9 Grammar, Vocabulary, and Pronunciation Ⓑ

American
ENGLISH FILE **5**

GRAMMAR

1 Complete the sentences with one word.

Example: I think he had a good time even though he
didn't say *so*.

1 I felt really sad when _____ realized that Minju
had left without saying goodbye.

2 **A** Did you go to the concert?

 B No, but Joanne _____. She said it was really
exciting.

3 She went to Paris _____ didn't see the Eiffel
Tower.

4 You didn't help make dinner last night, but you really
should _____.

5 **A** Are you going to the company picnic tomorrow?

 B I suppose _____, unless it rains.

6 **A** Did Carlos get the job he wanted?

 B I'm afraid _____. They offered it to someone
else.

7 Brett said I would enjoy the opera, but I don't think I
_____. I've never liked classical music, so I'd
probably be bored.

8 The kids wanted to go to the lake, but I told them not
_____. It's too far.

<div align="right">| 8</div>

2 Order the words to make questions and sentences.

Example: joys / the / many / are / language / a learning /
of / .
The joys of learning a language are many.

1 of / I'm / father's / friend / a / your / .

2 Anita's / I / to / went / a / at / party / .

3 remember / you / can / price / the / sofa / of / the / ?

4 my / I / used / motorcycle / brother's / .

5 is / my / a / science / cousin / teacher / .

6 pot / that / you / see / can / flower / ?

7 president / Jun / a / is / company / .

8 hotel / most / Lima's / is / this / famous / .

<div align="right">| 8</div>

3 Underline the correct word(s).

Example: Should I make **chicken soup** / **soup of
chicken** for dinner tonight?

1 She is **my sister's friend** / **the friend of mine**, but
we don't talk often.

2 This is my colleague Jonathan. He works with **my
brother** / **the brother of me**.

3 I know she liked the surprise party, but she **doesn't
say so** / **didn't say so**.

4 I thought I'd be able to join you for the concert, but
I can't / **I don't**.

5 I haven't been to Paris, but **I'd love go** / **I'd love to**.

<div align="right">| 5</div>

VOCABULARY

4 Underline the odd word(s) out.

Example: day trip <u>touristy</u> city break   guided tour

1 characteristic grumpy fussy serene

2 scratch paws beak fins

3 dog bark kennel lunatic

4 roar grunt beak squeak

5 a nest a hive a horse a tank

6 spit bite sting wings

<div align="right">| 6</div>

5 Complete the words in the sentences.

Example: We went on a **p**<u>ackage</u> tour to Greece last
year.

1 Instead of fingers and toes, many animals have
p_____.

2 Some animals can be bred in **c**_____, for
example in zoos.

3 The blue whale, the giant panda, and the snow
leopard are all endangered **s**_____.

4 If you have a problem at work, you've got to take the
b_____ by the horns and sort it out before it
gets worse.

5 Juan made a real **p**_____ of himself at
dinner. He even ordered two desserts!

<div align="right">| 5</div>

9 Grammar, Vocabulary, and Pronunciation (B)

6 Complete the sentences with one word.

Example: A light dish served at the beginning of a meal
is called a s*tarter*.

1 For **d**_____, I'd like to have chocolate cake
and ice cream, please.

2 I don't really enjoy **e**_____ food with fancy
sauces and hundreds of ingredients. I think the best
food is basic, with a nice, simple flavor.

3 Susan is a real **f**_____. She's always eating at
the best restaurants, and she cooks delicious food at
home, too.

4 I eat almost everything except for **s**_____.
Fish and mussels and so on make me feel sick.

5 Ever since I started my weekly **w**_____ at
the gym last month, I feel so much better.

6 I think you need a good sense of **h**_____ to
be a successful manager. You have to be able to laugh
at yourself.

7 Doing yoga really improved my **f**_____. My
back and legs used to be very stiff, but now they're
really bendy!

8 Tim's joke was so **h**_____ that we couldn't
stop laughing all afternoon.

| | 8 |

PRONUNCIATION

7 Match the words with the same sound.

ki̲c̲k̲   pot**a**to   p**ee**led
f**ur**   dr**ai**n   p**i**g

Example: st**i**ng   ki̲c̲k̲

1 w**i**ngs   _____

2 h**er**bs   _____

3 gr**a**ted   _____, _____

4 b**ea**k   _____

| | 5 |

8 Under<u>line</u> the stressed syllable.

Example:

1 shellfish

2 melted

3 potato

4 scrambled

5 sandwich

| | 5 |

| **Pronunciation total** | **10** |

READING

1 Read the article and check (✓) A, B, or C.

LEARNING ABOUT ANIMALS IN SCHOOL

How do children learn about wildlife? And is what they learn the sort of thing they should be learning? It is my belief that children should not just be acquiring knowledge of animals but also developing attitudes and feelings towards them based on exposure to the real lives of animals in their natural habitats. But is this happening?

Some research in this area indicates that it is not. Learning about animals in school is often completely disconnected from the real lives of real animals, with the result that children often end up with little or no understanding or lasting knowledge of them. They learn factual information about animals, aimed at enabling them to identify them and have various abstract ideas about them, but that is the extent of their learning. Children's storybooks tend to personify animals as characters rather than teach about them.

For direct contact with wild and international animals, the only opportunity most children have is visiting a zoo. The educational benefit of this for children is often given as the main reason for doing it but research has shown that zoo visits seldom add to children's knowledge of animals – the animals are simply like exhibits in a museum that the children look at without engaging with them as living creatures. Children who belong to wildlife or environmental organizations or who watch wildlife TV programs, however, show significantly higher knowledge than any other group of children studied in research. The studies show that if children learn about animals in their natural habitats, particularly through wildlife-based activities, they know more about them than they do as a result of visiting zoos or learning about them in the classroom.

Research has also been done into the attitudes of children towards animals. It shows that in general terms, children form strong attachments to individual animals, usually their pets, but do not have strong feelings for animals in general. This attitude is the norm regardless of the amount or kind of learning about animals they have at school. However, those children who watch television wildlife programs show an interest in and affection for wildlife in its natural environment, and their regard for animals in general is higher.

However, there is evidence that all of this is changing, and changing fast. The advent of the computer and interactive multimedia instruction in schools is changing the way that children learn about and perceive animals. The inclusion of pictures and audio enables children to look at and hear an animal at the same time. There is evidence that children recall more when they have learned about animals in this way, and furthermore, this is the case whether the animal is one they were previously familiar or unfamiliar with.

Interactive multimedia instruction has opened up a whole new world of learning about animals. It has made it possible to educate children about wildlife beyond simple facts and to inspire in children an understanding of their real lives and affection and respect for them. This is particularly important in modern urban life, where children's only direct experience of animals is likely to be with domestic pets. Without first-hand experiences of wildlife, children need other ways of gaining an appreciation of and respect for animals. Previously, only the minority of children who belonged to wildlife organizations or watched TV wildlife programs developed this attitude. Now, computer technology is transforming the way children gain knowledge of wildlife. Games, stories, audio recordings, photographs, movies, and spoken narration all combine in multimedia form to present animals as real living creatures, as well as providing factual information about them.

In this way, children can appreciate the unique qualities of different animals and engage with wildlife in a more personal way than in the past. This is important, because what happens to the world's wildlife will depend to at least some extent on the attitudes towards animals that people acquire as children. If they learn about them as real, living creatures in their natural habitats, they are more likely to have respect for them and to be concerned about their treatment when they are older.

1 What issue does the writer raise in the first paragraph?
   A The amount of learning about animals that children do ☐
   B The outcome of what children learn about animals ☐
   C The level of interest that children have in learning about animals ☐

2 What opinion does the writer express in the second paragraph?
   A Children's learning about animals at school has the wrong emphasis. ☐
   B What children learn about animals at school is often inaccurate. ☐
   C Children's storybooks are an effective way of teaching them about animals. ☐

3   What does the writer say about zoo visits?
   A Children don't enjoy them as much as adults
      think they do. ☐
   B They can be upsetting for some children. ☐
   C They have less educational benefit than they are
      believed to have. ☐

4   What does the writer say about learning about
    animals in their natural habitats?
   A It is very difficult for most children to do this. ☐
   B It teaches children more about animals than other
      methods. ☐
   C It requires a lot of effort from children. ☐

5   Research shows that children's attitudes to animals
    _____.
   A differ from what adults might expect them to
      be ☐
   B depend on whether or not they have pets ☐
   C are not affected by what they learn about them at
      school ☐

6   The writer says that the use of interactive
    multimedia instruction _____.
   A increases the amount that children can remember
      after lessons ☐
   B is most effective for teaching about animals
      children know nothing about ☐
   C works better for some children than for others ☐

7   The writer says that in modern urban life, interactive
    multimedia instruction _____.
   A is a good substitute for direct contact with
      wildlife ☐
   B is particularly effective for children who do not
      have pets ☐
   C can relate the lives of animals to children's own
      lives ☐

8   What does the writer say about children who watch
    TV wildlife programs?
   A They are very fond of interactive multimedia
      instruction about animals. ☐
   B They no longer know more about animals than
      other children. ☐
   C There are now more of them because of
      interactive multimedia instruction. ☐

9   The writer says in the last paragraph that what
    children learn about animals at school _____.
   A has an effect on how their personalities
      develop ☐
   B may change as they get older ☐
   C will have some effect on attitudes to wildlife in
      the future ☐

10 The writer's main point in the text as a whole is that
    _____.
   A children should learn about how animals really
      live ☐
   B children enjoy learning about animals with
      interactive multimedia instruction ☐
   C some children are much more interested in
      animals than others ☐

| Reading total | 10 |

WRITING

Read the beginning of an email to Simon from a
friend and then write an email to the restaurant. It
should be approximately 250 words.

Hi Simon,

As you know, I went to Philadelphia last weekend to see
Alex. We had a great time except that we spent way too
much money on a very mediocre meal.

We went to The Dragon, which according to the website,
serves exceptional food at affordable prices. We didn't look
at the menu before going in so we couldn't believe it when
we saw the prices. I wanted to leave, but Alex thought it
would be rude. The waiters couldn't explain half the dishes
on the menu – they had to ask the chef. The air conditioning
wasn't working, and it was incredibly hot. The food, when it
finally arrived, wasn't even very good (everything tasted
the same) and the portions were tiny.

I'm going to email the restaurant and complain. It was a
complete waste of money!

Apart from that, the weekend was wonderful…

| Writing total | 10 |
| Reading and Writing total | 20 |

LISTENING

1 Listen to five people discussing issues connected with animals. Match the speakers (1–5) to what their main topic is (A–H).

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

A people who think their attitude to animals makes them superior

B people whose attitude to animals is inconsistent

C the danger presented by certain animals

D the way attitudes to animals have changed

E the difficulties involved in treating certain animals well

F the conditions in which certain animals are kept

G people who take no interest in animals at all

H people who assume their attitude towards certain animals is widely shared

☐ 5

2 Listen to five people talking about things that went badly wrong when they were cooking. Match the speakers (1–5) to what caused their problem (A–H).

Speaker 1 ☐
Speaker 2 ☐
Speaker 3 ☐
Speaker 4 ☐
Speaker 5 ☐

A a belief that something was ready to be eaten

B cooking a large amount of food at once

C not knowing enough about a particular ingredient

D cooking something for too long

E reading a recipe incorrectly

F forgetting to do something

G an attempt to do something impressive

H being given incorrect information

☐ 5

SPEAKING

Student A

1 Ask your partner these questions.

1 How good are you at cooking?

2 What are the most common dishes in your country?

3 What's your least favorite animal?

4 Which animal makes you the happiest?

5 Why is it important to learn about animals?

2 Now answer your partner's questions.

3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 "Frozen foods have been a great invention."

2 "Too many animals are badly treated."

3 "Cooking is something that I enjoy doing."

4 Now listen to your partner. Do you agree with him/ her?

| Speaking total | 15 |

| Listening and Speaking total | 25 |

Student B

1 Answer your partner's questions.

2 Now ask your partner these questions.

1 What's your favorite meal?

2 What's your opinion of celebrity chefs?

3 Which animals do you have most contact with?

4 What are the most common pets in your country?

5 What is your opinion of zoos?

3 Listen to your partner. Do you agree with him/ her?

4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

1 "Everyone should be taught how to cook at school."

2 "Everyone should have a pet at some point in their lives."

3 "I think that there are too many zoos in the world."

| Speaking total | 15 |

| Listening and Speaking total | 25 |