

**MID YEAR EXAM**  
**GOLD PRE FIRST UNITS 6-9**

**Section 1: Vocabulary**

**1 Complete the text. Use only one word for each gap.**

In the past, big companies didn't take much interest <sup>1</sup> \_\_\_\_\_ protecting the environment. But these days many of them try to recycle as much as possible. However, I'm not sure <sup>2</sup> \_\_\_\_\_ their reasons for doing it. Perhaps it's more about the company's image rather than their desire to save the planet! Nevertheless, the world is <sup>3</sup> \_\_\_\_\_ need of all the help it can get. But we can't do it <sup>4</sup> \_\_\_\_\_ our own. We need to get everyone involved, including big companies.

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**2 Read about Georgia and her job. Complete the sentences with words formed from the words given.**

- |                                                                                                  |                   |
|--------------------------------------------------------------------------------------------------|-------------------|
| 1 Georgia kept on making _____ mistakes all the time in her new job.                             | <b>care</b>       |
| 2 When she started, she was very _____ and nobody helped her.                                    | <b>experience</b> |
| 3 At first, her boss was impressed by her academic _____. And he ignored her lack of experience. | <b>achieve</b>    |
| 4 However, Georgia found it _____ to cope with her responsibilities and she soon left her job.   | <b>possible</b>   |

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## Section 2: Grammar

- 3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given in bold. Use between two and five words.

1 'Did you email the report?' she asked me. **if**

She asked me \_\_\_\_\_ the report.

2 My friend James cuts my hair. **have**

I \_\_\_\_\_ by my friend James.

3 'Who do you want to see?' he asked me. **wanted**

He asked me \_\_\_\_\_ to see.

4 'You have to meet Sarah at the airport,' the boss told John. **had**

The boss told John that \_\_\_\_\_ meet Sarah at the airport.

5 It's not a good idea to buy that car. **not**

I \_\_\_\_\_ if I were you.

6 The BBC is interviewing the Prime Minister at the moment. **interviewed**

The Prime Minister is \_\_\_\_\_ the BBC at the moment.

**2 Complete the sentences with the correct future form of the verb in brackets.**

- 1 We \_\_\_\_\_ (*not finish*) the job by tomorrow evening.
- 2 Shops \_\_\_\_\_ (*disappear*) completely by the end of the century.
- 3 I think I \_\_\_\_\_ (*live*) in the same house in twenty years' time because I love it.
- 4 This time tomorrow, we \_\_\_\_\_ (*lie*) on a beach on a Greek island!

**6 Complete the report using words from the box.**

|                      |                 |                     |
|----------------------|-----------------|---------------------|
| <b>alternatively</b> | <b>benefits</b> | <b>implications</b> |
| <b>otherwise</b>     | <b>outline</b>  | <b>worth</b>        |

**Does Ecotourism work?**

*By Hiro Watanabe*

**Introduction**

The aim of this report is to briefly <sup>1</sup> \_\_\_\_\_ the value and sustainability of 'ecotourism'. Ecotourism is 'responsible travel to natural areas that protects the environment and improves \_\_\_\_\_ the lives of local people'.

**Community tourism**

Community tourism is where tourists stay with local families in their villages and take part in their everyday activities. This kind of tourism is really <sup>2</sup> \_\_\_\_\_ trying, as it can make so much difference at a local level.

**Nature tours**

<sup>3</sup> \_\_\_\_\_, people can go on tours of local environments and learn about nature and ecology first-hand. These kinds of tours can educate tourists and make a real difference.

**Responsibilities of tourists**

Tourists should always check that their eco-holiday really benefits those it is supposed to. \_\_\_\_\_, the tour company might not be as eco-friendly as it claims to be.

4

**Conclusion**

In conclusion, the idea of ecotourism is a good one. But it needs to offer <sup>5</sup> \_\_\_\_\_ for both the environment and local people. The <sup>6</sup> \_\_\_\_\_ of companies using eco-tourism for profits rather than for the environment are serious. So, tourists must check before travelling.

## Section 4: Reading

- 5 Read the text about someone's passion for green issues. For questions 1–4, choose the correct answers (A-C).

### My wife's green passions

Hugh Wilson explains how his wife's passion for recycling has taken over family life.

These days, when voices are raised in our house, it's usually about recycling or using the car.

This is because Nicola, my wife, has recently turned into an enthusiastic environmentalist.

She hardly ever drives and takes the train and bus whenever possible. She shops locally, always uses reusable shopping bags and is an expert at organising recycling.

I'm quite careful about recycling, but I only use the local food market when it is convenient for me.

I also sometimes leave the tap running while I brush my teeth. The difference in our attitudes has caused bitter arguments. However, it's comforting to know that we're not alone. According to the *New York Times*, more and more couples are looking for counselling after arguments about environmental responsibilities. But Nicola and I are not in need of such relationship therapy – yet.

One disagreement, however, could possibly become more serious. It's financial, about money.

Worrying about the cost of organic food and Fair Trade chocolate has already led to angry words and silences. My wife thinks I'd rather save money than protect our children's future. I think her focus on green issues will make us bankrupt.

Still, it could be worse. One couple we know are on really bad terms. The wife introduced meat-free days without discussing it first. Another couple we know have fallen out over whether to sell their car and rely on public transport. He wants to get rid of it and she wants to keep it. Counsellors believe that arguments over green issues will only get more common and more unpleasant.

- 1 In the first paragraph, we learn that Nicola ...  
A enjoys arguing.  
B doesn't like recycling.  
C rarely uses the car.
- 2 How have the couple's different attitudes affected their lives?  
A Their relationship has been destroyed.  
B They are going to relationship counselling.  
C They often seriously argue about things.

- 3 Nicola thinks that ...  
**A** they cannot afford to buy Fair Trade food.  
**B** her husband worries too much about money.  
**C** the family will soon be bankrupt.
- 4 Counsellors think that in the future ...  
**A** arguments about green issues will be more frequent.  
**B** more and more people will stop eating meat.  
**D** people need to be more relaxed about green issues.

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**2**

You are going to read five paragraphs from the website of a wildlife conservation organisation. For questions 1–10 choose from the paragraphs (A–E). The paragraphs may be chosen more than once.

### Which paragraph

points out that some aspects of the volunteers' work is surprisingly challenging?

1

includes a promise about the excellence of some services it offers?

2

says that the organisation is keen to recruit people who have a certain hobby?

3

lists a number of threats to animals that live in the sea?

4

mentions the length of time that the organisation has existed?

5

outlines the characteristics that are useful for volunteers to have?

6

warns that the measures taken to protect one species are not enough?

7

mentions features which can help distinguish one animal from another of the same species?

8

mentions how the organisation informs the public about its research findings?

9

describes the process involved in one kind of information-gathering session?

10



## Section 5: Writing



## The Sea Mammal Institute

- A** The Sea Mammal Institute is a wildlife conservation organisation set up to protect whales, dolphins and porpoises. Our team of professional researchers work together with volunteers to identify and monitor the numbers and locations of these creatures in order to gain valuable knowledge of the state of our ocean environment, and the impact of climate change, noise disturbance, chemical pollution and overfishing in our seas. We are also proud of the educational role we perform, increasing public knowledge and understanding of sea mammals, and passing on what our data has taught us through community group talks and school visits.
- B** Our organisation relies heavily on volunteers, who help collect data and then input, organise and analyse it. Volunteers interested in photography are always very welcome to help update our photo-identification catalogue – a collection of pictures of all the different species we monitor – and organise our ever-growing image library. If you would like to be a volunteer, the most straightforward way to get involved is to contact the organisation's co-ordinator in your area, and join him or her for a sea watch. Anyone with enthusiasm and a pair of binoculars can take part – and, as you'll learn if you join us, patience is pretty essential too!
- C** Although we are pleased to receive any information on public sightings of whales, dolphins and porpoises, it is also important for us to have 'effort-related' data collected by trained volunteers. 'Effort-related' data is that recorded by observers who time their watch and note down specific environmental data every 15 minutes. It doesn't matter how long each watch is, provided that its date and location are carefully noted down along with any details about sightings of sea creatures. We emphasise the need to do some basic training in observation before taking part in a watch because it's not as simple as it sounds. For example, despite the bottlenose dolphin being the probably the best-known type of dolphin, it is in fact rather tricky to identify with any confidence, since it has no clear pattern markings. The upper part of its body is plain dark brown and the underside is a paler brown or grey. So volunteers need plenty of guidance regarding how exactly to recognise it.
- D** The Sea Mammal Institute has been running courses for over twenty years, making it the most experienced organisation for training observers and students interested in sea animals in the country. It provides staff training for leading conservation organisations, and guarantees a very high quality of training from expert course leaders. The two-day introductory course recommended for new volunteer observers teaches participants the basics of how to identify different species, estimate group size, distinguish between calves, juveniles and adults and to assess the state of the sea. Plenty of practice conducting both land and boat-based surveys is given. Also included are sessions on basic photographic techniques to enable observers to identify an individual animal through distinctive markings, body size or injury scars.
- E** One of the strengths of our organisation is that we do long-term, continuous research. Over the 25 years since Sea Watch was set up, some significant insights have resulted from this research. For example, our monitoring of bottlenose dolphins shows that even in locations that are already controlled conservation areas, large numbers of motorised boats may be causing changes in their behaviour. Although strict codes of conduct stop boats approaching dolphins too closely or too fast, it is believed that the creatures' social structures are being affected by the presence of so many boats in these areas.



**Look at the sentence below. Then try to correct the mistake.**

It is told that animals suffer a lot if they are kept in cages or behind fences.