

Unit 7

Our relationship with nature

Starting off

- 1 Work in pairs. Look at these photos and subheadings from five wildlife magazine articles. Match the photos (1-5) with the subheadings (A-E).

A

Wait for the action

B

In Zambia's Luangwa valley, rain and river create a wildlife stronghold

C

Sometimes survival means lying, stealing or vanishing

D

They are the Earth's pollinators and they come in more than 200,000 shapes and sizes

E

What's black and white and adored all over – and can cost a zoo more than three million dollars a year?



- 2 Which article would you expect to focus on:

- 1 a natural habitat?
- 2 wildlife photography?
- 3 camouflage in the natural world?
- 4 conservation issues?
- 5 insect and plant relationships?

- 3 Think of a suitable title for each article, then compare your ideas with the original titles on page 96.

- 4 Which article would you be most interested in reading? Why?

Listening Section 3

1 Work in pairs. You are going to hear two students on an environmental studies course talking to their tutor about a photography assignment. First discuss these questions.

- 1 How does photographing nature differ from photographing people?
- 2 What makes a 'good' nature photograph?
- 3 Have you ever tried photographing animals? How easy or difficult was it?

2 Work in pairs. You are going to hear the first half of the students' conversation. Before you listen, read Questions 1–3, look at the map and answer these questions.

- 1 What does the map show?
- 2 How many woodland areas are there, where are they, and how do they compare in size?
- 3 What shape are the lochs? Explain in your own words where they are on the map.
- 4 How many rivers are there, and where are they?
- 5 Take turns to explain where each letter on the map is situated.

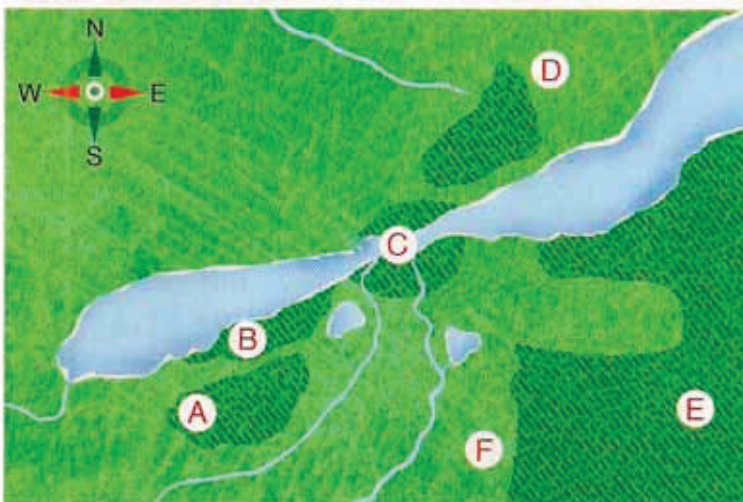
Questions 1–3

Label the plan below.

Write the correct letter, A–F, next to questions 1–3.

- 1 Oldest Scots pine trees
- 2 Red deer
- 3 Red squirrels

Loch Affric in Scotland



KEY

- lochs (lakes)
- non-wooded areas
- woodland

BBC Wildlife

3 Look at Questions 4–5 below and underline the key ideas.

Questions 4–5

Answer the questions.

Write **ONE WORD ONLY** for each answer.

- 4 What can cause someone to miss a good photograph?
- 5 What personal quality do wildlife photographers particularly need?

4 Now listen and answer Questions 1–5.

Exam advice

Labelling a plan

- Look at the location of each option on the map and think about how each one might be described.
- The answers will come in the same order as the questions.
- Listen for the things named in each question and follow the speaker's directions to locate them.

Exam advice

Short-answer questions

- Underline the key ideas in the question in order to focus your listening.
- Keep within the word limit.
- Check that you have spelled your answers correctly and not included unnecessary words.

5 Work in pairs. Look at Questions 6–10 below.

- 1 Underline the key ideas, then think of paraphrases that you might hear on the recording.
Example: *bad weather* → *mist / driving rain*
- 2 What type of information is needed to complete each gap?



Questions 6–10

Complete the sentences.

Write **NO MORE THAN TWO WORDS** for each answer.

- 6 In bad weather, think more carefully about the
- 7 Take advantage of when photographing near water.
- 8 Use a piece of equipment called an 'angle finder' to avoid
- 9 Use the work of both artists and to generate ideas.
- 10 Think about issues when deciding on what to photograph.

6 Now listen and answer Questions 6–10.

Exam advice Sentence completion

- The recording will use paraphrases or synonyms of the words in the questions, so you should focus carefully on the meaning of what the speakers are saying, rather than listening for identical words.
- You will hear the exact word(s) you need to complete the sentences.
- Read the completed sentences to check they make sense and reflect what you have understood.

- 7 Work in pairs. Take one minute to prepare, then take turns to tell each other about the best place to take photos where you live. Say where it is, what people can take photos of there, and how they can get there.

Vocabulary

Idiomatic expressions

- 1 In order to achieve a high band score, you must be able to use some idiomatic expressions naturally. Complete these expressions from the Listening section using the words from the box.

account bear breath
experience most run time

- 1 It's like anything, you have to **put it down to**
 - 2 But suddenly something will **take your** **away** and you'll realise it's all been worth it!
 - 3 Well, yes, but I wouldn't worry – **in the long**, you'll still get your pictures.
 - 4 It does mean that you need to **take** the landscape **into**
 - 5 I want to **make the** of all the stunning reflections in the water.
 - 6 Just **take your**, and you might capture an amazing reflection.
 - 7 It's just something to **in mind**.
- 2 Find expressions in Exercise 1 which mean the following.
 - 1 profit from in a positive way
 - 2 you will learn from something, rather than get upset by it
 - 3 be patient
 - 4 eventually
 - 5 surprise and amaze you
 - 6 consider / think about (*two expressions*)

- 3 Work in pairs. Discuss occasions when you might ...

- 1 take someone's age into account.
- 2 need to take your time.
- 3 make the most of bad weather.
- 4 bear in mind a friend's preferences.
- 5 see something that takes your breath away.
- 6 be happy about the way things turned out in the long run.
- 7 put a mistake down to experience.

Reading Section 2

1 Circle the correct option in *italics* so that the sentences offer good advice for students doing the Reading test.

- 1 Do the sections in the order *in which they come / of your choice*.
- 2 Spend *a maximum of / more than* 20 minutes on each of the first two sections.
- 3 *Leave any tasks you do not like until last. / Do the tasks in the order they occur.*
- 4 Answers that consist of letters (e.g. A, B, C, D) *should also / need not* be written out in full.
- 5 If a question is too difficult, *leave a blank / guess the answer.*
- 6 You *must / need not* use correct spelling.

2 Work in pairs. You are going to read one of the articles whose titles you discussed in Starting off on page 74.

- 1 Spend two or three minutes skimming the article. Which letter - a, b or c - best describes the main topic?
 - a where pollinators are most widely used
 - b how honeybee losses have affected plant growth
 - c why we need to encourage a wider range of pollinators
- 2 Take a quick look at the three task types in this Reading section (Questions 1-13). How long do you think you should spend on each task?

Exam advice Matching headings

- Familiarise yourself with the headings before you start reading.

3 Look at Questions 1-7 and underline the key ideas. Then read the passage and answer the questions.

Questions 1-7

The reading passage has seven sections, A-G. Choose the correct heading for each section from the list of headings below.

List of Headings

- i Looking for clues
- ii Blaming the beekeepers
- iii Solutions to a more troublesome issue
- iv Discovering a new bee species
- v An impossible task for any human
- vi The preferred pollinator
- vii Plant features designed to suit the pollinator
- viii Some obvious and less obvious pollen carriers
- ix The undesirable alternative
- x An unexpected setback

- 1 Section A
- 2 Section B
- 3 Section C
- 4 Section D
- 5 Section E
- 6 Section F
- 7 Section G

Gold dusters

by Jennifer S. Holland



They are the Earth's pollinators and they come in more than 200,000 shapes and sizes.

A Row upon row, tomato plants stand in formation inside a greenhouse. To reproduce, most flowering plants depend on a third party to transfer pollen between their male and female parts. Some require extra encouragement to give up that golden dust. The tomato flower, for example, needs a violent shake, a vibration roughly equivalent to 30 times the pull of Earth's gravity, explains Arizona entomologist Stephen Buchmann. Growers have tried numerous ways to

rattle pollen from tomato blossoms. They have used shaking tables, air blowers and blasts of sound. But natural means seem to work better.

B It is no surprise that nature's design works best. What's astonishing is the array of workers that do it: more than 200,000 individual animal species, by varying strategies, help the world's 240,000 species of flowering plants make more flowers. Flies and beetles are the original pollinators, going back to when

flowering plants first appeared 130 million years ago. As for bees, scientists have identified some 20,000 distinct species so far. Hummingbirds, butterflies, moths, wasps and ants are also up to the job. Even non-flying mammals do their part: sugar-loving opossums, some rainforest monkeys, and lemurs in Madagascar, all with nimble hands that tear open flower stalks and furry coats to which pollen sticks. Most surprising, some lizards, such as geckos, lap up nectar and pollen and then transport the stuff on their faces and feet as they forage onward.

- C All that messy diversity, unfortunately, is not well suited to the monocrops and mega-yields of modern commercial farmers. Before farms got so big, says conservation biologist Claire Kremen of the University of California, Berkeley, 'we didn't have to manage pollinators. They were all around because of the diverse landscapes. Now you need to bring in an army to get pollination done.' The European honeybee was first imported to the US some 400 years ago. Now at least a hundred commercial crops rely almost entirely on managed honeybees, which beekeepers raise and rent out to tend to big farms. And although other species of bees are five to ten times more efficient, on a per-bee basis, at pollinating certain fruits, honeybees have bigger colonies, cover longer distances, and tolerate management and movement better than most insects. They're not picky – they'll spend their time on almost any crop. It's tricky to calculate what their work is truly worth; some economists put it at more than \$200 billion globally a year.
- D Industrial-scale farming, however, may be wearing down the system. Honeybees have suffered diseases and parasite infestations for as long as they've been managed, but in 2006 came an extreme blow. Around the world, bees began to disappear over the winter in massive numbers. Beekeepers would lift the lid of a hive and be amazed to find only the queen and a few stragglers, the worker bees gone. In the US, a third to half of all hives crashed; some beekeepers reported colony losses near 90 percent. The mysterious culprit was named colony collapse disorder (CCD) and it remains an annual menace – and an enigma.
- E When it first hit, many people, from agronomists to the public, assumed that our slathering of chemicals on agricultural fields was to blame for the mystery. Indeed, says Jeff Pettis of the USDA Bee Research Laboratory, 'we do find more disease in bees that have been exposed to pesticides, even at low levels.' But it is likely that CCD involves multiple stressors. Poor nutrition and chemical exposure, for instance,

might wear down a bee's immunities before a virus finishes the insect off. It's hard to tease apart factors and outcomes, Pettis says. New studies reveal that fungicides – not previously thought toxic to bees – can interfere with microbes that break down pollen in the insects' guts, affecting nutrient absorption and thus long-term health and longevity. Some findings pointed to viral and fungal pathogens working together. 'I only wish we had a single agent causing all the declines,' Pettis says, 'that would make our work much easier.'

- F However, habitat loss and alteration, he says, are even more of a menace to pollinators than pathogens. Claire Kremen encourages farmers to cultivate the flora surrounding farmland to help solve habitat problems. 'You can't move the farm,' she says, 'but you can diversify what grows in its vicinity: along roads, even in tractor yards.' Planting hedgerows and patches of native flowers that bloom at different times and seeding fields with multiple plant species rather than monocrops 'not only is better for native pollinators, but it's just better agriculture,' she says. Pesticide-free wildflower havens, adds Buchmann, would also bolster populations of useful insects. Fortunately, too, 'there are far more generalist plants than specialist plants, so there's a lot of redundancy in pollination,' Buchmann says. 'Even if one pollinator drops out, there are often pretty good surrogates left to do the job.' The key to keeping our gardens growing strong, he says, is letting that diversity thrive.
- G Take away that variety, and we'll lose more than honey. 'We wouldn't starve,' says Kremen. 'But what we eat, and even what we wear – pollinators, after all, give us some of our cotton and flax – would be limited to crops whose pollen travels by other means. 'In a sense,' she says, 'our lives would be dictated by the wind.' It's vital that we give pollinators more of what they need and less of what they don't, and ease the burden on managed bees by letting native animals do their part, say scientists.

adapted from National Geographic Magazine



4 Look at Questions 8–11.

- 1 Underline the key idea in the question and decide what type of information you need to answer it.
- 2 Scan the passage to find where the key idea is dealt with and answer Questions 8–11.

Questions 8–11

Complete the sentences below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 8 Both were the first creatures to pollinate the world's plants.
- 9 Monkeys transport pollen on their
- 10 Honeybees are favoured pollinators among bee species partly because they travel
- 11 A feature of CCD is often the loss of all the

5 Check your answers to Questions 8–11. Then look at these reasons (a–e) for losing marks in the Reading test. Which of the reasons might apply to Questions 8–11?

REASONS FOR LOSING MARKS

- a writing a singular answer when it should be plural
- b missing a double letter in a word
- c missing out one of two answers
- d repeating a paraphrased word from the passage
- e leaving out an important word

Exam advice Sentence completion

- Copy your answer from the passage exactly.
- Make sure you write all the words you need for a correct answer.
- Read the completed sentence to make sure it is grammatically correct and does not contain a word from the passage that has been paraphrased in the question.

6 Underline the key ideas in Questions 12–13 below. Then scan the passage to find the right places, read those parts carefully and answer the questions.

Questions 12–13

Choose **TWO** letters, **A–E**.

Which **TWO** methods of combating the problems caused by CCD and habitat loss are mentioned in the article?

- A using more imported pest controllers
- B removing microbes from bees' stomachs
- C cultivating a wide range of flowering plants
- D increasing the size of many farms
- E placing less reliance on honeybees

Exam advice Pick from a list

- The answers may come from one part or different parts of the passage.
- It doesn't matter which order you write the two answers in.

7 Work in small groups. Take turns to ask and answer these questions.

- 1 How important is farming in your country?
- 2 What problems do farmers in your country complain about?
- 3 How has human activity affected the natural world (for better or worse) where you live?

Speaking Parts 2 and 3

1 Work in pairs. Look at this topic and discuss what you could say, making notes as you speak.

Describe an animal or plant that is important in your country.

You should say:

where you can find it
whether people like or dislike it

what recent news there has been about it

and explain why this plant or animal is important.



2 **11** Listen to Daeng giving her talk.

- 1 As you listen, complete these phrases using two words in each gap.
 - a ... they're an *integral part* of Thai culture and history.
 - b So Thai people are of elephants.
 - c As you can tell, elephants
 - d Basically, elephant numbers these days, and I think that's why there's been a lot of them recently.
 - e ... because they are such to us.
- 2 Which point on the task does each phrase relate to?
- 3 How do phrases a-e above help Daeng structure her talk?

3 **11** To achieve a high band score, you must use some advanced vocabulary related to the topic. Listen again, read the definitions and complete the phrases in *italics* by writing one word in each gap.

- 1 in a remote uninhabited area *in the*
- 2 not free *in*
- 3 main job *primary*
- 4 not cutting down so many trees *less*
- 5 earn money *make a*
- 6 best place *environment*
- 7 taken measures against *cracked* *on*
- 8 improve knowledge/ understanding *raise*
- 9 animals

4 Work in pairs. Look back at your notes from Exercise 1 and take a few minutes to think about how you can structure your talk.

Then take turns to give your talks. Try to use some of the vocabulary from Exercise 3.

5 Work in pairs. Look at these two sets of Part 3 questions and discuss how you could speculate about the future when you answer each one.

- a How is population growth likely to affect the world's flora and fauna?
- b What are the potential benefits to people of animal conservation programmes?
- c Is there any justification for continuing to keep animals in captivity?

- d What benefits do you think will come from preserving the world's rainforests?
- e What future role do governments have to play in the preservation of their country's wildlife?
- f Is wildlife preservation a global or national issue?

6 **12** - **14** Listen to Daeng, Per and Lucrecia answering three of the questions in Exercise 5. As you listen, complete these phrases about the future by writing one word in each gap.

- 1 Looking, I can see a for ...
- 2 There's a reasonable that ...
- 3 It's highly that ...
- 4 We may see ...
- 5 There's possibility that ...
- 6 As as I can see, ...
- 7 There's very chance of ...
- 8 In the future, ...

12 Key grammar: *Speculating and talking about the future*

7 **12** - **14** Work in pairs. Listen to the speakers again and discuss what each student's views are and whether you agree or not.



I agree with Daeng because ...

Per thinks that ..., but my view is ...



According to Lucrecia ..., but I don't agree with that.

13 Pronunciation: *Word stress*

8 Work in pairs. Take turns to ask and answer the remaining questions from Exercise 5.

Exam advice Speaking Part 3

Listen carefully to the questions in Part 3. You may have to speculate or hypothesise about the future. Use appropriate expressions to do this.

Pronunciation

Word stress

With words of more than one syllable, we stress one syllable more than the others. It is important to stress the correct syllable so that you can be understood.

1 Work in pairs. Look at this extract from Daeng's Part 3 answer.

Also, certain species only survive if we protect them – like the giant panda.

- 1 Decide which syllables are stressed in the underlined words.
- 2 Listen and check your answers. Then complete this rule:

We often stress the 1 syllable in nouns and adjectives that do not have prefixes or suffixes, but the 2 syllable in verbs. (Words that don't follow this rule include *idea*, *ahead*, *handle* and *recognise*.)

2 Work in pairs. Look at this extract from Daeng's Part 2 talk.

Although the elephants were in captivity, they used to be an important part of the workforce in the forests – that was their primary occupation – but as a result of conservation programmes, there's less logging nowadays.

- 1 Decide which syllables are stressed in the underlined words.
- 2 Listen and check your answers. Then complete these rules:

- With compound nouns (nouns formed from two separate words combined, e.g. *playground*), we often stress the 1 word.
- When a longer word is formed from a shorter word, by adding prefixes or suffixes (e.g. *gladly*, *incredible*), the stress usually stays on the 2 syllable (most prefixes are not stressed). However, when we add *-ion* or *-ic*, the stress always falls on the syllable that comes 3 the suffix (e.g. *production*).
- When we add *-ity*, the stress usually comes 4 syllables before the suffix (e.g. *productivity*).

Key grammar

Speculating and talking about the future

1 Work in pairs. Look at these examples from Speaking Exercise 6.

- 1 In the end, I think it's an issue that **will be handled** on an international level.
- 2 If we don't protect forests and other animal habitats now, we **may well** see a very steep decline in animal numbers ...
- 3 Without new laws, **there's very little chance** of any real improvement in the foreseeable future.


In which of these sentences does the speaker think something in the future is:

- a certain?
- b probable?
- c improbable?

2 Work in pairs. Look at these sentences and classify the phrases in bold as a, b or c from Exercise 1.

- 1 **It's highly likely** that we **will** find a cure for malaria.
- 2 As far as human cloning is concerned, I think **there is little likelihood** of this happening.
- 3 I **very much doubt whether** the world **will** ever become completely vegetarian.
- 4 The world's population **is bound to** exceed 8 billion in the next 15 years.
- 5 **There's a strong likelihood that** many more species will become endangered.
- 6 **There is unlikely to be** another ice age in our lifetime.
- 7 **There's no doubt that** scientists **will** one day come up with a 'food' pill.
- 8 It's **quite possible that** people **will** live to be over 150 in the future.



 page 118 *Speculating and talking about the future*

3 Work in small groups and discuss which of the sentences in Exercise 2 you agree with and which you disagree with, and why. If you disagree, use one of the expressions in bold to make your own prediction about the future.

Writing Task 1

- 1 Work in pairs. Complete the sentences below with the words/phrases in the box so that they offer good advice for students doing Writing Task 1.

20 minutes comparisons diagram
 figures grammar and spelling key
 overview paragraphs task words

- 1 Aim to write your answer in *20 minutes*.
- 2 Study the graph, chart or carefully first.
- 3 Use your own words rather than copying words from the
- 4 Make sure you have included all the points.
- 5 Always use to organise your points.
- 6 Make sure any you quote are accurate.
- 7 Make if they are appropriate and relevant.
- 8 Always include a clear
- 9 Leave time to check your
- 10 Don't lose unnecessary marks by writing too few

- 2 Work in pairs. Look at the Writing task in the next column and answer these questions.

- 1 How are the two charts linked? How do the charts differ overall?
- 2 What are the key features of the charts?
- 3 Which categories on each chart could you combine? (You cannot mention every category.)
- 4 How many paragraphs would you write, and what would you include in each one?
- 5 What would your overview contain?

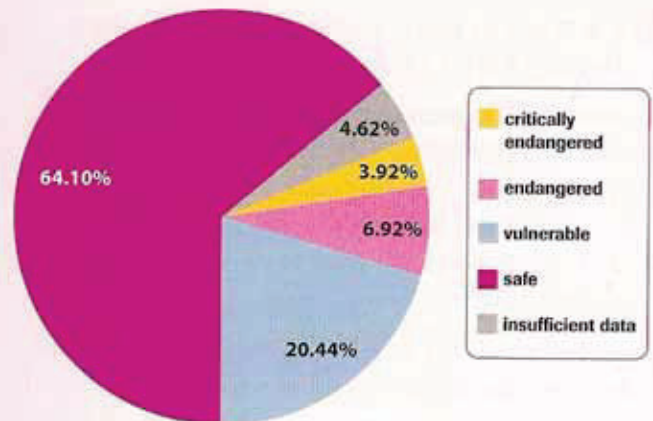
- 3 Read this sample answer. Divide it into paragraphs and insert the six missing commas.

The charts provide information on the proportion of plant species that are at risk, the levels of risk, and the different environments in which these plants grow. Although a lot of plants are safe about a third of all plant species around the world are under some kind of threat. For just over 10 percent of these species, the threat is severe, with 3.92 percent of plants likely to become extinct and over 25 percent being vulnerable to extinction. When you look at plant habitats the area with the greatest proportion of threatened species is tropical rainforest where 63 percent of species are threatened. In

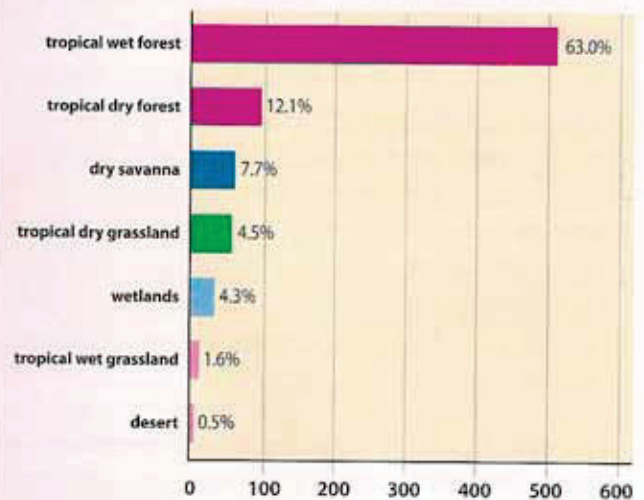
The charts below give information about endangered plants around the world.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Endangered plant species



Plant species at risk in different habitats



contrast desert areas have the lowest proportion of vulnerable plants at 0.5 percent. Forest grassland and wetland areas are also home to threatened species. However the danger is on a much smaller scale than in the tropics, with figures ranging between 12 and one percent. To conclude tropical areas of the world have more endangered plant species than others, and certain plants need immediate protection.

▶ page 121 Using commas

4 Study these two extracts from the sample answer on page 82. Then rewrite the sentences below using *with* to add supporting information to the opening statement.

- For just over 10 percent of these species, the threat is severe, *with* 3.92 percent of plants *likely to become* extinct ...
- However, the danger is on a much smaller scale than in the tropics, *with* figures *ranging* between 12 and one per cent.

- The pollution levels will peak in 2015, and figures will reach 22 parts per million.
- The figures increased fourfold in 2008, and costs went up from \$200 to \$800.
- Bird-watching grew in popularity that year, and teenage groups became more involved in the hobby than any other group.
- Cheetah populations are under threat, and numbers are predicted to continue to fall steadily in the future.
- There were numerous complaints about the building project in 2006, and the highest number was recorded in September.
- Extensive grazing is most marked in Europe, and 9.7 percent of land was over-used.

5 Compare the sample answer on page 82 with your ideas from Exercise 2.

6 When doing IELTS tasks, it is important to use your own words as far as possible and not repeat words from the task. Find the following in the sample answer.

- two phrases that mean 'endangered'
- an adjective that means 'critical'
- a word that has been used to replace 'habitats'
- a phrase that means 'the place where something lives'
- a phrase that means 'a lot lower'

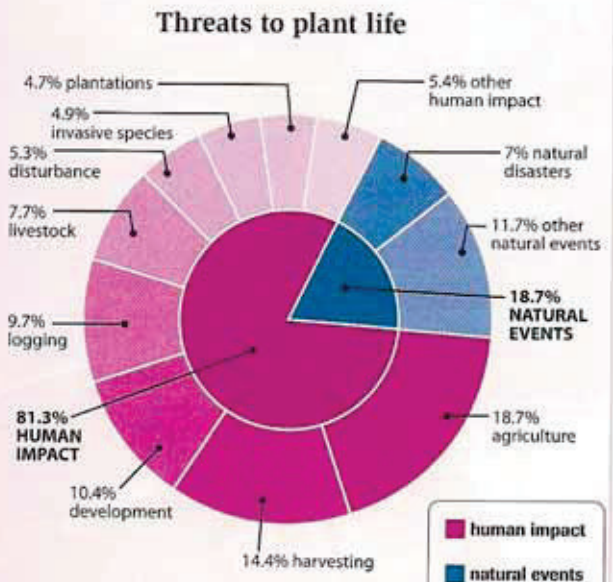
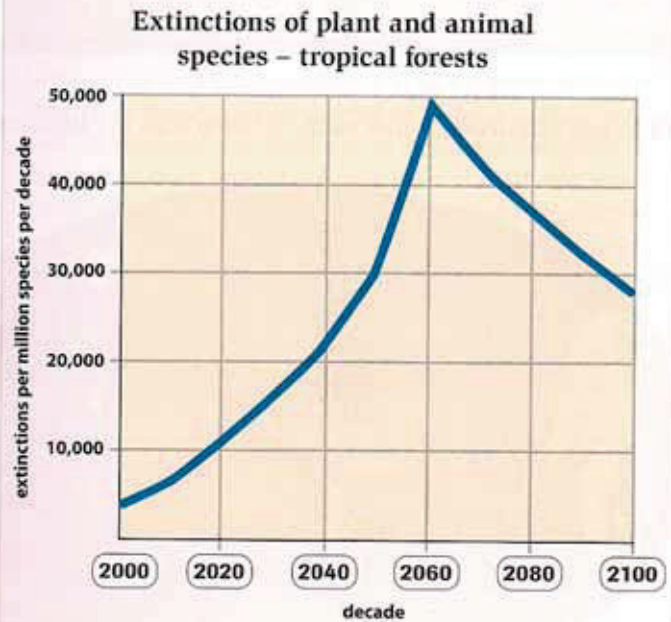
Exam advice Writing Task 1

- Spend a few minutes planning the organisation of your answer and the content of each paragraph.
- If there are large amounts of data, divide it into categories so that you express the main features, but not every detail.
- Leave time to check your work for mistakes.

7 Work in pairs. Look at this Writing task and discuss how you would organise an answer into paragraphs, and what you would include in each one.

The graph and chart below give information about species extinctions and the threats to plant life.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



8 Now write your answer in 20 minutes. Write around 150 words. Leave a couple of minutes at the end to check for mistakes.