



CAMBRIDGE



IELTS

Grammar

For Bands

6.5

and above



with audio

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To the student

Who is this book for?

This book is for anyone preparing for IELTS. Although the IELTS test does not include a specific grammar module, it is important to be able to recognise and use grammar appropriately. This book covers the grammar you will need to be successful in the test. You can use it to support an IELTS coursebook, with a general English language course for extra grammar practice, or with practice tests as part of a revision programme. You can use it in class or for self-study.

How do I use this book?

There are two ways to use this book. You can either start at Unit 1 and work through to the end of the book, or you can do the Entry test on page ix to find out which units you need most practice in and begin with those.

What is in this book?

This book contains 25 units. Each unit is in four parts:

A: Context listening This introduces the grammar of the unit in a context that is relevant to the IELTS test. This will help you to understand the grammar more easily when you study section B. It also gives you useful listening practice. Listen to the recording and answer the questions. Then check your answers in the Key before you read the Grammar section.

B: Grammar Read through this section before you do the grammar exercises. For each grammar point there are explanations with examples. You can refer back to this section when you are doing the exercises.

C: Grammar exercises Write your answers to each exercise and then check them in the Key.

D: Test practice Each unit has a test task.

These help you practise the different parts of the test. The test task is followed by a Grammar focus task, which gives you extra practice in the grammar from the unit.

The Key

The Key contains:

- answers for all the exercises. Check your answers at the end of each exercise. The Key tells you which part of the Grammar section you need to look at again if you have any problems.
- sample answers for exercises where you use your own ideas to help you check your work.
- test tips for each exercise type in the Test practice section.
- sample answers for all the writing tasks in the Test practice section. Read these after you have written your own answer. Study the language used and the way the ideas are organised.

Recording scripts

There are recording scripts for the Context listenings in each unit and for the Test practice listening tasks. Do not look at the script until after you have answered the questions. It is a good idea to listen to the recording again while you read the script.

The Entry test

You can do this test before using the book to help you choose what to study. Answer the questions and then check your answers in the Key. The Key tells you which units are most important for you.

To the teacher

This book offers concise yet comprehensive coverage of the grammar necessary in order to be successful in the IELTS test. It can be used for self-study or with a class. It will be particularly useful for a class where all the students are preparing for IELTS. It will also be useful for revision, and for candidates in classes where some students are not entered for the test, as sections A, B and C are designed to be useful for all students.

The Entry test

The Entry test can be used diagnostically as a means of prioritising the language areas to be covered, either for a class, or for individual students.

A: Context listening This section is suitable for classroom use. Many of the tasks can be done in pairs or small groups if appropriate.

B: Grammar This section is designed for private study, but you may wish to discuss those parts which are particularly relevant to your students' needs.

C: Grammar exercises This section can be done in class or set as homework. Students can be encouraged to check their own work and discuss any difficulties they encounter.

D: Test practice This section can be used to familiarise students with the test task types while offering further practice in the grammar for each unit. Each task is followed by a Grammar focus task, designed to raise students' awareness of a particular language point covered in that unit. The book contains at least one task from each part of the Listening, Academic Reading, General Training Reading, Academic Writing and General Training Writing modules.

In classes where there are students who are not entered for the test, you may prefer to set Section D tasks as extra work for IELTS candidates only. However, they offer all students valuable opportunities to practise the grammar of the unit and provide an effective teaching resource for EAP classes.

You can do this test before using the book to help you choose what to study. Choose the correct answer, A, B or C, for each question. When you have finished, check your answers on page 223. The key tells you which units are most important for you.

- 1 Most university students on campus in their first year.
A lives
B live
C are living
- 2 From this graph we can see that the economy at the moment.
A improves
B improve
C is improving
- 3 They personal computers when my father was a student.
A hadn't
B didn't have
C weren't having
- 4 I want to be a practising doctor but now I'm more interested in research.
A was used to
B used to
C would
- 5 The teacher us how to do the experiment when the fire bell rang.
A showed
B shown
C was showing
- 6 I finished my essay yesterday but it in to the tutor yet.
A I've given
B I haven't given
C I didn't give
- 7 the experiment three times now with different results each time!
A We've done
B We did
C We've been doing
- 8 When I arrived, the lecture so I didn't find it easy to follow.
A started
B had started
C had been starting
- 9 She well at school but that changed when she became friends with a different group of girls.
A did
B had done
C had been doing
- 10 the doctor at 2.00 this afternoon so I can't go to the lecture.
A I'm seeing
B I see
C I will see
- 11 My sister economics and politics when she goes to university.
A is going to study
B studies
C will study
- 12 While we're working on the project our boss on a beach in Greece!
A will sit
B will have sat
C will be sitting

- 13 If the trend continues, the average income by 107% by 2030.
 A will increase
 B will have increased
 C will be increasing
- 14 You can base your geography assignment on country – it doesn't matter which.
 A a
 B some
 C any
- 15 There aren't places left on the course so you'd better apply soon.
 A much
 B many
 C lots of
- 16 I don't know whether to accept the job offer. It's
 A a difficult decision
 B the difficult decision
 C difficult decision
- 17 For those of you new to the company, this leaflet is full of
 A a valuable information
 B the valuable information
 C valuable information
- 18 The manager interviewed candidates in turn.
 A each of the
 B each
 C every
- 19 I know it's not much of a present but I made it
 A me
 B myself
 C by myself
- 20 You should visit Bath. It's city.
 A a historical and interesting
 B a historical interesting
 C an interesting historical
- 21 The government has released some data showing how schools are not providing an adequate education to our children.
 A shocking
 B shock
 C shocked
- 22 You really should go to Namibia. The scenery is stunning and the people are very friendly.
 A very
 B fairly
 C absolutely
- 23 This factory produces some of cameras in the world.
 A best
 B the best
 C the most best
- 24 people live in the countryside than 100 years ago.
 A Less
 B Few
 C Fewer
- 25 The bookshop the end of the road is excellent.
 A at
 B on
 C in

- 26 There were millions of people around the world the football match live on television.
 A watched
 B watching
 C were watching
- 27 Scientists finally find a cure for the disease after years of research.
 A managed to
 B can
 C could
- 28 She got a terrible mark in the exam so she very hard at all.
 A mustn't have worked
 B can't have worked
 C didn't work
- 29 What in order to get a permit to work in your country?
 A do I need to do
 B must I do
 C ought I do
- 30 When you write your essays, you copy ideas from books without referencing them properly.
 A mustn't
 B don't have to
 C have to
- 31 Doctors have us to cut down on salt in our diets if we want to reduce the risk of getting heart disease.
 A insisted
 B suggested
 C advised
- 32 this newspaper report, more women smoke than men nowadays.
 A Apparently
 B According to
 C Supposedly
- 33 My parents encouraged this course.
 A me to do
 B me doing
 C me do
- 34 What will you do if
 A you don't get a good IELTS score?
 B you didn't get a good IELTS score?
 C you won't get a good IELTS score?
- 35 A recent government report has warned that we act immediately to reduce carbon emissions, there will be serious consequences for the planet.
 A provided that
 B in case
 C unless
- 36 If I didn't have to work tonight,
 A I'd be able to relax now.
 B I'm able to relax now.
 C I'll be able to relax now.
- 37 I wish that man tapping his fingers on the table. It's really annoying me.
 A stopped
 B had stopped
 C would stop
- 38 I'm aiming a band 7 in IELTS.
 A on
 B for
 C to

- 39 Do you have any knowledge
how our education system works?
A of
B on
C for
- 40 The minister is responsible for
education has just resigned.
A which
B who
C what
- 41 The University of St Andrews is
the oldest university in Scotland.
A which was founded in 1413
B , which was founded in 1413,
C , that was founded in 1413,
- 42 Many children these days do not have a
healthy diet. is possible that
this is because less healthy foods are
cheaper than healthy ones.
A What
B That
C It
- 43 The charity is trying to find ways to save
and the world's endangered
animal species.
A the charity is trying to find ways to
protect
B to find ways to protect
C protect
- 44 In the past we threw a lot of our kitchen
waste away, but today many items such as
plastic bottles and cardboard
A are recycled
B recycle
C need recycling
- 45 I can't pick you up from the station on
Wednesday because on that
day.
A I'm fixing my car
B I'm having my car fixed
C I need my car fixed
- 46 These drugs are the best medicine
available as a treatment at the moment,
..... they are expensive,
unfortunately.
A although
B because
C so
- 47 Learning a foreign language is important
because it helps you to understand other
cultures better. it can be a useful
skill in many areas of work.
A However,
B Despite this,
C In addition,
- 48 I can't go to the conference as
I've got to go to Sydney on business.
A Frankly
B Unfortunately
C Personally
- 49 I think it's useful to write an
outline of your essay before you start to
write the first draft.
A Interestingly,
B Definitely,
C Personally,
- 50 The of dark red spots is one of
the first signs of the disease.
A appearance
B appearing
C appear

A Context listening

- 1** You are going to hear a woman interviewing a student for a survey about what people do in their free time. Before you listen, look at the pictures. Which activities do you think the student does in his free time?



- 2** **1a** Listen and check if you were right.

- 3** **1a** Listen again and decide if the following statements are true or false. If a statement is false, write the correction.

- 1 Peter is waiting for his friends.
- 2 He isn't studying much this month.
- 3 His parents own a shop.
- 4 He practises the guitar most mornings.
- 5 He frequently uses his phone to stay in touch with friends.
- 6 His cousin is living in Thailand at the moment.
- 7 Peter doesn't support any football teams.

- 4** Look at your answers to Exercise 3 and answer these questions.

- 1 Which sentences are about a situation that is permanent or a fact?
- 2 Which sentences are about everyday habits?
- 3 Which sentence is about an action happening at the moment of speaking?
- 4 Which sentences are about a temporary situation?

B Grammar

1 Present simple

+	verb/verb + (e)s	<i>He plays tennis.</i>
-	do/does not + verb	<i>She doesn't play tennis.</i>
?	do/does ... + verb?	<i>Do you play tennis?</i>

We use the present simple

- ♦ to talk about regular habits or repeated actions:

*I **get up** really early and **practise** for an hour or so **most days**.*

*I **use** my phone **just about every day**.*

Words that describe how often or when are often used (e.g. *always, generally, normally, usually, often, sometimes, rarely, never, every day, every evening*).

- ♦ to talk about permanent situations:

*My parents **own** a restaurant.*

⚠ We use the present perfect, not the present simple, to say how long something has continued:

*I **have worked** there since I was 15. (~~not I work there since I was 15~~: see Unit 3)*

- ♦ to talk about facts or generally accepted truths:

*Students **don't generally have** much money.*

*If you heat water to 100°C, it **boils**. (see Unit 17)*

The following words are often used: *generally, mainly, normally, usually, traditionally*.

- ♦ to give instructions and directions:

*You **go** down to the traffic lights, then you **turn** left.*

*To start the program, first you **click** on the icon on the desktop.*

- ♦ to tell stories and talk about films, books and plays:

*In the film, the tea lady **falls** in love with the Prime Minister.*

2 Present continuous

+	am/is/are + verb + -ing	<i>He's living in Thailand.</i>
-	am/is/are not + verb + -ing	<i>I'm not living in Thailand.</i>
?	am/is/are ... + verb + -ing?	<i>Are they living in Thailand?</i>

We use the present continuous

- ♦ to talk about temporary situations:

*I'm **studying** really hard for my exams.*

*My cousin **is living** in Thailand **at the moment**. (= he doesn't normally live there)*

Words like *at the moment, currently, now, this week/month/year* are often used.

- ♦ to talk about actions happening at the moment of speaking:

*I'm **waiting** for my friends.*

- ♦ to talk about trends or changing situations:

*Social media **is making** it so much easier for people to stay in touch with each other.*

*The price of petrol **is rising** dramatically.*

- ♦ to talk about things that happen more often than expected, often to show envy or to criticise with words like *always, constantly, continually, forever*:

*My mum's **always saying** I don't help enough! (complaint)*

*He's **always visiting** exciting places! (envy)*

3 State verbs

The present continuous is not normally used with state verbs because the meaning of the verb itself is a general truth rather than something temporary. These verbs specify thoughts, feelings, senses, possession and description.

Here are some examples of state verbs.

- ♦ thoughts: *agree, assume, believe, disagree, forget, hope, know, regret, remember, suppose, think, understand*

*I **assume** you're too busy to play computer games.*

- ♦ feelings: *adore, despise, dislike, enjoy, feel, hate, like, love, mind, prefer, want*

*Do you **mind** if I ask you a few questions?*

*I **love** music.*

- ♦ senses: *feel, hear, see, smell, taste*

*This pudding **smells** delicious.*

▲ To talk about something happening now we use *can*:

*I **can smell** something burning.*

- ♦ possession: *belong, have, own*

*My parents **own** a restaurant.*

- ♦ description: *appear, contain, look, look like, mean, resemble, seem, smell, sound, taste, weigh*

*You **look like** your mother. (= a permanent situation, not a temporary one)*

▲ Some state verbs can be used in the continuous form when the meaning is temporary. Compare:

*What **are you thinking** about? (now)*

*I **think** you should tell her exactly what happened. (my opinion, so not temporary)*

*I'm **tasting** the sauce to see if it needs any more salt.*

*The sauce **tastes** delicious.*

*She's **having** a great time. (is having = is experiencing, not possession)*

*Students **don't** generally **have** much money. (have = possession)*

C Grammar exercises

1 Choose the best endings for sentences 1–8.

- | | |
|--|--|
| 1 Fiona is watching television | a because her favourite film star is on. |
| | b when she has time. |
| 2 I'm having my lunch | a at one o'clock every day. |
| | b early today as I have an appointment. |
| 3 I do the shopping | a at the same time every week. |
| | b today for a friend who's ill. |
| 4 What are you doing | a to your sister when she behaves badly? |
| | b to your sister? Leave her alone! |
| 5 I wear casual clothes | a at the weekend. |
| | b because we're having a party at lunchtime. |
| 6 Teachers work hard | a to get the concert ready for next week. |
| | b but they get long holidays. |
| 7 The company's financial situation is improving | a now that it has a new Chief Executive. |
| | b when there is greater demand for its products. |
| 8 Serge is thinking of retiring early | a every time something bad happens at work. |
| | b because he isn't happy at work any more. |

2 Fill in the gaps with the correct form of the verbs in brackets.

- 1 I'm busy right now. I *'m filling in* (*fill in*) an application form for a new job.
- 2 My tutor (*see*) me for a tutorial every Monday at two o'clock.
- 3 John (*not/study*) very hard at the moment. I (*not/think*) he'll pass his exams.
- 4 'What (*he/do*)?' 'He (*try*) to fix the television aerial.'
- 5 Animals (*breathe in*) oxygen and (*give out*) carbon dioxide.
- 6 Be quiet! I (*want*) to hear the news.
- 7 In my country we (*drive*) on the right-hand side of the road.
- 8 My friend Joe's parents (*travel*) round the world this summer, and probably won't be back for a couple of months.
- 9 The college (*run*) the same course every year.
- 10 Numbers of wild butterflies (*fall*) as a result of changes in farming methods.

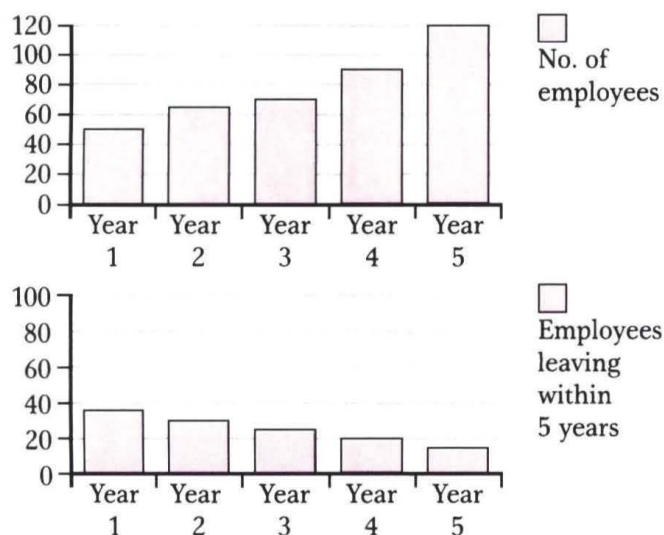
3 Fill in the gaps with the verbs in the box in the correct present tense.

agree catch up cause have go up know think ~~use~~

We 1 use energy for three main things: electricity production, heating and transport. For the first two, we 2 options such as solar and wind power, or natural gas. But oil is still the world's number one source of energy, and for transport at least, the alternatives are still expensive. In China, domestic energy consumption 3 year by year and demand in similar regions 4 fast. We 5 how to use energy more efficiently now than in the past but the worldwide rise in demand and the rate of global warming 6 great concern amongst experts. Some scientists 7 that the climate crisis is so serious that we are already too late to save the planet. However, most experts 8 that it is essential to increase the use of renewable energy if we have any chance of reducing the rate of global warming.

4 Look at the following extracts. There are six incorrect verbs. Find and correct them.

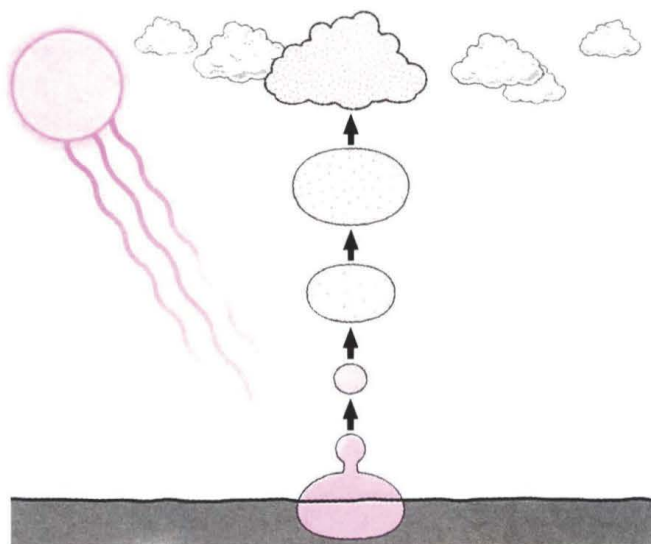
Extract A



From the graphs, we are seeing that the number of employees employed by this firm increases each year and the number of employees leaving after less than five years decreases.

- 1 can see
2
3

Extract B



The sun heats the ground. This is warming the air nearby and the warm air rises into the sky. As the air is rising, it becomes cooler and the water vapour inside it change into droplets of water. These join together to form a cloud.

- 4
5
6

D Test practice

Listening Part 1 1b

Questions 1–10

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Westwood Sports Centre

Facilities:	Details	Time and Cost	Other comments
Pool	<ul style="list-style-type: none"> • Big size • They have 1 _____ there	<ul style="list-style-type: none"> • They give weekly information about the 2 _____ times • Costs vary – for non-members it's 3 £ _____ for a day 	Overlooks the garden
Gym	Equipment: there's only a small number of 4 _____	<ul style="list-style-type: none"> • Open from 7:00 for members • Most people choose to pay every 5 _____ 	<ul style="list-style-type: none"> • It's being extended – work will be finished in 6 _____
Yoga	<ul style="list-style-type: none"> • The maximum class size is 7 _____ 	<ul style="list-style-type: none"> • There are no sessions on 8 _____ • Unsure about cost 	<ul style="list-style-type: none"> • Call the teacher for more information: – Name: 9 _____ – Phone: 10 _____

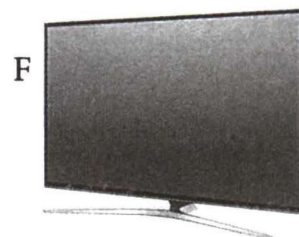
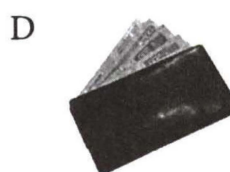
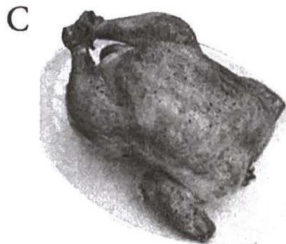
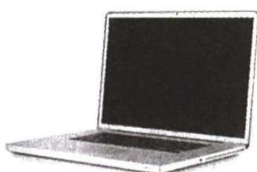
Grammar focus task

Look at the following extracts from the conversation and underline the correct tenses. Then listen again to check your answer.

- 1 We always look / We're always looking for new members.
- 2 And do you charge / are you charging extra for the pool?
- 3 I prefer / I am preferring to just do laps.
- 4 It depends / is depending on your membership.
- 5 Well, we hope to / we're hoping to change that very soon.
- 6 I want / I'm wanting to try and persuade my neighbour to come along with me.

A Context listening

- 1 You will hear a man giving a talk on the radio about protecting your home from burglaries. Before you listen, look at the pictures below. Make a list of all of the items.



- 2 Listen and answer the following questions.

- Which three items from your list were stolen?
- Why did the man tell this story?
 - A to show that crime has increased
 - B to show that crime can happen at any time
 - C to show that burglars can open any lock

- 3 Listen again and complete these sentences.

- A few weeks ago a woman to report a burglary.
- It at five in the afternoon when she the news on TV.
- This woman the front door locked.
- When her son got older, she the door unlocked whenever she was at home.
- The burglar simply in through the front door.
- The son anything because he to music.
- Then the burglar into the front room, all the cupboards and a valuable collection of CDs.

- 4 Look at sentences 1–7 above and answer the following questions.

- Which two sentences provide a background scene and an action?
- Which two sentences talk about a single completed action in the past?
- Which sentence describes a series of completed actions in the past?
- Which two sentences talk about a repeated action in the past?
- Which four tenses or structures are used in sentences 1–7?

B Grammar

1 Past simple

+	verb + -ed (or -d)	<i>He worked for the police.</i>
-	did not + verb	<i>She didn't work for the police.</i>
?	did ... + verb?	<i>Did they work for the police?</i>

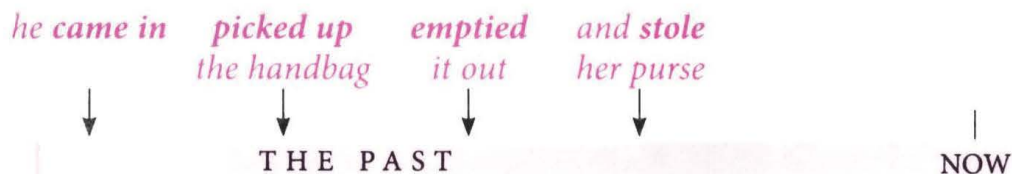
⚠ Irregular verbs

Many verbs are irregular: **went** (go), **came** (come), **wrote** (write) (see Appendix 1)

Note the verb *be* is irregular: *I/he/she/it **was**; you/we/they **were***

We use the past simple

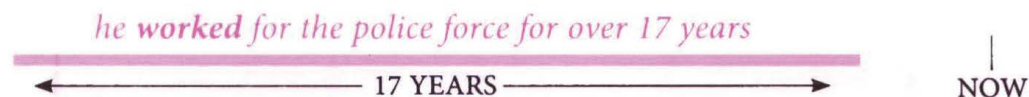
- ♦ to talk about single past completed actions. Often the time is mentioned:
*A few weeks ago a woman **called** to report a robbery at her house.*
But no time reference is necessary if it is already known:
*How **did** the burglar **break** in without anybody hearing him? (in the story I just told you about)*
- ♦ to give a series of actions in the order that they happened:
*The burglar **came in** through the front door, **picked up** the woman's handbag, **emptied** it out and **stole** her purse.*



We often use words like *next* or *then* to indicate the sequence of events:

***Then**, the burglar **went** into the front room, **opened** all the cupboards and **took** a valuable collection of CDs.*

- ♦ to talk about past repeated actions:
*When her son got older, he often **went out** to visit his friends after school.*
Notice that *used to* and *would* can also be used (see B3).
- ♦ to talk about long-term situations in the past which are no longer true:
*Bill Murphy **worked** for the police force for over 17 years.*



*Explorers at that time **believed** that the world was flat.*

Notice that *used to* can also be used (see B3).

2 Past continuous

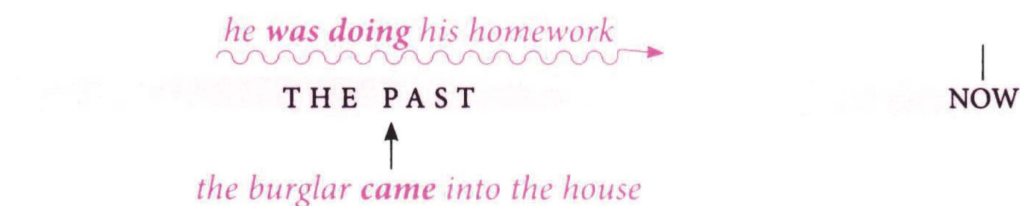
+	was/were + verb + -ing	<i>She was watching the news.</i>
-	was/were not + verb + -ing	<i>They weren't watching the news.</i>
?	was/were ... + verb + -ing?	<i>Were you watching the news?</i>

We use the past continuous

- ♦ to provide the background scene to an action or event (usually in the past simple). We often use words like *when*, *while* and *as*:

*It happened at five in the afternoon **while** she **was watching** the news on TV.*

*He **was doing** his homework in his bedroom **when** the burglar came into the house.*



It is possible to have more than one background scene happening at the same time:

*He **was listening** to music and **working** on his computer.*

- ♦ when we want to emphasise the activity without focusing on its completion. Compare:

*For a while last year I **was working** at the cinema, **studying** for my degree and **writing** a column for the local newspaper. (we don't know if the actions were completed or not, or whether they happened at the same time)*

*Last year I **worked** at the cinema, **studied** for my degree and **wrote** a column for the local newspaper. (suggests all of the jobs are now complete, and probably happened in that order)*

- ⚠ State verbs (see Unit 1) do not generally have a continuous form.

3 Used to and would

+	used to / would + infinitive	<i>He used to / would lock the door.</i>
-	did not + use to + infinitive	<i>I didn't use to lock the door.</i>
?	did ... use to + infinitive?	<i>Did they use to lock the door?</i>

We use *used to* + infinitive or *would* + infinitive (contracted to 'd in spoken English) to talk about past repeated actions:

*He **used to keep** the front door locked. (but he stopped doing this)*

*He **would leave** the door unlocked whenever he was at home.*

- ⚠ *Would* is unusual in the negative form and in *Yes/No* questions.

We use *used to* + infinitive to talk about permanent situations that are usually no longer true:

*Brenda Murphy **used to work** for the police force. (but she doesn't now: ~~not Brenda Murphy would work for the police force.~~)*

We do not use *used to* if we want to talk about how long the situation lasted:

*Brenda Murphy **worked** for the police force for over 17 years. (~~not Brenda Murphy used to work for the police force for over 17 years.~~)*

- ⚠ We do not use *would* with state verbs.

C Grammar exercises

- 1 Fill in the gaps in this model answer with verbs from the box in the past simple.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

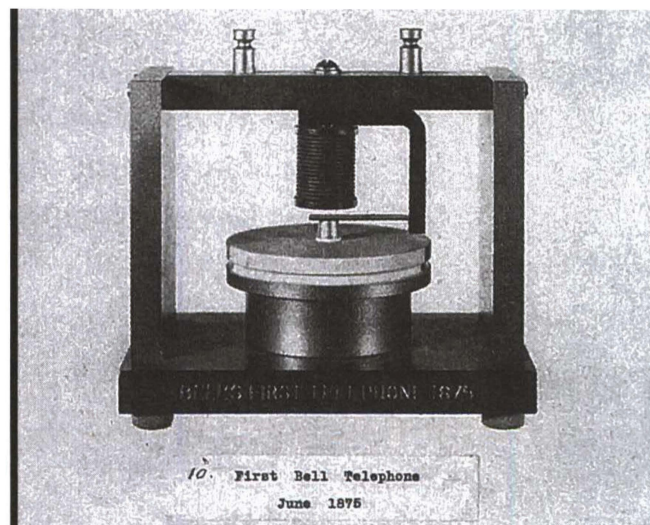
What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

allow ~~be~~ be be invent increase lay
mean own receive replace ride take walk

The pace of change in the world of technology is amazing. It 1 *wasn't* (not) long ago that the postal service 2 our only way to communicate over any distance. It 3 days and sometimes weeks to receive letters from within the same country. As a result, the news in the letters 4 already out of date when people 5 them. In the workplace, this 6 that business was mostly conducted locally, over relatively short distances.

When Alexander Graham Bell 7 the telephone in 1876, it 8 the foundation for the communication systems we have today. The telephone 9 two people to communicate instantly across a great distance. Eventually computers 10 typewriters and dramatically 11 the speed of our daily work life. Nowadays the Internet is an essential part of every business.

However, it is not just communications that have changed. Only 50 years ago most people 12 (not) a car. People 13 to work or 14 bicycles. Changes in travel as well as the increased speed of communications have led to the global business world that we have today.



- 2** Fill in the gaps with the past simple or past continuous form of the verbs in brackets. In which gaps could you use *used to*?

I 1 *had* (*have*) a wonderful biology teacher, Mrs Hughes. She 2 (*make*) us excited about the subject because she was so interested herself. I remember one lesson in particular; we 3 (*study*) different types of plants, and Mrs Hughes 4 (*describe*) the different parts of the flower. She 5 (*pick up*) a purple flower, I can't remember exactly what it was, and then suddenly we 6 (*notice*) that she 7 (*cry*)! She 8 (*apologise*) and 9 (*say*) that sometimes nature was so beautiful it just made her cry! We 10 (*not/know*) what to do at first, but it certainly 11 (*make*) us think. Something similar 12 (*happen*) while she 13 (*show*) us how to work the microscope. She 14 (*examine*) a slide of some plant tissue and she 15 (*smile*) all over her face. She suddenly 16 (*get*) all excited and 17 (*say*), 'Isn't it wonderful?' Some students 18 (*laugh*) at her when she 19 (*not/look*) but I didn't. Somehow her enthusiasm 20 (*inspire*) me, and I 21 (*start*) to like biology.

- 3** A teacher and student are talking about local customs. Fill in the gaps with the verbs in brackets in the correct form. Use *would* or *used to* where possible.

Teacher: What sort of things 1 *did you use to do* (*you/do*) as a child?

Yoko: Oh, when I was a child growing up in Japan there were many customs that we 2 (*follow*). For example, I remember we 3 (*move*) house when I was seven and we 4 (*visit*) our new neighbours with gifts. At that time the tradition was that people 5 (*give*) gifts of Japanese noodles, but it is different now and people tend to give things like soap or towels or nothing at all.

Teacher: 6 (*have*) one tradition that you particularly remember?

Yoko: Yes, one tradition that I 7 (*really/like*) was in the spring when the cherry blossoms were out. As a family we 8 (*go*) into the countryside and we 9 (*spend*) the day eating, drinking and singing. One year my father 10 (*take*) a lovely photo of me and my sisters and I still keep that picture on my wall today.

Teacher: And 11 (*you/have to*) do anything you didn't like?

Yoko: Yes. I remember how we 12 (*have to*) clean the house thoroughly. This ceremony is called Osoji and my sisters and I 13 (*not/look forward to*) it very much!

- 4 Read the test task and a student's response. Tick (✓) the underlined verbs if they are right, and correct them if they are wrong.

Describe an unforgettable trip you once made.

You should say:

where you went

why you went there

what happened

and explain why you remember it so well.

I remember a trip I once 1 made to my grandmother's house. She 2 would live about 30 kilometres away from us and we 3 used to going there quite often with our mother. On this occasion we 4 set off to my grandmother's after school on a cold winter's day. When we were about to leave, we 5 were noticing that some snow was beginning to fall, and as we 6 were driving along we 7 were realising that it 8 snowed more and more heavily. Suddenly we had to brake hard as the car in front stopped suddenly. We 9 were skidding and 10 went off the road into a ditch! It was pretty scary, but we were lucky and none of us were hurt. We got out of the car, and my mother 11 was phoning for help on her mobile phone. While we 12 were waiting for help it 13 was stopping snowing and we 14 sang lots of songs to keep ourselves cheerful. Eventually the truck 15 was coming and pulled our car out of the ditch. The car wasn't badly damaged, but we 16 decided to turn round and go home. We didn't manage to see our grandmother that day, but it was so frightening that I will never forget it.

- 1 ✓
- 2 *used to live / lived*
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16

D Test practice**Academic Reading**

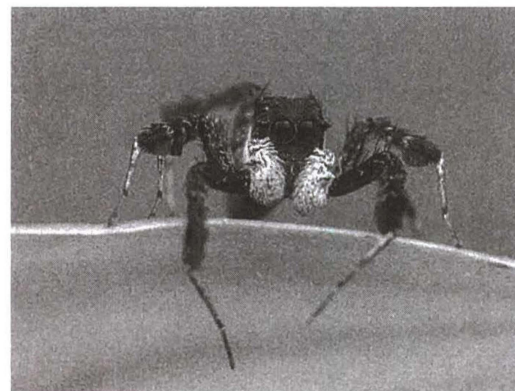
You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

Jumping spiders

Peter Aldhons examines how Portia spiders catch their prey

A

For a stalking predator, the element of surprise is crucial. And for jumping spiders, like the Portia spider, which sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it. Now zoologists have discovered the secret of these spiders' tactics: creeping forward when their prey's web is vibrating.

**B**

Jumping spiders are unique in the spider world as they rarely use silk or build webs. What silk they do produce is used to give them extra stability in mid-air – without a strand of silk trailing behind them, the spiders would land clumsily. The fifteen known species of Portia jumping spiders are relatively small, with adults being about two centimetres long (that's smaller than the cap on most pens). They habitually stay in the webs of other spiders, and in an area of these webs that is as out-of-the-way as possible. Portia spiders live mostly in tropical forests, where the climate is hot and humid. They hunt a range of other spiders, some of which could easily turn the tables on them. 'They will attack something about twice their own size if they are really hungry,' says Stimson Wilcox of Binghamton University in New York State. Wilcox and his colleague, Kristen Gentile of the University of Canterbury in Christchurch, New Zealand, wanted to find out how Portia spiders keep the upper hand.

C

All jumping spiders have large eyes that look like binocular lenses, and they function pretty much the same way. Most jumping spiders locate their prey visually, and then jump and capture from one centimetre to over ten centimetres away. But only a few species of jumping spiders invade the webs of other spiders, and the Portia spider is among them. Jumping spiders, including Portia spiders, prey on insects and other arthropods by stalking. Sometimes these spiders lure their victims by vibrating

the web to mimic the struggles of a trapped insect. But many web-weaving spiders appear to be wise to these tricks, so combining stalking with vibrations is often a better strategy. Sometimes, the researchers found, *Portia* spiders take advantage of the vibrations created in the web by a gentle breeze. But, if necessary, they will make their own.

D

The researchers allowed various prey spiders to spin webs in the laboratory and then introduced *Portia* spiders. To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web which could be vibrated by applying a varying electrical field. The researchers noticed that the stalking *Portia* spiders moved more when the webs were shaking than when they were still, and they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed. If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements.

E

It is the *Portia* spider's tactic of making its victims' webs shake that has most intrigued the researchers. They noticed that the spiders would sometimes shake their quarry's web violently, then creep forwards up to five millimetres before the vibrations died down. 'They'd make a big pluck with one of their hind legs,' says Wilcox. These twangs were much more powerful than the gentler vibrations *Portia* spiders use to mimic a trapped insect, and the researchers were initially surprised that the prey spiders did not respond to them in any way. But they have since discovered that the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web.

F

Other predators make use of natural 'smokescreens' or disguises to prevent them being seen by their prey: lions hunting at night, for example, move in on their prey when clouds obscure the moon. 'But this is the first example of an animal making its own smokescreen that we know of,' says Wilcox. '*Portia* spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by making different signals on the web of their prey until the prey spider makes a movement. In general, *Portia* spiders adjust their stalking strategy according to their prey and what the prey is doing. Thus, *Portia* spiders use trial-and-error learning in stalking. Sometimes they will even take an indirect route to reach a prey spider they can see from a distance. This can sometimes take one to two hours following a predetermined route. When it does this, the *Portia* spider is actually solving problems and thinking ahead about its actions.'

Questions 1–9

The Reading Passage has six paragraphs labelled **A–F**.

Which paragraph contains the following information?

Write the correct letter **A–F** next to Questions 1–9.

NB You may use any letter more than once.

- 1 the reaction of the Portia spider's prey to strong web vibrations
- 2 a description of how the researchers set up their experiment
- 3 a comparison between Portia spiders and another animal species
- 4 an explanation of how the researchers mimicked natural conditions
- 5 a comparison between Portia spiders and their prey
- 6 an explanation of why Portia spiders need to behave in an unexpected way
- 7 a description of the Portia spider's habitat
- 8 the number of species of Portia spiders
- 9 the way in which Portia spiders differ from most other jumping spiders

Questions 10–13

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

- 10 In their laboratory experiments, the researchers found that the Portia spiders moved most when the web was
- A** vibrating.
 - B** motionless.
 - C** undisturbed.
 - D** unoccupied.
- 11 What discovery did the researchers make about Portia spiders?
- A** They make very strong vibrations with one leg.
 - B** They move 5 mm at a time on a still web.
 - C** They move slowly when vibrations stop.
 - D** They use energetic vibrations to mimic a trapped insect.

- 12 Portia spiders are the only known animal to
- A use the weather to their advantage.
 - B mimic other prey-eating animals.
 - C make a plan for how to catch their prey.
 - D create a distraction to hide their movements.
- 13 The Portia spider demonstrates 'thinking ahead' when it
- A chooses prey that is a short distance away.
 - B takes a longer route to reach its prey.
 - C reaches its prey in a short time.
 - D solves the problem of locating its prey.

Grammar focus task


Look at the underlined verbs in these sentences from the text. Match the sentences (1–3) to the explanations (a–c).

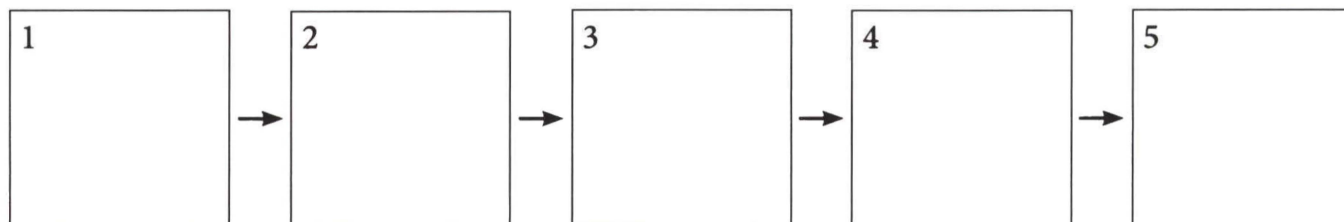
- 1 The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders.
 - 2 Portia spiders moved more when the webs were shaking than when they were still.
 - 3 They noticed that the spiders would sometimes shake their quarry's web violently.
- a a series of single past completed actions
 - b a repeated action in the past
 - c a background scene and an action

A Context listening

- 1** You are going to hear two university students, Carl and Sue, talking about an assignment. Before you listen, look at the list of activities (A–F). Put the activities in the order which you think is best when writing an assignment.

- A make notes
- B start to write
- C do research
- D make a plan
- E re-read books
- F get a book list

- 2**  **3** Listen to the first part of the conversation. Which five activities does Sue mention? Write the letters A–F in the correct order in boxes 1–5 on the flowchart.



- 3**  **3** Listen to the second part of the conversation and fill in the gaps.

- 1 Sue: I plenty of information for the assignment.
- 2 Sue: When I was in the library last week, I those leaflets.
- 3 Carl: I tired since I started this course!
- 4 Carl: I and I'm already tired.

- 4** Look at your answers to Exercise 3 and find examples of each of the following:

- a something that only happened recently
- b something that happened at some time before now, but we do not know when
- c an action + the length of time it has been going on
- d something that happened at a stated time in the past

Which tense is used in each of the examples a–d above?

B Grammar

We use the present perfect when we want to show a link between the present and the past.

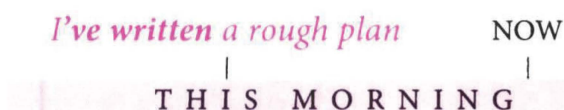
1 Present perfect simple

+	have/has + past participle	<i>She's started the assignment.</i>
-	have/has not + past participle	<i>I haven't started the assignment.</i>
?	have/has ... + past participle?	<i>Have you started the assignment?</i>

We use the present perfect simple

- ♦ to talk about a time period that is not finished (e.g. *today, this week*):

*I've **written** a rough plan this morning.* (it is still morning)



- ♦ to show that something happened at some point in the past before now. We don't state when it happened:

*I've **collected** plenty of information.* (at some point before now and I will use it to write my essay)

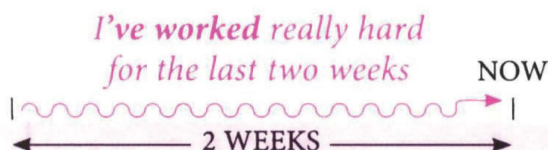
The following time expressions are often used: *ever, never, before, up to now, still, so far*.

*It's the longest I've **ever had** to write.* (at any point before now)

⚠ If we state when something happened, we must use the past simple:

*I **wasted** a lot of time last week.* (**not** *I have wasted a lot of time last week.*)

- ♦ to talk about a present situation which started in the past, usually with *for/since*:



*I've **worked** really hard for the last two weeks.* (I've worked hard till now)

We use *for* with a length of time (e.g. *for two hours, for three days, for six months*) and *since* with a point in time (e.g. *since 2015, since Monday, since ten o'clock, since I was four, since I started the course*).

- ♦ to talk about something that happened at an unstated time in the past but is connected to the present:

*I've **read** all the books on the reading list.* (I have the notes now)

The following time expressions are often used: *recently, just, already*, and *yet* with negatives or questions.

*I've **just got** up.*

***Have you written** your assignment yet?*

Compare the use of the present perfect with the past simple:

Present perfect

- ◆ links the past with the present:
I've made quite a lot of notes. (at some point before now and I may make more notes)
- ◆ does not talk about a specific time in the past:
Have you read the leaflet? (at some time before now)
- ◆ uses time expressions that show the time period is unfinished:
I've read six articles this week. (the week isn't finished)

Past simple

- ◆ only talks about the past:
I made notes on the most important things. (when I did the reading and I've finished making notes)
- ◆ states a specific past time, or the time is understood:
I read the leaflets when I was in the library. (I'm not in the library now and the reading is finished)
- ◆ uses time expressions that show the time is finished:
I read five books last week. (last week has finished)

Note the position of the following time expressions that occur with the present perfect:

- ◆ between the auxiliary and main verb (e.g. *recently, already, always, ever, just, never*)
*I've **already** written the notes.*
*I've **just** finished my essay.*
Ever is generally used with questions or negatives:
*Have you **ever** been to Buenos Aires?*
 - ◆ after the main verb (e.g. *all my life, every day, yet, before, for ages, for two weeks, since 2017, since I was a child* etc.)
*I've felt tired **for weeks**.*
*I haven't flown **before**.*
- If there is an object clause, the time expression comes at the end:
*I've gone to bed early **every night since then**.*
*I've written more than ten assignments **since I started this course**.*

2 Present perfect continuous

+	have/has been + verb + -ing	<i>I've been studying really hard.</i>
-	have/has not been + verb + -ing	<i>He hasn't been studying really hard.</i>
?	have/has ... been + verb + -ing?	<i>Have you been studying really hard?</i>

We can use either the present perfect simple or the present perfect continuous to say how long a situation or activity has been going on (often with *for* or *since*):

- I've felt tired **for weeks**.*
*I've been feeling tired **since** I started this course.*
*I've worked at the restaurant **since** I moved here.*
*I've been working at the restaurant **for** three years.*

Compare the different uses of the present perfect simple and the present perfect continuous:

Present perfect continuous

- ◆ emphasises how long:
I've been reading for the past two weeks.
- ◆ focuses on the activity itself (it does not show whether the activity is completed or not):
I've been writing my essay. (we don't know if the essay is finished or not)



What have you been doing? (the boy's mother is interested in the activity that made him so dirty now)

Present perfect simple

- ◆ says how many times:
I've read three articles.
- ◆ focuses on the result or completion of the activity:
I've written my essay. (the essay is finished but we don't know when)



What have you done? (the boy's mother is interested in the result of the action: the broken window)

▲ State verbs (see Unit 1) do not generally have a continuous form:

I've known them since I was a child. (~~not I've been knowing them since I was a child.~~)

Grammar extra: *This is the first time etc.*

We use the present perfect tense with the following structures: *it/this/that is the first / the second / the best / the only / the worst ...*

It's the first time I've ever had to write such a long assignment.

Is this the only time you've travelled abroad?

That's the sixth cup of coffee you've had today.

C Grammar exercises

1 Tick (✓) the correct underlined verbs, and correct the verbs that are wrong.

I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as I 1 have always been interested in natural history and even as a child I 2 have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

As you 3 already saw in Section A of this application, I have a good academic record and I 4 just received the results of my recent exams, all of which 5 have been excellent.

In addition, your university attracts me because I enjoy sports and I 6 have read in your prospectus about the large number of sports on offer. Last year I 7 have represented my school at badminton and I 8 played in football teams since I was eleven. I 9 have recently joined a basketball team which competes at a national level.

I 10 did not travel abroad much yet, although as a young child I 11 have been to Singapore and Hong Kong with my family. I realise that I 12 have not spent much time away from home up to now, but am keen to become more independent.

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

2 Look at the chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences.



- 1 The chart shows the percentage of British adults who *have used* (use) online shopping since 2005.
- 2 The number of women who have shopped online (increase) by more than 60% since 2005.
- 3 The percentage of men who have shopped online (rise) to 60% in 2015.
- 4 The number of women who have shopped online (rise) each year.
- 5 The percentage of men who shopped online (be) greater than the percentage of women from 2005 to 2015.
- 6 However, British women (catch) British men in online shopping since 2015.
- 7 The total number of people shopping online (grow) each year although the most significant rise (occur) between 2005 and 2010.

3 Underline the correct form of the verbs.

● ● ●
○

To: Paul Johnson

From: Sunita Soh

Subject: Seminar presentation on Friday

Dear Paul

1 *I've just received* / *I've just been receiving* your message to us all about the seminar on Friday. 2 *I've worked* / *I've been working* on my presentation for the last week, and 3 *have now finished* / *now finished* it, so I am happy to be one of the first to present it. However, 4 *I've made* / *I made* an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture 5 *you've said* / *you said* that we should use slides, but you told us to be careful not to overwhelm the audience with visuals. 6 *I have prepared* / *I prepared* my slides but I think I may have too many. 7 *I've done* / *I did* lots of presentations before, and I feel OK about this one. In my last presentation 8 *I used* / *I have been using* about forty slides. Do you think this number is all right for this presentation?

One last question: 9 *I've been* / *I went* to Professor Russell's lecture yesterday, and 10 *have been learning* / *learnt* quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? 11 *I've been wondering* / *I wondered* about this – maybe it is better to stick to the materials and references 12 *you've given* / *you've been giving* us. I hope you can let me know.

Thanks for your help.

Sunita

4 Fill in the gaps with a verb from the box in the present perfect simple or present perfect continuous. You will need to use some verbs more than once.

be do feel have live pass start study take travel want work

Interviewer: How long *have you been living* (1 *you*) here?

Student: I (2) in London for the past three years. I come from Japan originally. I (3) at a college here since I arrived.

Interviewer: (4 *you*) any travelling over the past three years?

Student: Yes, I (5) really lucky. I have long holidays so I (6) all over Europe. I especially liked Spain.

Interviewer: What is the most interesting thing you (7) recently?

Student: Well, I (8) to play tennis, and I (9) singing lessons for a few months now too. But the thing that I am most proud of is that I (10 *just*) my driving test. It's the first time I (11) it so I'm really pleased but I (12 *never*) so nervous in all my life!

Interviewer: How do you think English will be useful in your life?

Student: I (13) a Hospitality and Tourism course over here, so I need English for my studies and my job. I (14 *always*) to work in the tourist industry because I (15 *always*) interested in history and cultural sites, and I (16 *already*) as a tour guide in my home town.

Now answer these questions about yourself.

17 How long have you been studying English?

.....

18 Have you studied any other languages? (Which ones? For how long?)

.....

19 Have you travelled very much? (Where have you been to?)

.....

20 What have you been doing to prepare for this exam?

.....

21 How has your life changed over the past ten years?

.....

D Test practice**General Training Writing Task 1**

You should spend about 20 minutes on this task.

You have seen an advertisement for a weekend job as a local tour guide showing visitors around your city.

Write a letter of application to the manager of the tourism office. In your letter say why you are interested in this job explain why you would be a good local tour guide describe any relevant experience you have

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

Grammar focus task

Look at the model answer. Find one example each of:

- 1 a sentence which uses the present perfect simple to show something which started in the past and is still going on
- 2 a sentence which uses the present perfect continuous to show something which started in the past and is still going on
- 3 a sentence which uses the present perfect simple to show something happened at an unstated time in the past but has a present result

Dear Sir or Madam,

I am writing to apply for the post of tour guide you advertised recently. I am a retired history teacher, and I really enjoy meeting new people, which is why the idea of being a weekend tour guide really appeals to me.

I think I would make a very good tour guide. Firstly, I have lived in this town all my life, and therefore know all about the places of interest and their history. I have visited the castle and the cathedral many times and I have read many guide books full of interesting historical facts.

In terms of my experience, as a teacher, I have always been good at bringing history to life for my students and believe I can do the same for visitors to our lovely town. In addition, over the last few months, I have been taking Spanish language classes in the evenings, which I believe will be of benefit when it comes to communicating with overseas visitors.


I do hope you will consider me for this post, and I look forward to hearing from you.

Yours faithfully,

A Context listening

1 You will hear a woman giving a talk on the famous composer, Mozart. Before you listen, match the words (1–10) with the correct meanings (a–j).

- | | |
|--------------------------|--|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

2  **4** Now listen and complete the notes below.

Name:

..... Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

3

Wrote first composition before the age of:

4

Taught self to play:

5



3 **4** Listen to the text again and fill in the gaps.

- 1 However, when Mozart, five of his siblings in infancy or early childhood.
- 2 Mozart's father, Leopold, a composer and his grandfather a musician.
- 3 In just 30 minutes Mozart the piece of music, which his father into Nannerl's notebook.
- 4 By the time he six, the little boy a composition of his own.
- 5 They to Vienna and sensational reports of Mozart's talent.
- 6 His family richer than they before.

For each sentence underline which event happened first.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order?
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first?

B Grammar

1 Past perfect simple

+	had + past participle	<i>They had listened to his music.</i>
-	had not + past participle	<i>They hadn't listened to his music.</i>
?	had ... + past participle?	<i>Had they listened to his music?</i>

We use the past perfect simple

- when we are talking about the past and want to mention something that happened earlier:

*His father was a composer and his grandfather **had also been** a musician.* (Mozart's grandfather was a musician and then later his father became a composer)

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation **had already begun** to spread through Europe.*

▲ We use the past simple tense if the events are mentioned in chronological order:

*His grandfather **was** a musician and his father **was** also a composer.*

- with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

***When** Mozart was born, five of his siblings **had already died**.* (Mozart's siblings died first, then Mozart was born)

▲ Notice the difference in meaning between these two sentences:

*When I got home, my husband **cooked** dinner.* (= I got home and then my husband cooked dinner)

*I got home my husband **cooked** dinner*



THE PAST

*When I got home, my husband **had cooked** dinner.* (= my husband cooked dinner before I got home)

*my husband **had cooked** dinner I got home*



THE PAST

- to talk about an indefinite time before a particular point in the past, often with words like *always*, *sometimes*, *never*, *before*, *by* + fixed time:

*His family were richer than they **had ever been before**.* (= they were not as rich at any time before this point in the past)

***By the time** he was six, the little boy **had written** a composition of his own.*

- to report past events using reporting verbs (see Unit 15):

*The man told me he **had met** my father a long time before.*

2 Past perfect continuous

+	<i>had been + verb + -ing</i>	<i>She'd been studying for ages.</i>
-	<i>had not been + verb + -ing</i>	<i>He hadn't been studying for long.</i>
?	<i>had ... been + verb + -ing?</i>	<i>Had you been studying for long?</i>

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time**. (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress**. (focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:

*I knew the way as I **had visited** her several times before. (~~not I knew the way as I had been visiting her several times before.~~)*

⚠ State verbs (see Unit 1) do not generally have a continuous form.

Grammar extra: Unfulfilled hopes

We use the past perfect to talk about past disappointments or things that did not happen as expected:

*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.*

*I **had been hoping** to go with my brother on his trip but I was too sick to go.*

C Grammar exercises

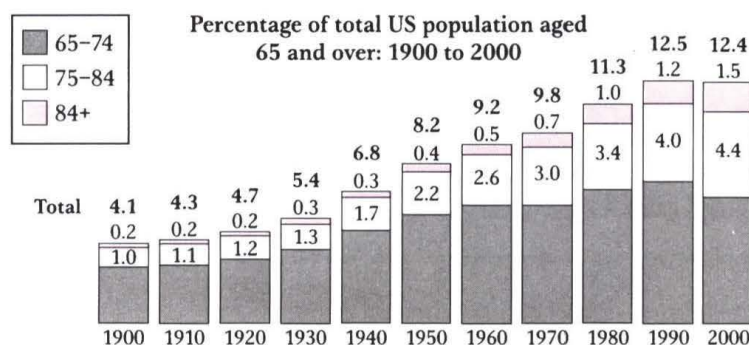
- 1** Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

According to Dr Ken Winkle, Australia's Red-back spider is colonising the world.

Dr Winkle, a venom expert from the University of Melbourne, said that authorities

1 *had found* (*find*) Red-back spiders in Japan and Belgium. They suspected that spiders or their eggs 2 (*enter*) these countries along with Australian trading goods. Furthermore, it was extremely likely that the spiders 3 (*make*) their way into other nations around the world but that people 4 (*not discover*) them yet. Dr Winkle said the spiders 5 (*also/turn up*) in the port city of Osaka (which receives a variety of Australian trade goods) in the late 1990s and 6 (*multiply*) quickly. He said Australian spider experts were collaborating with Japanese officials to find a way to stop the venomous invader.

- 2** Complete the summary with the past simple or past perfect simple of the verbs in brackets.



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. Overall, the chart shows that in 2000, people in the United States could expect to live longer than in 1900, with the largest increase occurring in the 75 to 84 age group.

In the year 1900, just over 4% of the population 1) *was* (*be*) aged over 65. However, by 1960 this figure 2) (*double*). Although there 3) (*be*) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over 4) (*increase*) slightly during this time. By the year 2000, 12.4% of the US population 5) (*reach*) the age of 65 or more, although this was slightly lower than in 1990, when it 6) (*peak*) at 12.6% of the population.

With the oldest groups, the number of those aged between 75 and 84 7) (*remain*) fairly steady between 1900 and 1930, making up only 1-1.3% of the population. This figure 8) (*begin*) to rise more significantly in 1940 and, by 1970, this group 9) (*triple*) in size to make up 3% of the population. By the year 2000, the percentage of the population who 10) (*manage*) to live to the age of 84 was more than seven times greater than that of 1900.

- 3 Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends *arranged* (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I (2 *always/be*) fascinated by it and I (3 *hear*) people say it was an unforgettable experience. I was very excited when I (4 *arrive*) on the day, although beforehand I (5 *feel*) a little frightened! My friends and I (6 *come*) in the hope that by the end of the day we would be able to say we (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we (8 *learnt*) a great deal and (9 *prepare*) the fires. I (10 *expect*) to be terrified when the time came to walk, but as I (11 *take off*) my shoes and socks I (12 *not/feel*) afraid. I (13 *approach*) the coals as all my friends before me (14 *do*), and started walking! I could feel the heat, but as I (15 *step*) back onto the grass at the other end I knew the coals (16 *not/burn*) my feet at all. As I (17 *hope*), all my friends (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I (19 *do*) it sooner.



- 4 Fill in the gaps with a verb from the box in the past simple, past perfect simple or past perfect continuous tense. Use each verb once.

be buy decide develop discuss feel like make
phone run start stay take visit wait ~~work~~

- 1 She *'d been working* ... as a waitress for five years when he met her.
- 2 The lecture by the time they got there.
- 3 In the supermarket he all the ingredients he needed and then went home to make her birthday cake.
- 4 Holly did very well in her exam, which was a shock because she (never) an exam before.
- 5 They went on a big tour of Britain. First they in London for a few days. Then they Cambridge, York and Edinburgh, and then Bath. They to Bath before, but they it so much that they to go back again.
- 6 Scientists announced the launch of the new drug last week. They it for five years.
- 7 By the time I got to the meeting they (already) the important issues and they the big decisions without me. I from my mobile to tell them the train was late and I annoyed that they (not) for me.
- 8 I looked terrible when I saw Joe last night because I for over an hour and I was exhausted.

D Test practice

Academic Reading

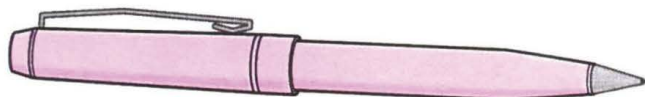
Questions 1–12

Read the passage below and answer Questions 1–12.

The history of the biro

A

One chilly autumn morning in 1945, five thousand shoppers crowded the pavements outside Gimbels Department Store in New York City. The day before, Gimbels had taken out a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States. The new writing instrument was heralded as “fantastic... miraculous... guaranteed to write for two years without refilling!” Within six hours, Gimbels had sold its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today’s prices.



B

In fact this ‘new’ pen was not new after all, and was just the latest development in a long search for the best way to deliver ink to paper. In 1884 Lewis Waterman had patented¹ the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens soon became notorious for leaking as well as needing frequent refilling. In 1888, a leather tanner named John Loud devised and patented the first “rolling-pointed marker pen” for marking leather. Loud’s design contained a reservoir of ink in a cartridge and a rotating ball point that was constantly

bathed on one side with ink. Loud’s pen was never manufactured, however, and over the next five decades, 350 additional patents were issued for similar ball-type pens, though none advanced beyond the design stage. Each had their own faults, but the major difficulty was the ink: if the ink was thin, the pens leaked, and if it was too thick, they clogged. Depending on the climate or air temperature, sometimes the pens would do both.

C

Almost fifty years later, Ladislav and Georg Biro, two Hungarian brothers, came up with a solution to this problem. In 1935 Ladislav Biro was working as a journalist, editing a small newspaper. He found himself becoming more and more frustrated by the amount of time he wasted filling fountain pens with ink and cleaning up ink smudges. What’s more, the sharp tip of his fountain pen often scratched or tore through the thin newsprint paper. Ladislav and Georg (a chemist) set about making models of new pen designs and creating better inks to use in them. Ladislav had observed that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free. He was determined to construct a pen using the same type of ink. However, the thicker ink would not flow from a regular pen nib so he had to develop a new type of point. Biro came up with the idea of fitting his pen with a

tiny ball bearing in its tip. As the pen moved along the paper, the ball bearing rotated and picked up ink from the ink cartridge which it delivered to the paper.

D

The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip. This meant that the pens only worked when they were held straight up, and even then the ink flow was sometimes too heavy, leaving big smudges of ink on the paper. The Biro brothers had a rethink and eventually devised a new design, which relied on capillary action, rather like a plant drawing up water, rather than gravity to feed the ink. This meant that the ink could flow more smoothly to the tip and the pen could be held at an angle rather than straight up. In 1938, with war soon to break out, the Biro brothers fled to Argentina, where they applied for a patent for their pen and established their first factory.

E

The Biros' pen soon came to the attention of American fighter pilots, who needed a new kind of pen to use at high altitudes. Apparently, it was ideal for pilots as it did not leak like the fountain pen and did not have to be refilled frequently. The United States Department of War contacted several American companies, asking them to manufacture a similar writing instrument in the U.S. Thus

fortune smiled on the Biro brothers in May 1945, when the American company 'Eversharp' paid them \$500,000 for the exclusive manufacturing and marketing rights of the Biro ballpoint for the North American market. Eversharp were slow to put their pen into production, however, and this delay ultimately cost them their competitive advantage.

F

Meanwhile, in June 1945 an American named Milton Reynolds stumbled upon the Biro pen while on vacation in Buenos Aires. Immediately seeing its commercial potential, he bought several pens and returned to Chicago, where he discovered that Loud's original 1888 patent had long since expired. This meant that the ballpoint was now in the public domain, and he therefore wasted no time making a copy based on the Biro design. Establishing his pen company with just \$26,000, Reynolds quickly set up a factory with 300 workers who began production on 6th October 1945, stamping out pens from precious scraps of aluminum² that hadn't been used by the government during the war to produce military equipment or weapons. Just 23 days later, it was Reynolds' ballpoint pen that caused the stampede at Gimbels Department Store. Following the ballpoint's debut in New York City, Eversharp challenged Reynolds in the law courts, but lost the case because the Biro brothers had failed to secure a U.S. patent on their invention.

¹To patent: to have an official legal right to make or sell something for a particular number of years, which also means that no one else can copy it.

²Aluminum is the US equivalent of the metal aluminium.

Questions 1–6

The Reading Passage has six paragraphs **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number **i–ix** next to questions 1–6 below.

List of Headings

- i** Fountain pens are given a temporary boost
- ii** Fame at last for the Biro brothers
- iii** An opportunity is seized without delay
- iv** A second design and a new country
- v** War halts progress
- vi** A joint effort brings some fundamental changes in design
- vii** Big claims bring big crowds
- viii** A government request brings a change of ownership
- ix** Many patents and many problems

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

Questions 7–9

Choose the correct answer, **A**, **B**, **C** or **D**.

- 7 The problem with the ballpoint pens invented between 1888 and 1935 was that
 - A** they cost a great deal of money to manufacture.
 - B** the technology to manufacture them did not exist.
 - C** they could not write on ordinary paper.
 - D** they were affected by weather conditions.
- 8 What was the problem with the design of the Biro brothers' first pen?
 - A** It often released too much ink.
 - B** The tip of the pen often became blocked.
 - C** The ball bearing sometimes got stuck.
 - D** It used ink that remained wet for too long.
- 9 Milton Reynolds was soon able to sell his own version of the Birus' pen in the US because
 - A** the factory he owned already had the necessary equipment.
 - B** the government was able to step in and provide resources.
 - C** the brothers' design had not been legally registered there.
 - D** the brothers agreed to help with his legal battle.

Questions 10–13

Answer the questions below. Choose **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Write your answers in the spaces provided.

- 10 What material was the first ballpoint pen designed to write on?
- 11 Where did the Biro brothers open their first factory?
- 12 In what year did the first American biro factory begin production?
- 13 What material was used to make the pens in Reynolds' biro factory?

Grammar focus task

Look at the extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets.

- 1 The day before, Gimbels (*take out*) a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States ... Within six hours, Gimbels (*sell*) its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today's prices.
- 2 In 1884 Lewis Waterman (*patent*) the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens (*soon/become*) notorious for leaking.
- 3 Ladislav (*observe*) that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free.
- 4 Immediately seeing its commercial potential, he (*buy*) several pens and (*return*) to Chicago, where he (*discover*) that Loud's original 1888 patent (*long since/expire*).
- 5 Following the ballpoint's debut in New York City, Eversharp (*challenge*) Reynolds in the law courts, but (*lose*) the case because the Biro brothers (*fail*) to secure a U.S. patent on their invention.

A Context listening

- 1** You are going to hear Tim, a sports team coach, talking to Amanda, a player in the team, about a trip they are going to make. Before you listen, look at the pictures. Which sport does the team play? Which two countries will they visit?



- 2** **5** Listen and complete the table below. Write no more than two words or a number for each answer.

Country	Number of matches	Number of free days	Accommodation	Other plans
1	2	3	stay in a 4	do lots of walking
5	6	7	8	visit some 9

- 3** **5** Now listen again and write

- A if Tim makes this statement
B if Amanda makes this statement
C if both Tim and Amanda make this statement

- We're travelling to Scotland by plane.
- We'll have fun even if the weather is bad.
- The team will be pleased with the accommodation in Athens.
- The two countries are going to provide very different experiences.
- The team manager is holding a party on our return.

- 4** Look at the statements in Exercise 3 and answer these questions.

- Which tense is used in statements 1 and 5?
- Which structure is used in statements 2 and 3 to refer to the future?
- Which structure is used in statement 4 to refer to the future?
- Which statements talk about a fixed arrangement?
- Which statements are predictions?

B Grammar

1 Present continuous

We use the present continuous to talk about plans or definite arrangements for the future:

We're staying in a small hotel. (we have made the arrangements)

Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):

The manager is having a party just after we get back. (time expression given)

We're playing four matches there. (future time expression understood)

2 Will

+	will + verb	<i>We'll enjoy it.</i>
-	will not (won't) + verb	<i>He won't enjoy it.</i>
?	will ... + verb?	<i>Will they enjoy it?</i>

We use *will*

- ◆ to make predictions, usually based on our opinions or our past experience:

I think it'll be extremely hot there.

- ◆ to talk about future events we haven't arranged yet:

We'll probably stay in some sort of mountain lodge there.

- ◆ to talk about future events or facts that are not personal:

The best player on the tour will get a special trophy.

The prime minister will open the debate in parliament tomorrow.

- ◆ to talk about something we decide to do at the time of speaking:

Tell me all about it and I'll pass on the information to the rest of the team.

We often use *will* to make offers, promises or suggestions:

Don't worry, I'll let everyone know. (a promise)

3 Going to

+	am/is/are + going to + verb	<i>We're going to hire a bus.</i>
-	am/is/are not + going to + verb	<i>He's not going to hire a bus.</i>
?	am/is/are ... + going to + verb?	<i>Are they going to hire a bus?</i>

Going to often means the same as the present continuous and *will*.

We use *going to*

- ◆ to talk about events in the future we have already thought about and intend to do:

We're going to hire a bus. (we intend to go, but we haven't made the arrangements yet)

We're going to get a boat to a couple of the islands.

- ◆ to make predictions when there is present evidence:

Well, we're certainly going to have a varied trip. (I am judging this from what I know about the plans)

5

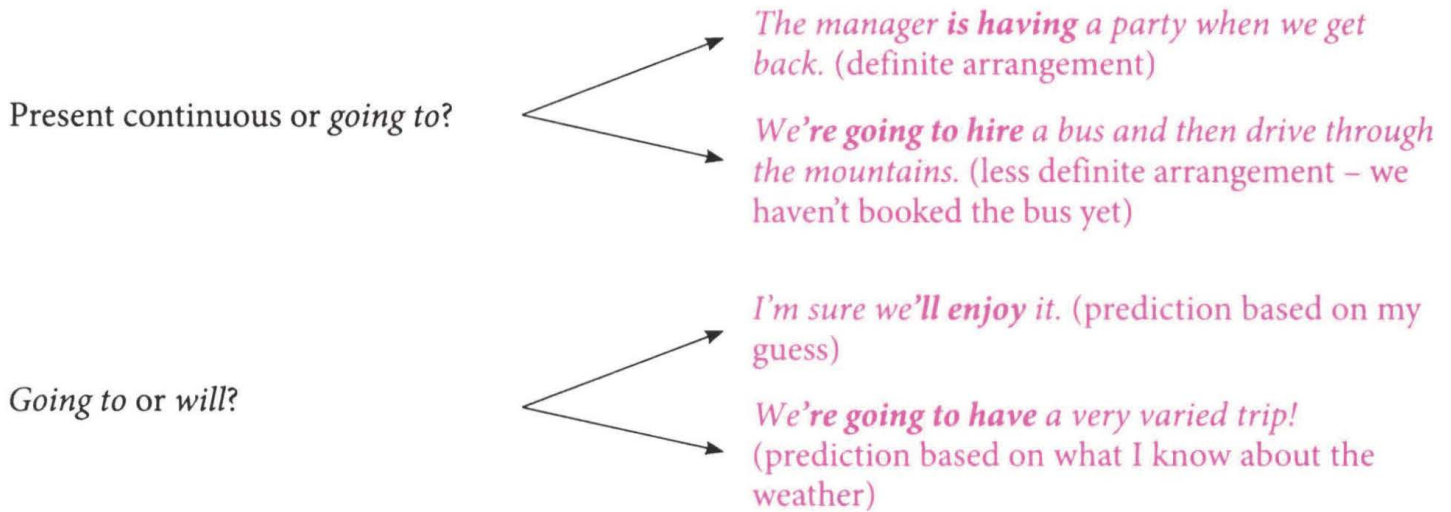
Going to and will can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

I think it's going to be a great trip.

I'm sure we'll enjoy it whatever the weather.

It'll probably rain every day.

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:



Often there is very little difference between *going to* and *will* for predictions.

Grammar extra: Making predictions using words other than will

In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to, be predicted to, be estimated to, be certain to*):

The population is likely to increase to 50 million in 2030.

The average annual rainfall is predicted to be ten per cent lower than today's figures.

C Grammar exercises

- 1** Fill in the gaps in the body paragraphs of this model answer using phrases from the box and the words in brackets.

What changes do you think are likely to occur in the workplace of the future?

Do you think these will be a positive or a negative development?

will feel

~~are likely to occur~~

will be

will find

are going to happen

are predicted to work

will continue

will have

are likely to lead to

is likely to become

will be forced to

will result

Many people are worried about the work changes that 1 *are likely to occur* are likely to occur thanks to technology. Firstly, such changes can have a fundamental impact on our working life, even affecting where and when we work. For example, in the future more and more people 2 from home. Although some workers 3 (inevitably) more isolated from their colleagues as a result, presumably, they 4 (also) greater freedom to choose their working hours. A further advantage is that the idea of commuting to the office 5 obsolete for many people, which will also benefit the environment. Thus, some aspects of this development are positive.

When it comes to work itself, surely even greater changes 6 Computers 7 (undoubtedly) to grow even more powerful, which 8 (probably) in an even faster pace of life than we have now. We can only hope that employers 9 find a way to reduce the increased pressure this puts on workers. In addition, improvements in A.I and robotics 10 even more automation than at present. As a result, many people 11 retrain or they may be pushed out of the workforce altogether. Therefore, it seems clear that not all of these developments 12 for the better.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow **1** we're going out / we will go out on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think **2** we're taking / we'll take a tour of the old town. Ollie's aunt lives quite close, so **3** we're visiting / we're going to visit her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight **4** they're holding / they'll hold an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but **5** they aren't staying / they won't stay as long as us, so **6** we're probably doing / we'll probably do the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think **7** we're doing / we're going to do that next week, and **8** we're also going to try / we're also trying to have time to do some shopping!

I hope you are ready for your big trip. **9** You're loving / You'll love Australia. In fact **10** you're going to probably end up / you'll probably end up staying there much longer than you've planned.

Have a great time, and **11** we're going to see / we'll see you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but *are you doing* ... (1 *do*) anything tonight?

Elaine: Nothing—why?

Kirsty: Well, I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

.....

.....

2 Write three **plans** or **arrangements** for your future.

.....

.....

.....

3 **Predict** three things that you think will happen to the workplace in the future.

.....

.....

.....

D Test practice

General Training Reading Part 2

Read the passage below and answer Questions 1–7.

Company restructuring and policy changes

Our company is relocating next month. As a result, some restructuring will occur and there will be some staff changes. Some employees are going to need to work remotely on a full-time basis for several months, and Human Resources has been in touch with those affected. If you are still unsure whether this applies to you, email your line manager.

Remote Working policy

The new Remote Working policy provides guidelines for employees required to work from locations other than our offices. This arrangement may be permanent or temporary, and applies to anyone who is going to be working in such a location for more than three days a week. If you are already working from home for up to two days or only on certain days of the week, please refer to the existing Working From Home policy, which remains unchanged.

Although some staff will be required to work remotely, other employees may also apply to do so in special circumstances. Eligible employees are those who have been employed by our company for at least two years. Only new parents and employees suffering from a short-term disability may apply within these first two years. However, for certain departmental roles, permission will only be granted once a home risk assessment has been carried out. The arrangement will commence when all parties have reviewed and signed the remote working agreement. Those working remotely on a more permanent basis must indicate their primary working address in this document, which will also outline your responsibilities as remote employees.

Equipment and expenses

For any employees required to work from home, reasonable costs incurred from running a home office will be reimbursed. However, for employees who request to do this, such expenses will not be covered. We will provide non-voluntary remote employees with equipment that is considered essential to their duties. This may include laptops, headsets and mobile phones. However, secondary equipment (e.g. printers) is excluded. Stationery is going to be provided for all remote workers, and the company letterhead should be used for all correspondence, but employees should notify their line manager of all stationery taken out of the office.

Questions 1–7

Do the following statements agree with the information given in the Reading Passage?

Next to questions 1–7, write

TRUE if the statement agrees with the information in the passage

FALSE if the statement contradicts the information in the passage

NOT GIVEN if there is no information on this

1 Employees who will need to work remotely will be contacted next month.

2 Your line manager can confirm whether you will be working remotely.

3 The Remote Working policy covers any employee working outside the office.

4 Some employees who have recently joined the company can ask to work from home.

5 The home risk assessment is done by a special department within the company.

6 Employees who are told to work from home will be provided with a printer.

7 Employees must collect stationery used for work-related mail from the office.

Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the blanks with the correct form of the verbs in brackets and then answer the questions that follow.

1 Our company (*relocate*) next month.

2 As a result, some restructuring (*occur*) and there (*be*) some staff changes.

3 Some employees (*need*) to work remotely on a full-time basis for several months.

4 This arrangement applies to anyone who (*be working*) in such a location for more than three days a week.

5 The arrangement (*commence*) when all parties have reviewed and signed the remote working agreement.

6 Stationery (*be provided*) for all remote workers.

Which future forms are used?

Why?

A Context listening

- 1 Janet is a university lecturer. She gets nervous when she gives talks at conferences. Look at the pictures. Which do you think would help Janet feel more confident and relaxed?



- 2 6 Listen to Janet's conversation with her colleague, Phil. What advice does Phil give her?
- 3 6 << Listen again and complete the sentences below. Write no more than three words for each answer.

- 1 Janet on the report all next week.
- 2 By the end of the year, Janet the same talk at six conferences.
- 3 When she gets to Rome, Janet very nervous.
- 4 Before he gives his talk in London, Phil it at least ten times.
- 5 Janet is in a hurry because the train to the airport in 20 minutes.

- 4 Look at the sentences used in Exercise 3 and answer these questions.

- 1 Which sentences talk about events that will be over before a time in the future?
.....
- 2 Which sentences talk about events or situations in progress at a particular time in the future?
- 3 Which sentence talks about a scheduled event?

B Grammar

1 Present simple

We use the present simple with a future meaning

- ♦ to talk about timetables or schedules:

The conference only lasts three days.

The train to the airport leaves in 20 minutes.

- ♦ after conjunctions such as *when*, *as soon as*, *after*, *before*, *until*, *as long as*:

I'll be feeling really nervous when I get to Rome. (not ~~when I will get to Rome~~)

Can you do it before we have the departmental meeting? (not ~~before we will have the meeting~~)

Note that other present tenses are also possible:

I won't be able to relax until I'm actually giving my talk.

2 Be about to

+	am/is/are about to + verb	<i>I'm about to go to Rome.</i>
-	am/is/are not about to + verb	<i>I'm not about to go to Rome.</i>
?	am/is/are ... + verb?	<i>Are you about to go to Rome?</i>

We use *be about to* to talk about something likely to happen in the immediate future:

I'm about to go to Rome for a conference. (I will be leaving very soon)

⚠ The negative form suggests the speaker has no intention of doing something:

I'm not about to cancel my trip. (= I have no intention of cancelling my trip)

3 Future continuous

+	will be + verb + -ing	<i>I'll be feeling nervous.</i>
-	will not (won't) be + verb + -ing	<i>She won't be feeling nervous.</i>
?	will ... be + verb + -ing?	<i>Will you be feeling nervous?</i>

We use the future continuous

- ♦ to describe or predict events or situations continuing at a particular point in the future or over a period of time in the future:

I'll be working on the report all next week.



I'll be thinking of you in Rome.

By the year 2020 it is estimated that well over one billion people will be learning English.

- ♦ to talk about events that are planned or already decided (this use is similar to the present continuous for future arrangements):

I'll be seeing Sarah at lunch.

4 Future perfect simple

+	will have + past participle	<i>I'll have done it by then.</i>
-	will not (won't) have + past participle	<i>We won't have done it by then.</i>
?	will ... + have + past participle?	<i>Will you have done it by then?</i>

We use the future perfect simple to talk about a future event that will finish before a specified time in the future, often with *before*, *by* + fixed time, or *in* + amount of time:

By the end of the year I will have given the same talk at six conferences!

I'll have finished it by next Friday.

In a week's time I'll have written the report.

5 Future perfect continuous

+	will have been + verb + -ing	<i>I'll have been studying here for three months.</i>
-	will not (won't) have been + verb + -ing	<i>We won't have been studying here for long.</i>
?	will ... + have been + verb + -ing?	<i>How long will you have been studying here?</i>

We use the future perfect continuous to show how long an activity or situation has been in progress before a specified time in the future. We usually mention the length of time:

By the end of the month I'll have been working here for three years.

Grammar extra: The future in the past

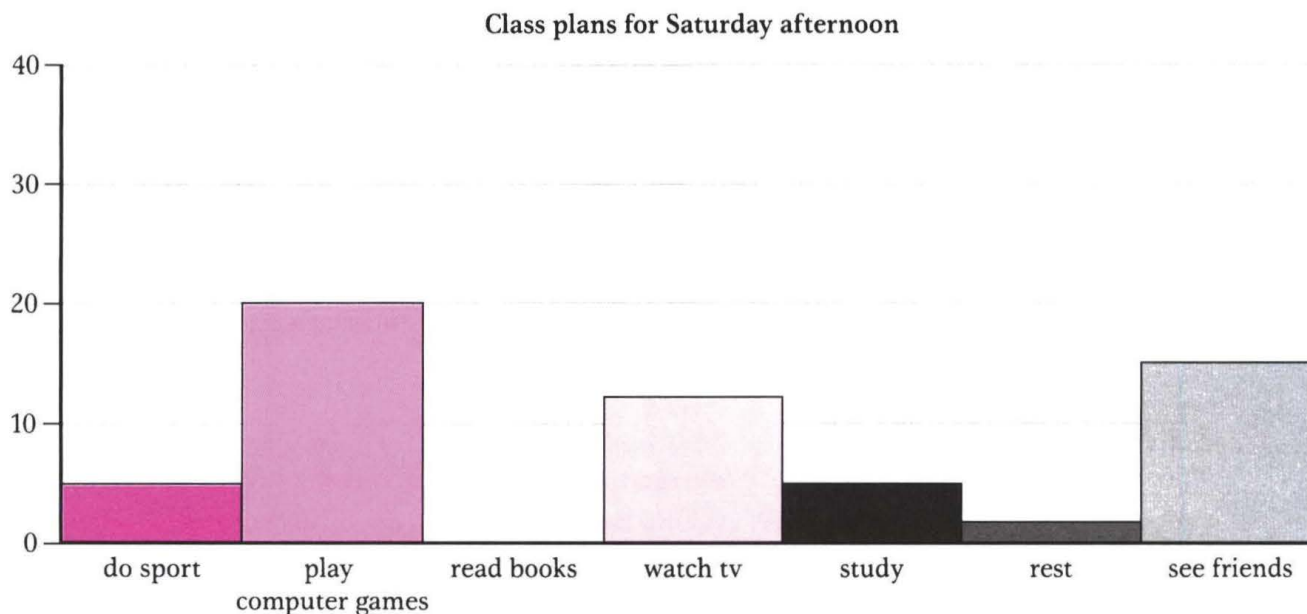
We use *was/were going to*, *was/were planning to*, *was/were about to* + verb to talk about something planned which did not or will not happen:

I was going to leave this morning but they cancelled my flight.

We were about to leave when the phone rang.

C Grammar exercises

- 1 The following chart shows the results of a class survey about planned activities for Saturday afternoon. Complete the sentences using the future continuous tense.



- 1 Twelve students *will be watching TV* on Saturday afternoon.
- 2 The students books on Saturday.
- 3 The largest group of students this Saturday afternoon.
- 4 A similar number of students and this weekend.
- 5 A very small number of students this weekend.
- 6 Approximately 15 students this weekend.

Write what you will be doing at the following times.

- 7 At six o'clock tomorrow I'll
- 8 Next Saturday afternoon I won't
- 9 On Sunday morning
- 10 In a year's time

- 2 Read the following projections about the future population of Australia.

Population projections

According to the latest available projections (which are based on several combinations of assumptions reflecting past trends in births, deaths and migration), the total population of Australia is likely to have increased to between 32.3 and 33.3 million by 2035.

The projected population will increase at a declining rate. The average annual growth rate is predicted to be between 0.4 and 0.5 during 2025–2035. Without overseas migration, the projected total population should peak at about 35 million in 2041, and then start to decline marginally.

Age distribution

The projected population will age progressively due to the increasing proportion of the elderly (aged 65 years or more) and the decreasing proportion of children (aged under 15 years). In brief, the number of persons aged under 15 is projected to be between 6.8 and 7.3 million in 2035; the population of working age (15–64 years) is projected to increase to between 19.4 and 20.0 million in 2035; and the number of persons aged 65 years or more is projected to increase to between 5.68 and 5.72 million in 2035. The projections also show significant increases in the number of persons aged 80 years or more.

Write the verbs in brackets in the future perfect tense. Then choose the correct ending for each sentence.

- | | |
|---|-----------------------------------|
| 1 By the year 2035 the population of Australia <i>will have reached</i> (reach) | a by the early 2040s. |
| 2 The population of Australia (peak) | b to almost 5.72 million. |
| 3 By the year 2035 the number of children aged under 15 (rise) | c a maximum of 33 million. |
| 4 By 2035 the number of people of working age in Australia (grow) | d to between 6.8 and 7.3 million. |
| 5 By 2035 the number of people aged 65 and over (go up) | e significantly. |
| 6 By the year 2035 the number of people aged over 80 (increase) | f to around 20 million. |

3 In six of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

- 1 When I'll find the answer I'll let you know. I find
- 2 My exams finish on 27th June.
- 3 I'll be fine in the interview as long as they won't ask me technical questions.
.....
- 4 What time is your meeting about to start tomorrow?
- 5 I'll hand in my notice for this job after I'll get the contract for my new one.
.....
- 6 I'll text you before we set off.
- 7 The bus doesn't arrive until 7.30 in the evening.
- 8 I've got my schedule for the Japan trip. We're about to fly to Tokyo at 10 am on Monday, and then travel by train to Kyoto for one night.
- 9 The moment I'll receive my results I'll phone you.

4 Fill in the gaps with a future form from this unit and the verbs in brackets.

Teacher: What ... will you be doing .. (1 you/do) this time next year?

Student 1: Well, that's difficult to say but I hope that I (2 travel) round the world. Before then I (3 hopefully/save up) enough money for the ticket. I plan to end up in Australia and when I (4 get) there I'll get a job and earn some money. So, in a year's time I (5 probably/travel) for a few months already. I hope that I (6 visit) quite a lot of different countries by then too.

Teacher: What do you plan to do when you graduate?

Student 2: Well, my plans have changed a bit. I (7 do) a journalism course, but I didn't get accepted. So I've sorted something else out and I (8 start) a hospitality course tomorrow, actually. It's for six months, so I (9 not/finish) in time to go travelling next spring, unfortunately. However, as soon as I (10 find out) if I've passed the course, I can apply for a job in a hotel in Australia.

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

In some countries, birth rates are falling and experts say that by 2050 these countries will have far more adults aged 65 and over than children under 15.

What problems might this cause in the future?

Can anything be done to solve this issue?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Grammar focus task

Read the model answer. Without looking back at the model, fill in the gaps in these extracts using the verbs in the box in the correct future tense.

become happen have to pay rise work

- 1 It is predicted that, by 2050, the percentage of the population aged 65 or older significantly in some places.
- 2 Firstly, as most people retire in their 60s, this means that fewer people, and therefore fewer people income tax.
- 3 When they adults, they will need to work much harder to support the growing number of elderly.
- 4 Until this, the retirement age could be raised.
- 5 However, in order for this plan to work, governments (also) make sure that this older generation remains healthy and fit enough to continue working.

Countable and uncountable nouns

countable and uncountable nouns; quantity expressions
(many, much, a lot of, some, any, a few, few, no)

7

A Context listening

- 1 You are going to hear Alan and Sara talking about advertising a spare bedroom to rent. Before you listen, look at the types of furniture below. Tick the furniture you think might be in the room.

- | | | | |
|---|---------------------------------------|---|--|
| <input type="checkbox"/> shelves | <input type="checkbox"/> a wardrobe | <input type="checkbox"/> a lamp | <input type="checkbox"/> a bedside table |
| <input type="checkbox"/> a filing cabinet | <input type="checkbox"/> a bed | <input type="checkbox"/> a desk | <input type="checkbox"/> a mirror |
| <input type="checkbox"/> a sofa | <input type="checkbox"/> a towel rail | <input type="checkbox"/> a coffee table | <input type="checkbox"/> a rug |

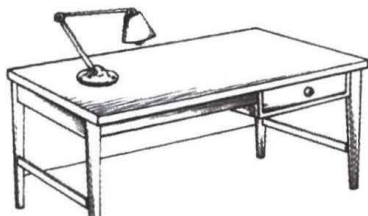
- 2  Listen and answer the questions below.

- 1 Which three pieces of furniture are in the room?

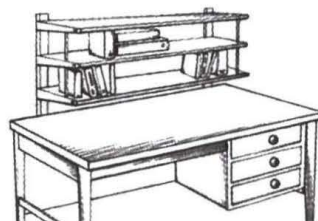
- | | | |
|-------------------|----------|--------------|
| A a bed | C a desk | E a mirror |
| B a bedside table | D a lamp | F a wardrobe |

- 2 What does the desk look like?

A




B



C



- 3  Listen again and fill in the gaps in the advertisement. Write no more than one word or a number for each answer.

Accommodation for rent

Small, furnished 1 available. Sunny with a nice view of the 2 Good location close to two types of 3 Rent 4 £ per 5 Rent includes 6 and all other bills.

- 4 Look at the two groups of nouns in the table below. How are they different? Add the nouns from Exercises 2 and 3 into the table in the correct group.

Group 1	Group 2
advertisement website windows	money transport accommodation

B Grammar

1 Countable and uncountable nouns

Countable nouns

- ♦ generally have a singular and plural form:
a window, lots of windows
▲ Some countable nouns only have a plural form: *clothes, trousers, jeans, scissors*
- ♦ take a singular or plural verb form:
The window is big. The windows are big.
- ♦ can be replaced by a singular or plural pronoun:
I'd like that desk; it's better than mine.
It's got shelves as well. They're really handy.
- ♦ can be measured with weights and measures:
two kilos of potatoes
or numbers: *It's got three drawers.*
- ♦ can be used with *a/an*:
a desk, an apple

2 Some and any

Some

- ♦ is generally used in positive statements: *There are some shelves above the desk.*
- ♦ can also be used in questions and particularly in requests and offers:
Would you like some biscuits?
- ♦ means 'an unspecified (not large) amount':
It would be great to get some money to help with the rent. (we don't know how much money)
- ▲ We use *some of* with other determiners (e.g. *my, the, these*) to refer to a particular group:
Some of my students have part-time jobs.

Any

- ♦ is usually used in negatives and questions:
My desk hasn't got any drawers. Has your desk got any drawers?
- ♦ can also be used in positive statements to mean 'it doesn't matter who/which/where/when':
Call me any time if you need further help. (= it doesn't matter when you call)
- ▲ We can also use *no + noun* to mean the same as *not ... any*:
My desk has got no drawers. (= my desk hasn't got any drawers)
We use *no* when the noun is a subject:
No applicants had the necessary experience for the job. (not Not any applicants)

Words like *something/anything, somebody/anybody*, etc. follow the same rules as *some* and *any*.

Uncountable nouns

- ♦ cannot be plural: *advice (not advices), furniture (not furnitures), data*
▲ Some uncountable nouns look plural but they are not: *news, economics, physics*
- ♦ take only a singular verb form:
The natural light is really nice.
- ♦ can be replaced by a singular pronoun:
'What shall we say about the furniture?'
'Well, it's not luxurious but it is very comfortable.'
- ♦ can be measured with weights and measures:
two kilos of sugar
or with words like *a piece of, cup of, bit of, slice of*: *a piece of information*
- ♦ cannot be used with *a/an*:
information (not an information)

3 Quantities

We can use the following words to say how many or how much:

	Plural countable nouns	Uncountable nouns
everything	<i>all (of)</i>	<i>all (of)</i>
large quantities	<i>lots of / plenty of / a lot of</i> <i>many (of)</i> <i>most (of)</i> <i>a large/considerable/substantial number of</i>	<i>lots of / plenty of / a lot of</i> <i>much (of)</i> <i>most (of)</i> <i>a large/considerable/substantial amount of</i>
medium quantities	<i>some (of) / a certain number of</i>	<i>some (of) / a certain amount of</i>
small quantities	<i>(a) few (of)</i> <i>a small/limited/tiny number of</i>	<i>(a) little (of)</i> <i>a small/limited/tiny amount of</i>
nothing	<i>no / not any / none of</i>	<i>no / not any / none of</i>

A few and **a little** are different from *few* and *little*. Compare:

Few rooms have such good natural light. (= not many, so you are lucky)

We have a few rooms available with a sea view. (= a small number)

Little research has been done in this area. (= not enough)

A little research has already been carried out in this area. (= a small amount)

▲ We use *a few of* with other determiners (e.g. *my, the, these*) to refer to a particular group:

A few of the rooms have a sea view.

Lots of / a lot of are less formal than *much/many*:

There are lots of advertisements for accommodation in the paper.

Many scientists believe that global warming is having a negative impact on our climate.

▲ We do not usually use *lots of* with negative statements:

We don't have a lot of / much time so we'll have to be quick. (~~not we don't have lots of time~~)

▲ We do not usually use *much* in positive sentences:

I found a lot of information on the Internet. (~~not much information~~)

Grammar extra: Nouns that can be both countable and uncountable

Sometimes the same noun can be either countable or uncountable depending on the meaning (e.g. *light, room, cake, time*). Materials and liquids can also be either (e.g. *glass, paper, coffee, wine*). Compare:

The natural light is really nice. (uncountable)

Both of the lights in the ceiling are really old. (countable)

There isn't much room for a desk. (uncountable = space)

We have two spare rooms. (countable = rooms in a house)

Do you drink much coffee? (uncountable = in general)

I'd like to order a coffee, please. (countable = a cup of coffee)

C Grammar exercises

- 1** Fill in the gaps with a word from the box below in the correct form. If the word is countable, you may need to change it to a plural form.

advice cake ~~challenge~~ electricity information situation size

- 1 I've faced many challenges in my life, but none as difficult as this.
- 2 Some of the best I heard while I was a student was to take regular breaks when studying so that you don't lose concentration.
- 3 A dictionary is a wonderful source of
- 4 I've made some little for Claire's birthday party.
- 5 One hundred years ago cars all looked the same but these days they come in lots of different shapes and
- 6 My job as a journalist means I can find myself in difficult at times, but at least it's never boring.
- 7 There was no in the remote cottage, so they had to cook over the fire.

- 2** Underline the correct form of the verbs.

- 1 Despite the recent improvement in the economy, unemployment *has continued* / *have continued* to rise.
- 2 Our company hasn't changed its products for over 30 years but now the time *has come* / *have come* for a rethink.
- 3 The ideas in the report *was* / *were* presented in a very clear way.
- 4 The data *show* / *shows* that the number of people buying mobile phones has remained stable for the past two years.
- 5 Transport to and from the airport *is included* / *are included* in the price.
- 6 There *was* / *were* no facilities like running water or electricity in the village.
- 7 All the information *is* / *are* interesting and well presented, but we need to consider the whole situation very carefully before we reach a decision.
- 8 There *was* / *were* some important news about the proposed new hospital in the local paper today.

- 3 Fill in the gaps with *amount*, *number*, *few*, *little*, *many* or *much*.

How much sleep do we need?

The 1 amount of sleep each person needs depends on 2 factors, including age. Infants generally require about 16 hours a day. For most adults, seven to eight hours a night appears to be the ideal 3 of sleep, although a 4 people may need as 5 as five hours' sleep or as 6 as ten hours' sleep each day. Getting too 7 sleep creates a sleep debt, and eventually, your body will demand that the debt be repaid.

A large 8 of people over 65 have frequent sleeping problems, such as insomnia, and deep sleep stages in 9 elderly people often become very short or stop completely. Microsleeps, or very brief episodes of sleep in an otherwise awake person, are another mark of sleep deprivation. In 10 cases, people are not aware that they are experiencing microsleeps. The widespread practice of burning the candle at both ends in western industrialised societies has created so 11 sleep deprivation that what is really abnormal sleepiness is now almost the norm.

- 4 Read the extract from a talk about a holiday destination. Decide if the underlined quantity expressions are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

The island is beautiful. Don't be dismayed when you get off the plane and find yourself in a large, rather ugly city with 1 a little sense of the old way of life you have read about. Just a short car ride away is the island you have been promised with its small villages and slow pace of life. And there really is 2 anything for everyone. For those that like sunbathing, it has 3 some of the most beautiful beaches in the world. If you like walking, the paths take you through some breathtaking scenery.

4 Little other places can match the stunning landscape of this island. For water sports enthusiasts, there are 5 any unusual activities such as diving for pearls or turtle spotting, along with 6 few of the more common sports such as waterskiing or windsurfing. If history is your thing, don't worry. There's 7 much history round every corner. Ruins from the ancient civilisations that lived here over 3000 years ago are everywhere, and although 8 a lot of people come here just to see the palace, you can find some lesser remains scattered around the surrounding hills.

Visit it 9 some time of the year and you will not be disappointed. Not 10 many places in the world can offer so much. 11 Not any holiday will ever match this one – our island has got it all!

- 1 a little
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

D Test practice

Speaking Parts 1, 2 and 3

Part 1 (4–5 minutes)

The examiner will ask you some questions about familiar topics.

1. Let's talk about your hometown. Have you always lived there?
2. What do people in your hometown usually do in their free time?
3. Do you prefer to live in a hot climate or a cold climate? Why?
4. What sort of things do you enjoy doing in the winter months?
5. Is it important for people to be active? Why/why not?
6. What things do you do to take care of your health?

Part 2 (3–4 minutes)

Describe an occasion when you had a memorable new experience.

You should say

- What the new experience was
- Where the new experience took place
- How you this experience made you feel

And say why this experience was memorable.

You will be asked to talk about a topic for 2 minutes. You will be given one minute to think about what you are going to say, and you can make notes if you want to.

- Do you enjoy new experiences like this?

Part 3 (4–5 minutes)

The examiner will ask you to discuss some more general issues.

Now I'd like to ask you some questions about new experiences in general.

7. Do you think it's important for children to have new experiences? (why / why not)
8. Why do some people not enjoy new experiences?
9. We talked about a memorable occasion, what do you think makes an occasion memorable?
10. How important is it to have photographs of memorable occasions? (Why?)

Grammar focus task

Match the following answers to the speaking task questions. Then decide whether the underlined nouns are countable, uncountable, singular or plural, and choose the correct word.


- A** My job means I am sitting at a desk almost all day, so I try to make sure I do as *many* / *much* exercise as I can. I think sleep is important too, so I also try to get as *many* / *much* sleep as I can. And I limit the *amount* / *number* of sugar I eat!
- B** There isn't a lot to do really. It's quite a small town so there are only a *few* / *little* shops and there's *some* / *a* small cafe but that's all.
- C** The reason I remember it so well is that, because it was a completely new school and neighbourhood, so I didn't know *any* / *some* of the students at all, so I felt really lonely and a little scared.
- D** Well, I think *some* / *a* people have the type of personality that wants and even needs *some* / *an* excitement on a regular basis. But others feel the opposite, they prefer routine and to have familiar things around them. For *much* / *a lot of* people new experiences can be very uncomfortable, or even frightening.

Speaking test. Test tip: Try to practice with a partner, and record your answers. Do you pause often? Write out some of your answers to check your grammatical range and accuracy.

A Context listening

- 1 You are going to hear a speaker at an environmental awareness conference talking about a European constellation satellite called Sentinel 1. Before you listen, put the words below into two groups: the *environment* and *satellites*.

climate	fully-equipped	global warming	instrument
launch	monitoring	observation	operational costs
outer space	ozone depletion	precise	

- 2  8a Now listen to the talk and complete the notes below. Write no more than two words or a number for each answer.

Sentinel 1 satellite constellation

- Sentinel 1 was launched 1
- Sentinel 1 has 2 synthetic-aperture radar instruments.
- In the 1990s ESA launched 3 and 4
- ESA will spend 2.56 billion euros over 5
- This is the same as 6 of coffee per person per year.

- 3 Underline the correct words.  8a Listen again to check your answers.

- 1 Sentinel 1 is *a/the* fully-equipped observation satellite.
- 2 *A/The* satellite was launched in 2014.
- 3 With its radar instrument systems it is equipped with *-/the* best eyes possible and offers everything that *-/the* scientists could wish for.
- 4 The total cost of the Sentinel 1 Programme is 2.56 billion euros over 15 years. Included in *that/this* sum is development and construction of the instruments.
- 5 *Neither/None* of our countries can afford to let down their environmental guard.

- 4 Look at your answers to Exercise 3 and answer these questions.

- 1 Why do we say *a satellite* in sentence 1 and *the satellite* in sentence 2?
- 2 In sentence 3, why do we use an article before *best*? Why don't we use an article in front of the word *scientists*?
- 3 In sentence 4, what does *this sum* refer to?
- 4 In sentence 5, why can't we use *neither*?

B Grammar

1 Articles

a/an

We use *a/an*

- ◆ to refer to something for the first time:
*I'd like to talk to you today about **an exciting development**.*
- ◆ to refer to any one from a group of several:
*Climate protection is **a challenge** for our entire society. (one of many challenges)*
- ◆ to classify people or things as belonging to a group:
*Sentinel 1 is **a fully-equipped observation satellite**. (there are different kinds of satellite)*
- ◆ to say what job somebody does:
*My sister is **an engineer**.*

▲ We can only use *a/an* with singular countable nouns.

the

We use *the*

- ◆ when the listener/reader knows which thing we mean (it may have been mentioned before):
*Sentinel 1 is **a fully-equipped observation satellite** ... **The satellite** was launched in 2014.*
or it is understood which thing we mean:
*As part of **the conference** on environmental awareness ... (we are at the conference now so it is clear which one I mean)*
Compare:
*I went to **a conference** on environmental awareness last week. (the person I am talking to does not know which conference I am talking about)*
 - ◆ when there is only one of this thing:
the Earth, the sun, the twentieth century, the sixties, the Government, the Prime Minister (there is only one government and one prime minister in each country)
 - ◆ for superlatives (see Unit 11):
*It is equipped with **the best eyes** possible.*
 - ◆ to talk about playing a musical instrument:
*He plays **the piano** and she plays **the guitar**.*
 - ◆ with certain proper nouns:
nationalities (*the British, the Chinese, the Egyptians*)
rivers (*the Thames, the Yangtze, the Nile*)
island groups (*the Maldives, the Philippines, the Seychelles*)
mountain ranges (*the Alps, the Himalayas*)
seas and oceans (*the Black Sea, the Mediterranean, the Pacific*)
country names that represent a group (*the United Kingdom, the United States of America*)
many famous/historical buildings (*the White House*)
noun phrases with *of* (*the Great Wall of China, the Temple of Heaven*)
- ▲ With university names we can say **the University of Bath** or **Bath University**.

No article

We use no article

- ♦ with plural or uncountable nouns to talk generally about things:

*It will deliver **information** about our changing environment.*

*It offers everything that **scientists** could wish for. (scientists in general, not a specific group of scientists)*

- ♦ with certain proper nouns:

continents (*Europe, Asia*)

countries (*Australia, China*)

states or counties (*Michigan, Cambridgeshire*)

towns and cities (*Tokyo, Melbourne*)

mountains (*Everest, Kilimanjaro*)

lakes (*Lake Superior*)

companies (*Microsoft, Sony*)

buildings and places with the name of a town (*Heathrow Airport*)

- ♦ with mealtimes:

*I have **lunch** at 12.30.*

- ♦ in common expressions after prepositions:

to/at school/university; to/in class; in prison/hospital/bed

▲ We can use *the/a* if we want to be specific. Compare:

*When I was a child I used to walk **to school**.*

*When I was a child I went **to the school on the other side of town**.*

However, we cannot use an article with the following expressions:

at home; at/to work; at night; by bus/bicycle/car/train/plane; on foot

2 Demonstratives: **this, that, these, those**

We use these words to show whether something is near or remote, in terms of time or place:

	near	remote
time	<i>I'd like to talk to you this morning about an exciting development. (today)</i>	<i>My mother called me later that day. (I am telling you this on a different day)</i>
place	<i>I like these pictures. (here)</i>	<i>Oh, I prefer those pictures. (over there)</i>

We can use *this/that/these/those* to refer back to something previously mentioned in the text:

*The total cost of the Sentinel 1 programme is 2.56 billion euros over 15 years. Included in **this sum** ... (this sum = 2.56 billion euros)*

We can refer back to whole sentences or ideas with *this* and *that*:

*Seeing the Earth from outer space highlights how tiny and fragile our planet is. Sentinel 1 helps people to understand **that**. (= understand how tiny and fragile our planet is)*

There is often very little difference between *this* and *that* when used in this way, so we could say:

*Sentinel 1 helps people to understand **this**.*

3 Possessives

We use possessive determiners (*my/your/his/her/its/our/their*) to tell us what or who something belongs to:

our blue planet; their children

▲ We cannot use possessive determiners after other determiners (e.g. *a, the*). We use determiner + noun + *of* + possessive pronoun:

this planet of ours (not ~~this our planet~~)

We use *'s* with singular nouns and irregular plural nouns. We use *s'* after regular plural nouns:

Europe's technological showpiece; the children's toys; my parents' house

We usually use noun + *of* instead of *'s* when the thing we are referring to is not a person or animal:

the price of the hotel (not ~~the hotel's price~~)

4 Inclusives

each, every

Each and *every* are used with a singular noun and verb.

Each is used for things or people in a group of two or more, with a focus on the individuals in the group:

Each European citizen has therefore invested seven euros in the environment.

Every is used for three or more things, with a focus on the group. Often the difference in focus between *each* and *every* is very small:

Every citizen will have access to precise information about changes in the environment. (= Each citizen ...)

We can use *each* (but not *every*) + *of* + noun/pronoun:

Each of the students gave the teacher a present. (not ~~every of the students~~)

all, most, some

We use *all/most/some* + plural noun and verb to talk about things in general:

Most children like sweets.

Some people believe space exploration is a waste of money.

We use *all/most/some* + *of* + pronoun or determiner + noun or to refer to a specific group:

Most of the children at my school play football.

▲ We do not need to use *all* + *of* before a noun, but we need *of* before a pronoun:

All the children at my school play a musical instrument.

All of them like music. (not ~~all them~~)

▲ When *all* is followed by a singular noun referring to time, the meaning is different. Compare:

*I worked hard **all day**. (= I worked hard for one whole day)*

*I worked hard **every day**. (= I regularly worked hard)*

Both, neither, either, none

Both, neither and *either* refer to two people or things. We use *both* + plural noun and *either/neither* + singular noun:

Both satellites were launched in the 1990s.

Neither person knew very much about Sentinel 1 before the conference. (= not one or the other)

I don't mind where we go. **Either** restaurant is fine. (= one or the other is fine)

⚠ We use *both* + *of* + determiner + plural noun (or pronoun) with a plural verb. We can use *either/neither* + *of* + determiner + plural noun (or pronoun) with a singular or a plural verb:

Neither of my sisters **lives/live** in the same town as me.

Both of them **are** married. (**not** ~~*Both of them is married.*~~)

None means 'not one' (of a group). It can be followed by a singular or plural verb:

None of our countries **is/are** able to ignore the implications of global warming.

C Grammar exercises

1 In some of these sentences there is a mistake with articles. Underline each mistake and write the correction.

- 1 My father likes the classical music and listens to it all the time. *the classical music*
- 2 I saw a man sitting in a restaurant. A woman came and joined him, but the man got up and left without speaking to her! ✓
- 3 Sun was shining and it was a lovely day.
- 4 I can play piano.
- 5 I come from United Arab Emirates.
- 6 I've applied to study at the University of Edinburgh.
- 7 I usually go to work by the bus.
- 8 My husband is doctor.
- 9 Sorry I'm late – car wouldn't start this morning.
- 10 I'm going to take a cruise down river Nile.
- 11 I once saw a cat wearing a pink coat and boots!
- 12 My husband collects the antiques. He's always going to auctions.

2 Fill in the gaps with *a/an* or *the* or put a cross (X) if no article is needed.

BORNEO BORN AND BRED

1X.... Local legends say that 2 Borneo's few thousand wild elephants are descendants from those brought to 3 island from India or Malaysia as 4 gift to 5 sultan in 6 eighteenth century. Biologists from 7 Columbia University's Centre for Environmental Research and Conservation compared DNA samples from Borneo elephants with Asian elephants in Sumatra, India and elsewhere. 8 findings confirmed their suspicions: Borneo's elephants are genetically different. In fact 9 DNA differences are so great between them and their closest relatives (elephants in Peninsular Malaysia) that 10 populations may have separated up to 300,000 years ago, say 11 scientists. The animals became isolated when 12 island became totally cut off from the mainland due to 13 rise in sea level. Borneo's elephants are, therefore, 14 important, separate population.



3 Underline the most suitable words.

Report on holiday survey

1 This/That survey aimed to find out about 2 people's / the people's ideal holidays. We used 3 the interviews / interviews and 4 the questionnaires / questionnaires to collect 5 our/their data. 6 Both/All of 7 those/these methods of data collection were quick and simple to carry out and 8 neither/none of them were too demanding of the public. 9 Our findings / Findings show that many people like to take their holidays in the summer. 10 This/The view was reinforced by the destinations suggested by 11 the people / people involved in 12 a survey / the survey. 13 The beach holidays / Beach holidays were the most popular, particularly in 14 the Spain / Spain or 15 the France / France. 16 Most/Both people in the survey said they looked forward to their holiday. 17 Each/All person we interviewed agreed that it was important to have at least one holiday 18 every/all year. 19 The price of the holiday / The holiday's price was important to most people, with general agreement that value for money was a primary consideration.

4 Fill in the gaps with words from the box.

both ~~each~~ every my neither none that
that their this those

My home town is smaller than London, but there are some similarities. 1 Each of the two cities is famous for its architecture. For example, 2 Kuala Lumpur and London have tall, modern buildings, set amongst older historical buildings. Although both cities have rivers running through them, 3 city is by the sea, which is a shame, as I think some of the most beautiful cities in the world are by the sea. 4 major city in the world has one thing in common – being large and busy – and 5 is true of both London and Kuala Lumpur. In fact, some people don't like my city because it is so noisy and busy, but 6 is one reason why I love it. A lot of city markets take place in the day-time, but in 7 home city they don't open until it's dark! Malaysians tend to buy all their groceries at the night markets. In London people tend to use supermarkets for 8 food shopping. It is always hot in Kuala Lumpur, but London can get very cold. 9 's probably why you get outdoor restaurants all over Kuala Lumpur all year round whereas in London there are almost 10 in the winter. In some restaurants in Kuala Lumpur, you can go to the kitchen and point at the food and say, 'I'll have one of 11, please!' You can't do that in London!

D Test practice

Listening Part 4 8b

Questions 1–10

Complete the notes.

Write **NO MORE THAN ONE WORD** for each answer.

The history of formal fitness and exercise

- Exact origins are unknown
- 2000 BC
 - In Ancient Egypt, people did acrobatics for 1 as well as sport
 - There are written records of early martial arts being practised in 2
- 750 BC
 - First Olympic Games held in Ancient Greece
 - The Ancient Greeks
 - ran the first training programmes aimed at 3
 - used exercise equipment (e.g. special weights made of 4 of different sizes)
 - used weights as resistance when doing exercises and when 5
 - Writers such as Plato tell us exercise was an important part of the 6
 - Famous physician Hippocrates linked exercise to health in his writing
- Dark Ages / Middle Ages
 - The idea of physical fitness disappeared
- 1700s
 - 1760 – Germany – exercise was made part of the 7 system and so became more sociable
 - 1799 – first private club – like today's gyms it had equipment and offered 8
- 1800s
 - Attila gyms were created
 - the first 9 company focused on personal training
 - introduced several pieces of equipment
 - the first gyms to focus on exercise as a way to fight 10

Grammar focus task

Look at the following extracts from the recording. Which words or ideas do the underlined words refer to in the text?

- 1 In fact, this concept has a long and complex history ...
- 2 The earliest of these indicate that around 2000 BC, so that's over 4,000 years ago, the Egyptians did acrobatics ...
- 3 In China, during the same period, ...
- 4 Another important difference at this time is the use of special equipment
- 5 But in Germany, this began to change when a school introduced fitness into their curriculum and the idea was then copied by others.
- 6 And by 1799, just before the end of the century
- 7 This very much resembled what we would regard as a modern gym today.

Pronouns and referencing

personal, possessive and reflexive pronouns;
avoiding repetition

9

A Context listening

- 1 You are going to hear a conversation between Chi Wen, a student from Hong Kong who is studying in Australia, and her homestay host Mrs Smith. Which household chores do you think Chi Wen will have to do?



- 2 9 Listen and write

A if Mrs Smith will do this

B if Chi Wen will do this

C if both of them will do it

- | | | |
|------------------|----------------|-------------------|
| 1 cook dinner | 4 make lunches | 6 wash sheets |
| 2 make breakfast | 5 wash clothes | 7 clean the house |
| 3 buy food | | |

- 3 9 Listen again and fill in the gaps.

- I can introduce to a friend of, Yi Ling.
- I know 's really enjoying here in Australia.
- Now, I have had a lot of students staying with over the years and I do have a few rules.
- First of all, my husband and want everyone to feel at home so treat everyone as if were a member of our own family.
- And what about other meals? Can I cook for?
- Yes, everyone makes their own breakfast and I always make sure there is plenty of food in the fridge so can prepare a packed lunch if you like.
- I expect everyone to wash and iron for
- Can I use to make local calls?

- 4 Put the words you wrote in Exercise 3 into four groups.

I.....
myself.....

me.....
mine.....

B Grammar

1 Personal and possessive pronouns

Subject personal pronouns:	<i>I, you, he, she, it, we, they</i>
Object personal pronouns:	<i>me, you, him, her, it, us, them</i>
Possessive pronouns:	<i>mine, yours, his, hers, ours, theirs</i>

We use pronouns to replace nouns and avoid repetition of the noun:

*I can introduce you to my friend, Yi Ling. **She's** a student from China. (~~not Yi Ling's a student~~)*

We use subject pronouns before verbs:

***I** only arrived last month.*

and object pronouns after verbs or prepositions:

*I have had a lot of students staying **with me** over the years.*

We use possessive pronouns to replace a possessive determiner and a noun:

*I don't have a phone here. Can I use **yours**? (= your phone)*

⚠ *Its* is not used as a possessive pronoun.

2 Reflexive pronouns

Reflexive pronouns:	<i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</i>
---------------------	--

We use reflexive pronouns

- ◆ when the subject and the object of the verb are the same:

***You** can prepare **yourself** a packed lunch if you like.*

- ◆ to add emphasis to the subject or object:

*I clean the kitchen and the living areas **myself**. (= I do it, not anybody else)*

- ◆ with *by* to mean *on my own* / *on your own* etc.:

*I clean the kitchen and the living areas **by myself**. (= on my own)*

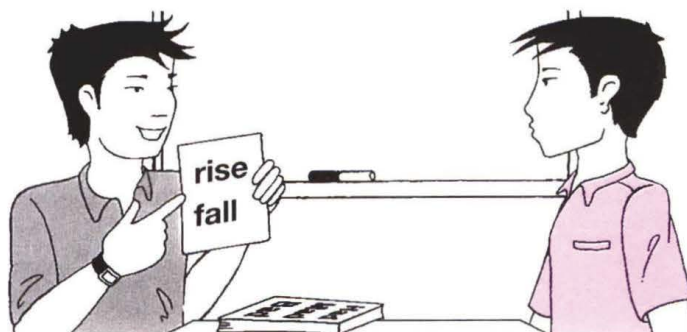
- ◆ after some set expressions in the imperative with *yourself* / *yourselves*:

*Help **yourself**. Look after **yourself**. (= be careful) Enjoy **yourselves**.*

⚠ Notice the use of *each other* / *one another* below:

*The boys taught **themselves** English. (= each boy taught himself English)*

*The boys taught **each other** / **one another** some new words. (= each boy taught the other boy some new words)*



3 Some special situations

It

We can use *it*

- ◆ as a subject to start a sentence without carrying any meaning. Often the sentences are about the weather, the time or distance:

It didn't always rain. It's five o'clock. It's 10 km from the sea.

- ◆ to start sentences when the real subject is an infinitive or an *-ing* form:

It won't take long to settle in. (= to settle in won't take long)

- ◆ to refer to phrases, whole sentences or ideas:

I only arrived last month and I am still finding it all a bit strange, actually. (= living in a foreign country)

- ▲ We use *there + be + noun phrase* to show something exists (or doesn't exist), not *it*:

There's a good coffee shop near here. (not ~~*It is a good coffee shop near here.*~~)

You and we

To talk about everybody in general we can use

- ◆ *you*:

In Australia you often eat sandwiches for lunch. (= people in Australia)

- ◆ *we* (when we include ourselves in the group):

We often eat lunch in a bit of a hurry. (= Australian people in general, and the speaker is Australian)

They

We can use *they*

- ◆ to mean experts or authorities:

They have changed the law recently. (= the government)

They have discovered a new kind of beetle. (= scientists)

- ◆ when we do not know or do not need to say if the person is male or female:

I asked a student if they liked learning English and they said no!

One/ones

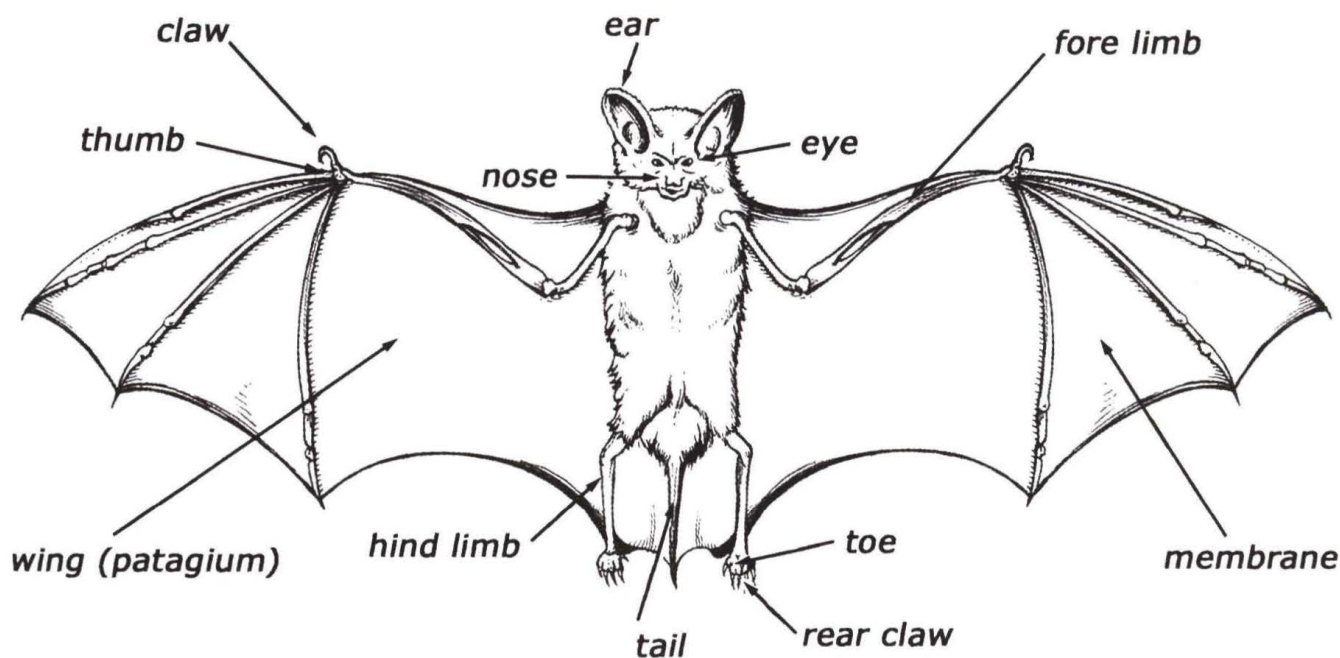
We can use *one/ones* to avoid repetition of a countable noun:

I do have a few rules. The most important one is that I want everyone to feel at home. (= the most important rule)

C Grammar exercises

1 Fill in the gaps with *it, its, itself, they, their* or *themselves*.

Anatomy of a bat



The entire wing of a bat is called the *patagium*. Many species also have a membrane between 1 *their* hind limbs enclosing the tail. The *patagium* is full of fine blood vessels, muscle fibres and nerves. When it is cold, these bats wrap 2 up in 3 wings like a coat. In warm weather 4 flap 5 wings in order to cool 6 bodies.

The bat has claws on 7 thumbs and sometimes on the toes of 8 fore and hind limbs. The rear claws enable 9 to hang 10 on to a tree branch or ledge.

All bats are active at night or at twilight, so 11 eyes are poorly developed. Instead 12 use 13 nose and ears to orientate 14

- 2 Find and correct 13 places where nouns could be replaced with the pronouns in the box to make the email sound more natural.

He He he he he him himself ~~it~~ it it mine
They us yours

To: **Liz Jenkins**

From: **Sandy Moore**

Subject: **University life**

Dear Liz

I'm sorry I haven't emailed you for a while. I'm really busy with my studies at the moment. My course is going well and I'm enjoying ~~my course~~ ^{it} a lot. The trouble is that my course takes up all my time. How is your course going?

I hope you will be able to visit me soon. I'd like you to meet my friends. My best friend here is Paul. Paul lives in the flat next to my flat, and I usually eat most of my meals with Paul. At the moment I'm doing most of the cooking though, because Paul had an accident last week. One of the reasons for the accident is connected to some changes at the university recently. The university authorities have decided that students shouldn't be allowed to bring cars up to the campus, so more and more of the students are cycling. Because of this new rule, Paul was riding his bicycle to the university. While he was cycling along, a car driver drove into the back of his bike. The car driver didn't stop and check if paul was okay. Luckily Paul was not badly hurt and managed to pick up his bike and get to the doctor's surgery. The doctor said his finger was probably broken and strapped his finger up, so he can't hold anything in his right hand at the moment and Paul can't really cook for Paul.

Anyway, he'd like to meet you, so we must arrange a time for you to come here.

Get in touch soon.

Love, Sandy

3 Fill in the gaps with a suitable pronoun or *there*.

Teacher: Do you think that governments spend too much on space exploration nowadays?

Student: Well, I think that 1 *there* are a lot of different factors to take into consideration. For example, some countries want to show the rest of the world that 2 are successful and 3 can do this with a space exploration programme. 4 seems that 5 is more important for these countries to impress the world than to look after their own people. Sometimes 6 is difficult to understand this because every country in the world has 7 problems and has poor people that need to be looked after because they can't look after 8 So, yes, I do think that these countries should look after people first before 9 start trying to send men to the moon! 10 are too many other problems here on Earth that we need to sort out.

4 Underline the correct words.

There are many reasons why 1 we / *they* should recycle household waste. The main reason is to avoid using up valuable resources making new things when 2 *it is* / *we are* not necessary. However, I do not think the government should make 3 *it* / *the law* compulsory for people to recycle their waste.

If the government makes a law that all households must recycle 4 *their* / *its* rubbish, 5 *the law* / *it* could lead to more problems. For example, how can 6 *you* / *people* check that people are recycling everything? 7 *It is not practical to do this.* / *To do this is not practical.* In addition, there is the argument that individuals should be allowed to decide for 8 *each other* / *themselves* whether to throw something away or to recycle 9 *it* / *something*.

I believe the most sensible approach is for the government to put more money into recycling schemes. The most successful are 10 *the ones* / *them* where the government gives each household special boxes to put different kinds of waste in, and 11 *the government* / *they* provide a regular collection service. 12 *They* / *There* are separate boxes for plastic, metal, glass etc. This makes 13 *to recycle easier for people* / *it easier for people to recycle* and 14 *they* / *there* are therefore less likely to throw things in the rubbish bin.

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic.

Governments spend millions of dollars each year on their space programmes. Some people think this money would be better spent on dealing with problems on Earth.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Grammar focus task

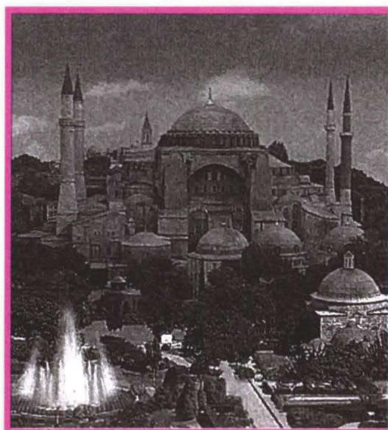
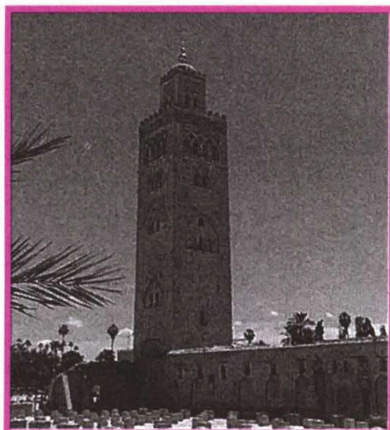
Look at these extracts from the model answer. Match the pronouns (1–5) to the uses (A–E).

- 1 it is understandable that some would see this as a waste of money.
- 2 they must do this while using as little energy as possible.
- 3 it is hoped we will see even more important ones in the future
- 4 We can also monitor what is happening in the universe around us
- 5 it can be of benefit to all of us.

- A to refer to astronauts
- B to refer to innovations
- C to refer to people in general
- D to refer to space research
- E a subject which doesn't carry a specific meaning

A Context listening

- 1** You are going to hear a man talking about a recent trip. Look at the following pictures and try to guess which three countries the man visited.



- 2** **10** Listen to check if you were right.
- 3** **10** Listen again and complete the table below. Write no more than two words for each answer.

Countries visited	Interesting facts
1 ♦	many 2 and beautiful mosques
3 ♦	travelled there by 4 ♦ good for 5 ♦ bought a beautiful 6
7 ♦	visited Gujarati Textile 8 ♦ great examples of 9 embroidery ♦ lots of wildlife in 10 areas ♦ saw incredible 11 birds and several poisonous 12

- 4** Look at Exercise 3 and make a list of all the adjectives.

interesting

B Grammar

1 Adjectives

Adjectives describe nouns.

How adjectives are used

We can use adjectives

- ◆ before nouns:

*There are so many **historical buildings**.*

*It was well worth the trip, especially if you like **local crafts**.*

- ◆ after the following verbs: *be, become, get, seem, appear, look, smell, taste, feel*

*The mosques in particular **are very beautiful**.*

*They always **seem pleased** to see you.*

- ◆ after *find/make/keep* + object:

*Work hard on your research if you want to **make your trip enjoyable and rewarding**.*

*I **found the insects** rather **frightening**.*

- ◆ with other adjectives or with other nouns to describe a noun:

*a **long, tiring boat ride** (adjective + adjective + noun + noun)*

The order of adjectives

When we use adjectives together, we put words which express opinion before words which describe the characteristics or type of what we are talking about:

*a **beautiful Turkish** carpet (beautiful = opinion + Turkish = type: ~~not a Turkish beautiful carpet~~)*

We often use nouns as adjectives to add information about type:

*the **Gujarati Textile Museum***

When we use more than one adjective to describe characteristics or type, they usually follow this order:

size → temperature → age → shape → colour → nationality → material → type

***Indian silk** embroidery*

***small mountain** villages*

***hot black** coffee*

*a **beautiful old round** table*

When there are two or more adjectives after a verb or noun, we use *and* between the last two:

*The people are very **welcoming and friendly** towards visitors.*

We use *and* between two colours:

*vivid **blue and green** feathers*

Adjectives ending in -ed and -ing

Some adjectives connected with feelings are formed from verbs and have two possible forms, usually -ed or -ing, e.g. *tired/tiring*. We use -ed forms to talk about how we feel:

*I was **fascinated** to see the extraordinary range of patterns.*

*I was **amazed** at the variety of wonderful animals.*

We use -ing forms to describe the things or people that cause the feelings:

*It's an absolutely **amazing** city to visit.*

*India is a **fascinating** country.*

2 Adverbs

Adverbs give information about verbs, adjectives or other adverbs. Adverbs tell us *how* (manner), *where* (place), *when* (time), *how often* (frequency) or *how much* (intensity) something happens or is done. An adverb can be a single word (*sometimes*) or a phrase (*from time to time*).

How adverbs are used

Adverbs which tell us about

- ♦ **manner** are often formed by adding *-ly* to the adjective form:
careful → carefully happy → happily
 They usually come after the verb (and object, if there is one):
*I plan my trips **very carefully**. (not ~~I plan very carefully my trips~~)*
- ♦ **place** usually come after the verb:
*It was the first time I had been **there**.*
*Try to stay **near the old part of the city**.*
- ♦ **time** such as *today, tomorrow, now, since 2014, for three minutes* can go at the beginning or the end of a clause:
*I had a very memorable trip **last year**. (or **Last year** I had a very memorable trip.)*
- ♦ **frequency** usually come before the verb but after *be* or an auxiliary verb:
*I **often** travel for my job.*
*I **have always** enjoyed my visits there.*
*He's **never** late.*
- ♦ **intensity** affect the strength of adjectives or adverbs:

*fairly, quite,
rather, pretty*

*very, extremely,
highly, really*

*absolutely,
completely, totally*

weaker

stronger

The adverbs at the stronger end of the scale (*absolutely, completely, totally*) can only be used with some adjectives. These tend to be 'extreme' adjectives that suggest a limit in their meaning (e.g. *terrifying, excellent, exhausted*). Other 'non-extreme' adjectives (e.g. *frightened, good, tired*) never collocate with these stronger adverbs. Compare:

*There are some **absolutely stunning** examples of Indian silk embroidery. (not ~~fairly stunning~~)*
*The people are **very friendly**. (not ~~absolutely friendly~~)*

Really collocates with most adjectives.

⚠ We cannot intensify adjectives or nouns which describe type (**not** ~~a very Textile Museum~~).

The order of adverbs

When two or more adverbs are used together at the end of a clause, the order is usually
 manner → place → time:

*I'll meet you **outside the station at six o'clock**. (outside the station = place, at six o'clock = time)*

Irregular adverbs

Some adverbs of manner look the same as the adjective form (e.g. *hard, fast, straight, late, early*):

*Work **hard** on your research.* (adverb)

*This is a **hard** exercise.* (adjective)

Hard is an adjective and an adverb, and *hardly* is an adverb meaning *very little*:

*He **hardly** had time to say hello.* (= he had very little time to say hello)

Good is an adjective, and *well* is the adverb:

*He spoke **very good** English.* (describes *English*)

*He spoke English **very well**.* (describes how he spoke)

However, *well* can also be an adjective when talking about health:

*She's not **well** – she's got a cold.*

Grammar extra: Adjectives

Some adjectives can be followed by *to* + infinitive to add to their meaning (e.g. *able, likely, right, wrong, lucky*) and some adjectives describing feelings (e.g. *surprised, afraid, happy, delighted*):

*I'll be **happy** to answer questions.*

*I was **fascinated** to see the extraordinary range of patterns.*

Some adjectives can be followed by a preposition + *-ing* (see Unit 19):

*People are **tired of** hearing politicians' promises.* (~~not tired to hear~~)

*I am not very **good at** taking photographs.* (~~not good to take photographs~~)

C Grammar exercises

- 1** Read the test task and the students' responses. Some of the adjectives they used are underlined. If they are used correctly, put a tick (✓). If they are wrong, write the correct answer.

Describe a favourite place.

You should say:

where it is

what kind of place it is

what makes it special

and explain why you like it so much.

My favourite place is a 1 quiet little wood near my home town in Indonesia. I like it because it is a 2 green peaceful place. It is full of 3 old tall trees and there are lots of 4 wild interesting animals.

I'm going to tell you about my bedroom. I love it because it is full of my things. The walls are painted with 5 blue yellow stripes, and there is a 6 wooden dark floor. There is a 7 lovely old photo of my family by my bed, and all my precious books are on the shelves.

My favourite place is the town I grew up in. It has 8 an ancient beautiful ruined castle and lots of 9 historical old buildings. The streets are 10 narrow winding, and there are lots of good shops. It is 11 busy noisy, but I like that. I feel good there because I have so many 12 childhood happy memories.

1✓.....

2 peaceful green

3

4

5

6

7

8

9

10

11

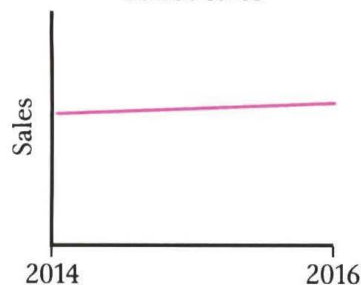
12

- 2** Write the missing adjectives and adverbs.

...dramatic... – dramatically ...impressive... – ...slight... –
 ...steady... – ...sharp... – ...steeply... –

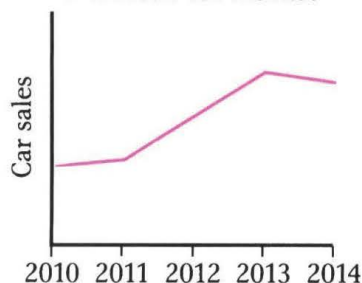
Now use the words to fill in the gaps on the next page. Use one pair of words for each question.

Coffee sales



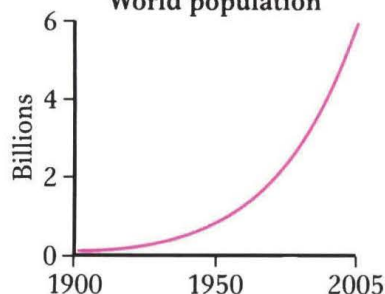
- 1 a Sales of coffee showed a*slight*..... increase between 2014 and 2016.
- b Sales of coffee increased*slightly*..... between 2014 and 2016.

Domestic car market



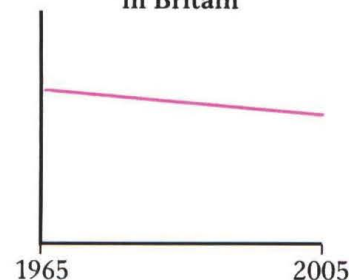
- 2 a The domestic car market showed an growth of 50% for three consecutive years from 2011 to 2013.
- b The domestic car market grew by 50% for three consecutive years from 2011 to 2013.

World population



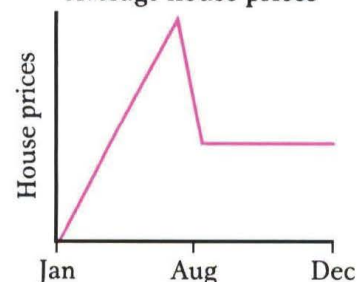
- 3 a The world population grew between 1950 and 2005.
- b The world population experienced a growth between 1950 and 2005.

Usage of shopping bags in Britain



- 4 a The number of British households using their own shopping bags when shopping fell between 1965 and 2005.
- b There was a fall in the number of British households using their own shopping bags when shopping between 1965 and 2005.

Average house prices



- 5 a House prices climbed during the first half of the year before falling in August.
- b There was a climb in house prices during the first half of the year before a fall in August.

- 3** Match the beginnings (1–8) and the endings (a–h) of the sentences. Join them by adding a suitable *-ed* or *-ing* adjective formed from one of the verbs in the box. Use each verb once.

excite frighten interest ~~please~~ relax satisfy surprise tire

- | | | |
|--|-------------------------|---|
| 1 I was really | <u>pleased</u> <u>c</u> | a adventure I've ever had. I can't wait to go back! |
| 2 Martin's excellent exam results were very | ..... | b as he had hardly had time to study. |
| 3 The jungle was full of strange noises and I felt | ..... | c when I opened my present because it was just what I wanted. |
| 4 After so much hard work, it was a very | ..... | d after exercise. |
| 5 Paula wasn't | ..... | e moment when I finally finished the project. |
| 6 Having a warm bath can be very | ..... | f so I had a warm bath. |
| 7 My trip through the jungle was the most | ..... | g during the whole trip. |
| 8 After walking so far I felt very | ..... | h in the lecture so she fell asleep. |

- 4** Underline the correct words.

Environmentalists and conservationists tell us that there are ways that each of us can help to 1 *very reduce* / *greatly reduce* our impact on the planet. We can 2 *work hard* / *hardly work* to conserve energy and we can invest in equipment to help us create our own power. People 3 *say often* / *often say* that they want to save the planet, but the only way to do this is to 4 *take immediately action* / *take action immediately*.

It is 5 *really important* / *important really* for individuals to 6 *responsibly act* / *act responsibly* and try to reduce their contribution to greenhouse gases. There are several ways we can do this. For example, there are mini wind turbines that you 7 *can install easily* / *easily can install* on your roof as well as very efficient solar panels that 8 *work good* / *work well* all year round to provide electricity.

But if this is all too expensive, there are other ways to conserve energy that actually save you money. In cooler weather, simply keep the heat 9 *inside safely* / *safely inside* by closing doors after you so that the warmth doesn't escape. It is 10 *absolutely essential* / *very essential* that we all take this seriously and do our best to lead a more sustainable life.

D Test practice

General Training Reading

Questions 1–8

Look at the information about five museums **A–E** in Seoul, South Korea.

For which museum are the following statements true?

Write the correct letter **A–E** next to Questions 1–8.

NB You may write any letter more than once.

- 1 This museum also functions as an occasional venue for performing arts.
- 2 You can learn about natural history in this museum.
- 3 This museum is the only one of its kind in Korea.
- 4 This is the most high-tech of the museums.
- 5 A historical building once stood where this museum stands today.
- 6 This museum contains something for the very distant future.
- 7 The exhibits in this museum include objects from the distant past.
- 8 You can take classes one day a week at this museum.

A Namsangol Traditional Folk Village Museum

Located just north of Namsan Park, this re-creation of a small village depicts the architecture and gardens of the Chosun Dynasty (1393–1910). There are five restored traditional houses from that era. A large pavilion overlooks a beautiful pond and an outdoor theatre hosts dance and drama performances on weekends. There is also a hall displaying traditional handicrafts and a kiosk selling souvenirs. Recently, a time capsule containing 600 items representing the lifestyle of modern-day people of Seoul was buried to celebrate the city's 600th anniversary. In 2394, it will be opened!

B Eunan Museum

This privately-owned museum displays rare specimens of animals, ores, and species of insects collected from around the world. The building comprises six floors, one under ground and five above. Among the fauna on

exhibition are shellfish, insects, butterflies and birds. The collection is housed on the lower floors. On the third floor is a library and the fifth floor has a study room and an ocean exhibition hall. One aim of the museum is to bring animal extinction to the attention of the public.

C National Museum of Korea

This is one of the most extensive museums in Seoul, housing art and archaeological relics from Korean prehistory through to the end of the Chosun Dynasty (1910). Throughout the three-floor museum, there are 4,500 artefacts on display in 18 permanent galleries. Audio guides, touch screens, and video rooms all help to bring the ancient world alive here. In addition to regular exhibitions, the museum offers special educational programs such as public lectures, arts and crafts classes, and special tours.

D Seoul Metropolitan Museum of Art

Established in 1988, this museum is located on the former site of Kyonghee-gung palace. There are four floors with six exhibition halls. The collections include more than 170 Korean paintings, Western paintings and prints. Spend a peaceful and relaxing day amidst beautiful works of art. If you are an art enthusiast and would like to learn, the museum offers art courses every Friday.

E Korea Sports Museum

This is the sole museum in Korea dedicated to sports. It displays about 2,500 items tracing back to 1920, when Korea's first sports organization was founded. You can browse through sports memorabilia such as badges, medals, photographs, trophies, and mascots related to national and international sports events. Make sure not to miss the taekwondo-related exhibits.

Questions 9–14

Read the information below and answer Questions 9–14.

Gear Guide – Choosing a Backpack

For hikers, choosing the right backpack can be difficult. To help, gear expert Peter Hawkins has some useful tips.

Looking around any airport you'll see most travellers carrying a trusty backpack filled with everything they need or that wouldn't fit in their suitcase! However, when it comes to hiking, you'll need something entirely different. A quick glance in any camping shop will show that there are a lot to choose from, and they are far from cheap. So before you set foot in the shop, consider what you want your backpack for.

The first and most vital consideration is your anticipated load, but try not to carry more than you need. If your walks are short summer evening strolls, then a small backpack would be fine, but if your walks are day-long and year-round you'll need something bigger. Mine typically contains a flask, packed lunch, waterproofs, clothing I've peeled off during the day, first aid kit and an emergency shelter. In winter I add a sleeping bag and a torch. However, I often lead walking parties to remote places, so my added responsibilities lead me to carry more. My current backpack is a *Craghopper AD30* (30 litres) which is just big enough. The average weekend hiker would only need half this much carrying space.

Another consideration is the design. Some newer models, such as the *Eagle 2000*, have a rolltop with one main compartment for storing your gear. The benefit of this is that, compared to a standard backpack, there are fewer zips to get stuck, and you get much more storage capacity. But it also means everything gets mixed up inside, which is inconvenient if you plan on combining hiking with fishing, for example, and need to carry your fishing tackle along with everything else. Having multiple pockets that can be accessed independently really helps to quickly get your equipment just when you need it. The *Hyperlight SD* gives the best of both worlds. As well as the rolltop design, which keeps the cost down and keeps the rain away from your camera more effectively than those with zips do, it also has a special added pocket at the back. This is great for carrying a water bottle, or keeping wet clothes away from everything else. It's also useful for winter trips, when you want to be able to rapidly change gloves and hats, without having to stop and open up your backpack every time. It's not quite big enough for my needs, but this is the one I find myself recommending the most often.

Questions 9–14

Do the following statements agree with the information given in the Reading Passage?

Next to questions 9–14, write

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

- 9 More backpacks are sold than suitcases.

 10 The *Craghopper AD30* is too big for most hikers.

 11 Backpacks with a rolltop can carry more than a normal backpack.

 12 The *Eagle 2000* is best for people who like to fish.

 13 The *Hyperlight SD* is bigger than the *Eagle 2000*.

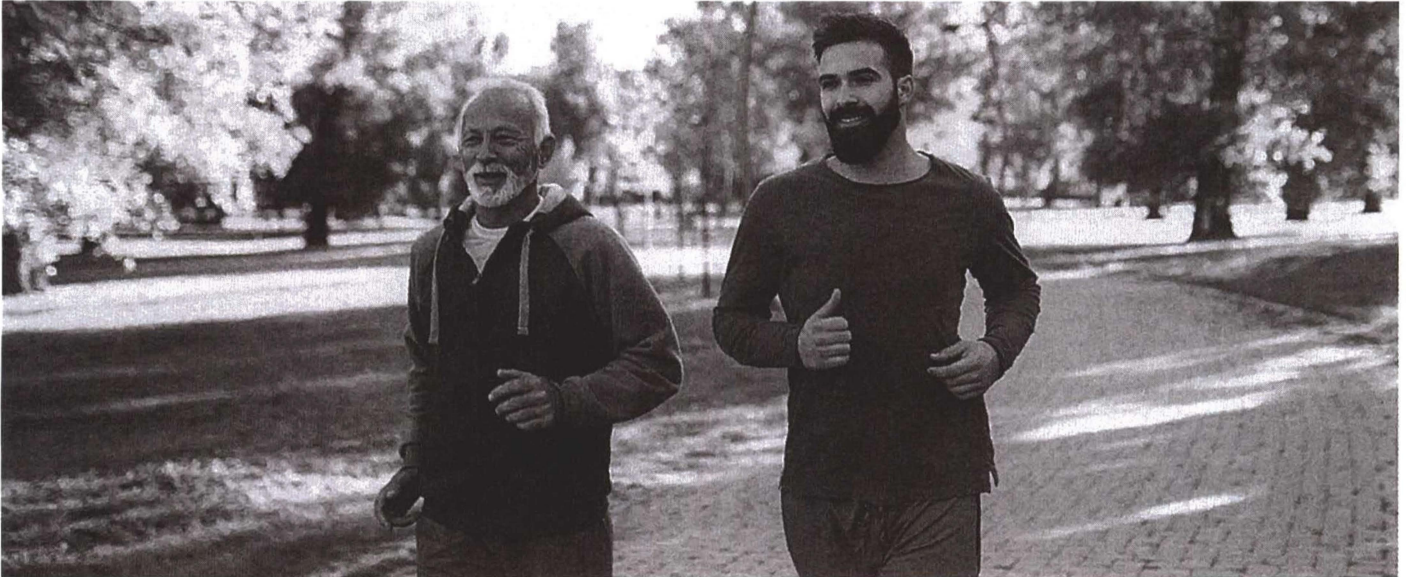
 14 Backpacks with zips are best for protecting your equipment from the weather.

Grammar focus task

Look at the adverbs taken from the second Reading Passage and say whether each one gives information about time, place, manner, intensity or frequency.

- | | |
|------------|-------|
| a entirely | ..... |
| b before | ..... |
| c often | ..... |
| d inside | ..... |
| e rapidly | ..... |

A Context listening



- 1 You are going to hear a talk comparing the performance of older and younger athletes. Before you listen, look at the phrases from the talk. Which ones would you associate with young athletes and which ones would you associate with older athletes?

breaking records

strongest in the world

greatest increases in speed

peak fitness

physical improvement

four minutes quicker each year

Olympics

complete a marathon

set record running times

- 2 11 Listen and check if you were right.

- 3 11 Listen again and say whether these sentences are true or false. Correct the sentences that are false.

- 1 Older athletes are getting faster and fitter.
- 2 Runners aged 50+ are speeding up less rapidly than young runners.
- 3 Women aged 60–68 running the New York marathon run on average two minutes faster each year.
- 4 Older athletes are less likely to achieve their peak fitness than younger athletes.
- 5 People grow weaker because they are less active than when they were younger.

- 4 Underline the language used to compare in Exercise 3.

- 1 Which sentences contain adjectives?
- 2 Which sentences contain adverbs?
- 3 Which word is used as both an adjective and an adverb?

B Grammar

1 Comparing adjectives

adjective	comparative	superlative
one syllable: <i>hard</i>	adjective + -er: <i>harder</i>	<i>the</i> + adjective + -est: <i>the hardest</i>
one syllable ending in -e: <i>nice</i>	adjective + -r: <i>nicer</i>	<i>the</i> + adjective + -st: <i>the nicest</i>
one syllable ending in vowel + consonant: <i>fat</i>	adjective with last consonant doubled + er: <i>fatter</i>	<i>the</i> + adjective + consonant doubled + -est: <i>the fattest</i>
two syllables ending in -y: <i>happy</i>	adjective -y + -ier: <i>happier</i>	<i>the</i> + adjective -y + -iest: <i>the happiest</i>
two or more syllables: <i>enjoyable</i>	<i>more</i> + adjective: <i>more enjoyable</i>	<i>the most</i> + adjective: <i>the most enjoyable</i>
Irregular: <i>good, bad, far</i>	<i>better, worse, further/farther</i>	<i>the best, the worst, the furthest/farthest</i>

Comparative adjectives

We use comparative adjectives to compare two or more things, people or places:

*Younger runners will always be **faster** than older runners.*

or the same thing, person or place at two different times:

*I'm much **fitter** than I was last year.*

We use *than* after comparative adjectives to say what we are comparing something with. Sometimes we leave out the *than*-clause if it is clear from the context what we are comparing something with:

*Older athletes are getting **faster and fitter**. (than in the past)*

Superlative adjectives

We use superlative adjectives to compare one thing in a group with all the others in that group:

*The Olympics is probably **the most exciting** sports event in the sports calendar.*

We can modify superlatives with

- ♦ *one of the / some of the* + superlative + plural noun:

*It's one of the few chances we get to see **some of the best athletes** in the world competing against each other.*

*Tamsin is **one of the most generous people** I know.*

- ♦ ordinal numbers:

*Our team was **the third best** in the competition.*

We can replace *the* with a possessive:

***my** best friend*

***his** greatest achievement*

2 Comparing adverbs

We can compare how things are done by using *more/most* + adverb:

*Runners aged 50 and over are speeding up **more rapidly** than younger people.*

*Women aged 60 to 68 improved **the most markedly**.*

Adverbs that have the same form as the adjective (e.g. *hard, fast, straight, late, early, quick*) add *-er/-est*:

*Women aged 60 to 68 run on average four minutes **faster** each year.*

There are some irregular adverbs (e.g. *well, better, best; badly, worse, worst; far, further, furthest; little, less, least*):

*I did **worse** than I had expected in the exam, so I was disappointed.*

3 Other ways of comparing

We use *less / the least* to mean the opposite of *more / the most*:

*You might imagine that the Masters Games would be **less** exciting to watch.*

*That was probably **the least** enjoyable meal I've ever had!*

We can add emphasis

- ♦ with words like *even, far, a great deal, a little, a lot, much* + comparative:

*Older women showed **much greater** increases in speed than expected.*

- ♦ in formal English with words like *slightly, considerably, significantly* + comparative:

*The figures for 2016 were **significantly higher** than those for the year 2013.*

*The number of women in higher education was **only slightly lower** than the number of men.*

- ▲ We cannot use *very* with comparatives (**not** ~~the number of women was very lower~~).

We can say two things are the same or similar with *as* + adjective/adverb + *as*:

*My car is **as old as** yours. (= the two cars are the same age)*

*Older athletes are **as likely** to achieve their peak fitness **as** younger athletes. (= they have the same chance of achieving this)*

We can add to the meaning by using *just, almost, nearly, half, twice, three times* etc.:

*In 2018, our team was **almost as successful as** in 2015.*

*He can run **twice as fast as** the others in his team.*

We can say two things are different with *not as* + adjective/adverb + *as*:

*While they may **not be as fast as** their younger counterparts ...*

We can show that a change is happening over time by repeating the comparative:

*Each year athletes seem to be getting **better and better**.*

*Our atmosphere is gradually becoming **more and more polluted**.*

*It seems **less and less likely** that there will be a general election this year.*

We use *the* + comparative + *the* + comparative to show that two things vary or change at the same time:

*It would seem that **the longer** athletes keep competing, **the greater** are their chances of setting new records.*

The sooner the better.

4 Comparing quantities

quantifier	comparative	superlative
<i>a lot / much / many</i>	<i>more</i>	<i>the most</i>
<i>a few</i>	<i>fewer</i> (+ plural countable noun)	<i>the fewest</i> (+ plural countable noun)
<i>a little</i>	<i>less</i> (+ uncountable noun)	<i>the least</i> (+ uncountable noun)

For plural or uncountable nouns we can compare quantities with *more* or *most*:

*Today's top sportspeople receive a lot **more money** than in the past.*

We can use *fewer* or *the fewest* with plural countable nouns, and *less* or *the least* with uncountable nouns:

*Twenty-five years ago few 60-year-old men and even **fewer women** would have considered running a marathon.*

*There used to be **less information** available about fitness.*

We can add emphasis

- ♦ with *a lot / many* + *more/fewer* + plural countable noun:

*Increased sponsorship has given today's athletes **many more opportunities** to succeed.*

- ♦ with *a lot / much* + *more/less* + uncountable noun:

*Today's athletes need to do **much more training** than in the past.*

- ♦ by repeating *more/less/fewer*:

*So much in our society is about making **more and more money**.*

We can say something is the same or different using (*not*) *as many/much* + plural/uncountable noun (+ *as*):

*There **aren't as many people** doing sports at school (as there used to be).*

We can add more specific information about quantity by using *half*, *twice*, *three times* etc. with *as many/much* ... *as*:

*In 2016 China won nearly **twice as many silver medals as** Germany.*

*The US won more than **three times as many medals as** France.*

Grammar extra: Comparing nouns

We can compare how similar things are using *like*, *the same (as)*, *similar to*:

*Older athletes can achieve **the same degree of physical improvement as** those in their twenties and thirties.*

*He swims **like** a fish.*

*This film is **similar to** this director's last one.*

C Grammar exercises

1 Fill in the gaps with the adjectives in the box in a comparative or superlative form.

brave effective exciting expensive ~~fast~~ good happy heavy small

- 1 I travelled through Turkey by train because it was *the fastest* way to cross the country.
- 2 Scientists have discovered a tiny bacteria living in the deep ocean. They say it is living organism known to man.
- 3 It is almost impossible to find a parking space in the city centre so it is to travel by public transport if you need to go there.
- 4 Painkillers are much now so they reduce pain a lot faster than in the past.
- 5 I like all kinds of sports, but I think football is game to watch because it is so fast-moving.
- 6 Nick did a bungee-jump, but I was too scared. He's much than me.
- 7 I think people from the north of my country are than people from the south. In the south no one ever seems to smile, but it's the opposite in the north.
- 8 The website listed hotels in a wide price range. I was amazed that the ones cost over \$500 a night.
- 9 Weightlifters these days are lifting weights than ever before.

2 Fill in the gaps with the words in brackets in a comparative or superlative form.

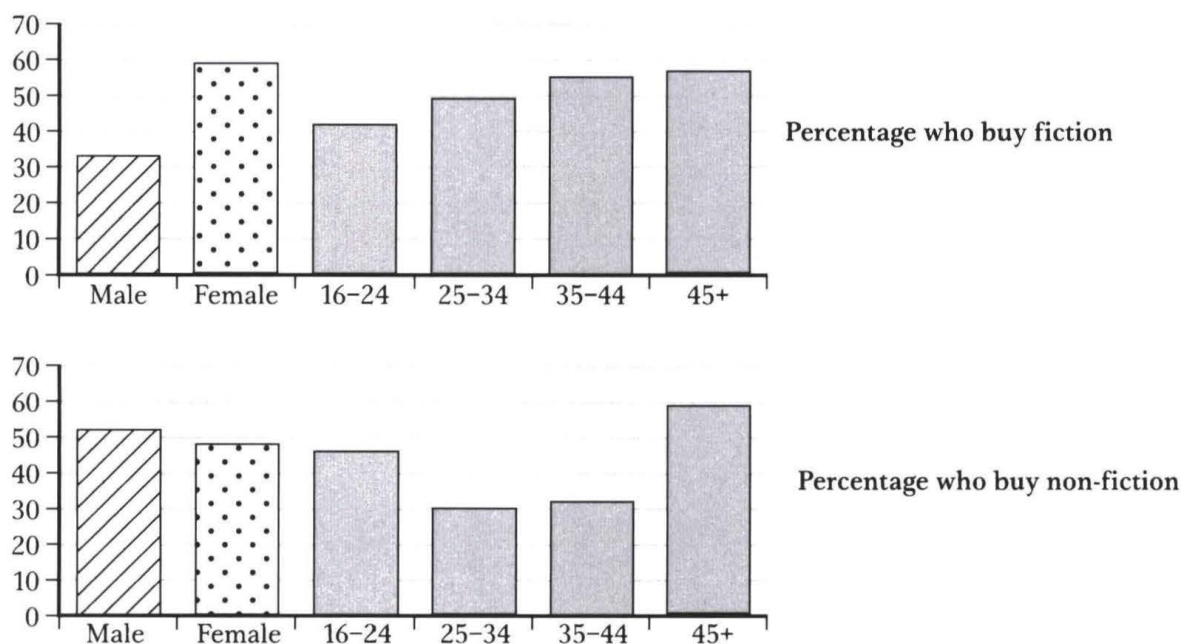
Teacher: What are 1 *the most obvious* (*obvious*) differences you have noticed between your own country and this one?

Student: Oh there are so many! In my country people are 2 *not as interested* (*not/interested*) in foreigners as people here, who are much 3 (*friendly*). They are always kind and welcoming. Also, the weather is very different. It's much 4 (*hot*) in my country. It's only autumn but I am feeling cold here already and it's getting 5 (*cold*) every day. I don't like that. Then there's the food. Your food is 6 (*not/good*) ours. Our food is 7 (*spicy*) and 8 (*delicious*). I think it's 9 (*good*) in the world! It is 10 (*not/expensive*) either. I've also noticed that people here eat slightly 11 (*early*) and they eat their meals 12 (*quickly*). And I am beginning to change my own habits too! 13 (*long*) I stay here, 14 (*fast*) I seem to be eating.

3 Fill in the gaps in the model answer below. Write no more than one word for each answer.

The charts below show the number and types of books bought by men and women and four different age groups in the UK.

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



The charts give information about the types of books that British men and women and different age groups buy. Overall, women tend to buy 1) *more* books than men, and men over 45 buy the 2) non-fiction books; however, non-fiction is generally 3) popular than fiction.

Looking at the general trends for fiction, women buy the 4) books in this genre and men buy the 5) at 65% and 35% respectively. In fact, women buy almost 6) as many fiction books as men. When it comes to age, the amount of books bought increases steadily with age, with each age group buying 7) more than the one before it.

In contrast, the purchasing of non-fiction books fluctuates across different age groups and women buy only slightly 8) non-fiction books than men. People aged between 25 and 44 are 9) likely to buy non-fiction books than the 10) age group of 16- to 24-year-olds. However, people aged over 45 make up 60% of this market and so are by far the 11) purchasers of non-fiction.

- 4 Read the description of the table below. Decide if the underlined comparisons are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

2004 Olympic Games Medal Table					
Rank	Country	Gold	Silver	Bronze	Total
1	United States	35	39	29	103
2	China	32	17	14	63
3	Russia	27	27	38	92
4	Australia	17	16	16	49
5	Japan	16	9	12	37
6	Germany	14	16	18	48
7	France	11	9	13	33
8	Italy	10	11	11	32
9	South Korea	9	12	9	30
10	Great Britain	9	9	12	30

The table shows the number of medals won by the top ten countries in the 2004 Olympic Games. The USA won 1 greatest number of medals overall with a total of 103. They won 2 more silver medals as gold and 3 more medals than any other country in both categories. China had 4 the third high number of medals at 63, but unlike the USA, China won 5 less silver medals than gold medals. While Russia's silver medal total was 6 more good than China's, they did not do 7 well as China in the gold medals, winning just 27. In fact China had a 8 more lower overall medal total than Russia but, as the table is based on the number of gold medals won, they were placed second. Similarly, Germany was 9 significantly successful at winning medals than Japan, with a total of 48 compared to Japan's 37, but because Japan won 10 two more gold medals that Germany they were ranked 11 higher. Great Britain gave 12 the worse performance in this group, winning only nine gold and nine silver medals.

- 1 the greatest
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

D Test practice

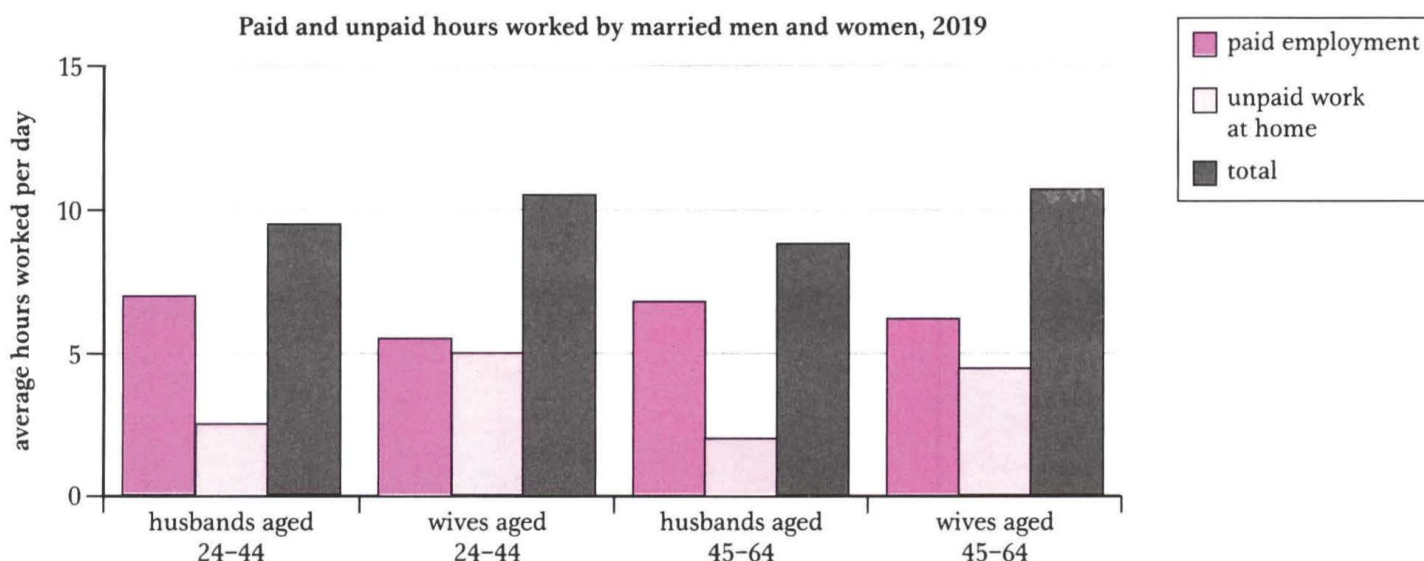
Academic Writing Task 1

You should spend about 20 minutes on this task.

The chart below shows the average hours per day married men and women in one country spent on paid work and unpaid work in 2019.

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

You should write at least 150 words.



Grammar focus task

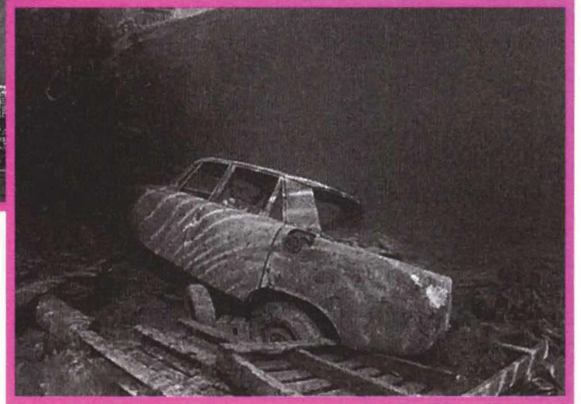
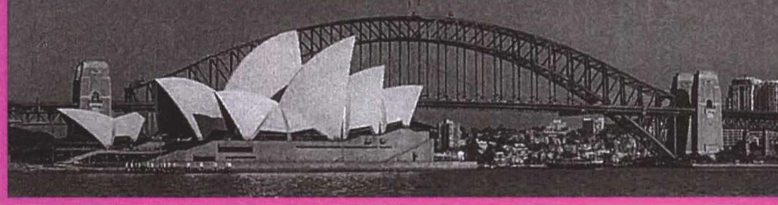
Fill in the gaps in the following sentences using the correct form of the words in brackets and any other words you need.

- The total number of hours worked by married women was (great) the total number of hours worked by married men.
- Whilst women aged 45 to 64 may have worked (few) hours inside the home than younger women, overall they worked (great) number of hours per day due to the extra hours of paid work that they did.
- Married men aged 25 to 44 spent only (slight/more) time working outside the home than men aged 45 to 64, but this figure is (significant/high) the number of hours of paid work that women of the same age did.
- Married women in the 25 to 44 age group worked almost (many) hours inside the home as outside, and there was only a slight difference in the 45 to 64 age group.
- Married men worked on average (three/long) outside of the home than inside.

The noun phrase

noun + prepositional phrase; noun + participle clause;
noun + to-infinitive clause

A Context listening



- 1** You are going to hear a woman giving a talk about a project she is involved in. Before you listen, look at the pictures and the words below. What do you think the purpose of the project is?

abundance analyse calculate car tyres conservation debris diver
habitat harbour reef rope rubble seahorses species submerged

- 2** **12** Listen and see if you were right. What did the study show? What did the woman's team decide to do?
- 3** **12** Listen again and match the beginnings (1–8) and endings (a–h) of these phrases. Stop the recording when you need to.
- | | |
|-------------------------|---------------------------------------|
| 1 this horrible rubbish | a with bright red bodies |
| 2 the idea | b of the past |
| 3 the areas | c of putting rubbish into the harbour |
| 4 other debris | d with submerged rubbish |
| 5 sea tulips | e to expand our study |
| 6 a decision | f lying on the sea floor |
| 7 the rubble | g cleared of rubbish |
| 8 other possible sites | h lying at the bottom of the harbour |

- 4** Add the phrases from Exercise 3 to the table below.

noun + preposition	noun + past participle	noun + -ing	noun + to-infinitive
the idea of putting rubbish into the harbour		this horrible rubbish lying at the bottom of the harbour	

B Grammar

The noun phrase

A noun phrase is a group of words with a noun as its main part. Information about the noun can be before the noun and/or after the noun.

Information that comes before the noun in a noun phrase is usually expressed through

- ◆ determiners (see Unit 8):
this horrible rubbish
- ◆ adjectives and adverbs (see Unit 10):
a rich habitat

Information that comes after the noun is usually expressed through

- ◆ prepositional phrases:
an abundance of creatures
- ◆ past participle clauses:
the rubbish contained in the harbour
- ◆ present participle (-ing) clauses:
the rubbish lying at the bottom of the harbour
- ◆ to-infinitive clauses:
a decision to expand

1 Noun + prepositional phrase

We can add information after a noun by using a prepositional phrase. Common prepositions in these phrases are *of*, *in*, *for*, *on*, *to*, *with*:

*possible sites **with submerged rubbish***
*a rich habitat **for an abundance of creatures***

Of is the most common preposition used in prepositional noun phrases. It is used after nouns of quantity or containers:

*the **number of fish*** *an **abundance of creatures** (quantities)*
*a **bottle of water*** *a **packet of biscuits** (containers)*

We also use *of* to show belonging or possession (see Unit 8):

*the rubble **of the past** (not ~~the past's rubble~~)*
*particular areas **of the harbour***

We often use *at*, *in* and *on* to talk about physical location:

*this rubbish lying **at the bottom of the harbour***
*different species living **in Sydney Harbour***

Prepositional phrases containing *with* often express the same information as a relative clause with the main verb *have*:

*harbour sites **with submerged rubbish** (= harbour sites which have submerged rubbish)*
*sea tulips **with bright red bodies** (= sea tulips which have bright red bodies)*

2 Noun + past participle clause

A past participle clause gives the same information as a relative clause (see Unit 20) with a passive verb:

all of the rubbish contained in the harbour (= rubbish which is contained in the harbour)

areas cleared of rubbish (= areas which have been cleared of rubbish)

the data collected from the sites (= the data which is collected from the sites)

In both spoken and written English using a noun + past participle clause is more common than the equivalent relative clause because it can express the same information in fewer words.

3 Noun + present participle (-ing) clause

A present participle clause can give the same information as a relative clause with an active verb, often in the present or past continuous:

the other debris lying on the sea floor (= the other debris which is lying on the sea floor)

As in section 2 above, the noun + present participle clause is more common than the equivalent relative clause.

4 Noun + to-infinitive clause

To-infinitive clauses are used to show a purpose or intention and usually follow nouns of time, place, manner and quantity:

time to go

the place to visit

a way to look at it

a lot to look at

Nouns followed by the *to*-infinitive are related to verbs also followed by the *to*-infinitive (e.g. *decide/decision*; *plan/plan*):

a decision to expand (decide to)

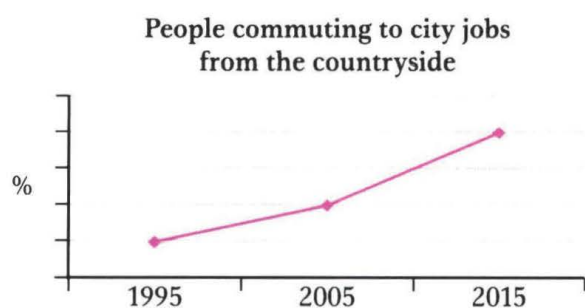
our plan to build a new hospital (plan to)

C Grammar exercises

1 Fill in the gaps with *of*, *in*, *for*, *on*, *to* or *with*.

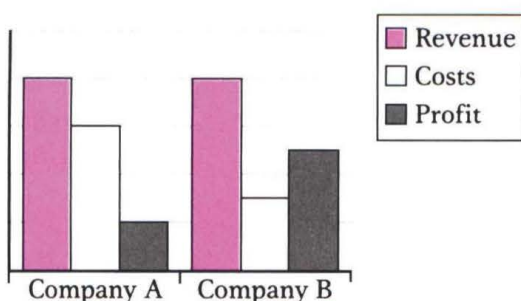
- 1 My family live in an old, wooden house ...*with*... shutters.
- 2 Our main meal the day usually includes rice and vegetables.
- 3 She got the best exam results the whole school.
- 4 At a wedding reception in Britain, all the guests usually get a piece the cake.
- 5 In my country there are special universities talented sportsmen and women.
- 6 You need a large amount money if you want to travel around the world.
- 7 My recent business trip Florida was a great success.
- 8 The house the corner is for sale.
- 9 The weather Greece is wonderful compared with here.
- 10 You should buy a grammar book answers, so that you can practise by yourself.

2 Fill in the gaps with the present or past participle of the verbs in brackets.



- 1 The information*given*..... (*give*) in the graph shows that more and more people (*work*) in towns and cities prefer to live in the countryside and commute to work. The number of people (*move*) out of towns and cities increased significantly between 1995 and 2015.

- 2 Our awareness of food quality has changed recently with more people (*buy*) organic food and eggs and meat (*produce*) from animals that live in natural, comfortable conditions. Since 1980 the quantity of food (*grow*) organically in the UK has risen steadily.



- 3 The graph gives information (*concern*) sales and profits of two manufacturing companies. Company A sells pencils (*make*) in the UK, whereas Company B sells pencils (*manufacture*) overseas. Company B has lower costs (*result*) in a higher annual profit.

- 3** Join the two sentences to make one sentence using a noun phrase. Add prepositions where necessary.

- 1 I live in Malaysia. I live in the capital city.
I live in the *capital city of* Malaysia.
- 2 Many people buy their own home. The number is increasing.
The number of increasing.
- 3 A proposal was made by the education department. It was rejected by the government.
The proposal the government.
- 4 We have computer software. The software's purpose is to predict future earthquakes.
We have computer software earthquakes.
- 5 A new dictionary is about to be published. The dictionary contains more words than ever before.
A new dictionary to be published.
- 6 My favourite novel is a story. The story is based on the author's own experience.
My favourite novel own experience.

- 4** Use noun phrases to replace the underlined sentences.

Describe a holiday you have had that was successful.
You should say:
when the holiday took place
what activities you did
what you saw on the holiday
and say why the holiday was a success.

I recently had a wonderful holiday in Crete ^{with my friends}. 1 I went with my friends. When we arrived, we saw a bus. 2 The bus was waiting to take us to our hotel. The hotel was nice with good views. 3 The views were of the sea. The location was also very good. 4 There was lots to do nearby. There are lots of Minoan sites. 5 You can visit them. It's a lovely island. 6 It has beautiful beaches. We spent our time sightseeing, lying on the beach and walking.

Actually, it was the walking that I liked best. We did one amazing walk. 7 It was through the Samarian Gorge. It took all day, but was well worth it. We saw a snake. 8 The snake was curled up on a rock. And lots of lizards and birds. We got really hot and were very tired when we arrived at the beach at the end of the long walk. It was great to see the sea. 9 It was sparkling in the sun. We ran into the water to cool down. It was the best holiday ever.

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–12** which are based on the Reading Passage below.

Practical intelligence lends a hand

Dr Rajendra Persaud explains how practical intelligence is linked to success.

This year, record numbers of high school students obtained top grades in their final exams, yet employers complain that young people still lack the basic skills to succeed at work. The only explanation offered is that exams must be getting easier. But the real answer could lie in a study just published by Professor Robert Sternberg, an eminent psychologist at Yale University in the USA and the world's leading expert on intelligence. His research reveals the existence of a totally new variety: practical intelligence.

Professor Sternberg's astonishing finding is that practical intelligence, which predicts success in real life, has an inverse relationship with academic intelligence. In other words, the more practically intelligent you are, the less likely you are to succeed at school or university. Similarly, the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence.

Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence) tests. Entrepreneurs and those who have built large businesses from scratch are frequently discovered to be high school or college drop-outs. IQ as a concept is more than 100 years old. It was supposed to explain why some people excelled at a wide variety of intellectual tasks.

But IQ ran into trouble when it became apparent that some high scorers failed to achieve in real life what was predicted by their tests.

Emotional intelligence (EQ), which emerged a decade ago, was supposed to explain this deficit. It suggested that to succeed in real life, people needed both emotional as well as intellectual skills. EQ includes the abilities to motivate yourself and persist in the face of frustrations; to curb impulses and delay gratification; to regulate moods and keep distress from swamping the ability to think; and to understand and empathize with others. While social or emotional intelligence was a useful concept in explaining many of the real-world deficiencies of super-intelligent people, it did not go any further than the IQ test in measuring success in real life. Again, some of the most successful people in the business world were obviously lacking in social charm.

Not all the real-life difficulties we face are solvable with just good social skills – and good social acumen in one situation may not translate to another. The crucial problem with academic and emotional intelligence scores is that they are both poor predictors of success in real life. In fact, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.

Professor Sternberg's group at Yale began from a very different position from traditional researchers into intelligence. Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not. Instead of measuring this form of intelligence with mathematical or verbal tests, practical intelligence is scored by answers to real-life dilemmas such as: 'If you were travelling by car and got stranded on a motorway during a blizzard, what would you do?' An important contrast between these questions is that in academic tests there is usually only one answer, whereas in practical intelligence tests – as in real life – there are several different solutions to the problem.

The Yale group found that most of the really useful knowledge which successful people have acquired is gained during everyday activities – but typically without conscious awareness. Although successful people's behaviour reflects the fact that they have this knowledge, high achievers are often unable to articulate or define what they know. This partly explains why practical intelligence has been so difficult to identify.

Practical intelligence may also help to resolve the previously unexplained paradox of why performance in academic tests usually declines after formal education ends yet most older adults contend that their ability to solve practical problems increases over the years. The key implication for organizations and companies is that

practical intelligence may not be detectable by conventional auditing and performance-measuring procedures.

Professor Sternberg also found that the best way to teach practical intelligence is to ask successful people to relate examples of crucial incidents at work where they solved problems by using skills they had learnt while doing their jobs. It would appear that one of the best ways of improving your practical intelligence is to observe master practitioners at work and, in particular, to focus on the skills they have acquired while doing the job. Oddly enough, this is the basis of traditional apprentice training. Historically, the junior doctor learnt by observing the consultant surgeon at work and the junior lawyer by assisting the senior barrister. Thus, training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses.

However, perhaps the biggest challenge is in recruitment, as these new studies strongly suggest that paper qualifications are unlikely to be helpful in predicting who will be best at solving your company's problems. Professor Sternberg's research suggests that we should start looking at companies in a completely different way – and see them as places where a huge number of problems are being solved all the time but where it may take new eyes to see the practical intelligence in action.

Questions 1–5

Choose the correct answer, **A**, **B**, **C** or **D**.

- 1 What did Professor Sternberg's study reveal about formal education?
A Qualifications are a good indicator of future work success.
B Education can help people cope with real-life problems.
C Intelligent people do not always achieve well at school.
D High grades can indicate a lack of practical intelligence.
- 2 What is the 'deficit' referred to in the fourth paragraph?
A People with high IQ scores could not score well in EQ tests.
B EQ tests were unable to predict success at work.
C High IQ scores did not always lead to personal success.
D People with high EQ scores could not cope with real life.
- 3 Professor Sternberg's research differed from previous studies because
A he used verbal testing instead of mathematics.
B he began by establishing a new definition of intelligence.
C he analysed whether intelligence could predict success in real life.
D he focused on what was different about successful people.
- 4 The researchers found one reason why little is known about practical intelligence is that successful people
A are often unwilling to be the subject of scientific studies.
B are sometimes unable to put their knowledge into words.
C are fully occupied with their everyday lives.
D are frequently unaware of their own abilities.
- 5 In order to increase the practical intelligence of employees, companies need to
A adopt an apprentice-style system.
B organise special courses.
C devise better training manuals.
D carry out an audit on all employees.

Questions 6–13

Look at the following statements (Questions 6–13) and the list of types of tests below.

Match each statement with the correct type of test, **A**, **B** or **C**.

Write the correct letter, **A**, **B** or **C**, next to questions 6–13.

NB You may use any letter more than once.

- 6** measures skills which are likely to improve with age
- 7** takes into account people's social skills
- 8** assesses the ability to deal with real-life difficulties
- 9** the oldest of the three tests
- 10** can indicate whether a person has good self-control
- 11** high scorers are more likely to stay calm in difficult situations
- 12** questions have more than one possible answer
- 13** least likely to predict career success

List of tests

- A** academic intelligence (IQ) test
- B** emotional intelligence (EQ) test
- C** practical intelligence test

Grammar focus task

Look at the first paragraph of the text and find one example of each of the following types of noun phrase:

- 1** noun + prepositional phrase
- 2** noun + past participle clause
- 3** noun + *to*-infinitive

A Context listening

- 1 You are going to hear two doctors discussing a patient. Before you listen, look at the newspaper headline and guess how it relates to the patient.

THE
Morning Herald

Does anyone know who this man is?

~~~~~



**Today's top stories**

~~~~~

~~~~~

~~~~~

~~~~~

~~~~~

- 2 **13a** Listen and check if you were right.
- 3 **13a** Listen again and say whether the sentences below are true or false. Correct the sentences that are false.

- 1 The patient could remember all his personal details.
- 2 The patient definitely came from Yorkshire.
- 3 The patient could speak French and Italian.
- 4 Joe thinks that the patient might have been running away from something.
- 5 Joe thinks that the patient was definitely unmarried.
- 6 The patient has been unable to make contact with anyone he knows.
- 7 Deborah thinks that the patient can't have hit his head.
- 8 Deborah thinks that the patient will never recover his memory.

- 4 Underline these words in the questions and answers in Exercise 3.

could couldn't might be able to must can't will

- 1 Which words refer to ability?
- 2 Which words refer to certainty or impossibility?
- 3 Which words refer to possibility?

B Grammar

Modal verbs (*can, could, may, might, must, will, would, shall, should, ought to, need*) are auxiliary verbs that give information about ability, possibility or necessity.

Modal verbs are followed by the infinitive without *to* and their form doesn't change:

*He **could** speak French and Italian. (not ~~He coulds speak~~)*

***Could** you speak French before you lived there? (not ~~Did you could speak~~)*

1 Ability

We use the following verbs to talk about ability:

Present	<i>can, can't, be able to, manage to</i>	<i>I can't swim.</i>
Past	<i>could, couldn't, be able to, manage to</i>	<i>They weren't able to find out his name.</i>
Perfect	<i>be able to, manage to</i>	<i>Have you managed to finish the report yet?</i>
Future	<i>be able to, manage to</i>	<i>I won't be able to meet you later.</i>

It is more common to use *can/could* to talk about general ability in the present and past than *be able to*:

***Can** you remember much about it? (= Are you able to remember?)*

*He **could** speak French and Italian, but he **couldn't** remember his name.*

To talk about ability on one specific occasion in the past we use *couldn't, was(n't)/were(n't) able to*, but not *could*:

*The police **were able to** find out that he **could** speak French and Italian. (not ~~The police could find out~~)*

*He **couldn't** remember who he was.*

We sometimes use *manage to* to show that something is difficult to achieve:

*I've finally **managed to** give up smoking after all these years!*

We use *be able to* or *manage to* with perfect or future forms:

*Apparently he's **been able to** find his family.*

*Within a year he'll probably **be able to** remember quite a lot. (not ~~Within a year he can probably remember quite a lot.~~)*

2 Other uses of can

We use *can* to mean *sometimes*:

*People **can** do funny things when they've experienced something terrible. (= people sometimes do funny things)*

We also use *can* to ask for and give permission:

***Can** I borrow the car this afternoon?*

*You **can** borrow it, but I need it later this evening.*

3 Possibility

We use *must*, *may*, *might*, *could*, *couldn't* and *can't* when there is some evidence, information or belief that something is probably or possibly true (or not true). The modal verb we choose depends on the strength of the evidence we have to support our ideas.

very likely	<i>must</i>
possible	<i>might, may, could, may not, might not</i>
very unlikely	<i>can't, couldn't</i>

Could, *may* and *might* express the same degree of possibility:

*He **may/might/could** remember some things already.*

Couldn't expresses the same probability as *can't*. It is usually used to talk about the past:

*The police realised he **couldn't** be Canadian. (= it was very unlikely that he was Canadian)*

⚠ *May not* and *might not* do not express the same probability as *couldn't*:

*The supermarket **may/might not** be open today because it's a Bank Holiday. (~~not the supermarket couldn't be open~~)*

Present

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + infinitive without *to* to talk about possibility in the present:

*He **may remember** some things already. (= it is possible he remembers some things now)*

*It **can't be** very easy living with someone who doesn't remember any of the past. (= it is very unlikely that it is easy)*

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *be* + *-ing* to talk about things (possibly) happening or in progress at the time of speaking:

*They **must be having** a difficult time adjusting to it all.*

*The phone is engaged. He **might be talking** to his sister on the phone.*

Past

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have* + past participle to talk about possibility in the past:

*In the attack he **must have hit** his head. (= there is strong evidence that he hit his head)*

*He **could have had** a wife and children. (this is a possible situation)*

*He **can't have been** married. (= there is strong evidence that he wasn't married)*

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have been* + *-ing* to talk about things possibly happening or in progress in the past:

*He **might have been trying** to run away from his past.*

Future

We can use *may (not)*, *might (not)* and *could (not)* + infinitive without *to* to talk about possibility or uncertainty in the future:

He could make a total recovery one day.

We can use *may (not)*, *might (not)*, *could (not)*, *must*, *can't* + *be* + *-ing* to talk about things possibly happening at a time in the future:

I might be meeting John later.

4 Expressing possibility and opinions in written texts

Modals are very important in written texts because they 'soften' the message and help to show that the author is expressing an opinion rather than a proven fact. *May* is very common in these kinds of texts as well as *can* used to mean 'sometimes'. (see B3)

Compare these sentences and the teacher's comments:

Student's work	Teacher's comment
People <u>are unkind</u> about their colleagues but it <u>is simply</u> because they are feeling insecure at work.	How do you know this?
People <u>can be unkind</u> about their colleagues but it <u>may simply be</u> because they are feeling insecure at work.	Good sentence.
Banning cars with high fuel consumption <u>is</u> a good idea, as it <u>will result</u> in less pollution.	This is a very strong opinion.
Banning cars with high fuel consumption <u>may be</u> a good idea, as it <u>could result</u> in less pollution.	Good sentence. You are making your opinion 'softer'.

5 Alternatives to modals

Adverbs like *certainly*, *probably*, *possibly*, *perhaps* and *maybe* can be used to express similar ideas to modal verbs:

*He had **probably** been attacked and robbed.* (= he must have been attacked)

We can use *it + be + certain/likely/probable/possible/impossible* to express ability, probability and possibility:

*It is **possible** to program your computer to translate texts automatically.* (= you can program your computer)

*It is **possible** that the train will be late.* (= the train might be late)

C Grammar exercises

1 Underline the most suitable words. Sometimes both options are possible.

- 1 He's a concert pianist and he can / *manages to* play all Beethoven's sonatas.
- 2 When I lived in a small town, I *was able to* / *could* walk almost everywhere, but now I live in the capital city I need a car.
- 3 They worked all night and *could* / *managed to* finish the report just in time.
- 4 The protesters *didn't manage to* / *couldn't* persuade the president to change the law.
- 5 Next year she *can* / *will be able to* join the club, but she's not old enough yet.
- 6 In my country it *can* / *is able to* get very cold in the winter.
- 7 I was nearly late as the bus didn't come, but luckily I *could* / *managed to* get a taxi.
- 8 I hope that I *will be able to* / *will manage to* do some sightseeing when I'm in New York next week on business, but I've got a busy schedule.
- 9 She didn't get good enough grades to go to her first choice of university but she *could* / *was able to* get a place at another one.

2 Tick (✓) the sentence, a or b, which best matches the sentence on the right.

- | | |
|--|---|
| 1a He might be British. | He has a British passport. |
| b He must be British. ✓ | |
| 2a Our teacher can't be off sick. | I just saw him in the corridor talking to a student. |
| b Our teacher may not be off sick. | |
| 3a It can be cold in Delhi in December. | I advise you to take some warm clothes just in case. |
| b It must be cold in Delhi in December. | |
| 4a John can't have been working late last night. | He wasn't home when I called at seven. |
| b John might have been working late last night. | |
| 5a He can't be a millionaire. | He has shares in the most successful company of all time. |
| b He must be a millionaire. | |
| 6a I may come to the lecture this afternoon. | It depends if I finish my essay before then. |
| b I must come to the lecture this afternoon. | |
| 7a The exam may have been very difficult. | Not many people passed it. |
| b The exam must have been very difficult. | |
| 8a John couldn't know how to get here. | We will have to give him directions. |
| b John might not know how to get here. | |

3 Replace the underlined phrases with a suitable past modal phrase.

The mummy of Djedmaatesankh, a young woman from the ninth century BC, lies behind a glass display in the Royal Ontario Museum. 2,800 years ago she lived in Thebes with her husband on the east bank of the river Nile. They were well-off, although as a double-income couple without children 1 it is likely they were rather unusual. Djedmaatesankh was a musician at the great Temple of Amun-Re at nearby Karnak, where her husband was a temple doorkeeper. 2 It is possible that their jobs at the temple provided the couple with a small wage and other benefits to supplement their main income from a piece of fertile Nile land on which 3 it is possible that they grew crops of barley, sesame or dates.

We can only guess at what Djedmaatesankh's life would have been like, and try to imagine what her problems were. 4 It is possible she was anxious about her inability to have children and certainly, as she approached her thirties, 5 it is highly likely that she worried about her health.

Looking upon a face from so long ago, a face not unlike that of any other young woman in Egypt today, ties us more personally to history. In a way that 6 was impossible for her to imagine, Djedmaatesankh has achieved a degree of fame in our 21st century, appearing in dozens of newspapers and magazines.

1 they must have been

4

2

5

3

6

4 Read the following extract from an essay. Find seven places where you can add *may*, *can* or *can't* to soften the verbs.

Watching television is very bad for children and can affect the way they behave so they should only watch educational programmes.

Do you agree or disagree?

Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is harmful to children, saying can be that it influences behaviour in a negative way.

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages violent behaviour in children. This is true in cases of children who have already exhibited violent tendencies, but it isn't true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages the same in children.

Nevertheless, overall I believe that restricting children's television viewing to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome any risks of television being a bad influence.

D Test practice

Listening Part 4 13b

Questions 1–10

Complete the notes below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Concrete and cement

Key facts

- Concrete is made from cement (and other ingredients).
- 1824 – the first cement was made in a 1
- For modern-day cement, the minerals needed are obtained using natural materials (e.g. limestone, chalk, 2
- To make concrete, cement is mixed with small stones, 3 and water.
- Concrete is very versatile.

Main environmental issues concerning cement production

- It creates 8% of the world's CO₂ emissions.
- The situation will get worse – by 2050, production is estimated to grow by 4%.
- The carbon emissions come from i) the use of 5 and ii) the carbon in the materials.

Possible solutions

- Labs are working on possible alternatives to cement.
- Some manufacturers are trying to lower the 6 required for cement production.
- In the US, one company is using 7 to help combine the raw materials.
- In Australia, a company is using a waste product formed when manufacturing 8
- Some companies are trying to prevent emissions from escaping.

Ancient Roman concrete

- It's better for the environment than modern concrete.
- It was made using lime and volcanic rock – scientists think 9 makes it stronger.
- It is stronger and lasts longer than modern concrete – so it may be useful to make containers for dangerous 10

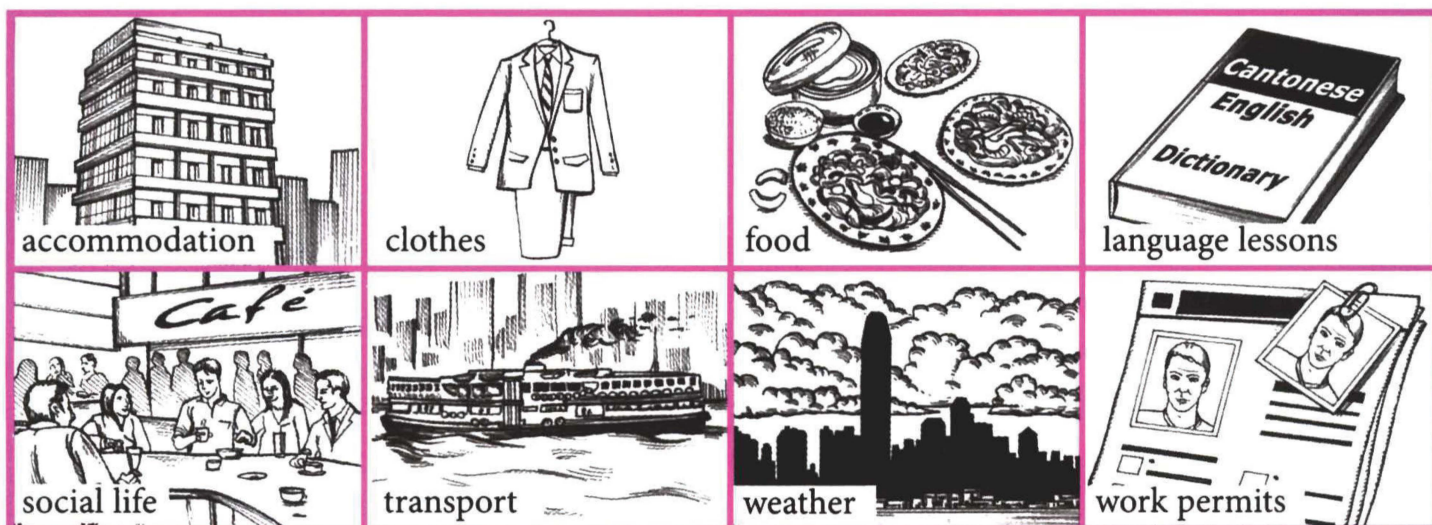
Grammar focus task

Listen to the recording again and fill in the gaps with a modal and the correct form of the words in brackets.

- 1 Chemicals such as calcium and iron, which are naturally occurring, and
(*find*) in substances like limestone, chalk and even shells.
- 2 In fact, it's estimated that by 2050 cement production (*increase*) by as much as 23 percent, while studies tell us it actually needs to *drop* by at least 16 percent. So, you (*begin*) to see the issue here, and the challenge that cement presents when it comes to combating climate change.
- 3 Systems like this (*only, capture*) so much and so they
(*not, prove*) to be feasible on the scale needed to be effective.
- 4 The Romans (*make*) their concrete by combining lime and volcanic rock, and it was especially used for underwater structures, like piers and so on.
- 5 Because of this, it (*be*) ideal for storing highly toxic chemicals.
- 6 Now, re-creating this ancient concrete (*not, be*) as easy as we think, but, if they (*work out*) how to do it, then modern engineers
(*then, exploit*) a material that doesn't need reinforcements, (*last*) for centuries and makes fewer carbon emissions.

A Context listening

1 You are going to hear a man asking a colleague for advice about living in Hong Kong. Before you listen, look at the pictures and guess which of these topics they talk about.



2 **14** Listen and check if you were right.

3 **14** Now listen again and fill in the gaps in the colleague's advice.

- 1 You a few days to recover from jet lag.
- 2 You the underground system as much as possible.
- 3 You some Cantonese to travel on the public light buses.
- 4 You loose change on the ferries and the buses.
- 5 You to speak Cantonese in some market stalls.
- 6 You a work permit before you go.
- 7 You too casually for work.
- 8 You any guide books in England.
- 9 You lots of passport photos with you.

4 Complete the table below with words from Exercise 3.

strong obligation or necessity	advice or suggestions	no obligation or necessity
need to		

B Grammar

We use expressions of obligation and necessity when there is a need to do something. This need can be internal (the speaker feels it is necessary) or external (rules or the situation make it necessary).

1 Obligation and necessity

The verbs *must* (*mustn't*), *have to*, *have got to* and *need to* express obligation and necessity:

You'll need to allow a bit of extra time to get over jet lag.

You have to get a work permit before you go.

You mustn't dress too casually for work.

Must is a modal verb and its form doesn't change:

He must try a bit harder. (not he-musts)

We use *must* when the obligation comes from the speaker:

You must invite me to visit you. (the speaker wants this)

When there is an institutional rule or a law, *have to* or *need to* are more common than *must*:

You have to get a work permit before you go. (this is a rule)

Have to is more common in spoken English than *must*, but in written English either is used. *Have got to* is more common in spoken English than written English:

I've got to find somewhere to live quite quickly.

Must is usually used on signs, notices and printed information:

All employees must hold a valid work permit.

To talk about obligation and necessity in the present we can use *must(n't)*, *have to*, *have got to* or *need to*. We use *have to* or *need to* with past and future tenses:

You will have to learn some Cantonese. (not You-will-must-learn)

He had to get up really early to catch the ferry to work. (not He-must-got-up-early)

⚠ We do not usually make questions with *must* and *ought to*:

What sort of things do you need to know? (not What-sort-of-things-must-you-ought-you-to-know?)

2 No obligation

We use *not have to*, *not need to* and *needn't* to suggest that there is no obligation or necessity to do something:

You needn't buy lots of guide books before you go. (= it is not necessary to buy guide books before you go)

⚠ *Mustn't* does not mean the same as *don't have to*, *don't need to* and *needn't*:

You don't have to wait for ages. (= it is not necessary to wait)

You mustn't wait here. (= it is not allowed to wait here)

To talk about lack of obligation in the past we can use *needn't have* + past participle, *didn't need to* or *didn't have to*:

We **didn't have to** worry about work permits when I was there.
I **needn't have bothered** to get a work permit. (= it wasn't necessary)

There is a difference between *didn't need to* and *needn't have*:

John picked me up from the station so I **didn't need to get** a taxi home. (= it wasn't necessary so I didn't get a taxi)
I **needn't have got** a taxi because John's flat wasn't far from the station. (= I got a taxi but it wasn't necessary)

To talk about the future we use *not have to* or *not need to*:

I hope I **won't have to** work late tonight.
He's **not going to need to** come to the meeting after all.

3 Suggestions and advice

We can use modal verbs *should(n't)* and *ought (not) to* to make suggestions or give advice:

You **should** try and use it whenever you can. (= I think it is a good idea)
You **ought to** take lots of passport photos with you.
You **shouldn't** dress casually for work.

We can use *must* to give strong advice:

You **must** phone me when you get there.

4 Adverbs

Adverbs like *also*, *always*, *never*, *sometimes*, *just* and *only* come after modal verbs:

You **should always** carry plenty of loose change.
You **must never** do that again.

To add extra emphasis we can use *really* before the verb:

You **really have to** see it to believe it.

5 Formal written English

Verbs of obligation, necessity and suggestion are common in formal and academic writing when giving opinions:

Governments **should** take advice from the experts before making new laws.
Companies **need to** consider cultural differences when engaging in business with overseas organisations.

C Grammar exercises

1 Underline the correct words. Sometimes both options are possible.

- 1 In my office you *have to* / *don't have to* wear a suit but lots of people do.
- 2 These pills *must not* / *don't have to* be taken if you are under twelve years old.
- 3 I *must* / *have to* leave now because I have a meeting.
- 4 I *didn't need to go* / *needn't have gone* to the station to pick her up because she decided to get the bus, so I finished my essay instead.
- 5 Notice to all conference participants: Please note that you *must* / *have got to* register before entering the conference hall.
- 6 You *mustn't* / *don't have to* smoke inside but you can smoke outside.
- 7 When I was at university, I *must* / *had to* write my assignments by hand because there weren't any computers then.
- 8 British dog-owners *have to* / *must* have passports for their dogs when they travel abroad.
- 9 Next year I'll *have to* / *'ll must* get a job to pay back all the money I've borrowed from the bank for my university fees.
- 10 The interview went really well so I *didn't need to worry* / *needn't have worried* about it so much beforehand.

2 Fill in the gaps below with the correct form of (not) *have to*, *must*, (not) *need* or *should*.

- 1 A: I'm going to Florence next week so I *'ll have* to buy a guidebook.
 B: Ah, well, you're in luck. You buy a book because I've got a small guide to Florence I can lend you.
- 2 A: What's Mike doing these days?
 B: He's studying really hard. He pass his exams in order to get the promotion his company have promised him.
- 3 A: (you) wear a uniform at work?
 B: Yes, and I find it rather strange because I've never worn one before. When I was at school, we wear a uniform although the girls wear skirts and not trousers.
- 4 A: The rules for university fees have just changed. I was really lucky because I pay for my education, but unfortunately my brother pay when he goes to university next year.
 B: Yes, I know. My sister will be affected too.

- 5 A: The bread's in the oven. Can you remind me to get it out in 20 minutes? I forget like last time when I burnt the loaf.
 B: I'm sorry. I'm afraid I go now, so I won't be able to remind you. Can't you set a timer?
 A: Oh, (you/really) go? I'd hoped you'd stay to lunch and have some of my bread!
- 6 A: I've just joined the tennis club. They've got all sorts of rules, you know.
 B: Really? Like what?
 A: Well, you wear white clothes on the courts, of course. But the really silly rule is that you turn your mobile off as soon as you arrive at the club. I don't want to do that – what if I'm needed at work or something?
 B: Perhaps they don't know you're a doctor. You tell them.

3 Read the extract from an Academic Writing Task 2. Decide if the underlined phrases are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Pollution is causing enormous problems all over the world these days. Governments 1 need to act quickly to stop this problem before it is too late.

The first thing I believe we 2 absolutely should do is reduce the amount we use our cars. Our governments 3 must to encourage us to use public transport. In my country, public transport is not very reliable, so the first thing that governments 4 have to do is to ensure that buses and trains are a viable alternative to the car. They 5 also should reduce the costs to the public of travelling on public transport.

However, it is not only the government that 6 needs to make an effort. All of us 7 should make some effort to reduce pollution. First of all, we 8 ought try to walk or cycle if we can, rather than using our cars. In the past people 9 must walk or cycle because they did not have cars. It is a shame that we have become so dependent on cars now. Secondly, we 10 should trying to share car use with our friends and colleagues.

All of us 11 will must make some changes to our lives if we want to reduce pollution. Fortunately, we 12 mustn't make big changes to make big improvements in the situation.

- | | | |
|-----------------------------------|---------------|----------------|
| 1 ✓ | 5 | 9 |
| 2 <u>absolutely must do</u> | 6 | 10 |
| 3 | 7 | 11 |
| 4 | 8 | 12 |

- 4** Fill in the gaps with the correct form of (*not*) *have to*, *ought to* or *must(n't)* and the verbs in brackets.

Teacher: Do you think it's a good thing for young people to travel to different countries before settling down to a job?

Student: Yes, I think it's a really exciting and interesting thing to do.

Teacher: What 1 *do you have to think* (*you/think*) about if you're going to go travelling?

Student: Well, you 2 (*consider*) lots of things first. For example, you
 3 (*have*) enough money in the first place, so you
 4 (*work*) a bit first to save some money. Then another important
 thing to consider is who to go with. You 5 (*travel*) with a friend,
 but it is probably safer and less lonely if you do. Also, you
 6 (*learn*) a bit about the countries before you go. It's a good idea
 to research cultural issues, so that you don't offend people by your behaviour. If you
 go to Nepal, for example, you 7 (*shout*) or raise your voice in
 public, and you 8 (*always/walk*) around a Buddhist temple in a
 clockwise direction. You 9 (*find out*) these things before you go.

Teacher: What things 10 (*you/arrange*) before you travel?

Student: Well, to visit some countries you 11 (*have*) a visa, so you
 12 (*organise*) that before you go.

D Test practice

General Training Reading Part 2

Questions 1–7

Read the passage below and answer Questions 1–7.

Staff recruitment

As an organisation, our mission is to constantly improve our performance, and the recruitment of staff plays a key role in this. We particularly want to recruit people from diverse backgrounds, and with a range of skills, and abilities. To meet these objectives, our Directors will regularly review the responsibilities and roles of staff within their sector. In addition, to attract a wide range of applicants, all Line managers should consider whether any new post could be covered flexibly, for example, through two employees working on a part-time basis.

When a post becomes vacant, the Line manager should advise Human Resources, who will seek approval from the Executive Director. Once this has been granted, and before advertising the post externally, consideration should always be given as to whether it can be filled internally so as to motivate and retain current employees.

An accurate job description is critical to the recruitment process. When the opening is for a new role, Human Resources will draft this document in consultation with the appropriate Line manager when necessary. Following this, there are a number of options for generating interest in the position, including placing advertisements in newspapers and specialist journals. Existing employees will also be offered incentives to assist in the process by recommending any of their personal contacts.

The majority of external applicants will apply using our online forms. However, in exceptional circumstances, we may consider the submission of a curriculum vitae. In these instances, candidates must also submit a cover letter detailing their suitability for the role.

An interview panel, made up of no less than three company representatives, will be established by Human Resources. The panel must treat all applications confidentially, and assess each one consistently against the relevant criteria. However, a recruitment agency will be used to manage the initial phase of the interview process through telephone interviews. Promising recruits will then be invited to attend a face-to-face interview with the in-house panel. This panel will comprise staff from relevant departments and will be put together by Human Resources. When recruiting for senior positions, a short list of up to ten candidates will then be drawn up, who will be reinterviewed and asked to participate in a team meeting before the successful candidate is selected.

Questions 1–7

Complete the flowchart below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Staff recruitment process

Once a vacancy has been identified, the **1)** decide whether the role can be shared.



After receiving permission from the **2)**, the recruitment process can begin.



First, **3)** will produce a clear job description to use when advertising the post.



4) are encouraged to suggest possible applicants.



Applicants who send in a resume will also need to provide a **5)**



Once applications are received, a **6)** will call the applicants to interview them.



For higher level roles, candidates will need to take part in a second interview and a **7)**

General Training Writing task 1

You should spend about 20 minutes on this task.

A friend of yours has a son / daughter who recently graduated and is now applying for jobs. Your friend has asked you to give their son / daughter some advice about applying for a job.

Write a letter to your friend's son / daughter. In your letter

- **give some advice about applying for a job**
- **explain why these things are important**
- **suggest a time and place you can meet to talk about this**

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

Dear,

Grammar focus task

Underline the correct verbs in the model answer below.

Dear Jane

Your mum has asked me to give you some advice about applying for jobs. A lot depends on the type of job you would like, but there are some general points you ¹**ought / should** to bear in mind. Firstly, you ²**should / need** try to find out as much as you can about a company and its application process before you apply. Second, when you apply, you ³**must / have** be sure to include everything they ask for. Some companies like to have a CV and a cover letter. Others have their own online forms that you ⁴**have / must** to use – it's important to find all this out before you start. In the past, companies used to ask for a photograph, but you ⁵**needn't / mustn't** do that now.

The reason all this is important is that it tells the company you're serious about working for them. You'd be surprised how many applicants don't fill in the right forms. Also, if you manage to get an interview, you ⁶**need to / shouldn't** be able to answer any questions they ask about why you chose this company, so the more you know the better.

Anyway, these are just a few points, it would be better to meet and have a chat about it. Why don't you and your mum come over for dinner next week so we can chat about it some more? You ⁷**needn't have bothered / won't have to** bring anything – I'll cook my famous pizzas!

See you soon,

Pauline


Are the verbs used to show advice, necessity, obligation, or no obligation?


A Context listening

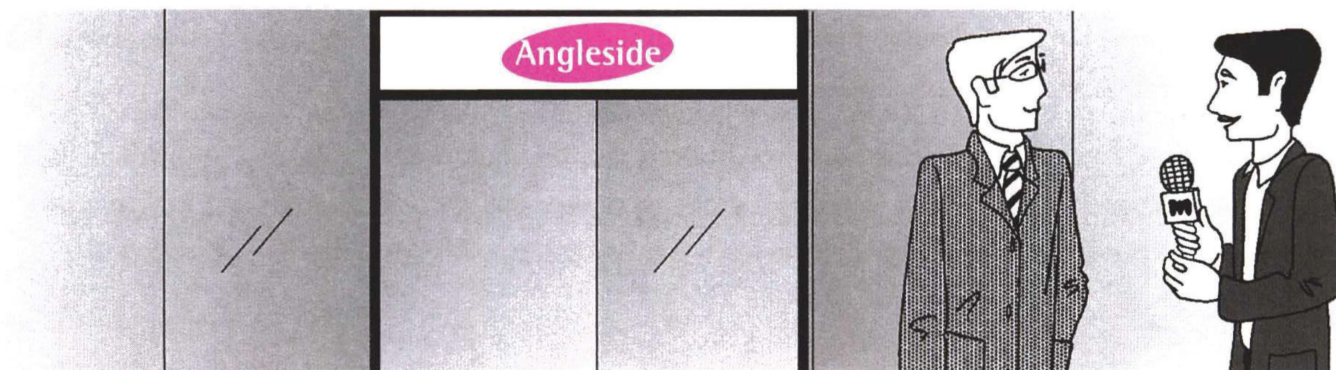
- 1** You are going to hear an interview with Christopher West, the Managing Director of a company called Angleside. Before you listen, look at the newspaper headlines below. Which of the topics in the box do you think Mr West mentions?

**JOBS TO GO
AT ANGLESIDE****DOUBTS OVER
COMPANY'S FUTURE**

voluntary redundancy early retirement low profits good business sense
a promising future poor relationship between management and workers

- 2**  **15a** Listen to the first part of the recording and check if you were right.

- 3**  **15a** Listen to the first part again and fill in the gaps.



- Mr West: However, we 1 voluntary redundancy and early retirement and 2 to cover most of the job losses this way.
- Interviewer: And what has led to this situation? 3 a result of Angleside's poor performance over the past five years?
- Mr West: No, the company 4 badly. This 5 nothing to do with the figures; it just makes good business sense.
- Interviewer: So 6 that your figures 7 the basis for this decision to cut jobs?
- Mr West: Absolutely. We 8 the way we operate our business two years ago.

4 Here is the journalist's radio report. Fill in the gaps with the verbs in the box.

15b Then listen to the second part of the recording to check your answers.

announced asked assured claimed denied hoped promised said

At local company Angleside, up to 150 employees will lose their jobs. Christopher West, the Managing Director, 1 they would be offering voluntary redundancy and early retirement and 2 to cover the job losses in this way. I 3 Mr West if these cuts were a result of Angleside's poor performance over the past five years but he 4 that the company had not been doing well and 5 that the job losses have nothing to do with the figures. West 6 that they decided to make changes two years ago. He 7 me that the company would continue to operate in the future and 8 to do his best for the employees.

5 What are the main differences between the texts in Exercise 3 and Exercise 4?

B Grammar

We can use reported speech to report in writing or speech what someone has said.

1 Tense changes

When we report what someone has said, we sometimes change the tense of the main verb: we move tenses 'back' one tense.

Original tense of main verb	Tense in reported speech
present simple <i>I live in Italy.</i>	→ past simple <i>She said she lived in Italy.</i>
present continuous <i>I'm living in Italy.</i>	→ past continuous <i>She said she was living in Italy.</i>
past simple <i>I lived in Italy.</i>	→ past perfect <i>She said she had lived in Italy.</i>
past continuous <i>I was living in Italy.</i>	→ past perfect continuous <i>She said she had been living in Italy.</i>
present perfect <i>I've lived in Italy.</i>	→ past perfect <i>She said she had lived in Italy.</i>
past perfect <i>I'd lived in Italy.</i>	→ past perfect <i>She said she'd lived in Italy.</i>
be going to <i>I'm going to live in Italy.</i>	→ was/were going to <i>She said she was going to live in Italy.</i>
will <i>I'll live in Italy.</i>	→ would <i>She said she would live in Italy.</i>
may/might <i>I may/might live in Italy next year.</i>	→ might <i>She said she might live in Italy next year.</i>
can <i>I can live in Italy.</i>	→ could <i>She said she could live in Italy.</i>
must <i>I must live in Italy.</i>	→ had to <i>She said she had to live in Italy.</i>

However, we often choose not to change the tense. This may be because

- ♦ what we are talking about remains true:
'This **has** nothing to do with the figures.'
→ He said that the job losses **have** nothing to do with the figures. (at the time of reporting, this fact is still true)
- ♦ the original tense was past simple or past continuous:
'We **decided** to change the way we operate our business two years ago.'
→ West claimed that they **decided** to make changes two years ago.

2 Reporting verbs

When we report what someone has said, we are unlikely to use exactly the same words as in the original speech. We can choose from many different reporting verbs to help us convey the general idea using fewer words than in the original speech. Here are some common reporting verbs:

reporting verb (+ <i>that</i>)
admit, agree, announce, argue, believe, claim, complain, deny, explain, insist, promise, propose, reply, request, say, state, suggest, think, warn: <i>The director claimed (<i>that</i>) they decided to make the changes two years ago.</i>
reporting verb + someone + <i>that</i>
assure, inform, persuade, remind, tell: <i>He assured the interviewer that the company would continue to operate in the future.</i>
reporting verb + <i>to</i>-infinitive
agree, ask, claim, offer, promise, propose, refuse: <i>He promised to do his best for the employees.</i>
reporting verb + someone + <i>to</i>-infinitive
advise, ask, encourage, invite, persuade, remind, tell, urge, warn: <i>They urged the employees to stay calm.</i>
reporting verb + preposition + -ing/noun
argue about, complain about: <i>He complained about the terrible food.</i> apologise for: <i>The company apologised for causing redundancies.</i> insist on: <i>The manager insisted on seeing the staff.</i> complain to: <i>He complained to the manager.</i>
reporting verb + someone + preposition + -ing/noun
accuse of: <i>They accused the company of planning badly.</i> advise about, remind about: <i>They reminded her about the meeting.</i> advise on, congratulate on: <i>He advised me on the deal.</i> blame for, thank for: <i>They thanked her for coming.</i>
reporting verb + -ing/noun
accept, admit, deny, suggest: <i>The director denied having financial problems.</i> <i>The employees accepted the offer of early redundancy.</i>
reporting verb + someone (+ noun)
offer, promise, refuse: <i>He offered her a job.</i>

▲ Some of the same verbs can be used in different ways (e.g. *admit, claim, offer, persuade*):
*West **claimed that** they decided to make the changes two years ago.*
*West **claimed to have decided** to make the changes two years ago.*

3 Time references etc.

We sometimes need to change other words or phrases in reported speech if they are reported at a different time from the original words:

today → *that day*

yesterday → *the day before*

now → *then / straight away*

here → *there*

tomorrow → *the following day / the next day*

next week → *the following week*

this → *that*

He said he would see me tomorrow. (reported on the same day)

He said he would see me the next day. (reported at a later date)

Sometimes the context requires pronouns to change:

'I like you.' → *He said he liked her.*

'I like you.' → *I said I liked her.*

4 Reporting questions

We use statement word order when reporting questions:

I asked Mr West how he was going to deal with the problem. (not ~~*I asked Mr West how was he going to deal with the problem.*~~)

To report questions with question words (*who, what, where, why, when, how*) we keep the question word:

'What has led to this situation?'

→ *The interviewer asked what had led to this situation.*

We can use *if* or *whether* to report yes/no questions:

'Are these cuts a result of Angleside's poor performance over the past five years?'

→ *I asked if/whether these cuts were the result of Angleside's poor performance over the past five years.*

⚠ We do not use a question mark for reported questions.

Grammar extra: Other ways of reporting

We can use other expressions to report speech, e.g. *according to* (common in spoken and written English), *apparently*, *supposedly*, *seemingly* (more common in spoken English):

According to the radio programme, they are cutting 150 jobs.

C Grammar exercises

1 Here is a conversation between Tanya and her teacher.



When are you taking the IELTS test? Have you registered yet?



Do you feel prepared for it?



You've made excellent progress.



Oh, try not to worry. You've worked very hard.

Yes. I'm doing it next Saturday.

Well, your classes have been really helpful, so I think so.

Thank you. I'm feeling very nervous though.

Yes, I have. I think I'll be alright once I'm doing the test.



A week later, Tanya tells her friend about the conversation. Fill in the gaps.

To: Clara

From: Tanya

Subject: IELTS test on Saturday!

Hi Clara

I was talking to my teacher about my IELTS test last week. She asked

1 me when I was taking the test. I said 2 Saturday. She asked

3 prepared for it. I replied 4 really helpful.

She told 5 excellent progress. I said 6

very nervous. She told 7 worry and said 8

very hard. I said 9 alright once I 10

the test.

2 Underline the correct verb in each sentence.

- 1 Some people argue/remind that banning cars from city centres would reduce pollution.
- 2 The organisation campaigns against pollution and for the environment and they *insist/urge* people to start walking and cycling more.
- 3 My boyfriend is always forgetting things so it was a good thing I *reminded/suggested* him to bring his passport when we went on holiday.
- 4 I was very unhappy with the service so I *complained/insisted* to the manager and he gave me a discount on my meal.
- 5 I needed to talk to my boss so I *reminded/suggested* a meeting and we arranged one for later that day.
- 6 The students felt very strongly about the issue and *refused/insisted* on seeing the vice-chancellor to discuss it.
- 7 I asked him really nicely but he still *refused/denied* to help me.
- 8 The tennis player regretted his actions and *blamed/apologised* for his behaviour afterwards.
- 9 Jane was having difficulties sleeping and the doctor *advised/suggested* her to take some rest from her heavy work schedule.
- 10 The armed robbers *warned/announced* the bank staff not to move or they might use their guns.

3 Correct the mistakes in these sentences.

- 1 I met Annie and ~~she said me~~ she was getting married. *she told me / she said*
- 2 The education minister encouraged students take out a loan to cover their fees.
- 3 At the interview he asked did I want to start the job tomorrow!
- 4 The speaker urged people that they should vote for him.
- 5 We agreed making our presentation to the group first.
- 6 My tutor promised mark the first draft of my dissertation immediately.
- 7 Jacques invited us going to his house for dinner on Friday.
- 8 During the Speaking module the examiner asked me what were my hobbies.
- 9 The customers complained the quality of the food.
- 10 When the college announced about the changes, everyone was worried.
- 11 I wanted to pay for myself but my boyfriend insisted to pay.
- 12 The university sent me an email asking me when would I be arriving.

- 4** Report each of the sentences below using a verb from the box. Remember that you do not need to report the original words exactly.

agree apologise ask ask deny encourage persuaded ~~promise~~
 refuse suggest

- 1 'We are going to lower taxes and reduce unemployment!'
 The government *promised to lower taxes and reduce unemployment.*
- 2 'I really think you should apply for the job. You'd have a good chance of getting it.'
 She
- 3 'No, I won't help you. Do it yourself!'
 He
- 4 'Oh, okay, I'll go to the meeting.'
 She
- 5 'I didn't cause the accident. It wasn't me.'
 He
- 6 'We are very sorry that we lost your application form.'
 They
- 7 'Why aren't there many poisonous snakes in Britain?'
 He
- 8 'Are you going to the lecture tomorrow?'
 She
- 9 'Why don't you have a day off? You could do with a rest.'
 She
- 10 'Please come to the theatre with me, Dan. I really think you'll enjoy it.'
 'Oh, alright then, Claire.'
 Claire

D Test practice

Listening Part 3 15c

Questions 1–4

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

Solar power towers

- 1 How did the students feel about their topic?
A surprised by how much they could find
B relieved their tutor was able to help
C pleased to find that it wasn't too boring
- 2 What do they decide to do about the science of solar towers?
A check with their tutor
B prepare a simple drawing
C explain the history behind it
- 3 What do the students say about salt-based solar towers?
A They seem to be less common than water-based towers.
B The information they have on them is not very useful.
C They appear to be better for the environment.
- 4 What do the students agree is the biggest disadvantage of solar towers?
A the high building costs
B the lack of suitable places
C the amount of energy lost

Questions 5–10

What comments do the speakers make about the solar tower projects in the following places?

Comments about solar tower projects

- | | |
|---|---|
| A the location is unusual | F taller than any other built so far |
| B the business was not a success | G was finished very quickly |
| C was the most expensive to build | H covers the largest area of land |
| D provides energy for a local business | I the construction method is unusual |
| E has been selling solar power the longest | |

Places

- 5 Morocco
- 6 Spain
- 7 the US
- 8 Sweden
- 9 South America
- 10 Cyprus

Grammar focus task

Look at the extract from the recording and the summary of the discussion below. Complete the summary using the correct form of the verbs in the box.

Steve: Yeah! Rather than getting straight into the science of solar towers, I thought we could begin with the history, actually, and show the one Leonardo da Vinci designed.

Rosie: Maybe. The modern ones operate quite differently though, don't they?

Steve: I suppose. Is it better to talk about the special mirrors that they use to capture more sunlight, and how the light's converted into energy?

Rosie: Hmm, I really don't know if we should spend much time on all that.

Steve: OK. But I don't want to be marked down if they say we should've at least mentioned it.

Rosie: The tutor mentioned that Peter and Sue did a similar topic last term. I'm seeing them later, so why don't I check what they did?

Steve: OK. In the meantime, I'll draw up a basic diagram showing all the main parts, just in case.

Rosie: Brilliant. We'll need to be ready to answer any questions like that at the end anyway.

Steve: I agree.

agree argue ask offer remind state suggest

Steve 1 that they begin with the history of solar towers rather than the science, but Rosie 2 him that the modern ones operate in a different way. Steve 3 with this, and 4 whether they should talk about the technology. Rosie was worried about spending too much time on it, but Steve 5 that they might be marked down if they didn't mention it. Rosie 6 to ask Peter and Sue what they had done the previous term, and Steve 7 that he would make a basic diagram ready just in case.

A Context listening



1 Freya is doing a course. What job do you think she wants to do?

2 16 Listen and answer these questions.

- 1 What course is she doing?
- 2 What does she enjoy most?
- 3 What fear has she overcome?

3 Complete these sentences from the recording by using the verbs in brackets.

16 Listen again and check your answers.

- 1 I decided (*do*) an animal management course.
- 2 I chose (*study*) at Fairfield College because it's got a good range of animals and everyone's really friendly.
- 3 The course is only three days a week, so I've already started (*work*) part-time at a pet shop.
- 4 I prefer (*take*) time so I can get to know them.
- 5 I don't even mind (*clean*) them out.
- 6 They've let us (*treat*) some minor problems, like removing splinters from paws.
- 7 They make us (*handle*) all kinds of animals including spiders and snakes.
- 8 I remember (*feel*) really scared.
- 9 As long as you remember (*do*) it the way you've been taught, it's fine.
- 10 Before, if I heard him (*bark*), I just told him (*be*) quiet.
- 11 I'd really like (*work*) in either a zoo or a safari park.

4 All the verbs you have written in Exercise 3 follow other verbs. Which verbs are followed by:

- 1 (object +) *to*-infinitive
- 2 (object +) *-ing*
- 3 object + infinitive without *to*

Which verb is followed by two different patterns?

B Grammar

When you use two verbs together, the form of the second verb depends on the first verb. The second verb can be the *to*-infinitive, the infinitive without *to*, or *-ing*.

▲ Many verbs can also be followed by a *that*-clause, e.g. *recommend, suggest, tell* (see Unit 15).

1 Verb + *to*-infinitive

Some verbs are followed directly by the *to*-infinitive and do not need an object:

agree aim appear arrange attempt be able be likely claim decide deserve
fail hope learn manage offer plan promise refuse seem tend try

*Was animal care something you always **hoped to do**?*

*I **decided to do** an animal management course during my last year at school.*

Some verbs are always followed by an object + *to*-infinitive:

advise allow encourage force get persuade remind teach tell warn

*This course **has taught me to respect** all animals and overcome my fears. (~~not This course has taught to respect all animals~~)*

*I just **told him to be** quiet.*

Get is used with an object + *to*-infinitive when it means *persuade* or *make*:

*If you want to **get your teachers to notice** your work, you should make sure you hand it in on time.*

Some verbs can be used with or without an object + *to*-infinitive:

ask choose dare expect help intend need prefer prepare want

*I didn't **want to touch** the snakes.*

*They **wanted us to touch** the snakes.*

2 Verb (+ preposition) + *-ing*

Some verbs are followed by *-ing*:

approve of avoid can't help can't stand carry on consider deny don't mind
enjoy feel like finish give up imagine include insist on involve keep
mention mind practise put off recommend resist suggest think of/about

*I **prefer dealing** with the customers but I **don't mind cleaning** out the animals and feeding them.*

*We've **practised handling** animals.*

When a verb is followed by a preposition (except *to*), then the following verb is always *-ing*:

*I was **thinking about doing** another course.*

3 Verb + to-infinitive or -ing

Some verbs are followed by either *to*-infinitive or *-ing* with little difference in meaning:

attempt begin bother continue hate like love prefer start

I've started working at a pet shop. (= I've started to work at a pet shop.)

I like feeding the animals. (= I like to feed the animals.)

▲ *Would like / would love / would prefer* are followed by the *to*-infinitive:

I'd really like to work in either a zoo or a safari park.

I'd prefer to stop studying for a while.

Some verbs mean something different when they are followed by the *to*-infinitive or *-ing*:

forget go on need remember stop try

verb	+ <i>to</i> -infinitive	+ <i>-ing</i>
<i>go on</i>	<ul style="list-style-type: none"> one action follows another: <i>After university she went on to get a job as a vet.</i> (= she finished university and then she got a job as a vet) 	<ul style="list-style-type: none"> an action is repeated or continued: <i>She went on talking even though the film had started.</i> (= she continued talking)
<i>remember</i>	<ul style="list-style-type: none"> you remember before you do the action: <i>As long as you remember to do what you've been told, it's fine.</i> (= I remember 2 do what you've been told) 	<ul style="list-style-type: none"> you remember after doing the action: <i>I remember feeling really scared.</i> (= 1 I felt scared 2 I remembered that feeling)
<i>forget</i>	<ul style="list-style-type: none"> the action did not happen: <i>I forgot to post my application form.</i> (= I didn't post it) 	<ul style="list-style-type: none"> the action happened: <i>I'll never forget meeting you that cold winter's day.</i> (= we did meet) This form is usually in the negative.
<i>stop</i>	<ul style="list-style-type: none"> there are two actions and the first stops so that the second can begin: <i>I stopped to ask the way.</i> (= I stopped and then I asked) 	<ul style="list-style-type: none"> there is one action which stops: <i>I'm going to stop studying for a while.</i>
<i>try</i>	<ul style="list-style-type: none"> make an effort to do something. You may not always be successful: <i>I try to find out why he's barking.</i> 	<ul style="list-style-type: none"> experiment with doing something: <i>She tried adding a bit more sugar but it still tasted horrible.</i>
<i>need</i>	<ul style="list-style-type: none"> the subject of the sentence will do the action: <i>I need to mend my jeans.</i> (= I will mend them) 	<ul style="list-style-type: none"> there is a passive meaning: <i>My jeans need mending.</i> (= we don't know who will mend them)

4 Verb + object + infinitive without to

feel hear help let make notice see watch

Make and *let* are always followed by an object + infinitive without *to*:

*They **made us handle** all kinds of animals including spiders and snakes.*

*They **let us take** it slowly.*

▲ When *make* is used in the passive we use the *to*-infinitive:

*I **was made to handle** all kinds of animals including spiders and snakes.*

Help can be followed by an infinitive with or without *to*:

*The course **helped me understand** my own dog better. (= The course helped me to understand my own dog better.)*

5 Negatives

If we want to make the second verb negative, we use *not*:

*I chose **not** to study at this college.*

*I enjoy **not** working late.*

C Grammar exercises

1 Fill in the gaps with the correct form of the verbs in brackets.

- Tutor: So have you managed 1 *to finish* (*finish*) the assignment, Kumiko?
- Kumiko: Well, I've nearly finished but I forgot 2 (*add*) a bibliography, so I'd like 3 (*have*) an extension, if that's possible?
- Tutor: How long will you need 4 (*do*) it?
- Kumiko: I aim 5 (*finish*) it today, but maybe two days would be the best thing.
- Tutor: Yes, that's fine. Have you begun 6 (*work*) on your dissertation yet?
- Kumiko: Yes, I started 7 (*write*) my questionnaire a couple of weeks ago, but I stopped 8 (*complete*) this assignment. I'm planning 9 (*get*) the questionnaire ready by the end of the week, and I'm hoping 10 (*show*) it to you for your comments before I use it. Could we meet next week?
- Tutor: Yes, of course. I'm afraid I can't find my diary though. I remember 11 (*put*) it in my briefcase this morning, but it doesn't seem 12 (*be*) there. Why don't you email me with a suitable time?
- Kumiko: Yes, okay.
- Tutor: So, I'll see you in the seminar tomorrow. Don't forget 13 (*email*) me!
- Kumiko: Thank you, I'll try 14 (*remember*).

2 Underline the correct form of the verbs.

- Mario remembered *to give* / *giving* his assignment to his tutor because he had spoken to her about its length, but she insisted that she had never received it.
- If you can't find the information at the library, try *to look* / *looking* on the Internet.
- She studied medicine at university and went on *to become* / *becoming* a surgeon.
- Look at Mum's car! It definitely needs *to clean* / *cleaning*!
- I'll never forget *to fall* / *falling* off that swing when I was a child.
- I was really nervous about the interview, and although I tried *not to worry* / *not worrying*, I was awake most of the night.
- The new government needs *to take* / *taking* notice of the opinions of the people.
- It seems that the new system of sending out reminders has worked, because this year 90% of members remembered *to renew* / *renewing* their membership in time.
- Economists predict that house prices will go on *to rise* / *rising* for at least another year.
- We weren't able to see the concert because Tamsin forgot *to bring* / *bringing* the tickets.

- 3** Decide if the underlined sections are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Teacher:	What impact do you feel a good learning experience at school can have on people in terms of future learning?	
Student:	Oh, well, obviously, having a good experience as a student will 1 <u>allow you feel</u> positive about learning in general. If you've had supportive teachers at school who 2 <u>encouraged you to work</u> hard, you are more likely 3 <u>to go on to be</u> conscientious in your university studies.	1 ...allow you to feel... 2✓..... 3
Teacher:	Can you give me an example?	
Student:	Well, with my art classes, my teacher was so supportive that I 4 <u>tried very hard pleasing</u> her. However, I have had other teachers who 5 <u>have made me to feel</u> useless, and that 6 <u>made me wanting</u> to give up.	4 5 6
Teacher:	How can teachers ensure that their students have a positive learning experience?	
Student:	I think teachers 7 <u>need to be</u> interested in their students. If they aren't interested, their students 8 <u>will stop to make</u> an effort. Also, if students 9 <u>enjoy being</u> in class, they are more likely to learn. Students 10 <u>don't mind to work</u> hard if they like what they are doing. So teachers should 11 <u>try to make</u> their classes stimulating.	7 8 9 10 11
Teacher:	Do you think that the curriculum in schools allows teachers to be creative and make their lessons interesting?	
Student:	Yes, in my country teachers must follow a curriculum, but the government 12 <u>doesn't force them teach</u> in a certain way. That means that teachers can 13 <u>decide to teach</u> the topic however they like. So, teachers can still be creative and 14 <u>let their students deciding</u> how they learn.	12 13 14

4 Fill in the gaps in the letter using both of the verbs in brackets.

Dear Sir,

I am writing to complain about the service I received in your hotel at the weekend. I arrived at your hotel at lunchtime on Friday and your receptionist 1 *told me to take* (tell/me/take) a seat while she dealt with some other customers. I 2 (not feel like/wait) after a long journey but I sat down anyway. However, after your receptionist 3 (finish/talk) to the other customers she walked away and left no one behind the desk. After about ten minutes, I rang the bell, but still no one came. I 4 (try/find) someone else to help me, and when I 5 (fail/do) this I went behind the desk and called through the door. The receptionist was sitting in the back room at the computer. When she 6 (see/me/stand) in the doorway, she apologised and said she 7 (need/send) an urgent email and 8 (carry on/look) at her screen.

If this had been the only poor service I received during my stay, I would not 9 (bother/write) this letter. However, later that evening, in the dining room, I had another bad experience. Your menu only had one vegetarian dish, so I ordered this. Imagine my horror when I 10 (start/eat) and discovered meat in the dish. I 11 (consider/leave) immediately, but instead I explained the situation to the waiter. I 12 (expect/him/get) me another vegetarian meal, but instead he simply shrugged his shoulders, removed the plate and walked away.

I 13 (hope/receive) a full apology from you for this poor service and some recompense for the unpleasant time I experienced whilst staying in your hotel. I 14 (advise/you/give) your staff some customer care training in the immediate future.

Yours faithfully,
Geraint Rees

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

How consumers decide

Professor John Maule from the University of Leeds describes new research into the way that consumers choose a product.

Consumers are creatures of habit: they buy the same products time and time again, and such is their familiarity with big brands, and the colours and logos that represent them, that they can register a brand they like with barely any conscious thought process. The packaging of consumer products is therefore a crucial vehicle for delivering the brand and the product into our shopping baskets.

Having said this, understanding how consumers make decisions, and the crucial role of packaging in this process, has been a totally neglected area of research so far. This is surprising given that organisations invest huge amounts of money in developing packaging that they believe is effective – especially at the retail level. Our Centre for Decision Research at Leeds University's Business School, in collaboration with Faraday Packaging, is now undertaking work in this area. It has already led to some important findings that challenge the ways in which organisations think about consumer choice.

The research has focused on two fundamental types of thinking. On the one hand, there's 'heuristic processing', which involves very shallow thought and is based on very simple rules: 1) buy what you recognise, 2) choose what you did last time, or 3) choose what a trusted



source suggests. This requires comparatively little effort, and involves looking at – and thinking about – only a small amount of the product information and packaging. One can do this with little or no conscious thought. On the other hand, 'systematic processing' involves much deeper levels of thought. When people choose goods in this way, they engage in quite detailed analytical thinking – taking account of the product information, including its price, its perceived quality and so on. This form of thinking, which is both analytical and conscious involves much more mental effort.

The role of packaging is likely to be very different for each of these types of decision making. Under heuristic processing, for example, consumers may simply need to be able to distinguish the pack from those of competitors since they are choosing on the basis of what they usually do. Under these circumstances, the simple perceptual features of the pack may be critical – so that we can quickly discriminate what we choose from the other products on offer. Under

systematic processing, however, product-related information may be more important, so the pack has to provide this in an easily identifiable form. Consumers will want to be able to compare the product with its competitors, so that they can determine which option is better for them. A crucial role of packaging in this situation is to communicate the characteristics of the product, highlighting its advantages over possible competitors.

So, when are people likely to use heuristic and systematic processing? First, we know that people are cognitive misers; in other words, they are economical with their thinking because it requires some effort from them. Essentially, people only engage in effort-demanding systematic processing when the situation justifies it, for example when they are not tired and when the purchase is important to them. Second, people have an upper limit to the amount of information they can absorb. If we present too much, therefore, they will become confused. This, in turn, is likely to lead them to disengage and choose something else. Third, people often lack the knowledge or experience needed, so will not be able to deal with things they do not already understand, such as the ingredients of food products, for example. And fourth, people vary in the extent to which they enjoy thinking. Our research has differentiated between people with a high need for thinking – who routinely engage in analytical thinking – and those low in

the need for cognition, who prefer to use very simple forms of thinking.

This work has an important impact on packaging in that what makes packaging effective is likely to vary according to the type of processing strategy that consumers use when choosing between products. Producers need to understand how consumers are selecting their products if they are to develop packaging that is relevant. Furthermore, testing the effectiveness of packaging can be ineffective if the methods employed concern one form of thinking (e.g. a focus group involving analytical thinking) but consumers are purchasing in the other mode (i.e. the heuristic, shallow form of thinking).

For the packaging industry it is important that retailers identify their key goals. Sustaining a consumer's commitment to a product may involve packaging that is distinctive at the heuristic level (if the consumers can recognise the product, they will buy it) but without encouraging consumers to engage in systematic processing (prompting deeper-level thinking that would include making comparisons with other products). Conversely, getting consumers to change brands may involve developing packaging that includes information that does stimulate systematic processing and thus encourages consumers to challenge their usual choice of product. Our work is investigating these issues, and the implications they have for developing effective packaging.

Questions 1–8

Do the following statements agree with the information given in the Reading Passage?

Next to Questions 1–8 write

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

- 1 The colours and labelling on a product have little impact on shoppers.
- 2 Companies study consumer behaviour before developing their packaging.
- 3 The concept of heuristic processing was thought up by Leeds University Business School.
- 4 A person who buys what another person recommends is using a heuristic approach to shopping.
- 5 Shoppers using systematic processing are more concerned about quality than price.
- 6 Systematic processing is less challenging than heuristic processing.
- 7 Expensive packaging is more important in heuristic processing than in systematic processing.
- 8 To appeal to shoppers who use systematic processing, clear details about a product must be given.

Questions 9–13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers next to Questions 9–13 below.

When people are likely to use different types of thinking

What we know:

- people are more likely to use heuristic processing when they are feeling **9**
- if too much **10** is given, then shoppers may buy another product

How companies can use this information:

- food companies should not assume consumers know a lot about **11**
- testing of packaging aimed at heuristic thinking will be **12** if the focus group use analytical thinking
- to keep existing customers, packaging should be **13** but simple

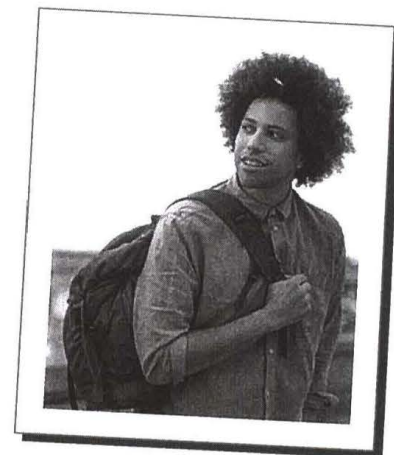
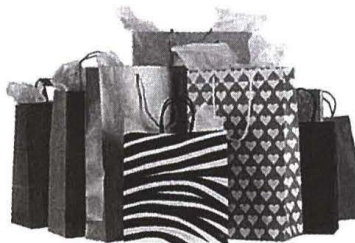
Grammar focus task

Look at these sentences from the text. Without looking back, fill in the gaps using the correct form of the verbs in brackets.

- 1 This is surprising given that organisations invest huge amounts of money in
(*develop*) packaging that they believe is effective.
- 2 This requires comparatively little effort, and involves (*look at*) – and
(*think about*) – only a small amount of the product information and packaging.
- 3 Under heuristic processing, for example, consumers may simply need
(*be able to*) distinguish the pack from those of competitors.
- 4 Consumers will want (*be able to*) compare the product with its competitors.
- 5 The role of packaging is likely (*be*) very different.
- 6 People vary in the extent to which they enjoy (*think*).
- 7 Prompting deeper-level thinking that would include (*make*) comparisons with other products.
- 8 Conversely, getting consumers (*change*) brands may involve (*develop*) packaging... that does stimulate systematic processing and thus encourages consumers (*challenge*) their usual choice of product.

A Context listening

- 1 Simon Brown has just inherited \$10,000 from his grandfather and is talking to his father about what to do with it. Look at these pictures. What would you do with the money?



- 2 17 Listen to the recording. Which of the things in the pictures do Simon and his father talk about? Do you agree with Simon or his father?

- 3 Match the first and second halves of these sentences from the recording.

17 Listen again and check your answers.

- 1 Unless you invest it properly, ...
 - 2 If I invest it, ...
 - 3 If I went travelling, ...
 - 4 If you were to spend a year travelling around the world, ...
 - 5 If you own a car, ...
 - 6 It would be great ...
 - 7 You won't lose any money ...
 - 8 As long as you get a second-hand one, ...
- a you'd probably need an awful lot more money than this!
 - b if I could drive to work instead of travelling on the bus.
 - c you won't earn much interest.
 - d provided that you think of it as a long-term investment.
 - e you should still be able to invest some of the money as well.
 - f I'd lose a year of study.
 - g you also have to pay for insurance and road tax every year.
 - h I won't be able to access the money quickly.

- 4 Look at the sentences in Exercise 3 above. Which words or phrases have a similar meaning to *if*? Do any of the sentences talk about events in the past?

B Grammar

Conditional sentences talk about a condition (usually introduced by *if*) and a possible result or consequence. The *if*-clause can be before or after the result clause. We use a comma between clauses when the *if*-clause comes first. Either clause can be positive or negative.

1 Zero conditional

if + present tense, + present tense
present tense + *if* + present tense

If you heat water to 100°C, it boils.
Water boils if you heat it to 100°C.

We use the zero conditional to talk about something that is a general truth or fact (*if* has a similar meaning to *every time*):

If you own a car, you also have to pay for insurance and registration every year.

If it is no longer a fact, we use the past tense:

When I was a child, if I helped my mother, she gave me extra pocket money.

2 First conditional

if + present tense, + *will/won't* (*might/could/going to*) + verb
will/won't (*might/could/going to*) + verb + *if* + present tense

If I invest my money, it will grow.
My money will grow if I invest it.

We use the first conditional to talk about something we feel is a probable future result:

If you leave your money in the bank, you won't earn any interest and it may lose value over time.

We can use *might*, *could* or *may* instead of *will* to suggest something is less probable:

If I invest it, I might lose it all.

or *can* to mean *sometimes*:

If you travel at rush hour, the trains can be very crowded. (this sometimes happens)

3 Second conditional

if + past tense, *would(n't)* (*might/could*) + verb
would(n't) (*might/could*) + verb + *if* + past tense

If I invested my money, it would grow.
My money would grow if I invested it.

We use the second conditional to talk about imaginary, impossible or unlikely situations in the present or future. The past tense does not refer to past time:

If I went travelling, I wouldn't have any money left over.

⚠ With the verb *be* we can use *was* or *were* with *I/he/she/it*:

That's what I would do if I were/was you.

We can use *was/were* + *to*-infinitive to refer to unlikely actions in the future:

If you were to spend a year travelling around the world, you'd probably need an awful lot more money than this!

4 Other words to introduce a condition

We can use other words such as *when*, *provided that*, *in case*, *so/as long as* and *unless* instead of *if* in zero, first and second conditional sentences.

when; as soon as

We use *when* and *as soon as* instead of *if* to show that something is more likely:

*I'll give you a lift into town **if** I finish my work in time.* (= I am not sure if I will be able to give you a lift)

*I'll give you a lift into town **when/as soon as** I finish this work.* (= I will give you a lift)

unless

We use *unless* to show a negative condition, with a similar meaning to *if ... not*:

*You won't earn much interest **unless** you invest it properly.* (= if you don't invest it properly)

provided/providing that; so/as long as

These phrases can be used instead of *if* for emphasis. *Provided/providing that* are more common in written than spoken English:

*You won't lose any money **provided that** you think of it as a long-term investment.* (= if you think)

***As long as** you get a second-hand car, you should still be able to invest some money.* (= if you get)

in case

We use *in case* to talk about precautions. Compare:

*You should keep this reference number **in case** there are any problems.* (= keep the reference number because there might be problems later)

*You should quote this reference number **if** there are any problems.* (= quote this reference number at the time of any problems)

⚠ We don't usually start a sentence with *in case*.

C Grammar exercises

1 Match the beginnings (1–8) and the endings (a–h) of these sentences.

- | | |
|--|--|
| 1 If I win the competition, ... <i>c</i> ... | a we'll give you the job. |
| 2 If you boil milk, | b if you don't get accepted at Macquarie University? |
| 3 What will you do | c I'll take you somewhere nice to celebrate. |
| 4 What happens to the engine | d if you put diesel fuel into a petrol-driven car? |
| 5 If I get all my work done in time, | e it forms a skin on the top. |
| 6 I might buy a new laptop computer | f I'll be home by six o'clock tonight. |
| 7 If you agree to enrol in the diploma course, | g you won't be able to open the cupboard. |
| 8 If you put the sofa there, | h if my boss allows me to work from home sometimes. |

2 Fill in the gaps in the extracts below using the verbs in brackets in the correct form.

- My parents ...*would love*... (love) it if I (become) a doctor but I'm not sure I'd be able to face all those years of study. Also if I (be) a doctor, I (hate) all those hours you have to work.
- These days I shop online more and more. If I (not/have) my laptop or mobile, I (not/know) what to do. I buy food, clothes, books and gifts for friends online as well as book holidays. If you (not/find) what you want in the shops, you (find) it online. I'm going to Barcelona in a few weeks and I'm going to book everything online because it (save) me about £100 if I (do) it that way.
- This production of Shakespeare's play (surprise) you, unless you (be used to) seeing all the characters being played by just two people!
- Eggs are best kept at a cool room temperature, so I don't keep my eggs in the fridge. If I (keep) them in the fridge, I (take) them out half an hour before cooking. However, not everyone has somewhere cool to keep eggs. If you (not/have) a cool place to store them in your home, you (have to) use the fridge, but just remember to take them out in time.

- 3** Decide if the underlined verbs are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Teacher:	Is it better to have one special friend or lots of good ones?	
Student:	I think that if you have lots of friends, you 1 <u>will be lucky</u> . However, I feel that everyone should have someone special. If you 2 <u>won't have</u> a special friend, you won't have someone to talk to at difficult times in your life.	1 ...are lucky... 2
Teacher:	When do people make most friends?	
Student:	Well, everyone makes friends when they are at school. If you 3 <u>are</u> in an environment where everyone is your own age, you 4 <u>would probably</u> make friends.	3
Teacher:	Do you think that friends need to be similar ages?	4
Student:	Well, generally friends from school are similar ages. But when you 5 <u>started</u> work, for example, you meet people of different ages. If you get on well with someone and you 6 <u>will have</u> a lot in common, then age 7 <u>won't be</u> important.	5
Teacher:	Do people need to have things in common to be friends?	6
Student:	Well, yes. If you 8 <u>like</u> the same things, you will probably get on well. But having said that, I have a very good friend who is completely different from me. She loves sport and I hate it. If you asked me why we were friends, I 9 <u>am not able</u> to say! Maybe it's just chance – if you are in a certain place at a certain time, you 10 <u>become</u> friends, but if you 11 <u>will meet</u> the same person at a different time in a different place, it 12 <u>didn't</u> happen.	7
Teacher:	What different roles do friends play in people's lives?	8
Student:	Well, your friends are the people you choose to be with. And if you 13 <u>will need</u> help, you often turn to your friends. It works the other way too. When your friends need you, you 14 <u>will help</u> them.	9
		10
		11
		12
		13
		14

4 Underline the correct words.

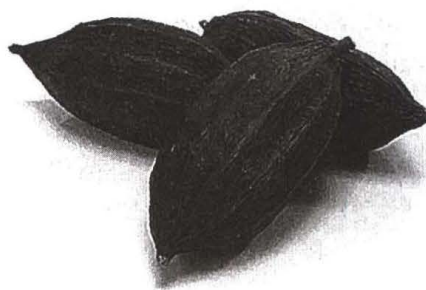
- 1 I'll put my umbrella in my bag *in case* / *provided that* it rains later.
- 2 *Unless* / *As long as* you pay me in advance, I'll buy the tickets for you.
- 3 I'm going to get fat *if* / *unless* I stop eating so much chocolate.
- 4 You must follow the instructions accurately *in case* / *unless* you want to risk damaging the machine.
- 5 When I travel on planes, I always put my toothbrush in my hand luggage *in case* / *if* my suitcase gets lost.
- 6 Ice skating is fun *as long as* / *when* you are willing to fall over a lot!
- 7 Dear Mr Brown, I am writing to inform you that your library books are overdue. *Provided that* / *When* you return them immediately, you will not be fined.
- 8 I've just signed the contract for the job in Indonesia, starting in April. *When* / *If* I move there, I'll have to sell my car.
- 9 I wouldn't stay out in the sun too long *as long as* / *if* I were you.
- 10 I don't really like going to parties *unless* / *as long as* I know most people there.

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

Endangered chocolate



- A** The cacao tree, once native to the equatorial American forest, has some exotic traits for a plant. Slender and shrubby, the cacao has adapted to life close to the leaf-littered forest floor. Its large leaves droop down, away from the sun. Cacao doesn't flower, as most plants do, at the tips of its outer and uppermost branches. Instead, its sweet white buds hang from the trunk and along a few fat branches which form where leaves drop off. These tiny flowers transform into pulp-filled pods almost the size of rugby balls. The low-hanging pods contain the bitter-tasting, magical seeds.
- B** Somehow, more than 2,000 years ago, ancient humans in Mesoamerica discovered the secret of these beans. If you scoop them from the pod with their pulp, let them ferment and dry in the sun, then roast them over a gentle fire, something extraordinary happens: they become chocolatey. And if you then grind and press the beans, which are half cocoa butter or more, you will obtain a rich, crumbly, chestnut-brown paste – chocolate at its most pure and simple.
- C** The Maya and Aztecs revered this chocolate, which they frothed up with water and spices to make bracing concoctions. It was edible treasure, offered up to their gods, used as money and hoarded like gold. Long after Spanish explorers introduced the beverage to Europe in the sixteenth century, chocolate retained an aura of aristocratic luxury. In 1753, the Swedish botanist Carolus Linnaeus gave the cacao tree genus the name *Theobroma*, which means 'food of the gods'.
- D** In the last 200 years the bean has been thoroughly democratized – transformed from an elite drink into ubiquitous candy bars, cocoa powders and confections. Today chocolate is becoming more popular worldwide, with new markets opening up in Eastern Europe and Asia. This is both good news and bad because, although farmers are producing record numbers of cacao beans, this is not enough, some researchers worry, to keep pace with global demand. Cacao is also facing some alarming problems.
- E** Philippe Petithuguenin, head of the cacao program at the Centre for International Cooperation in Development-Oriented Agricultural Research (CIRAD) in France, recently addressed a seminar in the Dominican Republic. He displayed a map of the world revealing a narrow band within 18° north and south of the equator, where cacao grows. In the four centuries since the Spanish first happened upon cacao, it has been planted all around this hot humid tropical belt – from South America and the Caribbean to West Africa, east Asia, and New Guinea and Vanuatu in the Pacific.

- F** At present, 70% of all chocolate beans come from West Africa and Central Africa. In many parts, growers practise so-called pioneer farming. They strip patches of forest of all but the tallest canopy trees and then they put in cacao, using temporary plantings of banana to shade the cacao while it's young. With luck, groves like this may produce annual yields of 50 to 60 pods per tree for 25 to 30 years. But eventually soil exhaustion takes its toll and yields diminish. Then the growers move on and clear a new forest patch – unless farmers of other crops get there first. 'World demand for chocolate increases by 3% a year on average. With a lack of land for new plantings in tropical forests, how do you meet that?' said Petithuguenin.
- G** Many farmers have a more imminent worry: outrunning disease. Cacao, especially when grown in plantations, is at the mercy of many afflictions, mostly rotting diseases caused by various species of fungi, which cover the pods in fungus or kill the trees. These fungi and other diseases spoil more than a quarter of the world's yearly harvest and can devastate entire cacao-growing regions.
- H** One such disease, witches broom, devastated the cacao plantations in the Bahia region of Brazil. Brazil was the third-largest producer of cacao beans but in the 1980s the yields fell by 75%. According to Petithuguenin, 'if a truly devastating disease like witches broom reached West Africa (the world's largest producer), it could be catastrophic.' If another producer had the misfortune to falter now, the ripples would be felt the world over. In the United States, for example, imported cacao is the linchpin of an \$8.6 billion domestic chocolate industry that in turn supports the nation's dairy and nut industries; 20% of all dairy products in the US go into confectionery.
- I** Today, research is being carried out to try to help cacao farmers address the problem of disease by developing plants that are resistant to pests and pathogens. However, even the best plants are useless if there isn't anywhere to grow them. 'You cannot keep cutting tropical forest, because the forest itself is endangered,' says Petithuguenin. Another problem is that farmers who grow cacao typically get a pittance for their beans. Most are at the mercy of local middlemen, who buy the beans, then sell them for a much higher price to the chocolate manufacturers. If the situation is to improve for farmers, these people need to be removed from the process. But the economics of cacao is rapidly changing because of the diminishing supply of beans. Some companies have realised that they need to work more closely with the farmers to ensure that sustainable farming practices are used. They need to replant areas and create a buffer for the forest, to have ground cover, shrubs and small trees as well as the canopy trees. Then the soil will be more robust and more productive. They also need to empower the farmers by guaranteeing them a better share of the profits reaped by the rest of the chocolate business so that they will be encouraged to grow cacao and can maintain their way of life.

Questions 1–6

The Reading Passage has nine paragraphs, A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, next to Questions 1–6 below.

NB You may use any letter more than once.

- 1 a list showing the extent of the cacao-growing areas
- 2 an example of how disease has affected one cacao-growing region
- 3 details of an ancient chocolate drink
- 4 a summary of the advantages and disadvantages of the global spread of chocolate consumption
- 5 the typical lifespan and crop size of a cacao plantation
- 6 a reference to the scientific identification of the cacao plant

Questions 7–9

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

- 7 The flowers of the cacao plant appear
 - A at the end of its top branches.
 - B along all of its branches.
 - C mainly on its trunk.
 - D close to its leaves.
- 8 In Africa, banana trees are planted with the cacao plants in order to
 - A replace the largest trees.
 - B protect the new plants.
 - C provide an extra crop.
 - D help improve soil quality.
- 9 In paragraph H, what is the writer referring to when he says ‘the ripples would be felt the world over’?
 - A the impact a collapse in chocolate production could have
 - B the possibility of disease spreading to other crops
 - C the effects of the economy on world chocolate growers
 - D the link between Brazilian growers and African growers

Questions 10–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers next to Questions 10–13 below.

Addressing the problems faced by cacao farmers

Need to:

- find plants which are **10** to disease
- ensure farmers do not have to deal with **11**
- encourage farmers to use farming methods that are **12**
- ensure farmers get an appropriate part of the chocolate industry's **13**

Grammar focus task

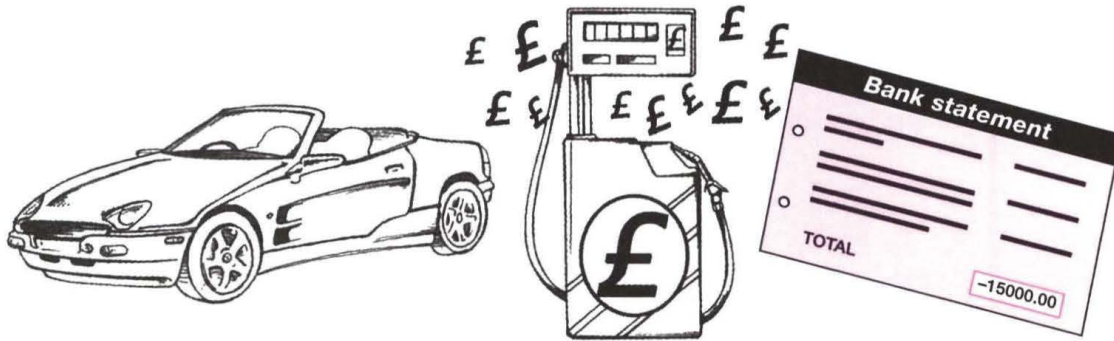
Without looking back at the exam task, fill in the gaps with the verbs from the box in the correct tense.

become dry grind happen let obtain press roast scoop

Somehow, more than 2,000 years ago, ancient humans in Mesoamerica discovered the secret of these beans. If you 1 them from the pod with their pulp, 2 them ferment and 3 in the sun, then 4 them over a gentle fire, something extraordinary 5 : they 6 chocolatey. And if you then 7 and 8 the beans, which are half cocoa butter or more, you 9 a rich, crumbly, chestnut-brown paste – chocolate at its most pure and simple.

A Context listening

- 1 You are going to hear Simon Brown talking to his friend, Anna, about his car. Look at the pictures below. Why do you think he regrets buying it?



- 2 18 Listen and decide if the following statements are true or false.

- 1 Simon bought a second-hand car.
- 2 The price of petrol nearly doubled last month.
- 3 Simon has saved very little money from his job.
- 4 Simon took his father's advice about the car.
- 5 Simon has a lot of money.

- 3 18 Listen again and complete these sentences.

- 1 If I a second-hand car, I to take out this big bank loan.
- 2 It probably so bad if the price of petrol last month.
- 3 If I a bit before buying the car, I to save quite a bit by now.
- 4 If only I to him, none of this
- 5 If I his advice, I a small fortune now.

- 4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which tense is used in the *if*-clause in sentences 1, 2, 4 and 5?
Does it refer to present or past time?
- 2 Which sentences refer to a past situation in the result clause?
Which structure is used?
- 3 Which sentences refer to a present situation in the result clause?
Which structure is used?

B Grammar

1 Third conditional

if + past perfect, *would(n't) have* + past participle
would(n't) have + past participle + if + past perfect

If you'd asked me, I'd have done it.
I'd have done it if you'd asked me.

The third conditional describes hypothetical situations in the past. We use the third conditional to imagine the result of something that did not happen:

If I'd bought a second-hand car, I wouldn't have taken out this big bank loan. (= he bought a new car so he did take out a bank loan)

We can use *might* or *could* instead of *would* to say that something was less certain:

If I'd saved more money, I might have gone on that college trip last week.

2 Mixed conditionals

if + past perfect, *would(n't)* + verb
 if + past simple, *would(n't) have* + past participle
 if + past perfect, *would(n't) be* + -ing
 if + past continuous, *would(n't)* + verb
 if + past simple, *would(n't) be* + -ing

If I'd saved more, I'd be rich.
If I was sensible, I'd have saved more.
If I hadn't saved, I wouldn't be going on holiday.
If I was going on holiday soon, I'd be happy.
If I didn't have savings, I wouldn't be going on holiday.

We use mixed conditionals when the time in the *if*-clause is different from the time in the result clause.

We can mix past time and present time to imagine

- ◆ the present result of a hypothetical past situation or action:

past situation		present result
<i>If I'd taken his advice,</i>		<i>I'd own a small fortune now instead of a big debt!</i> (= I didn't take his advice so now I don't own a small fortune)
<i>It wouldn't be so bad if the price of petrol hadn't almost doubled last month.</i>		

- ◆ the past result of a hypothetical situation in the present:

present situation		past result
<i>If you got on better with him,</i>		<i>you might have listened to his suggestions.</i> (= you don't get on with your father so you didn't listen to his suggestions)
<i>If he had more qualifications, he would have got the job.</i>		

We can mix past time and future time to imagine

- ◆ the future result of a hypothetical past situation or action:

past situation		future result
<i>If I hadn't broken my wrist,</i>		<i>I'd be playing tennis later.</i> (= I did break my wrist so I am not playing tennis later)
<i>If I'd bothered to get tickets, I'd be going to the concert tonight.</i> (= I didn't bother to get tickets so I am not going to the concert)		

We can mix future time and present time to imagine

- ♦ the present result of a hypothetical future situation or action:

future situation		present result
<i>If I wasn't meeting my manager later, I'd be at the conference now.</i> (= I am meeting my manager later, so I'm not at the conference now)		

- ♦ the future result of a hypothetical situation in the present:

present situation		future result
<i>If I was at home in America, I'd be seeing my mother tomorrow because it's her birthday.</i> (= I am not at home in America, so I won't be seeing my mother tomorrow)		

3 Wishes and regrets

We use *wish* + past verb to talk about situations that we would like to be different:

*I **wish** I **could** help you.* (= I can't help you and I am sorry about that)

*I **wish** my father **wasn't** always right!* (= he is always right and I find that annoying)

We use *wish* + something/someone + *would* + infinitive without *to* to show that we want something to happen or someone to change their behaviour. We do not use this with state verbs:

*I **wish** they **would stop** talking so loudly!* (= they are talking loudly and I want them to stop)

*I **wish** this holiday **would go on** forever.*

We use *wish* + past perfect to talk about past situations that we regret:

*I **wish** I'd **thought** about the other costs before I bought it.* (= I didn't think about the other costs and I regret it now)

We can use *never* for emphasis with a negative verb:

*I **wish** I'd **never** bought the car.* (= I did buy it and I really regret it now)

▲ We can use *if only* in place of *wish* with the same meaning. It is a little more formal:

***If only** I had listened to my father!*

4 Should(n't) have

We use *should(n't) have* + past participle to say that what did or did not happen was a mistake or a bad thing:

*I **should have** listened to him.* (= but I didn't)

We can use *never* for emphasis with a negative verb:

*I **should never have** bought it!* (= I did buy it and now I regret it)

Grammar extra: *If it wasn't for ...*

We can use *if it wasn't/weren't for* + noun phrase to say that a situation is dependent on another situation, person or thing:

***If it wasn't/weren't for** the car, I'd have no money worries now.* (=the car is the reason for my worries)

We can use *if it hadn't been for* to talk about a past situation:

***If it hadn't been for** your advice, I would have made the wrong decision.*

C Grammar exercises

1 Fill in the gaps with the correct form of the verbs in brackets.

Tutor: Tell me what you intend to write in your evaluation of your research.

Student: Well, firstly, if I*'d had*..... (1 *have*) a larger number of questionnaires returned, I (2 *get*) more useful data.

Tutor: Is there anything you could have done to improve that?

Student: Well, I suppose I (3 *receive*) more completed questionnaires if I (4 *make*) the questions easier to answer, for example, 'yes/no' questions.

Tutor: Yes, I think you are right. People are too busy to answer complicated questions. Any other things you might change?

Student: Yes. I think I (5 *be*) more successful with my interviews as well if I (6 *plan*) the questions more thoroughly beforehand, although I'm not sure about that. If I (7 *prepare*) the questions in more detail, it (8 *restrict*) the interviewees too much. Oh, and another thing: if I (9 *start*) collecting data sooner, it (10 *not/be*) such a rush in the end.

Tutor: Good. I must admit that if you (11 *not/leave*) it all so late, I (12 *be able to*) support you more. If you (13 *come*) to see me before you sent out your questionnaires, I (14 *help*) you. It is a shame that your data was so disappointing because your research questions were very interesting.

2 Read about two scientific discoveries that were made due to chance and complete the sentences.

Alexander Fleming's most famous discovery happened entirely by accident. One day he was cleaning the culture dishes in his lab when he saw mould growing on one of the plates. There weren't any germs growing around the mould, so Fleming decided to grow more of it for experiments. He discovered that the mould acted against bacterial infections. However, Fleming's initial publication about his discovery was largely ignored by the medical community so he abandoned his research in 1932. It wasn't until 1935, when the researchers Florey and Chain saw Fleming's research papers, that the drug, penicillin, was developed.

- 1 If Fleming hadn't been cleaning the culture dishes, he wouldn't have seen mould growing on one of the plates.
- 2 Fleming wouldn't have grown more of the mould if there growing around it.
- 3 If his initial publication hadn't been received so poorly by the medical community, he in 1932.
- 4 Penicillin might not have been developed if Florey and Chain

Harold Ridley, an ophthalmologist, developed a revolutionary way of helping people with poor eyesight as a result of cataracts¹. During World War II, Ridley worked with RAF pilots with eye injuries. He noticed that their eyes did not become infected when they had eye injuries caused by bits of Perspex from the windows of their planes. As a result of this observation he decided to implant plastic lenses in the eyes of people with cataracts. Surgeons had earlier tried replacing the lens in the eye with a glass one, but the operations always failed because the body rejected the glass lens. Ridley's operations with plastic lenses were successful. However, the medical community opposed Ridley's discoveries and it took many years for the technique to be accepted. Today over 200 million people have their sight because of Harold Ridley.

¹ Cataracts are regions of dead cells within the lens of the eye, and can cause blindness.

- 5 If Harold Ridley pilots during World War II, he wouldn't have noticed the effects of Perspex splinters on their eyes.
- 6 If the pilots' eye injuries had become infected from bits of Perspex, he to implant plastic lenses in cataract patients' eyes.
- 7 If earlier surgeons had used plastic lenses, the operations
- 8 It wouldn't have taken so many years for the technique to become widely available if the medical community Ridley's discoveries.

3 Find and correct the mistakes in the sentences below.

- 1 If I hadn't ^{eaten} ~~ate~~ so much, I wouldn't have a stomach ache now.
- 2 What would you done if you'd failed the exam?
- 3 I am starting university next autumn if I hadn't had such bad exam results.
- 4 If the government would have kept their promise, taxes wouldn't have gone up last year.
- 5 I would have finished my essay on time if I didn't have the accident.
- 6 If I was getting married next weekend, I was very excited by now.
- 7 If the economic conditions had been better when I bought this house, I might make a fortune by now.
- 8 Life today will be very different if Thomas Edison hadn't invented the electric light.
- 9 If you were more considerate, you didn't make so much noise last night.
- 10 If I didn't go to university, I wouldn't be doing this job now.

4 Fill in the gaps using *wish* or *should* and the words in brackets in the correct form.

- 1 You ^{shouldn't have left} (not/leave) school so young. You'd have a better job now.
- 2 I really (you/ask) me before borrowing the car yesterday. I needed to use it.
- 3 I'm not enjoying my degree course at all. I (I/not/choose) physics. I (choose) maths instead because I used to love it at school.
- 4 I (I/study) languages at school because now I travel regularly for work to Berlin and Paris.
- 5 That man is really annoying me. I (he/stop) whistling.
- 6 We're lost again. We always get lost when you have the map. You (let) me have the map from the start!
- 7 I (I/have) more time to work on this assignment. I'm worried I won't finish it by the deadline.
- 8 I (it/stop) raining. I want to go for a walk.
- 9 I have terrible problems with my knees. I (I/not/do) so much running when I was younger.
- 10 You (not/tell) Paula about the party – it was meant to be a surprise.

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

The Giant Panda

In 1869, French Jesuit missionary Père David first described the giant panda to western science. With just a pelt and reported sighting to go on, he classified it as a bear. However, the following year, zoologist Alphonse Milne Edwards dissected the first specimen and concluded that it had more in common with the red panda, a member of the raccoon family. For more than a century, scientists quarrelled over what the giant panda is, and whether it belonged to the bear family, the raccoon family or a separate family of its own.

They had good reason to be confused. The giant panda shares many physical characteristics with the red panda. Both have evolved to feed on bamboo, grasping and eating it in the same way, with similar teeth, skulls and forepaws. They also both have a distinctive cry which they use to communicate with others in their group.



In the mid-1980s there were several studies involving DNA comparisons between the species. The first investigations linked the giant panda with bears, but in 1991 further tests contradicted these findings and placed it in the raccoon family with the red panda. By the year 2000, approximately twelve studies had been completed, and all except two placed the panda in the bear family. The data from these two studies was reanalysed by other researchers, who finally concluded that the giant panda is indeed a bear, and the spectacled bear

of South America has been confirmed as its closest living relative.

Today, there are eight species of bear. Along with dogs, their closest relatives, cats, raccoons and weasels, they belong to the order *Carnivora*, a group of meat-eating predators that evolved some 57 million years ago. The ancestors of modern bears split from this group about 34 million years ago, and today the panda is our oldest living bear, followed by the spectacled bear. Both are survivors of an ancient lineage dating back 18 million years. The rest – the

brown, black, polar, Asiatic black, sloth and sun bears – are relatively modern, dating back four to five million years.

Researchers have found that the spectacled bear and the panda have several physical features in common. The spectacled bear's muzzle is comparatively short and it has blunt molar teeth and large jaw muscles, which are good for grinding fibrous vegetation – vegetation such as bamboo. Indeed, scientists in Venezuela have found that bamboo makes up 70% of the diet of some spectacled bear populations. For most spectacled bears, however, bromeliads, which are a type of tropical plant with fleshy leaves, are their chief food source. Most species of bromeliad grow in trees, and spectacled bears therefore have to be adept tree climbers because they spend their lives foraging for these plants, as well as fruits, in the cloud forest of the Andes.

The giant panda's diet is famously dull, with bamboo representing 99% of its intake. This is rather strange given that its physiology is typical of carnivores and it has no special adaptation for digesting cellulose, the main constituent

of plant cell walls. A panda manages to digest only about 17% of the bamboo it eats (a deer living on grass achieves 80% efficiency). It typically feeds for 14 hours a day, consuming 20 kg or more of bamboo. Unable to store fat effectively, it continues eating in the bitterly cold winter, at a time when many other bears hibernate.

With such a specialised diet, the giant panda has evolved a sixth digit, a prehensile elongated wrist bone called the radial sesamoid. They use this 'false thumb' to roll bamboo leaves into fat, cigar-shaped wads which they then sever using their powerful jaws. They feed mainly on the ground but are capable of climbing trees as well. The spectacled bear is a more frequent climber and will even climb spiky cactus plants to reach fruit at the top. They also construct nests in trees to sleep in and to use as a platform, allowing them to feed from fruit-laden branches.

Very occasionally, the giant panda supplements its diet with meat which it scavenges. Spectacled bears eat carrion, too, and some have been known to kill small calves. Spectacled bears are highly adaptable and

are found in a wide range of habitats including rainforest, dry forest and coastal scrub desert. In contrast, the giant pandas live at an altitude of between 1,200 and 3,500 metres in mountain forests that are characterised by dense strands of bamboo.

The panda's thick fur helps to keep it warm in the cool mountain air, but its iconic black and white patterning may have additional uses. There have been many theories as to why the panda has such a distinctive coat, but the most convincing argument is that of George Schaller, one of the first western scientists to study wild pandas. He believes the contrasting coat may help prevent close encounters with other pandas. 'In pandas, a stare is a threat,' Schaller says. 'The eye patches enlarge the panda's small, dark eyes tenfold, making the stare more powerful. A staring panda will hold its head low, so presenting the eye patches. To show lack of aggressive intent, a panda will avert its head, cover its eye patches with its paws or conceal its face.' Interestingly, the spectacled bear is the only other bear with comparably obvious markings around the eye.

Questions 1–5

Do the following statements agree with the information given in the Reading Passage?

Next to Questions 1–5, write

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

- 1 Alphonse Milne Edwards agreed with the previous classification of the giant panda.
- 2 The earliest DNA tests supported Père David's classification of the giant panda.
- 3 Two of the twelve DNA studies linked the giant panda to the red panda.
- 4 Studies show that the giant panda is closer to a spectacled bear than to other types of panda.
- 5 The first giant panda emerged 35 million years ago.

Questions 6–9

Complete the sentences below.

Choose **ONE WORD ONLY** from the passage for each answer.

- 6 The diet of the majority of spectacled bears consists mainly of
- 7 Despite its diet, the giant panda's digestive system has more in common with
- 8 In winter, giant pandas cannot because of their feeding habits.
- 9 The giant panda has developed an extra which it uses when eating.

Questions 10–13

Complete the summary using the list of words, **A–H**, below.

Write the correct letter, **A–H**, next to Questions 10–13.

Why the giant panda has a distinctive coat

One convincing theory is that the giant panda's colouring helps it to **10** contact with other pandas. A panda will **11** another panda by looking at them intently. The colouring around their eyes helps to **12** the effect they have. If a panda wants to appear friendly, it will try to **13** its eyes.

- A** attract
- B** avoid
- C** hide
- D** increase
- E** look
- F** protect
- G** raise
- H** warn

Grammar focus task

Look at the following extracts from the passage. Complete the sentences below using the verbs in brackets in the correct form.

In 1869, French Jesuit missionary Père David first described the giant panda to western science. With just a pelt and reported sighting to go on, he classified it as a bear.

- 1 If Père David (*see*) a giant panda himself, he
(*not classify*) it as a bear.

However, the following year, zoologist Alphonse Milne Edwards dissected the first specimen and concluded that it had more in common with the red panda, a member of the raccoon family.

- 2 If Alphonse Edwards (*not/dissect*) a giant panda, scientists
..... (*not/think*) the giant panda was a raccoon.

They had good reason to be confused. The giant panda shares many physical characteristics with the red panda. Both have evolved to feed on bamboo, grasping and eating it in the same way, with similar teeth, skulls and forepaws.

- 3 If the giant panda (*not/resemble*) a red panda, there
(*not/be*) so many arguments among scientists.

In the mid-1980s there were several studies involving DNA comparisons between the species. The first investigations linked the giant panda with bears, but in 1991 further tests contradicted these findings and placed it in the raccoon family with the red panda.

- 4 If the 1991 DNA tests (*not/contradict*) the earlier findings, then the
argument (*be*) resolved earlier.

A Context listening

- 1 A student is being interviewed for a teacher training course. Which of the following do you think she says she's worried about?

finding accommodation
lots of hard work
controlling the class
pupils being rude to her

transport
finding maths difficult
having the right clothes
being unprepared to teach

- 2 19a Listen and see if you were right.

- 3 19a Listen again and complete the interviewer's notes below.

Notes

Reasons for applying for this course:

- has always been 1 teaching
- wants to gain a teaching qualification

Reasons for choosing our college specifically:

- can 2 accommodation 3 her brother
- was 4 the description of the course in the prospectus
- is keen on 5 teaching before doing it

Expectations of the course:

- a friend 6 her 7 the hard work

Concerns about the course:

- feels she is not very 8 maths
- has no 9 teaching
- 10 not being able to control the class
- unsure what to do if pupils 11 her

- 4 Look at your answers to Exercise 3. Find at least one example of each of the following:

- | | |
|----------------------------------|-------------------------------|
| 1 verb + <i>about</i> | 5 adjective + <i>in</i> |
| 2 adjective + <i>about</i> | 6 noun + <i>of</i> |
| 3 adjective + <i>at</i> | 7 verb + <i>with</i> |
| 4 verb + <i>at</i> | 8 adjective + <i>by</i> |

B Grammar

The choice of preposition in a clause often depends on the adjective, verb or noun which comes before it.

1 Verb + preposition

Verb	Preposition
<i>care, complain, hear, know, learn, say something, talk, think, warn, wonder, worry, write</i>	about
<i>aim, fire, laugh, look, point, shout, yell</i>	at
<i>choose, decide, differentiate, distinguish</i>	between
<i>aim, apologise, apply, forgive, hope, long, prepare, search, wait, watch, wish</i>	for
<i>learn, prevent, stop</i>	from
<i>assure, convince</i>	of
<i>concentrate, count, depend, insist, rely</i>	on
<i>apologise, explain, present, speak, talk, write</i>	to
<i>be, deal, go out, play, stay</i>	with

⚠ We do not use a preposition with *marry*:

She married him last year. (not ~~She married with him~~)

Verbs of saying or thinking (e.g. *complain, know, learn, say something, talk, think, warn somebody, wonder, write*) are often followed by *about* when we want to indicate the topic:

*That way you can **learn about** teaching before being asked to do it.*

⚠ Some other verbs of saying or thinking (e.g. *consider, debate, discuss, mention*) do not need a preposition:

*We need to **discuss the problem**. (not ~~discuss about~~)*

Some verbs of saying (e.g. *apologise, explain, present, speak, talk, write*) are often followed by *to* + person to show who the speech is directed at:

*Have you **talked to anyone** who has done this course?*

We use *at* + person/thing after some verbs (e.g. *aim, fire, laugh, look, point, shout, yell*) to show who or what is the focus of the verb:

*If they **shout at me** in class, I'm not sure what I'll do.*

We often use *for* after verbs that show desire (e.g. *aim, hope, long, wish*) to introduce the thing we want:

*I'm **aiming for a good mark** in my next assignment.*

⚠ We use *to* after *aim, hope* and *long* if they are followed by a verb:

*I'm **hoping to get a better mark** than last year.*

2 Adjective + preposition

Adjective	Preposition
<i>annoyed, anxious, concerned, depressed, excited, upset, worried</i>	about
<i>amazed, annoyed, astonished, awful, bad, clever, excited, good, skilled, surprised, terrible, useless</i>	at
<i>amazed, annoyed, astonished, concerned, disturbed, excited, impressed, inspired, shocked, surprised</i>	by
<i>bad, concerned, good, responsible</i>	for
<i>disappointed, interested</i>	in
<i>frightened, scared, terrified</i>	of
<i>aware, clever, cruel, generous, good, kind, mean, nasty, nice, polite, rude, selfish, true, typical, unkind</i>	of
<i>cruel, good, kind, mean, nasty, nice, polite, rude, unkind</i>	to
<i>annoyed, bored, concerned, disappointed, fed up, impressed, obsessed, pleased, satisfied, wrong</i>	with

Adjectives talking about ability (e.g. *awful, bad, clever, good, skilled, terrible, useless*) are often followed by **at**:

*I'm not very **good at** maths.*

Some adjectives describing fear (e.g. *frightened, scared, terrified*) can be followed by **of**:

*There are some aspects of the course that I am a bit **scared of**.*

*Most people are **frightened of** being in front of a class for the first time.*

Adjectives describing behaviour (e.g. *clever, generous, good, kind, nice, selfish*) in a clause starting with *it, that* or *this* are often followed by **of**:

*Would you like a cup or tea **of** coffee? **That's** very **kind of** you.*

Adjectives describing behaviour directed towards others (e.g. *cruel, good, kind, mean, nasty, nice, polite, rude, unkind*) are often followed by **to**:

*I'm worried **about** the pupils being **rude to** me.*

3 Noun + preposition

Noun	Preposition
<i>anything, information, nothing, something</i>	about
<i>excuse, explanation, ideas, in return, need, reasons, reputation, responsibility</i>	for
<i>change, decrease, drop, experience, fall, increase, rise</i>	in
<i>experience, knowledge, understanding</i>	of
<i>effect, impact, influence</i>	on
<i>in association, experience</i>	with

4 Prepositional phrases: **by, in, at, on, of**

We use **by**

- ◆ to talk about who in a passive clause:
*But you will be taught how to deal with those things **by the tutors** on the course.*
- ◆ to explain how something is done:
*You can remove any dirty marks **by wiping** it with a wet cloth.*
- ◆ to talk about transport and communications, e.g. *by plane, by email*:
*We'll be in touch **by email** soon if that's okay.*
- ◆ to talk about chance (e.g. *by chance, by accident, by mistake*):
*I saw the advertisement for the job **by chance** and decided to apply for it.*

We use **in** for the following expressions: *in love, in pain, in private, in touch, in debt, in danger, in a rush, in fashion, in luck, in the end.*

*Don't forget to keep **in touch** while you're away!*

We use **at** for the following expressions

- ◆ *at first, at large, at peace*:
***At first** I was impressed by the reputation of the university but I also like the course you offer.*
- ◆ *at work, at home, at school, at the airport, at university*:
*I've just finished my first degree **at Stamford University**.*

We use **on** to say why you are somewhere (e.g. *on holiday, on business, on duty*).

We use **of** with expressions of quantity (e.g. *all, any, both, either, neither*).

Grammar extra: Prepositions

We can use nouns, pronouns or **-ing** after a preposition:

*I was really impressed **with the description** of the course in your prospectus.*

*If they shout **at me** in class, I'm not sure what I'll do.*

*Well, I've always been interested **in teaching**.*

In negatives **not** comes between the preposition and **-ing**:

*I'm worried **about not being** able to control a class.*

C Grammar exercises

1 Choose the correct word (A, B or C) to complete each sentence.

- 1 I still haven't forgiven her her behaviour in front of my boss.
 (A) for B of C from
- 2 I'm going to to your parents about your exam results.
 A talk B discuss C ask
- 3 I'm scared making a fool of myself when I give the presentation.
 A for B to C of
- 4 I'm very in you. You've made a real mess of things.
 A concerned B astonished C disappointed
- 5 The new drug prevents the bacteria growing.
 A to B from C in
- 6 There are many things with our society today.
 A bad B wrong C disturbing
- 7 It was very generous you to offer to help me.
 A of B about C for
- 8 The president first became in politics as a student.
 A aware B involved C enthusiastic

2 In nine of these sentences there is a wrong preposition. Underline each mistake and write the correction.

- 1 There has been a rise in the number of people buying their own homes. ...✓.....
- 2 It is not difficult to distinguish amongst the emotional response to this crime and the law's response.
- 3 There is no need about a new school in this area.
- 4 We want the government to promise to make a change in the law.
- 5 I hate the way she always laughs to people.
- 6 I've decided to apply to that job in the newspaper.
- 7 Professor Ho has a good knowledge about his subject.
- 8 I'm afraid I broke this glass in accident.
- 9 My husband's staying at my cousin while he is on business in America.
- 10 I gave him one of my paintings in return for his help when I moved house.
- 11 Why do governments always insist in doing things that are unpopular?
- 12 When I was in school I did much more sport than I do these days.

3 Fill in the gaps in the conversation with a word from the box and a preposition.

~~anxious~~ bad choose depend effect obsessed rely true worried

Teacher: Do you think that money can solve all problems?

Student: No, not really. Of course, I would be 1 anxious about money if I didn't have very much, but I believe that too much money can be 2 you.

Teacher: So you think it is possible to have too much money?

Student: Well, there are lots of stories in the media about people who have won lots of money in the lottery and realised that they are not happier as a result. I think that large amounts of money can have a negative 3 people.

Teacher: Do you think that people 4 modern technology like computers too much and that people are 5 having the latest high-tech equipment?

Student: Well, yes, in some countries. But this isn't 6 many people in the world who are only 7 their next meal. In rich countries people always want a new gadget to make life easier but I'm not sure these machines do actually do that. When we go shopping we have to 8 hundreds of different brands of the same thing, and when these things go wrong we don't know what to do. I would prefer it if life were simpler and we didn't 9 expensive technologies so much.



4 Fill in the gaps in the letter with a preposition.

FIVE STAR HOTELS



Dear Mr Rees,

Thank you for your letter of 21 June. I was very disturbed 1 *by*
 your account of what happened in our hotel last week, and I am writing
 to apologise 2 this. I can understand that you were shocked
 3 the way the employee spoke to you. There can be no excuse
 4 such behaviour and I fully understand why you felt the need
 to complain 5 the situation. I can provide no explanation
 6 the way the receptionist behaved.

Our hotel group has a reputation 7 being good 8
 looking after our customers, and I am very sorry that your experience
 9 our service did not confirm this. I intend to deal
 10 the staff member appropriately and I will ensure that she
 does not repeat this behaviour 11 sending her on a retrain-
 ing course next week. I would like to assure you that the behaviour you
 encountered is not typical 12 our staff.

As the manager, I am responsible 13 all of our employees so
 please accept my apologies again and this voucher worth £50 to spend
 in any 14 our hotels.

Yours sincerely,

Clive Martin
 Hotel Manager

D Test practice

Listening Part 2 19b

Questions 1–4

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

Write the correct letter next to questions 1–4

Becoming a storm spotter

- 1 How far away is the closest big town to Greenville?
 - A 10 kilometers
 - B 25 kilometers
 - C 500 kilometers
- 2 Which of the following does the speaker say is the most recent?
 - A the doctor's surgery
 - B the fire service
 - C the chemist's
- 3 What happened in last year's storms?
 - A several houses lost their roof
 - B the main road was briefly closed
 - C a large tree was badly damaged
- 4 The National Weather Bureau plans to
 - A build a new weather station.
 - B install a bigger weather radar in the area.
 - C improve the system that warns about storms

Questions 5 and 6

Choose **Two** letters, A–E.

What are the general duties of the storm spotters?

- A draw a map showing where the storm hit
- B give the time and duration of the storm
- C give information about any problems caused
- D contact the local newspapers
- E say how strong the storm was

Questions 7 and 8

Choose **Two** letters, A–E.

What kind of weather should the storm spotters report on?

- A extreme wind
- B any type of hail
- C lightning strikes
- D local flooding
- E rainfall over 2 centimeters

Questions 9 and 10

Choose **Two** letters, A–E.

What do people in the community have to do to become a storm spotter?

- A** complete an application form
- B** contact the police department
- C** register with the storm spotter network
- D** get another storm spotter to recommend them
- E** complete online training

Grammar focus task

These are some extracts from the recording. Fill in the gaps with the correct prepositions. Then listen again and check your answers.

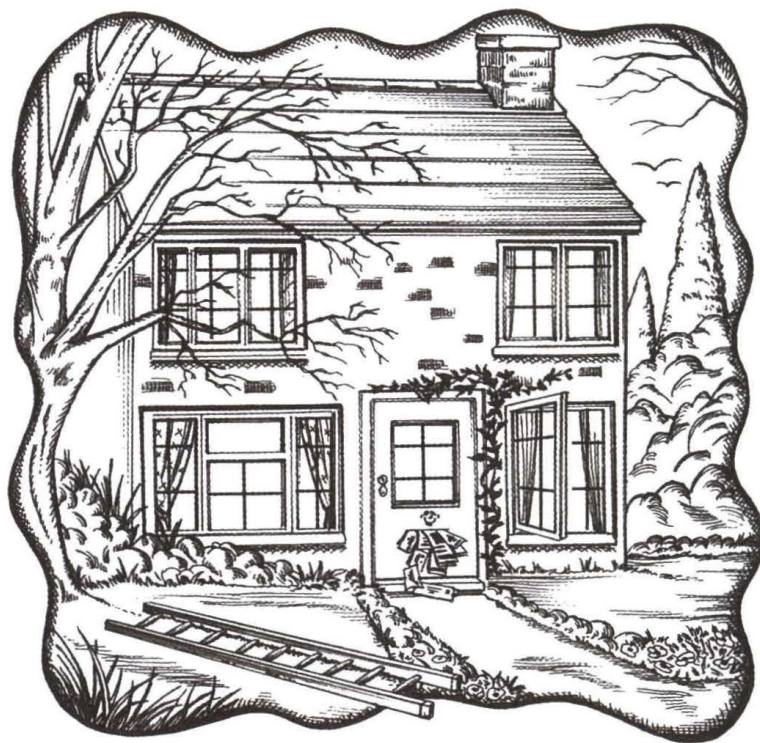
- 1 And I want you to know that we're working finding a way to reduce that as soon as we can.
- 2 ... thanks to the arrival Dr Jones earlier this year, we now have our own surgery ...
- 3 Last month, 10 new volunteers were added our fire service thanks the recruitment drive we had.
- 4 I am hoping some good news about that in the coming months.
- 5 ... the only structural damage we had to deal was when a branch fell off the big old fig tree onto the roof of the church hall.
- 6 But we need to do what we can to prevent this sort of thing happening again.
- 7 And that brings me to what I really want to talk you today.
- 8 ... and also lets us know even sooner when to expect a big storm front to hit, so we can really be prepared it.
- 9 ... you don't have to be particularly skilled anything.
- 10 Now, we need to be able to learn this.
- 11 ... they don't want to hear every single storm ...
- 12 And they do want to know high winds, but only if they're strong enough to be bringing down trees and so on.
- 13 ... we don't want anyone struck lightning or anything like that.
- 14 Once you're on board, you can register the Spotter network if you like ...
- 15 This really is important our community, and we're hoping to get a lot of support.

Relative clauses

relative pronouns; defining and non-defining relative clauses; prepositions

A Context listening

- 1 You are going to hear part of a radio programme about making sure your home is safe when you are away. Before you listen, look at the picture. What do you think the radio programme will mention?



- 2 Listen and see if you were right.
- 3 Listen again and complete the advice below using no more than three words from the recording.

How to protect your home

Outdoors

- If you live in an area 1 a lot of tall trees, cut off overhanging or dead branches.
- Put away objects 2 damaging missiles.

Indoors

- If you are away for a long time, then find someone 3 on your home for you.
- Install lights 4 a timer so that it looks as though you are home.
- Find someone 5 your mail regularly.

- 4 Look at your answers and underline all of the relative pronouns (*where, which, who, that*).

Which relative pronoun refers to a place?

Which relative pronouns are used to refer to people?

Which relative pronouns are used to refer to things?

B Grammar

Relative clauses give information about a noun (or noun phrase). They are linked to the noun (or noun phrase) by a relative pronoun (e.g. *who*, *which*). The relative pronoun can be either the subject or the object of the clause, and we do not use another pronoun in the clause to refer to the noun:

*Why not install lights **which** have a timer?* (~~not *Why not install lights which they have a timer?*~~)

⚠ We sometimes use a participle clause instead of a relative clause (see Unit 12):

*the man **sitting beside me*** (= the man who is sitting beside me)

*the food **kept in the fridge*** (= the food which is kept in the fridge)

1 Relative pronouns

We use

- ♦ *who* to refer to people:

*Please welcome **Mike Bowers**, **who** is going to talk to us about how to look after your home.*

- ♦ *which* to refer to things:

*These are dangerous if you live in **a flat** **which** is in a large high-rise building.*

- ♦ *that* to refer to people or things:

*Find **someone** **that** can check on your home while you're away.*

*Store away any **objects** **that** could become damaging missiles.*

That is an alternative to *who* and *which* and is more common in spoken English.

⚠ *That* is not used in non-defining relative clauses (see below).

- ♦ *where* to refer to places:

*This is your home, **the place** **where** you keep your most treasured possessions.*

- ♦ *when* to refer to times:

*Program them to come on at **times** **when** you would normally be home.*

- ♦ *whose* to show possession:

*You're **a person** **whose** **job** involves a lot of travel.*

*He lives in **an old house**, **whose** **roof** needs repairing.*

- ♦ *why* after *the reason* or *reasons*:

*There are often very good **reasons** **why** one house is burgled and another is not.*

2 Defining relative clauses

Defining relative clauses give information after a noun to identify the noun more clearly:

*Find someone **who can collect your mail for you**.*

*Store away any objects **that could become damaging missiles if it gets windy**. (the relative clause identifies the type of objects)*

Without these relative clauses, it is unclear which person, place or thing we are referring to:

Store away any objects if it gets windy. (we do not know which objects)

We can leave out the relative pronoun when it refers back to the object of the defining relative clause.

Compare:

*Maybe there's a neighbour (**that**) you can ask. (neighbour is the object of the verb)*

*In the evening, a house **that's** very dark can really stand out. (house is the subject of the verb:*

~~not a house is very dark can really stand out)~~

3 Non-defining relative clauses

Non-defining relative clauses add extra, non-essential information about something. Compare:

I applied to the university, which is located in the centre of the city. (there is only one university, so its location is extra information: non-defining)

I applied to the university which is located in the centre of the city. (there is another university which is not in the centre of the city: defining)

Non-defining relative clauses are more common in written language than in spoken language.

With non-defining relative clauses

- ◆ we do not use the relative pronoun *that*:

*The burglars got in through the kitchen window, **which** the owners had forgotten to shut.*

(~~not the kitchen window, that the owners~~)

- ◆ we separate the relative clause from the main clause with commas. There may be two commas or one comma depending on whether the relative clause comes in the middle of a sentence or at the end:

*A letterbox can become full of uncollected letters, **which is a great help to a burglar.***

*Mr Smith, **who was my primary school teacher**, got married last week.*

- ◆ we cannot leave out the relative pronoun:

*My new house, **which** I have just redecorated, is much larger than my old house. (~~not My new house, I have just redecorated~~)*

- ◆ the relative pronoun can refer to a single noun phrase or to a whole clause:

***My neighbour, who** lives upstairs, often looks after my flat. (who refers to my neighbour)*

***Some people seem to think it's just a matter of locking all the doors, which** is fine as long as there are no nasty storms while you are away. (which refers to the whole of the first phrase)*

Compare the key differences between defining and non-defining relative clauses:

Defining relative clauses:

- ◆ identify the thing that you are talking about
- ◆ *that* can replace *who* or *which*
- ◆ the relative pronoun can be left out if it refers to the object
- ◆ no commas

Non-defining relative clauses:

- ◆ give additional, non-essential information
- ◆ *that* cannot be used
- ◆ the relative pronoun cannot be left out
- ◆ must have commas

4 Prepositions

When prepositions are used with relative clauses, they usually come at the end of the clause in spoken English:

*You may have a neighbour that you can rely **on**.* (informal)

In formal style the preposition can be placed before the relative pronouns *which* or *whom*:

*I was unsuccessful in obtaining a place at any of the universities **to which** I applied.*

*My boss, **for whom** I have worked for over 30 years, has decided to retire.*

Grammar extra: Common collocations with relative pronouns

We often use the expression *the one* with defining relative clauses:

*He's **the one who** suggested I became a teacher.*

*My father is **the one that** taught me to play the piano.*

*That house is **the one where** I grew up.*

Where can be used after expressions such as *the situation*, *the stage* or *the point*:

*We were in **a situation where** there were no easy solutions.*

*I'm almost at **the stage where** I'm ready to quit my job and go into business for myself.*

*I've reached **the point where** I feel I should just give up.*

C Grammar exercises

1 Match the beginnings (1–10) and endings (a–j) of these sentences, and join them by adding a relative pronoun. In which two sentences can the relative pronoun be left out?

- | | |
|--|---|
| 1 The college has many students <i>who d</i> | a Mozart performed many of his |
| 2 My cousin Phillip is a solicitor; he was | operas. |
| the one | b flat I rent. |
| 3 I went to a school | c every student wants to have. |
| 4 I visited the theatre | d are classed as 'mature' because they |
| 5 Why don't you call again at a time | are over 21. |
| ..... | e advised me to study law. |
| 6 Mrs Jackson is the kind of teacher | f I'm not as busy. |
| ..... | g invented the first electric motor. |
| 7 Faraday was the man | h factory burned down yesterday? |
| 8 Is there any reason | i didn't have very good sports |
| 9 What was the name of that company | facilities. |
| ..... | j manufacturers like to keep demand |
| 10 That's the woman | above supply? |

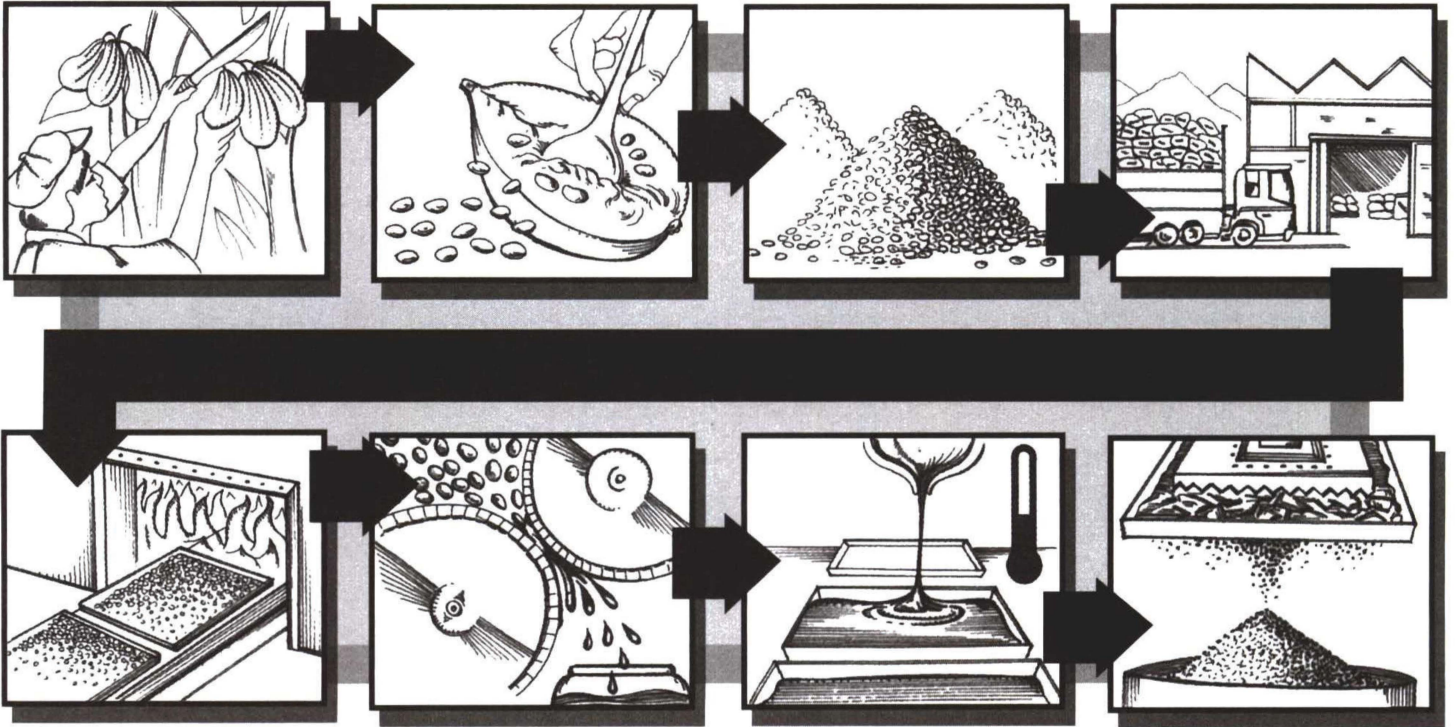
2 Rewrite the sentences below as single sentences using non-defining relative clauses.

- My father lives in a small house full of ornaments. This makes it really difficult to clean.
My father lives in a small house full of ornaments, which makes it really difficult to clean.
- Some students take a year out before university. This allows them to work or travel.
Some students
- The Guggenheim Museum is in Bilbao. It only displays contemporary art.
The Guggenheim Museum,
- My English teacher is leaving. His lectures are very interesting.
My English teacher,
- The lecture was about current economic policy. It was not very easy to understand.
The lecture
- In 1951 my parents arrived in New York. They stayed there for the rest of their lives.
My parents arrived in New York
- I gave my assignment to the faculty secretary. She was not very friendly.
I gave my assignment

3 There is a mistake with relative clauses in each of the email extracts below. Find the mistakes and correct them.

- | | | |
|---|---|----------------------------|
| 1 | I wonder if you can help me. I want to get in touch with the woman which we met at the meeting last week. Do you know the one I mean? | which who |
| 2 | I'm sending this email to ask for more information about the language courses which I saw them advertised in <i>The Daily Star</i> yesterday. | ..... |
| 3 | How are you getting on with your new job? I'm finding my new job exhausting, that is not surprising considering I have to travel so much. | ..... |
| 4 | I really enjoyed the lecture which you gave it on Wednesday, and am thinking about doing my assignment on the same topic. | ..... |
| 5 | You left your notebook at my house. Do you need it? It's the one which in you have written your lecture notes. | ..... |
| 6 | I'm just emailing you to find out if you want to go to the cinema on Thursday. I've got today's newspaper which has a list of films. If you're free, let me know. | ..... |
| 7 | Can you pick up some shopping on your way home? I want some of those bread rolls what we had last week. Will you be able to stop at the shop? | ..... |
| 8 | You are clearly a person who life is full and busy and that is why we think you would like our <i>Ladies Personal Organiser</i> . For just £15.99 you ... | ..... |

- 4 Read the description of how chocolate is made. Add the relative clauses (a–i) to the text in the gaps and write in the appropriate relative pronoun *where*, *which* or *that*.



Chocolate's varied flavours, colours, shapes and textures result from different recipe traditions 1^g..... The essential ingredient in all chocolate is cocoa, which is made from the cream-coloured beans 2 The cacao tree, 3 , produces a fruit about the size of a small pineapple, 4

After harvesting, the cocoa beans are removed from the pods and piled in heaps 5 The dried beans are then transported to factories 6 The shells are then removed and the beans are ground into chocolate liquor – a thick brown liquid 7 This liquor contains a high percentage of fat (cocoa butter), 8 The solid block of cocoa that remains is then made into a powder 9, or is mixed back with some of the cocoa butter, sugar and other flavour such as vanilla to make the different kinds of chocolate.

- a is removed by using presses
- b they are sorted and roasted
- c are left for several days to dry
- d can be used to make a hot chocolate drink
- e grows in equatorial regions such as South America, Africa and Indonesia
- f forms a solid at about room temperature
- g^{which}..... have evolved in different parts of the world
- h inside are the tree's seeds
- i grow in pods on the cacao tree

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

Robotic approach to crop breeding

How a robot helped to identify drought-tolerant crop varieties

- A** Australians consume around 60,000 tonnes of liquid sunflower oil each year but only about 20,000 tonnes is grown locally – the rest has to be imported. One explanation for this is that sunflowers are very thirsty plants. They do well in Queensland and some areas of New South Wales, where they get the tropical storms and rain during summer, but fare less well in Australia's drier western regions.
- B** The sunflower industry is a major source of polyunsaturated fatty acids found in margarines and spreads. Recognised as the type of fatty acid most able to protect against heart disease, it is in everybody's best interest that Australia has a competitive and healthy sunflower industry, but in Australia there is a constant struggle with the harsh climate. However, thanks to the use of robotics, and the work of researchers such as Dr Chris Lambrides, farmers may be able to win the battle against drought.
- C** All plants undergo photosynthesis to produce energy in the form of sugar, which involves allowing carbon dioxide to enter the leaves through pores called stomata. Transpiration is the mechanism by which plants lose water through their leaves. This system is thought to facilitate the passage of minerals through the plant and is vital for healthy plants. However, in conditions of drought, the plants that can use the available water efficiently and lose less to the environment will be more likely to thrive and, in a commercial sense, become more profitable. These plants are classified as having a high transpiration efficiency, or TE.
- D** When plants transpire, the leaves become cooler due to evaporation, and the leaves of plants that use less water are known to be hotter than those that use more. Therefore, by measuring the temperature of the leaves, scientists can determine how much water is being lost through transpiration. Back in 2004, Dr Lambrides, a research fellow at the University of Queensland, completed a project that aimed to do just this. Lambrides and his team hoped to develop more drought-tolerant sunflowers by selecting flowers that use water more efficiently. He did this with the help of a robot that was developed by research officer Dr Suan Chin Wong and senior technical officer Peter Groeneveld from the Australian National University (ANU) in Canberra. However, it didn't start out this way.

- E** The project began on 22 experimental plots at the University of Queensland's Redland Bay farm. The main difficulty faced by the research group was to find an agronomist who could grow the perfect crop of sunflowers. The sunflower canopy had to be complete, with no visible soil, so that the thermometers would only measure the temperature of the plants and not the surrounding environment. Ultimately, eight different varieties of sunflowers were planted. Once grown, the researchers recorded the temperature differences between their leaves. Initially, this was done with hand-held thermometers. However, environmental factors can affect leaf temperature, and the research team discovered that its approach did not cater for wind speed, which could not be controlled as an experimental variable. The team therefore needed a technique to measure temperature continuously that would allow it to examine the effects of wind and other variables. They needed a robot.
- F** The team designed a robot with two infrared thermometers set at 180° to each other. In its operations, the robot ran around an oval track, 1.2 metres from the ground, scanning the 22 plots of Dr Lambrides' experimental sunflowers as it moved along the track. In order to minimise any variables from the two thermometers, they were rotated 180° at the beginning of each run, and the results were averaged. The infrared thermometers could also be turned to examine different parts of the foliage. As well as recording temperatures, the robot was also able to detect light intensity. It had a garage on the track, where it would stay until the light intensity was high enough to give useful results, and if the skies darkened due to rain, heavy cloud cover or sunset, the robot would make its way back there.
- G** The robot transmitted its data back to base station computers in the farm office, where the researchers factored in variables such as humidity, and wind velocity and direction. This information was used by the research team to determine which variety had the highest transpiration efficiency. After seven years of research and development, the first crop of high-TE sunflowers bred through the project were passed on to seed companies to be incorporated into commercial sunflower varieties.
- H** This was not the first time such methods have been used to determine drought resistance in plants. The team and their robot had already made a major breakthrough in the Australian wheat industry with Drysdale Wheat, which signalled the arrival of a new technique for selecting drought-resistant species. Since then, the rise of AI and new developments in robotics have caused the world of agriculture to explode with similar innovations.

Questions 1–7

The reading passage has nine paragraphs labelled **A–I**.

Which paragraph contains the following information?

Write the correct letter, **A–I** next to Questions 1–7.

NB You may use any letter more than once.

- 1 the precise growing conditions required to allow the experiment to work
- 2 an explanation of two important processes used by plants
- 3 a reference to a previous study using a different crop
- 4 the purpose of taking the temperature of the plant
- 5 an argument in favour of ensuring sunflowers are grown in Australia
- 6 an explanation of why an automated system had to be used
- 7 a reference to the length of time it took to produce a product that could be sold to farmers

Questions 8–13

Complete the flowchart below.

Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.

Research to find drought-resistant sunflowers

Researchers planted 22 plots of sunflowers. They had to ensure that no **8)** could be seen between the flowers, and a total of **9)** types of sunflower were grown.



Researchers first recorded the temperature of the leaves using thermometers that were **10)**



On realising that their method could not control for the effects of elements such as **11)**, the researchers decided to use a robot.



The robot ran around a circular track recording temperatures and its thermometers were **12)** after each lap – in bad weather the robot would wait in a special **13)**



The data was sent to the bus station at the farm to be analysed

Grammar focus task

Look at these extracts from the text. For each extract answer the following questions.

- 1 Do they contain defining or non-defining relative clauses?
 - 2 Which words or ideas do the relative pronouns refer to?
 - 3 Does the relative pronoun act as the subject or the object of the verb?
-
- 1 Lambrides and his team hoped to develop more drought-tolerant sunflowers by selecting flowers that use water more efficiently.
 - 2 ... the research team discovered that its approach did not cater for wind speed, which could not be controlled as an experimental variable.
 - 3 It had a garage on the track, where it would stay until the light intensity was high enough to give useful results ...
 - 4 The main difficulty faced by the research group was to find an agronomist who could grow the perfect crop of sunflowers.
 - 5 The team and their robot had already made a major breakthrough in the Australian wheat industry with Drysdale Wheat, which signalled the arrival of a new technique for selecting drought-resistant species.

A Context listening

- 1** You are going to listen to a student interviewing a woman for a survey on shopping habits. Look at these questions. How would you answer them?



- 2** **21** Listen and compare your answers with the woman in the interview.

- 3** **21** Listen again and fill in the gaps. Underline the subject of each verb.

- 1 'No, with my family – my husband and three children.'
 - 2 'And how many times a week the food shopping?'
 - 3 'Oh, it on my own. If with the others, too many things in the trolley and me a fortune!'
 - 4 '..... the food shopping on Thursdays because Monday to Wednesday and fewer people in the supermarket on Thursday than on Friday.'
 - 5 'Well, it once but it.'
'..... you why not?'
- 'Well, what I like is being able to see the products and walking around the shop, and maybe buying things that aren't on my shopping list, you know. do that on your computer, can you?'

- 4** Now read part of the student's written report. What is the difference between the kinds of words that are used as subjects in the spoken text in Exercise 3 and the underlined words that are used as subjects in the written report?

Nowadays people appear to do their shopping on a weekly basis at large supermarkets. These supermarkets seem to have largely replaced the smaller, individual shops. Most people tend to go to the same store on the same day of the week and, according to my survey results, it is still the women who do most of the shopping. In general, the people who were interviewed were not positive about online shopping. However, it is important to note that the respondents were interviewed at the supermarket and were not a random sample of the general public.

B Grammar

Ways of organising texts

1 The subject

We use different kinds of words as subjects depending on the context.

In informal contexts (e.g. conversation) subjects are very often personal pronouns such as *I, you, we*:

'First I need to ask about your household. Do you live alone?'

'No, I live with my family.'

In formal contexts (e.g. academic writing) subjects are often nouns or noun phrases, which makes the message sound factual rather than personal:

Most people tend to go to the same store on the same day of the week each time.

The introductory it

We often use expressions beginning with *it* when the pronoun does not refer to any noun (e.g. *it is important, it is clear, it is useful, it is possible, it is difficult, it is likely, it seems, it appears*).

We use this introductory *it* when the subject of the sentence is an infinitive, *-ing* or *that*-clause. This structure is more common in written English than in spoken:

It is important to note that these respondents were interviewed at the supermarket. (not ~~To note that these respondents were interviewed at the supermarket is important.~~)

It is clear that women do most of the shopping. (not ~~That women do most of the shopping is clear.~~)

2 Ellipsis: leaving words out

We can leave out the subject of a verb to avoid repetition, as well as any other repeated words such as auxiliaries or other verbs:

The respondents were interviewed at the supermarket and (they) were not a random sample of the general public.

The students were researching and (they were) planning their seminar presentations.

3 Organising information in a text

In formal writing we often start clauses or sentences with information that has been mentioned before. We usually place new information at the end of the clause or sentence. To develop our texts in an organised and logical way we can use the information at the end of one clause as the start of the next. This 'zigzag pattern' is common in academic writing where new ideas are taken up and developed:

*People appear to do their shopping on a weekly basis at **large supermarkets**.*
new information

***These supermarkets** seem to have largely replaced **the smaller, individual shops**.*
mentioned before
new information

The new information in the first sentence becomes known information in the second sentence.

4 Adding emphasis or contrast in a text

We can use *it*-clauses and *what*-clauses to emphasise or highlight the information that directly follows them.

It-clauses

It + *be* + main focus + relative clause

It is still the women who do most of the shopping.

Compare these sentences:

The women still do most of the household shopping at local supermarkets. (no emphasis)

It is still the women who do most of the household shopping at local supermarkets. (emphasises the women)

⚠ We cannot say: ~~*They are still the women who do most of the shopping.*~~

What-clauses

What + secondary focus + *be* + main focus

What I like is being able to see the products.

Compare these sentences:

I like seeing the products.

What I like is seeing the products. (highlights being able to see products in contrast with online shopping where you can't see products)

We normally use a singular verb after a *what*-clause.

5 Repeating ideas in a text

We can link ideas in a text by using related words. These related words can be

◆ pronouns:

*Most people tend to go to the same store on the same day of the week each time, and **they** spend between £100 and £200 a week on their household shopping.* (they = most people)

◆ synonyms or rewording:

*These **supermarkets** seem to have largely replaced the smaller, individual shops. Most people tend to go to the same **store** on the same day of the week each time.* (supermarket = store)

(See Unit 9 for more information about avoiding repetition in texts.)

C Grammar exercises

1 Rewrite sentences 1–8 using *it-* or *what-*clauses to emphasise the underlined words.

1 I find writing essays really difficult.

What I find really difficult is writing essays.....

2 The government needs a lot more loyal supporters.

What

3 We don't want words. We want action.

We don't want words. What

4 I really like reading novels. I don't enjoy watching TV.

I really like reading novels. What

5 In my country the bride is the most important person at a wedding.

In my country it

6 Governments should be dealing with the causes of poverty, not the results of it.

It

7 I first decided to study medicine when I was ill in hospital as a child.

It

8 When you are seriously ill, your family suffer the most.

When you are seriously ill, it

2 Look at the following sentences from an essay answering this question.

People take so many photographs now that it spoils any special event or occasion for everyone there.

Do you agree or disagree?

The beginnings of the sentences are in the correct order but the endings are mixed up. Match the sentence beginnings (1–7) to the correct ending (a–g).

- | | | |
|---|---------|--|
| 1 The invention of the mobile phone, with its built-in camera | ...F... | A mobile phone cameras can often be seen everywhere. |
| 2 One of <u>these</u> is | ..... | B which also means they are never without a camera. |
| 3 Nowadays, most adults always carry a mobile phone with them, | ..... | C some lovely memories of <u>the special day</u> . |
| 4 Because of <u>this</u> , on important occasions such as weddings, | ..... | D spoils <u>the event</u> for everyone else. |
| 5 While on the one hand, taking photographs helps to preserve | ..... | E <u>this behaviour</u> can be intrusive. |
| 6 On the other hand, some people worry that | ..... | F has brought many changes to our lives. |
| 7 Even more importantly, it is possible that it | ..... | G the way we experience the world around us. |

Look at the underlined words. What do they refer back to? Which sentence contains an introductory 'it'?

3 Fill in the gaps with a subject from the box.

A one kilowatt solar panel

~~Global energy consumption~~

Solar panels, solar water heaters and wind generators

These renewable energy systems

This rise

a solar roof

Many countries

the government

they

The Future of Energy

A look at the challenge of providing the world with energy without damaging the environment.

1 ~~Global energy consumption~~ is predicted to rise nearly sixty per cent in the next twenty years. 2 is due to factors such as population growth, urbanisation, and economic and industrial expansion.

3 have set themselves renewable energy targets, hoping to be able to generate a proportion of the electricity by such renewable means as wind or solar power. On a cloudy day in Britain

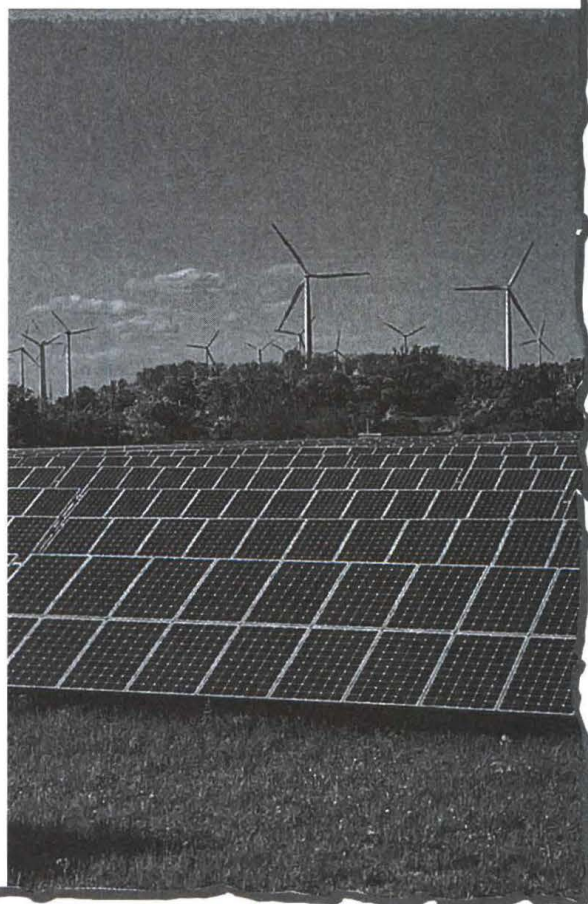
4 can generate enough electricity for the household to watch 140 hours of TV and make 35 cups of tea.

5 saves up to a ton of CO₂ emissions each year.

6 all help to provide alternative sources of energy for private homes and 7 are no longer prohibitively expensive.

8 can make savings for householders in the long run, and in Britain

9 is providing financial help with the cost of installing them.



- 4 Read the writing task question and the extracts from a student's answer below. A teacher has underlined the grammatical problems and written comments. Write the corrections below.

Research shows that children who do not have a healthy diet often also have a poor diet when they are adults.

What do you think causes this?

What is the best way to encourage children to eat more healthily?

1 To educate our children about healthy eating and physical exercise is important. Children need to learn what to eat and 2 children need to experience eating a wider variety of foods.

One problem is the food children eat at school. Packed lunches which are produced by the same person every day tend to contain the same food items every day too and also 3 these foods tend not to be the healthy option. Very often the contents of children's lunch boxes are crisps, sweets and biscuits.

In order to prevent the problems associated with poor diet, such as obesity and heart disease in adulthood, parents need to encourage their children to eat a greater variety of healthier foods. 4 The lack of experience of eating different kinds of foods often leads to poor diet in adults. Experiencing a wider variety of foods can lead to a more rounded and nutritious diet and 5 experiencing a wider variety of foods can therefore lead to better health.

There are several ways to encourage children to eat healthier food. 6 Firstly, to provide support and help to parents is important. One way to do this is to implement a system whereby all children get the same food. 7 No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system. Although difficult to achieve, this would control the foods that all children ate, thereby ensuring a healthy diet. 8 Eating a healthy diet as a child undoubtedly has a huge influence on how healthy we are as adults, so changing this is clearly the best way to avoid future problems.

1 grammar problem

2 avoid repetition

3 avoid repetition

4 add emphasis

5 avoid repetition

6 grammar problem

7 try starting with 'This system ...'

8 avoid repetition

- 1 It is important to educate our children about healthy eating and physical exercise.
- 2
- 3
- 4
- 5
- 6
- 7
- 8

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Violence and crime have increased in most major cities of the world.

Some people say this is because children now play violent video games online.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Grammar focus task

Put the sentences of the second paragraph of the model answer in the correct order. What is the new information in each sentence?

- However, we can assume that there was also crime and violence going on in real life at the time.
- They are also more likely to have played outdoors or been involved in some type of sport. Such activities would probably only have encouraged children to become more competitive rather than violent.
- The games children play nowadays are very different from those of 30 or 50 years ago.
- Therefore, it seems likely that children's games are not connected to real violence.
- Before there were computers in the home, children would have played popular board games such as Monopoly or chess, or even card games.

A Context listening

- 1 You are going to hear a student representative talking to new students and answering their questions. Before you listen, match the words (1–8) with the definitions (a–h).

- | | |
|---------------------------|---|
| 1 union | a deal with / handle documentation etc. |
| 2 president | b speak for |
| 3 process (<i>verb</i>) | c buildings, equipment or services |
| 4 represent | d leader |
| 5 run (<i>verb</i>) | e working group or board |
| 6 election | f organised group or association |
| 7 committee | g organise/manage |
| 8 facilities | h an organised vote |

- 2  22 Listen and answer the following questions.

- 1 What do new students need to do to get a library card?


.....

- 2 What is the students' union?

.....

- 3 What is the students' union responsible for?

.....

- 3  22 Listen again and fill in the gaps.

Questions

- '..... applications quite quickly?'
- 'So, the students' union?'
- 'And how the executive committee?'

Answers

- 'Oh, yes. All applications on the spot so they'll be able to issue you a card straight away.'
- 'No, the union by students, seven students to be precise.'
- 'Well, the executive committee by the students through an election process.'

- 4 Look at the objects of the verbs in the questions in Exercise 3. What happens to them in the answers?

B Grammar

1 The passive: form

The active voice shows what something does. The passive voice shows what happens to something. We make the passive with a form of the verb *be* + past participle.

Tense	Passive form: <i>be</i> + past participle (+ <i>by</i> + agent)
present simple	→ <i>The union is run by 7 executive officers.</i>
present continuous	→ <i>The union is being run by 7 executive officers.</i>
past simple	→ <i>The union was run by 7 executive officers.</i>
past continuous	→ <i>The union was being run by 7 executive officers.</i>
present perfect	→ <i>The union has been run by 7 executive officers.</i>
past perfect	→ <i>The union had been run by 7 executive officers.</i>
going to	→ <i>The union is going to be run by 7 executive officers.</i>
will	→ <i>The union will be run by 7 executive officers.</i>
Other forms	
infinitive	→ <i>The union is to be run by 7 executive officers.</i>
-ing form	→ <i>The university insists on the union being run by 7 executive officers.</i>
used to	→ <i>The union used to be run by 7 executive officers.</i>
modals	→ <i>The union should be run by 7 executive officers.</i>
need to / have to	→ <i>The union needs to/has to be run by 7 executive officers.</i>
need + -ing	→ <i>The union needs running by 7 executive officers.</i>

⚠ We do not use the passive with intransitive verbs (verbs which cannot have an object):
he arrived (**not** *he was arrived*)

2 The passive: use

We use the passive

- ♦ when the object is more important than the subject and the agent is either obvious, not important or unknown:

*All applications **are processed** on the spot.* (it is obvious that it is the library staff who process the applications)

- ♦ in formal writing to make it less personal:

***You are advised** to return the application form within three days.* (impersonal)

The active voice is more direct and personal:

***I advise you** to return the application form within three days.*

- ♦ when we describe a process:

*The union **is run** by seven executive officers who **are elected** by students.*

⚠ We do not generally use the passive for natural (or biological) processes, where people are not involved (e.g. the carbon cycle):

*Plants **take up** carbon dioxide from the air as part of photosynthesis.*

Notice how if we want to repeat the ending of the previous clause or sentence at the beginning of the next, we may need to use the passive:

Does the university run the union?

*No, the union **is run** by seven executive officers*

*who **are elected** by students each year.*

*The executive officers **are held** accountable by the union council.*

*The council **is also elected** by the student population.*

This pattern is typical of academic writing.

3 Reporting with passive verbs

With reporting verbs and verbs of thinking or feeling we can use

- ♦ *it + passive verb + that* (e.g. *agree, announce, argue, believe, claim, decide, disclose, expect, feel, hope, know, predict, recognise, report, say, suggest, think, understand*):

It was felt that the facilities were in need of renovation.

- ♦ *subject + passive verb + to-infinitive* (e.g. *ask, believe, consider, estimate, expect, feel, know, mean, report, say, see, suppose, think, understand*):

Our sports facilities are said to be among the best in the country. (= people say our sports facilities are among the best in the country)

This building is believed to be the oldest in the town.

4 Have something done

To show that someone performs a paid service for us we use *have + object + past participle*:

You'll need to have your photo taken. (= someone else will take your photograph)

In informal English *get + past participle* can be used in the same way:

I got my photo taken yesterday.

5 Need + -ing

We can sometimes use *need + -ing* as an alternative to the passive to say that it is necessary to do something without stating who will do it:

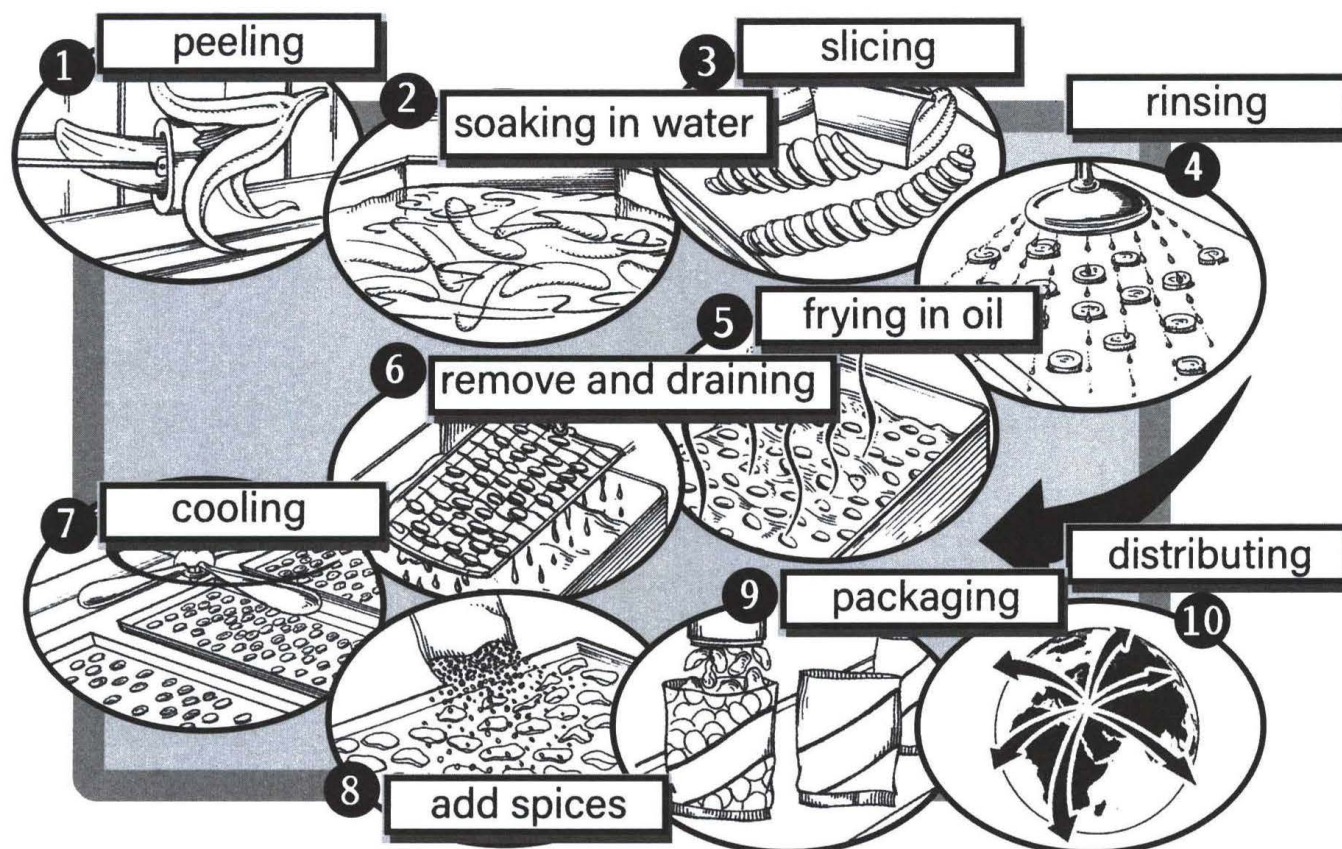
Some facilities need improving around the campus. (= it is necessary to improve some facilities)

C Grammar exercises

- 1 Read the test task. Fill in the gaps in the model answer with the verbs in the box in the passive.

The flowchart below shows how banana chips are made. This is an automated process that involves few ingredients.

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



add distribute fry leave ~~make~~ peel put remove rinse sell slice soak

The flowchart shows how banana chips 1 *are made*. This is an automated process that involves few ingredients. First, the bananas 2 by a special machine and then they 3 in water. Next the clean bananas 4 into a chipping machine where they 5 into thin chips. After this they 6 Once they are dry, the banana chips 7 in hot oil in large deep fat fryers. The cooked banana chips 8 from the fryers using a special sieve which allows all of the oil to drain off. The banana chips 9 (then) to cool. When they have reached the right temperature, spices 10 for extra taste. Finally the banana chips are packaged ready to 11 around the world and 12

- 2** There are 12 mistakes with active or passive verbs in this conversation. Find and correct the mistakes.

Teacher: People are said that the increase in travel will lead to a loss of different cultures around the world. Do you agree?

Student: Well, yes, I suppose that is a possibility. I'm sure the way of life of many people around the world has changed by contact with tourists. But the change might have been happened anyway, I suppose.

Teacher: Yes, maybe. So, do you think we should try to stop the disappearance of native cultures?

Student: Oh, yes. I think it will be very sad if we lose different cultures. They enrich our world, don't they? But it is also argued that many people from poor countries have given opportunities that they wouldn't have had if there wasn't any tourism. Their cultures may have changed, but they have been benefited from improvements in education and health as well as their standard of living.

Teacher: So do you think that improvements like this inevitably bring about a loss of culture, as some people have been suggested?

Student: I suppose I do think that, yes. As we are continued to be provided with better and better education and we have more and more contact with the world outside our own countries, we are being become more and more the same!

Teacher: Can you give some examples of what you mean?

Student: Well, in my country we now have American restaurants and we watch American movies on TV. American culture feels to be too dominant by many people in my country. And English words have been come into my language too.

Teacher: Oh, that's interesting. And do you think that there will one day be only one language in the world?

Student: Well, the way we live has affected in a big way by things like the Internet, email and cheap travel. All countries are using English for these things, and so we all know a little bit of English already. But I am not sure it will use by all countries instead of their own language. That seems unlikely to me.

Teacher: You've made some very interesting points. Thank you.

- | | | | |
|--------------------------|---------|---------|----------|
| 1 <u>say</u> | 4 | 7 | 10 |
| 2 | 5 | 8 | 11 |
| 3 | 6 | 9 | 12 |

3 Fill in the gaps with an appropriate form of the verb in brackets.

- 1 For a long time people *thought* (*think*) the giant panda was a type of raccoon.
- 2 At the beginning of the experiment, the chemicals (*place*) in the beaker.
- 3 In medieval times the Earth (*believe*) to be flat.
- 4 Up until now students (*allow*) to wear what they want, but the new head-teacher has decided to introduce a uniform.
- 5 I can't drive you to the airport because my car (*service*) tomorrow.
- 6 Next year the new theatre (*open*) by some of Britain's biggest acting stars.
- 7 It (*expect*) that the President will resign due to the recent revelations.
- 8 Chocolate (*make*) from the bean of the cacao tree.
- 9 This report (*claim*) that there is corruption throughout the company.
- 10 Several students (*know*) to have cheated in their exams.
- 11 People need (*encourage*) to use public transport if we want to reduce our carbon emissions.
- 12 I went on holiday because I really needed (*take*) a break.

4 Underline the correct words.

Air pollution in cities is growing at an alarming rate. What measures could be taken to address this problem?

Air pollution can 1 *define* / *be defined* as the addition of something harmful to the air at a faster rate than it can 2 *absorb* / *be absorbed*. Everyone should be concerned about air pollution. It 3 *affects* / *is affected* us all, and as it 4 *continves* / *is continved* to worsen, so the environmental impact increases.

One of the major causes of air pollution in cities is car use. Cars 5 *use* / *are used* for even the shortest of journeys, and all efforts by governments to encourage people 6 *to use* / *to be used* public transport seem to be failing. Industry is another major cause of pollution in our cities, but fortunately, new industrial sites 7 *are building* / *are being built* away from large urban centres.

It 8 *says* / *is said* that there are too many contributing factors for us 9 *to decide* / *to be decided* exactly which one is the main problem, but I believe that one of the most serious problems that needs 10 *to tackle* / *tackling* is the use of the car. In some cities laws 11 *have passed* / *have been passed* concerning car use. Athens, for example, only 12 *allows* / *is allowed* a certain number of cars into the city centre each day. In my opinion, this is a good idea. With this kind of law, people have no choice and 13 *force* / *are forced* to use buses and trains. This ensures governments 14 *know* / *is known* that public transport 15 *will use* / *will be used*, and can therefore justify the investment and expense of ensuring the system works properly. Another thing governments could do is to force people to 16 *have their cars checked* / *check their cars* for carbon emissions and fine people with cars that produce high levels of harmful gases.

D Test practice

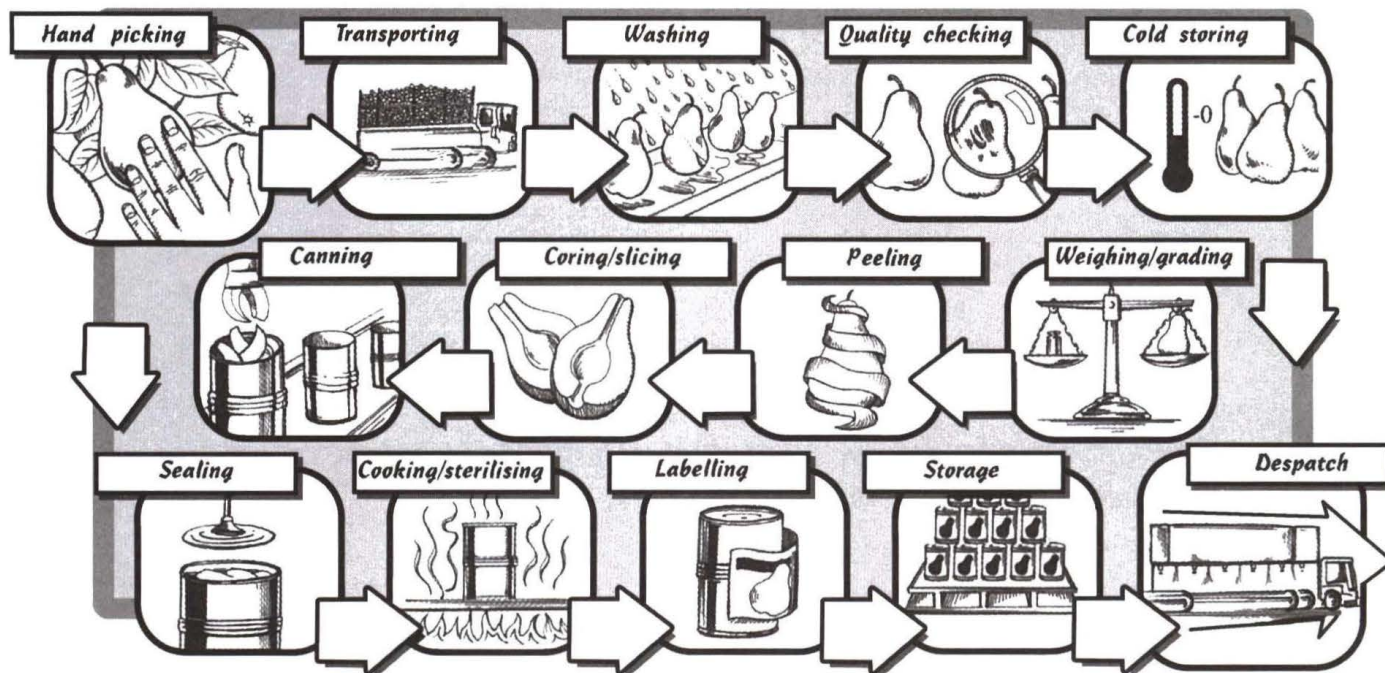
Academic Writing Task 1

You should spend 20 minutes on this task.

The diagram shows how fruit is canned.

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

You should write at least 150 words.



Grammar focus task

Look at these sentences describing the diagram. Rewrite them using a passive verb. Then put the sentences in the correct order according to the diagram.

- 1 Then they slice the fruit up into smaller pieces and they put it into cans.

Passive:

- 2 They peel the fruit and remove any cores.

Passive:

- 3 They pick the fruit from the trees by hand.

Passive:


- 4 They put the fruit of the right quality into cold storage and they keep it at a temperature of 0°.

Passive:

A Context listening

1 You are going to hear a student presenting a report on eating fish. Before you listen, match the words (1–9) to the definitions (a–i).

- | | |
|-------------------------|--------------------------------|
| 1 staple (<i>adj</i>) | a advantages and disadvantages |
| 2 controversy | b be greater than |
| 3 benefits and risks | c main / basic |
| 4 consumption | d a heavy silver metal |
| 5 mercury | e harmful to the body |
| 6 poisonous | f contact with |
| 7 dose | g disagreement |
| 8 exposure to | h amount |
| 9 outweigh | i eating |

2  **23** Listen and say whether these statements are true or false.

- 1 Eating fish might be bad for the heart.
- 2 Eating fish is good for the growth of the brain.
- 3 Some fish may contain a poison.
- 4 The Fisheries Scholarship funded this student's project.
- 5 The Fisheries Scholarship influenced the results of the study.
- 6 Comprehensive information is available about the pros and cons of eating fish.
- 7 The research noticed strong negative effects on the brain from the mercury contained in fish.
- 8 The student concludes that it is better for one's health to avoid eating fish.

3 Fill in the gaps in the extract from the talk with the words from the box.

23 Listen to the second half of the recording again and check your answers.

although despite finally firstly however in spite of
secondly to sum up

We discovered that, 1 the literature available on the risks and benefits of fish consumption, there are still important gaps in this information. 2 these gaps, 3, decisions about how to advise people on fish consumption should be made based on what we know now.

4, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. 5, consuming fish is known to have a beneficial effect on brain development. 6, 7 exposure to mercury through eating fish can have a negative effect on IQ levels, the effects that have been observed are relatively small.

8, it would seem that the health benefits of eating fish outweigh the risks.

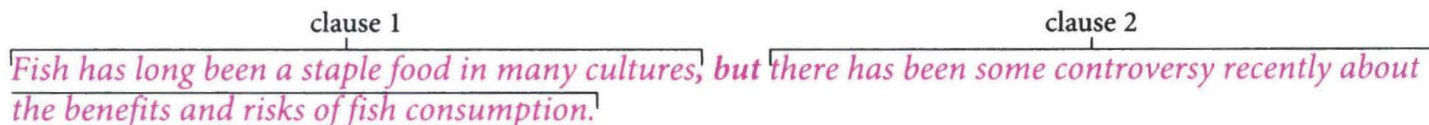
4 Which of the words in the box is used:

- 1 to show contrast?
- 2 to give one idea in a list of ideas?
- 3 to introduce the conclusion?

B Grammar

1 Ways of linking ideas

We use conjunctions (e.g. *but*, *because*) to join two clauses in one sentence:



We can use adverbial expressions (e.g. *consequently*, *however*) to connect ideas in separate sentences. These usually go at the beginning of the sentence or clause:

Fish is known as a 'brain food' because of the benefits it has for brain development. **However**, recent studies have shown that fish can also contain mercury.

Some adverbial expressions (e.g. *therefore*, *however*, *also*) can be used in a variety of positions:

People **therefore** are unsure of whether to eat fish.

People are **therefore** unsure of whether to eat fish.

People are unsure **therefore** of whether to eat fish.

We can use prepositions (e.g. *in spite of*, *because of*) before a noun phrase or an *-ing* form:

The match was cancelled **because of the snow**, (not because of it snowed)

In spite of losing the first game, the team went on to win the tournament.

2 Linking expressions

Adding information

conjunctions: *and, as well as*

adverbials: *also, anyway, besides, furthermore, in addition, likewise, moreover, similarly*

We use these expressions to give additional information:

Fish supplies us with substances that might protect against heart disease. **Moreover**, in many cultures fish is known as a 'brain food'.

Sequencing

adverbials: *first, next, after that, then; firstly, secondly, finally*

Firstly, secondly and *finally* are used to order points in an argument:

Firstly, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. **Secondly**, consuming fish is known to have a beneficial effect on brain development. **Finally**, ...

First, next, after that and then describe the order of activities in a process:

First the fruit is picked by hand. **Then** it is transported to the factory.

Cause, reason, result

conjunctions:	<i>because, so</i>
adverbials:	<i>therefore, consequently, so, thus, as a result</i>
prepositions:	<i>because of, due to, on account of, owing to</i>

Because introduces the reason for something, and *so* introduces the result:

reason

*I eat fish three times a week **because** it protects against heart disease.*

result

*Fish protects against heart disease **so** I eat it three times a week.*

Therefore, consequently, so, thus and *as a result* introduce the result of a situation or action:

***As a result**, people are unsure whether to increase or decrease the amount of fish they eat.*

We use *because of, due to, on account of* and *owing to* to introduce the reason for something:

*The match was cancelled **because of** the snow. (~~not because of it was snowing~~)*

*The buses were all running late **owing to** the bad weather.*

▲ We can use *due to, on account of* and *owing to* + *the fact that* with a clause:

*The match was cancelled **due to the fact that** it was snowing.*

Contrasting

conjunctions:	<i>but, although, though</i>
adverbials:	<i>alternatively, however, in contrast, nevertheless, on the contrary, on the other hand, yet</i>
prepositions:	<i>in spite of, despite</i>

We use *but* between two contrasting ideas:

*Fish has long been a staple food in many cultures, **but** there has been some controversy recently about the benefits and risks of fish consumption.*

Although can come at the beginning or in the middle of two contrasting ideas. We use a comma between the two clauses:

***Although** the work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings.*

*The work was supported by grants from the Fisheries Scholarship Fund, **although** this did not affect the research findings.*

We use *in spite of* and *despite* + noun/-ing at the beginning or in the middle of two contrasting ideas:

***In spite of the considerable amount** of literature on the risks and benefits of fish consumption, there are still important gaps in this information. (~~not in spite of there is a considerable amount~~)*

*I eat fish regularly for health reasons **despite not** liking it much. (~~not despite I don't like it~~)*

▲ We can use *despite* and *in spite of* + *the fact that* with a clause:

*I eat fish regularly for health reasons **despite the fact that** I don't like it much.*

Giving examples

adverbials: *that is to say, in other words, that is (i.e.), for example*

We use these expressions to link two clauses that give the same information in a different way or to give examples:

*There has been some controversy recently about the benefits and risks of fish consumption. **For example**, we know that fish supplies us with polyunsaturated fatty acids, substances that might protect against heart disease.*

Grammar extra: Written and spoken English

Some linking expressions are more common in either written (formal) or spoken English:

Written: *thus, therefore, finally, furthermore, hence, moreover, nevertheless, in addition, firstly, secondly, finally*

*Regular consumption of fish can lower your risk of heart disease by 17%. **Furthermore**, it can have a beneficial effect on brain development.*

Spoken: *so, then, anyway*

*Eating fish is good for you **so** I try to eat it regularly.*

C Grammar exercises

1 Choose the best endings for these sentences.

- 1 I hurt my knee quite badly so
 a I had to go to hospital. b I didn't have the right running shoes.
- 2 One way to improve your health is to eat more fruit and vegetables. Alternatively,
 a you could increase your risk of heart disease. b you could exercise more.
- 3 Humans like to form social groups. Likewise,
 a many other mammals live independently of each other.
 b many other mammals live together in small communities.
- 4 I didn't work hard at school. Consequently,
 a I did well at university. b I failed most of my exams.
- 5 I believe travelling can help us to understand other cultures. Furthermore,
 a it can help you to become more independent.
 b it can be a lonely experience at times.
- 6 In spite of the fact that learning to speak a foreign language requires a lot of time and effort,
 a many people give up after a short time. b many people manage it successfully.
- 7 In my experience, vegetarians tend to be quite healthy. In contrast,
 a many meat-eaters do not have a healthy diet. b they look after their bodies well.
- 8 Fifty per cent of all newspaper readers in this country only read the sports section of the paper. In other words,
 a many people are not interested in news.
 b sports are reported very well in the newspaper.
- 9 Sydney is the biggest city in Australia, yet
 a it isn't the capital. b it is the oldest city.
- 10 You wouldn't be allowed to drive in my country because
 a there is no point in getting a car. b you need to be over 21.
- 11 Studies suggest that although sales of cookery books have increased significantly in the past five years,
 a we spend less time than ever in the kitchen. b we enjoy experimenting.
- 12 There are delays on all trains due to the fact that
 a passengers should allow extra time. b there is a shortage of drivers.

2 Underline the correct linking expressions.

It is generally accepted that smoking causes the deaths of large numbers of people. In order to address this problem governments should ban smoking in public places.

To what extent do you agree or disagree with this statement?

Many people think that the best way to reduce deaths from smoking is to ban smoking in public places. 1 However, / In addition, it is not as simple as that. There are several reasons why I do not consider this approach to be suitable.

2 Alternatively, / Firstly, banning activities often increases their popularity by making them seem more exciting. 3 Furthermore, / In contrast, most smoking takes place in the privacy of people's homes, and would 4 therefore / nevertheless not be affected by the ban. 5 Thirdly, / Similarly, a ban on smoking would make extra demands on the police.

6 Although / Despite the ideas behind banning smoking in public places are good, an alternative approach needs to be taken, in my opinion. Schools should lead the way in discussing the harmful effects of smoking not only on the smokers themselves but on others around them. 7 In addition, / Consequently, parents need to support these efforts by encouraging their children to understand the negative aspects of smoking.

If we adopted these measures, I believe fewer people would take up smoking 8 as a result. / moreover. To some extent these things are already happening. 9 And / Nevertheless, further efforts are needed.

3 Fill in the gaps with the linking expressions in the box.

as a result because but firstly for example however ~~moreover~~ similarly

- Regular exercise increases the blood flow to your heart and keeps your heart healthy. Moreover, it provides you with a general sense of well-being.
- In times of recession people stop spending, which can have serious consequences for the economy., poor sales can lead to closures of some businesses.
- In this talk I will outline several possible reasons for melting polar ice caps., it could be because of climate change. Another reason could be ...
- These days many famous musicians are getting involved in political causes., famous actors are often seen on television promoting some charity or other.
- Pets can have a calming effect on their owners., having a pet can increase stress due to the demands made on the owner to look after the pet properly.
- Some people believe that we have too many public holidays, I believe they are a good idea it is important to find time to celebrate traditions.
- In my city there are too many cars on the road and there are always traffic jams., it is difficult for people to judge how long their journeys will take.

4 Write one or two sentences with a similar meaning to the sentences below, using the words in brackets and any other words you need.

- 1 Despite the rise in profits this year, our company is still losing money. (*although*)
Although there has been a rise in profits this year, our company is still losing money......
- 2 The head of my department called an emergency meeting so I had to cancel all of my afternoon appointments. (*because*)

- 3 It is now much cheaper to watch a film online so fewer people are going to the cinema these days. (*due to*)

- 4 The cost of basic foods has risen because petrol prices increased last month. (*As a result*)

- 5 Although there are over 30 girls on this course, the boys still outnumber the girls by two to one. (*but*)

- 6 Although there are some advantages to the pace of modern life, it also has its disadvantages. (*However*)

- 7 The numbers of red deer in the wild increased slightly in the 1980s, although the increase was not sufficient to take them off the endangered species list. (*in spite of*)

D Test practice

Academic Reading

You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

Experience versus *speed*

Certain mental functions slow down with age, but the brain compensates in ways that can keep seniors as sharp as youngsters.

Jake, aged 16, has a terrific relationship with his grandmother Rita, who is 70. They live close by, and they even take a Spanish class together twice a week at a local college. After class they sometimes stop at a café for a snack. On one occasion Rita tells Jake, 'I think it's great how fast you pick up new grammar. It takes me a lot longer.' Jake replies, 'Yeah, but you don't seem to make as many silly mistakes on the quizzes as I do. How do you do that?'

In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds. Popular psychology says that as people age their brains 'slow down'. The implication, of course, is that elderly men and women are not as mentally agile as middle-aged adults or even teenagers. However, although certain brain functions such as perception and reaction time do indeed take longer, that slowing down does not necessarily undermine mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people because their brains compensate for some kinds of declines in creative ways that young minds do not exploit.

Just as people's bodies age at different rates, so do their minds. As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and laying down new information into memory becomes more difficult. The ability to retrieve memories also quickly slides and it is sometimes harder to concentrate and maintain attention.

On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience. The biggest trick that older brains employ is to use both hemispheres simultaneously to handle tasks for which younger brains rely predominantly on one side. Electronic images taken by cognitive scientists at the University of Michigan, for example, have demonstrated that even when doing basic recognition or memorisation exercises, seniors exploit the left and right side of the brain more extensively than men and women who are decades younger. Drawing on both sides of the brain gives them a tactical edge, even if the speed of each hemisphere's process is slower.

In another experiment, Michael Falkenstein of the University of Dortmund in Germany found that when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors, probably because of their more deliberate pace.

One analogy for these results might be the question of who can type a paragraph 'better': a 16-year-old who glides along at 60 words per minute but has to double back to correct a number of mistakes or a 70-year-old who strikes keys at only 40 words per minute but spends less time fixing errors? In the end, if 'better' is defined as completing a clean paragraph, both people may end up taking the same amount of time.

Computerised tests support the notion that accuracy can offset speed. In one so-called distraction exercise, subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen. Just before the correct symbol appeared, however, the computer displayed numerous other arrows aimed in various other directions. Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up, they more frequently clicked on incorrect arrows in their haste.

Older test takers are equally capable of other tasks that do not depend on speed, such as language comprehension and processing. In these cases, however, the elders utilise the brain's available resources in a different way. Neurologists at Northwest University came to this conclusion after analysing 50 people ranging from age 23 to 78. The subjects had to lie down in a magnetic resonance imaging (MRI) machine and concentrate on two different lists of printed words posted side by side in front of them. By looking at the lists, they were to find pairs of words that were similar in either meaning or spelling.

The eldest participants did just as well on the tests as the youngest did, and yet the MRI scans indicated that in the elders' brains, the areas which are responsible for language recognition and interpretation were much less active. The researchers did find that the older people had more activity in brain regions responsible for attentiveness. Darren Gleitman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.

Questions 1–4

Choose the correct answer **A, B, C** or **D**.

- 1 The conversation between Jake and Rita is used to give an example of
 - A** the way we learn languages.
 - B** the changes that occur in our brains over time.
 - C** the fact that it is easier to learn a language at a young age.
 - D** the importance of young and old people doing things together.
- 2 What point does the writer make about popular psychology in the second paragraph?
 - A** It is to blame for many misconceptions about the elderly.
 - B** It fails to take into account the weaknesses of younger brains.
 - C** It fails to consider how our brain adapts in response to slowing down.
 - D** It is completely wrong when it comes to the mental agility of older people.
- 3 In the sixth paragraph, what point does the example of the two typists illustrate?
 - A** Accuracy can improve over time.
 - B** Accuracy is less important than speed.
 - C** Working faster does not always save time.
 - D** Working faster is better than working slower.
- 4 In the computerised distraction exercise, the subjects had to
 - A** react to a particular arrow on the screen.
 - B** click on every symbol that appeared on the screen.
 - C** move an arrow in different directions around the screen.
 - D** distinguish between arrows and other figures as fast as possible.

Questions 5–8

Complete each sentence with the correct ending **A–F**.

Write the correct letter **A–F** next to Questions 5–8 below.

- 5 According to popular psychology
- 6 Researchers at the University of Michigan showed that
- 7 Michael Falkenstein discovered that
- 8 Scientists at Northwest University concluded that

- A** the older we get, the harder it is to concentrate for any length of time.
- B** seniors take longer to complete tasks but are more accurate.
- C** young people are less likely than older people to use both parts of their brain at the same time.
- D** older people use their brains differently but achieve the same result.
- E** the speed of our brain decreases with age.
- F** older people do not cope well with new technology.

Questions 9–13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in spaces 9–13.

Facts about older people's brains

Some popular beliefs about ageing are true. For example, as we age, our senses take longer to process information, our **9** speed is slower, our aptitude for recalling **10** decreases, and we find it more difficult to **11** However, older people's brains do have several advantages over those of younger people. Firstly, older people can call upon both their **12** and the information which is already stored in their brain. Secondly, scientists believe that older people make fewer errors than young people as a result of the slow and **13** way they work through a task.

Grammar focus task

These extracts are from the text. Without looking back at the text, match the beginnings (1–7) and endings (a–g).

- 1 ... evidence shows that older people are just as mentally fit as younger people because
 - 2 ... although certain brain functions such as perception and reaction time do indeed take longer,
 - 3 Although younger subjects cut through the confusion faster when the correct arrow suddenly popped up,
 - 4 Just before the correct symbol appeared, however,
 - 5 The ability to retrieve memories also quickly slides and
 - 6 Drawing on both sides of the brain gives them a tactical edge, even if
 - 7 ... when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet
- a the speed of each hemisphere's process is slower.
 - b they more frequently clicked on incorrect arrows in their haste.
 - c the computer displayed numerous other arrows aimed in various other directions.
 - d they made 50% fewer errors.
 - e their brains compensate for some kinds of declines in creative ways that young minds do not exploit.
 - f it is sometimes harder to concentrate and maintain attention.
 - g that slowing down does not necessarily undermine mental sharpness.

A Context listening

- 1** You are going to hear two students, Nick and Tina, discussing a topic with their tutor. Look at the pictures below. What do you think the topic is?



- 2** **24** Listen and decide whether these statements are true or false.

- 1 Tina believes that her time at school was good for her.
- 2 Nick had a bad experience at school.
- 3 Nick believes that the boy who was bullied probably feels bad about his school days.
- 4 Nick likes the idea of staying at home all day.
- 5 Tina's friend was able to meet new friends easily.
- 6 Tina believes that you receive a better standard of education in school.

- 3** **24** Listen again and fill in the gaps.

- 1 Well, I'm a bit like you, Tina. I went to a normal school and,, I had a great experience there. Mind you, that being educated at home would be good for some children. There was a boy in my class who was bullied by some older boys, and he must look back at his school days and feel really bad.
- 2 Yes, I think that's a good point. But,, schools do seem to be more overcrowded and less well-funded these days and the advantages of home education in terms of the quality of education. That's the way my friend felt. Mind you, she finds it hard to interact in large groups of people. And,, she doesn't have a great relationship with her parents these days. she had enough of them as a child!

- 4** Look at your answers in Exercise 3 and find examples of:

- 1 two verbs that express the speaker's attitude or opinion
- 2 three adverbs that show how the speaker feels about the idea
- 3 two adverbs that show possibility

B Grammar

When speaking or writing, we can choose language to indicate our feelings, attitudes, judgements and beliefs. Task 2 in the Writing section of the IELTS test generally asks you to discuss a topic. We have to decide where to position ourselves on the topic and demonstrate this through the language we use.

1 Pronouns

In formal writing, first person pronouns (e.g. *I*, *you*, *we*) are not very common, but we can use them to

- ◆ give our opinion of the topic being discussed with *I* or *we*:
I would argue that all children should attend school.
- ◆ show we are part of the group and identify with the reader, usually with *we* or *us*. Compare:
*Is it better for **us** to educate **our** children at home rather than send them to school?*
*Is it better for **parents** to educate **their** children at home rather than send them to school?*
The use of *us* in the first sentence changes the text from objective comment to a more subjective one.

2 Adverbs

To show our attitude, feelings or assessment of something we can use

- ◆ single adverbs (e.g. *actually*, *frankly*, *fortunately*, *unfortunately*, *personally*, *luckily*, *interestingly*, *naturally*, *surprisingly*):
Frankly, I'd be totally bored staying at home all day.
But, unfortunately, schools do seem to be more overcrowded and less well-funded these days.
In speech we often use *actually* to correct someone or to show that we disagree with something that has been said:
Actually, she believes that she received a better education as a result.
- ◆ adverbial phrases that express the speaker's view of a generalisation (e.g. *broadly speaking*, *by and large*, *in general*, *overall*, *on the whole*, *to a great extent*):
But, in general, I don't think it is a good idea.
- ◆ adverbial phrases of opinion (e.g. *in my/our view*, *in my opinion*):
In my opinion that's a disadvantage.

To soften the tone of an argument we can use adverbs of possibility (e.g. *certainly*, *definitely*, *maybe*, *perhaps*, *possibly*, *presumably*, *probably*):

*Well, that's **certainly** the way my friend felt.*
***Perhaps** she had enough of them as a child!*
*So, **maybe** that's a result of her education experience.*

To show that the information has come from somewhere/someone else, we can use adverbial phrases that report the views of other people (e.g. *apparently*, *according to (somebody)*, *evidently*):

***According to my friend** they did fun things like going out for walks.*
***Apparently** there is a network of parents who teach at home. (someone else told me this)*

Position of adverbs

Comment adverbs often come at the beginning or the end of a clause (e.g. *according to, fortunately, interestingly, luckily, surprisingly, unfortunately*):

Interestingly, she doesn't have a great relationship with her parents these days.

She doesn't have a great relationship with her parents these days, interestingly.

Many adverbs can also come before the main verb or after *be*:

*It is **probably** best.*

*He would **possibly** feel quite differently.*

⚠ *Definitely* is not usually used at the beginning of a clause:

*I am **definitely** coming to the party. (not ~~Definitely I am coming to the party.~~)*

3 Verbs

To show our opinion or feelings we can use verbs such as *think, suppose, believe, feel, guess, see*:

*I **think** that's a good point.*

*I **can see** that being educated at home would be good for some children. (= I can understand)*

When the subject is *I*, it is sometimes preceded by *personally*:

***Personally**, I feel the teachers did a really good job.*

To show that we are expressing our ideas rather than facts or to sound more cautious we can use modal verbs of possibility (e.g. *may, might, could, must, can*) and verbs like *seem* or *appear*:

*I think he **must** look back at his school days and feel really bad.*

*Schools **seem** to be more overcrowded and less well-funded these days.*

4 Adjectives

We can use adjectives

- ♦ to show our feelings (e.g. *glad, delighted, overwhelmed*):

*Anyway, I'm **glad** that my parents didn't educate me at home.*

- ♦ with *it + be + adjective + that* to show possibility and opinion (e.g. *clear, possible, probable, likely*):

*Yes, but **it is likely that** those people will be very similar.*

C Grammar exercises

1 Underline the correct word or phrase in the sentences below.

- 1 I'm very worried about the plans to build a new shopping centre here. According to / Apparently my friend they want to knock down some of the houses.
- 2 Apparently, / Personally, I believe that we will live longer in the future.
- 3 Joshua is working this weekend so presumably / actually he will have some time off at a later date.
- 4 We cannot say for sure but definitely / perhaps an advertising campaign would encourage people to recycle their waste more.
- 5 Overall, / Luckily, we can see that the experiments done by the early scientists have had a great effect on our lives today.
- 6 We should probably / personally all reflect on the way we live our lives and try to be more environmentally aware.
- 7 Certainly, / Surprisingly, John agreed to come when I invited him – I hadn't expected that!
- 8 In my opinion / Unfortunately the number of students leaving university without completing their degrees is rising.

2 Put the words in brackets into the sentences below in a suitable place. There may be more than one possible answer.

certainly

- 1 I [^] believe she is the right person for the job, but I feel she may need some further training. (*certainly*)
- 2 The start of the course has been delayed because the tutor is ill. (*apparently*)
- 3 I want to go to university when I leave school. (*definitely*)
- 4 I was late for the exam because my bus didn't come, but the exam hadn't started on time so I only missed a few minutes. (*luckily*)
- 5 The university has decided to close the music department. (*unfortunately*)
- 6 It is time to reorganise our company structure. (*perhaps*)
- 7 My tutor was impressed with the effort I had put into my assignment, but suggested a few changes. (*on the whole*)
- 8 It is true that people are living longer today than in the past. (*probably*)

3 Replace the underlined part of each sentence with an adverb from the box.

actually ~~apparently~~ evidently frankly
on the whole possibly surprisingly unfortunately

- 1 I've heard that he is a teacher. *Apparently.*
- 2 To be honest I don't really like this kind of literature.
- 3 I found it unexpected that the survey revealed that university students today spend longer on their work than in the past.
- 4 I'm not happy about it but I can't come to your party because I'm working.
- 5 To sum it up, it seems that people prefer to spend festivals with their families or friends rather than alone.
- 6 From what I have read in the journal, it seems that scientists believe the new drug will work.
- 7 I am not absolutely certain about this but if we reduce the amount we consume, we will become happier.
- 8 As a matter of fact I think this is the best piece of work you've done so far.

4 Put the words or expressions in brackets into a suitable place in the essay extract below and make any other necessary changes.

Many people have changed from a mainly meat-based diet to a vegetarian one in recent years. Do you think there are more advantages or more disadvantages to following a vegetarian diet?

There are many reasons why people follow a vegetarian diet. Firstly, it is because *they believe that* ^{it} ~~is~~ *maybe*

is wrong to kill animals. This ^{is} ~~is~~ due to religious beliefs or it is their own personal philosophy. (*they believe that; may be; could be*)

Another motivation for stopping eating meat is health. The high fibre content of a vegetarian diet reduces the likelihood of suffering from some bowel problems and heart disease. In addition, fewer vegetarians than meat-eaters are overweight. A further advantage is that a vegetarian diet is cheaper than eating meat. (*it is possible that; according to research; seems to; can be*)

Nevertheless, there are some disadvantages. Vegetarians lack a lot of the vitamins and minerals that are present in meat, such as iron or vitamin B12, or calcium if you do not include dairy products in your diet. There is also the social problem of not being able to eat food available at parties and restaurants. However, in terms of health a vegetarian is more likely to be healthy than a non-vegetarian and the advantages outweigh the disadvantages. (*it is clear that; can; overall; personally I feel that*)

D Test practice

Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

School children and students of all ages now use technology a great deal in their studies.

Do you think this is a positive or a negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Grammar focus task

Look at the sentences from a model answer to the question above. Fill in the gaps using the words in the box.


argue certainly definitely in my opinion in my view unfortunately

- 1 This has changed the way that we study and,, has had both benefits and drawbacks.
- 2 ... and doing research online is much faster than searching for books in a library.
- 3 Firstly,, handwriting and spelling have definitely deteriorated in recent years.
- 4 ... modern technology now does so much of our thinking for us that,, we are losing our ability to think for ourselves.
- 5 I would that we need to be very careful to ensure that this is not the case in the future.

A Context listening

- 1 You are going to hear Julie describing what happened when she was stung by a bee. Which symptoms do you think she had?

itching pain redness shaking sneezing swelling

- 2  25 Listen and check if you were right.

- 3  25 << Listen again and answer these questions.

- 1 What was unusual about what happened when Julie was stung by a bee?
- 2 Where did she get stung?
- 3 How did it feel?
- 4 What happened to her foot?
- 5 What other effects were there?

- 4 Read this written scientific account of the effects of bee stings.

Following a bee sting the normal reaction is burning pain, redness, irritation and itching. After a person has been stung by a bee once, they may become allergic to the bee's venom. There is a 60% risk of a serious reaction upon re-sting. In this situation there may be swelling in the area around the sting, it may become red and sore, the victim may have breathing difficulties, a dry cough, abdominal pain and vomiting. In extremely serious cases, the throat may swell, blocking the airway, and the heart may stop.

Look at the underlined words in the extracts from what Julie said. How are these words expressed in the written text?

- 1 I was really surprised by how much it hurt.
- 2 It itched a bit too.
- 3 My foot began to go red and swell up.
- 4 Then I began to find it difficult to breathe and kept coughing.

- 5 Compare the language in the written report with the spoken language.

- 1 What happens to the spoken verbs in the written report?
- 2 What are the most common verbs in the written text?

B Grammar

When we choose to give the main information in a clause as a noun phrase rather than as a verb, this is called 'nominalisation'.

1 Nominalisation in written English

In spoken English we usually use a subject + verb to describe an event:

subject + verb

I reacted badly.

subject + verb

+ verb

Then really quickly my foot began to go red and swell up.

In formal written language we use language that is less personal, so we often use a noun form instead of a verb. The written scientific account describes the same reaction like this:

noun

noun

noun

noun

Following a bee sting the normal reaction is redness, irritation and itching.

noun

In this situation there may be swelling in the area around the sting.

In the spoken example the events are expressed by verbs (*go red, swell up*). In the written examples the events have been changed into nouns (*redness, swelling*). Notice that the only verb in the written examples is the non-action verb *be*.

We can also change some adjectives to nouns. Compare:

The cathedral is tall and can be seen from all over the town.

The cathedral's height makes it visible all over town.

The common differences between spoken and written English are:

Spoken

- ◆ action or events are expressed as verbs:
swell up
- ◆ events happen to people or are carried out by people:
I reacted badly, my foot began to go red
- ◆ personal pronouns are used as subjects:
I, she
- ◆ verbs are often action or event verbs:
reacted, trod, itched

Written

- ◆ actions or events may be expressed as nouns or noun phrases:
swelling
- ◆ events are expressed impersonally:
the normal reaction is ...
- ◆ nouns used as subjects:
a person, the throat
- ◆ verbs are often not action or event verbs:
be, have
- ◆ sentences have a lot of vocabulary words

2 Reasons for using nominalisation

Making texts impersonal and authoritative

By turning actions into nouns we make the text sound less personal and more authoritative. We don't use personal pronouns (e.g. *I, you, he*) as much.

Compare:

Following a bee sting the normal reaction is burning pain, redness, irritation and itching. In this situation there may be swelling in the area around the sting.

Then really quickly my foot began to go red and swell up. It just got bigger and bigger. It itched a bit too. I was really surprised by how much it hurt.

The nominalisations have been underlined. The spoken account is much more personal and uses active verbs.

Adding information

Nominalisation is particularly useful for Academic Writing Task 1 because we can do several things to add information to nouns in English:

- ◆ count: *the two charts*
- ◆ describe: *the two coloured charts*
- ◆ classify: *the two coloured bar charts*

We cannot do the same with verbs. It is only by changing verbs into nouns that we can add information words to a text in such a concise way.

Avoiding repetition

We can use nominalisation to avoid repetition when we want to refer back to a previously mentioned idea (see Unit 21):

The number of unemployed increased by 5% last month. The reason for this increase is still unclear.

Nominalisation can also be used to paraphrase what has been said. In the IELTS Listening and Reading tests different words are used in the texts and the questions. Compare:

Listening text:

Then I began to find it difficult to breathe and kept coughing, although I didn't have a cold.

Question:

Which TWO of the following symptoms did Julie experience?

- A** *breathing problems*
- B** *shaking*
- C** *a cough*
- D** *a high temperature*
- E** *chills*

Options A and C are nominalisations of the verbs used in the listening text.

C Grammar exercises

1 Write possible noun forms for the following verbs.

- 1 to research: *research, researcher*
- 2 to study:
- 3 to find:
- 4 to respond:
- 5 to measure:
- 6 to earn:
- 7 to advertise:
- 8 to examine:
- 9 to suggest:
- 10 to create:

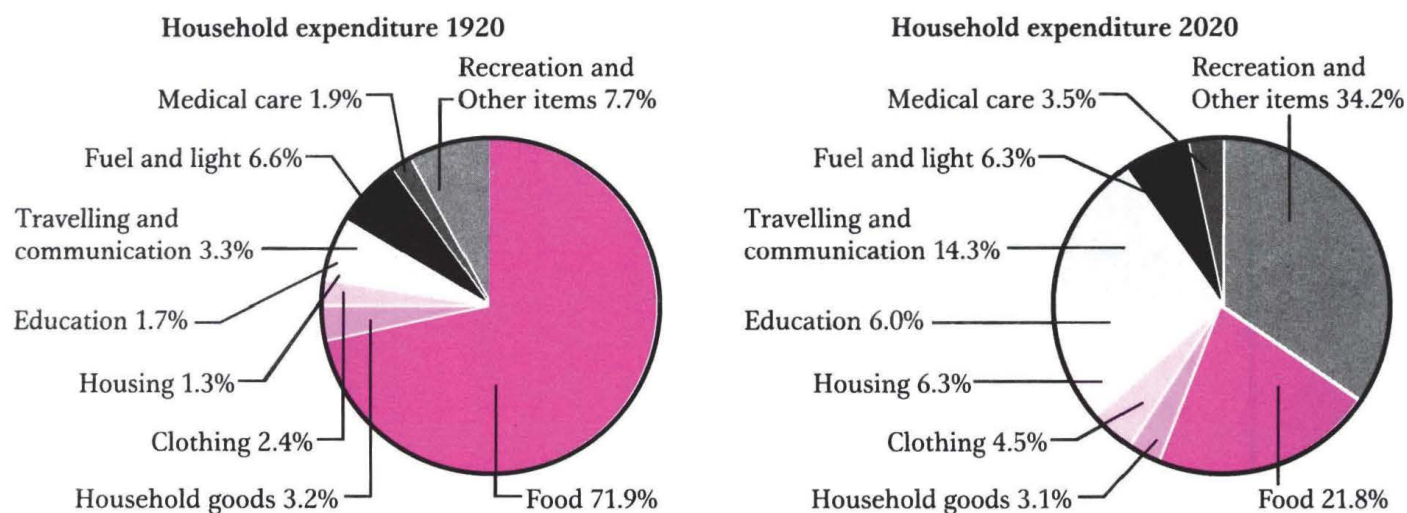
2 Complete the sentences with the noun form of the adjectives in brackets.

- 1 The graphs show a significant (*different*) between the ages at which men and women marry.
- 2 The (*strong*) of the government's argument for changing the law is that many car accidents happen whilst drivers are speaking on their mobile phones.
- 3 The (*deep*) of the lake means that no one has ever seen the bottom.
- 4 Some parts of the world are not only important in terms of their biodiversity, but they also have a special (*beautiful*) that must be conserved.
- 5 This is a good essay in parts, but you need to express yourself with more (*clear*) at times.
- 6 The discovery of a new species of monkey in Africa is of great (*interesting*) to both naturalists and the general public alike.
- 7 The (*difficult*) facing the scientists now is how to prove their theory.
- 8 The results of this research need to be treated with (*cautious*).
- 9 The (*significant*) of the findings surprised even the researchers.
- 10 Many older people are afraid to go out at night due to the increase in (*violent*) in our larger cities.
- 11 The current (*controversial*) over pensions is likely to continue for some time.
- 12 We apologise for any (*confusing*) caused by the last-minute change to the schedule.

3 Underline the best answers.

The two pie charts show the average spending by households in a country at two different points in its economic development.

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



The two pie charts give information about 1 what households spent their money on / household expenditure on goods and services in 1920 and 2020. Overall, 2 here are some quite significant differences / some things are significantly different between the two charts, particularly.

In 2020 3 the largest proportion of expenditure was / most money was spent on recreation and other items whereas in 1920 it was on food, with recreation and other items accounting for just 7.7%. There is a great difference in terms of 4 the amount of money people spent on food / food expenditure between the two years. In 1920 nearly 72% of 5 the total household budget / the total of what households spent went towards food, compared to only 22% in 2020.

6 There has been a notable increase in / People have notably increased the amount of money spent on travelling and communications between the two dates. In addition, the charts show 7 a significant rise in the proportion of money spent on clothing / that people spent more on clothes in 2020 compared to 1920.

There are some similarities, however. For example, in both 1920 and 2020 8 people spent a similar proportion on fuel and lighting. / the proportion of fuel and lighting expenditure was roughly the same.

4 Fill in the gaps in the second sentences with nouns so that they have a similar meaning to the first sentences.

- 1 a She wrote books that children enjoyed.
b Children enjoyed her writing.
- 2 a Young girls are spending increasing amounts on make-up because they have been influenced by advertising.
b on make-up amongst young girls is on the due to the of advertising.
- 3 a I failed to get good enough grades to get into university because I was ill on the day of the exam.
b The reason for my to get good enough grades to get into university was my on the day of the exam.
- 4 a If you eat healthily you can reduce the chances of getting ill.
b A healthy can lead to a in the chances of getting ill.
- 5 a If you use the Internet, you risk getting viruses and losing important information.
b of the Internet increases the of getting viruses which may cause the of important information.
- 6 a When people are content because their lives are successful, they tend to be easier to communicate with.
b due to personal tends to lead to improved with other people.
- 7 a In the thirteenth century engineers developed new ways to construct buildings which made it possible to build the soaring arches of Salisbury Cathedral.
b in in the thirteenth century made it possible to build the soaring arches of Salisbury Cathedral.
- 8 a The IELTS reading module is difficult because it has long articles with lots of new vocabulary in them.
b The of the IELTS reading module is due to its long articles containing a lot of new vocabulary.

D Test practice

Academic Writing Task 1

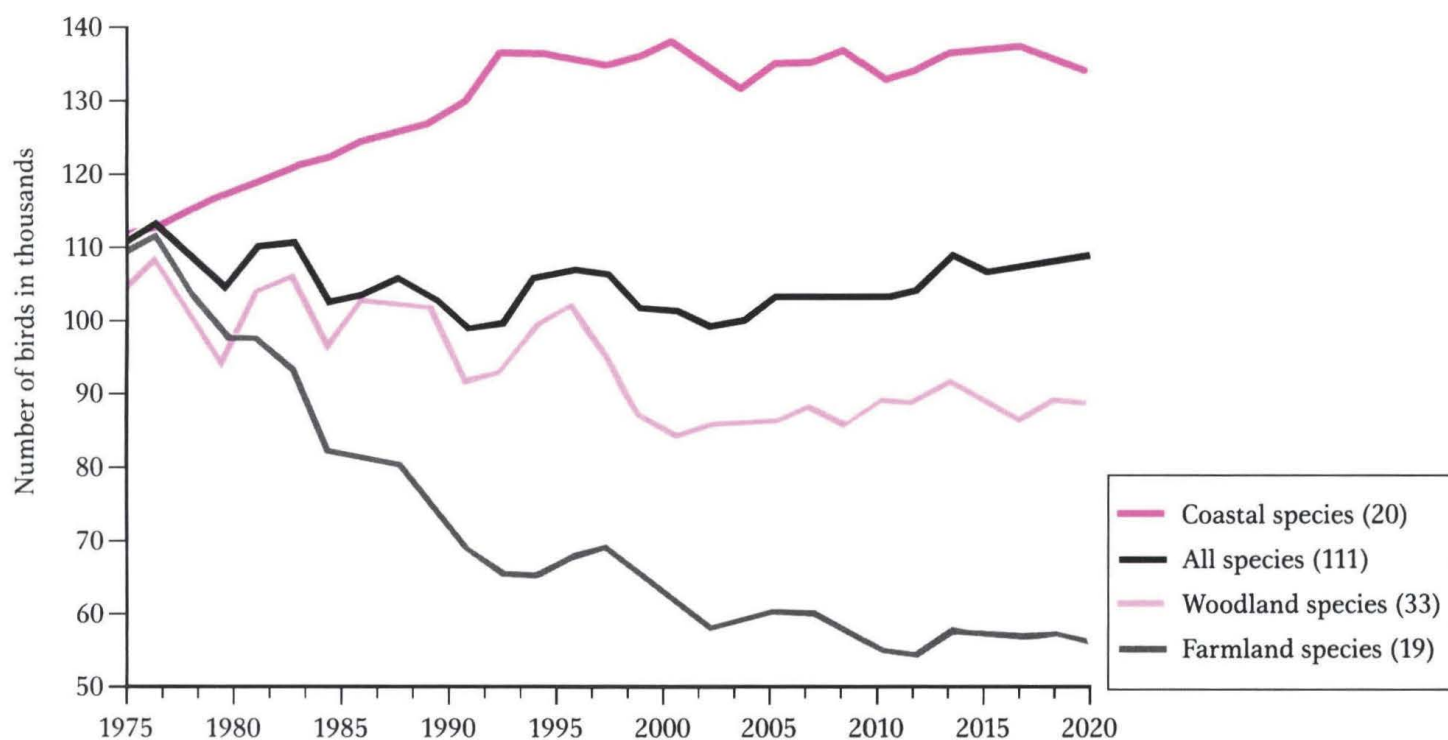
You should spend 20 minutes on this task.

The graph below shows the population figures of different types of wild birds in the one country between 1975 and 2020.

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

Write at least 150 words.

Population of wild birds: 1975 to 2020



Grammar focus task

Look at the extracts from a model answer and underline all examples of nominalisation.

- 1 There appears to have been relative stability in the total number of wild birds over this period, although the total fluctuated from the late 70s to the early 90s. Since 1994 there has been some improvement and, by 2020, there were almost as many birds overall as in 1975.
- 2 After briefly climbing from 110 thousand birds in 1975, the 19 species of farmland birds experienced a severe decline, falling to approximately 65,000 in the early 1990s.
- 3 Although there was a slight drop just before 2020, the final total for this period was 135,000, far outnumbering the other species.

Entry test

If you have the wrong answer, see the units indicated for more information.

- 1 B (➤ Unit 1)
- 2 C (➤ Unit 1)
- 3 B (➤ Unit 2)
- 4 B (➤ Unit 2)
- 5 C (➤ Unit 2)
- 6 B (➤ Unit 3)
- 7 A (➤ Unit 3)
- 8 B (➤ Unit 4)
- 9 C (➤ Unit 4)
- 10 A (➤ Unit 5)
- 11 A (➤ Unit 5)
- 12 C (➤ Unit 6)
- 13 B (➤ Unit 6)
- 14 C (➤ Unit 7)
- 15 B (➤ Unit 7)
- 16 A (➤ Unit 8)
- 17 C (➤ Unit 8)
- 18 A (➤ Unit 8)
- 19 B (➤ Unit 9)
- 20 C (➤ Unit 10)
- 21 A (➤ Unit 10)
- 22 C (➤ Unit 10)
- 23 B (➤ Unit 11)
- 24 C (➤ Unit 11)
- 25 A (➤ Unit 12)
- 26 B (➤ Unit 12)
- 27 A (➤ Unit 13)
- 28 B (➤ Unit 13)
- 29 A (➤ Unit 14)
- 30 A (➤ Unit 14)
- 31 C (➤ Unit 15)
- 32 B (➤ Unit 15)
- 33 A (➤ Unit 16)
- 34 A (➤ Unit 17)
- 35 C (➤ Unit 17)
- 36 A (➤ Unit 18)
- 37 C (➤ Unit 18)
- 38 B (➤ Unit 19)
- 39 A (➤ Unit 19)
- 40 B (➤ Unit 20)
- 41 B (➤ Unit 20)
- 42 C (➤ Unit 21)
- 43 C (➤ Unit 21)
- 44 A (➤ Unit 22)

- 45 B (➤ Unit 22)
- 46 A (➤ Unit 23)
- 47 C (➤ Unit 23)
- 48 B (➤ Unit 24)
- 49 C (➤ Unit 24)
- 50 A (➤ Unit 25)

Unit 1

A: Context listening

- 2 1 playing and watching football; playing the guitar in a band
- 3 1 T 2 F He is studying really hard for his exams this month.
3 F His parents own a restaurant. 4 F He practises the piano most mornings. 5 T 6 F His cousin is living in Thailand. 7 F He supports his local team.
- 4 1 sentences 3 and 7 2 sentences 4 and 5 3 sentence 1
4 sentences 2 and 6

C: Grammar exercises

- 1 2 b 3 a 4 b 5 a 6 b 7 a 8 b (➤ B1 and B2)
- 2 2 sees 3 isn't studying; don't think 4 's he doing; 's trying 5 breathe in; give out 6 want 7 drive 8 are travelling 9 runs 10 are falling (➤ B1-B3)
- 3 2 have (state verb) 3 is going up (*year by year* tells us this is a gradual change over time) 4 is catching up 5 know 6 is causing 7 think 8 agree (➤ B2 and B3)
- 4 2 ~~increases~~ is increasing 3 ~~decreases~~ is decreasing
4 ~~is warming~~ warms 5 ~~is rising~~ rises 6 ~~change~~ changes (be careful of verb/subject agreement) (➤ B1 and B2)

D: Test practice

Listening

Questions 1-10

- 1 fitness classes
- 2 quiet (swimming)
- 3 £4.00
- 4 exercise bikes
- 5 month
- 6 August
- 7 10 (students)
- 8 Wednesday/s
- 9 Lyndon
- 10 0415 626 333

Grammar focus task

- 1 We're always looking 2 do you charge 3 I prefer 4 depends
5 we're hoping to 6 I want

Unit 2

A: Context listening

- 1 A CDs B a laptop computer C a roast chicken D a purse
E a handbag F a TV

- 2 1 CDs; a roast chicken; a purse 2 B (*So you see, you do need to be careful to lock your door at all times of the day*)
 3 1 called 2 happened; was watching 3 used to keep
 4 would leave 5 walked 6 didn't hear; was listening
 7 went; opened; took
 4 1 sentences 2 and 6 2 sentences 1 and 5 3 sentence 7
 4 sentences 3 and 4 5 past simple; past continuous; *would*; *used to*

C: Grammar exercises

- 1 2 was 3 took 4 was 5 received 6 meant 7 invented
 8 laid 9 allowed 10 replaced 11 increased 12 did not
 own 13 walked 14 rode (► B1 and Appendix 1)
 2 2 made 3 were studying 4 was describing 5 picked
 up 6 noticed 7 was crying 8 apologised 9 said 10 didn't
 know 11 made 12 happened 13 was showing
 14 was examining 15 was smiling 16 got 17 said
 18 laughed 19 wasn't looking 20 inspired 21 started (► B1
 and B2)
Used to is possible in 1 and 2: *used to have* and *used to make*
 3 2 would/used to follow 3 moved 4 visited
 5 would/used to give 6 Did you use to have (*would* is not used
 with state verbs or in questions) 7 really used to like/used to
 really like (*would* is not used with state verbs)
 8 used to/would go 9 used to/would spend 10 took
 11 did you use to have to (*would* is not used in questions)
 12 used to have to (*would* is not used with state verbs)
 13 didn't use to look forward to (*would* is not generally used
 with negatives) (► B1 and B3)
 4 3 used to go 4 ✓ 5 noticed 6 ✓ 7 realised
 8 was snowing 9 skidded 10 ✓ 11 phoned 12 ✓ (background
 scene) 13 stopped (event) 14 ✓ 15 came 16 ✓ (► B1-B3)

D: Test practice

Reading

Questions 1–9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 the experiment is mentioned several times but only paragraph D describes how it was done). Remember that the words in the passage may paraphrase the words in the questions.

1 E (*prey spiders did not respond to them in any way*) 2 D (*The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders.*) 3 F (*lions hunting at night, for example*) 4 D (*To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web*) 5 B (*They will attack something about twice their own size*) 6 A (*the element of surprise is crucial ... for jumping spiders, like the Portia spider, which sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it*) 7 B (*Portia spiders live mostly in tropical forests, where the climate is hot and humid.*) 8 B (*The fifteen known species of Portia jumping spiders*) 9 C (*But only a few species of jumping spiders invade the webs of other spiders, and the Portia spider is among them.*)

Questions 10–13: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part

of the Reading Passage. If you cannot find an answer, just move on to the next one and come back to this one later.

10 A (*Portia spiders moved more when the webs were shaking (vibrating) than when they were still (motionless)*) so B is incorrect; C is incorrect: *they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed*; D is incorrect: *If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements*) 11 A (*They'd make a big pluck with one of their hind legs = make strong vibrations with one leg*; B and C are incorrect: *the spiders would ... then creep forwards up to five millimetres before the vibrations died down*; D is incorrect: *the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web*) 12 D (*But this is the first example of an animal making its own smokescreen that we know of*; A is incorrect: lions also do this; B is incorrect: Portia spiders mimic trapped insects not other prey-eating animals; C is incorrect because we are not told that these are the only animals to do this. 13 B (*Sometimes they will even take an indirect route to reach a prey spider ... When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.*)

Grammar focus task

1 a 2 c 3 b

Unit 3

A: Context listening

- 1 A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B
 2 1 C 2 A 3 D 4 E 5 B
 3 1've collected 2 read 3've been feeling 4've just got up
 4 a sentence 4 (present perfect simple) b sentence 1
 (present perfect simple) c sentence 3 (present perfect
 continuous) d sentence 2 (past simple)

C: Grammar exercises

- 1 3 have already seen 4 have just received 5 were 6 ✓
 7 represented 8 have played 9 ✓ 10 have not travelled
 11 went 12 ✓ (► B1)
 2 2 has increased (*since*) 3 rose (*in 2015*)
 4 has risen (*each year*) 5 was (*from 2005 to 2015*)
 6 have overtaken (*since 2015*) 7 has grown (*each year*);
 occurred (*between 2005 and 2010*) (► B1)
 3 2 I've been working 3 have now finished 4 I've made
 5 you said (*at last week's lecture*) 6 I have prepared 7 I've
 done 8 I used 9 I went 10 learnt 11 I've been wondering
 12 you've given (► B1 and B2)
 4 2've been living (*for the past three years*) 3've been studying
 (focus on activity) 4 Have you done 5've been (state verb) 6've
 travelled 7've done 8've started 9've been having (*'ve been
 taking* is also possible – focus on activity and duration)
 10've just passed (recent activity) 11've taken (*it's the first
 time*) 12've never felt (*'ve never been* is also possible) 13've
 been doing (*'ve been taking* is also possible – focus on activity)
 14've always wanted 15've always been
 16've already worked (► B1 and B2, Grammar extra)

Answers will vary. Suggestions: 17 I've been studying English since I was six years old. 18 I haven't studied any other languages. / I have studied ... / I studied French at school but

I've forgotten almost everything now. 19 I've been to ...
 20 I've been reading a lot and taking lots of practice tests. 21 My life has changed a great deal. I've finished university ... (► B1 and B2)

D: Test practice

General Training Writing Task 1

Test tip: Read the question carefully. Make sure you include all the information required in your letter and make sure you stick to the time limit so that you leave enough time to answer Task 2. Do not write any addresses.

See model answer in unit.

Grammar focus task

1 I have lived in this town all my life 2 I have been taking Spanish language classes in the evenings 3 I have read many guide books

Unit 4

A: Context listening

- 1 d 2 a 3 f 4 c 5 h 6 b 7 g 8 j 9 e 10 i
- 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 / 27th January 1756 2 one/1 3 (a) composer 4 six/6 5 (the) violin
- 1 was born; had already died 2 was; had also been 3 mastered; had copied 4 was; had written 5 hurried; spread 6 were; had ever been
- 1 past simple 2 past perfect

C: Grammar exercises

- 1 2 had entered 3 had made 4 had not discovered 5 had also turned up 6 had multiplied (► B1)
- 2 2 had doubled 3 was 4 increased 5 had reached 6 had peaked 7 remained 8 began 9 had tripled 10 had managed (► B1)
- 3 2'd always been 3'd heard 4 arrived 5'd been feeling 6 had come 7'd walked 8'd learnt 9 had prepared 10'd been expecting ('d expected) 11 took off 12 didn't feel 13 approached 14 had done 15 stepped 16 hadn't burnt 17'd been hoping ('d hoped) 18 managed 19'd done (► B1 and B2, Grammar extra)
- 4 2 had started 3 bought 4'd never taken 5 stayed; visited; 'd been; 'd liked (liked); 'd decided 6'd been developing 7'd already discussed; 'd made; 'd phoned; felt; hadn't waited 8'd been running (► B1 and B2)

D: Test practice

Reading

Questions 1–6: choosing paragraph headings

Test tip: Try to get the general idea of what each paragraph is about. Make sure that the heading you choose reflects the overall message in the paragraph and not just one fact.

1 vii (Paragraph A tells us about an advertisement for pens that brought 5,000 people into a shop.) 2 ix (Paragraph B tells us about earlier pens and their problems; there were 350 patents for pens in fifty years.) 3 vi (Paragraph C tells us that the Biro brothers worked together and changed two fundamental things about the pen: the nib and the ink.) 4 iv (Paragraph D tells us about the problem with the first design and how this was solved

with a second design which worked better. We also learn that the brothers moved to Argentina.) 5 viii (Paragraph E tells us that the United States Department of War requested the pens be made in the U.S., so an American company bought the rights from the Biro brothers.) 6 iii (Paragraph F tells us that a businessman saw the pens, recognised the business opportunity, and very quickly copied them and set up a factory.)

The following headings are incorrect: i (Although fountain pens are mentioned in the text, none of the paragraphs tells us of any 'boost' for them.) ii (The Biro brothers were never very famous.) v (Paragraph E tells us that the United States Department of War actually helped the progress of the Biro pen.)

Questions 7–9: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the Reading Passage. If you cannot find an answer, just move on to the next one and come back to this one later.

7 D (*Depending on the climate or air temperature, sometimes the pens would do both*, i.e. leak and clog. A is incorrect: the pens were never manufactured; B is incorrect: there is no mention of the manufacturing technology; C is incorrect: the first pen was designed for use on leather – we are not told that it could not write on paper.) 8 A (*the ink flow was sometimes too heavy, leaving big smudges of ink on the paper*. B and C are incorrect because we are only told the following about the tip and the ball bearing: *relied on gravity for the ink to flow to the ball bearing at the tip*; D is incorrect: we know that the ink left smudges, did not flow smoothly, and that it was drawn up like water in a plant, but we are not told about drying time.) 9 C (*the Biro brothers had failed to secure a U.S. patent on their invention*. A is incorrect: *Reynolds quickly set up a factory*; B is incorrect: we are only told that the material used had not been used by the government; D is incorrect: there is no mention of Reynolds having any contact with the Biro brothers.

Questions 10–12: short-answer questions

Test tip: Scan the text for the information you need. It is important to write only the key words and take note of the word limit (here you are told to write no more than one word and/or a number). Make sure to read the footnotes in any passage.

10 leather 11 Argentina (not *It was in Argentina*) 12 (in) 1945 (not *It was in 1945*) 13 aluminium/aluminum

Grammar focus task

1 had taken out; had sold 2 had patented; soon became 3 had observed 4 bought; returned; discovered; had long since expired 5 challenged; lost; had failed

Unit 5

A: Context listening

- 1 hockey; Scotland and Greece
- 2 1 Scotland 2 four/4 3 three/3 4 mountain lodge 5 Greece 6 three/3 7 four/4 8 (a) (small) hotel 9 islands
- 3 1 A 2 B 3 A 4 C 5 A
- 4 1 present continuous 2 *will* 3 *going to* 4 sentences 1 and 5 5 sentences 2–4

C: Grammar exercises

- 2 are predicted to, 3 will inevitably feel, 4 will also have, 5 is likely to become, 6 are going to happen, 7 will undoubtedly continue, 8 will probably result, 9 will be able to find a way, 10 are likely to lead to, 11 will be forced to, 12, will be (➤ B2 and B3, Grammar extra)
- 2 we'll take 3 we're going to visit 4 they're holding 5 they aren't staying 6 we'll probably do 7 we're going to do 8 we're also going to try 9 You'll love 10 you'll probably end up 11 we'll see (➤ B1-B3)
- 2 'm taking 3 'll tell 4 'll pick 5 'm seeing 6 will probably finish 7 'll need 8 'm meeting 9 'll probably want 10 won't go on 11 will be 12 'll see (➤ B1 and B2)
- Answers will vary. Suggestions: 1 I'm going to visit my grandmother. (*I will visit my grandmother at the weekend sounds like a promise rather than a planned visit.*)
2 I'm travelling to America next week.
3 I think we will stop using landline telephones. (➤ B1-B3)

D: Test practice

Reading

Questions 1-5: sentence completion

- False (*Human Resources has been in touch with those affected*)
- True (*If you are still unsure whether this applies to you, email your line manager.*)
- False (*applies to anyone who is going to be working in such a location for more than three days a week. If you are already working from home for up to two days or only on certain days of the week, please refer to the existing Working From Home policy*)
- True (*new parents and employees suffering from a short-term disability may apply within these first two years*)
- Not given (there is no information about who carries out the home risk assessment)
- False (*However, secondary equipment (e.g. printers) are excluded.*)
- Not given (We are told stationery will be provided but we do not know how this will be done.)

Grammar focus task

- 1 is relocating 2 will occur; will be 3 are going to need 4 is going to be working 5 will commence 6 is going to be provided
- The future forms used are: *present continuous, will, going to*.
Present continuous is used for a definite arrangement with a time expression (➤ B1)
Will is used for future events that are not personal (➤ B2)
Going to is used for an intended future event that has been thought about (➤ B3)

Unit 6

A: Context listening

- Phil advises Janet to practise in front of the mirror.
- 1 will be working 2 will have given 3 will be feeling 4 will have rehearsed 5 leaves
- 1 sentences 2 and 4 2 sentences 1 and 3 3 sentence 5

C: Grammar exercises

- 2 won't (will not) be reading 3 will be playing computer games 4 will be doing sport; studying 5 will be resting 6 will be seeing friends (➤ B3)
- 2 will have peaked - a 3 will have risen - d 4 will have grown - f 5 will have gone up - b 6 will have increased - e (➤ B4)
- 2 ✓ 3 ~~they won't ask~~ they don't ask 4 ~~is your meeting about to start~~ does your meeting start 5 ~~after I'll get~~ after I get 6 ✓ 7 ✓ 8 ~~We're about to fly~~ We fly 9 ~~I'll receive~~ I receive (➤ B1)
- 2 'll be travelling 3 'll hopefully have saved up 4 get (*when + present simple*) 5 'll probably have been travelling (*for a few months = duration*) 6 'll have visited (*by then*) 7 was going to do 8 'll be starting/'m about to start 9 won't have finished 10 find out (*as soon as*) (➤ B1-B5, Grammar extra)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organise your thoughts and ideas well. Do not try to memorise essays. Make sure you have at least 40 minutes to spend on this task and try to leave time to check your spelling at the end.

Model answer

It is predicted that, by 2050, the percentage of the population aged 65 or older will have risen significantly in some places. This is likely to cause problems for the countries concerned, and finding a solution will not be easy.

There are several problems caused by an ageing population. Firstly, as most people retire in their 60s, this means that fewer people will be working, and therefore fewer people will be paying income tax. With insufficient taxes to draw on, the governments of these countries will struggle to provide essential services unless they increase taxes significantly. Because of this, the biggest impact is likely to be felt by the shrinking proportion of the population, that is, those aged 15 and younger. When they become adults, they will need to work much harder to support the growing number of elderly as well as paying higher taxes. In fact, many may decide to leave these countries altogether, which is likely to exacerbate the problem and increase the decline. Thus, the consequences of an ageing population will be far reaching. When it comes to finding a solution, changes need to be made now. To increase the number of children being born, financial incentives could be offered to families to encourage them to have more children or to move to the area, thereby creating more balance within the population. Until this happens, the retirement age could be raised, which would provide more taxes for longer and so postpone many of these issues. However, in order for this plan to work, governments are also going to have to make sure that this older generation remains healthy and fit enough to continue working. Clearly, everyone will need to make changes to achieve an effective solution.

In conclusion, when a population ages the effects are felt by everyone and the situation worsens if nothing is done about it. In my view, there are several possible solutions, but these involve acting quickly in the present.

Grammar focus task

1 will have risen 2 will be working; will be paying 3 become 4 happens 5 are also going to have to

Unit 7

A: Context listening

- 2 1 A, C, F 2 B
3 1 room 2 garden 3 transport 4 60 5 week 6 electricity
4 Group 1 nouns are countable; group 2 nouns are uncountable.
Other countable nouns: bed, bedside table, bills, desk, garden, lamp, location, mirror, rent, room, types, view, wardrobe, week
Other uncountable nouns: furniture, transport, electricity

C: Grammar exercises

- 1 2 advice 3 information 4 cakes 5 sizes 6 situations 7 electricity (► B1, B2 and Grammar extra)
2 2 has come 3 were 4 shows (*data* is uncountable) 5 is included 6 were 7 is 8 was (► B1 and Grammar extra)
3 2 many 3 amount 4 few 5 little (*sleep* is uncountable)/ few (*hours* are countable) 6 much/many 7 little 8 number 9 many 10 many 11 much (► B3)
4 2 something (positive statement) 3 ✓ 4 Few (*places* is countable) 5 some/many (positive statement) 6 a few (a small quantity) 7 plenty of / a lot of / lots of (*much* is not usually used in positive sentences) 8 ✓ 9 any (= it does not matter which time) 10 ✓ (*places* is countable) 11 No (► B2 and B3)

D: Test practice

Speaking

Test tip: Try to practice with a partner, and record your answers. Do you pause often? Write out some of your answers to check your grammatical range and accuracy.

Grammar focus task

- A This is an answer to question 5; do as much exercise as I can (exercise can be countable or uncountable – here it is uncountable) get as much sleep as I can (sleep is uncountable); the amount of sugar (sugar is uncountable)
B This is an answer to question 2; a few shops (shops is countable and a plural noun) a small café (café is a countable noun and is singular here)
C This is from a part 2 answer; any of the students (student is a countable noun and is plural here)
D This is an answer to question 8; some people (people is a plural noun); some excitement (excitement is an uncountable noun); a lot of people (*much* is generally used in questions or negative statements)

Unit 8

A: Context listening

- 1 environment: climate, global warming, ozone depletion

satellites: fully-equipped, observation, launch, monitoring, outer space, instrument, operational costs, precise

- 2 1 in 2014 2 C-band 3 ERS 1 4 ERS 2 5 fifteen/15 years 6 two/2 cups
3 1 a 2 The 3 the; – 4 this 5 None
4 1 Sentence 1 = the first time it is mentioned; sentence 2 = the same satellite we have just mentioned. 2 We use *the* with superlatives; we mean scientists in general, not a specific group. 3 2.56 billion euros 4 There are more than two countries.

C: Grammar exercises

- 1 3 The sun 4 the piano 5 the United Arab Emirates 6 ✓ 7 by ~~the~~ bus 8 a doctor 9 the (my) car 10 the river Nile 11 ✓ 12 ~~the~~ antiques (► B1)
2 2 ✗ (no article with countries) 3 the (referring back to Borneo which has just been mentioned) 4 a 5 the (there is only one sultan of Borneo) 6 the (there is only one eighteenth century) 7 ✗ (no article necessary when the name of the university comes first) 8 The (the findings of this study)/ Their (the scientists' findings) 9 the (the specific differences between this DNA) 10 the (the elephant populations already mentioned) 11 the (the scientists mentioned earlier = biologists) 12 the (the island of Borneo) 13 a (not mentioned before and only one of many which have occurred) 14 an (used to classify this group of elephants) (► B1)
3 2 people's (people in general) 3 interviews (not referred to before and plural) 4 questionnaires (not referred to before and plural) 5 our (data for our survey) 6 Both (only two methods) 7 these (referring to something just mentioned) 8 neither (only two are mentioned) 9 Our findings (not findings in general but the ones we got from our survey) 10 This (the idea just referred to: *people like to take holidays in the summer*) 11 the people 12 the survey (the one previously mentioned) 13 Beach holidays (in general, not specific ones) 14 Spain (no article with countries) 15 France 16 Most (more than two were surveyed) 17 Each (*person* is singular; it would need to say *all of the people*) 18 every (*all* here means 'the whole year') 19 The price of the holiday (*holiday* = thing, not person or animal) (► B1–B4)
4 2 Both 3 neither 4 Every 5 this (that) 6 that (this) 7 my 8 their 9 That 10 none 11 those (► B2–B4)

D: Test practice

Listening Part 4

Questions 1–10

Test tip: In Listening Parts 2 and 4, it is important to follow what the speaker says. Before you start, circle key ideas and words in the questions, then use the questions to help you keep track as you listen.

- 1 entertainment
2 India
3 athletes
4 stone
5 running
6 culture
7 school / education

- 8 classes
- 9 international
- 10 aging / ageing

Grammar focus task

- 1 formal fitness and exercise
- 2 early records (showing humans exercised in a formal structured way); 2000 BC
- 3 2000 BC
- 4 750 BC
- 5 fitness as a solitary activity done by only a select few; the German school's curriculum; introducing fitness into the school curriculum
- 6 the 1700s
- 7 the world's first-ever private fitness club

Unit 9

A: Context listening

- 2 1 A 2 B 3 A 4 B 5 C 6 A 7 C
- 3 1 you; mine 2 she; herself 3 me 4 I; we; they 5 myself 6 you; yourself 7 themselves 8 yours
- 4 I, you, she, we, they; me, you; myself, yourself, herself, themselves; mine, yours

C: Grammar exercises

- 1 2 themselves (*these bats*) 3 their 4 they 5 their 6 their 7 its (*the bat*) 8 its 9 it 10 itself 11 their (*all bats*) 12 they 13 their 14 themselves (► B1 and B2)
- 2 Dear Liz
I'm sorry I haven't emailed you for a while. I'm really busy with my studies at the moment. My course is going well and I'm enjoying *my course* it a lot. The trouble is that *my course* it takes up all my time. How is *your course* yours going?
I hope you will be able to visit me soon. I'd like you to meet my friends. My best friend here is Paul. *Paul* He lives in the flat next to *my flat* mine, and I usually eat most of my meals with *Paul* him. At the moment I'm doing most of the cooking though, because *Paul* he had an accident last week. One of the reasons for the accident is connected to some changes at the university recently. *The university authorities* They have decided that students shouldn't be allowed to bring cars up to the campus, so more and more of *the students* us are cycling. Because of this new rule, Paul was riding his bicycle to the university. While he was cycling along, a car driver drove into the back of his bike. *The car driver* He didn't stop to check if Paul was okay. Luckily *Paul* he was not badly hurt and managed to pick up his bike and get to the doctor's surgery. The doctor said his finger was probably broken and strapped *his finger* it up, so he can't hold anything in his right hand at the moment and *Paul* he can't really cook for *Paul* himself.
Anyway, he'd like to meet you, so we must arrange a time for you to come here.
Get in touch soon. Love, Sandy (► B1 and B2)
- 3 2 they 3 they 4 It 5 it 6 it (= to understand this is difficult) 7 its 8 themselves 9 they 10 There (► B1-B3)

- 4 2 it is 3 it (= for people to recycle their waste) 4 their (*households* = plural) 5 it (= the government making a new law) 6 you (= everyone in general) 7 It is not practical to do this. 8 themselves (people in general) 9 it (to avoid repeating *something*) 10 the ones 11 they (to avoid repeating *the government*) 12 There 13 it easier for people to recycle 14 they (► B1-B3)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organise your thoughts and ideas well. Do not try to memorise essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

A great deal of government money is spent on space exploration. Some people believe this is a mistake and that the money should be spent on solving problems on Earth instead. Personally, I do not share this point of view.

There are several criticisms raised about space programmes. Many people see the launching of a rocket as simply a way for wealthy countries to show their strength and power. Achieving something like this costs billions of dollars and takes a great deal of time and energy. As there is so much poverty and hunger here on Earth, this leads to even more resentment. Thus, it is understandable that some would see this as a waste of money.

Nevertheless, there are clear benefits from investing in space programmes. Firstly, scientific studies of the moon and the planets may provide information that can help us here on Earth. For example, astronauts must travel long distances, and they must do this while using as little energy as possible. This has already led to several innovations and it is hoped we will see even more important ones in the future, particularly related to battery power and renewable energy. In addition, seeing Earth as part of the solar system can help us to understand global issues, such as climate change. We can also monitor what is happening in the universe around us and prepare for any potential collisions with our planet. Clearly, all nations can benefit in some way from this research.

In conclusion, although space research does require huge amounts of money, it can be of benefit to all of us. Because of this, I completely disagree with this statement and believe governments should continue to fund such exploration.

Grammar focus task

- 1 E 2 A 3 B 4 C 5 D

Unit 10

A: Context listening

- 2 The man visited Morocco, Turkey and India.
- 3 1 Morocco 2 historical buildings 3 Turkey 4 boat 5 local crafts 6 Turkish carpet 7 India 8 Museum 9 Indian silk 10 (more) remote 11 colourful 12 spiders
- 4 historical; beautiful; good; local; Turkish; Gujarati; great; Indian; silk; remote; incredible; colourful; poisonous

C: Grammar exercises

- 1 3 tall old trees 4 interesting wild animals 5 blue and yellow stripes 6 dark wooden floor 7 ✓ 8 a beautiful ancient ruined castle 9 ✓ 10 narrow and winding (*and* is needed because the adjectives come after the noun) 11 busy and noisy 12 happy childhood memories (▶ B1)
- 2 impressively; slightly; steadily; sharply; steep (▶ B2)
2a impressive b impressively
3a dramatically b dramatic
4a steadily b steady
5a steeply; sharply b steep; sharp (▶ B1 and B2)
- 3 2 surprising – b 3 frightened – g 4 satisfying – e
5 interested – h 6 relaxing – d 7 exciting – a 8 tired – f (▶ B1)
- 4 2 work hard 3 often say 4 take action immediately
5 really important 6 act responsibly 7 can install easily
8 work well 9 safely inside 10 absolutely essential (▶ B2)

D: Test practice

Reading

Questions 1–8: multiple matching

Test tip: Read the questions (1–8) carefully to identify the kind of information you need to find; simply scanning the text for a key word is not enough. Remember the words in the questions will not always match the words in the passage exactly.

- 1 A (*and an outdoor theatre hosts dance and drama performances on weekends*) 2 B (*displays rare specimens of animals, ores, and species of insects ... shellfish, insects, butterflies and birds*)
3 E (*This is the sole museum in Korea dedicated to sports = the only one*) 4 C (*Audio guides, touch screens, and video rooms all help to bring the ancient world alive here*) 5 D (*this museum is located on the former site of Kyonghee-gung palace*) 6 A (*Recently, a time capsule containing 600 items representing the lifestyle of modern-day people of Seoul was buried to celebrate the city's 600th anniversary. In 2394, it will be opened!*) 7 C (*housing art and archaeological relics from Korean prehistory*) 8 D (*the museum offers art courses every Friday*)

Questions 9–14: identification of writer's views (True / False / Not Given)

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

- 9 Not given (we know that a lot of people travel with a backpack but there is no information about whether more backpacks are sold than suitcases)
10 True (*The average weekend hiker would only need half this much carrying space.*)
11 True (*compared to a standard backpack, ... you get much more storage capacity*)
12 False (*everything gets mixed up inside, which is inconvenient if you plan on combining hiking with fishing, for example, and need to carry your fishing tackle along with everything else*)
13 Not given (there is no information that allows us to compare the size of the two backpacks)
14 False (*the rolltop design, which ... keeps the rain away from your camera more effectively than those with zips do*)

Grammar focus task

a intensity, b time, c frequency, d place, e manner

Unit 11

A: Context listening

- 3 1 T 2 F Runners aged 50 and over are actually speeding up more rapidly than younger people. 3 F Women aged 60–68 running the New York marathon run on average four minutes faster each year. 4 F They are just as likely to achieve their peak fitness as younger athletes. 5 T
- 4 faster and fitter; less rapidly than; two minutes faster; less likely than; weaker; less active than 1 sentence 1 (*fitter, faster*) sentence 4 (*likely, younger*) sentence 5 (*weaker, active, younger*) 2 sentence 2 (*rapidly*) sentence 3 (*faster*)
3 *Faster* is both an adjective and an adverb.

C: Grammar exercises

- 1 2 the smallest 3 better (best) 4 more effective
5 the most exciting 6 braver 7 happier 8 most expensive
9 heavier (▶ B1)
- 2 3 friendlier / more friendly 4 hotter 5 colder (and colder)
6 not as good as 7 spicier 8 more delicious 9 the best 10 not as expensive 11 earlier 12 more quickly
13 The longer 14 the faster (▶ B1 and B2)
- 3 2 most, 3 less, 4 most, 5 least, 6 twice, 7 slightly, 8 fewer,
9 less, 10 youngest, 11 biggest (▶ B1, B3 and B4)
- 4 2 more silver medals as than gold 3 ✓ 4 the third **high** highest
5 less fewer silver medals than gold medals 6 **more** good better than 7 as well as 8 **more** (much) lower 9 significantly more successful 10 two more gold medals **that** than 11 ✓ 12 the **worse** worst (✓ B1–B4)

D: Test practice

Academic Writing Task 1

Test tip: Make sure you read all of the information provided very carefully. Look at the statistical information you are given and choose the most important features. Look for data which is the same or similar and features which show important differences or changes.

Model answer

The chart shows the average number of hours each day that married men and women in one country spent working, both inside and outside of the home, in 2019. In both age groups shown, the total number of hours worked by married women is greater than the total number of hours worked by men, and the majority of unpaid work at home is done by women.

When it comes to paid work, in this country, married men aged 25 to 44 spent only slightly more time working outside of the home than those aged 45 to 64, but this figure is significantly higher than the number of hours of paid work that women of the same age did.

For unpaid work inside the home, married women aged 45 to 64 worked fewer hours, but they worked the greatest number of hours per day due to the extra hours of paid work that they did. Women in the 25 to 44 age group worked almost as many hours inside the home as outside, and there was only a slight difference

in the 45 to 64 age group, while married men worked on average three times longer outside of the home than inside.

Grammar focus task

1 greater than 2 fewer; the greatest 3 slightly more; significantly higher than 4 as many 5 three times longer

Unit 12

A: Context listening

- 2 The study showed that there were more fish in areas with rubbish. The team decided to put rubbish back into some areas of the harbour.
- 3 1 h 2 c 3 g 4 f 5 a 6 e 7 b 8 d
- 4 noun + preposition: sea tulips with bright red bodies; the rubble of the past; other possible sites with submerged rubbish
noun + past participle: the areas cleared of rubbish
noun + -ing: other debris lying on the sea floor
noun + to-infinitive: a decision to expand our study

C: Grammar exercises

- 1 2 of 3 in 4 of 5 for 6 of 7 to 8 on 9 in 10 with (➤ B1)
- 2 1 working; moving 2 buying; produced; grown 3 concerning; made; manufactured; resulting (➤ B2 and B3)
- 3 2 The number of people buying their own home is increasing. 3 The proposal made by the education department was rejected by the government. 4 We have computer software to predict (for predicting) future earthquakes. 5 A new dictionary containing more words than ever before is about to be published. 6 My favourite novel is a story based on the author's own experience. (➤ B1-B3)
- 4 I recently had a wonderful holiday in Crete with my friends. When we arrived, we saw a bus waiting to take us to our hotel. The hotel was nice with good views of the sea. The location was also very good with lots to do nearby. There are lots of Minoan sites to visit. It's a lovely island with beautiful beaches. We spent our time sightseeing, lying on the beach and walking. Actually, it was the walking that I liked best. We did one amazing walk through the Samaritan Gorge. It took all day, but was well worth it. We saw a snake curled up on a rock. And lots of lizards and birds. We got really hot and were very tired when we arrived at the beach at the end of the long walk. It was great to see the sea sparkling in the sun. We ran into the water to cool down. It was the best holiday ever. (➤ B1-B3)

D: Test practice

Reading

Questions 1–5: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the Reading Passage. If you cannot find an answer, just move on to the next one and come back to this one later.

1 D (*the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence*) 2 C (Deficit refers back to the final idea mentioned in paragraph 3: *some high scorers failed*

to achieve in real life what was predicted by their tests) 3 D (*Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not.*) 4 B (*high achievers are often unable to articulate or define what they know*) 5 A (*training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses*)

Questions 6–13: matching features

Test tip: Underline or highlight the key words in the Reading Passage (e.g. IQ, EQ, practical intelligence). Carefully read the information nearby and try to match the information in the passage to the ideas in the questions (6–13). Remember the words in the questions will not always match the words in the passage exactly.

6 C (*most older adults contend that their ability to solve practical problems increases over the years*) 7 B (*EQ includes the abilities to ... understand and empathize with others*) 8 C (*practical intelligence is scored by answers to real-life dilemmas*) 9 A (*IQ as a concept is more than 100 years old; the text also tells us that the EQ and practical intelligence tests were devised after the IQ test*) 10 B (*EQ includes the abilities ... to curb impulses and delay gratification*) 11 B (*EQ includes the abilities to ... regulate moods and keep distress from swamping the ability to think*) 12 C (*in practical intelligence tests - as in real life - there are several different solutions to the problem*) 13 A (*Many people who are clearly successful in their place of work do badly in standard IQ (academic intelligence ... tests) In fact, research has shown that IQ tests predict only between 4% and 25% of success in life, such as job performance.*)

Grammar focus task

1 record numbers of high school students; top grades in their final exams; expert on intelligence; the existence of a totally new variety 2 the only explanation offered; a study just published 3 the basic skills to succeed

Unit 13

A: Context listening

- 2 The newspaper headline refers to a patient with amnesia that the doctors are discussing.
- 3 1 F He couldn't remember his personal details. 2 F He could have come from Yorkshire. 3 T 4 T 5 F Joe thinks he could have been married. 6 F He's been able to find his parents. 7 F She thinks that he must have hit his head. 8 F She thinks he could make a total recovery.
- 4 Ability: could; couldn't; be able to
Certainty and impossibility: will; must; can't
Possibility: could; might

C: Grammar exercises

- 1 2 was able to / could (*could* is more natural) 3 managed to (*could* is not used to talk about a specific occasion) 4 didn't manage to / couldn't 5 can/ will be able to (*can* is being used to give permission) 6 can (it sometimes happens) 7 managed to 8 will be able to / will manage to 9 was able to (➤ B1-B2)
- 2 2 a 3 a 4 b 5 b 6 a 7 b 8 b (we do not use *could not* for possibility) (➤ B2-B3)

- 3 2 Their jobs at the temple may/might/could have provided 3 they may/might/could have grown 4 She may/might/could have been 5 she must have worried 6 she could not (cannot) have imagined (► B3)
- 4 Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is can be harmful to children, saying that it influences may/can influence behaviour in a negative way.
- There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages can/may encourage violent behaviour in children. This is may be true in cases of children who have already exhibited violent tendencies, but it isn't can't be true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages can/may encourage the same in children.
- Nevertheless, overall I believe that restricting children's television viewing to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome may overcome any risks of television being a bad influence. (► B1-B4)

D: Test practice

Listening

Questions 1-10: summary completion

Test tip: Read through the information in the summary carefully before you listen and try to predict what type of information you need to hear. Pay careful attention to the word limit and check your spelling at the end.

- 1 kitchen
- 2 shells
- 3 sand
- 4 23
- 5 fuel
- 6 temperature/s
- 7 bacteria
- 8 steel
- 9 seawater
- 10 chemicals

Grammar focus task

- 1 can be found (ability) 2 could increase (possibility); can begin (ability) 3 can only capture (ability); may not prove (possibility) 4 were able to make (ability) 5 could be (possibility) 6 may not be (possibility); can work out (ability); could then exploit (ability); can last (ability)

Unit 14

A: Context listening

- 1 They discuss transport, language lessons, work permits and accommodation.
- 3 1 'll need to allow 2 should try to use 3 'll have to learn 4 should always carry 5 'll need 6 have to get 7 mustn't dress 8 needn't buy 9 ought to take

- 4 strong obligation or necessity: mustn't, have to, need advice or suggestions: should, ought to no obligation or necessity: needn't

C: Grammar exercises

- 1 2 must not 3 have to (a fixed appointment = external obligation) 4 didn't need to go (I did not go) 5 must (formal notice) 6 mustn't (*don't have to* = it is not necessary) 7 had to (past tense) 8 have to / must (*must* is more natural if this is a written instruction) 9 'll have to 10 needn't have worried (I did worry) (► B1 & B2)
- 2 1 won't have to / needn't / don't need to 2 has to / must / needs to 3 Do you have to; didn't have to; had to 4 didn't have to / didn't need to; will have to 5 mustn't; have to; do you really have to 6 have to; have to; should / must (► B1-B3)
- 3 3 must to encourage 4 ✓ 5 ~~also should~~ should also reduce 6 ✓ 7 ✓ 8 ought to try 9 ~~must~~ had to walk (past tense) 10 should ~~trying~~ try 11 will ~~must~~ have to make / must make 12 ~~mustn't~~ don't have to make / needn't make / don't need to make (► B1-B4)
- 4 2 have to consider (ought to consider) 3 have to have 4 ought to work 5 don't have to travel 6 ought to learn 7 mustn't shout 8 must always walk 9 ought to find out 10 do you have to arrange 11 have to have 12 ought to organise (have to organise) (► B1-B4)

D: Test practice

General Training Reading Part 2

Questions 1-7: flowchart

- 1 Line managers (Line managers should consider whether any new post could be covered flexibly, for example, through two employees working on a part-time basis)
- 2 Executive Director (who will seek approval from the Executive Director)
- 3 Human resources (An accurate job description is critical... Human Resources will draft this document)
- 4 existing employees (Existing employees will also be offered incentives to assist in the process.)
- 5 cover letter (we may consider the submission of a curriculum vitae. In these instances, candidates must also submit a cover letter)
- 6 recruitment agency (a recruitment agency will be used to manage the initial phase of the interview process through telephone interviews)
- 7 team meeting (When recruiting for senior positions, ... candidates will be reinterviewed and asked to participate in a team meeting)

General Training Writing Task 1

Dear Jane

Your mum has asked me to give you some advice about applying for jobs. A lot depends on the type of job you would like, but there are some general points you ¹*ought* to bear in mind. Firstly, you ²*should* try to find out as much as you can about a company and its application process before you apply. Second, when you apply, you ³*must* be sure to include everything they ask for. Some companies like to have a CV and a cover letter. Others have their

own online forms that you ⁴*have* to use – it's important to find all this out before you start. In the past, companies used to ask for a photograph, but you ⁵*needn't* do that now.

The reason all this is important is that it tells the company you're serious about working for them. You'd be surprised how many applicants don't fill in the right forms. Also, if you manage to get an interview, you ⁶*need to* be able to answer any questions they ask about why you chose this company, so the more you know the better.

Anyway, these are just a few points, it would be better to meet and have a chat about it. Why don't you and your mum come over for dinner next week so we can chat about it some more? You ⁷*won't* *have to* bring anything – I'll cook my famous pizzas!

See you soon,

Grammar focus task

- 1 ought (advice) 2 should (advice) 3 must (obligation) 4 have (obligation) 5 needn't (no obligation) 6 need to (obligation) 7 won't have to (no obligation)

Unit 15

A: Context listening

- 2 He mentions voluntary redundancy and good business sense.
3 1'll be offering 2 hope 3 Are these cuts 4 hasn't been doing 5 has 6 are you saying 7 are not 8 decided to change
4 1 announced 2 hoped 3 asked 4 denied 5 said 6 claimed 7 assured 8 promised
5 Reporting verbs are used to indicate the way in which things were said in Exercise 4. There are changes in tense, word order and pronouns.

C: Grammar exercises

- 1 2 (that) I was doing it the following 3 (me) if I felt 4 that her classes had been 5 me (that) I'd made 6 (that) I was feeling 7 me not to 8 (that) I'd worked 9 (that) I thought I'd be 10 was doing (► B1, B3 and B4)
2 2 urge 3 reminded 4 complained 5 suggested 6 insisted 7 refused 8 apologised 9 advised 10 warned (► B2)
3 2 encouraged students to take out 3 did I want if/whether I wanted 4 that they should to vote 5 making to make 6 promised to mark 7 going to go 8 were my hobbies my hobbies were 9 complained about the quality 10 announced about the changes 11 to pay on paying 12 would I would (► B2 & B4)
4 2 encouraged me to apply for the job. 3 refused to help me. 4 agreed to go to the meeting. 5 denied causing (having caused) the accident. / that he had caused the accident. 6 apologised for losing my application form. 7 asked why there aren't (weren't) many poisonous snakes in Britain. 8 asked if (whether) I was going to the lecture the next day. / if I'm going to the lecture tomorrow. 9 suggested (that) I have (had) a day off. 10 persuaded Dan to go (come) to the theatre with her. (► B1-B4)

D: Test practice

Listening

Questions 1–10:

- 1 C, 2 B, 3 B, 4 B, 5 H, 6 E, 7 B, 8 A, 9 I, 10 D

Grammar focus task

- 1 suggested 2 reminded 3 agreed 4 asked 5 argued, 6 offered 7 stated

Unit 16

A: Context listening

- 1 She wants to work in a zoo or a safari park.
2 1 She is doing a diploma course in animal management. 2 She enjoys feeding the animals most. 3 She has overcome a fear of snakes.
3 1 to do 2 to study 3 working 4 taking 5 cleaning 6 treat 7 handle 8 feeling 9 to do 10 bark; to be 11 to work
4 1 decide, choose, remember, tell, would like 2 start, prefer, not mind, remember 3 let, make, hear
Remember can be followed by either the *to*-infinitive or *-ing*.

C: Grammar exercises

- 1 2 to add 3 to have 4 to do 5 to finish 6 working / to work 7 writing / to write 8 to complete 9 to get 10 to show 11 putting 12 to be 13 to email 14 to remember (► B1 and B3)
2 2 looking 3 to become 4 cleaning 5 falling 6 not to worry 7 to take 8 to renew 9 rising 10 to bring (► B3)
3 3 ✓ 4 tried very hard to please 5 have made me feel 6 made me want 7 ✓ 8 will stop making 9 ✓ 10 don't mind working 11 ✓ 12 doesn't force them to teach 13 ✓ 14 let their students decide (► B1-B4)
4 2 did not feel like waiting 3 finished (had finished) talking 4 tried to find 5 failed to do 6 saw me standing 7 needed (had needed) to send 8 carried on looking 9 have bothered to write 10 started eating / to eat 11 considered leaving 12 expected him to get 13 hope to receive 14 advise you to give (► B1-B4)

D: Test practice

Reading

Questions 1–8: identification of information in the text (True / False / Not Given)

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

1 False (*such is their familiarity with big brands, and the colours and logos that represent them, that they can register a brand they like with barely any conscious thought process. The packaging of consumer products is therefore a crucial vehicle for delivering the brand and the product into our shopping baskets.*)

2 False (*understanding how consumers make decisions, and the crucial role of packaging in this process, has been a neglected area of research so far. This is surprising given that organisations invest*

huge amounts of money in developing packaging that they believe is effective)

3 Not given (there is no information given about who came up with this concept)

4 True ('heuristic processing', which involves very shallow thought and is based on very simple rules: ... 3) choose what a trusted source suggests.)

5 Not given (we are told that these people take into account price and quality but we are not given any information about which is more important)

6 False (This form of thinking, which is both analytical and conscious, involves much more mental effort.)

7 Not given (we are told that, for heuristic processing, 'the simple perceptual features of the pack may be critical - so that we can quickly discriminate what we choose from the other products' but there is no mention of expensive packaging)

8 True (Under systematic processing, however, product-related information may be more important, so the pack has to provide this in an easily identifiable form)

Questions 9-13: summary completion

Test tip: Notice that the summary has a title; this helps you to locate the part of the text being summarised. Read through the information in the summary carefully and try to predict what type of information you need to find in the passage. Pay careful attention to the word limit and make sure you copy the words correctly.

9 tired (So, when are people likely to use heuristic and systematic processing?... people only engage in effort-demanding systematic processing when the situation justifies it, for example when they are not tired)

10 information (people have an upper limit to the amount of information they can absorb. If we present too much, ... This,...is likely to lead them to disengage and choose something else.)

11 ingredients (people often lack the knowledge or experience needed, so will not be able to deal with things they do not already understand, such as the ingredients of food products)

12 ineffective (Furthermore, testing the effectiveness of packaging can be ineffective if the methods employed concern one form of thinking (e.g. a focus group involving analytical thinking) but consumers are purchasing in the other mode (i.e. the heuristic, shallow form of thinking).

13 distinctive (Sustaining a consumer's commitment to a product may involve packaging that is distinctive at the heuristic level but without encouraging consumers to engage in systematic processing (prompting deeper level thinking that would include making comparisons with other products)

Grammar focus task

1 developing 2 looking at; thinking about 3 to be able to
4 to be able to 5 to be 6 thinking 7 making 8 to change;
developing; to challenge

Unit 17

A: Context listening

2 They talk about a car, travelling and investing the money.

3 1 c 2 h 3 f 4 a 5 g 6 b 7 d 8 e

4 provided that; unless; as long as

None of the sentences refer to events in the past.

C: Grammar exercises

1 2 e 3 b 4 d 5 f 6 h 7 a 8 g (► B1 and B2)

2 1 became; were (was); 'd hate 2 didn't have; wouldn't know; don't find (can't find); 'll find; will save; do 3 will surprise; are used to 4 kept; 'd take; don't have; 'll have to (► B2 and B3)

3 2 don't have 3 ✓ 4 will probably 5 start 6 have
7 isn't 8 ✓ 9 wouldn't be able 10 ✓ 11 met
12 might not happen (may not happen) 13 need 14 help
(► B1-B3)

4 2 As long as 3 unless 4 unless 5 in case 6 as long as
7 Provided that 8 When 9 if 10 unless (► B4)

D: Test practice

Reading

Questions 7-9: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

7 C (its sweet white buds hang from the trunk and along a few fat branches) 8 B (using temporary plantings of banana to shade the cacao while it's young) 9 A (In the United States, for example, imported cacao is the linchpin of an \$8.6 billion domestic chocolate industry that in turn supports the nation's dairy and nut industries)

Questions 1-6: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 1 you need to find a list of countries or places, not just one). Remember that the words in the passage may paraphrase the words in the questions.

1 E (from South America and the Caribbean to West Africa, east Asia, and New Guinea and Vanuatu in the Pacific) 2 H (One such disease, witches broom, devastated the cacao plantations in the Bahia region of Brazil) 3 C (which they frothed up with water and spices to make bracing concoctions) 4 D (This is both good news and bad because, although farmers are producing record numbers of cacao beans, this is not enough, some researchers worry, to keep pace with global demand. Cacao is also facing some alarming problems.)

5 F (groves like this may produce annual yields of 50 to 60 pods per tree for 25 to 30 years) 6 C (In 1753, the Swedish botanist Carolus Linnaeus gave the cacao tree genus the name Theobroma)

Questions 10-13: notes completion

Test tip: Read through the notes carefully and try to predict what type of information you need to find in the passage (e.g. for question 12 you need to identify a farming method). Pay careful attention to the word limit and make sure you copy the words correctly.

10 resistant (to help cacao farmers address the problem of disease by developing plants that are resistant to pests and pathogens)

11 middlemen (Another problem is that farmers who grow cacao typically get a pittance for their beans. Most are at the mercy of local middlemen, these people need to be removed from the process.)

12 sustainable (ensure that sustainable farming practices are used) 13 profits (farmers who grow cacao typically get a pittance for their beans ... They also need to empower the farmers by guaranteeing them a better share of the profits reaped by the rest of the chocolate business)

Grammar focus task

1 scoop 2 let 3 dry 4 roast 5 happens 6 become
7 grind 8 press 9 will obtain

Unit 18**A: Context listening**

- Simon regrets buying a new car because it has cost him a lot of money.
- 1 F 2 T 3 T 4 F 5 F
- 1 'd bought; wouldn't have needed 2 wouldn't be; hadn't almost doubled 3 'd waited; 'd have managed 4 'd listened; would have happened 5 'd taken; 'd own
- 1 past perfect; past time 2 sentences 1, 3 and 4; *would have* + past participle 3 sentences 2 and 5; *would* + infinitive without *to*

C: Grammar exercises

- 2 would (might) have got 3 would (might) have received 4 'd made 5 would (might) have been 6 'd planned 7 'd prepared 8 would (might) have restricted 9 'd started 10 wouldn't have been 11 hadn't left 12 would (might) have been able to 13 'd come 14 would (could) have helped (► B1)
- 2 had been any germs 3 wouldn't have abandoned his research 4 hadn't seen Fleming's research papers 5 hadn't worked with RAF 6 wouldn't have decided 7 wouldn't have failed 8 hadn't opposed (► B1)
- 2 ~~would you done~~ would you have done 3 ~~am starting~~ would be starting 4 ~~would have kept~~ had kept 5 ~~didn't have~~ hadn't had 6 ~~was very excited~~ 'd be very excited 7 ~~might make~~ might have made 8 ~~will be~~ would be 9 ~~didn't make~~ wouldn't have made 10 ~~didn't go~~ hadn't gone (► B1 and B2)
- 2 wish you'd asked 3 wish I hadn't chosen; should have chosen 4 wish I'd studied 5 wish he'd stop 6 should have let 7 wish I had 8 wish it would stop 9 wish I hadn't done 10 shouldn't have told (► B3 and B4)

D: Test practice**Reading**

Questions 1–5: identification of information in the text (True / False / Not Given)

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

1 False (*In 1869, French Jesuit missionary Pere David first described the giant panda ...he classified it as a bear. However, the following year, zoologist Alphonse Milne Edwards dissected the first specimen and concluded that it had more in common with the red panda*)

2 True (*The first investigations linked the giant panda with bears*)

3 Not given (we are not given any information about the results of the two tests, we only know that they did not conclude that the giant panda was a bear (*and all except two placed the panda in the bear family*))

4 True (*the spectacled bear of South America has been confirmed as its closest living relative*).

5 False (*the panda is our oldest living bear, followed by the spectacled bear. Both are survivors of an ancient lineage dating back 18 million years*)

Questions 6–9: sentence completion

Test tip: First identify the type of information you need to find (e.g. for question 6 you need to find out what most spectacled bears eat). It may help to turn the sentences into questions (e.g. What does a giant panda use to help it eat?) Make sure you stick to the word limit.

6 bromeliads (*For most spectacled bears, however, bromeliads, which are a type of tropical plant with fleshy leaves, are their main food source*)

7 carnivores (*The giant panda's diet is famously dull, with bamboo representing 99% of its intake. This is rather strange given that its physiology is typical of carnivores*)

8 hibernate (*Unable to store fat effectively, it continues eating in the bitterly cold winter, at a time when many other bears hibernate*)

9 digit / bone (*With such a specialised diet, the giant panda has evolved a sixth digit, a prehensile elongated wrist bone called the radial sesamoid. They use this 'false thumb' to roll bamboo leaves into fat, cigar-shaped wads - NB this is a 'false' thumb, not an extra thumb, so 'thumb' is incorrect here*)

Questions 10–13 summary completion with a box of answers.

Test tip: the words in box will usually paraphrase the information in the passage. Use the title to find the part of the passage you need to read, then think about the overall meaning to help you choose the correct answer.

10 B avoid (*the contrasting coat may help prevent close encounters with other pandas*)

11 H warn (*In pandas, a stare is a threat,*)

12 D increase (*The eye patches enlarge the panda's small, dark eyes tenfold, making the stare more powerful*)

13 C hide (*To show lack of aggressive intent, a panda will avert its head, cover its eye patches with its paws or conceal its face*)

Grammar focus task

1 had seen; might/may not have classified 2 had not dissected; might/would not have thought 3 did not resemble; might/would not have been 4 had not contradicted; might/could/would have been

Unit 19**A: Context listening**

- She is worried about: finding maths difficult, being unprepared to teach, controlling the class and pupils being rude to her.
- 1 interested in 2 share 3 with 4 impressed by 5 learning about 6 warned 7 about 8 good at 9 experience of 10 worried about 11 shout at
- 1 warn; learn 2 worried 3 good 4 shout 5 interested 6 experience 7 share 8 impressed

C: Grammar exercises

- 2 A 3 C 4 C 5 B 6 B 7 A 8 B (► B1 & B2)
- 2 ~~amongst~~ between 3 ~~about~~ for 4 ✓ 5 ~~to~~ at 6 ~~to~~ for 7 ~~about~~ of 8 in by 9 at with 10 ✓ 11 in on 12 in at (► B1, B3 & B4)

- 3 2 bad for 3 effect on 4 depend on (rely on)
 5 obsessed with 6 true for 7 worried about
 8 choose between/from 9 rely on (depend on) (► B1-B3)
 4 2 for 3 by 4 for 5 about 6 for/of 7 for 8 at 9 of 10 with
 11 by 12 of 13 for 14 of (► B1-B4)

D: Test practice

Listening

Questions 1-4: multiple choice

Test tip: Read all the questions carefully before you listen.

Underline or highlight any key information or words that you need to listen for (e.g. How far away is the closest big town to Greenville?)

Use the questions to help you find your way through the listening text. If you miss an answer, just move on to the next one.

1 C, 2 A, 3 B, 4 C, 5 & 6: C, E; 7 & 8: A, D; 9 & 10: B, E

Grammar focus task

1 on, 2 of, 3, to; to 4 for, 5 with, 6 from, 7 to; about, 8 for, 9 at, 10 from, 11 about, 12 about, 13 by, 14 with, 15 for

Unit 20

A: Context listening

- 2 The problems mentioned are: the ladder left out, the letters in the letterbox, the open window, overhanging branches.
 3 1 where there are 2 that could become 3 that can check 4 which have 5 who can collect
 4 1 *Where* refers to a place. 2 *That* and *who* are used to refer to people. 3 *That* and *which* are used to refer to things.

C: Grammar exercises

- 1 2 who/that; e 3 which/that; i 4 where; a 5 when/that; f 6 who/that; c 7 who/that; g 8 why; j 9 whose; h 10 whose; b The relative pronoun can be left out in sentences 6 and 8 (► B1 & B2)
 2 2 Some students take a year out before university, which allows them to work or travel. 3 The Guggenheim Museum, which is in Bilbao, only displays contemporary art. / The Guggenheim Museum, which only displays contemporary art, is in Bilbao. 4 My English teacher, whose lectures are very interesting, is leaving. 5 The lecture, which was about current economic policy, was not very easy to understand. / The lecture, which was not very easy to understand, was about current economic policy. 6 My parents arrived in New York in 1951, where they stayed for the rest of their lives. 7 I gave my assignment to the faculty secretary, who was not very friendly. (► B3)
 3 2 which I saw them advertised 3 exhausting, that which is not 4 the lecture which you gave it on Wednesday
 5 It's the one which in you have written your lecture notes in. 6 today's newspaper, which has 7 those bread rolls what (which/that) we had 8 a person who whose life is full (► B1-B4)
 4 2 which/that; i 3 which/that; e 4 which; h 5 which/that; c 6 where; b 7 which/that; f 8 which; a 9 which/that; d (► B1-B4)

D: Test practice

Reading

Questions 1-13: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 you need to find a mention of two processes used by plants). Remember that the words in the passage may paraphrase the words in the questions.

1 F (*The sunflower canopy had to be complete, with no visible soil, so that the thermometers would only measure the temperature of the plants and not the surrounding environment.*)

2 C (*All plants undergo photosynthesis to produce energy in the form of sugar, which involves allowing carbon dioxide to enter the leaves through pores called stomata. Transpiration is the mechanism by which plants lose water through their leaves.*)

3 I (*This was not the first time such methods have been used to determine drought-resistance in plants. The team and their robot had already made a major breakthrough in the Australian wheat industry with Drysdale Wheat*)

4 D (*Therefore, by measuring the temperature of the leaves, scientists can determine how much water is being lost through transpiration.*)

5 B (*Recognised as the type of fatty acid most able to protect against heart disease, it is in everybody's best interest that Australia has a competitive and healthy sunflower industry*)

6 F (*the research team discovered that its approach did not cater for wind speed, which could not be controlled as an experimental variable. The team therefore needed a technique to measure temperature continuously that would allow it to examine the effects of this and other variables. They needed a robot.*)

7 H (*After seven years of research and development, the first crop of high TE sunflowers bred through the project were passed on to seed companies to be incorporated into commercial sunflower varieties.*)

Questions 8-13

Test tip: For flowchart completion tasks, the questions may not be in the same order as the information in the passage. Look carefully at the title and decide which part of the passage will contain the information you need. Remember to stick to the word limit, and hyphenated words count as one word.

8 soil (*The sunflower canopy had to be complete, with no visible soil*)

9 eight (*Ultimately, eight different varieties of sunflowers were planted*)

10 hand-held (*Initially, this was done with hand-held thermometers*)

11 wind (*The team therefore needed a technique to measure temperature continuously that would allow it to examine the effects of wind and other variables. They needed a robot*)

12 rotated (180°) (*they were rotated 180° at the beginning of each run*)

13 garage (*It had a garage on the track, where it would stay until the light intensity was high enough to give useful results, and if the skies darkened due to rain, heavy cloud cover or sunset, the robot would make its way back there.*)

Grammar focus task

1 defining relative clause; that refers to 'flowers' and acts as the subject of 'use', 2 non-defining relative clause; which refers to 'wind speed' and acts as the subject of 'could not be controlled', 3 non-defining relative clause; where refers to 'a garage' and acts as the object of 'would stay' 4 defining relative clause; who refers

to 'an agronomist' and acts as the subject of 'could grow'
 5 non-defining relative clause; which refers to 'Drysedale Wheat' and acts as the subject of 'signalled'

Unit 21

A: Context listening

- 3 1 I live 2 do you do 3 I always do; I go; they always put; it costs 4 I always do; I work; there are 5 I did try; I didn't like; Can I ask; You can't
 4 In the conversation the subjects are mostly personal pronouns: I, you
 In the written report the subjects are mostly noun phrases: *These supermarkets; the people who were interviewed; the respondents.*

C: Grammar exercises

- 1 2 the government needs is a lot more loyal supporters
 3 we want is action 4 I don't enjoy is watching TV
 5 is the bride who is the most important person at a wedding 6 is the causes of poverty (that) governments should be dealing with, not the results of it 7 was when I was ill in hospital as a child that I first decided to study medicine
 8 is your family that suffer the most (► B4)
 2 'these' refers to 'changes', 4 'this' refers to 'always having a camera' 5 C 'the special day' refers to 'weddings', 6 E 'this behaviour' refers to 'taking photographs', 7 D 'the event' refers to 'the wedding'. Sentence 7 contains an introductory 'it': *it is possible that it spoils the event for everyone else* (► B3)
 3 2 This rise 3 Many countries 4 a solar roof 5 A one kilowatt solar panel 6 Solar panels, solar water heaters and wind generators 7 they 8 These renewable energy systems 9 the government (► B1, B3 and B5)
 4 ~~2 children need to~~ experience 3 these foods tend not 4 It is often the lack of experience of eating different kinds of foods that 5 ~~experiencing a wider variety of foods~~ can therefore lead 6 ~~Firstly, to provide support and help to parents is important.~~ Firstly, it is important to provide support and help to parents. 7 ~~No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system.~~ This system would ensure that no child felt ashamed or embarrassed by the contents of their lunch boxes. 8 Eating a healthy diet healthily (► B1-B4)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organise your thoughts and ideas well. Do not try to memorise essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

Nowadays, many children regularly play video games. Over time, these have become more violent, and there has also been a rise in crime and violence in real life. Some people believe that these two ideas are connected. While I do believe violence in games should be limited, I do not believe there is a causal link.

The games children play nowadays are very different to those of 30 or 50 years ago. Before there were computers in the home, children would have played popular board games such as Monopoly or chess, or even card games. They are also more likely to have played outdoors or been involved in some type of sport. Such activities would probably only have encouraged children to become more competitive rather than violent. However, we can assume that there was also crime and violence going on in real life at the time. Therefore, it seems likely that children's games are not connected to real violence.

In reality, throughout history, children have always played fighting games with toy weapons. Even now many parents will buy a toy gun or sword for their child. Yet we never read reports in the media about the impact plastic weapons could have on children or society. This again suggests that the link between play fighting and actual fighting is not very strong. Having said this, if we want children to grow into peace-loving adults, who can show empathy and kindness to others, then encouraging fighting of any kind is probably not the best way to achieve this.

In conclusion, just as playing at soldiers did not increase violence in the past, I completely disagree that playing computer games leads to an increase in violence or crime in real life. In my view, it is far more likely that other societal changes are to blame.

Grammar focus task

The new information is underlined.

The games children play nowadays are very different to those of 30 or 50 years ago. Before there were computers in the home, children would have played popular board games such as Monopoly or chess, or even card games. They are also more likely to have played outdoors or been involved in some type of sport. Such activities would probably only have encouraged children to become more competitive rather than violent. However, we can assume that there was also crime and violence going on in real life at the time. Therefore, it seems likely that children's games are not connected to real violence.

Unit 22

A: Context listening

- 1 1 f 2 d 3 a 4 b 5 g 6 h 7 e 8 c
 2 1 They need to go to the library, fill in a form and have their photo taken. 2 It is a group which represents students' views to the university. 3 It is responsible for extra facilities around the campus that are not related to study, e.g. restaurants, entertainment and sports facilities.
 3 1 Do they process; are processed 2 does the university run; is run 3 do you choose; is chosen
 4 They become the subject of the passive verb.

C: Grammar exercises

- 1 2 are peeled 3 are soaked 4 are put 5 are sliced
 6 are rinsed 7 are fried 8 are removed 9 are then left 10 are added 11 be distributed 12 sold (► B1 and B2)
 2 2 has changed has been changed 3 might have been happened might have happened 4 have given have been given 5 have been benefited have benefited 6 have been suggested have suggested 7 are continued continue 8 are being become are

becoming 9 ~~feels~~ is felt 10 ~~have been come~~ have come 11 has ~~affected~~ has been affected 12 ~~will use~~ will be used (► B1-B3)

- 3 2 are (were) placed 3 was believed 4 have been allowed
5 is being serviced 6 will be opened 7 is expected
8 is made 9 claims 10 are known 11 encouraging (to be encouraged) 12 to take (► B1-B4)
- 4 2 be absorbed 3 affects 4 continues 5 are used 6 to use
7 are being built 8 is said 9 to decide 10 tackling
11 have been passed 12 allows 13 are forced 14 know
15 will be used 16 have their cars checked (► B1-B5)

D: Test practice

Academic Writing Task 1

Test tip: Study the diagram carefully to identify all of the key stages and make sure that you don't miss any important information out of your description. You may need to change the words on the diagram (e.g. to change verbs to nouns) to make them fit grammatically into your sentences.

Model answer

The diagram shows how fresh fruit is canned. This is a process that is mainly automated but still relies on humans at several stages. First, the fruit is picked from the fruit trees by hand. The fruit is then transported to the cannery in large trucks. At the cannery, the fruit is washed and quality checked. The fruit of the right quality is put into cold storage where it is kept at a temperature of 0°. When it is ready for canning, the fruit is weighed and graded. After this, the fruit is peeled and any cores are removed. It is then sliced up into smaller pieces and put into cans. Once the cans have been filled, they are sealed and cooked over heat to ensure that the cans are sterilized. When the cans are cool, a label is attached and they are placed into storage. The canned fruit is now ready to be despatched to supermarkets and sold.

Grammar focus task

- 1 The fruit is picked from the fruit trees by hand.
2 The fruit of the right quality is put into cold storage where it is kept at a temperature of 0°
3 The fruit is peeled and any cores are removed.
4 The fruit is then sliced up into smaller pieces and put into cans

Unit 23

A: Context listening

- 1 1 c 2 g 3 a 4 i 5 d 6 e 7 h 8 f 9 b
2 1 F 2 T 3 T 4 T 5 F 6 F 7 F 8 F
3 1 in spite of 2 Despite 3 however 4 Firstly
5 Secondly 6 Finally 7 although 8 To sum up
4 1 in spite of; however; despite; although
2 firstly; secondly; finally 3 to sum up

C: Grammar exercises

- 1 2 b 3 b 4 b (result) 5 a 6 b (contrasting idea)
7 a (contrasting idea) 8 a (restates the previous idea)
9 a (contrasting idea) 10 b (reason) 11 a 12 b (reason) (► B1 and B2)
- 2 2 Firstly (the first idea in a list) 3 Furthermore (adds to the previous idea) 4 therefore (this idea is a result of the previous one) 5 Thirdly (introduces a third important

point) 6 Although (introduces a contrasting idea: *despite* cannot be followed by a subject + verb) 7 In addition (adds further information) 8 as a result (this idea is the result of the previous one) 9 Nevertheless (gives contrasting information) (► B1 and B2)

- 3 2 For example 3 Firstly 4 Similarly 5 However
6 but; because 7 As a result (► B1 and B2)
- 4 2 I had to cancel all of my afternoon appointments because the head of my department called an emergency meeting.
3 Fewer people are going to the cinema these days due to the fact that it is now much cheaper to watch a film online.
4 Petrol prices increased last month. As a result, the cost of basic foods has risen. 5 There are over 30 girls on this course but the boys still outnumber the girls by two to one. 6 There are some advantages to the pace of modern life. However, it also has its disadvantages. 7 In spite of the fact that the number of red deer in the wild increased slightly in the 1980s, it (the increase) was not sufficient to take them off the endangered species list. / In spite of the slight increase in the number of red deer in the wild in the 1980s, this was not sufficient to take them off the endangered species list. / Red deer were not taken off the endangered species list in spite of the fact that their numbers in the wild increased slightly in the 1980s. (► B1 and B2)

D: Test practice

Reading

Questions 1–4: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the Reading Passage. If you cannot find an answer, just move on to the next one and come back to this one later.

1 B (*In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds.*) 2 C (*However, although certain brain functions such as perception and reaction time do indeed take longer, that slowing down does not necessarily undermine mental sharpness. Indeed, evidence shows that older people are just as mentally fit as younger people because their brains compensate for some kinds of declines in creative ways that young minds do not exploit.*) 3 C (*In the end, if 'better' is defined as completing a clean paragraph, both people may end up taking the same amount of time.*) 4 A (*subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen.* The other arrows were used to distract the subjects.)

Questions 5–8: sentence completion

Test tip: Sentence completion with a box of possible answers is similar to matching questions. Scan the passage for the key names or words in the questions and underline or highlight them. Then carefully read the information close to those words and try to match it to the ideas in the options (A–F). Remember there are more options than you need to use. Some of the extra options may not be mentioned at all, or may be the opposite of the information in the passage.

5 E (*Popular psychology says that as people age their brains 'slow down'.*) 6 C (*scientists at the University of Michigan, for example, have demonstrated that ... seniors exploit the left and right side of the brain more extensively than men and women who are decades*

younger) 7 B (Michael Falkenstein ... found that when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors) 8 D (Neurologists at Northwest University came to this conclusion after analysing 50 people ... Darren Gleitman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.)

Questions 9–13: summary completion

Test tip: Read through the information in the summary carefully and try to predict what type of information you need to find in the passage. Pay careful attention to the word limit and make sure you copy the words correctly.

9 reaction (However, although certain brain functions such as perception and reaction time do indeed take longer.) 10 memories (As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and ... The ability to retrieve memories also quickly slides) 11 concentrate (and it is sometimes harder to concentrate) 12 experience (On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience.) 13 deliberate (yet they made 50% fewer errors, probably because of their more deliberate pace.)

Grammar focus task

1 e 2 g 3 b 4 c 5 f 6 a 7 d

Unit 24

A: Context listening

- The topic is whether children should be educated at home or at school.
- 1 T 2 F 3 T 4 F 5 T 6 F
- 1 fortunately; I can see; I think 2 unfortunately; I can see; certainly; I do think; interestingly; Perhaps
- 1 see; think 2 fortunately; unfortunately; interestingly 3 certainly; perhaps

C: Grammar exercises

- 2 Personally, 3 presumably 4 perhaps 5 Overall, 6 probably 7 Surprisingly, 8 Unfortunately (► B2)
- 2 Apparently, the start of the course has been delayed because the tutor is ill. / The start of the course has been delayed because, apparently, the tutor is ill. / The start of the course has been delayed because the tutor is ill, apparently. 3 I definitely want to go to university when I leave school. 4 I was late for the exam because my bus didn't come, but luckily the exam hadn't started on time so I only missed a few minutes. / I was late for the exam because my bus didn't come, but the exam hadn't started on time, so luckily I only missed a few minutes. 5 Unfortunately, the university has decided to close the music department. / The university has decided to close the music department, unfortunately. / The university has unfortunately decided to close the music department. 6 Perhaps it is time to reorganise our company structure. 7 On the whole, my tutor was impressed with the effort I had put into my assignment, but suggested a few changes. / My tutor was impressed with the effort I had put into my assignment on the whole, but suggested a few changes. 8 It is probably true that people are living longer today than in the past. (► B2)

- 2 Frankly, 3 Surprisingly, 4 Unfortunately, 5 On the whole, 6 Evidently 7 Possibly, 8 Actually, (► B2)
- There are many reasons why people follow a vegetarian diet. Firstly, it is because they believe that it is wrong to kill animals. This may be is due to religious beliefs, or it could be is their own personal philosophy. It is possible that another motivation for stopping eating meat is health. According to research, the high fibre content of a vegetarian diet seems to reduces the likelihood of suffering from some bowel problems and heart disease. In addition, fewer vegetarians than meat-eaters are overweight. A further advantage is that a vegetarian diet can be is cheaper than eating meat. Nevertheless, it is clear that there are some disadvantages. Vegetarians can lack a lot of the vitamins and minerals that are present in meat, such as iron or vitamin B12, or calcium if you do not include dairy products in your diet. There is also the social problem of not being able to eat food available at parties and restaurants. Overall, however, in terms of health a vegetarian is more likely to be healthy than a non-vegetarian and personally I feel that the advantages outweigh the disadvantages. (► B1–B4)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organise your thoughts and ideas well. Do not try to memorise essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

Nowadays, modern technology plays an important role in the classroom. This has definitely changed the way that we study and, in my view, has had both benefits and drawbacks.

There are several benefits to using technology when studying. Many students no longer have to copy notes by hand from the blackboard; instead the teacher can simply send the notes as a file. The teacher can also use an interactive whiteboard that gives instant access to the internet. For students too there are benefits. Rather than writing in messy ink and pen, they now present a typed-up copy of their assignments. Their computer even checks their spelling as they go, and doing research online is certainly much faster than searching for books in a library. Therefore, technology could be said to have made study faster and more accurate.

Nevertheless, these benefits have come at a cost. Firstly, in my opinion, handwriting and spelling have definitely deteriorated in recent years. Thanks to mobile phones and text messaging, where speed and conciseness are more important than spelling or grammar, many students now take a similar approach in their written assignments. Furthermore, some people believe that modern technology now does so much of our thinking for us that, unfortunately, we are losing our ability to think for ourselves. When students can find a quick answer by searching online, they become less used to thinking critically about the sources they are using, which is a problem when it comes to educational outcomes. In conclusion, although there are clear benefits to using technology, there are also some alarming drawbacks. At the

moment, I do not believe that these outweigh the benefits, but I would argue that we need to be very careful to ensure that this is not the case in the future.

Grammar focus task

- 1 Definitely; in my opinion // view, 2 certainly,
3 in my view // opinion, 4 unfortunately, 5 argue

Unit 25

A: Context listening

- 2 She experienced itching, pain, swelling and redness.
3 1 She had a very bad reaction and had to go to hospital.
2 On her foot. 3 It hurt. / It was very painful. 4 It went red and swelled up. 5 Her foot itched, it was difficult for her to breathe and she kept coughing.
4 1 burning pain 2 itching 3 swelling
4 breathing difficulties; a dry cough
5 1 The verbs are changed to nouns. 2 be, become (non-action verbs)

C: Grammar exercises

- 1 2 study; studies; student 3 findings; find 4 response; respondent 5 measurement; measure 6 earnings; earner 7 advertisement; advertiser; advertising 8 examination; examiner 9 suggestion 10 creation; creator; creativity (> B1)
2 2 strength 3 depth 4 beauty 5 clarity 6 interest 7 difficulty 8 caution 9 significance 10 violence 11 controversy 12 confusion (> B1)
3 2 there are some quite significant differences 3 the largest proportion of expenditure was 4 food expenditure 5 the total household budget 6 There has been a notable increase in 7 a significant rise in the proportion of money spent on clothing 8 the proportion of fuel and lighting expenditure was roughly the same. (> B1 and B2)
4 2 Spending (expenditure); increase; influence 3 failure; illness 4 diet; reduction 5 Use; risk; loss 6 Contentment; success; communication 7 Developments; construction 8 difficulty (> B1 and B2)

D: Test practice

Academic Writing Task 1

Test tip: Spend time studying the information first. The title given may help you with your first sentence, but try to use different words and don't just copy words from the question paper. Try to identify key areas in the data (e.g. where the data changes considerably or where there is no change over a period of time). Do not miss out any important details in your description and make sure you stick to the time limit so that you leave enough time to answer Task 2.

Model answer

The graph shows the fluctuations in the number of birds of different species in one country between 1975 and 2020. Overall, the coastal species have generally increased over this period while all other species have declined.

There appears to have been relative stability in the total number of wild birds over this period, although the total fluctuated from the late 70s to the early 90s. Since 1994 there has been some improvement and, by 2020, there were almost as many birds overall as in 1975. However, looking more closely at the data shows that this does not apply to all species.

After briefly climbing from 110 thousand birds in 1975, the 19 species of farmland birds experienced a severe decline, falling to approximately 65,000 in the early 1990s. Although the numbers briefly recovered between 1995 and 1997, they fell almost every year until 2020 and remained at around 55,000 in 2020, by far the lowest numbers overall. The 33 species of woodland birds followed a similar pattern, although they only fell to 90,000 overall.

In contrast, coastal bird species, which were similar in number to farmland species in 1975, rose almost continuously over this period with only small fluctuations in numbers. Although there was a slight drop just before 2020, the final total for this period was 135,000, far outnumbering the other species.

Grammar focus task

- 1 relative stability; some improvement; 2 a severe decline, 3 a slight drop

Recording scripts

Recording 1a

Interviewer: Excuse me. I'm conducting a survey on how people spend their free time. Do you mind if I ask you a few questions?

Pete: Oh, er, OK. I'm just waiting for my friends – they're always late, so I should have a few minutes!

Interviewer: Right, now, can I have your name?

Pete: It's Peter, Peter Harley – H A R L E Y.

Interviewer: And do you work or are you a student, Peter?

Pete: Well, both actually. I'm studying really hard for my exams this month – I'm doing maths at university – but I also help my parents out. They own a restaurant and I work there as a waiter in the evenings, so I don't get a lot of free time during the week.

Interviewer: It sounds as if you're very busy.

Pete: Yes, I am, and my mum's always saying I don't help enough in the restaurant! But I do manage to find some free time most days.

Interviewer: Great. Now, can you have a look at this list and tell me whether you do any of these things and if so, how often?

Pete: Sure. OK, well, I love music and I'm learning to play the piano. I get up really early and practise for an hour or so just about every day. I also play the guitar in a band with some other friends. We used to practise together at least three times a week but these days we only manage to meet about once every two weeks.

Interviewer: What about the next thing on the list: computer games? I assume you're too busy to play them.

Pete: Well, I used to play them all the time but now I'm too busy studying and I don't miss them at all!

Interviewer: And what other technology do you use to stay connected?

Pete: Oh, well, I use my computer for uni work stuff and emails, but I use my phone all the time, for example, to stay in touch with friends via social media, or to look things up, read the news, you know. It's great that I can share photos and videos and even see what friends in other countries are up to, like my cousin who is living in Thailand at the moment and keeps posting great pictures from his travels and is clearly having a great time!

Interviewer: Yes, social media is making it so much easier for people to stay in touch. OK, now how about team sport?

Pete: Actually, I joined the local football team when I was at school and I still play once a month provided I can get to training. I much prefer playing football to watching it on TV, though I do occasionally watch a match if there's a big final or something.

Interviewer: What about going to watch live matches?

Pete: I'd love to be able to afford to go every week because I support my local team, but students don't generally have much money, you know! I can't remember the last time I went to a live match. Oh, sorry, I can see my friends – I have to go now.

Interviewer: Thank you for your time.

Recording 1b

Man: Westwood Sports Centre, can I help you?

Woman: Oh, hello, I've recently moved to Westwood and I'm keen to find a new gym.

Man: Welcome to the area! I am sure we can help; we're always looking for new members.

Woman: Great! I actually have an old leaflet of yours here, but can you tell me a bit more about your centre? It says here you've got a pool, is that right?

Man: Yes, we've got some great facilities, including an Olympic-sized pool, so great for swimming, and we do fitness classes in the pool too, they're really popular.

Woman: Hmm, how often are they? I prefer to just do laps but that can be impossible at times if it's really crowded.

Man: I know what you mean.

Woman: My last place used to post a list each week showing when the pool is going to be quiet. Do you do that too?

Man: Yes, we do, and there are always plenty of slots to choose from.

Woman: Oh, that's really helpful. Do you charge extra for the pool?

Man: It depends on your membership, that is if you decide to join of course. But, you'll find the casual day rate's very reasonable too. It's just £4, and that includes access to all the amenities. It's a lovely pool, it looks out onto our gardens and park area.

Woman: It does sound nice, I'll definitely come and try it out. What about the gym, is it well- equipped?

Man: Well, there are plenty of weight machines but, at the moment, the space is a bit limited, so there aren't as many exercise bikes as we'd like.

Woman: Oh, that's what I mainly use.

Man: Well, we're hoping to change that very soon, so it is only temporary. The gym is fairly empty in the morning and the evenings, so I'm sure you'll get the machines you want. Members can access all the facilities from 7:00am.

Woman: Ok, that sounds good then, and what about the membership fees?

Man: You can pay weekly, at the end of the month, or for the full year. The annual fee does give you a slightly bigger saving, but the monthly option is the most popular I think because you can cancel at any time. How about I send you a brochure with the latest price list so you can decide?

Woman: That'd be good.

Man: One thing I should just mention, we've got some renovations going on at the back of the building. That means it can be a bit noisy at the moment, but it's to make the gym bigger, so it'll all be worth it eventually.

Woman: Right, I see.

Man: It's due for completion by the end of August, they have been working on it since February so we're really looking forward to getting in there!

Woman: Oh, that's good to hear. Now, I'm also interested in yoga, which your leaflet mentions. I don't like going to big classes, and it says here that the room can only fit 10 students at a time, which sounds ideal to me, is that still the same?

Man: Yes, and there are no plans to change that. The teacher always says she prefers that size class as well, because she likes to be able to help people individually, and you just can't do that with classes of 20 or more.

Woman: I agree. Are there classes every day?

Man: Except for Wednesdays, yes. But I'll just warn you that some of her sessions tend to fill up really quickly, Mondays and Fridays in particular.

Woman: Oh, I see, and I assume there's an extra fee for that?

Man: Yes, but I don't have her current rates in front of me. I'd suggest you give her a call, so you can check on availability and all that?

Woman: Good idea. I want to try and persuade my neighbour to come along with me. Can you give me the teacher's contact details?

Man: Yes, her name is Lyndon, that's L-Y-N (pause) D-O-N.

Woman: Oh, that's my aunt's name too but she spells it differently. And what's the best phone number to reach her on?

Man: I'll give you her mobile. It's 0415 - 626 - triple 3

Woman: Got it, I'll give her a call now.

Recording 2

Presenter: Today's guest is Bill Murphy, who worked for the police force for over 17 years until his retirement last week. Welcome to the show, Bill. You're going to tell us how to protect our homes, is that right?

Bill Murphy: Thank you, yes, that's right. As you say, I used to work for the police force and I must have seen hundreds of burglaries during that time. Unfortunately, burglary seems to be on the increase; the number of burglaries in our area rose by 25% last year. What's so frustrating is that it's possible to prevent many burglaries. For example, a few weeks ago a woman called to report a robbery at her house. It happened at five in the afternoon while she was watching the news on TV in a room at the back of the house. Her son was also at home; he was doing his homework in his bedroom when the burglar came into the house.

Presenter: So, how did the burglar break in without anybody hearing him?

Bill Murphy: Well, this woman used to keep the front door locked at all times, but when her son got older he often went out to visit his friends after school, so she would leave the door unlocked whenever she was at home so he could come and go easily. The burglar simply walked in through the front door, which was unlocked, and no one heard a thing. So you see, you do need to be careful to lock your door at all times of the day.

Presenter: Absolutely. And what did the burglar steal?

Bill Murphy: On this occasion, the burglar came in through the front door, picked up the woman's handbag and while she was watching the TV, he emptied it out and stole her purse. The son didn't hear anything because he was listening to music and working on his computer upstairs. Then the burglar went into the front room, opened all the cupboards and took a valuable collection of CDs. But the surprising thing is that after that he went into the kitchen and stole the roast chicken the woman had cooked for dinner! So you see, it really is important to ...

Recording 3

Sue: Hi Carl. Have you written your assignment yet?

Carl: Hi Sue. No, I haven't, but I've been trying to get some ideas together.

Sue: What sorts of things have you been doing?

- Carl: Well, I've worked really hard for the last two weeks and I've nearly finished all the books on the reading list. I've made quite a lot of notes but they're not very structured. What about you?
- Sue: I did the reading a few weeks ago, and I made notes on the most important things. I've written a rough plan this morning, and I was going to make a start on writing the assignment today but I've decided I need to read the most important parts of the books again before I do that. I'm actually finding it quite hard. It's the first time I've ever had to write such a long essay so I'm a bit nervous about it.
- Carl: Yes, it's the longest essay I've ever had to write as well. I find all the reading so difficult. I read five books last week, and they all said different things!
- (Pause)
- Sue: I find the best approach is to read only the sections that you need in order to answer the question. You don't usually have to read the whole book. I've collected plenty of information for the assignment that way.
- Carl: That's good advice. I've been trying to read the whole of each book, and the more I read, the more confused I get. I probably wasted a lot of time last week.
- Sue: Oh, I'll tell you what other things I found really helpful. When I was in the library last week, I read those leaflets called 'How to get the best out of the library' and 'How to write assignments.' They really helped. Have you read them?
- Carl: No, I haven't even seen them. I'll have to get hold of a copy; they sound very useful. I really need some direction. I find I'm so tired at the moment. I've read six articles this week but I can barely remember what they said! In fact, I've been feeling tired since I started this course!
- Sue: Hmm, I know what you mean. I felt like that as well at the start until one of my tutors told me it was far more important to get enough rest than to stay up late studying. I've gone to bed early every night since then and I manage to concentrate for longer during the day, so in the end I do actually get more done. I went to bed at ten thirty last night and I feel great.
- Carl: Well, I've just got up and I'm already tired. I must try going to bed earlier – at least till I've done this assignment.
- Sue: Yeah, it should help.

Recording 4

Good morning and welcome to today's talk on famous composers. Today we're going to look at the remarkable career of Wolfgang Amadeus Mozart. Mozart was born in Salzburg

on January 27, 1756, the last of seven children. However, when Mozart was born, five of his siblings had already died in infancy or early childhood. His only surviving sibling was his sister, Nannerl, who was five years older. Mozart's father, Leopold, was a composer and his grandfather had also been a musician. Times were hard and the family had been struggling for some time.

When she was eight, Nannerl began keyboard lessons with her father. Mozart's sister was extremely gifted at the keyboard and she had been making excellent progress when her brother, then aged three, demanded to be taught as well. In just 30 minutes Mozart mastered the piece of music, which his father had copied into Nannerl's notebook. Wolfgang's achievement was followed in rapid succession by others. By the time he was six, the little boy had written a composition of his own into the notebook. And by age seven, he had taught himself how to play the violin without ever having received a lesson.

When Leopold Mozart saw how extraordinary his son was, he decided not to waste Wolfgang's precocious talents and took him on a tour across Europe with his sister. At Linz, Wolfgang gave his first public concert. Among the audience were some important statesmen who were astonished and hurried on to Vienna to spread sensational reports of what they had seen. By the time he was 17, Mozart's reputation had already begun to spread through Europe and his family were richer than they had ever been before.

Recording 5

- Amanda: Hi Tim, just ringing to see if you've got the details of the hockey team's trip for next month.
- Tim: Hi Amanda. Yes, I went to the travel agency this morning. I've got the details right here in front of me.
- Amanda: Oh, great. Well, why don't you tell me all about it and I'll pass on the information to the rest of the team.
- Tim: Good, well, first of all we're flying to Scotland. We'll have to get up really early because our flight leaves at six thirty in the morning. We're playing four matches there, which I know sounds like a lot but we'll also have three days free. So, we're going to hire a bus and then drive through the mountains and we'll probably stay in some sort of mountain lodge there.
- Amanda: Sounds wonderful. I hope the weather's good.
- Tim: Me too, but it'll probably rain every day.
- Amanda: Still, not to worry – I'm sure we'll enjoy it whatever the weather. Where to after that?
- Tim: From there we fly to Greece. We were supposed to be playing five matches there but two have been cancelled, so it's only three now. Still, that means

there's a bit of free time to do some tourist things as well, as we now have four days free altogether.

Amanda: Great. What about accommodation over there?

Tim: Well, it's more luxurious than last year's camping trip, so I think everyone will be happy with it. This time we're staying in a small hotel near the centre of Athens for a few days, and then we're going to get a boat to a couple of the islands, although we haven't decided which ones yet.

Amanda: I'm sure we'll have good weather there, anyway, so lots of time for sunbathing on the beach.

Tim: Yes, I think it'll be extremely hot there.

Amanda: You're right – we'll probably end up wishing we were back in Scotland! Well, we're certainly going to have a varied trip.

Tim: Yes. In Scotland we're probably going to do lots of walking and in Greece we're going to be lying on the beach. I imagine we'll even get a bit of a tan.

Amanda: I think it's going to be a great trip!

Tim: Ha! Just don't forget to concentrate on your game! Oh, and one more thing, don't forget that the manager is having a party just after we get back to celebrate the team's great results last season, and the best player on the tour will get a special trophy.

Amanda: Wow! Don't worry, I'll let everyone know.

Recording 6

Phil: Hey Janet, have you finished the report yet? Sarah was asking about it.

Janet: I'm afraid not. I'm about to go to Rome for a conference and I won't be able to finish the report before I go.

Phil: Oh. When do you think it will be ready?

Janet: The conference only lasts three days, so I'm not in Rome for long – just the weekend. Then I'll be working on the report all next week.

Phil: Can you do it before we have the departmental meeting at the end of the month?

Janet: Oh, I'll easily have finished it by next Friday. I've got it in my diary.

Phil: That's great. I'll be seeing Sarah at lunch, so I'll tell her.

Janet: Thanks.

Phil: Are you giving a talk at the conference?

Janet: Yes, the same one I gave last month on plant diversity and environmental changes. By the end of the year I will have given the same talk at six conferences! Luckily it's a different audience each time, but I'll soon be getting polite requests to do something different! The funny thing is I still get nervous every time before I give it.

Phil: Oh come on, I don't believe that.

Janet: No, it's true. I'll be feeling really nervous when I get to Rome. I won't be able to relax until I'm actually giving my talk. Don't you get nervous when you give talks at conferences?

Phil: Not really, although I always make sure I prepare well. I always practise in front of a mirror. I look a bit of an idiot, but no one can see so I don't mind. I'm giving a talk in London next month and by the time I give the talk I'll have rehearsed it at least ten times. Practising like that makes me feel confident – you should try it.

Janet: That's a good idea. But even practice doesn't seem to help me.

Phil: Well, good luck, I'll be thinking of you in Rome. When are you leaving?

Janet: Well, I was going to leave this morning but they cancelled my flight, so I'm on the evening flight. Actually, I'd better get a move on, as the train to the airport leaves in 20 minutes.

Recording 7

Sara: Alan! Will you help me write this advertisement for the spare room?

Alan: Yes, we've got so much space. It would be great to get some money to help with the rent.

Sara: Now, we need to make it sound inviting.

Alan: Well, the room might be on the small side but the windows are very big so the natural light is really nice. Few rooms have such good natural light.

Sara: Yeah, it's a great room for working in during the day, and it's also got a great view of the garden.

Alan: Exactly. What shall we say about the furniture?

Sara: Well, it's not luxurious but it is very comfortable. The room has everything you need. Oh, except they will need to bring their own lamp; both of the lights in the ceiling are really old and not very bright.

Alan: That's true. But it has got a nice bed.

Sara: Yes, and it's got a great wardrobe, which has even got a few shelves for clothes as well. They will need to bring their own mirror if they want one, though.

Alan: Yes – there isn't one in the room at the moment. Now, there's no room for a bedside table but there is a good study desk in there.

Sara: Yes, I wouldn't mind a desk like that myself, actually. It's better than mine. It's got three drawers – mine hasn't got any at all.

Alan: Why don't you put it in your study then?

- Sara: It's too big. There isn't much room in there.
- Alan: I suppose not, because the desk has got shelves on top as well. They're really handy for putting books on. Now, what else?
- Sara: What about the location? We could say it's close to transport. We're really lucky because we've got the bus and the train nearby.
- Alan: That's true. And what shall we say about the rent? Shall we ask for £50 a week or is that too little?
- Sara: Well, let's say it includes electricity and any other household bills and make it £60. Our expenses are bound to go up with an extra person in the house.
- Alan: Yes, you're right, I hadn't thought of that! Now, pass me the newspaper.
- Sara: I thought you'd already read the news today?
- Alan: Yes, I have, but there are lots of advertisements for accommodation and I want to look at them before we finish ours.

Recording 8a

Good morning, everyone. As part of the conference on environmental awareness I'd like to talk to you this morning about an exciting development in monitoring climate change: Europe's technological showpiece, Sentinel 1. Sentinel 1 is a fully-equipped observation satellite constellation currently composed of Sentinel 1A, B, C and D, and it is the largest, most technologically advanced and most powerful one that the European Space Agency (the ESA) has ever created.

The first of the satellites was launched in 2014 and is on the trail of climate change, delivering up-to-the-minute information about our changing environment. Seeing the Earth from outer space highlights how tiny and fragile this planet of ours is. Sentinel 1 helps people to understand that and encourages us to protect our blue planet as our place of birth, and as the ancestral home where our children and grandchildren will live after us.

With its C-band synthetic-aperture radar instrument Sentinel 1 is equipped with the best eyes possible and offers everything that scientists could wish for. This unique flying environment station follows in the footsteps of the successful remote sensing satellites Envisat, launched in 2002, and ERS1 and ERS2, which were both launched in the 1990s.

Climate protection is a challenge for our entire society. The ESA contributes to such endeavours and has provided impressive scientific results in the field of atmosphere, ozone and climate monitoring, and more. The total cost of the Sentinel programme is 2.56 billion euros over 15 years. Included in this sum is the development and construction of the instrument systems as well as the cost of the satellites, the launch and the operational costs. Each European citizen has therefore invested seven euros in the environment or about the cost of two cups of coffee per year. For that, every citizen will have access to precise information about changes in the

environment including global warming, ozone depletion and climate change. This information is absolutely essential and long overdue as the basis for political decisions. The gas envelope around the Earth is not determined by political boundaries and none of our countries is able to ignore the implications of global warming.

Recording 8b

Good morning everyone. Over the next few weeks, we're going to be looking at some trends that we've seen in physical fitness and exercise over the last few decades and how popular this has become in recent years. But first, I want to start by showing just how far back formal fitness and exercise goes. In fact, this concept has a long and complex history, which I'll sum up with some key highlights.

Now, I'll admit that no one can say exactly when humans began exercising in a formal, structured way. But we do have some early records. The earliest of these indicate that around 2,000 B.C, so that's over 4,000 years ago, the ancient Egyptians did acrobatics. And we know that, for them, this was both a form of entertainment and a sport. I think we can safely assume that those who performed these acrobatics would have understood that, in order to excel, they had to do some form of training. The Ancient Egyptians were not the only early civilization to do this. During the same period in China, it's believed that some people practised a form of exercise that was a combination of breathing and fluid body movements. So, an early form of martial art, but the oldest written texts about this form of exercise are actually from India.

Now, let's skip forward 1500 years to the time of the Ancient Greeks. I'll focus on 750 BC onwards, which is when the first ever Olympic games took place. So, it was in Ancient Greece that we find the first formalised physical training programmes, which were devised to cater for the athletes who were competing against each other. Another important difference at this time is the use of special equipment. By this I mean the use of something that was created specifically as an aid to exercise. The earliest example that we would all recognise today is the use of weights. But, rather than the metal spheres we have now, the Ancient Greek trainers created their version out of stone, and they made them in different sizes to give varying degrees of resistance. These athletes went to great efforts to achieve their success and their training sessions were gruelling. We also know that they used these weights not only for general resistance training but also when running.

Exercise was so important at this time that there is a relatively large amount of writing about it. This is often from famous philosophers such as Plato, one of the most widely read and studied scholars. His writing, as well as that of others tells us how important physical fitness then was, and in fact it was seen as a key element of the Ancient Greek culture. And they also recognised that physical fitness had health benefits. In

fact, the famous physician Hippocrates wrote, 'If we could give every individual the right amount of nourishment and exercise ... we would have found the safest way to health.'

However, this healthy approach to exercise was not maintained. In Western Europe, during the Dark ages, or the Middle ages, there was almost a rejection of the idea of being physically fit. So we don't see a lot happening until the 1700s, in fact 1760, which brings our next important milestone. Up until this point, the pursuit of fitness had largely been a solitary activity, or something that was done by only a select few. But in Germany, this began to change when a school introduced fitness into their curriculum and the idea was then copied by others. This helped to turn exercise into a more social activity, and also brought it to a much wider audience. And by 1799, just before the end of the century, the world's first ever private fitness club was established. This very much resembled what we would regard as a modern gym, in that it had special weighted equipment for its members to use and also provided large-scale classes.

In the 1800s, this idea expanded and grew. In the 1880s, in Belgium, Leo Durlacher, who was also known as Professor Attila, established his first gym in Brussels, then a second gym in London in the late 1880s, and finally founded the School of Physical Culture in New York in 1894. So he was a pioneer when it comes to building an international business model based solely around the idea of personal training. His personal training gyms introduced several modern-day pieces of equipment, and Attila was also one of the first proponents of using resistance training to combat the effects of aging. And in many respects, he laid a lot of the groundwork for today's gyms.

So, that's a snapshot of...(fade)

Recording 9

- Mrs Smith: Hello, you must be Chi Wen. I'm Mrs Smith, but my homestay students all call me Lucy.
- Chi Wen: Oh, hello, Lucy. I'm very pleased to meet you.
- Mrs Smith: So, how long have you been in Australia, Chi Wen?
- Chi Wen: Well, I only arrived last month and I'm still finding it all a bit strange, actually.
- Mrs Smith: Oh, don't worry. I'm sure it won't take long to settle in. If you like, I can introduce you to a friend of mine, Yi Ling. She's a student from China who stayed with me last year. I know she's really enjoying herself here in Australia.
- Chi Wen: Oh, that would be nice.
- Mrs Smith: Now, I have had a lot of students staying with me over the years and I do have a few rules.
- Chi Wen: Oh, of course.
- Mrs Smith: First of all, my husband and I want everyone to feel at home so we treat everyone as if they were a member of our own family.

- Chi Wen: That sounds lovely.
- Mrs Smith: I cook and serve dinner for everyone at six. We also make everyone speak English at dinner; it's really important to practise your English as often as you can.
- Chi Wen: I see, that's a very good idea. And what about other meals? Can I cook for myself?
- Mrs Smith: Yes, everyone makes their own breakfast. I do the shopping, and I always make sure there is plenty of food in the fridge so you can prepare yourself a packed lunch to take to college if you like.
- Chi Wen: Yes, I've noticed that in Australia you often eat sandwiches for lunch.
- Mrs Smith: Well, we often eat lunch in a bit of a hurry, so sandwiches are very convenient. Now, do you have any other questions about the house rules?
- Chi Wen: What about laundry? Can I use the washing machine?
- Mrs Smith: Oh, yes. I expect everyone to wash and iron for themselves, although I can put a load of washing on if you need me to. I will give you clean bed sheets every week. I clean the kitchen and the living areas myself but I expect all my students to help out and clean their own rooms.
- Chi Wen: I have one other question. I don't have a mobile phone here yet. Can I use yours to make a couple of local calls?
- Mrs Smith: That shouldn't be a problem. Just let me know when you want to use it.

Recording 10

Good evening, everyone. As many of you know, I often travel for my job as a rug buyer and this evening I've been asked to give a talk about travelling in Europe and Asia. I'll try to pass on some useful advice for those of you who are planning to travel there yourselves. At the end of my talk, I'll be happy to answer questions.

My first piece of advice is to work hard on your research before you go if you want to make your trip enjoyable and rewarding. I plan my trips very carefully for at least three months before I leave, reading about the places I am going to visit on the Internet and in books.

I had a very memorable trip recently, starting out in Morocco. The city of Marrakech is an absolutely amazing place to visit and well worth adding to your itinerary. Try to stay near the old part of the city. There are so many historical buildings and so much to see. The mosques in particular are very beautiful.

After leaving Morocco I took a long tiring boat ride to Turkey. It was well worth the trip, especially if you like local crafts. I bought a beautiful Turkish carpet in one of the villages while I was there. The man that sold it to me spoke very good

English and he told me all about the different styles of carpet. I was fascinated to see the extraordinary range of patterns.

I left the small mountain villages of Turkey to travel to the huge, crowded cities of India. India is a fascinating country, and I have always enjoyed my visits there. Everywhere you go the people are very welcoming and friendly towards visitors. They always seem pleased to see you. It's easy to see why India is such a popular destination for travellers.

One of the highlights for me on this visit was the Gujarati Textile Museum. It was the first time I had been there. If you are interested in textiles, this museum is really impressive, with lots of information and some absolutely stunning examples of Indian silk embroidery, and other fabrics.

If you're interested in seeing wildlife I recommend travelling in the more remote areas of the country. I was amazed at the variety of wonderful animals which I saw on my trip and the most incredible colourful birds with vivid blue and green feathers. I also saw several poisonous spiders, although I have to say that I found the arachnids rather frightening!

Recording 11

The Olympics is probably the most exciting event in the sports calendar. It's one of the few opportunities we get to see some of the best athletes in the world competing against each other. And amazingly, each year they seem to be getting better and better. So, you might imagine that the Masters Games, which is for athletes aged 30 and over, would be less exciting to watch. Well, this may not be true for long because recent studies have shown that older athletes are getting faster and fitter.

Now, it's true they're not as fast as their younger counterparts, and probably younger runners will always be faster than older runners. However, runners aged 50 and over are actually speeding up more rapidly than younger people. The researchers analysed the finishing times of 415,000 runners in the New York marathon between 1983 and 1999 and discovered that finishers from the older group showed the greatest increases in speed. Interestingly, women aged 60 to 68 improved the most markedly, running on average four minutes faster each year. Men of the same age ran just over one minute faster than previously.

Not only that, a second study proved that older athletes can achieve the same degree of physical improvement as those in their twenties and thirties. In other words, they are just as likely to achieve their peak fitness as younger athletes.

Twenty-five years ago few 60-year-old men and even fewer women would have considered it possible to complete a marathon, let alone set record running times. The researchers concluded that people grow weaker not simply because of age, but because they don't keep as active as they did when they were younger. It would seem that the longer athletes

keep competing, the greater are their chances of setting new records.

Recording 12

Good morning, everyone. What you can see on the screen behind me is Sydney Harbour and it may surprise you to learn that this horrible rubbish lying at the bottom of the harbour was actually put there intentionally as part of a conservation project! Now, the idea of putting rubbish into the harbour instead of cleaning it out may seem absurd to you, but allow me to explain. Two years ago I was involved in a study with the University of Sydney. We were asked to try to calculate the number of fish and different species living in Sydney Harbour. During this study, the divers noticed that in the areas cleared of rubbish very little life remained, whereas the old cars and other debris lying on the sea floor actually provided a rich habitat for an abundance of creatures including up to twenty species of fish, crabs and seahorses and amazing plants such as sea tulips with bright red bodies.

We realised that if you remove all of the rubbish contained in the harbour, then you also take away the homes of the creatures living there. Earlier this year, with the help of the Sydney Harbour Federation Trust, we reached a decision to expand our study and start putting rubbish back into particular areas of the harbour.

So far we have used things like old car tyres and rope, but we have a plan to carry out a more detailed study to test out a variety of artificial structures and see whether the sea creatures in the harbour find these as attractive a home as the rubble of the past. We'll also catalogue the creatures living there and the data collected from the sites will be analysed to establish whether these artificial reefs have in fact helped to increase the volume of fish in the harbour.

In the meantime, if you have any suggestions of other possible sites with submerged rubbish that would be suitable for our research, please speak to me after the lecture.

Recording 13a

Deborah: Hi Joe.

Joe: Hello, Deborah. Listen, have you had much experience dealing with amnesia?

Deborah: Actually, yes, I have. It was a patient I had last year when I was working in a hospital in Canada.

Joe: Can you remember much about it?

Deborah: Well, a man was brought to us with some facial and head injuries and he couldn't remember who he was, where he lived or how he came to be in Canada.

Joe: Were there any clues at all?

Deborah: Well, he spoke with a strong British accent so the police realised he couldn't be Canadian. They took him to a language expert who said that he could have come from Yorkshire, in England.

The police also managed to find out that he could speak French and Italian. But he couldn't remember his name, address, age or anything. Can you imagine what it must be like to have your whole life lost like that?

Joe: Yes, it must be awful. But do you think he was genuine? He might have been trying to run away from his past or something. People can do funny things when they've experienced something terrible.

Deborah: Well, if he was, it certainly wasn't the best way to go about it, because his picture was in all the papers and on the news. He wouldn't have been able to fool everybody for so long if it wasn't true, I'm sure. At some point he was bound to have said something to give it away. No, I think he really had genuinely lost his memory and couldn't remember anything.

Joe: He could have had a wife and children waiting for him somewhere wondering what had happened. Do you know if he was married?

Deborah: Well, he can't have been, because if he'd been married, his wife would have reported him missing.

Joe: Do you know what happened to him afterwards?

Deborah: Well, apparently he's been able to find his parents and now he's back in England living with them.

Joe: That's amazing. Did you ever work out how he had lost his memory?

Deborah: Well, when he arrived at the hospital he had a head injury and no personal effects – no wallet or phone or anything. We assumed that he had probably been attacked and robbed, and he must have hit his head, resulting in the loss of memory.

Joe: It can't be easy for his parents, living with someone who doesn't remember their past. They must be having a difficult time adjusting to it all.

Deborah: Well, in my experience of these cases pieces of memory do gradually come back. He may remember some things already, and over a few years he'll probably be able to remember quite a lot. He could make a total recovery one day.

Recording 13b

If you look around any city in the world, the one common element you will find is street after street of buildings constructed using a man-made, grey stone. I'm talking, of course, about concrete.

Concrete and cement have an interesting history. But I want to start by talking about the modern-day form, because it's this that's causing many of our current problems. But, first, we need to address a common misunderstanding.

Many people who aren't directly involved in the manufacturing, or building industry, tend to use the words

cement and concrete interchangeably, but they're actually two quite different things. Concrete is the final product – the stone we make the buildings from – and cement is one of the ingredients needed to make it.

So, what is cement? Well, in 1824, a Bricklayer from England called Joseph Aspdin made the first ever cement. Rather surprisingly, he did it by burning powdered limestone and clay in his kitchen! And, even though his early methods were crude, in doing that, he laid the foundation for an industry that now processes literally mountains of cement every year.

Nowadays, cement is manufactured through a combination of materials that have the right sort of minerals and chemicals such as calcium and iron, which are naturally occurring, and can be found in substances like limestone, chalk, and even shells.

To make the concrete, we take the powdered cement, combine it with small stones, add just the right amount of sand, then finally, water. All of this is then combined, and, the magic of concrete is that, when it's just mixed, it's easy to shape and move about. But when it hardens, it's very strong and durable, so it's extremely versatile.

However, it is not all good news, especially for the environment. The production of cement is responsible for about 8 percent of all global carbon dioxide emissions. And, with so much development and rapid urbanisation going on all over the world, this is only predicted to get worse in the coming decades. In fact, it's estimated that by 2050 cement production could increase by as much as 23 percent, while studies tell us it actually needs to drop by at least 16 percent. So, you can begin to see the issue here, and the challenge that cement presents when it comes to combating climate change.

So, why is cement such a big problem in terms of carbon emissions? Well, the process that was invented nearly two centuries ago has barely changed since then. And it produces emissions in two ways. First, through the sheer amount of fuel required to break down the raw materials. And second, the raw materials themselves also produce emissions. Because there's carbon trapped inside them that's released during manufacturing.

So what's the solution? Well, industry experts say we need alternatives to cement, and several are now under development in labs around the world. Many cement producers have also taken steps to improve the production process. For example, some are looking at methods that don't require such high temperatures. Other companies are looking at the mixture itself, and in particular, are trying to find ways to reduce the amount of cement required to form concrete. One US company employs a naturally occurring bacteria as a binder to make their concrete bricks. Others are focused on using materials from other industrial processes. For example, in Australia, this is being done using by-products from the production of steel. Other companies have installed technology to prevent the carbon dioxide emissions from

entering the atmosphere, although systems like this can only capture so much and so they may not prove to be feasible on the scale needed to be effective.

But let's go back to the history books. We began by looking at the history of cement, but making concrete goes back much further than that – as far back as 2000 years, in fact, to Ancient Rome, and there's a lot to learn from this ancient form of concrete. Scientists recently found that their concrete is superior to our modern-day versions, both in durability and how environmentally friendly it is. The Romans were able to make their concrete by combining lime and volcanic rock, and it was especially used for underwater structures, like piers and so on. In fact, scientists now believe that the seawater actually helps make it stronger. Analysis of this ancient concrete shows that it's very stable, whereas our modern concrete tends to break down within a few decades. Because of this, it could be ideal for storing highly toxic chemicals.

Now, recreating this ancient concrete may not be as easy as we think, but, if they can work out how to do it, then modern engineers could then exploit a material that doesn't need reinforcements, can last for centuries, and makes fewer carbon emissions.

Recording 14

- Claire: Hello, Jack. How much longer before you leave for Hong Kong?
- Jack: Hi Claire, it's about a month now. Actually I could use a bit of advice. You used to live there, didn't you?
- Claire: That's right. What sorts of things do you need to know?
- Jack: Well, I've got to find somewhere to live quite quickly. The company are only paying for me to stay in a hotel for one week. Will that be enough?
- Claire: Yes, you should be able to find something by then, but you'll need to allow a bit of extra time to get over the jet lag; there's a big time difference between there and the UK.
- Jack: Oh, I hadn't thought of that. What's the accommodation like?
- Claire: Well, the rooms tend to be smaller than here but you can get bigger places on one of the other islands. A friend of mine rented a lovely place on Lamma Island. The only problem was he had to get up really early to catch the ferry to work.
- Jack: What's the transport like generally?
- Claire: Fantastic! The underground system is called the MTR and there are trains every couple of minutes, so you don't have to wait for ages like we do here. You should try to use it whenever you can. The bus system is a bit more complicated because there are normal double-decker buses but there are also smaller buses called 'public light

buses'. They only stop when you ask them to so you'll have to learn some Cantonese if you want to take one of those. The Star Ferry is amazing. It's so cheap and you get the best view of the harbour – you really have to see it to believe it. You should always carry plenty of loose change though for the buses and the ferries.

- Jack: The company has offered us Cantonese lessons when I get there. Do you think I should take them?
- Claire: Oh, definitely, you must have lessons if you want to be able to pronounce things correctly. You don't need to speak Cantonese in the bigger shops but you'll need some basic phrases when you go shopping in the local market.
- Jack: Is there anything else I need to know?
- Claire: Well, nowadays you have to get a work permit before you go. We didn't have to worry about those when I was there.
- Jack: Yes, that's already taken care of.
- Claire: And you mustn't dress too casually for work. Everyone dresses really well in Hong Kong.
- Jack: I'll remember that.
- Claire: Oh, and you needn't buy lots of guide books before you go. You can get great ones there for a fraction of the price. Also, you ought to take lots of passport photos with you. You'll find you need lots to fill in any application forms.
- Jack: Great! I'm getting pretty excited now.
- Claire: I'm not surprised. Oh, one last thing ...
- Jack: What's that?
- Claire: You must invite me to visit you!

Recording 15a

- Interviewer: So, Mr West, what does the future hold for Angleside?
- Mr West: Well, we've just announced our future plans for the company.
- Interviewer: And how many jobs will have to go?
- Mr West: We'll be losing 100 jobs here in Swindon, and another 50 jobs will go from our Birmingham branch. However, we'll be offering voluntary redundancy and early retirement and hope to cover most of the job losses this way.
- Interviewer: And what has led to this situation? Are these cuts a result of Angleside's poor performance over the past five years?
- Mr West: No, the company hasn't been doing badly. This has nothing to do with the figures; it just makes good business sense.
- Interviewer: So are you saying that your figures are not the basis for this decision to cut jobs?
- Mr West: Absolutely. We decided to change the way we operate our business two years ago.

Interviewer: So are you confident that the company will continue to operate into the future?

Mr West: Yes, of course. We are completely confident about this.

Interviewer: And how are you going to deal with the discontent of your workforce over this announcement?

Mr West: We will do our very best to make things as easy as possible for our employees.

Interviewer: Well, we're out of time. Thank you very much for answering my questions.

Mr West: Thank you.

Recording 15b

At local company Angleside, up to 150 employees will lose their jobs. Christopher West, the Managing Director, announced they would be offering voluntary redundancy and early retirement and hoped to cover the job losses in this way. I asked Mr West if these cuts were a result of Angleside's poor performance over the past five years but he denied that the company had not been doing well and said that the job losses have nothing to do with the figures. West claimed that they decided to make changes two years ago. He assured me that the company would continue to operate in the future and promised to do his best for the employees.

Recording 15c

Rosie: Hi Steve, are you ready to plan our tutorial about the use of solar power towers as an alternative energy source?

Steve: Yep, I've brought all the notes I've got so far.

Rosie: Great. I'm glad we got solar towers. I spent ages in the library yesterday looking at some of the materials the tutor suggested. It was so much more interesting than I expected.

Steve: Yeah, thankfully! And there was a lot I didn't know.

Rosie: Same here. I had no idea it wasn't a modern concept for a start.

Steve: Yeah! Rather than getting straight into the science of solar towers, I thought we could begin with the history, actually, and show the one Leonardo da Vinci designed.

Rosie: Maybe. The modern ones operate quite differently though, don't they?

Steve: I suppose. Is it better to talk about the special mirrors that they use to capture more sunlight, and how the light's converted into energy?

Rosie: Hmm, I really don't know if we should spend much time on all that.

Steve: Okay. But I don't want to be marked down if they say we should've at least mentioned it.

Rosie: The tutor mentioned that Peter and Sue did a similar topic last term. I'm seeing them later so why don't I check what they did?

Steve: Ok. In the meantime, I'll draw up a basic diagram showing all the main parts just in case.

Rosie: Brilliant. We'll need to be ready to answer any questions like that at the end anyway.

Steve: I agree.

Rosie: What about the different types of towers? From what I can gather, they're mainly water-based and salt-based aren't they?

Steve: Actually, I'm not really sure, I mainly looked at older water-based towers that use steam. I'm pretty confident about those, less so with the newer salt ones, and my notes won't be much use, the stuff I've got isn't very current. I think I read somewhere that they're supposed to be more efficient?

Rosie: Hmm, my notes won't help either. I got a bit carried away with other details, like the impact they might have on the environment and on insects.

Steve: I guess we need to look into the difference some more then.

Rosie: Agreed. Now, we need to be able to talk about the main disadvantages too. I listed a couple of things. Firstly, solar towers are very expensive to build.

Steve: Well, it is a big investment. But I think we can show that the costs should eventually pay off. The biggest limitation for me is the fact that so much land is needed. There are so many areas where it just wouldn't be feasible to build one.

Rosie: That's true. I can't see how they'd ever be able to replace fossil fuels entirely because of that. What about heat loss from the towers? I read that can be an issue.

Steve: Yeah, but I really only found one critic who thought it was a serious problem.

Rosie: Okay.

Rosie: Shall we go through some of the solar tower projects around the world we both found? That might help us to choose what to focus on next.

Steve: Good idea. The first one I looked at was in Morocco.

Rosie: Oh, I think I missed that one. What sort of features would you highlight?

Steve: Well, it's supposedly the biggest in the world at the moment. Not in terms of the height of the tower, but in terms of the total area. It's spread over 1500 acres. I found a pretty impressive aerial shot too.

Rosie: That sounds good. Especially if you can show the scale like that. I like the tower in Spain. Just because it has a bit more history, I suppose. It's the oldest solar tower to be built and operated on a commercial scale.

Steve: Yeah, I think they started it in 2004 and it's still supplying energy now, isn't it? I imagine it's not

quite as efficient as the newest ones, but definitely worth mentioning. We should probably also mention some that have been shut down and why.

Rosie: Oh, like the one in the U.S?

Steve: Yes. Apparently, it was going to be the first to store power as molten salt, but they had a problem with the storage tanks and it just became too costly to continue.

Rosie: Yeah. But I suppose that with it being an early prototype, there were bound to be issues.

Steve: Hmm, who knows. I also read about one in Sweden that might be interesting to talk about?

Rosie: Yeah? I imagine it's quite different to the others. The ones I researched are mostly in desert areas.

Steve: Yeah. Their aim is to be able to provide heating for the local area during the long winter months, so the first test site needed to be pretty close to the city.

Rosie: Interesting. It would be nice to include something really different like that. I've got details on one in South America that might contrast nicely with that one. It's in a really remote area, and I've got a video of the engineers raising the 220-meter-high tower, I think they managed 5 meters an hour, so it took about a week for them to get it in place. It's the first time that technique's been used, apparently.

Steve: Hmm, would be nice to use some video if we have time. The last one I've got is in Cyprus. It's another of the steam-based ones I found. I guess the only interesting thing to say about it is that it powers a nearby fruit juice factory.

Rosie: Well, I guess it might help to show the commercial uses then? Seems like we've got a few to get on with. Why don't we get a coffee and...
(fade)

Recording 16

Presenter: Good afternoon, and welcome to Education Today. This afternoon Freya Smith tells us about her diploma course in animal management. Welcome, Freya.

Freya: Thank you.

Presenter: Now, tell me, Freya – was animal care something you always hoped to do?

Freya: Oh, yes, absolutely. I've always been interested in working with animals and during my last year at school I decided to do an animal management course.

Presenter: Right, and was it difficult to find the right course?

Freya: No, not really. I chose to study at Fairfield College because it's got a good range of animals and everyone's really friendly.

Presenter: So, tell us a little about the course.

Freya: Well, we get a lot of practical experience and there's also a lot of theory, but not so much that it's boring. I want to learn to manage the animals and the business side of it. The course is only three days a week, so I've already started working part-time at a pet shop.

Presenter: That must be interesting.

Freya: Yes, it's quite a varied job. My favourite job is feeding the animals. Some people rush through this but I prefer taking time so I can get to know them. In fact, I like having the chance to hold them. I don't even mind cleaning them out.

Presenter: And have you been pleased with the course so far?

Freya: Oh yes, it's been everything I expected it to be and more, really. We've practised handling animals and they've let us treat some minor problems, like removing splinters from paws. They make us handle all kinds of animals including spiders and snakes, even if we don't want to. At first I didn't want to touch the snakes, and I remember feeling really scared, but they let us take it slowly, and taught us exactly how to hold them. As long as you remember to do it the way you've been taught, it's fine. I still don't like holding them, but I'm not scared any more. This course has taught me to respect all animals and overcome my fears.

Presenter: What has been the most useful thing you've learned so far?

Freya: Learning about the behaviour of dogs on the course has helped me understand my own dog better. Before, if I heard him bark, I just told him to be quiet. Now, I stop to think about why he's doing it.

Presenter: And what do you hope to do when you've finished?

Freya: Well, I was thinking about doing another course when I finish, but now I've decided I'm going to stop studying for a while and go out to work. I'd really like to work in either a zoo or a safari park.

Recording 17

Father: Simon, do you have time for a little chat?

Simon: Sure, Dad.

Father: I just wondered if you'd thought about what you were going to do with the money your grandfather left you?

Simon: Well, I have started to give it some thought. It's quite a lot of money so I want to make sure I don't just waste it. I had thought about leaving it in the bank for a while.

Father: Well, unless you invest it properly, you won't earn much interest and it may lose value over time.

Simon: Yes, but if I invest it, I won't be able to access the money quickly when I've decided what to do with it, will I?

Father: Well, what sort of thing would you like to do?

Simon: Well, at first I thought about taking a trip around the world, but if I went travelling, I'd lose a year of study and I wouldn't have any money left over for anything else.

Father: Very true. If you were to spend a year travelling around the world, you'd probably need an awful lot more money than this!

Simon: Right, so the other thing I wanted to do was buy a car.

Father: Do you think that's a good idea? It's not just the initial cost of the car you have to consider, you know. If you own a car, you also have to pay for insurance and road tax every year and then there's the petrol ...

Simon: Yes, Dad, but I'm planning to get a part-time job as well and it would be great if I could drive to work instead of travelling on the bus, especially if I have to work late at night.

Father: I still think you should think about investing some of your money for the future.

Simon: But I'm scared that if I invest it, I might lose it all when the stock market goes down.

Father: Well, it's best not to look at it like that. You won't lose any money provided that you think of it as a long-term investment. Now, I know you want to buy a car but as long as you get a second-hand one, you should still be able to invest some of the money as well. That's what I would do if I were you.

Simon: But Dad, there's this fantastic new car that I've seen ...

Recording 18

Anna: Hi Simon, how are you? How is your new car going?

Simon: Oh, don't ask me, Anna. It's a nightmare! I should never have bought it!

Anna: Why? What's wrong? I thought you'd got one of those fancy new models?

Simon: I did, but that's part of the problem. If I'd bought a second-hand car, I wouldn't have taken out this big bank loan I've got now.

Anna: Oh, so I suppose you've got big repayments to make?

Simon: Yes, and I can't sell the car until I've paid for it. But it's not only that. I had no idea running a car was going to be so expensive! I wish I'd thought about the other costs before I bought it.

Anna: It probably wouldn't be so bad if the price of petrol hadn't almost doubled last month.

Simon: Don't remind me – the petrol alone is costing me a fortune!

Anna: Lucky you've got that part-time job then!

Simon: That's just the thing. Nearly all of my wages are going on the car. If I'd waited a bit before buying the car, I'd have managed to save quite a bit by now. I might even have gone on that college trip last week; it sounded great.

Anna: Oh, dear. Can't you ask your dad to help you out?

Simon: No way! When my granddad left me some money, my dad didn't want me to spend it on a car. If only I'd listened to him, none of this would have happened! I wish he wasn't always right!

Anna: Well, maybe you should value his opinions more. You do seem to argue with him a lot. If you got on better with him, you might have listened to his suggestions.

Simon: The worst thing is, Dad wanted me to buy some shares with the money and now they've gone up by thirty per cent. I should have listened to him. If I'd taken his advice, I'd own a small fortune now instead of a big debt!

Anna: Oh, Simon, you poor thing. I wish I could help you but I have even less money than you. At least you have a car!

Simon: Oh, don't say that! I wish I'd never bought the car! If it weren't for the car, I'd have no money worries now.

Recording 19a

Interviewer: Come in, Sarah. I do apologise for keeping you waiting. Would you like a cup of tea or coffee?

Sarah: That's very kind of you, but I'm fine, thanks.

Interviewer: Now, I just want to run through a few questions with you. Firstly, why have you applied for this course?

Sarah: Well, I've always been interested in teaching and I've just finished my first degree at Stamford University, so I'd like to gain a teaching qualification.

Interviewer: Right, and can you explain your reasons for choosing our college specifically?

Sarah: Well, that's easy. My brother lives in the city and I'm hoping for a place on this course because then I'll be able to share a flat with him.

Interviewer: Oh, I see. So there isn't anything about our course that attracts you?

Sarah: Oh, I didn't mean it like that. I was really impressed with the description of the course in your prospectus. I haven't applied to the other university in the city because their course didn't appeal to me as much.

- Interviewer: That's interesting. Can you say a bit more about what interests you about this course?
- Sarah: Well, I like the structure of it and the fact that all the focus in the first term is on theory. I like the idea of learning about teaching before being asked to do it. Do you see what I mean?
- Interviewer: Yes, and it sounds like a good reason to apply for our course. Have you talked to anyone who has done this course?
- Sarah: Yes, my friend did it last year. She warned me about all of the hard work! But that's OK, I expect to work hard.
- Interviewer: Excellent! Now, do you have any concerns about the course?
- Sarah: Well, I must admit there are some aspects of the course that I'm a bit scared of.
- Interviewer: Oh, what are they?
- Sarah: Well, you can see from my application form that I'm not very good at maths. Will that cause me any problems?
- Interviewer: That's very honest of you, but there is no need to worry about that. It's not important for this course.
- Sarah: Oh, that's a relief. But the thing I'm most worried about is the classroom practice.
- Interviewer: Well, most people are frightened of being in front of a class for the first time, but the tutors will help you to feel more confident.
- Sarah: I haven't had any real experience of teaching and I'm worried about not being able to control a class, and the pupils being rude to me. If they shout at me in class, I'm not sure what I'll do.
- Interviewer: That's a common worry but you will be taught how to deal with those things by the tutors on the course. In the end, of course, you have to take responsibility for what happens in your classroom, but you will be much better able to cope after training.
- Sarah: Well, that makes me feel a bit better. Thanks.
- Interviewer: Right, well, I don't want to make you late for your train. Thank you for coming and we'll be in touch soon by email, if that's okay.

Recording 19b

Hello everyone and welcome to Greenville community centre. Thank you for coming! It may seem a strange topic on a day when the sun is shining, but, today we're going to be talking about storms! I'll start with a few local issues.

Our little town is, as you know, quite remote. Although there are a couple of similar sized communities only 25 kilometres away, emergency service vehicles have to drive 500 kilometres to reach us from the nearest large town. At the moment that can mean a wait of up to ten hours before help arrives. And

I want you to know that we're working on finding a way to reduce that as soon as we can.

Last month, 10 new volunteers were added to our fire service thanks to the recruitment drive we had. And I believe the training is going really well. And, thanks to the arrival of Dr Jones earlier this year, we now have our own surgery, so you no longer have to drive to Hawksville if anyone gets sick, which is great. As our community is expanding, we're hoping to be able to get a local chemist so you can fill prescriptions right here, and I am hoping for some good news about that in the coming months.

Now, last summer, we had a series of bad storms that caused us a few problems. We lost road access when the high street was cut off by the river flooding its banks. Thankfully, it was opened up again within a few days. We were fortunate in that all our homes remained intact and the only structural damage we had to deal with was when a branch fell off the big old fig tree onto the roof of the church hall. But we need to do what we can to prevent this sort of thing from happening again.

That brings me to what I really want to talk to you about today. The National Weather Bureau has been in touch about an exciting new project that they want to run from the weather station down south, at Coopers creek. Now, thanks to the huge radar that they set up over there a few years ago, they already provide a pretty good early warning system. But the plan is to make sure it gives the public even more information and also lets us know even sooner when to expect a big storm front to hit, so we can really be prepared for it.

In the meantime, the weather bureau need our help. They've asked us to set up a group of volunteer storm spotters to pass on data to them. So, what are the general duties of a storm spotter? Well, you don't have to be particularly skilled at anything. Quite simply, as soon as possible after a storm's passed, you go to their website and fill in a report. It'll ask you to do things like rate the severity of the storm. Now, we need to be able to learn from this. To help gauge the possible impact a storm of the same size might have the next time it arrives, and to build up a map of affected areas, they want you to report on the location of any local damage. And it can help to keep an eye out for reports in the local newspaper for information to file as well.

So, what sort of weather do you need to report? Well, they don't want to hear about every single storm, only the ones that bring some unusual conditions. That means you don't need to contact them just because there's hail, you only need to bother if the hailstones are two centimetres in diameter or bigger. And they do want to know about high winds, but only if they're strong enough to be bringing down trees and so on. So, you do need to use some common sense. They'd also like to hear about very heavy rainfall but, again, it's not about how many centimetres we get, so only report it if it's causing problems, such as flash floods. And it's really important to

stay safe, so you're asked not to go chasing storms, we don't want anyone struck by lightning or anything like that.

So, what do you need to do to become a storm spotter? Well, we'll be running a taster session next month. If you do decide to sign up, there's no formal application process or anything like that, but you will need to complete a training session. That's all done online and it's fairly basic but it's important everyone completes it before the storm season begins. Once you're on board, you can register with the Spotter network if you like, that's where you can keep in touch with spotters in other regions, but it's not a requirement. So, if you want to get involved then you'll need to talk to Sergeant Phillips at the police department, who's coordinating this for us. This really is important for our community, and we're hoping to get a lot of support. Thank you.

Recording 20

Presenter: Good morning, listeners! The holiday season is here and this is the time when many of us plan to get away from it all, but what about the home you're leaving behind? Well, please welcome Mike Bowers, who is going to talk about how to look after your home when you are travelling.

Mike: That's right, Matthew. Whether you're a person whose job involves a lot of travel or whether you travel for pleasure, you really need to consider who will look after your home when you are away.

Now, some people seem to think it's just a matter of locking all the doors and windows, which is fine as long as there are no nasty storms while you are away. If you're going to be away during a stormy or windy season, then you also need to take a good look outside your home. Perhaps you live in an area where there are a lot of tall trees, in which case you will need to cut off any dead branches that overhang your property.

Do you have a garden or, if you live in a block of flats, perhaps you have a balcony or veranda? If so, make sure you store away any objects that could become damaging missiles if picked up by strong wind, things like outdoor furniture or even plants, for example. These can be especially dangerous if you live in a flat which is in a large high-rise building.

Once you've taken care of the outdoors, you have to consider what could go wrong inside. Remember this isn't just a house or a flat; this is your home, the place where you keep your most treasured possessions. What would happen to them in a flood, for instance? If you're leaving for an extended period of time, the best idea is to find someone that can check on your home while you're away. Perhaps you have a family member

who lives close by, or you may have a neighbour that you can rely on.

Another possible problem is having your home burgled while you are away. Now, there are often very good reasons why one house is burgled and another is not. In the evening, a home that's very dark can really stand out. So why not install lights which have a timer and program them to come on at times when you would normally be home? Also, make sure you find someone who can collect your mail for you. You'll be amazed how quickly a letterbox can become crammed full of uncollected letters and papers, which is a great help to a burglar looking for homes that are empty!

Recording 21

Student: Excuse me, can you spare a few minutes to answer some questions?

Woman: Umm, yes, I suppose so. What's it for?

Student: I'm doing a survey about people's shopping habits for a university assignment.

Woman: Oh, all right then.

Student: Great. First I need to ask about your household. Do you live alone?

Woman: No, I live with my family – my husband and three children.

Student: And how many times a week do you do the food shopping?

Woman: Well, I usually do my food shopping once a week at the supermarket.

Student: Do you usually shop alone or with someone else in your family?

Woman: Oh, I always do it on my own. If I go with the others, they always put too many things in the trolley and it costs me a fortune!

Student: Right. And do you always shop at this supermarket?

Woman: Yes. It's very close to my house so it's very convenient.

Student: And do you tend to do the shopping on the same day of the week?

Woman: Yes, actually I always do the food shopping on Thursdays because I work Monday to Wednesday and there are fewer people in the supermarket on Thursday than on Friday.

Student: Great. Finally, would you ever consider using a computer to buy your shopping online?

Woman: Well, I did try it once but I didn't like it.

Student: Can I ask you why not?

Woman: Well, what I like is being able to see the products and walking around the shop, and maybe buying things that aren't on my shopping list, you know. You can't do that on your computer, can you?

Student: No, I suppose not.

Recording 22

- Jack: Well, firstly, welcome to the university. My name's Jack Dawson and I'm president of the students' union. I'm here to answer any questions you may have about university life. Would anyone like to start?
- Student 1: Er, yes, I'm not sure how to get a library card.
- Jack: Ah, yes, that's very important. You need to go to the reception at the library and they'll give you a form to complete. You'll also need to have your photo taken for the card.
- Student 1: I've already got a passport photo. Can I use that?
- Jack: Yes, in which case just give them your photo with the filled-in form and they will do the rest.
- Student 1: I'm keen to start using the library as soon as possible. Do they process applications quite quickly?
- Jack: Oh, yes. All applications are processed on the spot so they'll be able to issue you a card straight away. Now, are there any other questions?
- Student 2: Can you explain a little bit about the students' union? I'm not really sure what it does.
- Jack: Well, the students' union is a group which represents your views to the university.
- Student 2: So, does the university run the students' union?
- Jack: No, the union is run by students, seven students to be precise, who are called the executive committee.
- Student 2: And how do you choose the executive committee?
- Jack: Well, the executive committee is chosen by the students through an election process.
- Student 2: And what exactly do they do?
- Jack: Well, the students' union is responsible for many of the extra facilities around the campus that are not related to study. We run the restaurants and entertainment and the sports facilities, which are said to be among the best in the country. So if you think any of these facilities need improving around the campus, or if there are other services you think we need to provide, then please come to one of our union meetings and make a suggestion. Now, any other questions? Yes, at the back ...

Recording 23

Fish has long been a staple food in many cultures, but there has been some controversy recently about the benefits and risks of fish consumption. For example, we know that fish supplies us with polyunsaturated fatty acids, substances that have been found to protect against heart disease. Moreover, because it is beneficial to the development of the brain, in many cultures fish is known as a 'brain food'. However, recent studies have shown that fish can also contain mercury, which is poisonous in large doses and has been linked to lower

intelligence. As a result, people are unsure whether to increase or decrease the amount of fish they eat.

We recently undertook a project to evaluate the health advice currently being given about fish consumption. Although this work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings or interpretations of the results. We discovered that, in spite of the literature available on the risks and benefits of fish consumption, there are still important gaps in this information. Despite these gaps, however, decisions about how to advise people on fish consumption should be made based on what we know now.

Firstly, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. Secondly, consuming fish is known to have a beneficial effect on brain development. Finally, although exposure to mercury through eating fish can have a negative effect on IQ levels, the effects that have been observed are relatively small.

To sum up, it would seem that the health benefits of eating fish outweigh the risks.

Recording 24

- Tutor: Well, today's topic for debate is 'home schooling'. And the question we're asking is, 'Is it better for us to educate our children at home rather than send them to school?' What do you think, Tina?
- Tina: Well, I was educated at an ordinary school and I don't have any regrets. Personally, I feel the teachers did a really good job and that I have benefited from the experience.
- Tutor: What about you, Nick?
- Nick: Well, I'm a bit like you, Tina. I went to a normal school and, fortunately, I had a great experience there. Mind you, I can see that being educated at home would be good for some children. There was a boy in my class who was bullied by some older boys, and I think he must look back at his school days and feel really bad. If he'd been educated at home, he'd probably feel quite differently. But, in general I don't think it is a good idea.
- Tutor: So, do you know of anyone who was home-schooled?
- Tina: Yes, a girl on my course was taught at home by her mother.
- Nick: Surely her mum can't know enough to teach her everything? She must have missed out on a lot of subjects!
- Tina: Actually, she believes that she received a better education as a result.
- Nick: Frankly, I'd be totally bored staying at home all day.

- Tina: Well, according to my friend they did lots of fun things like going out for walks and looking at nature and going to the theatre to see literature in action. I can see the benefits of that.
- Nick: Yes, but what about the social aspect? Doesn't your friend feel she missed out on making new friends?
- Tina: No, I don't think so. Apparently there's a network of parents who teach at home, and they have clubs where their children meet and that's how they made friends.
- Nick: Yes, but it's likely that those people will be very similar. I doubt that they met many people from different backgrounds and cultures, which in many schools it is possible to do. In my opinion that's a disadvantage.
- Tina: Yes, I think that's a good point. But, unfortunately, schools do seem to be more overcrowded and less well-funded these days and I can see the advantages of home education in terms of the quality of education. That's certainly the way my friend felt. Mind you, I do think she finds it hard to interact in large groups of people. And, interestingly, she doesn't have a great relationship with her parents these days. Perhaps she had enough of them as a child!
- Nick: Well, anyway, I'm glad that my parents didn't educate me at home. Some of my best friends today were friends I met at school.

Recording 25

- Julie: When I was a teenager I was stung by a bee. For most people, that's not much of a problem – it just hurts a lot. But I reacted really badly to it. I ended up having to go to hospital where they gave me an injection to stop the reaction. What happened was that I trod on a bee that was crawling along the floor in the kitchen – it was summer and I was barefoot. My first feeling was, 'Ow – that hurts!' Then really quickly my foot began to go red and swell up. It just got bigger and bigger. It itched a bit too. I was really surprised by how much it hurt. Then it got even scarier because I began to find it difficult to breathe and kept coughing. Luckily my mum was there and she said, 'Right – you're going straight to hospital!' It was quite near our house, but she drove really fast. I was given an injection and soon recovered, but I have to be really careful now in case I get stung again.

Appendix 1: Irregular verbs

Verb	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
let	let	let

Verb	Past simple	Past participle
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt	spilt
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

Appendix 2: Phrasal verbs

These are some useful phrasal verbs. Many phrasal verbs have more than one meaning. Check them in a good dictionary before using this list.

account for	cut down	head for	see through
act as	deal with	hear from	see to
agree to	depend on/upon	help out	send (off/away) for/to
aim at	dispose of	hold on	send out
allow for	do up	hold on to	set aside
amount to	do without	hold up	set out
aspire to	draw up	join in	set up
attribute to	eat out	keep from	settle down
base on	engage in	keep on doing	settle into somewhere
be into	enter into	keep up (with)	sort out
believe in	even out	lay off	speak out/up
belong to	fall apart	lead to	stand by
break down	fall back on	lead up to	stand for
bring about	figure out	let down	stand up to
bring back	fill in/out	let off	start afresh
bring in	find out	live on	start over
bring out	finish off	live up to	stay out of
bring up	fit in	look after	stick at
build up	focus on/upon	look ahead	stick out
call for	get across	look at	stick to
call off	get at	look forward to	stick together
call on	get away with	look into	sum up
care for	get back	look up	switch off
carry on	get in	make up	take after
carry out	get off	make up for	take away
catch up	get on	miss out on	take down
cater for	get out of	name after	take in
check in	get round to	name for	take off
check out	get through	pass on	take on
cheer up	give away	pay back	take out
clear up	give back	pick out	take over
close down	give in	pick up	take up
come about	give up	play down	think about
come across	go back	point out	think of
come along	go down	put aside	think over
come around	go into	put forward	throw away/out
come back	go off	put off	try out
come down	go on	put on	turn into
come from	go over	put up	turn out
come out	go through	put up with	turn to
come up	go together	refer to	use up
come up against	go up	relate to	wake up
come up with	hand in	result in	work at
consist of	hand out	rule out	work out
count on	have (got) on	run out	write up

Tracklist

Recording	track
1a	2
1b	3
2	4
3	5–6
4	7
5	8
6	9
7	10
8a	11
8b	12
9.....	13
10.....	14
11.....	15
12.....	16
13a.....	17
13b.....	18

Recording	track
14	19
15a	20
15b	21
15c	22
16	23
17	24
18	25
19a	26
19b	27
20	28
21.....	29
22.....	30
23.....	31
24.....	32
25.....	33

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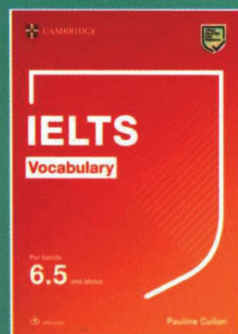
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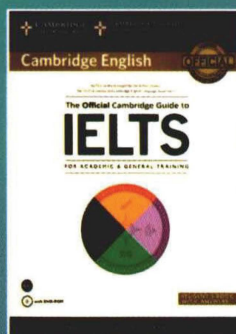
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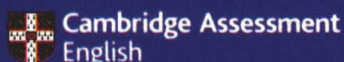


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