

THOMSON

A high-speed train, possibly a Shinkansen, is shown in motion on a track, moving towards the viewer. The background is blurred to convey speed. The entire cover has a purple color scheme.

IELTS *express*

Upper Intermediate
Workbook

Pamela Humphreys
with Pauline Cullen



IELTS ***express***

Upper Intermediate

Workbook

Pamela Humphreys

Pauline Cullen

Richard Hallows • Martin Lisboa • Mark Unwin

THOMSON
—★—™



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What's in this Workbook?

The *IELTS Express Upper Intermediate Workbook* is intended to be used together with the *IELTS Express Upper Intermediate Coursebook*.

The units of this *Workbook* follow the units in the *Coursebook* – there are eight units, with the same topics as the *Coursebook*.


In the middle of each unit, between the Reading and Speaking sections and between the Listening and Writing sections, there is a one-page Vocabulary section. This section introduces and practises vocabulary relevant to the theme of the unit. Following every two units, there is a two-page Vocabulary Review section, which reviews and extends the vocabulary of the two previous units.

The Speaking and Writing sections of each unit contain **Language bite** boxes. These boxes contain grammar or expressions useful for that section.

The *Workbook Audio CD/Tape* contains recordings for the Listening and Speaking sections.

At the back of this *Workbook* (pages 78–89) is an answer key, including model answers for all the Writing sections, and a listening script for the recorded material.

How should this Workbook be used?

Although this book may be used in class with a teacher, it is mainly intended for students to use alone at home. The exception to this is the Speaking sections. In various places in the Speaking sections you will see a 'Study Buddy' icon, which looks like this . This icon indicates that if you have a Study Buddy, or friend that you study with, you should do this task together. If you are alone, you can still do the task, but if possible, you should record yourself using a tape recorder to listen to how well you performed.

How should you learn new vocabulary?

A large vocabulary is essential to success in the IELTS exam. To develop your vocabulary you need to record new words systematically.

The final section of each one-page Vocabulary section, Vocabulary revision, asks you to make a note of ten new vocabulary items from the unit that you want to remember. There are a number of ways you can do this:


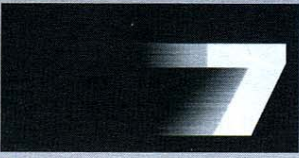
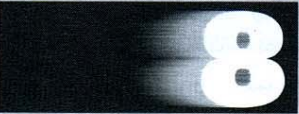
- Get a small notebook which you can use as a vocabulary notebook. When you come across a new vocabulary item that you need to remember, write it in the notebook. Some people like to organise their vocabulary notebook alphabetically, that is, all items beginning with A in one section, all those beginning with B in the next, and so on. A benefit of this is that when you write an item in your book, it's easy to see whether you've come across this item before. Others prefer to organise their notebook by topic, for example, words related to crime and punishment all together on one page.
- Write new vocabulary items on small pieces of paper or index cards to create flashcards, and store them in a vocabulary box.

Whichever system you use, make sure that for each item you write additional information about the word, like a translation of it into your own language, an example phrase or sentence, whether the item is a noun, a verb, an idiom, etc., the pronunciation, and any important collocations.

You should carry your notebook or flashcards with you all the time and review vocabulary whenever you have any free time – on the bus, on the train, anywhere! You can do this alone or with a friend – pick out an item and test yourself or a partner on the meaning.

Finally, one of the best ways to enlarge your English vocabulary is to read a lot outside class. Reading material is easily found on the Internet, or you could use Graded Readers. Ask your teacher for some suggestions.

Unit and topic	Exam focus	Exam tasks	Skills
1 Leisure Activities Page 6	READING	<ul style="list-style-type: none"> ▶ Matching headings ▶ Short-answer questions ▶ Summary completion 	<ul style="list-style-type: none"> ▶ Recognising main and supporting ideas ▶ Skimming
	SPEAKING Part 1: Introduction and interview Part 2: Individual long turn	<ul style="list-style-type: none"> ▶ Individual long turn 	<ul style="list-style-type: none"> ▶ Expressing preferences ▶ Providing additional information ▶ Talking about the past
2 Education Page 14	LISTENING Section 1: Non-academic dialogue	<ul style="list-style-type: none"> ▶ Form completion ▶ Table completion ▶ Multiple-choice questions with single answers 	<ul style="list-style-type: none"> ▶ Anticipating what you will hear
	WRITING Task 1 (Academic)	<ul style="list-style-type: none"> ▶ Describing graphs, bar charts, pie charts and tables 	<ul style="list-style-type: none"> ▶ Writing an overview ▶ Describing specific data and trends ▶ Comparing and contrasting data
Vocabulary Review 1 Page 22			
3 Technology Page 24	READING	<ul style="list-style-type: none"> ▶ Labelling a diagram ▶ Classification 	<ul style="list-style-type: none"> ▶ Locating information in the text
	SPEAKING Part 3: Two-way discussion	<ul style="list-style-type: none"> ▶ Two-way discussion 	<ul style="list-style-type: none"> ▶ Expressing and justifying opinions ▶ Comparing and contrasting ▶ Comparing different time periods
4 The Workplace Page 32	LISTENING Section 2: Non-academic monologue	<ul style="list-style-type: none"> ▶ Labelling a diagram 	<ul style="list-style-type: none"> ▶ Comparing the questions to the recording ▶ Matching signpost words to stages
	WRITING Task 2 (Academic)	<ul style="list-style-type: none"> ▶ Thesis-led essay 	<ul style="list-style-type: none"> ▶ Identifying a thesis statement and deciding your opinion ▶ Writing introductions in the thesis-led approach ▶ Justifying a point of view ▶ Showing concession
Vocabulary Review 2 Page 40			
5 Climate and the Environment Page 42	READING	<ul style="list-style-type: none"> ▶ Matching statements to options ▶ Yes/No/Not given 	<ul style="list-style-type: none"> ▶ Global multiple-choice questions
	SPEAKING Part 3: Two-way discussion	<ul style="list-style-type: none"> ▶ Two-way discussion 	<ul style="list-style-type: none"> ▶ Showing how strongly you agree or disagree ▶ Emphasising your opinion

Unit and topic	Exam focus	Exam tasks	Skills
 <p>6 Globalisation Page 50</p>	LISTENING	<ul style="list-style-type: none"> ▶ Notes completion ▶ Classification 	<ul style="list-style-type: none"> ▶ Listening and reading at the same time ▶ Anticipating what you will hear
	WRITING Task 1 (Academic)	<ul style="list-style-type: none"> ▶ Describing a process 	<ul style="list-style-type: none"> ▶ Using the passive voice
<p>Vocabulary Review 3 Page 58</p>			
 <p>7 Communication Page 60</p>	READING	<ul style="list-style-type: none"> ▶ Matching information to sections of text ▶ Multiple-choice questions with single answers ▶ True/False/Not given 	<ul style="list-style-type: none"> ▶ Identifying functions in a text
	SPEAKING Part 2: Individual long turn Part 3: Two-way discussion	<ul style="list-style-type: none"> ▶ Individual long turn ▶ Two-way discussion 	<ul style="list-style-type: none"> ▶ Dealing with vocabulary problems ▶ Making suggestions
 <p>8 Growth and Development Page 68</p>	LISTENING Section 4: Academic monologue	<ul style="list-style-type: none"> ▶ Multiple-choice questions with single answers ▶ Summary completion 	<ul style="list-style-type: none"> ▶ Dealing with distractors
	WRITING Task 2 (Academic)	<ul style="list-style-type: none"> ▶ 'For and against' essay 	<ul style="list-style-type: none"> ▶ Including relevant information ▶ Avoiding repetition and organising your ideas
<p>Vocabulary Review 4 Page 76</p>			
<p>Answer Key Page 78</p>			
<p>Model Writing Answers Page 90</p>		<p>Listening Scripts Page 91</p>	

1

Leisure Activities

READING

1 Introduction

In your opinion, what factors influence whether people take part in sports as an adult? Tick the appropriate box to show how far you agree with each statement.

Doing sports regularly as an adult depends on ...

	No, not at all	Maybe	Yes, definitely
1 ... your gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ... how rich you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 ... how healthy you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 ... how active your family/friends are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 ... your exposure to sports as a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 ... how busy you are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 ... your educational background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 ... (your idea)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Recognising main and supporting ideas

A Main ideas are often found in the first sentence of a paragraph, but sometimes you need to read further. Read the following paragraph from an article and identify the main idea.

PHIL JONES is a happy man. Last night, playing in front of family and friends from his local community centre, he won the regional chess competition. 'I only started to learn chess two years ago and I'm really grateful for the help and guidance I've received from the Jonson Street Community Centre.' Community centres such as Jonson Street provide an opportunity

for people from a variety of backgrounds to try a range of activities, including martial arts, cooking and foreign languages, in addition to Phil's favourite activity – chess. The great thing about places like Jonson Street is that they are cheap to join, generally well-equipped and conveniently located.

The main idea of the article is

- a Phil Jones won the regional chess competition.
- b there are chess clubs in community centres.
- c community centres offer a range of activities for the community.



B In the following article, the paragraph can be divided into two parts. Decide where the first part ends and the second part begins and mark it with two lines (/).

Looking into the distance, you can make out a dark shape, gliding through the water towards you. Your breathing starts to increase rapidly and you become tense. Suddenly, out of the blue, a large fish swims past you. It isn't dangerous, and you can continue to enjoy your dive. As your breathing comes back under control, you relax and can begin	to look more closely at the wonderful underwater scenery around you. Scuba diving experiences like this are unforgettable and training is easy to come by in many resorts. Costs vary (expect to pay around \$500) but make sure you find a reputable dive company with qualified instructors to ensure quality and safety.
---	---

The first part of the text is **supporting information**. What is the reason for including it?

- a to make the reader interested enough to read more
- b to give the reader a feeling of scuba-diving through an example
- c both a and b

The second part is the **main idea** of the paragraph. First, underline the main words/ideas in this part and then use them to write a one-sentence summary of the paragraph.

.....

.....

C Supporting information can include examples, reasons and explanations. It is important to be able to separate the main ideas from the supporting information. Read the extract from a brochure below and identify the main idea and the supporting information. There may be more than one piece of supporting information.

Whatever kind of outdoor activity you're into, New Zealand has it all: whale-watching, fishing, walking, swimming. Or maybe you'd prefer something with a slightly higher thrill factor? So-called 'extreme sports' such as bungee jumping and tandem skydiving, have become a lucrative market, allowing the New Zealand travel industry to attract	a wider range of visitors than ever. Young people from many countries are spreading the word that New Zealand has much to offer, contributing to the changing perception of the country once known more for its population of sheep than excitement.
--	--

- | | |
|--|---|
| 1 The main idea of this paragraph is
a New Zealand has become a popular travel destination.
b You can do extreme sports in new Zealand.
c New Zealand attracts a diverse range of tourists. | 2 The supporting idea(s) is/are
a New Zealand has become a popular travel destination.
b You can do extreme sports in new Zealand.
c New Zealand attracts a diverse range of tourists. |
|--|---|

3 Skimming

A Skim the text on the next page very quickly (no more than 30 seconds). Where would this text most likely appear?
 a in a newspaper b in a specialist magazine c in a brochure

B Read Paragraphs A and B of the text on the next page. Choose the main idea of each paragraph.

Paragraph A

- 1 The importance of lifelong sport is becoming widely accepted. We now need to focus on the reasons for its occurrence in order to encourage increased participation in the future.
- 2 Sports need to be more organised in the future because people only participate when encouraged to do so.

Paragraph B

- 1 Academic researchers got their predictions wrong because their research was too limited to verify the claims.
- 2 It is difficult to make predictions about the levels of sport activity and predictions have often been wrong in the past. In fact many factors influence levels of participation in sport.

Sports Participation and Retention – How and Why?

There is a growing awareness that starting an active lifestyle when you are young and continuing into adulthood is beneficial. The government, therefore, needs to understand how and why people take part in sports in order to encourage more participation. Unfortunately, assessing levels of participation is extremely difficult due to a wide range of factors.

- A** Both governments and individuals have recognised for some time the need to establish an active lifestyle which does not end when people leave school or university. In order to develop a coherent approach to how sports are organised in the future, and to encourage participation from all levels of society, it is necessary to review some of the issues which affect people's attitudes towards sporting activities.
- B** It is very difficult to envisage exactly what directions sport will take in the future. In the late seventies, experts predicted that badminton and squash would become hugely popular. In reality, the number of participants has decreased for squash, and remained static in the case of badminton. The current interest in yoga and pilates was unpredicted. There are a variety of reasons for these erroneous predictions. Thirty years ago, academic research was limited in this area. Furthermore, and more fundamentally, participation in sports is affected by a wide range of factors. Disposable income and health awareness significantly affect different levels of sports participation while socio-economic class, gender, education and age also play a role.
- C** Traditionally, there is a significant decline in participation in sports and other physical activities as people get older. Whilst this remains common, there are indications that a new generation of more active older people is emerging. In a recent General Household Survey, participation in at least one sport (excluding walking) in the 60–69 age group increased from 23% in 1980 to 30% in 1996. This tendency can be traced to a number of factors. The generation approaching retirement has had access to a much wider range of sports. This group will carry their sporting experience into their later years. Furthermore, a larger number of the population are retiring at an earlier age, which means more active people are entering retirement.
- D** A survey conducted in 1994 indicated that those who continued in full-time education after the minimum school-leaving age had higher rates of sports participation than school leavers. Furthermore, this group was also more likely to participate as they grew older. Reasons for this include a diverse range of activities available at universities and the establishment of sporting habits and networks which continue into adulthood. It is worth noting that the increase in female sports participation (an increase of 268% between 1975 and 1995 compared to 81% for males) has paralleled a dramatic increase in the number of females in higher education.
- E** The major investment in school-aged sport at both primary and secondary levels has a dual purpose. First of all, it is designed to improve the physical activity levels of children and young people and assist in addressing the growing concern over child obesity. Secondly, and perhaps more importantly, it helps establish the platform of life-long involvement in sports. Such policies are based on the concept that early variety in sports participation is linked to continuing adult participation. What this means very simply is that the more sports young people take part in, the more likely they are to continue taking part into adulthood.
- F** Clearly, how sport develops is influenced by a wide range of factors: changing cultural attitudes and attitudes towards health and fitness, in addition to how education policies are formulated. Traditional sports are very likely to continue and, in certain areas, expand. In order to broaden the participation base and contribute to the government's health agenda, there is a need to address the issues of 'life-time sports'. There is a clear need, for instance, to improve our understanding of the processes of participation and retention in order to successfully address the needs of the population for access to a diverse range of sports activities.

Matching headings

Before the task

First read the list of headings **i–ix**. Re-read Paragraph A of the text and identify the main idea. Then consider each option in the list and choose the best one.

Task practice

Questions 1–5

The reading passage has six paragraphs **A–F**.

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

List of headings

- i** The future direction of research into sport participation
- ii** The development of more sporting venues
- iii** A more active generation
- iv** Increased diversification in sports
- v** A re-examination of views on sport
- vi** Advantages of participation from an early age
- vii** The impact of further education
- viii** Inaccurate predictions
- ix** Awareness of health issues

Example	Answer
Paragraph A	v
1 Paragraph B
2 Paragraph C
3 Paragraph D
4 Paragraph E
5 Paragraph F

Follow-up

Go back and check that each heading left over is not a better choice than one you have chosen.

Short-answer questions

Before the task

Read Question 6 below. Scan the passage to find the relevant section of the text. Remember to look for synonyms and paraphrasing of the question words in the text. When you have found the right section, check the word limit in the instructions, then answer the question.

Task practice

Questions 6–10

Answer the questions below using **NO MORE THAN THREE WORDS** for each answer.

- 6 What two activities showed an unexpected rise in participation?
- 7 Why did it use to be difficult to foresee future interest in particular sports?
- 8 As well as retiring earlier, how is the new generation of retirees different?
- 9 What choice of sports and activities do people have at university?
- 10 Apart from participation in sports, where else have numbers increased for females in the last thirty years?

6 Summary completion

Before the task

Skim the text for paragraph(s) with similar ideas in order to find the correct section. Look for any words or phrases from the text that might fill any of the gaps. Pay attention to the word limit given in the instructions.

Task practice

Questions 11–15

Complete the summary below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Encouraging sports in school fulfils a **11** in an area which is a **12** to many people. Firstly, if we want to overcome the problem of **13**, it is necessary to increase the amount of sport the children do. Secondly, taking part in sports at school can help encourage a child's **14** in sport, so that the child continues to participate as an adult. However, in order to increase the chances of adult participation, research suggests that participating in a(n) **15** in sports is a key factor.

Follow-up

Go back to the paragraph in the text and compare the way the summary is phrased with the original text. Take note of any synonyms or paraphrasing used.

1 Word building

A The following endings (or *suffixes*) are common for nouns: *-ment*; *-tion*; *-ance*. Complete the table below with the correct noun form.

verb	noun
predict	<i>prediction</i>
retain	
establish	
invest	
indicate	
participate	
contribute	
significant	
recognise	
develop	
important	
retire	
continue	
improve	
increase	

B Complete the following sentences with the correct form of the verbs in the table above.

- The bowls club was was in 1822 and is still the best in the area.
- No one could have the fantastic win by Range Rovers over a strong team like Manchester United.
- While many people still watch sporting events, in sports is decreasing these days.
- He gets little for all his hard work at the club, but they would miss him if he left.
- Despite the emergence of younger players, she her dominance of the game.
- Helen's face gave no that she was losing badly.
- She had to from the competition after pulling a leg muscle.
- There was a significant to her golf swing after several lessons.
- The coach felt that the goalkeeper's magnificent save had really to the team's win.
- John was disappointed that after the huge of time, money and energy to train his horse, it still didn't win the race.

2 Vocabulary in context

Complete the following passage with the correct form of the words in the table in Exercise 1A.

Xpro Boosts Its Funding

Electronics and gaming company Xpro has announced a huge **1** in funding for the **2** of a new gaming platform to compete with the market leaders. The American company plans to **3** an extra \$500,000. CEO Jeff Gold said, 'We have to **4** that, if we want to compete with the **5** companies, we will need to dig deep and put money into research. Gaming **6** most of the company profit'. Despite this news, analysts **7** that Xpro will not achieve a **8** rise in market share. Industry sources point out it is very difficult to break the control of the two leading game providers. Unless Xpro is able to come up with a substantially new concept or offer major **9** to the gaming platform, its competitors are expected to **10** the largest market share for the next few years.

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Expressing preferences

A Read the list of hobbies and interests in the box. Put five interests under each heading in the table below. Add one extra item of your own to each category.

- | | | | |
|-------------------|-----------------|---------------------------|----------------------|
| hip-hop | classical music | attending concerts | doing yoga/pilates |
| walking the dog | doing aerobics | emailing | going to the theatre |
| restaurants | action films | gardening | department stores |
| sci-fi movies | buying online | reading | international dishes |
| romantic comedies | local food | rap | text messaging |
| markets | food courts | talking to friends/family | dramas |
| small boutiques | jazz | playing team sports | downloading files |
| shows | art galleries | watching team sports | playing online games |

me	my friends or family members	common in my country

Language bite

Stating Preferences

Prefer means you like one thing more than another.

prefer + (noun or gerund) *to* (noun or gerund)

I prefer rugby to football; I prefer cooking for myself to eating out.*

*although this looks incorrect, 'prefer ... to ...'

requires the gerund after it rather than an infinitive form of the verb.

I'd rather means the same as *I prefer*. The 'd means *would*. Notice the grammar pattern: *I'd rather* + infinitive *than* + bare infinitive.

I'd rather go to a live rugby match than watch it on TV.

B Complete each sentence by choosing one of the options in bold.

- I'd rather **go/going/to go** out with my boyfriend than my friends.
- I prefer **listen/listening/to listen** to house music than pop.
- I'd rather not **to do/do/doing** exercise but I know I need to!
- I prefer **watch/watching/to watch** movies at the cinema to **watch/watching/to watch** TV at home.
- I'd rather **eat/eating/to eat** Chinese food than Italian.




C Say which you prefer from the options below, making sure you use the correct form of the verb. If you can, record yourself speaking.

Would you rather ...

- | | |
|--|---|
| ... study with a friend <i>or</i> study alone? | ... buy things on the Internet <i>or</i> buy things in a shop? |
| ... watch TV <i>or</i> listen to music? | ... send a text message <i>or</i> send an email? |
| ... visit friends <i>or</i> visit relatives? | ... eat traditional dishes from your country <i>or</i> eat fast food? |


2 Providing additional information

 **A** **1.1** Listen to some students talking about their preferences. Complete each gap with **three** words.

1 To be honest, I'd much rather study alone than with a friend. is because I feel I get more done when I work alone. Maybe it's because I am an only child, so I didn't grow up with other children to share things with. I suppose I have always by myself.

2 On the whole, I prefer visiting relatives. One of the it is that my friends are people I have chosen to have in my life whereas you have no choice over your family. I know it sounds horrible, but family can be difficult sometimes!



3 Actually, I'd rather send a text message than an email because texting is really fun. I because it's instant – my boyfriend, for example, gets the message immediately and can reply. And I love all the short-cuts – it's like another language.

 **B** Answer the questions in 1C above again, this time extending your answer by adding some extra information. Use some of the phrases below to give reasons. Try to speak for 20–30 seconds on each. If you can, record yourself speaking.

The main reason I like it is because ...	I enjoy this because ...	Actually, ...
One of the reasons I prefer it is because ...	To be honest, ...	On the whole, ...

express tip

Always try to extend your answer by giving some more information on the topic, but make sure it is relevant to the question you were asked.

 **C**  **1.2** Listen to the eight questions on the recording. Pause the recording after each question and answer aloud. Try to speak for between thirty seconds and one minute. If you can, record yourself speaking.

3 Talking about the past

Language bite

Talking about the past with *used to* and *would*

Past simple can be used to describe single actions, repeated actions or states in the past. We can also use *used to* or *would* to talk about things that happened more than once in the past but that do not happen now.

States

We can use *used to* (+ infinitive) to describe past states.

I used to be a good swimmer. I used to enjoy chess. I used to live in Toronto.

Actions

You can use either *used to* (+ infinitive) or *would* (+ infinitive) to describe repeated actions in the past.

I used to go swimming every morning; I used to play chess with my cousin; When I was child, my grandmother would take me to the swimming pool on Saturday mornings. Afterwards we would go to her house and she'd make my favourite meal.

Would/used to are not used for actions where we say how many times something occurred.

Compare:

We went to Africa three times when I was a child. (limited to three times only holiday – not a habit)

We used to go to church three times a week when I was child. (three times each week as a habit)

A Complete each sentence by choosing one of the choices in bold.

- 1 I **used to/would** have a car, but I sold it so that I would walk more often.
- 2 I **would/used to** be really overweight, but I exercised and went on a diet and lost 20kg.
- 3 I **used to go/went** swimming three times last week.
- 4 I **used to go/went** swimming every week when I was at high school.
- 5 I **would/used to** think Liverpool was the best football team in the world.
- 6 I **used to read/read** *Pride and Prejudice* while I was on holiday – what a great book!

B Complete the sentences with either the simple past, *used to* or *would*. Note that for some, more than one answer may be correct.

- 1 I (be) thinner than I am now.
- 2 I (play) more sport when I was younger.
- 3 I (spend) time in my room listening to my favourite CDs.
- 4 I (go) to the book club every week as a student.
- 5 I (go) to the cinema to see *Circles of Heaven* last week.

C Look at these two Part 2 speaking cards and the candidates' notes below. Cross out the two pieces of information in the notes that are not relevant.

- 1 Talk about a leisure activity you used to do as a child or teenager.

You should say:

- what it was
- where you did it
- how long you did it
- and why you stopped.

- 2 Talk about a book or movie you have seen recently.

You should say:

- what the book/movie was
- what happened in the story
- why you chose it
- and whether you would recommend it.

a canoeing

- ▶ my brother – best in school
- ▶ on the river – near our house
- ▶ river is clean – nice place for swimming or picnics
- ▶ from 13–18 yrs old (university)
- ▶ exams – too busy

b read *Cider with Roadies*

- ▶ about a boy growing up; his obsession with music; becoming a music journalist and radio DJ
- ▶ don't read much – no time
- ▶ author came from my town – I recognised the places
- ▶ my town is famous for famous authors
- ▶ good book if interested in music of '70s to '90s



D 1.3 Listen to the recording of the students talking about the cards above. Did the speakers include the relevant information?

E Read the listening script on page 91 and underline the examples of past tenses.

4 Exam practice: Speaking Part 2

Before the task

A Choose one of the cards from 3C. Look carefully at the main topic of your chosen card and pick out the main words. Look at the four points and write an idea in note form for each one.

B For each of the ideas you have written, write an additional note to extend your answers. Make sure that any additional information is relevant to the topic.



Task Practice

Answer the questions on the card yourself. Try to talk for at least a minute. If you can, record yourself speaking.



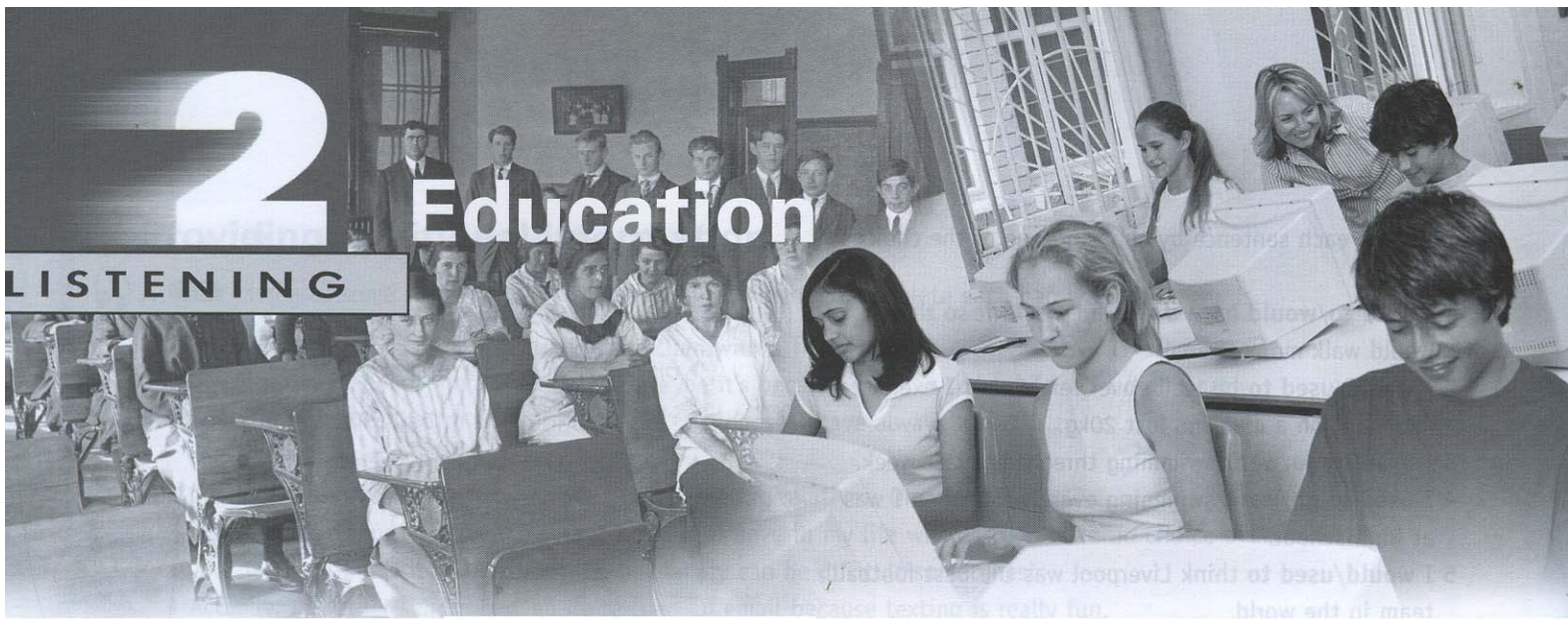
Follow up

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you covered all four points and extended your answers.

2

Education

LISTENING



1 Introduction

The following questions are about education. Circle the best answer according to the situation in your country.

- 1 Who usually pays for school tuition fees in your country?
 a the government b parents c a combination
- 2 Who usually pays for university tuition fees in your country?
 a the government b parents c the student d a combination
- 3 Who do you think should pay for education fees?
 a the government b parents c the student d (your answer)
- 4 English lessons at school are
 a compulsory. b optional.
- 5 Taking private English lessons before or after school is
 a common. b unusual.
- 6 Taking English tests such as IELTS is
 a common. b unusual.

2 Anticipating what you will hear

A Look at the form below.

- 1 Who do you think would fill in this form?

- 2 Why would they fill in the form?

- 3 Who might the speakers be on the recording?

Melbourne University

Student Part-time Employment Application

Name: 1

Address: 2 Adelaide Street, Kilroy

Experience: looking after 3

Preferred job: something in 4

Days available: 5

B For each of the gaps 1–5 in the form, circle one option in the following questions that could **not** be the correct answer and write why.

- 1 a Joe Smith b ~~Professor Roberts~~ c Susie Walker d Sherrie Lee

Why? *The form is for students, not professors.*

- 2 a 395 b 21F c 3321 8976 d 11

Why?

- 3 a pets b children c elderly people d computer software

Why?

- 4 a homework b education c the service industry d IT

Why?

- 5 a every week day b weekends c 21st–28th d Saturdays

Why?

2.1 Now listen and circle the correct answer from the remaining options in 2B.

3 Form completion

Before the task

A Look at the form below. Imagine where you might see this form. Who might the speakers be on the recording? For each question, imagine how it could be asked. For example, for *family name*, the speaker might say: *What is your family name?* or *Can you tell me your full name, please?*

B Next, anticipate what you might hear for each answer and what you need to pay attention to, such as spelling.

2.2 Task practice

Questions 1–8

Complete the form below.

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

Sydney College of English
Student Details Form

Family name	1
First name	2
Date of birth	13/08/84
Country	3
Email address	daichi@opusnet.com
Contact telephone number	4
Education	High school diploma
Currently studying	5
Total number of weeks	6
Class type	10 weeks of 7 then 10 weeks EAP
Test date	Friday 3rd
Course start date	8

express tip

In the exam you are not given options when filling in forms, so be prepared to anticipate what type of answers are possible before listening.

2.2 Follow-up

Listen again and note down how keywords on the form were paraphrased on the recording.

4 Table completion

Before the task

Look at how the table below is organised. Read the row and column headings. This information will help you anticipate what information might be missing for each question. Go through each question and predict what the answer might be.

express tip

Use the exact word(s) you hear for your answers, but remember that the other words around the gap will probably be different from the actual words used on the recording.

2.3 Task practice

Questions 9–15

Complete the table below.

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

Name of exam	Stands for ...	Focus	Number of papers	Extra information	Certificate?
FCE	First Certificate in English	General English	9	Use of English paper tests knowledge of vocab and 10	11
BEC	12 Certificate	13 English	4	14 levels	Yes
IELTS	International English Language Testing System	Academic English	4	Beginner to 15 level	No

5 Multiple-choice questions with single answers

2.4 Task practice

Questions 16–18

Question 16

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

16 The most expensive test is

- A** BEC
- B** IELTS
- C** FCE

Questions 17–18

For each question, choose **TWO** letters **A–E**.

17 In which **TWO** months could you do any of the three tests?

- A** April
- B** May
- C** June
- D** November
- E** December

18 Which **TWO** ways can a student pay for the course?

- A** credit card
- B** bank cheque
- C** cash
- D** traveller's cheque
- E** bank transfer

express tip

Always take time to look ahead at the next part to maximise the time you have to predict and anticipate answers.

1 Word building

A Using words from the box, complete the table to make collocations. More than one combination may be possible.

certificate	assignment	degree
fees	education	semester
course	subject	term

tuition	<i>fees</i>
compulsory	
academic	
undergraduate	
foundation	
degree	
reading	
first	

B Now match an answer from 1A to the definitions below.

- 1 another term for 'bachelor degree' or 'first degree'
.....
- 2 the first three or four months of the academic year
.....
- 3 a document showing your university qualification
.....
- 4 an field of study at college/university
.....
- 5 it is law to attend school until a certain age
.....
- 6 a task given as part of your studies
.....
- 7 the money paid for a college or university course
.....
- 8 a study programme as preparation for study at a higher level
.....

2 Vocabulary in context

A Put the following degree subjects under the correct faculty. Add at least one more to each list.

industrial relations	genetic engineering	sociology
molecular biology	accounting	economics
hotel management	media studies	physics
modern languages	music	chemistry

business	arts	science
.....
.....
.....
.....
.....
.....

B Complete the following sentences with the correct form of one of the verbs in the box below.

learn teach study

- 1 Having my car stolen really me a lesson.
- 2 essays off by heart for the IELTS test isn't a good idea.
- 3 She English to foreign students when she lived in Australia.
- 4 I a lot from my time overseas.
- 5 She for her doctorate for three years.
- 6 My new year's resolution is to how to play a musical instrument.

C Which word doesn't collocate with the word in bold?

- 1 **take** a course/an exam/a fee/a subject
- 2 **attend** a degree/a lecture/a tutorial/a class
- 3 **hand in** an essay/an assignment/a lecture/homework
- 4 do/enrol on/get/pass/fail **a course**
- 5 have/do/get/study **a degree**

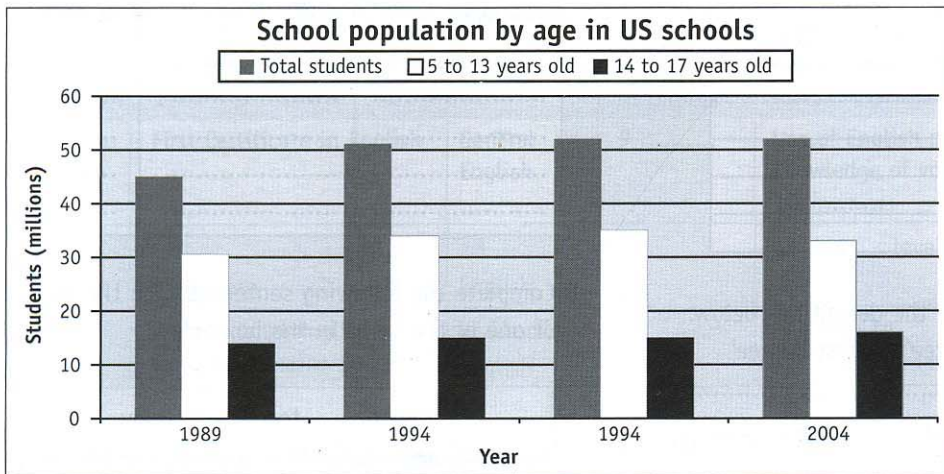
3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Writing an overview

A An overview is one or two sentences, usually at the beginning of your report, which summarise the information in the diagram(s) using your own words. The following diagram gives information on the school population by age in American schools. Read these two overviews of the graph and identify the problem in each.

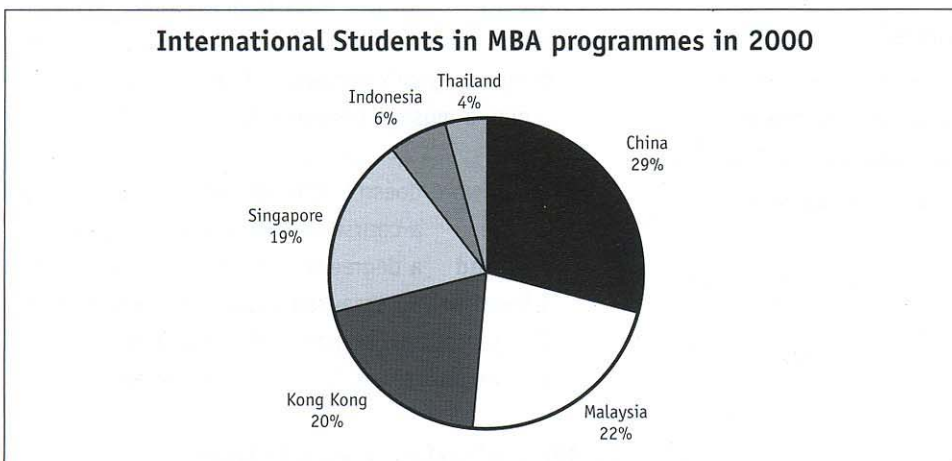
- 1 The diagram shows the school population by age in US schools from 1989–2004.
- 2 In the bar chart we can see the total number of students, along with 5 to 13 year-old students and 14 to 17 year-old students.



express tip

Remember, if you don't include an overview, you will lose marks. Avoid copying the exact words from the title or labels where possible.

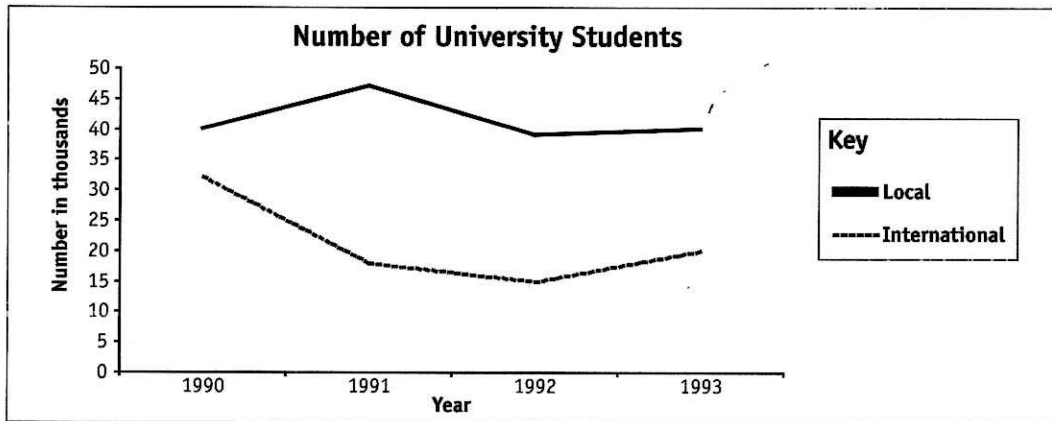
- B** Write your own overview of the same bar chart in one or two sentences. Compare your version to the suggested answer on page 79.
- C** The following pie chart shows the number of international students from South East Asia enrolled on MBA programmes. Answer the questions below.



- 1 What kind of chart is this?
- 2 What time frame is indicated in the information?
- 3 How many countries are included?
- 4 Write an overview for this diagram. Use your answers for questions 1–3 to help you.

2 Describing specific data and trends

A Look at the line graph below and read the following sentences. Decide if they are True (T) or False (F).



- 1 The number of local students more than doubled between 1990 and 1991.
- 2 The number of local students peaked in 1992.
- 3 The figures for local students remained steady in 1992 and 1993.
- 4 Despite an increase in numbers in 1991, the overall trend for local students remained relatively steady.
- 5 There was a slight fall in the number of international students in 1991.
- 6 International student numbers remained steady between 1992 and 1993.
- 7 Following falls in the previous two years, the number of international students started to improve towards the end of the period shown.
- 8 On the whole, there was a decline in the number of international students in this period.

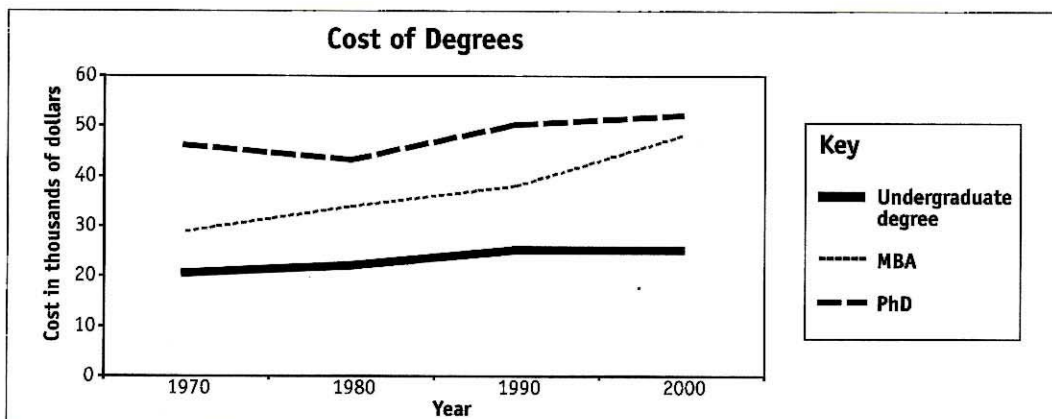
express tip

As well as mentioning overall trends, it is important to mention key details or you will lose marks.

B Rewrite the sentences you decided were false to make them true.

C Which two sentences from 1–8 above describe overall trends? Underline or highlight useful language in those two sentences that you could use to describe overall trends.

D Look at the diagram below and write at least four sentences similar to 1–8 above. At least one sentence should mention overall trends.



3 Comparing and contrasting data

A When describing line graphs, in addition to picking out key information from each line of a graph, it is also important to compare and contrast data and trends between the lines. Look again at the graph in 2A and complete the following sentences using phrases from the box.

between 1990 and 1991 between 1991 and 1992 from 1990–1993

- 1, numbers for both local and international students dropped before improving again the following year.
- 2 there was a substantial increase in the number of local students attending university, whereas there was a dramatic fall in international numbers.
- 3 Despite a rise in numbers of local students, the overall figure for this period remained around forty thousand.
- 4 Whilst the overall figures for international students changed, the number of local students at university remained fairly constant.

B Underline or highlight useful language from 1–5 above for comparing and contrasting.

C Look again at the graph in 2D above, and complete the following paragraph using words and expressions from the box. You may use each word once only.

just short	levelling off	exactly	dramatically	just less
just under	rapidly	substantially higher	in contrast	a peak
little	a little over	steady	steadily	

Comparing the three types of degree, only the undergraduate degree saw 1 change in this period. In 1970, the average cost was 2 twenty thousand dollars. This figure had increased slightly to twenty two thousand dollars by 1980. It reached 3 of twenty five thousand dollars in 1990 and has remained 4 since then. 5, the figures for a masters degree changed 6 in the same time frame. Starting at 7 thirty thousand dollars in 1970, the cost increased 8 during the next twenty years, reaching 9 than forty thousand in 1990, before increasing 10 to almost fifty thousand by 2000, which was 11 of the cost of a doctoral degree. Of the three types of degree, a doctorate was the only one to experience a fall in price during this period. In 1970, the price was 12 than either of the other degrees. It cost almost forty six thousand dollars to complete a PhD. However, in the following decade, the figure fell to 13 forty three thousand. Like the undergraduate degree, the cost of a PhD increased from 1980 to 1990, before 14 at just over fifty thousand dollars in 2000.

express tip
Use a variety of language to compare and contrast information to highlight the key similarities and differences.

Language *bite*

Contrasting using prepositions

In addition to using adjectives or adverbs, such as comparatives (*higher, more important, more dramatically*) or superlatives (*highest, most important, most dramatically*), you can express contrast using prepositions, such as *although, despite, whereas* and *while*.

These words are used in sentences with both a main and a subordinate clause. The preposition is used in the subordinate clause:

Although the number of local students increased,
 ← subordinate clause →
international students decreased.

← main clause →

Note *Despite* is followed by a noun phrase or the *fact that* + clause.

Despite a significant rise in the number of local students in 1991, the overall figure for this period remained around forty thousand.

Despite the fact that there was a significant rise in the number of local students in 1991, the overall figure for this period remained steady.

D Now use the language in the Language bite to help you write at least four additional sentences comparing the data from the pie chart 1C on page 18.

4 Academic Writing Task 1: Report

Before the task

A Look at the information in the table and think about it for a few minutes. Before you start writing, consider what the main trends are. What are the key features you need to mention? Where and how could you compare or contrast information?

B What should you say in the overview? Look back at the exercises in this unit to help you.

Task practice

You should spend 20 minutes on this task.

The table below shows the number of Japanese children of school age studying overseas.

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

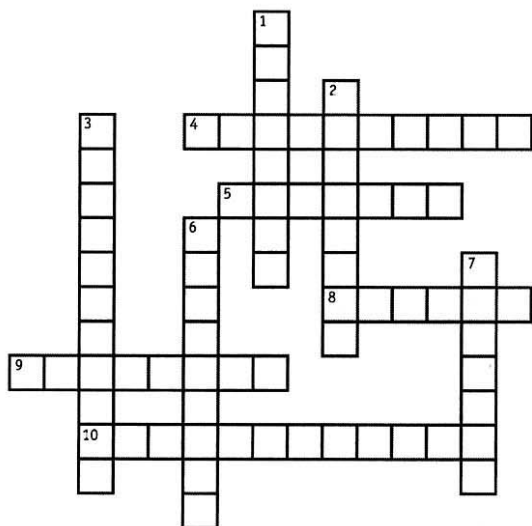
Write at least 150 words.

Number of Japanese children studying abroad by region

	Total	Elementary school age (6–11 years old)	Lower-secondary school age (12–14 years old)
Asia	16,184	2,632	3,552
North America	20,848	15,915	4,933
Europe	10,564	7,864	2,700
Middle East	496	373	123

VOCABULARY REVIEW 1

A Complete the crossword using the clues below.



Across

- 4 It is impossible to understand what a word means without some c..... clues. (10)
- 5 The f..... committee controls the school budget. (7)
- 8 2000 people were questioned as part of the s..... on the increase in university fees. (6)
- 9 What c..... is the teacher using to mark our essays? (8)
- 10 Even though he is the head of the department now, he is still friendly and a..... . (12)

Down

- 1 Even the youngest baby can i..... its mother by her voice. (8)
- 2 The government will continue to fight the use of recreational drugs and will never l..... them. (8)
- 3 His ideas are only t..... at this point as they have not been tested yet. (11)
- 6 Its difficult to i..... these statistics without knowing how they were obtained. (9)
- 7 The word 'apple' d..... from the Old English word 'aeppeġ'. (7)

B Use an adjective from Column A and a noun from Column B to complete the sentences below.

A	B
lucrative	market
changing	perception
active	investment
disposable	attitudes
significant	confidence
major	lifestyle
cultural	income
consumer	incentive
financial	reinforcement
positive	decline

- 1 Older people lead a more these days than in previous generations.
- 2 If you pay for your children to attend private school, it is expensive and takes a lot of your
- 3 Buying a holiday home is a for many people.
- 4 In recent years, doctors have seen a in people suffering from smoking-related diseases.
- 5 If you study in a foreign country, you have to adapt to different
- 6 Teenagers are considered a for sports companies because they spend so much on these products.
- 7 There is a about the importance of having a healthy lifestyle.
- 8 Retail sales suggest that is weakening due to high interest rates.
- 9 We are being offered a to switch banks. They are offering us free banking with no fees at all!
- 10 Both children and dogs learn more effectively with instead of punishment.

VOCABULARY REVIEW 1

- C** Decide which word is not in the correct form in each sentence. Write the correct form. The first one has been done for you as an example.
- 1 He suffered a serious ~~injured~~ during a rugby match. *injury*.....
 - 2 Her doctor advised her to seek help from a special.
 - 3 Could you tell me if enrolling in the arts course has ended?
 - 4 She lost weight with the help of a fit instructor.
 - 5 Tom studied the linguist development of children.
 - 6 I'm tired because I've been trained for three hours.
 - 7 A survey of the ocean floor indicating large oil deposits.
 - 8 I took a course in academy English.
 - 9 The lady fell down and required my assisting.
 - 10 These exercises build muscular and stamina.

- D** Match the definitions below with a word from the box. Not all the words are needed.

authority	indication	functional
consistency	available	major
contract	beneficial	specific

- 1 official agreement
- 2 something that shows what is happening
- 3 the same standard
- 4 working
- 5 having a good effect
- 6 particular; not general

- E** Circle the correct word in bold in each sentence.
- 1 The school committee is investigating the acquisition **in/of/from** new resources.
 - 2 We expect you to have more participation **of/in/to** decision-making.
 - 3 Students need to learn strategies **to/for/from** studying independently.
 - 4 Our findings have worrying consequences **for/in/of** researchers.

- 5 Professor Jones has the distinction **to/of/from** winning the award on two occasions.
- 6 We are committed to a long-term investment **of/in/at** this programme.
- 7 Is this film appropriate **to/for/of** children?
- 8 The team's continued involvement **on/for/in** the programme is uncertain.
- 9 The response **to/for/in** our advertisement has been very encouraging.
- 10 This machine works on the principle **in/for/of** magnetic conduction.

- F** Complete the sentences below using the correct form of the words in the box. The first one has been done as an example.

achieve	category	evaluate	assess	item
factor	conclusion	affect	concept	legislate

- 1 Academic success can only be *achieved* by hard work.
- 2 Unfortunately, the results were by the problems we experienced during our experiment
- 3 We have proof of our findings.
- 4 The new information has forced the scientists to their findings.
- 5 For insurance purposes, we need a(n) list of the belongings you took on holiday.
- 6 The student denied that she had cheated in the exam.
- 7 This course is based on continual in the form of project work and assignments rather than end of term examinations.
- 8 It is a general that women are worse drivers than men as the statistics do not support this.
- 9 Several influenced the committee's decision to appoint a new teacher.
- 10 New needs to go through parliament to deal with the problem of illegal immigration.

3

READING

Technology



1 Introduction

Which of the following do you think will be common in houses in your country within your lifetime? Which would you like to become a reality? Put a tick (✓) for Yes and a cross (✗) for No.

	It will become common	I would like this to become common
There will be one integrated computer/TV system for all audio and visual entertainment.	<input type="checkbox"/>	<input type="checkbox"/>
Robots will clean and tidy the house.	<input type="checkbox"/>	<input type="checkbox"/>
Curtains, lights and doors will operate on voice command.	<input type="checkbox"/>	<input type="checkbox"/>
Houses will use materials that have a negligible impact on the environment.	<input type="checkbox"/>	<input type="checkbox"/>
Houses will be pre-fabricated so that they can be easily moved and rebuilt elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>

2 Locating information in the text

A Six designs for houses of the future are mentioned in the text on the opposite page. Read the introduction and the headings of the first five houses.

Which of the houses would you most and least like to live in?

B What is the main advantage of the house types? Match each advantage described in the table with one house type. You do not need to use all the house types mentioned in the text.

	Advantage(s)	House type
1	It can be erected in less than a working day.	.....
2	It is made of a strong material which can be recycled.	.....
3	It is long-lasting and not too expensive.	.....
4	It is made of a conventional material but with an emphasis on new technologies.	.....
5	It uses advanced technology to change the nature of the materials used in the construction of the building.	.....

express tip

With matching activities, the fastest way is to skim one paragraph at a time and match it to question. This way you avoid having to read each paragraph several times.

HOUSES OF THE FUTURE

INTRODUCTION

1 In a recent international competition called 'Houses of the Future', six exciting designs showed us a glimpse of our possible future homes. In order to win, the buildings had to conform to several key concepts: each house had to be easily transportable, constructible in
10 around four days, environmentally sustainable (with particular regard to rainwater recycling and use of solar panels) and, finally, architect-designed.

THE CONCRETE HOUSE

Even though we are looking at houses of the future, the first house is based on a readily available material. To supporters, concrete is affordable and simple to
20 construct, which means you don't have to rely on highly specialised skilled labour. It is both robust and durable and, because it is a dense material, it keeps the house cool in summer and warm in winter.

The competition entry design is very adaptable, since it utilises pre-cast concrete. The Pantheon
30 in Rome, which is made of concrete, is nearly 1,900 years old.

THE STEEL HOUSE

Based on a prefabricated material, the steel house entry is a modernist dwelling which is available as an off-the-shelf, affordable product. Being modular, the design can be positioned to make the most of any site. A single module could
40 be a holiday retreat, a guest studio or an office; two or more modules can be combined to form a family home. In addition, the internal layout can be configured to suit individual preferences. The components of the house are

lightweight yet strong, featuring steel sheet materials that have
50 advanced coatings to resist rust and reduce glare. Because of the weight, the house is easily transportable. Steel can be easily re-used at the end of the structure's life. In addition, a steel frame does not warp or rot. It doesn't burn easily and it is impervious to termite attack.

THE CARDBOARD HOUSE

The cardboard house is a
60 simplified 100% recyclable temporary housing option. It is extremely low-cost and easily transportable in a light commercial vehicle. It is ideal for emergency or short-term accommodation. Although cardboard is not a traditional building material, the introduction of innovative bonding, cutting
70 and structural techniques has provided the opportunity to seriously consider this as an option for environmentally sustainable housing. The roof and under-floor water tanks are made waterproof using HDPE plastic.

The Cardboard House comprises a flat pack of frames, and infill floor and wall panels. Due to its
80 insignificant weight, the building can be effortlessly assembled by two people over a six-hour period.

THE GLASS HOUSE

The basis of the glass house was to design an environmentally responsive, ultra-low energy living space incorporating state-of-the-art material technologies. More specifically, this house employs nanotechnology, which is an
90 emerging area of science that is concerned with the control of matter at the scale of atoms and molecules. The Glass House features nano-engineered coatings and materials which can alter reflection, absorption and transmission of light through and off surfaces by selective wavelength control of the material's attributes. These
100 coatings can therefore alter the properties of building materials, as we know them. The house is fully prefabricated,

and made almost entirely of glass, with timber floors and steel portal frames.

THE TIMBER HOUSE

Whilst some typical timber products are already represented,
110 this house aims to challenge traditional notions about how timber can be used and what constitutes a timber product. It introduces advances in materials technology using timber-fibre products that, with carefully managed farming, can be an excellent renewable resource. The skin, which is made of a timber-fibre cladding, has several
120 purposes: it acts as water catchment, shading mechanism and solar collector. A red streak of solar cells cuts through the surface of the building, generating renewable energy from the sun's energy as it strikes the building.

Timber is sustainable, affordable and easily worked by relatively
130 unskilled labour. The material is soft, warm and tactile. Unlike clay or concrete, timber-framed structures have a relatively low thermal capacity, so the design considerations are different. Timber-framed structures can be easily insulated, and will have a fast response to heat or cooling because you don't need to heat
140 or cool the entire material for it to perform thermally.

THE CLAY HOUSE

This design, which can be applied to create small and larger houses, features bricks and tiles made of clay – a popular material because it is so durable. All the rooms in the house open onto the central glass area, a key part of
150 the design. The glass provides both lighting and power via solar energy from photo cells located in the roof. The roof is adjustable and rooms can be added by module, making expansion simple and affordable, and facilitating transportation if necessary. A final benefit of using clay as the main material is that, because of its
160 density, it is particularly suitable in climates where insulation is a consideration.

Language *bite*

-ed endings

Words which end in *-ed* include verbs (past simple or a past participle) and adjectives. The word underlined below is an *-ed* form functioning as a verb (in this case in the passive). The words in **bold** are working as adjectives.

The building can be effortlessly assembled by two people ... (line 81)

Steel can be easily re-used ... (lines 54–55)

*You don't have to rely on highly **specialised skilled** labour. (lines 20–23).*

These two adjectives are describing the noun 'labour'.

*... steel sheet materials that have **advanced** coatings to resist rust and reduce glare (lines 49–50).*

In this sentence *advanced* is used as an adjective describing the noun *coatings*.

3 Identifying word forms

Look again at the paragraphs in the passage about concrete, steel, cardboard and glass houses. Decide whether the following *-ed* forms are adjectives (A) or verb forms (V).

- | | |
|-----------------------------|--------------------------|
| 1 based (line 17) | ^V |
| 2 prefabricated (line 32) | ..... |
| 3 combined (line 42) | ..... |
| 4 simplified (line 59) | ..... |
| 5 provided (line 71) | ..... |
| 6 nano-engineered (line 94) | ..... |

4 Classification

Before the task

Classification tasks involve matching information from the text with the categories they belong to. For this task, read the questions one at a time. Look for keywords in the question and think of ways in which they may be paraphrased. Then skim each paragraph to check whether the information is given in that paragraph.

Task practice

Questions 1–6

Classify the following attributes as referring to the house type

- A steel and cardboard
- B steel and glass
- C concrete, cardboard and timber
- D steel, cardboard, timber and concrete

Write the correct letter **A–D** next to Questions 1–6

- | | |
|-------------------------|-------|
| 1 easy to put together | ..... |
| 2 easily transportable | ..... |
| 3 affordable | ..... |
| 4 prefabricated | ..... |
| 5 lightweight | ..... |
| 6 with special coatings | ..... |

5 Labelling a diagram

Before the task

First read the labels on the diagram quickly. Then look at the spaces in the labels and predict what type of word you are looking for (e.g. verb, noun or adjective).

Here are some clues to help you find the answers for Questions 1 and 2.

- 1 What adjective is used to describe the clay bricks and tiles in the first sentence of the text?
- 2 What does 'generate' mean? Now locate 'photo cells' in the text and look before and after for a suitable noun that can be 'generated'.

express tip

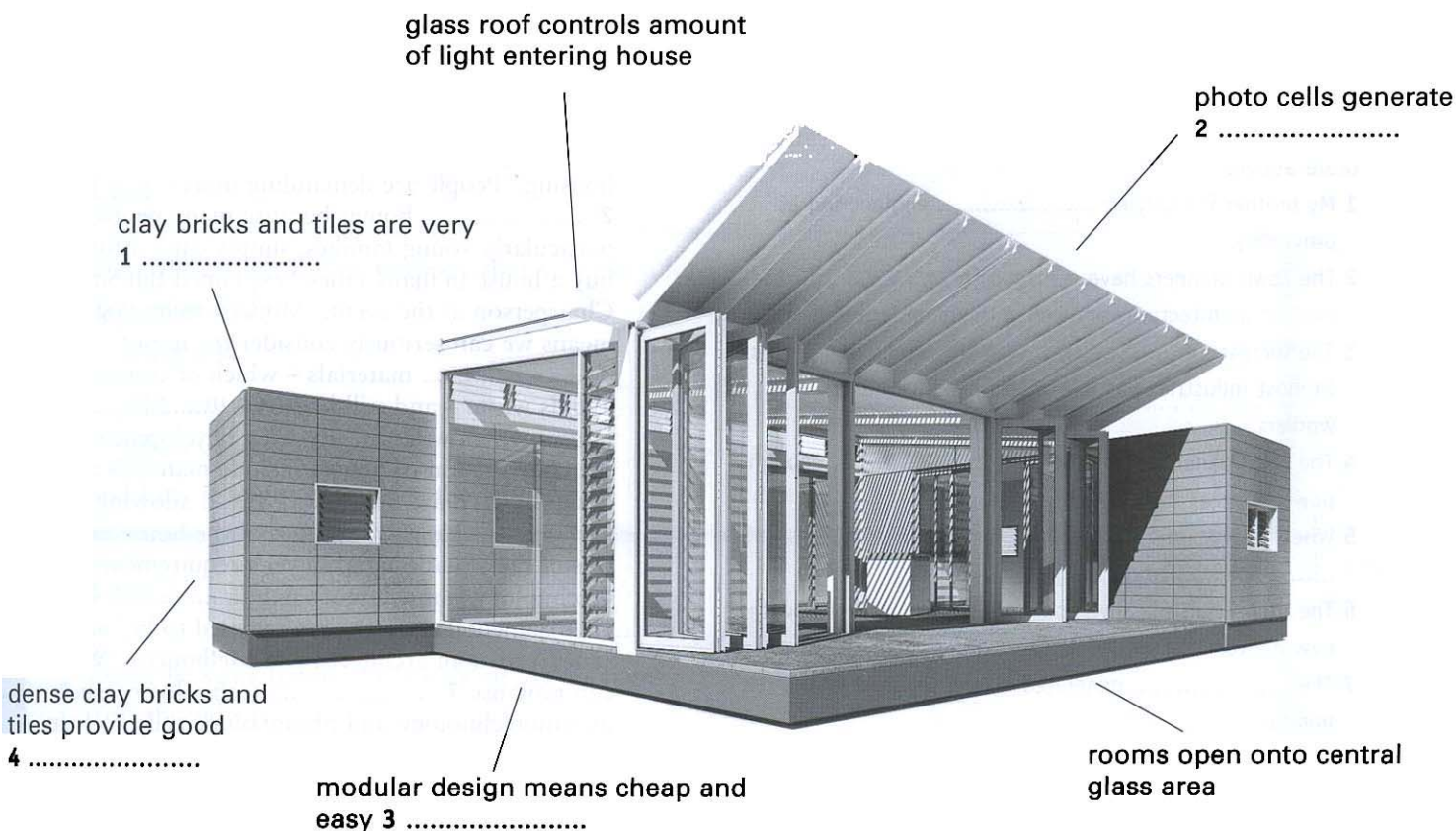
Labels usually appear clockwise around the diagram, though they may not be in the same order as the information in the text.

Task practice

Label the diagram below.

Choose **NO MORE THAN TWO WORDS** from the reading passage for each answer.

Write your answers in spaces 1-4 below.



Follow-up

Now that you have read about the houses of the future, have you changed your mind about the house you would most and least like to live in?

1 Word building

A Put the following words under the correct heading in the table – noun, verb or adjective. Then add the two other word forms related to each word.

generate	innovate	mechanism
integrate	demonstrate	equip
energy	functional	automate

noun	verb	adjective
<i>generation</i>	<i>generate</i>	<i>generative</i>

B Complete each sentence with one of the words from the table above.

- 1 My brother is studying engineering at university.
- 2 The town planners have managed to the modern architecture very well with the older buildings.
- 3 The increase in in the production process in most industries has led to less need for human workers.
- 4 The solar panels on the roof will enough power to heat the water in our house.
- 5 When he first joined the company he didn't feel to do the job.
- 6 The technician will give you a of how the new photocopier works.
- 7 The generated by the windmill drives the pumps.
- 8 The machine was normally until yesterday.
- 9 The new manager provided an solution to the problem.

2 Vocabulary in context

A Complete the adjectives by adding *-able/-ible* or *-ed*. One of the words in the list takes both endings, but has a different meaning with each – which one? All words come from Unit 3 reading texts in the Coursebook or Workbook.

dur-	pre-fabricat-	renew-	simplifi-
over-pric-	afford-	advance-	adapt-
sustain-	recycl-	compat-	skill-

-able/-ible

-ed

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

B Complete the text below using words from 2A above.

Smarter houses on the way

Shortage of land, increasing housing costs and an urgent need for more **1** uses of resources is leading to a call for more environmental, technically intelligent housing, according to experts at a recent forum on future housing. 'People are demanding more **2** homes because many people, particularly young families, simply can't afford to buy a house in many cities,' explained Bill Smith, Chairperson at the event. 'Modern technology means we can seriously consider the use of **3** materials – which of course avoids waste – and still build **4** houses which will last.' Exciting developments in the construction of houses include materials and designs which are **5**, allowing the architect to change the layout of the house easily to suit the situation and buyer's requirements. 'Technology is much more **6** with environmental concerns than it used to be,' says Jane Turner, an architect from Melbourne. 'We can now use **7** technologies, such as nanotechnology and photovoltaic cells, to help us design and build modern, environmentally friendly buildings.'

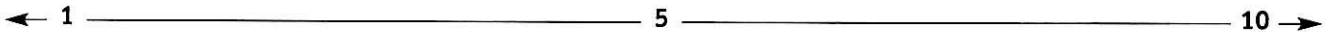
3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Expressing and justifying opinions

A Put the following items of technology on the line in order of importance in your life.

Key:
1 = not important
10 = I couldn't live without it



- | | | | | |
|-----------------|--------------|--------------------|----------------|--------------|
| iPod/MP3 player | mobile phone | cable/satellite TV | computer | the Internet |
| DVD player | memory stick | games console | digital camera | PDA |

express tip
The examiner is not marking your opinion or reasons but your ability to express and justify them in English.

B If you have a Study Buddy, explain to them why the items are or aren't important to you. Alternatively, record yourself speaking.

B 3.1 Read the two Part 2 Speaking cards below. Then listen to two candidates talking about the points on the cards, and complete the notes with the candidates' answers.

Card 1

Describe an item of technology that you use a lot.

You should say:

- | | |
|--|---------|
| what it is | a |
| why you use it | b |
| when you use | c |
| and how it might change in the future. | d |

Card 2

Describe your habits for watching TV or listening to the radio.

You should say:

- | | |
|---|---------|
| how much time you spend doing it | a |
| what type of programmes you prefer | b |
| why you choose those programmes | c |
| and say whether you think TV/radio is bad for us. | d |

C 3.1 Listen again. What language does each candidate use to justify their opinions. Write the words or phrases the speaker uses. Then read the listening script and underline the words and phrases.

Language *bite*

Justifying opinion

1 Using conditionals to justify opinion

The zero conditional

The zero conditional is used with the present tense. It expresses a factual situation.

If you are a university student like me, you need to take information from university to home and back again easily.

As long as ... (+ present tense) is similar to *if* in this case.

The first conditional

The first conditional is used with the present tense in the *if* clause and *will/may/might/could* in the main clause. It expresses something that is possible or likely for the present or future.

If people carry their mobile phones with them, they can be in contact at all times.

The second conditional

The second conditional is used with the *past tense* in the *if* clause and *would/might/could* in the main clause. It expresses an imaginary situation that you believe is unlikely or even impossible for the present or future. Despite using the past tense, it doesn't refer to past time.

If people chose programmes more carefully, there wouldn't be a problem.

2 Other phrases for justifying opinion

... because ...; that's because ...; it may be because ...

One reason is ...; another reason is ...; the main reason is ...

I don't know why but ...

So



Choose one of cards on the previous page to answer. First make notes first using the prompts on the task card. Try to use a conditional form to justify your reasons. Speak for at least one minute. If you can, record yourself speaking.

2 Comparing and contrasting

Language *bite*

Comparing and contrasting

There are many ways to compare and contrast information.

Comparatives and superlatives

This one is more advanced than that one; the most advanced on the market.

(not) as ... as

Analogue recordings are not as good as digital ones.

Words and phrases for contrasting

but; while; whereas; on the one hand ... on the other hand

Other ways of describing differences and similarities

Both ...; Neither ...

There are several/many differences between x and y.

X and y have a lot in common.

The main difference (between x and y) is ...


The main similarity (to x) is ...


X and y are similar in that they ...



A 3.2 Listen to the recording and write down the questions the examiner asks. Then underline the words in the questions that indicate the question is asking you to compare or contrast.

- 1
- 2
- 3

-  **B 3.3** Listen to a candidate answering one of the questions. Which question is being answered? Now look at the listening script on page 93 and underline any words or phrases the speaker used to compare and contrast.

-  **C** Now prepare answers for the other two questions from 2A using some of the language from the **Language bite**. If you have a Study Buddy, do this activity together.

3 Comparing different time periods

Language bite

Time phrases

Time phrases help emphasise differences between the present and the past or future.

Past:

*at one time; in those days; in the past;
in my parents'/grandparents' day; once;
in the 70s/80s; then*

Past to present:

*over the last few years/decades; recently;
up to now.*
(These phrases are often used with the present perfect tense.)

Present:

these days; nowadays; currently; now

Future:


*in the future; eventually; in the long term;
in a few years/decades*

See also the Language bite on page 12 in Unit 1 for the use of *used to* and *would*.

- A** Look at these two example questions from Part 3 of the Speaking exam.

- 1 Compare photography or filming today to 20 years ago.
- 2 Compare keeping a traditional diary and keeping a 'blog' (a diary on the Internet).

- a Which question is asking you to compare two things in the present?
- b Which question is asking you to compare past and present?

-  **B** Prepare your own answers for these two questions, using language from the **Language bite**. Try to speak for at least thirty seconds on each one. If you can, record yourself speaking.

4 Exam practice: Speaking Part 3

Before the task

Reread the expressions in the **Language bite** boxes in this unit and practise saying them.

  **3.4 Task practice**

Listen to the six questions on the recording. Try to speak for at least thirty seconds on each one. Give your opinion and make sure you explain the reason for it. If you can, record yourself speaking.

 **Follow up**

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you answered the question and explained the reasons for your opinions.

4

LISTENING


The Workplace




1 Introduction

A Imagine you have an idea for a book that you would like to get published. Which of the following do you think is the best first step?

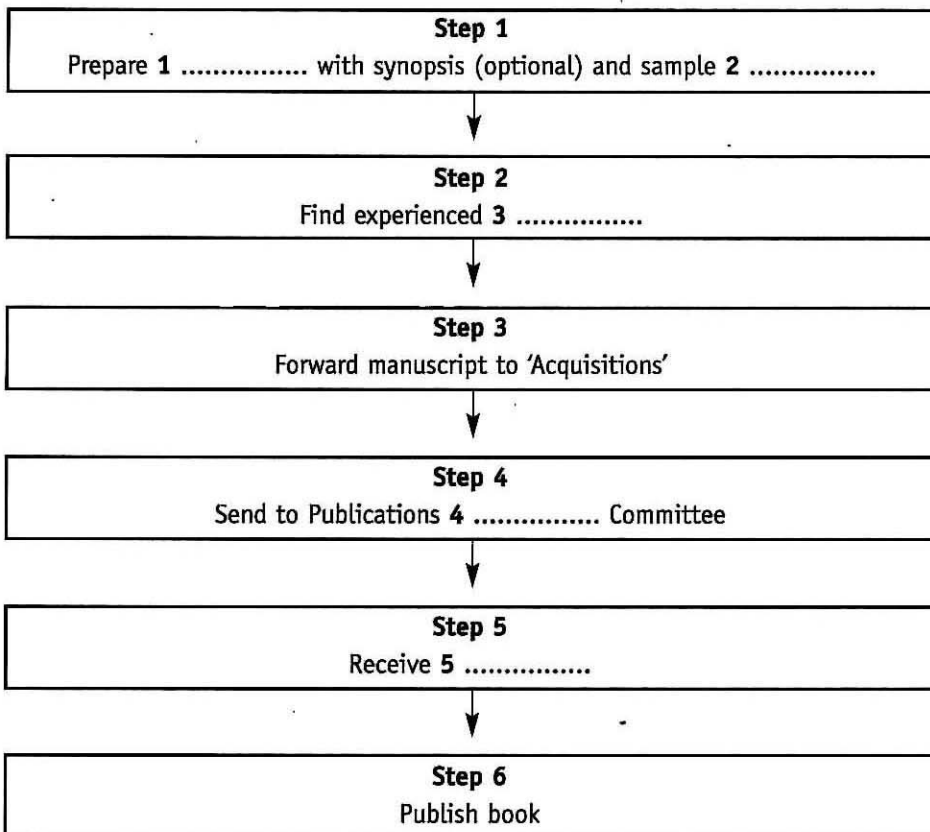
- a Consider how much money you would like to earn from the book.
- b Ask your friend (a writer) to introduce you to his/her publisher.
- c Develop a plan for the book and write one section.
- d Write the whole book to show to a publisher.

 B **4.1** Listen to the first part of the talk called, 'Getting a book published' and check if you were right. Which option does the recording advise you not to do first?

2 Comparing the questions to the recording

 A **4.1** Below is a flowchart based on the entire talk. Listen to the first part of the talk again and complete Questions 1 and 2 in Step 1.


GETTING A BOOK PUBLISHED



B Look at this extract from the listening script that relates to Questions 1 and 2 in the flowchart.

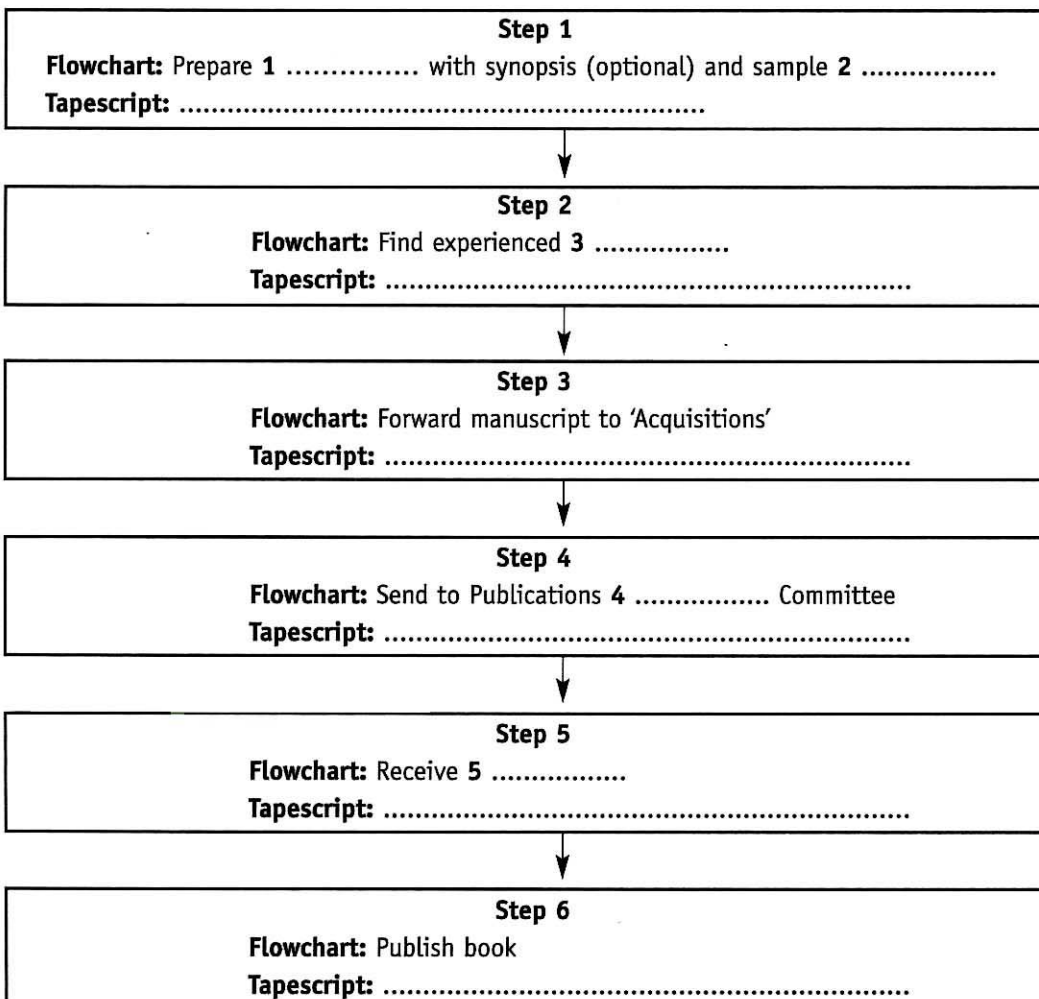
The first step, really, if you want to ensure success, is to develop a proposal with the basic idea for a book. If you're writing a novel, then you could include a synopsis. What you need to do is give a sample of the work by including a chapter to show what is to come.

- 1 Question 1 uses the verb *prepare*. Which verb does the listening script use instead?
- 2 In Question A above the word *optional* is used. Which word in the listening script means the same as this?
- 3 In the recording, how many words are there between the word *sample* and the answer to Question 2?

 **C** **4.2** Look at the rest of the flowchart and predict what words might be missing for Questions 3, 4 and 5. Then listen to the recording and complete the gaps.

D Now compare each phase in the flowchart with the listening script on page 93.

GETTING A BOOK PUBLISHED



express tip

The answer will be in exactly the same form as the recording, but other words or phrases around it in the question will be different and may come in a different order.

3 Matching signpost words to stages

A **4.3** Look at the listening script in 2B and the signpost words that indicate the speaker is moving onto a new stage. Listen to the whole recording again and identify the signpost word(s) for the remaining steps.

- 1 Step 1 *the first step*
- 2 Step 2
- 3 Step 3
- 4 Step 4
- 5 Step 5
- 6 Step 6 *now*

B Read listening script 4.3 on page 93 again. Underline the signpost words in the script.

B Look at the diagram below.

- 1 What do you think the talk is going to be about?
- 2 How many floors does the building have?
- 3 Which options in the box are possible answers for Questions 1 and 2 on the diagram?
a next to b opposite c behind
- 4 Where is Question 3 in relation to Reception?
a opposite b next to c between
- 6 Where is the Production department in relation to Question 5?
a next to b opposite c in front of
- 7 Where is Question 6 in relation to the Production department?
a next to b across the corridor c behind

4 Labelling a diagram

Before the task

A Match the prepositions of place in the box to the appropriate picture.

- | | | |
|----------------------|---------|-------------|
| opposite/across from | behind | in front of |
| next to/beside | between | |

Key:
 = white building = black building = road

- 1 The black building is the white building.
- 2 The black building is the white building.
- 3 The black building is the white building.
- 4 The black building is the white building.
- 5 The black building is the white buildings.

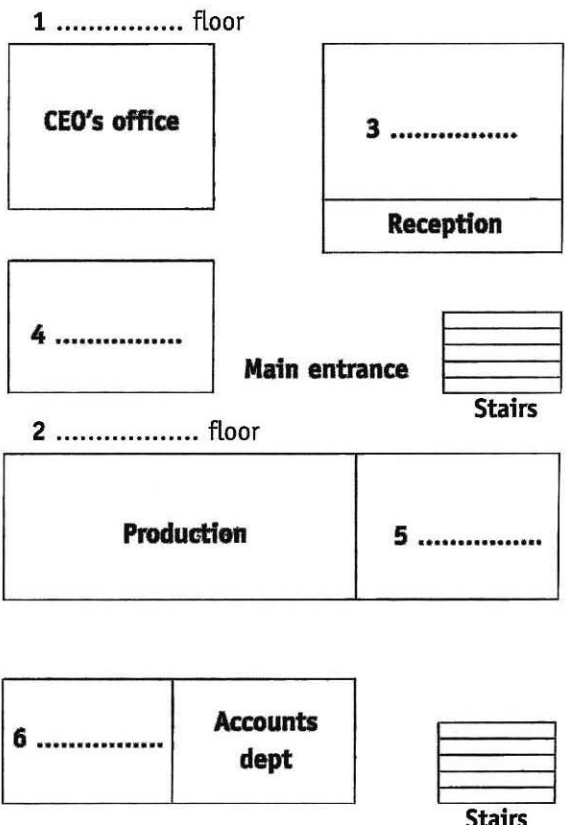
4.4 Task practice

Questions 1–6

Label the plan below.

Choose your answers from the box and write the letters A–H next to Questions 1–6.

- | | |
|------------|------------------|
| A Ground | E Administration |
| B Research | F Design |
| C First | G Marketing |
| D Second | H Training room |



1 Word building

A Add a prefix or a suffix (or both) to the word *employ* to make at least eight words.

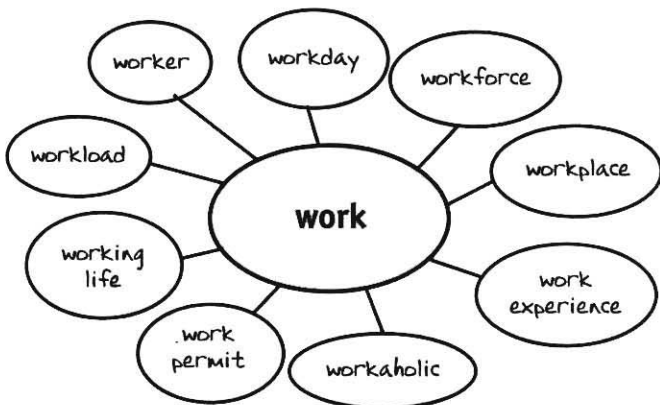
unemployed

B Write a simple definition for each of the words above on a separate sheet of paper. Include the word class for each word.

e.g. *unemployed* (adjective): someone who does not have a job

2 Vocabulary in context

A Match the words below to the definitions 1–9.

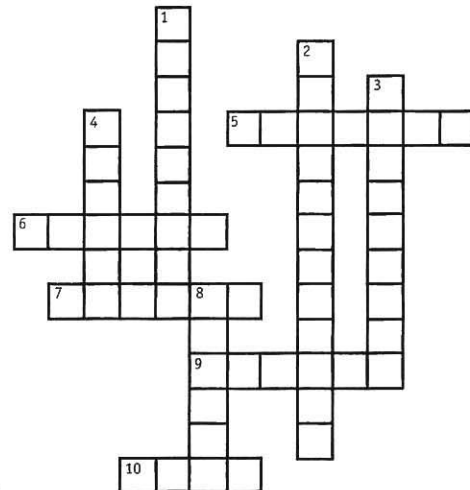


- 1 the room/building where you work
- 2 someone who works a lot and finds it hard not to work
- 3 an experience where a young person works as a form of training
- 4 all the people who work for a particular company or industry
- 5 the amount of time a person is required to work every day
- 6 the part of your adult life when you are employable
- 7 the amount of work a person has to do
- 8 someone who does a job
- 9 an official document required for working in a foreign country

B Complete each sentence below with a word from Exercise 2A. Not all the words are needed.

- 1 Please list your qualifications and relevant
- 2 The company is reducing its by 20 per cent.
- 3 Many factories treat their management staff better than their
- 4 He commutes three hours most
- 5 She spent all of her in a factory and retired at 60.
- 6 My sister is a real – she works nights and even weekends!
- 7 We've got to find ways of reducing Gail's because she is always so stressed.
- 8 This is a report into discrimination in the

C Complete the crossword using the clues below.



Across

- 5 the system of organisation of a country's money, industry and trade (7)
- 6 revenue – expenses = (6)
- 7 one of the offices or shops that forms part of a larger organisation (6)
- 9 stop your working life (6)
- 10 to receive money for the job you do (4)

Down

- 1 a transfer to a higher position within a company (9)
- 2 the rate at which a company/country makes goods (12)
- 3 a group of people formed for a particular purpose (9)
- 4 another word that means 'work' (6)
- 8 a successful job (or jobs) during your working life (6)

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Identifying a thesis statement and deciding your opinion

A If a Task 2 question asks to what extent you agree with an issue, the first step is to decide how strongly you feel about the issue. How far do you agree with the following statements? Mark an X on the line according to how strong your feelings are on each topic.

1 People should not expect to be in the same job for life. The modern worker should be able to work in a variety of companies and do a variety of jobs during his or her working life.

← disagree _____ maybe _____ agree →

2 Degrees that are too specialised are not useful in the modern work environment. It is better to have more general degrees in order to prepare people for the modern workforce.

← disagree _____ maybe _____ agree →

3 It is far more useful to train people in interpersonal skills than technological or specialised skills such as information technology.

← disagree _____ maybe _____ agree →

4 The length of the working week does not reflect modern lifestyle needs. It should be substantially reduced to give people more leisure time and time with their families.

← disagree _____ maybe _____ agree →

B In the thesis-led approach, a thesis statement is a sentence that gives your opinion or 'position' on a topic. Put a tick (✓) next to the sentences in 1–5 below that make a clear thesis statement.

1 I think work hours should be adjusted to contribute to a healthier and happier society.

2 There are a range of skills which are useful in the workforce.

3 The modern workforce should be trained in a range of skills.

4 It is clear that the modern worker must not depend on any single company to provide career and employment opportunities for life.

5 Lifelong employment is no longer a reality in many companies.

C In the thesis statements above, underline any words or phrases that make the writer's position obvious to the reader.

2 Writing introductions in the thesis-led approach

A To write an introduction in the thesis-led approach, use the following formula:

general comments on topic + thesis statement

Here is an example using the first statement from 1A.

The work history of our fathers and grandfathers was generally remarkably similar: join a company at the age of 15, work up through the ranks and become middle management by mid to late thirties, then retire at 65 as head of your department. However, this picture of lifelong employment is no longer accurate in many countries. It is clear that the modern worker must not depend on any single company to able to provide career and employment opportunities for life.

Identify where the general comments end and the thesis statement begins.

B Go back to Exercise 1A and write an introduction for statements 2, 3 and 4 using the formula.

When you have finished, go back and underline your thesis statement.

express tip

If the question asks *How far do you agree?* or *To what extent do you agree?* you are not required to answer both sides of an argument. Clearly state your opinion in the introduction and conclusion.

3 Justifying a point of view

A Match each opinion 1–5 to its justification a–e.

- 1 I think work hours should be adjusted to contribute to a healthier and happier society.
 2 The modern worker must not depend on any single company to able to provide career and employment opportunities for life.
 3 The modern workforce should be trained in a range of skills.
 4 It is clear that specialised degrees are extremely useful in the job market.
 5 In my opinion, companies should not provide childcare facilities at the workplace.
- a In a survey conducted by Global Business magazine, more than 60% of CEOs argued that their companies could not afford to run such facilities.
 b My father, for instance, had worked for a manufacturing company for 23 years but was made redundant last year.
 c This is because by specialising you are more desirable employment commodity.
 d If we used telecommuting and automation more extensively, people could spend more time at home.
 e Business guru John Brown states, 'Companies should be focussing on equipping their workforce for the knowledge economy through skills training.'

B Which justification in a–e is:

- 1 a reason 4 a scenario
- 2 an example 5 a statistic
- 3 a quotation

Language bite

Using modals to offer opinions

You can use phrases such as *in my opinion* or *it seems clear to me* to state your opinion.

However, a more subtle way to do this is by using modal verbs, such as *should* or *must*.

structure	example sentence	refers to
(active) <i>should/must</i> + bare infinitive	<i>Employees should/must learn new skills.</i>	my opinion or hope for the present or future
(passive) <i>should/must</i> + <i>be</i> + past participle	<i>New skills should/must be taught.</i>	
(progressive) <i>should</i> + <i>be</i> + ... <i>ing</i>	<i>Employers should be upgrading the skills of their workforce.</i>	
(active) <i>should</i> + <i>have</i> + past participle	<i>My father should have learnt to use a computer.</i>	something that did not happen in the past
(passive) <i>should</i> + <i>have</i> + <i>been</i> + past participle	<i>He should have been trained.</i>	
(progressive) <i>should</i> + <i>have</i> + <i>been</i> + ... <i>ing</i>	<i>They should have been training him throughout his career.</i>	

Note In sentences referring to the past, *must* does not refer to obligation, but to assumption or deduction from evidence in the present. For example, *The ground outside is wet. It must have rained last night.*

C Complete the sentences below with a modal verb plus the correct form of the verb in brackets.

- 1 The modern worker (equip) with a wide range of skills.
- 2 Teachers (teach) students useful skills for their future careers, not just facts and information.
- 3 These days no worker (depend on) any single company to provide lifelong employment.
- 4 Work hours (adjust) to fit the lifestyle needs of each individual.
- 5 Companies (focus) on equipping their workforce for the knowledge economy through skills training.
- 6 By the time they graduate, students (learn) how to look after their personal finances.
- 7 The working week has been too long for many years and is impacting on family and personal well-being. It (reduce) many years ago.
- 8 I wouldn't have lost my job if I had learnt to use databases. I (train).

D Re-read the thesis statements in the introductions you wrote to the questions in 1A. Write your own justification for your thesis statements. Remember to use one of the five techniques from 3B and/or *should* or *must* from the **Language bite**. Here is an example for Topic a:

1 When an economy is based on production, for example, steel, coal or car manufacture large companies are often created. These companies are able to provide a stable work environment and the concept of life-long employment is not unusual. An example of this is Japan from WWII until around the 1990s. Unfortunately, for many countries, the economic situation has forced drastic changes in the workplace and now knowledge, rather than production, has become the driver of wealth accumulation. This means that the modern worker may need to change career, so he must be equipped with the skills to work in a wider range of situations than was previously the case.

- 2
- 3
- 4

E Choose one (or more) of the statements in 1A and continue your answer into a full essay.

4 Showing concession

A Even in the thesis-led approach, where you are presenting one side of an argument, you can still show concession to another point of view. Complete the paragraphs below showing concession to another point of view using words and phrases from the box. Several answers may be possible.

some say that	it could/might be argued	whilst
however	therefore	although

Paragraph 1

1 most companies recognise the value of staff development, and large budgets are set aside for training programmes, the question arises, naturally, of which areas should be targeted.

2 the skills that need to be developed by staff in all companies, no matter which area of business they are concerned with, are interpersonal skills. 3 these skills are extremely important, 4 that limiting training to this one area would result in staff falling behind in their overall skills development.

Paragraph 2

5 having a degree which is not specialised means that you may have a broad knowledge of a certain field, the extreme competition in the modern job market requires you possess something that sets you apart. For example, 6 that gaining an MBA is a sensible step to take.

7, the number of MBA holders increases hugely every year, 8, it becomes much more difficult for employers to differentiate between potential employees. A specialised degree dramatically reduces the competition for many jobs.

express tip

To ensure your answer is well supported, justify your point of view and/or add concessions to opposing points of view.

B Read the following statement and decide whether you agree or disagree. Then write a paragraph showing concession to the opposite point of view to your own opinion.

The length of the working week does not reflect modern lifestyle needs. It should be substantially reduced to give people more leisure time and time with their families.

5 Academic Writing Task 2: Thesis-led essay

Before the task

A Read the question below and decide whether you agree or disagree with the statement. Plan a clear thesis statement to include in your introduction and to repeat in your conclusion.

B Make a list of reasons to support your position and decide on arguments to justify each point, using one of the techniques in the unit.

Task practice

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

The length of the working week does not reflect modern lifestyle needs. It should be substantially reduced to give people more leisure time and time with their families.

How far do you agree with this statement?

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

Write at least 250 words.

VOCABULARY REVIEW 2

A Complete the table below using words from the box.

receptionist	HR	white/blue collar worker
customer	manager	sales
employer	design	marketing
supervisor	production	accounts
client	administration	CEO
competitor	PR	

people	departments

B Match the words to make common collocations from Units 3 and 4 of the Coursebook.

- | | |
|-----------------|--------------|
| 1 cutting | a job |
| 2 palm-top | b access |
| 3 competitively | c pressure |
| 4 Internet | d computer |
| 5 time | e priced |
| 6 full-time | f edge |
| 7 product | g stress |
| 8 conference | h quality |
| 9 picture | i facilities |
| 10 work-related | j range |

C Circle the correct word in bold in each sentence.

- Once we make adjustments **to/for/of** inflation, the fall in interest rates is quite small.
- Many developing countries are making the transition **to/from/in** a market economy.
- I only have a vague notion **of/in/from** what she does for a living.
- It's seems beyond his capacity **of/to/for** complete this task.

- His illness gave him a new perspective **to/for/on** life and the amount of time he spent at work.
- The visit to Germany gave them exposure **in/at/to** the language.
- The interior designer has asked for the dimensions **at/on/of** the new office space.
- The problem has been attributed **with/to/by** work-related stress.
- The market research has made us much more aware **of/for/from** the competition in this market.
- \$50 is equivalent **at/as/to** £30.

D Complete the sentences using the correct form of the words in parentheses.

- I was that I had to sign a new contract, because you didn't tell me. (awareness)
- We engaged the services of an international firm. (consult)
- The awards are given at the of the CEO. (discrete)
- The findings of the report are wrong. (fundamental)
- It is to think you can do the work of three people. (logic)
- How can we get students to adopt a more serious towards learning? (orient)
- We need to our proposal if we want them to accept it. (modification)
- The HR department suggested he get advice before returning to work. (medicine)
- After the with our accountants, we have decided to consolidate rather than diversify. (consult)
- The of the new curriculum will occur at the beginning of the next school year. (implement)

VOCABULARY REVIEW 2

E Complete the table below.

noun	verb	adjective	adverb
access			
	commit		
		emergent	
			internally
		optional	
prediction			
			principally
	promote		
	project		
		summarised	
profession			

F Complete the sentences below using words from the box.

contrast hypothesis ethnic prior decline
version parameters adequate discretion communication

- We hope that further research will confirm our
- You do not need any experience as we will train you ourselves.
- The results are interesting because they sharply with other medical tests carried out in Canada.
- The company has yet to give a(n) explanation for its actions.
- The exhibition is showing clothing and jewellery.
- Mobile phones are an increasingly important means of
- Head office sets which guide policy at branch level.
- Please use your as this information is sensitive.
- The latest of the software will be launched in the spring.
- Sales saw a sharp over the last quarter due to the increase in oil prices.

G Complete the summary using words from the box.

networks comprehensive drawbacks features phase
despite manufacturers consumers plasma unique

The next **1** in TV for **2** has officially arrived. The **3** TV is advertised by many **4** as the most significant development since television was invented. The reason for this is a **5** improvement in both picture and sound quality. The kind of quality, in fact, that many people only associate with watching a movie at the cinema. Previously, there were certain **6** with high definition television, including a limited number of programmes available and cost. But, **7** the debate which has been raging about plasma, LCD, CRT and a number of other television competitors, television **8** have slowly started to embrace the potential of digital television. The result for viewers is a **9** opportunity to experience a truly significant improvement in both the quality of the visual and auditory experience, but also the range of **10** available to viewers.

5

READING

Climate and the Environment

1 Introduction

A Look at the title of the reading passage on the opposite page. Which four of the following words or phrases would you expect to find in a reading passage like this?

rainfall global warming recreation trends holiday erosion cost of living

B Now look at the following words from the reading passage. Put them into the correct column in the table below depending on whether their meaning is positive, negative or neutral.

jubilation analyses significant concern celebrate disrupt
turning point drought hope abuse devastating vulnerable

positive 😊	negative 😞	neutral 😐
jubilation		

C Look at the subtitle. What extra information does this give you about the view of the author?

- a The author is optimistic about the future.
- b The author is pessimistic about the future.
- c There is no indication about the views of the author.

2 Global multiple-choice questions

Global multiple-choice questions are usually the very last question related to a reading passage; they test your understanding of the whole passage. The question might ask you about the 'tone' of the reading text or the ideas that are mentioned all of the way through the text, not just in one part of it. It might ask you to choose a suitable title for the article. It is a good idea to keep this question in the back of your mind as you work through the reading passage.

Look at the following example of a global multiple-choice question.

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

What is the overall message that the writer of this article wants to convey?

- A Europeans will start to feel the effects of global warming soon.
- B Europe's drought problems are over now.
- C Northern Europeans do not need to worry about climate change.
- D The effects of global warming can already be seen in parts of Europe.

A Does the question above ask about the tone of the passage, the main ideas in the passage or both?

Look at options A–D again. Which ones are optimistic about global warming in Europe and which ones are pessimistic?

Optimistic: Pessimistic:

B Read the first and last paragraphs of the reading passage. Are the ideas mostly optimistic or pessimistic? Notice that sometimes a positive word can be used to express a negative idea, e.g. *The jubilation was short-lived*. Now try to answer the question.

C Now read the whole article and check your answer to the global multiple-choice question.

express tip

For global multiple-choice questions, read the first and the last paragraph carefully. This can give you an idea of the most important ideas and the overall tone of the passage.

Deserts on Our Doorstep

Empty reservoirs, dried-up rivers and eroded soils could signal a permanent shift in climate for southern Europe

When it rained in Spain in 1996, the nation celebrated. The torrential storms broke a five-year drought, refilling many reservoirs and aquifers and bringing hope to some of Europe's most parched regions. But the jubilation was short-lived. Far from allaying fears about long-term water shortages across the Mediterranean, it is now clear that the downpours simply reinforced the trend of a generation, in which long periods of drought are broken by intense storms.

There is now growing concern that, because of global warming, such conditions will become the norm in southern Europe. Climatologists are claiming that the first stages of 'desertification', the process that creates new desert areas, can already be seen in Spain, Portugal, Greece and Italy. In fact, they argue that the process has been under way for three decades. The most detailed warning to date comes in a 1996 report completed by a research programme called Medalus, funded by the European commission and coordinated by John Thornes, a geographer at King's College, London. Drawing on the expertise of more than 40 European scientists, the Medalus scientists concluded that climate change is happening now in Europe, with potentially devastating consequences for millions of people.

Mediterranean Europe has always lived on a climatic knife-edge. Typically, around 60 centimetres of rain falls each year, mostly in winter, often over just a few days. But in south-east Spain, for instance, average rainfall is only around 20 centimetres a year, with only 5 centimetres in a very dry year, such as 1995. Of that, most evaporates; perhaps a tenth reaches the rivers.

Droughts are becoming more frequent and lasting longer. The extended drought in Spain from 1990 to 1995 was only part of a long-term trend. Thornes told a conference on Europe's climate, organised by the European Commission in Brussels, that new analyses of rainfall data reveal 'a turning point towards progressively lower rainfall since about 1963'.

At the same time there has been 'a clear increase in the quantity and duration of both heat waves and violent storms,' he said.

These changes are just the beginning. Climatologists predict that southern Europe will warm by 1.8°C by 2030, and that this will be accompanied by a further drop in rainfall. The Climate Impacts Link Model devised by the Hadley Centre, part of Britain's Meteorological Office, predicts that winter rainfall will diminish by 10 to 20 per cent in the driest parts of the Mediterranean. Summer rainfall will decline by as much as 30 per cent. What rain there is will fall in fewer, more intense storms. Water supply is becoming a major constraint in the development of Mediterranean cities, affecting industry, farming and the region's biggest earner, tourism. Malta, one of the driest countries in Europe – and also one of the most densely populated – has lost the use of its largest underground lakes because over pumping has caused seawater to seep in, turning it salty. The island can no longer irrigate any crops and relies on expensively desalinated seawater for half its water.

Reduced rainfall will also have major implications for vegetation. Ian Woodward of the University of Sheffield says that 'there will be a significant reduction in vegetation in those areas that are already low in vegetation cover'. A study for Medalus of three species of grass and shrub prevalent in Spain found that seed germination among all three species had completely failed in 1993 and 1994. Vegetation loss often triggers erosion, as soil is left bare. Rainwater runs off the land quickly rather than soaking into the soil, causing the paradox of more flooding and drier soils. In Greece and Spain, more than 40 per cent of the soil is already suffering from erosion; in Turkey the figure is 70 per cent.

There is much scientific debate around the world about desertification and the processes that cause it. Some scientists argue that human abuse of the land only rarely leads to its permanent loss. What few doubt is that permanent climate change will create deserts. And permanent climate change is what the highly vulnerable lands of southern Europe face today. Global warming is not just on Europe's doorstep; it has stepped inside.

3 Matching statements to options

Before the task

A Look at the list of people and organisations in the box. Scan the article and underline these names wherever they occur in the article.

B Now read the information just before and after all of the names you found in the article. Match the information to the questions and then the names in the box.

Task practice

Questions 1–6

Look at the statements (**Questions 1–6**) and the list of people below.

Match each statement with the correct person or group.

Write the correct letter **A–F** next to **Questions 1–6**.

- 1 In some areas there will be a loss of plant life.
- 2 There is evidence that the decrease in rainfall began several decades ago.
- 3 Parts of Europe have been gradually turning to desert for the past thirty years.
- 4 The length and number of hot and turbulent weather patterns has increased.
- 5 A great deal of Europeans will be adversely affected by climate change.
- 6 The number of summer rain periods in Southern Europe will drop in the future.

People or Groups

- A Climatologists
- B The European Commission
- C John Thornes
- D Researchers involved in Medalus
- E Ian Woodward
- F The Hadley Centre

Follow up

A There will sometimes be one or more names that you do not need to use. Which of the names **A–F** are not needed here?

B The words in the box below are taken from the relevant sections of the reading passage. Match these words to the paraphrases used in **Questions 1–6**.

devastating consequences	for three decades	reduction in	quantity	duration	decline
millions of people	progressively lower	vegetation	rainfall	storms	data

Task practice

Questions 7–11

Look at the following statements (**Questions 7–11**) and the list of countries below.

Match each statement with the correct country (**A–D**).

Write the correct letter **A–D** next to **Questions 7–11**.

- 7 Very little rainfall actually reaches rivers in parts of this country.
- 8 Some common plants didn't grow from seeds in two specific years in this country.

express tip

For this kind of question the words in the box can be in the same order as they appear in the text or in alphabetical order. They may appear in more than one part of the reading passage. The questions are not in the same order as the text.

express tip

If there are any dates or numbers in the questions these may be the same in the reading text and will help you to locate the relevant part of the text.

- 9 This country is dependant on the sea as a source of water.
- 10 The majority of the soil in this country is suffering from erosion.
- 11 In this country, 1990 marked the beginning of a dry spell that lasted five years.

List of Countries

- A Italy
- B Malta
- C Spain
- D Turkey

Follow up

- A Did you remember to scan the reading passage for the names of the countries listed in the box?
- B Are the countries listed in the same order as the text or in alphabetical order? Which country did you not need to use?
- C Underline the relevant parts of the reading passage that gave you the answers to Questions 7–11. Now find paraphrase for the following words and phrases used in the questions.

- Question 7 very little rainfall
- Question 8 common
- two specific years
- Question 9 is dependant on
- Question 10 the majority of
- Question 11 a dry spell that lasted five years

4 Yes/No/Not given

Before the task

Read the questions carefully and underline keywords or ideas in the questions. Then scan the reading passage to locate the information you need, looking for synonyms or paraphrase for the keywords or ideas you have identified. Read the relevant material in detail.

Task practice

Questions 1–7

Do the following statements agree with the views of the writer in the reading passage?

Next to Questions 1–7 write

- YES if the statement agrees with the views of the writer
- NO if the statement contradicts the views of the writer
- NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 The storms in Spain in 1995 indicated the end of a long-term problem.
- 2 Spain has the fastest growing area of desert in southern Europe.
- 3 In Mediterranean Europe most rain falls in summer.
- 4 Climatologists believe that in the future rain in southern Europe will be 30% lower in summer.
- 5 Tourists are being affected by water shortages in Mediterranean cities.
- 6 Malta will eventually exhaust its supply of natural drinking water.
- 7 Most scientists believe that permanent climate change will result in the formation of deserts.

express tip

Remember, the information and ideas in the questions will be in the same order as in the text. If you cannot find the information for one question then go to the next one, coming back to answer the previous one later.

Follow up

Two of the questions have a *Not given* answer. Where would you logically look for the information for these questions in the reading passage?

1 Word building

A Complete the following word families.

noun	adjective
environment	
finance	
	energetic
	electric
urgency	
	recycled
nature	
	economical
climate	
	damaging

B How many words can you think of to express the idea of a number or figure going down?

- 1 *fall* 5
- 2 6
- 3 7
- 4 8

There are seven such synonyms in the reading passage on page 43. Can you find them? Do they match the words that you thought of? Add any new ones to your list and practise using these words in your writing.

2 Vocabulary in context

A Using the reading passage on page 43, find a word or phrase to match each of the definitions below.

- a period of unusually hot weather
.....
- a person who studies the climate
.....
- very heavy (used with rain or storms)
.....
- too much rainwater
.....
- when a liquid dries up
.....
- an extended period without rain
.....
- when soil washes away
.....

8 a storage place for large amounts of water for cities to use
.....

9 type (used for plants or animals)
.....

B Match a word from Column A with the correct word from Column B to complete the newspaper report below.

A	B
permanent	storm
long-term	warming
climate	shift
scientific	consequences
densely	trend
growing	vulnerable
extremely	populated
devastating	concern
global	debate
torrential	change

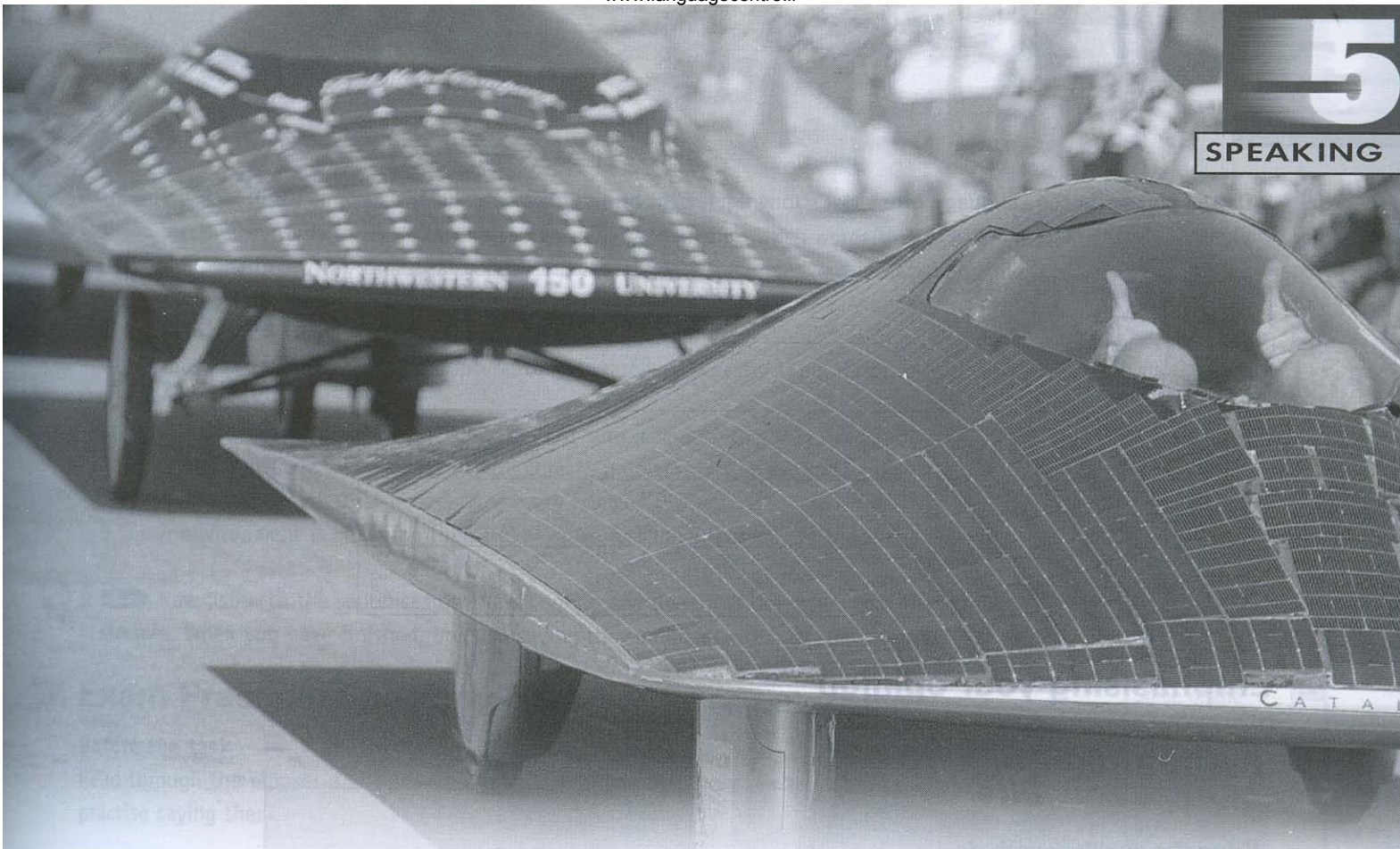
A 1 hit the western suburbs last night with 2 Over 1,000 homes were left without electricity and many hundreds of houses lost their roofs. The weather bureau has warned that there are more storms to come, and many are concerned that this is part of a 3 For many years scientists have feared that 4 might result in a 5 in our climate and that fierce weather conditions will become more frequent.

Now match the remaining words to make five more common collocations.

- 6
- 7
- 8
- 9
- 10

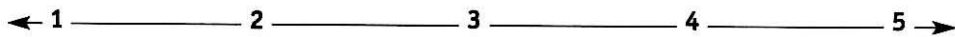
3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.



1 Showing how strongly you agree or disagree

A Look at the following opinions about the environment and say how strongly you agree or disagree with them, using the following scale.



I strongly disagree

I neither agree nor disagree

I strongly agree

- 1 Our planet already has a great deal of environmental problems.
- 2 Business and financial security are more important than protecting the environment.
- 3 Environmental problems in another country do not affect me.
- 4 It rained a lot last year so we don't need to worry about future droughts.
- 5 Within a few years we will all be driving electric cars and the energy crisis will be over.
- 6 We don't need to make any major changes, we've already done enough for the environment.

Language bite

Showing how strongly you agree or disagree

Even if you do not have a strong opinion about a topic, it is important to say what you think.

To show how strongly you agree or disagree with an opinion you can use the following phrases:

- I think that's absolutely true.*
- I'm not really sure.*
- I don't believe that at all.*
- I can't really say I agree with that.*
- I totally agree.*
- I think that's a ridiculous idea.*
- That's true to a certain extent.*

B Do the phrases in the **Language bite** show strong agreement or disagreement? Put the phrases into the correct box below.

1 I strongly disagree	
2 I disagree	
3 I don't have a very strong opinion about this	
4 I agree	
5 I strongly agree	

2 Emphasising your opinion

Language bite

Using the auxiliary verb do


Another way to show how you feel about something is to emphasise your words. One way to do this is by using the auxiliary verb *do*. Compare the following sentences:
I don't like tea but I like coffee.
*I don't like tea but I **do** like coffee.*
*I don't like tea now, but I **did** like it when I was younger.*

We use *do* to emphasise a verb.

I think that reducing energy consumption makes a difference.
*I think that reducing energy consumption **does** make a difference.*
*I'm convinced that Zheng He **did** discover America in 1421.*

A Read the **Language bite** then add *do* in the correct place in the following sentences. Note that you may need to change the verb following *do*. There may be more than one answer depending on which part of the sentence you would like to emphasise.


- 1 I don't believe our situation is urgent but I believe we need to make some changes.
- 2 I'm not really sure about other countries but I think this one produces too much CO₂.
- 3 I'm sure that recycling helps to some extent.
- 4 I'm pretty optimistic, so I believe we will find a way to solve these problems.
- 5 I feel it's important to educate as many people as possible about the environment.

 **B 5.1** Now listen to the sentences and check your answers. Note how the speaker stresses the auxiliary verb.

C Another way to show emphasis is by putting stress on keywords when we talk.

Which are the keywords in the following sentences? Try to predict which words the speaker will stress and underline them. Note that you may underline more than one word in each sentence.

- 1 I really do hope we will find a balance between taking care of the economy and looking after the environment.
- 2 I'm not very optimistic about the future, unfortunately. I honestly think we've done too much damage already.
- 3 I hope we'll solve the energy crisis but I'm not sure how easy that'll be.
- 4 Some people believe we've created these climate problems ourselves, but I think they are just part of a natural cycle that occurs once every few years.
- 5 If our environment is changing then I believe we just have to adapt to these changes.


 **D 5.2** Now listen to the sentences on the recording and underline the words that the speaker stresses. When you have finished, practise saying the sentences with the same stress.

3 Exam Practice: Speaking Part 3

Before the task

Read through the phrases and sentences in the **Language bite** boxes in this unit again and practise saying them.

Test practice

 **5.3** Listen to the six questions on the recording. Try to speak for at least 30 seconds for each one. Try to make your feelings and personal opinion clear. If you can, record yourself speaking.

Follow up

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check whether you expressed your opinions clearly. Did you manage to use any of the language you have practised in this unit. Did you use stress to signal key ideas?

express tip

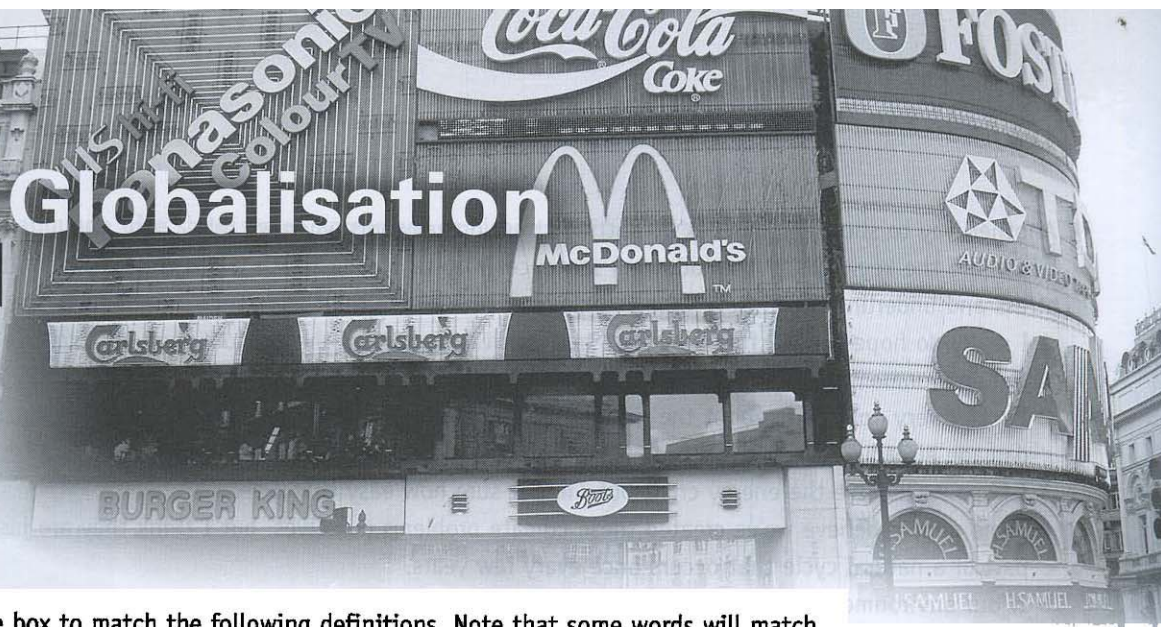
Some of the questions in the speaking test may be *Yes/No* questions. If you give a simple *Yes/No* as your answer the examiner will ask you to explain why or justify your opinion. Always try to answer each question as fully as possible.



6

LISTENING

Globalisation



1 Introduction

A Choose words from the box to match the following definitions. Note that some words will match more than one definition.

worldwide intercontinental universal local international interstate national global


- 1 affecting or relating to the whole world
- 2 affecting or relating to the whole country
- 3 involving several countries
- 4 involving two or more continents
- 5 relating to a specific, nearby area; not widespread
- 6 involving or connecting two or more states within a country

B Now write the words in order of size from 1 (the smallest) to 6 (the largest).

- 1
- 2
- 3
- 4
- 5
- 6

Listening and reading at the same time

In the Listening exam you need to be able to read and listen at the same time. This is easier to do if you have read the questions before the recording begins.

 **6.1** There are eight mistakes in the report below. Listen to the recording and spot the differences. Mark the differences as you listen.

Globalwise is a 'new business' intelligence firm, publishing reports and newspapers dedicated to new business managers and business opportunities on a global scale. To ensure true 'global' coverage, the central office in Brisbane liaises with partners in New York and Paris, and stays in close contact with over 8,000 idea spotters in more than 100 countries worldwide, from China to New Zealand, and from Berlin to Brazil. Globalwise also collaborates with its sister-publication – globalwatch.com, a leading trend-spotting firm.

express tip

In the exam, you will be given some time to read the questions before the recording starts – don't use this time to check answers from the previous section of the test. It is always best to prepare for what is coming in the next section.

3 Anticipating what you will hear

A Look at exam practice question in Section 4 on the next page (*Questions 1–10*). Which two of the following ideas do you think the speaker will discuss?

- a several different writers
- b recent events
- c historical facts
- d geographical differences
- e business problems

B When you read through the questions before the recording begins you should try to anticipate the kind of information you will need to listen for. Look at the following extract from the notes and answer the questions below.

In 1841, a writer from **2** referred to a 'universal society'.

1 What type of information is needed to fill in the gap for Question 2?

- A the name of a person
- B a date
- C the name of a place
- D a book title

2 What type of word will you need to fill in each of the other gaps in the notes completion task in Section 4?

- A a verb
- B an adjective
- C a noun
- D a number

3 Look at the notes completion questions in Section 4 again. For which of the questions could you expect to write the name of something?

C You should try to use the information in the question to give you an idea of how the recording is organised. Try to note which information you will hear first, second third, etc. Some keywords can help to 'signal' when the answer is coming on the recording. They will help you to recognise the answers when you hear them.

1 Look at the information in front of each gap in the notes. What keywords might help you to signal when the answer is coming on the recording?

2 Which keywords should you underline that might act as 'signals' while you are listening?

express tip

If you realise you have missed an answer just move on to the next question.

4 Notes completion

Before the task

Follow the procedure in Section 3B to analyse the questions and anticipate what language you will hear.



6.2 Task practice

Complete the notes below.

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

The History of Globalisation

- Globalisation is commonly believed not to have been a concern in **1**
- In 1841, a writer from **2** referred to a 'universal society'.
His main concerns were:
 - i how people would express **3**
 - ii whether there would be a single **4**
 - iii whether it was possible to have one governing body
 His imagined future would be shaped by the new technologies of **5** and **6**
- In 1865–1871, there were plans for a single European **7**
It was to be called the **8**
Plans failed due to a **9** in 1870s.
- Other 18th century writers (e.g. Adam Smith) were concerned about effects on **10** His and others' ideas may help us deal with today's problems.



6.2 Follow up

The words and phrases in the box below are taken from the notes above. Listen to the recording again and complete the table with the relevant paraphrase used on the recording. Check your answers with the listening script on page 94.

	paraphrase	listening script
1	commonly believed	
2	his main concerns	
3	people	
4	express	
5	a single	
6	there were plans	
7	called	
8	due to	
9	fell through	
10	effects	
11	concerned about	

Classification

For classification questions you may be asked to classify events, facts, opinions or theories into different categories. These might be dates, people or countries, etc. You will need to listen very carefully for the names or dates in the list and concentrate on the information given for each of them.

Before the task

Look at the information given before the questions. What type of category do the names in the list come under? What type of information will you hear about them?



6.3 Task practice

Questions 1–6

Which of the writers expressed the following concerns?

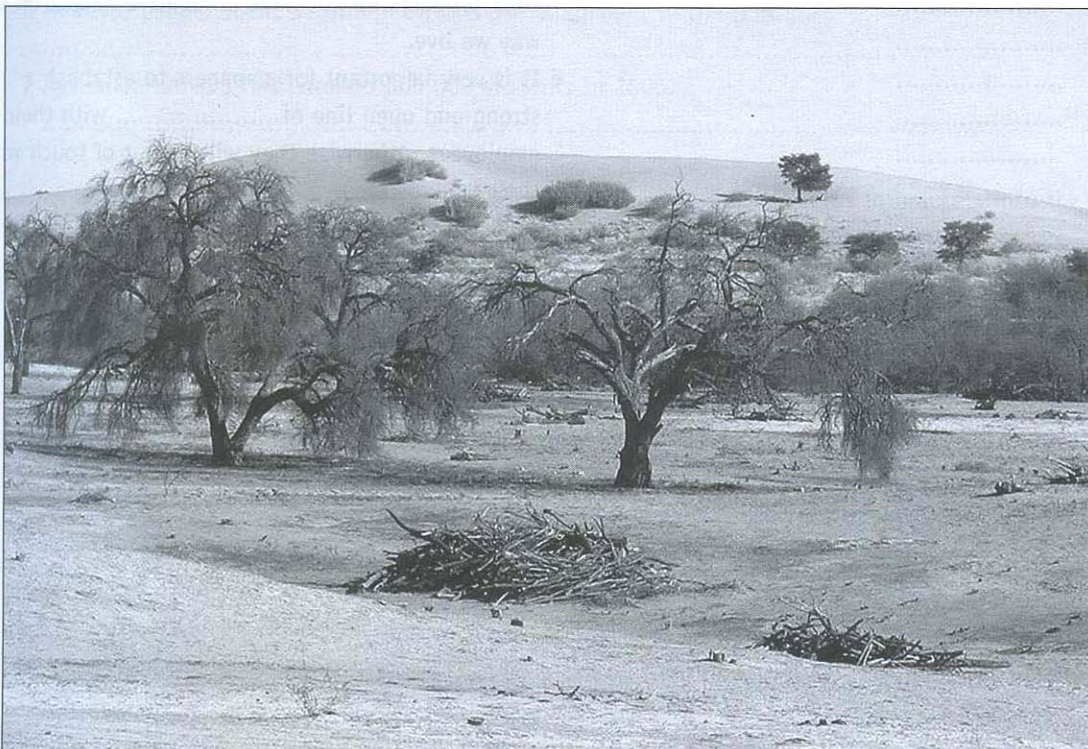
- A Condorcet
- B Muller
- C Smith

Write the correct letter, A, B, or C next to Questions 1–6.

- 1 Rich people could escape financial responsibility to their own country by travelling.
- 2 Financiers might feel less responsibility to the community they live in than farmers.
- 3 The global economy might have an impact on the environment.
- 4 People care more about local issues than international ones.
- 5 A concern about the way that arguments across different borders might be settled.
- 6 A need exists for equal trading opportunities for both rich and poor.

express tip

Remember, in classification questions, the questions are arranged in the same order as the information in the text.



1 Word building

A Complete the tables.

noun	adjective
globe	
	universal
nation	
world	

noun	verb
communication	
export	
import	
manufacture	
process	
distribution	

about from in of with

- 1 collaborate
- 2 dedicate
- 3 liaise
- 4 in contact
- 5 refer
- 6 due
- 7 be concerned
- 8 think
- 9 associate
- 10 write
- 11 the result
- 12 learn

2 Vocabulary in context

A The following words often cause spelling problems. Put a (✓) if you think the word is spelled correctly or write the correction if the spelling is incorrect.

- 1 developement
- 2 design
- 3 industry
- 4 interational
- 5 busines
- 6 comunication

B Using words from 2A, complete the sentences below. Make sure you use the correct spelling.

- 1 We truly are a(n) company, we have branches in over ten countries.
- 2 We need to develop a more efficient for handling orders. Our response time is much too slow.
- 3 All of the problems we experienced were with the new software we had installed.
- 4 Our next project will not be completed for several more months. It's still at the stage.
- 5 Large companies have a responsibility towards in general. They need to ensure that their products do not have a negative impact on the way we live.
- 6 It is very important for managers to establish a strong and open line of with their employees, otherwise they will be out of touch with their workforce.
- 7 A 'What line of are you in?'
B 'I'm an architect.'

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Using the passive voice

Language *bite*

Using the passive

When we describe a process or statistical information we often use the passive. This puts the emphasis on the object of the verb rather than the subject. Look at the following sentences.

The garbage collector removes the garbage once a week.

This sentence is active. Here the emphasis is on the subject – the garbage collector.

The garbage is removed once a week.

This sentence is passive. Here the emphasis is on the object – the garbage. Note that we do not always need to include the subject if it is clear who does the verb.

We form the passive by:

- 1 putting the object in front of the verb.
- 2 changing the main verb into a past participle form.
- 3 adding the verb *to be* in the same tense as the original verb.

A Change the following sentences from active to passive. Remember to check the tense.

- 1 We recycle 40 per cent of our paper.
.....
- 2 We select candidates based on their experience and qualifications.
.....
- 3 In 2000, companies produced 101 million bicycles and 41 million cars worldwide.
.....
- 4 The USA grows 40 per cent of all corn.
.....
- 5 In 1998, the USA imported \$4 billion worth of fruit.
.....
- 6 In 1993, people spent \$2 billion on exercise equipment in the USA.
.....
- 7 Australian universities enrolled 600,000 students in 2005.
.....

express tip

When you are describing a process you will need to use words like *first*, *then*, *next* and *finally* to introduce the different stages of the process.

B Look at the paragraph below describing how paper is recycled. Put the verbs in brackets into the correct passive or active form.

Local residents **1** (*bring*) their old newspapers to a special collection where they **2** (*collect*) each week in large trucks. The trucks **3** (*deliver*) the paper to a paper mill where it **4** (*sort*) and **5** (*grade*). After this, the paper **6** (*made*) into a pulp and large contaminants such as staples, plastic and glass **7** (*remove*). Next the paper fibres **8** (*clean*). During the next stage the pulp **9** (*filter*) and **10** (*screen*) to make it more suitable for papermaking. For certain uses (e.g. for the production of graphic and hygienic papers), the fibres also have to **11** (*de-ink*). The pulp is then ready to **12** (*make*) into paper. Depending on the grade of paper **13** (*produce*), quantities of virgin pulp from sustainable sources may **14** (*add*). Some papers, such as newsprint and corrugated materials, can **15** (*make*) from 100 per cent recycled paper. Once the paper has **16** (*use*), it can **17** (*recycle*) and the process starts again.

2 Academic Writing Task 1: Describing a process

Before the task

A For Writing Task 1 you may need to change some of the language given on the question paper from nouns to verbs or from verbs to nouns. The following words are taken from the writing task question below. Fill in the blanks in the table.

noun	verb
development	
design	
	use
	cut
assembly	
	paint
distribution	

express tip

Try not to copy words directly from the question paper, you will not score any marks for this. Even using simpler language which is different to that on the question paper can be better than simply copying words and phrases.

B To use the passive you need to know the past participle of the verb you are using. Write the past participle of the following verbs:

infinitive	past participle
develop	
design	
cut	
sand	
paint	
stain	
create	
clean	
dust	
identify	
send	
pack	
distribute	

C Before you begin writing, read through the information given in the diagram carefully and highlight any important words that you can use in your answer.

Task practice

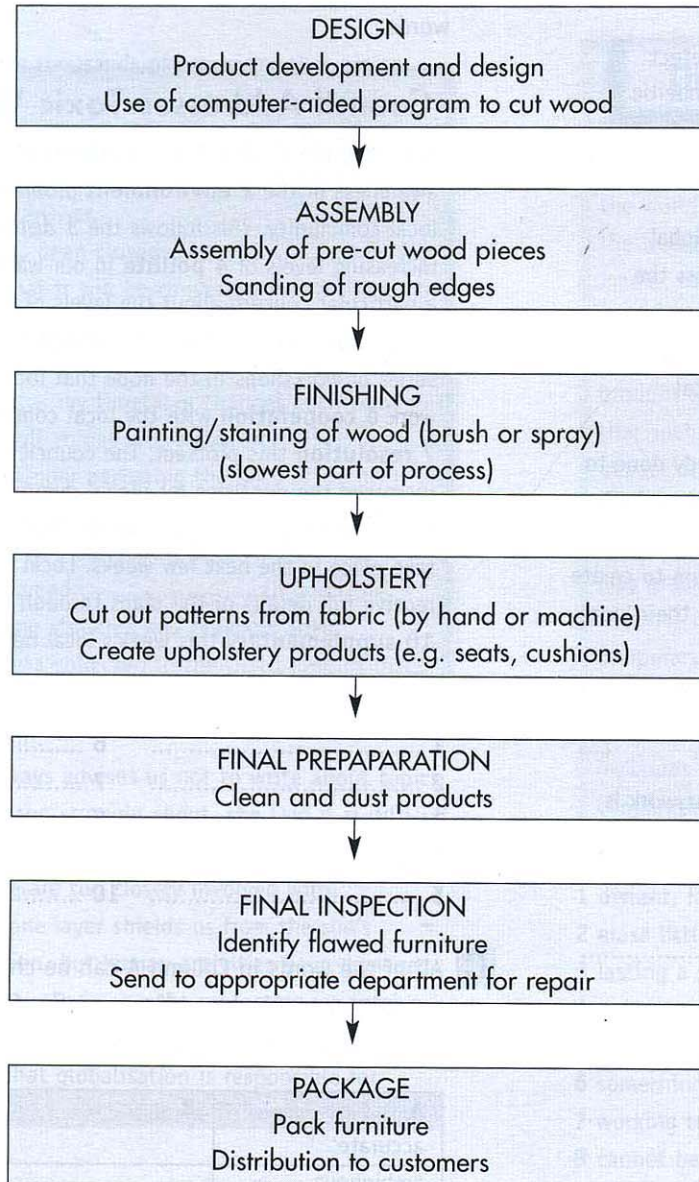
You should spend about 20 minutes on this task.

The flowchart shows how furniture is made.

Summarise the information in the flowchart by selecting and reporting the main features.

You should write at least 150 words.

Furniture Manufacture Production Chain



Follow up

Correct the mistakes in the sentences below.

- 1 A computer-aided program is use to cut the wood.
- 2 Any rough edges is sanded.
- 3 Patterns are cutted from fabric either by hand or machines.
- 4 The finished products has cleaned and dusted.
- 5 The furniture is painting using either brushes or sprays.
- 6 Inspectors are identified any flaws in the furniture.

VOCABULARY REVIEW 3

A Complete the sentences below with the correct form of the words in the box.

accurate clarify coincidence deny detect
intense reverse simulate submit underlie

- 1 The tutor was concerned about the of his student's data.
- 2 It is useless to worry about the impact of global warming. Instead we need to urgently address the causes of this problem.
- 3 The plastics company issued a swift when they were accused of polluting the local waterways.
- 4 The optimists believe that the damage already done to the ozone layer is, while others believe it is permanent.
- 5 The students used a special computer program to create a of what would happen to their local area if sea levels rose by one metre.
- 6 Due to the confusion in the media, the government was forced to issue a of its plans to reduce greenhouse gas emissions.
- 7 The deadline for the of coursework is not until next month.
- 8 Early of a problem can often lead to a fast solution.
- 9 Climatologists predict that storms will over the next few years.
- 10 The extreme weather patterns in northern Europe with equally devastating storms in the southern hemisphere.

B In the paragraph below the words in bold are not in the correct form. Write the correct form of each of these words.

Council Addresses Toxic Waterways

Yesterday the council **1 announcement** plans to increase awareness of the **2 environment** problems facing our local community. This follows the **3 detect** last month of increasing levels of **4 pollute** in our waterways. There is a particular concern about the levels of **5 chemistry** waste that were detected. The council plans to hold a series of workshops in the hope that local businesses can work **6 cooperation** with the local community to **7 resolution** this problem. The council has also increased the penalties for illegal dumping of **8 wasting**, and there are plans for a series of clean-up **9 operate** to take place in the next few weeks. Local residents will receive full details of the plans through a leaflet that will **10 supplementary** this week's local newspaper.

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

C All of the words in Column A can be changed into their opposite meaning by adding a prefix, for example *in-*, *ir-*, or *un-*. Write the correct opposite in Column B.

A	B
accurate	
ambiguous	
attainable	
definite	
diminished	
discriminate	
flexible	
rational	
reversible	
visible	

VOCABULARY REVIEW 3

Complete the sentences below using the correct form of words from either Column A or Column B of the table in Exercise C.

- 1 There are many thousands of organisms that are so small they are to the naked eye.
- 2 I thought that the wording of the question was a bit - it wasn't really clear what they wanted in the answer.
- 3 The cinema has been closed In fact there is talk that it will be converted into a shopping complex next year.
- 4 When it comes to studying I have to be very; my timetable changes each term so it makes it difficult to get into a routine.
- 5 When I was younger becoming the boss of my own company seemed a(n) dream to me. Now it's a reality, I can hardly believe it.
- 6 The flu virus spread through the school, infecting students and teachers alike.
- 7 Because the data collected in the first round of tests was, the whole experiment had to be conducted again.
- 8 My teacher always advises us not to write about topics which we feel too strongly about, she said it is difficult to write a balanced, argument about a topic which we are too closely involved with.
- 9 The Earth's ozone layer shields us from the sun's harmful radiation, but human activities have damaged it thereby the protection we receive from it.
- 10 Many believe that globalisation is responsible for causing damage to smaller societies.

Read the following paragraph and find a word to match the definitions below.

The Internet's Global Reach

The Internet has revolutionised the business world in so many ways. Small companies operating in remote parts of the world no longer need to feel isolated from the rest of the world. Through the Internet, anyone, anywhere can market their latest innovation or their local produce and put it in the hands of people across the globe. Naturally, the reverse is also true and the commercial world can be brought to the smallest of communities. It is inevitable that such a global reach should eventually have an impact on smaller communities. There are many who fear that the Internet may well signal the end of certain languages. They also fear that the traditional way of life may gradually be eroded away and lost forever. The Internet is clearly here to stay and cannot be seen as a temporary phenomenon. Though countries may try to intervene and control certain features of the Internet in a bid to minimise its impact on their society, such measures are unlikely to succeed without international cooperation.

- | | |
|----------------------------------|-------|
| 1 distant, far away | ..... |
| 2 erase little by little | ..... |
| 3 lasting a short time | ..... |
| 4 reduce or make smaller | ..... |
| 5 a new idea or method | ..... |
| 6 something curious or exciting | ..... |
| 7 working together | ..... |
| 8 cannot be avoided | ..... |
| 9 act in order to stop something | ..... |
| 10 changed completely | ..... |

Communication

READING



1 Introduction

The reading passage on the following page is about elephants communicating with each other. Answer the following questions.

A Which of the following do you think elephants might use to communicate? You may choose more than one option.

- a their ears c their feet
- b their trunk d their tusks

B Which of the following do you think would describe any noise that elephants make? You may choose more than one option.

- a a loud noise c a vibration
- b a low noise d a soft noise

Now read the first paragraph of the reading passage and check your answers.

express tip

Remember that the words in the questions will be different to those in the passage. If you are asked to find 'the reason' why something happened, then you need to find words like *because*, *so that* or *(in order) to* in the relevant part of the text.

2 Identifying functions in a text

A Look at the first paragraph again. Which of the following do you think this paragraph contains? You may choose more than one answer.

- a a theory c a description
- b a reason d an analysis

B Match the phrases (1–8) with their function (a–h).

phrase	function
1 In order to demonstrate this we ...	a an example
2 As a result of poaching, the number of elephants has ...	b a reason
3 The machine works by ...	c a theory
4 It's quite long and flat ...	d a summary
5 I believe this could indicate that ...	e a cause
6 When the organisation was established in 1999, there were 17 members, 6 from Norway, 5 from ...	f a description
7 Larger mammals, such as the elephant, are ...	g an explanation
8 In short, caution is needed as there are both strengths and weaknesses to this method ...	h details of

Elephants' Early Warning System

A new study shows that elephants may communicate with other herds through seismic vibrations.

A Few sights in nature are as awesome as a six-ton elephant guarding her baby from a hungry predator. Rather than retreat, the threatened mother is likely to launch a mock charge – a terrifying display of ground stomping, ear flapping and frantic screaming designed to frighten off lions and hyenas.

B But elephant researchers have discovered that there is more to a mock charge than meets the eye. According to a new study in the *Journal of the Acoustical Society of America (JASA)*, foot stomping and low-frequency rumbling also generate seismic waves in the ground that can travel nearly 20 miles along the surface of the earth. More astonishing is the discovery that elephants may be able to sense these vibrations and interpret them as warning signals of a distant danger. 'Elephants may be able to detect stress from a herd many miles away,' says Caitlin O'Connell-Rodwell, an affiliate of the Stanford Centre for Conservation Biology. 'They may be communicating at much farther distances than we thought,' adds O'Connell-Rodwell, author of the *JASA* study.

C In the early '90s, O'Connell-Rodwell began to suspect there was more to long-distance elephant communication than airborne

rumblings alone. 'I started working with elephants in Etosha National Park in 1992,' she recalls. 'I was observing them at a drinking hole when I noticed this strange set of behaviours. They would lean forward, pick up one leg and freeze – or begin stomping their feet for no apparent reason.' She theorized that the elephants were responding to vibrations in the ground from approaching herds. 'When I returned to the University of California at Davis, I teamed up with my Ph.D. adviser, Lynette Hart, and geophysicist Byron Aranson to find out if there really are seismic communications among elephants,' she says.

D To test the theory that elephants transmit and receive underground messages, O'Connell-Rodwell and her colleagues conducted several experiments with elephants in Africa, India and at a captive elephant facility in Texas, USA. 'We went to Etosha National Park in Namibia and recorded three acoustic calls commonly made by wild African elephants,' she says. 'One is a warning call, another is a greeting and the third is the elephant equivalent of *Let's go!*'

E The researchers wanted to find out if elephants would respond to recordings played through the ground, so they installed seismic transmitters at a tourist facility in Zimbabwe where eight trained, young elephants were housed. The idea was to convert audible 'Greetings!', 'Warning!' and 'Let's go!' calls into underground seismic waves that an elephant could feel but not hear directly through the air. 'We

used a mix of elephant calls, synthesized low-frequency tones, rock music and silence for comparison,' says O'Connell-Rodwell. 'When the *Warning!* calls were played, one female got so agitated she bent down and bit the ground,' she notes. 'That's very unusual behaviour for an elephant, but it has been observed in the wild under conditions of extreme agitation.' The young female had the same agitated response each time the experiment was repeated.

F Researchers also played recorded calls to seven captive males. 'The bulls reacted too, but their response was much more subtle,' notes O'Connell-Rodwell. 'We think they're sensing these underground vibrations through their feet,' she adds. 'Seismic waves could travel from their toenails to the ear via bone conduction, or through somatosensory receptors in the foot similar to ones found in the trunk. We think it may be a combination of both.'

G 'Elephants may be able to sense the environment better than we realize,' O'Connell-Rodwell contends, pointing to studies showing that elephants can detect and move toward thunderstorms from great distances. 'When it rains in Angola, elephants 100 miles away in Etosha start to travel north in search of water,' she says. 'It could be that they are sensing underground vibrations generated by thunder.' These findings could have an impact on the way we treat captive elephants in city zoos. 'If elephants are really that sensitive to seismic noise,' she argues, 'then more could be done to protect them from loud traffic noise.'

3 Matching information to sections of text

Before the task

Read Paragraph A. This paragraph contains a description of the elephant's behaviour (*a terrifying display of ground stomping, ear flapping and frantic screaming*) and a reason for it (*designed to frighten off lions and hyenas*). Two possible matching information questions for this paragraph might be:

- 1 a description of typical female elephant behaviour when protecting her young
- 2 a reason why female elephants may produce aggressive behaviour

To answer Question 1 you need to scan the text for any mention of female elephants protecting their young. For Question 2 you need to scan the passage for any mention of aggressive behaviour in elephants. The words 'description' or 'reason' will not appear in the reading passage. These tell us the function of the words used in the text. Other words have also been changed.

For Question 1, which synonyms are used instead of *mother* and *baby*?

Task practice

Questions 1–6

The reading passage has eight paragraphs labelled A–G.

Which paragraph contains the following information?

Write the correct letter A–G next to Questions 1–6 below.

NB You may use any letter more than once.

- 1 an explanation of the types of sounds played during the tests
- 2 how the results might help elephants in urban enclosures
- 3 the distance that vibrations made by elephants can travel
- 4 the meaning of several sounds made by elephants
- 5 the reason why seismic equipment was used
- 6 a theory as to how elephants might be able to detect the vibrations

4 Multiple-choice questions with single answers

Before the task

A Read the multiple-choice questions (1–4) and circle any keywords that might help you to locate the information in the reading passage. Don't read the Options A–D yet. You will need to read the relevant parts in detail both before and after the keywords you have underlined.

B Now read all of the options carefully and underline any negatives that are used – there are five altogether. (It is very easy to miss a negative if you are reading fast).

C Read the whole reading passage, as you read mark any of the keywords in Questions 1–4 when you spot them.

express tip

The questions in multiple-choice tasks will be in the same order as in the reading passage. The question will always contain a clue to help you find the correct part of the text.

Task practice

Questions 1–4

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

- 1 According to new published findings
 - A a mother elephant uses a mock charge to protect her young.
 - B a mother elephant is unable to defend her young from lions.
 - C an elephant's mock charge is not simply a loud noise.
 - D an elephant can create a louder noise by stomping its foot than with its call.

- 2 The elephants Caitlin saw in 1992 were acting strangely because
 - A they were not drinking from the waterhole.
 - B they were moving their feet constantly.
 - C they made acoustic calls to another herd.
 - D occasionally they would raise a leg and stay very still.

- 3 At the Etosha National Park, the researchers
 - A established the meaning of some common elephant sounds.
 - B made a recording of some common elephant sounds.
 - C tried to capture some elephants for the research programme.
 - D installed special radio transmitters to play their recordings.

- 4 During their tests the researchers noticed that
 - A male elephants did not respond as strongly as female elephants.
 - B the female elephants became frantic each time the recording was played.
 - C one male elephant displayed some very unusual behaviour.
 - D one female elephant did not consistently react in the same way.

5 True/False/Not given

Task practice

Questions 1–6

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

For Questions 1–6 write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Elephants may use foot stomping to communicate danger to other elephants over long distances.
- 2 Elephants are known to make a maximum of three different calls.
- 3 For their experiment, the scientists played loud recordings of different sounds.
- 4 This was the first time an elephant has been known to bite the ground.
- 5 Scientists believe elephants can detect weather changes over a distance of 100 miles.
- 6 Elephants in zoos are distressed by loud city noises.



1 Word building

Verb participles (ending in *-ed* or *-ing*) can sometimes be used as adjectives. We use an *-ed* ending in a passive way, to describe how something else has made us feel. We use the *-ing* ending in an active way, to describe ourselves. Complete each sentence below by changing the verbs in the box to an adjective in the *-ed* or *-ing* form. For each one, decide whether the meaning is passive or active.

threaten terrify astonish confuse frustrate

- 1 When I saw the puzzled looks, I realised that I would need to start my talk again – my explanation was obviously too
- 2 I felt very when the dog charged towards me snarling and baring its teeth. I really thought he was going to attack me.
- 3 When I received my test result I was, I had never expected to do so well.
- 4 My parents tell me that as a young child I used to behave very badly in shopping centres. If I did not get my own way I would scream and throw myself on the floor. They say I was and other shoppers would move away in horror.
- 5 I attended extra lectures to help me understand the advanced mathematical concepts I needed to know for the exam, but in the end I was just as as when I started the course.
- 6 I knew that if I showed any fear the animal would attack me. I made myself as tall as I could and stared back in a way.
- 7 The snow was very heavy by the time arrived at the airport. I could only watch as flight after flight was cancelled. I was really but there was nothing I could do.

2 Vocabulary in context

A Fill in the gaps in the sentences with a suitable adjective from the box.

awesome	threatened	terrifying	frantic
astounding	agitated	subtle	sensitive

- 1 The discovery of life on another planet would be a truly event, in fact I would find it very hard to believe.
- 2 People are often surprised to hear that many animals have skin that is to the sun and can have a bad reaction if it gets sunburnt.
- 3 While I was sailing, a group of large whales swam alongside me. Although they came very close I never once felt as they were so gentle and obviously meant me no harm.
- 4 When I asked if the restaurant was open, the waiter nodded his head in such a way that I barely noticed and was forced to ask again.
- 5 As I drove away from the hotel, I noticed the doorman waving at me in a very way. I did not turn around immediately, which made him even more When I did, I saw that I had left some of my luggage behind on the pavement.
- 6 I have had many ordeals in my travels around the world, but the trip by donkey down a treacherous mountain pass in Spain was by far the most
- 7 At the stroke of midnight a dazzling firework display erupted over the harbour bridge. With the backdrop of the harbour and the famous Opera House, it was truly a(n) sight.

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Dealing with vocabulary problems

A Match the words (1–6) to the correct group name (a–f).

- | | |
|---------------|----------------------|
| 1 mango | a animal |
| 2 stethoscope | b vessel |
| 3 screwdriver | c fruit |
| 4 cauliflower | d vegetable |
| 5 dingo | e medical instrument |
| 6 submarine | f tool |

Language bite

Dealing with forgotten words

In the Speaking exam, you may forget a particular word. It is important to build up strategies to cope with this.

DO:

- be honest, e.g. *I've forgotten the word for it in English ...*
- use a group word to try to explain what you mean, *It's a type of fruit ...*
- then add more information to describe it ... *that's sweet and very delicious.*

DON'T:

- let it worry you, just move on to something you CAN say.


- stay quiet and say nothing.
- ask the examiner what the word is.

Useful phrases

Some useful phrases when you don't know a word are:

- I don't know the exact word for it in English but ...*
- I'm not exactly sure how to say this/explain this but ...*
- I've forgotten the word for it but ...*
- I can't remember the word right now but ...*

You should try to follow each of these with a description of the word or idea.

 **B 7.1** Listen to five candidates trying to explain something without using the exact word. Match their descriptions to the correct word in the box.

agriculture binoculars fireworks immunisation the ozone layer

- 1
- 2
- 3
- 4
- 5

 **C 7.1** Listen to the recording again and complete the sentences below.

1 Every year my city has a special celebration. It's great fun and we have a huge parade through the streets. Then in the evening we have, erm you know,, but they're very noisy, but you have to be careful because they can be dangerous.

- 2 I went to see a football match in Barcelona last year. It was terrific and the atmosphere was so exciting. Our tickets were very expensive, so I was surprised that our seats were very high up in the stands and the players were so tiny they looked like ants! I really needed some, you know,
- 3 I think every country needs to help to improve our environment. If my country is the only one that tries to do the right thing, then that won't be enough. is a problem for all of us, not just one country.
- 4 I think in a lot of countries the same problem is happening. The cities are becoming more and more crowded because people are moving away from the country, and there is just not enough money in
- 5 In some poor countries there are still a lot of diseases that we have managed to control in my country. Mostly this is because they don't have the resources to make sure all of the people are given, erm, well, the correct medication to stop these diseases.

2 Making suggestions

Language *bite*


Suggesting solutions to problems

In Part 3 of the Speaking exam, you might be asked a question like *What do you think could be done about this?* You will need to suggest possible solutions to a problem. Some useful phrases to do this are:

- Well, I think we should ...*
- It would probably be better if we ...*
- Perhaps we could ...*
- We might be able to ...*

Notice that these phrases all use modals: *should, would, could, might be able to*. See Unit 4 if you are unsure about how to use modals correctly.

You can use *by + -ing* to explain how something can be done.
I think we should give more practical aid to poorer countries by giving them farming supplies for example.

 **A 7.2** Read through Questions a–e carefully. Now listen to five candidates answering these questions with suggestions. Match the suggestions (1–5) to the correct questions.

- a** What do you think could be done to stop rising unemployment?
- b** What should we do to stop cities becoming too crowded?
- c** How can we encourage young children to study hard at school?
- d** What can governments do to protect the environment?
- e** Do you think it is possible to stop world hunger?

B Listen again and write down all of the modals the speakers use and any *by + -ing* structures.

- 1
- 2
- 3
- 4
- 5

3 Exam practice: Speaking Part 2

Before the task

A Re-read the expressions in the **Language bite** boxes in this unit and practise saying them.

B Look at the sample topic card below. What is it asking about? Quickly think of an experience you can talk about.

C In the exam, the examiner will say something like this:

I am going to give you a card with a question on it. I'd like you to talk about the topic for one or two minutes. There are some ideas on the card that you can use to help you and you can make some notes. [one minute later] Would you like to start now, please?

Make notes to answer the questions on the topic card. Time yourself and try to make your notes in one minute.

express tip

Always try to vary the phrases that you use, don't just repeat the same phrases.

Task practice

Now answer the questions on the topic card yourself. Try to talk for at least a minute. If you can, record yourself speaking.

Describe an important celebration you have been to.
You should say:

why you were celebrating

what was special about the celebration

what preparations had to be made

and explain why it was important to you.

Follow up

A After a maximum of two minutes on Part 2, the examiner will interrupt you and ask one or two questions to finish this part of the talk. Answer these questions. If you can, record yourself speaking.

- Was this celebration typical of your country?
- Do you have any plans for another celebration like this?

B Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Check that you covered all three points and added some details.

4 Exam practice: Speaking Part 3

7.3 Task practice

Listen to the six questions on the recording. Try to speak for at least thirty seconds on each one. Give your opinion and make sure you explain the reason for it. If you can, record yourself speaking.

Follow up

Listen to the recording you made of yourself speaking, or ask your Study Buddy for comments. Did you manage to use some of the language from this unit?


8

LISTENING

Growth and Development





1 Dealing with distractors

 **A 8.1** Listen to a speaker talking about learning to drive and answer the following multiple-choice question.

How old was the speaker when he learned to drive?

- A 16 years old
- B 17 years old
- C 18 years old

 **B 8.1** Listen to the extract again and make a note of the language which helped you to decide the correct answer. Which language showed you that the other two options were distractors?

 **C 8.1** Listen again and write the keywords which are stressed by the speaker. You may need to listen twice.

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

express tip

Speakers use stress to signal key information, but be careful, some key information may act as a distractor.

express tip

Don't assume that the first key idea is the correct answer to the question: consider all of the other information first. Distractors may come before or after the correct answer.



D 8.2 Listen to the following extracts. As you listen, write the numbers 1–3 next to each option (A–C) to show which idea is mentioned first, second and third. In Questions 1 and 3 the answers might be given by any of the speakers in the conversation.

1 How old does the girl have to be to get her own membership of the gym?

- A 12 years old
- B 18 years old
- C 20 years old

2 Where can you get extra information about this programme?

- A by telephone
- B on the website
- C by email

3 Looking at the survey results, John was surprised that

- A so many teenagers got on well with their parents.
- B so few teenagers were happy at home.
- C so many teenagers wanted to participate in the survey.

4 The age of people most likely to be involved in car accident is

- A 18–19.
- B 20–25.
- C 65+.

express tip

Pay careful attention to any negative verbs or adverbs used either in the questions or in the talk.



E 8.2 Now listen again and choose the correct answer for each question.

Language *bite*

A speaker can use contrast words to show that information is different to what you might imagine or expect. These words can help you to decide whether a key idea is a distractor or not. Some of these words are:

while although rather than actually despite but in spite of in fact however well

A speaker can signal a negative idea in different ways:

using negative verbs
don't won't can't

by using an adverb
unfortunately sadly

by using words such as
lack the opposite few



F 8.2 Listen to the extracts again. As you listen, make a note of any words from the **Language bite** above that are used. Then read listening script 8.2 on page 96 to see how the **Language bite** words the are used.

express tip

Focussing on words the speaker stresses can help you to identify key ideas and follow longer talks such as in Part 4.

Multiple-choice questions with single answers

Before the task

A Read the questions and options on the next page. Circle any negative verbs in the options or in the questions. There are four altogether.

B Read the instructions for Questions 6–7 carefully to find out how many options you need to choose.

8

LISTENING

Task practice

8.3 Questions 1–5

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

- 1 According to the speaker, what do today's young adults need to learn?
 - A higher-level work skills
 - B how to support a family
 - C how to combine work and study
- 2 The speaker claims that early adults today do not have
 - A a mature attitude.
 - B social skills.
 - C financial freedom.
- 3 The speaker compares the problems faced by today's young adults to those faced in
 - A their grandparents time.
 - B the early 20th century.
 - C their parents' younger days.
- 4 One reason given for the change in social trends is that young people today
 - A mature at a later date than in the past.
 - B do not want to accept adult responsibilities.
 - C require more time to get a well paid job.
- 5 What was the difficulty faced by the researchers at the start of this study?
 - A The concept of adulthood has never been clearly defined.
 - B Many social changes did not occur until quite recently.
 - C Much of the older data had been lost or destroyed.

8.4 Questions 6–7

- 6 In the 1900s, which TWO of the following factors (A–E) were used as a benchmark of reaching adulthood?
 - A getting married
 - B purchasing a house
 - C graduation from school
 - D having children
 - E starting a first job
- 7 Which THREE of the following research methods (A–F) were used to carry out the study?
 - A analysing old video footage
 - B talking to people in person
 - C studying historical writings
 - D assessing labour force statistics
 - E checking official data from over 100 years ago
 - F conducting a survey across a range of ages

8.4 Follow up

Listen to the recording a second time and this time focus on the distractors. Which language helped you to decide these were the wrong answers?

3 Summary completion

Before the task

Read through the summary carefully. What information will you need to listen for? For which question will you need to write a number?



8.5 Task practice

Questions 1–6

Complete the summary below.

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

People now have a different attitude towards adulthood compared to the past. Studies conducted in the '50s and '60s revealed a **1** attitude towards people who were single and married couples who chose not to have children. In 1957, more than 50 per cent of Americans considered those who remained single by choice to be **2**, but by 1976 this figure had dropped to below **3** Results of the General Social Survey indicate that, in America, marriage and **4** are not included in the modern-day notion of adulthood. Nowadays, adulthood is measured by the following stages: **5**, setting up a house and achieving **6** employment.

express tip

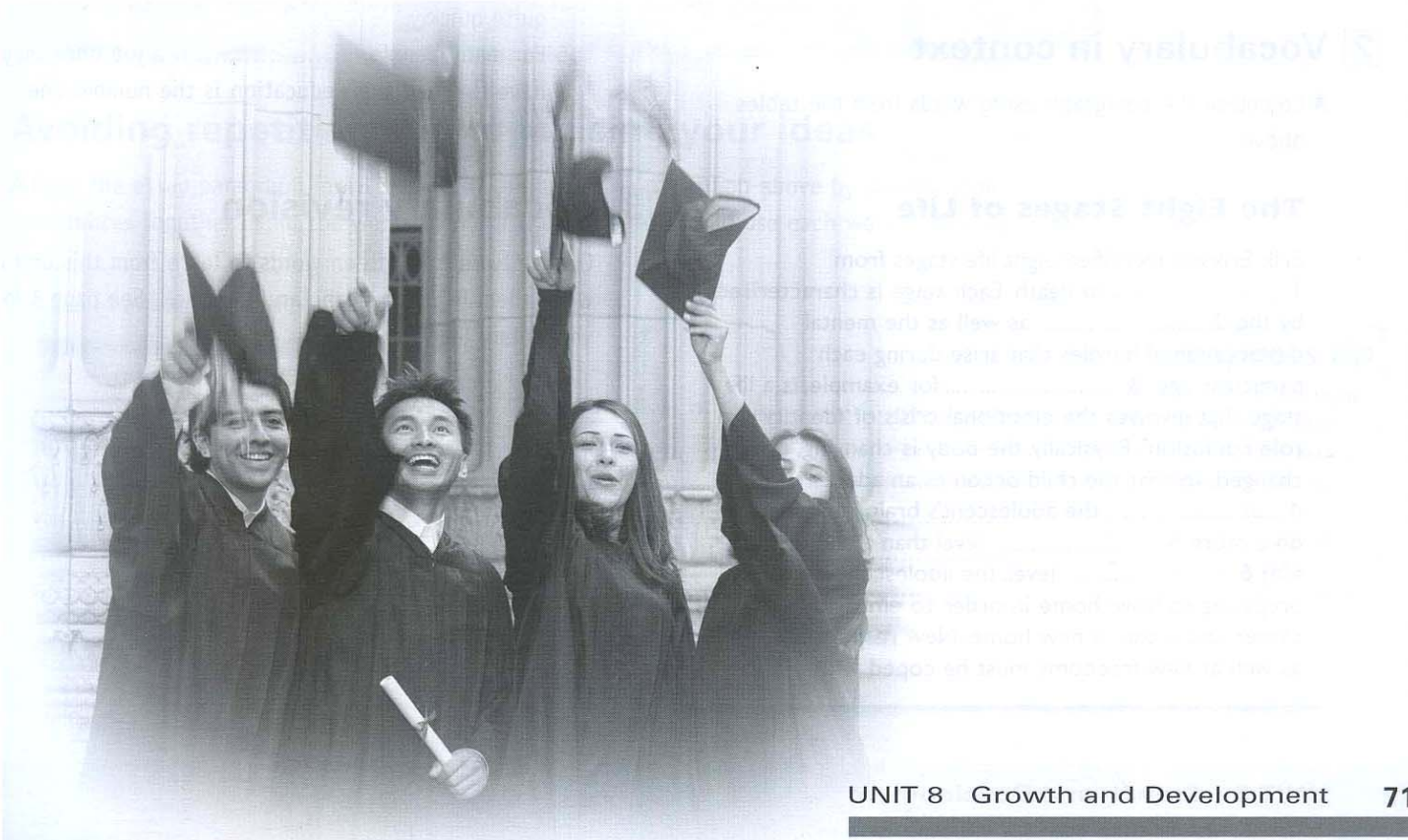
For summary completion questions make sure that you adhere to the word limit stated at the beginning.

express tip

Always use the correct spelling. Pay particular attention to word endings – especially if the answer you need is plural!

Follow up

Look over your answers carefully. Is the spelling correct? Have you checked the word limit? Does your answer fit the sentence grammatically? When you have checked your answers, compare the words used in the talk with the words and phrases used in the summary.



1 Word building

Complete the tables below.

A

noun	adjective	adverb
	responsible	
		irresponsibly
	mature	
		immaturely
mind	mental	
society		
emotion		

B

verb	noun
to grow	
to be born	
to die	

C

person	life stage
infant	
	childhood
adolescent	
adult	
parent	

2 Vocabulary in context

A Complete the paragraph using words from the tables above.

The Eight Stages of Life

Erik Erikson identified eight life stages from **1** to death. Each stage is characterised by the **2** as well as the mental developmental hurdles that arise during each particular age. **3**, for example, is a life stage that involves the emotional crisis of 'identity and role confusion'. Physically, the body is changing, or has changed, so that the child becomes an adult.

4, the adolescent's brain can function on a more **5** level than a child's. On a(n) **6** level, the adolescent is preparing to leave home in order to embark upon a career and create a new home. New responsibilities as well as new freedoms must be coped with.

7 issues can arise from the mounting pressures of peer relationships and create, according to Erikson, a feeling of confusion that is normal and healthy. Each emotional crisis has a positive and negative component, which must be experienced in order for personal **8** or a resolution of the life stage to occur.

B Choose a verb from the box to complete the sentences below. You may use any verb more than once. You may need to change the verbs to grammatically fit the sentences.

face accept acquire make

- Most experts agree that the transition from adolescence to adulthood can be the most difficult period of your life.
- When I left home it took me a while to my many new responsibilities.
- I many problems in my first job, but I managed to overcome them.
- Initially, I a lower role in the company than I would have liked. I didn't mind this because it helped me to the skills I needed to do the job and I managed to get promoted quite quickly.
- For many people, a job once they have finished their education is the number one priority.

3 Vocabulary revision

Choose twelve to fifteen words to learn from this unit and write them in your vocabulary notebook. See page 3 for vocabulary learning tips.

1 Including relevant information

A Look at the writing task below. Which TWO of the following ideas would NOT belong in this essay?

Adulthood should begin when children are old enough to be responsible for their actions. They should wait until they are at least 21 years old before they can drive a car or vote in elections. 18 is far too young.

Discuss both views and give your opinion.

- 1 the legal age in my country
- 2 my own age and experience of this
- 3 problems faced by older people in my country
- 4 causes of car accidents
- 5 the link between age and responsibility
- 6 examples of young people being responsible
- 7 the political situation in my country
- 8 examples of older people driving unsafely
- 9 young people and the need for freedom

express tip
 Make sure you only include ideas which are directly relevant to the topic and the question.

B Look at this extract from an essay answering the question above. Which ideas (1–9) are featured?

I learned to drive when I was 24 years old. Legally I could have started driving at 18. Lack of money and time was my main reason for not learning earlier. I do think that at 24 I was much more responsible in my attitude than I would have been at 18. There are often reports in the media about the number of young drivers involved in car accidents. It is possible that 18-year-old drivers could take too many risks. I know several older people whose driving I would consider unsafe.

2 Avoiding repetition and organising your ideas

A Read the essay paragraph in 1B again. Now improve the paragraph above by joining some sentences together using the words in the box below. You should use each word once only.

and however although but

.....

.....

.....

.....

.....

.....

express tip
 Using conjunctions allows your ideas to flow and makes it easier for the reader to understand your point of view.

Language *bite*

Avoiding repetition

When you refer back to an idea you have already mentioned you can try to avoid repeating the same words and phrases.

Use a synonym:

There are many explanations for this. One theory is ...

Use a passive verb form:

Eyes can sometimes appear red in some photographs. 'Red eye' is caused by ...

Use a subject pronoun to refer back to a person or thing:

Gregor Mendel is considered to be the founder of genetics. He used his knowledge of statistics to ...

Use words like: *this, that, such* to refer back to a whole idea:

Identical twins do not have identical fingerprints. However, this can only be discerned by experts.

B Read the information in the **Language bite** above and study the following paragraph. Look at the underlined words in the paragraph. To what previous ideas in the paragraph do they refer to?

I believe that age is not the only factor that affects how mature or responsible children are. In some families, even very young children are given adult responsibilities. 1 They might have to look after younger 2 members of the family while their parents work, or 3 they might have to do a lot of work around the house. In other families, however, 4 the housework 5 may be taken care of by the parents. In households 6 such as these, the children may not develop any sense of responsibility until much later in life.

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

express tip
In formal essay writing you need to make sure that your ideas are well organised and that similar or linked ideas go together. We often start a sentence with an idea then refer back to this idea at the start of the next sentence. This allows the ideas to flow more easily.

C Look at the following paragraph. The ideas are all relevant to the essay question in 1A above, but they are poorly organised and the language is very repetitive. Rewrite the paragraph so that similar ideas are grouped together. Use language from the **Language bite** to find a way to avoid repeating the same words.

Teenagers often feel frustrated because of the attitude of their parents. If parents do not trust them, how can teenagers ever learn to be responsible? Teenagers are really young adults and teenagers don't want to be treated like children any more. Eventually parents need to trust their children and allow them to develop for themselves. If teenagers are treated like children then they will probably continue to behave like children.

.....

.....

.....

.....

.....

Academic Writing Task 2: Essay

Before the task

Read the question below and decide whether you agree or disagree with the statement. Make a list of points to support your opinion. Make sure that supporting information is relevant to the question and decide on examples to back up each reason.

Task practice

You should spend about 40 minutes on this task.

Write about the following topic:

Adulthood should begin when children are old enough to be responsible for their actions.

They should wait until they are at least 21 years old before they can drive a car or vote in elections. 18 is far too young.

Discuss both views and give your opinion.

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

You should write at least 250 words.

Follow up

Look at the model essay on page 90. Write a plan for the essay showing which ideas are mentioned in each paragraph. Look carefully at how the writer has avoided repetition when referring back to an idea. Then check that you have done the same in your own essay.

Essay Plan

Introduction

.....

Paragraph 1

.....

Paragraph 2

.....

Conclusion

.....

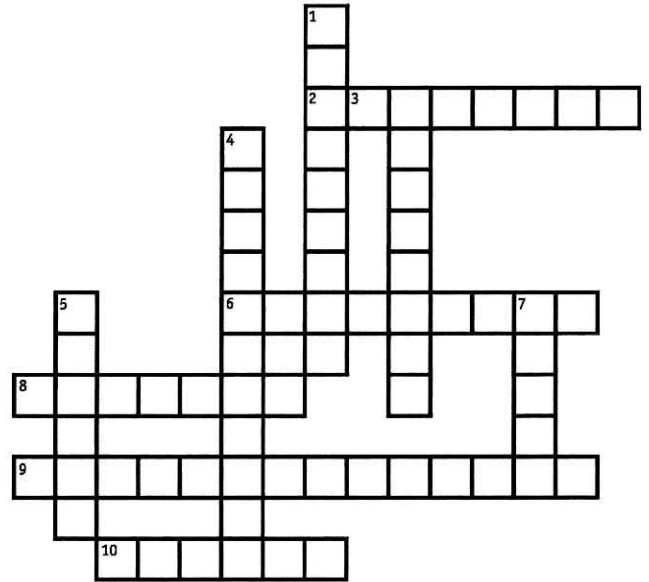
VOCABULARY REVIEW 4

A Complete the sentences below using words from the box.

between in into of to towards

- 1 Dolphins can detect sounds that are of a much higher pitch than our human ears are capable hearing.
- 2 Dr David Thomas is a leading expert the study of communication in babies.
- 3 The elephants communication system is comprised more than 70 vocal sounds.
- 4 The sounds made by elephants are so deep that humans find it impossible to differentiate them.
- 5 At the start of the interview the little girl was very shy and so she was reluctant give very much information.
- 6 Studies have shown that employers can be biased people with strong personalities when conducting a job interview.
- 7 In most schools, students are taught to conform what are considered 'normal' standards of dress and appearance.
- 8 In poorer areas school leavers have little prospect getting a good job.
- 9 Once it has reached maturity, the caterpillar is transformed a beautiful butterfly.
- 10 On his first day at work the boy impressed his employer with his motivation even the most menial of tasks.

B Complete the crossword below with words that match the clues.



Across

- 2 If an older person behaves like a child we say they are i..... . (8)
- 6 The death of a close friend or relative is a very e..... time. (9)
- 8 Some diseases can be treated effectively during i....., before the child can even walk. (7)
- 9 Getting married and setting up a home carries a lot of r..... with it. (14)
- 10 A child usually needs to ask permission to do things from a p..... . (6)

Down

- 1 Many older people refer to their c..... as the happiest time of their life. (9)
- 3 In terms of development, girls tend to reach m..... earlier than boys. (8)
- 4 The stage between the age of 13 and 17 is known as a..... . (11)
- 5 Many children struggle during their teenage years regardless of their g..... . (6)
- 7 In many countries, when you are 18 you are considered to be an a..... . (5)

VOCABULARY REVIEW 4

C Complete the table below.

verb	noun
adapt	
encourage	
ignore	
initiate	
instruct	
	motivation
	priority
	revelation
	survival
transform	

D Now complete the following paragraph using the correct form of the words from the table.

New graduates have to be very **1** if they are to **2** in today's workforce. Some experts say that today's young people need to **3** the examples set by their own parents and adopt a new attitude towards their careers. The latest studies have **4** that today's employers are looking for new recruits who can bring a wide range of experiences with them. This can mean changing jobs after two or three years rather than staying with the same employer for life as their parents often did. Although employers still want employees who are highly **5**, they no longer expect them to make work their number one **6** in life. In fact, many employers **7** their workers not to work late and to lead a full life outside of the office. Furthermore, rather than simply following **8** from their supervisors, employees are expected to use their own **9** on the job and make decisions for themselves. This approach can bring greater responsibility with it, but there is hope that it will **10** the working life of ordinary people into a healthier mix of work and relaxation, while also ensuring that employees feel more fulfilled in their job.

E Complete the table using words from the box.

undergo ongoing outgoing outdo overlook
oversight input output undertake overtake

noun	verb	adjective

F Complete the sentences below using the correct form of words from Exercise E.

- The principal decided to the fact that the students were not in correct uniform as they were all working so hard to clean up the school.
- The government has to inform the public of any developments in the plans for a new airport.
- The beach and park a community clean up last month.
- Although young boys can develop physically more quickly than young girls during adolescence, the girls quickly the boys when it comes to emotional development.
- The review of the education system is proving very worthwhile and there are plans to increase the budget in this area.
- Meeting new people in social situations is a lot easier if you are an person.
- The environmental committee thanked all of those who attended the meeting for their valuable
- Boys tend to be more competitive than girls, even when playing they often try to other children.
- The working group explained that the lack of a play area for toddlers was a mere and that they intended to add one as soon as possible.
- In spite of its size, the generator's electrical was phenomenal.

1 Leisure Activities

READING

2 Recognising main and supporting ideas

A c; B The paragraph is divided after the fifth sentence.
The answer is: c; C 1 a, 2 b

3 Skimming

A b; B Paragraph A: 1; Paragraph B: 2

4 Matching headings

Task practice

1 Answer: viii

Note 'In the late seventies, experts predicted ... In reality, ... there are variety of reasons for these erroneous predictions.'

2 Answer: iii

Note '... there are indications that a new generation of more active older people is emerging'

3 Answer: vii

Note '... those who continued in full-time education after the minimum school-leaving age had higher rates of sports participation than school leavers'

4 Answer: vi

Note '... school-aged sport at both primary and secondary levels ... helps establish the platform of life-long involvement in sports'

5 Answer: i

Note 'There is a clear need, for instance, to improve our understanding of the processes of participation and retention ...'

5 Short-answer questions

Task practice

6 Answer: yoga and pilates

Note 'The current interest in yoga and pilates was unpredicted.'

7 Answer: research was limited

Note 'Thirty years ago, academic research was limited in this area.'

8 Answer: more active

Note '... there are indications that a new generation of more active older people is emerging'

9 Answer: a diverse range

Note '... a diverse range of activities available at universities'

10 Answer: (in) higher education

Note '... a dramatic increase in the number of females in higher education'

6 Summary completion

Task practice

11 dual purpose; **12** growing concern; **13** child obesity; **14** life-long involvement; **15** early variety

Note All answers come from Paragraph E.

VOCABULARY

1 Word Building

A

verb	noun
predict	prediction
retain	retention
establish	establishment
invest	investment
indicate	indication
participate	participation
contribute	contribution
significant	significance
recognise	recognition
develop	development
important	importance
retire	retirement
continue	continuation
improve	improvement
increase	increase

B 1 established; 2 predicted; 3 participation; 4 recognition; 5 continues; 6 indication; 7 retire; 8 improvement; 9 contributed; 10 investment

2 Vocabulary in context

1 increase; 2 development; 3 invest ; 4 recognise; 5 established; 6 contributes; 7 predict; 8 significant; 9 improvements; 10 retain

SPEAKING

1 Expressing preferences

B 1 go; 2 listening; 3 do; 4 watching; 5 eat

2 Providing additional information

A 1 the main reason; preferred doing things; 2 visiting friends to; reasons I prefer; 3 enjoy it mostly

3 Talking about the past

A 1 used to; 2 used to; 3 went; 4 used to go; 5 used to; 6 read

B 1 was/used to be; 2 used to play/played; 3 used to spend/would spend/spent; 4 used to go/would go/went; 5 went

C Irrelevant information: Card 1 my brother – best in school, river is clean – nice place for swimming or picnics; Card 2 don't read much – no time; my town is famous for many famous authors

2 Education

LISTENING

2 Anticipating what you will hear

- A** 1 a student; 2 because they are looking for a job;
3 a student and a student job centre employee
B 1 not **b** because it is for students not staff
2 not **c** because it is the number of a house/flat not a telephone number
3 not **d** because you can't 'look after' software
4 not **a** because you don't work 'in' homework
5 not **c** because it is a day, not dates
C 1 c; 2 b; 3 b; 4 d; 5 d

3 Form completion

- 1 Ogawa; 2 Daichi; 3 Japan; 4 3398 4571; 5 Economics;
6 20/twenty; 7 general English; 8 Monday 6th

4 Table completion

- 9 5/five; 10 grammar; 11 yes; 12 Business English;
13 business; 14 3/three; 15 near-native speaker

5 Multiple-choice questions with single answers

- 16 C; 17 C and E; 18 A and E

VOCABULARY

1 Word building

A Suggested answers:

tuition	fees
compulsory	education/subject
academic	subject
undergraduate	degree
foundation	course
degree	certificate/course/subject
reading	assignment
first	term/semester/degree

- B** 1 undergraduate degree; 2 first term/semester; 3 degree certificate; 4 academic subject; 5 compulsory education; 6 reading assignment; 7 tuition fees; 8 foundation course

2 Vocabulary in context

A business: economics, industrial relations, accounting, hotel management

arts: sociology, modern languages, music, media studies

science: chemistry, genetic engineering, physics, molecular biology

- B** 1 taught; 2 Learning; 3 taught; 4 learned/learnt; 5 has been studying/studied; 6 learn

- C** 1 a fee; 2 a degree; 3 a lecture; 4 get; 5 study

WRITING

1 Writing an overview

A 1 It copies the words exactly from the label. 2 It does not mention the time frame or place.

B Suggested answer:

The chart shows the number of children in American schools broken down into two subgroups over the period 1989 to 2004. As well as giving the total number of students in millions, the graph also shows 5 to 13 year-old students and 14 to 17 year olds.

C 1 pie chart; 2 Year 2000 (one year); 3 6; 4 **Suggested answer:** The pie chart gives information about how many students from several Asian countries were taking MBAs in 2000. The countries mentioned are China, Malaysia, Hong Kong, Singapore, Indonesia and Thailand.

2 Describing specific data and trends

A 1 F; 2 F; 3 T; 4 T; 5 F; 6 F; 7 T; 8 T

B 1 The number of local students increased by approximately 8,000 between 1990 and 1991; 2 The number of local students peaked in 1991; 5 There was a dramatic fall in the number of international students in 1991;

6 International student numbers increased slightly between 1992 and 1993.

C Sentences 4 and 8 express overall trends.

D Suggested answers:

1 There was a general upward trend in costs for all degree types during this period.

2 The price of undergraduate degrees remained constant between 1990 and 2000.

3 MBAs showed the largest increase in cost during these three decades from just under \$30,000 to almost \$50,000.

4 The cost of PhDs fell slightly between 1979 and 1980.

3 Comparing and contrasting data

A 1 between 1991 and 1992; 2 between 1990 and 1991;

3 between 1990 and 1991; 4 from 1990–1993

C 1 little; 2 a little over; 3 a peak; 4 steady; 5 In contrast;

6 dramatically; 7 just under; 8 steadily; 9 just less;

10 rapidly; 11 just short; 12 substantially higher;

13 exactly; 14 levelling off

D Suggested answers:

1 The number of students from China following an MBA program is almost five times more than those from Indonesia. (numerical)

2 The number of students from Thailand studying an MBA is smaller than the number from the other five countries. (comparative adjective)

3 Although significantly smaller in population size, Hong Kong, Singapore and Malaysia are not far behind China in terms of the percentage of students taking MBAs abroad. (contrast word; comparative adjective)

4 At 29% of all international students on MBA programs, China is the largest group. (numerical; superlative adjective)

4 Academic Writing Task 1: Describing tables

See model answer on page 90.

VOCABULARY REVIEW 1

- A Across:** 4 contextual; 5 finance; 8 survey; 9 criteria; 10 approachable
Down: 1 identify; 2 legalise; 3 theoretical; 6 interpret; 7 derives
B 1 active lifestyle; 2 disposable income; 3 major/final investment; 4 significant/major decline; 5 cultural attitudes; 6 lucrative market; 7 changing perception; 8 consumer confidence; 9 financial incentive; 10 positive reinforcement
C 1 injury; 2 specialist; 3 enrolment; 4 fitness; 5 linguistic; 6 training; 7 indicates/indicated; 8 academic; 9 assistance; 10 muscles
D 1 contract; 2 indication; 3 consistency; 4 functional; 5 beneficial; 6 specific
E 1 of; 2 in; 3 for; 4 for; 5 of; 6 in; 7 for; 8 in; 9 to; 10 of
F 1 achieved; 2 affected; 3 conclusive; 4 re-evaluate; 5 itemised; 6 categorically; 7 assessment; 8 misconception; 9 factors; 10 legislation

3 Technology

READING

2 Locating information in the text

B 1 cardboard; 2 steel; 3 concrete; 4 timber; 5 glass

3 Identifying word forms

1 verb; 2 adjective; 3 verb; 4 adjective; 5 verb; 6 adjective

4 Classification

Task practice

1 C; 2 A; 3 D; 4 B; 5 A; 6 B

5 Labelling a diagram

Exam practice

1 durable; 2 (solar) energy; 3 expansion; 4 insulation

VOCABULARY

1 Word building

A

noun	verb	adjective
generation	generate	generative
integration	integrate	integrated
energy	energise	energetic
innovation	innovate	innovative
demonstration	demonstrate	demonstrative
function	function	functional
mechanism	mechanise	mechanical
equipment	equip	equipped
automation	automate	automatic

B 1 mechanical; 2 integrate; 3 automation; 4 generate; 5 equipped; 6 demonstration; 7 energy; 8 functioning; 9 innovative

2 Vocabulary in context

A -able/-ible: durable; sustainable; affordable; recyclable; renewable; compatible; adaptable
-ed: pre-fabricated; recycled; over-priced; simplified; advanced; skilled;
 (recycled/recyclable)
B 1 sustainable; 2 affordable; 3 recycled; 4 durable; 5 prefabricated; 6 compatible; 7 advanced

SPEAKING

1 Expressing and justifying opinions

B Suggested answers:

Card 1 a memory stick; **b** small; very convenient to carry; holds a lot of information; flexible; can be used in all computers; **c** for university work and photos; **d** not sure, but thinks it will replace floppy discs

Card 2 a not much time now but several hours every day in past; **b** drama series and game shows; **c** popular in the speakers country; likes emotional programmes; loved characters and story; everyone talked about it at school; **d** TV is not bad for you; educational and entertaining

C Card 1: so; because; the other advantage ...; if; for example; after all

Card 2: that's because; as long as ...; because; another reason was that ...; after all; in my view

2 Comparing and contrasting

A a What similarities or differences are between TV news and Internet versions of the news?

b Compare writing an essay by hand and writing an essay using a computer.

c How is buying from on the Internet different from going to normal shops?

B 1; the main difference then is ... whereas; Another difference is that ... but ...; ... is generally more ... and more ... as well

3 Comparing different time periods

A a 2; b 1

4 The Workplace

LISTENING

1 Introduction

B The best first step is **c**; the recording advises against **d**

2 Comparing the questions to the recording

A 1 proposal; 2 chapter

B 1 develop; 2 could; 3 There are six words between sample and chapter.

C 3 agent; 4 Review; 5 contract

D Step 1: '... develop a proposal with the basic idea for a book', '... give a sample of the work by including a chapter'

Step 2 'contact an agent ... someone who has previous experience'

Step 3: 'Your proposal will then be sent to the Acquisitions Editor ...'

Step 4: 'Next, ... your manuscript will be forwarded to the Publications Review Committee.'

Step 5: 'Now, ..., you will be sent a contract.'

Step 6: '... you are well on your way ... they have decided to publish your book'

3 Matching signpost words to stages

A **ii** once; **iii** then; **iv** next; **v** at this stage

4 Labelling a diagram

Before the task

A 1 behind; 2 opposite/across from; 3 next to/beside;
4 in front of; 5 between

B 1 where departments are in a company; 2 2; 3 ground,
first, second; 4 c; 5 a; 6 a; 7 b

Task practice

1 C; 2 D; 3 E; 4 G; 5 F; 6 B

VOCABULARY

1 Word building

A Suggested answers: employee; employer; employment;
employed; employable; unemployed; unemployment;
unemployable; self-employed; self-employment

B Suggested answers:

self-employed (adjective) = someone who has their own business and does not work for someone else

employer (noun): person who gives you a job and pays you

employee (noun): a person who is given a job and works for someone else

(un)employment: (noun) (not) having a job

2 Vocabulary in context

A 1 workplace; 2 workaholic; 3 work experience;
4 workforce; 5 workday; 6 working life; 7 workload;
8 worker; 9 work permit

B 1 work experience; 2 workforce; 3 workers; 4 workdays;
5 working life; 6 workaholic; 7 workload; 8 workplace

C **Across:** 5 economy; 6 profit; 7 branch; 9 retire;
10 earn; **Down:** 1 promotion; 2 productivity;
3 committee; 4 labour; 8 career

WRITING

1 Identifying a thesis statement and deciding your opinion

B Clear thesis statements: 1, 3, 4; 2 and 5 are general statements.

C 1 I think; 3 should; 4 it is clear that, must not

2 Writing introductions in the thesis-led approach

A The work history of our fathers and grandfathers was generally remarkably similar: join a company at the age of 15, work up through the ranks and become middle management by mid to late thirties, then retire at 65 as

head of a department. However, this picture of lifelong employment is no longer accurate in many countries. // It is clear that the modern worker must not depend on any single company to be able to provide career and employment opportunities for life.

B Suggested answers:

2 It has traditionally been the case that certain areas of work require specialised degrees (such as engineering). In contrast, a wide range of jobs only required 'a degree', without specifying the type, (this situation was common with civil service jobs). This situation seems to be changing and more and more jobs require specialised knowledge, which suggests that having a specialised degree is, in fact, more useful in the modern work place. // I believe there is a place for both types of degree.

3 Whilst it is certainly true that the ability to work as a group and interact well with fellow colleagues are very desirable skills, I don't accept that they should receive far more attention than other skills, especially those skills which will help keep people in employment throughout their lives. // The modern workforce should be trained in a range of skills.

4 Over many thousands of years, society has established a pattern of employment and reward; by this I mean, it is necessary to spend a large number of hours working in order to receive reward in the form of money, which allows people to buy food, rent or purchase property, take holidays and so on. // It seems to me that this system is so well-rooted that we would be unable to fundamentally change it. However, what we could, and I believe should, do is to reassess the balance of work and free time.

3 Justifying a point of view

A 1 d; 2 b; 3 e; 4 c; 5 a

B 1 c; 2 b; 3 e; 4 d; 5 a

C 1 should/must be equipped; 2 should teach; 3 should depend on; 4 should be adjusted; 5 should be focussing/should focus; 6 should have learned; 7 should have been reduced; 8 should have been trained

D, E Suggested answers:

1 The work history of our fathers and grandfathers is generally remarkably similar: join a company at the age of 15, work up through the ranks and hope to become middle management by mid to late thirties, then retire at 65 as head of a department. However, this picture of lifelong employment is no longer accurate in many countries. It is clear that the modern worker must not depend on any single company to provide career and employment opportunities for life.

When an economy is based on production (for example, steel, coal or car manufacture), huge companies are often created. These companies are able to provide a stable work environment and the concept of life-long employment is not unusual. An example of this is Japan until the 1990s. Unfortunately, for many countries the economic situation has forced drastic changes in the workplace and now knowledge, rather than production, has become the driver

of wealth accumulation. This means that the modern worker may need to change career, so he should be flexible and equipped with the skills to work in a wider range of situations than was previously the case.

According to the UK Department of Trade and Industry, 'A knowledge-driven economy is one in which the generation and exploitation of knowledge play the predominant part in the creation of wealth'. If a worker possesses a range of skills, he or she is much better equipped to change roles within a job (or change jobs), thus enabling him or herself to stay employed. These skills will include knowledge, the ability to problem solve, the ability to work with others, and practical skills such as information technology.

In summary, whether for good or bad, I believe it is true that modern workers cannot rely on remaining with the same company or in the same position for life. It is essential that they accept this reality and equip themselves with a range of skills which can help them remain employable.

- 2 It has traditionally been the case that certain areas of work require specialised degrees (such as engineering). In contrast, a wide range of jobs only require 'a degree', without specifying the type. This situation seems to be changing and more and more jobs require specialised knowledge, which suggests that having a specialised degree is, in fact, more useful in the modern work place. I believe there is a place for both types of degree.

In my view, the idea that the value of a degree lies in training the mind is both old-fashioned and not particularly useful. If we accept the idea that the job market is increasingly competitive, it then becomes necessary to have an edge, such as a specialised degree, which sets you apart from the rest of the field.

On the other hand, there are problems with specialising too early. On a personal level, it restricts the degree holder from a wider range of jobs. In the eyes of employers, you may not have built up a broad body of knowledge and experience. To some, it is essential to have a global understanding of something before you focus on a specific area.

In conclusion, perhaps the balance is to do a more general first degree, then specialise at Master's level. In this way, we can ensure that a basic level of training is given in a particular field, and then, in later years, the degree holder can continue his/her training with a more specialised qualification.

- 3 Whilst it is certainly true that the ability to work as a group and interact well with one's colleagues are very desirable skills, I don't accept that they should receive far more attention than other skills, especially those skills which will help keep people in employment throughout their lives. The modern workforce should be trained in a range of skills.

The reason for this view is that many jobs require flexibility and the ability to adapt to different tasks. The idea that a person trains for one job and then remains in that position for many years has disappeared. The so-called 'knowledge economy', which is basically the recognition that many economies now use knowledge as the driver of wealth

accumulation, forces us to change our ideas about the role of education. Instead of learning facts and figures, it has become much more useful to teach problem-solving skills and IT skills. Many employers now look for what skills a potential employee has, rather than experience or qualifications in a particular area.

Interpersonal skills training undoubtedly has an important role to play in modern society. We need to work together as a team not only in the sense of a group of people working on a specific project, but also in the sense of the whole company. The work environment can also be stressful, and good interpersonal skills are essential, both for management and non-management.

In brief, the modern workforce needs to be equipped with a wide range of skills, including those involving effective interaction with others, as well as information gathering and problem-solving skills.

- 4 See model answer on page 90.

4 Showing Concession

- Suggested answers:** 1 Whilst; 2 Some say that; 3 Although
4 It could/might be argued; 5 Although/Whilst;
6 It could/might be argued; 7 However; 8 therefore
B See model answer on page 90.

5 Academic Writing Task 2: Thesis-led essay

See model answer on page 90.

VOCABULARY REVIEW 2

A people: receptionist; customer; client; employer; manager; supervisor; white/blue collar worker; CEO; competitor

departments: marketing; production; design; sales; HR; PR; accounts; administration

B 1 f; 2 d; 3 e; 4 b; 5 c; 6 a; 7 j; 8 i; 9 h; 10 g

C 1 for; 2 to; 3 of; 4 to; 5 on; 6 to; 7 of; 8 to; 9 of; 10 to

D 1 unaware; 2 consultancy; 3 discretion; 4 fundamentally; 5 illogical; 6 orientation; 7 modify; 8 medical; 9 consultation; 10 implementation

E

noun	verb	adjective	adverb
access	access	accessible	
commitment	commit	committed	
emergence	emerge	emerged	
interior	internalise	internal	internally
option	opt	optional	
prediction	predict	predictable	predictably
principal		principal	principally
promotion	promote	promotional	
project	project	projected	
summary	summarise	summarised	
profession		professional	professionally

- F 1 hypothesis; 2 prior; 3 contrast; 4 adequate; 5 ethnic;
6 communication; 7 parameters; 8 discretion; 9 version;
10 decline
- G 1 phase; 2 consumers; 3 plasma; 4 manufacturers;
5 comprehensive; 6 drawbacks; 7 despite; 8 networks
9 unique; 10 features

5 Climate and the Environment

READING

1 Introduction

- A rainfall, global warming, trends, erosion
- B Positive:** jubilation, celebrate, hope; **Negative:** drought, concern, disrupt, abuse, devastating, vulnerable; **Neutral:** analyses, significant, turning point
- C b The subtitle suggests that the passage is pessimistic because it mentions: 'empty reservoirs, dried-up rivers and eroded soils' and it says that these 'could signal a permanent shift'.

2 Global multiple-choice questions

- A This question wants you to focus on both the main idea and the overall tone. A and D are pessimistic and B and C are optimistic.
- Note** Although Option C contains a negative structure, the idea is still an optimistic one.
- B The ideas are mostly pessimistic. The first paragraph of the passage talks about a drought in Spain lasting five years, the final paragraph says *Global warming is not just on Europe's doorstep. It has stepped inside.* A and D are the only pessimistic options. The difference between the two is time – A suggests the effects will be felt soon, D says the effects can already be felt. So D would be the best option here.

3 Matching statements to options

Task practice

1 Answer: E

Note Tan Woodward of the University of Sheffield says that 'there will be a significant reduction in vegetation in those areas that are already low in vegetation cover.'

2 Answer: C

Note Thornes told a conference on Europe's climate organised by the European Commission in Brussels, that new analyses of rainfall data reveal 'a turning point towards progressively lower rainfall since about 1963'.

3 Answer: A

Note 'Climatologists are claiming that the first stages of 'desertification', the process that creates new desert areas, can already be seen in Spain, Portugal, Greece and Italy. In fact, they argue that the process has been under way for three decades'.

4 Answer: C

Note Thornes told a conference on Europe's climate

organised by the European Commission in Brussels, that new analyses of rainfall data reveal 'a turning point towards progressively lower rainfall since about 1963'. At the same time there has been 'a clear increase in the quantity and duration of both heat waves and violent storms', he said.

5 Answer: D

Note '... the Medalus scientists concluded that climate change is happening now, in Europe, with potentially devastating consequences for millions of people.'

6 Answer: F

Note '... the Hadley Centre, part of Britain's Meteorological Office, predicts that winter rainfall will diminish by 10 to 20 per cent in these areas and summer rainfall will decline by as much as 30 per cent.'

Follow up

A A – The European Commission

B *devastating consequences* – adversely affected by; *rainfall* – rain periods; *for three decades* – thirty years; *reduction in* – a loss of; *quantity* – number; *data* – evidence; *progressively lower* – decrease; *duration* – length; *storms* – turbulent weather patterns; *millions of people* – a great deal of Europeans; *decline* – drop; *vegetation* – plant life

Task practice

7 Answer: C

Note 'But in south-east Spain, for instance, average rainfall is only around 20 centimetres a year, with only 5 centimetres in a very dry year, such as 1995'.

8 Answer: C

Note 'A study for Medalus of three species of grass and shrub prevalent in Spain found that seed germination among all three species had completely failed in 1993 and 1994'.

9 Answer: B

Note 'Malta, one of the driest countries in Europe – and also one of the most densely populated – has lost the use of its largest underground lakes because over pumping has caused seawater to seep in, turning it salty. The island can no longer irrigate any crops and relies on expensively desalinated seawater for half its water'.

10 Answer: D

Note 'In Greece and Spain, more than 40 per cent of the soil is already suffering from erosion; in Turkey the figure is 70 per cent'.

11 Answer: C

Note 'When it rained in Spain in 1996, the nation celebrated. The torrential storms broke a five year drought, 'The extended drought in Spain from 1990 to 1995 was only part of a long-term trend.'

Follow up

B Alphabetical; Italy

C **Question 7** as little as 5cm – *only 5 centimetres*

Question 8 common – *prevalent*; two specific years – 1993 and 1994

Question 9 is dependant on – *relies on*

Question 10 the majority of – *70 per cent*

Question 11 a dry spell that lasted five years – *a five year drought*

4 Yes/No/Not given

Task practice

1 Answer: False

Note 'Far from allaying fears about long-term water shortages across the Mediterranean, it is now clear that the downpours simply reinforced the trend of a generation, in which long periods of drought are broken by intense storms.'

2 Answer: Not given

3 Answer: False

Note 'Typically around 60 centimetres of rain falls each year, mostly in winter, often over just a few days.'

4 Answer: True

Note 'Summer rainfall will decline by as much as 30 per cent.'

5 Answer: True

Note 'Water supply is becoming a major constraint in the development of Mediterranean cities, affecting industry, farming and the region's biggest earner, tourism'

6 Answer: Not given

7 Answer: True

Note 'Some scientists argue that human abuse of the land only rarely leads to its permanent loss. What few doubt is that permanent climate change will create deserts.'

Follow up

You would look for information for the two 'Not given' questions (2 and 6) in the following sections of the text:

Question 2 'There is now growing concern that, because of global warming, such conditions will become the norm in southern Europe. Climatologists are claiming that the first stages of 'desertification', the process that creates new desert areas, can already be seen in Spain, Portugal, Greece and Italy. In fact, they argue that the process has been under way for three decades.'

Note We are not given any information about which country has the fastest growing desert area.

Question 6 'Malta, one of the driest countries in Europe – and also one of the most densely populated – has lost the use of its largest underground lakes because over pumping has caused seawater to seep in, turning it salty. The island can no longer irrigate any crops and relies on expensively desalinated seawater for half its water.'

Note There is no information about future supplies of drinking water in Malta.

VOCABULARY

1 Word Building

A

noun	adjective
environment	environmental
finance	financial
energy	energetic
electricity	electric
urgency	urgent
recycling	recycled
nature	natural
economy	economical
climate	climatic
damage	damaging

B The words used in the passage are: lower, drop, diminish, decline, fewer, reduced, reduction.

2 Vocabulary in context

A 1 heatwave; 2 climatologist; 3 torrential; 4 flood; 5 evaporate; 6 drought; 7 erosion (erode); 8 reservoirs; 9 species

B 1 torrential storm; 2 devastating consequences; 3 long-term trend; 4 global warming; 5 permanent shift; 6 climate change; 7 scientific debate; 8 densely populated; 9 growing concern; 10 extremely vulnerable

SPEAKING

1 Showing how strongly you agree or disagree

B 1 I strongly disagree: I don't believe that at all, I think that's a ridiculous idea; 2 I disagree: I can't really say I agree with that; 3 I don't have a very strong opinion about this: I'm not really sure; 4 I agree: That's true to a certain extent; 5 I strongly agree: I think that's absolutely true, I totally agree.

2 Emphasising your opinion

A 1 I don't believe our situation is urgent, but I do believe we need to make some changes; I don't believe our situation is urgent but I believe we do need to make some changes.

2 I'm not really sure about other countries but I do think this one produces too much CO₂.

3 I'm sure that recycling does help to some extent.

4 I'm pretty optimistic so I do believe we will find a way to solve these problems.

5 I do feel it's important to educate as many people as possible about the environment.

B The words which are stressed have been underlined above.

C 1 I really do hope we will find a balance between taking care of the economy and looking after the environment.

- 2 I'm not very optimistic about the future, unfortunately. I honestly think we've done too much damage already.
 3 I hope we'll solve the energy crisis but I'm not sure how easy that'll be.
 4 Some people believe we've created these climate problems ourselves, but I think they are just part of a natural cycle that occurs once every few years.
 5 If our environment is changing then I believe we just have to adapt to these changes.

6 Globalisation

LISTENING

1 Introduction

- A 1 global, universal, worldwide; 2 national; 3 international; 4 intercontinental; 5 local; 6 interstate
 B 1 local; 2 interstate; 3 national; 4 international; 5 intercontinental, 6 global, universal, worldwide

2 Listening and reading at the same time

(corrections are underlined)

Globalwise is a 'new business' intelligence firm, publishing reports and newsletters dedicated to new business ideas and business opportunities on a global scale. To ensure true 'global' coverage, the central office in Amsterdam liaises with partners in New York and London, and stays in close contact with 6,000+ idea spotters in more than 70 countries worldwide, from China to Canada, and from Belgium to Brazil. Globalwise also collaborates with its sister-publication – trendwatching.com, a leading trend spotting firm.

3 Anticipating what you will hear

- A a (the first and third bullet points suggest more than one writer; c (the dates tell us this)
 B 1 C; 2 all nouns 3 Questions 2 and 8
 C For Question 2, it would help to highlight the following keywords: globalisation is; 1841; universal society; people ... express; a single; the new technologies; 1865–1871; a single European; called; failed due to; in 1870s; Other 18th century writers

4 Notes completion

Task practice

- 1 the past; 2 France; 3 emotion; 4 language; 5 the telegraph; 6 steam; 7 currency; 8 Europe; 9 depression; 10 relationships

Follow Up

- 1 commonly believed: people ... think of it as; 2 his main concerns: several key fears; 3 people: different nations; 4 express: convey; 5 a single: only one; 6 there were plans: a proposal was being put together; 7 called: be referred to; 8 due to: as a result of; 9 fell through: abandoned; 10 effects: impact; 11 concerned about: anxious about

5 Classification

Task practice

- 1 C; 2 A; 3 B; 4 C; 5 A; 6 A

VOCABULARY

1 Word Building

A

noun	adjective
globe	global
universe	universal
nation	national
world	worldwide

noun	verb
communication	communicate
export	export
import	import
manufacture	manufacture
process	process
distribution	distribute

- B 1 collaborate with; 2 dedicate to; 3 liaise with; 4 in contact with; 5 refer to; 6 due to/in; 7 be concerned about/with; 8 think of/about; 9 associate with; 10 write about; 11 the result of (NB *to result in*); 12 learn about

2 Vocabulary in context

- A 1 development: development; 2 ✓; 3 ✓; 4 international: international; 5 business: business; 6 communication: communication; 7 technology: technology; 8 ✓; 9 associated: associated; 10 ✓
 B 1 international; 2 system; 3 associated; 4 development; 5 society; 6 communication; 7 business

WRITING

1 Using the passive voice

- A 1 40% of our paper is recycled.
 2 Candidates are selected based on their experience and qualifications.
 3 In 2000, 101 million bicycles and 41 million cars were produced worldwide.
 4 40 per cent of all corn is grown in/by the USA.
 5 In 1998, \$4 billion worth of fruit was imported by the USA.
 6 In 1993, \$2 billion was spent on exercise equipment in the USA.
 7 600,000 students were enrolled in Australian universities in 2005.
 B 1 bring; 2 are collected; 3 deliver; 4 is sorted; 5 graded (you do not need to repeat *is* here); 6 is made; 7 are removed; 8 are cleaned; 9 is filtered;

- 10 screened (you do not need to repeat *is* here);
- 11 be de-inked; 12 be made; 13 being produced;
- 14 be added; 15 be made; 16 been used; 17 be recycled

2 Academic Writing Task 1: Describing a process

Before the task

A

noun	verb
development	develop
design	design
use	use
cut	cut
assembly	assemble
paint	paint
distribution	distribute

B

infinitive	past participle
develop	developed
design	designed
cut	cut
sand	sanded
paint	painting
stain	stained
create	created
clean	cleaned
dust	dusted
identify	identified
send	sent
pack	packed
distribute	distributed

Task practice

See model answer on page 90.

Follow up

- 1 is use → is used
- 2 is sanded → are sanded
- 3 are cutted → are cut
- 4 has cleaned and dusted → are cleaned and dusted
- 5 is painting → is painted
- 6 Inspectors are identified → Inspectors identify (active)

VOCABULARY REVIEW 3

- A** 1 accuracy; 2 underlying; 3 denial; 4 reversible; 5 simulation; 6 clarification; 7 submission; 8 detection; 9 intensify; 10 coincided
- B** 1 announced; 2 environmental; 3 detection; 4 pollution/pollutants; 5 chemical; 6 cooperatively; 7 resolve; 8 waste; 9 operation; 10 supplement

C

A	B
accurate	inaccurate
ambiguous	unambiguous
attainable	unattainable
definite	indefinite
diminished	undiminished
discriminate	indiscriminate
flexible	inflexible
rational	irrational
reversible	irreversible
visible	invisible

- D** 1 invisible; 2 ambiguous; 3 indefinitely; 4 flexible; 5 unattainable; 6 indiscriminately; 7 inaccurate; 8 rational; 9 diminishing; 10 irreversible
- E** 1 remote; 2 erode; 3 temporary; 4 minimise; 5 innovation; 6 phenomenon; 7 cooperation; 8 inevitable; 9 intervene; 10 revolutionised

7 Communication

READING

1 Introduction

- A** a (ear flapping), c (ground stomping)
- B** a (screaming), c (ground stomping)

2 Identifying functions in a text

- A** c
- B** 1 b; 2 e; 3 g; 4 f; 5 c; 6 h; 7 a; 8 d

3 Matching information to sections of text

Before the task

The words used instead of 'mother' and 'baby' are 'female' and 'young'

Task practice

1 Answer: E

Note 'We used a mix of elephant calls, synthesized low-frequency tones, rock music and silence for comparison'

2 Answer: G

Note 'These findings could have an impact on the way we treat captive elephants in urban zoos. 'If elephants are really that sensitive to seismic noise,' she argues, 'then more could be done to protect them from loud traffic noises.'

3 Answer: B

Note 'foot stomping and low-frequency rumbling also generate seismic waves in the ground that can travel nearly 20 miles along the surface of the Earth'

4 Answer: D

Note 'One is a warning call, another is a greeting and the third is the elephant equivalent of 'Let's go!''

5 Answer: E

Note 'The researchers wanted to find out if elephants would respond to recordings played through the ground, so they installed seismic transmitters'

6 Answer: F

Note 'We think they're sensing these underground vibrations through their feet,' she adds. 'Seismic waves could travel from their toenails to the ear via bone conduction, or through somatosensory receptors in the foot similar to ones found in the trunk. We think it may be a combination of both.'

4 Multiple choice questions with single answers**Before the task**

B The negatives are in 1B (unable), 1C (is not simply), 2A (were not drinking), 4A (did not respond) 4D (did not consistently react)

Task practice

1 C; 2 D; 3 B; 4 A (Notes are provided below, in the *Follow up* section)

Follow up

Question 1: **A** False – this is not new information; **B** false – they can defend their young with mock charges; **C** True – 'foot stomping and low-frequency rumbling also generate seismic waves in the ground that can travel nearly 20 miles along the surface of the Earth'; **D** not given – there is no information on this

Question 2: **A** Not given – there is no information on this; **B** false – they stayed still with one leg in the air; **C** not given – there is no mention of this – the elephants were probably responding to vibrations in the ground but we do not know if they showed fear or how they reacted when approached; **D** True – 'They would lean forward, pick up one leg and freeze'

Question 3: **A** Not given – we are not told when the meaning of the sounds was discovered; **B** true – 'We went to Etosha National Park in Namibia and recorded three acoustic calls commonly made by wild African elephants'; **C** false – they did not capture elephants they were already captive; **D** false – they installed these at 'a tourist facility in Zimbabwe'

Question 4: **A** True – 'Researchers also played recorded calls to seven captive males. The bulls reacted, too, but their response was much more subtle'; **B** false – only 1 female reacted like this on one occasion; **C** false – this was a female elephant; **D** false – 'The young female had the same agitated response each time the experiment was repeated.'

5 True/False/Not given**Task practice**

1 Answer: True

Note '... foot stomping and low-frequency rumbling also generate seismic waves in the ground that can travel up to 20 miles away ... as warning signals of a distant danger.'

2 Answer: Not given

Note We are told of three calls that the elephants make but there is no information about whether these are the only calls they make or if in fact they also make other sounds.

3 Answer: False

Note 'The researchers wanted to find out if elephants would respond to recordings played through the ground, ... The idea was to convert audible 'Greetings', 'Warning!' and 'Let's go!' calls into underground seismic waves that an elephant could feel but not hear directly through the air.'

4 Answer: False

Note 'one female got so agitated she bent down and bit the ground,' she notes. 'That's very unusual behaviour for an elephant, but it has been observed in the wild under conditions of extreme agitation.'

5 Answer: True

Note 'O'Connell-Rodwell contends, pointing to studies showing that elephants can detect and move toward thunderstorms from great distances. 'When it rains in Angola, elephants 100 miles away in Etosha start to travel north in search of water.'

6 Answer: Not given

Note 'If elephants are really that sensitive to seismic noise,' she argues, 'then more could be done to protect them from loud traffic noises.' This does not give us any information about what scientists already know about how elephants react to city noises.

VOCABULARY**1 Word building**

- 1 confusing (active meaning – *I confused them*)
- 2 threatened (passive meaning – *the dog threatened me*)
- 3 astonished (passive meaning – *the result astonished me*)
- 4 terrifying (active meaning – *I terrified them*)
- 5 confused (passive meaning – *the lectures confused me*)
- 6 threatening (active meaning – *I threatened the animal*)
- 7 frustrated (passive meaning – *the cancellations frustrated me*)

2 Vocabulary in context

- 1 astonishing; 2 sensitive; 3 threatened; 4 subtle;
- 5 agitated, frantic (in any order); 6 terrifying; 7 awesome

SPEAKING**1 Dealing with vocabulary problems**

A 1 c; 2 e; 3 f; 4 d; 5 a; 6 b

B 1 fireworks; 2 binoculars; 3 the ozone layer; 4 agriculture; 5 immunisation

C 1 Every year my city has a special celebration. It's great fun and we have a huge parade through the streets. Then in the evening we have, erm you know, I don't know the exact word for it in English, but they are fantastic lights that shoot into the sky, they're very noisy but you have to be careful because they can be dangerous.

2 I went to see a football match in Barcelona last year. It was terrific and the atmosphere was so exciting. Our tickets were very expensive, so I was surprised that our seats were very high up in the stands and the players were so tiny they looked like ants! I really needed some, you know, those special glasses, you know, to help me see them better.

3 I think every country needs to help to improve our environment. If my country is the only one that tries to do the right thing, then that won't be enough. The er, layer, er, of sky above us that has the hole in is a problem for all of us, not just one country.

4 I think in a lot of countries the same problem is happening. The cities are becoming more and more crowded because people are moving away from the country, and there is just not enough money in erm, well in working on the land and growing food.

5 In some poor countries there are still a lot of diseases that we have managed to control in my country. Mostly this is because they don't have a erm, well the resources to make sure all of the people are given the correct medication to stop these diseases.

2 Making suggestions

A 1 c; 2 e; 3 a; 4 d; 5 b

B 1 should, could, by making, would; 2 might, by not wasting, should; 3 could, would, would; 4 could, could, could, by giving; 5 should, by creating, could

8 Growth and Development

LISTENING

1 Dealing with distractors

A The answer is B.

B A 16 years old ('although I actually learned'); B 17 years old ('legal age'); C 18 years old ('other people')

C (The stressed words have been underlined)

'The legal age for learning to drive in my country is 17, although I actually learned when I was 16 because I grew up on a farm and, traditionally that's what happens. Most other people usually don't learn until they reach 18 either because they can't afford to do it or because their parents won't let them.'

D, E, F 1: Order of information: B, C, A, Answer: B, **Language bite** words used: well, actually; 2: Order of information: A,B,C, Answer: C, **Language bite** words used: unfortunately, won't; 3: Order of information: C, A, B Answer: A, **Language bite** words used: actually, few, not true; 4: Order of information: A,C,B, Answer: B, **Language bite** words used: while, the opposite, well, in fact

2 Multiple-choice questions with single answers

Before the task

A The negatives are in Question 2 and Options 4B, 5A and 5B.

Task practice

1 A; 2 C; 3 B; 4 C; 5 A; 6 A, D (in any order); 7 B,C,E (in any order)

3 Summary completion

Before the task: Question 3 requires a number

Answers: 1 negative; 2 selfish; 3 one third; 4 parenthood; 5 completing school; 6 full-time

VOCABULARY

1 Word building

A

noun	adjective	adverb
responsibility	responsible	responsibly
irresponsibility	irresponsible	irresponsibly
maturity	mature	maturely
immaturity	immature	immaturely
the mind	mental	mentally
society	social	socially
emotion	emotional	emotionally

B

verb	noun
to grow	growth
to be born	birth
to die	death

C

person	life stage
infant	infancy
child	childhood
adolescent	adolescence
adult	adulthood
parent	parenthood

2 Vocabulary in context

A 1 birth; 2 physical; 3 Adolescence; 4 mentally; 5 mature; 6 emotional; 7 social; 8 growth

B 1 making; 2 accept; 3 faced; 4 accepted, acquire; 5 acquiring

WRITING

1 Including relevant information

A 3 and 7

B Ideas 1, 2, 4, 5 and 8 feature here.

2 Avoiding repetition and organising your ideas

A I learned to drive when I was 24 years old although, legally I could have started driving at 18. Lack of money

and time was my main reason for not learning earlier, but I do think that at 24 I was much more responsible in my attitude than I would have been at 18. There are often reports in the media about the number of young drivers involved in car accidents and it is possible that 18-year-old drivers could take too many risks. However, I know several older people whose driving I would consider unsafe.

B 1 young children; 2 children; 3 young children; 4 work around the house; 5 have to do; 6 other families where the housework is done by the parents

C Teenagers often feel frustrated because of the attitude of their parents. Eventually parents need to trust their children and allow them to develop for themselves, if they do not trust us how can we ever learn to be responsible? Teenagers are really young adults and they don't want to be treated like children any more, if this does happen then they will probably continue to behave in a childish way.

3 Writing Task 2: Essay

See model answer on page 90.

Follow up

Introduction: My personal experience, My opinion

Paragraph 1: Causes of traffic accidents, Link between age and responsibility

Paragraph 2: Impact of attitude in family on children

Conclusion: Importance of education and attitude rather than age.

VOCABULARY REVIEW 4

A 1 of; 2 in; 3 of; 4 between; 5 to; 6 towards; 7 to; 8 of; 9 into; 10 towards

2 Across: 2 immature; 6 emotional; 8 infancy; 9 responsibility; 10 parent

Down: 1 childhood, 3 maturity; 4 adolescence; 5 gender; 7 adult

3

verb	noun
adapt	adaptation
encourage	encouragement
ignore	ignorance
initiate	initiative, initiation
instruct	instruction
motivate	motivation
prioritise	priority
reveal	revelation
survive	survival
transform	transformation

D 1 adaptable; 2 survive; 3 ignore; 4 revealed; 5 motivated; 6 priority; 7 encourage; 8 instructions; 9 initiative; 10 transform

E

noun	verb	adjective
oversight	undergo	ongoing
input	outdo	outgoing
output	overlook	
	undertake	
	overtake	

F 1 overlook; 2 undertaken; 3 underwent; 4 overtake; 5 ongoing; 6 outgoing; 7 input; 8 outdo; 9 oversight; 10 output

Unit 2

4 Academic Writing Task 1: Describing charts

The table gives the number of Japanese children who are studying overseas by region. The chart is divided into three sections, giving the total number of children for each geographic area and also grouping the children by age. The largest number of students is based in North America; in fact, almost 21,000 children study there, with just under sixteen thousand in elementary school and around five thousand in lower secondary. Of the 16,184 students in Asia, the vast majority of children (just over twelve and a half thousand) are of elementary school age. The remainder (slightly more than 3,500) study in lower secondary. The numbers for Europe continue this trend, with 7,864 elementary students and exactly 2,700 secondary students respectively, making a total of 10,564.

The lowest figures for Japanese students studying abroad are for the Middle East. Of slightly fewer than five hundred children, 373 are elementary school age and the remainder (123) go to secondary school.

Unit 4

5 Academic Writing Task 2: Thesis-led essay

In recent years, technological development has provided the means to automate the workplace and reduce the amount of time spent at work. Unfortunately, the benefits of technology in terms of reducing workload and working hours have not been reflected in the workplace. I think work hours should be adjusted to contribute to a healthier and happier society. Over many thousands of years, society has established a pattern of employment and reward; by this I mean it is necessary to spend a large number of hours working in order to receive reward in the form of money, which allows people to buy food, rent or purchase property, take holidays and so on. It seems to me that this system is so well-rooted that we would be unable to fundamentally change it. However, what we could, and I believe should, do is to reassess the balance of work and free time.

If society (including governments, religious organisations and any other form of civil group) genuinely wants to promote the idea of family life and living a satisfying and fulfilling life as an individual, the issue of how much time is spent at work needs to be addressed. Productivity, however, is not simply calculated on how long someone spends in his or her office. Computers have greatly increased the speed of many office tasks. Machines have greatly increased the quality and efficiency of many factory jobs. It is no longer necessary to maintain the long working hours which were typical of the past.

To sum up, the fundamental question is: can we maintain the standard of living we are accustomed to whilst reducing the number of hours we spend at work? I believe that we are already technologically prepared for this. What is now required is a shift in attitudes and the will to make it happen by our business and political leaders.

Unit 6

2 Academic Writing Task 1: Describing a process

The flowchart shows each stage in the process of manufacturing furniture. The first stage is when the furniture is developed and designed. Next, a computer-aided program is used to cut out the wood needed. The pre-cut pieces are then assembled and any rough edges are sanded. To finish, the wood is either painted or stained using either a brush or a spray. This is usually the slowest part of the manufacturing process. Once the woodworking is complete, patterns are cut from fabric either by hand or by machine. The fabric is used to create upholstery products such as pillows, cushions or seats. The finished product is then cleaned and dusted before being inspected for flaws. Any problem pieces that are identified are sent to the appropriate department to be repaired. Finally, the furniture is packaged and sent to customers around the world.

Unit 8

3 Academic Writing Task 2: Essay

I learned to drive when I was 24 years old although, legally, I could have started driving at 18. Lack of money and time was my main reason for not learning earlier, but I do think that at 24 I was much more responsible in my attitude than I would have been at 18. However, I cannot agree that the legal age of taking on adult responsibilities should be raised to 21.

There are often reports in the media about the number of young drivers involved in car accidents and it is possible that 18-year-old drivers could lack judgement and experience in some traffic situations. However, statistics show that young drivers can also be very cautious and are actually involved in relatively few accidents. Furthermore, I personally know several older people whose driving I would consider unsafe.

I believe that age is not the only factor that affects how mature or responsible young people are. In some families, even very young children are given adult responsibilities. For example, they might have to look after younger members of the family while their parents work, or they might have to do a lot of work around the house. In other families, however, all of the housework may be taken care of by the parents. In households such as these, it is quite possible that the children will not develop any sense of responsibility until much later in life.

It would seem then that age alone does not provide an accurate measure of responsibility. What is important is the time and effort that parents and schools put into educating children about their responsibilities. A poorly educated 21 year old will have just as much maturity as an 18 year old. Thus, I believe that this is not simply a case of picking a suitable age when adulthood begins, what matters most is our attitudes towards the young adults in our community.

1 Studying Overseas

1.1

- 1 To be honest, I'd much rather study alone than with a friend. The main reason is because I feel I get more done when I work alone. Maybe it's because I'm an only child, so I didn't grow up with other children to share things with. I suppose I have always preferred doing things by myself.
- 2 On the whole, I prefer visiting friends to visiting relatives. One of the reasons I prefer it is that my friends are people I have chosen to have in my life whereas you have no choice over your family. I know it sounds horrible, but family can be difficult sometimes!
- 3 Actually, I'd rather send a text message than an email because texting is really fun. I enjoy it mostly because it's instant – my boyfriend, for example, gets the message immediately and can reply. And I love all the short-cuts – it's like another language.

1.2

- 1 What's your favourite way to relax after a busy or stressful day?
- 2 Do you prefer watching sport or playing sport?
- 3 Do you like to watch sport on TV or see it live?
- 4 What leisure activities are popular in your country at different times of the year?
- 5 What can young people do in your area in their free time?
- 6 Would you prefer to stay in your country or go abroad on holiday? Why?
- 7 What health problems are common in your country?
- 8 Would you rather swim in a pool or the ocean? Why?

1.3

- 1 Well, er, I used to love canoeing when I was a teenager. I was really passionate about it. I suppose the main reason I became interested in it is because we lived near the river and I grew up playing on the river and swimming in it during the summer. I had always loved boats and my grandfather took me out from a young age. So, when I was given the opportunity to start canoeing at high school, I did. I'd get up at about 5.30 in the morning and row for about a kilometre in one direction and then turn around and come back again. I probably used to row three times a week and I also rowed for the school from the age of 13 to 18. When I went to university I had to give up because it was taking up too much time and exams took over. It's a shame really, but I haven't rowed since.
- 2 I recently read a book called *Cider with Roadies*. It's an autobiography about a boy growing up and his obsession with music. He eventually became a famous national DJ and music journalist. During his teenage years he'd listen to music all the time and he learned to play guitar. He even set up his own band and they used to play in the pubs and clubs around the town before they broke up. I chose this book because he came from my home town, so I recognised many of the places where he went out in the evening and where he played with his band. I think it was a good book and I'd recommend it for anyone who was really into music of the 70s, 80s or 90s, or who comes from the same area as me.

2 Education

2.1

(S = Student; E = Employee)

- E: Right, now I just need to get a few details from you before we can start to match you to a job on the database.
- S: Okay. What information do you need?

- E: Your full name, please
- S: Susie Walker. That's W-A-L-K-E-R.
- E: Right, Susie. And your address?
- S: 21F Adelaide Street. That's in Kilroy.
- E: I need to know what kind of jobs you've done before, if anything. Have you ever had a part-time job before?
- S: Oh, yeah. I worked in a café for a while as a waitress, and I've also done lots of baby-sitting. I've looked after lots of my friends' children.
- E: And are you looking for the same kind of work now? Waitressing or child-minding?
- S: Well, I wouldn't mind some work in a café again, but I'd rather do something connected to computers because I'm studying IT. Do you think there's anything in that area?
- E: Well, we can have a look. What about your availability?
- S: Well, weekends are good, but Sundays I sometimes have to do family things so it might be better if I just say Saturdays.
- E: Right, I've got all that, Susie, so we'll give you a call. Can you give me your mobile number.

2.2

(E: Employee; S = Student)

- E: Now first of all, I need some information from you for our records. Could you tell me your full name please, starting with your family name?
- S: My family name is Ogawa. O-G-A-W-A.
- E: And your first name?
- S: My first name? You mean given name?
- E: Yes, your given name.
- S: Daichi.
- E: D-A ... ?
- S: Er, D-A-I-C-H-I.
- E: Right, thanks. And your date of birth, Daichi?
- S: Ah, 13th of August 1984.
- E: And you're from Japan, aren't you?
- S: Yes, I'm from Osaka, Japan.
- E: We might need to contact you while you're here. Do you have an email address? And can you remember your host family's telephone number?
- S: Ah, my email address is daichi@opusnet.com. My host family's phone number ... erm ... I've written it down. Wait a moment. Oh yes, here it is: 33 98 4571.
- E: Great! Now in the next part of the form, I'd like you to tell me about your education history.
- S: Do you mean at school?
- E: Well, actually, you can tell me about both school and university.
- S: Ah, well ... I got my high school diploma and I'm currently studying Economics at Tezukayama University of Business and Economics. But I haven't graduated yet.
- E: OK. How long do you plan to study English with us, Daichi?
- S: My original plan was ten weeks but I think I might need longer because my friend did twenty weeks and he really saw a big change in his level. So I think twenty weeks in total, and then I have to return to my country.
- E: Well, that's a good length of time. Many students come for five or ten but it really is a short time to make a big improvement. And are you interested in General English or English for Academic Purposes?
- S: What's the difference?
- E: Well, in EAP we really focus on skills for university. It means English for Academic Purposes and you learn how to write an academic essay and how to take part in lectures and tutorials.
- S: That sounds useful, but I think I need to improve my speaking and listening first, so maybe twenty weeks of EAP isn't such a good idea. Could I do the first ten weeks of general English and then EAP?

- E: Yes, that's a good idea, actually. When did you want to start your classes with us?
 S: As soon as possible.
 E: Right, well the next placement tests are Thursday and Friday this week.
 S: Ah, Thursday is too early so I'll take the second date – is that Friday the 3rd?
 E: Yes, that's right and it will be for the following Monday. That's the 4th ... 5th ... 6th.
 S: That's Monday the 6th? Okay. Shall I pay now?
 E: Yes, I'll just ...

2.3

(E = Employee; S = Student)

- E: Hello, can I help you?
 S: Yes, I'm interested in taking an English course.
 E: Sure. What kind of course are you interested in?
 S: Well, I'd like to do a course that prepares me for an examination so that I can show my employer what level of English I am when I go home.
 E: Okay, well we have several exam preparation courses. We offer FCE, BEC and IELTS.
 S: Oh, what's the difference?
 E: Right, well let's start with FCE. It stands for First Certificate in English and it's aimed at upper-intermediate learners of English.
 S: I see. What type of test is it?
 E: Well, it's a general English exam.
 S: And what exactly does it test?
 E: You have to do all five papers: Reading, Listening, Speaking, Writing and Use of English.
 S: Use of English? What's that?
 E: It tests your accuracy with the language, especially your knowledge of vocabulary, as well as your grammar.
 S: I see. It sounds interesting. Do I get a certificate at the end of it?
 E: Yes, you do. And the certificate tells you how well you did in each paper.
 S: And how do the other tests differ from FCE?
 E: Well, BEC is another option. It stands for Business English Certificate. It's really aimed at people who want to use it for work purposes and, as the name suggests, it focuses on business English.
 S: Oh, that sounds interesting. Are there five papers in that one, too?
 E: No, there are only four papers in BEC: Writing, Reading, Listening and Speaking.
 S: Okay, and would that be a better test for me to take?
 E: Well, it's up to you to decide which is best for you, but the tasks and topics are all related to business.
 S: And what level is it aimed at?
 E: Well, in fact there are three levels with BEC: BEC Preliminary, BEC Vantage and BEC Higher.
 S: And I'd get a certificate at the end of it?
 E: If you pass, yes, there's a certificate with a grade on it.
 S: And the third test you mentioned – IE ...?
 E: IELTS – the International English Language Testing System.
 S: Does it test general English or business English?
 E: Well, actually it's a test for students who want to go to university in an English-speaking country, so it tests your academic English.
 S: How else does it differ from the other two?
 E: Well, there are only four papers, like in BEC. The major difference is that it tests students at different levels of English – from beginner to near-native speaker.
 S: Oh, and do I get a certificate if I'm successful?

- E: IELTS gives a score that is valid for two years, rather than a certificate.
 S: Well, I need to think about which one is best. Do you have any brochures I can take away with me?

2.4

(E = Employee; S = Student)

- S: Hello. I've come back again to ask a few more questions about the exams you told me about.
 E: Oh, sure. What else would you like to know?
 S: Well, I'd like to know how much each exam costs.
 E: Let's have a look – I have it here on a sheet somewhere. I don't think there's very much difference and none of them is all that cheap. Ah, here it is. FCE is \$340.
 S: Wow, that's more than I expected.
 E: Yes, but the papers are sent back to the UK for marking. And IELTS is \$310, so that's a bit less.
 S: Right, and what about BEC?
 E: That's somewhere in the middle at \$330.
 S: I see. And the dates when I can take the exams – it looks as if there are fixed dates for the tests?
 E: Well, for some of them, yes. FCE can be taken three times a year: in March, June and December.
 S: Oh, right, so I could perhaps take the December one.
 E: And BEC is the same, actually.
 S: Right. And what about IELTS? Is that only three times a year too?
 E: No, that's offered far more often. In fact, it's offered every month at local test centres.
 S: Okay, well I think I've decided then. I'd like to register for the IELTS preparation course. Can I pay by traveller's cheques?
 E: Oh, no, I'm sorry. We don't accept any kind of cheque, actually. Do you have a visa card?
 S: Yes, but I prefer not to use my credit card except for emergencies.
 E: Another way is if we do a bank transfer.
 S: Yes, that's a good idea.
 E: Okay, let me get your details ...

3 Technology

3.1

- I'd like to talk about my memory stick – a small stick that stores electronic files. It's about eight centimetres long and one centimetre wide, so it's very convenient to carry from place to place. It's better than a floppy disc or CD because it holds so much information for its size, and it's really flexible. The other advantage of memory sticks is that they can be used in all computers whereas floppy discs can't. If you're a university student like me, you need to take information from university to home and back again easily, for example, so I use it every day. I also like to save digital photos and these can be very big files, so again, it's the best way of storing and carrying them. I'm not really sure how memory sticks might change in the future – after all, they have large memories and they're a convenient size already – but I'm sure that floppy discs will disappear completely in the near future.
- I'm going to talk about watching television. I used to watch more than I do now, but I don't really have a lot of time for TV at the moment. That's because I'm studying full-time. But when I was at senior high school, I watched a lot more – probably several hours every day. I really liked drama series and game shows. In my country, dramas are really popular and I like them too, as long as the storyline is sad! I don't know why, but we

like emotional types of programmes. I used to watch one series every day because I loved the characters and the story, but I think another reason was that everyone used to talk about it at school.

Erm, I don't agree that television is bad for you, actually. I think that if people chose more carefully, there wouldn't be a problem. After all, you can switch to another channel if you don't like what you're watching, can't you? TV can be educational on the one hand and pure entertainment on the other, but in my view, that doesn't make it a bad thing. Entertainment is an important part of our free time.

3.2

- 1 What similarities or differences are there between TV news and Internet versions of the news?
- 2 Compare writing an essay by hand and writing an essay using a computer.
- 3 How is buying things on the Internet different from going to normal shops?

3.3

Visual news is becoming available on the Internet, but because of bandwidth problems most news on the Net is written text at the moment. So the first main difference then is that Internet news is the written medium, whereas TV news has sound and vision. I suppose the visual and audio aspects of TV news make it more accessible, and I think it's aimed at a wider audience. Another difference is that TV news is broadcast at fixed times of the day, but Internet news is available 24 hours a day. TV news has less time available and the coverage has to be more limited. So Internet news is generally more informative and thorough – and more up-to-date as well. I think the two complement each other quite well, actually, though I think in the future when visual news is easier to get on the Net we'll probably be using the Net more often than TV.

3.4

- 1 How has the home computer changed in the last ten years?
- 2 What differences are there between watching a movie at the cinema and watching it at home?
- 3 Compare receiving an email to receiving a text message.
- 4 How might education change in the next 20 years due to the influence of technology?
- 5 What similarities and differences are there between reading from a computer screen and reading from a piece of paper?
- 6 How will technology affect the sale of books, newspapers and magazines?

4 The Workplace

4.1

(L = Librarian; B = Business person)

- L: Welcome to our library lecture for this month. As promised, we have chosen a topic which many people are now interested in: how to go about getting a book published. So over to Darren Miller from Southport University Press.
- B: Good evening, everyone. Well, this might come as a surprise to you, but the first step in the process for getting a book published is not actually writing the book. Surprised? What you have to understand is that publishers have an established procedure to be followed because they are inundated with books, manuscripts and ideas all the time. The first step, really, if you want to ensure success, is to develop a proposal with the basic idea for a book. If you're writing a novel, then you could include a synopsis. What you need to do is give a sample of the work by including a chapter to show what is to come. Of course, you

should also include some information about yourself.

4.2

Once you have prepared this, you should contact an agent. You are probably totally inexperienced when it comes to the publishing world, so an agent – a good agent – will act on your behalf. It's a good idea to find someone who has previous experience in the type of book you're interested in writing. If the agent is interested in your proposal, they will contact you and make you an offer; this basically means that the agent will attempt to sell your book and, in return, will receive a percentage (usually about 15%) of your income. They will represent you exclusively for a certain length of time, and it will be your agent – not you – who deals with the publishing companies. Within all publishing houses, there is a department called 'Acquisitions'. Your proposal will then be sent to the Acquisitions Editor, who will initially assess whether the book is suitable – it will have to fit in with the type of book that particular company usually publishes. Next, if the Acquisitions Editor is happy, your manuscript will be forwarded to the Publications Review Committee. Now, if this group accepts your idea, you will be sent a contract. And at this stage, you are well on your way, as they have decided to publish your book.

4.3

(L = Librarian; B = Business person, male, 30s+)

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4.4

Hi everyone. Shall we get started? I think everyone's here now. Right, well this is the moment you've all been waiting for – the floor plan of our office space in the new building. Now before I show you the final design, let me say that we took as many of your comments on board

as possible so that we don't have the same problems as in this building, but please bear in mind that it's never possible to accommodate all the requests and keep everyone 100% happy. As you already know our company will have two floors out of the four in the new building. If we start at the main entrance – here we are on the first floor of course – reception is facing you as you come in, so that it's the first thing that our customers see as they enter the premises. The rest of the admin staff are located directly behind reception so that they can work in either the front or back office depending on the number of customers at any one time without moving too far. Mr Davis' office is next to these two and opposite his office to the left of the main entrance is the marketing department. That's everyone on that floor. There are internal stairs to our other level, which customers won't have access to, and that will give some privacy to those of you located upstairs. As you come up the stairs, the design department will be directly in front of you. It makes sense for the guys in production to be close by, and that's where we've put you – right next door. So no excuses from now on about being too far away from one another! Finally, across the corridor from Production and next to Accounts we have the research department – lots of quiet time tucked away in the corner there. So, there it is. Comments, questions? Yes, Max?

5 Climate and the Environment

5.1

- 1 I don't believe our situation is urgent, but I believe we do need to make some changes.
- 2 I'm not really sure about other countries, but I do think this one produces too much CO₂.
- 3 I'm sure that recycling does help to some extent.
- 4 I'm pretty optimistic, so I do believe we will find a way to solve these problems.
- 5 I do feel it's important to educate as many people as possible about the environment.

5.2

- 1 I really do hope we will find a balance between taking care of the economy and looking after the environment.
- 2 I'm not very optimistic about the future, unfortunately. I honestly think we've done too much damage already.
- 3 I hope we'll solve the energy crisis, but I'm not sure how easy that'll be.
- 4 Some people believe we've created these climate problems ourselves, but I think they are just part of a natural cycle that occurs once every few years.
- 5 If our environment is changing then I believe we just have to adapt to these changes.

5.3

Examiner: Let's talk about our environment in general.
 Are you optimistic about the future of our planet?
 Do you think that people are to blame for all of our environmental problems?
 How confident are you that we can fix our current problems?
 What do you think we should do to improve this situation?
 And in the future:
 What environmental problems do you think we will face in 50 years' time?
 Do you think that people will take a more responsible attitude towards the environment in the future?

6 Globalisation

6.1

Globalwise is a 'new business' intelligence firm, publishing reports and newsletters dedicated to new business ideas and business opportunities on a global scale. To ensure true 'global' coverage, the central office in Amsterdam liaises with partners in New York and London, and stays in close contact with over 6,000 idea-spotters in more than 70 countries worldwide, from China to Canada, and from Belgium to Brazil. Globalwise also collaborates with its sister-publication – trendwatching.com, a leading trend-spotting firm.

6.2

Good morning, everyone. In today's lecture we're going to talk about globalisation, which is a phenomenon that features very prominently in many aspects of today's international business world. Most people mistakenly think of it as a very modern notion that did not exist until fairly recently. It is seen as a problem of the present and the future rather than the past. So I thought it might be interesting to begin our talk with a look at how writers through history have, in fact, discussed the ideas and problems associated with a global society.

As long ago as 1841, Chateaubriand, one of the leading statesmen and writers in France, wrote about the notion of a 'universal society'. Just before his death he was particularly troubled by the idea and voiced several key fears. Firstly, he wondered about the consequences of a global society for the individual and, particularly, the many different ways in which different nations convey emotion. He asked, since we feel and experience things at different times, in different ways and different climates, would it ever be possible to have only one language? If so, how could it incorporate this confusion of different needs? Similarly, he doubted whether it would ever be feasible to have one law or one government for all.

Chateaubriand's visions of the future were based, not on the technologies of the Internet and the airplane, but rather on the telegraph, which revolutionised the communication system of the time, and of course steam, which opened up the world of business in a way that no other transport system had before. These technologies may seem very antiquated in today's supersonic world, but the notions and problems they brought are the same as today.

You may be surprised to learn that it was recently discovered that in Europe, between 1865 and 1871, a proposal was being put together to create one common, unified currency. The plans even progressed to the point of naming this new monetary system: it was to be referred to as the 'Europe', not too dissimilar to the Euro, which was introduced not so long ago! It would seem that the proposal was only abandoned as a result of a depression which occurred in several European countries in the 1870s.

And these are not the only references you'll find through history to these so-called 'modern' notions. Other writers such as Adam Smith, who was writing in the 18th century, were concerned about the social implications of global communication and business. He and others were anxious about the impact globalisation would have on relationships between people around the world. So you see, many of the concerns we have today have existed for over a hundred years. Perhaps we can even learn something from their discussions and the approach that these writers took.

6.3

To examine the history of internationalisation, or 'globalisation' as we know it today, is really to examine the history of political ideas. Let us consider in more detail some of the political views and concerns voiced by three particular writers in the late 18th century: Condorcet in France, Muller in Germany and Smith in America. As you will see, many

of their concerns echo our own concerns today. In 1776, Adam Smith wrote of the potential problem faced by countries if wealthy people could invest their money in international stocks and shares. His concern was that such people could avoid taxes altogether by becoming a 'citizen of the world' and abandoning their own country, thereby reducing the revenue-raising power of these countries. Meanwhile, the French writer Condorcet followed a similar argument when he wrote that people who work on and own land have more of a vested interest in the society they live in precisely because they cannot leave it. On the other hand, he argued, those whose work only involves money can, through a bank transaction, change their allegiance to another country altogether within an instant, thus their sense of responsibility to their own society must be reduced. The German economist Muller took this argument even further. In 1809, he wrote that 'Society expands and intensifies. By a letter, by a bill of exchange, by a bar of silver, the London merchant reaches out his hand across the oceans to his correspondent in Madras and helps him to wage a war against the earth.' Thus, he was concerned about the effects the new international financial relationships would have on our natural world.

Smith was also concerned with relationships and responsibility – but of a different kind. He argued that when a great natural disaster occurs in a country, the citizens of a distant country may be upset by it and express genuine sorrow, but they cannot share the same sense of personal responsibility and feeling towards the inhabitants of the stricken nation as they would if the same tragedy occurred in their own country. Smith stated that, in some sense, the 'distant people' matter less to us than our own people, so we cannot have the same sense of responsibility towards them. Like many of his contemporaries, Adam Smith was concerned about the effects of globalisation on the relationship between governments of different nations, in particular England and America. However, it was Condorcet who looked in greater detail at how the various European governments might resolve disputes of international as well as local importance. For example, changes in the course of a river that flows through two or more countries, or the disputes that occur over rights to refuge and asylum. Condorcet also took a greater interest in the poorer classes of society than either Smith or Muller. He advised the Americans to adopt a system of freedom of commerce to prevent the inequality that can come about when the few are allowed to amass great fortunes, while the many cannot. He also expressed a great deal of concern over the lack of education of the working classes and the impact this would have on their rights.

7 Communication

7.1

- 1 Every year my city has a special celebration. It's great fun and we have a huge parade through the streets. Then in the evening we have, erm, you know, I don't know the exact word for it in English, but there are fantastic lights that shoot into the sky, they're very noisy but you have to be careful because they can be dangerous.
- 2 I went to see a football match in Barcelona last year. It was terrific and the atmosphere was so exciting. Our tickets were very expensive, so I was surprised that our seats were very high up in the stands and the players were so tiny they looked like ants! I really needed some, you know, those special glasses, you know, to help me see them better.
- 3 I think every country needs to help to improve our environment. If my country is the only one that tries to do the right thing, then that won't be enough. The layer of sky above us that has the hole in it is a problem for all of us, not just one country.
- 4 I think in a lot of countries the same problem is happening. The cities are becoming more and more crowded because people are

moving away from the country, and there is just not enough money in erm, well, in working on the land and growing food.

- 5 In some poor countries there are still a lot of diseases that we have managed to control in my country. Mostly this is because they don't have the resources to make sure all of the people are given erm, well, the correct medication to stop these diseases.

7.2

- 1 I think it's really difficult for young children nowadays because they have a lot of stress. I think schools should try to put less pressure on children. They could improve students' results by making learning more fun for children. I'm sure this would encourage them to study more.
- 2 I really don't think we can solve this problem totally. But we might be able to make life a lot easier for poor people by not wasting so much food. In the media we often hear about food that is thrown away in developed countries. I think we should send this to developing countries instead.
- 3 We could try job sharing. So many people work for too many hours in the day, so what if we asked people to share these jobs? That would reduce unemployment and perhaps people would also have more free time to relax and enjoy family life.
- 4 I'm not really sure, but I think governments could put more pressure on businesses. Maybe they could try fining companies that don't do the right thing when they get rid of their rubbish, or they could encourage companies to use more recycled material by giving them some kind of tax benefit.
- 5 This is a really big problem in my country. I think we should try to encourage people to move to less crowded areas by creating more jobs there. We could also make it cheaper for big companies to move there. If there are jobs, then I think everything else will follow.

7.3

First of all, let's discuss celebrations in general. Do you think it's important for people to celebrate important events? Some people think that we put too much emphasis on enjoying ourselves nowadays. Do you agree? Finally let's talk about changes in culture. Do you think the traditional culture of your country is disappearing? What do you think is the main cause of this? What do young people in your country think about your traditional culture? What could be done to stop traditional cultures from disappearing altogether?

8 Growth and Development

8.1

The legal age for learning to drive in my country is 17, although I actually learned when I was 16 because I grew up on a farm and, traditionally that's what happens. Most other people usually don't learn until they reach 18, either because they can't afford to do it or because their parents won't let them.

8.2

- 1 **A:** I'd like to become a member of your club, but I'm not sure if I'm too young.
B: Well, if you're under 18, you would need a parent or guardian over the age of 20 to get a family membership and include you on that. But actually anyone can use the gym facilities; we have a girl who's 12 who comes here to train in the swimming pool every day.

- 2 **A:** Our programmes aim to bring young and old together in joint activities during the school holidays. If you'd like to find out more, you can call us direct and we'll send you a leaflet. Unfortunately, our website is still in the process of being developed and won't be available until next year. You'll be able to email us then as well, which will save us a lot of extra expense.
- 3 **A:** Hi John, did you get many respondents to your survey on teenagers?
B: Yes, I had a huge number of responses, which was great. I had a quick look at the results last night. It was quite surprising because just over half of the teenagers we spoke to said they actually had a good relationship with their parents. I was expecting it to be a lot less than that. I mean the popular myth is that very few teenagers are happy at home.
A: Clearly that's not true, is it?
- 4 Our study has shown that, while most people believe that 18 and 19-year-olds are reckless drivers who often drive too fast, in fact the opposite is true. Another common belief is that elderly drivers are responsible for a great number of car accidents because of their tendency to drive too slowly. Well, our results showed that the 65-and-over age group are involved in the least number of accidents, and it is in fact 20 to 25-year-olds who are more likely to be involved in a car crash.

8.3

Good morning, everyone and welcome to Modern Sociology. Today I want to talk about a recent study I was involved in, looking at changes in adulthood. In the 1940s and 50s Americans typically assumed the full responsibilities of adulthood by their late teens or, at the very latest, by their early twenties. Most young men had completed school and were working full time and most young women were married and raising children. In the past few decades however, a new life stage has emerged. No longer adolescents but not yet ready to assume the full responsibilities of adulthood, many young adults today are caught between having to acquire advanced job skills and depending on their family to support them during this transition. In the past, adulthood began when adolescence ended, but today this is no longer true. Although today's young adults are just as mature physically as in the past and often possess impressive intellectual and social skills, what they lack is the money to allow them to live independently of their families. Social scientists are beginning to recognise this new phase of life which we call 'early adulthood'. This new stage is not merely an extension of adolescence, as the mass media would have you believe. People who grew up in the 40s and 50s – many of today's grandparents – were economically self-sufficient and able to take care of others by the time they had weathered adolescence. The situation for today's young adults more closely resembles the lack of freedom experienced by young adults in the 1900s than the lifestyle enjoyed by their parents or even their grandparents in their younger days. The media often portrays the 20+ age group as being irresponsible and carefree. But it is important to realise that today's young adults are not reluctant to take on adult responsibilities. Instead they are forced to build up their educational credentials and practical skills thanks to an ever more demanding job market. The primary reason for prolonged early adulthood is that it now takes much longer to secure a full-time job that pays enough to support a family. So, how did we discover all of this? Well, last year we completed a study into this new phenomenon. We wanted to find out just how different life is today for early adults compared to the early 1900s or even as recently as the 1960s and 70s. We hit a problem straight away when we realised that there is no fixed or clear definition of the notion of adulthood, either now or in the past, so how could we determine when it has been reached?

8.4

Although we lack systematic evidence for how adulthood was perceived in the 1900s, by studying popular fiction as well as contemporary journalistic writings we were able to determine the benchmarks or life stages they would have used to measure this. These various sources rarely if ever refer to finishing school or even to getting a job. They only occasionally make reference to leaving home or starting one's own household as a critical turning point. On the other hand, they often refer to marriage, suggesting that this was considered to be a critical touchstone of reaching adulthood. There are also many references to parenthood, revealing this to be another important benchmark of this time.

In the course of our study we discovered that, in today's modern world, even the old benchmarks can no longer be applied. But we wanted to achieve more than a comparison of attitudes; we wanted to try to quantify these differences to find out what our modern benchmarks are and if they are reached at a different age compared to the past. To do this, we examined US government census records collected as far back as 1900 and we compared the lives of young adults over time. Rather than surveys, which can prove unreliable, we also conducted over 500 face-to-face interviews with young adults living in different parts of the United States. These interviews were videotaped so they could also be used for other future research projects. We compared this modern-day information with the literature available from the 1900s and we concluded that it takes much longer to make the transition to adulthood than it did decades ago, and arguably longer than it has at any time in America's history.

8.5

So, it would seem clear that the traditional definition of adulthood is changing with regard to marriage and parenting. Research from the late 1950s and early 1960s found that many people actually had quite negative feelings towards people who remained unmarried and towards couples who were childless by choice. Psychologists Joseph Veroff, Elizabeth Douvan and Richard Kulka found that more than half of Americans in 1957 viewed someone who did not want to get married as selfish. However, by 1976, when a similar survey was undertaken, it was revealed that less than a third held such views. According to the General Social Survey, an opinion poll administered to a nationally representative sample of Americans, the more contemporary definition of adulthood does not necessarily include getting married and parenthood.

In this day and age, the most important milestones are completing school, establishing an independent household, and being employed full-time – concrete steps associated with the ability to support a family. At least 95 percent of Americans surveyed about what being an adult means responded that education, employment, financial independence and the ability to support a family were all to some extent important.

IELTS Express Upper Intermediate Workbook

Audio CD Track Listing

Track	Unit	Page	Listening Activities
1		Copyright notice	
2	1	12	1.1
3	1	12	1.2
4	1	13	1.3
5	2	15	2.1
6	2	15	2.2
7	2	16	2.3
8	2	16	2.4
9	3	29	3.1
10	3	30	3.2
11	3	31	3.3
12	3	31	3.4
13	4	32	4.1
14	4	33	4.2
15	4	34	4.3
16	4	34	4.4
17	5	48	5.1
18	5	49	5.2
19	5	49	5.3
20	6	50	6.1
21	6	52	6.2
22	6	53	6.3
23	7	65	7.1
24	7	66	7.2
25	7	67	7.3
26	8	68	8.1
27	8	69	8.2
28	8	70	8.3
29	8	70	8.4
30	8	71	8.5