7 Green issues

LISTENING

Part 3 Page 95

1 Match the words in box A with the words in box B to form expressions that describe environmental issues. Which of these are good for the environment, and which are harmful?

A

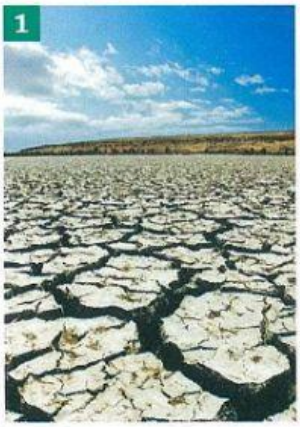
acid animal carbon climate global industrial melting oil renewable solar

B

change conservation emissions icecaps power rain resources spills warming waste

2 Which of these weather conditions are shown in the photos?

extreme rainfall freezing temperature frost hailstorm heatwave light breeze mild weather mist tornado tropical storm









3 Look at the exam task instructions and options A–H. What will th five people be talking about?

4 Underline the key words in each of options A–H. Note down some expressions with similar or opposite meanings to these words.

Example: *A injured – fractured, scratched, unhurt*

Quick steps to Listening Part 3

- Wait to hear everything the speaker has to say before you answer a question.
- Be careful if you hear words from an option, but with different grammar, e.g. a conditional.

5 Look at this sentence spoken by Speaker 1. Is F the correct option? Why? / Why not?

If there had been shelter around I would've used it, but there just wasn't any.

6 2.07 Now listen and do the exam task.

Exam task

You will hear five different people talking about extreme weather events that they have seen. For questions **1–5** choose from the list (**A–H**) what each speaker says about what happened. Use the letters only once. There are three extra letters which you do not need to use.

A I was injured while it was going on.

B I was glad I'd decided to go by train.

C I had to swim to reach safety. — Speaker 1 ____ 1

D I stayed where I was all the time it was happening. — Speaker 2 ____ 2

E I managed to help some people while it was going on. — Speaker 3 ____ 3

F It was fortunate that I found a place to take shelter. — Speaker 4 ____ 4

G It was more severe than in previous years. — Speaker 5 ____ 5

H I wasn't sure what to do in the situation.

Exam tip

Each time you choose an answer, cross it out lightly in pencil and then focus on the other options.

7 Have you chosen a letter for each of questions 1–5? Check your answers.

LIVEWORKSHEETS

7 GRAMMAR

Review of conditionals 1–3

G Page 108

1 Look at these extracts from the recording in Listening. In each case, say which verb forms are used and answer the corresponding questions.

a If I have to travel next Christmas, I'll take the train.
b If it happened again, I'd find somewhere safe much sooner.
c If I'd stayed there I would've been in big trouble.

a Will she definitely travel next Christmas? Is it likely or unlikely that she will take the train?
b Is it likely or unlikely to happen again? Will she probably need to find somewhere safe again?
c Did she stay there? Was she in big trouble?

2 Match the sentence halves.

1 If it doesn't rain soon,
2 If the river had risen any higher,
3 If the warm Atlantic current stopped,
4 Unless it stops snowing,
5 If the desert had a rainy season,

a the airport will be closed.
b Western Europe would get much colder.
c there won't be any water for the crops.
d it would be possible to live there.
e it might have flooded the city.





3 Correct the mistakes in these sentences written by exam candidates.

1 If I were you, I will try to have a rest.
2 If I had studied more, I would have write to you in Spanish.
3 If I would live near my work, I would prefer to go by bicycle.
4 If the climate keeps changing, we would have only two seasons.
5 Frankly, if I had a lot of money, I would have spend my entire life shopping.
6 If I would have known what was going to happen that night, I would never have gone there.

4 Use the given conditional form to complete the questions. Then work in pairs and ask your partner the questions.

1 If the weather ..... (be) fine this weekend, where ..... (you go)? (first conditional)
2 If the summers where you live ..... (become) much hotter, what ..... (you do)? (second conditional)
3 If ..... (you be able) to control the weather, what ..... (the seasons be) like? (second conditional)
4 What ..... (you do) last week if bad weather ..... (prevent) you going out? (third conditional)

Mixed conditionals

G Page 109

5 In these extracts from the recording in Listening, second and third conditional forms are mixed. Answer the questions.

a If it (the tornado) hadn't changed direction, I wouldn't be here now.
b If I had a bigger car, I could have slept in it.

1 Which part of a and b refers to the present or to a permanent situation? Which refers to the past?
2 In a, did the tornado change direction? Is the speaker still here?
3 In b, does she have a big car? Did she sleep in her car?

6 Use mixed conditionals to complete the second sentence so that it means the same as the first.

1 You're not cold now because you brought your coat.
You would be cold now if ..... .
2 I have to work this month, so I couldn't go skiing with my friends last week.
If I didn't have to work this month, I ..... .
3 Those drivers are stuck in the snow because they didn't check the weather forecast.
If those drivers had checked the weather forecast, they ..... .
4 We polluted the air for many years, so now the climate is changing.
The climate wouldn't be changing now if we ..... .
5 Your bill is so high because you wasted so much electricity.
If you hadn't wasted so much electricity, your bill ..... .
6 The summer heat in Italy didn't bother me because I'm from Australia.
The summer heat in Italy might have bothered me if ..... .

7 Work in pairs. Imagine these situations and tell your partner about them, using mixed conditionals.

1 You grew up in another country, with a different climate and way of life. How would your life be different now?
2 You're somebody of another nationality who lives in your country. What would you have had to get used to?

LIVEWORKSHEETS

7 READING AND USE OF ENGLISH

Part 6





1 What do you do with possessions like mobile phones, computers, or iPods when you no longer need them? What do you think happens to things like these when people throw them out?

2 Look at the exam task instructions and read quickly through the text, ignoring sentences A–G for now. Which paragraphs mainly describe the problem, and which mainly describe possible solutions?

Quick steps to Reading and Use of English Part 6

- When you first skim through the main text, decide what each paragraph is about.
- Look for expressions that indicate examples, explanations, comparisons, and adding or ordering of points.

3 Look at sentences A–G. Reference words in A and a linking expression in B have been underlined. Underline similar words in sentences C–G.

Exam tip

Look for reference words such as *this* or *they* both in sentences A–G and in the main text.

4 Do the exam task, using the underlined words as clues. Look for similar words in the main text, as well as vocabulary linkers.

Exam task

You are going to read an article about the growing amount of waste created by electronic goods. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**1–6**). There is one extra sentence which you do not need to use.

The problem of electronic waste

Michael McCarthy

Modern electronic devices might look clean on the outside, but inside they contain a lot of materials used in manufacture which may be dangerous to human health. Most of these substances can be removed safely, but a lot of investment in waste-handling equipment is needed to do so. Many countries have refused to make the investment and instead taken the 'out of sight, out of mind' attitude, and simply shipped their e-waste abroad, usually to developing nations. **1** ☐

The latest United Nations Environment Programme (UNEP) report estimates that, worldwide, electronic waste is increasing by about 40 million tons a year. Globally more than a billion mobile phones were sold last year, with most of them likely to be thrown away at the end of their lives. In many parts of Africa, telephone communications have skipped the landline stage and gone from no phones to mobile phones in one step. **2** ☐ 'The issue is exploding,' says Ruediger Kuehr, of the United Nations University in Tokyo.

So what can we do about it? The first thing to do is recognise the problem. The electronics revolution of the past 30 years has seemed different in kind from the original industrial revolution, with its chimneys pouring out very obvious dirt. **3** ☐ But we have gradually come to realise that in two ways in particular, modern hi-tech can be bad for the planet too.

The first is its energy use; the worldwide scale of information technology is so enormous that electronics now produce fully two per cent of global carbon emissions, which is about the same as the highly controversial emissions of aeroplanes. **4** ☐ This, increasingly, is pretty short. We have hardly noticed this important stream of waste, so much so that a Greenpeace report on e-waste two years ago referred to it as 'the hidden flow'. We need to be aware of it.

The European Union has recognised the problem by adopting a key principle: producer responsibility. **5** ☐ In practice, an EU regulation now means that electronics dealers must either take back the equipment they sold you, or help to finance a network of drop-off points, such as council recycling sites. Its main feature is quite ambitious: it aims to deal with 'everything with a plug'.

LIVEWORKSHEETS

The new UN report suggests that all countries should start to establish proper e-waste management networks, which could both cut down on health problems and generate employment, reduce greenhouse gas emissions and recover a wide range of valuable substances from gold to copper. They could also do something about the problem with a change in design. Groups such as Greenpeace have led the way in putting pressure on major manufacturing companies to find substitutes for the toxic chemicals inside their products. **6** This may be the real way forward.

A Encouragingly, they have had some success in forcing them to develop non-poisonous alternatives to these.
B In other words, making it the duty of manufacturers of electronic goods to ensure their safe disposal at the end of their lives.
C Compared with that, it has seemed clean and green.
D Much of this, such as the plastic covering on cables, is worth nothing at all.
E There, instead of being properly processed, items are either dumped in unmanaged landfills or broken up in unofficial recycling facilities – often by children.
F Add to that the vast amounts of e-waste that are still being imported from rich countries, and you have an enormous e-waste mountain in prospect, with its corresponding dangers for human health and the environment.
G The other is the hardware, when it comes to the end of its natural life.

5 Read the complete text, including the sentences you have chosen for gaps 1–6. Does it all make sense? Make sure you have chosen one letter for every question. Then check your answers.



6 Match the expressions from the text or sentences A–G with the words and phrases on the right with similar meanings. The paragraph number (the same as the gap number) or sentence letter is in brackets to help you.

substances (1)	materials (1)
globally (2)	worldwide (2)
flow (4)	thrown away (2)
reduce (6)	stream (4)
forcing (A)	responsibility (5)
poisonous (A)	cut down on (6)
alternatives (A)	putting pressure on (6)
duty (B)	substitutes (6)
dumped (E)	toxic (6)
enormous (F)	vast (F)

7 Find words or phrases in the text that mean the following.

a pieces of equipment (1)
b tall, hollow structures that let smoke out of a building (3)
c most recent and advanced equipment (3)
d official rule that controls something (5)
e using plastic, paper, etc. again (5)
f create (6)
g gas that traps heat in the atmosphere, e.g. carbon dioxide (6)
h substances used in manufacturing (6)
i getting rid of something (B)
j dealt with (E)

LIVEWORKSHEETS

7 SPEAKING

Comparative forms G Page 109

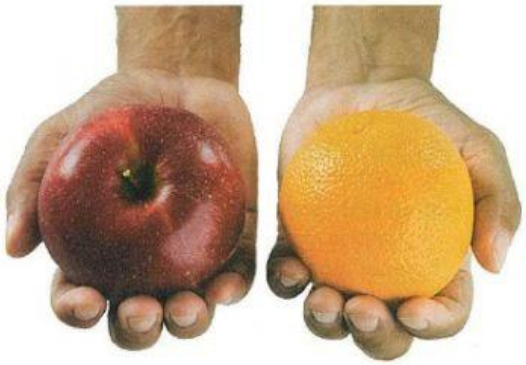
1 Study these example sentences and complete the summary with the words given.

a *Mobile phone sales rose faster in June than in May, but less quickly than in April.*
b *The river isn't so dirty as in the 1990s, though the air is worse than it was then.*
c *This vehicle goes as fast as that one, and it uses fuel more efficiently than most.*

as less so than

When we make comparisons, we use (1) ..... after the adjective or adverb. To say two things are the same we put (2) ..... both before and after it. To say one thing is less than another we use *not as* or *not* (3) ....., or we can put (4) ..... before the adjective or adverb.

2 Complete the second sentence so that it means the same as the first sentence.



1 In the first picture it's much windier than in the second one.
In the second picture it's much less windy than in the first one.
2 These people seem to be working harder than those.
Those people seem to be working .....
3 New kinds of pollution are no less harmful than old ones.
New kinds of pollution are just as .....
4 Big companies have more success dealing with the problem than smaller firms.
Smaller firms deal with the problem .....
5 Both these ideas for preventing accidents are sensible.
The first idea for preventing accidents is .....
6 Driving a car has a more negative effect on the environment than going by bus.
Going by bus doesn't affect the environment .....

Part 2 S Page 98

Quick steps to Speaking Part 2
- Compare the scenes by using adjectives and adverbs with *more/less ... than* and *(not) as/so ... as*.
- Speak at normal speed until the examiner tells you it's time to stop.

3 Look at photos 1 and 2 on page 101. Which of these features is in each photo?

factories gardens homes lake/river noise offices parks people pollution traffic

4 Look at the instructions for Exam tasks 1 and 2. What does each candidate have to do?

5 In pairs, do Exam tasks 1 and 2. Then change roles and repeat the task.

Exam tip

If you can't think of the word for something, explain it in English. Say, for example: *It's the place where ... .*

Exam task 1

Candidate A: Look at photographs 1 and 2 on page 101. They show two different towns. Compare the photographs, and say what you think could be good or bad about living there.
Candidate B: Which place would you prefer to live in?

Exam task 2

Candidate B: Look at photographs 3 and 4 on page 101. They show people who are concerned about the environment. Compare the photographs, and say why you think the people have chosen to take part in those activities.
Candidate A: Which of these activities do you think will do more to help the environment?

6 Did both of you do the two things you were asked to do during your long turn? Do you think you did them well? Why? / Why not?

LIVEWORKSHEETS

7 READING AND USE OF ENGLISH

Phrases with *in*

1 Match the underlined phrases with meanings a–j.

1 In all, there were 20 volunteers working on the project.
2 Work is in progress on a new wind-power scheme.
3 I am in favour of banning cars from the town centre.
4 The results will be made known in due course.
5 In practice, the new regulations have done little to reduce waste.
6 When we decide what to do, we'll need to bear in mind the cost.
7 Rising sea levels will do damage in the long term.
8 Everyone should play a part in helping to conserve areas of natural beauty.
9 It's 9.15 and my appointment isn't until 10. In the meantime, I'll text my friends.
10 Spending cuts mean that the future of the park is now in doubt.

a the real situation is that
b over a period of time continuing far into the future
c at a suitable time in the future
d happening or being done now
e agree with an idea or plan
f be involved in
g uncertain
h in the time between two events
i the total number
j remember to consider something

2 Complete the text using phrases with *in* from Exercise 1.



A plan to set up a paper recycling scheme is (1) ..... at our college, enabling everyone to (2) ..... reducing the amount of paper thrown away. (3) ....., it means that special bins will be placed at various points in the school, and the paper collected will, (4) ....., be sent for recycling. The original plan was to have a bin outside every room, which would have meant over ninety (5) ..... by the end of this term. That number, though, must now be (6) ..... because of the cost, and there are unlikely to be that many until the end of next year. (7) ....., it will require just a short walk to the nearest collection point. Perhaps the move towards paperless offices will one day reach colleges like mine, so that (8) ..... the bins may not be needed at all.

Part 4

3 Look at the exam task example. What kind of grammatical changes have been made? Which words get marks?

4 Look quickly at questions 1–6 and decide what main change you should make. Then do the exam task.

Quick steps to Reading and Use of English Part 4
- Decide whether you must change the grammar, the vocabulary, or both.
- Include all the information from the first sentence in your answer, without anything added.

Exam task

For questions **1–6**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0):

Example:

0 My advice to you is to change your job.
IF
I'd change ..... MY JOB IF I WERE ..... you.

1 I didn't call because I forgot your phone number.
WOULD
I ..... hadn't forgotten your phone number.

2 Carmen is a better driver than her boyfriend.
SO
Carmen's boyfriend doesn't ..... she does.

3 Some people don't agree with the idea of building more power stations.
IN
Some people ..... of building more power stations.

4 I missed the speech because my train was late.
ARRIVED
If my train hadn't been late, I ..... time for the speech.

5 Burning rubbish is probably more harmful than burying it.
NOT
Burying rubbish is ..... burning it.

6 These energy-saving measures don't work because we started them too late.
HAD
These energy-saving measures ..... started them sooner.

5 Make sure your spelling and grammar are correct.

LIVEWORKSHEETS

7 WRITING

Contrast links G Page 109

1 Choose the correct option.

1 *Even though / Despite* it had stopped raining, the river was still rising.
2 These trees reach their full height quickly, *nevertheless, / whereas* those grow more slowly.
3 Coastal areas are becoming wetter. *In contrast, / While* the interior is getting drier every year.
4 *On the other hand, / Despite the fact that* it is a beautiful country, few people visit it.
5 *In contrast, / Despite* the strong wind, the ferry arrived on time.
6 On the one hand, cars are now designed to pollute less. *On the other hand, / Whereas* there are far more of them.

Part 1 essay W Page 88

2 Look at the exam task instructions and answer these questions.

1 What is the situation?
2 Who will read your essay?
3 What is the topic?
4 Do you agree with the statement?

Exam task

Your English class has done a project on the subject of the environment. Now, your teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

We are not doing enough to protect our world.

Notes
Write about:

1 the harm we are doing to the environment
2 what we are doing to save the environment
3 your own idea

Write your **essay** in **140–190** words. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style.

Exam tip

Use a suitable expression such as *in my view* ... to give your own opinion.

3 Read the model essay and answer these questions.

1 Is the answer about the right length, and in a suitable style?
2 Which paragraph contains the following?
   a the writer's own opinion
   b arguments against the statement
   c a reference back to points already made
   d a general comment on the topic
   e arguments for the statement
3 Find examples of the following:
   a contrast links
   b addition links, e.g. *also*
   c conditional forms
   d comparative forms

Nowadays, everybody is talking about the need to save the planet. Despite this, the problems are getting worse all the time, so maybe we should do more than just talk about them if we really want to make a difference.

Firstly, we use more energy and create more waste than ever before. For instance, we drive to the supermarket to buy imported goods wrapped in plastic, and fly halfway round the world for our holidays. In addition, global warming is destroying rainforests, rivers and icecaps while we, in contrast, keep cool by using air conditioning.

On the other hand, we are now trying to lead a greener way of life. For example, we produce much of our energy from wind and solar power, we can take fast trains instead of planes, and people now recycle rubbish and unwanted household items.

Nevertheless, these measures alone are insufficient. I believe we should change our lifestyle completely, for instance by becoming vegetarian, buying far fewer manufactured products and travelling much less. And unless richer nations give up making constant economic growth their objective, our planet will in the long term face disaster.

4 Think about the following to get some ideas for your essay.

- environmental problems you have heard or read about
- what scientists are saying about the future of our planet
- what countries are doing to reduce the harm to the environment
- what ordinary people are doing to try to help

5 Look at the *Quick steps* and plan your essay. Remember to note down reasons and/or examples, plus some key vocabulary.

Quick steps to writing a Part 1 essay

- Decide how many paragraphs you will need and put your ideas under headings. Include one or two sentences about each of the notes you are given. In a short introductory paragraph, comment generally on the topic.
- Connect your points with contrast links such as *whereas*.
- Where possible, use your own words – not those in the notes.

6 Write your essay. When you have finished, check your work as in Unit 1 Writing Exercise 5 on page 14.

LIVEWORKSHEETS

7 REVISION

1 Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Shanghai seasons

The great Chinese city of Shanghai has a generally much warmer climate (1) ..... the capital Beijing, which is much (2) ..... north. If the summers are much hotter and (3) ..... humid than visitors expect, this is hardly surprising given that Shanghai is next to the sea and it lies (4) ..... far south (5) ..... parts of Mexico, or the Sahara Desert in Africa. Spring and autumn, though, are (6) ..... more pleasant, with warm temperatures and blue skies. Also, the violent thunderstorms that often occur in summer are, fortunately, much (7) ..... common after September and before mid-June. Winter is perhaps not (8) ..... warm (9) ..... one might like, although it snows much (10) ..... often than in the colder interior of the country.

2 Decide which word or phrase (A, B, C or D) best fits each gap.

1 Our train doesn't leave until 19.30. In ....., let's have a cup of coffee.
A the middle B the meantime C the end D the long run

2 In spring, the countryside here is quite green. ....., by July everything is dusty and dry.
A Even though B In contrast C While D Despite the fact that

3 We must use more ..... resources such as wind, wave and solar power.
A recycled B renewable C rebuilt D replaced

4 In 1830, a terrible ..... storm sank the pirates' ship near a Caribbean island.
A heat B extreme C tropical D tornado

5 Sarah has two dogs, three cats and a horse, so she has six pets in .....
A all B number C general D short

6 They still burn rubbish, ... they know it causes terrible pollution.
A even though B whereas C despite D on the other hand

7 Work on the new motorway is now in ....., in spite of protests by environmentalists.
A practice B fact C progress D advance

8 Please be patient. We will tell you the result of your test in .....
A the future B the short term C those days D due course

3 Make questions with the given conditional form of the verbs. Then answer the questions.

1 Where / you / go / next summer / if / be / very hot? (first conditional)
2 What / you / most / like / to see / if / you / go / to Antarctica? (second conditional)
3 If / it / snow / last month / you / go / ski / then? (third conditional)
4 What / happen / to the rainforests / if / we / not / protect / them? (first conditional)
5 If / you / not / have / any electronic items / you / miss / them? (second conditional)
6 Do you think / you / do / better / in your last exam / if / you / revise / more? (third conditional)
7 What / life / be / like / today / if / we / not / invent / the car? (mixed conditional)

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 This river is rather less dirty than it used to be.
SO
This river isn't ..... it used to be.

2 It's a good thing we ate before we set out or we'd be hungry by now.
EATEN
We'd be hungry by now ..... before we set out.

3 Some scientists believe that the Arctic icecap will eventually melt completely.
TERM
Some scientists believe that ..... the Arctic icecap will melt completely.

4 I got soaked because I forgot to take my umbrella with me.
REMEMBERED
If ..... my umbrella with me, I wouldn't have got soaked.

5 In your situation, Neil, I'd move away from the coast.
YOU
I'd move away from the coast ....., Neil.

6 I couldn't have managed without their help.
THEY
I couldn't have managed ..... me.


See the CD-ROM for more practice.

LIVEWORKSHEETS