higher temperatures may lead to rising sea levels, more powerful storms, stronger winds and longer droughts. Due to rising temperatures, even the Arctic ice is melting. Extreme weather could become more and more intense in the coming years.

In 2018, there were long summer heatwaves in most of Europe, North America and parts of Southeast Asia. There were wildfires in Sweden, Greece, and California, and then Hurricane Florence arrived, causing floods and destruction. People, especially the poorest, are losing their lives and homes.

Scientists also say that high temperatures might become the 'new normal' in the next few decades. Others worry that the effects of climate change might be far worse than they originally thought. Unfortunately, one thing seems likely: the phenomenon of extreme weather might become a fact of life for future generations.



## Vocabulary: Extreme weather

**1** Match the words (1-8) to the pictures (A-H) on pages 20-21. Then listen and check.

- 1  thunder and lightning
- 2  drought
- 3  heatwave
- 4  fog
- 5  flood
- 6  sea storm
- 7  hurricane
- 8  sunshine



F



G



H



**2 Pairwork** What is the weather like in your region? Do you get any of the extreme weather in exercise 1 where you live? Talk to your partner.

*We usually have sunshine in our region, but in the winter it rains a lot and floods cause a lot of damage.*

**3** Read the text. How many types of extreme weather does it mention?

**4** Read the text again and complete the sentences.

- 1 We hear about natural disasters *almost every year*.
- 2 In 2020, Central America experienced \_\_\_\_\_.
- 3 Scientists think the weather situation will \_\_\_\_\_.
- 4 Higher temperatures lead to more \_\_\_\_\_.
- 5 Sweden, Greece and California all experienced \_\_\_\_\_.
- 6 Extreme weather will be \_\_\_\_\_.

### Grammar: Expressing possibility: *may/might*

Things *may not improve*...  
High temperatures *might become* the 'new normal'.

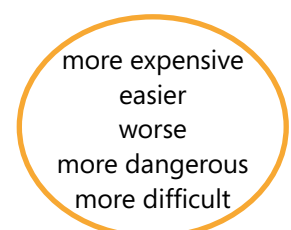
▶ Grammar lab p. 23

**5** Put the words in the correct order to make sentences.

- 1 may / a / become / scientist / she  
*She may become a scientist.*
- 2 use / may / we / green / all / energy / future / in / the
- 3 be / weather / our / might / unpredictable / more / the / future / in
- 4 meet / David / I / at / might / party / the
- 5 it / be / not / illegal / might / recycle / to / rubbish / ten / in / time / years
- 6 cause / storm / a / damage / might / the / of / lot

### Speaking

**6 Pairwork** In pairs, use *may* and *might* and the ideas in the circles to express possibilities about the future.



*Travel might become more expensive due to rising fuel costs.*



# Family farming



The Food and Agriculture Organization (FAO) is a United Nations agency that works to end hunger. Over the next ten years it will focus on eradicating world hunger and malnutrition with the United Nations Decade of Family Farming, which aims to protect family farmers, who produce over 80% of the world's food. A family farmer is someone who produces food directly for their family; this category includes indigenous people, fishermen and mountain farmers.

Did you know that 75% of the world's extreme poor live in rural areas, which are the most vulnerable to disaster, conflict and climate-related events? FAO

agrees that we must help family farmers, who have traditional farming knowledge and contribute to environmental sustainability.

In Brazil, the government will help family farmers by reducing deforestation, providing strategies that can be used when drought occurs, and giving economic aid. But this is not happening everywhere. In some countries, nobody is helping family farmers with money or resources, which makes their situation even more difficult.

FAO hopes that, with this initiative, their objective of a Zero Hunger World might just be possible.

## 1 Read the text. What is FAO?

*FAO is...*

## 2 Read the text again and answer the questions.

- 1 Which organization does FAO belong to?  
*FAO belongs to the United Nations.*
- 2 What will happen in the next ten years?
- 3 How much food do family farmers produce?
- 4 Who lives in rural areas?
- 5 What kind of knowledge do family farmers have?
- 6 What kind of world does FAO hope to create?

## Grammar: Relative pronouns

*FAO is a United Nations agency **that** works to end hunger.*

*...United Nations Decade of Family Farming, **which** aims to protect family farmers, **who** produce over 80% of the world's food.*

▶ Grammar lab p. 24

## 3 Underline the correct alternative.

- 1 A scientist who / which studies climate change warns about global warming.
- 2 The factory which / where produces solar panels is expanding.
- 3 People who / which recycle regularly help reduce waste.
- 4 A farmer who / where practices organic farming avoids harmful pesticides.
- 5 This is the river which / where was polluted by chemicals last year.
- 6 Deforestation, who / which destroys habitats, is a serious environmental problem.

## 4 Critical thinking In pairs, discuss which statements you agree and disagree with. Give reasons.

- 1 It might not be possible to end world hunger.
- 2 People might never find a solution to climate change.
- 3 Family farming isn't important in our country.

*I agree / disagree with the first statement because, in my opinion, ...*



## may / might

We use the modal verbs *may* and *might* to express a present or future possibility or to make predictions.

*Might* expresses less certainty than *may*. *May* can also be used to give or request permission.

The affirmative is formed with *may/might* + the base form of the verb:

*Take an umbrella with you; it **may rain** later.*

*I **might be** late for dinner; don't wait for me.*

We form the negative using *may/might* + *not* + the base form of the verb:

*This **may not be** the hottest day of the year.*

We form the interrogative by placing the subject after *may/might*:

***Might it snow** this winter?*

### 1 Read the sentences and complete the rules.

*Small farmers **may not / might not** be able to produce enough food due to climate change.*

*Global temperatures **may / might** continue to rise in the coming years.*

1 In the negative form, to express a possibility, we use may not / might not.

2 To express a possibility, we use \_\_\_\_\_ or \_\_\_\_\_.

### 2 Put the words in the correct order to make sentences.

- deforestation / may / animals / many / affect  
*Deforestation may affect many animals.*
- hunger / they / eradicate / might / world
- floods / may / there / be / more
- not / might / the / sea / levels / stop / rising
- may / food / expensive / become / more
- use / may / more / people / energy / renewable

### 3 Complete the sentences with the affirmative or negative form of *may* or *might*.

- It's very cold. It might snow, but maybe only in the hills.
- I've got the flu. I \_\_\_\_\_ go to school tomorrow.
- She's so strong. She \_\_\_\_\_ win the match.
- I \_\_\_\_\_ come with you to the movies. Give me five more minutes to think.
- The environmental situation \_\_\_\_\_ change. It really depends on us.
- Get some food ready. Gill \_\_\_\_\_ be very hungry!

### 4 Complete the sentences by choosing the correct verb from the options in parentheses, using *may* or *might* in the correct form.

- In the future, people \_\_\_\_\_ (reduce / increase) their use of plastic to protect the oceans.
- Climate change \_\_\_\_\_ (cause / stop) more extreme weather events.
- If we don't take action, some animal species \_\_\_\_\_ (adapt / disappear) due to habitat loss.
- Governments \_\_\_\_\_ (invest / waste) more money in renewable energy sources.
- If deforestation continues, many forests \_\_\_\_\_ (expand / shrink) in the next decades.
- Scientists warn that pollution \_\_\_\_\_ (improve / worsen) air quality in big cities.

### 5 Complete the dialogue with the expressions from the box.

may cause more extreme weather •  
 might not reduce carbon emissions •  
 may lead to rising sea levels •  
 might help slow down global warming •  
 may not be enough food for everyone •  
 might increase temperatures worldwide

- Liam:** I'm really worried about climate change. Scientists say that global warming <sup>1</sup> might increase temperatures worldwide, making summers even hotter.
- Sophia:** Yeah, and melting ice caps <sup>2</sup> \_\_\_\_\_, which could put coastal cities at risk of flooding.
- Liam:** That sounds serious. Also, if droughts become more common, there <sup>3</sup> \_\_\_\_\_ in some parts of the world.
- Sophia:** That's true. Some governments are taking action, but others <sup>4</sup> \_\_\_\_\_, which could make the situation worse.
- Liam:** I read that switching to renewable energy <sup>5</sup> \_\_\_\_\_ by reducing fossil fuel use.
- Sophia:** Hopefully! If we don't act fast, climate change <sup>6</sup> \_\_\_\_\_, making storms and hurricanes even stronger.





## Relative pronouns

People	Things	Places
who	which	where
that	that	

Relative pronouns link a subordinate clause to a main clause. A relative pronoun can refer back to a noun (or noun phrase) or to an entire idea expressed in a previous sentence.

We use *who* and *that* when referring to people:  
*The scientists **who** / **that** study climate change are raising awareness about global warming.*

### Watch out!

When talking about possession, we use *whose* for both people and things.  
*The man **whose** dog is barking is my neighbour.*

We use *which* and *that* to refer to animals or things:  
*The environmentalist visited the forest **which** / **that** was damaged by deforestation.  
 They developed a new solar panel system **which** / **that** provides clean energy to homes.*

### Watch out!

When referring to a whole sentence we use *which* and not *that*:  
*Carbon emissions have been significantly reduced, **which** is a great step toward fighting climate change.*

### Watch out!

While we can leave out the relative pronoun when it is the object of the relative sentences, we can't do the same when it is the subject:  
*Climate change is an issue (**which**) many scientists are trying to solve. (*which* is the object)  
*The activist **who/that** is speaking at the conference is an expert on renewable energy. (**who/that** is the subject)**

We use *where* when talking about places:  
*The Arctic is the region **where** the effects of global warming are most visible.*



## 6 Read the sentences and underline the correct alternative.

*Josie Cooper is a scientist **who** works in Seattle.  
 Renewable energy is a solution **which/that** is becoming more widely used to combat climate change.*

*The Amazon rainforest is the region **where** deforestation is happening at an alarming rate.*

- 1 We use who / *which* or *that* for people.
- 2 We use *where* / *which* or *that* for things.
- 3 We use *where* / *who* for places.

## 7 Underline the correct alternative.

- 1 I live in a house *where* / which has a terrace.
- 2 We need a teacher *who* / *which* speaks German.
- 3 The computer *that* / *where* you were using yesterday broke down.
- 4 Let's go to the lab *where* / *that* the telescopes are.
- 5 I'm sorry, I lost the book *who* / *that* you gave me.
- 6 Trevor is the guy *who* / *where* works at reception.

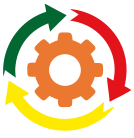
## 8 Complete the sentences with the correct relative pronoun: *who, which, where* or *that*.

- 1 Choclover is a new bakery. It sells delicious chocolate cakes.  
*Choclover is a new bakery which sells delicious chocolate cakes.*
- 2 That house is very old. Shakespeare was born there.  
 \_\_\_\_\_.
- 3 That is Michael. I met him at the party.  
 \_\_\_\_\_.
- 4 Chris bought a new car. It is very fast!  
 \_\_\_\_\_.
- 5 They opened a new library. I love to study there.  
 \_\_\_\_\_.
- 6 Matt and Jenna are brilliant students. They won a prize.  
 \_\_\_\_\_.



## 9 Complete the sentences with the correct relative pronoun: *who, which, where* or *that*.

- 1 That's the research centre where scientists are studying new solutions for climate change.
- 2 The forest \_\_\_ conservationists are protecting is home to many endangered species.
- 3 He is the activist \_\_\_ first proposed laws to reduce carbon emissions.
- 4 It was an international agreement \_\_\_ encouraged countries to reduce their reliance on fossil fuels.
- 5 This is the conference hall \_\_\_ experts will discuss the impacts of global warming.



### 1 Complete the sentences with *may* / *may not* and the verb in parentheses.

- Climate change may affect (affect) food production in many parts of the world.
- Some coastal cities \_\_\_\_\_ (exist) in the future due to rising sea levels.
- Scientists \_\_\_\_\_ (discover) new technologies to capture carbon from the atmosphere.
- Extreme weather events \_\_\_\_\_ (become) more frequent in the coming years.
- Governments \_\_\_\_\_ (take) enough action to reduce greenhouse gas emissions.
- Solar and wind energy \_\_\_\_\_ (replace) fossil fuels as the main energy sources.

### 2 Complete the text with the correct form of *may* or *might* and a verb from the box.

be • go • learn • not feel • not get • stay  
travel • use • visit

I think I <sup>1</sup> may travel when I finish school.  
 I <sup>2</sup> \_\_\_\_\_ a job, I <sup>3</sup> \_\_\_\_\_ on a gap year.  
 I <sup>4</sup> \_\_\_\_\_ lots of different countries and I hope  
 I <sup>5</sup> \_\_\_\_\_ about their cultures. I <sup>6</sup> \_\_\_\_\_ local  
 transportation and I <sup>7</sup> \_\_\_\_\_ in traditional homes.  
 I <sup>8</sup> \_\_\_\_\_ homesick. It <sup>9</sup> \_\_\_\_\_ an adventure!

### 3 For each situation, describe something that *may* or *might* be possible and something that *may not* or *might not* be possible.

- It's raining. Mark doesn't have an umbrella.  
Mark may find shelter until the rain stops. /  
He might not stay completely dry.
- Harry has a very bad cold.  
 \_\_\_\_\_
- Lisa didn't sleep well last night.  
 \_\_\_\_\_
- Amanda loves films. A new one just came out.  
 \_\_\_\_\_
- Lucy left her bag on the train by mistake.  
 \_\_\_\_\_
- Tom forgot to charge his phone before leaving the house.  
 \_\_\_\_\_

### 4 Underline the correct alternative.

- They may to call / call tomorrow.
- It's very late: it *may* / *not may* be possible for him to come.
- She may *arrives* / *arrive* with the next train.
- We *may not* / *not may* have enough rain for the crop this fall.
- The weather may *improve* / *improves* tomorrow.
- It may *rain* / *rains* this evening.

### 5 Put the words in the correct order to make sentences.

- the / arrive / next week / may / parcel  
The parcel may arrive next week.
- the / reach / soon / might / our / hurricane / coast
- very / weather / may / forecasts / be / accurate / not
- damage / cause / climate / might / a lot of / change
- destroy / may / our / hailstorm / crop / next
- kill / temperatures / high / biodiversity / may

### 6 Underline the correct alternative.

- This is the classroom where / *which* we have our math lessons.
- I see a student *who* / *which* is carrying a lot of books.
- Layla is new here. She doesn't know anyone *who* / *whose* locker is nearby.
- The school event is a success: all the students *who* / *which* signed up are attending!
- The book *which* / *where* we use in English class has interesting stories.

### 7 Complete the sentences with the correct relative pronoun: *who*, *which*, *where* or *that*.

- He is the student who won the math competition.
- The subjects \_\_\_\_\_ I find most difficult are physics and chemistry.
- The computer lab, \_\_\_\_\_ has new equipment, is now open to all students.
- The school library is a place \_\_\_\_\_ students can study quietly.
- He is an activist \_\_\_\_\_ fights for climate justice.

## Round up

### 8 Complete the text with the correct words. More than one answer is possible.

Scientists say that climate change <sup>1</sup> may not get any better. Moreover, rising temperatures <sup>2</sup> \_\_\_\_\_ increase the chance of natural disasters and extreme weather. Not only that, the extreme weather <sup>3</sup> \_\_\_\_\_ become more intense. 75% of the world's extreme poor live in rural, vulnerable areas <sup>4</sup> \_\_\_\_\_ are most affected by climate change. Many governments are working to provide economic aid, but it's not happening <sup>5</sup> \_\_\_\_\_ it is most needed. Unfortunately, in many countries, there is no one <sup>6</sup> \_\_\_\_\_ is helping the local farmers <sup>7</sup> \_\_\_\_\_ struggle to adapt to the changing climate. Fortunately, food agencies like the FAO are introducing initiatives to preserve family farmers with the hope they <sup>8</sup> \_\_\_\_\_ end world hunger in the future.

### The weather

1 Write the words from the box under the correct pictures.

rainy • snowy • windy • cloudy • stormy • ~~sunny~~



1 sunny    2 \_\_\_\_\_    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

2 Write the words from the box next to the correct definition.

thunderstorm • avalanche • blizzard • ~~hail~~ • ice • frost

- hail : pieces of frozen rain
- \_\_\_\_\_ : a mass of snow falling rapidly down a mountainside
- \_\_\_\_\_ : frozen water
- \_\_\_\_\_ : a severe snowstorm with high winds
- \_\_\_\_\_ : ice crystals which cover the ground when the temperature goes below zero
- \_\_\_\_\_ : a storm with thunder and lightning and heavy rain

### Listening

3 Listen to the conversation and answer the questions.

- What's the weather like at the moment?  
*At the moment, there is...*
- Where are Alice and Jack going?

4 Listen again and write if the sentences are true (T) or false (F).

- The weather never changes. F
- There was frost on the grass in the morning. \_\_\_\_\_
- Alice and Jack's dad doesn't like driving on icy roads. \_\_\_\_\_
- They went to the mountains last month. \_\_\_\_\_
- There were two avalanches. \_\_\_\_\_
- Alice doesn't like thunder and lightning. \_\_\_\_\_

### Natural disasters

5 Write the words from the box under the pictures.

earthquake • landslide • melting ice • tsunami  
volcanic eruption • ~~wildfire~~



1 wildfire    2 \_\_\_\_\_    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

6 Complete the sentences with the words from exercise 5.

- The 2004 tsunami was the largest ever recorded in the Indian Ocean.
- There were lots of \_\_\_\_\_ in the forests of California last summer.
- As the climate warms \_\_\_\_\_ occurs more frequently in the Arctic.
- There were several \_\_\_\_\_ on Mount Etna in Sicily in 2021.
- Each year there are around 100 \_\_\_\_\_ around the world each which could cause a lot of damage.
- A serious \_\_\_\_\_ caused the closure of the road.

### Pollution and the environment

7 Match the words (1-6) to the words (a-f). Then listen and check.

- |              |   |
|--------------|---|
| 1 ozone      | a <input type="checkbox"/> effect           |
| 2 carbon     | b <input checked="" type="checkbox"/> layer |
| 3 toxic      | c <input type="checkbox"/> fumes            |
| 4 exhaust    | d <input type="checkbox"/> footprint        |
| 5 acid       | e <input type="checkbox"/> gases            |
| 6 greenhouse | f <input type="checkbox"/> rain             |

8 Complete the text with the words from exercise 7.

Pollution is the result of many things including  
1 toxic gases and 2 \_\_\_\_\_. We know very well that there is a hole in the 3 \_\_\_\_\_, and that global warming is a result of the 4 \_\_\_\_\_ effect. Poisonous gases can also cause 5 \_\_\_\_\_ which damages rivers, lakes and the environment. We know a lot about pollution, that's why everyone should try to limit their 6 \_\_\_\_\_: that is, the total amount of carbon dioxide we produce.

Exploring possible scenarios

Your take on it

**1 Watch the video. Is Darsha interested in going to Dartmoor? What convinces her?**



**Harry** Are you coming to Dartmoor with us next weekend?  
**Darsha** Where?  
**Harry** Dartmoor, the National Park, in the south-west of England.  
**Darsha** No, thanks. I'm not really a national-park-kind-of-girl.  
**Harry** Oh shut up and get your wellies ready.  
**Darsha** No way! It'll probably rain all weekend anyway.  
**Harry** Yes, it might rain but that won't stop us from having fun!  
**Darsha** It'll certainly rain and you'll end up covered in mud before the day ends.  
**Harry** Don't be so dramatic. Come on, pack the right clothes and come with us. We're leaving at 6 p.m. on Friday from London Paddington. We'll be in Exeter by 8:30.  
**Darsha** Two and a half hours on a train? It'll be a nightmare!  
**Harry** It'll be so much fun!  
**Darsha** I don't know. Will it be cold and windy in the hills?  
**Harry** You never know with the great British weather. They say it might rain but then you may get wonderful sunshine for the whole weekend.  
**Darsha** It's usually the other way around. You can't convince me. Who else is going?  
**Harry** Laura, Jason and Peter.  
**Darsha** Peter? You know, I think I may come with you after all.

**Useful language**

- It'll probably rain.
- It might rain.
- You'll end up covered in mud.
- I'll be a nightmare / so much fun.
- I may come with you.

**Life Skills: Get organized**

- Planning for a night away

**2 Listen and answer the questions.**

- Where is Dartmoor?  
*Dartmoor is in the south-west of England.*
- Does Darsha think the weather will be good next weekend?
- What time are they leaving London?
- How long does the train trip take?
- Does Darsha think it'll be fun?
- Is Harry happy that Peter is going too?

**3 Express possibilities for the following situations. Use the words from the box to help you.**

rain • snow • be crowded • be hot • be difficult  
 be easy • be fun • be boring

- You are going on a school trip to the mountains in November.  
*It might rain.*
- You are going to visit the National Park on August 10th.
- It's May Day. You are going to the movies.
- You and your friend are starting a Chinese language course.
- You are going on vacation with your parents.
- The new cooking course starts next week.

**4 Pairwork Use the prompts to make the conversation.**

You	Your partner
Ask your friend if he/she is going to the Youth Environment Conference.	Ask when and where it is.
Say it's next weekend in Hong Kong.	Say that you think it'll be boring.
Say you went last year and it was great.	Ask how long it lasts.
Say two days.	Ask who else is going.
Say Ben and Sam.	Say that you might go.

*Are you going to the Youth Environment Conference?*

**5 You are going to the the Youth Environment Conference. Make a list of what you're going to take with you. Then compare your list with your partner. Personal answers**

- Did you communicate well as a group or did some people speak more than others?
- Did each person do the same amount of work? Why?/ Why not?
- What could you do differently to communicate and cooperate better as a group?

## Our polluted world

### Warm up

- 1 Look at the pictures. Use the words from the box to describe them. Then look at the other pictures on the pages. Which kind of pollution do you think the article talks about?

air pollution • water pollution • plastic pollution

A air pollution



B \_\_\_\_\_



C \_\_\_\_\_

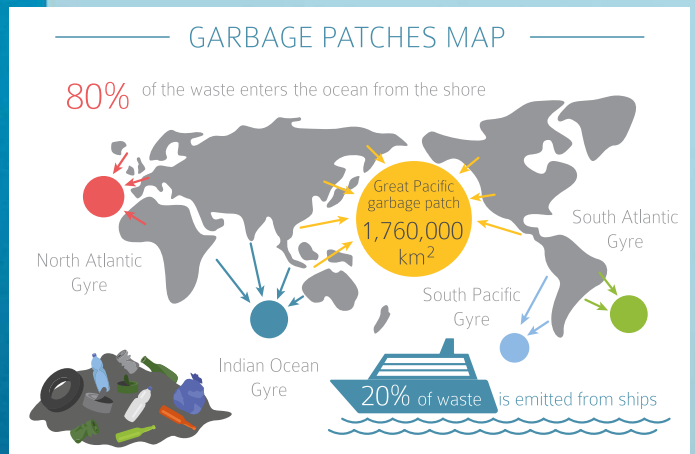


### Reading



- 2 Read and listen to the article. Check your answer to exercise 1.
- 3 Read the text again and answer the questions.
- 1 What might happen by 2050?  
*By 2050, there may be more plastic in the oceans than fish.*
  - 2 How many plastic ocean patches are there around the world?
  - 3 Where is the GPGP?
  - 4 When did the US NOAA discover the first patch?
  - 5 What is dangerous to fish?
  - 6 What did Boyan Slat invent?

Every year, between 8 and 14 million tons of plastics enter our oceans: 88% of the sea's surface is polluted by plastic waste, with a rate of 12.7 million tons of plastic a year. Some scientists say that by 2050 there may be more plastic in the oceans than fish. There are five massive patches of plastic in oceans around the world, but the biggest one, located somewhere between California and Hawaii, is three times the size of France. Its name is the Great Pacific Garbage Patch (GPGP). It's an enormous island of plastic in the middle of the ocean.



The US National Oceanic and Atmospheric Administration first described this floating plastic patch in 1988. In 1997, oceanographer and boat captain Charles Moore, while returning home on his boat after competing in the Transpacific Yacht Race, discovered the floating garbage in the North Pacific Gyre. That night he started his own fight against plastic pollution in the oceans. He wanted to raise attention to the effects plastic has on marine wildlife.

Microplastics and megaplastics, old fishing nets, bottles, tubes and much more: everything is dangerous for animals. Fish often mistake the plastic for food or get entangled in the waste. This, of course, means that, when plastic enters the food chain, there is a danger to human health too.

Scientists are constantly studying the plastic in the ocean. The 25-year-old Dutch inventor Boyan