

6

Grammar, Vocabulary, and Pronunciation

GRAMMAR

1 Underline the correct word(s).

Example: My bus **to leave / leaves** in five minutes.

- 1 The team **is due to / due** arrive at six o'clock.
- 2 Bob's **will go / going** to New York next week.
- 3 **Will / Are** we be meeting outside the cinema?
- 4 I'm about **going / to go** to the shops. Do we need more milk?
- 5 We **'re move / move** into our new flat next month.
- 6 You're going **getting / to get** a new car next year, aren't you?

6

2 Complete the sentences with one word.

Example: I think he had a good time even though he didn't say so.

- 1 She went to Paris _____ didn't see the Eiffel Tower.
- 2 **A** Did you go to the party?
B No, but Joanne _____. She said it was a lot of fun.
- 3 I felt really sad when _____ realized that Minoo had left without saying goodbye.
- 4 You didn't help make dinner last night, but you really should _____.
- 5 **A** Are you going to the office picnic tomorrow?
B I suppose _____, unless it rains.
- 6 **A** Did Lo Chi get the job she wanted?
B I'm afraid _____. They offered it to someone else.
- 7 The kids wanted to go to the lake, but I told them not _____. It's too far.
- 8 Brett said I would enjoy the concert, but I don't think I _____. I've never liked jazz, so I'd probably be bored.

8

3 Order the words to make emphatic sentences.

Example: much / it / so / was / cost / taxi / the / that
It was the taxi that cost so much.

- 1 happy / be / to / is / want / I / all
- 2 happened / that / was / late / he / what / was
- 3 I / a / what / need / holiday / is

- 4 was / I / bored / because / left / is / the / why / I / reason
- 5 her / it / saw / was / I / when / month / last
- 6 place / we / was / a / the / where / met / café

6

Grammar total 20

VOCABULARY

4 Underline the odd word(s) out.

Example: day trip touristy city break guided tour

- 1 trait grumpy fussy serene
- 2 a nest a hive a horse a tank
- 3 dog bark kennel lunatic
- 4 roar grunt stable squeak
- 5 breathtaking dull spoilt overcrowded
- 6 delay postpone cancel put off

6

5 Complete the words in the sentences.

Example: We went on a package holiday to Greece last year.

- 1 If you go on a **l**_____ -haul flight, you should stretch and get up and move around as often as possible.
- 2 Don't forget to **t**_____ out travel insurance before you set off.
- 3 I really like to get off the beaten **t**_____ when I go on holiday.
- 4 Instead of a nose and mouth, a bird has a sharp **b**_____.
- 5 The blue whale, the giant panda, and the snow leopard are all endangered **s**_____.
- 6 Some animals can be bred in **c**_____, for example in zoos.
- 7 If you have a problem at work, you've got to take the **b**_____ by the horns and sort it out before it gets worse.
- 8 Juan made a real **p**_____ of himself at dinner. He even ordered two desserts!

8

6 Underline the correct word(s).

Example: Given the **choice** / **choose** I'd take the train rather than the bus.

- When I was in Vietnam, I enjoyed meeting other **backpackers** / **backpacks** and sharing stories and information.
- Getting a job in Japan was a bit of **dream** / **a fluke**, but it made me very happy.
- Thailand is pretty crowded these days, but Cambodia hasn't **gone too far** / **walked** down that road yet.
- Traditional Chinese wisdom says you should **obey** / **pursue** and honour your parents.
- When we visited New York, we stayed in a **suit** / **suite** in an expensive hotel in Manhattan.
- Try to **lie** / **lay** down and go to sleep. We have a really busy day tomorrow.

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Vocabulary total		20
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PRONUNCIATION

7 Match the words with the same sound.

picturesque	deny	currently	neigh	biased	donkey
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Example: fish picturesque

- besides _____, _____
- charity _____, _____
- cage _____

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8 Underline the stressed syllable.

Example: lively

- insurance
- pursue
- definitely
- tolerant
- eccentric

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Pronunciation total		10
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Grammar, Vocabulary, and Pronunciation total		50
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6

Reading and Writing

READING

Read the article and tick (✓) A, B, or C.

LEARNING ABOUT ANIMALS AT SCHOOL

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television wildlife programmes show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an

animal at the same time. There is evidence that children recall more when they have learnt about animals in this way, and furthermore this is the case whether the animal is one they were previously familiar or unfamiliar with.

Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programmes developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, movies and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend to at least some extent on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

- 1 What issue does the writer raise in the first paragraph?
 - A The outcome of what children learn about animals
 - B The amount of learning about animals that children do
 - C The level of interest that children have in learning about animals
- 2 What opinion does the writer express in the second paragraph?
 - A Children's learning about animals at school has the wrong emphasis.
 - B What children learn about animals at school is often inaccurate.
 - C Children's storybooks are an effective way of teaching them about animals.

- 3 What does the writer say about zoo visits?
- A Children don't enjoy them as much as adults think they do.
- B They have less educational benefit than they are believed to have.
- C They can be upsetting for some children.
- 4 What does the writer say about learning about animals in their natural habitats?
- A It is very difficult for most children to do this.
- B It teaches children more about animals than other methods.
- C It requires a lot of effort from children.
- 5 Research shows that children's attitudes to animals _____.
- A differ from what adults might expect them to be
- B depend on whether or not they have pets
- C are not affected by what they learn about them at school
- 6 The writer says that the use of interactive multimedia instruction _____.
- A is most effective for teaching about animals children know nothing about
- B increases the amount that children can remember after lessons
- C works better for some children than for others
- 7 The writer says that in modern urban life, interactive multimedia instruction _____.
- A is a good substitute for direct contact with wildlife
- B is particularly effective for children who do not have pets
- C can relate the lives of animals to children's own lives
- 8 What does the writer say about children who watch TV wildlife programmes?
- A They are very keen on interactive multimedia instruction about animals.
- B They no longer know more about animals than other children.
- C There are now more of them because of interactive multimedia instruction.
- 9 The writer says in the last paragraph that what children learn about animals at school _____.
- A has an effect on how their personalities develop
- B may change as they get older
- C will have some effect on attitudes to wildlife in the future

- 10 The writer's main point in the text as a whole is that _____.

- A children should learn about how animals really live
- B children enjoy learning about animals with interactive multimedia instruction
- C some children are much more interested in animals than others

Reading total	<input type="text"/>	10
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WRITING

Choose one of the essay titles below and write approximately 250 words:

- A lot of computer games are addictive and violent. As a result the minimum age for most games should be 18.
- To reduce the number of accidents on the roads anyone using their mobile whilst driving should be arrested.
- To help reduce CO₂ emissions people should only be allowed to fly once or twice a year.

Writing total	<input type="text"/>	10
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Reading and Writing total	<input type="text"/>	20
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LISTENING

- 1 Listen to five people discussing issues connected with animals. Match the speakers (1–5) to what their main topic is (A–H).

Speaker 1 Speaker 2 Speaker 3 Speaker 4 Speaker 5

- A people who think their attitude to animals makes them superior
 B people whose attitude to animals is inconsistent
 C the way attitudes to animals have changed
 D the danger presented by certain animals
 E the difficulties involved in treating certain animals well
 F the conditions in which certain animals are kept
 G people who assume their attitude towards certain animals is widely shared
 H people who take no interest in animals at all

 5

- 2 Listen to a talk about Ellis Island near New York, a place where many immigrants went when they arrived in the US. Complete the sentences using no more than three words.

ELLIS ISLAND

Immigrants were received and processed at the
 1 _____ on Ellis Island.

First and second class passengers were inspected
 2 _____ and then went straight into the US.

Steerage and third class passengers were inspected by doctors so quickly that doctors called these inspections
 3 '_____':

The legal inspection of steerage and third class passengers was based on a document containing 4 _____.

Just 5 _____ of the people arriving at Ellis Island were not allowed to enter the US.

 5Listening total 10

SPEAKING Student A

- 1 Ask your partner these questions.
- Which part of the world would you most like to visit?
 - Which place in your own country would you most recommend to visitors?
 - What's your favourite animal?
 - Which animal frightens you the most?
 - If you went to live in another country, what would you miss most?
- 2 Now answer your partner's questions.
- 3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
- 'Tourism does more harm than good.'
 - 'Too many animals are badly treated.'
 - 'Immigrants bring many benefits to the countries they go to.'
- 4 Now listen to your partner. Do you agree with him / her?

Speaking total 15Listening and Speaking total 25

SPEAKING Student B

- 1 Answer your partner's questions.
- 2 Now ask your partner these questions.
 - 1 What's the best place you have ever visited?
 - 2 What's the most difficult journey you've ever taken?
 - 3 Which animals do you have most contact with?
 - 4 What are the most common pets in your country?
 - 5 If you could live in another country, which country would it be?
- 3 Listen to your partner. Do you agree with him / her?
- 4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
 - 1 'Everyone should visit at least one foreign country in their life.'
 - 2 'There is no reason for anyone to have a pet.'
 - 3 'Second-generation immigrants have more problems than their parents.'

Speaking total 15Listening and Speaking total 25

6 Answer Key

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 is due to
 - 2 going
 - 3 Will
 - 4 to go
 - 5 move
 - 6 to get
- 2**
- 1 but
 - 2 did
 - 3 I
 - 4 have
 - 5 so
 - 6 not
 - 7 to
 - 8 would
- 3**
- 1 All I want is to be happy.
 - 2 What happened was that he was late.
 - 3 What I need is a holiday.
 - 4 The reason why I left is because I was bored.
 - 5 It was last month when I saw her.
 - 6 The place where we met was a café.

VOCABULARY

- 4**
- 1 trait
 - 2 a horse
 - 3 lunatic
 - 4 stable
 - 5 breathtaking
 - 6 cancel
- 5**
- 1 long
 - 2 take
 - 3 track
 - 4 beak
 - 5 species
 - 6 captivity
 - 7 bull
 - 8 pig
- 6**
- 1 backpackers
 - 2 a fluke
 - 3 gone too far
 - 4 obey

6 Answer Key

- 5 suite
- 6 lie

PRONUNCIATION

- 7 1 deny, biased
- 2 currently, donkey
- 3 neigh

- 8 1 insurance
- 2 pursue
- 3 definitely
- 4 tolerant
- 5 eccentric

Reading and Writing

READING

- 1 A
- 2 A
- 3 B
- 4 B
- 5 C
- 6 B
- 7 A
- 8 B
- 9 C
- 10 A

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How do children learn about wildlife? And is what they learn the sort of thing they should be learning? (1) It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. (2) Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

6 Answer Key

For direct contact with wild and international animals, the only opportunity most children have is (3) visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programmes, however, show significantly higher knowledge than any other group of children studied in research. The studies show that (4) if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. (5) This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television wildlife programmes show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an animal at the same time. (6) There is evidence that children recall more when they have learnt about animals in this way, and furthermore this is the case whether the animal is one they were previously familiar or unfamiliar with.

(7) Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. (8) Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programmes developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, movies and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because (9) what happens to the world's wildlife will depend to at least some extent on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

6 Answer Key

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1 1 D
2 F
3 B
4 G
5 A

- 2 1 Immigration Station / immigration station
2 on board (ship)
3 six-second physicals / 6-second physicals
4 29 questions / twenty-nine questions
5 two per cent / 2%

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

FILE 6

Listening 1

Speaker 1 Now this is something that I feel very strongly about and that's that people should not be allowed to keep very aggressive breeds of dogs such as Rottweilers as pets. I really think it's totally unnecessary to keep potentially aggressive dogs as family pets. I think you hear so many situations of what was deemed to be a passive animal suddenly attacking a baby, often a new baby, because suddenly the dog feels jealous. A friend of mine recently, their child was attacked in the street by a Rottweiler, it nearly ripped her leg off, it was horrendous and the animal was still allowed, wasn't put down. I think it's just awful, I can't imagine why anybody would want to keep an aggressive animal as a family pet.

Speaker 2 I have to say I am completely against zoos nowadays, they serve no useful purpose and they should be banned. I think the poor animals are kept in tiny cages, it's not necessarily going to be their natural habitat and they look bored the majority of them and they just stand there swaying from side to side or walking up and down, they get fed every now and again and they've got hundreds of people just staring at them, and gawking at them as they walk past, I just think, 'erk', they should be banned, I don't understand why zoos still exist.

Speaker 3 I'll tell you something that I find completely hypocritical about people, right, is people who say that they're animal lovers but still eat meat or fish. How does that work? I mean, I've been a vegetarian for a long time and I just can't bear the idea of eating a dead animal. I just don't understand it at all, it's completely hypocritical, it doesn't make any sense at all. How can you say there's a difference between different kinds of animals? Oh there, it's OK we can eat them but we can't, we don't eat my, you know, my little animal.

Speaker 4 One thing that really annoys me is those dog owners who think that everyone else just loves dogs as much as they do. Well actually, of course, people's dogs are often a terrible nuisance to other people and I blame the owners. They stand there grinning at you, or they take no notice at all, when their dog comes barking at you in the street or the park, and starts slobbering all over you. And kids don't always like dogs either, they get scared when a dog starts bothering them. The owners just don't get it, they can't imagine that people don't like dogs as much as they do. They stand there with a stupid look on their faces saying, 'Oh, he just wants to play' when people just want the thing to go away.

Speaker 5 Have you ever met that kind of person who tells you how much they care about animals, how deeply they feel for the plight of animals, but who treat other people really badly? Some of the most unpleasant people I've ever met are people who go on and on about how much they care about animals. I think this is just a way for them to feel good about themselves, to feel better than other people. I think they're on the 'animal rights' bandwagon because it makes them feel they've got something over other people. I think it's a way they can justify being so horrible to people.

FILE 6

Listening 2

Ellis Island is the small island just outside New York where the vast majority of immigrants to the United States arrived in the country between 1892 and 1954. The Immigration Station on the island was specially constructed by the US government for the purpose of receiving and processing immigrants during a period of mass immigration from Europe. The first immigrant to pass through it was a 15-year-old Irish girl named Annie Moore, who arrived with her two younger brothers to join their parents in New York City. More than 12 million people followed her through Ellis Island over the coming years.

Immigrants arriving by ship were divided into categories. First and second class passengers did not have to go through the inspection process at Ellis Island. It was considered that they must be reasonably well-off and therefore unlikely to be any problem to the country once they had entered it. They were given a brief inspection on board ship and then, when their ship arrived in the US, they went straight through customs at the harbour and into the country, unless they had medical or legal problems, in which case they too went to Ellis Island for inspection.

Steerage and third class passengers had a different experience. They often travelled in crowded and unpleasant conditions at the bottom of the ship for the two weeks it approximately took to cross the Atlantic. On arriving in New York, they were taken by ferry to Ellis Island to be inspected. If they were in fairly good health and their immigration papers were right, the inspection process would take between three and five hours. Doctors would have a brief look at each one, performing what they called 'six-second physicals', and it was said that doctors could identify many medical problems just by glancing at an immigrant. On board ship the immigrants had already answered 29 questions on a document, and this was used to question them during the legal inspection on Ellis Island.

The vast majority of immigrants were free to start their new lives in the US after just these few hours at Ellis Island. Only two per cent were refused entry. The two main reasons for this were if someone had a contagious disease, as identified by a doctor, or if a legal inspector considered them likely to become a burden on the state or an illegal worker. Though some people named the place 'The Island of Tears', most immigrants were treated well there and passing through Ellis Island was not a bad experience for them.