

**Academic Vocabulary / Word Formation**

This is EXACTLY what it will look like on the B2 Exam

Complete the following sentences (1 - 12) by filling in the blank spaces with **the proper form of the word given for that sentence**. (ONE word per blank space: DO NOT add any words [e.g. prepositions]).

**IMPORTANT – Use the correct form**

↓ of THIS word . . . ↓ HERE ↓ . . . in THIS sentence

- (1) COMBINE → → A \_\_\_\_\_ of tiredness and boredom caused me to fall asleep.
- (2) OCCUR It's still not possible to accurately predict the \_\_\_\_\_ of earthquakes.
- (3) TRANSMIT Broadband \_\_\_\_\_ has speeded up access to these sites.
- (4) ENCOUNTER It was one of a number of amusing \_\_\_\_\_ last week.
- (5) COMMUNICATE Television is an increasingly important means of \_\_\_\_\_.
- (6) LANDSCAPE The cherry plum, grown for its very early flowering, is a popular ornamental tree for \_\_\_\_\_.
- (7) DEVELOP Job insecurity seems to be increasing across most of Western Europe, the United States and other parts of the \_\_\_\_\_ world.
- (8) NAVIGATION Sailors have special equipment to help them \_\_\_\_\_.
- (9) DIRECTION If you're in a hurry to get there, take the path through the park - it's more \_\_\_\_\_.
- (10) DISPLAY Family photographs were \_\_\_\_\_ on the wall.
- (11) OBSERVE The president suggested that a U.N. \_\_\_\_\_ should attend the conference.
- (12) SPACE This task is designed to test children's \_\_\_\_\_ awareness.  
(= their understanding of where things are in relation to other things).

## ↑ REMEMBER – Spelling Counts ↑

**Identifying the Main Ideas in a Text**

**Part 1:** Read the text on the following page and for each of the blank spaces (1 - 15) fill in the proper preposition.

**Part 2:** After / While reading, decide which note below (a or b) best summarizes the main idea in each of the paragraphs from the text (A - G).

- PARAGRAPH A:** a) People first needed to describe location when they started sailing across oceans  
b) Language to describe location = used since people started to communicate ✓
- PARAGRAPH B:** a) Maps developed only after invention of paper  
b) Maps drawn since early human history
- PARAGRAPH C:** a) People need to know what symbols represent so they can understand maps  
b) Maps = locations on Earth vs. globes = locations elsewhere
- PARAGRAPH D:** a) Geographers make maps  
b) Cartographers make maps
- PARAGRAPH E:** a) Mapmakers now use advanced computational techniques  
b) Mapmakers use computational techniques to experiment with map design
- PARAGRAPH F:** a) Technological changes → dramatically changed how maps are made  
b) Need to gather more information → slowed down mapmaking
- PARAGRAPH G:** a) Today, main purpose of maps = no longer to represent location  
b) Maps & related technologies today used for a wide variety of purposes

## Location on Earth

**[A]** Perhaps as soon as people began to communicate with each other, they also began to develop a language of location, using landscape features **(1)** \_\_\_\_\_ directional cues. Today, we still use landmarks to help us find our way. When ancient peoples began to sail the oceans, they recognized the need for ways of finding directions and describing locations. Long before the first compass was developed, humans understood that the positions of the sun and the stars – rising, setting, or circling the sky – could provide accurate locational information. Observing relationships **(2)** \_\_\_\_\_ the sun and the stars to find a position on Earth is a basic skill in **navigation**, the science of location and wayfinding. Navigation is basically the process of getting from where you are to where you want to go.

## Maps and Mapmaking

**[B]** The first maps were probably made by humans who drew locational diagrams on rocks or in the soil. Ancient maps were fundamental **(3)** \_\_\_\_\_ the beginnings of geography as they helped humans communicate spatial thinking and were useful in finding directions. The earliest known maps were constructed of sticks or were drawn on clay tablets, stone slabs, metal plates, papyrus, linen, or silk. Throughout history maps have become increasingly more common, as a result of the appearance of paper, followed **(4)** \_\_\_\_\_ the printing press, and then the computer. Today, we encounter maps nearly everywhere.

**[C]** Maps and globes convey spatial information through graphic symbols, a "language of location," that must be understood to appreciate and comprehend the rich store **(5)** \_\_\_\_\_ information that they display. Although we typically think of maps as being representations **(6)** \_\_\_\_\_ Earth or a part of its surface, maps and globes have now been made to show extraterrestrial features such as the moon and some of the planets.

**[D]** **Cartography** is the science and profession of mapmaking. Geographers who specialize **(7)** \_\_\_\_\_ cartography supervise the development of maps and globes to ensure that mapped information and data are accurate and effectively presented. Most cartographers would agree that the primary purpose **(8)** \_\_\_\_\_ a map is to communicate spatial information. In recent years, computer technology has revolutionized cartography.

**[E]** Cartographers can now gather spatial data and make maps faster than ever before – within hours – and the accuracy **(9)** \_\_\_\_\_ these maps is excellent. Moreover, digital mapping enables mapmakers to experiment with a map's basic characteristics (for example, scale, projections), to combine and manipulate map data, to transmit entire maps electronically, and to produce unique maps **(10)** \_\_\_\_\_ demand.

United States Geological Survey (USGS) *Exploring Maps*, page 1

**[F]** The changes in map data collection and display that have occurred through the use of computers and digital techniques are dramatic. Information that was once collected manually from ground observations and surveys can now be collected instantly by orbiting satellites that send recorded data back to Earth **(11)** \_\_\_\_\_ the speed of light. Maps that once had to be hand-drawn can now be created on a computer and printed **(12)** \_\_\_\_\_ a relatively short amount of time. Although artistic talent is still an advantage, today's cartographers must also be highly skilled users of computer mapping systems, and of course understand the principles **(13)** \_\_\_\_\_ geography, cartography, and map design.

**[G]** We can all think of reasons why maps are important for conveying spatial information in navigation, recreation, political science, community planning, surveying, history, meteorology, and geology. Many high-tech locational and mapping technologies are now in widespread use **(14)** \_\_\_\_\_ the public, through the Internet and also satellite-based systems that display locations for use in hiking, travelling, and direction finding for all means **(15)** \_\_\_\_\_ transportation.

Gabler, R.E. et al (2009). *Physical geography* (9<sup>th</sup> edition). Belmont, CA: Brooks / Cole.

**Part 3:** Vocabulary building: single-word verbs and multi-word verbs. Complete the extracts below (1 - 8) using the correct form of the following verbs with a similar meaning to the words in brackets.

combine / communicate / create / ~~develop~~ / display / encounter / observe / occur / transmit

- (1) Perhaps as soon as people began to communicate with each other, they also began to **develop** a language of location. (build up)
- (2) ...humans understood that... \_\_\_\_\_ relationships between the sun and the stars ... is a basic skill in navigation. (looking at) \*\*\*
- (3) Ancient maps ... helped humans \_\_\_\_\_ spatial thinking. (put across) \*\*\*
- (4) Today, we \_\_\_\_\_ maps nearly everywhere. (come across) \*\*\*
- (5) ...digital mapping enables mapmakers ... to \_\_\_\_\_ and manipulate map data, to \_\_\_\_\_ entire maps electronically... (join up; send out) \*\*\*
- (6) The changes in map data collection and display that have \_\_\_\_\_ through the use of computers... (come about) \*\*\*
- (7) Maps that once had to be hand-drawn can now be \_\_\_\_\_ on a computer... (put together) \*\*\*
- (8) ...satellite systems that \_\_\_\_\_ locations for use in hiking... (lay out) \*\*\*

→ A good knowledge of single-word verbs and multi-word verbs will help you in the **READING** section, on the **KEY WORD SENTENCE TRANSFORMATION** section . . . as well as with your speaking.

**Part 4:** Complete the sentences below (1 - 9) using the words in brackets from Part 3 \*\*\*. You may have to change the tense. Use each multi-word verb only once.

- (1) If I'd had children I might have \_\_\_\_\_ life differently.
- (2) The torch [BrE] / flashlight [AmE] \_\_\_\_\_ a powerful beam of light.
- (3) She would always proudly \_\_\_\_\_ a plate of her famous chocolate-chip cookies for visitors.
- (4) She joined the company in 2000 and has \_\_\_\_\_ considerable experience in marketing.
- (5) He \_\_\_\_\_ a wonderful meal from very few ingredients.
- (6) How did the problem \_\_\_\_\_ in the first place?
- (7) Good communication between suppliers \_\_\_\_\_ the supply chain and improves efficiency.
- (8) When I go out for my afternoon walk I usually \_\_\_\_\_ a group of children playing.
- (9) It's an interesting idea and I thought he \_\_\_\_\_ it \_\_\_\_\_ well.

**Part 5: Academic Vocabulary / Word Formation Practice**

[Page 4]

Complete the following sentences (1 - 15) by filling in the blank spaces with **the proper form of the word given for that sentence**. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].

- (1) COMBINE This drug can be safely used in \_\_\_\_\_ with other medicines.
- (2) COMMUNICATE A \_\_\_\_\_ disease is one that can be passed on to other people.
- (3) COMMUNICATE Unable to speak a word of the language, he \_\_\_\_\_ with his hands.
- (4) CREATE She was responsible for the \_\_\_\_\_ of a new charity.
- (5) DEVELOP The documentary traced the \_\_\_\_\_ of popular music through the ages.
- (6) DIRECTION The fork in the tongue gives snakes a sort of \_\_\_\_\_ sense of smell and taste simultaneously.
- (7) DISPLAY Signs \_\_\_\_\_ both Chinese and English are common throughout the territory.
- (8) ENCOUNTER On their way home they \_\_\_\_\_ a woman selling flowers.
- (9) GLOBE English is considered to be the \_\_\_\_\_ lingua franca (common tongue).
- (10) LANDMARK The Rock of Gibraltar is one of Europe's most famous \_\_\_\_\_.
- (11) LOCATION The school is \_\_\_\_\_ near the river.
- (12) OBSERVE An \_\_\_\_\_ doctor can often detect depression from expression, posture, and movement.
- (13) OCCUR Evidence suggests that errors may indeed be \_\_\_\_\_.
- (14) TRANSMIT Malaria is a dangerous, easily \_\_\_\_\_ disease known to be carried by mosquitoes.
- (15) SPACE Some of us are more \_\_\_\_\_ intelligent than others.

↑ **REMEMBER** – Spelling counts ↑

*Students lose MANY points on this part of the B2 Exam*

**Part 6: Preposition Practice**

Complete the following sentences (1 - 10) by filling in the blank spaces with the proper preposition. You may use ONLY ONE word for each blank space.

- (1) We turned the box upside down and used it \_\_\_\_\_ a makeshift table.
- (2) I cannot see the relationship \_\_\_\_\_ the figures and the diagram.
- (3) In English, the letter Q is always followed \_\_\_\_\_ the letter U.
- (4) What is the purpose \_\_\_\_\_ the meeting?
- (5) There are many small engineering firms, some specialising \_\_\_\_\_ scientific instruments.
- (6) The doctors were astonished \_\_\_\_\_ the speed of her recovery.
- (7) Political correctness is the principle \_\_\_\_\_ avoiding language or behaviour that may offend certain groups of people.
- (8) Television, movies, music, and computer games are now available \_\_\_\_\_ demand in homes over high-speed data links.
- (9) It was all over \_\_\_\_\_ a relatively short space of time.
- (10) Great care is taken to ensure the accuracy \_\_\_\_\_ each item.

**PRACTICE: KEY WORD SENTENCE TRANSFORMATIONS****[Page 5]**

For each of the sentences below (1 - 12), complete the second sentence so that it has a similar meaning to the first sentence(s), using the word given for that sentence. **DO NOT CHANGE** the word given. You must use between TWO (2) and FIVE (5) words, including the word given.

- (1) Barry wasn't strong enough to lift the box. HAVE  
Barry didn't \_\_\_\_\_ to lift the box
- (2) It will take several months to extend the subway line. OF  
The \_\_\_\_\_ subway line will take several months.
- (3) Each product is described fully in the catalogue. GIVES  
The catalogue \_\_\_\_\_ of each product.
- (4) She found a pile of old photographs while she was clearing the attic. ACROSS  
While clearing the attic \_\_\_\_\_ a pile of old photographs.
- (5) Long necks are one of the characteristics of a giraffe. CHARACTERIZED  
The giraffe \_\_\_\_\_ its very long neck.
- (6) The judge felt that the evidence was not sufficient to justify criminal proceedings, so he dismissed the case. INSUFFICIENT  
The judge decided \_\_\_\_\_ to justify criminal proceedings, so he dismissed the case.
- (7) This level of spending cannot be sustained. UNSUSTAINABLE  
This level \_\_\_\_\_.
- (8) Breast-feeding new born babies offers many health benefits. EXTREMELY  
Breast-feeding \_\_\_\_\_ to the health of new born babies.
- (9) I'm sure he didn't understand what I was saying to him. MISUNDERSTOOD  
He \_\_\_\_\_ what I was saying to him.
- (10) The ferry sank so quickly that it did not even have time to transmit an SOS. OUT  
The ferry sank so quickly that there was not enough time \_\_\_\_\_ SOS.
- (11) We paid some people to landscape the garden for us last year. HAD  
We \_\_\_\_\_ last year.
- (12) Our observations of the behaviour of those around us often changes our own behaviour. AT  
By \_\_\_\_\_ the behaviour of those around us we often change our own behaviour.

*DO NOT rush through these . . . students lose MANY points on this part of the B2 Exam because of silly mistakes*

## SUPPLEMENT: Person, people, peoples

[Page 6]

The usual plural form of person is people (e.g. Perhaps as soon as **people** began to communicate with each other...)

In academic writing, either people or persons can be used when referring to particular categories of people. (e.g. ...elderly **persons** / **people**; **persons** / **people** with severe mental illness)

The singular noun people refers to a nation or race. (e.g. Culture can be defined as the way of life of a people.)

Its plural form is peoples, although the singular form can usually be used instead. (e.g. When ancient peoples began to sail the oceans...[or When ancient people...; the plural form emphasizes that there were a number of different groups])

Complete the sentences below (1 - 8) using either – person / persons / people / a people / peoples

- (1) There are now more \_\_\_\_\_ living in urban than rural areas.
- (2) Tobacco was first used thousands of years ago by native \_\_\_\_\_ in South America in religious ceremonies.
- (3) Providing effective primary care for homeless \_\_\_\_\_ is a difficult task.
- (4) There are more than 5000 \_\_\_\_\_ in the world over 100 years old.
- (5) The Medes were \_\_\_\_\_ who occupied the mountainous area of north-western Iran and north-eastern Iraq.
- (6) Their research looked at the indigenous \_\_\_\_\_ of northern Australia.
- (7) The subjects of the study were 200 \_\_\_\_\_ aged 65 or over.
- (8) In general, \_\_\_\_\_ earn more as they get older.

**SOURCE: Hewings, M. (2012). Cambridge University Press. Cambridge Academic English: An Integrated skills course for EAP. Student's Book. Upper Intermediate. p. 81**

## MORE Person, persons or people?

PERSON is used in the singular to refer to any human being:

*Joel is such a nice **person**.*

*She's a **person** I have a lot of respect for.*

PERSONS (plural) is a very formal word. It is generally only used in rather legalistic contexts:

[notice in a lift] Maximum Capacity 1350kg or 20 **Persons**

*Any **person** or **persons** found in possession of illegal substances will be prosecuted.*

To refer to groups of human beings or humans in general, PEOPLE is used:

*I saw three **people** standing on the corner.*

Not: ~~I saw three persons ...~~

*Jim and Wendy are such nice **people**.*

***People** are generally very selfish.*

*Three **people** were interviewed for the job, but only one **person** had the right qualifications and experience.*

**SYNONYMS:** Use the following synonyms to complete the sentences below (1 - 15).

[Page 7]

CITIZEN / CITIZENS / FOLKS / HUMAN / HUMAN BEINGS / GUY / HUMANITY / HUMANS /  
INDIVIDUAL / INDIVIDUALS / INHABITANTS / MANKIND / POPULATION / PUBLIC / SOMEBODY

- (1) Of course I make mistakes, I'm only \_\_\_\_\_.
- (2) We try to treat our students as \_\_\_\_\_.
- (3) The environmental impact of these policies affects all of \_\_\_\_\_.
- (4) The Aborigines are the native \_\_\_\_\_ of Australia.
- (5) In many countries, when \_\_\_\_\_ becomes an adult, they have a party.
- (6) The greatest damage being done to our planet today is that being done by \_\_\_\_\_.
- (7) And there are great mythic themes to which \_\_\_\_\_ keeps returning.
- (8) Children make up a large proportion of the world's \_\_\_\_\_.
- (9) He applied to become an American \_\_\_\_\_.
- (10) A child's awareness of being an \_\_\_\_\_ grows in stages during the pre-school years.
- (11) Can I get you \_\_\_\_\_ some drinks?
- (12) \_\_\_\_\_ differ from other animals in that they can speak and laugh.
- (13) I was working with a \_\_\_\_\_ from Manchester.
- (14) Old people are just treated like second-class \_\_\_\_\_.
- (15) The museum is now open to the \_\_\_\_\_.

### English or Czenglish?

### Somebody . . . somebody

*Somebody is interested in sports, somebody in cultural activities.*

Vazba: *somebody . . . somebody* v angličtině neexistuje. Obvykle se používá srovnávací spojení *some + podstatné jméno + . . . others*.

The linking phrase: *somebody . . . somebody* does not exist in English. Typically, a comparative link is used *some + noun + . . . others*.

*Some people are interested in sports, others in cultural activities.*

Je-li převedeno do jednotného čísla (pozor na změnu slovesa!), získává hypotetický charakter.

If it is converted into a single number (beware of the change in the verb!), it acquires a hypothetical character.

*One person may be interested in sports, another in cultural activities.*

*One person may be able to survive, while another would be helpless in such a situation.*

SOURCE: Sparling, Don. (1989). Státní pedagogické nakladatelství, Praha. English or Czenglish?: Jak se vyhnout čechismům v angličtině.

## What is the difference between another and other?

A simple rule to help you remember the difference between another and other is:

|  |   |
|--|---|
| <b>another</b> + singular noun                           | <i>I need <b>another</b> cup.</i> (cup is singular so we use another) |
| <b>other</b> + plural noun                               | <i>I need <b>other</b> cups.</i> (cup is plural so we use other)      |
| <b>others</b> (a pronoun to replace other + plural noun) | <i>I need <b>others</b>.</i> (refers to other cups)                   |

## When to use ANOTHER

Another means:

- one more, an additional, an extra
- a different one; an alternative one

Another is a determiner (and a qualifier) that goes before a singular countable noun or a pronoun.

## Another + Singular Countable noun

Another can be followed by a singular countable noun.

- *He has bought another motorbike.*
- *Would you like another cup of coffee?*
- *Don't worry about the rain. We can go another day.*
- *I think you should paint it another color.*
- *We are having another baby.*

## Another + One

Another can be placed before "one" when the meaning is clear from the text before it.

- *I have already eaten two sandwiches though now I want another one.* (= an additional sandwich)
- *A: You can borrow more of these books if you like. B: Ok, I'll take another one.* (= another book, one more book)

## Another as a pronoun

Sometimes another is used as a pronoun.

- *That piece of cake was tasty. I think I'll have another.* (another = one more piece of cake)
- *I don't like this room. Let's ask for another.* (another = another room)

Note: you can also say: "I think I'll have another one." and "Let's ask for another one."

## Another + number + plural noun

Another can be used before a plural noun when there is a number before that noun or before phrases such as a couple of, a few, etc.

- *In another 20 years my laptop is going to be obsolete.*
- *I like this city so much that I'm going to spend another three days here.*
- *We need another three teachers before classes begin.*
- *He was given another couple of months to finish the sculpture.*

Remember another is ONE word not two words (an other is incorrect)

## When to use OTHER

Other is a determiner that goes before plural countable nouns, uncountable nouns or a pronoun.

## Other + Plural Countable Noun

Other can be followed by a plural countable noun.

- *We have other styles if you are interested.*
- *Have you got any other dresses, or are these the only ones?*
- *Some days are sunny though other days can be very rainy.*
- *I have invited some other people.*
- *I can't help you because I'm busy with other things.*

## Other + Ones

Other can be placed before the pronoun "ones" when the meaning is clear from the text before it.

- *We don't need those books, we need other ones.* (= different books)
- *A: You can borrow my books if you like. B: Thanks, but I need other ones.* (= other books)

Note: you can say the other one when it refers to wanting the alternative.

- *I don't want this one, I want the other one.*



### Others as a pronoun

Others replaces "other ones" or "other + plural noun". Only others can be used as a pronoun and NOT other.

- *I don't like these postcards. Let's ask for others.* (others = other postcards)
- *Some of the presidents arrived on Monday. Others arrived the following day.*

### Others - the others

Often "(the) others" refers to "(the) other people".

- *He has no interest in helping others.* (= in helping other people)
- *What are the others doing tonight?*

### What is the difference between other and others?

Other is followed by a noun or a pronoun. Others is a pronoun and is NOT followed by a noun.

- *These shoes are too small. Do you have any other shoes?*
- *These shoes are too small. Do you have any others?* (no noun after others)

### PRACTICE:

Complete the sentences below (1 - 18) using either:

ANOTHER / ANOTHER ONE / OTHER / OTHERS / THE OTHER

- (1) We can fit \_\_\_\_\_ person in my car.
- (2) You shouldn't expect \_\_\_\_\_ to do your work for you.
- (3) She's finished with that boyfriend and found herself \_\_\_\_\_.
- (4) The product has many \_\_\_\_\_ time-saving features.
- (5) This drug can be safely used in combination with \_\_\_\_\_ medicines.
- (6) Some projects are shorter than \_\_\_\_\_.
- (7) The man was waiting on \_\_\_\_\_ side of the street.
- (8) Do you want to exchange this toaster for \_\_\_\_\_ or do you want your money back?
- (9) Are there any \_\_\_\_\_ people we should ask?
- (10) We can't afford \_\_\_\_\_ trip abroad this year.
- (11) The issue affects the fast-food industry, the farming industry and some \_\_\_\_\_.
- (12) I saw him just \_\_\_\_\_ day.
- (13) Working for \_\_\_\_\_ can be very satisfying.
- (14) My passport is valid for \_\_\_\_\_ two years.
- (15) Some of these methods will work. \_\_\_\_\_ will not.
- (16) One member of the group might seek participation and greater responsibility, whereas \_\_\_\_\_ might want to be told what to do.
- (17) Some people dream of success while \_\_\_\_\_ wake up and work hard at it.
- (18) One person may be interested in sports, \_\_\_\_\_ in cultural activities.

### PART 1: Vocabulary

Match the definitions (a–h) with the vocabulary (1–8).

#### VOCABULARY

- (1) to eradicate
- (2) to sustain
- (3) a civilian
- (4) life expectancy
- (5) contraception
- (6) to fuel
- (7) to be down to
- (8) optimism

#### DEFINITIONS

- \_\_\_\_\_ a) to support
- \_\_\_\_\_ b) to make something increase or become stronger
- \_\_\_\_\_ c) methods of preventing pregnancy
- \_\_\_\_\_ d) to make something disappear forever
- \_\_\_\_\_ e) how long a person is expected to live
- \_\_\_\_\_ f) positive thinking
- \_\_\_\_\_ g) someone who is not a soldier
- \_\_\_\_\_ h) to be the result of

### PART 2: Scanning

Scan the text (PART 3) and match the following numbers with the facts they represent.

60% / 11.6% / 20% / 11 billion / 5.3 / 74%

- (1) \_\_\_\_\_ the expected peak global population
- (2) \_\_\_\_\_ the size of the richest group of people
- (3) \_\_\_\_\_ the amount of the richest group's income
- (4) \_\_\_\_\_ the amount of people who are neither rich nor poor
- (5) \_\_\_\_\_ the amount of people with the least money
- (6) \_\_\_\_\_ the number of murders per 100,000 people in 2015

### PART 3: Reading text: The State of the World

If your view of the world comes from watching the news and reading newspapers, you could be forgiven for lying awake at night worrying about the future. Apparently, rising violence and population rates mean humans are both killing each other in ever larger numbers and being born at rates the world's resources can't sustain. To make matters worse, all the wealth is concentrated on a handful of people in the world's richest countries. People in low-income countries live in poverty while the West gets richer. Depressing, isn't it?

But do the statistics support our negative world view or is the world actually improving?

Let's take global population first. It's around 7 billion now, in line with figures predicted by the UN in 1958. By the year 2100, the same experts predict it will be around 11 billion. But did you know that 11 billion is probably as high as that number will get? The rate of increase will slow down in the second half of this century thanks to falling birth rates today.

Falling birth rates? Yes, that's right.

In the last two centuries, improvements in technology and health meant fewer children died young, fuelling rapid population growth. These large families produced even more children who survived into adulthood and had their own children. But with the wider availability of contraception in the 1960s, the global average number of babies per woman has declined from six babies per woman to as low as two.

The biggest factor in child mortality is poverty. And while it's still true that only 20 per cent of the world takes about 74 per cent of the world's income, 60 per cent of the world now falls into a middle-income group, with 11.6 per cent – the smallest amount of people in history – still living in conditions of extreme poverty. If the majority of the world's people have money, international aid could realistically achieve the UN target of eradicating poverty by 2030. As poverty goes down, life expectancy goes up, birth rates go down because parents can expect their existing children to survive, and the global population stabilises.

As for news stories that make us think the world is an increasingly violent place, there is cause for some

optimism too. Between the end of World War II and 1990, there were 30 wars that killed more than 100,000 people. Today there are still civil wars, but countries are mostly coexisting more peacefully than in the past. However, terrorism has shot up in the last few years and, since World War II, wars have killed many more civilians than soldiers. Even for civilians, though, the statistics are not all bad. Although deaths are nine times more likely to be a result of violent crime than political conflict, the global murder rate fell slightly, from 8 per 100,000 people in 2000 to about 5.3 in 2015.

Of course, none of this means the world is perfect, and whether you personally are affected by war and poverty is often down to the lottery of where you're born. Also, we still face huge problems of our own making, particularly environmental ones like global warming, and wealth and natural resources need to be distributed more fairly. But not all the news is bad news, whatever the TV and newspapers might say.

#### **PART 4: Comprehension Questions**

Read the text (PART 3) and answer the following questions (1 - 6) by choosing the correct answer (a, b or c). There is ONLY ONE CORRECT answer for each question.

- (1) What does the word 'apparently' in the first paragraph tell us about the rise in violence we see in the news?
  - a) The rise is obviously true.
  - b) The rise seems to be true but evidence might show it isn't.
  - c) The rise seems false but evidence might show it's true.
- (2) Which statement about population levels is correct?
  - a) About two hundred years ago, the child mortality rate dropped significantly.
  - b) The rate is growing steadily now.
  - c) The rate will start to drop in the year 2100.
- (3) Which factor does NOT cause the birth rate to fall?
  - a) Improvements in healthcare
  - b) The availability of contraception
  - c) Poverty
- (4) One of the UN's targets for 2030 is to ...
  - a) ...end poverty.
  - b) ...increase life expectancy.
  - c) ...make population levels stable.
- (5) People are more likely to be killed ...
  - a) ...by soldiers.
  - b) ...by politicians.
  - c) ...by criminals.
- (6) There is reason to be optimistic because ...
  - a) ...you might win the lottery.
  - b) ...there are some positives despite what the newspapers report.
  - c) ...we're making progress with environmental problems.