1. Match the following words and phrases to their correct definitions:

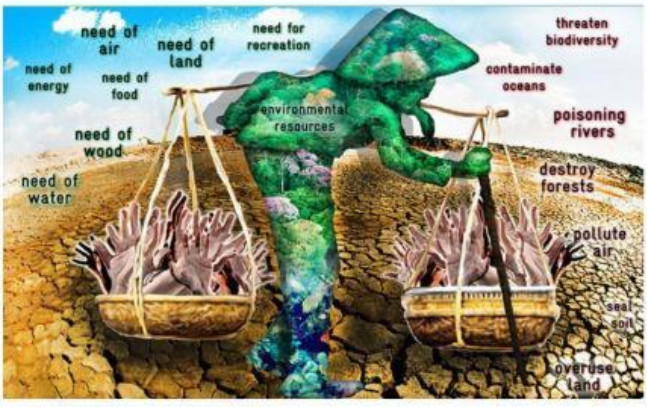
1. the developing world — a. a guess at the size or number of something
2. secondary education — b. something that encourages you to do something
3. primary education — c. the countries which have less developed economies in Africa, Southeast Asia and South America
4. fertility rate — d. the education of children between the ages of 11 and 18 years old
5. environmental resources — e. the education of children between the ages of 5 and 11 years old
6. estimate — f. the number of babies each woman has
7. child mortality — g. the number of deaths of children within a particular time
8. incentive — h. things that exist naturally such as plants, water, oil, etc. which people can use

2. Complete the table with words that have the same root.

Verb	Noun	Adjective	Adverb	Gerung
	1) 2)	Undeveloped / developed	-	Developing
	Education	Educational	-	
To fertilize	1) 2) Fertilization	Fertile	Fertilely	
-		Environmental	Environmentally	
	Expectation	Expectable	1 expectably 2 expectedly 3 expectingly	

3. Read the text and fill in the gaps with word that would suit the best.

'Educate girls to stop population rising' *If girls **stayed** longer at school, they **would** have fewer children*, professor says. *By Steve Connor, Science editor, Thursday, 4 December 2008*



Read the text and fill in the gaps with appropriate word.

1. The sudden growth in the global population *could be* limited significantly if teenage girls in the developing world were given the opportunity of completing a secondary school education, says a leading expert 1_____ human numbers.

2. "A secondary school education is one of 2_____ most important factors that causes them to have fewer babies in later life," said Joel Cohen, Professor of Populations at the Rockefeller University 3_____ New York. That could cut the expected growth in the human population by as much 4 _____ three billion by 2050. The present global population is 6.7 billion but *will rise* to as much as 11.9 billion by then if current trends continue. "Secondary education motivates people to 5 _____ fewer babies, it improves the survival of their children and improves their ability to care 6 _____ their own and their families' health," Professor Cohen said.

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3. "Education promotes a shift 7 _____ the quantity of children to the quality of children. This reduces the future number of people using environmental resources and therefore people and societies can cope 8 _____ environmental change more easily."

4. The growth in human population will worsen environmental problems as 9 _____ people compete for limited food, water and land. Attempts at limiting growth have concentrated 10 _____ providing birth control to women, but secondary female education is seen as increasingly important. The United Nations estimates that the world population will hit 9.1 billion 11 _____ 2050 and that most of this increase will be in developing countries 12 _____ Africa and Southeast Asia. But this "medium" estimate is based 13_____ fertility rates, which will decrease from 2.55 children per woman today to slightly 14_____ two children per woman by 2050.

5. If each woman has, 15 _____ average, half a child more than the UN estimates, then by 2050 the world population *may be* as high as 10.8 billion. If each woman has half a child less, it *may be* as low as 7.8 billion, Professor Cohen said. "Secondary education can influence that outcome dramatically. Although 16_____ factors exist, women in developing countries who complete secondary school have at 17_____ one child fewer per lifetime than women who complete primary school only."

6. "A reduction in child mortality is one 18_____ in which education leads to lower fertility rates. Parents who are more confident 19_____ the survival of their children have reduced incentives to have many children," Professor Cohen said. Unfortunately, in many developing countries, boys are significantly more likely 20_____ girls to go to secondary schools. In India, for example, 58 per cent of boys are sent to secondary school, and only 47 percent of girls.

7. Professor Cohen said that if the international community helped to fund the education of girls in the developing world, it *would be* possible to limit global population. "For the next 21_____ decades, almost all rises in numbers of people will occur in the cities of the less developed regions. This large shift presents 22_____ opportunity: it will be easier to reach the added children, and to attract and retain their teachers."

8. "Universal, high-quality primary and secondary education is achievable within 25 years. Educating 23_____ children well is an affordable and achievable way of developing people who can cope with problems."

4. Answer the following questions:

1. What can limit the growth in the global population according to Professor Joel Cohen?
2. What problems will global population growth cause?
3. What has been provided to limit population growth?
4. Where will most of the population increase be?
5. In what way does a reduction in child mortality influence the number of babies that women have?
6. Is the professor optimistic about limiting population growth? Why/why not?

First conditional

The present global population **will rise** to as much as 11.9 billion by then **if** current trends **continue**.

If each woman **has**, on average, half a child more than the UN estimates, then by 2050 the world population **may be** as high as 10.8 billion.

1. Do the above sentences refer to an unlikely situation in the future or a possible situation in the future?
2. Which form of the verb is used in the *if* clause?
3. Which verb forms or structures are possible in the result clause?
4. What other words or phrases can be used instead of *if*?

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Second conditional

If girls **stayed** longer at school, they **would have** fewer children

If the international community **helped** to fund the education of girls in the developing world, it **would be** possible to limit global population.

The sudden growth in the global population **could be** limited significantly **if** teenage girls in the developing world **were** given the opportunity of completing a secondary school education.

1. Do the above sentences refer to an unlikely situation in the present or future or a possible situation in the future?
2. Which form of the verb is used in the if clause?
3. Which verb forms or structures are possible in the result clause?

• Hypothesising about unlikely or impossible situations e.g. 'If I **won** the lottery, I **would travel** around the world.'

• Criticism e.g. 'People **would like** Jack if he **smiled** more.'

• Giving advice e.g. 'If I **were** you, I **would go** to the doctor.'

5. Choose the correct number from column A to form a complete sentence with column B

Column A		Column B	
1	If we had enough money		he would be fighting a war
2	If he were a young man		we would travel to another country
3	If she were a fish		they could say what they want to eat.
4	If smoking were allowed in a bus		he would be able to walk faster
5	If I were a baby	***9***	*I would give everyone free health care*
6	If dogs talked		I would have a cigarette
7	He is so crazy! If he were an animal		They would be on the beach
8	If they were in Brazil		I would sleep all day
9	*If I were president*		She would swim in the ocean.
10	If Napoleon were alive		He would be a sheep

6. Now complete the sentences below using the correct form of the verb in brackets. Decide if each of the sentences requires a first or second conditional.

1. If the global population _____(continue) to grow, one day there _____ (be) serious environmental problems.
2. We _____ (not/need) to worry about global population growth if we _____ (have) more environmental resources.
3. Unless we _____ (control) the growth in global population, pollution and traffic congestion _____ (worsen).

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4. If we _____ (run out) of oil in the future, we _____ (have to) rely on other sources of energy.

5. If it _____ (rain) more in some countries in the developing world, there _____ (be) fewer droughts.

6. What _____ (we/do) when we finally _____ (use up) all of the Earth's resources?

7. If more women _____ (hold) positions of power, there _____ (be) fewer wars.

8. As soon as the global economy _____ (recover), people _____ (start) to spend more money again.

9. If advances in medicine and science _____ (continue), people _____ (live) longer.

10. Life _____ (be) much more difficult if we _____ (not/have) electricity.

11. If people _____ (not/drive) their cars so much, cities _____ (be) less polluted.

12. Farmers in developing countries _____ (earn) a decent living if they _____ (receive) a fair price for their produce.

7. Decide if they are impossible/unlikely or possible and form a conditional sentence for each one.

e.g. *If it rains this weekend, I won't go out.*

If I had a holiday next week, I'd go to Portugal.

1) It will rain this weekend. _____
2) You will have a holiday next week. _____
3) You speak 10 languages. _____
4) You will win the lottery. _____
5) Your country will win the football World Cup. _____
6) You will go out tonight with some friends. _____
7) You will live in another country. _____
8) You will meet the president of your country. _____
9) You will be late for your next lesson. _____
10) You will become fluent in English. _____

Winter Wonders: A Tale of What Could Have Been

Imagine a world where winter is not as we know it. If we had experienced a typical winter last year, we would be nostalgic about snowball fights and ice skating. If it had snowed heavily, the landscape would be a picturesque white. But alas, the snowfall was scarce. If the temperatures were lower, we could be sipping hot cocoa by the fire. If we had prepared for a harsh winter, we would be bundled up in cozy sweaters. But the mild weather caught us off guard. Despite the unexpected, if the conditions change, we might still enjoy the winter wonders that could have been.

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8. Look at the sentences. What' s their structure?

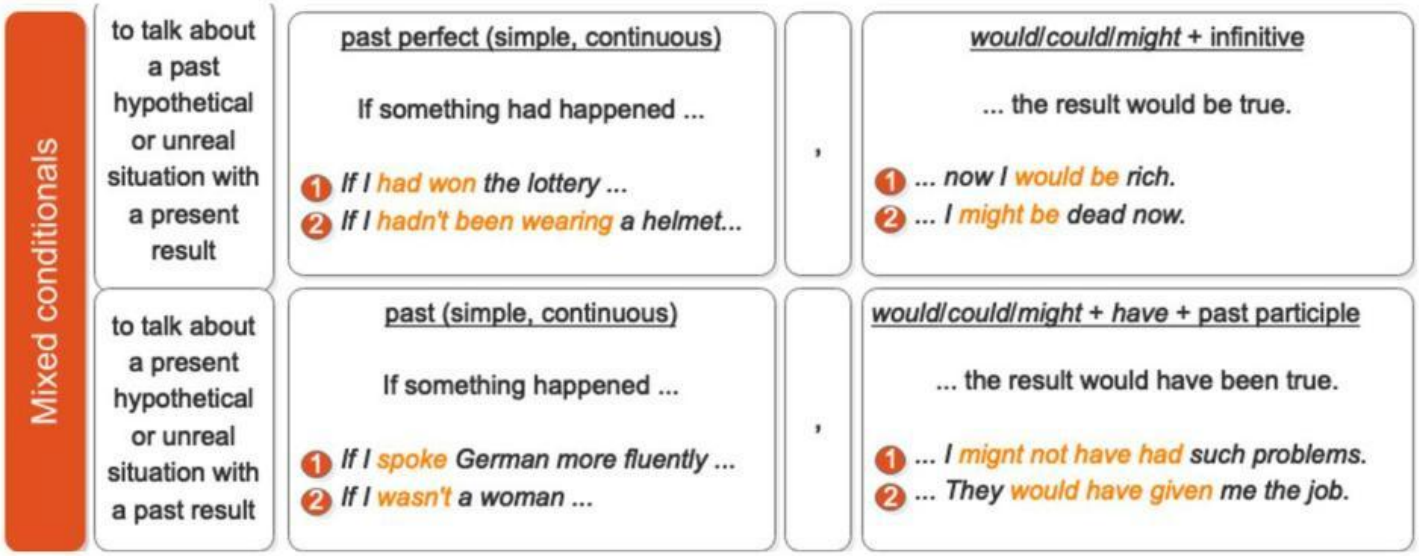
If we **had experienced** a typical winter last year, we **would be** nostalgic about snowball fights and ice skating.

If it **had snowed** heavily, the landscape **would be** a picturesque white.

If the temperatures **were** lower, we **could be** sipping hot cocoa by the fire.

If we **had prepared** for a harsh winter, we **would be** bundled up in cozy sweaters.

If the conditions **change**, we **might** still **enjoy** the winter wonders that could have been.



9. Complete the sentences using mixed conditionals.

1. If the snowfall _____ (be) scarce, we would be enjoying the winter wonders.
2. If we _____(be) caught off guard by the mild weather, we would be better prepared for the cold.
3. If the conditions _____ (change) unexpectedly, we _____ (be) enjoying the typical winter activities.
4. If it _____ (be) a typical winter, we _____ (be) looking forward to the same this year.
5. If the temperatures _____ (be/ not) so mild, we _____ (be) having snowball fights and ice skating.
6. If we _____ (miss) the heavy snowfall, we _____ (be) eagerly awaiting the first snowfall this year.

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All conditional types – table

	use	*if* clause (condition)	,	main clause (result)
Type 0	to talk about things that are always true or that normally happen	present (simple, continuous, perfect) If something happens ... 1 *If the food is out of date ...* 2 *If I've drunk ...* 3 *If you are talking ...*	,	present (simple, continuous, perfect) ... the result is true. 1 *... I don't eat it.* 2 *... I don't drive.* 3 *... I can't concentrate.*
Type 1	to talk about a probable event happening in the future	present (simple, continuous, perfect) If something happens ... 1 *If you study ...* 2 *If he doesn't call you ...* 3 *If you've come to class ...* 4 *If we win ...*	,	future, imperative, *can, must, might, may* ... the result will be true. 1 *... you will pass the exam.* 2 *... tell me immediately.* 3 *... the exam is going to be easy.* 4 *... we'll be celebrating soon.*
Type 2	to talk about present or future hypothetical or unreal situations	past (simple, continuous) If something happened ... 1 *If I won the lottery ...* 2 *If you weren't talking ...* 3 *If I were you ...*	,	*would/could/might* + infinitive ... the result would be true. 1 *... I would buy a yatch.* 2 *... I could concentrate.* 3 *... I might wait before taking a decision.*
Type 3	to talk about past hypothetical or unreal situations	past perfect (simple, continuous) If something had happened ... 1 *If you had come to class ...* 2 *If he hadn't been wearing a helmet...*	,	*would/could/might + have* + past participle ... the result would have been true. 1 *... you would have passed the exam.* 2 *... he could have died.*
Mixed conditionals	to talk about a past hypothetical or unreal situation with a present result	past perfect (simple, continuous) If something had happened ... 1 *If I had won the lottery ...* 2 *If I hadn't been wearing a helmet...*	,	*would/could/might* + infinitive ... the result would be true. 1 *... now I would be rich.* 2 *... I might be dead now.*
	to talk about a present hypothetical or unreal situation with a past result	past (simple, continuous) If something happened ... 1 *If I spoke German more fluently ...* 2 *If I wasn't a woman ...*	,	*would/could/might + have* + past participle ... the result would have been true. 1 *... I might not have had such problems.* 2 *... They would have given me the job.*

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