Reading and Use of English | Part 7

1 Work in pairs. Before you read, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Reading and Use of English Part 7? Say whether the following statements are true (T) or false (F). If a statement is false, correct it.

1 In this part, there are 12 questions.
2 You have to match the questions with different texts or different parts of a text.
3 You should read the text(s) carefully before you read the questions.
4 You should underline the main ideas in the questions.
5 If you can't find an answer, leave the gap blank.

2 Work in groups. You will read a newspaper article about people who have been attacked by animals. Before you read, discuss these questions.

- Are there any dangerous wild animals in your country?
- What do you think you should do if you see a dangerous animal?

3 Now read questions 1–10 carefully and underline the main idea in each.

Which person

didn't immediately realise he'd been injured? 1
was unwilling to injure the animal? 2
believes his behaviour caused the attack? 3
gave advice which was ignored? 4
was with people who lacked the knowledge to help him? 5
was considered to have missed an opportunity? 6
regrets the result of his encounter? 7
thinks he might not have been injured at another time of day? 8
was happy at first to see the animal which later attacked him? 9
was surprised to eventually escape? 10

4 Now read the article and, for questions 1–10, choose from the people (A–D). Each person may be chosen more than once.

5 Work in pairs. What should people do to protect themselves when they are in places where there are dangerous animals?

Surviving an animal attack

No matter how well prepared you are as a traveller, animals can still attack you. Our advice? Keep your distance!



A Colin Bristow

I was working as a safari guide in Botswana with four American clients. There was a sudden movement to my left, and a charging elephant crashed through some small trees less than 20 feet away. I always brief my clients that you should never take your eyes off a dangerous animal or show signs of fear or panic. I turned to face it and was immediately knocked over by one of the clients screaming 'run, run' at the top of his voice. I landed on my back between the exposed roots of a large acacia tree. My backpack tangled with one of the roots so that I couldn't move. The elephant was kneeling over me smashing his thick trunk into the roots on either side of my body. Elephants have poor eyesight and this may have been what saved me. I managed to free myself from my backpack and I ran for my life hardly daring to believe that the elephant wasn't chasing me.

B Chris Haslam



I was camping on a beach in Mexico. It was sunset and I was walking along the coast looking for firewood when I noticed a dead cactus which was perfect for the fire. I bent to lift it and perhaps because of the fading light, failed to notice the danger. I felt the slightest prick against my middle finger, which I thought I'd brushed against a cactus spine. It was a scorpion. The pain was intense and sudden. By the time I arrived back at camp, my lips were numb and I was shaking. In the absence of qualified medical opinion, my companions carried on with their game of cards.

The next morning, I showed the sting to a local.

'Did you play cards with the others last night?'

'Course not,' I replied. 'I was too ill.'

He raised his eyebrows. 'Too bad. Scorpion stings are very lucky, *muchacho*.'

LIVEWORKSHEETS

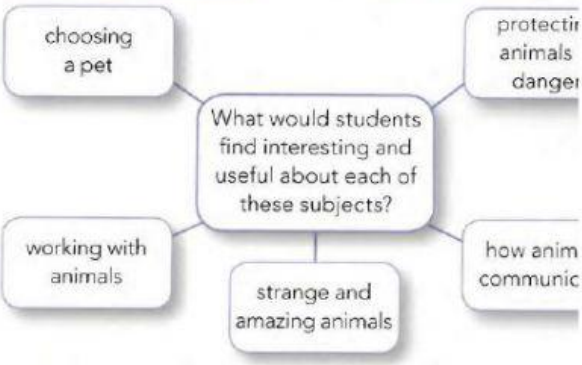
Speaking | Parts 3 and 4

1 25 Work in pairs. Look at the speaking task belo and listen to Miguel and Irene doing the task.

1 What is going wrong?
2 What can Irene do to put things right?



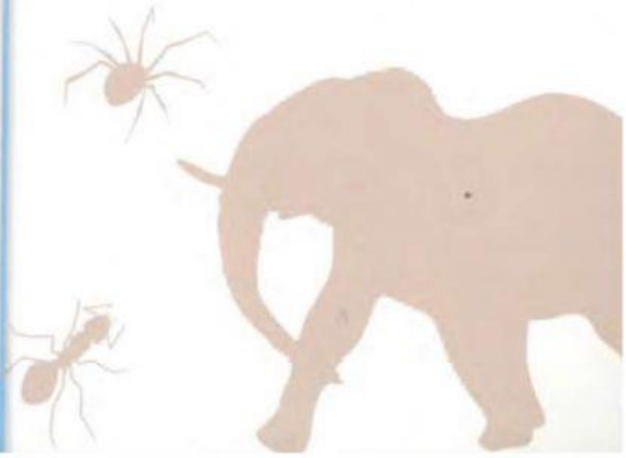




2 26 Now listen to Miguel and Irene doing the task again. What phrases does Irene use to interrupt?

3 Work in pairs. Do the speaking task in Exercise 2, but take turns playing the role of a very talkative student and a student who wants to interrupt.

4 27 Now listen to the examiner and do the second part of Speaking Part 3.





Baz Roberts

our penultimate night on the Arctic ice as we were ming from the Pole, I was just falling asleep when Paul's e woke me: 'Guys, there's a bear in the camp. I'm serious!' nt forward on my knees to unzip the tent door. Directly ont was a polar bear about ten metres away. It heard the nd of my tent zip and turned to face me, all 600 kilos or so m.

to melting ice, the polar bear's habitat is under threat and one day disappear. As an intruder in their fragile world, I ed to avoid causing it any harm. I started screaming and ng my arms. When he got about one metre away, I threw ge jar of coffee powder into the bear's face. If he hadn't ed and walked off at that moment, we wouldn't have ved.

Zebedee Ellis (aged six)

s at a zoo and dinosaur park with Mummy and Daddy two s ago. I had eaten about 400 tons of ice cream and now nted to see more animals. In a large open area next to a d, daddy saw some big fat pelicans, all full of fish. 'There re!' he said. 'Some animals for you to annoy.'

s very pleased and danced up and down in front of them. one big pelican tried to ny T-shirt. I think it for me because I moving around uch and that it nervous, really wish made some of scratch on kin to show my ts.



Adapted from the *Sunday Times*

LIVEWORKSHEETS

5 28 Part 4 questions are on topics related to Part 3. Listen to Irene answering two Part 4 questions.

1 Which of these strategies does she use?
- a She just gives her opinion.
- b She expresses a range of ideas, but doesn't say which she agrees with.
- c She summarises other people's opinions, then gives her own.

2 Complete the table below by writing these phrases from Irene's answer in the correct column.

I'm not sure that I agree People often suggest that
Some people say that That's a difficult question
~~I think that's true~~ That's quite interesting

comment on the question	introduce other people's opinions	say whether you agree or disagree with the other people's opinions
		I think that's true

3 Work in pairs. Think of two more phrases you can add to each column of the table.

6 Pronunciation: word stress (3)

We sometimes pronounce individual words differently, depending on whether we stress them or not.

1 29 Listen to these phrases from Irene's answers again and underline the highlighted words which are stressed.

That's a difficult question. Some people say that it's cruel to keep animals in zoos where they don't have the freedom that they'd have in their natural habitat.

They say that animals get stressed and can't relax, but I'm not sure that I agree. I think they can. If animals have some space, they can have a nice relaxed life in a zoo.

That's quite interesting. People often suggest that children learn to be responsible because they have to look after the animal.

I think that's true and also, from my experience, I think that it's an extra relationship which develops children's ability to love and care about the animals and the people around them.

2 Listen again and notice how the pronunciation of the highlighted words changes depending on whether they are stressed or not.

3 Work in pairs. Take turns to read the sentences in Exercise 1 aloud.

4 30 Listen to each of these sentences being read twice, once with the highlighted words stressed and once with the highlighted words unstressed. Then work in pairs and take turns to read both versions of the sentences aloud.

- a Looking after animals takes time and money.
- b He was very tired, I admit.
- c Where were you yesterday?
- d Dogs can be very noisy.

7 Work in pairs and take turns to ask and answer these Part 4 questions.



1 What pet do you think is most suitable for young children? Why?
2 How can children benefit from having an animal to look after?
3 Which is better: to live in the country or to live in a large town? (Why?)
4 Why is it important to protect animals and other wildlife?
5 Do you think animals should be kept in zoos? (Why? / Why not?)

Exam advice

- Answer the questions in Speaking Part 4 with your opinion backed up with an example from your own experience if possible.
- Be prepared to discuss with your partner – you will gain marks if you have a conversation rather than just speaking one at a time.

LIVEWORKSHEETS

Writing | Part 2 A letter or email

1 Work in pairs. Read this exam task and discuss the questions below.

> You have received a letter from your British friend, Les. Read this part of the letter.
>
> I'm thinking of visiting your country this summer. I'd be interested in seeing some beautiful scenery. Also, we'd like to see some wildlife. Can you advise me on where to go, what to see and the best way of getting around?
>
> Best wishes,
>
> Les
>
> Write your **letter**.

1 What three things must you deal with in your letter?
2 What advice would you give Les about your country?
3 What style would you use: formal or informal? Why?

2 Work in pairs. Write a plan for your letter.

3 Read Manolo's reply to Les's letter and answer these questions.

1 How does Manolo show that he has read Les's letter?
2 Has he answered all three things from the question? What advice did he give about each?
3 Does he give reasons for his advice?
4 What style does he use: formal or informal?

4 Find and underline these ways of giving advice in Manolo's letter.

1 *I'd advise you* + infinitive
2 *You should* + infinitive (without *to*)
3 *If I were you, I'd / I would ...*
4 *The best idea would be* + infinitive
5 *Make sure that ...*

5 Write five similar sentences using each of the five phrases in Exercise 4 once to give advice to Les for visiting your country.

6 Write your own answer to the question.

- Use Manolo's letter as a model.
- Write between 140 and 190 words.

Exam advice

- If you're writing a letter/email to a friend, use an informal style with contractions.
- Start in a friendly way with a phrase like *It's good to hear from you* or *I'm glad you're thinking of coming*, etc.
- Finish with something friendly like *I hope you enjoy yourself* or *Looking forward to seeing you*.

Dear Les,

I'm very glad to hear that you're thinking of visiting my country this summer. You can see beautiful countryside and scenery all over the country, although it varies a lot, depending on the region.

If you want somewhere that's not usually too hot in summer, I'd advise you to go to Asturias, in the north of Spain. It's a region which has some fantastic mountains as well as green countryside and beautiful rivers. You should visit the 'Picos de Europa', which are really spectacular mountains and canyons. All the paths are clearly marked, which makes walking quite safe, and you're sure to see a lot of wildlife while you're there. You may even see bears and wolves if you're lucky!

If I were you, I'd hire a car to get around. The best idea would be to hire it online before you leave home. Make sure that you take warm clothes and a raincoat as we can have heavy rain, even in summer.

I hope you enjoy your holiday and have good weather!

Best wishes,

Manolo

LIVEWORKSHEETS

Vocabulary and grammar review Unit 11

Vocabulary

1 Complete sentences 1–10 below with a word from the box in the correct form in the gaps.

check-up cure diagnose fit get over heal
infection prescription put on treatment

1 After a brief examination, my doctor ..... that I was suffering from a slight infection.
2 As long as you keep the cut clean, it should ..... on its own quite soon.
3 Farouk has been having ..... in hospital following an accident he had last month.
4 She's spent the last two or three days in bed because of a minor ..... she picked up at school.
5 I have to be quite careful what I eat so that I don't ..... too much weight.
6 It's a good idea to keep ..... by doing regular exercise – at least 40 minutes a day.
7 Rana's doctor has given her a ..... for antibiotics to treat her illness.
8 Take this medicine. It should ..... you in a couple of days.
9 You may not be very ill, but it's still worth going to the doctor for a ..... to make sure it's nothing serious.
10 It took her several weeks to ..... her illness, and she missed a lot of classes in that time.

Word formation

2 EP Complete each of these sentences by using the word given in capitals at the end of the sentences to form a word that fits in the gap.

1 I'm sorry about the mistake. The trouble is I ..... the instructions. UNDERSTAND
2 My mum and dad ..... of my friends because they make a lot of noise and don't study much. APPROVE
3 I felt very ..... with the quality of the food at that restaurant and I'm thinking of complaining. SATISFY
4 Although she's a little ....., she's very keen and she tries hard. EXPERIENCE
5 Luis goes to school even when he's feeling ill because he ..... missing lessons. LIKE
6 Even though Sandra offered to invite Toni to lunch, he was ..... to help her with her essay. WILL
7 It feels strange and ..... to be chatting with my teachers on Facebook. NATURE
8 We got the answers wrong because we were given ..... information by the teacher. LEAD
9 I don't like to wear ..... clothes even when I'm at school. FASHION
10 My aunt sent me home because she said my behaviour was ..... in her home. ACCEPT
11 Teresa is quite ....., so I'm not sure if she'll turn up. RELY
12 I want to know the truth, so don't be ..... with me. HONEST

Grammar

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

1 The boy with the broken arm is still in hospital.
IS
The boy ..... not left hospital yet.
2 Did the doctor treat this injury?
ONE
Is this ..... doctor treated?
3 Everyone who lives in the town Paola comes from is very friendly.
INHABITANTS
Paola comes from a town ..... very friendly.
4 The teacher liked how Jan had answered the questions.
WAY
Jan answered the questions ..... the teacher liked.
5 His email left us in no doubt about his opinion.
WHAT
It was clear to us ..... his opinion was.
6 No one finds Chiaro's jokes amusing.
TELLS
The jokes ..... amuse anyone.

LIVEWORKSHEETS

Vocabulary and grammar review Unit 12

Vocabulary

1 For questions 1–6, read this text and decide which answer (A, B, C, or D) best fits each gap.

Due to the destruction of their natural habitats, more and more animals need to be **(1)** ..... by creating nature reserves and passing laws. The laws are often designed to **(2)** ..... farmers from using land where rare species live. The idea is that humans and animals **(3)** ..... coming into conflict by not competing for the same land. Sometimes local people complain about losing farm land to nature reserves. However, jobs are often created for game wardens, whose job is to **(4)** ..... the nature reserves to make sure everything functions correctly. Other people get jobs selling tickets to visitors, and there are also jobs for people to **(5)** ..... the tickets as the visitors pass the entrance. In nature reserves containing dangerous animals, it may only be possible to visit them by car, and wardens need to **(6)** ..... the number of cars entering the reserve to make sure they keep within reasonable limits.

1	A prevented	B protected	C avoided	D defended
2	A avoid	B cease	C prevent	D disallow
3	A avoid	B prevent	C miss	D fail
4	A check	B control	C prevent	D supervise
5	A check	B control	C look	D supervise
6	A check	B control	C prevent	D supervise

Grammar

2 Complete these sentences with the correct form of the verb in brackets. In some sentences more than one answer is possible.

1 The lions wouldn't have attacked us if they ..... (*not be*) so hungry.
2 I wish it ..... (*be*) summer – then we could go to the beach!
3 If my maths teacher ..... (*be*) ill at the moment, we ..... (*have*) a maths test yesterday.
4 If only you ..... (*not make*) so much noise! I can't concentrate on my studies, and it's really annoying me!
5 I wish I ..... (*live*) near the city centre. It's such a long bus ride from here.
6 Where's Candice? I hope she ..... (*not miss*) the train.
7 I wish you ..... (*speak*) more clearly so I could understand you better.
8 I think this soup ..... (*be*) nicer if I'd used a bit less salt, don't you?
9 I hope you ..... (*change*) your shirt before we go out to the restaurant.
10 I know my mother wishes she ..... (*study*) harder when she was my age.
11 We ..... (*get*) to the cinema in time if there hadn't been so much traffic.
12 If you ..... (*eat*) more breakfast this morning, you wouldn't be feeling hungry now.

3 Complete the second sentence in each question so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

1 We are lost because we did not bring the map with us.
LEFT
If we ..... the map behind, we would not be lost now.
2 Magda only did the work because we gave her the money beforehand.
PAID
Magda would not have done the work unless we ..... advance.
3 Even if he had worked harder, the result would have been the same.
DIFFERENCE
It would not ..... if he had worked harder.
4 It is a pity I do not get on better with my brother.
RELATIONSHIP
I wish I ..... my brother.
5 Sasha would like Irina to help him from time to time.
ONCE
Sasha wishes Irina ..... a while.
6 Sergei is disappointed because the university rejected him.
TURNED
If the university ....., Sergei would not be disappointed.

LIVEWORKSHEETS