

“

**Nature** doesn't  
need us; **we**  
**need** nature.

”

3

## The world around us

### READING

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skill: understanding text coherence and cohesion

task: gapped text

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task: collaborative task

### WRITING

topic: getting people interested in the environment

skill: organising your article, using topic sentences

task: an article

### ▶ SWITCH ON Programme

video programme: Reindeer girls

project: create an advert for an outdoor job

Look at the photo and read the quote. Then discuss the questions.

- 1 What kinds of natural places do you enjoy spending time in the most? Why?
- 2 Are you conscious of how the natural world is changing? How does that make you feel?
- 3 Discuss three ways in which nature affects your daily life.

### 3 The world around us

## READING

- 1 How would you feel about working as a conservation volunteer for a week? What kind of conservation work would you choose? What would you find challenging about it?
- 2 Look at the photo on page 39. What do you think you might learn from working on a conservation project in this forest? List three things and share your ideas with the class.
- 3 Read the advertisement for a conservation trip quickly. What is the main focus of the trip?
- 4 Read the exam tip and complete the task.

#### exam tip: gapped text

→ EG p13

Read the text quickly. Then read the missing sentences and see where they can fit. Look at the sentences before and after the gap to make sure that there is a logical progression of ideas.

Read the second paragraph of the advertisement. What is the general topic of this paragraph?

- A the people
- B the place
- C the volunteer work

Now read the sentences in Ex 5. Which one applies to your answer above? Check to see it fits grammatically as well.

- 5 **exam task:** Read the advertisement again. Choose which sentence (A–G) fits each gap (1–6). You do not need one of the sentences.

- A This will allow you to learn about the importance of these fascinating ecosystems.
- B You'll also learn forest survival skills from a local guide.
- C You'll stay in a floating eco-lodge right on the river.
- D The volunteers really enjoy both the work and the forest environment.
- E For many, the hardest thing is that no phones or electronic devices are allowed.
- F One of the boys describes how he will behave differently now.
- G But this trip is much more than just a relaxing holiday.

- 6 Find words in the advertisement that mean the following.

- 1 to keep something safe and in good condition (para 1)
- 2 all the animals and plants in an area, and the way they work together (para 1)
- 3 strange and beautiful (para 2)
- 4 the area of land next to the sea (para 2)
- 5 a feeling of worry about something (para 4)
- 6 to see something that is difficult to see (para 6)
- 7 damage (para 7)
- 8 to watch something or someone (para 7)
- 9 the natural home of a plant or animal (para 7)
- 10 a big or strong effect (para 7)

## Sum up

- 7 Work in pairs. List as many things about the trip as you can remember. Work in pairs and share your notes.

## Speak

- 8 Work in pairs. Choose a different ecosystem and discuss why it is important to preserve it. Use the ideas below or your own ideas. Then tell the class.

coral reef desert oceans rainforest



# A conservation experience

**Are you ready for a journey into the wild that you'll never forget? Imagine yourself walking through a forest of bright green mangrove trees, seeing monkeys jumping from tree to tree, and working with conservation experts to preserve one of Earth's most important ecosystems. This trip is likely to change the way you see the world.**

Your adventure will take place in one of the most beautiful forest ecosystems on the planet – from the Sundarbans of Bangladesh to Indonesia or the peaceful Mekong Delta in Vietnam. <sup>1</sup>..... This location will allow you to get as close as possible to the wildlife, so you'll wake up to the sounds of exotic birds and gentle waves rolling onto the shore.

As soon as you arrive, you will start to feel part of the team. On the first day, there's time for you to settle into your accommodation and meet the other members of your group. In the afternoon, you'll go on a boat tour with an experienced guide who'll introduce you to mangrove forests and answer your questions. <sup>2</sup>..... Hopefully, it will also give you the opportunity to see crocodiles and other exciting creatures before you head back for a meal and a quiet evening chatting to your new friends.

<sup>3</sup>..... It's also an opportunity for you to make a real difference to the environment. The work begins on day two of your stay. You'll get up early to help plant young trees in areas where there's been damage to the forest. You'll also help clean up plastic waste from the rivers and learn how pollution affects the fish and other animals that live in the water. You'll be working with experienced conservationists and other volunteers from around the world who share your concern for the planet.

If you're interested in a luxury holiday, this trip probably isn't for you. The rooms are quite basic and the food isn't brilliant. You're expected to work most days, and there are some strict rules. <sup>4</sup>..... This is to make sure that everyone stays focused on the reason they are there, rather than their social media feeds!

Although it's mainly a working holiday, there are also plenty of opportunities for having fun. You'll be able to take part in an exciting kayaking expedition along some hidden waterways, and go on a night-time tour to spot some of the amazing creatures that come out after dark. <sup>5</sup>..... All these experiences will create memories that will stay with you all your life.

So how do young people feel after the trip? One girl expresses her feelings on the last day: 'I'm going home tomorrow. When I get back, I'm going to make much more effort to protect the environment. I've learnt just how important it is.' <sup>6</sup>..... 'I'll never drop rubbish on the ground again, now that I've seen the harm that pollution can do.' And one final comment sums up the whole experience: 'I planted trees in a forest, observed incredible animals in their natural habitat, made new friends from around the world and made a real impact on the environment – all in one trip! This experience changed my life.'



### 3 The world around us

## GRAMMAR

**1** Think about the conservation trip you read about. Answer the questions.

- 1 What will the volunteers do on most days?
- 2 What animals are they likely to see?
- 3 What changes are some young people going to make when they get home?

**2** Read the grammar box. Then read some comments on the trip. Match the six future forms in bold to six of the uses (A–H) in the grammar box.



Amazing trip! **1**By the time you get home, I can guarantee that you **2**'ll feel completely differently about the natural world!



Take my advice and go on this trip. The next one **3**starts in September!



I **4**'m definitely going to do more trips like this – it was life-changing!



This trip has changed my life – I **5**'m about to sign up for a course on ecology so I can get a job in conservation. I **6**'m talking to the course tutor later today.

### explore grammar

→ p148

#### future forms

- A** present continuous for arranged future events  
I'm going home tomorrow.
- B** going to for future plans and intentions  
I'm going to make much more effort to protect the environment.
- C** will for predictions, quick decisions, promises, offers and warnings  
I'll never drop rubbish on the ground again.
- D** will for certainty  
You'll be able to take part in an exciting kayaking expedition.
- E** present simple for timetabled and scheduled events  
The work begins on day two of your stay.
- F** future continuous for an action that will be in progress at or around a specific time in the future  
You'll be working with experienced conservationists.
- G** future time clauses (+ present tense with future meaning) with after, as soon as, before, by the time, in two days' time, until, when, while  
As soon as you arrive, you will start to feel part of the team.
- H** phrases for talking about the future: be about to, be due to, be likely/unlikely to  
This trip is likely to change the way you see the world.

**3** What are your plans for the weekend? Work in pairs and talk about one thing you're going to do.

**4** **3.01** Listen to a conversation. What plans has the boy got for the evening? What is the girl going to do?

**5** **3.01** Listen again and complete the sentences with the future forms in brackets.

- 1 The boy ..... (do) his homework all evening.
- 2 The girl ..... (watch) a TV programme.
- 3 The girl ..... (start) making a pizza.

**6** Choose the correct words to complete the sentences.

- 1 I'm going / I go for a hike with some friends tomorrow.
- 2 I'll be picking / I will pick strawberries all day Saturday.
- 3 In two days' time / After two days, my grandparents will be arriving.
- 4 It is / will be very hot tomorrow, so don't forget your sunscreen!
- 5 We were likely to / about to leave the house when it suddenly started to rain.

**7** **3.02** Listen to three people talking about an organisation called Edible Playgrounds. Who is speaking each time: a student, a representative from the organisation or a teacher?

- 1 ..... 2 ..... 3 .....

**8** **3.02** Complete the sentences with these words. Then listen again and check your answers.

about are be definitely going probably until won't

- 1 The people from Edible Playgrounds are ..... to arrive.
- 2 We can't really start digging ..... they get here.
- 3 It will ..... make a huge difference to our school.
- 4 They're ..... to show us how to grow vegetables.
- 5 I ..... won't want to eat them anyway.
- 6 Maybe in a few months' time, I'll ..... enjoying a plate of pasta with tomato sauce.
- 7 We ..... visiting another one tomorrow.
- 8 We warn the students that they ..... be ready for a few weeks.

### Speak

**9** Work in pairs and plan a wildlife/nature trip. Discuss suitable times for the trip and what you think will or won't happen.



# VOCABULARY

## food and farming

1 3.03 Work in pairs and do the quiz. Listen and check your answers.

### Quiz

- 1 A country ..... food and other products when it receives them from other countries.  
A imports    B exports    C customs
- 2 Which of the following is a type of crop?  
A steak    B wheat    C bread
- 3 A consumer is a person who .....  
A buys food and other products.  
B makes food and other products.  
C sells food and other products.
- 4 Food that is grown without any pesticides is .....  
A vegetarian.    B organic.    C vegan.
- 5 The ..... is the time of year when farmers cut the corn or pick all the fruit.  
A season    B calendar    C harvest
- 6 What is coffee made from?  
A beans    B leaves    C seeds

2 Read vocabulary box 1. Then complete the sentences using the correct form of phrases from the box.

- 1 I think you've made a mistake. Your answer here doesn't .....
- 2 There are no eggs left, so we'll just have to ..... pasta.
- 3 I'm going to ..... for the environment by cleaning up rubbish from the beach.
- 4 Could you ..... chocolate if you had to? I couldn't!
- 5 ..... you put the food in the fridge overnight or it will go bad.

### explore vocabulary 1

#### phrases with *make* and *do*

There are lots of useful phrases with the verbs *make* and *do*.

I couldn't **do without** eating bread every day.

It **makes sense** to conserve our water as much as possible.

**Make sure** you don't forget to take your packed lunch to school!

I'm **doing my bit** by buying locally produced fruit and vegetables.

They don't have any pizzas, so I'll have to **make do with** a salad.

3 Write three sentences about yourself, using phrases from vocabulary box 1. Work in pairs and share your ideas.

4 Read the text about food miles quickly. What are 'food miles'?

## FOOD MILES

Did you know that food flies? The international food trade is <sup>1</sup>**increasing** / **gaining** more rapidly than food <sup>2</sup>**construction** / **production** itself. Does this <sup>3</sup>**make** / **have** sense? we might ask. The fact is that <sup>4</sup>**consumers** / **users** nowadays want a variety of food to be <sup>5</sup>**available** / **ready** all year round. Not only that, most of our food is <sup>6</sup>**exchanged** / **transported** by plane, since other forms of transport aren't fast enough. We may not realise that things like coffee, tea, oranges and bananas travel thousands of miles to get to their destination. We often don't realise how much food our own country <sup>7</sup>**sells** / **imports** from other countries. Locally produced food is fresher, tastier and doesn't create so many 'food miles'. Let's 'eat local' as much as we can, although it's not necessary to <sup>8</sup>**eat** / **do** without coffee or bananas! Just purchasing food that is in <sup>9</sup>**season** / **market** will be a good start!

5 Read the text again and choose the correct words to complete it.

### explore vocabulary 2

#### identical verbs and nouns

Some verbs and nouns are spelt in exactly the same way but are pronounced differently.

PREsent (noun) and presENT (verb)

PERmit (noun) and perMIT (verb)

6 3.04 Read vocabulary box 2 and look at these words. In which words does the stress move? Mark the syllable where you think the stress is. Listen and check your answers.

**Verbs:** answer, comment, increase, produce, purchase, transport, travel

**Nouns:** answer, comment, increase, produce, purchase, transport, travel

### Speak

7 Discuss which fruit and vegetables are grown a) mainly in the summer b) mainly in the winter c) all year round.

#### game

##### fruit and veg memory game

Take it in turns to say first a fruit, and then the next person, a vegetable. Continue round the class.

I went to the market and I bought some ... apples.

A lot of the world's fruit and vegetables are thrown away because they don't look perfect. Eat wonky!

# LISTENING

- 1** Work in pairs and discuss the questions.
- 1 What environmental problems are important to you?
  - 2 What things can people do to help protect the environment?
- 2** Work in pairs. What do you think the words in bold mean?
- 1 I wrote to the **authorities** to complain about the pollution in the river.
  - 2 The mountain would make a nice **background** to the photo.
  - 3 The judge will make a decision on the **case** next week.
  - 4 The house looks out over a beautiful **landscape**.
  - 5 The company is only interested in making more **profit**.
  - 6 I think everyone should **stand up for** what they believe in.
- 3** **3.05** You will hear a young person talking about an interesting story she has learnt about. Listen and answer the questions.
- 1 What job does Robert Macfarlane do?
  - 2 What did he co-create while he was travelling in Ecuador?
  - 3 Who or what does he think should be recognised as an author?

- 4** **3.06** Read the exam tip and complete the task.

**exam tip:**  
**sentence completion**

→ EG p29

In this task, you will hear the exact word or words that you need to write, although you will not hear them used in exactly the same sentence as you see written. Usually, only one or two words are needed.

Read the first sentence in Ex 5 and listen to part of the recording again. Which word is missing from the first gapped sentence?

- 5** **3.05 exam task:** Listen again and complete the sentences with a word or short phrase.

## RESPECTING THE natural world

British writer Robert Macfarlane was recently in Ecuador because he was writing a book about 1..... and wanted to do some research there.

While the group were all having dinner by their 2....., Macfarlane read a poem to them.

Sheldrake's recording included the noises made by 3..... and also the leaves of the trees moving in the wind.

Amelia thinks the idea of putting human music and words together with the natural sounds of the forest is very 4.....

Amelia uses the word 5..... to describe how she thinks of Macfarlane's arguments about the role of the natural world in art.

Macfarlane and Sheldrake have sent their legal arguments to the court, as well as a 6..... which shows support for their idea.

It will be up to 7..... in Ecuador to make a legal judgement stating that the forest is one of the composers of the song.

If they are successful, they will use the money that they earn when members of the public 8..... the song to help protect the environment in Ecuador.

Amelia is pleased that the case has inspired a lot of 9..... about how we interact with the natural world. Amelia believes we should 10..... Macfarlane and Sheldrake for what they have done for the environment.



## Speak

- 6** Have a class debate on the following topic. Follow the steps below.

'Animals, plants and ecosystems should all be able to benefit from books, films and works of art that feature them.'

- 1 Get into teams and plan your arguments for one of the two sides.
- 2 Select one or two speakers for each side.
- 3 Have a class vote after each side has spoken.



# USE OF ENGLISH 1

**1** Read the grammar box. Choose the correct words to complete the sentences (1–4).

- We had **such a** / **a so** dry summer last year, the flowers died!
- Cities would be **such** / **so** nice places to live if they were greener.
- There weren't **such a lot** / **enough** bins for rubbish.
- The island was **so** / **too** far away to see the penguins clearly.

## explore grammar

→ p148

### so, such, too, enough

- A** *so* + adj/adv (+ *that*)  
... who is **so passionate** about the natural world **that** he has written many books ...
- B** *such* (*a/an*) (+ adj) + noun (+ *that*)  
He thought it was **such a good poem that** he wanted to make it into a song.
- C** other common phrases: *so much/so many/such a lot of* + noun (+ *that*)  
The case has already encouraged **such a lot of debate** on our relationship with nature **that** it has really got people questioning ...
- D** *too* + adj/adv (+ *to*-infinitive)  
I think what he's done is **too important to ignore**.
- E** other common phrases: *too much/too many* + noun (+ *to*-infinitive)  
They think it requires **too much effort to make** a difference.
- F** (*not* +) adj/adv + *enough* (+ *to*-infinitive)  
Most people aren't **brave enough to stand up for** what they believe in.
- G** (*not*) + *enough* (+ adj) + noun (+ *to*-infinitive/*that* + clause)  
... who is so fed up with people **not having enough respect for** the natural world **that he wants to encourage us** to see our environment almost as a person.

**2** Complete the conversation with these words or phrases. There are two you do not need.

enough so so many so much such a lot such an too

- A:** How about starting a campaign to get cycle paths in our town? There's <sup>1</sup> ..... traffic I can't ride my bike to school!
- B:** Yeah, I know. But I don't think there'd be <sup>2</sup> ..... interest.
- A:** OK, but our parents waste <sup>3</sup> ..... of time in the mornings taking us to school. I'm sure they'd be glad if we went by bike.
- B:** Hang on a minute. Can we have a reality check here? What about those cold, dark mornings when your hands are <sup>4</sup> ..... frozen to hold the handlebars? If you campaign for this, you might be <sup>5</sup> ..... unpopular that none of the students will talk to you!
- A:** OK. How about campaigning for a pool at school instead?
- B:** Now you're talking!

**3** Read the exam tip and complete the task.

### exam tip: open cloze

→ p5

Read through the text quickly before you try to think of the missing word. Make sure the word fits the whole sentence, not just the gap itself.

Look at gap 1 in Ex 4. What type of word comes after the gap? Do you think the answer is *so* or *such*? *Too* or *enough*? Think about the grammar rules that you have learnt.

**4** exam task: Complete the article with one word in each gap.

## Speaking up for NATURE

Xiuhtezcatl Roske-Martinez is a young hip-hop artist from Boulder, Colorado, who cares a lot about the environment. Even as a young child aged six, he was <sup>1</sup> ..... passionate about the environment that he was able to stand up at a conference and say what he believed was right and wrong. It's incredible to have <sup>2</sup> ..... a lot of confidence at that age!

Xiuhtezcatl understands that all our natural resources like forests, rivers and mountains are <sup>3</sup> ..... important to ignore or be destroyed by humans. That's <sup>4</sup> ..... he started to protest against climate change. I really admire Xiuhtezcatl because I think that there are too <sup>5</sup> ..... young people like me who care about the environment but don't know what to do about the problem.

Xiuhtezcatl also sings with his sister, and his whole family is dedicated to protecting the environment as <sup>6</sup> ..... as they can. The truth is most of us don't have <sup>7</sup> ..... courage to do things like that, and succeed. As he has said, sometimes it requires too much effort to get people to change <sup>8</sup> ..... minds and that's why so many have given up.

## Speak

**5** Work in pairs and discuss these problems. Can you think of any possible solutions?

- There is too much traffic in your town or city centre.
- Young people aren't involved in improving the place where you live.



# USE OF ENGLISH 2

- Can you think of an animal species that is endangered? How would it affect the environment if those animals disappeared?
- You are going to listen to a conversation about wolves. Work in pairs and answer the questions.
  - Where do wolves live?
  - Are they endangered? Why?
  - Do wolves live on their own or in groups?
- 3.07 Listen to the conversation and check your answers to Ex 2.
- 3.07 Read the vocabulary box. Listen to the conversation again and listen for the phrasal verbs in the box.

## explore vocabulary

### phrasal verbs

Phrasal verbs consist of a verb and one or two particles.

chop down, clean up, cut down, die out, get (a message) across, kill off, throw away

A huge number of plastic bags are thrown away each year.

All of these verbs take an object except for one. Which is it?

- Choose the correct phrasal verbs to complete the sentences. Do you think the information is true (T) or false (F)?
  - Trees are **thrown away** / **chopped down** to make space for cattle. ....
  - Wolves have **killed off** / **cleaned up** the brown bear. ....
  - In some cities, ducks have footpaths or duck lanes. This **gets the message across** / **throws away the message** that they need protecting. ....
  - It's possible that elephants will **kill off** / **die out** in the wild. ....
  - We need to **throw away** / **clean up** plastic from the oceans. ....
- Quickly read the article about wolves leaving Yellowstone National Park. Work in pairs and describe what happened when the wolves returned.

7 Read the exam tip and complete the task.

### exam tip: multiple-choice cloze

→ EG p3

When you look at the options, think about a) meaning, b) context and c) words that go together.

Look at question 1 in Ex 8. Can you immediately delete any of the options because of their meaning in the sentence? In the context of the whole sentence (possibility in the past), which others can you delete? Which words go with 'highly'? Choose your answer.

8 exam task: Read the article and choose the best answer, A, B, C or D.



By the 1930s, there were no more wolves in Yellowstone National Park. It seemed highly <sup>1</sup>..... that they would ever come back. After they disappeared, changes happened to the ecosystem. The elk (a type of deer) moved around less because nothing was hunting them. They stayed close to rivers, and ate more young trees in these areas. Because the river is also the <sup>2</sup>..... habitat of beavers, and beavers also rely on young trees for food, their numbers declined to the point that they nearly <sup>3</sup>.....

Since 1995, when the grey wolf was brought back to the park, there have been many positive <sup>4</sup>..... . Firstly, the wolves started hunting the elk; they moved around more, so the plants close to rivers grew again. The number of beavers increased <sup>5</sup>....., as did the number of songbirds.

This experiment has been a <sup>6</sup>..... success. However, scientists are still trying to get the message <sup>7</sup>..... to the public that wolves are a necessary part of the ecosystem. <sup>8</sup>..... the grey wolf is not a protected species everywhere, it will definitely have a safe home in the park – and the ecosystem of the park will remain healthy.

- |   |            |              |              |              |
|---|------------|--------------|--------------|--------------|
| 1 | A strange  | B unsure     | C unlikely   | D doubtful   |
| 2 | A ordinary | B natural    | C physical   | D usual      |
| 3 | A used up  | B killed off | C cleaned up | D died out   |
| 4 | A results  | B aims       | C goals      | D conditions |
| 5 | A widely   | B rapidly    | C largely    | D unusually  |
| 6 | A main     | B chief      | C large      | D huge       |
| 7 | A around   | B in         | C across     | D on         |
| 8 | A Although | B However    | C Since      | D Because    |

## Speak

- If you could only save one of these endangered animals, which would you choose and why? Is there one that it is more important to save than the others? Work in pairs and share your ideas.

crocodile dolphin elephant giant tortoise rhino sloth whale

# SPEAKING

- 1 Is rubbish a big problem in your area? Have you ever helped to clear rubbish, or would you be willing to? Why / Why not?
- 2 Read the task about young people taking part in a volunteer rubbish-clearing day. Match the topics in the task with the ideas (A–H).

**Is it a good idea for young people to take part in rubbish-clearing days?**

- helping the environment
- sense of responsibility
- time for studying
- physical activity
- making friends

- A protecting wildlife
- B meeting others who share your concerns
- C making an area more enjoyable for everyone
- D thinking about your future
- E working as part of a team
- F fitting in homework
- G doing something that helps other people
- H getting away from screens

- 3 3.08 Listen to two students discussing the task. Which of the topics from the task in Ex 2 do they mention?

**useful language**

**expressing agreement**

Yes, that's what I think / that's true.  
 You're right there.  
 I completely agree.

**expressing disagreement**

That's true, although ...  
 I'm not sure about that.  
 I can see what you mean, but ...

- 4 3.08 Read the useful language and listen again. Which phrases do the speakers use?

# Speak

- 5 Read the exam tip and complete the task.

**exam tip: collaborative task**

→ EG p39

This is a two-way discussion, so remember to agree/disagree with your partner before you make your own points.

Read this statement. Then put the three sentences below in the correct order as a response to the statement.

**A rubbish-clearing day would be a great way to spend a day outside, helping the environment.**

Not everyone has time to do that at the weekend if they have a lot of homework to do.

What do you think?

That's true, although it's important not to spend all your time doing schoolwork.

- 6 **exam task:** Work in pairs and discuss the question in the task in Ex 2. Use the ideas (A–H) to help you and add any ideas of your own.
- 7 **exam task:** Now discuss which benefit of taking part in a rubbish-clearing day is the most important. Give reasons for your choice.
- 8 **exam task:** Work in pairs. Turn to page 163 and follow the instructions.

# Speaking extra

- 9 Work in groups and discuss the questions.

- 1 Is there any pollution in the area where you live? Is the situation getting better or worse?
- 2 How important is it to feel a connection with nature and the world we live in? Give reasons for your answers.

## game

Work in pairs. You are going to organise an event for people your age to get involved in a local issue. Make some notes about what you will do and why it is important. Share with the class and try to convince everyone about your idea, using phrases from the useful language. Vote for the best idea.



### 3 The world around us

## WRITING

### an article

- 1 Look at the photo which shows a kind of hotel. What is the purpose of the hotel?
- 2 Match the problems (1–4) with the possible solutions (A–D).

#### Problems

- 1 It's going to be difficult to grow enough food for everyone.
- 2 Some animals and insects are in danger of dying out.
- 3 We may run out of affordable oil as a source of energy.
- 4 More people in the world will produce more rubbish.

#### Solutions

- A We could create a wildlife garden at home or at school, and make bug hotels.
- B Everything will be recycled and re-used so there won't be so much waste.
- C We can share gardens and produce, and also eat only seasonal vegetables.
- D We can use solar power and wind energy instead of traditional sources of energy.

## Read

- 3 Read the advert for an article. Make notes about some points that you could include.

## Articles wanted

We're looking for articles that give some positive advice on how to help the environment.

What ideas have you heard about and what are you hoping to do yourself to get involved? How could you do something to help?

We will publish the best articles in our next issue.

- 4 Read the article about bugs quickly. What ideas does the writer mention?

### Bugs and other interesting things

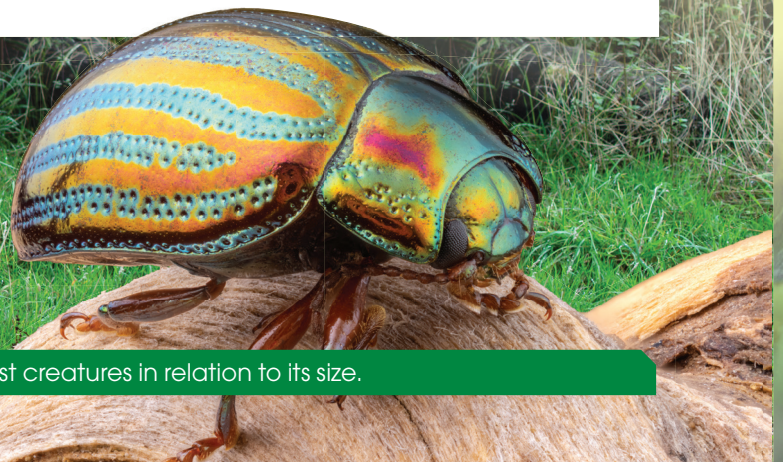
*Are you a bug lover or a lover of nature generally? Well, then perhaps it's time to consider how you can help.*

*I've heard about some great ideas that are simple to do. For example, in order to protect the insect life in our gardens, we can make a bug hotel. Doesn't that sound fun? One school in Montreal did this and the pictures on their social media are really cool. All you need are some sticks and stones and to build them up into a small house. Then bugs will make it their home!*

*I've also read about some brilliant environmental organisations. Why don't you start a small group at your school? Maybe part of your school playground could become a garden or a wildlife area so that everyone can have hands-on experience of looking after animals or growing vegetables.*

*I really care about not using plastic packaging and not wasting water. So I'm not going to accept plastic bags in shops and I won't leave the taps running!*

*So, in a few words, we should look after nature and use it wisely, not destroy it.*



**5** An article needs to interest the reader. Read these ideas and then the article again. Can you find examples of these points in the article?

An article can include some of the following:

- a personal opinion
- anecdotes (real-life stories about the subject)
- suggestions or advice to the reader
- a personal experience of the subject, giving examples
- direct reference to the reader, e.g. *you*
- an interesting title
- rhetorical questions (using a question instead of a statement) to interest the reader

**6** Read the language box. Find some examples of this language in the article in Ex 4.

### explore language

#### purpose clauses

These are useful for talking about actions and their purpose in the present or future:

*in order to/so as to + infinitive*

*so that + can/will*

If the actions were in the past, we use: *so that + could/would*.

Also, for purpose generally, we can use: *for + -ing*.

**7** Complete the sentences with phrases from the language box.

- 1 Environmental organisations must work harder ..... people all over the world can have access to clean water.
- 2 Trees are very important ..... keeping the atmosphere clean, so we need to protect our forests and not cut them all down.
- 3 The aim is to protect animals and sea creatures from hunting or over-fishing ..... enjoy them in the future.
- 4 A new wildlife centre was opened ..... seabirds could nest there in safety.
- 5 A lot of people are planting flowers in public spaces ..... make them look nicer.

### Plan and write

**8** Read the exam tip and complete the task.

#### exam tip: an article

→ p19

Paragraphs are important because they make your writing clear and easy to read. Start each new paragraph with a topic sentence. This tells your reader the main idea of that paragraph.

Find the topic sentences in the article in Ex 4. Do they introduce the topic of the paragraph?

**9** Read the advert below and plan your article. Use the checklist in Ex 5 to help you.

## Articles wanted

We're looking for articles that will give some advice about how to get more young people interested in the environment.

What topics would they be interested to learn more about?

How could young people get involved to actively help the environment?

We will publish the best articles in our next issue.

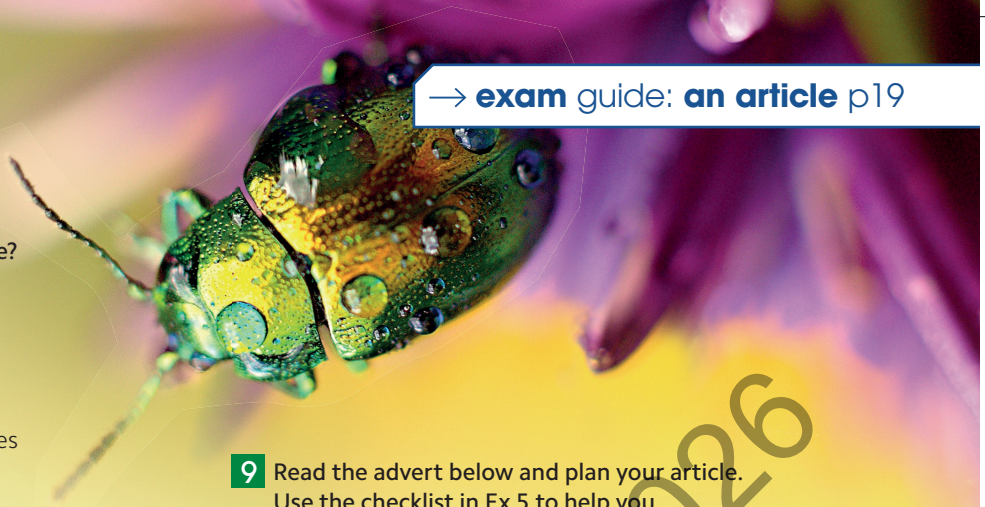


**10 exam task:** Write your article in 140–190 words.

### Improve it

**11** Swap your article with a partner. Ask them to read it and see how many points from Ex 5 you have included, as well as words or phrases from the language box. Also ask them if they found it interesting!

**12** Read your article through again and make corrections if you need to.



# A different way of life

## SWITCH ON Programme

### Preview

- 1 Work in pairs. Think of the main reasons why animals might migrate at different times of the year. Give examples.
- 2 Read the programme information. Why do you think the reindeer migrate?



*Reindeer girls* is a documentary about the life of the Sami people from the north of Norway. Elle and Inga, two teenagers, are reindeer herders. The programme follows the girls and their families as they travel with their reindeer on their annual migration across a frozen landscape.

### View

- 3 Watch the clip. Check your answer to the question in Ex 2.
- 4 Watch again and answer the questions.
  - 1 What do most Sami people live in for most of the year?
  - 2 What do Elle and her family wear to keep warm on the migration?
  - 3 What do the reindeer do during the summer on the island?
  - 4 How do the reindeer travel to and from the island?
  - 5 According to the video, what decision will Elle have to make about her future?
- 5 Discuss in pairs.
  - 1 What do you think you might enjoy about the way of life that Elle and her family have?
  - 2 What things do you think you would find difficult?
- 6 Read the language box. What other compound nouns do you know?

### explore language

#### compound nouns

Compound nouns are nouns that are formed by putting two nouns together. The meaning is a combination of the two nouns, but the meanings are not always combined in the same way.

**winter clothes** = clothes you wear in the winter

**ice fishing** = fishing through the ice

- 7 Look at the sentences from the clip. Explain the meaning of the compound nouns in bold.

- 1 Elle and her family follow their reindeer on a **three-week migration** across Norway.
- 2 The **migration route** goes past a frozen lake.
- 3 The **summer feeding grounds** are on an island.
- 4 Elle and her family return to the reindeer's **summer island**.

### Speak

- 8 Work in pairs. Discuss the questions.
  - 1 What other examples do you know of people or communities who live a very traditional way of life?
  - 2 Do you think it is important to maintain old traditions, or should people 'move with the times' and choose a more modern lifestyle?

### Project

- 9 Work in pairs. Research outdoor jobs where people help animals, small communities or the environment. Choose a job you would like to create an advert for.
  - 1 List the skills needed for the job and think about what kind of person you are looking for. What kind of job is it?
    - Is it a physical job?
    - Is it working with animals?
    - What skills or experience do you need?
    - Why is it a good job?
  - 2 Plan your advert. (e.g. what information to include, what it looks like, where the advert will be shown)
  - 3 Create your advert.
  - 4 Present your advert to the class.
  - 5 Vote on the jobs the class would prefer to do.

# UNIT CHECK

## Wordlist

### Food and farming p41

available (*adj*)  
 beans (*n*)  
 consumer (*n*)  
 crop (*n*)  
 export (*v, n*)  
 harvest (*n*)  
 import (*v, n*)  
 increase (*v, n*)  
 produce (*n*)  
 production (*n*)  
 purchase (*v, n*)  
 (in) season (*n*)  
 steak (*n*)

transport (*v, n*)  
 vegetarian (*adj, n*)  
 wheat (*n*)

### Phrases with *make* and *do* p41

do my bit  
 do without  
 make do with  
 make sense  
 make sure

### Phrasal verbs p44

chop down  
 clean up  
 cut down

die out  
 get (a message) across  
 kill off  
 throw away

### Environment p39

concern (*n*)  
 conservation (*n*)  
 conservationist (*n*)  
 ecosystem (*n*)  
 exotic (*adj*)  
 expedition (*n*)  
 habitat (*n*)  
 harm (*n*)  
 impact (*n*)

observe (*v*)  
 pollution (*n*)  
 preserve (*v*)  
 shore (*n*)  
 spot (*v*)


### Other p42

authorities (*n*)  
 background (*adj, n*)  
 case (*n*)  
 landscape (*n*)  
 profit (*n*)  
 stand up for (*phr v*)


## Practice

1 Choose the correct answer, A, B or C.

- Vegetarians don't normally eat .....  
**A** potatoes      **B** pasta      **C** steak
- All businesses try to make their products popular with .....  
**A** producers      **B** consumers      **C** factories
- Bananas don't grow in this climate, so we have to ..... them.  
**A** import      **B** export      **C** increase
- The continuous rain meant that the ..... were completely ruined.  
**A** crops      **B** forests      **C** deserts
- When farmers have picked the fruits, they have to ..... them to the market.  
**A** export      **B** purchase      **C** transport

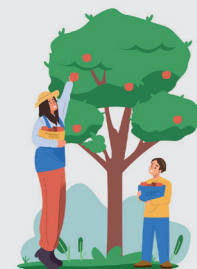
2  3.09 Listen to four young people talking about environmental topics. Explain what each speaker is talking about using words from the **Environment** and **Phrasal verbs** sections of the wordlist.

- .....
- .....
- .....
- .....

3  3.09 Listen again and check your answers.

4 Complete the sentences with the correct form of a verb from the **Phrases with make and do** and **Phrasal verbs** sections of the wordlist.

- I'd really like to ..... to help the environment in some way.
- Can you ..... that you turn off all the lights when you leave the house?
- I've heard that a lot of big animals will ..... if we don't protect their habitats.
- Countries generally should not be allowed to ..... any more forests.
- We can all ..... luxuries, but a supply of clean water is essential.
- We should recycle plastic more. Most people just ..... after they use it.
- Perhaps if we ..... what we have and didn't just buy more stuff all the time, we would all help a bit more.
- We should start a campaign to ..... to more and more people about getting involved.
- The easiest thing we could do to improve the park is to ..... all the litter.
- If you want to help the environment, it ..... to buy an electric car.




# UNIT CHECK

## Review

**1** Choose the correct answers to complete the sentences.

- 1 This time tomorrow, I'll be watching / I'll watch the seabirds on Puffin Island!
- 2 I am telling / I'll tell you what the trip was like when I see you.
- 3 What are you saying / going to say to Michal when you see him this evening?
- 4 Bruno is helping / helps to build an eco-friendly house during the holidays.
- 5 As soon as the weather will get / gets better, I'll start work in the garden.
- 6 Élise is going to be / will be home by now. Let's go and see the photos of her trip!

**2**  **3.10** Listen to a girl talking about her plans for the holidays and answer the questions.

- 1 When are the school holidays?
- 2 What will Valentina be doing?
- 3 Who is going with her?
- 4 What is she going to do while she's there?

**3** Rewrite the sentences using *so*, *such*, (*not*) *enough* or *too*.

- 1 The sea was very clean and they could see lots of fish.  
The sea was ..... they could see lots of fish.
- 2 It was very hot and we just lay on the beach and went swimming.  
It was ..... day that we just lay on the beach and went swimming.
- 3 It rained a lot last week and the street became a river!  
We had ..... last week that the street became a river!
- 4 There were lots of people in the city and only a few parks to walk in.  
There ..... in the city for people to walk in.
- 5 Our bags were very heavy and we couldn't carry them far.  
Our bags were ..... carry them far.
- 6 The mice ran very fast and we couldn't catch them.  
The mice ran ..... to catch them.
- 7 It was impossible to enjoy the city because of the traffic.  
There was ..... traffic in the city that it was impossible to enjoy it.
- 8 The clothes I had packed wouldn't fit in my suitcase!  
I had packed ..... fit in my suitcase!

**4** **exam task:** Complete the text with one word in each gap.

I come from Northern Türkiye, which is still a natural habitat for a number of wild animals such as lynx, wolves and bears. I've <sup>1</sup>..... worried about the wild bears because they're an endangered species, but I've just been doing a project about a new 'wildlife corridor' in the region. <sup>2</sup>..... is a protected area of forest land, about 82 km long, <sup>3</sup>..... the bears can move around freely and safely. A research team is going <sup>4</sup>..... attach webcams ('crittercams') to collars round the animals' necks so they can check how the bears use the corridor. Then, as <sup>5</sup>..... as the bears <sup>6</sup>..... back in the forest, the camera <sup>7</sup>..... show them the bears' movements. It's such <sup>8</sup>..... cool way to see life from their point of view, isn't it?



**5** Write a short blog post about your plans for the holidays or the weekend. Use as many different types of future tenses as you can.