

ONE PLANET

UNIT 5

LEARNING OUTCOMES IN THIS UNIT

- Use photos to predict the content of a text
- Listen to a conversation for specific information
- React to news
- Design and write a fundraising poster

VIDEO: GETTING STARTED



WATCH

Watch the teenagers talking about recycling and answer the question.



Vocabulary

Rubbish and recycling

- 1 Look at the bar graph. Which of these kinds of rubbish do *you* recycle? Listen and repeat the words in **blue**. 0.00

What's in our rubbish?



- 2 Look at the words below. What materials are these containers made of? Write sentences.

• bottle • box • can • carton • jar • tin

Jars are made of glass.

- 3 Look at the shopping list on the right. What type of rubbish will it create in the next few days?

- 4 Work in pairs. Ask and answer the questions.

- 1 What do you usually recycle at home? And at school?
- 2 What can you recycle in your town? What can't you recycle?
- 3 Do you buy any recycled products? What?

a box of eggs
a carton of milk
some bananas
a can of cola
a bottle of shampoo
a tin of soup
a box of breakfast cereal
a magazine


A box of eggs = cardboard and organic waste

Reading

An online news story

LEARNING OUTCOME

✓ Use photos to predict the content of a text

1 Look at the photos in the news story. What do you think the story will be about? Then read, listen and check your answers.  0.00

2 Read the text again and choose the correct answers.

- 1 Turtles eat fragments of plastic because they look like...
 - a) jellyfish.
 - b) fish.
 - c) fish eggs.
- 2 Plastic rubbish...
 - a) kills a million birds every year.
 - b) kills hermit crabs.
 - c) doesn't affect baby turtles.
- 3 Around the world, people throw away...
 - a) a million plastic bottles a minute.
 - b) more plastic bottles than bags.
 - c) 200 million tonnes of plastic a year.
- 4 Plastic rubbish will...
 - a) decompose in a million years.
 - b) disappear naturally over time.
 - c) be more common than fish by 2050.

3 Look at figures in a)–e) below. Find them in the text and write a sentence to show what each number refers to in your own words.

100,000 *Plastic rubbish kills over 100,000 sea creatures every year.*

- | | |
|----------------|----------------|
| a) 300 million | d) 100 million |
| b) 10% | e) 8–12 weeks |
| c) 7 million | |

4 **Words in context** Find words or phrases in the text that mean...

- 1 being unable to escape from
- 2 the hard part on the back of a turtle
- 3 finish, arrive (phrasal verb)
- 4 a place in the ground to put rubbish
- 5 a bad situation caused by humans
- 6 impossible to destroy by human means

5 Read the text again. Answer the questions.

- 1 Who expresses an opinion, Ecoboy23 or GreenGirl?
- 2 What will GreenGirl do?
- 3 What never decomposes?
- 4 How many tonnes of plastic pollute the ocean each year?

HOME

ARTICLES

FORUMS

DRASTIC PLASTIC: POLLUTING

Can you see all these small bits of plastic? They are often found in the stomachs of turtles. Like many sea creatures, turtles confuse plastic with food. In the ocean, plastic bags look similar to jellyfish, and small pieces of plastic can look like fish eggs.



According to Greenpeace, more than 100,000 sea creatures and a million sea birds die every year after eating plastic or getting trapped in plastic rubbish. Sometimes, when baby turtles get trapped in plastic the shape of their shell changes when they grow. Some sea creatures make their homes in plastic rubbish, such as the hermit crabs that live on polluted Pacific beaches.

YOUR COMMENTS (501)



Ecoboy23 5 mins ago

This is shocking – why won't different countries work together to clean up the oceans? People might not want to take responsibility for it but we can't deny that this is a man-made problem!

 Like  Comment  Share

DID YOU KNOW?

Factories produce 100 million tonnes of plastic every year, and 10% of it ends up in the sea.

OUR OCEANS

Every year, the world produces more than 300 million tonnes of plastic! In the next minute while you're reading this paragraph, people around the globe will use more than a million plastic bags and they'll throw away more than a million plastic bottles. Where will all this plastic end up? About 10% of it will be recycled, and some will go to landfill, but a lot of it will end up polluting the oceans. Experts estimate that there are already 200 million tonnes of plastic in the world's oceans, and this will increase by about 7 million tonnes every year.

Because plastic isn't biodegradable it won't decompose naturally, so all the plastic that we have now in the world will exist forever. That means we'll need to clean up the oceans if we want to protect our sea creatures. Better still, if we don't use so much plastic, it won't end up in the ocean! Experts are warning that if we don't take urgent action, there might be more plastic than fish in the sea by 2050.

Write a comment

Search comments



GreenGirl 2 hrs ago

I'll definitely put plastic in the recycling bin after reading this. And I won't use so many plastic bags!

Like Comment Share

HOW LONG UNTIL IT'S DECOMPOSED?

- | | |
|------------------|--|
| • organic waste | 2–8 weeks |
| • paper | 5–10 weeks |
| • cardboard box | 8–12 weeks |
| • aluminium can | 200–500 years |
| • glass jar | 1 million years |
| • Styrofoam cup | } will never decompose
(plastic is non-biodegradable) |
| • plastic bag | |
| • plastic bottle | |

6 Read the text again and answer the questions.

- 1 What evidence do we have that plastic can kill turtles?
- 2 What other damage can plastic do to sea creatures?
- 3 Why is plastic more problematic than other types of waste?
- 4 Why do we need to clean up the oceans?
- 5 How can we personally help to resolve this problem?

7 **Word builder** Read the information. Is your language similar?

CONTAINERS

We use many compound nouns with containers. Notice how the formation with of changes the meaning:

a teacup = a cup used for tea

a cup of tea = a cup with tea in it

8 **Work in pairs. Make a list of the rubbish you can find in your school. Which items can be recycled?**



CRITICAL THINKING

DEVELOP AN OPINION

Think about your reaction to the article.

- What shocks you most?
- What do you want to say about this?

Write a post for the 'Your comments' section with your opinions or intentions.



WEB QUEST

Look up the 'Great Pacific Garbage Patch' to find out more about marine life and the problems of plastic pollution in the oceans.

- 1 **Plan** Think of key questions to answer with: *What? Where? When? How (big)?*
- 2 **Investigate** Find websites and video clips. Bookmark the most interesting pages.
- 3 **Share** Tell the rest of the class what you have learnt.

TIP! To find news stories from different countries, try using local search engines. For example, for Australia: bing.com.au, google.au, yahoo.com.au

Grammar

First conditional

VIDEO: FLIPPED CLASSROOM



Watch the grammar presentation and do the task.



- 1 Look at the table. Then copy and complete rules a)–c) with three of the options in 1)–4) below.

- 1 first
- 2 second
- 3 will / won't + infinitive
- 4 the present simple

first conditional

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

situation	result
If we use less plastic,	it won't end up in the ocean.
result	situation
The problem will get worse	if we don't take action.

- a) We use ... in the *situation*.
- b) We use ... in the *result*.
- c) We use a comma after the situation when it is the ... part of the sentence.

ANALYSE

In your language, are the verb forms in first conditional sentences the same as in English?

- 2 Copy and complete the sentences with the first conditional form of the verbs in brackets.

- 1 If rubbish is non-biodegradable, it ... (exist) forever.
- 2 Sea creatures will eat plastic if it ... (look) like food.
- 3 The amount of plastic in the ocean ... (increase) if we don't take action now.
- 4 If people ... (not take) responsibility for the problem, we won't be able to solve it.
- 5 If people ... (pay) for plastic bags, they will recycle more.

- 3 Copy and complete the sentences with a result for each situation.

If we use public transport, *the air will be cleaner*.

- 1 If we contaminate our drinking water, ...
- 2 If people always have to pay for plastic bags, ...
- 3 If we don't take action soon, ...

- 4 Work in pairs. Ask and answer about your ideas in exercise 3.

- What will happen if we take action now?
- If we take action now, the ocean will be cleaner.

will and might

- 5 Look at the table. Then copy and complete rules a) and b) with *possible* or *definite*.

will / won't

- + People **will** recycle 10% of the plastic.
- We **won't** use so many plastic bags.

might / might not

- + We **might** see more plastic than fish in the ocean by 2050.
- The fish **might not** survive.

- a) We use *will* or *won't* when we're sure about something in the future – it's ...
- b) We use *might* (*not*) when we aren't sure about something – it's ...

- 6 Copy and complete the sentences with *will / won't* or *might / might not* and the verbs in brackets.

- 1 Scientists ... (invent) a type of biodegradable plastic in the future.
- 2 I think people ... (recycle) more in ten years.
- 3 It ... (be) safe to swim in the ocean in 2050.
- 4 We definitely ... (be) at school next Sunday.

- 7 Write questions with *Will...?* Use words from A, B and C. Work in pairs to ask and answer your questions.

A	B	C
you	go to California	in the future?
your family	be hotter	next year?
the world	recycle more	in ten years?

- Will you go to California next year?
- I'm not sure. We might!

Vocabulary and Listening

The environment: word families (verbs and nouns)

LEARNING OUTCOME

- ✓ Listen to a conversation for specific information

DIGITAL VOCABULARY FLASHCARDS



Do the matching exercise to discover the new vocabulary.

create creation destroy destruction disappearance
emissions pollution recycle reduce

- 1** Read the text. Listen and repeat the words in **blue**. How can people reduce their carbon footprint? 0.00

Let's reduce our carbon footprint!

1 What is a carbon footprint?

It's the impact of our lifestyle on the environment. It's called a carbon footprint because it's related to the carbon dioxide that we **create**.

2 ...

CO₂ **emissions** are a problem because they contribute to global warming. The consequences of global warming include climate change, the **disappearance** of coastal areas and the **destruction** of animal habitats.

3 ...

We can reduce our CO₂ emissions in many ways. For example, we can use fewer fossil fuels for transport and heating. We can also **recycle** more – this will **reduce** rubbish and **pollution**.

4 ...

Go online and take the Carbon Footprint Quiz!

- 2** Match questions a)–c) with 2–4 in the text.

- a) How can I calculate my carbon footprint?
b) Why is carbon dioxide a problem?
c) How can we create less CO₂?

- 3 Word builder** Read the information. Then copy and complete the table with the **blue** words from exercise 1.

WORD FAMILIES

Word families are groups of words with a common root. They can be verbs, nouns or adjectives: *create*, *creation*, *creative*

create creation creative

Verbs	Nouns
<i>create</i>	creation
emit	(1) ...
disappear	(2) ...
destroy	(3) ...
(4) ...	recycling
(5) ...	reduction
pollute	(6) ...

- 4** Read the quiz and answer the questions.

CARBON FOOTPRINT QUIZ

Calculate your total CO₂ emissions.



1 How do you get to school?

☐ walk ☐ cycle ☐ car ☐ bus ☐ train

2 Do you turn off the TV or leave it on standby?

☐ turn it off ☐ leave it on standby

3 How many baths or showers do you have every week?

... baths ... showers

4 What do you recycle at home?

☐ paper ☐ plastic ☐ tins ☐ cans ☐ cartons
☐ glass ☐ other

5 How do you usually travel on holiday?

☐ car ☐ bus ☐ train ☐ plane ☐ ferry

- 5** Listen to Dan and Sandra discussing the quiz results. Answer the questions. 0.00

- 1 What are Dan's answers?
2 What is Dan's total CO₂ per year?
3 What don't Dan's family recycle?
4 Where do Dan's aunt and uncle live?

- 1 Read the text. If you follow this advice, what will you have at the end of the final step?

FACT!

Steve Jobs (1955–2011), founder of Apple, prioritized the most important tasks by asking himself this question:

'If today were the last day of my life, would I want to do what I am about to do today?'

HOW TO PRIORITIZE FOR A GREENER LIFE

STEP 1 IMAGINE HOW THINGS COULD BE BETTER

We would have a greener world if we ...

- saved water
- saved energy
- produced less rubbish
- produced renewable energy
- created a greener environment



We would have a better world if we all saved water!

STEP 2 BRAINSTORM THE WAYS YOU COULD ACHIEVE THESE IMPROVEMENTS

put solar panels on the roof
recycle paper and glass
plant trees
walk or cycle to school
turn off taps
switch off our computers

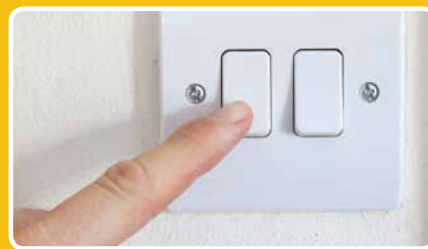


If we switched off our computers at night, we would save energy!



STEP 3 CLASSIFY YOUR IDEAS

- a) things that we can do now
- b) things that we can plan for the future
- c) ideas that we need to research more



We could switch off unnecessary lights now!

STEP 4 REVIEW YOUR IDEAS

Make a list of the actions you are going to take, with the most important first!



I'm going to cycle to school!

- 2 **Words in context** Find these words in the text. What do they mean?

renewable recycle research review

- 3 Match results 1–4 with situations a)–d). Write sentences.

- 1 We would save water
- 2 We would produce less rubbish
- 3 We would produce renewable energy
- 4 We would save energy
- a) if we recycled more.
- b) if we used solar panels.
- c) if we turned off the taps.
- d) if we walked or cycled to school.

1–c We would save water if we turned off the taps.

- 4 Your school wants to become more environmentally friendly this year. Work in groups to think of things you can improve.

- 5 Use your prioritizing skills to create an action plan.

Prioritizing in four simple steps

- 1 **Imagine** the situation you want to achieve.
- 2 **Brainstorm** the ways you could achieve it.
- 3 **Classify** your ideas.
- 4 **Review** your ideas and write an action plan.

Grammar

Second conditional

- 1 Look at the table. Then choose the correct words to complete rules a)–c).

second conditional

We use the second conditional to talk about hypothetical situations and their results.

situation	result
If we switched off our computers,	we would save energy.
result	situation
We would have a greener world	if we produced less rubbish.

- a) We use the **past simple / would + infinitive** in the *if* part of the sentence.
 b) We use the **past simple / would + infinitive** in the result part of the sentence.
 c) We use a comma when the situation is the **first / second** part of the sentence.

- 2 Choose the correct answers.

- If I **have / had** more money, I'd use some to help protect the environment.
- The world would need less energy if everybody **ride / rode** a bike.
- The oceans would be cleaner if people **don't pollute / didn't pollute** them.
- Animals wouldn't become extinct if we **protect / protected** their habitats.
- You **produce / would produce** less waste if you recycled your rubbish.

- 3 Copy and complete the text with the second conditional form of the verbs in brackets.

The problem of global warming would improve if we all (1) ... (do) something to reduce it! For example, if we all (2) ... (turn off) our mobile phone chargers at night, we'd save a lot of energy. And we (3) ... (save) a lot of water if we all (4) ... (turn off) the tap when cleaning our teeth. If we (5) ... (recycle) more, less rubbish (6) ... (go) to landfill sites. And if we (7) ... (cycle) more, our parents (8) ... (not need) to use their cars so often. Let's make a difference!



Grammar in context: Literature

- 4 Read the text and choose the correct words.
 5 Listen and check your answers. 0.00

Robinson Crusoe

by Daniel Defoe

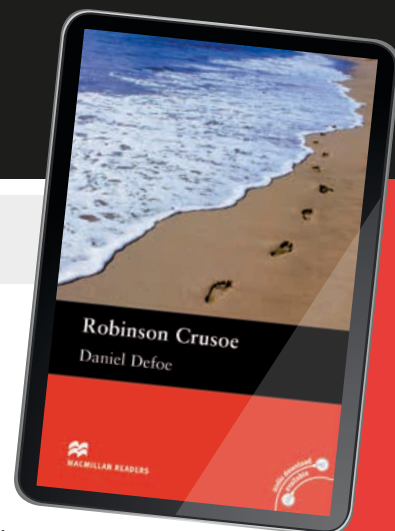
STRANDED ON A DESERT ISLAND!

What (1) **would / do** you do if you were stranded on a desert island? Would you (2) **can / be able** to survive?

This is what happens to Robinson Crusoe. He knows that he won't survive if he (3) **doesn't / didn't** learn to live on the island, so he builds a house, hunts for food and makes a calendar. He hopes that someone will (4) **find / to find** him one day, but he knows that he might (5) **dying / die** alone on the island.

'Life would be better if I (6) **have / had** a companion,' he thinks. Years later, this happens! He calls his new friend 'Friday' because he appeared on a Friday. They have lots of adventures together.

I'd (7) **recommend / recommending** this book – you'll enjoy it if you (8) **like / will like** classic adventure stories.



LITERATURE TASK

The British writer Daniel Defoe had an adventurous life. He was an author, but also a soldier, a spy, a fugitive and a convict! Research the answers to these questions:

- When was he born?
- Where did he get the idea for *Robinson Crusoe*?

In the news

LEARNING OUTCOME

✓ React to news

I read an amazing story in the news yesterday. Have you seen any interesting news stories recently?



TASK Talk about a news story

1

Understand a news story

2

Practise a dialogue

3

Read a news story

4

Write a dialogue

5

Present a dialogue

Communication kit

- Did you hear about ...? • No, what happened? • Apparently, ...
- Really? That's great / terrible news. • It says here that ...
- It's not something that happens every day!



WATCH THE VIDEO

Did you hear about that Harley-Davidson they found on (1) ... in Canada?

Apparently, it disappeared in the Japanese (2) ... , and appeared in Canada a year later.

Well, they've found the owner, and he asked them to (3)...

Yeah, it says here that there are still loads of things floating in the (4) ...

I don't know – it's not something that happens every day!

No, what happened?

Really? That's great news. But I guess it'll be a bit rusty!

Good for him! I bet they'll find plenty more things too.

Hmm, what would you do if you found a Harley-Davidson on the beach?

No, that's true!

1

Listen

1 Listen to the dialogue. What did they find in Canada? Where did it come from? 0.00

2 Listen again and choose the correct words for 1–4 in the dialogue.

- 1 a beach / an island
- 2 hurricane / tsunami
- 3 recycle it / put it in a museum
- 4 ocean / sea

2

Speak

3 **Pronunciation** Listen and repeat these phrases from the dialogue. Notice how the contractions in red are pronounced. 0.00

- 1 I guess it'll be a bit rusty.
- 2 They've found the owner.
- 3 I bet they'll find plenty more things too.
- 4 I don't know.

4 Listen again and repeat the dialogue. Pay attention to the pronunciation of the phrases in exercise 3.

3 Read

5 **News stories** Match the events 1–4 with the true news stories A and B.

- 1 Somebody survived a dangerous situation.
- 2 People's actions created an environmental issue.
- 3 A friendly act almost killed somebody.
- 4 In the end, the problem had a positive environmental result.

A

NEWS

FATBERG SINKS

Workers finished removing a 250-metre long 'fatberg' from a London **sewer** yesterday. The fatberg – a solid mass made up mostly of **wet wipes** which people had thrown away down toilets, had blocked the sewers below Whitechapel for months. It has taken workers nine weeks to remove it. The massive pile of waste weighs more than 130 tonnes – nearly as much as a blue whale. Happily, most of the fatberg will be converted into fuel and biodiesel.

B

Near fatal fish kiss

Sam Quilliam, 28, was fishing with friends in Dorset last week, when he caught a 14cm-long fish. It was too small to keep, so he decided to throw it back. Inspired by a popular TV show, he decided to give it a quick kiss first. However, as he put the fish to his lips, it **slipped** from his hands and jumped into his mouth and down into his **throat**! Sam stopped breathing, but Emergency Services gave his friends first aid instructions until paramedics arrived and saved him. Sam still fishes, but his fish-kissing days are a thing of the past!

6 **Words in context** Find words 1–4 in the texts. Are they nouns or verbs? Match them to definitions a)–d).

- 1 slip
- 2 throat
- 3 sewer
- 4 wet wipes
- a) fall from your hands
- b) underground pipe or tunnel which carries human waste
- c) the area at the back of your mouth
- d) wet pieces of paper used for cleaning

4 Write

7 Choose a news story from exercise 5. Make notes to answer these questions:

- Who?
- When?
- Where?
- What happened?

8 Prepare a new dialogue discussing the news story. Use the dialogue on page 56 and your notes from exercise 7 to help you.

Did you hear about ...?

No, what happened?

5 Present

9 Work in pairs. Take turns to practise your dialogues. Then present them to the class.

Did you hear about ...?

No, what happened?

Make a video dialogue **REC**

↳ **Reacting to news**

- 1 **Choose** a different news story.
- 2 **Write** the dialogue. Remember to include phrases from the Communication kit.
- 3 **Practise** your dialogue in pairs.
- 4 **Record** your dialogue.
- 5 **Present** your video dialogue to the class.

Writing

A fundraising poster

LEARNING OUTCOME

✓ Design and write a fundraising poster


1 Read the poster and answer the questions.

- 1 How many people around the world haven't got clean drinking water?
- 2 Why are the students of Fairview School collecting money?
- 3 How many children die every day because of diseases from contaminated water?

**MARCH
22**

World Water Day


1 Did you know that more than a billion people around the world haven't got access to safe water? They have to walk a long way to obtain drinking water, and the water they collect there is often dirty and unsafe. In the developing world, 80% of diseases are the result of drinking polluted water.



2 Here at Fairview School, we're trying to raise £2000 to buy a new water well in Mozambique. Will you help us to raise money on World Water Day?

- 💧 If we gave £50, one family would have clean drinking water for a year.
- 💧 If we gave £100, a whole village would have a new water pump.
- 💧 If we gave £2000, thousands of people would have clean, safe water from a new water well.

3 Please give generously to help us reach our goal! If we don't take action, 4000 children around the world will continue to die every day from diseases caused by contaminated water.
Thank you!



2 Focus on language Look at the information. Do these words have different synonyms in your language?

Using synonyms

Use a variety of words to make your writing more interesting, and to avoid repetition. You can use a dictionary to find synonyms.

nouns world = globe goal = target
verbs buy = pay for give = donate
adjectives polluted = contaminated
safe = clean

3 Read the poster again and replace the underlined words with the synonyms in exercise 2.

4 Focus on content Match steps a)–c) with sections 1–3 in the poster.

- a) **Solution:** the action we are taking
b) **Appeal:** the help we are asking for
c) **Problem:** the situation we want to change

5 Design and write a fundraising poster to help save the population of bees.

Writing kit

1 Plan your poster. Use this information:

Facts

- ◆ There are about 20,000 different types of bees in the world.
- ◆ Bees help us to cultivate food.
- ◆ The number of bees has decreased rapidly due to destruction of their habitat.
- ◆ Bee decline is very serious: without them, there is a risk of famine in the future.



What can we do?

- ◆ Plant more flowers = attract more bees
- ◆ Buy local organic honey = less contamination in honey
- ◆ Sign a petition = governments can help
- ◆ Discuss the topic at school = raise awareness



2 Write your poster. Use the model and the ideas from your plan.

3 Useful phrases

Did you know that ... ?
Here at ... School, we're trying to raise ...
Will you help us to ... ?
If we gave ... we could / would ...
Please give generously to ...

4 Check your writing.

- ☒ synonyms to add variety
- ☒ first and second conditional sentences
- ☒ problem–solution–appeal structure