Mission IELTS

WORKBOOK

1

☐ ACADEMIC

☐ GENERAL TRAINING SUPPLEMENT

Bob Obee - Mary Spratt

Express Publishing

Mission IELTS 1

Workbook

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Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW
Tel.: (0044) 1635 817 363
Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
http://www.expresspublishing.co.uk

© Bob Obee - Mary Spratt, 2011

Design and Illustration © Express Publishing, 2011

First published 2011

Made in EU

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ISBN 978-1-84974-663-2

Acknowledgements

Authors' Acknowledgements
We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief); Mary Swan and Sean Todd (senior editors); Michael Sadler and Steve Miller (editorial assistants); Richard White (senior production controller); the Express design team; Sweetspot (recording producers); and Kevin Harris, Kimberly Baker, Steven Gibbs and Christine Little. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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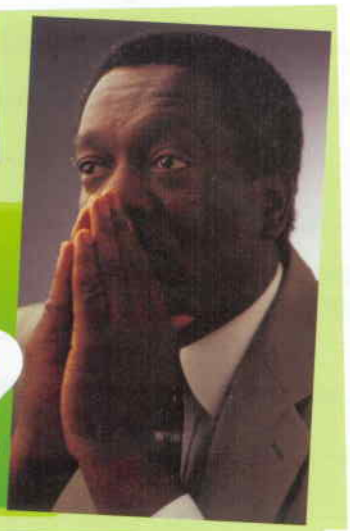
1 About yourself

VOCABULARY FOCUS

1 Complete each gap with the correct form of the word.



How do you decide or come to Conclusions?

Thinkers make **1)** ..... based on objective and impersonal criteria – what makes the most sense and what is **2)** ..... . Feelers make up their minds based primarily on their **3)** ..... values and how they feel about the **4)** ..... . So, Thinkers always tend to be a bit more **5)** ..... whereas Feelers tend to be more **6)** ..... analyse less, and are influenced by different circumstances and other people's **7)** ..... .

DECIDE
LOGIC
PERSON
CHOOSE
CAUTION
SENSE
BEHAVE

Thinkers often:

- appear cool and reserved
- value **8)** ..... and fairness
- take few things **9)** .....
- like to debate the facts.

HONEST
PERSON

Feelers often:

- appear warm and are better **10)** .....
- value harmony and make good **11)** .....
- take more things personally
- avoid **12)** ..... and conflicts

SOCIAL
CARE
ARGUE

2 Choose the correct form of ***do*** or ***make*** to complete each gap.

Top Tips for your Personal Statement

In the UK, applications to university are **1)** ..... on a form to UCAS (Universities and Colleges Admissions Service). As well as personal and course details, you will need to write a personal statement that explains why you want to **2)** ..... the courses you have applied for. If you write a good personal statement, you will impress the university and hopefully be **3)** ..... an offer if you have the potential to meet the entry requirements and **4)** ..... well on the course.

Follow these tips from the UCAS when writing your personal statement:

- **5)** ..... some research before you start filling out your UCAS form. Have you decided which courses to take and which universities you are applying to?
- Be transparent: why are you **6)** ..... these choices?
- Show motivation and enthusiasm for the subject you want to **7)** ..... .
- Demonstrate that you are mature and responsible and can **8)** ..... things independently.
- Structure the material: the majority (50-75%) of your personal statement should be spent explaining why you want to **9)** ..... the course.
- Show knowledge of, and interest in, the subject.
- Include details of jobs you have **10)** ..... .
- Mention projects you have **11)** ..... and responsibilities you have had.
- Also mention any career plans and gap year plans you have **12)** ..... .

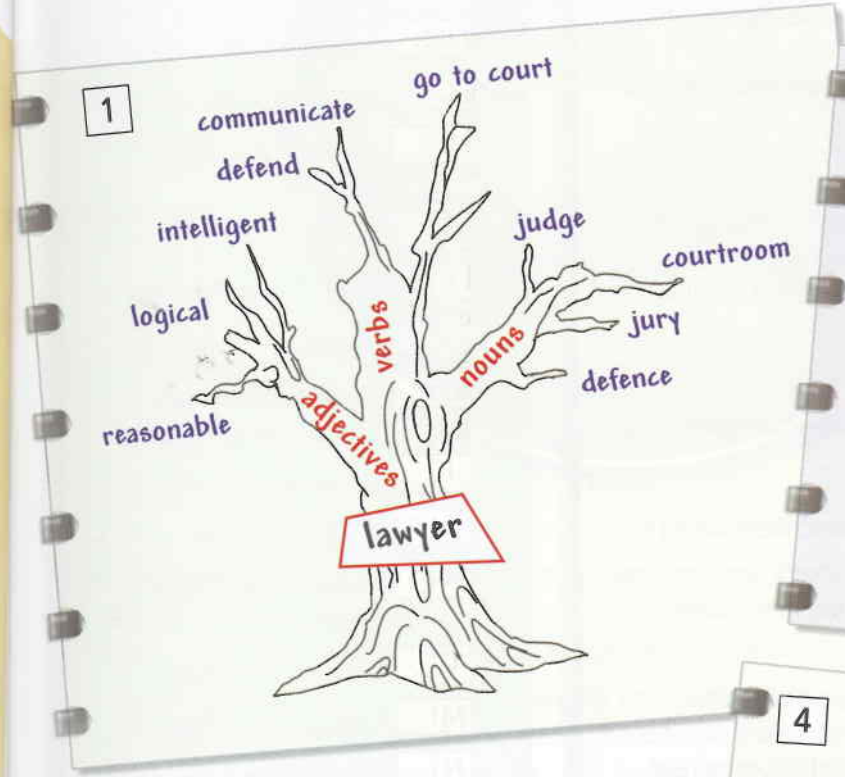
TOP TIPS:

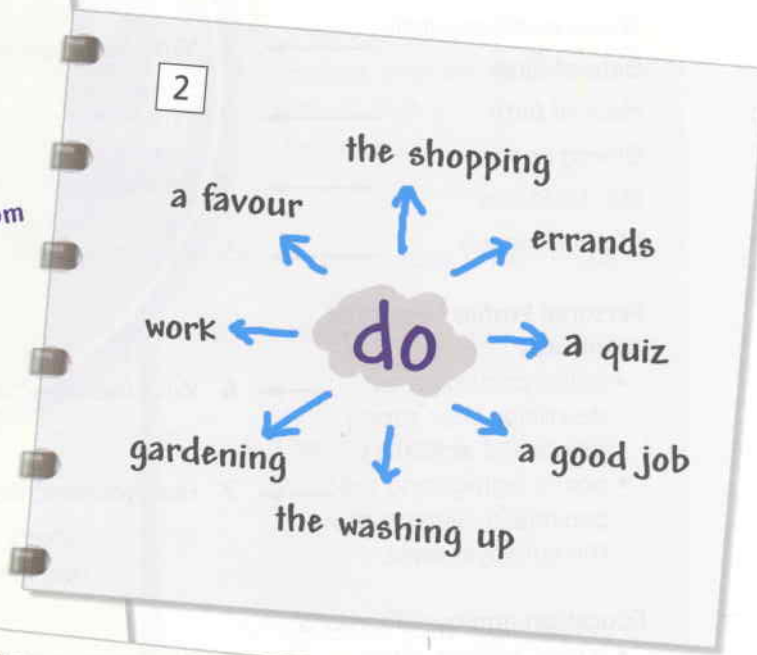
Choose a sensible email address for your UCAS form. Universities are not aware of the other choices you have **13)** ..... . You only write one personal statement for all 5 universities you are applying to, so ensure it is general enough to apply to each course you want to **14)** ..... .

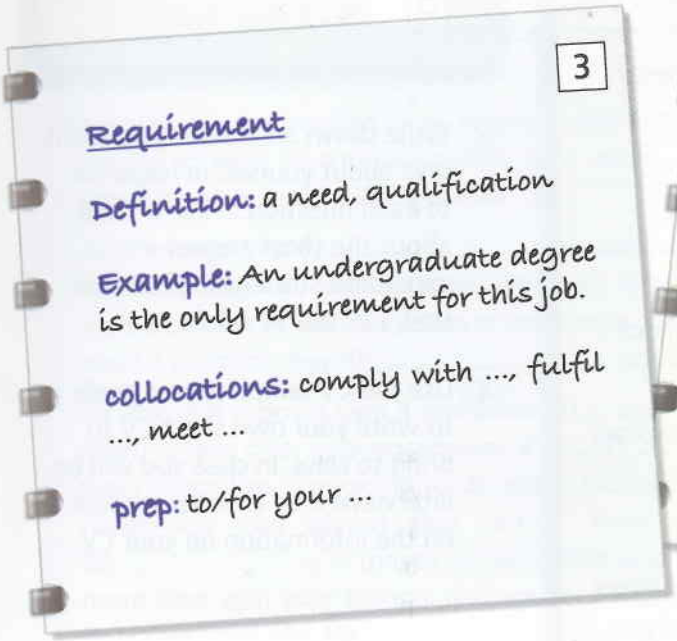
3 Look at these four different images from vocabulary notebooks. Which image(s) 1, 2, 3 or 4:

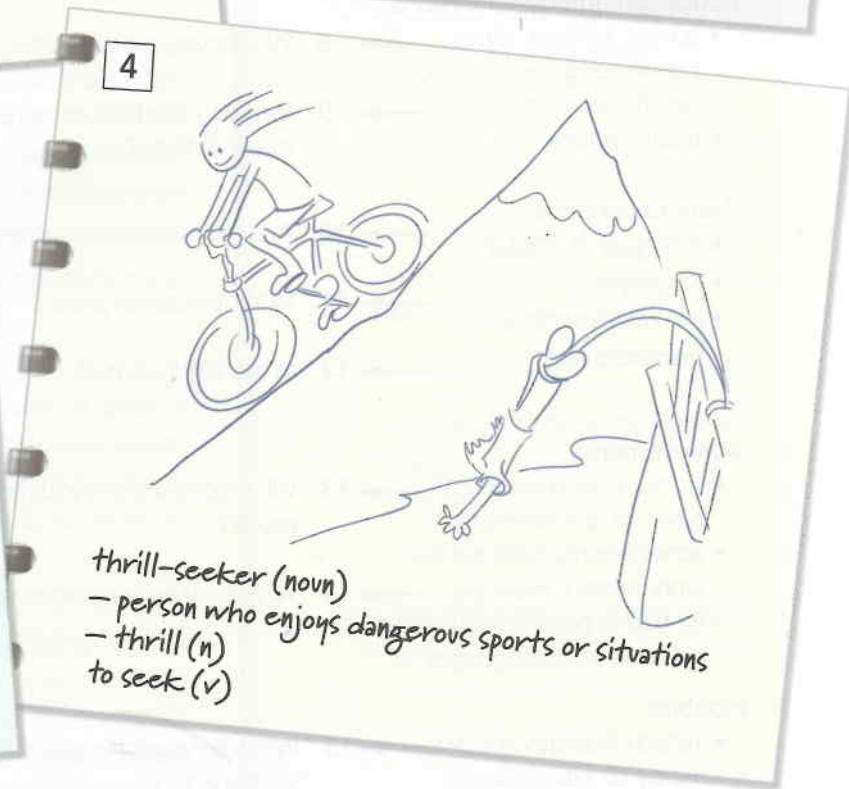
1 list collocations. .....
2 uses visuals to remember words. .....
3 groups words connected to a topic. .....
4 notes grammar information about the words. .....

Think about how these notebooks compare to yours.









SKILLS FOCUS

1 Look at this template for the different sections of a CV. Use the prompts to complete the questions on the right that you might be asked at an interview about each section.

Your Name – Curriculum Vitae

Personal Details

Address → 1 Where/you/live/moment? .....

Phone numbers/email
Date of Birth → 2 What/be/best/way/contact/you? .....

Place of Birth → 3 Where/you/come/from? .....

Driving Licence
Marital Status → 4 You/hold/current/driving licence? .....

Mother Tongue → 5 What/be/your first language? .....

Personal Profile / Personal Attributes

- bullet-point phrases describing your strong points and attributes → 6 What/be/main/strengths? .....
- points highlighting the personal qualities that the employer seeks → 7 How/you/describe/yourself? .....

Education and qualifications

- school, college, dates, majors, degrees, certification, etc → 8 Where/you/go/school? .....
- qualifications → 9 Can you briefly/summarise/qualifications? .....

Work Experience

- mth/year-mth/year → 10 Are you/work/the moment? .....
- employer → 11 What/be/career plans? .....
- job title/function/responsibilities → 12 What/kind/job/look for? .....

Achievements

- try to show a variety of types of achievements → 13 What/achievement/you/most/proud? .....
- achievements need not be work-related, especially for young people – you might mention other languages → 14 Which other/languages/speak? .....

Hobbies

- include hobbies you are happy to talk about at the interview → 15 What/be/your/interests/outside/school/work? .....

2 Match the short answers (A-O) in the box to the questions (1-15) in Ex. 1.

A	I'm bilingual so it's hard to say.
B	Hiking mainly.
C	On my mobile.
D	In terms of studying do you mean?
E	Actually, no.
F	None ... just English.
G	People say I'm reliable.
H	The local Secondary School.
I	On campus.
J	A part-time one.
K	I have a high school certificate.
L	I'm a hard worker.
M	Getting into university.
N	Tunisia, originally.
O	No, I never learnt.

3 Write down an answer you might give about yourself in response to each question in Ex. 1. Think about the short answer – expansion strategy looked at in Unit 1 of the Ss' book.

4 Use the CV template as a guide to write your own short CV to bring to class. In class you will be interviewed by another student on the information on your CV.

GRAMMAR FOCUS: Present Simple/Continuous – Present Perfect – Present Perfect Continuous

1 Complete each gap with the correct form of the verb *(present simple/present continuous)* in brackets.

Facebook is one of the most addictive social phenomena to have ever swept the world! Over 500 million of us now use the site.

Here's how to recognise that you **1)** ..... **(have)** an addiction ...

One of the earliest signs of addiction is changing your profile picture over and over again. It **2)** ..... **(mean)** that you **3)** ..... **(worry)** about your image far too much.

Also, if you **4)** ..... **(change)** your status update more than once an hour then take a long hard look at yourself. **5)** ..... anyone really ..... **(need)** to know that you **6)** ..... **(now/make)** a cup of tea? Or that you **7)** ..... **(think)** about buying a newspaper, or are on Facebook. No. They don't.

If you have ever needed to be on Facebook so much that you tried to access it via a mobile phone, then you **8)** ..... **(need)** to have a word with yourself.

Another sign you **9)** ..... **(be)** addicted is what is called 'profile rash': putting applications like Scrabulous, Super Wall, Zombies or Videojug all over your page. Get rid of them, even if you think they **10)** ..... **(look)** super cool.

It's also not a good sign if facebook **11)** ..... **(start)** to take over your vocabulary. If you **12)** ..... **(say)** things like "I'm going to do some facebooking" or "I'll facebook you about that later," then you simply **13)** ..... **(have)** to get a grip and try spending more time with your friends. No, not your Facebook friends! Your real ones who **14)** ..... **(inhabit)** the real world.

2 Complete the second sentence so that it has the same meaning as the first.

1 I haven't travelled abroad on my own before.
This is the first ..... .

2 The last time we had an exam was in January.
We haven't ..... .

3 It's been ages since I've been home.
I haven't ..... .

4 I began playing tennis when I was six.
I have ..... .

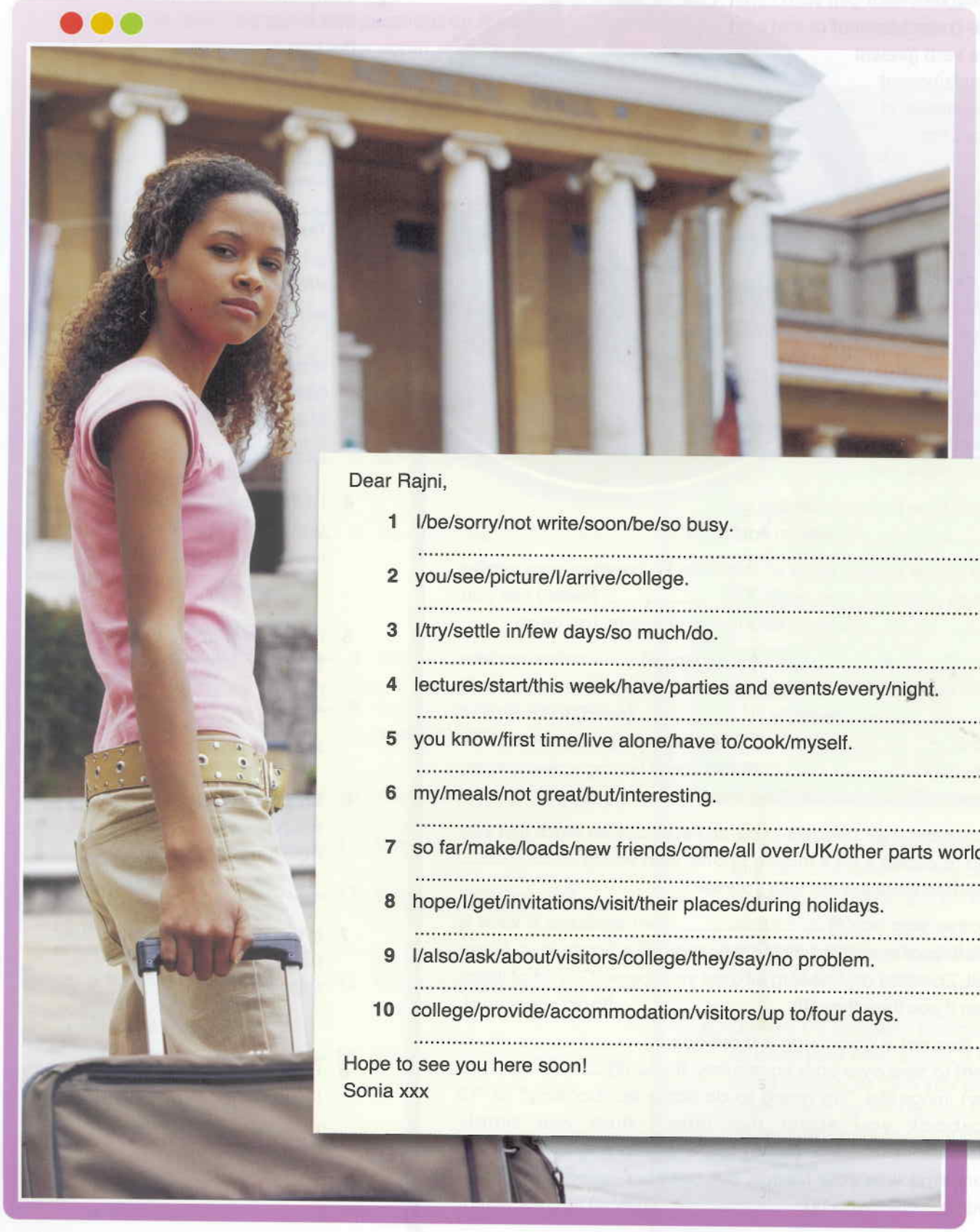
5 It's been hard work trying to catch up since my illness.
I've ..... catch up since my illness.

6 When did you start work on the project?
How long have..... ?

7 Is this the first time you've been here?
Have you ..... ?

8 I first met Karim four years ago.
I've ..... .

3 Make all the changes necessary to complete the sentences in this email. Use the prompts to complete Sonia's email to her friend.



Dear Rajni,

1 I/be/sorry/not write/soon/be/so busy.

.....

2 you/see/picture/I/arrive/college.

.....

3 I/try/settle in/few days/so much/do.

.....

4 lectures/start/this week/have/parties and events/every/night.

.....

5 you know/first time/live alone/have to/cook/myself.

.....

6 my/meals/not great/but/interesting.

.....

7 so far/make/loads/new friends/come/all over/UK/other parts world.

.....

8 hope/I/get/invitations/visit/their places/during holidays.

.....

9 I/also/ask/about/visitors/college/they/say/no problem.

.....

10 college/provide/accommodation/visitors/up to/four days.

.....

Hope to see you here soon!
Sonia xxx

EXAM FOCUS

1 Complete these questions that you might be asked in Part 1 of the IELTS speaking test with the gapped word.

Home

1 What **s** __ **r** __ of accommodation do you live in?
2 Tell me about the **a** __ **e** __ that you live in.
3 Is the place you live in quiet or **b** __ __ **y**?
4 What is **t** __ __ **r** __ to do in the evenings where you live?

Work/Study

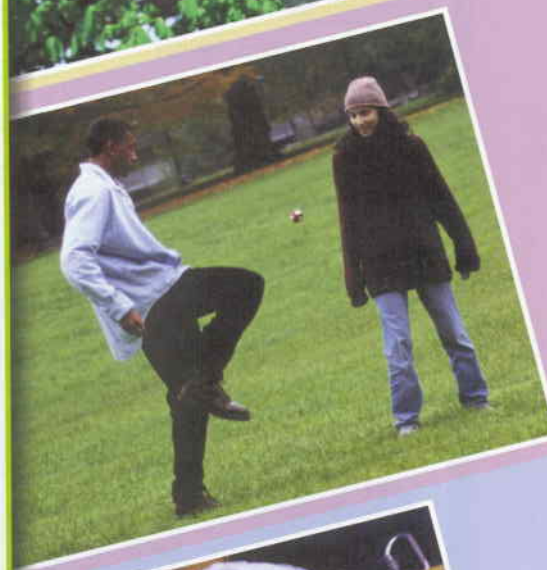
5 What **s** __ **b** __ __ **c** __ __ are you studying?
6 Are you a full or **p** __ __ **t** - time student?
7 How do you **t** __ **p** __ __ **a** __ **l y** spend your day at school/ work?
8 Tell me about any projects you are **c** __ __ __ **e** __ **t** __ **y** working on.

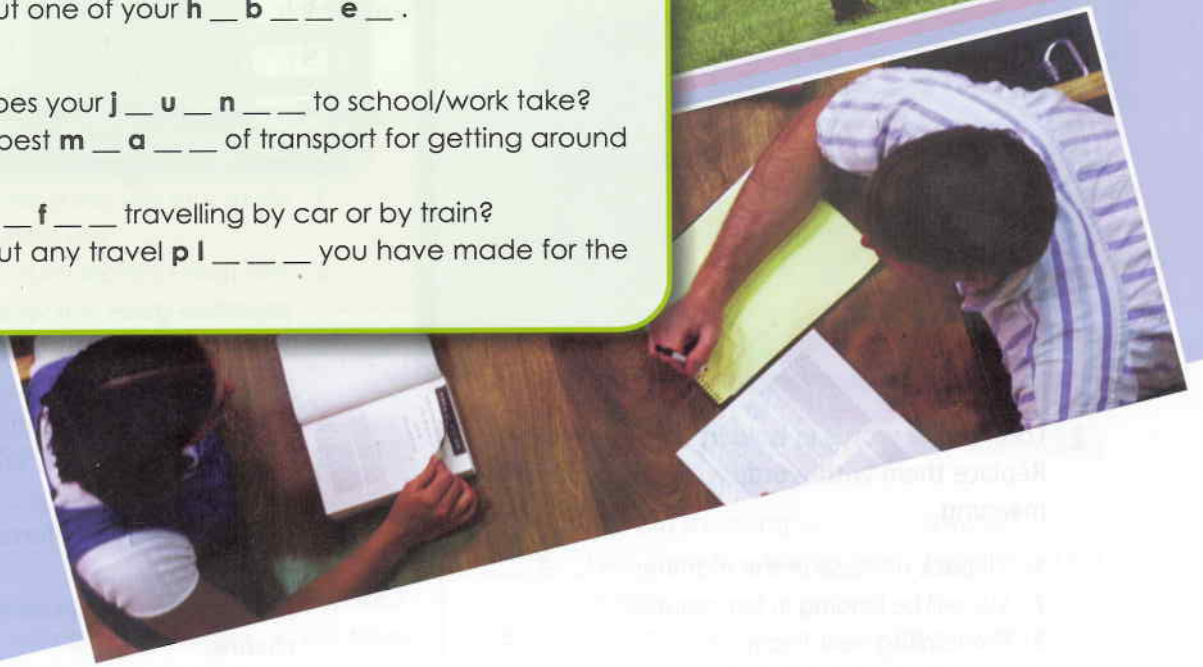
Free time

9 How **o** __ **t** __ __ do you go the cinema?
10 Does physical **e** __ __ **r** __ __ **s** __ help you to relax?
11 Do you **s p** __ __ __ a lot of your free-time on the Internet ?
12 Tell me about one of your **h** __ **b** __ __ **e** __ .

Travelling

13 How long does your **j** __ **u** __ **n** __ __ to school/work take?
14 What is the best **m** __ **a** __ __ of transport for getting around your city?
15 Do you **p** __ __ **f** __ __ travelling by car or by train?
16 Tell me about any travel **p l** __ __ __ you have made for the holidays.





2 Listen to a candidate answering some of the questions above.

Think about these points while you listen.

- Does the candidate develop her answers?
- Does the candidate ask for an explanation when she doesn't understand?

3 Now listen to these examiner questions and give your answers. You will hear a sound to let you know the examiner is about to ask another question.

2 Travelling

VOCABULARY FOCUS

1 Match the words (1-10) to their definitions (A-J):

1 ☐	customs	6 ☐	visa
2 ☐	to take-off	7 ☐	to board
3 ☐	illegal	8 ☐	hand luggage
4 ☐	departure lounge	9 ☐	to delay
5 ☐	security	10 ☐	destination

A the bags you carry onto a plane
B against the law
C the place where they check that you're not carrying anything dangerous
D the place you are aiming to arrive at
E to get on a train, ship or plane with the purpose of travelling
F to leave the ground and fly
G to make something happen at a time later than expected
H the place where you sit and wait to get onto a plane
I the place where they check if you have any illegal goods
J a document giving you permission to stay in a country

2 Look at the words in bold in these sentences. Replace them with words with the opposite meaning.

1 I'll **pack** my case in the morning. .....
2 We will be **landing** in ten minutes. .....
3 I'm **leaving** next Friday. .....
4 He **got on** the train at the last station. .....
5 I **confirmed** my ticket on the Internet. .....
6 It's 10.15 – I think we're going to **miss** our flight. .....
7 The train was nearly empty when I **got off**. .....

3 In Unit 2 we saw many collocations (words that often occur together) to do with travelling. Match the words on the left to those on the right to form collocations. Then use them to complete the sentences below.

1 ☐	duty free	A	customs
2 ☐	passport	B	lounge
3 ☐	go through	C	tags
4 ☐	arrivals	D	currency
5 ☐	departure	E	pass
6 ☐	luggage	F	desk
7 ☐	hand	G	goods
8 ☐	foreign	H	hall
9 ☐	boarding	I	luggage
10 ☐	check-in	J	control

1 Make sure you get a good rate for any .... you exchange.
2 You have to show your ..... at the departure gates and when you get on a plane.
3 In some places there are machines rather than police which do ..... .
4 You can't take liquids in your ..... .
5 When planes are very late, people sometimes have to sleep in the ....., which isn't very comfortable.
6 When you ..... you usually need to choose between a green and a red channel.
7 You need to present your passport, your ticket and your luggage at the ..... .
8 The ..... that you can buy at ports and airports are often quite expensive.
9 It's useful to put ..... on your luggage as so many suitcases look exactly the same.
10 You often see people greeting and hugging their relatives in the ..... .

4 You will hear an announcement giving advice to first time flyers. Listen and complete the gaps.

Arriving at the airport

Airports, especially large ones, can seem very confusing for a first-time **1)** ..... . Do not worry; when you learn the routines, you will be fine. There are many things to do at airports but remember your most important goals: checking in, entering the security area and **2)** ..... the plane.

Arrive in good time at the airport

Everything takes time at the airport: **3)** ....., security **4)** ....., shopping, eating, whatever. Your **5)** ..... can tell you when to arrive at the airport (usually 1 hour before the plane leaves). As a first time traveller, you should arrive half an hour or an hour before the recommended 'latest time'.

Arrive at the right terminal

Larger airports have many **6)** ..... and quite often, the distances between them are long. It's important to **7)** ..... at the right terminal. Your travel itinerary usually says what terminal your plane will **8)** ..... from. If you're unsure, contact the airport, your travel **9)** ..... or your airline.

Have your travel documents available

You need to present your travel **10)** ..... frequently at the airport. Important travel documents might be: **11)** ..... or other identification, tickets (if you have **12)** ..... tickets), **13)** ..... card (given to you at **14)** .....) and your travel itinerary (not important but very useful).

Navigate yourself

When you arrive in the **15)** ..... area, your first mission is to find your check-in **16)** ..... . Some airports have **17)** ..... showing what desk you should **18)** ..... at, while at other airports you will have to look for your airline's notice **19)** ..... . If you arrive early and can't find where you need to check-in, it might be that the check-in for your route has not started. You may also need to **20)** ..... if there are a lot of people travelling, so do get to the airport in plenty of time.

5 Complete these dialogues about travelling, then read them aloud to yourself or with your partner.

1 A: When do we go ..... customs?
B: After we've shown our ..... and collected our ..... .

2 A: Which ..... does the plane .....?
B: Number 17.

3 A: Are you flying ..... your destination too?
B: No, we're going ..... bus. It only takes 4 hours and it's much cheaper.

4 A: How ..... are you going to stay there?
B: About three weeks.

5 A: I prefer travelling ..... train. It takes you closer to your ..... .
B: Yes, and door to door it's often quicker.

6 A: The best part of flying is ..... .
B: Yes, it's fantastic going so fast and getting off the ground.

7 A: Are you travelling ..... anyone?
B: Two friends – we've been away together before.

8 A: Did you book ..... a travel agent?
B: No, we did it all ourselves on the ..... .

9 A: Are you staying ..... a hotel?
B: No, we've got friends there, so we're staying ..... them.

10 A: I'll meet you ..... the departure area.
B: OK. But find our ..... desk while you wait.

6 Think about your dream journey. Make notes on it, then tell your partner about it.

SKILLS FOCUS

1 **Listen carefully! Listen to the recording and underline the correct word/phrase.**

1 He can't speak Mandarin./He can speak Mandarin.
2 Do you really like ships/chips?
3 I only drive when it's night/light.
4 What's the time?/What time is it?
5 I have to go./I'll have a go.
6 This shop./These shops.
7 You, me and my brother./You and me and my brother.
8 I was ill./I wasn't ill.
9 I would've come./I would come.
10 They travel by train./They'll travel by train.

2 **Find and correct the spelling mistakes in these sentences.**

1 There were lots of people argueing at the check-in desk.
.....
2 I really musn't brake my new camera.
.....
3 I'm studing to become an engineer.
.....
4 I'm only sixty years old – four years till I'm twenty.
.....
5 I'd really like to find some cheap acommodation.
.....
6 Our country's new train sistem seems to be quite effective.
.....
7 Light luggidge is the most practical.
.....
8 The air pressure on planes can effect your ears.
.....
9 You might feel unconfortable sitting next to strangers on flights.
.....
10 The flight-atendent's job is to make your flight stress-free.
.....

3 **Listen to the recording to practise your numbers and your spelling. Follow the instructions on the recording.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....
16 .....
17 .....
18 .....
19 .....
20 .....

4 **Look at these questions. Underline the key information they would require you to listen for.**

1 Which terminal does the plane leave from on Tuesday?
2 What foreign currency do we need to buy?
3 Where do you keep your credit card?
4 How much hand luggage are you travelling with?
5 If we go by plane what time will we need to be at the airport?
6 What else do I need to bring besides my passport?
7 What goods can't you take through security?
8 Do you know where we get our boarding cards from?
9 When you travel by train do you need to book the tickets in advance?
10 When you go away this winter what company are you going to be booking through?

GRAMMAR FOCUS: Countable and uncountable nouns

1 **Look at these nouns related to travel and put them in the correct column.**

- plane
- hand luggage
- currency
- wallet
- credit card
- toothbrush
- information
- destination
- trip
- timetable
- time
- suitcase
- crowd
- convenience
- clothes
- passenger
- advice
- money
- lounge
- security

Countable	Uncountable
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

2 **Some nouns can be *countable* or *uncountable* depending on their meaning. Put *a/an* or – into these sentences depending on whether the meaning of the noun in bold is *countable* or *uncountable*.**

1 I'll buy ..... **paper** to read on the train.
2 This room needs ..... **light**. I'll open the curtains.
3 We had ..... great **time** when we went away last year.
4 I love to have ..... **coffee** first thing in the morning.
5 It was ..... **experience** I'll never forget.
6 I have ..... **room** in my bag for lots more things.
7 I heard ..... **noise** on the train that really worried me.
8 Some travellers have ..... very interesting **life**.
9 Buildings made of ..... **stone** are often cool in summer and warm in winter.
10 Some people travel all over the world to watch ..... particular **sport**.
11 Arranging my journey was quite ..... difficult **business**.

3 **Complete these sentences with the best word from the box below.**

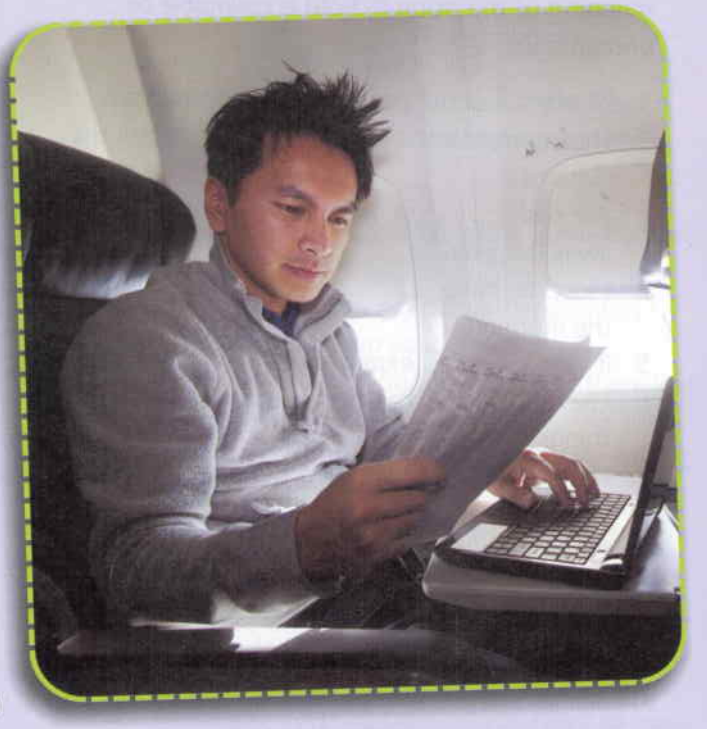
- many • a lot of • enough • a/an • a few
- much • the • some (x2) • any

1 Could you lend me ..... money for the bus fare?
2 Credit cards are useful because you don't need to carry ..... cash around with you – except for small things like bus trips.
3 It would be much quicker to take ..... tram.
4 My train arrived just ..... minutes late.
5 Hurry up. We don't have ..... time left, only 10 minutes.
6 I had just ..... time to go through duty free before I boarded the plane.
7 There were so ..... passengers already on the bus that we couldn't get on.
8 Nowadays ..... people prefer travelling by train rather than by plane – trains are getting really popular.
9 I have ..... coins but I don't think I've got enough for the machine.
10 There was ..... extra long queue at check-in when I arrived.

4 **Here is some air travel advice for what to do on board a plane. Complete the blanks with *a/an*, *some*, –, *the*. Sometimes more than one answer is possible. Why?**

Airline attendants are on board to make your flying experience **1)** ..... positive one. Listen and be alert to any instructions from the pilot himself or **2)** ..... attendants. Pay attention to information. You'll see the attendants when you board the plane and they will serve you drinks, **3)** ..... snacks and/or meals during your flight. They are there to offer you **4)** ..... assistance if you need it. They will show you safety flight instructions so pay **5)** ..... close attention, and don't be afraid to press the call button if you need an item like **6)** ..... blanket or pillow. Take every opportunity to make yourself comfortable so that you can relax and enjoy the flight.

7) ..... flights, usually overseas flights, show in-flight movies. Watching these can make your **8)** ..... time on board pass by more quickly. **9)** ..... reading material is also a good way to pass the time while flying. **10)** ..... people even take their laptops on board. Bring whatever makes you feel comfortable, but do not overpack your carry-on luggage. Most often, you will be restricted to two bags for **11)** ..... carry-on luggage. Bring any necessary medications, perhaps a change of clothes for long flights, things to do during **12)** ..... flight, necessary items if travelling with children, and snacks. Pack carefully, choosing only **13)** ..... necessary items and it will make your trip much easier. Your goal is to fly comfortably, and **14)** ..... excess baggage can become a burden.



EXAM FOCUS

Listening

Listen to a conversation to answer Questions 1-10.

Questions 1 - 8

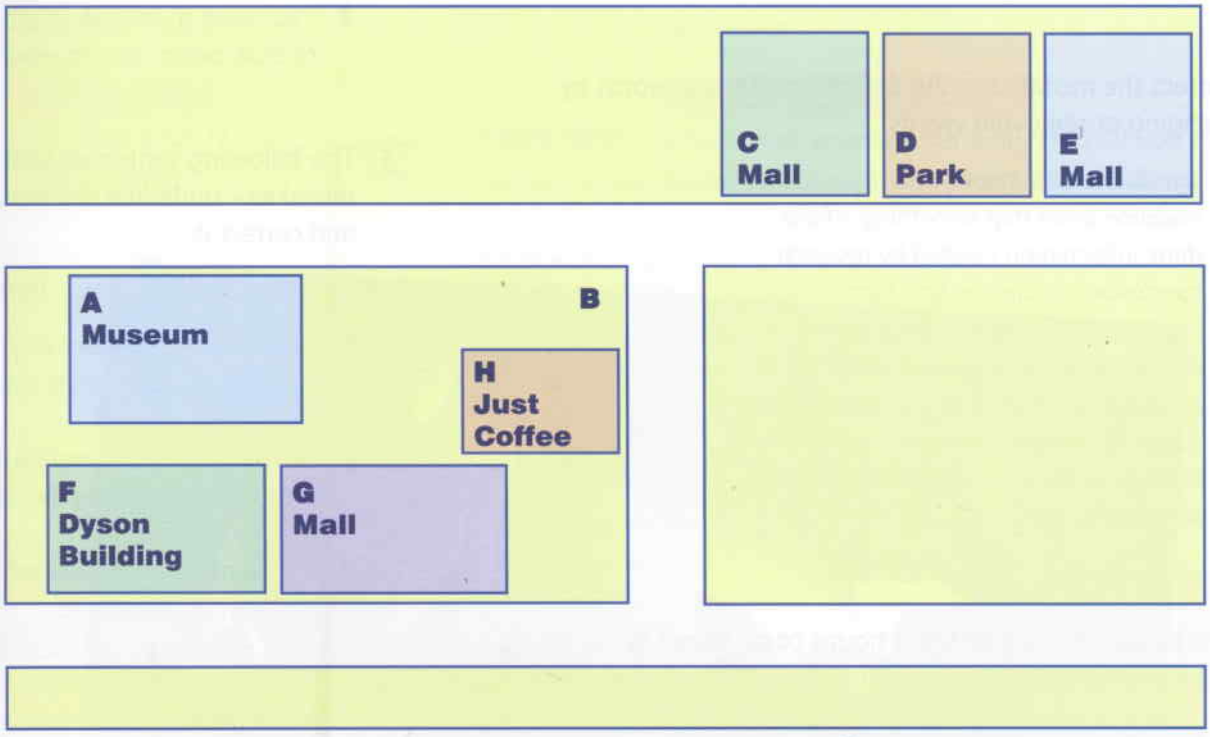
Complete the tables with **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Flights			
	Price	Number of stop-overs	Length of flight
Malaysian Airlines	1)	2)	
Garuda	$270	3)	4) .....

Hostel	
Name	Welcome Hostel
Location	5) .....
Price per night	6) .....
Meals included	7) .....
Other facilities	8) .....

Questions 9 and 10

Label the diagram below. Write the correct letter **A-H**, next to Questions 9 and 10.



Example	*Answer*
Where he had a drink	*H*

9 The robbery took place at .....

10 Where the thieves were last seen .....

3 Investigating

VOCABULARY FOCUS

1 **Fill in:** *recognize, competition, influence, inform, examine, together, learn, explain, carry.*

1 To identify means to ..... someone or something.
2 To analyse means to ..... data or a problem.
3 To compete means to take part in a ..... .
4 To affect means to have an ..... on.
5 To investigate means to ..... more about a subject.
6 To collect means to bring things ..... from a number of different places or times.
7 To conduct means to organise or to ..... out.
8 To report means to ..... others in writing or speaking about something that has happened.
9 To present means to show something to other people and ..... it.

2 **Correct the mistakes in the definition of these words by changing or removing words.**

1 ***significant:*** not important .....
2 ***evidence:*** proof that something is false .....
3 ***data:*** information needed by research .....
4 ***conclusion:*** an opinion you form before considering all the facts .....
5 ***competent:*** not very good at something .....
6 ***procedure:*** series of steps animals normally follow to carry out a process .....
7 ***findings:*** what you want to avoid from an investigation .....

3 **What verbs do each of these nouns come from? Write the verbs in the blanks and underline the suffixes in the nouns.**

1 analysis .....
2 procedure .....
3 administration .....
4 decision .....
5 basis .....
6 investigation .....
7 conclusion .....
8 participation .....
9 failure .....
10 calculation .....
11 connection .....
12 preparation .....

4 **Circle the words that collocate with the underlined words.**

1 The director quickly <u>reported</u> his findings to the team.
2 The history students presented their <u>data</u> to their classmates.
3 He <u>investigated</u> the crime after the police contacted him.
4 Always follow normal <u>procedures</u> if anything goes wrong.
5 The results didn't let them draw any <u>conclusions</u>.
6 The police <u>collected</u> evidence from all the people who saw the crime.
7 I don't have any significant <u>findings</u> unfortunately.
8 You need to identify a <u>problem</u> carefully before you can research it.

5 **The following sentences contain mistakes – underline the mistake and correct it.**

e.g. *It was a great <u>discover</u>.* *Discovery*

1 We need to procedure very carefully to get accurate results.
.....
2 He did a very careful analyse of his findings before writing the report.
.....
3 They carried out the research by interview lots of people.
.....
4 We had so many findings that it was difficult to presentation them briefly.
.....
5 There was a signify amount of data.
.....

6 Here is an extract from a text giving students advice on how to present the findings of their research or investigations. Complete the gaps using the words from the box below, in their correct form.

• findings	• further	• summarise	• sources	• analyse
• argument	• significant	• references	• evidence	• procedure
• collect	• data	• ignore	• carry	

When you present results of your research or investigations, whether in writing or orally, be precise and follow this sequence of steps.

Methods

In this section, give enough information for others to follow your **1)** ....., and copy it if they want. Make it clear how you **2)** ..... your data, and what methods you used to **3)** ..... it.

4) .....

Use graphs and text to present the descriptive **5)** ..... or numeric **6)** ..... you have found.

Discussion

Develop your **7)** ..... based upon your findings.

The facts in your data may be obvious, what they mean may not be, so you will need to interpret them. To do this, focus on the most **8)** ..... points and **9)** ..... things of less importance. Identify where **10)** ..... research needs to be **11)** ..... out.

Conclusion

12) ..... your findings and discussion.

13) .....

Check with your teacher which format you need to use to acknowledge your **14)** ..... .

SKILLS FOCUS

1 **Look at the seven extracts from articles on scientific research. Skim the extracts (A-G) and match them to the titles (1-7).**

1	An underwater discovery
2	The physical benefits of a sport
3	Cultural or biological?
4	The discovery of another kind of human
5	Measuring a volcano's activity
6	A downside of more exercise
7	A new data bank

A

The discovery of two partial skeletons in an underground cave in South Africa has excited the scientific world.
The skeletons belong to an adult female and a young male probably aged 11 or 12. The skeletons were found lying side by side. They are believed to be over 1.9 million years old.
The skeletons are of particular interest as they are believed to belong to a species of mankind as yet undiscovered.

B

The 'barometer of life' project aims to document a much wider and more in-depth set of findings on the range of living species, including mammals, birds, fish and plant life. It will provide experts with an accurate picture of which species are at risk and require urgent protection. It is thought that to date only about one quarter of species have been assessed in this way.

C

Volcanic vents, known as 'black smokers', are found on deep sea beds and get their name from the black volcanic rock these chimney-like structures are made of. They are found at an average depth of 2100 meters. But now a British scientific expedition using a remotely controlled diving vehicle has found them a full half a mile deeper than before – at 5,000 m (3.1 miles) below the ocean's surface.
The smokers were found in the Cayman Trough in the Caribbean by the Royal Research Ship 'James Cook'. The chimneys are formed when super-heated water breaks through vents in the earth's crust. The minerals found in the water collect round the vents and over time build up into chimney-like structures.

D

A collection of five articles recently published in the Scandinavian Journal of Medicine & Science in Sports sets out the positive effects on the body of playing football. These include increased muscle strength and bone mineral density, and improved reflex response and postural balance. These effects are seen after regular participation in football and are linked to the prevention of bone fractures.

E

The findings suggest that while weight training has become increasingly popular in recent years it has been accompanied by a marked increase in the number of injuries caused by such training. The findings are part of a study of injuries treated in hospital emergency departments over an 18 year period.

F

It had been thought that child development followed a fairly fixed pattern, with skills and characteristics developing at approximately the same time in children all over the world.
However, recent studies conducted in countries in several parts of the world call this belief into question. Children under 14 regularly carry out tasks such as care giving and using knives – activities which in the US are not seen until much later in a child's development. This suggests that development may be influenced at least in part by societal factors.

G

A process that used to take three weeks can now be done in 24 hours, speeding up estimates of the heat and volume of lava escaping from erupting volcanos.
Sensors positioned on the ground communicate with satellites. When the satellite registers abnormal activity, it can programme itself to focus on that activity and send alerts to ground-based scientists.
This development, recently used to monitor Iceland's now infamous Eyjafjallajökull, should allow for the adoption of much earlier emergency measures.

GRAMMAR FOCUS: Past simple and present perfect simple

1 Read this remarkable story about Huang Li, a Chinese girl aged 10. Then complete the blanks with the correct form *(past simple* or *present perfect simple)* of the verbs in brackets.

Last week a ten-year-old Chinese girl **1)** ..... **(jump)** into a river, her ankles tied together with string and her arms bound with cloth – as part of her training to swim the English Channel.

With her father at her side, Huang Li **2)** ..... **(swim)** for three hours, pushing her body over a distance of nearly two miles (3.25km) with her dolphin-like style.

At that moment, Huang Li's mother **3)** ..... **(tell)** her to stop so that she could feed her some cake.

Her mother said: "I know she can still continue, but I fear she might be in danger. It's getting cold and she only **4)** ..... **(have)** a bowl of noodles for lunch before she started swimming at 12:45pm."

Her father, a teacher, said the girl had insisted on the swim, as part of training for her dream of crossing the English Channel. Huang Daosheng said: "It's not dangerous because, first, her swimming skills are really good and second, I was swimming with her, staying close to her. I **5)** ..... **(have)** her when I was 35, so she is my heart. I would never play around with her life."

Mr Huang **6)** ..... **(say)** he has always coached his daughter himself because the family **7)** ..... **(never/have)** enough money to employ a professional coach. Li **8)** ..... **(dream)** of swimming the Channel ever since she first **9)** ..... **(learn)** to swim at the age of 6. He said: "She asks me every day, 'Can I achieve this? Is the English Channel wide? Are the waves really big? **10)** ..... **(I/improve)**?"

2 Complete these sentences about the use of these tenses in this text:

- The verbs in the past simple in this text refer to actions that ...
  .....
  .....
- The verbs in the present perfect simple in this text refer to actions that .....
  .....
  .....

3 What did you understand about Huang Li? To check your understanding, complete these sentences about her with the *past simple* or the *present perfect simple* of the verbs in brackets.

1 Huang Li ..... **(do)** this swim in the river because she .... **(always/want)** to swim the English Channel.
2 Huang Li .... **(swim)** in a river for three hours with her arms and feet tied.
3 During her swim in the river Huang Li .... **(eat)** some cake.
4 Her father .... **(always/be)** the girl's swimming teacher.
5 The girl .... **(be/born)** when her father ..... **(be)** 35.
6 The family ..... **(always/be)** short of money.
7 It ..... **(be)** impossible for the family to employ a professional coach.
8 The girl .... **(dream)** of swimming the English Channel for a long time.

EXAM FOCUS

N. B.: Try to take no more than 15 minutes to complete the reading task.

Contagious yawning 'shows more empathy with other people's feelings'

A People who yawn when they see someone else yawning are more in touch with the feelings of others, scientists say. Participants in a study who scored highly in tests of empathy, yawned contagiously (i.e. in response to someone else yawning) more than three times as often as those less sensitive to others' emotions.

B It has been suggested that yawning increases blood flow and oxygen levels in the brain, helping to keep us alert. This may explain why yawning is often seen when people are waiting for something stressful to happen, such as in athletes just before an event or in students prior to exams.

C Scientists have suggested yawning might be contagious because humans once lived, like chimpanzees, in groups and it was used either as a way to coordinate sleeping or to raise alertness levels in times of danger.

D Dr Catriona Morrison, a cognitive psychologist at the University of Leeds, decided to test the theory of a link between yawning and sensitivity to others' emotions with an experiment involving 40 psychology students and 40 engineering students. The participants, half of whom were male, were made to sit in a small room facing a person who yawned 10 times in 10 minutes.

E The participants, who believed they were waiting for an experiment to start, did not know they were being monitored. Around a third of those taking part did not yawn at all. On average, the engineers yawned only 1.5 times and the psychologists 5.5 times.

F In the study, participants also took part in a 'theory of mind' test. This involved being shown pictures of people's eyes and being asked to describe their emotional states. From a maximum of 40 points, the psychologists scored on average 28, and the engineers got 25.5.

G The researchers found those with high theory of mind scores yawned the most. They were surprised to find that while women are generally considered more empathetic than men, there was no difference between the sexes during the experiment.

H Dr Morrison said: "We worked with psychologists because they are widely considered to be more empathetic, and engineers, because they are often seen as 'systemisers' i.e. people who are more interested in objects and functions than people. We found the psychologists yawned contagiously more than the engineers. This suggests they have more social awareness. The theory is that we yawn contagiously to show empathy and the evolutionary explanation is that it is a warning to the group that we need to be more alert."

I Many animals, including fish, birds, cats and crocodiles, yawn. However, only humans, chimpanzees and possibly the macaque monkey yawn contagiously. Studies have found that between 40 and 60 per cent of adult humans

Questions 1 - 5

Reading passage 1 has nine paragraphs, A-I. Which paragraph contains the following information? Write the correct letter A-I.

1 A behaviour associated with psychologists. .....

2 Statistics on yawning in the general population. .....

3 An explanation of yawning's social purpose. .....

4 The physical effects of yawning. .....

5 The general conclusions of the two tests. .....

Questions 6 - 9

Do the following statements agree with the information in the text? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

6 Yawning helps us get on better with other people. .....

7 The participants realised they were doing a yawning test. .....

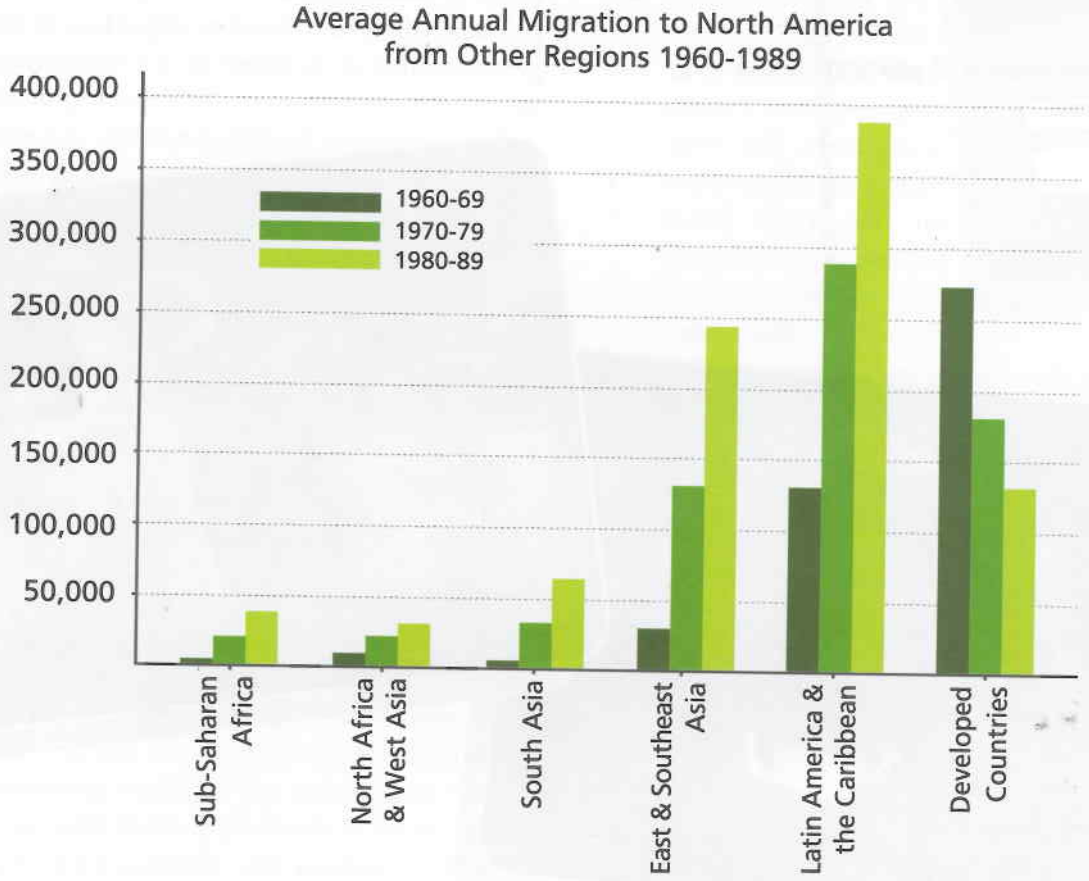
8 Yawning and sensitivity to other people's feelings are related. .....

9 All living creatures copy others yawning. .....

4 Population

VOCABULARY FOCUS

1 Choose the option in each sentence that best describes the information shown below.



Numbers reflect average annual number of immigrants to North America.

1 The **table/graph/bar chart** shows the average annual migration to North America between 1960 and 1989.
2 In the 1980's, the total number of migrants from Latin America and the Caribbean was **slightly/significantly** higher than from East and Southeast Asia.
3 Between 1960 and 1989, migration to North America increased from all parts of the world **apart/except/including** developed countries.
4 The **numbers/figures** of migrants arriving from South Asia **remained stable/doubled** in the 80's compared to the 70's.
5 There was **steady/dramatic growth** in the numbers of migrants from North Africa and Western Asia between 1960-1989.
6 The drop **in/of** the number of migrants from developed countries continued in the 80's.
7 The **number/level** of migration from Latin America and the Caribbean **peaked/doubled** in the 70's.
8 A new trend **in/of** migration to North America from 1960-1989 was the **sharp/steady** increase in migrants from East and Southeast Asia.

2 Complete the gaps in this advert with the correct form of the word at the end of each line.

Population Trends presents the latest statistics on population, 1) ....., deaths, marriages, divorce, 2) ..... and other topical issues. — BORN, MIGRATE

Published quarterly, it contains commentary, and topical articles on relevant subjects such as life 3) ....., fertility differences, international 4) ..... and emigration patterns, health and 5) ..... statistics, population estimates and projections for different groups; and includes large numbers of 6) ..... such as colour 7) ..... and diagrams and regularly updated statistical tables and 8) ..... . — EXPECT, MIGRATE, LITERATE, ILLUSTRATE, CHART, GRAPHIC

3 Choose the best option **A**, **B** or **C** to complete each gap.

Numbers of elderly in U.S. hit record highs

A **1)** ..... in the **2)** ..... of deaths from diseases such as heart disease and cancer has pushed Americans' **3)** ..... expectancy up to a record 77.6 years. Women are still living longer than men but the gap is narrowing.

Women now live on **4)** ..... to 80.1 years, 5.3 years more than men. That's down from 5.4 years in 2002 and continues a steady **5)** ..... from a **6)** ..... difference of 7.8 years in 1979.

A major debate topic in Washington and elsewhere in the world is how such **7)** ..... will affect social security systems, which are facing a financial crisis caused by **8)** ..... life expectancy, significantly **9)** ..... birth rates and **10)** ..... aging populations.

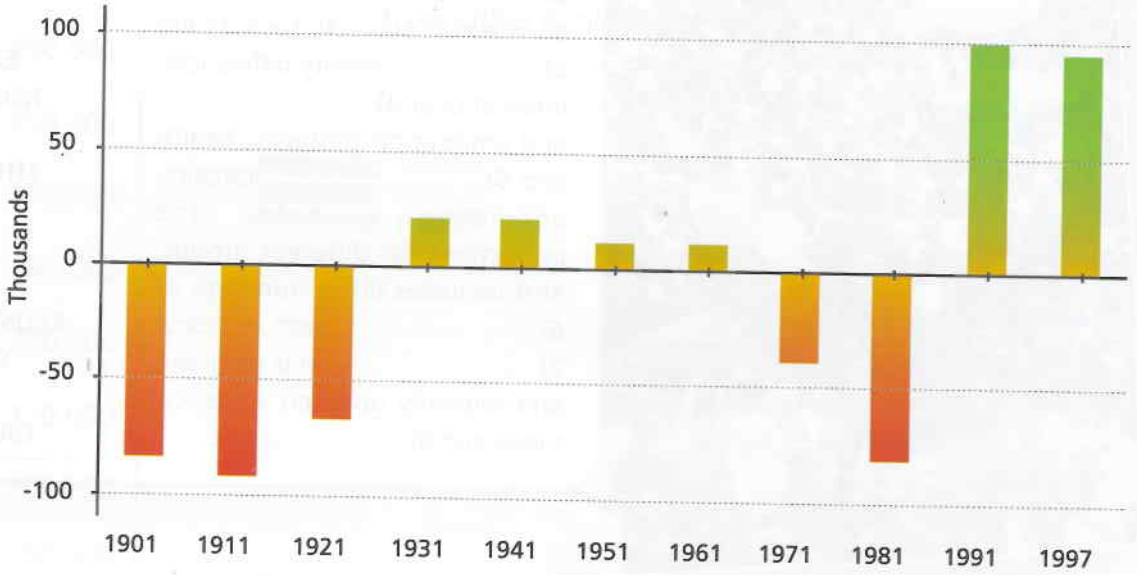
1	A down	B falling	C drop
2	A rate	B number	C statistic
3	A living	B life	C lifetime
4	A whole	B average	C trend
5	A decline	B reduce	C gap
6	A high	B percentage	C peak
7	A figures	B results	C fractions
8	A bigger	B stronger	C higher
9	A smaller	B lower	C shorter
10	A steadily	B slightly	C stable

SKILLS FOCUS

1 Complete the short description of the bar chart with one of the words in the box below.

• its/Its	• it/It	• this/This	• these/These

UK annual net international migrations 1901 to 1997

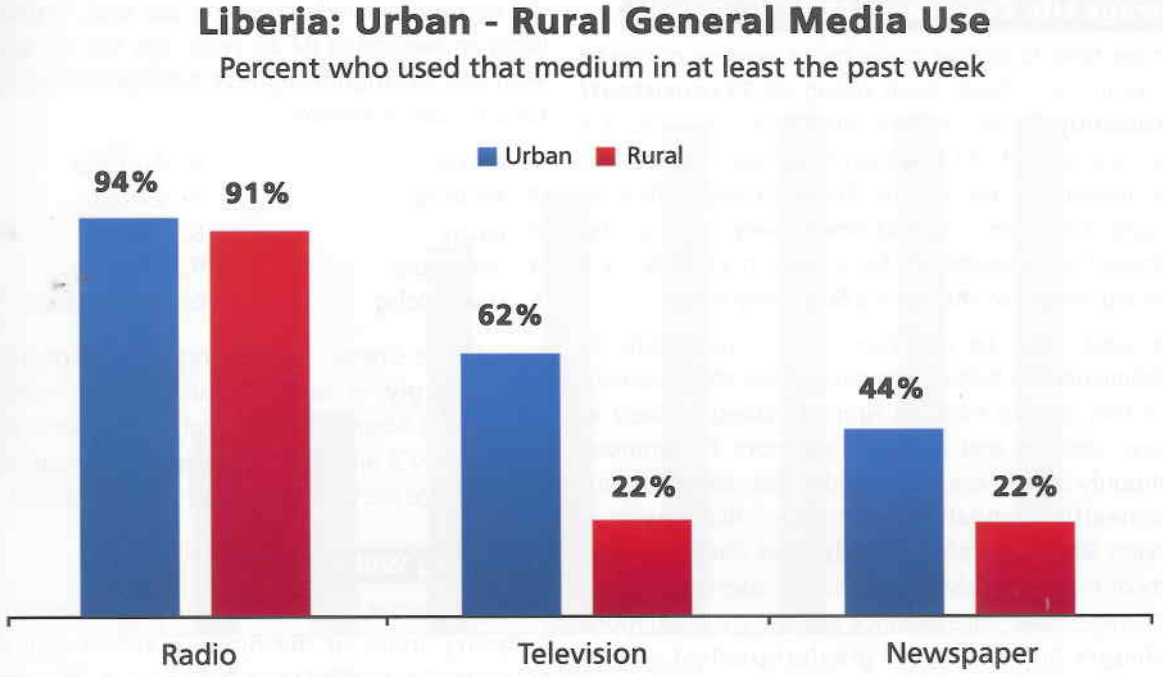


The bar chart shows the net average annual migration figure for the UK for each decade of the last century. **1)** ..... clearly indicates that there were significant differences in **2)** ..... figures in different decades.
From 1901-1921, far more people emigrated from the UK than migrated to **3)** ..... .
4) ..... period saw an average of around 85,000 people leave each year between 1901 and 1911 and around 65,000 leave each year from 1911 and 1921. Between 1921 and 1961, **5)** ..... trend was reversed, with more people arriving in the UK than leaving **6)** ..... . The net increases in each of **7)** ..... decades, however, were only small. Between 1921 and 1941 there was a net increase of around 25,000 each year and between 1941 and 1961 **8)** ..... net increase figure averaged only about 12,000 a year.
The years from 1961 to 1981 again saw the UK become a net exporter of population.
9) ..... population between 1961 and 1971 lost on average 40,000 people a year through emigration and an average of 80,000 a year between 1971 and 1981. There was, however, a significant reversal of **10)** ..... trend between 1981 and the end of the century, with net immigration averaging about 85,000 people a year in each of **11)** ..... decades.

2 The description in Ex. 1 clearly followed this four-part structure:

- Saying what the graph generally shows.
- Details about the first main trend in the data.
- Details about the second main trend in the data.
- Summary of the most significant/overall trends.

Look at these jumbled extracts from a description based on the data in the table below about rural and urban media use in Liberia. Order the extracts to provide a skeleton answer that follows this pattern of organisation.



BBC Liberia 2008: survey of adults (15+) n = 1542

A On the whole,

B This makes it the most effective medium for reaching a wide audience in the country.

C Radio is the area of media use in which there is the least difference between the urban and rural population in Liberia.

D In the other areas of media use, however, ...

E The graph shows ...

F 94% of the urban population and 91% of the rural population use this form of media each week.

3 Complete the answer. You will need to write around 90 words to make the total answer a suitable length for the exam.

GRAMMAR FOCUS: Adjectives and adverbs, comparative adjectives and adverbs

1 Choose the correct option for each pair of words in bold.

Average Life Expectancy 2010

The average life expectancy in the United States is projected to be 78.3 for the year 2010, but don't start planning your retirement years just yet. Many factors may determine your longevity, some of which you may find 1) surprising/surprisingly.

Average Life Expectancy Male Vs. Female

Females tend to outlive males by an average of five to ten years, and have been doing so **2) consistent/consistently** for quite some time now. There isn't a single year since 1960 that men have taken the lead on that average, or even come **3) close/closely** (though the gap does seem to be **4) slow/slowly** closing). The estimated life expectancy for a man in 2010 is 75.7 years old, while for women it's 80.8. Why is that?

One reason may be that men tend to participate in **5) riskier/riskiest** behaviours more often than women, since they can be more **6) aggressive/aggressively** in nature. Violence and accidents are more **7) common/commonly** among the male gender than female, as are **8) unhealthy/unhealthily** behaviours like smoking, drinking **9) excessive/excessively**, and drug use. One study of male mice also suggests that sperm genes are to blame – male mice sacrifice longevity for **10) more big/bigger** bodies and **11) greater/greatest** energy output required for breeding. It's also proven that women's hearts keep their pumping power **12) much/more** longer than men's hearts do.

Average Life Expectancy by Country

Being American does not guarantee living **13) longer/lengthy**. In fact, the United States has dropped **14) dramatic/dramatically** from 24th in the world for life expectancy in 1999, to 49th in the year 2010. The reason? Critics say health care is the **15) primary/primarily** cause. Though Americans spend more on health care than any other industrialised country, uninsured citizens are **16) continual/continually** on the rise. The American lifestyle isn't exactly the **17) healthier/healthiest** either: smoking, obesity, traffic accidents, and homicides also have been increasing **18) steady/steadily** in the United States.

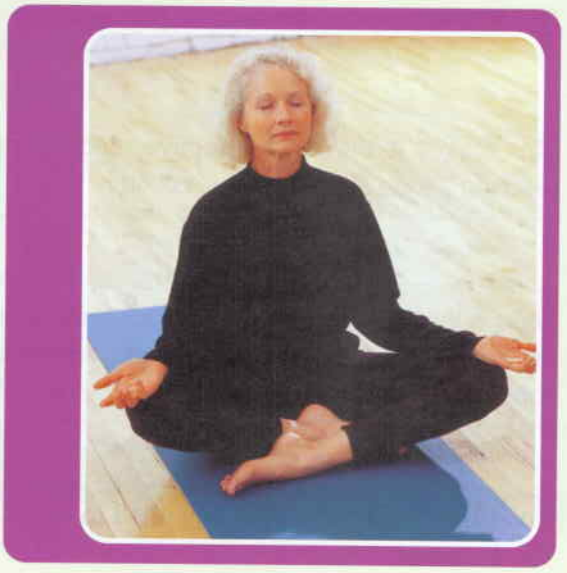
In which countries do people live the **19) longer/longest**? According to the CIA's World Fact Book, a little southeast Asian country called Macau **20) narrow/narrowly** takes the top spot, with citizens living an average of 84.36 years. The top ten countries with the **21) higher/highest** average life expectancy for 2010 are as follows:

1. Macau
2. Andorra
3. Japan
4. Singapore
5. Hong Kong
6. Australia
7. Canada
8. France
9. Sweden
10. Switzerland

The United States, at 49th, rather **22) interesting/interestingly**, is sandwiched between Wallis and Futuna and Albania. Zambia and Angola come in last – numbers 223 and 224 **23) respective/respectively**, with average life expectancies of 38.63 and 38.2.

How Long Will You Live?

Though gender, race, and country all play a role in longevity, much of the future is still in your hands. Making wise, healthy lifestyle choices is **24) complete/completely** in your control and will **25) significant/significantly** impact on the length and quality of your life.

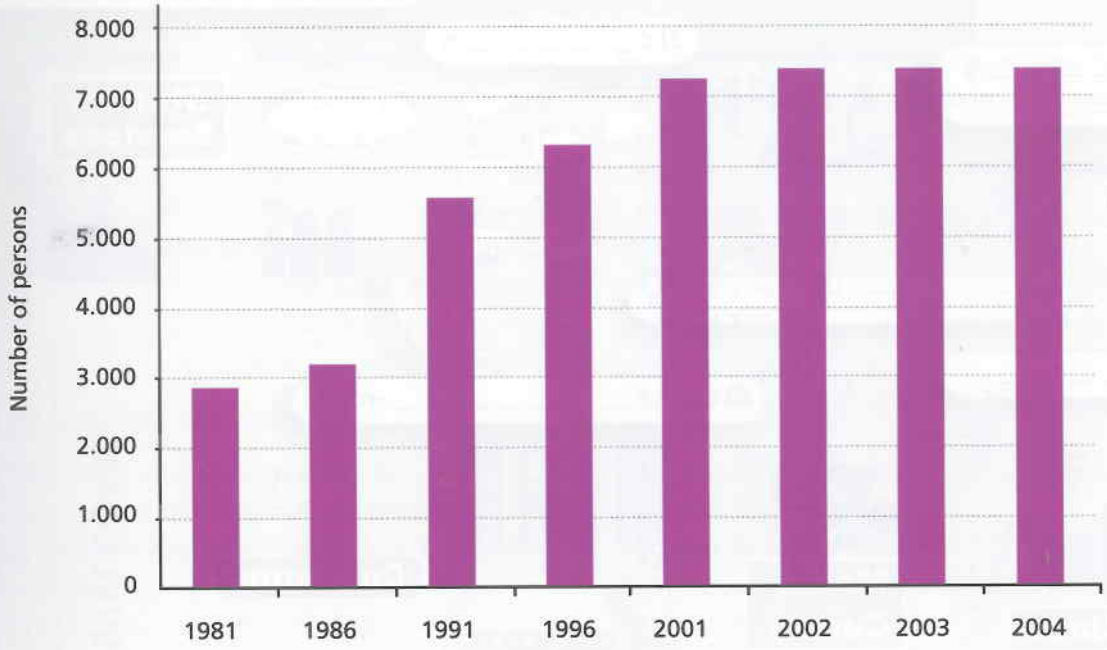


EXAM FOCUS

1 Write a short report of at least 150 words on the exam task below.

> ***The graph below shows changes in population size in Snowy River Shire County between 1981 and 2004.***
>
> ***Summarise the information by selecting and reporting the main features and make comparisons where relevant.***

Population : Snowy River Shire County, Australia.



2 Look at the notes on the task made by another student. Has this student included more/fewer/same/different points compared to your answer?

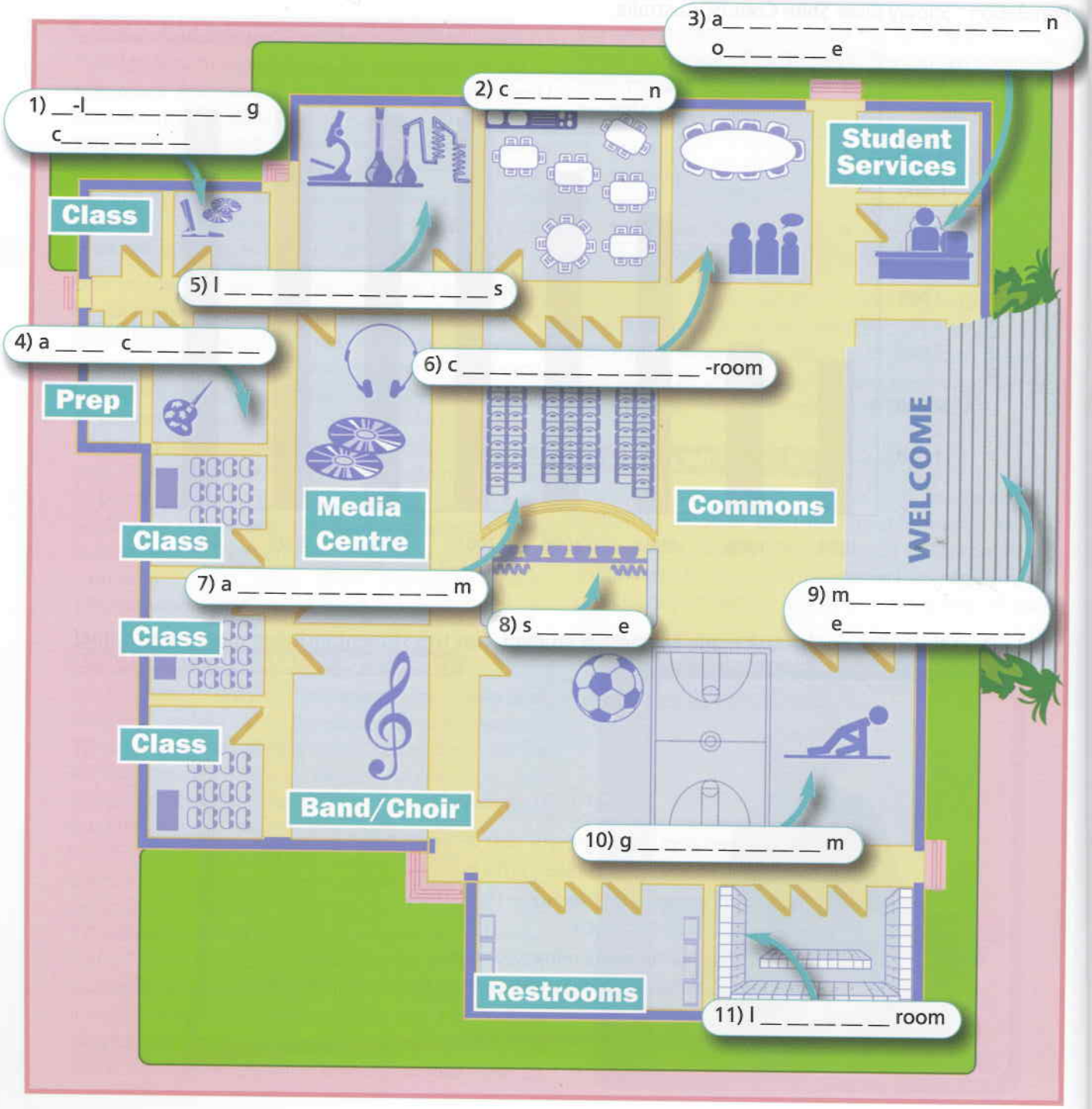
Student Notes

- Graph shows population growth over 23 year period
- Total population almost tripled in this period
- Most significant period of increase 1986-1991
- Steady rise from 1991-2001
- From 2002-2004 numbers remained stable
- After two decades of significant growth ... flat profile from 2001

5 Education

VOCABULARY FOCUS

1 Look at the diagram and complete each word for different parts of this school.



2 Complete each gap with one word from the box.

• trips	• exchange	• positions	• clubs	• lessons
• work	• activities	• member	• revision	• instruments
• practice	• experiments	• exams	• interests	• subjects

Extra Curricular Activities

can be a help when looking for a job

During an interview, an employer may ask you a range of questions to find out about your skills and experience in such areas as time management, working in a team, taking on responsibilities, etc. Any gaps you have because of a lack of actual work experience can be filled by talking about any special **1)** ..... you have, after-school **2)** ..... you attended or team **3)** ..... sessions you never missed.

What are extra curricular activities?

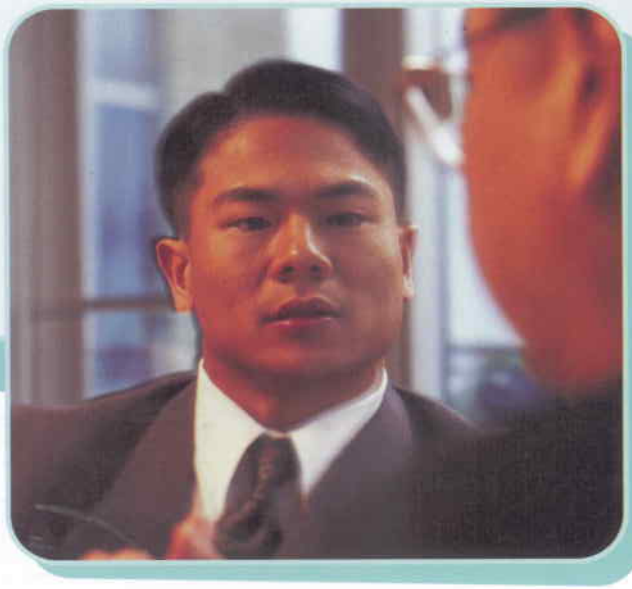
Extra-curricular activities are generally **4)** ..... or classes that you participate in outside of school/college hours. These activities may include things like:

- volunteering;
- extra **5)** ..... e.g. IT, singing;
- other **6)** ..... you have sat e.g. foreign languages;
- student council;
- sports;
- special projects or **7)** ..... you have done;
- **8)** ..... programmes;
- musical **9)** ..... .

Employers' Extra Curricular Questions may include:

- What activities do you do in your spare time?
- Have you done any charity **10)** .....?
- What was your proudest moment/achievement?
- Tell us about any special **11)** ..... you have been on?
- Were you a **12)** ..... of any teams?
- What **13)** ..... of responsibility have you held?
- How do you manage your **14)** ..... time?
- How did you balance study with these extra **15)** .....?

A range of extra curricular activities can help to convince a prospective employer that you are the best candidate for the job and raise you above the rest of your competition!



SKILLS FOCUS

1 Look at the following topic and points on the task card that a student has been asked to discuss for about 2 minutes. Then, listen to and/or look at the tapescript of what the student said.

Make the notes that you think he might have used to help him while speaking. Remember these key tips for making effective notes for speaking:

HEADINGS | **sections** | BULLET POINTS • | **single words/phrases** | **visuals/symbols** *)+$

I'd like you to describe a special interest/hobby that you have pursued outside of school/work.

You should say:

- *what your special interest is*
- *how you first became interested*
- *who you have met in following this interest*

and explain why you would recommend it to others.

Your Notes

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TAPESCRIPT

Well I have always lived in this area ... near the coast ... and I have always been interested in the sea and particularly in fishing and seafood. What I mean is I try and go out on a fishing boat whenever I can and I love learning how to cook what we catch.

It was my uncle who first got me involved. He used to be a commercial fisherman and then when he stopped work he got a smaller boat which he took me out in and basically my aunt was always cooking things like lobster, shark or seaweed which I love. I suppose it was my stomach that got me really interested. My aunt makes fantastic bouillabaisse – it's like a mixture of everything you find in the Mediterranean. Anyway, through my uncle I met people who work on larger fishing boats and they sometimes let me go out with them. I also do jobs for them and I am paid in fish ... last week, for instance, I was helping clean the underside of a boat. It was the captain of that boat who some time ago got me thinking about studying marine biology or maritime studies and that's why I am taking IELTS. I want to go to Holland to study.

I'd say that I would recommend fishing to others, especially in an area like this, because the sea is fascinating and it's great to do something in different seasons outdoors ... and seafood is just great.

2 Look back at the tapescript in Ex. 1 and underline examples of language used to:

• compare • explain • clarify • speculate • give an example • give an opinion

3 Make notes on the topic card to talk about your own special interest for two minutes. Record yourself speaking. Listen back to the recording and note how many examples of the language in Ex. 2 you used.

GRAMMAR FOCUS: Narrative tenses: past simple/continuous, past perfect, *used to*

1 Look at the text in which someone is remembering what school was like in the 1950's. Complete each gap with the correct form of the verb *(past simple/past continuous/past perfect)* at the end of each line.

I **1)** ..... in Cardiff in 1954 and by 1959 I **2)** ..... primary	BE/BORN START
school. I remember a tiny school with a real coal fire to heat the classroom in winter. The school **3)**	HAVE
two teachers who both **4)** ..... my elder	TEACH
sisters. They were kindly older ladies who **5)**	SIT
a child on their laps to tell stories to the whole class; we **6)** ..... slates to write	HAVE
on and **7)** ..... turns	TAKE
to spell words out loud every morning. Playtimes were fun but could be rough and were spent outside: while we (the girls) **8)** ..... the boys	SKIP
9) ..... off the old	JUMP
bicycle sheds. When I think back I can remember that many of the children **10)**	BE
poor, often unwashed and the hygiene nurse **11)**	BE
a regular visitor. However, we all **12)** ..... a penny to	FIND
buy a bun with our free school milk which **13)**	DELIVER
by the time we **14)**	ARRIVE
each morning. Out of school, we **15)**	PLAY
on the street till the stars **16)** ..... out.	COME

Wendy Jones, Cardiff

2 Complete the text with either *past simple, past perfect* or where appropriate a *'used to'* form of the verb in brackets.

Probably the biggest difference between now and then **1)** ..... **(be)** actually getting there and coming home. Not many parents **2)** ..... **(drive)** their kids to school (mainly because not many people **3)** ..... **(have)** cars). Parents **4)** ..... **(leave)** you to your own devices and my sister Julia and I **5)** ..... **(have)** to walk two miles over ground no parent would ever allow now.

It **6)** ..... **(mean)** going across fields and crossing two streams along a fairly quiet road where no one **7)** ..... **(can)** hear you if you **8)** ..... **(fall)** in.

What I remember most is running away one day. I **9)** ..... **(ask)** Teacher once too often to go to the bathroom and she **10)** ..... **(be)** not amused. I **11)** ..... **(run)** out the gate and was a good way down the road – with Teacher blowing her whistle behind me – before Mrs Stone, a typical Aunty type, **12)** ..... **(stop)** me and **13)** ..... **(make)** sure some sympathy was shown.

The other great memory I have – again something which would be frowned upon now – **14)** ..... **(be)** taking the dinner left-overs across the road to the farm opposite, where we **15)** ..... **(throw)** everything to the resident chickens. Great fun.

They **16)** ..... **(be)** good schooling days though. Every morning, we **17)** ..... **(sit)** down in class and **18)** ..... **(have)** to spell twelve words. If one single person **19)** ..... **(get)** one wrong, we **20)** ..... **(have)** that word again the next day. Ties for girls and boys, free school milk and handwriting upright (always!) oh and everyone **21)** ..... **(know)** the Anthem by heart. Oh how it's changed!

EXAM FOCUS

1 Prepare to talk about the following topic by making notes.

> I'd like you to tell me about the primary school you went to.
>
> You should say:
>
> - *what you typically did each day*
> - *what you remember most about it*
> - *what your favourite activities were*
>
> and explain how it was the same as or different to other schools in your country.

2 Record yourself speaking for two minutes on the topic. As you listen back to the recording, think about points you could have expanded on more.

6 Accommodation

VOCABULARY FOCUS

1 Complete these definitions of different kinds of accommodation with the words from the box.

• accommodation • college • pay • house • beds • rent

1 A dormitory is a long room which contains rows of ....
2 A hostel is a kind of cheap .... with basic facilities.
3 A bedsit is accommodation you ..... containing sleeping and living facilities all in one room.
4 A hall of residence is a .... building where students live.
5 A B&B is a small hotel or private ..... where you can ..... for a night's stay and get breakfast in the morning.

2 Complete the blanks to make compound nouns or collocations related to accommodation.

1 washing .....
2 air .....
3 double .....
4 central .....
5 vacuum .....
6 bed .....
7 ..... wave
8 ..... point

Underline the main stress on all the words.

3 Read this extract from a text about college accommodation in Brisbane, Australia and complete the gaps.

Residential colleges or similar purpose-built residences for students normally provide a **1)** ..... bedroom with study **2)** ....., wardrobe, **3)** ..... bathrooms and a shared common **4)** ..... . Some colleges provide meals. Students with special dietary requirements need to enquire whether the college can cater for their dietary requirements. Some college residences provide kitchen **5)** ..... for students to cook their own meals. Our college **6)** ..... starts from $290.00 per week.

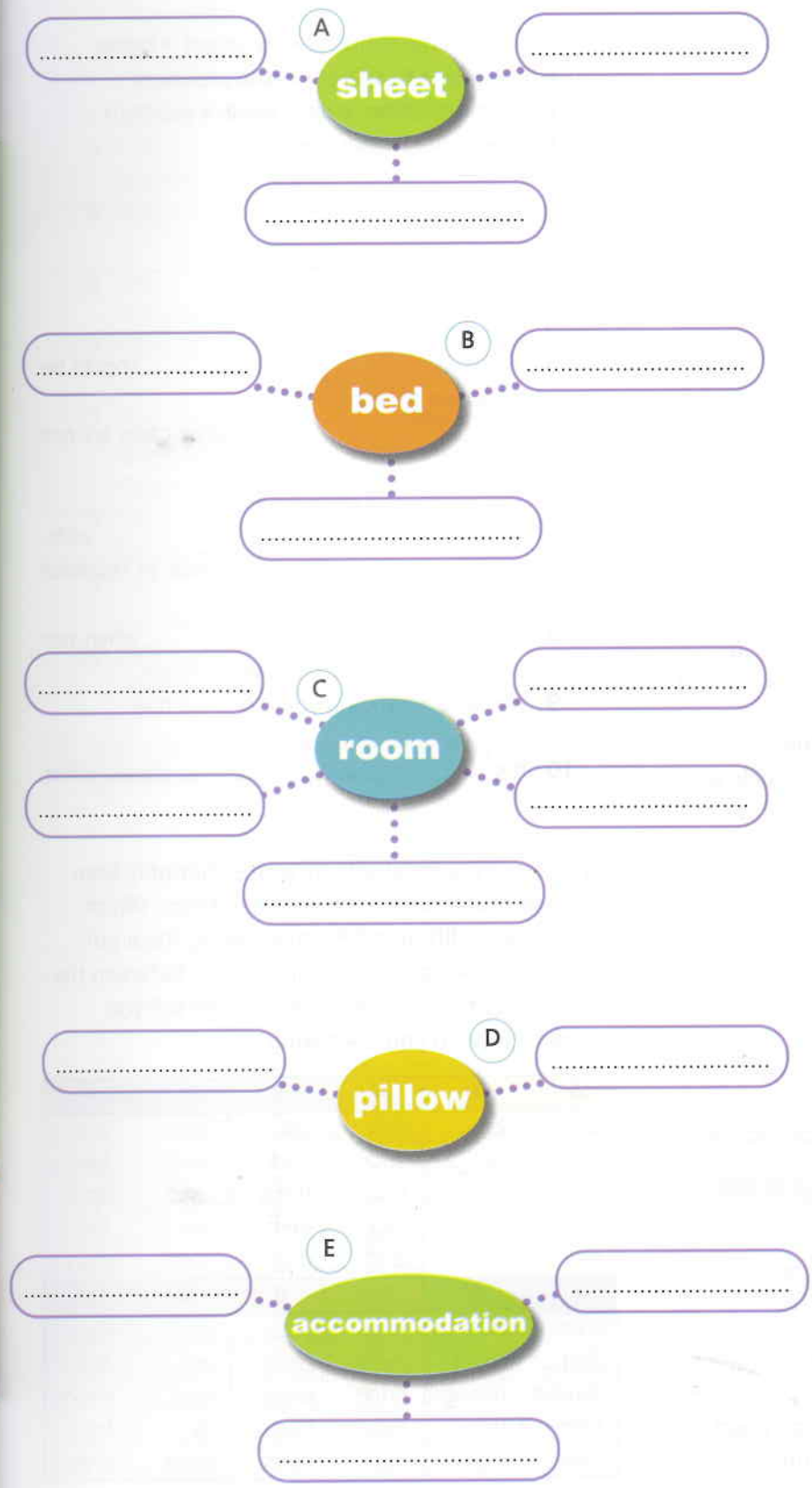
There is also accommodation near our college site. This accommodation is a six-storey, 450-bed complex. It **7)** ..... for a range of student needs from one-bedroom units with their own kitchen, **8)** ..... and bathroom, through to shared apartments with up to five lockable bedrooms surrounding a common kitchen, lounge and bathrooms. All apartments are fully **9)** ..... and have been designed with students in mind. Prices start from $211.00 per week, per room in a 5 or 6 person shared apartment.

Student Lodges and Hostels are similar to residential colleges, but are not located on or necessarily near the grounds of a college. An established weekly/fortnightly/semester fee is **10)** ..... for either a single **11)** ..... or twin share (two people per room). Smaller **12)** ..... may have only nine people in one house, with larger hostels accommodating more than thirty people in one building. Some hostels cater for female or male students only, while others offer a mixed-living environment. All places have a **13)** ..... bathroom, kitchen, dining room, and living room. It is common for meals to be provided, but there are facilities available where you can do your own cooking. Prices for hostels that provide meals start from $200.00 per week.

Read through the text again and underline all the words related to 'accommodation'.

4 Complete these diagrams with the adjectives they collocate with.

• furnished • unfurnished • single • clean • soft • double



5 Listen to the recording and answer the questions in the vocabulary quiz on words about 'accommodation'.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....

6 Now write 10 quiz questions on other words you have learnt about 'accommodation' to ask your classmates. Get ready to hold a quiz in class.

1 .....
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2 .....
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3 .....
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4 .....
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5 .....
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6 .....
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7 .....
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8 .....
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9 .....
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10 .....
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SKILLS FOCUS

1 **Listen to the recording and tick (✓) which of the two sentences the speaker says. Listen carefully!**

1 The kitchen is so **cold**. ☐
The **kitchen** is so cold. ☐
2 I'd prefer a large room with air conditioning. ☐
I prefer large rooms with air conditioning. ☐
3 I would've paid in that situation. ☐
I would pay in that situation. ☐
4 How do you switch it on? ☐
How did you switch it on? ☐
5 The bus stops outside the house. ☐
The bus stopped outside the house. ☐
6 You don't smoke, do you? ☐
You smoke, don't you? ☐
7 You should pay your rent now. ☐
You shouldn't pay your rent now. ☐
8 The flat's near Green Park. ☐
The flat's near Greemark. ☐
9 I'd like a **cheap** rent in shared accommodation. ☐
I'd like a cheap rent in **shared** accommodation. ☐

2 **Listen to the recording. Match the paraphrases you hear to the sentences below. Write the correct number of the paraphrase in the boxes.**

A ☐ Where do you live?

B ☐ She always eats her breakfast at home.

C ☐ It's on the next street, so it's not far away.

D ☐ It was impossible to hear what he was saying.

E ☐ You have to put your lights out by midnight.

F ☐ I can't find my money, credit cards and jewellery.

G ☐ I bought a light suitcase and bag on purpose.

H ☐ They came in at the same time.

Listen to the recording again if you need to, so that you get all the answers right.

3 **Now listen to these speakers and complete the paraphrases of what they say with words/phrases from the list.**

• sheets • the suburbs • furnished • better
• provided • to share • cause problems
• accommodation • rent • live • you think is
• far • prefer • same • less

1 I am looking for ..... accommodation.
2 I'd prefer ..... accommodation.
3 The flat is located in ..... .
4 Your ..... should be $300 per month.
5 ..... and pillow cases are not ..... .
6 Ask yourself what qualities you ..... from someone you will ..... with.
7 Renting a house and living in halls of residence are ..... from being the ..... .
8 You spend ..... when you share ..... with others.
9 Not understanding your contract may ....
10 It's ..... to choose what ..... best.

4 **Here are several sets of words that only have one sound difference between them. Which sound is different? Practise saying them out loud, making sure you distinguish between the different sounds. Ask someone to tell you which word you are saying.**

A	B	A	B	A	B
beat	bit	cut	cot	pen	pan
heat	hit	suck	sock	send	sand
seat	sit	hut	hot	lend	land
sheep	ship	luck	lock	ten	tan
eat	it	dug	dog	men	man
A	**B**	**A**	**B**	**A**	**B**
free	three	bus	buzz	light	right
first	thirst	piece	peas	led	red
fought	thought	price	prize	long	wrong
Finn	thin	fist	fizzed	fly	fry
four	thaw	pups	pubs	glass	grass

GRAMMAR FOCUS: *Must, need* and *have to*

1 **Complete these sentences about accommodation needs with *need to/don't need to.***

1 You usually ..... pay a lot when you stay in luxury hotels.
2 People usually ..... give a deposit before they can rent a room.
3 You ..... rent a furnished place if you have your own furniture.
4 When you stay in a dormitory you usually ..... provide your own towels.
5 You ..... worry about having enough cash when you have a credit card.
6 Because halls of residence have canteens you ..... cook yourself.
7 You may ..... show documents like a passport or a visa when you check into a hotel room.
8 You ..... make your own bed when you stay in a hotel.
9 You ..... pay your rent by cash if you can use your credit card.
10 When you stay in a hotel you ..... wash your own sheets and towels.

2 **Now complete these sentences using *have to/don't have to/must/mustn't.***

1 In dormitories you usually ..... put the lights out at an agreed time.
2 In many countries these days you ..... smoke in hotel rooms.
3 Hotels with lots of facilities ..... cost more than simpler ones, I think.
4 In some colleges you ..... stay in a hall of residence in your first year.
5 Our regulations state that our staff ..... clean these facilities every two hours.
6 You ..... invite friends to stay in your room when you live in a hostel.
7 You ..... pay by cash. We accept credit cards and cheques too.
8 It ..... get cold in winter in accommodation with no heating.
9 In a bedsit you usually ..... provide your own sheets, towels etc.
10 In some accommodation you ..... pay water bills as it's included in the rent.

3 **Complete the second sentence using *must, need* or *have to* in the correct form so that it means the same as the first sentence.**

1 My advice to you is speak to your landlady.
You ..... to your landlady as soon as possible.
2 There is nothing in your contract about paying a deposit.
According to your contract you ..... pay a deposit.
3 I'm absolutely certain that is John on the phone.
That ..... John on the phone.
4 It's necessary to register before you can use the accommodation service.
You ..... before you can use the accommodation service.
5 In my aunt's house, her rule is that everyone makes their own bed.
Everyone ..... their own bed in my aunt's house.
6 Smoking is forbidden in most rented accommodation these days.
You ..... in most rented accommodation these days.
7 It's not always necessary to show your identity papers when you rent accommodation.
You ..... show your identity papers when you rent accommodation.
8 There are so many rules to follow when you rent accommodation. It's awful.
There are so many things you ..... when you rent accommodation. It's awful.

4 **Draw a line to match the meaning to the modal verb. Some verbs may have more than one meaning.**

A

1 must
2 have to
3 need
4 mustn't
5 don't have to
6 needn't

B

A necessity
B not important
C obligation
D certainty
E forbidden
F not necessary
G rule

5 Complete the gaps in this article giving advice to students on what to bring to college. Use the correct form of *must, have to, need*.

You'll soon 1) ..... start thinking about packing your bags for college. But packing them with what? Many first year students arrive at the dorms carrying huge boxes and suitcases only to discover that they've brought stuff they 2) ..... . By bringing the right items with you, you'll get a good start to the year and you 3) ..... worry about running around buying things.

Stuff for Your Room

Call the housing office beforehand and find out how big your room is and what it comes with. Also check whether you 4) ..... pay a deposit. Not all places have elevators, so it's better to pack a lot of smaller boxes that one person can handle. This way you 5) ..... strain yourself getting things to your room. You should bring:

- comforter/bedspread;
- pillow;
- bed linen (you'll 6) ..... check what size bed you have);
- clothes hangers
- coffee mug;
- drinking cups, dishes and silverware for snacks;
- poster putty (in case you 7) ..... hang things up).

Don't Bring It

As for what NOT to bring, you should contact your housing office and ask about the rules and regulations within the residence halls. There are numerous items that you 8) ..... bring as colleges don't allow you to use them:

- halogen bulbs and/or lamps (you 9) ..... have these as colleges provide replacements);
- hotplates, toasters, toaster ovens;
- air conditioners;
- extension cords;
- candles;
- pets, waterbeds, nail picture hangers.

You might want to contact some students currently in your future college and ask them what you 10) ..... bring. Write up a checklist a few weeks before you begin packing and add to it as things occur to you.

6 Write six sentences describing the obligations, requirements, necessities, things that are forbidden, unnecessary or not required in the place where you live/a place where you have lived. Be ready to discuss these in class.

1 .....
.....

2 .....
.....

3 .....
.....

4 .....
.....

5 .....
.....

6 .....
.....

EXAM FOCUS

Listening

Questions 1 - 4

Choose the correct letter, A, B or C.

1 The man is leaving a long message because
- A he is going away for a while.
- B his friend is going away quite soon.
- C he needs to talk to his friend urgently.

2 The hotel he recommends is
- A quite a smart place.
- B not very clean.
- C pretty simple.

3 The price for the accommodation
- A goes down the longer you stay.
- B includes a separate bathroom.
- C is for a single room.

4 The name of the hotel is spelt
- A D – U – S – H – E – N – N – Y
- B D – U – C – H – E – N – Y
- C D – U – C – H – E – N – N – E – Y

Questions 5 and 6

Choose TWO letters, A-F. Which TWO details about the hotel does the man give his friend?

- A the hotel's general location
- B the hotel's web address
- C the name of a member of the staff
- D the hotel's email address
- E the hotel's address
- F the name of a friend

Questions 7 - 10

Answer these questions with NO MORE THAN THREE WORDS AND/OR A NUMBER.

7 What time is the man leaving?

.....

8 How is he getting to his destination?

.....

9 What happened to the man's old mobile phone?

.....

10 What's his new phone number?

.....

7 Gadgets

VOCABULARY FOCUS

1 Unscramble the words to complete the definitions.

Words	Definitions
1 plaopt	A ..... is a kind of computer which you can carry around with you.
2 tmoree orlocnt	A ..... is a device we use to operate electronic devices such as TVs and DVDs.
3 ihcwst fof	You ..... a device by cutting off its power supply.
4 seumo	A ..... is something you move with your hand in order to work a computer.
5 gcnufoisn	When something is ..... you can't understand it because it's not clear.
6 defstaurrt	When you are ..... you are annoyed at some problem you can't fix.
7 dlapuo	You ..... when you put your own material on to the web.
8 dcxtiee	When you are ..... you feel very happy and enthusiastic about what will happen.
9 rltcuacloa	A ..... is a machine you use to add up, take away, subtract or multiply.
10 ghna pu	When you ..... you end a phone call.

2 Complete these sentences with the correct preposition from the box.

• by • with • in • about • of

1 I'm tired ..... working so hard for so little money.
2 They are really excited ..... going away on holiday next week.
3 They're really interested ..... uploading the videos they make.
4 I get quite bored ..... most of the programmes on television.
5 He got confused ..... all the different information he was given.
6 She always gets frustrated ..... new gadgets if she can't work them.
7 Many people are fascinated ..... stories about unknown places.

3 There are mistakes in the verbs or compound nouns in these sentences. Find and correct them.

1 He plugged on a mouse because he didn't like the computer's touch pad.
.....
2 I love playing the Internet when I go to bed at night.
.....
3 Facebook is probably the most popular site for social netting.
.....
4 Text sending is a cheap and efficient way of communicating, and fun.
.....
5 You can make a mouse work by turning it on.
.....
6 When you switch off a computer the programmes start automatically.
.....

4 Do you know when different gadgets became popular? Complete this article with words from the box and find out. N.B.: There are more words than you need.

- remote control
- video
- cookers
- computers
- laptop
- printers
- Game Boy
- radios
- clock
- microwave
- calculator
- mobile phones
- iPod
- CD
- DVD players

JUST look how far our favourite electrical gadgets have come in 75 years.

Whereas once we rushed to buy **1)** ..... so big we could barely lift them, today British people favour super-thin LCD televisions for their home entertainment.

And while electric cookers were the hottest sellers in the Sixties, just a decade later **2)** ..... ovens had taken over in our kitchens.

In 1979, children, who were then obsessed with Sony Walkmans, could not have imagined the **3)** ..... .

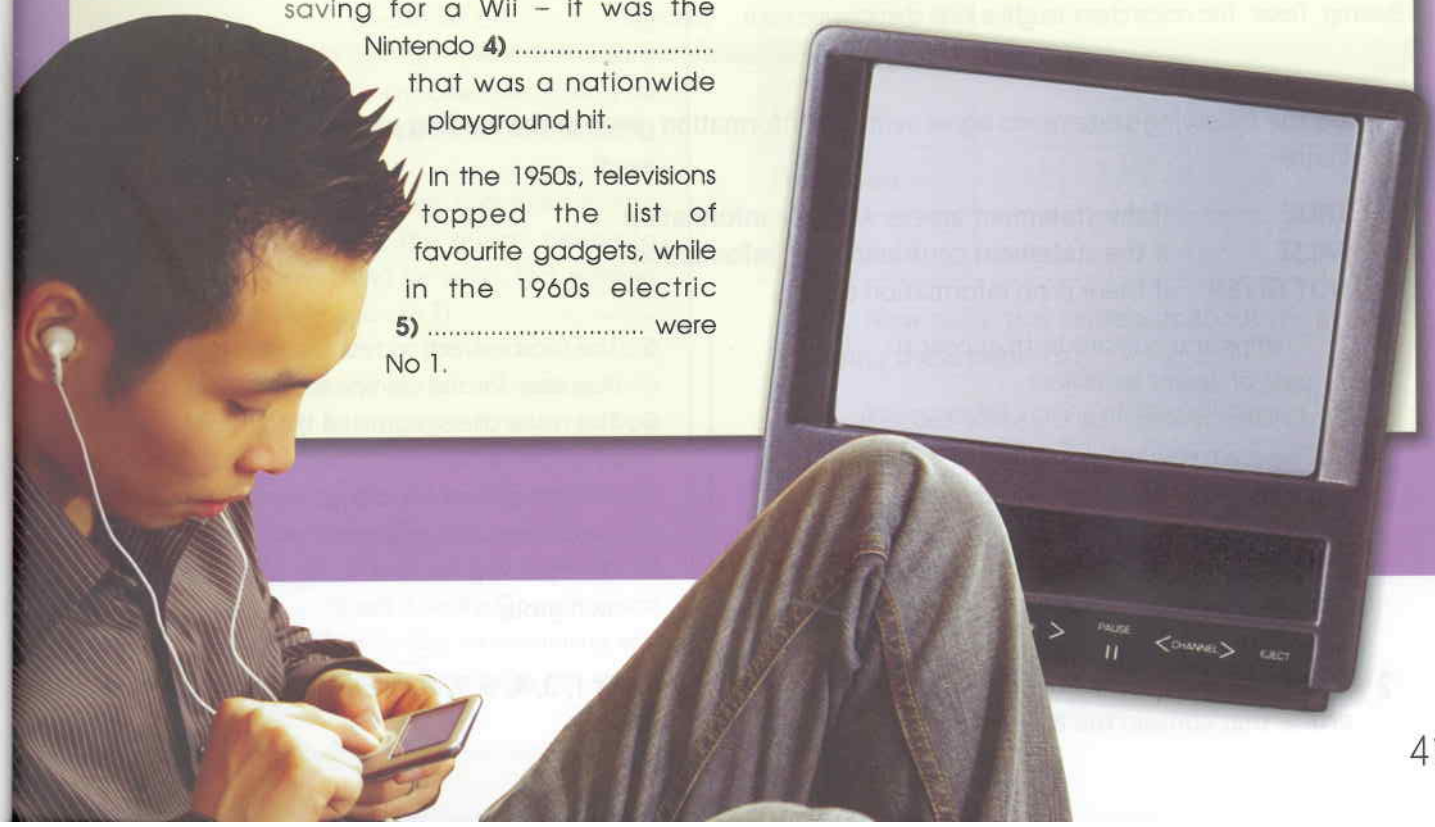
Ten years later – still years before all kids were saving for a Wii – it was the Nintendo **4)** ..... that was a nationwide playground hit.

In the 1950s, televisions topped the list of favourite gadgets, while in the 1960s electric **5)** ..... were No 1.

The most popular product over the 1970s was the microwave oven, though in 1973 the Teasmade – an alarm **6)** ..... with a gadget that wakes you up with a cup of tea – momentarily took the top spot.

7) ..... recorders were an essential for every home in the 1980s, while in the 1990s **8)** .....with printers were the national favourite.

And in the Noughties? Why, LCD TVs of course – we were all obsessed with the biggest and smartest tellies we could afford.



Chimps pass on gadget use like humans

Chimpanzees readily learn and share techniques on how to fiddle with gadgets, new research shows – the best evidence yet that our closest living relatives pass on customs and culture just as humans do.

The new findings help shed light on the capabilities of the last common ancestor of humans and chimps. And the research could also help develop better robots and artificial intelligence, the researchers say.

In the wild, chimpanzee troops often are distinct from one another, possessing collections of up to 20 traditions or customary behaviours that together seem to form unique cultures. Such practices include various forms of **tool use**, including hammers and pestles; courtship rituals such as leaf-clipping, where leaves are clipped noisily with the teeth; social behaviours such as overhead hand-clasping during mutual grooming; and methods for eradicating parasites by either stabbing or squashing them.

While observing chimpanzees, evolutionary psychologist Antoine Spiteri at the University of St Andrews in Scotland wanted to help settle the question of whether or not the apes learned such practices by watching others, as humans do, as opposed to simply knowing how to perform such behaviours innately.

Spiteri and his colleagues investigated six groups of chimpanzees, each with eight to 11 apes, living in captivity in Bastrop, Texas. The researchers taught a lone chimpanzee from one group one technique for obtaining food from a complex gadget, such as stabbing food with a tool. They next taught one chimp from another group a different technique for extracting food from the same gadget, such as pushing it out down a ramp.

The extremely hot Texas weather made it hard for researchers to work, "And because participation by the chimpanzees in each of these studies has been completely voluntary, it sometimes means that we as experimenters have had to be extremely patient," Spiteri recalled. "Considering the insights we have gathered, it has been worth the sacrifice."

Over time, the researchers found that each technique for **tool use** and food extraction spread within each group. In essence, these groups displayed their own **unique culture** and local traditions.

A number of these chimpanzee groups are next-door neighbours living within eyeshot of each other, and researchers found traditions proved catching, with foraging practices spreading from one group to another. The findings were detailed in the June 19 issue of the journal Current Biology.

1 Do the following statements agree with the information given in the reading passage? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 Chimps and humans both appear to pass on learnt behaviour. .....
2 All chimpanzees use the same tools. .....
3 The main researcher was interested in comparing some human and ape behaviours. .....
4 The researchers taught all the chimps how to extract food. .....
5 The food extraction techniques were very easy for the chimps to learn. .....
6 The researchers regretted the amount of effort involved in the research. .....
7 The researchers concluded that the apes learnt from one another. .....
8 The apes kept their learning within their own groups. .....

2 Questions 1-8 all required you to read for detail. For questions 1, 3, 4, 6, 7, 8, underline the words in the article that contain the answers.

GRAMMAR FOCUS: The passive

1 Read this review of the game NINTENDOGS and put the verbs in brackets into the right tense in the *active* or *passive*.

NINTENDOGS 1) ..... **(launch)** by Nintendo over 5 years ago. It 2) ..... **(release)** to eager players after much excitement and waiting. Although its name 3) ..... **(sound)** slightly mad, it is strangely addictive. And that's just how the game is. Instead of killing alien space invaders or enemies of the state, players have to choose a puppy and look after it. You 4) ..... **(show)** six breeds of dogs each with a different gender, personality and colour, and you have to choose one. Then you need to name your dog, which is an embarrassing process as you 5) ..... **(have to)** shout the name into the microphone on your Nintendo DS. After that, the puppy needs to 6) ..... **(take)** for walks, fed, washed and brushed regularly and can 7) ..... **(teach)** to do tricks. It's your job to care for your lovely puppy. Your puppy can also be entered into competitions and win prizes. If your puppy 8) ..... **(not/look after)** well, it 9) ..... **(begin)** to look dirty, skinny and unloved. It may even 10) ..... **(run away)** if you don't look after it properly or 11) ..... **(treat)** it badly. Doesn't sound very exciting, does it? But in fact it's fascinating and can consume great chunks of your day, as we've already found out!

2 Change these instructions for looking after your Nintendog into the *passive*.

1 You need to name your puppy.
.....

2 You must take your puppy for walks.
.....

3 You must care for your puppy by feeding, washing and brushing him regularly.
.....

4 You can teach your puppy to do tricks.
.....

5 You can put your puppy into competitions.
.....

6 If you don't care for your puppy it will get sick.
.....

7 You mustn't treat your puppy badly or it might run away.
.....

3 a Look at these actions. Decide if the person does them or if they are done to the person.

Actions	Baby	Adult
Feed		
Wash		
Dress		
Exercise		
Put to bed		
Protect		

b Now make true sentences about the actions using these patterns.

1 *Babies are fed* and *Adults feed themselves*
2 .....
3 .....
4 .....
5 .....
6 .....

c When might we use the passive form of some of these actions to talk about adults?

N. B.: Try to take no more than 20 minutes to complete the reading task.

Japan's addictive media pods

Think of them as a home away from home for media addicts. In fact though, they're more than that. Japan's media immersion pods allow people to share their solitude too. Go along to a cyber café and you will find rows of media pods, which you just hire for as long as you like. And what do you get for your money? Inside you find a full range of technological entertainment: the Internet, DVDs, computer games, iTunes, as well as manga (Japanese comics) and food and drink. Make yourself at home.

People can rent these pods in ones or twos. You just go into your two square metres of pod, settle down on the soft floor or on the comfy sofas provided and choose your activity. An enormous plasma screen lets you view TV channels from any part of the world, play whatever computer games you wish, watch the latest DVDs or surf the net at incredibly high broadband speeds.

If you'd rather go low-tech, just choose your reading material – a huge range of comics and magazines, or listen to your favourite music on superb quality headphones. And don't worry about getting hungry. There's more than enough food and drink to keep you going. And if you have plans to stay the night, that's possible too. You can hire a pod overnight, and don't worry if you forget your toothbrush-you can buy one here! Customer satisfaction is high, and the reasons for using the pods are varied, as this selection of comments shows:

A You just feel really free here – free to do whatever you want – there's so much more choice here than anywhere else. Sometimes I just come for a quick sleep.

B If I come here I know I won't have to talk to anyone – I can go out at night, but not have to be sociable. That's quite special for a woman.

C I know people don't think they're as cool as karaoke, but they cost much the same, and I just prefer them.

D I just pop in during the day to catch up with the sports news – it gets me out of the office when I haven't got much to do.

E When I use the Internet I don't like interruptions or pressure. If you go on the net at home you always feel guilty because you feel you should be spending time with the family instead. Here I can just relax and concentrate on the Internet.

F When I leave work I don't always feel like going straight home, so I come along here – I can get some 'me' time.

G I just like being by myself – it gives me my own space, which I can't get at home with my husband. Sometimes I spend the night here – women are perfectly safe.

H What I like is that you get a real sense of privacy – you know that no one will bother you. The staff never check on what you're doing.

Hidenori Kimura, a sociologist who writes about intercultural encounters, said he believes Media Pods fulfill a deep and persistent cultural longing. "The Japanese system of competition for education, career and social esteem," Dr. Kimura explained, "forces young people to obsess over self-presentation, which costs them both fantasy and anonymity, the privileges of childhood. What Japanese young people want," in his view, "are opportunities to be free of their social status."

"Traditionally," he explained, "tea ceremonies and festivals have fulfilled this role of depriving people of their social status, thus helping them become 'nobody'. Tea ceremonies put everyone on the same social level. Everyone was just a person enjoying the tea ceremony and tea. Similarly, festivals among farmers allowed them to do what they wanted and feel free of norms and rules."

"The Media Pods now serve this purpose", he said. "Nobody cares what you do, which enables you to be absorbed in whatever fantasy you want to indulge in through net surfing, Web games or manga. Yet you can satisfy your timid desire to belong." "Staying in a Media Pod", he concluded, "is now part of jibun-sagashi, or the search for the true self."

Questions 1 - 4

Do the following statements agree with the information given in the reading passage? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 Media pods are found in people's houses. .....

2 The pods are very crowded because they contain so many machines. .....

3 The activities on offer in the pods are all hi-tech. .....

4 Most people like to eat in their pod. .....

Questions 5 - 9

Look at the following statements *(Questions 5-9)* and the comments A-H made in the reading passage. Match each statement with the correct comment, A-H. Write the correct letter, A-H.

5 The pods provide an opportunity to be free of your responsibilities to loved ones. .....

6 The pods are a good way of using your spare time. .....

7 Nobody cares what you do in a pod. .....

8 The pods give women freedom from social expectations. .....

9 The pods provide a greater variety of activities than your home. .....

Questions 10 - 13

Choose the correct letter, A, B, C or D. Write the correct letter.

10 According to Hidenori Kimura the media pods are popular because Japanese people
- A like to compete with one another.
- B are very imaginative and creative.
- C don't feel any social pressures in them.
- D are anxious about their children's education.

11 The sociologist believes that traditional Japanese tea ceremonies and festivals
- A enabled people to meet one another.
- B freed people from their traditional roles.
- C gave people a sense of identity.
- D caused some psychological damage.

12 In Hidenori Kimura's opinion, media pods
- A allow people to explore their feelings.
- B help people overcome their shyness.
- C give people a sense of purpose.
- D help people be creative.

13 The article aims to
- A encourage people to try media pods.
- B shows why media pods are on the increase.
- C explain why media pods are essential in Japan.
- D make us think about the disadvantages of media pods.

8 Crime

VOCABULARY FOCUS

1 Complete each gap with the correct form of the word at the end of the line.

A survey of those serving prison sentences in America in the late 1990s showed very low **1)** ..... levels. Many could not read or write above elementary school level, if at all.	EDUCATE
The most common crimes committed by these inmates, which had led to their **2)** ....., were robbery, burglary and automobile **3)** ..... . Also high on the list of the **4)** ..... they had committed were things such as drug **5)** ..... and shoplifting. Because of poor school **6)** ..... and achievement, their **7)** ..... histories consisted of mostly low-wage jobs with frequent periods of unemployment and sometimes **8)** ..... . Jobs that pay at or below the minimum wage do not help deter criminal **9)** ..... . Even with government social services, such as food stamps, public **10)** ..... and medical care, the income of a minimum wage household still falls short of providing basic needs.	PRISON THIEF OFFEND TRAFFIC ATTEND EMPLOY HOMELESS ACT HOUSE

2 Look at this crime clock published by the FBI which shows how often crimes are committed in the US. Complete the incomplete word in each of the definitions below. Then, match each crime to definitions **A-H**.

CRIME CLOCK

1	Every 23.1 seconds: One **Violent Crime**
2	Every 32.6 minutes: One **Murder**
3	Every 1.3 minutes: One **Robbery**
4	Every 36.9 seconds: One **Aggravated Assault**
5	Every 3.1 seconds: One **Property Crime**
6	Every 14.7 seconds: One **Burglary**
7	Every 4.5 seconds: One **Theft**
8	Every 25.5 seconds: One **Motor Vehicle Theft**

A Unlawful entry into a building to c_ _ _ _ _ a crime or theft.

B An unlawful attack by one person upon another for the purpose of causing bodily in_ _ _ _ .

C The unlawful t_ _ _ _ _ _ of another's possessions.

D Crime that includes, among other crimes, burglary, theft, arson, shoplifting, and v_ _ _ _ _ _ _ _ .

E The in_ _ _ _ _ _ _ _ _ _ killing of one human being by another .

F The theft or attempted theft of an auto_ _ _ _ _ _ .

G The use or threat of violent force by an offender upon a v_ _ _ _ _ .

H The taking or attempted taking of anything of value from the care or control of a person by f_ _ _ _ .

SKILLS FOCUS

1 Read this essay question. Then read through the two texts and highlight any key words/ideas related to the topic of the essay.

> ***We must stop blaming the government for rising youth crime and instead focus much more closely on parents. Good parenting is the most effective way to keep children out of trouble.***
>
> ***To what extent do you agree with this opinion ? Use your own ideas and experiences to support your arguments with examples and relevant evidence.***

Parents Preventing involvement in crime

Click here: directgov Public services all in one place www.direct.gov.uk

directgov Public services all in one place www.direct.gov.uk

In order to prevent your child getting into trouble with the law, it's important to understand the reasons why most young people offend in the first place.

What makes a child offend?

There are many reasons why a child may turn to crime, but the most common ones are:

- lack of education and playing truant;
- poor family relationships;
- peer pressure (having friends who commit crime);
- having family members who commit crime;
- drug abuse;
- mental health issues, such as attention deficit and hyperactivity disorder (ADHD).

Perhaps the most important thing to remember is that a young person's parents are the first and most important role models they will have in their life. If a child's parents set good examples of behaviour and show respect to other people, then they are much more likely to do the same.

Other role models

It is not just parents who can set a good example. Children and young people are also influenced by anyone else they feel a connection with. So teachers, other family members like uncles, aunts or grandparents, and even well-known people in the community can have an effect. Try to identify people like these who have good moral values and show kindness and respect for others, and encourage your child to spend time with them and be like them.

After school hours

Research has shown that most crimes committed by young people happen between the hours of 3:00 pm and 6:00 pm. Trying to stop your child from socialising with their friends after school is unlikely to make you very popular, but if you think your child is involved in crime it is worth knowing when they are most likely to offend.

How to prevent criminal or anti-social behaviour is being debated in primary schools. With so many television depictions of punishments based on the extremes of US prisons and courtroom dramas, as well as UK press stories of "soft" justice – many wonder whether young people have any real fear of the potential consequences of bad behaviour.

The charity Safeguarding Communities – Reducing Offending (Sacro), which provides services in conflict resolution and criminal and restorative justice, firmly believes lessons in crime and punishment should start in primary school. National schools co-ordinator Richard Hendry has worked with secondary school pupils on crime and youth culture, but believes it could begin much earlier. "The earlier the better," he said. "It could work for primary six and primary seven but I would not be looking for a shock approach.

"I think it would be helpful for everyone to have a true sense of what jail is and what experience of it is for young people," he added.

2 Use this outline to make a plan for the essay.

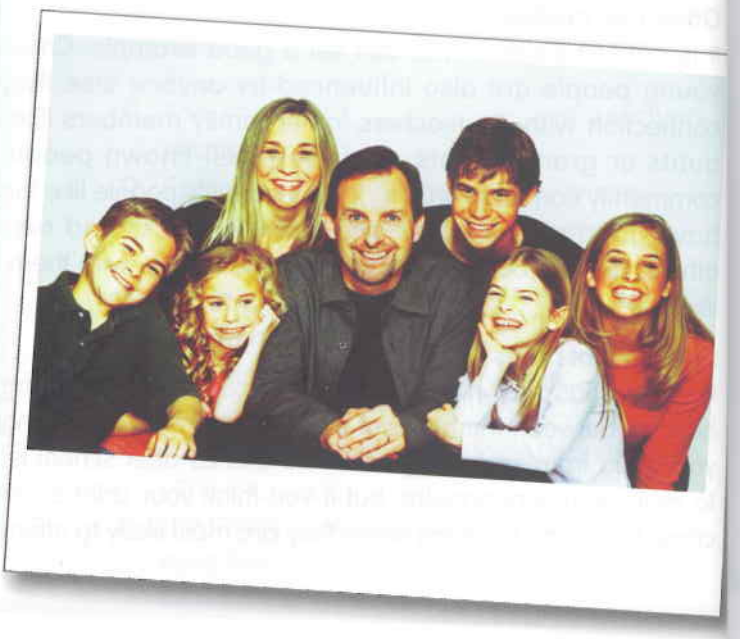
Situation	....
Problems	1) .... 2) .... 3) ....
Solutions	(Possible) solutions to problem 1 .... (Common) solutions to problems 2 and 3 ....
Conclusion	....

3 Which of the following do you think might make good 'topic sentences' for possible paragraphs in this essay? Two sentences are too informal for this type of essay.

1 Let's wake up and stop children getting into trouble. ☐
2 It is quite common nowadays – when both parents work – for children to be left unsupervised for long periods of time. ☐
3 Schools should be proactive in educating children about crime and punishment too. ☐
4 Police crime statistics for vehicle offences committed by youths are shocking. ☐
5 Children need good role models from whom they can learn values. ☐
6 What I don't like is when my parents make me change my clothes just because visitors or relatives are coming. ☐
7 Such solutions, however, can only work where struggling parents can get support. ☐
8 More and more communities and the children who live in them are suffering today from petty crimes committed by other children. ☐

4 Which section of the essay would the topic sentences you have chosen be appropriate for?

5 Now write an essay of at least 250 words using your plan.



GRAMMAR FOCUS: Zero and first conditionals

1 Match the phrases 1-8 to the phrases **A-H** to make complete sentences.

1 ☐ Criminals have to learn	A unless the government provides them.
2 ☐ Young offenders should only go to prison	B if we pay more attention to victims.
3 ☐ Future society suffers the consequences	C unless we can re-educate offenders.
4 ☐ There should be alternatives to prison	D that crime doesn't pay.
5 ☐ We will only improve our justice system	E especially if bullying is the issue.
6 ☐ Criminals are unlikely to get jobs	F when there is no alternative.
7 ☐ Locking people up doesn't work	G whenever we lock someone up.
8 ☐ Parents and schools must be involved	H unless crime involves violence.

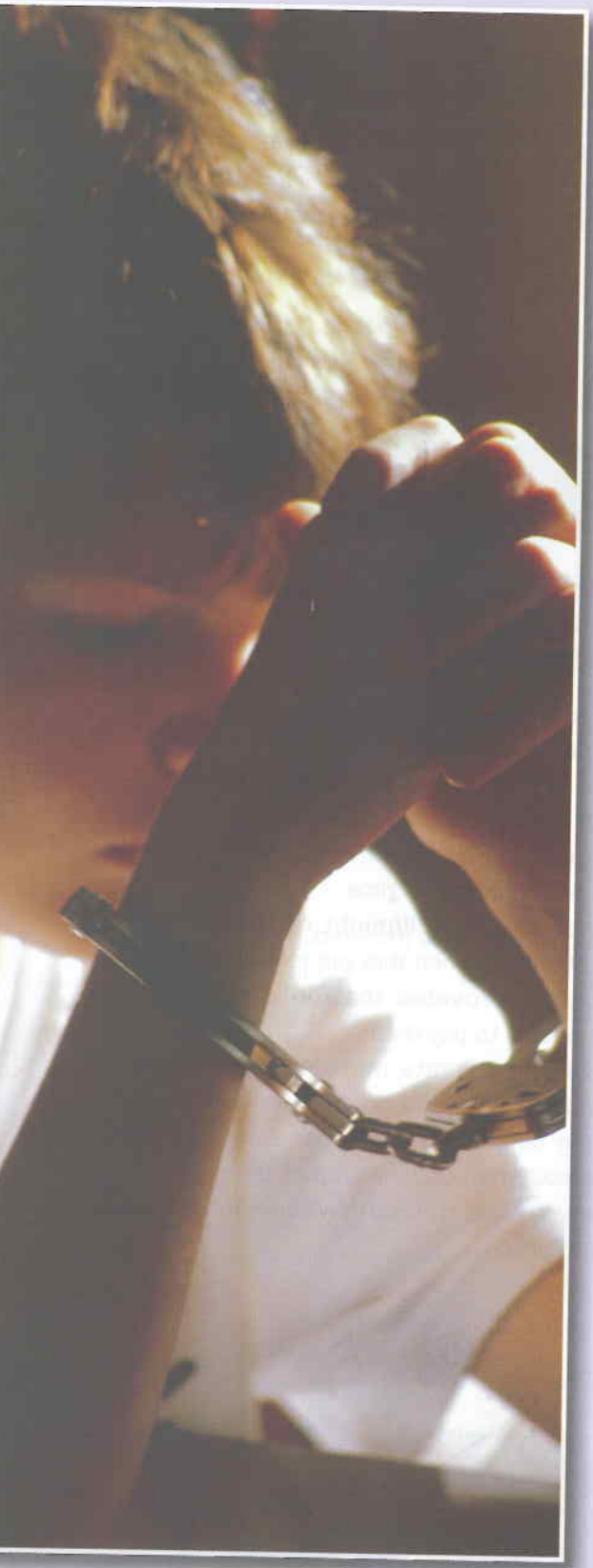
2 Complete each sentence with the correct form of the verb in brackets.

1 Prisons ..... **(not/be)** the solution if we ..... **(not/have)** the money to pay for them.
2 Things ..... **(only/get)** better if we ..... **(start)** teaching children about the consequences of crime.
3 We ..... **(not/deter)** young people from crime if we .... **(just/blame)** their parents.
4 The situation on our streets ..... **(not/improve)** unless we ..... **(tackle)** gang culture.
5 Crime rates ..... **(be)** unlikely to go down as long as social injustice ..... **(remain)** the same.
6 If we ..... **(not/punish)** fraud and corruption as seriously as theft, what message ..... **(we/send)**?
7 We ..... **(have)** to focus more on the victim if we .... **(want)** to make children understand the consequences of crime.
8 Probation schemes ..... **(not/work)** unless criminals .... **(get)** help finding a job.

3 Look at the sentences below. Underline the two options that best complete each sentence. One option is incorrect.

1 If enough people protest, the government **will/may/doesn't** act.
2 People will commit crimes **whenever/even if/unless** prison sentences are harsher.
3 We **must/will/should** involve parents if we want to tackle youth crime.
4 Prisoners **should/will/might** reoffend if they are not helped when they are released.
5 Fines work **provided that/only if/unless** it hurts people to pay them.
6 We will only create more problems if we **can't/don't/wouldn't** do more for victims.
7 Policing neighbourhoods does work **as long as/unless/when** citizens support the police.
8 Society suffers **unless/if/whenever** a child goes to prison.

4 Complete the second sentence using the word given. Make sure the meaning of both sentences is the same.



1 Tackling youth crime means getting parents and schools involved in solutions.
We ..... if we get parents and schools involved in solutions. **CAN**

2 Bans, fines and prison sentences must be harsher to deter criminals.
We ..... if we make bans, fines and prison sentences harsher. **ONLY**

3 Probation may be a better alternative to imprisonment for non-violent criminals.
Provided ..... probation may be a better alternative to imprisonment. **ARE**

4 Prison only works for young offenders when it helps them to reform.
Prison ..... it helps them to reform. **NOT**

5 The police should talk about crime to schoolchildren provided that they do not frighten them.
It is good for the police to talk about crime in schools .... do not frighten the children. **LONG**

6 We will not reduce crime without dealing with its causes.
We cannot reduce ..... deal with its causes. **UNLESS**

7 Teachers must act immediately on their suspicions of bullying.
Teachers must act ..... children are being bullied. **WHENEVER**

8 We will encourage crimes like fraud unless we punish them as seriously as robbery.
We will only encourage crimes like fraud ..... them as seriously as robbery. **IF**

EXAM FOCUS

You should spend about 40 minutes on this task and write about the following topic:

Poverty is the cause of most crime. Unless we tackle poverty, we cannot tackle crime.

To what extent do you agree with this opinion ?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.
Before you begin, read the examiner's comments below on the opening section of this student's essay and decide what he/she could have done to make it better.

TASK 2

.....

.....

.....

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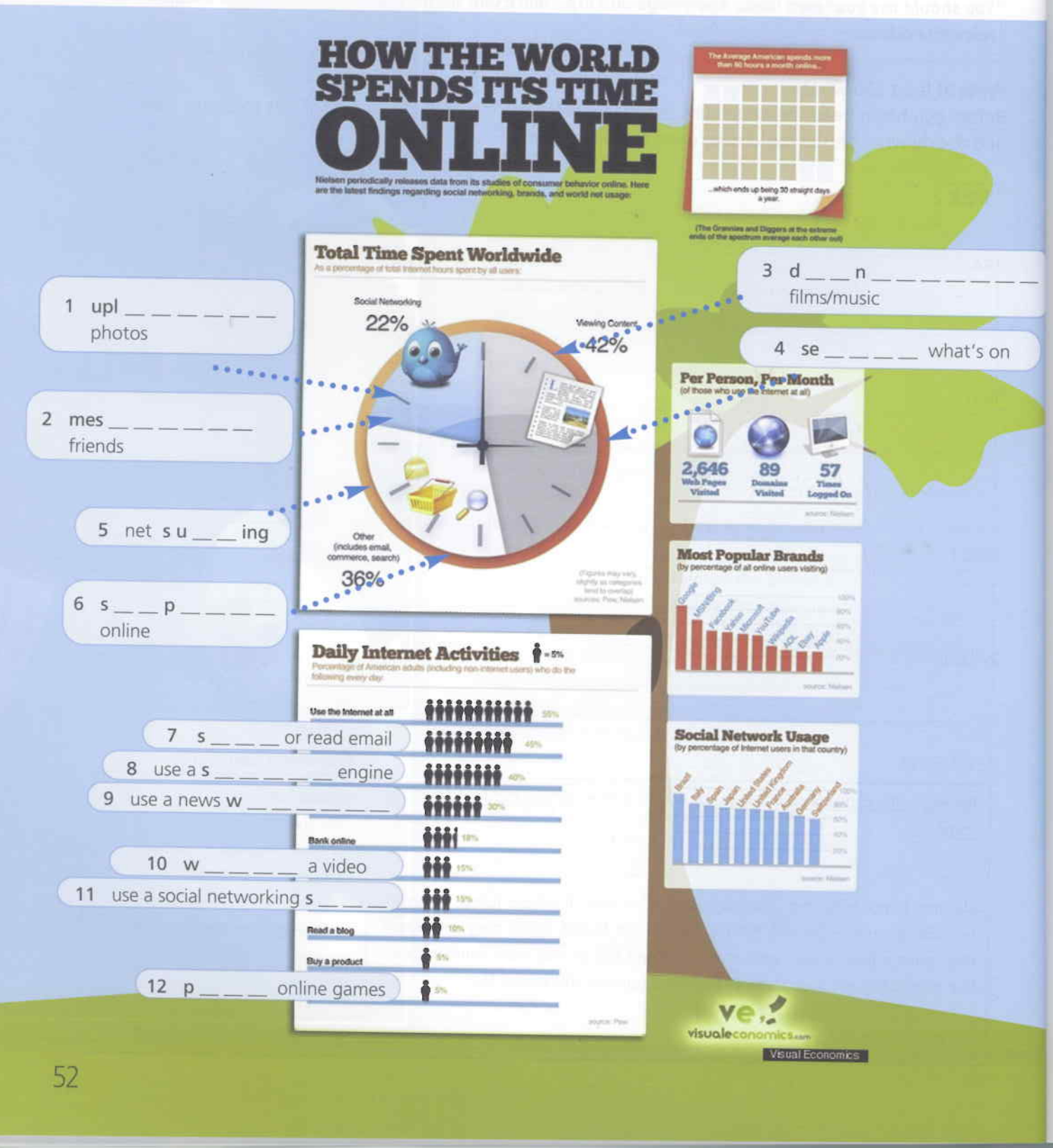
	Examiner's Comments
Poverty is the cause of most crime. Let's look at how we can tackle poverty and crime.	Introduction – too short – repeats language of question – language too personal
My area is not poor, not rich but has a little crime. I believe it has this crime because people, especially young people, get bored. When they are bored, they want a little danger and excitement and this is why they commit crimes like shoplifting and vandalism. Is poverty a cause of this crime? No.	connection to previous paragraph? focus: too personal
Another reason for crime is...	connection to previous paragraph?

9 Free time and entertainment

VOCABULARY FOCUS

1 Complete the words to label these charts discussing free-time Internet activities.



2 a Look at these text messages. Match the messages 1-8 to their meanings **A-H**.

A face to face tonight
B online chat later
C nothing much just chilling
D walk around the park
E skating
F dinner at eight
G call me back
H got a second

b Now match each message 1-8 from above to the social activity **A-H** it is about.

A sending instant messages .....
B going for a walk .....
C getting friends round .....
D making dinner .....
E spending time .....
F doing activities .....
G making calls to friends .....
H staying at home .....

SKILLS FOCUS

1 **Read the questions 1-8 and match an *(O)* opening response (a-h) from the box. Then, choose a correct *(E)* extension and *(C)* closing from the next page to complete the responses. Write out the response for each question in the space provided below.**

	O	E	C
1 Do you think families spend enough time together these days?	☐	☐	☐
2 How do people's jobs and professions affect their social lives?	☐	☐	☐
3 Are films from your country different from Hollywood films?	☐	☐	☐
4 Does modern media make people stay at home more?	☐	☐	☐
5 Is there a big difference in the way people of different ages socialise in your country?	☐	☐	☐
6 How important is food in the free-time culture of your country?	☐	☐	☐
7 Is technology changing the way we spend time with other people?	☐	☐	☐
8 Why do people seem to take the idea of doing exercise so seriously these days?	☐	☐	☐

Opening

a There definitely is.
b I'm not sure they do.
c It's affected everything.
d Less than it used to be.
e For many reasons.
f I think it does.
g Very much so.
h In all sorts of ways.

Extension

1 On the whole, local producers tend to make low-budget comedies mainly for TV but we do have one or two directors who make really good classical films and social documentaries that are better than most things from America ...

2 People who say my country hasn't changed much are just wrong. In reality, kids are really into western music, fashion and clubbing. My parents' generation are still into coffee houses, family gatherings and traditional festivals.

3 In the past, mealtimes were the main daily social activity and going to friends' houses to eat with them was something people did at weekends, but nowadays people snack a lot more between doing other things and eat on the go.

4 Ideally I think it would be good if people met and socialised with friends more, but the way things are with so much reality TV and soap operas, as well as all the things you can do on the Internet, people really don't make an effort.

5 Take the Internet for example. You can immediately share photos, messages, news, conversations with groups of friends and do things like order food and get all kinds of film and music. You don't need to catch up with friends anymore because you share everything anyway.

6 Most people would probably say that they don't have time or are too tired after work to do things with other people, and at weekends they either just want to relax or have to take care of things like housework or shopping ... but I think you should think about your free time as much as your work.

7 Generally speaking, I think they are influenced by celebrities' lifestyle programmes and magazines and all these documentaries about healthy eating. We seem to get a new statistic everyday about how we harm ourselves if we don't do this or that. In my experience, though, people don't have to work out but just keep busy and active.

8 I think a lot of parents like to think that they're making enough quality time for their kids, but in reality the odd day out or one-week holiday isn't enough. I feel a lot of parents today think quality time just means spending money on their kids.

Closing

A It's about getting the right balance.

B I'm not sure mealtimes fit into a 24/7 world.

C I suppose it's inevitable when both parents work.

D And maybe tomorrow there'll be some completely new thing to do.

E It's just the world moving on, I suppose.

F They're more for local tastes, though.

G That's the way it is with my friends at least.

H Anyway, I am sure it will all change.

2 Practise saying these answers as naturally as possible. Record yourself and listen back to the recording.

3 Now cover the answers in Ex. 1 and practise answering the questions in your own way. Try, however, to structure your answer with an opening, extension and closing.

GRAMMAR FOCUS: Second conditional, wishes and regrets (present situations)

1 Complete each gap with the correct form of the verb in brackets.

New Year's Resolutions

New Year's Eve is a time for looking back to the past, and it **1)** ..... **(be)** a surprise if it **2)** ..... **(not/be)** also a time for looking forward to the coming year. It's a time to reflect on the changes we would **3)** ..... **(like)** to make and resolve to follow through on those changes.

1. Spend More Time with Family & Friends

Recent polls show that more than 50% of Americans wish they **4)** ..... **(spend)** more holidays with loved ones and promise to appreciate them more in the New Year.

2. Fit in Fitness

The evidence is that most of us don't get enough regular exercise. Studies show that an active lifestyle lowers blood pressure, increases longevity and enhances mood. If we **5)** ..... **(exercise)** more, we **6)** ..... **(look)** and feel better. So why don't we?

3. Tame the Bulge

Over 66 percent of adult Americans are considered overweight. It's no surprise that many hope they can **7)** ..... **(lose)** weight in the New Year. Isn't it a pity that so few **8)** ..... **(stick)** with their weight loss programme longer than a few weeks?

4. Enjoy Life More

Given the hectic, stressful lifestyle of millions of Americans, it's no surprise that many place 'enjoying life more' near the top of their list of resolutions. Many mention sports or hobbies they **9)** ..... **(take up)** if only they **10)** ..... **(have)** more free time.

5. Learn Something New

Have you promised yourself to make this year the year to learn something new? If more people actually **11)** ..... **(keep)** their New Year's resolutions to learn a new language or a skill, they **12)** ..... **(not/need)** to make so many resolutions every year.

2 Rewrite each of these sentences using a second conditional form without changing the meaning of the sentence.

1 I want to go out but it's too late.
.....

2 Take up some kind of sport and you'll feel better.
.....

3 I am too tired to enjoy myself.
.....

4 I don't watch many foreign language films because they don't have subtitles.
.....

5 Our Internet connection is too slow for me to work from home more.
.....

6 There are no tickets left so we are not going.
.....

7 You don't have such a good voice – that's why you can't join the band.
.....

8 Relax and you'll be a much better dancer.
.....

3 Put the verb at the end of the sentence into the correct form.

1 I wish there ..... more places to go to at the weekend. **BE**

2 I hope ..... a chance to practise with the team. **GET**

3 It's a pity you .... better English. **NOT/SPEAK**

4 If only we ..... someone with tickets to sell. **KNOW**

5 I hope ..... myself tonight. **ENJOY**

6 I wish the films they showed at the cinema .... more challenging. **BE**

7 If only I ..... so much homework. It's depressing. **NOT/HAVE**

8 I hope I ..... lot more of his work at the exhibition. **SEE**

EXAM FOCUS

1 **Look at these questions and think about how you would answer them.**

So let's first discuss *spending time with friends*:

- What are the best ways to keep in touch with friends?
- Is it important to have friends that have the same interests as you?
- What types of situation can test a friendship?

Let's move on to talk about *how children spend their free time*:

- Do you think children in your country watch too much TV?
- What sort of clubs do you think young people should be encouraged to join?
- Should teenagers be encouraged to look for part-time jobs?

2 **Now listen to candidate A and B discussing one set of these questions with the examiner and decide:**

Which candidate, A or B

1 structures their answers well? .....
2 does not use a range of language? .....
3 links ideas clearly? .....
4 repeats words from the question? .....
5 uses very few connecting words? .....
6 talks about other people's points of view? .....
7 uses the language of speculation? .....
8 only uses present simple forms? .....

So which candidate dealt with this part of the test well? Refer to the tapescript.

TAPESCRIPT

Candidate A

Examiner: So Miguel, let's first discuss spending time with friends. What would you say are the best ways to keep in touch with friends?

Miguel: Well, it depends. If they live near you, I think you have to make time to see them. I know from my own experience if you don't make time to do things together ... you'll lose touch. That's why I've always tried to get friends round or go out with friends about twice a week. But if your friends live a long way away, I think you have to use things like the Internet and Facebook ...

Examiner: But don't you think young people perhaps overuse that kind of thing?

Miguel: No, I don't think so. People who say that's all kids do are wrong. Young people actually use technology so much because they have a lot of things going on in their lives. That's the way things are today.

Examiner: And what would you say are the types of things that can test a friendship?

Miguel: A lot of things. I think you always hope that friends won't lie to you and of course you expect them to keep in touch ... but I suppose if a friend didn't support you at a difficult time, you would wonder whether he was your friend. That's how I feel about my friends at least.

Candidate B

Examiner: So let's talk about how children spend their free time. Tell me Sasha, do you think children spend too much time watching TV?

Sasha: Children watch TV too much. It's bad for their eyes and their body and they don't go and play outside.

Examiner: And what do you think their parents can do?

Sasha: Parents can stop the TV. My parents, they sometimes stop the TV for my sister and tell her: 'Hey, go and do something with your friends.'

Examiner: And what sort of clubs do you think children should be encouraged to join?

Sasha: Join ... er ... um ... maybe dancing clubs .... dancing is good for their body and they go outside so they are not always at home.

Examiner: And how does membership of a club help children?

Sasha: They make friends ... go outside ... and learn new things which are good for them at school.

10 Jobs

VOCABULARY FOCUS

1 Look at each sentence. Which job is it describing? Write the name in the gap.

1 Someone who prepares and cooks food in a restaurant. .....
2 Someone who looks after sick people in hospital. .....
3 Someone who writes about news for the media. .....
4 Someone who keeps dangerous people or things away from buildings. .....
5 Someone who fixes broken machines. .....
6 Someone who brings you a menu and food in a restaurant. .....
7 Someone who helps you buy things in a shop. .....
8 Someone who looks after you on a plane. .....
9 Someone who does unskilled manual work, often on a building site. .....
10 Someone who designs or makes things such as machines or bridges. .....

2 Add one of the following endings to make a word describing someone who does a job.

• -man/-woman • -ist • -er • -ian • -or • -ess

1 chem .....
2 politic .....
3 teach .....
4 beautic .....
5 advis .....
6 bar .....
7 psychiatr .....
8 report .....
9 fire .....
10 host .....
11 direct .....
12 plumb .....
13 doct .....
14 telephon .....
15 magic .....
16 police .....

3 Use the words in the box to make collocations with the words below.

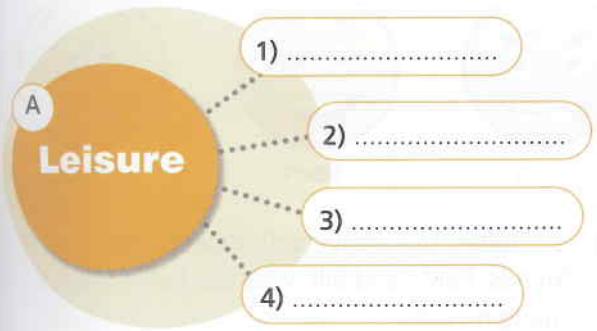
• gain • agent • for • attendant • form
• public • shift • job • resources • assistant
• guard • to get

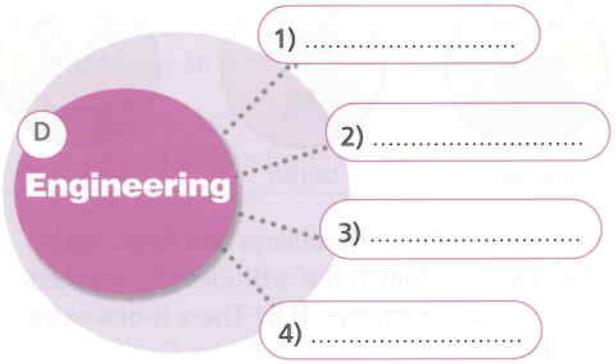
1 travel .....
2 sales .....
3 to apply .....
4 ..... work
5 part-time ....
6 ..... experience
7 application ....
8 flight .....
9 security .....
10 human .....
11 ..... sector
12 ..... the sack

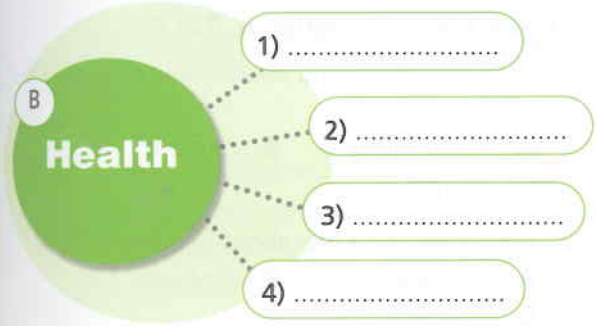
4 Write down the words you hear. Be careful to spell them correctly. Then say them to yourself with the right stress.

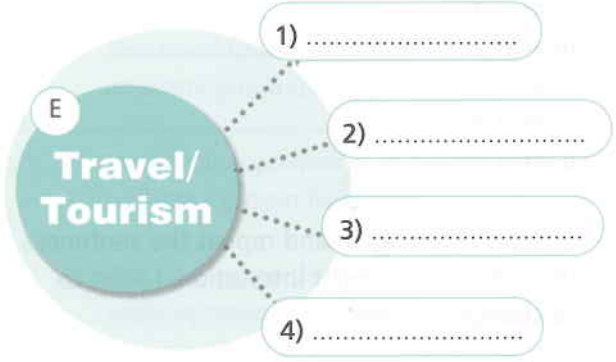
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....

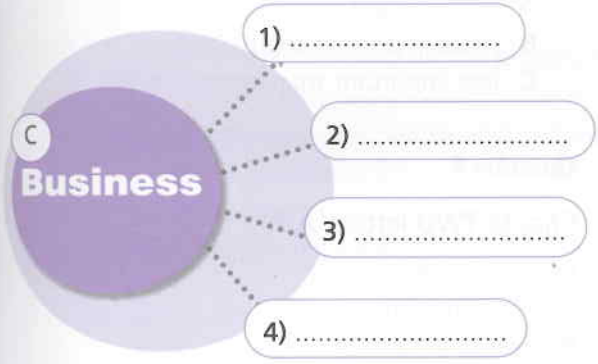
5 Look at these work areas. Label the arrows with the names of at least four jobs for each area.

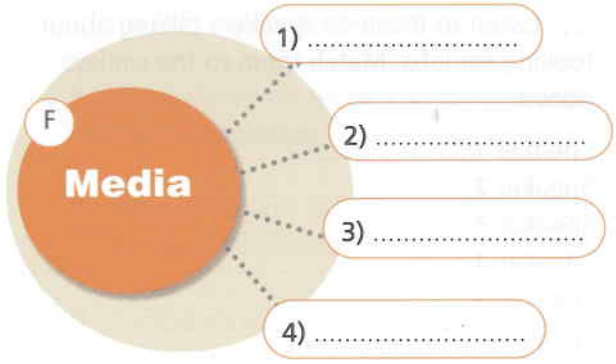












6 Which jobs from Ex. 2 are these expressions true of in your opinion? Write one job for each expression.

1 A job which is well paid. .....
2 A job which is poorly paid. .....
3 A job which leads to other things. .....
4 A job which has no future. .....
5 A job which is challenging. .....
6 A job which is repetitive. .....
7 A job which is easy. .....
8 A job which is secure. .....
9 A job which is insecure. .....
10 A job which has long hours. .....

7 Listen to these 10 extracts. Which expression in Ex. 6 is each extract talking about?

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

SKILLS FOCUS

pleased

bored

surprised

angry

keen

anxious

1 Look at these six smileys and listen to the five extracts. Match the attitudes the speakers express to the smileys. N.B.: There is one extra smiley.

Speaker 1: .....
Speaker 2: .....
Speaker 3: .....
Speaker 4: .....
Speaker 5: .....

Now listen again and repeat the sentences out loud with the right intonation. Listen to the changes in tone.

2 Listen to these six speakers talking about looking for jobs. Match them to the smileys above.

Speaker 1: .....
Speaker 2: .....
Speaker 3: .....
Speaker 4: .....
Speaker 5: .....
Speaker 6: .....

3 You'll now hear six more speakers describing their job duties. Listen for detail to see which of the following jobs they are talking about. Put a tick (✓) next to each one that is described. N.B.: There are ten jobs in the list but only six are described.

receptionist	☐	lecturer	☐
secretary	☐	accountant	☐
vet	☐	nurse	☐
sales assistant	☐	mechanic	☐
labourer	☐	travel agent	☐

4 Listen to a conversation between two friends, Paula and Bill, who are talking about changing jobs.

Questions 1 - 3

Choose the correct letter, **A, B** or **C**.

1 How does Bill sound about Paula changing her job?
A encouraging B cautious
C worried

2 How does Paula feel about her present job?
A enthusiastic B confused
C confident

3 Bill says that money is
A as important as interest in the job.
B more important than interest in the job.
C less important than interest in the job.

Question 4

Choose **TWO** letters, **A-F**.

Paula mentions
A travelling time
B being listened to
C choice
D interesting activities
E a bad work atmosphere
F a comfortable workplace

Questions 5 - 7

Complete the summary below of the job surveys that Bill talks about. Write **NO MORE THAN TWO WORDS** for each answer.

According to the job satisfaction surveys, the most important thing is **5)** ..... your job. Then you also need to have a **6)** ..... with the other people in the office and to get enough **7)** ..... from your boss.

GRAMMAR FOCUS: The gerund

1 **Look at these sentences which all contain examples of the gerund used correctly. Underline the gerund, then complete the rules below.**

Use 1

a Having a job is more important than liking a job.
b Getting on with colleagues mattered a lot to him.
c He found out that behaving like a manager was more complicated than he had thought.

Use 2

a In spite of having lots of relevant qualifications, her job applications were constantly rejected.
b Nobody understood her reason for resigning.
c She had just got used to her new job before getting the sack.

Use 3

a When he finished working on the project, he was transferred to a new job.
b You can't help admiring people who patiently put in lots of job applications.
c He always avoided doing all the boring jobs, which made his colleagues angry.

Rules

1 To make the gerund you add ..... to the infinitive of a verb *e.g. go* ....., *make* ....., being careful to make any necessary spelling changes.
2 A gerund is a way of turning a verb into a n..... .
3 There are ..... main uses of the gerund:
- As a noun that is the .... of a sentence.
- After ..... .
- After certain verbs when they are followed by other ..... .

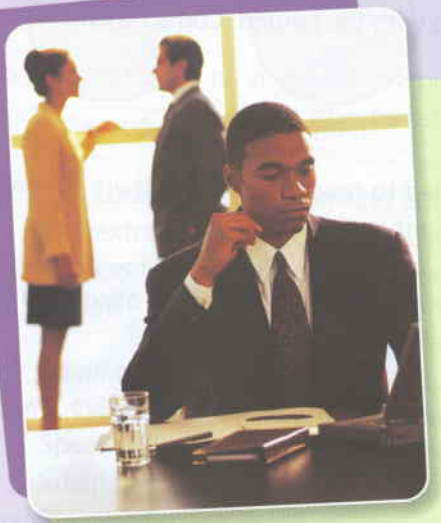
2 **Look at these sentences which all contain mistakes having to do with the gerund. Correct them.**

1 To earn lots of money is an important part of being satisfied with a job.
.....
2 He decided to resign after work there for only three months.
.....
3 When you have a job find another job is always easier.
.....
4 You need to think whether you prefer have an interesting or a useful job.
.....
5 He was disappointed in to find that the position had already been filled.
.....
6 The boss asked them all to do extra hours that night as nobody minded to stay late.
.....
7 Soon after he got used to work at his new job, the firm had to close down.
.....
8 I love doing everything in my job except to make photocopies.
.....
9 Job satisfaction is based on have interesting things to do and good conditions to work in.
.....
10 Surveys show that be unemployed can be bad for your health and make you get sick.
.....

3 **Tick (✓) the verbs that are followed by a gerund and put a cross (✗) beside those followed by an infinitive.**

1	miss	.....	9	risk	.....
2	practise	.....	10	involve	.....
3	happen	.....	11	want	.....
4	seem	.....	12	help	.....
5	fancy	.....	13	expect	.....
6	keep on	.....	14	mention	.....
7	consider	.....	15	continue	.....
8	manage	.....			

4 Complete the gaps in this article with the correct form of the verb in brackets: *gerund* or *infinitive*.



Benefits of Job Satisfaction

The benefits of job satisfaction are many. Here are four that come to mind:

1. *Promotes a healthy, balanced lifestyle,* ***1)*** ..... ***(keep)*** *stress levels to a minimum.*
2. *Fosters pride in your work,* ***2)*** ..... ***(know)*** *that you're doing something good.*
3. *Motivates you* ***3)*** ..... ***(get out)*** *of bed earlier, with more spring and energy.*
4. *Makes it easier* ***4)*** ..... ***(focus)*** *on more than just the money.*

How to Find Job Satisfaction

Here are five tips:

1. People Need You

If you find yourself **5)** ..... **(wonder)** why you're even bothering **6)** ..... **(do)** a job when no one seems **7)** ..... **(appreciate)** what you do, then don't worry. There's always someone who relies on you, no matter what type of work you do.

The public rely on the trash-men to remove their unwanted garbage. The public rely on the fast-food trainee to provide them with easy, stress-free food. No matter what job you have, there are always people out there who need you **8)** ..... **(do)** a good job.

2. Plan Your Day

Often, we'll find a day disappears as quickly as it arrived because we get distracted by minor chores and emergencies that keep **9)** .... **(come up)**.

Make a plan of your day. You need **10)** ..... **(make)** sure your time is your own, so that you won't lose it by **11)** ..... **(run)** around aimlessly.

3. Mix It Up

Consistency is a good thing **12)** ..... **(have)** at work. **13)** ..... **(have)** the same routine day after day after day makes you tired early in the day, and it kills any motivation you have for the job.

Decide on three things that you could introduce to your work that would mix it up. Then do them! Don't be afraid **14)** ..... **(try)** something new.

4.Talk With Your Colleagues

Your colleagues are not robots. They're human beings, just **15)** ..... **(try)** in their own way **16)** ..... **(make)** a living like you. So treat them as human beings. Get inquisitive. Get to know them a bit better each day and they'll realise that you're human too, and that it's OK **17)** ..... **(talk)** with each other about something other than work.

5. Take Pride

The work that you spend so many hours a day **18)** ..... **(do)**, has something personal about it that only you can claim. It was done by you.

Warren Buffett said, "There will never be a greater you, than you" and he spoke the truth. Only you can put your own stamp on the work you do. So take pride in this work, and see that no-one else can do the job as well as you can.

EXAM FOCUS

Listening

Questions 1 and 2

Complete the sentences below.
Write **NO MORE THAN TWO WORDS** for each answer.

Airport survey

1 Rudi and Jess are going to interview people at the airport.
They need to make sure their interview population is ..... .

2 They will keep a count of the type of people they each interview.
While interviewing they will communicate with one another by ..... .

Questions 3 - 6

Who will do each of the following tasks? Choose the correct letter, **A**, **B** or **C**.

A Rudi
B Jess
C Both Rudi and Jess

Tasks

3 interview people .....
4 get permission to interview .....
5 enter their data .....
6 analyse the data .....

Questions 7 - 10

Complete the notes below.
Write **NO MORE THAN THREE WORDS** for each answer.

After they've collected their data, Rudi and Jess will **7)** ..... to their classmates, and then ask them **8)** ..... . They both think that doing this will provide useful **9)** ..... though Jess is a little **10)** ..... her classmates' opinions.

11 Working in business

VOCABULARY FOCUS

1 Complete the questionnaire with true answers about yourself.

What sort of employee are you/would you be? Rate yourself 1 *(poor)*, 2 *(average)*, 3 *(very good)*.			
	1	2	3
1 punctual?			
2 fair?			
3 encouraging?			
4 obedient?			
5 careful?			
6 considerate?			
7 creative?			
8 a team player?			
9 reliable?			
10 kind?			
11 firm?			
12 supportive?			
13 friendly?			
14 confident?			
15 understanding?			
16 dynamic?			
17 smart?			
18 efficient?			
19 bossy?			

2 Use the adjectives above to complete this list of your personal qualities that you would put on your C.V.

Personal qualities
I am .....
.....
.....
.....
.....

3 Use the correct form of the following words to complete the verb-noun collocations in the sentences below.

• solve • orders • feedback • targets
• meeting • set • client • get

1 Some people like ..... themselves very tight deadlines.
2 At the end of a meeting I always try to get some positive ..... from all the participants.
3 Some creative people love ..... challenging problems.
4 We need to attend about 5 urgent ..... a week – it's too many.
5 I expect my boss to give me clear, firm and fair ..... .
6 The firm set itself some unrealistic ..... for production.
7 We met our best ..... for lunch at the hotel.
8 Most people look forward to ..... their first promotion.

Each sentence 1-8 also contains an adjective – noun collocation. Underline each one.

4 Match the words to the prefixes. N.B.: some words may go with more than one prefix.

• literate • able • title • action • charge
• appear • relevant • personal • place
• different • possible • plant • clockwise

1 mis .....
2 sub .....
3 un .....
4 dis .....
5 re .....
6 im .....
7 il .....
8 ir .....
9 in .....
10 under .....
11 over .....
12 trans .....
13 inter .....
14 anti .....

Find or think of one further word that goes with each prefix.

5 Complete the text with the correct form of the verbs in the list.

• solve • set • motivate • support • ask
• achieve • listen • give • build • understand

The Perfect Boss

Most people have opinions about what would make the perfect boss. Although these opinions vary depending on each person's past experiences, there are some basic features that most of us agree on.

In terms of leadership, a boss should be able **1)** ..... orders that are reasonable and understandable. The right leader will **2)** ..... realistic deadlines for a team and allow them the right time **3)** ..... their targets. Of course, it is essential that a boss be able **4)** ..... any problems that may arise during a time of crisis. This can be accomplished by talking over the matter with the employees or team involved. The right boss will **5)** ..... for employees' opinions and offer the necessary feedback that leads to a solution.

Another thing that makes a great boss is the relationship he/she **6)** ..... with their staff. The perfect boss is always there **7)** ..... the members of the team through difficult tasks and tries **8)** ..... them to strive for better results. It is also important for a good boss **9)** ..... to what they may have to say and **10)** ..... the issues that may be troubling them.

All in all, it is a combination of things that can make satisfied employees work well under the leadership of the perfect boss.

6 Match the adjectives to their synonyms.

1	encouraging	A	active and energetic
2	reliable	B	dependable, trustworthy
3	punctual	C	organised, productive
4	efficient	D	pleasant, kind
5	considerate	E	supportive
6	creative	F	thoughtful, attentive
7	dynamic	G	secure, sure of self
8	ambitious	H	striving
9	confident	I	prompt, on time.
10	friendly	J	imaginative, original

7 What would make for a great employee? Use the adjectives from Ex. 6 and the text in Ex. 5 and write your answer below.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

SKILLS FOCUS

1 Look at the lettered paragraphs in this article about how to behave in an office. Find and underline the topic sentence (i.e. the sentence that gives the main idea of the paragraph) in each one.

How to Behave at the Office to Advance Your Career

Workplace etiquette involves more than just saying 'please' and 'thank you'. When you come to work you step into a place where being polite involves a greater expanse of responsibility and thoughtfulness. Read the following tips to ensure that you aren't committing any of these workplace no-nos.

A Few things annoy co-workers or supervisors more than someone who takes extra-long lunches or smoking breaks. If you can avoid smoking at work altogether, you should. People who do not smoke may become resentful of the extra time you take to indulge. When you go out to lunch, make sure you take only the allotted time. Stretching the time you spend away from your desk makes you look like you avoid hard work, no matter how productive you are.

B No one likes someone who avoids his or her duties. Even if you complete all of your tasks, you should stay at work the required amount of time. Coworkers are quick to notice someone who comes in late and leaves a little early. If you have trouble getting to work on time, talk to your supervisor about your bad habit. Always put in at least as much time as the other people in your workplace, if not more. Be on time and leave on time.

C Try to keep your conversations between you and co-workers at a low volume. Everyone at work is trying to do the same thing you are – get his or her job done. It is hard to concentrate when someone nearby continues to disrupt the workplace atmosphere with loud conversations, both on and off the phone. Monitor yourself and your voice. If you know that you tend to be loud, make a concerted effort to keep it quiet.

D Your desk should be kept as clean as possible, but your personal workspace is minor compared to the shared spaces that are reserved for use by everyone. When you use a conference room or break area, always clean up after yourself. It is frustrating for those around you to discover the remains of your salad on the table in the lunchroom.

E Though everyone occasionally must deal with personal emergencies at work, do your best to leave what is meant for home at home. If you have children, do not permit them to call you constantly at the office. Your co-workers will notice and it will likely bother some of them because it shows that your concentration is not centered on your tasks and that you take company time for personal issues. The same rule goes for friends and adult family members. Finally, try to avoid scheduling doctor appointments or paying bills while at work.

F It seems that younger employees struggle with this issue more often. Issues at work may arise from time to time that elicit strong reactions from you or those around you. Minimize any emotional response you may have at work. Remember that constructive criticism is meant to help you and is not personal. Strong emotions may make you appear out of control, which is an undesirable workplace trait.

G Find out what your company's email policy is and follow it. Do not forward email messages that you receive from friends and family to co-workers. Never send religious or political emails to people in the office; it could make people uncomfortable. Do not gossip about or discuss other people in email, as emails can be sent accidentally to the wrong person or be intercepted by management. If you do not want others to read what you have to say, do not send it in an email. Email is a powerful tool and should be respected, not abused.

2 a What do you notice about the position of nearly all the topic sentences in Ex. 1? What might be the reason for this?

b The other sentences in a paragraph provide explanation of the main point, additional detail or examples or draw a conclusion. Find examples of each of these in the paragraphs **(A-G)** in Ex. 1.

3 a The following statements are paraphrases of the topic sentences in Ex. 1. Match them to the paragraphs **(A-G)** they refer to.

i This is what irritates the people you work with. .....
ii Keep cool. .....
iii Use email in accordance with company practice. .....
iv Don't talk loud enough for your co-workers to hear you. .....
v Just deal with things related to your work. .....
vi Keep exactly to your hours. .....
vii Keep all the work areas clean and tidy. .....

b Underline the key words in the paraphrases in 3a. Scan for these key words or paraphrases of them in each paragraph, and write them down.

Para A: .....
Para B: .....
Para C: .....
Para D: .....
Para E: .....
Para F: .....
Para G: .....

4 a Match these headings to paragraphs **A-G**. Then, write down words from the text that helped you match the headings.

i Leave Home at Home .....
.....

ii Control your Emotions .....
.....

iii Talking Loudly .....
.....

iv Making a Mess .....
.....

v Edit your Email .....
.....

vi Taking Long Breaks .....
.....

vii Coming in Late, Leaving Early .....
.....

b Think of headings of your own for each paragraph. Write them down and compare them with a partner.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....

GRAMMAR FOCUS: *May, might, could, should, ought to*

1 Look at the myths in this article. Do you think they are true or not? Make up your mind before you read each paragraph.

2 Ten verbs are in bold in the article. What degree of certainty do they have? Mark them as *certain*, *possible* or *probable* in the box beside each one.

Jobs in the future – myth or reality?

Myth: 'Forty Years in the Job then Out'

Reality: Individuals can no longer plan on spending their entire working lives with one organisation. The corporate giants **1) will** never again go back to hiring masses of 'long-term employees'. Instead, companies **2) could** depend on a smaller core of permanent employees supplemented by temporary help. Recent changes affecting those jobs once considered 'safe' from layoffs are an indication that individuals need to be prepared for careers that **3) might** include involuntary job loss as well as many job changes.

Myth: A College Education Will Guarantee a Good Job

Reality: Although occupations that require a bachelor's degree or other postsecondary education or training **4) ought to** have faster-than-average rates of employment growth, a college education is no longer a guarantee of a good job. It is estimated 30 percent of new graduates **5) will** either be unemployed or underemployed.

Despite the fact that a college education will not guarantee a good job, the economic advantages associated with greater schooling **6) ought to** continue because 'the future belongs to the knowledge worker'. Even though college graduates will continue to have a tougher time getting into the job market, once in the market the benefits of their education **7) should** begin to pay dividends.

Myth: Manufacturing Jobs Will Disappear

Reality: Although manufacturing jobs will continue to decrease, they are a long way from disappearing. One scenario for future manufacturing jobs is that they will change radically: new manufacturing jobs **8) might** be created that will require different skills and pay less.

Myth: Technology Will Simplify Work

Reality: All indications are that technology **9) will** continue to transform the workplace, thus requiring workers to continue to upgrade their skills. According to some experts, high-tech workers **10) may** need to return to school to learn new skills every 5 to 10 years.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

3 a What is your opinion – *certain*, *possible* or *probable*? Complete the boxes below with trends from the list.

The workplace of the future
- Increased telecommunications
- Reduced salaries
- More work related injuries
- Smaller pensions
- More temporary jobs
- Longer working life
- Greater need for staff training
- More working from home
- Greater job satisfaction
- More teleconferencing
- Greater job security

Certain	Possible	Probable

b Using the trends in Ex. 3a, write ten predictions using *will* for *certainty*, *may/might/could* for *possibility*, and *should/ought to* for *probability*.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

4 Here are some sentences giving predictions about the future workplace. They all contain mistakes with modals. Find and correct them.

1 People may to need to be very flexible in the hours they work.
.....
2 Everyone will definitely has to improve their computer skills.
.....
3 People may need not to use public transport to go to work.
.....
4 Many people ought work from home.
.....
5 Most people should to have a longer working life.
.....
6 Offices don't ought to use so much energy.
.....
7 Most staff will have not their own desk – they will to share.
.....
8 Younger people could to find it harder to get jobs.
.....
9 Bosses might to get much higher pay than their staff.
.....

Go back to the sentences you wrote in Ex. 3b and make sure they contain no mistakes in the modals.

How to be a good manager

Becoming a good manager is not only about getting your job done, but more importantly, earning the respect of your team. First you must stop thinking of yourself as a 'Boss'. Whether you are the manager or not, you are first and foremost a part of the team. Don't alienate yourself by acting superior. Following these other tips will help to smooth your path.

A One of the hardest things for new managers is to trust other team members enough and to delegate. Typically, when a good engineer steps into the shoes of a manager, he still wants to do everything on his own. Don't fall into this trap. If you do not delegate responsibility to your team, your team members will feel stifled and will not be able to grow. And guess what, delegation is one of the hardest things a good manager needs to learn to do well. It involves trust and the ability to succeed without micromanaging.

B One of the things you will learn, as a new manager, is that when people are given a responsibility, most of them rise to the challenge. Give them a chance. Step back, keep track of the overall goal but don't walk up to your team members every half hour asking what is going on.

C As a manager, it is critical for you to 'take care' of your team, which includes shielding them from harsh criticism from others in the organisation. However, be very careful of over-protection. A good manager will always balance protection with positive criticism to ensure that while his team are motivated and happy, they also know their shortcomings so that they can improve. It is your responsibility to make sure that your team are on the path to constant personal improvement. The worst thing you can do is keep them under the impression that they are the 'best' and have them ignore areas of potential improvement. Plan milestones for your team members well in advance (typically a year at least) – so that you can track their progress concretely through the year. Your team deserve to know how they performed objectively.

D Take performance reviews seriously – in a typical corporation, the rise of your team largely depends on the reviews that you give to the upper management. A review should be timely and as objective as possible. If you have a problem with a team member, step back and think if it's a problem with the team member or with you. If it is the former, before you put it in the review, consider if it is one-off, due to special circumstances or a repeated problem that needs to be corrected. Give opportunities for your team to give you input on what they think of you. Most importantly, act on their feedback. Being a manager does not always make you right. Don't let your ego get in the way – learning is a 2-way process, from you to the team and from the team to you. Self improvement is key for you to improve as a manager and a leader. And, recognise individuals and teamwork – I personally believe both are critical. Team recognition bolsters team morale, while personal recognition provides a lot of individual motivation and urges others to rise to the challenge.

E Be ready to objectively explain individual recognition (or the lack of it). As I mentioned above, I am of the personal opinion that individual recognition is key in addition to collective recognition. However, remember that it is the right of other team members to challenge you on why they were not recognised. As a good manager, you should be able to give concrete responses on milestones that were missed. If your responses are objective and non-confrontational, they will usually be accepted and taken as an input for self-improvement. Before declaring a bad apple, consider if it's 'another fruit' – remember that not everyone excels at every job. If you have assigned a person to be responsible in a particular area and for some reason that person is failing in his work, don't just declare he is not 'worthy' to be in your team. Often, a simple re-assignment to a different responsibility can change things drastically.

Be there in times of need. There will be a time for everyone when they face personal/family problems. Those who genuinely help during these times of need are those who form long lasting friendships. Do as much as possible to help your team get over hard times, should they seek your assistance. Remember this – jobs come and go, teams form and break up, but friendships last forever. When you genuinely help a person in time of need, this is never forgotten and this is how loyalty builds.

N. B.: Try to take no more than 20 minutes to complete the reading task.

Questions 1 - 5

This passage has five sections A-E.
Choose the correct heading for each section from the list of headings below. Write the correct number, (i-vii).

List of headings

i Honest feedback will help your team improve
ii Become a friend to each member of your team
iii Learn to accept that others can do things well
iv Be fair, logical and open in your thinking
v Treat everyone equally
vi Don't get involved in details
vii Acknowledge that each team member has special talents and needs

1 Section A .....
2 Section B .....
3 Section C .....
4 Section D .....
5 Section E .....

Questions 6 - 11

Complete each sentence with the correct ending from the box below.

6 Managers should learn to delegate
7 Managers should avoid too much supervision of their staff
8 Setting targets is useful
9 Don't make hasty judgements about staff
10 Acknowledge that everyone's contribution is useful
11 Always be prepared to explain the reasoning behind your judgments

A because it gives you something against which to assess performance.
B because this helps team members learn to take responsibility.
C because your concern should be the big picture.
D because achieving goals is not the most important thing in life.
E because this prevents staff from developing their skills.
F because doing so provides guidelines for improved performance.
G because it encourages the whole team.
H because this will allow you to improve your communication skills.
I because managers who act in a superior way are rarely successful.
J because you need to examine how valid your impression is.

Questions 12 - 14

Do the following statements agree with the information given in the passage?
Write

YES	**if the statement agrees with the information**
NO	**if the statement contradicts the information**
NOT GIVEN	**if there is no information on this**

12 Managers should make sure their staff acknowledge their authority. .....

13 To be a good manager, you have to have the right kind of personality. .....

14 Respectful honesty is an essential ingredient of good management. .....

12 Transport

VOCABULARY FOCUS

1 Choose the most appropriate word from the list of options **A**, **B** and **C** below.

STUDY REVEALS TRAVEL AND TRANSPORT TRENDS

The **1)** ..... of motorists with large-engined cars has almost doubled over the last decade, figures showed today.

The number of licensed vehicles with engine capacity of more than 2,000cc increased **2)** ..... 2.3 million in 1999 to 4.0 million in 2008.

The figures from the Office for National Statistics ONS, also revealed:

- Between 1989-1991 and 2008, the proportion of 5-10 year old children travelling **3)** ..... school **4)** ..... car had risen from 27 per cent to 43 per cent;
- In 2008, transport and **5)** ..... costs accounted for 16 per cent of all household expenditure in the UK and this proportion has remained relatively stable since 1998/99;
- Between 1998/99 and 2008, the most **6)** ..... increase in motoring expenditure was on petrol – with expenditure rising 11 per cent between 2007 and 2008;
- In Britain in 2008, people took 992 total **7)** ..... – including those made **8)** ..... foot – compared with 972 in 2007;
- Of the 992, just **9)** ..... 600 were either as a car or van driver or passenger;
- **10)** ..... average, each Briton took 27 rail journeys in 2008, compared with 25 in 2007 and only 19 for the **11)** ..... 1995 to 1997;
- The number of journeys made **12)** ..... local bus rose slightly in 2008/09 compared with 2007-08 but was still only **13)** ..... a third of the number made in 1955;
- Only 22 per cent of households had no car in 2008. The figure was approximately four times **14)** ..... high in 1951;
- 7 **15)** ..... of households had three cars in 2008.

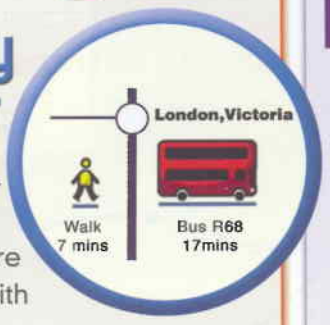
1	A figure	B number	C amount
2	A by	B at	C from
3	A to	B in	C at
4	A with	B by	C in
5	A travel	B trip	C tour
6	A highly	B heavily	C costly
7	A journeys	B travels	C tours
8	A by	B with	C on
9	A around	B over	C more
10	A In	B On	C By
11	A time	B date	C period
12	A on	B in	C by
13	A about	B equal	C as
14	A so	B as	C at
15	A per cent	B percent	C percentage

2 Complete each word with a word connected to the theme of transport.

3 Underline the correct word to complete the article.

Directgov

Journey planner



Plan your door-to-door journey, to and from anywhere in Great Britain, with this 1) pr __ ct __ c __ l online planner. Journey planner helps you find the quickest 2) r __ ut __ from A to B by public 3) t __ __ n __ __ __ r __, car or on 4) f __ o __ and includes all the extra information you need.

All your 5) t __ __ v __ l options in one place

The planner provides you with:

- various routes for the same 6) t __ i __;
- estimated times – including 7) car j __ __ r __ __ y and walking times;
- train and bus 8) c __ __ __ e __ __ ions;
- ticket prices and useful links to sites about 9) m __ __ __ r cities.

Using the planner

Use the planner to:

- find local 10) b __ __ e __ and check on train services;
- plan ways to avoid rush 11) h __ u __ traffic;
- discover an alternative route to avoid road 12) w __ __ k __;
- plan school 13) e __ c __ __ s __ __ __ s;
- decide what to do in 14) p __ o __ weather conditions.

Edinburgh Festival 2010: Getting around town

Bus, Taxi, Bike and Rickshaw information

ARE those dusty, noisy **1) road/route** works getting in your way whenever you **2) to go/go** out? Well, sorry, they're called tramworks. The plan is to make the **3) journey/tour** between Leith and Edinburgh Airport easier by installing a tram system by 2011, but locals have had to put up with congestion all year. Although there's been some disruption to the buses and roads, alternative **4) routes/ways** are clearly marked for drivers. Return visitors beware, though, the buses you thought you were **5) getting/travelling** from Hanover Street now all stop on St Andrew Square.

Buses

Those looking for a cheap and easy way to **6) get/go** around during the festival need look no further. With full timetables and schedules **7) in/at** every stop, even first-timers at the Festival should be able to co-ordinate their way around with ease. Explore the up-and-coming restaurants of Leith **8) on/in** the number 22 or for Dan Brown fans and historians alike there's the number 15 **9) at/to** Roslin, moments away from the famed Rosslyn Chapel.

Taxis

For those wanting a more direct way to **10) travel/transport**, there are over 1000 black cabs and private-hire taxis across Edinburgh. For those opting for speed and comfort there are three designated taxi ranks **11) around/between** the city centre.

Bike Hire

Edinburgh offers a variety of cycle hire shops in the central area, with environmentally **12) -popular/-friendly** options ranging from the traditional mountain bikes, slim city bikes and tandems to the more **13) cost/costly** fold-away Brompton Bike.

Rickshaws

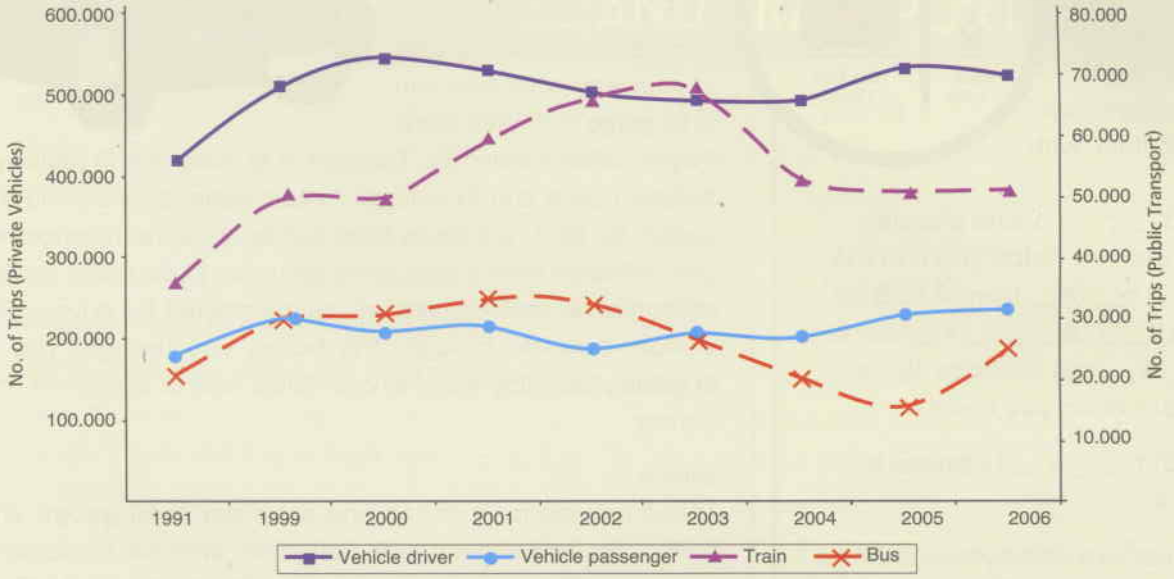
Scattered around the major venues this is one of the priciest **14) modes/ways** of transport during the festival. For full enjoyment, keep it to a short **15) distance/length** and be sure to agree the price beforehand.

SKILLS FOCUS

1 Complete this description of the graph with an appropriate conjunction of addition or contrast from the box. Use every word in the box. Some can be used more than once.

• though • although • also • but • as well as • too • and • whereas • however

Average number of weekday trips by mode of transport
Sutherland Shire, New South Wales



The graph shows the number of trips made in Sutherland Shire (New South Wales) on an average weekday using private vehicles **1)** ..... public transport (train and bus journeys) between 1991 and 2006.

From 1991 until around 2000 there was a significant increase in the use of private vehicles in Sutherland Shire both as a driver (from around 400,000 to 550,000) and as a passenger (from around 170,000 to 230,000). Figures for private vehicle drivers peaked around mid-2000, **2)** ..... figures for passenger trips peaked slightly earlier in late 1999. Trips made as a passenger then fell back to around 170,000 by mid-2002. Trips made as a driver **3)** ..... dipped **4)** ..... the decline here continued until mid-2004, by which time the figure had fallen to around 500,000.

From mid-2002 there was a steady rise in trips as a private vehicle passenger back to peak levels of 230,000 by 2006. The increase in private vehicle trips as a driver between mid-2004 and mid-2005 from 500,000 back to 550,000, **5)** ....., was short-lived, with figures declining again – **6)** ..... less sharply – from mid-2005 into 2006.

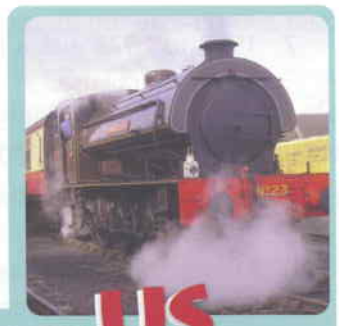
The trends in the use of public transport were **7)** ..... uneven for this period **8)** ..... perhaps can be seen as more so. From 1991 until 1999 there was a steady increase in the number of bus trips on an average weekday from around 20,000 to 30,000. This figure continued to rise until mid-2002 – **9)** ..... only slightly – peaking at around 33,000. Figures for trips made by train rose in the same period **10)** ....., doubling in fact from 35,000 to 70,000.

From their peaks in 2003, figures for bus trips **11)** ..... train trips fell sharply. Train figures fell back to 50,000 **12)** ..... bus figures dropped by around 60% to 14,000, **13)** ..... trips made by bus had risen again to around 25,000 by 2006.

On the whole, the graphs show more variable trends in the use of public transport than the use of private vehicles in the period from 1999-2006, **14)** ..... the total figures for trips using public transport were much smaller.

GRAMMAR FOCUS: Past simple and past perfect

1 Complete each gap with the correct form of the verb *(past simple/past perfect)* at the end of the line. You may also have to consider the use of a passive form.



THE DECLINE OF US PASSENGER RAIL

The real boom years for US rail travel 1) ..... the first twenty years of the twentieth century.	BE
Between 1896 and 1916 passenger numbers 2) ..... and it 3) ..... that the railways were responsible for over 90 percent of all intercity transportation.	TRIPLE ESTIMATE
In 1920, US trains 4) ..... 1.2 billion passengers, but in that year railroad fares 5) ..... by 20%.	CARRY INCREASE
The following decade saw an almost threefold increase in the number of automobiles registered in the U.S. As a result, by 1929 intercity rail transportation 6) ..... by 18%.	FALL
In the 20's, the amount of rail track also dramatically 7)	DECLINE
By 1916, the amount of track 8) ..... at 254,000 miles, approximately double what it is today.	PEAK
Every mile of track 9) ..... and as passenger numbers 10) ..... further during the first years of the depression large amounts of track 11) ..... and sold off.	TAX DROP ABANDON
The expansion of national highways and airports which 12) ..... government subsidies since the 1920's 13) ..... cars, buses and planes a strong competitive advantage.	RECEIVE GIVE
The railroads 14) ..... to take advantage of the post-WWII boom and by 1970 the percentage of passengers carried by railroads 15) ..... to 7.2 % compared to the 73% figure for airlines.	FAIL FALL

2 Complete each gap with one of the words in the box below. Looking at the highlighted verb phrases should help you. Some are used more than once.

• once • since • in • by • before • to • until • then • on • after • when • towards

London Underground — Early History

London Underground was formed 1) ..... 1985, but its history dates back 2) ..... 1863 when the world's first underground railway opened.

Today, London Underground is a major business with three million passenger journeys made every day, serving 275 stations and over 408 km of railway.

London has changed a lot 3) ..... the early days 4) ..... the first stretch of line – the Metropolitan, or Met – opened 5) ..... 10 January 1863.

To build the Met, streets along the route were dug up, tracks laid in a trench, covered with a brick-lined tunnel and the road surface replaced. Known back 6) ..... as the 'cut and cover' method, this was quick and effective, but it caused congestion during construction and was abandoned 7) ..... the end of the 19th century. 8) ..... then, however, the Metropolitan was a success.

9) ..... the system had started there was no stopping it and the search was on for further opportunities. Other companies were keen to get involved and 10) ..... Christmas 1868, the Metropolitan District had opened a line between Westminster and South Kensington.

Twenty years 11) ..... the Met steamed into history, 12) ..... 1843, Sir Marc Brunel and his famous son Isambard had built the Thames Tunnel between Rotherhithe and Wapping. It is a tribute to the Brunels that it was not 13) ..... the 1990's that major refurbishment to the tunnel was needed

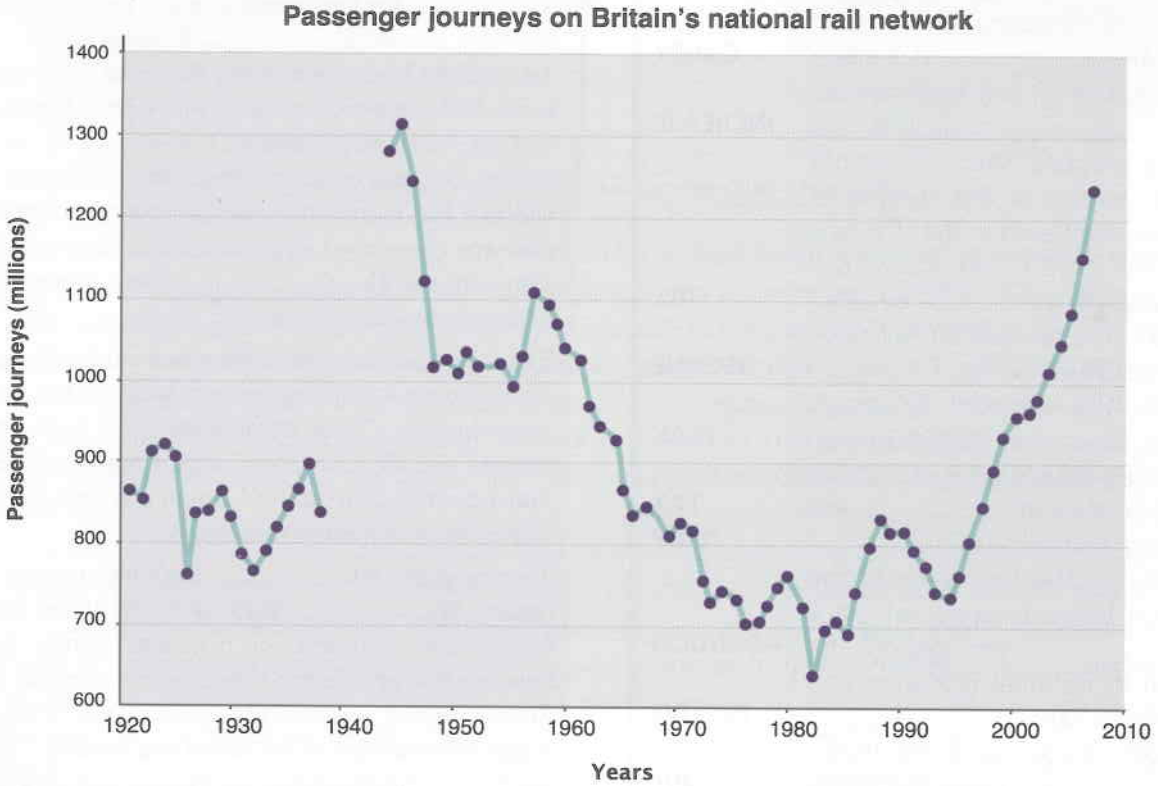
14) ..... 1870 another sub-Thames railway opened. This had a cable-hauled line between the Tower of London and Bermondsey.

In marked contrast to the Thames Tunnel, this failed as an Underground line and was converted for pedestrian use 15) ..... just a few months. It closed for good when Tower Bridge station opened 16) ..... 1894.

3 Underline all examples of the *past perfect* in the statements below. Why was the *past perfect* used in each case?

1 Figures for rail journeys in 1995 were roughly the same as they had been in 1925.
2 By 2009, figures for rail passenger journeys had already reached post-war peak levels.
3 Figures for rail journeys remained relatively stable throughout the 1950's.
4 Railway use reached a sixty-year low in the early eighties.
5 The most dramatic fall in rail journey numbers in a single year was in 1926.
6 By 1982, rail use had doubled compared to post-war 1946 figures.
7 1960 to 1975 was a period of almost continual decline in rail use.
8 The longest period of growth in rail use was between 1995 and 2009.
9 In the 20-year period before the war, passenger numbers had varied a lot.
10 After a five-year period at the beginning of the 90's in which passenger numbers had consistently fallen, they began to recover.

4 Look at the graph below which shows the number of rail passenger journeys each year in the UK between 1920 and 2009. Decide whether each statement in Ex. 3 is *T* (true) or *F* (false) in relation to the information in the graph.



Note: There were no passenger journeys on Britain's national rail network during the years of World War II (1940–1949).

1	3	5	7	9 .....
2	4	6	8	10 .....

5 For statements in Ex. 3 which are not true change the sentences to make them true.

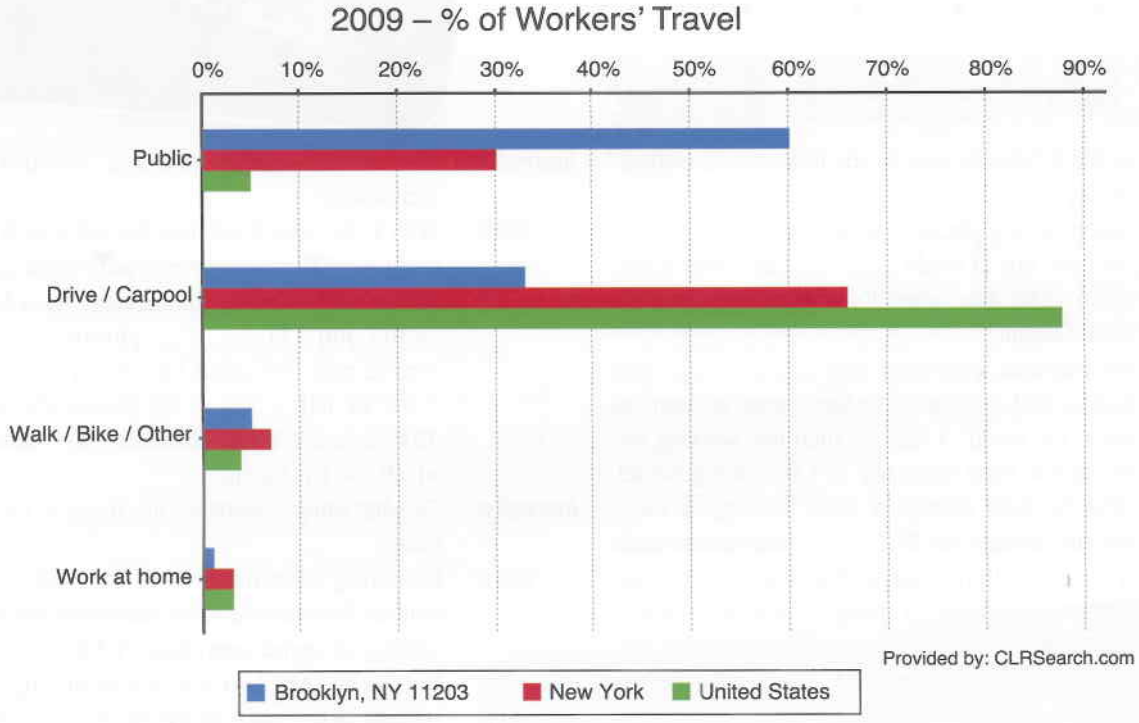
EXAM FOCUS

You should spend about 20 minutes on this task.

The bar chart below shows the percentage use of different means of transport by workers in New York State, the New York borough of Brooklyn and the US as a whole in 2009.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



Look at this opening section to this task by a student. How do you think it could be improved?

The bar chart shows the percentage use of different means of transport by three different groups of the US working population in 2009 and I will write about the main features which are that New York State is different to whole US and Brooklyn, New York is different too.

So what about US as a whole? More workers use car and carpool than any other means. Public transport is next and then walking and bike and very few workers work at home.

.....
.....
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.....

13 Modern Living

VOCABULARY FOCUS

1 **Look at this interview with a man who decided to live a life without money. Fill in the gaps with a word from the box.**

• food • weekends • packaging • H • closest • gym • winter • navigation • twenty • chains • access • game • bother • sunrise • shopping • better • mobile • cards • personal • i

Moneyless living

Journalist: So Mark, how did you decide to lead a life without money ?

Mark: I suppose my decision to give up money – not just cash but **1) credit** ..... too – was made seven years ago, when I stumbled upon a DVD about Gandhi.

Journalist: Tell me more ...

Mark: Well he said we should "be the change we want to see in the world". I realised then that working for an organic food company as I was doing would never be quite enough. I mean the organic food industry, though not **2)** .....**-four-seven junk 3)** ..... living, was part of the conventional system it was trying to change ... that is ... excess **plastic 4)** ....., massive food miles, big businesses and **restaurant 5)** ..... buying up little ones.

Journalist: So what did you do?

Mark: Well I found a caravan that someone else didn't want any more and I volunteered **at 6)** ..... at an organic farm near Bristol in return for a place to park it.

Journalist: So what do you live on?

Mark: Well, for food I grow my own, collect it in the forest and swap what I grow for other things I need.

Journalist: And what about cooking without gas or electricity?

Mark: Well ... cooking outside has become one of the joys of my life. I now can't think of anything **7)** ..... than marvelling at the world at **8)** ..... and sunset while preparing my daily meals. Birds in the trees around my kitchen have become my **9)** ..... **Pod**, and observing wildlife has taught me much more about nature than any documentary I've seen on any **10)** ..... **D screen.**

Journalist: And how do you manage without other technology?

Mark: Well I did spend money (about £360) before beginning the experiment on a solar panel to supply me with enough electricity for a light, my laptop and **11)** ..... **phone** – I can only receive calls. The panel has always provided light – but **in 12)** ..... my phone and **Internet 13)** ..... time were severely restricted – which was frustrating.

Journalist: So what other drawbacks are there to moneyless living?

Mark: Everything takes much more time. Hand-washing clothes, for instance, using laundry liquid made by boiling up some nuts doesn't **14)** ..... **me** but it can take two hours and finding stuff in rubbish bins – such as the steamer I cook with – takes far longer than popping to the local **15)** ..... **centre** for one.

Journalist: And what about transport?

Mark: Cycling the 36-mile round-trip to Bristol takes a lot more time and energy than driving or catching a bus, but it's also an economical alternative to my old **16)** ..... **subscription** or getting a **17)** ..... **trainer**, and much more enjoyable than using a car with **satellite 18)** ..... .

Journalist: So what's been the best part of the experience?

Mark: Well I'd much rather spend time making my own bread outdoors than playing on a **19)** ..... **console** ... I suppose where money once gave me a sense of security, I now find that in friends and the local community. Some of my **20)** ..... **friends** are people I've only recently met because I've had to build real relationships based on trust and kindness, not money.

2 Now listen to the interview and see if you found the correct missing word for each gap in Ex 1.

3 Complete each gap with the preposition *in*, *at* or *on*.

Parents fined over term-time holidays

Rising numbers of parents are being fined for taking children out of school for cheap holidays **1)** ..... *term time, research suggests.*

Many families are believed to have been caught staying at home **2)** ..... the summer holidays and delaying the family vacation until the autumn to save money.

Family holidays now represent the most common reason for school absence after illness.

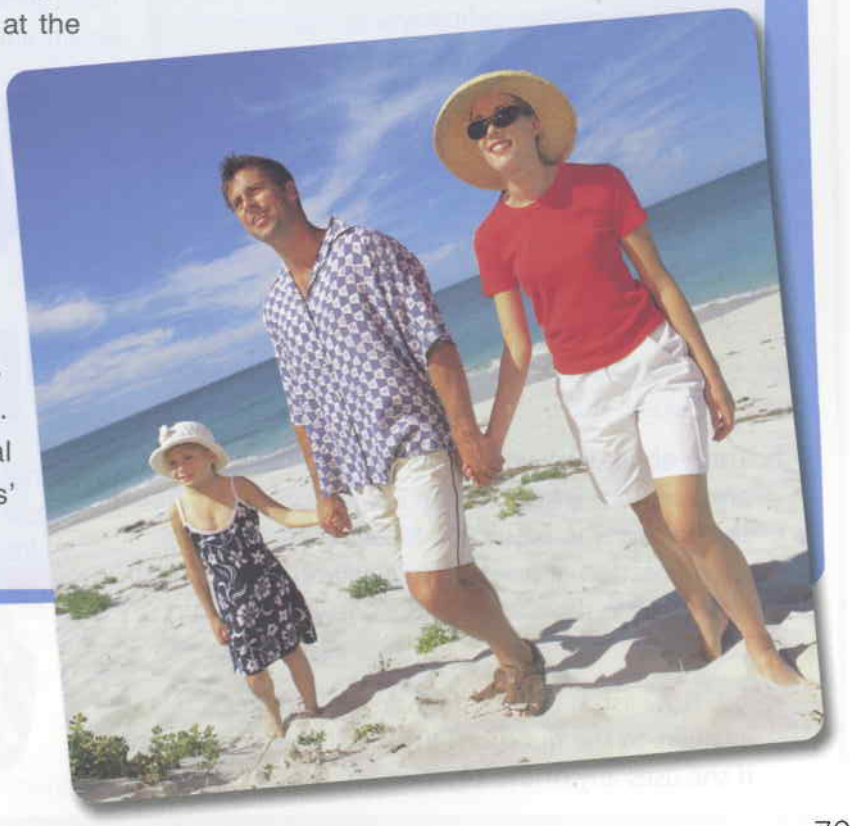
In Liverpool, fines have increased by 50 per cent. The problem is being fuelled by a price war between low-cost airlines at the city's John Lennon Airport which started **3)** ..... spring and is set to continue **4)** ..... the New Year.

Ron Collinson, Liverpool's chief attendance officer, said: "We see some families going **5)** ..... holiday two or three times a year ... and I don't mean **6)** ..... weekends or **7)** ..... special occasions or **8)** ..... parents' odd days off.

"They always seem to take them **9)** ..... key times for the schools, when we're trying to settle them into new environments or even **10)** ..... exam times."

Schools are currently allowed to allow families to take children out of school **11)** ..... term time for special reasons and are pressured to do so particularly **12)** ..... the months of May and September by parents looking for cheap family package deals.

Absence for family holidays accounted for almost one-in-10 days lost nationally.



SKILLS FOCUS

1 Look at the questions below and match them with a short answer **(A-J)** that could be a natural response to each one.

1	F	Do you prefer modern or traditional music from your country?
2		How often do you go out with friends?
3		What special occasions do families celebrate together in your country?
4		What piece of technology do you value most?
5		Where do you go shopping?
6		When do you typically use the computer?
7		Do you still write letters?
8		Would you like to live abroad?
9		Is going to the cinema popular in your country?
10		What is an ideal holiday for you?

A I hope to study abroad ...
B Twenty-four seven ...
C The microwave, definitely ...
D Apart from religious festivals, it's mainly birthdays and anniversaries ...
E Not really ...
F It depends ...
G I can't stand shopping ...
H Not as much as I'd like ...
I Something completely different ...
J It used to be ...

2 Think about how you would develop the answers to the questions in Ex. 1, justify the short answer in each case. Make a note next to each question of one or two key-words you might use in developing these answers.

3 Now listen to a student developing her answers to the questions in Ex. 1. Listen to see if she uses any of the key-words you noted.

4 Listen again. Can you predict how the student will finish each answer to the questions in Ex. 1? Match **A-J** to questions 1-10 in Ex. 1. There is a pause on the recording to allow you to predict this.

A ... that's pretty typical where I am from. .....
B ... life is just so hectic. .....
C ... I just think the world has moved on. .....
D ... that's a completely different thing. .....
E ... something exotic and something fun. .....
F ... I suppose it's all about the mood I'm in. .....
G ... it's my basic life tool. .....
H ... it's often a last minute thing though. .....
I ... the sooner it's over, the better. .....
J ... it's a pity, I think. .....

5 Look at these three gadgets/inventions. Talk briefly about each one ... answering the question: *Do you think this will catch on in your country/with people your age?* Think about how similar/different other people's views might be to yours. Record yourself while speaking. When you listen back think about how you developed your answers.

1 Cheap pre-paid phones that get rid of your monthly bills.

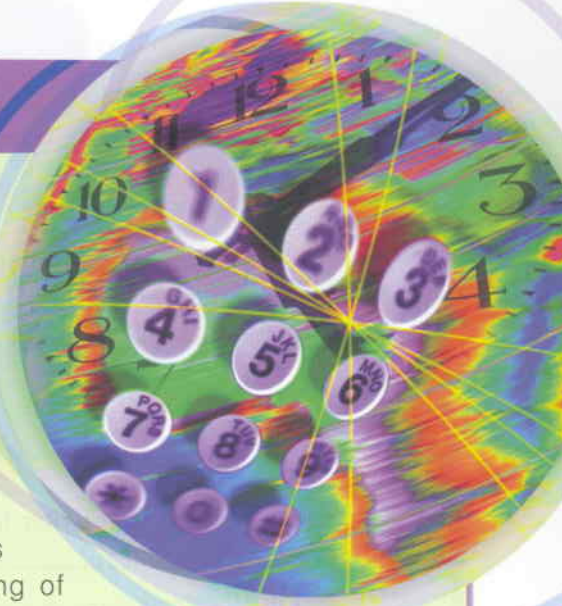
2 'Sakadachi Nian-Chan' by SegaToys computerised pets

3 Food Packaging Fashion clothing made from recycled food packaging.

GRAMMAR FOCUS: Review of past and perfect tenses

1 Complete the text with the correct form of the verb in bold *(present perfect simple* or *past simple)*. You may have to use some passive forms.

Twenty-somethings



According to a recent global youth survey, one of the largest 1) ..... **(ever/conduct)**, these are the top ten trends in twenty-somethings lives.

1. Real-time expectations

Anyone in his or her 20s living in an economically developed community 2) ..... **(never/know)** life without instant communication. If it's not real time, twenty-somethings switch their focus to something that is.

2. Living more intense local lives

As expert users of real-time technology, they live locally, more intensely and Facebook typifies this trend. With over 500 million users worldwide, it 3) ..... **(start)** by twenty-somethings at Harvard. It 4) ..... **(grow)** to other local groups *(e.g. students at other universities)* and now like many big cities, Facebook 5) ..... **(become)** just a collection of different localities.

3. Radically transparent

Twenty-somethings 6) ..... **(grow up)** with reality TV and radical celebrity culture – with the media looking into every corner of people's lives.

Right or wrong, this is a generation that's on a clear trend toward being more transparent about its thoughts, feelings and actions.

4. Expecting cheap or free everything

Globalization 7) ..... **(make)** many essentials of life very cheap. The Internet 8) ..... **(accustom)** them to getting music, software and services for free, either legally or illegally.

5. Entertainment must be part of the deal

Twenty-somethings 9) ..... **(grow up)** with animated, interactive, fun graphics in the classroom and in museums. Hence the notion of Edutainment.

6. Worrying about the planet

Climate change, disappearing species, habitat destruction and water shortages 10) ..... **(be)** daily news for twenty-somethings through all their adult life.

In the survey, 64 percent of respondents 11) ..... **(see)** climate change affecting them seriously in their lifetime and 82 percent 12) ..... **(think)** it would affect future generations seriously.

7. Seeing luxuries as standard

Twenty-somethings now think nothing of paying significant amounts for key products and services that 13) ..... **(consider)** luxuries in the past: smart phones, iPod Touch, wide-screen TVs and higher education as far as they can go.

8. Pro-business, anti-multinational

All around the world they 14) ..... **(raise)** in an environment in which free markets 15) ..... **(regard)** as the solution to everything and which certainly 16) ..... **(deliver)** plenty of consumer goodies to make life more fun. Twenty-somethings aren't anti-business but they do think multinational corporations have too much power.

9. Regulate media bias

Media 2010 is a lot bigger field than it 17) ..... **(be)** in 2000 or 1990. Twenty-somethings think all news media should be regulated but at the same time, they don't want government to regulate social media. It's called MySpace, after all.

10. Naturally Me but aspiring to We

Whether the national culture is highly individualistic *(e.g. United States)* or more collectivist *(e.g. China)*, twenty-somethings 18) ..... **(encourage)** to be more selfish than 19) ..... **(be)** previous generations: to be more 'Me'. Yet they are also now aware that pursuing selfish interests creates the planetary problems that are worrying them.

2 Look at this extract from an interview with someone living in modern China. Complete each gap with an appropriate *present* or *past* form of the verb in brackets.

Writer interview:

KRISTIN BAIR O'KEEFE *in China*

Q: You're an American writer living in Shanghai, China. How **1)** ..... **(you/end up)** there?

A: In 2005, my husband **2)** ..... **(say)** to me, "How would you feel about living in China?"
"China?"
"Mmmhhm, ... my company wants me to go there for a couple of years." Until that moment, I **3)** ..... **(not/ever/consider)** living in China. Italy? Sure. Greece? Absolutely. But China?
Still, it **4)** ..... **(not/take)** me long to make a decision. I **5)** ..... **(be)** an adventurous writer and a woman in love. Why not move to China? After a few short seconds of consideration, I **6)** ..... **(say)**, "Sure, let's go."
Five months later we **7)** ..... **(live)** in Shanghai. I **8)** ..... **(not/speak)** a word of Mandarin, **9)** ..... **(not/know)** a soul, and honestly, **10)** ..... **(not/know)** much about Chinese culture (other than what I **11)** ..... **(learn)** during our three-day cultural training class). But I **12)** ..... **(be)** fascinated. I **13)** ..... **(grab)** my Mac and my camera and set off. I **14)** ..... **(explore)** ... and writing ... ever since. My second book, which **15)** ..... **(come out)** a few months ago, is about China.

Q: It sounds like you **16)** ..... **(make)** a niche for yourself as a writer in China through teaching, writing about your adopted home, and creating a reading series. What do you like most about living in China? Is it a good place to live as a writer?

A: Living in China is this crazy, kooky, wonderful, frustrating, overwhelming, fulfilling, eye-opening, experience. I **17)** ..... **(live)** here for four years now and I'm pretty sure I **18)** ..... **(find)** enough material to last a lifetime. Two lifetimes maybe.
Since moving here in 2006, I **19)** ..... **(work)** hard to create a niche for myself in Shanghai, but I **20)** ..... **(also/work)** hard lately to establish myself as a writer abroad in the larger world community. This is key, especially if you want to someday publish a book in the U.S.

3 Now listen and see if your answers were correct.

EXAM FOCUS

1 Put the tips below into part of the speaking exam that they refer to.

Tips

1. Be prepared for the examiner to ask you detailed follow-up questions.
2. Use the full time to make notes before you speak.
3. Try to involve other people's perspectives in your answers.
4. Imagine yourself in an interview situation for this part of the test.
5. Try to avoid 'yes'/'no' answers as they can limit what you say.
6. Discuss your views by providing detailed explanation.
7. Make sure your notes provide points you can expand on.
8. Imagine yourself having to describe objects/events/people in detail in this part.
9. Think about explaining your views in relation to your own and others' experiences.
10. Expect to answer questions on either your home/home town or work/studies.
11. Use the prompts provided to organise different parts of what you say.
12. Give relevant information about yourself supported by examples.

Speaking exam checklist.

Part 1

- .....
- .....
- .....
- .....

Part 2

- .....
- .....
- .....
- .....

Part 3

- .....
- .....
- .....
- .....

2 Now think about the advice in the checklist for Part 2. Do this part 2 exam task. Record yourself. As you listen back, think about the points in the checklist and anything you could do to improve it.

Examiner: *I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk you'll have one minute to think about what you're going to say. You can make some notes if you wish.*

I'd like you to describe a cultural or entertainment event that you have been to.
You should say:

- *when and where it took place*
- *what happened at the event*
- *who attended and how they reacted*

and explain what you remember most about it.

14 Talks, presentations and lectures

VOCABULARY FOCUS

1 What in your opinion makes a good speaker? Grade these points (1 = low, 2 = medium, 3 = high). Change the wording of the points you don't grade highly, so you can give them a high grade.

How important are these points for you when you listen to a talk?

The speaker ...

- talks at a slow pace .....
- makes lots of eye contact .....
- reads aloud from notes on PowerPoint .....
- uses lots of gestures .....
- speaks in a loud voice .....
- uses lots of animations in PowerPoint .....
- makes jokes .....
- gives the talk a clear structure .....
- uses lots of visual aids .....
- looks very confident .....
- keeps to one topic for the whole talk .....
- chooses an interesting topic .....
- is well dressed .....
- looks nice .....

2 Look at these sections of a talk and the expressions that are often used in these sections. Complete the expressions.

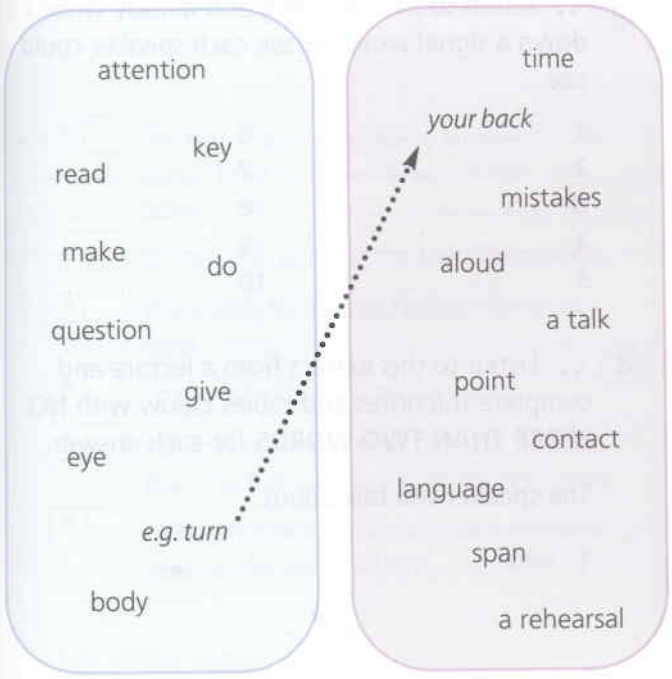
Sections of a talk	Typical expressions
Introduction	Today, I'd **1)** ..... to talk about ... What we're going **2)** ..... during the talk is ...
Body of talk	I'd like to **3)** ..... to my next point. The **4)** ..... I'd like to make is ... **5)** ..... on to my next point.
Summary	**6)** ..... summary, ... So, my **7)** ..... were ...
Conclusion	What we can **8)** ..... from all this is ...
Question time	Does **9)** ..... any questions? **10)** ..... to you.

Now think of a topic you know well, *e.g. the town I live in, my plans for the future, the reasons why I like ...*. Give a short talk (out loud or silently), following the above order of sections and using as many of the expressions as you need. Record yourself, then listen back to it.

3 Complete the sentences with the correct adjective.

1 When someone gives a long talk in a monotonous voice on a subject you have no interest in, you feel **b**..... .
2 When you know your subject well and have thought carefully about how to present it you feel **c**..... .
3 Some people feel really **e**..... when they go to hear famous people giving talks.
4 Talking in front of large audiences full of people you don't know often makes people feel **n**..... .
5 If a speaker is good, he/she will make you want to learn more about the subject, so you'll feel **c**..... .
6 If you go to a good talk that gives you lots of useful information you leave it feeling **s**..... .
7 When a speaker talks too fast or in a confusing way the audience often feel **d**..... about what he/she is really trying to say.
8 Sitting listening to talks all day can, surprisingly, leave people feeling **t**..... .

4 Match the words in these two circles to make collocations about talks, as in the example.



Now use each collocation to write sentences describing good or poor talks you have been to/given.

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

5 Underline the main stress in each of these words/sets of words, then say them to yourself.

1 question time
2 visual aids
3 the next point I'd like to make
4 responsive
5 conclusion
6 in summary
7 eye contact
8 attention span
9 key points
10 body language

Listen to the recording to check your answers.

6 Listen to these extracts from a description given by a university lecturer of his experience using PowerPoint slides in his class. Choose the option **A**, **B** or **C** which is true of each extract.

Extract 1

A His colleague used slides.
B He used slides to make notes.
C He taught his colleague to use slides.

Extract 2

A He had always used lots of visual aids.
B He liked interacting with his students.
C His colleague structured his lectures very carefully.

Extract 3

A He made frequent eye contact with his students.
B He always did a rehearsal of his lecture beforehand.
C His classes became less interactive.

Extract 4

A The students didn't like the way he used gestures.
B The students liked the new information they got from the slides.
C The students wanted him to go back to using a board.

Extract 5

A Using the board helped students to be more responsive.
B The teacher made more use of questions.
C Using slides increased students' attention span.

SKILLS FOCUS

1 **Write the signal words/phrases in the box which shows their function.**

• To sum up • Firstly • In addition • For instance
• But • As a whole • What I'm trying to say is
• To conclude • Last of all • Next

Introducing ...	
a conclusion	
a clarification	
the next point	
the first point	
the last point	
a summary	
an example	
a generalisation	
contrasting information	
more information on the same point	

2 **Now from your memory add at least one other signal word/phrase to each box.**

3 **Listen to the recording and quickly write down a signal word/phrase each speaker could use.**

1 ..... 6 .....
2 ..... 7 .....
3 ..... 8 .....
4 ..... 9 .....
5 ..... 10 .....

4 **Listen to this extract from a lecture and complete the notes and tables below with NO MORE THAN TWO WORDS for each answer.**

The speaker will talk about:

1 what .....

↓

2 do we all .....?

↓

3 ..... learn it

↓

4 ..... of grammar in learning a foreign language

The two meanings of grammar

The way we use **5)** ..... of words to **6)** ..... .
The way we use **7)** ..... to talk about **8)** ..... and their uses.

Complete the summary below.

The speaker thinks it's clear that we all **9)** .... because we can all speak with one another. But we don't all know it **10)** .... i.e. we are not aware of knowing it. Many people don't know what **11)** ..... to use to describe the language they use. This is similar to a **12)** .... who plays very well but can't explain what they do.

GRAMMAR FOCUS: The future

1 Match the sentences to the uses of the verbs.

1	On Thursday we're going to hear a talk about how to increase your brain power.
2	I'll give you a lift to the talk if you want.
3	The coach to the conference leaves at 6pm.
4	I'm sure he'll give a brilliant talk.
5	You can see from how nervous he is that the talk isn't going to be very good.
6	I'll buy the ticket for you – as a present. You can be sure of that.

Uses of the verbs

A To make a promise
B To talk about a timetabled future event
C To make a prediction based on present evidence
D To talk about a decision you're just making
E To talk about plans
F To predict something with confidence

2 Read these rules about expressing the future in English. Correct any mistakes.

- We use 'going to' to talk about things that we are thinking of doing, or which we can see from present evidence will probably happen in the future.
- We use the present simple to talk about events that are organised to happen in the future.
- We use 'will' to talk about decisions we recently made, predictions we feel fairly sure about, offers and promises.

3 Look at this programme for a summer language school then fill in the gaps in the email.

Sunday
19:30 Welcome party in Potter Room.

Monday
14:30 Talk about Edinburgh followed by guided tour. Get coach from outside main gates.
19:30 Cookery class – presentation of some old favourites. Learn to cook British specialities! We guarantee success!

Tuesday
14:30 Trip to see Forth Bridge. Returning at 6p.m.

Wednesday
20:00 Prize giving – Oscars for best posters, websites and acting.

Friday - Sunday
Weekend trip to London (deadline for signing up: Wednesday 6p.m.).

Hi Mum,

I arrived fine and all is well i.e. bedroom, facilities, etc. People seem friendly too and there's a great social programme. This evening at 19:30 there **1)** ..... **(be)** a welcome party, so I **2)** ..... **(go)** to that as it **3)** ..... **(enable)** me to meet my classmates and other students. Then on Monday, I **4)** ..... **(attend)** a British cookery class. I think that **5)** ..... **(be)** good fun. That **6)** ..... **(be)** after a guided tour round Edinburgh in the afternoon. I haven't looked at the rest of the programme in detail but I do know they **7)** ..... **(take)** a group to London next weekend. I've decided I **8)** ..... **(definitely/take)** advantage of that. I'd love to go to London. So, it looks as if things **9)** ..... **(be)** good.

Got to go now. I **10)** ..... **(ring)** you tomorrow night – promise.

Love

4 You will hear a school student talking about a presentation he needs to give. Before you listen, read the transcript and predict what future form (*will*, *going to* or *present simple*) he will use for the verbs in brackets. Then listen to check your answers and, after, match the verbs to the uses (A-F).

I'm preparing a talk to give to my classmates about our history project. The talk 1) ..... **(be)** on Friday and I've never given a talk to an audience before. I'm pretty nervous about it, but I'm sure they 2) ..... **(be)** interested because it's a really good project. Let me tell you what it's about and maybe you can give me some help.

I've planned the first part. I 3) ..... **(start)** with a general description of the project; you know, its aims and how we collected our data. Then I think I 4) ..... **(show)** them some PowerPoint slides of Hadrian's Wall and ask them what they know about it. Asking them questions 5) ..... **(involve)** them a bit and hopefully get their interest. I expect they 6) ..... **(not know)** much at all because they've been investigating other things. After that, I 7) ..... **(show)** them a picture of our project group – it's a great group and we've worked well together. I'm OK with this bit and my teacher said to use plenty of eye contact and remember my body language.

What I think I 8) ..... **(do)** next in the presentation, is tell them all about the wall – why it was built, how long it is and that kind of thing. I expect they 9) ..... **(enjoy)** that, as most of the group are interested in history. In fact, the whole class 10) ..... **(go)** to Hadrian's wall sometime next month, so my talk 11) ..... **(give)** them some background information before we go. I'm really looking forward to that trip and I'm sure we 12) ..... **(have)** a great time.

Anyway, it's not the content of the talk that worries me, it's the delivery. The thing is, my PowerPoint skills are a bit limited and as you can see, I 13) ..... **(never/finish)** it on time at this rate. It takes me ages to put it together. You're good at PowerPoint. Do you think you can help me a bit this evening? Tell you what, I 14) ..... **(make)** you an offer. If you come round at 7 o'clock, we can work on it for an hour or so and then I 15) ..... **(order)** a pizza. Then we can relax and watch the next episode of Spooks which 16) ..... **(start)** at 9 o'clock. What do you think?

A	To make a promise
B	To talk about a timetabled future event
C	To make a prediction based on present evidence
D	To talk about a decision you're just making
E	To talk about plans
F	To predict something with confidence

Listen to the boy talking again and note how he says the future forms – does he use full forms or contractions? Does he say them with stress or without?

Read the text over carefully until you fully understand it. Then read it out loud. You could record yourself. Try to say the future forms in the same way as they boy did.

EXAM FOCUS

Listening

Questions 1 and 2

Complete the sentences below.
Write **NO MORE THAN THREE WORDS** for each answer.

The talk

1 The talk will be about how the brain and mental ability are ..... .

2 The lecturer will talk about research that explains the ..... between aerobic activities and brain power.

Questions 3 - 7

Complete the notes below.
Write **NO MORE THAN THREE WORDS** for each answer.

Research Experiment
Training

↓

3 Mice placed in front of ..... .

↓

4 Mice given reward if touched square on left ..... .

↓

Memory test

5 Squares initially placed ..... .

↓

6 Squares brought ..... to one another.

↓

7 Mice touching the correct square got the highest ..... .

Questions 8 - 10

Complete the table below.
Write **NO MORE THAN THREE WORDS** for each answer.

Findings

Finding 1	Mice with no exercise performed 8) ..... in the test.
Finding 2	Mice which had done exercise could 9) ..... memories much better.
Finding 3	Exercising mice had developed 10) ..... in the memory section of the brain.

15 The natural world

VOCABULARY FOCUS

1 Complete these diagrams with at least five words belonging to each category.

1

Weather phenomena

.....
.....
.....
.....
.....

2

Classes of animal

.....
.....
.....
.....
.....

3

Words related to climate change

.....
.....
.....
.....
.....

4

Types of earth surface

.....
.....
.....
.....
.....

2 Unjumble these words to complete the definitions.

Jumbled words	Definitions
1 teplirse	..... breath air, lay eggs and are cold-blooded.
2 nxtoiectin	When animals are dying out they are in danger of ..... .
3 currnieha	A ..... is a very powerful and violent storm with heavy rain and strong winds.
4 hugdrot	When it doesn't rain for a long time you get a ..... .
5 slammam	..... are warm blooded hairy creatures that feed their young with milk.
6 natepl	A body that orbits a star and has its own gravity is called a ..... .
7 lrosa gynere	..... is power we get from the sun.
8 kahequetra	A sudden release of energy by the earth which creates waves is called an ..... .
9 hanpibisma	When young, ... live in water, and as adults they usually live on land.

3 Which adjectives collocate with the nouns from each list. Complete with: *global, extinct, endangered, heavy, strong, severe.*

1 .....

amphibians mammals insects

2 .....

floods drought

3 .....

earthquake hurricane

4 .....

volcano star

5 .....

climate change

6 .....

pollution

Add to each list any other nouns about 'the natural world' that collocate?

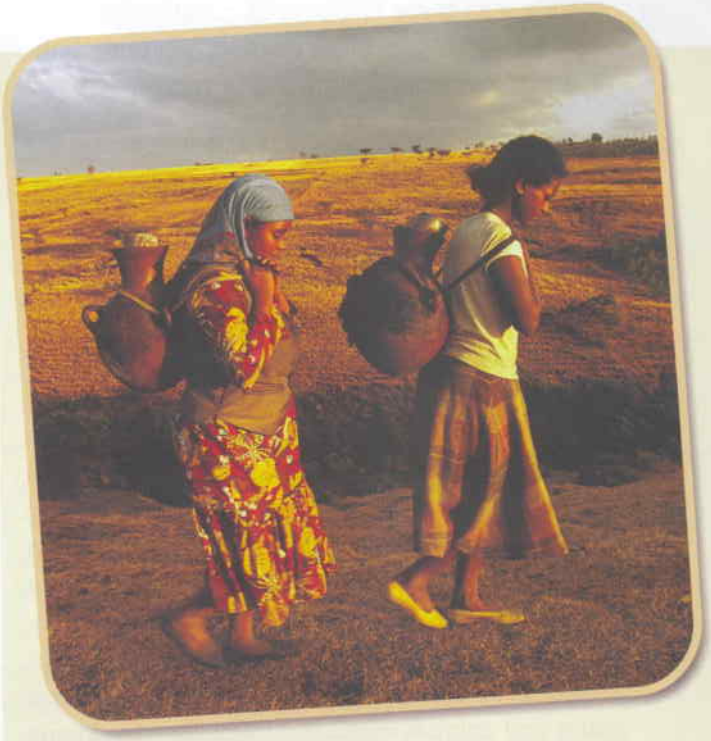
4 Add the correct suffix to the words below to make new words, making any necessary changes. N.B.: Some of the words can take more than one of the suffixes.

• -ment • -y • -able • -less • -or • -ian • -ist • -ful • -ness • -tion • -ly • -ion • -ous

1	ridicule	9	thought .....
2	physics	10	use .....
3	mountain	11	distinguish .....
4	beauty	12	child .....
5	pay	13	imagine .....
6	slow	14	guitar .....
7	worth	15	suggest .....
8	fog	16	create .....

Now list at least three more words that can take each suffix.

5 Complete the gaps in this text with the correct suffixes. Then read it again and find ten other words with suffixes. N.B.: Some suffixes are not in Unit 15 of the Ss' book.



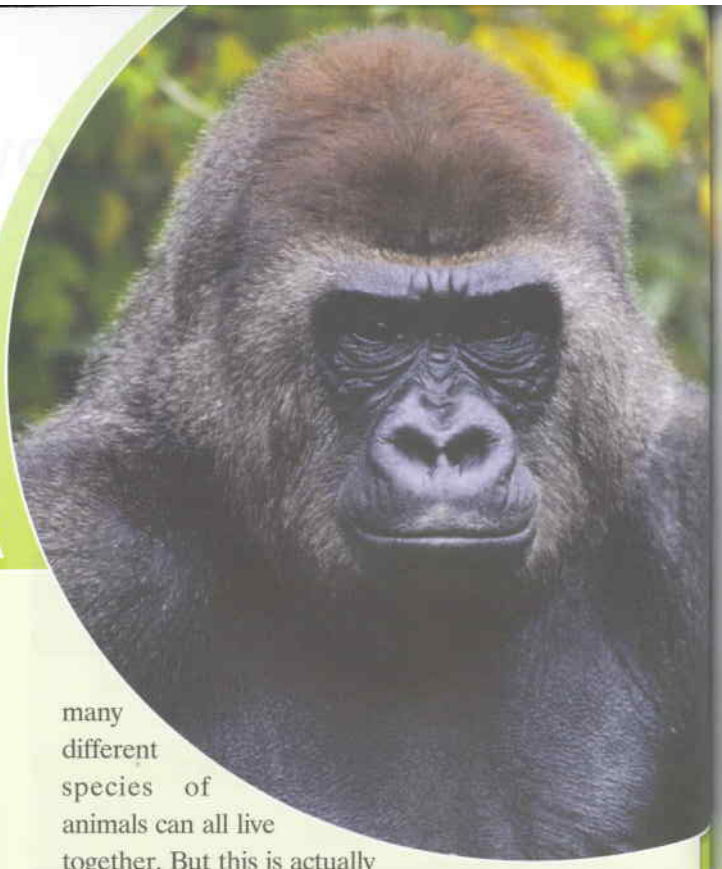
"Our 1) **ancest**..... viewed the Earth as rich and bountiful, which it is. Many people in the past also saw nature as 2) **inexhaust**....., and sustainable, which we now know is the case only if we care for it. It is not difficult to forgive 3) **destruct**..... in the past which resulted from 4) **ignor**..... . Today, however, we have access to more information, and it is essential that we re-examine ethically what we have inherited, what we are 5) **respons**..... for, and what we will pass on to coming generations. Our marvels of science and technology are matched if not outweighed by many current tragedies, including human 6) **starv**..... in some parts of the world, and the extinction of other life-forms. The exploration of space takes place at the same time as the Earth's own oceans, seas, and fresh water areas grow 7) **increasing**..... polluted. Many of the Earth's habitats, animals, plants, insects, and even micro-organisms that we know as rare may not be known at all by future generations. We have the 8) **capab**....., and the responsibility. We must act before it is too late." – The Dalai Lama.

SKILLS FOCUS

Scanning

1 Quickly scan these two sets of questions and answers about rainforest animals and underline all dates, numbers and names of things.

As you know, dates, numbers and names are the kind of information you need to look for when you scan.



Q: Why do more animal species live in the rainforest than other parts of the world?

A: Scientists believe that there is a great diversity of animals because rainforests are the oldest ecosystems on earth. Some rainforests in Southeast Asia have been around for at least 100 million years, when dinosaurs roamed the earth. During the Ice Ages, the last of which ended about 10,000 years ago, the frozen areas of the North and South Poles spread over much of the earth, causing a high rate of animal extinction. But the giant freeze did not reach a number of refuges in tropical rainforests. Therefore, rainforest plants and animals continued to evolve, developing into the most diverse and complex ecosystems on earth.

The nearly perfect conditions for life also helped contribute to the great number of species. With constant temperatures of around 75-80 degrees fahrenheit, animals don't have to worry about freezing during cold winters or finding shade in the hot summers. They rarely have to search for water, as rain falls almost every day in tropical rainforests.

Q: How do all these species manage to live together without running out of food?

A: The constant search for food, water, sunlight and space is a 24-hour pushing and shoving match. With this fierce competition, you may be amazed that so many different species of animals can all live together. But this is actually the cause of the huge number of different species. The main secret lies in the ability of many animals to adapt to eating a specific plant or animal, which few other species are able to eat. Have you ever wondered, for instance, why toucans and parrots have such big beaks? These beaks give them a great advantage over other birds with smaller beaks. The fruits and nuts from many trees have evolved with tough shells to protect them from predators. In turn toucans and parrots developed a large strong beak, which serves as a nut cracker and provides them with many tasty meals.

Some rainforest species have populations that number in the millions. Other species consist of only a few dozen individuals. Living in limited areas, most of these species are endemic, or found nowhere else on earth. The Maues marmoset, a species of monkey, wasn't discovered until recently. Its entire population lives within a few square miles in the Amazon rainforest. It's so small, it can fit in a person's hand!

2 Answer the questions by scanning the texts in Ex. 1 for the correct information.

1 How long have some Southeast Asian rainforests been around?

.....

2 What ended about 10,000 years ago?

.....

3 What is the temperature in the rainforests?

.....

4 What two animals with big beaks are mentioned?

.....

5 What kind of animal is the Maues marmoset?

.....

6 In which forest was the Maues marmoset discovered?

.....

3 Read the text in Ex. 1 again and underline the answers to these two questions:

A Why did rainforest animals survive the great freeze?
B Why are there so many different animals in the rainforests?

You can see that the kind of reading needed to answer the questions in Ex. 3 is very different from scanning. It requires you to read a sentence or sentences from the text in great detail to understand exactly what is said. Reading for detail in this way is often tested in IELTS reading tasks: **True/False/Not Given** and **Yes/No/Not Given**.

4 Identifying writer's views/claims

Read the next question and answer set from the same text, and next to the statements below, write

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts the views of the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

1 It is easy to see many different kinds of mammals in rain forests. .....
2 Insects can be dangerous. .....
3 Some insects have yet to be named and classified. .....
4 Ants can help other species to survive. .....
5 Ants can be very aggressive towards ants from different groups. .....

Q: **Which type of rainforest species is most numerous?**

A: If you were to visit a rainforest, you probably wouldn't run into many jaguars or monkeys. The only living animals you could be sure to see are the millions of insects creeping and crawling around in every layer of the rainforest. Scientists estimate that there are more than 50 million different species of invertebrates living in rainforests. One scientist found 50 different species of ants on a single tree in Peru! You would probably only need a few hours of poking around in a rainforest to find an insect unknown to science. You could even name it after yourself!

Insects are often beautiful and always fascinating. Have you ever heard of an ant that farms? Or ants that act as security guards? Leaf-cutter, or parasol ants, can rightfully be called the world's first farmers. They climb trees up to 100-feet tall and cut out small pieces of leaves. They then carry these fragments, weighing as much as 50 times their body weight, back to their homes. Sometimes they need to travel 200 feet, equal to an average human walking about 6 miles with 5,000 lbs. on his/her back! The forest floor is converted to a maze of busy highways full of these moving leaf fragments.

These ants don't eat the leaves they have collected, but instead bury them underground. The combination of leaves and substances that the ants produce such as saliva allows a type of fungus to grow. This fungus is the only food that they need to eat.

The perfect partnership – Azteca ants live on the Swollen Thorn Acacia Tree, which offers the ants everything needed for survival – lodging, water, and food for themselves and their young. In return, the ants protect the trees from predators. Whenever the ants feel something moving at the foot of the tree, they rush to fiercely fight the intruder. They also protect it from vines and other competing plants that would otherwise strangle it. As a result, nothing can grow near these trees. They are the only trees with a built-in alarm system!

Identifying Information

5 Read another question and answer set from the same text, and next to the statements below, write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

1 Millions of species have become extinct over the last century. .....
2 There are three main reasons why animals are sold. .....
3 Some animals have survived changing environments while others haven't. .....
4 Comet strikes in the industrial age were catastrophic for animals. .....
5 Animals can become extinct through our lack of thought. .....

Q: Is it true that dozens of animal species a day become extinct in tropical rainforests?

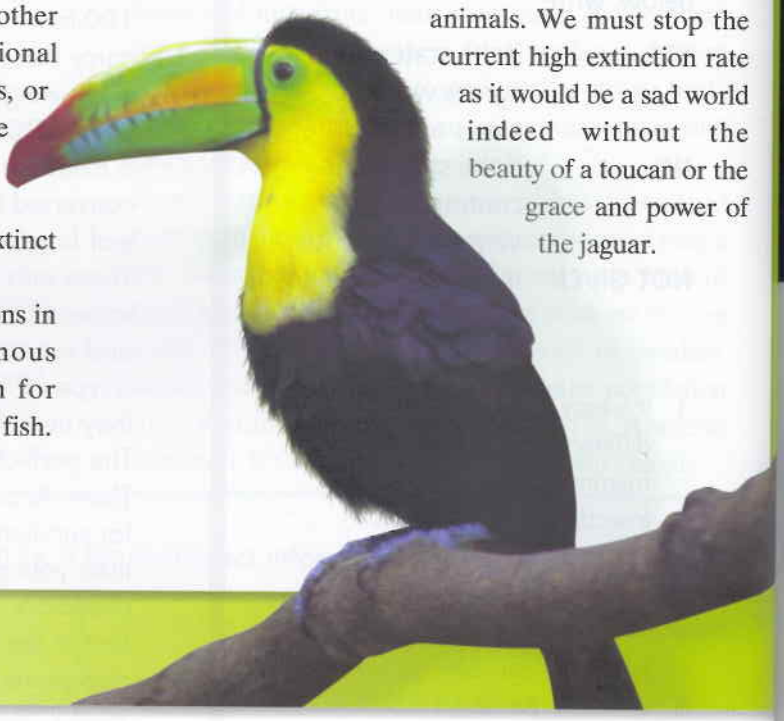
A: An average of 137 species are driven into extinction every day in the world's tropical rainforests. Logging and cattle ranching have contributed to the loss of millions of acres of tropical rainforest. Animals and people alike lose their homes when trees are cut down. These animals are given no warning to move – no time to pack their bags – and most die when the forest is destroyed.

The cutting down of trees is not the only reason for species extinction. Thousands of monkeys and other primates are traded illegally on the international market each year, wanted for their fur, as pets, or for scientific research. Parrots and macaws have also become popular pets; buyers will pay up to $10,000 for one bird. Even the king of the jungle, the jaguar, is in danger of becoming extinct because its fur is highly valued.

Pollution from mining has killed fish populations in the mighty Amazon River. Many indigenous people, who have depended on these fish for centuries, have become sick from the poisoned fish.

Extinction is a natural process. Species like the saber-toothed tiger died off from their failure to adapt to a changing environment. Others, like the dinosaurs, died off due to a catastrophic event (as an asteroid striking the earth). But today humans are altering their habitats too quickly for animals to adapt. So many species have become extinct in such a short period of time, that the impact of the industrial age has been compared to that of a comet strike on the diversity of life.

Humans must share the earth with all plants and animals. We must stop the current high extinction rate as it would be a sad world indeed without the beauty of a toucan or the grace and power of the jaguar.



GRAMMAR FOCUS: Past tense of modals *would/should/might*

1 Read these texts about dinosaurs. Complete the gaps with *would/should/might have + the past participle* of the verb in brackets in the *active* or *passive*.

Paleontologist Kristi Curry-Rogers studies ancient fossils to determine how fast dinosaurs grew. Because the bones of modern day reptiles grow slowly, scientists had always assumed that dinosaurs grew slowly as well. Experts had estimated that it **1)** ..... **(take)** up to 120 years for an enormous Apatosaurus to grow to its full length of 70 to 90 feet. To Curry-Rogers, this didn't make sense.

In Bozeman, Montana, she found fossilized Apatosaurus bones and set out to determine the rate at which the dinosaur had grown. Curry-Rogers realized that the interior of the bones contain a record of the animal's growth. So, she prepared a bone slice one tenth of a millimeter thick and looked at it under a microscope. If the animal had grown slowly, patterns created by the blood vessels in the bone **2)** ..... **(arrange)** in an orderly fashion.

But Curry-Rogers discovered that placement of the vessels was irregular. She now suggests that Apatosaurus **3)** ..... **(reach)** its full size in as few as 10 to 12 years.

In a world where an asteroid whizzed past Earth instead of crashing down with the force of 100 million tons of TNT, life **7)** ..... **(progress)** very differently. Sixty-five million years ago, some of the animals and plants that are common today were just getting started. These include placental mammals and flowering plants. Insects that rely on flowers, such as bees, were also relatively new. Many of these life forms thrived after the mass extinction of 65 million years ago, and without mass extinction to clear their way, they **8)** ..... **(not/find)** ecological opportunities to survival. In this scenario, the world emerging from this event **9)** ..... **(be)** full of reptiles and short on mammals – including people.

But even if the asteroid hadn't hit, dinosaurs and other life forms **10)** ..... **(become)** extinct anyway. Some dinosaur species had started to decrease long before the asteroid's impact. This has led most researchers to conclude that the asteroid was just one of several global catastrophes.

Many experts think that dinosaurs **4)** ..... **(wipe)** out by an asteroid that is known to have hit Mexico 65 million years ago, triggering a tsunami, earthquakes, wildfires and massive amounts of dust. The dust **5)** ..... **(block)** out the sun for many years, causing a dramatic drop in temperature. This **6)** ..... **(affect)** the whole food chain, creating a hostile environment for all living creatures the world over.

Some scientists are critical of those who say that the asteroid caused dinosaurs to die out. They say they **11)** ..... **(examine)** other possibilities. They **12)** ..... **(consider)** the fact that the extinction was in fact not sudden, and they **13)** ..... **(accept)** that other catastrophic earth events **14)** ..... **(contribute)** to their extinction.

2 Complete these conclusions that can be drawn from the texts with the correct past modal verb in a positive or negative form.

1 Dinosaurs ..... died out 65 million years ago.
2 It seems that dinosaurs ..... become full size in only a few years.
3 An enormous asteroid hitting the earth .... caused problems for creatures living 65 million years ago.
4 A prolonged lack of sun .... resulted in the death of plants and animals.
5 All evidence ..... considered before a theory for dinosaur extinction was proposed.
6 Without the lack of competition created by mass extinction some new plant species .... survived.
7 There's no doubt that a series of catastrophic climatic events ..... killed off the dinosaurs eventually.
8 We don't know exactly what it was that .... made the dinosaurs extinct.
9 Scientists ..... examined more data before suggesting that the asteroid theory was correct.
10 Humans ..... developed if the dinosaurs had not been wiped out.

EXAM FOCUS

Questions 1-14

You should spend about 20 minutes on Questions 1-14.

Can Animals Sense Earthquakes?

The belief that animals can predict earthquakes has been around for centuries.

In 373 B.C., historians recorded that animals, including rats, snakes and weasels, deserted the Greek city of Helice in the thousands just days before a quake devastated the place.

Accounts of similar animal anticipation of earthquakes have surfaced across the centuries. Catfish moving violently, chickens that stop laying eggs and bees leaving their hive in a panic have been reported. Countless pet owners claim to have witnessed their cats and dogs acting strangely before the ground shook—barking or whining for no apparent reason, or showing signs of nervousness and restlessness.

But precisely what animals sense, if they feel anything at all, is a mystery. One theory is that wild and domestic creatures feel the Earth vibrate before humans. Other ideas suggest they detect electrical changes in the air or gas released from the Earth.

Earthquakes are a sudden phenomenon. Seismologists have no way of knowing exactly when or where the next one will hit. An estimated 500,000 detectable quakes occur in the world each year. Of those, 100,000 can be felt by humans, and 100 cause damage.

One of the world's most earthquake-prone countries is Japan, where devastation has taken countless lives and caused enormous damage to property. Researchers there have long studied animals in hopes of discovering what they hear or feel before the Earth shakes in order to use that sense as a prediction tool.

American seismologists, on the other hand, are sceptical. Even though there have been documented cases of strange animal behaviour prior to earthquakes, the United States Geological Survey, a government agency that provides scientific information about the Earth, says a reproducible connection between a specific behaviour and the occurrence of a quake has never been made.

"What we're faced with is a lot of anecdotes," said Andy Michael, a geophysicist at USGS. "Animals react to so many things—being hungry, defending their territories, mating, predators—so it's hard to have a controlled study to get that advanced warning signal."

In the 1970s, a few studies on animal prediction were done by the USGS "but nothing concrete came out of it," said Michael. Since that time the agency has made no further investigations into the theory.

Erratic Behaviour in Dogs

Researchers around the world continue to pursue the idea, however. In September 2003, a medical doctor in Japan made headlines with a study that indicated erratic behaviour in dogs, such as excessive barking or biting, could be used to forecast quakes.

There have also been examples where authorities have forecast successfully a major earthquake, based in part on the observation of the strange antics of animals. For example, in 1975 Chinese officials ordered the evacuation of Haicheng, a city with one million people, just days before a 7.3-magnitude quake. Only a small portion of the population was hurt or killed. If the city had not been evacuated, it is estimated that the number of fatalities and injuries could have exceeded 150,000.

It was later discovered, though, that a rare series of small tremors, called foreshocks, occurred before the large quake hit the city. Still, the Chinese have continued to look at animal behaviour as an aid to earthquake prediction. "They have had several notable successes and also a few false alarms," said Rupert Sheldrake, a biologist and author of the books, *Dogs that Know When Their Owners Are Coming Home* and *The Sense of Being Stared At*.

Questions 1-5

Do the following statements agree with the views of the writer in the reading passage?
Write

YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

1 A wide variety of animals have been used as early warning systems for earthquakes. .....
2 A large number of pets have been killed in earthquakes. .....
3 Scientists can explain how animals predict earthquakes. .....
4 People notice few of the earthquakes that happen. .....
5 Researchers all over the world believe animals are able to predict earthquakes. .....

Questions 6-9

Complete the summary with words **A-K** from the box below. Write the correct letters for your answers.

Research into animals predicting earthquakes has taken place in many countries with **6)** ..... results. In the US they found no **7)** ..... link between animal behaviour and earthquakes. In Japan, however, it was concluded that certain types of **8)** ..... behaviour in dogs could be linked to subsequent earthquakes. In China the **9)** ..... evacuation of a town took place, saving many lives after it was noted that animals were behaving in a peculiar way.

A	strong	G	differing
B	huge	H	familiar
C	successful	I	significant
D	similar	J	alarming
E	unusual	K	definite
F	urgent		

Questions 10-14

Answer the questions below. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

10 What animal ability are these examples of: catfish moving violently, chickens that stop laying eggs and bees leaving their hive in a panic?
.....
.....

11 What is detecting electrical changes a possible explanation of?
.....
.....

12 What do Japanese researchers aim to use animal behaviour as?
.....
.....

13 What would American researchers like to be able to have to investigate animals' behaviour?
.....
.....

14 What are excessive barking or biting by dogs described as?
.....
.....

16 Global Issues

VOCABULARY FOCUS

1 Look at this text on the effects of changing weather patterns. Complete each gap with the correct form of the word at the end of the line.

Changing worlds

One of the key impacts of 1) ..... warming is 2) ..... displacement.	GLOBE INHABIT
Increased atmospheric temperature has greatly affected weather patterns in various parts of the world, with phenomena such as heavy 3) ..... leading to changes in landscape and the 4) ..... of wildlife and marine species.	RAIN DISTRIBUTE
Tropical rain forest, the grasslands of temperate regions and the arctic – once the life support of various species – are now 5) ..... close to 6) ..... . The collapse of so many of these 7) ..... habitats has resulted in a mass exodus of wild animals, making them vulnerable to starvation.	DISASTER DESTROY NATURE
The 8) ..... of the snowline and 9) ..... have led the Arctic Polar Bear to venture out into unknown hostile territory.	MELT GLACIAL
This increased temperature has also resulted in the 10) ..... of many 11) ..... regions and mangroves with salt water, potentially leading to the 12) ..... of many species associated with that particular ecosystem.	FLOOD COAST EXTINCT

2 Look at this text on issues in world food production. Choose the best word **A, B, C** or **D** to complete each gap.

Food Issues

A country's ability to feed itself very much depends on three factors: availability of arable land, accessible water and **1)** ..... growth. The more people there are, especially in poor countries with limited **2)** ..... of land and water, the fewer resources there are to meet **3)** ..... needs. If these needs cannot be met, **4)** ..... slows down and economies begin to come apart.

In some **5)** ..... countries, attempts to increase food **6)** ..... and consumption are undermined by rapid population **7)** .....; migration from **8)** ..... to urban areas; unequal land distribution; worsening **9)** .....; and poor management of land.

Lower birth **10)** ....., along with better management of land and water **11)** ....., are necessary to prevent terrible food **12)** ..... .

1	A human	B people	C group	D population
2	A sizes	B amounts	C numbers	D rates
3	A basic	B low	C straight	D average
4	A living	B success	C life	D development
5	A developing	B deprived	C dependent	D developmental
6	A product	B produce	C production	D process
7	A growth	B increase	C size	D rise
8	A regional	B local	C rural	D communal
9	A poverty	B progress	C pollution	D prosperity
10	A levels	B rises	C rates	D sizes
11	A resources	B spaces	C areas	D sources
12	A rates	B shortages	C wastes	D droughts

SKILLS FOCUS

1 Look at this prize-winning essay on global issues from school student **Leon Zhang** in the Bosch Technology Horizons competition. Four topic sentences have been removed from the beginning of paragraphs and four summary/evaluative sentences from the end of paragraphs. Match missing sentences **A-H** to gaps 1-8. Think about how the parts of the sentences in bold link to what comes before or after.

Take this time to think, for just a moment. In the past second, one and a half acres of rainforest were cut down, destroying the homes of many species of wildlife. In the past minute, the energy used in the UK was equal to 313 million tons of oil, which we can never get back. In the past hour, 160 children died from lack of access to safe drinking water and sanitation.

Mother Earth is in deep trouble. And it is our duty to get her out of it.

1 Melting polar ice caps, rising temperatures, the economic crisis – it seems we cannot escape. The media has done its fair share emphasising the problem. Yet, there is a bright side. Our greatest strength as human beings is the ability to think. **2**

3 In one of the hottest places on Earth, water is in scarce supply. Up to 250 million Africans could live in water-stressed areas by next year, and more than 50 per cent of Africans suffer from water-related diseases such as cholera and infant diarrhoea. However, there are solutions. Engineering has already produced breakthroughs. By pressurising sea water to produce vapour jets and filtering them through carbon nano-tubes, we can get clean drinking water from sea water – an almost inexhaustible resource. **4**

5 One of its most ambitious plans is to build a working space solar power system by 2030. By drawing on the colossal energy of the sun, it could meet the entire world's electricity requirements indefinitely without nuclear or Green House Gas emissions. It sounds like a space-age dream, doesn't it? If successful, the impact on the world would be monumental. It would mean energy for schools, hospitals, and homes. **6**

7 We are finally entering an era where engineering and technology are making the world a better place. Take the time to think, for just a moment. **8**

A Every day, people everywhere are **doing their bit**, from recycling newspapers at home, to developing hydrogen-powered fuel cell cars in a lab.

B **It** would mean another industrial revolution.

C **Japan** has long been renowned for its mind-blowing technological advances that are often years ahead of the rest of the world.

D **Now** stop, and think towards the future.

E **The problems** our Earth faces can affect us all.

F **One prime example** is finding solutions to water problems in developing countries such as Africa.

G We can try to put a stop to **these** global dilemmas.

H It may sound complex, but **such** engineering feats can save millions of lives, not just in Africa but all over the planet.

2 Look at these two jumbled paragraphs. Think about these aspects of how paragraphs develop:

- Topic sentence
- Evidence/Example/Explanation
- Summarising/Evaluative sentence

Identify the topic sentence in each paragraph below and then arrange the sentences into a logical order.

A

- ☐ It is estimated that 1000 million people will be born during this decade.
- ☐ By and large, the biggest increases will occur in the poorest countries – those societies least equipped to meet the needs of the new arrivals and invest in their future.
- ☐ Today, the situation looks less promising since progress made toward reducing birth rates has been slower than expected.
- ☐ Not long ago, in 1984, it seemed as if the rate of population growth was slowing everywhere except in Africa and parts of southern Asia.
- ☐ The world's population, now 5300 million, is increasing by approximately 250000 people every day.

B

- ☐ Women rarely participate other than in limited ways in shaping their countries' economic and social policies.
- ☐ Their place in managing resources and crop production has yet to be recognized by most governments.
- ☐ Overall, women are responsible for half the food production in developing countries.
- ☐ Successful policies will secure women's involvement from the beginning and will also make sure that development does not simply mean more work for them.
- ☐ The time and energy required of women for cultivation and harvesting, food processing and preparation as well as the fetching of fuel are not mentioned in national labour statistics.

3 Now using the pattern:

- Topic sentence
- Evidence/Example/Explanation
- Summarising/Evaluative sentence

complete these two paragraphs with your own ideas.

1 The most serious social issue facing my country is .....
.....
.....
.....
.....
.....
.....

2 The most pressing environmental concern in my country is .....
.....
.....
.....
.....
.....
.....

GRAMMAR FOCUS: Defining/Non-defining relative clauses

1 Look at this extract from a student essay on the causes and consequences of overcrowding in cities. Rewrite each paragraph correcting the errors highlighted and add any missing words. The errors are all related to relative clauses.

(^ = something missing)

There are many reasons **which** people are moving from rural to urban areas. The main reason, however, in the developing world is the desire to escape the poverty **who it** exists outside of cities. Rural communities ^ are lacking basic services are hard places to live especially for young people **who's** prospects are few. It is these young people ^ **they** head for cities often hoping to make money **where** they can send **it** back home.

The problem is that very often the city lights ^ shine from a distance hide the overcrowded slums **at where** these young people will have to live. Young people **which** have only ever known rural life will almost certainly meet criminal elements **who they** are keen to exploit them. These people **who their** lives were probably once similar to the lives of the young people **what** they are now threatening and exploiting, just make the problem worse. They open the door to the city just wide enough to let people in then trap them inside lives **that it destroys** their dreams.

2 Match one of these words about the environment to the definitions below.

• natural resources • conservation • greenhouse effect • pollution • habitat • smog • ecosystem • poacher • atmosphere • endangered species • insecticide • extinction • recycling • evolution • renewable energy

Complete each definition with a relative pronoun (*who, whose, which, that, whom,* or *where*) or a relative pronoun and a preposition.

1	any naturally occurring source of energy such as solar, wind, wave and hydroelectric power, ... is not derived from fossil or nuclear fuel
2	a plant or animal ..... is in danger of becoming extinct
3	a material such as timber, fresh water, or a mineral deposit occurring in a natural state ..... economic value can be gained
4	the process ..... organisms continually adapt to their environments e.g. through natural selection or hybridization
5	the point ..... an animal species no longer exists
6	the warming trend in the lower atmosphere of a planet, ... is believed to occur when solar radiation is trapped
7	the natural environment ..... a plant or animal lives
8	a substance ..... is used to kill insects
9	the collection and often reprocessing of materials by a community or an industry ..... aim is to make them available for reuse
10	the mass of gases ..... surround the earth
11	a community ..... is formed by the interaction of the living organisms of an environment
12	a person ..... illegally hunts animals
13	contaminating material ..... harms some aspect of the environment
14	a haze caused by the effect of sunlight on foggy air ..... has been polluted by vehicle exhaust gases and industrial smoke
15	the act of a person ..... aim is to preserve or protect the environment

EXAM FOCUS

1 Look at the essay question and make a short plan of what you would include in your answer.

As the planet faces the threat of global warming, technology rather than government intervention is our best hope of creating a sustainable future.

To what extent do you agree or disagree?

Look at the opening of this student answer to the above question. The teacher underlined eleven parts of it. Match one of the comments to an underlined part of the essay according to what you think needs improving in each case.

Is there hope of creating a sustainable future? According to my opinion the world is heading for a disaster. As the planet heats up, more and more of the delicate ecosystems which we depend are lost and human populations are threatened by floods, droughts and food shortages. We can stop this process but we need many actions and we need them now.

So let's consider some solutions. I do not agree that governments can do nothing to slow climate warming and but it is true that we need to make better use of renewable resources.

1 Vocabulary: incorrect collocation. .....
2 Shouldn't a detailing of the problems come first? .....
3 Phrase lifted straight from the question. .....
4 Be more specific in relation to the question. .....
5 Is this the only way we need to use technology? .....
6 It is not clear you are referring to the question. .....
7 Avoid beginning with a question like this. .....
8 No need to stress this is your view. .....
9 Grammar: relative clause. .....
10 Style too personal. .....

2 Now write your version of the essay you planned in Ex. 1. Give reasons for your answer and include any relevant examples from your own experience and knowledge.

Write at least 250 words.

Tapescripts

1 – About yourself

EXAM FOCUS

Exercise 2, p. 9

Interviewer: What sort of accommodation do you live in?
Candidate: ... er ... live in a small apartment ... it's very small.
Interviewer: And is the place you live in quiet or busy?
Candidate: It's a suburb so it is a quiet place ... er ... I don't mind ... A quiet place is good for me ...
Interviewer: And what is there to do in the evenings where you live?
Candidate: It's a quiet place [laughing] ... so I prefer to stay in my apartment and watch TV ... maybe sometimes I go to a cafe with some friends ...
Interviewer: OK lets talk a little bit about travelling. What is the best means of transport for getting around in your city?
Candidate: Er ... er ... Transport means you move around a place by bus or car ... something like that ... in my city there is a lot of traffic so ... it is difficult to move around ...
Interviewer: Tell me about any travel plans you have made for the holidays?
Candidate: I am going to visit my sister ... she lives in another town which is far from here ... I am going with all my family ..

Exercise 3, p. 9

1 Is the place you live in quiet or busy?
2 What sort of accommodation do you live in?
3 What is there to do in the evenings where you live?
4 OK so let's talk about your free time. How often do you go to the cinema?
5 Does physical exercise help you to relax?
6 Do you spend a lot of your free-time on the Internet?
7 Tell me about one of your hobbies?
OK so let's talk a little ... *[fade]*

2 – Travelling

VOCABULARY FOCUS

Exercise 4, p. 11

Arriving at the airport
Airports, especially large ones, can seem very confusing for a first-time traveller. Do not worry; when you learn the routines you will be fine. There are many things to do at airports but remember your most important goals: checking in, entering the security area and boarding the plane.

Arrive in good time at the airport
Everything takes time at the airport: check-in, security control, shopping, eating, whatever. Your airline can tell you when to arrive at the airport (usually 1 hour before the plane leaves). As a first time traveller, you should arrive half an hour or an hour before the recommended 'latest time'?

Arrive at the right terminal
Larger airports have many terminals and quite often, the distances between them are long. It's important to arrive at the right terminal. Your travel itinerary usually says what terminal your plane will depart from. If you're unsure, contact the airport, your travel agent or your airline.

Have your travel documents available
You need to present your travel documents frequently at the airport. Important travel documents might be: passport or other identification, tickets (if you have paper tickets), boarding card (given to you at check-in) and your travel itinerary (not important but very useful).

Navigate yourself
When you arrive in the departure area, your first mission is to find your check-in desk. Some airports have screens showing what desk you should check-in at, while at other airports you will have to look for your airline's notice board. If you arrive early and can't find where you need to check-in, it might be that the check-in for your route has not started. You may also need to queue if there are a lot of people travelling, so do get to the airport in plenty of time.

SKILLS FOCUS

Exercise 1, p. 12

Listen to the recording and underline which of the two sets of words/phrases the speaker says.

1 He can't speak Mandarin.
2 Do you really like chips?
3 I only drive when it's light.
4 What's the time?
5 I'll have a go.
6 These shops.
7 You and me and my brother.
8 I wasn't ill.
9 I would've come.
10 They'll travel by train.

Exercise 3, p. 12

What words do these letters spell? Write the letters down, then say the word.

1 D – E – S – T – I – N – A – T – I – O – N
2 I – L – L – E – G – A – L
3 B – O – A – R – D – I – N – G C – A – R – D
4 G – A – T – E
5 X – hyphen – R – A – Y M – A – C – H – I – N – E
6 G – O – O – D – S
7 D – U – T – Y F – R – E – E
8 L – O – U – N – G – E
9 F – O – R – E – I – G – N C – U – R – R – E – N – C – Y
10 C – R – E – D – I – T C – A – R – D – S

And the answers are: 1 destination, 2 illegal, 3 boarding card, 4 gate, 5 X-ray machine, 6 goods, 7 duty free, 8 lounge, 9 foreign currency, and 10 credit cards. Did you get them right?

OK, and now for a test of your numbers. Write the numbers down and work out the sums.

11 77 equals 27 plus how much?
12 15 equals 10 plus how much?
13 163 equals 101 plus how much?
14 1,792 equals 1,702 plus how much?
15 11, 549 equals 11, 400 plus how much?

These last ones are a bit different ... listen

16 500 minus 200 equals how much?
17 1,402 minus 312 equals how much?
18 27,926 minus 216 equals how much?
19 17 minus 9 equals how much?
20 100 minus 63 equals how much?

And now for the answers:

The answer to number 11 is 50, number 12 is 5, number 13 is 62, number 14 is 90, that's 90, and number 15 is 149. And the answers to the last questions: Number 16 is 300, number 17 is 1,090, number 18 is 27,710, number 19 is 8 and number 20 is 37. OK?

EXAM FOCUS

p. 15

You will hear a travel agent and a traveller talking about flights to Singapore and accommodation there.

Travel agent: So, you want a single ticket to Singapore in March, is that right?
Traveller: Yes, I'd like to get there just before Easter.
Travel agent: OK, I'll just have a look. Right, the best prices are $394 with Malaysian Airlines or $270 with Garuda. The Garuda flight's cheaper 'cos it takes longer – it stops on the way but the Malaysian one's direct. It only takes 2 hours.
Traveller: Is Garuda much longer?
Travel agent: Yes, about 5 hours, because it makes two stop-overs in fact.
Traveller: Well, that'd be OK. I'm not in a great hurry, and it's a lot cheaper.
Travel agent: The problem is you might miss your hostel booking with that flight. You'd get there a day later, and this hostel we've found takes Sunday to Sunday bookings only.
Traveller: Mm, so save on a cheaper flight, or lose my hostel? Oh, that's OK. There must be another hostel for those dates.
Travel agent: Well, let's have another look. Right, OK, there is something, the Welcome Hostel, but it's right out on the East coast, which is very good for the airport, but quite a way from the centre.
Traveller: Oh, that doesn't matter. I can catch a bus or something. I think transport's really good in Singapore. What can you tell me about the hostel?
Travel agent: Well, it's 30 Singaporean dollars a night – that's about £10, or 20 US. You get a single room with breakfast and you have to share a bathroom. And there's a coffee shop.
Traveller: Sounds good to me. Let's go for it. Oh, actually, I forgot to mention – can I pay by travellers' cheque? Someone stole my credit card.
Travel agent: Oh no, what happened?
Traveller: Well, I'm not sure really, I'd just had a drink in Just Coffee and was walking along the street ... I was getting my camera out 'cos I wanted to take a picture of the Dyson Building ... it's so fantastic.
Travel agent: Yeh, it sure is.
Traveller: Anyway, I was just walking down that street behind it – you get a great view of it from there – I'd just turned the corner as I wanted to go to the Museum, when I suddenly felt a hand in my pocket, then saw this guy run off straight back down the street. He must have had someone working with him 'cos then I saw two of them running into the mall.
Travel agent: You mean the one next to the Dyson Building?
Traveller: No, further down on the street I was on the other side of the park, the one at the end ...
Travel agent: Oh, you'd never find them in there. It's enormous.
Traveller: Oh, I didn't even try ... I was OK, and I just rang my bank straight away, so in fact they didn't get anything. But I'm still waiting for my new card.

SKILLS FOCUS

Exercise 1, p. 30

Well I have always lived in this area ... near the coast ... and I have always been interested in the sea and particularly in fishing and seafood. What I mean is I try and go out on a fishing boat whenever I can and I love learning how to cook what we catch.
It was my uncle who first got me involved. He used to be a commercial fisherman and then when he stopped work he got a smaller boat which he took me out in and basically my aunt was always cooking things like lobster, shark or seaweed which I love. I suppose it was my stomach that got me really interested. My aunt makes fantastic bouillabaisse – it's like a mixture of everything you find in the Mediterranean. Anyway, through my uncle I met people who work on larger fishing boats and they sometimes let me go out with them. I also do jobs for them and I am paid in fish ... last week, for instance, I was helping clean the underside of a boat. It was the captain of that boat who some time ago got me thinking about studying marine biology or maritime studies and that's why I am taking IELTS. I want to go to Holland to study.
I'd say that I would recommend fishing to others, especially in an area like this, because the sea is fascinating and it's great to do something in different seasons outdoors ... and seafood is just great.

6 – Accommodation

VOCABULARY FOCUS

Exercise 3, p. 34

Residential colleges or similar purpose-built residences for students, normally provide a single bedroom with study desk, wardrobe, shared bathrooms and a shared common room. Some colleges provide meals, students with special dietary requirements need to enquire whether the college can cater for their dietary requirements. Some college residences provide kitchen facilities for students to cook their own meals. Our college accommodation starts from $290.00 per week.
There is also accommodation near our college site. This accommodation is a six-storey, 450-bed complex. It caters for a range of student needs from one-bedroom units with their own kitchen, lounge and bathroom, through to shared apartments with up to five lockable bedrooms surrounding a common kitchen, lounge and bathrooms. All apartments are fully furnished and have been designed with students in mind. Prices start from $211.00 per week, per room in a 5 or 6 person shared apartment.
Student Lodges and Hostels are similar to residential colleges, but are not located on or necessarily near the grounds of a college. An established weekly/fortnightly/semester fee is charged for either a single room or twin share (two people per room). Smaller hostels may have only nine people in one house, with larger hostels accommodating more than thirty people in one building. Some hostels cater for female or male students only, while others offer a mixed-living environment. All places have a communal bathroom, kitchen, dining room, and living room. It is common for meals to be provided, but there are facilities available where you can do your own cooking. Prices for hostels that provide meals start from $200.00 per week.

Exercise 5, p. 35

1 What do you put across windows to keep the light out?
2 Which room do most people cook in?
3 What's the name of the appliance people cook on?
4 What machine do you use to keep a room cool?
5 What piece of furniture do you hang clothes in?
6 What do you put your mobile phone charger into when you want to use it?
7 What should you throw rubbish into in your room?
8 What's the name of the cheap accommodation where there are lots of beds in a long room?
9 What's the machine you use to clean floors and carpets?
10 What's the opposite of 'downstairs'?
11 What's the thing you put on your bed to keep you warm?
12 What's the part of the house behind the front door? It's not really a room.
13 What's the machine you use to clean dirty clothes?
14 What's that nice soft thing you rest your head on in bed?
15 Where can you wash if you don't use a bath or a basin?

SKILLS FOCUS

Exercise 1, p. 36

Listen to the recording and tick (✓) which of the two sentences the speaker says. Listen carefully!

1 The kitchen is so **cold**.
2 I'd prefer a large room with air conditioning.
3 I would've paid in that situation.
4 How did you switch it on?
5 The bus stopped outside the house.
6 You don't smoke, do you?
7 You shouldn't pay your rent now.
8 The flat's near Green Park.
9 I'd like a **cheap** rent in shared accommodation.

Exercise 2, p. 36

Listen to the recording. Match the paraphrases you hear to the sentences below. Write the correct number of the paraphrase in the boxes.

1 It's quite near – just down that street over there.
2 I've lost all my valuables.
3 I got luggage that was easy to carry.
4 We couldn't hear him.
5 They arrived together.
6 The rule is lights out by 12 o'clock.
7 She never has breakfast out.
8 What's your address?

Exercise 3, p. 36

Speaker 1: I don't want to have to go out and buy any furniture.
Speaker 2: I'd rather live with other people.
Speaker 3: The flat isn't near the centre of town.
Speaker 4: You'll need to pay something like $300 per month.
Speaker 5: You'll have to bring your own bedding.
Speaker 6: Think hard about what you'd want a housemate to be like.
Speaker 7: There are significant differences between renting a house and living in halls of residence.
Speaker 8: There are reduced costs if sharing.
Speaker 9: You may experience difficulties if you don't understand your contract.
Speaker 10: Finding the right accommodation is a personal and individual choice.

EXAM FOCUS

p. 39

You will hear a man leaving a telephone message for a friend about a hotel he is recommending.

Hi Arun, listen I'm returning your call. I'll leave a long message in case I can't catch you before you go. I'm going away myself tomorrow. Right, well, you say you're going to Sydney next month and want to know about where I stayed when I was there.

Well, the place I stayed in was good, but it was pretty basic. I hope you don't want anything smart. If you just want something cheap and clean, then this is the place for you. It was very clean, but there are no rooms. It's just a dormitory really, and nothing much else was provided – sheets, a blanket, a shared shower, that's all I think.

It wasn't that expensive, and depending on how long you stayed, I think it got cheaper ... $25 dollars a night and $150 a week, or something like that.

Now if you want to contact them, it's the Duchenney in Bondi. Yes, that's right, Bondi as in Bondi Beach. So, it's great for swimming and surfing and hanging out. I'll give you the name again ... The Duchenney – that's D – U – C – H – E – N – N – E – Y. Its on Macquarie Street, 13, Macquarie Street, and their phone number is ... where is it? Oh yes, 61, that's 61 for Australia, right? So, 612 9361 8517. There was this really nice guy who worked there. Try and speak to him. His name was ... aaah, I can't remember. Never mind, I'll find his email and send it to you.

But why don't we try and meet up before you go? I'm leaving at 6 tomorrow evening, catching the Indian Pacific, so yeh, going by train for a change. So, this evening would be fine – any time. I've got a new mobile number by the way – the old one? It got stolen. It's 923712647. OK, cheers. Oh, and let's meet up there too.

9 – Free time and entertainment

EXAM FOCUS

Exercise 2, p. 57

Candidate A

Examiner: So Miguel, let's first discuss spending time with friends. What would you say are the best ways to keep in touch with friends?

Miguel: Well, it depends. If they live near you, I think you have to make time to see them. I know from my own experience if you don't make time to do things together ... you'll lose touch. That's why I've always tried to get friends round or go out with friends about twice a week. But if your friends live a long way away, I think you have to use things like the Internet and Facebook ...

Examiner: But don't you think young people perhaps overuse that kind of thing?

Miguel: No, I don't think so. People who say that's all kids do are wrong. Young people actually use technology so much because they have a lot of things going on in their lives. That's the way things are today.

Examiner: And what would you say are the types of things that can test a friendship?
Miguel: A lot of things. I think you always hope that friends won't lie to you, and of course you expect them to keep in touch ... but I suppose if a friend didn't support you at a difficult time, you would wonder whether he was your friend. That's how I feel about my friends at least. *[fade ...]*

Candidate B
Examiner: So let's talk about how children spend their free time. Tell me Sasha, do you think children spend too much time watching TV?
Sasha: Children watch TV too much. It's bad for their eyes and their body and they don't go and play outside.
Examiner: And what do you think their parents can do?
Sasha: Parents can stop the TV. My parents, they sometimes stop the TV for my sister and tell her: 'Hey, go and do something with your friends.'
Examiner: And what sort of clubs do you think children should be encouraged to join?
Sasha: Join ... er ... um ... maybe dancing clubs .... dancing is good for their body and they go outside so they are not always at home.
Examiner: And how does membership of a club help children?
Sasha: They make friends ... go outside ... and learn new things which are good for them at school. *[fade ...]*

10 – Jobs

VOCABULARY FOCUS

Exercise 4, p. 58

1 businessman
2 resources
3 industrial
4 administrator
5 accountant
6 tourist
7 design
8 lecture
9 dentistry
10 headmistress
11 mechanical
12 transportation

Exercise 7, p. 59

1 I don't know ... it's great, it's fun, but you never know from one week to the next if you'll have a job in a month's time.
2 All you do every day is just put things into files, look things up on the computer, enter figures onto spreadsheets – you do the same thing every day.
3 It's so interesting and fulfilling but I just can't go on with it – I can hardly afford to pay my rent.
4 We start at 11 in the morning, which is good, then go straight through till 5pm, then have a little break, then go through till midnight, so it's pretty tiring.
5 I was amazed ... in four weeks I got enough to pay off all my debts, to rent a new flat and buy a computer. Don't know what I'm going to do with all of next month's salary!
6 It constantly pushes me and makes me think. I have to question and test everything I do ... I really like that. It makes you very good at things.
7 I know that from now on I'll never have to look for another job ... it's a great feeling knowing that they can never give you the sack.
8 I think the manager thinks I'm quite good at what I do and it's a big firm with lots of branches all over the place, so I'm sort of hoping that it'll offer me all kinds of opportunities.
9 Yes, it's OK ... the money isn't bad, and it isn't very demanding, but I just think that if I'm not careful I'll be doing the same thing I'm doing now in twenty years time. What's the point of that?
10 Honestly, I'm just so lucky ... all I have to do is hand out information to passers-by, and answer their questions, if they have any ... which they never do. Really I could do it with my eyes closed.

SKILLS FOCUS

Exercise 1, p. 60

Speaker 1: You haven't really left your job, have you?
Speaker 2: I told you to do it immediately not by tomorrow morning!
Speaker 3: They wrote me a letter and phoned me. I really think I've got the job.
Speaker 4: There's so much to do. I Just don't see how I can manage it in the time I've got.
Speaker 5: I need to finish this before I go home tonight and install a new computer programme.

Exercise 2, p. 60

Speaker 1: I've looked everywhere, and goodness knows how many application forms I've sent in. It really isn't looking very good.
Speaker 2: It was awful. He just kept asking me all these questions non-stop, and he didn't give me a chance to answer.
Speaker 3: I'll need to get there really early, and the night before I'll do a practice interview. And, I'll wear that new suit of course.
Speaker 4: It's just the sort of thing I'm interested in ... just found it when I was looking through the paper.
Speaker 5: This is the nineteenth form I've filled in this month – it's all so time consuming, and costly.
Speaker 6: What ... I don't believe it ... listen to this ... they're offering me the job!

Exercise 3, p. 60

Speaker 1: Sometimes they've been injured but often they're sick just like humans. We need to check them over and find the right treatment. It's not always easy because they can't talk, of course.
Speaker 2: I help out mainly. Materials come in and I have to unload them and store them, then I have to give the right tools to the builders and keep everything clean. Sometimes I do some heavy work like lifting and digging.
Speaker 3: We generally look after the patients. That means washing them and making sure they're clean, giving them their medicines and, of course, going to them if they ring for us.
Speaker 4: I was really nervous at the beginning having to talk to so many people, but PowerPoint is a real help, and also many of the students are really quite interested, which makes a difference.
Speaker 5: I organise things mainly, type letters, answer emails and the phone. If you have a good boss, it can be really challenging.
Speaker 6: You need to be nice to people basically, and give them the help they need. You have to deal with all the people that come up to the desk, then direct them to the right person.

Exercise 4, p. 60

Paula: I'm thinking of changing my job ... like to get a new one.
Bill: Are you sure that's wise ... a job is a job, and they're hard to find at the moment.
Paula: Yes, but I need more money.

Bill: Do you enjoy it?
Paula: Actually I think it's great ... the hours are good, I'm given lots of freedom to do things how I want ... and, of course, it's all about cinema, which I love ... oh, I really don't know what to think.
Bill: You know all those surveys they do of job satisfaction?
Paula: Go on, tell me ...
Bill: Well, all those I've read say the same thing really ... that what matters most of all is liking what you do, being interested in it.
Paula: Yes, but I would like more money.
Bill: Well, they say that money doesn't matter so much really, providing of course that it gives you enough to live on. What about your boss? Do you get on with her? They say that's pretty important.
Paula: Yeh, she's fine ... really helpful in fact; she's always giving me good things to do.
Bill: And the other people?
Paula: They're great ... we all help one another; there's none of that competition and gossip that you get in some places; and we often go out together, so in fact they've sort of become friends.
Bill: Right ... well, they say that interest in the job, feeling supported by your boss and getting on with your co-workers are key, so it sounds as if you'd be mad to change, but it's up to you of course. Maybe the best thing is to think about what's really important to you at the moment ... money or job satisfaction.

EXAM FOCUS

p. 63

You will hear two people talking about a survey they need to carry out at the town's new airport.

Rudi: So, we really must decide who's doing what.
Jess: Yes, we haven't got much time left.
Rudi: Well, why don't we go up there tomorrow and just interview everyone who comes past.
Jess: I don't know – we won't have time, and also we need a mix of people. Shouldn't we have equal percentages of men, women, elderly, young and foreign nationals and locals?
Rudi: Oh yes, we've got to make the population representative. Let's think, how are we going to do that?
Jess: Well, we could each keep a count of the kind of people we've interviewed and make sure we get a balance.
Rudi: Yes, and maybe we could text one another after about an hour to say what mix of people we've had.
Jess: Good idea. So, let's sort out who's doing what. We're both interviewing, right?
Rudi: Yes, and you can go and see the airport manager to make sure he'll let us interview, while I go and buy us some drinks. Then at the end you can give me the forms to take home and input. I don't mind doing that.
Jess: That would be great – you're much quicker on the computer than me.
Rudi: But let's analyse all the data together so we don't make any mistakes.
Jess: Yeh, OK. Actually, I'm quite looking forward to it. It'll be interesting to see what people say. And we can get to practise our interviewing skills, which should be useful for when we're on the other end being interviewed ourselves.
Rudi: Yes, and analysing and presenting our findings should be good too. You know that nowadays you have to give presentations when you apply for some jobs, so again it's useful job application practice. In fact, why don't we ask the others for feedback – both on what we've found out and on how well we've presented. That could be really useful.
Jess: Hmm, you're a brave man. I'm not too keen but I suppose you're right, actually. They could give us some useful tips. But let's give them a questionnaire to fill in, shall we, so that we can direct what they say – I don't want just to hear a load of negative criticism.
Rudi: You don't need to be so worried about what they'll say. They'll give us lots of help, I'm sure, but a questionnaire would be a good idea. OK, so we're ready. See you outside the Grand Café at 2 tomorrow, and don't forget the forms.
Jess: Don't worry, I won't.

13 – Modern living

VOCABULARY FOCUS

Exercise 2, p. 79

Journalist: So Mark, how did you decide to lead a life without money?
Mark: I suppose my decision to give up money – not just cash but credit cards too – was made seven years ago, when I stumbled upon a DVD about Gandhi.
Journalist: Tell me more ...
Mark: Well he said we should "be the change we want to see in the world". I realised then that working for an organic food company as I was doing would never be quite enough. I mean the organic food industry, though not twenty-four-seven junk food living, was part of the conventional system it was trying to change ... that is ... excess plastic packaging, massive food miles, big businesses and restaurant chains buying up little ones.
Journalist: So what did you do?
Mark: Well I found a caravan that someone else didn't want any more and I volunteered at weekends at an organic farm near Bristol in return for a place to park it.
Journalist: So what do you live on?
Mark: Well, for food I grow my own, collect it in the forest and swap what I grow for other things I need.
Journalist: And what about cooking without gas or electricity?
Mark: Well ... cooking outside has become one of the joys of my life. I now can't think of anything better than marvelling at the world at sunrise and sunset while preparing my daily meals. Birds in the trees around my kitchen have become my iPod, and observing wildlife has taught me much more about nature than any documentary I've seen on any HD screen.
Journalist: And how do you manage without other technology?
Mark: Well I did spend money (about £360) before beginning the experiment on a solar panel to supply me with enough electricity for a light, my laptop and mobile phone – I can only receive calls. The panel has always provided light – but in winter my phone and Internet access time were severely restricted – which was frustrating.
Journalist: So what other drawbacks are there of moneyless living?
Mark: Everything takes much more time. Hand-washing clothes, for instance, using laundry liquid made by boiling up some nuts doesn't bother me but it can take two hours and finding stuff in rubbish bins – such as the steamer I cook with – takes far longer than popping to the local shopping centre for one.
Journalist: And what about transport?
Mark: Cycling the 36-mile round-trip to Bristol takes a lot more time and energy than driving or catching a bus, but it's also an economical alternative to my old gym subscription or getting a personal trainer, and much more enjoyable than using a car with satellite navigation.
Journalist: So what's been the best part of the experience?

Mark: Well I'd much rather spend time making my own bread outdoors than playing on a game console ... I suppose where money once gave me a sense of security, I now find that in friends and the local community. Some of my closest friends are people I've only met because I had to build real relationships based on trust and kindness, not money.

SKILLS FOCUS

Exercise 3, p. 80

1 ***Interviewer:*** Do you prefer modern or traditional music from your country?
Student: It depends ... on my I-pod I have mostly modern stuff ... a lot of it by foreign bands and singers but I do often listen to more classical folk music too ... especially when I am studying.

2 ***Interviewer:*** How often do you got out with friends?
Student: Not as much as I'd like ... all my friends are studying for their exams this year so it is difficult to find time and I also have a part-time weekend job ... but I always try and see friends on Fridays or Saturdays.

3 ***Interviewer:*** What special occasions do families celebrate together in your country?
Student: Apart from religious festivals, it's mainly birthdays and anniversaries ... we usually have big meals together if it's someone's birthday and in my family we always celebrate my parents wedding anniversary by going out for a meal.

4 ***Interviewer:*** What piece of technology do you value most?
Student: The microwave, definitely ... I don't have time to cook and I love junk food so meals for me need to be fast and I usually eat on-the-go either at my computer or going out the door.

5 ***Interviewer:*** Where do you go shopping?
Student: I can't stand shopping ... so I try to avoid it as much as possible ... if I do need things I try to go somewhere where I can get everything all at once like a mega store or a mall.

6 ***Interviewer:*** When do you typically use the computer?
Student: Twenty-four seven ... the computer is never off in my house ... if I am not using my own computer for homework or just for me, I am usually doing something for my parents on theirs.

7 ***Interviewer:*** Do you still write letters?
Student: Not really ... I would never write a letter to a friend ... only text or e-mail ... and I think everything official I've done recently like applications and complaints I've done online ...

8 ***Interviewer:*** Would you like to live abroad?
Student: I hope to study abroad ... so the answer is definitely yes ... what could be better as a young person than the chance to experience another country and culture for a year or two but I am not sure I would want to move abroad permanently ...

9 ***Interviewer:*** Is going to the cinema popular in your country?
Student: It used to be ... but I think things have changed ... young people won't wait any more for a film to come to the cinema and they download it at home instead ...

10 ***Interviewer:*** What is an ideal holiday for you?
Student: Something completely different ... I mean doing something in a new place that I don't do everyday ... Holidays for me are not about relaxing but about adventure and new experiences ...

Exercise 4, p. 80

1 ***Interviewer:*** Do you prefer modern or traditional music from your country?
Student: It depends ... on my I-pod I have mostly modern stuff ... a lot of it by foreign bands and singers but I do often listen to more classical folk music too ... especially when I am studying ... I suppose it's all about the mood I'm in.

2 ***Interviewer:*** How often do you got out with friends?
Student: Not as much as I'd like ... all my friends are studying for their exams this year so it is difficult to find time and I also have a part-time weekend job ... but I always try and see friends on Fridays or Saturdays ... it's often a last minute thing though.

3 ***Interviewer:*** What special occasions do families celebrate together in your country?
Student: Apart from religious festivals, it's mainly birthdays and anniversaries ... we usually have big meals together if it's someone's birthday and in my family we always celebrate my parents wedding anniversary by going out for a meal ... that's pretty typical where I am from.

4 ***Interviewer:*** What piece of technology do you value most?
Student: The microwave, definitely ... I don't have time to cook and I love junk food so meals for me need to be fast and I usually eat on-the-go either at my computer or going out the door ... life is just so hectic.

5 ***Interviewer:*** Where do you go shopping?
Student: I can't stand shopping ... so I try to avoid it as much as possible ... if I do need things I try to go somewhere where I can get everything all at once like a mega store or a mall ... the sooner it's over, the better.

6 ***Interviewer:*** When do you typically use the computer?
Student: Twenty-four seven ... the computer is never off in my house ... if I am not using my own computer for homework or just for me, I am usually doing something for my parents on theirs ... it's my basic life tool.

7 ***Interviewer:*** Do you still write letters?
Student: Not really ... I would never write a letter to a friend ... only text or e-mail ... and I think everything official I've done recently like applications and complaints I've done online ... I just think the world has moved on.

8 ***Interviewer:*** Would you like to live abroad?
Student: I hope to study abroad ... so the answer is definitely yes ... what could be better as a young person than the chance to experience another country and culture for a year or two but I am not sure I would want to move abroad permanently ... that's a completely different thing.

9 ***Interviewer:*** Is going to the cinema popular in your country?
Student: It used to be ... but I think things have changed ... young people won't wait any more for a film to come to the cinema and they download it at home instead ... it's a pity, I think.

10 ***Interviewer:*** What is an ideal holiday for you?
Student: Something completely different ... I mean doing something in a new place that I don't do everyday ... Holidays for me are not about relaxing but about adventure and new experiences ... something exotic and something fun.

GRAMMAR FOCUS

Exercise 3, p. 82

Q: You're an American writer living in Shanghai, China. How did you end up there?

A: In 2005, my husband said to me, "How would you feel about living in China?"

"China?"

"Mmmhhm, ... my company wants me to go there for a couple of years." Until that moment, I hadn't ever considered living in China. Italy? Sure. Greece? Absolutely. But China?

Still, it did not take me long to make a decision. I was an adventurous writer and a woman in love. Why not move to China? After a few short seconds of consideration, I said, "Sure, let's go."

Five months later we were living in Shanghai. I did not speak a word of Mandarin, did not know a soul, and honestly, did not know much about Chinese culture (other than what I had learnt during our three-day cultural training class). But I was fascinated. I grabbed my Mac and my camera and set off. I had been exploring ... and writing ... ever since. My second book, which came out a few months ago, is about China.

Q: It sounds like you have made a niche for yourself as a writer in China through teaching, writing about your adopted home, and creating a reading series. What do you like most about living in China? Is it a good place to live as a writer?

A: Living in China is this crazy, kooky, wonderful, frustrating, overwhelming, fulfilling, eye-opening, experience. I have lived here for four years now and I'm pretty sure I have found enough material to last a lifetime. Two lifetimes maybe.

Since moving here in 2006, I have been working hard to create a writerly niche for myself in Shanghai, but I have also worked/have also been working hard lately to establish myself as a writer abroad in the larger world community. This is key, especially if you want to someday publish a book in the U.S.

14 – Talks, presentations and lectures

VOCABULARY FOCUS

Exercise 5, p. 85

1 question time
2 visual aids
3 the next point I'd like to make
4 responsive
5 conclusion
6 in summary
7 eye contact
8 attention span
9 key points
10 body language

Exercise 6, p. 85

Extract 1

About five years ago I co-taught a course with another teacher who used PowerPoint slides a lot for his lectures. He also handed out copies of the slides before class so students could use them to make notes.

Extract 2

Before that, my own approach to teaching had been very different. I used slides very rarely – only for graphs and pictures that were too complicated to draw on the board. I also had lots of interaction with the class as I didn't feel I needed to 'finish my show' in the time allowed. But to be consistent with my colleague I decided to try out his approach, so from day 1 I used slides (usually about 8-10 per class) and handed out copies of the slides I'd planned to use before class.

Extract 3

After a few weeks I noticed something I'd not seen previously – attendance at my class had dropped to perhaps as low as 50% of the class. And I noticed too that I wasn't interacting as much with the class. I still asked questions and started discussions but I was unwilling to let discussions develop in case I didn't get through the slides I'd planned to cover.

Extract 4

After a few weeks more of this approach, two students came up to me after class and said, in effect 'Dr. Roberts, this class is boring. All we do is read through the slides, which you have already given us. It's just so easy to stop listening to you'. After I'd got over the shock, I asked if they thought they'd get more out of the class and be more engaged if I started using the board again instead. Both said 'yes'.

Extract 5

For the rest of the semester I went back to the board (no slides in or before class), attendance went back up to traditional levels, the class became more interactive, and my teaching evaluations at the end of term were similar to those I'd received previously. Ever since that experience, I have never been tempted to structure my teaching round slides or PowerPoint.

SKILLS FOCUS

Exercise 3, p. 86

Speaker 1: What words could I use to introduce a new point?
Speaker 2: What words could I use to introduce a clarification?
Speaker 3: What words could I use to introduce a summary?
Speaker 4: What words could I use to introduce a contrast?
Speaker 5: What words could I use to introduce my final point?
Speaker 6: What words could I use to introduce an example?
Speaker 7: What words could I use to introduce my first point?
Speaker 8: What words could I use to introduce the next thing that happened?
Speaker 9: What words could I use to introduce a conclusion?
Speaker 10: What words could I use to introduce some additional information about the same thing?

Exercise 4, p. 86

You will hear a college lecturer talking about the value of grammar.

I'd like to talk to you today about 'grammar'. I imagine that many of you are already groaning in boredom, but I'd like to convince you to think about grammar in another, more positive way. What I'd like to look at first is 'what is grammar?', then look at if we all know grammar, next at how we learn it, and finally look at the role of grammar in learning a foreign language.

So, what is grammar? I would say that grammar is simply the way we use patterns and groups of words to make meaning. For example, 'fruit of kind strawberries are a' makes no sense to you. Am I right? But 'strawberries are a kind of fruit' does make sense, and this is simply because of the grammar i.e. the order in which the words are organised and the changes made to individual words. Many people are scared of grammar ... they think it's boring, too abstract or complicated, but in fact we all use grammar every day

when we communicate with one another. We have to in order to get our meanings across. And children too, even as young as two, use grammar to communicate, so it can't really be that complicated. But there's another meaning of grammar too, and that's using terms to describe language patterns and their uses, for example, infinitives, past participle, tense, we use the present simple tense to talk about habitual actions in the present etc. etc., so that's the second meaning of grammar.

Now, moving on, let's look at if we all know grammar. Well, the answer is simple – we do, because we all speak to one another and all understand one another. We couldn't do that if we didn't use the same language system. In other words, we all use the same patterns in language to say what we want to communicate. 2 year olds know grammar, 10 year olds know grammar, 50 year olds know grammar. We all know grammar and use it constantly. What I mean is we know it unconsciously. What we may not know is the terms used to describe the grammar we use. It's a bit like, for instance, someone who knows how to play football but doesn't know how to explain the moves, techniques and tactics he uses to do so. Basically, all of us have an unconscious knowledge of grammar.

GRAMMAR FOCUS

Exercise 4, p. 88

I'm preparing a talk to give to my classmates about our history project. The talk is on Friday and I've never given a talk to an audience before. I'm pretty nervous about it, but I'm sure they will be interested because it's a really good project. Let me tell you what it's about and maybe you can give me some help.

I've planned the first part. I am going to start with a general description of the project; you know, its aims and how we collected our data. Then I think I'll show them some PowerPoint slides of Hadrian's Wall and ask them what they know about it. Asking them questions will involve them a bit and hopefully get their interest. I expect they won't know much at all because they've been investigating other things. After that, I'll show them a picture of our project group – it's a great group and we've worked well together. I'm OK with this bit and my teacher said to use plenty of eye contact and remember my body language.

What I think I'll do next in the presentation, is tell them all about the wall – why it was built, how long it is and that kind of thing. I expect they'll enjoy that, as most of the group are interested in history. In fact, the whole class is going to go to Hadrian's wall sometime next month, so my talk will give them some background information before we go. I'm really looking forward to that trip and I'm sure we'll have a great time.
Anyway, it's not the content of the talk that worries me, it's the delivery. The thing is, my PowerPoint skills are a bit limited and as you can see, I'm never going to finish it on time at this rate. It takes me ages to put it together. You're good at PowerPoint. Do you think you can help me a bit this evening? Tell you what, I'll make you an offer. If you come round at 7 o'clock, we can work on it for an hour or so and then I'll order a pizza. Then we can relax and watch the next episode of Spooks, which starts at 9 o'clock. What do you think?

EXAM FOCUS

p. 89

Good morning, my name's Professor Andrea Hull and I'm here today to talk to you about the impact exercise has on stimulating the brain and on mental ability. In particular I want to tell you about some recent research in this area.

We've long known there was a connection between running and other aerobic exercise and brain power, but before this research we hadn't understood how or why.
Let me tell you about the research and its findings. The researchers studied two groups of mice. One of the groups had as much access to a running wheel as they wanted. The other mice formed a control group. The researchers gave all the mice a brief training session ... they put them in front of a computer screen that displayed two identical squares, side by side. If they nudged the one on the left with their nose they received some sugar as a reward. If they nudged the one on the right, they got nothing.

After they'd been trained, the mice went on to do a memory test. The more they nudged the correct square, the better they scored. At the start of the test, the squares were 30cm apart, but got closer and closer together until they were almost touching. This part of the experiment was designed to test how good the mice were at separating two very similar memories. You could think of the human equivalent as being something like a person remembering what they had for dinner yesterday and the day before, or where they parked on different trips to the supermarket.

Anyway, the running mice clocked up an average of 15 miles, 24km that is, a day, and their scores in the memory test were nearly twice as high as those of the control group, especially when the two squares were so close they nearly touched.

As you can probably imagine, at this stage of the experiment, the two memories the mice were forming of the squares were very similar. But it was when they had to distinguish between the two that these new brain cells really made a difference. What happened was that the mice that had had less exercise got steadily worse at the test because their memories became too similar to separate.

So, to sum up, what we've seen is that the group of mice that had more exercise was much better able to form distinct memories. But at this stage it wasn't clear why this was the case.

So, the researchers then did some laboratory analysis and found that brain tissue taken from the mice showed that the running mice had grown fresh grey matter during the experiment. In fact, on average there were 6,000 new brain cells in every cubic millimetre of the region of the brain linked to the formation and recollection of memories.

Right, we're running out of time, I'm afraid ... I'd better stop. If you'd like to ask me any questions about this research or read up more about it, here are some web addresses for you.

Workbook key

Unit 1

Vocabulary Focus

1
1 decisions
2 logical
3 personal
4 choices
5 cautious
6 sensitive
7 behaviour
8 honestly
9 personally
10 socialisers
11 carers
12 arguments

2
1 made
2 do
3 made
4 do
5 do
6 making
7 do
8 do
9 do
10 done
11 done
12 made
13 made
14 do

3
1 2 and 3
2 1 and 4
3 1
4 3 and 4

Skills Focus

1
1 Where are you living at the moment?
2 What is the best way to contact you?
3 Where do you come from?
4 Do you hold a current driving license?
5 What is your first language?
6 What are your main strengths?
7 How would you describe yourself?
8 Where did you go to school?
9 Can you briefly summarise your qualifications?
10 Are you working at the moment?
11 What are your future career plans?
12 What kind of job are you looking for?
13 What achievements are you most proud of?
14 Which other languages do you speak?
15 What are your interests outside of school/work?

2
A 5
B 15
C 2
D 11
E 10
F 14
G 7
H 8
I 1
J 12
K 9
L 6
M 13
N 3
O 4

3 Possible Answers
1 Where are you living at the moment? Not far from here./ With my parents ...
2 What is the best way to contact you? On my mobile./By email.
3 Where are you from? Indonesia originally.
4 Do you hold a current driving license? I do actually.
5 What is your first language? Spanish./I'm bilingual actually.
6 What are your main strengths? Probably honesty and loyalty.
7 How would you describe yourself? As a colleague, I'd say ...
8 Where did you go to school? A local state school.
9 Can you briefly summarise your qualifications? Well, I have a Bachelor's Degree in Communications, I've worked for a Public Relations firm for three years ...
10 Are you working at the moment? No, not currently.
11 What are your future career plans? I hope to start my own business one day.
12 What kind of job are you looking for? Anything really ...
13 What achievements are you most proud of? My degree.
14 Which other languages do you speak? I've travelled a lot, and I've learned to speak Chinese and Swedish.
15 What are your interests outside of school/work? All sorts.

4 Ss' own answers

Grammar Focus

1
1 have
2 means
3 are worrying
4 are changing
5 does ... need
6 are now making
7 are thinking
8 need
9 are
10 look
11 starts
12 are saying/say
13 have
14 inhabit

2
1 This is the first time I've travelled abroad on my own.
2 We haven't had an exam since January.
3 I haven't been home for ages.
4 I have been playing tennis since I was six.
5 I've been working hard to catch up since my illness.
6 How long have you been working on the project?
7 Have you been here before?
8 I've known Karim for four years.

3 Dear Rajni,
1 I'm sorry that I haven't written sooner but I've been so busy.
2 As you can see from the picture, I have now arrived at college.
3 I've been trying to settle in for the last few days but there's been so much to do.
4 Lectures start this week but we have parties and social events every night.
5 As you know, this is the first time I've lived alone and I've had to cook for myself.
6 Let's just say that my meals haven't been great so far, but they have been interesting.
7 So far I've made loads of new friends who come from all over the UK and other parts of the world.
8 I hope I get invitations to visit their places during the holidays.
9 I've also asked about having visitors here at college and they said it isn't a problem.
10 The college provides accommodation, and visitors can stay for up to four days.

Exam Focus

1
1 sort
2 area
3 busy
4 there
5 subjects
6 part
7 typically
8 currently
9 often
10 exercise
11 spend
12 hobbies
13 journey
14 means
15 prefer
16 plans

2 Possible Answers

The candidate doesn't fully develop all of her answers. She never says which mode of transport is the best for her city, only that "it is difficult to move around." She doesn't actually ask for an explanation, but she does think out loud about what the definition of transport is.

3 Possible Answers

1 It depends. During the day it's quiet, but at night it's noisy.
2 I live in an apartment in Stockholm.
3 In the evenings, you can visit the many cafés, clubs, or shops.
4 I often go to the cinema with my friends. Generally, we go most weekends.
5 The opposite ... physical exercise gives me a boost of energy and I want to keep moving.
6 I don't spend a lot of my free-time on the Internet. I use it enough for studying so when I have time to myself I like to go outside.
7 I'm a thrill-seeker and my favourite hobby is rock climbing. I love climbing up steep cliffs. It gives me such a rush!

Unit 2

Vocabulary Focus

1 1 I 3 B 5 C 7 E 9 G
2 F 4 H 6 J 8 D 10 D

2 1 unpack
2 taking off
3 coming back/ returning
4 got off
5 cancelled/booked
6 make/catch
7 got on/boarded

3 1 G 3 A 5 B 7 I 9 E
2 J 4 H 6 C 8 A 10 F

1 foreign currency
2 boarding pass
3 passport control
4 hand luggage
5 departure lounge
6 go through customs
7 check-in desk
8 duty free goods
9 luggage tags
10 arrivals hall

4 1 traveller
2 boarding
3 check-in
4 control
5 airline
6 terminals
7 arrive
8 depart
9 agent
10 documents
11 passport
12 paper
13 boarding
14 check-in
15 departure
16 desk
17 screens
18 check-in
19 board
20 queue

5 1 A: through
B: passport, luggage
2 A: gate, depart from
3 A: to
B: by
4 A: long
5 A: by, destination
6 A: taking off
7 A: with
8 A: with
B: Internet
9 A: at
B: with
10 A: in
B: check-in

6 Possible Answers

My dream journey would be to fly to Hawaii. I would love to spend every afternoon on its many beaches. At night I would go to a luau and enjoy the festivities.

Skills Focus

1 1 He can't speak Mandarin.
2 chips
3 light
4 What's the time?
5 I'll have a go.
6 These shops.
7 You and me and my brother.
8 I wasn't ill.
9 I would've come.
10 They'll travel by train.

2 1 arguing
2 break
3 studying
4 sixteen
5 accommodation
6 system
7 luggage
8 affect
9 uncomfortable
10 flight-attendant's

3 1 destination
2 illegal
3 boarding-card
4 gate
5 x-ray machine
6 goods
7 duty free
8 lounge
9 foreign currency
10 credit cards
11 77 = 27 + 50
12 15 = 10 + 5
13 163 = 101 + 62
14 1,792 = 1,702 + 90
15 11,549 = 11,400 + 149
16 500 – 200 = 300
17 1,402 – 312 = 1,090
18 27,926 – 216 = 27,710
19 17 – 9 = 8
20 100 – 63 = 37

4 Possible Answers

1 Which terminal
2 What foreign currency
3 Where keep credit card
4 How much hand luggage
5 what time airport
6 What besides passport
7 What goods can't through security
8 where get boarding cards
9 book tickets in advance?
10 what company booking through?

Grammar Focus

1

Countable	Uncountable
planes	hand luggage
wallets	currency
credit cards	information
toothbrushes	time
destinations	clothes
trips	advice
timetables	money
suitcases	security
crowds	
conveniences	
passengers	
lounges	

2 1 a 3 a 5 an 7 a 9 – 11 a
2 – 4 a/– 6 – 8 a 10 a

3 1 some 2 any 3 the 4 a few 5 much 6 enough 7 many 8 a lot of 9 some 10 an

4 1 a 2 the 3 –/some 4 – 5 – 6 a 7 Some 8 the 9 Some 10 Some 11 – 12 the 13 the 14 –

Exam Focus

1 1 $394 2 0/zero 3 2 4 5 hours 5 (the) East coast 6 30 Singaporean dollars/£10/$20 7 breakfast 8 coffee shop 9 B 10 E

Unit 3

Vocabulary Focus

1 1 recognize 2 examine 3 competition 4 influence 5 learn 6 together 7 carry 8 inform 9 explain

2 1 important
2 proof that something is true
3 information gained from research
4 an opinion you form after considering all the facts
5 able to do something
6 series of steps people normally follow to carry out a process
7 what you learn from an investigation

3 1 sis, analyse, 2 dure, proceed, 3 tion, administer 4 sion, decide 5 sis, base 6 tion, investigate 7 sion, conclude 8 tion, participate 9 ure, fail 10 tion, calculate 11 tion, connect 12 tion, prepare

4 1 findings 2 presented 3 crime 4 follow 5 draw 6 evidence 7 significant 8 identify

5 1 procedure proceed 2 analyse analysis 3 interview interviewing 4 presentation present 5 signify significant

6 1 procedure 2 collected 3 analyse 4 Findings 5 evidence 6 data 7 argument 8 significant 9 ignore 10 further 11 carried 12 Summarise 13 References 14 sources

Skills Focus

1 1 C 2 D 3 F 4 A 5 G 6 E 7 B

Grammar Focus

1 1 jumped 2 swam 3 told 4 had 5 had 6 said 7 never had 8 has dreamt 9 learnt 10 Have I improved

2 1 are finished/or states
2 are in the past and still continuing

3 1 did, has always wanted 2 swam 3 ate 4 has always been 5 was born, was 6 has always been 7 was 8 has dreamt

Exam Focus

1 1 H 2 I 3 C 4 B 5 A 6 NOT GIVEN 7 FALSE 8 TRUE 9 FALSE

Unit 4

Vocabulary Focus

1 1 bar chart 2 slightly 3 except 4 numbers, doubled 5 steady 6 in 7 level, doubled 8 in, sharp

2 1 births 2 migration 3 expectancy 4 immigration 5 literacy 6 illustrations 7 charts 8 graphs

3 1 C 2 B 3 B 4 B 5 A 6 C 7 A 8 C 9 B 10 A

Skills Focus

1 1 It 2 these 3 it 4 This 5 this 6 it 7 these 8 this 9 Its 10 this 11 these

2 E, C, F, B, D, A

3 **Possible Answers**

The graph shows a comparison in the use of three different types of media: radio, television and newspapers in the urban and rural areas of Liberia.

Radio is the area of media use in which there is the least difference between the urban and rural population in Liberia. 94% of the urban population and 91% of the rural population use this form of media each week. This makes it the most effective medium for reaching a wide audience in that country.

In the other areas of media use, however, there are big differences between the urban and rural populations. Almost three times as many people watch TV in cities than in a rural areas – 62% compared to 22% – and double the number – 44% compared to 22% – read newspapers.

On the whole, radio is the only form of media used widely by both the urban and the rural populations. TV and newspapers, although used by 62% and 44% of the urban population respectively, only have an impact on 1 in 5 of the rural population.

Grammar Focus

1

1	surprising	10	bigger	19	longest
2	consistent	11	greater	20	narrowly
3	close	12	much	21	highest
4	slowly	13	longer	22	interestingly
5	riskier	14	dramatically	23	respectively
6	aggressive	15	primary	24	completely
7	common	16	continually	25	significantly
8	unhealthy	17	healthiest		
9	excessively	18	steadily		

Exam Focus

1 **Possible Answers**

The bar chart shows the pattern of growth in population in Snowy River Shire County over a 23 year period from 1981 – 2004.

Between 1981 and 1986, the total number of people living in Snowy River rose slightly from 2,900 to 3,100. From 1986 to 1991, however, there was a massive increase in population. The population jumped from 3,100 to around 5,500. This upward trend continued over the next 10 years to 2001, though at a slower rate. By 2001, the population stood at 7,200, which meant the population had more than doubled in a 15 year period.

From 2001 to 2002, there was a further slight increase in the population to 7,300 but in the two years following this, the population remained stable.

On the whole, there was a dramatic rise in population of about 250% in Snowy River Shire County in the 23 year period 1981 – 2004 covered by the graph. By the end of this period, however, population figures had stabilised.

2 **Possible Answers**

This student has included the same points as I have in my answer.

Unit 5

Vocabulary Focus

1

1	e-learning centre	7	auditorium
2	canteen	8	stage
3	accommodation office	9	main entrance
4	art centre	10	gymnasium
5	laboratories	11	locker room
6	conference-room		

2

1	interests	6	exams	11	trips
2	lessons	7	experiments	12	member
3	practice	8	exchange	13	positions
4	clubs	9	instruments	14	revision
5	subjects	10	work	15	activities

Skills Focus

1 **Possible Answers**

Home town: coast → fishing → seafood
Uncle and Aunt
Boat → contacts Cooking → bouillabaisse
Work on boats → future studies → IELTS
Recommend: outdoor seasonal activity/seafood

2 **Possible Answers**

compare: it's like
explain: and that's why
clarify: What I mean is
speculate: I suppose
give an example: for instance,
give an opinion: I'd say that ...

3 **Possible Answers**

My interest: → track & field → running
started → coach Thompson
different events → high jump, 400 meter, relays
success → nationals, college scholarship
Recommend: good workout for all ages/levels

Grammar Focus

1

1	was born	7	took	13	had been delivered
2	had started	8	were skipping	14	arrived
3	had	9	were jumping	15	played
4	had taught	10	were	16	came
5	sat	11	was		
6	had	12	found		

2

1	was	8	fell	15	used to throw
2	drove	9	had asked	16	were
3	had	10	was	17	used to sit
4	left	11	had run	18	had
5	had	12	stopped	19	got
6	meant	13	made	20	used to have
7	could	14	was	21	knew

Exam Focus

1 **Possible Answers**

typical day – 8:55 assembly, 9:30 – 3:15 classes
remember most – having to wear a uniform
favourite activities – drama club and school play

2 **Possible Answers**

OK, I'm going to tell you about the primary school I went to ... It's called Cloverleaf Primary School ... Everyone was made to wear a uniform, which I really didn't care for ... A typical day started at 9:05, and depending on the day of the week, we would have two or three classes before the first break, which was at 10:45 and lasted for fifteen minutes ... then we had two more lessons, for example, Literacy and Numeracy. Lunch was from 12:20 to 1:30 ... and that was followed by two more lessons, like Humanities and History. What I remember most

about my primary school days is that we had to do a lot of writing in our notebooks. We didn't have netbooks to type on in school ... we wrote everything out by hand ... even research papers. If the paper assignment didn't look neat enough, the teachers would make you write it all over. Handwriting was really important. After school, we didn't run home to play video games either, we joined clubs. I was in the football club ... we had a great team and played against clubs from nearby schools ... we usually won. I was also involved in the Drama Club ... We played a lot of warm-up games. My favourite activity was called 'silent mimes' ... we'd act out things like walking a dog, juggling, or walking barefoot on hot sand, things like that. It was great fun. At the end of the year we'd put on a play ... that was my favourite part ... We did 'Charlie and the Chocolate Factory', ... 'James and the Giant Peach', ... and 'The Dracula Spectacular'. I got to play Dracula ... My parents and all of my friends said I was the best actor they'd ever seen. I think they were being too kind ... Even so, I still look back on it as one of the best experiences of my youth. My school was pretty much the same as all of the others in the country at that time. The timetables matched those of the other schools in the area ... and nearly all of the schools required students to wear uniforms.

Unit 6

Vocabulary Focus

1
1 beds
2 accommodation
3 rent
4 college
5 house, pay

2
1 washing machine
2 air conditioning
3 double bed
4 central heating
5 vacuum cleaner
6 bedsit
7 microwave
8 telephone point

3
1 single
2 desk
3 shared
4 room
5 facilities
6 accommodation
7 caters
8 lounge
9 furnished
10 charged
11 room
12 hostels
13 communal

4
A single, clean, soft
B single, soft, double (clean)
C furnished, unfurnished, single, clean, double
D clean, soft
E furnished, unfurnished, single

5
1 curtains
2 kitchen
3 cooker
4 air conditioning unit
5 wardrobe
6 telephone point
7 wastebasket/bin
8 dormitory
9 vacuum cleaner/hoover
10 upstairs
11 sheets/blankets
12 entrance hall
13 washing machine
14 pillow
15 shower

6 Possible Answers
1 What do you use to keep a room warm? = central heating
2 Where can you heat food if you don't have a cooker? = microwave
3 What machine do you use to keep food cold? = fridge
4 What do you use to call a friend? = telephone
5 What machine do you use to get rid of wrinkles in your clothes? = iron
6 What do you watch episodes of your favourite show on? = television
7 What do you use with your computer to go online? = Internet
8 Where can you store your books and still see them? = shelves
9 Where do you stay at university? = hall of residence
10 What do you call the place where you stay in a person's home and they provide breakfast? = B & B

Skills Focus

1
1 The kitchen is so **cold**.
2 I'd prefer a large room with air conditioning.
3 I would've paid in that situation.
4 How did you switch it on?
5 The bus stopped outside the house.
6 You don't smoke, do you?
7 You shouldn't pay your rent now.
8 The flat's near Green Park.
9 I'd like a **cheap** rent in shared accommodation.

2
A 8
B 7
C 1
D 4
E 6
F 2
G 3
H 5

3
1 furnished
2 to share
3 the suburbs
4 rent
5 Sheets, provided
6 prefer, live
7 far, same
8 less, accommodation
9 cause problems
10 better, you think is

4 Ss' own answers

Grammar Focus

1
1 need to
2 need to
3 don't need to
4 need to
5 don't need to
6 don't need to
7 need to
8 don't need to
9 don't need to
10 don't need to

2
1 have to
2 mustn't
3 must
4 have to
5 have to
6 mustn't
7 don't have to
8 must
9 have to
10 don't have to

3
1 need speak
2 don't have to
3 must be
4 need to register
5 has to
6 mustn't smoke
7 don't need to
8 have to do

4 1 C/D 2 C/G 3 A 4 E 5 F 6 B/F

5
1 need to
2 don't need
3 don't have to
4 have to
5 won't have
6 need to
7 need to
8 mustn't
9 need to
10 need to

6 Possible Answers
1 You have to go outside to smoke.
2 You mustn't park in front of the door.
3 You don't have to pay for electricity.
4 You needn't vacuum the hallway.
5 You must pay your rent by the 1st of each month.
6 You need to see the landlady if you have any problems.

Exam Focus
1 B
2 C
3 A
4 C
5 A
6 E
7 6 PM
8 train (Indian Pacific)
9 It was stolen.
10 923712647

Unit 7

Vocabulary Focus

1
1 laptop
2 remote control
3 switch off
4 mouse
5 confusing
6 frustrated
7 upload
8 excited
9 calculator
10 hang up

2 1 of 2 about 3 in 4 by/with 5 with 6 by/with 7 by/with

3
1 ... plugged in ...
2 ... browsing the Internet ...
3 ... social networking.
4 Text messaging ...
5 ... clicking on it ...
6 ... switch on ...

4
1 radios
2 microwave
3 iPod
4 Game Boy
5 cookers
6 clock
7 Video
8 computers

Skills Focus

1 1 TRUE 2 NOT GIVEN 3 TRUE 4 FALSE 5 NOT GIVEN 6 FALSE 7 TRUE 8 FALSE

2
1 ... our closest living relatives pass on customs and culture just as humans do.
3 Such practices include various forms of tool use ...
4 The researchers taught a lone chimpanzee from one group ... They next taught one chimp from a different group a different technique ...
6 ... it has been worth the sacrifice.
7 ... researchers found traditions proved catching ...
8 ... foraging practices spreading from one group to another.

Grammar Focus

1
1 was launched
2 was released
3 sounds
4 are shown
5 have to
6 be taken
7 be taught
8 isn't looked after
9 will begin
10 run away
11 treat

2
1 Your puppy needs to be named.
2 Your puppy must be taken for walks.
3 Your puppy must be cared for by being fed, washed and brushed regularly.
4 Your puppy can be taught to do tricks.
5 Your puppy can be put into competitions.
6 If your puppy isn't cared for it will get sick.
7 Your puppy mustn't be treated badly or it might run away.

3 a

Actions	Baby	Adult
Feed	done to	does
Wash	done to	does
Dress	done to	does
Exercise	does or done to	does
Put to bed	done to	does
Protect	done to	does

b
2 Babies are washed. Adults wash themselves.
3 Babies are dressed. Adults dress themselves.
4 Babies exercise or are exercised. Adults exercise (themselves).
5 Babies are put to bed. Adults go to bed.
6 Babies are protected. Adults protect themselves.

c Possible Answer
when adults are ill or aged they might need the same care as a baby.

Exam Focus
1 FALSE
2 NOT GIVEN
3 FALSE
4 NOT GIVEN
5 E
6 D
7 H
8 B
9 A
10 C
11 B
12 A
13 C

Unit 8

Vocabulary Focus

1
1 education
2 imprisonment
3 theft
4 offences
5 trafficking
6 attendance
7 employment
8 homelessness
9 activities/acts
10 housing

2
1 G victim
2 E intentional
3 H force
4 B injury
5 D vandalism
6 A commit
7 C taking
8 F automobile

Workbook key

Skills Focus

1 Possible Answer (grouped by subject)

community	youth	parents
people in the community	trouble with the law	family relationships
lack of education	offend in the first place	family members
provide services	playing truant	mental health issues
shock approach	peer pressure	role models
lessons in crime	drug abuse	set an example
restorative justice	anti-social behaviour	socialise with
sense of what jail is	youth culture	moral values
potential consequences	hours most likely to offend	respect for others
	bad behaviour	

2 Possible Answers

Situation: rising youth crime: anti-social behaviour ... lead to trouble with the law

Problems:

1 lack of education/lack of support services
2 peer pressure/youth culture/poor family relationships
3 mental health/drug abuse

Solution to 1: early lessons in crime and justice/support from people in community
Solution to 2: role models/family members/moral values
Solution to 3: early detection/school-parenting relationship
Conclusion: parents/authorities/schools must act together/break cycle of crime/boredom/peer pressure/gang and drug culture

3 1 no 3 yes 5 yes 7 yes
2 yes 4 yes 6 no 8 yes

4 2 problems 4 problems 7 conclusion
3 solutions 5 solutions 8 situation

5 Possible Answer

More and more communities and the children who live in them are suffering today from crimes committed by other children. Whether it is bullying, vandalism, petty theft of more serious drug – and gang-related crime, these crimes have a big impact on individuals and the communities they live in.

It is quite common nowadays – when both parents work – for children to be left unsupervised for long periods of time. It is in these hours out of school that young people with nothing to do can be drawn into crime. Boredom and not thinking about how they might hurt others are often the cause of this, and there are definitely things that parents, schools and other groups can do to work against this trend.

Children need good role models from whom they can learn values. These can be teachers, family members, or people in the community they look up to. Schools and community groups should encourage activities such as charity work, trips and sports events that bring children into contact with such role models. Through education and enjoyment of sharing things with other people, young people can be put on a path that leads them away from crime and violence.

Schools should be proactive in educating children about crime and punishment as well. Children need to understand what crime does to its victims and what could happen to them if they commit a crime. Shocking children is not necessary, but explaining the potential consequences of crime and exposing them to people who have been caught up in criminal activity can provide valuable lessons.

Such solutions, however, can only work where struggling parents can get support. Parents should try to build support networks for their children with family and friends, but support should be available through schools and community groups as well. Governments will have to spend a lot less fighting youth crime if they support youth initiatives and activities in the communities.

Grammar Focus

1 1 D 3 G 5 B 7 C
2 F 4 H 6 A 8 E

2 1 are not/will not be, don't
2 will only get, start
3 will not deter, just blame
4 will not improve, tackle
5 are, remains
6 do not punish, are we sending
7 have/will have, want
8 don't/will not, get

3 1 will, may 5 provided that, only if
2 even if, unless 6 can't, don't
3 must, should 7 as long as, when
4 will, might 8 if, whenever

4 1 ... can only tackle youth crime ...
2 ... will only deter criminals...
3 ... that criminals are non-violent, ...
4 ... doesn't work for young offenders unless ...
5 ... as long as they ...
6 ... crime unless we ...
7 ... whenever they suspect ...
8 ... if we do not punish ...

Exam Focus

1 Possible Answer

In societies where there are huge differences between the rich and the poor, poverty contributes significantly to crime. The more someone feels unfairly treated or marginalised by society, the more likely they are to offend against it.

Poverty can lead young people to play truant and generally do less well in school. They are more likely to get into trouble seeking ways to make money or stealing things they don't have. Gang and drug culture also dominate poor areas, and young people in poverty can easily get caught up in them.

Of course, coming from a poor background does not automatically lead to crime, and very often it is the quality of parenting that will make the difference. Children are far more likely to get involved in crime when they are neglected, left unsupervised or come from homes where they are already exposed to crime.

The quality of parenting does make the greatest difference, but struggling parents in poor areas need support. Parents need the support of schools that can arrange clubs and activities after school, and the support of community groups and the police in keeping children out of gangs. There should be a special police unit that deals with youth that can advise and work with parents.

There is no magic solution to poverty, but governments must recognise it as a significant factor in youth crime. They need to make sure that in poorer communities children get opportunities to get involved in activities and projects that can make a difference in their lives. This is the support all parents need from their community.

Unit 9

Vocabulary Focus

1
1 Uploading
2 messaging
3 downloading
4 seeing
5 surfing
6 shopping
7 send
8 search
9 website
10 watch
11 site
12 play

2
a 1 H 2 D 3 F 4 B 5 G 6 C 7 A 8 E
b A 4 B 2 C 7 D 3 E 1 F 8 G 5 H 6

Skills Focus

1
1 b 2 h 3 g 4 f 5 a 6 d 7 c 8 e

2
1 8, C 2 6, A 3 1, F 4 4, H 5 2, E 6 3, B 7 5, D 8 7, G

Grammar Focus

1
1 wouldn't be
2 wasn't
3 like
4 spend
5 exercised
6 would look
7 lose
8 stick
9 would take
10 had
11 kept
12 would not need

2
1 I would go out if it weren't so late.
2 You would feel better if you took up some kind of sport.
3 I'd enjoy myself if I weren't so tired.
4 I'd watch more foreign films if they had subtitles.
5 I'd work from home more if our Internet connection were faster.
6 We would go if there were any tickets left.
7 You could join the band if you had a better voice.
8 You'd be a much better dancer if you relaxed.

3
1 were
2 to get
3 don't speak
4 knew
5 to enjoy
6 were
7 didn't have
8 see/will see

Exam Focus

1 Ss' own answers

2
1 A 2 B 3 A 4 B 5 B 6 A 7 A 8 B

Candidate A deals with the test well.

Unit 10

Vocabulary Focus

1
1 chef
2 nurse
3 journalist
4 security guard
5 mechanic
6 waiter/waitress
7 sales assistant
8 flight attendant
9 labourer
10 engineer

2
1 chemist
2 politician
3 teacher
4 beautician
5 adviser
6 barman/barwoman
7 psychiatrist
8 reporter
9 fireman
10 hostess
11 director
12 plumber
13 doctor
14 telephonist
15 magician
16 policeman/policewoman

3
1 travel agent
2 sales assistant
3 to apply for
4 shift work
5 part-time job
6 gain experience
7 application form
8 flight attendant
9 security guard
10 human resources
11 public sector
12 to get the sack

4
1 businessman
2 resources
3 industrial
4 administrator
5 accountant
6 tourist
7 design
8 lecture
9 dentistry
10 headmistress
11 mechanical
12 transportation

5 Possible Answers

A
1 coach
2 barman
3 receptionist
4 hostess

B
1 doctor
2 nurse
3 technician
4 chemist

C
1 manager
2 sales assistant
3 accountant
4 secretary

D 1 builder
2 engineer
3 labourer
4 designer

E 1 porter
2 flight attendant
3 travel agent
4 bus driver

F 1 director
2 announcer
3 programmer
4 musician

6 Possible Answers

1 doctor
2 beautician
3 reporter
4 barman
5 fireman
6 teacher
7 telephonist
8 chemist
9 politician
10 plumber

7
1 insecure
2 repetitive
3 poorly paid
4 has long hours
5 well paid
6 challenging
7 secure
8 leads to other things
9 has no future
10 easy

Skills Focus

1
1 surprised
2 angry
3 keen
4 anxious
5 bored

2
1 anxious
2 angry
3 keen
4 pleased
5 bored
6 surprised

3
1 vet
2 labourer
3 nurse
4 lecturer
5 secretary
6 receptionist

4
1 B
2 B
3 C
4 D, F
5 liking/interest in
6 good relationship
7 support

Grammar Focus

1
1 a Having, liking b getting on c behaving
2 a having b resigning c getting
3 a working b admiring c doing

Rules: 1 ing, going, making
2 noun
3 three, subject, prepositions, verbs

2
1 Earning lots of money ...
2 ... after working ...
3 ... finding another job
4 ... having ...
5 ... disappointed in finding ...
6 ... staying ...
7 ... working at ...
8 ... except making ...
9 ... on having ...
10 ... being unemployed

3
1 ✓ 4 ✗ 7 ✓ 10 ✓ 13 ✗
2 ✓ 5 ✓ 8 ✗ 11 ✗ 14 ✓
3 ✗ 6 ✓ 9 ✓ 12 ✓ 15 ✓

4
1 keeping
2 knowing
3 to get out
4 to focus
5 wondering
6 to do
7 to appreciate
8 to do
9 coming up
10 to climb
11 running
12 to have
13 Having
14 to try
15 trying
16 to make
17 to talk
18 doing

Exam Focus

1 representative
2 texting
3 C
4 B
5 A
6 C
7 present their findings
8 for feedback
9 job application practice
10 worried about

Unit 11

Vocabulary Focus

1 Ss' own answers

2 Ss' own answers

3
1 to set/setting
2 feedback
3 to solve/solving
4 meetings
5 orders
6 targets
7 clients
8 getting

1 tight deadlines
2 positive feedback
3 creative people
4 urgent meeting
5 clear, firm & fair orders
6 unrealistic targets
7 best clients
8 first promotion

4
1 misplace
2 subtitle
3 unable
4 disappear, displace
5 reappear, replace
6 impersonal, impossible, implant
7 illiterate
8 irrelevant
9 inaction, indifferent
10 undercharge
11 overcharge
12 transaction, transplant
13 interaction, interpersonal
14 anticlockwise

5
1 to give
2 set
3 to achieve
4 to solve
5 ask
6 builds
7 to support
8 to motivate
9 to listen
10 understand

6
1 E 3 I 5 F 7 A 9 G
2 B 4 C 6 J 8 H 10 D

7 Ss' own answers

Skills Focus

1 A Few things annoy co-workers or supervisors more than someone who takes extra-long lunches or smoking breaks.
B No one likes someone who avoids his or her duties.
C Try to keep your conversations between you and co-workers at a low volume.
D Your desk should be kept ...

E ... do your best to leave what is meant for home at home.
F Minimize any emotional response you may have at work.
G Find out what your company's email policy is and follow it.

2 a They are at the beginning of the paragraph. This is to draw the reader's attention to them.

b **Paragraph A:** People who do not smoke may become resentful. ... makes you look like you avoid hard work (explanations)
Paragraph B: ... comes in late and leaves a little early (examples)
Paragraph C: It is hard to concentrate ... (explanation) ... both on and off the phone (details)
Paragraph D: Your desk should be kept as neat as possible ... conference room or break area ... lunchroom (examples)
Paragraph E: If you have children ... friends ... doctor appointments (examples) Your co-workers will notice and it will likely bother them ... (explanation)
Paragraph F: It seems that younger employees struggle with this issue more often. (detail) Remember that constructive criticism is meant to help you ... (example)
Paragraph G: Do not forward email ... gossip or discuss ... (examples) ... it could make people uncomfortable (explanation)

3 a i A iii G v E vii D
ii F iv C vi B

b **Para A:** irritates = annoy, people you work with = co-workers
Para B: your hours = the required amount of time
Para C: loud = at a low volume
Para D: work areas = shared spaces reserved for use by everyone
Para E: things related to your work = tasks
Para F: keep cool = minimize emotional response
Para G: company practice = policy

4 a i E iii C v G vii B
ii F iv D vi A

b Ss' own answers

Grammar Focus

2 1 certain 5 certain 9 certain
2 possible 6 probable 10 possible
3 possible 7 probable
4 probable 8 possible

3 a Ss' own answers

b Ss' own answers

4 1 ... may need to ... 6 ... ought not to ...
2 ... will definitely have to ... 7 ... won't have ... will share.
3 ... may not need to ... 8 ... could find ...
4 ... ought to work ... 9 ... might get ...
5 ... should have ...

Exam Focus

1 iii 5 vii 9 J 13 NOT GIVEN
2 vi 6 B 10 G 14 YES
3 i 7 E 11 F
4 iv 8 A 12 NOT GIVEN

Unit 12

Vocabulary Focus

1 1 B 4 B 7 A 10 B 13 A
2 C 5 A 8 C 11 C 14 B
3 A 6 C 9 B 12 C 15 B

2 1 practical 6 trip 11 hour
2 route 7 journey 12 works
3 transport 8 connections 13 excursions
4 foot 9 major 14 poor
5 travel 10 buses

3 1 road 6 get 11 around
2 go 7 at 12 -friendly
3 journey 8 on 13 costly
4 routes 9 to 14 modes
5 getting 10 travel 15 distance

Skills Focus

1 1 and 6 though 11 as well as/ and
2 whereas 7 also 12 and/whereas
3 also 8 and 13 although
4 but 9 though 14 although
5 however 10 too

Grammar Focus

1 1 were 7 declined 13 gave
2 tripled 8 had peaked 14 failed
3 was estimated 9 was taxed 15 had fallen
4 carried 10 dropped
5 increased 11 were abandoned
6 had fallen 12 had been receiving

2 1 in 5 on 9 Once 13 until
2 to 6 then 10 by 14 In
3 since 7 towards 11 before 15 after
4 when 8 By 12 in 16 in

3 1 they had been – referring to a time before another past time
2 had already reached – past perfect used after **By 2009** i.e. referring to the period before a past time
6 had doubled – past perfect used after **By 1982** i.e. referring to the period before a past time

9 had varied – referring to a period before a past event **in the 20-year period before the war**

4

1 T	3 T	5 T	7 T	9 T
2 F	4 T	6 F	8 T	10 T

5
2 By 2009, figures for rail passenger journeys had almost reached post war peak levels.
6 By 1982, rail use had halved compared to post-war 1946 figures.

Exam Focus

The opening section to Task 1 should be a simple description of the graph and what information it provides in general. It should not be a repetition of the original rubric, but the rubric can be re-worded.

Possible Answers

The bar chart shows the percentage of three different groups of US workers that used different modes of transport in 2009.

In the general US population, workers use their cars for almost 90% of transport activity. They use public transport for 5% and go on foot or by bike for around 4% of journeys to work. Only 3% of the total US working population work from home.

In New York State, a smaller number depend on cars to get to work – around 65 percent – and a much higher number of workers – 30 percent – use public transport.

A slightly higher number than the national average walk or bike to work: around 7%.

The figures for journeys to work in Brooklyn, however, are completely different from national trends. Sixty percent of workers use public transport whereas only 35% depend on cars to get to work. A slightly higher number of 5% walk or bike to work but surprisingly only 1% of the Brooklyn population work from home.

On the whole, the graph shows that in the metropolis of New York public transport is much more widely used for getting to work than it is throughout the US, where almost 90% of journeys to work are by car.

Unit 13

Vocabulary Focus

1

1 cards	8 sunrise	15 shopping
2 twenty	9 i	16 gym
3 food	10 H	17 personal
4 packaging	11 mobile	18 navigation
5 chains	12 winter	19 game
6 weekends	13 access	20 closest
7 better	14 bother	

3

1 in	4 in	7 on	10 at
2 in	5 on	8 on	11 in
3 in	6 at	9 at	12 in

Skills Focus

1

1 f	3 d	5 g	7 e	9 j
2 h	4 c	6 b	8 a	10 I

2 **Possible Answers**

1 F mood, dance, ability of musician
It depends on my mood. Both kinds of music have their place. Traditional music is essential for traditional dance of course. It also depends on the musicians and how they express the music.

2 H study, once or twice a week, weekends
Not as much as I'd like because I have to study a lot, but I always go out with my friends at least once or twice a week, usually at the weekends.

3 D birthdays, wedding, people's achievements
Apart from religious festivals, it's mainly anniversaries such as birthdays and wedding anniversaries or to congratulate someone on an achievement.

4 C quicker, not good cook
The microwave, definitely, because it makes food preparation so much quicker and I'm not such a good cook.

5 G convenient, quiet, late night
I can't stand shopping so if I have to go I go wherever it's most convenient and quiet. For example, we have supermarkets that are open 24 hours so go late at night when there are very few people there

6 B work, free time
Twenty-four seven, because I'm working on it all day and in my free time I use the computer a lot.

7 E no email, Gran
Not really. I only write to people who don't have email, like my grandmother.

8 A not permanently
I hope to study abroad, so I will live abroad then. But I don't want to live abroad permanently.

9 J DVDs
It used to be more popular, but nowadays many people watch DVDs at home.

10 I try new things
Something completely different from my everyday routine. I like to see new places and try new activities.

3 Ss' own answers

4

A 3	C 7	E 10	G 6	I 5
B 4	D 8	F 1	H 2	J 9

5 **Possible Answers**

1 Cheap pre-paid phones that get rid of your monthly bills are very popular in my country and with people my age because people only spend what they can afford on calls and cannot run up huge bills. Many parents like their children to have these phones so they appreciate the cost of using mobile phones.

2 Sakadachi Nian Chan by SegaToys computerised pets are quite likely to catch on in my country eventually as the latest must-have toy for younger children. It depends what the competition is like for such toys, but computer pets are easier to keep than real pets. I don't think my age group will really be interested.

3 Food Packaging Fashion clothing made from recycled food packaging could catch on in my country as a novelty. It's certainly unusual!

Grammar Focus

1
1 has ever conducted
2 has never known
3 was started
4 grew
5 has become
6 have grown up
7 has made
8 has accustomed
9 have grown up
10 have been
11 saw
12 thought
13 were considered
14 have been raised
15 have been regarded
16 have delivered
17 was
18 have been encouraged
19 were

2
1 did you end up
2 said
3 hadn't ever considered
4 did not take
5 was
6 said
7 were living
8 did not speak
9 did not know
10 did not know
11 had learnt
12 was
13 grabbed
14 have been exploring
15 came out
16 have made
17 have lived
18 have found
19 have been working
20 have also worked/have also been working

Exam Focus

1 **Part 1:** 4, 5, 10, 12
Part 2: 2, 7, 8, 11
Part 3: 1, 3, 6, 9

2 **Possible Answer**

Two years ago it was my mother's birthday and Dad bought tickets for us to go and see Sleeping Beauty at the Royal Opera House in London. Before the performance we had dinner in the Royal Opera House restaurant. It was a very elegant setting and the food was delicious.

The ballet itself was magical. We had seats close to the front and we had an amazing view of the dancers. The orchestra was fantastic and the combination of beautiful music by Tchaikovsky and the excellent choreography were spell binding. The props were impressive and the costumes were elaborate.

I will never forget Mum's special birthday treat and the look on her face when our evening at the Royal Opera House was over. She looked so happy. The three of us had a wonderful time and when we walked out into the street it was almost as if we had all shared the same dream. We still often talk about it.

The whole occasion was a fantastic evening.

Unit 14

Vocabulary Focus

1 **Possible Answers**

Talks at a slow pace	2
Makes a lot of eye contact	3
Reads aloud from notes on PowerPoint	1
Uses a lot of gestures	2
Speaks in a loud voice	2
Uses lots of animation in PowerPoint	1
Makes jokes	2
Gives the talk a clear structure	3
Uses lots of visual aids	2
Looks very confident	3
Keeps to one topic for the whole talk	3
Chooses an interesting topic	3
Is well dressed	2
Look nice	1

Uses Power Point and elaborates on the points illustrated, but doesn't just read it out loud.
Doesn't use lots of animation in PowerPoint because it can be distracting.
Looks clean, smart and comfortable.

2
1 like
2 look at
3 move on
4 point
5 Moving
6 In
7 main points
8 learn
9 anyone
10 Over

Ss' own answers

3
1 bored
2 confident
3 excited
4 nervous
5 curious
6 satisfied
7 doubtful
8 tired

4
attention span
key point
read aloud
make mistakes
do a rehearsal
question time
give a talk
eye contact
body language

Possible Answers

1 My **attention span** is longer if I am interested in the subject.
2 The speaker's **key points** were displayed on the screen because the subject was very complex.
3 I lost interest because all the speaker did was **read aloud**.
4 When she realised she had **made a mistake** she apologised and carried on with great confidence.
5 It's a good idea to **do a rehearsal** if you are not used to public speaking.
6 I allowed 3 minutes for **question time** at the end of my talk.
7 Whenever she **gives a talk** the hall is packed, she's really interesting.

8 I found it difficult to make **eye contact** to begin with because I was nervous.
9 I noticed that he never **turned his back** on the audience.
10 The speaker's **body language** showed how confident she was.

5
1 question time
2 visual aids
3 the next point I'd like to make
4 responsive
5 conclusion
6 in summary
7 eye contact
8 attention span
9 key points
10 body language

6 1 A 2 B 3 C 4 C 5 A

Skills Focus

1/2

Introducing ...	
a conclusion	To conclude/What we can learn from all this is
a clarification	What I'm trying to say/In other words
the next point	Next/Now, moving on
the first point	Firstly/To begin with
the last point	Last of all/Finally
a summary	To sum up/So, my main points were ...
an example	For instance/For example
a generalisation	As a whole/In general
contrasting information	But/However
more information on the same point	In addition/Furthermore

3
1 Next
2 What I mean is
3 To sum up
4 In contrast
5 Finally
6 For instance
7 Firstly
8 Then
9 To conclude
10 Also

4
1 is grammar
2 know grammar
3 how we
4 the role
5 groups
6 make meaning
7 terms
8 language patterns
9 know grammar
10 consciously
11 terms
12 football player/footballer

Grammar Focus

1 1 E 2 D 3 B 4 F 5 C 6 A

2 We use 'going to' to talk about things **that are planned** or which we can see from present evidence will probably happen in the future.

We use the present simple to talk about events **which are on a timetable/calendar for the future**.

We use 'will' to talk about decisions **made as we speak**, predictions we feel fairly sure about, offers and promises.

3
1 is
2 going to
3 will enable
4 am going to
5 will be
6 is
7 are going to take
8 will definitely take
9 are going to be
10 will ring

4
1 is
2 will be
3 am going to start
4 will show
5 will involve
6 won't know
7 will show
8 will do
9 will enjoy
10 is going to go
11 will give
12 will have
13 am never going to finish
14 will make
15 will order
16 starts

A I'll order a pizza (15)
B is on Friday (1), which starts at 9 o'clock (16)
C as you can see, I'm never going to finish it (13)
D I'll make you an offer (14)
E I'm going to start (3), the whole class is going to go (10),
F they will be interested, (2), will involve them a bit (5), I expect they won't know much (6)

The boy uses contractions, without stress.

Exam Focus

1 stimulated by exercise
2 connection
3 (a) computer screen
4 with their nose
5 30cm apart
6 closer and closer
7 score
8 steadily worse
9 form distinct
10 new brain cells

Unit 15

Vocabulary Focus

1
1 floods, hurricane, drought, storm, tornado
2 birds, insects, amphibians, fish, reptiles, mammals
3 global warming, pollution, extinction, greenhouse gases, sea temperatures
4 volcano, ocean, land, desert, island, forest

2
1 reptiles
2 extinction
3 hurricane
4 drought
5 mammals
6 planet
7 solar energy
8 earthquake
9 amphibians

3
1 endangered
2 severe
3 strong
4 extinct
5 global
6 heavy

4
1 ridiculous, ridiculously,
2 physician. physicist
3 mountainous
4 beautiful, beautician, beautifully
5 payment, payable
6 slowly
7 worthless, worthy
8 foggy
9 thoughtful, thoughtless
10 useful, useless, usable
11 distinguishable
12 childless,
13 imaginable, imagination
14 guitarist
15 suggestion
16 creation, creator

-ment	excite, encourage, agree
-y	sun, mood, wind
-able	excite, enjoy, agree
-less	motion, hope, heart
-or	instruct, survive, operate
-ian	history, music, library
-ist	perfection, optimise, pessimism
-ful	hope, joy, doubt
-ness	happy, kind, soft
-tion	attract, compose, observe
-ly	hopeful, general, kind
-ion	perfect, congratulate, contradict
-ous	wonder, virtue, outrage

5
1 -ors
2 -able
3 -ion
4 -ance
5 -ible
6 -ation
7 -ly
8 -ility

Skills Focus

1
100 million years
Dinosaurs
Ice Ages
10,000 years
75-80 degrees F
24-hour
Toucans
Parrots
The Maues marmoset

2
1 100 million years
2 the last Ice Age
3 75-80 degrees Fahrenheit
4 toucans and parrots
5 a type of monkey
6 the Amazon rainforest

3
A The giant freeze did not reach a number of refuges in tropical rainforests.
B The main secret lies in the ability of many animals to adapt to eating a specific plant or animal, which few other species are able to eat.

4
1 No
2 Not Given
3 Yes
4 Yes
5 Not Given

5
1 Not Given
2 True
3 Not Given
4 False
5 True

Grammar Focus

1
1 would have taken
2 would have been arranged
3 would have reached
4 might have been wiped
5 would have blocked
6 would have affected
7 might have progressed
8 would not have found
9 would have been
10 would have become
11 should have examined
12 should have considered
13 should have accepted
14 might have contributed

2
1 might have
2 might have
3 would have
4 would have
5 should have been
6 would not have
7 would have
8 might have
9 should have
10 would not have

Exam Focus

1 No
2 Not Given
3 No
4 Yes
5 No
6 G
7 I
8 E
9 C
10 anticipation of earthquakes
11 what animals sense
12 a prediction tool
13 a controlled study
14 erratic behaviour

Unit 16

Vocabulary Focus

1
1 global
2 habitat
3 rainfall
4 distribution
5 disastrously
6 destruction
7 natural
8 melting
9 glaciers
10 flooding
11 coastal
12 extinction

2
1 D 3 A 5 A 7 A 9 A 11 A
2 B 4 D 6 C 8 C 10 C 12 B

Skills Focus

1
1 E 3 F 5 C 7 A
2 G 4 H 6 B 8 D

2
A (topic sentence), 4, 5, 3, 2
The world's population, now 5300 million, is increasing by 250000 people everyday. Not so long ago, in 1984, it seemed as if the rate of population growth was slowing everywhere except in Africa and parts of southern Asia. Today, the situation looks less promising since progress made towards slowing birth rates has been slower than expected. It is estimated that 1000 million people will be born during this decade. By and large, the increases will occur in the poorest countries – those societies least equipped to meet the needs of the new arrivals and invest in their future.

B 1 (topic sentence), 2, 3, 5, 4
Women rarely participate other than in limited ways in shaping their countries' economic and social policies.

Their place in managing resources and crop production has yet to be recognised by most governments.

Overall, women are responsible for half the food production in developing countries.

The time and energy required of women for cultivating and harvesting, food processing and preparation as well as fetching of fuel are not mentioned in national labour statistics.

Successful policies will secure women's involvement from the beginning and will also make sure that development does not simply mean more work for them.

3 Possible Answers

1 The most serious social issue facing my country is unemployment. Many young people entering the job market are unable to find work. Whether they are university graduates or not, it seems the situation is the same for all of them and competition for jobs is fierce. The problem is affecting all age groups though and this is having a negative effect on families all over the country who are experiencing financial difficulties. The knock-on effects of unemployment are serious and at worst lead to mental health problems, family breakdowns and drug abuse. Unemployment is a huge challenge for the government to address and it is hoped that policies can be introduced to revive the economy and generate more jobs.

2 The most pressing environmental concern in my country is air pollution especially in big cities. This is a big problem for people's health. More and more people are suffering from breathing problems such as asthma and the elderly, infants and young children are most at risk. High levels of air pollution are also contributing to global warming and climate change. There are laws that set out what air quality levels must be. The causes of pollution must be identified and solutions must be found to this serious environmental problem.

Grammar Focus

1 There are many reasons **why** people are moving from rural to urban areas. The main reason, however, in the developing world is the desire to escape the poverty **that/which** exists outside of cities. Rural communities **which** are lacking basic services are hard places to live especially for young people **whose** prospects are few. It is these young people **who** head for cities often hoping to make money **that** they can send back home.
The problem is that very often the city lights **which** shine from a distance hide the overcrowded slums **where/in which** these young people will have to live. Young people **who** have only ever known rural life will almost certainly meet criminal elements **who/that** are keen to exploit them. These young people **whose** lives were probably once similar to the lives of the young people that they are now threatening and exploiting, just make the problem worse. They open the door of the city just wide enough to let them in and then trap them inside lives **that** destroy their dreams.

2
1 renewable energy (which)
2 endangered species (which)
3 natural resources (from which)
4 evolution (by which)
5 extinction (at/from which)
6 greenhouse effect (which)
7 habitat (in which)
8 insecticide (which)
9 recycling (whose)
10 atmosphere (which)
11 ecosystem (which)
12 poacher (which)
13 pollution (which)
14 smog (which/that)
15 conservation (whose)

Exam Focus

1 **Problems in order:** 3/7, 8, 9, 4, 10, 2, 6, 1, 4, 5

2 Possible Answer

The planet is in crisis. Global warming threatens the planet and every day we destroy ecosystems and lose natural resources that we will never get back. Consumerism in the developed world and poverty in the developing world are driving this destruction which must be reversed – whatever it takes.

Industrialisation and the use of petro-chemicals for making products and for transportation has led to global warming. The destruction of forests in the developing world has only made matters worse. The same process that led to the crisis: mankind's ability to invent things and desire for progress – can also help to reverse it. Technology, which for years has been dirty and wasteful, must now become clean and smart. Governments must set smart standards in everything from transportation to food production so that we encourage the use of renewable resources and clean technology.

One thing that has been obvious for a long time is that societies need to move from petrol to electric cars. Governments have not done enough to make this happen more quickly. This technology which could help slow global warming dramatically must receive massive government investment.

Another priority should also be making homes efficient in terms of the energy they use. There are all sorts of gadgets that can now be built into homes to save energy. There are also devices which can produce and store natural energy such as solar energy. Governments must insist that homes are built this way in the future.

It will be neither governments nor technology alone that save us in the future. It will have to be both. Governments must act to make clean and smart technology pay. If it pays, it will get invented.

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UNIVERSITY of CAMBRIDGE ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

SAMPLE

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

	Listening	Listening	Listening		Listening	Listening	Listening
			Marker use only				Marker use only
1			✓ 1 ✗	21			✓ 21 ✗
2			✓ 2 ✗	22			✓ 22 ✗
3			✓ 3 ✗	23			✓ 23 ✗
4			✓ 4 ✗	24			✓ 24 ✗
5			✓ 5 ✗	25			✓ 25 ✗
6			✓ 6 ✗	26			✓ 26 ✗
7			✓ 7 ✗	27			✓ 27 ✗
8			✓ 8 ✗	28			✓ 28 ✗
9			✓ 9 ✗	29			✓ 29 ✗
10			✓ 10 ✗	30			✓ 30 ✗
11			✓ 11 ✗	31			✓ 31 ✗
12			✓ 12 ✗	32			✓ 32 ✗
13			✓ 13 ✗	33			✓ 33 ✗
14			✓ 14 ✗	34			✓ 34 ✗
15			✓ 15 ✗	35			✓ 35 ✗
16			✓ 16 ✗	36			✓ 36 ✗
17			✓ 17 ✗	37			✓ 37 ✗
18			✓ 18 ✗	38			✓ 38 ✗
19			✓ 19 ✗	39			✓ 39 ✗
20			✓ 20 ✗	40			✓ 40 ✗

Marker 2 Initials		Marker 1 Initials		Band Score		Listening Total	

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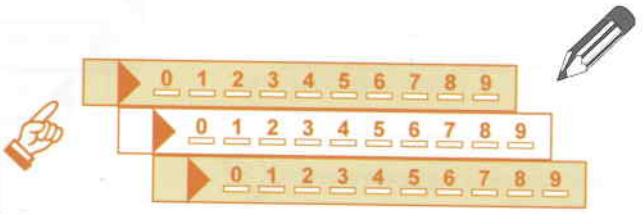
DP650/394

Please write your **full name** in CAPITAL letters on the line below:

SAMPLE

Please write your Candidate number on the line below:

Please write your three digit language code in the boxes and shade the numbers in the grid on the right.



Are you: Female? ☐ Male? ☐

Reading Reading Reading Reading Reading Reading

Module taken (shade one box): Academic ☐ General Training ☐

		Marker use only			Marker use only
1		✓ 1 ✗	21		✓ 21 ✗
2		✓ 2 ✗	22		✓ 22 ✗
3		✓ 3 ✗	23		✓ 23 ✗
4		✓ 4 ✗	24		✓ 24 ✗
5		✓ 5 ✗	25		✓ 25 ✗
6		✓ 6 ✗	26		✓ 26 ✗
7		✓ 7 ✗	27		✓ 27 ✗
8		✓ 8 ✗	28		✓ 28 ✗
9		✓ 9 ✗	29		✓ 29 ✗
10		✓ 10 ✗	30		✓ 30 ✗
11		✓ 11 ✗	31		✓ 31 ✗
12		✓ 12 ✗	32		✓ 32 ✗
13		✓ 13 ✗	33		✓ 33 ✗
14		✓ 14 ✗	34		✓ 34 ✗
15		✓ 15 ✗	35		✓ 35 ✗
16		✓ 16 ✗	36		✓ 36 ✗
17		✓ 17 ✗	37		✓ 37 ✗
18		✓ 18 ✗	38		✓ 38 ✗
19		✓ 19 ✗	39		✓ 39 ✗
20		✓ 20 ✗	40		✓ 40 ✗

Marker 2 Initials		Marker 1 Initials		Band Score		Reading Total	

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- model answers to all writing tasks
- sample answer sheets

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ISBN 978-1-84974-663-2

Mission IELTS 1

Workbook

Bob Obee – Mary Spratt

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