**UNIT 1**

**RELATIONSHIPS**

**A. VOCABULARY: FAMILY – DESCRIBING PEOPLE**

**Exercise 1: Choose the correct answers to complete the sentences. There is often more than one possible answer**.

1. Your uncle is your …

🗹 aunt’s husband.

🗹 mother or father’s brother.

* sister’s husband.

1. Your cousin is your …

* brother’s father.

🗹 father’s nephew or niece.

* uncle or aunt’s child.

1. Your niece is your …

🗹 brother or sister’s daughter.

* mother or father’s cousin.
* son or daughter’s cousin.

1. Your brother-in-law is your …

* brother’s wife.

🗹 husband or wife’s brother.

🗹 sister’s husband.

1. Your aunt is your …

* cousin’s wife.

🗹 mother or father’s sister.

🗹 uncle’s wife.

1. Your daughter-in-law is your …

* brother’s wife.

🗹 daughter’s husband.

* son’s wife.

1. Your nephew is your …

* brother or sister’s daughter.

🗹 brother or sister’s son.

* niece’s brother

**Exercise 2**: **Complete the text. Use the words in the box**.

|  |
| --- |
| anniversary celebrate congratulated engaged have invited married occasions together wish |

*I come from a very large family, but we all live in different places, so we don’t get (1) together very often. We usually meet for special (2) occasion like weddings. Last year, we all met for my grandparents’ 50th wedding (3) anniversary.*

*It was my birthday a few weeks ago, but I didn’t (4)have a big party. I prefer to (5) celebrate my birthday with my family and a few close friends. My cousin, who lives in Australia, phoned to (6) wish me a happy birthday. She got (7) engaged last month and is going to get (8) married next year. I (9) congratulated her on the great news. She’s(10) invited me to her wedding next year. I'm so excited because I've never been to Australia before.*

**Exercise 3: Choose two correct words to complete the sentences**.

1. Age: She’s …

🗹 middle-aged.

* slim.

🗹 young.

1. Type of person: He’s a/an …

🗹 baby.

🗹 child.

* scar.

1. Size/Height: He’s …

* long.

🗹 short.

🗹 tall.

1. Weight: He’s …

* plain.

🗹 slim.

🗹 thin.

1. Looks: She’s …

🗹 good-looking.

🗹 plain.

* wavy.

1. Hair: He’s got … hair.

󠄀 bald

🗹 dark

🗹 fair

1. Features: He’s got a/an …

* adult.

🗹 beard.

🗹 moustache.

1. Features: She wears …

🗹 big earrings.

🗹 glasses.

󠄀 long hair

**Exercise 4: Complete the sentences. Use the words in the box.**

|  |
| --- |
| boss classmate colleague enemy kẻ thù neighbor partner relative stranger |

1. A/An relative is a member of your family, such as a cousin, a parent or one of your children.
2. A/An enemy is a person who hates another person and tries to hurt them or stop them from doing something.
3. Your neighbor is someone who lives very close to you, sometimes in the next house or flat.
4. If you don’t know somebody, they are a/an stranger .
5. Your boss is the person who tells you what to do at work.
6. A/An classmate is someone who is in the same class as you at school or university.
7. A/An colleague is one of a group of people who work together.
8. Your partner is a person you work closely with, for example in pair work.

**Exercise 5**: **Complete the sentences. Use the phrases in the box**.

|  |
| --- |
| *always does a lot of work doesn’t like meeting new people*  *doesn’t want to work or do anything that needs effort*  *is happy to give other people money, help or their time*  *is happy to help other people is happy to meet new people*  *thinks only of themselves, and doesn’t care about other people*  *will do what they say they will do* |

|  |  |
| --- | --- |
| 1. A hard-working person | Always does a lot of word |
| 2. A lazy person | Doesn’t want to word or do anything that needs effort |
| 3. A shy person | Doesn’t like meeting new people |
| 4. A friendly person | Is happy to meet new people |
| 5. A reliable person (đáng tin cậy) | Will do what they say they will do |
| 6. A selfish person (ích kỷ) | *Thinks only to themselves, and doesn’t care about other people.* |
| 7. A helpful person | is happy to help other people |
| 8. A generous person (rộng lượng) | Is happy to give other people money, help or their time |

**B. GRAMMAR**

**Exercise 1: Read the information. Then change the underlined words to the negative form. Use contractions (e.g. don’t, aren’t) where possible**.

|  |
| --- |
| To make a sentence negative, we use auxiliary verb+ not+ main verb.  Positive sentence: I ***see*** my cousin very often because she ***lives*** in the same town.  Negative sentence: I ***don’t see*** my cousin very often because she ***doesn’t*** ***live*** in the same town. |

1. I can remember people’s names because I’ve got a good memory.  
   I can’t remember people’s names because I haven’t got a good memory.
2. My uncle looks old because he’s got grey hair.  
   My uncle doesn’t looks old because he hasn’t got grey hair
3. My grandmother gives us lots of presents because she’s a rich person.  
   My grandmother doesn’t gives us lost of presents because she isn’t a rich person.
4. We have a lot of family get-togethers\*, so I know my cousins very well.  
   We haven’t a lot of family get-togethers, so I don’t know my cousins very well.
5. You can buy toys for your nieces and nephews because they’re little children.  
   You can’t buy toys for your nieces and nephews b

**Exercise 2: Complete the questions in the conversations.**

1. **A** : How often do you see your cousins?  
   **B:** Not very often. I only see them about once a year.
2. **A** : Does your boss wear a lot of make-up?  
   **B:** My boss? Yes, she wears a lot of make-up.
3. **A** : How old are your nephews and nieces?  
   **B:** My nephew is eight years old and my nieces are five and two years old.
4. **A** : Are your colleagues lazy or hard-working?  
   **B:** They’re quite lazy.
5. **A:** How may cousin have you got?  
   **B:** I’ve got six cousins.
6. **A:** What color is your brother’s hair?  
   **B:** It’s dark brown.
7. **A:** Can you rememberyour cousin’s wedding?  
   **B:** No, I can’t. I was only three years old at the time, so I can’t remember it at all.
8. **A:**How do you usually celebrate your birthday?  
   **B:** I usually have a party with my relatives and close friends.

**Exercise 3: Choose the sentence that is closest in meaning to the first sentence. Use the words and phrases in bold to help you.**

1. **Whenever** it’s my aunt’s birthday, she organizes a family get-together.

🗹 My aunt **always** organizes a family get-together for her birthday.

* My aunt **occasionally** organizes a family get-together for her birthday.
* My aunt **rarely** organizes a family get-together for her birthday.

1. When it’s my aunt’s birthday, she **usually** organizes a family get-together.

* My aunt **almost never** organizes a family get-together for her birthday.
* My aunt **always** organizes a family get-together for her birthday.

🗹 My aunt organizes a family get-together **most years** for her birthday.

1. My aunt **often** organzes family get-togethers.

* My aunt **always** organizes family get-togethers.
* My aunt **occasionally** organizes family get-togethers.
* My aunt organizes **a lot of** family get-togethers.

1. My aunt organizes family get-togethers **from time to time**.

* My aunt **almost** never organizes family get-togethers.
* My aunt **always** organizes family get-togethers.

🗹 My aunt **occasionally** organizes family get-togethers.

1. My aunt organizes a family get-together **three times a year**.

🗹 My aunt organizes a family get-together **every four months**.

* My aunt organizes a family get-together **every month**.
* My aunt organizes a family get-together **every three months**.

1. My aunt organizes a family get-together **every other month**.

* My aunt organizes a family get-together **every four months**.

🗹 My aunt organizes a family get-together **six times a year**.

* My aunt organizes a family get-together **twice a year**.

1. My aunt **doesn’t often** organize family get-togethers.

* My aunt organizes **a lot of** family get-togethers.
* My aunt organizes family get-togethers **from time to time**.

🗹 My aunt **rarely** organizes family get-togethers.

1. My aunt **hardly ever** organizes family get-togethers.

🗹 My aunt **almost never** organizes family get-togethers.

* My aunt **always** organizes family get-togethers.
* My aunt **occasionally** organizes family get-togethers.

**Exercise 4: Read the information below. Then complete the sentences in the present simple passive.**

|  |
| --- |
| To make a present simple passive sentence, you take the object of the verb in the active sentence (e.g. the tea) + am/is/are + past participle (e.g. grown).  **Example:**  Workers grow the tea for three years. This sentence is active.  The tea is grown for three years. This sentence is passive. |

1. Workers pick the tea by hand.  
The tea is picked by hand.

2. Workers keep the good oranges.  
The good oranges are keep.

3. Workers ship the coffee in fridges.  
The coffee workers ship in fridges.

4. Workers pack the apples into lorries.  
The apples are packed into lorries.

5. The lorries deliver the rice to the supermarket.  
The rice is delivered to the supermarket.

6. Customers buy the chocolate in the supermarket.  
The chocolate is bought in the supermarket.

**C. READING**

|  |
| --- |
| ***How our sweet tooth is hurting us***  *Over the last three centuries, the amount of sugar in the Western diet has continued to rise. Back at the start of the 18th century, a typical English family consumed less than 2 kg of sugar per year. By the end of that century, that amount had risen 400%. Compare that to the 40 kg that people now consume annually in the USA. In Germany, the second-most sugar-loving nation in the world, people eat roughly 103 grams on average per day. In the Netherlands, the country with the third-biggest sweet tooth, people eat 102.5 grams. Of course, there are some countries in the world where sweet food is less popular: in India, people eat only about 5 grams per day on average; in Indonesia, it’s 14.5 grams; and in China, it’s just under 16 grams. If you’re not sure what 40 kg looks like, it means that the average person in the USA now eats approximately 22 teaspoons of sugar a day. The recommended limit, suggested by researchers from the World Health Organization, is no more than 8 if you want to stay healthy, but just one can of soda contains around 10.*  *It is common knowledge that many drinks, in bottles or canned, contain a lot of sugar. Although advertisements say that they are ‘energy-giving’, professional athletes and sportsmen and women usually stay away from them. It is teenagers that are their greatest consumers. And – although advertisers promise that these drinks will make people feel energetic and active – because of the type of chemicals they have, once a person has drunk all the soda, they simply feel hungry instead. However, sugar is also in products that many shoppers find surprising, for example, cereal, which actually has a lot. Because they believe it is a healthy kind of food, parents buy it for their children’s breakfast.*  *A large part of the problem, according to nutritionists, is that people find it hard to understand the labels on the back of food products. Nutritionists think this should be a lot easier for them. But at the moment, manufacturers don’t have to write ‘sugar’ on them, but can use words like ‘corn syrup’ or ‘dextran’, which can result in confusion for consumers. But why should we be worried about our sugar consumption? Firstly, it is harmful to young children because it causes tooth decay; the pain from this can mean that children don’t get the amount of sleep they need. As a result, they can’t concentrate when they are in class. In this case, schools and governments have a duty to educate them about good and bad food choices. For adults, the problems increase. Eating too much sugar makes people quickly gain weight, it affects the heart and liver, and can lead to diabetes.* |

**Exercise 1: Quickly read the passage. Which of the ideas in sentences 1–5 are mentioned in the text on page 1? Choose Yes or No.**

1. The increase in the amount of sugar we eat.

* Yes
* No

1. The places in the supermarket where you can find sugary products.

* Yes
* No

1. The way that advertising sugary products has changed.

* Yes
* No

1. The health problems that sugar causes in children.

* Yes
* No

1. The health problems that sugar causes in adults.

* Yes
* No

**Exercise 2: Match the people with the definitions**

|  |
| --- |
| *advertiser consumer manufacturer nutritionist researcher* |

|  |  |
| --- | --- |
| 1. a person or company that makes a product: | manufacturer |
| 2. a person who buys or uses a product: | consumer |
| 3. a person who studies a subject carefully: | Researcher |
| 4. a person who gives advice about healthy eating: | Nutritionist |
| 5. a person who makes commercials to sell a product: | Advertiser |

**Exercise 3: Who do you think might say the following things? Match the people with the statements**.

|  |
| --- |
| *advertiser consumer manufacturer nutritionist researcher* |

|  |  |
| --- | --- |
| 1. ‘My report studies the effects of sugar on the health of people aged 15–24 in the USA.’ | researcher |
| 2. ‘Feeling tired? New *Choco-nut* breakfast cereal will give you all the energy you need!’ | Advertiser |
| 3. ‘There are ten sugar cubes in every can of soda so you shouldn’t drink soda every day.’ | Nutritionist |
| 4. ‘Our factory sells 50% more sugar today than 50 years ago.’ | manufacturer |
| 5. ‘I know sugar is bad for me, but I usually eat two bars of chocolate every day.’ | consumer |

**Exercise 3: Synonyms and paraphrasing. Read the information. Then match the words in bold with the phrases that have a similar meaning. Use the phrases in the box.**

|  |
| --- |
| *recommend that you stay away from not clear consume harmful to was unexpected* |

|  |  |
| --- | --- |
| 1. Sugar can be **very bad for** children. | Harmful to |
| 2. My doctor said I was eating the wrong foods, which **surprised me**. | Was unexpected |
| 3. We should **buy and eat healthier food that doesn’t have a lot of sugar.** | consume |
| 4. I try to **avoid** chocolate when I’m hungry because it’s not very healthy. | Stay away from |
| 5. I **think you should** go on a diet. | Recommend that you |
| 6. A lot of information about good sugar and bad sugar is **hard to understand.** | Not clear |

**Exercise 4: Read the information. Then match the paraphrases and synonyms in the box with the phrases. The first one has been done for you**.

|  |
| --- |
| *this can mean that greatest consumers recommended limit which actually has a lot*  *think this should be a lot easier for them soda* |

|  |  |
| --- | --- |
| 1. the least sugar | sweet food is less popular |
| 2. maximum recommended number | Recommended limit |
| 3. group of people drink more | soda |
| 4. sugary drink(s) | This can mean that |
| 5. unexpected amount of sugar | Which actually has a lot |
| 6. want to be clearer for consumers | Think this should be a lot easier for them |
| 7. as a result of | Greatest consumers |

**Exercise 5: Read the passage “How our sweet tooth is hurting us” again and answer the questions**.

1. Which country consumes the least sugar per person? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the maximum recommended number of teaspoons of sugar that a person should consume a day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Which group of people drink more sugary drinks than anyone else? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. How do people really feel after finishing sugary drinks? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Which food product has an unexpected amount of sugar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What do nutritionists want to be clearer for consumers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What may decrease as a result of tooth decay in children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D. SPEAKING: DESCRIBING PEOPLE**

**Exercise 1: Look at the pictures. Then complete the descriptions of the people in the pictures. Use the sentences in the box**.

|  |
| --- |
| He doesn’t worry much about the future.  He looks after his younger brother each afternoon.  He only watches TV and he never does his homework.  Last year he won the science prize at school.  She likes to do exciting sports like water-skiing and rock-climbing. |

|  |  |
| --- | --- |
| C:\Users\MRA\Desktop\fole\1.jpg | |
| 1. Abdullah is quite clever. |  |
| C:\Users\MRA\Desktop\fole\2.jpg | |
| 2. Liang is very kind. |  |
| C:\Users\MRA\Desktop\fole\3.jpg | |
| 3. Masako is really brave. |  |
| C:\Users\MRA\Desktop\fole\4.jpg | |
| 4. Simon is so lazy. |  |
| C:\Users\MRA\Desktop\fole\5.jpg | |
| 5. Mikhael is always relaxed. |  |

**Exercise 2:**

**In IELTS Speaking Part 2 you have one minute to make some notes.**

**Read the task card. Then match the points on the task card with the student’s notes. Use the notes in the box.**

*Describe a person who you really like.*

*You should say:  
             who the person is  
             when and where you first met that person  
             what type of personality he / she has  
and explain why you really like that person.*

|  |
| --- |
| after he saw me on TV he’s like a member of my family lovely  message on Facebook, then met up my boyfriend, Danny |

|  |  |
| --- | --- |
| 1. Who the person is: |  |
| 2. When I met him: |  |
| 3. Where I met him: |  |
| 4. What type of personality he has: |  |
| 5. Why I like him: |  |

**Exercise 3: In IELTS Speaking Part 2 you should use your notes to help you make full sentences when you speak.**

**Read the task card and the notes the student made. Watch video 1. Then complete the student’s answers using three words in each gap**.

* Who the person is: *my boyfriend, Danny*
* When I met him: *after he saw me on TV*
* Where I met him: *on Facebook, then met up*
* What type of personality he has: *lovely*
* Why I like him: *he’s like a member of my family*

1. ... The person who I’ll describe is my boyfriend. \_\_\_\_\_\_\_\_\_\_\_\_ Danny.

2. ... a television station… asked me if I wanted to do an interview, and \_\_\_\_\_\_\_\_\_\_\_\_ me on the television.

3. He wrote \_\_\_\_\_\_\_\_\_\_\_\_\_ on Facebook, ... and then we met.

4. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lovely person.

5. ... we’ve been together for three years, and he’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_ family.

**Exercise 4: Match another student’s notes with the points on the task card**. **Then watch video 2 and check your answers.**

|  |
| --- |
| supportive my friend, Ahmed. he is like my brother.  we were aged 5 and 6. at school |

|  |  |
| --- | --- |
| 1. Who the person is: |  |
| 2. When I met him: |  |
| 3. Where I met him: |  |
| 4. What type of personality he has: |  |
| 5. Why I like him: |  |

**Exercise 5: Read the student’s notes. Put the words in the correct order to complete the sentences**.

|  |
| --- |
| my friend is really I that the like person |

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| met school were we years old we at when five and six |

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| up we together grew |

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| a speak I I problem, to have when him |

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| part family a is my of he like |

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**Exercise 6: You are going to do IELTS Speaking Part 2. You will need some paper and a pencil.**

*Describe a person who you really like.*

*You should say:  
    who the person is  
    when and where you first met that person  
    what type of personality he / she has  
and explain why you really like that person.*

**E. LISTENING**

**Exercise 1: Match the numbers (1-5) with the definitions (A-E)**

|  |  |
| --- | --- |
| 1. 68% | 1. a ratio (e.g. 5:2) |
| 1. 5.5 | 1. a temperature |
| 1. 8: 1 | 1. a percentage |
| 1. ¾ | 1. a decimal number |
| 1. 34 (degrees) | 1. a fraction |

**Exercise 2: Listen and write down the missing numbers (*Track 1.1*)**

1. 13% - 84% - 60% \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
2. 8.25 – 2.1 – 18.7 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
3. 9:6 – 10:1 – 20:3 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
4. 2/3 – 4/5 – 1/2 \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_
5. 24 (degrees) – 41 (degrees) – 10 (degrees) \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Exercise 3: Listen to how we say these long numbers (*Track 1.2*)**

1. 570 b. 908 c. 4,731 d. 1,430 e. 77,009

f. 18,091 g. 907,790 h. 665,925 i. 2,840,000 j. 68,036,876

**Exercise 4: Listen carefully and underline the numbers you hear on the recording. (*Track 1.3*)**

|  |  |  |
| --- | --- | --- |
| 1. a. 512  b. 520  c. 521 | 2. a. 115  b. 116  c. 160 | 3. a. 745  b. 743  c. 735 |
| 4. a. 8,950  b. 8,590  c. 9,850 | 5. a. 4,682  b. 4,692  c. 4,629 | 6. a. 5,700  b. 5,070  c. 5,770 |
| 7. a. 20,101  b. 21, 201  c. 21, 110 | 8. a. 64,234  b. 64,324  c. 60,434 | 9. a. 19,409  b. 90,490  c. 90,409 |
| 10. a. 305,350  b. 350,305  c. 300,530 | 11. a. 894,278  b. 809,428  c. 849,478 | 12. a. 570,367  b. 517,367  c. 570,357 |
| 13. a. 1,100,573  b. 1,010,573  c. 1,001,573 | 14. a. 5,690,000  b. 5,619,000  c. 5,609,000 | 15. a. 7,542,104  b. 7,524,140  c. 7,949,104 |
| 16. a. 3,420,022  b. 3,412,002  c. 3,422,202 | 17. a. 45,689,607  b. 4,568,967  c. 40,568,607 | 18. a. 12,000,500  b. 12,050,503  c. 11,050,503 |

**Exercise 5: In this section, you will have to circle the letter of the answer that you hear and then fill in a table.**

**5A. Look at questions 1-7. (*Track 1.4*)**

1. **How many students have an account with the bank?** *(The proportion of students in in the darker shade)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***a*** | *b* | | *c* | | |
|  | | |  | |  |

**2. The maximum amount the student can borrow without paying interest is**

a. £250

b. £215

c. £520

**3. There is a minimum yearly interest payment of**

a. 5%

b. 0.9%

c. 0.5%

**4. If the student borrows more than £1,000 the interest rises to**

a. 5%

b. 1.6%

c. 0.6%

|  |  |  |
| --- | --- | --- |
| Saver accounts | Annual Percentage | Duration |
| Short Term Saver | 2.75% | (5) \_\_\_\_\_\_\_\_\_ |
| Medium Term Saver | (6) \_\_\_\_\_\_\_\_\_ | 2 years |
| Long Term Saver | (7) \_\_\_\_\_\_\_\_\_ | 5 years |

**5B. Now look at the following section and fill in the missing information as you listen. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer**. ***(Track 1.5)***

|  |  |
| --- | --- |
| **Background Information** | |
| National Insurance Number : | **(8) \_\_\_\_\_\_\_\_\_\_\_\_** |
| Driver’s License: | NA |
| Passport Number: | **(9) \_\_\_\_\_\_\_\_\_\_\_\_** |
| Deposit: | **(10) \_\_\_\_\_\_\_\_\_\_\_\_** |
| Other Account Number: | **(11) \_\_\_\_\_\_\_\_\_\_\_\_** |
| Phone Number: | **(12) \_\_\_\_\_\_\_\_\_\_\_\_** |

**Exercise 6: Complete the definitions. Use the words in the box**.

|  |
| --- |
| behavior coast dangerous marine rare sociable wild |

1. Animals that live in forests, the jungle and mountains, and do not live at home as pets are \_\_\_\_\_\_\_\_\_\_\_\_\_ animals. (adj.)
2. We say that an animal is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when there are only a few still alive in the world. (adj.)
3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ animal lives only in the sea, for example, a dolphin or a shark. (adj.)
4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ person or animal likes being with others, rather than being alone. (adj.)
5. Lions, tigers or sharks can harm you, so these animals are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ , not safe. (adj.)
6. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the area of land next to the sea. (noun)
7. When scientists study the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of animals, they find out what they eat, when they sleep and how they communicate. (noun)

**Exercise 7: Listen to two students talking about an ecology project on Maui dolphins**.   
***(Track 1.6)***

1. Anne has asked Tom to help her with her dolphin project because

* he is in the same class as Anne.
* he is an expert on dolphins.
* he once did a similar project to Anne.

1. How long is an adult male Maui dolphin?

* 1.5 meters
* 1 meter
* 1.7 meters

1. Where are Maui dolphins found in New Zealand?

* around most of the coast of the North Island
* around the west coast of the North Island
* around the whole coast of the South Island

1. The population of Maui dolphins is now likely to be

* around 100
* well over 500
* less than 50

1. What do Anne and Tom agree is typical behavior for Maui dolphins?

* They prefer to live with many other Maui dolphins.
* They often choose to follow boats to catch fish more easily.
* They are friendly towards people who swim near them.

1. How far along the coastline do Maui dolphins swim?

* 40 kilometers
* 50 kilometers
* 30 kilometers

**LISTENING SCRIPT**

**Exercise 2**:

1. 13% - 84% - 60% - 51% - 17% - 48%
2. 8.25 – 2.1 – 18.7 – 40.6 – 15.33 – 20.8
3. 9:6 – 10:1 – 20:3 – 5:2 – 18:4 – 100:1
4. 2/3 – 4/5 – ½ - ¼ - 9/10 – 7/8
5. 24 (degrees) 41 (degrees) 10 (degrees) 14 (degrees) – 7 (degrees) 30 (degrees)

**Exercise 4**:

|  |  |  |
| --- | --- | --- |
| 1. 521 | 2. 160 | 3. 743 |
| 4. 8,950 | 5. 4,692 | 6. 5,770 |
| 7. 20,101 | 8. 64,324 | 9. 90,409 |
| 10. 300,530 | 11. 894,278 | 12. 570,367 |
| 13. 1,010,573 | 14. 5,609,000 | 15. 7,524,140 |
| 16. 3,420,022 | 17. 40,568,607 | 18. 12,000,500 |

**Exercise 5:**

**5A.**

**You will hear a man talking to bank clerk about opening a new account**

**First you will have some time to look at question 1 – 7.**

[*pause the recording for 30 seconds*]

**Now listen carefully and answer questions 1 – 7.**

**A:** Hello Mr. Preswick. Please take a seat. So you’re interested in opening a student account with us.

**B:** Yes, that’s right. You were recommended as the best option in the Student Union Gazette.

**A:** Thank you. That’s good to know. We’re pleased to say that (I) just down to looking at some of details on the form you sent us. Now, you said here that you wanted to open a student account, but you might also want to keep in mind other more long-term ones. Perhaps it’s not terribly relevant right now but you may have noticed that we offer highly competitive interest rates on longer-term investments.

**B:** I’m afraid I haven’t had much time to read it what with moving house and keeping up with my coursework.

**A:** Well, there’s a minimum charge of (3) 0.5% interest per annum on the amount you borrow up to sum of a thousand pounds, which is favorable in comparison to rates in other banks, and then it increases to (4) 1.6% if you exceed this limit. Naturally, you would have to talk with us before you reached that point.

**B:** Basically, they are all sayings account which means you won’t be able to withdraw your money without a penalty, but the longer you keep your money in the more interest we offer. The main three accounts are the Short-Term Saver which lasts for (5) a year and Term Saver at yearly rate of (6) 3.7% and lastly, if you can leave your money in for five years, you get back our highest rate of (7) 4,15%. That’s our long-term option.

**B:** I’ll remember that for future reference when I’ve got enough money to save.

**5B**.

**Before listening to the rest of the conversation, you now have some time to look at questions 8-12.**

[*Pause the recording for 30 seconds*]

**Now answer questions 8-12.**

**A:** Right now. I noticed that we have a few gaps in our information.

**B:** Yeah, that’s because I couldn’t fine the right documents at the time. I’d just moved house you see. But I’ve listed all the relevant numbers here.

**A:** Good. Let’s start with your National Insurance Number.

**B:** Do you want me to read it out for you? My writing isn’t very clear.

**A:** Yes, go ahead.

**B:** It’s (8) PL 348600 H.

**A:** I’ve got that. And do you have an ID, like a driver’s license or a passport?

**B:** Yes, my passport.

**A:** Could you read out the number please?

**B:** Sure. It’s (9) 943002939.

**A:** Good, we’ve finished that section. So let’s move on to the next one, shall we? It says here that you’re making a deposit of (10) £855 to begin with. Is that right?

**B:** Yeah. I’m transferring it from my other account for young savers. Oh, by the way, I want to keep that one open because my dad pays money into it. All my sponsorship money will be paid into my student account.

**A:** Any idea how much?

**B:** Not yet, but I should know by Friday.

**A:** That’s fine. But I’ll need the number of your other account.

**B:** Uh… here it is (11) 56306672.

**A:** Right. That seems to be almost everything. The only thing that’s missing now is your phone number.

**B:** Okay. It’s (12) 258476.

**A:** Is that a local number?

**B:** Yeah, that’s right.

**A:** Thank you very much, Mr Preswick. We’ll be sending you your new debit card through the post in the next five working days. Now, have you got any more questions…

**Exercise 7:**

***Announcer:*** *You will hear an ecology student called Anne talking to someone called Tom, who is helping her with her project on dolphins.*

**Anne:** Hi, Tom. Thanks so much for agreeing to help me with my dolphin project. I hope you don’t mind that I asked you.  
**Tom:** No problem, Anne. I remember when I was in my first year at university – it was always good to get as much help as possible.  
**Anne:** Yes, I can’t believe how quickly my first year is going. There’s so much work to finish off. Does it get any easier in the second year?  
**Tom:** Not in my experience, no!    
**Anne:** Anyway, I wanted to do a project on the Maui dolphin because it’s so rare. And my tutor told me that you’d done the same thing last year – I mean, you’d studied the Maui dolphin off the coast of New Zealand, and written about it and given a presentation on it too, like I have to now. That’s why I thought you’d be the best person to talk to.  
**Tom:** Well, I wouldn’t say that I know everything about the Maui dolphin – but I can probably tell you a few things about it.  
**Anne:** Well, that’s great. Thanks so much. Um, the first thing I wanted to check – because I keep seeing different information about it – is the length of the Maui dolphin. I think young dolphins – they’re about a meter when they’re a year old, aren’t they?  
**Tom:** Yes, about that. But an adult dolphin is bigger – the males grow up to 1.5 meters in length, eventually. Still pretty small for a dolphin.  
**Anne:** And the females are larger than the males, I think? They can reach 1.7 meters, I read.  
**Tom:** That’s correct.  
**Anne:** OK, I’ll just write that down.  
**Tom:** Are you going to say something in your project about where you can find Maui dolphins? Have you ever seen one?  
**Anne:** You mean along the west coast of the North Island? I’m afraid I haven’t had a chance to go there yet. I grew up in the South Island and I only came to the North Island to go to university. And as you know, even though we have other types of dolphin all along the coast of the South Island, we don’t ever see Maui dolphins there.    
**Tom:** Well, I think you’d be quite lucky to see one. Even if you did take a trip out there on a boat.  
**Anne:** Yes, that’s the problem, isn’t it? That their population is so small.  
**Tom:** About ten years ago, there were approximately 100 Maui dolphins still alive.  
**Anne:** But now scientists believe that number has really dropped. They counted just under 50 this year. It’s terrible.  
**Tom:** Yes, the situation is worse than they expected. We can’t be sure that the Maui dolphin won’t disappear completely until numbers increase to 500 – and that doesn’t seem likely at the moment.  
**Anne:** Unfortunately not. Now, I should say something about their typical behavior, I suppose.  
**Tom:** Well, they’re certainly very sociable animals. In the past, when their population size was much, much bigger, there were about 30 dolphins in a group – and they’d play and swim together. That’s unlike other kinds of dolphin that only travel in pairs or with a few others.   
**Anne:** Yes, that’s true. And something that’s perhaps different about them, too, is that, in general, they tend to avoid boats. They’re frightened of them.  
**Tom:** And so they should be. One of the biggest problems for Maui dolphins is that when people use a particular type of fishing net – when they throw the net off the side of the boat and just leave it in the ocean – then the Maui dolphins sometimes swim into the net and they can’t get out again.    
**Anne:** I don’t think most people who go fishing would want to hurt a dolphin.  
**Tom:** No, but sometimes their behavior is dangerous. They should remember that we have to share the water with dolphins and whales and other animals.  
**Anne:** Yes, we do. Oh, I’ve got one more thing I need to check with you. How far along the coastline do Maui dolphins swim?  
**Tom:** Good question. Well, they’re actually quite fast for a small dolphin. They only go up to about 50 kilos in weight. Their top speed is about 40 kilometers per hour. But scientists think they only swim a distance of about 30 kilometers – up and down the same part of the coast – just staying in a fairly small area.    
**Anne:** I see. Well, you’d think that it would be easy for the government to do more to protect them but …