Vocabulary

1. Look at the phrases below. Put them in order from most important (1) to least important (4). Compare your answers with a partner.

- being **good-looking**
- being **intelligent**
- being **rich**
- having **good** health

2. Match the words in bold in exercise 1 to the words in the box with similar meanings. There are two words in the box that you don’t need.

- awful
- beautiful
- clever
- excellent
- handsome
- smart
- terrible
- wealthy
- well-off
- wonderful

3. Look at the two extra words. What are they synonyms of?

4. Look at your list from exercise 1. Do you think your order was different in the past? How about in the future? Complete the sentences and then compare with a partner.

When I was younger I probably thought … was more important.
… will be more important when I’m older.

Reading

1. Read the text *When I grow up*. What are the children talking about?

   - Their hopes for their own lives and their families
   - Their hopes for the world
   - Both a and b

2. Read the text again. Which quotes are the most interesting for you? Choose two quotes and tell a partner.

3. Work in pairs. Choose two of these questions and then discuss them.
   - Do you think these children are optimistic or pessimistic about the future?
   - Do children in your country have similar hopes?
   - Did you have similar hopes when you were a child?

---

I'd like to be super intelligent.
I want to have lots of money.
I'd like to have a rich husband.
I hope to have a lot of money.
I hope to have a box of treasure.
I want to help my father pay for things.
I want to sit and talk without the sound of cars.
I hope to have a rich husband.
My family is going to find a box of treasure.
I want to have lots of money.
I want to help my father pay for things.
I want to sit and talk without the sound of cars.
I hope to have a box of treasure.
I want to help my father pay for things.

I'd like to be super intelligent.
I want to have lots of money.
I'd like to have a rich husband.
I hope to have a lot of money.
I hope to have a box of treasure.
I want to help my father pay for things.
I want to sit and talk without the sound of cars.
I hope to have a box of treasure.
I want to help my father pay for things.

---

When I was younger I probably thought my mum as long as I can.
I hope to have a rich husband.
I want to have lots of money.
I'd like to have a box of treasure.
I want to help my father pay for things.
I want to sit and talk without the sound of cars.
I hope to have a box of treasure.
I want to help my father pay for things.

---

Grammar

I hope to have a lot of money.
I would like to be super intelligent.
I am looking forward to being older.
I’m going to be a fun but good teacher.

• use hope, plan, want and would like to talk about future hopes that aren’t
definite
• use the infinitive after hope, plan, want and would like
• use look forward to to talk about definite future plans
• use be going to to talk about things you have already decided to do

1 How many correct sentences can you make with the words in the table? Use the
text to help you.

<table>
<thead>
<tr>
<th>I’m</th>
<th>hope</th>
<th>going</th>
<th>looking</th>
<th>forward</th>
<th>planning</th>
<th>want</th>
<th>would like</th>
<th>to</th>
<th>get</th>
<th>getting</th>
<th>a good job.</th>
</tr>
</thead>
</table>

2 Complete the text using the correct form of the words given.

The hopes of children

In a survey of English schoolchildren, researcher Cathie Holden found that,
for their personal future, the majority of boys and girls hope to go / going to
university or college. They also all hope getting / to get a good job. More boys
are planning to pass / pass their driving test than girls, and more girls are
looking forward to have / having children.

For their local area, children in the report said they hope for less violence and
greater school dinners. They also said that they would like have / to have more
cars and more parking places. The majority of boys and girls are looking forward
to living / live in a world without wars and an important number of them said
they would like things to get / getting better in the developing world.

Speaking

1 Choose three of the ideas in the box that you would like to talk about.

• A place you hope to visit one day
• Something you hope you don’t do in the future
• Something you’re not looking forward to
• A person you’d like to meet one day
• A person you’re going to see today

2 Work in pairs. A: tell B about your ideas.
B: ask for more information.

3 Swap roles and repeat.
Part 2

Speaking & Listening
A profession of hope

Vocabulary & Pronunciation
Global issues, word stress

Grammar
Future plans & intentions (be going to, present continuous)

Reading & Speaking
Pandora’s box

Speaking and Listening

1. Study the graph about foreign aid below. Then work in pairs and discuss the questions.
   - Does anything about the graph surprise you?
   - Do you know any aid organisations? What are they?
   - Have you ever given money to an aid organisation?
   - Do you think rich countries should give more money in foreign aid?
   - Do you know anyone who works for an aid organisation?

2. Listen to two aid workers talking about their next job. Put the interviewer’s questions and comments in the correct order.
   - How did you become aid workers?
   - What is the most important thing in your job?
   - So, tell us about yourselves.
   - Thanks for your time.
   - What are you going to do there?

3. Listen again. What do these words mean in the listening?
   - Danish
   - Guatemala
   - two years ago
   - village

4. Would you like to work for an aid organisation? Why?

Vocabulary and Pronunciation

1. Match the words in the box to the definitions below.

   - disease
   - homelessness
   - hunger
   - natural disasters
   - pollution
   - poverty
   - war

   1. people do not have enough money
   2. people do not have a place to live
   3. people do not have enough food
   4. people are sick
   5. countries are fighting each other
   6. weather or environmental problems such as floods (too much water) or earthquakes (when the earth moves)
   7. the air, water or land is dirty

2. Complete the pronunciation chart with the words from exercise 1.

   - O Oo oO Ooo oOo war natural

3. Listen and check your answers. Then repeat the words.
Grammar

*We are going to work* with the children there. *The organisation is starting* a new project in Guatemala next year.

- use *be going to* to talk about things you have already decided to do
- use the present continuous to talk about future plans, often when they are already arranged

1 Read the text and decide if the underlined parts are correct or incorrect. Then correct the mistakes.

A new project

Susana works for a Spanish NGO in Madrid. *The organisation is start* a project next month in Ethiopia. Susana is *going for work* with a local women’s organisation in the country. Together they *are going to develop* an educational project for pregnant women. Susana is *going to travel* to Ethiopia with a group of doctors. ‘I’m a bit nervous, but I’ve been to Africa before and I know Ethiopia,’ she says. ‘It’s going to *be a great project.*’

2 Complete the questions with the present continuous or *be going to*.

1 A: What ________ (do) after class?
   B: Meeting a friend.
2 A: ________ you ________ (go) away next summer?
   B: No, I’m staying here.
3 A: ________ you ________ (read) an English book this year?
   B: Yes, I am. I have a detective novel I want to read.
4 A: ________ you ________ (work) tomorrow?
   B: Yes, I am. I start at 8am!
5 A: ________ you ________ (study) English next year?
   B: Yes, I think so.

3 Work in pairs and ask each other the questions from exercise 2.

Reading and Speaking

Work in pairs. Read *Pandora’s box* and then discuss the questions.

- Why do you think the Ancient Greeks thought hope was dangerous?
- Did people use to have more hope twenty years ago? A hundred years ago?
- Are you a person with a lot of hope? Why or why not?
Reading

1. Which novels do students in your country usually have to read at school? Did you read them?

2. Look at the titles below of three famous books that students in many English-speaking countries often study. Do you know any of these books?

3. Read and listen to the summaries and tick (✓) the features they have in common.
   a. The story happens in the future.
   b. The government controls everything.
   c. The story happens in England.
   d. People are happy.

4. Read the summaries again and decide if the sentences refer to *1984*, *Brave New World (BNW)* or *A Handmaid’s Tale (HT)*.
   1. Women won’t be able to have children.
   2. There’ll be only three countries in the world.
   3. There will be a nuclear disaster.
   4. We won’t have wars.
   5. Babies will be born in factories.
   6. The government will control people’s thoughts.
   7. Love will be a crime.
   8. People won’t get sick from disease.

5. Look at the sentences in exercise 4. Do you think these things will happen in the future? Tell a partner.

Useful phrases

- It’s possible.
- I don’t think …
- Maybe …
- I’m sure … won’t …
- I’m sure … will …
- I hope not.

Famous dystopias in literature

**Nineteen Eighty-Four**

The novel is set in the future, but it is the year 1984. Winston Smith lives in London, part of the country Oceania. There are three countries in the world: Oceania, Eurasia and Eastasia. Big Brother is the leader of Oceania. The government controls everything, even people’s thoughts. Winston works for the government, but he is getting tired of his boring life. He meets Julia, another worker, and they fall in love – a crime in Oceania. The government discovers their secret, and Winston and Julia must go to the Ministry of Love, a centre for enemies of Big Brother.

**Brave New World**

London, 600 years in the future. The Controllers are the rulers of the world. People don’t know war, poverty, disease or pain. They enjoy leisure time, sports and pleasure, but they are not free. The Controllers create babies in factories. Adults are divided into five social classes, from the intelligent *alphas* to the worker *epsilons*. When a man from a wild area of the world gets to London, he criticises the society. In the end, he has to choose between joining them or dying.

**A Handmaid’s Tale**

In the future a revolution replaces the government of the United States with the totalitarian Republic of Gilead. Because of pollution and nuclear accidents, many women are infertile. New laws create the job of handmaid, a woman who can have babies for rich families. This is the story of Offred, a handmaid. Offred works for Fred, a commander, and his family. She wonders if she can get away, and learns about an underground resistance from another handmaid. But there isn’t much time. If Offred doesn’t get pregnant soon, she knows they will send her to the dangerous colonies.
Grammar

There will be only three countries in the world.
Women won’t be able to have children.

- use will and won’t to talk about future predictions
- use will / won’t be able to to talk about ability or possibility in the future

1 Read the text about Fahrenheit 451. Complete the summary below by rewriting the underlined sentences with will / won’t or will / won’t be able to.

Fahrenheit 451

It is 24th century America. The government controls society through the media. It is criminal to be an intellectual. People can’t read or own books, as books are against the law. The population gets all their information from the television. They don’t know their history. Guy Montag is a fireman. Firemen don’t stop fires, they start them. They burn books at a temperature of 451 degrees. One day Montag meets the young Clarisse, who makes him question the society he lives in. Soon Montag gets interested in the books he is supposed to destroy.

In Ray Bradbury’s vision of the future … the government will control society through the media.

2 Read the definition of utopia. Write five predictions for a future utopia.

- **utopia (noun)** – an imaginary place or situation in which everything is perfect

Vocabulary

1 Look at these phrases with get from the summaries. Write them next to the correct meanings of get in the table below.

<table>
<thead>
<tr>
<th>Meaning of get</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>getting tired</td>
</tr>
<tr>
<td>receive</td>
<td></td>
</tr>
<tr>
<td>arrive</td>
<td></td>
</tr>
</tbody>
</table>

2 Match the phrasal verbs with get to the correct definitions.

1 get around a return (from a journey)
2 get away b travel
3 get back c get out of bed
4 get together d leave / escape
5 get up e spend time with someone

3 Work in pairs and ask each other the questions.

Imagine it’s a perfect, utopian world …

- What time do you get up every day?
- What time do you get back home from work?
- Where do you get away when you need a holiday?
- How often do you get together with friends and family?
- How do you get around? What kind of transport do you use?
Part 4

Vocabulary
Geographical features
Listening
An inconvenient truth
Grammar
Future time clauses
Speaking
Climate change questionnaire

Vocabulary
1 Look at the pictures and complete the words with the correct vowels.

Listening
1 Look at the film poster on page 49. How does the poster describe the film? What do you think it is about?

2 Listen and check your answers. Then repeat the words.

1.51 Listen to people talking about the film and check your answer.

3 Listen again. Are the statements true (T) or false (F)?

- Speaker 1: He saw the film a few years ago.
- Speaker 2: She didn’t know about global warming and climate change before she saw the film.
- Speaker 3: He liked the film.
- Speaker 4: He thinks it’s a typical Hollywood film.
- Speaker 5: She doesn’t believe that climate change is happening.
- Speaker 6: He thinks it’s important for young people to see it.

4 Have you seen this film? Would you like to?

Extend your Vocabulary – adjectives

- Terrified describes how we feel.
  I was terrified by the film.

- Terrifying describes things or situations that make us feel terrified.
  It was a terrifying experience.

We can use this rule for many adjectives:
  bored / boring, frightened / frightening, interested / interesting, surprised / surprising.

Choose the correct words to complete the dialogues.

1 A: Did you see the film?
   B: Yes, I did. It was long, and really bored / boring.

2 A: So, was he angry?
   B: No. He was very relaxed / relaxing about the whole thing. I was surprised / surprising.

3 A: I’m a bit nervous about the heat this summer.
   B: I know what you mean. It’s a worrying / worried situation.

- ed
- ing

EUROPE
Stronger storms and increased chance of floods

AFRICA
Lands maps disappearing

NEW ZEALAND
C__ns getting warmer

MEXICO, US
Numerous fires

AFRICA
Area of d___rt increasing

GREENLAND
Glacial ice melting
Grammar

After you see this film, you will think differently.
If we reduce carbon emissions, we will reduce global warming.

1 Complete the sentences with the present simple or future simple of the verbs in brackets.

1. If we _________ (not do) something now, we _________ (have) serious problems in the future.
2. If you _________ (look) at the ten hottest years, you _________ (see) they happened in the last fourteen years.
3. When this climate change _________, (happen) I _________ (be) dead.
4. You _________ (think) differently after you _________ (see) it.

2 Work in pairs and complete the sentences with your own ideas.

After class finishes …
I … before the end of this year.
If the weather is good tomorrow …
When I have enough money …

Speaking

1 Read the questions below and think about your answers.

How to reduce your carbon footprint
1. Do you use energy-saving light bulbs? How many?
2. Do you recycle anything? What?
3. Do you ever walk / take the bus instead of driving? How often?
4. Do you use a lot of hot water at home? What for?
5. Do you buy things with lots of packaging? What?
6. Have you ever planted a tree? When?

2 Work in pairs and ask each other the questions. If your partner answers yes, ask the follow-up question.

3 Look at the information in the table and tell your partner how much carbon they will save if they make these changes.

<table>
<thead>
<tr>
<th>Action</th>
<th>Carbon saving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change to energy-efficient light bulbs</td>
<td>68 kg per year</td>
</tr>
<tr>
<td>Recycle half of your household waste</td>
<td>1,095 kg</td>
</tr>
<tr>
<td>Walk instead of driving</td>
<td>0.5 kg per km</td>
</tr>
<tr>
<td>Wash your clothes in cold water</td>
<td>225 kg per year</td>
</tr>
<tr>
<td>Reduce your household waste by 10%</td>
<td>544 kg</td>
</tr>
<tr>
<td>Plant a tree</td>
<td>907 kg</td>
</tr>
</tbody>
</table>

Grammar focus – explanation & more practice of future time clauses on page 138
Function globally  making offers and decisions

Warm up

Work in pairs and choose three situations from the list below. Roleplay a short conversation for each situation.

Situations
1. A: You are talking to a friend (B). Your train to the airport leaves in 5 minutes. You’re late!
   B: your car is parked outside.
2. A: you arrive at your destination and get off the train.
   B: you are carrying a very heavy bag.
3. A: you are in the train station café with a friend (B).
   B: You don’t have enough money to pay for the coffees.
4. A: you are at the train station but have missed your train.
   You want to buy a ticket for the next train.
   B: you work in the ticket office.

Language Focus: offers and decisions

1. Read the information in the table. What verb do we often use to make offers and decisions?

<table>
<thead>
<tr>
<th>Offers</th>
<th>Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll carry those books for you.</td>
<td>I'll take the next train.</td>
</tr>
<tr>
<td>Shall I pay for this?</td>
<td>I won’t take the train. I’ll take a taxi.</td>
</tr>
<tr>
<td>Let me take that for you.</td>
<td>Language note: shall is usually used only in questions and with I or we.</td>
</tr>
</tbody>
</table>

2. Complete the offers or decisions with will or shall and a verb from the box. There is one verb you don’t need.

<table>
<thead>
<tr>
<th>verb</th>
<th>carry</th>
<th>have</th>
<th>help</th>
<th>pay</th>
<th>take</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Are you ready to order?</td>
<td>B: Yes. I _____ a salad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: I don’t understand this.</td>
<td>B: That’s all right. I _____ you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: The next train is in twenty minutes.</td>
<td>B: _____ we _____ it or wait?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A: Here, let me take those bags.</td>
<td>B: Thanks, but it’s OK. I _____ them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening

1. 1.53–1.55 Listen to three conversations. Match each one to a situation in the Warm up. There is one situation you don’t need.

2. Listen again and answer the questions.
   Conversation 1: How much is the bill?
   Conversation 2: How is the man going to get to the airport?
   Conversation 3: What train is the woman going to take?

Speaking

Work with a new partner and choose one of the tasks below.

A Repeat the warm up activity using the new expressions you have learnt.

B Look at the audioscript on page 000 and choose one of the conversations. Practise the conversation and try to memorise it.
Warm up

1 Read ten reasons why people learn English. Choose the top 3 and the bottom 3 for you.
I'm learning English because …
1 I'd like to get a job with a multinational company.
2 I want to understand songs, TV programmes or films in English.
3 I hope to get a job with a company in the USA.
4 I'd like to be an English teacher.
5 It will be helpful for my career.
6 I'm planning to get a job in the tourism industry.
7 I want to meet other English-speaking people and make friends.
8 It's important for my studies.
9 It's a world language and it's important to know.
10 I like English and American culture.

2 Work in pairs and compare your answers. Can you think of any other reasons why people learn English?

Listening

1.57–1.62 Listen to six people talking about why they are learning English. Which reasons from exercise 1 do they give? Write the numbers.
1 Abdul, Libya ______ 4 Naif, Saudi Arabia ______
2 Olga, Russia ______ 5 Arthur, France ______
3 Mert, Turkey ______ 6 Dain, South Korea ______

Language focus: synonyms

Read the sentences from the listening. Which word in the box has a different meaning to the word in bold?

1 Well I believe English is very important nowadays.
   Naif, Saudi Arabia

   actually currently now these days

2 I’m learning English because it will be helpful for my career. Abdul, Libya

   job profession university studies work

3 We need to study English. It is essential.
   Dain, South Korea

   important necessary obvious vital

Speaking

1 Read the questions about learning English. They are typical questions from international English speaking exams. Choose three questions you can answer.
• How long have you been learning English?
• Why are you learning English?
• How important is English in your country?
• How will English be useful to you in the future?

2 Think about your answers and practise what you want to say.

3 Work in pairs and ask each other the questions.
Reading
1 Read two emails between friends. What do they arrange to do?

Hi Pamela,
I am writing to invite you to go to the cinema with me this weekend. I would like to see La vie en rose. It is a drama starring Marion Cotillard and it has had very good reviews. It is the true story of the famous French singer, Edith Piaf. I have heard that the music is beautiful and the acting is brilliant.

We could meet in front of Cinemark at Higiénópolis Mall at four o’clock on Saturday. Would that be convenient for you?

Yours sincerely
Laura

Hello Laura,
I would love to go to the cinema with you. That would be wonderful. I would really like to see this film. My sister has seen it and she says it is great. I will see you at four o’clock.

Pamela

2 Would you like to see this film? Why?

Writing skills: informal style
1 Are these statements true (T) or false (F)?
In emails to friends ...
- do not use contractions such as I’m, it’ll.
- use informal salutations such as hi, and endings such as cheers.
- we can miss out salutations and endings.
- we must write in paragraphs.

2 Laura and Pamela have not used contractions in their emails. Make 13 changes to the emails.

3 Mark these expressions formal (F), quite informal (Q) or informal (I).

Language focus: making invitations and arrangements
1 Mark these expressions formal (F) or informal (I).

Writing
Work with a new partner. Write an email to your partner inviting them to see a film. Describe the film and suggest a time and a place to meet. Then swap your emails and write replies.

Preparing to write
Work in pairs and tell each other about a film you have seen recently. Use the useful phrases below to help you.

Describing a film
- It’s a western / comedy / drama / thriller / musical.
- It’s an action film / a horror film / a documentary.
- It’s about …
- It’s had brilliant / good / quite good / poor reviews.
- It stars Marion Cotillard and it’s directed by Olivier Dahan.
- The acting / photography is wonderful / poor.

Writing
Work with a new partner. Write an email to your partner inviting them to see a film. Describe the film and suggest a time and a place to meet. Then swap your emails and write replies.
Grammar
Complete the sentences with the correct words.
1. What do you do / are you doing next weekend?
2. I hope getting / to get together with some friends.
3. I would like to learn / learning another language.
4. I’ll buy / ’m going to buy a new car at the weekend.
5. When I buy / will buy my new car, I will able / will be able to get around more.
6. Are you looking forward to go / going to university?
7. Next month I will start / am starting a new job.
8. If the world’s temperature gets / will get warmer in the next few years, glacial ice melts / will melt.

Vocabulary
Put the words into the correct boxes. There are two words you do not need.

<table>
<thead>
<tr>
<th>clever</th>
<th>desert</th>
<th>flood</th>
<th>forest fire</th>
<th>homeless</th>
<th>lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>ocean</td>
<td>poor</td>
<td>storm</td>
<td>war</td>
<td>wealthy</td>
<td>well-off</td>
</tr>
</tbody>
</table>

Natural disasters | People with a lot of money
--- | ---

People helped by aid organisations | Geographical features
--- | ---

Speaking and Writing
1. Work in groups of three. Ask each other about your plans for the times below.
   - after class
   - this evening
   - the weekend
   - next summer
   Try to find one plan that is the same for everybody.
2. Work in pairs. Write a list of five things people could do to reduce their carbon footprint. Then compare your list with another pair.

Using your dictionary: finding the right entry
1. Work in pairs and look at the phrases below. Which word would you look up in the dictionary to find the meaning of each phrase?
   1. global warming
   2. get away
   3. fall in love
   4. against the law
2. Look up the words to see if you were right.
   * The most important word in an expression is called the keyword. Keywords are often nouns, but can also be verbs, adjectives or adverbs.
   * Some words in a dictionary have more than one entry. This might be because the same word can belong to two classes:
     an orange dress | eat an orange
     (adjective) | (noun)
3. Find two different word classes for each of these words.
   1. heat
   2. pretty
   3. fair

   Sometimes words have the same spelling but different meanings or different pronunciations.

4. Find two meanings and pronunciations for these words.
   1. tear
   2. close

   Some words have many meanings. These are listed at the beginning of an entry.

   green (noun)
   1. like grass in colour
   2. with lots of plants
   3. caring for nature
   4. not ready to be eaten
   5. not experienced
   6. of the Green Party

5. Choose the best meaning of green in the sentences below.
   1. She is campaigning for green issues such as reducing packaging and the use of cars.
   2. We need more green areas in our town.
   3. He is too green to manage the company.