

Name: \_\_\_\_\_

# English Activities

## Part 1

**2.3**

**READING and VOCABULARY**

The environment versus the law

I can understand the main points and identify specific detail in an article.

**1** Match the phrases below with definitions 1–5.

environmental laws   greenhouse-gases   sign a petition  
take legal action   win a court case

- carbon dioxide and methane are examples of these greenhouse gases
- add your name to a list of people who are asking the government to do something \_\_\_\_\_
- successfully challenge a person or organisation in court \_\_\_\_\_
- rules that people and businesses must follow which protect the land, sea and air \_\_\_\_\_
- try to change a situation using lawyers \_\_\_\_\_

**2** Read the article. Match headings a–e with paragraphs 1–4. There is one extra heading.

- Other ways the organisation helps
- Victory for four green teens
- Future plans
- Why was the victory so important?
- The organisation that supported them

**3** Read the article again. Choose the correct answers.

- The Global Warming Solutions Act
  - tried to stop all greenhouse gases immediately.
  - was rejected by the government in the 1990s.
  - tried to reduce greenhouse gases all over the USA.
  - made a lot of people angry.
- Why was this an important win?
  - It was the first victory against the state government since 2008.
  - Because it means the state must now clean up the air.
  - Because it means the state must now reduce energy costs.
  - Because it was the first court case about the environment.
- Our Children's Trust
  - is a government organisation.
  - trains young people to become lawyers when they're older.
  - educates and supports young people who want to take legal action.
  - thinks not many young people care about the environment.
- What do the people at Our Children's Trust believe?
  - We can't wait any longer to save the environment.
  - Children cause environmental problems.
  - No governments are taking any action.
  - The Global Warming Solutions Act isn't good enough.

**Our Children's Trust**  
**Teenagers against climate change**

**1**

Four teenagers in the USA have recently won an important court case against the Massachusetts state government to make them reduce greenhouse gases. The 2008 Global Warming Solutions Act says that all state governments must reduce greenhouse gases by 20 percent. In 2012, the Massachusetts state government hadn't done anything and so hundreds of young people signed a petition. The Massachusetts state government still didn't do anything, so the teenagers took the state government to court. The teenagers lost their first court case, but last week another judge decided that the state government was wrong and it must now improve traffic and use more renewable energy.

**2**

The teenagers were working with Our Children's Trust, an organisation which uses legal action when local governments don't follow environmental laws. The organisation was started in Oregon in 2011 and they encourage and train young people to get involved in environmental change. Our Children's Trust knew that the biggest supporters of action against climate change are usually young people and so they wanted to help make their voices heard by governments who were not doing enough.

**3**

The organisation believes that we must act against climate change urgently, so that the children of the future can have a clean and safe world to live in. They are involved in lots of similar cases with other state governments at the moment. They also make short films to educate people about the environmental problems we face in the world today.

**4**

The victory in Massachusetts was a huge success, not only for the state, but for young people in general, as it has shown that young people really do have a voice. Governments cannot sit and do nothing anymore when people are polluting the air.

Unit 2 

2  04 Listen to four dialogues. Choose the correct answers.

1 What did Tara do in the holidays?



2 What has Tyler James done?



3 What activity will Kerry's group do next?



4 What does Paul think we need more of?



3  04 Listen again. Mark the sentences T (true) or F (false).

- 1 ☐ Tara's friend didn't know what a green camp was.
- 2 ☐ At green camp they learned about protecting animals and the environment.
- 3 ☐ Tyler James has always been very 'green'.
- 4 ☐ Kerry's dad thinks she did a good thing at school today.
- 5 ☐ Paul thinks public transport makes the air dirty.

## Vocabulary

### 1 Complete the words in the sentences.

- Local residents have complained about plans to build a new f\_\_\_\_\_ in the area.
- After the fire, there was a lot of thick s\_\_\_\_\_ in the air.
- This new green car will p\_\_\_\_\_ the environment less than traditional petrol cars.
- There was very little rain this summer, which d\_\_\_\_\_ lots of plants in the area.
- This is a modern p\_\_\_\_\_ s\_\_\_\_\_ where they also sell green fuels for cars.

### 2 Choose a word from A and a word from B to complete the sentences.

**A**  
climate endangered  
public renewable  
throw

**B**  
animals away  
change energy  
transport

- I can't believe how much stuff people \_\_\_\_\_! We need to recycle as much as we can.
- The World Wildlife Fund (WWF) is an organisation which works to protect \_\_\_\_\_.
- Many scientists now agree that \_\_\_\_\_ is the biggest problem in the world today.
- My parents use \_\_\_\_\_ every day to go to work and I ride my bike to school.
- Costa Rica used 99 percent \_\_\_\_\_ in 2015.

## Grammar

### 3 Complete the text with the Past Perfect form of the verbs below.

be collect do drop get up organise sign up

On Sunday evening I was very tired because I <sup>1</sup> \_\_\_\_\_ at five that morning! My friends <sup>2</sup> \_\_\_\_\_ a trip to the park to clean up the litter and I <sup>3</sup> \_\_\_\_\_ for it. When we got there, we realised there <sup>4</sup> \_\_\_\_\_ a huge party there the night before because it was an absolute mess! We couldn't believe what those people <sup>5</sup> \_\_\_\_\_ to our park. They <sup>6</sup> \_\_\_\_\_ hundreds of aluminium cans on the ground and there were plastic bags everywhere. By the time we finished, we <sup>7</sup> \_\_\_\_\_ over fifty bags of rubbish!

### 4 Complete the sentences with the correct form of used to and the verbs in brackets.

- I \_\_\_\_\_ (play) video games all the time when I was young, but I don't have time now.
- Sally \_\_\_\_\_ (not live) here.
- James and Anna \_\_\_\_\_ (recycle) a lot less than they do now.
- A: \_\_\_\_\_ (Hannah/go) to school by bus?  
B: Yes, she \_\_\_\_\_.
- We \_\_\_\_\_ (not have) a recycling centre in our town.
- A: \_\_\_\_\_ (Luke/be) a member of the Clean Up Our Town campaign?  
B: No, he \_\_\_\_\_.

### 5 Use the prompts to write sentences with question tags.

- you / not like / tea / you / ?
- plastic bags / pollute / the ocean / they / ?
- they / not used to recycle / they / ?
- we / forgot / to switch off / the lights / we / ?
- climate change / be / a big problem / it / ?
- the government / will not / do enough / they / ?

## Speaking language practice

### 6 Complete the dialogues with one word in each gap.

- A: I don't think climate change is real.  
B: I \_\_\_\_\_ disagree!
- A: This environmental project is brilliant.  
B: You can \_\_\_\_\_ that again!
- A: I don't think this is going to work.  
B: Really? I don't \_\_\_\_\_.
- A: I think our idea is going to work.  
B: Yes, I suppose \_\_\_\_\_.
- A: I think everyone can do more to protect the environment.  
B: I'm not so \_\_\_\_\_ about that.



# Part 2



5.3

## READING and VOCABULARY

So you want to be an astronaut?

I can understand specific detail in an article.



1 Match words/phrases 1–8 with definitions a–h.

- |                                               |                                         |
|-----------------------------------------------|-----------------------------------------|
| 1 <input type="checkbox"/> attend             | 5 <input type="checkbox"/> 20/20 vision |
| 2 <input type="checkbox"/> space camp         | 6 <input type="checkbox"/> weightless   |
| 3 <input type="checkbox"/> pilot's licence    | 7 <input type="checkbox"/> mission      |
| 4 <input type="checkbox"/> training programme | 8 <input type="checkbox"/> simulate     |
- a the ability to see clearly, without glasses  
 b be present at (an event)  
 c an important job that involves travelling somewhere  
 d the qualification you need to fly a plane  
 e replicate the appearance or character of something  
 f a course of studying practical skills  
 g having little weight because there is no gravity, e.g. in space or under water  
 h a place where you stay in the summer and learn about space



2 Read the article. Put the topics a–f in the order they are mentioned.

- |                                                      |                                                  |
|------------------------------------------------------|--------------------------------------------------|
| a <input type="checkbox"/> professional requirements | d <input type="checkbox"/> training              |
| b <input type="checkbox"/> how difficult it is       | e <input type="checkbox"/> physical requirements |
| c <input type="checkbox"/> work on the ground        | f <input type="checkbox"/> academic requirements |



3 Read the article again. Choose the correct answers.

- 1 Which of the following do you need to become an astronaut?  
 a academic qualifications  
 b physical requirements  
 c work experience  
 d all three of the above
- 2 What's the minimum academic requirement to become an astronaut?  
 a a PhD  
 b a university degree  
 c a school diploma  
 d a pilot's licence
- 3 Why is it important to be very healthy?  
 a Because it would be a big problem if you got ill in space.  
 b So you can cope with the training.  
 c Because you have to be strong to fly a spacecraft.  
 d So you weigh less on the spacecraft.
- 4 What happens after you graduate as an astronaut candidate?  
 a You go straight on to a space mission.  
 b You do several years' more training.  
 c You do several weeks' more training.  
 d You take an exam.

### So you want to be an astronaut?

Becoming an astronaut isn't easy. If you want to go into space one day, you'll have to spend many years training, studying and becoming physically fit and that's just the beginning. Only a small number of people who apply will successfully become astronauts.

The first step is getting a university qualification. NASA requires at least a first degree in Engineering, Science or Maths. But if you really want to succeed, you'll get a Master's or even a PhD. Attending space camp when you're a teenager helps too.

That's only the start. There are other requirements. You also need at least three years' professional experience in something similar (e.g. flying a plane with a pilot's licence). Alternatively, NASA also look for people who have worked as teachers.

You also need to be physically fit, with 20/20 vision, normal blood pressure and be between 157 and 190.5 cm tall. It's important

that you're healthy, because if you became ill in space, it would be very expensive to bring you home for a medical emergency.

If you are selected, you'll begin a two-year training programme as an 'astronaut candidate'. You spend your time scuba diving, learning Russian, training in a weightless environment and many other things. Part of this training involves going up in the 'vomit comet', a special aeroplane which flies up and down to simulate weightlessness (and often makes people sick!).

If there are no problems, it will be many years before you are chosen to go on a mission. During this time, you'll do more training and work on the ground, helping with missions already out in space.

Becoming an astronaut takes a lot of hard work, patience and determination, but if you're lucky, you'll become one of the few people to see Earth from space!



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## 5.4

## GRAMMAR

## Third Conditional

I can talk about unreal situations in the past.



- 1 Complete the sentences with the words below. There is one extra word.

had hadn't have if  
launched would wouldn't

- If I hadn't studied engineering, I wouldn't have become interested in space travel.
- We wouldn't have reached the moon late if we'd launched the rocket on time.
- Hadn't the captain hadn't been ill, he wouldn't have left the mission.
- What would you have done if you hadn't passed the physical exam?
- I wouldn't have become an astronaut if I hadn't learnt to fly a plane.
- If they had launched the rocket two seconds earlier, it wouldn't have crashed.



- 2 Choose the correct option.

### What would have happened?

Have you ever had any moments where something bad happened, but something good came out of it? Tell us about it below.

Last year my long-term girlfriend broke up with me. It was terrible, but if I'd stayed with her, I <sup>1</sup> would / wouldn't have met Kate. She's been my girlfriend for three months now and she's great!

Yesterday I woke up late and missed the bus for school, so I had to take my bicycle. But I would have been even later if I <sup>2</sup> took / 'd taken the bus, because there was a terrible traffic jam!

For our Science project last month, my teacher made me work with someone I didn't like. But if she hadn't made us work together, we <sup>3</sup> wouldn't have / wouldn't become friends.

Last week I was at a party when my dad arrived to pick me up – so embarrassing! But when we got home, I realised that the last bus had left before he arrived, so I would have been stuck if he <sup>4</sup> hadn't arrived / arrived!

Two months ago my mum made me clean out the garage. It took me ages and I didn't enjoy the work, but I wouldn't have <sup>5</sup> found / find my dad's old book on astronomy if I hadn't cleaned the garage. Now I'm really interested in it!



- 3 Match 1–5 with a–e to make sentences. Then complete the sentences with the correct form of the verbs in brackets.

- d I would have come and found you
  - a If Ollie had saved more money,
  - e They wouldn't have bought a telescope
  - b If I'd been with you,
  - c If we'd known it was going to be so cold,
- a I wouldn't (not let) you buy that expensive jacket.  
b we would (wear) warmer clothes.  
c he wouldn't (be able to) buy those trainers.  
d if I 'd known (know) you were at the party.  
e if it wasn't (not be) so cheap.



- 4 Read the text. Choose the correct answers.

### An amazing rescue

On 11 April 1970 Apollo 13 flew into space from Florida, USA. If the mission <sup>1</sup> was successful, Apollo 13 would have been the third manned spacecraft to land on the moon. However, after two days, there was an explosion. If an oxygen tank <sup>2</sup> hadn't exploded, the spacecraft would <sup>3</sup> have landed on the moon. But instead, the mission stopped and the spacecraft orbited the moon instead. The flight director, Gene Kranz, wanted to use the moon's gravity to push the spacecraft back to Earth. If he hadn't <sup>4</sup> made this decision, the astronauts <sup>5</sup> wouldn't have survived. One of the biggest problems of the return journey was removing carbon dioxide from the spacecraft. If engineers on Earth <sup>6</sup> hadn't invented a system to do this quickly, the astronauts wouldn't have <sup>7</sup> been able to breathe. Finally, on 17 April, the astronauts returned safely to Earth.

- a was b were c had been
- a hadn't b wouldn't c would
- a had b haven't c have
- a make b made c making
- a wouldn't have b would have c hadn't had
- a hadn't b had c wouldn't
- a had b been c be



# Part 3



7.2

## GRAMMAR

### The Passive

I can use verbs in the Passive.



#### 1 Complete the sentences with the Passive form of the verbs in brackets.

- Billions of emails **are sent** every day. (send - Present Simple)
- Mobile phones \_\_\_\_\_ for years. (use - Present Perfect)
- The message \_\_\_\_\_ by James. (not write - Past Simple)
- Mobile phones \_\_\_\_\_ in class. (turn off - must)
- Ball games \_\_\_\_\_ here. (play - can't)
- My stolen bike \_\_\_\_\_ yet. (not find - Present Perfect)



#### 2 Choose the correct option.

Last Tuesday our class ~~were sent~~ / have been sent to a workshop on improving our communications skills. We were told <sup>2</sup>by / for our teachers that it would be fun. They were right! We played several games in pairs and small groups. These are special games - they <sup>3</sup>can be designed / have been designed to make us communicate without speaking. They must <sup>4</sup>be / been played using gestures or body contact only. I like it when we <sup>5</sup>were given / are given workshops like this at school which can <sup>6</sup>be / are substituted for other classes. It makes the day much more interesting!



#### 3 Use the prompts to write sentences in the Passive.

1 photographs / can / not / take / in here  
*Photographs cannot be taken in here.*

2 this picture / was / paint / Monet

3 the audio guide / can / listen to / on your mobile phone

4 tickets / must / buy / at the ticket office

5 this sculpture / was / make / a 1,000 years ago



#### 4 Rewrite the sentences in the Passive.

- They speak English in India.  
*English is spoken in India.*
- They make mobile phones in China.
- They haven't taught Latin in our school for years.
- You can show your pictures on the big screen.
- You must write your answers on this form.
- They haven't made any good films this year.



#### 5 Complete the text with the phrases below. There is one extra phrase.

are given are recorded are swapped are shown  
can be done has been answered have been designed  
must be taught were lost weren't taught

### Teaching communication skills

What *'can be done'* to teach communication skills in school? The question <sup>2</sup>by one school in the north of England. At Saint Andrew's School, teachers believe that students <sup>3</sup>how to communicate properly. They have special classes where students <sup>4</sup>how to introduce themselves, how to give presentations and the importance of eye contact. These classes started last year, when teachers noticed some students were having difficulties in speaking exams. Marks <sup>5</sup>in exams because of communication problems.

Since then, a number of additional workshops <sup>6</sup>to help students practise these communication skills. One of the activities the pupils <sup>7</sup>is to prepare a short presentation. Students <sup>8</sup>by their partner using a mobile phone. The phones <sup>9</sup>and they give each other feedback. Students find it useful when they get feedback from another student, rather than the teacher or the whole class, because it creates a safe environment.





## Vocabulary

- ✓ 1 Choose the correct option.
- 1 Have you seen that huge *billboard* / *flyer* in the High Street? It's looks awesome!
  - 2 Give Roshan some space – he doesn't like *posture* / *body contact*.
  - 3 People with autism find it difficult to read other people's facial *expressions* / *gestures*.
  - 4 Have you seen the *slogan* / *flyer* I got in the music shop?
  - 5 I know it sounds strange, but I like watching *logos* / *commercials*.
  - 6 Don't raise your *posture* / *voice* at me!

- ✓ 2 Complete the sentences with the correct form of the words below.

communicate define describe discuss  
explain interrupt repeat suggest

- 1 Please don't \_\_\_\_\_ me while I'm speaking.
- 2 Look in the dictionary for a clear \_\_\_\_\_ of the word.
- 3 Sorry, could you \_\_\_\_\_ that? I didn't hear you the first time.
- 4 You \_\_\_\_\_ the place so clearly it feels like we're there ourselves!
- 5 We need to have a \_\_\_\_\_ about your school work.
- 6 That's a great \_\_\_\_\_. OK then, let's do that.
- 7 At school we have special classes to improve our \_\_\_\_\_ skills.
- 8 I don't understand what you mean. Can you \_\_\_\_\_?

- ✓ 3 Match 1–6 with a–f to make phrases.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 <input type="checkbox"/> shrug | 4 <input type="checkbox"/> shake |
| 2 <input type="checkbox"/> give  | 5 <input type="checkbox"/> raise |
| 3 <input type="checkbox"/> look  | 6 <input type="checkbox"/> point |

- a your head  
b somebody a hug  
c your shoulders  
d a finger  
e somebody in the eye  
f your voice

## Grammar

- ✓ 4 Rewrite the sentences in the Passive. Use by if necessary.

- 1 Our Maths teacher gave us lots of homework.  
We \_\_\_\_\_.
- 2 They play football in Brazil.  
Football \_\_\_\_\_.
- 3 They have advertised their new product on billboards.  
Their new product \_\_\_\_\_.
- 4 You must follow the rules at all times.  
The rules \_\_\_\_\_.
- 5 You can't take photos in here.  
Photos \_\_\_\_\_.
- 6 Flyby has announced a new flight to Ireland.  
A new flight to Ireland \_\_\_\_\_.

- ✓ 5 Complete the text. Use the Passive with will.

The government has announced today that 100 new technical schools <sup>1</sup> \_\_\_\_\_ (open) across the country. A range of modern courses <sup>2</sup> \_\_\_\_\_ (offer) by each school. Also, students <sup>3</sup> \_\_\_\_\_ (teach) how to drive by qualified driving instructors and basic car repairs <sup>4</sup> \_\_\_\_\_ (include) in the course too. The schools <sup>5</sup> \_\_\_\_\_ (build) using recyclable materials and they <sup>6</sup> \_\_\_\_\_ (locate) in poorer areas of the country, where education standards are lower than the rest of the country.

## Speaking language practice

- ✓ 6 Complete the dialogues with one word in each gap.

- A A: Which one do you <sup>1</sup> \_\_\_\_\_? This one <sup>2</sup> \_\_\_\_\_?
- B: No, that's <sup>3</sup> \_\_\_\_\_ old one.
- A: Ah, <sup>4</sup> \_\_\_\_\_ one over there?
- B: That's <sup>5</sup> \_\_\_\_\_!
- B A: I live at 42 Caldwell Street.
- B: Sorry, <sup>6</sup> \_\_\_\_\_ you say that again?
- A: Yes, it's 42 Caldwell Street.
- C B: <sup>7</sup> \_\_\_\_\_ you texted 'TTYL', what did you mean?
- A: What I was trying to <sup>8</sup> \_\_\_\_\_ was, 'Talk To You Later.'
- D A: Did you mean those ones <sup>9</sup> \_\_\_\_\_ have the blue cover?
- B: That's <sup>10</sup> \_\_\_\_\_!