READING

IN THIS UNIT YOU WILL LEARN HOW TO

- complete notes with words from the text
- match sentence endings with their beginnings
- use modals of possibility and ability.

POD OF DOLPHINS

LEAD-IN

0 1 Do the two underlined words in each sentence have a similar meaning or the opposite meaning? Use a dictionary if necessary.

1. A predator catches and eats its prey.
2. A group of dolphins is called a pod.
3. Environmentalists work for the conservation and protection of the planet.
4. Only a few baby turtles survived; all the others died.
5. Mothers have an automatic desire to protect their babies; keeping them safe is instinctive behaviour.

SKIM READING

**0 2** Skim read the text in ONE minute and check your answers to exercise 1.
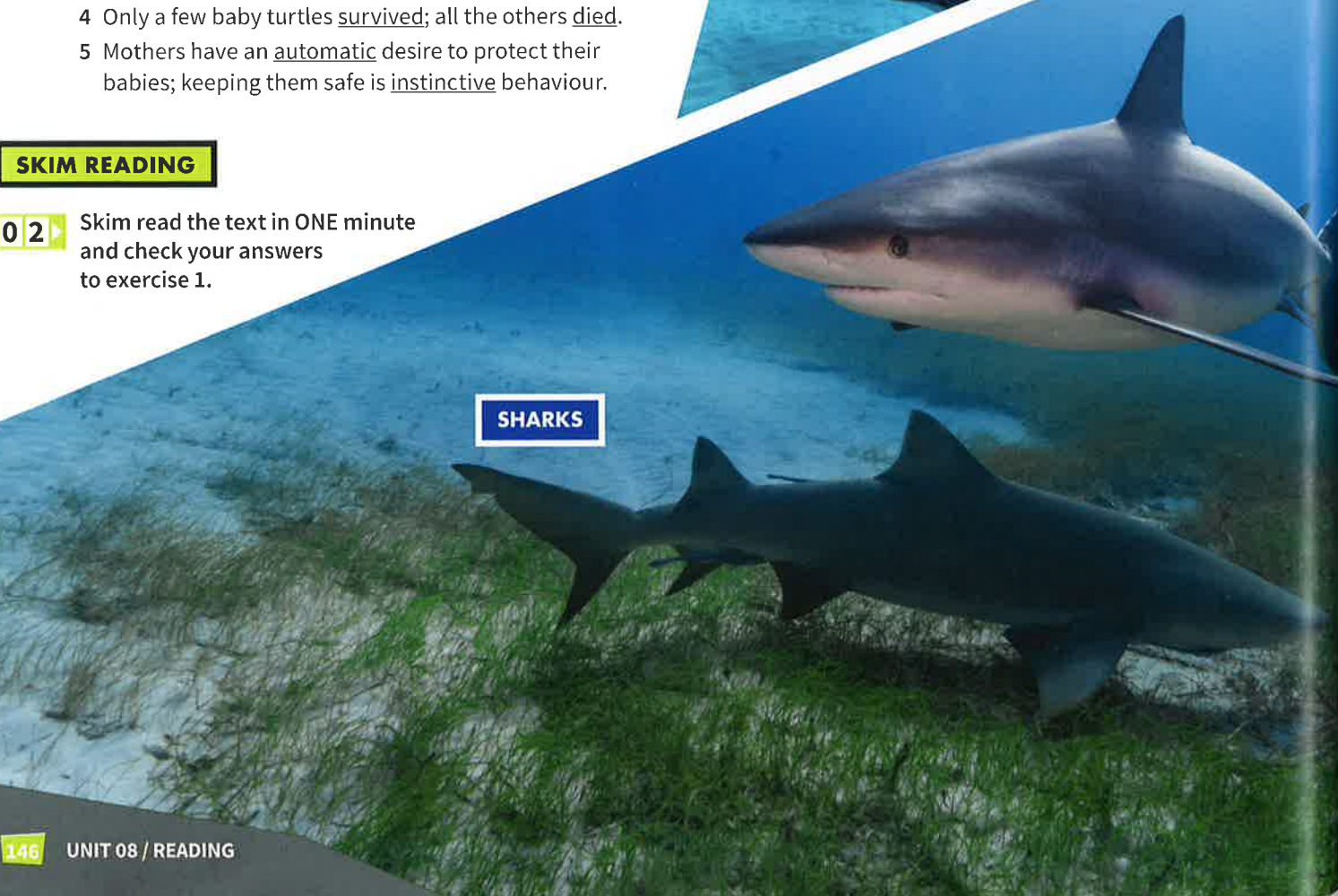
SHARKS

OUR FRIENDS AND PROTECTORS

A When asked about their favourite animals, many people answer 'dolphins'. They are known as friendly, intelligent creatures that have a special relationship with humans. For example, dolphins can tell when a woman is pregnant. They can also tell when someone is in trouble. No one is really sure why this is the case. Experts think they may understand that humans are similar to them and try to protect them from predators and other dangers. Dolphins' protection of humans might not be just automatic or instinctive: they may actively decide to help in certain situations.
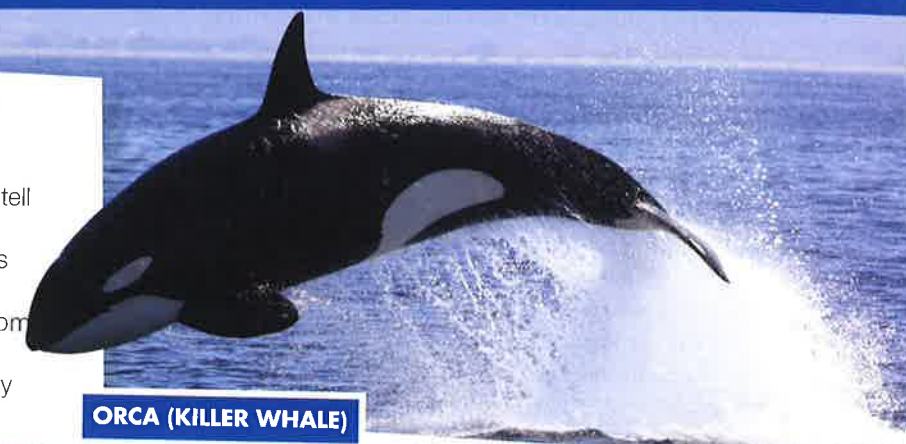
B There are many stories about dolphins protecting humans from sharks. Wildlife filmmaker Hardy Jones was filming a group of dolphins, when a large shark swam towards him ready to attack. Four dolphins came to his rescue and drove the shark away. Perhaps they could tell he was a person who cared very much about dolphins. In fact, Jones was a well-known campaigner against the killing of dolphins. In another incident, in 2004, in New Zealand, four people were saved from a great white shark by a pod of dolphins. The dolphins herded the swimmers into a group and formed a protective ring around them. As they had not yet seen the shark, one of them tried to swim away. He couldn't get away, because every time he tried, he was pushed back inside the ring by the dolphins.

C Dolphins don't only save humans from sharks, but protect them in other situations too. A scuba diver was hit by a boat near the Channel Islands (between England and France) in 2006. The man was unconscious, but survived 56 hours in the water, watched over by a pod of about 150 dolphins. In 2014, dolphins again came to the help of a human. Joey Trevino was losing hope. He had been in the sea for 24 hours after his boat sank in the Gulf of Mexico. He felt he couldn't keep going any more. A friendly dolphin approached him and gently pushed him, as if to say 'don't give up'. That moral support and encouragement may have saved Trevino's life.

D Dolphins have also been known to help other species. In New Zealand, two pygmy sperm whales were in difficulty next to a sand bank. People were trying their best to get them back out to sea, but the whales couldn't find their way past the sand bank. After several hours of failed attempts, they were ready to give up. Along came 'Moko', a bottlenose dolphin, who seemed to communicate with the whales and led them to a channel which took them back to the ocean.

ORCA (KILLER WHALE)

E Whales have also been known to protect both humans and other mammals. In California, in 2012, a BBC Planet Earth film crew filmed a group of humpback whales who were protecting migrating grey whales from attacks by orcas (killer whales) over a period of at least seven hours. In China, Yang Yun applied for a job training whales at Polar Land in the city of Harbin. For the 'interview' she had to dive down as far as possible in the seven-metre deep pool. When she was about five metres down, Yang Yun found she couldn't move her legs due to the freezing temperatures. Two beluga whales, Mila and Nicola, sensed that she was in trouble. Mila gripped Yang Yun's leg in her mouth and pushed Yun to the surface, saving her life.

BOTTLENOSE DOLPHIN

F Stories of marine mammals helping humans – and each other – date back to Ancient Greece. Although we may never be sure why they help us, many people feel that it is a good reason for us to do whatever we can to protect them.

NOTES COMPLETION

0 3 ▶ One question type in the Reading paper is 'notes completion'.
Read the advice in the box and study the example below.

◉
- Read the instructions carefully. Check how many words you can use. Do the words need to come from the passage or from a box of words that you are given?
- Read the notes carefully.
- Think of similar words to the key words in the notes.
- Decide what kind of word is needed in the gap. Use words like prepositions (*in*, *from*) and articles (*a*, *an*, *the*).
- Find the relevant part of the passage. Look out for the similar words you noted earlier.
- Find a word or words that seem to fit.
- Read the notes carefully with your words added.
- Make sure that the completed notes match the meaning of the passage and that your words match the grammar of the sentences.

Example
Look at the gapped sentence and read paragraph F.

Stories of [whales and dolphins] [assisting people] [were first heard of] [in] _____ .

| = marine mammals | = helping humans | = date back to | 'in' tells us the answer is likely to be a year or a place |

The answer is ___Ancient Greece___ .

0 4 ▶ Read paragraph B in detail. Then match the words and phrases 1–5 from paragraph B with words and phrases a–e which have similar meanings.

1 filming	a saved the life of
2 came to his rescue	b famous
3 well-known	c videoing
4 against the killing of	d group (of dolphins)
5 pod	e for the protection of

0 5 ▶ Complete the notes below. Write NO MORE THAN TWO WORDS from the passage.

A pod of dolphins saved the life of a man called **1** _____ , while he was videoing them.
The man was a famous **2** _____ for the protection of dolphins.

Which paragraph did you need to read in detail to complete the notes above? Did you need to read the whole paragraph?

0 6 ▶ Complete the notes below. Write NO MORE THAN THREE WORDS from the passage.

Orcas were trying to catch and hurt a group of **1** _____ who were travelling from one place to another. The migrating whales were helped by **2** _____ . The whole incident lasted more than **3** _____ .
Beluga whales helped a diver who couldn't get to the surface. Because of the icy waters she was unable to **4** _____ . One of the whales saved her life by taking hold of her **5** _____ and giving her a push upwards.

Which paragraph did you need to read?

MATCHING SENTENCE ENDINGS

◉
In this question type you are given the first part of some sentences. You have to choose the correct ending from a list. There are more sentence endings than you need.

- Read the sentence beginning carefully.
- Find the key words and think of some similar words for them.
- Find the part of the text where the answer is.
- Read the sentences carefully, looking out for the key words or similar words.
- Remember the information may be presented in a different order from the question.
- Try to complete the sentence in your own words.
- Check the list and find an ending that is similar to yours.
- Check that the completed sentence is grammatical and that the meaning matches the text.
- If the answer is a noun, check that you have used the correct form: singular or plural.

0 7 ▶ Which paragraph do you need to read to find the ending to this sentence?

Moko 'spoke' to the beached whales …

Write your own ending.

0 8 ▶ Choose one of these endings for the sentence above.

A because her first attempts had failed.
B to help them return to the deep water.
C because she led them to safety.

0 9 ▶ Read the explanations below and check your answer to exercise 8.

A The words 'attempts' and 'failed' are in the text, but they were not Moko's attempts; they were the people's attempts.
B In the text the words 'led them to a channel which took them back to the ocean' are similar to 'help them return to the deep water'. This is the right ending.
C Moko led them to safety but that is not the *reason* she spoke to the whales.

1 0 ▶ Complete each sentence with the correct ending a–h.

1 Dolphins may protect humans	a so we should protect them.
2 Dolphins swam towards Hardy Jones	b to encourage him not to lose hope.
3 The swimmer tried to leave the protective ring of dolphins	c because there were so many dolphins.
4 A dolphin nudged Joey Trevino	d because they recognise that humans are similar to them.
5 Dolphins and whales help us	e because they sometimes actively decide to help.
	f because he had not seen the shark.
	g because a shark was about to attack him.
	h because he was a campaigner for dolphin protection.

GRAMMAR FOCUS: MODALS OF POSSIBILITY AND ABILITY

1 1 ▶ Find two more examples of modals of possibility (look in paragraphs A and F).

1 2 ▶ Find more examples of modals of ability in paragraph B.

◉
The modals *can* and *could* are used to talk about **ability** in the present and past.

Dolphins **can tell** when a woman is pregnant.
Yang Yun found she **couldn't move** her legs due to the freezing temperatures.

◉
Modal verbs *may*, *might* and *could* are used when something is **possible** but not certain:

*Experts think dolphins **may understand** that humans are similar to them.*

1 3 Read the passage and answer the questions opposite.

THE MODERN ZOO

The first zoo is believed to have been in Egypt in around 3500 BC. Early collections of animals on display often belonged to royalty. King Henry I of England had lions, leopards and camels. He had received them as gifts. Until the late twentieth century, the main purpose of zoos was for entertainment. They existed to give people the chance to see animals they could not see in the wild. In 1959, famous wildlife expert Gerald Durrell opened the first zoo which put conservation of animals first.

Nowadays zoos' aims are: conservation, education, entertainment, in that order. Modern zoos try to get a balance between providing safe, comfortable homes for the animals and opportunities for visitors to see animals in natural surroundings. Zoos now share their knowledge and support each other. The World Association for Zoos and Aquariums (WAZA) works to educate people about animal welfare and conservation. It also helps to coordinate breeding programmes.

From the 1990s, zoos began to see their main role as saving the most threatened species. Each zoo focuses on a small number of species. The Siberian tiger and the orangutan are two species that have been saved through breeding programmes run by zoos. For example, in 2005 there were between 331 and 393 Siberian tigers in the Russian Far East. By 2015, there were 562. The tigers were helped to breed under the Species Survival Plan of the Association of Zoos and Aquariums (AZA). Often the aim is to reintroduce endangered species into their natural habitats. In Indonesia, Borneo Orangutan Rescue teaches orangutans how to live in the wild. When they are ready, they are taken to protected forests to live naturally.

Now that we have a better understanding of animals, zoos try to recreate natural habitats of animals as accurately as possible. For example, polar bears live in a plain, white open space. Zoos try to provide 'enrichment' for the animals to improve their wellbeing. This includes climbing frames, feeding puzzles, unusual objects and different types of food. It allows animals to behave in a normal way, such as scratching, climbing, digging and solving problems. Another type of enrichment is mixing up types of animal that would naturally mix in the wild. Colchester Zoo in England has a 'kingdom of the wild' paddock where several species live together. They have found positive changes to the behaviour of these animals as a result.

Different types of technology are used to help create natural environments for animals. In Indianapolis Zoo, in the United States, for example, there is a 'functional forest' called the Hutan Trail, a series of towers and cables 20 metres above the ground. This allows the orangutans to swing around the zoo as they would swing around the forest in their native Indonesia. The cables are strong enough to give them a safe and comfortable trip around the zoo. They have access to three oases, where they can go when they want to be apart from the group.

Likewise, technology has been used to engage the public more with the animals. In many zoos there are webcams in some enclosures so visitors can keep up with their favourite animals between visits to the zoo.

Zoos have moved on over the last few decades. They now play an important role in protecting animals and in making people more aware of the importance of animals. Zoos have made people aware that animals should not be over-hunted and that they play an important role in the ecology of the planet and in helping to maintain the balance of nature.

Questions 1–6
Complete the notes below.
Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Before the 1990s, zoos existed mainly for 1 _____.

The first zoo to focus on protecting animals was started by 2 _____.

Since the 1990s a number of zoos have introduced programmes which aim to breed threatened animals and return them to their 3 _____. But first the animals have to learn how to survive in the 4 _____.

Zoos offer animals 5 _____ by making it challenging for them to find their food, providing them with climbing equipment, and even mixing them with other species.

6 _____ enable the public to view zoo animals from their homes.

Questions 7–11
Complete each sentence with the correct ending, A–H.

7 The first zoo
8 The World Association for Zoos and Aquariums (WAZA)
9 Borneo Orangutan Rescue
10 Colchester Zoo
11 Indianapolis Zoo

A has created an environment that copies the animals' natural habitat.
B was started by Gerald Durrell.
C has webcams in all the enclosures.
D prepares one species to return to their own environment.
E does not always separate different types of animal.
F is part of the AZA.
G is involved in teaching about how to better care for animals and protect them and in helping zoos work together.
H was a private collection of animals.

GO FURTHER ONLINE

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

• deal with two-part questions
• link different parts of the essay
• write a conclusion.

LEAD-IN

01 ▶ Match the words to make some common word pairs.

1	endangered	a	fuels
2	air	b	warming
3	renewable	c	pollution
4	natural	d	species
5	global	e	habitats
6	fossil	f	energy

02 ▶ Fill in the gaps with the word pairs above to make sentences you could use in a conclusion.

1 In conclusion, _____ is already causing sea temperatures to rise.

2 In my opinion, loss of _____ is a continuing threat to wild animals.

3 To sum up, _____ is having a serious effect on people who live in cities.

4 If we don't take action now, the number of _____ will continue to increase.

5 I suggest governments stop using _____ and start using clean sources of energy.

6 Finally, I believe that _____ can offer us hope to save our planet.

WRITING A CONCLUSION

03 ▶ Which of these *may* be included in your conclusion?

a a concluding phrase
b a prediction (what will/might happen in the future)
c supporting evidence
d your opinion
e an idea you haven't mentioned before
f plenty of detail
g a summary of your main ideas
h what you hope (or fear) might happen in future
i your recommendations
j your answer to the question
k at least four sentences

Which of them *should* be included?

04 ▶ Match examples 1–6 with the features a–k in exercise 3.

1 In short, all types of pollution are increasing.
2 So, in conclusion, we can say that …
3 Personally, I feel that there is a limit to what we can do.
4 I think there will be very few wild animals left in 25 years' time.
5 I hope people will work hard to protect our beautiful planet.
6 Governments should use the law, education and clean energy to improve the situation.

05 ▶ Which paragraph, A or B, is a better conclusion to the essay title? Why?

> The individual has an important role to play in protecting the environment. To what extent do you agree with this statement?

A To conclude, my view is that everyone can help protect the environment. We can recycle as much as possible, maintain our vehicles properly and ask our Member of Parliament to support laws that prevent damage to the environment. If we all do this, we can ensure the planet is in good condition for future generations.

B Another issue is how we use our vehicles. We should walk or use public transport whenever possible and only have one car per family. The main reason public transport in my home town is not very good is because it is not used enough. We must get our cars serviced regularly to make sure we don't pollute the air. So this is another reason why I say, in conclusion, that people can help protect the environment.

TIP 03

The conclusion is a very important part of your essay. It is the last thing the examiner reads, so it must be good!

LINKING THE MAIN IDEAS AND CONCLUSION

06 ▸ Phrases 1–7 are useful in an essay. What can you use them for? Match the phrases 1–7 with their function a–g.

1 In this essay I will …
2 In my view, …
3 Another reason for …
4 On the other hand, …
5 For instance, …
6 It is clear that …
7 To conclude, …

a to introduce the opposite view
b to introduce a main point
c to begin your final paragraph
d to introduce an opinion
e to introduce an example
f to explain your plan
g to introduce a similar point

07 ▸ Read this essay title and spend two minutes noting down any ideas you have on the topic.

Many wild animals have become endangered. Why has this happened? What can governments do to stop this from continuing to happen?

08 ▸ Read the essay and answer the questions below.

MODEL ANSWER

Many species of wild animal are now endangered. For example, the number of black rhinos has declined from over 65,000 in the 1960s to just 2,500 today. Sea animals like some types of whale are also at risk. In this essay I will look at some of the causes of this situation. I will then move on to consider what governments can do to deal with this problem.

It is clear that animals are dying out because of human activity. People have hunted animals for sport or for their fur, horns or other body parts. For instance, they hunted tigers for their bones, which were used for medicines. Another reason for species to become extinct is that humans have destroyed their natural habitats. One example of this is gorillas in the rainforests, which are now endangered. Finally, pollution from industry has created problems for many sea creatures.

Governments can help in several ways. First of all they need to make strong laws and give punishments to those who hunt illegally. Next, they need education programmes in schools and on television to help everyone understand the problem. Finally, governments should invest in renewable and clean energy sources such as solar and wind power.

So, in conclusion, we can say that hunting and damage to the environment are the main threats that animals face. Governments should use the law, education and clean energy to improve the situation. Everyone must work together to save endangered animals.

TIP 08
Some questions have two parts to them. Your essay *must* answer both parts. Your two main paragraphs should answer one part of the question each.

1 Complete the chart with the main points of the essay.

	The causes	Government actions
1	hunting for sport or body parts	laws/punishments
2		
3		

2 Tick the causes and government actions that are mentioned in the conclusion.

3 Complete the sentence by choosing the correct option.
The conclusion ends with a *prediction/hope/fear/recommendation.*

GRAMMAR FOCUS: PRESENT PERFECT AND PAST SIMPLE

09 ▸ According to the model essay on Page 154, how <u>have</u> past human actions <u>affected</u> animals today? Complete the list.

1 People <u>have hunted</u> animals for sport or for their body parts.
2 _____
3 _____

TIP 09
One use of the present perfect tense is to talk about actions that happened in the past which have results in the present.

10 ▸ Find the present perfect sentence in the introduction to the model essay on Page 154.

◉ Introductions often contain a sentence or two in the present perfect tense. Showing how the past has affected the present is often a good way to introduce the topic.

EXAM SKILLS

11 ▸ Read the essay title. How would you organise this essay? What ideas do you have for this topic?

Global warming is one of the biggest threats to our environment. What causes global warming? What solutions are there to this problem?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

12 ▸ Read a student's plan for this essay.

Paragraph 1 – Introduction
• Definition of global warming: increasing temperatures due to air pollution (climate change)
• Plan of essay: causes/solutions

Paragraph 2 – Causes
• Cutting down trees (e.g. due to population growth)
• Burning fossil fuels (cars, power stations, factories)
• Using too much electricity (computers, TV, lights)

Paragraph 2 – Solutions
• Renewable energy (solar, wind)
• Manage the rainforests (less cutting, more planting)
• Transport solutions (share cars, use public transport)

Paragraph 4 – Conclusion
• Summarise causes and solutions
• Recommendation: we can all try to be more 'green'

TIP 11
Make sure your answers to two-part questions are balanced. Don't spend too much time on one part so that you don't develop the other.
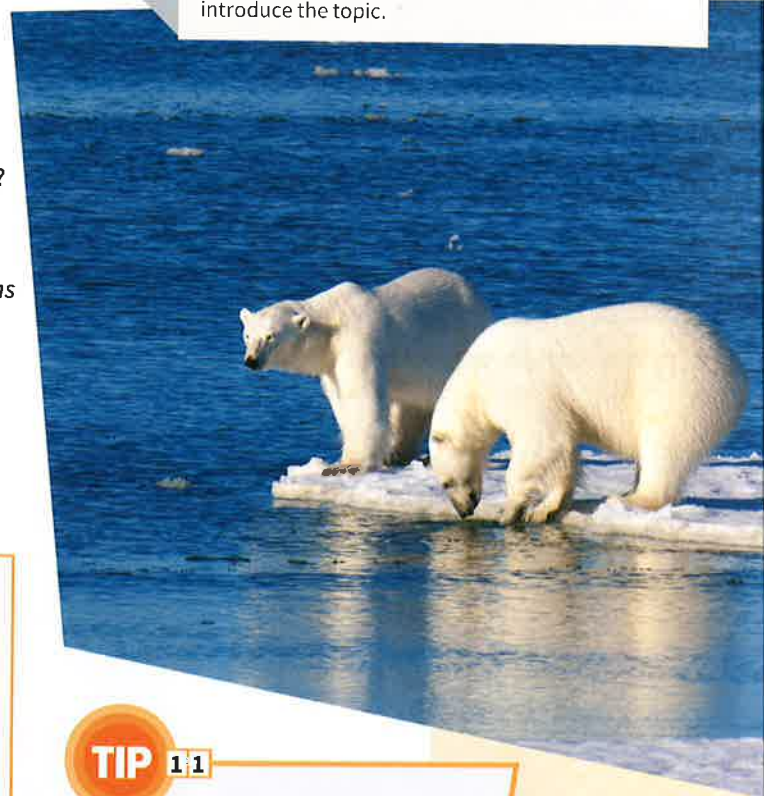
Write the essay in full, following the advice in the box.

◉
• Give examples to support your ideas.
• Use linking expressions.
• Refer back to the main points of the essay in the conclusion.
• Use phrases such as 'in conclusion' or 'to conclude' for the final paragraph.
• Don't introduce any new points in the conclusion.
• In your last sentence, suggest what should happen in the future.

🖱 **GO FURTHER ONLINE**

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- listen to people talking about a topic related to the natural world
- complete notes in a task
- use headings in the notes to guide you through what the speaker is saying
- use the speaker's 'signposting' words to help you follow notes.

LEAD-IN

01▶ Match photographs A–D with the names of the animals.

Arabian leopard   blue ring octopus   mountain gorilla   Pere David's deer

A

B

C

D

02▶ Listen to the four short extracts. Which animal in exercise 1 is each speaker describing?

66

1 _____   3 _____

2 _____   4 _____

NOTE COMPLETION

◎ In this type of task you complete a set of notes by writing up to three words, or two words and/or a number, in each gap. The instructions tell you how many words you are allowed to write.

You must complete the notes with the **words you hear on the recording**.

USING HEADINGS TO HELP YOU

03▶ Match the headings 1–5 with the questions a–e.

1 Country of origin   a What does it eat?
2 Dangers   b Where does it come from?
3 Diet   c Where does it live?
4 Habitat   d What does it look like?
5 Physical description   e What threats does it face?

04▶ Look at the notes about the animals. Match the headings 1–5 in exercise 3 with the notes below. There is an example to help you.

a People are using its land for cows and sheep   ____
b Mainly eats grass   ____
c Has long arms   ____
d Lives on wet lands   ____
e Comes from Africa   1

'SIGNPOSTING' WORDS

05▶ Look at the signposting phrases 1–6 below. They signal different kinds of information. Match them with the meanings a–e. One meaning can be used twice.

1 So, now I'm going to talk a little about …
2 Let's have a look at two reasons why …
3 So, I'll move on to talk about …
4 Firstly … Secondly …
5 I'd like to conclude by talking about …
6 In other words …

THIS WAY

a The speaker is going to talk about a new topic and this will be the last thing he/she talks about (might be the last heading on the Notes).
b The speaker is going to talk about a new topic – which might be a new heading on the Notes.
c The speaker is going to say the same thing using different words.
d The speaker is going to give two reasons – listen carefully for both.
e Here is the first (reason) … and here is the second (reason).

◎ 'Signposting' words are words and phrases that speakers use to help their listeners follow their talk.

06 ▶ Read the notes about the mountain gorilla.

THE MOUNTAIN GORILLA

Country of origin
Comes from Central Africa

Habitat
Lives in mountain forests
Builds a nest on the
1 _____

Physical description
Has a thick coat of fur
Older males have a
2 _____ coloured coat
Younger males are called
3 _____

Diet
Eats plants, including leaves, fruit and flowers
Plants provide the
4 _____ they require

Dangers for gorillas
• People are destroying the environment where the gorillas live
• 5 _____

07 ▶ Look at the gaps 1–5 in the notes in exercise 6. What kind of word do you have to listen for? Match gaps 1–5 with a–e below.

1 e_____   a a colour
2 _____   b something gorillas need to eat or drink
3 _____   c something bad for gorillas
4 _____   d a name
5 _____   e the name of a place

08 ▶ Listen to a talk about mountain gorillas and tick the signposting phrases in exercise 5 when you hear them.
67

09 ▶ Listen again and complete the notes. Write NO MORE THAN TWO WORDS for each answer.
67

TIP 09
The speaker will mention some possible answers but only one is correct in each case. It is important to listen carefully for the information you need for each space. Use the headings and the notes to help you.

10 ▶ Read the notes about the American bullfrog.
Match gaps 1–6 in the notes with the questions a–f.

THE AMERICAN BULLFROG

Origin
• East United States
• was introduced into the UK at the beginning of the 1 _____ century

Physical description
• female weighs up to 2 _____ grams
• has a green and brown body
• has a flat 3 _____
• male frog has a 4 _____ coloured throat

Reasons for unpopularity
• breeds rapidly, so numbers are increasing
• eats the food of native British frogs – insects, fish, birds and animals including 5 _____ – and also eats the frogs themselves!
• carries a disease that can kill other frogs
• financial cost – a total of £ 6 _____ already spent on research into American bullfrogs

TIP 10
It can be useful to rephrase the notes to form a question in your own words. This will help you know what kind of information to listen for.

a How much does it weigh?
b What colour is the throat of the male?
c What part of its body is flat?
d When did it come to Britain?
e What kind of animals does it eat?
f How much money has been spent on control measures?

11 ▶ Listen and complete the notes in exercise 10. Write ONE WORD AND/OR A NUMBER for each answer.
68

12 ▶ Check your answers carefully.
• Did you spell your words correctly?
• Did you write numbers as digits?
• Did you write a singular noun or plural noun for question 5?

13 ▶ Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.

69

THE BOX JELLYFISH

Habitat
In warm seas, not far from the coast
Most dangerous box jellyfish found in
the sea near **1** _____

Appearance
Shaped like a box
Light blue in colour
Tentacles grow up to
2 _____ metres in
length
Has **3** _____ eyes

How the box jellyfish stings
- cells on tentacles can produce a
  powerful poison
- when tentacles touch a human or a
  fish, they **4** _____ to
  them and deliver a strong sting

Dangers to people
The sting can result in death
- by causing a heart attack
- if a swimmer can't swim back to
  the shore because the sting has
  caused such great
  5 _____

What to do if someone has
been stung
- heart attack – try to revive them
- pour vinegar over the tentacles
- if vinegar not available, put
  6 _____ on the skin

**GO FURTHER
ONLINE**

UNIT / 08: NATURAL WORLD
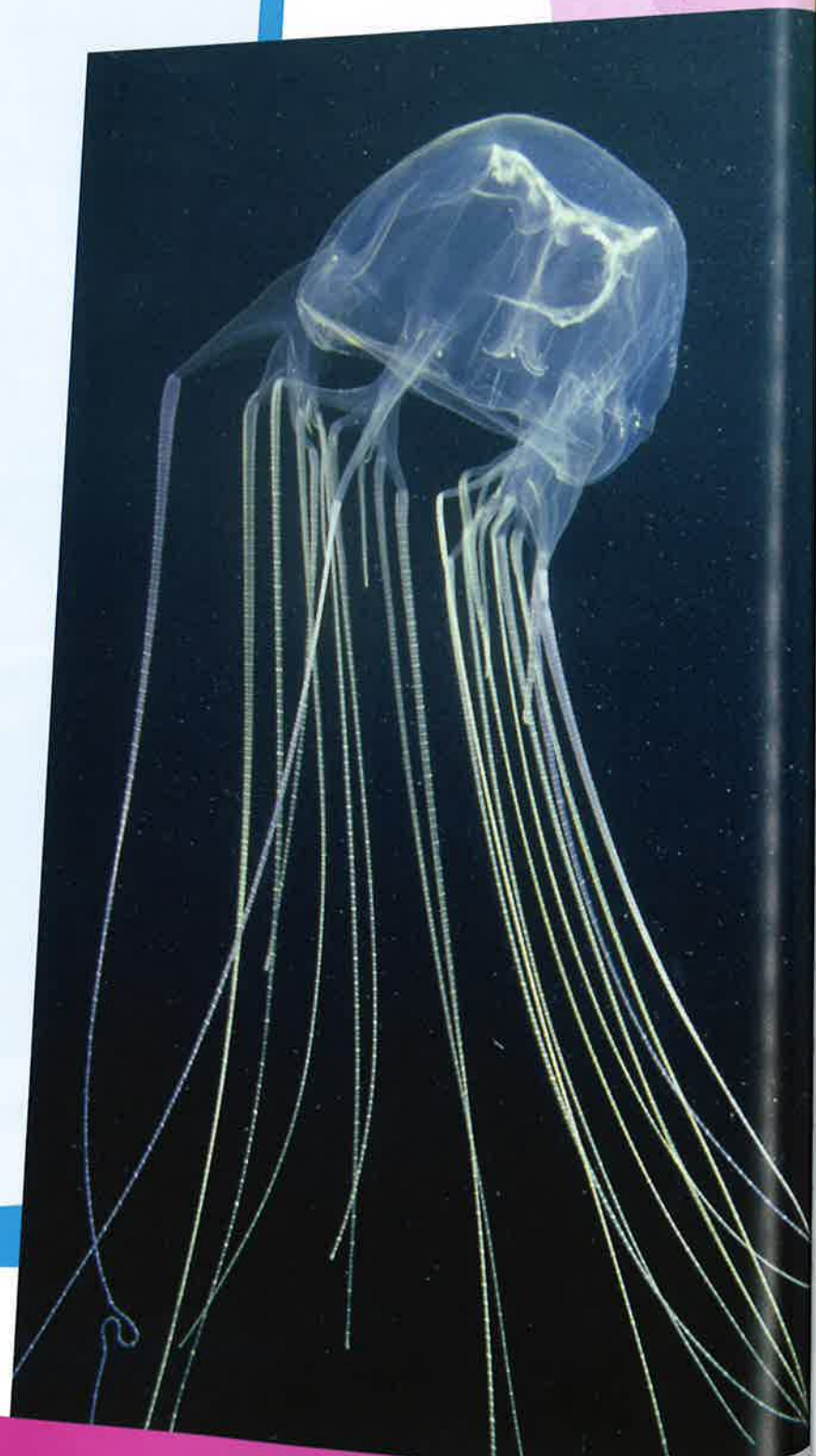
SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO
- extend your knowledge of vocabulary
  related to animals and their habitat
- talk at length about animals and pets for
  Speaking Parts 2 and 3
- develop your answers in Part 3.

LEAD-IN

01 ▶ Match pictures A–D with a word or phrase from each box.

Animals
camel   deer   dolphin   eagle

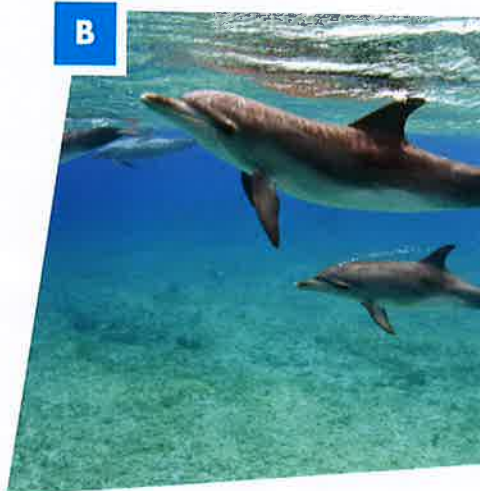**Characteristics**
hard antlers   big claws   long fin   round hump

Habitat
desert   forest   nest   underwater

02 ▶ Take turns to describe one of the animals in the pictures to your partner. Talk about what the animal is, anything special about the animal (its *characteristics*) and about where the animal lives (its *habitat*).

03▶ Read the Part 2 task card and complete the notes opposite. Here are some words you might find useful.

plains	ears	thick coat
fur	horn	mountains
jungle	trunk	ocean
long/short tail		sharp teeth
brightly coloured feathers		

Describe a wild animal from your country.

You should say:

- what the animal is and what it looks like
- what it eats
- where it lives

and explain how people feel about this animal.

Animal

What it looks like

1 _____

2 _____

3 _____

What it eats _____

Where it lives _____

How you feel about the animal

1 _____

2 _____

3 _____

04▶ Now, complete the Part 2 task with your partner. Talk for two minutes each. When your partner has finished, think of one or two further questions to ask them about their animal.

PART 3 QUESTIONS

◎ In Part 3 of the Speaking test the examiner will ask you some questions about the topic in Part 2. They will be questions which require you to think. For example you might be asked for your opinion, or for ideas, solutions to problems or for an explanation about why something happens.

05▶ Read the Part 3 questions 1–4 on the topic of animals and match them with the beginning of some students' responses a–d.

1 What can governments do to prevent illegal hunting?
2 Should the government provide more money for zoos?
3 How might we be able to protect wildlife in the future?
4 Is there any difference in how children learn about wildlife now than in the past?

a They definitely should. It seems to me that …
b There are two things X can do. The first is …
c There's a big difference, I think. In the past, we …
d Well, in the future, it might be a good idea to …

🎵 70 Listen and check.

06▶ Answer the questions 1–4 in exercise 5 with a partner, using the sentence beginnings to start your answer.

TIP 05
Listen for key words. You must always answer the question the examiner asks you. You will lose marks if you talk about the topic without answering the question. So you must listen carefully to the question and then begin your answer in an appropriate way.

TIP 06
Don't always use *I think* …. It's good to learn some other phrases such as *I feel* … , *I believe* … , *it seems to me that* …

DEVELOPING YOUR ANSWERS FOR PART 3

◎ After making sure you have answered the question, you need to develop your answer further with reasons or examples.

Giving examples	Giving reasons
For example, we could …	The reason why I think that is …
For instance, the government should …	One reason for this is that …
By way of example, maybe we would …	A good reason for X is that …

TIP 07
In Part 3 of the Speaking test try to think of real-life examples or relate the examples to your experience. But if you can't, consider inventing a fictional example to help you develop your answer. You might say, 'For example, *I heard that* …' or 'For instance, *I read that* …'

07▶ Listen to a candidate answering some Part 3 questions. Complete the table.

🎵 71

	Answer	Example	Reason
1 What should be done to people caught hunting illegally?			
2 Is there anything we as individuals can do to prevent hunting?			
3 Will there be more or less hunting in the future?			

08▶ Using the formula in exercise 7 for developing your answer, make a similar table with your own ideas, then practise answering the questions with a partner.

09▶ Look at the words and phrases below and check that you understand them.

A responsibility, trust, patience
B unnatural, risky, unique, challenging
C interesting, friendship, relaxing **but** expensive, inconvenient
D gadgets, robots replace?

E breed, release, monitor in wild
F cages not good for animals, but educational
G better conditions and animal welfare now
H important to help animals, but people will prefer other entertainment

10▶ Match the words and phrases in A–D with the Pets table and those in E–H with the Zoos table.

Pets	
1 advantages and disadvantages of owning pets	
2 keeping dangerous animals as pets	
3 children learning from keeping pets	
4 popularity of pets in the future	

Zoos	
1 differences between zoos in the past and today	
2 zoos a good idea	
3 protecting endangered animals in zoos	
4 zoos in the future	

EXAM SKILLS

11▶ Ask and answer these Part 3 questions with a partner. Use the tables and ideas in Exercise 10 to help you or use your own ideas.

[Topic: pets]
1 What are some of the advantages and disadvantages of keeping a pet?
2 Do you think that dangerous animals should be kept as pets?
3 What can children learn from looking after pets?
4 Do you think it will be popular for people to keep pets in the future?

[Topic: zoos]
1 Are there any differences between zoos in the past and zoos today?
2 Do you think zoos are a good idea?
3 How can we protect endangered animals in zoos?
4 Will zoos continue to be important in the future?

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