

11

NATURAL WORLD

Natural world (n) nature as it exists without the effects produced or caused by people.

Everybody needs beauty as well as bread, places to play in where nature may heal and give strength to body and soul alike.

Muir is suggesting that nature is as important as food to human beings. Being in nature has the power to make us feel better and give us both physical and mental strength.

John Muir

John Muir (1838–1914) was an influential Scottish-American author and naturalist. He played an important role in protecting wilderness areas in the United States and founded the Sierra Club, an American conservation organisation. He is sometimes called the 'Father of the National Parks'. The quote was originally published in Muir's book *The Yosemite* (1912).

OBJECTIVES

- talk about natural wonders
- read and talk about wildlife photography
- talk about the causes and effects of plastic pollution
- tell a story
- write an email giving suggestions and advice

Work with a partner. Discuss the questions.

- 1 Do you find the city or the countryside more relaxing? Why?
- 2 Read the quote. Do you agree with Muir?
- 3 Look at the picture. What wildlife is there in your city?

NATURAL WORLD 101

OBJECTIVES

Read the unit objectives to the class.

UNIT OPENER QUESTIONS

Encourage students to look at the quote and take one or two suggestions from the class about what they think it means.

Ask students to look at the picture on the page and encourage them to share their ideas. Ask prompt questions such as 'Where do you think this photo was taken? How important is nature and being outside for you? Do you think it is worthwhile to prevent the building of an airport or of a road to save a rare animal species?' If students share any good ideas or useful language, write these on the board.

Students look at the questions at the bottom of the page. Model one possible answer, explaining why the countryside or the city is more relaxing for you. Students discuss the questions in pairs.

Monitor and assist as necessary. When students have finished the activity, ask one or two pairs to share their ideas with the class. Encourage students to listen to one another and respond with their own ideas and opinions.

WORKSHEETS

Lesson 11.1 Natural wonders

Grammar: The passive (present and past simple) (W59)

Vocabulary: Natural features (W60)

Lesson 11.2 Animal images

Grammar: Adjective + to + infinitive (W61)

Vocabulary: Animals (W62)

Lesson 11.3 Throw-away world

Grammar: *even* (W63)

Vocabulary: *somewhere, nowhere, everywhere, anywhere* (W64)

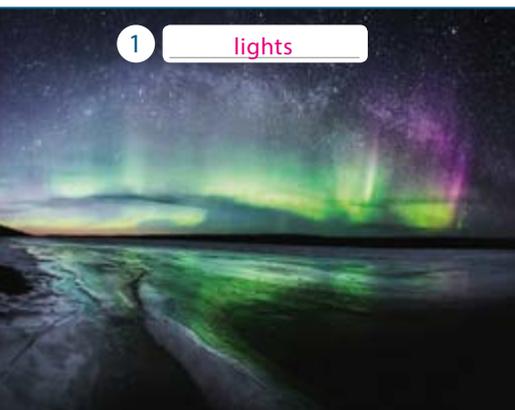
11.1 Natural wonders

— Talk about natural wonders

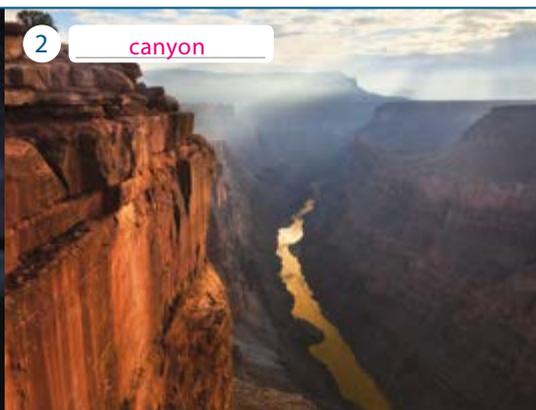
V natural features

P /e/ and /i:/

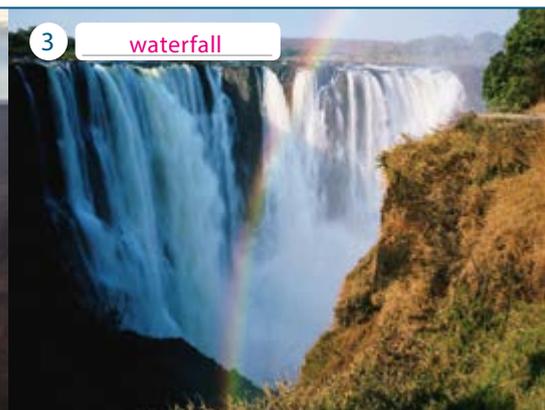
G the passive (present and past simple)



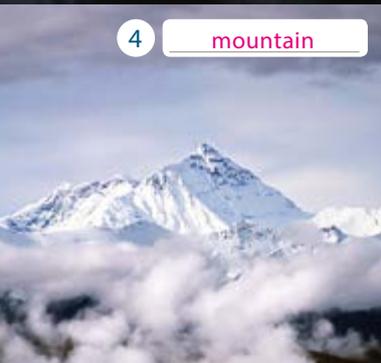
1 lights



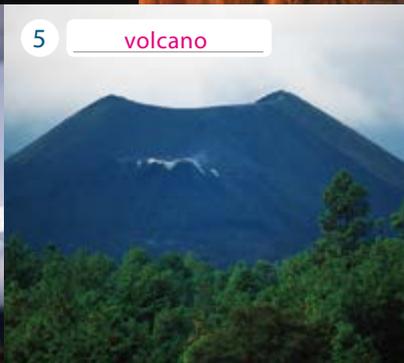
2 canyon



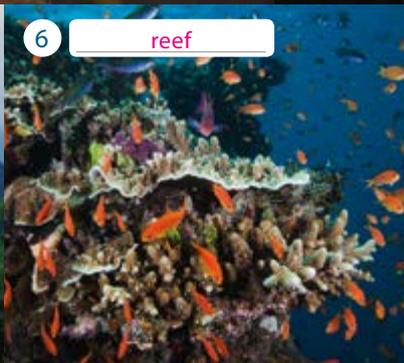
3 waterfall



4 mountain



5 volcano



6 reef



7 harbour

VOCABULARY

Natural features

A Label the pictures (1–7) with the words in the box.

canyon harbour lights mountain
reef volcano waterfall

B Go to the **Vocabulary Hub** on page 151.

C SPEAK Work in pairs. Name other examples of the natural features in Exercise A and in the Vocabulary Hub.

*A: Well, there's Mount Fuji and The Great Barrier Reef.
But I can't think of a famous canyon.*

B: What about The Grand Canyon in Arizona?

PRONUNCIATION

/e/ and /i:/

11.1 **A** Listen to the vowel sounds /e/ and /i:/. What is the vowel sound in each word in the box? Write the words in the correct place.

be get leave met reef rest see ten

/e/	/i:/
get met rest ten	be leave reef see

11.2 **B** Listen and check your answers. Then listen again and repeat the words.

LISTENING

A The places in the pictures above have recently been named as the *Seven Natural Wonders of the World*. Match the names (a–g) with the pictures (1–7). What do you know about them?

- a Mount Everest 4
- b Great Barrier Reef 6
- c Grand Canyon 2
- d Northern lights (aurora borealis) 1
- e Rio de Janeiro harbour 7
- f Victoria Falls 3
- g Paricutin volcano 5

11.3 **B LISTEN FOR KEY WORDS** Listen to a radio travel show about the *Seven Natural Wonders of the World*. In which order did the travel writer visit the places?

- 1 the Great Barrier Reef
- 2 Grand Canyon
- 3 Mount Everest
- 4 Victoria Falls
- 5 Paricutin Volcano
- 6 Rio de Janeiro Harbour
- 7 Northern Lights

Glossary

coral (n) a very small sea creature that lives in large groups that look like plants, in places where the water is warm

crater (n) the round hole at the top of a volcano

form (v) to make something exist

promote (v) to support something

unique (adj) not the same as anything else

11.1 Natural wonders

LEAD-IN

In pairs, students discuss the most beautiful natural wonders in their country. If you are working in a class with only one nationality, ask them to work together and make a list of the top five most beautiful places in their country. Write the names of the places on the board.

VOCABULARY

- A** Allow students to work with a partner.
- B** Students turn to the **Vocabulary Hub** on page 151 for further practice. Use the **Vocabulary Worksheet** on W60 for extra practice.
- C** If students are at a loss, remind them of the words on the board and suggest others like the Etna, Niagara Falls, etc.

PRONUNCIATION

-  **A** Write *best* and *beast* on the board and model the two vowel sounds. Play the audio.
11.1
-  **B** Play the audio for students to listen and check their answers to Exercise A. Then play the audio again for students to listen and repeat.
11.2

LISTENING

- A** Ask students to match the places with their pictures. Elicit what they know about them. Can they say in which country they are?
-  **B** Play the audio. With a weaker group, you may have to play it twice.
11.3
-  **C** Focus students on the questions. Ask them to underline any key words that will help them find the answer in the audio. Play the audio for students to answer the questions. Play it again for them to check their answers.
11.3
- D** Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

Extra activity

Put students into pairs to describe a place that they love to visit. Students should say where the place is and what it is about that place which makes it so special. Draw upon pairs to talk about what their partner told them in whole-class feedback.

AUDIOSCRIPT

11.3

Listening, Exercise B

P = Presenter M = Mike

P: Welcome to this week's edition of the Travel Show. Today, we are joined by travel writer Mike Harold. A year ago, Mike decided to visit the Seven Natural Wonders of the World. Last week, he finally achieved his aim. Mike, tell us a little bit about the seven natural wonders.

M: Well, the Seven Natural Wonders of the World was the idea of the Seven Natural Wonders organisation.

Ex C Q1 **M:** The organisation was created to promote and to protect the natural wonders of the world. Not just these seven, but many others as well.

P: So, how did they choose the seven places?

Ex C Q2 **M:** The decision was based on three main things. The places were chosen according to how unique the place is, how important it is and, finally, its pure natural beauty.

P: And why did you decide to visit them?

Ex C Q3 **M:** Well, I've always loved travelling and I like a challenge! As a travel writer, I thought this was an interesting thing to do professionally.

P: OK, so, what are the seven natural wonders?

M: First, I visited the Great Barrier Reef. The reef is 2600km long and is located off the north-eastern coast of Australia. It's made of over 400 different kinds of coral and is the largest and most colourful coral reef in the world. It really was amazing. After that, I went to the Grand Canyon, in the USA. It was chosen as a natural wonder because of its enormous size and incredible scenery. The canyon was created by the Colorado River, which you can see at the very

Ex C Q4d

Ex C Q4f bottom. It's the most popular of the seven natural wonders and is visited by over five million people a year. The next place was the most difficult to get to, as it's located in the Himalayan mountain range.

P: Ahh, this has to be Mount Everest!

Ex C Q4e **M:** Yes, the highest place on Earth. I didn't go to the top, but I went to the base camp, which is at about 5000 metres. The views were unbelievable.

P: I can imagine. And where did you go next?

M: My fourth natural wonder was Victoria Falls. This, of course, is the famous waterfall on the Zambezi River

Ex C Q4c in southern Africa. It is actually on the border of two countries, Zambia and Zimbabwe. The waterfall is almost two kilometres wide and over 100 metres high. It really was an incredible sight.

For numbers five and six, I travelled to Central and South America. The first is perhaps the least well known. It's the Paricutin volcano in Mexico.

P: Yes, I must admit, I've never heard of this.

Ex C Q4b **M:** Well, it was only formed in 1943, so it's quite new! It was also the first time modern science saw the creation of a volcano – and that's why it's a natural wonder. I was able to climb the volcano and walk around the crater and look inside. I then went to South America to see a more familiar 'wonder' – the bay and natural harbour of Rio de Janeiro in Brazil. The bay includes several islands and is surrounded by beautiful beaches and spectacular mountains with some fantastic views.

P: And I understand for the final natural wonder, you had some good luck.

M: Yes, I did. The final natural wonder I saw was the northern lights, or Aurora Borealis. I went to Iceland to see them. You can only see them at certain times of the year. And yes, I was very lucky. It really was amazing. And the perfect way to finish my challenge.

Ex C Q4a

P: That sounds amazing! Thanks for sharing your journey with us.

11.1 Natural wonders

GRAMMAR

- A** Allow students to compare their answers in pairs before checking with the whole class.
- B** Direct students to the **Grammar Hub** on pages 142 and 143 (see below). Use the **Grammar Worksheet** on W59 for extra practice.
- C** Students work in pairs and discuss what they know about these places.
- The White Cliffs of Dover are made of chalk and similar minerals.*
 - The Himalayas were formed 40–50 million years ago.*
 - The Niagara Falls are visited by around 30 million people a year.*
 - Uluru in Australia is also known as Ayers Rock.*
 - The Galapagos Islands were discovered by the Bishop of Panama in 1535.*

SPEAKING



- A** Play the audio. Students listen to the presentation and answer the questions.
- The Gullfoss Waterfall is located in a canyon on the Hvita River in South-Western Iceland. It was formed at the end of the Ice Age about 15,000 years ago. The waterfall is unusual as it has two large steps, rather than one single drop. It is surrounded by open land and fields, and it is reached by road and then a short walk. It is visited every year by thousands of people who are attracted by the spectacular views and by the incredible power of the water as it passes through the waterfall.*
- B** Students work in pairs preparing a presentation about a natural wonder in their country or continent. Monitor and assist when necessary.
- C** Ask the different pairs to give their presentations to the class.

GRAMMAR HUB

11.1 The passive (present and past simple)

	Positive	Negative
I	I am told the desert is beautiful.	I'm not expected to be an expert on the environment.
he/she/it	It is visited by lots of people.	It is not understood by many people. It isn't understood by many people.
you/we/they	You are advised to stay away from the volcano.	They aren't studied by scientists.

Question	Positive short answer	Negative short answer
Am I allowed to take photographs?	Yes, you are .	No, you aren't .
Are we permitted to get close to the waterfall?	Yes, we/you are .	No, we/you aren't .

	Positive	Negative
I/he/she/it	I was told to read the article.	She wasn't asked to help.
you/we/they	They were invited to the island.	The clothes weren't needed on the journey.

Question	Positive short answer	Negative short answer
Was she joined by her friends?	Yes, she was .	No, she wasn't .
Were they told what to do?	Yes, they were .	No, they weren't .

- We use the passive when we don't say who or what causes the action (usually because the person or thing is not known, not important or obvious).
The new road to the site was opened last year.
- We also use the passive with *by* when we know who does/did an action and we want to emphasise it.
This report was produced by scientists from Cambridge University.
- We can sometimes say the same thing in the active or passive voice. The choice often depends on the topic we are talking about.

Active: *Many tourists visit the site.* (The topic is tourists.)
 Passive: *The site is visited by many tourists.* (The topic is the site.)

Be careful!

- We don't use *by* + the agent unless it is important, useful information.

The research is paid for by the World Wildlife Fund. NOT The research is paid for by someone.

C LISTEN FOR DETAIL Listen to the radio show again and answer the questions.

- 1 What is the aim of the Seven Natural Wonders organisation? **To protect and preserve the natural wonders of the world.**
- 2 What three main factors were used to choose the Seven Natural Wonders? **How unique the place is, how important it is, its pure natural beauty.**
- 3 Why did Mike decide to visit the Seven Natural Wonders? **He loves travelling and likes a challenge.**
- 4 Which of the seven natural wonders ...
 - a is visible only at certain times of the year?
Northern Lights
 - b was formed the most recently?
Paricutin volcano
 - c is located in two countries?
Victoria Falls
 - d is famous for its different colours?
Great Barrier Reef
 - e is the highest?
Mount Everest
 - f is the most visited?
The Grand Canyon

D SPEAK Work in pairs. Which of the Seven Natural Wonders you would most like to visit and why?

GRAMMAR

The passive (present and past simple)

A WORK IT OUT Look at the sentences from the radio show about the seven natural wonders. Then complete the rules using the words in the box.

- 1 The decision **was based** on three main things.
- 2 The places **were chosen** according to how unique the place is ...
- 3 It's **made** of over 400 different kinds of coral.
- 4 It **was only formed** in 1943.
- 5 The canyon **was created by** the Colorado River.
- 6 It's **visited by** about four-and-a-half million people a year.

be by do not say past participle

The passive (present and past simple)

- 1 We make the passive with the auxiliary verb **be** + the **past participle** of the main verb.
- 2 We most commonly use the passive when we **do not say** who or what performs or causes the action. This is usually because the person or thing is not known, not important or obvious.
- 3 We sometimes use the passive with an agent (the person or thing that performs or causes the action). We use **by** to introduce the agent.

B Go to the **Grammar Hub** on page 142.

C SPEAK Work in pairs. Test your general knowledge! Make sentences about these natural wonders using a word from each column. Discuss what you know about each place.

Jeju Island is located off the coast of South Korea.

- | | | |
|-----------------------------|-----------|---------------------------------|
| 1 Jeju Island | form | around 30 million people a year |
| 2 The White Cliffs of Dover | locate | 40–50 million years ago |
| 3 The Himalayas | visit | as Ayers Rock |
| 4 The Niagara Falls | make | off the coast of South Korea |
| 5 Uluru in Australia | discover | of chalk and similar minerals |
| 6 The Galapagos Islands | also/know | the Bishop of Panama in 1535 |

SPEAKING

A Listen to a presentation about the Gullfoss Waterfall in Iceland and answer the questions.

- Where is it located? **In a canyon on the Hvita River in South-West Iceland.**
- When was it formed or created? **At the end of the Ice Age, 15,000 years ago.**
- What is it surrounded by? **By open land and fields.**
- How is it reached? **By road and a short walk.**
- Who and how many people visit it? **Thousands of people each year.**
- Why are people attracted to it? **The spectacular views and the incredible power of the water.**

B Work in pairs. Choose a natural wonder in your country or continent to give a presentation about. Use the questions in Exercise A to help you.

C Give your presentation to the class.



— Talk about natural wonders

V animals

G adjective + to + infinitive

P to /tə/

VOCABULARY

Animals

A SPEAK Work in pairs. Make a list of animals. You have one minute.

B Go to the **Vocabulary Hub** on page 151.

C SPEAK Work in pairs. Write down your three favourite animals. Tell your partner what you wrote. Explain your choices.

D SPEAK Work in pairs. Go to the **Communication Hub** on page 157 to see what your answers to Exercise C mean. Do you agree or disagree?

My first animal is a dolphin. I think I'm like a dolphin because it's smart, moves quickly, is very sociable and always in groups.

READING

A Match the words and phrases (1–5) with the definitions (a–e).

- d 1 habitat
 - c 2 wildlife
 - e 3 make eye contact
 - b 4 facial expression
 - a 5 life cycle
- a the series of changes that happen to an animal or plant during its life
 - b the look on someone's face that shows what their thoughts or feelings are
 - c animals, birds and plants that live in natural conditions
 - d the type of place that a particular animal usually lives in or a particular plant usually grows in
 - e situation in which two people look at each other's eyes



Behind the lens: Anthony Remy, wildlife photographer

You may not know Anthony Remy's name but you will almost certainly have seen one of his photos. He spoke to us about his 30-year career close-up with wildlife.

Where did your interest in wildlife photography come from?

I grew up in Canada with nature right on my doorstep. I just had to step outside and I could see all manner of mammals, reptiles, birds and amphibians. One day my older cousin, Julian, took me to see a grizzly fishing with her cub ... from a safe distance, of course. Julian passed me his camera so that I could zoom in. It was great to watch them so closely, I never wanted to forget it. I pressed the shutter and that's when I decided what I wanted to do for the rest of my life.

Is it easy to find work? I imagine it's quite difficult.

It is at first when no one knows your name and you don't have any contacts at magazines. Over time your reputation grows. You ask local shops to put up framed photos or sell some of your cards ... you know, anything to make a living!

I guess you're asked this a lot but what's your favourite animal?

Well ... I love dogs ... I have four at home. In terms of photography though orang-utans without a doubt.

Their name literally means 'person of the forest' in Malay and you can see why. It's not just their body language and facial expressions that are so like ours, but also their social interactions. Over my career I've also taken a lot of photos of spiders, which you may not understand! But most people come to realise, like me, that up close they are unexpectedly fascinating.

And which animal don't you enjoy taking photos of?

Well some animals are so 'seen' there are hundreds of photographs of them ... you know, elephants, eagles, tigers. It isn't easy to take something amazing that everyone would be interested in. Certain types of monkeys are challenging too as they don't want to make eye contact with people. Then there are lemurs which will look you in the eye, in fact they'll climb all over you, but they live deep in the Madagascan rainforest. Habitats like that are hard to get to, especially carrying camera equipment.

So any top tips for future wildlife photographers out there?

Don't rush out and spend a fortune on a new camera. It really isn't the most important thing. An interest in animals is obvious but essential. Unless you are incredibly lucky, be prepared for uncomfortable hours or even weeks waiting for the perfect shot. Researching habitats and life cycles can certainly help this. If you watch an animal for long enough, you can predict its behaviour. For example, I always know when a grizzly will swipe for the salmon and so I am there ready to capture the moment.

Glossary

body language (n) the movements or positions of your body that show others what you are thinking or feeling

close-up (n) a picture of someone or something taken from a position very near them

make a living (phrase) to earn money from a job



11.2 Animal images

LEAD-IN

With books closed, arrange students in pairs and ask them to take turns describing an animal to their partner. Their partner should guess what animal they are describing.

VOCABULARY

- A** Arrange students in pairs. Tell them they have one minute to list all the animals they know. When the time is up, ask the pair with the longest list to share it with the rest of the class. Ask the other pairs to add any other animals which weren't mentioned.
- B** Direct students to the **Vocabulary Hub** on page 151. Use the **Vocabulary Worksheet** on W62 for extra practice.

- C** Students write down their three favourite animals. Arrange students in pairs. They tell their partner what animals they chose and why. Monitor and assist when necessary.
- D** Direct the pairs to the **Communication Hub** on page 157. Students discuss the information with their partner and decide whether they agree with what is written. Encourage them to model their exchanges on the example. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

READING

- A** In pairs, students work matching the words and phrases with their definitions. Take feedback from different pairs and encourage students to respond to each other's ideas.

GRAMMAR HUB

11.1 The passive (present and past simple)

A Correct the mistakes in each sentence.

- The volcano ^{is} located in the middle of a jungle.
- The cliffs were ^{formed} 200 million years ago.
- The museum ^{was} opened by the President last night.
- The mountain is ^{made} of a strong type of rock.
- The village ^{isn't} known for its art.
- The new park wasn't ^{open} by anyone famous.
- She ^{was} attracted to Africa because of the wildlife.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Animal characteristics

In pairs, match each animal with the adjective which is traditionally used to describe them. (Re-order the adjectives when you write them up on the board; they appear here in the correct order.)

owl, fox, mouse, monkey, lion, wise, clever, small, cheeky, proud, dog, bat, ox, donkey, dinosaur, loyal, blind, strong, stubborn, extinct, pig, cat, fish, greedy, independent, slippery

Think of animals that these adjectives could describe.

lazy, thoughtful, selfish, kind, sensible, sensitive, cold, cheerful, impatient, hard-working, easy-going, stylish, reserved, antisocial, moody

Think of another adjective to describe each animal and explain why you chose it.

TEACHING IDEA by David Seymour and Maria Popova

Vocabulary: Animal extremes

Write the following superlatives on the board:

the biggest, the most beautiful, the most dangerous, the fastest, the slowest, the most unusual, the cuddliest, the ugliest, the smelliest, the friendliest

Arrange students in pairs and ask them to agree on an animal to fit each of the descriptions. When students have finished, ask them to compare their ideas with another pair and see how many answers they agree on.

B Complete the text messages with the correct passive form of the verbs in brackets.

Gloria: How was your trip to Uluru?

Toby: Great! I learnt a lot. I (1) was helped (help) by all the tourist information there.

Gloria: Like what?

Toby: Well, it (2) is made (make) of sandstone and it's nearly 350m high.

Gloria: Cool. What else did you learn?

Toby: It (3) was created (create) over 600 million years ago.

Gloria: Wow, that's really old!

Toby: I know! Also, it (4) is owned (own) by the native Australian people.

Gloria: I thought the government owned it.

Toby: It's (5) not owned (not own) by them. They just manage it.

➤ Go back to page 103.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: My hobby

Write on the board:

- a) What is your hobby? b) What inspired you to start this hobby? c) How have you improved or changed the way you do your hobby since you started?

In small groups, students tell their group about one of their hobbies. Allow students time to prepare their ideas before speaking.

Following on from their discussion, ask students to create a poster that will encourage other students to take up their hobby.

11.2 Animal images

- B** Focus students on the questions and in the glossary. Tell them to underline the key words that will help them find the answers. Students scan the article and answer the questions on their own. Set a time limit which ensures students only have time to scan for the answers. Check answers with the class.
- C** Ask students to read the article again, in more detail, to answer Questions 1–6. Allow students to check their answers in pairs before checking with the whole class.
- D** Arrange students in pairs. Ask them to discuss the skills, qualities and characteristics needed to be a wildlife photographer. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

GRAMMAR

- A** Focus students on the task and the grammar box. With a stronger group, ask students to complete the sentences from memory, and then to check them against the text in pairs. With a weaker group, arrange students in pairs and allow them to go back to the text to find and complete the sentences. When students have completed the sentences, ask them to complete the rule in the grammar box. Check with the whole class.
- B** Direct students to the **Grammar Hub** on pages 142 and 143 (see below). Use the **Grammar Worksheet** on W61 for extra practice.

- C** Direct students to the **Communication Hub** on page 153. Students work in pairs talking about hobbies and using adjective + *to* + infinitive. Monitor and assist when necessary.

PRONUNCIATION

- A** Focus students on the pronunciation of *to*. Remind them of the schwa and when it is used in English. Play the audio.
- B** Play the audio again. Students listen and repeat, paying close attention to their pronunciation of *to*.

SPEAKING

- A** Students read the tips for taking photographs of animals on their own. In pairs, they decide whether they agree and add a tip of their own. Take feedback from one or two pairs and encourage students to react to their ideas.
- B** Ask students to look at the pictures and answer the questions. Remind them to use the tips from Exercise A to help them make their choices. Students rank the pictures in order of their preferences. Encourage them to make notes about their reasons for ranking the pictures in that order.
- C** Arrange students in groups of four or five. Students compare their ideas from Exercise B. Monitor and assist as required. Students vote on the best photographs as a group. Take feedback from each group and encourage students to respond to each other's ideas.

GRAMMAR HUB

11.2 Adjective + *to* + infinitive

- When we want to use an adjective to describe an action, we can use adjective + *to* + infinitive.
It's interesting to study the life cycle of a mammal.
It was nice to watch animals in their natural habitat.
- When we want to say that an adjective doesn't describe an action, we use the negative form of the verb.
It wasn't easy to make a living as a scientist.

- When we want to say that an adjective describes the opposite of an action, we use *not* + *to* + infinitive.
It's important not to do any damage to the environment.

11.2 Adjective + *to* + infinitive

A Put the words in order to make sentences.

- 1 easy / understand / a person's / it's / to / body language
It's easy to understand a person's body language.
- 2 necessary / be / it's / quiet / to / near / wild animals
It's necessary to be quiet near wild animals.
- 3 fascinating / take / was / photos of insects / to / it
It was fascinating to take photos of insects.
- 4 good / live / green / a / it's / to / lifestyle
It's good to live a green lifestyle.
- 5 to / is / educational / it / wildlife programmes / watch / ?
Is it educational to watch wildlife programmes?

B Choose the correct option.

- 1 It's **good not** / **not good** to feed the animals in the zoo.
- 2 It's **important not** / **not important** to make wild animals angry or upset.
- 3 It's **not easy** / **easy not** to take the perfect photo.
- 4 It's **necessary not** / **not necessary** to be an expert to enjoy studying animals.
- 5 It's **not essential** / **essential not** to go near crocodiles.
- 6 It's **not safe** / **safe not** to go travelling in the wild on your own.
- 7 It's **essential not** / **not essential** to have top quality equipment in order to take great photos.

► Go back to page 105.

B SCAN Read *Behind the lens* and answer the questions.

Which animal(s) ...

- 1 did Anthony Remy first take pictures of? **grizzly bears**
- 2 is/are his favourite to photograph? **orang-utans, spiders**
- 3 is/are difficult to get a good picture of? **elephants, eagles, tigers, monkeys, lemurs**
- 4 does he think have predictable behaviour? **grizzly bears**

C READ FOR DETAIL Choose the correct answers, a, b or c.

- 1 Anthony Remy started taking pictures of bears ...
 - a to show his cousin what he had seen.
 - b to help him remember them.**
 - c to capture the beauty of where he is from.
- 2 He thinks orang-utans are ...
 - a shy.
 - b dangerous.
 - c similar to humans.**
- 3 He thinks his pictures of spiders often ...
 - a surprise people.**
 - b frighten people.
 - c disappoint people.
- 4 He thinks some animals, such as elephants ...
 - a are not interesting to photograph.
 - b don't do anything surprising.
 - c have been photographed too much.**
- 5 He says monkeys ...
 - a don't like to look at humans.**
 - b try to hide from humans.
 - c behave like humans.
- 6 In Anthony's opinion, it is not necessary ...
 - a to know about the animals you are photographing.
 - b to spend time watching and have a lot of patience.
 - c to have a lot of expensive camera equipment.**

D SPEAK Work in pairs. Discuss the skills and characteristics you need to be a wildlife photographer.**GRAMMAR**

Adjective + *to* + infinitive

A WORK IT OUT Look at the sentences from *Behind the lens*. Add the missing adjective + *to* + infinitive. Then complete the rule.

- 1 It was _____ **great to watch** _____ them so closely ...
- 2 It isn't _____ **easy to take** _____ something amazing that everyone would be interested in.
- 3 Habitats like that are _____ **hard to get** _____ to, especially carrying camera equipment.

Adjective + *to* + infinitive

When a verb comes after an adjective, we use the ***to* + infinitive** form of the verb.

B Go to the **Grammar Hub** on **page 142**.**C SPEAK** Go to the **Communication Hub** on **page 153** and follow the instructions.**PRONUNCIATION**

to /tə/

**A** Listen to the weak pronunciation of *to* /tə/ in the sentences.

11.5

- 1 It's easy to take a good picture.
- 2 It's important to be patient.
- 3 Are you ready to leave?

**B** Listen again and repeat the sentences.

11.5

SPEAKING**A** Read the tips about what makes a good animal picture. Do you agree? Add a tip of your own.

- ✓ It's important to show the animal in its natural habitat.
- ✓ It's important to be able to see the animal's face and eyes. It gives an idea of how the animal is feeling or what it's thinking.
- ✓ It's good to photograph the animal doing something. It's even better to catch it doing something unusual or maybe something funny.
- ✓ A good animal picture shows detail and colour that you don't normally see.
- ✓ A good picture is one where you see something new. You learn something about the animal.

B Look at the pictures (a–f) above and answer the questions.

- Which of the features in the tips above does each picture have?
- Choose the best animal picture in your opinion.
- Put the others in order of second favourite, third favourite.

C Work in groups. Compare your ideas. In your group, decide on the best animal picture.
 Read and talk about wildlife photography

11.3 Throw-away world

● Talk about the causes and effects of plastic pollution

P /r/ pronounced and silent

G even

V somewhere, nowhere, everywhere, anywhere

S looking for ways of expressing cause and effect

READING

A Work in pairs. Discuss the questions.

- 1 Do you recycle? What kind of things do you recycle? Is it easy to recycle things where you live? What happens to things you throw away that are not recycled?
- 2 Look at the picture. What can you see on the beach? How do you think it got there?

B READ FOR GIST Read *The nightmare of Plastic Island* and decide which is the best summary.

- a Plastic is often blown into the sea and is carried around the world by ocean currents. The pictures of Henderson Island show how we should clean the beaches before the plastic enters the sea.
- b Plastic is carried to certain parts of the world by ocean currents, but it does not reach other parts of the world. The pictures of Henderson Island suggest that the situation is worse than it actually is.
- c Plastic is carried around the world by ocean currents and reaches the most remote beaches and other places. The pictures of Henderson Island show how serious the problem is.

C READ FOR DETAIL Answer the questions. Use the information in the box to help you. Then read again and check your answers.

Looking for ways of expressing cause and effect

Look for verbs, linking words and nouns that express cause and effect:

- **verbs:** *This means there are ... This has led to ...*
- **linking words:** *This is because ... Because of this, ... If we do this, ...*
- **nouns:** *And as a result, ...*

- 1 Why is there plastic everywhere?
- 2 Why was plastic successful when it first appeared?
- 3 Scientists believe that there are five trillion pieces of plastic in the oceans. What is this number based on?
- 4 Some marine animals eat plastic. How can this affect humans?
- 5 Experts believe plastic pollution in the oceans is a serious problem. How have some governments responded to this?
- 6 What can individuals do to help reduce the amount of plastic pollution?

The nightmare of PLASTIC ISLAND

Plastic is everywhere. It is at the bottom of the oceans, on tropical beaches and at the top of Mount Everest. It is even on the surface of Mars. This is because each year, over 300 million tonnes of plastic is produced, used and then most of it is thrown away.

Ex C Plastic was invented over 100 years ago. When it first appeared, it was an instant success. **Q2** It was cheap, convenient, had many uses and was long-lasting. And that is the problem. Plastic will not go away. It may break into smaller and smaller pieces, but every piece of plastic ever made still exists somewhere in the world.

Ex C Up to 12 million tonnes of plastic enters the world's oceans every year. This means there are around five trillion pieces of plastic currently in our oceans. Once there, it can be carried by the currents for many years and travel thousands of kilometres. Some of it is eaten by marine wildlife and enters the food chain. As a result, thousands

Ex C of pieces of marine plastic are consumed by humans each year when they eat fish and other seafood. However, most of the plastic in the seas and oceans eventually washes up on beaches. Nowhere on Earth has as much plastic as the beaches of Henderson Island in the South Pacific. The remote island is the most polluted anywhere in the world, and 99.8 per cent of this pollution is plastic. The island's beaches contain around 38 million pieces of plastic; most of this is from everyday consumer goods.

Henderson Island is a UNESCO World Heritage site and it is an important habitat for wildlife. Jennifer Lavers, of the University of Tasmania, says that the situation on Henderson Island shows that 'nowhere is safe from plastic pollution'. She even believes that marine plastic pollution is 'as important as climate change'. Other experts describe the situation as 'a major ecological disaster' and 'an environmental emergency'. Because of this, there is a global effort to reduce the amount of plastic pollution. For example, Indonesia has promised to spend up to \$1 billion on reducing plastic and other waste products which pollute its waters. This has led to other governments making similar pledges. **Ex C Q5** However, the best way to prevent rubbish from washing up on beaches is for us as individuals to use less plastic, **Ex C Q6** especially things that we don't even need. These are single-use and 'disposable' items, such as cutlery and even toothbrushes. We can also buy products with less packaging and recycle more. If we do this, we will reduce the amount of plastic that ends up in our oceans and on our beaches. We will also be less likely to find plastic returning to us on our dinner plates.



Glossary

- consumer goods (n)** things you buy for personal or home use, such as food and clothing
- current (n)** a strong movement of water in one direction
- marine (adj)** living or happening in the sea
- remote (adj)** far away from other cities, towns or people

11.3 Throw-away world

LEAD-IN

With books closed, students work in small groups to discuss and come up with the three biggest problems that our planet is facing. Take feedback from each group and encourage students to respond to each other's ideas.

READING

A Arrange students in pairs. Ask them to discuss Questions 1 and 2 with their partner. Monitor and assist when necessary. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

- B** Remind students that when we read for gist we read quickly to try to get a general idea of the text. Students read the article quickly on their own. Focus students on the summaries. Tell them to underline the key words to help them decide which the best summary for the article is.
- C** Focus students on the box and the questions. Students read the article again and underline the verbs, linking words and nouns that will help them find the answers. Check answers with the class.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Green manifesto

Ask students to think again about the main threats facing our environment. How can they be avoided? Arrange students in pairs and ask them to discuss the questions below, comparing their experience of different countries.

What are the most well-known ecological threats?

Are people environmentally conscious?

Is there a Green Party?

How is the rubbish dealt with?

What recycling facilities are there?

In groups, ask students to write a Green Party manifesto, giving proposals for an environmentally friendly lifestyle.

TEACHING IDEA by David Seymour and Maria Popova

Speaking: Public consultation meeting

Explain the following to students:

A paper factory is planned for your town, which is very beautiful but high in unemployment. There are concerns from the local community about pollution and the destruction of an ancient forest nearby.

In groups of eight, students are going to roleplay a public consultation meeting to listen to local views. Allocate the roles below. If the class does not divide into groups of eight, drop one or two of the roles.

In favour of the factory: the mayor, a representative of the paper company, the building contractor, an unemployed person.

Against the factory: a member of the Green Party, an environmental scientist, a local craftsman, a local hotel owner.

Before the meeting, arrange all the students with the same role together and ask them to discuss their arguments, considering pollution, visual impact, tourism, jobs and effects on other businesses. Roleplay the meeting.

METHODOLOGY HUB by Jim Scrivener

Deciding on your role while students do an activity

Let's distinguish two steps.

Step 1: The first 30 seconds: are they doing the task set?

Immediately after you have given the instructions for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you asked them to do and have understood the basic mechanics of the activity.

You could do this by quietly and relatively inconspicuously wandering around the room, listening briefly to parts of the discussion from many groups and assuring yourself that students are doing what they are supposed to. We could call this 'monitoring to check the mechanics'.

Step 2: The task itself

In many activities, the prime aim is for learners to get a chance to work on their own, speaking fluently and trying out things without too much interference and correction. If they are doing the task correctly, then possibly they don't need you any more once the task is under way. Your presence might actually be an interference. If you are around and very visible, they might look to you for language items and help whenever they hit a problem, whereas it might be more useful for them to struggle a little and learn to make use of their own resources. So once an activity is safely under way, your options often boil down to the following choices: monitor discreetly or vanish.

METHODOLOGY HUB by Jim Scrivener

Fluency, accuracy and communication

Imagine a switch inside your head – it swings between two settings: 'working mainly on accuracy' and 'working mainly on fluency'.

It's probably a huge simplification, but I suspect that something like this is at work in my head through most of my language teaching, changing its setting from activity to activity, stage to stage – and, in some teaching, changing moment by moment in response to things happening in class. And I think initially getting that switch installed and working may be a key skill for anyone learning to be a language teacher.

Certainly there are activities in which you are arguably working on both accuracy and fluency in relatively equal measure, but many everyday language teaching lesson stages are focused on one more than the other, and at any one moment, in any one activity, it is likely you will be aiming to focus on accuracy rather than fluency, or fluency rather than accuracy. The danger of correcting students in the middle of a mainly fluency task is that you interrupt their flow and take the focus off their message. Students often find it hard to continue after a correction, while others in class may become more reluctant to speak for fear of similar interruptions.

11.3 Throw-away world

PRONUNCIATION

11.6 **A** Focus students on the /r/ sound. Write on the board *robot*, *player* and *arrest* and model the sound. Play the audio. Students listen to the words and decide whether the /r/ sound is pronounced in each word. Take feedback from students but do not confirm or correct their answers at this time.

11.6 **B** Arrange students in pairs and ask them to put the words from Exercise A into the correct columns. Play the audio again for students to check their answers.

C Keep students in their pairs and ask them to discuss why the letter *r* is pronounced in some words but not in others. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

The letter 'r' is pronounced if it is followed by a vowel sound. Therefore, it is only pronounced when it's at the beginning of a word (remote) or if it's in the middle and followed immediately by a vowel sound immediately (horrible). The letter 'r' is not pronounced if it's at the end of a word.

GRAMMAR

A Focus students on the sentences and the information about *even* in the grammar box. Pairs work together to complete the rules. Check answers with the class.

B Direct students to the **Grammar Hub** on pages 142 and 143 (see below). Use the **Grammar Worksheet** on W63 for extra practice.

C Model the activity. Say *I was hiking with some friends in the Pyrenees when we decided to start counting plastic bottles left by other climbers. We counted 110 plastic bottles along the most frequented paths. Hikers hadn't even bothered to carry their bottles back to throw them into the bins along the paths.* Brainstorm possible situations. In groups of three or four, students tell each

other three things that they think are surprising. Encourage students to use *even* and *don't even* in their answers. Monitor and assist when necessary. Take feedback from each group and encourage students to respond to each other's ideas.

VOCABULARY

A Write the suffix *-where* on the board and elicit words that can take this suffix (*some, every, no, any*). Elicit the meaning of the new words. Students complete Sentences 1–5. Ask students to scan the article and check their answers. Have a show of hands to see how many got correct answers.

B Students complete Sentences 1–4 with *somewhere, nowhere, everywhere* and *anywhere*. Allow students to compare their answers in pairs before checking as a class.

C Ask students to rewrite the sentences from Exercise B using their own ideas. In pairs, students discuss their sentences and ask each other follow-up questions to learn more about their partner's ideas. Monitor and assist as required. Take feedback from one or two pairs and encourage students to respond to each other's ideas.

SPEAKING HUB

A Focus students on the *Plastic Challenge*. They read the paragraph and discuss how realistic the challenge may be. Ask students to provide pros and cons of the challenge.

B Ask students to read Questions 1 and 2 and make notes on their answers. Monitor and assist when necessary.

C Arrange students in groups of four or five. Students discuss their lists and ideas about the *Plastic Challenge* as a group. They then decide on a plan for doing the *Plastic Challenge*. Explain that they must all agree to do the same things. Monitor and assist when necessary. Take feedback from each group and encourage students to respond to each other's ideas.

GRAMMAR HUB

11.3 even

- We use *even* as an adverb to suggest that something is surprising.

Recycling is not difficult – there is even a recycling bin at the office.

You don't even have to leave your room to find things made of plastic.

She doesn't even know where the Pacific Ocean is!

- We use *even* before main verbs and after auxiliary verbs and modals.

We even found waste plastic on Mount Everest.

~~*NOT We found even waste plastic on Mount Everest.*~~

Plastic can even be found on Mars NOT Plastic even can be found on Mars.

- We can also use *even* before nouns.

Even experts make mistakes sometimes.

11.3 even

A Choose the correct place to put *even*, A or B.

- Most (A) people haven't (B) thought about it before.
- (A) some experts are surprised (B) that the problem is so serious.
- A lot of people (A) don't (B) realise that plastic lasts so long.
- There (A) is (B) a place to recycle glass in my street.
- You (A) can't (B) walk 100 metres without seeing some plastic that has been thrown away.

B Put *even* in the correct place in each sentence.

- A lot of people don't notice the pollution. *even*
- Even* the base camp for Mount Aconcagua is very high.
- There are many solutions – we can stop using plastic. *even*
- There are a lot of organisations in my town – there's a bird-watchers' club. *even*
- I love all animals, and I like spiders. *even*
- I know some adults who don't know the difference between a lion and a tiger. *even*

➤ Go back to page 107.

PRONUNCIATION

/r/ pronounced and silent

- A** Listen to the words. Is the letter *r* pronounced in each word? **No.**
- 11.6 1 result **yes** 3 marine **yes** 5 large **no** 7 consumer **no**
2 remote **yes** 4 world **no** 6 horrible **yes** 8 major **no**

- B** Work in pairs. Write the words in the correct place. Listen and check.

r is pronounced		r is not pronounced	
result	marine	world	consumer
remote	horrible	large	major

- C SPEAK** Work in pairs. Why is the letter *r* pronounced in some words and not in others?

GRAMMAR

even

- A WORK IT OUT** Look at the phrases from *The nightmare of Plastic Island*. Then choose the correct words to complete the rules.

It is even on the surface of Mars.

She even believes that marine plastic pollution is 'as important as climate change.'

... especially things that we don't even need.

These are single-use and 'disposable' items, such as cutlery and even toothbrushes.

even

- We use *even* to suggest that something is **surprising** / **obvious**.
- We use *even* **before** / **after** verbs, but **before** / **after** auxiliary verbs (*be, have, can, don't*).
- We **can** / **cannot** use *even* before nouns.

- B** Go to the **Grammar Hub** on page 142.

- C SPEAK** Work in groups. Tell your group three things that you think are surprising. You can talk about natural wonders, animals or pollution. Use *even* and *don't even*.

VOCABULARY

somewhere, nowhere, everywhere, anywhere

- A** Complete the sentences from *The nightmare of Plastic Island* with *somewhere, nowhere, everywhere* or *anywhere*. Then read again and check your answers.

- Plastic is **everywhere**.
- Every piece of plastic ever made still exists **somewhere** in the world.
- Nowhere** on Earth has as much plastic as the beaches of Henderson Island.
- The remote island is the most polluted **anywhere** in the world.
- Jennifer Lavers says that '**nowhere** is safe from plastic pollution'.

- B** Complete the sentences with *somewhere, nowhere, everywhere* or *anywhere*.

- I'd like to live by the sea – ideally, **somewhere** near a big sandy beach and without too many people.
- There is **nowhere** like India. It's unique. There's quite a lot of pollution and poverty, but it's an amazing place. **Everywhere** you go, you see something incredible.
- If I could visit **anywhere** in the world, I'd go to California. I've always wanted to go there. If not California, I'd like to go **somewhere** similar with big cities, lots of beaches and warm weather.
- I was very impressed by Singapore. **Everywhere** was so clean. There was no litter **anywhere**.

- C SPEAK** Rewrite the sentences in Exercise B using your own ideas. Then work in pairs and share your ideas. Ask questions to find out more information.

I'd like to live in a village – ideally, somewhere with a few shops and surrounded by nice countryside.

SPEAKING HUB

- A** You are going to do the Plastic Challenge. Read about the Plastic Challenge, which is organised by the Marine Conservation Society.

The Plastic Challenge asks people to stop using plastic items for as long as they can. This could be for a day, a week or a month. Our message is 'reduce, reuse, recycle'. We're challenging people to give up their single-use plastics, such as pre-packed sandwiches, ready meals, bottled drinks and so on. Do the Plastic Challenge and you'll never look at your shopping in the same way again!

- B PLAN** Spend a few minutes thinking about the following.

- Make a list of all the plastic you have used ...
 - today.
 - in the last week.
 - How much of this was single-use items?
- Imagine you are going to do the Plastic Challenge.
 - Which items would be easier to stop using and which would be more difficult?
 - What changes would you need to make in your daily life to do the challenge?
 - How long do you think you could do the challenge for?

- C DISCUSS** Work in groups.

- Compare and discuss your lists and your ideas about the Plastic Challenge.
- Decide on a plan for doing the Plastic Challenge. You must agree to do the same things.

○ Talk about the causes and effects of plastic pollution



COMPREHENSION

A ▶ **00:00–03:33** Watch the first part of the video and answer the questions.

- 1 What is a 'power cut'? **When all the lights go out and there is no power.**
- 2 What kind of story does Sam tell Neena and Gaby? **A story about a time he was scared when the power went out.**
- 3 How do Neena and Gaby feel as Sam tells the story? **More and more frightened.**
- 4 How do you think Sam's story ends?

B ▶ **03:33–04:29** Watch the second part of the video. Compare the end of Sam's story with your ideas in Exercise A. Is it a good story?

C ▶ Work in pairs. Put the events of Sam's story in the correct order (1–10). Then watch the video again and check your answers.

- | | | |
|---|--|-----------|
| a | After <u>that</u> , I tried to switch the lights on, but there was no power. | <u>7</u> |
| b | I wasn't alone. | <u>10</u> |
| c | It was <u>stormy</u> . Very stormy. | <u>2</u> |
| d | I arrived back at my uncle's house, got out of the car and walked up to the front door. | <u>3</u> |
| e | So <u>anyway</u> , I went inside and called out to see if my uncle was home. 'Uncle Mike' I shouted – there was no answer. | <u>5</u> |
| f | It all <u>started</u> on a stormy night when I was in Cornwall staying with my uncle. | <u>1</u> |
| g | I walked into the kitchen and sat down in the dark. My uncle was missing – I was <u>scared</u> . | <u>8</u> |
| h | I pushed the door and the wind blew it open. | <u>4</u> |
| i | In the <u>end</u> , I sat there alone in the dark. | <u>9</u> |
| j | Then the front door slammed shut behind me. | <u>6</u> |

D Match Sam's sentences (1–5) with the replies (a–e).

- | | | | |
|---|--|---|------------------------------------|
| 1 | This reminds me of a very scary experience I once had. | a | Where is Cornwall? |
| 2 | It all started on a stormy night when I was in Cornwall staying with my uncle. | b | You <u>poor</u> thing! |
| 3 | Can I continue my story now? | c | How <u>awful</u> ! |
| 4 | I was scared. | d | So, <u>tell</u> us. What happened? |
| 5 | My phone was dead. | e | Sure. Go on. |



MILLY



SAM



NEENA



ZAC



GABY

FUNCTIONAL LANGUAGE

Tell a story

- A** Look at the underlined words in Comprehension Exercises C and D. Complete the box with one of the words.

Tell a story and listen to a story

Give background information

It was ¹ stormy /windy/raining.

The sun was shining and it was hot.

Use linking phrases

Beginning: At first ... / To start with ... /

It all ² started ...

Middle: Then ... / After ³ that ... /

So ⁴ anyway , ...

End: In the ⁵ end , ...

Say how you felt

I was excited/surprised/worried/relieved/frightened/

⁶ scared .

Keep the story going

Go on. / So, ⁷ tell us. (Then) What happened?

Respond to dramatic events

You ⁸ poor /lucky thing.

How ⁹ awful /frightening/funny.

That's terrible/awful/funny.

- B SPEAK** Work in pairs. You are going to practise responding to events.

- 1 Look at the responses in the box. Choose three responses you want your partner to give. Circle them.

How awful/frightening/funny. That's terrible/awful/funny.
You poor/lucky thing.

- 2 Write down three things you could tell your partner to get him/her to give those responses.
3 Tell your partner your ideas. How does he/she respond?

Student A wants Student B to say 'You lucky thing!'

A: I found €5 in the street this morning.

B: You lucky thing!

Glossary

power outage (n) (American) power cut – a period when the electricity supply stops

flashlight (n) (American) torch

PRONUNCIATION

Showing interest

- A** Listen and write how the responses sound in the correct place.

11.7

Very interested	Not very interested
<i>That's awful.</i>	<i>You lucky thing.</i>
<i>That's terrible.</i>	<i>How frightening.</i>
<i>You poor thing.</i>	<i>How interesting.</i>

- B** Listen again and repeat the responses.

11.7

- C SPEAK** Work in pairs. Practise saying the responses. Listen to your partner and say whether he/she sounds very interested or not very interested.

SPEAKING

- A** Work in pairs. You are going to tell your partner a story. Choose one of the topics or use your own ideas. Include background information, linking phrases and say how you felt.

A time when ... you got lost / you lost your keys / you met an old friend / you won a prize / something happened on holiday.

- B** Tell each other your stories and react and respond appropriately.

A: I lost some car keys once.

B: That's awful!

A: I was on holiday with the family in Menorca ...

B: Where is Menorca?

Tell a story

- Turn to **page 168** to learn how to write an email giving suggestions and advice.

11.4 Power cut

COMPREHENSION

- A** ▶ **00:00–03:33** Students look at the images and guess what is happening (*there has been a power cut*). Play the first part of the video for students to answer the questions. Play the section again. Students check their answers before checking with the class. Elicit answers to Question 4, but do not correct or confirm their ideas.
- B** ▶ **03:33–04:29** Play the second part of the video. Elicit similarities and differences. Ask the class whether Sam's story was good.
- C** ▶ Students put the events of Sam's story in order in pairs. Play the complete video for students to check their answers.
- D** Allow students to compare their answers in pairs before checking with the whole class.

FUNCTIONAL LANGUAGE

- A** Students look back at Comprehension Exercises C and D and complete the phrases in the box with the underlined words.

- B** Focus students' attention on the activity and the differences between American and British English. Explain that both forms are correct and they can use either when speaking.

PRONUNCIATION

- A** Play the audio. Check answers with the class.
- B** Play the audio again for students to listen and repeat.
- C** Students practise saying the responses in pairs.

SPEAKING

- A** Give students time to work on their story.
- B** Model the example with a stronger student. Students work in pairs telling each other their stories and responding appropriately. Take feedback from one or two pairs and encourage students to respond to each other's intonation.

VIDEOSCRIPT

Café Hub 11.4 Power cut

G = Gabby S = Sam N = Neena Z = Zac

- G:** Did I win? I'm pretty sure I won.
- S:** The whole street is dark. No lights. I think it's a powercut!
- N:** Maybe it's the storm?
- S:** Brrr... This reminds me of a very scary experience I once had.
- N:** So tell us... What happened?
- S:** It all started on a stormy night when I was in Cornwall staying with my uncle.
- G:** Where is Cornwall?
- S:** Cornwall's in the South-West of England. It's known for its storms. Can I continue my story now?
- G:** Sure, go on.
- S:** So as I was saying, it was stormy. Very stormy. I arrived back at my uncle's house, got out of the car and walked up to the front door. It was so windy...
- G:** Then what happened?
- S:** Well, the house was covered in leaves and branches. I pushed the door and the wind blew it open.
- G:** Woah! What was that?
- N:** I think it was my bedroom door, it does that sometimes...
- S:** So anyway, I went inside and I called out to see if my uncle was home. 'UNCLE MIKE', I shouted. There was no answer. Then the door slammed shut behind me. After that, I tried to switch the lights on, but there was no power.
- N:** Where was your uncle?
- S:** Good question... It was very dark as I slowly walked down the hallway. It was so windy outside that the whole house was shaking. There was a loud crack of thunder.
- G:** So go on?
- S:** I walked into the kitchen and sat down in the dark. My uncle was missing. I was scared.
- G:** You poor thing!
- N:** Yeah that's terrible!
- G:** Why didn't you use a torch?
- S:** I didn't have one, and my phone was dead.
- G:** How awful!

- N:** So what happened?
- S:** Well... In the end, I sat there, and I waited. Alone in the dark. Except... I wasn't alone...
- Z:** Whoa! Take it easy – it's me!
- S:** Are you okay Neena?
- N:** Yes. Of course. I'm fine. I'm absolutely fine.
- G:** Sam! Finish the story! Who was there?
- S:** Oh, just my uncle, he was upstairs, trying to fix the power...
- N:** What? Is that it? Is that the story?
- S:** Er, yeah that's it. OK! Who wants to play another game?
- Z:** I'm in!
- N:** Why not...
- G:** Perfect. I can win again! Did I win? I'm pretty sure I won.

TEACHING IDEA

by David Seymour and Maria Popova

Speaking: Storyboard

Explain that you will tell a story without speaking: you will only draw on the board and mime, and students will have to guess each line of the story. When they get a correct sentence, you'll nod and they will write it down.

It was a beautiful morning. The sun was shining and the birds were singing. I got up early, had breakfast and took the dog for a walk along the beach. After an hour or so, it got cloudy and the wind started blowing. I turned for home but got caught in a heavy downpour. Then the thunder and lightning started. The waves on the sea got higher and higher...

Arrange students in small groups and ask them to continue the story, e.g. *The storm got a lot worse.*

Speaking: Story words

In small groups, students select 20 recently learnt items of vocabulary and write them on a large piece of paper. Ask groups to swap their lists. Each group puts the list of words that they received in the middle and take turns using the words in a story, adding one line each. Encourage students to use the useful phrases from this lesson.

11 Writing

Write an email giving suggestions and advice

making suggestions and giving advice

A Look at the places in the pictures. Where do you think they are? Read the emails quickly and match them with the pictures. Were your ideas correct?



a To: Sam
Subject: RE: Any advice?
You really must visit the Joshua Tree National Park when you're in California. It isn't far from Los Angeles and it's really easy to get to by car. It's named after the famous Joshua trees that are found there. It's an amazing desert landscape with huge rocks and boulders everywhere. If I were you, I'd spend at least two days there. You can camp there, but it's a good idea to book in advance.

b To: Carlos
Subject: RE: Vietnam tips
In Vietnam, Halong Bay is a must. There are thousands of different-sized islands and rock formations coming out of the sea. It really is an incredible place. According to legend, the bay was formed when an angry dragon destroyed a mountain with its tail. It isn't too far from Hanoi. I'd recommend taking an organised tour from there.

c To: Teresa
Subject: RE: Where to go
If you're in the north of England, you really should visit the island of Lindisfarne. It's about a mile from the mainland and you can drive across to it when the tide is out. But when the tide comes in, it becomes a true island. It's a magical place with some beautiful beaches. I suggest you head to the north of the island to get away from the crowds of people. Make sure you check the times of the tides so you know when it's safe to cross.

B Read again and complete the table.

	a	b	c
Name of place			
Location			
Key features			
How to travel there			

C Complete the box with words from the emails.

Making suggestions and giving advice
When/if you're in ...
I suggest you ...
I'd ¹ **recommend** + verb + -ing ...
You (really) ² **should** / ought to / must ...
If I ³ **were** you, I ⁴ **'d** ...
... is a must.
Make ⁵ **sure** you ...
It's a good ⁶ **idea** to ...

D Write the words in the correct order to make sentences.

- It's / to / a / book the train in advance / idea / good
- I / in April or May / suggest / go / you
- I'd / at least two or three days / staying / recommend
- If / in Krakow, / you're / the Wieliczka Salt Mine / visit / really / you / should
- When / in Oxford, / you're / make / you / sure / the Natural History Museum / visit
- If / I'd / you, / were / I / for a few days / hire a car

WRITING

A PLAN Imagine a friend is visiting your country or a country you know. You are going to write a short email (50–100 words) to make some suggestions and to give some advice about a place to visit.

B WRITE Use the Writing skills box and include information about:

- where it is
- how to get there
- the main features of the place

C REVIEW Work in groups. Read each other's emails. Which place would you most like to visit?

Answers

a: Joshua Tree National Park; California; Joshua trees, desert, landscape, rocks and boulders; by car

b: Halong Bay; Vietnam; different-sized islands and rock formations; by organised tour (from Hanoi)

c: Lindisfarne; north of England; beautiful beaches; by car (when the tide is out)

Refer students to these emails as models for the writing task.

Answers

1 It's a good idea to book the train in advance.

2 I suggest you go in April or May.

3 I'd recommend staying at least two or three days.

4 If you're in Krakow, you really should visit the Wieliczka Salt Mine.

5 When you're in Oxford, make sure you visit the Natural History Museum.

6 If I were you, I'd hire a car for a few days.

Students can do this in class or for homework.

WRITING

A Point out images 1–3 and elicit ideas from the class on where these places are. Students scan the emails, match them to the pictures and check their answers.

B Students read the emails again and complete the table.

C Focus students on the box. They complete the phrases with words from the emails. With a weaker group, you may want students to do this activity in pairs. Check answers with the class.

D Students rewrite the sentences on their own and compare their answers with a partner. Check answers with the whole class.

WRITING TASK

A Focus students on the activity. Give them time to choose the place they are going to give advice about and make notes.

B Students write their emails. Encourage them to use the writing prompts and useful language box to help them. Monitor and assist when necessary.

C Arrange students in small groups to share their emails. Ask the groups to choose the place they would most like to visit. Take feedback from each group and encourage students to respond to each other's ideas. You can also include a stage of peer correction here. Students exchange and correct each other's emails. If you feel this might be too sensitive you can also take a few representative errors from students' work and board them. Students then correct the errors.

Extra activity

For homework, ask students to research a place they would like to visit. They should imagine that they work for a travel agency and write a short promotional leaflet to encourage people to visit the place they have researched. Students could swap leaflets with their classmates in the next lesson and give feedback on each other's writing.

VOCABULARY

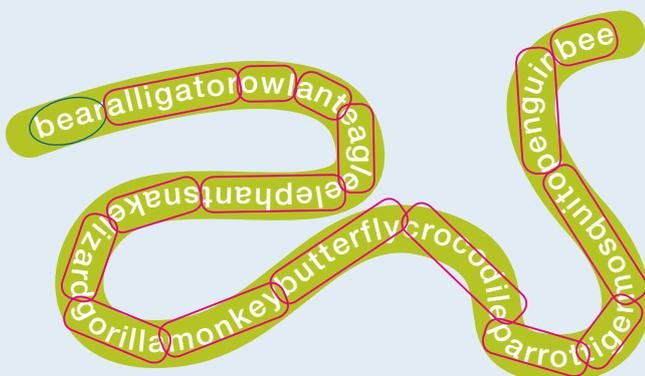
A Complete the sentences using a word from box a and box b.

a Amazon Atlas Death Grand
Lascaux Panama Sahara San Francisco

b Bay Canal Canyon Caves
Desert Mountains Rainforest Valley

- The Sahara Desert is 9.3 million square kilometres, which is almost the same size as China.
- The Atlas Mountains stretch for 2,500 km in Morocco, Algeria and Tunisia.
- The Golden Gate Bridge is 2,737 metres long and crosses the San Francisco Bay.
- The Grand Canyon is 446 km in length and 29 km across at its widest point.
- The Amazon Rainforest is 9.3 million square kilometres and is located in nine countries in South America.
- In 1913, a temperature of 56.7°C was recorded in Death Valley in eastern California.
- The Panama Canal connects the Atlantic Ocean with the Pacific Ocean.
- The walls of the Lascaux Caves in south-western France are decorated with 17,000-year-old paintings of animals, such as cows, horses and deer.

B Find 17 animals and write them in the correct place.



Mammals	Birds	Reptiles	Insects	Fish
bear elephant, gorilla, monkey, tiger	owl, eagle, parrot, penguin	alligator, snake, lizard, crocodile	ant, butterfly, mosquito, bee	

C Choose the correct words to complete the sentences.

- Plastic is *anywhere* / everywhere. It has more forms and uses than any other material on the planet.
- About 30 per cent of all the plastic ever made is still in use *anywhere* / somewhere in the world today.
- Recycling rates of plastic are not the same *somewhere* / everywhere in the world. For example, in Europe about 30 per cent is recycled, in China around 25 per cent and in the USA the figure is just 10 per cent.
- There is almost *anywhere* / nowhere on Earth that does not have plastic pollution.

GRAMMAR

A Complete the text with the correct passive form of the verbs in brackets. Add *by* where it is needed.

Ayers Rock ¹ is located (*locate*) in the Uluru-Kata Tjuta National Park in central Australia. It ² is also known (*also / know*) as Uluru, which is its original Aboriginal name. The rock ³ was formed (*form*) over 600 million years ago and it ⁴ was originally located (*originally / locate*) under the sea. The summit is generally flat but, there are valleys and caves that ⁵ were created by (*create*) the wind and rain over millions of years.

B Complete the conversations with the words in the box.

easy/use lucky/see necessary/
have safe/drink unusual/see

- A:** Is your camera easy to use?
B: Yes, it's very easy. Anyone can use it.
- A:** It isn't safe to drink the water here.
B: OK, I'll get some bottled water.
- A:** It isn't necessary to have expensive equipment to take good pictures.
B: I agree. A creative eye is all you need.
- A:** It's unusual to see the northern lights at this time of year.
B: Yes, we were very lucky to see them.

C Rewrite the sentences with the correct form of *even* / *don't even*.

- I use plastic bags. (*not even*)
I don't even use plastic bags.
- Ella does a lot of recycling; she recycles clothes. (*even*)
Ella does a lot of recycling; she even recycles clothes.
- I never buy plastic. I let my children play with plastic toys. (*not even*)

I never buy plastic. I don't even let my children play with plastic toys.

FUNCTIONAL LANGUAGE

Add the missing words to complete the conversation.

- A:** It all ¹ s t a r t e d when we decided to walk along the Samaria Gorge in Crete.
- B:** ² G o on.
- A:** Well, Sandy, my friend, didn't want to do it. It's quite a long and steep walk to get down in the gorge. But she finally agreed to it.
- B:** So, what ³ h a p p e n e d?
- A:** After about two hours, Sandy fell over and hurt her leg.
- B:** Oh, no! ⁴ H o w awful! ⁵ P o o r thing!
- A:** So, ⁶ a n y w a y, she took some painkillers and decided to go back to the hotel.
- B:** ⁷ T h e n what happened?
- A:** Well her leg was broken ...
- B:** ⁸ T h a t ' s terrible.
- A:** Yes, but in the ⁹ e n d, everything was OK.

9.3 make and do expressions

Match the expressions (1–6) with the pictures (a–f).

- 1 make a mess **f**
- 2 make a mistake **a**
- 3 do some damage **c**
- 4 make a decision **b**
- 5 do your homework **d**
- 6 make a complaint **e**



➤ Go back to page 87.

10.1 Electronic devices

A Label the pictures of electronic devices (1–6) with the words in the box.

drone e-reader fitness tracker
power bank tablet USB drive



- 1 fitness tracker
- 2 tablet



- 3 power bank
- 4 drone



- 5 e-reader
- 6 USB drive

B Complete the sentences with the devices in Exercise A. There is one word you do not need.

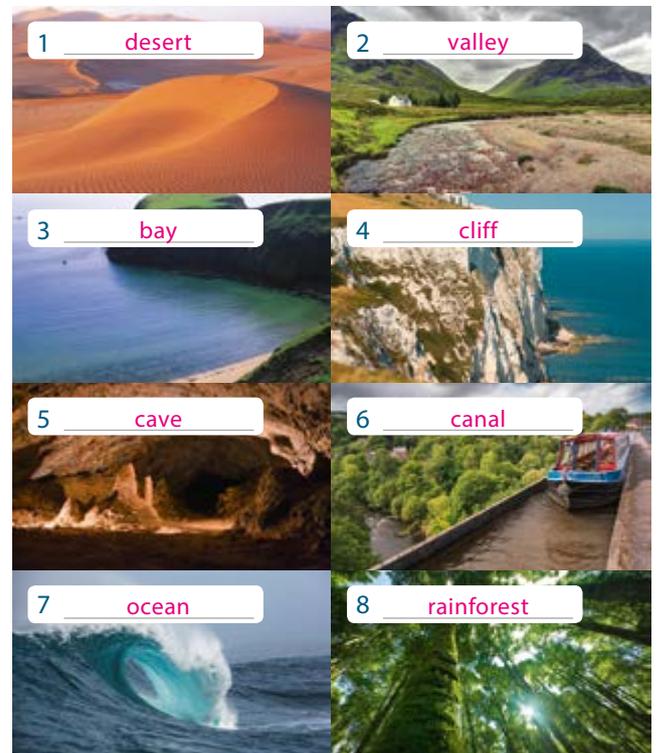
- 1 A power bank is great when you are not at home and your phone battery runs out.
- 2 He always uses his USB drive to transfer large files.
- 3 I wear my fitness tracker 24 hours a day. I love it because it tells me how many steps I take.
- 4 Tina got a drone for her birthday, but she was flying it in the back garden and it got stuck up in a tree!
- 5 My husband won't buy an e-reader because he says he loves the feel and smell of paper books.

➤ Go back to page 92.

11.1 Natural features

Label the pictures (1–8) with the words in the box.

bay canal cave cliff desert ocean rainforest valley



➤ Go back to page 102.

11.2 Animals

Write the animal words in the box in the correct place.

alligator ant bear bee butterfly crocodile duck
eagle elephant fly frog gorilla lion lizard
monkey mosquito moth owl panda parrot
penguin shark snake tiger toad tuna

Mammals	Birds	Insects
bear elephant gorilla	lion monkey panda tiger	ant bee butterfly
alligator crocodile	frog toad	fly mosquito moth
Reptiles	Amphibians	Fish
lizard snake		shark tuna

➤ Go back to page 104.

11.2 Students A and B

Work in pairs. Choose one of the hobbies or activities and give suggestions and advice to improve. Use the phrases in the box.

It's better (not) It's easy It's essential It's good
It's important It's (not) necessary It's useful It's sensible

learn a musical instrument	live a 'green' lifestyle
do a sport	keep an animal as a pet
learn a language	have a job interview
keep fit and healthy	host a party

➤ Go back to page 105.

7.1 Student B

A Listen to Student A and write down the sentences he/she says.

B Read these sentences to Student A, who will write them down. Be careful to pronounce *a* and *an* using the weak sound /ə/ (schwa). Check Student A's sentences are correct.

- | | |
|---------------------------|----------------------------|
| 1 It's a great idea. | 4 It was a total surprise. |
| 2 We had a fun day. | 5 He told a funny story. |
| 3 It was an amazing time. | |

C Tell your partner about events or situations that the sentences in Exercise B describe.

➤ Go back to page 63.

9.1 Group B

A SPEAK Look at questions 1–3 in Exercise B. What would you do in each situation? Why?

B Think of two more questions. Write them down. Use the second conditional.



- If you had to choose between a luxury break for two in your country's capital and the very latest smart television with cinema sound, which would you choose?
- If you had to choose between a well-paid job in a city you don't like and a slightly lower-paid job in a city you like, what would you do?
- If you won €500, what would you spend it on? What about if you won €5000 or €50,000?
- _____
- _____

➤ Go back to page 83.

4.2 Student B

Social media

Social media is everywhere and is a normal part of many people's lives. However, experts agree that the way we use social media will change in the future.

Ten years ago, people used social media to share messages. Then everyone got cameras on their phones and began sharing pictures and video. But if Mark Zuckerberg of Facebook is right, you and your friends will soon put on your VR (Virtual Reality) headsets and meet in amazing 3D virtual worlds. Zuckerberg and Facebook are spending a lot of money on developing VR social media.

With VR social media, it will be possible to meet your friends 'inside' pictures and videos. This means, for example, that you will be able to spend time together at the top of mountains or the bottom of oceans! It will also be possible to hang out in virtual versions of real clubs or museums, or just about anywhere in the world (or the universe) you can imagine.

There is still a lot of work to do on the technology, so you might have to wait a while before you can share your selfies from the far side of the moon! However, experts agree that VR is the future of social media.

Glossary

expert (n) someone who knows a lot about a particular subject
virtual (adj) almost the same as the real thing

➤ Go back to page 34.

12.2 Group A

Box sets and on-demand viewing are better.

Here are some ideas for your argument. Add some ideas of your own.

- You can watch episodes when you want to and when is convenient for you.
- You will never miss an episode.
- It is easier to find a time to watch an episode or several episodes with other people, which can ...
be a fun social event.
bring people closer together because of shared interest.
help people to get to know each other.

➤ Go back to page 115.

9.1 Group A

- A SPEAK** Look at questions 1–3 in Exercise B. What would you do in each situation? Why?
- B** Think of two more questions. Write them down. Use the second conditional.



- 1 If you had to choose between having a new mobile phone and seeing your favourite band, which would you choose?
- 2 If you had to choose between a meal for two and an item of clothing, which would you choose?
- 3 If you could have a weekend break anywhere in the world, where would you go?
- 4 _____
- 5 _____

► Go back to page 83.

3.3 Student C

The Olympic Apartments are close to Barcelona's beaches and have beautiful sea views. The famous Las Ramblas walking street is a 20-minute walk away. The two- and three-bedroom self-catering apartments are simple and clean. Guests can pay to use the gym and spa on the first floor. Shops, public transport and restaurants are all very close. All apartments have a balcony and air con. Wi-fi is available for an extra 5 euros per day. Room type: Two-bedroom self-catering apartment – 100 euros per night for up to four people.



► Go back to page 27.

5.1 Groups

Group A jobs: banker, nanny, professional footballer, politician

Group B jobs: doctor, pilot, social worker, actor

Group C jobs: lawyer, nurse, soldier, teacher

► Go back to page 43.

11.2 Students A and B

According to psychologists, the first animal you chose is how you like to see yourself. The second animal is how other people see you. And your third choice is what you are really like.

► Go back to page 104.

7.3 Student B

Judit Polgár: chess Grandmaster

1976: born in Hungary

Education: did not go to school; her parents brought her and her two sisters up as part of an 'educational experiment'; chess was the subject her parents chose

6 years: started playing in international tournaments

9 years: won her first international tournament

15 years: became the youngest person ever to become a chess Grandmaster

Career: was the world's number one female chess player for 20 years; has beaten 11 current or former male world champions

Other information

2012: started the Judit Polgár Chess Foundation; the aim is to introduce children around the world to chess

2014: retired from competitive chess; became head coach of the Hungarian National Men's Chess Team



► Go back to page 67.

3.2 Students A and B



Work in pairs. Look at the pictures and tell a story. Think about:

- what happened during the journey.
- what decisions the people made.
- how the people felt at the end of the journey.

► Go back to page 25.

The passive (present and past simple)

A Read about Chichen Itza, one of the man-made wonders of the world. Complete the passage with the verbs in brackets using the active or passive voice.

Chichen Itza



Chichen Itza ¹_____ (*locate*) in Yucatan, Mexico. It ²_____ (*be*) home to the Mayan people who ³_____ (*live*) around AD 600–900. The site ⁴_____ (*cover*) an area of at least 5 km² and ⁵_____ (*make*) of hundreds of paved roads. You ⁶_____ (*can see*) many stone buildings. Some of the buildings ⁷_____ (*restore*). These stone buildings ⁸_____ (*look*) very different from each other. They ⁹_____ (*built*) in different styles. This ¹⁰_____ (*show*) that the population ¹¹_____ (*be*) very diverse. The site ¹²_____ (*protect*) by the National Institute of History and Anthropology.

B Work in groups. What are the seven wonders of the man-made world? Choose one and research it. Make a poster about the site. Include the information below.

- 1 Where is it located?
- 2 When was it built?
- 3 What is it surrounded by?
- 4 Who is it visited by?
- 5 Is it protected?

11.1 Vocabulary

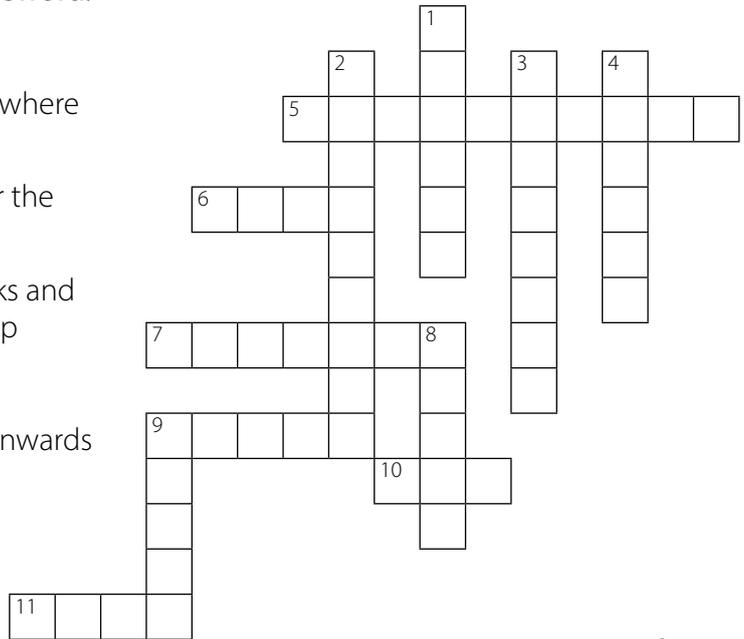
Natural features

Student A

Work with a partner to complete the crossword.

Across

- 5** an area of woodland in tropical regions where the weather is very wet
- 6** a large hole in the side of a cliff or under the ground
- 7** a mountain that forces hot gas, ash, rocks and lava into the air through a hole in the top
- 9** an artificial river
- 10** an area of coast where the land curves inwards
- 11** a long line of rock or coral in the sea

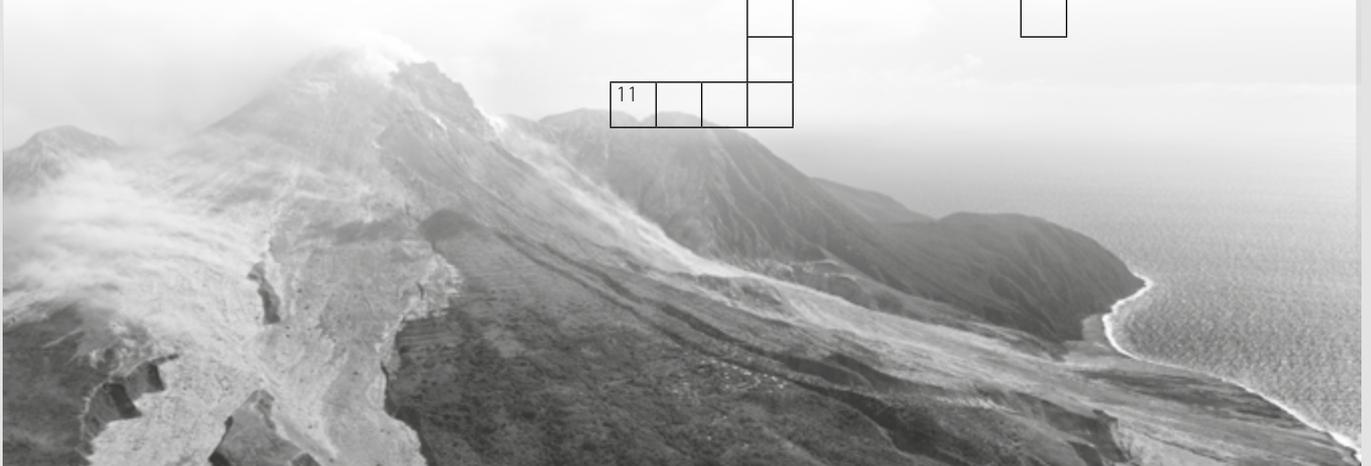
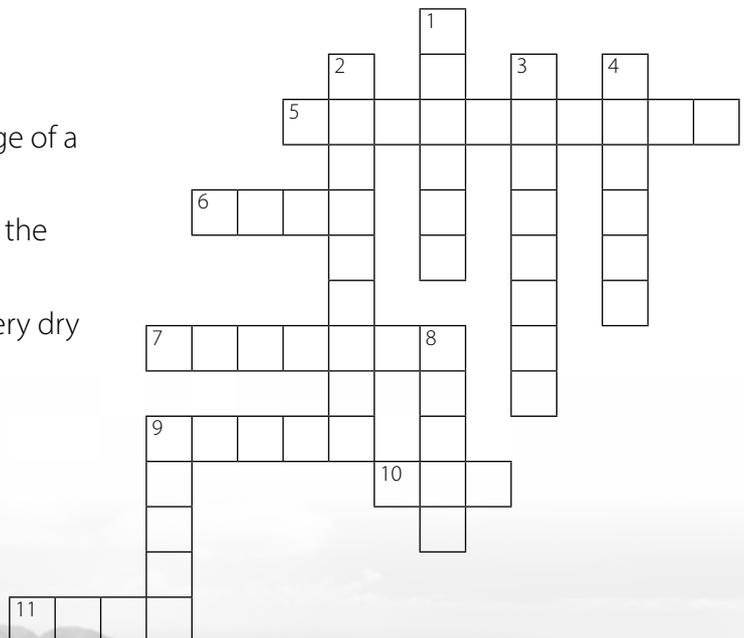


Student B

Work with a partner to complete the crossword.

Down

- 1** a long deep valley made of rock
- 2** a place where water flows over the edge of a cliff or rock
- 3** a very big hill that is much higher than the land around it
- 4** an area of land where the weather is very dry
- 8** a large area of salt water
- 9** the steep side of an area of high land



Adjective + to + infinitive



A Complete the conversation with the adjectives and verbs from the box.

great/see not fun/wait impossible/find hard/know important/be not easy/change

Martha: Hey Jenni, over here!

Jenni: Hi Martha, sorry I'm late! It was ¹_____ a parking space.

Martha: Don't worry about it. It's ²_____ you!

Jenni: Yes, you too! It has been too long. How are you?

Martha: I'm OK thanks. I am thinking about applying for a new job, but it's ³_____ what to do.

Jenni: Can I help?

Martha: Maybe!

Jenni: Well, I think it is most ⁴_____ happy. Are you happy where you are?

Martha: Most of the time. I really like the work but the commute is a nightmare. It's ⁵_____ in traffic for two hours every morning.

Jenni: What about the other job?

Martha: The office is much closer to my home. The salary is better but I'd have to learn a new role and make new friends.

Jenni: I understand. It's ⁶_____ your job.

B Work with a partner. What should Martha do? Write an ending for the conversation, then practise saying it with your partner.

Martha: _____

Jenni: _____

Martha: _____

Jenni: _____

11.2 Vocabulary

Animals

A Complete the idioms with words from the box below.

horse mice dogs fly bird chickens worm cat fish lion

- 1 The early _____ catches the _____.
- 2 Don't look a gift _____ in the mouth.
- 3 Don't count your _____ before they are hatched.
- 4 Let sleeping _____ lie.
- 5 When the _____ is away, the _____ will play.
- 6 Like a _____ out of water.
- 7 He wouldn't hurt a _____.
- 8 The _____'s share.

B Work in groups. Discuss the questions.

- 1 Do you know the meanings of the idioms in Exercise A?
- 2 Do you have the same or similar idioms in your language?
- 3 Do you know any other animal idioms in English?



even

A Read the comments below about recycling. Add (*not*) *even* to each comment.



1 Hannah (19)

I have always recycled.
I recycle clothes.



2 Juan (54)

We have recycling bins
at work, but nobody uses
them. I do think people
realise they are there.



3 Filipe (32)

I really care about the
environment. I recycle
things like bottle tops
and drinking straws.



4 Zarah (32)

I went on holiday
recently and the most
remote beaches were
polluted.



5 Katy (41) and Joe (41)

In our house, we recycle
everything: food waste,
plastic, glass, paper and
toilet paper.



6 Irina (38)

It makes me happy
to see people are taking
recycling seriously. These
days restaurants are
banning plastic.

B Work with a partner. Interview three people about their recycling habits. Work together and come up with five questions to ask. Report back to the class using *even* and *not even*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Somewhere, nowhere, everywhere, anywhere

A Look at the sentences. Correct the mistakes.

1 Traffic cameras are anywhere these days.

2 I looked all over, but I couldn't find my phone nowhere.

3 I'm not sure where Jeff is. He must be anywhere in the building.

4 There is anywhere on earth I like more than my hometown.

5 I put my keys anywhere and now I can't find them.

6 Somewhere in the world is higher than La Rinconada, Peru. It is the highest town in the world.

B Work in pairs. Complete the sentences with your own ideas.

1 _____ is everywhere these days.

2 There isn't anywhere as _____ as _____.

3 There is nowhere on earth more _____ than _____.

4 I'd like to live somewhere _____.