



Lead-in

1 Look at the photos. Work in pairs and discuss the questions.

- 1 Where are the animals?
- 2 Are they being used by people? If so, how?
- 3 Do you approve of the way they are being used? Why/Why not?

2 Write the words from the box into the table.

mammal fur trade carnivore tame natural habitat stalk
 animal rights breed (v) breed (n) hibernate sanctuary
 nature reserve endangered reptile animal testing exotic
 rare cage lay eggs nest predator over-hunting/fishing



1 Types of animal (noun)	2 Describes animals (adjective)	3 Where animals live	4 Things animals do	5 Animal issues



3 Work in groups and discuss the questions.

- 1 Think of examples of the types of animal in column 1.
- 2 What animals can the adjectives in column 2 describe?
- 3 Which animals do the things in column 4?
- 4 What do you know about the issues in column 5? How do you feel about them? What solutions are there?

7.1 Animal instinct

Grammar relative clauses

Can do explain procedures



Animals to the rescue

Reading

1 a Match words 1–6 to words a–f.

- | | |
|----------------|-----------------|
| 1 natural | a the human eye |
| 2 carried to | b lives |
| 3 animal | c safety |
| 4 rescue | d disaster |
| 5 save | e instincts |
| 6 invisible to | f team |

b The phrases in exercise 1a are all from the article on the right. Look at the headings. What do you think the article is about?

c Read and check your predictions.

2 Work in pairs and answer the questions.

- 1 What was strange about the elephants' and the flamingos' behaviour?
- 2 What do animals typically do before natural disasters occur?
- 3 How do we know what the sharks did before Hurricane Charlie?
- 4 What specific ability allows animals to predict natural disasters?
- 5 Why can't people predict natural disasters, according to Rupesh Kaneira? What other reason does the article give?
- 6 What are the similarities and differences between the 'rescue dogs' and the 'rescue rats'?
- 7 How do rescue teams know that the rat has found someone?
- 8 In what particular conditions would a rat be much better than a robot in a rescue situation?

3 Work in pairs and discuss the questions.

- 1 What differences between humans and animals does the article describe?
- 2 Do you believe in 'sixth sense' or 'animal instinct'?
- 3 The article says that, when disasters occur, we hope to use animals in two ways. What are these ways? Are they ethical?
- 4 Do you think the ideas for using animals will be successful? What problems might there be?

Watching animals could warn us of danger ...

During the tsunami disaster of 2004, over 300,000 people died. No one has counted the number of animals killed, but we know that it wasn't many. All over the region, before the disaster struck, animals were behaving strangely.

Shortly before the tsunami, in Khao Lak, Thailand, 12 elephants that were giving tourists rides became agitated. They suddenly left their usual habitat, carrying four surprised Japanese tourists to safety. On the eastern coast of India, flamingos, which should have been breeding at that time of year, suddenly flew to higher ground. Of the 2,000 wild pigs that inhabit an Indian nature reserve, only one was found dead after the tsunami.

The idea that animals are able to predict disasters is nothing new. In fact, it has been well documented over the years. Twelve hours before Hurricane Charlie hit Florida in 2004, 14 electronically tagged sharks left their natural habitat and stayed in deeper waters for two weeks. The sharks, which were being observed by US biologists, had never done this before. They escaped the hurricane. In the winter of 1975 in Haicheng, China, snakes which would normally have been hibernating were seen on the ground. Days later there was an earthquake which measured 7.3 on the Richter Scale.

Unlike human beings, wild animals perceive a great deal of information about the world around them. Their senses are sharper and they can feel even the smallest changes in the environment. In other words, they see natural warnings that are invisible to the human eye. Ancient people probably had similar 'animal instincts', which they needed to survive, but these have been lost to us as modern technology leads us further away from the dangers that nature poses.

The real question is, can we use the reactions of animals to save ourselves from natural disasters? Animal behaviour expert, Rupesh Kaneira, believes we have no choice. 'The technology which we rely on isn't always perfect, and in poorer countries it isn't even available. Animals know the environment better than any of us. When they run for their lives, we must follow.'

And rats could rescue us from disaster ...

In the earthquake-prone regions of the world – Japan, Los Angeles, Turkey – rats will soon be our new best friend.

In the aftermath of an earthquake, rescue teams send in dogs which are trained to smell people. No one knows how many lives they have saved, but there are, of course, drawbacks: dogs are big and they can't get into small spaces. Now a new research project is using a smaller animal to save lives: the rat.

How does it work? Firstly, the rat is trained to smell people. When this happens, the rat's brain gives off a signal, similar to what happens when a dog smells a bomb. So, the trained rats are sent into the wreckage. On their back is a very small radio, which is connected to the rat's brain. The rescuers, at a safe distance, monitor the radio signals. When the rat's brain activity jumps, the rescuers know that someone is alive.

Of course there are already robots which can do this job, one of which looks and moves like a snake, but rats are better because they can smell more efficiently than robots, whose noses don't work well when there are other smells around. Rats also crawl efficiently in destroyed buildings – something which robots are not as good at – and they don't need electricity. What's more, rats have a survival instinct: they get out when it isn't safe.



Grammar | relative clauses

4 Complete the tasks (1–6) in the Active grammar box.

Active grammar

- 1 Read the examples (a–g) below and underline the relative clauses.
 - 2 Which examples contain defining relative clauses (essential information)? What type of information is described in the other relative clauses?
 - 3 In which type of relative clause (defining or non-defining) can we use *that* instead of *who* or *which*?
 - 4 When do we use commas with relative clauses?
 - 5 Which clause contains a dependent preposition? Where does the dependent preposition go in the relative clause? Find another example in the final paragraph. Where can the preposition go in formal English?
 - 6 Find a sentence in the final paragraph of the article that contains the structure ‘___ of *which*’? What other words sometimes come before *of which*? (e.g. *all of which* ...)
- a) ... *12 elephants that were giving tourists rides became agitated.*
 - b) ... *flamingos, which should have been breeding at that time of year, suddenly flew to higher ground.*
 - c) *The sharks, which were being observed by US biologists, had never done this before.*
 - d) *Of the 2,000 wild pigs that inhabit an Indian nature reserve, only one was found dead.*
 - e) ... *there are already robots which can do this job.*
 - f) ... *rats are better because they can smell more efficiently than robots, whose noses don't work well ...*
 - g) *The technology which we rely on ...*

5 Do sentences a and b in each pair below have the same meaning? If not, how are they different? Which are wrong?

- 1 a Monkeys whose DNA is similar to humans are often used in research into the brain.
b Monkeys, whose DNA is similar to humans, are often used in research into the brain.
- 2 a Guide dogs were first used by soldiers who had been blinded in war.
b Guide dogs were first used by soldiers, who had been blinded in war.
- 3 a Seals, whose blubber is used for fuel and food, are hunted by Inuits.
b Inuits hunt seals whose blubber is used for fuel and food.
- 4 a The tiger shark is one of the few sharks that attacks people.
b Most sharks are not dangerous, but one exception is the tiger shark, which attacks people.
- 5 a The funnel spider's web, which is extremely fine, was used to cover wounds.
b The funnel spider's web, that is extremely fine, was used to cover wounds.

6 Add the phrases a–d to questions 1–4. Add commas where necessary.

- a which take animals from their natural habitat
 - b which is done only for sport and not for food
 - c about which there has been much debate in the fashion industry
 - d which is being destroyed
- 1 Should hunting be allowed?
 - 2 Should zoos be banned?
 - 3 Should the Amazon rainforest be protected against industry? If so, how?
 - 4 Should the use of fur for clothing be banned?

Speaking

7 Read the questions in exercise 6 again. Work in pairs and discuss the questions. Think of arguments for and against each issue.

I think hunting which is done for sport should be banned because it's inhumane.



Listening

8 a 2.06 Listen to two people explaining how to do something. Write true (T), false (F) or doesn't say (DS).

- 1 You need to make some plans before you even buy your rabbits.
- 2 Rabbits eat almost any type of food.
- 3 You should be vaccinated.
- 4 You should have at least two rabbits in a hutch.
- 5 Lots of people choose their dog because it looks cute.
- 6 The speaker thinks it's a bad idea to keep a dog outside.
- 7 The owner's lifestyle is an important consideration in choosing the breed of dog.
- 8 The speaker knows a lot of dog owners.

b Listen again and check.

Pronunciation | to

9 a How is *to* pronounced in these clauses?

- 1 The first thing you need to do ...
- 2 So you need to plan well ...
- 3 You have to make sure they like the food they're given ...
- 4 It's best to get it from a farmer ...

b 2.07 Listen and check.

10 a Underline the prepositions in extracts 1–4 below. Which are weak forms? How are they pronounced?

- 1 A lot of people, for example, just go for the cutest dog they can find.
- 2 The first thing you've got to do is to ask yourself a number of questions.
- 3 ... the next thing is to think about what type of dog.
- 4 ... if you spend most of your time at home watching TV, get a less active dog.

b 2.08 Listen and check.

Speaking

11 Complete the How to... box by with the words from the box below.

easy without step any doesn't first
it be piece the

How to... explain procedures

Prefacing with a general statement
 • *It can* (1) _____ *a bit tricky at*
 • (2) _____ .
 • *It's pretty straightforward.*
 • *It's really* (3) _____ .
 • *It's a* (4) _____ *of cake.*

Sequencing
 • *Firstly ... / (5) _____ first thing*
 • *you've got to do is ...*
 • *Then / Secondly, ... / The next*
 • (6) _____ *is to + infinitive ...*
 • *Once you do / 've done this ...*
 • *Finally,*

Addressing the listener
 • *You do this ... / Do this ...*
 • *One does this* (formal/usually written English)

Conditions/what can go wrong
 • (7) _____ *doing this, it won't*
 • *work.*
 • *If it* (8) _____ *work, you*
 • *should ...*

Checking it's understood
 • *OK? / Got* (9) _____ *?(10) _____*
 • *questions?*

12 a A friend is going to stay in your house while you go on holiday. Think of three things they will have to do (use your washing machine, feed your pet, water your plants, etc.). Complete paragraphs 1–3, explaining how to do them.

- 1 It's really easy. You can do it by _____ the _____ into the _____. The next step is to _____. Once you've done this, all you need to do is _____. Any questions?
- 2 It's pretty straightforward. What you have to do is _____. Without doing this the _____ can't _____. Then you _____, and finally the _____ should work perfectly. If it doesn't, _____! OK?
- 3 It can be a bit tricky the first time. You put the _____ in the _____ and then you _____. If it doesn't _____, then it means you need to _____. Got it?

b Work in pairs. Take turns to explain your procedures. Ask your partner questions if necessary.

7.2 Going to extremes

Grammar verb patterns (2)

Can do make inferences based on extended prose

Vocabulary | descriptive language

1 a Match words 1–7 to words a–g to make collocations.

- | | |
|----------------|--------------|
| 1 spectacular | a level |
| 2 permanent | b town |
| 3 tourist | c settlement |
| 4 below sea | d landscape |
| 5 active | e land |
| 6 ghost | f volcano |
| 7 inhospitable | g site |

b Look at the photos (A–D). Work in pairs and describe them using the collocations from exercise 1a.

2 Complete the sentences with collocations from exercise 1a.

- 1 The world's most popular _____ is the area around the Eiffel Tower, Paris.
- 2 Mount Etna in Sicily, Italy, is the world's most _____.
- 3 Antarctica is the only continent on which there is no _____. It is too cold!
- 4 The Dead Sea is the lowest point on Earth. It is 418 metres _____.
- 5 Walhalla, Australia, is a rare example of a _____ that came back to life. Originally a gold-mining town, it was abandoned when the gold ran out, but is now popular with tourists.
- 6 Some of the world's most _____ can be found in Cappadocia, Turkey.
- 7 The Atacama Desert, Chile, is an _____. Few people can survive its dry climate.

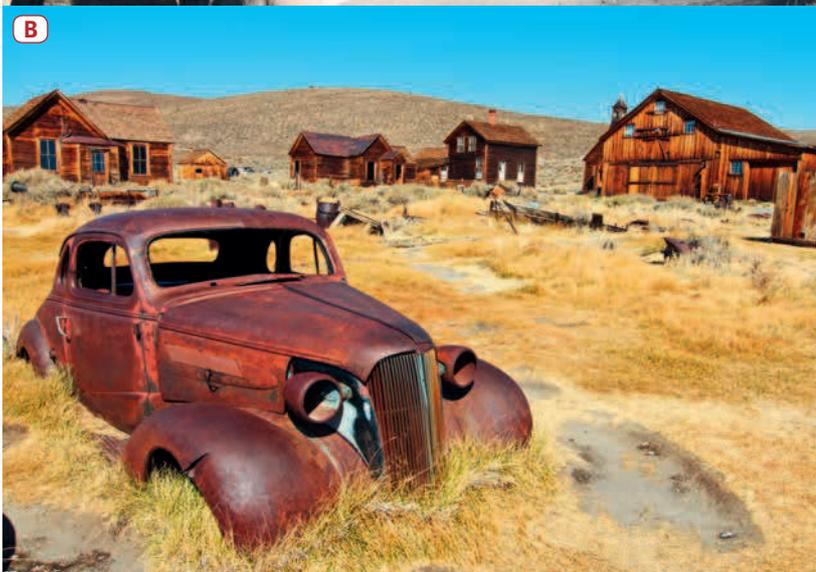
Speaking

3 Work in pairs and discuss the questions.

- 1 What's the hottest place you have been to?
- 2 What problems could you have visiting a very hot place? Think about animals, accommodation, health, etc.

4 Work in pairs. Imagine you are taking a trip in the desert for a month. What would you take with you? Decide on five things from the box below.

candle and matches mobile phone
sleeping bag tent mirror laptop
compass map hat gun umbrella





Listening

5 a 2.09 Listen to the first part of David Hewson's story. Answer the questions.

- 1 What does David need from the bureaucrat's office?
- 2 What is the bureaucrat's attitude to David's trip? How do we know?
- 3 The bureaucrat has a sense of humour. What does he say that shows this?

b Work in pairs and discuss the questions.

- 1 What will the journey be like?
- 2 What do you think the Danakil Depression, the world's hottest place, looks like?
- 3 How do you think David will feel when he arrives?

c 2.10 Listen to the second part of the story. Were your predictions correct?

6 Work in pairs and discuss the questions.

- 1 Why do you think David wanted to make this journey? What was his motivation?
- 2 Why do explorers go to extreme places?
- 3 Why do you think David is disappointed with the Danakil Depression?
- 4 How would you feel if you were him? Would you like to go there? Why/Why not?
- 5 'It is better to travel than to arrive.' Do you agree with this proverb?

7 a Look at audioscripts 2.9 and 2.10 on page 173. What things/people do the words from the box describe?

'Drone' describes the noise of a fan.

Verbs	drone	zig-zag	crumble
Adjectives	warped	vibrant	hunched

b Work in pairs. Try to define the words from exercise 7a. Check with your teacher or a dictionary.

'Drone' means make a dull, low, continuous sound.

c Now think of other things you can talk about using the adjectives from exercise 7a.

Vibrant – 'the colours were vibrant', 'Barcelona has vibrant nightlife', 'She has a vibrant character.'

8 Read the Lifelong learning box. Work in pairs and discuss the question.

Read on!

Reading descriptive writing is a good way to develop your vocabulary. Writers often use unusual images and metaphors, and these creative uses of language can extend your understanding of English.

Read these literary descriptions of natural places. Underline any interesting imagery or metaphors. Do you have similar expressions in your language?

- 1 Looking east from the heart of Santiago, you see the mountains looming over the city like giants.
- 2 As our camels stumbled over the edge of the dune, we saw the desert sands stretched out in front of us.
- 3 The sea rears up, a wild horse under a starless sky.

Grammar | verb patterns (2)

9 Complete the tasks in the Active grammar box.

Active grammar

Some verbs can be followed by both the infinitive or the *-ing* form. Sometimes the meaning changes.

mean

- 1 Which underlined verb phrase means 'intended'? Which means 'involved'?

Going to the Danakil Depression means walking into hell on Earth.

David meant to write a book after his trips.

remember

- 2 Which underlined verb phrase describes 'a responsibility or something that you need to do'? Which describes 'a memory of the past'?

He remembers experiencing a feeling of emptiness when he arrived.

They tell you ... to remember to drink even when you're not thirsty.

regret

- 3 Which underlined verb phrase means 'a feeling of sadness about something in the past'? Which is used in a formal apology?

I regret to inform you that your application for a visa has been turned down.

I didn't regret going to the Danakil Depression.

stop

- 4 Which underlined verb phrase means 'paused in order to do something'? Which means 'completely finished something'?

We stopped to visit a ghost town.

David stopped looking for vegetation and wildlife once he realised nothing survived in the Danakil Depression.

try

- 5 Which underlined verb phrase describes an experiment to see what will happen (as a solution to a problem)? Which describes an effort to do something difficult?

They had tried to build a railway.

He tried drinking more water but he still felt absolutely terrible.

go on

- 6 Which underlined verb phrase means 'continued an action'? Which means 'did something after finishing something else'?

They waved and went on riding.

David Hewson went on to write a book.

10 Complete each sentence (1–12) with two words. Use patterns from the Active grammar box.

- I don't remember _____ photo, but it has turned out really well, one of my best!
- After six hours of driving, we _____ have a break by the roadside.
- We _____ visit the cathedral, but it was closed that day.
- Even after I told her to be quiet, she went _____ loudly.
- She regrets _____ so early this morning. Now she's really tired.
- Getting fit means _____ smoking and drinking completely. You'll also have to go to the gym.
- I didn't mean _____ the window. I lost control of the ball!
- I remembered _____ traveller's cheques this time. Last time, I forgot and I lost all my money.
- She used to send letters regularly, but she _____ to me last year. We're not in touch any more.
- After leaving Oxford with a law degree, she _____ to become a famous lawyer.
- We regret _____ you that you have not been accepted by the college.
- If you have problems sleeping, you should _____ hot milk before you go to bed.

11 a Choose the correct words in *italics*.

- For me, a holiday means *to lie/lying* around on a beach.
- I can remember *to go/going* on a long journey when I was a child.
- I try *spending/to spend* time in places of natural beauty whenever I can.
- I'll never stop *travelling/to travel* even when I'm old.
- I admire people like David, who went on *to explore/exploring* places even though it was very uncomfortable for him.
- I've never regretted *to go/going* anywhere because you can always learn something from different places and cultures.

b Work with a partner. Discuss which sentences from exercise 11a are true for you.

7.3 Perfect pets?

Grammar *as ... as* and describing quantity

Can do write an advert for an object

Reading

1 a Work in pairs. Discuss which statements (1–6) you think are true.

- 1 It is illegal to sell wild animals such as gorillas and tigers.
- 2 You can buy a gorilla online for \$900.
- 3 You can't buy a giraffe online because it is too tall to ship anywhere.
- 4 The most popular wild animals sold online are snakes.
- 5 Some websites sell clothes and nappies for your pet monkey.
- 6 Wild animals are being sold online by criminal gangs.

b Read the article to find out.

2 a Choose the best words in *italics* in the sentences (1–6).

- 1 The animals are marketed as if they are *useful around the home/dangerous/toys*.
- 2 The writer is concerned about *all animals/rare animals/the effects of animals on children*.
- 3 The IFAW was surprised *at the size of the illegal market for wild animals/to find endangered species for sale/at the way the traders treat the animals*.
- 4 After buying the animal, many people *abandon it/can't look after it/treat it like a doll*.
- 5 'Monkey moms' are the people who *buy the animals on the Internet/sell the animals on the Internet/hunt the animals*.
- 6 The online animal trade is one cause of *economic problems in poor countries/violent crime/illegal hunting*.

b Read the article again to check.

3 Work in pairs and discuss the questions

- 1 Do any of the facts in the article surprise you?
- 2 Should people have wild animals as pets? Give reasons.
- 3 Why do you think monkeys seem to be so popular as pets?
- 4 What can the IFAW do to stop the illegal trade? Is it possible to stop illegal Internet sales in general?

ANIMALS ONLINE

They are marketed as the perfect birthday present for animal-loving children, or a classy addition to the image-conscious suburban home. But the products being sold over the Internet are not soft toys or unusual knick-knacks, but potentially dangerous live animals from the world's most endangered species.

Monkeys, tigers and chimps can be bought and sold for as little as a few hundred dollars, despite international bans on their sale. The illegal online trade in rare and exotic wildlife is now worth billions of dollars, according to a report by the IFAW (the International Fund for Animal Welfare). Indeed, IFAW researchers discovered well over 9,000 live animals and products made from endangered species for sale on internet auction sites, in chat rooms and on the small-ads pages. The scale of the trade is astonishing.

So what exactly would it cost and what would you have to do to buy a wild animal? The researchers say you wouldn't have to do a great deal. Want a gorilla in your living room? It's yours for \$9,000. For those with a little more headroom, giraffes can also be bought. Got-PetsOnline.com offered a 'sweet natured' two-year-old giraffe for \$15,000. Or how about a pair of rare giant tortoises from Madagascar? These are a little pricier at \$24,000, plus airfare to Kuala Lumpur. This may be because there are only 200 mature specimens of these creatures alive in the wild. All the others appear to be in storage awaiting a buyer.

However, it is monkeys that make up the large majority of Internet sales, and experts are particularly concerned at the way they are marketed and traded on the net. A number of websites describe them as if they are little more than large hairy dolls. These websites offer 'accessories' such as nappies, feeding bottles and clothes to go with the monkey. The traders even have a 'cute' name for themselves: 'monkey moms'. They call the animals themselves 'monkids'. Virtually none of these websites explain how to look after the animals.

When the IFAW undercover investigators contacted some of the US traders, they were told it would be possible to export monkeys to the UK – a blatant breach of EU law. There is also concern that demand for monkeys and chimps is fuelling the illegal trapping and trading of wild species. Where there were approximately two million chimpanzees in the wild a century ago, there are as few as 100,000 left, and some estimates suggest there may be a maximum of 70,000 by 2020.

Phyllis Campbell-McRae, director of IFAW UK, says, 'Trade on the Internet is easy, cheap and anonymous. Criminal gangs are taking advantage of the opportunities provided by the Web. The result is a cyber black market where the future of the world's rarest animals is being traded away. Our message to online shoppers is simple – buying wildlife online is as damaging as killing it yourself.'



Grammar | *as ... as* and describing quantity

- 4 a** Read rule A in the Active grammar box. Find three examples of *as* + adjective + *as* in the article (lines 9, 51 and 61). Which meaning (1 or 2) does each example have?
- b** Look at phrases a–h and answer the questions.
- Find their opposites in the article and write them in the Active grammar box.
 - Which phrases are often followed by *of*?
 - Which phrases use numbers (e.g. *as much as 20*)?
 - Which four phrases can't be used with countable nouns?

Active grammar

A

as + adjective + *as*

This structure can be used in two ways:

- to say two things are equal
- as a way of showing surprise about a statement.

B

Other ways of describing quantity

- as much as* → _____ (line 9)
- well under* → _____ (line 14)
- not very much* → _____ (line 21)
- a tiny minority* → _____ (line 33)
- virtually all* → _____ (line 42)
- precisely* → _____ (line 50)
- as many as* → _____ (line 51)
- a minimum* → _____ (line 53)

see Reference page 103

- 5 a** Find mistakes in six of the sentences and correct them.

- Pet rabbits usually live for approximately eight years, but small minority live longer.
- Hamsters can give birth to as many of 20 offspring at a time.
- A larger majority of parrots are able to repeat domestic human speech.
- The life of a housefly is as short as two days.
- Koala bears spend virtually of all their lives asleep: 18 hours per day.
- Horses usually die at around 20 or 25, but can live a greater deal longer.
- Tortoises can live to over well 100 years, a great deal longer than humans.
- Dogs remain pregnant for a minimum of 53 days and a maximum of 71.

- b** Work in pairs. Discuss whether you think the sentences in exercise 5a are true or false. Then check on page 149.

Pronunciation | *as*

- 6 a** 2.11 Listen to three sentences. How is the word *as* pronounced?

- b** 2.12 Listen to three questions and answer them with *I'm as ...* and the prompts below. Pay attention to the pronunciation of *as*.

blind – bat (I'm as blind as a bat.)

- free – bird
- strong – ox
- quiet – mouse

Speaking

- 7** Work in groups. Read the quotes and discuss the questions (1–3).

“The greatness of a nation and its moral progress can be judged by the way its animals are treated.”
Mohandas Gandhi, statesman

- Is it important to treat animals well or should we only worry about our own species?

“Don't make the mistake of treating your dogs like humans or they'll treat you like dogs.” *Martha Scott, writer*

- Why do some people love their domestic pets? What is your country's attitude to animals in the house?

“All the good ideas I ever had came to me while I was milking a cow.” *Grant Wood, artist*

- Can caring for animals help people in other ways besides providing food?



Vocabulary | buying and selling

8 a Work in groups and discuss the questions.

- 1 What products can you think of that are made using animal parts? Look at the photos to help you.
- 2 Which of these have you bought in the last six months?
- 3 Do you think it is ethical to use animal parts in all of the products in the photos?

b Match the phrases (1–10) to phrases with a similar meaning (a–j).

- 1 It's in excellent condition
 - 2 It's the latest model
 - 3 It's second-hand
 - 4 It's available now
 - 5 It's hand-crafted
 - 6 It's brand new
 - 7 It features ...
 - 8 It has some wear and tear
 - 9 It's unique
 - 10 It comes in a wide range of (colours/sizes)
- a It's one of a kind
 - b It's used
 - c It's on the market
 - d It's not in perfect condition (it's been used a lot)
 - e You can choose from a selection of ...
 - f It's made by hand
 - g It's still in its packaging
 - h It's as good as new
 - i It includes ...
 - j It's state of the art

c Work in pairs. Look at the phrases in exercise 8b again for a few minutes. Take turns to say one of the phrases 1–10. Without looking, your partner says the phrase with a similar meaning.

Speaking

9 Work in pairs. Look at the photos and discuss which phrases from exercise 8b you could use to describe the things you see.

10 Work in pairs. Take a possession from your bag. Think of a way to make it sound wonderful and 'sell' it to your partner. Try to use some of the phrases from exercise 8b.

This pen really is one of a kind. It's the latest model used by some of the biggest names in business!

7 Vocabulary | Suffixes

- 1 a** Correct sentences 1–7 by adding a suffix to one word. You may need to omit some letters from the original word.

Humans use more and more land to plant crops and extend cities. This signs a great threat to the habitat of a number of species.

Answer: *signifies*

- Elephants are hunted for their ivory tusks. This highly profit business is illegal.
- There are only about 400 gorillas left in central Africa. The destroy of their forest habitat has led to this situation.
- Jaguars are hunted illegal for their fur, which is used for coats, handbags and shoes.
- The disappear of dinosaurs is a great mystery. Some people believe it happened because of a dramatic climate change.
- Giant pandas are depend on the greenery in their habitat. As this gets eroded, they struggle to survive.
- We need to emphasis responsible care of the environment in order to preserve natural resources.
- In the short term, people hunt animals for their beautiful fur. It is only after – when these animals become extinct – that we regret it.

- b** What type of words did you create by using the suffixes (nouns, adjectives, adverbs and verbs).

- 2** Read the Lifelong learning box and follow the instructions.

Break it up!

! When you come across very long words that you don't understand, try breaking them up. Look for prefixes and suffixes that can help you to guess the meaning. Example: *non-refundable*. What does *non-mean*? What type of word usually ends in *-able*? What is a *refund*? Where might you see the word *non-refundable*?

- Work in pairs. Make sentences using the words below. If you don't know the meaning of the words, try breaking them up.
unforgettably demotivating intolerable anti-hero immortality
- Compare your ideas with other students.

Lifelong learning

- 3** Work in groups. Add one example for each suffix in tables 1–4 using the words from the boxes.

- 1 Forming abstract nouns

sad global retire tend

suffix	examples
-ation/-isation	<i>nationalisation, compilation, _____</i>
-ment	<i>enjoyment, harassment, _____</i>
-ness	<i>kindness, emptiness, _____</i>
-cy	<i>redundancy, accuracy, _____</i>

- 2 Forming nouns – types of people

motivate psychology enter door

suffix	examples
-er/-ar/-or	<i>baker, burglar, aviator, _____</i>
-ant/-ent	<i>assistant, opponent, _____</i>
-ist	<i>biologist, pianist, _____</i>
-man, -woman, -person	<i>spokesman, businesswoman, _____</i>

- 3 Forming verbs

satire tolerance test broad

suffix	examples
-ate	<i>motivate, captivate, _____</i>
-ise/-ize	<i>characterise, idealise, _____</i>
-ify	<i>simplify, clarify, _____</i>
-en	<i>lighten, enlighten, _____</i>

- 4 Forming adjectives

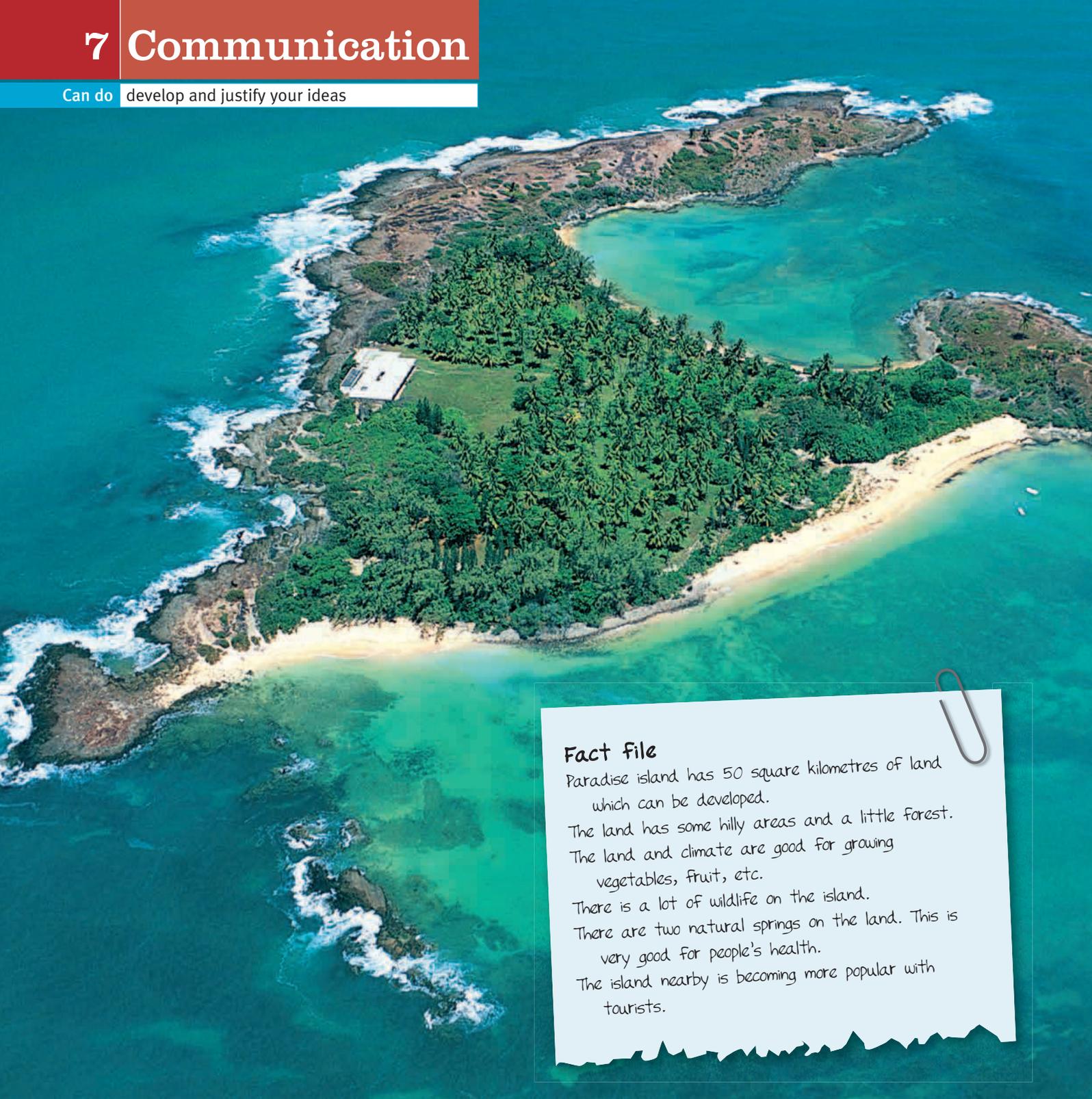
phenomenon Poland permanence hope

suffix	examples
-al/-ical	<i>manual, practical, _____</i>
-ant/-ent/-ient	<i>tolerant, urgent, _____</i>
-ish	<i>selfish, childish, _____</i>
-ful	<i>selfish, childish, _____</i>

- 4** Do the crossword on page 151.

7 Communication

Can do develop and justify your ideas



Fact file

Paradise island has 50 square kilometres of land which can be developed.

The land has some hilly areas and a little forest. The land and climate are good for growing vegetables, fruit, etc.

There is a lot of wildlife on the island.

There are two natural springs on the land. This is very good for people's health.

The island nearby is becoming more popular with tourists.

- 1** Look at the photo and read the notes about Paradise Island.
- 2** Work in small groups. Paradise Island belongs to you. Make a list of all the things you could do with the land.
- 3**  **2.13** Listen to two people discussing what they could do with the island. Were their ideas the same as/similar to yours?

- 4** **a** Work in groups of three. Read and memorise your roles.
Student A: look on page 148.
Student B: look on page 150.
Student C: look on page 152.
b Discuss what to do with the island. You must agree on at least two points (but if you can't agree on one thing, you can combine some of your ideas).
c Report back to the class. What did you decide to do with the island?

Relative clauses

Defining relative clauses make it clear who/what we are referring to. They cannot be omitted from the sentence. Don't use commas before the relative pronoun.

*That's the town **where** I lived ten years ago.*

That can replace *who* or *which*. If the relative pronoun is the object of the clause, *that/which* can be omitted.

*They're playing the song **which** Jenny wrote.*

= *They're playing the song **that** Jenny wrote.*

*John ate the cake (**that/which**) we bought yesterday.*

Whose can refer to people or things.

*I saw the man **whose** wife won the prize.*

Non-defining relative clauses give extra information. This information can be omitted. Use a comma before and after non-defining relative clauses unless they end the sentence. *That* cannot replace *who* or *which*. The relative pronoun cannot be omitted.

*I went climbing at the weekend, **which** was fun.*

Relative clauses with verbs + dependent prepositions usually have the preposition at the end of the clause.

*That's the company (**which**) I worked **for**.*

But in formal English, we can put the preposition at the beginning of the clause.

*That's the company **for** **which** I worked.*

A common pattern is (*one/some/all/either/neither*, etc.) ... *of which/whom*. This pattern is slightly formal.

*I saw two women, **neither of whom** was wearing a red woollen coat.*

Verb patterns (2)

Some verbs can be followed by the infinitive or *-ing* form. Sometimes the meaning changes.

Abstinence means not drinking. = involves

I didn't mean to break the door. = didn't intend

She dreads going to the dentist. = strongly dislikes

I dread to imagine the mess. = don't want to (because I imagine it will be terrible)

Some verbs of perception (*hear, watch, feel, observe*, etc.) don't change their meaning when followed by different verb forms. Compare:

1 *I saw the camel **eat** the leaves.*

2 *I saw the camel **eating** the leaves.*

Sentence 1 describes a finished action. Sentence 2 describes an action that may be unfinished.

as ... as and describing quantity

We use *as ... as* to say that two things are similar.

We use *as ... as* with adjectives, adverbs, *much/many*.

*I'm **as strong as** an ox.*

*The motorbike costs **as much as** a car.*

We can put a clause after the second *as*.

*She doesn't talk to me **as much as** she used to.*

We often put *possible, ever* or *usual* after the second *as*.

*I got here **as quickly as possible**.*

*You're looking **as beautiful as ever**.*

We use *as ... as* to show something is surprising.

*The meal cost **as much as** \$400 per person!*

We can use different phrases to talk about surprising or extreme numbers.

***As many as/As few as** one million people are using the product.*

***Well under/Well over** 50% of my friends use Facebook.*

We can use different phrases to avoid saying an exact number.

***Virtually all/Approximately half** of us attended the course.*

***A tiny minority/A large majority** of people voted for him.*

Key vocabulary

Animals and their environment

mammal fur trade carnivore tame stalk
natural habitat animal rights breed hibernate
sanctuary nature reserve endangered reptile
animal testing rare exotic cage predator
lay eggs nest over-hunting/fishing

Descriptive language

tourist site permanent settlement ghost town
spectacular landscape below sea level
active volcano inhospitable land

Buying and selling

in excellent condition as good as new
the latest model state of the art second-hand
used available now on the market hand-crafted
brand new made by hand still in its packaging
features includes some wear and tear
not in perfect condition (used a lot) unique
one of a kind come in a wide range of (colours/sizes)
choose from a selection of



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 161

7 Review and practice

1 Complete the text with the phrases from the box.

which trains when they that will who spend
who trained who work which has

One great problem for prison inmates, most of their time locked up, is how to develop self-esteem and find a purpose to their days. One idea, been piloted at a prison in Washington, US, is to get the inmates to train dogs eventually help disabled people. The project has been a great success. The relationship between the inmates and the warders at the prison has improved considerably. Many of the inmates, leave the prison, go on to work with animals.

In another scheme, Pilot Dogs, a company dogs for the blind in Ohio, US, put five dogs into the hands of prison inmates, the dogs successfully.

2 Rewrite the sentences using *of which*, *whom* and words from the box.

one some all none either neither

I left messages for Dave and Lena. They didn't return my calls.

I left messages for Dave and Lena, neither of whom returned my calls.

- 1 I tried on ten pairs of shoes. Just a single pair fitted me perfectly.
- 2 She called her classmates. Nobody had done the homework.
- 3 We found two good candidates. Both of them could have done the job.
- 4 We test-drove six cars. Every one of them cost over \$20,000.
- 5 Sixteen people came camping with us in 2006. A group of them returned the following year.
- 6 I worked with the two children. They didn't speak any English.

3 Choose the correct words in *italics*.

- 1 I meant *to say/saying* something to you earlier, but now I've forgotten what it was.
- 2 She's such a crazy dresser. I hate *to think/thinking* what she's wearing tonight!
- 3 I always dread *to speak/speaking* to the boss – she's so scary!
- 4 He remembered *to lock/locking* the door this time. Last time, we got robbed!

- 5 We regret *to tell/telling* you that your application has been unsuccessful.
- 6 Sorry, I can't stop *to talk/talking*! I'm late!
- 7 She tried *to drink/drinking* hot chocolate before bedtime, but she still couldn't sleep.
- 8 Despite a difficult start, he went on *to become/becoming* the world's greatest athlete.

4 Complete the sentences with words from the box.

approximately none as much well
large maximum virtually precisely deal

- 1 Apparently you can buy a leopard for _____ little as \$10,000 on the net.
- 2 A _____ majority of the public voted to keep the old currency – nearly 90 percent.
- 3 Sorry, but there's not a great _____ we can do about your problem.
- 4 There are _____ 6,000 people in the hall, but we don't know the exact number.
- 5 I spent _____ all my money on the entrance fee. I only have £1 left for food.
- 6 We will meet at _____ six o'clock. Don't be late.
- 7 This lift holds a _____ of eight people.
- 8 He's huge! He must be _____ over two metres tall.
- 9 You can earn as _____ as \$200,000 a year, if you work hard enough.
- 10 Virtually _____ of the team had ever played there before.

5 Add four missing words to each advertisement.

Eco-car for sale, in excellent _____. This state _____ the art vehicle runs on water-power, and is _____ latest model. There is some wear _____ tear on the seat. Ring Jerry for further details.

Cat boxes for sale. Perfect for large or small cats. Plenty of space and beautiful decoration. You can choose from a selection _____ styles and a wide _____ of colours. These wooden boxes were made _____ hand, and painted individually. They are _____ of a kind. £20 per box.

Animal Magic books on _____ market, as good _____ new. Just \$2.50 per book. Buy the books in a set of four and receive a generous discount. The books are _____ perfect condition (some of them are still _____ their packaging).