

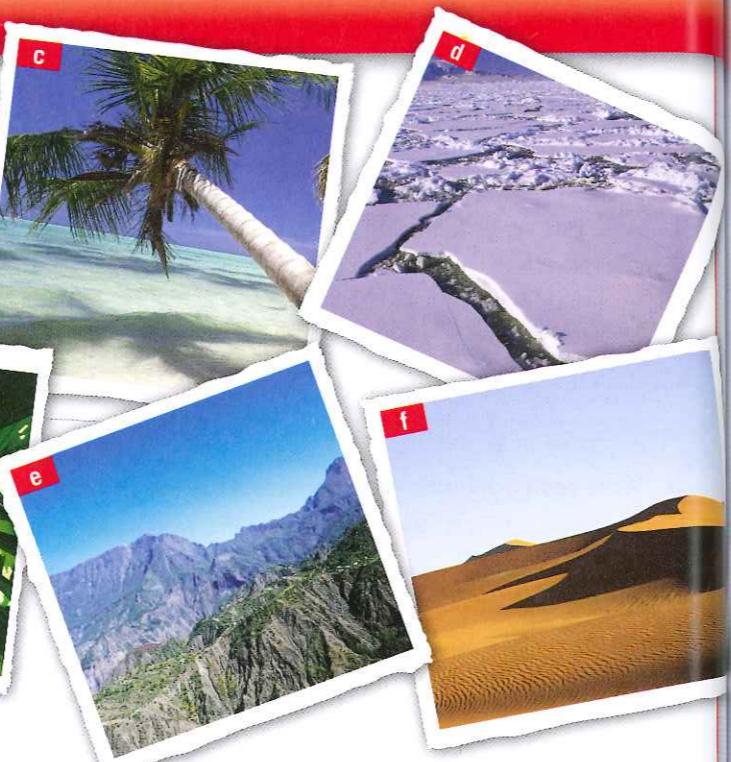
# 6 Living planet

## Vocabulary

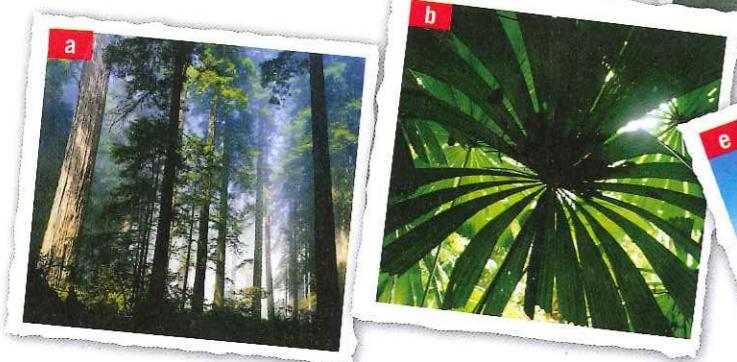
### Geographical features

1 Work with a partner and match the photos to these words.

beach desert forest ice cap  
mountain range rainforest and jungle



2 2.01/2 Listen and repeat.



### The environment

3 Work with a partner. Match the words with the definitions.

drought environment flood global warming greenhouse effect nuclear disaster  
oil spill ozone layer pollution recycle save waste

- 1 when heat cannot escape from the atmosphere and the temperature on earth goes up greenhouse effect
- 2 to use something again, or change something so that you can use it again
- 3 the natural world around us
- 4 to stop using something (for example water, money, electricity) or to use it less
- 5 a long period of time when there is no rain
- 6 the part of the earth's atmosphere which protects the earth from the sun
- 7 the process of making the air, water or land worse, with chemicals, for example
- 8 a large quantity of water that suddenly covers an area
- 9 the increase in the temperature on earth
- 10 to use something more than necessary, or in an incorrect way
- 11 an accident with nuclear power, usually causing radioactivity
- 12 an accident when oil comes out of its container, for example at sea

4 SPEAKING Work with a partner. Use words from 3 to talk about the photos.



You can recycle bottles here. It's good for the environment.

5 LISTENING 2.03 Listen to four descriptions of environmental problems. Match each description to a photo in 4.

- 1 ..... 3 .....  
2 ..... 4 .....

6a SPEAKING Look at the questions and make a note of your answers.

- 1 How is global warming affecting your country?
- 2 Where and when do you have floods or droughts in your country?
- 3 What do you do to protect the environment?
- 4 What products or materials do you recycle?
- 5 How do people waste water or electricity in your country?
- 6 What do you do to save water or electricity?

6b Work with a partner. Ask and answer the questions.

Grammar → Be going to, will, may, might → Zero conditional and first conditional  
Vocabulary → Geographical features → The environment → Different uses of *get*  
Speaking → Making arrangements  
Writing → A formal letter

## Reading

1 You are going to read a text about things we can do to protect the environment. You have three minutes to read the four paragraphs and match them to these titles.

Paragraph ..... a Young people can make a difference  
Paragraph ..... b Predictions for the future

Paragraph ..... c What is a carbon footprint?  
Paragraph ..... d Your lifestyle and your carbon footprint

1 It's difficult to know exactly how our climate will change. Scientists think that the global temperature may go up by between 1.4°C and 5.8°C in the next fifty years. This global warming will definitely make a big change to life on earth. Most areas will become warmer. Some parts of the world might have terrible floods, but some may have droughts. This will probably be bad for plants and animals in all parts of the world. In the Arctic we can already see that the changing weather is going to make life very difficult for polar bears.

2 So what can we do about this? One thing we can do is to think about our 'carbon footprint'. A carbon footprint is a way of working out the difference that each person makes to the environment. It shows the pollution that we, as individuals, are responsible for. For example, when you go to school by car every day your carbon footprint gets bigger because you are adding to the pollution. When you walk to school or go by bike, your footprint is much smaller.

2 Choose the correct alternative. Write the number of the paragraph where you found the answer.

1 A carbon footprint works out the difference that each human being/type of transport makes to the environment.  
Paragraph .....

2 The text suggests that teenagers can take decisions for their parents/influence their parents' decisions.  
Paragraph .....

3 Rail travel/Flying is relatively good for the environment.  
Paragraph .....

4 The effects of climate change will probably/will probably not affect nature all over the planet.  
Paragraph .....

5 Everyday activities make/don't make a big difference to your carbon footprint.  
Paragraph .....

6 Scientists are/are not sure what will happen in the next fifty years.  
Paragraph .....

7 Scientists predict that the changes will/won't be the same in different places.  
Paragraph .....

3 Match the underlined words in the text with their definitions.

- 1 cause (v) are responsible for
- 2 the plastic that covers things you buy
- 3 deciding, calculating
- 4 results
- 5 routines
- 6 the mark that your foot leaves on the ground

4 Choose the six words in the text which you think are the most important. Compare your answers with a partner and explain your choices.

I chose 'climate' because the text is talking about how the climate is changing.

5 Use your words in 4 to write a short summary of the text.

6 SPEAKING What about you?

- 1 How important do you think global warming is? Why?
- 2 Do you think your carbon footprint is big or small? Why?

I think global warming is the most important problem in the world right now.

I don't agree. There are other big problems too.

## GRAMMAR GUIDE

## Be going to and will

## 1a Look at the sentences.

- I think global warming **will** get worse.
- Greenpeace began in 1971. In 2021 it **will** celebrate its 50<sup>th</sup> anniversary.
- What can I do to help? I know! I'll keep a record of my carbon footprint.
- Yesterday I decided what to do in the summer. **I'm going to** work for Greenpeace.
- Look at the sky. **It's going to** rain.

GRAMMAR REFERENCE ▶ page 80

## 2a PRONUNCIATION Look at these sentences. Why do you think some words are marked in bold?

- The **situation** is going to get **worse**.
- Temperatures** are going to go **up**.
- It's going to be a **hot summer**.
- We're **all** going to have **problems**.
- I'm going to **do** something to **help**.

2b 2.04 Listen to the sentences. What happens to the words in bold? What is the pronunciation of *be going to*?

## 2c Listen again and repeat the sentences with the correct stress.

3 Complete the sentences with the correct form of the verbs using **will** or **be going to**.

- Experts expect that the ice cap ..... (**disappear**) one day.
- It's only 10am but the sun is already strong. It ..... (**be**) a hot day.
- A: What's the matter?  
B: I'm really hot.  
A: I ..... (**open**) the window.
- Next week ..... (**be**) the anniversary of the world's worst oil spill.
- My friends have decided they ..... (**write**) a letter about the environment to the local newspaper.
- People think that global warming ..... (**cause**) lots of problems in the future.
- A: Where are you going?  
B: To see a documentary about the environment.  
A: Wait! I ..... (**come**) with you.
- A: Come to my house this evening.  
B: I can't. I ..... (**go**) to a meeting about making our school 'green'.

1b Match these explanations of the use of **will** and **be going to** with example sentences a–e in 1a.We use **will** ...

- for decisions that we take at the moment of speaking. .... **c**
- to talk about an objective truth. ....
- to make a general prediction. We often use **think**, **hope**, **expect** with this use. ....

We use **be going to** ...

- to make predictions based on some sort of evidence. ....
- to talk about plans or intentions. ....

## 4 Write down six different plans or intentions you have for the future. Write about these areas:

- |          |                 |           |
|----------|-----------------|-----------|
| 1 school | 3 work          | 5 family  |
| 2 home   | 4 sport/hobbies | 6 friends |

*I'm going to do a project about biology at school next week.*

## 5 Now write down six predictions for the future. Write about these areas:

- |                   |                       |            |
|-------------------|-----------------------|------------|
| 1 the environment | 3 politics            | 5 sport    |
| 2 TV              | 4 clothes and fashion | 6 medicine |

*I think the planet will get hotter in the future.*

## 6 SPEAKING Work with a partner. Compare your plans and predictions from 4 and 5. Are they similar or different?

## GRAMMAR GUIDE

## Will, may, might

## 7a Look at the sentences and give an approximate percentage of certainty for each expression in bold.

- This **will probably** affect plants and animals.  
70–80% certain
- Global warming **will definitely** make a big difference.
- Perhaps** some places **will** have more rain.
- It's possible that** other places **will** become drier.
- Different parts of the world **might** have terrible floods or droughts.
- The temperature **may** go up by 5°C in the next fifty years.
- The changes **probably won't** be immediate.
- Things **definitely won't** get better until we do something.

7b Look at the position of the adverbs **definitely** and **probably** in sentences 1 and 2 and sentences 7 and 8. What do you notice?

GRAMMAR REFERENCE ▶ page 80

## ▶ EXAM SUCCESS

You are going to do a sentence transformation activity. Read the instructions. What things are important to check when you finish an EXAM SUCCESS ▶ page 151

## 8 Rewrite the sentences keeping the same meaning. Do not change the word given. Use between two and five words, including the word given.

- It's possible that the sea level **will** go up in the next fifty years.  
**may**  
The sea level ..... **may go up** ..... in the next fifty years.
- It's 100% certain that some parts of the earth **will** become deserts.  
**definitely**  
Some parts of the earth ..... deserts.
- There's a possibility that the consequences **will** be catastrophic.  
**perhaps**  
..... catastrophic.
- It's 100% certain life on the planet **won't** end in the next twenty years.  
**definitely**  
Life on the planet ..... in the next twenty years.
- It's quite probable that people **won't** change their habits.  
**won't**  
People ..... habits.
- The situation **might** get worse before it gets better.  
**possible**  
It's ..... get worse before it gets better.

## 9 How certain do you think these predictions are? Write sentences with the expressions in 8.

- Summers **will** get hotter.
- Polar bears **will** become extinct.
- Cars of the future **won't** use petrol.
- We **will** have another ice age.
- One day there **will** be a terrible nuclear disaster in the USA.

*I think summers will definitely get hotter.*

## 10 SPEAKING Work with a partner. Compare your answers in 9.

*I think summers will definitely get hotter.**I think they may get hotter. I'm not sure.*Different uses of **get**1 Look at **get** in these sentences and match each one to the correct meaning (a–e).

- |          |         |          |                 |           |
|----------|---------|----------|-----------------|-----------|
| a arrive | b bring | c become | d obtain or buy | e receive |
|----------|---------|----------|-----------------|-----------|

2 Complete the sentences with these words. What is the meaning of **get** in each sentence?

dark late ready red thin worse

- I can see that you're hot. Your face is ..... .
- My brother needs to eat more. He's getting ..... .
- Come on! You need to get ..... for the meeting.
- Scientists are very worried because they say the situation is getting ..... .
- Come on! It's getting ..... . Time for bed.
- I'll switch the light on. It's got very ..... in here.

3 What usually happens in these situations? Write sentences with **get** and these words.an email with news angry bread  
home late paper and a pen presents tired

- Somebody is saying horrible things to you.  
**You get angry.**
- You run for an hour or more.
- It's your birthday tomorrow.
- You're out at 11pm and there are no buses.
- You're in a supermarket because you want to make a sandwich for lunch.
- Your friend in the USA writes to tell you about what happened to her last week.
- Somebody is talking to you on the phone and wants to leave a message.

4a SPEAKING Work with a partner. Write a story where you use **get** as many times as possible.4b Tell your story to the class. Who uses **get** the most?

Yesterday I got up at 7am and I got ready for school.



- 1 **SPEAKING** Work with a partner. Look at the photos. What can you see in each one? Is the situation good for the environment or not? Why?



- 2 **LISTENING** 2.05 You are going to listen to part of a meeting at a school. Listen and answer the questions.

- 1 What is the meeting about?  
2 How many ideas do they write down?

#### ▶ STUDY SKILLS

What is your main objective the first time you listen to a listening text?

**STUDY SKILLS** ▶ page 147

- 3 **Listen again.** Are these sentences true (T) or false (F)?

- 1 The teacher has given the students time to think of ideas. T/F  
2 The first student, William, wants to separate paper into different boxes. T/F  
3 William wants only one person in the class to take paper for recycling. T/F  
4 The school has already told students to switch lights off. T/F  
5 Isabelle's idea is to help people remember to switch the lights off. T/F  
6 The last idea, from Jack, is to save water in the school canteen. T/F

- 4 **Correct the false sentences.** Listen again if necessary.

- 5 **SPEAKING** What about you?

- 1 Do you do any of these things in your school?  
2 How 'green' do you think your school is? Why?

We recycle paper.

Yes, and we always switch the lights off at the end of the day.

#### GRAMMAR GUIDE

##### Zero conditional

- 1a Look at the sentences in the zero conditional. Then choose the correct alternative.

1 If you **have** very long showers, you **waste** water.

2 You **die** if you **don't drink**.

We use the zero conditional to talk about *specific situations/things that are generally true*.

- 1b Look again at the sentences in 1a.

1 What tenses do we use in the zero conditional?  
If + \_\_\_\_\_, \_\_\_\_\_

2 Does the half of the sentence with *if* always come first?

3 When do we use a comma in conditional sentences?

**GRAMMAR REFERENCE** ▶ page 80

- 2 Complete these sentences by putting the verb in the correct form.

- 1 If it's sunny, people often ..... (go) to the beach.  
2 If it ..... (not rain) for months, the result is usually a drought.  
3 If it rains a lot for months, there ..... (be) often floods.  
4 If you don't water plants, they ..... (die).  
5 If it ..... (be) very sunny, it's bad for your eyes.  
6 If the sun ..... (shine) all day, the temperature goes up.

- 3 Write sentences to make general statements using the zero conditional.

- 1 If I'm late for school, **my teacher gets angry with me**.  
2 If you sit too close to the TV, .....  
3 If you go to bed late, .....  
4 I feel sad if .....  
5 I enjoy English classes if .....  
6 My parents are happy if .....

- 4 **SPEAKING** Work with a partner. Compare your sentences from 3. Are any sentences the same?

I feel sad if I watch a sad story on the news.

Me too. But I wrote that I feel sad if I argue with my friends.

#### GRAMMAR GUIDE

##### First conditional

- 5a Look at these sentences in the first conditional. Then choose the correct alternative.

1 If you **see** the poster, you'll **remember** to switch the lights off.  
2 It **won't be** so bad if we all **help**.

We use the first conditional to talk about *possible/impossible situations and their consequences*.

- 5b Look at the sentences again and choose the correct alternative.

1 In the part of the sentence with *if* we use the **present simple/will or won't**.

2 In the other part of the sentence we use the **present simple/will or won't**.

**GRAMMAR REFERENCE** ▶ page 80

- 6 Choose the correct alternatives.

- 1 If we **don't/won't** recycle paper, we **need/will need** to cut down more trees.



- 2 If we **cut/will cut** down more trees, the forests **disappear/will disappear**.



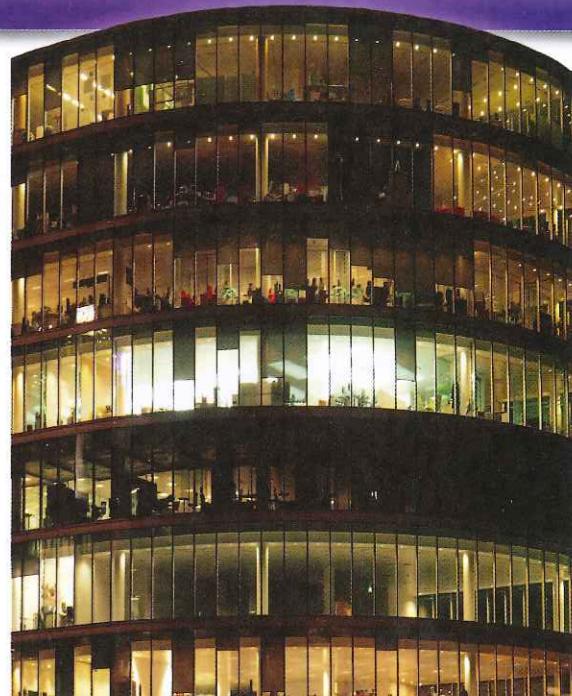
- 3 There **are/will be** more deserts if the forests **disappear/will disappear**.



- 4 If there **are/will be** more deserts, the planet **becomes/will become** hotter.



- 5 Many plants and animals **die/will die** if the planet **becomes/will become** hotter.



- 7 Put the verbs in the correct tenses using the first conditional.

'If we (a) ..... (not do) something soon, electronic products (b) ..... (create) serious

problems for the environment. We use more and more energy because we buy more and more electronic gadgets. If this situation

(c) ..... (continue), each house

(d) ..... (need) an incredible quantity of energy. The popularity of computers and games consoles has created an enormous need for more power. In the 1970s homes contained, on average, just 17 electronic products. But now some people think that they

(e) ..... (not be) able to brush their teeth if they (f) ..... (not have) an electric toothbrush. And if we

(g) ..... (forget) to switch off all these electronic gadgets we (h) ..... (use) up all of our electricity for nothing.'

- 8 **SPEAKING** Work in groups. Begin with this sentence.

*If I pass all my exams this year, I'll have a holiday in the summer.*

Take it in turns to add conditional sentences. How many sentences can you make?

*If I pass all my exams this year, I'll have a holiday in the summer.*

*If I have a holiday in the summer, I'll go with my friends.*

*If I go with my friends, I'll ...*



## 1 SPEAKING Work with a partner and answer the questions.

- 1 What places can you see in the photos?
- 2 How often do you go to these places?
- 3 Which is your favourite place to go at the weekend? Why?

## 2 LISTENING 2.06 Listen to two people making arrangements for the weekend and answer the questions.

- 1 Where are they going to go?
- 2 When and where are they going to meet?
- 3 What are they going to take?
- 4 What will they do if it rains?

## 3 Complete the dialogue. Listen again if necessary.

- JAMIE: Hi, Danny.
- DANNY: Hi, Jamie.
- JAMIE: Listen. Are you up to anything this weekend?
- DANNY: Not really. What about you?
- JAMIE: If the weather's (a) ..... , Alex and I are going to go to the (b) ..... . Do you fancy coming?
- DANNY: Sure. What time shall we meet?
- JAMIE: How about (c) ..... ?
- DANNY: OK. Why don't we meet at the (d) ..... ?
- JAMIE: Fine. I know. I'll bring some (e) ..... and we can (f) ..... .
- DANNY: What will we do if it (g) ..... ?
- JAMIE: I'll give you a (h) ..... and we'll go somewhere else.
- DANNY: OK. Listen. I'll ring (i) ..... too and see if she wants to come.
- JAMIE: Good idea. See you tomorrow at (j) ..... ?
- DANNY: See you.

## ► Speaking Bank

## Useful expressions for making arrangements

## Asking about somebody's plans

- What are you up to at the weekend?
- Are you up to anything at the weekend? ✓
- Do you fancy verb + -ing?

## Arranging to meet

- What time shall we meet?
- Where shall we meet?
- Why don't we meet at ... ?

## Responding to plans and arrangements

- Sure/Fine/OK/Great/Good idea.
- Not really/Sorry, I can't/I prefer ...

Remember that we can use the present continuous as well as **be going to** to talk about future arrangements.

*Where are we meeting tomorrow?  
Where are we going to meet tomorrow?*

## 5 SPEAKING Practise the dialogue in 3 with your partner.

## 6a PRONUNCIATION 2.07 Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

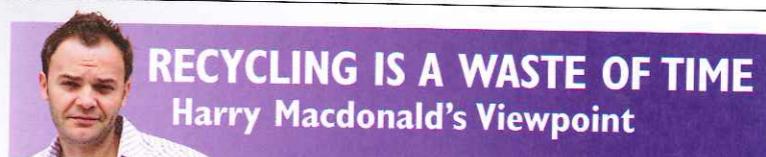
## 6b Work with a partner. Practise the first six sentences of the dialogue again, remembering to show enthusiasm.

## Practice makes perfect

## 7a SPEAKING Work with a partner. Practise the dialogue in 3, changing the information. Use a different place, time, etc.

## 7b Now change partners and practise again with your book closed.

- 1 Read this newspaper article about recycling. What does the writer think about recycling? What reasons does he give?



Everybody is always telling us to recycle. In some countries it is a crime **not** to recycle! This just shows how stupid modern society has become. The fact is that it's more expensive to recycle paper and glass than to make them from new materials. Why don't we just



- 2 SPEAKING Work with a partner. What do you think? Do you agree or disagree with Harry Macdonald? Why? Make a list of your ideas.

- 1 *Recycling may be expensive but it's better than using new materials.*
- 2 Here is a letter to the editor of the newspaper. Does the reader agree or disagree with Harry Macdonald? Are any of your ideas from 2 here?

## LETTERS TO THE EDITOR

Dear Editor,

I am writing in response to Harry Macdonald's article 'Recycling is a waste of time' which appeared in your newspaper last week. Personally I agree with many of the things that Mr Macdonald says.

**Firstly**, recycling is more expensive than we think. **Furthermore**, it is difficult or impossible to recycle some materials.

**Next**, some people say that burning rubbish is bad for the environment because of the fumes. **Nevertheless**, burning rubbish is a very efficient way to generate electricity.

**Finally**, many people say they recycle their rubbish. **However**, not many people take the time to separate glass, paper and plastics. **What's more**, I totally disagree with the idea of making people recycle.

I will be interested in hearing other readers' opinions on this question. Yours faithfully,

Helen Horton, Manchester

## ► STUDY SKILLS

Read the letter again. Why is it important to divide texts into paragraphs when we write?

STUDY SKILLS ► page 147

- 4 The words in bold in the letter are all linkers. Put them in the correct place in the Writing Bank below.

## ► Writing Bank

Linkers of sequence, addition and contrast

- Sequence: *Firstly* .....
- Addition: *Furthermore* .....
- Contrast: *However* .....

## 5 Complete the sentences with linkers from the Writing Bank.

- 1 I think recycling is easy. .... it is cheap.
- 2 Let me explain what I think. .... I want to explain my opinions about recycling paper. Next, I want to tell you what I think about recycling glass. .... I want to talk about plastic.
- 3 In general, I agree with the article. .... there are some things in it that I don't agree with.

## Practice makes perfect

## 6a Look at this topic and make notes.

A newspaper journalist writes:

'Humans aren't responsible for climate change. It's just a natural process.'

Write a letter to the newspaper editor expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

## 6b Write your letter using the model in 3, your notes and the Writing Bank to help you.

## ► EXAM SUCCESS

When you write in exam conditions, you cannot usually use a dictionary or grammar book. What can you do if you do not know a word or if you are not sure how to use a specific grammar structure?

EXAM SUCCESS ► page 151

# Language reference and revision

## ► Grammar reference

### Be going to

#### Use

We use **be going to** to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.

*We've decided that we're going to join the WWF.*

### Will

#### Use

We use **will** and **won't** to make general predictions about the future. We often use **think, hope, expect, imagine**, etc. with **will** and **won't** to express our opinion about the future.

*I don't think he will win the election.*

We also use **will** and **won't** when we decide to do something at the moment of speaking, for example when we suddenly offer to do something for someone.

*A: It's hot in here.*

*B: I'll open the window.*

### May, might

#### Form

Affirmative	subject + <b>may/might</b> + verb in infinitive <i>Temperatures may get higher.</i>
Negative	subject + <b>may not/might not (mightn't)</b> + verb in infinitive <i>We may not be able to stop it.</i>

### Zero conditional

#### Form

If + **present simple, ... present simple**

*If you take a fish out of water, it dies.*

*If we arrive late to school, the teachers get angry.*

#### Use

We use the zero conditional to talk about situations that are generally or always true.

*If you don't drink any liquids, you die.*

(= This is not just a specific situation – it always happens.)

We can also use **be going to** to make predictions about the future, particularly when we have evidence for the prediction.

*That car is going very fast. I think it's going to crash.*

## ► Grammar revision

### Be going to, will

#### 1 Correct the mistakes in these sentences.

- 1 Scientists think that they'll to find a solution for this problem.
- 2 What are your plans? What do you do tomorrow?
- 3 They say it's raining next week.
- 4 I can't meet you tomorrow because I'll do an exam.

WORKBOOK ► page 48

/4 points

### Will, may, might

#### 2 Complete the sentences with these words.

definitely may perhaps probably will won't

- 1 My team will ..... win tonight. I'm totally sure.
- 2 Paula ..... go to see him next week but I don't really know.
- 3 ..... the problem will disappear but we aren't certain.
- 4 They ..... won't go out tonight because they have an exam tomorrow, but it's not impossible.
- 5 She definitely ..... run tomorrow because she's got a broken leg.
- 6 It's possible that I ..... see him tomorrow.

WORKBOOK ► page 48

/6 points

### Zero conditional

#### 3 Answer these questions with complete sentences.

- 1 What happens if you mix blue and yellow?
- 2 What happens if you study for an exam?
- 3 What happens if you never brush your teeth?
- 4 What happens if you eat too much?

WORKBOOK ► page 51

/4 points

### First conditional

#### 4 Complete the sentences with the correct form of the words.

- 1 If the sun ..... (shine), we'll be able to go out.
- 2 We'll go shopping if my mum ..... (finish) work early.
- 3 If you do the exercise carefully today, you ..... (get) all the answers right.
- 4 It'll be great if she ..... (come) tonight.
- 5 She'll leave hospital today if she ..... (feel) OK.
- 6 I ..... (not bring) the dog if you don't want me to.

WORKBOOK ► page 51

/6 points

## ► Vocabulary revision

### Geographical features

#### 1 Look at the names. What are the geographical features?

- 1 Sahara
- 2 The Amazon River and
- 3 The Andes

WORKBOOK ► page 46

- 4 Ipanema in Rio de Janeiro
- 5 Costa del Sol
- 6 The North Pole
- 7 Sherwood

/7 points

### The environment

#### 2 Complete the text with these words.

droughts floods global warming ozone layer recycle save waste

- (a) ..... is getting worse and worse – the temperatures keep going up and up. That's probably because of the big hole in the (b) ..... which protects us from the sun. In some parts of the planet there have been terrible (c) ..... where the water has destroyed towns and cities. Meanwhile, in Africa there are terrible (d) .....

WORKBOOK ► page 46

where it hasn't rained for a long time. But in places like the USA and Europe people (e) ..... water – they use too much, without thinking. It's important to (f) ..... water, for example by having short showers, not baths. There are other things we can do to protect the earth. We can (g) ..... things like bottles or newspapers.

/7 points

### Different uses of get

#### 3 Decide on a synonym for **get** in these sentences.

- 1 I'm going to get some bread from the supermarket .....
- 2 Did you get home late last night? .....
- 3 The book started off really well but then it got boring in the end. ....

WORKBOOK ► page 49

- 4 Don't move. I'll get you a glass of water. ....
- 5 I got my exam marks yesterday. ....
- 6 She got an email from her best friend. ....

/6 points

## ► Vocabulary

### 1 Geographical features

beach desert forest ice cap  
jungle mountain range rainforest

### 2 The environment

drought environment flood  
global warming greenhouse effect  
nuclear disaster oil spill ozone layer  
pollution recycle save waste

### 3 Different uses of get

arrive bring become (=a process or  
change of state) obtain or buy receive

### 4 Other words and phrases ► page 141–2

Total

/40 points