

WOW!

World of Wonder! Magazine

[Welcome](#)[Book Club](#)[Culture](#)[Over to you!](#)

You told us that you're worried about our planet's future. Why is the weather changing? What are we doing to our world? Look at the pictures. How many words do you know for things on our planet?

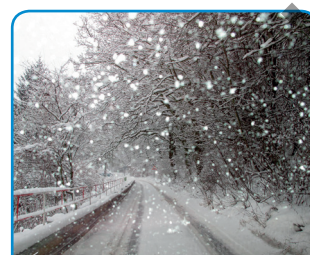
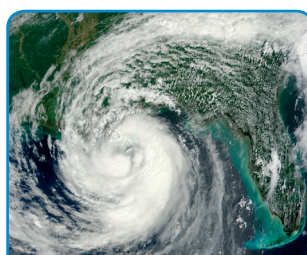
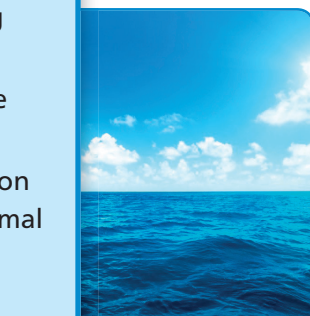
Mateo has a question for you. Can you think of any answers to his question?

WOW! Question



Mateo 3 minutes ago

What can we do to protect our planet?



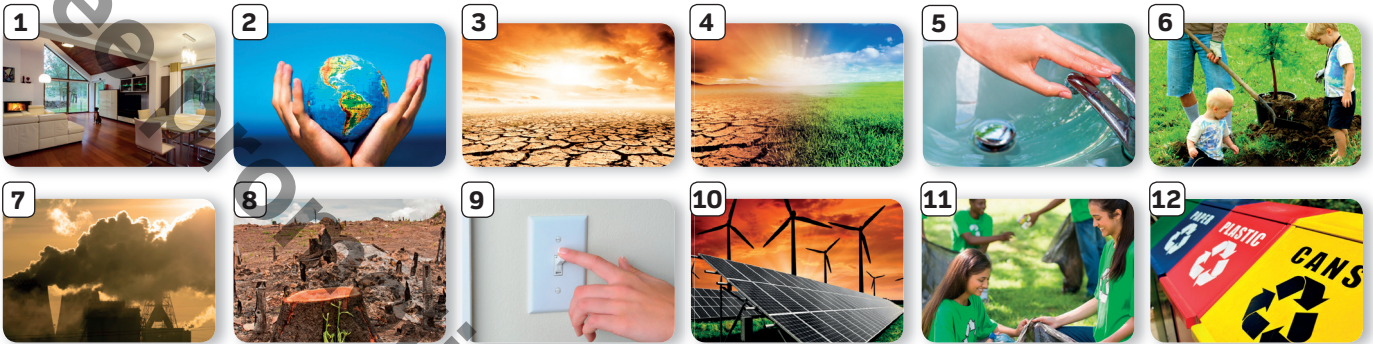
In this unit I will ...

- learn words for the environment and natural disasters
- use modal verbs and reported questions and commands
- read a diary about a frightening experience
- learn about how climate change can cause problems for animals
- work in a group to write an action plan to help an endangered animal
- learn how to give advice
- read and write reports

1  Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.






2  Look and match. Then listen, check and repeat.

protect the environment climate change save water plant trees switch off lights
waste energy 1 recycle pollution destroy the rainforests pick up rubbish
use renewable energy global warming



3  Listen and read. Which children helped the environment and how?

WOW! Blog

- 1  **Mateo** 5 minutes ago
I love nature and my favourite place is the sea! But I'm worried about global warming. We have to do everything we can now to stop climate change.
- 2  **Mel** 15 minutes ago
During the summer, we took part in the Great British Beach Clean. I picked up more than 30 pieces of rubbish from the beach. I couldn't believe how much there was. We should always put our litter in a bin.
- 3  **Sophia** 20 minutes ago
We did a project on renewable energy last term. I made an oven out of an old pizza box and sunlight. It was so cool!
- 4  **Alex** 3 hours ago
Last year, my aunt gave me a tree for my birthday. She said that people shouldn't destroy the rainforests and we should plant trees instead. So I planted the tree in my garden and I can watch it grow every year. 

4  Look at the words in Activity 2 and put them into two groups.

Our planet's problems

Things we can do to help our planet

5  Work in pairs. Answer the questions.

- 1 What things do you recycle? Can you think of any other things you could recycle?
- 2 How do you save water?
- 3 How do you save energy?
- 4 What can we do to stop pollution?
- 5 Do you use renewable energy? What type?



Mateo: Hey, look at this website. There's a competition to see which school can save the most energy. We should take part in it!

Mei: I think that's a great idea.

Alex: Me too! What can we do to save energy then?

Mei: I know! We need to switch off lights and turn off computers when we leave a room.

Mateo: And we must close doors, too. That will keep the classrooms warm. What else should we do?

Mei: How about recycling more things?

Alex: Yes, good idea. At the moment, there are recycling boxes for paper, but what about plastic? We use a lot of plastic bottles and we shouldn't just throw them away.

Mateo: I agree. What about water? Can we do anything to save water? Yesterday, I found the hot water running in the sink in the school bathroom.

Alex: We mustn't do that because it wastes energy and water.

Mei: OK. So we need to let everyone know about the competition. Shall I put it in the newsletter?

Alex: No, we needn't do that. Let's put our ideas up on the WOW! website and ask people for other suggestions, too.

Mateo: Brilliant! Come on, we must go or we'll be late for our next lesson.

Mei: Mateo, I hope you aren't going to forget to turn off the computer and switch off the lights!

Mateo: No! I was just about to do that! Alex, close the door behind you ...!

1 Listen and read. What competition are the children going to take part in?

2 Read the dialogue again and answer the questions. Talk to your partner.

- What are the WOW! Team going to do when they leave a classroom?
- Why are they going to close doors?
- What recycling boxes do they already have?
- What recycling boxes do they need?
- How are they going to tell the other students about the competition?
- What should Mateo do when he leaves the classroom?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

Brilliant! I know! Me too!

1 I watched a programme on TV last night about the future of our planet.

2 (...)


How can we save energy?

(...) Let's switch off some of the lights.

3 We won the competition! (...)

4 Imagine that your school is taking part in the same competition. What would you do to save energy at school?

- 1 Look back at the dialogue in Lesson 2. How are the children going to save energy? List all their ideas.

- 2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Modal verbs

We **should** take part in the competition.

We **shouldn't** throw away plastic bottles.

We **must** close doors.

We **mustn't** waste water.

We **need to** switch off the lights when we leave a room.

We **needn't** put our ideas in the newsletter.

We use **should** when you think something **is / isn't** the right thing to do.

We use **need to** and **must** when it **is / isn't** necessary to do something.

We use **needn't / mustn't** when it is not necessary to do something.

We use **needn't / mustn't** when it is necessary not to do something.



- 3 Read the dialogue in Lesson 2 again. Underline examples of the modal verbs.
- 4 Talk about the rules at your school. Use the modal verbs from the grammar box.



We must wear school uniform. We should work hard. We need to be polite.



We mustn't use mobile phones. We shouldn't forget our homework. We needn't bring any money to school.

- 5   Listen. For each question, choose the correct picture.

- 1 Mark is talking to his mother. What must he recycle?

A



B



C



- 2 Sara is talking to her father. What should she do to save energy?

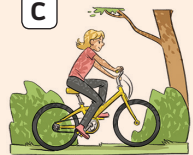
A




B




C



- 6  Listen again. Are these sentences true or false? Say why.

- 1 a Mark's mum is going to use the plastic water bottle again.
b She has finished reading the newspaper.
c Mark should leave the glass bottle by the sink.
- 2 a Sara's family should have showers instead of baths.
b When they brush their teeth, they always turn off the water.
c Sara usually goes to school by car.

- 7  Write a list of things you use water for every day. Swap with your partner. Suggest ways he or she can save water.



You needn't have a bath every day. You should have quick showers.

A frightening experience

12th June, Thursday

Dear Diary,
Yesterday I had one of the most frightening experiences of my life! I was woken up early by a large storm. I got up and looked out of the window of our hotel. I listened to the loud thunder and watched the amazing lightning. It wasn't scary at that time – it was exciting!

But then I looked at my phone and saw on the news that a hurricane was coming. I asked my dad what a hurricane was and he asked him if he knew what to do. He told me not to worry because a hurricane was just a big storm. We stayed in our hotel room and by the afternoon, there was even more rain. There was a flood in the harbour and a gale was blowing the trees!

The winds got stronger and stronger. In the evening, the hotel manager told us to get out of our hotel room quickly, but he told us not to panic. He told us to go to the dining room. I asked him why he was sending us there and he said that it was the safest place in the hotel.

The dining room was already full of other tourists. When we were all inside, we put the furniture in front of the doors and then we got down on the floor together in the corner. We waited and waited. The winds got louder, the rain was falling on the roof and then it suddenly went dark. My dad told me to hold his hand. I asked him if he was scared and he told me not to be scared. We stayed there for a long time, listening to the wild weather. Finally, morning arrived and the rain stopped. I couldn't believe that the storm was finally over and I felt so happy that we were safe. I hope I never have a night like that again ...
Jake



1 **Before you read** Today's Book Club text is a diary. Look and circle the options that describe a diary.

- 1 A diary entry is written in the **first person (I) / third person (he/she)**.
- 2 Diaries are usually **formal / informal**.
- 3 A diary usually describes what happens in the **writer's life / a newspaper article**.
- 4 A diary often describes the writer's **feelings / clothes**.


2 **Listen and read.** What was Jake's frightening experience?

3 **After you read** Activity Book, page 45.

4 **Discuss in a group.** Imagine there is a hurricane where you live.

- 1 Where do you go?
- 2 What do you do?
- 3 How do you feel?

5 **Work in pairs.** Write a paragraph from a diary to describe a natural disaster. Read it to another pair, but don't say what it is. Can they guess?

- 1  Look and match. Then listen, check and repeat.


hurricane tornado
thunder and lightning gale
heatwave drought forest fire
volcano tsunami flood
avalanche 1 snowstorm



- 2 Read the diary in Lesson 4 again. How many weather words can you find?
- 3 Match the people in the story to the words they said.

Jake Jake's dad the hotel manager

- 1 'What's a hurricane?'
- 2 'Don't worry! A hurricane is just a big storm.'
- 3 'Do you know what to do?'
- 4 'Go to the dining room, please.'
- 5 'Don't panic.'
- 6 'Hold my hand.'

- 4  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Reported speech: *Wh-* questions

'What **is** a hurricane?'

I asked my dad **what** a hurricane **was**.

Reported speech: *yes/no* questions

'Do you **know** what to do?'

I asked him **if** he **knew** what to do.

Reported speech: commands

'Get out!' → The hotel manager **told us to get out**.

'Don't panic!' → He **told me not to panic**.

When we report questions, we change present tenses to **past** / **future** tenses and we sometimes **change** / **don't change** pronouns, for example *you* becomes *he*.

When we report *Wh-* questions, we use **say** / **ask** + question word.

When we report *yes/no* questions, we use **ask** / **tell** + *if*.

When we report commands, we use **ask** / **tell** + pronoun + *to* + verb.

- 5  Zara is telling Mario about a radio interview. Listen and answer the questions.

- 1 What four questions did the presenter ask?
- 2 What four commands did the scientist give?

- 6  Work in pairs.

- 1 Ask and answer two questions about natural disasters.
- 2 Give two commands about what to do.
- 3 While you talk, note down your partner's questions and commands.
- 4 Report the questions and commands back to your partner. Are you correct?



Climate change and animals



We often hear about how global warming might change our lives, but what about the lives of animals? Scientists have found that some animals might become extinct because of climate change.

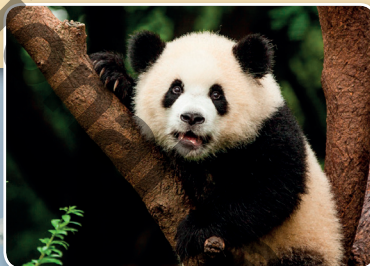
Sea ice and polar bears

The sea ice in the Arctic is getting smaller each year. It is 30% smaller now than it was in 1979. In some areas, it melts completely in the summer. This is causing problems for polar bears. These beautiful white bears go onto the sea ice to find their food. This means that they are in danger because they can't find enough food to eat.



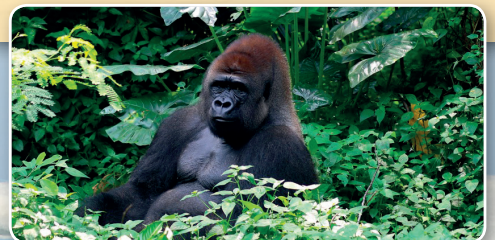
Bamboo and giant pandas

Giant pandas live in the mountains in south and central China. They eat bamboo, which is 90% of their diet. But bamboo grows very slowly, so climate change could cause problems. If there isn't enough bamboo, then pandas won't survive. A recent survey only found 1,864 pandas, so we must protect these amazing animals.



Global warming and diseases

Scientists are worried because as the Earth gets hotter, there will be more diseases. These can be passed from humans to gorillas, so they might be in danger in the future. Mountain gorillas live in central Africa. In some ways, they can adapt well to climate change. They can live in high temperatures and they eat a lot of different foods. But there are very few mountain gorillas left in the wild. We think there are only about 880, so we must protect them from diseases.



So what can we do to help these animals? We must do everything we can to slow down climate change, so that we do not put them in danger. Also, we must protect their homes and make sure they have enough food.

WOW! Fact

Polar bears have a very good sense of smell. For example, they can smell seals that are 16 km away!

1 Before you read What's your favourite animal and why? Will it be in danger because of climate change? Why?/Why not?

2 **4.14** Listen and read.

3 After you read Activity Book, page 47.

4 Work in pairs. Which of these animals would you most like to adopt and why?

Find out more! Watch the video.

Project

Write an action plan for how you can help an endangered animal.

1 In groups, choose an animal that is in danger because of climate change. Use one from the box or find your own.

snow leopard African/Asian elephant
green sea turtle cheetah tiger

2 Decide who will research to find out more about the following ideas:

- adopting an animal
- protecting natural habitats
- organising a sponsored event
- visiting wildlife centres

3 Discuss and choose the three best ideas.

4 Present your action plan to the rest of the class.



- My friends and I want to do something to help animals that are in danger. Do you have any ideas?**
- Yes, of course. First of all, I think you should find out what animals you can help in our area. Why don't you look online to find out more? You could always help to pick up rubbish from the beach, too.**
- Oh yes. That's a good idea.**
- Perhaps you ought to put a notice in the school newsletter as well.**
- OK. Yes, I can do that.**
- Also, if I were you, I would have a look at your garden and make sure that it's safe for animals and birds.**

1 **Listen and read. Answer the questions.**

- 1 What does Paulo want to do?
- 2 How is Mrs Taylor helping him?

2 **Read the dialogue again. Find five pieces of advice that Mrs Taylor gives Paulo. Use the *Say it!* box to help you.**

Say it!

Giving advice

I think you should ...
Perhaps you ought to ...
You could always ...
If I were you, I would ...
Why don't you ...?

3 **Take it in turns to give each other advice. Use the *Say it!* box to help you.**

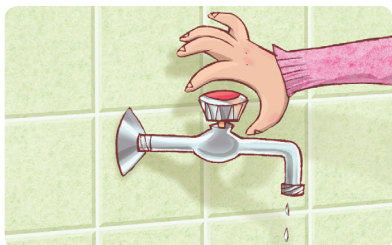
- revise for an English test – how?
- buy a birthday present – where?
- go out for lunch – which café?
- play a new computer game – which game?
- go to the cinema – which film?
- download a new song – which song?

Perhaps you ought to learn some vocabulary.

Pronunciation

4 **Listen and read. Which letters don't we pronounce? Then listen again and repeat.**

We **mustn't** waste water during a **drought**.



They **shouldn't** pollute the environment.



You needn't worry about thunder and **lightning**.



Literacy: reports

Reading

tip Reading

To understand the main idea of a report, read the title and the first paragraph. Also, look at the diagrams because they can help you to understand the information in the text quickly.

1 **Before you read** Look at the title and the diagrams. What do you think this report is about?

2 **Listen and read.**

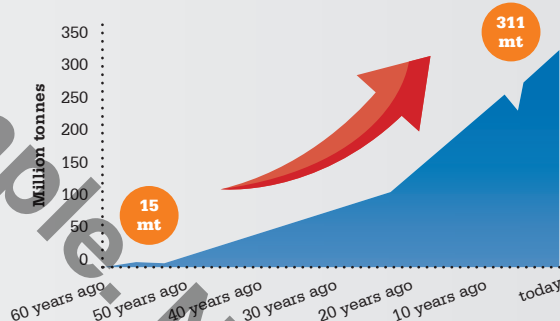
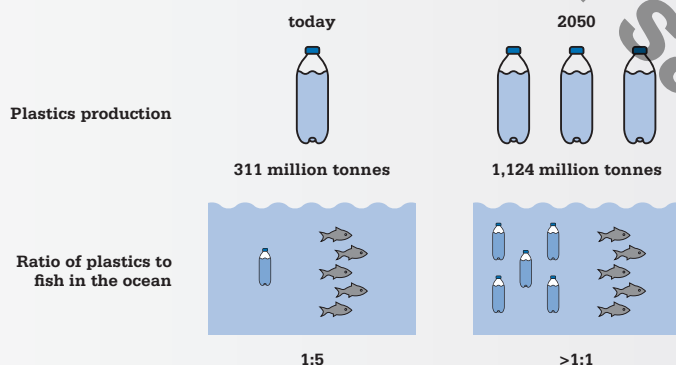
Plastic pollution in the sea

A report by the Ellen MacArthur Foundation has shown that by 2050, there will be more plastic in the sea than fish! This will cause a lot of problems for the whole planet.

Firstly, the report showed that we are making twenty times more plastic than we were making 50 years ago. However, only 5% of these plastics are recycled, so this means that a lot is thrown away. Secondly, the report said that every year 8 million tonnes of plastic pollution goes into the ocean. This is the same as putting one rubbish lorry of plastic into the ocean every minute. Small pieces of plastic can kill fish and larger pieces of plastic are dangerous for turtles and seals.

This report is important because it shows how serious the plastic problem is. It told businesses and governments to work together to protect the oceans. It said that in the future they should only use plastics that can be recycled and it said that plastic should never end up in the sea as rubbish.

Graph to show how much plastic we make



Words in context

foundation tonne piece
business government end up

» Activity Book, page 49

3 **After you read** Read again. Are these sentences true or false? Say why.

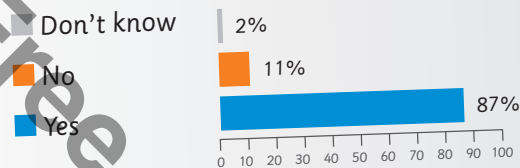
- 1 This report is about how much plastic we will need to make in the future.
- 2 There is more plastic in the sea than fish at the moment.
- 3 We made twenty times less plastic 50 years ago than we do today.
- 4 Only 5% of plastics are thrown away.
- 5 Every year, 8 million tonnes of plastic pollution ends up in the sea.
- 6 The report says that businesses and governments must both help with this problem.

4 **How do the diagrams help us to understand the text?**

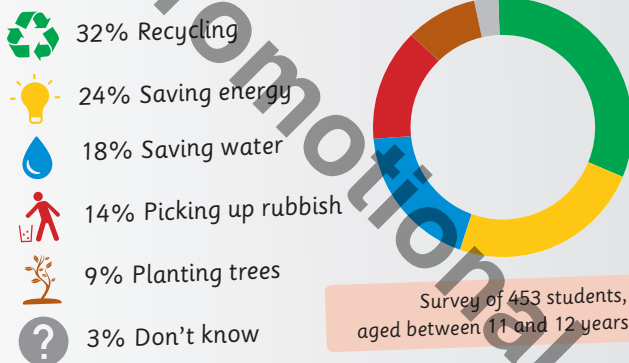
5 **Work in pairs. How serious do you think the plastic pollution problem is? What could you do to help?**

- 1 Look at the diagrams. Do you think they are a helpful way to present information? Why?/Why not?

Is it important to help the environment?



What's the best way to help the environment?



Young people and the environment

These diagrams show how students answered a survey about the environment. 453 students, between the ages of 11 and 12, were asked two questions.

Firstly, the survey asked students if it was important to help the environment. Most students (87%) said yes. Secondly, the survey asked what the best way to help the environment was. 32% of students said recycling while 24% said saving energy. 18% said saving water and 14% said picking up rubbish. However, only 9% of students said that planting trees was the best thing to do.

In conclusion, this survey shows that most young people are interested in helping the environment. Also, they think that recycling and saving energy are the best ways to help.

- 2 Read the *How to write...* box. Then read the report in Activity 1 again and match the paragraphs with the descriptions.

How to write... a report

- Use a clear title which explains what the report is about.
- Use expressions such as *this survey shows ...* to explain the results.
- Use phrases such as *firstly, secondly* and *in conclusion*.
- Don't include your own opinion – just present the facts.

- | | |
|-------------------|---|
| 1 Paragraph one | a Describes the survey results in detail. |
| 2 Paragraph two | b Explains what the survey results show. |
| 3 Paragraph three | c Says what the survey was about. |

- 3 Write a report on a survey about endangered animals. Use the *How to write...* box to help you.

- 1 Look at the diagrams and write a plan, using the information in Activity 2.
- 2 Write your report.
- 3 Read and check your report.

tip Writing

while and however

To compare two different things, use *while* or *however*.

Is it important to help endangered animals?

- Don't know: 4%
- No: 4%
- Yes: 92%



What's the best way to help endangered animals?

- Protecting their homes: 42%
- Supporting wildlife charities: 18%
- Making our gardens safe: 15%
- Picking up rubbish: 12%
- Not using plastic: 9%
- Don't know: 4%



Survey of 342 students, aged between 11 and 12 years

This is YOUR page! We want to hear from YOU.

Send us your comments and photos like the people below!

1 2 comments



Marta, 12, Argentina 20 minutes ago

I like all your ideas for how to save energy at school. Our school is very green! We use renewable energy from the sun for all our lights and computers.

3 4 comments



Leo, 11, United Kingdom 1 hour ago

I thought the story about the hurricane was really exciting. I hope I never have an experience like that. There were some floods in our town last year and that was quite scary. It rained so much that the water came over the top of the river and destroyed a lot of homes.



2 5 comments



Phil, 11, Oregon, USA 5 minutes ago

I helped to clear rubbish off the beach last month just like Mei did. A local artist was there as well and he made an amazing statue out of some of the things we found. I think that's a good way of showing people how much rubbish we throw away and how dangerous it is for sea animals.



4 3 comments



Agnes, 11, Denmark 1 hour ago

I liked the article about the endangered animals. Pandas are so cute! I got some money for my birthday last year and I used it to adopt a penguin! My money helps to protect penguins in the Antarctic. Maybe I'll adopt a panda next year!



1 Read the comments on the WOW! Magazine. Who has helped an endangered animal and how?

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.

- 1 Which reading text did you like best and why?
- 2 Did you learn anything new about the environment?
- 3 What are you going to do in the future to save energy and water?

3 Think about the WOW! Question again. Discuss in groups. Are your answers different now?

WOW! Question



Mateo 3 minutes ago

What can we do to protect our planet?

Get ready for...

A2 Key Reading and Writing Part 4 and B1 Preliminary for Schools Reading Part 5

- 1  For each gap, choose the correct answer.

Green turtles



Green turtles live on the Great Barrier Reef (1) ... Australia and lay their eggs in the sand on the beaches nearby. A (2) ... has found that the rising temperatures mean that 99 percent of all turtles are born female. The temperature around the turtle eggs decides whether the turtle is born male or female. This won't be a problem immediately (3) ... turtles don't start to lay eggs until they are 25 to 35 years old. But it will be a serious problem in the future. Scientists say that we (4) ... do something now to stop global (5) ... or green turtles may become (6) ...

tip Exam

Read the whole text first to find out what it's about. Then look at each question and try to choose the correct word to fit the space. Make sure you read the whole sentence before you choose your answer. Then make sure the other three words don't fit. When you've answered all the questions, read through the whole text again to check that it makes sense.

- | | |
|----------------|---------------|
| 1 A on | C in |
| B about | D for |
| 2 A experiment | C description |
| B report | D story |
| 3 A because | C also |
| B although | D but |
| 4 A might | C must |
| B shouldn't | D mustn't |
| 5 A climate | C heating |
| B change | D warming |
| 6 A excited | C excellent |
| B extinct | D example |

A2 Key and B1 Preliminary for Schools Listening Part 1

- 2   Listen. For each question, choose the correct picture.

- 1 What's the weather like at the moment?



- 2 What new thing are Sue and Tom going to do to help the environment?



- 3 What did Rita do this afternoon?



tip Exam

Don't choose the first picture that you hear. You may hear all of them during the recording – you must listen carefully to understand which is the correct answer to the question.