# LISTENING PRACTICE



## SECTION 4—TALK OR LECTURE

### Classify Words or Statements

**STRATEGY** Read the categories and then read the words quickly. Try to determine a link between a category and a word before you listen. But remember, write what the speaker says, not what you think.

**TIP** You may use the categories more than once.

Track 19 **PRACTICE 1** (answers on page 226)

*Draw lines between the categories and the words. Then listen to the audio and see if your assumptions were correct.*

### *Talk 1*

*Which features are characteristic of which type of wetland?*
*Choose the correct letter.*

**Wetlands**
- **A** Marsh
- **B** Swamp
- **C** Bog

1. acidic water .....
2. grasses .....
3. shrubs .....
4. mosses .....
5. trees .....

### *Talk 2*

*Which architectural styles can be described in the following ways?*
*Choose the correct letter.*

**Architectural Styles**
- **A** Bec River
- **B** Puuc
- **C** East Coast

1. developed in the late classic period .....
2. developed in the post classic period .....
3. used columns on the entrances .....
4. used geometric designs on the walls .....
5. used decorative towers .....

### *Talk 3*

*Which TV watching habits are characteristic of which age group?*
*Choose the correct letter.*

**Age Groups**
- **A** Teenagers
- **B** Younger Adults
- **C** Older Adults

1. average 3–4 hours of TV daily .....
2. average 5–6 hours of TV daily .....
3. average 6–7 hours of TV daily .....
4. prefer news and information programs .....
5. prefer entertainment programs .....

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## Complete Notes

| | |
|---|---|
| **STRATEGY** | Circle the key words in the notes provided. Try to guess the focus of the talk or lecture. The notes are just notes. They are not necessarily sentences. They may not include prepositions, articles, verbs, or other grammatical clues. |
| **TIP** | The notes follow the order of the talk. If you miss one gap, jump to the next one. |

Track 20 **PRACTICE 2** (answers on page 226)

*Circle the key words in the notes below. Then listen to the audio and complete the notes. Write* ***NO MORE THAN THREE WORDS*** *for each answer.*

### *Talk 1*

**Colorblindness**

- Colorblindness: the inability to **1** .....
- The most common form is **2** ..... colorblindness.
- Causes:
  - genes
  - **3** .....
  - exposure to chemicals

### *Talk 2*

**The Llama**

The Inca people **1** ..... the llama in 4000 BC.
In ancient Inca society, llama wool was worn by **2** ..... .
A **3** ..... in AD 562 caused many llamas to die of starvation and disease.

### *Talk 3*

**Small Business Success**

Start with a **1** ..... .
Use as much of your own **2** ..... as you can.
Hire **3** ..... people.

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## Complete a Flowchart

| | |
|---|---|
| **STRATEGY** | Circle the key words in the chart. Ask yourself what the chart is about and try to complete the chart without listening. This will make you a careful listener. |
| **TIP** | Notice the grammar of the words in the chart. The words you write in the gap should match the grammar of the other words. |

Track 21

**PRACTICE 3** (answers on page 227)

*Look at the missing words. Write what grammatical form you need to complete each gap. Then listen to the audio and complete the chart.*
*Write **NO MORE THAN THREE WORDS** for each answer.*

### *Talk 1*

**Dragonfly Lifecycle**

The female dragonfly lays her eggs
**1** ..... or under the water.

↓

Nymphs hatch out of the eggs and live under the water for months or years.

↓

The fully grown nymph leaves the
**2** ..... and climbs a plant.

↓

The nymph sheds **3**..... . It lives as an adult for several weeks or months.

### *Talk 2*

**Indirect Solar Water Heater**

The antifreeze solution is **1** ..... in the solar collector.

↓

The antifreeze solution moves through a
**2** ..... and heats the water.

↓

The heated water is kept in a **3** .....
until it is used.

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*Talk 3*

**Secure Attachments**

Parents or caretakers **1** ..... meet the baby's needs.

↓

The baby feels secure and loved.

↓ ↓ ↓

| | | |
|---|---|---|
| She can manage her own **2** ..... . | She develops healthy relationships. | She views herself **3** ..... . |

# READING PRACTICE

## Lead-In

### A.

- What kinds of pollution problems exist in the area that you live in?
- What, if anything, do you and your family recycle?
- Is the area that you live in being developed in any way? How?
- What can people do in their home to save energy?

**B. Use the words in the box below to complete the sentences. All the words are connected to the theme of the environment.**

| | | | | |
|---|---|---|---|---|
| emissions | smog | slick | drought | resources |
| famine | poverty | erosion | timber | industrialisation |

1. The cutting of ..... from forests is a contributing factor to flooding in this area.
2. After months without rain, ..... became inevitable.
3. The ..... of the area has destroyed many species of flora that used to inhabit the land which is now occupied by factories.
4. Many people are living in ..... here because there is no work and very little food.
5. The oil ..... has killed thousands of fish and seabirds.
6. The ..... in the city was so thick that we could actually see it in the air.
7. Carbon ..... from cars are one of the worst pollutants.
8. We are using up the Earth's natural ..... faster than they can be replaced.
9. The ..... in Africa is so bad that millions of people have died of hunger.
10. Rising seas are causing the ..... of coastal cliffs.

## Reading - 1

### Pre-reading - Group Work

**A. Look at the phrases and expressions below and discuss what they mean. Use a dictionary to help you if you need to. Discuss which are relevant to the place where you live and which may have an effect on your neighbourhood in the future.**

| | | |
|---|---|---|
| scorched earth | raging storms | torrential rain |
| melting icecaps | global warming | greenhouse effect |

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## First Reading

**B. Look at the information below and decide if you think the information is likely to be true or false. Then scan the text and see if your predictions were correct. Discuss with other students anything that you find surprising.**

1. Global warming is progressing faster than scientists first thought.

2. People will be forced to move to low-lying coastal areas because of climate change.

3. Man-made pollution is the main cause of global warming.

4. The majority of scientists still deny that man is the main cause of the Earth's climate problems despite the panel's findings.

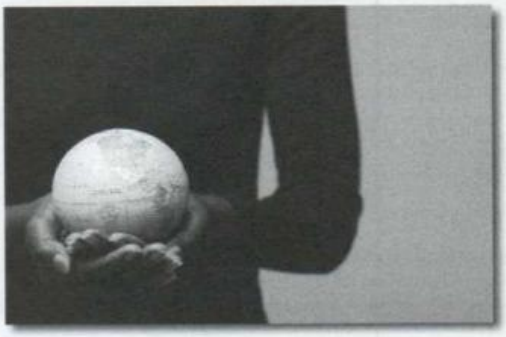
5. It's impossible to stop global warming now.

# Global warming: the final verdict

Global warming is destined to have a far more destructive and earlier impact than previously estimated, the most authoritative report yet produced on climate change will warn next week. A draft copy of the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (the IPCC) shows the frequency of devastating storms will increase dramatically. Sea levels will rise over the century by around half a meter; snow will disappear from all but the highest mountains; deserts will spread; oceans will become acidic, leading to the destruction of coral reefs and atolls; and deadly heat waves will become more prevalent. The impact will be catastrophic, forcing hundreds of millions of people to **flee** their devastated homelands, particularly in tropical, low-lying areas, while creating waves of immigrants whose movements will strain the economies of even the most **affluent** countries.

'The really chilling thing about the IPCC report is that it is the work of several thousand climate experts who have widely differing views about how greenhouse gases will affect the planet. Some think they will have a major impact; *others* a lesser role. Each paragraph of this report was therefore argued over and **scrutinised** intensely. Only points that were considered indisputable survived this process. This is a very conservative document - that's what makes it so scary,' said one senior climate expert.

Although the final wording of the report is still being worked on, the draft indicates that scientists now have a clearest idea so far about future climate changes, as well as about recent events. It points out that 12 of the



past 13 years were the warmest since records began; ocean temperatures have risen at least three kilometres beneath the surface; glaciers, snow cover and permafrost have decreased in both hemispheres; sea levels are rising at the rate of almost 2mm a year; and cold days, nights and frost have become rarer while hot days, hot nights and heat waves have become more frequent.

And the cause is clear, say the authors. 'It is very likely that man-made greenhouse gas increases caused most of the average temperature increases since the mid-20th century,' says the report. **To date** these changes have caused global temperatures to rise by 0.6°C. The most likely **outcome** of continuing rises in greenhouse gases will be to make the planet a further 3°C hotter within 10 years' time, although the report acknowledges that rises of 4.5°C to 5°C could be experienced. Icecap melting, rises in sea levels, flooding, cyclones and storms will be an inevitable consequence.

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Past assessments by the IPCC have suggested such scenarios are 'likely' to occur this century. *Its* latest report, based on sophisticated computer models and more detailed observations of snow cover loss, sea level rises and the spread of deserts, is far more robust and confident. Now the panel writes of changes as 'extremely likely' and 'almost certain'. And in a specific rebuff to sceptics who still argue natural variation in the Sun's output is the real cause of climate change, the panel says mankind's industrial emissions have had five times more effect on the climate than any **fluctuations** in solar radiation. *We* are the masters of our own destruction, **in short**.

There is some comfort, however, if you live in the British Isles. The panel believes that the Gulf Stream will continue to have a warming effect on the islands for at least another 100 years, keeping the climate temperate and mild all year-round. It was thought that melting ice pouring off Greenland's glaciers could have weakened the warm current and potentially plunged much of Western Europe into a mini Ice Age, just as depicted in the disaster film *The Day After Tomorrow* – a scenario perhaps even more devastating than global warming itself. But, thankfully, it looks like that will not be the case.

The report reflects climate scientists' growing fears that the Earth is nearing the stage when atmospheric carbon dioxide level rises will bring **irreversible** change to the planet. 'We are seeing **vast** sections of Antarctic ice disappearing at an **alarming** rate,' said one climate expert. 'That means we can expect to see sea levels rise by about a metre a century from now on - and that will have devastating consequences.' However there is still hope, said Peter Cox, a college lecturer. 'We are like alcoholics who have got as far as admitting there is a problem. *It* is a start. Now we have got to start drying out - which means reducing our carbon output.'

## Second Reading

**C. Using your own words as far as possible, answer the questions by reading and interpreting the meaning of the text.**

1. Do you think marine life will be killed off? If yes, why?

2. Why is the document described as 'very conservative'? (para 2)

3. Why is the IPCC's latest report its most accurate?

4. What do some sceptics believe?

5. What will happen when carbon dioxide reaches a certain level?

**D. Say what the underlined words in italics refer to in the text.**

1. '*others*' (para 2) _____
2. '*Its*' (para 5) _____
3. '*We*' (para 5) _____
4. '*It*' (para 7) _____

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## Vocabulary in context

**E. Find a word or expression in bold in the text that has the same meaning as (or a similar meaning to) each of the following:**

1. look at something very carefully _____
2. up till now _____
3. worrying _____
4. constant small changes in something _____
5. briefly _____
6. escape from a place _____
7. wealthy _____
8. result _____
9. large _____
10. unable to be changed back _____

**F. Use the correct form of the words below to complete the sentences. All the words have been taken from the text.**

| | | | | |
|---|---|---|---|---|
| spread | strain | reflect | depict | plunge |
| chill | robust | devastate | prevalent | |

1. The tsunami had a ..... effect on the villages along the coast.
2. The fact that he can't find a job is ..... their relationship.
3. The country was ..... into war after the island was invaded.
4. He told us the ..... story of how he was nearly killed in a car crash.
5. The story of his life was ..... in the film.
6. The disease has ..... all over the country.
7. Shark attacks are ..... in these waters so be very careful.
8. His ..... business plan impressed the bank manager.
9. His speech ..... his interest in music.

## Class discussion

It is the responsibility of schools to educate children so that they learn how to protect the environment. What are your thoughts on this statement?

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Refer back to Unit 3 for tips on answering Short Answer questions. As always, read the passage first for gist, then scan to locate the relevant sections and read those sections carefully to ensure you answer correctly.

## Questions 1 – 6

**Answer the questions below.**

**Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.**

1: A draft copy of the Fourth Assessment Report shows that the frequency of devastating storms will do what?

_____

2: What will global warming create as hundreds of millions of people flee their homes?

_____

3: The draft IPCC report indicates that scientists have their clearest idea yet about recent events and what else?

_____

4: At what rate are sea levels now rising each year?

_____

5: What man-made phenomenon probably caused most of the average temperature increases since the mid-20th century?

_____

6: For how much longer is the Gulf Stream expected to follow its present path?

_____

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Refer to Unit 3 for tips on doing *Identification of writer's views/claims or information in the text* task types. Scanning will help you locate the relevant section of the passage. Careful reading will be required to help you decide whether or not the statements are valid.

## Questions 7 – 10

**Do the following statements agree with the information given in the reading passage? 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**

**ANSWER**

**7:** The latest IPCC report is based on computer models that have accounted for all variables. _____

**8:** Writers of the report believe natural variation in the Sun's output is the real cause of climate change. _____

**9:** *The Day After Tomorrow* was a disastrously bad film and a box office flop. _____

**10:** Scientists are worried by the rate at which huge sections of polar ice are melting. _____

Note/Table/Summary/Flow-chart Completion task tips were provided in Unit 5. Questions 11-14 below will require careful reading.

## Questions 11 – 14

**Complete the following summary of the final paragraph using the words A-H from the box below.**

| | | | |
|---|---|---|---|
| **A: doubtful** | **B: high** | **C: expected** | **D: rising** |
| **E: going** | **F: disastrous** | **G: positive** | **H: hopeful** |

Scientists are increasingly fearful that **11** _____ levels of atmospheric carbon dioxide will bring irreversible change to the planet. Sea levels are **12** _____ to rise by about a meter a century from now on. This could have **13** _____ consequences. However, scientists are **14** _____ as the willingness to reduce our carbon footprint now exists.

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# Vocabulary

**The Earth under Threat**

## Vocabulary

**A. Study the text to try to understand the meaning of the words in bold.**

### Ecosystems fight back

Goat Island, off the northeastern coast of New Zealand's North Island, is one of the country's most popular marine-based tourist attractions. One of the few areas of the country's waters where it's easy to see wildlife in **abundance**, this marine reserve **draws** thousands of visitors every year. It also stands as a **prime** example of how the collapse of an ecosystem can be reversed by protecting biodiversity.

Overfishing during the mid-20th century caused a significant loss of biodiversity in many of New Zealand's coastal ecosystems. This, in turn, eroded the **resilience** of the marine ecosystem. In many cases, including the area around Goat Island, a decline in populations of **predators** caused a huge increase in sea urchins, which in turn reduced the kelp forests that provide an important habitat for many other species.

The turning point for Goat Island came in 1975, when it became New Zealand's first marine reserve. Gazetted for scientific study, it was **designated** a no-take zone, and its wildlife received full protection. Once the new regulations were **imposed**, the situation changed dramatically. The ecosystem gradually began to recover, thanks to the **resurgence** of predators such as snapper and spiny lobster. Urchin densities **declined** by up to 70 per cent, which **enabled** the kelp to re-establish itself and this, in turn, enabled the return of its associated range of species.

The successful conservation of Goat Island has benefited more than just its wildlife. It **galvanised** support for a network of marine reserves around the country and it has given people an idea of the value of ecosystems in general, because thousands of people every year **flock** to these reserves to view the wildlife. There is a lot at stake here and the local community appreciates that.

**B. Complete the sentences with the correct form of one of the words in bold from the text.**

1. The company was ..... into taking the necessary action when its profits fell drastically.
2. This is a(n) ..... example of how a little help can go a long way.
3. The funding will ..... them to buy the new equipment that they need for the juvenile centre.
4. There has been a(n) ..... of violence in the city centre after the police beat a group of rioters.
5. Thousands of people ..... to see the movie star when she went to the premiere.
6. The lion is the main ..... of animals such as antelope and elephants.
7. His body's ..... to infection has been weakened by the illness.
8. There is a(n) ..... of good restaurants in this neighbourhood so we are spoiled for choice.
9. The ..... in industry has led to mass unemployment in this area.
10. This part of the restaurant has been ..... a no-smoking area.
11. The workers aren't happy about the new rules that are being ..... on them.
12. The national park ..... thousands of visitors every year.

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**C. Complete each sentence with a suitable form of one of the words in the box below to make an idiom. Some of the words may be used more than once.**

| world | earth | rain | spring | air | moon | grass | cloud |
|---|---|---|---|---|---|---|---|

1. He was full of the joys of ..... when Jenny agreed to go on a date with him.
2. People are never satisfied with what they've got as the ..... is always greener on the other side.
3. She was on ..... nine after passing the exam.
4. I don't know what we are going to do as everything is still up in the ..... at the moment.
5. What on ..... do you think you are doing?
6. I know you are disappointed, but it's not the end of the ..... .
7. It's one problem after another. It never ..... but it pours.
8. The team was over the ..... to win the competition.
9. The new person at work knows my brother. It's a small ..... .
10. I'm not surprised he didn't do well as he seems to have his head in the ..... most of the time.

## Nouns from phrasal verbs

**D. Phrasal verbs can be made into nouns such as 'breakdown' or 'drawback'. Look at the nouns below and choose the correct definition.**

1. The **outcome** of something is
   a. an attitude
   b. a start or beginning
   c. an exit
   d. the result
2. An **overseer** is
   a. a tall building
   b. a careless mistake
   c. a manager or supervisor
   d. a sudden flood
3. A **drawback** is
   a. a bridge over a river or moat
   b. a disadvantage
   c. a defeat
   d. a financial refund
4. A **tip-off** is
   a. money given to a waiter/waitress
   b. an open truck for carrying things
   c. a place where garbage is left
   d. information (given to the police)
5. An **outburst** is
   a. a sudden expression of emotion
   b. matching clothes
   c. a store
   d. a large amount of money spent on something
6. **Turnover** is
   a. the number of people who attend an event
   b. a change of direction
   c. a place where one road leads off from another
   d. sales over a certain period of time
7. A **breakthrough** is
   a. depression
   b. when someone goes into a property illegally or by force
   c. a discovery or success (after a lot of effort)
   d. a serious accident
8. An **outlet** is
   a. a place where things can be bought
   b. a criminal
   c. your attitude towards something
   d. the edge of something

**E. Use the correct form of the words above to complete the sentences below.**

1. There has been a major ..... in the treatment of cancer over the last few years.
2. There are several ..... in town where you can buy jeans cheaply.
3. One of the ..... of this job is that I have to work every weekend.
4. The robbers were caught after a secret ..... .
5. Our store's ..... has increased since we spent more money on advertising.
6. In a sudden ..... of anger, she told him that she hated him.
7. It's the job of the ..... to ensure that everyone is working properly.
8. No matter what the ..... of the test is, I will support you.

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# Reading - 2

**The purpose of this next section is to give students further practice in Diagram Labelling. Read the text once first to get a general understanding. When doing the labelling tasks, you will first have to scan the text to find the relevant sections and then read these sections carefully to get the right answers.**

## The Perfect Storm

It all begins deep beneath the earth's surface in the mantle where powerful forces are at work. The extreme temperatures in the earth's interior create magma – melted or liquid rock. The magma rises towards the surface and forces its way inside the earth's crust – the solid rock nearest the surface. Here it builds up in a magma chamber. Enormous pressure is exerted on the surrounding rock and eventually the magma blasts or melts a conduit (channel) in a fractured or weakened part of the rock. As the magma nears the surface, the gas in the magma is released. The gas and magma blast out an opening called the central vent. Some magma and gas may also escape through smaller side vents in the mountain. The magma erupts as gas, lava, dust and other fragments. Lava flows may roll down the mountain, but the most dangerous eruptive material is a combination of gas and dust, avalanches of which can sweep down the mountainside at incredible speeds, engulfing everything in their path.

But as if the initial impact of a volcanic eruption wasn't bad enough, large-scale eruptions actually have consequences which reach far beyond the immediate vicinity of the eruption site itself and the fallout zone which is affected by ash clouds and volcanic material. And with the recent surge in volcanic activity in Iceland, which has seen two major eruptions in just over a year, and signs that more eruptions could be on the way, it is exactly these more widespread consequences that scientists are becoming concerned about - and the fear that we could be in for the perfect storm.

Already, some climatologists are concerned about the effect global warming is having on the northern European climate, and, paradoxically, the way in which it may, in the long run, actually make parts of Europe extremely cold. The fear is that melting Arctic ice could interfere with the North Atlantic Drift, a precious warm current, and an offshoot of the Gulf Stream (which carries warm water in a circular flow from the Gulf of Mexico to Europe and back again). At present, the North Atlantic Drift effectively insulates parts of Northern Europe, keeping winter temperatures, in the British Isles for example, several degrees above other land masses at similar latitudes in other parts of the world. The problem is that cold water entering the sea as the ice melts may strengthen the Labrador Current (a cold-water current which flows around Greenland and down the coast of eastern Canada), which, in turn, may cause the path of the North Atlantic Drift to shift, or, worse still, cause the flow of warm water to disappear completely, possibly plunging parts of Europe into a mini ice-age.

Now, the perfect storm scenario arises if, at the same time as the North Atlantic Drift weakens, there is an upsurge in volcanic activity - which brings us back to Iceland. There is, you see, a direct link between temperature and the amount of volcanic activity that has occurred; the more volcanically active a year it has been, the more likely the following winter is to be a severe one, as volcanic activity creates cloud and ash cover, which is one of the most potent ways of cooling the Earth. Few scientists are predicting this doomsday scenario with any confidence yet, and the climate is exhibiting such volatility at the moment that any kind of prediction is proving challenging. However, there is, nonetheless, a noticeable angst among scientists over what could happen next.

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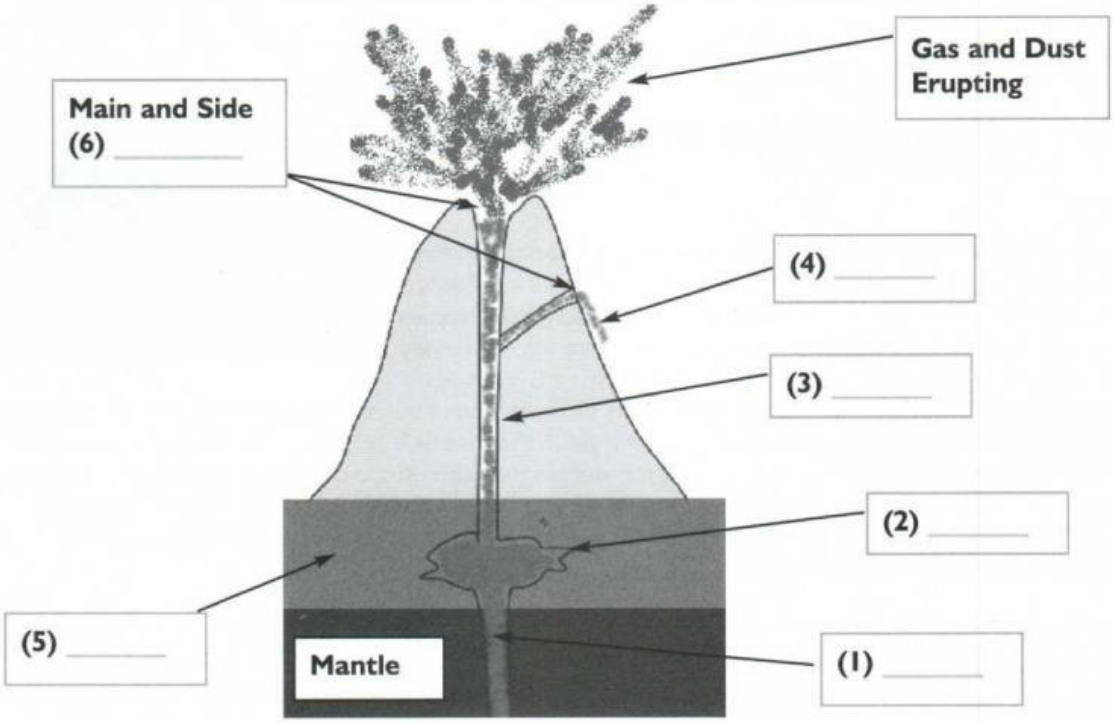
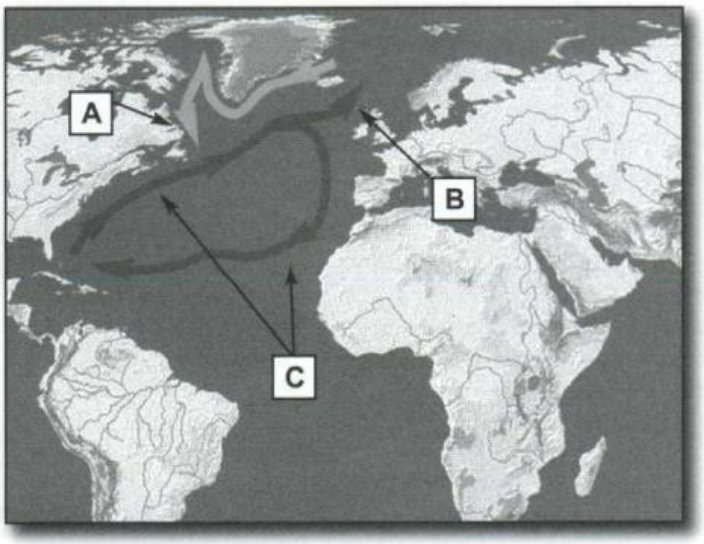
**A. Look at the diagram of an erupting volcano below. Refer back to the text to find the information you need, then fill in labels 1-6. Use NO MORE THAN TWO WORDS for each answer.**




**B. The diagram below shows the three main currents discussed in the text. Label the currents correctly. Use NO MORE THAN THREE WORDS for each answer.**




(1) A: _____

(2) B: _____

(3) C: _____

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