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B1

3



The new

BEST SHOTS

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INTRODUCTION

How does this book work?

This book consists of ten units, each a separate set of tasks with its own theme. The activities will give you the chance to practise your **speaking, writing, reading** and **listening skills**. Working on these skills will effectively improve your English and you will find them useful in your future professional life. There is a wide variety of tasks and text types, e.g., role plays, mini-scenarios, discussion questions, mini-dialogues; summaries of written or audio content; listening and reading tasks for general practice with skills such as note taking, fill-in-the-gap exercises, answering questions, etc.

In addition, each unit includes tasks that help you familiarise yourself with **text types** and **test formats**. These tasks are noted in the page margins.

- Speaking – **Individual long turn, Interaction**
- Writing – **Informal (reply) email, Formal (reply) email, Email to the editor, Email of application, Email of inquiry/request, Damage claim, Blog entry, Blog comment, Report, Description, CV**
- Reading – **Multiple choice, Multiple matching, Short answers, True/False**
- Listening – **Multiple choice, Multiple matching, Short answers**

How can I successfully cope with the tasks in this book?

Don't worry, you have lots of resources at your fingertips.

- **VocabBoosters** and **LanguageBoxes** strengthen your speaking and writing skills and include topic-specific key vocabulary and phrases.
- The **Language in use** sections help you improve your grammar.
- **Phrases** for discussion and interaction, giving a presentation, describing charts and diagrams, and giving a summary are provided in the appendix.
- The **Writing reference** includes guidelines, phrases and sample texts for the text types required.
- Last but not least, you can look up words in the **Vocabulary reference** in the appendix. – A summary of topic-related **Key vocabulary** (highlighted in blue) is provided at the end of each unit.

Put simply: the more you practise, the more you will improve. So, try to do all the activities in English – if you like, declare English the language of the classroom – and speak English with everyone: your classmates as well as your teacher. Look around you, at your family and friends: practically everyone needs to be able to speak English these days, for their jobs, travelling or just for socialising.

The **Self-assessment checklists** after units 5 and 10 and 12 will help you to find out more about the personal progress you have made.

- ☺ If most of your ticks are in the first column, you have done a great job so far. You are on the right track. Congratulations!
- ☺ If most of your ticks are in the second column, you have done a good job. However, there is some room for improvement. So keep up the good work!
- ☹ If most of your ticks are in the third column, go back to the individual tasks and have a detailed look at them again. Ask your teacher for help. You will need to work hard, but you will manage!

But what about making mistakes?

The most important thing is successfully communicating your ideas to somebody else. As long as your mistake doesn't hinder this, it isn't worth worrying too much about. On the other hand, your mistakes can provide you with useful information – they tell you what you still need to learn and give you a path to follow. There are activities in this book that help you to learn from the language you produce.

Why “Best Shots”?

There is a saying in English “to give something your best shot”, meaning to try as hard as possible to succeed, using all the resources you have. This represents the main idea behind this book. These activities can help you to do your absolute best in English language learning. So, go for it!

What are you waiting for? Go give this language your best shot!

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Reading	Reading an article about e-waste (B1 – <i>Multiple choice</i>)	
Listening	Listening to an interview with Felix Krainer, the founder of <i>Planet Matters</i> (B1 – <i>Multiple matching</i>)	
Language in use	Present tense simple and present tense continuous (A2) Past perfect tense simple (B1)	
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Language in use	Phrasal verbs (A2/B1) Conditional type I (A2)
Vocabulary	Consumerism key terms • Spending to impress • Planned obsolescence and the <i>Right to Repair</i> • Living a minimalist life • Food waste • Describing charts and statistics

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Reading	Reading about teen inventors (B1 – Multiple matching)
Listening	Listening to a news report about using artificial intelligence for school (B1 – Short answers)
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Listening	Listening to a podcast about a young female tech creator and her work (B1 – Multiple matching)
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Vocabulary	Different jobs • Work life • Skills and qualifications needed for a job • Women in technical jobs • Dos and taboos in job interviews

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Language in use	I wish/If only (B1) Modal verbs (have to/has to/don't have to/mustn't/be allowed to/not be allowed to/can/could/couldn't/may/might/might not/need to/needn't/should/shouldn't) (A2/B1)	
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Reading	Reading an article about memorable company presentations (B1 – <i>True/False</i>)	
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Language in use	Passive constructions (B1) Phrasal verbs with <i>get</i> (B1)	
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Listening	Listening to a speech about the downsides of e-commerce (B1 – <i>Short answers</i>)	
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Reading	Reading an article about the changes in and requirements of the future job market (B1 – <i>Short answers</i>)	
Listening	Listening to an expert talking about the ideal workplace (B1 – <i>Multiple choice</i>)	
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1 Warm-up: Do you care?

1 a

Speaking

Step 1: Have a look at the questions (1–10). Complete them using the words/phrases from the VocabBooster. Compare your results with a partner.

VocabBooster

stand-by mode ■ meat ■ to refill ■ to separate ■ to print out ■ containers ■ organic ■ cotton bags ■ to take ■ public transport

<i>A = always: 2 points; B = sometimes: 1 point; C = never: 0 points</i>		A	B	C
1	Do you use _____, cycle or walk to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Do you use and _____ your own water bottle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Do you use _____ when you go shopping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do you care about how much water you use when you brush your teeth or _____ a shower?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do you avoid eating a lot of _____?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Do you turn off appliances rather than using _____?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Do you buy _____ food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do you _____ waste at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Do you _____ only essential study materials and documents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you throw used batteries away in special _____?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total points:				

Step 2: Tick the boxes in the questionnaire in Step 1 that most closely match your behaviour. Then add up the points for your answers. How did you do? Have a look at the score below. Compare your results with three other classmates. Use the phrases from the LanguageBox on page 10.

Score

0–11: It is not important for you to care about the environment. In other words, you believe “going green” is too much of an effort and too expensive.

12–16: You try to protect the environment, however, there is still much more you could do. You are on the right track!

17–20: You completely understand what environmental responsibility is all about. Congratulations! It would be really great if there were more teenagers who cared as much about the environment as you do.



THINK GREEN, ACT GREEN!

LanguageBox

Looking at my score, I can say that I am a "green" person/try to protect the environment/could do more because ...

In my view, it is important to care about the environment because ...

The results of this questionnaire clearly show me that I could do more to save the environment, for example I could ...

In order to save our planet, I could also ...

One thing I try is to care more about my use of water/use less energy ...

Having an environmentally-friendly lifestyle is quite difficult/not difficult for me because ...

1 b

Vocabulary www

Have a look at the VocabBooster. Complete the phrases using a word from the box. Look up all the words you do not know in an online dictionary. Sometimes there is more than one possibility. Compare your results with a partner.

to pick up ■ waste ■ durable ■ environmental demonstration ■ properly ■ less ■ to waste ■ fuel ■ temperature ■ organic

VocabBooster

- 1 to live with less meat, _____ and shopping
- 2 to set the air-conditioning at a reasonable _____
- 3 to buy high-quality _____ products
- 4 to plant _____ food in one's garden
- 5 to dispose of waste _____
- 6 to be responsible for the _____ one produces
- 7 to not _____ food
- 8 to _____ litter
- 9 to take part in an _____
- 10 to use _____ paper overall

1 c

Vocabulary

Complete the sentences/questions (1–10). Use appropriate words/phrases from the VocabBooster in activity 1b. Mind the tenses. Compare your result with a partner.

- 1 We should set the _____ at no lower than 26° C in the summer.
- 2 When we buy high-quality durable _____, we don't need to replace them as often.
- 3 Using _____ is easy if you write notes on your phone.
- 4 Planting _____ in your garden is a great way to eat fresh and healthy food.
- 5 Everyone should be _____ the waste they produce and try to reduce it.
- 6 Have you ever taken part in an environmental _____?
- 7 If we live with less meat, _____ and shopping, we can help protect the environment and save money.
- 8 Not many people _____ litter on the streets, which makes them less clean and beautiful for everyone.
- 9 You help the planet when you do not waste _____ and take only what you can eat.
- 10 It is important to _____ waste properly so it doesn't harm the environment.



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– Fachschule,
pages 22, 37

2 Language in use: Present tense simple and present tense continuous

2 a

Language in use

What do you do to protect the environment? Complete the sentences (1–7) using your own ideas. Use the present tense simple. Compare your results with a partner. An example (0) has been given.

- 0 I usually *use public transport to go to school.*
- 1 I normally _____
- 2 I always _____
- 3 I sometimes _____
- 4 I frequently _____
- 5 I often _____
- 6 I rarely _____
- 7 I never _____

2 b

Language in use

Have a look at the pictures (1–5) and describe what the teenagers are doing. Write down sentences. Use the phrases in the box and an appropriate time expression (*at the moment, now, right now*) in your sentences. Use the present tense continuous. The first one (0) has been done for you. Compare your results with a partner.

- to pick up litter from the streets
- to refill one's water bottle
- to plant a tree
- to separate the waste
- to take part in an environmental demonstration
- to throw away batteries in special containers



0 *The teenager is refilling his water bottle at the moment.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



THINK GREEN, ACT GREEN!

2 c

Language
in use

Present tense simple or present tense continuous? Have a look at the sentences (1–9) and underline the correct form. Compare your results with a partner.

- 1 Trees *absorb/are absorbing* carbon dioxide and *produce/are producing* oxygen for us to breathe.
- 2 The Earth's temperature *rises/is rising* when we *burn/are burning* fossil fuels like coal and oil.
- 3 People *throw away/are throwing away* food all the time instead of eating leftovers.
- 4 Susan and her friends *pick up/are picking up* litter in the park right now to keep it clean.
- 5 Plastic waste often *ends up/is ending up* in the ocean and harms sea animals.
- 6 The students *plant/are planting* trees in the school yard to reduce carbon dioxide in the air.
- 7 My friends and I *clean up/are cleaning up* the beach right now to protect sea life.
- 8 My mother *regularly buys/is regularly buying* vegetables at the local farmers' market to reduce our family's carbon footprint.
- 9 The students *prepare/are preparing* a presentation about protecting the environment now.

3 Reading: The e-waste crisis

3 a

Speaking
www

Get into pairs. Have a look at the box and write down a definition of the term *e-waste*. Use as many of the words/phrases from the box as possible. Look up all the words you do not know in an online dictionary. Then read out your definition in class.

to not recycle properly – old/unwanted – electronic devices – to be thrown away – to be dangerous – human health – to damage – environment – harmful chemicals

My definition of the term *e-waste*

3 b

Vocabulary
www

Have a look at the VocabBooster. Match the words/phrases in A with the appropriate definitions/synonyms in B. Look up all the words you do not know in an online dictionary. Compare your results with a partner.

VocabBooster

	A	B
discarded electronic appliances	1 <input type="checkbox"/>	a to be in a situation where you experience something, usually something dangerous or new
to contain	2 <input type="checkbox"/>	b dangerous
hazardous	3 <input type="checkbox"/>	c to make someone more likely to do something
disposal	4 <input type="checkbox"/>	d the effect a person or situation has on someone or something
to lack	5 <input type="checkbox"/>	e to have something inside or include something as a part
improper	6 <input type="checkbox"/>	f the activity of getting rid of something you do not want or need any more
to be exposed to	7 <input type="checkbox"/>	g not correct or acceptable
to encourage	8 <input type="checkbox"/>	h devices that are no longer wanted or used and have been thrown away
impact	9 <input type="checkbox"/>	i to not have (enough of) something

3 c

Reading
Test format
Multiple choice

Read the article about the growing problem of e-waste. Choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided on page 14. The first one (0) has been done for you.



Why e-waste is becoming an issue

- 1 *E-waste*, a term for discarded electronic appliances, is quickly becoming a critical environmental issue. Mainly driven by the constant need for the latest gadgets, we're now facing the challenge of managing growing volumes of outdated electronics.

A growing problem

- 5 According to the *Global E-waste Monitor*, 62 million tons of e-waste were produced in 2022, marking an increase of 82% since 2010. What's even more alarming is that these figures are expected to rise, reaching 120 million tons by
10 2050 if nothing changes.

- This is due to several factors including technological innovation, reduced product lifespans, and the increasing consumption of electronic goods worldwide. Another significant issue which needs
15 to be considered is that only around 17% of e-waste is recycled annually.

The composition of e-waste

- E-waste is a complex mixture of different materials and components. While it contains valuable
20 metals like gold, silver, copper, and lithium, it also contains hazardous substances. These include lead, mercury, cadmium, and a range of chemicals harmful to both the environment and human health.

Global distribution of e-waste

- The production and disposal of e-waste are also not the same around the world. Developed countries often produce more e-waste per capita compared to developing countries. However, a significant
30 amount of e-waste generated in developed countries is being transported to developing countries for disposal. This transfer raises critical environmental justice and health concerns, as many of these developing countries do not have
35 the infrastructure to safely process and recycle e-waste, leading to improper disposal methods that are dangerous to the environment because they contaminate groundwater.

Health risks associated with e-waste

- 40 Without proper safety measures, workers in informal recycling industries, which are often found in developing countries, are exposed to a range of health risks. To make matters worse,



they often do not have reliable medical services or materials.

- Direct exposure to harmful chemicals can lead to various health problems, including skin disorders, respiratory issues, and damage to the nervous system.
- The long-term effects of exposure to the various
50 chemicals in e-waste can be severe. There is a risk of chronic diseases and conditions such as cancer, kidney disease, and reproductive health issues.

Why is e-waste becoming such an issue?

In order to deal with the rapidly growing rise of e-waste, it's important to understand why it's increasing. A combination of technological advancements, consumer behavior, and economic dynamics are behind the growing issue. Un-
60 fortunately, not many people are as aware of it as they are about other forms of pollution.

What are the solutions?

Educating consumers about the importance of proper e-waste disposal is absolutely essential. 65 Awareness campaigns and providing convenient recycling options can encourage more people to recycle their electronic devices responsibly. Additionally, consumers can be informed about the environmental impacts of e-waste and encouraged
70 to purchase more durable and repairable products, thereby reducing e-waste at the source.



THINK GREEN, ACT GREEN!

- 0 **E-waste is most influenced by**
 - A the demand for the latest technology.
 - B people misunderstanding how to recycle.
 - C old technology breaking easily.
 - D people buying the wrong type of electronics.
- 1 **One reason e-waste continues to rise is that technology**
 - A gets cheaper over time.
 - B is used more by richer countries.
 - C is tracked more by the *United Nations*.
 - D now stops working sooner.
- 2 **E-waste is a combination of harmful materials and materials that are**
 - A recycled.
 - B worth a lot of money.
 - C almost worthless.
 - D healthy for people.
- 3 **Poorer countries have difficulties with e-waste because they**
 - A have to pay for it.
 - B usually make more of it.
 - C lack the basic facilities to deal with it.
 - D are often unable to pay for the transport.
- 4 **Health problems from e-waste are often worse in poorer countries because**
 - A the right safety equipment is missing.
 - B medical treatment is expensive.
 - C their hospitals are often near recycling centres.
 - D workers suffer from harmful diseases already.
- 5 **One of the main reasons for e-waste being a problem is**
 - A what people tend to buy.
 - B the growing concern for the planet.
 - C the low cost of electronic appliances.
 - D poorer people recycling incorrectly.
- 6 **E-waste can be reduced by**
 - A only making long-lasting products.
 - B making electronic appliances more expensive.
 - C giving people the facts about it.
 - D passing better recycling laws.

0	1	2	3	4	5	6
A						

3 d
Speaking
www

Step 1: Have a look at the questions (1–6) on e-waste. Do some online research and take notes in the table. You can also use the information from the article in activity 3c.

	my notes
1 Which countries produce the most e-waste in the world?	
2 Why is e-waste harmful for the environment?	
3 What health problems can workers face when recycling e-waste improperly?	
4 What components of e-waste can be recycled?	
5 What toxic materials can be found in e-waste?	

- 6 What laws exist to recycle e-waste in the European Union, in the USA, in China and in India?

Test format
Individual
long turn

Step 2: You are representing your school at the *International E-waste Conference* organised on *E-waste Day* by the *United Nations* in Vienna. You have been asked to give a 4-minute presentation about e-waste.

In your presentation you should

- explain the term *e-waste* in your own words
- point out why it is important to recycle e-waste properly
- inform your audience about the laws regarding e-waste recycling.



Use your notes from Step 1 and appropriate phrases from the VocabBooster below.

VocabBooster

discarded electronic appliances
to produce e-waste
to become a critical environmental issue
to always want the latest gadget
to have an impact on the environment
to contain metals like gold, silver and copper/hazardous substances

to be transported to developing countries
to lack the infrastructure to safely recycle e-waste
e-waste is often improperly disposed of in landfills
to be harmful to the environment/human health
to contaminate groundwater
to be exposed to harmful chemicals
to lead to health problems

Presentation
phrases
> page 210

Step 3: Get into pairs and give your presentation. Take turns.

4 Listening: Plastic planet

4 a

Speaking

How long does it take the following items to biodegrade in the ocean? Have a look at the numbers in the box and guess which number goes with each item (1–7) in the fact sheet below. Compare your results in class. Which fact surprised you the most? Give reasons.

— (undetermined) – 450 years (2x) – 6 weeks – 10 years – 500 years – 30 years

Fact sheet: How long does it take?

- 1 disposable diaper _____
- 2 newspaper _____
- 3 cigarette butt _____
- 4 plastic bottle _____
- 5 takeaway coffee cup _____
- 6 plastic toothbrush _____
- 7 glass bottle _____



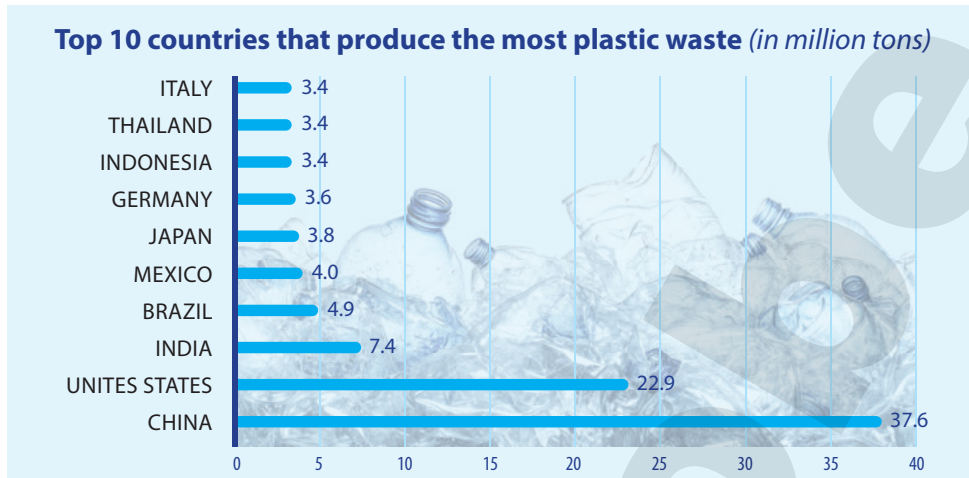


THINK GREEN, ACT GREEN!

4 b

Language in use

Have a look at the bar chart and complete the sentences (1–6) below. Use the words/phrases from the box. Compare your results with a partner.



Source: World pollution review, 2024

Mexico – million tons – most plastic waste – was conducted by – the same amount of – 2024 – more plastic waste – top 10 countries

Phrases for describing statistics, graphs, etc. > page 211

- The bar chart shows the _____ that produce plastic waste in _____.
- The survey _____ *World pollution review* in _____.
- According to the survey, the countries which produce the _____ are China and the United States.
- _____ produces about 4 million tons of plastic waste.
- Indonesia, Thailand and Italy produce approximately _____ plastic waste.
- Looking at the bar chart, it is clear that United States produces _____ than Germany.

4 c

Listening Track 1

Test format Multiple matching

You are going to listen to the interview with Felix Krainer, the founder of *Planet Matters*. First you have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–6) with the sentence endings (A–I). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you have 45 seconds to check your answers.

Making nature plastic-free



PLANET MATTERS

- | | |
|---|--|
| 0 | The main goal of <i>Planet Matters</i> is _____. |
| 1 | Felix began <i>Planet Matters</i> after _____. |
| 2 | Felix believes that when people actually do something, they begin _____. |
| 3 | An app made by <i>Planet Matters</i> works by _____. |
| 4 | <i>Planet Matters</i> uses technology for _____. |
| 5 | In the future, Felix sees <i>Planet Matters</i> _____. |
| 6 | Felix is motivated by _____. |

A	inspiring a large number of people to regularly help the planet
B	informing young people about the time and place of events
C	realising how much plastic pollution there is
D	believing that everyone can help the environment
E	finding waste in the ocean
F	finding a group of people to reduce pollution
G	creating a new company to help the environment
H	feeling optimistic about the environment
I	linking young people with companies

0	1	2	3	4	5	6
F						

4 d

Vocabulary

Have a look at the VocabBooster. Fill in the appropriate prepositions (*about/for/from/in/of/on/with*). Sometimes there is more than one possibility. Compare your results with a partner.

VocabBooster

to be the founder _____¹ a global plastic cleanup movement
 to be worried _____² the alarming amounts _____³ plastic pollution _____⁴ nature
 to feel determined to address this issue _____⁵ a global scale
 to have volunteers _____⁶ more than thirty countries
 to be an important issue _____⁷ someone
 to get _____⁸ touch _____⁹ young people
 to be passionate _____¹⁰ keeping nature clean
 to leave a healthy planet _____¹¹ future generations

4 e

Speaking

Get into pairs and discuss the following questions. Use appropriate phrases from the VocabBooster in activity 4d and from the VocabBooster below.

- 1 Felix Krainer and *Planet Matters* use social media to spread messages about cleanups. What is the benefit of using social media for them?
- 2 Do you think people in your community would join a cleanup event? What would motivate them to participate? Could you imagine picking up trash in the area where you live? Explain.
- 3 What small things could you do in your everyday life to help reduce plastic waste?



VocabBooster

to reach a larger audience	to spread one's message quickly
to connect with people all over the world	every small step helps create a brighter future
to encourage someone to do something	to say no to plastics
to make environmental protection a lifestyle trend	to choose products with less packaging
	to use a lunchbox instead of plastic wrap



THINK GREEN, ACT GREEN!

5 Writing an email to the editor: Why should we recycle?

5 a
Speaking

Get into pairs. Have a look at the recycling facts. Discuss which facts you find most interesting/shocking/worrying. Give reasons. Then present your results in class.

Did you know? – 9 facts about recycling

- 1 It is estimated that only 9% of the plastics ever produced globally have been recycled, and 12% have been incinerated.
- 2 Over half of the plastic ever manufactured has been produced since 2000, and we are set to double our current global annual production by 2050.
- 3 The US only recycles about 6% of its plastic waste.
- 4 In 2023, the EU recycled 42.1% of all the generated plastic packaging waste. Belgium recorded the highest recycling rate at 59.5%, followed by Latvia (59.2%) and Slovakia (54.1%). In contrast, the lowest rates were recorded in Hungary (23.0%), France (25.7%) and Austria (26.9%).
- 5 Glass can be recycled infinitely without any loss in quality.
- 6 Only 21% of glass is recycled globally.
- 7 An estimated 2 to 13 litres of water is used per A4 sheet of paper.
- 8 Every ton of recycled paper saves 30,000 litres of water and 17 trees.
- 9 In 2022, only 22.3% of e-waste was recycled globally.
- 10 Steel is the most recycled material in the world.

5 b
Reading
www

Read the newspaper article and answer the questions (1–5) below. Write down full sentences. Look up all the words you do not know in an online dictionary. Compare your results with a partner.



Why doesn't everybody recycle?

by Hope Gallop
June 29

- 1 Everyone should recycle. That's simply common sense. But a lot of people don't. Why? A survey by *Rubicon* showed that 9 out of 10 people said they would recycle more if it were just "easier."
- 5 At this point, it doesn't even matter if it's easy or convenient to recycle; it's necessary. According to *Pew*, 13 million metric tons of plastic end up in the ocean every year. This is harmful to sea life, as it affects over an estimated 800 million species.
- 10 Another huge issue today is climate change — an alarming problem that already appears to be having an impact on Earth's normal rhythms as countries fight over what to do about it. However, recycling has been found to have a positive impact on global warming and greenhouse emissions as well. The *Environmental Protection Agency* estimates that if we cut back on waste (back to the levels we created in 1990), greenhouse emissions would be reduced by 11.6 metric tons. That's because when someone
- 15 throws away something instead of recycling, it goes to a landfill, where it is compressed to the point

where it releases methane, a greenhouse gas that traps heat in the atmosphere.



Joy Morgan, a spokeswoman for *Package Free*, a shop in Williamsburg, Brooklyn, that supports a low-waste lifestyle, said, "If you like clean water and you like to be able to breathe, you don't like landfills."

There needs to be a change. *Rubicon* offers a number of shocking statistics about global waste, and these are just a few of them: Over 75 percent of waste is recyclable, but only 30 percent is recycled; the United States throws away \$ 11.4 billion worth of plastic containers and packaging every year; and there are an estimated 25 trillion pieces of plastic in the ocean.

Teens are the future of the world; more than anyone else, it is important they recognize the issue and make a change. However, the reality is that many teens fail to do so. Perhaps teens would be more likely to recycle if it were taught in schools.

- 1 According to a survey by *Rubicon*, what would encourage people to recycle more?

2 Why is plastic that ends up in the ocean a problem?

3 Why is it important to recycle?

4 What happens to waste that is thrown away instead of being recycled?

5 What could help motivate teens to recycle?

5 c

Step 1: What are the dos and don'ts when writing an email to the editor? Have a look at the statements (1–10) and tick whether they are true (T) or false (F). Compare your results with a partner.

Writing
www
Text type
Email to the
editor
> page 214

	statement	T	F
1	Start with a polite greeting.	<input type="checkbox"/>	<input type="checkbox"/>
2	You can use an aggressive or rude tone if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
3	It is not a problem if your email is quite long, because you have to give a proper summary of the article you are referring to.	<input type="checkbox"/>	<input type="checkbox"/>
4	Introduce yourself briefly in the first paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
5	It is important to use many sentences with exclamation marks to address your readers.	<input type="checkbox"/>	<input type="checkbox"/>
6	It is not important to mention the article you are referring to.	<input type="checkbox"/>	<input type="checkbox"/>
7	State the purpose of your email clearly.	<input type="checkbox"/>	<input type="checkbox"/>
8	Check grammar and spelling before sending.	<input type="checkbox"/>	<input type="checkbox"/>
9	You have to include your contact details (<i>name, address, email, telephone number</i>).	<input type="checkbox"/>	<input type="checkbox"/>
10	Use formal language.	<input type="checkbox"/>	<input type="checkbox"/>

Step 2: You came across the newspaper article *Why doesn't everybody recycle?* (activity 5b) and have decided to comment on it. In your email to the editor you should

- explain why you felt inspired to comment on the article
- point out how much effort people should put into recycling
- suggest ways to make teenagers more aware of the importance of recycling.

Use appropriate phrases from the LanguageBox on page 20. Write about 180 words.

Before you start writing, read the bullet points carefully and take notes in the table. Do some online research if you need help.

bullet point 1

>



THINK GREEN, ACT GREEN!

bullet point 2

bullet point 3

LanguageBox

From: ... (your email address)
To: opinion@newspaper.us
Subject: ...

Dear Editor/Dear Mr .../Dear Ms ...

Referring to the newspaper article *Why doesn't everybody recycle?* from ... (date), I would like to state my personal opinion.

My name is ... and recycling is/is not an important issue for me.

As a teenager, I believe it's essential for young people like me to ...

In my own life, I've made recycling a daily habit. I regularly These small actions may seem insignificant, but ...

Recycling is too much of an effort for me. It is inconvenient, and the recycling bins take up too much space in my home.

To make recycling more appealing and accessible to teenagers, it is necessary to ...

Furthermore, ...

Thank you for shedding light on this important issue.

Yours faithfully/Yours sincerely

6 Language in use: Past perfect tense simple

Trouble-free grammar: Past perfect tense simple

The **past perfect tense simple** is used to refer to an **action in the past** that was **completed before another action in the past**.

active: had + past participle (3rd form of the verb)

After Reka **had bought** a refurbished smartphone, she immediately **phoned** her best friend to tell her.

When Adam **came** home from the beach cleanup, his parents **had already gone** to bed.

passive: had been + past participle (3rd form of the verb)

By the time the river cleanup **ended**, over 500 kilograms of waste **had been collected**.

Before the video of the recycling workshop **was uploaded** on *Instagram*, it **had been edited**.

Negation

I realised we **hadn't done** enough to reduce plastic waste when I saw the polluted river.

Questions and short answers

Why **had** the company **tested** biodegradable alternatives **before** they **banned** single-use plastic?

Before the students took part in the cleanup, they **had taken part in** a workshop, **hadn't they?**

Please note: Look where the adverb goes in the sentence.

Eszter **had already collected** 2 kilograms of waste at the river front, when she **met** the other volunteers again.

Last week Bogdan **went** to the waste collection centre. I was really surprised that he **had never done** that before.

Passive constructions
> The New Best Shots 2
– Fachschule,
page 80

6 a

Language
in use

Have a look at the sentences (1–7) and fill in the gaps. Use the past perfect tense. The first one (0) has been done for you. Compare your results with a partner.

- 0 By the time Fatma decided to not use single-use plastic any longer, her best friend *had already bought* (already, buy) reusable bags and bottles.
- 1 After we _____ (collect) all the old phones, we brought them to the recycling centre.
- 2 Before I learned about the dangers of e-waste, I _____ (throw away) a broken laptop.
- 3 By the time the city introduced e-waste bins, people _____ (already, start) recycling electronics on their own.
- 4 After Murat _____ (repair) the old computer, he sold it on a platform for refurbished electronics.
- 5 Before the campaign started, few people _____ (know) where to recycle their electronics.
- 6 After Adam and Mariam _____ (attend) the workshop, they understood how to properly dispose of e-waste.
- 7 When Emre came home from the waste recycling centre, his parents _____ (already, leave) for the *March for Nature*.



6 b

Language
in use

Have a look at the sentences (1–8). Decide which past action happened first. Fill in the gaps. Use the past tense simple or the past perfect tense simple and the active or the passive form of the verbs. The first one (0) has been done for you. Compare your results with a partner.

- 1 After the city _____ (ban) single-use plastics, people _____ (start) using reusable bags more often.
- 2 Before the environmental campaign _____ (begin), not many residents of the town _____ (think about) conserving water.
- 3 By the time the cleanup team _____ (arrive), the park _____ (already, fill with) trash.
- 4 The scientists _____ (realise) that the coral reef _____ (seriously, damage) by pollution.
- 5 Before people _____ (find out) about the impact of deforestation, large areas of rainforest _____ (already, cut down).
- 6 Before the government _____ (introduce) stricter regulations, many factories _____ (pollute) the rivers with wastewater.
- 7 After the volunteers _____ (clean) the beach, it _____ (look) completely transformed.
- 8 By the time the forest fire _____ (finally, be) under control, it _____ (already, destroy) hundreds of acres of land.



THINK GREEN, ACT GREEN!

7 Speaking: What can we do?

7 a

Speaking

Step 1: Have a look at the questions (1–3) and answer them. Take notes in the table below. Then interview three classmates. Take notes on their answers in your notebook.

VocabBooster

- 1 What do you think is the biggest environmental challenge we face today? Why? (Input)
- 2 What are some small changes teens can make in their daily lives to help the planet? Give examples.
- 3 Which of the following activities for raising awareness of environmental issues (A–F) would students enjoy the most? Explain your choices.
 - A doing projects about recycling, energy or nature
 - B taking students on trips outside the classroom
 - C making schools more eco-friendly (*save water, reduce waste, etc.*)
 - D starting student clubs about the environment
 - E talking about daily habits and how to protect the planet
 - F inviting experts to speak to students

Input

deforestation ■ soil contamination ■
 waste pollution ■ air pollution ■
 plastic pollution ■ water pollution ■
 light pollution ■ greenhouse gas
 emissions ■ extinction of species ■
 climate change

	my answers
1	
2	
3	

Phrases for summarising > page 211

Step 2: Get into groups of four and summarise your findings. Take turns.

7 b

Speaking

Test format Individual long turn

You are taking part in an international youth conference on environmental protection in Oslo. You have been asked to give a 4-minute presentation about the importance of protecting the environment in the opening session.

In your presentation you should

- explain what environmental challenges teenagers face today
- give examples of small changes teenagers can make in their daily lives to help the planet
- suggest what schools can do so that teenagers become more aware of environmental issues.



Presentation phrases > page 210

Use your notes from activity 7a and appropriate words/phrases from the VocabBoosters in activities 1b and from the VocabBooster below. Then get into pairs and give your presentation. Take turns.

VocabBooster

to feel worried about plastic pollution/air pollution/water pollution ...
 to see the impact of waste on nature
 to experience the consequences of plastic waste/air pollution/climate change
 to want to make a difference
 to feel helpless at times

to be unsure where to start
 to organise events/cleanups in the local community
 to teach students about environmental problems
 to start environmental clubs/projects
 to invite guest speakers



8 Review

8 a

Language
in use

Have a look at the sentences (1–9). Complete them using the appropriate tense (*present tense simple* or *present tense continuous*). Compare your results with a partner.

- 1 Florin _____ (regularly, dispose of) hazardous waste at the local waste collection centre.
- 2 Liu _____ (always, return) her plastic bottles to get the one-way deposit back.
- 3 My father _____ (usually, avoid) plastic bags when he _____ (go) shopping.
- 4 Ardet _____ (talk) to his teacher about starting an eco-club at school at the moment.
- 5 I _____ (always, try) to reduce wastewater at home.
- 6 Right now Noah and his classmates _____ (plant) trees to do something against air pollution.
- 7 At the moment Mila _____ (organise) a waste cleanup in her hometown.
- 8 Ali _____ (sometimes, forget) to separate his waste properly.
- 9 Benjamin _____ (prepare) a presentation about e-waste at the moment.

8 b

Language
in use

Complete the dialogue. Put the verbs in brackets in the correct tense (*past tense simple* or *past perfect tense simple*). Use the active or the passive form of the verbs. Compare your results with a partner.



- Emma:** Did you see how clean the beach _____¹
(be) yesterday?
- Liam:** Yeah, I heard volunteers _____² (clean) it before we
_____³ (get) there. It looked amazing!
- Emma:** It really did. Before they started, the entire area _____⁴
(cover) with trash.
- Liam:** I know. When I _____⁵ (see) pictures from last week, I
couldn't believe how bad it was.
- Emma:** Same. After all the plastic _____⁶ (collect), the place
looked like new.
- Liam:** By the time I _____⁷ (arrive), they _____
_____⁸ (already, fill) more than 20 bags with trash.
- Emma:** It's so inspiring. I _____⁹ (realise) yesterday that I
_____¹⁰ (not, do) much to help the environment before now.
- Liam:** Me too. When I saw how hard they worked, I _____¹¹
(feel) guilty for not doing more.
- Emma:** Maybe we should volunteer more.
- Liam:** That's a great idea! If everyone helped, the planet would be in much better shape.
- Emma:** Let's do it!



THINK GREEN, ACT GREEN!

8 c

Vocabulary

Have a look at the sentences (1–8) Complete them with an appropriate word/phrase from the box. Mind the tenses. Compare your results with a partner.

to lack – landfills – effect – to release – environment – to contain – electronic appliances – human health

- 1 Many discarded _____ end up in landfills instead of being properly recycled.
- 2 Improperly disposing of e-waste has an impact on the _____, especially on soil and water quality.
- 3 The toxic chemicals released from e-waste have an _____ on biodiversity, harming plants and animals in affected areas.
- 4 Old electronics _____ hazardous substances like mercury, lead and cadmium, which can contaminate the environment.
- 5 Some countries _____ the infrastructure to safely recycle e-waste, leading to dangerous practices like burning electronics.
- 6 E-waste is often improperly disposed of in _____, where it leaks harmful chemicals into the soil and water.
- 7 Toxic substances from e-waste are harmful to _____, causing respiratory and neurological problems.
- 8 When e-waste is burned, it _____ toxic substances into the environment, polluting the air and increasing health risks.

8 d

Speaking

Mini-scenario

Step 1: Get into pairs. One of you is a teen journalist working for the online youth magazine *National Geographic Teens* and one of you is a teen environmental activist. First, have a look at the role cards (A and B) and decide who you want to be.

Role card A: Teen journalist

- You want to know why it is so important for him/her to protect the environment.
- You ask what he/she does to save the planet.
- You want to know what can be done to raise teenagers' motivation to protect the environment.

Role card B: Teen environmental activist

- You tell the teen journalist your name and where you come from.
- You say why it is important for you to protect the environment.
- You inform him/her about what you do to save the planet.
- You suggest what can be done to motivate teenagers to help protect the environment.

Interaction phrases > page 210

Step 2: Before you start the interview, take notes on what to say. Use some phrases from the VocabBooster in activities 1a and 1b.

Step 3: Present your dialogue in class. Speak for about four minutes.

8 e

Writing

Text type Blog entry > page 220

You saw the following advertisement on *Instagram*.

Call for bloggers: Share your thoughts to fight e-waste!

Do you want to raise awareness about the growing issue of electronic waste? We're looking for teenagers to contribute to our blog with their ideas, tips and personal stories about reducing and managing e-waste.

This is your chance to make a difference – Share your voice by writing about:

- the impact of discarded electronic devices on the environment and human health
- what actions you're taking to reduce e-waste in your daily life
- creative solutions to encourage others to recycle electronic devices.

Send your blog entry to fightingewaste@greenworld.com by the end of this week and inspire others to take action.

You have decided to write a blog entry. In your blog entry you should

- inform your readers about the consequences for the environment and human health if e-waste is not recycled properly
- point out what you do to reduce e-waste in your daily life
- suggest ways to encourage teenagers and adults to recycle electronic devices properly.



Give your blog entry a title. Use appropriate words/phrases from the VocabBooster in activities 3b and 3d. Write about 200 words.

Key vocabulary

VocabExtra
www.hpt.at/qr_230126



How to protect the environment

to use public transport
to cycle/walk to school
to use/refill one's own water bottle
to use cotton bags when going shopping
to care about how much water one uses
to turn off appliances rather than using stand-by mode
to separate waste at home
to only print out essential study materials and documents
to use less paper overall

The e-waste crisis

discarded electronic appliances
to produce e-waste
to become a critical environmental issue
to always want the latest gadgets
to have an impact on the environment
to contain metals like gold, silver and copper/hazardous substances

Plastic pollution

to be the founder of a global plastic cleanup movement
to be worried about alarming amounts of plastic pollution in nature
to feel determined to address this issue on a global scale
to have volunteers from more than thirty countries
to be an important issue for someone
to get in touch with young people
to be passionate about keeping nature clean
to leave a healthy planet for future generations
to reach larger audiences

Environmental challenges

air pollution
climate change/deforestation
extinction of species

greenhouse gas emissions
light pollution
plastic pollution

soil contamination
waste pollution
water pollution

The importance of protecting the environment

to feel worried about plastic pollution/air pollution/water pollution/climate change/light pollution/deforestation
to see the impact of waste on nature
to experience the consequences of plastic waste/air pollution/climate change
to want to make a difference

to throw away used batteries in special containers
to live with less meat, fuel and shopping
to set the air-conditioning at a reasonable temperature
to buy high-quality durable products
to plant organic food in one's garden
to dispose of waste properly
to be responsible for the waste one produces
to not waste food
to pick up litter
to take part in an environmental demonstration

to be transported to developing countries
to lack the infrastructure to safely recycle e-waste
e-waste is often improperly disposed of in landfills
to be harmful to the environment/human health
to contaminate groundwater/surface water
to be exposed to harmful chemicals
to lead to health problems

to connect with people all over the world
to encourage someone to do something
to turn inaction into action
to make environmental protection a lifestyle trend
to spread one's message quickly
every small step helps create a brighter future
to say no to plastics
to choose products with less packaging
to use a lunchbox instead of plastic wrap
to repair items instead of replacing them

to feel helpless at times
to be unsure where to start
to organise events/cleanups in the local community
to teach students about environmental problems
to start environmental clubs/projects
to invite guest speakers