

5

THE GREAT OUTDOORS

KEY LANGUAGE

Present perfect continuous

Relative clauses

Nature

Environmental issues

PRONUNCIATION

Intonation in questions

EXAM SKILLS

Reading Parts 3 & 6

Writing Parts 1 & 2

Listening Parts 2 & 3

Speaking Parts 1, 2 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What is your favourite outdoor activity?
- 2 Describe a natural area that you have visited.
- 3 Do you enjoy watching documentaries about nature?
- 4 What was your favourite animal when you were young?
- 5 How important are environmental issues to you?

Speaking Part 2 Extended turn

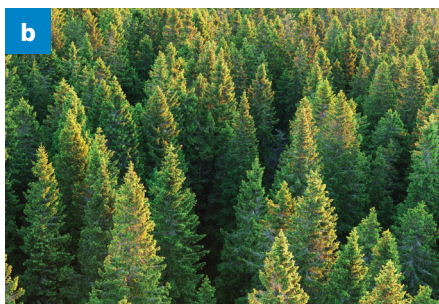
Which of these words could you use to talk about the weather in the photograph? Describe the picture.

cloudy cold cool hot foggy humid icy
mild sunny rainy warm wet windy

Vocabulary Nature

1 Match the words 1–12 to the pictures a–l.

- | | | | | | |
|----------|-------|----------|-------|--------------|-------|
| 1 cave | _____ | 5 forest | _____ | 9 hill | _____ |
| 2 cliff | _____ | 6 island | _____ | 10 stream | _____ |
| 3 desert | _____ | 7 jungle | _____ | 11 valley | _____ |
| 4 field | _____ | 8 lake | _____ | 12 waterfall | _____ |



2 Cover the words in Exercise 1 and look at the pictures. Can you remember the words?

3 What's the difference between a *hill* and a *mountain*, and a *stream* and a *river*?4 **SPEAK** Work in small groups. Talk about natural areas in your region or country. Which would you recommend to foreign visitors? Why?*I would recommend / suggest going to ... because ...**Have you ever been to ...? There are lots of beautiful lakes/waterfalls/mountains there.*

Speaking Part 4 General conversation

Useful language

Add at least three words to lists 1–2.

- 1 Camping activities: hiking / fishing / bird watching / _____ / _____ / _____
- 2 Camping supplies: tent / sleeping bag / torch / _____ / _____ / _____

How to go about it

- Listen carefully to the questions.
- Talk about your opinions and personal experiences.
- Give reasons or examples to support your ideas.
- Ask your partner questions and respond to what they say.
- Use a variety of vocabulary and grammar.

SPEAK Work in groups of three. Read the instructions and do the speaking task.

Students A and B: you are candidates. Close your books. Answer the questions Student C asks you.

Student C: you are the examiner. Keep your book open and ask questions 1–5. Use at least three of the follow-up questions below.

- 1 Do you like camping?
- 2 What is the best time of year to go camping?
- 3 What do you need to take with you on a camping trip?
- 4 Would you prefer to go camping with your friends or family?
- 5 Why do people enjoy spending time in nature?

Follow-up questions

- Why?/Why not?
- Do you agree?
- How/What about you?
- What do you think?

Reading Part 6 Open cloze

1 SPEAK Work in pairs. Are there any good places to go hiking close to where you live?

2 For questions 1–6, read the text below and think of the word which best fits each gap. Write one word for each gap.

It was my friend Kate's idea to go on a hiking trip together. To (1) honest, I was a bit nervous at first, but Kate is a very experienced hiker and she promised to take good (2) of me.

It took us quite (3) while to choose where to go. (4) were so many interesting routes to choose from! But, in the end, we decided on the Carros de Foc, a seven-day route in the Pyrenees.

Packing was difficult. Everything had to fit into two backpacks, including extra clothing, sleeping bags, food and water. We also brought waterproof jackets and trousers in case (5) rain.

It was an amazing trip. We saw forests, waterfalls and snow-covered mountains. The trip was full of nice moments, but one of my favourites (6) the incredibly beautiful view of the lake called Estany Major de Colomers at sunset. I remember watching the landscape slowly change from orange to purple. It was spectacular.

Don't forget!

- Look carefully at the words before and after the gap.
- Complete each gap with only ONE word.

Listening Part 2 Multiple choice

How to go about it

- As you listen, put a mark next to wrong answers.
- Check your answers the second time you listen.

1 **05.1** You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- You will hear two people talking about ice skating.
The man is worried that
A the skates will not fit.
B he will get injured.
C people will laugh at him.
- You will hear a man and woman talking about a documentary they saw.
What do they agree about?
A The information was interesting.
B The music was excellent.
C The photography was beautiful.
- You will hear two people talking about gardening.
What does the man like most about gardening now?
A It's a good form of exercise.
B It's a good way to relax.
C It's a good reason to be outside.
- You will hear a woman telling her friend about her plans for the guest bedroom in her house.
What does she decide to do in the guest bedroom?
A add new, modern furniture
B fix furniture that is broken
C move furniture to a new place
- You will hear two friends talking about a rock-climbing lesson.
How did the woman feel about it?
A happy with the price she paid
B surprised by the progress she made
C impressed by the size of the gym
- You will hear two students talking about a German course.
They both complain that
A the teacher is hard to understand.
B there are too few speaking activities.
C the course materials are difficult.





Language focus Present perfect continuous

1 Look at the extracts from the listening and answer questions a–c below.

- 1 A: How long **have you been** ice skating?
B: Since I was a kid – my dad taught me.
 - 2 A: Look at your clothes – they're so dirty!
B: I've **been working** outside in the garden.
 - 3 A: You **haven't been going** to our German course recently.
B: I got a bit tired of it, to be honest.
- a In positive sentences, we form the present perfect continuous with *has/have + been* + the *-ing* form of the main verb. How do we form the present perfect continuous in questions and negative sentences?
 - b In which example(s) does the action start in the past and continue into the present?
 - c In which example(s) has the action just stopped, but it has a present result?

2 Complete the sentences using the present perfect continuous form of the verb in brackets.

- 1 I'm starting to lose my patience with this bus.
We _____ (*wait*) for over half an hour!
- 2 This strategy clearly _____ (*not work*) for quite a while now. It's time to think of a new one.
- 3 Deborah _____ (*run*) Lights Out Camping Inc. for the last five years and it's become quite successful.
- 4 How long _____ your son _____ (*study*) music? He's very talented.
- 5 A: You look tired.
B: Yes, I _____ (*cycle*).
- 6 You look exhausted. _____ you _____ (*get*) enough sleep?
- 7 Lately, I _____ (*eat*) more fruit and vegetables and I feel much healthier.
- 8 For the last decade, we _____ (*not do*) enough to protect our national forests.

3 Go to **Ready for Grammar** on **page 212** for rules, explanations and further practice.

4 **SPEAK** Work in pairs.

Student A: Turn to the **Additional materials** on **page 197** and follow the instructions.

Student B: Turn to the **Additional materials** on **page 198** and follow the instructions.

Reading Part 3 Multiple choice

1 SPEAK Work in pairs. One of these eight facts about giraffes is false. Which one is it?

- 1 Giraffes are the tallest land animals on Earth.
- 2 Giraffes have the same number of neck bones as humans.
- 3 Giraffes don't communicate with sounds.
- 4 Giraffes can run up to 60 km per hour.
- 5 Giraffes' necks are too short to reach the ground.
- 6 Giraffes only need between five and thirty minutes of sleep a day.
- 7 Giraffes only need to drink water once every few days.
- 8 Giraffes can stand up 30 minutes after they are born.

2 Read the following article about a man who studies giraffes in Tanzania. What problems do giraffes currently face?

ERICK INKANGAA –

GIRAFFE RESEARCHER

How did I start studying giraffes? It all started 10 years ago when I attended a conference shortly after finishing my degree in Wildlife Science at the University of Dar es Salaam. There I met a friendly group of researchers, who offered me a paid job studying giraffes. I accepted immediately. At the time, I didn't feel the same passion for these animals that I do now, but I couldn't say no to working in the beautiful savannah in the north of my country, Tanzania, photographing Masai giraffes in their natural habitat. As part of our research, we use these pictures to study the social lives of giraffes.

This research has led to some exciting discoveries. For example, giraffes form strong social networks, which we call 'communities'. Female giraffes tend to stay in the same community they are born into, while male giraffes usually leave for a new one at the age of four. Interestingly, two females often live in the same area but never spend time together because they belong to different social groups. These communities are also important for giraffes' health. Our research also shows that female giraffes whose social connections are strong live longer than those who live mostly on their own.

People all over the world love giraffes, but these animals are in serious trouble. Hunters kill them and the trees they eat are cut down. But that's not all. Due to rising temperatures, it now rains more heavily in the African savannah, and this spreads diseases among giraffes. However, there is still hope. We have seen that when governments pass laws that protect giraffes and their habitats, and when police ensure people follow these laws, it makes a big difference. A hotter climate, though, is still a problem with no clear solution.

For giraffes, time is running out. To make a difference, I believe that scientists like me need to share our work with the public. If we don't do it, who will? That's why I've started organising short courses in primary schools. I taught my first one a few weeks ago. I knew that over 200 pupils would attend, so I was sure I would spend the whole hour feeling anxious. Thankfully, I relaxed after a few minutes. And, luckily for me, it isn't hard to make giraffes interesting. The children loved looking at the pictures of giraffes which I took with me on my visit, and they loved learning facts about giraffes – for example, that they only sleep 30 minutes or less a day and can run up to 60 km an hour.

My hope is that experiences like these will encourage young people to value – and help protect – the amazing wildlife we have here in Tanzania.

What to expect in the exam

- In Part 3 you have to answer five multiple-choice questions. For each question, there are four options (A–D).
- To get the right answers, you have to understand specific details, as well as the writer's attitude and opinion.
- For the first four questions, information in the text is in the same order as the questions. However, the last question tests general understanding, so the correct information could be in any part of the text.

How to go about it

- First, read the text quickly to get a general idea of what it is about.
- For each question, find the part of the text that relates to the question. Then check to see what information in options A–D is correct.
- Put a cross (x) next to answers that are clearly wrong.
- Choose the best option. If you are not sure, guess. In the B1 Preliminary exam, you don't lose points for wrong answers.

3 Read the article again. For questions 1–5, choose the correct answer (A, B, C or D).

- Erick decided to research giraffes because
 - he was interested in becoming a photographer.
 - he was able to study an animal that he loved.
 - he wanted to work in a natural area.
 - he needed to pay for his university studies.
- What does Erick say about female giraffes?
 - They live longer lives than male giraffes.
 - They live together in groups in order to stay safe.
 - They join new groups as soon as they become adults.
 - They avoid interacting with giraffes they don't know.
- According to Erick the most difficult part about saving giraffes is
 - slowing down global warming.
 - protecting their natural habitat.
 - stopping hunters from killing them.
 - passing environmental laws.
- How did Erick feel before teaching his first course in a primary school?
 - glad that the school had asked him to do it
 - convinced that he wasn't going to enjoy it
 - surprised at how many pupils signed up
 - worried that he wouldn't have enough time.
- What would be a good way to introduce this article?

A Erick Inkangaa describes how his love of giraffes developed into a career.

B Erick Inkangaa talks about what he has learned from a decade of studying giraffes.

C Erick Inkangaa explains why giraffes are so difficult to study in the wild.

D Erick Inkangaa tells us what happened when he moved to Tanzania to study giraffes.

4 SPEAK Work in small groups. Are there any endangered animals in your country?

Language focus Relative clauses

Defining relative clauses

- 1** A defining relative clause defines, or makes it clear, which person or thing we are talking about. Look at these examples:

The children loved looking at the pictures.

(It is not clear which pictures the writer is talking about.)

The children loved looking at the pictures of giraffes which I took with me on my visit.

(The underlined relative clause makes it clear which pictures the writer is talking about.)

- 2** Underline the defining relative clauses in these sentences.

- 1 People who know more than one language make better researchers.
- 2 It's an organisation whose members are dedicated to saving the environment.
- 3 The café where I met my wife is just around the corner.

- 3** In defining relative clauses, we can replace both the relative pronouns *who* and *which* with *that*. Look at these examples:

*The children loved looking at the pictures **which/that** I took on my visit.*

*People **who/that** know more than one language make better researchers.*

- 4** In the first sentence in Exercise 3, we can leave out the relative pronoun, but in the second sentence we cannot. Why?

- 5** Go to **Ready for Grammar** on **page 214** to check your answers to Exercise 4 and for further rules, explanations and practice.

- 6 SPEAK** Work in pairs. Tell your partner about topics 1–4. Ask follow-up questions for more information.

- | | |
|---------------------------------------|--|
| 1 A place where you played as a child | 3 An actor whose films you enjoy |
| 2 A sport which you would like to try | 4 A person in your family who you admire |

Non-defining relative clauses

- 1** A non-defining relative clause does not define which person or thing we are talking about, but instead adds extra information about them. Look at these examples:

The person who we pay to clean our windows is always very cheerful.

(Defining – the relative clause makes it clear which person we are talking about.)

My dad, who you'll meet tomorrow, has a great sense of humour.

(Non-defining – with the words 'My dad', it is already clear which person we are talking about.)

- 2** Complete the rules for non-defining relative clauses.

In non-defining relative clauses

- a we *can* / *cannot* replace *who* or *which* with *that*.
- b we *can* / *cannot* leave out the relative pronoun.
- c we *have to* / *do not have to* use commas to separate the relative clause from the rest of the sentence.

- 3** Go to **Ready for Grammar** on **page 214** to check your answers to Exercise 2 and for further rules, explanations and practice.

- 4** In sentences 1–4, use your imagination to add extra information to the words in bold using non-defining relative clauses. There is an example at the beginning.

The hikers looked down on the **valley**.

The hikers looked down on the valley, which was full of beautiful white flowers.

- | | |
|---|--|
| 1 The flat is worth a lot of money. | 3 Lisa and Tom are in Scotland . |
| 2 Roberto was home for the holidays. | 4 We all ate ice cream except for Julio . |

- 5 SPEAK** Work in pairs. Compare your ideas. Who wrote the most interesting sentences?

Listening Part 3 Gap fill

- 1 SPEAK** For one minute, write down words you associate with Iceland, e.g. *glaciers*, *long winters*. Compare your words with a partner.

How to go about it

- Read the sentences with gaps before you listen. Predict what type of word is missing in each gap, e.g. a name, number or date.
- Don't write down the first word you hear. There are usually distractors – words that make sense in the sentence, but are wrong.
- Check your answers the second time you listen.

- 2 5.2** You will hear a tour guide talking about arrangements for a day trip in Iceland. For questions 1–6, write the correct answer in the gap. Write **one or two words**, or a **number** or a **date** or a **time**.

A DAY TRIP IN ICELAND

- 1 Date of tour:
- 2 Bus leaves at: am
- 3 First stop: the Skógafoss
- 4 Lunch: next to a
- 5 Bring:
- 6 Last stop: the beach



- 3 SPEAK** Would you like to visit Iceland? Why/Why not?



Vocabulary Environmental issues

- 1 SPEAK** Do you think people do enough to protect the environment? Why/Why not?
- 2** Read the following quotes from people talking about environmental issues. Complete each gap with a word or phrase in the box.

climate change fast fashion food waste litter noise pollution
public transport recycling saving energy



- 1** _____ is so easy – you just have to separate your rubbish into plastics, metal, paper and so on. So why don't more people do it?



- 3** I wish there was better _____ in my town. People here rely on their cars for everything, from getting to work to doing the shopping.



- 5** The weather in my country is changing. It's hotter than it used to be. _____ is real and if we keep on ignoring it, it's only going to get worse.



- 7** I reject _____. Instead of buying loads of trendy clothes at low prices, I buy a few pieces of simple but high-quality clothing that will last a long time.



- 2** I work in a restaurant and _____ is a big problem there. When customers don't finish their meals, we throw away everything left on their plates.



- 4** At home, _____ is something I've started thinking more about – for example, switching off lights and electronic devices when I'm not using them.



- 6** Levels of _____ are going up, and studies show that the constant noise of traffic or planes flying overhead damages your health. Plus, it scares away birds and other wildlife.



- 8** One big problem in my neighbourhood is _____. Everywhere I look there are empty cans and bottles on the ground. I pick up as much as I can, but people keep dropping more.

- 3** Look at the phrasal verbs which are underlined in the texts in Exercise 2. Write the phrasal verbs next to their meanings below. Use the infinitive without *to* form. The first one has been done for you.

- 1 pick up _____ to collect
- 2 _____ to continue
- 3 _____ to need or depend on somebody/something
- 4 _____ to stop electricity from reaching a machine
- 5 _____ increase

- 4 SPEAK** Work in small groups. Discuss some of the environmental issues facing your country or region, using either the issues from Exercise 2 or your own ideas. Which issue is the most serious?

Writing Part 2 Story

- 1 SPEAK** Work in pairs. Read the following Writing Part 2 instructions and think about a story you could write. Discuss questions 1–4.

Your English teacher has asked you to write a story. Your story must start with this sentence:

Rob and I walked down the hill and stopped at the side of the river.

Write your story in around 100 words.

- 1 What did they see at the river?
 - 2 What did they talk about at the river?
 - 3 What surprising thing happened at the river?
 - 4 What happened afterwards?
- 2** Now read the model answer to the task in Exercise 1. Are your ideas similar or different?

Don't forget!

- › In your story, use the same names or pronouns (*she, we, they*) as the sentence from the task instructions.
- › Use a good variety of vocabulary and grammar.
- › Before you finish, check your story for spelling errors and other small mistakes.

A CLOSE CALL

Rob and I walked down the hill and stopped at the side of the river.

'Look!' said Rob.

There were hundreds of fish. Maybe thousands. We **(1) were looking at** this beautiful and unexpected scene, when suddenly a rock under my foot moved and I started to fall. Rob quickly **(2) took** my arm.

'Thanks,' I said. 'That was close.'

'No worries,' he **(3) said**. 'Hey, is that your phone in the water?'

Rob got my mobile phone from the water and **(4) gave** it to me. To my surprise, it still worked perfectly.

'Today is my lucky day!' I said.



- 3** Strong verbs make writing more interesting. Replace verbs 1–4 in the model answer with the correct form of the stronger verbs in the box.

admire grab hand reply

- 4** Read the following tips for writing interesting stories. Which tips (1–4) did the writer follow in the story about the river?
- 1 Describe what the characters see, hear, touch, feel or smell.
 - 2 Use dialogue, e.g. 'What's wrong?'
 - 3 Use a mixture of long and short sentences.
 - 4 Give your story a title that makes people want to read it.
- 5** Now do the following Part 2 task. Follow the tips in Exercise 4.

Your English teacher has asked you to write a story. Your story must start with this sentence:

When the two friends arrived, the field was full of people.

Write your story in about 100 words.

For more information on writing stories, see [page 194](#).

Vocabulary Nature

Complete the gaps with words from the Vocabulary section on [page 68](#). You may need to use the plural form of the words.

TOP FIVE NATURAL WONDERS OF BRAZIL



1 Fernando De Noronha

Enjoy the wildlife and amazing beaches of Fernando de Noronha Marine National Park, a group of 21 **(1) i** _____ located 350 km off the coast of Brazil in the Atlantic ocean.



2 The Meeting of Waters

When the Amazon and the Rio Negro meet, their waters don't mix. For 6 km, the two rivers flow side by side through the **(2) j** _____, separated by a huge difference in temperature and speed.

3 Serra Dos Órgãos

Hikers will love the Serra Dos Órgãos mountain range. Some of the peaks are so high you can see them from Rio de Janeiro, 50 km away. In this area, a wide variety of tropical birds and other animals live in the dense **(3) f** _____.

4 Iguazú Falls

This 2.7 km long **(4) w** _____ is located at the intersection of three countries: Brazil, Argentina and Paraguay. In places, the water can fall from a height of 80 metres.

5 Abismo Guy Collet

Abismo Guy Collet is the deepest **(5) c** _____ in South America. At the bottom, 671 metres below the surface of the Earth, explorers have discovered an underground body of water, or **(6) l** _____.

Vocabulary Environmental issues

Match the sentence beginnings 1–6 to the endings a–f to make complete sentences.

- | | |
|---|---|
| 1 One problem for whales and dolphins is noise | a change : storms are getting stronger as temperatures increase. |
| 2 The <i>New York Times</i> invented the term fast | b transport reduces air pollution in cities by as much as 45%. |
| 3 Fish, meat and fruit can be sources of food | c energy , such as using LED technology for street lighting. |
| 4 When you compare it to driving alone, public | d pollution in the ocean because they use sound to navigate. |
| 5 We really must do something to slow climate | e fashion to describe the trend of cheap, trendy clothing. |
| 6 Many modern cities have found ways of saving | f waste , because they typically go off in just a few days. |

Language focus Present perfect continuous

Write the words in the correct order to complete the conversations. There is an example at the beginning.

A: Why are your hands so dirty?

B: bike. / been / I've / my / mending

I've been mending my bike.

1

A: Are the kids hungry?

B: they've / no, / snacks. / eating / been

2

A: Is she good at programming?

B: it / she's / studying / years. / for / been / yes,

3

A: Do you know what's happening with the presidential election?

B: paying / haven't / no, / attention. / been / I

4

A: has / how / raining? / long / been / it

B: Since yesterday evening – it just won't stop!

5

A: Are your friends excited about the trip?

B: been / week. / they've / yes, / about / talking / it / all

6

A: long / Copenhagen? / been / have / in / how / you / living

B: Since 2015. I love it here.

Writing Part 1 Email

Read this email from your English-speaking friend Bruna and the notes you have made.

●
●
●
➤
☰

✉

From: Bruna

Subject: Bike ride!

Hi

I'm looking forward to going mountain biking with you. Shall we go on Saturday or Sunday?

There are two routes near where I live. One goes along a river and the other goes round a lake. Which would be better?

On the way home, we could have lunch at a restaurant. There are lots of options. What kind of food should we eat?

If you want, I can drive us in my car. Let me know what time to pick you up.

Bruna

Say which ...

Tell Bruna ...

Suggest ...

Thanks, ...

Reply to Bruna using all the notes. Write your email in about 100 words.

For more information on writing emails, see [pages 192–193](#).

Pronunciation Intonation in questions

1 **5.3** Listen to these sentences from Speaking Part 4 on [page 69](#). Does the voice rise (↗) or fall (↘) at the end of the question? Underline the correct intonation pattern.

- 1 Do you agree? ↗ / ↘
- 2 Do you like camping? ↗ / ↘
- 3 What is the best time of year to go camping? ↗ / ↘
- 4 Why do people enjoy spending time in nature? ↗ / ↘

2 Look at Exercise 1 and answer the questions.

Do we use a *rising* (↗) or *falling* (↘) intonation pattern at the end of

- 1 questions that you can answer "yes" or "no"?
- 2 questions that start with questions words like *who*, *what*, *why*, *when* or *how*?

3 **SPEAK** Work in small groups. Read the rules and play the board game.

HEADS OR TAILS

- 1 Toss a coin. Move two spaces for heads and one space for tails.
- 2 Ask the question in the space, using the correct intonation. Discuss the question in your group for one minute.
- 3 The first player to reach the finish is the winner.

START	How often do you spend time in nature?	Do you like winter sports? Why/Why not?	MISS A TURN
			Have you ever visited a national park?
In your town or city, are there enough green spaces?	MOVE FORWARD ONE SPACE	Would you like to live in the middle of the countryside? Why/Why not?	When was the last time you went cycling?
What is the most beautiful beach you have ever visited?			
Did you play outdoors as a child? Why/Why not?	GO BACK ONE SPACE	Do you enjoy gardening? Why/Why not?	When you want to spend time outdoors, where do you go?
			Do you find it relaxing to spend time in nature? Why/Why not?
FINISH	Is it important for children to spend time outdoors? Why/Why not?	GO BACK TWO SPACES	What can we do to protect forests and other natural areas?