

1

A better place



WDYT? (What do you think?)

How can we improve our environment?

Vocabulary: rooms and furniture; your environment

Grammar: *will* for predictions; *might*; first and zero conditional

Reading: a newspaper report about 3D home printing

Listening: a podcast about environment campaigners

Speaking: making decisions

Writing: an advertisement

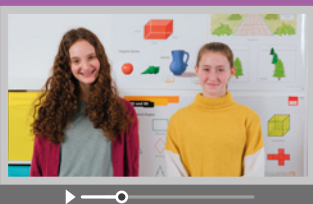
Project: conduct a green audit of your school and make proposals for change



Video skills p7



Real-world speaking p13



Project pp16–17



Rooms and furniture

1 Look at the plan of a house. Complete the words with vowels to make rooms.

- | | | |
|--------------------------------------|--------------------------|-----------------|
| 1 B <u>A</u> THR <u>O</u> <u>O</u> M | 4 H __ LL | 7 __ FF __ C __ |
| 2 B __ DR __ __ M | 5 K __ TCH __ N | 8 ST __ __ RS |
| 3 G __ R __ G __ | 6 L __ V __ NG R __ __ M | 9 Y __ RD |

2 Match the words in the box with items of furniture A–M.

armchair basin bookshelf carpet closet couch cupboard
curtains fridge oven sink trash can washing machine



5 Complete the sentences with a room or an item of furniture.

The **1** _____ is under the window in the **2** _____, so I can see the yard while I'm doing the dishes.

I often wake up early because the **3** _____ in my **4** _____ are very thin and it gets very light.

My favorite place to read is sitting in the big **5** _____ next to the couch in the **6** _____ or lying on the **7** _____ on the floor.

My mom's a translator and she works from home. She has an **8** _____ with a desk for her computer. There's a **9** _____ for trash under the desk and a **10** _____ for all her dictionaries.

6 **Work in pairs. Draw a plan of your home, with furniture and other items. Then describe two of the rooms to your partner.**

My bathroom isn't very big. There's a shower, toilet and a small trash can, and it has a basin with a mirror where we wash, comb our hair and brush our teeth.

3 Complete the list in exercise 2 with the room in which you would find the items of furniture.

bookshelf – A – office, living room, bedroom

4 **Work in pairs. Categorize the vocabulary in a different way.**

Categorizing vocabulary

Categorizing is a good way to study vocabulary. As well as categorizing the words by room, try categorizing by use (e.g. things you can sit on), color (e.g. things which are white) or qualities (e.g. things with doors).

What about things with doors?

OK, oven, closet, fridge ...


VIDEO SKILLS



7 **Work in pairs. Watch the video and answer the questions.**

- 1** Why is the video called 'The nomadic life'?
- 2** What kind of video is this?
- 3** What do you think the message of the video is?
- 4** Who would you recommend this video to?

A newspaper report

1  Work in pairs. Look at the photos on pp8–9 and answer the questions.

- 1 What connects the photos?
- 2 How do the photos connect to the title of the text?




2 Read the text quickly and check your answer in exercise 1.

Subskill: Reading quickly


When reading quickly, try to focus on understanding the general idea. Don't stop when you see a word you don't know.

3 Four headings are missing from the text. Match questions a–e with paragraphs 1–4. There is one question you don't need.

- a What's happening in the Netherlands?
- b How will 3D printing change things in the future?
- c What problems are there with 3D printing?
- d How did 3D printing start?
- e What are the advantages of building with 3D printing?

4  1 Read and listen to the text. Find phrases with the same meaning as sentences 1–7.

- 1 It costs a lot to build a normal house.
Building a house is often a very long and expensive job.
- 2 Chuck Hull invented 3D printing more than 30 years ago.
- 3 Russian experts took one day to build a house.
- 4 3D houses don't take as long to make.
- 5 Many normal houses aren't as good in bad weather.
- 6 The houses in the Netherlands will probably be ready next year.
- 7 A 3D space station could open in the future.

5  Work in pairs. What can you remember about the text? Try to answer the questions in exercise 3 in your own words.

6 **Word work** Match the definitions to the words in bold in the text.

- 1 a level in a building _____
- 2 used again, often to make something different _____
- 3 people who design houses and buildings _____
- 4 place where astronauts work _____
- 5 countries where people have less money and fewer public services _____
- 6 the physical forms of things _____

7 Complete the sentences with words from exercise 6. Change the form if necessary.

- 1 The _____ Frank Gehry designed the Guggenheim Museum in Bilbao, Spain. He also designed a hat for Lady Gaga.
- 2 We can use _____ plastic bottles to make T-shirts, sweaters and carpets.
- 3 A _____ with 16 sides is called a hexakaidecagon.
- 4 With a population of 28 million, Jabodetabek in Indonesia is one of the biggest cities in _____.
- 5 The Burj Khalifa is one of the tallest buildings in the world. It has over 160 _____.
- 6 The International _____ travels at 27,724 km per hour.

CRITICAL THINKING

SUPER SKILLS



- 1 **Remember** What were the advantages of using 3D printing?
- 2 **Evaluate** Can you think of any disadvantages of this change in building?
- 3 **Create** Imagine you can build your own 3D home. What does it look like?



CELEBRITY CORNER

Adele's house in England is eco-friendly because it has solar panels. Find another celebrity with an eco-friendly house.

Print your own home

Building a house is often a very long and expensive job. But this might change in the next few years. The reason? 3D printing.

1 _

American engineer Chuck Hull introduced 3D printing in 1986. Now we can build many different things using 3D technology, including bridges and buildings.

2 _

It's quick: in Russia they built one house in just 24 hours. This means it's a very good way to build houses to help people in an emergency situation.

It's more environmentally friendly: you can make 3D houses from **recycled** materials.

It's cheap: Chinese company Winsun says 3D houses use 60% fewer materials and 70% less time than traditional buildings.

It's strong: 3D houses are better in a strong wind than many normal houses.

3 _

In the Netherlands, the **architects** at Van Wijnen are working on what they say are the first 3D printed houses that people will actually be able to live in.



The houses will have unusual **shapes**. The first house will be on one **floor**; it won't have any stairs. The other houses will be bigger, with more floors and several bedrooms. If everything goes to plan, people will move into the houses next year. Many people think this will completely change the way we build houses.

4 _

In the future, people will be able to design their own personalized homes much more cheaply. And some organizations, like charity New Story, think 3D printing might help with housing problems in **the developing world**. But 3D technology could also be important in space. The European Space Agency is working on a 3D-printed **space station** and NASA is planning to use 3D technology to build on Mars.



will for predictions: affirmative and negative

1 Read the examples and complete the table.

Houses **will** have unusual shapes.
The house **won't** have any stairs.

Affirmative/negative			
subject	will/ won't	verb	
Houses	_____	_____	unusual shapes.
The house	_____	_____	any stairs.

2 Complete the text about homes in the future with the positive or negative form of the verbs.

Houses in the future 1 _____ (be -) the same as homes today. There 2 _____ (be +) cameras outside the house and you 3 _____ (use -) a key to open the door. The temperature 4 _____ (change +) automatically and people 5 _____ (need -) to do housework: robots 6 _____ (do +) it!

will for predictions: questions

3 Read the examples and complete the tables.

How **will** 3D printing change things in the future?
Will they use 3D printing in space? Yes, they **will**.

Wh- questions			
Wh- word	will	subject	verb?
How		3D printing	_____ things?

Yes/No questions and short answers		
Will	subject	verb?
	they	_____ 3D printing in space?
Yes/No,	subject	will/won't
No,		

4 How will the things in the box change in 20 years? Write them in the table.

beds exams food houses kitchens
school sports transportation TV

The same	Won't exist	Different
		<i>houses – 3D printed houses</i>

5 Work in pairs. Compare your ideas in exercise 4.

6 How will your life be different when you're 30? Order the words to make questions.

1 will / your job / be / what ?

2 a car / will / have / you ?

3 will / you / where / live ?

4 on vacation / where / you / will / go ?

5 will / how / free time / spend / you / your ?

might

7 Look at the examples and circle the correct option to complete the rules.

The houses **will** have unusual shapes.
3D printing **might** help with housing problems.

1 **will/might** means something is definite in the future.

2 **will/might** means something is a possibility.

8 Circle the correct option.

1 Jan **will/might** be 15 next year. (He's 14 now.)

2 It **will/might** be sunny tomorrow. (It's the middle of the summer in Spain.)

3 It **will/might** be sunny tomorrow. (It's early spring in Canada.)

4 Tomorrow **will/might** be Monday. (Today is Sunday.)

9 Work in pairs. Discuss your answers to the questions in exercise 6. Use **will** and **might**.

When you're 30, what will your job be?

I don't know. I might be a pilot!

10 Answer the question to solve the Brain teaser.

B R A I N TEASER

Tess is 14 and her sister Vera is half her age.

How old will Vera be when Tess is twice her present age?

Your environment

- 1 Read the tips. Which things do you do to make the environment better?

Ways to make your environment a better place

- 1 Walk or ride your bike to school. Cars are one of the main causes of air **pollution**.
- 2 Remember to turn off your computer when you aren't using it.
- 3 Give up using plastic. Plastic kills over a million sea birds and animals every year.
- 4 **Recycle** your **waste**. Take paper, glass and plastic to the **recycling bins**.
- 5 Don't turn up your heat in the winter. Wear a sweater instead.
- 6 **Plant** a tree. Trees help to **reduce** CO₂, but we cut down about 15 billion trees a year.
- 7 **Reuse** things that you normally throw away. Use old boxes for shelves and put flowers in bottles.
- 8 Pick up paper, bottles and cans that you see in the street and park. **Trash** can kill wildlife.

- 2 Look at the words in bold in exercise 1. Match the words with definitions 1–8.

- 1 the material that we don't need
- 2 put (trees, flowers) in the ground
- 3 use again
- 4 paper, bottles, etc. people throw on the ground
- 5 the dangerous material in water and in air
- 6 make less
- 7 the place to put paper, plastic, etc.
- 8 change materials like paper or plastic to use again

- 3 Find six of the phrasal verbs in the box in the tips. Explain the meaning of each one.

cut down give up pick up throw away
turn down turn off turn on turn up

- 4 Complete the sentences with phrasal verbs. Which sentences are true for you?

- 1 I _____ my computer when I'm not using it.
- 2 I never _____ old clothes. I recycle them.
- 3 I decided to _____ using plastic straws. They're bad for the environment.
- 4 I always _____ cola cans when I see them, and I put them in the recycling bin.
- 5 When it's warm, I open the windows. I don't _____ the air conditioning.

A podcast

- 5  Listen to a podcast about campaigners for the environment. What does each campaign want people to do?



- ▶ **Subskill: Answering true, false and no information questions**

The first time you listen, try to answer the questions that you are sure of. The second time you listen, focus on the other sentences. If you don't hear the facts, mark your answer as 'no information'.

- 6 Listen again. Are the sentences true, false or is there no information?

- 1 Patrick explains why trees are important for the planet.
- 2 Felix started the campaign because they cut down trees in his area.
- 3 He wants to plant one trillion trees in the next 50 years.
- 4 Nadia picks up trash when she walks to school.
- 5 She has a social media page.
- 6 She loves the superhero cartoon about her.
- 7 She wants three people to pick up trash every day.

- 7  Work in pairs. Answer the questions.

- 1 Which campaign would you choose to help? Why?
- 2 Felix and Nadia think that young people need to act to save the environment. What are arguments for and against this?

First conditional

- 1 Read the examples in the table. Choose the correct option to complete the rules.

Action	Result
If we cut down our trees,	we won't have clean air.
If we wait for adults to act,	it'll be too late.
If we don't recycle plastic,	it'll go into the oceans.

- We use the first conditional to talk about **possible/certain** actions and their results.
- After *if* we use **the simple present/will + base form**.
- To talk about the result, we use **the simple present/will + base form**.

Order of clauses in conditional sentences

We can change the order of the clauses. When the *if* clause comes second, we don't use a comma.
We won't have clean air if we cut down trees.

- 2 Circle the correct option.

- The streets **are/will be** cleaner if we **pick up/will pick up** trash.
- We **don't have/won't have** enough trees if we **cut/will cut** them down.
- We **produce/will produce** less waste if we **recycle/will recycle** paper at school.
- If we **plant/will plant** vegetables, we **don't need/won't need** to buy them.
- If we all **do/will do** something, it **makes/will make** a big difference.

- 3 Write sentences using the first conditional.

- if / it / be sunny tomorrow / we / go to the park
- you / be tired tomorrow / if / you / go to bed late
- you / not pass your exams / if / you / not / study
- if / the bus / not come soon / we / be late for class
- I / call you / this evening / if / I / have time

Zero conditional

- 4 Read the examples in the table. Answer the questions.

Action	Result
If ocean animals eat plastic,	they die .
If we cut down trees,	animals lose their homes.

- Is the result certain or possible?
- What tense do we use to describe the action?
- What tense do we use to describe the result?

- 5 Match 1–5 to a–e to make sentences. Write the verbs in the correct form.

- | | |
|---|--------------------------------------|
| 1 If you _____ (freeze) water, | a you _____ (close) the fridge door. |
| 2 You _____ (save) electricity if | b it _____ (taste) sweet. |
| 3 If it _____ (not rain) for a long time, | c plants _____ (not grow). |
| 4 If you _____ (not eat), | d it _____ (change) to ice. |
| 5 If you _____ (put) sugar in a drink, | e you _____ (feel) hungry. |

- 6 Complete the sentences so they are true for you. Use the first or zero conditional.

- If it rains next weekend, ...
- I'll be happy if ...
- Our teacher gets annoyed if ...
- If I get any money for my next birthday, ...
- I usually stay in bed if ...

- 7 Circle the correct option.

GRAMMAR ROUND-UP

1 2 3 4

The family living plastic-free

Can you imagine living without plastic? It's **1 easier/easiest** than you think. That's the opinion of Rachel Benefield from New Zealand. If you go to her house, you **2 aren't seeing/won't see** any plastic. She and her family stopped using it in 2017.

Rachel **3 listened/was listening** to a talk about waste in the oceans when she **4 was deciding/decided** to give up plastic. Now she only uses natural materials. She doesn't buy **5 many/much** food in supermarkets. She takes bottles and bags from home and goes to local stores instead. If food **6 comes/will come** from local stores, it's fresher, and it isn't **7 as/more** expensive as in supermarkets, she says.

Her family **8 usually/used** to throw away a lot of waste a week. Now they produce much less. They're just one family, but they are **9 help/helping** to save the planet.





Making decisions

- 1 Work in pairs. Read the invitation. What things do you need to buy if you have a party?
- 2 Watch the video. What do Rosie and Louis decide to buy?
- 3 Watch again. Which Key phrases do you hear?
- 4 Complete the dialogue with the Key phrases. Watch again and check.

Rosie

So, what do we need to get ready for the party?

Louis

Not much. Mum's getting the food and drinks.

Rosie

1 _____ plates?

Louis

We've got a lot at home, and glasses too. And it's better not to use plastic cups or plates anyway.

Rosie

2 _____. And no plastic straws either. They're terrible for the environment!

Louis

But we need some decorations.

Rosie

What do you 3 _____ making our own? It'll be more fun if we make them.

Louis

4 _____ the party's on Saturday. I don't think we'll have time.

Rosie

You're 5 _____.
6 _____ we can get some at the party shop?

Louis

Why don't we go and see?

Rosie

OK, 7 _____! Let's go!



- 5 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Choose one of the options:

a a barbecue b a picnic

Make a list of things that you need.

Try to make your picnic or barbecue 'green'!

PREPARE

Prepare a dialogue.

PRACTICE

Practice your dialogue. Take turns playing the different parts.

PERFORM

Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates.

- 1 How do they prepare for their barbecue/picnic?
- 2 Is it a 'green' barbecue/picnic? Why/Why not?
- 3 Which Key phrases do they use?

Key phrases

Discussing ideas: Do you think (that) ... ?

What do you think about (+ noun or verb -ing)?

What about ... ?

The good thing is that ...

Agreeing and disagreeing: (That's a) good point.

Yes, but ...

I'm not sure ...

I agree. / You're right.

OK, good idea.



Mum (UK) → Mom (US)

party shop (UK) → party store (US)

The Shower Timer - for shorter showers!

 We use a lot of water in our homes. We use it to do things like wash clothes and take showers. Now, if you use the SHOWER TIMER, you'll save water every day!



What it does

The Shower Timer controls the time that you spend in the shower. It makes it easy for you to take a shorter shower, and so to save water.



How it works

You choose the time that you want to spend in the shower, for example two, three or five minutes. After that time, the water slowly turns off. An alarm rings to tell you that it's time to end your shower. Then the water stops.



Why use the Shower Timer?

- special features, such as a flexible timer
- easy to use
- saves water, electricity and money
- good for the environment




Do your part for the environment and cut your bills.

BUY THE SHOWER TIMER TODAY!



An advertisement

-  Work in pairs. Look at photos 1–4. What do you think each thing is?
- Read the advertisement. Match the product with one of the pictures in exercise 1.
- Read the advertisement again. Make notes.

Name of the product	<i>The Shower Timer</i>
Why people need it	
What it does	
How it works	
Why it's special	

4 Which of the following can you see in the advertisement?

- A short, interesting title
- A picture
- An important phrase about the product
- Headings
- Short phrases or expressions
- One long paragraph
- A summary – why people need this product

Subskill: Giving examples

We use *for example, such as* and *like* when we give examples.

- Find three sentences with the words *for example, such as* and *like* in the advertisement.
- Complete the sentences with *for example, such as* or *like* and your own ideas.

- You can use this in different rooms *like the living room and kitchen.*
- You can use it with technology _____
- You can recycle clothes _____
- You can buy 'green' products for school _____
- You can reuse a plastic bottle to make things _____

7 Write an advertisement for a 'green' product. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

- 1 Think of a product. You can use one of the products in exercise 1 or invent one.
- 2 Make notes.

Name of the product	
Why people need it	
What it does	
How it works	
Why it's special	

PREPARE

- Draw a picture of your product or use a photo.
- Think of a title.
- Organize your notes in short paragraphs. Use headings.
- Think of an important phrase and a summary.
- Include two or three sentences for your advertisement with *for example, such as* or *like*.

WRITE

Write your advertisement.

CHECK

Read your advertisement and answer the questions.

- 1 Do you explain how the product will help if you buy it?
- 2 Do you use *for example, such as* or *like*?
- 3 Do you use the features in exercise 4?

8 **Peer review** Exchange your advertisement with other students. Which product do you think is most useful?

Grammar

will/won't + base form

We use *will/won't* + base form to talk about future predictions.

We'll live in 3D houses in the future.

It won't take a long time to build these houses.

Will they be different from houses now?

Yes, they will. / No, they won't.

We use *definitely, probably, possibly* and *definitely not* to say how certain we are that something will happen.

They'll probably build these houses in my country.

We probably won't live on the moon.

We also use *might* + base form to say that something is possible in the future.

We might design our own houses in the future.

I might move to another country.

First conditional

We use the first conditional to talk about possible actions in the present or future, and their results.

To make the first conditional, use *if* + present,

will/won't + base form.

If we all pick up trash, our streets will be cleaner.

If we don't plant trees, we won't have clean air.

We can change the order of the two parts of the sentence.

If the 'if' part comes first, use a comma. If it's second, don't use a comma.

If I pass the test, I'll be happy.

I'll be happy if I pass the test.

Zero conditional

We use the zero conditional to talk about facts, or things that are always true.

To make the zero conditional, use *if/when* + simple present, simple present.

When you freeze water, it changes to ice.

If I don't get enough sleep, I feel tired.

Vocabulary

3 Rooms

bathroom, bedroom, garage, hall, kitchen, living room, office, stairs, yard

4 Furniture

armchair, basin, bookshelf, carpet, closet, couch, cupboard, curtains, fridge, oven, sink, trash can, washing machine

5 Your environment

nouns: pollution, recycling bins, trash, waste

verbs: plant (a tree), recycle, reduce, reuse

phrasal verbs: cut down, give up, pick up, throw away, turn down, turn off, turn on, turn up

1

Project

WDYT? (What do you think?)


How can we improve our environment?

TASK: Conduct a green audit of your school and make proposals for change.

Learning outcomes

- 1 I can conduct an audit and make a proposal about how to make our school greener.
- 2 I can solve different types of problems.
- 3 I can use appropriate language from the unit.

Graphic organizer → Project planner p60

- 1  Watch the video of students presenting their proposal. What aspect of school life do they talk about?



STEP 1: THINK ●●●●

- 2 Work in groups of three. Answer the questions about the poster in the Model project.
 - 1 Is the information well organized and clear?
 - 2 Are there any pictures or photos?
 - 3 Do they include survey results?
 - 4 Do they say how they got the information?
 - 5 Do they give a variety of suggestions?

STEP 2: PLAN ●●●●

- 3 Work in your groups. Choose one aspect of your school environment you can improve. Use an idea from the box or your own.

food waste green spaces plants and nature
use of electricity use of paper use of water

- 4 Plan your audit. You can get information by ...
 - preparing survey questions to find out what people do or their opinions (other students, teachers)
 - preparing interview questions to ask people who are responsible (teachers, principal, other people who work in the school)
 - observing and counting
- 5 Do your audit. Note all the answers and information carefully.

STEP 3: CREATE ●●●●

- 6 Work in groups. Read the tips in the Super skills box and practice saying the Key phrases with your group.

CRITICAL THINKING

SUPER SKILLS



Solving different types of problems

Tips

Find a solution which works for each type of problem (content, presentation, ...).

Discuss before you write.

Write a plan in pencil before you start.

Key phrases

OK, so how are we going to organize the space?

We could put (...) here.

Are we going to include (headings, pictures, ...)?

People say (...) so we could suggest (...).

I think (...) would be a good idea.

- 7 Work together to create your poster. Read the checklist in exercise 2 to help you. Use the tips and Key phrases in the Super skills box.

Model project

Recycling at Cranbourne High School

GREEN AUDIT

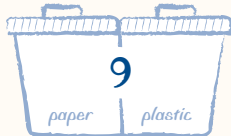
Number of trash cans:



Classrooms 24
Playground 8
Other rooms 12

Halls and general 12
Cafeteria 12
Kitchens 10

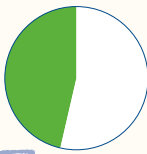
Places where you can separate waste:



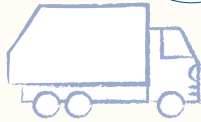
Classrooms 7 Cafeteria 1
Art room 1

Students who separate waste in our class:

43%



Waste collection:



General waste – every day
Paper recycling – once a week
Plastics – once a week
Glass – twice a month



People responsible:



Mr. Mackey (head of kitchen), Mrs. Grove (head of cleaning team)

How we conducted our audit: counting, observation, interviews

PROPOSAL

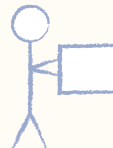
Have recycling bins in every classroom

Students take turns taking recycling to central recycling points

Stop selling water in plastic bottles at the school store

Organize a recycling awareness week:

Visits to the recycling center
Effort to reduce waste by 50%
Talk by council recycling officer



STEP 4: PRESENT

- 8 Read the *How to ...* tips on p60. Then prepare to present your poster to other students.
- 9 **Peer review** Present your poster to another group. As you listen to your classmates, think about the questions.
 - 1 Does the information surprise you?
 - 2 Which proposal can make the most difference?
 - 3 What do your classmates do well when they present their poster?

1 FINAL REFLECTION

- 1 **The task**
Is the poster clear and attractive?
Is the audit information and the section on proposals clear?
- 2 **Super skill**
Did you solve different types of problems? Give examples.
- 3 **Language**
In your poster and presentation, did you use language from the unit? Give examples.

