




CAN DO OBJECTIVES

- Discuss possible future events
- Prepare for a job interview
- Discuss advantages and disadvantages
- Write an argument for and against an idea


UNIT 5

Chance

GETTING STARTED

a  Look at the picture and answer the questions.

- 1 What kind of place do you think this is? Why do you think so?
- 2 Why is it an unusual place to jump?
- 3 What could the man be thinking?
- 4 Imagine you're on the beach below. What could you be thinking?

b  Discuss the questions.

- 1 Why do you think some people like doing extreme and dangerous things?
- 2 Do you think they do these things in spite of the risk or because of the risk?



5A You could live to be a hundred

1 READING


a Read the quiz and answer the questions.

Are you an optimist or a pessimist?

Test yourself!

As you read each question, try to imagine yourself in each situation. Think of how you would react (be honest!) and then choose a) or b).

- 1 You bought a book, but you left it on the bus on the way home. Do you think you will get it back?
a) Yes, probably – I'll call the bus station.
b) Not very likely – someone probably took it.
- 2 You want to buy a shirt/dress that you've seen in a shop. You find they've just sold the last one. Do you think:
a) Oh well, I can probably find something similar.
b) Why am I always so unlucky?
- 3 You get an 'A' in an exam. Do you think:
a) Wow, I'm really good!
b) I was lucky with the questions.
- 4 You're crossing the road. A driver gets annoyed and shouts at you. Do you think:
a) He/She must be having a difficult day.
b) People are so rude!
- 5 You're trying to figure out a problem with your computer. Do you think:
a) There must be some simple solution to this.
b) I just don't understand computers. I give up.
- 6 You start a new fitness programme and you're really tired the next day. Do you think:
a) Wow, I worked hard yesterday – it'll be easier next time.
b) Wow, I must be really unfit!
- 7 A friend you haven't seen for months says 'You're looking good.' Do you think:
a) Yes, he's right. Nice of him to notice.
b) Does he really mean it or is he just being nice?

b  Work in pairs. Compare your answers to the quiz. Did you have mostly a or mostly b answers?

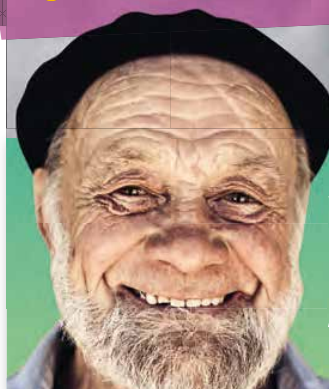
c  **Communication 5A** Now go to p.131.

d Read the article *Why we think we're going to have a long and happy life* quickly. Choose the correct words to complete the summary.

Most people are naturally *optimistic* / *pessimistic* and this is generally *an advantage* / *a disadvantage* for the human race, because it helps us to be *realistic about the future* / *more successful*.

Learn to discuss possible future events

- G Future probability
- V Adjectives describing attitude



WHY WE THINK WE'RE GOING TO HAVE A LONG AND HAPPY LIFE

Researchers have found that people all over the world share an important characteristic: optimism. Sue Reynolds explains what it's all about.

WE'RE ALL ABOVE AVERAGE!

Try asking a 20-year-old these questions:

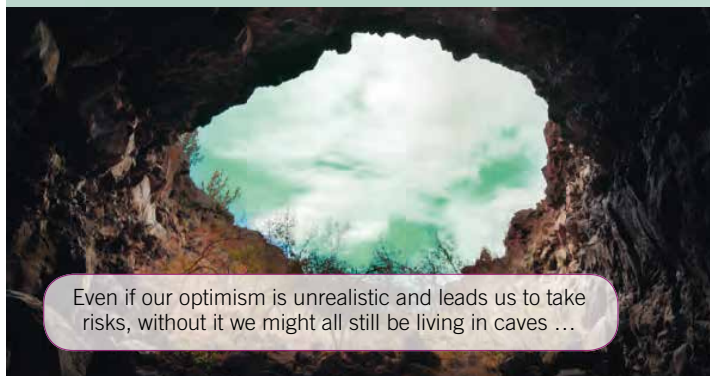
- What kind of career will you have?
- How long do you think you'll live?

Most people think they'll be able to earn above-average salaries, but only some of the population can be in that top half. Most young men in Europe will say they expect to live well into their 80s, but the average life expectancy for European men is 75. Most people will give an answer that is unrealistic because nearly everyone believes they will be better than the average. Obviously, they can't all be right.

Most people are also optimistic about their own strengths and abilities. Ask people 'How well do you get on with other people?' or 'How intelligent are the people in your family?' and they'll usually say they're above average. Again, they can't all be right. We can't all be better than everyone else, but that's what we think.

LOOKING ON THE BRIGHT SIDE

There is a reason for this. Research has shown that, on the whole, we are optimistic by nature and have a positive view of ourselves. In fact, we are much more optimistic than realistic and frequently imagine things will turn out better than they actually do. Most people don't expect their marriages to end in divorce, they don't expect to lose their jobs or to be diagnosed with a life-threatening disease. Furthermore, when things do go wrong, they are often quick to find something positive in all the gloom. Many people who fail exams, for example, are quite sure they were just unlucky with the questions and they'll do better next time. Or people who have had a serious illness often say that it was really positive, because it made them appreciate life more. We really are very good at 'looking on the bright side'.



Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves ...



THE OPTIMISM BIAS

This certainty that our future is bound to be better than our past and present is known as the 'Optimism Bias' and researchers have found that it is common to people all over the world and of all ages. Of course, the Optimism Bias can lead us to make some very bad decisions. Often, people don't take out travel insurance because they're sure everything will be all right, they don't worry about saving up for old age because the future looks fine, or they smoke cigarettes in spite of the health warnings on the packet because they believe 'it won't happen to me'. Or on a global scale, we carry on polluting the planet, because we're sure that we'll find a way to clean it up some day in the future.

OPTIMISM IS GOOD FOR YOU

But researchers believe that the Optimism Bias is actually good for us. People who expect the best are generally likely to be ambitious and adventurous, whereas people who expect the worst are likely to be more cautious, so optimism actually helps to make us successful. Optimists are also healthier because they feel less stress – they can relax because they think that everything is going to be just fine. Not only that, but the Optimism Bias may also have played an important part in our evolution as human beings. Because we hoped for the best, we were prepared to take risks such as hunting down dangerous animals and travelling across the sea to find new places to live and this is why we became so successful as a species. Even if our optimism is unrealistic and leads us to take risks, without it we might all still be living in caves, too afraid to go outside and explore the world in case we get eaten by wild animals.

Many people who fail exams are quite sure they were just unlucky with the questions ...

e Read the article again. Tick (✓) the five points made in the article.

- 1 Pessimists usually have fewer friends than optimists.
- 2 Humans are naturally positive about their future.
- 3 Reality is often worse than we imagine it to be.
- 4 People who live in warmer countries are usually more optimistic.
- 5 We often act (or don't act) because we're confident everything will work out.
- 6 If we imagine a better future, we will take more risks.
- 7 Optimists spend a lot of time daydreaming.
- 8 Optimism about the future makes us feel better in the present.

f Discuss the questions.

- Look again at your results in the quiz. Do you think you have the 'Optimism Bias'?
- Do you agree that it's better to be optimistic than realistic? Why / Why not?
- How do you see yourself in 20 years' time?

2 VOCABULARY

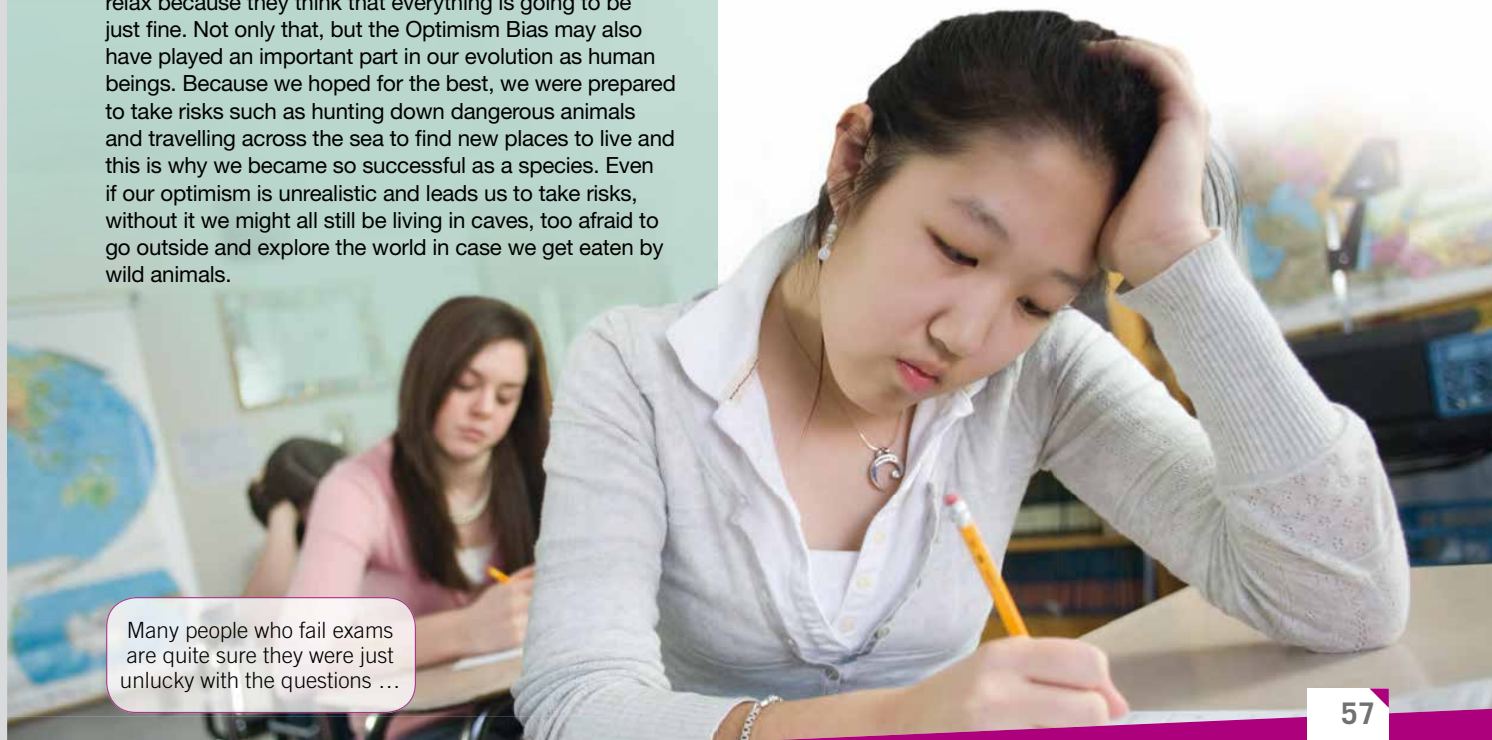
Adjectives describing attitude

a Find adjectives in *Why we think we're going to have a long and happy life* which mean:

- 1 expecting the future to be good
- 2 seeing things as they are
- 3 not seeing things as they are
- 4 prepared to take risks
- 5 not prepared to take risks
- 6 wanting to be successful

b Which of these adjectives best describe you?

c Now go to the Vocabulary Focus on p.158



3 LISTENING

- a Read the statistics and guess which numbers complete the sentences.

8,000 6 18 million 1 million 4

WHAT ARE YOUR CHANCES?

Chance of living to be 100 (man):

1 in _____

Chance of living to be 100 (woman):

1 in _____

Chance of having a road accident:

1 in _____

Chance of winning the lottery:

1 in _____

Chance of being in a plane crash:

1 in _____



- b 2.23 Listen and check your answers. Do you think any of the statistics would be different for your country?

- c 2.23 According to the speaker, how can you increase your chances of doing these things? Listen again and check.

- 1 surviving a plane crash
- 2 getting to the airport safely
- 3 living to be 100

4 GRAMMAR Future probability

- a 2.24 Complete the sentences with the words in the box. Then listen and check.

likely unlikely could may probably (x2)
certainly (x2) chance

- 1 It's very _____ that your plane will crash.
- 2 Even if it does you'll _____ be fine, because 95% of people in plane crashes survive.
- 3 So, if you're worried about getting on that plane, don't be, because you'll almost _____ survive the journey.
- 4 You're more _____ to have an accident in the car going to the airport.
- 5 You have quite a good _____ of living to be 100.
- 6 Modern medicine _____ well make the chances higher still during your lifetime.
- 7 You _____ won't die in a plane crash and you _____ live to be 100.
- 8 But the bad news is, you almost _____ won't win the lottery.

- b Find phrases in 4a which mean ... ?

- | | |
|---------------------------------|---------------------|
| 1 it's certain / nearly certain | 3 it's possible |
| 2 it's probable | 4 it's not probable |

- c Which words in the box in 4a are used in these patterns?

- 1 *will* _____ (+ verb)
- 2 _____ *won't* (+ verb)
- 3 *is/are* _____ to (+ verb)
- 4 It's _____ that ...
- 5 There's a _____ that ...

- d Change these predictions, using words from 4a.

- 1 I'll meet someone famous in my life – 70%.
- 2 I'll have children – 50–60%.
- 3 I'll fall in love at least once in my life – 90%.
- 4 I'll become a millionaire – 0.05%.
- 5 Someone will steal from me – 80%.
- 6 I'll live in the same place all my life – 20%.

- e Now go to the Grammar Focus on p.142

5 SPEAKING

- a Do you think these things will happen in your lifetime? Decide if each event is certain, probable, possible, unlikely to happen, or if it will certainly not happen. Then add a question of your own.

- 1 Will we find a cure for cancer?
- 2 Will people go to live on Mars?
- 3 Will the level of the oceans rise?
- 4 Will there be another world war?
- 5 Will people stop using cars?
- 6 Will Chinese become the world language?

- b Ask other students their opinion.

- c Tell the class what you found out.

- How many people agreed with your opinion?
- What were the most interesting comments?
- Are people in your class generally optimistic, pessimistic or realistic?

5B I'll be settling into my accommodation

Learn to prepare for a job interview

G Future perfect and future continuous

V The natural world

1 READING

a Look at the pictures of Antarctica and answer the questions.

- 1 What can you see in the pictures?
- 2 What do you know about Antarctica?
- 3 Would you like to go there? Why / Why not?

b Do the quiz. Then compare your answers with a partner.

THE UNKNOWN CONTINENT

1 HOW BIG IS ANTARCTICA?

- (a) the size of Russia
- (b) the size of the USA and Mexico
- (c) the size of Australia



2 HOW MUCH OF ANTARCTICA IS COVERED BY ICE?

- (a) 98% (b) 86% (c) 77%

3 WHICH OF THE FOLLOWING CAN'T YOU FIND IN ANTARCTICA?

- (a) rivers (c) trees
- (b) deserts



4 WHICH OF THESE ANIMALS CAN YOU FIND THERE?

- (a) polar bears
- (b) seals
- (c) wolves



5 WHO WAS THE FIRST PERSON TO REACH THE SOUTH POLE IN 1911?

- (a) Richard Byrd (American)
- (b) Robert Scott (British)
- (c) Roald Amundsen (Norwegian)

c **Communication 5B** Now go to p.132.

d Read the first part of an article about working in Antarctica. What would your reaction be to a job advert like this?

My life ON ICE

Imagine you saw a job advertised with the following conditions:

- no leaving your place of work for 6 months – you must stay inside
- work six days a week, but always be available
- socialise only with your colleagues – no contact with other friends and family

You'd be mad to apply, wouldn't you? Probably. But if you want to work in Antarctica during the winter, this is what you'll have to put up with.



UNIT 5

e Discuss the questions.

- Why do you think people want to work in Antarctica?
- What kinds of jobs can people do there?
- What kinds of leisure activities do they do during the winter months when it's difficult to go outside?

f Read *Cooking in Antarctica*. Does it include any of your ideas from 1e?

g Read the article again. Make notes about:

- Fleur's background
- her role at the base
- her free time
- her thoughts about Antarctica
- her colleagues at the base

h What do you think are ... ?

- the advantages of a job like Fleur's
- possible frustrations in this kind of job

Would you ever consider doing a job like this?

2 VOCABULARY The natural world

a Cover the article *Cooking in Antarctica*. Match words from A with words from B to make collocations.

A

rough
environmentally
solar
fragile
ecological
global
carbon
climate
the Earth's

B

environment
energy
atmosphere
footprint
weather
change
warming
impact
friendly

b Check your answers in the article.

c Complete the sentences with the collocations in 2a.

- 1 We're going to change our energy supply to _____ to reduce our _____.
- 2 When the steam engine was invented, not many would have thought about the _____ of burning so much coal.
- 3 Our boat trip was cancelled due to _____.
- 4 The factories on the outskirts of town burn their waste and release toxic gases into _____. I think they should be shut down.
- 5 If there is an oil spill from a ship, it will damage the _____ marine _____ in this bay.
- 6 Most scientists agree that irregular weather patterns are evidence of _____ and _____.
- 7 Travelling by train is slower but it's far more _____ than going by plane.

Cooking in ANTARCTICA

When she saw an online advertisement for a Chef Manager at the British Antarctic Survey (BAS) base in Rothera, chef Fleur Wilson was certainly given food for thought. Fleur, in her mid-thirties, felt it was time for an adventure and a life experience that really was different.

Fleur is part of a group of key support staff at Rothera. The main focus of BAS is scientific research into the climate, the oceans and ecosystems of Antarctica. In order to carry out this research successfully, scientists need the help of people like Fleur to make their lives as comfortable as possible.

A key responsibility for Fleur is keeping everyone happy, and one of the best ways of doing this is by keeping them well fed. This doesn't mean preparing high-end restaurant food, but it does mean organising lots of social events to boost the mood. However, everyone has to play their part, and Fleur makes sure no one escapes doing the dishes.

One thing that all staff at BAS share is their love of the continent. 'I don't mind the rough weather,' Fleur says, 'and I've always found landscapes with ice and snow amazingly beautiful. Sure, I don't get to see much for six months of the year, but for the other six months there's plenty of light and the scenery is stunning.' But, quite apart from admiring the natural beauty of Antarctica, the staff all have a clear understanding of the fact that it's a fragile environment because, compared to the rest of the world, it is largely untouched. They're aware that the presence of human beings can have a significant ecological impact on the continent and, therefore, they treat it with care. BAS research stations use solar energy to heat air and hot water. 'We try to be as environmentally friendly as possible,' says Fleur; 'we don't want to leave a carbon footprint down here.'

As Fleur notes, 'Antarctica can tell us a lot about what's happening in the world. It can tell us a lot about global warming and climate change. In an extreme climate like this, you can really notice if things are changing.'

During the winter months, all Rothera staff try to keep themselves entertained either by making mid-winter gifts for each other or creating a murder mystery event. Fleur has also taught herself Spanish to intermediate level. However, during the summer months she does cross-country skiing and enjoys trips to do some penguin and whale watching.

Fleur realises that living and working in Antarctica isn't for everyone. 'If you're the kind of person that likes shopping, going out for dinner and clubbing, then forget it.' She's now in her fourth year here and still finds it a unique and rewarding experience.

'I was mad enough to apply for the job and I've been mad enough to stay. But it's a job that's given me so much – I've worked with some remarkable people and I'm living in a unique and fascinating part of the world.'



d Work on your own. Answer the questions and make notes.

- Are there any environments in your country that are considered fragile? What kind of environments are they?
- What different human inventions have a negative ecological impact?
- What kind of things could you do to reduce your carbon footprint?

e Discuss your answers.

3 LISTENING

a 2.27 Martha's going to Antarctica to do research on Adelie penguins. She talks to her friend Joe about her work. Listen and answer the questions.

- 1 How well does Joe understand Martha's research?
- 2 Are his questions serious or light-hearted?
- 3 What do we learn about the personality of the penguins?
- 4 Why is the research important?



b 2.27 Listen again. Number the actions in the correct order from 1 to 5.

- ☐ the eggs are laid
- ☐ tags are put on the penguins
- ☐ penguins get into pairs
- ☐ Martha arrives in Antarctica
- ☐ penguin chicks are born



4 GRAMMAR

Future perfect and future continuous

a Look at these future verb forms from the conversation in 3a and match them to the uses a–c below.

- 1 ... this time next week **I'll be settling** into my accommodation.
- 2 ... I think **I'll be doing** similar things every day.
- 3 ... by the time I arrive **the penguins will already have got** into pairs.

- a talk about an action that will be in progress at a specific time in the future
- b talk about an action that will be completed before a specific time in the future
- c talk about planned actions in the future

b Now go to the Grammar Focus on p.142

c Work on your own. Make notes about the questions.

- Where do you think you'll be living this time next year?
- What do you think you'll have achieved in five years' time?

d Tell each other your answers to 4c and ask follow-up questions.

5 SPEAKING

a Read the job advert. Would you like this job?

[http://arctic_jobs_\(UK\)](http://arctic_jobs_(UK))

Communications Officer in Antarctica

Responsibilities:

- interview researchers and collect information about their projects
- update our blog regularly
- assist all staff with IT

You need a friendly personality and excellent people skills.
This job is from October to March.



b Prepare a job interview role play for the job in 5a.

Student A: You want to apply for the job. Imagine you have the skills and experience that make you a suitable job applicant. Think of questions you can ask the interviewer.

Student B: You are the interviewer. Think of questions you can ask the applicant. Think of any useful information you can tell the applicant.

c Work in pairs. Do the role play.

Student A: Do you still want the job?

Student B: Do you think Student A is suitable for the job? Why / Why not?

5C Everyday English

We're not making enough money

Learn to discuss advantages and disadvantages

- P** Tone groups
- S** Responding to an idea



1 SPEAKING and LISTENING

a Discuss the questions below.

- What kind of cafés are there near where you live?
e.g traditional, modern, part of a chain
- What kind of cafés do you like? Why?
- What do you usually do in a café?

b **2.30** Watch or listen to Part 1. Put four of these events in the correct order. One event doesn't appear in the scene. Which is it?

- ☐ Sam talks about money.
- ☐ Becky offers to help.
- ☐ Phil finishes his chapter.
- ☐ Phil asks about Tessa.
- ☐ Phil suggests staying open longer.

c Answer the questions. Watch or listen again and check.

- 1 Why is Sam worried?
- 2 What are the problems with serving meals?
- 3 Why does Phil think serving meals is a good idea?
- 4 What does Phil want to know about Tessa?

2 LISTENING

a **2.31** Look at photo b of Sam and Emma. Which of these topics do you think they're talking about? Listen to Part 2 and check.

money problems staying open later Sam's birthday
hiring a cook investing money in the café

b **2.31** Watch or listen again. Make notes about the ideas Sam and Emma discuss. What are the positive and negative points for each idea?

3 USEFUL LANGUAGE

Discussing advantages and disadvantages

a Sam and Emma discuss the advantages and disadvantages of making changes to the café. What do you think they say? Complete the sentences.

- 1 Of course, the _____ is we'd have to invest even more money.
- 2 Yes, but the _____ is, it might be a way to get more business.

b **2.32** Listen and check.

c Which of these words/phrases could you use in the sentences in 3a?

problem advantage disadvantage
best thing drawback

d **2.33** Add prepositions from the box to the expressions. Then listen and check.

of (x2) with (x2) about

one good thing _____
the advantage/disadvantage _____
the only drawback _____
another problem _____
the trouble _____

e Look at some people's ideas for the future. Use an expression from 3d in each second sentence.

- 1 'I might sell my car and go everywhere by bike. I'd get fit.'
- 2 'I'd love to live in London. It would be very expensive.'
- 3 'I could work in China for a year. I don't speak the language.'

4 PRONUNCIATION Tone groups

- a** ▶ **2.34** Listen to these sentences. Answer the questions.

The good thing about it is it might be a good way to get more business.

The trouble is it means investing even more money.

- Where do you hear a slight pause?
- Which words are stressed in the **bold** phrase?
- Does Sam's voice go up (↗) or down (↘) on the word *is*?

- b** ▶ **2.35** Listen to these sentences. Practise saying them, pausing after *is*.

- The trouble is we don't have enough money.
- The point is we still owe money to the bank.
- The problem is we'd need to employ more staff.
- The advantage is we'd attract more customers.

5 LISTENING

- a** ▶ **2.36** Watch or listen to Part 3. Who suggests doing these things (Sam or Emma) and what do they say about it?

- have live music
- get students to play music
- have photo exhibitions
- ask people to read poems and stories

- b** Which of these adjectives and phrases describe Emma? Which describe Sam?

full of ideas cautious in making decisions
enthusiastic worried about the future
careful with money fair to other people

6 CONVERSATION SKILLS Responding to an idea

- a** Read what the speakers say. Complete the replies with the words in the box.

bad possibility lovely worth

- A** I don't know, it's a big risk.
B I think it's a _____ idea.
- B** Well, how about entertainment? We could have live music, get locals to play at the weekend.
A That might be _____ a try.
- B** Or display paintings or photos.
A That's not a _____ idea.
- B** Or readings. Have poetry readings.
A Yeah, that's a _____.

- b** ▶ **2.37** Listen and check. Which of the replies is ... ?

- more enthusiastic
- more cautious

- c** Look at these ways to respond to an idea. Order them from 1–6 (1 = very cautious, 6 = very enthusiastic).

- ☐ It's an idea, I suppose.
☐ Yes, that makes sense.
☐ That's a great idea.
☐ What a brilliant idea!
☒ 1 Mm, I don't know about that.
☐ Yes, good idea.

- d** You want to do something with the whole class at the end of the course. Write down three ideas.

We could go on a day trip

- e** ▶ Work in groups. Take turns to suggest your ideas. Respond to other students' ideas, using expressions in 6a and 6c. Which idea is the best?

7 SPEAKING

- a** ▶ **Communication 5C** Now go to p.128.

- b** Take a class vote. Whose café sounds the best?

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

5D Skills for Writing

The weather is getting more extreme

Learn to write an argument for and against an idea

W Arguing for and against an idea

1 SPEAKING and LISTENING

a Discuss the questions.

- 1 What extreme weather events are shown in photos a–d?
- 2 What kinds of extreme weather might affect your country or region? What can people do to protect themselves against it?

b **2.38** Listen to the news reports and match them with photos a–d. What key words helped you decide?

c What did the news reports say about these topics?

- 1 farmland – cattle – villages – rivers
- 2 around Boston – the Boston to New York highway – residents
- 3 the weather in March – emergency supplies – the rice harvest
- 4 winds – residents – food and shelter

Re-tell the reports. Listen again if necessary.

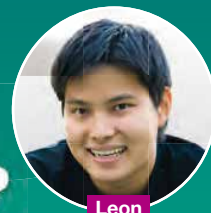
d Discuss the questions.

- 1 Have you ever heard a news report like those in 1b about your own country or a country you know? What happened?
- 2 Which of these statements do you agree with most and why?
 - 'The climate does seem to be changing, but it's probably just a natural process.'
 - 'The weather is getting more extreme all over the world. This is clearly a sign of man-made climate change.'
- 3 What action (if any) do you think governments and world leaders should take to manage climate change?



Are extreme weather events a sign of

CLIMATE CHANGE?



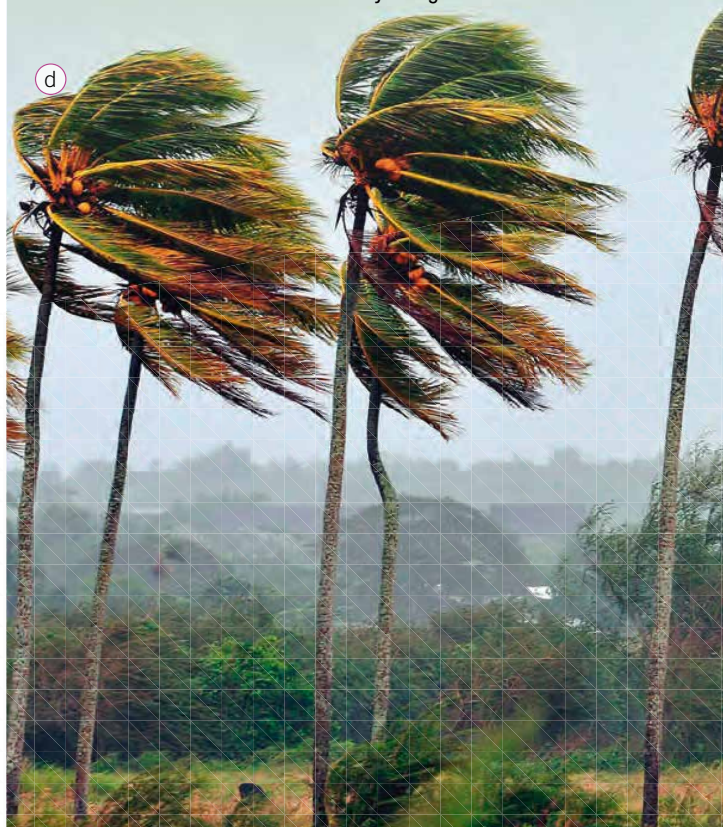
Leon

¹ People have always complained about the weather, but the number of extreme weather events – such as droughts, hurricanes and heavy snow – seems to have increased in recent years. Naturally, people are worried about this. But are these events a sign that our climate is changing?

² Many people believe that extreme weather is part of a general pattern of climate change. Scientists predicted that global warming would lead to more unstable weather and this is exactly what seems to be happening. Furthermore, most scientists agree that these changes are happening faster than expected and that they are a direct result of human activity. Many scientists also warn that this is only the beginning and things will almost certainly get worse if we don't take action.

³ However, not everyone agrees with this point of view. Some people point out that there have always been extreme weather events, but we are simply more aware of them now. They say it's not certain that climate change is a result of human activity, so we should try to find out the facts before we spend millions on fighting it.

⁴ On balance, it seems that extreme weather is probably linked to climate change, but we can't be completely sure about this. My own view is that we can't take the risk of waiting until we are absolutely certain about climate change, as by then it will be too late to stop it. It's far cheaper to invest in cleaner forms of energy now than to fight climate change in the future, and rich countries should lead the way doing it.



2 READING

- a** Leon wrote an essay discussing the topic of climate change. Read the essay and answer the questions.
- Which of these sentences best summarises the essay?
 - He considers arguments for and against climate change and then draws a conclusion.
 - He sets out to prove that climate change is really happening.
 - What is his conclusion?
 - We don't know enough about it to act now.
 - We should act against climate change now or it will be too late.
- b** Read the essay again and make notes on the points Leon makes for and against extreme weather being a sign of climate change.

3 WRITING SKILLS Reporting opinions

- a** Match four of the descriptions below to paragraphs 1–4 in the essay.
- Introduction – stating the problem
 - Introduction – giving Leon's point of view
 - Arguments against the existence of climate change
 - Arguments for the existence of climate change
 - Conclusion – re-stating the problem
 - Conclusion – summarising the main points and giving Leon's point of view
- b** Answer the questions.
- Why does Leon ask a question in the first paragraph?
 - How does Leon make his arguments seem more objective (i.e. not just his own opinion)?

- c** Find linking expressions in the essay that mean:

- | | |
|-------------------------------------|--------|
| 1 considering the various arguments | 3 also |
| 2 I think | 4 but |

- d** Notice how Leon uses expressions like these to report people's opinions.

Most scientists agree that ...
Many people believe that ...

Find more expressions in the essay that:

- report what scientists say or think (x2)
- report what other people say or think (x4)
- report how people feel (x1).

- e** Write sentences for and against these questions, using expressions from 3d. Compare your sentences with other students.

Should investment in cleaner forms of energy continue?
Is the climate changing faster now than ever before?
Is it already too late to stop climate change?

4 WRITING

- a** Work in pairs. Choose one of the essay topics below.

Should air fares be increased to discourage people from travelling by plane?

Does recycling household rubbish really make any difference to the planet?

Is building nuclear power stations the best way to provide 'clean' energy?

- b** Discuss the topic you chose and make notes on possible arguments for and against. Then decide on your conclusion.

- c** Work on your own. Plan your essay using the structure in 3a.

- d** Compare your notes with your partner and explain roughly what you plan to write.

- e** Write the essay in about 150–200 words, using expressions in 3b–3d.

- f** Swap essays with another student. Does the essay ... ?

- have a clear structure
- set out the arguments in a clear way
- use suitable expressions for reporting opinions

Do you agree with the conclusion?



UNIT 5

Review and extension

1 GRAMMAR

a Change these sentences using the words in brackets, so that the meaning stays the same.

- Cities will probably become more dangerous over the next 50 years. (likely)
- Scientists will probably find a way to delay the ageing process soon. (chance)
- It's quite possible that the Democratic Party will win the election. (could well)
- There are bears in this forest, but you probably won't see one. (unlikely)

b Complete the gaps with the verbs in brackets. Use either future continuous (*will be + -ing*) or future perfect (*will have + past participle*).

I'm in my 20s, but I sometimes imagine my life at 70. When I'm 70, I'll ¹_____ (retire), so I won't ²_____ (work) and I'll have plenty of free time. But I will ³_____ (have) a successful career and I will ⁴_____ (save) lots of money, so I'll be rich. I will ⁵_____ (get) married in my 30s and we will ⁶_____ (have) two or three children. By the time we're 70 we'll have a nice house by the sea, and our children will ⁷_____ (live) nearby. Of course, my life could turn out quite differently, but it's always good to have positive dreams!

c Imagine yourself 30 years from now. What will you be doing? What will you have done?

2 VOCABULARY

a What adjective could describe these people? Use words from the box.

well-organised critical adventurous
reliable sympathetic realistic

- Dana has started a rock group but she knows she probably won't ever become famous.
- Ivana always keeps her desk tidy and she knows where to find everything.
- Tom listens to people's problems and knows how to make them feel better.
- Pierre gave up work for six months to travel through Central America on a motorbike.
- Christine's very hard to please. If you get something wrong, she'll notice it and she'll tell you.
- If you ask Hamid to do a job, he'll always do it well and on time.

b What is the opposite of these words?

- | | | |
|-------------|---------------|------------------|
| 1 reliable | 3 responsible | 5 well-organised |
| 2 sensitive | 4 thoughtful | 6 realistic |

c Work in pairs. Which words in 2b (or their opposites) are true of people you know? Tell your partner and give a few examples of things the people do or don't do.

3 WORDPOWER *side*

a Look at these examples and match the word *side* with the meanings in the box.

group or team point of view part of a person's character

- She's friendly but she also has a rather unpleasant **side**.
- He usually plays for Liverpool but today he's playing for the national **side**.
- We need to look at both **sides** of the argument.

b Here are some common expressions with *side*. Use them instead of the underlined parts of the sentences.

on your side look on the bright side
to one side from side to side on the side
side by side see the funny side

- They sat on the bench next to each other without talking.
- We think he was wrong. We're all supporting you.
- Well, let's see things positively – we're both still alive.
- I didn't earn much as a taxi driver, but I made quite a bit of money doing other work.
- I was very embarrassed at the time, but now I can laugh about what happened.
- She took me away from the other people and said quietly, 'I'll phone you this evening.'
- As the sea got rougher, the lamp in my cabin started swinging from left to right.

c Read these extracts from stories. Which sentences from 3b do you think go in the gaps?

① The first few days of the voyage were calm, but then the weather changed. _____
I lay in my bed watching it, feeling sick.

② She saw a man approaching. It was Tom. 'OK if I sit here?' he asked. She nodded. _____
Then he turned to her and said, 'Do you still have the letter?'

d Work in pairs. Choose another sentence from 3b. Imagine it's from a story, and write a sentence before and after it.

e Read out your sentences. Which were the most interesting?

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

- | | |
|---|--------------------------|
| discuss possible future events | <input type="checkbox"/> |
| prepare for a job interview | <input type="checkbox"/> |
| discuss advantages and disadvantages | <input type="checkbox"/> |
| write an argument for and against an idea | <input type="checkbox"/> |