Reading- Part 4

Unit 11

TRAINING

Will there be a long or short text in Part 4?
What kind of questions will you need to answer?

A. What does each verb in the list mean?

warn – advertise – encourage – defend – describe – complain - compare

EXAM TIP

IN THE FIRST QUESTION (EXAMPLE) LOOK CAREFULLY AT THE DIFFERENT VERBS. DECIDE WHICH ONE SAYS WHAT THE WRITER IS DOING IN THE TEXT.

B. These sentences are from young people's guidebook to a seaside town. What is the writer doing in each sentence? Use the verbs from exercise A.

Example: this beach is very clean and has a beautiful view	Describing
1. You should definitely try the amusement park near the mall.	.....
2. Lots of people complain about the shops, but actually you can buy good things there.	.....
3. The beach is much better than any of the others along the coast.	.....
4. The milkshakes at Bentons café are really awful!	.....
5. There are outdoor concerts every weekend at the Royal Yards during the spring.	.....
6. There's always a lot of traffic in the town centre, so don't try cycling there.	.....

REMEMBER

HERE ARE SOME MORE VERBS THAT OFTEN APPEAR IN QUESTION 21. MAKE SURE YOU KNOW WHAT THEY MEAN: RECOMMEND, ADVISE, INFORM, OFFER, PERSUADE.

C. PET candidates often make mistakes with verb use and forms. Cross out and correct the verb in these sentences – you may need to use a different verb or change the form or spelling of the verb, or change the word order.

Example: They'll watch 'Transformers', if you don't ~~**complain**~~.	mind
1. I bought a new dress but I don't know how to **explain** it in words.	.....
2. Give me a call and come and see my room, but I **advertise** you it's very untidy.	.....
3. I'm sorry to **warn** you I'm going to miss your class tomorrow.	.....
4. Now I'**ll describe you my bedroom.**	.....
5. My teacher is very friendly and she **encourage** me.	.....
6. We can visit a farm and **warn** about how they take care of animals.	.....

LIVEWORKSHEETS

D. These adjectives all show attitude and opinion. Match an adjective with each situation below.

curious – realistic- positive – hopeful – grateful – uncomfortable – confused – anxious – shocked – annoyed

1. She got good marks in her last exam, so now she's feeling much better about her next one!	.....
2. It's rained today, but it might be sunny tomorrow, and then we could go to the beach.	.....
3. Her friend wants him to invite a girl in our class to the party, but he's never even spoken to her before. It'll be a bit embarrassing.	.....
4. It'd be nice to win the competition but she just know she hasn't practiced enough, oh well, next time!	.....
5. Look! My favourite CD's damaged! Now I'll have to buy another one!	.....
6. Oh dear. I really hope we're not going to be late because of this.	.....
7. Hmm – I wonder what that strange object is?	.....
8. Thank you so much for helping my son! I don't know what he could've done!	.....
9. Is it this way? Or that way? Or maybe the other? I really don't know!	.....
10. Oh no! There's smoke coming from that new building across the street!	.....

EXAM TIP

PART 4 ASKS ABOUT THE WRITER'S ATTITUDES AND OPINIONS IN A TEXT – NOT YOUR OPINIONS.

E. Pet candidates often make mistakes with adjectives. These sentences use the adjectives *shocked, annoyed, curious, grateful, confused* and *anxious*. Cross out and correct the adjective in each sentence – you may need to use a different adjective, change the form or spelling of the adjective or use a different preposition.

1. I'm so **gratefull with you** for these days with you.	.....
2. She opened it, **anxious for reading** the letter from him.	.....
3. He's really **confused** to tell her he's going to miss her class tomorrow.	.....
4. She was very **shocked for** the accident.	.....
5. They hope their holidays will be **greatfull**.	.....
6. She **has a lot of curious** to know what my town will be like in 50 years' time.	.....
7. When he read the letter he'**s was confusing** about what was happening.	.....
8. He was **annoying** because in it he had things he really needed.	.....

LIVEWORKSHEETS

F. Read this essay written by a geography student and match meanings a-h with underlined expressions 1-8.

a. Vehicles used by everyone.	
b. Fuel that is used in cars.	
c. Things that are thrown away.	
d. Using less electricity, gas, etc.	
e. Changes in the Earth's weather.	
f. Big container where empty bottles are put.	
g. Power from the sun.	
h. Using materials again.	

The whole world feels the effects of (1) climate change, so we all need to do what we can to prevent things getting worse, the rise in temperatures is partly caused by the use of coal and (2) petrol, so (3) energy conservation is important. We can do this for instance, by using (4) public transport instead of the car, keeping the heating turned down, and making sure the lights are switched off when we go out. (5) recycling, too, is essential, so glass containers should be taken to the (6) bottle bank, old newspapers and magazines collected, and different kinds of (7) rubbish place in separate bags. We can also help by using less water around the house, and – particularly in sunny countries- using (8) solar energy to heat our water. Most of these are quite small things, but if everyone does them, they might make a difference!

EXAM TIP

ANSWER THESE QUESTIONS:

1. DOES QUESTION 1 ALWAYS FOCUS ON THE WRITER'S PURPOSE?
2. DO QUESTIONS 2, 3 AND 4 USUALLY FOCUS ON FACT, OR ON OPINION AND ATTITUDE?
3. DOES QUESTION 5 NORMALLY FOCUS ON DETAIL, OR ON THE GENERAL MEANING?
4. SHOULD YOU BEGIN BY READING QUICKLY THROUGH THE TEXT, OR THE QUESTIONS?
5. IS IT BEST TO THINK OF YOUR OWN ANSWER TO EACH QUESTION BEFORE YOU LOOK AT OPTIONS A-D?
6. FOR QUESTIONS 2-4, IS THE INFORMATION YOU NEED FOR EACH ANSWER USUALLY IN ONE PARAGRAPH, OR IN DIFFERENT PARTS OF THE TEXT?

G. Read the text and questions below. For each question, mark the correct letter A, B, C or D.

1. What is the writer's main purpose in this text?

- **A.** To give details about how to become a Climate Champion.
- **B.** To explain why the Earth's climate is changing so quickly.
- **C.** To say what some people are doing about the climate change.
- **D.** To tell readers what they can do to prevent climate change.

2. What does Irene say about the sea?

- **A.** The water near the island is now dirty.
- **B.** Many types of fish have disappeared.
- **C.** There is oil and gas under the water.
- **D.** It can provide power for the island.

3. What does Ding believe about climate change?

- **A.** It is certain to get much worse.
- **B.** Air pollution foes not cause it.
- **C.** It is wrong to blame China for it.
- **D.** It is caused only by rich countries.

4. Sophia thinks that young people should.

LIVEWORKSHEETS

A. Publish their own newspaper.
B. Change older people's habits.
C. Follow the example of their parents.
D. Avoid talking about politics.

5. What would one of these Climate Champions say to a friend?

A. It's great being a Champion! I'm the only one from our country, but we all want to do something about climate change.
B. I've made speeches about climate change and met Champions from the 12 other countries.
C. We are the Champions! There are already three of us from every country in the world, and we have a lot to say about climate change.
D. I work with other Champions, telling the world about the dangers of climate change. Some of us are teenagers, but people really listen to us!

ICC

The International Climate Champions (ICC) project began in 2007. It gives young people of school age a chance to speak publicly on climate change and to encourage action to reduce its effects. Each country involved selects three teenagers to be Climate Champions, who take part in local and international activities.

Climate Champion Irene Sanna lives on the Italian island of Sardinia. Irene is interested in solar energy, and also believes that Sardinia should (1) ..... use the waves around its coast to produce electricity" - That would reduce (2) ..... the need to import oil and gas for lighting, heating and cooking. 'Energy conservation is our future. We must make plans to save (3) ... our coast, which still has no pollution. We must protect the (4) ..... animals, birds and fish in danger from global warming. And we must recycle.'

Chinese student Ding Yinghan is the Beijing Climate Champion. Ding feels it is unfair to say that just one country — his own — is causing climate change. He says the air pollution that leads to global warming comes from many parts of the world, including poorer countries that are now growing more quickly. He believes the only way to prevent the situation getting even worse is for rich and poor countries to work together.

Sophia Angelis, a junior student in Lake Arrowhead, California, is a US Champion. She's against young people's general lack of interest in politics and feels they need to discuss the problems that really matter to their generation. She has written about the need for action on world poverty and her articles have been published in her local newspaper. Sophia strongly believes that climate change is an important issue for her generation. For her, changes in the way teenagers behave are an important way of influencing choices that are made by parents.

In 2008, the Climate Champions attended the International Conference of Environment Ministers in the Japanese city of Kobe. At present, 13 countries are involved in the ICC, and more countries are expected to join soon.

LIVEWORKSHEETS

H. Read the text and questions below. For each question, mark the correct letter A, B, C or D.

1. What is the writer trying to do in the text?

- **A.** Explain why Margaret likes teaching the violin.
- **B.** Describe a different way of learning the violin.
- **C.** Give advice on how to find a music teacher.
- **D.** Explain why Margaret has a lot of pupils.

2. Why should someone read the text?

- **A.** To discover how Margaret learnt the violin.
- **B.** To learn why it is important to read music.
- **C.** To find out about Margaret's teaching method.
- **D.** To learn why children should play the violin.

3. What opinion does Margaret have about her best pupils?

- **A.** They ought to find another teacher.
- **B.** They will become great violinists using her method.
- **C.** They could try harder.
- **D.** They take several years to learn to read music.

4. Margaret's first pupils were

- **A.** Her children.
- **B.** Three-and four-year-olds.
- **C.** Her own friends.
- **D.** Her children's friends.

5. Which of the following would Margaret include in an advertisement for her classes?

- **A.** Learn to play the violin with your children- 2 lessons a week.
- **B.** Watch your children learn to play the violin.
- **C.** Group violin lessons for children- no more than 5 per group.
- **D.** We'll look after your children while you learn the violin.

Violin Classes

'The best age to start learning the violin is between three and six,' says Margaret Porter, a violinist and music teacher. 'It's the time when you are learning about the world.' Margaret. Who lives in London, prefers to take pupils at three and four, although she has made lots of exceptions for keen five-year-olds. When she started teaching the violin in 1972, her first class consisted of her children's five-year-old school friends.

Margaret's pupils have group lessons. Each group has about a dozen pupils and each lesson lasts an hour, once a fortnight. In addition, each pupil has one individual lesson a week with her. Parents also have to attend the classes. It is important that the parents take an active interest in the lessons.

From the earliest lessons pupils learn to play by ear. They do not even try to read music until they have been playing for several years, and for a long time there is a big difference between their playing and reading of music. Margaret says that her method is not supposed to produce great violinists, and always suggests that pupils who perform particularly well should leave and study the violin using more traditional methods.

LIVEWORKSHEETS

I. Read the text and questions below. For each question, mark the correct letter A, B, C or D.

1. What is the writer trying to do in the text?

A. Give an opinion about a particular student.
B. Give an opinion about a special type of education.
C. Describe the activities the students do in their free time.
D. Describe his own experience of education.

2. What can a reader find out from this text?

A. How to become a student at Atlantic College.
B. What kind of programme Atlantic College offers.
C. What the British education system is like.
D. How to get along better with other people.

3. What is the writer's opinion of Atlantic College?

A. It doesn't allow students enough study time.
B. Its students are taught to like each other.
C. It doesn't give good value for money.
D. Its way of teaching is successful.

4. Since being at Atlantic College, Barbara

A. Has learnt a lot about other countries.
B. Has become more confident than other people.
C. Finds it easier to get on with other people.
D. Prefers her new friends to her family.

5. Which advertisement uses correct information about Atlantic College?

A. Study at Atlantic College. Courses for 16-18 year olds. Lessons all morning, sport in the afternoon.
B. Study at Atlantic College. Courses for 16-18 year olds. Morning lessons and afternoon activities. Help with fees available.
C. Study at Atlantic College. Classes on International topics. Many free places available. Students of all ages welcome.
D. Study at Atlantic College. Learn English in a beautiful place. Lots of weekend activities. Help with fees available.

Atlantic College

Last week I went to visit Atlantic College, an excellent private college in Wales. Unusually, it gives young people much needed experience of life outside the classroom, as well as the opportunity to study for their exams. The students, who are aged between 16 and 18 and come from all over the world, spend the morning studying. In the afternoon they go out and do a really useful activity, such as helping on the farm, looking after people with learning difficulties, or checking for pollution in rivers.

One of the great things about Atlantic College students is that they come from many different social backgrounds and countries, as few can afford the fees of £20,000 over two years, grants area available. A quarter for the students are British, and many of those can only attend because they receive government help.

'I really admire the college for trying to encourage international understanding among young people', as Barbara Molenkamp, a student from the Netherlands, said. 'You learn to live with people and respect them, even the ones you don't like. During the summer holidays my mother couldn't believe how much less I argued with my sister.'
To sum up, Atlantic College gives its students an excellent education, using methods which really seem to work.

LIVEWORKSHEETS