

# 8

# Nature

## UNIT AIMS

### LISTENING SKILLS

Changing opinions  
Answering multiple-choice questions  
Completing a summary (2)

### SPEAKING SKILLS

Describing animals  
Describing presents  
Pronunciation: contrastive stress



## Topic talk

- 1** Describe the photo and answer questions a–d.
- a** Do you find places like the scene in the picture beautiful or boring?
  - b** Why are places like this attractive to people?
  - c** Why do we need places like this more and more in the modern world?
  - d** What kind of places do you like to visit? Do you prefer places in towns and cities or in the countryside?

- 2** Decide whether the statements below show the speaker is enthusiastic or unenthusiastic about a place.
- a** The holiday cottage caught my attention immediately, so I bought it.
  - b** I have been fascinated by the building since I first saw it.
  - c** As it's in the middle of nowhere, it's very peaceful.
  - d** The house is basically okay.
  - e** Living in such a remote area is just about bearable.
  - f** Even though it's in the middle of the city, it's not at all noisy.
  - g** What makes the place so attractive is the open fields.
  - h** The reason why it appeals to me is the sound of the crashing waves at night.
- 3** Add the following phrases to as many of the sentences a–h above as you can.

*Example*

**a** 2;5

- 1** but it's in danger of being spoilt by tourists visiting it.
- 2** but sadly I haven't visited it for years.
- 3** In fact, at times it's quieter than the countryside.
- 4** but I'm afraid that won't last long.
- 5** but at times it can be lonely there.

4 Read the example below. Then rewrite sentences a–g, beginning with *what*.

*Example*

The open fields make the place so attractive.

*What makes the place so attractive is the open fields.*

- a The silence there makes me feel so relaxed.
- b Being away from the city does me a lot of good.
- c The place is restful because there are no shops.
- d The sea is clean because there are no factories.
- e The trees make the garden very private.
- f The people make the area so welcoming.
- g The area is appealing because it has many tourist attractions.

### Technique

Use different structures in the speaking component to add variety, such as *The house is quiet because there are no neighbours. What makes the house quiet is not having (any) neighbours.* Learn to recognize information expressed in different ways in the listening component as well.

5 With a partner, practise asking questions beginning with *why* based on the statements in exercise 4. Then answer with sentences beginning with *what*.

*Example*

Why is the place so relaxing?

*What makes me relaxed there is the silence.*

6 In Speaking Part 2, you may be asked to talk about a place or something else from your personal experience. Complete each of the statements below with an example from your own life.

- a The building that I like most is ...
- b The pet I remember best is ...
- c The present I will never forget was ...
- d The incident that embarrassed me most was ...
- e One holiday I will never forget was ...
- f A school trip I remember well was ...

### Technique

Notice how different types of structures are repeated in parts of the exam. For example, in Speaking Part 2 you usually begin with a noun phrase with a defining relative clause, e.g. *The building that I like most is ...*

7 Write a follow-up sentence with *what* to develop each of the ideas in exercise 6.

*Example*

*What I like most about the building is the large windows.*

8 With a partner, describe the items and experiences in exercise 6. Start with your sentences. Then develop your ideas using the words below.

because ■ as ■ since ■ with ■ which

## Listening skills Changing opinions

1 Read the four dialogues below.

- a Which speakers change their minds?  
b What phrases do they use to indicate this?

1

- A What river's that?  
B That's the River Exe, no, I mean the River Avon.

2

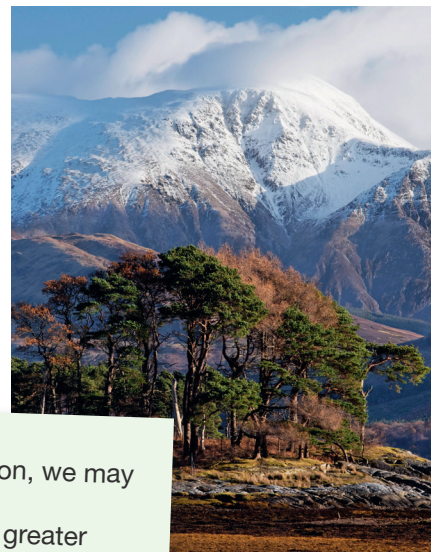
- C Ben Nevis is the tallest mountain in Scotland. In the UK, in fact.  
D Really?

3

- E If we leave now, we will see the sunset.  
F I'm not so sure about that. The sky looks very cloudy.  
E Actually, you're right. It might be better to wait until another day.

4

- G If we visit the lake this afternoon, we may see the ducks flying in.  
H I think you'll find they come in greater numbers in the evening.  
G Yes, that's what I meant, in the evening. We'll see thousands in the evening.



2 Read the dialogue. Then answer questions a–c below.

- Boy** What shall we do this morning? We can visit the monkeys first – they're always fun.  
**Girl** But the monkeys will be fed in the afternoon. That will be the best time to see them.  
**Boy** Well, we can see the elephants, then.  
**Girl** The keepers bring them out after midday too.  
**Boy** Then we should visit the aquarium – the fish are always awake.  
**Girl** That's a good idea. We'll see the fish. And what about the lions?  
**Boy** The big cat enclosure is not open today, although we can see the tigers this morning if we want.  
**Girl** Yes, let's see those and the fish. And then we can have lunch.  
**Boy** All right. Let's go.

- a How many animals do they talk about visiting?  
b How many animals do they decide to visit?  
c At what stage in the conversation do you know their decision: the beginning, the middle or the end?

### Technique

Listen carefully for speakers who change their opinion. In extended multiple-choice questions, you may hear most or all of the options on the recording. When speakers change their minds, you cannot answer the question with certainty until the discussion is finished.

### Answering multiple-choice questions

1 The questions in exercise 3 on page 65 come from an extended multiple-choice task. Skim read the questions. Which of the following topics do you think you will hear about? Which are not so likely? Put a tick (✓), question mark (?) or a cross (X) by each one.

animals ■ assignments ■ circuses ■ zoos ■ television  
schools ■ car accidents ■ banks ■ museums

### Technique

Skim read the questions and the alternatives to get the idea of what the recording will be about. This will help you to understand it better.

2 Now think about the topic of the listening text, by answering these questions.

What is the difference between:

- a zoo and a circus?
- predator and prey?
- entertainment and education?
- a cage and a park?
- wild and domestic?
- conservation and extinction?

### Technique

Spend a little time thinking about the topic before you listen to the recording. Ask yourself: *What do I know about this subject already?*

3

Questions 1–3

Choose **THREE** letters A–G.

What topics must the assignment cover?

- |                       |                      |
|-----------------------|----------------------|
| A zoo finances        | E education and zoos |
| B public safety       | F zoos for science   |
| C the history of zoos | G value for money    |
| D animal welfare      |                      |

Questions 4 and 5

Choose **TWO** letters A–E.

Which areas do the students decide to concentrate their efforts on?

- |                 |                |
|-----------------|----------------|
| A science       | D conservation |
| B history       | E education    |
| C entertainment |                |



### Technique

Put the answers in any order, e.g. A, C or C, A, etc.

4 2.16 Listen to the first part of the recording and answer questions 1–5.

### Completing a summary (2)

1 The paragraph below is taken from a summary completion task. Read the paragraph and decide what kind of information is missing in each question. Match each space 6–10 with a phrase from the list.

an activity ■ a person ■ a date ■ a number ■ a place ■ a colour ■ an adjective

The Arabian oryx is mainly 6 \_\_\_\_\_ in colour. It lives in a 7 \_\_\_\_\_ climate.  
 In 8 \_\_\_\_\_ it became extinct. Now, there are about 9 \_\_\_\_\_ in Oman. A crash  
 in the population was caused by 10 \_\_\_\_\_.

2 2.17 Listen to the second part of the recording and complete the summary. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

## Speaking skills Describing animals

1 Read the short texts in which people talk about pets they had as children. Match each description a–c with an animal from the list.

cat ■ parrot ■ dog ■ rabbit ■ horse ■ goldfish ■ mouse

a

We had him for about ten years. I grew up with him, I suppose. He was always very lively when someone new arrived at the house, jumping up and wagging his tail. The fondest memory I have is of taking him for walks along the canal. I also enjoyed throwing a stick for him in the park. When he was happy he'd bark a lot. I really miss him.

b

She was a real character. I wouldn't say she was friendly – quite the opposite, in fact. She had a habit of arching her back and scratching people she didn't like. But what I remember most is letting her curl up on my lap, and then stroking her. I'm not sure who found it the most relaxing, me or her. She certainly liked it, and she always purred very loudly.

c

Looking after her involved quite a lot of work. We used to have to go to the farm every night with a bale of hay to feed her. I also used to groom her, which was fun, but hard work. So it was all quite tough, but worth it in the end. What sticks in my mind is the way she used to get excited just before we started jumping. They were very happy times.

### Technique

Prepare some vocabulary relating to animals and pets. Then you will be able to answer questions on this topic in Parts 1 and 2.

2 Read the descriptions again. Complete the first column of the table below with the name of the animal. Then write verbs typical of that animal in the second column. One has been done for you.

Animal	Typical actions	Human actions
a _____	_____ <i>jump up</i> _____	_____
b _____	_____	_____
c _____	_____	_____

3 Complete the third column with verbs that describe what people typically do with these animals, for example *take them for walks*.

4 Each text in exercise 1 contains a phrase for introducing a memory. Find and underline these three phrases.

5  2.18 Listen to three people talking about animals and pets. Decide which speaker is answering which question below.

- a What was your pet like?
- b Have you ever had a favourite pet?
- c What was your favourite pet animal when you were a child?

- 6  2.18 Listen again. What phrase does each speaker use to show he/she does not regard the animal as a pet?

Speaker 1: ... although \_\_\_\_\_ a pet, \_\_\_\_\_ .

Speaker 2: I'm \_\_\_\_\_ is a real pet ...

Speaker 3: \_\_\_\_\_ , he wasn't my pet at all ...

- 7 The task card below is taken from Speaking Part 2. Take one minute to think and make notes about your own talk on this topic, using your own experience. Then practise speaking for two minutes using your notes.

Describe an animal which belonged to you or someone you know.

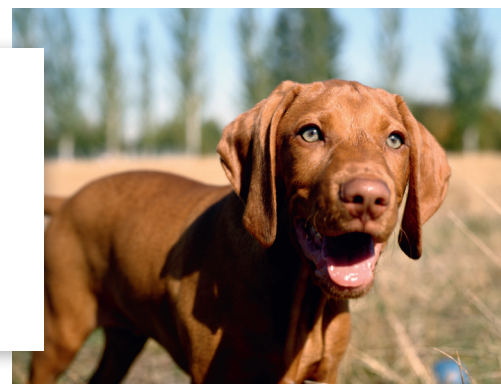
You should say

what type of animal it was

what personality it had

what it typically did

and explain your own personal reaction to the animal.



## Describing presents

- 1 Read the following slogan from a public information campaign. Then answer questions a–c below.

A pet is for life.

- What do you think the campaign is about?
- Do you think animals make good gifts?
- What questions should you ask yourself before you give a gift like this?

- 2 The list below gives common occasions on which people give presents. Answer questions a–c below.

wedding ■ birthday ■ wedding anniversary ■ religious festival  
moving house ■ leaving a job ■ visiting a friend's home

- On which of these occasions do you give presents in your country?
- Are there any other occasions on which you give presents?
- What presents are suitable for each occasion?

- 3 Read these two articles about present giving. Then answer questions a–c below.

### Present madness

The greetings card industry is making more and more money every year. There are so many occasions on which we must give greetings cards now. Mother's Day and Father's Day require cards and presents from all to all. Soon, I firmly believe, we will have Brother's, Sister's, Uncle's, Aunt's, and probably Dog's Days. All needing a card, all needing a present. Someone, please, say 'Enough!'.

### East meets west

We are picking up the delightful habits of some Asian countries. Small, carefully and tastefully wrapped presents for all kinds of informal occasions – and sometimes for no occasion at all – are the fashion among young people everywhere now. A wonderful fashion it is, too.

- Which article is critical of present and card giving?
- Do you enjoy giving cards and presents? Do you like receiving them?
- Should we give and receive presents more frequently than we do?

### Technique

Prepare vocabulary relating to cultural activities, e.g. festivities and holidays, including any food or drink associated with them.

- 4 Read this Speaking Part 2 task card. Take a minute to think and make notes about your own talk on this topic, using your own experience. Then practise speaking for two minutes using your notes.

Describe a present you received and that you liked very much.

You should say




- who gave the present to you and on what occasion
- what it was like
- what you did with it

and explain why you liked the present.

### Technique

Think of an object which you did something active with, or which you received on a special occasion so you'll have something to say.

## Pronunciation: contrastive stress

- 1  2.19 Underline the main or sentence stress in the following sentences. The first one has been done for you. Listen and check.
- a We had a problem with security.  
*We had a problem with security.*
  - b We wanted an active dog.
  - c We wanted him to bark at intruders.
  - d We wanted him to bite burglars.
  - e We wanted him to wake up at the sound of the alarm.
- 2 Delete as appropriate to state the rule:  
The main or sentence stress is normally on the *first/last* content word in the sentence.
- 3  2.20 Extra parts (in *italics*) have been added to four of the sentences in exercise 1. Listen to the longer sentences and underline the main stress in each part of the sentence. The first one has been done for you.
- a We wanted an active dog, *but we got a lazy dog.*
  - b We wanted him to bark at intruders, *but he licked intruders.*
  - c We wanted him to bite burglars, *but he welcomed burglars.*
  - d We wanted him to wake up at the sound of the alarm, *but he fell asleep at the sound of it.*
- 4 Delete as appropriate to state the rule:  
When there is a contrast of ideas, *the contrasting words/the repeated words* carry the main stress.
- 5 Now say the sentences in exercise 3, putting the stress in the same places as in the recording.
- 6  2.21 A candidate is describing, in Speaking Part 2, a product he bought which was not satisfactory. He chose to speak about a bicycle.
- a In the phrases in **bold**, underline a suitable word to carry the main stress.  
*... firstly, the bell. It is one thing **to have a quiet bell**, but this **was a whispering bell**. Then the light: at night one **needs a bright light**, not like this one, which was **the faintest of lights**. Then, it was heavy. I needed to take it on the train, so **a light bike was what I needed**. I sold it back to the shop and **bought a more expensive bike**, which I still have – **my dream bike**. But **while I had the bike ...***
  - b Listen and check.
  - c Say the candidate's words, using the appropriate stress.

# Exam listening

## Section 4

2.22

Questions 31–33

Choose **THREE** letters, A–G

Which **THREE** features of the starling does the lecturer talk about?

- A nesting
- B longevity
- C feeding
- D mating
- E bringing up young
- F global distribution
- G parental roles

Questions 34–37

Complete the summary below

Write **ONE WORD ONLY** for each answer

### Problems with starlings

Thousands of birds can congregate and feed on commercial **34** .....

The farmers suffer great **35** ..... damage and the public have to tolerate the **36** .....

It is suspected that the birds carry **37** ..... which can be harmful to humans.

Questions 38–40

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

**38** What is the best of the three approaches?

- A limitation
- B legislation
- C prevention

**39** What is regulated by legislation on species movements?

- A the movement of foreigners
- B the deposit and pick-up of water
- C the import and export of fish

**40** What is the ultimate deciding factor in species management?

- A economics
- B ethics
- C politics