

Unit 12 Experts

12a A man of many talents

Reading a conflict in Cambodia

- 1 Read the article about Tuy Sereivathana. Match the excerpts (a–e) with the gaps in the text (1–5).
- a They were essential in the construction of the Angkor Wat temple and are depicted in honor on its walls.
 - b The origins of his role are found in the difficulties which faced Cambodia after decades of political turmoil.
 - c The success of his project is unprecedented.
 - d When farmers were arrested for clearing the forest, they could no longer feed their families.
 - e An early demonstration of his team's commitment to remote communities was their role in the creation of schools.

- 2 Read the article, including the excerpts, again and find this information.

- 1 three reasons why the human–elephant conflict began

- 2 one example of the elephant's historic role in Cambodia

- 3 two problems that concerned farmers

A man of many talents



Tuy Sereivathana is a man with an unusual job title: Manager of the Human–Elephant Conflict Team for the Cambodian Elephant Conservation Group, for conservation group Fauna & Flora International. As a result of his expertise, not only the elephants but also 30,000 local people have benefited from the group's work. ¹ _____

As masses of people relocated throughout Cambodia, they often created communities and farmland that affected elephant habitat. At the same time, with rain forests shrinking, hungry elephants come onto farmland, destroying crops. Desperately poor farmers fought back, killing elephants to protect their land and livelihood. As a result, Cambodia's elephant population, which numbered around 2,000 in 1995, fell to several hundred. The action against the elephants was unexpected: they had been an integral part of Cambodia's traditions for centuries. ² _____

To deal with the crisis, efforts at elephant conservation began. Given the historical status of the elephant, it was logical to expect progress in rekindling the connection between people and the environment. However, initial efforts didn't take the local people's needs into account sufficiently. Local people only associated wildlife protection with law enforcement. ³ _____ At this point, in 2003, Sereivathana became involved.

Day by day Sereivathana showed that he was concerned not only with elephants, but also with human beings. ⁴ _____ The government had still not established schools in these areas and farmers were very concerned that their children could not read or write. Sereivathana helped set up schools and attract teachers, and made wildlife conservation part of the curriculum. After gaining local trust, he launched a series of low-cost, highly ingenious strategies for keeping both crops and elephants safe. ⁵ _____ since 2005, not a single wild elephant has been killed in Cambodia due to human conflict.

12b What if ?

Grammar third conditional

1 Match each beginning (1–4) with two endings (a–h). Then write the sentences in the third conditional.

1 If J. K. Rowling _____
(not / write) the Harry Potter stories,

2 If Tim Berners-Lee _____
(not / invent) the Internet,

3 If Alexander Fleming _____
(not / discover) penicillin,

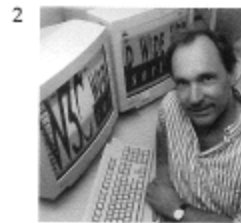
4 If Wangari Maathai _____
(not / win) the Nobel Peace Prize,

- a antibiotics (not / be) developed.
- b many people (not / hear) of her.
- c millions of kids (not / get into) books.
- d millions of people (die) from infections.
- e personal computers (not / become) so popular.
- f she (not / become) a millionaire.
- g social networking (not / be) possible.
- h thousands of Kenyan women (not / have) an income.

2 Rewrite the pairs of sentences from Exercise 1. Use *if* in the middle of the sentences. You will need to change the position of some of the other words too.

1 _____

2 _____



3 _____

4 _____

3 Rewrite the sentences using the third conditional.

1 J. K. Rowling didn't start writing until she became unemployed.
If _____

2 Tim Berners-Lee worked on hypertext because he wanted to share information with other researchers.
Tim _____

3 Alexander Fleming didn't clean his dishes and so penicillin grew on them.
If _____

4 After Wangari Maathai started the Green Belt movement, millions of trees were planted in Kenya.
If _____

12c I should go to...

Grammar review *should have* and *could have*

1 Write sentences with *should (not) have* or *could (not) have*.

1 Cambodia's elephants / die out / completely.

2 In theory, / the conflict between people and elephants / happen.

3 The Cambodians / build / Angkor Wat without using elephants.

4 Conservation efforts / re-establish / respect for elephants.

5 Conservationists / pay / more attention to human needs.

6 The government / provide / schools.

2 Write a response to each comment. Use *should (not) have* or *could (not) have*.

1 I failed the test!

(study harder)

2 I left my front door unlocked!

(someone / break in)

3 My brother has malaria.

(take / tablets)

4 This shirt doesn't fit.

(buy / bigger)

5 My sister has been a great help.

(we / do / without)

6 We got lost on the way.

(use / GPS)

Word focus *go*

3 Look at these phrases with *go* (1-3). Choose the correct meaning (a-c).

1 **going to** the other places

a disappear b leave c move

2 **going back** to his own home

a belong b originate c return

3 what was **going on**

a continue b happen c talk

4 Complete the sentences with these words.

away	back	crazy	hungry
on	out	surfing	to

1 We live near the beach, so we go _____ every weekend.

2 Please go _____. I'm listening.

3 My boss will go _____ when she sees this.

4 Do you ever go _____ zoos?

5 These traditions go _____ generations.

6 If we can't find any restaurants open, we'll have to go _____.

7 Are you going _____ this summer?

8 I'm not going _____ tonight—there's a great movie on TV.

5 Complete the sentences with these expressions.

go for a pizza	go for coffee
go for a run	going for a walk
go for a swim	gone for lunch

1 I've got a headache. I'm _____ to get some fresh air.

2 "Is Jim there?" "No, he's _____ He'll be back in an hour."

3 Do you want to _____ after this?

4 When I'm training for the marathon, I _____ every morning.

5 I haven't got time to _____ today. The pool closes in twenty minutes.

6 "Are you doing anything special tonight?" "I think we'll just _____."

12d I'm sorry!



Real life making and accepting apologies

- 1 Complete the sentences with these words. Then write MA for making an apology and AA for accepting an apology.

accident help things trouble

- 1 I couldn't _____ it.
- 2 It's just one of those _____!
- 3 I'm really sorry you've gone to all this _____.
- 4 Don't worry. It was an _____.

- 2 Match the statements (1–6) with the responses (a–f).

- 1 You forgot to call me!
 - 2 There's no paper in the photocopier.
 - 3 I'm so sorry. I haven't had time to get you a gift.
 - 4 I'm sorry, but I think I left your umbrella on the bus.
 - 5 We've run out of bread.
 - 6 I can't believe I dropped that! I'm really sorry.
- a Don't blame me. I don't buy the groceries.
 - b Don't worry about it. It was just an old one.
 - c It's my fault. I forgot to refill it. I'll do it now.
 - d It's not your fault. It could have happened to anyone.
 - e Oh yes. Sorry about that!
 - f There's no need to apologize. It's not a problem.

3 Grammar extra *not only...but also*

▶ NOT ONLY...BUT ALSO

We use the structure *not only... but also* to add emphasis. The verb following *not only* is used with the auxiliary verb and the infinitive. The subject of the second verb goes between *but* and *also*.

Not only did he forget to buy the bread, but he also blamed me!

(= He forgot to buy the bread. He blamed me.)

Rewrite the sentences as one sentence. Use *not only...but also*.

- 1 You forgot to call me. You turned off your phone.

- 2 She lost my umbrella. She forgot to tell me.

- 3 He broke my sunglasses. He didn't apologize.

- 4 They arrived late. They brought uninvited guests.

- 5 The cat figured out how to get into the fish tank. It ate the fish.

- 6 The scientist won the competition. She started a successful business.

12e How to behave

Writing skill revising

- 1a** Look at the underlined mistakes in these sentences. What types of mistakes are they? Write the type of mistake with the sentence.

grammar	linking words	relevance
spelling	style	vocabulary

- 1 Here are some images of my travel to Brazil.
- 2 My nephew is in Dublin this week. My nephew is learning English. My nephew's host family also speak Irish.
- 3 I've been to Lisbon several times, therefore I've never learned Portuguese.
- 4 If I hadn't learned Italian at school, I had never gone on vacation to Rome.
- 5 We used to go to Paris every year and stay with the same familys.
- 6 I went on a couple of study abroad trips when I was a student. I don't like flying.

- b** Correct the underlined mistakes in sentences 1–5 from Exercise 1a.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2** You are writing an article for a website that arranges host families for foreign language students in the United States. The purpose of the article is to give advice to families who want to be hosts. Read quickly through the sections (a–h) and decide which

is the introduction to the article. Ignore the numbers in parentheses for now.

- a** And finally, be patient with them when they speak English. If you never try to learn a language yourself, then you try taking a class so that you know how it feels! (2)
- b** Find out if there is anything your student can't eat, either for personal reasons or because they really dislike a particular food item or plate. I don't like eggs, for example. (2)
- c** Make sure that you explain your household and family rules very clearly at the beginning. (1)
- d** Respect their privacy in spite of they are in your home. For the duration of their stay, their bedroom is there own private space. (2)
- e** Talk to your student about life in the student's own country. This helps you to anticipate what problems the student might have during the his or her visit. (3)
- f** Treat the student as you would expect your own child to be treated if they are abroad. (1)
- g** We've had several foreign students stay with us since the last few years and each time it was been a different, but enjoyable, experience. If you're thinking about becoming a host family, here are a few tips for you. (2)
- h** You can ask your student to help with things as setting the table if that's what your own children do, but don't expect them to help you with the homework. (2)



- 3** Check each section using the criteria in Exercise 1. The number of mistakes in each section is given in parentheses. Underline the mistakes.
- 4** Correct the mistakes and put the sections in a logical order. (More than one order is possible.) Write the finished article: *Tips for host families*.

Wordbuilding prefix *in-*

► WORDBUILDING prefix *in-*

We can add *in-* to the beginning of a word to mean "not."

Inappropriate place

Inadequate [nets]

Sometimes the spelling changes to *im-* or *il-*, depending on the first letter of the word.

- 1 Add *in-*, *im-*, or *il-* to the beginning of these words.

- | | |
|---------------------|--------------------|
| 1 _____ accurate | 9 _____ logical |
| 2 _____ conclusive | 10 _____ offensive |
| 3 _____ credible | 11 _____ patient |
| 4 _____ effective | 12 _____ perfect |
| 5 _____ efficient | 13 _____ polite |
| 6 _____ expensive | 14 _____ possible |
| 7 _____ experienced | 15 _____ probable |
| 8 _____ legal | 16 _____ tolerant |

- 2 Choose the correct option (a–c).

- Let's buy this tent. It's pretty **cheap**.
a inexpensive
b inoffensive
c intolerant
- The hotel receptionist was **no good at his job**. He couldn't even find our room key!
a inaccurate
b inefficient
c impossible
- Jim's a great guy, but he's **new** at being a guide.
a inexperienced
b illogical
c improbable
- There is some evidence of elephants, but it's **not certain**.
a inconclusive
b inefficient
c impossible
- You should never be **rude** to your host.
a illegal
b impatience
c impolite
- I don't think you should drive at this speed! It's **against the law**!
a ineffective
b illegal
c illogical

Learning skills dealing with tests

- 3 Try this quiz to see if you're an expert when it comes to tests. Mark (✓) the options (a–c) you think are correct.

- What will help you do well on a test?
a knowing what format the test takes
b timing yourself for each question
c revising vocabulary and grammar from the course
- What should you do to prepare for a test?
a do some practice papers
b go on vacation to an English-speaking country
c look through your notebook
- How should you behave during a test?
a try to finish as quickly as possible
b leave time to check your answers before you hand the test in
c spend more time on the questions that have more marks

Answers
1 All of these are good strategies.
2 Option b is not really necessary, although it might be a nice thing to do when your tests are over!
3 Option a is not a good idea at all! Use your time well.

Check!

- 4 Write the names of the things in the correct spaces. Only one word will fit into each set of spaces. (Don't leave a space between the words if there are two.) The letters in the shaded squares spell a kind of expert who would be useful on a field trip to see wildlife.



a _____

c _____

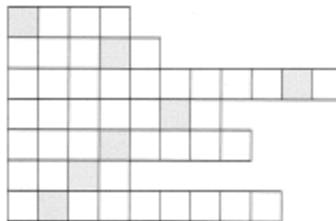
e _____



b _____

d _____

f _____



g _____