

# Headway

# Academic Skills

IELTS Study Skills Edition

**LEVEL 1** Student's Book

Now with  
IELTS Practice  
Tests

OXFORD

Richard Harrison  
Emma and Gary Pathare  
Peter May

Series Editors: Liz and John Soars

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# Academic Skills

## IELTS Study Skills Edition

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# Headway

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**OXFORD**  
UNIVERSITY PRESS

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# 1A Student life

**READING SKILLS** Ways of reading

**WRITING SKILLS** Punctuation (1) • Linking ideas (1) • Checking your writing • Writing about people

**VOCABULARY DEVELOPMENT** Parts of speech • A dictionary entry (1) • Recording vocabulary (1)

## READING How do you read?

1 What kind of reader are you? Complete the quiz. Discuss your answers with a partner.

### The reading quiz

**1 I like to read ...**

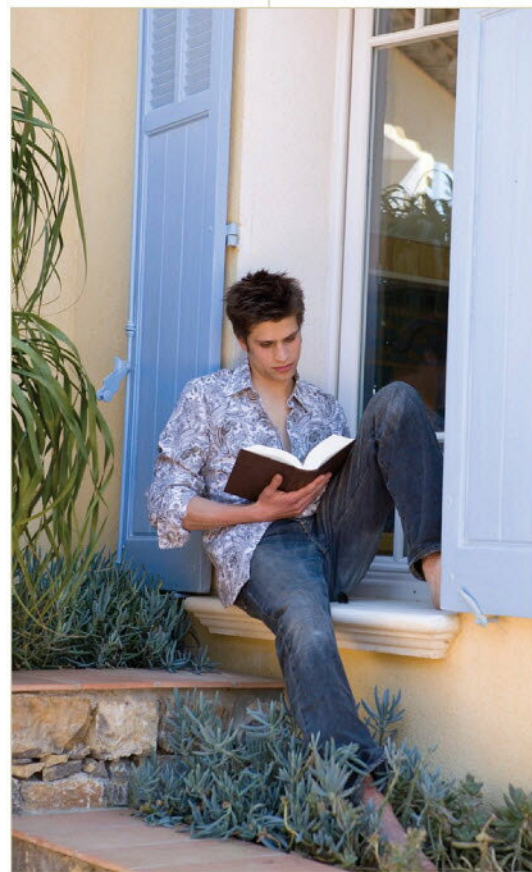
- a at a desk or table.
- b in a comfortable place.
- c on a journey.
- d anywhere.

**2 I ... read slowly and carefully.**

- a always
- b usually
- c sometimes
- d never

**3 When I read something in English, ...**

- a I check every new word in a dictionary.
- b I check a few of the new words.
- c I just read and try to understand.
- d I only look at the pictures and the headings.



2 Look at the words in the box. Do we usually read these things slowly or quickly? Complete the table and compare answers with a partner.

newspaper   poem   textbook   novel   magazine  
report   telephone directory   definition

read quickly	read slowly

- 3 Read the magazine article *How do you read?* Compare your lists in exercise 2 with the information in the article.

# How do you read?

People read in many different places, for example in a park, on a bus, or in a car. This is because books, newspapers, magazines, and so on, are easy to carry. We also read in many different ways, and at different speeds.

Sometimes we read quickly. We just want to get the general idea from a newspaper article, a report, or a book in a bookshop. Perhaps we want to know what it is about, or if it is interesting or important. We call this type of reading 'skimming'. We also read quickly to get a particular piece of information, such as a date, a telephone number, or the name of a restaurant. This is called 'scanning'. We scan timetables, telephone directories, dictionaries, and web pages.

At other times we need to read more carefully. For example, we read a textbook, an article, or a report to understand everything. This is called 'intensive reading' or 'study reading'. Then we read slowly and check the meaning. We use our dictionaries a lot to help us. Perhaps we take notes and try to remember things. Sometimes we need to learn things by heart, for example a poem, or a mathematical equation.



- 4 **Read STUDY SKILL** Match situations 1–3 with the ways of reading a–c.

## STUDY SKILL Ways of reading

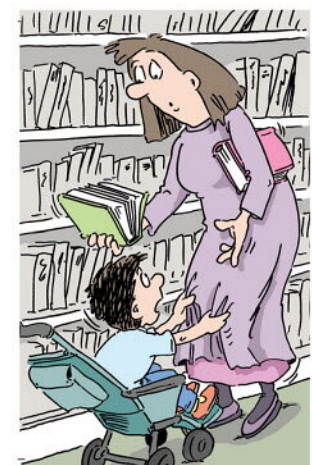
A good reader reads in different ways.

Sometimes you read **slowly and carefully** (*intensive reading / study reading*).

At other times you read **quickly** for the **general idea** (*skimming*) or for **information** (*scanning*).

A good reader chooses the right way to read.

situations	ways of reading
1 <input type="checkbox"/> reading a chapter of a physics textbook to understand a topic	a study reading
2 <input type="checkbox"/> looking for a room number on an exam timetable	b skimming
3 <input type="checkbox"/> choosing an interesting book to read	c scanning



## WRITING Describing people

- 1 **Read STUDY SKILL** Match rules a–f from the Study Skill box with different uses of capital letters 1–6 in the sentences.

### STUDY SKILL Punctuation (1)

Use **capital letters** for the first letter of:

- a the first word in a sentence, for example: *He studies English.*
- b people's names: *Nora*
- c titles: *Mr, Mrs, Miss, Dr, Professor*
- d cities and countries: *Turkey, Beijing*
- e languages: *English*
- f the names of schools, colleges, and companies: *International College, Microsoft*

Remember – Use a full stop (.) at the end of a sentence, and use a question mark (?) at the end of a question.

1  2

My name's Victor and I'm a student at the University of Oporto, in Portugal.

I am studying French, Russian, and English because I like languages.

3

4  5

Dr Afzal Ahmed is 36 years old. He is a doctor, and he comes from a small town near Madras, in the south of India.

6

- 2 Rewrite the pairs of sentences. Add capital letters, and full stops or question marks.

- 1 my name is emin alpay i am a teacher at the middle east technical university in ankara
- 2 i am a receptionist in a big hotel in singapore the name of the hotel is the royal palace
- 3 my husband is called sami and he is a pilot he works for air new zealand
- 4 mrs elly hollemans is a teacher she comes from holland and she teaches german
- 5 where is the faculty for oriental studies is it in oxford

- 3 What are texts 1 and 2 about? Skim them to get a general idea.

1

My name is **Mona Saeed** and I am from Manama. It is the capital city of Bahrain. I am a student at Bahrain Training Institute. I am studying computer programming. I hope to work in a bank one day. I am 18 years old and I am single. I have two brothers and three sisters. We all live with our parents and grandmother in a large house in the suburbs of Manama. I speak Arabic, and English quite well. I also understand Farsi, but I can't speak it very well. In my free time I like reading novels, watching TV, and playing computer games.



2

**Dr Lee** is Chinese and comes from Shanghai, in China. He teaches mathematics and computing at Kuala Lumpur University. He is an Assistant Professor in the Faculty of Science. He is a graduate of Shanghai University and has a PhD from the USA. Dr Lee speaks many languages. As well as Chinese, he speaks very good English, French, and Malay. He is 35 years old and he is married with two children. They live in a small flat on the university campus. He likes music very much and he is an excellent pianist. Dr Lee likes teaching at the university, but in the future he wants to return to China to continue his research.



- 4 Scan the texts on page 8 to complete the table with information about Mona Saeed and Dr Lee.

	Mona Saeed	Dr Lee	you
city	Manama		
country			
job			
age			
flat/house			
married/single			
children			
languages			
other information			

- 5 Complete the table with information about you.
- 6 **Read STUDY SKILL** Look at the paragraph about Dr Lee again. Underline the words *and* and *but* where they join sentences.

- 7 Join the sentences. Use *and* or *but*.

- I am 18 years old. I am single.
- I am from Turkey. I live in the capital, Ankara.
- Joe comes from India. He is working in Germany at the moment.
- Maria and José are married. They have four children.
- Sam likes computers. He doesn't like computer games.
- I want to build a big villa near my parents' house. I have no money.

- 8 Read the rules. Use the information from the table in exercise 4 to write a paragraph about you for a class journal. Start: **My name is ...**

### RULES Present simple

To describe people and what they do, use the Present Simple.

When you write about yourself:

*I live ... In the evenings, I like ...*

When you write about other people:

*George lives ... He likes ... They live ... They like ...*

### STUDY SKILL Linking ideas (1)

Use *and* or *but* to join sentences. Look at the examples:

- *Hasan lives in Izmir. He works in an Internet café.*  
*Hasan lives in Izmir and he works in an Internet café.*
- *I understand Farsi. I don't speak it very well.*  
*I understand Farsi, but I don't speak it very well.*

Linking ideas makes your writing easier to follow.

## Writing about people

- 9 Find out information about another student (or teacher). Make notes in your notebook. Write a paragraph about this person.
- 10 **Read STUDY SKILL** Find nine mistakes in the sentences and correct them.



*My nam is Sonia I come from brazil. I am teacher in a school  
My husband work in bank. His name is riccardo.  
We have two childrens.*

### STUDY SKILL Checking your writing

It is important to check that your writing is correct. Check:

- spelling
- capital letters
- punctuation
- grammar

- 11 Read your two paragraphs and check your writing.

## VOCABULARY DEVELOPMENT Dictionary work (1)

- 1 **Read STUDY SKILL** Match the parts of speech a–e in the Study Skill box with words 1–10 in the sentences.

### STUDY SKILL Parts of speech

It is important to know the part of speech of a new word.  
Is it a/an ... ?

- a noun:** *a student*      **d adverb:** *always, quickly*  
**b verb:** *to study*      **e preposition:** *at, in, on*  
**c adjective:** *long*

This knowledge will help you learn and use the word correctly.

1        2        3        4

- 1 Selina lives with her parents in the centre of town.

5        6        7

- 2 We usually read textbooks or reports quite carefully.

8        9        10

- 3 This is a very interesting novel, but the language is difficult.

- 2 **Read STUDY SKILL** Look at the entries from the *Oxford Essential Dictionary*. Complete the table with information about the words.

### STUDY SKILL A dictionary entry (1)

A dictionary gives you the meaning (or meanings) of a word.  
It also gives you other information, for example:

- **pronunciation** (see phonetic symbols p 71)
- **part of speech**
- **example(s) of use**

Get a good dictionary and learn how to use it!

#### suburb /'sʌbɜːb/ noun

one of the parts of a town or city outside the centre: *We live in the suburbs.*

▶ **suburban** /sə'buːbən/ adjective: *suburban areas*

#### quick 0 ➤ /kwɪk/ adjective, adverb (quicker, quickest)

taking little time ➤ **SAME MEANING fast:** *It's quicker to travel by plane than by train.* ◊ *Can I make a quick telephone call?*

➤ **OPPOSITE slow**

▶ **quickly** adverb: *Come as quickly as you can!*

#### check<sup>1</sup> 0 ➤ /tʃek/ verb (checks, checking, checked /tʃekt/)

1 to look at something to see that it is right, good, or safe: *Do the sums and then use a calculator to check your answers.* ◊ *Before driving off, I checked the oil and water.* ◊ *Check that all the windows are closed before you leave.*

#### always 0 ➤ /'ɔːlweɪz/ adverb

1 at all times; every time: *I have always lived in London.* ◊ *The train is always late.*

word	pronunciation	part of speech	meaning	example
suburb	/'sʌbɜːb/	noun	one of the parts of a town or city outside the centre	<i>We live in the suburbs.</i>
quick				
check				
always				

- 3 **Read STUDY SKILL** Organize the words in the box into three groups. Add more words to the table.

translator    sister    house    father    flat    builder    mother  
apartment    accountant    cousin    villa    pilot    brother  
hostel    doctor    aunt    teacher    uncle    palace    professor

jobs	family	homes

### STUDY SKILL Recording vocabulary (1)

Your brain likes organization! When you learn new words, put them together in groups, for example jobs, family, homes.

## REVIEW

- 1 Use your dictionary to answer the questions.
  - 1 What part of speech is the word *how*?
  - 2 How many floors does a bungalow have?
  - 3 What is American English for the British noun *lorry*?
  - 4 What is the opposite of *difficult*?
  - 5 How do we pronounce *magazines*? Is it: /'mægəzi:nz/, /mæ'gəzi:nz/, or /mægə'zi:nz/?
  - 6 What is the past tense of the verb *buy*?
  - 7 How do we spell the plural of the noun *address*?
  - 8 What is the adjective of the noun *mathematics*?
  - 9 What is the name of a person who writes poetry?
  - 10 What is the missing word? We were late because our car broke \_\_\_\_\_.
- 2 Look back at page 8. Study the rules about capital letters, full stops, and question marks again. Punctuate sentences 1–6.
  - 1 my friend igor comes from moscow
  - 2 i am studying french and history at manchester university
  - 3 is charles doing a course at capital institute
  - 4 my brother wants to visit turkey and germany next summer
  - 5 is there a message for mr hector ortiz from mexico
  - 6 the name of the hotel is al bustan palace it is just outside riyadh
- 3 Find words in Unit 1A to add to the groups. Add other words you know.

**Things we read**  
novel, poem, ...

**Academic subjects**  
physics, English, ...



- 4 Choose three words from Unit 1A that are new for you. Look them up in a dictionary. Complete the table.

word	pronunciation	part of speech	meaning	example

# 1B Starting out

**LISTENING SKILLS** Listening for specific information • Listening for gist

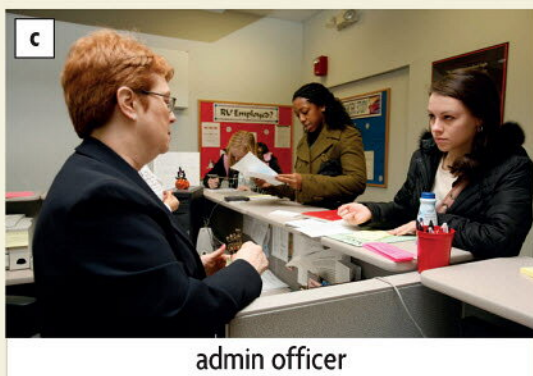
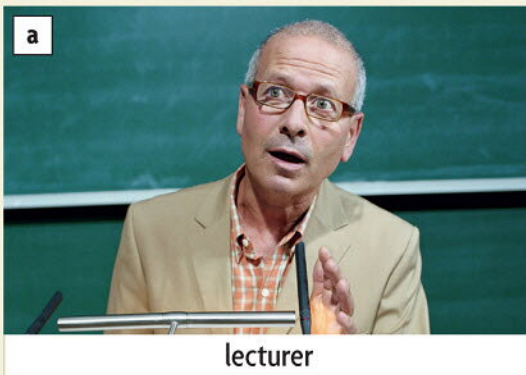
**SPEAKING SKILLS** Checking and confirming information • Sentence stress

**VOCABULARY DEVELOPMENT** What can we learn? • Functional language • Letter names

## LISTENING Listening at college

1 Look at the photos. Work with a partner. Match the people with the information they give you at college.

- 1  instructions for registration
- 2  formal prepared talks
- 3  advice and feedback on a project
- 4  advice on borrowing books and doing research
- 5  classroom instructions



2 1.1 Listen to the teacher giving instructions. Circle the correct answer.

- 1 Turn to page 28 / 38 / 48.
- 2 Finish the exercise in 5 / 15 / 50 minutes.
- 3 Work **in pairs** / **alone** / **in a group**.

3 **Read STUDY SKILL** 1.2 Look at the student's notes. Listen to the conversation and complete the notes.

<i>Important college information</i>
ID number - _____
Room number - _____
Computer studies course code - _____

### STUDY SKILL Listening for specific information

We often listen for specific information, e.g. names or numbers. When you are listening for specific information:

- decide what information you need before you listen.
- read the questions you have to answer carefully.
- focus your listening on the information you need.
- write down the key information.

- 4 1.3 Listen to three announcements. What is the general idea of each one? Match a–c with announcements 1–3.
- a  choosing a talk
  - b  buying / collecting something
  - c  giving information

## Life as a college student

- 5 **Read STUDY SKILL** 1.4 Listen to the start of Dr Lewis's lecture about college life. Which sentence gives a summary of each part of the lecture?
- 1 a Dr Lewis wants students to enjoy college.  
b College life is not the same as school life.
  - 2 a You need to work independently at college.  
b It's best to work in the library.
  - 3 a The most important thing is to pass your exams.  
b Students should work hard at all times.
  - 4 a You should behave like an adult.  
b You must hand in your work on time.

### STUDY SKILL Listening for gist

Sometimes we listen for **gist**, i.e. general meaning. When you are listening for gist:

- look at pictures, visuals, and titles before listening.
- don't worry about details. Listen for the main idea.



- 6 1.4 Some colleges have contracts between the college and the student. Listen again and complete the contract.

### STUDENT CONTRACT

#### Working independently

- learn to use the \_\_\_\_\_
- read \_\_\_\_\_
- check \_\_\_\_\_
- ask \_\_\_\_\_
- find out \_\_\_\_\_

#### Completing work

- care about \_\_\_\_\_
- work hard \_\_\_\_\_

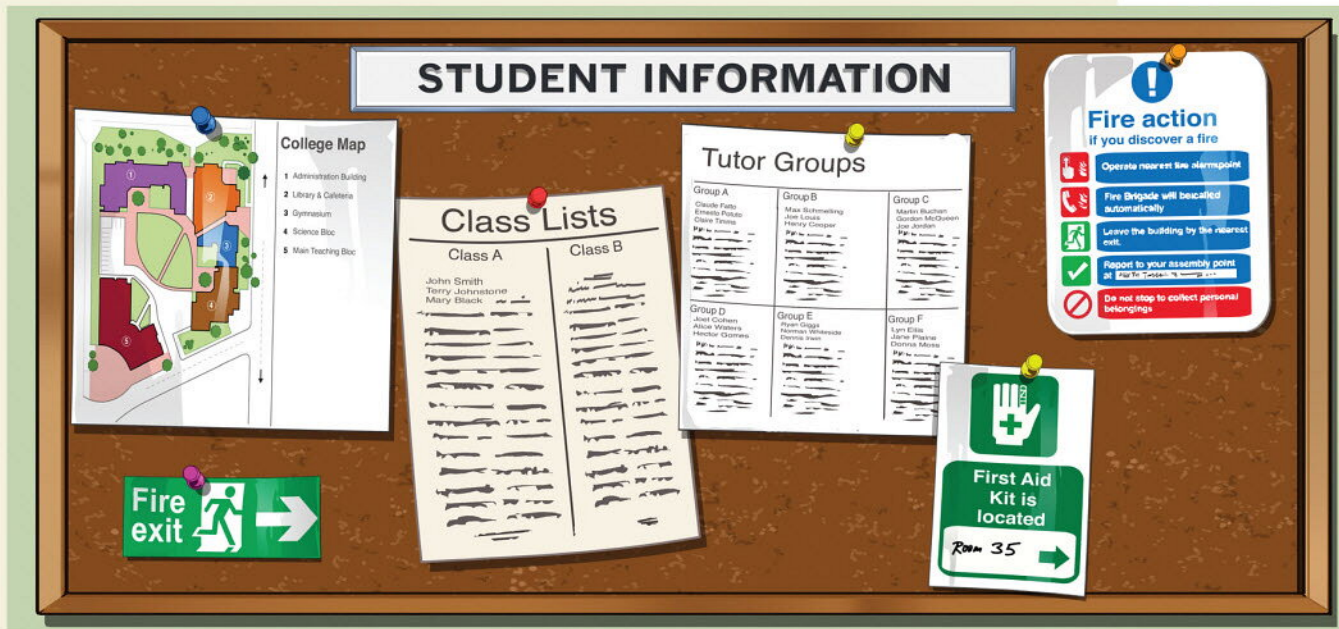
#### Being professional

- be interested in \_\_\_\_\_
- behave \_\_\_\_\_
- arrive \_\_\_\_\_
- hand in your work \_\_\_\_\_

- 7 Work with a partner. Write five differences between college and school.
- 8 Work in a group. Decide on the three biggest differences between college and school.

## SPEAKING Checking information

- 1 Work with a partner. What information do you need when you start college? Where can you get the information?



- 2 Match the questions with the answers.
- |   |                             |
|---|-----------------------------|
| 1 What's your English teacher's name?       | a It's in room D4.          |
| 2 Which room is the English class in?       | b It's HS 45772.            |
| 3 Could you tell me where the cafeteria is? | c Mr Price.                 |
| 4 What's your ID number?                    | d It's next to the library. |
- 3 1.5 Listen and check your answers.
- 4 Work with a partner. Write four similar questions, then ask and answer them.
- 5 **Read STUDY SKILL** 1.6 Listen to the complete conversation. How many questions did the student ask?

### STUDY SKILL Checking and confirming information

You can ask questions to check information.

*Can you say that again, please?*

People can ask you questions to confirm information. You can use polite expressions when you reply.

*Yes, that's right.*

*I'm afraid that's wrong.*

- 6 1.6 Read the expressions in the Language Bank. Listen to the conversation again. Tick (✓) the expressions you hear.

### LANGUAGE BANK Checking and confirming

Checking

*Can you spell that, please?*

*Can you repeat that, please?*

*Can you say that again, please?*

*Did you say ...?*

*Is this/that right?*


Confirming

*Yes, that's right.*


*No, it's ...*

*No, that's not right.*


*I'm afraid that's wrong.*

7 **Read STUDY SKILL**  1.7 Listen to the expressions. Underline the stressed syllables.

- 1 Can you spell that, please?
- 2 Can you repeat that, please?
- 3 Can you say that again, please?
- 4 Did you say 'three'?
- 5 Is this right?
- 6 Yes, that's right.
- 7 No, it's 'seven' not 'eight'.
- 8 No, that's not right.
- 9 I'm afraid that's wrong.

8  1.7 Listen again and repeat.

9 Look at the student ID card. Then complete ID card **a** with your details.

	
<b>Student ID Number</b>	7569033
<b>Department</b>	Business
<b>Course code</b>	Eng 3341
<b>Tutor</b>	J Smith

**a**

		PHOTO
<b>Student ID Number</b>	_____	
<b>Department</b>	_____	
<b>Course code</b>	_____	
<b>Tutor</b>	_____	

**b**

		PHOTO
<b>Student ID Number</b>	_____	
<b>Department</b>	_____	
<b>Course code</b>	_____	
<b>Tutor</b>	_____	

### STUDY SKILL Sentence stress

In English, we stress the important words when we speak.

*It's next to the library.*

*Can you spell that, please?*

Stressed words and syllables are longer and louder.

10 Work with a partner. Ask questions and complete ID card **b** with information about your partner.

## VOCABULARY DEVELOPMENT What is vocabulary?

- 1 **Read STUDY SKILL** Use the words and expressions in the box to complete the table.

information Yes, that's right. look for course code  
 Can you repeat that, please? teacher room number  
 I'm afraid that's wrong. Did you say ...? independently

### STUDY SKILL What can we learn?

When we learn vocabulary, we can learn:

- single words, e.g. *college, student, advice*
- multi-word items, e.g. *get up, phone number*
- expressions, e.g. *Yes, that's right.*

single words	multi-word items	expressions
information		

- 2 **Read STUDY SKILL** 1.6 Look at the expressions in the table and tick (✓) the correct function. Then listen to the conversation again to check.

	Checking	Confirming	Asking for help	Giving advice
Can you give me ...?				
Is that right?				
Could you tell me ...?				
Yes, that's right.				
Can you repeat that, please?				
I think you should ...				
Can you spell that, please?				

### STUDY SKILL Functional language

We often use expressions as *functional language*, for example:

- checking information, e.g. *Is this right?*
- confirming information, e.g. *Yes, that's right.*
- asking for help, e.g. *Could you help me, please?*
- giving advice, e.g. *I think you should ...*

- 3 **Read STUDY SKILL** 1.8 Listen and repeat the letters.

- 4 1.9 Listen and complete the information.

MY TEACHERS	
Business 151	_____
Maths 177	_____ / _____
English 163	_____

### STUDY SKILL Letter names

In the English alphabet there are 26 letters.


*abcdefghijklmnopqrstuvwxyz*

Five of them are vowels: *a, e, i, o, u.*


The rest are consonants: *b, c, d, f...*

- 5 Work in a group. Ask for the other students' names, and ask where they come from. Check the spelling and write the information down.

## REVIEW


1  1.10 Listen and match speakers *a–d* with the types of information 1–6. There are two types of information you do not need.

- 1  feedback on a project
- 2  information about timetables
- 3  advice on how to research
- 4  announcements
- 5  instructions for registration
- 6  classroom instructions

2  1.10 Listen again and write the person who is speaking.

tutor    admin officer    librarian    teacher

a \_\_\_\_\_    c \_\_\_\_\_  
b \_\_\_\_\_    d \_\_\_\_\_

3  1.11 Listen and complete the information on the registration form.

### City College Registration Form

#### Student information

First name:

Surname: **Marley**

Date of birth: **09/03/1992**

Full-time / Part-time:

ID number:

#### Course information

Maths course code:

English course code:

#### Contact details

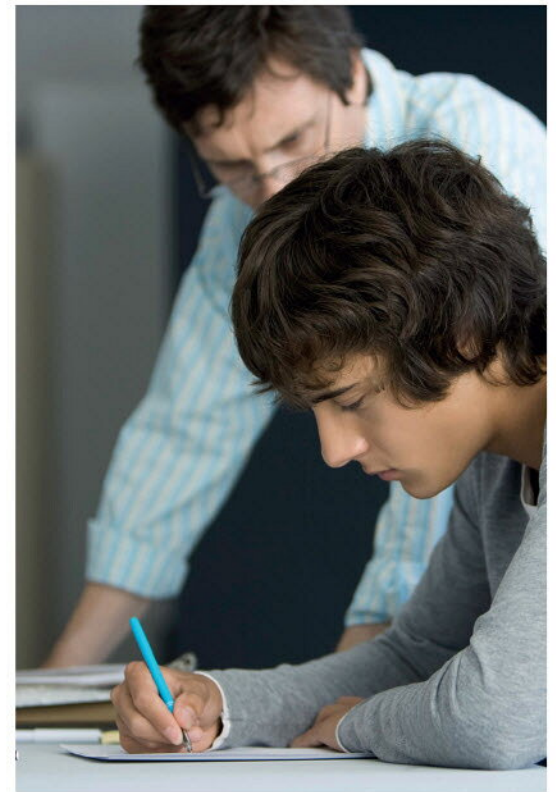
Email: **smarley@citycollege.ac**

Mobile:

4 Complete the sentences with the words in the box.

say    afraid    right    spell    help    should

- 1 Can you \_\_\_\_\_ that, please?
- 2 'Your ID number is 762004, isn't it?'  
'No, I'm \_\_\_\_\_ that's wrong.'
- 3 Could you \_\_\_\_\_ me, please?
- 4 Can you \_\_\_\_\_ that again, please?
- 5 I think you \_\_\_\_\_ talk to your tutor.
- 6 'Are you studying English?' 'Yes, that's \_\_\_\_\_.'



# 2A Daily routines

**READING SKILLS** Predicting content (1) • Skimming

**WRITING SKILLS** Handwriting • Paragraphs • Linking ideas (2) • Writing about routine and procedure

**VOCABULARY DEVELOPMENT** Collocations • Jobs ending in *-er, -or, -ist*

## READING Work and stress

- 1 Work with a partner and complete the survey. How important are a–c when choosing a job? Write **1** = very important, **2** = quite important, or **3** = not important.

	me	my partner
a the job is healthy		
b the salary is good		
c the work is interesting		

Compare your answers with the class.

- 2 **Read STUDY SKILL** Look at the people in the pictures on page 19. Answer the questions.

### STUDY SKILL Predicting content (1)

Before you read, look at the pictures in a text. They can help you predict the content. They can tell you what the text is about and help you understand it.

- 1 What jobs do they do? **A florist sells flowers.**
- 2 Are their jobs healthy or stressful?  
What do you think?

- 3 **Read STUDY SKILL** Skim the article *Work and stress* to get the general idea. Choose a heading for each paragraph. There is one extra heading.

- Eating healthy food       What people want  
 Stressful jobs             Jobs that are healthy

### STUDY SKILL Skimming

Remember – **skimming** is reading very quickly to get the general idea from a text (a book, an article, a chapter, or just a paragraph).

- 4 Read the article. Were your predictions in exercise 2 correct?
- 5 Complete the summary of the article. Use the words in the box.

unhealthy   drives   interesting   salary   a florist   stress   traffic   healthy

### Summary

Some jobs, for example <sup>1</sup> \_\_\_\_\_, a personal trainer, and a nutritionist, are <sup>2</sup> \_\_\_\_\_. These jobs have very little <sup>3</sup> \_\_\_\_\_ or worry. Other jobs, however, are very <sup>4</sup> \_\_\_\_\_. An example is a taxi driver. He <sup>5</sup> \_\_\_\_\_ people all day and often faces <sup>6</sup> \_\_\_\_\_ problems. It is difficult to get a job that is <sup>7</sup> \_\_\_\_\_ and healthy, and also has a good <sup>8</sup> \_\_\_\_\_.

# WORK AND STRESS

We all need to work in order to live. Some people are lucky with their work. This is because their jobs are healthy. What do we mean by 'healthy', and how can we find a 'healthy job'?



1

Florists, personal trainers, professors, and nutritionists all have healthy jobs according to research. There are many reasons for this. A florist, for example, sells flowers and plants to customers. This is very relaxing work. A personal trainer, on the other hand, is usually very fit. He or she trains other people to lose weight and to keep fit. A nutritionist has a healthy job too. He or she knows all about healthy food and teaches people to eat well.

2

However, research also shows that some jobs are 'unhealthy'. They cause a lot of stress and worry. For example, a taxi driver drives all day. He or she often faces traffic jams and difficult passengers too. A firefighter puts out dangerous fires and sometimes saves people from burning buildings. An MD (Managing Director) runs a large company. It is an interesting job, but it is also stressful. The MD has to keep everyone happy – the staff and the customers.

3

Most people are looking for the perfect job. They want a job that is interesting, with a good salary and not much stress. However, it is difficult to get everything. Healthy, relaxing jobs are usually not very well paid. On the other hand, people with stressful jobs often get good salaries. For example, the head of a big company gets a lot of money, but he or she does not always have good health, or the time to enjoy life.

**BEFORE** looking for a job, people should think carefully. What is most important for them? Is it money, health, or a job that is interesting? Then they can start their search. They may be lucky – and get everything they want!

## WRITING Routines and procedures

1 **Read STUDY SKILL** Look at the text about Matthias. It shows examples of six common mistakes in handwriting. Match a–f with examples 1–6.

- a  Letters are not clearly formed.
- b  Capital letters are not larger than small letters.
- c  There is not a space between each word.
- d  Letters do not point in the same direction.
- e  The letters are above the line or below.
- f  Lines do not start on the left hand side of the page.

### STUDY SKILL Handwriting

Does everyone use a computer nowadays?  
No! Sometimes you need to write by hand, for example:

- to make notes from a text/in a lecture
- for classwork/homework
- to draft an essay
- in exams
- for lists, postcards, or personal notes

Write clearly when you write by hand.

1 My name is Matthias. I am 22 years old and I am a student at a university in Berlin in Germany. I am studying chemical engineering. I live in a student hostel on the university campus. I am going to finish my course next semester, so I am working hard to pass my exams. When I leave the university, I want to go overseas to continue my studies. I would like to do a Master's degree. One day I would like to work for an oil company.

2

3

4

5

6

2 **Read STUDY SKILL** Look at the text about Helena. What is wrong with the organization?

My sister, Helena, is an English teacher. She teaches in a secondary school in Lisbon, Portugal. The school is near her flat, so she usually walks to work.

She arrives at work at 8 o'clock in the morning and she leaves school at about 3 or 4 in the afternoon. In the evenings she marks homework and prepares lessons for the following day.

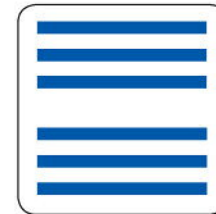
At the weekends she is also busy, but with her family and friends. She shops for food at the local market, visits relatives, and spends time with her husband.

In summer, if the weather is good, she likes having a barbecue with friends and family by the beach.

### STUDY SKILL Paragraphs

Write in **paragraphs**. There are two styles for paragraphs:

■ block



■ indented



A paragraph usually contains at least three sentences. Do not start each sentence on a new line. Do not write one-sentence paragraphs.

3 Write the text again on lined paper as two paragraphs. Use the block or the indented style. Write clearly.

- 4 **Read STUDY SKILL** Read the sentences about Maria's daily routine at university. Circle the sequencing words.

**Paragraph 1**

- Then she goes to her first class. This is at 9 o'clock.
- First, she has a cup of tea in the snack bar.
- After that, she goes to the library and studies for an hour before lunch.
- 1 Maria usually gets to the university at about 8.30.
- At 11 o'clock she has another class. This is poetry.

**Paragraph 2**

- They talk about their studies or their plans for the weekend.
- Finally, she leaves the university at about 5. It is a long day.
- After the class she goes to the library again for another hour.
- 6 At about 1 o'clock Maria goes to the student canteen with some of her friends.
- In the afternoon Maria has one more class from 2 o'clock to 3.30.

- 5 Use the sequencing words and time expressions to help you put sentences 1–10 in order.

- 6 Read about the procedure Maria follows to write an essay. Complete the paragraph with words from the box.

finally while next then after first

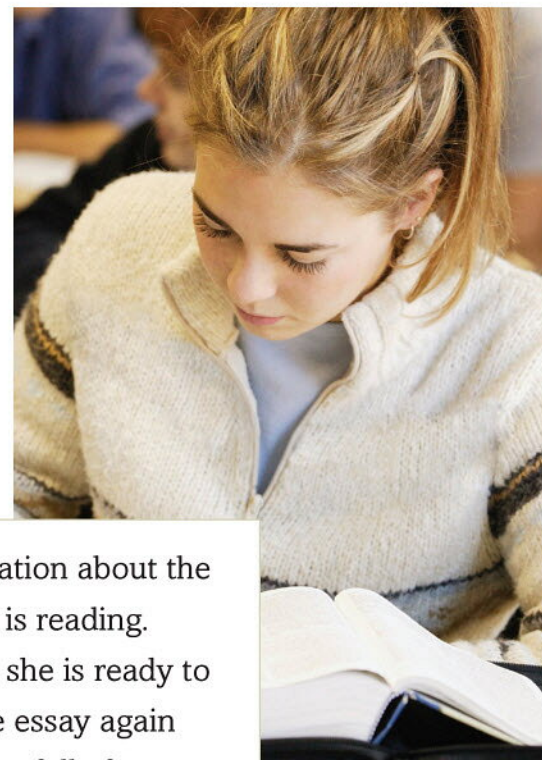
1 \_\_\_\_\_, Maria thinks of a topic. 2 \_\_\_\_\_, she searches for information about the topic and reads all she can. She makes notes about the subject 3 \_\_\_\_\_ she is reading. 4 \_\_\_\_\_ that, she uses her notes to write a plan for the essay. 5 \_\_\_\_\_ she is ready to write the essay. She usually writes on the computer. She rewrites parts of the essay again and again until she is happy with it. 6 \_\_\_\_\_, she checks the essay very carefully for punctuation, grammar, and spelling before giving it to her lecturer.

**STUDY SKILL** Linking ideas (2)

To describe a daily routine (working, studying, etc.) or a procedure (writing an essay, applying for a job), use:

- **sequencing words** to say one thing happens after another, for example: *first, after, then, finally.*
- **time expressions** to say when, for example: *at 1 o'clock, in the evening.*

**Note** If two things happen at the same time, use *while*. For example: *I listen to the radio while I am having breakfast.*



**Writing about routine and procedure**

- 7 Interview your partner. What is his/her daily routine at school/college/university? Write two paragraphs. Use ideas from the box.

<i>gets to / leaves (the university/school) ...</i>	<i>First, then, next, after that, ...</i>
<i>has (tea/coffee/lunch) ...</i>	<i>At (...) o'clock ...</i>
<i>goes to (the first class / the library) ...</i>	<i>In the morning / In the afternoon ...</i>
<i>studies ...</i>	<i>After / before ...</i>

- 8 How do you revise for an important exam? Write a paragraph to describe the procedure you follow. Use ideas from the box.

Start: *To revise for an important exam, first I ...*

make a study plan    look at the syllabus    find a quiet place to study  
make notes    take breaks    remember the main points

## VOCABULARY DEVELOPMENT Words that go together

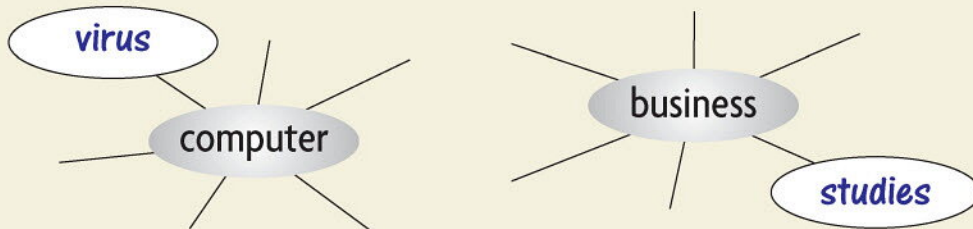
1 **Read STUDY SKILL** Match the verbs 1–7 with words or phrases a–g.

- |   |         |   |                 |
|---|---------|---|-----------------|
| 1 <input checked="" type="checkbox"/> e | put out | a | research        |
| 2 <input type="checkbox"/>              | fill in | b | fit             |
| 3 <input type="checkbox"/>              | run     | c | telephone calls |
| 4 <input type="checkbox"/>              | make    | d | a company       |
| 5 <input type="checkbox"/>              | send    | e | fires           |
| 6 <input type="checkbox"/>              | do      | f | a form          |
| 7 <input type="checkbox"/>              | keep    | g | emails          |

2 Complete the sentences with the correct verb. Use a dictionary to help you find the collocation of the underlined word.

- Last weekend Sami \_\_\_\_\_ a walk in the park.
- Last week Hasan \_\_\_\_\_ an accident in his new pick-up truck.
- Can you \_\_\_\_\_ me the time of the next flight to Bangkok?
- Igor usually \_\_\_\_\_ the 11.30 train to Moscow from St Petersburg.
- Exercise helps people to \_\_\_\_\_ weight.
- Shall we \_\_\_\_\_ a taxi to the airport?

3 How many collocations can you think of for *computer* and *business*? Use your dictionary to help. Draw diagrams.



## Spelling (1)

4 Read the rules. Complete the definitions.

- A s \_\_\_\_\_ does research in science.
- A d \_\_\_\_\_ helps sick people.
- A sh \_\_\_\_\_ sells things.
- A f \_\_\_\_\_ sells flowers.
- An a \_\_\_\_\_ acts in plays and films.
- An i \_\_\_\_\_ interprets from one language to another.

### RULES Jobs ending in -er, -or, -ist

Many jobs end in -er and -or. Others end in -ist.  
For example: *taxi driver; professor; journalist*

5 Write the jobs in exercise 4 in the table. Add other jobs.

-er	-or	-ist
taxi driver	professor	journalist

## STUDY SKILL Collocations

Learn a word – and its friends!

When you learn a new word, learn its **collocations** – the words that go with it. For example:

**traffic + jam**

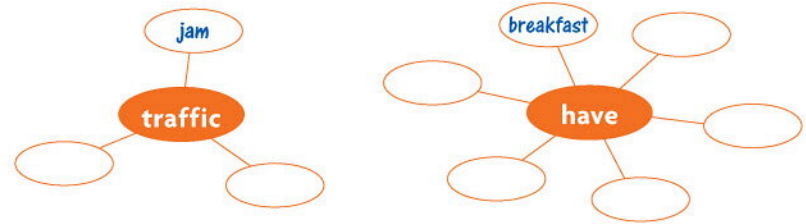
**traffic** *ˈtræfɪk* / *noun* (no plural)  
all the cars and other vehicles that are on a road: *There was a lot of traffic on the way to work this morning.*

**traffic jam** *ˈtræfɪk dʒæm* / *noun*  
a long line of cars and other vehicles that cannot move or can only move slowly

**traffic lights** *ˈtræfɪk laɪts* / *noun* (plural)  
lights that change from red to orange to green, to tell cars and other vehicles when to stop and start

**traffic warden** *ˈtræfɪk wɔːdn* / *noun* (British)  
a person whose job is to check that cars park in the right places and for the right time

You can record these words in a diagram. Copy the diagrams and write collocations for *traffic* and *have*.



## REVIEW

- 1 Choose five jobs from Unit 2A. Write a sentence about each. Describe what the people do. For example:

a taxi driver     A taxi driver drives people from one place to another.  
 a florist         A florist sells flowers and plants to customers.

- 2 Complete the paragraph about Sam's day with the sentences in the box.

Then he goes to his office.  
 First he has a quick breakfast in the hotel coffee shop.  
 Finally, at about 4 o'clock Sam leaves work.  
 After that, he has a meeting with his manager.  
 In the afternoon, he goes back to his office.  
 Next, he speaks to the hotel staff.



**Sam** is the assistant manager of a big hotel in Hong Kong. It is a busy hotel and his day starts very early. He gets to work at about 7 o'clock. <sup>1</sup> \_\_\_\_\_ He usually just has tea and toast. <sup>2</sup> \_\_\_\_\_ He starts up his computer and checks his emails. There are always a lot of messages. <sup>3</sup> \_\_\_\_\_ He asks them about any problems in the kitchens, or with the guests. <sup>4</sup> \_\_\_\_\_ They find solutions to problems, and discuss improvements and other changes to the hotel. At about 1 o'clock he has lunch. <sup>5</sup> \_\_\_\_\_ He sends a few more emails and makes some telephone calls. <sup>6</sup> \_\_\_\_\_ On his way home he collects his children from school, and arrives home at about 5.30.

- 3 How do you get information on a topic from the Internet? Write down the steps. Check your list with another student. Then write a paragraph to describe the procedure.

Start: *To get information from the Internet, first I ...*

- 4 Find nouns that go with the verbs in table A, and verbs that go with the nouns in table B. Use a dictionary to help.

A

verb	noun
save	<i>time, money</i>
face	
train	
scan	
spend	

B

verb	noun
<i>have, go for</i>	lunch
	emails
	telephone calls
	a meeting
	the computer

# 2B Academic life

**LISTENING SKILLS** Predicting • Asking questions (1) • Giving a summary

**SPEAKING SKILLS** Finding out more and speaking for longer • Asking questions (2)


**VOCABULARY DEVELOPMENT** Organizing vocabulary (1) and (2)

## LISTENING Academic routines

1 Here are some important things in college life. How important is each one in your opinion? Decide between Very important (✓✓), Important (✓), or Not very important (✗).


- 1 group work
- 2 assessment
- 3 independent work
- 4 tutorials
- 5 free time
- 6 seminars

2 Work with a partner. Compare your answers.

3  2.1 Listen to the introduction to a seminar. Tick (✓) two main points of the introduction.

The tutor wants the students to:


- be relaxed.
- come to every seminar.
- know about their new course.
- discuss ideas.

4  2.1 Listen again and answer the questions.

- 1 What is the tutor's name? \_\_\_\_\_
- 2 How many students are in class today? \_\_\_\_\_
- 3 In a seminar, who can speak? \_\_\_\_\_

5 **Read STUDY SKILL** Work with a partner. Read some questions which students will ask, and predict the tutor's answers.

Questions	Answers
How are we assessed?	
When do we do independent work?	
When do we have free time?	

6  2.2 Listen and check your predictions.



Students in Seoul, South Korea

### STUDY SKILL Predicting

To help you to understand a listening text, try to predict what it is about before you listen. To help you predict:

- look at the title and pictures.
- think about what you already know about the topic.

- 7 2.3 Listen to three more questions that students ask. Make notes on the tutor's responses.

Questions	Answers
Do we have to buy any books?	
Who do I ask if I need help with my independent work?	
When we work in a group, can we choose who we work with?	

- 8 Work with a partner. Answer the questions in exercises 5 and 7 about your college.

- 9 **Read STUDY SKILL** 2.4 Listen and write down the questions.

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

### STUDY SKILL Asking questions (1)

In English, some words are stressed, and others are unstressed.

*How are we assessed?*

*When do we have free time?*

Unstressed words are shorter and quieter than stressed words.

- 10 2.4 Underline the stressed words and syllables in the questions in exercise 9. Then listen again, check, and repeat.

- 11 2.5 Listen to Kaoru giving Maha a summary of the seminar. Tick (✓) the things that Kaoru mentions.

- |   |   |
|---|---|
| <input type="checkbox"/> assessment         | <input type="checkbox"/> planning time    |
| <input type="checkbox"/> college website    | <input type="checkbox"/> books            |
| <input type="checkbox"/> number of lectures | <input type="checkbox"/> independent work |



Kaoru



Maha

- 12 **Read STUDY SKILL** 2.5 Listen again. Does Kaoru give a good summary? Why? Why not?

### STUDY SKILL Giving a summary

We often give a summary of something we listen to. To give an effective summary, you should:

- decide on the most important points.
- think about the speaker's opinion of the subject.
- keep the summary short and simple.

## SPEAKING Talking about the college environment


- 1 Some students are asking questions. What are the questions about? Write the correct topics.

library   lectures   projects   assessments   presentations

- How often do we attend these?  
Where do we go to attend these? \_\_\_\_\_
  - How many books can we borrow?  
What time does it open? \_\_\_\_\_
  - How often do we have to give them?  
Who do we give them to? \_\_\_\_\_
  - Do we only have these at the end of term?  
What type do we get? \_\_\_\_\_
  - Do we do these in groups or alone?  
How long do we get to complete them? \_\_\_\_\_
- 2 Work with a partner. Ask and answer the questions in exercise 1 about your college.

- 3 Read the Rule. Put the words in the correct order to make questions.

- you / How / do / lectures / often / ? / have \_\_\_\_\_
- work / When / ? / do / you / do / independent \_\_\_\_\_
- do / What / do / every / you / ? / day \_\_\_\_\_
- work / do / Where / independent / you / ? / do \_\_\_\_\_
- do / Where / have / you / ? / tutorials \_\_\_\_\_

- 4  2.6 Listen and check your answers.

- 5 Work with a partner. Ask and answer the questions in exercise 3.

- 6 **Read STUDY SKILL** Work with a partner. Ask and answer these questions. When you answer, add more information.

- Do you drive to college?
- Do you study English?
- Do you do sports at college?
- Does your day start early?
- Do you study in the library?



### RULE Question forms

To ask about daily routines, we use questions in the present simple.

*Where do you study?*

*How do you get to college?*

This is the form of the questions:

*Wh- question word + do/does + subject + verb + ...?*

### STUDY SKILL Finding out more and speaking for longer

What is the difference between these two questions?

*Where do you study?*

*Do you study in the library?*

Questions with *Wh-* question words often get answers with more information.


*'Where do you study?' 'When I am at college, I study in the coffee shop, but I prefer studying at home.'*

*Yes/No* questions can make a conversation short.

*'Do you study in the library?' 'No.'*

To give longer answers to *Yes/No* questions, you must add more information.

*No, I prefer studying at home, or in the coffee shop if I am at college.*


7 **Read STUDY SKILL**  2.7 Listen and write the questions in the correct column.

Wh- questions	Yes/No questions

**STUDY SKILL** Asking questions (2)

Our voice goes up or down at the end of a question. This is called intonation.

- Wh- questions: *Where do you study?* 
- Yes/No questions: *Do you get up early?* 

8  2.7 Listen again. Underline the stressed words and mark the intonation.

9 Work with a partner. Ask and answer the questions in exercise 7.

**LANGUAGE BANK** *How often ...?*

<i>How often do we have a tutorial?</i>	<i>every</i>	<i>day</i>
<i>How often does the library open at the weekend?</i>	<i>once a</i>	<i>week</i>
	<i>twice a</i>	<i>fortnight</i>
	<i>three times a</i>	<i>month</i>
		<i>year</i>

10 Read the expressions in the Language Bank. Work with a partner. Ask questions to find out if your partner is a good language learner.

**ARE YOU A GOOD LANGUAGE LEARNER?**

What do you do outside the classroom to help with your English?  
Do you ...?

	Yes	No	How often?
look at English websites	<input type="checkbox"/>	<input type="checkbox"/>	_____
read newspapers or magazines in English	<input type="checkbox"/>	<input type="checkbox"/>	_____
watch films in English	<input type="checkbox"/>	<input type="checkbox"/>	_____
have conversations in English	<input type="checkbox"/>	<input type="checkbox"/>	_____
listen to the radio in English	<input type="checkbox"/>	<input type="checkbox"/>	_____
revise grammar	<input type="checkbox"/>	<input type="checkbox"/>	_____
learn vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	_____



11 Compare your answers with your partner's answers. Are you a good language learner?

## VOCABULARY DEVELOPMENT Keeping a record

1 Match the ways of recording vocabulary with the pictures.

- 1 using a set of cards
- 2 using a wallchart
- 3 keeping a notebook
- 4 using a computer
- 5 recording yourself



2 What are the advantages and disadvantages of methods 1–5 in exercise 1? Which one works well for you?

3 **Read STUDY SKILL** Complete the two sub-topics, *places* and *work* on the diagram opposite, with the college vocabulary in the box.

library    essay    project    lecture hall

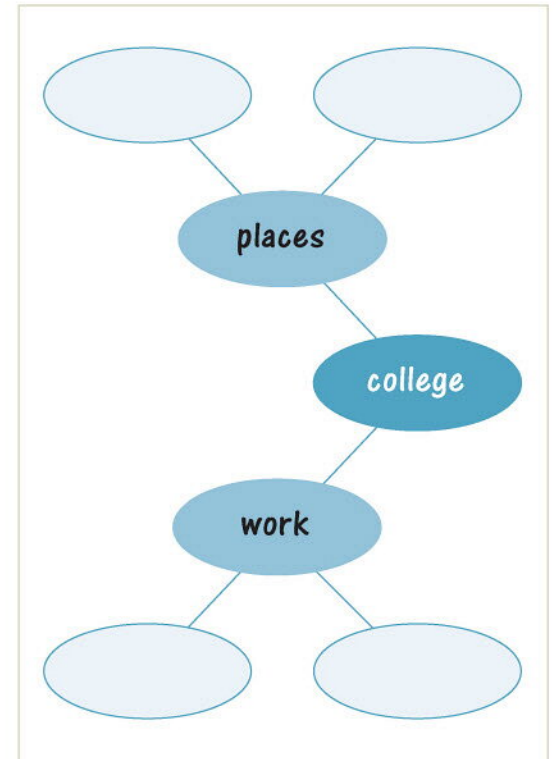
### STUDY SKILL Organizing vocabulary (1)

#### Topics and sub-topics

*classroom presentation library project lab essay lecture hall cafeteria*

You can use sub-topics to help you to organize the words more, e.g. sub-topics for *college* are *places* and *work*:

topic	sub-topic	vocabulary
college	places	library, lecture hall ...
	work	essay ...



4 Work with a partner. Add more words to the diagram.

5 **Read STUDY SKILL** Complete the table with the words.

<del>tutor</del> /tutorial	to learn/learner
lecture hall/to lecture/lecturer/lecture	study room/student/to study
library/librarian	admin department/admin officer
presenter/presentation/to present	

College vocabulary			
Places	Class type / activity	People	Verbs
	tutorial	tutor	

### STUDY SKILL


#### Organizing vocabulary (2)

##### Word families

It is a good idea to record and learn the words from a word family together:

*A librarian is a person who works in a library.*


## REVIEW

1  2.8 Listen to the start of a tutorial. Answer the questions.

- 1 What is the main purpose of the tutorial?
  - a to introduce the tutor
  - b to give instructions for an assignment
  - c to review this week's lectures
- 2 When will the tutor give details of the next assignment?
  - a in next week's tutorial
  - b at the start of this tutorial
  - c at the end of this tutorial

2 You are going to listen to another part of a tutorial. Predict the order the tutor will advise the students to follow when doing assignments.

- do the research
- write up the reports
- decide on the focus
- submit the assignments on Tuesday
- divide up the research tasks
- put the assignments in a folder
- discuss the notes

3  2.9 Listen and check your answers.

4 A student needs some information about life at college. Look at the student's notes and write the questions to find out the missing information.

<b>TUTORIALS</b>		
<i>how many a week?</i>	1	_____
<i>room number?</i>	2	_____
<b>ASSIGNMENTS</b>		
<i>number of essays to write a term?</i>	3	_____
<i>submit - email, paper ...?</i>	4	_____
<b>PRESENTATIONS</b>		
<i>use PowerPoint?</i>	5	_____
<i>always in groups?</i>	6	_____

5 Underline the stressed syllables and mark the intonation in the questions that you wrote in exercise 4.

6 Work with a partner. Do a role-play between a student and a tutor. Ask and answer the questions. Use your own information and ideas when you answer.

# 3A People and the environment

**READING SKILLS** Scanning – using headings • Meaning from context

**WRITING SKILLS** Punctuation (2) • Talking about frequency • Writing about study habits

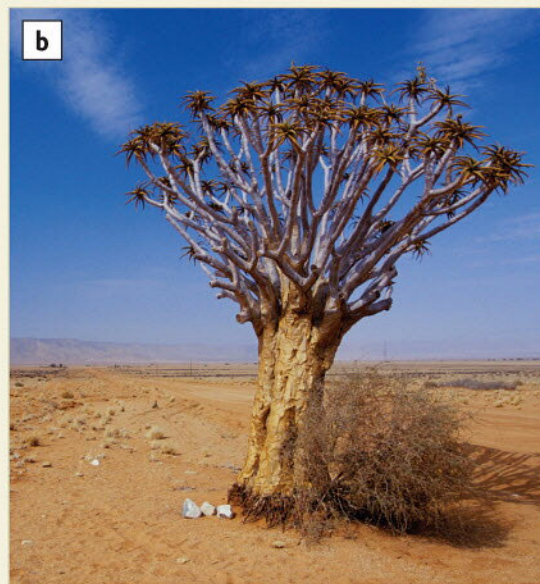
**RESEARCH** Sources

**VOCABULARY DEVELOPMENT** Recording vocabulary (2)

## READING Weather

1 Look at the pictures of weather. Match the titles 1–3 with the pictures a–c.

- 1  Desert morning
- 2  A winter's day
- 3  Hurricane season



2 Match the words with the pictures in exercise 1.

- |                                       |                                   |                                |                               |
|---------------------------------------|-----------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> a heavy rain | <input type="checkbox"/> snow     | <input type="checkbox"/> sunny | <input type="checkbox"/> cold |
| <input type="checkbox"/> dry          | <input type="checkbox"/> blue sky | <input type="checkbox"/> wet   | <input type="checkbox"/> warm |
| <input type="checkbox"/> strong winds | <input type="checkbox"/> hot      | <input type="checkbox"/> storm | <input type="checkbox"/> ice  |

3 Work with a partner. Use the words to talk about the pictures. What countries do you think they are in?

4 With your partner, discuss answers to the questions. Make a note of your ideas.

- 1 Do hurricanes have names?
- 2 What is the difference between a hurricane and a typhoon?
- 3 How do we measure hurricanes?
- 4 What is the centre of a hurricane called?
- 5 In what seasons are there hurricanes?

5 **Read STUDY SKILL** Scan the encyclopaedia entry *Hurricanes* to check your answers to exercise 4. Use the headings to help. Were your ideas right?

### STUDY SKILL Scanning – using headings

**Scanning** is reading quickly to find information.

One way to scan for information is to use the headings of paragraphs, sections, and chapters. For example, to find the answer to question 1 in exercise 4, *Do hurricanes have names?* look in the encyclopaedia entry under the heading *Naming hurricanes*.

# HURRICANES

## What are hurricanes?

Hurricanes are very big storms. They usually form in the warm waters of the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico. Hurricanes also form in other parts of the world, but they have different names. In the Pacific Ocean, near Japan, China, and the Philippines, they are called 'typhoons'.

## How do they form?

Hurricanes rotate anti-clockwise around an 'eye'. This is the centre of the storm. They move across the warm oceans and grow bigger and stronger. They cause heavy rain, strong winds, and huge waves at sea. Most hurricanes stay at sea, but occasionally they come onto the land. Then they cause a lot of damage to buildings, trees, and cars.

## Measuring hurricanes

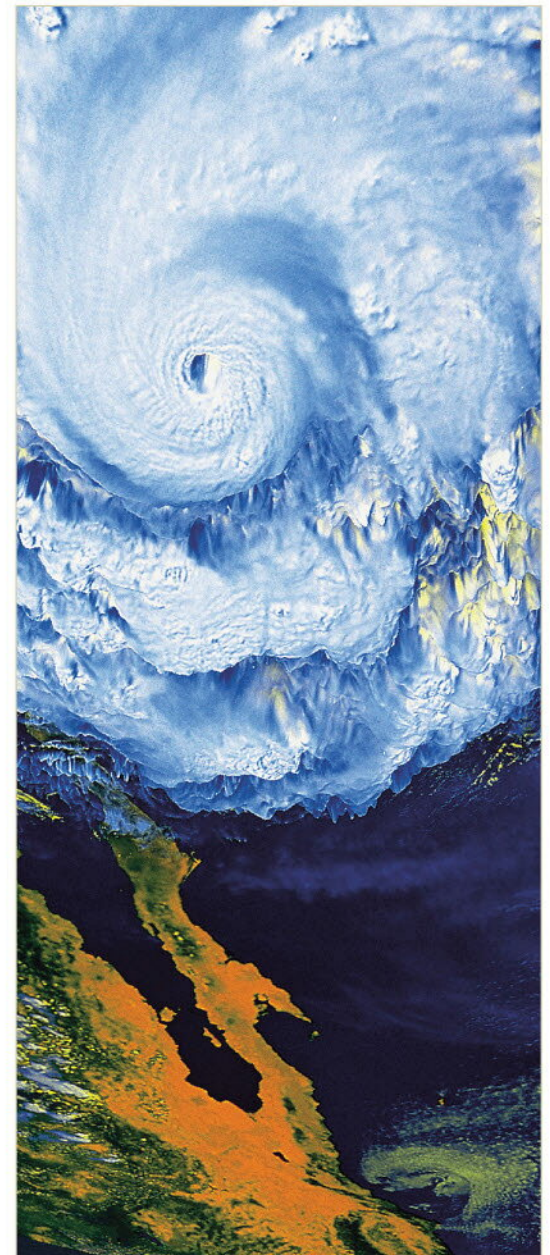
We measure hurricanes by categories – from 1 to 5. A Category 1 hurricane is the weakest. It has winds of between 119 and 153 kms per hour. A Category 5 hurricane is the strongest. The winds are more than 249 kms per hour. This is a very dangerous hurricane. Fortunately, there are not many Category 5 hurricanes.

## Naming hurricanes

All hurricanes have names. In this way, we can track the storms as they move across the ocean. Hurricanes always have men's or women's names. The first storm of the season begins with the letter A, for example Andrew. The second begins with the letter B, for example Bertha, and so on.

## Hurricane seasons

In the Atlantic the hurricane season is in the summer and autumn. It starts on 1 June and continues until 30 November. Occasionally, there are hurricanes at other times of the year. The peak is in September. This is when the sea is very warm. This region has about six hurricanes a year. However, in the north-west Pacific there are hurricanes (typhoons) all the year round.



- 6 **Read STUDY SKILL** Read the encyclopaedia extract again carefully. Guess the meaning of the underlined words. First identify the parts of speech (*noun, verb, adjective, adverb*). Then choose meanings from the box to complete the table.

the high point   goes on   sometimes   part of the world   follow   very big

	part of speech	meaning
1 huge		
2 occasionally		
3 track		
4 continues		
5 peak		
6 region		

## STUDY SKILL Meaning from context

Sometimes you can guess the meaning of a word from the words around it, that is, the **context**. Identifying the part of speech also helps. Look at the example, *rotate*:

Hurricanes *rotate anti-clockwise around* an 'eye'.

The word *Hurricanes* helps you identify the part of speech.

- 1 What part of speech is *rotate*:  
a noun, a verb, an adjective, an adverb?

The words **anti-clockwise, around**, help you guess the meaning.

- 2 What does *rotate* mean:  
get bigger, move in a circle, rain a lot?

## WRITING Describing our lives

1 **Read STUDY SKILL** Look at sentences 1–4. Which 's endings show possession? Which are contractions?

- 1 Nori's got a puncture.
- 2 Nori's car is in the garage.
- 3 Nori's late.
- 4 Have you got Nori's phone number?

2 Put apostrophes in the sentences where necessary.

- 1 Have you got the girls books? Shes looking for them.
- 2 My favourite seasons are spring and summer.  
The weathers beautiful then.
- 3 The students exam results were very bad. They all have to retake them.
- 4 Dont swim today. The waves are huge and theyre very dangerous!
- 5 In the winter months many students go skiing in the mountains.
- 6 A Wheres Mikes computer?      B Ive got it here.

3 Read the essay on deserts. Underline seven contractions. Write the full form.

### Deserts

Deserts cover about one-fifth of the Earth's area. They're defined as regions where the rainfall's less than 250mm (or 10 inches) a year. In some years there's no rainfall at all. Deserts don't have much vegetation because of their dry climate. They're usually covered by sand or stones. As a result, most animals can't live there, except for a few, such as camels, foxes, and some insects. There are hot and cold deserts. The world's largest hot desert is the Sahara. There are other hot deserts in Australia, southern Africa, and the Middle East. They have a very high temperature in the summer, over 40°C. The icy continent of Antarctica is an example of a cold desert. It doesn't rain, but it occasionally snows.

*They are*



4 Read the paragraph describing how Julia spends her summer. Circle the adverbs of frequency. What do you notice about the adverb *sometimes*? Read and complete the rules.



### Julia's summer

In the summer we always go to our dacha in the countryside, just outside Moscow. A dacha is a kind of wooden summer house. We have a small garden with some fruit trees, and we grow vegetables too. We eat our meals in the garden. The weather is usually warm and sunny at that time of the year, but it sometimes rains. There is a lake near our dacha. My brothers like swimming and they often go there. The water is always freezing cold, so I never swim. I prefer to stay in the garden and read. Sometimes the whole family goes for a walk in the forest and we collect mushrooms for the evening meal. I do not usually cook, but I love making mushroom soup. We really enjoy our summers in the dacha.

## STUDY SKILL Punctuation (2)

Use **apostrophes** for:

- **possession** (belonging to someone/something). For example:  
the **boy's** computer = **his** computer (singular)  
the **boys'** computer = **their** computer (plural)
- **contractions** (missing letters). For example:  
*I'm (I am), doesn't (does not), the student's (the student has/is)*

In formal writing do not use contractions, but you can use an apostrophe for possession.

Find two words with apostrophes in the article *Hurricanes*.

## RULES Talking about frequency

When you describe a routine, use adverbs of frequency to say how often you do something. For example:

*Hadi usually drives to the college.*

*Beth is sometimes late with her essays.*

Complete the rules. Write *before* or *after*.

a With the verb *to be*, the adverb of frequency comes \_\_\_\_\_ the main verb.

b With other verbs, the adverb of frequency comes \_\_\_\_\_ the main verb.

Complete the list of adverbs from 100% of the time to 0% of the time.

(100%) ← \_\_\_\_\_ → (0%)  
always \_\_\_\_\_ often \_\_\_\_\_

- 5 Write a paragraph about your summer. Use ideas from the box and adverbs of frequency.

play sports   stay at home   visit friends/family   go camping  
go to the beach/mountains/park   go swimming   have picnics

- 6 Look at the *Study habits questionnaire*. Write the words in the correct order to make questions 1–6.

### Study habits questionnaire

- 1 \_\_\_\_\_? do / where / you / study / to / like  
a at home   b in a library   c other place
- 2 \_\_\_\_\_? usually / study / when / you / do  
a in the morning   b in the afternoon   c in the evening   d at night
- 3 \_\_\_\_\_? to / study / do / how / prefer / you  
a alone   b with a friend   c in a study group
- 4 \_\_\_\_\_? make / you / notes / do / when you study  
a always   b usually   c sometimes   d never
- 5 \_\_\_\_\_? study / many / do / how / you / hours / in a week  
a 0–2 hours   b 3–6   c 7–10   d more than 10
- 6 \_\_\_\_\_? make / do / study plan / how often / you / a  
a never   b every day   c every week

- 7 Read about Suresh's study habits. Circle his answers on the questionnaire above.

I am a student at Global Institute. After my classes at the Institute I like to study in the library. I usually go there in the afternoon for one or two hours. Sometimes I study at home, but not often because it is very noisy. I prefer to study alone. Sometimes friends ask me to study with them, but we usually start chatting about other things. I always make notes when I study. It helps me to remember. In a week I think I study about eight hours. Of course, I also have 16 hours of lectures. At the beginning of every week I make a study plan for the whole week. I am always busy!

- 8 Answer the questionnaire about yourself. Make notes in your notebook giving reasons for your answers.
- 9 Use the questionnaire to interview another student. Ask *Why ...?* to find out reasons for his/her answers. Make notes. What study habits do you share?
- 10 **Read STUDY SKILL** Make a study plan for yourself. Decide what to study and when. For example:

	a.m.	p.m.
Monday	9–11 Management	2–6 Accounting
Tuesday	8–10 Statistics	7–9 English

### Writing about study habits

- 11 Write a paragraph about your study habits. Use your answers from the questionnaire to help.

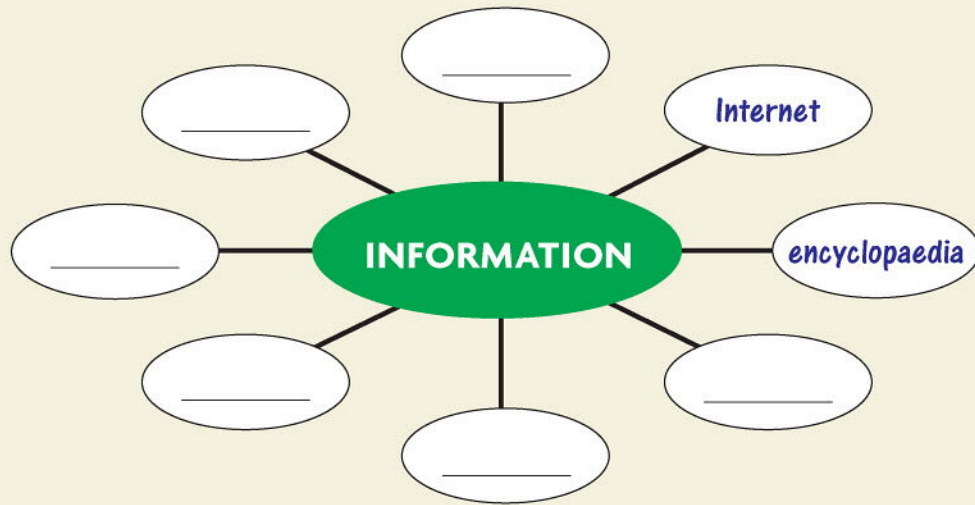
### STUDY SKILL How to be a good student

Everyone has his or her own way of studying, but here are a few tips:

- Find a quiet place to study.
- Study when you are fresh, not tired.
- Get plenty of exercise and sleep.
- Find a study partner or partners – it can help.
- Take notes when you read.
- Make a study plan for the week.

## RESEARCH Finding information (1)

- 1 **Read STUDY SKILL** Complete the diagram with possible sources of information. Share your ideas with the class.



### STUDY SKILL Sources

If you need information on a topic (hurricanes, deserts, etc.), you need a reliable **source**. There are many different sources of information, for example the Internet and encyclopaedias.

Remember – it is important to make a careful note of the sources you refer to (website, date, encyclopaedia title, publisher).

- 2 Decide what sources you will use to find the answers to 1–9. Try to use a different source for each one.

	source	answer
1 a definition of the word <i>search</i>	<i>dictionary</i>	<i>look for something</i>
2 the temperature today in Singapore		
3 the date when Tutankhamun died		
4 the names of the countries which border Bhutan		
5 the time of sunset today in your country		
6 What is the <i>law of gravity</i> ?		
7 the origin of the food 'pasta'		
8 the birthplace of Mahatma Gandhi		
9 the most popular make of mobile phone among students in your class		

- 3 Find the answers to 1–9 in exercise 2. First decide which words to use in your searches. Compare answers with a partner.

## VOCABULARY DEVELOPMENT Drawing and diagrams

**Read STUDY SKILL** Look up the words *building*, *clockwise*, and *track* in a dictionary. Draw pictures to help you remember them.

### STUDY SKILL Recording vocabulary (2)

Your brain likes pictures! Use drawings and diagrams to help you remember words. For example:



wind

wave

damage

rotate

You can also visualize a picture to go with the word.



peak

Or you can draw a diagram to grade a group of words. For example:



## REVIEW

- 1 Complete the table with words about the weather. Use your dictionary to find the right part of speech.

noun	adjective	verb
snow		to snow
	windy	
		to ice over
rain		
	cloudy	to cloud over
sun		
	warm	
heat		
fog		

- 2 Choose five words from Unit 3A. Draw visuals to help you remember the words. Compare with a partner.

- 3 Put the words in the right order to make sentences.

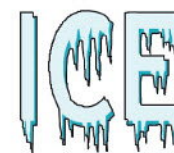
- months / form / usually / in / summer / the / hurricanes
- weekend / never / at / studies / Tony / the
- are / night / at / cold / sometimes / deserts
- to / don't / very / cinema / often / I / go / the
- India / September / in / beautiful / always / weather / in / the / is

- 4 Rewrite the sentences with the adverb of frequency.

- Maureen likes studying at night. (usually)
- Why is Yuki late for work? (always)
- It rains in the summer where I live. (never)
- I read the newspaper. (often)
- The winters are long and cold in my country. (usually)
- Kim stays at home at weekends. (sometimes)

- 5 Complete the sentences using the verbs *read*, *interview*, *look up*, *surf*, *consult*.

- I often \_\_\_\_\_ new words in a dictionary.
- If you \_\_\_\_\_ the Internet, you can find a lot of useful information.
- The student was not sure when Tutankhamun died, so he had to \_\_\_\_\_ an encyclopaedia.
- The researcher will \_\_\_\_\_ several students to find out about their study habits.
- Maria has to \_\_\_\_\_ three science textbooks by the end of the week.



# 3B Caring for the environment

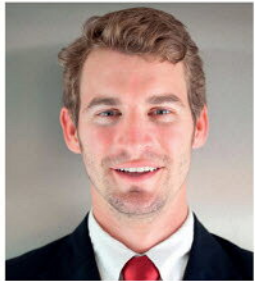
**LISTENING SKILLS** Taking notes (1) and (2)

**SPEAKING SKILLS** Talking about numbers (1) and (2) • Word stress in numbers • Presentations (1)

**RESEARCH** Choosing a focus (1) and (2)

## LISTENING Working together

- 1 Work with a partner. Answer the questions.
  - 1 What do you know about *Earth Hour*?
  - 2 What can you tell from the poster? What are the key words? What does the picture tell you?
  - 3 What do you want to know about *Earth Hour*? Write three questions.
- 2 **Read STUDY SKILL** Read the introduction to the talk and circle the key words. Then find a key word that Dr Smith explains.




Hello, I'm Dr Andrew Smith, professor of Environmental Studies at Braunton University. Today I'm here to talk about a global event called *Earth Hour* – I'm sure some of you have heard of it, right? Well, the global success of *Earth Hour* shows that ordinary people all over the world really want to stop pollution – by ordinary people, I mean people like you and me. For those of you who don't know, let me tell you a little bit about *Earth Hour* before I explain why I think it is such an important event.

- 3 3.1 Read and listen to the introduction. Does Dr Smith stress the key words?
- 4 3.2 Listen to the rest of the talk. Circle the key words for each part of the talk in the table.

Part	Key words	Main point
1	<u>global</u> <u>event</u> <u>important</u> <u>Earth Hour</u> people	<i>Earth Hour is an important global event.</i>
2	Sydney 2007 plan turn off lights one hour March	
3	stop millions people switch off laughing	
4	growing media publicity famous buildings	
5	important unites people certainly computer	

- 5 Work with a partner. Use the key words and write the main points in the table.

**EARTH HOUR**  
**Lecture and discussion**  
*Are you worried about the environment?*  
*Do you want to 'go green'?*



Talk by Dr Andrew Smith  
**Room B24 Tuesday 17th 2 p.m.**

### STUDY SKILL Taking notes (1)

When you are listening to a talk or lecture, try to identify the key words which give you the most important information.

Key words are often repeated and stressed.

Sometimes speakers explain or give examples to show what the key words mean.

*media* → *newspapers, TV, radio*

Always make a note of key words you hear.

## Listening for numbers

- 6 Read the questions in the table below. Choose a type of answer from the box for each question and write it in the table.

number   length of time   year

Questions	Type of answer	Answers
1 In what year did <i>Earth Hour</i> start?	year	
2 How long do people turn off the lights for?		
3 How many people turned off their lights in the first year?		
4 How many people were involved in 2008?		
5 How many cities were involved in 2009?		
6 How many countries were involved in 2010?		

- 7 **Read STUDY SKILL** 3.3 Listen to parts 2 and 3 of the talk again. Add the answers to the table in exercise 6.

### STUDY SKILL Taking notes (2)

#### Numbers

You need to be fast when you take notes about numbers.

- use figures, not words: 2 15
- use abbreviations: *m* for million  
*h* for hour  
*min* for minutes

#### Years

Look at how we say years:

2012 *twenty twelve*  
1987 *nineteen eighty-seven*  
1800 *eighteen hundred*

- 8 3.4 Listen to a student giving a summary of the talk about *Earth Hour*. Write the numbers he gives in the table.

Information	Student answer
the year <i>Earth Hour</i> started	
how long people turn lights off for	
the number of people who turned off their lights in the first year	
the number of countries involved in 2010	

- 9 Compare the student's answers with your answers in exercise 6. Which answer did he get wrong?

7

28

126

2018

1964

2,000,000

## SPEAKING Talking about numbers

- 1 3.5 Listen to a presenter talking about China. Write the numbers.

number of ...	answer
bicycles in China	
towns in China	
cities in China	
Chinese people travelling to work by bicycle	
bicycles in the bike park	



- 2 **Read STUDY SKILL** Put *-s* on *thousand* and *million* where necessary.

- There are million of types of plants and animals on Earth today.
- There are over four million types of insect.
- The Earth has thousand of types of birds.
- The Earth has over five thousand types of mammal.

### STUDY SKILL Talking about numbers (1)

We don't add *-s* to *hundred*, *thousand*, and *million* when we say numbers:

*four million cars* ✓      *two thousand people* ✓      *three hundred bicycles* ✓

However, when we don't say an exact number, we add *-s* and we use *of*:

*millions of cars* ✓      *thousands of people* ✓      *hundreds of bicycles* ✓

- 3 3.6 Listen and check your answers. Practise saying the sentences.

- 4 **Read STUDY SKILL** Look at the chart and complete the sentences.

- \_\_\_\_\_ 90 million people in the Philippines.
- \_\_\_\_\_ 80 million people in Germany.
- Ethiopia \_\_\_\_\_ a population of \_\_\_\_\_ 80 million.
- Egypt \_\_\_\_\_ a population of \_\_\_\_\_ 80 million.
- Vietnam \_\_\_\_\_ a population of \_\_\_\_\_ 85 million.

### STUDY SKILL Talking about numbers (2)

We can use *there is/there are* and *has/have* to talk about numbers.

*There is one Earth Hour event every year.*

*They have fifteen minutes for questions.*

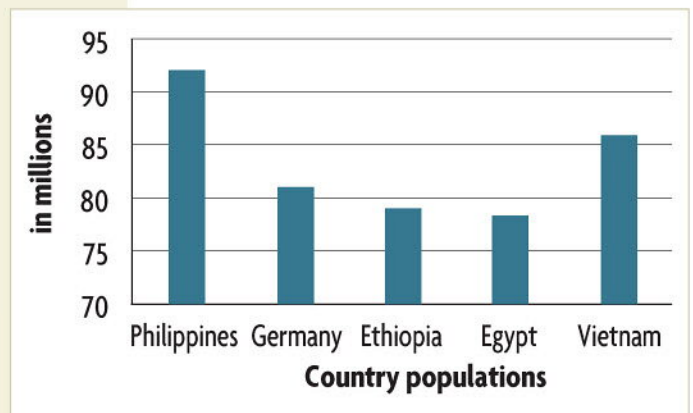
Sometimes it is not necessary or possible to give an exact number. We can say:

*about/around two hundred*      *under/fewer than fifty ...*

*almost/nearly a million.*      *over/more than a thousand ...*

*There are more than 60 million people in the United Kingdom.*


*South Africa has a population of almost 50 million.*



- 5 Work with a partner. Look at the chart in exercise 4. Ask and answer questions. about the population in different countries.

'How many people live in Germany?'

'There are about 80 million people in Germany.'

6 **Read STUDY SKILL**  3.7 Listen and underline the numbers you hear.

- 1 There are about **thirteen** / **thirty**.
- 2 It has around **sixteen** / **sixty**.
- 3 They have nearly **seventeen** / **seventy**.
- 4 They have **nineteen** / **ninety**.
- 5 There are more than **sixteen** / **sixty**.
- 6 It has fewer than **fifteen** / **fifty**.
- 7 It has almost **eighteen** / **eighty**.
- 8 There are under **fifteen** / **fifty**.

7 Work with a partner. Take turns to say a sentence from exercise 6, choosing one of the numbers. Your partner must decide which number you are saying.

## Giving a presentation

- 8 Work in a group. Look at the photos and notes. What environmental problems do they show? What other environmental problems can you think of?
- 9 Work with a partner. Choose an environmental problem. Write down the key words and three main points for this problem.
- 10 Make a poster about the problem you have chosen. Include some notes.
- 11 **Read STUDY SKILL** Underline the stress on your key words. Practise saying the words. Now say the words without looking at them.

### STUDY SKILL Presentations (1)

In a presentation, key words are the most important words. They tell the audience what the important information and ideas are.

To give a good presentation, you need to:

- **decide on your key words.**
- **repeat the key words clearly.**

To say the key words well, you need to:

- **mark the stress, for example: *environment*.**
- **practise saying the words.**

To find out how to mark the stress, you can:

- **check in a dictionary.**
- **ask your teacher.**

- 12 Work in a group. Show your poster and give a short presentation. Listen to the other presentations. Are the key words clear?

### STUDY SKILL Word stress in numbers

Some pairs of different numbers sound almost the same. The main difference is the stress. What is the difference in stress between *15* and *50*?

Look at the numbers:

*15*   *fifteen*  
*50*   *fifty*

Which other pairs of numbers are similar?



- Only 20,000 polar bears worldwide.
- By 2050 two thirds will disappear.
- Threats – melting sea ice from climate change.



- 1960 – 122 million cars worldwide.
- 2010 – over 800 million.
- By 2020, possibly over 2 billion.



- Over 60% living species are in rainforests.
- They absorb CO<sub>2</sub> – they are the 'lungs of the Earth'.
- Every day we lose an area bigger than New York City.

# RESEARCH

## Choosing a focus

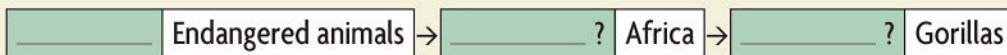
1 **Read STUDY SKILL** Use the words in the box to complete the table with the topics. Then add a focus for each topic.

endangered animals   green transport   factories and industry  
solar power   air pollution   gorillas   green energy  
bicycles

Topic	Focus
<i>endangered animals</i>	<i>gorillas</i>

2 **Read STUDY SKILL** Look at the diagram showing how a researcher chose a research focus. Write the words on the diagram.

Which   Where   Topic



Focus: endangered gorillas in Africa

### STUDY SKILL Choosing a focus (2)

To choose your focus, ask questions, for example:

Topic : *green transport*

Which? *bicycles*   Where? *China*

Focus : *the use of bicycles in China*

3 Work in pairs. Complete the diagrams with the words in the box. Then write the research focus.

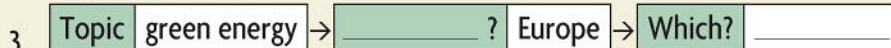
wind energy   Where?   South America   Which?   steel   Where?



Focus: \_\_\_\_\_



Focus: \_\_\_\_\_



Focus: \_\_\_\_\_

4 Work in pairs. Choose one of the topics in the box below. Then use a diagram and ask questions to choose a focus.

animals in danger   water   air pollution   climate change

### STUDY SKILL Choosing a focus (1)

A research project can look difficult at first. You cannot research a whole topic. You need to choose a focus. For example:

Topic: *green transport*

Focus: *bicycles*



Mountain gorillas



Air pollution from a paper mill



King penguins



Houses on the edge of an ice cliff

## REVIEW

- 1 Read the introduction to a talk. Circle the key words.

### Introduction

Hello everyone. Today's session is the second of our lectures focusing on organizations and the environment. This week we're looking at the World Wide Fund for Nature, the WWF, one of the leading international groups working for the environment. A key area of the WWF's work is in biodiversity. Stop and think for a moment – think of all the different types of plants and animals in the world, the different flowers, trees, animals – this is biodiversity. Biodiversity can be badly affected by humans and the damage we do to the environment.



- 2 3.8 Read and listen to the introduction. Underline the words stressed by the speaker. Are they the same as the key words?
- 3 3.9 Listen to the WWF's two areas of focus. Write the key words in the table.

protect    key places    animals    plants    important    biodiversity

Key words	Main points
1	
2	

- 4 Work with a partner. Use the key words to write the two main points in the table above.
- 5 You are going to listen to more of the talk. Read the questions and write the type of answer for each question.

year    length of time    number

Questions	Type of answer	Answers
How many tourists visit the Mediterranean each year?	<i>number</i>	
How long will it take for a big increase in visitors to happen?		
How long is the European Mediterranean coastline?		
How many projects does the WWF have in the Mediterranean region?		
When did the WWF start?		

- 6 3.10 Listen and write the answers to the questions in exercise 5.
- 7 3.11 Listen and write down the numbers + nouns.
- a 34 million people                      e \_\_\_\_\_
- b \_\_\_\_\_                                      f \_\_\_\_\_
- c \_\_\_\_\_                                      g \_\_\_\_\_
- d \_\_\_\_\_

- 8 Work with a partner. Say the exact numbers in exercise 7. Then say the numbers not in their exact form using *of*, for example: *millions of people*.

# 4A Architecture

**READING SKILLS** Making notes (1)

**RESEARCH** Focusing your search

**WRITING SKILLS** Linking ideas (3) and (4) • Words and phrases (1) • Writing about a building

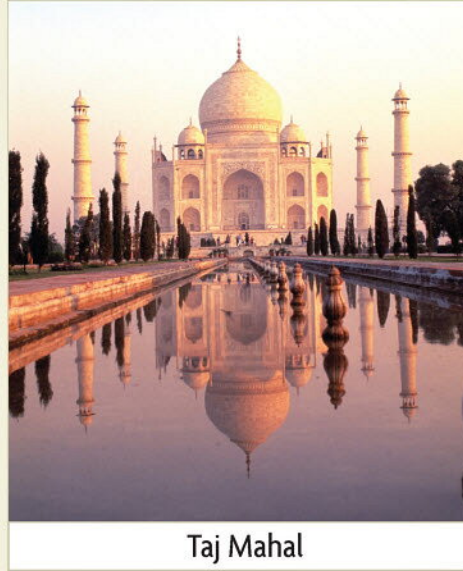
**VOCABULARY DEVELOPMENT** A dictionary entry (2) • Countable or uncountable nouns?

## READING Famous buildings

- 1 Work with a partner. Look at the photos of the Taj Mahal and the Bank of China Tower. Discuss the questions. Use words from the box to help.

old modern tall style marble steel  
glass stone city gardens architect

- How are the two buildings different?
- What do you think they are made of?
- Where are they situated?
- Who do you think built them? Why?



Taj Mahal



Bank of China Tower

- 2 **Read STUDY SKILL** Read the texts about the two buildings. Make notes to complete the table.

### STUDY SKILL Making notes (1)

Making notes is an important skill. Use it for study or intensive reading. Read slowly and carefully when you make notes. Note-making helps you:

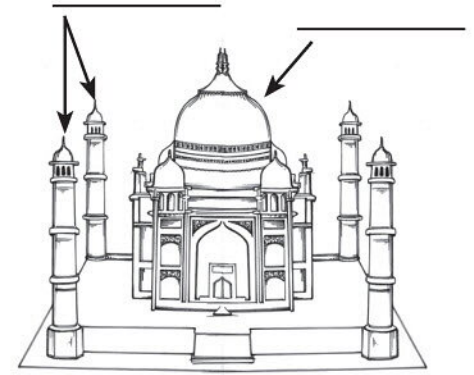
- **Understand** what you read
- **Remember** the important points
- **Write** about the topic
- **Revise** later for exams

There are many ways of making notes. Drawing and labelling diagrams is a kind of note-making.

<b>building</b>	Taj Mahal	
<b>built by</b>		
<b>located</b>	Agra, north of India	
<b>date</b>		
<b>building type</b>		skyscraper
<b>made of</b>		glass, steel
<b>style</b>	Islamic	
<b>other information</b>	Some say – most beautiful building in the world	

- 3 Read the texts again. Label the diagrams of the two buildings.
- 4 Look at the underlined words from the two texts. What part of speech are they: *noun*, *verb*, or *adjective*? Guess the meanings from the context. The words in bold will help.
- It was a tomb for his **wife**, Mumtaz Mahal, who **died** in 1631.
  - It is **built** in an Islamic **style**. It symbolizes Shah Jehan's **love** for his wife.
  - The **architect** was Ieoh Ming Pei. He is very well known. He designs large, unusual **buildings**.
  - It is a **very tall** skyscraper with 70 floors. It is **367 metres** high.
  - There is a small viewing platform, which is open to the public. The platform is on the **42nd floor**, so **visitors** can have a panoramic view of the whole city.

**The Taj Mahal** is located in Agra, in the north of India. Many people think it is the most beautiful building in the world. It is situated in formal gardens just outside the city, so it is in a very quiet place. Nearby there is a river. The Taj Mahal was built between 1631 and 1654 by Shah Jehan. It was a tomb for his wife, Mumtaz Mahal, who died in 1631. It is built in an Islamic style. It symbolizes Shah Jehan's love for his wife. In the centre of the building is the tomb, which is made of white marble. The rest of the building is made of sandstone. Around the tomb there are four tall minarets.



**The Bank of China Tower** is situated in Hong Kong. The architect was Ieoh Ming Pei. He is very well known. He designs large, unusual buildings. The Bank of China Tower was built between 1982 and 1990. It is a very tall skyscraper with 70 floors. It is 367 metres high. The style of the building is modern and it symbolizes strength and growth. The building is very light inside because it is made of glass and steel. There is a small viewing platform, which is open to the public. The platform is on the 42nd floor, so visitors can have a panoramic view of the whole city. It is one of the tallest buildings in Hong Kong and is used for offices.



height = \_\_\_\_\_ m.

floors = \_\_\_\_\_

5 Use your notes to complete the summary about the Taj Mahal.

**Summary**

The Taj Mahal was built by <sup>1</sup>\_\_\_\_\_ between the years <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_.  
 It is located in <sup>4</sup>\_\_\_\_\_, in the north of India. It is a <sup>5</sup>\_\_\_\_\_ for Jehan's wife. It is made of <sup>6</sup>\_\_\_\_\_ and <sup>7</sup>\_\_\_\_\_. The style is <sup>8</sup>\_\_\_\_\_.

6 Write a summary of the text about the Bank of China Tower. Use your notes from exercise 2.

**RESEARCH Finding information (2)**

**Read STUDY SKILL** Choose a famous building from the box, or from your country. Find information about it and make notes in the table.

- Jin Mao Building – Shanghai    Empire State Building – New York
- Tokyo City Hall    Sydney Opera House    Blue Mosque – Istanbul
- Petronas Towers – Kuala Lumpur    Burj Al Arab – Dubai

**STUDY SKILL Focusing your search**

Before you search for information about a topic, for example a building, ask yourself: *What do I need to know?*  
 Make a list of things you want to find out. For example:  
*Who was it built by? Where is it located?*

building	
built by	
other information	

## WRITING Describing buildings

- 1 **Read STUDY SKILL** Find a sentence with *because* in the paragraph about the Bank of China Tower.
- 2 Complete the sentences with a reason clause.
- 1 A lot of people visit the Taj Mahal because ...
  - 2 Some people do not like skyscrapers because ...
  - 3 Some jobs are unhealthy because ...
  - 4 Most plants cannot grow in deserts because ...
  - 5 I like \_\_\_\_\_ (name of a building) because ...

- 3 **Read STUDY SKILL** Find sentences with *so* in the texts about the Taj Mahal and the Bank of China Tower. Underline *so* and circle the commas.

### STUDY SKILL Linking ideas (4)

#### Result clauses – *so*

Use *so* to join sentences. It tells you the **result** of something. Look at sentences **a** and **b**. Underline *so*, and circle the comma.

- a** *The building is made of glass. It gets very hot in summer.*  
**b** *The building is made of glass, so it gets very hot in summer.*

### STUDY SKILL Linking ideas (3)

#### Reason clauses – *because*

Use *because* to join sentences. It tells you the **reason** (why/why not?) something happens. Look at sentences **a** and **b**. Underline *because*.

- a** *The building gets very hot in summer. It is made of glass.*  
**b** *The building gets very hot in summer because it is made of glass.*



- 4 Match sentences 1–5 with a–e. Rewrite them as one sentence using *so*. Don't forget the comma.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Sometimes we just want to get information.           | a He is learning everything about software.    |
| 2 <input type="checkbox"/> A personal diary is only for ourselves.              | b We read the text quickly to find it.         |
| 3 <input type="checkbox"/> George wants to work for a computer company one day. | c This is when hurricanes usually form.        |
| 4 <input type="checkbox"/> Taxi drivers face traffic jams every day.            | d They often suffer from stress in their work. |
| 5 <input type="checkbox"/> In the summer the oceans are very warm.              | e We write in a very informal way.             |

- 5 Complete the sentences with a result clause.
- 1 There is a viewing platform on the 42nd floor, so ...  
*you can have a view of the city.*
  - 2 The Taj Mahal is a very beautiful building, so ...
  - 3 There is a lift to the top of the tower, so ...
  - 4 Deserts are very dry regions, so ...
  - 5 Marble is a very expensive material, so ...
  - 6 It is very hot in Mexico in the summer, so ...

- 6 Match sentences 1–5 with a–f. Rewrite them as one sentence using *because* or *so*. Use a comma where necessary.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> I want to visit the Louvre in Paris.                       | a Most of the buildings are tall and narrow.                             |
| 2 <input type="checkbox"/> Paulo likes climbing mountains.                            | b He is going to Switzerland for his holidays.                           |
| 3 <input type="checkbox"/> Nora wants to work for a newspaper as a journalist.        | c She loves writing and enjoys meeting people.                           |
| 4 <input type="checkbox"/> Land is very expensive in Hong Kong.                       | d They want to get away from the noisy cities and stay in a quiet place. |
| 5 <input type="checkbox"/> India has a lot of rain in the summer months.              | e It is better to visit the country in the dry season.                   |
| 6 <input type="checkbox"/> In Russia people like to go to their dachas in the summer. | f It has some beautiful paintings.                                       |

- 7 Complete the description *The Tower Houses of Yemen*. Use the words and phrases in the box.

because so are made of there is there are have were built  
on the outside in the centre are located

## The Tower Houses of Yemen

The Tower Houses of Yemen <sup>1</sup> \_\_\_\_\_ in the old city of Sana'a, the capital of Yemen. These houses are very beautiful and unusual, <sup>2</sup> \_\_\_\_\_ many visitors come to Yemen to see them. They <sup>3</sup> \_\_\_\_\_ by local builders and they are hundreds of years old. They <sup>4</sup> \_\_\_\_\_ stone and brick. The buildings are tall and they <sup>5</sup> \_\_\_\_\_ at least five floors. <sup>6</sup> \_\_\_\_\_ of the house is the main staircase. This goes up to all of the floors. The family members usually live on the upper floors. They do not live on the ground floor or the first floor <sup>7</sup> \_\_\_\_\_ these floors are for food and animals. On the top floor <sup>8</sup> \_\_\_\_\_ usually a large sitting room. Visitors come there to chat and drink tea. <sup>9</sup> \_\_\_\_\_ walls of the buildings there are beautiful decorations, such as stars and snakes. <sup>10</sup> \_\_\_\_\_ also decorations around the windows and the doors.



- 8 **Read STUDY SKILL** Find examples of descriptive words and phrases in *The Tower Houses of Yemen*. Underline them.

### STUDY SKILL Words and phrases (1)

#### Language to describe buildings

You can describe a building using these words and phrases:

**There is** a viewing platform.

**There are** four minarets.

**It has** 72 floors.

**It is made of** glass and steel.

**It was built** in 1990.

**It is situated/located** in formal gardens.

**In the centre/ In the middle**

**At the top/bottom**

**Around**

**Outside/Inside**

**On the left/right**

**On the (first) floor**

- 9 Find a result clause and a reason clause in the description of *The Tower Houses of Yemen*. Write out the result and reason clauses.

## Writing about a building

- 10 Look again at the notes you made about a famous building on page 43. Write a description of the building.

## VOCABULARY DEVELOPMENT Dictionary work (2)

- 1 **Read STUDY SKILL** Find the adjective *light* in the text about the *Bank of China Tower* on page 43. In this context, what does *light* mean?

### STUDY SKILL A dictionary entry (2)

Many words in English have more than one meaning. Make sure you use the correct meaning. For example:

The adjective **light** has four meanings. Look at the dictionary entry.

**light**<sup>2</sup> 0 ➤ /laɪt/ **adjective** (lighter, lightest)

- 1 full of natural light: *In summer it's light until about ten o'clock.* ◊ *The room has a lot of windows so it's very light.* ➔ **OPPOSITE dark**  
 2 with a pale colour: *a light blue shirt*  
 ➔ **OPPOSITE dark**

3 easy to lift or move: *Will you carry this bag for me? It's very light.* ➔ **OPPOSITE heavy**

- ➔ Look at the picture at **heavy**.  
 4 not very much or not very strong: *light rain* ◊ *I had a light breakfast.*  
 ▶ **lightly** /'laɪtli/ **adverb**: *She touched me lightly on the arm.*

- 2 Look at the dictionary entries. They show definitions for the adjectives *poor*, *rich*, *hard*, and *cool*. How many meanings are there for each adjective?  
 3 Match the underlined adjectives in the sentences to the meanings in the dictionary entries. Write the number. For example:

Pierre's exam results were very poor. He has to take the exams again. 2  
 People who come from poor families usually work hard. 1

- 1 a I feel sick. Sonia's cake was too rich for me. \_\_\_\_\_  
 b Bill Gates is a rich man and he gives a lot of money to charity. \_\_\_\_\_  
 c Rome is a very old city. It is rich in history. \_\_\_\_\_  
 2 a Diamond is a hard material. It is used in industry for cutting. \_\_\_\_\_  
 b It is very hard to learn a new language. It takes time. \_\_\_\_\_  
 3 a The pilot was very cool when the engine caught fire. \_\_\_\_\_  
 b Hong Kong is great fun. It's a really cool city. \_\_\_\_\_  
 c Summers in Sweden are cool, but usually quite sunny. \_\_\_\_\_  
 4 Find the nouns *rest* and *view* in the texts about the Taj Mahal and the Bank of China Tower on page 43. Use the dictionary entries to check the meanings.  
 5 **Read STUDY SKILL** Look at the nouns in the box. Are they countable (C) or uncountable (U)? Check in your dictionary.

### STUDY SKILL Countable or uncountable nouns?

Your dictionary tells you if a noun is countable, that is, if it has a plural form. For example: **building** (*buildings*), **architect** (*architects*).

*There are five new buildings in our street.* (countable)

Uncountable nouns have no plural form, for example: **time**, **oil**.

*We haven't got much time – let's go!* (uncountable)

book C time U information \_\_\_ floor \_\_\_ public \_\_\_  
 platform \_\_\_ steel \_\_\_ rain \_\_\_ tomb \_\_\_ garden \_\_\_

- 6 What is different about the nouns *glass* and *marble*? Check in your dictionary.

**poor** 0 ➤ /pɔ:(r)/ **adjective** (poorer, poorest)

- 1 with very little money: *She was too poor to buy clothes for her children.* ◊ *She gave her life to helping the poor* (= poor people). ➔ The noun is **poverty**. ➔ **OPPOSITE rich**  
 2 bad: *My grandfather is in very poor health.*

**rich** 0 ➤ /rɪtʃ/ **adjective** (richer, richest)

- 1 having a lot of money: *a rich family* ◊ *It's a favourite resort for the rich* (= people who are rich) and famous. ➔ **poor**  
 2 containing a lot of something: *Oranges are rich in vitamin C.*  
 3 Food that is **rich** has a lot of fat or sugar in it and makes you feel full quickly: *a rich chocolate cake*

**hard**<sup>1</sup> 0 ➤ /hɑ:d/ **adjective** (harder, hardest)

- 1 not soft: *These apples are very hard.* ◊ *I couldn't sleep because the bed was too hard.*  
 ➔ **OPPOSITE soft**  
 2 difficult to do or understand: *The exam was very hard.* ◊ *hard work* ➔ **OPPOSITE easy**

**cool**<sup>1</sup> 0 ➤ /ku:l/ **adjective** (cooler, coolest)

- 1 a little cold; not hot or warm: *cool weather* ◊ *I'd like a cool drink.* ➔ Look at the note at **cold**.  
 2 not excited or angry ➔ **SAME MEANING calm**  
 3 (*informal*) very good or fashionable: *Those are cool shoes you're wearing!*

**rest**<sup>1</sup> 0 ➤ /rest/ **noun**

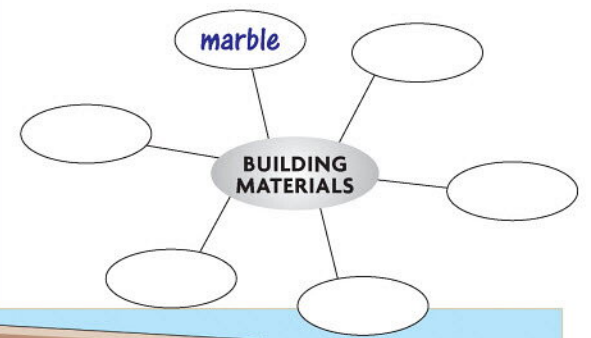
- 1 **the rest** the part that is left or the ones that are left: *If you don't want the rest, I'll eat it.* ◊ *I liked the beginning, but the rest of the film wasn't very good.* ◊ *Jason watched TV and the rest of us went for a walk.*  
 2 a time when you relax, sleep or do nothing: *After walking for an hour, we stopped for a rest.*

**view** 0 ➤ /vjʊ:/ **noun**

- 1 what you believe or think about something ➔ **SAME MEANING opinion**: *He has strong views on marriage.* ◊ *In my view, she has done nothing wrong.*  
 2 what you can see from a place: *There were beautiful views of the mountains all around.* ◊ *At the top of the hill, the lake came into view* (= could be seen).

## REVIEW

- Complete the diagram with types of building material using words from Unit 4A. Add other words.
- Label the diagram of a house. Use the words in the box and your dictionary to help.



- a roof
- walls
- stairs
- door
- window
- garden
- ground floor
- first floor
- second floor
- kitchen
- bathroom
- garage
- bedroom
- living room
- gate
- terrace



- Complete the description of the house in the diagram in exercise 2. Use the words and phrases in the box.

in the centre   around   there is   on the left   has   is made of  
on the right   there are   was built   is located

The house <sup>1</sup>\_\_\_\_\_ in the suburbs, not far from the city centre. It <sup>2</sup>\_\_\_\_\_ in 2006 and <sup>3</sup>\_\_\_\_\_ stone and concrete. The style is modern and very simple. It <sup>4</sup>\_\_\_\_\_ a flat roof and three floors. The garden is quite large and well designed. <sup>5</sup>\_\_\_\_\_ of the house is a garage and <sup>6</sup>\_\_\_\_\_ there is a terrace with plants. <sup>7</sup>\_\_\_\_\_ several palm trees around the house and <sup>8</sup>\_\_\_\_\_ of the garden is a small pond. The house has four bedrooms and three bathrooms. There are high walls <sup>9</sup>\_\_\_\_\_ the garden and <sup>10</sup>\_\_\_\_\_ a steel gate at the front.

- Result or reason? Rewrite sentences **a** and **b** as one sentence, using *because* or *so*.

- Glass is a cheap and light material.
  - It is used in many modern buildings.
- Everyone wants to visit the Burj Al Arab.
  - It is a very famous and unusual building.
- It is important to take good notes.
  - They help you to understand what you read.
- Shah Jehan decided to build a beautiful tomb for his wife.
  - He loved her very much.
- Winters in Russia are very cold.
  - It is important to wear warm clothes.
- The weather was perfect.
  - They decided to have lunch in the garden.

# 4B Modern architecture

**LISTENING SKILLS** Listening for reasons • Making listening easier


**SPEAKING SKILLS** Giving reasons • Presentations (2)


**VOCABULARY DEVELOPMENT** Words that go together (1) • Linking words • Building your vocabulary

## LISTENING Houses in the future

1 Work with a partner. Answer the questions.

- 1 What were houses in your country like in the past?
- 2 What are they like now?
- 3 Do you think buildings will be different in the future? How?

2  4.1 Listen to the introduction to a discussion. What are the two experts going to talk about?

3  4.1 Listen again and complete the information about the two experts.



Name **Professor Abdin**

Nationality \_\_\_\_\_

Job \_\_\_\_\_



Name **Carla Martinez**

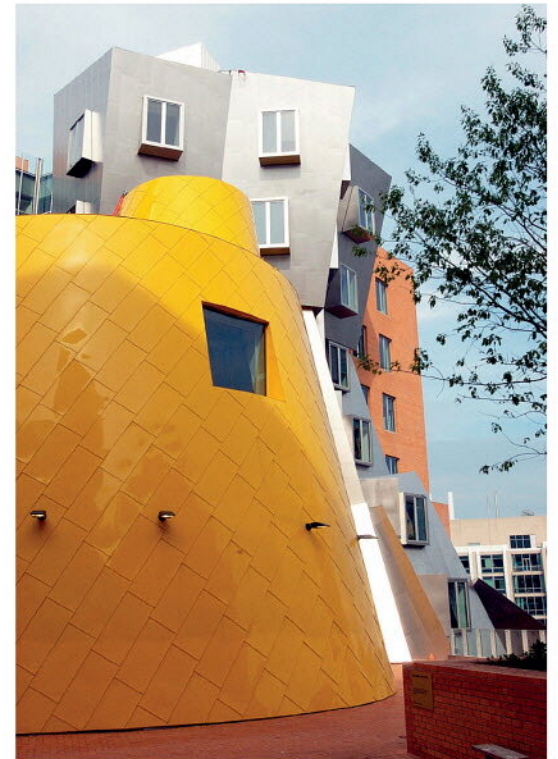
Nationality \_\_\_\_\_

Job \_\_\_\_\_

4 Here are some of the main points from the discussion. Read the sentences and predict the correct answers.

- 1 Houses will be **very** / **slightly** different.
- 2 Houses will be **more expensive** / **cheaper** to build.
- 3 We will need **a few** / **a lot** more houses.
- 4 Rooms will be **smaller** / **bigger**.
- 5 Houses will get power from the **wind** / **sun**.


5  4.2 Listen and check your answers. Do any of the answers surprise you?




Modern apartments in Cambridge, Massachusetts



Ancient Roman houses in Herculaneum

- 6  4.2 Listen to the discussion again. Write the reason for each main point in the table.

Main point	Reason	Words/expressions
1 Houses will be very different.	<i>new building materials, growing population, environment</i>	<i>because of</i>
2 Houses will be easier and cheaper to build.		
3 We will need a lot more houses.		
4 Rooms will be smaller.		
5 All buildings will have solar panels.		

- 7 **Read STUDY SKILL**  4.3 Listen to the reasons given in the discussion. Complete the table in exercise 6 with the words and expressions the speakers use to give their reasons.

### STUDY SKILL Listening for reasons

Speakers usually give reasons for their main points. They can use:

- **because:** *The house is expensive because it is big.*
- **so:** *The house is big, so it is expensive.*
- **to + infinitive:** *You need electricity to heat the building.*

When taking notes, always make a note of reasons the speaker gives for the main points.

- 8 Work with a partner. Use your notes from exercise 6 and discuss the main points made by the speakers. Do you agree or disagree?
- 9 **Read STUDY SKILL** Work with a partner. Answer the questions.
- 1 Which of these strategies did you use when you listened to the discussion?
  - 2 Which do you always use?
  - 3 Which do you need to use more?

### STUDY SKILLS Making listening easier

In classroom listening activities, you can use strategies to make listening easier.

Before you listen:

- look at the information on the paper, including pictures.
- read the questions.
- try to predict answers.

While you listen:

- focus. Don't look around.
- don't worry if you miss an answer. Go on to the next one.
- use short forms to write answers.

## SPEAKING Giving reasons

- 1 Work with a partner. Look at the pictures of different kinds of campuses. Match some of the words with the pictures.

old    modern    big    small    hi-tech    out of town  
green    lively    quiet    central

- 2 Work with a partner. Which of the campuses are similar to your college campus?
- 3 **Read STUDY SKILL** Work with a partner. What kind of campus do you prefer? Why?

### STUDY SKILL Giving reasons

When you are discussing things, you need to give reasons for your ideas. Two useful words are:

*because /so*



*I prefer an old campus because I like traditional architecture.*

*I like traditional architecture, so I prefer an old campus.*

The sentences mean the same thing.

- 4 Match the sentence parts and add *because* or *so*.

I love using technology	<i>so</i> <i>because</i>	I need a small campus.
I like a quiet campus		I don't like a quiet campus.
I like being close to nature		I don't have my own car.
I get lost very easily		I prefer a hi-tech campus.
I like busy places with lots to do		I don't like too many people around.
I prefer a central campus		I like a green campus.

- 5  4.4 Listen and check your answers.
- 6  4.5 Listen to the first part of the sentences. Complete the sentences with your own answers.
- 7 Think about your campus. Write three things you like about your campus, and three possible improvements you would make.

COLLEGE CAMPUS	
Like	Improvements
1	
2	
3	

- 8 Work with a partner. Discuss what you like about your campus and what improvements you would make. Give reasons.



Trinity College, Dublin



University library, Miami, Florida



Knowledge Village, Dubai

## Planning a campus

9 Your college is planning a new campus. The college wants student ideas on the new design. Put the factors in order of importance for you.

- the look of the campus
- the size of the campus
- the location of the campus
- the number of outdoor green spaces
- the number of sports and leisure facilities

10 Work in a group. Compare your answers and discuss your ideas. Give reasons for your ideas.

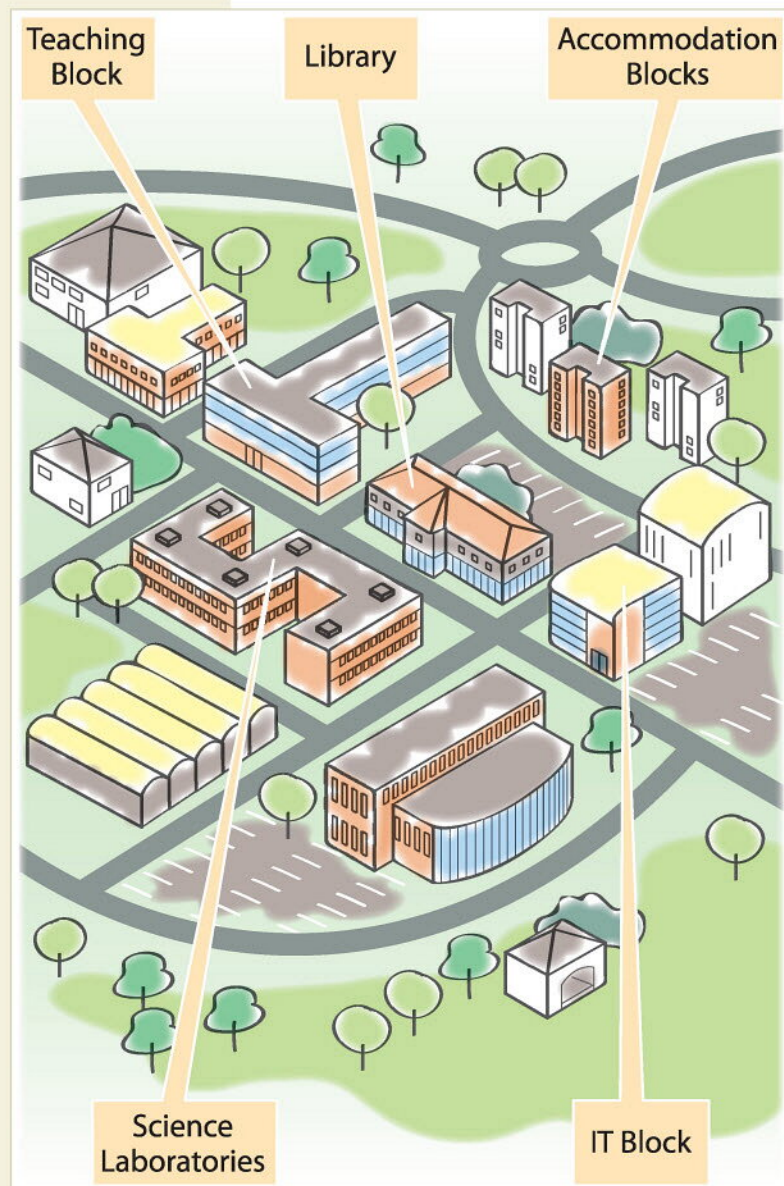
11 As a group, decide which three factors from exercise 9 are the most important.

12 In your group, plan the new campus and its facilities. Make notes of your ideas and draw your campus plan.

13 Read the expressions in the Language Bank. Work in a group. Prepare to present your plan to the rest of the class.

### LANGUAGE BANK Making plans

*We are going to have ...*  
*There is going to be ...*  
*There are going to be ...*  
*There will be ...*  
*We will have ...*



14 **Read STUDY SKILL** Practise presenting the plan to your own group.

### STUDY SKILL Presentations (2)

When you talk to a group, you need to:

- look at your audience.
- make eye contact.
- speak clearly.
- use good body language.

15 Present your plan to the class. Listen to the presentations from the other groups and take notes.

16 Work in a group. Discuss the other presentations. Which is the best campus plan? Who gave the best presentation? Why?

## VOCABULARY DEVELOPMENT Building your vocabulary

1 **Read STUDY SKILL** Match the verbs in the box with the nouns below.

give do get attend have

- 1 \_\_\_\_\_ lunch / a break
- 2 \_\_\_\_\_ information / a book / a good mark
- 3 \_\_\_\_\_ an assignment / some independent study
- 4 \_\_\_\_\_ a lecture / a presentation / college
- 5 \_\_\_\_\_ a presentation / a summary


2 **Read STUDY SKILL** Underline the places where the words are linked.

- 1 attend a presentation      5 eat in the cafeteria
- 2 give a summary              6 research a topic
- 3 get information              7 give an answer
- 4 have a break                 8 ask a question

### STUDY SKILL Linking words

When we speak, we link words together. We link words when one word ends with a consonant sound and the next word starts with a vowel sound.

get + information = get information

3  4.6 Listen and check your answers. Then listen again and repeat.

4 **Read STUDY SKILL** Complete the table with some of the verbs and nouns from exercise 1.

Things you do	Where you do them
<i>attend a lecture</i>	in the lecture hall
	from the library
	in a study room
	from the teacher
	in the cafeteria
	in the auditorium
	in class

### STUDY SKILL Building your vocabulary

When you learn a noun, e.g. *lecture*, ask yourself these questions:

- Which verbs does it collocate with?  
*attend a lecture*  
*give a lecture*
- Where does the action take place?  
*in the lecture hall*

This will help you to learn words that go together and to build your vocabulary.

### STUDY SKILL Words that go together (1)

When you learn nouns, learn verbs that go with them.

- make a break* ✗      *have a break* ✓  
*take information* ✗      *get information* ✓

*attend*

*give*

*do*


*get*


*have*

## REVIEW


1 Read the main points from a talk about studying architecture. Predict which of these statements are true (T) or false (F).

- 1 Architecture students are usually the same type of person. \_\_\_
- 2 Some architecture graduates are imaginative, others are practical. \_\_\_
- 3 Architecture students have to be good learners. \_\_\_
- 4 All architecture students work as architects when they graduate. \_\_\_
- 5 You will only get work in the country where you studied. \_\_\_

2  4.7 Listen and check your answers.

3  4.8 Listen to a student talking about which college she goes to and the courses she is taking. Underline the stressed words.

I'm from China. I study at DTU, the Design and Technology University. I'm studying architecture and my courses include Design, Computer Graphics, Physics, Maths and, of course, English.

4  4.9 Listen and choose the reasons she gives for taking these courses.

Courses	Reasons
architecture	love designing buildings / want to get a good job
design, computer graphics, maths, physics	will help me get a good job / I have no choice
English	I need it for my studies and work / I need it for travelling

5 Work with a partner. Compare your answers.

6 Complete the table with the courses you are studying and your reasons for choosing them.

Courses	Reasons

7 Work with a partner. Tell your partner which courses you are taking and why. Use *because* and *so* to talk about your reasons.



# 5A Education

**READING SKILLS** Predicting content (2) • Linking ideas (5)

**WRITING SKILLS** Greetings and endings in formal letters • Words and phrases (2) • Writing a letter or email

**VOCABULARY DEVELOPMENT** Plurals

**RESEARCH** Making notes (2)

## READING Universities

1 Work with a partner. Look at the pictures and answer the questions.

1 Match pictures a–c with the universities.

- Harvard University, USA
- Oxford University, UK
- Moscow State University, Russia



- 2 What famous universities do you know?
- 3 What is a good age to be a university student? Can you be too old or too young? Why/Why not?

2 **Read STUDY SKILL** Skim the title and the first paragraph of the newspaper article *Too Young for Oxford?* Answer the questions.

- 1 What is the article about?
- 2 What information from a–d will it give?
  - a  a history of the city of Oxford
  - b  information about Oxford University
  - c  different types of schools in Britain
  - d  what was special about the young boy
- 3 Which five words from the box will you find in the article?

swim   wedding   family   concert   intelligent  
passport   examinations   school   knife   teachers

3 Read the article quickly to check your predictions in exercise 2.

4 Complete definitions 1–6 with the underlined words in the article.

- 1 \_\_\_\_\_ *adjective*: like an adult, fully grown
- 2 \_\_\_\_\_ *noun*: a very clever person
- 3 \_\_\_\_\_ *verb*: to say or think the opposite
- 4 \_\_\_\_\_ *noun*: a big organization like a bank, hospital, prison, or school
- 5 \_\_\_\_\_ *adjective*: able to speak or write a language easily and correctly
- 6 \_\_\_\_\_ *verb*: to go to or to be present at

### STUDY SKILL Predicting content (2)

Before you read the whole text, read the title and the first few sentences.

Make predictions about the content of the text.

- **the topic** (What is it about?)
- **information** (What information will it give?)
- **vocabulary** (What words will you find?)

Predicting will help you read. It will also tell you if a text is useful before you read it.

# Too young for Oxford?

**Yinan Wang** was only 14 years old when he became a student at Oxford University, in the United Kingdom, one of the most famous academic institutions in the world. Many people asked, 'Isn't 14 too young to attend a university?'

At the age of 12, Yinan Wang was like any other student at school in Beijing, in China. Then his father got a job at an aerospace company near London, so the whole family moved from Beijing to London. Yinan Wang continued his studies at a very large secondary school near their home.

When he arrived in England, Yinan Wang could only speak a few words of English. 'At first I was very lonely,' he recalls. 'I couldn't speak to anyone, so I couldn't make friends.' However, his teachers could see that he was very intelligent. In fact, he was a genius. He was especially good at mathematics and science.

Two years later, Yinan Wang went to Oxford University to study science. At the age of 14, he was one of the youngest students to study at this famous university. However, his teachers thought he would have no problems. He had special classes in English at school, and was fluent by the age of 14. He also got top marks in all his maths exams.

Yinan Wang was not the first child to go to Oxford University. Ruth Lawrence was only 13 when she went to Oxford to study mathematics. However, are young teenagers really mature enough for university? Many universities do not take students below the age of 17 or 18. People say they cannot enjoy university life. Other people disagree and say that very clever children should not wait.



5 Read the article slowly and carefully. Choose a, b, or c to complete sentences 1–3.

- |  |                                      |  |
|--|--------------------------------------|--|
| 1 Yinan's family moved to London because ... | 2 When Yinan came to England, he ... | 3 Many teachers thought that he would ...  |
| a he got a place at Oxford University.       | a had a lot of friends.              | a have problems at Oxford University.      |
| b he wanted to learn English.                | b could not make any friends.        | b need special classes in English.         |
| c his father got a job near London.          | c did not want any English friends.  | c not have difficulties at the university. |

6 **Read STUDY SKILL** Find two examples of *however* in the article and circle them. What ideas does *however* contrast?

7 Match sentences 1–3 with sentences a–c. Rewrite them using *however*.

## STUDY SKILL Linking ideas (5)

*However* is similar to *but*. We use *however* and *but* to contrast ideas. Look at sentences **a** and **b**. What differences are there?

- a** *George studies hard at university. However, he never does well in exams.*  
**b** *George studies hard at university, but he never does well in exams.*

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Some people think that 14 is too young for university. | a He studied at Oxford University.                     |
| 2 <input type="checkbox"/> Yinan Wang was only 14 years old.                      | b He soon became fluent in the language.               |
| 3 <input type="checkbox"/> At first Yinan Wang could only speak a little English. | c Others believe that clever students should not wait. |

## WRITING Formal letters and emails

1 Work with a partner. When do we write formal letters and emails?

*applying for a job, ...*

2 **Read STUDY SKILL** Write formal greetings and endings for people 1–7.

### STUDY SKILL Greetings and endings

Look at the ways of beginning and ending formal letters (and emails) in British English.

- a Greeting *Dear* (title and family name),  
Ending *Yours sincerely,*
- b Greeting *Dear Sir/Madam,*  
Ending *Yours faithfully,*

- 1 Miss Nancy Allen *Dear Miss Allen ... Yours sincerely, ...*
- 2 The Manager, Human Resources
- 3 Mrs Helen Thomson
- 4 Mr Peter Ericson
- 5 Chairman, Department of Modern Languages
- 6 Dr Saeed Darwish
- 7 Ms Yoshiko Yamamoto

3 You are writing to Global Institute to request some information.

Complete the email message using words in the box. **Read STUDY SKILL**

have hearing would information sincerely interested  
please know studying old diploma Dear

**From:**   
**Date:** Wed, 27 Apr. 20:07:36 +0100 (BST)  
**To:** "Global Institute" <globalinstitute@gi.net>  
**Subject:** Information

1 \_\_\_\_\_ Mrs Fernandez,

I am 2 \_\_\_\_\_ in 3 \_\_\_\_\_ English language and accounting at Global Institute. Could you 4 \_\_\_\_\_ send me 5 \_\_\_\_\_ about these courses? I 6 \_\_\_\_\_ also like to 7 \_\_\_\_\_ the starting dates of the next courses.

I am 21 years 8 \_\_\_\_\_ and I am a manager in a hotel. I 9 \_\_\_\_\_ a school leaving certificate and a 10 \_\_\_\_\_ in hotel management.

I look forward to 11 \_\_\_\_\_ from you.

Yours 12 \_\_\_\_\_,

Dear Sir

Hi Zara!

Dear Madam

Hello Tom!

Dear Dr Patel

### STUDY SKILL Words and phrases (2)

#### Language for letters and emails

Learn words and phrases to use in formal letters or emails.

■ **To ask for information/details/a form, etc.**

*I am interested in ... (studying/applying for) ...*

*I am writing to ask for ...*

*Could I have ...?*

*I would like to have/know ...*

*Could you please send me/attach (details of/ information about) ...?*

■ **To give personal details**

*At the moment I am (studying/working) ...*

*I have a (degree/certificate/diploma) in ...*

■ **To close the letter/email**

*Thank you for ... (your help/time).*

*I look forward to (hearing/receiving/meeting) ...*

Yours faithfully

Yours sincerely

Bye!

4 Scan the advertisement for International Education College. Answer the questions.

- Where is the college?
- Can you apply online?
- Can you study part-time?
- Which subject interests you most?

## International Education College



Come and study with us at **International Education College (IEC)**. You can take undergraduate or postgraduate courses. You can study for degrees, diplomas, and certificates, full or part-time. Here are some of the subjects we offer:

- Academic English
- Biological Sciences and the Environment
- Business
- Computing and IT
- Health and Sports Sciences
- Law
- Social Sciences
- Teaching and Education

**Remember – your future is in your hands!**

### Come and join us!

For more information and an application form, write to us at: **International Admissions Office, IEC, P.O. Box 5234, Sydney, Australia**, or email: [admissionsiec@iecuniv.ac.au](mailto:admissionsiec@iecuniv.ac.au)

## Writing a letter or email

5 Write a letter or email to the Admissions Office at IEC.

- Tell them which course you are interested in studying.
- Ask for an application form.
- Ask about applying online.
- Include personal details.

## VOCABULARY DEVELOPMENT Spelling (2)

1 Read and match the rules.

2 Complete the table with the plurals of the nouns in the box. Use the rules and your dictionaries to help.

magazine dictionary fax woman city email address  
bookshelf company day virus hobby match knife

-s	<i>magazines</i>
-es	
-ies	
irregular plurals	

### RULES Plurals

Look at the countable nouns and their plurals. Match groups of words 1–4 with spelling rules a–d.

- 1 *student/students, boy/boys, office/offices*
  - 2 *country/countries, company/companies, university/universities*
  - 3 *watch/watches, class/classes, box/boxes*
  - 4 *mouse/mice, woman/women, child/children*
- a nouns ending in consonant + y: change -y to -ies
  - b nouns ending in -ch, -sh, -ss, -x, or -s: add -es
  - c some nouns have irregular forms
  - d most nouns add -s

## RESEARCH Notes

1 Think of four reasons for making notes (See Study Skill p42.)

Notes help you:

*understand what you read, ...*

2 **Read STUDY SKILL** Match the ways of making notes a–d from the Study Skill box with examples of students' notes 1–4.

### STUDY SKILL Making notes (2)

There are many ways of making notes:

- a making a list of points
- b using diagrams and arrows
- c underlining or highlighting words in the text (use coloured pens)
- d making notes in margins of books or articles

### 1 Tower House of Yemen

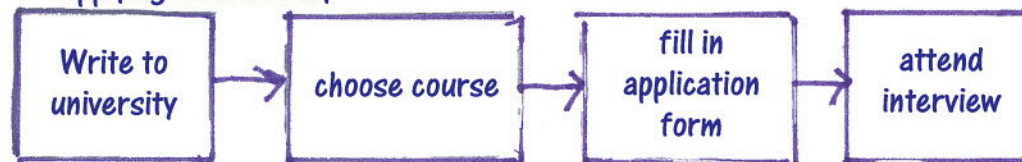
The Tower Houses of Yemen are located in the old city of Sana'a, the capital of Yemen. ... They were built by local builders and they are hundreds of years old. They are made of stone and brick.

### 2 Measuring hurricanes.

*Cat 1 - weakest  
winds 119-  
153km/hour*

We measure hurricanes by categories – from 1 to 5. A Category 1 hurricane is the weakest. It has winds of between 119 and 153 kms per hour. A Category 5 ...

### 3 Applying to university



### 4 Ways of reading

- study/intensive reading
- skimming (for information)
- scanning (for general meaning)

3 Look at the text about Moscow State University. What information is highlighted?

**Moscow State University** is one of the most famous universities in the world. It was opened in 1755 and is more than 250 years old. The main building is on Sparrow Hills overlooking the Moscow River. The building has 36 floors and is 240 metres high. It was once the tallest building in Europe. The total number of undergraduate students is now about 40,000 and postgraduate students number about 7,000. There are also 9,000 professors, teachers, and researchers. In 1755 Moscow State University had only three faculties. Today it has 39 faculties. These are: Mechanics and Mathematics, Physics, Chemistry, Geology, ...

4 Read about Harvard. Underline or highlight important information.

**Harvard University** is a private university in Cambridge, Massachusetts in the USA. It is one of the world's most famous universities. It was founded in 1636 and is the oldest higher education institution in the USA. At first it was called the New College, but in 1696 it was named Harvard College after John Harvard. He gave money and books to the college. It became Harvard University in 1780. Today Harvard University has about 2,300 professors. The number of undergraduate students is 6,700 and there are about 13,600 graduate students. It has nine faculties. These are: Arts and Sciences, Law, Business, Medicine, ...

5 Find information about a college/university. Make highlighted notes. Work with a partner. Use your notes to talk about the college/university.

## REVIEW

1 Complete the table with the plurals of the words in the box.

university	child	professor	genius	wife	faculty
campus	family	friend	class	woman	building

-s	-es	-ies	irregular plurals
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Match sentences 1–6 with a–f and then rewrite them using *however*.

*Peter likes Global Institute. However, he doesn't like his course and wants to change it.*

- |   |   |
|---|---|
| 1 <input checked="" type="checkbox"/> <i>d</i> Peter likes Global Institute.    | a They have to spend a lot of time away from home.              |
| 2 <input type="checkbox"/> Canada is one of the biggest countries in the world. | b Too much can cause skin cancer.                               |
| 3 <input type="checkbox"/> Pilots get good salaries.                            | c They cause a lot of pollution.                                |
| 4 <input type="checkbox"/> Nancy is an excellent cook.                          | d <del>He doesn't like his course and wants to change it.</del> |
| 5 <input type="checkbox"/> The sun is a good source of vitamin D.               | e She usually prefers to eat in the canteen.                    |
| 6 <input type="checkbox"/> Cars are an important part of modern life.           | f It has a very small population.                               |

3 Read the letter to Antonio Delgado at the Economics Academy. Correct the underlined mistakes. Add the missing words (A).

Dear Mr A,

I am writing to asking for information in courses at the Economics Academy. My name AKemal Alpay. I am 19 years old and I live to Istanbul. I left school a year ago and I am work in a hotel as an Assistant Manager.

I am interesting in the courses in business administration and economics. Could A please send me informations about the courses? I would also like to now when the next semester begins.

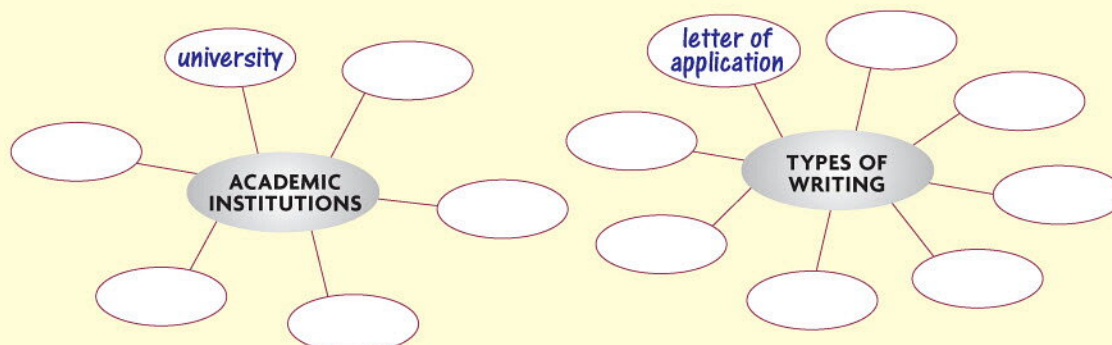
I look forward to hear from you.

Your sincerely,

Kemal Alpay



4 Work with a partner to complete the diagrams.



5 Compare your completed diagrams with the rest of the class.

# 5B How we learn

**LISTENING SKILLS** Listening to new information • Knowing your learning style

**SPEAKING SKILLS** Disagreeing • Taking turns

**VOCABULARY DEVELOPMENT** Making language stronger


## LISTENING Learning styles

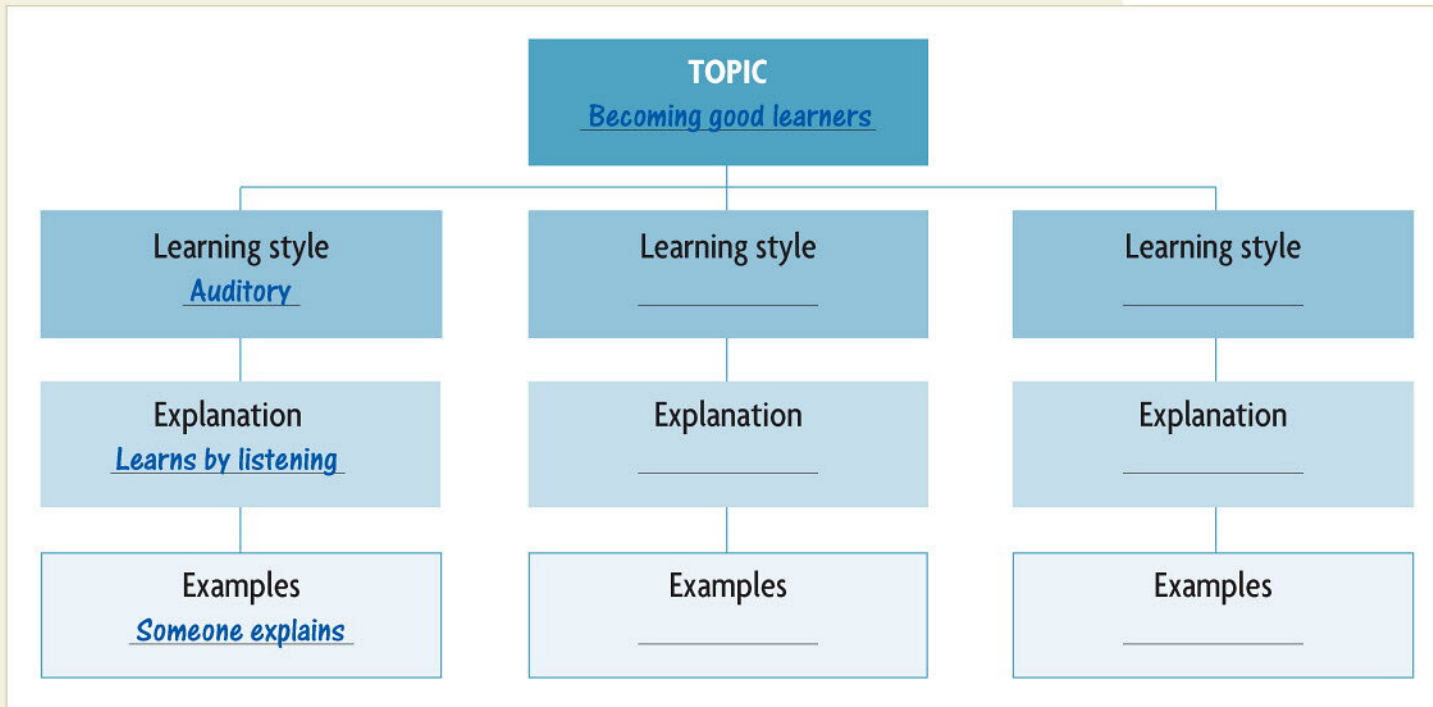
- 1 Think of five things good learners do. Make notes.
- 2 Work with a partner. Discuss your notes. Decide on the three most important things that good learners do and write them below. Which ones do you do?


1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

• Good learners review their notes before the next class.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3  5.1 Listen to the introduction to a talk. Complete the learning styles on the diagram.




- 4 **Read STUDY SKILL**  5.2 Listen to the next part of the talk. Add the key words for each explanation to the diagram.

### STUDY SKILL Listening to new information

When you listen for new information, you should listen for:

- key words.
- an explanation of the new information.
- examples of the new information.

- 5  5.2 Listen again and add an example for each explanation.

- 6 5.3 Listen to the sentences and decide if you agree or disagree with each one. Write your answers in the table. agree = A disagree = D not sure = ?

a		b		c	
Answers	Points	Answers	Points	Answers	Points
1	___	5	___	9	___
2	___	6	___	10	___
3	___	7	___	11	___
4	___	8	___	12	___
TOTAL =		TOTAL =		TOTAL =	



- 7 5.4 Listen and find your three scores. Write them in the table.
- 8 5.5 Listen and write the names of the learning styles a–c in the table.
- 9 Work with a partner. Compare and discuss your scores. Do you agree? Think of three ways you can use this information.
- 10 **Read STUDY SKILL** Work with a partner. Look at the list of learning activities. Which do you think are best for each learning style? Write A (Auditory), V (Visual), or T (Tactile).

### STUDY SKILL Knowing your learning style

Most people have an individual learning style. Good learners know their own learning style.

Your learning style could be: **auditory visual tactile**

You can do different things to improve your listening in English.

- Visual learners: watch TV documentaries.
- Auditory learners: join an English discussion group to share ideas.
- Tactile learners: join a practical class to learn a new skill.

Learning activity	Learning style
listening to documentaries	
using diagrams and pictures	
doing practical classes	
taking notes	
going on trips	
using different colour pens	
doing role plays in class	
making models	
recording lectures and notes	
talking in groups	

- 11 5.6 Listen and check your answers.
- 12 Work with a partner. Answer the questions.
- 1 Which activities in exercise 10 do you enjoy doing?
  - 2 Do your choices match your learning style?
  - 3 What other activities would be good for your learning style?
  - 4 Which activities from today's lesson match your learning style?

## SPEAKING Giving opinions

- 1 Work with a partner. Read the statements. Find two that you both agree with and two that you both disagree with.

‘People always dream in colour.’

‘Childhood is the best time of your life.’


‘School should start when you are four years old.’

‘Mobile phones should be banned in restaurants.’

‘Winter is better than summer.’

‘A good education is more important than money.’

‘Family is more important than friends.’

- 2  5.7 Listen to some people giving their opinions. Tick (✓) the expressions they use.

	I think ...	I really think ...	In my opinion ...	I agree with you.	That's a good point, but ...	I really don't agree.
1						
2						
3						

- 3 Read the statements and decide if you agree or disagree.
- We learn more by talking about our ideas than if we work alone.
  - The best way to learn about something is to read about it.
  - A good teacher is the most important thing for learning at college.
  - You can only learn if you want to learn.
  - You learn the same way now as you did when you were a child.
- 4 Read the expressions in the Language Bank. Then work with a partner and discuss your opinions.

### LANGUAGE BANK Opinions

#### Giving your opinion

*In my opinion, ...*                      *I think ...*

#### Giving someone else's opinion

*According to ...*                      *He/She thinks ...*

#### Agreeing

*I agree.*                                      *That's a very good point.*

*I completely agree.*                      *You're right.*

#### Disagreeing

*I don't agree.*                              *I don't think that is the case.*

*I don't think so.*                              *That's a good point, but ...*

- 5 **Read STUDY SKILL** Read the statements. Write a response disagreeing with each one.

Everyone should go to college.

*That's a good point, but there aren't enough places for everyone at the moment.*

- 1 All students should study Maths.  
\_\_\_\_\_
- 2 Group work helps me to learn more than when I work on my own.  
\_\_\_\_\_
- 3 Colleges should spend money on gyms, not libraries.  
\_\_\_\_\_

### STUDY SKILL Disagreeing

It is important to be polite when you disagree.

When you disagree, you should give a reason.

*That's a good point, but I think group work is more important.*

*I don't agree. In my opinion, group work is essential.*

- 6 Work with a partner. Say each statement in exercise 5 and listen to your partner's response. Is it the same as yours? Can you continue the discussion?
- 7 **Read STUDY SKILL** Match the problems with the pictures a–c.

- someone is not speaking enough
- someone is speaking too much
- someone thinks the other person wasn't polite when they interrupted

### STUDY SKILL Taking turns

When you work in a group, you should take turns at speaking.

#### Including people in the discussion

A common problem in group work is when a person doesn't speak enough.

You can help other people speak by using these phrases with their name:

*What do you think, Marianne?*

*What's your opinion, Raoul?*

#### Interrupting someone

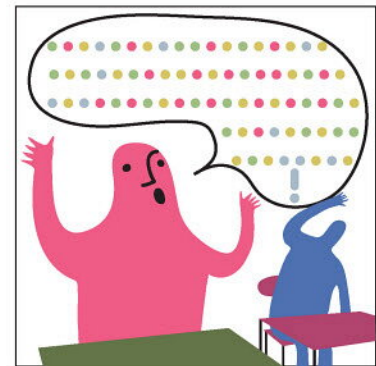
Another problem is when a person speaks too much. You can interrupt, but remember to be polite.

*Excuse me, ...*

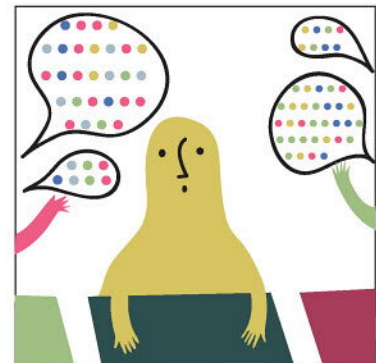
*Can I say something here?*

- 8 Can you think of any solutions for each problem in exercise 7? Make notes.
- 9 Work in a group. Discuss the pictures, the problems, and your notes. Decide on the best solution for each problem.

a



b



c



## VOCABULARY DEVELOPMENT How strong is your opinion?

- 1 **Read STUDY SKILL** Work with a partner. Read the expressions and answer the questions.

I agree.	I don't think so.	Yes, I suppose so.
I totally disagree.	I'm not sure.	No, I don't agree.
That's exactly how I see it.		

- Which words show that the person agrees or disagrees?
- Which expression shows that the person is undecided?
- Which words make the expressions stronger?

### STUDY SKILL Making language stronger

We can use these expressions to express a strong opinion:

*I agree. I completely agree. That's exactly how I see it.*  
*I don't agree. I don't agree at all. I totally disagree.*

We can use these expressions to express a less strong opinion:

*Yes, I suppose so.*  
*I don't think so.*  
*That's a good point, but ...*

- 2 Complete the expressions with the words in the box. You can use some words more than once.

totally completely excellent really at all good



	Agree	Disagree
<b>Strong</b>	I _____ agree. I _____ agree. That's an _____ point. I _____ agree with you.	I _____ disagree. I don't agree _____. I _____ disagree. I _____ don't agree. I _____ don't think so.
<b>Less strong</b>	I agree. That's a _____ point.	I don't think so. I don't agree.

- 3 Work in a group. Discuss the statements. Give your opinion, and agree and disagree with other students.
- The most important thing at college is to pass all your exams.
  - The destruction of rainforests is the most important environmental problem in the world.
  - Childhood is the best time of your life.

*agree*

*disagree*


## REVIEW

- 1  5.8 Listen to the start of a lecture about multiple intelligences. Answer the questions.
- How many different types of intelligence will the lecture be about?
  - Whose theory about multiple intelligences is this?
- 2  5.9 Listen to the next part of the lecture. Complete the table with the names of the intelligences.



mathematical    naturalist    linguistic    musical    interpersonal

Intelligence	Key ideas from the explanation
1	learn languages / spoken, written language
2	analyze problems / think logically
3 bodily-kinesthetic	
4 spatial	
5	compose, perform music
6	understand other people / work well in groups
7 intrapersonal	
8	recognizing, naming / environment

- 3  5.9 Listen again. Complete the table in exercise 2 with the missing key ideas.
- 4 Write the expressions in the box in the correct place in the table below.

I think ...	What's your opinion, Raoul?
I completely agree.	Can I say something here?
In my opinion, ...	I'm afraid I don't agree.
That's a very good point.	What do you think, Marianne?
I don't think that is the case.	Excuse me, ...

<b>giving your opinion</b>	
<b>agreeing</b>	
<b>disagreeing</b>	
<b>including someone</b>	
<b>interrupting someone</b>	

- 5 Write two statements about learning.  
*You learn more when you work in a group.*
- 6 Work in a group. Discuss your statements from exercise 5. Express your opinions, and agree and disagree with other students.

# 6A Technology

**READING SKILLS** Getting information from websites • Using visuals in a website

**WRITING SKILLS** Writing definitions • Giving examples • Writing a description of a device

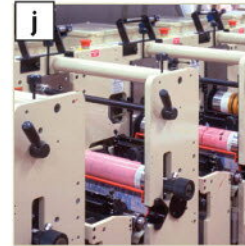
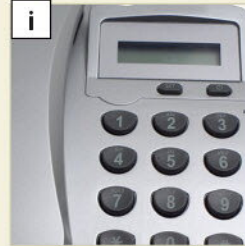
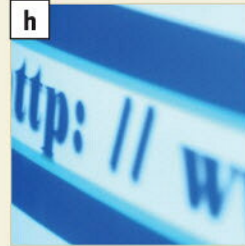
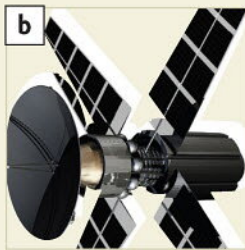
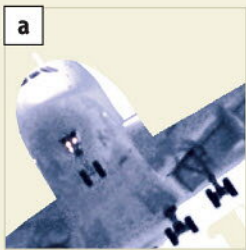
**VOCABULARY DEVELOPMENT** Homophones

**RESEARCH** Reliable sources (1)

## READING Inventions

1 Match the inventions with the pictures.

- television    the computer    the printing press    the washing machine  
 the telephone    the Internet    the car    the aeroplane    radio    satellites



2 Which are the three most important inventions in exercise 1? Can you think of other important inventions? Discuss with a partner.

a 1st \_\_\_\_\_ b 2nd \_\_\_\_\_ c 3rd \_\_\_\_\_

3 Read the definition and examples.

An invention is a thing that someone has made for the first time, for example the telephone, or the computer.

Write a similar definition for *device* (tool for doing special jobs).  
Give two examples.

A device is ...

4 **Read STUDY SKILL** Scan the website article *Lost? No – I've got my Sat Nav!* What does the abbreviation *Sat Nav* mean?

5 Skim the article. Match the headings a–d with paragraphs 1–4.

- a  When did the system start?      c  What is Sat Nav?  
 b  Are we losing important skills?      d  How does it work?

6 **Read STUDY SKILL** Read paragraph 2 carefully. Complete the diagram with words from the box.

- ground station    satellite    receiver    radio signal

### STUDY SKILL Getting information from websites

Websites usually contain a lot of information. Some of the information is useful and some is not. Sometimes the language of a website is very technical and difficult to understand.

Use **skimming** and **scanning** skills to find the information you need.

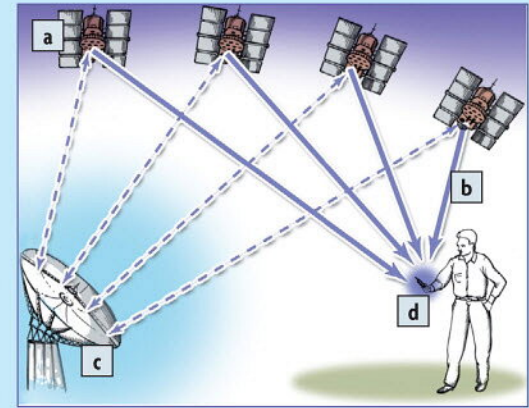
### STUDY SKILL Using visuals in a website

A website about a machine, a device, or a process usually has visuals. Study these diagrams and pictures. They give you extra information. They also help you understand how things work.

# Lost? No – I've got my Sat Nav!

Imagine the situation. You are driving alone in a desert or on a mountain. You passed the last house two hours ago. Then your car breaks down. It is night and it is cold. What do you do? Why, you switch on your Sat Nav, of course!

In the past, people got lost. If they couldn't read a map, they had no way of finding out where they were. But that was in the days before Sat Nav. With your Sat Nav, you can always locate your position, so you never need to be lost!



1

A Sat Nav, which means Satellite Navigation, is a small portable radio receiver. The first Sat Nav devices looked like mobile phones. You held them in your hand or put them in your pocket. Now we find Sat Nav devices in cars, aeroplanes, and boats, and most mobile phones have Sat Nav built into them. Modern Sat Nav devices, for example the popular Garmin Sat Nav systems, have accurate electronic maps, so you know exactly where you are. For example, they can even tell you the names of the streets in a city. We switch them on, and their electronic voice guides us to our destination.



2

There are three parts to the Satellite Navigation System. The first part is the receiver. You can hold it in your hand, or have it fixed into your car, plane, etc. The second part is a group of satellites orbiting the Earth. The satellites carry atomic clocks and transmit radio signals. The receiver contacts at least four of the satellites. It measures the distance from each satellite, using the radio waves and the times. The receiver then calculates its exact position. The third part of the system is a network of ground stations. They are located all over the world. They control the satellites and make sure they are working well.



3

The United States Department of Defense designed the system for the military. They launched the first satellite into space in 1978. In the 1980s the government made the system available to everyone – for free. By 1998 there were 24 satellites in orbit around the world. When a satellite becomes old or breaks down, a new satellite is sent up in its place.

4

Sat Nav is now just another technology that we all use without thinking. We don't buy maps anymore. We just switch on our Sat Nav and it tells us where to go. We all think it's great. But some people worry that we rely too much on this technology. They think we might be in danger of losing some important skills, such as reading maps. What happens, they say, when we are driving alone in a strange place and the Sat Nav battery runs out? Then we are really lost!

7 Match the underlined words in the text with definitions 1–7.

- 1 sent up into space \_\_\_\_\_
- 2 finds the answer by using mathematics \_\_\_\_\_
- 3 that you can move or carry easily \_\_\_\_\_
- 4 the place you are travelling to \_\_\_\_\_
- 5 exactly right, with no mistakes \_\_\_\_\_
- 6 moving round something in space \_\_\_\_\_
- 7 find the exact position of something \_\_\_\_\_

## WRITING Describing things

- 1 **Read STUDY SKILL** Read definitions 1–4. Circle *which* or *that*, and underline the clauses.
- 1 A thermometer is **an instrument** which measures temperature.
  - 2 A satellite is **an object** that circles another object.
  - 3 A vacuum cleaner is **a machine** which cleans carpets.
  - 4 A laptop is **a type of computer** that is portable and weighs about 1–3kg.

- 2 Match the two parts of the sentences to make definitions for the objects. Add *which* or *that*.

- |  |  |
|--|--|
| 1 <input type="checkbox"/> A photocopier is a machine      | a ... is made by Apple.  |
| 2 <input type="checkbox"/> A remote control is a device    | b ... controls things, such as televisions, from a distance.     |
| 3 <input type="checkbox"/> A drill is a tool               | c ... makes copies of documents, such as letters.                |
| 4 <input type="checkbox"/> A speedometer is an instrument  | d ... you use for making holes.                                  |
| 5 <input type="checkbox"/> An iPod is a type of MP3 player | e ... tells you how fast you are travelling in a car or a plane. |

- 3 Complete the definitions in the same way.

- 1 A calculator is an instrument ...
- 2 A fax machine is a machine ...
- 3 A microwave is a type of oven ...
- 4 A laser ...

- 4 **Read STUDY SKILL** Find three ways of giving examples in the website on Sat Nav. There are two in paragraph 1 and one in paragraph 4.

### STUDY SKILL Giving examples

When you describe an object or give a definition, you usually give examples. Look at the ways of giving examples a–c. How are they different?

- a *Mobile phone companies, **such as** Nokia and Sony Ericsson, are very successful.*
- b *Planets orbit the sun, but other bodies orbit the planets. **For example**, the moon, orbits the Earth.*
- c *There are many planets in our solar system, **for example** Mars, Jupiter, and the Earth.*

We can use the abbreviation *e.g.* instead of *for example*.

*There are many planets in our solar system, **e.g.** Mars, Jupiter, and the Earth.*

- 5 Complete the example sentences.

- 1 There are many different makes of television, for example \_\_\_\_\_.
- 2 A Sat Nav has many uses. For example, we \_\_\_\_\_.
- 3 We cannot live without modern inventions, such as \_\_\_\_\_, because they are a part of our way of life.
- 4 There are many types of sports car, \_\_\_\_\_.

### STUDY SKILL Writing definitions

Definitions describe an object, a device, an instrument, a machine, etc. Use a *which* or *that* clause in a definition. *Which* is more formal than *that*. Look at the definition of a GPS.

*A GPS is a device **which/that** uses satellites to locate the user's position.*



6 Read about laptops. Complete the paragraph with the words in the box.

so    such as    type    but    because    which    example

Laptops are a <sup>1</sup> \_\_\_\_\_ of personal computer <sup>2</sup> \_\_\_\_\_ you can use anywhere. They are also known as a notebook computer, for <sup>3</sup> \_\_\_\_\_ the Lenovo Thinkpad. Laptops can weigh as little as 0.6 kilograms, <sup>4</sup> \_\_\_\_\_ they are easy to carry around. These computers can run on batteries, <sup>5</sup> \_\_\_\_\_ they can also use mains electricity. Laptops are very popular <sup>6</sup> \_\_\_\_\_ they are cheaper than before. You can use them anywhere, <sup>7</sup> \_\_\_\_\_ libraries, canteens, on a train, or even in the street. They are useful for work or study, and also for entertainment.



## Writing a description of a device

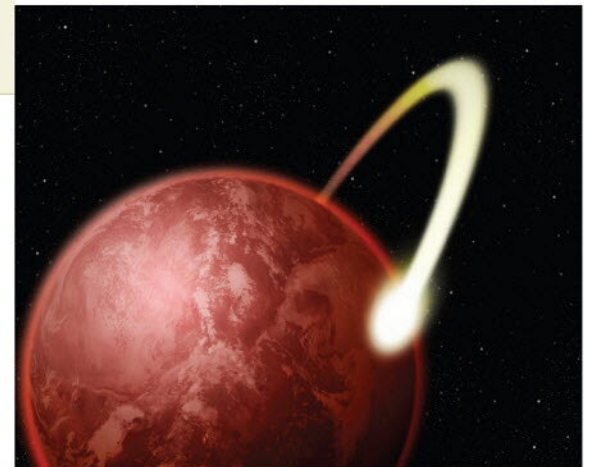
7 Find information about one of these modern devices (or choose your own) and make notes.

digital cameras    Bluetooth    mobile phones    DVD  
players    compact discs    Segway    MP3 players

8 Read about laptops in exercise 6 again. Use your notes about a device from exercise 7 to write a similar paragraph (50–80 words). Include a definition and examples.

9 Read about satellites. Correct the spelling and grammar mistakes.

A satellite is any object wich orbits another object. All bodies that is part of the solar system, for exampel the Earth and Jupiter, are satelites. Most Λ these bodies orbit the Sun, but others orbit planets. For example, the moon orbit the Earth. When we using the term 'satellite', we usual mean an artificial satellite. This Λ a man-made objict that orbits the Earth, or an other body. However, sceintists may also use the term for natural satellites, or moons.



10 Read your paragraph from exercise 8 again. Check your spelling, punctuation, and grammar.

## VOCABULARY DEVELOPMENT Spelling (3)

**Read STUDY SKILL** Complete the sentences with the words in brackets.

- 1 The mechanic doesn't \_\_\_\_\_ how to fix the car, and I have \_\_\_\_\_ idea. (*no/know*)
- 2 I like autumn. \_\_\_\_\_ the best season in my country. (*it's/its*)
- 3 I think that fourteen is \_\_\_\_\_ young for a child \_\_\_\_\_ go to university. (*to/too*)
- 4 \_\_\_\_\_ are a lot of mistakes in \_\_\_\_\_ report. \_\_\_\_\_ writing it again. (*they're/there/their*)

### STUDY SKILL Homophones

Homophones are words which sound the same, but have different spellings and different meanings. For example, *meat* and *meet*.

*Can I meet you at seven this evening?*  
*Meat and rice is my favourite dish.*

Learners of English often misspell these words. Here are some more examples:

*no/know    its/it's    to/too/two    they're/there/their*

## RESEARCH Websites

1 **Read STUDY SKILL** Look at the three examples of websites. They are all about wind power. Answer the questions.

- Label the web pages. Which is ...?
  - a company website
  - an online encyclopaedia entry
  - someone's personal page
- Which is best for researching an essay on wind power? Why?

**a**

The screenshot shows the Wikipedia article for 'Wind power'. The title is 'Wind power' and the subtitle is 'From Wikipedia, the free encyclopedia'. The main text describes wind power as the conversion of wind energy into more useful forms, usually electricity, using wind turbines. It mentions that in 2009, the worldwide capacity of wind-powered generators was 159.2 gigawatts, and their production made up about 2% of world-wide electricity use. It also notes that wind power accounts for 20% of electricity use in Denmark, 8% in Germany, and around 11% in Spain. Over 80 countries worldwide now use wind power on a commercial basis.

**c**

### Illustrated History of Wind Power Development

The historical and technical information in this section is derived from many sources. Information on developments since 1985 is based primarily on my personal experience with the U.S. Federal Wind Energy Program, my extensive reading (and editing) of wind energy journals and research reports over the last 25 years, my conversations with wind energy researchers, interactions with members of the wind energy community, and my personal view of wind power developments and of the wind industry. Opinions expressed here are my own, of course.

## STUDY SKILL Reliable sources (1)

Check websites carefully! Anyone can write on the Internet.

Ask these questions about every website:

- Who is the author? (Maybe it is someone's personal page.)
- Is the information accurate? (Are there mistakes?)
- Is it objective (honest)? (Maybe it is an advertisement.)
- Is it up-to-date?

Remember – not all websites are useful or reliable.

**b**

## North Energy.co.uk

### GAZELLE WIND TURBINES

The Gazelle is manufactured by Gazelle Wind Turbines Ltd, a member of the the MKW group, at:  
 Wentworth Ind Est  
 Wolvercot  
 Manchester  
 M40 3EX

For sales and information contact Tom Chaplin on:  
 0161 496 0731  
 email: tChaplin.Gazelle@mkw.net  
 website: www.mkw.co.uk

2 Choose one of the topics from the box.

paper   four-wheel drive cars   silk   handbags  
 paper clips   contact lenses   plastic   water filters

- Find three websites with information about the topic.
- Decide if the websites are useful or not useful for writing a report.
- Explain your reasons to other students in the class.

## REVIEW

1 Put the words in order to make definitions.

*Gold is a metal ...*

- 1 to / metal / used / jewellery / is / gold / make / a / which
- 2 clothes / a / washes / washing machine / that / is / machine / a
- 3 lives / a / an / is / large / Africa / elephant / which / in / animal / very
- 4 causes / storm / a / damage / that / a lot of / is / hurricane / a / tropical
- 5 a kind of / is / that / like / a / person / robot / works / a / machine

2 Complete the table with inventions from the box. Are they forms of transport, for work and study, or for the home? Then add other inventions to the table.



the metro   a fax machine   a washing machine   an aeroplane  
a train   a dishwasher   a microwave   a photocopier   a printer

transport	work/study	home
the metro		

3 Use the words in the box to complete the sentences. The words are all from Unit 6A.

calculate   distance   accurate   locate   device  
network   lost   portable   exactly   launch

- 1 You can carry it easily in your pocket. It is \_\_\_\_\_.
- 2 I don't know where we are. We are completely \_\_\_\_\_.
- 3 My watch is not very \_\_\_\_\_. It is ten minutes slow at the moment.
- 4 How can you \_\_\_\_\_ the average age of people in the class?
- 5 They use rockets to \_\_\_\_\_ the satellites into space.
- 6 I know \_\_\_\_\_ where we are. We are here – on this street.
- 7 The World Wide Web is an international \_\_\_\_\_ of computers.
- 8 What's the \_\_\_\_\_ from your home to the college?
- 9 A tin-opener is a very simple \_\_\_\_\_, but a very important one.
- 10 In the past, sailors and travellers used the sun and the stars to \_\_\_\_\_ their position.

# 6B Living with technology

**LISTENING SKILLS** Taking notes (3) • Using criteria

**SPEAKING SKILLS** Presentations (3) Using a checklist


**VOCABULARY DEVELOPMENT** Words that go together (2)

**RESEARCH** Asking research questions

## LISTENING Technology improving lives

1 Work with a partner. Answer the questions.


- 1 What technology have you used today?
- 2 What did people do before they had this technology?

2  6.1 Listen to the description of a simple technology, the bicycle ambulance. Label the diagram using the words in the box.


patient trailer person who pedals passenger bicycle

3 You are going to listen to some information about bar codes. Before you listen, think about what happens when you buy things at a supermarket. Work with a partner and put the steps in order.

- the cashier scans the items
- pay for the items
- put the items on the counter
- queue up
- put the items in bags

4  6.2 Listen to the information about bar codes. What two problems have bar codes solved?

- 1  They save time and money.
- 2  They help shop assistants to use machines.
- 3  They help shop assistants to sell more things.
- 4  They allow shops to have fewer shop assistants.

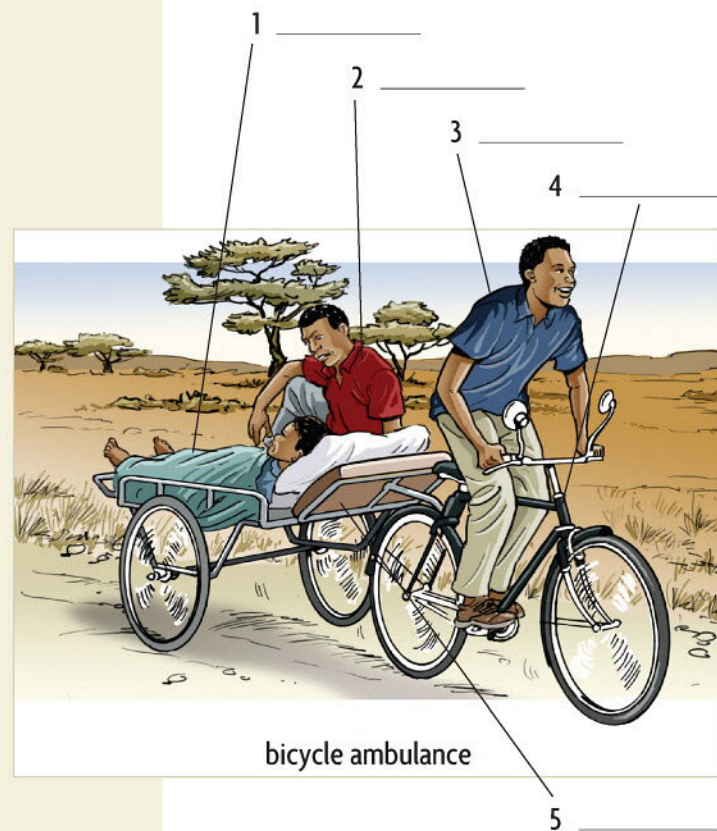
5 **Read STUDY SKILL**  6.2 Listen again. Make a note of key words and of any words you don't understand.

### STUDY SKILL Take notes (3)

Sometimes when you are taking notes, you hear new words that you didn't recognize. When you hear new words, use these strategies to help you understand.

- Make a note of the word and any words that go with it (don't worry about spelling).
- Ask yourself these questions:
  - Is there an explanation or example in the talk?*
  - What do I know about the topic?*
  - Do the visuals help?*
- Check the word in the dictionary or ask someone.

6 Work with a partner. Discuss the meaning of the words you wrote in exercise 5. Then check the meanings of the words in a dictionary.



- 7 You are going to listen to a podcast about the two developments in technology in exercises 2 and 4. Before you listen, predict and complete the table with the information in the box.

every day / in an emergency  
 all over the world / mainly in developing countries  
 20 items = \$1 / 1 item = around \$100  
 cost of maintaining an ambulance / time needed to check prices

Information required	Technology 1 – bicycle ambulance	Technology 2 – barcode
When used	<i>in an emergency</i>	<i>every day</i>
Where used		
Cost		
Problem it solves		



- 8 6.3 Listen to the podcast. Work with a partner. Check your answers.
- 9 6.3 Listen again. Are the sentences true (T) or false (F)?
- Hospitals are often a long way from villages.
  - Ambulances aren't very expensive.
  - The bicycle ambulance can carry only the person who is ill.
  - Bar codes were first used in the 1970s.
  - Scanners are quite difficult to use.
  - Bar code technology has an impact on everyone.
- 10 Work with a partner. Prepare to give a summary of the two developments in technology. Put the parts of your summary in order.
- your opinion
  - description of item
  - description of problem
- 11 Work with a partner. Take turns to give a summary of the two technologies.
- 12 **Read STUDY SKILL** 6.4 Listen to the last part of the podcast. The speaker is talking about how to choose the best technology. Complete the table with the speaker's criteria and questions.

Criteria	Questions
1 _____ on our lives	Which has had the biggest _____ ?
2 _____ for money	Which is the best _____ ?
3 _____	Which is the most _____ ?

### STUDY SKILL Using criteria

We use criteria to evaluate something.

For example: Which is the best form of transport, car, train, or plane?

Possible criteria:

- speed – *Which is the fastest?*
- environment – *Which is the least damaging?*
- cost – *Which is the best value for money?*

- 13 Work with a partner. Evaluate the two technologies using the questions in exercise 12.

## SPEAKING Presenting information

- 1 Look at the picture of a 21st-century classroom. Label the furniture and equipment in the classroom.

book shelves    smart board    adjustable chair  
ergonomic desk    laptop    projector

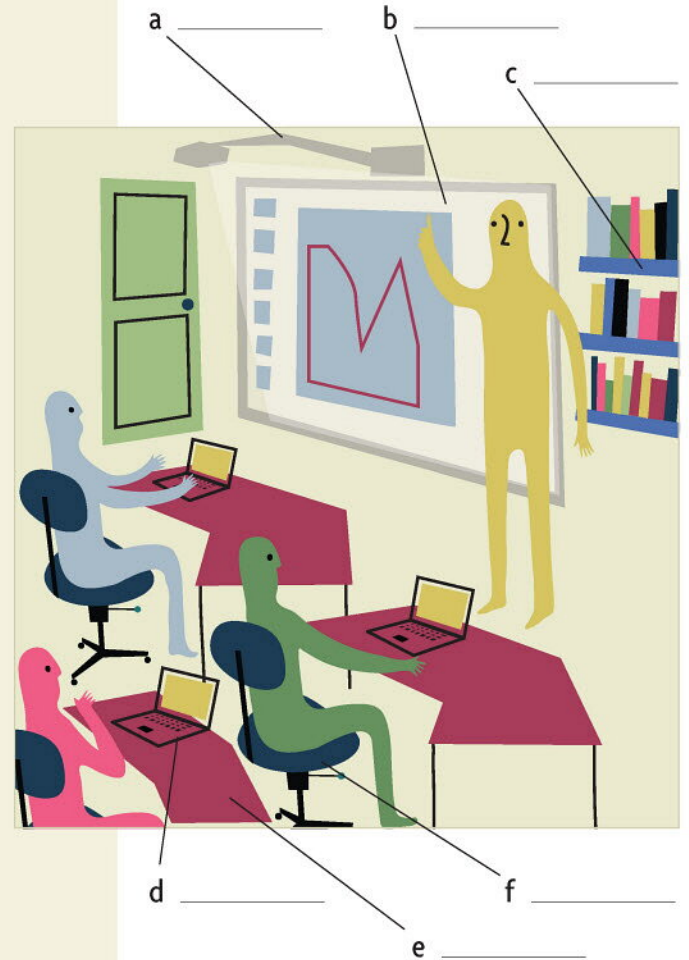
- 2 Read the expressions in the Language Bank. Look at the picture again. Complete the sentences.

- At the top there is a \_\_\_\_\_.
- There is a student typing on a \_\_\_\_\_ in the middle.
- On the right there are some \_\_\_\_\_.
- There are some students sitting on \_\_\_\_\_ in the foreground.
- In the background a teacher is pointing to a \_\_\_\_\_.

### LANGUAGE BANK Describing a picture

*This picture shows ...*

<i>... on the left ...</i>	<i>... at the top ...</i>
<i>... on the right ...</i>	<i>... at the bottom ...</i>
<i>... in the foreground ...</i>	<i>... in the middle ...</i>
<i>... in the background ...</i>	



- 3 Check your answers with a partner.
- 4 Work with a partner. Cover the picture. Describe it to your partner from memory. Then change roles. Who gave the most complete description?

- 5 **Read STUDY SKILL** Look at the presentation slide. What does it show?

### Internet users in the world

- 1,800 million – 2009
- 360 million – 2000

### STUDY SKILL Presentations (3)

Numbers are very powerful. Use them in presentations to have more impact. To use them well:

- make numbers simple: *4 million* NOT *3,965,488*.
- explain the numbers: *20,000 – that's 10%*.
- compare numbers: *650, that's 50 more than last year*.
- use only a few important numbers.

- 6 Read part of a presentation about the Internet. Complete it with the information from the slide.

'As you can see, there are many <sup>1</sup> \_\_\_\_\_ users in the world now. The first figure shows the number of users in 2009 – approximately <sup>2</sup> \_\_\_\_\_ worldwide. This number is much bigger than the number of users in 2000 – <sup>3</sup> \_\_\_\_\_. So according to statistics, the number of Internet users in the world is growing quickly.'

- 7 6.5 Listen and check your answers.
- 8 Read the expressions in the Language Bank. Underline the expressions used in the presentation in exercise 6.
- 9 Work with a partner. Practise presenting the information on the slide above.

### LANGUAGE BANK Explaining your numbers

*As you can see ...*  
*According to statistics ...*  
*The first figure shows ...*

## Presenting the facts

- 10** Work in a group. Your topic is ‘Technology in the past 50 years’. Choose a focus for your research.
- Saving people’s lives
  - Making people’s lives easier
- 11** In your group, decide which development in technology you will research. Then complete the table below with your information.

TOPIC Technology in the past 50 years	
Focus	
What?	
Who?	
When?	
Why?	
Key numbers and words	
Source	

- 12** **Read STUDY SKILL** Prepare to explain your group’s technology development to the class. Use the checklist in the Study Skill box to help you.

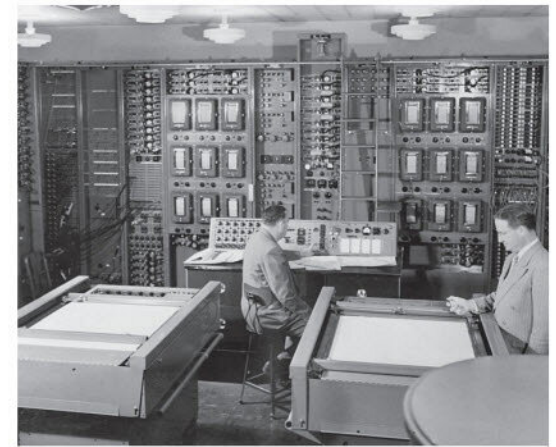
### STUDY SKILL Using a checklist

Use a checklist to help you prepare before you give presentation. For example:

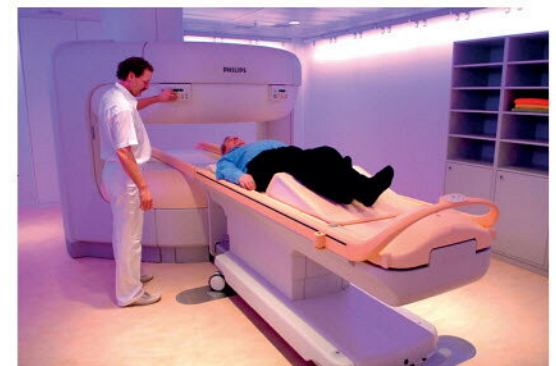
**Checklist: To do**

- Prepare**
- review Language Banks
  - make slides or a poster with key words, numbers, and a picture
- Practise**
- learn key words
  - say key numbers correctly
  - practise aloud

- 13** Present the technology development to the class. Listen to the other groups. Which is the best technology? Who gave the best presentation?



Early mainframe computer



MRI scanner



Early mobile phone

## VOCABULARY DEVELOPMENT Words that go together

1 **Read STUDY SKILL** Write the words that go with *problem* and *solution*.

look for    have    a big    find    a major    offer    face  
a good    the main    solve    an effective    the best

### STUDY SKILL Words that go together (2)

Collocations are words that go together. Many verbs, nouns, and adjectives have collocations.


*problem*    *have a problem: verb + noun*  
              *a major problem: adjective + noun*

*solution*    *look for a solution: verb + noun*  
              *a good solution: adjective + noun*

When you learn key words, learn their collocations too.

2 Complete the sentences.

- 1 We need to find a \_\_\_\_\_ quickly.
- 2 The main \_\_\_\_\_ we're facing is the number of people.
- 3 Together we can solve the \_\_\_\_\_.
- 4 Solar power could be an effective \_\_\_\_\_.
- 5 We must start \_\_\_\_\_ for a solution.

3  6.6 Listen and check your answers.

## RESEARCH Asking research questions

1 **Read STUDY SKILL** Plan some research.

- 1 Choose an item using technology which is an important part of your life now.
- 2 Write research questions to find out more about this item.
- 3 Decide where you are going to research the information.
- 4 Find the answers to your questions.

### STUDY SKILL Asking research questions

Think of questions about your topic focus.

Use question words to help you to think of research questions.  
For example:

Topic – technology

Research focus – satellite navigation

*Who invented it? Why? When?*

*Who uses it?*

*What does it do?*

*What does it replace?*

*Where is it used?*

2 Compare your research questions with a partner. Which were the most useful questions?

### Verb

have

\_\_\_\_\_ a problem

\_\_\_\_\_

\_\_\_\_\_ a solution

\_\_\_\_\_

\_\_\_\_\_

### Adjective

\_\_\_\_\_

\_\_\_\_\_ problem

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ solution

\_\_\_\_\_



## REVIEW

- 1 🎧 6.7 Listen to three people introducing their talks and make a note of the topics.

Speaker	Topic	Examples
A		
B		
C		

- 2 🎧 6.7 Listen again and make a note of one example each person gives.
- 3 🎧 6.8 Listen to part of a talk on worldwide telephone use. Write the title of the slide.

🎧🌐 Worldwide Telephone Use 🌐🎧	
Fixed _____ lines in _____	
Europe _____ %	
The Americas _____ %	
Asia & Pacific _____ %	
Arab countries _____ %	
Africa _____ %	

- 4 🎧 6.9 Listen and complete the numbers on the slide.
- 5 Work with a partner. Practise saying the numbers on the slide. Then practise presenting the information.
- 6 🎧 6.10 Read and listen to the text. Underline the stressed words and syllables as you listen.

These bicycle ambulances help solve a common but very serious problem in developing countries. How do you get someone to hospital when they are ill or injured? Hospitals are usually quite far from the remote villages where people live, ambulances are expensive, and there are often no good roads for them.

- 7 Work with a partner. Practise reading the text aloud.



# 7A Food, drink, and culture

**READING SKILLS** Topic sentences • Writer's opinion

**WRITING SKILLS** Punctuation (2) • Linking ideas (6) • Using pronouns • Writing about food and drink

**VOCABULARY DEVELOPMENT** Prefixes

## READING Food from other countries

- In your country, where do the food items in the table come from? Are they mainly local, do they come from outside your country, or both? Discuss in groups. Write ✓ or ✗ to complete the table.
- Look at the title of the article and the map on p41. Answer the questions.
  - What do you think *food mile* means?
  - What information will you find in the article?
  - Which five words will you find? Choose from the box.

teacher farmer tennis market television satellite  
fresh book aeroplanes happy distance cup watch

- Scan the article quickly. Find a definition for *food mile* and underline it.
- Read STUDY SKILL** Skim the article and match the topic sentences a–e with paragraphs 1–4. There is one extra topic sentence.
  - What is wrong with a lot of food miles?
  - Traditionally, farmers sold their food in the local market, so the food did not have to travel very far.
  - Nowadays, the food that you buy comes from many different countries.
  - Tomatoes are not tasty nowadays because of food miles.
  - Some countries have to import most of their food.

- Read the sentences from the article. What do you think the underlined words mean? Use the context to help.

Check the origins of the food. Perhaps there are apples from California, lamb from New Zealand, or potatoes from Egypt?

**Origins** means the places where the food comes from.

- A food mile is the distance that food travels from the farmer's field to the person who buys the food. Nowadays, food often travels thousands of miles to get to the consumer.
  - This was a good system for farmers and consumers. However, there were some disadvantages.
  - We do not have to wait for spring or summer to buy strawberries or tomatoes. They are available in winter if we want.
  - The United Arab Emirates (UAE), for example, gets 85% of its food from other countries. Even food made in the UAE often uses imported materials.
- Which sentence shows the writer's opinion on food miles?

**Read STUDY SKILL**

- Food miles are useful for international trade.
- It is good that we can eat strawberries in winter.
- Long journeys by food cause pollution and global warming.

	local	outside
rice	_____	_____
flour	_____	_____
sugar	_____	_____
tea	_____	_____
coffee	_____	_____
apples	_____	_____
strawberries	_____	_____
tomatoes	_____	_____
potatoes	_____	_____
lamb	_____	_____

### STUDY SKILL Topic sentences

A **topic sentence** tells you what a paragraph is about. It is usually the first sentence in a paragraph. It is important to identify topic sentences. They help you read and understand a text more quickly.

### STUDY SKILL Writer's opinion

You can usually find out the writer's opinion if you read carefully. A good writer gives both sides of an argument, but also has an opinion.

## Food miles:

# from field to plate

- Have a look in your fridge, cupboard, and fruit bowl and check the origins of the food. Perhaps there are apples from California, lamb from New Zealand, or potatoes from Egypt? You will probably be surprised how far food travels to get to your plate. This journey, from 'field to plate', is called 'food miles'. A food mile is the distance that food travels from the farmer's field to the person who buys the food. Nowadays, food often travels thousands of miles to get to the consumer. Why is this, and what are the effects of these long distances?
- The consumers also did not travel very far because they went to their local market to buy the food. This was a good system for farmers and consumers. However, there were some disadvantages. For example, consumers could only buy food that farmers produced locally. In addition, they could only get food that was in season. Now, because of modern technology, food comes from all over the world. We do not have to wait for spring or summer to buy strawberries or tomatoes. They are available in winter if we want.
- This is because they have difficult climates. The United Arab Emirates (UAE), for example, gets 85% of its food from other countries. Even food made in the UAE often uses imported materials. An example is a type of bread called Tasty Loaf, which is made locally. Tasty Loaf contains ingredients such as flour and sugar from Australia, Germany, China, Malaysia, and India. If we add up all the distances, one loaf of this bread (about 450 grams) requires a total of 12,690 kilometres. This is a lot of 'food miles'.
- Is this not a good way of increasing international trade? I believe these miles are worrying for a number of reasons. First of all, because food travels such long distances, we need more aeroplanes, lorries, and ships to move the food. This means we use more oil or petrol, so there is more pollution and more global warming. In addition, food that travels a long way is not fresh and usually not very tasty. Tomatoes, for example, are picked early and stored for their long journeys. For this reason, they are usually tasteless when they get to the consumer. Local food has a better taste, and it also reduces the amount of global pollution. We need to buy more local food.



- 7 Complete the summary of the article using the words in the box.

disadvantage because imported petrol consumer  
local pollution season distance nowadays

### Summary

A 'food mile' is the <sup>1</sup> \_\_\_\_\_ that food travels from the farmer's field to the <sup>2</sup> \_\_\_\_\_. In the past, people went to their <sup>3</sup> \_\_\_\_\_ market to buy food. One <sup>4</sup> \_\_\_\_\_ was that they could only buy food that was in <sup>5</sup> \_\_\_\_\_, for example tomatoes in the summer. <sup>6</sup> \_\_\_\_\_, however, we can send food around the world and we can eat any food at any time of the year. Some countries, such as the UAE, use a lot of <sup>7</sup> \_\_\_\_\_ food because they have difficult climates. Food miles are a problem <sup>8</sup> \_\_\_\_\_ we use more oil and <sup>9</sup> \_\_\_\_\_. This causes <sup>10</sup> \_\_\_\_\_ and global warming.



## WRITING Describing food and drink

- 1 **Read STUDY SKILL** Punctuate the sentences with commas.

### STUDY SKILL Punctuation (2)

Look at the sentences. Circle the commas.

*Tasty Loaf contains ingredients such as flour and sugar from Australia, Germany, China, Malaysia, and India.*

Use commas to separate the things in the list. You can put a comma before *and*.

- 1 Danny's favourite foods are pizza chocolate burgers and ice-cream.
- 2 The three materials used in the building were glass concrete and steel.
- 3 Parwin speaks five languages fluently: Farsi English Urdu Turkish and French.
- 4 For the experiment you will need water salt a bowl and a small piece of paper.
- 5 The ingredients of a Spanish omelette are onions eggs potatoes and salt.

- 2 **Read STUDY SKILL** Match sentences 1–4 with a–d. Rewrite them using *In addition*.

### STUDY SKILL Linking ideas (6)

We use *In addition* and *and* to join two similar ideas, or to add extra information. *In addition* is like *and* in meaning, but it is more formal.

Look at sentences **a** and **b**. How is the punctuation different?

**a** *George studies hard at university. In addition, he has a part-time job in a hotel.*

**b** *George studies hard at university, and he has a part-time job in a hotel.*

Underline two examples of *In addition* in the article, and circle the commas.

*Lebanese food is delicious. It is very healthy.*

*Lebanese food is delicious. In addition, it is very healthy.*

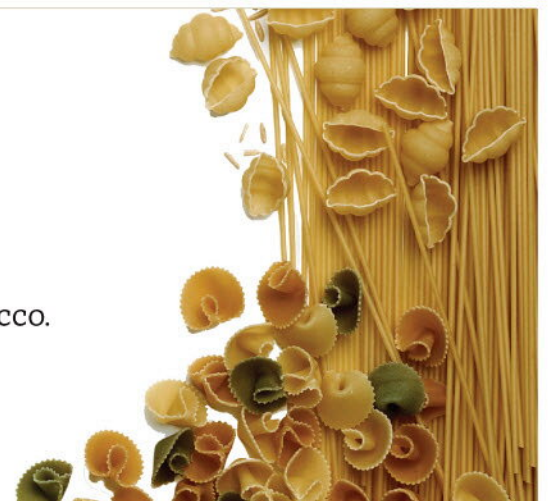
- |   |   |
|---|---|
| 1 <input type="checkbox"/> Aeroplanes cause a lot of air pollution.             | a There is very little rainfall.                          |
| 2 <input type="checkbox"/> Food that travels a long distance is not very fresh. | b The food is usually cheaper than in supermarkets.       |
| 3 <input type="checkbox"/> Shopping in local markets is more interesting.       | c They make a lot of noise when they land and take off.   |
| 4 <input type="checkbox"/> The climate is very hot in Saudi Arabia.             | d It is very expensive because of the costs of transport. |

- 3 Read sentences a–f from a paragraph on food and culture.

- 1 Find the topic sentence for the paragraph.
- 2 Put the sentences in the correct order 1–6 to make a paragraph. Start with the topic sentence.

### Food, drink, and culture

- It can be as important as language, music, or literature.
- In addition, drinks can also be important to a culture.
- Eating rice, for example, is central to the culture of China.
- For example, mint tea is a traditional part of daily life for people in Morocco.
- Food is an important part of any culture.
- Similarly, the Italian way of life would be very different without pasta.





## VOCABULARY DEVELOPMENT Prefixes and their meanings

1 **Read STUDY SKILL** Use a dictionary to complete the definition of *prefix*.

A *prefix* is a group of letters that ...

### STUDY SKILL Prefixes

Use prefixes to help you understand the meaning of a word. Some prefixes give a word the opposite meaning. For example:

- **dis-** gives the noun *advantages* the opposite meaning:  
*However, there were some **disadvantages**.*
- **un-** gives the adjective *helpful* the opposite meaning:  
*The people were very **unhelpful**.*

Look at these other prefixes and their meanings.

**anti-** (against) – *anticlockwise*

**sub-** (under) – *subway*

**super-** (above, large) – *supervisor, supermarket*

**pre-** (before) – *predict*

**multi-** (many) – *multimedia*

**anti-**

**sub-**

**super-**

**pre-**

**multi-**

2 Match the underlined words in 1–6 with meanings a–f.

- |   |                                     |
|---|-------------------------------------|
| 1 <input type="checkbox"/> Most drivers are <u>impatient</u> when they are at the traffic lights.             | a does not happen often             |
| 2 <input type="checkbox"/> I <u>distrust</u> most advertisements.   | b different opinions                |
| 3 <input type="checkbox"/> I want to buy an <u>inexpensive</u> watch. I haven't got much money.               | c cheap                             |
| 4 <input type="checkbox"/> It was <u>irresponsible</u> to let the children play in the busy street.           | d not wanting to wait for something |
| 5 <input type="checkbox"/> It is <u>unusual</u> to have so much rain in the desert.                           | e not sensible                      |
| 6 <input type="checkbox"/> Yuki and Toni had a <u>disagreement</u> . Now they are not speaking to each other. | f do not believe                    |

3 Add the negative prefixes in the box to the words in the sentences. Use a dictionary to help you.

**un- in- ir- im- dis-**

- 1 Kim felt very \_\_\_happy when he saw the exam results.
- 2 Paulo \_\_\_liked the new lecturer. He thought her lectures were difficult to understand.
- 3 It is difficult to learn all the \_\_\_regular verbs in English.
- 4 This exercise is \_\_\_possible. I can't do it.
- 5 The essay is \_\_\_complete. You must write a conclusion.
- 6 It is \_\_\_moral to take money from the poor.
- 7 Because the statistics were \_\_\_accurate, we had to calculate the results again.
- 8 Rafa is a very \_\_\_organized person. His desk is always \_\_\_tidy and he's usually late for meetings.

**un-**

**in-**

**ir**

**im-**

**dis-**

4 Match the underlined words 1–5 with meanings a–e.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> You should preview the document and then print it.                             | a medicine for curing infection                                  |
| 2 <input type="checkbox"/> After the success of her TV show, Belal became a superstar in her own country. | b with many floors   |
| 3 <input type="checkbox"/> The film was in English, but fortunately there were subtitles.                 | c words at the bottom of a film/TV screen to help you understand |
| 4 <input type="checkbox"/> The antibiotic penicillin was discovered in 1928.                              | d a very famous singer or actor                                  |
| 5 <input type="checkbox"/> The city centre has a multi-storey car park.                                   | e see before   |

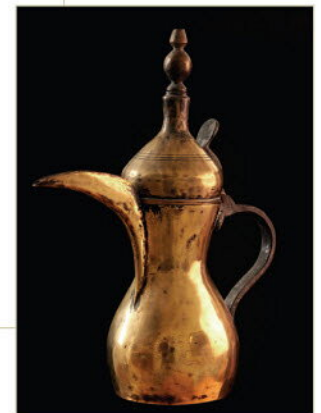
## REVIEW

1 Complete the words from Unit 7A with two vowels.

- |               |             |              |
|---------------|-------------|--------------|
| 1 ingred__nts | 5 ar__nd    | 9 f__ld      |
| 2 on__ns      | 6 cont__ns  | 10 b__lding  |
| 3 m__sure     | 7 c__ntries | 11 r__son    |
| 4 s__son      | 8 br__d     | 12 mater__ls |

2 Skim the article about coffee and match the topic sentences with the paragraphs. There is one extra topic sentence.

- a In many societies coffee is an important part of the culture.
- b Coffee has a similar position in many western societies.
- c Originally coffee came from Ethiopia, in Africa.
- d Coffee is made from the roasted beans of the coffee plant.



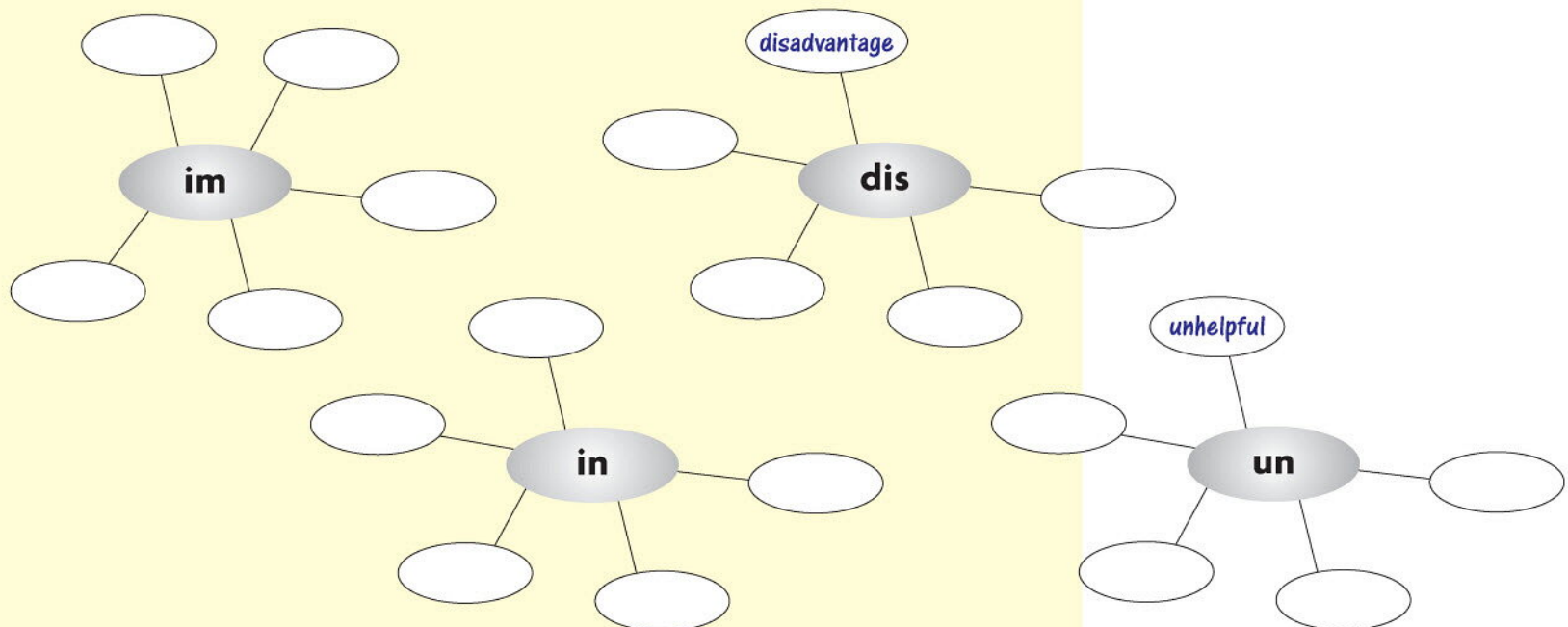
## Coffee

1 \_\_\_\_\_ . The plant is grown in many different parts of the world, such as Brazil and Kenya. Coffee producers collect the green beans and roast them. The colour changes to brown and the beans become bigger. People then grind the beans into small grains. These are then boiled with water to produce coffee.

2 \_\_\_\_\_ . It then spread to the Arabian peninsula. The word coffee, in fact, comes from the Arabic *qahwa*. Later, in the 16th century, it became popular in Turkey, where it was called kahve. It then spread to Italy and the rest of Europe.

3 \_\_\_\_\_ . In Bedouin Arab society, for example, people make fresh coffee early in the morning. They heat the coffee pot on a wood fire and keep it hot all day. When guests arrive, the hosts offer them coffee in small cups. There is even a way of showing the host by a signal that you would like more, or you have had enough.

3 Find adjectives, nouns, and verbs with negative prefixes in Unit 7A. Add them to the diagrams. Make sure your words are negatives (*disagree*, not *distance*; *unhappy* not *university*).



4 Use your dictionary to find other words to add to the diagram.


# 7B Language and culture

**LISTENING SKILLS** Understanding a situation • Taking notes (4) • Deciding on the main points

**SPEAKING SKILLS** Contractions • Presentations (4)


**VOCABULARY DEVELOPMENT** Synonyms


## LISTENING Excuse me, do you speak English?


- 1 Work with a partner. Answer the questions.
  - 1 How many languages do you speak?
  - 2 Is more than one language spoken in your country? When are the different languages used?
  - 3 What languages do children learn at school in your country?
- 2  7.1 Listen to the opening of a lecture. Complete the information about the lecturer. Tick (✓) the subject she mentions.


Lecturer
Name _____
Job _____
Research interests how _____ changes over _____

- language learning difficulties
- bilingualism
- the importance of writing

- 3  7.1 Listen again. How many opportunities will there be for questions?

- 4 **Read STUDY SKILL**  7.2 Listen to the start of a tutorial following the lecture. How many people are present?

- 5  7.2 Listen again. Write the names of the people.
  - the tutor \_\_\_\_\_
  - the visiting speaker \_\_\_\_\_
  - the students \_\_\_\_\_

- 6  7.2 Write the relationship between the speakers using the words in the box. Then listen again and check your answers.

classmates    colleagues    friends

- a Roxanna, Ronesh, and Simon \_\_\_\_\_
- b Dr Harper and Professor Birchill \_\_\_\_\_



### STUDY SKILL Understanding a situation

It is sometimes difficult to follow a discussion in a listening task. Sometimes several people talk together.

To understand better, ask yourself these questions:

- How many people are speaking: two, three, more?
- What are the speakers' roles: lecturer, student, presenter?
- What is the relationship between the speakers: teacher/student, host/guest, colleagues, classmates?

7 7.3 Listen to the numbers. Write them down.

- |         |         |         |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | 9 _____ |

8 **Read STUDY SKILL** Look at the table of facts. Predict which numbers from exercise 7 go with each fact below.

Number	Fact
a <i>approximately 75</i>	the percentage of international journal articles written in English
b	the percentage of international science journal articles written in English
c	the estimated number of languages which have died out
d	the number of years ago Latin was still used
e	the number of native and non-native speakers of English worldwide
f	the percentage of the world's population which is bilingual
g	the fraction of the budget for translating at international conferences
h	the number of official languages in the European Union
i	the percentage of Internet content written in English

9 7.4 Work with a partner. Listen and check your answers.

10 **Read STUDY SKILL** What were the main points in the tutorial? Tick (✓) the main point for each part.

- more science articles are written in English than other subjects  
 to be successful academically you need to learn English
- languages die out, but this is natural  
 Latin was important in the past but is not now
- more people will use two languages in the future  
 people will use their mother tongue less in the future
- having one global language helps communication and saves money  
 many languages are spoken in the European Union
- many business people from different countries have meetings face-to-face  
 English is used for communicating in business and on the Internet

**STUDY SKILL** Taking notes (4)

Numbers are very important for supporting points. You need to:

- note numbers accurately.
- note what the number refers to.

After you take note of facts and numbers, review them. Ask yourself if the number is possible, e.g.

*Number of language in the European Union – 223(?)*

In your follow-up research, check the accuracy of the numbers.



**STUDY SKILL** Deciding on the main points

Lectures and presentations usually make several points. Some of these points will be the main points.

*Some languages will die out – this is natural.*

Other points support these main points. These supporting points will be examples and facts.

*600 years ago all educated people in Europe read and understood Latin, but now where is this language?*

There will usually be several supporting points for each main point.

11 7.4 Listen again and check your answers.

12 Work in a group. Discuss each of the main points from the tutorial. Give your opinions and agree and disagree with each other.

## SPEAKING Starting your presentation


1 Work with a partner. Discuss which aspects of culture are important for you.

food family names arts language literature  
festivals beliefs customs sports clothes music



2 Work with a partner. Answer the questions.

- 1 Who do we learn each part of our culture from?
- 2 What happens to your culture if you go to live in a different country?
- 3 Which parts of culture change over time and which do not?

3  7.5 Listen and match the students' answers to questions 1–3 in exercise 2. Were any the same as your answers?



- a
- b
- c
- d
- e
- f

4 Think about your culture. Answer the questions.

- 1 How important is respect for older people?
- 2 How important is being on time?
- 3 How important is the written word compared to the spoken?

5 Work in a group. Discuss your answers to the questions in exercise 4.



- 6 Read the expressions in the Language Bank. Write your opening for a presentation on culture.
- 7 Work with a partner. Practise the opening to the presentation.
- 8  7.6 Listen to the presenter. Is his opening the same as yours?
- 9 **Read STUDY SKILL**  7.6 Listen again and tick (✓) the contractions you hear.
- 1 I'm
  - 2 I'll
  - 3 I've
  - 4 We'll
  - 5 We're
  - 6 We've
- 10 You are going to give a presentation on the topic of culture. Write the headings in the outline slide.

My culture    Other cultures    What is culture?

<b>Culture</b>
<p><b>Outline</b></p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> <li>• Questions</li> </ul>

- 11 Work with a partner. Write your opening for the presentation.
- 12 **Read STUDY SKILL** Work in a group. Give the opening to your presentation. Listen to the other presentations. Use the checklist in the Study Skill box. Tick (✓) the steps that are included. Who gave the best opening?

### STUDY SKILL Presentations (4)

The opening of a presentation is the most important part. A good opening gets the audience's attention and tells them what they are going to listen to. When you give a presentation, you might follow these steps:

#### Checklist

- 1 Set up your equipment.
- 2 Stand next to the visual display and face the audience.
- 3 Welcome the audience, make eye contact and smile.
- 4 Give the topic of your presentation.
- 5 Give a short outline of the content.
- 6 Tell the audience when they can ask questions.

### LANGUAGE BANK Presentation openings

*Today I'm going to talk about ...*  
*Before I start, I'll give an outline of the presentation.*  
*First, I'll examine ...*  
*After that, I'll discuss ...*  
*Next, ...*  
*Then ...*  
*Finally, ...*  
*At the end there will be time for questions.*

### STUDY SKILL Contractions

We often use contractions in presentations:  
*I'm going to ...*  
*We're going to ...*  
*I'll ...*  
*We'll ...*

Using contractions makes your English sound natural and fluent.

## VOCABULARY DEVELOPMENT Synonyms

1 Match the words in the box to the words below with similar meanings.

difficulty   answer   topic   key   discuss   study   issue  
revise   examine   theme

- 1 problem \_\_\_\_\_
- 2 learn \_\_\_\_\_
- 3 solution \_\_\_\_\_
- 4 talk about \_\_\_\_\_
- 5 subject \_\_\_\_\_

2 **Read STUDY SKILL** Complete the sentences with a synonym of *culture*.

- 1 Some elements of American and European \_\_\_\_\_ are the same.
- 2 The modern \_\_\_\_\_ is changing quickly.
- 3 There are many young people in the Urdu-speaking \_\_\_\_\_ in Britain.

### STUDY SKILL Synonyms

A synonym of a word has the same or very similar meaning. For example:

**culture** a way of life, beliefs, and customs shared by a group of people:  
*British culture / modern culture*


Synonyms

**society:** *Arab society*

**community:** *the English-speaking community*

**world:** *the modern world*


Synonyms are useful because they help us to avoid repetition.

3  7.7 Listen and check your answers.

4 Read the opening to the podcast below. Replace the highlighted words in the text with their synonyms in the box. Use the dictionary to help you.

discuss   topic   society   problems   solutions   study

Today's podcast is on the <sup>1</sup> **subject** \_\_\_\_\_ of multilingualism. This topic is becoming increasingly important in today's <sup>2</sup> **world** \_\_\_\_\_. So the question we will <sup>3</sup> **examine** \_\_\_\_\_ today is, just what does it mean to live in a multilingual world? To discuss this question, with me today are Dr Hamad and Professor Johnson from Stockton University. They <sup>4</sup> **research** \_\_\_\_\_ issues faced by multilingual communities and find <sup>5</sup> **answers** \_\_\_\_\_ for particular <sup>6</sup> **issues** \_\_\_\_\_. They recently published a book listing many of their solutions, a book I highly recommend if you want to learn more about multilingualism or you need to study this area for your own research.

5  7.8 Listen and check your answers.

6 Think about the question below. Think of three ideas to answer the question and write down the key words. Then note down some synonyms for the key words.

*What does it mean to live in a multilingual world?*

7 Work with a partner. Discuss your ideas using both the key words and their synonyms.

*culture*

*society*

*community*

*world*

## REVIEW

1 🎧 7.9 Listen and write down the numbers.

a _____	d _____
b _____	e _____
c _____	f _____

2 Look at the table of facts discussed at a tutorial. Predict which number in exercise 1 goes with which fact.

Number	Fact
	Japanese speakers
	consonant sounds in Japanese
	consonant sounds in English
	articles in English
	kanji symbols Japanese children learn
	letters in the English alphabet

3 🎧 7.10 Listen and check your answers.

4 Read the steps to starting a presentation well and number them in the correct order.

- Tell the audience when they can ask questions.
- Give a short outline of the content.
- Welcome the audience, make eye contact and smile.
- Stand next to the visual display and face the audience.
- Set up your equipment.
- Give the topic of your presentation.

5 Work with a partner. From memory, give the steps to starting a presentation well. Use the words in the box below.

First Then Next After that Finally

6 Match the synonyms in the box with the four words opposite.

revise nation learn worldwide  
seminar state international  
discussion group

country _____	study _____
global _____	tutorial _____

7 🎧 7.11 Read and listen to the opening to a presentation. Underline the verb forms you hear.

8 🎧 7.11 Listen again. Circle the words the speaker uses to organize her information.

9 Work with a partner. Practise saying the opening aloud.

Today <sup>1</sup> *I'm going to / I'll* talk about language and culture. Before I start, <sup>2</sup> *I'll / we'll* give an outline of the presentation. First, <sup>3</sup> *I'm going to / I'll* talk about the importance of language. After that, <sup>4</sup> *I'm going to / I'll* discuss culture. Finally, <sup>5</sup> *I'll / we'll* look at some examples of the connection between language and culture. In next week's tutorial <sup>6</sup> *I'll / we'll* discuss some of the points in more detail.



# 8A Cities of the world

**READING SKILLS** Looking at data • Getting facts from a text

**WRITING SKILLS** Comparatives and superlatives • Linking ideas (7) • Writing about cities

**RESEARCH** Finding facts and figures

**VOCABULARY DEVELOPMENT** Word-attack skills

## READING City life

1 What things are important to you in a city? Put the following in order 1 to 5 (1 is the most important).

climate    transport    education    safety    recreation

2 Which city in the world would you most like to live in? Give reasons.

3 **Read STUDY SKILL** Scan the article *The world's best city* to find the information.

- |   |                        |
|---|------------------------|
| 1 the name of the group that did the survey | 3 the 'best' cities    |
| 2 the number of cities in the survey        | 4 the top Asian cities |

4 Look at the article again to complete the table *Top Ten Cities*.

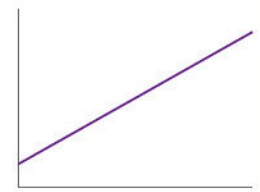
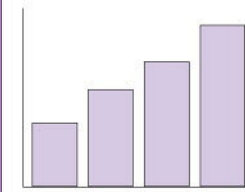
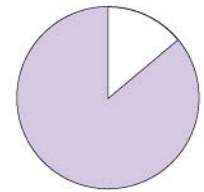
5 Read the article. Answer the questions.

- Where are famous cities like Paris, London, and New York in the table? What reasons does the writer give?
- Why do you think Japanese cities have high scores?
- What do you think of surveys like this? Do you believe the results? Why/why not?

### STUDY SKILL Looking at data

We often show data (or statistics) in tables, pie or bar charts, graphs, etc.

Year	Population
1970	12.3m
1980	12.7m
1990	12.9m
2000	13.3m
2010	13.6m



Study the information in visuals to help you understand a text.

## The world's best city

Which is the best city in the world to live and work in? Every year the Economist Intelligence Unit asks this question. It uses factors such as climate, transport, education, safety, and recreational facilities for around 140 world cities. It gives scores for each, and then ranks the cities in order – from the 'best' to the 'worst'.

This year all of the top ten cities came from either Canada, Australia, or Western Europe. Vancouver, Canada had the highest score, which means it is the most 'liveable' city. Two other Canadian cities, Toronto (4th place) and Calgary (5th), were also in the top five. In second place was Vienna (Austria) followed by Melbourne (Australia). The final two cities in the top ten were Adelaide (Australia) in 9th place and Auckland (New Zealand) in 10th.

At the bottom of the list were the cities with the most difficult or dangerous living conditions. The city with the lowest score was Harare, Zimbabwe, in 140th place. Some other African cities, such as Lagos, Nigeria, also did badly. This could be because of climate, or the political situation in these countries.

In the middle of the list came big cosmopolitan cities with their transport and crime problems. These included Paris (17th), London (54th), and New York (56th). The Japanese cities of Osaka and Tokyo did better, however. These cities (both in the top twenty) also had the biggest scores in Asia along with Singapore and Hong Kong.

### TOP TEN CITIES

1	_____
2	_____
3	_____
4	_____
5	_____
6	<u>Helsinki</u>
7	<u>Sydney</u>
8	<u>Perth</u>
9	_____
10	_____

**6 Read STUDY SKILL** Look at the webpage *Welcome to Vancouver*. Scan the text and visuals to answer the questions.

- 1 What ocean is the city on?
- 2 What is the temperature in the summer?
- 3 Is there snow in winter?
- 4 Which month is the wettest?
- 5 What is the total population?
- 6 What is the second language of the city after English?
- 7 How did the city get its name?
- 8 Where can you get a good view of the city?

**STUDY SKILL** Getting facts from a text

Remember – use headings in a text and the titles of visuals. They can help you find the information you want quickly.



## Welcome to Vancouver – Canada’s Coolest City!

### Location

Vancouver is located in the south-west corner of Canada, just to the north of the border with the United States. Vancouver is a busy port and tourist centre. It is situated on a peninsula and is surrounded by the Pacific Ocean on three sides. On the other side of the city are mountains, which rise to over 1500 metres.

### Population

According to the 2006 census, the population of Vancouver City is about 580,000. However, there are more than two million people living in the region. The population is ethnically very mixed. The largest ethnic group is Chinese, although there are many Indians, Vietnamese, and Filipinos. Nearly a quarter of the population say that Chinese is their mother tongue. Only about half of the population speak English as their mother tongue.

### History

Vancouver was founded as a small settlement called Granville in the 1870s. It was a small trading port for wood. In 1886 the city was renamed after a British naval captain, George Vancouver.

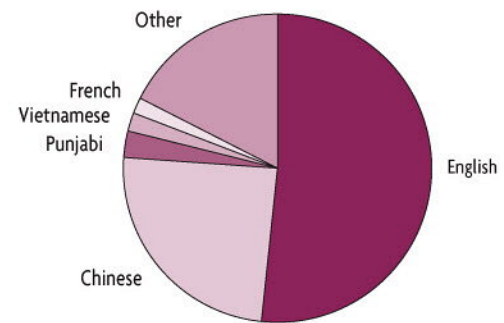
### Climate

It has one of the mildest climates in Canada. The summers are usually sunny and dry. The hottest months are July and August. However, the temperature rarely goes above 22°C. The winter is mild. It is also the wettest season. There is some snow in the winter, but usually just on the mountains near the city.

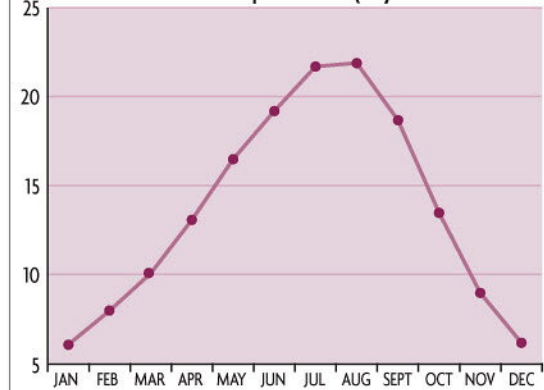
### Things to see

Vancouver is famous for its scenery. It has more than 180 parks, including the famous Stanley Park. Near the city are forests and snow-capped mountains. Sports include skiing, hiking, cycling, and boating. The most interesting sights include Gastown (the historic area of Vancouver), Chinatown, English Bay, Vancouver Harbour, and Robson Street, which is the main shopping street for high fashion. You can also take a trip to Granville Island, where you can buy paintings from artists’ studios. To get a great panoramic view of Vancouver, visitors should go to the Lookout – a viewing platform at the top of the Harbour Centre Tower.

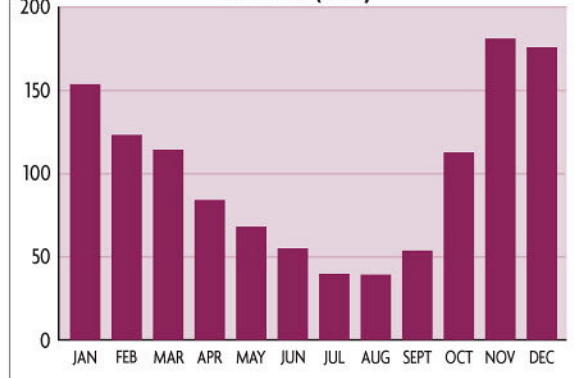
Vancouver city: Mother Tongue



Temperature (°C)

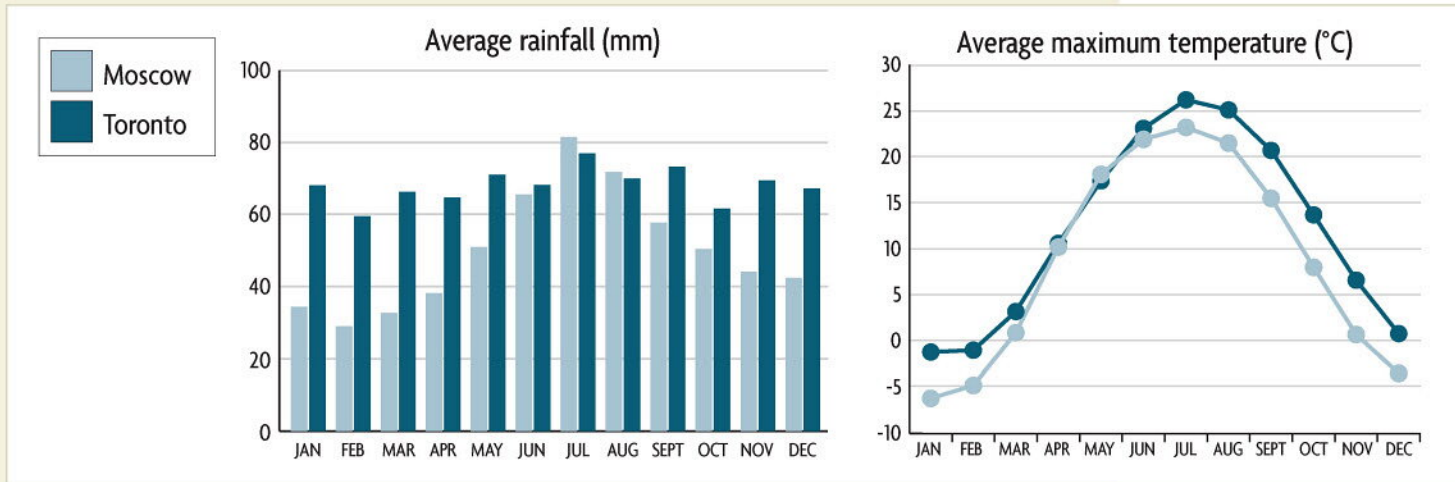


Rainfall (mm)



## WRITING Comparing data

- 1 Look at the data about Toronto and Moscow. Say if the sentences are true (T) or false (F).



- Toronto is wetter than Moscow in the winter.
  - Moscow is drier than Toronto in the spring.
  - August is the wettest month in Moscow.
  - February is the driest month in Toronto.
  - Moscow is hotter than Toronto in the summer.
  - Moscow is colder than Toronto in the winter.
  - June is the hottest month in Moscow.
  - January and February are the coldest months in Toronto.
- 2 Underline the comparative and superlative adjectives in the sentences in exercise 1.
- 3 Read the rules. Write the comparative and superlative forms of the adjectives in the box.

wet beautiful dry cold hot friendly  
popular mild difficult cool big nice low

adjective	comparative	superlative
wet	wetter	the wettest
beautiful	more beautiful	the most beautiful

### RULES Comparatives and superlatives

Study the spelling rules for comparatives and superlatives:

- adjectives of one syllable, for example *high*, add **-er** and **-est**
- adjectives ending in **-e**, for example *nice*, add only **-r** and **-st**
- some adjectives, for example *big*, double the last letter
- adjectives ending in **-y**, for example *dry*, change **-y** to **-i**

Remember – long adjectives do not follow these rules. They use **more** and **most**, and **less** and **least**. For example:

*Tokyo is more expensive than Paris.*

*The most interesting sights include Gastown, Chinatown, ...*

- 4 Look at the population statistics for three countries in Asia. Complete the paragraph. Use the statistics from the table and the adjectives in the box.

high/low (birth rate)    small/big (population)

	births (per 1000 population)	total population
Japan	7.64	127,076,183
China	14	1,338,612,968
South Korea	8.93	48,826,838

The table shows population statistics for three Asian countries: Japan, China, and South Korea. China has the <sup>1</sup> \_\_\_\_\_ population, over 1.3 billion people. Japan's population is about <sup>2</sup> \_\_\_\_\_ million. This is less than South Korea's population, which is just under <sup>3</sup> \_\_\_\_\_ million. South Korea has the <sup>4</sup> \_\_\_\_\_ population of these three countries. The country with the <sup>5</sup> \_\_\_\_\_ birth rate is China. There are <sup>6</sup> \_\_\_\_\_ births per thousand population. Japan has the <sup>7</sup> \_\_\_\_\_ birth rate, <sup>8</sup> \_\_\_\_\_ births per 1000. South Korea's birth rate is a little <sup>9</sup> \_\_\_\_\_ than Japan's, but <sup>10</sup> \_\_\_\_\_ than China's.

5 **Read STUDY SKILL** Underline the *which* and *where* clauses in the sentences. Circle the commas.

- 1 Melbourne, which is one of the largest cities in Australia, came second in the survey.
- 2 The highest-ranking cities in Asia were Osaka and Tokyo, which is the capital of Japan.
- 3 Chinatown, where there are many good restaurants, is located near the centre of the city.
- 4 On Monday we visited the Grand Bazaar in Istanbul, where you can buy everything from carpets to gold chains.

### STUDY SKILL Linking ideas (7)

Use relative pronouns *which* and *where* to add information about things (*which*) and places (*where*).

Look at sentences **a** and **b**. What are the differences? Underline the relative pronoun in **b**. Circle the comma.

- a** *On the other side of the city are mountains. They rise to over 1500 metres.*
- b** *On the other side of the city are mountains, which rise to over 1500 metres.*

Look at sentences **c** and **d**. What are the differences? Underline the relative pronoun in **d**. Circle the comma.

- c** *You can also take a trip to Granville Island. You can buy paintings from artists' studios there.*
- d** *You can also take a trip to Granville Island, where you can buy paintings from artists' studios.*

## Writing about cities

6 Look at the notes about Mumbai. Complete the paragraph using the notes.

**Name:** Mumbai (also Bombay)  
**Location:** west coast of India  
**Climate:** cool and dry in winter, hot in spring, wet in summer (monsoon season)  
**Population:** 20 m (largest city in India)  
**Famous for:** film industry (Bollywood), port, commercial centre  
**History:** founded 1668 by British East India Company  
**Things to see:** Mani Bhavan Museum, Chowpatty beach  
**Source:** www.wikipedia.org



### Mumbai – India's largest city

Mumbai, which is also known as <sup>1</sup> \_\_\_\_\_, lies on the <sup>2</sup> \_\_\_\_\_ coast of India. The best time to visit is during the months of December, January, and February. The spring is very <sup>3</sup> \_\_\_\_\_ and the summers are wet because this is the <sup>4</sup> \_\_\_\_\_ season. The city has a population of <sup>5</sup> \_\_\_\_\_ people. It is famous for its very successful <sup>6</sup> \_\_\_\_\_ industry and its port. It is also an important commercial centre. The city was founded in <sup>7</sup> \_\_\_\_\_ by the <sup>8</sup> \_\_\_\_\_ Company. There are many sights to see in Mumbai, including the Mani Bhavan <sup>9</sup> \_\_\_\_\_, and the famous Chowpatty beach.

7 Rewrite the text about Mumbai. Include *which* and *where* clauses a–d to add information. Use commas where necessary.

- a** which is called Bollywood
- b** where the people of Mumbai like to walk in the evenings
- c** which are usually cool and dry
- d** which makes it the largest city in India

## RESEARCH Researching a city

- 1 **Read STUDY SKILL** Choose a city you would like to visit. Find out information about it. Give the source (or sources). Make notes.



### STUDY SKILL Finding facts and figures

Make a note of good sources of facts and figures – about cities, countries, climate, people, etc. They will help you in your studies. Here are some useful websites to begin with:

[www.wikipedia.org](http://www.wikipedia.org)

[www.worldfactsandfigures.com](http://www.worldfactsandfigures.com)

Name: \_\_\_\_\_  
Location: \_\_\_\_\_  
Climate: \_\_\_\_\_  
Population: \_\_\_\_\_  
Famous for: \_\_\_\_\_  
History: \_\_\_\_\_  
Things to see: \_\_\_\_\_  
Source: \_\_\_\_\_

- 2 Use your notes from exercise 1 to write a paragraph about the city for visitors. Look again at the paragraph about Mumbai on page 93 to help.

## VOCABULARY DEVELOPMENT New words

**Read STUDY SKILL** Use word-attack skills to understand the words in bold.

### STUDY SKILL Word-attack skills on new words

Sometimes the different parts of a word can help you guess the meaning.

Look at the word *liveable* in this sentence:

*Vancouver, Canada had the highest score, which means it is the most **liveable** city.*

Look at the two parts:

**live/able**

■ *live* is a verb ■ *-able* means you can

So *liveable* is an adjective meaning *you can live there*.

Look at the word *renamed* in this sentence:

*In 1886 the city was **renamed** after a British naval captain George Vancouver.*

Look at the three parts:

**re/name/d**

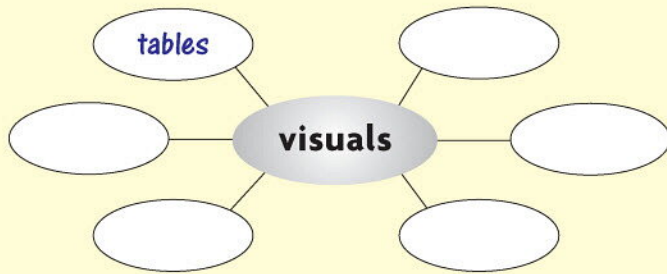
■ *re-* ■ *name* ■ *-d*

What does *renamed* mean?

- 1 Many nouns such as *time*, *air*, *water*, and *information* are **uncountable**.
- 2 If you fail the exam, you will have to **retake** it next semester.
- 3 Belal is a very **disorganized** person. She is late for lessons and always forgets her books.
- 4 After the fire, they **rebuilt** the school.
- 5 The city was **unrecognizable** – it had changed so much.

## REVIEW

1 How many ways are there to show data? Add words to the diagram.



2 Match the sentences 1–5 with sentences a–e. Rewrite them using *which* to make clauses. Use the correct punctuation.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> New York is the best-known city in North America. | a They are located near the centre of the city.                 |
| 2 <input type="checkbox"/> Port Moresby has a very high crime rate.          | b It is the main shopping street for fashion.                   |
| 3 <input type="checkbox"/> In Vancouver you can go skiing in the mountains.  | c They surround the city and are covered in snow in the winter. |
| 4 <input type="checkbox"/> Robson Street is well worth a visit.              | d It is the capital of Papua New Guinea.                        |
| 5 <input type="checkbox"/> London is famous for its beautiful parks.         | e It is located on Manhattan Island.                            |

3 Complete the *where* clauses using your own words.

- In summer many people go to the mountains, where \_\_\_\_\_.
- In the centre of the city is the main square, where \_\_\_\_\_.
- The National Stadium, where \_\_\_\_\_, is located near the station.
- Near the harbour there are many restaurants, where \_\_\_\_\_.
- There is a river in the middle of the city, where \_\_\_\_\_.

4 Look at the table. Write five sentences about the information.

*The birth rate in Turkey is higher than in Russia and Germany.*

	Turkey	Russia	Germany
<b>births (per 1000 population)</b>	18.66	11.1	8.18
<b>total population</b>	72,561,312	141,927,297	81,757,600

5 Find the information as quickly as you can to complete the *City Quiz*.



## CITY QUIZ

- Which is the world's largest city?
- What is its population (latest figure)?
- Which city is wetter?
  - Rio de Janeiro
  - Lisbon
- Which city is not located by the sea?
  - Istanbul
  - Shanghai
  - Manila
  - Berlin
  - Karachi
  - Cape Town
- In which city can you find...?
  - the Prado Museum
  - Shalimar Gardens
  - the Golden Gate Bridge
- Which city is the oldest?
  - Damascus
  - Mexico City
  - St Petersburg
- Which city is the highest above sea level?
  - Delhi
  - Nairobi
  - Riyadh
- Only one of these cities is a capital city. Which one?
  - New York
  - Sydney
  - Rio de Janeiro
  - Bangkok
  - Amsterdam
  - Mumbai




# 8B Living in the city

**LISTENING SKILLS** Focusing on organization • Taking notes (5)

**SPEAKING SKILLS** Pauses • Presentations (5)

**RESEARCH** Finding sources • Giving references

## LISTENING Important cities

- 1 Which important world cities have you visited? Do you like them? Why?
- 2  8.1 Listen to the first part of a podcast about cities. Number the cities in the order in which they are mentioned.
- 3  8.1 Listen again. What is Brian Davies doing?
  - explaining examples
  - giving an outline
  - answering questions
- 4 **Read STUDY SKILL**  8.1 Listen again. Which three topics will Brian Davies talk about?
  - history
  - food
  - sport
  - recreation
  - climate
  - the environment
  - change
  - transport

### STUDY SKILL Focusing on organization

Always listen carefully to the introduction to a presentation or talk. It will give you an outline or overview of the content. The introduction will tell you:


- the main topics.
- how the topics are organized.

This will help you to follow the main part of the talk.

- 5 Complete the outline for Brian Davies' talk.

#### Outline

- Topic 1: \_\_\_\_\_  
City: \_\_\_\_\_
- Topic 2: \_\_\_\_\_  
City: \_\_\_\_\_
- Topic 3: \_\_\_\_\_  
City: \_\_\_\_\_

- 6  8.1 Listen again and check your answers.



Rome



Copenhagen



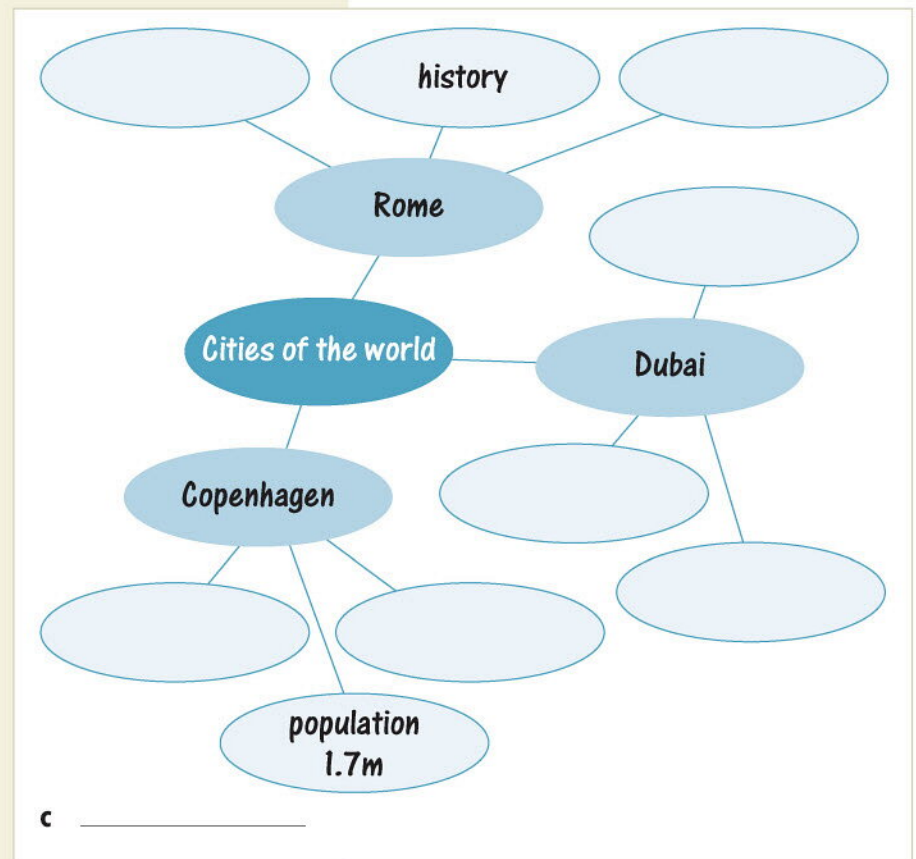
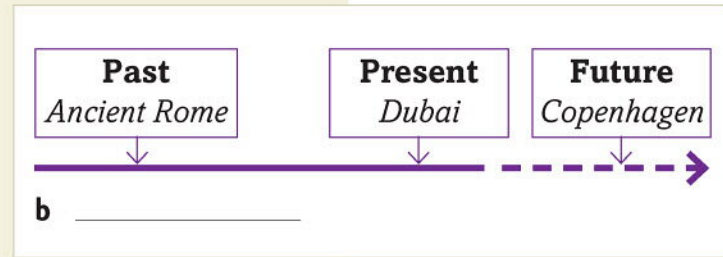
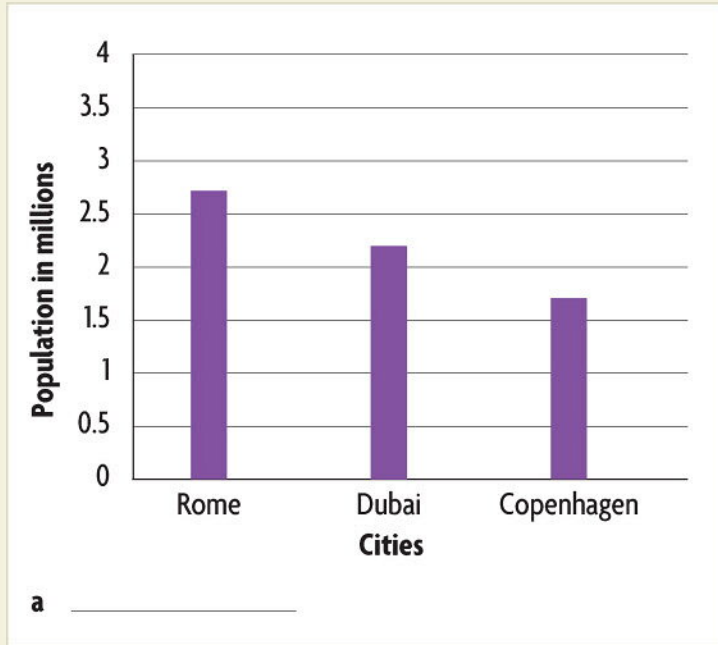
Dubai

7 Which key words and numbers from the main part of the talk do you think are about which city?

historical    modern    international    10 million visitors  
bicycle    population of 1.7 m    future    green

8 **Read STUDY SKILL** Label the diagrams a–c with the words from the box.

chart    mind map    timeline



**STUDY SKILL Taking notes (5)**

To learn and remember information more easily, you need good notes. When listening:

- try to get all the main points.
- write the key words clearly.
- be accurate with numbers.
- use mind maps, pictures, and diagrams.

9 Work with a partner. Look at the diagrams. Answer the questions.

- 1 Which is a good way to take notes of lots of information?
- 2 Which is a good way to compare numbers?
- 3 Which is a good way to show time?

10 **8.2** Listen to the main part of the talk.



- 1 Complete the mind map in exercise 8.
- 2 Add more parts to the mind map if necessary.
- 3 Did you hear any of the words from exercise 7?

11 **8.3** Listen to three students giving summaries of their notes about the three cities. Tick (✓) the information each student (A–C) includes.


12 Work with a partner. Decide which student gave the best summary and why.

Summary	A	B	C
City name			
Location			
Population			
Best for ...			
Famous building			
Transport			

## SPEAKING Comparing cities

- 1 Work with a partner. Look at the photos of two great cities.
  - 1 What are the two cities?
  - 2 What do you know about these cities?
- 2  8.4 Listen to two students discussing the two cities. What is the relationship between the cities?
- 3 Work with a partner. Discuss the questions.
  - 1 Is your town or city twinned with another town or city?
  - 2 What could be the benefits of a town or city twinning with another place?
- 4  8.5 Listen to one student's summary of the two cities and complete the information in the table below.

	Berlin	Istanbul
Approximate population	___ million	___ million
Annual visitors	7.5 million	___ million
Universities		44
Hospitals		
Currency	euro	lira

- 5  8.5 Work with a partner. Compare your answers. Then listen again and check.
- 6 Read the expressions in the Language Bank. Use the expressions and the information in the table in exercise 4 to complete the text.

### LANGUAGE BANK Comparing

*If we compare ..., we can see that ...*

*A comparison of ... shows that ...*

*Istanbul is **far** bigger than Berlin.*



*Dubai is **slightly** smaller than Copenhagen.*

*Dubai is almost **as big as** Copenhagen.*

*Rome is **not as green as** Copenhagen.*

***Both** Copenhagen **and** Dubai are modern cities.*

1 \_\_\_\_\_ Berlin 2 \_\_\_\_\_ Istanbul are important world cities. They have been twin towns since 1989. If we 3 \_\_\_\_\_ their populations, we can see that Istanbul is 4 \_\_\_\_\_ bigger than Berlin. Istanbul also has 5 \_\_\_\_\_ more visitors each year. A comparison of the number of universities 6 \_\_\_\_\_ that Berlin doesn't have 7 \_\_\_\_\_ many 8 \_\_\_\_\_ Istanbul, but it has more hospitals. The currency of Germany is the euro and, in 2010, one euro was worth 9 \_\_\_\_\_ less than two Turkish lira.

- 7  8.6 Listen and check your answers.
- 8 **Read STUDY SKILL**  8.6 Listen to the text in exercise 6 again. Mark the pauses with //. Work with a partner. Practise reading the text and leaving pauses.



### STUDY SKILL Pauses

When we write, we use commas (,) and full stops (.). When we speak, we use pauses to help listeners understand.

Pauses help to:

- organize our information.
- emphasize information.
- show a change of topic.

9 **Read STUDY SKILL** Match steps 1–5 in the Study Skill box with a–e below.

**STUDY SKILL Presentations (5)**

Help your audience to understand your information by organizing it well.

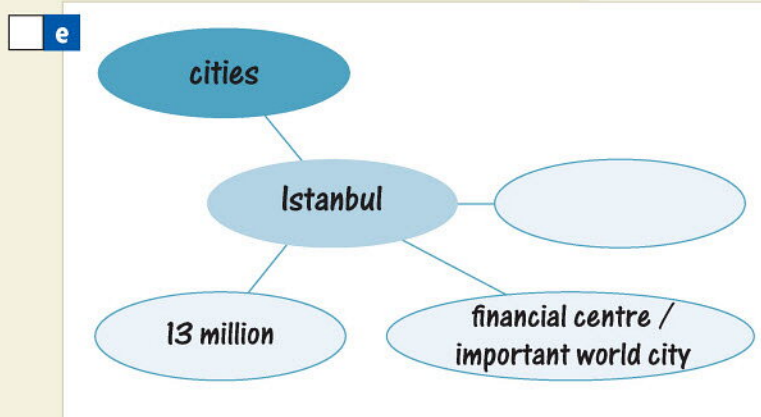
- 1 Choose your topic and focus.
- 2 Do the research.
- 3 Make notes on your main points.
- 4 Write your outline.
- 5 Organize your information to follow the outline.

**a** **Istanbul**, historically known as Byzantium and Constantinople, is the largest city in Turkey, with a population of 13 million. Istanbul is a megacity, as well as the cultural, economic, and financial centre of Turkey.

**b** **Comparing 2 cities:  
Berlin and Istanbul**

- c**
- population
  - history
  - geography

- d**
- introduction
  - population
    - Berlin
    - Istanbul
  - history
    - Berlin
    - Istanbul



10 Work with a partner. Look at the two presentation outlines below. Answer the questions.

- 1 How are the outlines the same?
- 2 How are they different?
- 3 Which do you prefer? Why?

**A** **Comparing two cities**

- introduction
- Istanbul
  - geography
  - population
  - universities
- Berlin
  - geography
  - population
  - universities

**B** **Comparing two cities**


- introduction
- geography
  - Istanbul
  - Berlin
- population
  - Istanbul
  - Berlin
- universities
  - Istanbul
  - Berlin

11 Work with a partner. Use the information from exercises 4 and 6 to write an introduction to the presentation *Comparing two cities: Istanbul and Berlin*. Then practise saying your introduction.

## RESEARCH Information sources

- 1 **Read STUDY SKILL** Look at the information about a research project. Identify the key words. Then find a suitable website to use for research.

RESEARCH PROJECT
Topic: cities
Focus: future developments
Key Qu.: What will the next big thing be in cities? What problems will it solve?

- 2  8.7 Listen to three students talking about their research. Write down the key words they use.

Student A	
Student B	
Student C	

- 3 Use the students' key words and find a good source (a book or website) for each student to use for their research.
- 4 **Read STUDY SKILL** Choose a type of source in the box below for each title in the table.

book	website	podcast	TV programme
------	---------	---------	--------------

Title	Type of source
'Tomorrow's Places', download from www.cities.org	
'Roman Times', Channel 6, BPC	
'The Traveller's Guide to the World' by R. Stone	
www.citiesoflearning.com	

### STUDY SKILL Finding sources

Use key words from your topic, focus, and research questions to find information sources. When you use a *search engine* on the Internet, for example, *Google*, type in:

- only key words.
- correct spelling.



Internet research

### STUDY SKILL Giving references

When you use information, you need to give the source.

#### For reading sources


- From a **book**: Stone, R. (2004) *The Traveller's Guide to the World*. London, Open Press.
- From a **website**: Doyle, C. (2009) *Paris, a place to learn*. Retrieved 25th September, 2011, from <http://www.citiesoflearning.com>

#### For listening sources

- From a **broadcast** (TV, radio): Simons, A. (Reporter). (7th October, 2010). *Roman Times*, Channel 6, BPC
- From a **podcast**: Johns, D. (2011) *Tomorrow's Places* (Audio podcast). Retrieved 30th May, 2011, from <http://www.cities.org/podcasts>

- 5 Work with a partner. Choose a city and decide on three things you want to know about it.
- 6 Find the information and give your sources correctly.

## REVIEW

- 1  8.8 Listen to a student giving a summary of a presentation. Complete the outline for the presentation.

Sport and cities	
• City 1	<u>London</u>
Sport	_____
• City 2	_____
Sport	<u>football</u>
• City 3	_____
Sport	_____




- 2 Look at the research table. Find the missing facts on the Internet and complete the table with the facts and references.


City	Population	Reference
Johannesburg		
Toronto		

- 3 Find the sources described in the table. Add the references to the table.

Description of source	Reference
a podcast about a capital city	
a book about a country	

- 4  8.9 Listen and complete the text.

I am going to compare Moscow and Mexico City. <sup>1</sup>\_\_\_\_\_ Moscow <sup>2</sup>\_\_\_\_\_ Mexico City are very interesting cities to visit. Mexico City is in North America, <sup>3</sup>\_\_\_\_\_ Moscow is in Europe. Both Mexico City <sup>4</sup>\_\_\_\_\_ Moscow are capital cities, but the population of Moscow is not <sup>5</sup>\_\_\_\_\_ big <sup>6</sup>\_\_\_\_\_ the population of Mexico City. Mexico City is <sup>7</sup>\_\_\_\_\_ as cold as Moscow; in fact, the average <sup>8</sup>\_\_\_\_\_ temperature in Mexico is as high as the average <sup>9</sup>\_\_\_\_\_ temperature in Moscow.

- 5  8.9 Listen again and mark the pauses.

- 6 Practise reading the text aloud.

# 9A Brain power

**READING SKILLS** In other words • Making notes (3)

**WRITING SKILLS** Common mistakes • Summaries • Writing a summary

**RESEARCH** Reliable sources (2)

## READING A healthy brain

- 1 What do you know about the human brain? Answer the questions in the *Brain Quiz* on page 103.
- 2 Scan the information in *Brain facts* on page 103 to check your answers.
- 3 Skim the article *How to keep your brain healthy*. Match topic sentences a–e with paragraphs 1–5.
  - a  Physical activity is also important.
  - b  Finally, we should eat a 'brain-healthy' diet.
  - c  Another thing we can do is to be socially active.
  - d  Most people know how to keep their bodies healthy.
  - e  First of all, it is important to stay mentally active.

4 **Read STUDY SKILL** Look at the underlined words and phrases in the article. Find synonyms in the same paragraph.

- a exercise (paragraph 2) \_\_\_\_\_
- b socialize (paragraph 3) \_\_\_\_\_
- c beneficial (paragraph 4) \_\_\_\_\_
- d avoid (paragraph 5) \_\_\_\_\_
- e nutritious (paragraph 5) \_\_\_\_\_
- f improve brainpower (paragraph 5) \_\_\_\_\_

5 **Read STUDY SKILL** Read paragraphs 1 and 2 of the article again. Look at the notes. Read the rest of the article, and complete the notes. Follow the order of the text. Use these headings:

- Socially active
- Brain-healthy diet
- Physical activity

### STUDY SKILL Making notes (3)

One way of making notes is by making a list of points. Use bullets (●), dashes (–), or numbering (1, 2, 3, etc.) to group your notes.

Organizing notes in this way makes them easy to read and remember.

6 Answer the questions. Use your notes from exercise 5. Do not look at the article.

- 1 How can we stay mentally active? Give two examples.
- 2 How can we meet different people? Give two suggestions.
- 3 How is exercise good for the brain?
- 4 What kind of food is bad for the brain?
- 5 What food is good for the brain? Give examples.

### STUDY SKILL In other words

Sometimes writers do not want to repeat words. It is not good style. They use pronouns (*it, he, them*, etc.), or they find other words which mean the same thing (synonyms). For example:

- a ... we can also take steps to keep our brains **healthy**? Experts recommend the following tips to keep your brain in good shape.
- b Of course, the brain is a very **delicate** organ. It is easily damaged ...

Which words or phrases mean *healthy* and *delicate*?

### Notes

#### • How to keep body healthy

- a good diet
- exercise, sleep
- avoid smoking

But we can also keep brains healthy. How?

#### • Mentally active

Exercises for the brain, e.g:

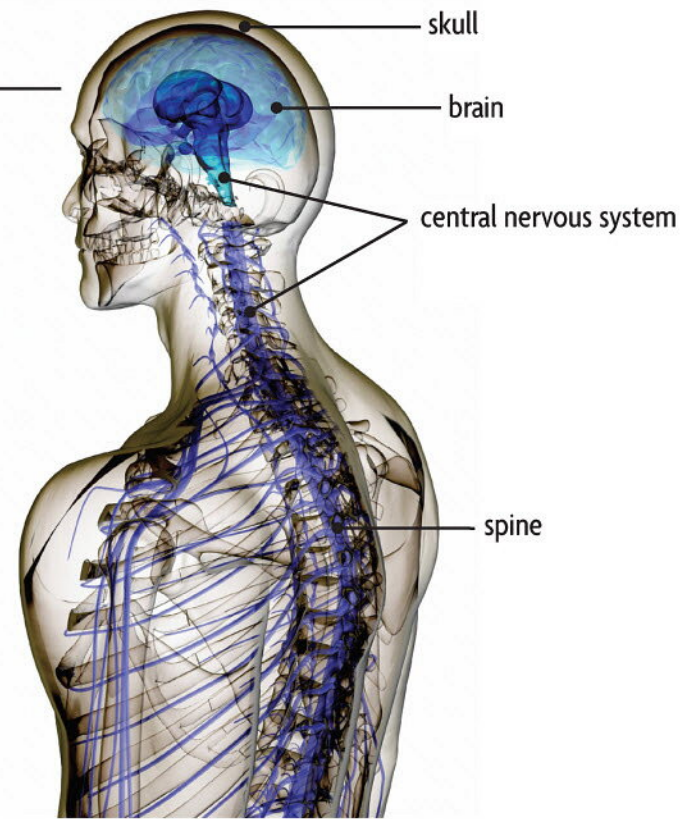
- quizzes
- puzzles
- maths problems

Keep nerve cells sharp (creates new cells?)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Brain Quiz

- 1 How much does the human brain weigh?  
a less than 2 kilos      c 3–4 kilos  
b 2–3 kilos              d more than 4 kilos
- 2 Which has the heaviest brain?  
a a human                c a dolphin  
b an elephant            d a cow
- 3 How many neurons (nerve cells) are there in the brain?  
a 1 million                c 1 billion  
b 100 million            d 100 billion
- 4 The brain is one part of the central nervous system. What is the other part called?  
a the skin                c the lungs  
b the heart                d the spine

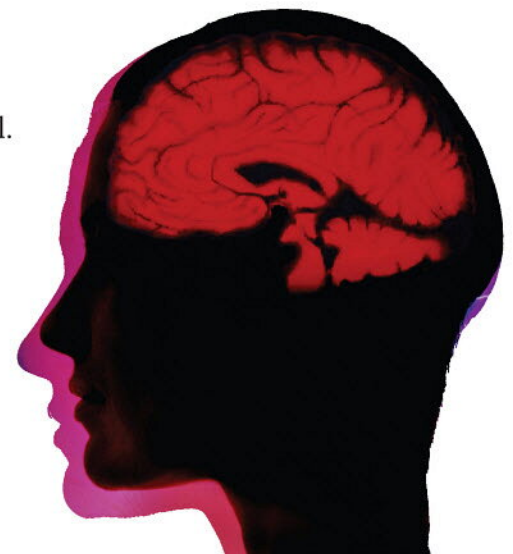


## HOW TO KEEP YOUR BRAIN HEALTHY

- 1 Most people know how to keep their bodies healthy. They know they should eat a good diet and try to get plenty of exercise and sleep. They should also avoid smoking, drinking, etc. However, do you know that we can also take steps to keep our brains healthy? Experts recommend the following tips to keep your brain in good shape.
- 2  . We exercise our bodies by walking, swimming, or going to the gym, but we can also do workouts for our brains. For example, we can try quizzes and word puzzles, or solve mathematical problems. This will keep the nerve cells sharp. It may also help to create new cells.
- 3  . This means that we should socialize by joining clubs and social groups. We can also mix with other people by travelling to other countries, or learning new skills. For example, we can do courses to learn skiing, dancing, or a new language.
- 4  . We know that exercise is beneficial for the body. However, it is also good for the brain. It keeps a good flow of blood to the brain, and encourages new cells. Of course, the brain is a very delicate organ. It is easily damaged, so people who like dangerous activities should be very careful. Rock climbers, cyclists, and cricket players should all protect their heads.
- 5  . This means we should avoid fatty foods. We should also stay away from food that is high in cholesterol. Instead, we should eat nutritious foods such as green vegetables, fruit, fish, and nuts. Foods which are good for you will protect the brain from disease. Certain foods, however, may actually improve brainpower. Research suggests that the nutrient 'choline', which is found in foods such as liver, eggs, and red meat, helps the brain work better.

### Brain facts

- The human brain is part of the central nervous system, which also includes the spine.
- It consists of 100 billion neurons, or nerve cells, that send information to each other.
- The brain has many functions, such as memory, learning, and emotion.
- The skull, which is made of bone, protects the brain.
- The average human brain weighs 1300g–1400g. This compares to 7500g for the brain of an elephant, 420g for a chimpanzee, 500g for a cow, 840g for a dolphin, and 30g for a cat.
- The human brain is about 2% of the average body weight.



## WRITING Notes and summaries

1 **Read STUDY SKILL** Match the common mistakes a–f in the Study Skill box to the mistakes in sentences 1–6.

- 1 My brother studying mathematics at the University of Milan.
- 2 Bill Gates begins programming computers when he was 13 years old.
- 3 Atilla is the student at Bilkent University, Ankara.
- 4 How we can measure hurricanes?
- 5 We know that exercise are good for the body.
- 6 I have a lecture in Tuesday at 10 o'clock.

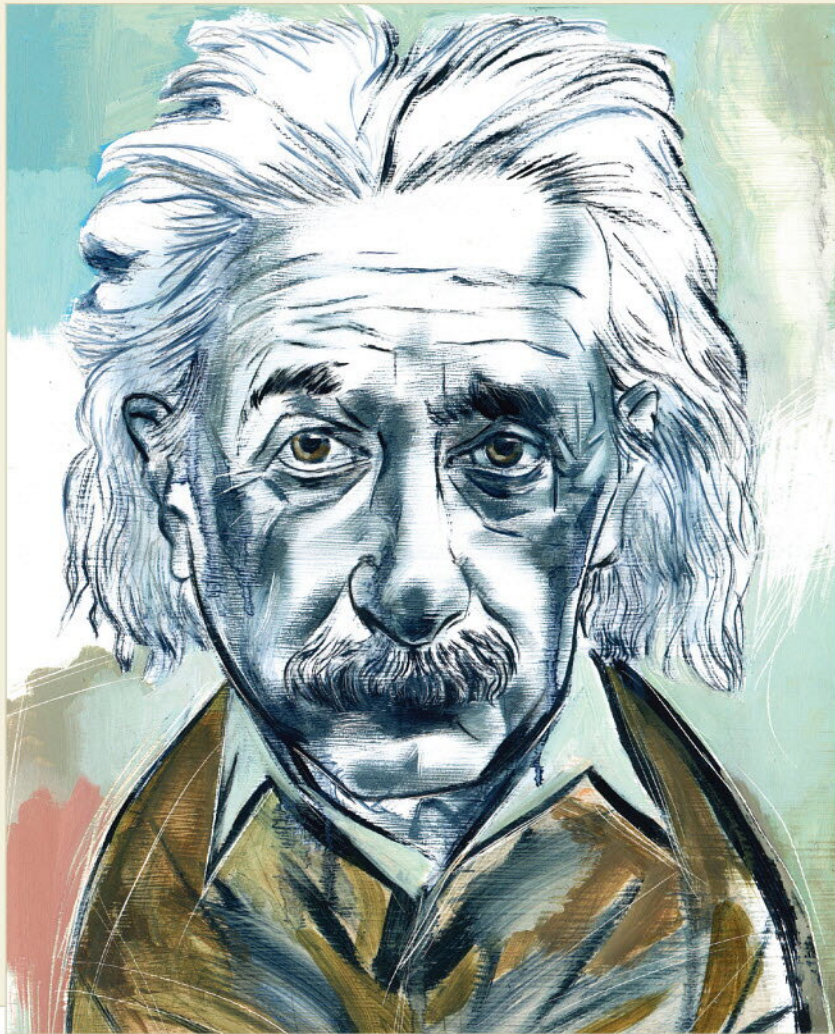
2 Look at a student's essay about Albert Einstein. Correct six more mistakes in the paragraph (see a–f in the Study Skill box).

### STUDY SKILL Common mistakes

Language learners often repeat the same mistakes. For example, they make mistakes with:

- a prepositions
- b articles (*the, a, an*)
- c missing words
- d word order
- e verb tenses
- f subject/verb agreement

Know your strong and weak points, and always check your writing. Check the grammar, spelling, punctuation, and capital letters.



**Albert Einstein** was born in 1879 in Germany. His family moved to Italy in 1894 and later he lives in Switzerland. He became a teacher of mathematics and physics in the secondary school and later he became a university lecturer. He was world famous for his research. He were probably most famous for the Theory of Relativity, which in 1915 he discovered. On 1921 he received the Nobel Prize. This award was for his research in physics and mathematics. Einstein is the greatest scientist of the 20th century. He died in 1955.

3 Think about your own writing. What is good about it? What mistakes do you make most? Discuss with a partner.

4 Read the article about sleep and complete the notes.

## The importance of sleep

**Why do we need to sleep?** Sleep is very important for the brain. While we are asleep, the brain repairs itself. It also stores information that it learned during the day. If we do not get enough sleep, the brain cannot do these things. We become tired and we cannot remember things so well. Our body's 'immune system', which is its self-defence system, becomes weaker, so we are more likely to get ill.

**What stops us sleeping?** Most people find sleep difficult because they are not relaxed. They do not exercise enough during the day, and in the evening they are still thinking about their work or studies. In addition, they make phone calls or look at email messages until late at night. They also have too many drinks which contain caffeine, such as coffee, and eat dinner just before they go to bed. All of this is bad for sleeping.

**What can we do?** Of course, it is important to be relaxed. However, there are other things we can do to help us get a good night's sleep. First of all, we should make sure that the bed is comfortable, with a good mattress and pillows. The bedroom should be dark and quiet, so that we are not disturbed by light or noise. We should also have the same routine every evening before we go to bed. For example, we should read a book, have a hot bath, or listen to relaxing music. Finally, we should try to go to bed at the same time every night. In this way, we will start to sleep better and feel more active the next day.



### 1 Importance of sleep.

- during sleep: brain repairs itself  
stores \_\_\_\_\_
- no sleep: tired; cannot remember;  
may become \_\_\_\_\_

### 2 What stops sleep?

- not relaxed
- thinking about \_\_\_\_\_
- late at night: \_\_\_\_\_/emails  
\_\_\_\_\_/dinner

### 3 What can we do to sleep well?

- a comfortable bed
- a dark, quiet \_\_\_\_\_
- every night - same \_\_\_\_\_  
(book, \_\_\_\_\_, \_\_\_\_\_, etc.)

5 **Read STUDY SKILL** Use the notes about sleep from exercise 4 and the prompts below to complete the summary.

### STUDY SKILL Summaries

A summary gives the main ideas from an article, report, essay, etc. It is much shorter than the original text. It is useful for revision and for remembering the main points.

We usually write a summary from our notes.

**Read a text (or texts) → Take notes → Write summary**

### Summary

*During sleep the brain repairs itself and stores information. If we do not sleep, then we ...*

*People sleep badly when they are not relaxed. They are thinking ... . Late at night they ...*

*To sleep well, we need ...*

## Writing a summary

6 Look at your notes about the brain from exercise 5 on page 102. Use the notes to write a summary of the article. Make sure you check your writing.

## RESEARCH Books

- 1** **Read STUDY SKILL** Look at the parts of a text book a–e. Label them.
- 2** Answer the questions.
  - 1 What is the title of the book?
  - 2 Who is the author?
  - 3 When was the book first published?
  - 4 Is this the author's only book?
  - 5 Where can you find an alphabetical list of topics?
  - 6 On which page can you find information on blood pressure?
  - 7 Which chapter tells you about eating well?
  - 8 Who is the book for – students or scientists? Why do you think so?
- 3** Find a book that you want to read. Answer the questions.
  - 1 What is the title of the book?
  - 2 Who is the author?
  - 3 When was the book first published?
  - 4 Why do you want to read this book?
  - 5 Will you read all of the book or just some parts?
- 4** Tell another student about the book and why you want to read it.

## STUDY SKILL Reliable sources (2)

Before you read a book, have a look at it. Will it be useful? Use all of the information to help you decide. For example, you can use:

- the title page
- the contents page
- the back cover
- the printing history
- the index

**b**

Abiotic factor 242, 243, 250, 251	Biodegradable 292
ABO blood groups 207, 300, 301	Biodiversity 270
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**c**

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**e**

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**a**

# Complete BIOLOGY

W R Pickering

**d**

**Complete Biology** provides all the content needed for GCSE and IGCSE syllabuses. It is also an excellent text for Double Award Science candidates who may go on to take Biology at advanced level.

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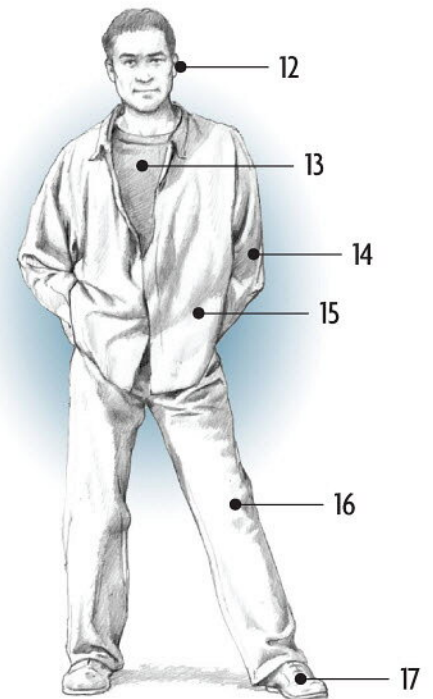
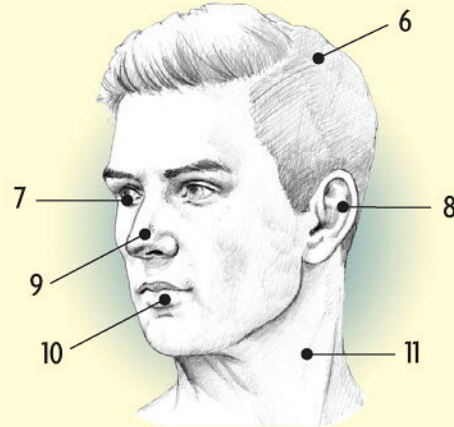
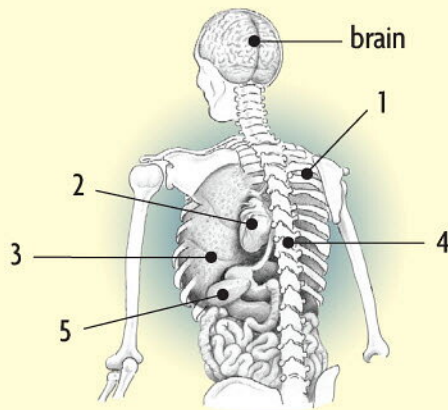
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## REVIEW

- 1 Label the parts of the human body. Some words are from Unit 9A. Use your dictionary to help.

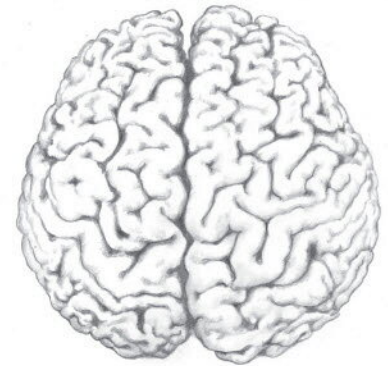


- 2 Read the paragraph about Albert Einstein's brain. There are twelve mistakes. What kind of mistakes are they? Choose from the box.

punctuation	capital letters	word order	missing words	spelling
preposition	incorrect article	verb tense	subject/verb agreement	

### Einstein's brain

What know we do about Einstein's brain? We know quite a lot. Because Albert Einstein was the great mathematician and sceintist, other scientists wanted to study his brain. He agreed that after his death they could use ^ brain for research. When einstein died at 1955 at the age of 76, scientists began to studying his brain. They found that his brain were the same as other brains. In fact, its weight was less than the average male brain. However ^ one thing was unusual. His brain was 15% wider ^ normal. this area was the part of the brain responsible for mathematical thinking.



- 3 Work in small groups to correct the mistakes.  
4 Match words 1–6 with the words and phrases a–f.

1 <input type="checkbox"/> beneficial	a do work outs
2 <input type="checkbox"/> avoid	b easily damaged
3 <input type="checkbox"/> healthy	c good for
4 <input type="checkbox"/> exercise	d mix with other people
5 <input type="checkbox"/> socialize	e stay away from
6 <input type="checkbox"/> delicate	f in good shape

- 5 Complete the sentences with words 1–6 from exercise 4.
- It is important to \_\_\_\_\_ our brains by doing puzzles and quizzes.
  - Fresh fruit and vegetables are \_\_\_\_\_ for the body and the brain.
  - You must protect the brain when you do dangerous sports. It is a very \_\_\_\_\_ organ.
  - If you want to stay healthy, \_\_\_\_\_ foods that are full of fat and sugar.
  - Scientists say it is important to \_\_\_\_\_ with people. It helps the brain stay active.
  - When you are studying, keep your body and brain \_\_\_\_\_. Do exercise, eat good food, and sleep.
- 6 Choose a topic on health, for example, *Keeping your brain healthy*, *The importance of sleep*, etc. Think of tips on what people should and shouldn't do. Make a poster to display in class.

# 9B Improving your memory

**LISTENING SKILLS** Reviewing • Taking notes (6) and (7)

**SPEAKING SKILLS** Presentations (6) and (7)

**VOCABULARY DEVELOPMENT** Word families • Knowing vocabulary well

## LISTENING Memory

1 Work with a partner. Compare and discuss the meanings of these words.

learn memory revise remember memorize

2 Look at the scale. How good are you at remembering these things? Write a number (1–10) for each one.

- faces
- numbers
- facts
- names

3 Compare your answers with a partner.

4 9.1 Listen to the start of a lecture about memory. Tick (✓) the sentence that best describes the lecturer's opinion.

- Students should be active in lectures.
- Students should listen and develop their brains.
- Students should improve their memories.

5 9.1 Listen again. Complete the three key questions that the lecture will address.

1	How are _____ and _____ connected?
2	What _____ of _____ are there?
3	How can we _____ our _____?

6 Work with a partner. Discuss the questions in exercise 5.

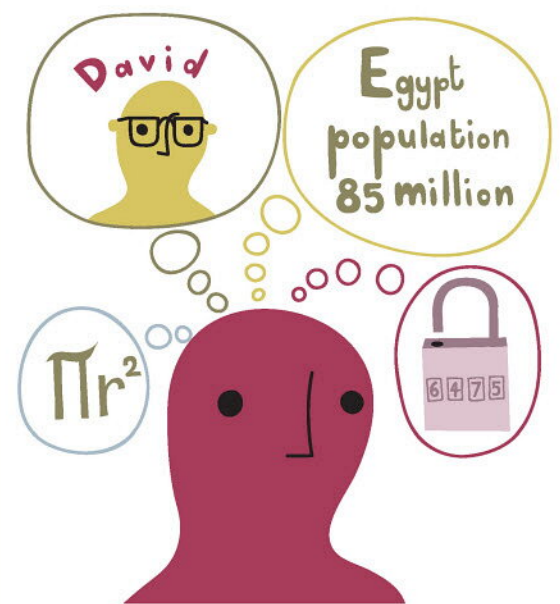
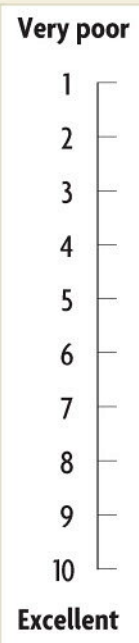
7 **Read STUDY SKILL** 9.2 Listen to the next part of the lecture. Tick (✓) the three things the lecturer says about reviewing.

- It is a key factor for remembering information.
- It was the subject of last week's lecture.
- The students will now review last week's lecture.
- Today's lecture will include more about reviewing later.

8 9.3 Listen to the facts about the brain. What do these numbers relate to? Make notes as you listen.

2 _____	100 billion _____	2% _____	20% _____
---------	-------------------	----------	-----------

9 Make brief notes to review what you have learned. Then compare with a partner.



### STUDY SKILL Reviewing

It is important to review information you learn in your lectures. You should:

- make notes while you listen.
- read your notes later and check the facts.

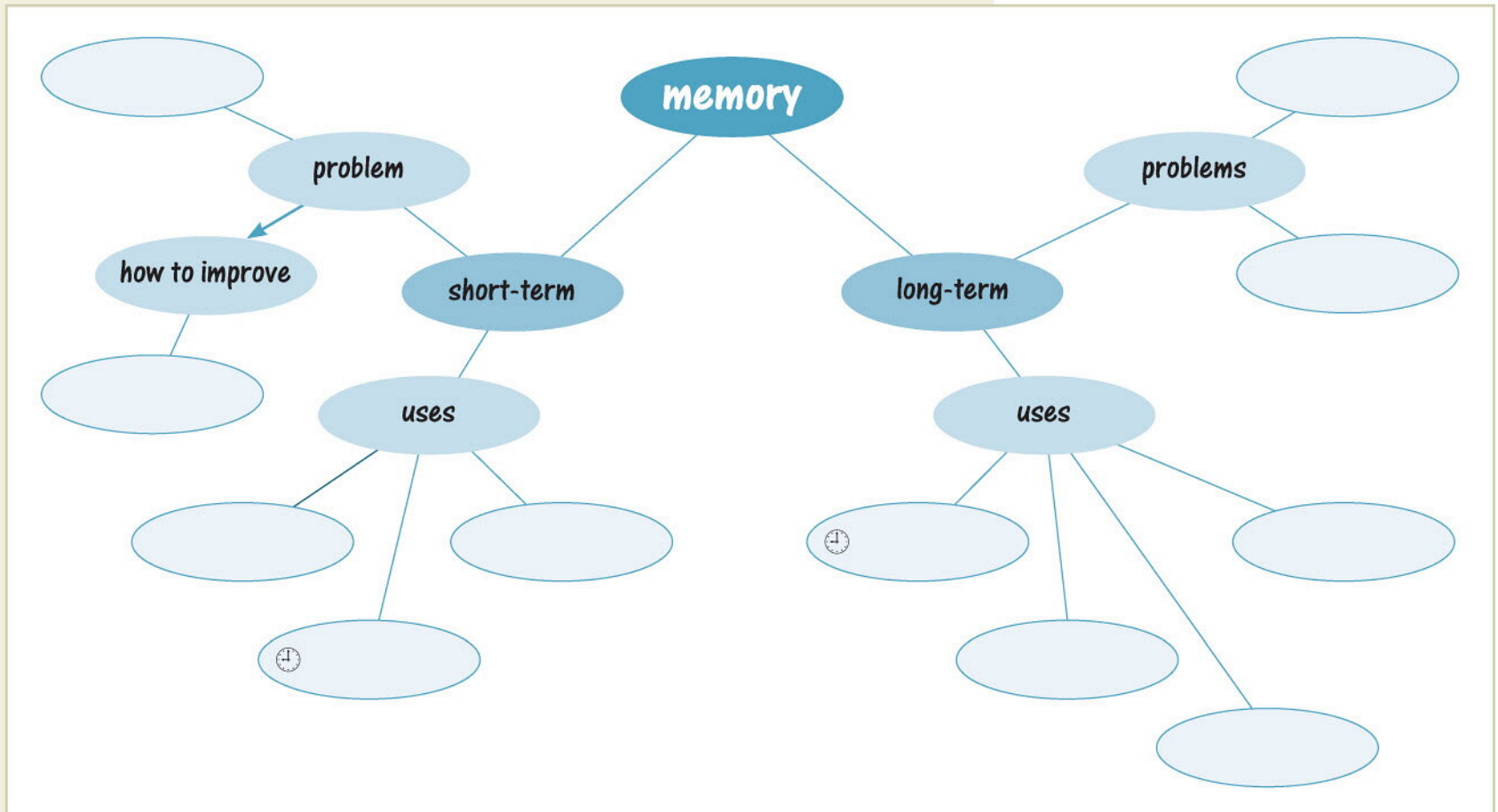
- 10 🎧 9.4 Listen to the next part of the lecture. Write down the key words.
- 11 🎧 9.5 Listen to the next part of the lecture. Which types of memory does the lecturer say she will talk about today?
- working    sensory    short-term    long-term
- 12 **Read STUDY SKILL** 🎧 9.6 Listen to the next part of the lecture. Complete the mind map with the uses of each type of memory.

### STUDY SKILL Taking notes (6)

Mind maps are excellent for taking notes. They can show the *key words* and *ideas* and the *links* between them.

You can use:

- colours for key words or topics.
- arrows to link ideas.
- visuals to show ideas.



- 13 🎧 9.7 You are going to do a task to test your short-term memory. Listen and do the task.
- 14 🎧 9.8 Listen to the next part of the lecture about problems with memory, and how to improve your memory. Add notes to your mind map. Then work with a partner to compare and complete your notes.
- 15 🎧 9.9 Listen to the next part about reviewing. Why is reviewing important?
- 16 🎧 9.10 Listen and complete the advice for taking good notes.
- 1 You need good notes to be able to \_\_\_\_\_ effectively.
  - 2 Taking notes helps us to \_\_\_\_\_ the information later.
  - 3 Write down \_\_\_\_\_.
  - 4 Organize the information in \_\_\_\_\_.
  - 5 Use \_\_\_\_\_ prompts, e.g. colours and highlights.
  - 6 Don't use only words; use \_\_\_\_\_ and \_\_\_\_\_.
- 17 **Read STUDY SKILL** Work with a partner. Compare and complete your notes from the lecture. Check facts if necessary, and reorganize your notes.
- 18 Use your notes to give a summary of the information from the lecture.

### STUDY SKILL Taking notes (7)

When you finish listening, you should:

- review your notes – read and discuss.
- check any facts you need to – use a search engine to research information.
- reorganize your notes using titles, key words, bullet points, etc.

## SPEAKING Improving your presentation delivery

1 Match the five senses with the pictures.

- taste
- touch
- sight
- smell
- hearing



2 Work with a partner. Discuss the questions.

- 1 Which sense is most important to you?
- 2 Which senses do you use the most when you remember things?

3 Read the notes about someone who had a special ability. Complete the notes using the words in the box.

date  
profession  
results of study  
reference  
medical study  
nationality  
special ability  
name  
examples of ability

Case study	
1 name	'S'
2	Russian
3	newspaper reporter
4	early 20th century
5	could remember everything
6	<ul style="list-style-type: none"> <li>– remembered using all five senses</li> <li>– invented stories in pictures to remember</li> <li>– example: 'saw' one sound as a brown line on a dark background, with red sides, tasting of soup</li> </ul>
7	studied by a psychologist for 30 years
8	<ul style="list-style-type: none"> <li>– proved he had memory for everything since he was a baby</li> <li>– did same tests years later – everything still correct</li> <li>– found some problems with memory</li> </ul> <p><b>example:</b></p> <ul style="list-style-type: none"> <li>– difficulty remembering faces</li> </ul>
9	Russell, P. (1986). <i>The Brain Book</i> , London, Routledge



4 **Read STUDY SKILL** Read the script for the beginning of a presentation about 'S'. There are no full stops or commas. Complete the tasks below.

Today's presentations are all about extraordinary people there are many people who are good at things for example maths or music but some people are so good that they seem to be almost incredible I'm going to talk about a famous case of a person with an extraordinary memory I'm going to talk about 'S' first I'll give you the background to his life then I'll describe his condition and give some examples of the things he could do.

- 1 Add punctuation.
- 2 Underline the key words and mark their stress.
- 3 Find and mark the links between words.
- 4 Mark where you think the pauses are.

5 9.11 Listen and check.

### STUDY SKILL Presentations (6)


To improve your presentation, prepare your script before you practise.

On your script, mark:


- key words and their stress.
- linking sounds.
- pauses.

Example:

*He has an excellent memory. // After ...*

- 6  9.11 Read the expressions in the Language Bank. Read and listen to the beginning of the presentation in exercise 4 again. Underline the expressions from the Language Bank that you hear.
- 7 Work with a partner. Practise reading the script in exercise 4.
- 8 Work with a partner. Look at the next part of the script. Put the sentences in the correct order.

- People at work started to notice him because of his memory.
- He also invented stories to remember things.
- 'S' was a Russian newspaper reporter, living in the first part of the 20th century.
- He did this by using all five of his senses: sight, hearing, taste, smell, and touch.
- To give an example, once when he heard a sound, he described it as a brown line on a dark background, with red sides, tasting of soup.
- For example, when the editor of the newspaper talked to the reporters, 'S' never took notes. He remembered everything.

- 9  9.12 Listen and check your answers.
- 10 Work with a partner. Mark the sentences with key words, stress, linking, and pauses. Then practise reading the script.
- 11 Work with a partner. Write the final part of the presentation script. Use facts from parts 7 and 8 of the table in exercise 3.
- 12 With your partner, mark the script for stress, linking, and pauses. Then practise saying it.

## Presenting a case study

- 13 Work with a partner. Follow these steps.
- 1 Make a mind map of the types of extraordinary skills people have.
  - 2 Choose the focus for your presentation from this mind map.
  - 3 Research a person with a skill in your focus area. Find key facts about them.
  - 4 Write a presentation script including an introduction.
- 14 Look at your finished presentation script. Mark the script for stress, linking, and pauses. Practise saying it.
- 15 **Read STUDY SKILL** Work with a partner and practise your presentation again. Can you make it shorter but also clearer?

## LANGUAGE BANK Examples

### Giving examples

*I'm going to talk about **a famous case**.*

***To give an example**, he never took notes.*

*He was very special. **For example**, he could remember lists from 20 years ago.*

*He did have some problems with memory. **For instance**, he couldn't remember faces well.*

## STUDY SKILL Presentations (7)

To help your audience, you need a good pace when you give your presentation. Remember:

- too slow can be boring
- too fast is difficult to understand

It is best to vary your pace. Slow down for the most important information.

## VOCABULARY DEVELOPMENT Word families

1 **Read STUDY SKILL** Complete the sentences with the words from the Study Skill box.

- 1 Many people in the UK are out of work and looking for \_\_\_\_\_ .
- 2 Most companies like \_\_\_\_\_ qualified people.
- 3 She is \_\_\_\_\_ , but she is looking for a job.
- 4 The company is a very good \_\_\_\_\_ ; people like working there.
- 5 He has been an \_\_\_\_\_ of the university for several years, first as a researcher, now as a lecturer.

### STUDY SKILL Word families

Many words are part of a *word family*, for example:

<i>to employ</i>	verb
<i>employment</i>	noun
<i>employer / employee</i>	noun (person)
<i>employed / unemployed</i>	adjective

It is a good idea to learn words in a family at the same time.

2 Use your dictionary and complete the other columns for each word.

Verb	Noun	Noun (person)	Adjective
1	memory		
2 to learn			
3	presentation		
4	studies		
5		researcher	

3 Complete the sentences with words from the table.

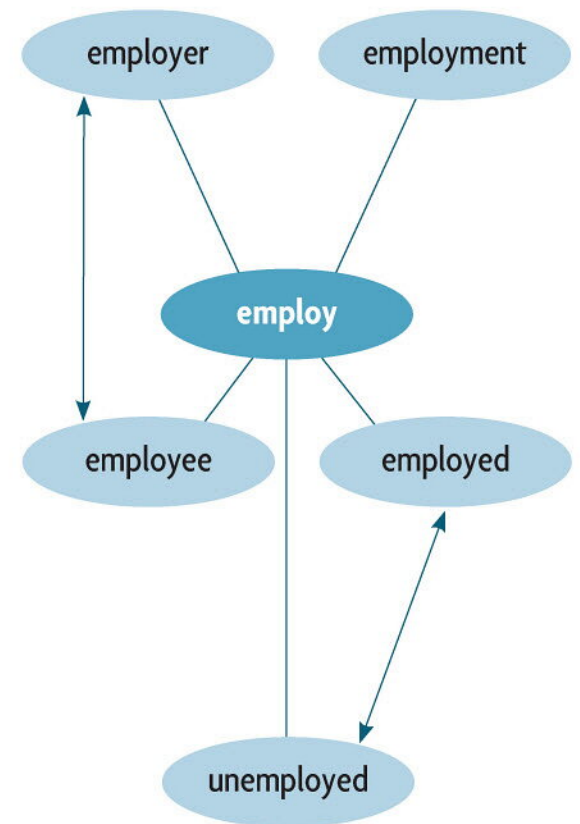
- 1 He worked hard to \_\_\_\_\_ the information.
- 2 The \_\_\_\_\_ in this class have very good study skills.
- 3 My \_\_\_\_\_ is mainly about short-term memory.
- 4 You should \_\_\_\_\_ in a quiet place so that you can focus.
- 5 I worked on the team for two years as a \_\_\_\_\_ .

4 **Read STUDY SKILL** Write down the words your teacher says. Write more words in their word families. Then write sentences using the words.

### STUDY SKILL Knowing vocabulary well

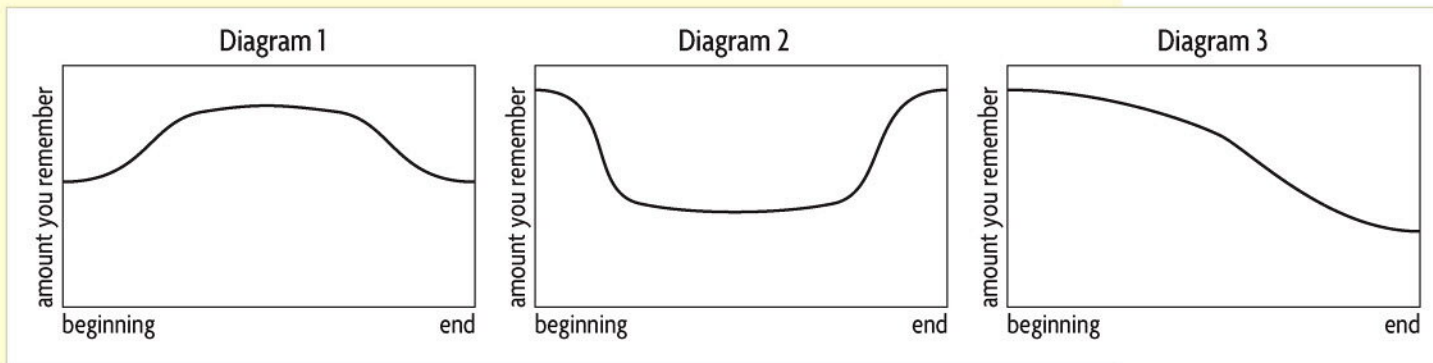
You need to know vocabulary in different ways. You need to be able to:

- read, recognize, and understand it instantly.
- listen, recognize, and understand it instantly.
- write, use, and spell it correctly and automatically.
- say, use, and pronounce it correctly and automatically.
- know other words in the word family.



## REVIEW

- 1 9.13 Listen to part of a lecture. Which diagram do you think is correct?



- 2 9.14 Listen and check your answer.

- 3 9.15 Listen and write the words.

1 _____	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	

- 4 Work with a partner. You say a word from exercise 3, and your partner says another word from the same word family. Change roles and practise more.
- 5 Complete the text below with the expressions in the box. You will need to use some expressions more than once.

the case    for instance    example    give an example

For my experiment about learning, I studied two students. In <sup>1</sup> the case \_\_\_\_\_ of the first student, I found that he can remember faces very well. To <sup>2</sup> \_\_\_\_\_, after seeing someone for only a few seconds, he could recognize them easily from a picture. The second student is an <sup>3</sup> \_\_\_\_\_ of a person who can't remember faces, but can remember numbers – <sup>4</sup> \_\_\_\_\_, he can remember all the telephone numbers of his friends. Another <sup>5</sup> \_\_\_\_\_ of his amazing memory is that he can remember fifteen numbers in a row, <sup>6</sup> \_\_\_\_\_ 328957369238276.

- 6 9.16 Listen and check your answers.

- 7 9.17 Read and listen to the text below. Complete the tasks, then listen again and check.

I will start by asking 'what is the aim of memorization?' then I will look at three key factors that can help anyone memorize information better you should take notes on the worksheet and I will ask you to do some exercises please follow my instructions carefully at the end you can ask questions and then we will have group discussions.

- 1 Add punctuation to the text.
- 2 Underline the key words and mark their stress.
- 3 Find and mark the links between words.
- 4 Mark the pauses.
- 5 Practise saying it aloud.

# 10A Staying alive

**READING SKILLS** Using what you know • Using reference to understand a text • Focusing on statistics

**WRITING SKILLS** Linking ideas (8), (9), and (10) • Words and phrases (3) • Writing about statistics

**VOCABULARY DEVELOPMENT** Words or figures? • Learning a word – synonyms and antonyms

## READING Dangerous diseases of our time

1 What are the most serious diseases in the world?

*Heart disease, ...*

2 What are *developed* and *developing* countries? Give two examples of each.

3 **Read STUDY SKILL** Work in pairs. How much do you know about diabetes? Discuss the questions.

- 1 What is diabetes?
- 2 Which countries have the highest rate of diabetes – developed or developing?
- 3 Will the number of people with diabetes rise (↑) or fall (↓) in the future?
- 4 What causes diabetes?
- 5 How can we avoid getting it?

4 Skim the article *Diabetes: a growing world danger* on page 115. Which paragraph tells us ...?

- a  how to avoid diabetes
- b  unhealthy lifestyles in rich countries
- c  diabetes death rates
- d  why people live longer in rich countries
- e  what will happen in the future

5 Read the article. Check your answers to exercise 3 above.

6 **Read STUDY SKILL** Look at the underlined pronouns in the article. What or who do they refer to?

Pronoun	refers to
<i>They</i> – who? (paragraph 1)	<i>the inhabitants</i>
<i>it</i> – what? (paragraph 1)	
<i>They</i> – who? (paragraph 2)	
<i>which</i> – what? (paragraph 2)	
<i>which</i> – what? (paragraph 3)	
<i>Here</i> – where? (paragraph 4)	
<i>it</i> – what? (paragraph 5)	

7 **Read STUDY SKILL** Scan the article and complete the three tables with the correct figures.

8 Find statistics about another country (e.g. your country) for life expectancy and diabetes. Make a note of the source you use.

### STUDY SKILL Using what you know

Before you read about a topic, for example *diabetes*, ask yourself: What do I already know about this topic?

You may know more than you think. Your knowledge will help you read and understand the text.

### STUDY SKILL Using reference to understand a text

When writers refer back to something they said earlier, they may use:

- **personal pronouns**, such as *he, him, it, they, them*
- **possessive adjectives and pronouns**, such as *his, its, their, theirs* (see Unit 7A p81)
- **relative pronouns**, such as *which* and *where* (see Unit 8A p93)

Writers can also use **adverbs** such as *here* and *there* to refer back to a place. For example:

*Japan is a wealthy country. **Here** the standard of living is very high.*  
*Botswana is a poor country. Life expectancy is very low **there**.*

It is important for a reader to understand reference. Reference helps the reader understand the text.

### STUDY SKILL Focusing on statistics

Remember – visuals in a text are an important part of that text. Visuals such as tables, charts, and graphs organize the statistics for the reader. They make the statistics easier to understand. Read the text carefully, but also study the visuals to get the complete idea.

# Diabetes: a growing world danger

- 1 As a country develops, the inhabitants usually become wealthier – and healthier. They have better health care, drink cleaner water, and eat better food. Both men and women can expect to live longer. For example, **TABLE A** shows that in Japan the average life expectancy at birth for men is 81.4 years, and for women is 87.5 years. On the other hand, in a developing country like Zambia, it is just 38.5 for men and 38.7 for women.
- 2 However, in developed countries, lifestyle and diet are changing. People have busier lives. They are working longer hours, so they are more likely to suffer from stress. They do not have time to prepare proper meals. They eat processed or fast food instead, which contains a higher proportion of fat, salt, and sugar. They do not walk so much, and some do not do any physical activity at all. As a result, the percentage of the population with heart disease or cancer is increasing.
- 3 Another disease that has become more common in richer countries is diabetes. This is a disease in which the body cannot control the level of sugar in the blood. Diabetes is caused by poor diet and a lack of exercise. We can see from **TABLE B** that Germany, which is a developed country, has 183.7 deaths per million people. On the other hand, in Peru, a developing country, the death rate is just 61.3 per million people. The rate in Germany is more than three times the rate in Peru.
- 4 We can also see from the statistics in **TABLE C** that the number of people with diabetes is rising. In the year 2003, according to the World Health Organization (the WHO), 194 million adults had diabetes – about 5.1% of the population. By 2030, the WHO say this figure will be about 366 million (6.3%). The Middle East, they say, will see the biggest increase. Here the total will go up from 15.2 million people to 42.6 million by 2030.
- 5 It is possible to control diabetes with drugs, but there is no cure. There are things, however, that people, especially young people, can do to avoid it. If they are overweight, they should try to lose weight. They should also watch what they eat and try to avoid foods high in fats and sugars. People should exercise regularly by jogging, swimming, or doing aerobics. In addition, they should walk or cycle more instead of travelling by car or bus. If people change to this healthier lifestyle, we may be able to stop the rise in diabetes in the future.



**TABLE A LIFE EXPECTANCY**

	men	women
Japan	_____	_____
Zambia	_____	_____

**TABLE B DEATH RATES FOR DIABETES**

	deaths per million population
Germany	_____
Peru	_____

**TABLE C DIABETES WORLDWIDE**

	2003	2030
People (aged 20–79) with diabetes	_____	_____
Percentage (%) of population	_____	_____

## WRITING Describing statistics

- 1 **Read STUDY SKILL** Complete the sentences with a contrast clause.

### STUDY SKILL Linking ideas (8)

#### **On the other hand**

We use linking words such as *however* and *but* to contrast ideas (see Study Skill p55). We can also use *on the other hand*:

*In Europe there were no deaths from malaria in 2002. **On the other hand**, in Africa, there were 1,136,00.*

Find two examples of *on the other hand* in the article on diabetes. Underline them, and circle the commas.

- 1 Germany is quite a rich country. On the other hand, Zambia ...
- 2 The courses at Central College are very expensive. On the other hand, ...
- 3 Mobile phones are very useful. On the other hand, ...
- 4 Running is good exercise and helps you to lose weight. On the other hand, ...

- 2 **Read STUDY SKILL** Complete the sentences with a result clause.

### STUDY SKILL Linking ideas (9)

#### **As a result**

We use *so* to link ideas in a sentence and to show a result (see Study Skill p44).

A similar linking phrase is *as a result*:

*The world is not doing enough to stop the spread of malaria. **As a result**, there are more than 1.2 million deaths from malaria every year.*

Find an example of *as a result* in paragraph 2 of the article on diabetes. Underline it, and circle the comma.

- 1 People in some European countries have very small families. As a result, ...
- 2 These days, most people know that smoking causes cancer. As a result, ...
- 3 My cousin speaks five languages fluently. As a result, ...
- 4 Canada has beautiful mountains and lakes. As a result, ...

- 3 **Read STUDY SKILL** Match sentences 1–6 with a–f. Rewrite them using *also*.

### STUDY SKILL Linking ideas (10)

#### **Also**

We use linking words and phrases such as *in addition* and *and* to introduce a similar idea or extra information (see Study Skill p80).

A similar linking word is *also*. It usually comes before the main verb, or after the verb *to be*:

*The lowest number of deaths from malaria was in Europe. The Americas and the Western Pacific **also** had a small number of deaths.*

*The number of deaths in Europe is low. It is **also** low in the Americas and the Western Pacific.*

Find two examples of *also* in the article on diabetes, and underline them.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> Fast food contains a lot of fat.                               | a It can be a very difficult subject for students.                   |
| 2 <input type="checkbox"/> Diabetes is very common in European countries.                 | b It has a lot of salt and sugar.                                    |
| 3 <input type="checkbox"/> Sam runs for five kilometres every morning before college.     | c He goes to the gym twice a week.                                   |
| 4 <input type="checkbox"/> A degree in medicine is expensive because it takes many years. | d His level of cholesterol is very high.                             |
| 5 <input type="checkbox"/> Elena would like to have her own company one day.              | e Her sister wants to go into business.                              |
| 6 <input type="checkbox"/> Henry has high blood pressure.                                 | f There are many people with diabetes in Africa and the Middle East. |

- 4 Look at the table on deaths from malaria in six different regions of the world. Answer the questions.

DEATHS FROM MALARIA – 2002		
region	number of deaths	% of global total
Africa	1,136,000	89.3
South-East Asia	65,000	5.1
Americas	1,000	less than 1
Western Pacific	11,000	less than 1
Eastern Mediterranean	59,000	4.6
Europe	0	0
World	1,272,000	100



- Which region has the highest number of deaths from malaria?
- Which region has the lowest number of deaths?
- How many people in the Eastern Mediterranean died from malaria in 2002?
- What percentage of the world total were Eastern Mediterranean?
- What was the total number of deaths from malaria in the world in 2002?

- 5 **Read STUDY SKILL** Study the table about deaths from malaria again. Complete the paragraph about the table with the words and numbers.

89.3%    was    65,000    one million    number  
see    no    4.6%    shows    5.1%

The table <sup>1</sup> \_\_\_\_\_ the number of deaths from malaria in 2002 in six different regions of the world. We can <sup>2</sup> \_\_\_\_\_ that most deaths from malaria occurred in Africa. More than <sup>3</sup> \_\_\_\_\_ people died in 2002, which was <sup>4</sup> \_\_\_\_\_ of all the deaths in the world. The second largest <sup>5</sup> \_\_\_\_\_ of deaths was in South-East Asia. About <sup>6</sup> \_\_\_\_\_ people died, which was <sup>7</sup> \_\_\_\_\_ of the total. The third largest number is in the Eastern Mediterranean region. The number of deaths <sup>8</sup> \_\_\_\_\_ 59,000, which was <sup>9</sup> \_\_\_\_\_. In Europe, however, there were <sup>10</sup> \_\_\_\_\_ deaths during this year.

### STUDY SKILL Words and phrases (3)

#### Describing tables, charts, and graphs

We can describe tables, charts, or graphs using the following language:

- *The table (chart, graph) shows that ...*  
*We can see from the table (chart, graph) that ...*
- *The total (largest/smallest) number of ...*  
*The (highest/lowest) percentage of ...*  
*... % of the population*
- *the (birth/death) rate*  
*the rate of ...*
- *In 2003*  
*from 2006 to 2008 ...*  
*between 2006 and 2008 ...*  
*by 2030 ...*  
*in August ...*
- *is rising/falling/increasing/decreasing*  
*will rise/fall/increase/decrease*

## Writing about statistics

- 6 Look at the table on life expectancy in different regions of the world. Describe the statistics for males, females, or both. Use the language in the Study Skill box. For example:

*The table shows life expectancy in ...*

*In Africa the life expectancy for males was 49 in 2002.*

*By 2025 this figure will increase to ...*

LIFE EXPECTANCY				
region	2002		2025	
	males	females	males	females
Africa	49	51	53	57
Near East	67	71	72	77
Asia	65	68	71	75
Latin America and the Caribbean	68	74	73	79
Europe	69	76	73	81
North America	74	78	78	84

## VOCABULARY DEVELOPMENT Numbers in texts

### 1 Underline the numbers in the sentences. **Read STUDY SKILL**

- 1 A hundred and fifty-three workers were injured in the fire.
- 2 The fire injured 153 workers.
- 3 The politicians visited six cities in a week.
- 4 The Taj Mahal is more than 450 years old.
- 5 Rashid was first in the boxing competition.
- 6 The meeting is on the 3rd October 2006.
- 7 The price of cars has increased by 12% this year.
- 8 The room was 6.5 m wide.

### 2 Correct the sentences using the rules in the Study Skill box.

- 1 More than two thousand, five hundred and sixty people live in my village.
- 2 There were 4 cars outside my house.
- 3 245 people died in the plane crash.
- 4 China has the 2nd largest number of people with diabetes.
- 5 Salaries will go up by fifteen point five per cent next month.

### STUDY SKILL Words or figures?

Sometimes we write numbers as words (e.g. twenty-five) and sometimes as figures (e.g. 25). What are the rules?

Complete the rules about numbers. Write *figures* or *words*. Use sentences 1–8 in exercise 1 to help.

- a We use words at the beginning of a sentence.
- b For numbers 1–10, we use \_\_\_\_\_.
- c For larger numbers (11 and over) we usually use \_\_\_\_\_.
- d We usually write ordinal numbers (1st, 2nd, 3rd, etc.) as \_\_\_\_\_ (except for dates).
- e For decimals and percentages, we use \_\_\_\_\_.

## Using antonyms and synonyms

### 3 **Read STUDY SKILL** Use a dictionary to find the antonyms of the words in bold. Use the antonyms to complete the sentences.

- 1 This water is **dirty**. There is some \_\_\_\_\_ water in the bottle.
  - 2 In general, the rate of cancer will **increase** in the future, but in some countries it will \_\_\_\_\_.
  - 3 This food contains a **high** proportion of fat. Try to eat \_\_\_\_\_ fat food such as skimmed milk.
  - 4 The plane will **depart** at 10.55 and \_\_\_\_\_ in London at 16.30.
  - 5 Physics is usually a **difficult** subject, but yesterday's physics exam was very \_\_\_\_\_.
  - 6 The first conference at the university was a great **success**. More than 100 people came. However, the second conference was a \_\_\_\_\_. Only 12 people came.
- 4 Replace the words in bold with a synonym.
- 1 Martha is a fast reader. She is also very **fast** at mathematical calculations.
  - 2 I am quite nervous about starting the new job. I am also **nervous** about meeting the boss.
  - 3 I am not interested in the subject. It is very dull. The lecturer is **dull** too.
  - 4 The ideal time for picnics is in the spring. The **ideal** place is near a river or in a park.
  - 5 I will ring the bank on Saturday. I will also **ring** the airline to book the tickets.
  - 6 The company would like to purchase a new photocopier. We also need to **purchase** some desks and office chairs.

### STUDY SKILL

#### Learning a word and its synonyms and antonyms

- A **synonym** is a word with the same meaning as another word. For example: **wealthy/rich**.  
Use synonyms to avoid repeating the same word in a sentence or paragraph.
- An **antonym** has the opposite meaning. For example: **wealthy/poor**.

A dictionary can help you to find synonyms and antonyms.

## REVIEW

- Complete the table with the correct noun or verb. Use your dictionary to help.
- Complete the sentences with nouns from the table.
  - The \_\_\_\_\_ expectancy in Zambia in Africa is very low.
  - The \_\_\_\_\_ rate from diabetes is increasing in developed countries.
  - The population of many developing countries is increasing. Pakistan has the highest \_\_\_\_\_ rate in the world.
  - Last year there were 15,000 students in the university and now there are 20,000. This is an \_\_\_\_\_ of 33%.
  - The price of oil went down last month. There was a \_\_\_\_\_ of \$5.30 per barrel.
- Use negative prefixes to make the antonyms of the words.
 

1 healthy _____	5 legal _____
2 expensive _____	6 interesting _____
3 personal _____	7 possible _____
4 approve _____	8 organized _____

verb	noun
to be born	
	a life
to die	
	an increase
to rise	
to decrease	
	a fall

## Spelling (4) -ing forms

- Read the rules. Copy and complete the table with verbs from the unit. Add other verbs that you know.

verb + -ing	-e + -ing	double consonant + -ing

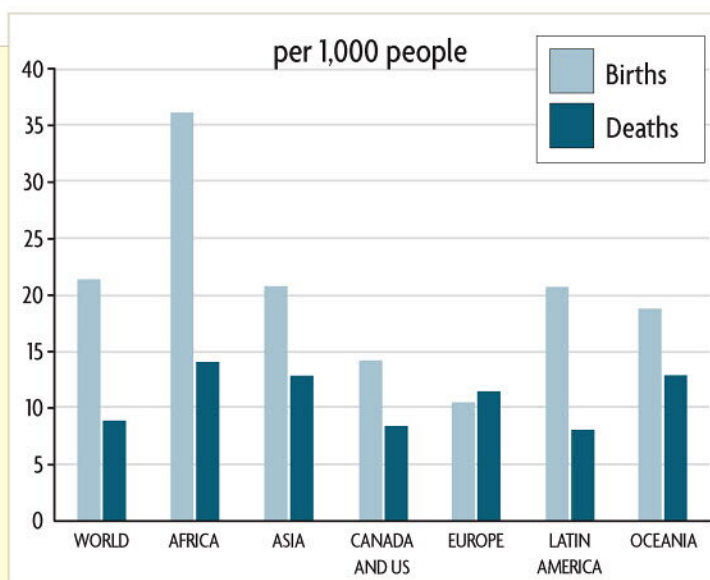
### RULES Spelling -ing forms

- most verbs: + -ing: *develop/developing*
- verbs ending in -e: -e + -ing: *rise/rising*
- a one-syllable verb ending in vowel + consonant: double the consonant + -ing: *jog/jogging*

- Read the paragraph about birth and death rates worldwide. Complete the table with details of *who*, *what*, or *where* the pronouns refer to.

1 The bar chart shows the birth and death rates in the world by region. It indicates that the region  
 2 with the highest birth rate is Africa. Here the rate is over 35 births per 1000 people. It is much  
 3 higher than the death rate, which is under 15 deaths per thousand. The region with the lowest  
 4 birth rate is Europe, where the rate is just over 10 births per 1000 people. However, the chart  
 5 also shows that the death rate here is higher than the birth rate. It is approximately 12 deaths  
 6 per 1000. These figures mean that the population of Europe is declining slowly. The countries of  
 7 Asia have birth rates of just over 20 births per 1000. They have rates that are about the same as  
 8 the world average. This is the same as the rate in Latin America.

pronoun	refers to
It (line 1)	the bar chart
Here (line 2)	
It (line 2)	
which (line 3)	
where (line 4)	
here (line 5)	
It (line 5)	
They (line 7)	



# 10B Staying healthy

**LISTENING SKILLS** Reviewing strategies

**SPEAKING SKILLS** Presentations (8)


**VOCABULARY DEVELOPMENT** Describing things

**RESEARCH** Bringing it all together

## LISTENING Life begins at 40

1 Work with a partner. Discuss the questions.

- 1 *Life begins at 40*. What do you think this expression means? Do you agree?
- 2 Is work more important for younger people or older people?
- 3 How do people of different ages benefit from exercise?
- 4 What can older people offer society?

2  10.1 Listen to the introduction to a podcast about health and age. The presenter is introducing the three speakers. Match the speakers with the topics they will talk about.


- |                    |                         |
|--------------------|-------------------------|
| 1 Dr Hornsey       | a learning and age      |
| 2 Elisabeth Lodge  | b health and age        |
| 3 Professor Martin | c older people and work |

3 **Read STUDY SKILL** Which types of listening did you use when you listened to the introduction?


4 You are going to listen to Dr Hornsey (speaker 1) talking about health and age. Before you listen, read the last part of her introduction and predict where the numbers go in the text.

300   39,000   1960   6,000   100   61%   2011   65   2032

... In Britain in <sup>1</sup>\_\_\_\_\_ there were fewer than <sup>2</sup>\_\_\_\_\_ people aged <sup>3</sup>\_\_\_\_\_ or more, but now, in <sup>4</sup>\_\_\_\_\_, there are about <sup>5</sup>\_\_\_\_\_, and in 2036 there will probably be <sup>6</sup>\_\_\_\_\_. By <sup>7</sup>\_\_\_\_\_ it is predicted that there will be a <sup>8</sup>\_\_\_\_\_ increase in the number of people over the age of <sup>9</sup>\_\_\_\_\_ in the UK.

5  10.2 Listen and complete the text with the numbers. Which strategy did you use for this task?

6 Next, Dr Hornsey talks about four key things we can do to stay healthy all our lives. You are going to write down the four things. Which strategies will you use?

7  10.3 Listen and write down the four key things Dr Hornsey mentions.

Staying Healthy
1
2
3
4



Footballers



Flying instructor

### STUDY SKILL

#### Reviewing strategies

In this course you have practised many strategies to improve your listening, including:

- predicting
- listening for gist
- listening for specific information
- taking notes effectively
- listening for the main points and examples
- understanding new vocabulary
- deciding who is speaking and the relationship between the speakers

To become an *active listener*, decide which strategies to use when you listen.

- 8 Dr Hornsey includes more numbers in her talk. Look at the facts and predict the number for each fact.

81 fewer than 20% 15 billion 2,200 5 in their 70s and 80s 2,550 1

Fact	Prediction	Actual number
number of calories a teenage boy needs daily		
number of calories a man needs daily		
number of portions of fruit and vegetables older people should eat daily		
average age people live to in Japan		
ages at which people still exercise in Japan		
percentage of people in the UK over 65 who get the right amount of exercise		
number of cigarettes sold worldwide daily		
number of medical check-ups you should have every year		

- 9 10.4 Decide which strategy you will use when you listen. Then listen and write the actual numbers. How many of your predictions were correct?
- 10 10.5 Next, Elisabeth Lodge (speaker 2) discusses her research. You are going to listen and complete her key ideas. Decide which strategy you will use. Then listen and complete the ideas.

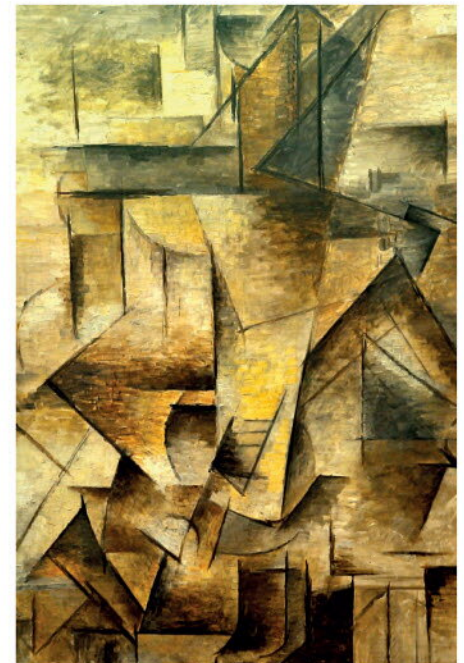
people over 65  
official retirement age  
people who stay in work  
stay in work because  
teacher of 68

- 11 10.6 Professor Clayton Martin (speaker 3) talks about the brain, age, and learning. Listen and write one example that he gives for each main point.

Main point	Example
untrue things people believe about the brain and age	<i>our memory gets worse as we age</i>
good activities for the brain	
famous people who worked till they were old	
careers which people change to when they are 50	

- 12 Check the spelling and meaning of any new words in your answers to exercise 11.
- 13 Look at the sentences from the three conclusions given by the speakers. Match the conclusions with the speakers.
- 1 Dr Hornsey                      a Life is for learning.  
2 Elisabeth Lodge                b Older people have an important role in our community.  
3 Professor Martin                c Don't leave it too late.

- 14 10.7 Listen and check your answers.



A painting by Pablo Picasso

## SPEAKING Giving a conclusion

- 1 Work with a partner. Use a dictionary to check the meanings of the words in the box.

breakthrough discover treat germ surgery cancer antiseptic antibiotic

- 2 Work with a partner. Answer the questions.

- 1 What were some of the important medical discoveries in history? Why were they important?
- 2 Do you know of any famous doctors or scientists who worked in medicine? What did they do?



Abu Bakr Mohammed  
Ibn Zakariya al-Razi  
(Rhazes) Rhazes



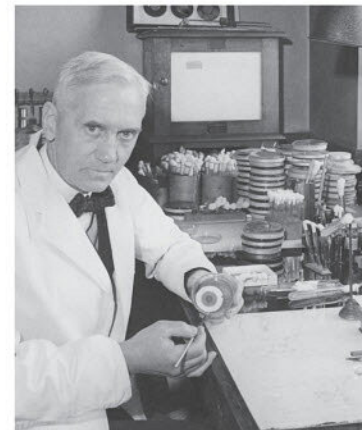
Li Shi-Zhen



Florence Nightingale



Marie Curie



Alexander Fleming

- 3 Read the notes about some famous people in the history of medicine. Discuss your ideas with a partner. Who do you think was most important? Why?

Person	Dates	Achievement
Abu Bakr Mohammad Ibn Zakariya al-Razi (Rhazes) Rhazes	c 865–925	wrote an encyclopaedia of medicine, 'Al Tasrif', used for 500 years; discovered the difference between smallpox and measles; wrote articles on allergies and fever
Li Shi-Zhen	1518–1593	wrote the most important book in traditional Chinese medicine, including research on botany, zoology, and mineralogy
Florence Nightingale	1820–1910	changed the role of nursing, transformed it into a profession
Marie Curie	1867–1934	discovered radium (used for treating cancer)
Alexander Fleming	1881–1955	discovered the first antibiotic, penicillin, to fight infections

- 4 Read the Rule. Work with a partner. Cover the information in exercise 3. Ask questions to check the names of the famous people and what they did.


### RULE Questions

#### Subject

- **Who** changed the role of nursing? **Florence Nightingale.**
  - no auxiliary
  - word order is the same as the answer
  - the answer is the subject of the sentence

#### Object

- **What** did Florence Nightingale change? **The role of nursing.**
  - auxiliary (*do/does/did*) + base form
  - question word order changes
  - the answer is the object of the sentence

- 5  10.8 Read the expressions in the Language Bank. Listen to the conclusion to a presentation. Tick (✓) the phrases in the Language Bank you hear. Which person is the conclusion about?

### LANGUAGE BANK Conclusions

#### Giving a conclusion

<i>To sum up,</i>	<i>I think that this shows ...</i>
<i>In conclusion,</i>	<i>I think we can see that ...</i>
<i>Thanks for listening.</i>	<i>Does anyone have any questions?</i>
<i>Thank you for listening.</i>	<i>I am happy to answer any questions.</i>

- 6 Work with a partner. Choose another person from exercise 3 and write a short conclusion. Then practise giving your conclusion.
- 7 **Read STUDY SKILL** Read the conclusion below. Match the underlined parts 1–4 with points a–e in the Study Skill box. Which points are not included?

In conclusion, <sup>1</sup>this woman is one of the most important people in the history of medicine for the two reasons presented here. First, <sup>2</sup>she completely changed the role of nurses. Secondly, she worked hard in very difficult places. I think we can see that she is a true role model.  
<sup>3</sup>Thank you for listening. We have five more minutes so <sup>4</sup>I am happy to answer any questions.

### STUDY SKILL Presentations (8)

The end of a presentation should be as strong as the introduction and the main part. In your conclusion you should:

- a remind people of your main points.
- b give your opinion, or recommendation.
- c thank the audience for listening.
- d take questions.
- e maybe include a memorable phrase, e.g. *'Remember, life is for learning!'*

Do not add in new points in your conclusion.

- 8 Work with a partner. Practise giving the conclusion in exercise 7.



## VOCABULARY DEVELOPMENT Describing objects

- 1 **Read STUDY SKILL** Put the words in the box into the correct column of the table. Add more words.


wood expensive paper square material short plastic big cheap  
medium-sized dark black metal blue long small round light

Made of ...	Shape	Colour	Size	Price

### STUDY SKILL Describing things

It is hard to speak if you don't know the vocabulary for objects you want to talk about. However, you don't have to stop speaking. Use other ways of describing the thing you want to talk about.

- *It's like a ..., but bigger.*
- *It's made of ...*
- *You use it for ... + ing.*
- *It's [shape/colour/size/price].*

- 2  10.9 Listen to six people describing objects a–f. Which object is each person describing?

1 \_\_\_\_\_ 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_ 6 \_\_\_\_\_

- 3 Work with a partner. Describe the pictures to each other. Which one is your partner describing?  
4 Work with a partner. Take turns to choose an object you can see and describe it. Listen and guess what your partner is describing.

## RESEARCH Bringing it all together

- 1 **Read STUDY SKILL** You are going to give a full presentation on an important person from the history of medicine. Follow the steps in the Study Skills box to complete your presentation. Tick (✓) when you finish each part.
- 2 Work in groups. Give your presentation. While you listen to the other presentations, make notes of facts and also note down your opinion. Use a mind map, bullet points, or a table to focus your notes.
- 3 Review your notes on all the presentations. Decide who you think is the most important person in the history of medicine.
- 4 Work in a group. Discuss which person is the most important, and then vote on it.



### STUDY SKILL Bringing it all together

Follow these steps to plan and prepare a presentation:

- 1 choose your research focus.
- 2 decide on two main points.
- 3 prepare and organize the body of the presentation.
- 4 plan an introduction introducing the two main points.
- 5 plan a conclusion.
- 6 practise the presentation.


## REVIEW

1 Complete the table with the words in the box.

treatment	treated	untreated	to treat
to injure	injured	uninjured	injury
to diagnose	diagnosed	diagnosis	undiagnosed
a bandage	to bandage	bandaged	
hospital	to hospitalize		

Verb	Noun	Adjective

2 Work with a partner. Choose a word from the table in exercise 1. Describe it and ask your partner to guess the word. Then change roles.

3  10.10 Read the answers to some questions. Then listen to the subject and object questions. Circle the part of each sentence that is the answer to the question.

- Marie Curie discovered radium.
- Fleming discovered the first antibiotic.
- Li Shi-Zhen wrote the most important book in traditional Chinese medicine.
- Florence Nightingale changed the role of nurses.
- Rhazes wrote an encyclopaedia of medicine.

4 Read a conclusion about life expectancy for children born today. Complete the conclusion using four of the expressions in the box.

Does anyone have any questions?	Thank you for listening.
I am happy to answer any questions.	Thanks for listening.
I think we can see that ...	To sum up,
I think that this shows ...	In conclusion,

1 \_\_\_\_\_ people are living much longer nowadays. 2 \_\_\_\_\_ children born today will probably live happy, healthy lives past the age of 100. 3 \_\_\_\_\_. We have five minutes left so 4 \_\_\_\_\_.



5 Work with a partner. Practise saying the conclusion.

60

70

80

90

100



# ANSWER KEY

## Unit 1A

### READING pp6–7

1 Students' own answers.

2 Possible answers  
read quickly: newspaper, novel, magazine, telephone directory  
read slowly: poem, textbook, report, definition

3 Students' own answers.

4 1 a study reading  
2 c scanning  
3 b skimming

### WRITING pp8–9

1 1 rule a 3 rule e 5 rule b  
2 rule f 4 rule c and rule a 6 rule d

2 1 My name is Emin Alpay. I am a teacher at the Middle East Technical University in Ankara.  
2 I am a receptionist in a big hotel in Singapore. The name of the hotel is the Royal Palace.  
3 My husband is called Sami and he is a pilot. He works for Air New Zealand.  
4 Mrs Elly Hollemans is a teacher. She comes from Holland and she teaches German.  
5 Where is the Faculty for Oriental Studies? Is it in Oxford?

3 Possible answers  
The paragraphs describe two different people, their lives, jobs, families, etc.

4 Possible answers

	Mona Saeed	Dr Lee
city	Manama	Shanghai, Kuala Lumpur
country	Bahrain	China
job	student	Assistant Professor
age	18	35
flat / house	house	flat
married / single	single	married
children	–	two children
languages	Arabic, English, (Farsi)	Chinese, English, French Malay
other information	likes reading novels, watching TV, playing computer games	likes music, plays the piano, wants to return to China

6 Dr Lee is Chinese and comes from Shanghai ...  
He is a graduate of Shanghai University and has a PhD ...  
He is 35 years old and he is married ...  
He likes music very much and he is ...  
Dr Lee likes teaching at the university, but in the future ...

7 1 I am 18 years old and I am single.  
2 I am from Turkey and I live in the capital, Ankara.  
3 Joe comes from India, but he is working in Germany at the moment.  
4 Maria and José are married and they have four children.  
5 Sam likes computers, but he doesn't like computer games.

6 I want to build a big villa near my parents' house, but I have no money.

9 Students' own answers, but the texts in exercise 3 are a model.

10 My name is Sonia. I come from Brazil. I am a teacher in a school. My husband works in a bank. His name is Riccardo. We have two children.

### VOCABULARY DEVELOPMENT p10

1 lives – verb 6 read – verb  
2 parents – noun 7 carefully – adverb  
3 in – preposition 8 interesting – adjective  
4 of – preposition 9 language – noun  
5 usually – adverb 10 difficult – adjective

2 Possible answers  
quick /kwi:k/, adjective, taking little time / fast: *It's quicker to travel by plane than by train.*  
check /tʃek/, verb, to look at something to see that it is right, good or safe: *Do the sums and then use a calculator to check your answers.*  
always /'ɔ:lweiz/, adverb, at all times, every time: *I have always lived in London.*

3 jobs: translator, builder, accountant, pilot, doctor, teacher, professor  
family: sister, father, mother, cousin, brother, aunt, uncle  
homes: house, flat, apartment, villa, hostel, palace

### REVIEW p11

1 adverb 5 /maga'zi:nz/ 9 a poet  
2 one 6 bought 10 down  
3 truck 7 addresses  
4 easy 8 mathematical

2 1 My friend Igor comes from Moscow.  
2 I am studying French and history at Manchester University.  
3 Is Charles doing a course at Capital Institute?  
4 My brother wants to visit Turkey and Germany next summer.  
5 Is there a message from Mr Hector Ortiz from Mexico?  
6 The name of the hotel is Al Bustan Palace. It is just outside Riyadh.

3 Possible answers  
Things we read: novel, poem, dictionary, newspaper, textbook, magazine, report, telephone directory, book  
Academic subjects: physics, English, French, Russian, computer programming, mathematics, history, science

4 Students' own answers.

## Unit 1B

### LISTENING pp12–13

1 1 c 2 a 3 b 4 e 5 d

2 1 38 2 15 3 in pairs

3 ID number – SC8831219  
Room number – F24  
Computer studies course code – INFOTECH 304

4 a 3 b 1 c 2

5 1 b 2 a 3 b 4 a

6 STUDENT CONTRACT  
Working independently  
• learn to use the library  
• read books  
• check information (using the Internet)  
• ask questions  
• find out the answers yourself

Completing work  
• care about your work  
• work hard at all times

Being professional  
• be interested in your subject  
• behave well  
• arrive on time (for lectures)  
• hand in your work on time

### SPEAKING pp14–15

1 Students' own answers.

3 1 c 2 a 3 d 4 b

5 The student asked nine questions:  
– Can you give me some information, please?  
– What's my ID number?  
– Is that right?  
– Which room is the English class in?  
– Sorry, did you say 'D4'?  
– What's my English teacher's name?  
– Can you spell that, please?  
– Sorry, can you repeat that, please?  
– Could you tell me where the cafeteria is?

6 – Is that right?  
– No, it's ...  
– Did you say ... ?  
– Yes, that's right.  
– Can you spell that, please?  
– Can you repeat that, please?

7 1 Can you spell that, please?  
2 Can you repeat that, please?  
3 Can you say that again, please?  
4 Did you say 'three'?  
5 Is this right?  
6 Yes, that's right.  
7 No, it's 'seven' not 'eight'.  
8 No, that's not right.  
9 I'm afraid that's wrong.

### VOCABULARY DEVELOPMENT p16

1 single words  
information  
teacher  
independently  
multi-word items  
look for  
course code  
room number  
expressions  
Yes, that's right.  
Can you repeat that, please?  
I'm afraid that's wrong.  
Did you say ... ?

- 2  
 Can you give me ...? Asking for help  
 Is that right? Checking  
 Could you tell me ...? Asking for help  
 Yes, that's right Confirming  
 Can you repeat that, please? Checking  
 I think you should ... Giving advice  
 Can you spell that, please? Asking for help / Checking

4  
 Business 151 = **Ms Davidson**  
 Maths 177 = **Mr Monaghan / Mrs Roberts**  
 English 163 = **Miss Taylor**

## REVIEW p17

1  
 a 6 b 1 c 5 d 3  
 Information types 2 and 4 are not needed.

2  
 a teacher b tutor/teacher c admin officer  
 d librarian

3  
**Student information**  
 First name: **Sarah**

Full-time / Part-time: **Part-time**  
 ID number: **ST 69001**

**Course information**  
 Maths course code: **MAT 8872**  
 English course code: **LAN 3778**

**Contact details**  
 Mobile: **07813 425 561**

4  
 1 spell 2 afraid 3 help 4 say 5 should 6 right

## Unit 2A

### READING pp18–19

2  
**Possible answers**  
 A florist sells flowers. A taxi driver drives people from one place to another for money. A fireman puts out fires. A personal trainer helps people to keep fit/lose weight.  
 A florist and a personal trainer are not stressful jobs. A taxi driver and a fireman are stressful.

3  
 1 Jobs that are healthy  
 2 Stressful jobs  
 3 What people want

5  
 Some jobs, for example, a **florist**, a personal trainer, and a nutritionist, are **healthy**. These jobs have very little **stress** or worry. Other jobs, however, are very **unhealthy**. An example is a taxi driver. He **drives** people all day and often faces **traffic** problems. It is difficult to get a job that is **interesting** and healthy and also has a good **salary**.

### WRITING pp20–21

1  
 a 3 b 2 c 1 d 5 e 6 f 4

2  
 1 There is a mixture of styles – some paragraphs are indented and some are block style.  
 2 Some paragraphs have fewer than three sentences.

3  
 Two paragraphs, either block or indented style.  
 Paragraph 1 begins: "My sister, Helena is ..."  
 Paragraph 2 begins: "At the weekends ..."

4  
 Then First After that Finally After (the class)

5  
**Paragraph 1**  
 1 Maria usually gets to the university at about 8.30.  
 2 First, she has a cup of tea in the snack bar.

3 Then she goes to her first class. This is at 9 o'clock.  
 4 At 11 o'clock she has another class. This is poetry.  
 5 After that, she goes to the library and studies for an hour before lunch.

### Paragraph 2

6 At about 1 o'clock Maria goes to the student canteen with some of her friends.  
 7 They talk about their studies or their plans for the weekend.  
 8 In the afternoon Maria has one more class from 2 o'clock to 3.30.  
 9 After the class she goes to the library again for another hour.  
 10 Finally, she leaves the university at about 5. It is a long day.

6  
 1 First 2 Next 3 while 4 After 5 Then 6 Finally

7  
 Students' own answers, but the paragraphs in exercise 4 are models.

8  
 Students' own answers, but the paragraph in exercise 6 is a model.

### VOCABULARY DEVELOPMENT p22

1a  
**Possible answers**  
 traffic: jam, warden, lights, police, accident  
 have: breakfast, lunch, dinner, a shower, a bath, a meeting, a lecture, an interview

1b  
 1 e 2 f 3 d 4 c 5 g 6 a 7 b

2  
 1 went for 4 catches/takes/gets  
 2 had 5 lose  
 3 tell 6 take/get

3  
**Possible answers**  
 computer: virus, program, programmer, programming, training, games, hacker, software  
 business: studies, administration, management, trip, -man, -woman, plan, meeting, lunch

4  
 1 scientist 4 florist  
 2 doctor 5 actor  
 3 shopkeeper 6 interpreter

5  
 -er: taxi driver, interpreter, shopkeeper + builder, teacher, manager, etc.  
 -or: professor, doctor, actor + translator, refuse collector, etc.  
 -ist: journalist, scientist, florist + receptionist, chemist, etc.

### REVIEW p23

1  
**Possible answers**  
 A professor teaches in a university.  
 A journalist writes articles for a newspaper.  
 A nutritionist tells people what food they should eat to stay healthy.

2a  
 1 First he has a quick breakfast in the hotel coffee shop.  
 2 Then he goes to his office.  
 3 Next, he speaks to the hotel staff.  
 4 After that, he has a meeting with his manager.  
 5 In the afternoon, he goes back to his office.  
 6 Finally, at about 4 o'clock Sam leaves work.

2b  
 Paragraph 1: Sam is the assistant manager ...  
 Paragraph 2: First, he has a quick breakfast ...  
 Paragraph 3: In the afternoon, he goes ...

4  
**Possible answers**  
**A**  
 face: the front, the garden  
 train: people, horses  
 scan: an article, a list  
 spend: time, money  
**B**  
 send, receive, get emails  
 make, receive, get telephone calls  
 have, attend a meeting  
 start up, turn off the computer

## Unit 2B

### LISTENING pp24–25

3  
 be relaxed, discuss ideas

4  
 1 Jenny Porter 2 Five 3 Everyone

6  
 'How are we assessed?' – In many different ways (assignments, tests, projects, essays, exams) with continuous assessment.  
 'When do we do independent work?' – Any time you are not in a lecture, seminar or tutorial.  
 'When do we have free time?' – You need to learn time management.

7  
 'Do we have to buy any books?' – Yes, some business textbooks.  
 'Who do I ask if I need help with my independent work?' – Other students, the librarian, the tutor.  
 'When we work in a group, can we choose who we work with?' – Sometimes.

9, 10  
 1 **When** do we **start** the **project**?  
 2 **What time** do we **come** to **class**?  
 3 **How often** do we **have** **exams**?  
 4 **Where** do we **get** our **grades**?

11  
 Kaoru mentions all the points.

12  
 Yes, it is a comprehensive summary. It gives the other person's opinion, and it isn't too long.

### SPEAKING pp26–27

1  
 1 lectures 4 assessments  
 2 library 5 projects  
 3 presentations

4  
 1 How often do you have lectures?  
 2 When do you do independent work?  
 3 What do you do every day?  
 4 Where do you do independent work?  
 5 Where do you have tutorials?

7, 8  
**Wh- questions**  
**Where** do you **study**?  
**What** do you **study**?  
**When** do you **go** to the **gym**?  
**Yes/No questions**  
 Do you **get up early**?  
 Do you **go** to the **gym**?  
 Do you **study** at **night**?

### VOCABULARY DEVELOPMENT p28

1  
 1 d 2 b 3 a 4 c 5 e

3  
**places:** library, lecture hall  
**work:** essay, project

**5**  
**Places:** lecture hall, library, study room, admin department  
**Class type / activity:** tutorial, lecture, presentation  
**People:** tutor, lecturer, librarian, presenter, learner, student, admin officer  
**Verbs:** to lecture, to present, to learn, to study

### REVIEW p29

- 1**  
 1 c 2 c  
**3**  
 1 decide on the focus  
 2 divide up the research tasks  
 3 do the research  
 4 discuss the notes  
 5 write up the reports  
 6 put the assignments in a folder  
 7 submit the assignments on Tuesday

**4, 5**

#### Possible questions

- 1** How many **tutorials** a **week** are there?  
**2** What's the **room number** for the **tutorial**?  
**3** How many **essays** do we have to **write a term**?  
**4** Do we have to **submit** our **assignments** by **email**, or on **paper**?  
**5** Do we use **PowerPoint** for the **presentations**?  
**6** Do we **always** give **presentations** in **groups**?

The intonation falls at the end of questions 1–3, and rises at the end of questions 4–6.

## Unit 3A

### READING pp30–31

- 1**  
 1 b Desert morning  
 2 c A winter's day  
 3 a Hurricane season

**2**

#### Possible answers

- a heavy rain, strong winds, wet, warm, storm  
 b dry, blue sky, hot, sunny  
 c snow, cold, ice

**3**

Students' own answers.

**5**

- 1 Yes  
 2 Hurricanes are found in the Atlantic Ocean, the Caribbean Sea and the Gulf of Mexico. They are called typhoons in the Pacific Ocean.  
 3 We measure them by categories, from 1–5.  
 4 The eye  
 5 In the Atlantic, in summer and autumn. In the north-west Pacific, all the year round.

**6**

- 1 huge: *adjective*, very big  
 2 occasionally: *adverb*, sometimes  
 3 track: *verb*, follow  
 4 continues: *verb*, goes on  
 5 peak: *noun*, the high point  
 6 region: *noun*, part of the world

### WRITING pp32–33

**1**

- 1 contraction (Nori has got ...)  
 2 possession (The car belonging to Nori.)  
 3 contraction (Nori is ...)  
 4 possession (The telephone number belonging to Nori.)

**2**

- 1 Have you got the girl's books? She's looking for them.  
 2 My favourite seasons are spring and summer. The weather's beautiful then.  
 3 The students' exam results were very bad. They all have to retake them.

**4** Don't swim today. The waves are huge and they're very dangerous!

**5** In the winter months many students go skiing in the mountains. (No change)

**6** A Where's Mike's computer?  
 B I've got it here.

**3**

rainfall's = rainfall is  
 there's = there is  
 don't = do not  
 They're = They are  
 can't = can not (cannot)  
 doesn't = does not.

**4a**

we **always** go ...,  
 The weather is **usually** warm ...  
 it **sometimes** rains ...  
 My brothers like swimming and they **often** go there.  
 The water is **always** freezing ...  
 I **never** swim.

**Sometimes** the whole family goes for a walk ...  
 I do not **usually** cook ...

**4b**

a **after** the main verb  
 b **before** the main verb

ranking: always, usually, often, sometimes, never

**5**

Students' own answers, but the text in exercise 4 is a model.

**6**

- 1 Where do you like to study?  
 2 When do you usually study?  
 3 How do you prefer to study?  
 4 Do you make notes when you study?  
 5 How many hours do you study in a week?  
 6 How often do you make a study plan?

1 b 2 b 3 a 4 a 5 c 6 c

**8**

Students' own answers.

**9**

Students' own answers.

**10**

Students' own answers.

**11**

Students' own answers, but the paragraph in exercise 7 is a model.

### RESEARCH p34

**1**

#### Possible answers

Internet, encyclopaedia, textbooks, journals, magazines, reports, newspapers, interviews (people), questionnaires, experiments, observation, TV / radio programmes, atlas / maps

**2**

#### Possible answers

- 1 dictionary  
 2 Internet  
 3 encyclopaedia  
 4 atlas  
 5 newspaper / radio  
 6 physics textbook  
 7 cookbook / encyclopaedia  
 8 biography / history textbook  
 9 survey / questionnaire

**3**

#### Possible answers

- 1 search (*verb*): to look carefully because you are trying to find somebody or something  
 2 –  
 3 1324 BC  
 4 India and China  
 5 –  
 6 'Each object in the universe attracts each other body' Newton's Law of Gravity  
 7 pasta, made from flour and water, was made famous in Italy (though first made in China as 'noodles')  
 8 Porbandar, Gujarat, India

**9** –

### REVIEW p35

**1**

snow – snowy – to snow  
 wind – windy  
 ice – icy – to ice over  
 rain – rainy – to rain  
 cloud – cloudy – to cloud over  
 sun – sunny  
 warmth – warm – to warm (up)  
 heat – hot – to heat  
 fog – foggy

**2**

Students' own answers.

**3**

- 1 Hurricanes usually form in the summer months.  
 2 Tony never studies at the weekend.  
 3 Deserts are sometimes cold at night. (Sometimes deserts are cold at night.)  
 4 I don't very often go to the cinema.  
 5 The weather is always beautiful in India in September. (or, In September the weather ...)

**4**

- 1 Maureen usually likes studying at night.  
 2 Why is Yuki always late for work?  
 3 It never rains in the summer where I live.  
 4 I often read the newspaper.  
 5 The winters are usually long and cold in my country.  
 6 Kim sometimes stays at home at weekends. (Sometimes Kim stays at home at weekends.)

**5**

- 1 look up 2 surf 3 consult 4 interview 5 read

## Unit 3B

### LISTENING pp36–37

**1**

Students' own answers.

**2**

#### Key words:

global event  
 Earth Hour  
 important

**Key word explained:** ordinary people – 'people like you and me'

**3**

Yes, he does stress the key words.

**4**

#### Possible answers

Part	Key words
2	Sydney, 2007, turn off, lights, one hour
3	millions, people, switch off
4	growing, media, publicity
5	important, unites, people

**5**

#### Possible answers

Part	Main point
2	Earth Hour started in Sydney in 2007. The plan was to turn off your lights for one hour.
3	Millions of people have switched off their lights over the past few years.
4	The event is growing because of publicity in the media.
5	It is a very important event because it unites people to stop pollution.

- 6  
 1 year 4 number  
 2 length of time 5 number  
 3 number 6 number
- 7  
 1 2007 2 1h 3 2m 4 50m 5 4,000 6 126
- 8  
 – 2006  
 – 1h  
 – about 2m  
 – 126

9  
 2006 is incorrect. It was 2007.

### SPEAKING pp38–39

1  
 bicycles in China: **about 800 million**  
 towns in China: **thousands**  
 cities in China: **hundreds**  
 Chinese people travelling to work by bicycle: **millions**  
 bicycles in the bike park: **about thirty thousand**

- 3  
 1 There are millions of types of plants and animals on Earth today.  
 2 No addition  
 3 The Earth has thousands of types of birds.  
 4 No addition

- 4  
**Possible answers**  
 1 **There are over / more than** 90 million people in the Philippines.  
 2 **There are about / around / over / more than** 80 million people in Germany.  
 3 Ethiopia **has** a population of **almost / nearly / about / around** 80 million.  
 4 Egypt **has** a population of **under / fewer than / almost / nearly** 80 million.  
 5 Vietnam **has** a population of **over / more than / about / around** 85 million.

- 6  
 1 thirteen 5 sixty  
 2 sixteen 6 fifty  
 3 seventy 7 eighteen  
 4 nineteen 8 fifty

- 8  
**Possible answers**  
 – the melting of the ice cap / global warming  
 – traffic pollution  
 – the disappearance of rainforests / deforestation

### RESEARCH p40

Topic	Focus
endangered animals	gorillas
green transport	bicycles
green energy	solar power
air pollution	factories and industry

2  
**Topic:** Endangered animals → **Where?** Africa → **Which?** → gorillas

- 3  
 1 Topic: air pollution → **Which?** cars → Where? **South America**  
 Focus: **cars**  
 2 Topic: factories and industry → **Which?** **steel** → **Where?** China  
 Focus: **steel**  
 3 Topic: green energy → **Where?** Europe → **Which?** **wind energy**  
 Focus: **wind energy**

### REVIEW p41

1  
**Key words:**  
 organizations, environment World Wide Fund for Nature / WWF  
 biodiversity different plants animals

2  
 Hello everyone. Today's session is the second of our lectures focusing on **organizations** and the **environment**. This week we're looking at the **World Wide Fund for Nature**, the **WWF**, one of the **leading international groups** working for the **environment**. A key area of the WWF's work is in **biodiversity**. Stop and think for a moment – think of all the **different** types of **plants** and **animals** in the world, the different **flowers**, **trees**, **animals** ... this is **biodiversity**. Biodiversity can be **badly** affected by **humans** and the **damage** we do to the **environment**.

Many of the stressed words are the same as the key words.

- 3  
**Possible answers**  
 1 protect / key places / biodiversity  
 2 protect / important plants animals

- 4  
**Possible answers**  
 1 The WWF focuses on protecting key places in the world for biodiversity.  
 2 The WWF also focuses on protecting very important plants and animals.

5, 6

Type	Answer
number	around 220 million
length of time	20 years
number	about 46,000km
number	4
year 1961	1961

- 7  
 a 34 million people e 2,725 flowers  
 b 9,000 plants f 392 bicycles  
 c 350 projects g 76 million trees  
 d 5 million cars

## Unit 4A

### READING pp42–43

2

Building	Taj Mahal	Bank of China Tower
<b>Built by</b>	Shah Jehan	leoh Ming Pei
<b>Located</b>	Agra, north of India	Hong Kong
<b>Date</b>	1631–1654	1982–1990
<b>Building type</b>	a tomb	skyscraper
<b>Made of</b>	white marble, sandstone	glass, steel
<b>Style</b>	Islamic	modern
<b>Notes</b>	Some say–most beautiful building in the world	platform on 42nd floor Can see the whole city

3  
 Taj Mahal: tomb, minarets  
 Bank of China Tower: 367m, 70 floors

- 4  
 1 tomb: *noun*  
 – a place where the body of an important person is buried  
 2 symbolizes: *verb*  
 – represents something  
 3 designs: *verb* – plans and makes a drawing of something (a building)

- 4 skyscraper: *noun* – a very tall building  
 5 panoramic: *adjective* – of a wide area
- 5  
 1 Shah Jehan 5 tomb  
 2 1631 6 marble  
 3 1654 7 sandstone  
 4 Agra 8 Islamic

6  
 Students' own answers, but the summary in exercise 5 is a model.

### RESEARCH p43

1  
 Students' own answers.

### WRITING pp44–45

1  
 The building is very light inside **because** it is made of glass and steel.

- 2  
**Possible answers**  
 1 ... it is a very beautiful building.  
 2 ... they are afraid of heights.  
 3 ... they are very stressful.  
 4 ... there is not enough rain.  
 5 ... it is very unusual.

3  
 It is situated in formal gardens just outside the city, so it is in a very quiet place.  
 The platform is on the 42nd floor, so visitors can have a panoramic view of the whole city.

- 4  
 1 **b** Sometimes we just want to get information, so we read the text quickly to find it.  
 2 **e** A personal diary is only for ourselves, so we write in a very informal way.  
 3 **a** George wants to work for a computer company one day, so he is learning everything about software.  
 4 **d** Taxi drivers face traffic jams every day, so they often suffer from stress in their work.  
 5 **c** In the summer the oceans are very warm, so this is when hurricanes usually form.

- 5  
**Possible answers**  
 2 ... many people come to see it.  
 3 ... it is easy to get to the top.  
 4 ... not many plants grow there.  
 5 ... it is not used for most buildings.  
 6 ... you should visit it in the winter.

- 6  
 1 **f** I want to visit the Louvre in Paris because it has some beautiful paintings.  
 2 **b** Paulo likes climbing mountains, so he is going to Switzerland for his holidays.  
 3 **c** Nora wants to work for a newspaper as a journalist because she loves writing and enjoys meeting people.  
 4 **a** Land is very expensive in Hong Kong, so most of the buildings are tall and narrow.  
 5 **e** India has a lot of rain in the summer months, so it is better to visit the country in the dry season.  
 6 **d** In Russia people like to go to their 'dachas' in the summer because they want to get away from the noisy cities and stay in a quiet place.

7  
 1 are located 2 so 3 were built 4 are made of  
 5 have 6 In the centre 7 because 8 there is  
 9 On the outside 10 There are

8  
 there is usually a large sitting room  
 There are also decorations ...  
 They are made of stone and brick.  
 They were built by local builders ...  
 The Tower Houses of Yemen are located in the old city ...  
 In the centre of the house is ...  
 There are also decorations around the windows and doors.

On the outside walls ...  
On the top floor there is usually ...

**9**  
result: ..., so many visitors come to Yemen to see them.  
reason: ... because these floors are for food and animals.

**10**  
Students' own answers, but the text in exercise 7 is a model.

### VOCABULARY DEVELOPMENT p46

**1**  
The building is very light inside = 1 – full of natural light

**2**  
poor: 3 meanings (one is not given here)  
rich: 3 meanings  
hard: 2 meanings  
cool: 3 meanings

**3**  
1 a 3, b 1, c 2  
2 a 1, b 2  
3 a 2, b 3, c 1

**4**  
The rest of the building ... = the part that is left  
a panoramic view of the whole city = what you can see from a place

**5**  
information U                      steel U  
floor C                                rain U  
public U                              tomb C  
platform C                          garden C

**6**  
*glass* and *marble* can be countable or uncountable according to their meaning.

### REVIEW p47

**1**  
**Possible answers**  
marble, steel, glass, stone, sandstone, brick + wood, clay, concrete ...

**2**  
a roof    b window    c bedroom    d second floor  
e bathroom    f garage    g kitchen    h stairs  
i first floor    j living room    k door    l ground floor  
m terrace    n gate    o garden    p walls

**3**  
1 is located                      6 on the right  
2 was built                        7 There are  
3 is made of                        8 in the centre  
4 has                                9 around  
5 On the left                        10 there is

**4**  
1 Glass is a cheap and light material, so it is used in many modern buildings.  
2 Everyone wants to visit the Burj Al Arab because it is a very famous and unusual building.  
3 It is important to take good notes because they help you to understand what you read.  
4 Shah Jehan decided to build a beautiful tomb for his wife because he loved her so much.  
5 Winters in Russia are very cold, so it is important to wear warm clothes.  
6 The weather was perfect, so they decided to have lunch in the garden.

## Unit 4B

### LISTENING pp48–49

**2**  
homes in the future

**3**  
Name: **Professor Abdin**  
Nationality: **Jordanian**  
Job: **teaches architecture at Bell State University, USA**

Name: **Carla Martinez**

Nationality: **Spanish**

Job: **architect**

**5**  
1 very    2 cheaper    3 a lot    4 smaller    5 sun

**6**  
**Reason:**  
1 new building materials, growing population, environmental problems  
2 new man-made materials  
3 many more people (more than 9 billion) are going to need homes  
4 more people can live in each home  
5 to provide electricity

**7**  
1 because (of)                      4 so (that)  
2 because                            6 to (provide)  
3 so

### SPEAKING pp50–51

**1**  
**Possible answers:**  
Trinity College, Dublin: old, big, green, lively  
University library, Miami: modern, big, hi-tech  
Knowledge Village, Dubai: modern, small, central

**5**  
I love using technology **so** I prefer a hi-tech campus.  
I like a quiet campus **because** I don't like too many people around.  
I like being close to nature **so** I like a green campus.  
I get lost very easily **so** I need a small campus.  
I like busy places with lots to do **so** I don't like a quiet campus.  
I prefer a central campus **because** I don't have my own car.

### VOCABULARY DEVELOPMENT p52

**1**  
1 have                                4 attend  
2 get                                 5 give  
3 do

**3**  
1 attend\_a presentation  
2 give\_a summary  
3 get\_information  
4 have\_a break  
5 eat\_in the cafeteria  
6 research\_a topic  
7 give\_an\_answer  
8 ask\_a question

**4**  
**Possible answers**

Things you do	Where you do them
attend a lecture	in the lecture hall
get a book	from the library
do some independent study	in a study room
get a good mark	from the teacher
have lunch / a break	in the cafeteria
attend a presentation	in the auditorium
give a summary	in class

### REVIEW p53

**2**  
1 F – Many different types of students study architecture.  
2 F – They're both imaginative and practical.  
3 T – They have a commitment to learning.  
4 F – Studying architecture can lead to many different careers, not only architecture.  
5 F – As an architecture graduate, you can work anywhere in the world.

**3**  
I'm from **China**. I study at **DTU**, the **Design** and **Technology University**. I'm studying **architecture** and my **courses** include **Design, Computer Graphics, Physics, Maths** and, of course, **English**.

**5**

Courses	Reasons
architecture	love designing buildings
Design, Computer Graphics, Maths, Physics	I have no choice
English	I need it for my studies and work

## Unit 5A

### READING p54–55

**1**  
1 a Moscow State University  
b Harvard University  
c Oxford University  
2 and 3 Students' own answers.

**2**  
**Possible answers**  
1 Very young students going to university  
2 What is special about the young boy  
3 family, intelligent, examinations, school, teachers

**4**  
1 mature                              4 institution  
2 genius                                5 fluent  
3 disagree                            6 attend

**5**  
1 c    2 b    3 c

**6**  
**Possible answers**  
However, his teachers could see that he was very intelligent. (contrast = he couldn't speak English / he was very intelligent)  
However, his schoolteachers thought he would have no problems. (contrast = he was very young / he would have no problems)  
However, are young teenagers really mature enough for university? (contrast = young children sometimes go to university / are they mature enough?)

**7**  
1 c Some people think that 14 is too young for university. However, others believe that clever students should not wait.  
2 a Yinan Wang was only 14 years old. However, he studied at Oxford University.  
3 b At first Yinan Wang could only speak a little English. However, he soon became fluent in the language.

### WRITING pp56–57

**1**  
**Possible answers**  
applying to a university / college  
writing to a shop  
writing to a teacher / lecturer  
writing to a bank or business  
writing to a doctor / hospital

**2**  
2 Dear Sir / Madam, ...    Yours faithfully, ...  
3 Dear Mrs Thomson, ...    Yours sincerely, ...  
4 Dear Mr Ericson, ...    Yours sincerely, ...  
5 Dear Sir / Madam, ...    Yours faithfully, ...  
6 Dear Dr Darwish, ...    Yours sincerely, ...  
7 Dear Mrs Yamamoto, ...    Yours sincerely, ...

**3**  
1 Dear                                5 information                      9 have  
2 interested                        6 would                              10 diploma  
3 studying                          7 know                                11 hearing  
4 please                              8 old                                  12 sincerely

- 4**  
Where is the college? In Sydney, Australia  
Can you study part-time? Yes  
Can you apply online? Yes  
Which subject interests you most? Students' own answers.

**5**  
Students' own answers, but the email on page 56 is a model.

### VOCABULARY DEVELOPMENT p57

**1**  
1 d 2 a 3 b 4 c

**2**  
-s: magazines, emails, days  
-es: faxes, addresses, viruses, matches  
-ies: dictionaries, cities, companies, hobbies  
irregular: women, bookshelves, knives

### RESEARCH p58

**1**  
understand what you read  
remember the important points  
write about the topic  
revise later for exams

**2**  
1 c 2 d 3 b 4 a

**3**  
**Possible answers**  
The information that is highlighted is the important information. It is mainly facts, e.g. dates, numbers, places.

**4**  
**Possible answers**  
private university, founded in 1636, called New College, 1696 named Harvard after John Harvard, became Harvard University 1780, 2,300 professors, 6,700 undergraduate students, 13,600 graduate students, nine faculties

**5**  
Students' own answers, but the paragraphs in exercises 3 and 4 are models.

### REVIEW p59

**1**  
-s: professors, friends, buildings  
-es: geniuses, campuses, classes  
-ies: universities, faculties, families  
irregular: children, wives, women

- 2**  
2 f Canada is one of the biggest countries in the world. However, it has a very small population.  
3 a Pilots get good salaries. However, they have to spend a lot of time away from home.  
4 e Nancy is an excellent cook. However, she usually prefers to eat in the canteen.  
5 b The sun is a good source of vitamin D. However, too much can cause skin cancer.  
6 c Cars are an important part of modern life. However, they cause a lot of pollution.

**3**  
Delgado to ask about (on) is in working interested you information know hearing Yours

**4**  
**Possible answers**  
academic institutions: university, secondary school, college, institute, academy, primary school, high school  
types of writing: letter of application, email, essay, report, note, poem, project, assignment, memo, postcard, exam

## Unit 5B

### LISTENING pp60–61

**3**  
Learning styles: Auditory, Visual, Tactile

**4**  
**Explanations:**  
*Auditory* – learns by listening  
*Visual* – learns by seeing things  
*Tactile* – learns by trying things out

**5**  
**Examples:**  
*Auditory* – someone explains  
*Visual* – uses instructions / diagrams / illustrations  
*Tactile* – learns computer by using it

**8**  
a Visual  
b Auditory  
c Tactile

Activity	Learning style
listening to documentaries	A
using diagrams and pictures	V
doing practical classes	T
taking notes	V
going on trips	T
using different colour pens	V
doing role plays in class	T
making models	T
recording lectures and notes	A
talking in groups	A

### SPEAKING pp62–63

- 2**  
1 I really think ...  
I agree with you.  
2 I think ...  
I really don't agree.  
3 In my opinion ...  
That's a good point, but ...
- 7**  
b someone is not speaking enough  
a someone is speaking too much  
c someone thinks the other person wasn't polite when they interrupted

### VOCABULARY DEVELOPMENT p64

- 1**  
1 I agree.  
I totally disagree.  
That's exactly how I see it.  
I don't think so.  
Yes, I suppose so.  
No, I don't agree.  
2 I'm not sure.  
3 totally, exactly

	Agree	Disagree
<b>Strong</b>	I <b>totally</b> agree. I <b>completely</b> agree. That's an <b>excellent</b> point. I <b>really</b> agree with you.	I <b>totally</b> disagree. I don't agree <b>at all</b> . I <b>completely</b> disagree. I <b>really</b> don't agree. I <b>really</b> don't think so.
<b>Less strong</b>	I agree. That's a <b>good</b> point.	I don't think so. I don't agree.

### REVIEW p65

- 1**  
1 eight  
2 Howard Gardner's

2, 3

Intelligence	Key ideas
1 linguistic	learn languages / spoken written language
2 mathematical	analyze problems / think logically
3 bodily-kinesthetic	<b>use mind to control your body well</b>
4 spatial	<b>see, use space, distance</b>
5 musical	compose, perform music
6 interpersonal	understand other people / work well in groups
7 intrapersonal	<b>understand yourself</b>
8 naturalist	recognizing, naming / environment

- 4**  
**giving your opinion**  
I think ...  
In my opinion, ...  
**agreeing**  
I completely agree.  
That's a very good point.  
**disagreeing**  
I'm afraid I don't agree.  
I don't think that is the case.  
**including someone**  
What's your opinion, Raoul?  
What do you think, Marianne?  
**interrupting someone**  
Can I say something here?  
Excuse me, ...

## Unit 6A

### READING pp66–67

- 1**  
a the aeroplane  
b satellites  
c radio  
d the computer  
e the car  
f television  
g the washing machine  
h the Internet  
i the telephone  
j the printing press

**2**  
Students' own answers.

**3**  
**Possible answers**  
A device is a tool or piece of equipment that you use for doing a special job, for example a tin-opener or a remote control.

**4**  
Sat Nav = Satellite Navigation

- 5**  
a Paragraph 3  
b Paragraph 4  
c Paragraph 1  
d Paragraph 2
- 6**  
a satellite  
b radio signal  
c ground station  
d receiver
- 7**  
1 launched  
2 calculates  
3 portable  
4 destination  
5 accurate  
6 orbiting  
7 locate

### WRITING pp68–69

**1**  
1 A thermometer is an instrument which measures temperature.

- 2 A satellite is an object **that** circles another object.  
 3 A vacuum cleaner is a machine **which** cleans carpets.  
 4 A laptop is a type of computer **that** is portable and weighs about 1–3kg.
- 2  
 1 c A photocopier is a machine which / that makes copies of documents, such as letters.  
 2 b A remote control is a device which / that controls things, such as televisions, from a distance.  
 3 d A drill is a tool which / that you use for making holes.  
 4 e A speedometer is an instrument which / that tells you how fast you are travelling in a car or plane.  
 5 a An iPod is a type of MP3 player which / that is made by Apple.

**3**  
**Possible answers**

- 1 A calculator is an instrument that / which you use for calculating numbers.  
 2 A fax machine is a machine that / which uses telephone lines to send copies of letters, etc.  
 3 A microwave is a type of oven that / which cooks or heats food very quickly.  
 4 A laser is a machine that / which makes a very strong line of light.

- 4  
 Paragraph 1 Modern Sat Nav devices, for example the popular Garmin ...  
 For example, they can even tell you the names ...  
 Paragraph 4 They think we might be in danger of losing some important skills, such as reading maps.

**5**  
**Possible answers**

- 1 ... Sony, Panasonic, Toshiba, etc.  
 2 ... can use it to locate our position.  
 3 ... mobile phones or satellite television  
 4 ... such as a Ferrari, a Lotus

- 6  
 1 type 2 which 3 example 4 so 5 but  
 6 because 7 such as

7  
 Students' own answers.

8  
 Students' own answers, but the text in exercise 6 is a model.

9  
 A satellite is any object which orbits another object. All bodies that are part of the solar system, for example the Earth and Jupiter, are satellites. Most of these bodies orbit the sun, but others orbit planets. For example, the moon orbits the Earth. When we use the term 'satellite', we usually mean an artificial satellite. This is a man-made object that orbits the Earth, or another body. However, scientists may also use the term for natural satellites, or moons.

**VOCABULARY DEVELOPMENT p69**

- 1  
 1 know, no 3 too, to  
 2 It's 4 There, their, They're

**RESEARCH p70**

- 1  
 1 a online encyclopaedia (Wikipedia)  
 b company website (North Energy)  
 c someone's personal page  
 2 The best website is the online encyclopaedia (the company website may not be objective, the personal page contains opinions and may not be reliable)

2  
 Students' own answers.

**REVIEW p71**

- 1  
 1 Gold is a metal which is used to make jewellery.

- 2 A washing machine is a machine that washes clothes.  
 3 An elephant is a very large animal which lives in Africa.  
 4 A hurricane is a tropical storm that causes a lot of damage.  
 5 A robot is a kind of machine that works like a person.
- 2  
 transport: the metro, an aeroplane, a train + a car, a bike ...  
 work / study: a fax machine, a photocopier, a printer + a computer, a desk ...  
 home: a washing machine, a dishwasher, a microwave + a television, a vacuum cleaner ...

- 3  
 1 portable 6 exactly  
 2 lost 7 network  
 3 accurate 8 distance  
 4 calculate 9 device  
 5 launch 10 locate

**Unit 6B**

**LISTENING pp72–73**

- 2  
 1 patient 4 bicycle  
 2 passenger 5 trailer  
 3 person who pedals
- 3  
 1 queue up  
 2 put the items on the counter  
 3 the cashier scans the items  
 4 put the items in bags  
 5 pay for the items  
 (4 and 5 may happen simultaneously)

- 4  
 1 and 4  
 8

Information required	1 – bicycle ambulance	2 – bar code
When used	in an emergency	every day
Where used	mainly in developing countries	all over the world
Cost	1 item = around \$100	20 items = \$1
Problem it solves	cost of maintaining an ambulance	time needed to check prices

- 9  
 1 T 2 F 3 F 4 T 5 F 6 T

10  
 description of item / problem (either order)  
 your opinion

12

Criteria	Questions
1 <b>impact</b> on our lives	Which has had the biggest <b>impact on people's lives</b> ?
2 <b>value</b> for money	Which is the best <b>value for money</b> ?
3 <b>usefulness</b>	Which is the most <b>useful</b> ?

**SPEAKING pp74–75**

- 1  
 a light b smart board c book shelves d laptop  
 e ergonomic desk f adjustable chair
- 3  
 1 light 2 laptop 3 book shelves  
 4 adjustable chairs 5 smart board
- 5  
 It shows the enormous increase in the number of Internet users in nine years.

- 7  
 1 Internet 2 1,800 million 3 360 million
- 8  
 As you can see  
 The first figure shows according to statistics

**VOCABULARY DEVELOPMENT p76**

- 1  
**Verb**  
 have / face / solve a problem  
 look for / find / offer a solution
- Adjective**  
 a big / a major / the main problem  
 a good / an effective / the best solution
- 3  
 1 solution 4 solution  
 2 problem 5 looking  
 3 problem

**REVIEW p77**

1, 2

Speaker	Topic	Examples
A	modern fabrics	past – natural fabrics, e.g. cotton, wool now – technology > new fabrics
B	modern breakthroughs in technology	space travel electric cars Internet
C	technology in agriculture	science > more food, bigger, healthier animals

- 3  
 The title of the slide is 'Fixed **phone** lines in **2010**'
- 4  
 Europe – **40%**  
 The Americas – **28%**  
 Asia & Pacific – **14%**  
 Arab countries – **9%**  
 Africa – **1.5%**
- 6  
 These **bicycle ambulances** help **solve** a **common** but very **serious problem** in **developing countries**. How do you **get** someone to **hospital** when they are **ill** or **injured**? **Hospitals** are **usually** quite **far** from the **remote villages** where people **live**, **ambulances** are **expensive**, and there are **often no good roads** for them.

**Unit 7A**

**READING pp78–79**

- 1  
 Students' own answers.
- 2  
**Possible answers**  
 1 how many miles food travels  
 2 information about where food comes from  
 3 farmer, market, fresh, aeroplanes, distance
- 3  
 A food mile is the distance that food travels from the farmer's field to the person who buys the food.
- 4  
 a 4 b 2 c 1 d not needed e 3
- 5  
**Possible answers**  
 1 consumer: the person who buys the food  
 2 disadvantages: some bad things about the system  
 3 available: we can get them  
 4 imported: coming from other countries
- 6  
 Sentence 2 shows the writer's opinion.

- 7  
 1 distance 6 Nowadays  
 2 consumer 7 imported  
 3 local 8 because  
 4 disadvantage 9 petrol  
 5 season 10 pollution

### WRITING pp80–81

- 1  
 1 Danny's favourite foods are pizza, chocolate, burgers, and ice-cream.  
 2 The three materials used in the building were glass, concrete, and steel.  
 3 Parwin speaks five languages fluently: Farsi, English, Urdu, Turkish, and French.  
 4 For the experiment you will need water, salt, a bowl, and a small piece of paper.  
 5 The ingredients of a Spanish omelette are onions, eggs, potatoes, and salt.

#### 2a

Paragraph 2: In addition, they could only get food ...  
 Paragraph 4: In addition, food that travels a long way ...

#### 2b

- 1 c Aeroplanes cause a lot of air pollution. In addition, they make a lot of noise when they land and take off.  
 2 d Food that travels a long distance is not very fresh. In addition, it is very expensive because of the costs of transport.  
 3 b Shopping in local markets is more interesting. In addition, the food is usually cheaper than in supermarkets.  
 4 a The climate is very hot in Saudi Arabia. In addition, there is very little rainfall.

#### 3

- a 2 b 5 c 3 d 6 e 1 (topic sentence) f 4

#### 4

- 1 it  
 2 them  
 3 They  
 4 His  
 5 Her, she

#### 5

Topic sentence: The most important drink in Morocco is mint tea.

- 1 It 4 them  
 2 they 5 them  
 3 it 6 It

#### 6

Students' own answers, but the paragraph in exercise 5 is a model.

### VOCABULARY DEVELOPMENT p82

#### 1

##### Possible answer

A prefix is a group of letters that you add to the beginning of a word to change its meaning.

#### 2

- 1 d 2 f 3 c 4 e 5 a 6 b

#### 3

- 1 unhappy 5 incomplete  
 2 disliked 6 immoral  
 3 irregular 7 inaccurate  
 4 impossible 8 disorganized, untidy

#### 4

- 1 e 2 d 3 c 4 a 5 b

### REVIEW p83

#### 1

- 1 ingredients 5 around 9 field  
 2 onions 6 contains 10 building  
 3 measure 7 countries 11 reason  
 4 season 8 bread 12 materials

#### 2

- a 3 b not needed c 2 d 1

#### 3

##### Possible answers

*im-*: impossible, impatient, impolite, immoral, immobile, immature  
*in-*: incorrect, inaccurate, incomplete, informal, independent, inexperienced  
*dis-*: distrust, disagree, disagreement, disorganised, disadvantage, dishonest  
*un-*: unhelpful, unhappy, untidy, unusual, unfriendly, unsuccessful

#### 4

Students' own answers.

## Unit 7B

### LISTENING pp84–85

#### 2

Name **Dr Harper**

Job **Lecturer from the Cultural Studies Department**

Research interests

how **culture** changes over **time**

She mentions bilingualism.

#### 3

There will be two opportunities to ask questions: at the end of the lecture, and in the tutorial next week.

#### 4

Five people are present.

#### 5

the tutor – **Professor Birchill**

the visiting speaker – **Dr Harper**

the students – **Ronesh, Simon, Roxanna**

#### 6

- a classmates  
 b colleagues

#### 7

- 1 over 60  
 2 23  
 3 over 90  
 4 as much as 80  
 5 600  
 6 half  
 7 around one and a half billion

8 approximately 75

9 in the thousands

#### 9

- a approximately 75 f over 60  
 b over 90 g half  
 c in the thousands h 23  
 d 600 / six hundred i as much as 80  
 e around 1.5 billion

#### 11

- 1 to be successful academically you need to learn English  
 2 languages die out, but this is natural  
 3 more people will use two languages in the future  
 4 having one global language helps communication and saves money  
 5 English is used for communicating in business and on the Internet.

### SPEAKING pp86–87

#### 3

Question 1: a (parents), f (the media)

Question 2: c (parts of the culture will change), e (it gets stronger)

Question 3: b (festivals and holidays don't change), d (language changes)

#### 9

The following contractions should be ticked:

- 1 I'm 2 I'll 4 We'll 5 We're

#### 10

##### Outline

- **What is culture?**
- **My culture?**

- **Other cultures**

- Questions

### VOCABULARY DEVELOPMENT p88

#### 1

- 1 difficulty, issue 4 discuss, examine  
 2 study, revise 5 topic, theme  
 3 answer, key

#### 3

- 1 society 2 world 3 community

#### 5

- 1 topic 4 study  
 2 society 5 solutions  
 3 discuss 6 problems

### REVIEW p89

#### 1

- a 15 d 26  
 b three / 3 e 24  
 c over 130 million f around 2,000

#### 3

Number	Fact
over 130 million	Japanese speakers
15	consonant sounds in Japanese
24	consonant sounds in English
three / 3	articles in English
around 2,000	kanji symbols Japanese children learn
26	letters in the English alphabet

#### 4

- 1 Set up your equipment.  
 2 Stand next to the visual display and face the audience.  
 3 Welcome the audience, make eye contact and smile.  
 4 Give the topic of your presentation.  
 5 Give a short outline of the content.  
 6 Tell the audience when they can ask questions.

#### 5

##### Possible answer

First, you set up your equipment. Then you stand next to the visual display and face the audience. After that you welcome the audience, make eye contact and smile. Next, give the topic of your presentation, then a short outline of the content. Finally, tell the audience when they can ask questions.

#### 6

country: **nation, state**  
 global: **worldwide, international**  
 study: **revise, learn**  
 tutorial: **seminar, discussion group**

#### 7, 8

Today **I'm going to** talk about language and culture. **Before** I start, **I'll** give an outline of the presentation. **First** **I'm going to** talk about the importance of language. **After that**, **I'll** discuss culture. **Finally**, **we'll** look at some examples of the connection between language and culture. In next week's tutorial **we'll** discuss some of the points in more detail.

## Unit 8A

### READING pp90–91

#### 1

Students' own answers.

#### 2

Students' own answers.

#### 3

- 1 The Economist Intelligence Unit  
 2 140 cities  
 3 Vancouver  
 4 Osaka, Tokyo, Singapore, and Hong Kong

- 4  
 1 Vancouver            6 Helsinki  
 2 Vienna                7 Sydney  
 3 Melbourne            8 Perth  
 4 Toronto               9 Adelaide  
 5 Calgary               10 Auckland

5  
**Possible answers**

- 1 They came in the middle of the list.  
 Reasons: Transport and crime are problems with these cities.  
 2 They have good transport, low crime rates, and a good climate.  
 3 Students' own answers.

- 6  
 1 Pacific Ocean  
 2 22° C  
 3 Yes, on the mountains  
 4 November  
 5 580,000 (Vancouver City), 2 million in the region  
 6 Chinese  
 7 After a British naval captain, George Vancouver  
 8 The Lookout, Harbour Centre Tower

**WRITING pp92–93**

- 1  
 1 T   2 T   3 F (July is the wettest month)   4 T  
 5 F (Toronto is hotter)   6 T   7 F (July is the hottest month)   8 T
- 2  
 1 wetter   2 drier   3 wettest   4 driest   5 hotter  
 6 colder   7 hottest   8 coldest
- 3  
 dry – drier – the driest  
 cold – colder – the coldest  
 hot – hotter – the hottest  
 friendly – more friendly – the most friendly (friendlier / friendliest is also possible)  
 popular – more popular – the most popular  
 mild – milder – the mildest  
 difficult – more difficult – the most difficult  
 cool – cooler – the coolest  
 big – bigger – the biggest  
 nice – nicer – the nicest  
 low – lower – the lowest

- 4  
 1 biggest                6 14  
 2 127 (or 130)            7 lowest  
 3 49 (or 50)              8 7.64  
 4 smallest                9 higher  
 5 highest                10 lower

- 5  
 1 Melbourne, which is one of the largest cities in Australia, came second in the survey.  
 2 The highest-ranking cities in Asia were Osaka and Tokyo, which is the capital of Japan.  
 3 Chinatown, where there are many good restaurants, is located near the centre of the city.  
 4 On Monday we visited the Grand Bazaar in Istanbul, where you can buy everything from carpets to gold chains.

- 6  
 1 Bombay                6 film  
 2 west                    7 1668  
 3 hot                      8 British East India  
 4 monsoon                9 Museum  
 5 18m

7  
 Mumbai, which is also known as Bombay, lies on the west coast of India. The best time to visit is during the months of December, January, and February, which are usually cool and dry. The spring is very hot and the summers are wet because this is the monsoon season. The city has a population of 20 million people, which makes it the largest city in India. It is famous for its very successful

film industry, which is called Bollywood, and its port. It is also an important commercial centre. The city was founded in 1668 by the British East India Company. There are many sights to see in Mumbai, including the Mani Bhavan Museum and the famous Chowpatty beach, where the people of Mumbai like to walk in the evenings.

**RESEARCH p94**

- 2  
 Students' own answers, but the paragraph on Mumbai is a model.

**VOCABULARY DEVELOPMENT p94**

- 1  
 1 un-count-able = adjective, for nouns that we cannot count  
 2 re-take = verb, to take again  
 3 dis-organize-d = adjective, not organized  
 4 re-built = verb, built again  
 5 un-recognize-able = adjective, for things that we can't recognize

**REVIEW p95**

- 1  
**Possible answers**  
 visuals: table, pie chart, bar chart, graph, flow chart, diagram, picture, drawing
- 2  
 1 e New York, which is located on Manhattan Island, is the best known city in North America.  
 2 d Port Moresby, which is the capital of Papua New Guinea, has a very high crime rate.  
 3 c In Vancouver you can go skiing in the mountains, which surround the city and are covered in snow in the winter.  
 4 b Robson Street, which is the main shopping street for fashion, is well worth a visit.  
 5 a London is famous for its beautiful parks, which are located near the centre of the city.

- 3  
**Possible answers**  
 1 ..., where they like to go for walks.  
 2 ..., where people meet to have tea and coffee.  
 3 ..., where the national football team plays, ...  
 4 ..., where people like to go for dinner.  
 5 ..., where you can go on boat trips.

- 4  
**Possible answers**  
 1 Russia has a higher birth rate than Germany.  
 2 Turkey has the highest birth rate.  
 3 Germany has a smaller population than Russia.  
 4 Germany has a bigger population than Turkey.  
 5 Turkey has the smallest population.

- 5  
 1 Tokyo \*  
 2 32,450,000 \*  
 3 a Rio de Janeiro (1101.1mm in a year) is wetter than Lisbon (702.4mm).  
 4 d Berlin  
 5 a Madrid   b Lahore   c San Francisco  
 6 a Damascus  
 7 b Nairobi  
 8 d Bangkok

Note: Different sources give different population statistics depending on whether they are taking the official city boundary, or the built up area. The figure here is for the largest urban area.

**Unit 8B**

**LISTENING pp96–97**

- 2  
 1 Rome   2 Dubai   3 Copenhagen

- 3  
 giving an outline
- 4  
 history, change, the environment

- 6  
 Topic 1: **history**  
 City: **Rome**  
 Topic 2: **change**  
 City: **Dubai**  
 Topic 3: **the environment**  
 City: **Copenhagen**

- 7  
 Rome: historical, 10 million visitors  
 Dubai: modern, international  
 Copenhagen: bicycle, population of 1.7m, future, green

- 8  
 a chart   b timeline   c mind map

- 9  
 1 mind map   2 chart   3 timeline

- 10  
**Possible answers**  
 Rome: 10 million visitors per year, population 2.7 million  
 Dubai: population 2.2 million, change / development, commercial centre, new buildings, literacy level now 80%  
 Copenhagen: green city, 20% journeys by bike, green buildings, 2,000 free bicycles

11

Summary	A	B	C
City name	✓	✓	✓
Location	✓		✓
Population	✓		✓
Best for ...	✓		
Famous building	✓	✓*	✓
Transport		✓*	✓

\* indicates a half-reference is given but without much detail

- 12  
 Student A's is the best summary. It is the fullest answer and most confidently given.  
 Student C gives quite a good short summary but omits what the city is best for.  
 Student B's summary is incomplete with incorrect facts.

**SPEAKING pp98–99**

- 1  
 1 Istanbul and Berlin

- 2  
 They're twin towns.

- 3  
**Possible answers**  
 2 stronger business ties, economic growth, greater cultural understanding, more tolerance of diversity, etc.

5

	Berlin	Istanbul
Approximate population	3.4 million	13 million
Annual visitors	7.5 million	20 million
Universities	30	44
Hospitals	71	49
Currency	euro	lira

- 7  
 1 Both   2 and   3 compare   4 far   5 far  
 6 shows   7 as   8 as   9 slightly

8

**Possible answer**

Both Berlin and Istanbul are important world cities.// They have been twin towns since 1989.// If we compare their populations, // we can see // that Istanbul is far bigger than Berlin.// Istanbul also has far more visitors each year.//

A comparison of the number of universities // shows that Berlin doesn't have as many as Istanbul // but it has more hospitals.// The currency of Berlin is the euro // and in 2010, // one euro was worth slightly less // than two Turkish lira.

9

1 b 2 a 3 e 4 c 5 d

10

1 They include the same content.

2 They are organized differently:

A: This presentation will discuss all aspects of one city before moving on to the other city.

B: This presentation compares the cities on each point, one by one.

3 Students' own answers.

**RESEARCH p100**

1

**Possible answers**

cities future developments

2

Student A cities, Asia, high population, industry

Student B cities, South America, money, tourism

Student C number, people, capitals, Europe

4

Title	Type of source
'Tomorrow's Places', download from www.cities.org	podcast
'Roman Times', Channel 6, BPC	TV programme
'The Traveller's Guide to the World' by R. Stone	book
www.citiesoflearning.com	website

**REVIEW p101**

1

**Sports and cities**

City 1: London Sport: **marathon**

City 2: **Milan** Sport: football

City 3: **Beijing** Sport: **cycling**

4

1 Both 2 and 3 but 4 and 5 as 6 as

7 not 8 winter 9 summer

5

**Suggested pauses**

I am going to compare Moscow and Mexico City.// Both Moscow and Mexico City// are very interesting cities to visit.// Mexico City is in South America, // but Moscow is in Europe.// Both Mexico City and Moscow are capital cities, // but the population of Moscow // is not as big as the population of Mexico City.// Mexico City is not as cold as Moscow; // in fact, // the average winter temperature in Mexico // is as high as the average summer temperature in Moscow.

**Unit 9A**

**READING pp102-103**

2

1 a 2 b 3 d 4 d

3

a 4 b 5 c 3 d 1 e 2

4

a do workouts

b mix with other people

c good

d stay away from

e good for you

f helps the brain work better

5

**Possible answer**

Socially active – join social clubs and groups  
– travel to other countries to meet new people  
– learn new skills (e.g. skiing)

Brain-healthy diet – avoid fatty foods / food with high cholesterol  
– eat vegetables, fruit, fish, nuts  
– some foods (e.g. liver, eggs) improve brainpower

Physical activity – good flow of blood to the brain  
– encourages new cells  
– but take care not to damage brain

6a

**Possible answers**

1 We can do quizzes or puzzles.

2 We can join social clubs or travel to other countries.

3 It keeps a good flow of blood to the brain and encourages new cells.

4 Fatty food and food with high cholesterol is bad for the brain.

5 Vegetables, fruit, and fish are good for the brain.

6b

**Possible answer**

1 Reading quickly

a) skimming – to get the general meaning, e.g. from a newspaper

b) scanning – for a piece of information, e.g. telephone number

2 Reading carefully

a) intensive or study reading, e.g. textbook

b) learning by heart, e.g. poem

**WRITING pp104-105**

1

1 c My brother is studying ...

2 e Bill Gates **began** programming ...

3 b Atilla is **a** student at ...

4 d How **can we** measure ...

5 f We know that exercise **is** good ...

6 a I have a lecture **on** Tuesday ...

2

lives **lived**

the **a**

were **was**

which ~~in 1915 he discovered~~ **which he discovered in 1915**

On **In**

Einstein **was** the greatest scientist ...

4

**Possible answers**

**1 Importance of sleep**

• during sleep: brain repairs itself  
stores information

• no sleep: tired; cannot remember;  
may become ill

**2 What stops sleep?**

• not relaxed  
• thinking about work / studies  
• late at night: phone calls / emails  
drinks with caffeine / dinner

**3 What can we do to sleep well?**

• a comfortable bed  
• a dark, quiet room  
• every night – same routine (book, bath, music, etc)

5

**Possible answer**

During sleep the brain repairs itself and stores information. If we do not sleep, then the brain becomes tired. We cannot remember things and we may become ill. People sleep badly when they are not relaxed. They are thinking about their work or studies. Late at night they

make phone calls, and look at emails. They also have drinks with caffeine or eat dinner. To sleep well, we need a comfortable bed and a dark quiet room. We also need to have the same routine every night, for example read a book, have a bath, listen to music, etc.

6

**Possible answer**

We know how to keep our bodies healthy, by having a good diet and enough exercise and sleep. But we can also keep our brains healthy. Firstly, we can do exercises for the brain, such as quizzes, puzzles, and maths problems. We can also remain socially active by joining social clubs or travelling to other countries to meet new people. Physical activity is also good for the brain as it helps the flow of blood to the brain and encourages new cells. Finally, we can eat a brain-healthy diet by avoiding fatty foods, eating plenty of vegetables, fruit, fish, and nuts, and also eating foods that are particularly good for the brain such as liver and eggs.

**RESEARCH p106**

1

a the title page

b the index

c the printing history

d the back cover

e the contents page

2

1 Complete Biology

2 W. R. Pickering

3 2000

4 No – By the same author: *Oxford Revision Guides ...*

5 In the index

6 70, 81

7 Chapter 2, Nutrition and health

8 School students – it is for GCSE and IGCSE syllabuses

3

Students' own answers.

**REVIEW p107**

1

1 ribs 2 heart 3 lungs 4 spine 5 stomach

6 hair 7 eye 8 ear 9 nose 10 mouth

11 neck 12 head 13 chest 14 arm 15 waist

16 leg 17 foot

2

What **know we do** ... (word order)

... brain We know ... (punctuation)

... was the great mathematician ... (incorrect article)

scientist (spelling)

... they could use brain ... (missing word)

einstein (capital letter)

at 1955 (preposition)

... began to studying ... (verb tense)

... his brain were ... (subject / verb agreement)

However one thing ... (punctuation)

... wider normal (missing word)

this area ... (capital letter)

3

What **do we know** about Einstein's brain? We know quite a lot. Because Albert Einstein was **a** great mathematician and **scientist**, other scientists wanted to study his brain. He agreed that after his death they could use **his** brain for research. When **Einstein** died **in** 1955 at the age of 76, scientists began to **study** his brain. They found that his brain **was** the same as other brains. In fact, its weight was less than the average male brain. However, one thing was unusual. His brain was 15% wider **than** normal. **This** area was the part of the brain responsible for mathematical thinking.

4

1 c 2 e 3 f 4 a 5 d 6 b

5

1 exercise

4 avoid

2 beneficial

5 socialize

3 delicate

6 healthy

# Unit 9B

## LISTENING pp108–109

**4**  
Students should be active in lectures.

- 5**  
1 How are **learning** and **memory** connected?  
2 What **kinds** of **memory** are there?  
3 How can we **improve** our **memory**?

**7**  
It is a key factor for remembering information.  
The students will now review last week's lecture.  
Today's lecture will include more about reviewing later.

- 8**  
2 – the number of hemispheres in the brain  
100 billion – the number of nerve cells in our brains  
2% – the percentage of body weight that the brain takes up  
20% – the amount of oxygen and blood that the brain uses

**10**  
**Possible key words**

learning, memory, connected  
learning – taking in information  
memories – expressing information, remembering past learning / experience

**11**  
short-term  
long-term

**12**  
Short-term memory:  
uses – ⌚ less than a minute  
– keep information temporarily  
– 7 items

Long-term memory:  
uses – ⌚ months / years  
– events  
– language  
– physical skills

**14**  
Long-term memory:  
problems – brain changes memories over time  
– long-term memory gets worse

Short-term memory:  
problem – need to make effort to keep information

how to improve – trick memory into storing details

**15**  
By reviewing information, you are telling your brain that this information is important and that you shouldn't forget it.

- 16**  
1 review                      4 note form  
2 remember                  5 visual  
3 key words                  6 diagrams, pictures

## SPEAKING pp110–111

**1**  
d taste   e touch   a sight   c smell   b hearing

- 3**  
2 nationality                  6 examples of ability  
3 profession                  7 medical study  
4 date                          8 results of study  
5 special ability              9 reference

**5**  
**Possible answer**  
Today's presentations are all about **extraordinary people**. // There are **many people** who are **good** at things, // for example, // **maths** or **music** // but **some** people are so good that they seem to be almost **incredible**. // I'm going to talk about a **famous case** of a person // with an **extraordinary memory**. // I'm going to talk about 'S'. // First, I'll give you the **background** to his life, // then I'll describe his

**condition** and give some **examples** of the things he could do.

**6**  
**for example**, maths or music ...  
I'm going to talk about a **famous case** of a person ...  
I'll describe his condition and **give some examples** ...

- 9, 10**  
1 'S' was a **Russian newspaper reporter**, // living in the **first part** of the **20th century**. //  
2 People **at work** // **started** to **notice** him // because of his **memory**. //  
3 For **example**, // when the **editor** of the **newspaper** **talked** to the **reporters**, // 'S' **never took notes**. // He **remembered everything**. //  
4 He did this // by using **all five** of his **senses**: // **sight**, // **hearing**, // **taste**, // **smell**, // and **touch**. //  
5 To give an **example**, // **once** when he **heard** a **sound**, // he **described** it as a **brown line** // on a **dark background**. // with **red sides**, // **tasting** of **soup**. //  
6 He **also invented** stories // to **remember things**. //

## VOCABULARY DEVELOPMENT p112

- 1**  
1 employment  
2 to employ  
3 unemployed  
4 employer  
5 employee
- 2**  
1 to memorize memory – memorized  
2 to learn **learning learner** –  
3 to present presentation **presenter** –  
4 to study studies **student** –  
5 to research research researcher –
- 3**  
1 memorize / learn  
2 students / learners  
3 presentation / research  
4 study  
5 researcher

## REVIEW p113

- 2**  
Diagram 2
- 3**  
1 employer                      5 studies  
2 memory                      6 research  
3 learner                      7 lecture  
4 to present                    8 tutor
- 6**  
1 the case                      4 for instance  
2 give an example            5 example  
3 example                      6 for instance

**7**  
**Possible answer**  
I will **start** by **asking** // 'what is the **aim** of **memorization**? // Then I will look at **three key factors** // that can **help** anyone **memorize** information better. // You should **take notes** on the worksheet, // and I will ask you to **do some exercises**. // Please **follow my instructions** carefully. // At the **end**, // you can **ask questions** // and then we will have **group discussions**.

# Unit 10A

## READING pp114–115

- 1**  
**Possible answers**  
malaria, HIV / AIDS, cancer, tuberculosis (TB), pneumonia, diarrhoea, measles, diabetes, meningitis
- 2**  
**Possible answers**  
developed countries: Germany, Japan, United States  
developing countries: Zambia, Sri Lanka, Peru

**4**  
a 5   b 2   c 3   d 1   e 4

- 5**  
**Possible answers**  
1 a disease in which the body cannot control the level of sugar in the blood  
2 developed countries  
3 it will rise  
4 poor diet and lack of exercise  
5 reduce our weight, avoid foods high in fats and sugars, exercise regularly

**6**  
They: the inhabitants  
it: life expectancy at birth  
They: people in developed countries  
which: processed or fast food  
which: Germany  
Here: The Middle East  
it: diabetes

**7**

Table A	Men	Women
Japan	81.4	87.5
Zambia	38.5	38.7

**Table B Deaths per million population**

Germany	183.7
Peru	61.3

**Table C**

	2003	2030
Number of people (20–79) with diabetes	194m	366m
Percentage (%) of population	5.1%	6.3%

## WRITING pp116–117

- 1**  
**Possible answers**  
1 ... is very poor / is one of the poorest countries in the world.  
2 ... they are excellent courses / they are very popular with the students.  
3 ... there are many disadvantages / many people dislike them.  
4 ... some people think it is boring / it can cause damage to the knees.

- 2**  
**Possible answers**  
1 ... the total population is falling / there are not enough people to fill the jobs.  
2 ... many people have stopped smoking / the number of smokers is falling in some countries.  
3 ... he/she hopes to be a translator / he/she likes travelling to different countries.  
4 ... many people go there for holidays / it is very popular with tourists.

- 3**  
1 **b** Fast food contains a lot of fat. It also has a lot of salt and sugar.  
2 **f** Diabetes is very common in European countries. There are also many people with diabetes in Africa and the Middle East.  
3 **c** Sam runs for five kilometres every morning before college. He also goes to the gym twice a week.  
4 **a** A degree in medicine is expensive because it takes many years. It can also be a very difficult subject for students.  
5 **e** Elena would like to have her own company one day. Her sister also wants to go into business.  
6 **d** Henry has high blood pressure. His level of cholesterol is also very high.

- 4**  
1 Africa  
2 Europe  
3 59,000  
4 4.6%  
5 1,272,000

- 5  
1 shows 6 65,000  
2 see 7 5.1%  
3 one million 8 was  
4 89.3% 9 4.6%  
5 number 10 no

6  
Students' own answers, but the text in exercise 5 is a model.

### VOCABULARY DEVELOPMENT p118

- 1a  
1 A hundred and fifty-three  
2 153  
3 six  
4 450  
5 first  
6 3rd  
7 12  
8 6.5

- 1b  
a words  
b words  
c figures  
d words  
e figures

- 2  
1 2,560  
2 four  
3 Two hundred and forty-five  
4 second  
5 15.5%

- 3  
1 clean  
2 decrease / fall  
3 low  
4 arrive  
5 easy  
6 failure

- 4  
**Possible answers**  
1 quick 4 perfect  
2 worried / afraid of 5 phone / call  
3 boring 6 buy

### Review p119

- 1  
**verb**      **noun**  
to be born a birth  
to live a life  
to die a death  
to increase an increase  
to rise a rise  
to decrease a decrease  
to fall a fall

- 2  
1 life  
2 death  
3 birth  
4 increase  
5 decrease / fall

- 3  
1 unhealthy  
2 inexpensive  
3 impersonal  
4 disapprove  
5 illegal  
6 uninteresting  
7 impossible  
8 disorganized

- 4  
**Possible answers**  
**verb + -ing**      **-e + -ing**      **double consonant + -ing**  
developing rising jogging  
growing changing swimming  
doing becoming travelling  
falling increasing  
decreasing

- 5  
Here: Africa  
It: the birth rate  
which: the death rate  
where: Europe  
here: Europe  
It: the death rate  
They: the countries of Asia

## Unit 10B

### LISTENING pp120–121

- 2  
1 b 2 c 3 a

- 3  
**Possible answers**  
listening for gist and for specific information

- 5  
1 1960      4 2011      7 2032  
2 300      5 6,000      8 61%  
3 100      6 39,000      9 65

- 6  
listening for specific information  
listening for main points and examples

- 7  
1 eat well / have a balanced diet  
2 do the right kind of exercise  
3 don't smoke  
4 have regular medical check-ups

- 9  
– 2,200 (number of calories a teenage boy needs daily)  
– 2,550 (number of calories a man needs daily)  
– 5 (number of portions of fruit and vegetables)  
– 81 (average age people live to in Japan)  
– in their 70s and 80s (ages at which people still exercise in Japan)  
– fewer than 20 % (percentage of people in the UK over 65 getting the right amount of exercise)  
– 15 billion (number of cigarettes sold worldwide daily)  
– 1 (number of medical check-ups you should have every year)

- 10  
people over 65 **will rise to above 16m in next 25 yrs**  
official retirement age **is 65**  
people who stay in work **are far happier**  
stay in work because **they want to stay connected with other people**  
teacher of 68 **started part-time work after retiring and felt much better**

- 11  
– good activities for the brain: reading, learning new skills, and taking up new hobbies  
– famous people who worked till they were old: Einstein, Picasso  
– careers which people change to when they are 50: teacher, starting a business

- 14  
1 c 2 b 3 a

### SPEAKING p123

- 5  
To sum up  
I think that this shows  
Thanks for listening.  
Does anyone have any questions?  
The conclusion is about Rhazes.

- 7  
1 b 2 a 3 c 4 d  
Point e about including a memorable phrase is missing.

### VOCABULARY DEVELOPMENT p124

1

Made of	Shape	Colour	Size	Price
...				
wood	square	dark	short	expensive
paper	round	black	big	cheap
material		blue	medium-sized	
plastic		light	long	
metal			small	

- 2  
1 c 2 d 3 e 4 f 5 b 6 a

### REVIEW p125

1

Verb	Noun	Adjective
to treat	treatment	treated / untreated
to injure	injury	injured / uninjured
to diagnose	diagnosis	diagnosed / undiagnosed
to bandage	a bandage	bandaged
to hospitalize	hospital	

- 3  
1 Marie Curie  
2 the first antibiotic  
3 Li Shi-Zhen  
4 Florence Nightingale  
5 an encyclopaedia of medicine

- 4  
1 To sum up, / In conclusion,  
2 I think we can see that / I think that this shows  
3 Thanks / Thank you for listening  
4 I am happy to answer any questions

# WORDLIST

Here is a list of most of the new words in the Reading and Writing units of *Headway Academic Skills Level 1 IELTS Study Skills Edition Student's Book*.

*adj* = adjective

*adv* = adverb

*conj* = conjunction

*n* = noun

*pl* = plural

*prep* = preposition

*pron* = pronoun

US = American English

*v* = verb

## Unit 1A

accountant *n* /ə'kaʊntənt/  
 adjective *n* /ædʒɪktɪv/  
 adverb *n* /ædvɜːb/  
 all *adv* /ɔːl/  
 always *adv* /ɔːlweɪz/  
 American *adj* /ə'merɪkən/  
 anywhere *adv* /əniweə(r)/  
 apartment *n* /ə'pɑːtmənt/  
 Arabic *n* /æ'ræbɪk/  
 article *n* /'ɑːtɪkl/  
 assistant *n* /ə'sɪstənt/  
 as well as /əz 'wel əz/  
 at the start /ət ðə 'stɑːt/  
 aunt *n* /ɑːnt/  
 Bahrain *n* /bə'reɪn/  
 bank *n* /bæŋk/  
 big *adj* /bɪg/  
 brain *n* /breɪn/  
 Brazil *n* /brə'zɪl/  
 break down *v* /breɪk 'daʊn/  
 British *adj* /'brɪtɪʃ/  
 brother *n* /'brʌðə(r)/  
 build *v* /bɪld/  
 builder *n* /'bɪldə(r)/  
 bungalow *n* /'bʌŋɡələʊ/  
 business *n* /'bɪznəs/  
 buy *v* /baɪ/  
 café *n* /'kæfeɪ/  
 campus *n* /'kæmpəs/  
 capital (city) *n* /,kæpɪtl ('sɪti)/  
 carefully *adv* /'keəfəli/  
 carry *v* /'kæri/  
 chapter *n* /'tʃæptə(r)/  
 check *v* /tʃek/  
 China *n* /'tʃaɪnə/  
 Chinese *adj, n* /tʃaɪ'niːz/  
 choose *v* /tʃuːz/  
 comfortable *adj* /'kɒmfətəbl/  
 computers *n pl* /kəm'pjʊtəz/  
 computer games *n pl*  
 /kəm'pjʊtə ,geɪmz/  
 computer programming *n*  
 /kəm'pjʊtə 'prəʊgræmɪŋ/  
 computing *n* /kəm'pjʊtɪŋ/

continue *v* /kən'tɪnjuː/  
 correct *adj* /kə'rekt/  
 course *n* /kɔːs/  
 cousin *n* /'kʌzn/  
 desk *n* /desk/  
 different *adj* /'dɪfrənt/  
 difficult *adj* /'dɪfɪkəlt/  
 doctor *n* /'dɒktə(r)/  
 easy *adj* /'iːzi/  
 equation *n* /ɪ'kweɪʒn/  
 evenings *n pl* /'iːvniŋz/  
 every *adj* /'evri/  
 everything *pron* /'evriθɪŋ/  
 excellent *adj* /'eksələnt/  
 faculty *n* /'fækəlti/  
 Farsi *n* /'fɑːsi/  
 father *n* /'fɑːðə(r)/  
 a few /ə 'fjuː/  
 finally *adv* /'faɪnəli/  
 find *v* /faɪnd/  
 flat *n* /flæt/  
 floor *n* /flɔː(r)/  
 free time *n* /,friː 'taɪm/  
 French *n* /frenʃ/  
 future *n* /'fjuːtʃə(r)/  
 general idea *n* /,dʒenrəl aɪ'dɪə/  
 German *n* /'dʒɜːmən/  
 Germany *n* /'dʒɜːməni/  
 graduate *n* /'grædʒuːət/  
 grandmother *n* /'grænməʊðə(r)/  
 heading *n pl* /'hedɪŋ/  
 history *n* /'hɪstri/  
 Holland *n* /'hɒlənd/  
 hope *v* /həʊp/  
 hostel *n* /'hɒstl/  
 hotel *n* /həʊ'tel/  
 house *n* /haʊs/  
 India *n* /'ɪndiə/  
 information *n* /,ɪnfə'meɪʃn/  
 institute *n* /'ɪnstɪtjuːt/  
 interesting *adj* /'ɪntrəstɪŋ/  
 Internet café *n* /'ɪntənət ,kæfeɪ/  
 in this case /ɪn 'ðɪs ,keɪs/  
 island *n* /'aɪlənd/  
 journey *n* /'dʒɜːni/  
 kitchen *n* /'kɪtʃɪn/  
 knowledge *n* /'nɒlɪdʒ/  
 language *n* /'læŋgwɪdʒ/  
 large *adj* /lɑːdʒ/  
 late *adj* /leɪt/  
 learn by heart *v* /,lɜːn baɪ 'hɑːt/  
 library *n* /'laɪbrəri/  
 link *v* /lɪŋk/  
 look through *v* /'lʊk ,θruː/  
 lorry *n* /'lɒri/  
 magazine *n* /,mæɡə'ziːn/  
 Malay *n* /mə'leɪ/  
 married *adj* /'mæriəd/  
 mathematical *adj* /,mæθə'mætɪkəl/  
 mathematics *n* /,mæθə'mætɪks/  
 meaning *n* /'miːnɪŋ/  
 message *n* /'mesɪdʒ/  
 Middle East *n* /,mɪdl 'iːst/  
 mother *n* /'mʌðə(r)/

need *v* /niːd/  
 never *adv* /'nevə(r)/  
 newspaper *n* /'njuːspeɪpə(r)/  
 notebook *n* /'nəʊtbʊk/  
 noun *n* /naʊn/  
 novel *n* /'nɒvl/  
 one day /'wʌn ,deɪ/  
 only *adv* /'əʊnli/  
 opposite *n* /'ɒpəzɪt/  
 organization *n* /,ɔːɡənə'zeɪʃn/  
 other *adj* /'ʌðə(r)/  
 palace *n* /'pæləs/  
 paragraph *n* /'pærəgrɑːf/  
 parents *n pl* /'peərənts/  
 park *n* /pɑːk/  
 part of speech *n* /,pɑːt əv 'spiːtʃ/  
 perhaps *adv* /pə'hæps/  
 PhD *n* /,piː eɪtʃ 'diː/  
 physics *n* /'fɪzɪks/  
 pianist *n* /'piənɪst/  
 pilot *n* /'paɪlət/  
 place *n* /pleɪs/  
 plural *n* /'plʊərəl/  
 poem *n* /'pəʊɪm/  
 poetry *n* /'pəʊətri/  
 Portugal *n* /'pɔːtʃʊɡl/  
 preposition *n* /,prepə'zɪʃn/  
 professor *n* /prə'fesə(r)/  
 pronounce *v* /prə'naʊns/  
 pronunciation *n* /prə,nʌnsi'eɪʃn/  
 quick *adj* /kwɪk/  
 quickly *adv* /'kwɪkli/  
 quite *adv* /kwɑɪt/  
 quiz *n* /kwɪz/  
 reader *n* /'riːdə(r)/  
 receptionist *n* /rɪ'sepʃənɪst/  
 remember *v* /rɪ'membə(r)/  
 report *n* /rɪ'pɔːt/  
 research *n* /rɪ'sɜːtʃ, 'riːsɜːtʃ/  
 restaurant *n* /'restrɒnt/  
 return *v* /rɪ'tɜːn/  
 right *adj* /raɪt/  
 Russian *n* /'rʌʃn/  
 scanning *n* /'skænɪŋ/  
 science *n* /'saɪəns/  
 Singapore *n* /,sɪŋə'pɔː(r)/  
 single *adj* /'sɪŋɡl/  
 sister *n* /'sɪstə(r)/  
 slowly *adv* /'sləʊli/  
 skimming *n* /'skɪmɪŋ/  
 small *adj* /smɔːl/  
 sofa *n* /'səʊfə/  
 sometimes *adv* /'sʌmtaɪmz/  
 south *n* /saʊθ/  
 speeds *n pl* /spiːdz/  
 student *n* /'stjuːdənt/  
 study reading *n* /'stʌdi ,riːdɪŋ/  
 suburb *n* /'sʌbɜːb/  
 summer *n* /'sʌmə(r)/  
 teach *v* /tiːtʃ/  
 technical *adj* /'teknɪkəl/  
 telephone directory *n*  
 /'telɪfəʊn dɪ'rektəri/  
 telephone number *n*  
 /'telɪfəʊn ,nʌmbə(r)/

textbook *n* /'tekstbʊk/  
 timetable *n* /'taɪmteɪbl/  
 topic *n* /'tɒpɪk/  
 town *n* /taʊn/  
 translator *n* /træns'leɪtə(r)/  
 Turkey *n* /'tɜːki/  
 type *n* /taɪp/  
 uncle *n* /'ʌŋkl/  
 university *n* /,juːnɪ'vɜːsəti/  
 USA *n* /,juː es 'eɪ/  
 useful *adj* /'juːsfl/  
 usually *adv* /'juːʒʊəli/  
 verb *n* /vɜːb/  
 villa *n* /'vɪlə/  
 way *n* /weɪ/  
 well *adv* /wel/

## Unit 2A

academic *adj* /,ækə'demɪk/  
 accident *n* /'æksɪdənt/  
 according to *prep* /ə'kɔːdɪŋ tə/  
 actor *n* /'æktə(r)/  
 airport *n* /'eəpɔːt/  
 assistant manager *n*  
 /ə,sɪstənt 'mæniʒə(r)/  
 attend *v* /ə'tend/  
 author *n* /'ɔːθə(r)/  
 block style *n* /'blɒk ,stɑɪl/  
 breakfast *n* /'brekfəst/  
 breaks *n pl* /breɪks/  
 burning *adj* /'bɜːnɪŋ/  
 business *n* /'bɪznəs/  
 business studies *n pl*  
 /'bɪznəs ,stʌdɪz/  
 busy *adj* /'bɪzi/  
 canteen *n* /kæn'tiːn/  
 capital letters *n pl* /,kæpɪtl 'letəz/  
 catch *v* /kæʃ/  
 change *v* /tʃeɪndʒ/  
 chemical engineering *n*  
 /,kemɪkl ,endʒɪ'nɪərɪŋ/  
 clearly *adv* /'klɪəli/  
 coffee *n* /'kɒfi/  
 coffee shop *n* /'kɒfi ,ʃɒp/  
 collect *v* /kə'lekt/  
 college *n* /'kɒlədʒ/  
 common *adj* /'kɒmən/  
 company *n* /'kʌmpəni/  
 computer *n* /kəm'pjʊtə(r)/  
 computer virus *n*  
 /kəm'pjʊtə ,vaɪrəs/  
 customers *n pl* /'kʌstəməz/  
 dangerous *adj* /'deɪndʒərəs/  
 direction *n* /dɪ'rekʃn, dɪ-, daɪ-/  
 drive *v* /draɪv/  
 early *adj* /'ɜːli/  
 email *n* /'iːmeɪl/  
 essay *n* /'eseɪ/  
 exams *n pl* /ɪɡ'zæmz/  
 face *v* /feɪs/  
 fill in *v* /,fɪl 'ɪn/  
 finally *adv* /'faɪnəli/

firstly *adv* /'fɜːstli/  
 fit *adj* /fɪt/  
 fireman *n* /'faɪəmən/  
 fires *n pl* /'faɪəz/  
 florist *n* /'flɒrɪst/  
 flowers *n pl* /'flaʊəz/  
 following *adj* /'fɒləʊɪŋ/  
 form *n, v* /fɔːm/  
 guests *n pl* /'gests/  
 handwriting *n* /'hændraɪtɪŋ/  
 head (of a company) *n* /hed/  
 healthy *adj* /'helθi/  
 however *conj* /haʊ'evə(r)/  
 husband *n* /'hʌzbənd/  
 important *adj* /ɪm'pɔːtənt/  
 indented *adj* /ɪn'dentɪd/  
 in order to /ɪn 'ɔːdə tə/  
 Internet *n* /'ɪntənət/  
 interpreter *n* /ɪn'tɜːprɪtə(r)/  
 journalist *n* /'dʒɜːnəlɪst/  
 keep fit *v* /,kiːp 'fɪt/  
 leave *v* /liːv/  
 left-hand *adj* /'left ,hænd/  
 link *v* /lɪŋk/  
 long *adj* /lɒŋ/  
 lose weight *v* /,luːz 'weɪt/  
 lucky *adj* /'lʌki/  
 lunch *n* /lʌntʃ/  
 main *adj* /meɪn/  
 manager *n* /'mænɪdʒə(r)/  
 managing director *n* /,mænɪdʒɪŋ  
 də'rektə(r), dɪ-, daɪ/  
 mark *v* /mɑːk/  
 market *n* /'mɑːkɪt/  
 Master's degree *n* /'mɑːstəz dɪ,grɪː/  
 MD *n* /,em 'diː/  
 meeting *n* /'miːtɪŋ/  
 next *adv* /nekst/  
 notes *n pl* /nəʊts/  
 nutritionist *n* /njuː'trɪʃənɪst/  
 office *n* /'ɒfɪs/  
 oil *n* /ɔɪl/  
 on the other hand  
 /,ɒn ðɪ 'ʌðə ,hænd/  
 overseas *adv* /,əʊvə'saɪz/  
 pass *v* /pɑːs/  
 passengers *n pl* /'pæsɪndʒəz/  
 perfect *adj* /'pɜːfɪkt/  
 personal trainer *n*  
 /,pɜːsənəl 'treɪnə(r)/  
 pick-up truck *n* /'pɪk ʌp ,trʌk/  
 picnics *n pl* /'pɪknɪks/  
 plan *n* /plæn/  
 plants *n pl* /plɑːnts/  
 point *v* /pɔɪnt/  
 points *n pl* /pɔɪnts/  
 predict *v* /prɪ'dɪkt/  
 prepare *v* /prɪ'peə(r)/  
 problems *n pl* /'prɒbləmz/  
 procedure *n* /prə'siːdʒə(r)/  
 put out *v* /,pʊt 'aʊt/  
 quiet *adj* /'kwaɪət/  
 reasons *n pl* /'riːznz/  
 relatives *n pl* /'relətɪvz/  
 relaxing *adj* /rɪ'læksɪŋ/  
 revise *v* /rɪ'vaɪz/  
 routine *n* /ruː'tiːn/

run (a company) *v* /rʌn/  
 salary *n* /'sæləri/  
 save *v* /seɪv/  
 scan *v* /skæn/  
 scientist *n* /'saɪəntɪst/  
 search *n* /sɜːtʃ/  
 secondary school *n*  
 /'sekəndrɪ ,skuːl/  
 semester *n* /sə'mestə(r)/  
 send *v* /send/  
 sequencing words *n pl*  
 /'siːkwənsɪŋ ,wɜːdz/  
 shopkeeper *n* /'ʃɒpkɪ:pə(r)/  
 show *v* /ʃəʊ/  
 snack bar *n* /'snæk ,bɑː(r)/  
 space *n* /speɪs/  
 spend *v* /spend/  
 staff *n* /stɑːf/  
 start up *v* /,stɑːt 'ʌp/  
 steps *n pl* /steps/  
 stress *n* /stres/  
 stressful *adj* /'stresfl/  
 studies *n pl* /'stʌdɪz/  
 summary *n* /'sʌməri/  
 survey *n* /'sɜːveɪ/  
 syllabus *n* /'sɪləbəs/  
 taxi *n* /'tæksi/  
 taxi-driver *n* /'tæksi ,draɪvə(r)/  
 tea *n* /tiː/  
 telephone calls *n pl*  
 /'telɪfəʊn ,kɔːlz/  
 tell *v* /tel/  
 toast *n* /təʊst/  
 too *adv* /tuː/  
 traffic *n* /'træfɪk/  
 traffic jam *n* /'træfɪk ,dʒæm/  
 traffic lights *n pl* /'træfɪk ,laɪts/  
 traffic warden *n* /'træfɪk ,wɔːdn/  
 train *v* /treɪn/  
 unhealthy *adj* /ʌn'helθi/  
 visit *v* /'vɪzɪt/  
 weather *n* /'weðə(r)/  
 weekend *n* /,wiːk'end/  
 well-paid *adj* /,wel 'peɪd/  
 while *conj* /waɪl/  
 worry *n* /'wʌri/

## Unit 3A

Africa *n* /'æfrɪkə/  
 alone *adj* /ə'ləʊn/  
 always *adv* /'ɔːlweɪz/  
 and so on /ən 'səʊ ,ɒn/  
 animals *n pl* /'ænɪmlz/  
 Antarctica *n* /æn'tɑːktɪkə/  
 anti-clockwise *adv*  
 /,æntɪ 'klɒkwɑɪz/  
 apostrophes *n pl* /ə'pɒstrəfɪz/  
 area *n* /'eəriə/  
 Atlantic (Ocean) *n*  
 /ət,læntɪk ('əʊʃn)/  
 Australia *n* /b'streɪlɪə/  
 autumn *n* /'ɔːtəm/  
 beach *n* /biːtʃ/  
 Bhutan *n v* /buː'tɑːn/  
 blue *adj* /bluː/  
 camels *n pl* /'kæmlz/

camping *n* /'kæmpɪŋ/  
 Caribbean Sea *n* /,kærə'biːən 'siː/  
 category *n* /'kætəgəri/  
 cause *v* /kɔːz/  
 centre *n* /'sentə(r)/  
 chat *v* /tʃæt/  
 cinema *n* /'sɪnəmə/  
 city *n* /'sɪti/  
 climate *n* /'klaɪmət/  
 clothes *n pl* /kləʊðz/  
 cloud *n* /klaʊd/  
 cloud over *v* /klaʊd 'əʊvə(r)/  
 cloudy *adj* /'klaʊdi/  
 cold *adj* /kəʊld/  
 collect *v* /kə'lekt/  
 consult *v* /kən'sʌlt/  
 context *n* /'kɒntekst/  
 contractions *n pl* /kən'trækʃnz/  
 cook *v* /kʊk/  
 countryside *n* /'kʌntrɪsaɪd/  
 cover *v* /'kʌvə(r)/  
 dacha *n* /'dætʃə/  
 damage *n* /'dæmɪdʒ/  
 define *v* /dɪ'faɪn/  
 definition *n* /,defɪ'nɪʃn/  
 description *n* /dɪ'skrɪpʃn/  
 desert *n* /'dezət/  
 diagrams *n pl* /'daɪəgræmz/  
 divide *v* /dɪ'vaɪd/  
 drawings *n pl* /'drɔːɪŋz/  
 dry *adj* /draɪ/  
 Earth *n* /ɜːθ/  
 economic *adj* /,iːkə'nɒmɪk ,ekə-/  
 encyclopaedia *n* /ɪn,sʌɪklə'piːdiə/  
 entry *n* /'entri/  
 except for *prep* /ɪk'sept fə(r)/  
 extract *n* /'ekstrækt/  
 eye (of a hurricane) *n* /aɪ/  
 favourite *adj* /'feɪvərɪt/  
 follow *v* /'fɒləʊ/  
 forest *n* /'fɒrɪst/  
 formal *adj* /'fɔːml/  
 formality *n* /fɔː'mæləti/  
 fortunately *adv* /'fɔːtʃənətli/  
 foxes *n pl* /'fɒksɪz/  
 freezing cold *adj* /,friːzɪŋ 'kəʊld/  
 friends *n pl* /frendz/  
 fruit trees *n pl* /'fruːt ,triːz/  
 garage *n* /'gærɑːʒ ,gærɪdʒ/  
 garden *n* /'gɑːdn/  
 global *adj* /'gləʊbl/  
 go on *v* /,gəʊ 'ɒn/  
 grade *v* /greɪd/  
 grey *adj* /greɪ/  
 grow *v* /grəʊ/  
 guess *v* /ges/  
 Gulf of Mexico *n*  
 /,gʌlf əv 'meksɪkəʊ/  
 habits *n pl* /'hæbɪts/  
 headings *n pl* /'hedɪŋz/  
 headlines *n pl* /'hedlaɪnz/  
 heavy *adj* /'hevi/  
 heat *n, v* /hiːt/  
 high *adj* /haɪ/  
 high point *n* /'haɪ ,pɔɪnt/  
 home *n* /həʊm/  
 hot *adj* /hɒt/  
 huge *adj* /hjuːdʒ/  
 hurricane *n* /'hʌrɪkən/

ice *n* /aɪs/  
 ice over *v* /,aɪs 'əʊvə(r)/  
 icy *adj* /'aɪsi/  
 identify *v* /aɪ'dentɪfaɪ/  
 inches *n pl* /'ɪntʃɪz/  
 insects *n pl* /'ɪnsektz/  
 institute *n* /'ɪnstɪtjuːt/  
 interview *v* /'ɪntəvjʊː/  
 Japan *n* /dʒə'pæn/  
 kms *n pl* /,keɪ 'em ,kɪləmɪtəz,  
 kɪ'lɒmɪtəz/  
 lake *n* /leɪk/  
 land *n* /lænd/  
 Law of Gravity *n*  
 /,lɔːr əv 'grævəti/  
 lectures *n pl* /'lektʃəz/  
 life *n* /laɪf/  
 location *n* /ləʊ'keɪʃn/  
 look up *v* /,lʊk 'ʌp/  
 love *v* /lʌv/  
 make *n* /meɪk/  
 meals *n pl* /miːlz/  
 measure *v* /'meʒə(r)/  
 mm *n* /,em 'em ,mɪlɪmɪtəz/  
 mobile phone *n* /,məʊbaɪl 'fəʊn/  
 months *n pl* /mʌnθs/  
 mountains *n pl* /'maʊntənz/  
 move *v* /muːv/  
 mushrooms *n pl* /'mʌʃruːmz/  
 never *adv* /'nevə(r)/  
 news *n* /njuːz/  
 night *n* /naɪt/  
 noisy *adj* /'nɔɪzi/  
 north-west *adj* /'nɔːθ ,west/  
 occasionally *adv* /ə'keɪʒnəli/  
 ocean *n* /'əʊʃn/  
 often *adv* /'ɒftən , 'ɒfn/  
 one-fifth *n* /,wʌn 'fɪfθ/  
 order *n* /'ɔːdə(r)/  
 origin *n* /'ɒrɪdʒɪn/  
 Pacific (Ocean) *n* /pə'sɪfɪk 'əʊʃn/  
 pasta *n* /'pæstə/  
 peak *n* /piːk/  
 the Philippines *n pl* /ðə 'fɪləpiːnz/  
 play *v* /pleɪ/  
 pool *n* /puːl/  
 popular *adj* /'pɒpjələ(r)/  
 possession *n* /pə'zeshn/  
 prefer *v* /prɪ'fɜː(r)/  
 publisher *n* /'pʌblɪʃə(r)/  
 puddle *n* /'pʌdl/  
 puncture *n* /'pʌŋktʃə(r)/  
 rain *n, v* /reɪn/  
 rainfall *n* /'reɪnfɔːl/  
 rainy *adj* /'reɪni/  
 reference *n* /'refrəns/  
 region *n* /'riːdʒən/  
 researcher *n* /rɪ'sɜːtʃə(r)/  
 result *n* /rɪ'zʌlt/  
 rotate *v* /rəʊ'teɪt/  
 the Sahara *n* /ðə sə'hɑːrə/  
 sand *n* /sænd/  
 sea *n* /siː/  
 season *n* /'siːzn/  
 section *n* /'sekʃn/  
 share *v* /ʃeə(r)/  
 similar *adj* /'sɪmələ(r)/  
 size *n* /saɪz/

ski *v* /ski:/  
 sky *n* /skai/  
 snow *n, v* /snəʊ/  
 snowy *adj* /'snəʊli/  
 sometimes *adv* /'sʌmtaɪmz/  
 soup *n* /su:p/  
 source *n* /sɔ:s/  
 southern *adj* /'sʌðən/  
 sports *n pl* /spɔ:ts/  
 spring *n* /sprɪŋ/  
 statement *n* /'steɪtmənt/  
 stay *v* /steɪ/  
 stones *n pl* /stəʊnz/  
 storm *n* /stɔ:m/  
 strong *adj* /strɒŋ/  
 study group *n* /'stʌdi ,gru:p/  
 summer *n* /'sʌmə(r)/  
 summer-house *n* /'sʌmə ,haus/  
 sun *n* /sʌn/  
 sunny *adj* /'sʌni/  
 surf *v* /sɜ:f/  
 swim *v* /swɪm/  
 temperature *n* /'temprəʃə(r)/  
 tips *n pl* /tɪps/  
 title *n* /'taɪtl/  
 track *v* /træk/  
 trees *n pl* /tri:z/  
 typhoon *n* /taɪ'fu:n/  
 useful *adj* /'ju:sfl/  
 usually *adv* /'ju:ʒʊəli/  
 vegetables *n pl* /'vedʒtəblz/  
 vegetation *n* /,vedʒɪ'teɪʃn/  
 visualize *v* /'vɪʒʊəlaɪz/  
 visuals *n pl* /'vɪʒʊəlz/  
 warm *adj, v* /wɔ:m/  
 warmth *n* /wɔ:mθ/  
 waters *n pl* /'wɔ:təz/  
 waves *n pl* /weɪvz/  
 weak *adj* /wi:k/  
 website *n* /'websaɪt/  
 wet *adj* /wet/  
 whole *adj* /həʊl/  
 wind *n* /wɪnd/  
 windy *adj* /'wɪndi/  
 winter *n* /'wɪntə(r)/  
 wooden *adj* /'wʊdn/  
 year *n* /jɪə(r)/

## Unit 4A

air-conditioning *n*  
 /'eə kən,dɪʃnɪŋ/  
 architect *n* /'ɑ:kɪtekt/  
 bathroom *n* /'bɑ:θru:m/  
 beautiful *adj* /'bjʊ:tɪfl/  
 bedroom *n* /'bedru:m/  
 bottom *n* /'bɒtəm/  
 brick *n* /brɪk/  
 building material *n*  
 /'bɪldɪŋ mə,tɪəriəl/  
 cake *n* /keɪk/  
 catch fire *v* /,kæʃ 'faɪə(r)/  
 charity *n* /'tʃærəti/  
 cheap *adj* /tʃi:p/  
 climb *v* /klaɪm/  
 content *n* /'kɒntent/  
 cool *adj* /ku:l/  
 cut *v* /kʌt/

decorations *n pl* /,dekə'reɪʃnz/  
 design *v* /dɪ'zaɪn/  
 diamond *n* /'daɪəmənd/  
 diary *n* /'daɪəri/  
 die *v* /daɪ/  
 easy *adj* /'i:zi/  
 engine *n* /'endʒɪn/  
 expensive *adj* /ɪk'spensɪv/  
 famous *adj* /'feɪməs/  
 first floor *n* /,fɜ:st 'flɔ:(r)/  
 floor *n* /flɔ:(r)/  
 gate *n* /geɪt/  
 glass *n* /glɑ:s/  
 ground floor *n* /,graʊnd 'flɔ:(r)/  
 growth *n* /grəʊθ/  
 hard *adj* /hɑ:d/  
 height *n* /haɪt/  
 holidays *n pl* /'hɒlədeɪz/  
 industry *n* /'ɪndəstri/  
 informal *adj* /ɪn'fɔ:məl/  
 Islamic *adj* /ɪz'læmɪk/  
 left *n* /left/  
 lift *n, v* /lɪft/  
 light *adj, n* /laɪt/  
 living room *n* /'lɪvɪŋ ,ru:m/  
 local *adj* /'ləʊkl/  
 located *adj* /ləʊ'keɪtɪd/  
 marble *n* /'mɑ:bl/  
 material *n* /mə'tɪəriəl/  
 members *n pl* /'membəz/  
 metres *n pl* /'mi:təz/  
 middle *n* /'mɪdl/  
 minarets *n pl* /,mɪnə'rets/  
 modern *adj* /'mɒdn/  
 natural *adj* /'nætʃrəl/  
 nearby *adv* /,nɪə'baɪ/  
 north *n* /nɔ:θ/  
 old *adj* /əʊld/  
 paintings *n pl* /'peɪntɪŋz/  
 pale *adj* /peɪl/  
 panoramic *adj* /,pænə'ræmɪk/  
 personal *adj* /'pɜ:snəl/  
 platform *n* /'plætfɔ:m/  
 poor *adj* /pɔ:(r)/  
 public *n* /'pʌblɪk/  
 put on *v* /,pʊt 'ɒn/  
 really *adv* /'ri:əli/  
 rest *n* /rest/  
 rich *adj* /rɪʃ/  
 right *n* /raɪt/  
 river *n* /'rɪvə(r)/  
 roof *n* /ru:f/  
 sandstone *n* /'sændstəʊn/  
 second floor *n* /,sekənd 'flɔ:(r)/  
 sick *adj* /sɪk/  
 sitting room *n* /'sɪtɪŋ ,ru:m/  
 situated *adj* /'sɪtʃu'eɪtɪd/  
 skyscraper *n* /'skɑ:skreɪpə(r)/  
 snakes *n pl* /sneɪks/  
 software *n* /'sɒftweə(r)/  
 south *n* /sauθ/  
 staircase *n* /'steəkeɪs/  
 stairs *n pl* /steəz/  
 stars *n pl* /stɑ:z/  
 steel *n* /sti:l/  
 stone *n* /stəʊn/  
 strength *n* /streŋθ/

style *n* /stɑɪl/  
 summary *n* /'sʌməri/  
 Sweden *n* /'swɪdn/  
 Switzerland *n* /'swɪtsələnd/  
 symbolize *v* /'sɪmbəlaɪz/  
 tall *adj* /tɔ:l/  
 tomb *n* /tu:m/  
 top *n* /tɒp/  
 tower *n* /'taʊə(r)/  
 unhealthy *adj* /ʌn'helθi/  
 unusual *adj* /ʌn'ju:ʒʊəl/  
 upper *adj* /'ʌpə(r)/  
 viewing platform *n*  
 /'vju:ɪŋ ,plætfɔ:m/  
 visitors *n pl* /'vɪzɪtəz/  
 walls *n pl* /wɔ:lz/  
 world *n* /wɜ:ld/  
 Yemen *n* /'jemən/

## Unit 5A

academy *n* /ə'kædəmi/  
 accounting *n* /ə'kaʊntɪŋ/  
 administration *n* /əd,mɪnɪ'streɪʃn/  
 admissions *n pl* /əd'mɪʃnz/  
 adult *n* /'ædʌlt/  
 aerospace *n* /'eəʊspesɪs/  
 application form *n*  
 /,æplɪ'keɪʃn ,fɔ:m/  
 apply (for) *v* /ə'plɑɪ (fə)/  
 arrows *n pl* /'ærəʊz/  
 arts *n pl* /ɑ:ts/  
 biological sciences *n pl*  
 /,baɪə'lɒdʒɪkl 'saɪənsɪz/  
 bookshelf *n* /'bʊkʃelf/  
 brochure *n* /'brəʊʃə(r)/  
 Canada *n* /'kænədə/  
 cause *v* /kɔ:z/  
 certificate *n* /sə'tɪfɪkət/  
 chairman *n* /'tʃeəməŋ/  
 chemistry *n* /'kemɪstri/  
 clever *adj* /'klevə(r)/  
 computing *n* /kəm'pju:tɪŋ/  
 concert *n* /'kɒnsət/  
 contrast *n* /'kɒntrɑ:st/  
 cook *n* /kʊk/  
 correctly *adv* /kə'rektli/  
 dear *adj* /dɪə(r)/  
 degree *n* /dɪ'ɡri:/  
 department *n* /dɪ'pɑ:tmənt/  
 details *n pl* /'di:teɪlz/  
 difficulties *n pl* /'dɪfɪkəltɪz/  
 diploma *n* /dɪ'plɒmə/  
 disagree *v* /,dɪsə'ɡri:/  
 Dr *n* /'dɒktə(r)/  
 easily *adv* /'i:zəli/  
 economics *n* /,ɪkə'nɒmɪks, ,ekə-/  
 ending *n* /'endɪŋ/  
 environment *n* /ɪn'veɪrənmənt/  
 essay *n* /'eseɪ/  
 especially *adv* /ɪ'spe:ʃəli/  
 Europe *n* /'jʊərəp/  
 family name *n* /'fæməli ,neɪm/  
 fax *n* /fæks/  
 fluent *adj* /'flu:ənt/  
 found *v* /faʊnd/  
 full-time *adj* /'fʊl ,taɪm/

genius *n* /'dʒi:niəs/  
 geology *n* /dʒɪ'ɒlədʒi/  
 greeting *n* /'ɡri:ɪŋ/  
 higher education *n*  
 /,haɪə ,edʒʊ'keɪʃn/  
 highlight *v* /'haɪlaɪt/  
 history *n* /'hɪstri/  
 hobby *n* /'hɒbi/  
 human resources *n pl*  
 /,hju:mən rɪ'zɔ:sɪz/  
 intelligent *adj* /ɪn'telɪdʒənt/  
 interest *v* /'ɪntrəst/  
 interested *adj* /'ɪntrəstɪd/  
 IT *n* /,aɪ 'ti:/  
 knife *n* /naɪf/  
 law *n* /lə:/  
 lonely *adj* /'ləʊnli/  
 look forward to *v*  
 /,lʊk 'fɔ:wəd tə/  
 management *n* /'mænɪdʒmənt/  
 margins *n pl* /'mɑ:dʒɪnz/  
 maths *n* /mæθs/  
 mature *adj* /mə'tʃʊə(r)/  
 mechanics *n* /mə'kæniks/  
 medicine *n* /'medsn/  
 modern languages *n pl*  
 /,mɒdn 'læŋɡwɪdʒɪz/  
 number *v* /'nʌmbə(r)/  
 officer *n* /'ɒfɪsə(r)/  
 online *adv* /ɒn'laɪn/  
 opposite *n* /'ɒpəzɪt/  
 overlook *v* /,əʊvə'lʊk/  
 part-time *adj* /'pɑ:t ,taɪm/  
 passport *n* /'pɑ:spɔ:t/  
 physics *n* /'fɪzɪks/  
 pollution *n* /pə'lju:ʃn/  
 population *n* /,pɒpjə'leɪʃn/  
 postgraduate *n* /,pɒst'grædʒjuət/  
 predictions *n pl* /prɪ'dɪkʃnz/  
 private *adj* /'praɪvət/  
 recently *adv* /'ri:ntəntli/  
 Russia *n* /'rʌʃə/  
 schoolteachers *n pl*  
 /'sku:l,tɪ:tʃəz/  
 skin cancer *n* /'skɪn ,kænsə(r)/  
 social sciences *n pl*  
 /,səʊʃl 'saɪənsɪz/  
 special *adj* /'spe:ʃl/  
 sports sciences *n pl*  
 /'spɔ:ts ,saɪənsɪz/  
 teenagers *n pl* /'ti:neɪdʒəz/  
 total *adj* /'təʊtl/  
 UK *n* /,ju: 'keɪ/  
 undergraduate *n*  
 /,ʌndə'grædʒjuət/  
 United Kingdom *n*  
 /ju:,naɪtɪd 'kɪŋdəm/  
 virus *n* /'vaɪrəs/  
 vitamin D *n* /,vɪtə'mɪn 'di:/  
 young *adj* /jʌŋ/  
 Yours faithfully /,jɔ:z 'feɪθfəli/  
 Yours sincerely /,jɔ:z sɪn'sɪəli/  
 wait *v* /weɪt/  
 wedding *n* /'wedɪŋ/

## Unit 6A

accurate *adj* /'ækjərət/  
advertisement *n* /əd'vɜ:tɪsmənt/  
airplane *n* /'eərəpleɪn/  
artificial *adj* /,ɑ:tɪ'fɪʃl/  
at least /ət 'li:st/  
atomic *adj* /ə'tɒmɪk/  
available *adj* /ə'veɪləbl/  
batteries *n pl* /'bætəri:z/  
bluetooth *n* /'blu:tʊ:θ/  
boats *n pl* /bəʊts/  
body *n* /'bɒdi/  
bury *v* /'berɪ/  
businessmen *n pl* /'bɪznəsmən/  
businesswomen *n pl*  
/'bɪznəs'wɪmɪn/  
calculate *v* /'kælkjələɪt/  
calculator *n* /'kælkjələɪtə(r)/  
carpets *n pl* /'kɑ:pɪts/  
circle *v* /'sɜ:kəl/  
clause *n* /klaʊz/  
clean *v* /kli:n/  
clocks *n pl* /klɒks/  
common *adj* /'kɒmən/  
compact discs *n pl*  
/,kɒmpækt 'dɪskz/  
construction *n* /kən'strʌkʃn/  
contact *v* /'kɒntækt/  
contact lenses *n pl*  
/'kɒntækt ,lenzɪz/  
contain *v* /kən'teɪn/  
control *v* /kən'trəʊl/  
copies *n pl* /'kɒpɪz/  
criminals *n pl* /'krɪmɪnlz/  
deal with *v* /'di:l ,wɪð/  
defense *n* US /dɪ'fens/  
deployment *n* /dɪ'plɔɪmənt/  
destination *n* /destə'n'eɪʃn/  
device *n* /dɪ'vaɪs/  
digital cameras *n pl*  
/,dɪdʒɪtəl 'kæmərəz/  
dish *n* /dɪʃ/  
dishwasher *n* /'dɪʃwɒʃə(r)/  
distance *n* /'dɪstəns/  
documents *n pl* /'dɒkjʊmənts/  
DVD player *n*  
/,di: vi: 'di: ,pleɪə(r)/  
electricity *n* /ɪ,lek'trɪsəti/  
electronic *adj* /ɪ,lek'trɒnɪk/  
elephant *n* /'elɪfənt/  
encyclopaedia *n* /ɪn,sɑ:klə'pi:diə/  
energy *n* /'enədʒi/  
entertainment *n* /entə'teɪnmənt/  
exact *adj* /ɪg'zækt/  
exactly *adv* /ɪg'zæktli/  
extraction *n* /ɪk'strækʃn/  
fast *adv* /fɑ:st/  
fit *v* /fɪt/  
fix *v* /fɪks/  
four-wheel drive *adj*  
/,fɔ: ,wi:l 'draɪv/  
free *adj* /fri:/  
generate *v* /'dʒenəreɪt/  
gold *n* /gəʊld/  
ground station *n* /'graʊnd ,steɪʃn/  
group *n* /gru:p/  
handbags *n pl* /'hændbægz/

hold *v* /həʊld/  
homophones *n pl* /'hɒməfəʊnz/  
honest *adj* /'ɒnɪst/  
imagine *v* /ɪ'mædʒɪn/  
instrument *n* /'ɪnstɾəmənt/  
international *adj* /,ɪntə'næʃnəl/  
intricacies *n pl* /'ɪntrɪkəsɪz/  
invention *n* /ɪn'venʃn/  
jewellery *n* /'dʒu:əlri/  
Jupiter *n* /'dʒu:pɪtə(r)/  
kilograms *n pl* /'kɪləgræmz/  
kinetic energy *n* /kɪ,netɪk 'enədʒi/  
kg *n* /,keɪ 'dʒi: , 'kɪləgræmz/  
be known as *v* /bi 'nəʊn əz/  
laptop (computer) *n*  
/,læptɒp (kəm'pjʊ:tə)/  
large-scale *adj* /'lɑ:ʒ ,skeɪl/  
laser *n* /'leɪzə(r)/  
last *adj* /lɑ:st/  
launch *v* /lɔ:ntʃ/  
learners *n pl* /'lɜ:nəz/  
level *n* /'levl/  
liquid *n* /'lɪkwɪd/  
locate *v* /ləʊ'keɪt/  
look like *v* /'lʊk ,laɪk/  
lost *adj* /lɒst/  
machine *n* /mə'ʃi:n/  
main *adj* /meɪn/  
mainly *adv* /'meɪnli/  
mains electricity *n*  
/,meɪnz ɪ,lek'trɪsəti/  
make sure *v* /,meɪk 'ʃʊə(r)/  
man-made *adj* /,mæn 'meɪd/  
maps *n pl* /mæps/  
marks *n pl* /mɑ:ks/  
mechanic *n* /mə'kænɪk/  
metal *n* /'metl/  
metro *n* /'metrəʊ/  
microwave *n* /'maɪkrəweɪv/  
military *n* /'mɪlətri/  
misspell *v* /,mɪs 'spel/  
mobile *n* /'məʊbaɪl/  
moment *n* /'mɒmənt/  
moon *n* /mu:n/  
MP3 player *n*  
/,em pi: 'θɪri: ,pleɪə(r)/  
natural *adj* /'nætʃərəl/  
navigation *n* /,nævɪ'geɪʃn/  
network *n* /'netwɜ:k/  
notebook computer *n*  
/,nəʊtbʊk kəm'pjʊ:tə(r)/  
object *n* /'ɒbdʒɪkt/  
objective *adj* /əb'dʒektɪv/  
orbit *n, v* /'ɔ:brɪt/  
oven *n* /'ʌvən/  
paper clips *n pl* /'peɪpə ,klɪps/  
part (of) *n* /'pɑ:t (əv)/  
pass *v* /pɑ:s/  
petrol *n* /'petrəl/  
photocopier *n* /'fəʊtəʊkɒpiə(r)/  
plane *n* /pleɪn/  
planets *n pl* /'plænɪts/  
plastic *n* /'plæstɪk/  
pocket *n* /'pɒkɪt/  
popular *adj* /'pɒpjələ(r)/  
portable *adj* /'pɔ:təbl/  
position *n, v* /pə'zɪʃn/  
printer *n* /'prɪntə(r)/

printing press *n* /'prɪntɪŋ ,pres/  
process *n* /'prəʊses/  
provide *v* /prə'vaɪd/  
radio signal *n* /'reɪdiəʊ ,sɪgnəl/  
radio waves *n pl*  
/'reɪdiəʊ ,weɪvz/  
receiver *n* /rɪ'si:və(r)/  
reliable *adj* /rɪ'laɪəbl/  
remote control *n*  
/rɪ,məʊt kən'trəʊl/  
report *n* /rɪ'pɔ:t/  
rice *n* /raɪs/  
robot *n* /'rəʊbɒt/  
rockets *n pl* /'rɒkɪts/  
run (on) *v* /'rʌn (ɒn)/  
sailors *n pl* /'seɪləz/  
Sat Nav *n* /'sæt ,næv/  
satellite *n* /'sætələɪt/  
Segway *n* /'segweɪ/  
signs *n pl* /saɪnz/  
silk *n* /sɪlk/  
simple *adj* /'sɪmpl/  
situation *n* /,sɪtʃu'eɪʃn/  
skills *n pl* /skɪlz/  
slow *adj* /sləʊ/  
solar system *n* /'səʊlə ,sɪstəm/  
sound *v* /saʊnd/  
space *n* /speɪs/  
speedometer *n* /spi:d'ɒmɪtə(r)/  
street *n* /stri:t/  
system *n* /'sɪstəm/  
technical *adj* /'teknɪkl/  
term *n* /tɜ:m/  
thermometer *n* /θə'mɒmɪtə(r)/  
tin-opener *n* /'tɪn ,əʊpnə(r)/  
transmit *v* /træns'mɪt/  
transport *n* /'træns'pɔ:t/  
travel *v* /'trævl/  
travellers *n pl* /'trævələz/  
tropical *adj* /'trɒpɪkl/  
update *n* /'ʌpdet/  
up-to-date *adj* /,ʌp tə 'deɪt/  
use *n* /ju:s/  
user *n* /'ju:zə(r)/  
vacuum cleaner *n*  
/'vækju:m ,kli:nə(r)/  
wash *v* /wɒʃ/  
washing machine *n*  
/'wɒʃɪŋ mə,'ʃi:n/  
water filters *n pl* /'wɔ:tə ,fɪltəz/  
website *n* /'websaɪt/  
weigh *v* /wei/  
wind power *n* /'wɪnd ,paʊə(r)/  
wind turbines *n pl*  
/'wɪnd ,tɜ:bəɪnz/  
World Wide Web *n*  
/,wɜ:ld ,waɪd 'web/

area *n* /'eəriə/  
argument *n* /'ɑ:gjəmənt/  
beans *n pl* /bi:nz/  
Bedouin *adj* /'beduɪn/  
believe *v* /brɪ'li:v/  
boil *v* /bɔɪl/  
boiling *adj* /'bɔɪlɪŋ/  
bowl *n* /bəʊl/  
bread *n* /bred/  
burgers *n pl* /'bɜ:gəz/  
carrots *n pl* /'kærəts/  
central *adj* /'sentrəl/  
chart *n* /tʃɑ:t/  
chocolate *n* /'tʃɒklət/  
coffee *n* /'kɒfi/  
coffee pot *n* /'kɒfi ,pɒt/  
conclusion *n* /kən'klu:ʒn/  
concrete *n* /'kɒŋkri:t/  
consumer *n* /kən'sju:mə(r)/  
costs *n pl* /kɒsts/  
culture *n* /'kʌltʃə(r)/  
cupboard *n* /'kʌbəd/  
daily *adj* /'deɪli/  
delicious *adj* /dɪ'lɪʃəs/  
disadvantage *n* /,dɪsəd'vɑ:ntɪdʒ/  
disagreement *n* /,dɪsə'grɪ:mənt/  
dislike *v* /dɪs'laɪk/  
distrust *v* /dɪs'trʌst/  
effects *n pl* /r'fekts/  
Egypt *n* /'i:ʒɪpt/  
enjoyable *adj* /ɪn'dʒɔɪəbl/  
Ethiopia *n* /,i:θi'əʊpiə/  
experience *n* /ɪk'spɪəriəns/  
experiment *n* /ɪk'sperɪmənt/  
far *adj* /fɑ:(r)/  
farmer *n* /'fɑ:mə(r)/  
Farsi *n* /fɑ:sɪ/  
field *n* /fi:ld/  
first of all /,fɜ:st əv 'ɔ:l/  
flour *n* /'flaʊə(r)/  
fluently *adv* /'flu:əntli/  
food *n* /fu:d/  
food mile *n* /'fu:d ,maɪl/  
foreign *adj* /'fɔ:rən/  
fresh *adj* /fref/  
fridge *n* /frɪdʒ/  
friendly *adj* /'frendli/  
fruit *n* /fru:t/  
global warming *n*  
/,gləʊbl 'wɔ:ɪmɪŋ/  
grams *n pl* /græmz/  
grind *v* /graɪnd/  
grains *n pl* /greɪnz/  
hard *adv* /hɑ:d/  
heat *v* /hi:t/  
hosts *n pl* /həʊsts/  
ice-cream *n* /,aɪs 'kri:m/  
impatient *adj* /ɪm'peɪfnt/  
import *v* /ɪm'pɔ:t/  
imported *adj* /ɪm'pɔ:tɪd/  
impossible *adj* /ɪm'pɒsəbl/  
in addition /,ɪn ə'dɪʃn/  
incomplete *adj* /,ɪnkəm'pli:t/  
increase *v* /ɪn'kri:s/  
ingredients *n pl* /ɪn'grɪdiənts/  
in season /,ɪn 'si:zn/  
irregular *adj* /ɪ'regjələ(r)/  
irresponsible *adj* /,ɪrɪ'spɒnsəbl/

## Unit 7A

add *v* /æd/  
add up *v* /æd 'ʌp/  
air *n* /eə(r)/  
apples *n pl* /'æplz/  
America *n* /ə'merɪkə/  
Arab *adj* /'ærəb/  
Arabian peninsula *n*  
/ə,reɪbiən pə'nɪnsjələ/

Italian *adj* /ɪ'tæliən/  
 Italy *n* /'ɪtəli/  
 items *n pl* /'aɪtəmz/  
 journey *n* /'dʒɜːni/  
 jumbled *adj* /'dʒʌmbld/  
 Kenya *n* /'kenjə/  
 lamb *n* /læm/  
 land *v* /lænd/  
 leaves *n pl* /li:vz/  
 Lebanese *adj* /,leɪbə'niːz/  
 lecturer *n* /'lektʃərə(r)/  
 literature *n* /'lɪtrəʃərə(r)/  
 loaf *n* /ləʊf/  
 locally *adv* /'ləʊkəli/  
 Malaysia *n* /mə'leɪzə/  
 market *n* /'mɑːkɪt/  
 miles *n pl* /maɪlz/  
 mint *n* /mɪnt/  
 mint tea *n* /,mɪnt 'tiː/  
 minutes *n pl* /'mɪnɪts/  
 Moroccan *adj* /mə'rɒkən/  
 Morocco *n* /mə'rɒkəʊ/  
 music *n* /'mjuːzɪk/  
 New Zealand *n* /,njuː 'ziːlənd/  
 noise *n* /nɔɪz/  
 nowadays *adv* /'naʊədəɪz/  
 omelette *n* /'ɒmlət/  
 onions *n pl* /'ʌnjənz/  
 opinion *n* /ə'pɪnjən/  
 originally *adv* /ə'rɪdʒənəli/  
 origins *n pl* /'ɒrɪdʒɪnz/  
 pasta *n* /'pæstə/  
 pick *v* /pɪk/  
 pizza *n* /'pɪtsə/  
 plate *n* /pleɪt/  
 potatoes *n pl* /pə'tetəʊz/  
 pour *v* /pɔː(r)/  
 probably *adv* /'prɒbəbli/  
 produce *v* /prə'djuːs/  
 producers *n pl* /prə'djuːsəz/  
 projects *n pl* /'prɒdʒekts/  
 reduce *v* /rɪ'djuːs/  
 repair *v* /rɪ'peə(r)/  
 require *v* /rɪ'kwaɪə(r)/  
 rice *n* /raɪs/  
 roast *v* /rəʊst/  
 roasted *adj* /'rəʊstɪd/  
 salt *n* /sɔːlt, sɒlt/  
 sell *v* /sel/  
 sensible *adj* /'sensəbl/  
 separate *v* /'sepəreɪt/  
 serve *v* /sɜːv/  
 ships *n pl* /ʃɪps/  
 sides *n pl* /saɪdz/  
 signal *n* /'sɪgnəl/  
 similar *adj* /'sɪmələ(r)/  
 similarly *adv* /'sɪmələli/  
 society *n* /sə'saɪəti/  
 Spanish *adj* /'spæɪnɪʃ/  
 spread *v* /spred/  
 store *v* /stɔː(r)/  
 strawberries *n pl* /'strɔːbərɪz/  
 sugar *n* /'ʃʊɡə(r)/  
 supermarket *n* /'suːpəmə:kɪt/  
 surprised *adj* /sə'praɪzd/  
 take off *v* /,teɪk 'ɒf/  
 taste *n* /teɪst/  
 tasteless *adj* /'teɪstləs/

tasty *adj* /'teɪsti/  
 tea *n* /tiː/  
 teapot *n* /'tiːpɒt/  
 technology *n* /tek'nɒlədʒi/  
 tennis *n* /'tenɪs/  
 thousands *n pl* /'θaʊzəndz/  
 tomatoes *n pl* /tə'mɑːtəʊz/  
 total *n* /'təʊtəl/  
 trade *n* /treɪd/  
 traditional *adj* /trə'dɪʃənəl/  
 traditionally *adv* /trə'dɪʃənəli/  
 tray *n* /treɪ/  
 Turkish *n* /'tɜːkɪʃ/  
 UAE *n* /,juː eɪ 'iː/  
 unhappy *adj* /ʌn'hæpi/  
 unhelpful *adj* /ʌn'hɛlpfəl/  
 United Arab Emirates *n*  
 /juː,nɑɪtɪd ,ærəb 'emɪrəts/  
 unpleasant *adj* /ʌn'pleznt/  
 upset *adj* /ʌp'set/  
 Urdu *n* /'ɜːduː/  
 way of life *n* /,weɪ əv 'laɪf/  
 welcoming *adj* /'welkəmɪŋ/  
 western *adj* /'westən/  
 wood *adj* /wʊd/  
 worrying *adj* /'wʌrɪŋ/

## Unit 8A

African *adj* /'æfrɪkən/  
 artists' *n pl* /'ɑːtɪsts/  
 Asia *n* /'eɪzə/  
 Asian *adj* /'eɪzən/  
 Austria *n* /'ɒstriə/  
 Bangladesh *n* /,bæŋglə'deɪʃ/  
 bar chart *n* /'bɑː ,tʃɑːt/  
 beach *n* /biːtʃ/  
 best *adj* /best/  
 best-known *adj* /'best ,nəʊn/  
 births *n pl* /bɜːθs/  
 birth rate *n* /'bɜːθ ,reɪt/  
 boating *n* /'bɔːtɪŋ/  
 border *n* /'bɔːdə(r)/  
 Canada *n* /'kænədə/  
 captain *n* /'kæptɪn/  
 census *n* /'sensəs/  
 chains *n pl* /tʃeɪnz/  
 coast *n* /kəʊst/  
 commercial *adj* /kə'mɜːʃl/  
 cool *adj* /kuːl/  
 corner *n* /'kɔːnə(r)/  
 cosmopolitan *adj*  
 /,kɒzmə'pɒlɪtən/  
 cover *v* /'kʌvə(r)/  
 crime *n* /kraɪm/  
 cycling *n* /'saɪklɪŋ/  
 data *n* /'deɪtə/  
 disorganized *adj* /dɪs'ɔːɡənəɪzd/  
 ethnic *adj* /'eθnɪk/  
 ethnically *adv* /'eθnɪkli/  
 facilities *n pl* /fə'sɪlətɪz/  
 factors *n pl* /'fæktəz/  
 facts *n pl* /fæktz/  
 fashion *n* /'fæʃn/  
 figures *n pl* /'fɪɡəz/  
 Filipinos *n pl* /,fɪlə'piːnəʊz/  
 forests *n pl* /'fɒrɪsts/

graph *n* /grɑːf/  
 half *n* /hɑːf/  
 harbour *n* /'hɑːbə(r)/  
 high fashion *n* /,haɪ 'fæʃn/  
 high-ranking *adj* /'haɪ ,ræŋkɪŋ/  
 hiking *n* /'haɪkɪŋ/  
 historic *adj* /hɪ'stɒrɪk/  
 include *v* /ɪn'kluːd/  
 Indians *n pl* /'ɪndiənz/  
 intelligence *n* /ɪn'telɪdʒəns/  
 Ian *n* /'iːn,  
 r'æɪn/  
 Japanese *adj* /,dʒæpə'niːz/  
 Jordan *n* /'dʒɔːdn/  
 Kuwait *n* /ku'weɪt/  
 lie *v* /laɪ/  
 liveable *adj* /'lɪvəbl/  
 living conditions *n pl*  
 /'lɪvɪŋ kən,dɪʃnz/  
 low *adj* /ləʊ/  
 maximum *adj* /'mæksɪməm/  
 mild *adj* /maɪld/  
 million *n* /'mɪljən/  
 mixed *adj* /mɪkst/  
 monsoon *n* /mʌn'suːn/  
 mother tongue *n* /'mʌðə ,tʌŋ/  
 museum *n* /mjuː'ziːəm/  
 naval *adj* /'neɪvl/  
 Nigeria *n* /naɪ'dʒɪəriə/  
 order *n* /'ɔːdə(r)/  
 Pakistan *n* /,pækɪ'stɑːn/  
 panoramic *adj* /,pænə'ræmɪk/  
 Papua New Guinea *n*  
 /,pæpjuə ,njuː 'ɡɪni/  
 peninsula *n* /pə'nɪnsjələ/  
 per *prep* /pɜː(r)/  
 pie chart *n* /'paɪ ,tʃɑːt/  
 political *adj* /pə'lɪtɪkl/  
 port *n* /pɔːt/  
 precipitation *n* /prɪ,sɪpɪ'teɪʃn/  
 quarter *n* /'kwɔːtə(r)/  
 rank *v* /ræŋk/  
 rarely *adv* /'reəli/  
 rate *n* /reɪt/  
 recreation *n* /,rekri'eɪʃn/  
 recreational *adj* /,rekri'eɪʃənəl/  
 rename *v* /,ri:'neɪm/  
 retake *v* /,ri:'teɪk/  
 rise *v* /raɪz/  
 safety *n* /'seɪfti/  
 scenery *n* /'siːnəri/  
 scores *n pl* /skɔːz/  
 second language *n*  
 /,sekənd 'læŋɡwɪdʒ/  
 settlement *n* /'setlmənt/  
 shopping *n* /'ʃɒpɪŋ/  
 sights *n pl* /saɪts/  
 skiing *n* /'skiɪŋ/  
 snow-capped *adj* /'snəʊ ,kæpt/  
 south-west *adj* /'saʊθ ,west/  
 square *n* /skweə(r)/  
 stadium *n* /'steɪdiəm/  
 statistics *n pl* /stə'tɪstɪks/  
 successful *adj* /sək'sesfl/  
 surround *v* /sə'raʊnd/  
 survey *n* /'sɜːveɪ/  
 Switzerland *n* /'swɪtsələnd/  
 studios *n pl* /'stjuːdiəʊz/

table *n* /'teɪbl/  
 top *adj* /tɒp/  
 tourist centre *n* /'tuəɪst ,sentə(r)/  
 trading *n* /'treɪdɪŋ/  
 trip *n* /trɪp/  
 unit *n* /'juːnɪt/  
 United States *n* /juː,nɑɪtɪd 'steɪts/  
 Vietnamese *n pl* /vjetnə'miːz/  
 view *n* /vjuː/  
 visuals *n pl* /'vɪʒʊəlz/  
 wood *n* /wʊd/  
 worst *adj* /wɜːst/  
 worth *adj* /wɜːθ/

## Unit 9A

active *adj* /'æktɪv/  
 activity *n* /æk'tɪvəti/  
 aims *n pl* /eɪmz/  
 arm *n* /ɑːm/  
 articles *n pl* /'ɑːtɪklz/  
 average *adj* /'ævərɪdʒ/  
 avoid *v* /ə'vɔɪd/  
 bath *n* /bɑːθ/  
 bedtime *n* /'bedtaɪm/  
 beneficial *adj* /,benə'fɪʃl/  
 billion *n* /'bɪljən/  
 blood *n* /blʌd/  
 body *n* /'bɒdi/  
 bone *n* /bəʊn/  
 brain *n* /breɪn/  
 brainpower *n* /'breɪnpaʊə(r)/  
 caffeine *n* /'kæfiːn/  
 cat *n* /kæt/  
 cells *n pl* /selz/  
 central nervous system *n*  
 /,sentrəl 'nɜːvəs ,sɪstəm/  
 chest *n* /tʃest/  
 chimpanzee *n* /,tʃɪmpæn'ziː/  
 cholesterol *n* /kə'lestərɒl/  
 choline *n* /'kəʊlɪn/  
 clubs *n pl* /klʌbz/  
 comfortable *adj* /'kʌmfətəbl/  
 compare *v* /kəm'peə(r)/  
 comprehension *n* /,kɒmpri'hensjən/  
 consist of *v* /kən'sɪst əv/  
 contents *n pl* /'kɒntents/  
 corporation *n* /,kɔːpə'reɪʃn/  
 cover *n* /'kʌvə(r)/  
 cow *n* /kaʊ/  
 create *v* /kri'eɪt/  
 cricket *n* /'krɪkɪt/  
 cyclists *n pl* /'saɪklɪsts/  
 damage *v* /'dæmɪdʒ/  
 dancing *n* /'dɑːnsɪŋ/  
 dark *adj* /dɑːk/  
 delicate *adj* /'delɪkət/  
 diet *n* /'daɪət/  
 disease *n* /dɪ'ziːz/  
 display *v* /dɪ'spleɪ/  
 disturb *v* /dɪ'stɜːb/  
 dolphin *n* /'dɒlfɪn/  
 ear *n* /ɪə(r)/  
 eggs *n pl* /egz/  
 emotion *n* /ɪ'məʊʃn/  
 encourage *v* /ɪn'kʌrɪdʒ/  
 exercise *n, v* /'eksəsaɪz/

experts *n pl* /'ekspɜ:ts/  
 eye *n* /aɪ/  
 facts *n pl* /fæktz/  
 fat *n* /fæt/  
 fatty *adj* /'fæti/  
 fish *n* /fɪʃ/  
 flow *n* /fləʊ/  
 foot *n* /fʊt/  
 functions *n pl* /'fʌŋkʃnz/  
 great *adj* /greɪt/  
 gym *n* /dʒɪm/  
 hair *n* /heə(r)/  
 hand *n* /hænd/  
 head *n* /hed/  
 heavy *adj* /'hevi/  
 heart *n* /hɑ:t/  
 human *adj, n* /'hju:mən/  
 ill *adj* /ɪl/  
 immune system *n*  
 /'ɪmjʊn sɪstəm/  
 importance *n* /ɪm'pɔ:təns/  
 improve *v* /ɪm'pru:v/  
 index *n* /'ɪndeks/  
 in good shape /ɪn ˌgʊd 'ʃeɪp/  
 join *v* /dʒɔɪn/  
 kilos *n pl* /'ki:ləʊz/  
 lawyer *n* /'lɔ:jə(r)/  
 leader *n* /'li:də(r)/  
 leg *n* /leg/  
 liver *n* /'lɪvə(r)/  
 lungs *n pl* /lʌŋz/  
 male *adj* /meɪl/  
 mathematician *n* /,mæθəmə'tɪʃn/  
 mattress *n* /'mætrəs/  
 memory *n* /'meməri/  
 mentally *adv* /'mentəli/  
 mention *v* /'menʃn/  
 midday *n* /mɪd'deɪ/  
 mix *v* /mɪks/  
 mouth *n* /maʊθ/  
 neck *n* /nek/  
 nerve cells *n pl* /'nɜ:v ,selz/  
 neurons *n pl* /'nju:ɔ:nz/  
 new *adj* /nju:  
 normal *adj* /'nɔ:ml/  
 nose *n* /nəʊz/  
 nutrient *n* /'nju:triənt/  
 nutritious *adj* /nju:'triʃəs/  
 nuts *n pl* /nʌts/  
 organ *n* /'ɔ:gən/  
 physical *adj* /'fɪzɪkl/  
 pillows *n pl* /'pɪləʊz/  
 players *n pl* /'pleɪəz/  
 plenty *n* /'plenti/  
 poster *n* /'pəʊstə(r)/  
 print *v* /prɪnt/  
 program *v* /'prəʊgræm/  
 protect *v* /prə'tekt/  
 puzzles *n pl* /'pʌzlz/  
 recommend *v* /,rekə'mend/  
 red meat *n* /,red 'mi:t/  
 relaxed *adj* /rɪ'læksɪt/  
 relaxing *adj* /rɪ'læksɪŋ/  
 responsible *adj* /rɪ'spɒnsəbl/  
 revision *n* /rɪ'vɪʒn/  
 ribs *n pl* /rɪbz/  
 rock climbers *n pl* /'rɒk ,klaɪməz/  
 routine *n* /ru:'ti:n/

self-defence *n* /,self dɪ'fens/  
 sharp *adj* /ʃɑ:p/  
 skin *n* /skɪn/  
 skull *n* /skʌl/  
 smoking *n* /'sməʊkɪŋ/  
 skills *n pl* /skɪlz/  
 sleep *n* /sli:p/  
 social *adj* /'səʊʃl/  
 socialize *v* /'səʊʃəlaɪz/  
 socially *adv* /'səʊʃəli/  
 solve *v* /sɒlv/  
 spine *n* /spain/  
 steps *n pl* /steps/  
 stomach *n* /'stʌmək/  
 store *v* /stɔ:(r)/  
 suggest *v* /sə'dʒest/  
 summary *n* /'sʌməri/  
 supper *n* /'sʌpə(r)/  
 synonym *n* /'sɪnɒnɪm/  
 teeth *n pl* /ti:θ/  
 Theory of Relativity *n*  
 /,θɪəri əv ,relə'tɪvəti/  
 thinking *n* /'θɪŋkɪŋ/  
 tips *n pl* /tɪps/  
 tired *adj* /'taɪəd/  
 title page *n* /'taɪtl ,peɪdʒ/  
 unusual *adj* /ʌn'ju:zʊəl/  
 waist *n* /weɪst/  
 weight *n* /weɪt/  
 work-outs *n pl* /'wɜ:k ,aʊts/  
 world famous *adj*  
 /,wɜ:ld 'feɪməs/  
 wide *adj* /waɪd/

## Unit 10A

according to *prep* /ə'kɔ:ɪdɪŋ tə/  
 advantages *n pl* /əd'vɑ:ntɪdʒɪz/  
 aerobics *n* /eə'rəʊbɪks/  
 airline *n* /'eəlaɪn/  
 alive *adj* /ə'laɪv/  
 also *adv* /'ɔ:lsəʊ/  
 the Americas *n pl* /ði ə'merɪkəz/  
 antonym *n* /'æntənɪm/  
 approve *v* /ə'pru:v/  
 arrive *v* /ə'raɪv/  
 as a result /əz ə rɪ'zʌlt/  
 average *n* /'ævərɪdʒ/  
 bar chart *n* /'bɑ: ,tʃɑ:t/  
 barrel *n* /'bærəl/  
 birth *n* /bɜ:θ/  
 blood pressure *n* /'blʌd ,preʃə(r)/  
 book *v* /bʊk/  
 boss *n* /bɒs/  
 Botswana *n* /bɒt'swɑ:nə/  
 boxing *n* /'bɒksɪŋ/  
 calculations *n pl* /,kælkjə'leɪʃnz/  
 cancer *n* /'kænsə(r)/  
 Caribbean *n* /,kærə'bi:ən/  
 charts *n pl* /tʃɑ:ts/  
 cholesterol *n* /kə'lestərɒl/  
 clean *adj* /kli:n/  
 competition *n* /,kɒmpə'tɪʃn/  
 conference *n* /'kɒnfərəns/  
 crash *n* /kræʃ/  
 cure *n* /kjʊə(r)/  
 cycle *v* /'saɪkl/

danger *n* /'deɪndʒə(r)/  
 death *n* /deθ/  
 decimals *n pl* /'desɪmlz/  
 decline *v* /dɪ'klaɪn/  
 decrease *v* /dɪ'kri:s/  
 depart *v* /dɪ'pɑ:t/  
 develop *v* /dɪ'veləp/  
 developed *adj* /dɪ'veləpt/  
 developing *adj* /dɪ'veləpɪŋ/  
 diabetes *n* /,daɪə'bi:ti:z/  
 dirty *adj* /'dɜ:ti/  
 disapprove *v* /,dɪsə'pru:v/  
 disorganized *adj* /dɪs'ɔ:gənəɪzd/  
 drugs *n pl* /drʌgz/  
 dull *adj* /dʌl/  
 Eastern Mediterranean *n*  
 /,i:stən ,medɪtə'reɪniən/  
 expect *v* /ɪk'spekt/  
 failure *n* /'feɪljə(r)/  
 fall *v* /fɔ:l/  
 fast *adj* /fɑ:st/  
 fast food *n* /,fɑ:st 'fu:d/  
 females *n pl* /'fi:meɪlz/  
 figure *n* /'fɪgə(r)/  
 Germany *n* /'dʒɜ:məni/  
 go down *v* /,gəʊ 'daʊn/  
 go into business *v*  
 /,gəʊ ,ɪntə 'bɪznəs/  
 go up *v* /,gəʊ 'ʌp/  
 graphs *n pl* /grɑ:fs/  
 growing *adj* /'grəʊɪŋ/  
 health care *n* /'helθ ,keə(r)/  
 heart disease *n* /'hɑ:t dɪ,zɪ:z/  
 high *adj* /haɪ/  
 ideal *adj* /aɪ'di:əl/  
 illegal *adj* /ɪ'li:gl/  
 impersonal *adj* /,ɪm'pɜ:sənəl/  
 increase *n, v* /'ɪŋkri:s, ɪn'kri:s/  
 indicate *v* /ɪndɪkeɪt/  
 inexpensive *adj* /,ɪnɪk'spensɪv/  
 inhabitants *n pl* /ɪn'hæbɪtənts/  
 injure *v* /'ɪndʒə(r)/  
 instead *adv* /ɪn'sted/  
 jog *v* /dʒɒg/  
 lack *n* /læk/  
 large *adj* /lɑ:dʒ/  
 Latin America *n* /,lætɪn ə'merɪkə/  
 lecturer *n* /'lektʃərə(r)/  
 legal *adj* /'li:gl/  
 life *n* /laɪf/  
 life expectancy *n* /'laɪf  
 ɪk,spektənsɪ/  
 lifestyles *n pl* /'laɪfstɑ:ɪlz/  
 lose weight *v* /,lu:z 'weɪt/  
 low *adj* /ləʊ/  
 malaria *n* /mə'leəriə/  
 males *n pl* /meɪlz/  
 mountains *n pl* /'maʊntənz/  
 Near East *n* /,niə 'i:st/  
 nervous *adj* /'nɜ:vəs/  
 North America *n* /,nɔ:θ ə'merɪkə/  
 occur *v* /ə'kɜ:(r)/  
 on the other hand  
 /,ɒn ðɪ 'ʌðə ,hænd/  
 ordinal numbers *n pl*  
 /'ɔ:dɪnl ,nʌmbəz/  
 organized *adj* /'ɔ:gənəɪzd/  
 overweight *adj* /,əʊvə'weɪt/

per *prep* /pɜ:(r)/  
 percentage *n* /'pɜ:sentɪdʒ/  
 personal *adj* /'pɜ:sənəl/  
 Peru *n* /pə'ru:  
 photocopier *n* /'fəʊtəʊkɔ:pɪə(r)/  
 picnics *n pl* /'pɪknɪks/  
 politicians *n pl* /,pɒlə'tɪʃnz/  
 poor *adj* /pɔ:(r)/  
 possible *adj* /'pɒsəbl/  
 prepare *v* /prɪ'peə(r)/  
 processed *adj* /'prəʊsest/  
 proper *adj* /'prɒpə(r)/  
 proportion *n* /prə'pɔ:ʃn/  
 purchase *v* /'pɜ:ʃəs/  
 rate *n* /reɪt/  
 reader *n* /'ri:də(r)/  
 reduce *v* /rɪ'dju:s/  
 refer *v* /rɪ'fɜ:(r)/  
 regularly *adv* /'regjələli/  
 rise *v* /raɪz/  
 serious *adj* /'sɪəriəs/  
 show *v* /ʃəʊ/  
 skimmed milk *n* /,skɪmd 'mɪlk/  
 South-East Asia *n* /,saʊθ i:st 'eɪʒə/  
 spread *n* /sprɛd/  
 statistics *n pl* /stə'tɪstɪks/  
 stress *n* /stres/  
 success *n* /sək'ses/  
 suffer from *v* /'sʌf ə ,frɒm, frəm/  
 synonym *n* /'sɪnɒnɪm/  
 table *n* /'teɪbl/  
 the Taj Mahal *n*  
 /ðə ,tɑ:ʒ mə'hɑ:l/  
 tickets *n pl* /'tɪkɪts/  
 uninteresting *adj* /ʌn'ɪntrestɪŋ/  
 wealthy *adj* /'welθi/  
 weight *n* /weɪt/  
 Western Pacific *n*  
 /,westən pə'sɪfɪk/  
 WHO *n* /,dʌblju: eɪtʃ 'əʊ/  
 World Health Organization *n*  
 /,wɜ:ld 'helθ ,ɔ:gənəɪ,zetʃn/  
 worldwide *adv* /,wɜ:ld'waɪd/

# AUDIO SCRIPTS

## UNIT 1B

### 1.1

- 1 Right, everyone, open your books at page 28 – no, sorry, 38.
- 2 You have 15 minutes to complete the exercise and then we'll go through the answers.
- 3 Working with the person sitting next to you, read the text about the invention of computers and answer the questions. If you have any problems, put your hand up.

### 1.2

[AO= Admin officer, S= Student]

- AO Hello. How can I help you?
- S I'm a new student here. I'd like some information, please.
- AO What do you need to know?
- S Well, my name's Laila Suhail and I need to know my student identification number.
- AO Laila Suhail, Suhail ... yes, here it is. SC8831219.
- S Can you repeat that, please?
- AO Certainly. SC-883-12-19. Anything else?
- S Yes. Can you tell me the room I should go to? I'm doing Computer Studies.
- AO You need to go to room F24.
- S Sorry, did you say F24?
- AO Yes, it's F24.
- S Thank you. There's just one more thing. Can you tell me the computer studies course code, please?
- AO Yes, it's Infotech three-oh-four.
- S Can you spell that for me?
- AO I-N-F-O-T-E-C-H three-zero-four.
- S Thanks!

### 1.3

- 1 Right, I have some announcements to make, so listen carefully. The college bookshop is now open, so you need to go there to collect your books. It's closed all day tomorrow, so I suggest you go today, before 6 p.m. Don't forget to take your book list.
- 2 Next the college needs to have your mobile phone number, so all students need to give it to their department secretary. Please do that today if possible – we may need to contact you about changes to the timetable.
- 3 Finally, don't forget there are two lectures this afternoon. Dr Lewis will talk about how college life is different from school life and I will give a talk about how to use the new computer programme that we've put in the library. Both of them start at three. You can choose which one you come to. Both lectures will be repeated on Wednesday.

### 1.4

- 1 Hello, I'm Dr Lewis. I hope you're enjoying your first week at college. I'm going to talk about the student contract and what we expect from you at college. You know, college is very different from school. Here at college, we expect a lot more from you.
- 2 Firstly, at school you had homework, but at college we expect you to work on your own, to work independently. That means you need to learn how to use the library. We expect you to read books, check information using the Internet, ask questions, and find out the answers yourself.
- 3 Another difference is we expect high-quality work from you. We want you to show us that you are a serious student, that you really care about your work. We expect you to work hard at all times, not just enough to pass your exams.
- 4 Finally, here at college, you are an adult, and we treat you as an adult. You are not school pupils any more. We expect you to be really interested in your subject, to behave well, and to arrive on time for lectures. We also expect you to hand in your work on time.

### 1.5

- 1 A What's your English teacher's name?  
B Mr Price.
- 2 A Which room is the English class in?  
B It's in room D4.
- 3 A Could you tell me where the cafeteria is?  
B It's next to the library.
- 4 A What's your ID number?  
B It's HS 45772.

### 1.6

[AO= Admin officer, S= Student]

- S Good morning. Can you give me some information, please?
- AO Good morning! Yes, of course. What would you like to know?
- S Well, first of all, what's my ID number? My name is Maria Sanchez Gonzalez.
- AO Let me see ... It's HS 45772. I think you should write it down.
- S OK, HS 45773. Is that right?
- AO No, it's not 773, it's 772.
- S Oh, thanks ... and which room is the English class in?
- AO Let me check ... here it is ... it's in room D4.
- S Sorry, did you say 'D4'?
- AO Yes, that's right. Anything else?
- S Yes, please. What's my English teacher's name?
- AO It's Mr Price.
- S Can you spell that, please?
- AO Yes, it's P - R - I - C - E.
- S Sorry, can you repeat that, please?
- AO P - R - I - C - E.
- S Thanks, and one last thing. Could you tell me where the cafeteria is?
- AO Next to the library.
- S Thank you very much for your help.
- AO Not at all. Have a nice day!

### 1.7

- 1 Can you spell that, please?
- 2 Can you repeat that, please?
- 3 Can you say that again, please?
- 4 Did you say 'three'?
- 5 Is this right?
- 6 Yes, that's right.
- 7 No, it's 'seven' not 'eight'.
- 8 No, that's not right.
- 9 I'm afraid that's wrong.

### 1.8

a b c d e f g h i j k l m n o p q r s t u v w x y z

### 1.9

[AO = Admin officer, S = Student]

- AO Please take note of this information, everyone. The teacher for Business 151 is Ms Davidson. That's D - A - V - I - D - S - O - N.
- S1 Excuse me – can you repeat that, please?
- AO Yes, of course. D - A - V - I - D - S - O - N. Now, the Maths course, Maths 177, is taught by two teachers, Mr Monaghan and Mrs Roberts.
- S2 Can you spell the first one, please?
- AO Yes, it's M - O - N - A - G - H - A - N.
- S3 Did you say J - H - A - N?
- AO No, it's G not J. And Mrs Roberts.
- S3 Is that R - O - B - E - R - T - S?
- AO Yes, that's right. So ... where are we, Business, Maths .... OK. Lastly, the teacher for English 163 is Miss Taylor. That's T - A - Y - L - O - R.
- S2 Can you say that again, please?
- AO Yes, it's T - A - Y - L - O - R.

## 1.10

- a I'd like you to work with a partner now. Look at the statements on page 32 and discuss your opinions. In five minutes' time, I will ask some of you to report back to the class.
- b You've done a great job on researching and presenting your ideas here. I can see you've worked well as a group and that you shared the tasks well. For next time, it would be a good idea to collect all your references together at the end.
- c It's very easy to register for courses. Fill in this form and bring it back completed to this desk any time, along with two photos. We can then give you your student ID card.
- d Here's the reference section – we have some excellent books here in the library for project work. You can't borrow these, but you can take them into the research rooms over there – many students find these useful for group-based projects. You can discuss and plan your project there, and ask me for help if you need it.

## 1.11

[AO = Admin officer, S = Student]

- AO Hi. Can I help you?
- S Yes, I'm a first-year student here and I'd like to register for the summer courses. My tutor told me to come here to Admin to do this.
- AO OK. Well, to register for the summer courses you need to complete this form. We can go through it together. Can you give me your name, please?
- S Sarah Marley.
- AO Is that S-A-R-A-H or without the H?
- S With the H.
- AO What's your date of birth?
- S The ninth of March, 1992.
- AO And are you studying full-time or part-time at present?
- S I'm a part-time student.
- AO Do you know your ID number?
- S Yes, it's ST 69001.
- AO Can you repeat that, please?
- S Yes, it's ST 69001.
- AO Thanks. Do you know your course codes?
- S Yes, Maths is MAT8872.
- AO M - A - T - 8 - 7 - 7 - 2.
- S No, that's not right. It's 8 - 8 - 7 - 2.
- AO Sorry, MAT 8872. And your English code?
- S LAN 3778.
- AO L - A - N - 3 - 7 - 7 - 8. Is that right?
- S Yes, that's correct.
- AO OK, I just need a couple of contact details. Is your email address the college one?
- S Yes, that's right – smarley@citycollege.ac.
- AO What's your mobile number?
- S 07813 425 561.
- AO Could you repeat that, please?
- S Yes, it's 07813 425 561.
- AO OK, that's all I need. You'll get an email in a couple of days.

## UNIT 2B

### 2.1

Good morning everyone, and welcome to this seminar. I'm Jenny Porter. I'm your tutor for the Business course. I think I remember all six of you from the interviews...Kaoru, Ahmed, Arzu, David, Jane...right? Maha's starting tomorrow. Now, in a seminar the idea is that we discuss things together – don't be shy, speak up! I want everyone to feel comfortable and relaxed.

### 2.2

[K = Kaoru, T = Tutor, A = Ahmed, D = David]

- K I have a question. How are we assessed? Is it all exams?
- T No, Kaoru, there are many different ways that we assess you... assignments, tests, projects, essays, and exams too, so it's continuous assessment.

K OK, thank you.

A When do we do independent work? Don't we have classes or lectures most of the time?

T No, Ahmed, you only have ten hours of lectures every week, and one seminar every week. The rest of the time you can do independent work.

D Erm, when do we have free time? Will we be working all the time?

T No, don't worry, David, it's not all work! You need to learn time management. This means planning your time well so you can do all your work and have some time off.

D Thank you.

### 2.3

[T = Tutor, D = David, AR = Arzu, A = Ahmed]

T Any more questions?

D Yes. Do we have to buy any books?

T Yes, you have to buy some business textbooks – I'll give you a list in a minute. Yes, Arzu?

AR Who do I ask if I need help with my independent work?

T When you're studying, you can help each other, and you can ask the librarian for help with research. You can also speak to me every week in the seminar.

A When we work in a group, can we choose who we work with?

T Yes, sometimes you can choose. But we also expect you to work with different people, just like in the real business world. OK, now here is your book list ...

### 2.4

- 1 When do we start the project?
- 2 What time do we come to class?
- 3 How often do we have exams?
- 4 Where do we get our grades?

### 2.5

[M = Maha, K = Kaoru]

M So, what did Jenny say?

K She talked about the business course. There are many kinds of assessments such as projects and assignments, and we have them all through the course... we should check the college website to find out what we have to do. We have ten lectures and a seminar every week – the rest of the time we work independently. We need to plan our time so that we can do everything and still have some free time... – she called it 'time management' –oh, and we need to buy some books – here's the booklist.

M Thanks Kaoru, that's very helpful.

### 2.6

- 1 How often do you have lectures?
- 2 When do you do independent work?
- 3 What do you do every day?
- 4 Where do you do independent work?
- 5 Where do you have tutorials?

### 2.7

- |                        |                              |
|------------------------|------------------------------|
| 1 Where do you study?  | 4 Do you go to the gym?      |
| 2 Do you get up early? | 5 When do you go to the gym? |
| 3 What do you study?   | 6 Do you study at night?     |

### 2.8

Hi, everyone. I think we're ready to start. My name is Mark. Let me just check your names ... we have Hassan, Paul, Sara, Sharon, Louis and Julia. Right? Good, OK, so we'll start by looking at the short assignment I gave you last week. Then we'll spend most of today's session going over this week's lectures. In the last few minutes today I'll give you instructions for the next assignment, which is due in next week.

### 2.9

So, first you need to decide on your focus for the assignment. Then it would be a good idea to divide up the research tasks in your group. Discuss your notes together once you have completed your research. When you've done that, you need to individually write up your reports.

Make sure you stay under the 1,500-word limit. Submit the assignments to me by ten o'clock on Tuesday, but before that, one of you should collect all the assignments together, and put them in a folder with your group's name on it. OK ... any questions?

## UNIT 3B

### 3.1

#### Part 1

Hello, I'm Dr Andrew Smith, professor of Environmental Studies at Braunton University. Today I'm here to talk about a global event called *Earth Hour* – I'm sure some of you have heard of it, right? Well, the global success of *Earth Hour* shows that ordinary people all over the world really want to stop pollution – by ordinary people I mean people like you and me. For those of you who don't know, let me tell you a little bit about *Earth Hour* before I explain why I think it is such an important event.

### 3.2

#### Part 2

*Earth Hour* started in Sydney, Australia in 2007. The plan was to use less electricity, to reduce carbon emissions. The idea of *Earth Hour* was simple. Just turn off your lights for an hour. The idea worked. Over two million people in Sydney turned off their lights for one whole hour on the evening of March 31st and sat in the dark. It was an incredible sight – dark streets everywhere!

#### Part 3

And it didn't stop there. In 2008, only one year after it started, 50 million people in 35 countries switched off their lights for an hour. In 2009, hundreds of millions of people switched off in over 4,000 cities. In 2010, there were 126 countries involved, all around the world. Imagine that, all those people switching off their lights and sitting in the dark, talking, laughing ... it was wonderful!

#### Part 4

Why is it growing so fast? Well, because of the media, the papers, television, the Internet! Without publicity in the media, people won't join in. Nobody wants to be the only one sitting in the dark! *Earth Hour* had really great publicity. In the world's newspapers and on television there were pictures of famous buildings going dark – I remember seeing Big Ben in London, and the tallest tower in Dubai with its lights off. *Earth Hour* was also on the Internet and the radio – everyone was talking about it.

#### Part 5

But why is it important? It's only one hour a year, after all! Well, it's important because it unites people and makes them think. For that one hour, millions of people are working together to help stop pollution. So this year I will certainly turn off my lights during *Earth Hour*, and my TV, computer, and everything else too. I hope you will too.

Thank you for listening – now, I can see that a lot of you have questions – we have fifteen minutes before...

### 3.3

#### Part 2

*Earth Hour* started in Sydney, Australia in 2007. The plan was to use less electricity, to reduce carbon emissions. The idea of *Earth Hour* was simple. Just turn off your lights for an hour. The idea worked. Over two million people in Sydney turned off their lights for one whole hour on the evening of March 31st and sat in the dark. It was an incredible sight – dark streets everywhere!

#### Part 3

And it didn't stop there. In 2008, only one year after it started, 50 million people in 35 countries switched off their lights for an hour. In 2009, hundreds of millions of people switched off in over 4,000 cities. In 2010, there were 126 countries involved, all around the world. Imagine that, all those people switching off their lights and sitting in the dark, talking, laughing ... it was wonderful!

### 3.4

Right, erm, to summarize, *Earth Hour* started in Australia – in Sydney in Australia – in 2006. Lots of people in Sydney turned their lights off for one hour to save electricity. *Earth Hour* has grown very fast and it's now

a global event. The first year about two million people turned off their lights – I think that's right – and then every year more and more people joined in ... there were over 4,000 cities involved in 2009 ... and in 2010 there were 126 countries. Basically, I think *Earth Hour* is a very important event because it shows that ordinary people can make a difference.

### 3.5

When I was in China last year doing research on the environment, you know one of the most interesting things for me was seeing so many people on bicycles. In China, the bicycle is the main mode of transport for ordinary people. I looked up some numbers, some statistics – did you know there are probably about 800 million bicycles – 800 million – in China! In thousands of towns, hundreds of cities, and in the countryside too, millions of Chinese people travel to work by bike every day. I saw a bike park – like a car park but for bicycles – with about thirty thousand bikes in it – can you imagine trying to find your bike in that?

### 3.6

- 1 There are millions of types of plants and animals on Earth today.
- 2 There are over four million types of insect.
- 3 The Earth has thousands of types of birds.
- 4 The Earth has over five thousand types of mammal.

### 3.7

- |                             |                              |
|-----------------------------|------------------------------|
| 1 There are about thirteen. | 5 There are more than sixty. |
| 2 It has around sixteen.    | 6 It has fewer than fifty.   |
| 3 They have nearly seventy. | 7 It has almost eighteen.    |
| 4 They have nineteen.       | 8 There are under fifty.     |

### 3.8

Hello everyone. Today's session is the second of our lectures focusing on organizations and the environment. This week we're looking at the World Wide Fund for Nature, the WWF, one of the leading international groups working for the environment. A key area of the WWF's work is in biodiversity. Stop and think for a moment – think of all the different types of plants and animals in the world, the different flowers, trees, animals ... this is biodiversity. Biodiversity can be badly affected by humans and the damage we do to the environment.

### 3.9

The WWF has two main areas of focus. Firstly, the WWF focuses on key places in the world and works towards protecting these. At present, there are 35 of these key places, all very, very important for conserving biodiversity. These places have many forms of life, and also different types of life from anywhere else in the world. A good example of such a place is the Mediterranean region.

The WWF's second focus is on protecting very important plants or animals. These animals or plants could be very important in the environment they live in, for example, providing food for other animals. Or these plants and animals could be very important for humans ... people like you or me. They could be important perhaps for the business of the local community, or for the health of people in general.

### 3.10

Let's look in a little more detail now at the Mediterranean region, one of the key areas identified by the WWF for protection. One of the major dangers to the region is tourism. At present, around 220 million people visit the Mediterranean each year. This number, however, is increasing all the time and over the next 20 years, there will be a very big increase with the number rising to 350 million a year. Many Mediterranean coasts have been very badly damaged already. The coastline of the European Mediterranean is about 46,000km long, and of that 46,000km, more than half now has buildings on. The WWF is working hard to protect the Mediterranean region for the future and at present it has four projects in the region. They are in Croatia, Tunisia, Libya, and Turkey, and they are aimed at protecting the environment and wildlife there. The WWF organization, as you can see, has developed and grown tremendously since 1961, the year the organization started.

### 3.11

- a 34 million people
- b 9,000 plants
- c 350 projects
- d 5 million cars
- e 2,725 flowers
- f 392 bicycles
- g 76 million trees

## UNIT 4B

### 4.1

Well, students, today we have invited two experts to discuss what our homes will be like in the future. To discuss this topic, we have Professor Abdin, originally from Jordan, who teaches architecture at Bell State University, in the United States, and Carla Martinez, the well-known Spanish architect who has won many awards for her designs.

### 4.2

[I = Interviewer, PA = Professor Abdin, C = Carla]

I So, Professor Abdin, what do you think houses and apartments will be like in, ooh, let's say the year 2050?

PA This is an interesting question. If you go to Pompeii in Italy you can see what a Roman town looked like 2,000 years ago – surprisingly, you'll find the houses look quite modern. The design of houses hasn't changed much in thousands of years, but in the future, because of new building materials, a growing population, and environmental problems, they are going to be very different.

I OK, so let's start with new building materials. Carla? How will new materials change the way we build houses?

C Yes, I agree with Professor Abdin about the need for buildings to change. I think that houses are going to be easier and cheaper to build because they will use new man-made materials. Since the 1930s, we have seen that man-made materials like plastics, steel and glass have become more and more popular with architects. Architects in the year 2050 are going to have materials that are easy to use, strong, light, and cheap.

PA I agree.

I Good ... now, moving on. The population is growing – what difference will that make to the design of homes? Carla?

C Well, it will make a very big difference. We will need a lot more homes. The United Nations predicts a rise of about 2.5 billion people by the year 2050, so over 9 billion people are going to need homes!

PA That's right. And another point. Those houses are going to have small rooms so that more people can live in each home. A lot of the growing population will be poor, and land to build on is becoming more expensive.

I Right. Now, finally, Professor Abdin, you said that environmental problems will affect the design of buildings.

PA Yes, I think that all buildings will have solar panels to provide electricity ... did you know, the Earth gets enough energy from the sun in one hour to produce electricity for the whole world for one year? We must use some of that energy ... it would be crazy to waste it!

I Thank you, Professor Abdin and Carla Martinez. Now, for questions...

### 4.3

- 1 The design of houses hasn't changed much in thousands of years, but in the future, because of new building materials, a growing population, and environmental problems, they are going to be very different.
- 2 I think that houses are going to be easier and cheaper to build because they will use new man-made materials.
- 3 The United Nations predicts a rise of about 2.5 billion people by the year 2050, so over 9 billion people are going to need homes.
- 4 Those houses are going to have small rooms so that more people can live in each home.
- 5 I think that all buildings will have solar panels to provide electricity.

### 4.4

- 1 I love using technology so I prefer a hi-tech campus.
- 2 I like a quiet campus because I don't like too many people around.
- 3 I like being close to nature so I like a green campus.

- 4 I get lost very easily so I need a small campus.
- 5 I like busy places with lots to do so I don't like a quiet campus.
- 6 I prefer a central campus because I don't have my own car.

### 4.5

- 1 I love using technology ...
- 2 I like a quiet campus ...
- 3 I like being close to nature ...
- 4 I get lost very easily ...
- 5 I like busy places with lots to do ...
- 6 I prefer a central campus ...

### 4.6

- |                         |                        |
|-------------------------|------------------------|
| 1 attend a presentation | 5 eat in the cafeteria |
| 2 give a summary        | 6 research a topic     |
| 3 get information       | 7 give an answer       |
| 4 have a break          | 8 ask a question       |

### 4.7

Hi, everyone. I'm Matthew Evans from the university department of Architecture and Design. I'm here today as part of the series of Career Talks to guide you in choosing your courses for next year. Nice to see so many people here today.

So, why choose architecture? Well, let's start with some facts about studying architecture. The first thing is that we get many different types of people on the architecture course, but every single successful graduate is an imaginative and also a practical person. Secondly, all our students have a love of and a commitment to learning. Another important fact is that studying architecture doesn't have to lead to a career in architecture; it can also lead to careers in many different professional areas. The last fact I'll talk about today is that as an architecture graduate, you can work pretty much anywhere in the world.

### 4.8

I'm from China. I study at DTU, the Design and Technology University. I'm studying Architecture and my courses include Design, Computer Graphics, Physics, Maths and, of course, English.

### 4.9

I loved designing buildings when I was a child so I decided to follow this love and choose architecture as my degree subject. My childhood drawing books were full of pictures of houses. I'm also very interested in the environment and I want to use my architecture studies to design buildings that are environmentally-friendly and green.

I'm doing several courses, including Design, Computer Graphics, Maths and Physics. I have no choice about this. There are some courses which you have to do if you want to be an architect. There is no choice. I chose to do English, because I have to write my assignments and projects in English. Also, our projects have a lot of group work – all in English, of course! Also, when I graduate, the language of the international workplace is English, so that's why I'm studying it!

## UNIT 5B

### 5.1

Hello. My name is Gina and I'm the College Counsellor. Today I want to talk to you about becoming good learners, or better learners. Let me explain what I mean by a good learner. Please make notes if you like, and ask questions if you don't understand, OK? To become a good learner, first you need to understand how you learn best – this is called your 'learning style', and that's my topic for today. In this lecture I'm going to focus on three learning styles. OK, the first one we'll look at is called 'auditory'. That's A-U-D-I-T-O-R-Y – auditory. So there's auditory. There's 'visual', that's V-I-S-U-A-L – visual, and finally, there's 'tactile', that's T-A-C-T-I-L-E. Has everybody got those names?

Now, let me tell you a little more about each of these learning styles and give you some examples.

## 5.2

It's clear that we are all different, and we learn differently. Let me tell you about my family. In my family we have three different learning styles. My learning style is auditory. That means I like to learn by listening ... for example, if I want to learn how to use a computer, I want someone to explain it to me – I want to hear it! Then there's my son Eric. He's a visual learner, so he likes to see things to help him learn. For example, if he wants to learn how to use a computer, he likes to read an instruction book. He likes diagrams and illustrations. Then the third type of learner is the tactile learner. This type of learner likes to try things out. My daughter Lily is a tactile learner, so she learns how to use a computer by going 'hands on' and sitting at the computer and trying out different things. So, there are three basic types of learners – auditory, visual, and tactile. You are all probably one of these types.

## 5.3

Now, let's find out which type of learner you are. I'm going to read you 12 statements. You have to listen and then decide if you agree or disagree with each one. If you agree, write A. If you disagree, write D. If you're not sure, write a question mark. OK, so A for Agree, D for Disagree and a question mark for not sure ... Does everyone understand? OK. Let's begin.

Remember, A for agree, D for disagree, and a question mark if you are not sure.

Number 1. It is important to study quietly – A, D, or a question mark. It is important to study quietly.

Number 2. You're good at spelling – A, D, or a question mark. You are good at spelling.

Number 3. You dream in colour. You dream in colour.

Number 4. You like to get information from charts. You like to get information from charts.

Number 5. You're good at explaining things. You are good at explaining things.

Number 6. You're good at learning languages. You are good at learning languages.

Number 7. You read slowly. You read slowly.

Number 8. You like to give presentations. You like to give presentations.

Number 9. You take a lot of breaks when you are studying. You take a lot of breaks when you are studying.

Number 10. You like working in a science lab. You like working in a science lab.

Number 11. You're good at sports. You are good at sports.

Number 12. You like making things with your hands. You like making things with your hands.

OK? Now we will find out if you are an auditory, visual, or tactile learner.

## 5.4

So, now, to find out your score ... you get three points for each A answer, 2 points for a question mark, and 1 point for a D answer. You have three totals: one total for questions 1 to 4, one total for questions 5 to 8, and the last total for questions 9 to 12.

## 5.5

Now, the point of the exercise we've just done is for you to find out which type of learner you are so you can study in the way that suits your learning style. So let's find out what you are. The first total is for visual learning, the second total is for auditory learning, and so the final total is for tactile learning. Your highest total shows which is your learning style. You may find that you are a mixture of two or more, but usually stronger in one.

## 5.6

Visual learners need to see things. Good learning activities for them are things like using diagrams, drawing pictures. They should also take lots of notes, and use different colour pens to organize their work.

Auditory learners need to learn by listening, so good learning activities for them are listening to documentaries or other radio programmes. They should try recording lectures and they can also record their own notes after they've made them. Talking in groups is another good way to learn.

Finally, tactile learners need activities with movement, activities which use their hands. They like doing practical classes and going on trips. They should try doing role-plays in class, and also making models.

## 5.7

- A** Do you know, I really think that a good education is more important than money.

**B** Yes, I agree with you. A good education lasts a lifetime, but money only lasts until you spend it!
- A** I know lots of people don't agree, but I think mobile phones should be banned in restaurants.

**B** I really don't agree. If you use it quietly, then it's no problem.
- A** Today, we were talking about starting school. In my opinion, children should start school at the age of four. They will have more time to learn to read and write.

**B** That's a good point, but I still think it's too young.

## 5.8

Welcome to today's presentation on learning and intelligence. In this session we're going to explore the theory of multiple intelligences. This is the theory that there are different forms of intelligence, and different people are stronger at different ones. Originally, the theory contained seven different intelligences but now there are eight, which we'll discuss today. However, intelligence number nine has been suggested by Howard Gardner, a Professor at Harvard Graduate School of Education who created this theory.

## 5.9

So now I'll give you a very short overview of the eight intelligences. The first intelligence on our list is linguistic intelligence. Linguistic intelligence is the ability to learn languages and to use spoken and written language well. Next we have mathematical intelligence. This means analyzing problems and thinking logically. Mathematical intelligence also means being able to see patterns and to solve problems mathematically.

Number three is bodily-kinesthetic intelligence. This intelligence means being able to use your mind to control and use your body very well, like a footballer who can kick a football very accurately. Spatial intelligence is next. Spatial intelligence is being able to see, use, and make decisions about space and distance, like an architect does. The next intelligence on the list is musical intelligence. If you can recognize, compose, and perform music well, you have strong musical intelligence.

The next two have similar names – we have interpersonal and intrapersonal intelligence. Interpersonal intelligence is having a good understanding of other people and being able to work well in groups, while intrapersonal intelligence is understanding yourself well, knowing what your feelings are and how to control yourself. The final intelligence on our list is naturalist intelligence. This is being good at recognizing and naming things in the environment.

So to recap, the eight intelligences are: linguistic, mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal and, finally, naturalist.

## UNIT 6B

### 6.1

Bicycle ambulances consist of special two-wheeled trailers and a bicycle. They can transport two passengers, the patient and a family member to look after them, while someone else pedals the bike. It's a very simple idea using very simple technology, but it is really effective and is making a huge difference to many people's lives!

### 6.2

Well, the bar code is a very simple digital code. It can be read quickly and automatically by a machine – to be precise, a hand-held scanner. The scanner is small and easy to use. Before the bar code, the shop assistant had to ring up every item in a supermarket shopping trolley by hand. It took a long time, and time is money! It also meant that the shop needed many assistants to serve the customers. Both these problems are solved in one quick scan!

### 6.3

[R= Richard, AR= Arda, AL= Alison]

**R** Hello, I'm Richard Johns, presenter of the University of Sedworth podcast for Design and Technology students. This week, we set students the challenge of researching and writing a report on a simple piece of technology that has made a positive difference to the world. On today's podcast we have the two winning students. They are here to describe and justify their choice of technology. So, let's turn now to Arda, Arda Soysal, a third-year student majoring in Product Design. Hello and welcome to the programme, Arda.

**AR** Thank you.

**R** So, Arda, tell us about your choice.

**AR** Well, I chose a bicycle ambulance. These bicycle ambulances help solve a common but very serious problem in developing countries. How do you get someone to hospital when they are ill or injured? Hospitals are usually quite far from the remote villages where people live, ambulances are expensive, and there are often no good roads for them. So someone had the clever idea of 'bicycle ambulances'. These consist of special two-wheeled trailers and a bicycle. They can transport two passengers, the patient and a family member to look after them, while someone else pedals the bike. It's a very simple idea using very simple technology, but it is really effective and is making a huge difference to many people's lives!

**R** And how much do they cost?

**AR** They cost around a hundred dollars each to manufacture. Bicycle ambulances last for years because they are very simple and strong and easy to mend if anything breaks. They are also very reliable.

**R** So these bicycle ambulances make a big difference. Thanks very much, Arda. Now, let's move on to the second winner, Alison Swift. Alison, can you tell us which technology you have chosen?

**AL** Well, the technology I chose is very different from Arda's choice. We see it every day, on hundreds, thousands of objects. Of course, I'm talking about the bar code.

**R** The bar code – an interesting choice, Alison. Can you give our listeners a brief history of this technology?

**AL** Yes, of course. Well, the bar code is, in fact, quite modern. The first commercial use was in a supermarket in Ohio in 1974 and now it's used by almost every supermarket globally.

**R** And why did you choose the bar code as the best piece of simple technology?

**AL** Well, the bar code is a very simple digital code. It can be read quickly and automatically by a machine – to be precise, a hand-held scanner. The scanner is small and easy to use. Before the bar code, the shop assistant had to ring up every item in a supermarket shopping trolley by hand. It took a long time, and time is money! It also meant that the shop needed many assistants to serve the customers. Both these problems are solved in one quick scan!

**R** So it saves time and money for shops?

**AL** Yes, and the other big benefit for the shops is that stock control is automatic.

**R** What about the cost?

**AL** It's actually very cheap – you can create about twenty bar codes for one US dollar.

**R** So finally, Alison, can you summarize why the bar code is the best piece of simple technology?

**AL** Mainly, because of its universal impact. We all go shopping, don't we? And as I said earlier, time is money. The bar code saves consumers, shop workers and businesses time every day. In some shops, it even means customers can scan and check out their own items. It's simple, it's cheap, it's useful – I think it's the best.

### 6.4

OK, thanks Arda and Alison. It's been very interesting to hear about the two different uses of technology and how these help people. But now it's time for you, our listeners, to decide which is better ... bar codes or bicycle ambulances. The criteria are: impact on our lives, value for money, and usefulness. So which of the two technologies has had the biggest impact on people's lives? Which is the best value for money? And which is the most useful?

### 6.5

As you can see, there are many Internet users in the world now. The first figure shows the number of users in 2009 – approximately 1,800 million worldwide. This number is much bigger than the number of users in 2000 – 360 million. So, according to statistics, the number of Internet users in the world is growing quickly.

### 6.6

- 1 We need to find a solution quickly.
- 2 The main problem we're facing is the number of people.
- 3 Together we can solve the problem.
- 4 Solar power could be an effective solution.
- 5 We must start looking for a solution.

### 6.7

- a Today I'm going to talk to you about modern fabrics. In the past, clothes were made from natural fabrics, for example, cotton and wool, but now we have the technology to make new fabrics.
- b I'm here today to discuss some modern breakthroughs in technology, for example, space travel, electric cars and the Internet.
- c The topic of my presentation is the use of technology in agriculture, for example, how science helps farmers produce more food, and bigger, healthier animals.

### 6.8

I'm here today to talk about worldwide telephone use, and I would like to start with this slide, 'Fixed phone lines in 2010'. This slide shows us the percentage of populations around the world with fixed lines in 2010, that is to say, how many people in different parts of the world were still using telephones in their houses and offices in 2010.

### 6.9

According to statistics, Europe was by far the largest user of landlines in 2010, with 40% of the population having them. The second figure refers to the Americas, a group of developed and less developed countries. The overall figure for the Americas was 28%. This percentage is then cut in half for Asia and the Pacific, which saw only 14% of its population with fixed lines. The Arab countries came next with 9% and finally Africa, with only 1.5% of its population having fixed lines in 2010.

### 6.10

These bicycle ambulances help solve a common but very serious problem in developing countries. How do you get someone to hospital when they are ill or injured? Hospitals are usually quite far from the remote villages where people live, ambulances are expensive, and there are often no good roads for them.

## UNIT 7B

### 7.1

Good morning, everyone. My name is Dr Harper, and I'm a lecturer from the Cultural Studies Department. My research area is how culture changes over time, particularly in relation to language. I'm going to talk to you about English as a global language. First of all, I'll talk about the importance of learning English, and after that I'll look at the dangers of having a global language. Next, I'll talk about bilingualism – that is, people who speak two languages – and finally, I'm going to discuss communication issues. There will be time for questions at the end – we'll have about ten minutes, and we're going to have a tutorial together next week to deal with further questions.

### 7.2

[PB= Professor Birchill, DH= Doctor Harper, RX= Roxanna]

**PB** OK, so is everyone here? Ronesh, Simon, Roxanna? OK, let's get started. As you can see, my colleague Dr Harper, from the Cultural Studies Department, has very kindly agreed to participate in today's tutorial as a follow-up to her lecture last week on Global English. Thank you very much for joining us, Dr Harper.

**DH** Thank you, Professor Birchill. It's my pleasure to be here. Thanks for inviting me along to answer your questions. Now, let me just

do a quick name check. You're Ronesh, you're Simon and you're... Roxanna?

**RX** That's right.

### 7.3

- |           |                 |                                 |
|-----------|-----------------|---------------------------------|
| 1 over 60 | 4 as much as 80 | 7 around one and a half billion |
| 2 23      | 5 600           | 8 approximately 75              |
| 3 over 90 | 6 half          | 9 in the thousands              |

### 7.4

[**PB**= Professor Birchill, **DH**= Doctor Harper, **RN**= Ronesh, **RX**= Roxanna, **S**= Simon]

**PB** Right, let's get started. Now, Dr Harper, the students have some questions following your lecture on English as a global language. Ronesh, could you start?

**RN** Yes, I was interested in English as *the* global language and I wanted to ask you about the use of English as an academic language. How widely is it used?

**DH** Well, approximately 75% of articles in international journal publications are written in English. And if you focus only on science, well, that percentage rises to over 90. So you can see if you want to do well in the academic context, you need to be able to communicate your ideas in English very well.

**PB** Simon, do you have a question?

**S** Yes. Will the globalization of English lead to many other languages dying out?

**DH** In my opinion, no. I don't think that this will happen. But that doesn't mean that *all* languages will survive forever. Some languages will die out – this is natural. In fact, we think that thousands of languages have died out in the past. Look at Latin, for example – six hundred years ago all educated people in Europe read and understood Latin, but now where is this language? It died out long before English became a global language.

**S** But I think you said that there are now around one and a half billion speakers of English, native and non-native. This number is large, and it's growing. Does this mean that people will use their mother tongue less and less and, in the end, just use English?

**DH** No, it means that more people will use two or more languages. Over 60% of the world's population is bilingual. I think this number will continue to grow.

**RN** I would like to ask you about the benefits of this globalization of English. In your opinion, what are the benefits of so many people now speaking English?

**DH** Well, it certainly helps communication, and, of course, it saves money.

**S** Yes, I suppose that when people meet – for business meetings or conferences – they don't have to pay for translators?

**DH** That's exactly right, Simon. At some meetings of international organisations half of the total budget can be spent on translation. Take the European Union as an example. It has 23 official languages. Most documents are written in English, French, and German. Just think of the cost of that.

**RX** Dr Harper, can I ask a question? In the lecture, you said that air transport and modern technology have made a big difference to the rise of global English. Can you explain this point in more detail?

**DH** Well, because of air transport, many business people from different countries now have meetings face-to-face with other people who don't speak their language. The language they communicate in is English. With regards to modern technology, let's take the Internet as our example. The Internet means it is possible to 'meet' and communicate with people all over the world at any time. Again, the common language of communication is English. Statistics show that the amount of Internet content in English is as much as 80%.

**RN** I have another question for Dr Harper...

### 7.5

- a Definitely our parents. They are the people we are closest to, so they influence us the most.

b Festivals and holidays don't change. Well, maybe we get new ones, but the old ones always stay the same.

c Parts of our culture will change because of the new culture we are meeting.

d Well, language changes over the years. It has to, because the world is changing.

e It gets stronger. It becomes more important to us because we are far from home.

f I think we learn culture from the media – TV, the Internet, and so on.

### 7.6

Good morning. Thank you for coming. Today we're going to examine the question, 'What is culture?'. Before I start my presentation, I'll give an outline of what I'm going to cover. First, I'm going to define what I mean by culture. Then I'll talk about my culture. Next, I'll discuss other cultures. Finally, I'll talk about common factors between different cultures. At the end, we'll have time for questions.

### 7.7

- 1 Some elements of American and European society are the same.
- 2 The modern world is changing quickly.
- 3 There are many young people in the Urdu-speaking community in Britain.

### 7.8

Today's podcast is on the topic of multilingualism. This topic is becoming increasingly important in today's society. So the question we will discuss today is just what does it mean to live in a multi-lingual world? To discuss this question, with me today are Dr Hamad and Professor Johnson from Stockton University. They study issues faced by multilingual communities and find solutions for particular problems. They recently published a book listing many of their solutions, a book I highly recommend if you want to learn more about multilingualism or you need to study this area for your own research.

### 7.9

- a 15 b three c over 130 million d 26 e 24 f around 2,000

### 7.10

[**DH**= Doctor Harper, **R**= Ronesh]

**R** Yes, OK, but why is English the global language? It's not the most beautiful language and it has difficult spelling.

**DH** Well, beauty is very subjective and it's true English spelling can be a nightmare, but all languages are different and have their own difficulties – Japanese, spoken by over 130 million people, seems quite easy in some ways. For example, it has only a few vowel sounds, 15 consonant sounds and no articles. Compare this with English, which has many more vowel sounds, 24 consonant sounds, and three articles. However, Japanese has three different systems of writing, all of which seem very difficult to an English speaker. At school, Japanese children have to learn around 2,000 kanji symbols for just one of the systems! How many letters are there in the English alphabet? Only 26 ... everyone always thinks that their language is the most difficult or best, but in fact, children all over the world learn their language in about the same time at the same age and it would seem in the same way.

**R** I see...so really languages are about the same in difficulty.

### 7.11

Today I'm going to talk about language and culture. Before I start, I'll give an outline of the presentation. First, I'm going to talk about the importance of language. After that, I'll discuss culture. Finally, we'll look at some examples of the connection between language and culture. In next week's tutorial we'll discuss some of the points in more detail.

## UNIT 8B

### 8.1

[**J**= Janet, **B**= Brian]

**J** Good morning listeners, and welcome to 'Top Three'. Today we are very happy to have Brian Davies, professor of City Planning at

Newland University, to talk about his top three cities. Welcome!

**B** Thank you, Janet. Well, I found this an extremely difficult task. There are so many remarkable cities in the world. To help myself with this task, I decided to choose three different criteria: I decided to choose one city that is the best for history, or the past. My second city is, I think, the best to show change, so it's best for the present. And my third city is the best for the environment, so it's the best for the future of our planet! So, with these as my criteria, I chose the three cities. So I am going to talk about, first, Rome, which, in my opinion, is the best city for history. Then I'll discuss Dubai, which I think is the best for change, and finally, I'll talk about Copenhagen, which is the best city for the environment.

### 8.2

[J= Janet, B= Brian]

**B** My first city is Rome, capital of Italy, and the best city, in my opinion, for history. Its population is about 2.7 million. It's a very old city, and there are still a lot of old buildings – like the Colosseum, for example, which is almost 2,000 years old. These buildings are important because they show us how people lived then. Nowadays, about 10 million people visit Rome every year, many of them to see the historical sites. Rome is a fascinating city.

My next choice is Dubai in the United Arab Emirates, with a growing population of around 2.2 million. This city is the best to demonstrate change and development. Only about 60 years ago Dubai was just a small trading town. Now, it is a thriving international commercial centre, it has a new transport system – the metro – and many impressive new buildings, for example, the Burj Khalifa, which opened in January 2010 and is 828 metres high! Dubai is working hard to develop one of its main resources – its people. Only 40 years ago the adult literacy level in Dubai was lower than 50%. Now it is over 80%, and most of Dubai's university level teaching is in English.

My final choice, Copenhagen, capital of Denmark, is a city of about 1.7 million people, and, for me, it represents the best in terms of environmental responsibility. Statistics show that it's a truly green city. In Copenhagen, most people use public transport or bicycles – 20% of all journeys are made on bicycles. The city is growing in fame for its green buildings. The 'Green Lighthouse', part of the University of Copenhagen, is carbon neutral – that means it doesn't cause any pollution. The city also provides more than 2,000 bicycles for visitors to use free – there is no charge at all. For the future of our planet, I think all cities need to copy Copenhagen.

So these are my top three. I believe that from these cities we can learn about our past, our present, and our future. I do hope the listeners get a chance to visit them one day!

**J** Thank you so much for being on our programme today, Brian, and for sharing some fascinating facts with our listeners.

### 8.3

- a Rome, the capital of Italy, has a population of almost three million. Brian said that, in his opinion, it's the best city for history. People first lived there thousands of years ago. There are still a lot of old buildings from Roman times like the Colosseum, so we can see how people lived two thousand years ago. These buildings are really important because they show us how people lived in the past.
- b He talked about Dubai. It is small, I think he said, and it is sixty years old. There are few roads – he said something about transport. It has a tall tower – I can't remember the name, sorry – it's 800 or 8,000 metres tall, I think...
- c Brian said that Copenhagen is the capital of Denmark and has 1.7 million people. It's green, clean, and safe, for example, many people use public transport there to go to work instead of using their car. The city also has 2,000 bicycles for visitors to use for free. It's a very clean city. It has environmentally-friendly buildings such as the 'Green Lighthouse'. Brian says all cities should copy Copenhagen.

### 8.4

**A** I think we should focus on Istanbul and Berlin for our presentation. I'm interested in the relationships between global cities and I've been researching something called 'town twinning'.

**B** What's town twinning?

**A** It's when two towns or cities from different countries form a close relationship and call themselves 'twin towns'. It's a relationship that can last for years or centuries even.

**B** Oh yes, I think I have heard about that. Is it sometimes called 'sister cities'?

**A** Yes, that's right. That's the American term for 'twin towns'.

**B** So Istanbul and Berlin are twin towns.

**A** That's right.

**B** OK, so we can use that as the focus for our presentation.

### 8.5

Both Berlin and Istanbul are important world cities. They have been twin towns since 1989. If we compare their populations, we can see that Istanbul is far bigger than Berlin. It has a population of approximately 13 million while Berlin has a population of 3.4 million.

Istanbul also has far more visitors each year. Over 20 million visit annually, while Berlin receives around 7.5 million visitors.

A comparison of the number of universities shows that Berlin doesn't have as many as Istanbul, but it has more hospitals. The figures for Berlin are 30 universities and 71 hospitals, compared with Istanbul, which has 44 universities and 49 hospitals. The currency of Berlin is the euro and currently, in 2010, one euro is worth slightly less than two Turkish lira.

### 8.6

Both Berlin and Istanbul are important world cities. They have been twin towns since 1989. If we compare their populations, we can see that Istanbul is far bigger than Berlin. Istanbul also has far more visitors each year.

A comparison of the number of universities shows that Berlin doesn't have as many as Istanbul but it has more hospitals. The currency of Germany is the euro, and in 2010, one euro was worth slightly less than two Turkish lira.

### 8.7

- a I've got a research project on cities in Asia. I need to look at cities with a high population and lots of industry.
- b I'm giving a presentation on some of the cities in South America next week. I'm going to focus on cities which get a lot of money from tourism.
- c The lecturer told us to research the number of people who live in the capitals of the countries in Europe.

### 8.8

The presentation yesterday was very interesting. The main theme was 'Sport and cities', and the speaker talked about three different cities in relation to sport. First, he talked about the annual London marathon. He gave a lot of detail on the organization of the race. Then he talked about Milan and football. Football is very important for Italians, especially for the people of Milan. Finally, he discussed Beijing and the impact of cycling on the city.

### 8.9

I am going to compare Moscow and Mexico City. Both Moscow and Mexico City are very interesting cities to visit. Mexico City is in North America, but Moscow is in Europe. Both Mexico City and Moscow are capital cities, but the population of Moscow is not as big as the population of Mexico City. Mexico City is not as cold as Moscow; in fact, the average winter temperature in Mexico is as high as the average summer temperature in Moscow.

## UNIT 9B

### 9.1

Good morning, everyone. In today's lecture we're going to explore the brain and memory. I must tell you, I like my lectures to be quite interactive and I expect my audience to answer questions, offer their ideas, and do tasks. So, be prepared! In today's lecture, I will ask some key questions: How are learning and memory connected? What kinds of memory are there? And, finally, how can we improve our memory?

## 9.2

Before we start, I'd like to review some facts and figures we covered in last week's lecture. Reviewing is one of the key factors for retaining or remembering information. By reviewing these facts and figures now from last week's lecture, you are embedding them more into your memory, and they should stay there for longer. We'll then go on to talk more about the importance of reviewing in helping you to learn.

## 9.3

Let's look at some brain facts. The human brain is divided into two parts – two hemispheres. These are divided into smaller parts called 'lobes'. Different lobes are responsible for different areas of brain work. There are approximately 100 billion nerve cells in our brains. Our brain is a very important organ. It takes up only 2% of our overall body weight, but it uses 20% of our oxygen and blood. The brain is very powerful ... and very hungry!

## 9.4

Now, how are learning and memory connected? People often confuse the two ideas. Learning is the taking in of information. Having memories is expressing this information – by talking or thinking about it, or using it. This diagram represents the relationship between the two concepts, learning and memory. Learning is taking in something new. Memory is remembering past learning or experience.

## 9.5

Now, there are two main kinds of memory – long-term and short-term. There is also a sensory memory, and some researchers talk about 'working memory'. But today let's focus on short-term memory, then on long-term memory. In the last part of the lecture we will focus on problems with memory and ways to improve memory.

## 9.6

Short-term memory is the place where we keep information temporarily. Your short-term memory holds information for less than a minute, then it disappears. If we want to keep the information, we need to make an effort to learn it. Short-term memory is very limited in size. It holds only about seven items. In the 1950s, the psychologist George Miller wrote a very important paper on the subject. He created 'Miller's Law' which argues that seven is the usual number of items a person can remember.

Let's look now at long-term memory. This memory is very powerful. It stores information for months, for years even, and it can store large quantities of information. Our long-term memory helps us to remember events – things that happened in the past. It helps us to remember language – how to use and understand words. And it also helps us to remember physical skills – how to swim, and ride a bicycle.

## 9.7

Now, let's do a little experiment to test Miller's Law – that we can only remember seven items. I'm going to say some numbers. I'm only going to say them once. Listen and, when I tell you, write down the numbers. Ready? The first numbers are 5-7-3-8. OK, write them down.

Now, for the next numbers. Try these – 6-4-9-1-3-2. Write them down. Still OK? Right, a little bit more difficult this time. 5-2-8-4-3-9-6. Write them down. OK? Finally, 6-3-8-9-1-7-5-6-4. Write them down. Who managed to write all those numbers down? Only a few of you. It was much more difficult, wasn't it? Why? Well, that's Miller's Law in action.

## 9.8

There are problems with both types of memory. With the long-term memory, the brain can change memories over time. Also, some research shows that as we get older our long-term memory gets worse. We don't have these problems with the short-term memory. The problem with the short-term memory is that we need to make an effort to keep the information it can store, or it will be lost forever. To improve our short-term memory, we can actually trick it. If we take our example of numbers – you can remember more digits if you divide the numbers into groups. For example, don't try to remember 3-4-7-3-2-8-6-4-2-1-9-5 – that's 12 digits. Remember it this way, instead: 347-328-642-195.

## 9.9

So, how can you apply this information about short-term and long-term memory in your studies? First, you have to make the effort to move information from your short-term memory into your long-term memory. Then you have to get information to stay in your long-term memory. The best way to do this is to 'review' it. Research shows that our brain forgets things it thinks are unimportant. By reviewing information, you are telling your brain that this information is important and that you shouldn't forget it. So you should review it later in the day you first studied it. Then again the next day. And then again at the end of the week. This spaced review is very effective for moving information into the long-term memory and keeping it there.

## 9.10

Another way you can help your long-term memory is by taking good notes. You need good notes to be able to review effectively. Taking notes helps us to remember the information later. When we take notes, we have to think about what we are listening to or reading. We must listen for the key words, and write them down. We have to organize the information in note form. This helps us remember it. Our notes can use visual prompts, for example, coloured pens or highlighters – we remember colours much better than black and white. Good notes don't have to be only words. They can contain diagrams and pictures to help you visualize the information and remember it.

## 9.11

Today's presentations are all about extraordinary people. There are many people who are good at things, for example, maths or music, but some people are so good that they seem to be almost incredible. I'm going to talk about a famous case of a person with an extraordinary memory. I'm going to talk about 'S'. First I'll give you the background to his life, then I'll describe his condition and give some examples of the things he could do.

## 9.12

'S' was a Russian newspaper reporter, living in the first part of the twentieth century. People at work started to notice him because of his memory. For example, when the editor of the newspaper talked to the reporters, 'S' never took notes. He remembered everything. He also invented stories to remember things. He did this by using all five of his senses: sight, hearing, taste, smell, and touch. To give an example, once when he heard a sound, he described it as a brown line on a dark background, with red sides, tasting of soup.

## 9.13

In this week's lecture I want to talk about another principle, the principle of attention. On your worksheet there are three diagrams – imagine that they show the time of a lecture. Which one do you think shows when we remember things best? Discuss it with your partner. To repeat, which one shows when we remember things best?

## 9.14

A lot of people think that we start off remembering a lot and then remember less and less until the end. Well, that's not quite true. We do remember a lot at the beginning, and then remember less, but we also remember the end as well as the beginning. We seem to pay more attention, to focus more at the beginning and end of a learning session. This makes some important points: number 1, that we have to be careful to take good notes in the middle of a lecture. The second point is that it means we should work for a short time, then have a break, and then work again. This will help us to remember more.

## 9.15

- |              |            |
|--------------|------------|
| 1 employer   | 5 studies  |
| 2 memory     | 6 research |
| 3 learner    | 7 lecture  |
| 4 to present | 8 tutor    |

## 9.16

For my experiment about learning, I studied two students. In the case of the first student, I found that he can remember faces very well. To give an example, after seeing someone for only a few seconds, he could recognize them easily from a picture. The second student is an example of a person who can't remember faces, but can remember numbers – for instance, he can remember all the telephone numbers of his friends. Another example of his amazing memory is that he can remember fifteen numbers in a row, for instance, 3-2-8-9-5-7-3-6-9-2-3-8-2-7-6.

## 9.17

I will start by asking 'what is the aim of memorization?' Then I will look at three key factors that can help anyone memorize information better. You should take notes on the worksheet, and I will ask you to do some exercises – please follow my instructions carefully. At the end, you can ask questions and then we will have group discussions.

## UNIT 10B

### 10.1

Hello and welcome to *Medicine Mode*, the University Podcast for medical students. I'm Belinda Little, and joining me today are three experts in the field of gerontology – the study of ageing. First, Dr Carmen Hornsey will give us some facts and figures about health and age. Then, Elisabeth Lodge, a research student, will talk about her research into issues involving older people and work. Finally, Professor Clayton Martin will discuss learning and age.

### 10.2

Hello, and thank you for inviting me onto the programme. I'm Dr Carmen Hornsey, Professor of Gerontology at the Modern Medical University in the UK. In Britain in 1960 there were fewer than 300 people aged 100 or more, but now, in 2011, there are about 6,000, and in 2036 there will probably be 39,000. By 2032, it is predicted that there will be a 61% increase in the number of people over the age of 65 in the UK.

### 10.3

So, how can we increase our chances of staying healthy into old age? Statistics show that people can lead healthy lives no matter how old they are, if they do four key things: eat well, that means having a healthy balanced diet; do the right kind of exercise for their age, not too much or too little; don't smoke; and have regular medical check-ups. Our research conducted in the UK backed up every one of these points.

### 10.4

Eating well means having a healthy diet, but this means different things for different ages. For example, a teenage boy needs around 2,200 calories a day, while a man needs around 2,550. Older people should have a balanced diet, with at least five portions of fresh fruit and vegetables a day and not too much fat, sugar and salt.

Exercise is the next important factor. Older people should continue to exercise and have a generally active life. You know, in Japan, where on average people live to 81, people in their seventies and eighties still exercise regularly, often walking or cycling every day. Our research showed that in the UK fewer than 20% of people over the age of 65 get the recommended amount of exercise.

Another important factor is, of course, not smoking. Nowadays, everyone knows that smoking is very unhealthy. But, despite this, many people still do it – over 15 billion cigarettes are sold worldwide every day. A person is much more likely to die young if they smoke.

Finally, our research highlighted the need for regular medical check-ups to stay healthy. Doctors recommend adults get a full check-up every year. Many medical problems can be stopped if the doctor can treat them early.

### 10.5

Hello, I'm Elisabeth Lodge. My doctorate is about age and work, so I focused on case studies of older people, some working and some non-working. In Britain, the number of people over the age of 65 will probably rise to above 16 million in the next 25 years. However, at present, the official retirement age is 65, so there are many people over 65 with a lot

of time on their hands. Half of my case studies were older people still in employment. The other half had all retired between the ages of 60 and 65. My studies showed that those people who voluntarily stayed in employment were far happier with their lives. In most cases, these people chose to stay in work, not for the money, but to stay connected with other people.

One interesting case was a teacher of 68, who retired at 65. After retiring, she reported feeling depressed and lonely. Two years later, she started working part-time in a shop. She reported an immediate and strong improvement in her mental health because of this change in her situation.

### 10.6

Hello, I'm Professor Clayton Martin, Professor of Gerontology at the University of Wooten. My main research area is the brain and age. What's interesting is that there are many widely held beliefs about the brain and age that just aren't true. For example, it is assumed our memory gets worse as we age. But, in fact, research shows that the brain and the memory can be kept healthy. If we keep our brain active, it can be as good at sixty as it was at twenty. Good activities for the brain are things like reading, learning new skills, and taking up new hobbies.

The essential thing is that we can and should keep on learning new things all our lives. There are many good examples of well-known people who continued working and learning well into old age, people such as the scientist, Einstein, and the painter, Picasso. It is also no longer unusual to hear of a person changing careers later in life, for example, becoming a teacher, or starting a business.

### 10.7

- 1 So, to sum up, it's time to start taking care of yourself. If you want to stay healthy all your life, start focusing on those things that matter: good food, exercise, medical check-ups – and no smoking! Remember, don't leave it too late. Thanks for listening.
- 2 So, in conclusion, we can see that it benefits many older people to keep working and contributing to society. And it benefits society too. We must never forget that older people have an important role in our community. Thanks for listening.
- 3 So, my message about learning and age is that it really doesn't matter how old you are – you can continue to grow and develop. There really isn't time to be bored. Life is for learning. Thanks for listening.

### 10.8

To sum up, this man is one of the most important people in the history of medicine. He lived over a thousand years ago and is often called 'the father of medicine', and I think that this shows he really is the most important. Remember, it all started with him. Thanks for listening. Does anyone have any questions before we finish?

### 10.9

- 1 A doctor uses it for listening to the heartbeat of a patient. It's quite small.
- 2 It's small and it's got numbers on it. You use it to do calculations.
- 3 It's got headphones. You use it for listening to music.
- 4 It's quite expensive. You use it to look at very small things.
- 5 It's electronic. You use it for reading books.
- 6 Everyone's got one. You use it for talking to people.

### 10.10

- 1 Who discovered radium?
- 2 What did Fleming discover?
- 3 Who wrote the most important book in traditional Chinese medicine?
- 4 Who changed the role of nurses?
- 5 What did Rhazes write?

## PHONETIC SYMBOLS

Consonants			
1	/p/	as in	<b>pen</b> /pen/
2	/b/	as in	<b>big</b> /bɪg/
3	/t/	as in	<b>tea</b> /ti:/
4	/d/	as in	<b>do</b> /du:/
5	/k/	as in	<b>cat</b> /kæt/
6	/g/	as in	<b>go</b> /gəʊ/
7	/f/	as in	<b>four</b> /fɔ:/
8	/v/	as in	<b>very</b> /'veri/
9	/s/	as in	<b>son</b> /sʌn/
10	/z/	as in	<b>zoo</b> /zu:/
11	/l/	as in	<b>live</b> /lɪv/
12	/m/	as in	<b>my</b> /maɪ/
13	/n/	as in	<b>near</b> /nɪə/
14	/h/	as in	<b>happy</b> /'hæpi/
15	/r/	as in	<b>red</b> /red/
16	/j/	as in	<b>yes</b> /jes/
17	/w/	as in	<b>want</b> /wɒnt/
18	/θ/	as in	<b>thanks</b> /θæŋks/
19	/ð/	as in	<b>the</b> /ðə/
20	/ʃ/	as in	<b>she</b> /ʃi:/
21	/ʒ/	as in	<b>television</b> /'telɪvɪʒn/
22	/tʃ/	as in	<b>child</b> /tʃaɪld/
23	/dʒ/	as in	<b>German</b> /'dʒɜ:mən/
24	/ŋ/	as in	<b>English</b> /'ɪŋɡlɪʃ/

Vowels			
25	/i:/	as in	<b>see</b> /si:/
26	/ɪ/	as in	<b>his</b> /hɪz/
27	/i/	as in	<b>twenty</b> /'twenti/
28	/e/	as in	<b>ten</b> /ten/
29	/æ/	as in	<b>stamp</b> /stæmp/
30	/ɑ:/	as in	<b>father</b> /'fɑ:ðə/
31	/ɒ/	as in	<b>hot</b> /hɒt/
32	/ɔ:/	as in	<b>morning</b> /'mɔ:nɪŋ/
33	/ʊ/	as in	<b>football</b> /'fʊtbɔ:l/
34	/u:/	as in	<b>you</b> /ju:/
35	/ʌ/	as in	<b>sun</b> /sʌn/
36	/ɜ:/	as in	<b>learn</b> /lɜ:n/
37	/ə/	as in	<b>letter</b> /'letə/

Diphthongs (two vowels together)			
38	/eɪ/	as in	<b>name</b> /neɪm/
39	/əʊ/	as in	<b>no</b> /nəʊ/
40	/aɪ/	as in	<b>my</b> /maɪ/
41	/aʊ/	as in	<b>how</b> /haʊ/
42	/ɔɪ/	as in	<b>boy</b> /bɔɪ/
43	/ɪə/	as in	<b>hear</b> /hɪə/
44	/eə/	as in	<b>where</b> /weə/
45	/ʊə/	as in	<b>tour</b> /tʊə/

# IELTS

## PRACTICE TESTS

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# Introduction

This section contains two complete practice tests for IELTS (the International English Language Testing System), covering the Listening, Academic Reading, Academic Writing and Speaking modules in each test. It is intended for use either as part of a classroom preparation course for the exam or for self-study at home. Both tests contain extensive advice and thorough training for all the most common question types used in the exam.

## How to use this section

Begin by reading this Introduction, then read the helpful advice on each module in the IELTS Factfile on pages 158–161.

The next step is to work through Tests 1 and 2. To get the most from the training they contain, follow this special procedure:

- Before beginning each exam task, read the *Strategies* which describe how to approach it.
- Then answer the questions in *Improve your skills*. Remember to check your answers to these, which are located at the end of each test.
- Finally, attempt the exam task, making use of the skills you have learned.

## Exam training

### Strategies

Tests 1 and 2 cover the most common IELTS task types and their main variations. The *Strategies* give a series of clear instructions on how to approach each task type, from analysing the question to expressing your answers.

For each Writing task, these are divided into *Question* and *Composition Strategies*:

*Question Strategies* show you how to interpret the question and plan your essay. For Writing Task 1 you also learn how to process visual information quickly, while for Writing Task 2 you find out how to choose your approach to the topic.

*Composition Strategies* focus on how to write your essay, including content, organization, appropriate language, linking devices, and style.

## Improve your skills

For each task in Tests 1 and 2, there is also at least one *Improve your skills* feature. These put the *Strategies* into practice, helping you develop the skills you need to tackle exam questions. For example, the exercise may check your understanding of the instructions or may ask you to predict answers before you listen or read.

Before you go on to the exam task, you should check your answers in the *Improve your skills* key at the end of each Test.

## Sample writing answers

This section contains sample answers to all tasks in the writing modules. These are written by students, so it should be remembered that there are always different ways of approaching each one. All the sample answers are accompanied by comments made by an experienced IELTS Examiner. These comments are a useful guide to the main strengths and weaknesses of each essay. You may find it helpful to look for examples of positive and negative points in these and to think about them when you are planning and writing similar essays of your own.

## The tests

The two tests within this section are at IELTS exam level. They contain a range of topics that are representative of the IELTS examination. Topics for Reading and Writing have been chosen to reflect the Academic modules for those skills.

Tests 1 and 2 are focused on exam training, but can also be used under exam conditions.

You will require:

- a quiet place to work, free from interruptions
- writing materials
- a CD player
- a clock or watch to ensure you keep to the time allowed

For the Listening module, play it through to the end, without a pause, and write your answers. When the recording ends, stop writing and don't listen again to any part of it. Keep strictly to the time indicated.

## The IELTS examination

The academic version of the IELTS examination assesses whether you are ready to begin a university course in English. It is widely recognized for courses in countries around the world.

## Taking the exam

There are IELTS tests centres in over 130 countries, where it can be taken on a number of possible dates each year. Candidates should have a good level of English and be aged at least 16. It is advisable to find out well in advance what score is needed to enter a university or other institution.

Candidates take the Listening, Reading and Writing modules all on one day, with the Speaking module either on the same day or within a week of these three. Two weeks later, each candidate receives a Test Report Form. This shows their score for each module on a scale from 1 to 9, as well as an average over the four modules.

As with all other exams of this kind, the test score is valid for two years. Candidates can repeat the exam, although each time you take IELTS you have to sit all four modules.

Special facilities and provisions are available for disabled candidates, for example if they suffer from visual or hearing difficulties, or if they have a specific learning difficulty.

For further information on all aspects of the exam, visit [www.ielts.org](http://www.ielts.org) or contact Cambridge ESOL, the British Council, or IDP Education Australia.

# IELTS Factfile

The exam is divided into four modules, taken in the following order.

## Listening

30 minutes

In each section you will hear a recording. The four sections become progressively more difficult and each recording is played once only. There are pauses to divide the recording into smaller parts. For each part you need to answer a series of questions of one type.

Section	Number of items	Text type	Task types
1	10	social or transactional conversation (2 speakers)	completing notes, table, sentences, diagram, flow chart or summary
2	10	talk or speech on social needs (1 speaker)	short-answer questions
3	10	conversation in educational context (2–4 speakers)	various kinds of multiple-choice questions
4	10	talk or lecture on topic of general interest (1 speaker)	labelling parts of a diagram classification matching lists sentence completion correcting notes

## Tips and hints

- Read the questions before each section of the recording begins.
- Use the pauses to prepare for the next set of questions.
- Study the instructions to find out what you have to write and where.
- Use the example at the beginning of the first section to familiarize yourself with the sound, the situation, and the speakers.
- Keep listening all the time, looking only at the questions that relate to the part being played.
- Remember that the topics are non-technical and no more difficult for you than for students of other subjects.
- Answer questions in the order they appear on the Question Paper – they normally follow the order of information in the recording.
- You have some time after the tape ends to transfer your answers to the Answer Sheet – check your grammar and spelling as you do so.
- There may be a variety of English accents and dialects, so practise listening to speakers from different places and backgrounds.

# Academic Reading

60 minutes

The three passages contain 2150–2750 words in total and become progressively more difficult, but they are always suitable for non-specialist readers. If any technical terms are used, they will be explained in a glossary. While the number of questions for each passage may vary, there are always forty items in total.

Passage	Number of items	Text type	Task types
1	11–15	topics of general interest	various kinds of multiple-choice questions short-answer questions
2	11–15	non-specialist articles or extracts from books, journals, magazines and newspapers	sentence completion classification matching headings with paragraphs or sections of text
3	11–15	one, at least, has detailed logical argument	completing notes, sentences, tables, summary, diagram or flow chart matching lists/phrases matching information with paragraphs true/false/not given (text information) yes/no/not given (writer's views)

## Tips and hints

- First read each passage quickly and ask yourself questions, e.g. What is the topic? Where is the text probably taken from? What is the writer's main purpose? Who is the intended reader? In what style is it written?
- Don't try to understand the exact meaning of every word. There isn't time, and a particular word or sentence may not be tested anyway.
- Study any example answer and decide why it is correct.
- If you have to choose from alternatives, check how many of them you have to use.
- Check whether you have to use words from the text in your answers or your own words.
- Keep to the stated word limit by avoiding unnecessary words in your answer.
- If a question type uses both unfinished statements and direct questions, decide which are which and check the grammar of your answers.
- After you fill in all the answers on a diagram, chart or table, check that it makes sense overall.

# Academic Writing

60 minutes

There is no choice of task, either in Part 1 or 2, so you must be prepared to write about any topic. However, the topics in the exam are of general interest and you do not need to be an expert to write about them.

Task	Time	Format	Task types
1	20 minutes	150-word report, describing or explaining a table or diagram	presenting information based on: <ul style="list-style-type: none"><li>• data, e.g. bar charts, line graph, table</li><li>• a process/procedure in various stages</li><li>• an object, event or series of events</li></ul>
2	40 minutes	250-word essay, responding to a written opinion/problem	presenting and/or discussing: <ul style="list-style-type: none"><li>• your opinions</li><li>• solutions to problems</li><li>• evidence, opinions and implications</li><li>• ideas or arguments</li></ul>

## Tips and hints

- Your answer must be relevant to the task: never write pre-prepared sections of text.
- There are no marks for copying the question in your answer, but if you wish you can rephrase it in your own words.
- There is a minimum number of words, but no maximum. This means that if you write fewer than 150 words you will lose marks.
- Task 2 carries more marks than Task 1, so keep to the suggested timing.
- Always leave some time to check your essay after you have finished.
- Essays are often on topics that are of current interest: read and listen to the news on a wide range of subjects, thinking about the issues involved.

In Task 1, you are tested on:

Task Fulfilment – answer the question, keeping to the topic at all times.

Coherence and Cohesion – organize your writing well, connecting your ideas and sentences with suitable linking expressions.

Vocabulary and Sentence Structure – use a wide range of language both accurately and appropriately.

In Task 2, you are tested on:

Arguments, Ideas and Evidence – show you can discuss these and put forward your own opinions.

Communicative Quality – express your ideas clearly, organizing and linking them logically.

Vocabulary and Sentence Structure – use a wide range of language both accurately and appropriately.

# Speaking

11–14 minutes

You will be interviewed, on your own, by one Examiner, and the conversation will be recorded. The three-part structure of the interview is always the same, although the topics will vary from candidate to candidate.

Part	Time	Format	Task types
1	4–5 minutes	introduction, interview	<ul style="list-style-type: none"> <li>• Introduction, ID check</li> <li>• You answer questions about yourself, your home/family, job/studies, interests, other familiar topics.</li> </ul>
2	3–4 minutes	independent long turn	<ul style="list-style-type: none"> <li>• You are given a topic verbally and on a card. You have a minute to prepare a talk.</li> <li>• You speak for 1–2 minutes on the topic, e.g. a person, place, object or event.</li> <li>• You answer one or two follow-up questions.</li> </ul>
3	4–5 minutes	two-way discussion	<ul style="list-style-type: none"> <li>• You answer verbal questions, discussing more abstract ideas linked to the topic of Part 2.</li> </ul>

## Tips and hints

- Do not try to make any kind of prepared speech.
- Add to any 'Yes' or 'No' answers you give, explaining at least one point.
- Remember that it is your ability to communicate effectively that is being assessed, not your general knowledge.
- Speak directly to the Examiner, not to the recording device.
- The Examiner cannot tell you the result of this (or any other) module: don't ask for comments.
- Practise for Part 2 by speaking continuously for 1–2 minutes, timing yourself with a clock or watch.

In all parts of Speaking, you are tested on the following:

Fluency and Coherence – talk at normal speed, without over-long pauses. Organize your ideas and sentences logically, connecting them with suitable linking expressions.

Lexical Resource – use a wide range of vocabulary both precisely and appropriately to express your ideas.

Grammatical Range and Accuracy – use a wide range of structures. Try to make as few errors as possible, in particular avoid any that make it difficult to understand you.

Pronunciation – make sure that your speech sounds natural and that it can be understood at all times.

# Test 1

## Listening 30 minutes

### Section 1

#### Strategies: completing notes

Before you listen, think about who the speakers are likely to be, where they are, and why they are speaking.

Listen to the example to check your predictions about the speakers.

Listen for the words or numbers that you need.

Write what you hear or a good short alternative.

Write numbers as figures, not as words, e.g. 19, not *nineteen*.

After you listen, check that your completed notes make sense.

Check your spelling – you may lose marks for mistakes.

#### Questions 1–7

#### Improve your skills: focusing on speakers

Study the instructions, heading, notes, and example for 1–7. Answer questions a–d.

- a Who do you think will be speaking to whom? Why?
- b Where do you think the speakers are?
- c Do you think their tone will be formal or conversational?
- d What kind of information will you have to write?

► Check your answers on page 191 before you continue.

Complete the notes below.

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

#### Notes – Clark's Bicycle Hire

Example	Answer
---------	--------

Type: ... <i>touring</i> ... bike
-----------------------------------

Rental: £50 a week, or **1** £ ..... a day

Late return fee: **2** £ ..... per extra hour

Deposit: **3** £ ..... returnable

Accessories: £5 for **4** ..... : pannier or handlebar type

free: pump

repair kit

**5** strong .....

Insurance: included, but must pay first **6** £ ..... of claim

Pay: by **7** ..... only

**Strategies:**  
**labelling a map**

Study the main features of the map and notice how they are connected, e.g. by roads, footpaths or corridors.

Decide what the possible answers have in common, e.g. they are all rooms, buildings or streets.

Listen for the names of all the places you are given and for prepositions of place, e.g. *near to*, *in front of*.

## Questions 8–10

### Improve your skills: understanding the task

Study the instructions and map for 8–10. Then answer these questions.

- a Do you have to write letters, names from a list, or your own answers?
- b How many names do you have to write in?
- c Which names are already given on the map?

► Check your answers on page 191 before you continue.

### Improve your skills: identifying main features

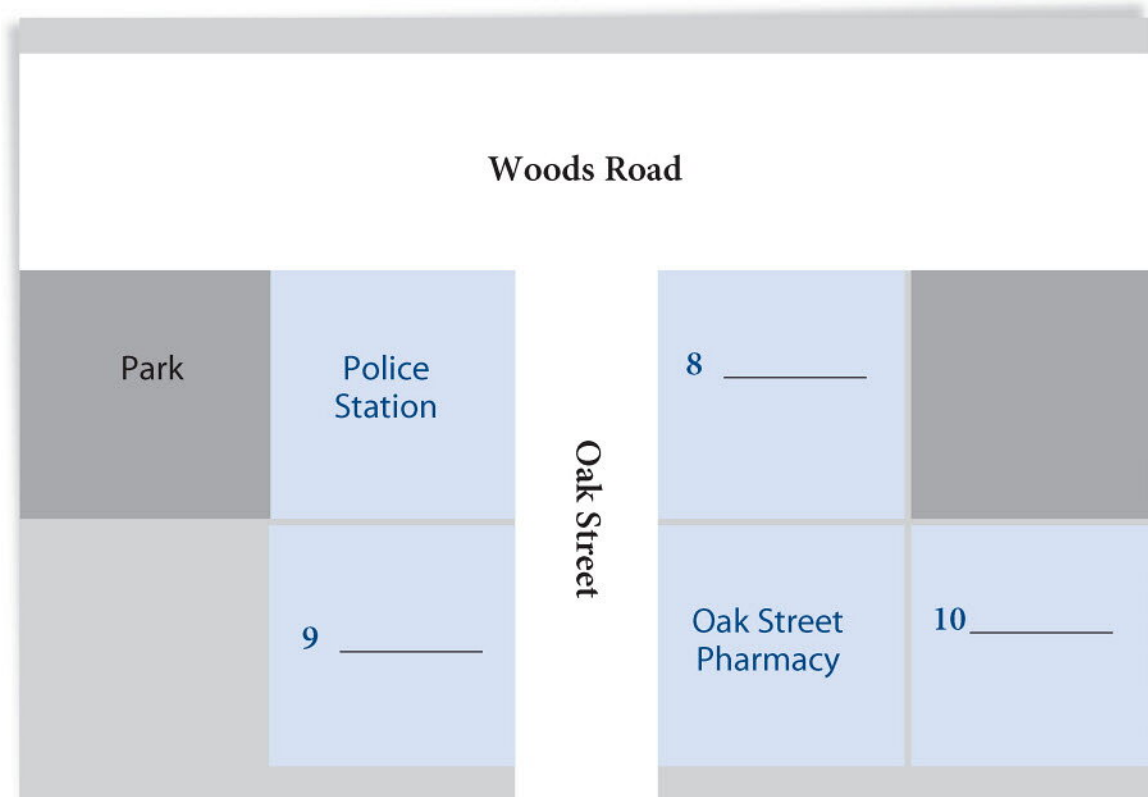
Familiarize yourself with the map, then ask yourself these questions.

- a Which building is next to the park?
- b Where is 8 in relation to the police station?
- c Where is the pharmacy in relation to 9?
- d What is behind the pharmacy?

► Check your answers on page 191 before you continue.

*Label the map. Choose your answers from the box below.*

*Write the appropriate letters A–E on the map.*



- A health centre
- B Maple Leaf pub
- C Clark's Cycle Hire
- D supermarket
- E garage

## Section 2

### Questions 11–17

#### Strategies: completing a table

Before you listen, check how many words you can use and decide what kind you need to write, e.g. nouns, verbs.

Study the headings and examples, which will indicate the kind of information required. Try to guess some of the missing words.

While you hear the recording, use the information in the table to guide you through the questions.

Write in your answers as you listen, checking whether your guesses are confirmed or not.

Don't expect to write any information on shaded parts of the table.

#### Improve your skills: predicting from examples

Look at the table below. *Rugby* and *tennis* are given as examples of sports. What answers would you predict for spaces 12, 14 and 15 from the examples given?

- ▶ Check your answers on page 191 before you continue.

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

TYPE OF CLUB OR SOCIETY	EXAMPLES
SPORTS	rugby tennis
HOBBY/INTEREST	landscape photography <b>11</b> .....
<b>12</b> .....	dancing speed-dating
RELIGIOUS	
INTERNATIONAL/CULTURAL	<b>13</b> ..... Afro-Caribbean
<b>14</b> .....	human rights environmental
<b>15</b> .....	Republicans <b>16</b> .....
PERFORMING ARTS	<b>17</b> ..... amateur theatre

**Strategies:  
multiple-choice  
questions**

Before you listen, look only at the 'stems': the questions or unfinished statements. They may indicate what is in that part of the recording.

While you listen, select answers based on what you hear, not on your own knowledge or opinions.

Don't choose an option just because you hear a word or phrase from it.

Be careful with options that misinterpret what the recording actually says.

Don't stop listening when you think you've heard the answer: speakers can change their minds, correct themselves or add to what they've said.

If, after you listen, you're not sure of any answers, cross out options that are clearly wrong. Then choose from the rest.

## Questions 18–20

### Improve your skills: predicting from stems

Look at Questions 18–20. What is the stem of each one? What do you think will be discussed in relation to each?

- ▶ Check your answers on page 191 before you continue.

*Choose the correct letters A–C.*

- 18** In this city, clubs and societies are mainly paid for by
- A embassies of other countries.
  - B individual members.
  - C the city council.
- 19** Finding the right club might influence your choice of
- A city.
  - B district.
  - C friends.
- 20** What should you do if the right club does not exist?
- A set one up yourself
  - B find one on the Internet
  - C join one in another town

## Section 3

### Strategies: completing a flow-chart

Before you listen, study the language used in the chart and decide what its purpose is, e.g. to ask questions, to state facts. This may give you clues to the type of answers needed.

Identify the style of the language used, e.g. note-form, and write your answer in the same style.

While you listen, remember that the arrows show you how the text is organized.

After you have listened, check that the completed flow chart reflects the overall sense of the recording.

### Questions 21–25

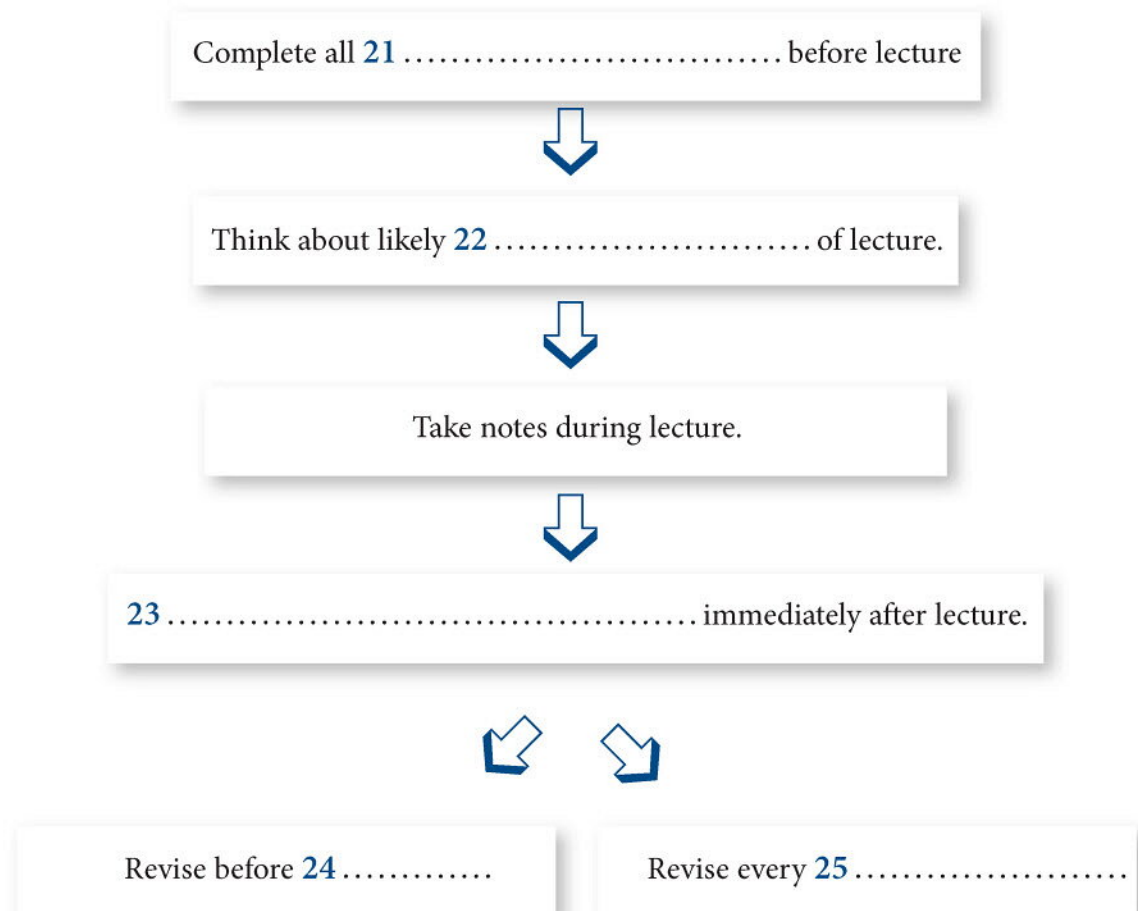
#### Improve your skills: looking for clues

Study the language used in the flow chart and answer these questions.

- Which verb form is used in the sentences? What does this tell you about the purpose of these sentences?
  - In what style are the sentences written? Which kinds of words, therefore, can you leave out of your answers?
- Check your answers on page 191 before you continue.

Label the flow chart. Write **NO MORE THAN THREE WORDS** for each answer.

### LECTURES AND NOTE TAKING



**Strategies:**  
**short-answer questions**

For each question, decide what kind of information you must listen for, e.g. a consequence of something, an explanation.

Before you listen, underline the key words in each question.

As the recording is played, listen out for the key words and expressions with similar meanings to these key words.

Check your answers for correct grammar, spelling and number of words.

## Questions 26–29

### Improve your skills: identifying key words

Underline the key words in each of 26–29, e.g. question 26 *where, sit, attend*.

▶ Check your answers on page 191 before you continue.

### Improve your skills: question forms

Which of answers 26–29 requires you to listen for:

- a a reason?
- b a type of word or phrase?
- c a place?
- d an action?

▶ Check your answers on page 191 before you continue.

Write **NO MORE THAN THREE WORDS** for each answer.

- 26 Where should you sit when you attend a lecture? .....
- 27 What should you do if you miss an important point? .....
- 28 Why must your notes be easy to read? .....
- 29 What do we call expressions which indicate what is coming next? .....

**Strategies:**  
**answering questions about diagrams**

Before you listen, describe the diagrams in English to yourself, identifying the similarities and differences between them.

Think of other expressions for features of the diagrams.

As the recording is played, look at the diagrams and listen for key words from the instructions. Also listen out for words used to describe features of the diagrams.

## Question 30

### Improve your skills: describing diagrams

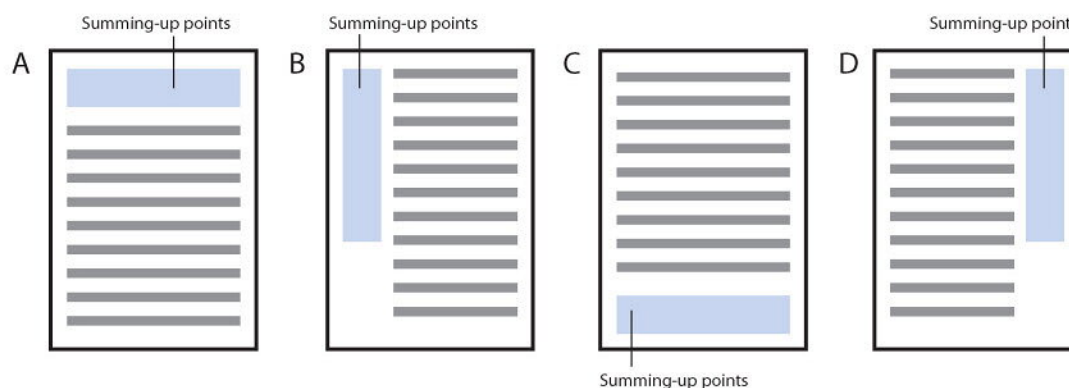
Study question 30 and diagrams A–D. Then answer these questions.

- a What are the words for everything you can see in the diagrams?
- b In what ways are A–D similar? How do they differ?
- c What other expressions like those in (a) above do you know?

▶ Check your answers on page 191 before you continue.

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

- 30 Where does Carlos write summing-up points on his notes?



## Section 4

### Strategies: completing a summary

Before you listen, quickly read the text to understand the main points.

Look at the context of each question, thinking about the type of expression you may need to use, e.g. a city, a month.

As you listen, don't get stuck on any difficult questions: you may miss the answers to the next ones.

When the recording has ended, check the summary makes sense overall and that your answers fit both logically and grammatically. Also check you have spelt words correctly and written any numbers clearly.

### Questions 31–36

#### Improve your skills: understanding the overall meaning

Answer these questions about the summary text before you listen.

- a In which country is Coober Pedy?
- b What is its main industry?
- c When did the boom happen? Why?
- d Where do some people live? Why? What else is there?

► Check your answers on page 191 before you continue.

#### Improve your skills: what kind of word?

What type of word is probably needed for each of 31–36? Choose from these (there are two you don't need to use):

a percentage   a year   a number   a person  
an historical event   a building   an object   a part of the world

► Check your answers on page 191 before you continue.

*Complete the summary below by writing NO MORE THAN THREE WORDS in the spaces provided.*

The Australian mining town of Coober Pedy is about **31** ..... kilometres south of Alice Springs. Opals were first found in the area in **32** ..... and people began to settle there after the **33** ..... In the late 1940s, new opal fields and mass immigration from **34** ..... created a boom, despite the extreme climate which forced about **35** ..... of the population to live underground, where they built hotels, churches, and the world's only underground **36** .....

**Strategies:  
matching lists**

Before you listen, study the task. If there are more questions than options, you will need to use one or more options at least once. Sometimes, a particular option may not be needed at all.

For each list, identify the key words and try to think of synonyms for them.

Listen for the key words in the questions and for expressions with similar meanings to those in the options.

Write only the letters as your answers.

If you really can't decide on an answer: guess. You don't lose marks for being wrong, so answer every question.

## Questions 37–40

### Improve your skills: thinking of synonyms

- 1 Study the options. The key word in option A is *in*. What are the key words in B and C?
  - 2 Note down words and phrases with similar meanings to the key words in A, B and C, e.g. *in*: *within, inside*
- Check your answers on page 191 before you continue.

Write the appropriate letters **A**, **B**, or **C** against Questions 37–40.

What are the locations of the following places?

<i>Example</i>	<i>Answer</i>
the conical hills	<b>B</b>
<b>37</b> the town of Woomera	.....
<b>38</b> the opal museum	.....
<b>39</b> the Dingo Fence	.....
<b>40</b> the sets of films	.....

- |                                     |
|-------------------------------------|
| <b>A</b> in the town of Coober Pedy |
| <b>B</b> near Coober Pedy           |
| <b>C</b> far from Coober Pedy       |

# Academic Reading 1 hour

## Reading Passage 1

You should spend about 20 minutes on **Questions 1–14**, which are based on Reading Passage 1.

### Strategies: matching headings to paragraphs

Look at the list of headings.

Read quickly through the text, highlighting the key sentence in each paragraph and summarizing the main ideas in your mind. Don't try to understand every word.

Study the examples and cross them off the list of headings.

Match the main idea of each paragraph with a heading. Lightly cross out headings as you choose them.

When you finish, check that no remaining headings fit anywhere.

### Questions 1–5

#### Improve your skills: identifying key sentences

Find the key sentence in each paragraph, e.g. paragraph A: 1st sentence.

► Check your answers on page 192 before you continue.

#### Improve your skills: focusing on examples

Study the example answers given below. Why is iv the correct heading for paragraph A? Why is ii the correct heading for paragraph F?

► Check your answers on page 192 before you continue.

Reading Passage 1 has seven paragraphs **A–G**.

Choose the correct heading for paragraphs **B–E** and **G** from the list of headings below. Write the correct number (*i–x*) in boxes 1–5 on your answer sheet.

#### List of Headings

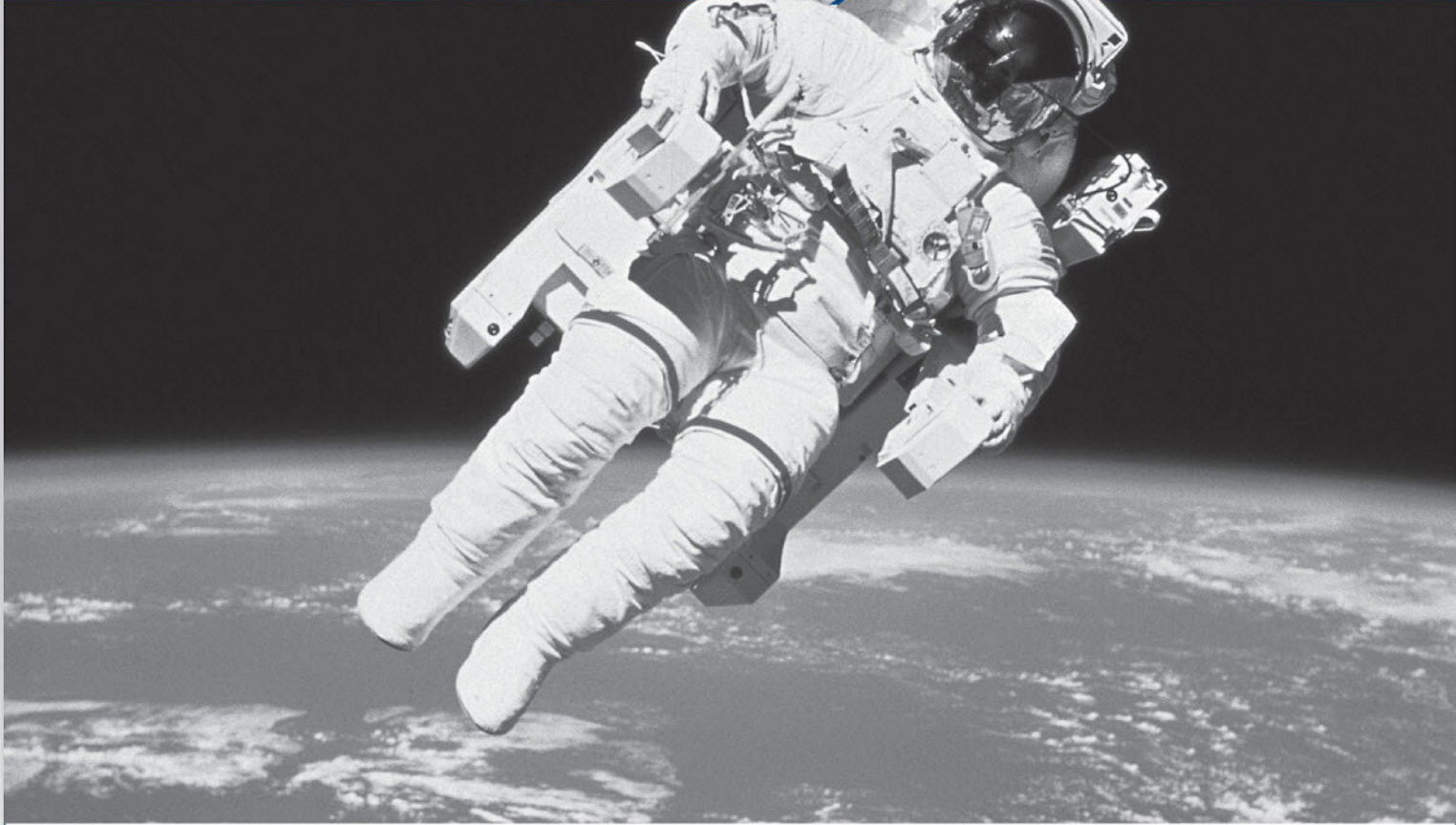
- i The problem of dealing with emergencies in space
- ii How space biomedicine can help patients on Earth
- iii Why accidents are so common in outer space
- iv What is space biomedicine?
- v The psychological problems of astronauts
- vi Conducting space biomedical research on Earth
- vii The internal damage caused to the human body by space travel
- viii How space biomedicine first began
- ix The visible effects of space travel on the human body
- x Why space biomedicine is now necessary

Example	Paragraph A	Answer
1	Paragraph B	iv
2	Paragraph C	
3	Paragraph D	
4	Paragraph E	



Example	Paragraph F	Answer
5	Paragraph G	ii

# Space travel AND health



**A** Space biomedicine is a relatively new area of research both in the USA and in Europe. Its main objectives are to study the effects of space travel on the human body, identifying the most critical medical problems and finding solutions to those problems. Space biomedicine centres are receiving increasing direct support from NASA and/or the European Space Agency (ESA).

**B** This involvement of NASA and the ESA reflects growing concern that the feasibility of travel to other planets, and beyond, is no longer limited by engineering constraints but by what the human body can actually withstand. The discovery of ice on Mars, for instance, means that there is now no necessity to design and develop a spacecraft

large and powerful enough to transport the vast amounts of water needed to sustain the crew throughout journeys that may last many years. Without the necessary protection and medical treatment, however, their bodies would be devastated by the unremittingly hostile environment of space.

**C** The most obvious physical changes undergone by people in zero gravity are essentially harmless; in some cases they are even amusing. The blood and other fluids are no longer dragged down towards the feet by the gravity of Earth, so they accumulate higher up in the body, creating what is sometimes called 'fat face', together with the contrasting 'chicken legs' syndrome as the lower limbs become thinner.

**D** Much more serious are the unseen consequences after months or years in space. With no gravity, there is less need for a sturdy skeleton to support the body, with the result that the bones weaken, releasing calcium into the bloodstream. This extra calcium can overload the kidneys, leading ultimately to renal failure. Muscles too lose strength through lack of use. The heart becomes smaller, losing the power to pump oxygenated blood to all parts of the body, while the lungs lose the capacity to breathe fully. The digestive system becomes less efficient, a weakened immune system is increasingly unable to prevent diseases and the high levels of solar and cosmic radiation can cause various forms of cancer.

**E** To make matters worse, a wide range of medical difficulties can arise in the case of an accident or serious illness when the patient is millions of kilometres from Earth. There is simply not enough room available inside a space vehicle to include all the equipment from a hospital's casualty unit, some of which would not work properly in space anyway. Even basic things such as a drip depend on gravity to function, while standard resuscitation techniques become ineffective if sufficient weight cannot be applied. The only solution seems to be to create extremely small medical tools and 'smart' devices that can, for example, diagnose and treat internal injuries using ultrasound. The cost of designing and producing this kind of equipment is bound to be, well, astronomical.

**F** Such considerations have led some to question the ethics of investing huge sums of money to help a handful of people who,

after all, are willingly risking their own health in outer space, when so much needs to be done a lot closer to home. It is now clear, however, that every problem of space travel has a parallel problem on Earth that will benefit from the knowledge gained and the skills developed from space biomedical research. For instance, the very difficulty of treating astronauts in space has led to rapid progress in the field of telemedicine, which in turn has brought about developments that enable surgeons to communicate with patients in inaccessible parts of the world. To take another example, systems invented to sterilize waste water on board spacecraft could be used by emergency teams to filter contaminated water at the scene of natural disasters such as floods and earthquakes. In the same way, miniature monitoring equipment, developed to save weight in space capsules, will eventually become tiny monitors that patients on Earth can wear without discomfort wherever they go.

**G** Nevertheless, there is still one major obstacle to carrying out studies into the effects of space travel: how to do so without going to the enormous expense of actually working in space. To simulate conditions in zero gravity, one tried and tested method is to work under water, but the space biomedicine centres are also looking at other ideas. In one experiment, researchers study the weakening of bones that results from prolonged inactivity. This would involve volunteers staying in bed for three months, but the centre concerned is confident there should be no great difficulty in finding people willing to spend twelve weeks lying down. All in the name of science, of course.



**Strategies:**  
**short-answer questions**

These focus on particular points. For each question, highlight the key words.

Go back to the part of the text where you remember this point being mentioned.

Read through that part for the key words, or words with similar meaning, and highlight them.

Read the question again and decide on your answer, taking care with your grammar and spelling.

**Strategies:**  
**yes/no/not given**

Scan the text for the sections where the topic of the question appears. The views expressed will probably be the writer's, unless there is reported or direct speech quoting somebody else.

Look for expressions with similar meanings to words in the statement.

Decide whether the writer agrees with the statement or not.

If you can't find any mention of the topic, 'not given' may be the answer.

Don't choose 'yes' or 'no' just because you believe it to be true.

## Questions 6 and 7

### Improve your skills: finding key information

Study Question 6 and answer the following.

- a What is the key word?
- b Where do you remember it first being mentioned in the text?
- c Which word in the same paragraph has a similar meaning?
- d What does this word tell you about the answer?

► Check your answers on page 192 before you continue.

*Answer the question below using NO MORE THAN THREE WORDS for each answer.*

- 6 Where, apart from Earth, can space travellers find water? .....
- 7 What happens to human legs during space travel? .....

## Questions 8–12

### Improve your skills: identifying the writer's views

- 1 Find a sentence in the text about the topic of Question 8. Who says this?
- 2 Match expressions in this sentence with these words. Remember that these expressions may not be the same part of speech as those in the statement.

obstacles	far into space	medical
sending people	now ... not	technological

- 3 Find the paragraph relevant to Question 10. Who agrees with statement 10? How does the writer respond to this?

► Check your answers on page 192 before you continue.

*Do the following statements agree with the writer's views in Reading Passage 1?*

*In boxes 8–12 on your answer sheet write*

<b>YES</b>	<i>if the statement agrees with the views of the writer</i>
<b>NO</b>	<i>if the statement does not agree with the views of the writer</i>
<b>NOT GIVEN</b>	<i>if there is no information about this in the passage</i>

- 8 The obstacles to going far into space are now medical, not technological.
- 9 Astronauts cannot survive more than two years in space.
- 10 It is morally wrong to spend so much money on space biomedicine.
- 11 Some kinds of surgery are more successful when performed in space.
- 12 Space biomedical research can only be done in space.

**Strategies:  
completing a table**

Look closely at the headings and contents of the table, particularly the example line: it may not be at the top. This shows you how the information is organized in the text.

Decide what the missing information has in common, e.g. people, descriptions, or actions.

Decide how the answer needs to be expressed, e.g. as a complete phrase, and what kinds of words are needed, e.g. names, adjectives + nouns, or verbs + nouns.

The answers may or may not be close together in the text. For each question, scan the text to find it and fill in the space without going over the word limit.

## Questions 13 and 14

### Improve your skills: organization and expression

Study the table and the answer these questions.

- a What does the table tell you about the organization of the text?
- b What kind of information do you have to find?
- c How should the answer be expressed? What kind of word is used?
- d Compare the instructions 'Choose NO MORE THAN THREE WORDS from the passage', with those for short-answer questions on page 21. In what way are they different?

► Check your answers on page 192 before you continue.

*Complete the table below*

*Choose NO MORE THAN THREE WORDS from the passage for each answer.*

*Write your answers in boxes 13 and 14 on your answer sheet.*

Research area	Application in space	Application on Earth
Telemedicine	treating astronauts	13 ..... in remote areas
Sterilization	sterilizing waste water	14 ..... in disaster zones
Miniaturization	saving weight	wearing small monitors comfortably

## Reading Passage 2

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

# VANISHED

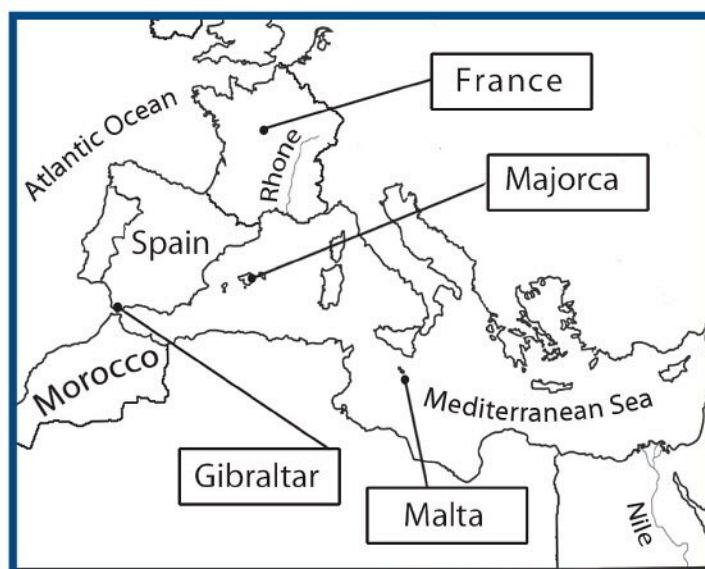
## Who pulled the plug on the Mediterranean? And could it happen again?

By Douglas McInnis

Cannes. Monte Carlo. St Tropez. Magic names all. And much of the enchantment comes from the deep blue water that laps their shores. But what if somebody pulled the plug? Suppose the Mediterranean Sea were to vanish, leaving behind an expanse of salt desert the size of India. Hard to imagine? It happened.

'It would have looked like Death Valley,' says Bill Ryan, from the Lamont-Doherty Earth  
10 Observatory in New York, one of the leaders of the team that discovered the Mediterranean had once dried up, then refilled in a deluge of Biblical proportions. Between five and six million years ago,  
the great desiccation touched off what scientists call the Messinian Salinity Crisis – a global chemical imbalance that triggered a wrenching series of  
extinctions and plunged the Earth into an ice age.

The first indications of some extraordinary past events came in the 1960s, when geologists  
20 discovered that major rivers flowing into the Mediterranean had eroded deep canyons in the rock at the bottom of the sea. River erosion of bedrock cannot occur below sea level, yet somehow  
the River Rhone in the South of France had managed to create a channel 1000 metres deep in the sea floor, while the Nile had cut nearly 1500 metres into the rock off the North African coast.  
There was more: despite the fact that the formation of caves can only take place above water, scientists  
30 discovered a whole network beneath the island of Malta that reached an astonishing depth of 2000 metres below sea level.



Further evidence came to light in 1970, when an international team chugged across the Mediterranean in a drilling ship to study the sea floor near the Spanish island of Majorca. Strange things started turning up in core samples: layers of microscopic plants and soil sandwiched between beds of salt more than two kilometres below  
40 today's sea level. The plants had grown in sunlight. Also discovered inside the rock were fossilized shallow-water shellfish, together with salt and silt: particles of sand and mud that had once been carried by river water. Could the sea floor once have been near a shoreline?

That question led Ryan and his fellow team leader, Kenneth Hsü, to piece together a staggering chain of events. About 5.8 million years ago, they concluded, the Mediterranean was gradually cut off  
50 from the Atlantic Ocean when continental drift pinned Morocco against Spain. As the opening became both narrower and shallower, the deep outward flow from sea to ocean was progressively cut off, leaving only the shallow inward flow of ocean water into the Mediterranean. As this water evaporated, the sea became more saline and creatures that couldn't handle the rising salt content perished. 'The sea's interior was dead as a door nail, except for bacteria,' says Ryan. When the

60 shallow opening at Gibraltar finally closed completely, the Mediterranean, with only rivers to feed it, dried up and died.

Meanwhile, the evaporated water was falling back to Earth as rain. When the fresh water reached the oceans, it made them less saline. With less salt in it to act as an antifreeze, parts of the ocean that would not normally freeze began to turn to ice. 'The ice reflects sunlight into space,' says Ryan. 'The planet cools. You drive yourself into an ice age.'

70 Eventually, a small breach in the Gibraltar dam sent the process into reverse. Ocean water cut a tiny channel to the Mediterranean. As the gap enlarged, the water flowed faster and faster, until the torrent ripped through the emerging Straits of Gibraltar at more than 100 knots. 'The Gibraltar Falls were 100 times bigger than Victoria Falls and a thousand times grander than Niagara,' Hsü wrote in his book *The Mediterranean was a Desert* (Princeton University Press, 1983).

80 In the end the rising waters of the vast inland sea drowned the falls and warm water began to escape to the Atlantic, reheating the oceans and the planet. The salinity crisis ended about 5.4 million years ago. It had lasted roughly 400,000 years.

Subsequent drilling expeditions have added a few wrinkles to Ryan and Hsü's scenario. For example, researchers have found salt deposits more than two kilometres thick – so thick, some believe, that the Mediterranean must have dried up and refilled many times. But those are just geological details. For tourists the crucial question is, could it happen again? Should Malaga start stockpiling dynamite?

90 Not yet, says Ryan. If continental drift does reseal the Mediterranean, it won't be for several million years. 'Some future creatures may face the issue of how to respond to nature's closure. It's not something our species has to worry about.'

**Strategies: summarizing using words from the text**

Check the instructions for the maximum number of words you can use.

Study the words before and after each gap and decide what kind of expression you need, e.g. preposition, noun phrase. Try to predict some of the missing words.

Look for the part of the text that the summary paraphrases and read it again.

Decide which sentence in the text probably corresponds to which question.

When you have filled in all the gaps, check your spelling and make sure the completed summary makes sense.

## Questions 15–19

### Improve your skills: predicting answers

Read the summary without referring back to the text.

- a What part of speech is probably needed in each gap?
- b Can you guess some of the words, or say what they might describe?

► Check your answers on page 192 before you continue.

*Complete the summary below.*

*Choose NO MORE THAN THREE WORDS from the passage for each answer.*

*Write your answers in boxes 15–19 on your answer sheet.*

The 1960s discovery of **15** ..... in the bedrock of the Mediterranean, as well as deep caves beneath Malta, suggested something strange had happened in the region, as these features must have been formed **16** ..... sea level. Subsequent examination of the **17** ..... off Majorca provided more proof. Rock samples from 2000 metres down contained both vegetation and **18** ..... that could not have lived in deep water, as well as **19** ..... originally transported by river.

### Strategies: beginnings and endings

Quickly try to guess the endings from your first reading of the text.

Decide what each stem expresses, e.g. contrast, condition, reason, purpose, result.

Make a note of endings that logically cannot fit any of the stems.

Highlight the key words in the remaining endings.

Remember that the stems (but not the endings) follow the order of information in the text.

For each stem, search the text for phrases with a similar meaning. Then look in that part of the text for phrases similar to one of the endings.

When you match an ending, check the whole sentence makes sense, and that it means the same as that part of the text.

## Questions 20–22

### Improve your skills: eliminating impossible endings

Study questions 20–22 and options A–G.

- a What does each of 20, 21, and 22 express? e.g. *contrast*.
- b Which of A–G logically cannot fit each of 20–22?

► Check your answers on page 192 before you continue.

*Complete each of the following statements with the best ending from the box below.*

*Write the appropriate letters A–G in boxes 20–22 on your answer sheet.*

- 20 The extra ice did not absorb the heat from the sun, so ...
- 21 The speed of the water from the Atlantic increased as ...
- 22 The Earth and its oceans became warmer when ...

- A Africa and Europe crashed into each other.
- B water started flowing from the Mediterranean.
- C the sea was cut off from the ocean.
- D all the fish and plant life in the Mediterranean died.
- E the Earth started to become colder.
- F the channel grew bigger, creating the waterfalls.
- G all the ice on earth melted.

### Strategies: multiple-choice questions

For each question study the stem only, not A–D as some of these might mislead you.

Find the relevant part of the text, highlight it and read it again carefully.

Decide which of A–D is closest in meaning to your understanding of the text.

Look for proof that your answer is correct and that the rest of A–D are not.

Here are some common types of wrong answer:

- It says something that may be true but is not mentioned in the text.
- It exaggerates what the text says, e.g. it uses words like *always* or *no one*.
- It contradicts what the text says.
- It contains words from the text, or words with similar meanings, but about something else.

## Questions 23–27

### Improve your skills: identifying incorrect answers

Which of options A–D in question 23:

- a says something that may be true, but is not mentioned in the text?
- b contradicts what the text says?
- c contains words from the text, but about something else?

► Check your answers on page 192 before you continue.

*Choose the appropriate letters A, B, C or D and write them in boxes 23–27 on your answer sheet.*

- 23 What, according to Ryan and Hsü, happened about 5.8 million years ago?
- A Movement of the continents suddenly closed the Straits of Gibraltar.
  - B The water level of the Atlantic Ocean gradually fell.
  - C The flow of water into the Mediterranean was immediately cut off.
  - D Water stopped flowing from the Mediterranean to the Atlantic.
- 24 Why did most of the animal and plant life in the Mediterranean die?
- A The water became too salty.
  - B There was such a lot of bacteria in the water.
  - C The rivers did not provide salt water.
  - D The sea became a desert.
- 25 According to the text, the events at Gibraltar led to
- A a permanent cooling of the Earth.
  - B the beginning and the end of an ice age.
  - C the formation of waterfalls elsewhere in the world.
  - D a lack of salt in the oceans that continues to this day.
- 26 More recent studies show that
- A Ryan and Hsü's theory was correct in every detail.
  - B the Mediterranean was never cut off from the Atlantic.
  - C it may have been cut off more than once.
  - D it might once have been a freshwater lake.
- 27 At the end of the article, Ryan suggests that
- A the Mediterranean will never dry up again.
  - B humans will have the technology to prevent it drying up again.
  - C the Mediterranean is certain to dry up again one day.
  - D humans will never see the Mediterranean dry up.

## Reading Passage 3

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

# Dogs: a love story



- A** Genetic studies show that dogs evolved from wolves and remain as similar to the creatures from which they came as humans with different physical characteristics are to each other, which is to say not much different at all. 'Even in the most changeable mitochondrial DNA markers – DNA handed down on the mother's side – dogs and wolves differ by not much more than one per cent,' says Robert Wayne, a geneticist at the University of California at Los Angeles.
- B** Wolf-like species go back one to two million years, says Wayne, whose genetic work suggests dogs of some sort began breaking away about 100,000 years ago. Wolf and early human fossils have been found close together from as far back as 400,000 years ago, but dog and human fossils date back only about 14,000 years, all of which puts wolves and/or dogs in the company of man or his progenitors before the development of farming and permanent human settlements, at a time when both species survived on what they could scratch out hunting or scavenging.
- C** Why would these competitors cooperate? The answer probably lies in the similar social structure and size of wolf packs and early human clans, the compatibility of their hunting objectives and range, and the willingness of humans to accept into camp the most suppliant wolves, the young or less threatening ones.
- D** Certain wolves or protodogs may have worked their way close to the fire ring after smelling something good to eat, then into early human gatherings by proving helpful or unthreatening. As wandering packs of twenty-five or thirty wolves and clans of like-numbered nomadic humans roamed the landscape in tandem, hunting big game, the animals hung around campsites scavenging leftovers, and the humans might have used the wolves' superior scenting ability and speed to locate and track prospective kills. At night, wolves with their keen senses could warn humans of danger approaching.
- E** Times might not have been as hard back then as is commonly thought. In many instances food would have been plentiful, predators few, and the boundaries between humans and wildlife porous. Through those pores slipped smaller or less threatening wolves, which from living in packs where alpha bosses reigned would know the tricks of subservience and

could adapt to humans in charge. Puppies in particular would be hard to resist, as they are today. Thus was a union born and a process of domestication begun.

**F** Over the millennia, admission of certain wolves and protodogs into human camps and exclusion of larger, more threatening ones led to the development of people-friendly breeds distinguishable from wolves by size, shape, coat, ears and markings. Dogs were generally smaller than wolves, their snouts proportionally reduced. They would assist in the hunt, clean up camp by eating garbage, warn of danger, keep humans warm, and serve as food. Native Americans among others ate puppies, and in some societies it remains accepted practice.

**G** By the fourth millennium BC Egyptian rock and pottery drawings show dogs being put to work by men. Then, as now, the relationship was not without drawbacks. Feral dogs roamed city streets, stealing food from people returning from market. Despite their penchant for misbehaviour, and sometimes because of it, dogs keep turning up at all the important junctures in human history.

**H** In ancient Greece, 350 years before Christ, Aristotle described three types of domesticated dogs, including speedy Laconians used by the rich to chase and kill rabbits and deer. Three hundred years later, Roman warriors trained

large dogs for battle. The brutes could knock an armed man from his horse and dismember him.

**I** In seventeenth-century England, dogs still worked, pulling carts, sleds, and ploughs, herding livestock, or working as turn-spits, powering wheels that turned beef and venison over open fires. But working dogs were not much loved and were usually hanged or drowned when they got old. 'Unnecessary' dogs meanwhile gained status among English royalty. King James I was said to love his dogs more than his subjects. Charles II was famous for playing with his dog at Council table, and his brother James had dogs at sea in 1682 when his ship was caught in a storm. As sailors drowned, he allegedly cried out, 'Save the dogs and Colonel Churchill!'

**J** By the late nineteenth century the passion for breeding led to the creation of private registries to protect prized bloodlines. The Kennel Club was formed in England in 1873, and eleven years later the American Kennel Club (AKC) was formed across the Atlantic. Today the AKC registers 150 breeds, the Kennel Club lists 196, and the Europe-based Fédération Cynologique Internationale recognizes many more. Dog shows sprouted in the mid-1800s when unnecessary dogs began vastly to outnumber working ones, as they do to this day. Unless, that is, you count companionship as a job.



### Strategies: matching with paragraphs

Read the text for gist, focusing on the key sentences, and think about how it is organized.

Study the questions and underline the key words. Remember that the questions are not in the same order as the information in the text.

Decide in which part of the text you are likely to find each answer, writing in any answers you can do from your first reading.

For the remaining answers, look more closely at the text for clues: words and phrases with similar or related meanings to the key words in the questions.

### Strategies: selecting from a list

Look at the four types of wrong answer in multiple-choice questions page 179.

Decide in which part of the text the statements are likely to be: they may not be in the same order as the information in the text.

Look for a paraphrase of each statement in the list, possibly in more than one part.

Lightly cross off the list any statements which are contradicted by the text.

Fill in the answers on your answer sheet in any order.

## Questions 28–31

### Improve your skills: locating answers

- 1 Quickly read the text. On what principle is it organized?
  - 2 What are the key words in each of questions 28, 29, 30 and 31?
  - 3 Which of questions 28–31 would you expect to find answered:
    - a near the beginning of the text?
    - b somewhere in the middle of the text?
    - c close to the end of the text?
- Check your answers on page 192 before you continue.

*Reading Passage 3 has ten paragraphs labelled A–J.*

*Write the correct letters A–J in boxes 28–31 on your answer sheet.*

- 28 Which paragraph explains how dogs became different in appearance from wolves?
- 29 Which paragraph describes the classification of dogs into many different types?
- 30 Which paragraph states the basic similarity between wolves and dogs?
- 31 Which paragraph gives examples of greater human concern for animals than for people?

## Questions 32–35

### Improve your skills: finding references in the text

- 1 Which half of the text discusses
    - a wolves and early humans?
    - b dogs and early civilizations?
  - 2 In which half will you probably find statements A–H?
  - 3 Here are extracts from the text relating to statements A and B.

A: 'the similar ... size of wolf packs and early human clans'  
B: 'before the development of ... permanent human settlements'

For each, find a second reference to confirm your answer.
- Check your answers on page 192 before you continue.

Which **FOUR** of the following statements are made in the text?

Choose **FOUR** letters from **A–H** and write them in boxes 32–35 on your answer sheet.

- A In a typical camp there were many more wolves than humans.
- B Neither the wolves nor the humans lived in one place for long.
- C Some wolves learned to obey human leaders.
- D Humans chose the most dangerous wolves to help them hunt.
- E There was very little for early humans to eat.
- F Wolves got food from early humans.
- G Wolves started living with humans when agriculture began.
- H Early humans especially liked very young wolves.

### Strategies: matching lists

Study the list of questions. For each one, highlight the key words.

Study the option list, e.g. of nationalities A–F. For each one, scan the passage for it and highlight that part of the text.

For each of A–F, ask yourself simple questions, e.g. 'Did the ... use them to ...?', and answer them by looking at the part you have highlighted. Look out for words similar to the key words in the question.

Remember that some of A–F may be used more than once or not at all.

### Questions 36–40

#### Improve your skills: scanning the text

- 1 In which paragraph is each of A–F mentioned? Which nationality is mentioned in more than one paragraph? Which is not mentioned?
  - 2 Ask yourself two questions about each of A–F.
- Check your answers on page 192 before you continue.

From the information in the text, indicate who used dogs in the ways listed below (Questions 36–40).

Write the correct letters **A–F** in boxes 36–40 on your answer sheet.

**NB** You may use any letter more than once.

#### Used by

- A the Greeks
- B the French
- C the Egyptians
- D the Romans
- E the English
- F the Native Americans

- 36 in war
- 37 as a source of energy
- 38 as food
- 39 to hunt other animals
- 40 to work with farm animals

# Academic Writing 1 hour

## Question Strategies: selecting main features from a graph, chart, or table

In Writing Task 1, you do not need to describe all the information given.

To summarize, you must *select the main features* from what is shown.

Information is often given in the form of a graph, a chart, or a table.

Read any headings, key and sources for the data to understand what it relates to.

Read labels carefully, paying special attention to horizontal and vertical axes, column and row headings.

The data may show differences or changes over time, between places, or between groups of people. Try to identify significant contrasts, similarities, or trends.

*The writing test consists of two tasks. You should attempt both tasks.*

## Writing Task 1

### Improve your skills: understanding a graph

Study the graph below and think about the following.

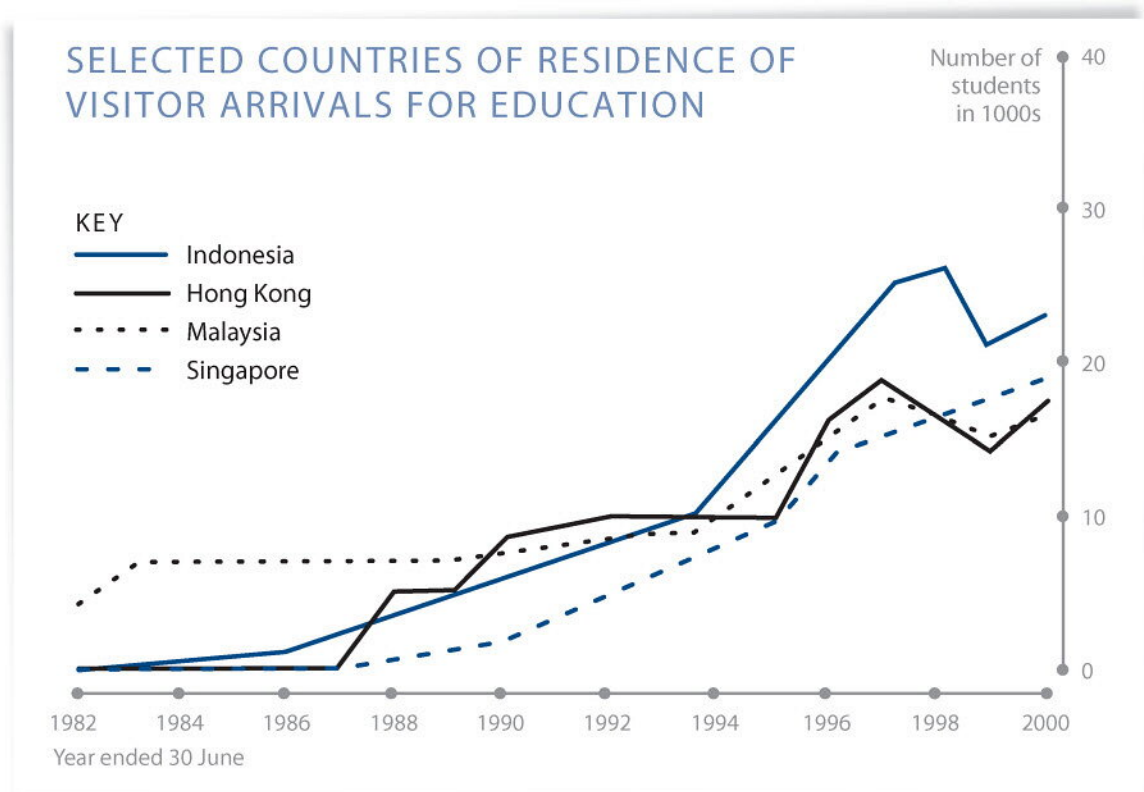
- What is the overall topic?
  - Look at the key for the four lines. Which groups of people are being compared? What do the numbers on the vertical axis show?
  - What does the horizontal axis show?
  - Can you identify a general trend in each graph? When was the trend most or least noticeable?
  - Which period shows a deviation from the trend for some countries?
- Check your answers on page 193 before you continue.

*You should spend about 20 minutes on this task.*

**The graph below shows four countries of residence of overseas students in Australia.**

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

*Write at least 150 words.*



### Composition Strategies: reporting main features

Decide which points you will include and how you will organize them.

State the topic and overall content of the graph.

Describe and where relevant compare the main features of the data. Avoid repetition and do not try to give reasons.

Describe changes and trends using appropriate language: *the number rose/fell slightly/sharply, there was a steady/rapid increase/decrease in the number.*

Write numbers as percentages (*ten per cent*), fractions (*a quarter, two-thirds*), or expressions (*nine out of ten, three times as many*). Use approximate phrases such as *roughly, over, a little more than, just under.*

Conclude by outlining the overall trends.

### Improve your skills: putting statistics into words

- 1 Choose the best way to express these statistics.
    - a Put these percentages into words: 98%, 22.5%
    - b State each of these fractions in two ways:  $\frac{1}{6}$ ,  $\frac{4}{5}$ ,  $\frac{1}{20}$
    - c Compare each pair of numbers in two ways: 90 and 30, 17 and 34.
    - d Write these numbers using approximate phrases: 51%, 999, 9.5%, 135.
  - 2 Look at the graph in Writing Task 1. Describe the changes between 1982 and 1992 for the countries shown.
- Check your answers on page 193 before you continue.

## Writing Task 2

*You should spend about 40 minutes on this task.*

*Write about the following topic.*

**Air traffic is increasingly leading to more noise, pollution and airport construction. One reason for this is the growth in low-cost passenger flights, often to holiday destinations.**

**Some people say that governments should try to reduce air traffic by taxing it more heavily.**

**Do you agree or disagree?**

*Give reasons for your answer and include any relevant examples from your own knowledge and experience. Write at least 250 words.*

### Question Strategies: understanding the task

In Writing Task 2, you will be given a point of view to consider. You will be asked to give your opinion about the topic and the issues that are presented.

You are expected to *give reasons* for your answer and, where possible, support your arguments with *relevant examples*.

Read the statement in bold italics carefully to identify the general topic.

Decide which parts of the statement are fact and which are opinion.

Read the questions carefully and decide your views on the opinion expressed.

### Improve your skills: identifying the topic and the issues

- 1 What is the general topic of the task?
  - 2 Which part of the task is fact?
  - 3 Which part of the task is opinion? How do you know?
  - 4 Which part are you supposed to respond to? What is your view?
- ▶ Check your answers on page 193 before you continue.

**Composition strategies:  
giving reasons and  
examples**

Before you start writing,  
note down the issues  
raised by the title.

Decide your opinion on  
each issue and think of  
at least one argument to  
support it.

To illustrate each  
argument think of an  
example, perhaps from  
personal experience.

Use a separate paragraph  
to deal with each issue, its  
arguments and examples.

**Improve your skills: developing arguments**

Here are some issues raised by Writing Task 2. For each one answer *yes* or *no* and choose a supporting argument from the list. Then add an additional argument.

Example: 1 *No*

*Supporting argument: g*

*Additional argument: overseas students also use these flights.*

- 1 Is it fair?
  - 2 Is it necessary?
  - 3 Would it work?
  - 4 Are there any alternatives?
  - 5 Should governments get involved?
    - a tax rises would reduce demand
    - b air traffic growth essential to economy
    - c cleaner and quieter aircraft possible
    - d more and more cars despite high petrol taxes
    - e state interference always harms economy
    - f no other measures can curb air traffic growth
    - g poorer passengers would pay bill
    - h only the state can control polluting industries
    - i holiday travel not essential to economy
    - j aeroplanes even more polluting than cars
- Check your answers on page 193 before you continue.

# Speaking

## Part 1

### Strategies:

#### Part 1 questions

Listen for key words, e.g. studies, holidays, to help you understand the topic.

Give replies that are full (not just 'yes' or 'no'), relevant and addressed to the examiner.

Add relevant follow-up points, so that the examiner doesn't have to prompt you.

Remember that one aim of Part 1 is to help you relax by letting you talk about a familiar topic: yourself.

### Improve your skills: predicting questions

Study the questions below, including the headings, e.g. *Where you grew up*. Note down some likely questions under each of these headings:

- a Friends
- b Reading books
- c Clothes and fashion

Answer the questions you have written.

► Check your answers on page 193 before you continue.

*You will be asked some general questions about a range of familiar topic areas. This part lasts between four and five minutes.*

What is your full name?

What do people usually call you?

Where are you from?

### Where you grew up.

- 1 What kind of town is it?
- 2 What's the most interesting area?
- 3 What kinds of jobs do people do there?
- 4 Do you think it's a good place to live?

### What you do in your spare time.

- 5 Do you have any hobbies or interests?
- 6 How did you first become interested in that?
- 7 What other things like that would you like to do?

### Travelling and transport.

- 8 What kinds of transport do you use regularly?
- 9 How do people in your country travel on long journeys?
- 10 How has transport there changed over the last twenty-five years?

## Part 2

### Strategies: planning Part 2

Be prepared to describe people, places, objects, events, etc.– and to explain their significance to you personally.

Study the topic and decide who or what you are going to talk about.

Make brief notes for each key word such as *who*, *what*, *when*, *how* or *why*, but don't try to write a speech.

Before you begin speaking, cross out anything irrelevant.

### Improve your skills: choosing relevant points

1 Which of these points are irrelevant to the topic in Part 2? Cross them out and say what is wrong with each.

name	job	age now
born in my country	how I'll succeed	unchanged by success
often interviewed on TV	what is 'success'?	studied hard
now spoilt and arrogant	ordinary family	good role model
another successful person is	has failed at everything	overcame problems

2 Note down some relevant points of your own.

► Check your answers on page 193 before you continue.

*You will be given a topic to talk about for one to two minutes. Before you talk, you will have one minute to think about what you are going to say. You will be given paper and a pencil to make notes if you wish. Here is the topic:*

Describe someone you know, or somebody famous, who has achieved great success.

You should say:

who they are and what they do

where they come from: their background

how they became successful

and explain why you admire this person.

### Follow-up questions:

Has this person had to make sacrifices in order to achieve success?

Do most people in your country share your admiration for him/her?

## Part 3

### Strategies:

#### Part 3 questions

Expect a link between the topics of Part 2 and Part 3.

Listen for the key words in the examiner's questions.

Be sure you understand the question. If not, ask for repetition.

Think about what the examiner wants you to do in response to each question, e.g. speculate, contrast, make a comparison or suggestion.

Don't expect the examiner to ask you about something else if you can't think of anything to say. Think harder!

Develop the discussion by adding more points linked to the topic.

### Improve your skills: adding more ideas

To develop the topic of question 1 in Part 3, you could talk about qualifications, money, possessions, appearance, titles, prizes, fame, etc.

Note down at least five points you could mention in answer to question 2.

► Check your answers on page 193 before you continue.

*You will be asked some questions about more abstract issues and concepts related to the topic in Part 2. This discussion lasts between four and five minutes.*

### Personal success

- 1 How does present-day society measure the success of an individual?
- 2 How can we ensure that more people achieve their aims in life?
- 3 Would you rather be successful in your job or in your social life?

### Winning and losing

- 4 Which is more important in sport: winning or taking part?
- 5 What makes some sports people take drugs to improve their performance?
- 6 Why are some countries more successful than others in events such as the Olympics?

### The competitive society

- 7 How do competitive relationships between people differ from cooperative relationships?
- 8 In what ways has society become more competitive in the last twenty years?

# Test 1 Improve your skills key

## Listening

### Focusing on speakers page 162

- a a customer and shop assistant; to ask for / give information
- b either both in the shop or speaking by phone
- c conversational
- d numbers, bicycle vocabulary, methods of payment

### Understanding the task page 163

- a letters
- b write in three names
- c Woods Road, Oak Street, the park, the police station, the pharmacy

### Identifying main features page 163

- a the police station
- b on the other side of the street, on the opposite corner
- c on the other side of the street, facing, opposite
- d 10

### Predicting from examples page 164

- 12 social
- 14 charities / charitable
- 16 political / politics

### Predicting from stems page 165

- 18 *In this city, clubs and societies are mainly paid for by:* the financing of clubs
- 19 *Finding the right club might influence your choice of:* the relevance of clubs to important personal decisions
- 20 *What should you do if the right club does not exist?:* how to find the right club for you

### Looking for clues page 166

- a the imperative; the sentences are making suggestions and giving advice (including the answer to 23)
- b note form – articles, possessives, etc., can be left out.

### Identifying key words page 167

- 26 where, sit, attend
- 27 do, miss, point
- 28 why, notes, easy, read
- 29 which expressions, coming next

### Question forms page 167

- a 28
- b 29
- c 26
- d 27

### Describing diagrams page 167

- a page, text, margin, top, bottom, left (-hand side), right (-hand side)
- b Similarities: they all have text filling the centre of the page, they all have space around  
Differences: summing-up points at top/in left margin/at bottom/in right margin
- c sheet (of paper), writing, space, gap, room, above, below, under, alongside, next to

### Understanding the overall meaning page 168

- a Australia
- b opal mining
- c in the late 1940s, due new opal fields and mass immigration
- d below ground to avoid the extreme climate; buildings underground include churches and hotels

### What kind of word? page 168

- 31 a number
- 32 a year
- 33 an historical event
- 34 a part of the world
- 35 a percentage
- 36 a building

### Thinking of synonyms page 169

- 1 B: near  
C: far from
- 2 in: *not outside, centre, downtown, urban, etc*  
near: *nearby, close to, not far from, just beyond, not far off, a short distance from, neighbouring, etc*  
far from: *far-off, distant, far away, a long way from, further, a great distance, etc.*

## Reading

### Identifying key sentences page 170

A, B, C, D, E, G first sentence

F second sentence

### Focusing on examples page 170

Paragraph A describes space biomedicine, beginning with the topic sentence: 'Space biomedicine is ...', and then states its aims.

Although the first sentence of paragraph F mentions ethical and financial issues, this is not the theme of the paragraph. The second sentence introduces ways that space biomedical research can help resolve problems on Earth.

### Finding key information page 173

a water

b the second sentence of paragraph B

c ice

d there is a link with 'Mars'

### Identifying the writer's views page 173

1 In paragraph B, the sentence beginning 'This involvement of NASA ...'. The writer says this. There are no reporting verbs, quotes or references to what others say.

2 obstacles: limited, constraints  
sending people: travel  
far into space: to other planets, and beyond now...not: no longer  
medical: what the human body can actually withstand

technological: engineering

3 Paragraph F. The writer does not say who agrees exactly: 'Such considerations have led *some* to question the ethics ...'. The writer contrasts this with his/her own opinion: 'It is now clear, however, ...'

### Organization and expression page 174

a There are practical applications of different research areas: first in space and then on Earth.

b human activities: applications on Earth of telemedicine and sterilization.

c as part of an incomplete phrase or sentence; -ing form of verbs plus noun phrases

d Unlike the table instructions, the open questions do not specify from the passage.

### Predicting answers page 177

a 15 noun (plural or uncountable) or noun phrase

16 preposition

17 noun or noun phrase

18 noun (plural or uncountable)

19 noun (plural or uncountable)

b 15 something found under the sea

16 at/above/below

17 something in or under the water

18 something living that is not vegetable, i.e. animal

19 possibly something that is neither vegetable nor animal, i.e. mineral

### Eliminating impossible endings page 178

a 20 a reason

21 a result

22 a result

b 20 G 21 C 22 E

### Identifying incorrect answers page 179

a B

b A

c C

### Locating answers page 182

1 It is organized chronologically: from pre-history to the present day.

2 28 dogs, different appearance from wolves

29 classification, dogs, types

30 similarity, wolves, dogs

31 greater human concern, animals

3 a 30

b 28

c 29, 31

### Finding references in the text page 182

1 a first half

b second half

2 probably in first half.

3 A 'packs of 25 or 30 wolves and clans of like-numbered ... humans'

B 'wandering packs ... and ... nomadic humans roamed'

### Scanning the text page 183

1 Greeks H

French no mention

Egyptians G

Romans H

English I, J

Native Americans F

2 e.g. Did the Greeks use dogs? If so, how/in what way?

## Writing

### Understanding a graph page 184

- a Where overseas students in Australia come from.
- b Students from four countries: Indonesia, Malaysia, Hong Kong, Singapore. The vertical axis shows students numbers.
- c The time scale over which comparisons can be made.
- d After a slow start, the figures for all four countries have risen sharply. The numbers from Indonesia have grown fastest; those from Malaysia slowest.
- e There is a dip in the mid 1990s.

### Putting statistics into words page 185

- 1
  - a ninety-eight per cent, twenty-two and a half per cent
  - b one sixth, one in six, one out of six; four-fifths, four in five, four out of five; one twentieth, one in twenty, one out of twenty.
  - c three times as many / the number of, one third as many / the number of, half as many / the number of, twice /double the number of
  - d a little / just over / roughly half; almost exactly / just under a thousand; less than / just under / fewer than ten percent; well over a hundred
- 2 Suggested answers:  
The number of students from Malaysia rose steadily between 1982 and 1992.  
There was a rapid increase in the number of students from Hong Kong between 1982 and 1992.

### Identifying the topic and the issues page 186

- 1 increasing air traffic
- 2 the first part is fact
- 3 the second part is opinion because of the phrase 'some people say that'
- 4 the second part

### Developing arguments page 187

- 1 yes (i) no (g)
- 2 yes (j) no (b)
- 3 yes (a) no (d)
- 4 yes (c) no (f)
- 5 yes (e) no (h)

## Speaking

### Predicting questions page 188

- a Do you have many friends? How did you first meet them? Do you have a best friend? When do people become friends? Do you find it easy to make new friends? What are the advantages of having friends? Why do friends sometimes fall out?
- b What kind of books do you like? Which book have you enjoyed most? Where and when do you usually read books? What makes a good book? Which authors are popular in your country? Will people continue to read books in the future?
- c What are your favourite clothes? Do you prefer any particular colour(s)? What is currently fashionable in your country? How have fashions changed in the last 5 years? What do you think will be fashionable in the next 5 years? Where do fashions come from?

### Choosing relevant points page 189

- 1 how I'll succeed (it's not about you)  
what is 'success'? (discussion of abstract topics is in Part 3)  
now spoilt and arrogant (not a reason for admiring them)  
another successful person is (you can only talk about one)  
has failed at everything (wrong person to talk about)
- 2 Suggested answers: went to local school, worked seven days a week, does charity work, provides jobs for hundreds of people, always polite.

### Adding more ideas page 190

Suggested answers: elimination of unemployment and poverty; improved education; equal opportunities irrespective of race, gender, religion, etc; better facilities for the disabled; improved careers advice; more resources for the arts, sports, etc; better health care at all ages.

# Test 2

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## Listening 30 minutes

### Section 1

#### Strategies: classification

Before you listen, look at the words in capitals and think of other ways of saying the same thing.

When the recording is played, listen for these expressions and others like them. They can tell you which letter to circle.

Think about the intonation. This may indicate the speaker's attitude.

#### Questions 1–6

##### Improve your skills: words used to classify

The words in capitals under Classification can be of various types. Note down other ways of saying each of the following.

- a Always recommended, e.g. *suggest in every case, should at all times*
    - sometimes recommended
    - never recommended
  - b in favour
    - no opinion either way
    - against
  - c yes, definitely
    - maybe
    - definitely not
- Check your answers on page 223 before you continue.

*How does the owner answer? Write*

*A if she says YES, DEFINITELY*

*B if she says MAYBE*

*C if she says DEFINITELY NOT*

*Example* House free of damp? *Answer* B

- 1 Current gas safety certificate? .....
- 2 Gas inspection within last twelve months? .....
- 3 Electricity checked in last five years? .....
- 4 Sufficient electric sockets? .....
- 5 Fire detection equipment that works? .....
- 6 Previous tenants all returned keys? .....

**Strategies:**  
**questions with figures**

Before you listen, think about how numbers in the questions are pronounced. This makes them easier to recognize when you hear them. You could write them out too, e.g. 70 m = seventy metres.

Make sure you know what they relate to, e.g. length of bridge, depth of water.

Listen for these numbers. Take care with numbers which are similar but don't relate to the question.

For clues to total numbers, listen for expressions like *plus, too, as well as, another, a third one*, etc.

## Questions 7–10

### Improve your skills: recognizing numbers

1 How are these pronounced? Write them out in words.

2/3	7/10	0.615	the 80s	32nd	43rd
54th	101st	50%	454 BC	1066 AD	16 mm
5 cm	220 km	33 C°	25 mg	1800 cc	300 m <sup>2</sup>

2 Study questions 7–10. What kind of figure is needed for each?

► Check your answers on page 223 before you continue.

*Circle the correct letters A–D.*

7 On which floor is the storeroom?

- A first
- B second
- C third

8 What is the temperature of the hot water?

- A 55°
- B 60°
- C 70°

9 How big is the garden?

- A 20 m<sup>2</sup>
- B 90 m<sup>2</sup>
- C 150 m<sup>2</sup>

10 What size is the television?

- A 70 cm
- B 80 cm
- C 90 cm

## Section 2

### Strategies: questions about charts

Before you listen, look at the chart and its headings, key, scale, etc., and decide what it shows.

Ask yourself questions about the main features.

When the recording is played, study the diagrams and listen for words such as *study*, *survey*, or *findings* that may introduce statistics.

Listen for numbers and for expression used to describe variations in numbers, e.g. *a big gap between*, *a sharp rise in*, and approximations, e.g. *just over a third of*. Be careful with figures that seem right but may be used in the wrong context.

Answer while you listen. Don't try to remember lots of numbers and decide later.

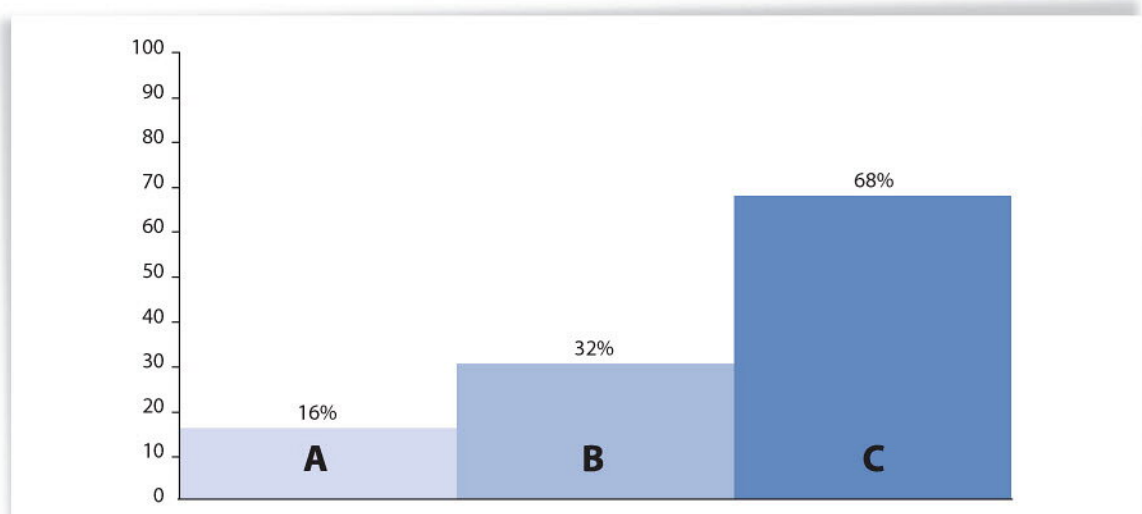
### Questions 11 and 12

#### Improve your skills: understanding data

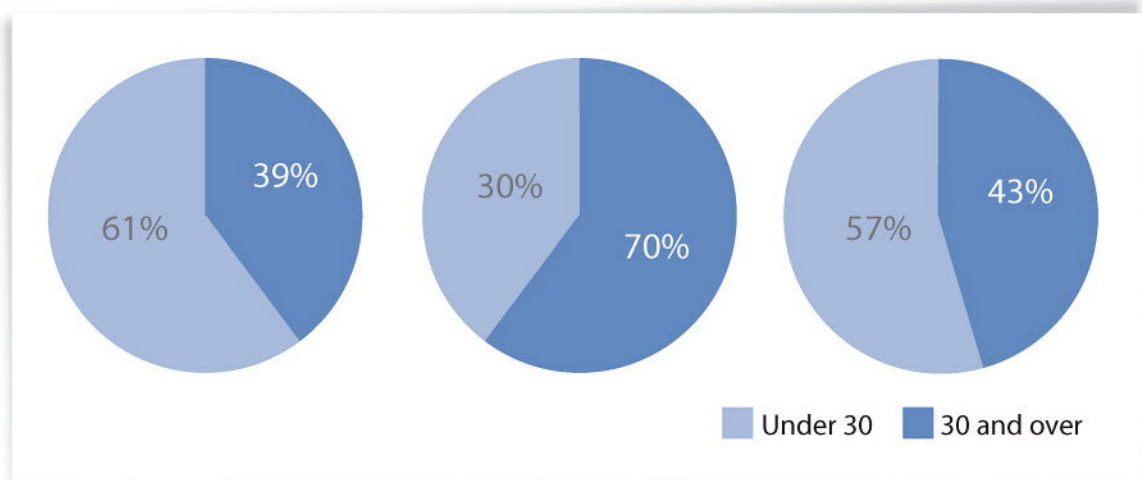
- 1 What is the purpose of the three charts in Question 11?
  - 2 Ask yourself a question about each chart and answer it, e.g. *What percentage of students suffered from loneliness according to A? Sixteen per cent.*
  - 3 Repeat 2 above for Question 12.
- Check your answers on page 223 before you continue.

Choose the correct letters A–C

- 11 Which column of the chart shows the percentage of young people suffering loneliness?



- 12 Which chart shows the percentage of young people using the counselling service?



**Strategies: completing sentences**

Before you listen, underline the key words in each sentence and decide what you need to write, e.g. a verb, a number, a noun phrase.

Listen for the key words, or phrases with similar meanings.

Write in words you hear, or words of your own with similar meanings

After you listen, check your answers make logical and grammatical sense – you are completing sentences, not notes.

**Questions 13–20**

**Improve your skills: using the right kind of word**

Read the sentences in Questions 13–20. What kinds of words must you use in each?

- ▶ Check your answers on page 223 before you continue.

*Complete the sentences below.*

*Write NO MORE THAN THREE WORDS for each answer.*

Many young people feel lonely during their **13** ..... away from home.

You may feel lonely even though you are often with **14** .....

People may find it easier to adapt if they have been **15** ..... before.

It's possible you last needed to make new friends at **16** .....

Someone special to you may live **17** ..... from you.

Don't forget that **18** ..... is affected by loneliness.

Doing interesting **19** ..... is a good way to meet new people.

The **20** ..... at your town hall can tell you more about counselling.

## Section 3

### Strategies: multiple answers

Read *Strategies: multiple-choice questions* on page 165.

Before you listen, check how many answers you must give. If two answers are needed for one question, you need both to get one mark.

Keep listening after you hear an answer: the next answer may follow soon after.

After you listen, check you have given the correct number of answers to each question.

### Questions 21–23

#### Improve your skills: understanding the question

For each task between 21 and 30 answer these questions.

- a How many options are there?
- b How many answers must you give?
- c Are there separate marks for each answer, or one mark for two correct answers?

► Check your answers on page 223 before you continue.

Circle *THREE* letters *A–F*.

What does Katy say about the Language Centre?

- A It is near the College.
- B The library's materials are for advanced learners only.
- C All books have accompanying cassettes.
- D It receives a Spanish newspaper every day.
- E At present, at least fifteen languages are taught by computer.
- F All the computers can be used for Internet learning.

### Question 24

Choose *TWO* letters *A–E*.

Which *TWO* of the following can you watch on the second floor?

- A live TV in English
- B live TV in Japanese
- C live TV in Turkish
- D recorded news in Arabic
- E recorded news in Portuguese

## Questions 25–27

*Circle THREE letters A–F.*

What must you do when you join the Language Centre?

- A pay a small amount of money
- B show some proof of identity
- C be accompanied by someone from your Department
- D take a test in the language you want to study
- E register at Reception in the Language Centre
- F learn how to use the Centre's equipment

## Questions 28

*Choose TWO letters A–E.*

Which TWO should you tell the librarian?

- A whether you have studied the language previously
- B why you want to study this language
- C how many hours per week you must study it
- D which text books you will use
- E which other languages you have learned

## Questions 29–30

*Circle TWO letters A–E.*

Which TWO of these can you do at the Language Centre?

- A read and listen to materials on your own
- B choose books to take away from the Centre
- C copy tapes to listen to them outside the Centre
- D photocopy materials yourself
- E have a few pages of a book photocopied

## Section 4

### Questions 31–34

#### Strategies: completing notes and tables

Look at any examples: studying these can make you feel more confident about doing the task when you hear the recording.

For each question, make sure you understand what kind of information you may have to write in and where.

Think about words that often go with the kind of word you need. For example, if you decide the answer is a time of day, you might first hear *at*, *before* or *after*.

#### Improve your skills: listening for lexical clues

Decide what kind of information is needed for each of 31–34, e.g. a year.

Think of – or find in the notes – a word likely to go with each, e.g. a year: *in* 2010.

► Check your answers on page 223 before you continue.

*Look at the table.*

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

The Zip Fastener				
1851	Howe	'Automatic Continuous Clothing Closure'	commercial potential only	USA
1893	Judson	'Clasp Locker'	commercial failure	31 .....
1908	Sundback	'Hookless Fastener'	commercial 32 .....	Sweden
33 .....	Kynoch	'Ready Fastener'	commercial success	UK
1920s	34 .....	'Zipper'	commercial success	USA

### Strategies: labelling parts of a diagram

Look at the title and think of real life examples of the object.

Decide from which angle you are looking at the diagram, e.g. from one side.

Describe the diagram to yourself, identifying all the parts.

Think about how the speaker will describe it and what phrases you might hear. If you can guess any answers already, pencil them in.

Listen out for prompts that tell you the description is about to start, e.g. *In the drawing you'll see ...*, *As shown in ...*

Follow the question numbers on the diagram, e.g. from left to right or clockwise, and write your answers as you hear them.

### Strategies: global questions

Identify the global question: it is often the last of several multiple-choice items.

Decide what it is testing, e.g. What is the lecturer trying to do? means you have to identify the speaker's purpose.

Think about how the language and tone might differ for each option.

When you listen, reject options that misinterpret what the speaker means, relate to only part of the content, or overstate it.

## Questions 35–39

### Improve your skills: predicting a description

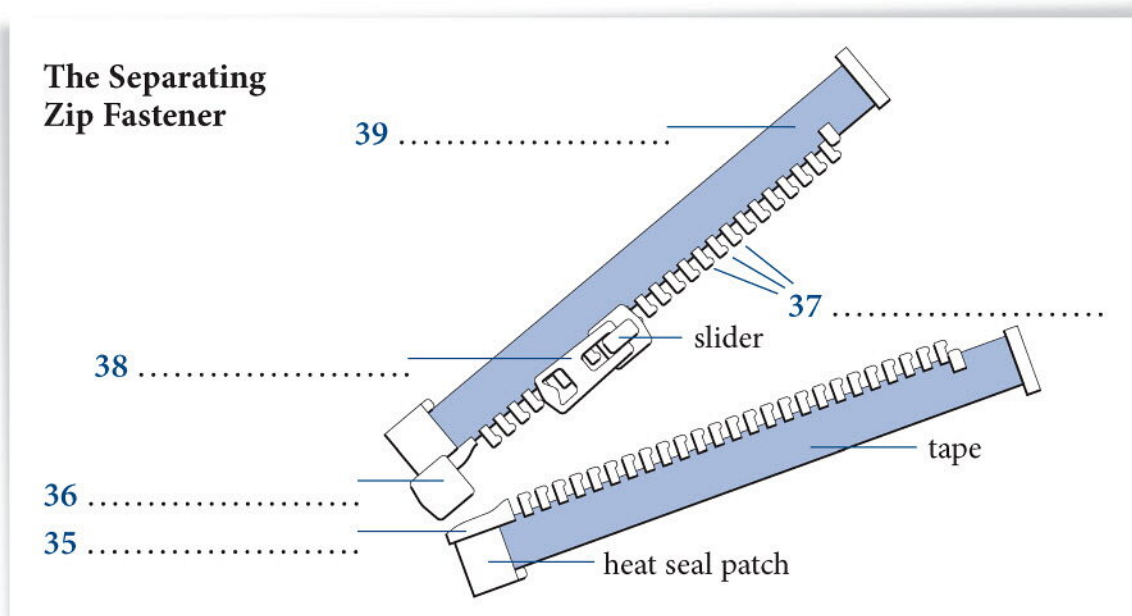
Study the diagram and answer the questions.

- From what angle are you looking at the zip?
- What vocabulary do you know for what you can see?
- What other words or phrases do you think you will hear?
- In what order do you think you will hear the information?

► Check your answers on page 223 before you continue.

Label the zip. Write **NO MORE THAN THREE WORDS** for each answer.

### Question 40



### Improve your skills: predicting global features

- Study the first line of question 40. What is its focus?
- Study A–D. What language features and speaker's tone would you expect for each?

► Check your answers on page 223 before you continue.

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

- 40 The speaker's overall aim is to
- explain how different kinds of zip fastener work.
  - outline the development of the zip fastener.
  - advertise a particular kind of zip fastener.
  - warn of the dangers of zip fasteners.

# Academic Reading 1 hour

## Reading Passage 1

You should spend about 20 minutes on Questions 1–14, which are based on Reading Passage 1.

# Scratching the surface



They are insidious skin parasites, infesting the occupants of factories and offices. They cause itching, pricking and crawling sensations in the skin that are almost untreatable. These creatures may only exist in the mind, but their effects are real and infectious.

The classic case occurred in a US laboratory in 1966. After new equipment was installed, workers started to suffer from itching and sensations of insects crawling over them. Complaints multiplied and the problem, attributed to 'cable mites', started to spread to relatives of the victims. A concerted effort was made to exterminate the mites using everything from DDT and mothballs to insecticide and rat poison.

Nothing worked. Thorough examination by scientific investigators could not locate any pests, or even signs of actual parasite attacks. However, they did find small particles of rockwool insulation in the air, which could cause skin irritation. A cleaning programme was introduced

and staff were assured the problem had been solved. The cable mite infestation disappeared.

Another 1960s case occurred in a textile factory, where workers complained of being bitten by insects brought into the factory in imported cloth. Dermatitis swept through the workforce, but it followed a curious pattern. Instead of affecting people in one particular part of the factory, the bugs seemed to be transmitted through employees' social groups. No parasites could be found.

A third infestation spread through office staff going through dusty records that had lain untouched for decades. They attributed their skin problems to 'paper mites', but the cause was traced to irritation from paper splinters.

These are all cases of illusions of parasitosis, where something in the environment is misinterpreted as an insect or other pest. Everyone has heard of delirium tremens, when alcoholics or amphetamine users experience the feeling of insects crawling over their skin, but

other factors can cause the same illusion. Static electricity, dust, fibres, and chemical solvents can all give rise to imaginary insects. The interesting thing is that they spread. The infectious nature of this illusion seems to be a type of reflex contagion. Yawn, and others start yawning. If everyone around you laughs, you laugh. Start scratching, and colleagues will scratch, too.

\* Dr Paul Marsden is managing editor of the Journal of Memetics, the study of infectious ideas. He suggests that this type of group behaviour may have had a role to play in human evolution. In our distant past, one individual scratching would have alerted others that there were biting insects or parasites present. This would prime them to scratch itches of their own. Anyone who has been bitten several times by mosquitoes before they realized it will recognize the evolutionary value of this kind of advance warning. The outbreak of mass scratching may also promote mutual grooming, which is important in the necessary bonding of primate groups.

The problem comes when the reflex contagion is not related to a real threat. Normally, everyone would soon stop scratching, but people may unconsciously exaggerate

symptoms to gain attention, or because it gets them a break from unappealing work. The lab workers were scanners, who spent the day laboriously examining the results of bubble-chamber tests; textile workers and clerical staff poring over records would also have found what they had to do quite tedious. Add the factor that skin conditions are notoriously susceptible to psychological influence, and it is easy to see how a group dynamic can keep the illusory parasites going.

Treatment of the condition is difficult, since few will accept that their misreading of the symptoms is the result of what psychologists call a hysterical condition. In the past, the combination of removal of irritants and expert reassurance was enough. However, these days, there is a mistrust of conventional medicine and easier access to support groups.

Sufferers can reinforce each other's illusions over the Internet, swapping tales of elusive mites that baffle science. This could give rise to an epidemic of mystery parasites, spreading from mind to mind like a kind of super virus. Only an awareness of the power of the illusion can stop it.

You can stop scratching now ...

### Strategies: classifying statements

Read *Strategies: matching lists* on page 183.

Instead of people or places, there is a list of statements: these may not follow the order of the text.

If more than one answer is possible, write them both in.

### Questions 1–5

#### Improve your skills: finding the relevant section

Which paragraphs focus on

- a the laboratory?
- b the factory?
- c the office?

Which paragraph mentions all three? Is it relevant to any of questions 1–5?

► Check your answers on page 224 before you continue.

*Classify statements 1–5 according to whether they apply to*

- A the laboratory
- B the factory
- C the office

- 1 Workers who met each other socially suffered from the condition.
- 2 The victims were all working with old documents.
- 3 They tried to kill the insects they thought were responsible.
- 4 They said the creatures had come in material from abroad.
- 5 Employees' families were affected by the condition.

### Strategies: completing a flow chart

Read *Strategies: short-answer questions* on page 173.

Look at how the flow chart is organized: arrows often indicate results, stages or changes. Count the number of these points.

Find the part of the text that relates to the chart. Look for the same number of points and identify the relationship between them, e.g. linking words like *Firstly* and *Next* indicate a sequence.

Ask yourself questions about the text, e.g. *What happens next?*, and match the answers with the points in the chart.

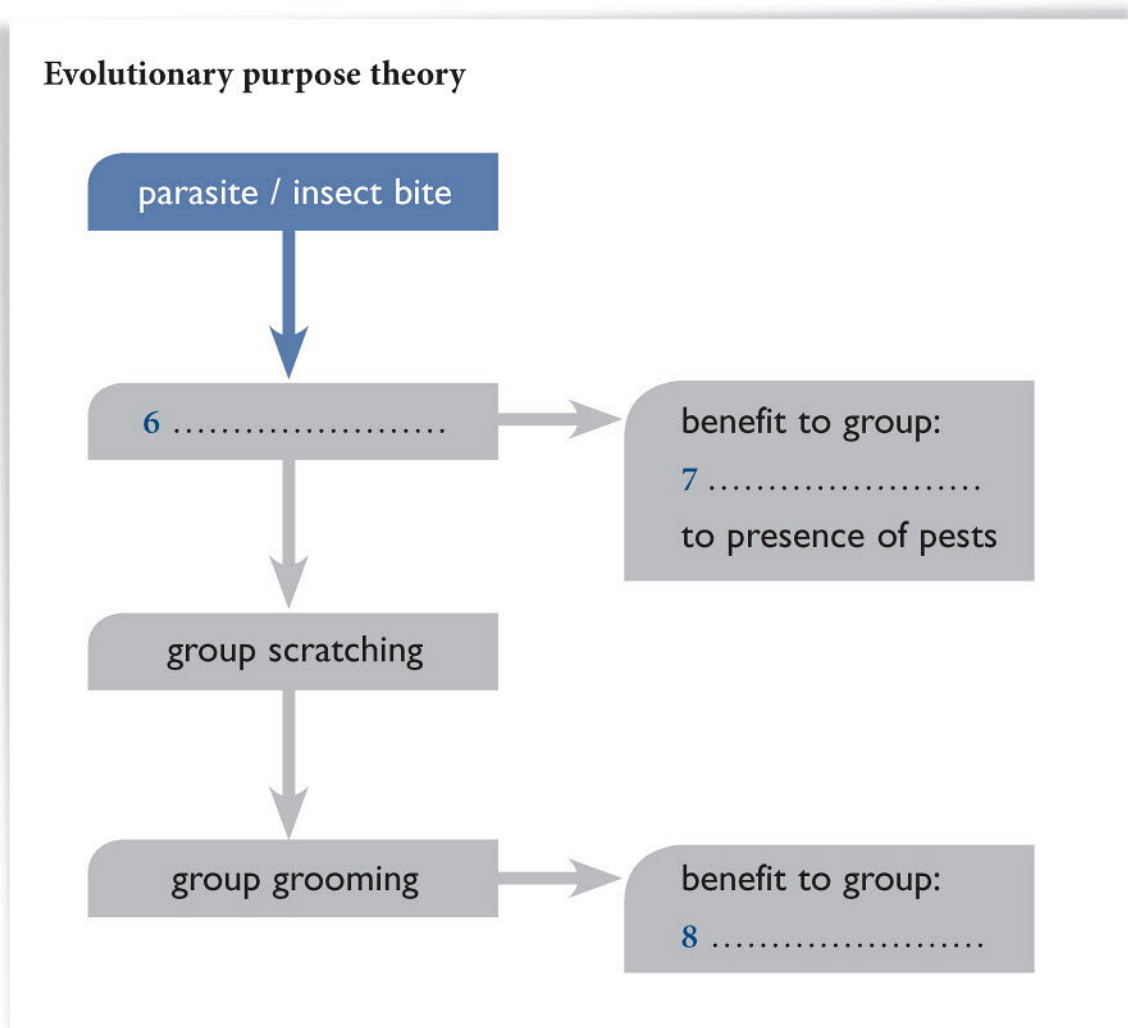
### Questions 6–8

#### Improve your skills: understanding links between ideas

- 1 Study the text and answer these questions.
    - a What is the immediate consequence of the bite?
    - b What are the two immediate results of this?
    - c What can be the immediate effect of group scratching?
    - d What can this in turn lead to?
  - 2 Study the flow chart and answer these questions.
    - a What do the arrows mean?
    - b What kind of information is needed for 6?
    - c What kind of information is needed for 7 and 8?
- Check your answers on page 224 before you continue.

Complete the notes below with words taken from Reading Passage 1.

Use **NO MORE THAN TWO WORDS** for each answer.



### Strategies: true/false/not given questions

Read *Strategies: yes/no/not given* questions on page 173. Note that *true/false/not given* questions focus on facts in the text, whereas *yes/not/not given* questions are often about the writer's opinions.

If you can't find any mention of the topic, 'not given' may be the answer.

Don't choose 'true' or 'false' just because you believe it to be true.

### Strategies: choosing a title

After you have done all the other tasks, sum up the whole text in a few words.

Look at the titles and decide which is closest to your own words. Ignore any which:

- are based on an overall misunderstanding of the text.
- are too narrow, i.e. cover only part of the text.
- are too broad, i.e. cover aspects of the topic beyond the scope of the text.

## Questions 9–13

### Improve your skills: finding clues

Study questions 9 and 10 carefully and answer these questions.

- What does the adverb 'unconsciously' (line 71) tell you about the answer to 9?
- Which adverb and which adjective are clues to the answer to 10?

► Check your answers on page 224 before you continue.

*In boxes 9–13 on your answer sheet write*

**TRUE**            *if the statement is true according to the passage*

**FALSE**           *if the statement is false according to the passage*

**NOT GIVEN**    *if the statement is not given in the passage*

- Some keep scratching because they know it will enable them to stop work.
- The laboratory, factory and office employees all had boring jobs.
- The human skin is extremely sensitive to irritants.
- In many cases, people no longer believe what medical professionals say.
- It is impossible to prevent the condition becoming an Internet epidemic.

## Question 14

### Improve your skills: eliminating incorrect titles

- Study the five titles A–E. Which one:
  - is based only on some of the early paragraphs?
  - focuses only on the last part of the text?
  - only covers the information in the paragraph marked \* ?
  - mentions topics that are beyond the scope of the text?

- Why is the other title correct?

► Check your answers on page 224 before you continue.

*From the list below choose the most suitable alternative title for Reading Passage 1.*

*Write the appropriate letter A–E in box 14 on your answer sheet.*

- The benefits of itching and scratching
- Increasing complaints about insects
- Scratching, yawning and laughing
- Imaginary bites and parasites
- Computer bites and Internet itches

## Reading Passage 2

You should spend about 20 minutes on **Questions 15–27**, which are based on Reading Passage 2.

### Strategies: matching headings to sections

Read *Matching headings to paragraphs* on page 170. Substitute section for paragraph.

Don't choose headings that match only one paragraph in a section, or more than one section.

### Questions 15–19

#### Improve your skills: eliminating incorrect headings

- 1 Why is example f correct?
  - 2 Which of headings a–j is wrong because it:
    - a covers more than one section?
    - b focuses only on the first thing in the text?
    - c only covers one paragraph?
    - d exaggerates what the text says?
- Check your answers on page 224 before you continue.

*Reading Passage 2 has six sections I–VI.*

*Choose the most suitable heading for each section II–VI from the list below. Write the appropriate letters (a–j) in boxes 15–19 on your answer sheet.*

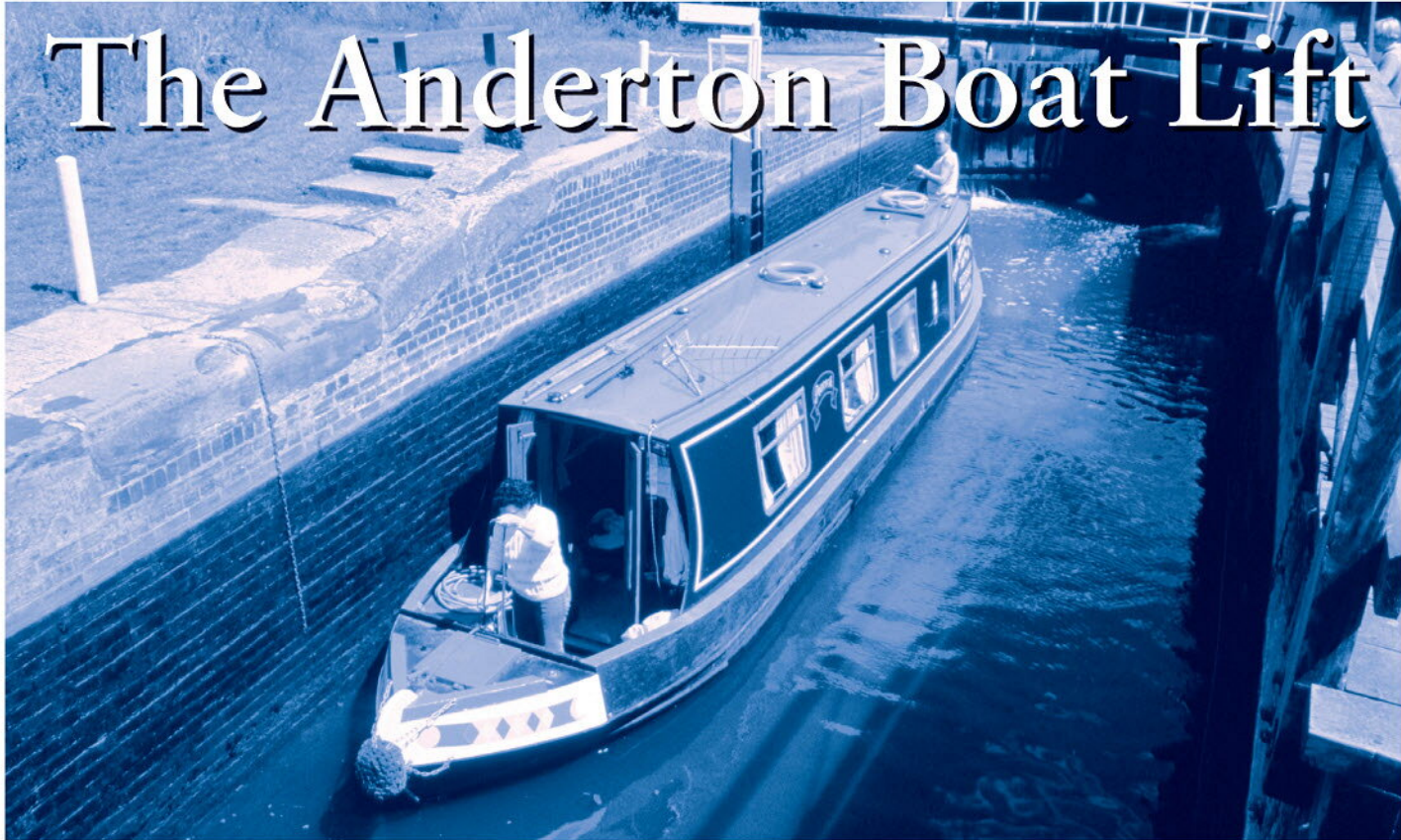
#### List of headings

- a The lift in use
- b The first and second lifts
- c Restoring the lift
- d The new canal
- e Mechanical problems
- f Why the lift was needed
- g The supports of the second lift
- h A new framework and machinery
- i How the original lift worked
- j A completely new lift

Example Section I Answer f

- 15 Section II
- 16 Section III
- 17 Section IV
- 18 Section V
- 19 Section VI

# The Anderton Boat Lift



## Section I

When the Trent and Mersey Canal opened in 1777, the Cheshire town of Anderton was the obvious place to transfer goods to and from the nearby River Weaver. There was just one problem: the canal was fifteen metres above the river.

Pathways, inclined planes, and chutes were constructed to ease the task of moving cargo by hand. Primitive railways were laid to move cargoes, cranes were built, and steam engines were later installed to power lifting. In the early 1870s, however, the Weaver Navigation Trustees decided to eliminate the cost, effort, and wastage involved in hand transportation when the engineers Edward Leader Williams and Edwin Clarke suggested a 'boat carrying lift'.

## Section II

Their design was a unique and magnificent example of the Victorians' mastery of cast iron and hydraulics. Completed in 1875, graceful in appearance, simple in use, and

above all efficient, the lift was hailed as a marvel of the era, and became a prototype for larger versions on the waterways of France and Belgium.

The operating mechanism consisted of two vertical sets of interconnected hydraulic cylinders and pistons set into the bed of the river and each piston supported a boat-carrying tank 22.86 metres long and 4.72 metres wide. At rest, one tank was level with the canal and the other level with the river and to move the tanks, a small amount of water was removed from the bottom tank making it lighter than the top tank.

Because the two hydraulic cylinders were connected, the heavier top tank moved down and forced hydraulic liquid through the connecting pipe into the other cylinder pushing that piston and the lighter tank upwards. Watertight gates both on the tanks and at the entrance to the canal contained the water while the tanks were moving. A hydraulic pump driven by steam supplied the

small amount of additional energy required to effect a reasonably rapid movement and to enable the tanks to be precisely levelled at the end of their journey.

### ❧ Section III

All went well for the first ten years, then pitting and grooving of the cylinders and pistons occurred. Investigations showed that the canal water used as the hydraulic liquid was contaminated by chemicals and was corrosive, therefore causing the damage.

It was immediately changed to distilled water from the steam engine powering the hydraulic pump. Corrosion was dramatically reduced but the damage had been done.

In addition, the boiler for the steam engine needed renewing, so in 1906 the Trustees ordered the construction of a new lift, to a design by their engineer J A Saner.

### ❧ Section IV

The new lift was built over the top of the Victorian structure, utilizing the Victorian front and rear columns. The main structure had strong A-frames at either side of the new lift to support the enormous weight of the platform that now formed the top of the framework: on it was located the new operating mechanism, which included seventy-two pulleys weighing up to 35 tonnes each.

Each of the boat-carrying tanks was now suspended on wire ropes which ran from the tank to the top of the lift, around pulleys, and down to cast-iron weights at the side of the structure. These were equal to the weight of the water-filled tank. Turning the pulleys one way or the other moved the ropes, so that one tank was raised or lowered independently of the other tank. Because the tanks were counterbalanced by the weights, only a small electrical motor was required to turn the pulleys and so move the tanks up or down.

Completed in 1908 the lift was reliable, cheap and easy to operate. Unlike the Victorian lift it was not the least bit elegant, but it was functional and it worked.

### ❧ Section V

Both the 1875 the 1908 versions carried large volumes of commercial traffic and the principal cargoes transported were coal, china clay, salt, manufactured goods, including china ware, and agricultural produce.

Sadly, trade on inland waterways in Britain declined dramatically in the 1950s, and goods traffic via the lift effectively ended in the 1960s. The 1970s increase in pleasure boating briefly prolonged its active life, but in 1982 the ‘Cathedral of the Canals’ was finally closed.

### ❧ Section VI

Demolition seemed inevitable, but, after a long campaign by concerned groups, British Waterways agreed, in 1999, to save the lift.

Some wanted it ‘conserved as found’, but that would entail replacing much of the existing structure, virtually creating a replica lift. The steel of the 1908 structure had been badly corroded by pollutants from the local chemical industries and would need replacing if it were to support the overhead machinery and 500-tonne counterweights. In addition, safety considerations would require the installation of a back-up braking system.

It was decided, therefore, to revert to the 1875 hydraulically-operated system, using the original cast-iron structure. Although the counterweights had to be removed, the 1908 framework and pulleys would be retained as a static monument.

It was a huge and expensive project, and not without difficulties. Eventually, in 2002, the Anderton Boat Lift was officially reopened. Boat owners and visitors alike can once again ride ‘the world’s first boat lift’.

**Strategies:**  
labelling a diagram

When you have read the text, study the diagram and the labels given. Decide which part of the text describes it. Pencil in any answers you can guess already.

Match the information in the diagram to what the text says. To understand how the parts relate to each other, look for links of purpose, e.g. *to/in order to/so as to + infinitive*, and result, e.g. *-ing, and/so/so that*.

When you have written in your answers, go through the text again to check that everything matches the completed labels.

**Questions 20–24**

**Improve your skills: understanding how something works**

1 Look at Section II and answer these questions.

Examples:

*Why was a small amount of water ... removed?* Answer: *to move the tanks.*

*What was the result of this?* Answer: *making it lighter.*

a What was the result of forcing *hydraulic liquid ... into the other cylinder?*

b Why was *additional energy* supplied? What was the purpose of this? Give two examples.

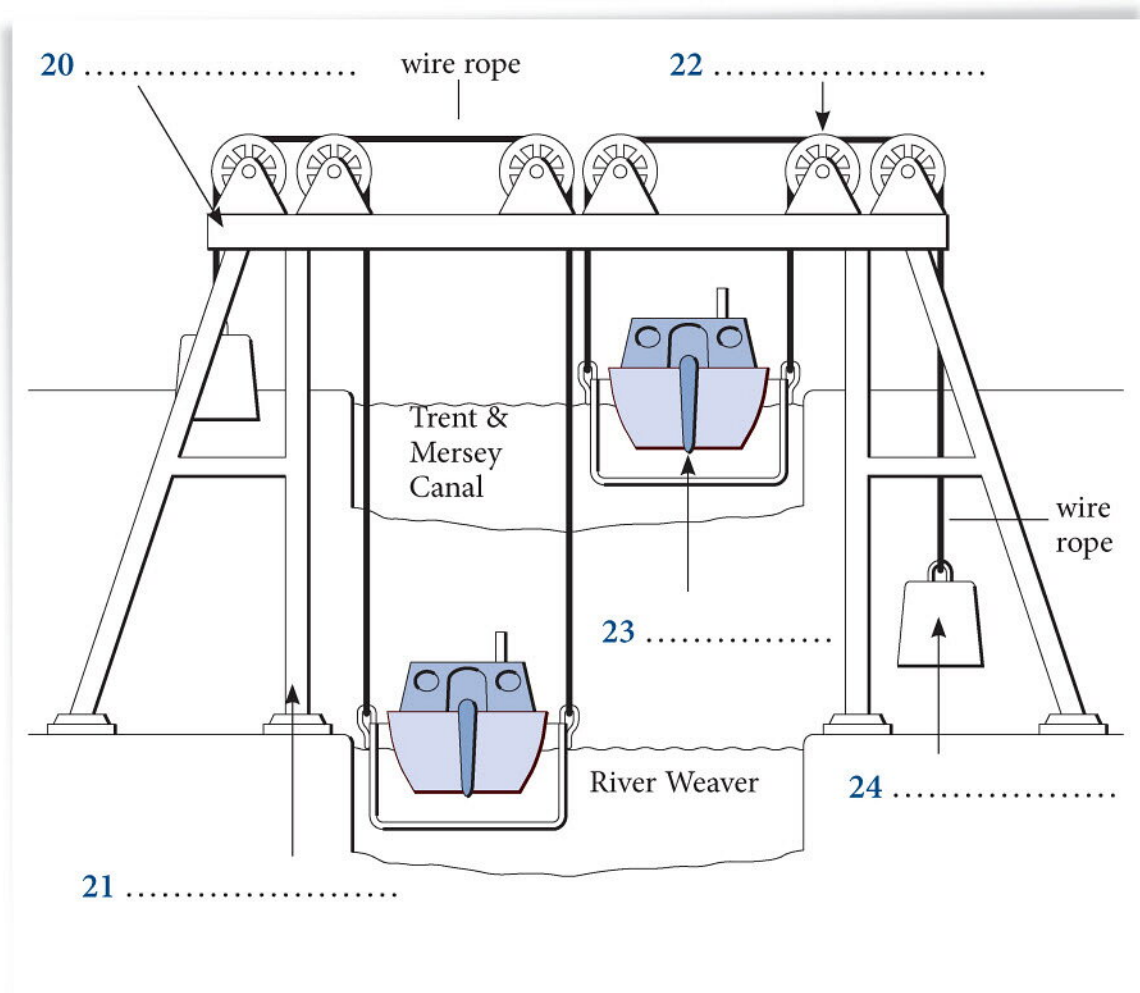
2 Find 2 purpose and 2 result links in Section IV. Ask and answer a question about each.

► Check your answers on page 224 before you continue.

Complete the diagram below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 20–24 on your answer sheet.



**Strategies:  
completing notes or  
sentences**

Study each question and decide what is needed, e.g. a noun phrase, a number.

In your mind, try to turn the notes or sentences into questions and then answer them. This should give you the missing words.

Check your completed sentences make sense and paraphrase what the text says.

## Questions 25–27

### Improve your skills: forming questions

- 1 For each of 25–27, decide what kind of answer is needed.
- 2 Form a question from each, e.g. *Where were similar lifts later built?*, and answer it.

► Check your answers on page 224 before you continue.

*Complete the notes below*

*Choose NO MORE THAN THREE WORDS from Reading Passage 2 for each answer.*

*Write your answers in boxes 25–27 on your answer sheet.*

25 Similar lifts to the Anderton were later built in .....

26 Extra power to move the tanks came from .....

27 Using water from the canal harmed the .....

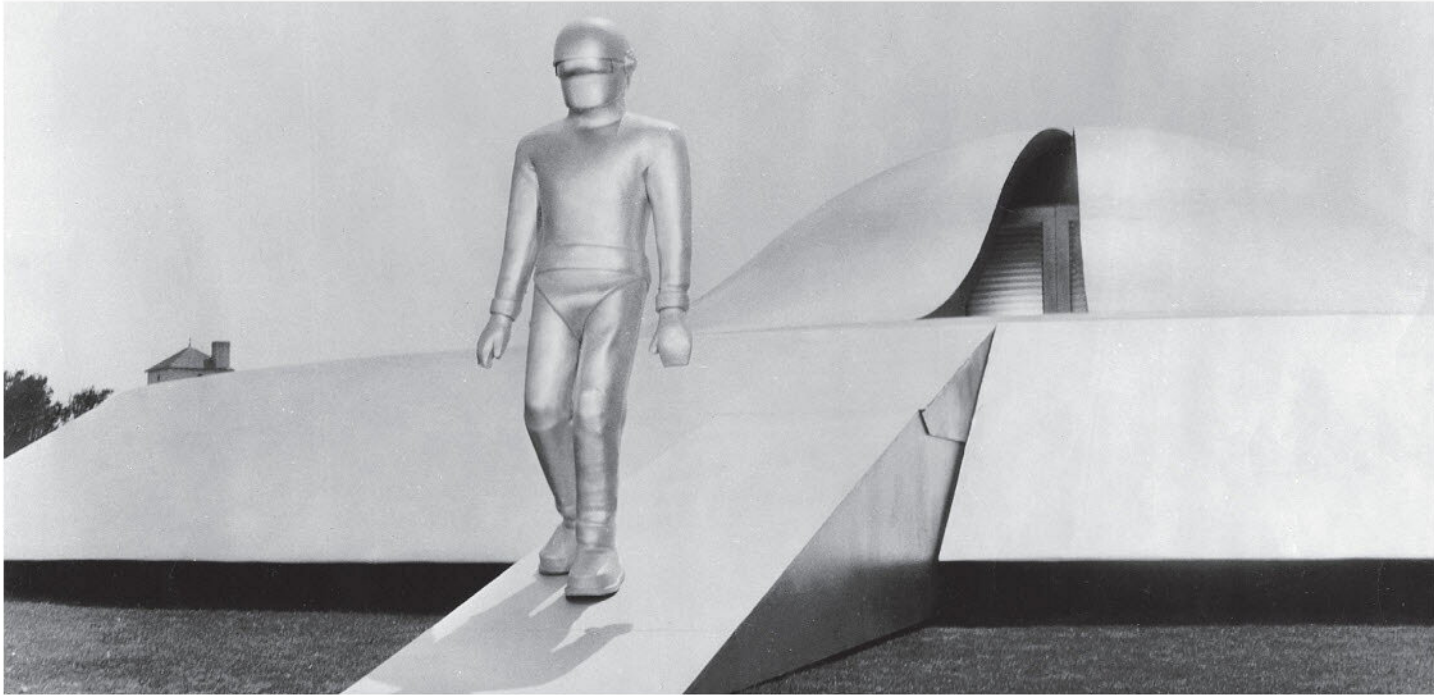
## Reading Passage 3

You should spend about 20 minutes on **Questions 28–40**, which are based on Reading Passage 3.

# Life, but not as we know it

Henry Gee

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Astrobiology is arguably the trendiest buzzword in science after genomics. Like genomics, it is as hip as it is hard to define. Broadly speaking, it is an umbrella term for the efforts of many scientists working in diverse fields to understand the conditions of life in the universe, whether on Earth or elsewhere.

The canvas is, in fact, so broad that many scientists might be astrobiologists without knowing it: astrobiology adds glamour to all science, from astronomy to zoology. Those with long memories and a cynical mien will have seen all this before. Once upon a time, there was a research programme called exobiology. Is astrobiology a new name for repackaged goods?

No, for two reasons. First, many discoveries made in the past decade have set people thinking,

once again, about life elsewhere. For example, hardly a month goes by without the discovery of yet another planet orbiting a distant star. And whatever the truth about the much-disputed claims for fossils in martian meteorites, the controversy has rehabilitated the idea of panspermia: that life can spread between planets.

Second, astrobiology is almost a trademarked term. The Nasa Astrobiology Institute is a virtual campus linking research centres with universities, all devoted to learning more about the general principles governing the origin of life in the universe. Significantly, Nature magazine recently looked at astrobiology in all its forms, from the quest to understand how life began on Earth to the prospects of finding intelligent life elsewhere in the universe.

Not that this should be a cause for wide-eyed celebration, say its critics. Ironically, the most vociferous of these come not from the world of science but from science fiction. Brian Aldiss, veteran writer, critic, and leading light of the genre, dismisses our current obsession with life elsewhere, however much it is justified by science, as an expensively scratched itch.

Aliens, he argues, are a manifestation of a fundamental human urge to populate the universe with 'others', whether gods, ghosts, little green men, or cartoon characters. Scientists should beware of taking science fiction too seriously: aliens are useful as plot devices, but this does not make them real.

A rather different criticism comes from scientists-turned-science fiction writers Jack Cohen and Ian Stewart. Both are academics – Cohen is a biologist, Stewart is a mathematician – but they have worked in SF, most recently on their novel *Wheeler's*. Their argument with astrobiology is not that aliens might not exist, but that we cannot help be constrained in our search.

All organisms on Earth, from the tiniest bacterium to the biggest whales, are constructed according to the same rules. Earthly genetic information is carried in genes made of DNA, earthly life is based on polymers of carbon, and its chemistry happens in liquid water. Because this kind of life is all we know, we tend to think that the same rules need apply everywhere. So, when probes land on Mars, or scientists look at martian meteorites, they tend to look for the kinds of vital signs that betray earthly organisms when we have absolutely no reason for thinking that life elsewhere should be earthlike, or that our definition of life cannot be based more broadly. When the Mars Rover sat and stared at a rock, how do we know that the rock was not staring right back?

It is a fairly simple matter to come up with a definition of life that is based on what it does, rather

than what it is made of. It is much more difficult, however, to make such a definition stick, preventing the term from becoming so inclusive as to be meaningless.

You might start by positing three rules. The first is that life requires the existence of information that can be reproduced and inherited, with variation. Second, that living systems seem to create order and structure and maintain it in the face of chaos. Third, that a living system has to work hard to maintain its structure, and as soon as it stops doing this it degenerates.

These rules seem, at first, to be fairly precise, in as much they weed out quietly observant martian surface rocks. But as Cohen and Stewart show in their novel, it is possible to imagine entities that follow all three rules and which appear to be alive, but which bear absolutely no resemblance to terrestrial organisms. In *Wheeler's*, they describe civilizations of floating, methane-breathing balloons in the atmosphere of Jupiter and organisms made of magnetically-confined plasma, living in the outer layers of the sun.

Other science fiction writers have imagined life on the surfaces of neutron stars, inside computers, or even in interstellar space. In his latest novel, *Look to Windward*, Iain M Banks describes organisms the size of continents, supporting entire civilizations as their intestinal parasites. All could be said to constitute life, but in Dr McCoy's immortal phrase from *Star Trek*, 'not as we know it'.

Could this mean that astrobiology, the aims of which are universal, is really no more than a parochial exercise? We might never know – perhaps even when we are visited by aliens from the other side of the galaxy who try, frantically, to gain our attention, by waving under our noses whatever it is they wave under such circumstances. It will not be their fault that they will be microscopic and destroyed by a single sneeze. As Cohen and Stewart conclude in *Wheeler's*: 'Life goes on everywhere.'

### Strategies: summarizing using words from a list

Read *Strategies: summarizing using words from the text* on page 177, but remember that words in a list are not usually taken directly from the text.

Decide what part of speech is needed for each gap.

Mark the words in the list according to their part of speech, e.g. adverb, singular noun.

Match each with at least one other word of the same part of speech that has a related meaning. They could be synonyms, near-synonyms, or opposites.

For each gap, try the words that fit grammatically and logically – not the whole list.

## Questions 28–34

### Improve your skills: finding words that fit

- 1 What parts of speech are needed for 28–34? e.g. 0 – plural noun
- 2 What parts of speech are the words in the list? e.g. *principles* – plural noun
- 3 Which other words in the list form pairs in some way with a–f below?  
e.g. *principles* – *regulations*
  - a location
  - b basing
  - c frequently
  - d galaxy
  - e definition
  - f mistake

► Check your answers on page 224 before you continue.

*Complete the summary below. Choose the answers from the box and write the corresponding words in boxes 28–34 on your answer sheet. There are more choices than spaces, so you will not need to use all of them.*

The same biological and chemical **0** ..... *principles* ..... determine the make-up of all terrestrial life forms, whatever their **28** ..... We often assume that this is the case throughout the universe, as we have **29** ..... observed other kinds of organism. Scientists therefore make the **30** ..... of searching for indications of Earth-style living things when examining material from another **31** ..... , where the nature of any life may lie far outside their own **32** ..... definition. On the other hand, if the focus is not on **33** ..... but on behaviour, there is a risk of **34** ..... life much too broadly.

### List of words

location	principles	previous
narrow	galaxy	frequently
discussing	rarely	defining
never	composition	size
definition	planet	extending
mistake	breakthrough	
basing	regulations	

**Strategies:**  
**matching opinions**

Read *Strategies: matching lists* on page 183.

In this task, you must match speakers with the opinions they state. Expect the first reference to each person to include their full name and possibly other details; after that it is usually just their surname.

Look for reporting verbs such as *suggests*, and expressions that introduce opinions such as *their belief is that ...* or *according to ...*

## Questions 35–38

### Improve your skills: finding opinions

- 1 In what order does the text mention Aldiss, Banks, and Cohen/Stewart?
  - 2 Which expressions introduce the opinions of:
    - a Aldiss?
    - b Banks?
    - c Cohen & Stewart?
- Check your answers on page 224 before you continue.

*The text refers to the ideas of various science fiction writers. Match writers A–C with the points in 35–38*

*Write your answers in boxes 35–38 on your answer sheet.*

*You may use any of the writers more than once.*

- 35 Other life forms may fit a definition of life but be quite unlike anything on Earth.
- 36 People instinctively want to believe in extraterrestrial life forms.
- 37 There could be life within life on an immense scale.
- 38 Humans are inevitably limited in their ability to find life beyond Earth.

**List of writers**

- |   |                 |
|---|-----------------|
| A | Aldiss          |
| B | Banks           |
| C | Cohen & Stewart |

### Strategies: identifying the writer's views and purpose

Scan the text for stylistic devices such as these.

- **Rhetorical questions** intended to persuade the reader, e.g. What proof is there? They may or may not be answered in the text.
- **Adverbs** that make the writer's opinion clear, e.g. *fortunately, allegedly*.
- **Expressions** that show the writer's attitude, e.g. *be that as it may, without any doubt*.
- **Irony**: saying the opposite of what is meant, e.g. *this great success* (= total failure).

## Questions 39–40

### Improve your skills: interpreting the writer's techniques

- 1 Which sentences in the text correspond to each of A–D in Question 39? Which of these sentences contain:
    - a expressions that show the writer's attitude?
    - a rhetorical question? How is it answered?
    - an adverb that indicates the writer's opinion?
  - 2 What do these taken together tell you about the purpose of the text?
    - the title
    - the mention of critics and criticism early in two paragraphs
    - the rhetorical question and its answer in the last paragraph
- Check your answers on page 224 before you continue.

*Choose the appropriate letters A–D and write them in boxes 39–40 on your answer sheet.*

- 39 The writer believes that astrobiology
  - A may now be the second most fashionable science.
  - B is very similar to exobiology.
  - C has proved that a meteorite from Mars contains fossils.
  - D is not taken seriously by scientific publications.
- 40 Which of the following statements best describes the writer's main purpose in Reading passage 3?
  - A to describe the latest scientific developments in the study of the universe
  - B to explain why there is growing interest in the study of astrobiology
  - C to show that science fiction writers have nothing useful to say about aliens
  - D to suggest that astrobiology may not help us find extraterrestrial life

# Academic Writing 1 hour

The writing test consists of two tasks. You should attempt both tasks.

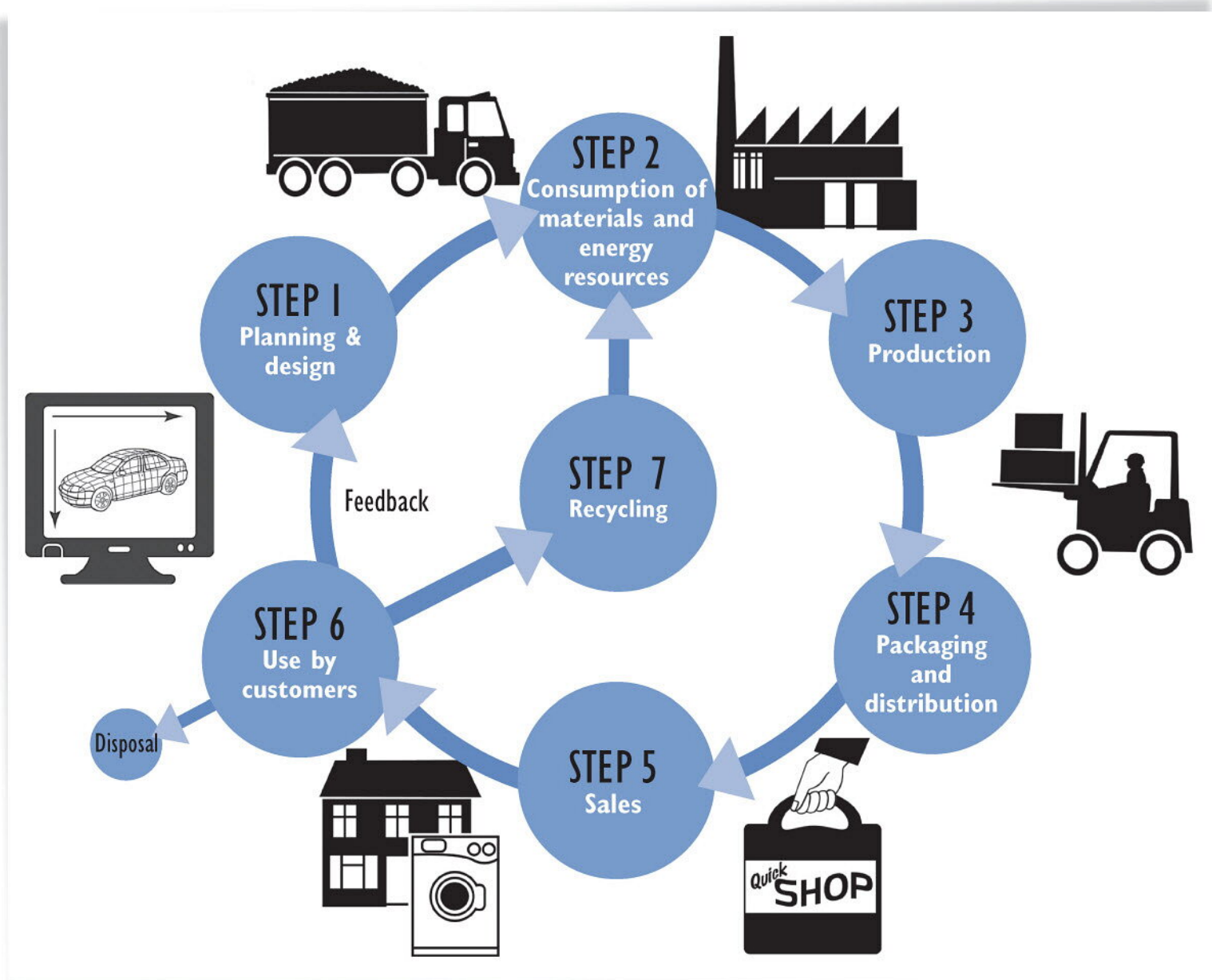
## Writing Task 1

You should spend about 20 minutes on this task.

The diagram below shows the environmental issues raised by a product over its life cycle.

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

Write at least 150 words.



**Question Strategies:  
selecting main features  
from a diagram**

Information is sometimes given in the form of a diagram. Look quickly at this to form an overall impression of the topic.

Read labels carefully to understand what each element or stage of the diagram relates to.

In the case of a process, pay special attention to the direction of arrows.

Check whether the process has a logical beginning and end.

Remember that in Writing Task 1 you only have to report the *main features*, not everything you can see.

**Composition Strategies:  
reporting a process**

Decide how you will organize your text. Begin by saying what the diagram shows.

Take all your information from the diagram, using your own words where possible.

To show the stages, use linking expressions, e.g. *to begin with, then, in the end*.

When you finish, check you have described all the *main features* of the diagram.

**Improve your skills: understanding a diagram**

Answer these questions about the diagram.

- a What does it show?
- b How many stages/steps are there?
- c What do the arrows tell you?
- d What kinds of negative impact on the environment are shown?
- e What measures to reduce this impact are shown?

► Check your answers on page 225 before you continue.

**Improve your skills: organizing and linking ideas**

Answer these questions about your writing before you start.

- a At what step should you start?
- b What verb tense should you use?
- c In which part – the beginning, the main body or the ending – would you probably use these linking expressions?

meanwhile	finally	next	simultaneously
at this point	alternatively	initially	eventually
from there	ultimately	first	at the same time

► Check your answers on page 225 before you continue.

## Writing Task 2

*You should spend about 40 minutes on this task.*

*Write about the following topic:*

***Many people are using credit cards or loans to run up huge personal debts that they may be unable to repay. It should therefore be made more difficult for individuals to borrow large amounts of money.***

***What are your opinions on this?***

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

*You should write at least 250 words.*

### Composition Strategies: introductory and concluding paragraphs

Decide whether you agree/disagree completely with the statement, partly agree/disagree with it, or have no definite opinion.

Choose one of these approaches:

- **State your position in the introduction and then justify it with arguments.** This may be more suitable if you feel strongly about the statement.
- **Present the arguments first and then say what you think in the conclusion.** This may be better if you have no strong opinion but can put forward arguments on both sides.

### Improve your skills: beginnings and endings

- 1 You can use some of techniques a–h in your Introduction or Conclusion. Match them with example expressions i–viii below.

#### Introduction

- a Introduce the topic in your own words.
- b Say why it is controversial
- c State your position.
- d Say how you will deal with the topic.

#### Conclusion

- e Summarize the arguments you have used.
- f Make concessions to opposing arguments.
- g State or restate your position.
- h Make a recommendation for the future.
- i On balance, therefore, there seems to be agreement that ...
- ii I believe that steps should now be taken to ensure ...
- iii Although it cannot be denied that ...
- iv I shall compare and contrast the views ...
- v For these reasons, I feel there is little doubt that ...
- vi Recently, there has been considerable discussion of ...
- vii I do not find this statement at all convincing ...
- viii The implications of this have led some to claim that ...

- 2 Note down more expressions you could use for a–h.
  - 3 Look at the topic of Writing Task 2.
    - a What are your feelings about this?
    - b Which approach will you choose?
    - c Which of a–h above will you use?
- Check your answers on page 225 before you continue.

**Composition Strategies:  
giving reasons**

Guide your reader through your text by using linking expressions that show how your ideas are organized. To do this, use adverbials at the beginning of sentences.

Example

**Firstly**, there can be no doubt that this substance brings no health benefits whatsoever, as shown by the government report.

**There is also the fact that** it is far too expensive, compared with similar products.

**Improve your skills: linking points**

In which part of a paragraph would you use these linking expressions?

Put them into these three groups.

- a For the first point .....
- b For subsequent points .....
- c For the last point .....

Secondly	Finally	First of all	Moreover
In addition	Lastly	Besides	Furthermore
In the first place	Above all	To begin with	

- ▶ Check your answers on page 225 before you continue.

# Speaking

## Part 1

### Strategies: speaking in Part 1

Avoid breakdowns in communication by using some or all of these strategies.

- Ask the examiner to repeat something, e.g. *I'm sorry but I didn't catch that.*
- Clarify if what you've just said is not clear, e.g. *What I'm saying is ...*
- Hesitate, giving yourself time to think, e.g. *It's difficult to say exactly, but ...*
- Correct mistakes you've made, e.g. *I got here a year ago, I mean an hour ago.*
- Describe approximately if you don't know the name, e.g. *... or that kind of thing.*
- Paraphrase, using other words to explain, e.g. *It's what you use to make ...*

### Improve your skills: communication strategies

Say which communication strategy is used in the expressions in italic. Then match sentences a–f with questions in Part 1.

- I won't have milk, or cheese, or anything like that.*
- Well, er, let me see ... yes, there was a story on the radio the other day.*
- We all live with my grandfathers; sorry, what I meant was my grandparents.*
- Sorry, but I missed the word before 'together'.*
- I sometimes have lunch in one of those places where you serve yourself.*
- The point I'm making is there's much less there about politicians' private lives.*

► Check your answers on page 225 before you continue.

*You will be asked some general questions about a range of familiar topic areas. This part lasts between four and five minutes.*

What is your full name?

What do people usually call you?

Where are you from?

### Your family.

- 1 Is your family small or quite large?
- 2 What do you do when you are all together?
- 3 Which of them do you get on with best? Why?

### Food and eating.

- 4 What are your favourite foods?
- 5 Is there anything you never eat?
- 6 Where do you normally eat? Why?
- 7 In what ways are people's eating habits changing these days?

### The news media.

- 8 Where do you normally get your news from?
- 9 How do you think news reporting in your country differs from that abroad?
- 10 Tell me about an interesting news item you've read or heard recently.

## Part 2

### Strategies: speaking in Part 2

Use your notes as prompts while you speak, not as a script.

Remember what you're being tested on: fluency and coherence, vocabulary, range and accuracy of grammar, pronunciation.

Remember that you can use less formal language than in IELTS Writing.

Try to make what you say interesting, as you would in any other situation.

Give brief answers to the follow-up questions at the end.

### Improve your skills: linking expressions

Put three of these expressions under each of the headings below.

And it's not only ...

To sum up ...

Take ... for instance, ...

In a word, then, ...

A case in point is ...

I've decided to speak about ...

More importantly, ...

The ... I'd like to talk about is ...

So, what I'm saying is ...

As well as that, ...

To illustrate this point, ...

There are quite a lot of ..., but the one I've chosen is ...

Introducing the topic    Developing the topic    Giving examples    Concluding your talk

► Check your answers on page 225 before you continue.

*You will be given a topic to talk about for one to two minutes. Before you talk, you will have one minute to think about what you are going to say. You will be given paper and a pencil to make notes if you wish. Here is the topic:*

Describe a music video or a concert that has made an impression on you.

You should say:

which kind of music it was and who performed it

what it was like musically

what it was like visually

and explain why you liked or disliked it.

### Follow-up questions:

When and where did you see it?

Have you ever seen anything else similar to it?

## Part 3

### Strategies: speaking in Part 3

Give extended replies to every question, demonstrating your fluency.

Show your ability to discuss abstract topics, as you may need to do in tutorials.

Remember there are no right or wrong answers. It is a test of language – not of your opinions.

### Improve your skills: saying what you think

Complete the table with suitable headings and your own examples.

Express opinions:	As I see it ..., In my view ..., To my mind ...
.....:	The reason is ..., For one thing ...,
Speculate:	I wouldn't be surprised if ...,
.....:	We don't we ...?, How about ...?,
Say you're sure:	I've no doubt that ...,
.....:	I can't say for certain, but ...,
Compare/contrast:	On the one hand ...,
.....:	I'd rather ... than ...,

► Check your answers on page 225 before you continue.

*You will be asked some questions about more abstract issues and concepts related to the topic in Part 2. This discussion lasts between four and five minutes.*

### Music in the world

Why is pop music so popular globally?

Which do you prefer: traditional music from your country or classical music from abroad?

### The psychology of music

How do different kinds of music affect the way people feel?

What is the best music to listen to while studying?

### Changes in music

What are the main differences between music today and that of previous decades?

Which contributes more to the success of modern singers and bands: their music, or their appearance and image? Why do you think so?

What kinds of music will people be listening to ten years from now?

## Test 2 Improve your skills key

### Listening page 194

#### Words used to classify

- b** may be advisable to, could make sense to, possibly a good idea to

**c** shouldn't ever, on no account, warn against, in no circumstances,
- a** for, supporting, to back, in agreement with, argue for

**b** open-minded, wouldn't like to say, undecided, can't make my mind up

**c** opposed to, reject, not happy with, disagree with, don't go along with
- a** of course, absolutely, without question, for sure

**b** possibly, perhaps, I'm not sure, I'll have to check, I'll let you know

**c** certainly not, absolutely not, never, nobody, there's no question

#### Recognizing numbers page 195

- Top line:** two-thirds; seven-tenths; nought point six one five; the eighties; thirty-second, forty-third

**Middle line:** fifty-fourth; a/one hundred and first; fifty per cent; four fifty four BC; ten sixty six AD, sixteen millimetres

**Bottom line:** five centimetres; two hundred and twenty kilometres; thirty-three degrees Centigrade; twenty-five milligrams, eighteen hundred CC; three hundred square metres
- ordinal number, degrees, square metres, centimetres

#### Understanding data page 196

- The charts show the percentage of young people suffering loneliness.
- What percentage of people suffered from loneliness according to B? 32%.  
What percentage of people suffered from loneliness according to C? 68%.
- The charts show the percentage of young people using the counselling service.  
What percentage of users in each chart were under 30 / 30 and over?  
A 61% under 30, 39% 30 and over  
B 30% under 30, 70% 30 and over  
C 57% under 30, 43% 30 and over

#### Using the right kind of word page 197

- noun/noun phrase
- noun/noun phrase
- adjective
- noun/noun phrase
- adverb(s)/preposition(s)
- noun/noun phrase
- noun (uncountable or plural)
- noun/noun phrase

#### Understanding the question page 198

- 21–23 6 options; 3 answers; separate marks
- 24 5 options; 2 answers; one mark for two answers
- 25–27 6 options; 3 answers; separate marks
- 28 5 options; 2 answers; one mark for two answers
- 29–30 5 options; 2 answers; separate marks

#### Listening for lexical clues page 200

- a country, *in*
- a noun, *commercial*
- a year, *in*
- a name (of an inventor or designer), *invented/ designed/made/created by*

#### Predicting a description page 201

- facing it, or above it
- fastener, zipper, cloth, fabric, material, metal, etc.*
- Descriptive expressions, e.g. *on the left-hand side, at the top, the end*. Process expressions, e.g. *to join, to close, to open, to pull up/down*.
- First a description of the parts, then of how they work together.

#### Predicting global features page 201

- The main purpose of the speaker.
- A Contrast links (whereas, on the other hand, etc), detailed description. Measured/neutral tone.  
B Historical detail (dates, places, names, etc), time links, description. Academic/neutral tone.  
C Focus on one type/brand, selected details, superlatives, exaggeration. Confident / enthusiastic tone.  
D Giving advice (take care not to, remember to, you shouldn't, etc). Serious/concerned tone.

## Reading

### Finding the relevant section page 203

- a the laboratory: lines 7–16, lines 17–24
  - b the factory: lines 25–33
  - c the office: lines 34–39
- all three places: lines 68–82 (this is not relevant to questions 1–5)

### Understanding links between ideas page 204

- 1 a someone starts scratching
- b others are alerted to the presence of biting pests; others start scratching too
- c others start grooming each other
- d bonding of the group
- 2 a cause and effect
- b a human activity
- c 7 a positive consequence of answer 6
- 8 a positive consequence of group scratching and grooming

### Finding clues page 205

- a It implies the opposite of 'they know', so 9 is probably false.
- b The words 'laboriously' and 'tedious' both indicate something 'boring', so 10 is probably true.

### Eliminating incorrect titles page 205

- a B
  - b E
  - c A
  - d C
- D reflects the texts broad concern with people imagining infestations.

### Eliminating incorrect headings page 206

- 1 The first section of Section I deals with the difference in water levels, attempts to overcome this difficulty and why they were unsatisfactory.
- 2 a: Heading b                      c: Heading g
- b: Heading d                     d: Heading j

### Understanding how something works page 209

- 1 a pushing the piston and the lighter tank upwards.
- b to effect a reasonably rapid movement, to enable the tanks to be precisely levelled
- 2 Purpose links: Why did the main structure have strong A-frames? To support the platform / Why was a small electrical motor required? To turn the pulleys.  
Result links: What was the result of moving the ropes? One tank was raised or lowered / What was the result of turning the pulleys? The tanks moved up or down.

### Forming questions page 210

- 1 25 place names
- 26 noun/noun phrase
- 27 noun/noun phrase
- 2 25 France and Belgium
- 26 Where did extra power to move the tanks come from? a hydraulic pump.
- 27 What did using water from the canal harm? The cylinders and pistons.

### Finding words that fit page 213

- 1 28 noun
- 29 adverb
- 30 noun
- 31 singular noun
- 32 adjective
- 33 plural or uncountable noun
- 34 *-ing* form of verb
- 2 & 3 plural nouns: *principles/regulations*,  
singular nouns: *composition/definition, size/location, mistake/breakthrough, planet/galaxy*  
adjectives: *previous/narrow*  
adverbs: *never/rarely/frequently*  
*-ing* form of verbs: *defining/basing/extending*

### Finding opinions page 214

- 1 Aldiss, Cohen & Stewart, Banks, Cohen & Stewart.
- 2 a Aldiss: 'dismisses'; 'he argues ...'
- b Banks: 'In ..., Banks describes ...'
- c Cohen & Stewart: 'Their argument ... is not that ... but...'; 'as Cohen and Stewart show in ...'; 'in ... they describe ...'; 'As Cohen and Stewart conclude in ...'

### Interpreting the writer's techniques page 215

- 1 A 'Astrobiology is arguably the trendiest buzzword in science after genomics.'
- B 'Is astrobiology a new name for repackaged goods? No, for two reasons.'
- C 'And whatever the truth about the much disputed claims for fossils in martian meteorites.'
- D 'Significantly, Nature magazine recently looked at astrobiology in all its forms.'
- a C: 'whatever the truth', 'much-disputed claims'
- b B: 'Is astrobiology a new name for repackaged goods? No, for two reasons.'
- c A: 'Astrobiology is *arguably* the trendiest buzzword in science after genomics.'
- 2 They convey the scepticism that he and others feel about astrobiology's chances of success in finding alien life.

## Writing

### Understanding a diagram page 217

- 1 The impact on the environment of a manufactured product during its life cycle.
- 2 Seven main steps
- 3 What each step leads to.
- 4 The use of energy and resources at step 2; transport to step 3; factory production at step 3; packaging, printing & distribution (transport) at step 4; sales at step 5 (shops); use at step 6 followed by disposal (scrapped material & discharge), also involving storage (domestic appliances). Possibly also product planning & design at 1 (office).
- 5 Recycling from step 7 to step 1; less impact on environment at production step 3. Possibly also informing customers at step 5; service and repair at step 6; providing feedback for planning & design – steps 6 and 1.

### Organizing and linking ideas page 217

- a Step 1 (product planning & design)
- b Present simple
- c Beginning: initially, first  
Main body: *meanwhile, simultaneously, at this point, alternatively, from there, at the same time.*  
Ending: *finally, eventually, ultimately*

### Beginnings and endings page 218

- |                       |                   |
|-----------------------|-------------------|
| <b>1 Introduction</b> | <b>Conclusion</b> |
| a vi                  | e i               |
| b viii                | f iii             |
| c vii                 | g v               |
| d iv                  | h ii              |
- 
- 2
    - a A topic of great public debate at present is ...
    - b The danger of this, according to ... is ...
    - c To a certain extent I agree with this, but ...
    - d In this essay, I shall present evidence that ...
    - e To sum up, it is clear that ...
    - f Despite the undoubted advantages of this, ...
    - g In view of the above, I strongly believe that ...
    - h I would suggest that a change in the law is necessary in order to ...

### Linking points page 219

- a *to begin with, in the first place, first of all*
- b *secondly, furthermore, moreover, in addition, besides, what*
- c *Finally, Lastly*

## Speaking

### Communication strategies page 220

- a describing approximately, question 5
- b hesitating, question 10
- c correcting mistake, question 1
- d asking the examiner to repeat, question 2
- e paraphrasing, question 6
- f clarifying, question 9

### Linking expressions page 221

#### Introducing the topic

*I've decided to speak about ...; The ... I'd like to talk about is ...; There are quite a lot of ..., but the one I've chosen is...*

#### Developing the topic

*... and it's not only ...; More importantly, ...; As well as that, ...*

#### Giving examples

*Take ... for instance, ...; A case in point is ...; To illustrate this point.*

#### Concluding your talk

*To sum up ...; In a word, ...; So, what I'm saying is ...*

### Saying what you think page 222

Justify opinions: *It's because ...*

(Speculate:) *You can't rule out the possibility that, There may well be*

Suggest: *Why not...?*

(Say you're sure:) *I'm positive that, I'm quite convinced that*

Say you're not sure: *I don't really believe that, There must be some doubt as to*

(Compare/contrast:) *X is far better than Y, Whereas X ..., Y ...*

Express a preference: *X appeals to me far more than Y, My preference would be for*

# Answer Key

## Test 1

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### Listening

#### Section 1

##### Questions 1–7 page 162

- 14
- 1.25
- 60
- (lightweight) bags
- lock
- 100
- credit card

##### Questions 1–7: script

KEITH Hello ... Clark's Cycle Hire. My name's Keith. How can I help you?

JAN Oh hello. I saw your ad in the local paper, and as I'm thinking of doing some cycling I'm wondering what kinds of bike you have, and what your prices are like.

KEITH Well, we hire out two main types of machine: touring and mountain bikes. Are you likely to be riding off-road, do you think?

JAN No, I'll probably be sticking to roads and country lanes, so a touring bike would be best, I think.

KEITH Right, well the rate will be £50 for a week, or £14 per day.

JAN So it's a lot cheaper to rent by the week.

KEITH Yes definitely, though it's important to bring the bike back on time. Otherwise I'm afraid we have to charge a late return fee.

JAN And how much is that?

KEITH For each additional hour it's **one pound twenty-five**.

JAN So if you were a day late it would cost another £30?

KEITH Yes, that's right.

JAN I'd make sure I didn't do that then!

KEITH I should also point out there's a deposit, which you get back when you return the bicycle. In good condition, of course. On touring models it's **£60**.

JAN Is there anything else I'd have to pay?

KEITH No, that's it. Though if you're planning to ride fairly long distances you might like to have one or two accessories.

JAN Such as?

KEITH Well, for another £5 we can supply **lightweight bags**, either panniers or the handlebar sort. It's amazing how much they can carry, and the way they're designed means they don't get in the way when you're riding.

JAN Well, I'll see. But what about essential things like a pump, and a repair kit? I wouldn't have to pay extra for those would I?

KEITH No no, there's no charge for things like that, or for a **lock**. It's a good strong one, too. Just make sure you don't lose the key!

JAN That reminds me: what about insurance? What happens if someone steals the bike, in spite of the wonderful lock?

KEITH Didn't I mention that? I should've told you that's included in the rental, too.

JAN And it covers everything, does it?

KEITH Er ... it covers you against theft of the bike, yes. As long as it's securely locked at the time. You'd have to pay part of any individual claim, though.

JAN How much?

KEITH If the bike were stolen and not recovered, you'd be liable for the first **£100**.

JAN Hmm. So, if I do go ahead and rent one, how do I pay? By cheque, or would it have to be cash?

KEITH Neither, I'm afraid. We can only accept **credit card** bookings. Otherwise we'd have to ask our customers for the full value of the machine as a deposit.

JAN I've got a Visa in my name. Would that be OK?

KEITH Sure.

##### Questions 8–10 page 163

- garage
- health centre
- Clark's (Cycle Hire)

##### Questions 8–10: script

JAN So if I want to have a look at the bikes, how do I find you? I live near the university, by the way.

KEITH Right. First you take Woods Road as far as the main police station ...

JAN I know it. It's right next to the park.

KEITH Yes, that's it. And after the police station there's a turning to the right called Oak Street ...

JAN At the big supermarket?

KEITH No, it's before then. It's actually between the police station and a garage on the other side.

JAN OK.

KEITH So you go down Oak Street until you reach the health centre on the right. If you get to a pub called the Maple Leaf you've gone too far. Alright?

JAN Yes, I've got that.

KEITH Now opposite the health centre there's a pharmacy, and we're just behind that.

JAN OK, fine. I'll try to call over sometime tomorrow.

KEITH Great. See you then.

JAN Bye.

## Section 2

### Questions 11–17 page 164

- 11 stamp collecting
- 12 social
- 13 China
- 14 charities
- 15 political
- 16 Liberal Democrats
- 17 light opera

### Questions 11–17: script

PRESENTER You're listening to Expat News, a weekly broadcast for the English-speaking community in this great city. In today's programme we'll be hearing from Tom O'Hara, who's going to tell us about all those different associations you can join. Tom.

TOM Good evening. Yes, in a city with so many of its residents born outside the country, it's hardly surprising there's such a huge range of expatriate clubs and societies. And many of these, of course, are aimed at English speakers. So first, and perhaps most obviously, we have the sports clubs, which in some cases field teams in things like rugby and tennis that compete against clubs in other parts of the country, or even abroad. You don't have to play at this level to have fun, though: they can be just a great way to do some exercise, and of course to get to know other people, especially if you're new in town. The same can be said of the many hobby and interest clubs that have sprung up here: everything from landscape photography, such as the Viewfinders club in the harbour district, or Focus on the airport road, to old favourites like **stamp collecting**. Remember that this country has a long tradition of unusual and perhaps even eccentric societies, so there should be

something for everyone: a place where you can meet people of different nationalities with the same social and/or cultural interests as you. For those who may be interested in rather more than just friendship, there's a wide range of lively **social** clubs. Several singles associations organize dancing of various kinds, while for people in a real hurry there's speed-dating, in which everyone talks to everyone else for just five minutes. Then, at the end, they decide which of them they would like to meet again by ticking their names on a list. In complete contrast to these are the many religious associations, reflecting the diversity of faith groups present in this multicultural city. Many of them, of course, have their own places of worship. Perhaps also of interest to those who've come here from other parts of the world are the international and cultural societies. These often provide a meeting place for people from a specific country, **China** for instance, and particular ethnic groups, such as Afro-Caribbeans. As in other major cities, we have here local branches of many **charities** with names familiar around the world. Meetings of human rights organizations like Amnesty International are held regularly in English, as are those of environmental groups such as Greenpeace. All funds raised, by the way, go to the same kinds of good cause as they do in other countries you may have lived in. Inevitably, perhaps, there are also the **political** clubs, often connected with a particular party and, indeed, a particular country. So we have, for example, a local association of Republicans linked to and campaigning for that party in the US, and **Liberal Democrats** here doing the same for their party in Britain. Finally, on a lighter note, there's plenty to choose from in the performing arts. Whether you enjoy taking part or just watching and listening, you can take your pick from a whole range of groups. To take just a couple of examples, there's **light opera** at the Memorial Hall in the city centre, or a very lively amateur theatre company in the Park district. In summer they give open-air performances of Shakespeare plays, free of charge.

### Questions 18–20 page 165

- 18 B
- 19 B
- 20 A

### Questions 18–20: script

TOM I should mention at this point that clearly some districts have a higher concentration of English-speaking clubs than others, and that certain parts of

town tend to specialize in particular activities. An obvious example would be the number of water sports clubs down near the river. Whatever the number, though, they usually have one thing in common. With the exception of a few associations linked to particular countries and supported by their embassies here, in the vast majority of cases it is the individual members who fund them, so an entry fee, or a subscription, will be charged. You may be used to council-subsidized sports centres and the like in your home country, but I'm afraid that's not the case here. Assuming you can afford it, then, you can be fairly sure that somewhere out there you'll find a club that caters for your own particular fascination. If it's very important to you, and you intend to spend a lot of time on it, it might even determine which district of the city you decide to live in. In the unlikely event that you really can't find such a club, the solution is to try to persuade friends, and anyone else you meet, of the need for one. You could also use the local small ads on the Internet to suggest the idea: you'll be amazed at just how many people share even the strangest interest. Then you can start your own.

## Section 3

### Questions 21–25 page 166

- 21 (background) reading
- 22 content
- 23 edit (notes)
- 24 next lecture
- 25 week

### Questions 21–25: script

TUTOR Well, how are you both settling in?

CARLOS Fine.

KAREENA Yes, no problems – so far, anyway!

TUTOR Good. Remember that as your personal tutor I'm here to help you – if you do have any difficulties. Now as you know, lectures start on Monday. So I thought we'd look at a few ways of making the most of them, especially in terms of the notes you take. Let's begin by thinking about what you can do before you even go to the lecture. Any ideas?

KAREENA Make sure you're up to date with all the **background reading**, so you know plenty about the subject already?

TUTOR Yes, that's essential. The lecturer will assume you have that knowledge. Anything else, Carlos?

CARLOS Well, er, check what the topic's going to be. Of the lecture, that is.

TUTOR I'd go a bit further than that and consider what the **content** may be. Then you could ask yourself some questions that you want answering, and listen out for the relevant information during the lecture.

CARLOS OK.

TUTOR Now that brings us to the lecture itself, and the actual business of writing notes, but there's a lot to deal with there so we'll come back to that later. What I'd like to do for the moment is continue with the process of note taking, and move on to the next stage. Any suggestions for what that might be?

KAREENA When the lecture is over, you mean?

TUTOR Yes, once you're able to sit down somewhere quiet with your notes.

CARLOS Read them?

TUTOR More than that. You need to make sure they'll still make sense to you weeks, months later.

KAREENA **Edit** them?

TUTOR Yes, that's what's needed. It's well worth spending a few minutes on it. Any missing words, anything difficult to read, things you didn't have time to jot down: now is the time to do so, while everything's still fresh in your mind.

KAREENA Right. And after that, when's the best time to revise them?

TUTOR When do you think, Carlos?

CARLOS Um, I'd say just before the **next lecture**. In the same subject.

TUTOR Precisely. That's a vital time to look at them again, for obvious reasons. But it's definitely not the only time. When should you revise them again?

KAREENA A month later, maybe?

TUTOR Sooner, and much more often than that. I'd recommend you look at them again once a **week**. That's why it's so important they're complete and easy to follow.

### Questions 26–29 page 167

- 26 at the front
- 27 leave a space
- 28 it saves time
- 29 signpost words

### Questions 26–29: script

TUTOR Right, let's go back to note-taking, and begin with the basics, before the lecture has even started.

What should you do when you walk into the room?

CARLOS Get a good seat **at the front**, if you can. Where you can hear clearly and avoid distractions.

TUTOR Yes, though obviously others will have had the same idea, so it's as well to get there a bit early. So, when the lecture's under way and you're busy jotting things down, what should you try to ensure?

KAREENA That you're getting all the main points.

TUTOR And what if you don't catch something, something you know must be important?

KAREENA I'd **leave a space**, then I could check it later, perhaps by asking a question at the end, and fill it in afterwards.

TUTOR That's an excellent way to deal with it, yes. And there's something else I'd like to mention here, talking about going through notes afterwards: it's absolutely vital that what you write is legible, for one very good reason – it **saves time**. You'll waste many hours, during the course, if your revision is held up because you can't read what you've written. OK, what else can we do to make listening and note-taking more efficient?

KAREENA Well, I always listen out for **signpost words**.

CARLOS Sorry, what are they?

KAREENA They're the ones lecturers use to say where they're going. A bit like a signpost at a road junction, I suppose. Things like 'the first reason is ...', 'however ...', 'to sum up ...', and so on.

TUTOR Yes, they can tell you when something important is coming, and help you organize your notes, too.

### Question 30 page 167

30 B

### Question 30: script

TUTOR Is there anything else you can add, Carlos?

CARLOS Er ... there's something I think is very useful, but it's later: after the lecture has finished.

TUTOR That's fine. Go on.

CARLOS Well what I do is go through what I've written down, summing up the main points in a few words in the margin, on the left-hand side of the page. I try to use words that'll jog my memory, so that I can remember what everything's about when I look at them again.

TUTOR Yes, that can work very well. What some people do to review their notes is cover up their full notes from the lecture, maybe with a piece of paper or a card, and concentrate just on what they've put in the margin, trying to recall the details. Then they move the cover down a little and check whether they were right.

KAREENA Or you could put your main points on another piece of paper and clip them together. Instead of covering and uncovering, you just hold a page in each hand.

TUTOR Sure. It's down to personal preference, really. Everyone has their own learning style.

## Section 4

### Questions 31–36 page 168

31 690

32 1915

33 First World War

34 Europe

35 70% / seventy per cent

36 shopping centre

### Questions 31–36: script

LECTURER Good afternoon. Today we're continuing this series of talks on the development of the Australian Outback with a look at Coober Pedy, the desert town of opal mines and underground living which lies 860 kilometres north of Adelaide and **690** south of Alice Springs. The inaccessibility, harsh climate and almost total lack of water made it a highly unlikely place for human habitation, but that all started to change in **1915** with the discovery there of opals, the precious stones which seem to change colour according to their surroundings. Settlements were established following the **First World War**, when soldiers returning from the trenches of France brought with them the techniques of living below ground in 'dugouts'. The Depression of the 1920s and 30s led to many prospectors leaving, but the town boomed again in the late 1940s when shallow new opal fields were discovered, and immigrants from **Europe** arrived in large numbers after the Second World War. It must be remembered, though, just how hostile conditions were. Daytime summer temperatures reached well over 50 degrees Centigrade, winter nights were bitterly cold, and dense dust storms regularly blanketed the town. To cope with this, more and more people began living in disused mines and purpose-built subterranean houses, where the temperature remains at a comfortable 25 degrees all year round, so that eventually around **70%** of the town's inhabitants had made their homes beneath the surface. This led to the construction of hotels and even churches below ground, as well as an entire underground **shopping centre**: the only one in the world.

### Questions 37–40 page 169

37 C

38 A

39 B

40 B

## Questions 37–40: script

Perhaps not surprisingly, this has now led to the emergence of a secondary industry: tourism. Increasing numbers of visitors come to see the tunnels and the caves with their ventilation shafts, the weird machines lying about in the town, and, just beyond it in the scorched red desert, the conical hills thrown up by the world's biggest opal mines. It's a logical stopping place for travellers, too. The nearest town to Coober Pedy is Woomera, in the prohibited area once used for launching space rockets, but even that is an enormous distance away. Within the town itself there are plenty of hotel rooms and a number of ethnic restaurants – remember that Coober Pedy is one of the most multicultural places in Australia, with an estimated 45 nationalities represented – and its very own opal museum. A short distance from town there's a section of the enormous barrier that runs thousands of kilometres across the country: the Dingo Fence, which is meant to keep these predatory wild dogs out of the sheep-farming areas. Another attraction just outside town are the sets of various films made there, including *Mad Max 3*, as well as *The Red Planet* and *Until the End of the World* – names that reflect the harshness of the terrain and temperatures there. The name Coober Pedy, incidentally, comes from an Aboriginal expression meaning 'white man's hole in the ground'. Next I'd like to go on to talk about Broken Hill, another mining town but one that ...

# Academic Reading

## Passage 1

### Questions 1–5 page 170

- 1 Paragraph B: x
- 2 Paragraph C: ix
- 3 Paragraph D: vii
- 4 Paragraph E: i
- 5 Paragraph G: vi

### Questions 6 and 7 page 173

- 6 (on/from) Mars
- 7 they become thinner

### Questions 8–12 page 173

- 8 Yes
- 9 Not given
- 10 No
- 11 Not given
- 12 No

### Questions 13 and 14 page 174

- 13 communicating with patients
- 14 filtering contaminated water

## Passage 2

### Questions 15–19 page 177

- 15 (deep) canyons
- 16 above
- 17 sea floor
- 18 shellfish
- 19 silt/sand and mud

### Questions 20–22 page 178

- 20 E
- 21 F
- 22 B

### Questions 23–27 page 179

- 23 D
- 24 A
- 25 B
- 26 C
- 27 D

## Passage 3

### Questions 28–31 page 182

- 28 F
- 29 J
- 30 A
- 31 I

### Questions 32–35 pages 182–183

B, C, F, H (any order)

### Questions 36–40 page 183

- 36 D
- 37 E
- 38 F
- 39 A
- 40 E

## Writing Task 1 *page 184*

The linegraph illustrates students who came from Indonesia, Malaysia, Singapore, and Hong Kong in Australia between 1982 and 2000.

The number of students coming from Malaysia in 1982 to in 1993 increased steadily from about 5,000 students to just under 10,000 students whereas that of the other countries increased sharply between about 2,000 students and about 10,000 students. The number of the oversea students in 1993 to in 2000 fluctuate significantly between about 10,000 students and just under 20,000 students with the exception of students coming from Indonesia. There was a dramatic increase in the number of oversea students from Indonesia in 1993 to in 1998, peaking at 26,000 students. There was a slightly drop in the number of students from Indonesia in 1998 to in 2000 from 26,000 students to about 23,000 students.

There was a considerable increase in the number of the oversea students with 5-time increase between 1982 to 2000, except students from Malaysia.

### Comments

The content of this answer is good, in that it reports the main features of the graph, and also draws particular attention to the significant features. It also attempts to summarize the main message of the graph in the conclusion. Its weakness lies in its lack of cohesion. The writer has strung the sentences together but they do not flow easily from one to the next as there are no linking words. There are some structural and spelling errors, but these do not interfere with communication. The writer has most of the vocabulary he needs to write about graphs. **This answer would probably not achieve Band 7.**

## Writing Task 2 page 186

In recent years, travelling by plane has become a very common means of transport for many people. Mainly because it's practical, quick and easy, but it also became incredibly cheap and accessible for all. Consequently, people are highly encouraged to choose it and air traffic is increasing rapidly. Although taxing flight tickets more heavily could enable to reduce air traffic considerably, this decision could also lead to many drawbacks.

First of all, if plane tickets become more expensive, many people might reconsider their way of travelling. Therefore, this would certainly encourages more of them to take a train to travel short distances, from a European country to another, for example.

As a result of this, air traffic could decrease and new airport construction not be needed.

On the other hand, to me it is obvious that people will choose to travel using a car or a coach as an alternative way. Therefore, this would lead to lots of noise and pollution on the roads, mostly during holidays. Moreover, economically, the choice of taxing flight tickets heavily could be seen as a discrimination as travelling abroad could only be afforded by wealthy people. Finally, high costs flying might simply disadvantage tourism as it would slow down cultural and economic exchanges between countries.

To sum up, when bearing in mind the consequences of heavy taxes on plane tickets, it does not seem to be an appropriate solution against noise or pollution. Besides, travelling by plane is needed and important to maintain goods exchanges, tourism communication, technology developments ...

### Comments

This is an excellent answer in all aspects. There is scarcely a mistake in grammar, despite the use of complex sentences, and it is cogently argued with effective use of link words, displaying a range of logical relationships. The case is argued convincingly with good examples. The text is well planned with a clear introduction, which is not merely a repetition of the question, and a meaningful conclusion. **This answer would probably exceed Band 7.**

# Test 2

## Listening

### Section 1

#### Questions 1–6 page 194

- |                     |                     |
|---------------------|---------------------|
| 1 A Yes, definitely | 4 C Definitely not  |
| 2 A Yes, definitely | 5 B Maybe           |
| 3 B Maybe           | 6 A Yes, definitely |

#### Questions 1–6: script

SIMON Hello, this is Simon Marshall. I spoke to you the other day about renting flat 3A.

OWNER Oh yes, hello Simon. What can I do for you?

SIMON Well, there are a few health and safety things I'd like to run through if that's OK.

OWNER Yes, fine.

SIMON Right, well the first thing, bearing in mind it's quite an old house, is whether there's any damp. I'm thinking here of the exterior walls, and the floor.

OWNER Well, I've never known any problems with damp there. It was all right last time I checked, certainly – though that was before the recent wet weather. I'd better have another look and get back to you on that.

SIMON OK. Now the next thing is the gas supply. Do you have a safety certificate? A current one that is.

OWNER We do. All the gas appliances have been checked by a registered engineer.

SIMON Yes, I was going to ask about that. When did they actually do the inspection?

OWNER Let me think ... they sent an engineer to check something early last year, but, no, that wasn't the inspection ... Oh I remember now, it was in the Spring. In fact I've got the certificate here somewhere ... yes, that's it: March 22nd, so it's just over five months ago.

SIMON And the electricity. When was the last time all the wiring was inspected? I know it doesn't have to be checked as often as the gas, but it's still important, especially in older properties.

OWNER As it happens we had an electrician in when we redecorated flat 3A. If he looked at everything then, he would have charged us for it. I'll find the bill and check it if you like.

SIMON Fine. And when was that?

OWNER Er ... the decorators finished just before

Easter, so that would be about eighteen months ago.

SIMON Just one more point on the electrics: are there enough plug sockets in the flat?

OWNER It depends what you mean by 'enough' really.

SIMON Well I've got quite a lot of electrical things – computer, radio, lamps, kitchen appliances and so on – and I'm wondering whether I could plug them all in without having cables trailing all over the place.

OWNER I think there's one per room: that's fairly normal in older properties.

SIMON I'll take that as a 'no' then!

OWNER All right.

SIMON Now, another safety point: is there a smoke alarm?

OWNER Yes, there's one in the kitchen.

SIMON And is it in good working order?

OWNER I'll have to try it out, and let you know.

SIMON Right. Now you mentioned the previous tenants: do they, or anyone else who's lived in the flat, still have keys to the door?

OWNER We're very strict about that. Everyone has to hand back the keys when they leave, or we don't return the deposit. And those in 3A have always done so.

#### Questions 7–10 page 195

- 7 C  
8 B  
9 C  
10 B

#### Questions 7–10: script

SIMON OK. Now there are a few other practical details.

Firstly, you mentioned a room where people can leave things like suitcases and bags and things. Where exactly is that? Is it next to 3A, which I take it is on the third floor?

OWNER Well the apartment's on the third, yes, but the storeroom's a little way away, just past the second door to the right. Under the stairs, in fact.

SIMON But it's on the same floor, isn't it?

OWNER Yes, it is.

SIMON Fine. Now another thing I wanted to check is that there's hot water in the apartment.

OWNER Oh yes, it runs off the central heating – that was installed back in the 70s I think – so there's a permanent supply.

SIMON But is it really hot? Not just warm, or lukewarm.

OWNER I suppose it depends what you mean by hot, but it's at a constant 60 degrees.

SIMON That sounds fine.

OWNER Yes, it used to be set at 55, but last year the tenants asked us to increase it, so we did.

SIMON I'm glad about that! OK, now can you tell me a bit about the yard, and the garden? How big are they?

OWNER Well the yard, at the side of the house, is about 20 square metres.

SIMON Oh, so there's room for my motorbike, then. Actually it's only a 50 cc moped, but I like to keep it off the road at night.

OWNER Yes, there's more than enough space there, even with all the wheelie bins.

SIMON And the garden?

OWNER That's much bigger. About 150 square metres.

SIMON Who looks after it, by the way?

OWNER Old Mr Collins. He's almost 90 but he's out there every day.

SIMON And the last point: the TV. What size screen is it?

OWNER It's 70 centimetres wide, I think. No, sorry, that was the old one. This one's 80. You can get ninety-odd channels on it, so I'm told.

SIMON Really? So there's a satellite dish on the roof, is there?

OWNER No. it's cable TV here. It doesn't cost much between everyone, though.

SIMON That's very interesting. OK, thanks for your help. I'll be in touch again soon.

OWNER Thank you. Bye for now.

SIMON Bye.

## Section 2

### Questions 11 and 12 page 196

- 11 B  
12 A

### Questions 11 and 12: script

COUNSELLOR Loneliness is something we all suffer from in varying degrees, but young people living on their own can be particularly vulnerable. Many who leave the family home find they are less confident and have more difficulty in finding their feet than they expected. Often, going to work or study in another town or city will be the first time they have lived away from home. Although this may sound like an adventure for those dying to get away from the

glare of the parental eye, for others it is a daunting prospect which generates apprehension, uncertainty, and even fear. In fact, in a recent survey of over sixteen hundred people who had recently left home, 32% said that understanding and coping with loneliness was a crucial issue for them and made them feel highly stressed and distracted. An annual report by researchers last year recorded a noticeable increase in the number of individuals with homesickness, transition, and isolation issues. Acknowledging that feelings of loneliness and isolation could impede progress at work or study, they examined the number of people using the welfare and health services. They found that young people in particular were prone to difficulties. Last year 61% of all people using counselling services were aged under 30 and of this group, 57% were men.

### Questions 13–20 page 197

- |                   |                       |
|-------------------|-----------------------|
| 13 first year     | 17 far (away)         |
| 14 (other) people | 18 everyone/everybody |
| 15 on their own   | 19 activities         |
| 16 primary school | 20 support services   |

### Questions 13–20 script

COUNSELLOR: Leaving home involves a major change in lifestyle, work patterns and degree of independence. You will be away from home, family and friends and are no longer supported by familiar surroundings. For this reason, in the **first year** a lot of young people suffer from loneliness. Ironically, this sense of isolation comes at a time when you are likely to be surrounded by **people** most of the time. Living in a busy city, travelling on crowded buses and trains, you will be constantly among people, but this can sometimes compound your sense of being alone. Seeing others who appear at ease among large crowds, mingling and making friends, can make you feel excluded and inadequate. Adapting to a new environment makes people uncertain of what to do or how to behave and breeds insecurities which can make for a real sense of isolation. It is often those who are more used to being **on their own** who deal best with the transitional period of leaving home. Other reasons for feeling alone include high expectations of the big city where you have 'the best time of your life' and meet 'lifelong friends'. It may be the first time you have had to make new friends since you started **primary school** and perhaps you are reluctant or finding it hard to replace old friends whom you miss. There are also pressures to juggle

work and socializing which may leave you feeling left out, or it could be that you have a long distance relationship and feel torn between your new lifestyle and that special person who lives so **far away**. Because loneliness can leave you with a sense of low self-esteem where you become self-conscious and feel you have been rejected, it is very difficult to overcome. You may be reluctant to even try and make new friends or take part in social activities, and will also find it difficult to say 'no' to things, leaving you feeling exploited and weak. One of the ways of combating loneliness is to remember that it's not your fault, and that it's something **everyone** has to deal with, despite appearances. Counsellors advise those feeling lonely to speak to someone they know about their feelings. They also ask them to consider joining groups and societies and to get involved in **activities** which interest them as a way of meeting more people. Of course, overdoing it and jamming your schedule with too many things just to avoid being alone will not work, but meeting others with common interests may be a step forward. If you still feel like you need someone to talk to, you could try group counselling where you will be able to talk to and receive support from a small number of people with the same difficulties as you. For more information, or to be put in touch with an individual counsellor, contact the local town hall's **support services**.

## Section 3

### Questions 21–24 page 198

21–23 A, E, F (any order)

24 C, D (any order)

### Questions 21–24: script

KATY Hi, I'm Katy Shaw and I work at the University Language Centre. Your tutor tells me you might be interested in using the Centre, so I'm here at the College to explain a bit about it and of course to answer your questions.

PAULA Where exactly is the Centre? Is it near the College?

KATY It's actually on King's Road: just round the corner from here, in fact.

JEFF Oh I know it, yes. I wondered what that building was.

STEVE Yes, what's there?

KATY Well, the library has about 4,000 books, pamphlets and transcripts to go with some of the

12,500 items on audio or video cassettes. These are at a wide range of levels of difficulty, covering language learning material in over 100 languages. There are also reference books without tapes including dictionaries, grammars, grammar workbooks, vocabulary workbooks and model letters, as well as texts on academic writing and effective study habits, etc. Audio cassette workrooms are on the first floor, by the way.

STEVE Do they get any foreign-language press there, too?

KATY Yes, the library subscribes to a number of European daily and weekly newspapers including *Le Monde* from France, *L'Espresso* from Italy and the weekly international edition of the Spanish paper *El Pais*.

JEFF What about learning with computers? Can you do that there?

KATY CALL, or Computer Aided Language Learning, is available on the first floor.

JEFF How many PC's are there?

KATY Counting both Macintosh and PC platforms, there are nine at present. There are materials in over fifteen different languages, and new material and language categories are being added as library funds permit. The programs cover verb drills, grammar exercises, activities to accompany multi-media textbooks, pronunciation, translation and some multi-media applications. The same hardware permits access to the Internet with its many language learning and discussion sites.

PAULA What about TV? That's a good way of learning a language too.

KATY Yes, definitely. We agree. So on the second floor of the Centre there are televisions to view live satellite television broadcasts in seven languages.

PAULA Which ones are they?

KATY Currently, we've got Arabic, French, German, Italian, Portuguese, Spanish and Russian. Turkish broadcasting can be viewed live on request. The Centre records the news in French, German, Arabic, Italian, Japanese, Spanish and Russian. And English, too.

### Questions 25–30 page 199

25–27 B, E, F (any order)

28 A, B

29–30 Answers A, E (any order)

### Questions 25–30: script

PAULA Sounds great. How do we sign up?

KATY To avoid paying a fee, you need to go to the

Centre with a valid University ID card, or a letter from your College or Departmental Administrator on headed paper indicating your status, length of stay and language requirements.

STEVE Are there any forms to fill in?

KATY I'm afraid so! You do that at the ground floor Reception Desk. Your registration is for one academic year only and needs to be renewed annually. You should tell the librarian who you are on your first visit, and you will need to take part in an induction to the library service, including the proper operation of the Centre's computers, televisions, videos and so on.

PAULA Can she help us choose the right materials, too?

KATY Yes! The librarian can give advice and assistance in locating material, making best use of the texts and tapes, and so on. Let her know which language you want to study and what – if any – knowledge of it you already have. Also say what reasons you have for learning the language. Your answers will help the librarian help you make the best choice of books and tapes for your needs. She can also offer you advice on how much time is needed to make progress in the language, and can offer suggestions on how to improve your language learning techniques.

JEFF Can she copy tapes for us to take home? Or can we borrow them?

KATY The library is a resource centre and reference library only. You can do as much self-study listening and reading work there as you want, but it's not possible to take home materials, that's to say books or cassettes. And copyright law doesn't permit the library or its staff to make copies of cassettes for use by students outside the Centre. All material must be used on the premises, I'm afraid. This ensures that materials are always available for students working on their own and not out on loan for long periods, which could harm users' progress.

STEVE So if we can't take books home, is it OK to photocopy them?

KATY The library staff will handle any photocopying, though international copyright law prohibits users from copying more than 5% of any one title in the academic year. You place a photocopy order with the librarian or an assistant and orders will be processed between one and two o'clock, or after five thirty.

PAULA How much does it cost?

KATY Ten pence per page. Payment is by photocopy card, which you can buy from the Information Desk on the ground floor....

## Section 4

### Questions 31–34 page 200

- 31 (the) US/USA/America    33 1919  
32 success    34 Goodrich's

### Questions 31–34 script

LECTURER I think you all have a copy of the printed notes and diagram ... but I should point out before we go any further that there are a few mistakes in those notes, so please correct any you notice as we go along. Right, as you can see, we are going to be looking at the zip, or zipper as it's known in the US, which is where it had its origins in 1851. In fact, it was initially given the rather less catchy name of the Automatic Continuous Clothing Closure by the person that invented it: Elias Howe, who also designed the first sewing machine. It wasn't until 1893, though, that someone actually tried to market the zip, when Whitcomb Judson, another American inventor, took what he called the Clasp Locker to the World's Fair held that year in the US. His hook and eye system was a commercial disaster, and it was another fifteen years before the buying public began to take an interest: this time a more reliable model with facing sets of teeth named the Hookless Fastener, designed by a Swedish engineer called Gideon Sundback. Attached to clothing, purses and other items, **it sold quite well**. Gradually this new alternative to buttons caught on, as people realized the advantages of a fastener that only needed one hand to operate, that children could use, that left no visible gaps, and so on. The British firm Kynoch began producing and selling the Ready Fastener in large numbers in **1919**, and a few years later the Zipper, designed and given its modern American name by BF **Goodrich**, made Mr **Goodrich** extremely rich indeed.

### Questions 35–39 page 201

- 35 pin    38 pull tab  
36 box    39 top stop  
37 (metal) teeth

### Question 40 page 201

40 B

### Questions 35–40: script

LECTURER If its use in trousers was a major factor in establishing the zip as a fashion icon, despite its occasional tendency to trap parts of the wearer's

anatomy, another major breakthrough came with the separable zip: the kind that opens at both ends. This type, still widely used in a range of items from jackets to tents, is shown in the diagram. Let's look first at the right-hand side of the illustration, at the material attached to the item of clothing, the bag or whatever. This is the tape, which is usually made of fairly tough fabric. At the end of that there's what is known as the heat seal patch: the cotton and nylon laminated material used to reinforce the tape. Now alongside the heat seal patch is a small piece of metal, used only on a separating zip, whose function is to enable the two halves of the zip to join. This is known as the 'pin'. Opposite that, on the other half of the zip in the diagram, is a device which correctly aligns the pin. The 'box', as it's called, begins the joining of the zip halves. Running up the inside edge of each half are dozens, possibly hundreds, of metal 'teeth', each of which has a small hook and an equally tiny hollow. Moving up and down the teeth, to open and close the zip, is a piece of metal called the slider. This is operated by means of a 'pull tab', so called because, logically enough, the wearer or user pulls it in one direction or the other. To close the zip, a wedge inside the slider pushes the hook of each tooth on one side into the hollow of each offset tooth on the other; to open it, the wedge forces them apart. To prevent the slider coming off the teeth at the other end, there is a 'top stop' on both sides of the zip. This basic design has changed little in the many years since it was first introduced, although nowadays, of course, zips – zippers – are available in a whole range of shapes, sizes and materials.

## Academic Reading

### Passage 1

#### Questions 1–5 page 203

- |     |     |
|-----|-----|
| 1 B | 4 B |
| 2 C | 5 A |
| 3 A |     |

#### Questions 6–8 page 204

- 6 individual scratching
- 7 alerted others
- 8 bonding

#### Questions 9–13 page 205

- 9 F
- 10 T
- 11 NG
- 12 T
- 13 F

#### Question 14 page 205

- 14 D

### Passage 2

#### Questions 15–19 page 206

- |                   |                  |
|-------------------|------------------|
| 15 Section II: i  | 18 Section V: a  |
| 16 Section III: e | 19 Section VI: c |
| 17 Section IV: h  |                  |

#### Questions 20–24 page 209

- 20 platform
- 21 A-frame
- 22 pulley(s)
- 23 (boat carrying) tank
- 24 (cast iron) weights

#### Questions 25–27 page 210

- 25 France and Belgium
- 26 a hydraulic pump
- 27 cylinders and pistons

### Passage 3

#### Questions 28–34 page 213

- |            |                |
|------------|----------------|
| 28 size    | 32 narrow      |
| 29 never   | 33 composition |
| 30 mistake | 34 defining    |
| 31 planet  |                |

#### Questions 35–38 page 214

- 35 C
- 36 A
- 37 B
- 38 C

#### Questions 39–40 page 215

- 39 A
- 40 D

## Writing Task 1 page 216

The diagram illustrates the environmental issues by a product over its lifetime.

According to the diagram, first step for the life cycle of a product is product planning and design which is the most significant step for customers as an appearance. Secondly, suppliers have to prepare all of the materials which they need to use for the product. It would appear that most of the people are more likely to concern about the materials that are used during the production because of the quality.

After the process of procurement of the materials is reached, life cycle is followed by production step. As long as a product is ready to sell, initial step carries on with packaging, printing and physical distribution. In addition to this step, there are variety of ways how to make the product more impressive and demanding in the competitive market. That's why, perhaps the most important process is sales, however good quality of materials was used. While suppliers are trying to sell any kind of product, they should persuade customers for either its quality or function as a whole.

In the case of sales, a large proportion of people use varieties of techniques how to effect customers in the market even with exaggeration. From customers point of view, they invariably focus on what they need. So, another essential point for suppliers is to meet customer's needs.

Consequently, products are started to be used by customers whether they're satisfied or not. Unless they are satisfied, it's more likely for the product to be given back to the service.

### Comments

Although there are some errors in structure, and there might have been more comments on significant stages in the process, this is an adequate answer to the question. The writer displays the ability to use a range of structures and vocabulary. Because the general language is of a high level and flows coherently, it would reach this band level, although comments on the environmental features of the process are lacking. **This answer would probably achieve Band 7.**

## Writing Task 2 page 218

Nowadays, people are able to reach easily to financial sources by financial instruments such as mortgage loans and credit cards. There are many people who spend money by using credit card or loans without repaying ability. It is the aim of essay to present some benefits and drawbacks when people are not able to borrow easily money.

There are some advantages, when banks don't lend money to people easily. To start with, people are controled their expenditure in order not to spend too much money more than their repaying ability. As a result, this is a possible cause that leads to decreasing crime in society. Furthermore, when financial institutions have less risks, they can lend money to people with low interest rate. What is more, economy will be safer when financial institutions have no risks. For example, in 1996, the Thai financial institutions lent too much money to people who could not repay. Consequently, it is one of the causes of the crisis in the Thai economy in 1997.

However, when banks are stricter about lending money to people, people need to find another financial source such as to borrow money from mafias or illegal financial institution. As a consequent, this doesn't support economy and danger of their life. Moreover, banks lose the opportunities to earn more money and to increase monitoring cost.

In conclusion, I think every financial instruments are important in economy and encourage economy to be stronger. However, we should be careful of how to use it because it will be a cause of economic problems such as in the crisis of the Thai economy.

### Comments

There are many good features in this writing. The question is answered, giving weight to both sides of the argument. There is a clear introduction and conclusion. The writer makes good use of an example from his own experience, and displays appropriate vocabulary for tackling the topic. The ideas are well linked through cohesive devices, and any structural errors are minor. **This answer would probably achieve Band 7.**

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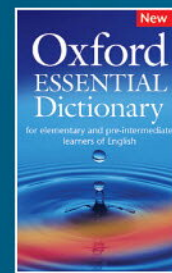
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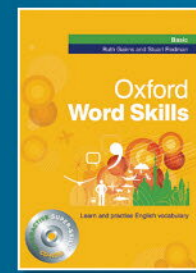
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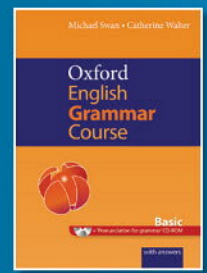
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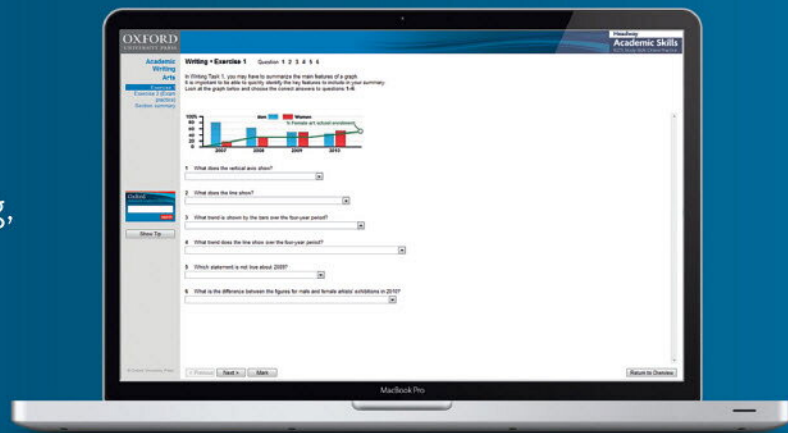


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