



GETTING STARTED

A different type of footprint

THIS UNIT INCLUDES:

VOCABULARY

Types of energy sources
Words to describe energy sources

PRONUNCIATION

Stress in three-syllable words

GRAMMAR

The future continuous
The future simple passive

COMMUNICATION

Talking about types and sources of energy
Talking about the advantages and disadvantages of different sources of energy
Discussing how to save energy

1 Listen and read.

Mai: Nam, I read yesterday that we all have a carbon footprint.

Nam: Well, we all have footprints – we make them with our feet!

Mai: Ha ha, I know that. But this kind of footprint is about the negative effect we have on the environment.

Nam: Right, it's in the news a lot these days.

Mai: So our footprint is bigger when we use energy that produces carbon dioxide. That's bad for the environment.

Nam: So it's better to have a smaller footprint, right?

Mai: Right, Nam. Non-renewable energy sources like coal, natural gas, and oil produce a lot of carbon dioxide. Those sources are going to run out soon too.

Nam: So, they're different to wind, hydro, and solar?

Mai: Yes, they're all sources of energy too, but they're renewable. That means we can't use them all up – they will last forever.

Nam: Do you have a big carbon footprint, Mai?

Mai: Mine's small. I recycle the products I use and I go everywhere by bike. We have solar panels on our roof at home to catch the sun's energy, too.

Nam: Oh no! I think my footprint is big, and not just because of these big shoes!



Objectives:

By the end of this unit, Ss can:

- pronounce three-syllable words correctly
- use lexical items related to sources of energy
- use the future continuous tense and future simple passive
- talk about the advantages and disadvantages of different sources of energy
- read a passage about renewable and non-renewable energy
- listen to a passage of a new source of energy
- write a short passage about how to save energy

GETTING STARTED

A different type of footprint

Introduction

To start the unit, write the name of the unit on the board. Ask Ss if they know about their carbon footprint (what it is about, why it is well known, how it can be reduced). Then ask Ss if they are interested in knowing about it. Let Ss open their books and start the unit.

Have Ss look at the picture and discuss what they are going to learn in the unit or what the unit includes.

- 1 Ask Ss to look at the picture on page 38 and answer some questions like: *Who are they? Where are they? What are they doing?* Then, ask Ss to have a quick look at the conversation and ask and answer questions, such as: *Who are talking? What are they talking about?* Quickly write the Ss' answers to the questions on the board.

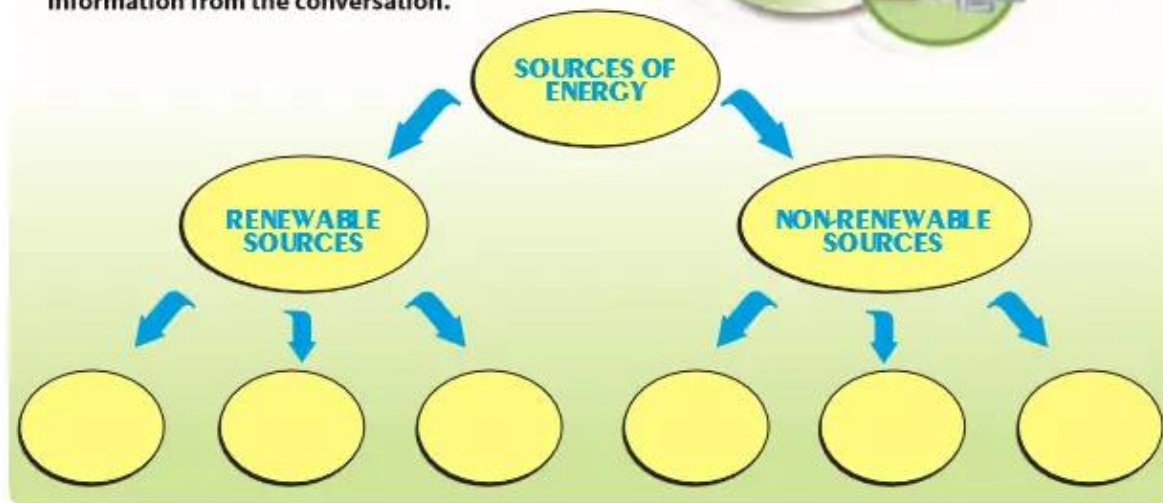
Play the recording and ask Ss to listen and read. Have some Ss read aloud the conversation in pairs. Ask if their guesses on the board are correct.

a Read the conversation again and answer the questions.

1. What is a carbon footprint?
2. What does 'non-renewable energy' mean?
3. Why is sunlight a renewable source?
4. Why does Mai think she has a small carbon footprint?
5. What things do you think might create a big carbon footprint?



b Complete the network below using information from the conversation.



2 Now, listen and repeat the words and phrases.

wind	coal	natural gas	nuclear
biogas	oil	hydro	solar

4 Practise asking and answering the questions about renewable and non-renewable sources.

- A: What type of energy source is wind?
 B: It's a renewable source of energy.
 A: What type of energy source is coal?
 B: It's a non-renewable source.

3 Put the words into the correct groups below.

Renewable sources	Non-renewable sources
<i>Example: wind</i>	<i>Example: coal</i>



- Ss read the conversation independently and answer the questions in pairs. Have Ss compare their answers in groups and then discuss as a class. T writes the correct answers on the board if necessary.

Key:

1. It's about the negative effect we have on the environment.
2. 'Non-renewable energy' means that it will run out if we use it.
3. Sunlight is a renewable source because we can't use it all up, it will last forever.
4. Mai thinks she has a small carbon footprint because she recycles the products she uses and she goes everywhere by bike.
5. The products we use that are bad for the environment or the energy we use that produces carbon dioxide might create a big carbon footprint.

- Ask Ss to look at the network that includes two types of energy: renewable sources and non-renewable ones. Have Ss read the conversation again and find the words/ phrases that can be put in the network. Correct the answers as a class. Have some Ss practise reading aloud the words/ phrases.

Key:

renewable sources: *wind, hydro, solar*

non-renewable sources: *coal, natural gas, oil*

- Have Ss look at the table, listen and repeat the words/ phrases. Then ask some Ss to read aloud the words/ phrases as a class. Correct the pronunciation if necessary. Let Ss add more words/ phrases to the table if necessary.
- In pairs, ask Ss to look at the table and discuss the meanings of the words/ phrases. Then have Ss write the words/ phrases in two columns. Ss may add more words/ phrases to the table. Give feedback and confirm the correct answers.

Key:

renewable sources: *wind, hydro, biogas, nuclear, solar*

non-renewable sources: *natural gas, oil, coal*

- In groups, ask Ss to ask and answer questions about renewable and non-renewable sources. Let Ss use the suggested questions and answers in the example and the words/ phrases in **2, 3**. Ask Ss to write the information in their notebooks.

A CLOSER LOOK 1

Vocabulary

1 Put the words below into the table to describe the types of energy.

limited renewable safe clean cheap	unlimited non-renewable dangerous polluting expensive	harmful exhaustible convenient available abundant
--	---	---

Sources of energy	Advantage(s)	Disadvantage(s)
wind	<i>Example:</i> abundant safe	<i>Example:</i> not always available
water/hydro		
solar		
biogas		
nuclear		
coal/oil/ natural gas		

2 Compare your answers with a partner.

Example:

A: I think biogas is renewable.

B: Me too. I also think it is abundant and cheap.

3 Look at the pictures and complete these sentences, using the words in 1.



1. _____ energy is renewable. Moreover, it is clean and _____.



2. Using coal is polluting, and it is _____.



3. _____ power is abundant. It is also _____ and safe.



4. Nuclear energy is renewable and clean. But it is _____ and _____.

Pronunciation

4 Listen and repeat. Which words are stressed on the first syllable and which ones are stressed on the second syllable? Put them in the appropriate columns.

dangerous easily abundant	enormous expensive energy	limited plentiful convenient
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ˈ	oˈ
<i>Example:</i> dangerous	<i>Example:</i> expensive

5 Read the following sentences and mark (ˈ) the stressed syllable in the underlined words. Then listen, check and repeat.

- Coal will be replaced by another renewable source.
- Wind power is convenient and abundant.
- Natural gas is limited and it is harmful to the environment.
- Solar energy is plentiful and it can be replaced easily.
- Nuclear power is expensive and dangerous.

A CLOSER LOOK 1

Have some Ss repeat the words/ phrases indicating types of energy sources they learnt in the previous lesson. Move on to this lesson which focuses on the advantages and disadvantages of energy sources and the stress in three-syllable words.

Vocabulary

- 1 Ask Ss to read the words in the box and discuss their meanings. T may explain the new or difficult words if necessary. Let Ss divide the words into two groups: words to describe the advantages and those describing the disadvantages of energy sources. Have Ss write the words in the two columns. Check and confirm the correct answers as a class.

Suggested answers:

Sources of energy	Advantage(s)	Disadvantage(s)
wind	<i>abundant, unlimited</i>	<i>not available</i>
water/hydro	<i>clean and safe</i>	<i>expensive, not available</i>
solar	<i>renewable, plentiful, clean and safe</i>	<i>expensive</i>
biogas	<i>renewable, plentiful, available, clean and safe</i>	<i>harmful, polluting</i>
nuclear	<i>renewable, clean and safe</i>	<i>expensive, dangerous</i>
coal/ oil/ natural gas	<i>abundant</i>	<i>harmful, exhaustible, polluting</i>

- 2 Let Ss read the example in which Ss share their ideas about types of energy sources and their advantages and/or disadvantages. Have Ss look at the table in 1 and share their ideas in pairs. Have some pairs share their ideas as a class. Check and confirm the correct answers.
- 3 Have Ss work in groups. Ss discuss and give their answers. Some Ss may write the words on the board. T checks.

Key: 1. Solar; safe. 2. non-renewable 3. Wind; clean 4. expensive; dangerous

Pronunciation

- 4 Play the recording. Ask Ss to listen and repeat the words, paying attention to the correct stress in the three-syllable words. T may pause the recording to drill difficult words. Let Ss read the words aloud and write them in the correct columns. Check and confirm the correct answers.



Audio script:

dangerous	enormous	limited
easily	expensive	plentiful
abundant	energy	convenient

Key:

o0o	o0o
dangerous	expensive
plentiful	abundant
limited	convenient
easily	enormous
energy	

- 5 Have Ss read the sentences and mark (') the stressed syllable in the underlined words. Ask them to refer to the words in 4 if necessary. Ask Ss to listen to the sentences again, check their answers and say aloud the sentences as a class.



Audio script and key:

- Coal will be replaced by a'nother re'newable resource.
- Wind power is con'venient and a'bundant.
- Natural gas is 'limited and it is harmful to the en'vironment.
- Solar energy is 'plentiful and it can be replaced 'easily.
- Nuclear power is ex'pensive and 'dangerous.

A CLOSER LOOK 2

Grammar

The future continuous

We use the future continuous tense for an action in progress at a definite point of time in the future.

(+) Subject + will be + V-ing

(-) Subject + will not be + V-ing

(?) Will + subject + be + V-ing?

Example:

This time next week we will be studying Unit 11.

1 Complete the sentences using the future continuous form of the verbs in brackets.

- On Sunday, they _____ (put) solar panels on the roof of our house to get power.
- At 9 o'clock on Monday, we _____ (take) a test on sources of energy.
- At this time next week, my dad _____ (install) new glass in the windows to stop heat escaping.
- By 2020, people in Viet Nam _____ (spend) a lot of money on heating.
- By the middle of the 21st century, people in developing countries _____ (use) energy from the sun, the wind, and the water.

2 Write what these students will be doing tomorrow afternoon.

- Jenny/give a talk about saving energy.



- Helen/put solar panels in the playground.



- Susan/check cracks in the water pipes.



- Jake/put low energy light bulbs in the classrooms.



- Kate/show a film on types of renewable energy sources.



Watch out!

The future continuous describes an action in progress at a point of time in the future. The future simple is used for a future action, for predictions, hopes, etc.



- Complete the conversation with the verbs in brackets. Use either the future simple or the future continuous tense.



Tom: What will we do to save electricity, Dad?

Tom's dad: First, we (1. watch) _____ less TV.

Tom: _____ we _____ (2. put) solar panels on our roof for the heating and hot water?

Tom's dad: Yes, and this time next week, we (3. have) _____ a free solar shower.

Tom: What about transport? I mean, how _____ we (4. travel) _____ to school and to work?

Tom's dad: Well, we won't use our car. We (5. walk or cycle) _____ to cut air pollution.

Tom: So at 7 o'clock tomorrow, you (6. cycle) _____ to work, and I (7. go) _____ to school on my skateboard.

Tom's dad: Great idea!

- Work in pairs. Tell your partner what you will be doing at the following points of time in the future.

Example:

this time tomorrow

I will be learning English this time tomorrow.

Or

This time tomorrow I will be learning English.

- tomorrow afternoon
- this weekend
- this time next week
- when you are fifteen years old

A CLOSER LOOK 2

Grammar

The future continuous

Ask Ss to look at the table and explain how the future continuous tense is used (*We use the future continuous tense for an action in progress at a definite point of time in the future*) and how it is formed (*affirmative, negative, interrogative*). Then let Ss read the example. Explain that a definite point of time in the future can be expressed by words/ phrases like *tomorrow, this time next week/ month/ year, etc.*

- 1 Ask Ss to complete the exercise independently and then compare the answers with a partner. Remind Ss to change the verbs given in brackets into the future continuous tense. Check the answers and write the correct answers on the board.

Key:

1. will be putting
2. will be taking
3. will be installing
4. will be spending
5. will be using

- 2 Have Ss write the sentences independently, using the words/ phrases and/ or pictures given and then compare the answers with a partner. When Ss have finished the exercises, ask some Ss to write their sentences on the board. Check their answers as a class.

Key:

1. Jenny will be giving a talk about saving energy.
2. Helen will be putting solar panels in the playground.
3. Susan will be checking cracks in the water pipes.
4. Jake will be putting low energy light bulbs in the classrooms.
5. Kate will be showing a film on types of renewable energy sources.

- 3 Before Ss do exercise 3, have Ss look at the **Watch out!** box in order to have further understanding about the differences between the future continuous tense and the future simple tense. Then, ask Ss to read and complete the conversation with the verbs in brackets. Ask Ss to compare the answers in pairs or groups. Check Ss' answers and write the correct answers on the board.

Key:

1. will watch
2. Will we put
3. will be having
4. will ... travel
5. will walk or cycle
6. will be cycling
7. will be going

- 4 Have Ss read the example to understand how the future continuous tense is used. Remind Ss some phrases (from 1 to 4) can be used to express a definite time in the future. Let Ss do the exercise in pairs. Ask some pairs to give their answers as a class. Check the answers and write the correct answers on the board.

The future simple passive

- (+) Subject + will be + past participle
- (-) Subject + will not be + past participle
- (?) Will + subject + be + past participle?

Remember!

The passive voice is used in some cases.

- When the object of a sentence is not important:

Solar panels will be put on the roof.

- When the doer of the action is not known:

Alternative sources of energy will be developed quickly.

If the doer is still important, we can add a 'by' phrase:

A test on alternative sources of energy will be taken by Class 7A.



5 Complete the magazine article with the passive form of the verbs below.

place solve provide store use



We are looking for cheap, clean, and effective sources of energy. These types of energy won't cause pollution or waste natural resources. Solar power is one of these energy sources. It will (1) _____ freely by the sun. One percent of the solar energy that reaches the earth will be enough to provide electricity for the whole population of the world. Solar energy will (2) _____ by many countries around the world. Solar panels will (3) _____ on the roofs of houses and other buildings and the sun's energy will be used to heat water. The energy will (4) _____ for a long time. We hope that by using solar energy the problem of the energy shortage will (5) _____.

6 Change the sentences into the passive voice.

Example:

We will use low energy light bulbs.

Low energy light bulbs will be used.

1. We will use waves as an environmentally friendly energy source.
Waves will _____.
2. They will install a network of wind turbines to generate electricity.
A network of wind turbines will _____.
3. In the countryside, people will burn plants to produce heat.
In the countryside, plants will _____.
4. We will reduce energy consumption as much as possible.
Energy consumption will _____.
5. We will develop alternative sources of energy.
Alternative sources of energy will _____.
6. We will use solar energy to solve the problem of energy shortage.
Solar energy will _____.

7 Look at the pictures. Write what will be done in the future.









The future simple passive

Let Ss look at the table and discuss how the future simple passive is formed and used. Then, T may ask Ss to look at the **Remember!** box and explain more about the uses of the future simple passive.

- 5 Ask Ss to complete the passage independently. Have them share their answers in pairs or groups. Then check the answers as a class.

Key:

1. be provided 2. be used 3. be placed 4. be stored 5. be solved

- 6 Let Ss do the exercise independently. Have Ss share their answers in pairs or groups. Ask some Ss to write their answers on the board. Check their answers as a class.

Key:

1. Waves will be used as an environmentally friendly energy source.
2. A network of wind turbines will be installed to generate electricity.
3. In the countryside, plants will be burnt to produce heat.
4. Energy consumption will be reduced as much as possible.
5. Alternative sources of energy will be developed.
6. Solar energy will be used to solve the problem of energy shortage.

- 7 Ask Ss to look at the pictures and discuss in pairs or groups what will be done in the future. Have Ss write their answers independently, using the future simple passive.

Suggested answers:

- A hydro power station will be built in the region to increase the electricity.
- Solar panels will be put on the roof of the building.
- A network of wind turbines will be installed to generate electricity.
- Bicycles will be used to travel in the city.

Let some Ss write their sentences on the board, the rest of the class observe and give comments or correct the mistakes if there are any.

COMMUNICATION

HOW BIG IS YOUR CARBON FOOTPRINT?

1 Answer the questions below with a number from 1 to 4.

- 1 = always 2 = often
3 = sometimes 4 = never



Do you ...?

- | | | |
|--|---|--------------------------|
| 1. take showers instead of baths |  | <input type="checkbox"/> |
| 2. walk or ride a bike when travelling short distances |  | <input type="checkbox"/> |
| 3. use public transport when travelling long distances |  | <input type="checkbox"/> |
| 4. use a hand fan to keep cool in summer |  | <input type="checkbox"/> |
| 5. use low energy light bulbs |  | <input type="checkbox"/> |
| 6. turn off the lights when leaving a room or going to bed |  | <input type="checkbox"/> |
| 7. only use as much water as you need |  | <input type="checkbox"/> |
| 8. only use a little electricity at home |  | <input type="checkbox"/> |
| 9. use biogas for cooking at home |  | <input type="checkbox"/> |
| 10. go to school by bike |  | <input type="checkbox"/> |
| Total score | | <input type="checkbox"/> |

2 Work in pairs. Add up each other's answers, and look up the score below. Then explain how well your partner saves energy.

Score
10-20

Your footprint is small. You are really environmentally friendly.

Score
21-30

Your footprint is quite small. Remember to care about, and respect the world around you.

Score
31-40

Your footprint is quite big. You do some things to save energy, but there's always room for improvement.

3 Talk about your partner's carbon footprint to your group. Use the following prompts.

- my partner's carbon footprint is ...
- he/she is considerate because ...
- he/she could try harder to ...
- by _____ in the future, he/she can help to ...



COMMUNICATION

Introduction

Ask Ss to look at the picture of the footprint at the bottom right-hand side of page 43 and answer the questions: *What does the carbon footprint mean? How big is your carbon footprint?* If Ss find it difficult to answer the questions, ask them to refer to the conversation on page 38.

- 1** Have Ss read each item in **1** independently and write the number (from 1 to 4) in the boxes in accordance with what they always, often, sometimes or never do. Ask Ss to mark each other's answers in pairs. After adding up the marks, ask Ss to write the score in the total score box.
- 2** Have Ss explain in pairs how well they save energy, using the three levels of scores in **2**.
- 3** Have Ss talk about their partners' carbon footprint in groups, using the prompts in **3** and the ideas in **1**. For example: *My partner's carbon footprint is big. He is considerate because he rides his bike to travel short distances. He could try harder to use showers instead of baths. By reducing the use of baths, he can help to save energy.*

SKILLS 1

Reading

1 Work in pairs. Discuss the following questions.

1. What are the main sources of energy in Viet Nam?
2. What type of energy sources will be used in the future?

2 Read the text below and check your ideas.

3 Professor Galton is preparing a speech about renewable and non-renewable energy. Read the text, match the verbs with the nouns, then answer the questions.



Dear guests, I'd like to talk to you today about renewable and non-renewable energy.

Fossil fuels are non-renewable energy sources. They include oil, coal, and natural gas. They can be used to create energy, generate electricity, or drive big machinery. Unfortunately, they are harmful to the environment. Viet Nam still relies mostly on non-renewable energy sources, however, hydro power is increasingly used here too.

Hydro and nuclear power can generate a great deal of energy. They are renewable and plentiful. However, hydro power is limited because dams cannot be built in certain areas. Nuclear power can provide enough electricity for the world's needs, but it is dangerous.

The sun and the wind are other alternative sources of energy. The wind turns turbines to make electricity. Solar power can be converted into electricity. It can be used to heat or cool our houses. Although there are some disadvantages, these alternative energy sources can offer abundant amounts of clean, safe electricity. They will be valued more and more in the future in Viet Nam.

a Match the verbs with the nouns.

1. create

2. drive

3. generate

4. turn

5. heat

a. machinery

b. turbines

c. energy

d. houses

e. electricity

b Answer the questions.

1. How many types of energy sources are mentioned in the text? What are they?
2. What are the disadvantages of hydro and nuclear power?
3. Why do you think the wind and the sun are called alternative sources of energy?
4. What types of energy does Viet Nam use most?
5. What does the professor think Viet Nam will use more in the future?

Speaking

4 Work in pairs. Ask and answer questions about the advantages and disadvantages of each type of energy sources.

Example:

A: What type of energy is oil?

B: It is a non-renewable source of energy, because it cannot easily be replaced.

A: What are its advantages and disadvantages?

B: It can be used to power machinery, but it also pollutes the environment.

5 Talk about the advantages and disadvantages of each type of energy sources.

Example:

Hydro power is a renewable source of energy because it comes from water. It is cheap and plentiful. Unfortunately, dams can only be built in certain areas.



SKILLS 1

Reading

- 1 Give Ss time to discuss the two questions in groups and then as a class. The Ss' answers might vary according to what they know about energy sources in the country.
- 2 Have Ss quickly read the passage and find out if the answers to the questions in 1 are relevant to the information mentioned in the passage.
- 3
- a Ss read the passage independently again and match the verbs with the appropriate nouns. Call one student to give the answers to the class. Check the answers.

Key: 1. create energy 2. drive machinery
3. generate electricity 4. turn turbines 5. heat houses

- b Ask Ss to read the text again and answer the questions in pairs or groups. Have some pairs ask and answer the questions as a class. Check and confirm the correct answers.

Key:

1. Two. They are renewable and non-renewable.
2. Hydro power is limited because dams cannot be built in certain areas. Nuclear power is dangerous.
3. Because they are natural sources of power and we use them instead of non-renewable sources to get the electricity we need.
4. We use non-renewable sources of energy the most but we are increasingly using hydro power.
5. He thinks Viet Nam will use the wind and the sun as alternative sources of energy in the future.

Speaking

- 4 Ask Ss to read the example. Then, have them ask and answer the questions in pairs about the advantages and disadvantages of each type of energy source mentioned in the reading passage. After that, have some pairs role-play as a class. Correct the answers if necessary.
- 5 Have Ss read independently the sentences in the example and then talk about the advantages and disadvantages of some types of energy sources. Explain any common errors and provide further practice if necessary.

SKILLS 2

Listening

1 Look at the picture. Discuss the following in pairs.

1. What do you think is unusual about this means of transport?
2. Have you seen any transport like this?



2 Listen to the passage and tick (✓) true (T) or false (F) to the statements.

	T	F
1. Non-renewable sources are being used up.		
2. Many poor people in developing countries have little electricity.		
3. Biogas is a new source of energy available for poor people.		
4. Biogas creates a lot of smoke.		
5. The new energy source is not costly.		

3 Listen to the passage again and complete the sentences.

1. People in _____ areas have to gather wood to use as fuel.
2. Biogas is mainly used for _____.
3. Biogas helps solve the problem of indoor _____.
4. The use of renewable energy sources in developing countries is _____.
5. In the future, the _____ will be used as the main environmentally friendly energy sources.



Writing

4 Complete the article. Use the phrases below.

- A. burning fossil fuels for energy
- B. leading to climate change
- C. investing in renewable energy
- D. because it can't escape, it heats the planet
- E. heating our homes, cooking our meals, etc.

THE CHANGING CLIMATE

Problem

We use energy for almost everything we do: for (1) _____. This use of energy is (2) _____ - the world is heating up. When (3) _____, carbon dioxide is released. Carbon dioxide traps the sun's heat in the atmosphere and (4) _____. Over the past thirty years, there has been a growing number of extreme weather events, such as floods, droughts and storms.

Solution

We should protect our planet, by (5) _____. We should use sources of energy more wisely, for our future, and the future of the planet.

5 In pairs, discuss the following ways to save energy. Decide on the five most important ways. Write them in the notebook.

- Use electricity more efficiently
- Reduce our electricity bills
- Turn off the lights before going to bed
- Use low energy light bulbs
- Use public transport
- Increase the tax on petrol
- Avoid using cars or motorbikes for short trips
- Reduce the use of fossil fuels

What should you do?

6 Write a short passage about what we should do to save energy.

SKILLS 2

Listening

- 1 Have Ss look at the picture and answer the questions in pairs for pre-listening. The answers may vary.
- 2 Ask Ss to look at the sentences and guess the answers. Call on some Ss to talk about their guesses as a class.
Play the recording for Ss to listen through. Play the recording again and ask Ss to listen and tick true or false to the sentences. Ss work in pairs to compare their answers with each other. Call on some Ss to give the answers to the class. Check and confirm the correct answers.

Key: 1. T 2. T 3. T 4. F 5. T

- 3 Have Ss look at the sentences and guess the answers. Play the recording again and ask Ss to listen and complete the sentences. Call on some Ss to give the answers to the class and correct mistakes where and when necessary.

Key: 1. mountainous 2. cooking and heating 3. air pollution
4. on the increase 5. wind and the sun



Audio script:

Energy is fundamental to human beings. Many poor people in developing countries do not have modern sources of energy like electricity or natural gas, with which their life can be improved.

People who live in mountainous areas have to gather wood for fuel. This takes a lot of time. For many people living in rural areas, biogas is the largest energy resource available. The main use of biogas is for cooking and heating, but it can also provide energy for public transport. As biogas is smoke-free, it helps solve the problem of indoor air pollution. Moreover, it's made from plant waste and animal manure. They cost almost nothing.

The tendency to use renewable energy sources in developing countries is on the increase as non-renewable ones are running out. In the future, the wind and the sun will be used as the most important environmentally friendly energy sources.

Writing

- 4 Ask Ss to complete the article independently, using the phrases (A-E). Have Ss read the complete article, paying attention to the problems and solutions of how to save energy. Ss work in pairs to compare their answers with each other. Call one student to give the answers to the class. Check and confirm the correct answers.

Key: 1. E 2. B 3. A 4. D 5. C

- 5 Have Ss look at the prompts and discuss the ways to save energy in pairs. Then, ask them to write the five most important ways they should do to save energy. Call on one student to write the answers on the board. Correct mistakes if there are any.
- 6 Tell Ss that it's time to write a short passage about what they should do to save energy. Ss can use the information in 5. If there is not time to write the passage in class, Ss can do it as homework.

LOOKING BACK

Vocabulary

1 Put the words into the correct groups.

biogas	polluting	solar
expensive	clean	limited
exhaustible	dangerous	nuclear
unlimited	cheap	hydro
plentiful	harmful	available

Sources of energy	Advantage(s)	Disadvantage(s)

Grammar

2 Complete the sentences using the verbs in brackets in the future continuous.

- You'll recognise her when you see her. She _____ (wear) a green hat.
- I'll be on holiday this time next week. I _____ (lie) on a beautiful beach.
- At 10 o'clock tomorrow he _____ (work) in his office.
- I _____ (study) in England next year.
- They _____ (build) their house this time next month.

3 Change the following sentences into the passive voice.

- People in Britain will spend a lot of money on heating next year.
A lot of money will _____.
- People will use biogas for fuel in homes and for transport.
Biogas will _____.
- We will use renewable energy sources like wind and solar energy to solve the problem of pollution.
Renewable energy sources like wind and solar energy will _____.
- We will reduce our use of electricity to save our energy.
The use of electricity will _____.
- They will build a hydro power station in this area next year.
A hydro power station will _____.

4 Complete the dialogue, using the future continuous form of the verbs.

Tom: I'm going to go to university. Six years from now, I'll be running a big company. I expect I (1. earn) _____ lots of money.

Tony: I don't know what I (2. do) _____. What about you Linda? What _____ you (3. do) _____, do you think?

Linda: I'm too lazy to do any work. I intend to marry someone rich. I (4. host) _____ parties all the time. We'll have robots that (5. do) _____ all the work. And you'll both get invitations.

Communication



5 Look at the pictures. Work in groups and answer the question.

What should you do to save energy?

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> name different sources of energy mark the stressed syllable in three-syllable words use the future continuous tense and the future simple passive talk about the advantages and disadvantages of different sources of energy write about how to save energy 			

LOOKING BACK

Vocabulary

This is the review section of the unit. Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can . . .** assessment and identify areas for review.

- 1 Ss read the words and put them in the correct columns. Weaker classes can do the exercise in pairs or small groups. T can quickly drill any words that Ss have difficulty with. Check and confirm the correct answers.

Key:

Sources of energy	Advantage(s)	Disadvantage(s)
biogas	clean	polluting
solar	cheap	expensive
nuclear	plentiful	limited/ exhaustible
hydro	available	dangerous
	unlimited	harmful

Grammar

- 2 Ss complete this task individually. Weaker classes can complete it in pairs or small groups. Have Ss compare their answers with a partner. Check and confirm the correct answers.

Key: 1. will be wearing 2. will be lying 3. will be working 4. will be studying 5. will be building

- 3 Ss change the sentences into the future simple passive. Move around the classroom to make sure that Ss use the passive form correctly. When Ss have finished the task, they share their answers with a partner. Ask some Ss to write the answers on the board. Check and confirm the correct answers.

Key:

1. A lot of money will be spent on heating next year.
2. Biogas will be used for fuel in homes and for transport.
3. Renewable energy sources like wind and solar energy will be used to solve the problem of pollution.
4. The use of electricity will be reduced to save our energy.
5. A hydro power station will be built in this area next year.

- 4 Have Ss do the task independently. When Ss have finished it, they share their answers with a partner. Check and confirm the correct answers.

Key: 1. will be earning 2. will be doing 3. will/ be doing 4. will be hosting 5. will be doing

Communication

- 5 Have Ss look at the pictures and discuss in groups what they should do to save energy. For example: *We should turn off the gas when the kettle is boiling.* Ask some Ss to share their ideas with the class. Note down common errors and correct them at the end of the exercise.

Finished!

Ask Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas they have mastered.

PROJECT

Writing simple slogans

1 Look at the slogans. How are they used? Why are they important?



2 Write simple slogans in groups about how to save energy. They may be accompanied by pictures.

Example:



PROJECT

Writing simple slogans

- 1** Before doing the project, ask Ss to look at the two sample slogans and discuss the answers to the two questions. Ss may agree that slogans should be short and effective and they should have messages and attract attention.
- 2** Ask Ss to write simple slogans about how to save energy, using the slogans at the bottom of the page as examples. Ss can draw pictures/posters to accompany their slogans.

After Ss have finished their work, have them stick the slogans (accompanied by pictures/posters) on the walls of the classroom.