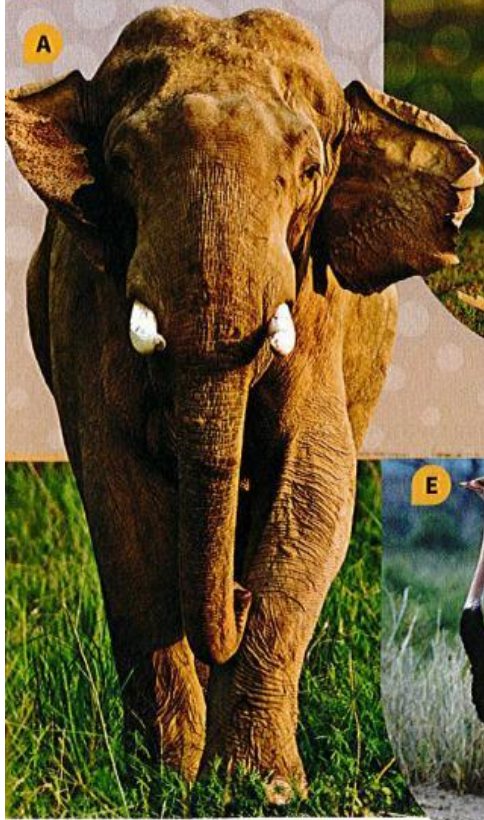


11

The natural world



A



B



C



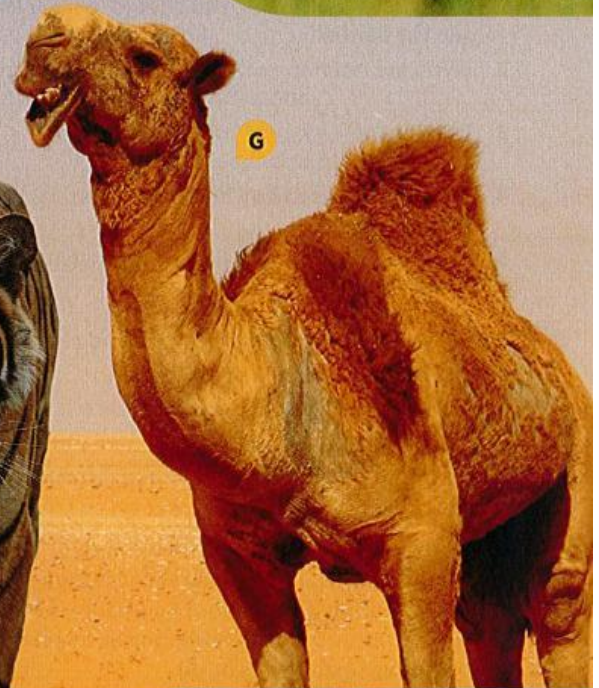
D



E



F



G



H

Starting off Animals

1 Work in groups. Match the underlined animals with the photos (A-H). Then decide if statements 1-8 are true or false. Check your answers on page 164.

- 1 Tigers can swim very well. *F*
- 2 Flamingos sleep standing on one leg.
- 3 Kangaroos can't walk backwards.
- 4 Ostriches bury their heads in sand.
- 5 Bears can run faster than horses.
- 6 Elephants are afraid of mice.
- 7 Penguins can fly short distances.
- 8 Camels carry water in humps on their backs.

2 Where do the animals in the photos usually live?

cool forests coasts deserts grassland
jungles lakes mountains

Listening Part 4

1 Work in pairs.

- Which wild animals have you seen? Where? What were they doing?
- Which animals are important in your country? Why are they important?
- Which animals are becoming less common in your country? Why?

- For each question or statement, underline the key word(s). Then do the same for options A, B and C.
- Listen for words with similar or opposite meanings to the ones you underlined. This will help you choose your answers.

Exam
advice

2

You will hear a young woman called Ellie talking about her trip to southern Spain to see the Iberian lynx. For each question, choose the correct answer.

- 1 Why did Ellie and her friend decide to go to that location?
 - A Both of them had been there before.
 - B A lynx was seen there recently.
 - C There were no other animals in the area.
- 2 As they walked to the stream, they felt
 - A glad because they could see where they were going.
 - B very tired because of the steep hills they had to climb.
 - C uncomfortable because the weather was so hot.
- 3 Where did the girls hide when they arrived at the stream?
 - A among the trees.
 - B behind the rocks.
 - C in a small building.
- 4 When they saw the first animal, they were
 - A surprised that it was a little cat.
 - B delighted that it was a young lynx.
 - C disappointed that it was a rabbit.
- 5 What did the young lynx do after it came out of the bushes?
 - A It waited for its mother.
 - B It caught a rabbit.
 - C It saw Ellie and her friend.
- 6 Ellie and Marta started walking back to the village
 - A as soon as the sun went down.
 - B when it was completely dark.
 - C very early the next morning.

3

Work in pairs. Which wild animal would you most like to see close up? Why?



Vocabulary

Noun suffixes

1

Look at the underlined nouns and answer the questions.

... which location did you choose, and why?
 ... I can imagine your excitement!
 ... we kept going in the right direction.

- 1 What is the verb form of each noun?
- 2 Which suffix does each noun have?
- 3 Which noun drops the letter 'e' from the verb form? Why?

2

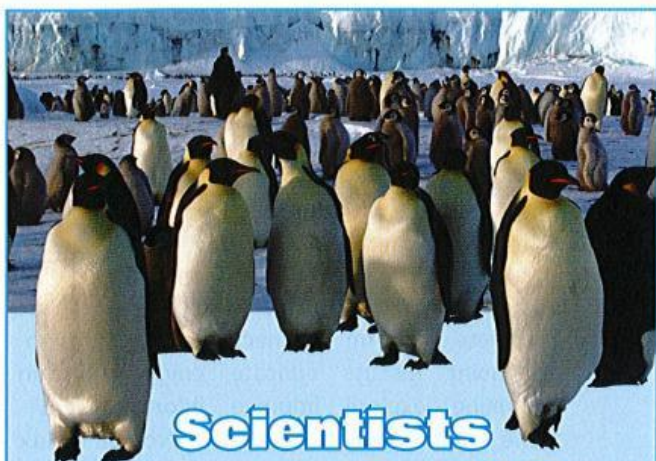
Complete the table with the noun form of the verbs from the box. Be careful with any spelling changes.

admire announce attract celebrate collect
 complete confirm connect create develop
 disappoint discuss educate enjoy entertain
 examine explore improve inform invent
 invite move pollute prevent protect relax
 replace reserve translate

-ment	-ation	-ion
	admiration	

- 3 Complete the news article with the noun form of the verbs from the box.

disappoint explore improve
inform invent move



Scientists use robot chick to study penguins

Scientists in Antarctica have used a new (1) invention to help them study penguins close up: a tiny robot on wheels that looks like a baby penguin. The robot, similar to those used in the (2) of the moon and Mars, provided lots of exciting new (3) about the birds. Scientists, working some distance away, controlled every (4) the robot made and it was immediately accepted by penguin families as one of them. The adults even sang to it, though to their great (5) the 'baby' didn't reply. The scientists are now working on a new model with one important (6) - it will be able to play penguin songs.

- 4 Listen and check your answers to Exercise 3.



5 /P/ Word stress in longer nouns



Listen again and underline the stressed syllable in nouns 1-6 in Exercise 3. Then answer the questions.

- Which syllable is stressed in each word? invention
- Which syllables are stressed in the other noun forms from Exercise 2?

- 6 Practise saying the words with the correct stress.

Grammar

The passive

► Page 137 Grammar reference
The passive: present simple and past simple

- 1 Look at sentences A-D and answer the questions.



- A Tigers very rarely attack people.
B People are very rarely attacked by tigers.
C The guides allowed the tourists to take photos.
D The tourists were allowed to take photos.

- Which sentences are active? Which are passive?
- Which two sentences describe an event in the past?
- Which two sentences use a form of *be* and the past participle of the verb?
- What is the subject and what is the object in A? How is B different?
- What is the subject and what is the object in C? How is D different?
- What information is in sentence C, but not in D?

- 2 Complete the rules with *active*, *passive* and *by*.

Rules

- We often find the passive in formal texts (e.g. news reports, textbooks, etc.).
- In sentences, we always use the past participle form of the verb.
- We often use the when we are speaking, or writing informal letters, etc.
- We use the when we focus on who or what did an action.
- We use the when we focus on the action rather than who or what did it.
- We can add + noun if it is important to say who or what did it. In the passive, we often leave this out.

3 Complete the sentences with the present or past passive form of the words in brackets.

- The mountain road is not used (not use) in winter.
- When was the island discovered (the island / discover)?
- I wanted to go to the zoo, but it was closed (close).
- The young zebra was chased (chase) by a hungry lion, but it escaped.
- What time are the crocodiles fed (crocodiles / feed) today?
- The sharks weren't noticed (not notice) until they were very close to the boat.

4 Write passive sentences. Begin with the underlined words and only use *by* where necessary.

- They catch a lot of fish here.
A lot of fish are caught here.
- People saw two giraffes near the trees.
- One small cloud hid the moon.
- They don't allow cars in the national park.
- They grow rice in the east of the country.
- Somebody wrote a poem about this waterfall.
- Fire partly destroyed the forest.

5 Underline nine more passive forms in the article. What is the infinitive form of each main verb?

In the past, bears and wolves were considered a danger to both people and farm animals, so in many countries their numbers were reduced, often to zero. Nowadays, however, a lot more is understood about how they form part of nature, and some years ago, international agreements were made to bring back these magnificent creatures. A lot of money was spent, large areas where they could move freely across borders were created, and they are now protected by law.

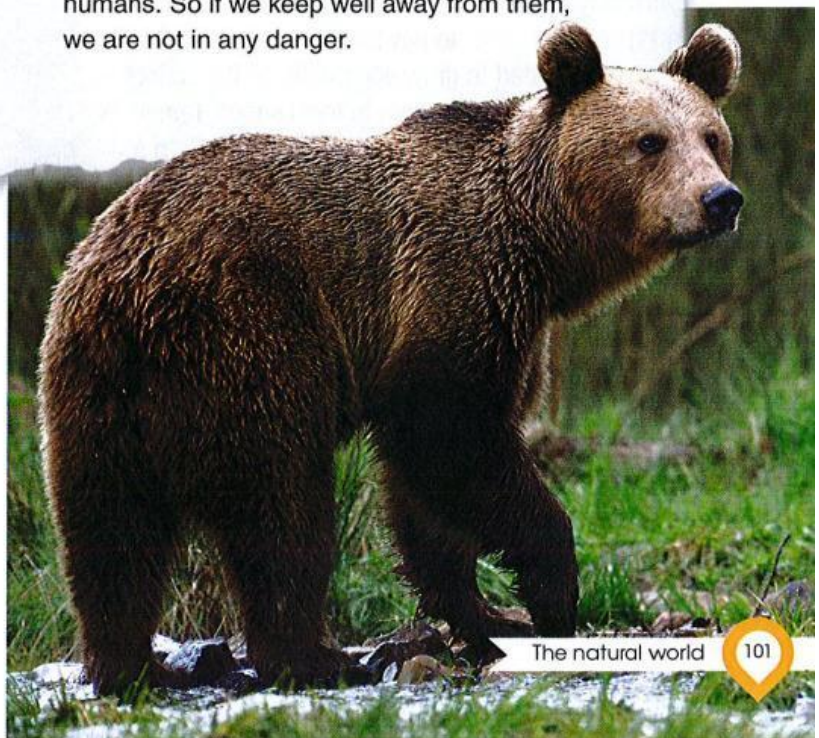
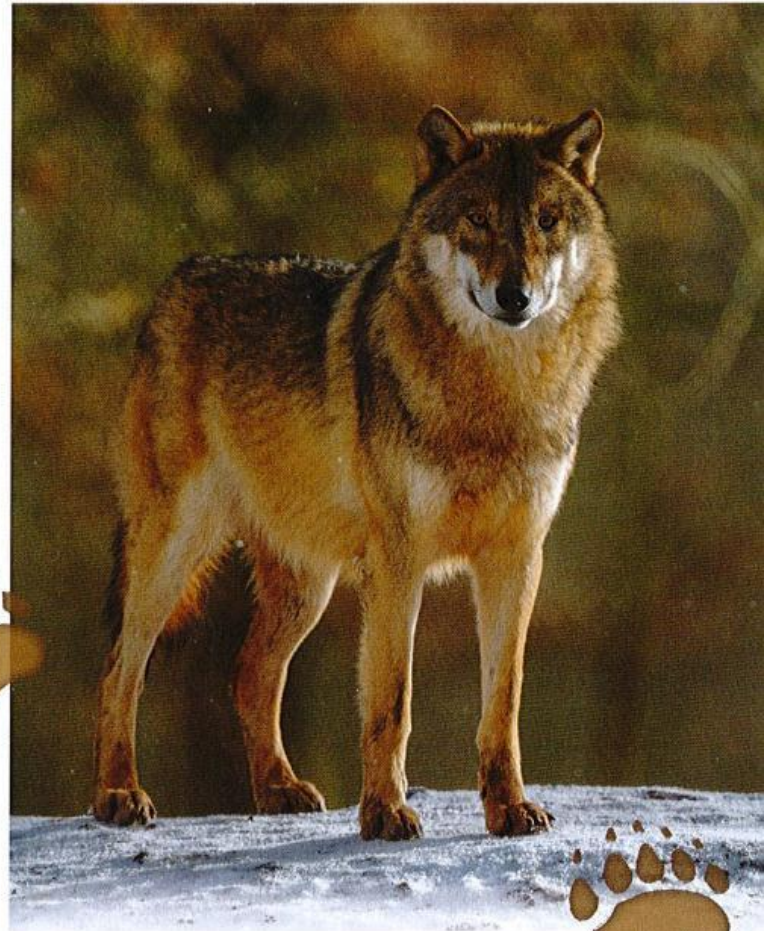
In Europe, bears and wolves are once again found in many countries, from Spain to Scandinavia, where they are allowed to live in places with few people. They are sometimes seen in mountain areas or forests, but usually they prefer to keep away from humans. So if we keep well away from them, we are not in any danger.

6 **/P/** Word stress in passive forms

Listen. Which part of the underlined passive form is stressed? What happens to the other part?

... bears and wolves were considered a danger both to people and farm animals.

7 Look at your answers to Exercise 4. How do you think the passive verb forms are pronounced? Listen and check.



The natural world

Reading Part 5

1 Work in pairs.

- What are the people doing in the photos?
- How will their work help animals?
- Which of these jobs would you like to do? Why?

2 Quickly read the text and answer these questions.

- 1 What kind of text is it?
- 2 Where did the people go?
- 3 What kind of things did they do there?
- 4 Who paid for the expedition?
- 5 How did they get more money?

3 Try to fill in gaps 1–6 without looking at options A–D. Use these questions to help you.

- 1 Which noun forms a phrase that means 'with the purpose of'?
- 2 Which noun forms a phrase that means 'join other people in an activity'?
- 3 Which noun means 'different things of the same type'?
- 4 Which verb that means 'give' goes with the preposition *for*?
- 5 Which verb often goes before *care of*?
- 6 Which noun means 'the knowledge you get from doing a job'?

• For each gap, decide what kind of word the four options are. This can help you with the grammar of the sentence.

• When you've chosen your six answers, check that the completed text makes sense.

Exam advice

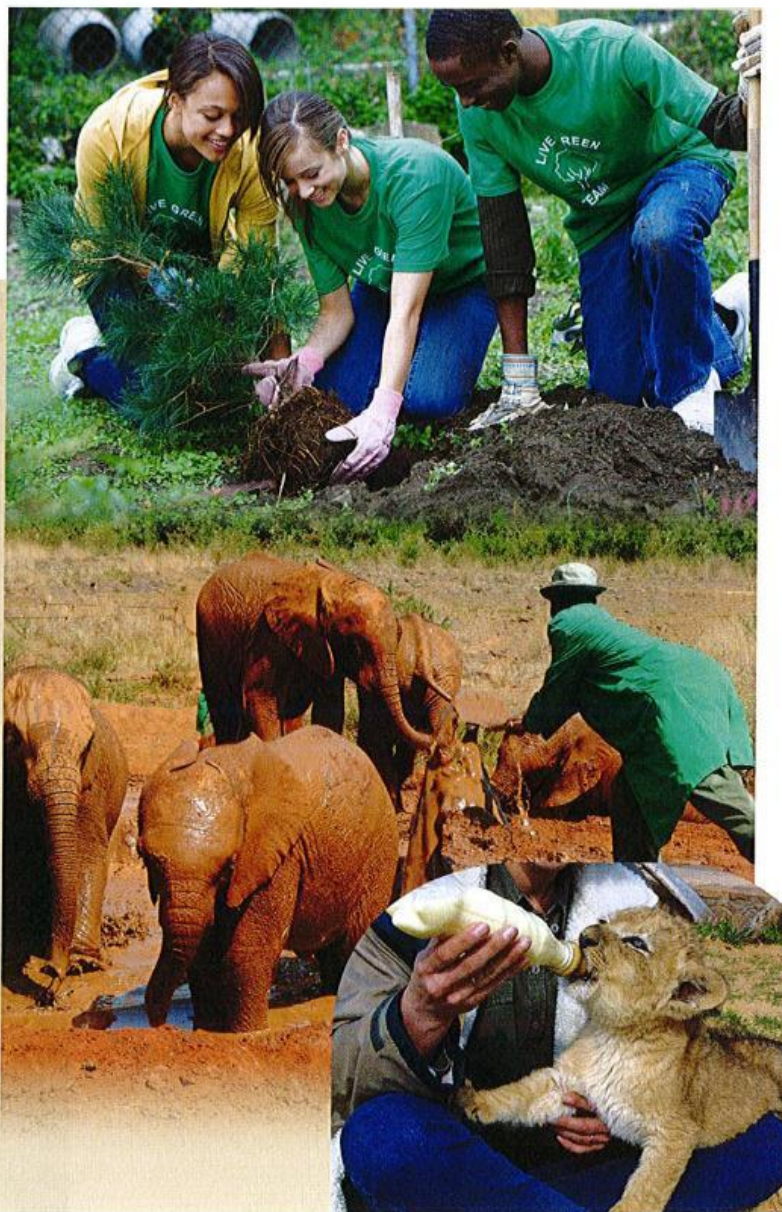
4 For each question, choose the correct answer.

- | | | | |
|----------------|-----------------|-----------|-----------|
| 1 A aim | B plan | C order | D reason |
| 2 A part | B time | C place | D turns |
| 3 A row | B range | C chain | D crowd |
| 4 A provide | B serve | C benefit | D support |
| 5 A made | B had | C got | D took |
| 6 A background | B curriculum | | |
| C experience | D qualification | | |

A SCHOOL EXPEDITION ABROAD

A group of Highfield Secondary pupils have worked extremely hard on a school expedition to East Africa. In (1) to pay for the expedition, the students decided to grow vegetables in the school garden, and then sold them to local shops, family and friends. They also took (2) in a local radio show to advertise all the events they had organised to raise money.

These hard-working students have recently returned from East Africa, where they spent a month in a nature park working on a (3) of environmental projects. The pupils planted trees to (4) food for wild animals, (5) care of sick and injured wildlife in an Animal Rescue Centre, and helped to dig water holes for elephants. The expedition was an educational (6) that they will never forget.



5 Work in groups. Think of ways you could raise money for a school expedition abroad or for an environmental project in your country. Then decide which is the best way. Use these ideas or your own.

- Organise a class sale. Students bring things they or their family don't want.
- Take part in a long-distance race. Adults pay you for each kilometre you run.
- Give up something you really like, such as eating crisps or playing video games. Adults pay you for each day you stop doing these things.
- Offer to walk people's dogs or babysit young children.



Grammar

Comparative and superlative adverbs

► **Page 137 Grammar reference**
Comparative and superlative adverbs

1 Look at examples a–d. Then answer questions 1–5.

- This is a conservation area, so the number of lions is increasing more quickly.
 - We should speak more quietly ...
 - In a check on local water pollution, the lake did even worse than the river.
 - Nowadays, the animals we see most frequently are rabbits and foxes.
- Underline three examples of comparative adverbs and one example of a superlative adverb.
 - How do we usually form comparative adverbs?
 - Which adverb in a–d doesn't follow this rule?
 - When we compare two actions, which word normally follows the adverb?
 - How do we usually form superlative adverbs?

2 Complete the table.

adverb	comparative	superlative
quietly	more quietly	
		(the) most carefully
slowly		
		(the) most easily
	faster	
badly		(the) hardest
	better	
	earlier	

3 Work in pairs. Ask and answer questions using comparative adverbs.

- you ride your bike / quick?
- you work / hard?
- you talk / loud?
- you speak / clear?
- you sing / good?
- you finish your homework / early?

Do you ride your bike more quickly than you used to?

Yes, I used to ride very slowly.

4 Work in small groups. Ask and answer questions about other students in the class using superlative adverbs.

- who runs / fast?
- who sings / beautiful?
- who gets to school / early?
- who plays football / good?
- who speaks / quick?
- who passes their school exams / easy?

Who runs the fastest?

Emilio runs the fastest. He's faster than anyone else.

Speaking Part 4

▶ Page 161 Speaking bank



1 Work in pairs.

- 1 How are the people in the pictures wasting water?
- 2 How could they reduce this waste, do you think?

2 Listen to Ethan and Lily. What three suggestions do they make for saving water?

3 Listen again and complete the phrases Ethan and Lily use to give examples.

- 1 At home, for instance, you can have ...
- 2 ... when you're brushing your teeth, ..., you should ...
- 3 ... when you're doing other things, ... washing your hair.
- 4 ... especially in places ... school.
- 5 ... a tap which loses just one drop a second, ..., wastes 20 litres a day!

4 Work in groups. In what other ways can you save water? Use phrases from Exercise 3 to discuss your ideas.

- Give reasons and examples to support what you say and feel.
- Help your partner to talk by asking them for their opinions.

Exam advice

5 Work in different pairs. Discuss the questions for at least four minutes. Give examples and stress important words.

- What do you think are the best ways to save electricity at home?
- Which do you think is better for the environment – travelling by car or by bus? Why?
- Which do you think is the most interesting kind of animal in your country? Why?
- Do you like watching TV programmes about animals? Why? / Why not?
- Do you think we are doing enough to protect wild animals? Why? / Why not?

Writing Part 1: An email

► Page 145 Writing bank
An email

1 Look at the exam task and answer the questions.

- How do you know that Chloe has received a message from you?
- What have you already told Chloe you are going to do?
- Which four things must you put in your reply?

Read this email from your English-speaking friend Chloe, and the notes you have made.

To:

From: Chloe

Hi,

It was great to hear from you and I'm really glad you're coming to visit. Shall we go to the countryside while you're here?

Good idea!

My grandparents live in a cottage in the area, so we can take a day trip or go all day Saturday and Sunday. Which would you rather do?

Tell Chloe.

We could take a bus and then walk, or cycle there. It's not far and I've got a spare bike.

Say which and why.

There's lots of wildlife there, too.

What would you most like to see?

Suggest ...

All the best,

Chloe



Write your email to Chloe using all the notes.

2 Work in groups. Read Leo's reply and answer the questions.

- Which paragraph deals with each of the four notes on Chloe's message?
- Leo has written a good email but has made one mistake in each paragraph. Can you correct each one? Mark the mistakes *G* for grammar, *V* for vocabulary, *WO* for word order, or *Sp* for spelling.
- What does Leo write to avoid using these words and phrases from Chloe's message?
 - go to the countryside *get out of the city*
 - walk
 - Saturday and Sunday
 - wildlife
 - rather

Dear Chloe,

Yes, it'd be great to get out of the city. This sounds like a great idea – besides, the city has too much noise and polluteion.

I'd love to stay overnight in the country, so I think I'd prefer to spend the weekend whole there. I really like cottages!

Let's drive there by bike. We can get around much more quickly than on foot, and go to more places.

The animals I'd most like to see are butterflies, but I don't know if they find there. I like watching birds too, especially really big ones.

Looking forward to seeing you,

Leo

- Try to use your own words instead of copying words from the email you received.
- Check you have included all the points in the email you received.
- Write clearly and make sure you haven't made any mistakes.

Exam advice

3 Look again at the exam task. Then plan and write your own email in about 100 words. Try to include comparative/superlative adverb forms.

4 Work in pairs. Check your partner's email. Where you think there are mistakes, write *G*, *V*, *WO* or *Sp* in pencil. Then discuss your corrections.