

4

Our planet

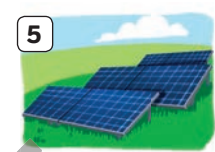
Vocabulary

1 Read and circle the correct options.

- At our school, we **waste** / **recycle** / **destroy** paper, plastic, glass and other materials.
- If we don't **change** / **plant** / **protect** the environment, we'll have problems in the future.
- A lot of people **switch** / **waste** / **save** energy by leaving on lights all the time.
- Scientists think people's activities are causing **global** / **climate** / **environment** warming.
- We're learning about climate **energy** / **water** / **change** in Science at school.
- Air **pollution** / **rubbish** / **waste** from cars and factories is very bad for the environment.

2 Look, read and complete the sentences.

- We mustn't destroy the rainforests.
- Please _____ the _____ when you go out.
- Try to _____ when you brush your teeth.
- Do you _____ in the street?
- People need to _____.
- It's a good idea to _____ in your garden.

3 Read the *I'm learning* box. Then read and complete the sentences with verbs for protecting our planet. There may be more than one correct answer.**I'm learning**

Using verbs with different objects


We can learn a verb in a phrase and then use it with different objects.

Please switch off the lights.

Please switch off the TV.

- Could you please pick up those bottles and put them in the bin?
- If we cut down too many trees, it will _____ the forests.
- We need to _____ our rivers and lakes from water pollution.
- People often _____ solar energy in sunny countries.
- You shouldn't _____ paper. Always write on both sides.
- My parents are going to _____ some flowers in the garden.

4 Write five or more sentences about what you and your family do to help the environment.

1  Read and match the two halves of the sentences from the dialogue on Pupil's Book page 50. Then listen and check.



- | | |
|------------------------------------|--|
| 1 There's a competition to | a turn off computers when we leave a room. |
| 2 What can we do to | b be late for our next lesson. |
| 3 We need to switch off lights and | c save energy then? |
| 4 Can we do anything to | d let everyone know about the competition. |
| 5 So we need to | e see which school can save the most energy. |
| 6 We must go or we'll | f save water? |

2 Read the dialogue again and circle *T* (true) or *F* (false). Then explain your answers.

- | | | |
|---|--------------|---------------------------|
| 1 Mei suggests taking part in a competition. | T / F | <i>Mateo suggests it.</i> |
| 2 Alex asks about ways they can save energy. | T / F | _____ |
| 3 Alex wants to throw away the plastic bottles. | T / F | _____ |
| 4 Mateo found the hot water running in the kitchen. | T / F | _____ |
| 5 Mateo doesn't want people's suggestions. | T / F | _____ |
| 6 Mei tells Mateo to turn off the computer. | T / F | _____ |

3  Read and complete the dialogues with the correct expressions. Then listen and check.


Brilliant! x 2 I know! x 2 Me too! x 2

- | | |
|---|---|
| 1 A: I think recycling is very important.
B: <i>Me too!</i> I recycle as much as possible. | 4 B: How can we use less paper at school?
A: _____ We can do our homework online! |
| 2 A: What can you do to save water at home?
B: _____ I can have shorter showers. | 5 A: I want to look for a new tablet.
B: _____ My tablet is broken. Let's go shopping! |
| 3 A: I'm writing a blog about clean energy.
B: _____ You're so creative! | 6 A: Look! I got full marks in our Science test!
B: _____ You're so clever. |

4  Work in pairs. Write another dialogue for each expression. Then act out the dialogues.

Grammar

Modal verbs: *should, must, need to*

- 1  Listen and tick (✓) the correct sentences.



- 1 a Paul must hand in the report on Monday.
 b Paul needn't make a poster.
- 2 a Nina should stop watching videos now.
 b Nina needs to be home at six o'clock.
- 3 a Sam mustn't forget his Maths book.
 b Sam shouldn't tidy up his bedroom today.
- 4 a Ana mustn't go to the cinema today.
 b Ana needs to ask her parents for money.

- 2 Read and circle the correct modal verbs.

- 1 We **shouldn't** / **need to** / **mustn't** use more electric cars to reduce air pollution.
- 2 All the students **need** / **must** / **shouldn't** do their homework. It's very important.
- 3 People **shouldn't** / **need to** / **must** leave the lights on when they go out.
- 4 You **needn't** / **should** / **mustn't** waste energy because it's bad for the environment.
- 5 We **must** / **needn't** / **should** print so many things on paper. It's a waste!
- 6 She **should** / **must** / **need** have a shower instead a bath because it uses less water.

- 3 Re-write each sentence so that it means the same as the first sentence. Use the affirmative or negative form of the modal verb in brackets.

1 Don't throw rubbish on the ground. (should)
You shouldn't throw rubbish on the ground.


2 We have to stop cutting down trees. (must)

3 I don't have to tidy my room today. (need)

4 Jo, please don't shout in the classroom. (must)

5 Why don't you put on a sweater? (should)

6 People should recycle more plastic. (need)

- 4  Order the words to make sentences. Tick (✓) the sentences you agree with. Then compare your answers with your partner.

1 lights people off switch should
People should switch off lights.

2 protect must the environment everyone

3 people water needn't save

4 energy more to should we waste try

5 new must lots people trees of plant

6 use lots to need paper of we

7 people rainforests the shouldn't destroy

8 street mustn't the in pick up we rubbish

1 **After you read** Read the diary on Pupil's Book page 52 again. Number the events in order.

- a Jake's dad said he shouldn't worry.
- b It stopped raining the following morning.
- c All the tourists went to the dining room.
- 1 d Jake woke up early and watched the big storm.
- e The lights went out and the room was dark.
- f Jake's dad told him that the storm was a hurricane.
- g The hurricane flooded a local harbour.
- h Everyone got down on the floor and waited.



2 **Answer the questions. Use complete sentences.**

1 Why did Jake get up early?

He got up early because the storm woke him up.

2 How did he know about the hurricane?

3 Where did he spend the first morning?

4 Why did people go to the dining room?

5 What did everyone do with all the furniture?

6 What did Jake's dad tell him to do when it went dark?

3 **Read the *Work with words* box. Then read and complete the sentences with a phrasal verb with *get*.**

Work with words

Phrasal verbs with *get*

We can combine the verb *get* with prepositions to make phrasal verbs.

get + up = get up

Why did he get up?

He got up because the storm woke him up.

- 1 If there's an earthquake you should get under a table.
- 2 Please _____ the car. We have to leave now.
- 3 How did your cat _____ that tree?
- 4 You must _____ of the house if there is a fire.
- 5 How fast can you _____ the stairs to the front door in an emergency?
- 6 My father used a ladder to _____ the roof.

4 Write sentences using the six phrasal verbs from Activity 3.

Vocabulary and Grammar

1 Label the pictures.



1 snowstorm



2 ^{4.12} Listen and tick (✓) the extreme weather that you hear. There is more than one answer.

- 1
- | | |
|----------------------------------|---|
| <input type="checkbox"/> gale | <input type="checkbox"/> flood |
| <input type="checkbox"/> tsunami | <input checked="" type="checkbox"/> hurricane |
| <input type="checkbox"/> tornado | <input type="checkbox"/> snowstorm |

- 2
- | | |
|------------------------------------|--|
| <input type="checkbox"/> volcano | <input type="checkbox"/> forest fire |
| <input type="checkbox"/> heatwave | <input type="checkbox"/> drought |
| <input type="checkbox"/> avalanche | <input type="checkbox"/> thunder and lightning |

3 ^{4.13} Listen again. Complete the text.

1 Hurricanes and 2 _____ have strong winds that blow in circles. A hurricane is 3 _____ than a tornado and it also lasts longer. A 4 _____ is a 5 _____ wind, but it doesn't blow in circles. A 6 _____ is when the weather is very 7 _____. A 8 _____ is when it doesn't 9 _____ for a long time. That can be dangerous because everything gets dry and there could be a 10 _____.

Reported questions and commands

4 Read and complete the reported questions.

1 Are you busy, Tom? Dan _____

2 Where do penguins live? Lori _____

1 Dan asked Tom if he was busy.

2 Lori asked _____

3 Does a tornado last a long time? Celine _____

4 When is it summer in Australia? Ali _____

3 Celine _____

4 Ali _____

5 Is a tsunami very dangerous? Diego _____

6 What can I do to help? Olya _____

5 Diego _____

6 Olya _____

5 Write reported commands.

1 Adam → us: 'Get under the table!' Adam told us to get under the table.

2 My parents → me: 'Don't be late.' _____

3 Camila → her sister: 'Stop wearing my clothes!' _____

4 My friends → me: 'Don't buy more shoes!' _____

5 We → Maria: 'Join the basketball team!' _____

6 I → everyone: 'Don't call me at night.' _____

1 After you read Read the text on Pupil's Book page 54 again. What do the sentences describe? Write.

- 1 These animals eat mostly one type of plant material.
- 2 It's getting smaller every year because of global warming.
- 3 These animals live in very high, warm areas of Africa.
- 4 There'll be more of these things if our planet gets hotter.
- 5 They are large animals that live in very cold climates.
- 6 This doesn't grow very quickly and that could be problem.

giant pandas

2 Answer the questions. Use complete sentences.

- 1 What could be dangerous for animals in the future?
Climate change could be dangerous for animals in the future.
- 2 Why is sea ice so important for polar bears' survival?
- 3 Why do some polar bears have problems in the summer?
- 4 What will happen if there isn't enough bamboo in China?
- 5 How many mountain gorillas are there in the world now?
- 6 Why can mountain gorillas survive if the Earth gets hotter?



3 Listen to a report about another endangered animal. Complete the notes.

The Monarch butterfly

We can find them in

¹ *North America*. They are black and ² _____ with ³ _____ spots.

Monarchs get their food from ⁴ _____ and ⁵ _____.

They fly ⁶ _____ in winter and travel about ⁷ _____ kilometres from Canada to Mexico.

Monarchs will have problems if winters become ⁸ _____ and ⁹ _____.

People are also destroying the ¹⁰ _____ where monarchs live.



4 Work in groups. Choose one of the endangered animals in the box and find answers to the questions. Then make a poster about your endangered animal.

- Amur leopard
- Giant Chinese salamander
- Northern right whale
- Javan rhino
- Sumatran orangutan

- 1 Where does the animal live?
- 2 What does the animal look like?
- 3 Where does it get its food from?
- 4 How does climate change affect this animal?
- 5 What other problems does this animal have?

1  Read and complete the dialogue. Then listen and check.

- | | |
|--|---|
| a Why don't you look for one online? | d <u>Really?</u> That sounds interesting. |
| b I think you should try to recycle more, too. | e Perhaps you ought to write a blog. |
| c If I were you, I would join a nature club. | f You could always pick up rubbish. |

Boy: I want to do something to help the environment.

Girl: ¹ d Really? That sounds interesting.

Boy: Do you have any ideas?

Girl: ² _____

Boy: Oh! I don't know any clubs like that.

Girl: ³ _____

Boy: Sure. I'll look this afternoon. What else?

Girl: Hmm. ⁴ _____

Boy: Yes, I often pick things up. Any other advice?

Girl: ⁵ _____

Boy: OK. I recycle, but I could do more. Anything else?

Girl: You write well. ⁶ _____

Boy: A blog about the environment? What a great idea!



2  Read the statements. Write advice. Then act out the dialogues with your partner.

1 'I want to do something fun this weekend. The weather is going to be nice.'

I think you should have a picnic at the beach.

2 'I'm not getting doing very well in Maths this year.'

Perhaps _____


3 'I don't know what to get my mother for her birthday.'

If I _____

4 'I have too much free time. I think I need a new hobby.'

Why don't _____

Pronunciation

3  Listen and read the sentences. Look at the underlined words and circle the letters we don't pronounce. Then practise with your partner.

1 They mustn't call me today.

4 You should tidy your room.

2 We shouldn't read that book.

5 She mustn't leave the room.

3 I couldn't do my homework.

6 Please could you turn off the lights?

Words in context

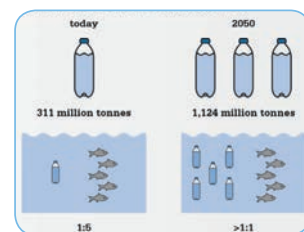
1 Read the definitions and write the words.

~~foundation~~ tonne piece business government end up

- 1 This is an organisation that provides money to help people. foundation
- 2 This is something that is part of something bigger and more complete. _____
- 3 This is a group of people who lead a town, region or country. _____
- 4 This is a unit of weight that is the same as 1,000 kilograms. _____
- 5 This is when an object is in a particular place after someone has done something to it. _____
- 6 This is an organisation that sells products or services for money. _____

2 Read the report on Pupil's Book page 56 again. Read and complete the sentences with two words.

- 1 Plastic in the sea will cause problems for the whole planet in the future.
- 2 About 95% of the plastic we make is _____.
- 3 Eight million tonnes of plastic goes into the ocean _____.
- 4 Pieces of plastic in the ocean _____ for fish and other animals.
- 5 Plastic pollution _____ a serious problem in the future.
- 6 The world's _____ is serious. We must protect our oceans.



3 Answer the questions. Use complete sentences.

- 1 Who wrote the report about the pollution?
The Ellen MacArthur Foundation wrote the report.
- 2 How much more plastic do we make now than we did 50 years ago?

- 3 How much plastic goes into the ocean every minute?

- 4 What causes problems for seals and turtles?

- 5 Why is the report important?

- 6 What type of plastic should businesses always use?

4 Work in groups. Choose one of the problems in the box. Discuss the questions and make notes. Then share your ideas with the class.

air pollution endangered animals
forest fires water shortage

- 1 Who and what does the problem affect?
- 2 Why do you think it's an important problem?
- 3 What can countries do to solve the problem?
- 4 What can you and your friends do to help?

Literacy: reports

Writing

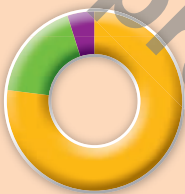
tip Writing

*while and however*To compare two different things, use *while* or *however*.1 Read and complete the sentences with *while* or *however*.

- 1 My sister says she wants to help the environment. However, she doesn't pick up her rubbish.
- 2 In our survey we found that 52% of students recycle rubbish _____ 8% turn off lights.
- 3 27 students say they save water at home. _____ only 6 students say they plant trees.

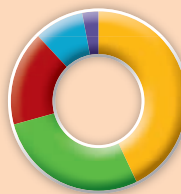
2 Look at the diagrams. Answer the questions.

Is it important to save water?



Yes: **77%**
 No: **18%**
 Don't know: **5%**

What's the best way to save water?



Take a quick shower: **46%**
 Turn off the water when you're brushing your teeth: **28%**
 Have a garden that doesn't need much water: **15%**
 Don't use the toilet as a rubbish bin: **9%**
 Don't know: **2%**

Survey of 386 students, aged between 11 and 14

1 What do the diagrams show?
They show students' answers to a survey about saving water.

2 How many students did the survey?

3 How old were the students?

4 How many students think saving water is important?

5 How many ways to save water are listed?

6 Which two ideas are the most popular?

3 Study the two diagrams and plan a report about the survey results.

Include a clear title. _____

Write an introduction. What do the diagrams show? What was the survey about? _____

Explain the two diagrams. Use *firstly* and *secondly* and also use *while* and *however* to compare two different things. _____

Use formal language. Don't use contractions of verbs. _____

Write a conclusion and explain why the survey is interesting. Give reasons. Don't include your own opinions. Use the facts from the survey. _____

4 Now write your report about the survey.

5 Check your work. Tick (✓) the steps when you have done them.

Have I written a good introduction? Have I presented facts and not opinions? Have I used full forms and formal language? Have I used expressions to explain the results?

1 Read and complete the sentences.

destroy plant use recycle
switch off ~~waste~~

Protect the planet!



- 1 Please don't waste energy!
- 2 People should _____ new trees.
- 3 Please _____ plastic, paper and glass.
- 4 We mustn't _____ the rainforests.
- 5 Remember to _____ the lights.
- 6 Everyone should _____ renewable energy.

2 Unscramble the weather words to complete the sentences.

- 1 When there's a hurricane (riruhance) you should stay indoors. There are strong winds and a lot of rain.
- 2 The firefighters worked through the night to put out the _____ (erif orfest).
- 3 It's too hot for me today. I hope this _____ (vewathea) finishes soon. I prefer cooler weather.
- 4 Look out of the window. There's a _____ (sstrwoomn), so you can't go outside. We'll build a snowman later.
- 5 Wow, look at that photo of the wave on the ocean! It's a huge _____ (namitsu).

3 Read and complete the sentences with the correct form of the modal verbs.

- 1 We shouldn't waste so much energy in our homes. (should / waste)
- 2 Everyone _____ to protect our planet. (must / help)
- 3 I _____ new clothes every week. (need / buy)
- 4 Children _____ how to save water. (should / learn)
- 5 You _____ plastic in the ocean. (must / throw)
- 6 Campers _____ careful with fire. (need / be)



4 Write reported questions and commands.

- | | |
|---|--|
| 1 Tom → Ana: 'Are you tired?'
<u>Tom asked Ana if she was tired.</u> | 4 Sue → Ben: 'What do you want?'
_____ |
| 2 Dad → Paul: 'Switch off the light.'
_____ | 5 Amy → Bo: 'Do you like apples?'
_____ |
| 3 Ali → Zac: 'When is the concert?'
_____ | 6 Mum → Tamar: 'Don't be late.'
_____ |

Self-evaluation

5 Answer the questions about your work in Unit 4.

- 1 How was your work in this unit? Choose. OK Good Excellent
- 2 Which lesson was your favourite? _____
- 3 Which parts of the unit were difficult for you? _____
- 4 What new things can you talk about now? _____
- 5 How can you work and learn better in the next unit? _____

A2 Key for Schools Listening Part 4

Think!

1 Read the task carefully. Make sure you know what you have to do.

Try!

2  Listen and choose the correct sentence. Then explain your answer.

- 1 **A** Holly uses a lot of renewable energy. **2 A** Michael is going to recycle the bottle.
B Holly isn't going to have baths anymore. **B** Michael is going to throw the bottle into
C Holly uses less water to brush her teeth. **C** Michael's mum will reuse the bottle.
-
-

Do!

3



Listen. For each question, choose the correct answer.

- 1 You will hear a man talking to his daughter, Katy. Why does he call her to the living room?
A She didn't tidy up the living room.
B She forgot to switch off the TV.
C She wasn't doing her homework.
- 2 You will hear a teacher, Ms Daniels, talking to her students. What did she ask them to do?
A Read an article about climate change.
B Answer questions about air pollution.
C Write a text about global warming.
- 3 You will hear a boy and a girl talking about a group. How can the boy learn more?
A Read the posters in the park.
B Go to the meeting in the spring.
C Look at the blog on the internet.
- 4 You will hear a boy doing a presentation. How much of our planet's water can we drink?
A Ninety-seven percent.
B Three percent.
C Thirty-nine percent.

 **Exam**

Listen for the first time to get the gist and choose the best option for each question.

A2 Key for Schools Reading and Writing Part 7

Think!

- 1 Read the task carefully. Make sure you know what you have to do.

Try!

- 2 Look at the picture. Answer the questions.



- 1 Where was the girl?

She was at the bus stop.

- 2 What was she doing?

- 3 What was the man doing?

tip Exam

Ask yourself what is happening in each picture. How are the events connected?

Do!

- 3 Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.