

This module contains various topics related to the theme of wildlife and includes texts on uncontacted Amazonian tribes, tidal power, people who work with animals, lions, the Amboseli Reserve in Kenya, keeping chickens, factory vs organic farming and recycling.

Lead-in p.23

Start with books closed. In pairs, ask students to talk for a few minutes about one animal they love and one they hate, with reasons. Tell them that the class will be asked to vote on the most interesting or original choice. If necessary, start with an example.

- 1 a Ask students if they can name the seven animals in the pictures and if so to match them to the locations where they can be found.
- 1 b Some students may have actually seen some of them already.
- 1 c To save time, give students a clue that only two of these animals are not threatened.
- 2 Avoid a long discussion at this point as the theme crops up again later in the unit.
- 3 The most famous intergovernmental organisations are probably the Intergovernmental Panel on Climate Change (IPCC) and the United Nations Environment Programme (UNEP). The best known international non-governmental organisations include Earthwatch, Friends of the Earth, Greenpeace, The World Wide Fund for Nature (WWF), Rainforest Alliance. There are also hundreds of national organisations.

1 a1 tiger: Asia 2 polar bear: the Arctic, the USA (Alaska), Canada, Russia, Denmark, (Greenland), and Norway
 3 dormouse (Hazel dormouse, not other species of dormouse): Denmark, Germany, the UK (also Sweden, the Netherlands) 4 chimpanzee (chimp): Africa (in rainforests from West Africa and the Democratic Republic of Congo across to Uganda and Tanzania) 5 elephant: Africa, Asia (photo is of an African elephant, which has larger ears) 6 black bear: the USA (32 states), Canada, Mexico 7 rhinoceros (rhino): Africa, Asia, (photo is of an African rhino as most Asian rhinos have only one horn)
 1 c Threatened or endangered: tigers, elephants, rhinos (some species have become extinct, e.g. the Javan rhino in Vietnam, the Indian rhino is vulnerable & they nearly all live in protected areas, e.g. the Southern White rhino which has a reasonable population although it is considered near threatened), chimpanzees (endangered, nearing extinction), polar bears. Reasons: poaching, hunting for the ivory trade, habitat loss; black bears: healthy population; dormice: not endangered but protected and vulnerable

2A Wild experience

Reading p.24

With books closed, ask students what they know about the people that live in remote parts of the Amazon and what they would like to know about them.

- 1 Ask students to look at the picture and read the notes about the Amondawa tribe. Encourage students to give their reactions to these facts. Discuss each of the three points with the whole class, asking students what, for example, they think life would be like having less emphasis on time, having no age and changing their names at different stages of their lives.
- 2 Students discuss what they think life would be like living as the Amondawa do. Ask students to work in small groups and to spend a few minutes thinking of a number of advantages and disadvantages of their lifestyle compared with that of students. Encourage them to think about aspects of their lives such as family life, social structures, work, education and health.
- 3 Give students two minutes to skim the text to find out what it is about. Then allow a few minutes to discuss the two questions in pairs.
- 4 Have a short discussion with the class about what they think an appropriate strategy is before reading the notes on p. 168. Spend some time going through the notes,


especially with students who have not previously taken a Cambridge exam. Make students aware of concepts such as cohesion and coherence. They should then attempt the task.

- 5 Students identify some of the discourse markers that helped them to identify the correct paragraphs for each gap. Some examples are given in the key.
- 6 Have a short discussion in small groups on the ethical issues around contact with remote tribes. Example questions for discussion are: *Should their way of life be protected by ensuring that they have no or limited contact with the outside world or should they be introduced to medicines and technology that will make life easier and safer for them? Is it too late to leave them as they are now that contact has been made? Would their lifestyle be improved by adopting more modern ideas? What do you think they would want?*
- 7 Use the vocabulary list to practise the skills developed on p.10. Students should work in pairs to look the words up in a dictionary and check their pronunciation and use as well as the root words they are formed from and related forms (e.g. *log – logger*). Here words such as *slaughter* and *dredging up* are used in a literal sense, but the dictionary will also include metaphors. It may be helpful to explain this now although metaphors are dealt with in Module 5.

4 1 G 2 F 3 B 4 C 5 H 6 A 7 D

5 G refers to the *fundamentals* which are the facts listed in para 2. In F, *its extraction* refers back to *oil* in para 2. In B, *hundreds of such tribes* refers back to *some of their members* of the *Achuar tribe* in para 3. The first sentence in para 4 defines the term *uncontacted* at the end of B. *These few remaining tribes* in C refers back to the 100 tribes mentioned in para 4. *the incursions and what follows* in H refers back to actions of loggers and oil companies in para 5. ... *this new threat* at the start of para 6 refers back to the mention of hydroelectric dams in H. In A, the first sentence is in contrast to the list of negative effects in para 6. The final sentence, *he is happy to bring me up to date*, is followed by the facts and figures in para 7. *he* in para 7 refers back to *Paulo Adario* in A. *His grandfather* at the start of para 8, refers back to *we visited a fisherman* in D.

Vocabulary p.26

- 1 Point out that the suffix *-ion* is one of the most common suffixes to form nouns from verbs.
- 1a Ask students to find the nouns in the text. Draw their attention to the fact that many of the verbs end in *e* which is dropped when the noun is formed, and that *consume* requires the addition of the *p*.
- 1b Students create the nouns, many of which are also in the text on p.25, and match them to the meanings. When they have marked the stress, ask them to create the rule – one of the few for which there are no exceptions! In words ending in *-ion*, the stress falls on the penultimate syllable (the one before *-ion*) irrespective of the number of syllables in the word.
- 1c Students use the nouns in 1b to complete the sentences.
- 2a  T1.09 Ask students to reread the first paragraph of the text that sets the scene of life in the rainforest by using the sounds of the wildlife there. Ask them to think of any animals (not just those found in a rainforest) that make each sound. The recording should help. Make it clear that *animal* includes all creatures.
- 2b Students do the same for these animal sounds.

Extra!

Point out which of the sounds demonstrate onomatopoeia (e.g. *buzz*, *howl*, *squeak*, *hum*). With multi-national classes it can be amusing to compare the sounds different animals make and how they are described in different languages.

- 2c Point out that knowledge of this vocabulary is probably most useful in its metaphorical use, where it can have an impact on descriptive and atmospheric writing.
- 2d The exercise gives examples of idioms based on animal sounds. Other examples are *his bark is worse than his bite*, *buzz off* and the whole area of *Twitter* and *tweeting* based on the light repeated bird sounds.
- 3 If students don't know these phrasal verbs, show how they are listed in a dictionary. They could look for suitable verbs for some of the stems (e.g. *cut*, *crack*, *step*), and find other useful verbs using particles listed that they could use in other contexts (e.g. *crack up*, *die down*).

Photocopiable activity

Activity 2A could be used here. It is a groupwork activity. Students complete sentences using a verb to form a phrasal verb. They use these sentences to play a noughts and crosses style game.

1 a 1 (over-)consumption (para 6)
 2 integration (para B) 3 disruption (para 3) 4 colonisation (para 6)
 5 isolation (para 4) 6 extraction (para F)
 1 b 1 contamination h 2 degradation g
 3 depletion i 4 deterioration a
 5 devastation b 6 implementation e
 7 irrigation j 8 legislation f 9 pollination c 10 rehabilitation d
 1 c 1 rehabilitation 2 irrigation, pollination
 3 contamination deterioration legislation implementation 4 degradation depletion devastation
 2 a 1 croak: frog or toad 2 growl: tiger or lion (also possible: dog, wolf, bear)
 3 screech: parrot family (parrot, Macaw) 4 chirp: any small songbird (also possible: certain insects) 5 hoot: owl
 6 squawk: parrot, toucan, etc.
 2 b **bark**: dog, wild dog, fox, seal;
bellow: bull, ox **buzz**: bee, mosquito;
chatter: monkey, parrot + other birds of that family; **howl**: dog, wolf, wild dog, coyote, etc.; **hum**: bee, fly;
roar: alligator, elephant, lion, hippo, tiger; **squeak**: bat, hamster, hare, guinea pig, mouse, rabbit, rat, squirrel
 2 c 1 growled 2 chirped 3 croaked
 4 screeching 5 roared 6 chattering
 7 buzzing

Uses

bark: say sth quickly in a loud, sometimes angry, voice
bellow: shout loudly, give a bellow of rage or laughter (loud outburst)
buzz: used to mean a lot of activity, noise and excitement
chatter: talk quickly in a friendly way, teeth chatter when you are cold
chirp: speak in a high voice, or (of mobile phone, electronic equipment) emit a high-pitched noise
croak: when a person is ill, particularly with a throat infection
growl: used of a person when angry
hoot: with laughter, give a hoot of laughter, derision
howl: with laughter/in pain, the wind howls, howl for sth = demand sth
hum: sing a tune with your mouth closed, the sound of an expensive car engine or a piece of machinery, also of a busy place
roar: with laughter, a car roars off down the road, the roar of traffic

screech: shout or sing loudly (and not very well), also screech with laughter, a screech of tyres, car screeches to a halt
squawk: to complain loudly or to sing badly
squeak: say sth in a little high voice perhaps in fright, a door squeaks, squeak through = just pass a test or exam
2d 1 I don't care. 2 He's very happy or lively.
3 1 crack down on, hand out 2 using up/ wiping out 3 Cutting down, wipe out
4 come up against 5 dying out/being wiped out 6 amounted to 7 step back

Use of English p.27

- 1a** The task encourages students to skim a text to become familiar with the topic and style before they attempt the task.
- 1b** First ask students to read the Exam reference and Expert Strategy notes on p.167 to get a better understanding of what the task involves. Set a suitable time limit (8–10 minutes) for this task.
- 2** The text contains numerous examples of adjective + noun collocations. Ask students to find them. This could be done as a mini-competition with students working in pairs to see which pair can find the most collocations with meanings in a short specified time period.
- 3** Students think of other examples of alternative energy generation and discuss which they think have the best future.

1a Tidal power, taking energy from the predictable movement of water as tides change. Not widely used currently due to high costs involved to generate power in this way.

1b 1 sustainable 2 renewable 3 harnessing 4 predictability 5 untapped 6 inexhaustible 7 breakthroughs 8 effectively

2 Collocations include: future generations, sustainable development, integral part, wider aim, integral part, renewable source (of energy), tidal power, oceanic tides, high cost, technological breakthroughs, the open market

3 Other renewable/sustainable energy sources are: hydroelectricity, solar energy, wind energy/power (wind turbines), wave power, geothermal energy (= energy created from and stored in the Earth, e.g. hot springs that can be used to create electricity), bioenergy (= energy produced from materials such as wood, straw, manure, sugarcane, etc.), anaerobic digestion of waste

▮ Student's Resource Book, pages 17–18

Listening 1 p.28

- 1** Start by getting students to identify the animals shown; a lioness with cub, a (blue) whale, and a white-handed gibbon. Students discuss the three photos and what we have learnt or could learn from studying these and other animals.
- 2** **T1.10** The extracts are to draw students' attention to three areas that they will need to listen for when doing this task type: the speaker's purpose, the gist and specific details.
- 3** **T1.11** Remind students of alternative strategies considered in Module 1 and of the notes on p.171 before they attempt the task.
- 4** Students discuss the wildlife or environmental issues that interest them most and any dreams or ambitions that they have to research or work on a project.

2 Extract 1: to show how orang-utans have learned social ways of behaving from their family members and that humans are therefore not the only ones to have a cultural life, as such **Extract 2:** to find out more about the life of wild animals: their sleeping, running and eating patterns and their movements **Extract 3:** by making fishing lines easier to see and by using sound to warn the other species away

3 1 B (difficult to believe that animals experience emotions since these aren't evident on their expressions) 2 A (We don't know exactly [what emotion it was portraying], but it was apparent that something along those lines was being expressed.) 3 A (They are one of the few animals that brachiate: that means they swing themselves along the undersides of branches using only their arms.) 4 B (This is rather like a trick used by ancient Greek athletes when performing the long jump.) 5 C (the lists of sales figures and targets that his life had centred on up till then no longer filled him with the same enthusiasm.) 6 B (whole text. NB Not A because toughest aspect of the job was parting from them; not C because animals were born in captivity)

Language development 1 p.29

- 1 Students should be familiar with both the concept and use of verbs in active and passive forms. For those that are not, the Expert Grammar notes on p.174 give an explanation of the use and form of different passive structures. This exercise highlights the use of the passive infinitive in certain set expressions such as after negative forms (e.g. *nothing, no one, nowhere*), the verb to be and adjectives (e.g. *impossible*).
- 2 Remind students that these structures are very useful in various forms of writing such as articles and reports. Point out that most of the sentences can be written in two ways. Do the first as an example with the whole class to demonstrate this.

Extra!

If there is time, ask students to write some of their own sentences about interesting facts, beliefs or myths about the natural world using impersonal passive structures. Other students can listen as they are read out and comment on whether or not they agree with them.

- 3 The exercise reminds students how use of the passive can help change emphasis in a sentence. Compare the two versions of the first sentence. *They have seen ...* has an emphasis on the people as subject of the sentence. *Elephants have been seen ...* puts the elephants as subject and so switches the emphasis onto them.
- 4 This part practises using the passive in various tenses, so point out that students need to think about which tense (or tenses) are most appropriate in each case.

Photocopiable activity

Activity 2B could be used here. It is a groupwork activity. Students play a card game in which they must match two parts of various active voice sentences, then rewrite the sentences in the passive voice.

1 1 to be done 2 to be found 3 to blame
 4 to do 5 to be fed 6 to understand
 2 1 It is known that his furniture business uses only recycled wood. / His furniture business is known to use only recycled wood. 2 It is claimed that the board game *Ethica* is really good. / The board game *Ethica* is claimed to be really good.
 3 It is thought that the turtle population is increasing. / The turtle population is thought to be increasing. 4 It is believed that the largest deep sea coral is near Norway and covers more than 100 sq km. / The largest deep sea coral is believed to be near Norway and is said/believed to cover more than 100 sq km. 5 It is said that more than 600 new species have been discovered / More than 600 new species are said to have been discovered. 6 It is / has been claimed that deep-sea fishermen have reported seeing giant squid.

3 1 have been seen crying/to cry 2 being/to be photographed 3 must be finished by Monday without fail 4 was explained to us how a herd of elephants behaves 5 were made to wear hats and heavy boots on our jungle walk 6 was suggested that we took / take part in a new eco-project 7 wasn't allowed to keep snakes in the house 4 1 were/had been distributed 2 had been eliminated 3 is said 4 to have been shot 5 be described 6 is currently (being) threatened 7 will be supported 8 has already been made

▮ Student's Resource Book, pages 19–21

Writing 1 p.30

- 1 There are a lot of points to discuss here so time management will be important. The points raised are all important when planning a composition so allow 15–20 minutes to discuss them. One approach would be to get students to answer the questions in small groups, another would be to divide the class into five groups and get each group to answer one question.
- 2a Ask students to skim the text and describe the style of the text. They should notice that it is written in a very descriptive style with strong imagery rather than in a more factual style. The adjectives and adverbs in the box all have strong, descriptive, and in some cases, metaphorical uses. Students need to match them to the simpler more common words in brackets in the text.
- 3 Start by asking students to identify how many animals are mentioned in the extract (*six*) and what they are: *hippos, bushbuck, oryx, cranes, catfish, hyenas*. From the context, and what they know about the animals listed, students guess the meaning of the descriptive verbs in bold before checking in a dictionary.

Background

bushbuck: smallish solitary antelope less than one metre high at the shoulder.

catfish: a common freshwater fish without scales but with distinct 'whiskers' around its mouth.

crane: large long-legged, long-necked wetland bird.

elephant grass: fast-growing tall grass (up to 5m) with purplish tinge and sharp leaves. So called because it is said to be popular food for elephants (or because it grows so high). Now used for biofuel.

oryx: large antelope with long straight horns and black and white markings.

swamp: flat forested area of wetland with slow-moving water connected to a lake or river, which is permanently flooded or with changing water levels.

Before students do the writing task, ask them to read the Expert Strategy notes on p.169 which give information about the exam and the Expert Writing notes on p.191 which include how writing is assessed in the exam.

- 4 Ask students to summarise what the task requires. It should include three points: a description of the place, mention of what the writer saw there and an evaluation of the importance of the place. It must be written in a style that online magazine readers would enjoy.

1 1 from the task rubric 2 formal: academic articles in academic journals, articles for serious newspapers; semi-formal: some lighter-interest magazines, articles for a school or college magazine. Many articles include more than one style (e.g. an article describing a particular experience will normally include narrative as well as description, plus possibly anecdote). 3 the content doesn't have to be linear: you can start off with a piece of description of a current event and then flashback to the past to give more detail (e.g. a dropped introduction, where the scene is set in the first paragraph, but the real 'story' starts in the next one); the sentence structure should be varied, sometimes starting with a subordinate clause, using a rhetorical question addressed to the reader (semi-formal) or inversion, etc. 4 a wide range of interesting verbs, adjectives and adverbs should be evident which will bring the article alive. Grammatical structures should include, where possible, some use of the passive, modals, conditionals, a range of tenses, verb structures, etc. 5 title: by using word play, double entendre, etc. 1st paragraph: by appealing to the reader, by making slightly controversial statements, by appealing to their senses through evocative descriptions, etc.

2a1 wide-eyed 2 peacefully 3 daintily

4 lavishly (a metaphorical use here as lavishly = apply/embellish generously, abundantly usually refers to actions by people) 5 grumpy 6 trumpeting

7 euphoric 8 wistfully 9 massive

10 lazily

3 **wallow**: used of (large) animals when they lie in shallow water or mud in a relaxed lazy manner to keep cool

twitch: sudden movement of part of your body. This enhances the idea of the nervousness of this particular animal.

bound: leaping into the air

strut their stuff: an idiomatic phrase meaning to show off (your appearance). This is also an example of metaphor, and alliteration (when two or more consecutive words start with the same sound or letter)

skulking: hiding or moving about secretly, especially with bad intentions. The verb aptly describes this animal, which is a predator and hunter.

Some of these verbs are onomatopoeic, similar to those describing animal sounds on p.26 (see also Module 5).

4 **Suggested answer:**

Tea and tigers

If you ever get the opportunity to visit Nepal, you should jump at the chance as it has some of the most fantastic natural scenery you will ever see. The region has abundant wildlife, incredible variety and is geographically important as many of the most important rivers in Asia begin in the Himalayas. I was very lucky to spend a few weeks there recently.

Starting in the south, I visited a national park in the foothills of the mountains where many rare species are protected. Within no time, we had seen the most amazing butterflies dancing over the bushes, then multicoloured parakeets circling overhead. In the evening, we saw peacocks strutting proudly in a clearing making the most incredible squawking sound. I went with a guide on foot looking for rhino and, after a couple of hours tracking them, we heard them on the other side of the bushes ahead of us. The tension was unbearable.

Finally, we glimpsed the grumpy beasts through a gap in the branches lazily drinking from a small stream. We didn't manage to see tigers as they are so rare nowadays, but saw signs of where they had passed a short time before and the remains of a deer that had been caught and eaten by one. A week later, in a village in the mountains to the north, with white snow-capped peaks towering above me on all sides, I sat drinking tea with an old mountain guide who told me tales of how he had led expeditions to find yaks and snow leopards.

It is a fascinating country with spectacular scenery and the last home of many rare species that are indirectly protected by the tourists who go there to see them. (289 words)

2B Closer to home

Listening 2 p.31

- 1 Start with a discussion about what animals students keep at home and what factors affected their choices. Extend the discussion with the points listed.
- 2 **T1.12** Draw students' attention to the pronunciation of *coop* / ku p/ as opposed to *co-op*, which can also be spelt *coop*, which they may be more familiar with. Students listen to the extract and complete the sentence. They should notice that the information in the sentence is not in the same order as in the audioscript. Also, they have to make sure that they don't get confused by other possible answers such as *nesting boxes*.
- 3 **T1.13** Review the task strategy on p. 170 and remind students that each gap requires either a single word or a noun group that must be spelt correctly and fit grammatically. The required words are heard on the recording and the questions follow the same order as the text. They should beware of distractions, e.g. in Q1 when more than one website name is mentioned.
- 4 When students have discussed the pros and cons of keeping animals for food in groups, find out if any students do keep any domestic animals such as chickens, pigs, rabbits, bees or if they would like to.
- 5 The words could be checked as homework with students creating their own sentences to demonstrate meaning and use.

2 poles

3 1 Chicken World 2 roof 3 tunnel 4 fence 5 self-sufficient 6 sleeping quarters

7 sneaky 8 (bare brown) wilderness

9 alarm

4 **Pros:** you are in control of what the animals eat and the conditions in which you keep them (your conscience is clear since the animals are likely to be free-range and not confined in huge sheds with hundreds or thousands of other animals); you have a food source that is fresh, untainted by chemicals, tastier.

Cons: keeping animals often means that you grow fond of them and therefore it is doubly hard when the time comes to send them to slaughter; you must have a certain amount of land to keep them on and money to invest in buying and feeding them; animals are prone to diseases and you will have vets' bills to pay

Speaking p.32

- 1a Ask students to look at the pictures contrasting cattle and chicken kept in confined areas inside with others that have more freedom to move about outside. Encourage students to think of both positive and negative points for farmers and consumers in each situation.

Extra!

One way to introduce the topic would be to split the class into four groups and ask each to prepare and argue the case for the world's most invaluable species. Nominations could include: cattle/cows (for milk, meat and labour), bees (for pollination of most fruit and vegetables we consume), fungi (for decomposition, soil improvement and in production of important foods such as bread, cheese), plankton (oxygen production, decomposition and recycling and as a marine food source).

- 2 Start by checking understanding of the vocabulary in the box. Students then read and complete the fact sheets.
- 3a Students should include points from question 2 as well as their own ideas.
- 3b **T1.14** Students should read the cue card before listening to the candidate and timing the response.
- 3c **T1.14** While listening to the task again, students compare their ideas with the candidate doing the task and listen for useful language.
- 4 Students should look at the phrases on p. 206 that can be used to structure a long turn.

- 5 Spend a few minutes reviewing the structure and requirements of Part 3, the long turn, by reading through the strategy notes on p.171.
- 6 Finish the section with a general and open discussion on students' views on environmental issues.

Photocopiable activity

Activity 2C could be used here. It is a pairwork/groupwork activity. Each pair gives another pair a CPE Paper 4 'long turn' question and then they evaluate their answers.

2 1 welfare concerns 2 natural surroundings 3 cost-effective 4 confined space
5 nutritional value 6 roam freely 7 lifespan 8 animal pollination 9 fungal diseases
10 daylight hours.
4 Starting-off: Well, they are all important issues Linking: the other issue that worries me, not only that, and finally Expressing personal opinion: the one I feel most strongly about, to me it seems ... Summing up: So, all of those issues are important ...

□ Student's Resource Book, pages 22–24

Language development 2 p.34

- 1 a These phrases are derived from familiar verbs, such as *put*, *bring*, *take* and a noun (e.g. *importance*), noun phrase (e.g. *on a whim*) or an adjective (e.g. *up-to-date*). Review how such phrases are recorded in a dictionary before students attempt the task. Point out that the collocations are not fixed and each has various forms (e.g. *to buy sth / act on a whim*, *place importance/value/emphasis on*, *meet the needs/demands/requirements*, *capture the attention/ imagination/hearts of*). Elicit other examples.
- 1 b Students use the same verbs highlighted in 1 a to complete the text, paying attention to the tense. Again follow by eliciting examples of other verb phrases that would fit the context using different verbs. (e.g. *put/place sb in charge; bring sth to an end/a halt/a close/a conclusion; meet/reach/ achieve goals; place/make/take an order; show/make/achieve a profit*).
- 2 The exercise focuses on verb phrases with *have* + a noun phrase. Variations include *Have serious/far-reaching/disastrous consequences; have strong/no views on*.

Extra!

Follow with some personalisation. For example, get students to use the phrases in a context such as *People in my town/country have/ don't have ...*

- 3 a/b Point out that prepositional phrases are very common and knowledge of them aids fluency in speaking and listening. Emphasise the need to learn them as 'chunks', as single items of vocabulary. Suggest students use instinct first to decide which preposition fits before looking up a dictionary. Students then try to sustain a conversation, scoring a point each time they correctly and naturally use one of the phrases.

1 a 1 up-to-date 2 at our ease 3 on a whim
4 the attention 5 the needs 6 interest
7 no signs of 8 importance 9 thanks to
1 b 1 took 2 was 3 captured 4 brought
5 bought 6 put 7 met 8 place 9 showed
2 1 have no say, have the right to 2 have serious consequences 3 have strong views on 4 had a major impact on 5 had no inclination to 6 have access to
3 a in all likelihood; in captivity; by chance; with ease; in living memory; on occasion; out of breath; in other words; with pleasure; in sb's wake; out of tune with (compared with *in tune with*)

▮ Student's Resource Book, page 24

Use of English 2 p.35

- 1 Students discuss their experience of recycling household rubbish.
- 2 This exercise focuses on the need to understand the style and intention of the writer.
- 3 Remind students that the single word required must be in the correct form and correctly spelt. On the answer sheet, they must write it in capitals. There may be more than one possible answer. In Q8, the correct answer is *fewer* as it precedes a plural countable noun. However, in modern usage, the distinction between *less* (often before uncountable nouns) and *fewer* is disappearing, so it is common to hear *less* in such a context.
- 4 Continue the discussion from 1 with how far students are prepared to change to become more environmentally friendly.

3 1 Getting 2 to 3 There 4 being 5 What
6 make 7 down 8 fewer

▮ Student's Resource Book, page 25

Writing 2 p.36

- 1 Put students in small groups to create a list of what they might find on an organic farm. Suggest that they look back at p.32 for ideas.
- 2 Ask students to read the task and to consider the questions. Ask them to compare their ideas in pairs. Point out that the five questions are part of the process of planning their article. The first (*What type of writing will you include ..*) asks what style they will write in (e.g. factual, anecdotal). Ask students to consider what they will include in their article. They should use the ideas on p.30 on how to make an article more interesting.
- 3 The exercise gives students a detailed example of how to plan a piece of writing, including content, style and organisation.
- 4 Students should consider how many paragraphs they will need and the content of each. They will need to begin in a way that captures the reader's attention, and decide how to finish. They should also use useful advanced level vocabulary that is topical, as well as grammatical structures.
- 5 Draw students' attention to the noun phrases with two nouns joined by *of* (e.g. *crack of dawn*, *sense of smell*) and the binomial phrase – two words, in this case nouns, joined by *and*, either near synonyms (*peace and quiet*) or opposites.
- 6a One way to help students learn and remember the vocabulary is to ask them to process it in different ways. For example, first ask students to divide the ways of moving into either *fast* vs *slow*, then into *with difficulty* vs *with ease*.
- 6b Students should know most of these extreme adverbs, but remind them that *painstakingly* means *carefully*.
- 6c Elicit the effect the adverbs have here. Compare *hot* – *very hot* – *extremely hot* – *boiling hot*. Elicit the difference between *wet* and *soaking wet*. Remind students that this type of writing requires impact, and so requires more dramatic language.
- 7 Elicit the differences between the two passages. Ensure that students realise that A is more descriptive and atmospheric whereas B is more factual. Elicit examples of what makes this so.
- 8 Point out that the planning has now been done. At this stage, students will have a plan of the content and organisation and ideas of useful vocabulary to include. They should then use them to write the article.
- 9 Remind them to check their work systematically; first of all, by rereading the task to check that they have included all the key points, then by working through the checklist on p.191. Finally, they should check their spelling, subject-verb agreement, use of tenses, prepositions and any other types of error they often make.

▮ Student's Resource Book, page 27

1 list could include: sustainability (careful use of the land, e.g. through crop rotation, so that it is not destroyed by over-use), natural fertilisers, free-range animals, greater biodiversity (more flowers and insect life), renewable energy sources, more labourers, poorer farmers.

2 1 narrative, descriptive, evaluative, anecdotal 2 what work you were involved in, what you had to achieve while you were there, what the whole experience was like 3 perhaps sth using *green* or *eco*-, e.g. *Green living – quite an experience!*, *My eco-experience!*

4 will it be a linear narrative or will it start off with description? 5 vocabulary to do with the environment, sustainability, etc

5 1 crack 2 common 3 self-sufficient

4 community 5 home-made 6 manual

7 touch 8 starry 9 quiet

7 Students' own choice; Both have their good points. A is more descriptive, setting the scene, and B is more factual, giving the background. However, B also includes a strong last sentence with *Little did I know*, which is a literary device used to arouse and hold the reader's interest.

8 Suggested answer:

Strawberry Fields Forever

After eight hours of bending and back-breaking work, I felt totally exhausted, but still thought I had found the perfect summer holiday job! It was the first day of a fortnight spent as a volunteer on a farm to gain some experience of rural life. It would be two weeks picking organic fruit. I was out of the city and staying on a farm with other young people like myself who had grown up in the heart of the city. Although I had never spent any time in the countryside, I had read many novels set in remote communities and had dreamt of an idyllic life getting back to nature. In my imagination, country life would be long lazy days strolling through the fields, watching birds and other wildlife and recharging my batteries with fresh country air. Unfortunately, no-one had told me how much hard work it would be!

Each morning we were told what fruit we would be picking, how to tell if it was ripe enough and the correct way to pack it in containers. We were given a target of how many kilos we were expected to pick per hour and then left in the baking sunshine to get on with it. The smell of the fresh fruit was marvellous and I soon learnt how to avoid the spiders and other bugs and get straight to the crop.

The best fruit went to local shops and restaurants and the rest went to a local company that produced organic jams and sauces. But whenever I found the perfect strawberry, I ate it! Although it was very hard work, I was never hungry as I have never eaten so much delicious fruit. As I trudged back to the farm house each evening, I had time to reflect on the natural existence and connection to the weather and the seasons that farm life brings.

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1 1 destruction 2 Consumption

3 implementation 4 extraction

5 colonisation 6 integration.

2 1 wiped out 2 crack down on

3 step back from 4 cut down

5 died away

3 1 to 2 is 3 not 4 are 5 been

4 1 C 2 B 3 C 4 A 5 B 6 B

5 1 up 2 to 3 on 4 on 5 towards 6 of

7 in 8 against 9 with 10 on

Exam practice 1 TRB p.172

Paper 1: Use of English Part 2

1 Given/Considering 2 might/could
3 come 4 Or 5 which 6 What
7 with 8 so

Paper 1: Reading Part 7

1 B 2 C 3 D 4 A 5 A 6 D 7 A 8 D
9 D 10 B

Paper 2: Writing Part 1

Suggested answer:

The two texts both consider the influence of rap music. Indeed, the first text claims a central place for rap in modern US culture, underlining the dynamic nature of both the music and its performers, contrasting this with the rather dull offerings of contemporary rock music. It also makes the point that rap is no longer just a purely US phenomenon. Rap has had a considerable impact on the international music scene, where its exponents are now major stars. Although not a fan of rap music myself, I cannot disagree with these points. Where I would take issue, however, is with the writer's assertion that rap lyrics are a type of poetry. True, certain similarities are evident. Rap often rhymes for example, as do certain types of poetry, but to my mind, good poetry has a depth and sophistication that is a million miles away from the rather prosaic lyrics of most rap songs. The second text also outlines the great popularity of rap music. It tells us how many hours the average teenager spends listening to rap, and compares this with time devoted to other activities. This writer, however, is concerned about the effects of rap, especially in the messages it conveys and the influence this might have on the way young people think and behave. Although some rap lyrics are rather strong, I think this is an over-reaction. In the 1950s, the music of Elvis Presley was regarded as immoral; in the 1960s it was The Beatles who were thought to corrupt the young. The simple fact is that the revolutionaries of today tend to become the establishment figures of tomorrow – and the same fate could well await rap artists.

(282 words)

Paper 3: Listening Part 1

1 C 2 A 3 B 4 C 5 B 6 B