

7A | Green issues

SPEAKING & VOCABULARY: the environment

- 1 Use the words in the box to complete the compound nouns in the sentences.

farms food fumes fuels
gases panels change warming

- 1 Diesel exhaust _____ may cause chronic asthma.
- 2 Fossil _____ currently account for about 85% of world energy consumption.
- 3 Global _____ could cause sea levels to rise dramatically over the next ten years.
- 4 Greenhouse _____, like CO₂, have become a serious cause for concern.
- 5 Europe is now the biggest market for organic _____ in the world, expanding by 25% a year over the past ten years.
- 6 Spain wants to take advantage of its sunshine by making solar _____ compulsory in new buildings.
- 7 Six of the world's top polluters met last week to promote clean energy as a way to deal with climate _____.
- 8 Wind _____ are best located in coastal areas where the wind is strong and reliable.

- 2 Put the compound nouns in exercise 1 into two groups: (a) problems and (b) solutions. Add two more items to each group.

- 3 Work in pairs. Look at the leaflet and discuss the questions.

- 1 How exactly do each of these actions benefit the environment?
- 2 Can you add three more tips to the leaflet?

Ten top tips to a greener lifestyle

- Walk or cycle to work/school
- Use public transport
- Buy organic food
- Re-use paper, envelopes, plastic carrier bags etc
- Take a shower instead of a bath
- Take your holidays close to home
- Buy things second-hand or used



- 4 Ask your classmates how many of the things in the leaflet they do regularly. Who has the greenest lifestyle?

READING

- 1 Read the webpage and match the photos A-F to the stories 1-6.

- 2 Read the webpage again and complete the stories 1-6 with the sentences a-f.

- a A series of underwater turbines are to be installed in the River Thames.
- b And none of these people was actually born there.
- c Even the car dealers are refusing to take them in part exchange.
- d I'm trying to cut down on my energy consumption.
- e The black carbon powder that is normally used is refined from pure oil and the end product costs more than vintage champagne.
- f This causes widescale water pollution, chronic illness in farmworkers and devastating effects on wildlife.

- 3 Match the highlighted words on the webpage to the definitions 1-5.

- 1 drinking very fast
- 2 falling very fast
- 3 machines that produce power
- 4 substances for changing the colour of something
- 5 thrown away

- 4 Work in pairs. Discuss these questions.

- Which story would you like to know more about? Why?
- Do you know of a story that could be posted on the Ecochat website?

SPEAKING

- 1 Work in pairs. You want to persuade your classmates to make some small changes to their lifestyle, but ones that will have a significant effect on the environment. Follow these steps.

- 1 Choose two lifestyle changes (turn to page 149 for ideas).
- 2 Prepare to explain why these changes are important.

- 2 Speak to other students in the class and try to persuade them to make the change.

- 3 Discuss these questions.

- Whose idea was the most practical?
- Do you think you will put it into practice?

ecochat

NEWS AND VIEWS FOR A GREENER WORLD

1
How green is your T-shirt?

2
Cheap printer ink?

3
Victims of oil shortage

4
On her Majesty's service

5
It's an ill wind ...

6
A shaving query

1 Unless it's made with organic cotton – not very. Cotton is one of the most environmentally damaging crops grown in the world. In developing countries, more than 50% of all pesticides used in agriculture are sprayed onto cotton fields. (1) ____ In the USA, cancer rates in cotton-producing states are significantly higher than in neighbouring states. And as if that wasn't enough, the final fabric is bleached, dyed and sprayed with a fire retardant before it is converted into the fashion item you buy in the shops. Organic cotton is grown without using any chemical pesticides or fertilisers and the final cloth is unbleached and dyed with natural plant dyes. So make a difference this summer and wear a green T-shirt.

CONTINUE READING ... (6) COMMENTS:

2 All lovers of creative recycling will be happy to hear about a new use for used car tyres. A group of British inventors have found a way to extract the carbon from used car tyres to make printer ink. (2) ____ With more than one million tyres being dumped every year, this new system should open the way to cheaper, greener printer ink.

CONTINUE READING ... (45) COMMENTS:

3 The much-loved American SUV (sports utility vehicle) is quickly losing its appeal. With petrol prices rising dramatically, more and more of these gas-guzzling four-wheelers are finding themselves out on the streets with a For Sale sign in their windows. But it seems that no one loves them anymore. (3) ____

CONTINUE READING ... (217) COMMENTS:

4 Windsor Castle, the main residence of Elizabeth II, is to get a hydro-electric power system. (4) ____ The £1,000,000 project will provide the castle with one third of its electrical needs, resulting in a reduction of approximately 600 tonnes in CO₂ emissions every year. Engineers insist that the underwater turbines will have very little impact on the ecology and marine life of the river.

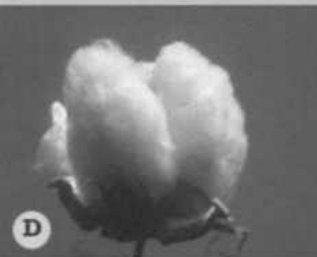
CONTINUE READING ... (17) COMMENTS:

5 Plans to erect a wind farm on the picturesque Island of Skye off the west coast of Scotland have provoked thousands of complaints from local residents. But who exactly is complaining? It seems that all the letters sent to the local Member of Parliament have been written by the same sixteen people. (5) ____ They are all wealthy second homeowners who don't want to see the value of their holiday property plummeting as the wind farm 'destroys the local landscape'. Local farmers, on the other hand, welcome the farm as it will help subsidize their lifestyles on this remote, but beautiful island.

CONTINUE READING ... (8) COMMENTS:

6 Q. Can anyone help me out with a problem? (6) ____ One of the things I want to get rid of is my electric razor. But what is the best alternative? What is the most eco-friendly way of shaving? Any advice you could offer will be greatly appreciated. Tom C

CONTINUE READING ... (1) COMMENTS:

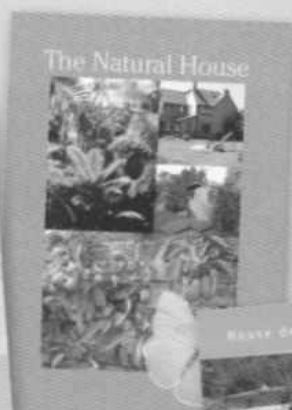


7B | Green houses

LISTENING

- 1 Look at the book covers. Which of the phrases in the box would you expect to find in books like these?

car tyres
dust and rubble
insulation
sledgehammer
wiring and plumbing
flush the toilet
double glazing



- 2 2.1 Listen to a conversation and tick the home improvements that are mentioned.

- 1 insulate the walls
- 2 replace the wiring system
- 3 build a rainwater collection tank
- 4 install a water recycling system
- 5 put in double glazing
- 6 buy an air filter
- 7 install solar panels
- 8 sand the floorboards

- 3 2.1 Listen again and answer the questions.

- 1 How are they going to get money from their local council?
- 2 What will they get if they win the competition?
- 3 What is Nell going to do in the kitchen?
- 4 What is a greywater tank?
- 5 How did Winston hurt himself?

How could you make your home more environmentally friendly?

GRAMMAR: futures review

- 1 Match the examples a-f to their uses 1-6.

- 1 to talk about a schedule
- 2 to talk about a definite arrangement
- 3 to talk about an intention
- 4 to talk about a decision made at the time of talking
- 5 to make a prediction
- 6 to make a prediction based on present evidence

- a You're *not going to win* an ecological competition with all those old car tyres.
- b We're *going to make* the whole house green.
- c The judging *doesn't start* till next spring.
- d We're *doing* the bathroom next week.
- e With a bit of luck, we *won't need* any central heating.
- f I'll *just move* this out of the way.

- 2 Choose the best verb forms to complete the dialogue.

Becky: Have you heard? Nell and Winston (1) *are going to / will* add an extension on to the back of their house. They (2) *'re starting / 'll start* work next week.

Tim: And I suppose they (3) *do / 're doing* it all themselves.

Becky: They're (4) *needing / going to need* some help to do the wiring. But they've said that this is the last job they (5) *do / 're going to do*. And they haven't got much time to do it in. They've entered some sort of eco-competition and it (6) *closes / is closing* at the end of the month.

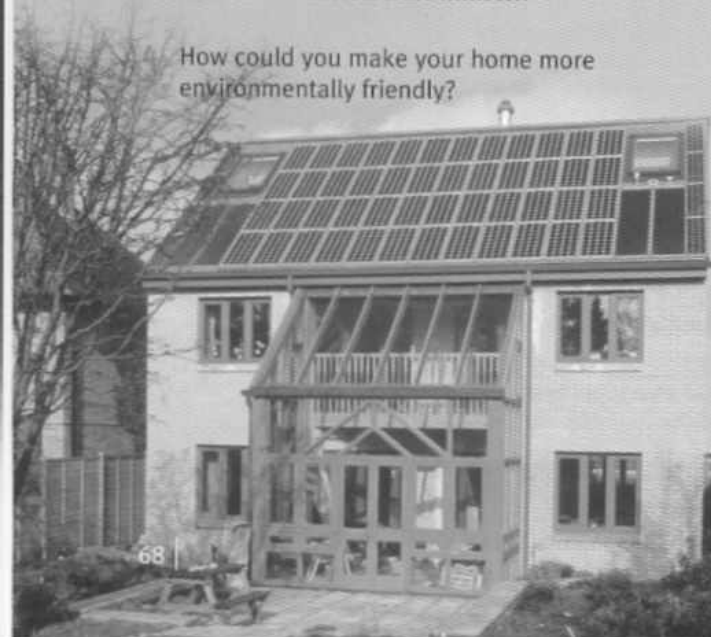
Tim: They (7) *'re never finishing / 'll never finish* on time.

Becky: And it's (8) *going to / will* look awful. I saw Winston at work and he hasn't got a clue.

Tim: I (9) *'ll give / 'm giving* him a call and see if he needs a hand.

- 3 Work in pairs, A and B. Speak for thirty seconds. Your partner must guess what question you are answering. (Your partner will not be able to see your questions.)

- A: Turn to page 148 for your list of questions.
B: Turn to page 146 for your list of questions.



Schedules

- Use the present simple to talk about schedules.

Plans, arrangements and decisions

- Use the present continuous + a future time expression to talk about definite arrangements.
- Use *going to* + infinitive to talk about intentions.
- The use of the present continuous and *going to* is very similar. You can always use *going to* instead of the present continuous, but you only use the present continuous to talk about a definite arrangement.
- Use *will* + infinitive to talk about a decision made at the time of talking (ie there has been no decision, plan or arrangement made previously).

Predictions

- Use both *going to* + infinitive and *will* + infinitive to make predictions about the future.
- When there is present evidence for the prediction we usually use *going to*.

➤ SEE LANGUAGE REFERENCE PAGE 74

PRONUNCIATION: pronouncing o

- 1 Work in pairs. Add the words in the box to the sounds 1–9.

hot come hook shoe world
sore now go kind of

- 1 /ɒ/ model, involve, offer, _____
- 2 /ʊ/ cook, wooden, look, _____
- 3 /ʌ/ front, double, doesn't, _____
- 4 /ə/ serious, neighbours, complain, _____
- 5 /ɔ:/ door, orders, absorb, _____
- 6 /u:/ room, too, food, _____
- 7 /ɜ:/ work, worse, worth, _____
- 8 /aʊ/ house, proud, downstairs, _____
- 9 /əʊ/ home, old, know, _____

2.2 Listen and check.

- 2 Underline all the words that contain the letter o in the article. Decide how each one is pronounced. Which sound 1–9 from exercise 1 is missing?

The government has announced new laws to encourage eco renovations. Solar panel grants, worth up to £3,000, will be made available. Local authorities will foot the bill to encourage householders to insulate their outside walls.

SPEAKING

- 1 Work in groups of three, A, B and C. You are judging a green lifestyle competition.

A: Turn to page 142.

B: Turn to page 141.

C: Turn to page 144.

- 2 Tell your partners about your product and decide which idea should win first, second and third place in the competition.

- 3 Work with a student from a different group. Compare your decisions and discuss these questions.

- Would you buy any of these products? Why or why not?

VOCABULARY: expressions with make

- 1 Look at tapescript 2.1 on page 157 and answer the questions.

- 1 What does Becky think makes sense?
- 2 What do Nell and Winston want to make the most of?
- 3 What will make a difference to their bills?
- 4 How do they make it easier to decide what else they need to do?

- 2 Complete the sentences 1–8 in column A with a phrase a–h in column B.

A

- 1 Governments should make it
- 2 In a greener world, we will all have to make do
- 3 It doesn't really make
- 4 There's not much that ordinary people can do to make
- 5 Instead of driving around in limousines, politicians should make
- 6 Schools should make
- 7 The next ten years will be make
- 8 With oil running out fast, we need to make

B

- a a difference to the future of the planet.
- b a point of using public transport.
- c the most of it before it dries up completely.
- d with less of everything.
- e easier for people to be more green.
- f or break for our planet.
- g sense to be green if other countries are not green.
- h time for ecology classes for all children.

- 3 Work in pairs. Do you agree with the statements in exercise 2?

7c | Lifestyle changes

READING

1 Work in pairs. Discuss these questions.

- What would you like to change about yourself or the way you live? Why?
- How would you go about making the change?

2 Work in pairs, A and B.

A: Read the introduction and text A and answer the questions.

B: Read the introduction and text B and answer the questions.

- 1 What change does Ginny want to make?
- 2 Why did she approach a life coach?
- 3 How did she feel about the experience at the beginning?
- 4 Why did her opinion change?
- 5 When does she hope to achieve her final goal?

Compare your answers with your partner.

3 Read your partner's text then work in pairs. In which text, A or B, can you find the answer to the questions below? Sometimes the answers are given in both texts.

- 1 How long has Ginny been trying to give up smoking?
- 2 How long have Ginny and Brian been working together?
- 3 What did Brian and Ginny talk about in their first session?
- 4 What was the first step Ginny decided to take?
- 5 What will Ginny be telling Brian about at this week's session?
- 6 What is the next step going to be?
- 7 When do they think she'll have given up smoking?

4 Work in pairs. Discuss these questions.

- Do you know anyone who has given up, (or tried to give up) smoking? How did they do it?
- Do you think that going to a life coach is a good way to stop smoking?
- Have you ever made a significant change to your lifestyle? What was it? Did you find it difficult?

Close up: life coaching

Ever tried to make a change to your lifestyle? Get in shape? Change your job? But you've never had the time or energy? A life coach could be the answer to your problems. Life coaches help people achieve their goals. They help them draw up realistic action plans and, more importantly, help them find the strength and the willpower to put them into action. Brian Moffat is a life coach. He helps people change their lives for the better. Ginny is one of his clients.

A Brian's side of the story

Ginny was interested in giving up smoking but she was finding it hard to find the necessary strength. A mutual friend told her about me and she got in touch. In our first session we pinpointed the main barriers to her stopping and the reasons why, when she does stop, she invariably starts up again. Of course, there were no surprises, but it helps to get things out into the open. It clears the air and allows you to work on moving on and looking to the future. That's what life coaching is all about. As a first step she declared her house a no-smoking zone. By the time we next speak, she'll have managed to keep her house smoke free for over a month. We'll be talking about the next step in our next session. From what we talked about last time, it seems that she wants to work on her social smoking. We'll be exploring the options together but she's the one who'll be taking the decisions.

At the beginning, I think she was a bit frustrated by the coaching philosophy. She was looking for a 'quick fix', an overnight solution to her problem and she got quite angry when she realized that I wasn't going to give her the answers, and that she had to find them for herself. But now that's she's seen that she's getting results, and getting them through her own strength and willpower, she's much happier.

I'm convinced she'll have reached her goal to stop smoking for good in another month's time at the most.

B Ginny's side of the story

I've been trying to give up smoking for the last five years. I've managed it a couple of times, I even gave up for six months once, but then something happens – a stressful day at work, an argument with my boyfriend – and I start again. So when a friend mentioned life coaching I thought, why not? To start with, I thought it was a total waste of money and I almost gave up after the first session. I wanted someone to give me answers, not ask me endless questions, but I'd committed myself to five sessions so I decided to see them through, and I'm glad I did.

We've been working together for just over three months now, and in that time I've given up smoking during my coffee breaks at work, I've given up smoking in the house and in the next session we'll be tackling the hardest goal of all: not smoking when I'm out with my friends.





And Brian helps me feel really proud of my achievements. I'm really looking forward to telling him this week that I've smoked fewer than five cigarettes every day this week. And it feels so good at the end of each session to be able to say, OK, this week I'm going to do this and know that by the end of the week I'll have achieved all the goals I've set myself. I'm convinced that with Brian's moral support I'll have given up smoking by the end of the year. And this time it'll be for good.

GRAMMAR: future perfect & future continuous

- Use *will + be + verb + -ing* to form the future continuous.
We'll be exploring the options together.
- Use the future continuous to talk about an action that will be in progress at a point in time in the future.
We'll be talking about the next step in our next session.
- Use *will + have + past participle* to form the future perfect.
I'll have achieved all the goals I've set myself.
- Use the future perfect to talk about an action that will be completed before a point in time in the future.
I'll have given up smoking by the end of the year.

Expressions often used with the future perfect:

By this time (next week), by then, by one o'clock, by the time (we next meet)

SEE LANGUAGE REFERENCE PAGE 74

1 Choose the correct verb forms to complete the text.

I'll (1) *be speaking / have spoken* to Clare again next week. By that time she'll (2) *be going / have been* to the gym at least three times, she'll (3) *be running / have run* a distance of over ten miles at least once and she'll (4) *be thinking / have thought* about increasing her distance to fifteen miles or more over the following week. At the meeting we'll (5) *be talking / have talked* about how she can find time in her busy schedule to do more running and she'll (6) *be telling / have told* me about the problems and frustrations she's been suffering over the last ten days.

What goal do you think Clare is preparing herself for?

2 Write the verbs in brackets in the correct form, future perfect or future continuous.

Bill wants to change his job. Brian is helping him. In their next session they (1) *(talk)* about how Bill can improve his CV. By this time tomorrow, Bill (2) *(hand)* in his resignation. By this time next week, he (3) *(apply)* for at least five jobs and he and Brian (4) *(work)* on preparing him for his first job interviews. In a month's time he (5) *(find)* a new job and this time next year he (6) *(aim)* for promotion in his new job.

3 Complete the sentences to make predictions for you and your classmates.

- 1 This time tomorrow, we'll all be _____.
- 2 By this time next week, some of us will have _____.
- 3 This time next year, most of us will be _____.
- 4 By this time next year, one or two of us will have _____.
- 5 Five years from now, only one of us will have _____.
- 6 In ten years' time, none of us will be _____.

Talk to your classmates and find out whose predictions are most similar to yours.

SPEAKING

Roleplay

- 1 You are going to prepare for a roleplay. Work in two groups, A and B.

Group A: Turn to page 142.

Group B: Turn to page 146.


- 2 Work in pairs with one student from Group A and one student from Group B. Roleplay the coaching session.
- 3 Change pairs, so that each client is talking to a new coach, and each coach is dealing with a new problem.
- 4 Change pairs again as above.
- 5 Work in your original groups, A and B. Discuss these questions and report back to the class.
Group A: Which client was most difficult to help? Why?
Group B: Which coach gave the best support and guidance?

7D | Trends

LISTENING

1 Work in pairs. Make a list of three changes you expect to take place in the next 20 years for each of the three topics.

- a What we'll be wearing
- b What we'll be doing in our free time
- c What we'll be eating

2  2.3–2.5 Listen to three lifestyle experts and match the experts 1–3 to topics a–c in exercise 1. Were the experts' predictions similar to yours?

3  2.3–2.5 Listen again and complete the predictions.

- 1 The next twenty years will be marked by ever-decreasing sizes. _____ will be more and more fashionable.
- 2 Advances in packaging technology will mean that we will be able to keep food _____ out of the fridge for much longer.
- 3 Watch out for a huge increase in the consumption of _____.
- 4 As always, there'll be a whole host of new _____.
- 5 A whole range of clothes will be developed that can integrate _____ with fabrics.
- 6 Heat-sensitive fabrics will also be coming into their own with a _____ different uses.
- 7 Virtual reality will have revolutionized _____.
- 8 We'll still be _____ to keep fit, but in virtual scenery that our present-day dreams are made of.

4 Work in pairs. Discuss these questions.

- Which of the innovations do you think are most likely to be developed in the next 20 years?
- Which do you think would be the most useful? Why?
- And which would be the most enjoyable?

FUNCTIONAL LANGUAGE: giving examples

Use one of the expressions below to show that you are giving an example of something.

for example/for instance

For example/For instance, men will be wearing skirts to work.

such as/like (only use before a noun phrase)

Health foods, **such as/like** low fat spreads, will be replaced by new products.

in particular (to highlight a special example)

Chocolate, **in particular**, will be sold in smaller bars.

among other things (to talk about one or more things out of a larger number)

VR options will include, **among other things**, the possibility to change your seat at any time.

to name but two/a few (to talk about two or more examples of a larger group)

Microchips will perform hundreds of household chores, cleaning the oven, hoovering the hall or watering the plants, **to name but a few**.

➤ SEE LANGUAGE REFERENCE PAGE 74

1 Choose the correct expressions to complete the text. On one occasion, both expressions are possible.

The 21st-century Kitchen

We can expect to see major changes in the home, too, and some rooms will look rather different. The kitchen and the bathroom, (1) *like / to name but two*, will be unrecognizable. In the kitchen, (2) *for example / to name but two*, hi-tech appliances will be revolutionized. Automatic waste disposal and a water purification system, (3) *among other things / such as*, will become standard features of most kitchens. The new intelli-kitchen is already making our lives easier by looking after some of the dirtier jobs. Self-cleaning ovens, (4) *for instance / in particular*, are already available in some shops. Cooking accidents, (5) *such as / to name but a few* burnt toast or undercooked pasta, will be a thing of the past with self-timing appliances. And with a fridge that orders food direct from online home-delivery companies, you'll never run out of essentials (6) *such as / like* milk or orange juice. The changes will transform the lives of everyone, housewives (7) *among other things / in particular*. In the bathroom of the future, ...

- 2 Work in pairs. Read the notes and answer the questions below.

The 21st-century Bathroom

Digital mirrors

- make you look ten years younger
- help you apply make-up



Laser tooth brushes

- kill germs
- run simple blood tests



Video tiles in the shower/bath

- watch the news in the shower
- watch your favourite film in the bath



- Can you think of an extra use for each appliance?
 - Which would you prefer to have in your bathroom and why?
- 3 Write three sentences describing your future bathroom. Use as many expressions from exercise 1 as you can.

VOCABULARY: nouns & prepositions

- 1 Complete the sentences below with *for*, *in* or *of*.

- 1 The drive _____ a perfect body will push forward the limits of cosmetic surgery.
- 2 Growing interest _____ saving energy at home will result in a range of new kitchen appliances.
- 3 Children will develop a taste _____ more and more complicated computer games.
- 4 Fears of health problems will increase the demand _____ new and better sun protection.
- 5 An increase _____ global temperatures will affect people's holiday choices.
- 6 Advances _____ genetically-modified food will revolutionize our diet.
- 7 Changes to air travel will drastically reduce the production _____ carbon dioxide.
- 8 There will be no shortage _____ new sports.

- 2 Work in pairs. Do you agree with the predictions in exercise 1?

DID YOU KNOW?

- 1 Work in pairs. Read the text and discuss the questions.

Millions of middle-class Americans look to one person to tell them how to live their lives: how to throw a party, how to dress, how to decorate their homes, and even how to bring up their children. Martha Stewart is that person. She is a lifestyle guide and an American icon. Her magazines, *Martha Stewart Living*, *Martha Stewart Weddings*, *Martha Stewart Kids* and *Martha Stewart Baby*, are read by millions. She has won numerous awards for her TV programmes and her shopping website and lifestyle merchandise have made her a millionaire several times over. She was born, one of six children, to a middle-class Polish-American family, and, true to the American dream, she has grown to be one of the States' wealthiest and most successful businesswomen.



- Are there any famous self-made millionaires in your country? How did they make their money?
- Are they looked up to as lifestyle role models?
- Who or what has the greatest influence on your lifestyle choices (TV, magazines, friends and family, shops, celebrities)?
- Is the same true for your parents and your grandparents?
- Do you feel that there is any pressure on you to conform to a particular lifestyle? If yes, who or what exerts that pressure?

7 | Language reference

GRAMMAR

Futures

English does not have one future tense. There are many possible ways of expressing the future. Our choice of verb form depends on the aspect of future time that we want to emphasize.

Schedules

We use the present simple to talk about schedules and timetables.

*We **leave** at midnight.*

*What time **does** the train **arrive**?*

Future time clauses

We also use the present simple in future time clauses that begin with *if/when/as soon as*, etc.

*If it **snows**, we'll go to the mountains.*

*She'll hire a car **when** she gets there.*

Plans, arrangements and decisions

We use the present continuous to talk about definite arrangements (eg we have bought a ticket for something or written something in a diary).

*We're **meeting** at six.*

We use *am/is/are going to* + infinitive to talk about intentions (ie plans or decisions that have been made before the moment of speaking).

*They're **going to buy** a new car.*

The use of the present continuous and *going to* is very similar. You can always use *going to* instead of the present continuous, but you only use the present continuous to talk about a definite arrangement.

We use *'ll* + infinitive to talk about a decision made at the time of talking (ie there has been no decision, plan or arrangement made previously).

*OK. I'll **give** you a call next week.*

Predictions

We use both *going to* + infinitive and *will* + infinitive to make predictions about the future. Sometimes both forms are possible.

*They're **not going to win**.*

*I don't think they'll **win**.*

When there is present evidence for the prediction we usually use *going to*.

*Look at the clouds. It's **going to rain**.*

We often use *will* after phrases like *I (don't) think/I expect/I'm (not) sure/I reckon/I guess*.

*I expect you'll **understand**.*

We often use *will* with an adverb of probability: *definitely/maybe/perhaps/possibly/probably*.

*They **definitely won't** win.*

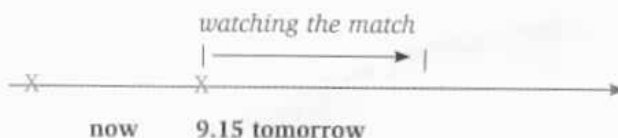
We can use *may* and *might* in place of *will* to make our prediction less certain.

*It **might** be sunny later on.*

Future continuous

We use the future continuous to talk about an action that will be in progress at a point in time in the future.

*At 9.15 tomorrow, we'll **be watching** the match.*

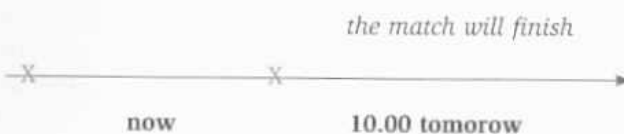


subject			present participle
he/she/they /etc.	will won't	be	making/watching /working/etc.

Future perfect

We use the future perfect to talk about an action that will be completed before a point in time in the future.

*By 10.00 tomorrow, the match **will have finished**.*



We often use the future perfect with expressions with *by*.

*by then/tomorrow
one/two o'clock
(this time) next Monday/week
the time we arrive/we've finished*

subject			present participle
he/she/they /etc.	will won't	have	made/watched /worked/etc.

FUNCTIONAL LANGUAGE

Giving examples

*among other things**for example**for instance**in particular**like**such as**to name but two/a few*

WORD LIST

The environment

climate change *n* U /klaɪmət ˈtʃeɪndʒ/exhaust fume *n* C /ɪɡˈzɔːst ˈfjuːm/fossil fuel *n* C /ˈfɒsl ˈfjuːəl/global warming *n* U * /ɡləʊbl ˈwɔːmɪŋ/greenhouse gas *n* C /ɡriːnhaʊs ˈɡæs/organic food *n* U /ɔːɡænɪk ˈfuːd/solar panel *n* C /ˈsəʊlə ˈpænl/wind farm *n* C /wɪnd ˈfɑːm/Expressions with *make*

make a difference /meɪk ə ˈdɪfrəns/

make a point of (doing) (sth) /meɪk ə ˈpɔɪnt əv ˈduːɪŋ/

make it easier /meɪk ɪt ˈiːziə/

make sense /meɪk ˈsens/

make the most of (sth) /meɪk ðə ˈməʊst əv/

make time for (sth) /meɪk ˈtaɪm fɔː/

make or break /meɪk ɔː ˈbreɪk/

Nouns & prepositions

advances in /ədˈvɑːnsɪz ɪn/

consumption of /kənˈsʌmpʃn əv/

demand for /dɪˈmɑːnd fɔː/

drive for /draɪv fɔː/

increase in /ɪnˈkriːs ɪn/

interest in /ɪnˈtrɛst ɪn/

shortage of /ˈʃɔːtɪdʒ əv/

taste for /teɪst fɔː/

Other words & phrases

account for *v* /əˈkaʊnt fɔː/

a host of /ə ˈhəʊst əv/

all the rage /ɔːl ðə ˈreɪdʒ/

appliance *n* C * /əˈplaɪəns/approve *v* *** /əˈpruːv/asthma *n* U * /æsmə/backpack *n* C /ˈbækˌpæk/

bare bones /beə ˈbəʊnz/

barrier *n* C ** /ˈbæriə/beachwear *n* U /biːtʃweə/blanket *n* C ** /ˈblæŋkɪt/bleach *v* /bliːtʃ/bleed *v* * /bliːd/block *v* ** /blɒk/breeze *n* C ** /ˈbriːz/carbon *n* U /ˈkɑːbən/charger *n* C /ˈtʃɑːdʒə/charming *adj* ** /ˈtʃɑːmɪŋ/chronic *adj* * /ˈkrɒnɪk/cooker *n* C * /ˈkʊkə/crop *n* C * /krɒp/cut down on *v* /kʌt daʊn ɒn/damp *adj* ** /dæmp/darling *n* C ** /ˈdɑːlɪŋ/decorate *v* ** /ˈdeɪkəreɪt/delightful *adj* * /dɪˈlaɪtfl/devastating *adj* /ˈdevəsteɪtɪŋ/diesel *n* U * /ˈdiːzl/double glazing *n* U /ˈdʌbl ˈgleɪzɪŋ/drill *n* C * /drɪl/dump *v* ** /dʌmp/dust *n* U ** /dʌst/dye *n* C/v /daɪ/emission *n* C ** /ɪˈmɪʃn/erect *v* * /ɪˈrekt/exert *v* * /ɪɡˈzɜːt/extract *v* ** /ɪkˈstrækt/fabric *n* C ** /ˈfæbrɪk/fancy *v* ** /ˈfænsi/fertiliser *n* C /ˈfɜːtɪlaɪzə/fittings *n* pl * /ˈfɪtɪŋz/floorboard *n* C /ˈflɔːbɔːd/flush *v* /flʌʃ/

foot the bill /fʊt ðə bɪl/

four wheeler *n* C /fɔː ˈwiːlə/frustrated *adj* * /frʌˈstreɪtɪd/furnishings *n* pl /ˈfɜːnɪʃɪŋz/genetically modified food *n* U /dʒəˈnetɪkli ˈmɒdɪfaɪd ˈfuːd/germ *n* C /dʒɜːm/

get in shape /get ɪn ˈʃeɪp/

glove *n* C ** /ɡlʌv/greywater tank *n* C /ˈɡreɪwɔːtə ˈtæŋk/guided tour *n* C /ˈɡaɪdɪd ˈtuə/guzzle *v* /ˈɡʌzl/heat-sensitive *adj* /hiːtˈsensətɪv/helmet *n* C * /ˈhelmt/hire *v* ** /haɪə/hydro-electric *adj* /haɪdrəʊˈleɪktrɪk/icon *n* C /aɪkən/ink *n* C * /ɪŋk/insulation *n* U /ɪnsjʊˈleɪʃn/integrate *v* ** /ɪntɪˈɡreɪt/invariably *adv* * /ɪnˈveəriəbli/kick *n* C ** /kɪk/kid *v* /kɪd/kilt *n* C /kɪlt/laptop *n* C /ˈlæptɒp/layer *n* C *** /leɪə/life coach *n* C /laɪf ˈkəʊtʃ/lifestyle *n* U ** /ˈlaɪfˌstɑɪl/marine *adj* * /məˈrɪn/merchandise *n* U /ˈmɜːtɪʃənˌdaɪz/moral support *n* U /ˈmɒrəl səˈpɔːt/mutual *adj* ** /ˈmjuːtʃʊəl/neighbouring *adj* * /ˈneɪbərɪŋ/packaging *n* U * /ˈpækɪdʒɪŋ/palm *n* C ** /pɔːm/pathway *n* C /ˈpɑːθweɪ/pesticide *n* C /ˈpestɪsaɪd/pinpoint *v* /ˈpɪnpɔɪnt/plumbing *n* U /ˈplʌmɪŋ/plummet *v* /ˈplʌmɪt/pop in *v* /pɒp ɪn/portion *n* C ** /ˈpɔːʃn/power up *v* /paʊə ˈʌp/PVC *n* U /piː viː ˈsiː/razor *n* C * /ˈreɪzə/recycle *v* * /rɪˈsaɪkl/refine *v* /rɪˈfaɪn/remote *adj* ** /rɪˈməʊt/retardant *n* C /rɪˈtɑːdant/rubble *n* U /ˈrʌbl/sanding machine *n* C /ˈsændɪŋ məˈʃɪn/sarong *n* C /səˈrɒŋ/seaweed *n* C /siːwiːd/self-cleaning *adj* /ˈselfˌkliːnɪŋ/shave *v* * /ʃeɪv/sledgehammer *n* C /ˈsledʒˌhæmə/smash up *v* /smæʃ ˈʌp/spray *v* * /spreɪ/step-by-step *adj* /ˈstepbaɪˈstep/strip *v* ** /striːp/subsidize *v* /səˈbsɪdaɪz/supplement *n* C ** /səˈplɪmənt/SUV *n* C /es juː ˈviː/

take (sth) to pieces /teɪk tə ˈpiːsɪz/

tank *n* C *** /tæŋk/tasty *adj* * /teɪsti/thermos bag *n* C /θɜːməs ˈbæg/

throw a party /θrəʊ ə ˈpɑːti/

tile *n* C /taɪl/tip *n* C /tɪp/truck *n* C ** /trʌk/tunnel *n* C ** /ˈtʌnl/turbine *n* C /ˈtɜːbaɪn/tyre *n* C ** /taɪə/underwater *adj* /ˌʌndəˈwɔːtə/watch out for *v* /wɒtʃ ˈaʊt fɔː/widescale *adj* /waɪdskeɪl/willpower *n* U /ˈwɪlpaʊə/wiring *n* U /ˈwaɪrɪŋ/