

## LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about rain
Listening skills	Predict ideas from research; recognize mood
Speaking skills	Explain consequences
Speaking task	Present the results of a survey about land use and the climate



### UNLOCK YOUR KNOWLEDGE

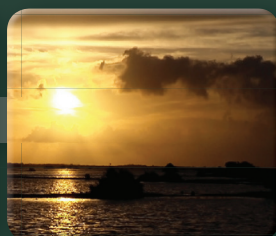
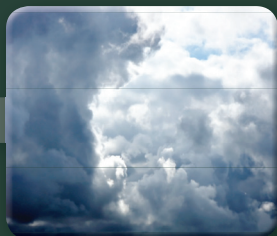
Work in pairs. Look at the photograph and answer the questions.

- 1 What kind of weather do you prefer when you are working, studying or on holiday? Why?
- 2 Do you think the climate is changing in the world generally? Why?
- 3 Have you ever experienced water shortages or floods? Do you do anything in your daily life to try and help with these problems?



# WATCH AND LISTEN

Discovery  
EDUCATION



## UNDERSTANDING KEY VOCABULARY

### PREPARING TO WATCH

1 Match the words (1–5) to the correct definition (a–e).

- |           |  |
|-----------|--|
| 1 heat    | a to go up or get higher                                     |
| 2 rise    | b powder of dirt or soil                                     |
| 3 dust    | c the temperature of something or to make cold               |
| 4 droplet | d the temperature of something or to make hot or warm        |
| 5 cool    | e a very small round amount of liquid e.g. water on a window |



2 Write *T* (true) or *F* (false) for each of the facts.



- |   |       |
|---|-------|
| 1 When we heat water, it boils when it reaches 100 °C.          | _____ |
| 2 When oil and water are mixed, the water rises to the top.     | _____ |
| 3 20% of dust can be caused by vehicles travelling along roads. | _____ |
| 4 Water droplets form when gas changes back into liquid.        | _____ |
| 5 If water cools enough it becomes ice.                         | _____ |

3 Work in pairs. Look at a photograph of the water cycle. Describe what happens using the words from Exercise 1.



## WHILE WATCHING

- 4  Watch the video for the first minute without sound. Using your ideas from Exercise 3 guess what the presenter is saying.
- 5  Watch again with sound. Were your ideas correct?
- 6 Match the numbers (1–4) to the facts (a–d).
 

1 300 million	a the percentage of extra rain people can make
2 5,486	b the time it takes to make the rain fall
3 45	c the numbers of litres of rain that falls each day in the world
4 12	d the height in metres that the aeroplane flies
- 7  Watch the rest of the video. Check your answers.
- 8 Read the questions below. Can you remember the answers?
  - 1 What heats water and turns it into gas?
  - 2 When the water cools it falls down again as rain, ice and in one other form. Can you name the third form?
  - 3 What is the problem in Texas in the USA?
  - 4 Where does Gary put silver iodide?
  - 5 Why did Gary fly his plane into the clouds?
- 9  Watch the video again. Check your answers.

## MAKING INFERENCES

## UNDERSTANDING DETAIL

## POST-LISTENING

- 10 Match the types of weather (1–7) with the climate words (a–g) which have a similar meaning. Use a dictionary to help you.
 

1 heavy rain	a high temperatures
2 bright sunshine	b gale-force winds
3 thick snow	c extreme weather
4 strong winds	d freezing conditions
5 thick fog	e high rainfall
6 changing weather	f foggy weather
7 very hot or cold weather	g climate change

## DISCUSSION

- 11 Work in pairs. Discuss the following questions.
  - 1 What is the weather forecast for today and tomorrow?
  - 2 Which country would you like to live in or visit because of the climate?
  - 3 What do people in your country generally think about the idea of climate change? Do you agree or disagree? Why?
  - 4 Can you think of examples of extreme weather?



## LISTENING 1

### PRONUNCIATION FOR LISTENING

- 1 Say the words in the groups (A and B) out loud. Which sound can you hear in all of the words in each group? (/ɒ/ /əʊ/)  
A frog forest cost want  
B global don't known won't
- 2 Work in pairs. Write a word from Exercise 1 in the gaps to complete the sentences.
  - 1 We \_\_\_\_\_ have a rainy season in my country. It's much too dry.
  - 2 Most people in my country \_\_\_\_\_ to stop climate change but they don't know how.
  - 3 I often go walking in the \_\_\_\_\_ near where I live.
  - 4 People have \_\_\_\_\_ about climate change for a long time but they haven't done much about it.
  - 5 If we want to stop climate change, it will \_\_\_\_\_ a lot of money.
- 3 Work in pairs. Decide if sentences 1–3 in Exercise 2 are true or false for you. Say the sentences aloud before you discuss them.

### PREPARING TO LISTEN

- 1 You are going to listen to a news report. Before you do, look at the photograph. Which animal do you think it shows? Have you ever seen one before?





- 2 Read some information about The Western Ghats rainforest below. Summarize the information into three key points.

The Western Ghats is a tropical rainforest located in the west of India. The rainforest has a short dry period each year but typically gets a lot of rain during the rainy season. However the type of weather in the forest is changing quickly and <sup>(a)</sup> global warming means that nowadays less rain falls. This is changing the forest itself, <sup>(b)</sup> damaging the environment and stopping growth. The rainforest is home to <sup>(c)</sup> wildlife of many different kinds and new <sup>(d)</sup> species are still being found. However the damage to the rainforests mean that some wildlife is <sup>(e)</sup> disappearing, killed by the changes in climate.

- 3 Compare your key points with a partner. Did you choose the same points?
- 4 In the listening you will hear the underlined words from the text in Exercise 2. Match the underlined words (a–e) to the definitions (1–5). Use the glossary on page 203 to help you.
- 1 animals, birds and plants living in the natural environment
  - 2 air around the world becoming warmer because of pollution
  - 3 to stop existing in the world
  - 4 harming or causing a problem for a person or thing
  - 5 groups of plants or animals with similar characteristics

## WHILE LISTENING




### Predicting ideas from research

Before we listen to lectures, reports or information about a topic, we often have time to prepare. It helps to read some information in advance because you can learn about the key topic information and issues that people think are important. You can then predict the main ideas that you will hear.

- 5 Read the paragraph in Exercise 2 again. Tick the things on the list below that you think you will hear when you listen to the report.
- |   |                          |
|---|--------------------------|
| 1 city names                                      | <input type="checkbox"/> |
| 2 information about the weather in the rainforest | <input type="checkbox"/> |
| 3 facts about wildlife                            | <input type="checkbox"/> |
| 4 the typical day of a scientist                  | <input type="checkbox"/> |
| 5 information about effects of climate change     | <input type="checkbox"/> |
- 6 6.1 Listen and check.

### PREDICTING IDEAS FROM RESEARCH



**7**  **6.1** Listen again and choose the correct ending (a or b) for the sentences.

- 1 Trees help prevent global warming because they
  - a absorb carbon dioxide.
  - b stop rainfall.
- 2 Scientists believe
  - a 45% of the forest will change.
  - b 80% of the forest will change.
- 3 The purple frog was discovered
  - a in 2003.
  - b in 2009.
- 4 The problems are caused by
  - a climate change.
  - b other animals.
- 5 The scientist believes
  - a the frogs have disappeared.
  - b the frogs will disappear.

## POST-LISTENING

**8** Work in pairs. Look at the photographs. What types of problems connected to climate change can you see?



North America



Indonesia



Pakistan

- 9** Think about the wildlife and how climate change has affected it. Make notes of your ideas.
- 10** Present your ideas to the class.



## LANGUAGE DEVELOPMENT

### VERB COLLOCATIONS

1 Match the verbs (1–5) to the nouns (a–e) to make collocations. Use the glossary on page 203 to help you. Sometimes there is more than one answer.

- |            |                   |
|------------|-------------------|
| 1 protect  | a research        |
| 2 prevent  | b the rainforests |
| 3 do       | c trees           |
| 4 cut down | d global warming  |
| 5 cause    | e wildlife        |

2 Complete the sentences using the correct form of the verbs from Exercise 1.

- 1 Parents should \_\_\_\_\_ their children.
- 2 We should \_\_\_\_\_ the plants in our garden if they get too big.
- 3 We should \_\_\_\_\_ people from killing wildlife that is in danger.
- 5 Scientists need to \_\_\_\_\_ more research into the rainforests.
- 6 Carbon dioxide \_\_\_\_\_ global warming.

### REVIEW OF FUTURE FORMS

3 Circle the verb forms that talk about the future in the sentences from Listening 1.

- 1 Although they say they will stop the damage to forests, scientists don't think this is happening quickly enough.
- 2 He explains that this interesting animal won't be around much longer if we don't look after the forests.
- 3 Mr Das is going to present information about the forests next week.
- 4 This is when many people are meeting to talk about protecting the climate and the rainforests.

4 Which verb form in Exercise 3 is an example of:

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1 the Present continuous? | 2 the negative form of <i>will</i> ? |
|---------------------------|--------------------------------------|

5 Use the future forms in the brackets and the prompts to write the dialogue.

**Faisal:** What / you / do / tonight? (Present continuous)

**Anais:** No idea really. I / probably / go home and do some reading. (will)  
You / do / something special? (Present continuous)

**Faisal:** Well, I / visit Chile next month. (Present continuous) So I / book a hotel. (going to)

**Anais:** Wow! That sounds great. I / come with you! (will)





- 6 Write *will*, *going to* or *the Present continuous* in the gaps to complete the rules in the box. Use Exercise 5 to help you.

### Decisions and plans

- 1 We use \_\_\_\_\_ to talk about decisions made at the time you are speaking.
- 2 We use \_\_\_\_\_ to talk or ask about decisions made before you speak / a general plan which can change in the future.
- 3 We use \_\_\_\_\_ to talk about fixed arrangements made for the future. It is difficult to change these arrangements.

### Predictions

- 4 We use *going to* when we have evidence to show the future event.
- 5 We use *will* when we are guessing or are not certain. We often use it with *probably*.

- 7 Write the correct future form of the verb in brackets in the gaps to complete the sentences. Sometimes there is more than one answer.

#### Decisions and plans

- 1 I've just finished packing. I \_\_\_\_\_ (leave) tonight at six o'clock to catch the train.
- 2 I haven't finished my project about global warming because I haven't got enough information. I've decided that I \_\_\_\_\_ (do) some more research on the internet.
- 3 'I \_\_\_\_\_ (go) to the garden centre this weekend. Does anyone want to come?' 'Ok, I \_\_\_\_\_' (come).
- 4 Professor Lang \_\_\_\_\_ (talk) about climate change in his lecture tomorrow.

#### Predictions

- 1 You are carrying too many books! You \_\_\_\_\_ (drop) them.
- 2 The exam was difficult. I don't know if I \_\_\_\_\_ (pass).

- 8 Write an idea for each of the statements (1–3).

- 1 a place I will visit in the next year

\_\_\_\_\_

- 2 something I am going to do in my studies or work

\_\_\_\_\_

- 3 an event I'm planning to go to

\_\_\_\_\_

- 9 Work in pairs. Take turns to tell each other the ideas that you wrote.

## LISTENING 2


### PRONUNCIATION FOR LISTENING

#### SOUNDING INTERESTED

- 1 When a speaker is bored or unhappy their voice goes down at the end. What happens if they are interested or happy?

*really* = The speaker is interested.

*really* = The speaker is not interested.

- 2  6.2 Listen to some sentences and answers. Write *I* (interested) or *B* (bored) for speaker B.

- |   |       |
|---|-------|
| 1 A: Did you know global warming is still increasing? |       |
| B: Is it?   | _____ |
| 2 A: It's my birthday today.                          |       |
| B: Really? Happy birthday.                            | _____ |
| 3 A: The weather has got quite chilly hasn't it?      |       |
| B: I suppose so.                                      | _____ |
| 4 A: Thanks for inviting me to your party!            |       |
| B: You're welcome. Be nice to see you!                | _____ |
| 5 A: The dinner was lovely.                           |       |
| B: Good. Glad you liked it.                           | _____ |

- 3 Work in pairs. Read the dialogues above out loud. Speaker B should change their intonation. Speaker A should guess whether Speaker B sounds interested or bored.

### PREPARATION FOR LISTENING

- 4 Match the adjectives (1–8) to the adjectives with an opposite meaning (a–h). Use the glossary on page 203 to help you.

- |              |                |
|--------------|----------------|
| 1 happy      | a worst        |
| 2 warm       | b dry          |
| 3 best       | c calm         |
| 4 interested | d energetic    |
| 5 exciting   | e unhappy      |
| 6 humid      | f cool, chilly |
| 7 tired      | g bored        |
| 8 upset      | h dull         |

#### UNDERSTANDING KEY VOCABULARY



- 5 You are going to listen to a discussion between two students who have been asked to prepare a survey about the weather and how it changes people's moods. Choose the correct definition of a survey.
- 1 a list of questions to help prepare for an exam on a specific topic
  - 2 a list of questions to ask different people to find out what they think

## WHILE LISTENING

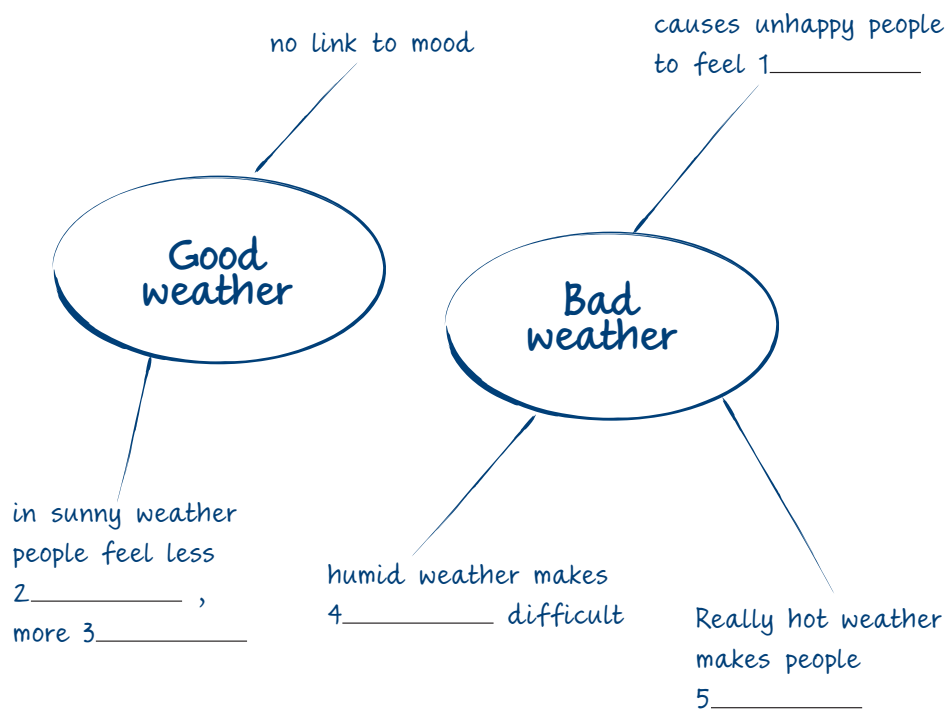
## PRONUNCIATION FOR LISTENING


### Recognizing mood

The way that people speak can help you understand their mood. Mood is the way that someone feels. When people speak their intonation tells you if they are happy and interested or upset and bored. Some listening exercises ask students to decide on the mood or opinion of the speaker.



- 6 6.3 Listen to part 1 of the discussion and decide who is more interested in the work, Sergio or Murat.
- 7 6.3 Now listen again and complete the notes on the ideas map that Sergio wrote.



- 8 Sergio and Murat have to choose the topic they think is the most important. Match the topics (1–4) with the reasons for choosing or not choosing it (a–d).
- |                                  |                                      |
|----------------------------------|--------------------------------------|
| 1 sunny weather (energy)         | a wrong topic: not about feelings    |
| 2 humid weather (work difficult) | b not sure if the facts are true     |
| 3 bad weather (unhappy)          | c final choice: Murat preferred it   |
| 4 really hot weather (anger)     | d final choice: Murat didn't like it |
- 9 Read the audioscript on page 217 to check your answers.
- 10  6.4 Listen to the results of the survey in part 2. Choose the correct results.
- 14 / 15 people prefer sunny weather to rainy weather.
  - 12 / 13 people could get more done when there was sunshine.
  - 14 people said they have more energy when it is *light* / *dark*.
  - Sergio thinks the survey shows people have *more* / *less* energy when the weather is good.

## DISCUSSION

- 11 Work in pairs. Discuss the questions.
- 1 Can you think of an example when weather has changed your mood?
  - 2 Would it be easy for you to live in another country if the weather there was very different from the weather in your country?





## CRITICAL THINKING

At the end of this unit you are going to do the speaking task below.

Create and complete a survey about the use of land and how it affects the climate. Present the results of the survey to your classmates.

### REMEMBER

- 1 You are going to study climate change in Africa and the Arctic. Work in pairs. What weather does Africa and the Arctic have? Make a list of how problems with the weather in these two countries affects people, animals and the environment.
- 2 Read the problems in the boxes below for Africa and the Arctic. Did you and your partner have the same ideas?

### AFRICA

By 2050 up to 600 million people won't be able to get drinking water.  
Drought will stop farmers growing food.  
Shortage of clean water will help diseases to spread.  
Some areas will be under the sea.

### THE ARCTIC

The ice will melt.  
Temperatures will go up more.  
Sea levels will continue to rise.  
Shortage of sea ice for polar bears and other animals to hunt.  
Arctic wildlife begins to disappear.

### EVALUATE

- 3 Write the phrases in the box in the gaps in the table (a–e) to complete the consequences. Use the glossary on page 203 to help you.

~~People without drinking water~~ sea levels rise disease will spread  
wildlife will begin to disappear less food temperatures rise more

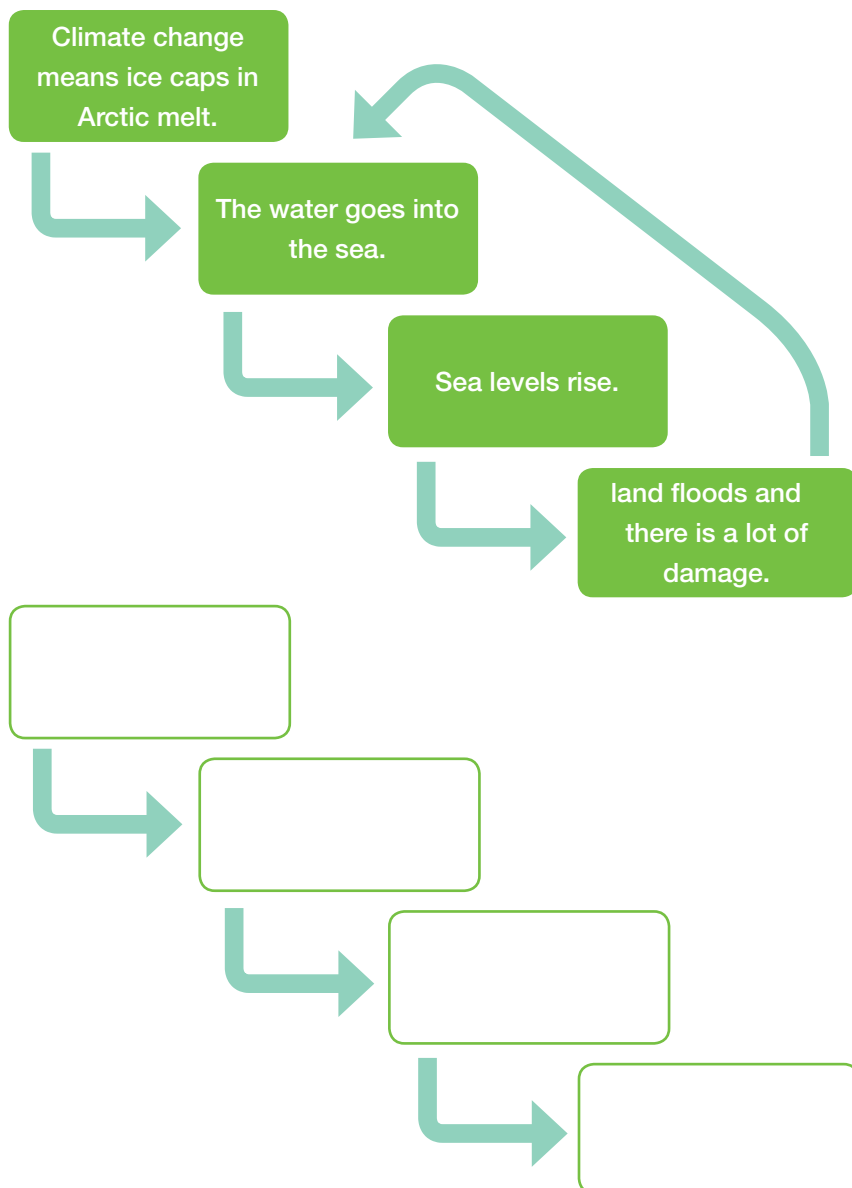
causes of problem	consequence
<b>Africa</b>	
1 less rain falls	a <i>People without drinking water</i>
2 drought	b _____
3 less clean water	c _____
<b>The Arctic</b>	
4 ice will melt	d _____
5 less sea ice for animals to hunt from	e _____

- 4 Work in pairs. Compare your answers. Use the ideas from Exercise 3 which apply to the place you chose in Exercise 2.

### Evaluating consequences

Using a consequence map can help you to organize your thoughts before a speaking task. Use your map to evaluate the possible effects of events or decisions.

- 5 Work in pairs. Look at the consequence map below for the Arctic. Create a consequence map for Africa using the ideas from Exercise 3 on page 117 and the empty boxes below. Add in arrows and more boxes if you need to.



- 6 Find a new partner and explain your ideas using your cause and consequence map to help you.



# SPEAKING

## PREPARATION FOR SPEAKING

### PRONUNCIATION FOR SPEAKING



- 1 Decide which sentence in each of the pairs (a or b) is the cause and which is the consequence.

- 1 a Our concentration drops.  
b It is more difficult to work in high humidity.
- 2 a People feel more energetic in sunny weather.  
b They can get a lot of things done if the sun is shining.
- 3 a There isn't enough water for plants, drinking and washing.  
b Some countries are very hot and don't get much rain.

- 2 6.5 Listen to the sentences from Exercise 2 and write words in the gaps to complete the sentences.

- 1 It is more difficult to work in high humidity \_\_\_\_\_ our concentration drops.
- 2 People feel more energetic in sunny weather. \_\_\_\_\_ they can get a lot of things done if the sun is shining.
- 3 Some countries are very hot and don't get much rain. \_\_\_\_\_ , there isn't enough water for plants, drinking and washing.

- 3 6.6 Listen and repeat the linking words.

- 1 so /səʊ/      2 therefore /ðə'fɔː/      3 as a result /æzə'ɪzlt/

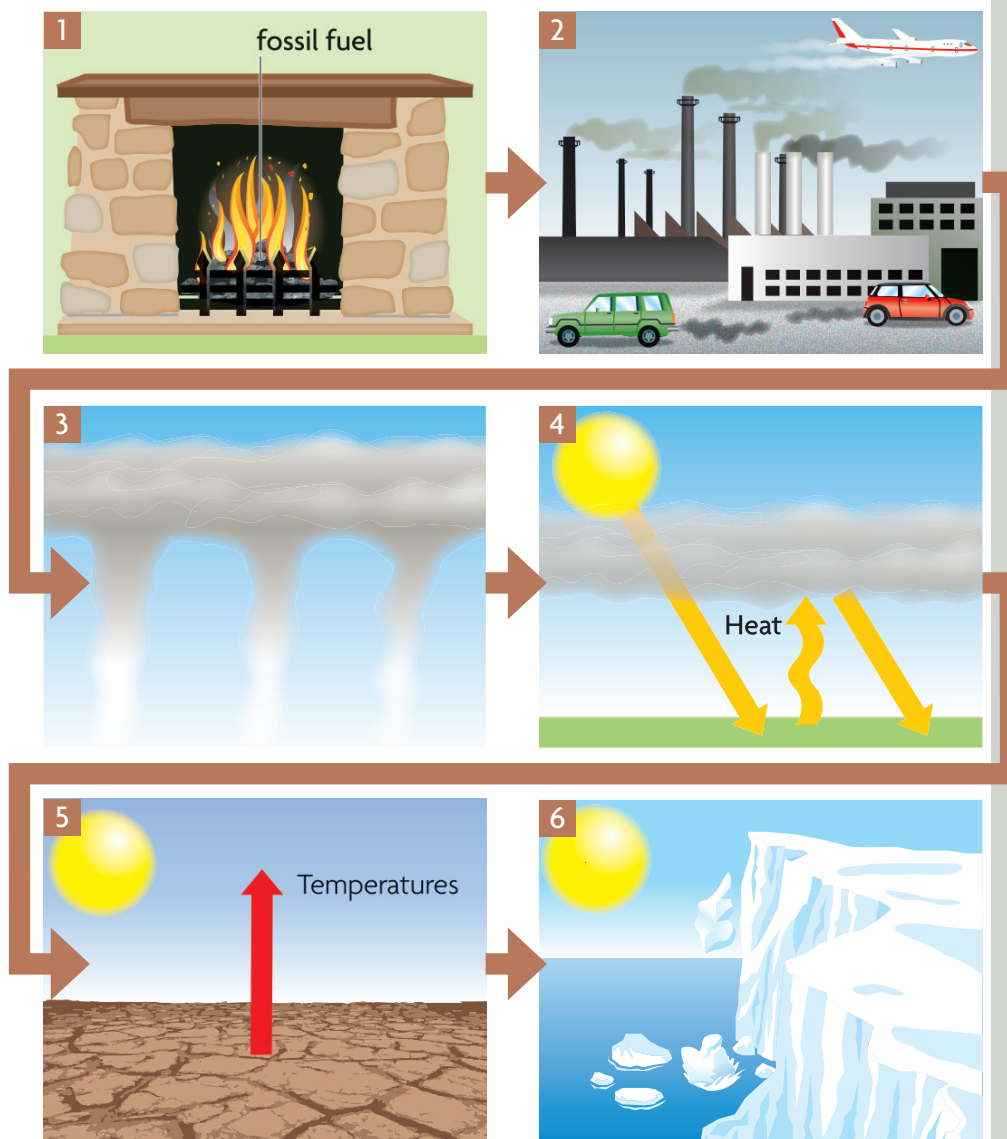
- 4 Work in pairs. Think of a consequence for each sentence. Be careful not to give a cause.

- 1 The rainfall was too heavy.  
*Therefore the village flooded. (consequence)*
- 2 The students didn't study much.
- 3 A new factory was built in the city.
- 4 Tigers are in danger of disappearing.
- 5 Nowadays more people are interested in global warming.
- 6 New cars are very expensive.
- 7 Rainforests are getting smaller.
- 8 I've lost my passport.
- 9 Communication is much easier nowadays.

- 5 Choose four of the sentences and consequences you thought of in Exercise 4. Change the order of the sentences and this time explain the causes. Use *because of*, *because* and *due to*.

*The village flooded (consequence) due to the heavy rainfall (cause).*

- 6 Climate change is the consequence of burning fossil fuel. Look at the pictures and try to understand the process.



- 7 Work in pairs. Create a cause and consequence map to show how climate change can happen. Use the words in the box below and the glossary on page 203 to help you.

burn smoke factory gas(es) trap heat  
ice melt

- 8 Work in pairs. Describe the map together. Use some phrases from Exercises 3 and 5 to explain consequences and causes.



## SPEAKING TASK

Create and complete a survey about the use of land and how it affects the climate. Present the results of the survey to your classmates.

### PREPARE

- 1 Work in groups of three or four. There is some land for sale in the centre of your home town or city. Create two consequence maps to show what could happen in each of the situations.
  - 1 The land becomes a park with trees and a lake.
  - 2 The land becomes factories and offices.
- 2 You want to find out what people in your class think should happen to the land by using a survey. Ask your classmates the questions and note down their answers to the following questions.
  - 1 Do you prefer the countryside or a city with factories? Why?
  - 2 What are the good things about having factories?
  - 3 What are the bad things?
  - 4 Why do we like to have green places in the city?
  - 5 Are there any bad things about green places in the city?
- 3 In your groups look at the results of the survey and make notes summarizing the information you have got.
- 4 Present the results to the class. Give causes and consequences.

### PRESENT

#### TASK CHECKLIST



Have you used collocations about weather and climate correctly?

Have you used future forms correctly?

Have you used sounds /ɒ/ and /əʊ/ correctly?

Can you show interest when you respond?

Can you link up sentences using *so* / *therefore* / *as a result* to show cause and consequence?

## OBJECTIVES REVIEW

*I can ...*

understand a film  
about rain and the  
water cycle.



predict ideas from  
research.



use a cause and  
consequence map.



explain consequences.



present the results of  
a survey.



## WORDLIST

## UNIT VOCABULARY

as a result (phr)	exciting (adj)	prevent (v)
burn (v)	factory (n)	protect (v)
calm (adj)	flood (v)	rainfall (n)
chilly (adj)	foggy weather (phr)	rainforest (n)
climate change (phr)	forest (n)	sea levels (n)
cut down (v)	fossil fuel (phr)	smoke (n)
damage (v)	frog (n)	so (conj)
disappear (v)	gas (n)	species (n)
disease (n)	global warming (phr)	temperature (n)
drinking water (n)	humid (adj)	therefore (adv)
drought (n)	ice (n)	trap heat (phr)
dull (adj)	interested (adj)	wildlife (n)
energetic (adj)	melt (v)	