



7 Green issues

LISTENING



Collocations

1 Look at the pictures and discuss the questions in pairs.

- 1 Where do you think these photos were taken?
- 2 Which would you most like to visit?

2 2.05 Match the words in box A with those in B to form collocations. Then listen to the recorded text to check your answers.

A

carbon climate drought endangered become forest
fossil global habitat melting rainforest rising

B

fuels emissions clearance warming fires change
icecaps conditions destruction sea-levels species
extinct

3 Look at each picture again. Answer the questions using expressions from Exercise 2.

- 1 How important is this kind of area to the Earth's climate and wildlife?
- 2 What kind of dangers does it face, and what might happen if it is not protected?

Exam tip

Make sure you know which extract you are listening to.

Quick steps to Listening Part 1

- Read each introduction and first line of the questions.
- Think about who will be speaking, why, and about what.
- Don't choose an answer before hearing the whole extract.

Part 1

4 Look at the exam task and answer these questions.

- 1 Which extract relates to which picture?
- 2 Who will you hear and what will they talk about?
- 3 What are the key words in each question?

5 2.06 Listen and do the exam task.

Exam task

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You overhear two colleagues talking about the man's recent holiday.

- 1 What does the man complain about?
A the cost of accommodation
B the lack of snow
C the large crowds
- 2 How does the woman react to what he says?
A She is concerned about the implications.
B She is not convinced he is telling the truth.
C She is sympathetic about the problem he had.

Extract Two

You hear two friends discussing a documentary programme about a tropical rainforest.

- 3 They agree that
A the commentary was irritating at times.
B the photography was of poor quality.
C the programme was too short.
- 4 The man says the programme seemed to have been made
A in Australia.
B by amateurs.
C on a low budget.

Extract Three

You hear part of an interview with a woman called Anne Murphy, who is campaigning against the building of a new factory.

- 5 Anne is opposed to the plan because
A there is no need for additional jobs in the district.
B the river could become polluted by waste.
C the infrastructure would have to be upgraded.
- 6 What would Anne prefer instead of the current plan?
A turning the land into a leisure facility
B leaving the fields exactly as they are now
C building a smaller factory in the same place

GRAMMAR

Inversion of subject and verb G Page 94

1  Most of these sentences written by exam candidates are correct, but five contain errors. Correct any mistakes. Then answer questions a–f about the expressions in bold.

- 1 **Seldom** have I seen such a determined person.
- 2 Little did the children know they were in for so many adventures together in the future.
- 3 **Only when** they start performing they will discover any hidden talents they might have.
- 4 **Not until** the 20th century did travelling become a widespread phenomenon.
- 5 **Never before** Sonia had ever had such a feeling of freedom and strength.
- 6 **Under no circumstances** we can allow this kind of accident to happen again.
- 7 **On no account** should we assume our planet will always provide us with enough food.
- 8 **Hardly** had he finished the sentence, when the telephone rang.
- 9 **At no time** when she was in Paris was Carlota really aware of her true feelings.
- 10 **No sooner** did he finish his studies than he decided to become a wildlife photographer.
- 11 **Nowhere else** in the world will you find this strange-sounding but lovely bird.
- 12 **Not only** private cars contribute to this chaos in our cities, they also pollute the air.

a) What kinds of adverbial expression require inversion of subject and verb?
b) Where in the sentence do these expressions usually go?
c) How does inversion affect the way a sentence sounds?
d) How does the word order change when there is an auxiliary verb?
e) What is added when there is no auxiliary verb?
f) When would you use sentences like these?

2 Rewrite the sentences by putting the words in *italics* at the beginning and making any other necessary changes.

- 1 *It was only when* we arrived in Kenya that we saw hippos and giraffes.
- 2 *I'd hardly* unpacked in my hotel room when my phone rang.
- 3 The nature reserve guards *seldom* catch illegal hunters.
- 4 I have *never before* seen such a spectacular waterfall.
- 5 There are *no longer* any tigers in the northern region.
- 6 The zebras had *no sooner* entered the water than hungry crocodiles appeared.
- 7 Visitors to the forest must *on no account* light fires.
- 8 The local people are *in no way* to blame for the destruction of the forest.

3 Make these sentences more emphatic by using inversion forms from Exercises 1 and 2.

- 1 This is the longest drought **there has ever been**.
- 2 We had little idea of what **would happen** when darkness fell.
- 3 There won't be any chance of rescuing survivors **until the storm has passed**.
- 4 Visitors are not permitted to leave the designated footpaths, **for any reason**.
- 5 There are bears and also wolves **in those hills**.
- 6 Wild flowers **started to appear** as soon as the rains came.
- 7 It is rare to see fish in a river as **polluted as this**.
- 8 The climbers **set off** for the summit and almost immediately it began to snow.

4 Imagine you have to do these writing tasks. For each task, write three sentences using the expressions given.

1 A list of safety rules for people visiting a safari park.

On no account

At no time

Under no circumstances

2 A narrative about an adventure you had.

Hardly

No sooner

Little

3 A description of a beautiful part of your country.

Nowhere else

Rarely

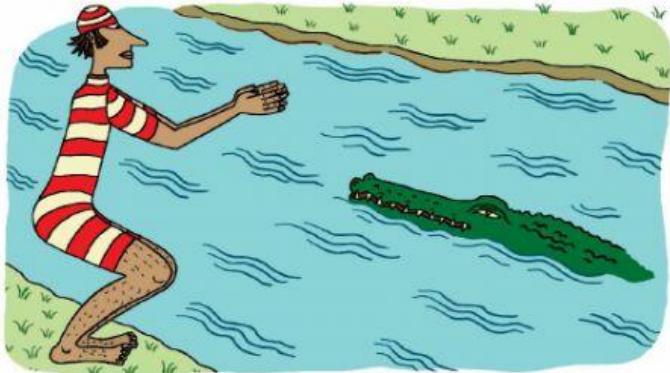
In no other country

4 An account of events in your country's history.

Not until

Only when

Not since





Part 7

1 Compare the pictures using some of these expressions.

commuters congestion fuel consumption gridlock
car horns car occupancy jams rush hour smog
exhaust fumes

2 Discuss these questions.

- 1 Is traffic getting better or worse where you live? Why?
- 2 In which parts of the world do you think it is getting much worse? Why?
- 3 The amount of traffic in some cities is actually reducing. What reasons can you think of for this?

Quick steps to Reading and Use of English Part 7

- Fill in any gaps you are sure about first.
- Don't leave any gaps blank.
- At the end, make sure the option left over does not fit any of the gaps.

3 Look at the exam task. Quickly read the title, the main text and options A–G, then answer these questions.

- 1 What does *motomania* mean? Look at the introduction for a phrase that means the same.
- 2 Which of the reasons you discussed in Exercise 2 question 3 are mentioned?
- 3 What kind of text is it? What kind of clues, therefore, should you look for to do the task?
- 4 Do the exam task. Use these clues to help you.
 - 1 For questions 1, 3, 4 & 6, find reference words and phrases with similar meanings.
 - 2 For question 2, look for the previous explanation(s).
 - 3 For question 3, also look for an addition link.
 - 4 For question 5, find an addition link and a contrast link.

Exam task

You are going to read a newspaper article about changes in car usage. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

The end of the road for motomania

Something unexpected is happening to our car-crazy culture. What are the forces driving us out of motoring?

Is the west falling out of love with the car? For environmentalists it seems an impossible dream, but it is happening. While baby boomers and those with young families may carry on using four wheels, a combination of our ageing societies and a new attitude among the young seems to be breaking our 20th-century car addiction. Somewhere along the road, we reached the high point of the car and are now cruising down the other side.

1

The phenomenon was first recognised in *The Road... Less Traveled*, a 2008 report by the Brookings Institution in Washington DC, but had been going on largely unnoticed for years. Japan reached it in the 1990s. They talk there of "demotorisation". The west had its tipping point in 2004. That year the US, UK, Germany, France, Australia and Sweden all saw the start of a decline in the number of kilometres the average person travelled in a car that continues today.

2

Demographics are another possible explanation. It is surely no accident that 'peak car' happened first in Japan, which has the world's oldest population. Pensioners do not drive to work, and many don't drive at all. There is also the rise of "virtual commuters" who work from home via the Internet.

3

Social scientists detect a new 'culture of urbanism'. The stylish way to live these days is in inner-city apartments, not the suburbs. Richard Florida, an urban studies theorist at the University of Toronto in Canada, points out that the young shop online, telecommute, live in walkable city neighbourhoods near public transport and rely more on social media and less on face-to-face visiting. Given those changes, they can think of better ways to spend their money than buying a car.

4

The industrialised world still has plenty of less-green trends too. Falling car occupancy is one. In the US, the average car on the average journey carries 1.7 people, half a person less than in 1970. So even if we individually travel less, our cars may travel just as much.

5

But the good news is that those straight lines on the planners' graphs predicting ever rising car-kilometres and ever-worsening carbon emissions from internal combustion engines are being proved wrong. Meanwhile, the use of everything else, from bikes and buses to trains and trams, is unexpectedly going up.

6

Some think car use will revive if and when economies recover. But it looks like something more profound is going on. Florida calls it a "great reset" in society that will have profound consequences – not least for the environment. Even our most treasured consumer aspirations can have a peak. Enough can be enough.

Exam tip ➤

Highlight the language links you find so that you don't waste time looking for them again.

A Of course, environmentalists shouldn't get carried away with all this. In the developing world, the car boom is only now getting under way, despite gridlock in cities from Shanghai to São Paulo. That trend makes any claim of an impending global peak in car usage far-fetched.

B What could be driving us off the road? Fuel costs and rising insurance premiums may be a factor. And urban gridlock, combined with an absence of parking places and congestion charging, makes an increasing number of us look on the car as a dumb way to move around in cities where there are public transport alternatives.

C Planners need to take note of these miscalculations. And, if they have any sense, they will start to reinforce these trends with improved public transport, an end to urban sprawl and more investment in inner cities.

D In the US, similarly, the decline of the car among the young is most dramatic not in the gridlocked city centres but in the car-dependent suburbs. In sprawling cities like Atlanta and Houston where the automobile is king, driving is down by more than ten per cent.

E Likewise, by insisting on driving bigger and more powerful cars we are wiping out the gains from more fuel-efficient vehicles. And sometimes we simply replace driving with flying.

F That peak takes several forms. Sales of new cars have almost halved in the US, down from nearly 11 million in 1985 to about 5.5 million now. We shouldn't take much notice of that, though. Cars last longer these days, and sales go up and down with the economy. But we have hit peak car ownership, too. And, more to the point, peak per-capita travel.

G Besides these new employment patterns, leisure lifestyles are also changing. The biggest fall in car use in the US is among people under 35. The fraction of American 17-year-olds with a driver's licence has fallen from about three-quarters to about half since 1998. Twenty-somethings have recently gone from driving more than the average to driving less.

5 Use the context to work out the meanings of these phrasal verbs. What other meaning can each have?

1 carry on (1st paragraph)	4 look on (option B)
2 go on (2nd paragraph)	5 insist on (option E)
3 rely on (4th paragraph)	

7 SPEAKING

Phrasal verbs with *on*

1 Complete the sentences using phrasal verbs with *on*. Choose from these verbs in the box.

call catch come draw move run stay take

- 1 After the party had ended, I to help tidy up.
- 2 The report research carried out in several countries.
- 3 If electric cars with the public, the air will be much cleaner.
- 4 Marko is looking tired. I think he's too much work.
- 5 If that light , it means you're running out of petrol.
- 6 Environmentalists have the Government to finance green projects.
- 7 This device rechargeable batteries.
- 8 OK, we've discussed that picture, so let's to the next one.

Giving examples

2  2.07 Fill in each gap with one suitable word, then listen to check your answers.

Environmentalists are calling on all of us to recognise that waste is fast becoming a major problem.

(1) at the amount we throw out every year. A family of three, (2) , produces more than a ton of rubbish every year, and this is steadily rising. A case in (3) is plastic, used in ever greater quantities and often ending up in the bin. An obvious (4) of this is the plastic shopping bag. Also, (5) paper waste. Did you know that every year the average family throws out the equivalent of six trees?

3 Discuss the problem of waste creation in society, giving some of these points as examples.

- the good food that is thrown out
- the old electronic devices that become hazardous waste
- the cars and other vehicles that are broken up
- the rubbish that goes into landfills
- the garbage that is burnt
- the rivers and seas that are polluted

Part 3 Page 109

Quick steps to Speaking Part 3

- Begin by saying something like *Shall we start with this one?* or *Do you want to go first or shall I?*
- Take turns with your partner throughout.
- Consider both the positive and the negative aspects of each prompt.

4 Look quickly at the exam task instructions. What do you have to talk about?

Exam task

Here are some ways we can reduce the amount of waste we create and a question for you to discuss. First you have some time to look at the task. Now, talk to each other about how effective these suggestions might be in reducing the amount of waste we create.

How effective might these suggestions be in reducing the amount of waste we create?

- Recycle as much rubbish as possible
- Give away unwanted clothes
- Buy products that have little or no packaging
- Read online versions of newspapers and magazines
- Buy only as much food as you need

Now you have about a minute to decide which suggestion would be most effective in reducing the amount of waste we create.

5  2.08 Listen to this extract from Aishar and Haziq practising Speaking Part 3. Answer these questions.

- 1 Which prompt are they discussing?
- 2 Which student sounds less confident at first?

6  2.08 Listen again. What questions and phrases does Aishar use to encourage Haziq to speak and feel more confident?

- 7 Look at the Quick steps and Exam tip, then do both parts of the exam task in pairs. Help your partner if necessary.
- 8 Compare your decision with other pairs, saying which suggestion you chose and why.

Exam tip →

Avoid spending too long talking about one of the prompts. Remember, you need to discuss them all.

7

READING AND USE OF ENGLISH

Idioms: nature

1 Match these idioms with their meanings. Are any of them similar in your first language?

- 1 play with fire
- 2 down to earth
- 3 over the moon
- 4 out of the blue
- 5 a drop in the ocean
- 6 a breath of fresh air
- 7 the tip of the iceberg
- 8 keep your head above water

- a a small part of a big problem
- b new, different and exciting
- c completely unexpectedly
- d tiny amount compared to what is needed
- e have just enough money to live on
- f take a foolish risk
- g delighted about something
- h sensible and practical

2 Complete the sentences with idioms from Exercise 1.

- 1 Frieda was when she passed her music exam.
- 2 Creating a new virus in the laboratory is an example of scientists
- 3 It isn't easy when you're living on a student's income.
- 4 One person using solar energy is but if everyone does so it'll make a difference.
- 5 I hadn't heard from Jody in years, but I had an email from him.
- 6 Lee's ideas are fine in theory but don't work in practice. Selma, though, is far more
- 7 So far we've only found a few trees with the disease, but sadly they're likely to be
- 8 After so many years at school, I'm finding life at university is

Part 4

Quick steps to Reading and Use of English Part 4

- Look for any other changes you need to make, e.g. adjective to adverb.
- Make sure your answer fits the words both before and after the gap.
- Write no more than six words and no fewer than three.

3 Look quickly at the exam task. Which questions mainly test: a) a phrasal verb? b) an idiom? c) inversion of subject and verb?

Example: 0 idiom

4 Do the exam task.

Exam task

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example:

0 The government's announcement of investment in tidal energy came as a complete surprise.

BLUE

The government ANNOUNCED OUT OF THE BLUE that there would be investment in tidal energy.

1 Immediately after the storm began, lightning struck the roof.

SOONER

No lightning struck the roof.

2 There seems little chance of paper shopping bags becoming popular with consumers.

ON

Paper shopping bags seem unlikely consumers.

3 Visitors are not allowed to approach the animals in the Reserve, for whatever reason.

SHOULD

Under no the animals in the Reserve.

4 Alone in that small boat, I had no idea what time it was any more.

TRACK

Alone in that small boat, I had completely time.

5 Those trucks cause air pollution and they make a terrible noise, too.

ONLY

Not the air, they make a terrible noise, too.

6 Ollie's attempt to make his in-laws feel relaxed by telling a joke was not a success.

ICE

Ollie tried with his in-laws by telling a joke.

Exam tip →

Sometimes more than one answer is possible, but you must only give one of them.

7

WRITING

Sentence adverbs

1 We can use an adverb, often at the beginning of the sentence followed by a comma to show how we feel about the fact or event we are writing about. Replace the *underlined* words in the following sentences with adverbs in the box.

admittedly apparently fortunately
generally happily mysteriously
obviously sadly unexpectedly
unsurprisingly

- 1 Last winter was one of the coldest ever recorded, which nobody had expected.
- 2 When people are asked where they want to live, in most cases they say 'in the countryside'.
- 3 From what I've read, they're going to build a dam across the river.
- 4 Part of the forest was destroyed by fire, which was a pity.
- 5 A bridge collapsed during the storm. It was lucky that nobody was injured.
- 6 It came as no surprise that the company said it was not to blame for the oil slick.
- 7 Two children went missing during the flood, but the good news is they are now safe.
- 8 I don't know if there's a Recycling Centre, but I'm afraid it's true I haven't tried very hard to find out.
- 9 There's a real crisis in fishing. It is clear that too many boats are chasing too few fish.
- 10 I don't know why, but all the apples have disappeared from the tree in my garden.

2 Comment on each situation by writing a sentence containing a sentence adverb.

- 1 You have heard that summers are going to get hotter.
- 2 You lost your mobile phone but someone found it and gave it back to you.
- 3 People were asked if they wanted to give up eating meat. Most said 'no'.
- 4 You failed your biology exam but you know you hadn't done enough revision.
- 5 You hear footsteps behind you but when you look round there's no-one there.
- 6 A friend you haven't seen or heard from for years knocks on your door.

Part 1: essay

W

Page 99

A



B



C



D



3 Discuss the questions in small groups.

- 1 Which picture shows each of these endangered animals?
Black Rhinoceros Snow leopard Southern Water Vole Vicuna
- 2 Which is native to a) Africa b) Asia c) Europe d) South America?
- 3 Which other creatures at risk of extinction do you know of?
- 4 What reasons can you think of for species becoming endangered?

4 Look at the exam task instructions and the first three notes. Answer these questions.

- 1 What do you have to write about, and for whom?
- 2 Which points must you choose from?
- 3 What must you also write about two of those points?

5 Look at the three opinions in the exam task. For each one, decide which of A, B or C is the best way of paraphrasing each opinion in an exam answer. Say why in each case.

- 1 A Protecting animals is something that people should be taught how to do.
B Schools and the media should show the public how they can help conserve wildlife.
C The public should be given lessons in what to do about the situation.
- 2 A Habitats can be restored to enable species at risk of extinction to thrive again.
B The populations of endangered species should be encouraged to increase.
C One way to help the recovery of endangered animal populations is to improve their environment.
- 3 A Laws should protect all living creatures, wherever they may be.
B Harming animals, or damaging the places where they live, ought to be illegal.
C There should be strict laws against the harming of wildlife or their habitats.

Exam task

Write your answer in **220–260** words in an appropriate style.

Your class has attended a debate on how governments around the world should help protect endangered species. You have made the notes below.

Ways governments could help protect endangered species:

- education
- protected zones
- legislation

Some opinions expressed in the discussion:

"People should be shown how they can help conserve wildlife."

"We can help endangered animal populations recover by improving their environment."

"It ought to be illegal to harm animals or damage the places where they live."

Write an essay for your tutor discussing **two** of the points in your notes. You should **explain which way you think would be more effective, giving reasons** to support your opinion. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

6 Read the model essay. Then answer the questions.

- 1 Which two of the notes does the writer use, and in which paragraphs?
- 2 Which two handwritten opinions does she use, and how does she paraphrase them?
- 3 Which way does she think would be more effective and what reasons does she give?
- 4 Which of the following does she use?
 - inversion of subject and verb
 - sentence adverbs
 - addition links
 - contrast links

At no time in recorded history have so many species of animal faced extinction. Alarmingly, scientists say that our planet is currently undergoing a mass extinction episode, brought about by a combination of factors that include habitat destruction, diseases, pollution, uncontrolled hunting, and – above all – climate change.

One solution is to pass strict laws protecting both wildlife and their habitats. Not only must the hunting or capturing of endangered or threatened species be made a criminal offence, the sale, export or import of products from those animals should also be prohibited worldwide. Clearly, such regulations will be difficult to enforce in certain countries, but they are essential if the trade in ivory, for instance, is to be stopped. In addition, the law must prevent damage to natural habitats by pollution, uncontrolled building or the use of pesticides.

Another approach would be to create protected zones where a recovery plan would enable endangered animals, especially those most affected by habitat loss, to return to their previous population levels. Crucially, such zones would be kept free from water contamination, illegal hunting and invasive species, while wildlife-friendly land management practices would be encouraged and animals relocated there from less safe environments.

On balance, however, I would prefer to see legislation. Unfortunately, there simply are not the resources available to establish protected zones for all the animals at risk, and the loss of one species inevitably leads to the extinction of others within the ecosystem. The law, on the other hand, can be applied globally to combat what is now, undeniably, a global crisis.

7 You are going to do the exam task. If you intend to write about education, get ideas by thinking about these points and making notes.

- The educational system, the government and the media should make everyone aware of the threats to the survival of animal species, and the consequences of extinctions.
- People should be encouraged to help conserve wildlife by, for example, providing habitats in their gardens, avoiding the use of pesticides or not keeping invasive species as pets, and by reporting any illegal hunting, dumping of waste or water contamination.

Quick steps to writing a Part 1 essay

- If you feel strongly about the topic, use some emphatic language such as inversion of subject and object.
- Stay within the word limits. Writing too much creates a negative impression, while too little may prevent you dealing with all aspects of the task.

8 Look at the Quick steps, then plan and write your essay in **220–260** words in an appropriate style. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.

Exam tip >

As elsewhere in the exam, you can write in U.S. or U.K. English as long as you use it consistently.