

## 8

## The world around us


**READING** | Multiple matching | A nature article

**1** In pairs or as a group, answer the questions.

- 1 Which areas of your country are known for their natural beauty?
- 2 What can people visiting those areas expect to experience?

**2** Read the article quickly. Match each person with an overall opinion of the park. There is one extra sentence you do not need.

- A Aiden King: \_\_\_\_\_  
 B Chloe Morton: \_\_\_\_\_  
 C Nakaaya Kikwete: \_\_\_\_\_  
 D Manuel Garcia: \_\_\_\_\_

- 1) It faces challenges from different threats and its amazing natural wealth needs to be protected.
- 2) It doesn't deserve the reputation it has for outstanding beauty and amazing wildlife.
- 3) It impressed me with its natural beauty, but it also made me think about what is important.
- 4) It was interesting, but it didn't mean as much to me as it could have done with more information.
- 5) It helped me to connect with other people and what their lives were like in the past.

**3** Find phrases in the article for expressing attitude and opinion that mean the same as phrases 1–5.

- 1 I thought it was ...

\_\_\_\_\_

- 2 As you might expect, ...

\_\_\_\_\_

- 3 In my opinion, ...

\_\_\_\_\_ / \_\_\_\_\_

- 4 ... my personal opinion is ...

\_\_\_\_\_

- 5 ... I am certain that ...

\_\_\_\_\_

**OPTIMISE YOUR EXAM**
**Multiple matching**

- In this task, the writer's attitudes and opinions are often important. Look for key phrases that show this, e.g. *To my mind ...*, *My own view is ...*
- Also look for adjectives and descriptive phrases that show attitude and opinion, e.g. *it was (...) that really stuck with me*, *breathhtaking*, *stunning*.



# NATIONAL PARKS

Four young people tell us about visiting a national park in their country.



**A** Mammoth Cave National Park, Kentucky, USA

## Aiden King

The Mammoth Cave National Park is an extensive underground system of caves of which about 400 miles have been explored. I found it really impressive, and some of the rock formations are incredible. If I'd known more about the history before going, I'd have got more out of it. Not surprisingly, rocks get a little **tedious** after a while without a context, and unlike other national parks, there isn't a great deal of wildlife. It all seemed rather **laid on** for visitors, so it was a relief to go on a 'wild' tour, which takes you to some of the less-developed parts of the cave system. Crawling in small spaces in mud you can get a real sense of what it must have been like for the early explorers. Local legends say that wanted criminals used to hide in the caves!

## Nakaaya Kikwete

The Serengeti National Park is world famous for the fact that one and a half million wildebeest migrate 600 miles every year in search of fresh grass and water. For me, it was an epic sight, and the struggle of the wildebeest to survive in dangerous conditions (the rivers are full of crocodiles!) reminded me of the daily struggle to survive that many people in my country face. To my mind, national parks are there not only for the conservation of wildlife, but to **inspire** us to lead better lives. If you visited my country, you would see fantastic scenery and great natural beauty alongside difficult living conditions. It's vital that we explore ways in which our society can develop at the same time as preserving the spectacular natural resources we have. We can't encourage one at the expense of the other.



**C** Serengeti National Park, Tanzania



**B** Great Barrier Reef Marine Park, Australia

## Chloe Morton

The Great Barrier Reef has become one of the global symbols of just how **fragile** nature can be. There's no doubt that the reef is something we have to **preserve** very carefully for future generations.

The diversity of life in the area is breathtaking! I had an exciting opportunity to help out with a team of marine scientists to see what effect human activity is having on the reef. The area is divided up into zones and there are limits on different activities within each zone. This **minimises** the impact of some activities, such as diving, while still allowing people to enjoy the stunning natural beauty of the reef. If we had done something like that years ago, the reef would be in a much better state now! Unfortunately, past mistakes and a changing climate mean that parts of the reef are struggling to recover. Let's hope we can improve its cultivation for the future.

## Manuel Garcia

Tikal is an amazing place with over 3,000 buildings from the Mayan civilisation! From about 900 BC to 900 AD, a major city of 100,000 people developed and you can still visit the ruins. The park is also home to jaguars and other animals. I visited with my class, and it was awesome to think we were walking in the footsteps of people from so long ago! The temples were very **striking**, but it was the courts for ball games that really stuck with me. It gave us some **insight** into what their lives were like.



**D** Tikal National Park, Guatemala

It's fascinating to think that they played sport just like us! We often look at constructions and monuments and think they represent what a culture was like, but my own view is that it's the ordinary aspects of everyday life that tell us a lot more.

4

**2.13** For each question, choose from the people A–D. The people may be chosen more than once.

### Which person

- thinks that parks have a function beyond the preservation of animals and monuments?
- visited a place that is seen as a good example of problems faced by nature?
- found a connection with the past through everyday experiences?
- thinks they should have found out more before visiting?
- was impressed by the range of different creatures in the park?
- visited a place that preserves both wild creatures and a way of life?
- preferred to see a side of the place that most tourists don't see?
- thinks that important buildings don't tell the complete story of people's lives?
- thinks we should have done things differently in the past?
- draws a parallel between the natural world and human society?

**5** Find these words and phrases in the article. Work out what they mean from the context.

fragile (adj) | insight (n) | inspire (v)  
laid on (phr v) | minimise (v) | preserve (v)  
striking (adj) | tedious (adj)



THINK | RESEARCH | **CULTURE** | LEARN | ME

Think about a national park in your country. How does it compare to those in the text? Tell the class about it.

**Grammar in context**

Look at these sentences from the article on page 81. Are they talking about hypothetical events or events that have happened?

*If you visited my country, you would see great natural beauty alongside difficult living conditions.*

*If I'd known more about the history before going, I'd have got more out of it.*

*If we had done something like that years ago, the reef would be in a much better state now!*

**REMEMBER**

- The second conditional refers to the hypothetical present result of an unlikely or impossible present condition, e.g. *If I were you, I would visit the incredible caves.*
- The third conditional refers to the hypothetical past result of a past condition, e.g. *If I hadn't spoken to Annie, I wouldn't have known about her trip.*
- One type of mixed conditional refers to the hypothetical present result of a past condition, e.g. *If I had taken any photos, I would show them to you.* Another type refers to the hypothetical past result of a present condition, e.g. *If I were in better shape, I would have gone on the trek.*
- Instead of *if*, we can use an inversion. This is more formal, e.g. **Had I not gone on the trip, I wouldn't have seen the amazing natural park.**

► See Grammar reference, Unit 8, page 156

**1 Choose the correct word or phrase to complete each sentence.**

- If you went on safari, do you think you \_\_\_\_ it?  
a) enjoyed                      b) would enjoy
- If I had visited the caves, I \_\_\_\_ it very interesting.  
a) would have found      b) would find
- What \_\_\_\_ if we built a new recycling plant?  
a) happened                      b) would happen
- If you were in charge, \_\_\_\_ dropping litter illegal?  
a) did you make                  b) would you make
- If humans hadn't destroyed their natural habitats, Bengal tigers \_\_\_\_ endangered.  
a) would have been      b) wouldn't be
- My sister \_\_\_\_ a zookeeper if our parents hadn't encouraged her.  
a) wouldn't become      b) wouldn't have become

**2 Complete the questions using the prompts. Add any words you need and make any necessary changes.**

- If you knew your favourite animal was in danger of extinction, \_\_\_\_\_?  
(you / do)
- Had you not come here today, \_\_\_\_\_?  
\_\_\_\_\_  
(you / do / instead)
- If you had been born in another country, \_\_\_\_\_?  
\_\_\_\_\_  
(your life / be different)
- If you could travel back in time, \_\_\_\_\_?  
\_\_\_\_\_  
(you / like / see)
- Had you known about the effects of climate change, \_\_\_\_\_?  
(you / start recycling / years ago)
- If you could be any animal, \_\_\_\_\_?  
\_\_\_\_\_  
(you / be)

**3 Write the correct form of the verb or verb phrase from the box in each gap.**

be (x 2) | be aware | bring | have  
learn | not save | see | survive | want

**EXTINCTION CAUSED BY HUMANS**

If you (1) \_\_\_\_\_ to see a dodo today, you would search in vain of course. The dodo was discovered by Europeans on the island of Mauritius in 1598 and was extinct by 1680. If it hadn't been flightless, perhaps it (2) \_\_\_\_\_. However, it was unable to escape sailors, who hunted and ate the bird. Apparently it wasn't particularly tasty, so the dodo population might have recovered from hunting, if the sailors (3) \_\_\_\_\_ rats, cats and dogs to the island. Perhaps the dodo (4) \_\_\_\_\_ here today if those animals hadn't eaten the birds and their eggs.

Sadly, the dodo's story is not uncommon. But perhaps if humans (5) \_\_\_\_\_ of the effects of climate change, hunting and even tourism on many species, there (6) \_\_\_\_\_ so many critically endangered species. However, there are some stories that bring hope to animals close to extinction. If you (7) \_\_\_\_\_ the news 15 years ago, you (8) \_\_\_\_\_ that the Iberian lynx was in danger of becoming extinct. Today, thanks to the efforts made through conservation initiatives, the population has slowly increased to a healthier level. (9) \_\_\_\_\_ conservationists not made such an effort, the species (10) \_\_\_\_\_.





## Words connected with environmental issues

1 2.14 Write a word from the box in each gap to make phrases. Listen and check.

change | development | effect | energy  
footprint | layer | toxic | warming

- 1 global \_\_\_\_\_
- 2 climate \_\_\_\_\_
- 3 greenhouse \_\_\_\_\_
- 4 \_\_\_\_\_ waste
- 5 carbon \_\_\_\_\_
- 6 renewable \_\_\_\_\_
- 7 sustainable \_\_\_\_\_
- 8 ozone \_\_\_\_\_

2 Write a phrase from Exercise 1 in each gap. There may be more than one correct answer.

- 1 To measure \_\_\_\_\_, you need to look at weather patterns over many years.
- 2 A person's \_\_\_\_\_ is a measure of the amount of carbon dioxide that is produced by their actions and its effect on the environment.
- 3 We need \_\_\_\_\_ so that our economy can grow without damaging the environment.
- 4 One of the harmful products produced by industrial processes is \_\_\_\_\_.
- 5 Some countries may face serious problems if \_\_\_\_\_ is more than 2°C.
- 6 Wind power and wave power are excellent sources of \_\_\_\_\_.
- 7 The \_\_\_\_\_ in the atmosphere protects us from dangerous ultraviolet light.
- 8 The \_\_\_\_\_ is when the warmth from the sun is trapped in the atmosphere.



## Phrasal verbs

3 2.15 Write a phrasal verb from the box in the correct form to replace the words in brackets in each sentence. Listen and check.

call for | chop down | clean up  
die out | do away with | run out  
throw away | wipe out

- 1 Some animal species \_\_\_\_\_ (became extinct) due to human activities.
- 2 People \_\_\_\_\_ (are demanding) urgent action on climate change.
- 3 Will we just keep using oil until it all \_\_\_\_\_ (finishes)?
- 4 We all have a responsibility to help \_\_\_\_\_ (tidy) our beaches.
- 5 If we're not careful, our actions are going to \_\_\_\_\_ (completely destroy) the wild elephant.
- 6 I think we should \_\_\_\_\_ (abolish) cars that produce lots of pollution in city centres to protect the environment.
- 7 When we \_\_\_\_\_ (destroy) trees, we remove the natural habitat of a number of species.
- 8 Don't just \_\_\_\_\_ (put in the rubbish) your old bottles. Recycle them!

## Words + prepositions

4 2.16 Choose the correct preposition to complete each sentence. Use the words in *italics* to help you. Listen and check.

- 1 Water pollution can be *harmful at / to* fish and animals that live along the river.
- 2 The Sumatran rhino is *threatened from / by* hunters.
- 3 Without the ozone layer, we would be *exposed by / to* UV rays that can cause cancer.
- 4 Do you think we do enough to *protect animals by / from* illegal activity?
- 5 Which countries will be most *affected by / with* climate change?
- 6 Using drinking water to water the garden is a *waste from / of* natural resources!



THINK | RESEARCH | CULTURE | **LEARN** | ME

Choose one of the phrases in Exercise 1 and find out more about it. Tell the class what you discover.



## OPTIMISE YOUR EXAM

## Multiple matching

- Read the statements carefully before you listen and try to predict what someone might say for each one.
- The first time you listen, make a note of any words or phrases that might match a statement and listen for any ideas that are similar to your predictions.
- The second time you listen, check the statement matches exactly what the speaker says.

**1** In pairs or as a group, ask and answer the questions.

- 1 Look at the photos. What are these things? What are they used for? How do they help us?
- 2 What different kinds of renewable energy can you think of?

**2** Look at Exercise 4 and read the statements A–H. Match the statements to sentences 1–4.

- 1 'The people there were really friendly and looked after me. I was grateful for that.'  
Statement \_\_\_\_
- 2 'People in the area were worried about the effects and so was I.'  
Statement \_\_\_\_
- 3 'They were looking for experts on energy, and they gave us a test to see what we knew.'  
Statement \_\_\_\_
- 4 'People didn't seem to know very much about the problem so we need to tell them.'  
Statement \_\_\_\_

**3** Look at the four statements in Exercise 4 you didn't use in Exercise 2. For each one, predict what the speaker might say. Use your own words.

- 1 Statement \_\_\_\_  
\_\_\_\_\_
- 2 Statement \_\_\_\_  
\_\_\_\_\_
- 3 Statement \_\_\_\_  
\_\_\_\_\_
- 4 Statement \_\_\_\_  
\_\_\_\_\_

**4** 2.17 You will hear five extracts about different projects. Choose from A–H what each speaker says about their project. There are three extra letters you do not need.

- A I enjoyed seeing my ideas in practice.  
B I was happy I did something I found difficult. **Speaker 1:**
- C I was worried we might not make a difference. **Speaker 2:**
- D I shared the concerns of local people. **Speaker 3:**
- E I discovered I could do more than I thought. **Speaker 4:**
- F I had to show that I knew a lot about energy. **Speaker 5:**
- G I was thankful for the way I was treated.  
H I thought people needed to be educated.

**5** 2.17 Listen again and check your answers.



**THINK** | RESEARCH | CULTURE | LEARN | ME

Do you think developing renewable energy sources is important? Why do you think developing renewable energy sources is considered important for the future?

Grammar in context

Look at these sentences from the audio in the listening lesson. For each one, decide whether the clause in bold refers to the present or the past.

- 1 *It's time we **did something about it.***  
present / past
- 2 *I wish **more people knew about geothermal energy.***  
present / past
- 3 *I wish **I had got involved sooner.***  
present / past

REMEMBER

- After some phrases and in some types of sentence, we use past tenses to refer to the present, a general situation or the future. This includes:
  - *It's (high) time ...*, e.g. *It's high time we **lived** a greener life.*
  - *Suppose ...*, *Imagine ...* and *What if ...?*, e.g. *Imagine there **were** no elephants.*
  - *would rather + you/he/she/it/we/they*, e.g. *I'd rather we **didn't** waste so much food.*
  - second conditional sentences, e.g. *We'd help the planet if we **recycled** more.*
  - *wish and if only*, e.g. *I wish people **cared** more about the environment.*
  - we can use *would* with *wish* to express criticism, e.g. *I wish you **wouldn't** do that!*
  - we can use *could* with *wish* to express hypothetical ability, e.g. *I wish I **could** go camping this weekend, but I can't.*
  - for wishes about the past (regrets), we use past perfect, e.g. *I wish people **had thought** about climate change years ago.*

► See Grammar reference, Unit 8, page 157

1 Complete the sentences using the verbs in brackets in the correct form.

- 1 It's time we \_\_\_\_\_ (stop) polluting our streams and rivers.
- 2 Don't you wish you \_\_\_\_\_ (have) a lower carbon footprint?
- 3 We'd produce less toxic waste if we \_\_\_\_\_ (burn) less fossil fuel.
- 4 Don't you wish you \_\_\_\_\_ (know) the benefits of living a green life years ago?
- 5 If only there \_\_\_\_\_ (be) some way of reducing the effects of global warming.
- 6 Suppose you \_\_\_\_\_ (try) to live a low-carbon life. Would you enjoy it?

2 Rewrite the sentences in different ways using the words given.

- 1 Please don't throw your litter on the ground. **RATHER**  
\_\_\_\_\_
- 2 I shouldn't have bought such a large motorbike. **WISH**  
\_\_\_\_\_
- 3 We should manufacture more electric cars in order to help the environment. **HIGH**  
\_\_\_\_\_
- 4 I want to wave a magic wand and solve climate change, but I can't. **COULD**  
\_\_\_\_\_
- 5 People should realise that we have to use more renewable energy. **TIME**  
\_\_\_\_\_
- 6 Do you want people to take the threat to the environment more seriously? **WOULD**  
\_\_\_\_\_

3 Write a verb from the box in the correct form in each gap. Add any other words you need.

can | face | get | go | have  
provide | start | think

Extreme green!

What if your family (1) \_\_\_\_\_ rid of the car, the air-conditioning unit, the tumble dryer, the fridge and almost everything else that uses energy in the home? Suppose you never (2) \_\_\_\_\_ on holiday or you (3) \_\_\_\_\_ to wear extra clothes in bed to keep warm because you had no heating. Those are just a few of the things that people who live an extreme green life have done to try to keep their carbon footprint as low as possible, and many of them wish they (4) \_\_\_\_\_ earlier.

Of course, we all wish we (5) \_\_\_\_\_ use less energy, and for many of us it's high time we (6) \_\_\_\_\_ of ways to cut down on our energy use. However, few of us are prepared to deliberately keep our house cold in the winter and grow all our own food. We'd much rather supermarkets (7) \_\_\_\_\_ us with everything we need, but the food in shops has often travelled a long way to get there. These 'food miles' increase your carbon footprint. Perhaps it's about time we (8) \_\_\_\_\_ up to reality and thought more carefully about the effect our everyday actions have on the environment.



THINK | RESEARCH | CULTURE | LEARN | ME

Could you live an extreme green life? What would you find most difficult?  
In what ways could you make your life greener than it is now?



## Flipped classroom

1 ▶ Watch the *Talk2Me* video. Make notes about each person's replies to the following questions.

- How do you think these environmental problems could be prevented?
- Who is responsible for improving environmental problems?
- What can we do to help environmental problems in other countries?
- What do you do to try to help prevent these environmental problems?

2 ▶ Watch the video again. Tick the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

And there's another thing ... | Apart from that ... | As well as ... | Having said that ... | In addition ... | More importantly ... | One of the most important ... is ... | Personally, I ... | That said, ... | The good/bad thing about ... is ... | The reason I say this is because ... | This is why ...

3 In pairs or groups, answer the questions.

- What are the environmental problems in your country?
- What can people do to help protect the natural world?

4 Complete the sentences to introduce contrasting opinions with the correct words from the box.

addition | having | importantly  
said | well | why

- In \_\_\_\_\_, there are important social issues that need more attention.
- \_\_\_\_\_ said that, I believe everyone can make a difference.
- As \_\_\_\_\_ as zoos, there are wildlife centres that protect endangered animals.
- More \_\_\_\_\_, not all countries have the same resources.
- That \_\_\_\_\_, environmental issues should be taught at school.
- That is \_\_\_\_\_ I think recycling is vitally important.



5 In pairs, discuss the questions in Exercise 1. Use phrases from the *Phrase expert* box.

## OPTIMISE YOUR EXAM

## Discussion

- In a discussion, listen carefully to the questions. Remember to give your opinion but try to develop your ideas by giving reasons or examples.
- Pay attention to what your partner says and try to add any new ideas to the discussion.

6 In groups of three, discuss the following questions. Take turns to be the examiner and candidates.

- What are the most serious environmental problems in your country?
- What can people do to help protect the environment?
- How could students learn about environmental issues at school?
- How can we encourage more people to take environmental issues seriously?
- How can zoos protect endangered animals?
- Why shouldn't people be allowed to keep wild animals as pets?

## SAY IT RIGHT

Resource centre: Unit 8  
Stress in opinion phrases

**1** Look at the words in capitals in Exercise 2 and answer the questions.

Which of them ...

- 1 can form an adjective ending in *-al*? \_\_\_\_\_
- 2 can be made into another word by adding just one letter at the beginning or the end? \_\_\_\_\_



OPTIMISE YOUR EXAM

**Word formation**

- Think carefully about any small spelling changes you need to make, e.g. when adding a prefix or suffix (nature → natural) or in the middle of a word (strong → strength).

**2** Write a form of the word in capitals in each gap to complete the text.

**Shipping container homes**

When Michael McLean, owner of a trucking business in the USA, invented the shipping container in 1956, he thought it would be cheaper than (1) \_\_\_\_\_ methods of moving cargo by ship. He had no idea that one day people would build (2) \_\_\_\_\_ places to live using the containers. But the containers are cheap, readily available and can keep you dry in (3) \_\_\_\_\_ weather.

More and more people are realising that these (4) \_\_\_\_\_ boxes can be put to good use as homes, offices and sheds. And they have some (5) \_\_\_\_\_ advantages over other buildings. They are easy to move and to put up, and using them can be (6) \_\_\_\_\_ for the environment. With a little (7) \_\_\_\_\_, you can turn an old shipping container into a very comfortable (8) \_\_\_\_\_ space that uses fewer natural resources.

- TRADITION
- ORDINARY
- STORM
- INDUSTRY
- SIGNIFY
- BENEFIT
- ORIGIN
- LIVE

**3** Read the text in Exercise 4 quickly. Answer the questions.

- 1 Which gaps can be filled with part of a phrasal verb?  
\_\_\_\_, \_\_\_\_
- 2 Which gap is followed by a past tense that refers to the present?  
\_\_\_\_
- 3 Which gaps can be filled by prepositions that are a part of word patterns?  
\_\_\_\_, \_\_\_\_
- 4 Which gaps can be filled by a modal verb?  
\_\_\_\_, \_\_\_\_

**4** Write one word in each gap to complete the text.

**One day to heal the world**

If we didn't understand any of the serious environmental problems facing us today, we (1) \_\_\_\_\_ not be able to do anything about them. Did you know that the United Nations organises a day to help make people more aware of these issues. It takes place on 5th June every year, and it's called World Environment Day (WED).

Last year, people from across the world got involved. In Korea, there were events organised to promote sustainable development and to encourage people to reduce their (2) \_\_\_\_\_ footprint. In Bosnia and Herzegovina, people called (3) \_\_\_\_\_ more protection for areas that had been exposed (4) \_\_\_\_\_ pollution in the past as well as places currently threatened (5) \_\_\_\_\_ destruction, and in South Africa they organised a campaign to encourage people to throw (6) \_\_\_\_\_ less food.

For people who wish they (7) \_\_\_\_\_ do more to help the environment, WED is a great way to get involved. Have a look at their website and see what you could do. After all, it's high (8) \_\_\_\_\_ we all did something before it's too late.

OPTIMISE YOUR EXAM

**Open cloze**

- Sometimes the word you need to fill a gap may be a preposition.
- Try different prepositions in the gap before you make a final decision.



**1** In pairs or as a group, answer the questions.

- 1 What is happening in the photo?
- 2 What things could young children do to help protect the environment?

**2** Read this article and answer the questions in your own words.Teaching the next generation

*If you're anything like me, you love nature. Perhaps you also worry about problems like climate change and the greenhouse effect. One important question is how can we teach students about those problems from an early age?*

*The first thing we should consider is making sure that schools all go green. For example, we're encouraged to recycle paper at our school. This is important due to the fact that schools generally use a lot of paper. Young students would be able to see the difference their behaviour makes in a practical way.*

*Another great way to teach very young children is to get them involved in a local environmental project. This includes cleaning up a local river, or picking up litter that people have thrown away. This can be very educational as the students are shown how their local environment is affected by different issues.*

*So, I would encourage everyone to make sure that future generations understand more about the way nature is threatened by some of our actions. We need them to grow up caring for the environment.*

- 1 How does the writer try to make a personal connection with the reader?  
\_\_\_\_\_
- 2 How many points does the writer mention? How is each point introduced?  
\_\_\_\_\_
- 3 How does the writer summarise and conclude the article?  
\_\_\_\_\_

**3** Find two ways in which the writer introduces examples. What other phrases for introducing examples do you know?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Other phrases: \_\_\_\_\_

**4** Find two ways in which the writer introduces reasons. What other phrases for introducing reasons do you know?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Other phrases: \_\_\_\_\_

## OPTIMISE YOUR EXAM

**An article**

- When you write an article, you should try to make a connection with the reader.
- You can refer to your own experience using phrases such as *If you are like me, ...*, *Have you ever noticed that ...?* or *In my experience, ...*
- Remember to give specific reasons and examples in your article to make it more interesting for the reader.

- 5** Look at this writing task and make notes to answer the questions. Use your imagination if necessary.

You see this advert in an English-language magazine for young people.

### ARTICLES WANTED

Many ordinary people don't care for the environment as much as they could. We want to change that! Send us your articles explaining the two most important things ordinary people can do to help the environment. The best articles will appear in a special issue and win a prize!

Write your **article**.

1. What is one thing ordinary people can do to help the environment? (e.g. produce less waste)

\_\_\_\_\_

Is there a good example you can use? (e.g. Buy products with less packaging.)

\_\_\_\_\_

Give a reason why this helps. (e.g. It means less waste to burn or bury.)

2. What is another thing they can do?

\_\_\_\_\_

Is there a good example you can use?

\_\_\_\_\_

Give a reason why this helps.

- 6 Plan** Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
<b>Title</b>	show clearly what you are writing about		
<b>Paragraph 1</b>	make a connection with the reader	<i>If you're anything like me ...</i> <i>In my experience ...</i> <i>Have you ever noticed that ...</i>	
<b>Paragraph 2</b>	make your first point – give specific reasons and examples	<i>The first thing we should consider ...</i>	
<b>Paragraph 3</b>	make a second point – support your point with examples	<i>Another great way to ...</i>	
<b>Paragraph 4</b>	summarise your article to encourage action from your reader	<i>So, I would encourage everyone to ...</i> <i>To summarise ...</i>	

- 7 Write** Write your article in an appropriate style. Write 140–190 words.

- 8 Check** Before you hand in your article, complete this checklist.

Checklist

- |   |  |
|---|--|
| <input type="checkbox"/> I've given my article a title.                                 | <input type="checkbox"/> I've checked my spelling and grammar.   |
| <input type="checkbox"/> I've written at least four paragraphs.                         | <input type="checkbox"/> I've made a connection with the reader. |
| <input type="checkbox"/> I've given examples and reasons for each main point I've made. | <input type="checkbox"/> I've encouraged action from my reader.  |



## GRAMMAR AND VOCABULARY

### 1 Write a form of the word in capitals in each gap.

#### PHOTO SAFARIS

The safari was (1) \_\_\_\_\_ a hunting expedition, and even today some people still travel to Africa to hunt. However, most people now join photo safaris. On these trips, you get to see the (2) \_\_\_\_\_ range of wildlife that Africa has to offer, while at the same time improving your photography. Before you go, the instructors will advise you on the best (3) \_\_\_\_\_ to take, and while on the safari, the guides will show you the best locations to 'shoot' animals. But it's important to remember that not all of the areas are (4) \_\_\_\_\_ to tourists, and you also might need a lot of time and (5) \_\_\_\_\_ to see some of the rarer animals.

But whatever you see, going on a trip like this can (6) \_\_\_\_\_ improve your photography. And it's not just animals. A photo safari can also be a great opportunity to get to know some of the local people and experience (7) \_\_\_\_\_ activities such as dancing or cooking. And if your photos are good enough, you may even be able to show them in an (8) \_\_\_\_\_ when you get home!

ORIGIN  
ORDINARY  
EQUIP  
ACCESS  
PATIENT  
SIGNIFY  
TRADITION  
EXHIBIT

\_\_\_/8

### 2 Put the verbs into the correct form to complete the sentences.

- I wish you \_\_\_\_\_ me that you were going to be late last night! (**tell**)
- What would you do if you \_\_\_\_\_ an injured animal by the side of the road? (**find**)
- I'd rather you \_\_\_\_\_ the dog for a walk before you play games. (**take**)
- What would happen if we \_\_\_\_\_ something to take carbon dioxide from the air? (**invent**)
- What do you think would \_\_\_\_\_ if you hadn't stopped the car in time? (**happen**)
- If you hadn't trained as an artist, what job would you \_\_\_\_\_ now? (**do**)
- If only you \_\_\_\_\_ to me when I advised you not to do it! (**listen**)
- I think Esme would \_\_\_\_\_ the exam if she'd worked a bit harder. (**pass**)
- It's time people \_\_\_\_\_ killing rhinos for their horns. (**stop**)
- I'd never go hunting, even if you \_\_\_\_\_ me a million pounds! (**pay**)

\_\_\_/10

### 3 Choose the correct word or phrase.

- The scientist started to sketch her ideas **off** / **out** / **up** on a paper napkin.
- Do you think our supply of clean water will ever run **away** / **out** / **over**?
- Sophie tore the letter **down** / **through** / **up** and threw it onto the floor.
- Isn't it time we did **away** / **back** / **off** with power stations that run on coal?
- There won't be any trees left if we continue to chop them **away** / **down** / **off** like this!
- You probably won't like this show at first, but it'll grow **from** / **in** / **on** you.
- I'm going to volunteer to help clean **away** / **over** / **up** the local beaches.
- Some animals will be wiped **back** / **off** / **out** if we don't act now!
- The audience called **for** / **in** / **on** the actors to return to the stage.
- The government have drawn **away** / **off** / **up** a proposal to protect endangered species.

\_\_\_/10

**4** If a sentence is correct, tick it. If a sentence is incorrect, underline the mistake and correct it.

- 1 Even it was tough, I finally managed to climb to the top of the mountain. \_\_\_\_\_
- 2 I can't wait until I'm enough old to ride a motorbike. \_\_\_\_\_
- 3 There really isn't somewhere I'd rather be than right here, right now. \_\_\_\_\_
- 4 It wouldn't have been such a bad picnic if it hadn't rained for hours. \_\_\_\_\_
- 5 Don't you sometimes wish that you don't have to do all this homework? \_\_\_\_\_
- 6 The producer was very pleased with herself because the film was a success. \_\_\_\_\_
- 7 Van Gogh didn't sell many paintings during his life, although he was very talented. \_\_\_\_\_
- 8 The interviewer asked me where I saw me in five years' time. \_\_\_\_\_
- 9 Are you really such upset you can't accept Damien's apology? \_\_\_\_\_
- 10 Jen and Will really enjoyed himself at the art exhibition. \_\_\_\_\_

\_\_\_/10

**5** Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.

- |  |             |
|--|-------------|
| 1 Was the extinction of the dinosaurs a result of climate change?<br>Did the dinosaurs _____ climate change?                             | <b>OUT</b>  |
| 2 Mum regrets letting Dad learn to play the trombone!<br>Mum wishes _____ Dad learn to play the trombone!                                | <b>LET</b>  |
| 3 We all wanted to go to the beach because it was so hot.<br>It was _____ we all decided to go to the beach.                             | <b>SUCH</b> |
| 4 Can humans be harmed by air pollution?<br>Is air pollution _____ humans?   | <b>TO</b>   |
| 5 We missed the auction because you arrived so late!<br>We wouldn't have missed the auction _____ so late!                               | <b>IF</b>   |
| 6 Finally, it became clear that the man sitting next to me was the choreographer.<br>The man sitting next to me _____ the choreographer. | <b>OUT</b>  |

\_\_\_/12

**Total score** \_\_\_/50

**EXAM SKILLS**

Tick the statements that are true for you. Review the skills in the unit if you need more help.

**I can ...**

- |  |                                |
|--|--------------------------------|
| <input type="checkbox"/> understand implication in a news article  | <b>Unit/page</b><br>Unit 7 p70 |
| <input type="checkbox"/> understand the speaker's purpose in conversations   | Unit 7 p74                     |
| <input type="checkbox"/> express my preferences and give reasons in a photo task   | Unit 7 p76                     |
| <input type="checkbox"/> create adverb forms and use different grammatical structures accurately                           | Unit 7 p77                     |
| <input type="checkbox"/> create an engaging narrative in a story   | Unit 7 p78                     |
| <input type="checkbox"/> understand the writer's attitude and opinion in a nature article                                  | Unit 8 p80                     |
| <input type="checkbox"/> predict and anticipate a speaker's opinion in short extracts                                      | Unit 8 p84                     |
| <input type="checkbox"/> qualify my opinion in a discussion  | Unit 8 p86                     |
| <input type="checkbox"/> identify spelling changes when working with prefixes and suffixes and use prepositions accurately | Unit 8 p87                     |
| <input type="checkbox"/> give reasons and examples in an article   | Unit 8 p88                     |