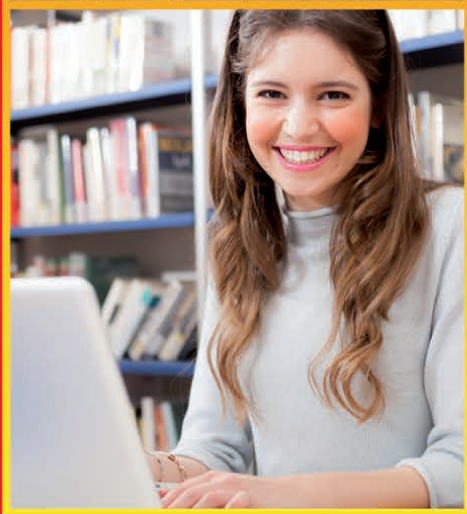


FORUM

Virginia Evans - Jenny Dooley



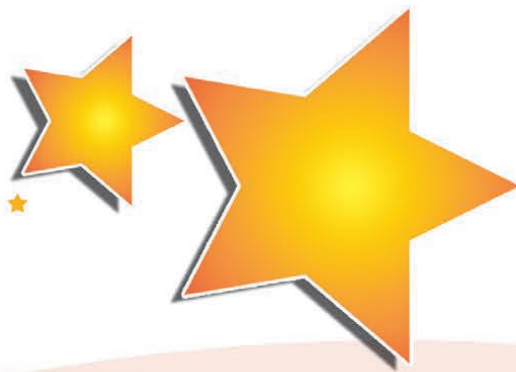
Student's Book



Express Publishing

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Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Environmental Issues Units 1.1 - 1.12 (pp. 5-28)	extreme weather conditions weather endangered animals environmental issues ecologists biodiversity Word power: <i>sounds</i>	inversion the passive conditionals/ wishes linkers	<i>Into the Eye of the Storm</i> <i>Save the Whales</i> <i>Global Ecologists</i>	for specific information	expressing concern repeating & confirming	a summary of a text the weather report for tomorrow reports
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2 Modern Living Units 2.1 - 2.13 (pp. 29-54)	science technology crime lifestyles computers success fashion Word power: <i>artificial, fake, false, counterfeit</i>	emphatic structures (there, it) both, all, whole, either, neither, none, every causative forms clauses far/every, each, much, too, even, a bit, any quantifiers/ C-U nouns comparisons -ing/(-to) infinitive clauses of reason/	<i>It's all in the mind</i> <i>Nanotechnology - the next big thing?</i> <i>Fashion</i>	for specific information for detail	making assumptions making suggestions complaining/apologising	discussing an issue reviews articles
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Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
3 Communication Units 3.1 - 3.17 (pp. 55-88)	gestures & emotions body language character traits music/places of entertainment feelings & moods friendship ways to look ways to talk phrasal verbs the senses languages, dialects & accents	purpose/ cause & effect direct/ indirect questions	<i>Body Talk</i> <i>(multiple choice)</i> <i>The Universal Language of Music</i> <i>(text completion)</i> <i>So you think you are a good driver?</i> <i>(multiple matching)</i>	for specific information for gist for detail for opinion	express preference give reasons ask for opinion/ agree/disagree ask for advice/ give advice complain, apologise ask about/ express feelings invite/accept – refuse invitations	an email to a friend describing a festival you attended a paragraph about qualities a driver should have informal/semi-formal/formal letters/emails
	Culture Clip – <i>Cockney Rhyming Slang</i> (p. 86) Curricular Cut: Biology – <i>Animal Talk</i> (p. 87) Progress Check 31 (p. 88)					
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Module 1

Units 1-12



Environmental Issues

▶ Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

▶ Find the page numbers for

- newspaper headlines
- a spidergram
- a report
- famous ecologists
- a joke

▶ Listen, read and talk about ...

- endangered animals
- environmental issues
- extreme weather conditions

▶ Learn how to ...

- repeat and confirm
- express concern

▶ Practise ...

- the passive
- conditionals/wishes
- inversion
- phrasal verbs: *stand, keep, let, give*

▶ Write/Make ...

- a presentation on humpback whales
- a summary of a text
- a weather report
- reports/proposals

Culture Clip: City Farms

Curricular Cut (Geography): Global Warming

Unit

1.1



Lead-in

1 Which of the following can you see in the pictures? Which of them are common in your country?

- tornado • tsunami • avalanche • flood • volcanic eruption • sandstorm • cyclone • lightning strike
- earthquake • blizzard • drought • hailstorm • hurricane • thunderstorm • forest fire • heatwave

Reading

2  Look at the title of the text and the picture of the man. What is this man's job? Discuss in pairs. Listen, read and check.

3 Read the article about a storm chaser. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text. Give reasons.

READING & USE OF ENGLISH PART 5

Into the **eye** of the Storm

There's a change in the sky, the clouds are gathering and there's a rumble and howl in the distance. It first appears on the horizon – a funnel of violent air that **rips** through everything in its path. It's a tornado, one of nature's most **destructive** forces. It can pick up cars, rip trees out of the ground and **demolish** houses. Most of us would panic at this point, hide in the house, lock the door and crawl under the kitchen table. But Warren Faidley **grabs** his camera, jumps in his car and heads right for the storm. Warren Faidley is a storm chaser and makes his living by getting as close to tornados as possible to **capture** them in photographs or on video.

Warren's photographs of the wild beauty and terrifying effects of extreme weather conditions have been used on posters and promotional material by celebrities like Sheryl Crow and Paul McCartney. Some sell for up to \$20,000. Also, the video footage he takes has been shown on television around the world and he's even worked as a consultant in Hollywood on the feature film that best **depicts** his way of life, *Twister*.

Faidley's first chase nearly killed him and taught him something that has stayed with him to this day. "When I was twelve I was swept away by a flash flood in Tucson, Arizona. I was conducting my first 'chase' along the banks of a **swiftly flowing** river. Suddenly, the bank **gave way** and I fell into the floodwaters. I was carried under water and held my breath. Then my foot found a rock, allowing me to stick my head above the water. That single event had a profound effect on my life – I knew I had to live life to the fullest."

He soon moved on to more profitable pursuits. "About a year after my near-death experience, I decided to ride my bike into the centre of a large dust devil, a much smaller type of tornado. After that, I formed a gang of local kids and we'd chase after

these mini-tornados. It was experiences such as these that gave me the confidence that eventually led to my first job, collecting deadly scorpions. The heavy rain storms drove them out of their hiding places and I **dodged** the lightning bolts, collected the scorpions and sold them to an old man who put them into plastic paperweights to sell by the side of the road. Eventually, some of the parents found out about my near drowning, scorpion trade and dust devil adventures. The majority of the local kids were banned from hanging out with me."

He goes on to say: "Chasing is extremely dangerous – especially when I started and there were no on-board radars to show us where and when the tornado would hit and no pre-existing chase instructions. One recent scary event occurred when I was **fleeing** a terrible storm in Texas. The winds became so intense the chase truck could hardly move; rocks were being lifted and smashed into the windshield*. I was **literally** being **sucked** into the tornado!" Of course, he survived to tell the tale.

Some motion picture companies have made inquiries into making a film based on his adventures, but Faidley says: "I'm not **committed to** anything yet. I've **devoted** my life to chasing, sold my soul to those pursuits and turned them into a million-dollar career. I'm going to be very careful about giving it away."

Faidley's photography has been greatly admired. He explains, "As an artist, I'm always looking for that perfect shot. Someone once said: 'Artists **seek perfection** in their work to **make up for imperfections** in their lives.' That fits me. I've given up on any kind of serious personal life or family and dedicated my life to my work. Chasing involves so many things I enjoy in life: adventure, danger, travel, science, friendships and, of course, the excitement."

* windscreen

- 1 **What do we learn about Warren Faidley in the first paragraph?**
 - A He enjoys the danger involved in his job.
 - B He does things other people would not do.
 - C He drives right into tornadoes.
 - D He takes photographs of people in danger.

- 2 **What does the writer mean when he says Faidley 'moved on to more profitable pursuits' (paragraph 4)?**
 - A He changed the way he conducted his 'chases'.
 - B He started to take his hobby more seriously.
 - C His adventures became even more daring.
 - D He made money from a dangerous hobby.

- 3 **Eventually, most of the members of Faidley's teenage gang**
 - A joined him in his scorpion trade.
 - B had to hide their friendship with him.
 - C lost interest in storm chasing.
 - D weren't allowed to associate with him.

- 4 **Faidley tells us that when he began his career,**
 - A he was less cautious than he is now.
 - B the equipment was not as advanced as it is nowadays.
 - C the job was less dangerous than it is now.
 - D he did not take any equipment with him on his 'chases'.

- 5 **When film companies suggest making a film about his experiences, Faidley feels**
 - A cautious.
 - B proud.
 - C excited.
 - D unimpressed.

- 6 **In the final paragraph, we learn that Faidley**
 - A puts work before anything else.
 - B makes sure every shot is perfect.
 - C is pleased that others admire his work.
 - D has some regrets about his life.

4 **Match the words in bold to their meanings.**

actually portrays collapsed

running away snatches

knock down drawn forcefully

quickly moving avoided dedicated

tears look for excellence

compensate for faults damaging

decided on record

In pairs, ask and answer questions based on the text.

5 **Fill in: profitable, a flash, live, make, intense, promotional, tell, extreme, profound, deadly. Then use the completed phrases to make sentences about Warren Faidley.**

- 1 to one's living
- 2 weather conditions
- 3 material
- 4 flood
- 5 effect
- 6 life to the fullest
- 7 pursuits
- 8 winds
- 9 to the tale
- 10 scorpion

Warren Faidley makes his living chasing tornadoes.

Speaking

- 6 **THINK!** Tell your partner four things you remember from the text. Would you ever do such a risky job? Why (not)? Discuss in pairs.

Writing

- 7 **Write a short summary of the text. Swap papers with your partner and check each other's writing. Check for the following:**
- all main points included
 - grammar mistakes
 - punctuation and spelling mistakes
 - cohesion



Vocabulary & Grammar

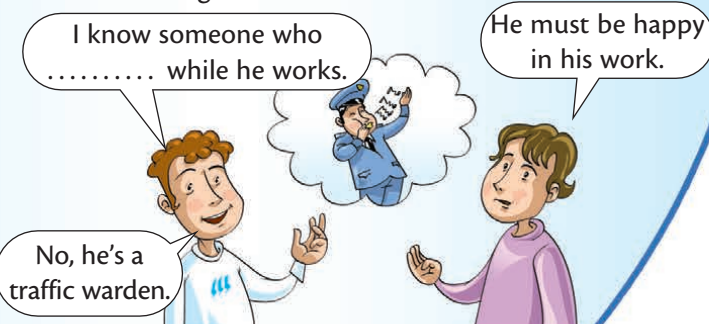
1 Underline the adjectives that best modify the following nouns. What are these phrases in your language?

- | | |
|------------------------------------|-------------------------------------|
| 1 fine/heavy drizzle | 7 strong/thick fog |
| 2 strong/heavy shower | 8 loud/thick thunderstorm |
| 3 sudden/light downpour | 9 powerful/mild hurricane |
| 4 brief/unending cloudburst | 10 brief/destructive typhoon |
| 5 powerful/freezing sleet | 11 heavy/thin snowfall |
| 6 violent/hard hailstorm | 12 dense/light rain |

- Word Power (Sounds)

2 Complete the sentences with the correct form of: rumble, pound, whistle, crash, roar, rustle, bang, howl. Use a verb to complete the joke.

- I could hear the distant of thunder.
- The leaves as the wind blew through the trees.
- I sat by the window and watched the rain against the glass.
- When there's a storm, the waves against the rocks along the coast.
- As the tornado passed over our underground shelter, the of the wind was deafening.
- winds and flying debris made the short journey home very dangerous.
- The shutters as the wind battered against them.
- The wind through the empty building.



3 Fill in the correct word: snow, showers, temperature, fog, sleet, sunny, ice, sunshine.



"Good evening, my name is Ian Fish. The good news today is that the weather will be better than yesterday, with less rain and more 1) The 2) will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celsius.

The weather tomorrow will continue to be unsettled, with 3) throughout the day. There should be a few 4) periods, but later in the afternoon the showers will be replaced with heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick 5) and very poor visibility. As the temperature drops, there may also be patches of black 6) on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to 7) and possibly 8) on higher ground.

Have a good weekend, whatever the weather, wherever you are!"

4 Use the verbs to complete the sentences.

blow, drizzle, howl, freeze, pour, rip, damage, crash, clear up.

- is the most annoying kind of rain.
- Goodness! Just listen to that wind through the trees.
- By the look of those black clouds, it's going to down with rain any second.
- These high winds might down some trees.
- I hope it will this afternoon because I want to go out.
- When there's a storm the high waves against the shore and erode the coastline.
- I hope it doesn't tonight because then the roads will be icy tomorrow.
- Storms our house often because we live in an exposed area.
- This wind may the roof off the shed, it's so strong.

Everyday English

- Expressing concern

8 Use the language in the box to act out dialogues for the following situations.

- Canada will be hit by heavy snowstorms.
- Connecticut will experience a rare summer blizzard.
- The temperature in Manchester will reach 38° C next month.
- Dust storms from the Sahara Desert are spreading across southern Europe.

Introducing a topic

- Someone told me that ...
- I read somewhere recently that ...
- Did you know that ...?

Expressing concern

- Oh, it's just horrible!
- I can't bear to think about it.
- I hate to think about it.

A: I read somewhere recently that heavy snowstorms will hit Canada.

B: Oh, it's just horrible!

Speaking

9 Describe the pictures. Talk about people, place, clothes, weather, feelings.



Writing

10 In pairs, write the weather forecast for tomorrow. Use the text in Ex. 3 as a model. Present it to the class.

5 Fill in: flakes, drop, stones, gust, bolt.

- 1 A small rain fell on her face and ran down her cheek.
- 2 A strong of wind slammed the door closed.
- 3 Seconds after we saw a of lightning in the sky, we heard the thunder.
- 4 They watched the snow falling and covering the roofs of their houses.
- 5 Hail the size of an orange dropped in the village yesterday afternoon and damaged most of the houses.

- Idioms

6 Fill in the appropriate idioms related to weather from the list below. Are there similar idioms in your language?

- weather permitting • weather-beaten • under the weather
- in all weathers • weather the storm

- 1 The old sailor's face was from all the years he had spent at sea. (**aged by the weather**)
- 2 The stadium can be used because the roof can be closed when it rains. (**no matter what the weather is like**)
- 3 We'll go for a picnic on Sunday, Let's hope it's sunny! (**if the weather is good**)
- 4 Together we'll until things get better. (**get through difficulties**)
- 5 I didn't go to school because I was feeling (**not very well**)

- Inversion

7 Rewrite the sentences.

- 1 We have never seen such bad weather as this.
Never
- 2 We seldom go out now that winter has set in.
Seldom
- 3 She was only able to drive to work when the roads had been cleared.
Only
- 4 As soon as I got home it started to rain.
No sooner
- 5 It hadn't rained so much since the autumn of 2000.
Not since
- 6 You won't be able to get a taxi unless it stops raining.
Not until
- 7 If I had been told the party was cancelled, I wouldn't have come.
Had
- 8 Jill doesn't like sitting in the sun and Jack doesn't either.
Jack doesn't like sitting in the sun and neither

Unit

1.3

Lead-in

1 What do you know about humpback whales? Which of these sentences are true about them?

- 1 Humpback whales move gracefully.
- 2 They produce songs that contain rhyme, rhythm and structure.
- 3 They never sing the same song more than once.
- 4 They can hear each other across oceans.
- 5 They face extinction.
- 6 The hunting of humpback whales hasn't been banned yet.

Read the text and check your answers. What is the author's purpose?

Reading

2 You are going to read a newspaper article about humpback whales. 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 you do not need to use.

- A The songs varied a little every year, with bits being added and removed.
- B However, as people understood more about how whales lived, they became increasingly horrified by how they were killed.
- C I wasn't doing anything that was directly related to people's destruction of the wild world.
- D The sea was so rough that the captain thought the boat might sink if we went any further.
- E These countries have also campaigned to get the ban lifted completely.
- F Now I have come to believe that if the whales can't save us, nothing can.
- G Other scientists laughed at his discoveries, which made it difficult to get government grants for his research.

3 Match the words in bold to their meaning.

- unimportance • remembers • wish • only one
- prohibited • met by chance • admiration
- huge • destroyed • freely • make the phrase
- campaigning in public • base
- insects like butterflies

READING & USE OF ENGLISH PART 6

After fighting to protect whales for 40 years, the biologist who discovered that humpbacks sing still feels nothing but awe for the huge animals.

In 1971, biologist Roger Payne set out on what would be the first of many trips to Argentina. It was on one of these trips that Payne **came across** a female white whale and moved in closer. "She was asleep," he **recalls**, "but after a while she opened her eye and looked me over. You could see her eyeball rolling in her head and then she closed her eye again. Basically, the whale was just saying, *Well, if you've seen one of us, you've seen them all.*"

Born in 1935 in New York, Payne has been studying whales for 40 years. He has built his career on science and **activism**, but ask him what it's like to swim with a whale and what you hear in his voice is **awe**. "It's like nothing you've ever done. You can't imagine that an animal that big could be so graceful. When you swim with them, you discover that they can turn and manoeuvre in ways that leave you stunned."

There is a similar quality to the stories of whale watchers, astronauts and mountain climbers: a **desire** to experience an extreme feeling of smallness in the face of something **enormous**. However, Payne decided to study whales without ever having seen one. He had spent much of his career studying bats, owls and then **moths**. So I thought, "With your training, which animal could you work with that needs help, for which sounds are very important?"

Listening

4 Listen and read the text above. Then, choose the correct word to complete the summary.

Roger Payne first came across a female **1) white/blue** whale on one of his trips to Argentina. Payne was born in 1935 in New York. He was impressed by the whales' **2) graceful/clumsy** movement. Together with researcher Scott McVay he discovered that **3) male/female** humpback whales create **4) songs/sounds** which have rhyme, rhythm and structure also found in human **5) music/speech**. He tried hard to persuade other scientists that whales could **6) communicate/travel** with each other across oceans. Payne worked hard on whale **7) preservation/conservation** and started the Save-the-Whales campaign. Sadly, although commercial whaling was **8) banned/stopped** in 1986, whales are still in **9) danger/threat**, as many countries ignore the ban.

Save the whales

Payne chose whales. In 1967, he discovered, along with researcher Scott McVay, that male humpback whales create songs that contain many elements, such as rhyme, rhythm and structure, that are also found in human music. **2** To Payne, this suggested that musical composition was a natural process rather than a **unique** part of human culture.

However, scientists were less than enthusiastic. "When I first suggested that whales could hear each other across oceans, it very nearly **ruined** my career," says Payne. **3** By the time they had accepted the idea of humpback songs, Payne had already transformed whales into a powerful symbol of the need to protect our planet.

He became an environmentalist at a time when there wasn't much of an environmental movement to join. Greenpeace was just getting started and the commercial whaling industry was still very much alive. **4** While

Payne didn't **coin the term** 'save the whales,' his work on whale conservation laid the **foundation** for the Save-the-Whales campaign, one of the first popular environmental movements in America.

Although commercial whaling was **banned** in 1986, whale populations are still under threat. Norway has repeatedly ignored the ban, Iceland has started to **openly** hunt whales again and Japan kills about 440 whales every year for what it calls 'scientific research'. **5** Meanwhile, many species of whale face extinction and could soon disappear completely.

"The Save-the-Whales movement was an important first step," says Payne. "**6** Whales can remind us of our smallness, and of the brief time we've had on this planet." Payne, the biologist turned conservationist, may have been the first to understand that the secret to our own survival may be in understanding our own **insignificance**.

5 Complete the phrases with the words in the list. Choose five phrases and make sentences using them.

- government • create • build • natural • face
- leave • environmental • extreme • lay • musical

- | | | | |
|---|----------------------------|----|---------------------|
| 1 | his career | 6 | process |
| 2 | you stunned | 7 | grants |
| 3 | feeling of smallness | 8 | movement |
| 4 | songs | 9 | the foundation |
| 5 | composition | 10 | extinction |

Speaking

6 In pairs, ask and answer questions based on the text. Then, take the roles of Roger Payne and an interviewer. Use the information in the text to interview Mr Payne.

Writing

7 **THINK!** Write four things you remember from the text.

Project!

ICT What did you learn about humpback whales from the text? What else would you like to know about them? Work in groups. Collect information, then prepare a presentation on humpback whales. You can visit this website: <http://www.acsonline.org/factpack/humpback.htm>

Vocabulary & Grammar

1 Fill in the correct word from the list below.

- natural • captivity • protect • confine
- released • species • breed • extinct

Human population expansion and the effects of hunting are threatening many



- 1) to such an extent that they are almost
 2) In order to 3) them, many animals are kept in 4) in zoos and safari parks. The idea is that when animals are able to 5) in safety, their numbers will increase enough so that some can be
 6) into their
 7) habitats. Some

extreme animal rights activists, however, believe that it is better to allow a species to become extinct than to 8) them to a prison-like zoo.

2 Choose the correct word.

- If we act now, we can save most species that extinction.
A meet **B** face **C** deal **D** come
- The grey wolf plays a vital in the health of ecosystems.
A task **B** part **C** role **D** post
- Oil spills major problems for sea otters.
A cause **B** post **C** role **D** produce
- Deforestation is directly to the loss of many species.
A joined **B** related **C** matched **D** fixed
- Caged pandas signs of unhappiness.
A look **B** show **C** reveal **D** uncover
- The remote nests of the bald eagle make it to get exact information on numbers.
A difficult **B** reliable **C** unable **D** incapable
- Conservationists take wherever there is a problem.
A call **B** need **C** action **D** demand

- An animal sanctuary is under to close because it is being run illegally.
A stress **B** strain **C** load **D** pressure
- Most governments the idea of conservation and do their best to help protect animals.
A accept **B** agree **C** approve **D** know
- We need to safety measures to protect the sea turtle.
A raise **B** extend **C** advance **D** stretch
- Some snakes eat their prey
A live **B** alive **C** living **D** lively
- Ostriches, to popular belief, do not stick their heads in the ground.
A against **B** but **C** contrary **D** opposite
- Due to climate change, the emperor penguin is under
A threat **B** risk **C** danger **D** problem
- Consumers should be of possible threats to the environment when doing their shopping.
A familiar **B** aware **C** known **D** acquainted
- The loss of natural habitats should us of the urgent need for conservation.
A remind **B** recall **C** recollect **D** remember

- Words often confused

3 Choose the correct word. Compare with a partner.

- People should respect, value and **conserve/keep** animal habitats.
- It's not easy for animals kept in zoos to **adjust/match** to life in the wild.
- WWF **collaborates/correlates** with other organisations to protect animals.
- If the rate of **extinction/destruction** accelerates, lots of animals will disappear.
- Wildlife experts work together to ensure that trade in wildlife products doesn't **harm/effect** a species.
- Tigers are **alone/solitary** animals, which usually only come together to mate.
- Loss of habitat is one of the pandas' greatest **threats/viruses**.
- Tigers are **endangered/troubled** by loss of habitat and illegal hunting.
- Entire turtle populations have been **wiped out/disappeared** in the last forty years.
- Global warming seems to have **given/contributed** to the decline of the American pika.

- The passive

4 Rewrite the sentences in the passive.

- 1 The plants of the rainforest generate much of the Earth's oxygen.
- 2 Scientists have investigated only 2 per cent of 250,000 known plant species for their possible medicinal value.
- 3 Environmentalists are constantly developing projects to ensure the survival of the ecosystem.
- 4 Governments and elected officials will need to pass tougher environmental laws.
- 5 The oil exploration business nearly drove the Hawaiian monk seal to extinction.
- 6 Greenpeace was protecting the environment long before it became fashionable.
- 7 Whalers had hunted the blue whale almost to extinction.
- 8 According to some estimates, countries will have reduced greenhouse emissions in five years.
- 9 The dodo had never faced a predator before humans invaded its natural habitat.
- 10 Illegal hunters are going to destroy the elephant population.

5 Rewrite the following text in the passive.

The World Wildlife Fund protects hundreds of species around the world, but it focuses special attention on endangered species. These species need special measures and extra protection if they are to survive. The WWF is currently funding over 2,000 projects. It also employs almost 4,000 people across the planet, but it always needs more support from the public. Only the public can ensure a living planet for future generations.

Hundreds of species around the world are protected by the World Wildlife Fund.

6 Fill in the correct word derived from the words in bold.

READING & USE OF ENGLISH PART 3

World's Wildlife in DANGER

1) are very concerned about the ever-growing number of endangered species in the world. 2) problems such as freak weather conditions, fire and acid rain are resulting in the 3) of vast areas of woodland and forest. These areas are home to large numbers of animals and, as the land is vital to their 4), this is having alarming effects.

5) advocate the use of ozone-friendly products and recycling to achieve a 6) in environmental damage. Safari parks have also been established in an attempt to give 7) to animals from big-game hunters. Numbers are slowly beginning to increase and will 8) continue to do so in the future.

- CONSERVE
- ENVIRONMENT
- DESTROY
- SURVIVE
- ECOLOGY
- REDUCE
- PROTECT
- HOPE



Study Skills

Key word transformations

Read the whole sentence, then look at the key word. Think of the structure tested. Use the given word to complete the second sentence. Check that the completed sentence makes sense.

READING & USE OF ENGLISH PART 4

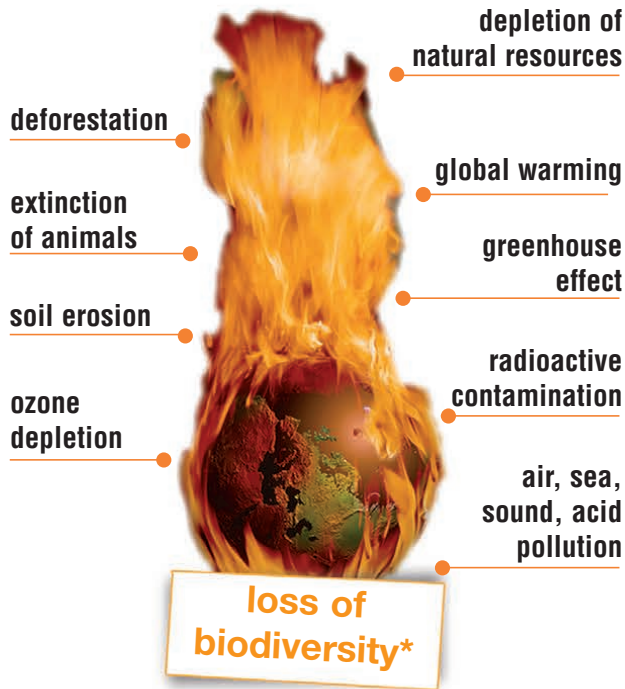
- Key word transformations

7 Complete the sentences using the words in bold. Use two to five words.

- 1 Developers are destroying large areas of forest every minute.
are Large areas of forest every minute.
- 2 Governments have banned hunting elephants for their ivory.
been Hunting elephants for their ivory governments.
- 3 Tuna fishing has caused a drop in the number of dolphins.
been A drop in the number of dolphins tuna fishing.
- 4 We should think about conservation more.
thought Conservation about more.
- 5 They didn't let me go out.
made They in.
- 6 If they had got there a minute later, they'd have missed the train.
just They got there catch the train.

Lead-in

1 Look at the spidergram. Which of these problems does your country face?



* existence of a great variety of plants & animals living in their natural environment

2 Which of the problems above do the sentences match?

- Nuclear waste is highly toxic and can contaminate water or the marine environment.
- They are often classified as renewable, such as wind, trees, water and sunlight or non-renewable like fossil fuels (coal, oil, gas).
- Some gases trap the heat of the Earth in the atmosphere so temperatures increase.
- This thin layer in the stratosphere shields life on Earth from the harmful UV light coming from the sun.

Reading

3 **THINK!** What do you know about ecologists? The people in the pictures are all ecologists. What would you like to know about them? Think of four questions. Listen to the text and see if you can answer them.

4 You are going to read a magazine article about ecologists who have written books. For questions 1-10, choose from the people (A-D).

READING & USE OF ENGLISH PART 7

Which person:

- has spent half a century investigating the natural world? 1
- created a new way of thinking about life on our planet? 2
- has influenced many technological inventions? 3
- has written about his/her life and work? 4
- has created jobs and improved the environment? 5
- thinks most of humanity may not be alive in a hundred years? 6
- sees a connection between people in the countryside and their environment? 7
- explained environmental issues to a large TV audience? 8
- believes one form of power can replace those we use today? 9
- believes that new inventions will use less energy? 10

5 Match the words in bold to their meanings.

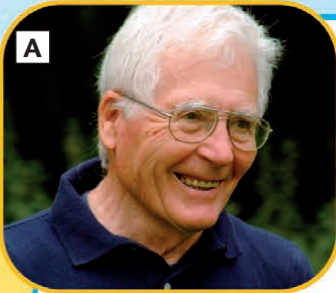
- qualities • ideal • obliged • person who continues to live in spite of coming close to death • almost • manage • connection
- unlawful cutting down of trees • change • supply • preserve • mental • release of gas • land richness • attitude • power station
- not urban • effect • machines • destruction & removal of soil • person who takes part in discussions on TV or radio • designed to continue without problems • someone who has good ideas about the future • appreciate • moving smoothly • getting rid of • person who studies living things • received from previous generations • dramatic

Speaking & Writing

6 **THINK!** How has each person in the text helped protect the environment?

7 **THINK!** Read Sir David Attenborough's underlined quote. To what extent do you agree with him? Discuss in groups then spend a few minutes writing about the topic.

Global Ecologists



A

More than 30 years ago, the scientist and inventor, **James Lovelock**, had the idea that the Earth was a single living organism, which he called *Gaia* after the Greek goddess. “The climate and chemical

properties of the Earth now and throughout its history seem always to have been **optimal** for life,” he said.

However, in his book, *The Revenge of Gaia*, Lovelock predicts that billions of people will die by the end of the century, with the **survivors forced** to live in the Arctic. He claims that the greenhouse effect and the spread of humanity have begun to **affect** habitat and biodiversity so much that Gaia will not be able to **cope**. In his view, nuclear energy is the only realistic alternative to fossil fuels that could **provide** mankind with the large scale energy source it needs while also reducing greenhouse **emissions**.

He suggests, “We have to realise how little time is left to act, and then each nation must find the best use of their resources to **maintain** civilisation for as long as they can.”



C

Over the last 50 years, **Sir David Attenborough** has explored and explained **virtually** every aspect of life on planet Earth. His autobiography, *Life on Air*, follows a career in which he invented the modern

television wildlife programme and became one of the world’s best known **broadcasters** and **naturalists**. “The natural world is the greatest source of excitement, visual beauty and **intellectual** interest,” he says.

Sir David was also the first on prime-time television to address humanity’s **impact** on the planet. “It’s a moral question about whether we have the right to exterminate species and leave a world that is poorer than the one we **inherited**.” He asks, “Are we happy to imagine that our grandchildren may never be able to see an elephant except in a picture book?”

However, Sir David has a positive **outlook** on the future, “I think there will be **radical** changes,” he explains, “but I don’t think the natural world will be reduced to rats and cockroaches, nor do I think that the plant world will be reduced to some kind of desert.”



B

Wangari Maathai began her role as an environmental campaigner in 1977, when she founded the *Green Belt Movement* in Kenya. Since then, it has planted over 30 million

trees and provided work for thousands of women.

In her book, *The Green Belt Movement: Sharing the Approach and the Experience*, Wangari explains how forests affect the availability of rain and underground water as well as **soil fertility** and clean air. “The **link** between the **rural** population and natural resources is very direct. There is **illegal logging** and so there is **soil erosion** and no clean water to drink,” she says.

In 2004, Wangari became the first African woman to be awarded the Nobel peace prize for her contribution to **sustainable** development, democracy and peace.

She says, “We are aware that our children have a right to a world which is free of pollution, rich with biological diversity and has a climate which will sustain all forms of life.”



D

Amory Lovins is a **visionary** who has seen many of his ideas become reality. Lovins founded the Rocky Mountain Institute that develops low-energy **devices**, such as the hypercar that runs on

hydrogen. “It emits nothing but drinking water, but it performs like a Porsche,” he says.

In his latest book, *Winning the Oil Endgame*, Lovins doesn’t talk about the environment as a social or ethical issue, instead he argues that governments and businesses should **value** what nature provides.

“Protecting the climate is not costly but profitable for the obvious reason that it’s cheaper to save fuel than to buy it,” he explains. “Population growth and consumption make it tougher to keep nature’s services **flowing** to us, but there’s even more

progress in technologies that can get so much more out of our energy and water resources.” Lovins sees a future without the pollution and political problems of relying on fossil fuels like oil. “**Eliminating** energy waste,” he insists, “is just as useful as a new oil well or **power plant**, and it’s kinder to the environment.”

Unit 1.6

Vocabulary & Grammar



1 Describe the pictures. What do they show?

Picture 1 shows a man cutting down a tree. etc

2 Use the table to make sentences.

Causes	Consequences	Solutions
<ul style="list-style-type: none"> factories produce sulphur cars emit gases sprays damage ozone layer hunters illegal logging 	<ul style="list-style-type: none"> acid rain air pollution greenhouse effect animal extinction deforestation 	<ul style="list-style-type: none"> use filters catalytic cars ozone friendly products introduce laws against hunting start planting campaigns

Factories produce sulphur and as a consequence there is acid rain. Using filters would reduce this.

3 Choose the correct word. Compare with your partner.

- Sometimes in zoos, animals are to live in unsuitable cages.

A urged	C obliged
B required	D forced
- We must find a(n) to fossil fuels.

A option	C choice
B alternative	D replacement
- Conservation schemes are a of interest to many activists.

A source	C spring
B basis	D foundation
- Maintain eye contact and your audience directly to capture their attention.

A tell	C speak
B lecture	D address
- In recent times, we have seen radical to the world's ecosystem.

A alterations	C changes
B variations	D modifications
- Everyone can make a to saving the planet.

A payment	C contribution
B donation	D difference
- The World Wildlife Fund was in Switzerland.

A discovered	C instituted
B created	D founded

- Factory owners should do more to the environment.

A build	B protect	C value	D estimate
---------	-----------	---------	------------
- Environmental are on the front pages of most newspapers these days.

A issues	B topics	C themes	D editions
----------	----------	----------	------------
- Conservationists think there is little time to

A play	B spend	C work	D act
--------	---------	--------	-------

- Phrasal verbs

4 Fill in the appropriate particle(s). Check in Appendix I. Make sentences using the phrasal verbs.

- "Do you know what WWF **stands**"
"Yes, World Wildlife Fund."
- Because animals can't defend themselves, it's important we **stand**
- Hunting deer is allowed in some parts of the country to **keep** their numbers
- The young boy **was let** with a fine after he was caught fishing illegally.
- The environmental organisation **was giving** notebooks and pens.

- Conditionals/Wishes **GR p. 150**

5 Put the verbs in brackets into the correct tense.

- If people cared more about the environment, the world (**be**) a better place to live in.
- I wish people (**not/drive**) their cars so often and use public transport instead.
- If only I (**know**) about your problem, I would have helped you.
- If people (**work**) together, our world would be a better place.
- If the Minister (**not/give**) his approval, this wouldn't have happened.
- If the ozone layer keeps depleting, we (**run**) a much higher risk of developing skin cancer.

READING & USE OF ENGLISH PART 4

- Key word transformations

6 Complete the sentences using the words in bold. Use two to five words.

- It would have been better if you had taken the early train.
only If the early train.
- I didn't go to the meeting because I didn't know about it.
known If the meeting, I would have gone.
- You'd think he owns the place.
though He behaves the place.
- You shouldn't have told her my secret.
told I'd her my secret.
- You ought to have finished the project by now.
time It's the project.
- I think you should join an environmental group.
were If, I would join an environmental group.

Everyday English

- Repeating/Confirming

7 Read the newspaper headlines, then use the table to discuss them.

TOURISM DESTROYING HIMALAYAS

MALAYSIA TO CLONE THREATENED TURTLES

GLACIAL LAKE VANISHES IN SOUTHERN CHILE

900 MONKEYS SEIZED FROM POACHERS

DEAD SEABIRDS ALARM SCIENTISTS

Asking for repetition	
<ul style="list-style-type: none"> • What did you say? • (Sorry) could you say that again, please? • Could you repeat that, please? 	
Asking for confirmation	Repeating
<ul style="list-style-type: none"> • Did you say ...? • Do you mean to say that ...? 	<ul style="list-style-type: none"> • I said ... • What I said was ... • I said that ...

- A: *Tourism is destroying the Himalayas.*
 B: *What did you say?*
 A: *I said that the Himalayas are facing problems because of tourists.*

- Prepositions

8 Fill in the correct preposition. Check in Appendix II.

- Recycling will prevent further **damage** the environment.
- It is wrong to **experiment** animals.
- Increased traffic leads to an **increase** ... exhaust fumes.
- Consumers need to **insist** products that don't harm animals.
- Climate change has been **obvious** scientists for many years.
- We must protect even tiny insects **extinction**.
- We should **prevent** hunters killing animals.
- We all need to **protest** global warming.

9 For questions 1-8, read the text below and think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

READING & USE OF ENGLISH PART 2

SEA Turtles




From the moment (0) *they*.. enter the sea as tiny 'hatchlings', male sea turtles never return to land, and females only leave the water to lay their eggs.

From the age of about 30, a female returns every 2-4 years to the area (1) she herself hatched – often to the very (2) beach. This may involve a journey of thousands of kilometres. The turtle crawls onto the beach and digs a hole in the sand with her back flippers. She lays (3) 70 and 200 eggs in the hole, covers the nest with sand, and then crawls (4) to the sea.

After about 2 months, the eggs hatch and the baby turtles (5) several days to dig their way to the surface. Waiting until night, the hatchlings emerge from the nest in groups and head for the sea. They dive into a wave and swim (6) a day or two without stopping, using sea currents to carry them away from the dangers of land and shallow waters.

And there certainly are dangers. Apart (7) people, various animals dig up the eggs for food, and 90% of the hatchlings are eaten by a range of predators including seabirds, crabs and large fish. To (8) matters worse, street lighting near nesting beaches can confuse hatchlings much that they actually head away from the sea.

Listening Part 1

1  You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B, or C). Which dialogues are formal? informal?

- 1 You hear a conversation between two people in a shop. What is the woman annoyed about?
 - A She'll have to go to the bank.
 - B She won't get her money back.
 - C She'll have to return to the shop later.
- 2 You hear part of an announcement on the radio. What does the presenter suggest?
 - A Trees will be blown down.
 - B People should stay at home.
 - C The roads must be closed.
- 3 You hear a man on the radio talking about developments in the music industry. How does he feel about them?
 - A Collecting music isn't as pleasurable anymore.
 - B The changes have taken him by surprise.
 - C There isn't any good music on the Internet.
- 4 You hear a man talking to his neighbour. Why is he moving?
 - A He has found a better area.
 - B He has got a new job.
 - C He needs more space.
- 5 You hear part of a speech on work issues. Why do people miss work?
 - A They have serious illnesses.
 - B They feel they are not valued.
 - C They are under too much stress.
- 6 You hear an actress being interviewed on the radio. What doesn't she like about her job?
 - A other actors' behaviour
 - B long hours on set
 - C getting up early
- 7 You hear a retired person talking about his hobby. Why did he take up gardening?
 - A He is fascinated by nature.
 - B It keeps him in good shape.
 - C It became his responsibility.
- 8 You hear a woman talking on the radio. What is she?
 - A a painter
 - B a photographer
 - C a zookeeper



Listening Part 2

- 2  You will hear a talk by a man called Sam Ciustrami who studies volcanoes. For questions 9-18, complete the sentences.



Sam says that if a volcano has erupted within the past 9 years, it is considered to be active.

Sam says Indonesia has approximately 10 volcanoes.

More than half 11 people live near an active volcano.

Land surrounding volcanoes is inhabited because it is very 12.

Often, the frequency of 13 increases when a volcano is getting ready to erupt.

74,000 years ago, the earth's climate was affected by a volcanic eruption in 14.


Mount Toba sent so much ash into the atmosphere, the world got cooler by 15.

Sam says he enjoys his work because he is like 16.

Sam believes it's unusual to work in a profession people find so 17.

There are volcanic eruptions on Earth 18.

Listening Part 3

- 3  You will hear five different people talking about a regret they have. For questions 19-23, choose from the list (A-H) the regret that each person has. Use the letters only once. There are three extra letters which you do not need to use.

- A listening to others
- B not saving money
- C being too concerned about finances
- D being too serious
- E not realising what was important
- F not finishing something
- G not taking an opportunity
- H keeping something to himself

Speaker 1 19


Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

Listening Part 4

- 4  You will hear a travel writer, Marius Liugiasi, talking. For questions 24-30, choose the best answer (A, B or C). Is the interview formal or informal?

- 24 Marius says his profession
 A is rewarding.
 B is well-paid.
 C is the ideal job.
- 25 Marius feels that one bonus of his job is
 A learning other languages.
 B developing a good memory.
 C finding out more about yourself.
- 26 What does Marius find it difficult to do?
 A write at least one story every week
 B capture the sights, noises and scents of a place
 C force himself to write when he is having fun
- 27 Marius' advice to would-be travel writers is
 A not to be disappointed if you fail to become well-known.
 B do not do this job if you like challenges.
 C you need more than just a passion for writing.
- 28 Marius says to be successful you have to
 A write well.
 B be original.
 C be competitive.
- 29 Marius says money
 A has never been his priority.
 B is only important at home.
 C allows you to live like a king.
- 30 Marius says that travelling humbles a person because
 A you must face a lot of difficulties.
 B you realise how lucky you are.
 C you are usually without money.

Unit 1.8 Speaking Skills

Speaking Part 1 (2 minutes)

Select one or more questions from any of the following categories, as appropriate.

School

- What do you like/dislike about your school?
- What is a typical school day like for you?
- Describe your best friend at school.
- What is your favourite school subject? Why?

Entertainment

- How often do you watch films? What kind of films do you like?
- What is your favourite form of entertainment? Why?
- What is your least favourite form of entertainment? Why?
- Would you prefer to go bowling or to an amusement park? Why?

Lifestyle

- What is your daily routine?
- How much free time do you have? What do you like to do in it?
- Do you live in the city/country? What do you like/dislike about it?
- What do you usually do in the evenings?

Speaking Part 2 (4 minutes)

Candidate A: Compare the pictures. Why is weather important to these workers?



Key language

- job depends on it
- need to understand climate change and weather to plan
- sunshine and rain needed for crops to grow
- protect their crops
- bad weather conditions cause problems/loss of life
- drift away on currents/be caught in heavy weather

Candidate B: Which of these jobs do you think is the most important?

Candidate B: Compare the pictures. What types of problems do people who experience these disasters face?



Key language

- **drought:** lack of water, farmers have fewer crops, fire danger, people get sick, trees die
- **earthquake:** people suffer from stress, property damaged, people get injured/killed, lose their houses and belongings

Candidate A: Which of these disasters do you fear the most?

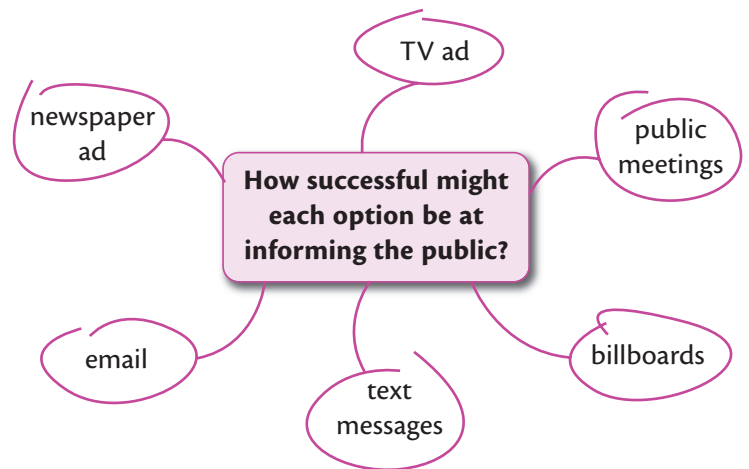


Listen to a model answer. How does each speaker justify their points?

Speaking Part 3 (4 minutes)

Imagine that the UK Emergency Services have a new telephone number and that they need to inform the public what it is. Here are the ways they are considering to get the information to people. In pairs discuss the questions:

Which two would ensure the largest proportion of the public is reached?



Listen to a model answer.

- Which options do the speakers decide on? What reasons do they give?
- How do they prefer to keep themselves informed? What reasons do they give?
- According to the speakers what makes a person remember an advert?

Speaking Part 4 (4 minutes)

In pairs discuss:

- Can you think of any other ways that people can be kept informed?
- How do you like to keep yourself informed? Why?
- How important is it to keep people informed? Give reasons.
- Do you think teenagers are influenced by advertising?
- What makes you remember an advert?

Key language

- It would be a good idea to ...
- To me, ...
- I feel ...
- As far as I'm concerned ...
- I'm not really sure this is a good idea. Perhaps ...
- I don't quite agree with that. I believe ...

• Reports

Reports are normally written by someone in authority (*e.g. your employer, the local council, the head of a committee, etc*) and contain factual information.

Reports present and evaluate the positive and negative qualities of a person (i.e. an employee) or a building/place (i.e. a hotel, a restaurant, a shop, a cinema complex, etc) in order to make a judgement or recommendation about them.

Reports should consist of:

- an **introduction** in which you state the purpose and content of the report/proposal.
 - a **main body** in which you present each topic in detail under suitable subheadings.
 - a **conclusion** which summarises the information from the main body and states your general assessment and/or recommendation.
- Reports are written in a formal, impersonal style. You should use factual language, passive voice and full verb forms. You should also write fairly short sentences to help your reader pick out the information easily. Present tenses are normally used for **reports**.
 - A report usually starts by stating who it is addressed to and what their position is, the writer's name and position, what it is about and the date.

*e.g. To: Thomas Prescott, Council Chairman
From: Mary Scott, Senior Manager
Subject: Big Screen Cinema Complex
Date: 3rd June 20....*

Ideas should be linked using linking words and phrases.

- To list points:** *Firstly/ In the first place/ To begin with...; Secondly/ Then/ Furthermore ...; Finally/ Last ...*
- To make concessions:** *Although ...; while ...; despite the fact that ...*
- To add emphasis:** *Especially ...; in particular ...; particularly; etc*
- To express your opinion:** *I feel ...; I believe ...; I am convinced ...; I am confident ...*
- To make suggestions/recommendations:** *I (would) (strongly) suggest/recommend ...; If we (did this/were to do this) ...; One solution/suggestion would be to ...; it would be a good idea to ...*
- To express cause and effect:** *By (doing this), we could/ would ...; (Doing this) would (solve the problem, etc) ...; In this way, we could ...; in order to ...; so that ...; (this) would mean that ...; As a result ...*
- To conclude:** *In short, In conclusion, On the whole, To sum up, All in all*

PLAN

Introduction

Para 1 state the purpose and content of your report

Main Body*

Paras 2-5 summarise each point under suitable subheadings
(**assessment:** positive and negative points)

Conclusion

Final para general assessment and/or recommendation

* *The number of the main body paragraphs may vary depending on the rubric.*

- Model analysis

1 Read the rubric, underline the key words and answer the questions.

Your headmistress has asked you to assess a newly established local wildlife park to see if it is suitable to use for field trips. Write your report (140-190 words), describing what there is to see and do there, and what the facilities and prices are like.

- Who is going to read your report?
- Who are you and why are you writing it?
- What information should you include in your report?
- Which of the following subheadings will you use? Decide in pairs.
 - Location & Staff
 - Wildlife & Activities
 - Introduction
 - Availability & Booking
 - Facilities & Prices
 - Recommendation

2 Read the report and fill in the missing headings. What type of report is it? Then complete the table below in your notebooks.

To: Mrs Bell
From: Sylvia Thorpe
Subject: Chipping Wildlife Park
Date: 17th June 20....

.....
 As requested, the purpose of this report is to describe and assess the suitability of this wildlife park for educational school trips.

.....
 Firstly, there is ample wildlife to see including deer, reindeer, wild boars and llamas and many birds. Also, children can hand-feed lambs, goats and deer and there are regular times throughout the day when visitors can hold and pet the animals. There are also a lot of wild flowers, trees, insects and woodland creatures that can be spotted on the nature walks through the wooded countryside. This is a great experience, despite the fact that some of the signs are in need of repair.

.....
 The park has excellent facilities, in particular an educational centre with information about all the animals and plants in the park. It also offers the opportunity for children to gain practical experience of animals. Other facilities include a picnic area, a children's play area, a café and a gift shop, although these are rather expensive. The park is open all year round and entrance is £4.50 for adults and £3.50 per child.

.....
 On the whole, Chipping Wildlife Park has a lot of wildlife to see and excellent facilities including an educational centre. Taking everything into account, I am convinced it would be a highly suitable place for school outings, and I would strongly recommend it.



Subheadings	Positive points	Negative points

3 Find examples of formal, impersonal style in the report. Compare with your partner.

As requested (factual language)

- Linkers

4 Work in pairs. Which linkers have been used in the report in Ex. 2? Replace them with other appropriate ones.

5 Complete the following with the linkers in the list. Compare with your partner.

- in particular
- Firstly
- In this way
- Then
- although
- Despite the fact
- Furthermore
- All in all

-, there are not enough rubbish bins in the town. Secondly, we have started a recycling scheme, not enough people are recycling their rubbish.
- I believe we should increase fundraising efforts., we will be able to allocate more funds where they are needed.
-, it is highly important to recruit new volunteers.
- there are a number of minor repairs to be made, the village hall is suitable to use for the charity auction.
- In the first place, there is not enough parking space., there are no facilities for the disabled.
-, we would be able to attract more visitors.
-, the park is an excellent place to host the event.

- Style in reports

1 Read the rubric then the two reports. Which is not appropriate? Give reasons. Think about: *layout, grammar, style and points not covered.*

You are a member of an environmental group which is planning to produce a leaflet to be distributed to the public to raise their awareness of the group and its activities and attract new members. The leader of the group has asked you to write a report, suggesting what information and photographs to include.

Write your **report** (140-190 words).

MODEL A

Dear Mr Smith,

I'm writing this report to tell you what I think is a great idea for the new leaflet you want to make. To start with, I really like being a member of Eco-Friends and I have met a lot of really nice people and I think it's a good idea to let more people know what we do and get more people to join.

Other Environmental Groups

There's no other group that's as good as Eco-Friends. We do a lot for the local area and the environment and the other groups are just rubbish.

History of the Group

Eco-Friends started in 1995. It has just got bigger and better since then with nice people doing nice things for the nice wildlife in our area.

That's about all, I think. Good luck with the leaflet. I hope it turns out alright.

Yours sincerely,
Jack Jones

MODEL B

To: Simon Smith
From: Jack Jones
Subject: New leaflet
Date: 18th June 20....

Purpose

The purpose of this report is to make recommendations regarding which aspects of the Eco-Friends environmental group and its work should be included in the proposed new leaflet to promote the group and attract new members.

Local concerns

One suggestion would be to include information about local issues that we can help with. By pointing out local problems and how we can solve them, people will begin to realise the positive effect we can have in the local community.

Group Activities

We should also include examples of successful local campaigns we have organised. It would be a good idea to include some 'before and after' photographs of last year's clean-up campaign in Baxter Bay, for example. Doing this would prove that our work is important for the local community. Furthermore, we could include information about fundraising events we have organised and what we have been able to achieve with the money raised.

Membership Information

We should have a simple form to fill in for people who wish to join our group. We could also offer a free T-shirt. By doing this I believe we would attract a lot of new members.

Conclusion

All in all, I believe that if we include some of the suggestions above, we will be able to create a very attractive and informative leaflet. As a result, the public will have a clear idea of the work we do and hopefully will be interested in joining our group.

2 Look at the appropriate model again. Underline linkers and suggest alternatives. Then find formal words/phrases which mean the same as the informal ones given in the table from the inappropriate model.

Informal style

- I'm writing this report to tell you what I think.
- It's a good idea to let more people know what we do.
- We do a lot for the local area.
- That's about all.

Formal style

-
-
-
-

3 Read the extract below and replace the words/phrases in bold with ones from the list.

- what is more
- for example
- therefore
- finally
- excellent



Blackpool Zoo is one of the best zoos in the country. **1) What I mean is**, it is home to over 1500 animals, birds and insects from over 400 species **2) so** it has a lot to offer visitors. **3) Also**, there are many other educational attractions including the Dinosaur Safari, the Creepy Crawly Experience, craft workshops, events and exhibitions. **4) Lastly**, there are **5) good** facilities including cafés and restaurants, a family gift shop, an exhibition hall, a children's soft play area, a lecture theatre, arcade and toilets.

4 a) Read the rubric, then read the notes and match them to the headings. Expand them into full sentences.

You volunteer for a new environmental charity which is planning its first annual meeting. The president has asked you to write a report about the suitability of the Highton Hotel for the meeting. Write your report (140-190 words) including information about the conference facilities, other hotel facilities, food and cost as well as commenting on the good and bad aspects of the hotel.

- Limited dates available
- Expensive menu
- Large varied menu
- Disabled access
- Discount for large numbers
- Large conference room
- Central location
- Large car park
- Conference co-ordinator makes arrangements
- Delicious home-cooked food
- Overhead projector, screen and sound system available
- Comfortable seating
- Choice of buffet or sit-down meal

Conference Facilities

Hotel Facilities

Food

Cost

b) Which points are positive and which are negative?

c) In pairs, write a suitable introduction.

5 Read the rubrics, underline the key words and answer the questions.

1 You recently attended a conference for local environmental groups. The president of your group has asked you to write a report on the conference. You should mention both the positive and negative aspects of your experience, and make suggestions for future improvements. Write your **report** (140-190 words).

2 You are a member of ecological group and your recent fundraising activities have raised a lot of money. The leader of the group has asked you to write a report suggesting the best way to use the money to benefit the environment and the local community.

Write your **report** (140-190 words).

- 1 Who is going to read your report?
- 2 Who are you and why are you writing the report?
- 3 What style should you use?
- 4 Will you use subheadings? If so, suggest suitable ones.
- 5 What information should you include in the main body?
- 6 What linking words can you use?

Choose one of the tasks from Ex. 5 and write your report. Swap with a partner. Evaluate your partner's piece of writing. Use the checklist below.

CHECKLIST FOR REPORTS

Organisation

- Does the report follow a specific layout?
- Are there subheadings? Are they clear to you?
- Does the introduction clearly state the purpose of the report?
- Do the main body paragraphs each present a separate point?
- Does the conclusion summarise the report and give a judgement or recommendation?

Language

- What style is the report written in?
- Do the sentences use polite, factual language?
- Which tenses are used?
- Has advanced vocabulary been used?
- What linkers have been used?
- Are there any spelling, grammar and/or punctuation errors?



1 Look at the picture and the title of the text. How do you think a city farm might differ from a traditional farm? What can you see and do there? Read through and check.

READING & USE OF ENGLISH PART 1


Farms in the city

City farms offer volunteering and training **0)** ... **C** ..., a place to take schoolchildren on an educational visit, a fun day out for the family and simply the **1)** ... to relax and enjoy nature in an urban setting. There are over 60 across the country and 18 in London. Admission is usually free and they **2)** ... nearly 3 million visitors each year!

They are **3)** ... to help children and adults in urban areas to enjoy natural environments and learn about wildlife. Most city farms run training courses as well as catering for school visits. Some offer holiday schemes and **4)** ... for various activities such as horse riding. They are managed by the local communities who **5)** ... together and work to make the farms successful. Most people who work on them are volunteers who give up their spare time to help out.

A variety of traditional farm stock is found on each farm. These include cows, sheep, poultry, goats and horses, all of which are fed and **6)** ... by the volunteer staff. Some farms also have rare breeds and unusual animals such as alpacas. When farm staff are available, visitors are able to touch and hold the animals and if you're there at mealtimes you may even be able to help feed them. Some farms also have large ponds where plants and insects can be **7)** ... in their natural habitats.

Of course, city farms can be expensive to run, even if the staff do work for free. The city farms avoid any financial problems though, by selling their products to the public and the **8)** ... is used to help provide animal feed, tools, equipment and so on. Many farms run breeding programmes so that they have enough animals to keep the farm stocked and to sell as well.


2  Choose the correct word (A, B, C or D) to complete the text. Compare with a partner. Listen and check.

3 Complete the sentences below with the underlined words/phrases from the text.

- 1 Chickens, ducks and geese are all types of
- 2 The shelves in my local supermarket are well-..... with products.
- 3 A visit to a city farm can be very
- 4 You don't need to buy a ticket. is free.
- 5 Small children should not go near They may fall in.
- 6 Almost half of the world's population live in areas enjoying the fast pace of life.
- 7 100 student signed up to clean the beach.

4 **ICT** In groups do some research and find out about any city farms or community gardens in your country. Prepare a 1-minute talk and present it to the class.

- | | | | |
|------------------|----------------|------------------------|---------------|
| 0 A times | B openings | C opportunities | D occasions |
| 1 A prospect | B chance | C probability | D luck |
| 2 A enjoy | B invite | C tempt | D attract |
| 3 A designed | B aimed | C intended | D proposed |
| 4 A means | B facilities | C resources | D services |
| 5 A move | B join | C come | D meet |
| 6 A charged with | B managed with | C watched out | D cared for |
| 7 A seen | B noticed | C watched | D experienced |
| 8 A salary | B income | C finances | D stock |

1  Look at the picture and the title of the article. What do you think the article is about? Listen, read and check.

2 Read the text and mark the sentences (1-5) as T (true) or F (false).

- 1 Average global temperatures have increased in the last century.
- 2 The 1990s were one of the coldest decades on record.
- 3 Polar bears hunt for seals all year round.
- 4 The Hudson Bay population of polar bears has decreased over the last 10 years.
- 5 Polar bears are at great risk due to global warming.

3 Match the words in bold in the text to their synonyms in the list below.

1 amount of food	10 unclear
2 types	11 consequences
3 fall down	12 states
4 maintain	13 choosing not to eat
5 shrinking	14 discharge
6 exactly	15 lessening
7 disturbing speeds	16 became less
8 gone up	17 places where a wild animal gives birth to its young
9 disastrous	

4 **THINK!** In pairs, write a list of things that must be done to improve the condition of the environment and reduce global warming. Share your ideas with the class.

Project!

ICT Research another animal that is affected by global warming. Prepare a short presentation to share your findings with the class. You can visit this website: <http://www.greenpeace.org>

Global Warming



Global warming is a hot topic that shows little sign of cooling down. The Earth's climate is changing, but **precisely** whether we can stop the process is **uncertain**. Over the last century average global temperatures have **increased by** approximately one degree, while in Alaska, North-Western Canada and Eastern Russia it is believed average temperatures have increased by as much as three to four degrees. In the Northern Hemisphere, the spring thaw occurs nine days earlier and the winter freeze happens about ten days later than it did 150 years ago and the last two decades have been the warmest ever recorded since the mid-1800s.

Global warming has serious **repercussions** for life on the planet. One immediate result is that many animal **species** are fighting for survival. One example is the polar bear population that lives in the Hudson Bay area of Northern Manitoba. The **reduction** in ice, as well as a shorter winter season, means that the bears have a reduced hunting period. For some bears, their yearly **food intake** has **decreased** by as much as ten kilograms. Some of them are not able to survive the summer **fast** period because they have not stored enough energy to **sustain** themselves. They need the ice to cover the sea during the winter months so they can hunt for seals, their main source of food. However, the sea ice is melting and breaking up because of global warming. Glaciers and icebergs are **receding** and disappearing at **alarming rates**. Studies suggest that the West Hudson Bay polar bear population has decreased by as much as 20 percent in just 10 years. Warmer weather in the region also has a **cataclysmic** effect on female bears and their **maternity dens**. Many dens **collapse in** the spring due to heavy rains and trap the mothers and their cubs. In some instances, the increased temperatures melt the frozen ground where the dens are located, also causing them to collapse. Unless the mother and cubs are rescued, most of these animals die.

If we continue to do nothing to reduce the **emission** of greenhouse gases and continue to pollute our environment, ice **conditions** in the Hudson Bay area will not be able to sustain and support its population of polar bears and we will have forced yet another species into extinction.

Progress Check 1

1 Fill in: *wiped out, exterminated, passed, protect, eliminate, sustain, destroyed, depicts, captured, ban.*

- We should animal habitats, not destroy them.
- It is said that dinosaurs were when an asteroid hit the Earth 65 million years ago.
- The international agreement to whaling has been in force since 1986.
- Our group is pushing for a law to be which would stop people trespassing in the area.
- If something isn't done soon, the rainforest will be completely
- As trees are cut down, habitats that local wildlife are destroyed.
- After they had the lion, they sent it to a conservation park.
- Millions of rats were in order to try and prevent an epidemic.
- The film the life story of an environmentalist.
- One aim of doctors is to diseases such as malaria.

(Points: $\frac{\quad}{20}$
10X2)

2 Fill in with: *destructive, coin, natural, keep in, soil, ozone, radical, acid, eye, ruin.*

- | | |
|-------------------|----------------------|
| 1 forces | 6 of the storm |
| 2 rain | 7 changes |
| 3 friendly | 8 one's career |
| 4 habitats | 9 captivity |
| 5 fertility | 10 the term |

(Points: $\frac{\quad}{10}$
10X1)

3 Rewrite the sentences using the passive.

- The factory dumped large amounts of toxic waste into the lake.
- The local government is proposing a law to stop fishing at night.
- The poachers shot twelve gorillas last month.
- Greenpeace is holding a rally in the local stadium.
- People say that the Earth is heating up fast.

(Points: $\frac{\quad}{20}$
5X4)

4 Complete the sentences using the words in bold. Use two to five words.

- It would have been better if they hadn't built the power plant here.
only If built the power plant here.

2 We didn't go on that holiday because it wasn't environmentally friendly.

been If environmentally friendly, we would have gone.

3 She didn't join the organisation and now she can't go to the meeting.

wished She the organisation, then she could go to the meeting.

4 Firefighters evacuated the area.

was The area firefighters.

5 They ought to have banned salmon fishing on the lake by now.

been Salmon fishing on the lake by now.

(Points: $\frac{\quad}{15}$
5X3)

5 Rewrite the sentences.

1 As soon as it got hot and windy, a forest fire broke out. No sooner

2 I have never heard of anything crueller than killing animals for sport. Never

3 He was only able to enter the conservation area after he had shown the proper papers.

Only

4 If they had known how much damage the tourists would cause, they wouldn't have let them come.

Had

5 The number of species disappearing will never decrease unless people stop polluting.

Not until

(Points: $\frac{\quad}{20}$
5X4)

6 Complete the missing prepositions.

1 It should be illegal to experiment animals.

2 We should insist governments punishing businesses that cause pollution.

3 The group stands the rights of animals.

4 Shelley didn't know what RSPCA stands

5 Poachers shouldn't be let with a fine when they are caught the first time.

(Points: $\frac{\quad}{15}$
5X3)

Now I can ...

(My score: $\frac{\quad}{100}$)

- talk about endangered animals and environmental issues
- repeat and confirm
- express concern
- use the passive, conditionals/wishes, inversion
- make a presentation on humpback whales
- write a summary of a text
- write reports

... in English