



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

John Muir

An urban fox begins his nightly hunt for food, Twickenham, United Kingdom.

## 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?

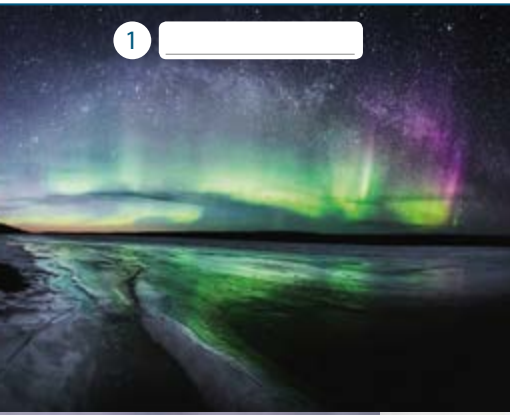
# 11.1 Natural wonders

● Talk about natural wonders

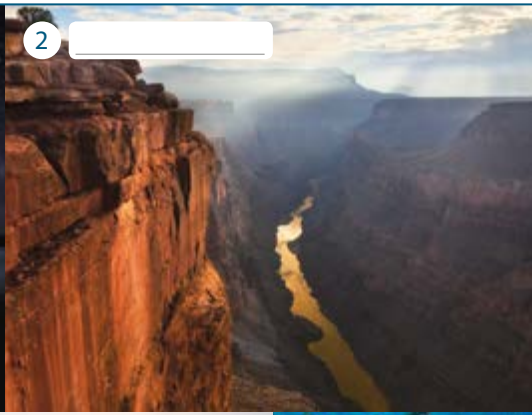
**V** natural features

**P** /e/ and /i:/

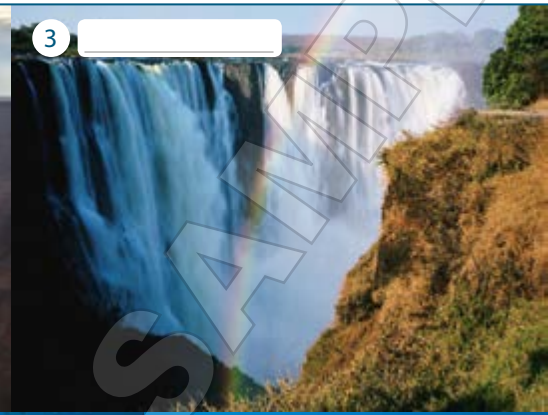
**G** the passive (present and past simple)



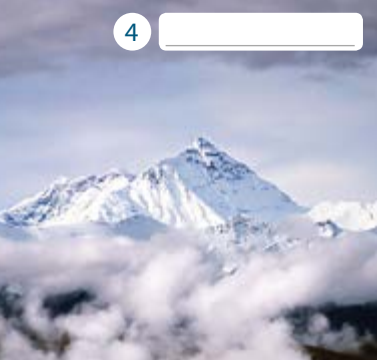
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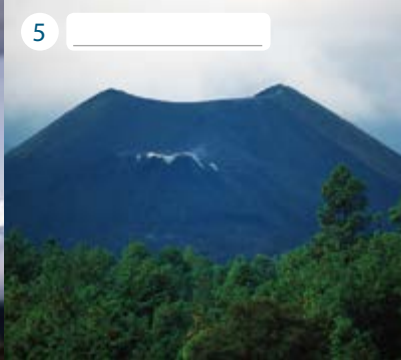
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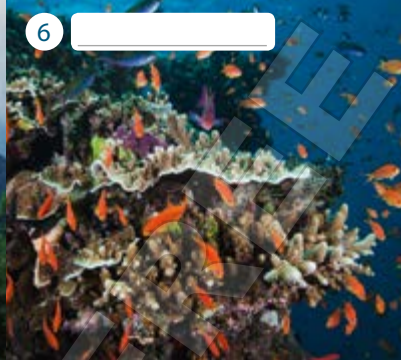
3



4



5



6



7

## 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:/

**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:/

**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 —
- c Grand Canyon —
- d Northern lights (aurora borealis) —
- e Rio de Janeiro harbour —
- f Victoria Falls —
- g Paricutin volcano —

**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 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

### 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

**11.3** **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?
- 2 What three main factors were used to choose the Seven Natural Wonders?
- 3 Why did Mike decide to visit the Seven Natural Wonders?
- 4 Which of the seven natural wonders ...
  - a is visible only at certain times of the year?  
\_\_\_\_\_
  - b was formed the most recently?  
\_\_\_\_\_
  - c is located in two countries?  
\_\_\_\_\_
  - d is famous for its different colours?  
\_\_\_\_\_
  - e is the highest?  
\_\_\_\_\_
  - f is the most visited?  
\_\_\_\_\_

**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 \_\_\_\_\_ + the \_\_\_\_\_ of the main verb.
- 2 We most commonly use the passive when we \_\_\_\_\_ 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 \_\_\_\_\_ 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

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

- Where is it located?
- When was it formed or created?
- What is it surrounded by?
- How is it reached?
- Who and how many people visit it?
- Why are people attracted to it?

**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).

- 1 habitat
  - 2 wildlife
  - 3 make eye contact
  - 4 facial expression
  - 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



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

Which animal(s) ...

- 1 did Anthony Remy first take pictures of?
- 2 is/are his favourite to photograph?
- 3 is/are difficult to get a good picture of?
- 4 does he think have predictable behaviour?

**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**

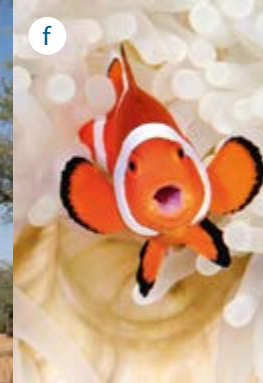
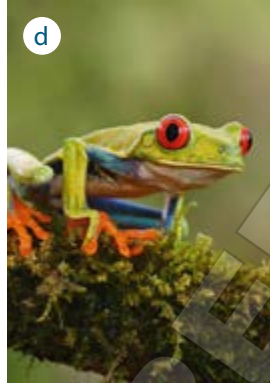
Adjective + *to* + infinitive

**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 \_\_\_\_\_ them so closely ...
- 2 It isn't \_\_\_\_\_ something amazing that everyone would be interested in.
- 3 Habitats like that are \_\_\_\_\_ to, especially carrying camera equipment.

**Adjective + *to* + infinitive**

When a verb comes after an adjective, we use the \_\_\_\_\_ 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.**

Plastic was invented over 100 years ago. When it first appeared, it was an instant success. 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.

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 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. However, the best way to prevent rubbish from washing up on beaches is for us as individuals to use less plastic, 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

## PRONUNCIATION

/r/ pronounced and silent

**A** Listen to the words. Is the letter *r* pronounced in each word?

- 11.6
- |          |          |            |            |
|----------|----------|------------|------------|
| 1 result | 3 marine | 5 large    | 7 consumer |
| 2 remote | 4 world  | 6 horrible | 8 major    |

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

<i>r</i> is pronounced	<i>r</i> is not pronounced

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

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

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

**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'?
- 2 What kind of story does Sam tell Neena and Gaby?
- 3 How do Neena and Gaby feel as Sam tells the story?
- 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 that, I tried to switch the lights on, but there was no power.
- b I wasn't alone.
- c It was stormy. Very stormy.
- d I arrived back at my uncle's house, got out of the car and walked up to the front door.
- e So anyway, I went inside and called out to see if my uncle was home. 'Uncle Mike' I shouted – there was no answer.
- f It all started on a stormy night when I was in Cornwall staying with my uncle.
- g I walked into the kitchen and sat down in the dark. My uncle was missing – I was scared.
- h I pushed the door and the wind blew it open.
- i In the end, I sat there alone in the dark.
- j Then the front door slammed shut behind me.

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

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1 This reminds me of a very scary experience I once had.</li> <li>2 It all started on a stormy night when I was in Cornwall staying with my uncle.</li> <li>3 Can I continue my story now?</li> <li>4 I was scared.</li> <li>5 My phone was dead.</li> </ol> | <ol style="list-style-type: none"> <li>a Where is Cornwall?</li> <li>b You <u>poor</u> thing!</li> <li>c How <u>awful</u>!</li> <li>d So, <u>tell</u> us. What happened?</li> <li>e Sure. Go on.</li> </ol> |
|---|---|





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 <sup>1</sup> \_\_\_\_\_ /windy/raining.

The sun was shining and it was hot.

Use linking phrases

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

It all <sup>2</sup> \_\_\_\_\_ ...

Middle: Then ... / After <sup>3</sup> \_\_\_\_\_ ... /

So <sup>4</sup> \_\_\_\_\_ , ...

End: In the <sup>5</sup> \_\_\_\_\_ , ...

Say how you felt

I was excited/surprised/worried/relieved/frightened/  
<sup>6</sup> \_\_\_\_\_ .

Keep the story going

Go on. / So, <sup>7</sup> \_\_\_\_\_ us. (Then) What happened?

Respond to dramatic events

You <sup>8</sup> \_\_\_\_\_ /lucky thing.

How <sup>9</sup> \_\_\_\_\_ /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
That's awful.	

- 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.

## 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 \_\_\_\_\_ stretch for 2,500 km in Morocco, Algeria and Tunisia.
- The Golden Gate Bridge is 2,737 metres long and crosses the \_\_\_\_\_.
- The \_\_\_\_\_ is 446 km in length and 29 km across at its widest point.
- The \_\_\_\_\_ 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 \_\_\_\_\_ in eastern California.
- The \_\_\_\_\_ connects the Atlantic Ocean with the Pacific Ocean.
- The walls of the \_\_\_\_\_ 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				

**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 <sup>1</sup> \_\_\_\_\_ (*locate*) in the Uluru-Kata Tjuta National Park in central Australia. It <sup>2</sup> \_\_\_\_\_ (*also / know*) as Uluru, which is its original Aboriginal name. The rock <sup>3</sup> \_\_\_\_\_ (*form*) over 600 million years ago and it <sup>4</sup> \_\_\_\_\_ (*originally / locate*) under the sea. The summit is generally flat but, there are valleys and caves that <sup>5</sup> \_\_\_\_\_ (*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 \_\_\_\_\_?  
**B:** Yes, it's very easy. Anyone can use it.
- A:** It isn't \_\_\_\_\_ the water here.  
**B:** OK, I'll get some bottled water.
- A:** It isn't \_\_\_\_\_ expensive equipment to take good pictures.  
**B:** I agree. A creative eye is all you need.
- A:** It's \_\_\_\_\_ the northern lights at this time of year.  
**B:** Yes, we were very \_\_\_\_\_ them.

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

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

## FUNCTIONAL LANGUAGE

Add the missing words to complete the conversation.

- A:** It all <sup>1</sup>s \_\_\_\_\_ when we decided to walk along the Samaria Gorge in Crete.  
**B:** <sup>2</sup>G \_\_\_\_\_ 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 <sup>3</sup>h \_\_\_\_\_?  
**A:** After about two hours, Sandy fell over and hurt her leg.  
**B:** Oh, no! <sup>4</sup>H \_\_\_\_\_ awful! <sup>5</sup>P \_\_\_\_\_ thing!  
**A:** So, <sup>6</sup>a \_\_\_\_\_, she took some painkillers and decided to go back to the hotel.  
**B:** <sup>7</sup>T \_\_\_\_\_ what happened?  
**A:** Well her leg was broken ...  
**B:** <sup>8</sup>T \_\_\_\_\_ ' \_\_\_\_\_ terrible.  
**A:** Yes, but in the <sup>9</sup>e \_\_\_\_\_, everything was OK.

### 9.3 make and do expressions

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

- 1 make a mess
- 2 make a mistake
- 3 do some damage
- 4 make a decision
- 5 do your homework
- 6 make a complaint



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### 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



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

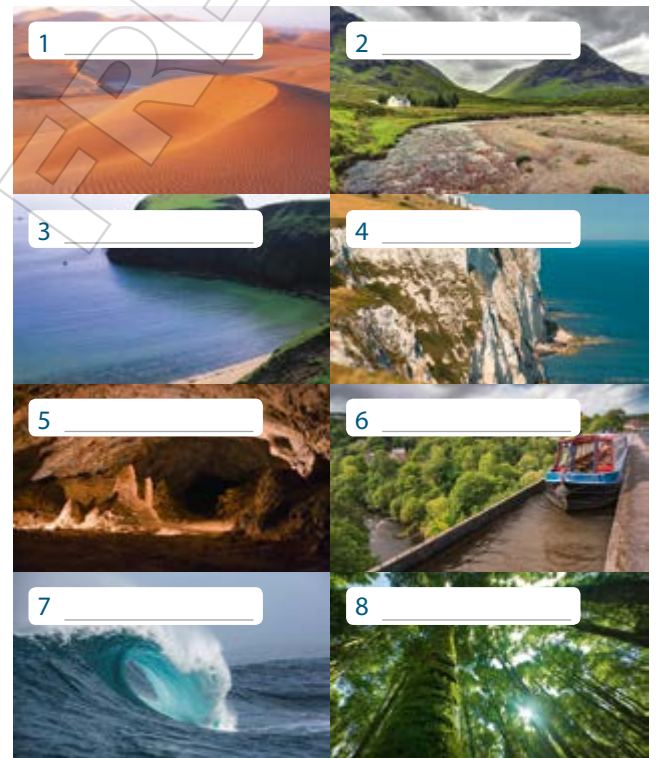
- 1 A \_\_\_\_\_ is great when you are not at home and your phone battery runs out.
- 2 He always uses his \_\_\_\_\_ to transfer large files.
- 3 I wear my \_\_\_\_\_ 24 hours a day. I love it because it tells me how many steps I take.
- 4 Tina got a \_\_\_\_\_ for her birthday, but she was flying it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

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### 11.1 Natural features

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

bay canal cave cliff desert ocean rainforest valley



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### 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		
Reptiles	Amphibians	Fish

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## 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

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## 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. |                            |

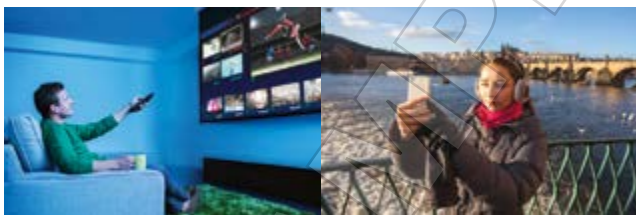
**C** Tell your partner about events or situations that the sentences in Exercise B describe.

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## 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?

4 \_\_\_\_\_  
5 \_\_\_\_\_

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## 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

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## 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.

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## 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 \_\_\_\_\_

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## 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.



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## 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

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## 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.

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## 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



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## 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.

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## 11.1 The passive (present and past simple)

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

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

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

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

## 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.*

## 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 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.*

- 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.*

- 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.*

## 11.1 The passive (present and past simple)

### A Correct the mistakes in each sentence.

- The volcano <sup>is</sup> located in the middle of a jungle.
- The cliffs were form 200 million years ago.
- The museum opened by the President last night.
- The mountain is make of a strong type of rock.
- The village doesn't known for its art.
- The new park wasn't open by anyone famous.
- She attracted to Africa because of the wildlife.

### 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) \_\_\_\_\_ (make) of sandstone and it's nearly 350m high.

Gloria: Cool. What else did you learn?

Toby: It (3) \_\_\_\_\_ (create) over 600 million years ago.

Gloria: Wow, that's really old!

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

Gloria: I thought the government owned it.

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

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## 11.2 Adjective + to + infinitive

### A Put the words in order to make sentences.

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

### B Choose the correct option.

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

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

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