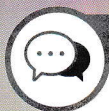


What the future holds

unit 5 Lifestyle unit 6 The environment



Discuss:

- ▶ What do you think life will be like fifty years from now?
How will houses, transport and food be different from the way they are now?
- ▶ Do you think environmental problems will be worse by the end of the 21st century? Why? / Why not?



Flick through the module and find...

- ▶ a user's comment on a website
- ▶ a formal email
- ▶ an article about what life in the future will be like
- ▶ a short text about running
- ▶ an extract from a short story



In this module you will...

- ▶ talk about various aspects of modern life, life in the future and environmental issues
- ▶ learn how to refer to the future using appropriate tenses
- ▶ learn how to refer to possibilities and future or imaginary situations and their results
- ▶ learn how to express ability, obligation, permission, prohibition, absence of obligation, certainty and possibility, how to make requests and deductions, and how to give opinion or advice using appropriate modal verbs
- ▶ expand your vocabulary by learning to use collocations with *set*, nouns/verbs + prepositions, verbs starting with *re-*, phrasal verbs with *keep*, and prepositional phrases with *for* and *without*
- ▶ become aware of differences between British and American English, and between easily confused words
- ▶ learn how to write formal letters/emails making recommendations
- ▶ learn how to write essays
- ▶ acquire skills and strategies that will help you in exams



1. PRE-READING

Discuss.

- What do you think cities will be like in the future?
- What are the advantages and disadvantages of working or studying at home?

2. READING FOR GIST

The magazine article on the right is about predictions made by a group of scientists about what life will be like in the future. Read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in activity 1.

3. RECONSTRUCTING A GAPPED TEXT

Six sentences have been removed from the article. Choose from the sentences A-G the one which best fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. A growing number of people are already doing that today but, by that time, it will be done by a large majority of individuals.
- B. Together they set out to discover and predict the future.
- C. There are also several disadvantages that one needs to keep in mind.
- D. Most public services and big businesses are located in or somewhere near the city centre.
- E. One aspect of the future that they focused on was what future cities will look like.
- F. So, you will be able to send one to take notes at your lecture and one to find information for an assignment you need to do while you stay at home to cook dinner.
- G. Think of how much time will be saved if people don't need to move around!

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

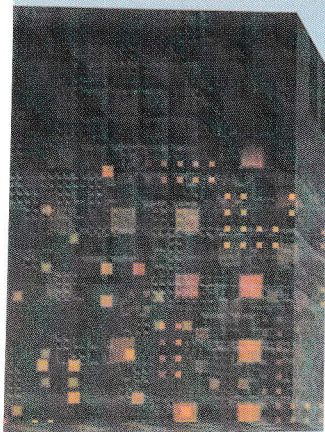
- 1. prediction
- 2. extent
- 3. undergo
- 4. residential
- 5. drawback
- 6. commute

- a. travel regularly to and from work
- b. so much
- c. disadvantage
- d. progress
- e. having private houses
- f. stop
- g. an idea about what you think will happen in the future
- h. go through



a look at the future...

What does the future hold for us? This is a question that has most probably crossed your mind at some point. The reason for this is that most of what we do today is aimed at some kind of benefit or outcome in the future. But is there anyone who can truly tell us what our lives will be like fifty years from now? A group of scientists recently completed a study that aimed to do just that. This group consisted of professionals from different occupations and fields of study. **1** Here are a few ideas based on their **predictions** to help you imagine the future.



2 Fifty years from now, populations in all countries will have grown to such an **extent** that cities will themselves have to **undergo** a radical change to cater for these growing population numbers. Cities, as they are today, will not be able to provide places for all these people to work and live. Although many have spoken about population explosions in cities and the need to get people out of city centres, this may not be the best solution to the problem. 3 Most of the people living on the outskirts of the city are therefore forced to travel long distances to get to work every day, so a more suitable solution has to be found. This seems to be what are now called commercial and **residential** high-rise buildings. They will be similar to today's skyscrapers, but they will be taller and will combine places of residence with different work environments. The people living in these high-rise buildings will not have to leave the building to go to work, the gym or the supermarket. They will live, work, shop and entertain themselves in the same building without having to travel from one place to another. 4 The only **drawback** will be taking the lift to get from one floor to the next. How inconvenient will it be, for example, if each building consists of one thousand floors?

Those who decide to live on the outskirts of the city will have an alternative work or study arrangement - they will work or study from home. 5 Think of all the possible benefits of working or studying from home! For one, you will not have to **commute** to work or to school every day. Furthermore, you will be able to choose a work or study schedule that suits your own personal needs. Needless to say, you will have to be very responsible and make sure you meet the deadlines that are set by the company you work for or the university you are attending. Video conferencing will ensure that contact with colleagues or teachers and fellow students is maintained. Some have spoken about virtual reality images of ourselves which we will send off to different locations to get things done for us. 6 How convenient does that sound?

One thing is for sure. The future holds many surprises for us. We can make as many predictions as we like, but no one really knows what lies ahead. What we need to keep in mind is that what we do today affects the future, so we need to take great care to act responsibly.

5. POST-READING

Discuss.

- Would you like to live in a commercial and residential high-rise building like the ones described in the text? Why? / Why not?
- How does the idea of having several virtual reality images of yourself sound to you?

VOCABULARY

1. WORDS EASILY CONFUSED

Use the correct form of the words in the boxes to complete the sentences.

forecast expectation prediction

- His _____ of who would win the football game was accurate.
- The weather _____ said that we're going to get a lot of rain tomorrow.
- The Smiths have high _____ of their children.

neighbourhood outskirts suburbs zone

- I prefer living in the city centre, because there isn't anything to do in the _____.
- My parents live on the _____ of town.
- This isn't a very good _____ to live in, as there is a lot of crime.
- When the teacher leaves, the classroom becomes a war _____ because the students go crazy.

habitat home house residence

- Bob and Jane have just bought their first _____ together.
- I want to stop and get some dinner before we go _____.
- Where is the location of your _____, sir?
- I believe wild animals should live in their natural _____, not in zoos.

block of flats office block skyscraper

- TAIPEI 101 is one of the tallest _____ in the world.
- We used to live in a house but we recently moved to a new _____ across the street.
- I work in an ugly five-storey _____ in the centre of the city.

2. COLLOCATIONS WITH SET

A. Look at the following extract from the Reading text. Can you think of any other words that collocate with the verb **set**?

...you will have to be very responsible and make sure you meet the **deadlines** that are **set** by the company you work for...

B. Complete the sentences with the words in the box.

clock goal task date trap
price standards example

- Have you set a(n) _____ for your wedding yet?
- He hasn't set a(n) _____ for his car, has he?
- It's important to set a(n) _____ for yourself so that you have something to work towards.
- I forgot to set the _____ when the time changed, so now it is an hour behind.
- I don't think you set a good _____ for your little sister, you know.
- I set a(n) _____ for the mouse last night, but it isn't in there yet.
- The teacher set a tough _____ for the students.
- We set high _____ and expect a lot from our employees.

3. NOUNS + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. Then look back at the Reading text to check your answers.

The reason _____ this is that most of what we do today is aimed at some kind of benefit or outcome in the future.

...this may not be the best solution _____ the problem.

B. Complete the sentences with the nouns in the box.

description need threat increase
result advantage opinion reputation
comparison exception

- What's the main _____ of studying abroad?
- There is no way to make a(n) _____ between the two girls because they are very different.
- His _____ of the hotel room wasn't very accurate.
- Most of the members of this family have red hair, but Brad is the _____ to the rule.
- The company has a _____ for designing innovative devices.
- This year saw a(n) _____ in online shopping by 30%.
- Because of the high crime rate, there is a(n) _____ for more police officers on the streets.
- What's your _____ of our new teacher?
- As a(n) _____ of overspending, the company has gone bankrupt.
- The destruction of the rainforest is a(n) _____ to the wildlife of the area.

GRAMMAR

1. FUTURE FORMS

A. Match the rules about the uses of the Future **will** with the sentences 1-5.

1. They **will be** similar to today's skyscrapers, but they **will be** taller and **will combine** places of residence with different work environments.
2. Stop making noise or else you **will be** in trouble.
3. I give you my word that I **will never keep** the truth from you again.
4. 'It's Joan's last day at work tomorrow.' 'Really? I'll **buy** her some flowers.'
5. 'Will you **help** me with the housework?' 'Sure! I'll **clean** the windows.'

The Future **will** is used for:

- a. spontaneous decisions
- b. predictions about the future
- c. promises
- d. offers and requests
- e. threats and warnings

B. Look at the extract below taken from the Reading text and match the phrases in bold with their meanings 1-3.

For one, you **will not have to commute** to work or to school every day. Furthermore, you **will be able to choose** a work or study schedule that suits your own personal needs. Needless to say, you **will have to be** very responsible...

1. It will be necessary.
2. It won't be necessary.
3. It will be possible.

C. Match the rules about the uses of the future forms with the sentences 1-7.

1. The plane **is about to land**. Please fasten your seat belts.
2. I'm **going to buy** Joe this video game. Do you think he will like it?
3. I'm **visiting** my cousin in Bristol next weekend.
4. By the end of this century, life in the city **will have changed** radically.
5. This time tomorrow we **will be lying** on the beach.
6. The basketball final **starts** at 7:00 p.m.
7. By next June, I **will have been living** in this house for 20 years.

The Future Progressive is used:

for actions that will be in progress at a specific time in the future

The Future Perfect Simple is used:

for actions that will be completed before a specific time or another action in the future

The Future Perfect Progressive is used:

to show the duration of an action up to a certain point of time in the future The Future **be going to** is used:for plans or decisions that have already been made or predictions based on evidence The expression **be (just) about to** + base form is used:for actions that will happen very soon

The Present Progressive is used:

for personal plans and arrangements

The Present Simple is used:

for official programmes and timetables

2. TIME CLAUSES

Look at the sentence below. Which tense is used in the main clause and which in the time clause?

You **will be able to send** a virtual reality image of yourself to take notes at your lecture **while you stay at home to cook dinner**.

NOTE

After the words *when, while, before, after, until, till, as soon as* and *by the time*, use the Present Simple when referring to the future, **not will**.

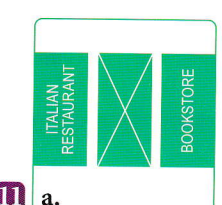
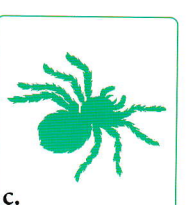
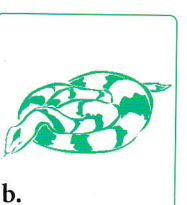
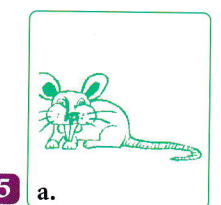
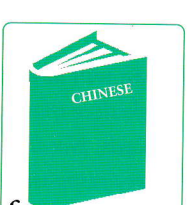
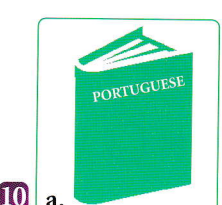
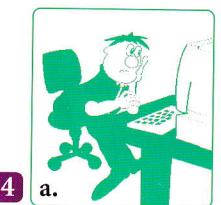
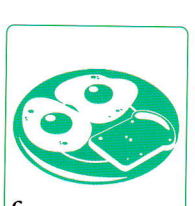
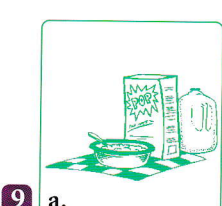
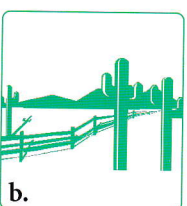
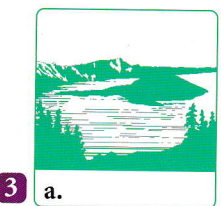
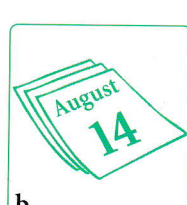
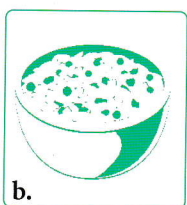
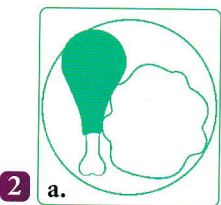
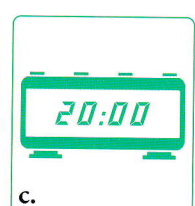
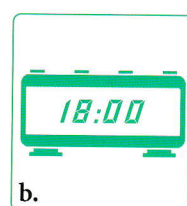
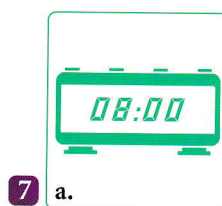
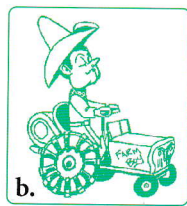
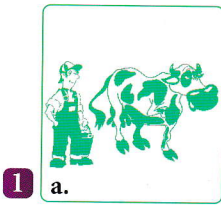
3. PRACTICE

Read the dialogues and circle the correct words.

1. A: Where **are you going / do you go** on holiday next summer?
B: I **will probably go / 'm about to go** to Ibiza.
2. A: **Will you move / Do you move** house soon?
B: Yes, I **move / will move** as soon as they **finish / will finish** painting the house.
3. A: By one o'clock I **will drive / will have been driving** for four hours.
B: You should have a break. Let's stop at a restaurant and have some lunch.
4. A: This time tomorrow we **will have flown / will be flying** to Paris.
B: Yes, I know. It's so exciting!
5. A: **Will you have travelled / Will you be travelling** around Europe next month?
B: No, I'm **not leaving / I'm not about to leave** until the end of June.
6. A: In another hour or so it **will have been raining / will rain** non-stop for four hours.
B: Yes I know, I hope it **will have stopped / will stop** soon.
7. A: I **am going to run / will have run** in the New York City Marathon next month.
B: That's great.
8. A: I think I'll **buy / I'll be buying** the red skirt, not the blue one.
B: Whatever, just make up your mind soon. Our plane **is about to / won't** take off.

Listening

You are going to hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture *a*, *b* or *c* which answers the question correctly.



Vocabulary & Grammar II

VOCABULARY

BRITISH AND AMERICAN ENGLISH

Read the texts below and underline the words/phrases in American English. What are their British English equivalents?

A.

I work a lot during the week. That's why I love the weekends so much. On the weekend, I try to do as little as possible. Sometimes I go downtown and see a movie with my friends, or we grab a burger and fries. I prefer to stay at home and watch my favorite TV programs. Actually, I avoid leaving my apartment, if I can!

B.

Last week I did the stupidest thing... I lost my cell phone! It was a nice day, so I decided to walk home from work, rather than take the subway. I was almost home, when I realized that my phone was gone. I went to a gas station to use the pay phone, and I called my cell phone to see if someone would answer. A man picked up the phone! He said he had found my phone on the sidewalk in front of the local drugstore. Anyway, I'm going to be more careful from now on!

C.

Tom Fry is your typical high school student with a very busy schedule. He's on his school's soccer team, and he loves going out with his friends. They usually go to the mall or play a game of soccer together. He gets good grades in his classes, especially history and English, but he hates math! He also works part-time in the evenings when he doesn't have soccer practice. He's going to start college in the fall, and he wants to major in Art History.

For differences between British and American English in spelling, words/phrases and grammar and usage, see the *British and American English* page at the back of the book.

GRAMMAR

MODAL VERBS I

A. Read the sentences below and complete the boxes with the missing modal verbs.

1. *Will* you help me with the washing-up?
2. I'm sorry sir, but you **can't** bring animals in here.
3. I think you **ought to** apologise to your sister for your behaviour.
4. I **could** swim when I was four years old.
5. I really **have to** study hard for my maths exam.
6. You **don't have to** shout, I'm not deaf.
7. Excuse me, **may** I use your pen?

Ability/Inability	Obligation/Necessity
Present	Present
can/can't, am/is/are (not) able to	must, _____, need to
Past	Past
_____, was/were (not) able to	had to, needed to

Permission	Requests
can, could, _____, might	may, can, could, _____, would

Advice/Opinion	Prohibition
should/shouldn't, _____, had better (not)	mustn't, _____

Absence of Obligation/Necessity
needn't, _____, don't need to

NOTE

- *Could* expresses general ability in the past. *Was/Were able to* express ability in a particular situation in the past.
- *Might*, *may* and *could* are more formal than *can* when used for asking for permission.
- *Would* and *could* are more formal than *will* and *can* when used for making requests.
- *Had better* is stronger than *should* and *ought to*.
- *Must* expresses obligation coming from how the speaker feels, while *have to* expresses obligation coming from external factors.

B. Read the sentences and circle the correct answer.

1. A: **Must** / **May** I interrupt you?
B: Sure.
2. They **should** / **might** make their reservations soon, otherwise the hotel will be full.
3. A: I've got really bad toothache.
B: You **should** / **need** go to the dentist's.
4. You **mustn't** / **don't have to** wear a suit and tie; the dinner party isn't formal.
5. I can't see the floor anymore; you really **ought to** / **might** clean this room.
6. **Could** / **Should** you please turn down the TV? I'm trying to sleep.
7. You **mustn't** / **needn't** use your mobile phone during the examinations; it's against the rules.
8. I **ought to** / **had to** go to the bank yesterday to solve a problem I had with my card.
9. I was so far away from the stage that I **wouldn't** / **couldn't** see very well.
10. You **had better not** / **don't have to** wake up late again or you will lose your job.

Speaking

1. WARM-UP

Discuss the following questions.

- What types of public transportation exist where you live? How often do you use them?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to the Speaking Section, read the information and answer Student A's questions. You can use some of the words/phrases in the boxes.

Situation
I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First
You should look at the pictures below and ask:

- What is the problem?
- What are the options?
- What are the advantages of each option?

Then
When you have all the information you need, you should offer some advice to help solve the problem. Explain which option you think is best and why, and explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

I think you should...
I don't think you should...
If I were you, I would...
Buying a ... might not be a very good idea because...
It would be a good idea to...
The best solution would be ...

accommodate passenger
convenient/inconvenient
weather conditions commute
cost of gas dangerous traffic



OPTION 1



OPTION 2



3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words in the box.

- Why do you think many people prefer to drive to school/work rather than use public transportation?
- In your opinion, what can be done to encourage people to use public transportation?
- What do you think vehicles will be like in the future?
- Is it possible to have a form of transportation that is not harmful to the environment?

comfort time-consuming
improve frequent
computerised complicated
necessity obligation

Use of English



A. Complete the second sentence so that it has a similar meaning to the first. You must use the word given without changing it. Use between two and five words, including the word given.

1. As the meeting is tomorrow, this ought to be finished before I go home. **better**
As the meeting is tomorrow, I _____ I go home.
2. This time tomorrow we'll be on a plane to Argentina. **flying**
We _____ this time tomorrow.
3. You should behave more kindly towards your little brother. **ought**
You _____ kinder to your little brother.
4. It isn't necessary to brush your teeth every time you eat. **have**
You _____ brush your teeth every time you eat.
5. We should sit down - it looks like the President will be starting his speech. **about**
The President _____ his speech, so we should sit down.
6. An eye test is compulsory before you can become a pilot. **take**
You _____ before becoming a pilot.

B. Read the text below and complete the gaps. Use only one word in each gap.

RUN for a better life!

As life becomes stressful, doctors are trying even harder to help us see the need (1) _____ effective ways to deal with everyday stress. If we don't, more and more of us (2) _____ develop stress-related health problems.

PE teacher Henry Moore offers us a solution (3) _____ this problem. 'One particularly effective way to fight stress is to take up running. The major advantage (4) _____ running is that it helps us forget our problems for a while. Our body releases hormones that make us feel good. After the run, our stress levels are lowered, and we can see things differently.'

Moore's advice is to start slowly. 'The first thing you should do is (5) _____ a realistic goal to work towards, for instance, a 20-minute run. Start with walking, then run for three minutes, then walk for a bit to catch your breath, then run again and so on. Keep (6) _____ mind that you will get tired, even discouraged, but you'll soon (7) _____ able to run for longer. However, you should (8) _____ overdo it, even if you feel fit and strong. Stick to your running schedule otherwise you might get injured.'



Writing

A formal letter/email II

1. DISCUSS

- What do you think the term ‘multicultural awareness’ means?
- Why is it important to raise people’s multicultural awareness?
- How can schools help to raise students’ understanding and appreciation of other cultures?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the writing task and answer questions 1-3.

The headteacher, Mrs Smith, has requested that the student council suggest ways that the school can promote cultural tolerance and respect for diversity. As the head of the student council, write an email to her, making some recommendations, providing examples and explaining how your suggestions could benefit the school.

1. What are you asked to write and to whom?
2. Should it be written in a formal or informal style? Why?
3. What information must be included?

B. Read the sample email. Does the writer mention any of the ideas you came up with in activity 1?

← →

Dear Mrs Smith,

As you requested, the student council has discussed how cultural tolerance can be promoted at our school. This email outlines the recommendations we have come up with to encourage more respect for diversity.

First of all, we believe that special lessons and activities should be organised in the classroom throughout the year to give students from different backgrounds the opportunity to get to know each other. For instance, students can exchange information about their country of origin, cultural background, values and beliefs. We are certain this meaningful interaction will enable students to understand the differences between them and to see the similarities.

We also propose holding a multicultural festival once or twice a year to celebrate cultural diversity. The festival could include stalls that serve ethnic cuisine, parades in traditional costumes, cultural storytelling and traditional handicraft exhibitions. A multicultural festival would raise students’ awareness, get them actively involved in a school community project and, as a result, give them a sense of purpose and unity.

We hope that our recommendations will be taken into consideration and we look forward to discussing them in person at your earliest convenience.

Yours sincerely,
Bradly Harford

C. Read the following statements and tick the ones that apply to the email.

The writer:

1. briefly introduces the recommendations he is making in the opening paragraph.
2. mentions all the recommendations he is making in the same paragraph.
3. mentions the purpose of his email in the opening paragraph.
4. provides examples and a justification for each recommendation that he makes.
5. summarises the recommendations he has made in the closing paragraph.
6. ends his email using a closing remark that shows interest.



3. FOCUS ON LANGUAGE AND STYLE

A. Read the email again and answer the following questions.

1. How does the writer of the email address the person he is writing to? Why?
2. What phrase in the first sentence of the opening paragraph helps us understand why the writer has decided to write to this person?
3. What signature ending does the writer use? Why has he not used the signature ending *Yours faithfully*?
4. What features make this email formal?

B. Decide if the following expressions belong in the Opening Paragraph (O), Main Part (M) or Closing Paragraph (C) of a formal email making recommendations. Write the letters O, M or C in the boxes.

1. If you have any questions, we would be more than happy to be of assistance.
2. We strongly recommend/suggest...
3. We feel/believe that the best course of action would be to...
4. If you require any additional information, please do not hesitate to contact me.
5. The purpose/intention/aim of this email is to outline/present...
6. It is important/essential/vital/crucial that we...
7. We think/believe that it would be a good idea to...
8. We hope that our recommendations will prove to be helpful/beneficial.
9. I am writing to provide the information you requested.
10. I am writing regarding / concerning / in reply / in response to your request.



4. BRAINSTORMING

In pairs, read the writing task below and answer the questions that follow.

The headteacher, Mr Cooper, has requested that the student council suggest ways that the school can promote a healthier, more active lifestyle among students. As a member of the student council, write an email to him, making some recommendations, providing examples and explaining how your suggestions could help make a difference.

1. Who should you address your email to?
2. What is the topic of discussion?
3. What is the purpose of your email?
4. What can schools do to promote a healthier, more active lifestyle among students?
5. What specific examples can you use to help emphasise the points you are making?
6. How could the recommendations you are making benefit the students, the school or the community as a whole?

5. OUTLINE

Choose some of your ideas in activity 4 and complete the outline for your email to the headteacher.

GREETING

Dear + surname,

OPENING PARAGRAPH

What is the topic of discussion?
What is the purpose of your email?

MAIN PART

para. 1: What is your first recommendation? What example can you provide to emphasise your point? How can your recommendation benefit those involved?

para. 2: What is another recommendation you wish to make? What example can you provide to emphasise your point? How can your recommendation benefit those involved?

CLOSING PARAGRAPH

End your email politely by showing interest in providing additional assistance.

SIGNING OFF

Use an appropriate signature ending and add your full name.

6. WRITING TASK

Write a formal email (140-190 words) for the writing task in activity 4. Use the outline you completed in activity 5, the expressions in activity 3B, the TIP below, and the information found in the Writing Section.

TIP

When writing a formal letter/email making recommendations:

- write in an appropriate style.
- group related ideas together in paragraphs.
- list ideas in order of importance.
- state your opinion clearly.
- support your opinion with arguments and examples.
- use linking words and phrases.

1. PRE-READING

Discuss.

- In your opinion, what are the most serious environmental problems we are facing? Why?

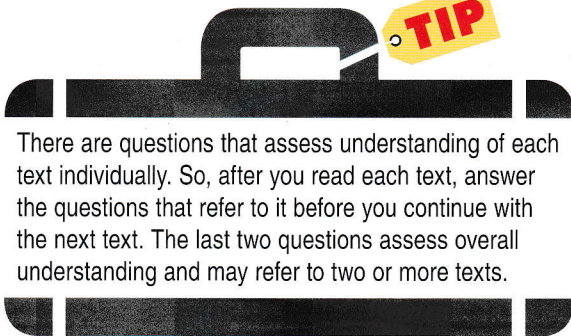
global warming acid rain air pollution
destruction of rainforests water pollution
extinction of animal and plant species

2. READING FOR GIST

Quickly read through texts A-D. Who are the texts aimed at and what sort of information do they have?

3. READING FOR DETAILS

Read the texts again and answer questions 1-10. Choose *a, b, c* or *d*.



There are questions that assess understanding of each text individually. So, after you read each text, answer the questions that refer to it before you continue with the next text. The last two questions assess overall understanding and may refer to two or more texts.

The following questions refer to section A.

- According to the article, what is now well recognised by many people?
 - We waste too many resources.
 - We are now taking all the necessary actions to protect our ecosystem.
 - We have destroyed nature.
 - Earth's resources will run out.
- What is not true about the event?
 - It is open to everyone.
 - It combines green activities and fun.
 - It is held in one location.
 - Participation is free.

The following questions refer to section B.

- Who came up with the idea of the workshop?
 - the town council
 - Rudi Mane
 - Kevin Vine
 - an Earth Day organiser
- What is Rudi Mane requested to do?
 - advertise the workshop
 - explain how the plastic bottles will be used
 - propose a venue for the event
 - provide evidence of his capabilities

The following questions refer to section C.

- What is true about Fay Rogers?
 - She had never gardened before moving to Springfield.
 - She used to help her grandmother with the gardening.
 - She knew that she would gain a lot of knowledge from the workshops.
 - She intends to organise a compost workshop.
- What does the phrase **covered too much ground** mean?
 - consisted of little hands-on work
 - taught more than was necessary
 - only gave information about how to work with soil
 - used more space than was required

The following questions refer to section D.

- In the last sentence of paragraph 1, what does **that** refer to?
 - becoming interested in volunteer work
 - not enjoying teaching as much as he used to
 - wanting to be close to nature
 - the need for a career change
- What is Kevin Vine's main focus as an Earth Day organiser?
 - to educate the public
 - to show people his accomplishments
 - to raise money for the environment
 - to request that Earth Day be continued

The following questions refer to two or more sections.

- Which sections are aimed at the general public?
 - sections A, B and C
 - sections A, C and D
 - sections C, B and D
 - all sections
- Which sections include information about how Earth Day benefits the environment?
 - sections A and C
 - sections A and D
 - sections C and D
 - all sections

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words 1-6 with their meanings a-f.

- inquire
- outline
- put sb's mind at ease
- assume
- properly
- thrive

- to think that sth is true but without having evidence
- to say or do sth that stops sb from worrying
- to grow and continue to be successful
- to ask for information
- in a correct way
- a presentation of the main facts or ideas

5. POST-READING

Discuss.

- If you were asked to organise a similar event in your area, what kinds of activities would you include?