

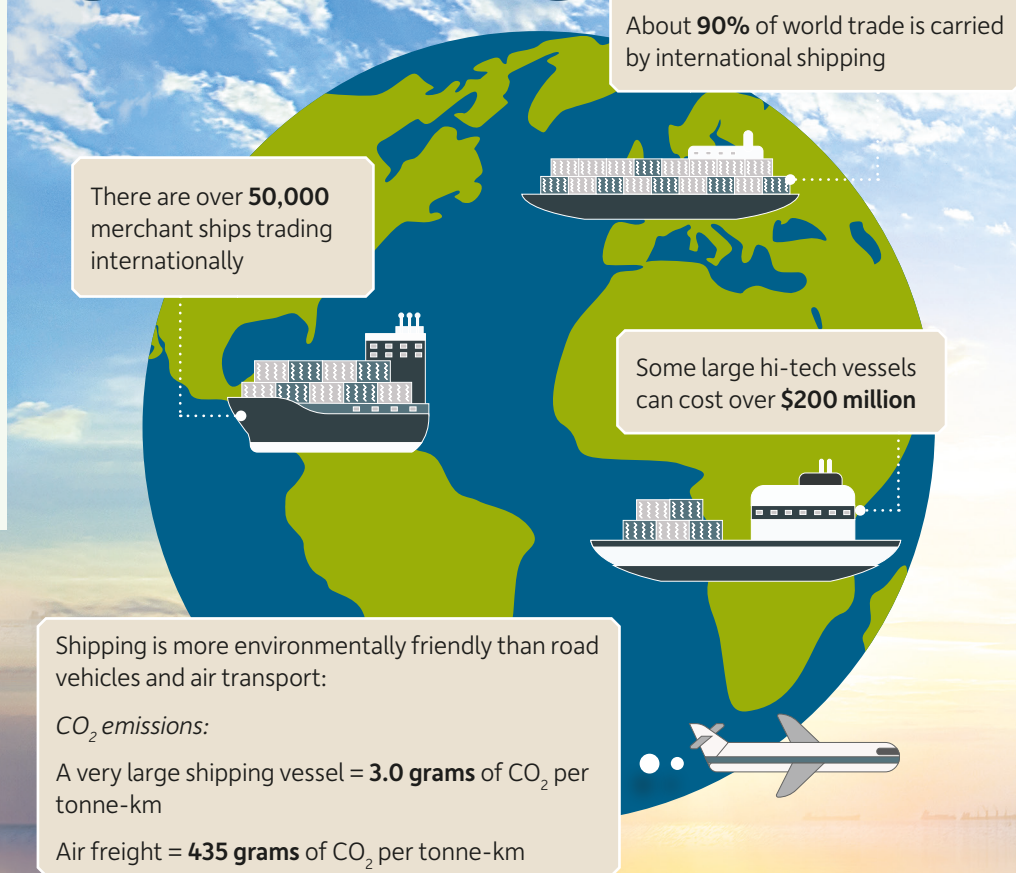
# 4 Movement

## DISCUSSION POINT

Discuss with a partner.

- 1 What in the infographic surprised you?  
*I was surprised by ...*
- 2 What different goods do you think are most commonly shipped around the world?  
*I think ...*
- 3 Is it important to try and reduce the number of goods transported around the world? Why / why not?  
*In my opinion ...*  
*I don't think ...*

## International SHIPPING



## BEFORE YOU WATCH

Match the words in bold with the correct definitions.

- |                              |                                                 |
|------------------------------|-------------------------------------------------|
| 1 <b>desertification</b> (n) | a a group of people who live together           |
| 2 <b>displaced</b> (adj)     | b the process of turning fertile land to desert |
| 3 <b>sparse</b> (adj)        | c thin and hard to find                         |
| 4 <b>graze</b> (v)           | d to eat grass in a field                       |
| 5 <b>reclaim</b> (v)         | e to take back                                  |
| 6 <b>tribe</b> (n)           | f when someone is forced to live somewhere else |



# UNIT AIMS


**READING 1** Annotating a text  
**READING 2** Recognizing text structure  
**ACADEMIC SKILL** Using objective language

**VOCABULARY** Vocabulary for describing change  
**GRAMMAR** Future passive  
**WRITING** Comparing maps



Container ship in open water

## WHILE YOU WATCH

 Watch the video and choose the correct option to complete the sentences.

- 1 The people in the video moved to the cities because **they wanted to change their nomadic lifestyle / they couldn't live in their traditional way.**
- 2 Grass is dying away since people **don't move around as much as before / are using too much water.**
- 3 This is **an international problem / just a national problem for Mongolia.**

## AFTER YOU WATCH

Work with a partner. Discuss the questions.

- 1 Would you like to live a nomadic lifestyle? Why / why not?
- 2 How do you think the lives of Dariimaa and Tsogladraleh are different now that they live near a city?
- 3 Should governments do more to support nomadic lifestyles? What can they do?

*Yes, I think they should ... / No, I think ...*

## THE PANAMA CANAL: A BRIEF HISTORY

### A VOCABULARY PREVIEW

Complete the sentences with the words below.

cargo circumnavigate feat fumigate swamp toll treaty zone

- 1 A \_\_\_\_\_ is a large, wet area of land filled with plants and wildlife.
- 2 The two countries signed a \_\_\_\_\_ to establish a border.
- 3 You must wear protective clothing in a construction \_\_\_\_\_.
- 4 Building a bridge or a dam is a significant \_\_\_\_\_ of engineering.
- 5 Some trains carry passengers, but many transport \_\_\_\_\_ instead.
- 6 To pay for the construction of the highway, each car had to pay a \_\_\_\_\_ in order to use it.
- 7 Ferdinand Magellan is considered to be the first person to \_\_\_\_\_ the Earth by sailing all around it.
- 8 We had to \_\_\_\_\_ our office to get rid of some insects.

### B BEFORE YOU READ

Without checking the text, predict answers to the following questions.

- 1 Why was the Panama Canal built?
- 2 What country began work on the Panama Canal? What country finished it?
- 3 What were the leading causes of death for workers on the Panama Canal?

### C GLOBAL READING

Annotating a text means marking and taking notes as you read. Methods include:

- highlighting, circling, and underlining key information, such as important names, terms, and dates
- writing notes in the margin to summarize main points and important information
- writing questions in the margin to remind yourself to check information or look up further resources later

- 1 Read *The Panama Canal: A brief history*. Highlight important information, including answers to the questions in *Before you read*.
- 2 Read the text again. Summarize the main idea of each paragraph in the margin.

Predicting

Annotating a text



# THE PANAMA CANAL: A BRIEF HISTORY

**1** Once explorers had circumnavigated the world in the 1500s proving that the Earth was round and that other countries could be reached by ship, traders and travelers still had this problem: routes weren't always very convenient.

If one wanted to sail from England to India, for example, that meant going down around the Horn of Africa, a long and dangerous journey. Sailing from Spain to California, or even New York to California, meant sailing around Cape Horn at the southernmost tip of South America.



**2** The construction of the Suez Canal in 1869 meant that ships could more easily pass between Europe and Asia. Attention then turned to Central America, the narrowest land barrier between the Atlantic and the Pacific Oceans.

**3** Countries had actually been thinking about a canal in that region since the 1500s, and the Spanish explored the land with such a project in mind. However, they thought that it wouldn't be possible due to the mountains and jungles.

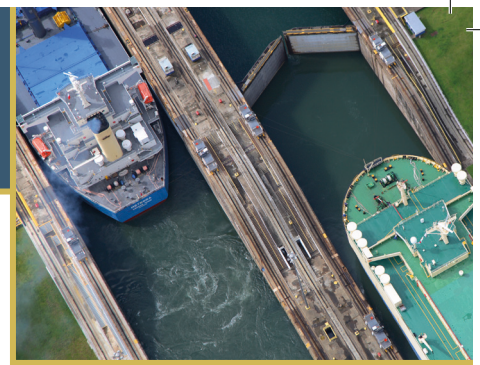
**4** The first country to attempt a canal was France, using a team managed by Ferdinand de Lesseps, who had successfully built the Suez Canal. Work began in Panama in 1880, but the construction was not straightforward. The workers experienced great difficulties not only with the land but with the constant rains and malaria and yellow fever from the region's many mosquitos. Work was abandoned in 1888.

**5** The United States was the next country to be interested. They purchased the Canal Zone from France in 1902. Unable to get permission to build in Colombia, they instead made a deal with the newly independent government of Panama in 1903.

**6** Initially, the Americans experienced the same problems the French did. Success didn't come until they brought in new equipment, changed the design of the canal to a system of locks, and worked on the disease problem. The project's chief sanitary officer, Dr. William Gorgas, worked hard to reduce the number of mosquitos in the area. The connection between mosquitos and malaria had only been discovered in the late 1800s, and not everyone believed that Gorgas' work would make any difference. However, the last reported case of yellow fever in the area was in 1905, and malaria cases fell dramatically, thanks to Gorgas' efforts to get rid of swamps and small standing pools of water, fumigate areas where people lived, and encourage the use of mosquito netting.

**7** Diseases were not the only challenge. In early 1907, the chief engineer of the project, John Frank Stevens, suddenly resigned. The reasons for this were never discovered. It is possible, though, that because he was a railroad engineer,

he felt he didn't have the expertise necessary to build locks and dams. Nevertheless, before he left, he built essential support for the project, including warehouses and piers, as well as facilities for the workers and their families such as houses, hospitals, and schools.



## GLOSSARY

**malaria (n)** a serious illness caused by being bitten by a mosquito, usually in a hot country

**8** George W. Goethals was chosen as the next chief engineer. One of his first projects was to clear a passage through a nine-mile (14-kilometer) stretch of mountains. It took around 6,000 men working around the clock to finish the Culebra Cut, as it became known. Men blasted through rock and earth, risking landslides, and removed the debris with trains—all told, more than 100 million cubic yards (76 million cubic meters) of material. They had to lay down more train track as they advanced. At the busiest times, a train either arrived or left almost every minute. It was considered one of the greatest engineering feats of the time.

**9** In 1909, the construction of the locks was begun. Locks at each end of the canal raise ships to Gatun Lake, an artificial lake, and then lower the ships back down on the other side. The Panama Canal had its official opening on August 15, 1914. More recently, from 2007 to 2016, the canal was expanded to include a wider lock for larger, more modern ships.

**10** In 1977, the United States signed a treaty to eventually return control of the land to Panama. For a certain period, the United States and Panama shared control of the canal, and then in 1999, Panama assumed full control. Tolls from the passing ships contribute about a billion dollars to the Panamanian economy each year.

**11** In 1914, the year it opened, about 1,000 ships passed through the Panama Canal. The number steadily increased year by year. By 2014, about 14,000 ships a year were traversing the canal, and today, this figure is about 40 ships a day.

**12** The cost of the Panama Canal was huge, both in money (the United States spent 8.6 billion dollars on the project) and human lives—in the first part of the project, 22,000 workers died, mostly from malaria or yellow fever. The American team lost 5,600 workers to accidents and disease.

**13** The result? 48 miles (77 kilometers) that take eight to ten hours to navigate, as opposed to 8,000 miles around Cape Horn. These days, it's estimated that 90% of all products are moved around the world by cargo ships. If you look around you, it's likely that something you see passed through the Panama Canal at some stage. So, whether you live near the canal or far away, it's probably influenced your life.



Reading for detailed information

### D CLOSE READING

1 Read this information from *The Panama Canal: A brief history*. Which paragraph contains each idea?

- a The most dangerous aspect of work in the canal zone was disease. \_\_\_\_
- b The Suez Canal links Europe and Asia. \_\_\_\_
- c The Panama Canal works by a series of locks. \_\_\_\_
- d The name of the southernmost tip of South America is Cape Horn. \_\_\_\_
- e Reducing or eliminating mosquitos was key to completing work on the canal. \_\_\_\_
- f The United States completed construction of the Panama Canal. \_\_\_\_
- g France began construction on the Panama Canal. \_\_\_\_
- h A majority of the world's goods is transported by ship. \_\_\_\_

2 Match the information below with the correct number below. One number is not used.

77 1999 1880 1907 90 1977 6,000 1869 1914 8.6 1,000

- 1 The year the Suez Canal was built \_\_\_\_\_
- 2 The year work began on the Panama Canal \_\_\_\_\_
- 3 The year John Frank Stevens resigned \_\_\_\_\_
- 4 The number of workers who built the Culebra Cut \_\_\_\_\_
- 5 The year the Panama Canal opened \_\_\_\_\_
- 6 The cost in billions of dollars to the US for the project \_\_\_\_\_
- 7 The number of ships that passed through the first year \_\_\_\_\_
- 8 The year Panama gained complete control of the canal \_\_\_\_\_
- 9 The length of the canal, in kilometers \_\_\_\_\_
- 10 The percent of products worldwide carried by cargo ships \_\_\_\_\_

### E CRITICAL THINKING

Work in a group. Discuss the questions.

- 1 What are some reasons why so many of the world's goods are transported by cargo ship?
- 2 What positive changes does faster, easier shipping bring to the world? Are there any negative changes?
- 3 How would your life change if shipping were slower and more expensive?

## ACADEMIC SKILLS

USING OBJECTIVE LANGUAGE

Some words have similar literal meanings but different connotations—that is, the words give different impressions. For example, you could describe a *strong* leader as an *assertive* or *aggressive* leader, but whereas *strong* is neutral, *assertive* has a positive connotation and *aggressive* a negative one. Individual words or phrases can give a positive, negative, or neutral feeling.

Writers sometimes want to convey a positive or negative connotation, but they may want to use neutral language in order to sound objective. If they are writing a factual piece about a controversy and do not want to favor one side over the other, they do their best to use objective language. Objective language does not indicate a positive or negative opinion—it is neutral.

**1 Work with a partner. For each set of words, decide which word is positive, which is negative, and which is objective. Write P, N, or O.**

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1 common ____    | overused ____   | popular ____    |
| 2 skinny ____    | slim ____       | thin ____       |
| 3 expensive ____ | good value ____ | overpriced ____ |
| 4 argue ____     | assert ____     | state ____      |
| 5 weird ____     | special ____    | unusual ____    |

**2 Choose the most objective word or phrase in bold to complete the sentences.**

- The new chemical factory that they are planning to build will **add emissions to** / **pollute** the city's air and water.
- In order to build a much needed highway here, some houses will have to be **destroyed** / **removed**.
- The president definitely heard the reporter, but **didn't respond to** / **ignored** her question.
- Do you think that building a new airport will **impact** / **threaten** the local wildlife?
- Solving this problem is really **challenging** / **difficult**.
- A group of people who live in the area **objected to** / **protested against** the construction plans.



## A PORT IN A STORM

### A VOCABULARY PREVIEW

#### 1 Choose the correct words to complete the text.

First Nations is the term used in Canada to refer to some of the <sup>1</sup> **Indigenous / marine** people whose ancestors lived there before the first European settlers arrived. Today, they are both citizens of Canada and members of their own independent communities. In 2021, there were 634 First Nations communities in Canada, with a total population of over a million, speaking more than 50 different languages. Because First Nations communities own their own land, there are sometimes <sup>2</sup> **disputes / reefs** that <sup>3</sup> **arise / halt** when the nation of Canada wants to use land for cities or highways. Respecting and protecting wildlife is important to many First Nations in British Columbia, especially along the sensitive <sup>4</sup> **sparse / coastal** shores that support ocean life such as whales, dolphins, and turtles as well as land animals such as bears, wolves, and seals.

#### 2 Work with a partner. Discuss the meaning of the four words not used in Exercise 1.

### B BEFORE YOU READ

Work with a partner or group. Discuss the questions.

- 1 The article discusses a proposed expansion to a city's port. What do you think are some of the benefits of building a larger port?
- 2 What are some problems that the construction could cause?

### C GLOBAL READING

As you read a text, think about the purpose of each paragraph. Annotate this in the margin. Then, when you are looking for specific information or reviewing for an exam, it will be easier to find the information you need by referring to your notes.

Read *A port in a storm*. Annotate the paragraphs (1–9) with the labels (a–i).

- |                                                   |                                             |
|---------------------------------------------------|---------------------------------------------|
| a a suggestion involving privately owned property | e a challenge facing the port in the future |
| b a private company's proposal                    | f problems with expanding the port          |
| c economic benefits of a port expansion           | g general facts about the port              |
| d an environmental group's concerns               | h the government's proposal                 |
|                                                   | i why a solution must be found              |

Preparing to read

Recognizing text organization

# A PORT IN A STORM



- 1 \_\_\_\_ The Port of Vancouver, in British Columbia, Canada, is the largest port in Canada, and by weight of cargo moved in and out, the third largest in North America. Raw materials and products are exchanged between Canada and 170 world economies, as agricultural products are shipped out and consumer goods brought in, then transported across the country by trains and trucks. In size, the port includes over 16,000 hectares of water, 15,000 hectares of land, and hundreds of kilometers of coastal property, bordered by 16 different municipalities and several First Nations lands.
- 2 \_\_\_\_ Although it is about the same size as the next five largest Canadian ports, the Port of Vancouver is still not big enough. Trade through the port has been rising for decades and is projected to continue to increase at a rate of about 3.5% every year. At that rate, the port is expected to run out of room by 2030.
- 3 \_\_\_\_ But expanding a port is no easy matter. For one thing, with every new construction, problems arise with water, air, and noise pollution, affecting local communities, indigenous people, and wildlife. Although Vancouver is located too far north to have sensitive coral reefs, there is marine life in the oceans and fish in the rivers that empty into the ocean there.
- 4 \_\_\_\_ The Vancouver Fraser Port Authority, the government agency responsible for the Port of Vancouver, has proposed building a new marine container terminal on the coast. By adding material to coastal waters, the Port Authority would essentially create new land, transforming and extending the coastline. They promise that the project will be funded entirely by the Port Authority and private investment, not by tax dollars. However, some people worry that citizens' taxes will nevertheless be used for the expansion in some way, or are likely to be taken away from other projects. If the Port Authority constructs the new container terminal, they will then need to lease it to a private company to operate.

Currently, two private container terminal companies, DP World and Global Container Terminals (GCT) Deltaport operate at the Port of Vancouver, but if the Port Authority project is approved, neither of these would be allowed to apply for the lease. This, the Port Authority feels, would encourage healthy competition among operators.

- 5 \_\_\_\_ In fact, one of the private companies has an alternative proposal. Since 1997 GCT Deltaport has run a container terminal near the proposed new site, moving goods off cargo ships to be sent around the country. In 2010, they spent \$180 million to add a third berth to the terminal, and another \$300 million in 2018 to create the first semi-automated railyard in the world, to efficiently move goods onto trains. GCT Deltaport would not like to extend their existing operations by another 56 hectares, creating a fourth berth. Instead, additional plans include remodeling existing roads, expanding the rail tracks, and creating new ways for smaller ships to move containers locally, which is more environmentally friendly than trucking. This alternative proposal would be entirely funded by GCT, and is likely to meet the needs of the Port for another twenty or more years.

## GLOSSARY

**berth (n)** a place at a port where a ship stays for a period of time

**hectare (n)** a unit for measuring an area of land, equal to 10,000 square meters

**terminal (n)** a large building where train, boat, or bus services start and finish



**6** \_\_\_ Both proposals would bring important benefits to the Vancouver area. The Port Authority says more than 18,000 jobs will be created by their proposal over the two years of construction, and once the new berth was operating, it will support another 17,300 jobs, either directly at the terminal or indirectly. GCT Deltaport estimates that their expansion will create 10,000 jobs during construction and add 1,000 permanent, full-time employees once built.

**7** \_\_\_ Some groups don't support either proposal. The A.P.E. movement—which stands for Against Port Expansion—is worried about how the environment will be impacted. For one thing, the location of the Port Authority terminal would destroy 1,000 hectares of marine habitat close to the mouth of the Fraser River, a primary habitat for endangered salmon and orca populations. Although the GCT Deltaport's proposed expansion is further away from the Fraser River, A.P.E. claims that proper environmental studies were not carried out for GCT Deltaport's third berth, and that GCT Deltaport's proposed expansion would industrialize important agricultural land. A.P.E.'s proposal is to locate any expansion at Prince Rupert, about 1,500 km from Vancouver and with a sparse population. Both the Port Authority and GCT Deltaport say they have carried out numerous environmental studies and will do everything they can to minimize effects. However, any kind of construction will naturally have an impact on the environment.

**8** \_\_\_ Other people wonder why the government doesn't demolish an existing coal terminal near the Port of Vancouver and make it over into a container terminal by tearing down old buildings and replacing them with more modern ones. They argue that coal is a dirty fuel and is set to run out or become very expensive in the future, and should be abandoned. The coal terminal is privately owned, however, so even if the government has it in their sights, they would need the cooperation of the owner



before they could purchase and remodel it. Perhaps that person would dig their heels in and refuse to sell.

**9** \_\_\_ What is clear, though, is that something must happen. Currently one dollar out of every three of Canada's overseas trade goes through the Port of Vancouver, and unless something happens to halt Canada's need for clothing, electronics, and household appliances and the world's need for wheat, wood, and paper, that figure will stay constant or even increase. While different parties might dispute what proposal is best for Canada's land, people, and economy, it is clear that something has to be done.





### D CLOSE READING

Use the annotations you added in *Global reading* to help you find the answers to these questions quickly.

- 1 Where does the environmental group think a new container terminal should be located?
- 2 What are two endangered species that could be affected by a port expansion?
- 3 Who owns the existing coal terminal?
- 4 Which proposal would create more jobs—the Port Authority's or GCT Deltaport's?
- 5 How many hectares of land and sea is the current Port of Vancouver?
- 6 By what percentage is trade expected to grow over the next few years?

### E CRITICAL THINKING

Work in a group. Discuss the questions.

- 1 Does your country use seaports for conducting international trade? If yes, which are the most important ones? If not, how does your country import and export the goods it buys and sells internationally?
- 2 Any kind of large construction project such as a seaport, a railroad terminal, or an airport, brings both benefits and disadvantages. Who should decide whether such projects should be built (i.e., the government, ordinary citizens, private companies, environmental groups, experts, someone else)?
- 3 Is it the responsibility of local citizens to find out about proposals for large construction projects near them? If not, why not? If yes, what are some ways they can do this?

Reading for specific information





## VOCABULARY DEVELOPMENT

### VERBS FOR TALKING ABOUT CHANGE

#### 1 Categorize the verbs below.

demolish   develop   extend   make into  
remodel   replace   tear down   transform

To add or add to	To change the shape of	To take away or diminish

#### 2 Choose the correct word(s) to complete each sentence.

- That old building has been abandoned for years. It should be **extended** / **torn down**.
- Building a dam across the river completely **transformed** / **replaced** the countryside.
- If the city adds 20 kilometers to the road, it will be necessary to **extend** / **replace** the sidewalk as well.
- When I left for college, my parents decided to **make** / **remodel** my bedroom into a home office.
- According to this report, there are plans to **develop** / **demolish** the homes along the river and create a city park instead.
- If we could **extend** / **develop** the downtown area further, more businesses would be attracted to the area.
- The old bridge isn't safe. It has to be **torn down** / **replaced** with a stronger one.
- Unfortunately, a new train station design would cost too much money to **demolish** / **remodel**.

## ACADEMIC WORDS AND IDIOMS

## 1 Match the words in bold with the correct definitions.

- |                                 |                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------|
| 1 <b>abandon</b> (v)            | a to buy                                                                        |
| 2 <b>alternative</b> (adj)      | b different from something else and able to be used instead of it               |
| 3 <b>dig your heels in</b> (id) | c things that can change and affect the result of a situation                   |
| 4 <b>in your sights</b> (id)    | d intending to have or achieve something                                        |
| 5 <b>nevertheless</b> (adv)     | e the extent or range of something                                              |
| 6 <b>primary</b> (adj)          | f very important; first or top priority                                         |
| 7 <b>purchase</b> (v)           | g to stop doing something, especially because it is difficult                   |
| 8 <b>scope</b> (n)              | h direct; uncomplicated                                                         |
| 9 <b>straightforward</b> (n)    | i to refuse to do something even though other people are trying to persuade you |
| 10 <b>variables</b> (n pl)      | j in spite of that                                                              |

## 2 Complete the paragraph with words and phrases from Exercise 1. Change the word forms if necessary.

When the state government <sup>1</sup> \_\_\_\_\_ the land, its <sup>2</sup> \_\_\_\_\_ goal was to build railroad tracks through the area so freight trains could transport cargo to the port. Unfortunately, construction of the railroad was not <sup>3</sup> \_\_\_\_\_. Due to the presence of both mountains and swamps, it became too expensive to run a railroad through that area, so after a group of planners got a different area <sup>4</sup> \_\_\_\_\_, a(n) <sup>5</sup> \_\_\_\_\_ route was chosen instead. <sup>6</sup> \_\_\_\_\_, even though the original project had to be <sup>7</sup> \_\_\_\_\_, the state was able to make good use of the land by turning it into a national park. Today it is enjoyed by thousands of visitors annually, even though they don't know how many <sup>8</sup> \_\_\_\_\_ were taken into account to create the park.

## 3 Work with a partner. Discuss the questions.

- 1 Think about an investment that your city or country made recently to improve movement and transportation. Was the project straightforward or complicated? How many alternatives were considered before the decision was made?
- 2 Talk about a project that you started but had to abandon. What happened? Were you nevertheless able to find an alternative way to meet your goal?

## ACADEMIC IDIOMS

**DIG YOUR HEELS IN**

Imagine trying to pull a horse forward who does not want to move. The horse probably digs its hooves into the ground. People too can figuratively dig their heels in and refuse to move forward or change their mind about something.



## CRITICAL THINKING

### Claims of fact, value, and policy

Claims are sentences that are used to say whether something is true or false. There must always be some degree of argument. We can divide claims into three types: claims of fact that involve identifying specific problems, claims of value that involve a judgment or evaluation, and claims of policy that involve a solution or series of competing solutions.

#### Claim of fact

*Greenland's ice is melting at increasing rates due to human activity.*

#### Claim of value

*The well-being of the Arctic is more important than the mineral resources beneath the ice.*

#### Claim of policy

*We should work harder to limit the causes of global warming than on extracting the Arctic's mineral wealth.*

### 1 Read the statements. Decide if they contain *F* (Claims of fact), *V* (Claims of value), or *P* (Claims of policy).

- 1 The beauty of Yellowstone National Park is beyond question. \_\_\_\_\_
- 2 There needs to be a reduction in tourist numbers to ensure the conservation of the National Park. \_\_\_\_\_
- 3 The Panama Canal was built to save sailing time for cargo ships. \_\_\_\_\_

### 2 Read the statements from Exercise 1 again and match them to the sentences.

- a However, it could be argued that military use of the canal was as equally important as trade.
- b The magnificent mountains and forests create an impressive picture for the visitor.
- c If we do not act, then this natural wilderness risks being lost forever.

### 3 Look at the claims in Exercises 1 and 2 again and notice how the type of claim has an effect on what type of statement follows it. Match the type of claim to the type of following statement that can be used to emphasize or analyze it.

- |                   |                                       |
|-------------------|---------------------------------------|
| 1 claim of fact   | a a reinforcement to the claim        |
| 2 claim of value  | b a claim on behalf of another person |
| 3 claim of policy | c a counterclaim                      |

**WRITING MODEL**

You are going to learn about using the future passive and how to organize a comparison essay. You are then going to use these skills to write a short essay comparing two maps.

**A ANALYZE**

Read the essay task. Then study the maps. Brainstorm all of the changes that you can see in the maps.

*“The two maps show an area now and a development proposal. Summarize the information by selecting and reporting the main features. Make comparisons where relevant.”*

**B MODEL**

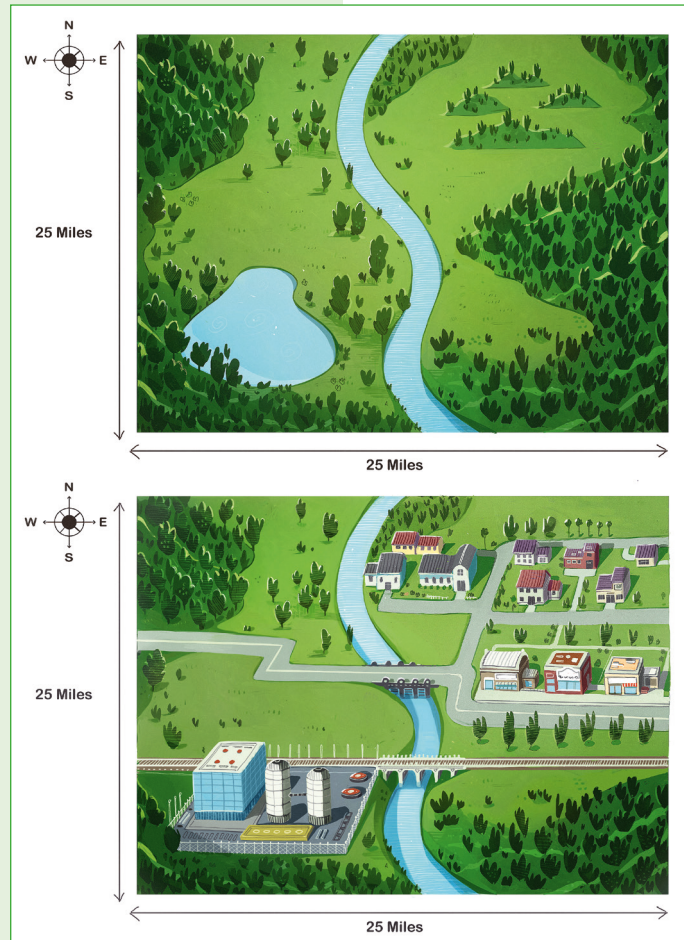
Read the student model and answer the questions.

- The two maps show the same area of land. The first map shows the area the way it is today, and the second map shows a proposal for development of the area.
- The area is approximately 25 square miles, and has some hills to the north and a river running through the center. The most noticeable difference is the removal of many trees and natural areas and the construction of transportation systems and buildings.
- The area is currently a forest. In the development proposal, most trees will be removed. While the river will remain unchanged, a small lake in the southwest will be filled in. Houses will be constructed on some of the open areas as well. Houses and stores will occupy much of the area.
- In addition, roads and a railroad will be constructed. The main road will run from east to west, and there will be a bridge over the river. A railroad will be built parallel to the road, and a bridge over the river will also be built. There will be houses and other buildings along some of the smaller roads.

**1 Which of the paragraphs do these things? Write 1, 2, 3, or 4.**

- |                                                   |                                                              |
|---------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> summarize the changes    | <input type="checkbox"/> discuss removal of natural features |
| <input type="checkbox"/> discuss new construction | <input type="checkbox"/> restate the writing prompt          |

**2 Is there an introduction? Is there a conclusion?**



## GRAMMAR

**Future passive**

The passive is used when the object receiving the action is more important than whoever is doing the action. The future passive (*will + be + past participle*) is used to describe events that have not happened yet.

Examples:

*Some people will construct a bridge.*

*People will not cut down trees in the park.*

*A bridge **will be constructed**.*

*Trees in the park **will not (won't) be cut down**.*

In these examples, we don't know who will be constructing the bridge or cutting the trees. What is important is the bridge and the trees.

**1 Complete the sentences with the future passive of the verbs in parentheses.**

- 1 Under the proposal, the existing swamp area (reduce) \_\_\_\_\_.
- 2 The removal of the swamps means a lot of mosquitos (kill) \_\_\_\_\_.
- 3 When the mosquitos are gone, houses for the workers (build) \_\_\_\_\_.
- 4 Schedules for the workers (not / plan) \_\_\_\_\_ until they arrive.
- 5 The mountains (demolish) \_\_\_\_\_ to make room for roads.
- 6 It has been decided that the bridge (not / replace) \_\_\_\_\_.

**2 Rewrite the sentences with the future passive.**

- 1 Some people will remodel our kitchen next year.  
*Our kitchen will be remodeled next year.*
- 2 They will construct a new lock for the canal this month.  
\_\_\_\_\_
- 3 The director will not sign the contract before the meeting.  
\_\_\_\_\_
- 4 We will find additional funding.  
\_\_\_\_\_
- 5 Workers will clear the land.  
\_\_\_\_\_
- 6 They will not charge ships more than \$10,000 to use the canal.  
\_\_\_\_\_
- 7 We will hire 200 more workers.  
\_\_\_\_\_

## WRITING SKILL

We use a number of different phrases to avoid overusing **will** in a description of a plan for the future.

These phrases are used to show that we are not certain that these events or actions will actually take place. Make sure you focus on subject-verb agreement when you replace *will* with one of these phrases.

***is / are set to***

***is / are due to***

***is / are likely to***

***is / are projected to***

***is / are forecast to***

***is / are expected to***

We can also use *plan* in different ways:

***plan on verb + -ing something***

***plan to do something***

### 1 Rewrite these sentences with the phrase in parentheses to avoid overusing the word **will**.

- 1 The village will be replaced by a large factory complex. (set)
- 2 This change will have happened by the end of 2050. (project)
- 3 The population will increase dramatically over the next decade. (likely)
- 4 The industrial areas will be demolished in the coming months. (due)
- 5 Most of the trees will be removed to allow the construction of new housing. (expect)
- 6 The number of malaria cases will probably decrease in the next few years. (forecast)

### 2 Rewrite these sentences with **plan** to avoid overusing **will**.

- 1 The government will reduce the amount of parkland in the area. (plan on)
- 2 The city will dramatically increase the amount of public transportation in the area by the end of this decade. (plan to)
- 3 We will have doubled our profits by the end of this financial quarter. (plan to)
- 4 The city will increase the size of its park area within the next few years. (plan on)
- 5 The department will make most of its staff take a pay cut. (plan on)

### 3 Make predictions about changes to the area where you live using the patterns you practiced in Exercises 1 and 2.

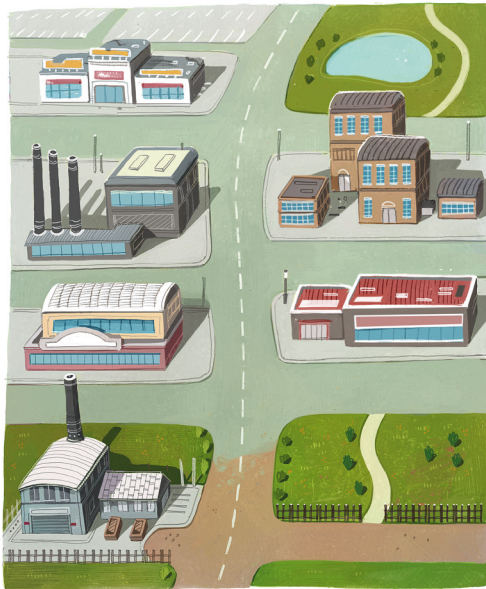
Describing plans and predictions in the future



## WRITING TASK

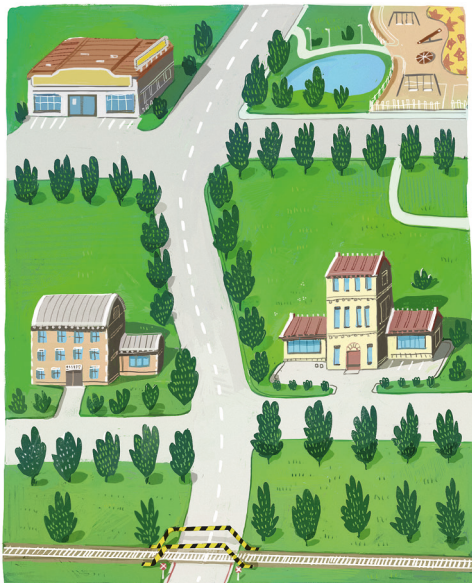
You are going to write a comparative description in response to the following: *“The two maps show an existing city and proposed changes for the next ten years. Summarize the information by selecting and reporting the main features. Make comparisons where relevant.”*

**Today**



**50 square kilometers**

**Proposal: The next ten years**



**50 square kilometers**

### Brainstorm

Make a quick list of changes that you see in the two maps.

### Plan

Group the changes in a logical fashion and decide which changes are the most important and will be featured in the first paragraph. Use subsequent paragraphs to give more details about the changes you have selected.

### Write

Use your plan to help you write your description. Remember to use the future passive and specific language to describe future plans. Answer the essay question. Your essay should be about 150–200 words long.

### Review

Exchange your description with a partner. Review the following together.

- Did you write about the most important changes in the first body paragraph?
- Did you add supporting details in the next body paragraphs?
- Did you use a variety of different phrases to talk about future plans?

### Rewrite and edit

Consider your partner's comments. Before writing the final draft of your description, check whether your description:

- uses the future passive to describe events that have not happened yet.
- forms the future passive correctly.
- uses verbs for talking about change.

**WORDLIST**

\*\*\* very frequent    \*\* frequent    \* not frequent

**Vocabulary preview**

arise (v) ***	dispute (n) ***	marine (adj) *	treaty (n) **
cargo (n) *	halt (v) *	reef (n) *	zone (n) **
coastal (adj) **	indigenous (adj)	toll (n) *	

**Vocabulary development**

demolish (v) *	extend (v) ***	remodel (v)	tear down (phr v)
develop (v) ***	make into (phr v)	replace (v) ***	transform (v) **

**Academic words and idioms**

abandon (v) **	in your sights (id)	purchase (v) **	straightforward (adj) **
alternative (adj) ***	nevertheless (adv) ***	scope (n) **	variables (n pl) **
dig your heels in (id)	primary (adj) ***		

**ACADEMIC WORDS AND IDIOMS REVIEW**

Complete the sentences with the words below.

alternative    decade    dig their heels in    in their sights  
primary    reluctant    straightforward

- Getting everyone to agree with this will be far from \_\_\_\_\_.
- The research is likely to take at least a \_\_\_\_\_ to complete.
- The more changes we ask for, the more likely the authorities are to \_\_\_\_\_ and try to stop things from happening.
- The city council is \_\_\_\_\_ to reduce the amount of parkland in the area because green spaces are so important.
- The proposed shipping routes come too close to an important wildlife habitat, so \_\_\_\_\_ routes will have to be found.
- The spread of malaria is the issue of \_\_\_\_\_ concern in this region.
- It was a good idea, but the other group had a bigger and much more interesting proposal \_\_\_\_\_.

**UNIT REVIEW**

- |                |                          |                                             |
|----------------|--------------------------|---------------------------------------------|
| Reading 1      | <input type="checkbox"/> | I can annotate a text.                      |
| Reading 2      | <input type="checkbox"/> | I can recognize organization.               |
| Academic skill | <input type="checkbox"/> | I can use objective language.               |
| Vocabulary     | <input type="checkbox"/> | I can use vocabulary for describing change. |
| Grammar        | <input type="checkbox"/> | I can use the future passive.               |
| Writing        | <input type="checkbox"/> | I can compare maps.                         |