

UNIT 10

Will our planet survive?

▼ AGENDA

- ▶ Future: *will* + infinitive
- ▶ 1st Conditional, *if* and *when*
- ▶ Prepositions of place file. Preposition diagrams
- ▶ Living longer, growing younger
- ▶ Asking for information

Language focus

- 1 Work in groups. Look at the headlines from different newspaper and magazine articles. Guess what the content of each article will be.

Global warming – real or imagined?

One planet is not enough

Wildlife habitats disappearing

Hope for forests?

US puts economy first

Water – a global crisis

- 2 The words in A are in the extracts in 3. Match them with their meaning in B.

A

- 1 the world's resources
- 2 destroy
- 3 essential
- 4 destruction
- 5 global warming
- 6 habitat
- 7 incredible
- 8 survive

B

- a damage very badly
- b 100% necessary
- c impossible to believe
- d continue to exist
- e the noun of *to destroy*
- f increase in the world's temperature
- g e.g. oil, forests, water
- h natural home of a plant, bird, or animal

- 3 Read the extracts from the articles. Write the correct headline from 1 for each extract.

1

... There are 6 billion people in the world today. The richest 1.5 billion use 75% of all the world's resources. To give the other 4.5 billion people who live in poverty a better life, we will need the resources of another four or five planets. But we have only one, and 1.5 billion of us have already destroyed a large part of it. ...

2

... Forests are essential to life. They give us clean air and plants for medicines, and contain over half the world's animals, birds, and plants. Humans destroy an area of forest the size of Greece every year. If we don't stop this destruction, it will be too late. There are some signs of hope, but we will have to work very hard if we want to save the planet. ...

3

... Scientists have predicted that global warming will destroy 80% of the 115 most important wildlife habitats. If we don't save these habitats, 20% of the world's birds, animals, and plants will disappear for ever. ...

4

... Some people say we can't be sure global warming is really happening. They say they'll worry about it when we are sure. But it will be too late to do anything about it when we are sure. It won't be possible to save the planet if we don't take action now. ...


Future: *will* + infinitive; 1st Conditional, *if* and *when*

Read the examples. Answer the question and complete the grammar rules.

will + infinitive

- This percentage *will* increase by 43% in the next 20 years.
- Our planet *won't* survive.
- Use *will* + infinitive to predict future situations and actions.

How do we make questions and short answers with *will* + infinitive?

 Pocket Book p. 5

Note *Will* becomes *'ll* in spoken English, except in short answers.

Will not becomes *won't* in spoken English, including short answers.

1st Conditional

- We'll have to act now if we want to save the planet.
- If we don't stop this destruction, it *will* be too late.
- It *won't* be possible to save the planet if we don't take action now.
- Use the 1st Conditional to express a future possibility, and its result.

Write *will* + infinitive or the Present Simple.

- In a 1st Conditional sentence, use _____ after *if* and _____ to express the result.

Look at the extracts in 3. Find other 1st Conditional sentences.

if and *when*

- It *will* be too late to do anything about it *when* we are sure.
- We'll have to work very hard *if* we want to save the planet.

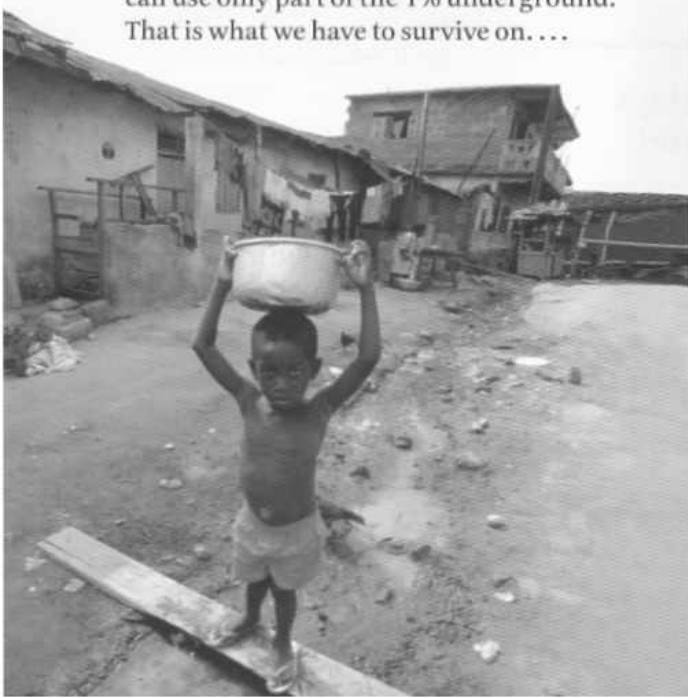
Write *if* or *when*.

- Use _____ to express a possibility and _____ to express a certainty.

 Pocket Book p. 2

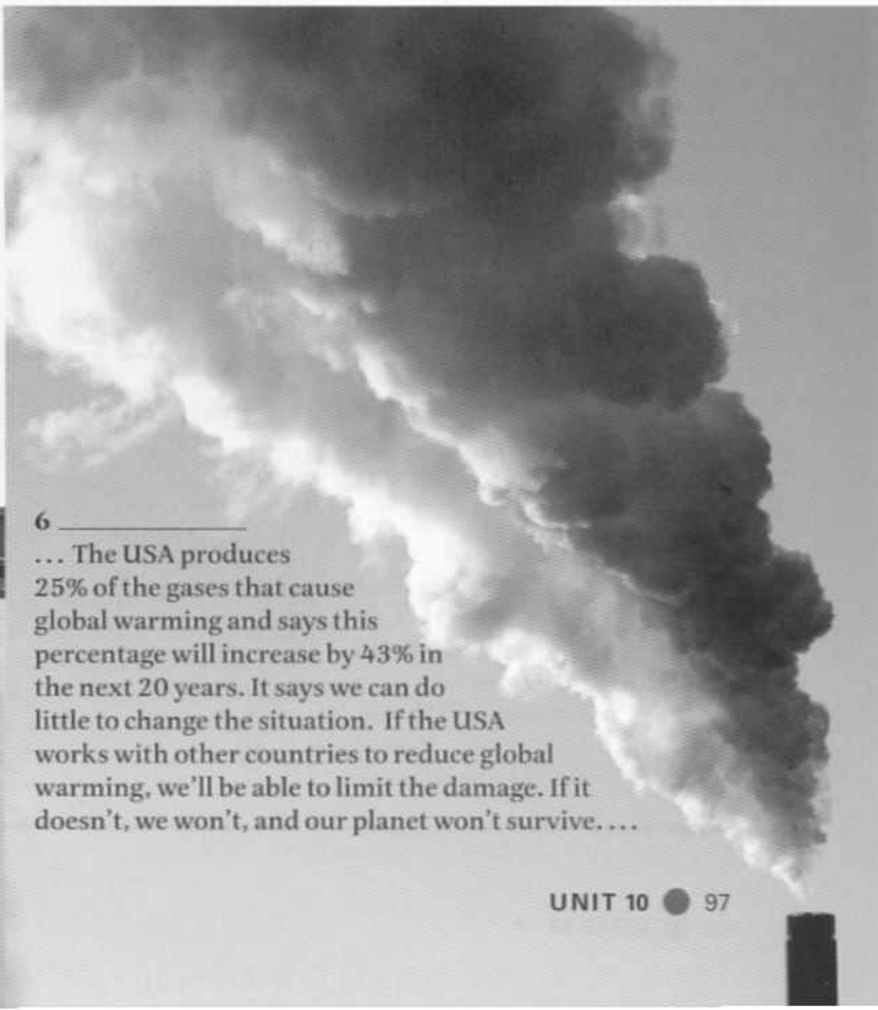
5 _____

... Today a billion people in the world don't have clean drinking water. If we don't improve our use of water, this number will rise to four billion by the year 2025. It seems incredible, but we have to live on less than 1% of the world's water because 97% of the water on our planet is seawater, 2% is ice, and we can use only part of the 1% underground. That is what we have to survive on. ...

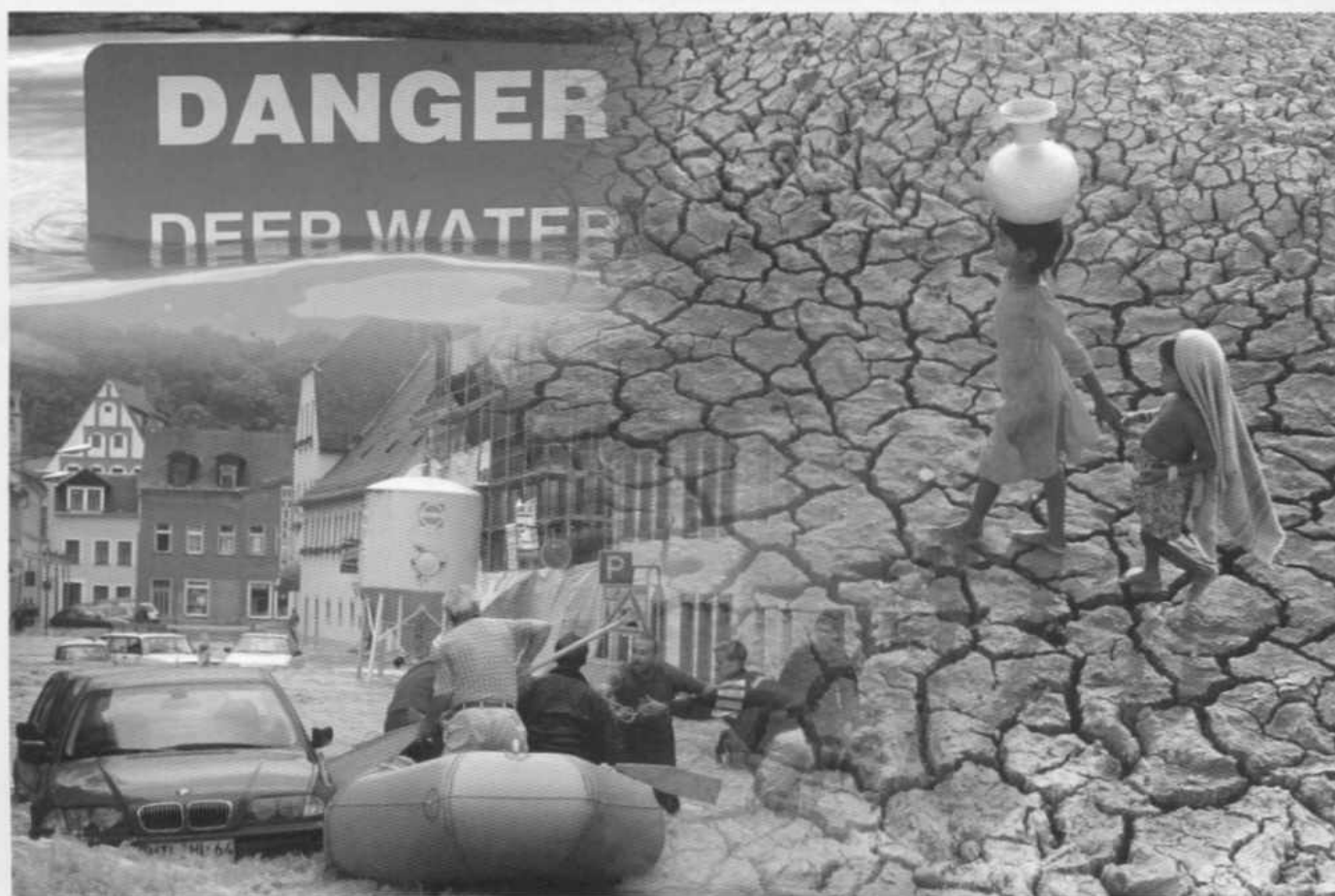


6 _____

... The USA produces 25% of the gases that cause global warming and says this percentage will increase by 43% in the next 20 years. It says we can do little to change the situation. If the USA works with other countries to reduce global warming, we'll be able to limit the damage. If it doesn't, we won't, and our planet won't survive. ...



- Practice** ① Complete the extracts from newspaper articles about global warming. Put the verbs in brackets in the correct tense, Present Simple or *will* + infinitive.



The world warms up

If we _____¹ (do) nothing to stop global warming, we _____² (see) big changes in the future. If world temperatures _____³ (continue) to rise, as scientists have predicted, there _____⁴ (be) less snow and some countries _____⁵ (lose) their skiing industry. We _____⁶ (have) hotter, drier summers and more wind and rain in winter.

Rising sea levels

Three hundred top American scientists have predicted that sea levels _____⁷ (rise) by between 50 and 100 centimetres over the next century. If their predictions _____⁸ (be) correct, half the US population who live in coastal areas _____⁹ (lose) their homes.

World's capitals at risk

Scientists believe that temperatures in Greenland _____¹⁰ (increase) more than in other parts of the world. If this _____¹¹ (happen), the ice will melt completely and sea levels _____¹² (rise) by about seven metres. They say this _____¹³ (put) most of the world's capitals under water.

Your summer holidays are bad for the planet

We all enjoy travelling and air travel is getting cheaper. That's good news for holidaymakers but bad news for the environment because aircraft emissions increase global warming. There has been a huge increase in air travel in recent years. If this increase _____¹⁴ (continue), the damage _____¹⁵ (get) worse.

Water wars

In the future, people _____¹⁶ (not fight) wars over oil, or religion, or politics, but over water. Nearly 40% of the world's population depends on rivers from which two or more countries get their water. Many of these countries want to develop their agriculture and industry. If they _____¹⁷ (not have) enough water, they _____¹⁸ (fight) wars to get it because without water they _____¹⁹ (not survive).

- 2 Work in pairs. Ask and answer questions. Give your opinion.

Examples Ask *Do you think we'll stop the destruction of the forests?*

Answer *Yes, I'm sure we will./No, I'm sure we won't.*

Yes, I think so./No, I don't think so.

Maybe. I'm not sure.

- 1 stop/destruction/forests?
- 2 weather/get hotter and wetter?
- 3 many birds, animals, and plants/disappear?
- 4 the world's capital cities/be under water?
- 5 countries/lose ski industry?
- 6 people/fight wars over water?

Pronunciation

- 1 10.1 Listen to the examples. Which of the underlined vowel sounds is long? Which is short?

/ɪ/ /i:/

a will b wheel

- 2 10.2 Listen to the pronunciation of the underlined vowels. Which sound do you hear? Tick (✓) a or b.

a (short) b (long)

- 1 Are you going to leave? _____
- 2 Where do you live? _____
- 3 Do sit down. _____
- 4 Do take a seat. _____
- 5 Would you like some chips? _____
- 6 That restaurant is very cheap. _____
- 7 Shall I fill your glass? _____
- 8 Do you feel better? _____

- 3 10.2 Listen again and repeat the sentences.

- 4 Are the underlined vowels short or long? Tick (✓) a or b.

a (short) b (long)

- 1 Is this your key? _____
- 2 We invited thirty people. _____
- 3 Did you have a good trip? _____
- 4 Is it time to eat? _____
- 5 Did you sleep well? _____
- 6 He was very ill. _____

- 5 10.3 Listen and repeat the sentences twice quietly to yourself.

- 3 Complete the sentences. Use *if* or *when* at the beginning. Finish the sentences with your own ideas.

Example *When we meet again, I'll give you the information.*

- 1 _____ we meet again ...
- 2 _____ I become rich ...
- 3 _____ I get home tonight ...
- 4 _____ I change my job ...
- 5 _____ I go abroad ...
- 6 _____ I have more time ...

- 4 Say what you think will happen in your country, and why. Begin *I think/I don't think ...*

Example *I don't think the economic situation will improve because the world economic situation isn't good.*

- 1 the economic situation/improve
- 2 the present government/win the next election
- 3 unemployment/increase
- 4 the cost of living/stay at the same level
- 5 taxes/increase
- 6 transport system/improve

- 5 Complete the sentences with your own ideas. Add two more examples of your own.

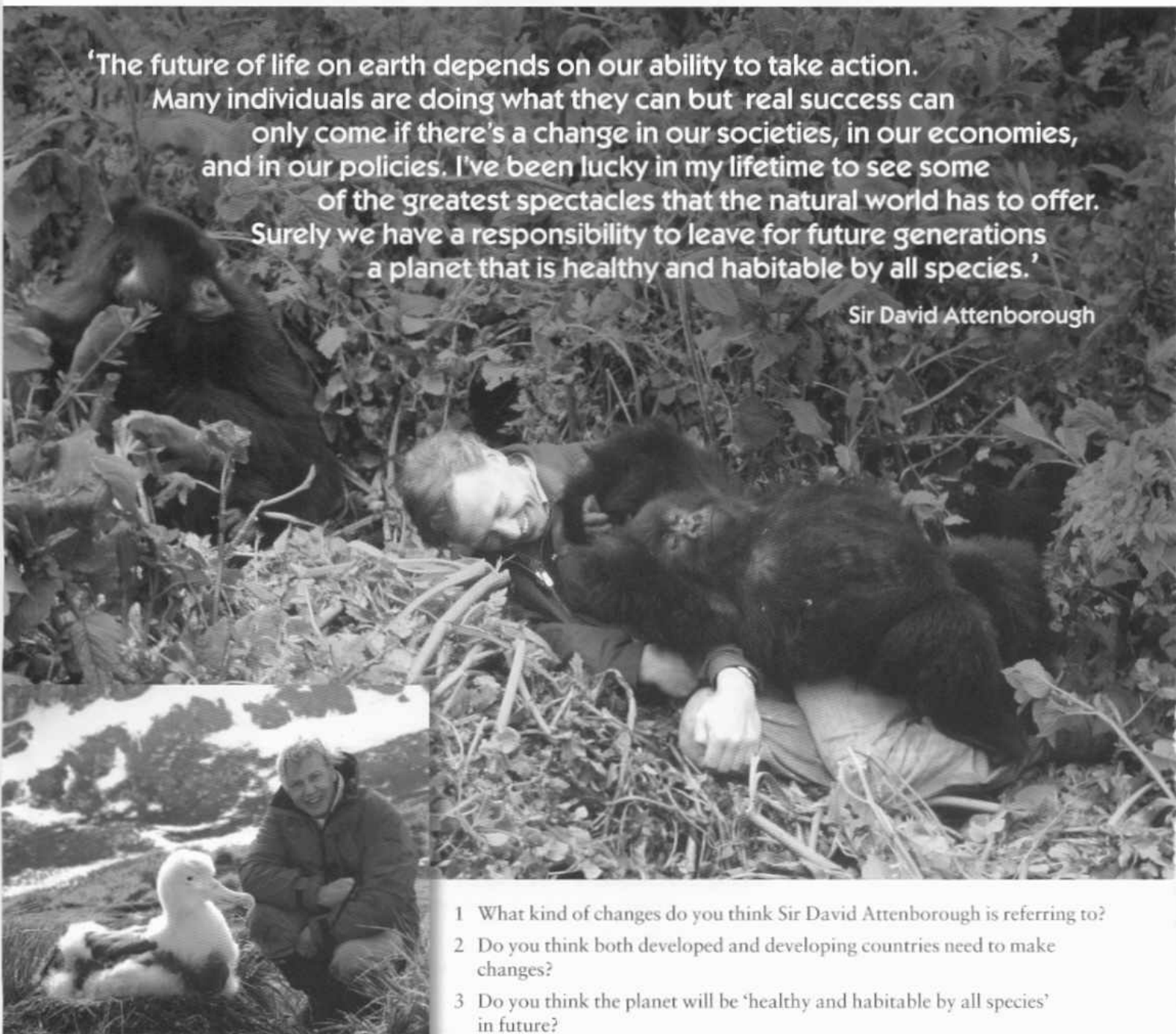
Examples *I'll do an English course in the UK if my company pays.*
If I get a promotion at work, I'll have a big party.

- 1 I'll do an English course in the UK if ...
- 2 If I get a promotion at work, ...
- 3 If my company makes a big profit, ...
- 4 I'll move to another city if ...
- 5 If my company wants me to learn another language, ...
- 6 I'll look for another job if ...

- 6 Read what Sir David Attenborough, Britain's best-known wildlife film maker, says about the future of our planet. Then discuss the questions in groups.

'The future of life on earth depends on our ability to take action. Many individuals are doing what they can but real success can only come if there's a change in our societies, in our economies, and in our policies. I've been lucky in my lifetime to see some of the greatest spectacles that the natural world has to offer. Surely we have a responsibility to leave for future generations a planet that is healthy and habitable by all species.'

Sir David Attenborough



- 1 What kind of changes do you think Sir David Attenborough is referring to?
- 2 Do you think both developed and developing countries need to make changes?
- 3 Do you think the planet will be 'healthy and habitable by all species' in future?

Prepositions of place file. Preposition diagrams

- 1 Look at the picture of an office. Write the correct number in the key.

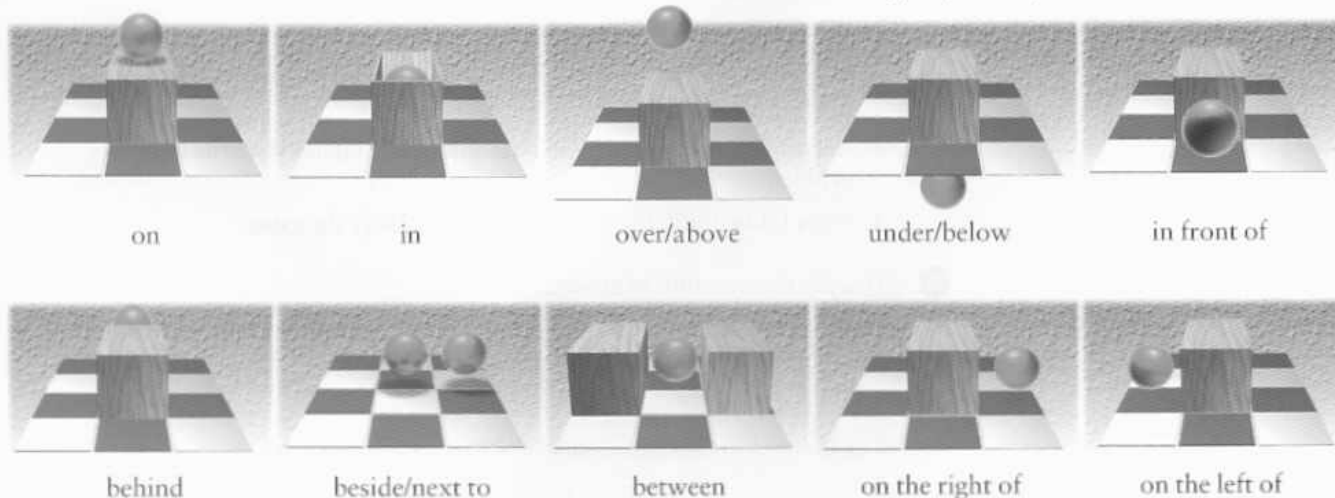


Key

- _____ bin
- _____ chair
- _____ clock
- _____ coffee machine
- _____ computer
- _____ desk
- _____ desk lamp
- _____ filing cabinet
- _____ keyboard
- _____ lift
- _____ mouse
- _____ mouse mat
- _____ paper
- _____ pen
- _____ personal organizer
- _____ phone
- _____ photocopier
- _____ plant
- _____ printer
- _____ year planner

- 2 Describe the location of the objects in the office. Use the prepositions in the diagrams.

Examples *The year planner is above the desk.*
The mouse mat is on the right of the keyboard.



- 3 Work in pairs.

- 1 Describe your office/work area to your partner. Draw the office/work area your partner describes. Do not show your partner the drawing until you have finished.
- 2 When you have finished, tell your partner if there are any mistakes in their drawing.

Example *The bin isn't on the right of the desk, it's on the left.*

- 1 Read the newspaper extracts. What do these numbers refer to?

1 49 2 80 3 \$2,600 4 1.3 5 42% 6 4 out of 10

... 100 years ago, in developed countries, life expectancy for a woman was 49. Today it is 80 and scientists say it will be 101 by 2070. A female born today in France and Japan, the two countries in the world with the longest life expectancy, has a 50% chance of living to 100. ...


... The Japanese government is so worried about the falling birth rate that it is giving women \$2,600 as soon as they have a baby. It is also providing 'baby hotels' where working women can leave their babies when they are away on business trips. Japanese women have an average of only 1.3 children. To maintain its present population level, Japan needs an average birth rate of 2.1 children per woman.

... In 2002 the World Bank forecast a fall in the working-age population of countries in the European Union, down from 230 million to 167 million by 2050. The biggest fall predicted is for Italy, down by 42%, followed by Spain and Germany. ...

... By 2030, four out of ten people will be over 65. That is double the number in the 1960s.

- 2 Discuss the questions.

- 1 Why are countries worried about a decrease in the birth rate and in the working-age population, and an increase in the number of older people?
- 2 Would you like to live to be 100?

- 3  10.4 Listen to a discussion between three friends about the topics in the newspaper extracts in 1. Answer the questions.

- 1 Does Alma want to live to be 100?
- 2 What does she say about life expectancy?
- 3 In Tonia's opinion, what will be a big problem for governments in the future?
- 4 According to Eddie, why will developed countries have the biggest problem?
- 5 Does Eddie think the retirement age will stay the same?

- 4 Discuss the question in groups.

Which of these options would you prefer as a solution to the problem of paying for pensions in the future?

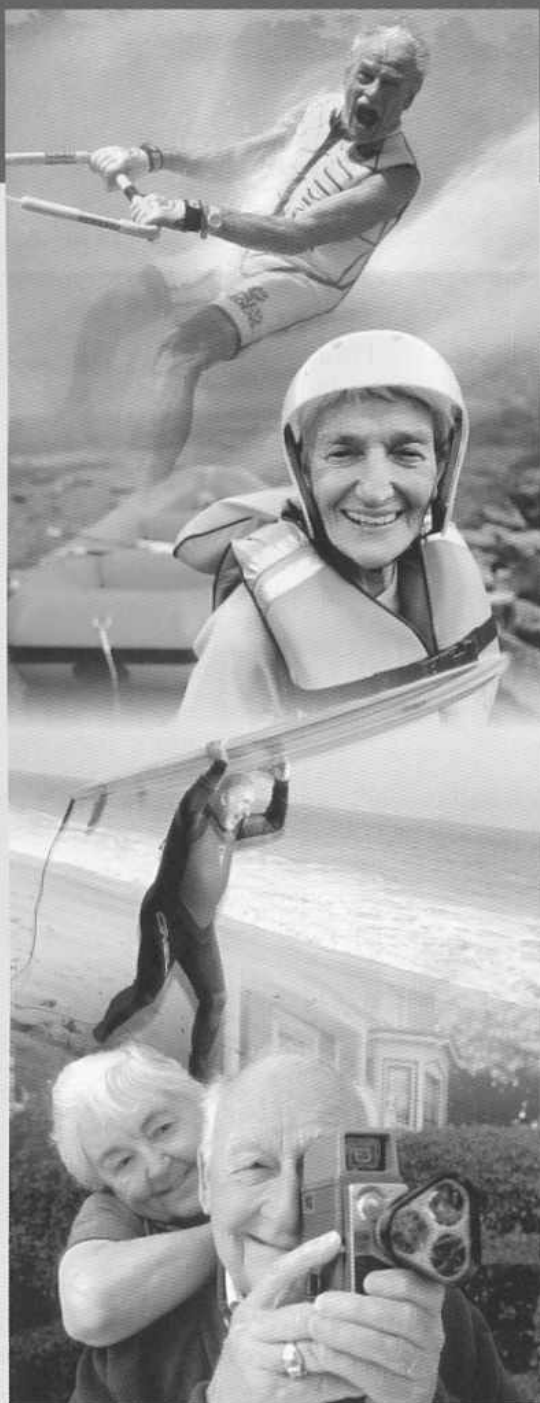
- 1 work until the age of 70 or more
- 2 pay more in taxes and social security
- 3 save money for a private pension

- 5 The words and phrases in A are from the article, *The ageing future*. Match them with their meaning in B.

- | | |
|---------------|--|
| A | B |
| 1 tripled | a to be afraid of |
| 2 centenarian | b having advantages most people don't have |
| 3 to fear | c increased by 300% |
| 4 privileged | d person who is 100 years old or more |

6 Read the article *The ageing future*. Answer the questions.

- 1 What has happened to the world's population since 1950?
- 2 Why do fewer people die from infectious diseases today than in the past?
- 3 According to the OECD what will happen in the next 25 years?
- 4 What did Helen Klein do when she was 72?



The ageing future

Since 1950, the world's population has almost tripled. All of us are living longer than any generation in human history.

In the year 2000 there were 100,000 people around the planet who were 100 years old or more. Yet, when they were born, before aeroplanes and antibiotics and atom bombs, before cars and computers, there were very few centenarians anywhere in the world. Now millions of people will live into their 70s, 80s, and 90s, and centenarians will no longer be rare.

Advances in medicine and public sanitation mean that infectious diseases no longer kill millions of children and adults as they did in the past. Healthier food and better health care have made stronger, fitter bodies. Average life expectancy has gone up by 25 years and more in many parts of the world.

At the same time the contraceptive pill has had a huge impact on world population levels since the 1970s. Women are having fewer babies and more people are living longer, so the balance between the number of young and old people in the population is changing dramatically. According to the OECD*, over the next 25 years the number of pensioners will rise by 70 million, while the working-age population will rise by only 5 million.

But this is good news rather than bad. To be old is not to be ill. Studies have shown that healthy food and regular physical exercise keep mind and body young, and that it's never too late to start getting fit or learning new things. At 72 the remarkable Helen Klein successfully completed the first Eco-Challenge, a 480-kilometre desert adventure race with swimming, canoeing, white-water rafting, running, horse-riding, and rock climbing.


Many older people are active, productive, and useful. Freer than they have ever been, they are not retired from life but actively part of it. There will be millions more like them in the future, as the most privileged generations that have ever lived find they, too, grow old.

OECD = Organization for Economic Co-operation and Development

7 Discuss the questions in groups. Give reasons for your opinions.

- 1 Do you agree with the author that the rising number of old people is 'good news rather than bad'?
- 2 Do you think life expectancy will go on increasing?
- 3 Is there 'a recipe' for living longer? For example, do you think factors like a healthy diet, sport and exercise, lack of stress, a healthy climate, and happiness help you live longer?

Asking for information

- 1  10.5 Duncan Ross's secretary, Carol, phones British Airways reservations office to get information about flights. Listen to the conversation. Note down the times of flights.

Flight times

Sun p.m.

Edinburgh

Paris

Fri

Bordeaux

London

- 2  10.5 Listen to the conversation again and tick (✓) the phrases you hear.

Asking for information

I'd like | some information about ...
to know ...

Do you know ...?

Can you tell me ...?

Could you tell me ...?

Apologizing

I'm afraid I don't have any
information about ...

I'm sorry, I can't tell you ...

Showing understanding

I see.

Right, I've got that.

So ...

Asking for repetition

Could you repeat that, please?

Could you say that again?

Checking

Let me check.

I'll look that up.

- 3  10.6 Carol phones French Railways in London. Listen to the conversation and note down the information.

Train times Paris _____

Bordeaux _____

Wed. arrive by 1 p.m.

Which station _____

- 4  10.6 Listen to the conversation again and complete the questions.

1 Can you tell me when _____?

2 Could you tell me when _____?

3 Do you know which station _____?

- 5 Compare the questions from the two conversations. Which are more polite, the direct or indirect questions? What is the difference in the form of the verb?

Direct questions

What time does the first flight arrive?

When do the later flights arrive?

Do I need to make a reservation?

Indirect questions

Do you know if Air France flies from Bordeaux to London?

Can you tell me when you want to travel?

Could you tell me when it leaves Paris?

Do you know which station it leaves from?

- 6 Work in pairs. Some of these questions are not correct. Write the correct question.
- 1 Could you tell me what the fare is?
 - 2 I'd like to know how long does the journey take.
 - 3 Do you know if there's a dining car on the train?
 - 4 Can you tell me which airport does the flight leave from?
 - 5 Do you know how much is the fare?
 - 6 I'd like to know where can I buy a ticket.
- 7 Work in pairs. Ask for and give information. Practise asking indirect questions. Begin your questions with the phrases in 2.



British Airways Flight Information

From London Gatwick to Madrid

| fare* | Depart | Arrive | Flight number | Economy class |
|-------|--------|--------|---------------|---------------|
| Daily | 0900 | 1230 | BA 2464 | £178 |
| | 1125 | 1450 | BA 2468 | £53 |
| | 1435 | 1810 | BA 2466 | £33 |
| | 1930 | 2300 | BA 2470 | £33 |

* airport taxes not included

Situation 1

Student A

Phone British Airways. Ask for information about flights from London Gatwick to Madrid.

You want to know

- how many flights/a day
- when flights depart/arrive
- how much/Economy class fare
- if fare includes airport taxes

Student B

You work for British Airways.

Use this information to answer an enquiry.

Italian State Railways

| | ES | ES | ES | ES | IC |
|---------|------|------|------|------|------|
| Bologna | 0824 | 0848 | 0905 | 0916 | 0932 |
| Rome | 1105 | 1130 | 1155 | 1205 | 1313 |

Direct service – no changes

Trains

ES = Eurostar IC = Intercity

| Fares | 1st class | 2nd class |
|-------|-----------|-----------|
| ES | € 42.56 | € 29.74 |
| IC | € 34.40 | € 25.73 |

Situation 2

Student A

You work for Italian State Railways in London. Use this information to answer an enquiry.

Student B

Phone Italian State Railways. Ask for information about trains from Bologna to Rome.

You want to know

- how many trains/between 8 a.m. and 10 a.m.
- when trains depart/arrive
- how much/1st and 2nd class fares
- if you have to change trains

