

# MINDS

Jenny Dooley



STUDENT'S BOOK

C1/C2



Express Publishing

# H MINDS

C1/C2

STUDENT'S BOOK

Jenny Dooley



**Express Publishing**

# CONTENTS

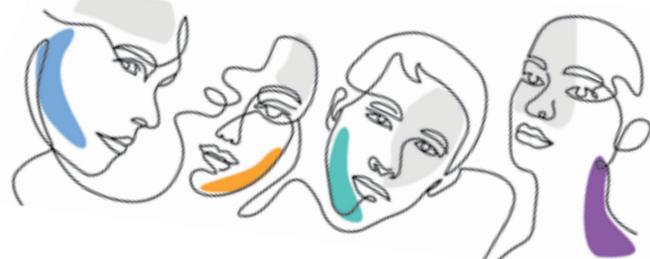
## WELCOME

	VOCABULARY	GRAMMAR IN USE	READING
	pp. 4-6	<ul style="list-style-type: none"> <li>articles</li> <li>nouns</li> <li>determiners</li> <li>adjectives/adverbs/comparisons</li> <li><i>like/as</i></li> </ul>	
1	<b>CLOTHES MAKE THE MAN</b> pp. 7-20 <ul style="list-style-type: none"> <li>personality</li> <li>trends</li> <li>fashion</li> </ul>	<ul style="list-style-type: none"> <li>present tenses</li> <li>stative verbs</li> <li>past tenses</li> <li><i>used to/would</i></li> <li><i>be/get used to</i></li> </ul>	an article about fashion (4-option multiple choice – detail/reference/main purpose questions)
2	<b>WANDERLUST</b> pp. 21-32 <ul style="list-style-type: none"> <li>travel</li> <li>culture</li> </ul>	<ul style="list-style-type: none"> <li>infinitive</li> <li><i>-ing</i> form</li> <li>intensifiers</li> <li><i>it/there</i></li> </ul>	a travel account about a remote destination (missing paragraphs)
3	<b>NATURE FIRST</b> pp. 33-44 <ul style="list-style-type: none"> <li>wildlife</li> <li>environment</li> </ul>	<ul style="list-style-type: none"> <li>future tenses</li> <li>other future tenses</li> <li>future in the past</li> </ul>	an article about pollution (multiple matching)
4	<b>THE GOAT MINDSET</b> pp. 45-56 <ul style="list-style-type: none"> <li>sports</li> <li>emotions</li> </ul>	<ul style="list-style-type: none"> <li>modals</li> <li>past modals</li> <li>modals of education</li> <li>modality</li> </ul>	an article about athletics (4-option multiple choice – meaning/implication questions)
5	<b>A QUANTUM LEAP!</b> pp. 57-68 <ul style="list-style-type: none"> <li>science</li> <li>technology</li> </ul>	<ul style="list-style-type: none"> <li>the passive</li> <li>personal/impersonal structures</li> <li>nominalisation</li> </ul>	an article about developments in computers (T/F/DS statements)
6	<b>PANACEA OR PLACEBO</b> pp. 69-80 <ul style="list-style-type: none"> <li>health</li> <li>food</li> <li>well-being</li> </ul>	<ul style="list-style-type: none"> <li>the causative</li> <li>ellipsis</li> <li>substitution</li> </ul>	two passages about medicine from nature (3-option multiple choice questions referring to two texts)
7	<b>WHAT'S IN A WORD?</b> pp. 81-92 <ul style="list-style-type: none"> <li>language</li> <li>communication</li> </ul>	<ul style="list-style-type: none"> <li>conditionals</li> <li>other conditional forms</li> <li>wishes</li> <li>unreal past</li> <li><i>had better/would rather/prefer</i></li> </ul>	an article about the English language (comprehension questions)
8	<b>THE SCIENCE OF KINDNESS</b> pp. 93-104 <ul style="list-style-type: none"> <li>volunteering</li> <li>human nature</li> </ul>	<ul style="list-style-type: none"> <li>reported speech</li> <li>reported verbs</li> <li>subjunctive</li> </ul>	a blog post about the importance of volunteering (4-option multiple choice/error detection questions)
9	<b>INTO THE ... UNKNOWN</b> pp. 105-116 <ul style="list-style-type: none"> <li>mystery</li> <li>discovery</li> <li>historical artefacts</li> </ul>	<ul style="list-style-type: none"> <li>clauses</li> <li>participle clauses</li> <li>relatives</li> </ul>	an article about a lost city (sentence completion)
10	<b>BUSINESS IS BUSINESS</b> pp. 117-128 <ul style="list-style-type: none"> <li>business</li> <li>work ethics</li> </ul>	<ul style="list-style-type: none"> <li>emphatic structures (inversion/cleft sentences)</li> <li>fronting</li> </ul>	a forum about successful businesses (multiple matching)

Review (1-10) pp. 129-??  
CLIL (1-10) pp. 136-145  
Exam Practice pp. 146-155

Grammar Reference pp. 156-180 (GR1-GR25)  
Word List pp. 181-195  
American English – British English Guide p. 196

Pronunciation p. 197  
Punctuation p. 198  
Irregular Verbs p. 199



## LISTENING

## SPEAKING

## WRITING

an interview about psychology and fashion (4-option multiple choice)	<ul style="list-style-type: none"> <li>expressing opinions</li> <li>agreeing/disagreeing</li> <li>picture discussion</li> </ul>	an essay based on prompts (Writing Tip: thesis statement/topic sentences)
short dialogues about travel & culture (3-option multiple choice)	<ul style="list-style-type: none"> <li>asking for clarification</li> <li>clarifying &amp; checking/confirming understanding</li> </ul>	a descriptive/narrative article about a place (Writing Tip: titles narrative/descriptive techniques)
an interview about animal mimics (sentence completion)	<ul style="list-style-type: none"> <li>discussing options</li> <li>defending a point</li> <li>decision making</li> </ul>	an opinion essay (Writing Tip: <ul style="list-style-type: none"> <li>introduction/ conclusion techniques</li> <li>degree of certainty)</li> </ul>
a monologue about sport (3-option multiple choice/ sentence completion)	<ul style="list-style-type: none"> <li>discussing pros &amp; cons</li> <li>reformulating</li> <li>prompt cards</li> </ul>	a for-and-against email to the editor (Writing Tip: techniques of cohesion)
people discussing science in popular media (multiple matching – identifying the focus of questions)	discussing reasons/ results	an essay based on written input (Writing Tip: <ul style="list-style-type: none"> <li>identifying key points</li> <li>paraphrasing)</li> </ul>
a monologue about alternative medicine (multiple choice – questions – identifying purpose and meaning)	<ul style="list-style-type: none"> <li>asking for/giving/responding to advice</li> <li>empathising</li> </ul>	an essay providing solutions to a problem (Writing Tip: using data sources)
a monologue about gen Z slang (multiple choice – identifying T/F statements)	<ul style="list-style-type: none"> <li>discussing preferences</li> <li>expressing interest/ uncertainty</li> <li>role-play</li> </ul>	an informal email giving information & advice (Writing Tip: <ul style="list-style-type: none"> <li>informal style</li> <li>opening/closing remarks in emails)</li> </ul>
sentences about social issues (multiple choice – responding to situations)	<ul style="list-style-type: none"> <li>resolving conflict</li> <li>role-play scenarios</li> </ul>	a discursive essay (Writing Tip: discussion clock)
short exchanges about historical mysteries (multiple choice)	<ul style="list-style-type: none"> <li>asking about/ describing an experience</li> <li>recommending</li> <li>role-play (explaining/ recommending)</li> </ul>	a review of a place (Writing Tip: positive/ negative recommendations)
a monologue about company values (sentence completion)	<ul style="list-style-type: none"> <li>discussing survey results</li> <li>consensus reaching</li> </ul>	an assessment report (Writing Tip: creating subheadings)

## VALUES

<b>Unit 1</b>	The impact of fashion	p. 9
<b>Unit 2</b>	Mobility	p. 21
<b>Unit 3</b>	Nature	p. 33
<b>Unit 4</b>	Determination	p. 45
<b>Unit 5</b>	Technology	p. 57
<b>Unit 6</b>	Wellness	p. 69
<b>Unit 7</b>	Language	p. 81
<b>Unit 8</b>	Volunteering	p. 95
<b>Unit 9</b>	Mystery	p. 107
<b>Unit 10</b>	Work ethics	p. 119

## CULTURE

<b>Unit 1</b>	Makeover shows	p. 15
<b>Unit 2</b>	Most-travelled tourists	p. 26
<b>Unit 3</b>	The countryside code	p. 37
<b>Unit 4</b>	A US athlete who overcame adversity	p. 50
<b>Unit 5</b>	MIT	p. 57
<b>Unit 6</b>	Inuit herbal remedies	p. 74
<b>Unit 7</b>	Shakespeare	p. 86
<b>Unit 8</b>	Famous volunteers	p. 95
<b>Unit 9</b>	Kind Arthur	p. 107
<b>Unit 10</b>	Logos	p. 119

## MEDIATION

<b>Unit 1</b>	Create and conduct a survey	p. 18
<b>Unit 2</b>	Promote a remote destination	p. 21
<b>Unit 3</b>	Prepare a short summary	p. 35
<b>Unit 4</b>	Interpret a title	p. 44
<b>Unit 5</b>	Research and present a paradox	p. 57
<b>Unit 6</b>	Explain an argument in your own words	p. 68
<b>Unit 7</b>	Research and present idioms	p. 81
<b>Unit 8</b>	Explain a scheme	p. 95
<b>Unit 9</b>	Create a summary	p. 110
<b>Unit 10</b>	Analyse a graph	p. 119

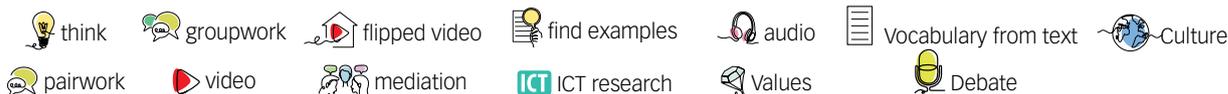
## LIFE SKILLS

<b>Unit 1</b>	How can we understand and resist influences?	p. 18
<b>Unit 3</b>	How can we delegate responsibilities and break down tasks?	p. 42
<b>Unit 5</b>	How can we develop critical thinking?	p. 66
<b>Unit 7</b>	How can we improve our leadership skills?	p. 90
<b>Unit 9</b>	How can we develop our creativity and imagination?	p. 116

## PRESENTATION SKILLS

<b>Unit 2</b>	Present how to be a good tourist in your country	p. 30
<b>Unit 4</b>	Give a halftime motivational speech	p. 54
<b>Unit 6</b>	Present a superfood	p. 78
<b>Unit 8</b>	Present a charity organisation	p. 104
<b>Unit 10</b>	Present an entrepreneur's idea	p. 128

### Symbols



# NATURE FIRST

## OBJECTIVES

- Vocabulary:** wildlife & the environment
- Reading:** an article about pollution (multiple matching)
- Grammar:** future tenses; other future forms – future in the past
- Listening:** an interview about animal mimics (sentence completion)
- Spoken English:** discussing options – defending a point
- Writing:** an opinion essay
- Culture:** *The Countryside Code*
- Mediation:** prepare a short summary
- Values:** Nature
- Life Skills:** How can we delegate responsibilities and break down tasks?



Watch the video. Make a note of three things that you didn't know about pollution and its impact on the life cycle and essential behaviours of wildlife. Tell the class.



Watch the video. Why are EDCs a particularly problematic type of pollution? How have animals been affected unusually by them?



Is research into the behavioural impacts of pollution on animals helpful for humans? Think of some possible reasons and discuss them.



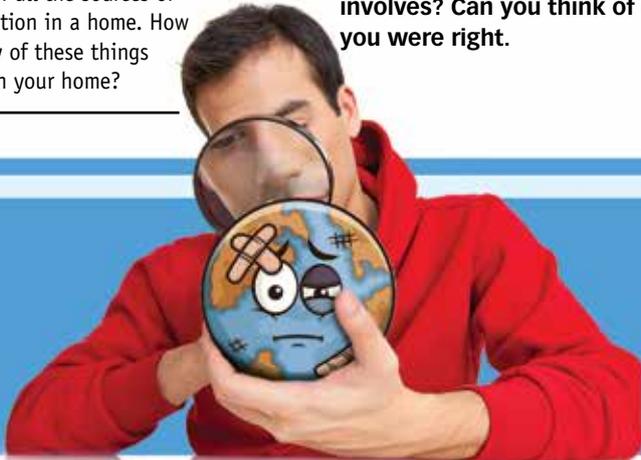
# 3a READING



Watch the video. Make a list of all the sources of pollution in a home. How many of these things are in your home?

1 Watch the video. What is surprising about air quality in people's homes? Why do experts think this is becoming more important?

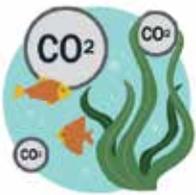
2 Look at the four different types of pollution that will be discussed in the text. From examining the words, can you work out what each type of pollution involves? Can you think of one problem associated with each? Listen and check if you were right.



## Hidden Harm

In today's environmental blog, we look at four types of pollution that change the environment and us in ways you might not realise ...

### A Ocean Acidification



When you think of carbon dioxide you probably think of emissions from cars and factories going into the air. But did you know that this chemical **compound** also ends up in the ocean? This is an issue because when  $\text{CO}_2$  is absorbed into seawater, it forms carbonic acid. As a result the pH levels of oceans change and they become more acidic, destroying the carbonate ions in sea water that various creatures need. This is important as even small changes in pH levels can have big impacts on aquatic life. Scientists, for example, expect that sea life like shellfish and coral will be particularly affected as they won't be able to use carbonates to build their skeletons and shells. Sadly, this is going to cause impacts on biodiversity and marine **food chains**, as crustaceans, such as krill, are a food source for many large fish and sea **mammals**.

### B Soil Contamination

Pollution and its impacts aren't just found underwater. They can also be found underground. Unfortunately, levels of chemicals and harmful substances in soil around the world are reaching higher than normal concentrations, presenting a threat that lurks beneath the surface. This has serious adverse effects as chemicals from industrial activities, **agriculture** and landfills can spread through leaching, a process where rainwater or erosion dissolves chemicals and transfers them to other areas or bodies of water. Many experts fear teaching will made **crops** toxic and contaminate important sources of human drinking water, thereby threatening global food security and health. Such contamination is going to become a much more important issue in the near future, which has led the United Nations Environment Assembly to pass resolutions to tackle the problem before it's too late.



### C Thermal Enrichment



Not all hidden pollution comes from contaminants like chemicals. One type of invisible pollution is all about ... heat. This type of pollution involves temperature changes in natural bodies of water when excess heat from human activities, like power generation, goes back into the environment. Doesn't sound too bad? Think again. Excess heat, even at marginal amounts, can have serious impacts on wildlife. Commonly, thermal enrichment is caused by power plants that use water from nature to cool machinery and return it to the source. When this hot water goes back into a lake, river or ocean, though, it causes changes in the **physical properties** of these bodies of water. Increased temperatures decrease oxygen levels in water, upsetting delicate ecosystems. This changes the behaviour of aquatic life and their populations often reduce considerably.

### D Air Particulates

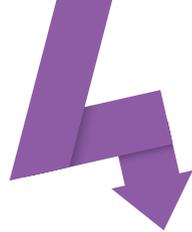
Another largely unnoticed danger is found in the air that we breathe. Although things like smog and smoke from carbon dioxide emissions are easy to spot, there are other pollutants from such emissions that we can't see with the naked eye. Even in areas that might appear unpolluted particles can still be present. Such **particulate matter** (or PM) comes from vehicle emissions, manufacturing processes and the burning fossil fuels. It is an environmental threat that damages trees, harms animals and can even lead to acid rain. This form of pollution also causes health issues for people like heart disease and **asthma**. Believe it or not 99% of people are exposed to air pollution levels that exceed WHO guidelines. Scientists believe this will cause serious problems for healthcare in the years ahead if we don't act fast.



All this hidden pollution might sound worrying, but if we act now, we can save our planet and ourselves from harm. Let's show the world that out of sight doesn't mean out of mind!



absorb, biodiversity, crustacean, adverse effect, landfill, tackle, excess, machinery, algae, smog, particle, exceed



**Multiple matching**

- Read the questions and underline key words to help you identify what to look out for.
- Skim read each short text and underline key words that link to the questions.
- Ideas often appear in more than one short text. Always look for the short text which matches all parts of the question as questions usually contain two elements. Make sure that the text you choose matches both elements.
- A short text can be the correct answer for MORE than one question.

**3** Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D). Then explain the words/phrases in bold.

**In which text does the writer:**

- 1 mention an issue that affects how wildlife acts?
- 2 talk about an attempt to address a problem?
- 3 mention an environmental effect of farming?

**Which text ...**

- 4 shares text B's concerns about hidden pollution potentially affecting people's health?
- 5 presents a different environmental impact of carbon dioxide from the one mentioned in text D?
- 6 raises a similar point to text A regarding the relevance of even minor alterations in nature?
- 7 highlights an entirely different cause of hidden pollution from the others?

**4**  Barack Obama once said that we are the first generation to feel the impact of climate change and the last generation that can do something about it. What did he mean? Discuss.

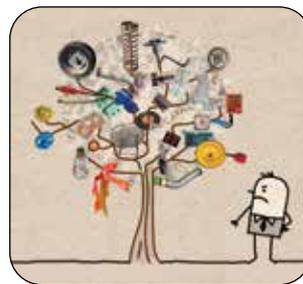
**VOCABULARY** 

**5** Complete with the prepositions *of, to (x2), on, with, in*.

- 1 They transferred the chemical waste \_\_\_\_\_ an underground landfill.
- 2 When pollution reaches sources \_\_\_\_\_ drinking water, it can cause huge issues for public health.
- 3 Changes to pH levels have a significant impact \_\_\_\_\_ aquatic creatures.
- 4 Some forms of pollution, like smog, are easy to see \_\_\_\_\_ the naked eye.
- 5 Every day, large numbers of people are exposed \_\_\_\_\_ air pollution globally.
- 6 The environmental impact of higher temperatures will be a major issue \_\_\_\_\_ the years ahead.

**6**  Match the columns to form collocations from the text in Ex. 2. Then label the collocations (T) for types of pollution or (C) for causes of pollution. Which type and cause of pollution do you think is the most serious? Why?

1	<input type="checkbox"/> C	vehicle	a	generation	_____
2	<input type="checkbox"/>	ocean	b	substances	_____
3	<input type="checkbox"/>	power	c	emissions	_____
4	<input type="checkbox"/>	harmful	d	activities	_____
5	<input type="checkbox"/>	thermal	e	acidification	_____
6	<input type="checkbox"/>	industrial	f	enrichment	_____



**7** Choose the correct item. Then say if, according to the text in Ex. 2, the sentences are true (T) or false (F).

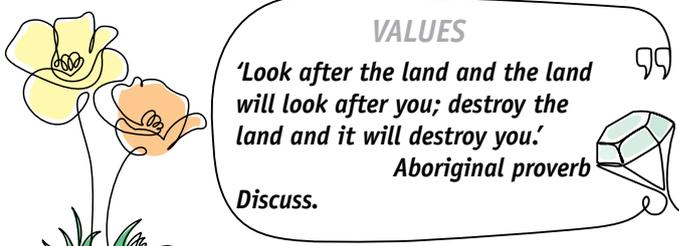
- 1 Carbonate/Chemical/Pollutant/Contaminant ions found in seawater are a form of pollution. \_\_\_\_\_
- 2 Research shows that processes/guidelines/concentrations/resolutions of chemicals in soil are too high. \_\_\_\_\_
- 3 Leaching is a process where chemicals are damaged/harmed/dissolved/affected and become completely harmless. \_\_\_\_\_
- 4 Extreme heat can change the global/neutral/marginal/physical properties of water. \_\_\_\_\_
- 5 Scientists have found that the acidic/toxic/carbonic/aquatic acid produced from carbon dioxide can alter pH levels in the ocean. \_\_\_\_\_
- 6 There's no evidence that harmful materials lurk/act/lead/breathe beneath the surface of our soil. \_\_\_\_\_

**8**  Research another type of pollution. Make notes under the headings: *cause – harmful materials produced – impact on the environment*. Present it to the class.

**VALUES**

*'Look after the land and the land will look after you; destroy the land and it will destroy you.'*  
Aboriginal proverb

**Discuss.**



# 3b VOCABULARY

## WILDLIFE & THE ENVIRONMENT

1 Choose the correct option, then fill in the gaps with: *desertification, urbanisation, marine dumping, urban smog, coastal erosion.*

1) \_\_\_\_\_ is the  
2) **demolition/destruction** of shoreline over time, caused by waves, tides, etc.

3) \_\_\_\_\_ is the process by which fertile land becomes unfertile due to extreme heat 4) **dehydration/debilitation**, or bad agricultural practices.

5) \_\_\_\_\_ is a type of pollution that forms over cities. It is made up of 6) **fumes/exhausts** from factories and vehicle emissions.

7) \_\_\_\_\_ is when the oceans are used for waste 8) **disposal/sewage** causing chemicals and/or rubbish to be released into the water.

9) \_\_\_\_\_ has 10) **modifications/ramifications** on the physical environment because wildlife is usually affected when cities are built or expanded.

2  Could any of the environmental problems in Ex. 1 cause or worsen any of the other problems mentioned? How?

3 Choose the correct option.

Have you ever walked around your garden and noticed that the wildlife was strangely quiet? Chances are that urban smog is to blame. That's because chemicals from urban smog 1) **disrupt/dispose** animal behaviour, which can make birds sing less and bees abandon their hives. Smog causes wildlife to 2) **incinerate/inhale** harmful particles, too, which causes sickness. Urbanisation can also make animals homeless as it 3) **erases/eradicates** natural habitats, and 4) **declines/deteriorates** green spaces in general. As a result of this, animals' food sources are 5) **eliminated/embedded** in our urban areas, which 6) **triggers/trivialises** animal migration by forcing animals, especially birds, to leave a place. Humans impact the whole planet and are the main cause of this 7) **deprivation/degeneration**. It's time we acted so wildlife doesn't 8) **undergo/outdo** any more harm!



4  **ICT** Watch some videos online about the environmental problems and their impacts on wildlife from Ex.1. Find examples of animals that have been impacted and explain how.

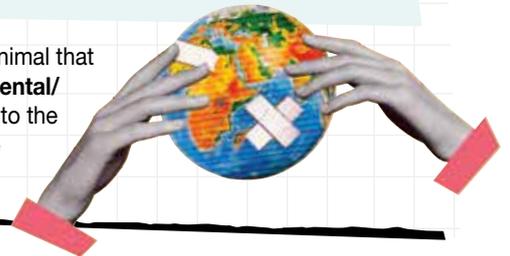
5 Read the fact file and choose the correct option.

### DID YOU KNOW?

### ANIMALS CAN ALSO AFFECT THE ENVIRONMENT BY ACCIDENT

- When urbanisation traps elephants in a smaller feeding area, they can cause serious damage to their habitat due to 1) **overgrazing/farming/deforestation**.
- When extreme weather and drought from climate change force locusts into an area, it can result in the 2) **ruminant/rampant/abundant** destruction of crops and plants. One swarm of these insects can 3) **consume/comprise/constitute** as much as 35,000 human beings would!
- When pollution creates algae, or kills predators of Crown-of-Thorns starfish numbers of these creatures increase massively. As a result, this starfish can 4) **decay/erode/shred** entire coral reefs to pieces by eating them!

Despite all this, the animal that is the most 5) **detrimental/rational/substantial** to the environment is ... the human being!



6 **ICT** Find other examples of animals that can accidentally harm the environment and explain why and how they do it.

7 Choose two words to complete each sentence.

• bloom • thrive • sprout • flourish

1 With the right care, animals can \_\_\_\_\_ in a nature reserve and increase in number considerably.

• extinct • endangered • declining • scarce

2 Gorillas are a(n) \_\_\_\_\_ species that are at risk from human activity.

• reclamation • reforestation • reparation • renovation

3 Thanks to the \_\_\_\_\_ of land, the charity was able to increase the size of the wildlife reserve.

• tainted • depleted • desolate • contaminated

4 Unfortunately, the \_\_\_\_\_ water contained too many chemicals to be able to support aquatic life.



### Wildlife ... INVASION!

In today's Q&A, we're dealing with invasive species. These are creatures that find themselves in areas that aren't their natural habitats through forced migration or human activity.

**Question one:** Do you think grey squirrels **1) will continue** to harm the UK red squirrel population? Since their arrival from America to Britain in the 1870s, grey squirrels have had a very harmful impact. Sadly, all the evidence shows us that this negative trend **2) isn't going to end** any time soon. In fact, studies predict that native red squirrels **3) will have become** extinct by 2052, largely because of the diseases that greys brought to the UK. Even so, charities, which by the end of the year **4) will have been working** to save red squirrels for over 80 years, are still quite hopeful.

**Question two:** **5) Are** the authorities **going to do** more to deal with invasive species in the Mediterranean?

Unfortunately, invasive species that enter the Mediterranean from the Suez Canal are a serious problem. One such fish, the silver-cheeked toadfish, has created huge issues for biodiversity. Many people worry that **6) by the time** marine conservationists **manage** to control toadfish numbers, they will have destroyed native species of octopus. Luckily, new measures are being taken by the EU to catch these invasive species.

That's all for today. Our next Q&A session is at 1 pm next Friday when Dr Jim Smith **7) is joining** us! Tune in this time next week when we **8) will be doing** our weekly environmental call-in quiz!

**1** **Read the text. Underline key words/phrases and use them to make a short summary of it. Compare it with your partner.**

**2** **Look at the verbs (1-8) in bold in the text. Identify the tense and its use. What other uses of these tenses do you know? Give examples.**

**3** **Look at the scenarios and identify the correct tense for each. Then, use the verbs in brackets in the correct form to complete the sentences.**

- The charity are determined to help the sealife in the area. **(save)** *Future simple*  
The charity *will save* the sealife in this area.
- I'm sure that Martin is typing his reports on urbanisation as he always does at this time. **(type)** \_\_\_\_\_  
At this time of the day, Martin \_\_\_\_\_ his reports on urbanisation as always.
- You have arranged to meet your friend at the animal shelter at 6 pm tomorrow. **(meet)** \_\_\_\_\_  
I \_\_\_\_\_ Tony at the animal shelter at 6 pm tomorrow.
- Julia intends to start cycling to work to reduce urban smog. **(start)** \_\_\_\_\_  
Julia \_\_\_\_\_ cycling to work to reduce urban smog.
- I believe that Larry is giving his talk on marine dumping now, so there's no point in calling him. **(begin)** \_\_\_\_\_  
It's 2 pm; Larry \_\_\_\_\_ his talk on marine dumping, so there's no point in calling him now.
- Ian will spend a month working on the coastal erosion project before he completes it. **(work)** \_\_\_\_\_  
By the time he completes it, Ian \_\_\_\_\_ on the coastal erosion project for a month.

**4** **Put the verbs in brackets into the correct future form.**

In environmental news ... Researchers in the United States worry that carp numbers, an invasive species in our waterways, **1) will continue (continue)** to increase. By the end of this year, scientists **2) \_\_\_\_\_ (examine)** these fish for several months and, as planned, they **3) \_\_\_\_\_ (publish)** their findings soon. Also, this time tomorrow, Professor Morris from Red Vale University **4) \_\_\_\_\_ (present)** his own data on the subject at the Marine Conservation Institute. Unfortunately, he predicts that the harmful chemicals released by invasive carp **5) \_\_\_\_\_ (disrupt)** food sources in our lake. So, even though the authorities **6) \_\_\_\_\_ (spend)** millions to tackle the problem by the end of the year, Professor Morris fears it **7) \_\_\_\_\_ (not/be)** enough. Experts **8) \_\_\_\_\_ (meet)** the Mayor next week to discuss the ramifications.



### SPEAKING

**5** **Look at the situations in the list and decide what to say for each.**

- Your ambition is to study Marine Biology at university. *I'm going to study Marine Biology at university.*
- You are planning to recycle the rubbish.
- On Friday, it is your five-year anniversary volunteering.
- A friend is doing a clean-up day. You offer to help.
- You are having trouble getting to an eco-charity event. You ask your friend politely if they can give a lift.

# 3d GRAMMAR IN USE

OTHER FUTURE FORMS – FUTURE IN THE PAST (p. GR??)



Mike783

2 days ago

With reports saying that global temperatures are **due to** rise in the coming years, I wonder ... are animals **likely to** adapt to climate change in the future or are they **on the point of** decreasing in numbers?

Sent Delete



Emma007

1 day ago

I didn't reply to your comment earlier because I **1) was going to attend** a lecture about this very topic yesterday and wanted to give an insight of what was said there, too and you're **sure to** find interesting. The lecturer spoke about how endangered animals that **2) were on the verge of dying out** have made some incredible changes. For example, elephants that **3) were to have suffered** from increasing temperatures have actually increased the size of their ears to help them cool down. And that's not all. He quoted one study that showed that 58% of birds have made their beaks bigger to help their bodies get rid of unwanted heat. But animals haven't just changed physically. For example, during a field trip, the lecturer had no idea that he **4) was to find** a group of sea lions in northern California. How? Well, they had migrated south from Alaska due to climate change and a lack of food! It's amazing that nature finds a way to adapt, but we need to also realise that we're **not to** take wildlife for granted. It's up to all of us to protect the planet's creatures.

Sent Delete

 **1** Read the text. How are animals adapting to climate change? Do you think that relying on nature to adapt is enough? Why/Why not?

 **2** Look at the highlighted future forms in the text. What do they express?

**3** Read the sentences and replace the words in bold with a suitable phrase from the highlighted ones in Ex. 1. Make any necessary changes.

- Following recent damage, people are **prohibited from** camping in the park. *not to*
- Overgrazing is **certain to** stop because there are less sheep in the area. \_\_\_\_\_
- Professor Erikson is **scheduled to** arrive at the UN environmental summit at 4 pm. \_\_\_\_\_
- They are **expected to** join the conservation event in London. \_\_\_\_\_
- The paper on reforestation is **on the brink of** being published, we should have it soon. \_\_\_\_\_

 **4** Look at the phrases in bold in the text. Which expresses: *sth that was expected to happen but didn't?* *sth that was destined to happen?* *sth that was about to happen but didn't?* *sth that had been arranged and happened?*

**5** Underline the answer that best matches the phrases in bold (1-4) in the text in Ex. 1.

- had planned to attend/didn't manage to attend
- were about to die out/had died out
- were expected to suffer/were destined to suffer
- was destined to find/expected to find

**6** Complete the gaps with one word. Use the text in Ex. 1 to help you.

- The wildlife centre was *to* have opened already.
- We were on the \_\_\_\_\_ of removing the contaminated waste when the problem worsened.
- Lewis was \_\_\_\_\_ to analyse the tainted material from the river, but he asked Tom to do it.
- I \_\_\_\_\_ to help Mark collect money for the nature reserve, at 4 pm this afternoon but forgot all about it.

## SPEAKING

 **7** Choose an environmental issue and discuss how it will impact your country.

- A: *Pollution is on the brink of eradicating our beaches.*  
 B: *It's bound to affect lots of sealife unless we act soon.*

## TRANSFORMATIONS (Review)

**8** Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and six words.

- This project is certain to help wildlife. **DOUBT**  
There is *no doubt (that) this project will* help wildlife.
- Our special guest will be here any minute now. **DUE**  
Our special guest \_\_\_\_\_ any minute now.
- It will take a week to finish the project. **HAVE**  
In a week's time, we \_\_\_\_\_ the project.
- I was about to start my deforestation essay when someone rang. **POINT**  
I was \_\_\_\_\_ my deforestation essay when someone rang.
- Next month, the charity will be celebrating five years in Green Valley. **OPERATING**  
By this time next month, the charity \_\_\_\_\_ in Green Valley for five years.

## PHRASAL VERBS (related to animals)

**beaver away:** to work extremely hard and for a long time  
**fish (sth) out:** to take sth from a container or water  
**horse around:** to act in a silly way  
**wolf (sth) down:** to eat sth very quickly  
**chicken out:** to not do sth because you are very frightened  
**squirrel (sth) away:** to keep sth so you can use it later

- 1 Fill in the gaps with phrasal verbs from the box above in the correct tense.
- Peter said he would confront the Mayor about the environment, but he \_\_\_\_\_ at the last minute.
  - The team have been \_\_\_\_\_ all afternoon to repair the wind turbines.
  - During the clean-up day, we \_\_\_\_\_ loads of plastic bags \_\_\_\_\_ of the river.
  - The charity has \_\_\_\_\_ money in the event of potential legal battles.
  - I know you're hungry after the clean-up day, but don't \_\_\_\_\_ your food; you'll get a stomach ache!
  - Children were told to stop \_\_\_\_\_ next to the gorilla enclosure.

## IDIOMS WITH ANIMALS & NATURE

- 2 Complete the idioms with nouns from the list. Check your dictionaries and explain them.

• seeds • cows • tree • bush

- I didn't drop the litter in the park; you're barking up the wrong \_\_\_\_\_.
- The new eco-project is sowing the \_\_\_\_\_ of change for our forest.
- We can't beat about the \_\_\_\_\_ anymore; we have to stop urban smog today.
- We can discuss the issue till the \_\_\_\_\_ come home, but we won't save the park unless we act.

## PREPOSITIONS

- 3 Choose the correct prepositions.
- Many animals can't adjust **to/towards** changes in climate.
  - Exposure **for/to** pollutants has killed plants and animals in local lakes and rivers.
  - Lots of foxes live **on/in** the outskirts of the city.
  - Wildlife is more diverse **in/on** the suburbs than in the centre.



In the UK, there is a special set of rules called *The Countryside Code* that serves as a guide for people enjoying nature and wildlife in Britain. It includes rules for protecting the environment, such as not dropping litter and not having BBQs in woods and ways to behave towards others while outdoors. Is there a similar set of rules in your country?

## WORD FORMATION

- 4 Read the text below. Use the word given in capitals to form a word that fits in the gap.

### AN IMPERFECT SOLUTION ...

Nowadays, there is an 0) *acceptance* that plastic needs to be replaced with a(n) 1) \_\_\_\_\_. The promotion of plant-based or biodegradable options is popular, however the 2) \_\_\_\_\_ of this option isn't as good as it sounds as such plastics also have serious environmental impacts. In order to 3) \_\_\_\_\_ deal with the issue, we need to focus on the complete 4) \_\_\_\_\_ of all plastics. We have to realise that our 5) \_\_\_\_\_ on disposable products is what really 6) \_\_\_\_\_ our world.

ACCEPT  
ALTER  
  
PURSUE  
  
EFFECT  
  
ABSENT  
RELY  
THREAT

## WORDS OFTEN CONFUSED

- 5 Choose the correct option. Look up the definitions of the wrong answers in your dictionaries.

- The new **tank/reservoir/dam/estuary** on the river controls the flow of water through the valley.
- Most farmers use **fertiliser/pesticide/herbicide/insecticide** to help their crops grow.
- When a metal is exposed to air or rain over time, it is normal for some **erosion/corrosion/abrasion/attrition** to occur.
- Cattle are **carnivores/herbivores/omnivores/insectivores** so they only eat grass and other plants.

## SUMMING UP

Choose the correct option.

### A CORAL CATASTROPHE

Issues like ocean acidification and 1) **coastal erosion/desertification/urbanisation/urban smog** are causing huge harm to coral reefs, in some cases 2) **erupting/eradicating/disposing/embedding** them completely. These problems are adding to a phenomenon called coral bleaching, when algae that keep coral reefs healthy is driven away. So, what can we do to save coral reefs? Basically, coral is struggling to adjust 3) **to/towards/for/by** the rise in temperatures caused by global warming, so we can't not chicken 4) **over/off/out/from** when it comes to taking responsibility. Things 5) **are sure to/are not to/were to/were going to** get much worse unless action is taken. In fact, scientists believe that as much as 90% of global coral reefs 6) **will be dying out/are going to die out/will have died out/are dying out** by 2050 if this 7) **ruminant/contaminant/rampant/abundant** uncontrolled destruction is allowed to continue. Clearly, we need to sow the 8) **trees/bushes/seeds/woods** of change now, before it's too late.

# 3f LISTENING SKILLS

## SENTENCE COMPLETION

### Preparing for the task

- 1 a) Look at the sentence below. Find and circle the main verb. Then choose which option (1-3) best matches what we should be listening for.

Professor Smith demands that more action be taken to protect \_\_\_\_\_ at risk.

- 1 something that Professor Smith doesn't want to do
- 2 something that Professor Smith acted upon himself
- 3 something that Professor Smith expects to be done

- b) What synonyms of the main verb in Ex. 1a can you think of?

- c) Now read the extract below. Professor Smith mentions two areas of environmental protection. Which aspect is the correct one? Complete the gap in Ex. 1a with the correct word.



*Ladies and gentlemen, when we examine the evidence, we can see that the government still hasn't done enough to deal with this issue. Yes, progress has been made to help animal species but that isn't the only thing to consider. We've overlooked a crucial point and I insist we act now so habitats that are under threat are saved, too. Time is running out and it could be our last chance.*



### Identifying key information

- Before you listen, read the task and circle the key words, paying attention to the main verb in each sentence with a gap.
- Make a list of possible synonyms for the verbs in your mind and listen out for them.
- Try to predict what part of speech is missing in each gap.
- Remember: while the words before and after the gap will be paraphrased, what you must write in the gap is/are the exact word(s) you hear.

- 2 Look at the sentences in the listening task in Ex. 3 and underline the key words. Then answer the questions below.

- 1 What word(s) can you use to paraphrase 'concentrating on' in item 1?
- 2 What part of speech fits in item 2?
- 3 What is the main verb in item 3? What synonym could replace it?
- 4 For item 4, do you think the gap needs the name of a place or an academic subject?
- 5 For item 5, the recording mentions two answers that could be possible. Which point in the sentence helps you decide on the correct one?

- 3 You will hear a natural historian called Brad Peters talking to a group of students about mimicry in nature. For questions 1-8, complete the sentences with a word or short phrase.



- Brad is currently concentrating on forms of mimicry that act as a(n) 1) \_\_\_\_\_.

- Brad says that the first discovery of mimicry was what was thought to be a(n) 2) \_\_\_\_\_ insect posing as another creature that was a threat.

- Brad was motivated by an unexpected 3) \_\_\_\_\_ which changed experts understanding of a field.

- Brad has just finalised a research project in 4) \_\_\_\_\_.

- What Brad finds most interesting about the spicebush swallowtail caterpillar is how it resembles 5) \_\_\_\_\_.

- Brad mentions a type of insect that makes the same noises as another insect to trick 6) \_\_\_\_\_ of the species.

- Brad has recently published a non-fiction piece titled 7) \_\_\_\_\_.

- Brad says that the best way to describe his work is 8) \_\_\_\_\_.

- 4 Look at the two pictures of snakes. Which do you think is venomous? Remember the rhyme *Red touching black, safe for Jack. Red touching yellow, kill a fellow*. Is this an example of Batesian or Müllerian mimicry?



- 5  Research another animal that uses mimicry to disguise itself. Tell your partner about it.

## Discussing options – Defending a point

**Rick:** Mayor Jenkins has finally given the green light to develop the old industrial site into a green space and he's asked residents to submit ideas to the council.

**Mia:** That's no surprise! That area's been a blot on the landscape for far too long. So, what are you thinking?

**Rick:** I'm quite taken with the idea of allotments. You know, somewhere people can grow their own vegetables or flowers.

**Mia:** That sounds good, but wouldn't it be simpler to build a park where people can let their hair down? In a park, you can get exercise or relax. It ticks all the boxes.

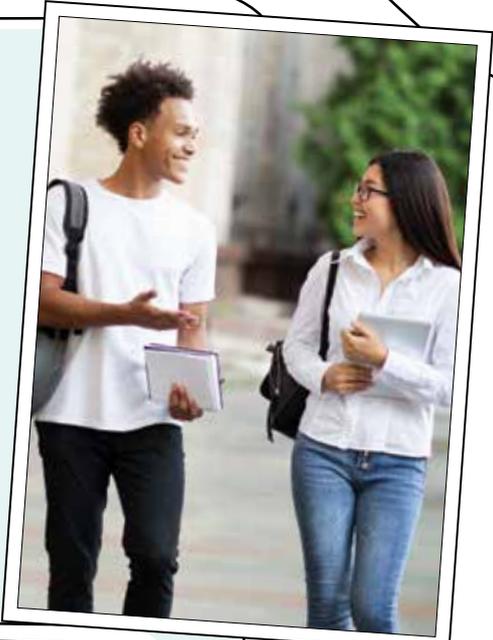
**Rick:** That idea has merit, but a park would require a lot of upkeep, whereas with an allotment, people would have the responsibility to take care of their own allotment. They could even sell their produce for a good cause. It's a win-win.

**Mia:** I don't see it that way. A group of allotments could only be used by a few people. A park is open to everyone, old and young, so it would benefit the whole community.

**Rick:** You're quite right. I hadn't thought of that.

**Mia:** So, are we on the same page? Shall we go for the park?

**Rick:** Totally!



- 1 Listen to and read the dialogue. What arguments do the speakers give?
- 2 Use the underlined expressions in exchanges of your own.
- 3 Replace the highlighted phrases in the dialogue in Ex. 1 with ones from the language box.

### Putting forward an idea

- I'm quite taken with the idea of ... • May I suggest ...?
- Can I put forward the idea of ...? • My suggestion would be ...

### Negative questions

- Wouldn't it be better to ...? • Don't you think (that) we should ...?
- Isn't it a good/better idea to ...?

### Offering an alternative

- That idea/option/point has merit, but/however ...
- That sounds good/like a plan, but/however ...

### Defending a point

- I feel strongly about/that ...
- In actuality, ...
- I'd like to point out (that) ...
- I don't see it that way.
- That's not how I see it.

- 4 Your city council is planning to develop an industrial site into a green space. Act out a dialogue similar to the one in Ex. 1 about the ideas below. Use phrases from the language box. Follow the diagram. Record yourselves.

Pond	Children's Playground
<b>Advantages:</b>	<b>Advantages:</b>
– introduces freshwater wildlife	– encourages physical play
– lower upkeep than a playground	– builds social skills
<b>Disadvantage:</b>	<b>Disadvantage:</b>
poses a safety issue	only suitable for a limited group of people

A

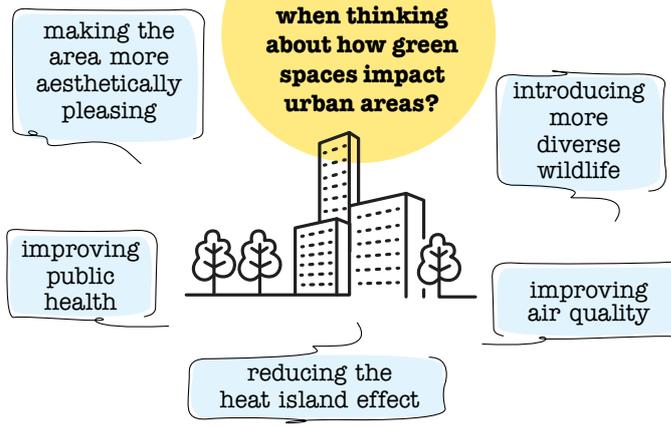
Tell B about the council's decision.  
Tell B your suggestion with reason.  
Defend your suggestion mentioning an issue with B's suggestion.  
Concede the point.  
Accept B's suggestion.

B

Respond and ask A their suggestion.  
Respond and offer an alternative suggestion with reason.  
Point out an issue with A's suggestion. Defend your own suggestion.  
Confirm agreement with A.

- 5 Read the question and the five prompts. Discuss. Then listen to two students doing the task and compare their answer to yours.

**How important are these aspects when thinking about how green spaces impact urban areas?**





### WRITING TIP

An **opinion** essay is a formal piece of writing. We clearly state our opinion in both the introduction and the conclusion. We begin the main body paragraphs with a **topic sentence** and then continue with our viewpoints, followed by **supporting details** (reasons/examples/results). The **opposing viewpoint** is also presented in a separate paragraph, followed by a **counter-argument** (and its supporting details), which explains why the opposing viewpoint is unconvincing.



### WRITING TIP

**Introductions** should contain:

- a **catchy opening technique** such as:
  - a reference to an unusual or striking idea/scene/situation
  - background information
  - a thought-provoking question
  - a clear paraphrased statement of the topic.
- a clear presentation of your **opinion**.

**Conclusions** should contain:

- a **direct** or **indirect restatement** of the **writer's opinion**.
- an interesting ending using:
  - a thought-provoking statement
  - a prediction
  - a rhetorical question

- 1 **Read the rubric and underline the key words. Then complete the gaps with one word to fill out the information about the writing task. Use the Writing Tip to help you.**

The Paris Agreement is often mentioned as an example of a good framework to help tackle environmental problems. However, many people feel that despite its good intentions, it doesn't have enough power to implement significant or lasting change. Write an essay giving your opinion.

You could write about:

- participating countries • impractical goals • current progress • limitations

You must write 200-260 words.

- 1 You need to write a(n) \_\_\_\_\_ essay about the Paris Agreement.
- 2 You should include your opinion in the \_\_\_\_\_ and conclusion.
- 3 You have to refer to the \_\_\_\_\_ expressed in the rubric and share your views on them.
- 4 You should include a(n) \_\_\_\_\_ viewpoint with a counter-argument.
- 5 You have to write between \_\_\_\_\_ and \_\_\_\_\_ words.

## MODEL ANALYSIS

- 2 **Before you start writing an opinion essay, you should decide which side of the topic mentioned in the rubric you agree with. Read the main body of the model essay. Which side of the argument does the writer take? Which paragraphs support the writer's opinion? Which one opposes it?**

**A** Can you imagine a world where there are no limits on the greenhouse gases we emit? Treaties like the Paris Agreement aim for situations like this to never become a reality. Many people praise this treaty as a tool for combatting uncontrolled pollution. Nevertheless, some feel that it does not go far enough to implement change. Personally, I share these concerns and **doubt** if our planet will actually be saved by it.

**B** Firstly, the implementation of the agreement is limited by significant factors. It is not legally binding and the countries involved have only made promises to implement it. As a result, the treaty signed has no ability to ensure the enforcement of its aims.

**C** Secondly, the agreement's aims are impractical. Seldom do we see action being taken to keep the rise of global temperatures below 1.5 degrees Celsius, as world economies are too reliant on fossil fuels for energy. Consequently, **we will probably not** achieve meaningful success by the deadlines that currently exist.

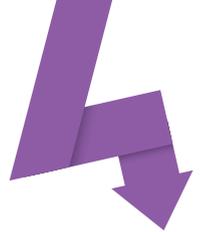
**D** On the other hand, some positive progress has been made. For example, 194 of 198 countries on the UN Convention on Climate Change have signed the treaty. Therefore, it seems to be the case that the majority of countries have recognised the seriousness of the problem. However, this progress is mostly symbolic and **I am fairly sure** the involvement of many countries is somewhat insincere owing to the lack of tangible action.

**E** In conclusion, while the aims of the Paris Agreement are noble, its actual power is still too limited. Unless more is done to enforce its goals, **it is unlikely it will** bring us the results we need. After all, our planet deserves more than pretty words.

- 3 **Look at the model in Ex. 2. Which technique has the writer used in the introduction and conclusion? Write new ones for each using a different technique.**

- 4 **Find and replace the topic sentences in the model in Ex. 2 with other appropriate ones.**





**WRITING TIP**

When expressing opinions, we can use phrases that indicate degree of certainty.

**Positive**

- I am positive it will **(very sure)**
- I am almost certain **(sure)**
- I am fairly sure **(almost sure)**
- It is possible that **(almost sure)**
- There is a chance that **(almost sure)**

**Negative**

- There is no chance that it/we/they will **(very sure)**
- I do not think **(sure)**
- I doubt if **(almost sure)**
- It is unlikely that it/we/they will **(almost sure)**
- It/We/They might/may not **(not sure)**

**5** Locate and underline the opposing view that the writer gives in the model in Ex. 2. How does the writer refute it? Highlight it in the model.

**6** Replace the phrases in bold expressing degree of certainty in the model in Ex. 2 with synonymous phrases from the Writing Tip.

**7** Opinion essays are formal in style. Find examples of the following in the model in Ex. 2:

- discourse markers/linking devices
- advanced grammatical structures

**YOUR TURN**

**8 a)**  Read the task and listen to the talk. Which side does the person agree with?

Nature reserves are often mentioned as an example of a good way to protect wildlife. However, some people argue that they are unnecessary and can actually cause more harm than good. Write an essay giving your opinion.



You could write about:

- preservation of habitats
- educational opportunities
- financial costs of creating reserves
- impacts on local communities

**b)**  Listen again and make notes to complete the table with the reasons/examples/results the speakers used to support their viewpoints.

		Reasons/Examples	Results
 <b>In favour of creating nature reserves</b>	Preservation of habitats	1) _____	habitats are allowed to thrive
	Educational & opportunities	people can learn about animals/habitats	2) _____
 <b>In favour of leaving natural areas as they are</b>	Financial cost of creating reserves	3) _____	requires significant amounts of public money
	Impacts on local communities	people told to leave/activities banned	4) _____

**9** Use the ideas from Ex. 8b and phrases from the Writing Tip to write your essay for Ex. 8a. Follow the plan.



**Introduction**

**(Para 1)** introduce the topic & state your opinion clearly

**Main Body**

**(Para 2)** first viewpoint with supporting details (reasons/examples/results)

**(Para 3)** second viewpoint with supporting details (reasons/examples/results)

**(Para 4)** opposing viewpoint with supporting details (reasons/examples/results) & counter-argument

**Conclusion**

**(Para 5)** summarise all the points & restate your opinion

**CHECKLIST**

When you have finished your essay, check that you have:

- used an appropriate beginning/ending technique.
- included your opinion in the introduction/conclusion.
- included the points in the rubric.
- used topic sentences and included supporting reasons/examples/results.
- used formal style.
- included an opposing viewpoint and its counter-argument.
- no spelling, grammar or punctuation mistakes.
- written the correct number of words.

- 1  Listen to a teacher discussing the planning of an environmental project. What problems arose the first time the students tried to do the task? What did the group have to do to solve them? Did this create new issues?
- 2  Why is it important to delegate tasks? Do you think it is fair if one person has to do more than others? Why/Why not?
- 3 Read the text. What should a good delegator avoid doing? Why?



### CHECK THESE WORDS

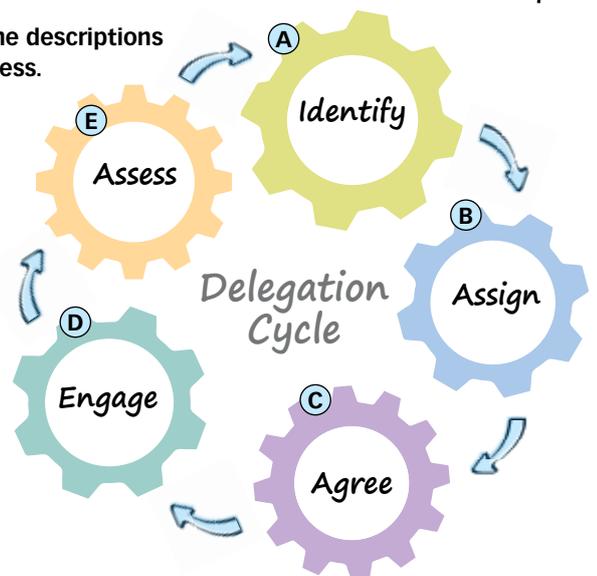
delegate, empower, utilise, potential, burdened, fulfilled, motivated, expectation, accountability, engaged, reinforce, benchmark

## Sharing the load ...

When we talk about teamwork skills, most people just think about working well as part of a group. However, there's much more to it than that. An important part of teamwork is understanding how to delegate responsibilities and break down tasks. By doing so, we can empower each other and help utilise everyone's potential, while also making a task easier to handle and the workload fair for all. We need to remember, though, that delegating doesn't mean bossing others around. It's important that team members don't feel burdened but fulfilled and motivated. We can do this by identifying people's strengths, agreeing on expectations, creating accountability for tasks and staying engaged during an activity. Finally, by analysing the outcomes of a task, we can reinforce or adjust best practice and set benchmarks for the whole team to follow in the future.

- 4 Look at the delegation cycle and match the descriptions (1-5) to the correct stage (A-E) of the process.

- 1  Consider everyone's abilities and pick tasks that align the best to them.
- 2  Check in with team members, observe their progress and ask how you can help.
- 3  Highlight the tasks that need to be done and their specific requirements.
- 4  Create accountability and review what went well or what could be improved.
- 5  Confirm what's expected from each person taking part.



- 5  You have been asked to plan a clean-up day. In groups, choose one person to be the project delegator and delegate roles to the other members. Think about tasks such as: *collecting materials* – *discussing the event with the council* – *advertising* – *supervising on the day* – *recycling collected items*. Remember to consider which tasks someone else can do better than you, which tasks you dislike doing that others might prefer, etc. Justify your choices.