

**Excite, educate,
inspire your students**

On Screen



Express Publishing

2a Reading

UNIQUE UNDERWATER CREATURES

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!

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.

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.

Another unique characteristic of seahorses is that they (along with their cousins, the

- Read-along texts help students improve their reading skills

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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
- plankton • pregnant • fertile
- mate • grave danger
- exceptionally limited
- distribution range • estuary
- conserve

shellfish (n) Shellfish are sea creatures that have a shell around them, e.g. lobsters, crabs, mussels and oysters are shellfish.

- Revision and practice of the new vocabulary with definitions, examples & visuals

2c Grammar

Modal Verbs

Use: We use **must/ have to** to express obligation/ duty/ necessity.

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

- Animated grammar to study and practise the grammar structures presented in class

2c Grammar in use

Clauses of time

- Clauses of time are introduced by: *after, as, as long as, as soon as, before, by the time* (= before, not later than), *every time, immediately, just as, once, the moment* (that), *until/ till* (= up to the time when), *when, while, etc.*
We should do something to help the environment *before* it is too late.
- When the verb of the main clause is in a present or future form, the verb of the time clause is in the present form, and when the verb of the main clause is in a past form, the verb of the time clause is in a past form, too. We don't use *will/would* in a clause of time. *We'll leave as soon as our taxi gets here.* (NOT: as soon as our taxi will get)
- When the time clause precedes the main clause, a comma is used. When the time clause follows, no comma is used.
Every time it rains, the streets flood.
But the streets flood every time it rains.

- Comprehensive Grammar Presentation

2a Reading

- anatomy
- attached to (adj) connected (to)
- body structure
- bony plates
- capture imagination
- chameleon (n) a kind of lizard whose skin can change colour
- conserve
- current
- distribution range (phr) the areas in which an animal lives
- endangered
- estuary
- evolve (v) to develop over a period of time
- exceptionally limited
- feature
- fertile (v) to cause a baby animal to start forming
- fin
- folklore

Words Definitions Select

- A vocabulary list with audio in every lesson helps students learn the new words and practise spelling and pronunciation

2i Writing An essay providing solutions to a problem

Model analysis

Read the model. Answer the questions.

- What problem is the essay about? Which paragraph states it?
- What solutions does the writer suggest?
- What results can each solution have?
- Which paragraph summarises the writer's opinion? Paragraph 5 summarises the writer's opinion.

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 clearer.

4 Thirdly, it is important to save energy. Power stations contribute to air pollution. By turning off lights and appliances when we 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.

- Speaking & writing models to help students correctly prepare homework without parental involvement



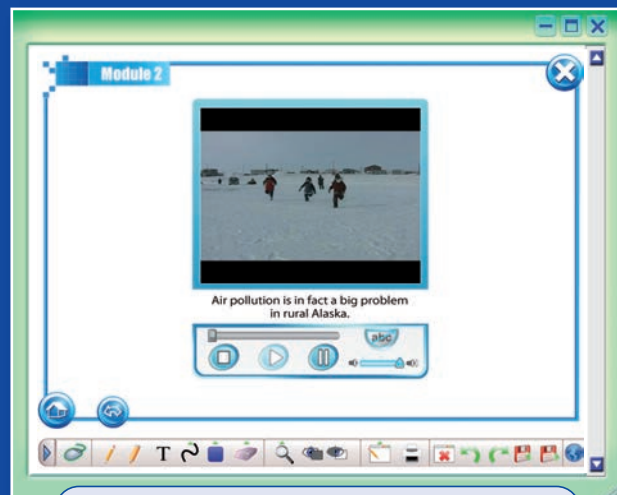
- Fun quizzes for every module



- Fun vocabulary & grammar games to practise and revise the content of each module



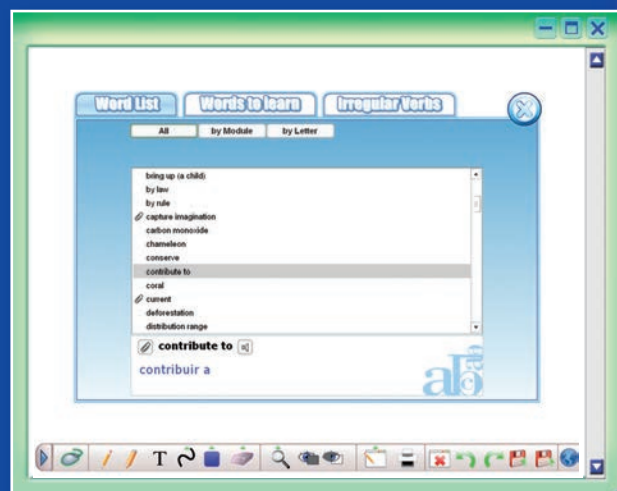
- Videos to familiarise students with different aspects of English culture



- Authentic documentaries thematically linked



- Fully interactive activities to practise and revise grammar & vocabulary



- An easy-to-use bilingual Digital Dictionary with audio

Bring your lessons to life! The teacher's interactive tool!

Interactive
Whiteboard
Software



- Vocabulary presentation through visuals

- Extensive comprehensive writing sections, with model compositions and plans

- Role-play guide and model dialogues

- Fun board games to consolidate the language presented in each module

- Authentic documentaries thematically linked

- games to practise/revise writing theory through fun

On Screen

B2

Virginia Evans - Jenny Dooley

Student's Book



Express Publishing

Contents

	Vocabulary	Reading	Grammar
Module 1 People (pp. 5-20) <hr/> Language Knowledge 1 (pp. 16-17) Language Focus 1 (p. 18) Progress Check 1 (pp. 19-20)	<ul style="list-style-type: none"> • appearance • personality • clothes & fashion • jobs • daily routine; free-time activities • phrasal verbs with <i>look</i> • forming adjectives from verbs & nouns 	<i>The Akha Way</i> (multiple choice; answer questions – how to deal with multiple choice reading tasks)	<ul style="list-style-type: none"> • present tenses • <i>already, just, yet, (n)ever, for, since</i> • stative verbs
Module 2 The Environment (pp. 21-36) <hr/> Language Knowledge 2 (pp. 32-33) Language Focus 2 (p. 34) Progress Check 2 (pp. 35-36)	<ul style="list-style-type: none"> • our natural world of animals • environmental problems & solutions • phrasal verbs with <i>bring</i> • forming nouns from verbs 	<i>Unique Underwater Creatures</i> (multiple choice; answer questions – get the main idea)	<ul style="list-style-type: none"> • modal verbs I (<i>must, have to, should, ought to, mustn't, don't have to, needn't</i>) • future tenses • time clauses
Module 3 Travel & Holidays (pp. 37-52) <hr/> Language Knowledge 3 (pp. 48-49) Language Focus 3 (p. 50) Progress Check 3 (pp. 51-52)	<ul style="list-style-type: none"> • types of holidays • means of transport • accommodation; facilities/services • holiday problems • phrasal verbs with <i>come</i> • forming <i>-ing/-ed</i> adjectives 	<i>The Thundering Smoke</i> (missing sentences; answer questions – read for specific information)	<ul style="list-style-type: none"> • past tenses • <i>used to – would</i>
Module 4 Festivals & Celebrations (pp. 53-68) <hr/> Language Knowledge 4 (pp. 64-65) Language Focus 4 (p. 66) Progress Check 4 (pp. 67-68)	<ul style="list-style-type: none"> • festivals & celebrations • activities • feelings • phrasal verbs with <i>make</i> • forming adjectives (<i>-ful/-less</i>) 	<i>The Tar Baal</i> (multiple choice; answer questions – predict content)	<ul style="list-style-type: none"> • relatives • defining & non-defining relative clauses • comparatives & superlatives
Module 5 Crime (pp. 69-84) <hr/> Language Knowledge 5 (pp. 80-81) Language Focus 5 (p. 82) Progress Check 5 (pp. 83-84)	<ul style="list-style-type: none"> • breaking the law • crime & punishment • law breakers • phrasal verbs with <i>break</i> • prefixes to express opposite meanings 	<i>The camera never lies</i> (multiple choice; answer questions – paragraph main ideas; matching headings to paragraphs)	<ul style="list-style-type: none"> • the passive • causative form • clauses of result
Module 6 Technology (pp. 85-100) <hr/> Language Knowledge 6 (pp. 96-97) Language Focus 6 (p. 98) Progress Check 6 (pp. 99-100)	<ul style="list-style-type: none"> • technology gadgets • the Internet • phrasal verbs with <i>be</i> • verbs from adjectives using (<i>en/-en</i>) 	<i>The Toddler Robot</i> (multiple choice; answer questions – read for specific information)	<ul style="list-style-type: none"> • conditionals • clauses of purpose • wishes • question tags
Module 7 Sports & Fitness (pp. 101-116) <hr/> Language Knowledge 7 (pp. 112-113) Language Focus 7 (p. 114) Progress Check 7 (pp. 115-116)	<ul style="list-style-type: none"> • sports & fitness • sports places & equipment • phrasal verbs with <i>put</i> • compound nouns 	<i>Adventures</i> (multiple matching; – answer comprehension questions)	<ul style="list-style-type: none"> • infinitive/<i>-ing</i> form • tenses of the infinitive <i>-ing</i> form • <i>would prefer/would rather/had better</i>
Module 8 Nature Attacks! (pp. 117-132) <hr/> Language Knowledge 8 (pp. 128-129) Language Focus 8 (p. 130) Progress Check 8 (pp. 131-132)	<ul style="list-style-type: none"> • natural disasters • extreme weather • temperature • phrasal verbs with <i>give</i> • forming verbs from adjectives & nouns 	<i>Disasters</i> (multiple matching; answer questions)	<ul style="list-style-type: none"> • reported speech (statements, questions, commands; requests) • <i>say – tell</i>, reporting verbs • reporting modal verbs
Curriculum/Culture (pp. CC1-CC8) Writing Bank (pp. WB1a-WB8)		Grammar Reference (pp. GR1-GR15) Irregular Verbs (p. IV1)	

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

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!

5

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.

10

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.

15

20

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!

25

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.

30

35

- 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.

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?

Exam-style vocabulary tasks

2a

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.



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

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

Exam style listening tasks including radio announcements, news items, interviews, adverts, monologues, presentations, lectures, etc

Intonation practice

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.

Activities to consolidate the listening tasks

Situational model dialogues
in a real life setting

Speaking skills 2e

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

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 (120-180 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.

Your turn

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 (120-180 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 2) the "planet's nursery" due to the 3) that the majority of the Earth's tree and flower species originate from there. Some of these plants, 4) 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 5) on earth, like the southern cassowary, a tall, flightless bird, and the tree kangaroo. All of 6) unique qualities led to the Daintree becoming a World Heritage site in 1988. Not surprisingly, the Daintree 7) become a popular destination for eco-tourism, with tens 8) thousands of visitors coming every year. 9) you have to choose your season, summer is extremely hot and wet, 10) torrential rains making many areas inaccessible. However, during winter, 25°C sunny days make perfect conditions for exploring 11) magnificent tropical rainforest region, unofficially 12) 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 2) in places. Cook's ship ran aground several times and the coral tore 3) into the hull, causing severe damage. When he finally made it to the far north coast, Cook named its 4) most point, Cape Tribulation, for the difficult time he had navigating a safe 5) These days, the Great Barrier Reef is a marine park of world 6) and a favourite international diving 7) The turquoise 8) waters are still home to thousands of marine species, from 9) 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 10) marine environment.

- CHART
- VAST
- DANGER
- DEEP
- NORTH
- PASS
- SIGNIFY
- LOCATE
- 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**

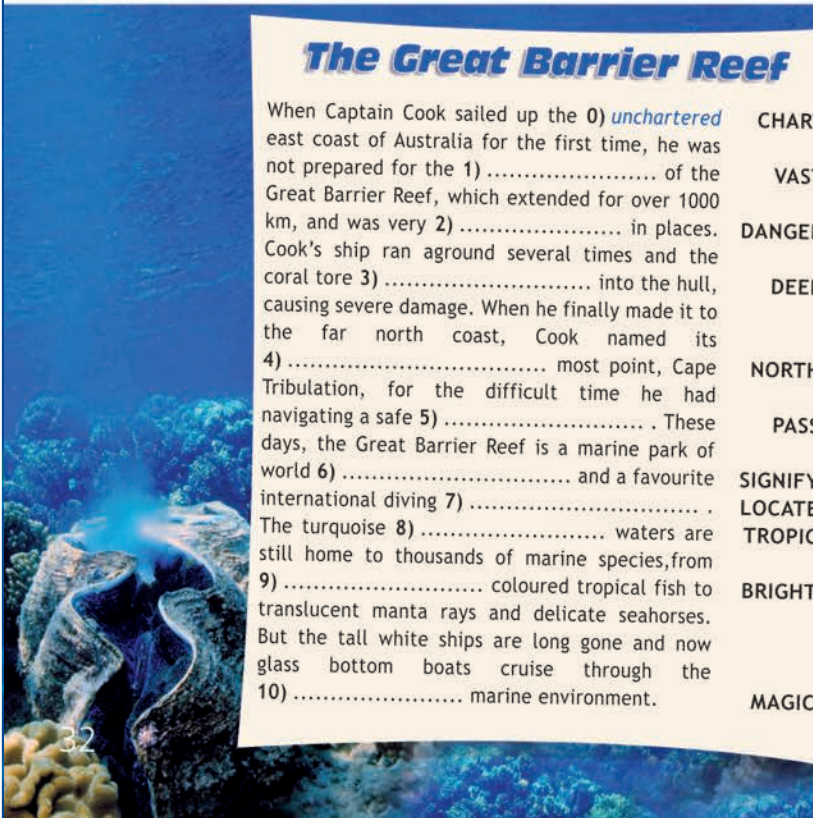
Sarah had
..... about where they should go for dinner.

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.

- My teacher me to research all my options before I applied to a specific university.
A recommended C advised
B suggested D insisted
- The curator asked us any of the statues.
A to not touch C not touching
B please stop touching D not to touch
- "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
- "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
- "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
- 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
- her inexperience, she gave an impressive performance.
A Because of C However
B Although D In spite of
- "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
- We cleared up the beach without the help of volunteers.
A never have C could never have
B may not be D had never
- "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
- 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.

- Charles did all sorts of jobs to a living.
A gain B earn C win D take
- Angie has the to become a champion tennis player.
A potential C advantage
B efficiency D operation
- I picked up the phone, dialled the number, but realised the line was
A empty B dead C wasted D beat
- A recent study that there is a connection between poverty and crime.
A calculates C records
B expresses D indicates
- I didn't realise setting up my own business so much hard work.
A engaged C involved
B surrounded D contained
- She was sitting in the of a large apple tree.
A shade B shadow C darkness D cover
- The T-shirts and sweaters cost £15 and £30
A simultaneously C primarily
B cooperatively D respectively
- 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
- The news of her transfer to another branch as a real surprise to Muriel.
A went B made C came D was
- I really enjoy science, but my brother is with it this year.
A struggling C conflicting
B fighting D worrying
- Stephen likes old motorbikes and putting them back together again.
A destroying C dismantling
B uncovering D demolishing
- Stan was from school for playing truant.
A expelled C evacuated
B excluded D extracted
- 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.

Grammar

(10x2=20)

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 (120-180 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

Writing Bank 2

Essays suggesting solutions to a problem are formal pieces of writing in which we state a problem and make suggestions on how to deal with it. We also write the expected result of each suggestion. We state our opinion at the end of the essay. These essays include:

- an **introduction** stating the problem and its cause(s).
- **main body paragraphs** (up to 3) each presenting a separate suggestion and their possible results. We start each main body paragraph with a topic sentence which introduces or summarises the main topic of the paragraph. A topic sentence is followed by supporting sentences which provide results or examples to support the topic sentence.
- a **conclusion** which restates the problem and/or summarises the writer's opinion. They are written in **formal style**, that is:
 - **impersonal style, longer sentences and use of the passive** (*If these suggestions are taken into consideration, I am convinced that the problem will be resolved.*)
 - **formal linking words** to join ideas (*Furthermore, Moreover, Nevertheless, etc*)
 - **full verb forms** (*There is no doubt that ...*)

> Useful Language

Listing points

- Firstly,/In the first place, • Secondly,
- Furthermore,/In addition,/Besides,
- Finally,/Lastly,/Last of all

Making suggestions

- One way of solving the problem ...
- Another helpful suggestion would be to ...
- We/People should ...
- It would be a good idea to ...

Showing contrast

- However,/Nevertheless,
- On the other hand, • Despite this/that,

Presenting results

- As a result,/Consequently, • By doing this,
- In this way, • Therefore, • Then,
- If (people) ... , the (situation) will/would ...

Expressing opinion

- In my opinion/view,
- I believe/think/feel (that) ...
- It seems to me/It is obvious (that) ...

Concluding

- To conclude,/To sum up, • All in all,
- On balance, I would say (that) ...

Essays suggesting solutions to a problem

You have had a class discussion about rubbish on the streets. Write an essay for your teacher suggesting ways that we can help to fight this problem and mentioning the possible results (120-180 words).

Nowadays, rubbish on the streets is a serious problem in many cities and towns. This is because many people are too careless or lazy to dispose of it responsibly. **However**, there are several solutions to the problem. **listing points** **formal linking word**

Firstly, we should try to recycle more. This way, we will reduce our rubbish and the streets will be much cleaner and tidier. **full verb form**

Moreover, we can pick up rubbish lying on the streets instead of ignoring it. By doing this, we set a good example for others and they will hopefully learn to do the same.

Last of all, we can create a local group for picking up rubbish in our neighbourhood. As a result, neighbourhoods **will be kept** in better condition. **passive voice**

To sum up, it is true that street rubbish is a problem in many areas. Nevertheless, **I believe** that if we all work together responsibly, we can **make** our neighbourhoods cleaner, better places to live in. **expressing opinion** **longer sentence**

Plan

- (Para 1) *state problem & cause(s)*
- (Para 2) *1st suggestion & possible result*
- (Para 3) *2nd suggestion & possible result*
- (Para 4) *3rd suggestion & possible result*
- (Para 5) *restate problem/give your opinion*

Practice

- 1 Read the model. What is each paragraph about?
- 2 Find and replace all the linking words and phrases in the essay with different ones from the Useful Language section.
- 3 Find the topic sentences in the essay. Replace them with other appropriate ones.
- 4 Write supporting sentences for each of the topic sentences.
 - 1 One way to solve the problem of animals losing their habitats is to donate money to wildlife organisations.
 - 2 It would be a good idea to leave our cars at home and use public transport instead.
 - 3 First, we could reduce waste by not buying products with unnecessary packaging.
 - 4 Moreover, we can help save forests by planting new trees.

2a Reading

1 Read the text and for questions 1-6 choose the correct answer A, B, C or D.

The Great Migration



A Every year, after the rainy season one of the most incredible spectacles in the natural world takes place in East Africa. One and a half million wildebeest (Africa's famous large antelope) gather up their young and begin a 2,800 km trek across the plains of the Serengeti and Maasai Mara in search of food and water. This annual migration, which has been dubbed the 'Greatest Show on Earth', is the largest mass movement of terrestrial mammals on the planet.

B The journey to find fresh, juicy grass is a dangerous one. Wildebeest must cross crocodile-infested rivers, survive strong currents, and escape the jaws of predators during their trek from the Serengeti in Tanzania to the greener pastures of the Maasai Mara in Kenya.

C Waterways are terrifying to wildebeest for two reasons. First, because of the animals' fear of the water itself and the crocodiles that live within it. Second, because water generally means vegetation and predators such as lions and leopards lie in wait for wildebeest in bushes as they enter and exit waterways. Wildebeest have an inbuilt instinct to move in a certain direction, though. Thus, they will cross rivers despite their terror.

D The most treacherous part of the wildebeests' entire journey is the crossing of the Mara River. Many lose their lives in the Mara either by drowning or in the jaws of hungry crocodiles, but there are other dangers too. In 2007,

approximately 10,000 wildebeest drowned trying to cross the Mara River due to unusually strong currents.

E The sheer number of wildebeest and the drama of the crossings makes the Mara River the most popular spot for tourists who travel to Africa to witness the Great Migration. Interestingly, when wildebeest arrive on the banks of the Mara they do not cross it immediately. Instead, they gather, waiting to cross. For days their numbers build up, and for no apparent reason, they turn and wander away from the water's edge. Finally, one brave wildebeest steps forward and takes the first plunge into the river. This sets off a stampede, with every animal for itself, swimming and fighting to get to the other side.

F The animals that survive the Mara River crossing find themselves in the Maasai Mara plains, and it's time to feast on the juicy grass. Zebras, which join the wildebeest in their migration, form an excellent partnership with them. Zebras travel ahead of the wildebeest and, as they prefer long grass, take the first course, trimming it neatly for their friends at the back, who like it nice and short.

G The wildebeest remain on the Mara grasslands until the grass is gone. Then, they make their return trip back to the Serengeti to mate during the rainy season. The Serengeti is their breeding ground. By the time they arrive there, the grass will once again be green and lush. And so the cycle will begin again.

- 1 The 'Greatest Show on Earth' takes place because wildebeest
 - A are looking for food.
 - B have a natural instinct to keep moving.
 - C need to increase their numbers.
 - D are looking for a place to give birth.
- 2 At waterways,
 - A the greatest danger for wildebeest are the crocodiles.
 - B wildebeest will only move forward in a straight line.
 - C the natural instinct of wildebeest is to turn back.
 - D wildebeest become easy prey for big cats.
- 3 The Mara River
 - A is East Africa's most popular tourist spot.
 - B always has very strong currents.
 - C is where wildebeest face the highest risk of death.
 - D has more crocodiles than any other river in Africa.
- 4 The first wildebeest to cross the Mara River is
 - A the leader of the pack.
 - B the animal who reaches the river first.
 - C a random animal.
 - D the strongest swimmer.
- 5 Zebras and wildebeest
 - A eat different foods.
 - B eat different parts of the same plant.
 - C eat side by side.
 - D eat only tall grass.
- 6 With regards to grass, the Mara differs from the Serengeti in
 - A the amount of grass it has.
 - B how fast its grass grows.
 - C the season its grass appears.
 - D the type of grass it has.

2 Find words in the text with a similar meaning to the following words/phrases.

- Para A: unbelievable, assemble in one place, described
- Para B: journey, grasslands
- Para C: tends, specific
- Para D: dangerous, about
- Para E: actual, obvious, dive
- Para F: eat, alliance, cutting
- Para G: area, rich

What part of speech is each word?

3 Find words in the text which mean the opposite to the following words/phrases.

- believable • not immediately obvious
- precisely • small • not alarming • prey

4 Fill in: *incredible, natural, annual, terrestrial, currents, inbuilt, spot, breeding.*

- 1 John is addicted to TV documentaries which explore the wonders of the world.
- 2 The Lake District, which has got England's largest lake and tallest mountain, is a popular for hikers.
- 3 Unlike many of their marine cousins, most mammals have got skin covered in hair.
- 4 It's not safe to swim in the river due to the strong
- 5 The documentary was about penguins leaving the ocean to walk to their ground of thick ice.
- 6 The swans will fly south when it's time for their migration before the winter.
- 7 Bears have got a(n) instinct that motivates them to hibernate for the winter.
- 8 Have you ever seen the spectacle of lights created by the Aurora Borealis?

5 Fill in: *waterways, pastures, plunge, crossing, banks, trek, migration, vegetation.*

During their 1) from the Serengeti to the green 2) of the Maasai Mara, millions of wildebeest face a treacherous journey. The wildebeest need bravery, particularly to cross the 3) on this great annual 4) Not only are the rivers infested with crocodiles, but the animals must also conquer their fear of water. The 5) of the Mara River is the most famous challenge for these dedicated animals. The wildebeest wait for days on the 6) of the river. They feed on the 7) there before finally taking the 8) into the river. The wildebeest which survive will then be free to feed on the juicy grass of the Maasai Mara.

2b Vocabulary

1 Fill in: *unique, traditional, limited, strong, shallow, pointed.*

- Many doctors believe that medicine can have a role to play in modern society.
- Coral reefs usually develop in waters in warm parts of the world.
- The parrot fish has got characteristics such as the ability to change shape or colour.
- A shrew is a small mammal with a long, nose.
- Seahorses live within a(n) range which is not far from the shore.
- The canoeist used the currents to move quickly down the river.

2 a) Put the words below under the appropriate headings.

- air pollution • clean up rubbish
- deforestation • endangered species
- polluted beaches • protect wildlife habitats
- replant trees • run taps less often
- use public transport • water shortages

Environmental problems	Solutions
<i>air pollution</i>	<i>use public transport</i>

b) Use the environmental problems and the solutions to write sentences, as in the example.

We can reduce air pollution by using public transport instead of our cars.

3 Circle the odd one out.

- mammals:** monkey – whale – parrot – bear
- insects:** toad – fly – beetle – butterfly
- rodents:** mouse – squirrel – kangaroo – rat
- fish:** tuna – seal – salmon – seahorse
- reptiles:** chameleon – crocodile – jaguar – iguana
- birds:** frog – eagle – owl – parrot

4 Fill in the correct preposition.

- There is a lack clean water in this arid region.
- According zoologists, pandas raised in captivity don't have the skills to survive in the wild.
- The government has to open a new landfill site as the current one is full rubbish.
- Greenhouse gas emissions are harmful the environment.
- Deforestation causes a great deal of damage air quality as well as wildlife habitats.
- Cutting energy use by 1% will also reduce carbon emissions by least the same amount.
- a doubt, this is one of the most polluted cities in the world.

5 Fill in the gaps with the correct form of the words in brackets.

The Global Day of Action on Climate Change

The Global Day of Action on Climate Change is an annual demonstration aimed at focussing the worldwide awareness of global warming 1) (prevent). It first started in 2005 with rallies taking place in 34 countries. By 2007, the Global Day of Action involved the 2) (participate) of 84 different countries and by 2011, citizens and 3) (organise) from a further 30 countries also took part. Environmentalists hope they can encourage governments to come to an agreement on ways to tackle climate change. Some scientists believe we only have a decade left to reverse the growth of greenhouse gas 4) (emit). If there is no 5) (reduce) in the levels of greenhouse gases being emitted, then climate change will become impossible to prevent. 6) (pollute) from vehicles, homes and industry threatens the future of our planet. Clean and renewable energy is the best 7) (solve) to the problem of climate change, but action must be taken soon. We can all play a part in the 8) (conserve) of our planet.



Topic related vocabulary

2b

6 Choose the correct word.

- 1 Global **heating/warming** refers to the rising temperature of our planet.
- 2 Healthy ecosystems support a **diversity/divergence** of species.
- 3 The future of electricity lies in **renewed/alternative** forms of energy.
- 4 We saved a lot of money when we switched our electricity supply to **sun/solar** power.
- 5 Forest conservation will help to preserve the natural **habitats/homes** of local wildlife.
- 6 Climate **change/difference** is caused by the build up of greenhouse **gases/emission** in the Earth's atmosphere.

7 Circle the odd one out.

- 1 household – factory – fossil **waste**
- 2 poisonous – toxic – carbon **gases**
- 3 pouring – global – acid **rain**
- 4 greenhouse – atomic – solar **energy**
- 5 drinking – polluted – harmful **water**

8 Fill in: fossil, energy, ozone, pesticides, extinction.

- 1 We must act to solve the crisis before there are no gas and oil resources left.
- 2 Rivers can become contaminated when farmers use on their crops.
- 3 Some scientists predict that our supplies of fuels could run out within fifty years.
- 4 Conservation of the jungle will help to prevent further animal
- 5 The layer protects us from the most harmful radiation from the sun.

Word formation

11 Complete the sentences with words derived from the words in bold.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 We found it to sleep because of the deafening noise from next door. (POSSIBLE) 2 Local are complaining about the pollution caused by the nearby factories. (RESIDE) 3 These vegetables are produced at local farms. (ORGANIC) 4 Banning cars from the city centre would be an way of reducing traffic jams. (EFFECT) 5 The environmentally-friendly company received good in the press. (PUBLIC) | <ol style="list-style-type: none"> 6 The hurricane hit areas causing extensive damage. (COAST) 7 The of cities into rural areas can be harmful to the environment. (EXPAND) 8 We had the rare opportunity to visit a(n) rainforest. (EQUATOR) 9 The area was still which allowed the environment to retain its natural beauty. (DEVELOP) 10 The local authorities tried to raise of the importance of recycling. (AWARE) |
|---|--|

9 Choose the correct word.

- 1 The recent floods left the rural town in complete **destruction/demolition/devastation/desertion**.
- 2 An easy way to save water is to **ensure/assure/reassure/insure** there are no leaking taps in your home.
- 3 In an ideal world, everyone would have **access/ approach/entry/admission** to clean drinking water.
- 4 It's only a matter of time before we use up the Earth's **sources/origins/resources/supports**.
- 5 The town's water **supply/source/store/stock** was very low after two years of drought.
- 6 The water supply was **altered/contaminated/infected/infested** and residents were told to drink bottled water.

10 Fill in: reserve, farming, energy, stations, evaporate, balanced.

- 1 Endangered species will be protected in the wildlife
- 2 A(n) ecosystem is necessary for all wildlife to survive.
- 3 When watering your garden bear in mind that water will more quickly at midday.
- 4 Organic has become more popular since concerns arose about GM crops.
- 5 A team of physicists are responsible for checking the safety of our nuclear power
- 6 More houses are powered by renewable forms of these days.

2c Grammar

1 Fill in the gaps with the words/phrases below. Then match the sentences to the responses.

- ought not to • must • should • mustn't
- have to • don't have to

1 *d* You **must** throw your rubbish in the bin.

2 You really read this article on carnivorous plants.

3 You clean out the fish tank today.

4 We fish in this lake.

5 People have exotic animals as pets.

6 Experts say we all try harder to protect the environment.

- a I agree. They belong in the wild.
- b Why? Have you done it already?
- c I think they're right.
- d I know, I will.
- e I know. It says so on that sign.
- f I will. It looks interesting.

2 Fill in an appropriate modal verb that matches the meaning of the phrase in brackets.

- 1 He **didn't need** to change the light bulb. (It **wasn't necessary**.)
- 2 You respect the company's dress code. (You **are obliged to**.)
- 3 We make fun of other people's appearance. (It's **not a good thing to do**)
- 4 You replace all your ordinary light bulbs with energy-efficient ones. (I **advise you to**.)
- 5 Pedro do an assignment on the problem of deforestation in Spain. (It **is necessary**.)
- 6 You buy products made from endangered species. (It **is forbidden**.)
- 7 You recycle as much as possible. (It's **a good idea**.)
- 8 Young people respect the elderly. (It's **their duty**.)
- 9 People hunt endangered species. (It's **against the law**.)
- 10 You forget to wear sunscreen. (It's **not a good idea**.)

3 Underline the correct verb tense and then identify its use.

- 1 We all hope that we are living/will live in a cleaner environment in the future.
(*will: expresses hope for the future*)
- 2 Carmen is going to join/will join Greenpeace; she has already applied.
- 3 Valerie will have come/is coming to clean up the local beach with us tomorrow.
- 4 Our flight leaves/will have left at 6:00, so there's plenty of time to get to the airport.
- 5 Kenneth will be sleeping/will sleep at 7:00 tomorrow morning; call him later.

4 Put the verbs in brackets into the correct future form.

- 1 A: Mr Harris needs to speak to you.
B: I'll call (call) him right away.
- 2 A: I (start) my new job at 9:00 am on Monday.
B: Are you nervous?
- 3 A: I'm getting tickets for the concert on Friday.
B: Don't bother. They (sell out) by then.
- 4 A: What (they/do) about that huge oil spill off the coast?
B: They haven't announced anything yet.
- 5 A: What are your plans for tonight?
B: I (not/do) anything special.

5 Choose the appropriate time conjunctions. Put the verbs in brackets into the correct form.

- 1 Scientists estimate that **at the moment/every day**, 100 plant or animal species become (become) extinct.
- 2 **By the time/The moment** Lydia heard about the local environmental organisation, she (decide) to become a member.
- 3 Alison used to work at a pet shop **before/once** she (volunteer) at the animal shelter.
- 4 Let me know how much the tickets cost **before/as soon as** you (find out).
- 5 His boss asked him to stay behind **just as/until** he (get) ready to leave.
- 6 Monica will do the shopping **as long as/after** she (do) her homework.

Revision (Modules 1-2)

2

1 Complete the sentences with the correct form of the verb in brackets.

- 1 Ben *does* (**do**) his grocery shopping on Fridays.
- 2 Lisa (**not/visit**) her grandparents for weeks.
- 3 The local environmental organisation hopes that many people (**turn up**) for the beach clean-up day.
- 4 I (**not/suppose**) you know where George is at the moment.
- 5 This time next week, we (**work**) in our new offices.
- 6 Peter (**take**) a shower at the moment, why don't you call him later?

2 Complete the second sentence so that it means the same as the first.

- 1 It wasn't necessary for him to bring a jacket. He did *not need to bring a jacket*.
- 2 It's been ages since I saw my cousin. I have
- 3 John has decided to grow a beard. John is
- 4 She started writing music when she was 12. She has
- 5 Dave doesn't go out with his friends very often. Dave rarely

3 Rewrite the sentences using *modals*.

- 1 I **advise you to** buy the red coat. You *should buy the red coat*.
- 2 It's **not necessary** for Anna to wash the car. Anna
- 3 It is **everyone's duty** to protect the environment. We all
- 4 It was **necessary** for Chris to walk the dog yesterday. Chris
- 5 It's **not a good idea** to trust Sofia. You
- 6 It's **forbidden** to throw litter in the streets. You
- 7 It's **a good idea** to recycle. You
- 8 You are **obliged** to respect the laws. You

4 Join the sentences using the time word given.

- 1 I will do my homework. I will come back from school. (**when**) *I will do my homework when I come back from school.*
- 2 Donna was listening to music. She was jogging. (**while**)
- 3 Patrick turned off the lights. He left the room. (**before**)
- 4 The cleaner will leave. She will finish her job. (**as soon as**)
- 5 It started raining. I was leaving my house. (**just as**)

Grammar in Focus

Fill in the gaps. Use the appropriate form of the word in brackets when given.

- 1 Macy uses Skype (**communicate**) with her friend lives in Australia.
- 2 The leafy sea dragon is a type of seahorse that (**look**) more like seaweed an actual seahorse.
- 3 John was frustrated because he (**try**) to fix his computer for two hours before he realised that there was nothing else he do to make it work.
- 4 a cold day! I wish I (**wear**) a warmer jacket.
- 5 Adam works a forensics photographer and his photos (**use**) to help police investigations.
- 6 Mary can't wait (**play**) tennis with one of the (**famous**) players in the country.
- 7 My advice is that if you (**want**) your marks to improve, you should more attention in class.
- 8 I (**finish**) my homework by the time you get home, so we can (**go**) shopping then.
- 9 Jacob told Sam (**not/use**) the printer because it had run of ink.
- 10 Lucy's skirt (**fit**) her much better now that she has had it (**take**) in.

2d Listening skills

1 Check these words in your dictionary.



2 a) You are going to listen to a professor talking about an environmental problem. For questions 1-8 choose the best answer A, B or C. Read the statements and possible answers. Underline the key words.

- 1 What/Who most influenced Professor Wycliffe's choice of career?
A his parents B his professor C an incident
- 2 What is the focus of his current research?
A marine biology B oil spills
C chemical waste
- 3 Professor Wycliffe says that a lot of people
A are deliberately polluting the seas.
B are polluting without knowing it.
C don't realise that water pollution is a problem.
- 4 Most experts agree that
A natural phenomena are causing pollution.
B natural phenomena don't cause any real pollution.
C pollution is in part a natural phenomenon.
- 5 According to the professor, what causes most water pollution?
A farming B shipping C factories
- 6 What percentage of coral reefs was damaged in the Indian Ocean?
A 19% B 25% C 90%
- 7 Since the 1980s, certain whale populations,
A have decreased. B have almost doubled.
C have remained the same.
- 8 The most common waste found on beaches is
A oil. B cigarettes.
C plastic bags.

b) Listen and choose the correct answer.

3 Listen again and complete the sentences.

- 1 Professor Wycliffe specialises in the study of
- 2 His parents used to take him when he was a child during summer.
- 3 When he was a teenager he was shocked to see and dead fish on the beach.
- 4 According to Professor Wycliffe a lot of people don't know how causes water pollution.
- 5 Coral reefs are destroyed by which is caused by people's actions.
- 6 Apart from factories, ships and oil companies, is the main cause of water pollution.
- 7 Reduction in oxygen in water and rises in water temperatures marine life.
- 8 Plants absorb and cause fish and sea mammals to get sick and die.
- 9 Marine animals mistake for food.
- 10 Professor Wycliffe believes that if each, we can solve the problem.

4 What are Professor Wycliffe's suggestions to help solve the problem of water pollution?

Speaking skills **2e**

1 Look at the picture and complete the description.

- light • black
- girls • doing
- wearing • tree
- long • save
- red • straight



The picture shows two 1) planting a 2) They are 3) T-shirts and shorts. I think it's summer time because their clothes are 4) The girl on the left is wearing a 5) T-shirt and denim shorts. She's got long 6) fair hair. The girl on the right is wearing a 7) top and green shorts. She's got 8) straight brown hair. I think they are enjoying what they are 9) They give a good example of what we can all do to help 10) the environment.

2 Look at the picture. Which text best describes it?



A The picture shows two men. They are in a forest with a river passing by. They are cutting down a tree with a chain saw. The men are wearing uniforms and helmets.

B The picture shows two men in a forest. There's a river near them. One is wearing a uniform, the other is wearing jeans and a T-shirt. Both men are wearing helmets. It seems they have cut down a tree.

3 Look at the picture and answer the questions.



- 1 How many people can you see in the picture?
.....
- 2 Where are they?
.....
- 3 What are they doing?
.....
- 4 What time of the year can it be?
.....
- 5 What is the man wearing?
.....
- 6 How old do you think he is?
.....
- 7 What are the women wearing?
.....
- 8 What do the women look like?
.....
- 9 Do you use public transport? When?
.....

4 Choose the correct response.

- 1 A: How about installing solar panels?
B: **a** I think it's a great idea.
b You're welcome.
- 2 A: We could replace all the light bulbs with energy saving ones.
B: **a** You've been a big help.
b Good thinking.
- 3 A: It would be a good idea to turn off the lights when you leave a room.
B: **a** Thanks.
b I suppose you're right.
- 4 A: Perhaps you could shut your computer down when you aren't using it.
B: **a** Great! **b** That's a good idea.

2f

Writing An essay providing solutions to a problem

1 Read the rubric, then the model. Complete the gaps with: *however, another helpful suggestion, to conclude, first of all, lastly.*

You have had a class discussion about the global water shortage. Your teacher has asked you to write an essay discussing ways of conserving water. Write your essay (120-180 words).

A One in eight people around the world do not have access to clean drinking water. Drought, pollution and farming all contribute to this problem.

1), there are some simple things we can do at home to help conserve water.

B 2), we should not leave taps running unnecessarily. If we turn off the tap while we are brushing our teeth, for example, we will save a surprising amount of water.

C 3) is to operate our dishwasher or washing machine only when they are full. In this way, we save both water and electricity.

D 4), it would be a good idea to take showers instead of baths. A bath typically uses 100 litres of water – twice as much as a shower! This means that we can cut our water consumption by at least half!

E 5), everyone can do something, however small, to save this precious commodity. Every drop counts!

2 a) Expand the prompts into full sentences as in the example.

1 should reduce use/pesticides/fertilisers – this way/prevent run-offs/harmful chemicals/into water sources

We should reduce our use of pesticides and fertilisers. This way, we prevent run-offs of harmful chemicals into clean water sources.

2 should stop buying/wooden products – as a result/fewer trees/cut down

.....

3 local authorities/should provide more rubbish bins – if/do this/people throw/less rubbish on street

.....

b) Write topic sentences for each paragraph in Ex. 2a. Use these words:

1 One effective solution is ...

.....

2 It is a good idea to ...

.....

3 Another useful solution is ...

.....

Your turn

3 Read the rubric and match the solutions to their expected results.

You have had a class discussion about deforestation. Your teacher has asked you to write an essay discussing ways of solving the problem (120-180 words).

- | | | | |
|----------------------------|--|----------|--|
| <input type="checkbox"/> 1 | recycle paper | a | logging companies closed down for cutting down trees illegally |
| <input type="checkbox"/> 2 | urge governments to introduce stricter penalties for illegal logging | b | reforestation |
| <input type="checkbox"/> 3 | plant trees | c | fewer trees will need to be cut down |

4 Use your answers from Ex. 3 and the plan below to write your essay.

Plan

Introduction

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

Main Body

(Para 2) *first suggestion & expected results*

(Para 3) *second suggestion & expected results*

(Para 4) *third suggestion & expected results*

Conclusion

(Para 5) *summarise your opinion*



On Screen

B2+

Virginia Evans - Jenny Dooley

Student's Book



Express Publishing

Contents

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<ul style="list-style-type: none"> • a radio interview (multiple choice) • monologues (matching speakers) • pronunciation: /ɪə/, /i:/, /eɪ/, /aɪ/ 	<ul style="list-style-type: none"> • report lost property • describe things • express choice/reason • prioritise/recommend 	<ul style="list-style-type: none"> • a paragraph giving reasons why someone should visit Sri Lanka • a story (using adjectives/ adverbs; sequence of events) 	<ul style="list-style-type: none"> • Curriculum (PSHE) <i>How to be a responsible tourist</i> • Culture spot: The Highlands (Scotland)
<ul style="list-style-type: none"> • a lecture (answer questions; note taking) • a TV interview (answer questions; discuss an issue; multiple choice) • pronunciation /u/, /ɜ:/, /ʌ/, /ʊ/, /j/ 	<ul style="list-style-type: none"> • introduce topic • express disgust • express concern • express hope • compare & contrast pictures 	<ul style="list-style-type: none"> • a paragraph suggesting ways to help protect a place • an essay suggesting solutions to a problem (linking words) 	<ul style="list-style-type: none"> • Curriculum (Geology) <i>How Geysers Work</i> • Culture spot: Yellowstone National Park, USA
<ul style="list-style-type: none"> • monologues (matching speakers) • a radio interview (multiple choice; T/F statements) • pronunciation double letters: /ʃ/, /tʃ/, /θ/, /o/, /ð/ 	<ul style="list-style-type: none"> • ask about/express feelings • express sympathy • express regret • express opinion/ give reasons 	<ul style="list-style-type: none"> • a paragraph giving reasons why stress can be good for people • an opinion essay (linkers; topic sentences; supporting sentences) 	<ul style="list-style-type: none"> • Curriculum (PSHE) <i>Bullying</i> • Culture spot: ACE, New York City
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<ul style="list-style-type: none"> • a monologue (note taking) • monologues (matching speakers) 	<ul style="list-style-type: none"> • express surprise • ask for information • book tickets • make decisions 	<ul style="list-style-type: none"> • a narrative 	<ul style="list-style-type: none"> • Curriculum (Science) <i>Comets</i> • Culture spot: The Giant Rocks of Hawaii
<ul style="list-style-type: none"> • a conversation (multiple choice) • monologues (matching speakers) • pronunciation: /i/, /i:/, /aɪ/ 	<ul style="list-style-type: none"> • ask for/express opinions/ uncertainty – speculate • compare & contrast pictures 	<ul style="list-style-type: none"> • a paragraph giving reasons • an opinion essay (II) (linking words; topic supporting sentences) 	<ul style="list-style-type: none"> • Curriculum (Literature): <i>Oliver Twist</i> (complete sentences) • Culture spot: Harvard University

Word List (pp. WL1-WL23)
Appendix (p. APP1)

Pronunciation (p. PR1)
American English-British English Guide (p. AE-BEG1)

1 Read the information.

- A CV presents our background and abilities in detail. It includes our name, contact information, education, skills, experience and interests.
- When writing a CV, we need to include all necessary information so that we give the reader a clear idea about who we are. Accurate spelling is important.
- We need to list the information in chronological order starting from the most recent date.

2 Read the CV on the right and label each section with the correct heading from the list.

- Personal Interests & Achievements
- Education • Referees
- Employment • Other Skills
- Personal Details

3 Read the CV again and answer the questions.

- 1 What is Alan's job at the time of writing?
- 2 Why do you think Alan chose to mention those specific personal interests?
- 3 Where did Alan learn to speak a foreign language?
- 4 Why are the referees contact details given?

1 _____

Name: Alan
Date of Birth: 06/10/1988
Address: 12, Forest Road, Chester
Tel: (01244) 681 1919
email: amilner@xyz.com

Surname: Milner
Nationality: British
Postcode: CH4 9HG
Mobile: 0771784844



2 _____

Sep 2011 – present: University of Chester, Chester.
 Candidate for Bachelor of Science (BSc) degree in Biology.

Aug 2009 – Jun 2011: Westfield Secondary School, Chester.
 3 A-levels attained in: Biology (A), Maths (A), Chemistry (B).

Aug 2007 – Jun 2009: Westfield Secondary School, Chester.
 Attained 8 GCSE qualifications: Maths (A), English (A), Biology (A), Chemistry (A), History (A), Physics (B), ICT (B), French (B).

3 _____

Aug 2011 – present: Stone's Bookshop, Chester. (Part-time) Sales Assistant
 • Working on shop floor selling books to the public.
 • Skills: ensuring products are displayed attractively and organised properly; providing exceptional customer service.

Jun 2011 – Aug 2011: Countess of Chester Hospital, Chester. Laboratory Assistant (Work Experience), Pathology Department
 • Organised the lab, cleaned and disposed of utensils, and prepared samples.
 • Skills: learned to follow instructions and work as part of a team; became familiar with modern laboratory equipment.

4 _____

Computer Skills:
 • Experienced user of Word, Excel, PowerPoint, Internet/email, Photoshop.
 • Certificates in biology software: MEGA and SimBio.

Languages: Proficient in French.

5 _____

• Volunteer at a soup kitchen.
 • I am a keen reader and cinema-goer, particularly interested in sci-fi.

6 _____

• Dr John White. Laboratory Technician, Countess of Chester Hospital, Chester. Tel: (01244) 618 9191.
 • Mrs Delia Peters (Manager), Stone's Bookshop, Chester. Tel: (01244) 677 4462.



Culture Spot

1 What do you know about taxi drivers in London? How do they get a licence to drive their cabs? Read to find out.

What comes to mind when you think of London? Many people might say Big Ben or Tower Bridge, but no visit to England's capital would be complete without taking a ride in a red double-decker bus or a black cab. Today, there are over 20,000 black cabs operating in London. London taxi drivers are particularly knowledgeable. Before the Public Carriage Office gives out a taxi licence, the driver must pass a test called 'the Knowledge'. An intimate knowledge of the names and locations of London's streets, landmarks and

office buildings is required to pass this test. Established in the 19th century, it is said to be the most demanding test for taxi drivers in the world. On average, drivers will attempt 'the Knowledge' twelve times before eventually passing, and that's after studying London's streets for up to three years before taking the test.



2 Compare London taxi drivers to taxi drivers in your country.

Work

Module 1

MODULE OBJECTIVES

Vocabulary

- jobs & money
- lifestyles
- character
- idioms
- phrasal verbs
- prepositions
- word formation

Reading

an article about a job (multiple choice, answer questions)

Grammar

- present tenses
- future tenses
- relatives

Listening

- an announcement (true/false statements)
- an interview (multiple choice)
- pronunciation /h/

Speaking

- job interview
- compare photographs

Writing

- a paragraph justifying your preference towards a job
- a letter of application

Language Focus

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

Progress Check

Words of wisdom

"It doesn't matter what job you do, it's how you do it."

Discuss

Making a living

1 Which of these jobs can you see in the pictures:



- estate agent • lawyer • flight attendant
- mechanic • engineer • stockbroker
- firefighter • medical researcher
- au pair • gardener • fashion designer
- tour guide • florist • sales assistant
- builder • plumber • electrician



2 Complete the job adverts. Use these words:

- flexible • experience • qualifications • enclosing • full-time
- references • salary • arrange

A Au pair needed for help with 7-year-old boy and light housework. No 1) needed but must be able to provide 2)
Contact Mrs Hislop on 0209 568 9832 after 6 pm.

B 3) ... sales assistant required for large department store. Must have 4) in fashion retail. Monthly 5) payable. Please apply to Personnel Department, PO Box 2048, Croydon 6) CV.

A
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C We need a part-time gardener with 7) working hours to help with our large garden. Two references required. Please call 9167420637 (mornings only) to 8) an interview.

3 Which of the jobs in Ex. 1: are done indoors/outdoors? have career prospects? are well-paid/poorly-paid? have flexible hours? need a degree? need the most training?

4 What would you like to do for a living? Why? Tell the class.

1a Reading

1 The man in the picture is nicknamed 'The Sharkman'. What do you think his job involves?

2 a) These words appear in the text. Check them in the Word List.

- brought up • encounter • operation
- predators • adapt • ferocious
- immobility • interpret

WOULD YOU DARE DO A JOB LIKE THIS?

A Mike Rutzen has one of the most thrilling occupations you could possibly imagine. He is an expert in the secrets and behaviour of one of the most powerful and **feared** natural predators on the planet, the great white shark. Once a fisherman who was scared of this mysterious animal, Mike has learnt to admire and understand great whites, and now, he spends a large part of his time in their **company**.

Mike's passion for sharks goes **beyond the limits** of most shark experts, though. Believe it or not, Mike doesn't simply observe sharks in a tank or in the oceans; he actually pets them, plays with them and even hypnotises them. He has developed such a special **bond** with sharks that he is now known as *The Sharkman*.

B Rutzen is not a scientist. In actual fact, he taught himself everything he knows about sharks. He was brought up on a farm in the South African countryside and knew nothing about sharks until he started working as a fisherman off the coast of Gansbaai, a fishing village near Cape Town. As tourism **developed** in the area, there arose a need for experienced boat skippers to take tourists out to see the sharks. Despite his natural fear of sharks, Mike gradually came to love these giant fish and developed a very close relationship with them. He took lessons in freediving so he could swim with sharks and he slowly learnt how to interpret their behaviour and adapt his posture to avoid being attacked. He soon decided that he wanted to work with sharks and started up his own cagediving business **dedicated** to sharing his passion for great white sharks.

C Mike's diving operation now specialises in locating and diving with great white sharks to provide people with the opportunity to experience a unique and unforgettable underwater encounter with these amazing creatures. Mike's interest in sharks doesn't end there, though. He has set himself the goal of changing the negative **perception** that so many people have of great white sharks. Through his interactions with sharks, he aims to show people that they are far from the ferocious and mindless killing machines that are portrayed in the media, but that they are curious, intelligent and sensitive creatures. "They may be the top predator in the sea, but they are not the man-eating killers of our nightmares," he says. He believes that great white sharks have personalities and enjoy interacting with people.

D Sharks see Mike neither as prey nor as predator and they happily allow him to swim alongside them. A shark will occasionally let Mike ride with it by hanging onto its dorsal fin. What's truly surprising, though, is that these so-called ferocious killers even allow Mark to hypnotise them. By turning it on its head and massaging its **snout** close to its eyes, Mark can put a four-metre-long, 1,000 kg shark into a state of total immobility for about fifteen minutes. During this time, the shark will lie upside-down and rest on Mike's hand; a sight that scientists can only **marvel at**.

E The Sharkman has become a great champion of shark conservation, **seeking** to highlight the great white shark's **status** as an endangered species and to raise awareness of the need to protect them. He regularly travels to give talks and lectures on the great white shark and he also makes documentaries about them. In *Sharkman*, a Discovery Channel programme, he tours the world and dives with different species of sharks, **demonstrating** his ability to hypnotise them. He also starred in an episode of the BBC's *Natural World*. He not only has an exciting and rewarding job, but he is also, as is stated by the title of another BBC programme, *A Living Legend of Gansbaai*.


Check these words

- company • beyond the limits
- bond • posture • dedicated to
- encounter • perception • mindless
- nightmare • dorsal fin • snout
- marvel at • highlight • rewarding

b) Use the words in Ex. 2a to complete the sentences below.

- 1 Mike Rutzen works with sharks, one of the most feared on Earth.
- 2 Mike was in South Africa where he originally worked as a farmer.
- 3 He learnt to respect sharks and their behaviour.
- 4 He also learnt how to his posture to protect himself from possible shark attacks.
- 5 The he runs specialises in feeding sharks.
- 6 Mike believes sharks aren't animals, but are actually intelligent and sensitive creatures.
- 7 Mike can hypnotise sharks to hold them in a state of total for about an hour.
- 8 Mike believes a(n) with a great white shark is an unforgettable experience.

3 Which of the sentences in Ex. 2b are true about Mike?

 Listen and read to find out.

4 Read the text again. For questions 1-8, choose the correct answer A, B, C, or D. Justify your answers.

- 1 What does the writer think Mike Rutzen's job is like?

A scary	C exciting
B strange	D creative
- 2 Why is Mike different to most shark experts?
 - A He owns pet sharks.
 - B He gets hypnotised by them.
 - C He studies sharks in tanks.
 - D He builds strong bonds with sharks.
- 3 As a child, Mike lived ...

A in a fishing village.	C on the coast.
B in Cape Town.	D in a rural area.
- 4 What led Mike to start his own business?
 - A his lack of work as a fisherman
 - B his need for more money
 - C his desire to be closer to sharks
 - D the demand created by tourists

- 5 Mike hopes his work will
 - A change people's opinions of sharks.
 - B make more people interact with sharks.
 - C reduce the number of shark-related deaths.
 - D create more interest in sharks in the media.
- 6 How does Mike sometimes swim with sharks?
 - A by hypnotising the shark into following him
 - B by grabbing a part on the back of the shark
 - C by hanging onto the shark's tail
 - D by stroking a part of the shark's head
- 7 The phrase 'a great champion' (l. 37) means
 - A a person who always wins.
 - B someone who is highly skilled in their field.
 - C a person who fights for a cause.
 - D someone who is extremely popular.
- 8 Which of the following best describes the writer's tone throughout the article?

A impressed	C envious
B threatening	D uninspired

5 Read the text again and answer the questions. Use your own words.

- 1 Name two jobs Mike had before he started his own shark-diving business.
- 2 How does Mike make sharks stay stationary?
- 3 What work does Mike currently do apart from shark diving?

6 a) Find words in the text which mean:

- **Para A:** jobs, desire, to watch, to form
- **Para B:** slowly, to decode, to change
- **Para C:** meeting, fierce, bad dreams
- **Para D:** sometimes, complete
- **Para E:** to emphasise, to talk

b) Explain the words in bold.

7 **ICT** Find out more about Mike Rutzen's work. Visit his website: www.sharkdivingunlimited.com Takes notes and make a presentation about Mike Rutzen to the class.



Write or tell the class three things you have learnt from the text.



Would you like to do Mike Rutzen's job? In three minutes write a few sentences. Tell your partner or the class.

1b

Vocabulary

Vocabulary from the text

1 Choose the correct word.

- 1 He has a **natural/common** fear of spiders.
- 2 He has a very **close/attached** relationship with these creatures.
- 3 Mike aims to **rise/raise** awareness of the need to protect these huge predators.
- 4 You need patience if you want to develop a special **tie/bond** with a wild animal.
- 5 His passion for sharks goes beyond the **borders/limits** of other shark experts.
- 6 Journalists and filmmakers **portray/observe** sharks as mindless killers, but they are actually sensitive creatures.
- 7 Mike has **dedicated/committed** his life to the well-being of great white sharks.

2 Fill in: *perception, interact, marvel, specialises, stars, limits, ferocious.*

- 1 Mike's diving operation in taking tourists to see great white sharks.
- 2 Many people have a negative of these mysterious creatures.
- 3 It's easy for Mike to with the sharks once he gets close enough.
- 4 Mike in a fascinating episode of *Natural World* about sharks.
- 5 Anyone can go inside a shark cage underwater and at the sharks.
- 6 He decided to face his fears and live his life beyond the
- 7 The Asian Cobra is a animal, notorious for killing a large number of people every year.

Topic vocabulary Jobs & Money

3 Underline the correct word. Check in the Word List.

- 1 Arthur worked in a bookshop for 35 years then **quit/retired/discontinued/abandoned** and lived off his pension.
- 2 The company made huge **earnings/profits/benefits/money** in 2011.
- 3 There is a **consumer/applicant/buyer/customer** at the counter waiting to be served.
- 4 I've got a new job at the university, so I've handed in my **note/notice/warning/letter** at the café.
- 5 John works well with his **partners/comrades/colleagues/candidates** at the leisure centre.
- 6 Kate enjoys her new workplace, but she had much better **pensions/perks/permits/promotions** in her old job.
- 7 Mrs Harman doesn't make us work long hours. She is a fair **trainee/worker/employer/employee**.
- 8 My sister **deals/directs/controls/runs** her own business making clothes for children.
- 9 News spread quickly throughout the medical **occupation/profession/trade/work** about the new treatment.
- 10 Julie holds a **vacancy/chair/post/situation** as a nurse in a children's hospital.
- 11 The **team/crew/personnel/people** department are responsible for all new employee contracts.
- 12 Due to the scandal, Tim had to **dismiss/resign/fire/sack** from his position as Managing Director.

Character

4 Which of the words best describes the people: *good-natured, moody, sentimental, self-conscious, conservative, relaxed, sensible, gullible, emotional, perfectionist.*

- 1 James doesn't like trying new things and is quite traditional.
- 2 One minute Lisa is happy and the next she is sad.
- 3 David tries to make everything he does as good as possible.
- 4 Laura often talks about the past with fond memories.
- 5 It's easy to trick Ken into believing something that isn't true.
- 6 Peter gets easily embarrassed and always thinks people are judging him.
- 7 Kate is friendly to everyone she meets.
- 8 Greg's calm and nothing seems to worry him.
- 9 Wendy always makes good decisions and is very mature for her age.
- 10 Jane has strong feelings and often cries at films.

5 Use the words below to complete the sentences.

- **skinned** • **spoken** • **going**
- **tempered** • **minded**
- **headed** • **hearted**

- 1 Philip doesn't accept other people's ideas. He's rather narrow-.....
- 2 Paul didn't get upset after his boss shouted at him. He's very easy-.....
- 3 Michelle is really cold-..... Yesterday, she refused to give a homeless man any change.
- 4 Richard is soft-.....; he has a quiet, gentle voice.
- 5 Sandra can be quick-..... at times. She often gets angry for no particular reason.
- 6 Pamela is quite a big-..... person. She thinks she is smarter than she actually is.
- 7 He is thick-.....; he isn't easily upset by criticism.

Idioms

6 Match the idioms (1-5) in bold to their meanings (a-e).

- a lazy and doesn't do much exercise
- b very tough
- c extremely annoying
- d is very kind
- e old-fashioned

- 1 He is such **a pain in the neck**. He keeps annoying everyone with his negative comments.
- 2 Suzanne took in a stray cat yesterday. She **has a heart of gold**.
- 3 Even after Paul broke his nose, he kept on playing. He's **as hard as nails!**
- 4 Henry can't use a computer. He's a bit **behind the times**.
- 5 Lisa is **a couch potato**. She just sits and watches TV all day.

Phrasal verbs

7 Fill in: *out of, on, out, down on, by*. Check in Appendix 1.

- 1 We've **run** money. We've spent it all. (**have no more**)
- 2 Bob's been **putting** money for his holiday all year; he's saved over £600! (**save**)
- 3 He **took** a loan to buy his new car. (**borrow money from a bank**)
- 4 If he leaves his job, what is he going to **live**? (**have money to support yourself**)
- 5 She spends too much money. She must **cut** luxuries. (**reduce**)
- 6 Please fill an application form and leave it with the secretary. (**complete**)

Prepositions

8 Fill in: *from, for, in, on, with, under*. Check in Appendix 2.

- 1 They congratulated him his promotion.
- 2 He retired his job at the age of 65.
- 3 He applied the position of Sales Manager.
- 4 She specialises family law.
- 5 She has no experience sales.
- 6 I'm afraid he isn't qualified the post.
- 7 He's responsible twenty people at work.
- 8 She is able to work pressure.
- 9 Teachers need to be very patient children.

Word Formation

9 Complete the gaps with the correct word derived from the words in bold.

Steeplejack

Mark Miller is self-employed and carries out a range of building, repair and 1) (**maintain**) jobs to the outside of tall structures. It takes from 2-6 years to train as a(n) 2) (**profession**) steeplejack. "The one thing you must have for this job is a head for 3) (**high**)," he says. Mark likes working outdoors, but it can be 4) (**danger**) carrying equipment and trying to keep your balance when it gets 5) (**wind**). He says that you have to be very 6) (**care**). Mark often has to work 7) (**social**) hours such as weekends and evenings. Also, he often works away from home for 8) (**extend**) periods. It's worth it in the end though. "It's a great 9) (**feel**) when I finish and know that because of me 10) (**beauty**) buildings will continue to grace the skyline for a few years," Mark says.



1c

Grammar in use



- 1** a) Put the verbs in brackets into the correct present tense.
 b) Match the tenses (1-14) to their uses (A-I).

Present tenses

I **1** **(have)** an extremely rewarding job as a medical researcher. I **2** **(work)** for a research institute for eight years and every day my colleagues and I **3** **(conduct)** different experiments in order to create new medicines that will help people who **4** **(suffer)** from chronic illnesses. My day **5** **(start)** at 8:00 am and sometimes I **6** **(not/go)** home till late at night. My work also includes attending conferences and lectures where I get the latest information in my field. Science **7** **(evolve)** very fast these days so it's important for me to stay informed. One downside of my job is that it **8** **(keep)** me too busy. I **9** **(not/have)** a proper holiday with my family for over two years and I don't spend as much time with my two sons as I'd like. So, I **10** **(just/inform)** my supervisor that since my colleagues and I **11** **(not/work)** on anything urgent at present, I **12** **(take)** a 10-day break, starting tomorrow! I **13** **(already/tell)** my family about it and they are thrilled! My kids **14** **(pack)** their bags for our holiday as we speak!

▶ see pp. GR1-GR3

- A** actions happening at the moment of speaking
- B** emphasis on the duration of an action which started in the past and continues up to the present
- C** changing or developing situations
- D** permanent states
- E** actions happening around the time of speaking
- F** daily routines
- G** past actions which have a visible result in the present
- H** fixed arrangements in the near future
- I** recently completed actions

- 2** Choose the correct verb form. Justify your answers. Check in the Grammar Reference section.

- 1 Peter **works/is working** as a waiter in a restaurant.
- 2 The train **leaves/is leaving** at 7 o'clock.
- 3 More and more people **are recycling/recycle** these days.
- 4 You **are always forgetting/always forget** to lock the door.
- 5 I **think/am thinking** of looking for a new job.
- 6 She **takes/is taking** Spanish lessons this summer.
- 7 John **looks/is looking** nice in his suit.
- 8 Tina **is/has been** a teacher for ten years.
- 9 They **move/have moved** to a bigger house.
- 10 His clothes are dirty. He **is working/has been working** in the garden all morning.
- 11 She **has run/has been running** around all day; she's exhausted.
- 12 They **have left/have been leaving** for Los Angeles.

Future tenses

▶ see pp. GR3-GR4

- 3** Identify the tenses in bold. Match them to their uses (a-g).

- | | |
|--|---|
| 1 <input type="checkbox"/> I think I'll apply for the job. | a predictions based on what we think |
| 2 <input type="checkbox"/> Now that we have the money we are going to move to a bigger flat. | b on-the-spot decisions |
| 3 <input type="checkbox"/> It's cold. I'll close the window. | c actions in progress at a stated future time |
| 4 <input type="checkbox"/> Look out! You are going to fall down. | d intentions |
| 5 <input type="checkbox"/> This time next month, we'll be flying to Rome. | e actions which will be finished before a stated future time |
| 6 <input type="checkbox"/> He will have worked here for 10 years by the end of May. | f predictions based on what we see |
| 7 <input type="checkbox"/> By next month, he will have been living here for 10 years. | g emphasis on duration of an action up to a certain time in the future |

4 Put the verbs in brackets into the correct future verb form.

- 1 We (take) the 4 o'clock train to York tomorrow.
- 2 This time tomorrow, they (hike) in the Lake District.
- 3 Jeff (leave) by the time we reach the hotel.
- 4 They (finish) by Friday.
- 5 By March, they (work) here for two years.
- 6 Liam (type) the report by noon.
- 7 It's 7:00 o'clock. Jim (arrive) at the cinema by now.
- 8 He's running very fast. He (win) the race.
- 9 We (have) a party at the weekend.
- 10 I wonder if he (talk) to me again.

5 Complete the sentences.

- 1 This time next week, I'll be
- 2 By the end of this month, I'll have
- 3 This weekend, I'm
- 4 I don't think I
- 5 It's very hot. I

Defining/Non-defining relative clauses

People *who/that* visit the museum are not allowed to use their cameras. (Which people? Those who visit the museum - defining relative clause)

Peter, *who* is studying Law, wants to join a big law firm to practise. (Non-defining relative clause)

▶ see p. GR5

6 Fill in the correct relative pronoun or adjective. Then add commas where necessary.

- 1 She is the girl works with us.
- 2 Is that the man project won the prize?
- 3 I'll never forget the day I first met Harry.
- 4 Lucy contract expires next week is looking for another job.
- 5 What's the name of the river runs through London?
- 6 Paul's new laptop cost him £500 has broken down.
- 7 Who is the girl is waving to us?
- 8 Ben is only thirty years old owns his own business.

7 Fill in: *who's* or *whose*.

- 1 Peter, uncle is a musician, is going to study Music.
- 2 Mr Roberts is a person highly respected by his students.
- 3 This is the person got a red Volvo.
- 4 That's the boy my next-door neighbour.

8 Continue the sentences. Use relative pronouns/adjectives.

- 1 I like watching films
- 2 I don't like people
- 3 I'll never forget the time
- 4 The hotel

9 Put the verbs in brackets into the correct tense. Then complete the gaps.

- 1 Derek, performance at work (not/be) that good lately, is at risk of being passed over for promotion.
- 2 By lunchtime Mr Smith (interview) 15 job applicants, four of will attend a second interview.
- 3 I (never/meet) a tour guide knows as much as this one.
- 4 Let me check the report one more time and I (send) it to you by email as soon as I (finish).
- 5 Being an au pair is one of the tiring jobs I've ever had so I (think) of looking for something else.

Key word transformations

10 Use the words in bold to complete the second sentence so that it means the same as the first. Use two to five words.

- 1 Tom moved to Paris two years ago. **SINCE**
It Tom moved to Paris.
- 2 She didn't know who it belonged to. **WHOSE**
She had no was.
- 3 He hasn't turned up yet. **STILL**
He up.
- 4 I've never seen such a pretty girl. **EVER**
She's the seen.
- 5 We haven't heard from Bob since May. **NEWS**
We from Bob since May.

11 Present yourself to the class. Talk about: what you do, what a typical weekday of yours is like, what your plans for the future are, what you are doing this weekend.

1d


Listening skills

1 a) You are going to listen to two announcements about missing people. Before you listen, check these words in the Word List.

- *footwear* • *separate* • *approximately*
- *ponytail* • *anorak* • *dungarees*
- *backpack* • *member of staff* • *situated*

b)  Listen and complete the sentences.


- A**
- 1 The child got lost in the shop's department.
 - 2 She was visiting the shop with
 - 3 The colour of her backpack is
 - 4 You can find the Customer Enquiries Desk on
- B**
- 1 Brendan Maguire has disappeared from the building of the airport.
 - 2 He went to the café with
 - 3 He moves around with the use of a
 - 4 If anyone has information about him, they should go to


2  Listen again and decide if each sentence is **True** or **False**.

- A**
- 1 The child's mother had been looking at shoes.
 - 2 The little girl is wearing her hair loose over her shoulders.
 - 3 She is dressed in a skirt.
 - 4 Her mother is advised to speak to a sales assistant.
 - 5 The Customer Enquiries Desk is next to the restaurant.
- B**
- 1 Brendan Maguire had been in the airport for less than two hours.
 - 2 His son left the café to go to Level Two.
 - 3 Mr Maguire is going bald.
 - 4 He was wearing a scarf that matched his gloves.
 - 5 A description can be given to the Information Desk.

3 a) You are going to listen to a job interview. Before you listen, check these words in the Word List.


- *faint* • *adjust* • *animator* • *pursuit*
- *contemporary dance* • *determined*
- *fluent* • *graduate* • *motivate*
- *contract* • *fee*

b)  Listen to a job interview. What job is Pamela doing at the moment?

c)  Listen again and for questions 1-7, choose the best answer, A, B or C.

- 1 At the beginning of the interview, Pamela has difficulty
 - A connecting to the Internet.
 - B hearing the interviewer.
 - C finding the volume control.
- 2 Pamela would like to work as a hotel animator
 - A because she thinks it's a fun job.
 - B as it's an opportunity to meet new people.
 - C because it suits her personal interests.
- 3 Pamela gave up dancing, because she
 - A wanted to travel abroad.
 - B didn't take part in the shows.
 - C had to finish her studies.
- 4 The job in the travel agent's
 - A involves face-to-face contact with customers.
 - B is only a six-month temporary position.
 - C pays better than the dance company.
- 5 A hotel animator is required to
 - A encourage guests to participate in activities.
 - B get involved in as many activities as possible.
 - C have a three-year university degree.
- 6 The job in the Italian hotel
 - A includes free accommodation.
 - B requires a knowledge of water sports.
 - C lasts for six months.
- 7 Before starting her new job, Pamela will
 - A receive some formal training.
 - B sign a contract at the agency.
 - C pay the agency a fee.

Pronunciation /h/

4  Listen and say. In which words is /h/ silent?

- hard • hour • honest • hotel • when
- honour • happy • highly

Speaking skills

1e

Job interview

1 a) Complete the dialogue. Use the words and phrases in the list.

- Do you have any relevant experience
- Have a seat • when can you start
- Thanks for coming in.
- tell me a bit about yourself

A: Hello. You must be Paul Martin.
 B: Yes, good morning.
 A: 1), Paul. I'm John Jones.
 B: Nice to meet you.
 A: So, 2), Paul.
 B: Well, I'm 18 years old, I'm a university student and I want a part-time job to help with my living expenses.
 A: Okay. Why should I consider you for this job?
 B: Well, I'm hardworking and efficient and I work well in a team. I'm also cheerful and friendly.
 A: I see. 3)?
 B: Yes. Over the last two summers I worked as a waiter for a catering company at a variety of events. I have a letter of recommendation here.
 A: Thank you. Should I offer you the job, 4)?
 B: Right away.
 A: OK. 5) I'll be in touch.
 B: Thank you very much. I hope to hear from you soon.

b) Take roles and read the dialogue aloud.

2 Your local supermarket is advertising for part-time shop assistants. In pairs use the language in the box to act out a job interview. Use the dialogue in Ex. 1 as a model.

Interviewing a person for a job	Replying
<ul style="list-style-type: none"> • Please, have a seat. • Tell me about yourself. • Why should we consider you for this job/employ you? • Why do you want this job?/Why do you want to work here? • Do you have any relevant experience? • When can you start? 	<ul style="list-style-type: none"> • Thank you. • I'm ... old, ... • I'm (<i>hardworking, kind, caring, sensible, etc.</i>) • I want to ... • I have worked as ... • Right away/ Next week.

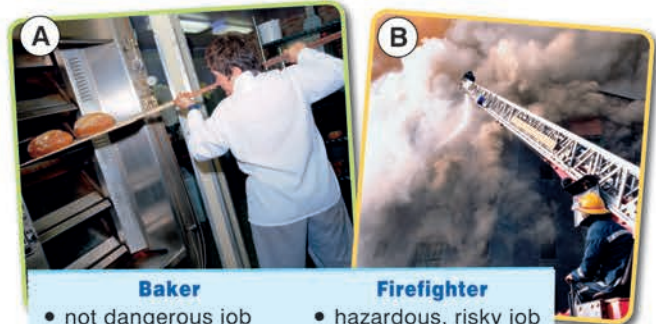
Making comparisons

3 Which professions can you see in the photographs? What are some of the ways in which they differ? Choose the correct words to complete the paragraph.



1) Both/As doctors and taxi drivers have interesting jobs
 2) but/in spite their jobs differ in many respects. 3) Although/ Despite no special skills are required for being a taxi driver, becoming a doctor requires years of training. Both jobs require working nights and weekends. 4) However,/Also, doctors have a safer job compared to taxi drivers who are often the victims of crime. Both jobs can be very stressful 5) but/despite a doctor's job is more rewarding 6) as/on the other hand they change people's lives for the better. 7) In addition,/ Nevertheless, doctors earn more money than taxi drivers.

4 Look at pictures A and B below. Use the phrases in the Useful Language box and the ideas below to compare the two professions.



Baker

- not dangerous job
- once mastered, no new skills to learn
- happy work environment
- work long hours every day
- poorly paid

Firefighter

- hazardous, risky job
- requires constant training
- witness people getting hurt
- shift work
- financial security

Contrasting ideas

- Both ... and ...
- Compared to
- In addition,
- Also,
- Although + clause
- Despite + -ing form/noun
- On the other hand,
- However,

1f

Writing A letter of application

▶ Writing Bank 1 p. WB1

Rubric analysis

- 1** Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.

You have seen the following advertisement for a summer job and have decided to apply. Write your letter of application. You should write between 120 and 180 words.



Brighton Summer Camp
is looking for young people aged 18-24 to work as group leaders at the camp during the summer months. You will help (organise), sports and activities for children 10-15 years old. Must be fluent in English. No previous experience required.

Apply to
inquiries@BrightonSummerCamp.co.uk

- Who is the target reader?
- What information should you include in the introduction?
- How many main body paragraphs will you write? What should they contain?
- Which of the following beginnings and endings are appropriate? Give reasons.

A Dear Bob,
Yours,
Tony

B Dear Sir/Madam,
Yours faithfully,
Anthony Milles

C Dear Mr Jones,
Yours sincerely,
Anthony Milles

Model analysis

- 2** a) Read the model and replace the informal phrases in bold (1-8) with the formal ones (A-H).

- A I would be glad
B I am interested in
C I feel I would be well suited for this position
D I am writing to
E Yours faithfully,
F I have no work experience in this area
G I look forward to hearing from you
H I have a good command of

Dear Sir/Madam,

1 **1) I want to** apply for the position of group leader in your camp which was advertised in yesterday's College News. **2) I like** this job since I enjoy working with children.

2 I am twenty-two years old and am currently studying Nursing. In addition **3) I'm really good at** English.

3 **4) I haven't done anything like this before**, but I have often done babysitting and have participated in various sports activities for the last seven years. **5) I'm sure I'll be good at this job** because I am enthusiastic, creative and energetic. I am also very patient with children.

4 **6) I want to** attend an interview. I am available at any time. **7) Can't wait to hear from you.**

8) Yours,
Anthony Milles
Anthony Milles

- b) Suggest an alternative beginning and ending for this letter.

- 3** Which paragraph contains:

- A when available for interview, contact details, closing remarks?
B work experience & character?
C age, what he is doing now, qualifications?
D opening remarks & reasons for writing?

Error correction

- 4** The model below is not a suitable letter of application. Correct the underlined mistakes. Think about:

- unnecessary words
- wrong tenses
- missing words
- punctuation problems
- language too informal
- wrong prepositions
- wrong word order
- incorrect greeting/ending
- *-ing* form/infinitive mistakes

Hi Harold,

I am writing this letter to ask you for the job I saw advertised in the local newspaper.

I am 19 old years and am currently studying Economics at York University. I am very fluent with French and also am having a first-aid certificate.

I think I would be very good group leader at your camp. I have a lot of experience working with children as I was babysitting my neighbours' children since I have 15 years old. Also, last year, I worked as a lifeguard at a children's pool. I am a responsible person and punctual person who will not let you down.

I'll meet you for an interview any weekday afternoon. My telephone number is 210-4547425.

See you soon,

Lisa

Your turn

- 5** Read the rubric and answer the questions.

You have seen the following advertisement for a part-time job.

The Leeds Times
16, Kent Street, Leeds

Would you like to experience what it's like to work in the most popular daily newspaper in Leeds? We are looking for young enthusiastic people (18-22 years old) to work as part-time writers for our Young People's Magazine. You do not need any experience in journalism, but you should be interested in local cultural and sports events and own a laptop.

Please apply in writing enclosing a CV to our Personnel Department.

Write your letter of application (120-180 words).

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 What would be a suitable first sentence?
- 4 What information should you include in the main body?
- 5 How could you start/end your piece of writing?

- 6** Use your answers to write the letter. Follow the plan. Use phrases from the Useful Language box.

Useful Language

- I am writing to apply for the position of ... advertised in (yesterday's) ...
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years.
- I will be available for an interview ...
- I look forward to hearing from you.
- I am available for an interview any weekday morning.
- I would be grateful if you would consider me for the post.
- I consider myself to be (punctual, hardworking, etc)
- Despite my lack of experience, I feel that I would be ...
- I enclose a reference from my previous employer.
- I can be contacted by telephone on ...

Plan

Dear Sir/Madam,

Introduction

(Para 1) *formal greeting, reason for writing, where post was advertised*

Main Body

(Para 2) *what you are doing now*

(Para 3) *reference to past work experience/character*

Conclusion

(Para 4) *when available for interview, contact details; closing remarks*

Yours faithfully, + (your full name)



Checklist

When you finish writing your letter check for the following:

- Have you used appropriate opening/closing remarks?
- Are there well-structured paragraphs?
- Have you written in formal style?
- Are there any grammar/spelling/punctuation mistakes?
- Have you used an appropriate formal greeting/ending?

▶ Curriculum/Culture 1 p. CC1

1 For questions 1-12, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).



A LIFESTYLE "TO DIE FOR"?

Research has revealed some worrying 0) **C** in the way young people are 1) their lives. Bad eating habits are at the top of the list, with many youngsters eating too much of the wrong thing. Health experts warn that the 2) of large quantities of junk food puts children in

3) of becoming obese and 4) serious health problems later on in life.

The sit-down lifestyle led by children today is also a major cause for 5) Preferring to sit for hours at a computer screen chatting instead of actually going out and mixing with friends is a growing 6) among young people, causing them to become more anti-social. Moreover, the combination of 7) of exercise and too much sitting, with eating too much unhealthy food is a 8) for disaster.

There are, however, ways of 9) these problems. For example, youngsters and their parents can make sure they have a 10) diet consisting of five portions of fruit and vegetables a day. Moreover, children should limit their time on the internet and take the 11) to meet with friends in their free time. They could even 12) a club or society where they could make new friends. One thing is for sure, a lifestyle of junk food and lack of exercise is certainly not one worth dying for.

- | | | |
|----|----------------|----------------|
| 0 | A movements | C trends |
| | B developments | D fashions |
| 1 | A leading | B running |
| | C having | D making |
| 2 | A conservation | C eating |
| | B consumption | D input |
| 3 | A jeopardy | B risk |
| | C danger | D threat |
| 4 | A creating | C forming |
| | B developing | D displaying |
| 5 | A concern | B trouble |
| | C worry | D fear |
| 6 | A pattern | C model |
| | B tendency | D custom |
| 7 | A lack | B shortage |
| | C need | D limit |
| 8 | A way | C prescription |
| | B method | D recipe |
| 9 | A battling | C combating |
| | B tackling | D wrestling |
| 10 | A weighed | C balanced |
| | B equalised | D stabilised |
| 11 | A chance | C occasion |
| | B option | D opportunity |
| 12 | A join | B connect |
| | C unite | D link |

2 Complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use two to five words, including the word given. Here is an example (0).

0 Abigail was really surprised when she got the job. **EXPECT**

Abigail *did not expect to get* the job.

1 I do not want to go to the gym. **FEEL**

I to the gym.

2 I'll come and get you after work. **PICK**

I'll after work.

3 I'm sure that Jamie got the job. **DOUBT**

There's that Jamie got the job.

4 Everyone said Peter ruined the presentation. **BLAMED**

Everyone the presentation.

5 I threw away a lot of things when we moved to our new office. **RID**

I a lot of things when we moved to our new office.

6 My bus broke down this morning, so my brother drove me to work. **LIFT**

My bus broke down this morning, so to work by my brother.

7 We have no ink for the printer so you'll have to order some. **RUN**

We ink for the printer so you'll have to order some.

8 Do you think you could help me with my homework please? **WONDERING**

I if you could help me with my homework.

3 Complete the gaps with the correct form of the words in capitals.

1 Philip doesn't like job interviews, but he doesn't have a (**CHOOSE**)

2 A large number of people would rather be happy than wealthy. (**SURPRISE**)

3 Isabelle felt being interviewed by three people. (**COMFORT**)

4 His performance at the race improved after training hard for weeks. (**CONSIDER**)

5 I gave Simon the promotion because he is both and extremely good at his job. (**RELY**)

Grammar

4 Choose the correct item.

- 1 This report is extremely well-written. I'm very pleased it.
A to B with C of D for
- 2 "Is Shelley here?"
"No, she hasn't finished work"
A yet B still C already D now
- 3 The boss is waiting for you. You to be here half an hour ago!
A have supposed C are supposed
B were suppose D were supposed
- 4 "Joshua looks very happy."
"Yes. Apparently he expects a promotion at work."
A getting C to have get
B to get D to be getting
- 5 "..... for a living?"
"I'm a chemical engineer."
A How do you do C How are you doing
B What are you doing D What do you do
- 6 "Did you enjoy the seminar?"
"No, it was"
A a bore B boredom C boring D bored
- 7 Helen is a great boss, John is not.
A when B whereas C despite D unlike
- 8 Your annual leave will have to be approved by both your supervisor the boss.
A also B nor C or D and
- 9 I have to decide I want the job by next week.
A however C whether or not
B if or not D whereas
- 10 "Can you explain why you are always late for work?"
"There must be some I've never been late for work."
A mistakes C mistaken
B mistake D mistaking
- 11 "Did you go to the office Christmas party?"
"Yes, but it was a big disappointment. Only six people showed"
A up B off C in D out
- 12 You to your manager before you book your holiday.
A spoke C go to speak
B had to speak D should speak

Vocabulary

5 Choose the correct item.

- 1 Ignoring environmental issues now could to greater problems in the future.
A see B guide C turn D lead
- 2 The Roman treasure had been underground for nearly two thousand years.
A dug B excavated C vanished D buried
- 3 The government needs a new for tackling unemployment.
A strategy C methodology
B planning D scheme
- 4 I couldn't send the files because I lost my Internet
A link B connection C network D contact
- 5 The plans for the new children's playground were by the council today.
A discovered C exposed
B revealed D uncovered
- 6 It was not for Alex to wear jeans to his sister's wedding.
A fitting C suitable
B matching D appropriate
- 7 I was annoyed when Lydia the magazine I was reading and took it for herself.
A caught C snapped
B grabbed D grasped
- 8 I only out of the window, so I didn't notice what the man was wearing.
A glanced C glimpsed
B peered D watched
- 9 The train the station very slowly because of the snow on the track.
A arrived C reached
B neared D approached
- 10 The price is \$5 for adults, but children don't have to pay.
A permission C submission
B admission D intermission
- 11 I that we spend \$350 a month on food.
A counted C charged
B calculated D valued
- 12 David to climb Mount Kilimanjaro despite having a broken toe.
A accomplished C managed
B achieved D succeeded

1 Fill in:

• **discern** • **detect** • **observe** • **perceive**

- 1 Tourists can sharks and whales from the safety of a boat.
- 2 This equipment can if there are sharks swimming in the area.
- 3 Steve wasn't wearing his glasses, so he couldn't what type of shark was swimming alongside the boat.
- 4 He hopes to change the way people the behaviour of great white sharks.

• **cater** • **equip** • **provide** • **supply**

- 5 The company aims to diving gear to all the tour companies in the town.
- 6 Mike is able to for his family by operating a shark-diving company.
- 7 It's important to your boat with all the necessary diving apparatus and safety gear.
- 8 The new boat tour company will to people interested in seeing marine animals.

• **admit** • **allow** • **let** • **approve**

- 9 Mike doesn't of the way sharks are portrayed in the media.
- 10 The shark's fins it to maintain balance in the water.
- 11 Some sharks Mike hypnotise them.
- 12 Mike refused to more than 10 people onto the boat for safety reasons.

Phrasal verbs & Prepositions

2 Choose the correct item.

- 1 He applied **in/for** the position of sales assistant.
- 2 Jane puts money **out/by** each week for a new bike.
- 3 I've run **out/down** of money. Can you lend me £10?
- 4 They decided to take **out/down** a loan to buy a flat.
- 5 Congratulations **with/on** your new job.
- 6 He can't work **in/under** pressure.
- 7 She has no money to live **on/by**.
- 8 He specialises **on/in** computer engineering.

Word formation

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

- 1 Being a deep-sea diver is a thrilling (OCCUPY)
- 2 Sharks are animals. (MYSTERY)
- 3 Mike has developed a close with some sharks. (RELATION)
- 4 The job offers the of working abroad. (POSSIBLE)
- 5 Swimming with dolphins is an experience. (FORGET)
- 6 He is a (PERFECT)
- 7 Ann gets very easily. (EMBARRASS)
- 8 Susan is a very person; I'm sure her advice will help you. (SENSE)

Grammar in Focus

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



How would you like to eat chocolate all day and get paid for **1** (do) it? Well, that's what would happen if you **2** (be) a chocolate taster and product development manager **3** Sally McKinnon from Scotland.

Sally works **4** Tesco, the supermarket chain, and she **5** (think) that her job is the best **6** the world. She has chocolate on her desk every day and gets to choose **7** chocolates the supermarket sells for special occasions like Valentine's Day and Mother's Day. She also gets to go on business trips to Belgium, Paris and New York to sample new products by **8** best chocolate makers.

Sally became a chocolate taster after **9** (study) for a degree in Food Science at Aberdeen University. She worked in different departments for a while developing products such **10** sandwiches, desserts and sushi before moving into chocolate. Her love of food was a great asset as was her interest **11** food issues like allergies.

If you find a job like hers interesting, but you **12** (not/like) chocolate, it's not a problem. Working **13** a big food company means there are similar opportunities **14** other areas like tea or coffee tasting.

**1**

Progress Check

Bird Researcher

A Just how smart are birds? Until recently, birds were thought of as being at the low end of the intelligence scale - hence the uncomplimentary term 'birdbrain'. It turns out, however, that our feathered friends are far from stupid. They can actually be counted amongst the smartest creatures on the planet. One woman who knows this better than most is famed animal psychologist, Dr Irene Pepperberg.

B Pepperberg was born in 1949 in New York City. An only child, she kept parakeets as pets and taught them to speak. While studying for a PhD in Chemistry at Harvard University, Pepperberg happened to see a documentary about animal intelligence. Fascinated, she immediately decided she wanted to change fields, but her professors discouraged her, so she continued her Chemistry studies. Nonetheless, in her spare time, Pepperberg began reading everything she could about animal intelligence.

C In 1976, after completing her degree, Pepperberg walked into a pet shop and purchased a one-year-old African Grey parrot with the idea of studying him. She called the parrot Alex, for 'Avian Learning Experiment'. For the next three decades, until Alex's premature death in 2007, Pepperberg dedicated herself to seeing just what Alex was capable of learning.

D Before Pepperberg's work, it was widely believed in the scientific community that a large primate brain was required to handle complex problems related to language and understanding. Pepperberg proved otherwise. She showed Alex could understand and use English on his own initiative. Alex learnt to use phrases along the lines of, "I want X" or "I want to go to Y" and clearly meant them to express genuine desires.

E Alex also grasped the concept of certain categories, including bigger and smaller, and same and different. He could identify fifty

different objects, recognise numbers up to six, and distinguish seven colours and five shapes. Alex even understood the concept of zero - if asked the difference between two identical objects, he would answer "none". His vocabulary stood at about 150 words, but Alex didn't just imitate human speech as pet parrots often do. He comprehended what he said. For instance, after learning colours, Alex asked what colour he was. He learnt 'grey' after being told the answer just six times.

F Pepperberg attributed Alex's ability to reason and process complex information to her training methods. When starting out, Pepperberg adopted some of the techniques used by the previous generation of researchers, but she rejected others as flawed. Pepperberg believed, for instance, that the traditional training method of giving birds unrelated rewards (e.g. a food treat) when they learnt to do something correctly simply caused confusion. So she trained Alex using related rewards. This meant she would reward Alex with the object he correctly labelled rather than an unrelated object. When Alex correctly identified a cork, for example, he was given the cork as his reward, not his favourite food, a cashew. To 'sweeten' the task, however, she would then allow Alex to request a nut or a slice of banana.

G Alex became an international celebrity during his lifetime; so much so that when he died unexpectedly in 2007, his obituary appeared in publications all over the globe - from the New York Times to the *Economist*. Alex was learning till the very end, getting his head around the number seven and enjoying teaching the two younger parrots in Pepperberg's lab - 12-year-old Griffin and 8-year-old Arthur - telling them to "talk better" when they mumbled their words. "Alex was so extraordinary in breaking the perceptions of birds as not being intelligent," says Pepperberg. "He had the emotional maturity of a 2-year-old child and the intellectual capabilities of a 5-year-old." Alex was, in short, no birdbrain.

Reading

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

- From the text, we can infer that the term 'birdbrain'
 - would not be used by Irene Pepperberg.
 - means a person who acts in a rude manner.
 - is not in general use anymore.
 - was coined by researchers studying bird behaviour.
- Pepperberg's desire to work with animals
 - developed slowly over many years.
 - decreased during university studies.
 - began as a child.
 - came about unexpectedly.
- In paragraph C, we learn that Alex
 - was named after a famous experiment.
 - was not bought as a pet.
 - lived an unusually long time for a parrot.
 - was not born in the wild.
- Alex communicated in English
 - without being prompted.
 - only when he wanted something.
 - saying letters when he didn't know a word.
 - often with phrases he made up himself.
- Compared to other parrots, Alex spoke English
 - with a better pronunciation.
 - using a wider vocabulary.
 - with actual understanding.
 - using grammatical structures.
- According to Pepperberg, food rewards when training a bird
 - do not motivate a bird to learn.
 - make the learning of complex tasks impossible.
 - slow down the learning process.
 - should be used only occasionally.

(6x2=12)

Progress Check 1

Speaking

2 Choose the correct response.

- A: I'm John Smith.
B: **a** Nice to meet you! **b** Good morning.
- A: Have a seat.
B: **a** I see. **b** Thank you.
- A: When can you start?
B: **a** Right away. **b** I'll be in touch.
(3x2=6)

Listening

3 Listen to a careers talk about being a paramedic and decide if the following statements are *True* or *False*.

- Liam saves lives every day.
- He usually works 9 hours a day.
- He checks the vehicle at the end of every shift.
- Liam likes it when he has a busy day.
- At first, Liam wanted to be a doctor.
(5x2=10)

Vocabulary

4 Fill in: *designer, assistant, retire, company, encounter, perception, highlight, personnel, resign, profits*.

- Many people's of sharks is that they are dangerous animals.
- I prefer to spend my time in the of people who share the same interests as me.
- Mike works hard to the need to protect great white sharks as they are an endangered species.
- Jane loves clothes. She wants to be a fashion when she grows up.
- Lisa had an unforgettable with dolphins while swimming in the Caribbean.
- Kate has an interview with someone from the department this afternoon.
- Pat has a part-time job in a boutique as a sales
- Owen is going to from his job and go into business for himself.
- The company saw a huge drop in over the last two years and had to let some staff go.
- James will be able to next year after 35 years on the job.
(10x2=20)

Grammar

5 Put the verbs in brackets into the correct tense.

- A: (**you/hear**) from Jane?
B: No. I sent her an email two days ago but she (**not/answer**) it yet.
- A: I (**think**) about applying for the job vacancy at that new shop.
B: I wouldn't bother. I (**think**) it's been filled.
- A: Kim (**start**) working for a law firm this week and she's very happy.
B: Lucky her! I (**look for**) a job for two months now, but I (**not/find**) one yet.
- A: What (**you/do**) tonight?
B: I (**prepare**) for my presentation tomorrow and I don't think I (**finish**) before midnight.
- A: (**you/wait**) here for long?
B: Actually we (**just/arrive**).
(12x2=24)

6 Fill in an appropriate relative.

- Thursday at 2 pm is I have got an interview for a job.
- Lawyers are people represent people in court.
- Paul, dad owns the company, works in the warehouse.
- The company I worked for 20 years has closed down.
- I'm interested in the job vacancy is advertised on your site.
(5x2=10)

Writing

7 Read the rubric, then write your letter of application.

You have seen an advert for a part-time job at a fast food restaurant. Write your letter of application (120-180 words).

(18 marks)
(Total=100)

Check your progress

- talk about jobs & money
- have a job interview
- compare photos
- talk about character
- write a letter of application

GOOD ✓ VERY GOOD ✓✓ EXCELLENT ✓✓✓

Writing Bank 1

Formal emails/letters are usually sent to people we don't know or people in an official position, e.g. when applying for a job/course, making a complaint or requesting information, etc. They include:

- a **formal greeting** (*Dear Sir or Madam, Dear Mr Smith*),
- an **introduction** with our opening remarks and the reason for writing,
- **main body paragraphs**, one for each separate topic,
- a **conclusion** with our closing remarks,
- a **formal ending**: *Yours faithfully*, when you don't know the person's name or *Yours sincerely*, when you know the person's name + your full name.

Formal style is characterised by:

- **formal expressions, advanced vocabulary & longer sentences.** (*I am available for an interview at any time convenient to you.*)
- **formal linking words** (*However, In addition*).
- **full verb forms** (*I am writing to ...*).
- **use of the passive** (*I can be contacted ...*).

Useful Language

Applying for a job/course

- I am writing to apply for the position of ... advertised in (*yesterday's 'Evening Post'*).
- With reference to your advertisement in ...
- I have been working as a ... for the last ... years. • Despite my lack of ... experience, I feel that I would be ...
- I consider myself to be (*punctual, hardworking, etc.*) • I enclose a reference from my previous employer.
- I would be grateful if you would consider my application.
- Can you tell me the duration of the course?
- Please send me a prospectus giving the course details.
- Is it possible to enrol online?
- I look forward to hearing from you.

Complaining

- I am writing to draw your attention to ...
- I am writing to express my strong dissatisfaction at the ...
- I am writing to complain about the quality of ... I recently purchased from you.
- The sales assistant was extremely rude and ...
- I demand an immediate replacement or a full refund.
- I would appreciate it if ... could be replaced.
- I hope you will replace ...
- I hope that this matter will be dealt with promptly.

Formal emails/letters

You have seen an advert in your college in England for a part-time assistant in the local library. Write a letter of application (120-180 words) applying for the job. State any suitable qualifications and experience you have and why you have a suitable personality for the job.

Dear Sir or Madam, ^{formal greeting}

A 1) I **just wanted to ask about** the ^{use of the passive} position of part-time library assistant which was advertised on the college noticeboard. 2) I'd love to have a go at this job since I have a great love for books. ^{formal linking word}

B I am twenty-two years of age and am currently studying English Literature. In addition, **3) I'm really good at** both written and spoken Russian and French.

C 4) **Although I've never done anything quite like this before**, I have often helped out at the library in my hometown. 5) I'm sure I'd be great at this job as I am well-organised and patient. I also consider myself to be friendly when dealing with people. ^{advanced vocabulary}

D I am available for work for up to 20 hours a week during the afternoons and would be glad to attend an interview **6) whenever is good for you.** I look forward to hearing from you. ^{formal expression} ^{longer sentence}

7) Best wishes,
Rosa Ramirez ^{formal ending}
^{full name}

Plan

Dear Sir/Madam,
(Para 1) formal greeting, reason for writing, where post was advertised
(Para 2) what you are doing now
(Para 3) reference to past work experience/character
(Para 4) when available for interview, contact details; closing details
Yours faithfully, + (your full name)

Practice

- 1** Read the letter and replace the informal expressions in bold to the formal ones below.

- a I have a good command of
- b I feel I would be well-suited for this position
- c at any time convenient to you
- d Yours faithfully
- e I am writing to apply for
- f Despite not having any formal work experience
- g I am interested in

- 2** Match the paragraphs to the headings.

- 1 what you are doing now/qualifications
- 2 experience/character
- 3 when available for interview
- 4 formal greeting; reason for writing; where post was advertised

- 3** Suggest a different beginning/ending to the letter.

For the Student



Virginia Evans - Jenny Dooley

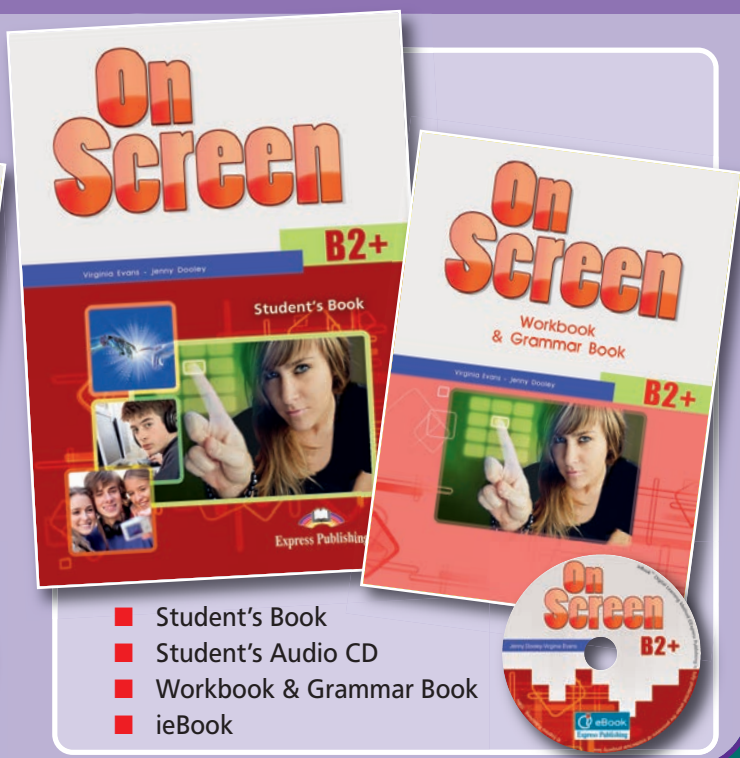
On Screen B2

Student's Book

Workbook & Grammar Book

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Student's Book

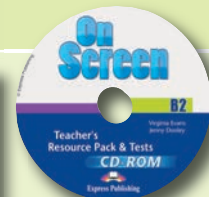
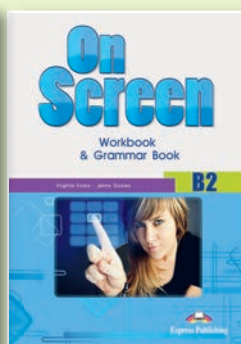
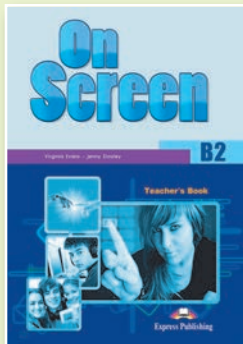
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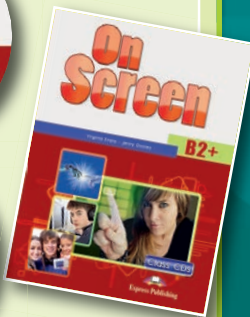
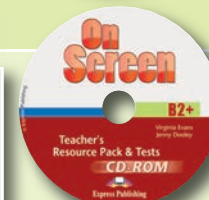
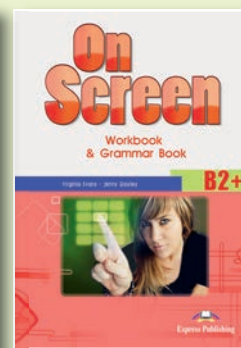
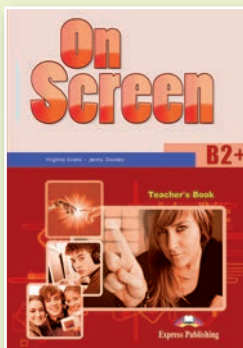
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- Student's Audio CD
- Workbook & Grammar Book
- ieBook

For the Teacher

- Teacher's Book (interleaved) with Workbook Key
- Workbook & Grammar Book
- Teacher's Resource Pack & Tests Multi-ROM with Test Generator
- Class Audio CDs
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