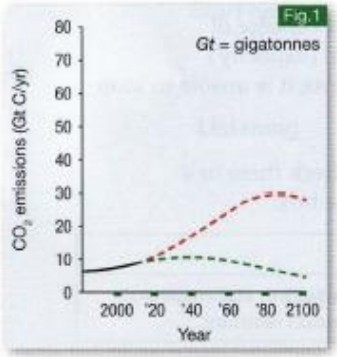
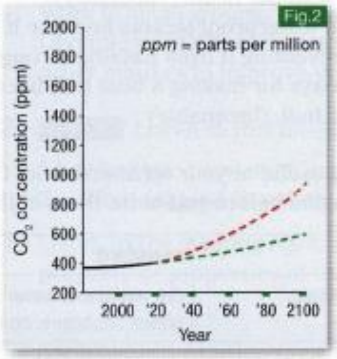
1 Threats

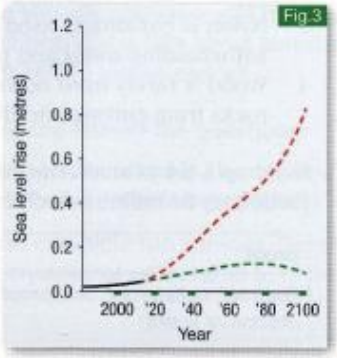
Start here

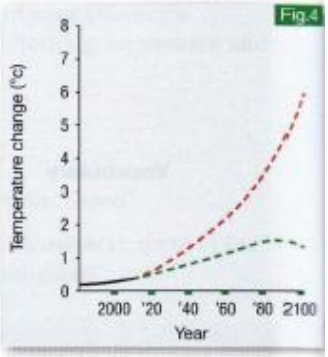
1 Discuss these graphs in pairs.

1 What predictions does each graph show?
2 Which predictions are the *best-case scenario* and which ones are the *worst-case scenario*?
3 Which predictions do you think are most likely? Why?









Listening

2 A message has arrived for the people of today from people in the year 2060. Do you think the news is good or bad?

3 40 Listen to the first part of the message from the future. What actually happens to the four variables in the graphs by the year 2060?

4 Listen again and make a note of what has happened to the following locations.

forests | the Arctic | mountains | low-lying countries | cities | villages

Example: *Fires have burnt down huge areas of forest.*

5 The next part of the message is partly lost through radio interference. It talks about present-day society's mistakes. With your partner, fill in as many gaps as you can before you listen. Don't worry if you can't fill in all the gaps.

Your society should have (1) _____ your (2) _____ of oil and other fossil fuels. You should (3) _____ invested more in renewable energy. Your governments (4) _____ have encouraged cheap air flights; instead, they (5) _____ (6) _____ put higher taxes on air|fuel to (7) _____ the cost of air travel. Everyone should (8) _____ (9) _____ their own energy in their homes. They should have (10) _____ wind turbines and solar panels on their houses. Why (11) _____ your society and governments do these things? If you had (12) _____ out these actions, the world's temperature probably would not (13) _____ (14) _____ by eight degrees Celsius. If your government (15) _____ (16) _____ better decisions, the sea level (17) _____ probably not (18) _____ (19) _____ by one point two metres, and low-lying areas would not have been (20) _____ .

6 41 Listen to the next part of the message. Check your answers in 5 and try to fill in all the gaps. (Note: you will not be able to hear all of the words because of the radio interference, so you should guess what the words are.)

7 With another pair (or the class), discuss the answers you had to guess. Explain why you think they are correct.

Speaking **8** Explain the difference between the situation in 2060 and (a) now, (b) the worst-case predictions in the graphs in 1, and (c) the best-case predictions. Go round the class giving different statements.

Example: *The actual increase in CO_2 emissions by 2060 will be more than 160% higher than the worst-case predictions today.*

Listening **9** 42 Listen and complete this extract of a scientist's summary.

By 2060, CO_2 emissions (1) _____ to 80 gigatonnes per year. CO_2 concentrations in the atmosphere (2) _____ to 2000 ppm. The world's temperature (3) _____ up by eight degrees from today's levels.

Language The future perfect

active	By 2060,	the sea level	**will have risen** 1.2 metres.
passive		many low-lying countries	**will have been flooded.**

In the above examples, the rise in sea level and the flooding happen before 2060.

10 Complete the summary about what will have happened by the year 2060. Use the information you heard in 3 and 4.

1 Fires will have _____.
2 Most of the world's forests _____.
3 The Arctic ice cap _____.
4 Mountain glaciers _____.
5 Tropical cyclones _____.
6 Water in many villages _____.

Speaking **11** Work in pairs. Discuss a company, an industry or technical field you both know something about. Complete a SWOT analysis chart with notes about the *strengths* and *weaknesses* of the industry, and the *opportunities* and *threats* facing it over the next 10–15 years.

12 In pairs, discuss and make a note of actions which should be taken soon to (a) avoid the threats and (b) increase the opportunities.

13 Tell the class about your predictions for the industry by (approximately) 2025. Explain what will have happened if the actions you noted in 12 have been (or have not been) taken.

Example: *(If we don't make use of nanotechnology), (by 2025) our automotive industry will have fallen behind its competitors in fuel efficiency.*