

# On Screen

Student's Book

B2



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Express Publishing

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| <b>Module 8</b><br><b>Nature Attacks! (pp. 117-132)</b><br><hr/> <b>Language Knowledge 8</b><br>(pp. 128-129)<br><b>Language Focus 8</b> (p. 130)<br><b>Progress Check 8</b> (pp. 131-132)          | <ul style="list-style-type: none"> <li>• natural disasters</li> <li>• extreme weather</li> <li>• temperature</li> <li>• phrasal verbs with <i>give</i></li> <li>• forming verbs from adjectives &amp; nouns</li> </ul>                                                               | <i>Disasters</i><br>(multiple matching;<br>answer questions)                                                                            | <ul style="list-style-type: none"> <li>• reported speech (statements, questions, commands; requests)</li> <li>• <i>say – tell</i>, reporting verbs</li> <li>• reporting modal verbs</li> </ul> |
| <b>CLIL/Culture (pp. CC1-CC8)</b><br><b>Writing Bank (pp. WB1a-WB8)</b>                                                                                                                             |                                                                                                                                                                                                                                                                                      | <b>Grammar Reference (pp. GR1-GR15)</b><br><b>Irregular Verbs (p. IV1)</b>                                                              |                                                                                                                                                                                                |

| Listening                                                                                                                                                                                                                               | Speaking                                                                                                                                                                                                                                                 | Writing                                                                                                                                                                                                                                                          | CLIL/Culture                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• a radio interview (matching)</li> <li>• a TV show (multiple choice)</li> <li>• intonation: stressed syllables</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>• describe people</li> <li>• introduce oneself &amp; others</li> <li>• social expressions</li> <li>• ask for/give personal information</li> <li>• describe a picture</li> <li>• express likes/dislikes</li> </ul> | <ul style="list-style-type: none"> <li>• a paragraph comparing yourself with the Akha tribe</li> <li>• an informal email – describing a person (informal style; word order; linking ideas; punctuation)</li> </ul>                                               | <ul style="list-style-type: none"> <li>• CLIL (Biology): <i>Where did you get that from?</i> (answer questions)</li> <li>• Culture spot: Foot Guards</li> </ul>                    |
| <ul style="list-style-type: none"> <li>• an interview (T/F statements)</li> <li>• a lecture (multiple choice)</li> <li>• stress in questions</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• make suggestions</li> <li>• agree/disagree</li> <li>• make decisions</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>• a paragraph suggesting ways to protect seahorses</li> <li>• an essay providing solutions to problems (topic/supporting sentences; planning an essay)</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• CLIL (Environmental Science): <i>Precious Water</i> (T/F statements)</li> <li>• Culture spot: Greenpeace</li> </ul>                       |
| <ul style="list-style-type: none"> <li>• announcements (matching)</li> <li>• a story (T/F note taking)</li> <li>• a radio show (multiple choice)</li> <li>• intonation: stress in exclamations (<i>what; what a/an; how</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• asking for information</li> <li>• express dissatisfaction/sympathy/surprise/disbelief</li> <li>• describe pictures</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• a description of an experience</li> <li>• a description of a visit to a place (adjectives/adverbs; make comments; use modifiers; brainstorm for ideas)</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• CLIL (Geography): traffic (matching)</li> <li>• Culture spot: The Grand Canyon</li> </ul>                                                 |
| <ul style="list-style-type: none"> <li>• a TV commentary (note taking)</li> <li>• a radio programme (multiple choice)</li> <li>• intonation in exclamations (<i>such, such a/an, so</i>)</li> </ul>                                     | <ul style="list-style-type: none"> <li>• invite &amp; accept or refuse an invitation</li> <li>• make decisions</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>• a paragraph comparing &amp; contrasting celebrations</li> <li>• a description of a festival you attended (using adjectives; collocations; error correction; brainstorming)</li> </ul>                                   | <ul style="list-style-type: none"> <li>• CLIL (Art &amp; Design): <i>World of Wearable Art</i> (T/F statements)</li> <li>• Culture spot: Independence Day, USA</li> </ul>          |
| <ul style="list-style-type: none"> <li>• report emergencies (sentence completion)</li> <li>• a radio show (multiple choice)</li> <li>• intonation in echo questions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• state a problem</li> <li>• ask for/give advice</li> <li>• express concern</li> <li>• compare &amp; contrast pictures</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• a description of a day in the life of a forensic photographer</li> <li>• a report</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• CLIL (Maths): ie charts, bar charts, line graphs</li> <li>• Culture spot: K-9 units</li> </ul>                                            |
| <ul style="list-style-type: none"> <li>• a radio talk (note taking)</li> <li>• a dialogue (multiple choice)</li> <li>• intonation in question tags</li> <li>• compare &amp; contrast pictures</li> </ul>                                | <ul style="list-style-type: none"> <li>• request/offer help</li> <li>• complain/respond to a complaint</li> <li>• compare pictures</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>• a paragraph expressing your feelings towards the future of robots</li> <li>• a for-and-against essay (express contrast with <i>although, even though, despite, in spite of; topic/ supporting sentences</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• CLIL (ICT): <i>How to save the battery power of your Tablet PC</i> (order of actions)</li> <li>• Culture spot: Tim Berners-Lee</li> </ul> |
| <ul style="list-style-type: none"> <li>• a documentary (note taking)</li> <li>• a dialogue (multiple choice)</li> <li>• pronunciation: /u/, /u:/</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• ask for opinion – give opinion; ask for reasons</li> <li>• describe photographs – compare and contrast photographs</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• a paragraph giving reasons</li> <li>• an opinion essay (I) (linking words; topic/supporting sentences)</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>• CLIL (PE): <i>Octopush</i> (complete sentences)</li> <li>• Culture spot: baseball</li> </ul>                                              |
| <ul style="list-style-type: none"> <li>• a radio documentary (multiple choice)</li> <li>• monologues (matching speakers)</li> <li>• pronunciation: homophones</li> </ul>                                                                | <ul style="list-style-type: none"> <li>• break news – respond</li> <li>• express surprise – disbelief</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>• an interview</li> <li>• a story (past tenses; adjectives/adverbs; set the scene; brainstorm)</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>• CLIL (Science): <i>Tornadoes</i> (matching headings to paragraphs)</li> <li>• Culture spot: FESA</li> </ul>                               |

Word List (pp. WL1-WL17)  
Pronunciation (p. PR1)

American English-British English Guide (p. AE-BEG1)

**1** Which of these sentences are true about water? Decide in pairs. Read and check.

- 1 Water covers over 90% of the Earth's surface.
- 2 1.7% of water is underground.
- 3 7.1% of water is frozen.
- 4 Only 2.5% of the water on Earth is fresh.
- 5 30% of the people on Earth do not have clean water to drink.
- 6 In the next twelve years the majority of the Earth's population will face water shortages.
- 7 If you leave a hose running it can waste 23 gallons per minute.
- 8 We use over 200 litres of water to take a shower.

**2** Read the text again, then ask and answer questions based on it.

Q: How much of the Earth's surface does water cover?

A: 70.9%.

**3** **ICT** In groups collect information about water. Use the Internet or other sources. Prepare a quiz for your classmates.

## PRECIOUS WATER

As the old saying 'water, water, everywhere' suggests, there is water all over our planet. In fact, water covers a total of 70.9% of the Earth's surface. 95.5% of this is in the form of saltwater in the oceans, 1.7% is groundwater, 1.7% is frozen in glaciers and ice caps, and a mere 0.001% takes the form of clouds and precipitation. Despite the huge volumes of water present, the Earth actually has a limited supply of freshwater. In fact, only 2.5% of the water on the planet is fresh and most of this is frozen in glaciers at the poles or trapped deep underground, leaving less than 1% directly available for human consumption. Even though we only use about 30% of this total global supply, 40% of the planet's inhabitants do not have access to safe drinking water and it is estimated that in the next twenty years 66% of the world's population may face severe water shortage problems. Although it is true that water is everywhere we need to remind ourselves just how precious freshwater is and use it conscientiously and with care.

### Clever Tips for saving water

- Just by turning off the water when you brush your teeth you can save up to 30 litres of water. That's over 750 litres per month which is enough to fill a huge fish tank housing 6 small sharks!
- Washing your bike or car with a bucket and sponge instead of a hose saves water too. Using a hose can waste as much as 23 gallons per minute if you leave it running.
- When you take a shower you use much less water than filling up a bathtub. Taking a shower uses about 40 to 95 litres, while a bath uses up to 265 litres of water.
- The ideal time to water your plants and garden is either in the early morning or late evening. Watering the garden when it's hot is wasteful because water evaporates before the plants have a chance to absorb it.

### Check these words

• saying • saltwater • groundwater • glacier • mere  
 • precipitation • volume • pole • human consumption  
 • global supply • access to • severe • water shortage  
 • hose • bathtub • wasteful • evaporate • absorb



## Culture Spot

**1** How are these words: *Vancouver, Amsterdam, commercial whaling* related to Greenpeace? Read to find out.

*Greenpeace is an environmental organisation that was founded in 1971 in Vancouver, British Columbia, Canada. It has got offices in 40 countries and a coordinating body in Amsterdam. Its goal is to 'ensure the ability of the Earth to nurture life in all its diversity'. All the members work on environmental issues such as deforestation, global warming, overfishing, commercial whaling and anti-nuclear issues.*

**2** Are there environmental groups/organisations in your country? What aspects of environmentalism do they deal with?



# The Environment

# Module 2

Module targets & objectives

## MODULE OBJECTIVES

### Vocabulary

- natural world
- animals
- environmental problems
- prepositional phrases
- phrasal verbs: *bring*
- word formation: forming nouns from verbs

### Reading

- multiple choice
- answer questions

### Grammar

- modals (*must, have to, need, should, ought to*)
- future tenses
- time words

### Listening

- an interview (true/false statements)
- a lecture (sentence completion, multiple choice)
- intonation: stress in questions

### Speaking

- making suggestions – agreeing/disagreeing
- making decisions

### Writing

- a paragraph suggesting ways to protect seahorses
- an essay providing solutions to a problem

### Language Focus

- phrasal verbs & prepositions
- word formation
- grammar in focus

### Progress Check

Presentation & practice of topic vocabulary through audio visual stimuli

## Our natural world

- 1** Which picture shows: *wild animals? mountains? birds? a river? the ocean? a lake? a forest? a desert? a waterfall?*

🎧 Listen and check, then say.



- 2** a) Fill in: *provide, cover, home, lack, shelter, areas, drop, insects*.

**A** They are one of nature's treasures. They are 1) ..... with a lot of trees and 2) ..... about 30% of the Earth's land surface. They provide food and 3) ..... to people and animals.

**B** They take up 70% of the Earth's surface. They are 4) ..... to some of the most amazing creatures on Earth. They 5) ..... 50% of the Earth's oxygen.

**C** They occupy 1/5 of the Earth's land surface. It rarely rains there. Reptiles, 6) ....., birds and mammals live there. They are hot and there is a 7) ..... of water and plants. However, temperatures 8) ..... at night.

b) Which of the pictures 1-9 does each text refer to?

- 3** Which of the things in the pictures exist/don't exist in your country? Name some. Write a few sentences. Tell the class.

*I live in ... . In my country there are rivers. The longest one is the ... River. There are also forests. Some are ... coast, others are in ... . There aren't any ..., though.*

**THINK!** Why is it important to take care of the environment? In three minutes write a few sentences. Tell the class.

All reading texts also appear on audio CDs

## 2a Reading

# UNIQUE UNDERWATER CREATURES



**A** Seahorses are beautiful and unusual fish that have captured the imagination of writers and artists for millennia, and which feature in the ancient mythology, legends and folklore of many countries. Seahorses seem so magical that, to this very day, many people still believe they only exist in children's stories. But the fact is, these delicate and shy little creatures are very real!

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**B** Scientists believe seahorses evolved at least 40 million years ago, and have survived from ancient times with only very small changes in their body structure and function. Seahorses have a peculiar appearance. They have a head like a horse, a pouch like a kangaroo, and a long, curved tail like a monkey. Their little bodies are covered in bony plates, not scales, and their tiny eyes resemble a chameleon's. Because of their confusing anatomy, for many years, people didn't know whether seahorses were a fish, an insect or a shellfish! Today, scientists know without a doubt that seahorses are fish because they have gills, a swim bladder and fins.

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**C** Seahorses live mostly in shallow, warm waters. They are not strong swimmers, using only a back fin and a pair of tiny fins behind their eyes to push them through the water. Seahorses spend a lot of time attached to seaweed or sea grass. They are able to hang on to sea grass and seaweed by wrapping their tails around the stems, which helps them to avoid being swept away by strong currents. While they hang from sea grass, their long, tube-like mouth, which has no teeth, acts like a Hoover for food, sucking up plankton. Strangely, seahorses have no stomach so they can't store their food. This means they have to eat fairly continuously throughout the day.

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**D** Another unique characteristic of seahorses is that they (along with their cousins, the pipefish) are the only creatures in the animal kingdom where the male, not the female, becomes pregnant and gives birth to babies! The female produces eggs and places them in a pouch inside the male, where they are fertilised. The male gives birth to between 5 and 200 young. Amazingly, just a few hours after the male gives birth, the female will once again place eggs in the male's pouch. What's more, it will be the same female because seahorses mate for life!

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**E** Sadly, seahorses are in danger all over the world. Their habitats are being destroyed by human activities. People catch seahorses for pets and for souvenirs. In Asia, people believe seahorses have magical powers so they are used in traditional Chinese medicine. The most endangered seahorse in the world is the Knysna seahorse, which is only found in South Africa. The reason it is in grave danger is that it has an exceptionally limited distribution range – it is only found in three estuaries in the whole of South Africa. Unless these estuaries are conserved, South Africa will lose its only seahorse species for good.

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- 1** a) Look at the photograph. What is this fish? What do you know about it?

b) Check the words below in the Word List. Use them to describe the fish's peculiar appearance.

- horse-like head • tiny eyes
- long pointed nose • pouch
- sharp spikes • no limbs
- bony plates • no scales
- gills • long curved tail
- swim bladder • fins

### Check these words

• capture imagination • millennia • feature • folklore • evolve  
• survive • body structure • function • peculiar • pouch • scales  
• resemble • chameleon • shellfish • gills • shallow waters  
• attached (to) • seaweed • wrap • stem • sweep (away) • current  
• suck (up) • pipefish • pregnant • fertilise • mate • grave danger  
• exceptionally limited • distribution range • estuary • conserve

### STUDY SKILLS

#### Getting the main idea

Every paragraph contains a main idea. Finding the main idea of each paragraph helps us understand what the text is about.

- 2** Read the text quickly. What is the main idea in each paragraph?

Exam-style reading tasks

**3** Choose the best answer according to the text. Give reasons for your answers.

- 1 Some people are convinced that seahorses
  - A are too small and timid to survive.
  - B are imaginary creatures.
  - C should feature in more children's stories.
  - D have the ability to perform magic.
- 2 Scientists believe modern-day seahorses
  - A look very similar to prehistoric seahorses.
  - B are able to change their body structure.
  - C may be related to the chameleon.
  - D have poor eyesight.
- 3 Seahorses attach themselves to seaweed and sea grass
  - A in order to eat it.
  - B using their mouths and tails.
  - C to stay safe in rough waters
  - D when they want to travel long distances.
- 4 Eating for seahorses
  - A is difficult as they don't have teeth.
  - B takes up a lot of their time
  - C involves storing plankton in their bodies.
  - D requires them to chew continuously.
- 5 When it comes to reproduction, seahorses
  - A like to mate with as many different seahorses as possible.
  - B are the only fish where the males give birth.
  - C are pregnant more or less continuously.
  - D give birth to very small numbers of young.
- 6 The Knysna seahorse
  - A is the rarest of South Africa's three seashores species.
  - B is used as medicine in some cultures.
  - C is found throughout South Africa.
  - D is in more danger than any other seahorse species.

**5** Find words or phrases in the text that mean the opposite of:

- ordinary (para A)
- deep (para C)
- common (para D)

**6** Find words in the text that mean:

- fragile (para A)
- strange (para B)
- non-stop (para C)
- pair off (para D)
- most serious (para E)

**7** Complete the summary. Use these words: *curved, mate, bony, currents, gives, shallow, store, catch, peculiar, lost, attach, places, grave.*

Seahorses are fish with a 1) ..... appearance. They have a 2) ..... tail and 3) ..... plates. They live in 4) ..... warm waters. They can't swim well so they 5) ..... themselves to seaweed so that strong 6) ..... won't sweep them away. They eat most of the time because they have no stomach to 7) ..... food. The male seahorse 8) ..... birth to babies. The female 9) ..... the eggs in the male's pouch. Seahorses 10) ..... for life. Unfortunately, they are in danger because people 11) ..... them for pets or souvenirs. The Knysna seahorse is in 12) ..... danger. If we don't protect it, this species will be 13) ..... for good.



**4** Listen and read the text. Answer the questions in your own words.

- 1 What characteristics make seahorses fish?
- 2 How do seahorses reproduce?
- 3 Why is the Knysna seahorse an endangered species?

**Did you Know?**

Less than 1% of young seahorses make it to adulthood.



- What did you know about seahorses? What did you learn from the text? Write sentences or tell your partner.
- **THINK!** Write a few sentences about how to protect seahorses. Tell the class.

**ICT** Collect information about the pipefish. Use the key word: *pipefish*. Tell the class.

Think, Did you know and ICT (research) sections to raise the students' intellectual standards

# 2b

## Topic vocabulary exercises

### Vocabulary

#### Topic vocabulary Types of animals

- 4 Choose the correct word.  
🔊 Listen and check.



Contextualised vocabulary exercises based on the texts

#### Vocabulary from the text

- 1 Replace the underlined words with words in the list in their correct form: *evolve, resemble, grave, capture, hang on, peculiar.*
- These beautiful animals have caught the imagination of writers.
  - They changed form and developed into different forms a long time ago.
  - Their appearance is very strange.
  - Their eyes look like a chameleon's.
  - They usually hold on to sea grass.
  - The Knysna seahorse is in very serious danger.
- 2 Fill in: *refrain, destroy, prevent, damage, avoid.*
- Please ..... from eating too much chocolate. It's bad for the teeth.
  - When hiking, wear boots if you want to ..... being bitten by a snake.
  - We humans will completely ..... the Amazon rainforest if we are not careful.
  - Acid rain can cause a lot of ..... to forests.
  - Wearing sunscreen will ..... you from getting sunburnt.
- 3 Fill in: *in, at, without, to.*
- Dinosaurs have been extinct for ..... least 65 million years.
  - ..... a doubt, Einstein was one of the greatest scientists ever.
  - In humans, skeletal muscles are attached ..... bones.
  - Cats usually give birth ..... between one and eight kittens.
  - Male seahorses are the only creatures ..... the animal kingdom that give birth ..... babies.
  - Many plant and animal species are ..... danger of extinction.

**Cheetahs**, the fastest animals on Earth, are 1) *endangered/threatened* by habitat 2) *loss/waste* because people cut down trees. People also hunt them for their spotted pelt. Farmers kill them in order to 3) *protect/preserve* their livestock.



The **blue whale**, the 4) *biggest/largest* of all whales, is now legally 5) *supported/protected* against hunting and killing. There are only 2,500 left.

The **Mediterranean monk seal** is in 6) *danger/trouble* because people hunt it for its skin and because they get 7) *trapped/grabbed* in fishing nets. Nowadays, a lot of countries protect this species by 8) *law/rule*.



The **Thailand giant catfish** is 9) *meeting/facing* 10) *extinction/disappearance* due to overfishing and habitat loss.

- 5 a) Read the definitions.

**mammals:** warm-blooded animals that give birth to live babies and feed their young on milk

**reptiles:** cold-blooded animals which have scaly skin and lay eggs

**amphibians:** animals that live both on land and in water

**fish:** cold-blooded creatures that live in water and usually have gills and fins

**rodents:** small mammals with sharp front teeth

**birds:** creatures with feathers and wings

**insects:** small animals that have six legs and most of them have wings

- b) Which type of animal are each of the animals below? Decide in pairs.

🔊 Listen and check.

- mouse • fly • monkey • whale • beetle • frog
- dolphin • seal • eagle • squirrel • butterfly
- parrot • crocodile • toad • tuna • jaguar
- iguana • salmon • kangaroo • chameleon • bear



Systematic practice on prepositions

# 2b

## Environmental problems

6 Match the environmental problems (A-H) to the pictures (1-8).

- |                            |                  |                            |                           |
|----------------------------|------------------|----------------------------|---------------------------|
| A <input type="checkbox"/> | deforestation    | E <input type="checkbox"/> | endangered species        |
| B <input type="checkbox"/> | forest fire      | F <input type="checkbox"/> | landfills full of rubbish |
| C <input type="checkbox"/> | air pollution    | G <input type="checkbox"/> | oil spill                 |
| D <input type="checkbox"/> | melting ice caps | H <input type="checkbox"/> | water pollution           |



7 Match the environmental problems (1-7) to the solutions (a-g). Then discuss in pairs, as in the example.



| Environmental Problems                               | Solutions                                 |
|------------------------------------------------------|-------------------------------------------|
| 1 <input type="checkbox"/> disappearing forests      | a turn off lights when we don't need them |
| 2 <input type="checkbox"/> endangered animals        | b use taps carefully                      |
| 3 <input type="checkbox"/> polluted beaches          | c use public transport                    |
| 4 <input type="checkbox"/> energy waste              | d recycle rubbish                         |
| 5 <input type="checkbox"/> air pollution             | e clean up the coastline                  |
| 6 <input type="checkbox"/> global water shortage     | f stop hunting them                       |
| 7 <input type="checkbox"/> landfills full of rubbish | g plant trees                             |

A: How can we solve the problem of disappearing forests?  
 B: We can plant trees.

## Prepositional phrases

8 Choose the correct preposition in bold. Check in the Word List. Make sentences using the prepositional phrases.

- A lot of animals are **at/in** risk of extinction.
- We must **protect** habitats **of/from** disappearing.
- You can help **save** animals **of/from** extinction.
- Seahorses **rely on/with** camouflage to **hide of/from** predators.
- 'Wildlife' means animals living **at/in** the wild.

## Word formation (forming nouns from verbs)

9 Complete each sentence with the nouns derived from the words in bold.

We form nouns from verbs using the following suffixes: **-ion** (prevent-prevention), **-ation** (converse-conversation), **-sion** (explode-explosion), **-tion** (suggest-suggestion)

- Recycling helps control environmental ..... (POLLUTE)
- In ....., both people and animals will benefit if laws are made to abolish illegal animal trading. (CONCLUDE)
- The animal shelter has announced that there will be a ..... in staff because of financial difficulties. (REDUCE)
- There's a great ..... of documentaries about endangered species to watch. (COLLECT)
- There is a meeting on whale ..... next Monday. (CONSERVE)

## Phrasal verbs: BRING

10 Choose the correct particle. Check in the Word List.



- His new book about endangered species will be brought **about/out** this May. (be published)
- Environmentalists helped to bring **about/round** a change in the law. (caused to happen)
- She managed to bring **out/up** her three children on her own. (raise)
- He brought **up/about** the issue of saving the whales during the seminar. (mentioned)
- He fainted, but the doctor brought him **about/round**. (regained consciousness)

Systematic practice of word formation

Systematic presentation & practice on phrasal verbs

# 2c Grammar in use

**Modal Verbs**

A You **should/ought to** respect the environment.

B You **mustn't** hunt endangered species.

C You **must/have to** use public transport in order to reduce pollution.

D You **don't have to/needn't** pay for a ticket to enter the zoo.

▶ see pp. GR3 – GR4

- 1** Read the speech bubbles. Which of the modals in bold express:
- *prohibition* (it's wrong/against the law/it's forbidden)?
  - *advice/suggestion* (it's the right thing to do/it's a good idea)?
  - *obligation/duty/necessity* (it's your duty/you are obliged to)?
  - *lack of necessity* (it's not necessary)?

- 2** Read the sentences and choose the correct words. Listen and check.
- 1 We **mustn't/should** all do what we can to protect the environment.
  - 2 You **mustn't/don't have to** buy products made from endangered species.
  - 3 More people **ought to/mustn't** recycle.
  - 4 People **mustn't/don't have to** use their cars for short distances when they can walk.
  - 5 We **needn't/mustn't** damage coral reefs.
  - 6 Making your house environmentally friendly **needn't/mustn't** cost a lot of money.
  - 7 We **ought to/mustn't** put our litter in a bin and not throw it on the street.
  - 8 It's a good idea to adopt an animal; more people **should/mustn't** do it.

- 3** Rewrite the sentences using appropriate modal verbs.
- 1 It's against the law to hunt blue whales.  
*We **mustn't** hunt blue whales.*
  - 2 It's a good idea to join an environmental group. ....
  - 3 It's against the law to hunt cheetahs.  
.....
  - 4 It's the right thing to protect endangered species. ....
  - 5 It's wrong to hunt animals for their fur.  
.....

**Will/Going to**

- 1 Look at those dark clouds! It's **going to** rain.
- 2 I'm **going to** join Greenpeace this year.
- 3 I think he **will** succeed.

▶ see p. GR4

- 4** Match sentences 1-3 to what they express: a prediction based on what we think/believe, a future plan/intention, a prediction based on what we see. Check in the Grammar Reference Section.

- 5** Fill in: *will* or *am/is/are going to*.
- 1 A: What are you doing this afternoon, Bob?  
B: I ..... clean up the park. Come with me.
  - 2 A: Have you taken the recycling to the centre?  
B: Sorry. I ..... do it later.
  - 3 A: I'm helping at the animal shelter today.  
B: I think I ..... join you.
  - 4 A: Where is Ann going?  
B: To the beach. She ..... meet Peter and help pick up litter.
  - 5 A: Where are all these people going?  
B: To the park. They ..... plant some new trees.

**Future continuous/Future Perfect**

- 1 This time next week, I'll **be travelling** to Spain.
- 2 This time next week, I'll **have finished** my project.
- 3 I'll **be seeing** Ann tonight.

▶ see p. GR5

- 6** a) Read the examples 1-3. Which verb form expresses: a previously arranged action?  
an action in progress at a certain time in the future?  
an action finished before a certain future time?  
Check in the Grammar Reference section.

b) Put the verbs in brackets into the correct tense.

- A: How long have you been a member of this environmental group?  
B: By the end of June, I ..... (be) with them for a year.
- A: Aren't you meeting Bob at the animal shelter?  
B: By the time we get there, he ..... (leave).
- A: When's 'No Car Day'?  
B: This time tomorrow, I ..... (walk) to work.
- A: We ..... (clean-up) the park by tonight.  
B: That's great.

- 7** What will you be doing: at 6 o'clock tomorrow afternoon? at 8:30 Sunday evening? What will you have done by the time you are 30?

### Time Clauses

He'll come as soon as he finishes work.  
I'll leave when she gets here. (time word)  
BUT: When will she get here? (question word)

▶ see p. GR5

- 8** a) Read the examples. What tense do we use after time words (*when, until, before, as soon as, after, etc*) to refer to the future?
- b) Put the verbs in brackets into the *present simple* or *future*. Compare with your partner.
- We should help the environment before it ..... (be) too late.
  - We ..... (wait) until we have enough volunteers.
  - She ..... (start) a clean-up campaign before she goes to college.
  - What will he do after he ..... (finish) school?
  - She wants to be an environmentalist when she ..... (grow up)

- 9** Choose the correct item.

We can all do a number of simple things that 1) **will/should** make a big difference to the environment and we 2) **don't have to/mustn't** change our lifestyles very much either. For example, if you insulate your home, you help the environment and save on your energy bills. Also, you 3) **should/need** check the settings on your central heating and your fridge. If you 4) **turn/are going to turn** the temperature down just a few degrees you 5) **will/must** save money and energy 6) **before/when** you know it. You 7) **should/ought** also switch all the light bulbs in your house to energy-efficient ones and by this time next year you'll 8) **be paying/have paid** a lot less.

### Sentence transformations

- 10** Complete the second sentence so that it means the same as the first. Use appropriate modal verbs.

- It's the right thing to help protect endangered species.  
We .....
- It's not necessary to water the plants.  
You .....
- It's a good idea to turn off lights when you don't need them.  
You .....
- It's against the law to drop litter in the street.  
You .....
- You are obliged to keep your dog on a short lead near farm animals.  
You .....

- 11** Spend two or three minutes revising the grammar structures you have learnt in this lesson. In pairs, make sentences using them. Tell the class.

Activities to activate grammar structures presented

# 2d Listening skills

Before listening activities to prepare students for the listening tasks

**1** a) You will hear an interview with a scientist about lions. Before you listen, check these words in the Word List.

- *game reserves* • *habitat loss* • *hunting*
- *accidental poisoning* • *vanish*
- *critically endangered species list*
- *poacher* • *breed*

b) Listen to the dialogue and decide if each sentence is **True** or **False**.

- 1 Most lions live in national parks and game reserves. ....
- 2 Three decades ago, there were 180,000 more lions in the wild. ....
- 3 Most experts agree it is probably too late to save the lion. ....
- 4 Many lions are killed by mistake. ....
- 5 Dr Richards is trying to raise money to save lions. ....

c) What did you learn from the interview about lions? Why are lions in danger? What can you do to help? Tell your partner.

### Stress in questions

**2** a) Read the sentences and find the stressed syllables.

- 1 Can you tell us why lions are in danger?
- 2 How many lions should there be in the wild?
- 3 Can lions be saved from extinction?
- 4 What can we do to help?

b) Listen and check, then say.

**3** Read the facts. Why is the Amazon Rainforest important?

## Amazon Rainforest

### FACTS & FIGURES

**Over half the planet's remaining rainforest is in the Amazon.**

- **One in ten known species in the world lives there.**
- **More than 20% of the world's oxygen is produced there.**

**4** a) You will hear a lecture about forests. Before you listen, check these words in the Word List.

- *raise awareness* • *oxygen supply*
- *land surface* • *urban areas* • *cures*
- *life-threatening diseases* • *medicinal uses*

b) Listen and complete the sentences.

- 1 Forests keep the world's climate .....
- 2 They are home to over 50% of the world's .....
- 3 Nowadays, rainforests represent about of the world's land surface .....
- 4 Rainforest plants could provide us ..... life-threatening diseases.
- 5 To help protect rainforests, we mustn't waste .....

**5** Listen again and for questions 1-5 choose the correct answer A, B or C.

- 1 Less than ten percent of the Earth's land mass
  - A is home to wildlife.
  - B is covered by rainforests.
  - C produces the world's oxygen supply.
- 2 Which is NOT mentioned as a reason that trees are cut down?
  - A to clear for farmland
  - B to develop towns
  - C to reduce land surface
- 3 One hundred and thirty-seven rainforest species
  - A are becoming extinct every day.
  - B have been tested.
  - C are cut down for wood.
- 4 What does Jeremy suggest we should do to help rainforests?
  - A use less paper
  - B recycle wooden furniture
  - C buy paper online
- 5 Jeremy believes that people
  - A do not love this planet.
  - B are very sad about the planet.
  - C often don't remember their duty.

**6** What did you learn from the lecture about rainforests? How can you help to save them? Tell your partner.

Intonation practice

Activities to consolidate the listening tasks

## Suggestions

- 1** a) Julie is having a problem with her electricity bill. Her friend is suggesting ways to reduce energy waste.  
 Listen and read to find out what her friend suggests.

Bill: Hi, Julie. What's wrong?  
 Julie: Hi, Bill. I just can't believe it! My electricity bill was really expensive last month.  
 Bill: You must be wasting a lot of energy. You should save electricity to help the environment as well as to save money.  
 Julie: OK. What do you suggest?  
 Bill: First of all, maybe you could turn the lights off when you leave a room.  
 Julie: Good thinking. I'd save a lot of money on my bills.  
 Bill: Why don't you buy energy-saving light bulbs, too?  
 Julie: That's an excellent idea! What else would you suggest?  
 Bill: How about shutting your computer down when you're not using it?  
 Julie: I'm not sure about that. I often download music and need to keep it running. How about if I used a screensaver instead?  
 Bill: That would certainly save energy from your monitor.  
 Julie: Thanks, Bill. You've been a big help.  
 Bill: You're welcome.



b) Take roles and read the dialogue aloud.

- 2** Use phrases from the language in the table and the ideas below to act out a dialogue suggesting other ways to save energy at home.

- only use your washing machine/dishwasher when it is full
- turn off all appliances when you are not using them
- remove the phone charger from the socket when your phone has charged
- make sure windows and doors are closed when heating/air conditioning is on

Useful language and vocabulary to help students develop their speaking skills

| Making suggestions                                                                                                                                                                                                                                                     | Agreeing/Disagreeing                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>How/What about (+ -ing form) ...?</li> <li>Let's (+ bare infinitive) ...</li> <li>Why not (+ bare infinitive) ...?</li> <li>Perhaps/Maybe you/we could ...</li> <li>Why don't you/we ...?</li> <li>You/We should ...</li> </ul> | <ul style="list-style-type: none"> <li>That sounds great.</li> <li>I think it's a great idea.</li> <li>That's an excellent idea!</li> <li>Good thinking.</li> <li>Yes, I suppose you're right.</li> <li>OK. Why not?</li> <li>OK. What do you suggest?</li> <li>I don't think it's a good idea.</li> <li>I don't think so.</li> <li>I'm not sure about that.</li> <li>How about ... instead?</li> </ul> |

## Making decisions

- 3** a) The pictures show some possible ways to save energy at school. In pairs complete the sentences with: *install solar panels, energy-saving ones, turning on the air-conditioning, turn off lights, put stickers.*



- If we all ..... when classrooms are empty, we can save energy.
- How about replacing all the light bulbs with .....?
- Why don't we ..... on the computers to remind us to shut them down?
- It would be a good idea to open windows instead of ..... when it's hot.
- Perhaps the school could ..... to power the heating.

- b) Listen to a pair suggesting ways to save energy at school. What reasons do they give for the decisions they made? Do you agree with them? Why/Why not?

2f

## Writing An essay providing solutions to a problem

▶ Writing Bank 2 p. WB2

### Rubric analysis

- 1** Read the rubric. What do you have to do? Choose the correct answer A, B or C.

You have had a class discussion about air pollution. Your teacher has asked you to write an essay discussing ways on how to reduce air pollution. Write your essay (140-190 words).

- A Write your opinion on the topic.
- B Write your suggestions on how to solve the problem.
- C Write only what the problem and its causes are.

### Model analysis

- 2** Read the model. Answer the questions.

**1** Pollution of the Earth's atmosphere has reached frightening proportions. This is largely due to the growth of industry and increased use of private vehicles. So what can be done about this problem?

**2** One effective solution is for people to leave their cars at home and use public transport instead. By doing this, there would be fewer exhaust fumes and air pollution levels would be reduced.

**3** Another solution is to plant more trees in urban areas. Then, as the trees absorb harmful gases such as carbon monoxide and breathe out oxygen, the air in our cities will become cleaner.

**4** Thirdly, it is important to save energy. Power stations contribute to air pollution. By turning off lights and appliances when we don't need them, we help reduce the pollution problem.

**5** In conclusion, I strongly believe that trying to reduce air pollution is something which involves us all. Everyone must take action before it is too late.



- 1 What problem is the essay about? Which paragraph states it?
- 2 What solutions does the writer suggest?
- 3 What results can each solution have?
- 4 Which paragraph summarises the writer's opinion?

### STUDY SKILLS

#### Topic/Supporting sentences

In essays the main body paragraphs should begin with topic sentences. A topic sentence introduces or summarises the main topic of the paragraph and gives the reader an idea of what the paragraph is about. A topic sentence should be followed by supporting sentences which provide examples, results, reasons, justifications to support the topic sentence.

- 3** a) Find the topic sentences in the main body paragraphs. Does each introduce a new topic? Do the rest of the sentences in each paragraph further explain the topic sentence?

b) Replace the topic sentences with other appropriate ones.

- 4** a) Read the paragraphs below. What problem is each about?

**A** We can buy loose fruit, vegetables, cheese, meat and fish. We can also take our own shopping bags to the supermarket and avoid using plastic ones. By doing this we can reduce the amount of rubbish we create.

**B** We can turn off the tap when running water is not necessary. This way we help prevent water shortages.

**C** We can stop buying products made of ivory, coral, reptile skin or tortoiseshell. This way, we help protect endangered species.

b) Write appropriate topic sentences for the paragraphs in Ex. 4a.

- 5** Expand the notes to form topic and supporting sentences, as in the example. Use phrases from the Useful Language box.

1 encourage people/use public transport – there be/less cars on streets

*A useful solution is to encourage people to use public transport. This way there will be less cars on the streets.*

2 move factories/the countryside – air in cities/be cleaner

3 avoid buying products/endangered species – protect endangered animals

4 organise clean-up days/keep local parks/beaches/clean

5 start recycling – reduce/amount of rubbish

Activities designed to help students decode rubrics

Model composition and model analysis in every module

Study skills to improve and develop students' writing skills

Useful language and vocabulary boxes to help students improve their writing skills

2f

### STUDY SKILLS

#### Planning an essay providing solutions to a problem

Before you start writing an essay providing solutions to a problem, think of possible solutions and examples to support each solution you suggest. Then organise your notes into paragraphs. This will help you write your essay.

### Writing

**6** Read the rubric. What problem are you going to write about?

You've had a class discussion on the following topic: **Every year more and more animals are facing extinction. We must all help protect endangered species.** Your teacher has asked you to write an essay providing solutions to the problem (140-190 words).



**7** Look at the notes. Which are solutions? Which are results?

Ideas to help students do the writing task



**8** Use phrases from the Useful Language box to write sentences joining each solution to its expected result.

*A useful solution is .... This way, ...*

**9** Check the theory in the Writing Bank. Then write your essay. Use ideas from Exs 7 & 8. Follow the plan. Don't use short verb forms. Start each main body paragraph with a topic sentence.

### Useful Language

#### Introducing topic sentences providing solutions

- A useful/effective solution/suggestion is ...
- Another solution is ...
- Another way to solve the problem is ...
- It is a good idea to ...
- It could help if ...

#### Introducing supporting sentences presenting possible results

- This way,/In this way, • Then,
- As a result, • By doing this, we can ...
- If we do this, the result can be ...

### Plan

#### Introduction

(Para 1) *state the problem and/or its causes*

#### Main Body

(Para 2) *first suggestion and expected result*

(Para 3) *second suggestion and expected result*

(Para 4) *third suggestion and expected result*

#### Conclusion

(Para 5) *summarise your opinion*

Detailed writing plan for students to follow



### Checklist

Checklist to help students proofread and edit their pieces of writing

When you finish your piece of writing, check it for the following:

- Have you stated the problem and its causes?
- Have you stated your opinion?
- Are your paragraphs well-structured?
- Do the main body paragraphs start with an appropriate topic sentence?
- Do the supporting sentences further explain the main idea of the topic sentence?
- Have you presented each suggestion together with its result?
- Have you used full verb forms?
- Is your essay within the word length?
- Are there any spelling/grammar/punctuation mistakes?

# Language Knowledge 2

- 1** Think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).



## The Daintree

The Daintree is 0) *an* ancient tropical rainforest stretching for 95 km 1) ..... the far north coast of Queensland, Australia. At 100 million years old, it is the world's oldest rainforest. The Daintree is also known as the "planet's nursery" due to the 2) ..... that the majority of the Earth's tree and flower species originate from there. Some of these plants, 3) ..... the massive king tree fern, were around when dinosaurs walked the earth! The Daintree's extraordinary biodiversity includes many species of rare animals not found anywhere else on earth, like the southern cassowary, a tall, flightless bird, and the tree kangaroo. All of 4) ..... unique qualities led to the Daintree becoming a World Heritage site in 1988. Not surprisingly, the Daintree 5) ..... become a popular destination for eco-tourism, with tens of thousands of visitors coming every year. 6) ..... you have to choose your season, summer is extremely hot and wet, 7) ..... torrential rains making many areas inaccessible. However, during winter, 25°C sunny days make perfect conditions for exploring this magnificent tropical rainforest region, unofficially 8) ..... of the natural wonders of the world.

- 2** Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).

## The Great Barrier Reef

When Captain Cook sailed up the 0) *unchartered* east coast of Australia for the first time, he was not prepared for the 1) ..... of the Great Barrier Reef, which extended for over 1000 km, and was very dangerous in places. Cook's ship ran aground several times and the coral tore 2) ..... into the hull, causing severe damage. When he finally made it to the far north coast, Cook named its 3) ..... most point, Cape Tribulation, for the difficult time he had navigating a safe 4) ..... . These days, the Great Barrier Reef is a marine park of world 5) ..... and a favourite international diving location. The turquoise 6) ..... waters are still home to thousands of marine species, from 7) ..... coloured tropical fish to translucent manta rays and delicate seahorses. But the tall white ships are long gone and now glass bottom boats cruise through the 8) ..... marine environment.

CHART

VAST

DEEP

NORTH

PASS

SIGNIFY  
TROPIC

BRIGHT

MAGIC

- 3** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use **two to five** words, including the word given. Here is an example (0).

0 They say the cheetah is an endangered species. **SAID**  
The cheetah *is said to be* an endangered species.

1 The young boy said he would not pick up the rubbish he had dropped. **REFUSED**

The young boy .....  
.....  
the rubbish he had dropped.

2 People still hunt elephants for their tusks even though it is illegal. **FACT**

People still hunt elephants for their tusks despite .....  
..... illegal.

3 If the situation doesn't improve soon, more species will become extinct. **IMPROVEMENT**

Unless .....  
..... the situation,  
more species will become extinct.

4 Experts are worried about the level of air pollution. **WORRIES**

What .....  
..... the level of air pollution.

5 Not many people realise how important recycling is. **UNDERSTAND**

Very .....  
..... important recycling is.

6 It was up to Sarah to decide where they should go for dinner. **MAKE**

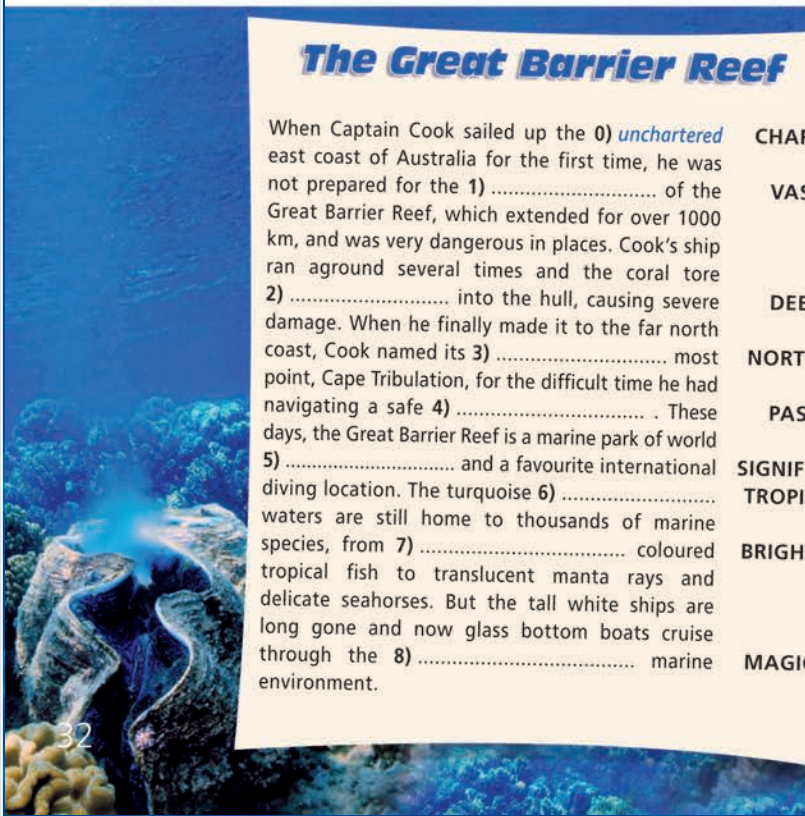
Sarah had .....  
..... about  
where they should go for dinner.

7 "Does all the rubbish go to a landfill site?" Clara asked. **WHETHER**

Clara asked .....  
..... went to a landfill site.

8 Paul's involvement in politics began at university. **INVOLVED**

Paul has .....  
..... he was at university.





**Grammar**

**4 Choose the correct item.**

- 1 My teacher ..... me to research all my options before I applied to a specific university.  
A recommended      C advised  
B suggested          D insisted
- 2 The curator asked us ..... any of the statues.  
A to not touch      C not touching  
B please stop touching      D not to touch
- 3 "You know, we're running out of time on this project."  
"It's precisely ..... we need more time that we should ask for an extension."  
A since that          C though  
B due to              D because
- 4 "Can you afford ..... such an expensive car and maintain it?"  
"Yes, I've recently been promoted."  
A to buying          C to buy  
B buying              D buy
- 5 "The textile factory caught fire yesterday."  
"I know! The flames ..... several miles away."  
A could be seen      C could see  
B saw                  D were seeing
- 6 The local residents were ..... the council's decision to demolish the old theatre.  
A disappointed of      C disappointed to  
B disappointed from      D disappointed with
- 7 ..... her inexperience, she gave an impressive performance.  
A Because of          C However  
B Although              D In spite of
- 8 "Which one of ..... computer games should I buy Todd for his birthday?"  
"I think he'd like that one."  
A this      B them      C these      D theirs
- 9 We ..... cleared up the beach without the help of volunteers.  
A never have          C could never have  
B may not be          D had never
- 10 "Have you seen my mobile anywhere?"  
"Yes, you've left it on the ....."  
A kitchen's table      C kitchen table  
B kitchen tables      D kitchens' table
- 11 I spent ..... weekend revising for my final exams.  
A most of the          C the most of the  
B most of              D the most

**Vocabulary**

**5 Choose the correct item.**

- 1 Charles did all sorts of jobs to ..... a living.  
A gain      B earn      C win      D take
- 2 Angie has the ..... to become a champion tennis player.  
A potential              C advantage  
B efficiency              D operation
- 3 I picked up the phone, dialled the number, but realised the line was .....  
A empty      B dead      C wasted      D beat
- 4 A recent study ..... that there is a connection between poverty and crime.  
A calculates          C records  
B expresses          D indicates
- 5 I didn't realise setting up my own business ..... so much hard work.  
A engaged          C involved  
B surrounded      D contained
- 6 She was sitting in the ..... of a large apple tree.  
A shade      B shadow      C darkness      D cover
- 7 The T-shirts and sweaters cost í 15 and í 30 .....  
A simultaneously      C primarily  
B cooperatively      D respectively
- 8 There was such a wide range of goods on ..... that I didn't know what to buy.  
A exhibition          C display  
B shop                  D shelves
- 9 The news of her transfer to another branch ..... as a real surprise to Muriel.  
A went      B made      C came      D was
- 10 I really enjoy science, but my brother is ..... with it this year.  
A struggling          C conflicting  
B fighting              D worrying
- 11 Stephen likes ..... old motorbikes and putting them back together again.  
A destroying          C dismantling  
B uncovering          D demolishing
- 12 Stan was ..... from school for playing truant.  
A expelled              C evacuated  
B excluded              D extracted
- 13 Hanna has ..... a good knowledge of Chinese.  
A obtained              C registered  
B acquired              D accessed

# Language Focus 2

## 1 Fill in the words in their correct form.

• **develop** • **grow** • **evolve** • **expand**

- Most scientists believe human beings ..... in Africa.
- Mountain gorillas ..... slowly – they don't reach maturity until they are about 12 years old.
- Puffer fish have the ability to ..... their body when threatened in order to frighten off predators.
- Bamboo ..... at an astonishingly rapid rate – up to 100 cm in 24 hours.

• **remain** • **survive** • **last** • **continue**

- It looks unlikely the tiger ..... the century.
- I'm afraid the pain from the snakebite ..... a long time.
- If the destruction of the Amazon Rainforest ....., temperatures will rise.
- Scientists estimate less than 1,600 giant pandas ..... in the wild.

• **trouble** • **threat** • **risk** • **danger**

- Many plant species are in ..... of extinction.
- The documentary shows that sharks are in big ..... worldwide.
- Humans pose a greater ..... to sharks, than vice versa.
- Elephants and rhinos are at ..... from poachers.

## Phrasal verbs & Prepositions

### 2 Choose the correct item.

- We must protect the world's oceans **by/from** overfishing.
- I think animals should live **at/in** the wild, not **in/on** captivity.
- How many plant species are **in/on** danger of extinction **in/at** the Amazon?
- Poaching and habitat destruction are just two reasons why tigers are **with/at** risk of extinction.
- Environmentalists **around/over** the world are fighting hard to save the Earth's fauna **from/over** extinction.
- They'll bring the new film **round/out** next month.
- Dr Ian Murray brought **up/about** the issue of deforestation during the meeting.
- What brought **about/out** the disappearance of dinosaurs?

## Word Formation

### 3 Complete the gaps with the correct form of the words in bold.

The jaguar is the largest cat in the Americas. It has a big head and **1** ..... (**power**) jaws. Its coat is yellow with black spots. Its **2** ..... (**high**) is up to 76 cm and it weighs up to 113 kg. Jaguars live and hunt **3** ..... (**lone**). They love the water. It is an **4** ..... (**danger**) species in the USA. Human **5** ..... (**populate**) growth and agricultural **6** ..... (**expand**) are their main threats.

### 4 Write the noun form of the words below in your notebooks.

- |           |            |            |
|-----------|------------|------------|
| 1 pollute | 4 appear   | 7 conserve |
| 2 extinct | 5 continue | 8 protect  |
| 3 imagine | 6 destroy  | 9 preserve |

## Grammar in Focus

Complete the gaps with the correct word. Then put the verbs in brackets into the correct form.

50% of the Earth's species **1** ..... (**disappear**) by the end of this century according to Dr Richard Leakey. He says that people are using almost half the energy available to sustain life on the planet and the figure **2** ..... (**grow**) as our population grows. This threatens every form of life on Earth including people. We **3** ..... do something to stop it before it **4** ..... (**be**) too late. We **5** ..... to stop hunting animals as this puts a lot of species **6** ..... risk of extinction. Overfishing and pollution are two other factors that threaten species **7** ..... extinction. Cutting tropical rainforests, which are home **8** ..... half of the world's species, in order to build towns and cities or roads, puts species **9** ..... danger. What **10** ..... (**the future/hold**) for the planet? **11** ..... (**other species/appear**) or can this be the end of the world?

## 2 Progress Check

### Reading

- 1 a) Read the text and decide which answer A, B, C or D is correct.

## FEROCIOUS FLORA

Normally, plants get all the nutrients they need to grow from the soil. But in waterlogged habitats like wetlands and swamps, the water has washed away most of the nutrients from the ground making it difficult

for many plants to survive there. But some plants do very well in the harsh conditions of wetlands. They are carnivorous plants. Unlike all other plants on Earth, carnivorous plants don't have to get the nutrients they need to grow from the ground. They get them by eating animal flesh instead.

Carnivorous plants use the sneakiest of tricks to trap their animal dinners. First, they attract animals to them. Some do this by secreting a sweet, sugary liquid. Others produce beautiful bright flowers or an irresistible smell. Next, they trap the animal. Here's where things get really clever. Some carnivorous plants snap their leaves tightly shut around animals to create a plant prison. Others produce a sticky glue substance that makes it impossible for animals to escape. Some even use their leaves to create a deep tube filled with rain water to drown their prey.

What happens next? Once an animal is captured, it's time for the leaves to change from trap to stomach. Just like our stomach, the leaves of carnivorous plants emit acidic digestive juices. These juices dissolve the animal and the plant absorbs the nutrients. When dinner is over the leaves open again, the remains of the animal are thrown out, and the plant is ready to catch another victim!

The bladderwort plant is a pretty little plant that grows in swamps. Don't be fooled by the innocent look of its small purple flowers though. Bladderworts are the fastest-known killers in the plant kingdom. They have the ability to suck small fish and insects into their leaves in 1/50 of a second! And then there's the pitcher plant – a plant so big it can catch rats. The pitcher uses its leaves to create a deep container. Animals fall into the container and can't crawl out because the leaves are slippery and sticky. Meat-eating plants prove that real life sometimes really is stranger than fiction!



- 1 Carnivorous plants  
 A don't do as well as other plants in wetlands.  
 B get most nutrients from the soil.  
 C receive nutrients from other species.  
 D are the only plants able to survive in wetlands.
- 2 The leaves of all carnivorous plants can change  
 A shape.    B function.    C size.    D position.

- 3 When an animal is trapped in a carnivorous plant  
 A the leaves open immediately.  
 B the leaves produce a liquid that breaks meat down.  
 C the animal receives nutritious juices.  
 D the animal is used as bait for the next victim.
- 4 The bladderwort plant  
 A has got sticky leaves.  
 B eats big animals.  
 C hasn't got flowers.  
 D is a very rapid killer.  $(4 \times 2 = 8)$

### b) Answer the questions in your own words. Justify your answers.

- 1 Why can carnivorous plants live in habitats low in essential nutrients?
- 2 What are some methods that carnivorous plants use to trap animals?  $(2 \times 2 = 4)$

### Speaking

- 2 Choose the correct response.

- 1 A: Let's watch that wildlife documentary tonight.  
 B: a OK. Why not?  
    b What's wrong with that?
- 2 A: Why not adopt an animal at the zoo?  
 B: a What a great idea!  
    b I suppose you're right.
- 3 A: Perhaps we can organise a 'Save Energy Day' at school.  
 B: a You're welcome.  
    b That sounds great.
- 4 A: You should buy energy saving light bulbs.  
 B: a I suppose you are right.  
    b That's no excuse.
- 5 A: How about installing solar panels?  
 B: a Good thinking.  
    b Sorry – I didn't think of that.

$(5 \times 2 = 10)$

# Progress Check 2

## Listening

**3** Listen to a lecture about an endangered species and decide if the following statements are *True* or *False*.

- There are more than 50 Amur leopards living in the wild. ....
- Amur leopards are found in China, Korea and Russia. ....
- The Amur leopard's fur changes during the seasons. ....
- They usually live in groups. ....
- They sleep during the day and hunt at night. ....
- They hide their prey if they don't finish eating it. ....
- Amur leopards are not a protected species. ....
- The main threat to the Amur leopard comes from poachers. ....

## Vocabulary

(8x1=8)

**4** Fill in with: *pregnant, rare, shallow, millennia, unique, powers, scales, continuously, current, anatomy*.

- We can't swim here. The ..... is too strong.
- The Chinese believe tiger bones have healing .....
- In seahorses, it is the male not the female that becomes .....
- This snake species is ..... to one lake in the Philippines.
- Legends of dragons have existed for .....
- The water is very ..... – it's only up to my waist.
- The skin of most fish is covered in .....
- Sharks replace their teeth .....; they are constantly generating new teeth.
- The trunk is the most interesting features of the elephant's .....
- The Amazon Rainforest is home to thousands of ..... animal and plant species.

(10x2=20)

## Grammar

**5** Put the verbs in brackets into the correct tense.

- What ..... (**take**) with you for the hike?
- I will call you as soon as I ..... (**arrive**) at the animal shelter.
- ..... (**you/finish**) the project by 3 o'clock?
- Please don't phone us between 1 pm and 5 pm. We ..... (**work**).
- It's a nice day today. I think I ..... (**go**) to the zoo.
- The seminar ..... (**start**) when Mr Harris arrives.
- Look how sunburnt you are! ..... (**you/be**) sore tonight.
- Scientists think all wild seafood ..... (**disappear**) in 50 years.
- Sorry, but I can't come at 6 as I ..... (**help**) at the shelter.
- The traffic is terrible. We ..... (**be**) late for the meeting.

(10x2=20)

**6** Rewrite the sentences using an appropriate modal verb.

- It's forbidden to take pictures.  
.....
- It isn't necessary to feed the cats.  
.....
- It's the duty of students to pick up their rubbish.  
.....
- It's the right thing to listen without interrupting.  
.....
- It's prohibited to take pets into the museum.  
.....

(5x2=10)

## Writing

**7** Read the rubric, then write your essay.

You have had a class discussion about energy waste. Your teacher has asked you to write an essay discussing ways to save energy (140-190 words). Write your essay.

(20 marks)

(Total=100)

## Check your progress

- talk about our natural world
- talk about types of animals & endangered species
- talk about environmental problems
- express prohibition
- express advice
- express obligation/duty (necessity)
- talk about future events
- make suggestions & agree/disagree
- identify stress in questions
- write an essay providing solutions to a problem

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Check your progress sections at the end of each module for students to evaluate themselves