LISTENING PRACTICE

CD 1 Track 10

SECTION 1 *QUESTIONS 1–10*

Note

If you do not have access to an audio CD player, please refer to the audio-scripts starting on page 414 when prompted to listen to an audio passsage.

Questions 1–4

Complete the form below.
Write ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *for each answer.*

Example: Grandview Hotel
Reservation Form

Arrival date: **1** _____ 13th. Number of nights: 2
Number of guests: **2** _____
Guest name: Roxanne **3** _____
Credit card number **4** _____

Questions 5–7

Choose ***THREE*** *letters,* ***A–G****.*
Which ***THREE*** *places will the caller visit?*

A art museum
B science museum
C shopping mall
D monument
E post office
F restaurant
G park

Questions 8–10

Choose the correct letters, ***A, B, or C.***

8 When will the caller arrive at the airport?

A In the morning
B In the afternoon
C At night

9 How will the caller get to the hotel?

A Subway
B Bus
C Taxi

10 What time does the hotel front desk close?

A 10:00
B 12:00
C 2:00

LIVEWORKSHEETS

CD 1 Track 11

SECTION 2 *QUESTIONS 11–20*

Questions 11 and 12

Complete the information below.
*Write **ONE NUMBER** for each answer.*

City Tours
Fare Information

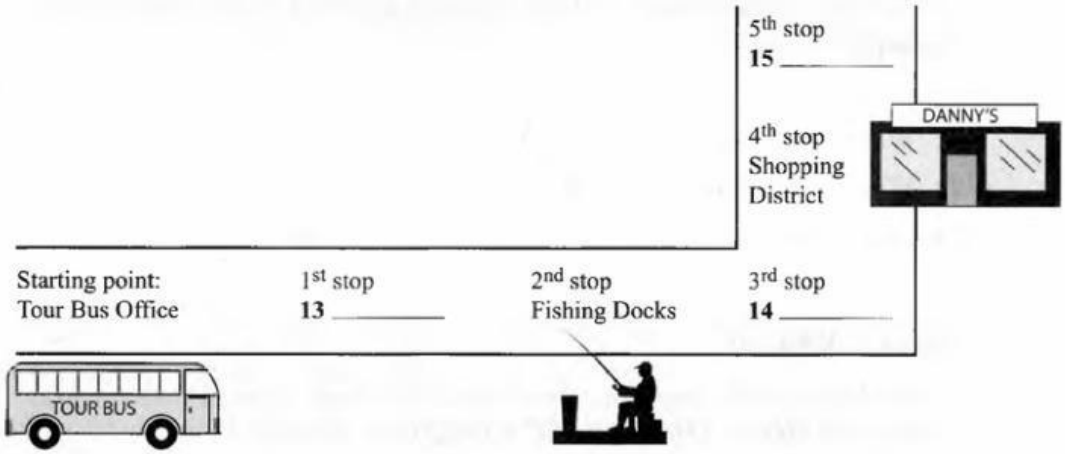
Adult All-Day Pass: **11** $ _____

Children ages 5–12 All-Day Pass: **12** $ _____

Children under age 5: Free

Questions 13–15

Label the map below.
*Write **NO MORE THAN TWO WORDS** for each answer.*



Questions 16–20

Complete the chart below.
*Write **NO MORE THAN ONE WORD** for each answer.*

Place	Activity
First stop	Enjoy the **16** _____ of the bay
Second stop	Look at the **17** _____
Third stop	**18** _____ fish.
Fourth stop	Purchase **19** _____
Fifth stop	Visit the **20** _____

LIVEWORKSHEETS

CD 1 Track 12

SECTION 3 *QUESTIONS 21–30*

Questions 21–23

Answer the questions below.
Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

21 When is the research project due? _____

22 Where will the students conduct the interviews? _____

23 How many interviews will they complete all together? _____

Questions 24–30

Complete the outline showing the steps the students will take to complete their projects.
Write ***NO MORE THAN THREE WORDS*** *for each answer.*

A. Read **24** _____
B. **25** _____
C. Get **26** _____
D. **27** _____
E. Get together to **28** _____
F. Prepare **29** _____
G. Give **30** _____

LIVEWORKSHEETS

CD 1 Track 13

SECTION 4 *QUESTIONS 31–40*

Questions 31–40

Complete the timeline below. Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

1832	**31** _____
In her teens	Alcott worked to **32** _____
At age 17	Alcott wrote **33** _____
34 _____	Alcott enlisted as an army nurse.
35 _____	Alcott published her letters in a book called *Hospital Sketches.*
36 _____	Alcott returned from her trip to Europe.
37 _____	Alcott published *Little Women.*
1879	**38** _____ died.
39 _____	Alcott set up a home for her family in Boston.
1888	**40** _____

LIVEWORKSHEETS

READING PRACTICE

READING PASSAGE 1

The Story of the Mammoth

The mammoth is the classic ice age creature, often depicted wandering the steppe and towering over humans. Their closest contemporary relatives are elephants, but a mammoth typically had longer, curved tusks, and a covering of shaggy brown hair. As their name suggests, they were extremely large, with the biggest species reaching heights of around 13 feet at the shoulder. The mystery of the mammoth is why exactly these giant creatures died out.

Woolly mammoths are probably the best known of the mammoths because their remains have been so extensively studied and documented, as many well-preserved specimens have been found. They were not the largest mammoth species, but at between 9 and 11 feet tall they were around the same height as an African elephant. The woolly mammoth's habitat was the vast ecosystem known as the mammoth steppe. They were perfectly suited to the extreme conditions on the steppe, which included freezing temperatures and a dry climate.

As with other mammoth species, most woolly mammoths died out in the early Holocene (the geological era that followed the last ice age), around 10,000 years ago. However, a small number of woolly mammoths survived on Wrangel Island in the Arctic Circle, where they lived until around 2500 BC, the time the pyramids were built in Egypt. The reasons for the extinction of the mammoth are still debated, with some claiming climate change was the most significant factor, while others speculate that it was disease, or that humans killed them off. Humans did migrate across areas where mammoths resided during this period, while also developing new weapons which could have allowed them to hunt large creatures like mammoths.

However, the most likely scenario is that a variety of factors contributed to the mammoth's disappearance. The warming climate in the early Holocene did have an impact on the habitat of the mammoth steppe, which gradually changed from grassy terrain to wetlands. This could have forced mammoths into much smaller habitats, where they could easily be targeted by human hunters. Furthermore, these small, isolated populations of mammoths were prey to disease and general weakness because of inbreeding.

LIVEWORKSHEETS

Questions 1–3

Complete each sentence with the correct ending, ***A–E****, below.*

1 Woolly mammoth remains could be studied

2 Mammoths were alive in the Arctic Circle

3 The mammoth steppe began transforming into a wetland

A	after the end of the Holocene.
B	when the climate heated up.
C	because they were found in a good condition.
D	when the pyramids were being constructed.
E	when the mammoths had migrated away.

Questions 4 and 5

Do the following statements agree with the information given in Reading Passage 1?

Write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

4 The debate over why the mammoths went extinct has been settled.

5 Humans' weapons were useless against mammoths.

LIVEWORKSHEETS

READING PASSAGE 2

Stone Circles Remain Shrouded in Mystery

Over 4,000 years ago, people in what is today the United Kingdom were building circles of stone. At least 1,300 still exist, though probably twice that many have been lost to time. Various explanations for their existence have been put forward, including suggestions that they may have been built for religious rituals, to honour the dead, or to commemorate the passing of the seasons. Yet nobody has discovered the reason behind their construction. Certainly, the most famous of them is Stonehenge, a huge collection of five-tonne bluestones surrounded by much heavier standing stones called sarsen stones (hard sandstones that can be found throughout the south of England).

Geological studies in the early 20th century showed that the bluestones originated from mountains in Wales, approximately 140 miles from Stonehenge. There is an ongoing controversy about whether they were moved by glaciers or humans. If the latter is true, the tremendous effort involved indicates that they were valued for some extraordinary, perhaps mystical, reason. Archaeologist Geoffrey Wainwright has claimed that the particular choice of stone was no accident. Wainwright made the bold contention that the stones represented healing powers, and Stonehenge was a destination for those seeking relief from their ailments.

As for who built the stone circles, there have been several 'theories'. The first held that they were the result of supernatural forces, such as giants or wizards. A second, and somewhat more plausible explanation, was that they were constructed for religious purposes. Some scholars think that Celtic priests – who were known as Druids – built them. This position was held by historian John Aubrey, who was the first to link the Druids with Stonehenge. It was also accepted and popularised through the work of Dr William Stukeley. However, his fascination with the Druid faith has been criticised as an indicator of strong bias in his research. Modern dating methods have also cast doubt on this theory. The third hypothesis, supported by most mainstream archaeologists, is that construction of the stone circles was carried out in stages by different cultures over the course of many centuries. For example, some archaeologists think the Bell Beaker people transported the bluestones to Stonehenge and the Wessex people completed Stonehenge sometime later.

LIVEWORKSHEETS

Questions 6–8

Do the following statements agree with the information given in Reading Passage 2?

Write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 The stone circles may have celebrated seasonal changes.

7 Wales contains more bluestones than any other place in the UK.

8 Wainwright believes the stones were randomly chosen.

Questions 9 and 10

*Choose **TWO** letters, **A–E**.*

Which **TWO** challenges to the theory that Druids built the stone circles does the writer mention?

A a researcher's attraction to the Druid faith

B the Druids' inability to transport the stones

C the distance between the Druids' community and the stones

D the evidence of dating technology

E the lack of historical evidence for Druid society

LIVEWORKSHEETS

READING PASSAGE 3

Questions 11–15

Reading Passage 3 has five paragraphs, **A–E**.

Choose the correct heading for each paragraph from the list of headings below.

List of Headings

- **i** Language complicates the official view of geographical names
- **ii** A lack of consistency in applications of the rules
- **iii** The appeal of a standard system of country names
- **iv** Authorities say which names include the definite article
- **v** Geographical features associated with the name of countries
- **vi** How geographical names result from political and ethnic causes
- **vii** Contemporary media's refusal to follow PCGN standards

11 Paragraph **A**

12 Paragraph **B**

13 Paragraph **C**

14 Paragraph **D**

15 Paragraph **E**

LIVEWORKSHEETS

When You Travel, Do You Go to Ukraine or Do You Go to The Ukraine?

The complex history of using the definite article with certain country names

A Geographical names are not chosen arbitrarily, and there are often specific political reasons for their use. For example, names frequently reflect the interests of the ruling class and change over time as regimes change. This is the reason many areas in Eurasia had different names before and after the breakup of the Soviet Union. Ethnic considerations also play a key role; the same town in Iraq is called 'Arbīl' by Arabs but is known as 'Hewlêr' to Kurds.

B Such variability in geographical names can impede communication, so a system of standardisation is desirable. The need for a standardised system of geographic names in English was recognised by the commanders of the Royal Navy during World War I. To serve this purpose, they created the Permanent Committee on Geographical Names (PCGN) in 1919. The PCGN sets and applies the rules for all geographical names in the UK. The committee also publishes a list of all recognised conventions for foreign place names and promotes the international standardisation of geographical names in cooperation with the United Nations.

C One of the most challenging decisions in practice for many people is whether to use the definite article in the name of a country. For example, should we write 'United Kingdom' or '*The* United Kingdom'? According to the PCGN and other authorities, only two official names should carry a definite article: The Bahamas and The Gambia. In the case of The Gambia, the decision seems to have been in part due to political will. The PCGN still has a 1964 letter from the prime minister of Gambia specifically instructing the committee to use 'The Gambia', reportedly to help distinguish itself from another African country with a similar name: Zambia.

D Yet this official position on geographical names is sometimes complicated by linguistic issues. When inserted into sentences, some geographical names seem to require the definite article to meet grammatical expectations or simply to sound natural. This is particularly true with country names that are associated with geographical features, such as rivers, islands, or deserts. It is also common when the English user knows the literal meaning of the

LIVEWORKSHEETS

country name. In such cases, people may include the definite article as part of the name. For instance, 'Netherlands' means 'low countries' in English, so it makes perfect sense to use 'I'm going to the Netherlands' because 'I'm going to the low countries' requires 'the'. But in this case, 'the' is not part of the official name, so it is not capitalised.

E In fact, there is a lack of widespread uniformity in the way people implement the prescribed standards. This can be seen in the use of 'Ukraine'. One may find that one media source writes 'Ukraine' while another uses 'The Ukraine'. Which is correct? According to the Ukrainian Embassy, the name of the country should not be accompanied by the definite article in text written after 1991, the year of Ukrainian independence. The definite article stems from the period of Soviet rule, when the region was known as The Ukrainian Soviet Socialist Republic. This means that the many writers who routinely retain the definite article to refer to this period are technically incorrect. But expecting the general population to keep track of changes like this is a tall order.

Questions 16–18

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

16 What country has a town that is known by different names by two ethnic groups?

17 Who sent a letter to the PCGN on the correct name for Gambia?

18 Which event was mentioned in relation to removing an article from a country's name?

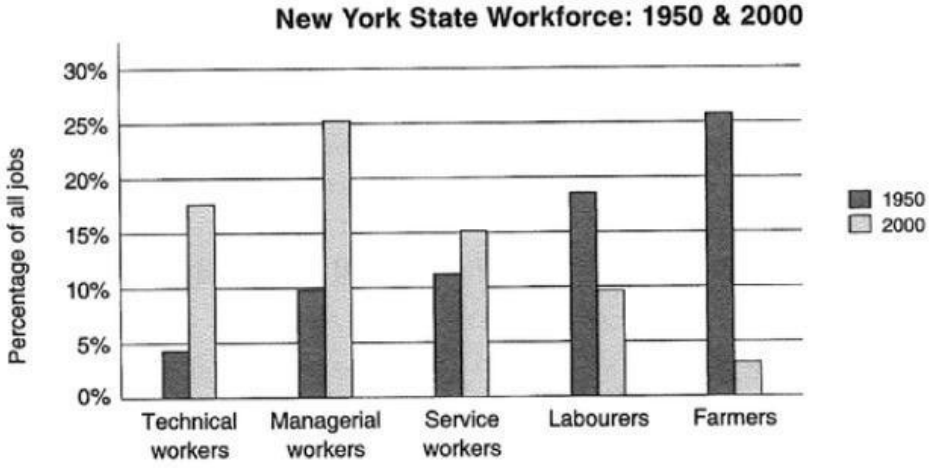
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WRITING PRACTICE

The chart below gives information on the percentage of New York State residents working in each of the five main job categories in 1950 and 2000.

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

Biểu đồ dưới đây cung cấp thông tin về tỷ lệ người dân bang New York làm việc trong năm nhóm ngành nghề chính trong năm 1950 so với năm 2000.
Hãy tóm tắt thông tin bằng cách chọn lọc và trình bày những đặc điểm chính, đồng thời đưa ra các so sánh liên quan.



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