

## Today's world problems

UNIT 16

**OBJECTIVES**

**Listening** Listening for gist and specific information  
**Grammar** The future perfect  
**Reading** Reading for detail and specific information  
**Critical thinking** Appreciating the importance of food production  
**Functions** Asking for and making suggestions  
**Writing** Writing an email about a place of environmental interest

### Listening

**1 Discuss these questions in pairs.**

a *Biodiversity* means the number of types of plants and animals in an area. Do you think that there are more or fewer types of animals and plants in the world today than there were in the past?

b Why are some people worried about biodiversity?

**2 Read these sentences and say what you think is being discussed.**

Every animal and plant plays an important role.

We could protect animals and plants which are in danger.

**3 Listen to a conversation and check your answers to Exercise 2.**

**4 Guess the meaning of the highlighted words.**

CHECK IN YOUR DICTIONARY

a They are still discovering new **species** of animals and plants today in remote areas.

b Every animal and plant plays an important role in our **ecosystem**.

c If an insect lives on a certain plant, and farmers **get rid of** that plant to grow their crops, that insect species may become **extinct**.

d We should try to protect the **habitats** where they live.

e What about **climate change** is that a **threat** to biodiversity too?

f Animals like polar bears are already finding it difficult to **survive**.

**5 Listen again and answer these questions.**

a Why are many species of animals and plants disappearing? *Because of human activity.*

b How does Hussein suggest we protect the habitats of animals? .....

c Which animal is being affected by climate change in the Arctic? .....

**6 Complete these sentences with the correct phrase. (You do not need one.)**

become extinct    climate change  
 cutting down forests    important role  
 new species    small animals

a People are still discovering *new species*.

b Every species of animal and plant plays an ..... in our ecosystem.

c Insects may ..... if the crops they live on disappear.

d We should stop ..... to provide land for growing crops.

e People think that floods and very high temperatures are probably the result of .....

**7 Discuss these questions in pairs.**

a Hussein says, "Many species are disappearing because of human activities." What kind of *human activities* does he mean?

b What do you think ordinary people can do about climate change?



WORKBOOK PAGE 93

## Objectives

### Listening

Listening for gist and specific information

### Grammar

The future perfect

### Reading

Reading for detail and specific information

### Critical thinking

Appreciating the importance of food production

### Functions

Asking for and making suggestions

### Writing

Writing an email about a place of environmental interest

## LESSON 1

SB page 101

WB page 93

### Before using the book:

- Ask students to name some of the biggest problems in Egypt and in the world today. Write their answers on the board.

## Listening

## 1 Discuss these questions in pairs

- 1 Read out the first question and invite a few suggestions from the whole class
- 2 Put the students in pairs to discuss both questions. Tell them to note down their answers.
- 3 Go round and monitor, then invite different students to share their ideas with the class.

*Students' own answers*

## 2 Read these sentences and say what you think is being discussed.

- 1 Read out the first sentence and invite several students to say what they think is being discussed.
- 2 Repeat with the second sentence.
- 3 Tell them they will find out the answers when they listen to the recording.

 3 Listen to a conversation and check your answers to Exercise 2.

- 1 Tell the students to listen to a conversation between Dina and her brother Hussein, while you play the recording or read the script.
- 2 Ask them to check their answers to Exercise 1.

**Answers:** \_\_\_\_\_

They are discussing biodiversity and the problems that happen if animals or plants disappear.

## T A P E S C R I P T

*Hussein: Did you see that programme on television last night about biodiversity?*

*Dina: No, I didn't. Was it interesting?*

*Hussein: Yes, very.*

*Dina: So what is biodiversity?*

*Hussein: It means the number of different plants and animals in the world. There are millions of different species and they are still discovering new species of animals and plants today in remote areas. Scientists won't have discovered all of these species for hundreds of years. The problem is that by that time, many of the species will have*

*become extinct before we even know about them.*

*Dina: So are we losing species of plants and animals?*

*Hussein: Yes, we are. That's what the programme was really about. They said that many species are disappearing because of human activities.*

*Dina: Does that matter?*

*Hussein: Yes. The problem is that every animal and plant plays an important role in our ecosystem. For example, if an insect lives on a certain plant, and farmers get rid of that plant to grow their crops, that insect species may become extinct. This could mean that the birds and other animals which eat these insects will also become extinct in time.*

*Dina: I see what you mean. But what can we do to stop so many species dying out?*

*Hussein: Well, we should try to protect the habitats where they live. One way of doing that is to stop cutting down forests to grow crops.*

*Dina: There must be other things we can do.*

*Hussein: Well, we could protect animals and plants which are in danger. There are many ways of doing this, like making it illegal to hunt certain animals.*

*Dina: And what about climate change? Is climate change a threat to biodiversity too?*

*Hussein: Yes, I'm afraid so. Some scientists say that 40 percent of the Amazon will have gone by 2115 if the earth's temperature goes up by 2°C. In the Arctic, animals like polar bears are already finding it difficult to survive. Some people are predicting that thousands of species of plants and animals will have disappeared by the year 2100.*

*Dina: That's terrible. We have to do something to stop that from happening.*

*Hussein: I agree, but what can ordinary people do about climate change?*

*Dina: I don't know, but we have to try to do something.*

## 4 Guess the meaning of the highlighted words.

- 1 Put the students in pairs to read the sentences and guess the meanings of the highlighted words.
- 2 Tell them to check in their dictionaries.

3 Invite answers from different students.

**Answers:** \_\_\_\_\_

- a *species*: group of animals or plants of the same kind
- b *ecosystem*: the animals and plants in an area and their relation to each other
- c *get rid of*: throw away, sell something so that you do not have it any more
- c *extinct*: describing an animal or plant that no longer exists
- d *habitats*: natural environments in which a plant or animal lives
- e *climate change*: changes to the usual weather patterns because of the increases in carbon dioxide caused by the use of fossil fuels
- e *threat*: something that may cause damage to a person or thing
- f *survive*: to continue to live or exist in a difficult situation

 **5 Listen again and answer these questions.**

- 1 Tell the students to listen while you play the recording or read the script again.
- 2 Read out the example question and answer.
- 3 Tell the students to complete the task, then check their answers with a partner.
- 4 Go through the exercise with the whole class. If necessary, play the recording or read again.

**Answers:** \_\_\_\_\_

- b We could stop cutting down forests to grow crops.
- c polar bears

**6 Complete these sentences with the correct phrase. (You do not need one.)**

- 1 Read out the example, and check that students agree.
- 2 Allow time for them to complete the task, then check answers. You could ask different students to read out the completed sentences.

**Answers:** \_\_\_\_\_

- b important role
- c become extinct
- d cutting down forests
- e climate change

**7 Discuss these questions in pairs.**

- 1 Put the students in pairs to discuss the two questions. Go round and listen, offering prompts if necessary.
- 2 Ask volunteers to report back to the class and encourage a class discussion.

**Answers:** \_\_\_\_\_

- a Things like building factories, driving cars and farming land that used to be forest.
- b We can think about how much energy we use and where the energy comes from.



**1 Choose the correct words.**

- 1 Read out the example sentence and confirm with the class that *extinct* is the correct answer.
- 2 Allow time for the students to complete the task. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.
- 4 You could then invite students to read out the completed sentences to the class.

**Answers:** \_\_\_\_\_  
 b C c D d C e A f C

**2 Complete the table with these words.**

- 1 Tell the students to read the instructions, the list of words and the four categories.
- 2 Ask for one or two more words for the first category, then put them in pairs to complete the task.
- 3 Check answers as a class.

**Answers:** \_\_\_\_\_

A threat to people:	climate change, earthquake, war
Things you want to get rid of:	litter, old paper, waste
Natural habitats:	desert, forest, mountain
Species of animal:	cat, dog, horse

**3 Use your dictionary to answer these questions.**

- 1 Tell the students to read the first question and the answer, given as the example.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers as a class.

**Answers:** \_\_\_\_\_  
 b plural c A habitat is the natural environment in which a plant or animal lives; a habit is something you do regularly

Today's world problems



**1 Choose the correct words.**

- It is always very sad when any animal becomes \_\_\_\_\_.  
 A extinct B rid of C worse D alive
- Please can you \_\_\_\_\_ those empty bottles in the kitchen?  
 A get over B get off C get rid of D get rid
- It is hard for people to \_\_\_\_\_ in the Arctic.  
 A alive B die C arrive D survive
- There are millions of \_\_\_\_\_ of plants living in the Amazon.  
 A spices B type C species D ones
- Many animals live in the city, although it is not their usual \_\_\_\_\_.  
 A habitat B habit C house D hold
- After all that rain, there is a real \_\_\_\_\_ that the river will flood.  
 A treatment B throw C threat D possible

**2 Complete the table with these words.**

cat climate change desert dog earthquake forest horse litter mountain old paper war waste

A threat to people:	climate change		
Things you want to get rid of:			
Natural habitats:			
Species of animals:			

**3 Use your dictionary to answer these questions.**

- Extinct* is the adjective. What is the noun? Extinction
- Is the noun *species* singular or plural? \_\_\_\_\_
- What is the difference in meaning between a *habitat* and a *habit*? \_\_\_\_\_

**4 Write a paragraph about why you think there are fewer plants and animals in the world today.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Write a paragraph about why you think that there are fewer plants and animals in the world today.**

- 1 Read out the instruction and invite ideas from the whole class. Note down good points on the board.
- 2 Tell the students to plan their paragraphs, alone or in pairs.
- 3 Allow time for them to write their paragraphs. Go round and offer prompts where necessary. Correct their work.
- 4 Invite different students to read out their paragraphs to the class.

*Students' own answers*

LESSON 2

SB page 102 WB page 94

Grammar The future perfect

GRAMMAR REVIEW PAGE 134

- 1 Choose the correct verbs in these sentences from the listening text.
- a Scientist **won't discover/won't have discovered** all of these species for hundreds of years.
  - b By that time, many of the species **will become/will have become** extinct before we even know about them.
  - c 40 percent of the Amazon **will go/will have gone** by 2115 if the earth's temperature goes up by 2°C.
  - d Thousands of species of plants and animals **will disappear/will have disappeared** by the year 2100.

- 2 Discuss these questions in pairs.
- a Are the sentences in Exercise 1 about the past, the present or the future?
  - b Which phrase in sentences c and d tells us this?
  - c Are the sentences telling us a future fact, or predicting what will happen between now and a time in the future?
  - d What is the difference in meaning between these pairs of sentences?

- 1 In 2026, the population of Egypt **will grow** to about 95 million. By 2026, the population of Egypt **will have grown** to about 95 million.
- 2 He's **been** a farmer for 20 years. Next year, he'll **have been** a farmer for 20 years.

- 3 Complete these sentences using the future perfect form of the verb in brackets.
- a Hazem started work at eight o'clock this morning. He'll stop at three o'clock this afternoon. By three o'clock this afternoon, (work) **Hazem will have worked for seven hours.**
  - b We learn ten new words in every English lesson. By the end of this lesson, (learn) .....
  - c It's six o'clock now. It will take me two hours to finish my homework. By eight o'clock, (finish) .....
  - d Samia went to stay with her cousin in London six days ago. By tomorrow evening, (stay) .....



- 4 Complete these sentences with your own ideas, then compare them with a partner.
- a By the time I'm 18, I'll **have taken my exams. I hope I'll have passed them.**
  - b By the age of 20, I expect I .....
  - c By the time I'm 25, I hope I .....
  - d By the age of 40, I'll probably .....

FOCUS ON GRAMMAR

The future perfect

Use **will + have + past participle** to make predictions about what will be completed by some point in the future.

He **will not have finished** his homework by nine o'clock tonight.

WORKBOOK PAGE 94

2 Discuss these questions in pairs.

- 1 Put the students in pairs to discuss the questions. Go round and help if necessary.
- 2 Check answers with the whole class.

Answers:

- a The future
- b by + year
- c They are predicting what will be completed between now and a time in the future.
- d 1 In the first sentence, it means the population will grow to this figure in the year 2026. In the second sentence, it means that the population will grow to this figure between now and that year.  
2 In the first sentence, he started farming 20 years ago and still farms. In the second sentence, it means that he started farming 19 years ago, so next year it will be 20 years.

3 Complete these sentences using the future perfect form of the verb in brackets.

- 1 Allow time for the students to study the example carefully.
- 2 Tell the students to complete the exercise, then compare answers in pairs. Go round and help where necessary. Students can refer to the Focus on Grammar box and the Grammar Review on page 134 if they need more help.
- 3 Check answers with the whole class.

Answers:

- b we will have learnt ten new words.
- c I will have finished my homework.
- d she will have stayed with her cousin (in London) for seven days.

Grammar

The future perfect

1 Choose the correct verbs in these sentences from the reading text.

- 1 Read out the first sentence, and check the students agree with the answer. Remind them about the future perfect.
- 2 Tell the students to complete the task alone or in pairs. Go round and offer help if necessary.
- 3 Check answers with the whole class.

Answers:

- b will have become      c will have gone
- d will have disappeared

4 Complete these sentences with your own ideas, then compare them with a partner.

- 1 Tell the students to read the first sentence, completed as the example.
- 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary. Make sure they use the future perfect.
- 3 Put them in pairs to compare sentences.
- 4 Ask different students to read out their completed sentences to the class.

**Suggested answers:** \_\_\_\_\_

- b I will have been at university for two years.
- c I hope I will have (found) a good job. [without "found" the sentence is not future perfect, but is still grammatical.]
- d I'll probably have got married.



**WORKBOOK**

**1 Choose the correct verbs to complete the sentences.**

- 1 Read out the first sentence and check that students agree with the answer given.
- 2 Allow time for them to complete the task and then compare answers in pairs.
- 3 Check answers; invite different students to read out the completed sentences.

**Answers:** \_\_\_\_\_

- b will have played                      c will live
- d will all have studied                e will you do

**2 Read about Ali's plans and make sentences using the future perfect.**

- 1 Allow time for the students to read Ali's plans and the example sentence.
- 2 Students then write their sentences. Go round and offer help where needed.
- 3 Put them in pairs to compare answers, then go through the exercise with the whole class.

**Answers:** \_\_\_\_\_

- b He will have had a child.
- c He will have bought a house in Cairo.
- d He will have had another child.
- e He will have invented a new machine for recycling water.

**3 Make sentences using the future perfect, the words in brackets and your own ideas.**

- 1 Tell the students to look at the example. Invite other suggestions from the class.

**1 Choose the correct verbs to complete the sentences.**

- a In 2018, Mona **will live / will have lived** in her house for ten years.
- b By the end of this year, that football player **will play / will have played** 100 matches.
- c She says she **will live / will have lived** in England next year.
- d By the end of the lesson, you **will all study / will all have studied** the present perfect.
- e What **will you do / will you have done** when you leave school?

**2 Read about Ali's plans and make sentences using the future perfect.**



By 2025, ...

- a Ali will have got married.
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_



**3 Make sentences using the future perfect, the words in brackets and your own ideas.**

By the end of next year...

- a (read/new books) I will have read five new books.
- b (take/English exams) \_\_\_\_\_
- c (visit/different towns) \_\_\_\_\_
- d (bought/new pairs of shoes) \_\_\_\_\_
- e (complete/Secondary 2) \_\_\_\_\_

- 2 Allow time for the students to write their sentences. Go round and offer help where needed.
- 3 Tell the students to compare answers in pairs.
- 4 Check answers; invite different students to read out the complete sentences.

**Suggested answers:** \_\_\_\_\_

- b I will have taken (two) English exams.
- c I will have visited (three) different towns.
- d I will have bought (two) new pairs of shoes.
- e I will have completed Secondary 2.

LESSON 3

SB page 103

UNIT 16

Reading

- 1 Discuss this question in pairs.  
Scientists say that no one in the world should be hungry because there is enough food for everyone. So why are there so many hungry people in the world?
- 2 Check the meanings of these words in your dictionary.  
**agricultural**   **hectare**   **process** (n)  
**production**   **store** (v)   **suitable**
- 3 Read the text and check your answers to Exercise 1.
- 4 Answer these questions to check the meanings of the highlighted words.
  - a If you **reclaim** land, is it made good to use or can you never use it again?
  - b If a farm is **productive**, does it give us a lot of food or not very much?
- 5 Read again. Are these sentences **True** or **False**? Correct the false sentences.
  - a In 2050, there will not be as many people on the earth as there are now.  
*False. There will be more people...*
  - b At the moment, there is more good agricultural land than we need. ....
  - c We have already used more than 50 percent of the earth's agricultural land. ....
  - d Scientists think that the shortage of water will get better in the future. ....
  - e The text gives two reasons why there are hungry people in the world. ....
  - f Egyptian farmers are now growing crops on land which was desert in the past. ....

# Feeding the world

By 2050, the population of the world will have grown to about nine billion, and people are asking whether there will be enough food for everyone. The answer is uncertain.

Scientists say that during the last 40 years, world food **production** has kept up with population growth, but this may not continue. Firstly, there is a shortage of **suitable** land. We have already used over a quarter of the earth's land area. By 2050, farmers will have used even more high-quality land and will have to use less-**productive** areas. Secondly, in many countries there is already a shortage of water for growing crops, and this problem will probably have become worse by 2050. Finally, nobody knows how climate change will affect food production.

Scientists know that the world can produce enough food for the world's population, but millions of people are hungry because food is in the wrong place, is too expensive, or cannot be **stored** for long enough.

One way in which Egypt has increased food production is to turn desert areas into new **agricultural** land. In recent years, the country has **reclaimed** 400,000 **hectares** of desert and another 600,000 hectares will be added in the next few years. It is hoped that people will move out of the cities to work in agriculture and so help Egypt to produce more food. This **process** will only succeed if there is enough water and if this is managed carefully. In Abu Minqar, a Western Desert oasis where water is well managed, farmers can grow many different crops and raise animals successfully.

More developments like this will help Egypt and other countries to produce enough food for their growing populations.



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## 2 Check the meanings of these words in your dictionary.

- 1 Students do the task alone or in pairs.
- 2 Go through the answers with the whole class. Ask different students to read out the dictionary definitions.

**Answers:** \_\_\_\_\_  
*agricultural:* related to the work of growing crops and keeping animals on farms for food  
*hectare:* a unit for measuring an area of land, equal to 10,000 square metres  
*process:* a series of things you do to achieve a particular result  
*production:* the process of making or growing things, or the amount that is produced  
*store:* to put things away and keep them until you need them  
*suitable:* right or acceptable for a particular purpose or situation

## 3 Read the text and check your answers to Exercise 1.

- 1 Allow time for the students to read the text. Go round and answer any questions. Check difficult words with the whole class later.
- 2 Ask the students how the writer answers the question in Exercise 1. Whose ideas were the same?

**Answers:** \_\_\_\_\_  
 Because food is in the wrong place, it is too expensive, or it cannot be stored for long enough.

Reading

### 1 Discuss this question in pairs.

- 1 Read out the question and ask the class for their initial thoughts.
- 2 Then tell the students to discuss the question in pairs; go round and listen.
- 3 Invite different students to report back their ideas about the question. Try to choose students who have a range of ideas. Encourage a short class discussion.

*Students' own answers*

### 4 Answer these questions to check the meanings of the highlighted words.

- 1 Ask the students to read the two questions, and find the highlighted words in the text.
- 2 Put the students in pairs to complete the task; go round and offer help where needed.
- 3 Check answers with the whole class.

**Answers:** \_\_\_\_\_  
 a It is made good to use.      b It gives us a lot of food.

### 5 Read again. Are these sentences **True** or **False**? Correct the false sentences.

- 1 Tell students to read the text on page 103 again.

- 2 Ask them to read the first sentence and the example answer. Check that they agree with it.
- 3 Allow time for them to complete the exercise. Go round and check, offering help where needed.
- 4 Students compare answers in pairs.
- 5 Go through the answers with the whole class.

**Answers:** \_\_\_\_\_

- b False. At the moment, there is not as much agricultural land as we need.
- c False. We have already used more than a quarter (25%) of the earth's agricultural land.
- d False. Scientists think that the shortage of water will get worse in the future.
- e False. The article gives three reasons why there are hungry people in the world.
- f True

**LESSON 4**

SB page 104

WB page 95

**Critical thinking**

**1 Read the text and discuss these questions in pairs.**

- 1 Ask students what they can remember about the text "Feeding the world" that they read in the last lesson.
- 2 Put the students in pairs to read the extract and to discuss the two questions. Go round and listen, offering prompts if necessary.
- 3 Ask volunteers to report back to the class and encourage a short class discussion.

**Suggested answers:** \_\_\_\_\_

- a It is a good idea because the population will grow and we need more land to grow food.
- b Because we need water for cooking, washing, drinking, growing plants and for many industrial processes. Most importantly, it is essential to support all life forms.
- c Students' answers

**2 Discuss in pairs these ways in which farmers could produce more food. Which do you think is the best?**

- 1 Allow time for the students to read the whole task carefully; answer any questions about

**Critical thinking**

**1 Read the text and discuss these questions in pairs.**

In recent years, the country has reclaimed 400,000 hectares of desert and another 600,000 hectares will be added in the next few years. It is hoped that people will move out of the cities to work in agriculture and so help Egypt to produce more food. This process will only succeed if there is enough water and if this is managed carefully.

- a Do you think it is a good idea to reclaim land for farming? Why/Why not?
- b Why is water so important? Think of its different uses.
- c Do you think people will move out of the cities to help produce more food? Why/Why not?

**2 Discuss in pairs these ways in which farmers could produce more food. Which do you think is the best?**

- reclaim more land from the desert
- plant different kinds of crops
- use the agricultural land we have more carefully
- help more people to grow their own food
- only grow food that can be stored for a long time
- change how the land is used: have fewer animals for meat and grow more crops
- only produce things that are inexpensive to buy

**3 Discuss these questions in pairs.**

- a What food can and can't be stored for a long time?
- b Why is some farm produce more expensive to buy than others?
- c Would you want to grow your own food? Why/Why not?

**4 FOCUS ON GRAMMAR**

**Phrases with keep**

**1** Notice this sentence from the text: *World food production has kept up with population growth.* (keep up with = do something as quickly as possible)

**2** Choose the correct keep phrases in these sentences. Check in your dictionary.

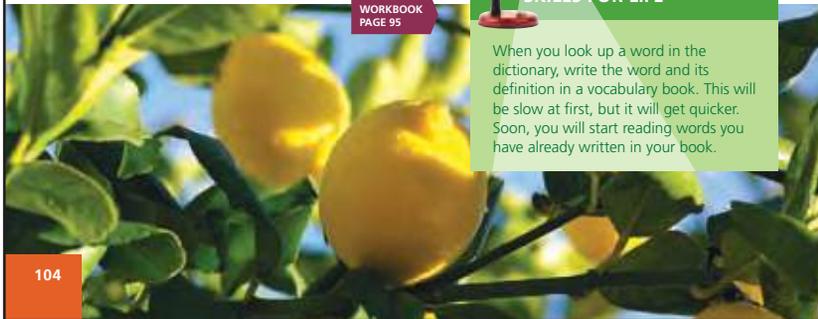
- a Imad was very tired, but he *kept off* kept on running as fast as he could.
- b We try to *keep on/keep up* with all the changes in computer technology.
- c They're good girls who always try to *keep out/of/keep up* with trouble.
- d There's a large sign in the park which says, "*Keep off/Keep out* the grass".



**SKILLS FOR LIFE**

When you look up a word in the dictionary, write the word and its definition in a vocabulary book. This will be slow at first, but it will get quicker. Soon, you will start reading words you have already written in your book.

WORKBOOK PAGE 95



vocabulary.

- 2 Put them in pairs to discuss the question. Go round and listen, offering suggestions where needed. Make sure they consider all the ideas listed.
- 3 Invite different students to report back their ideas to the class; encourage a class discussion.

**Students' own answers**

**3 Discuss these questions in pairs.**

- 1 Ask the students to read the first question, and invite some initial suggestions from the whole class.
- 2 Students then discuss all three questions in pairs. Go round and listen, adding prompts if necessary.

1 Match the words a–e with their meanings 1–5.

- |              |  |
|--------------|--|
| a process    | 1 <input type="checkbox"/> make land useful for farming, building, etc.          |
| b productive | 2 <input type="checkbox"/> put somewhere to keep                                 |
| c reclaim    | 3 <input type="checkbox"/> right for a particular situation                      |
| d store      | 4 <input checked="" type="checkbox"/> fertile                                    |
| e suitable   | 5 <input type="checkbox"/> things that you do or that happen to achieve a result |

2 Answer these questions.

- a Is the desert or the land near the Nile more productive for farmers?  
The land near the Nile is most productive.
- b Where has land been reclaimed from the sea?  
 \_\_\_\_\_
- c Where can you store food in a kitchen?  
 \_\_\_\_\_
- d Which books do you know that are suitable for small children?  
 \_\_\_\_\_
- e What is the process you use to make tea?  
 \_\_\_\_\_

3 Complete these sentences.

- a It is important to keep up with  
developments in technology.
- b When you have exams, try to keep on  
 \_\_\_\_\_
- c When people argue, I always try to keep  
 \_\_\_\_\_
- d The mother told the small child to keep off  
 \_\_\_\_\_



4 Write a paragraph about the importance of water.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3 Invite volunteers to report back to the class. Encourage a short class discussion.

**Answers:** \_\_\_\_\_

- a Most soft fruits and some vegetables (for example, cucumber, lettuce) can't be stored for a long time. Most other things can be stored for a long time if they are frozen, dried or in tins.
- b Some things are easier to grow or produce than others. Things which take a long time to grow or which are hard to transport are usually more expensive. Things which grow easily and are easy to transport are usually less expensive.
- c Students' own answers

4 FOCUS on phrases with *keep*.

- 1 Allow time for the students to read part 1.

- 2 Tell them to complete part 2, and remind them to check in their dictionaries.
- 3 Students compare answers in pairs.
- 4 Check answers as a class.

**Answers:** \_\_\_\_\_

- a kept on                      b keep up with  
 c keep out of                d Keep off

**WORKBOOK** page 95

1 Match the words a–e with their meanings 1–5.

- 1 Tell the students to look at the example and then complete the exercise, alone or in pairs.
- 2 Go round and check; if necessary suggest they use their dictionaries.

- 3 Check answers as a class.

**Answers:** \_\_\_\_\_

- 1 c    2 d    3 e    4 b    5 a

2 Answer these questions.

- 1 Read out question a and the answer, given as the example.
- 2 Tell the students to answer the remaining questions and then compare answers in pairs.
- 3 Go round and check, then go through the whole exercise with the class.

**Suggested answers:** \_\_\_\_\_

- b In some countries such as the Netherlands.
- c You can store it in jars, in a cupboard, the fridge, etc.
- d Student's answers
- e First you boil some water. Then you put tea in a pot. Then you put the water on the tea and wait a little before you pour it.

3 Complete these sentences.

- 1 Tell the students to read the first sentence, completed as the example.
- 2 Allow time for them to complete the remaining sentences with their own ideas. Go round and help if necessary.
- 3 Put them in pairs to compare sentences.
- 4 Ask different students to read out their completed sentences to the class.

**Suggested answers:** \_\_\_\_\_

- b studying/working hard.
- c out of it/out of the argument.
- d the grass/the flowers.

**4 Write a paragraph about the importance of water.**

- 1 Remind the students of the text on Student's Book page 103. If necessary, ask them to read it again.
- 2 Read out the instruction and invite ideas from the whole class. Note down good points on the board.
- 3 Tell the students to plan their paragraphs, alone or in pairs.
- 4 Allow time for them to write their paragraphs. Go round and offer prompts where necessary; correct their work.
- 5 Invite different students to read out their paragraphs to the class.

*Students' own answers*

**LESSON 5**

**SB page 105    WB page 96**

**Communication skills**

**Asking for and making suggestions**

**1 Read the problem and do the following.**

- 1 Allow time for the students to study the picture and read the text. Go round and answer any questions.
- 2 Tell the students to tick the suggestion they agree with.
- 3 Ask different students to tell the class which suggestion they chose, and why.
- 4 Then put them in pairs to discuss the ideas further.

*Students' own answers*

**Communication skills** Asking for and making suggestions

**1 Read the problem and do the following.**

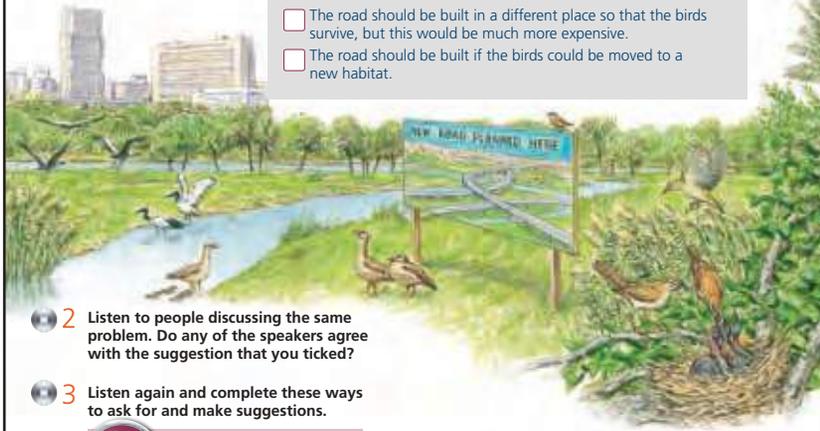
- a Tick the suggestion you agree most with.
- b Discuss your ideas with another student.

**Problem**

Because there is too much traffic in your town, there is now a plan to build a new road around the town. However, this road will go through an area which is the habitat of an unusual species of bird.

**Suggestions**

- The road should be built even if the unusual birds disappear from the area.
- The road should be built in a different place so that the birds survive, but this would be much more expensive.
- The road should be built if the birds could be moved to a new habitat.



- 2 Listen to people discussing the same problem. Do any of the speakers agree with the suggestion that you ticked?**
- 3 Listen again and complete these ways to ask for and make suggestions.**

**FOCUS ON FUNCTIONS**

**Asking for and making suggestions**

What *can anyone* do about it?

They ..... the road on the other side of the town.

Or ..... trying to move the birds to a different habitat?

..... building the road but trying to protect the birds?

..... build the road in a different place.

..... just stop traffic driving through the town at busy times of the day?

So what do you think ..... ?

**5 Research the following about environmental groups and charities**

Choose an environmental group or charity you have heard about.

Find out:

- what they do to help the environment
- what they are working on at the moment
- where people can find out more information about their work

WORKBOOK PAGE 96

**4 Now read about another difficult situation. Ask for and make suggestions in pairs, using some of the language from Focus on functions.**

There is a plan to reclaim a large area of desert so that farmers can grow more food. But the area is where many species of unusual animals live. If the land is reclaimed, some animals that only live in this part of the world will become extinct.

**2 Listen to people discussing the same problem. Do any of the speakers agree with the suggestion that you ticked?**

- 1 Tell the students to listen while you play the recording or read the script.
- 2 Ask which of the ideas in Exercise 1 they heard expressed (*the second and third ones*). Who had ticked these suggestions?

**TAPESCRIPT**

*Narrator:* Conversation 1

*Boy 1:* It's a really difficult situation, isn't it?

*Boy 2:* Yes, what can anyone do about it?

*Boy 1:* They could build the road on the other side

of the town.

Boy 2: *That's a good idea. Or what about trying to move the birds to a different habitat?*

Boy 1: *I don't think that's the answer. These birds have lived in that area for hundreds of years.*

Boy 2: *You're probably right. How about building the road but trying to protect the birds?*

Boy 1: *It's a good idea, but how would you do that?*

Boy 2: *Good question. I'm not really sure.*

Narrator: *Conversation 2*

Girl 1: *So, what do you think they could do about this problem?*

Girl 2: *Surely they could build the road in a different place.*

Girl 1: *They thought about that, but it would be more expensive.*

Girl 2: *Why don't they just stop traffic driving through the town at busy times of the day?*

Girl 1: *They can't do that, the drivers would be furious.*

Girl 2: *So what do you think they should do?*

Girl 1: *There isn't an easy answer, but in the end, the people of the town are more important than the birds, aren't they?*

Girl 2: *No, I don't agree. We need to stop animals becoming extinct.*



### 3 Listen again and complete these ways to ask for and make suggestions.

- 1 First, ask them to read all the gapped sentences.
- 2 Tell the students to listen again while you play the recording or read the script.
- 3 Allow time for them to complete the sentences.
- 4 Check answers. If necessary, play or read it again.

**Answers:** \_\_\_\_\_

They could build the road on the other side of the town.

Or what about trying to move the birds to a different habitat?

How about building the road but trying to protect the birds?

Surely they could build the road in a different place.

Why don't they just stop traffic driving through the town at busy times of the day?

So what do you think they should do?

### 4 Now read about another difficult situation. Ask for and make suggestions in pairs, using some of the language from Focus on Functions.

- 1 Put the students in pairs and tell them to read the situation.
- 2 Students then discuss what to do about the problem. Remind them to use expressions from Focus on Functions in their conversations.
- 3 Demonstrate first with a confident student.

#### Example:

Student: *So what do you think they should do?*

Teacher: *Why don't they move the animals to another part of the desert?*

Student: *Or what about ...?*

- 4 Allow time for the students to practise their conversations. Go round and listen, making corrections if necessary.
- 5 Invite different students to perform their conversations to the class.

*Students' own answers*

### 5 Research the following about environmental groups and charities.

- 1 Tell the students to carry out this research for homework. Let them work in pairs or groups if they wish to. Tell them to make notes, although they do not need to produce a written piece of work.
- 2 Tell them to type *environmental groups and charities* into the search engine.
- 3 Remember to check later. Ask them to report back what they have found out to the class.



## Assessment

### Listening and Speaking Task

**Target element: The future perfect and vocabulary from the unit**

Read the following sentences based on the conversation on SB page 101, Ex 2. Students put up their hands when they hear the sentences which contain an example of the future perfect (checked below).

- 1 *Scientists are still discovering new species of plants today in remote areas.*
- 2 *Scientists won't have discovered all of these species for hundreds of years. (✓)*
- 3 *Many of the species will have become extinct before we know about them. (✓)*
- 4 *Many species are disappearing because of human activities.*
- 5 *Some say that 40 % of the Amazon will have gone by 2115. (✓)*
- 6 *Thousands of species will have disappeared by the year 2100. (✓)*

For speaking practice, ask students the following questions. Make sure they answer in full sentences (suggested answers given).

- 1 *Where do you think that scientists are discovering new species of animals and plants today? (In remote areas such as deserts and mountains and under the sea throughout the world.)*
- 2 *Do you think that the Amazon rainforest will have disappeared in 200 years time? Why/Why not? (Yes, I do, because we are cutting down so many trees each year./No, I don't. Some of the rainforest will be protected.)*
- 3 *Do you think that many species of animals and plants will have disappeared by 2100? (Yes, I do because humans will continue to cut down trees and use land that they need./No, I don't, because we understand the problems they have and will try to help the animals and plants.)*

### Reading Task

**Target element: The future perfect and vocabulary from the unit**

Use SB page 103, text, "Feeding the world". Give students time to read the text again. Ask the following questions by writing them on the board. The answers are in brackets.

- 1 **What will the population of the world have grown to by 2050?** (It will have grown to about nine billion.)
- 2 **Is there enough suitable land for food production in the future?** (No, there is a shortage of suitable land.)
- 3 **What problem will probably have become worse in 2050?** (The shortage of water for growing crops.)
- 4 **Why are people hungry in the world today? Give three reasons.** (Food is in the wrong place, is too expensive or cannot be stored for long enough.)
- 5 **How has Egypt increased food production?** (It has reclaimed land from the desert.)

### Writing Task

**Target element: The future perfect**

Write the following prompts on the board. Students complete them with the appropriate ending, using the future perfect (sample answers in brackets).

- 1 **By the end of this lesson, I will ...** (have practised using the future perfect.)
- 2 **By next Wednesday, I will ...** (have done a science test.)
- 3 **By the time I am twenty-two, I will ...** (have finished my university degree.)
- 4 **By the time I am thirty, I will ...** (have got a good job.)
- 5 **By 2050, the population of Cairo will ...** (have become much bigger.)