

Battling nature

4

Listening

Multiple choice (Part 4) ► CB page 37

1 **▶ 07** You will hear an interview with Alan Preston, a young man who sailed round the world alone at the age of sixteen. For questions 1–7, choose the best answer (A, B or C).

- How does Alan describe himself as a child?
A keen to follow in his father's footsteps
B interested in dangerous activities
C willing to try anything new
- Why does Alan say he started sailing seriously?
A He wanted to please his parents.
B He hoped to repeat a good experience.
C He intended to follow his own ambitions.
- How did Alan feel about preparing to sail round the world?
A It was difficult getting financial help.
B It was hard getting his whole family to agree.
C It was tough dealing with personal criticism.
- When he started the trip, Alan
A found it too physically demanding.
B was upset by difficulties with the boat.
C worried about the prospect of loneliness.
- Alan said that the worst moment of his trip
A gave him confidence to cope with anything.
B meant he had to use special equipment for the first time.
C was challenging because of unexpected weather conditions.
- Alan explains that he continues to sail because of
A the feeling he gets from being at sea.
B the competitive nature of the sport.
C the things he sees while sailing.
- What is Alan's most important advice for other young sailors?
A Keep sailing in perspective.
B Get the best advice you can.
C Prepare differently for each trip.



Vocabulary

idioms: the body ► CB page 37

1 Match 1–8 with A–H to make idioms connected with the body.

- | | | |
|---------|---|---|
| 1 get | A | a straight face about something |
| 2 catch | B | cold feet about something |
| 3 keep | C | your head around something |
| 4 put | D | your foot down about something |
| 5 come | E | eye to eye with someone about something |
| 6 keep | F | someone's eye |
| 7 see | G | face to face with something |
| 8 get | H | an eye on something |

2 Replace the underlined words in sentences 1–8 with an idiom using the part(s) of the body given in brackets.

Example: *I don't enjoy working with Josh – we never seem to be able to agree about anything. (eye)*

I don't enjoy working with Josh – we never seem to see eye to eye about anything.

- 1 That new car must have been incredibly expensive! (arm, leg)
- 2 I couldn't stop myself laughing when he wore those ridiculous clothes to the party. (face)
- 3 I'm getting pretty nervous about the meeting next week. (feet)
- 4 I feel really ill so I don't feel like going shopping this morning. (face)
- 5 I'm finding it hard to understand the new sickness policy at work. (head)
- 6 I'm sorry but I must pay attention to the time because I can't miss the bus. (eye)
- 7 I'm always scared of saying the wrong thing at work. (foot)
- 8 When I was shopping, that new camera really attracted my attention – I think I'll buy it next week. (eye)

Grammar

narrative forms ► CB page 38

1 Find and correct the mistakes with narrative forms in sentences 1–10 below. There are mistakes in six of the sentences. Tick the sentences that are correct.

- 1 I walked down the street when I saw my friend Brenda getting out of a sports car.
- 2 The man who was driving it was looking slightly familiar.
- 3 I was sure I had seen him somewhere before.
- 4 As he drove off, I was realising that I had met him at a party at Brenda's boyfriend's house.
- 5 He had been talking to my boyfriend just before we left the party.
- 6 Later that night, my boyfriend had told me that the man had been telling him a story about a friend who had disappeared.
- 7 Apparently this person was missing for several months before he was found living in France.
- 8 He had been working as a waiter in a restaurant and using a false name.
- 9 The man who told my boyfriend the story had had dinner in the restaurant and had recognised the missing man.
- 10 I still wonder what Brenda did getting out of his car that day.

2 Complete the story with the correct form of the verbs in brackets: past simple, past continuous, past perfect or past perfect continuous.

A would-be lifeguard

I (1) (jog) along the beach with my boyfriend when I (2) (notice) a man on a surfboard quite a long way out who (3) (wave) his arms around frantically. I (4) (not stop) to think and (5) (run) into the water to try and save him. Only a month before I (6) (complete) a special training programme for lifeguards and I (7) (want) to try out what I (8) (learn).

I (9) (swim) as fast as I could to where I (10) (see) the man on the surfboard but when I (11) (get) there he (12) (disappear) completely. I (13) (look) around desperately but he (14) (be) nowhere to be seen.

I (15) (feel) really terrible. It (16) (be) my first opportunity to rescue someone and I (17) (fail) dismally. I (18) (walk) sadly along the beach looking for my boyfriend when I (19) (see) the man. He (20) (talk) to my boyfriend and they (21) (laugh)! It (22) (turn out) that they (23) (know) each other at university but (24) (lose) contact. The man (25) (wave) to attract my boyfriend's attention, not because he (26) (drown).



Speaking

Collaborative task (Part 3)

► CB page 39

About the exam:

In the Speaking exam, you are given a task and some ideas to discuss and the examiner listens to what you say. The examiner then asks you to make a decision.

Strategy:

- Discuss all the ideas on the task sheet as fully as you can.

- 1** **08** This is what two students said during a discussion about survival skills. Listen and complete their conversation.

I'd like you to imagine that you are going on a trip across the desert. Talk to each other about why these skills will be useful during your trip.

- A:** OK. Let's talk about what'd be useful on our trip. We have to eat so I reckon cooking **(1)**
- B:** I agree. The problem is, how would we do it? It'll be so hot we won't want a fire.
- A:** True, but we can cook at night when it's **(2)** – that'd be **(3)** in the daytime.
- B:** OK. I accept that. But what about fishing? That's **(4)** for anyone in the desert!
- A:** You mean because there's **(5)** anywhere else! I agree, that'd be pointless.
- B:** It's the **(6)** we'd need! Let's keep talking about other skills – there must be something more useful.

- 2** Now decide which skills would be most useful.

Reading

Multiple matching (Part 7) ► CB page 40

- 1** You are going to read four texts about people from traditional societies and what they think about their environment. Read the texts quickly. Which of the following is **not** mentioned?

tourists animals crime families sport

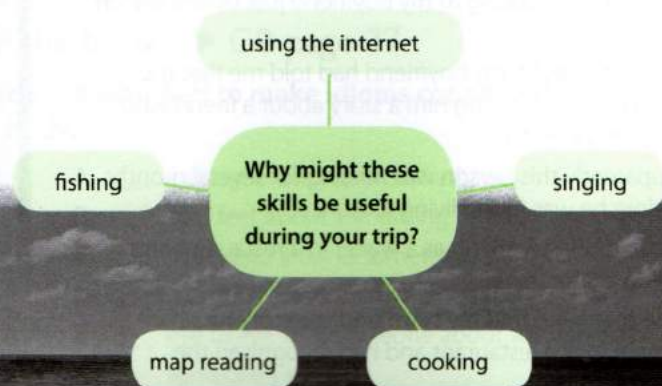
- 2** Read the texts again more carefully. For questions 1–10, choose from the people (A–D).

Which person

- has experienced severe weather conditions? **1**
- dislikes the way other people live? **2**
- is worried about what will happen in the future? **3**
- could always find his way in the place where he lived? **4**
- talks about the role of the older generation? **5**
- had difficulty away from the place where he usually lived? **6**
- has seen a great change in the landscape? **7**
- made others appreciate the place he comes from? **8**
- has not given up an activity he did when he was younger? **9**
- has achieved something very difficult in a short time? **10**

- 3** Find words in the texts to match definitions 1–8 below. The words are in the same order in the texts and there are two words in each text.

- 1 very famous and admired
- 2 not too expensive
- 3 say they have seen
- 4 the job that you do in order to earn money to live
- 5 playfully make fun of
- 6 changed direction
- 7 change the way you do things because of new conditions
- 8 seen something happen



In harmony with nature

There are people who have a special relationship to their environment.
Celeste Weiss tells us about four such people.

A Rabbit Kekai: Hawaii

Kekai is one of the legendary Hawaiian surfers who became known as the Waikiki Beachboys. The original Beachboys worked the beaches of Waikiki in the 1920s when it was just a tiny village. They taught wealthy visitors to Hawaii how to surf, catch waves in outrigger canoes and enjoy Hawaiian culture. Because the tourists usually spent long periods of time in Hawaii, the Beachboys often developed close friendships with them. Rabbit Kekai, for example, taught many Hollywood actors to surf. Like the other Beachboys, he was known for his charm and his love of Hawaii, which he instilled in the tourists he befriended. As air travel made access to Hawaii more affordable, more tourists came and stayed for shorter periods of time. These changes affected the relationships the Beachboys were able to cultivate with the tourists. Waikiki Beachboys still work the beaches but the film stars and wealthier tourists now stay away and life is very different. Rabbit still loves the beach and is still surfing, even at 91.

B Dawa Steven Sherpa: Nepal

Dawa was born in a village just twelve miles from Mount Everest over 1,000 metres above sea level. His father used to climb with famous British mountaineers and his grandfather, originally a yak herdsman, toured the world with Sir Edmund Hillary, the first man to reach the summit of Everest. All three generations of Dawa's family testify to major climate change taking place today. A glacier Dawa's grandfather used to cross while herding his yaks, the largest in Nepal, no longer exists. 'The whole thing has just melted,' says Dawa, who has climbed Everest twice since he took up climbing two years ago. Climate change has seriously affected local communities. Tourism is being hit because villages which once had a lot of water for trekkers now don't have any. 'Without the foreign trekkers these people will lose their livelihood,' says Dawa.

C Anaviapik: the Arctic

Anthropologist Hugh Brody describes the visit to London of Anaviapik, an Inuit who had never previously left the Arctic. Although he survived the several weeks he spent in the UK quite well, one thing he could never get used to was the buildings. Every day Brody would tease Anaviapik, challenging him to find his own way home from the local Tube station. Every day he got lost. 'How amazing that the white people live in cliffs,' he said to Brody. 'I would never be able to find my way here without you.' Back in the vast, white landscapes of the Arctic, Anaviapik had no such problems. On one occasion, Brody travelled with him hundreds of miles by dog sledge. On the way, Anaviapik diverted to a place he had not visited since 1938. 'How did you remember the way?' asked Brody. 'Inuit cannot get lost in our own land. If we have done a journey once we can always do it again.' This shows how different the attitudes of hunter-gatherers like Anaviapik are. To him, transformed landscapes like ours have no appeal or meaning.

D Dean Yibarbuk: Northern Australia

The Aboriginal people of Northern Australia do not necessarily see fire as bad and destructive. Dean Yibarbuk, secretary of a local land management agency, explains that traditionally, fire was seen as a way of bringing the land back to life. 'Unfortunately,' says Yibarbuk, 'this knowledge is being lost. To go forward, adults need to encourage children in the ways of the past. We have a great responsibility to ensure that these practices with fire are still used to keep our land alive and healthy.' Although climatic changes have always taken place, Yibarbuk's people were able to adapt easily. 'They were hunters and gatherers who looked for food and good places to live even in changed circumstances. When walking about, they would cover the whole area looking after our land according to our traditional land management practices.' The floods and violent storms that Yibarbuk has witnessed recently are not brought on by nature but by human behaviour. People no longer travel on foot and have stopped using fire in the traditional way.

Vocabulary

collocations and idioms: weather

► CB page 40

1 Underline the correct alternatives to complete the sentences.

- 1 When we went skiing, it was *absolutely/fairly/a bit* freezing.
- 2 I fell over in the snow so often my clothes were *absolutely/soaking/just* wet.

- 3 On the mountain there were often very *strong/torrential/hard* winds.
- 4 Sometimes there was also *hard/strong/dense* fog, which made it difficult to see anything.
- 5 At least there were two days with *hard/strong/thick* sun, which was lovely.
- 6 I was so *completely/freezing/absolutely* cold most of the time that I don't think I'll go skiing ever again!
- 7 There were no stars and so the night was *pitch/absolutely/strong* black.
- 8 There was a *freezing/hard/rough* frost last night; temperatures must have been really low.

Grammar

definite, indefinite and zero articles

► CB page 42

1 Find and correct the mistakes with articles in sentences 1–10 below.

- 1 That's a lovely house over there and it's got the beautiful garden.
- 2 We had dinner last night in a most expensive restaurant in town.
- 3 How often do you play the golf every month?
- 4 I had to go to dentist last week as my tooth was very painful!
- 5 Where did you have the lunch yesterday?
- 6 The most important thing we can all do for planet is to recycle more.
- 7 I'm staying at the home today.
- 8 I love a snow – it's great for skiing!
- 9 I could hear a rain beating on the roof of the tent all night.
- 10 I could see it was raining, so I just grabbed the umbrella from the collection in the cupboard.

2 Complete the newspaper article with a/an, the or (-) for no article.

Report from Antarctica

In March, I'm joining (0) other scientists in Punta Arenas, (1) southernmost town in (2) Chile. We're departing on (3) special research vessel heading for (4) South Shetland Islands situated off (5) Antarctic Peninsula for a thirty-two-day trip, and while we're at (6) sea, we'll be collecting environmental data from (7) waters surrounding (8) islands. We're looking for any long-term trends and changes in (9) Antarctic ecosystem. Antarctica is famous for having (10) most treacherous seas on (11) Earth, and during (12) last trip we got hammered with (13) bad weather. Not only does this make (14) life on board pretty uncomfortable, but it also causes all sorts of sampling problems. (15) last month, (16) scientific team lost valuable and expensive gear. Of course, all this is normal when you're working in (17) Antarctica and it's what makes (18) Southern Ocean such an exciting environment to work in. Every year is (19) new adventure and one I look forward to – even though (20) dangers there are very real!

Use of English

Word formation (Part 3) ► CB page 43

1 Use the prefixes in box A to make the opposites of the adjectives and verbs in box B.

A un- dis- im- mis- ir-	
B successful encouraged healthy fortunate mature responsible understand advantage patient	
0 <i>unsuccessful</i>	5
1	6
2	7
3	8
4	

2 Complete sentences 1–4 with the correct form of the words in brackets. Add a negative prefix where necessary.

- 1 The first expeditions to ascend Everest were and several climbers died. (*success*)
- 2 I feel quite if I'm criticised all the time. (*encourage*)
- 3 He's always having accidents. He's very (*fortunate*)
- 4 Wait a minute! Don't be so! (*patient*)

3 For questions 1–8 read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Driven to extremes

People used to go on holiday for (0) *relaxation*. **RELAX**
 Nowadays, however, there seems to be a real obsession with holidaying in a very different way – taking on extreme challenges. What began as a small number of people climbing Everest or crossing the Antarctic has developed into a (1) industry. For those who choose to undertake (2) events such as a race across **SUCCESS**
 Death Valley, the enterprise can be dangerous and the chances of (3) for those who are **COMPETE**
 (4) in such conditions depends on experts making **SURVIVE**
 sure they do not go (5) Many do it because **EXPERIENCE**
 they find their everyday lives (6) and so they **PREPARE**
 dream of adventure. Instead of spending their time off in **SATISFY**
 (7) cafés enjoying glorious sunshine, **PLEASE**
 people are suffering, attempting more and more outrageous things. Some people do it to raise money for charity but others want exciting and dangerous experiences, so they look for new and possibly (8) challenges to face. **RESPONSIBLE**

Writing

Essay (Part 1) ▶ CB page 44

1 Read the task below.

In your English class you have been talking about the environment. Now your teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

What can we do as individuals to help the environment?

Notes

Write about:

1 recycling

2 transport

3 (your own idea)

2 These sentences were written to answer the task in Activity 1. Complete the sentences with the best word or phrase from the box. There may be more than one possibility.

apart from as a result as well as
because of this in addition to in my view
in order to I believe would lead to

-, it is important for every individual to take responsibility for the environment.
- People should use the same shopping bag over and over again, cut down on plastic.
- It is easy to recycle paper, and this fewer trees being cut down.
- If we cycled everywhere, there would be fewer cars on the road and there would be a decrease in fumes.
- cycling, people should also walk more; saving energy the consequence would be that people would be healthier.
- People should turn lights off when they leave a room; this would save energy money.
- that if people didn't leave their computers on standby, they would save energy.
- People use too much energy, and the ozone layer is getting thinner.

3 Which idea in the sentences in Activity 2 was not included in the task and was the student's own idea?

- a recycling b transport c saving energy

4 Read this student's essay answering the task in Activity 1 and underline the correct linking words.

Many people feel that it is not worth doing anything on their own to help the environment, since one individual cannot make a difference.

(1) *However / In addition*, there are some things that (2) *unless / if* we all do them then we can improve the situation with the ozone layer.

The first thing we can do is recycle our waste products. People should (3) *also / too* use the same shopping bag over and over again, (4) *in order to / such as* cut down on plastic.

Another idea is choosing the transport we use. (5) *As well as / Instead of* driving cars, if we all cycled everywhere this would mean that there were fewer cars on the road and (6) *as a result / following* there would be a decrease in fumes. This would also make people healthier.

I believe that saving energy is something that everyone can do, (7) *and / since* if people didn't leave their computers on standby, they would not use so much electricity and would save energy.

(8) *While / What's more* I agree that all of these things don't make a difference if only one person does them, if we all do them then we can start to look after our environment.

5 Now write your own answer to the task below. Try to use linking words from Activities 2 and 4.

In your English class you have been talking about the natural world. Now your teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Is it important to have parks and green spaces in cities? Give your opinion.

Notes

Write about:

1 wildlife

2 beauty

3 (your own idea)

Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The science of happiness

Some scientists believe that asking people how happy they are is (0) *A similar to* asking them about an event they've attended in the past – there's a lot they (1) no notice of during the experience, so how do they know? These scientists think that anyone studying happiness should pay more (2) to people's experiences at the time they occur, not afterwards.

Other scientists say that we are actually (3) up of our memories. They suggest that studying moment-to-moment experiences at the time (4) too much emphasis on temporary pleasures, and that happiness goes (5) than that. They identify three key (6) for happiness: pleasure, engagement (how involved we are with family, work, romance and hobbies) and meaning (how we use our personal strengths to achieve important (7)). It is interesting that, (8) to what might be expected, pleasure seems to play the smallest part in what makes us happy.

- | | | | | |
|---|---------------|-----------------|--------------|---------------|
| 0 | A similar to | B close to | C typical of | D consists of |
| 1 | A gave | B took | C got | D kept |
| 2 | A focus | B concentration | C attention | D regard |
| 3 | A made | B built | C created | D developed |
| 4 | A sets | B puts | C fixes | D rests |
| 5 | A stronger | B lower | C deeper | D greater |
| 6 | A ingredients | B parts | C factors | D items |
| 7 | A intentions | B plans | C marks | D goals |
| 8 | A against | B opposing | C contrary | D contrast |

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

More than just a pretty face?

There are many stories of dolphins helping people in trouble, (0) *like* saving swimmers from shark attacks by gathering round them or shepherding them to safety. (9) these stories are true, why do dolphins do it and (10) makes them behave in this way? Scientists (11) have studied them are not entirely sure. For dolphins to act together as a group to save humans implies that (12) is some sort of code of ethics among dolphins, but there is little evidence for that. The (13) likely explanation is that they instinctively respond to the appearance of predators like sharks by herding weaker members of their own group into (14) safe place – and there is proof that dolphins do cooperate with (15) other to ward off danger. Maybe they just mistake swimmers for part of their group, which would mean that dolphins don't have genuine feelings of kindness towards humans. (16) may be that their smiling appearance simply gives people the wrong idea.

Word formation (Part 3)

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

The only way is down

The latest extreme sport has been attracting (0) *tourists* and risk-takers alike. It's a (17) ride called the 'fantasticable' which uses nothing but gravity. You're inside something which has been called a 'glorified baby carrier' attached to a metal wire which forms a (18) between one mountain summit and another. You then 'fly' across the deep valley below at (19) speeds of up to 110 kph. At the highest point this carrier can be as high as 400 metres off the ground. But isn't it rather (20)? Apparently not, as one ride in Italy started after local residents joked that it was a shame they could not fly across the deep valley that separated two villages as it would be a (21) way to visit neighbours! Now (22) rides are springing up in a variety of different (23) However, if you know you are a really (24) sort of person who worries about where the brakes are, this may not be the ride for you!

TOUR
FRIGHTEN

CONNECT

AMAZE

POINT

USE
COMMERCE

LOCATE
ADVENTURE

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words including the word given. Here is an example (0).

Example:

0 Please don't drive so fast – this is a dangerous road.

MORE

Please *drive more slowly* – this is a dangerous road.

25 Nothing irritates me more than getting hundreds of spam emails.

MORE

There is nothing getting hundreds of spam emails.

26 The tennis game was so exciting that the spectators cheered loudly at the end.

WERE

The spectators the tennis game that they cheered loudly at the end.

27 I'm very interested in learning about the culture of other countries.

IS

Learning about the culture of other countries me.

28 I find it very worrying if things go wrong on holiday.

GET

I things going wrong on holiday.

29 I get bored by people who talk too much.

FIND

I when people talk too much.

30 I had never seen a glacier before I went to Norway.

I

When I was in Norway the first time.