

CONSOLIDATION 3

Units 9 - 12

PRONUNCIATION

a) Circle the word whose boldfaced part is pronounced differently from that of the other three.

- | | | | |
|-----------------------|--------------------|--------------------|---------------------------------|
| 1. A. a pe | B. c acti | C. c amel | D. p anda |
| 2. A. b east | B. t hreat | C. h eat | D. m eat |
| 3. A. h ero | B. p rofit | C. p roduct | D. p hoto g raphy |
| 4. A. f ood | B. s hoot | C. b ook | D. b oot |
| 5. A. h auling | B. e xhaust | C. c aught | D. l aughing |

b) Circle the word whose stressed syllable is different from that of the other three.

- | | | | |
|-----------------------------|--------------------------|------------------------|-------------------------|
| 1. A. p ublisher | B. r estriction | C. f lamingo | D. a bundance |
| 2. A. p refer | B. c onserve | C. p erform | D. t hreaten |
| 3. A. p redator | B. p neumonia | C. p rotection | D. p ollution |
| 4. A. e ffectiveness | B. e ntertainment | C. e nvironment | D. e ndangerment |
| 5. A. c limax | B. c apture | C. g azelle | D. p oacher |

LISTENING COMPREHENSION

a) Listen to part A of the talk and check (✓) whether the following statements are true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. A lot of whales were killed in 16 years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There used to be many whales in the Bering Sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. An American found out whales in the Bering Sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. People caught whales to get their bone and oil. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. An international organization was established to save the whales in Alaska. | <input type="checkbox"/> | <input type="checkbox"/> |

b) Listen to part B of the talk and give the missing information.

1. Alaskan _____ object to the attempt to take away their whale hunting right.
2. They have depended on whales for _____ years.
3. They hunted whales for _____.
4. The population of slow-moving bowhead whales is _____ to survive.

VOCABULARY

a) Fill in the blanks in the following sentences or exchanges with the correct form of the words in parentheses.

1. Ten hikers were caught in a snowstorm, and only one _____ was found one day later. (survive)
2. She had such a _____ nightmare that she was frightened when she woke up. (dread)
3. Elephants are being protected from _____. (extinct)
4. A: The city's authorities have issued some new traffic _____. (regulate)
B: They have. Drivers who violate traffic rules will be photographed.
5. Ernest Hemingway is a great American writer. His novella *The Old Man and the Sea* gains worldwide _____. (recognize)
6. Excessive whale hunting has _____ the lives of the whales in this area. (threat)
7. They have discussed for hours, but they haven't found a _____ to the problem. (solve)
8. A: _____ of the eyes to strong sunlight can be harmful. (expose)
B: I think we should wear sunglasses when going out on bright sunny days.
9. Efforts have been made by the authorities to _____ traffic accidents. (minimum)
10. My uncle is in his forties. He is a well-built _____ man. (age)

b) Find the word or phrase that best explains the underlined word or phrase in each sentence.

1. Jim is a genius at math.
A. a student majoring B. working regularly
C. exceptionally good D. a specialist
2. There has been great expansion in this economic zone in the last two years.
A. creation B. enlargement
C. exposure D. vegetation
3. Some wild animals are in danger in this region.
A. dangerous B. likely to cause harm
C. likely to be extinct D. predators
4. Human capture is one of the causes of some animals' endangerment.
A. arresting B. surveying
C. endangering D. catching
5. Old Behrman, the main character in the short story *The Last Leaf* by William Sydney Porter, is a simple, kind-hearted artist who always dreams of painting a masterpiece.
A. a good principal B. an expensive piece of painting
C. a large piece of painting D. an excellent work of art

GRAMMAR AND STRUCTURE

a) Write the correct form of the verbs from the box into the following sentences. Put (Vt) or (Vi) after each verb. The first one has been done for you.

carry pass threaten save travel write

1. Beijing is threatened (Vt) by sandstorms every year.
2. Food and supplies are often _____ through the deserts by camels.
3. As the days _____, parents were glad to see their children grow up healthy and happy.
4. Jack London _____ far and wide and got a lot of experience for his writing.
5. Measures are taken by governments _____ endangered species.
6. *The Last Leaf* was _____ by William Sydney Porter.

b) Complete the following exchanges using **because** or **because of** and the prompts. The first one has been done for you.

1. A: Why don't you read this book?
(It exposes too much violence.)
B: Because it exposes too much violence.
2. A: The land in this area is not good for vegetation.
(It is covered with sand.)
B: Yes. _____.
3. A: The whale is an endangered species.
(frequent human captures)
B: Yes. _____.
4. A: Why do you like this novel?
(the writer's interesting style)
B: _____.
5. A: An was offered a job as an interpreter.
(She can speak both English and French.)
B: I'm not surprised. It's _____.
6. A: Why are you interested in reading foreign novels?
(I want to learn about different cultures.)
B: _____.

c) Put the following words or phrases in the appropriate blanks.

to build to keep what so that in order

1. Some groups of volunteers went to the flood-affected areas _____ makeshift shelters for the victims.
2. These volunteers worked very hard _____ for the victims to have safe places to stay.
3. We go swimming regularly _____ ourselves fit.
4. Please tell us _____ you really need in this situation.
5. While swimming, we should keep close to the shore _____ we won't be drawn to the sea by strong waves.

READING

Read the following passage and do the tasks that follow.

Nancy Masterson Sakamoto was born in the United States, but has lived and taught English in Japan. She is currently a professor of American Studies at Shitennoji Gakuen University, Hawaii Institute. The following selection is an excerpt from her textbook, Polite Fiction (1982).

After I was married and had lived in Japan for a while, my Japanese gradually improved to the point where I could take part in simple conversations with my husband, his friends, and family. And I began to notice that often, when I joined in, the others would look startled, and the conversational topic would come to a halt. After this happened several times, it became clear to me that I was doing something wrong. But for a long time, I didn't know what it was.

Finally, after listening carefully to many Japanese conversations, I discovered what my problem was. Even though I was speaking Japanese, I was handling the conversation in a Western way.

A Western-style conversation between two people is like a game of tennis. If I introduce a topic, a conversational ball, I expect you to hit it back. If you agree with me, I don't expect you simply to agree and do nothing more. I expect you to add something – a reason for agreeing, another example, or an elaboration to carry the idea further. But I don't expect you always to agree. I am just as happy if you question me, or challenge me, or completely disagree with me. Whether you agree or disagree, your response will return the ball to me.

A Japanese-style conversation, however, is not at all like tennis or volleyball. It's like bowling. You wait for your turn. And you always know your place in line. It depends on such things as whether you are older or younger, a close friend or a relative stranger to the previous speaker, in a senior or junior position, and so on.

Then, after everyone is sure that you have completely finished your turn, the next person in line steps up to the same starting line, with a different ball. He doesn't return your ball, and he doesn't begin from where your ball stopped. There is no back and forth at all. All the balls run parallel. And there is always a suitable pause between turns. There is no rush, no excitement, no scramble for the ball.

No wonder everyone looked startled when I took part in Japanese conversations. I paid no attention to whose turn it was, and kept snatching the ball halfway down the alley and throwing it back at the bowler. Of course, the conversation died. I was playing the wrong game.

a) Circle the letter (A, B, C, or D) representing the best item to complete each sentence.

1. The writer couldn't converse well with her Japanese acquaintances because _____.
 - A. she doesn't speak Japanese well
 - B. she talked in a Western style
 - C. she couldn't speak Japanese
 - D. she talked in a Japanese style
2. The writer compared conversations with _____.
 - A. ball games
 - B. Western ways of living
 - C. questions of politeness
 - D. cultural problems
3. Finally, the writer _____.
 - A. ignored her problem in conversations with her Japanese acquaintances
 - B. preferred the Japanese-style conversations
 - C. preferred the Western-style conversations
 - D. realized her problem in conversations with her Japanese acquaintances
4. The Japanese-style conversations _____.
 - A. are as communicative as the Western-style
 - B. depend on the relationship between the speakers
 - C. are of the traditional style
 - D. are of the modern style

b) *Read the passage and find the words which mean*

1. make progress _____
2. a stop _____
3. performer _____
4. competing in order to get something _____
5. give back _____
6. a small path _____
7. hurry _____
8. shocked _____

WRITING

Write a paragraph of 130 – 170 words to develop the following topic sentence.

Sea pollution and decreasing population may bring dugongs to extinction.