

Entry test

If you have the wrong answer, see the units indicated for more information.

- 1 B (> Unit 1)
- 2 C (> Unit 1)
- 3 B (> Unit 2)
- 4 B (> Unit 2)
- 5 C (> Unit 2)
- 6 B (> Unit 3)
- 7 A (> Unit 3)
- 8 B (> Unit 4)
- 9 C (> Unit 4)
- 10 A (> Unit 5)
- 11 A (> Unit 5)
- 12 C (> Unit 6)
- 13 B (> Unit 6)
- 14 C (> Unit 7)
- 15 B (> Unit 7)
- 16 A (> Unit 8)
- 17 C (> Unit 8)
- 18 A (> Unit 8)
- 19 B (> Unit 9)
- 20 C (> Unit 10)
- 21 A (> Unit 10)
- 22 C (> Unit 10)
- 23 B (> Unit 11)
- 24 C (> Unit 11)
- 25 A (> Unit 12)
- 26 B (> Unit 12)
- 27 A (> Unit 13)
- 28 B (> Unit 13)
- 29 A (> Unit 14)
- 30 A (> Unit 14)
- 31 C (> Unit 15)
- 32 B (> Unit 15)
- 33 A (> Unit 16)
- 34 A (> Unit 17)
- 35 C (> Unit 17)
- 36 A (> Unit 18)
- 37 C (> Unit 18)
- 38 B (> Unit 19)
- 39 A (> Unit 19)
- 40 B (> Unit 20)
- 41 B (> Unit 20)
- 42 C (> Unit 21)
- 43 C (> Unit 21)
- 44 A (> Unit 22)
- 45 B (> Unit 22)

- 46 A (> Unit 23)
- 47 C (> Unit 23)
- 48 B (> Unit 24)
- 49 C (> Unit 24)
- 50 A (> Unit 25)

Unit 1

A: Context listening

- 2 1 playing and watching football; playing the guitar in a band
- 3 1 T 2 F He is studying really hard for his exams this month.
3 F His parents own a restaurant. 4 F He practises the piano most mornings. 5 T 6 F His cousin is living in Thailand. 7 F He supports his local team.
- 4 1 sentences 3 and 7 2 sentences 4 and 5 3 sentence 1
4 sentences 2 and 6

C: Grammar exercises

- 1 2 b 3 a 4 b 5 a 6 b 7 a 8 b (> B1 and B2)
- 2 2 sees 3 isn't studying; don't think 4 's he doing; 's trying
5 breathe in; give out 6 want 7 drive 8 are travelling
9 runs 10 are falling (> B1-B3)
- 3 2 have (state verb) 3 is going up (*year by year* tells us this is a gradual change over time) 4 is catching up 5 know
6 is causing 7 think 8 agree (> B2 and B3)
- 4 2 ~~are increasing~~ is increasing 3 ~~decreases~~ is decreasing
4 ~~is warming~~ warms 5 ~~is rising~~ rises 6 ~~change~~ changes
(be careful of verb/subject agreement) (> B1 and B2)

D: Test practice

Listening

Questions 1-3: multiple choice

Test tip: Read all the questions carefully before you listen. Underline or highlight any key information or words that you need to listen for (e.g. *How long is the heated swimming pool?*) Use the questions to help you find your way through the listening text. If you miss an answer, just move on to the next one.

- 1 A (*a heated indoor pool, which is just 15 metres long*) 2 A (*We even offer complimentary classes for beginners*) 3 C (*we can only have a maximum of seven people in the sauna at any one time, so you do need to put your name on the list for that*)

Questions 4-10: notes completion

Test tip: Read through the notes carefully before you listen and try to predict what type of information you need to hear (e.g. for question 4 you will need to write down two days of the week, or for question 5 you will need to write a time). Pay careful attention to the word limit and check your spelling at the end.

- 4 Tuesday; Friday (*There are classes on Monday, Tuesday and Friday in the morning*) 5 6.00/six (pm); 7.30/seven thirty (pm) (*There are classes ... every Saturday and Sunday in the evening. Those classes are a bit longer, starting at 6.00 and finishing at 7.30.*)
6 one day/1 day/once (*each day is a different level, so you only come once a week*) 7 level(s)/class(es) (*Most people start at the*

lower level, and then you can talk to the instructor about changing if you think it's too easy.) 8 Doherty (My name is John Doherty, that's DOHERTY) 9 11.00/eleven (am) (I have appointments from 9.00 to 10.30, so could you make it 11.00?) 10 0117 965 478 (my number's 0117 965 478)

Grammar focus task

- 1 want 2 are always looking 3 Do members have to
4 don't actually allow 5 suits 6 think

Unit 2

A: Context listening

- 1 A CDs B a laptop computer C a roast chicken D a purse
E a handbag F a TV
2 1 CDs; a roast chicken; a purse 2 B (So you see, you do need to be careful to lock your door at all times of the day)
3 1 called 2 happened; was watching 3 used to keep
4 would leave 5 walked 6 didn't hear; was listening
7 went; opened; took
4 1 sentences 2 and 6 2 sentences 1 and 5 3 sentence 7
4 sentences 3 and 4 5 past simple; past continuous; would; used to

C: Grammar exercises

- 1 2 was 3 took 4 was 5 received 6 meant 7 invented
8 laid 9 allowed 10 replaced 11 increased 12 did not own 13 walked 14 rode (> B1 and Appendix 1)
2 2 made 3 were studying 4 was describing 5 picked up
6 noticed 7 was crying 8 apologised 9 said 10 didn't know 11 made 12 happened 13 was showing
14 was examining 15 was smiling 16 got 17 said
18 laughed 19 wasn't looking 20 inspired 21 started (> B1 and B2)

Used to is possible in 1 and 2: *used to have* and *used to make*

- 3 2 would/used to follow 3 moved 4 visited
5 would/used to give 6 Did you use to have (*would* is not used with state verbs or in questions) 7 really used to like/used to really like (*would* is not used with state verbs)
8 used to/would go 9 used to/would spend 10 took
11 did you use to have to (*would* is not used in questions)
12 used to have to (*would* is not used with state verbs)
13 didn't use to look forward to (*would* is not generally used with negatives) (> B1 and B3)
4 3 used to go 4 ✓ 5 noticed 6 ✓ 7 realised
8 was snowing 9 skidded 10 ✓ 11 phoned 12 ✓
(background scene) 13 stopped (event) 14 ✓ 15 came
16 ✓ (> B1-B3)

D: Test practice

Reading

Questions 1-9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 the experiment is mentioned several times but only paragraph D describes how it was done). Remember that the words in the passage may paraphrase the words in the questions.

- 1 E (*prey spiders did not respond to them in any way*) 2 D (*The researchers allowed various prey spiders to spin webs in the*

laboratory and then introduced Portia spiders.) 3 F (*lions hunting at night, for example*) 4 D (*To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web*) 5 B (*They will attack something about twice their own size*) 6 A (*for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it*) 7 B (*Portia spiders live mostly in tropical forests, where the climate is hot and humid.*) 8 B (*The fifteen known species of Portia jumping spiders*) 9 F (*Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by ...*)

Questions 10-13: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

10 A (*Portia spiders moved more when the webs were shaking (vibrating) than when they were still (motionless)*) so B is incorrect; C is incorrect: *they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed*; D is incorrect: *If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements* 11 A (*They'd make a big pluck with one of their hind legs = make strong vibrations with one leg*; B and C are incorrect: *the spiders would ... then creep forwards up to five millimetres before the vibrations died down*; D is incorrect: *the violent swaying produces a pattern of vibrations that match those caused by a twig falling onto the web*) 12 C (*this is the first example of an animal making its own smokescreen that we know of*; A is incorrect: lions also do this; B is incorrect: *Portia spiders mimic trapped insects not other prey-eating animals*; D is incorrect: *we are not told that spiders are the only animal that uses 'trial and error'*) 13 B (*Sometimes they will even take an indirect route to reach a prey spider ... When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.*)

Grammar focus task

- 1 a 2 c 3 b

Unit 3

A: Context listening

- 1 A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B
2 1 C 2 A 3 D 4 E 5 B
3 1 've collected 2 read 3 've been feeling 4 've just got up
4 a sentence 4 (present perfect simple) b sentence 1 (present perfect simple) c sentence 3 (present perfect continuous)
d sentence 2 (past simple)

C: Grammar exercises

- 1 3 have already seen 4 have just received 5 were 6 ✓
7 represented 8 have played 9 ✓ 10 have not travelled
11 went 12 ✓ (> B1)
2 2 has increased (*since*) 3 rose (*in 2005*)
4 has risen (*each year*) 5 was (*from 1995 to 2005*)
6 have overtaken (*since 2005*) 7 has grown (*each year*);
occurred (*between 1995 and 2000*) (> B1)

- 3 2 've been working 3 have now finished 4 've made
5 said (*at last week's lecture*) 6 haven't found 7 've done
8 used 9 went 10 learnt 11 've been wondering
12 've given (> B1 and B2)
- 4 2 've been living (*for the past three years*) 3 've been studying
(focus on activity) 4 Have you done 5 've been (state verb)
6 've travelled 7 've done 8 've started 9 've been having
(*'ve been making* is also possible – focus on activity and
duration) 10 've just passed (recent activity) 11 've taken
(*it's the first time*) 12 've never felt (*'ve never been* is also
possible) 13 've been doing (*'ve been taking* is also possible –
focus on activity) 14 've always wanted 15 've always been
16 've already worked (> B1 and B2, Grammar extra)
- Answers will vary. Suggestions: 17 I've been studying English
since I was six years old. 18 I haven't studied any other
languages. / I have studied ... / I studied French at school but
I've forgotten almost everything now. 19 I've been to ...
20 I've been reading a lot and taking lots of practice tests.
21 My life has changed a great deal. I've finished university ...
(-> B1 and B2)

D: Test practice

General Training Writing Task 1

Test tip: Read the question carefully. Make sure you include all
the information required in your letter and make sure you stick
to the time limit so that you leave enough time to answer Task 2.
Do not write any addresses.

See model answer in unit.

Grammar focus task

- 1 I have lived in this town all my life 2 I have been working as
a receptionist at a local hotel 3 I have read many guidebooks

Unit 4

A: Context listening

- 1 1 d 2 a 3 f 4 c 5 h 6 b 7 g 8 j 9 e 10 i
2 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 /
27th January 1756 2 one/1 3 (a) composer 4 six/6
5 (the) violin
3 1 was born; had already died 2 was; had also been
3 mastered; had copied 4 was; had written
5 hurried; spread 6 were; had ever been
4 1 past simple 2 past perfect

C: Grammar exercises

- 1 2 had entered 3 had made 4 had not discovered
5 had also turned up 6 had multiplied (> B1)
2 2 had doubled 3 remained 4 began 5 had tripled
6 was 7 increased 8 had reached 9 had peaked
10 had managed (> B1)
3 2 'd always been 3 'd heard 4 arrived 5 'd been feeling
6 had come 7 'd walked 8 'd learnt 9 had prepared
10 'd been expecting ('d expected) 11 took off
12 didn't feel 13 approached 14 had done 15 stepped
16 hadn't burnt 17 'd been hoping ('d hoped)
18 managed 19 'd done (> B1 and B2, Grammar extra)
4 2 had started 3 bought 4 'd never taken 5 stayed; visited;
'd been; 'd liked (liked); 'd decided 6 'd been developing 7 'd
already discussed; 'd made; 'd phoned; felt; hadn't waited 8 'd
been running (> B1 and B2)

D: Test practice

Reading

Questions 1–6: choosing paragraph headings

Test tip: Try to get the general idea of what each paragraph is
about. Make sure that the heading you choose *reflects* the overall
message in the paragraph and not just one fact.

- 1 vii (Paragraph A tells us about an advertisement for pens that
brought 5,000 people into a shop.) 2 ix (Paragraph B tells us
about earlier pens and their problems; there were 350 patents for
pens in fifty years. A patent is a formal application to
manufacture something so that no one else can copy it.) 3 vi
(Paragraph C tells us that one of the Biro brothers was annoyed
at problems he had with fountain pens, so he decided to invent a
new one.) 4 iv (Paragraph D tells us about the problem with
the first design and how this was solved with a second design
which worked better. We also learn that the brothers moved to
Argentina.) 5 viii (Paragraph E tells us that the United States
Department of War requested the pens be made in the U.S., so an
American company bought the rights from the Biro brothers.)
6 iii (Paragraph F tells us that an American man on holiday in
Argentina saw the pens and copied them back in the U.S.)

The following headings are incorrect: i (Although fountain pens
are mentioned in the text none of the paragraphs tells us that
they are no longer used = *are history*.) ii (The Biro brothers were
never very famous.) v (Paragraph E tells us that the United
States Department of War actually helped the progress of the
Biro pen.)

Questions 7–9: multiple choice

Test tip: Read all the questions and options and underline or
highlight any important information or key words that you need
to find in the passage. Use the questions to locate the relevant
part of the reading passage. If you cannot find an answer, just
move on to the next one and come back to this one later.

- 7 D (*Depending on the climate or air temperature, sometimes the
pens would do both* i.e. leak and clog. A is incorrect: the pens were
never manufactured; B is incorrect: there is no mention of the
manufacturing technology; C is incorrect: the first pen was
designed for use on leather – we are not told that it could not
write on paper.) 8 A (*The first Biro pen, like the designs that had
gone before it, relied on gravity for the ink to flow to the ball bearing
at the tip.* B is incorrect: the second pen was based on capillary
action, not the first; C is incorrect: the pen did not work with
heavy ink; D is incorrect: the pen only worked when held
upright.) 9 C (*The Biro brothers had failed to secure a U.S. patent
on their invention.* A is incorrect: it was Loud's patent that had
expired, not the Biro brothers' patent; B is incorrect: we know
that a patent gave the sole rights to manufacture; D is incorrect:
there is no mention of Reynolds having any contact with the Biro
brothers, and they sold the permission to Eversharp.)

Questions 10–12: short-answer questions

Test tip: Scan the text for the information you need. It is
important to write only the key words and take note of the word
limit (here you are told to write no more than two words and/or a
number).

- 10 leather 11 (in) Argentina (not ~~it was in~~ Argentina)
12 (in) 1945 (not ~~it was in~~ 1945)

Grammar focus task

- 1 had taken out; had sold 2 had patented; soon became
3 had observed 4 bought; returned; discovered; had long since expired 5 challenged; lost; had failed

Unit 5

A: Context listening

- 1 hockey; Scotland and Greece
2 1 Scotland 2 four/4 3 3/three 4 mountain lodge
5 Greece 6 three/3 7 four/4 8 (a) (small) hotel 9 islands
3 1 A 2 B 3 A 4 C 5 A
4 1 present continuous 2 will 3 going to 4 sentences 1 and 5
5 sentences 2-4

C: Grammar exercises

- 1 2 will be 3 are predicted to work 4 are going to feel
5 will certainly happen 6 is likely to become
7 are going to happen 8 will undoubtedly continue
9 will probably result 10 will find 11 are likely to lead to
12 will develop (> B2 and B3, Grammar extra)
2 2 we'll take 3 we're going to visit 4 they're holding
5 they aren't staying 6 we'll probably do 7 we're going to do
8 we're also going to try 9 You'll love 10 you'll probably end up
11 we'll see (> B1-B3)
3 2 'm taking 3 'll tell 4 'll pick 5 'm seeing
6 will probably finish 7 'll need 8 'm meeting
9 'll probably want 10 won't go on 11 will be
12 'll see (> B1 and B2)
4 Answers will vary. Suggestions: 1 I'm going to visit my grandmother. (I will visit my grandmother at the weekend sounds like a promise rather than a planned visit.)
2 I'm travelling to America next week.
3 I think we will stop using fax machines. (> B1-B3)

D: Test practice

Reading

Questions 1-5: sentence completion

Test tip: Sentence completion with a box of possible answers is similar to matching questions. Scan the passage for the key words in the questions and underline or highlight them. Then carefully read the information close to those words and try to match it to the ideas in the options (A-F). Remember there are more options than you need to use. Some of the extra options may not be mentioned at all, or may be the opposite of the information in the passage.

- 1 F (For some careers like medicine and law, it's essential you have specific qualifications.) 2 D (Mature entrants don't always need formal qualifications) 3 E (If you are interested in self-development and meeting people, you should find out who else will be on the course.) 4 B (You might prefer an open or distance learning course if ... you're at home looking after pre-school children.) 5 C (... and want to be a journalist, you could write for the student newspaper or work on the radio)

Questions 6-9: classification

Test tip: Underline or highlight the key words in the reading passage (e.g. academic, vocational). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (6-9). Remember the words in the questions will not always match the words in the passage exactly. Here you need to decide whether these questions apply to only one type of course or to both.

- 6 C (Further education colleges offer academic courses and work-related courses) 7 B (For a career in plumbing, a vocational course is essential.) 8 A (You might prefer an academic course if you like researching, analysing and presenting arguments.) 9 B (A vocational course is better if you like doing things with your hands and working manually.)

Grammar focus task

- 1 will help 2 'll need 3 'll ensure 4 am I going to do
5 will help

The future forms used are: will, going to

Will is used to give suggestions and advice > B2

Going to is used to talk about future intentions > B3

Unit 6

A: Context listening

- 2 Phil advises Janet to practise in front of the mirror.
3 1 will be working 2 will have given 3 will be feeling
4 will have rehearsed 5 leaves
4 1 sentences 2 and 4 2 sentences 1 and 3 3 sentence 5

C: Grammar exercises

- 1 2 won't (will not) be reading 3 will be playing computer games
4 will be doing sport; studying 5 will be resting
6 will be seeing friends (> B3)
2 2 will have peaked - a 3 will have risen - d
4 will have grown - f 5 will have gone up - b
6 will have increased - e (> B4)
3 2 ✓ 3 they won't ask they don't ask
4 is your meeting about to start does your meeting start
5 after I'll get after I get 6 ✓ 7 ✓
8 We're about to fly We fly
9 I'll receive I receive (> B1)
4 2 'll be travelling 3 'll hopefully have saved up
4 get (when + present simple) 5 'll probably have been travelling for a few months = duration 6 'll have visited (by then) 7 was going to do 8 'll be starting/'m about to start
9 won't have finished 10 find out (as soon as) (> B1-B5, Grammar extra)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time to check your spelling at the end.

Model answer

Nowadays, most people worry about over-population and living in crowded cities. However, it is predicted that we will have the opposite problem by the year 2030 when one third of the population will be aged 65 or over and birth rates are predicted to decline. What effect will this have on our society?

By 2030 the percentage of the population aged 65 or older will have risen significantly, to more than 30%. This means that fewer people will be working, and therefore fewer people will be paying income tax. In the future it may be necessary for governments to increase the official retirement age to 70 or even older. When

today's 30-year-olds are in their sixties it is unlikely that they will enjoy the relaxed lifestyle that today's older generation can expect when they give up work. Governments will therefore need to make sure that this older generation is healthy and fit enough to continue working.

However, I believe the biggest impact will be on the younger generation. In 2030 the younger generation will need to work much harder to support the large number of older people. If this trend continues then it is possible that our entire culture will change. For example, most marketing companies today try to target the younger generation with their products and advertisements. If the majority of the population is older then this will change and companies will begin to target the older generation instead.

So, what can be done now to prevent these problems? Firstly, I believe that governments of developed countries should find ways to encourage people to have larger families and increase the birth rate. Secondly, I believe that they should encourage migration from developing countries so that the problems of over-crowding can be solved.

Grammar focus task

1 will have risen 2 will be working 3 will be paying 4 are

Unit 7

A: Context listening

- 2 1 A, C, G 2 B
3 1 room 2 garden 3 transport 4 60 5 week
6 electricity
4 Group 1 nouns are countable; group 2 nouns are uncountable.
Other countable nouns: bed, bedside table, bills, desk, garden, lamp, location, mirror, wardrobe, rent, room, types, view, week
Other uncountable nouns: furniture, transport, electricity

C: Grammar exercises

- 1 2 advice 3 information 4 cakes 5 sizes 6 situations
7 electricity (> B1, B2 and Grammar extra)
2 2 has come 3 were 4 shows (*data* is uncountable)
5 is included 6 were 7 is 8 was (> B1 and Grammar extra)
3 2 many 3 amount 4 few 5 little (*sleep* is uncountable)/
few (*hours* are countable) 6 much/many 7 little
8 number 9 many 10 many 11 much (> B3)
4 2 something (positive statement) 3 ✓ 4 Few (*places* is
countable) 5 some/many (positive statement) 6 a few (a
small quantity) 7 plenty of / a lot of / lots of (*much* is not
usually used in positive sentences) 8 ✓ 9 any (= it does
not matter which time) 10 ✓ (*places* is countable)
11 No (> B2 and B3)

D: Test practice

Reading

Questions 1–6: matching

Test tip: Underline or highlight each of the company names listed (1–6) in the passage. Then read the relevant information for each company carefully and match it to one of the ideas in the box. Remember there will be more ideas in the box than you need and that the words in the box will not match the words in the passage exactly.

1 D (*Corpe Nove ... has made a prototype shirt that shortens its sleeves when room temperature rises*) 2 G (*Nexia Biotechnologies ... scientists have caused a stir by manufacturing spider silk from the milk of genetically engineered goats*) 3 C (*Nano-Tex ... can make fabrics more durable, comfortable, wrinkle-free and stain-resistant*) 4 A (*Schoeller Textil ... uses nanotechnology to create fabrics that can store or release heat*) 5 B (*Created in 2003 by Quest International ... and Woolmark ... SPT is a new technique of embedding chemicals into fabric...Designers could incorporate signature scents into their collections ... Hay fever sufferers might find relief by pulling on a T-shirt = hay fever sufferers would find relief if their medication was put into the material*) 6 F (*Developed by Cargill Dow, it is the first man-made fibre derived from a 100% annually renewable resource = environmentally-friendly*)

Options E and H are not used; E refers to a material that no one has made yet (see paragraph 6) and H refers to materials made by companies not on this list (see paragraphs 7–9).

Questions 7–14: summary completion

Test tip: Read through the summary carefully and try to predict what type of information you need to find in the passage (e.g. for question 7 you will need to find the name of a company). Pay careful attention to the word limit you are given and make sure you copy the words correctly.

7 Ingeo (*Ingeo's impact on fashion will derive instead from its emphasis on using natural sustainable resources.*) 8 soya bean (*Soya bean fibre ... is a better absorber and ventilator than silk, and retains heat better than wool.*) 9 weaving (*Chunky earlier attempts involved attaching electronic components after the normal weaving process.*) 10 electronic components 11 battery (*powered by a small battery, Luminex ...*) 12 costumes (*Costumes made of the fabric wowed audiences at Verdi's Aida in Washington, DC, last year.*) 13 fragile (*this ultimate of ambitions has remained elusive in daily fashion, largely because electronic textiles capable of such wizardry are still too fragile to wear*) 14 accessories / handbags (*Accessories with this chameleon-like capacity – for instance, a handbag that alters its colour*)

Grammar focus task

2 C 3 U 4 C 5 U 6 C 7 C 8 C Choice can also be uncountable: *I don't have much choice.*

Unit 8

A: Context listening

- 1 environment: climate, global warming, ozone depletion
satellites: fully-equipped, observation, launch, monitoring,
outer space, instrument, operational costs, precise
2 1 in 2002 2 ten/10 3 ERS 1 4 ERS 2
5 fifteen/15 years 6 two/2 cups
3 1 a 2 The 3 the; – 4 this 5 None
4 1 Sentence 1 = the first time it is mentioned; sentence 2 = the
same satellite we have just mentioned. 2 We use *the* with
superlatives; we mean scientists in general, not a specific group.
3 2.3 billion euros 4 There are more than two countries.

C: Grammar exercises

- 1 3 The sun 4 the piano 5 the United Arab Emirates 6 ✓
7 by the bus 8 a doctor 9 the (my) car 10 the river Nile
11 ✓ 12 the antiques (> B1)

- 2 2 X (no article with countries) 3 the (referring back to Borneo which has just been mentioned) 4 a 5 the (there is only one sultan of Borneo) 6 the (there is only one eighteenth century) 7 X (no article necessary when the name of the university comes first) 8 The (the findings of this study)/their (the scientists' findings) 9 the (the specific differences between this DNA) 10 the (the elephant populations already mentioned) 11 the (the scientists mentioned earlier = biologists) 12 the (the island of Borneo) 13 a (not mentioned before and only one of many which have occurred) 14 an (used to classify this group of elephants) (> B1)
- 3 2 people's (people in general) 3 interviews (not referred to before and plural) 4 questionnaires (not referred to before and plural) 5 our (data for our survey) 6 Both (only two methods) 7 these (referring to something just mentioned) 8 neither (only two are mentioned) 9 Our findings (not findings in general but the ones we got from our survey) 10 This (the idea just referred to: *people like to take holidays in the summer*) 11 the people 12 the survey (the one previously mentioned) 13 Beach holidays (in general not specific ones) 14 Spain (no article with countries) 15 France 16 Most (more than two were surveyed) 17 Each (*person* is singular; it would need to say *all of the people*) 18 every (*all* here means 'the whole year') 19 The price of the holiday (*holiday* = thing, not person or animal) (> B1-B4)
- 4 2 Both 3 neither 4 Every (Each) 5 this (that) 6 that (this) 7 my 8 their 9 That 10 none 11 those /these (> B2-B4)

D: Test practice

Listening

Questions 1-5: multiple choice (one and multiple answers)

Test tip: Read all the questions carefully before you listen. Underline or highlight any key information or words that you need to listen for (e.g. for question 1 you need to listen for information about Europe). Make sure you read the instructions carefully (e.g. for questions 3 and 4 you need to write two letters). Use the questions to help you find your way through the listening text. If you miss an answer, just move on to the next one.

1 C (*health-club membership has doubled there as well*) 2 A (*even if people today ate no more than the previous generation, they would still be getting fatter*) 3 & 4 B, C (*So what exactly has brought about this change in fitness levels? ... We can blame the car and other such machines ... On top of this, the changes in how and where we work have reduced the amount of daily calories people actually need.*) 5 B (*an exercise machine that did not even exist a decade ago - the elliptical cross trainer ... delivers an elliptical or swinging motion, with both the hands and feet tracing semi-circular patterns - the feet on two moving platforms rather than bicycle pedals, and the hands gripping handles that move but are not meant to support any weight, which is important as there is no seat*)

Questions 6-10: classification

Test tip: Listen carefully for the key words (e.g. *treadmill, elliptical trainer, running/road*) and match what you hear to the ideas in the questions. Remember the words in the questions will not match the words in the recording exactly.

6 C (*Running on a treadmill results in forces that are roughly two and a half times the subject's body weight*) 7 A (*But using an elliptical machine gives forces that are roughly equal to the subject's weight*) 8 A (*This is much kinder on the body and makes the impact comparable to that of walking*) 9 B (*when reaching speeds above 14 kilometres per hour or so, running on firm ground uses up substantially more calories, and therefore leads to a greater reduction in weight, than running on a treadmill - or using an elliptical machine.*) 10 B (*running on firm ground creates a greater force on the body's joints than using machines*)

Grammar focus task

- 1 the parents of the current generation of people
2 relying on cars and other machines and eating fast food
3 the fact that people have poor health so are looking for answers
4 45 million Americans 5 elliptical cross trainer
6 in respect of the impact on the body 7 running to gym

Unit 9

A: Context listening

- 2 1 A 2 B 3 A 4 B 5 C 6 A 7 C
3 1 you; mine 2 she; herself 3 me 4 I; we; they
5 myself 6 you; yourself 7 themselves 8 yours
4 I, you, she, we, they; me, you; myself, yourself, herself, themselves; mine, yours

C: Grammar exercises

- 1 2 themselves (*these bats*) 3 their 4 they 5 their
6 their 7 its (*the bat*) 8 its 9 it 10 itself
11 their (*all bats*) 12 they 13 their 14 themselves (> B1 and B2)

2 Dear Liz

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

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

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

Get in touch soon. Love Sandy (> B1 and B2)

- 3 2 they 3 they 4 It 5 it 6 it (= to understand this is difficult) 7 its 8 themselves 9 they 10 There (> B1-B3)

- 4 2 it is 3 it (= for people to recycle their waste)
 4 their (*households* = plural) 5 it (= the government making a new law) 6 you (= everyone in general) 7 It is not practical to do this. 8 themselves (people in general) 9 it (to avoid repeating *something*) 10 the ones 11 they (to avoid repeating *the government*) 12 There 13 it easier for people to recycle 14 they (> B1-B3)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

There is always going to be a discussion about the amount of money that is spent on space exploration. Scientific studies of the moon and the planets may provide information that is useful for us on earth. However, some people believe this cannot justify the huge amount of money spent on space research when there is a greater need for it here.

In the past, different countries used space exploration to compete with each other. For example, the US and the USSR raced each other to see who could put a man on the moon first. It would have been much easier and cheaper if they had pooled resources and information, and made a joint expedition into space. Fortunately, nowadays this is happening more and more, and thus less money overall is being wasted.

Nevertheless, some critics believe that all money given to space exploration is wasted. They argue that if the millions of dollars spent on space research were put into health and education programmes around the world, many lives would be significantly improved. It is certainly likely that if this money were invested in crop development in different parts of the world, we could save many more lives in countries where people do not have enough food. It is very difficult to argue against these criticisms.

In my opinion, we need a balance between how much money is spent on space exploration and how much money is invested into solving problems here on earth. With continued co-operation between nations over space travel more will be achieved for less money. This should leave more money to be spent on problems at home.

Grammar focus task

- 1 C 2 A 3 B 4 E 5 D

Unit 10

A: Context listening

- 2 The man visited Morocco, Turkey and India.
 3 1 Morocco 2 historical buildings 3 Turkey 4 boat
 5 local crafts 6 Turkish carpet 7 India 8 Museum
 9 Indian silk 10 (more) remote 11 colourful 12 spiders
 4 historical; beautiful; good; local; Turkish; Gujarati; great;
 Indian; silk; remote; incredible; colourful; poisonous

C: Grammar exercises

- 1 3 tall old trees 4 interesting wild animals 5 blue and yellow stripes 6 dark wooden floor 7 ✓ 8 a beautiful ancient ruined castle 9 ✓ 10 narrow and winding (*and* is needed because the adjectives come after the noun)
 11 busy and noisy 12 happy childhood memories (> B1)
 2 impressively; slightly; steadily; sharply; steep (> B2)
 2a impressive b impressively
 3a dramatically b dramatic
 4a steadily b steady 5a steeply; sharply b steep; sharp (> B1 and B2)
 3 2 surprising - b 3 frightened - g 4 satisfying - e
 5 interested - h 6 relaxing - d 7 exciting - a 8 tired - f (> B1)
 4 2 work hard 3 often say 4 take action immediately
 5 really important 6 act responsibly 7 can install easily
 8 work well 9 safely inside 10 absolutely essential (> B2)

D: Test practice

Reading

Questions 1-8: multiple matching

Test tip: Read the questions (1-8) carefully to identify the kind of information you need to find; simply scanning the text for a key word is not enough. Remember the words in the questions will not always match the words in the passage exactly.

- 1 A (*and an outdoor theatre hosts dance and drama performances on weekends*) 2 B (*displays rare specimens of animals, ores, and species of insects ... shellfish, insects, butterflies and birds*)
 3 E (*This is the sole museum in Korea dedicated to sports = the only one*) 4 C (*Audio guides, touch screens, and video rooms all help to bring the ancient world alive here*) 5 D (*this museum is located on the former site of Kyonghee-gung palace*) 6 A (*Recently, a time capsule containing 600 items representing the lifestyle of modern-day people of Seoul was buried to celebrate the city's 600th anniversary. In 2394, it will be opened!*) 7 C (*housing art and archaeological relics from Korean prehistory*) 8 D (*the museum offers art courses every Friday*)

Question 9-14: identification of writer's views (Yes / No / Not Given)

Test tip: *Yes* means the ideas or opinions in the statement match the ideas or opinions in the passage. *No* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

- 9 No (*... 49 companies that sell or make rucksacks; few has a negative meaning*) 10 Yes (*consider what you want your rucksack for*) 11 Not given (*We are only told that the writer has a backpack and that it is big enough: My current backpack is a Craghopper AD30 (30 litres) which is just big enough. There is no information about how comfortable it is.*) 12 No (*Today you can get quite technically advanced backpacks boasting excellent features: ... clever ventilation systems to keep your back cool*) 13 Yes (*choose a backpack that fits the length of your back. Being six feet I need a long, thin rucksack rather than a short, wider one.*) 14 Yes (*Last, and probably least, we have the look of the sack to consider*)

Grammar focus task

a frequency b manner c time d intensity e place

Unit 11

A: Context listening

- 3 1 T 2 F Runners aged 50 and over are actually speeding up more rapidly than younger people. 3 F Women aged 60–68 running the New York marathon run on average four minutes faster each year. 4 F They are just as likely to achieve their peak fitness as younger athletes. 5 T
- 4 faster and fitter; less rapidly than; two minutes faster; less likely than; weaker; less active than 1 sentence 1 (*fitter, fuster*) sentence 4 (*likely, younger*) sentence 5 (*weaker, active, younger*) 2 sentence 2 (*rapidly*) sentence 3 (*faster*) 3 *Faster* is both an adjective and an adverb.

C: Grammar exercises

- 1 2 the smallest 3 better (best) 4 more effective
5 the most exciting 6 braver 7 happier 8 most expensive
9 heavier (> B1)
- 2 3 friendlier / more friendly 4 hotter 5 colder (and colder)
6 not as good as 7 spicier 8 more delicious 9 the best
10 not as expensive 11 earlier 12 more quickly
13 The longer 14 the faster (> B1 and B2)
- 3 2 fewer 3 most 4 twice 5 more 6 less
7 lowest/smallest 8 highest/biggest/largest/greatest
9 significantly/considerably (much/far) 10 as
11 slightly/even (> B1, B3 and B4)
- 4 2 more silver medals as than gold 3 ✓ 4 the second high-
est 5 less fewer silver medals than gold medals
6 more good better than 7 as well as 8 more (much) lower
9 significantly more successful 10 two more gold medals
that than 11 ✓ 12 the worse worst (> B1–B4)

D: Test practice

Academic Writing Task 1

Test tip: Make sure you read all of the information provided very carefully. Look at the statistical information you are given and choose the most important features. Look for data which is the same or similar and features which show important differences or changes.

Model answer

The chart provides a summary of the average number of hours married men and women work every day both inside and outside of the home. In both age groups shown, the total number of hours worked by married women is greater than the total number of hours worked by men. Whilst women aged 45 to 64 may work fewer hours inside the home, they work the greatest number of hours per day due to the extra hours of paid work that they do. Men aged 25 to 44 spend only slightly more time working outside of the home than men aged 45 to 64, but this figure is significantly higher than the number of hours of paid work that women of the same age do.

Women in the 25 to 44 age group work almost as many hours inside the home as outside, and there is only a slight difference in the 45 to 64 age group. However, men work on average three times longer outside of the home than inside.

Grammar focus task

1 greater than 2 fewer; the greatest 3 slightly more; significantly higher than 4 as many 5 three times longer

Unit 12

A: Context listening

- 2 The study showed that there were more fish in areas with rubbish. The team decided to put rubbish back into some areas of the harbour.
- 3 1 h 2 c 3 g 4 f 5 a 6 e 7 b 8 d
- 4 noun + preposition: sea tulips with bright red bodies; the rubble of the past; other possible sites with submerged rubbish
noun + past participle: the areas cleared of rubbish
noun + -ing: other debris lying on the sea floor
noun + to-infinitive: a decision to expand our study

C: Grammar exercises

- 1 2 of 3 in 4 of 5 for 6 of 7 to 8 on 9 in
10 with (> B1)
- 2 1 working; moving 2 buying; produced; grown
3 concerning; made; manufactured; resulting (> B2 and B3)
- 3 2 The number of people buying their own home is increasing.
3 The proposal made by the education department was rejected by the government. 4 We have computer software to predict (for predicting) earthquakes. 5 A new dictionary containing more words than ever before is about to be published. 6 My favourite novel is a story based on the author's own experience. (> B1–B3)
- 4 I recently had a wonderful holiday in Crete with my friends. When we arrived we saw a bus waiting to take us to our hotel. The hotel was nice with good views of the sea. The location was also very good with lots to do nearby. There are lots of Minoan sites to visit. It's a lovely island with beautiful beaches. We spent our time sightseeing, lying on the beach and walking. Actually, it was the walking that I liked best. We did one amazing walk through the Samaritan Gorge. It took all day, but was well worth it. We saw a snake curled up on a rock. And lots of lizards and birds. We got really hot and were very tired when we arrived at the beach at the end of the long walk. It was great to see the sea sparkling in the sun. We ran into the water to cool down. It was the best holiday ever. (> B1–B3)

D: Test practice

Reading

Questions 1–5: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

- 1 D (*the more paper qualifications you hold and the higher your grades, the less able you are to cope with problems of everyday life and the lower your score in practical intelligence*) 2 C (*Deficit* refers back to the final idea mentioned in paragraph 3: *some high*

scorers failed to achieve in real life what was predicted by their tests)
 3 D (Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not.)
 4 C (high achievers are often unable to articulate or define what they know) 5 A (Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses)

Questions 6–12: classification

Test tip: Underline or highlight the key words in the reading passage (e.g. *IQ, EQ, practical intelligence*). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (6–12). Remember the words in the questions will not always match the words in the passage exactly.

6 C (most older adults contend that their ability to solve practical problems increases over the years) 7 B (EQ includes the abilities to ... understand and empathize with others) 8 C (practical intelligence is scored by answers to real-life dilemmas) 9 A (IQ as a concept is more than 100 years old; the text also tells us that the EQ and practical intelligence tests were devised after the IQ test)
 10 C (the best way to reach practical intelligence is to ask successful people to relate examples of crucial incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs) 11 B (EQ includes the abilities to ... regulate moods and keep distress from swamping the ability to think) 12 C (in practical intelligence tests – as in real life – there are several different solutions to the problem)

Grammar focus task

1 record numbers of high school students; top grades in their final exams; expert on intelligence; the existence of a totally new variety 2 the only explanation offered; a study just published 3 the basic skills to succeed

Unit 13

A: Context listening

2 The newspaper headline refers to a patient with amnesia that the doctors are discussing.
 3 1 F He couldn't remember his personal details. 2 F He could have come from Yorkshire. 3 T 4 T 5 F Joe thinks he could have been married. 6 F He's been able to find his parents. 7 F She thinks that he must have hit his head. 8 F She thinks he could make a total recovery.
 4 Ability: could; couldn't; be able to
 Certainty and impossibility: will; must; can't
 Possibility: could; might

C: Grammar exercises

1 2 was able to / could (*could* is more natural) 3 managed to (*could* is not used to talk about a specific occasion) 4 didn't manage to / couldn't 5 can/ will be able to (*can* is being used to give permission) 6 can (it sometimes happens) 7 managed to 8 will be able to / will manage to 9 was able to (> B1–B2)
 2 2 a 3 a 4 b 5 b 6 a 7 b 8 b (we do not use *could* not for possibility) (> B2–B3)

3 2 Their jobs at the temple may/might/could have provided 3 they may/might/could have grown 4 she may/might/could have been 5 she must have worried 6 she could not (cannot) have imagined (> B3)
 4 Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is can be harmful to children, saying that it influences may/can influence behaviour in a negative way.

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages can/may encourage violent behaviour in children. This is may be true in cases of children who have already exhibited violent tendencies, but it isn't can't be true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages can/may encourage the same in children.

However, overall I believe that restricting the viewing of children to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome may overcome any risks of television being a bad influence. (> B1–B4)

D: Test practice

Listening

Questions 1–10: summary completion

Test tip: Read through the information in the summary carefully before you listen and try to predict what type of information you need to hear. Pay careful attention to the word limit and check your spelling at the end.

1 clothing (*initially, it was only ever used on clothing*) 2 modern (*the use of soap for personal hygiene was unheard of until fairly recently and this is considered to be a relatively modern notion*)
 3 practical skills (*what these people lacked in technology they certainly made up for in practical skills*) 4 wealthy (*soap would most likely have only been available in the wealthy communities*)
 5 Iron Age (*there is no real evidence that the British colonies of the Iron Age had access to such a product*) 6 written texts (*we have had to rely almost entirely on written texts for our discoveries*)
 7 wool (*The first known written mention of soap was on Sumerian clay tablets dating from about 2500 BC. The tablets spoke of the use of soap in the washing of wool.*) 8 vegetables (*Egyptians ... made soap by combining alkaline salts and oil which they extracted from vegetables*) 9 metal blade (*they reached a steamy room where dirt was sweated out and scraped away with a metal blade*) 10 soap factory (*During the excavation of Pompeii, a city that was buried under the eruption of Vesuvius in 79 AD, an entire soap factory was revealed*)

Grammar focus task

1 may be able to find (possibility) 2 must have provided (possibility) 3 could have discovered (ability) 4 might have observed (possibility) 5 have been able to make (ability)

Unit 14

A: Context listening

- 1 They discuss transport, language lessons, work permits and accommodation.
3 1 'I'll need to allow 2 should try to use 3 'I'll have to learn
4 should always carry 5 'I'll need 6 have to get
7 mustn't dress 8 needn't buy 9 ought to take
4 strong obligation or necessity: mustn't, have to, need
advice or suggestions: should, ought to
no obligation or necessity: needn't, don't need to

C: Grammar exercises

- 1 2 must not 3 have to (a fixed appointment = external obligation) 4 didn't need to go (I did not go) 5 must (formal notice) 6 mustn't (*don't have to* = it is not necessary) 7 had to (past tense) 8 have to / must (*must* is more natural if this is a written instruction) 9 'I'll have to 10 needn't have worried (I did worry) (> B1 & B2)
2 1 won't have to / needn't / don't need to 2 has to / must / needs to 3 Do you have to; didn't have to; had to
4 didn't have to / didn't need to; will have to 5 mustn't; have to; do you really have to 6 have to; have to; should / must (> B1-B3)
3 3 must encourage 4 ✓ 5 also-should should also reduce 6 ✓ 7 ✓ 8 ought to try 9 must had to walk (past tense) 10 should try try 11 will must have to make / must make 12 mustn't don't have to make / needn't make / don't need to make (> B1-B4)
4 2 have to consider (ought to consider) 3 have to have 4 ought to work 5 don't have to travel 6 ought to learn 7 mustn't shout 8 must always walk 9 ought to find out 10 do you have to arrange 11 have to have 12 ought to organise (have to organise) (> B1-B4)

D: Test practice

Reading

Questions 1-6: multiple matching

Test tip: Read the questions (1-6) carefully to identify the kind of information you need to find; simply scanning the text for a key word is not enough (e.g. bicycles are mentioned several times in the passage but question 3 asks you to find information about keeping a bicycle secure). Remember the words in the questions will not always match the words in the passage exactly.

- 1 D (*In the case of a pupil being absent from school, please telephone on the first day in all instances*) 2 F (*If a pupil appears to be doing too little work, parents should contact the form teacher at once.*) 3 J (*Any bicycles brought onto school grounds should be clearly labelled with the owner's name and must be left locked in the bicycle sheds provided.*) 4 C (*The school strongly disapproves of pupils taking paid employment.*) 5 G (*Homework can be excused only after the receipt and approval by the teacher concerned of a letter from a parent setting out the reasons.*) 6 H (*During the holidays the school and its grounds are out-of-bounds for all pupils, unless accompanied by a teacher.*)

Questions 7-13: identification of information in the text (True / False / Not Given)

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

- 7 False (*the material you cover is the same as in the courses offered on campus*) 8 Not given (There is no information about how study materials will be delivered. Although there is a *shipping and handling fee*, we do not know if this relates to posting course materials, and some materials may be delivered online.) 9 False (*All Independent Study students must purchase a Study Guide*) 10 False (*This fee entitles a student to free replacement copies of end-of-course documentation for life.*) 11 False (*A course can be finished in a minimum of two weeks per module*) 12 True (*... and must be finished in a maximum of four weeks*) 13 True (*Modules cannot always be completed in the minimum amount of time.*)

Grammar focus task

- 1 must (obligation) 2 must (obligation) 3 need to (necessity) 4 should (advice) 5 need to (necessity)

Unit 15

A: Context listening

- 2 He mentions voluntary redundancy and good business sense.
3 1 'I'll be offering 2 hope 3 Are these cuts 4 hasn't been doing 5 has 6 are you saying 7 are not 8 decided to change
4 1 announced 2 hoped 3 asked 4 denied 5 said 6 claimed 7 assured 8 promised
5 Reporting verbs are used to indicate the way in which things were said in Exercise 4. There are changes in tense, word order and pronouns.

C: Grammar exercises

- 1 2 (that) I was doing it the following 3 (me) if I felt 4 that her classes had been 5 me (that) I'd made 6 (that) I was feeling 7 me not to 8 (that) I'd worked 9 (that) I thought I'd be 10 was doing (> B1, B3 and B4)
2 2 urge 3 reminded 4 complained 5 suggested 6 insisted 7 refused 8 apologised 9 advised 10 warned (> B2)
3 2 encouraged students to take out 3 did I want if/whether I wanted 4 that they should to vote 5 making to make 6 promised to mark 7 going to go 8 were my hobbies my hobbies were 9 complained about the quality 10 announced about the changes 11 to pay on paying 12 would I would (> B2 & B4)
4 2 encouraged me to apply for the job. 3 refused to help me. 4 agreed to go to the meeting. 5 denied causing (having caused) the accident. / that he had caused the accident. 6 apologised for losing my application form. 7 asked why there aren't (weren't) many poisonous snakes in Britain. 8 asked if (whether) I was going to the lecture the next day. / if I'm going to the lecture tomorrow. 9 she suggested (that) I have (had) a day off. 10 persuaded Dan to go (come) to the theatre with her. (> B1-B4)

D: Test practice**Listening****Questions 1–3: sentence completion**

Test tip: Try to identify the type of information you need before you listen (e.g. for question 2 you need to listen for a date, or for question 3 you need to listen for a place). Pay careful attention to the word limit and check your spelling at the end.

- 1 (columns of) (hot) air (*They actually work by using the sun to make columns of hot air that rise upwards through the centre of the tower.*)
 2 seventeenth/17th century (*The first time solar energy was produced was in the seventeenth century*)
 3 Spain (*he chose Spain to build the first tower*)

Questions 4–8: flowchart completion

Test tip: Completing a flowchart is similar to completing notes. Read through the flowchart carefully before you listen and try to predict what type of information you need to hear (e.g. for questions 4 and 5 you need to listen for a type of material). Pay careful attention to the word limit and check your spelling at the end.

- 4 concrete (*They're constructed out of high-strength concrete*)
 5 plastic (*a sunlight collector which is basically a large sheet of plastic*)
 6 greenhouse (*it acts like a greenhouse*) 7 rises (*this hot air rises up the chimney or the tower and drives the turbines at the top*)
 8 two hundred / 200 (*it can generate 200 megawatts of power*)

Questions 9–10: multiple choice (multiple answers)

Test tip: Read all the questions carefully before you listen. Underline or highlight any key information or words that you need to listen for. Some of the options may not be mentioned at all; others will be incorrect. Pay attention to how many choices you need to make (here you need to choose two letters).
 9 and 10 B, E in any order (*One problem they do have is that a lot of the energy in the sunlight is lost in the form of heat from the collector ... keeping them stable is another drawback*)

Grammar focus task

Suggested answers: 1 asked 2 explained 3 denied
 4 admitted 5 insisted

- 3 3 ✓ 4 tried very hard to please 5 have made me feel
 6 made me want 7 ✓ 8 will stop making 9 ✓
 10 don't mind working 11 ✓ 12 doesn't force them to teach 13 ✓ 14 let their students decide (> B1–B4)
 4 2 did not feel like waiting 3 finished (had finished) talking
 4 tried to find 5 failed to do 6 saw me standing
 7 needed (had needed) to send 8 carried on looking
 9 have bothered to write 10 started eating / to eat
 11 considered leaving 12 expected him to get
 13 hope to receive 14 advise you to give (> B1–B4)

D: Test practice**Reading****Questions 1–6: identification of information in the text (True / False / Not Given)**

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

- 1 True (*understanding how consumers make decisions and the crucial role of packaging in this process, has been a neglected area of research so far*) 2 True (*'heuristic processing' ... is based on very simple rules: ... choose what a trusted source suggests*) 3 False (*'heuristic processing' ... requires comparatively little effort ... 'systematic processing' involves much deeper levels of thought ... This form of thinking, which is both analytical and conscious, involves much more mental effort.*) 4 Not given (the text does not give us any information about who developed this concept) 5 True (*'systematic processing' involves ... taking account of the product information, including its price, its perceived quality and so on*) 6 False (*Under heuristic processing, for example, consumers may simply need to be able to distinguish the pack from those of competitors.*)

Questions 7–8: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

- 7 D (*testing the effectiveness of your packaging can be ineffective if the methods you are employing concern one form of thinking ... but your consumers are purchasing in the other mode*) 8 A (*getting consumers to change brands may involve developing packaging that includes information that does stimulate systematic processing*)

Questions 9–13: summary completion

Test tip: Notice that the summary has a title; this helps you to locate the part of the text being summarized. Read through the information in the summary carefully and try to predict what type of information you need to find in the passage. Pay careful attention to the word limit and make sure you copy the words correctly.

- 9 advantages / characteristics (*A crucial role of packaging in this situation is to communicate the characteristics of the product, highlighting its advantages over possible competitors.*) 10 situation (*people only engage in effort-demanding systematic processing when the situation justifies it*) 11 information (*people have an upper limit to the amount of information they can absorb. If we present too much, therefore, they will become confused. This, in turn, is likely to lead them*)

Unit 16**A: Context listening**

- 1 She wants to work in a zoo or a safari park.
 2 1 She is doing a diploma course in animal management.
 2 She enjoys feeding the animals most. 3 She has overcome a fear of snakes.
 3 1 to do 2 to study 3 working 4 taking 5 cleaning
 6 treat 7 handle 8 feeling 9 to do 10 bark; to be
 11 to work
 4 1 decide, choose, remember, tell, would like 2 start, prefer, not mind, remember 3 let, make, hear,
Remember can be followed by either the *to*-infinitive or *-ing*.

C: Grammar exercises

- 1 2 to add 3 to have 4 to do 5 to finish 6 working / to work 7 writing / to write 8 to complete 9 to get
 10 to show 11 putting 12 to be 13 to email
 14 to remember (> B1 and B3)
 2 2 looking 3 to become 4 cleaning 5 falling
 6 not to worry 7 to take 8 to renew 9 rising
 10 to bring (> B3)

to disengage and choose something else.) 12 ingredients (will not be able to deal with things they do not already understand, the ingredients of food products, for example) 13 simple (Our research has differentiated between people with a high need for thinking – who routinely engage in analytical thinking – and those low in the need for cognition, who prefer to use very simple forms of thinking.)

Grammar focus task

1 developing 2 looking at; thinking about 3 to be able to
4 to be able to 5 to be 6 thinking 7 making 8 to change;
developing; to challenge

Unit 17

A: Context listening

- 2 They talk about a car, travelling and investing the money.
3 1 c 2 h 3 f 4 a 5 g 6 b 7 d 8 e
4 provided that; unless; as long as
None of the sentences refer to events in the past.

C: Grammar exercises

- 1 2 e 3 b 4 d 5 f 6 h 7 a 8 g (> B1 and B2)
2 1 became; were (was); 'd hate 2 didn't have; wouldn't know;
don't find (can't find); 'll find; will save; do 3 will surprise; are
used to 4 kept; 'd make; don't have; 'll have to (> B2 and B3)
3 2 don't have 3 ✓ 4 will probably 5 start 6 have
7 isn't 8 ✓ 9 wouldn't be able 10 ✓ 11 met
12 might not happen (may not happen) 13 need 14 help
(> B1–B3)
4 2 As long as 3 unless 4 unless 5 in case 6 as long as
7 Provided that 8 When 9 if 10 unless (> B4)

D: Test practice

Reading

Questions 1–3: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

1 C (its sweet white buds hang from the trunk and along a few fat branches) 2 B (using temporary plantings of banana to shade the cacao while it's young) 3 A (In the United States, for example, imported cacao is the linchpin of an \$8.6 billion domestic chocolate industry that in turn supports the nation's dairy and nut industries.)

Questions 4–9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 4 you need to find a list of countries or places, not just one). Remember that the words in the passage may paraphrase the words in the questions.

4 E (from South America and the Caribbean to West Africa, east Asia, and New Guinea and Vanuatu in the Pacific) 5 H (One such disease, witches broom, devastated the cacao plantations in the Bahia region of Brazil) 6 C (which they frothed up with water and spices to make bracing concoctions) 7 D (In the last 200 years the bean has been thoroughly democratized – transformed from an elite drink into ubiquitous candy bars, cocoa powders and confections. Today chocolate is becoming popular with new markets opening up in Eastern Europe and Asia.) 8 F (groves like this may produce

annual yields of 50 to 60 pods per tree for 25 to 30 years) 9 C (In 1753, the Swedish botanist Carolus Linnaeus gave the cacao tree genus the name Theobroma)

Questions 10–13: notes completion

Test tip: Read through the notes carefully and try to predict what type of information you need to find in the passage (e.g. for question 12 you need to identify a farming method). Pay careful attention to the word limit and make sure you copy the words correctly.

- 10 disease (try to address this problem by establishing disease resistant plants) 11 (local) middlemen (*Most are at the mercy of local middlemen, who buy the beans then sell them for a much higher price to the chocolate manufacturers. If the situation is to improve for farmers, these people need to be removed from the process.*)
12 sustainable (ensure that sustainable farming practices are used)
13 profits (Typically, farmers who grow cacao get a pittance for their beans compared with the profits reaped by the rest of the chocolate business ... They also need to empower the farmers by guaranteeing them a higher price for their beans so that they will be encouraged to grow beans and can maintain their way of life.)

Grammar focus task

- 1 scoop 2 let 3 dry 4 roast 5 happens 6 become
7 grind 8 press 9 will obtain

Unit 18

A: Context listening

- 1 Simon regrets buying a new car because it has cost him a lot of money.
2 1 F 2 T 3 T 4 F 5 F
3 1 'd bought; wouldn't have needed 2 wouldn't be; hadn't almost doubled 3 'd waited; 'd have managed 4 'd listened; would have happened 5 'd taken; 'd own
4 1 past perfect; past time 2 sentences 1, 3 and 4; would have + past participle 3 sentences 2 and 5; would + infinitive without to

C: Grammar exercises

- 1 2 would (might) have got 3 would (might) have received
4 'd made 5 would (might) have been 6 'd planned
7 'd prepared 8 would (might) have restricted 9 'd started 10 wouldn't have been 11 hadn't left 12 would (might) have been able 13 'd come 14 would (could) have helped (> B1)
2 2 had been any germs 3 wouldn't have abandoned his research 4 hadn't seen Fleming's research papers 5 hadn't worked with RAF 6 wouldn't have decided
7 wouldn't have failed 8 hadn't opposed (> B1)
3 2 would-you done would you have done 3 am starting would be starting 4 would have kept had kept
5 didn't have hadn't had 6 was very excited 'd be very excited
7 might make might have made 8 will be would be
9 didn't make wouldn't have made 10 didn't go hadn't gone (> B1 and B2)
4 2 wish you'd asked 3 wish I hadn't chosen (shouldn't have chosen); should have chosen 4 wish I'd studied 5 wish he'd stop 6 should have let 7 wish I had 8 wish it would stop 9 wish I hadn't done (shouldn't have done)
10 shouldn't have told (> B3 and B4)

D: Test practice**Reading****Questions 1–8: classification**

Test tip: Underline or highlight the key words in the reading passage (e.g. *giant panda*, *spectacled bear*). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (1–8). Remember the words in the questions will not always match the words in the passage exactly. Here you need to decide whether these facts apply to only one animal or to both.

1 A (*the giant panda has evolved a sixth digit*) 2 B (*The spectacled bear is a more frequent climber ... They also construct tree nests to act as a bed.*) 3 C (*Both are survivors of an ancient lineage dating back 18 million years*) 4 B (*Spectacled bears are highly adaptable and are found in a wide range of habitats including rainforest, dry forest and coastal scrub desert.*) 5 A (*They (giant pandas) also both have a distinctive cry which they use to communicate with others in their group. Here the giant panda is being compared to the red panda.*) 6 C (*They (giant pandas) feed mainly on the ground but are capable of climbing trees as well. The spectacled bear is a more frequent climber*) 7 C (*the giant panda supplements its diet with meat which it scavenges. Spectacled bears eat carrion, too, and some have been known to kill small calves*) 8 A (*the red panda, a member of the raccoon family ... The giant panda shares many physical characteristics with the red panda*)

Questions 9–13: sentence completion

Test tip: First identify the type of information you need to find (e.g. for question 1 you need to find out why a giant panda eats constantly). It may help to turn the sentences into questions (e.g. what do spectacled bears build to help them reach their food?) Make sure you stick to the word limit.

9 carnivore (*This is rather strange given that its physiology is typical of a carnivore*) 10 digest (*A panda manages to digest only about 17% of the bamboo it eats*) 11 hibernate (*Unable to store fat effectively, it continues eating in the bitterly cold winter, at a time when many other bears hibernate.*) 12 (tree) nests / platforms / a (tree) nest / a platform (*They also construct tree nests to act as a bed as well as a platform to feed from fruit-laden branches.*) 13 eye patches (*In pandas, a stare is a threat,' Schaller says. The eye patches enlarge the panda's small, dark eyes tenfold, making the stare more powerful.*)

Grammar focus task

1 had had; would/might have been able to 2 had not dissected; might/would not have thought 3 did not resemble; might/would not have been 4 had not contradicted; might/could/would have been

Unit 19**A: Context listening**

- 2 She is worried about: finding maths difficult, being unprepared to teach, controlling the class and pupils being rude to her.
- 3 1 interested in 2 share 3 with 4 impressed by 5 learning about 6 warned 7 about 8 good at 9 experience of 10 worried about 11 shout at
- 4 1 warn; learn 2 worried 3 good 4 shout 5 interested 6 experience 7 share 8 impressed

C: Grammar exercises

- 1 2 A 3 C 4 C 5 B 6 B 7 A 8 B (> B1 & B2)
- 2 2 amongst between 3 about for 4 ✓ 5 to at 6 to for 7 about of 8 in by 9 at with 10 ✓ 11 in on 12 in at (> B1, B3 & B4)
- 3 2 bad for 3 effect on 4 depend on (rely on) 5 obsessed with 6 true for 7 worried about 8 choose between/from 9 rely on (depend on) (> B1–B3)
- 4 2 for 3 by 4 for 5 about 6 for/of 7 for 8 at 9 of 10 with 11 by 12 of 13 for 14 of (> B1–B4)

D: Test practice**Listening****Questions 1–2: multiple choice**

Test tip: Read all the questions carefully before you listen. Underline or highlight any key information or words that you need to listen for (e.g. *How far away is the nearest big town to Greenville?*) Use the questions to help you find your way through the listening text. If you miss an answer, just move on to the next one.

1 C (*but emergency services have to drive 500 kilometres to reach us from the closest large town*) 2 B (*thanks to the arrival of Doctor Jones earlier this year, we no longer have to drive so far if anyone gets sick*)

Questions 3–10: notes completion

Test tip: Read through the notes carefully before you listen and try to predict what type of information you need to hear (e.g. for question 6 you will need to listen for a measurement, or for question 10 you will need to listen for a month or date). Pay careful attention to the word limit and check your spelling at the end.

3 contact / call / telephone (*Well, immediately after the storm has passed, the first thing you need to do is call the national weather station.*) 4 report card (*After that you simply have to complete what they call a report card*) 5 (local) (news)paper (*keep an eye out for any reports in the local newspaper of storms or storm damage. You need to cut these out and send them in as well.*) 6 two centimetres / 2cm (*report any that is two centimetres in diameter or bigger*) 7 large/big trees (*They also need to know about damage caused by high winds, especially if it uproots large trees. ... restrict it to those big enough to cause a problem, especially on our roads.*) 8 training (*... we'll be conducting training next month. This will only take up a day so don't worry too much about it.*) 9 police (*If you do have the time and would like to come along then you'll need to talk to the police who are coordinating the event*) 10 October (*you'll need to put your name down by the end of October at the very latest*)

Grammar focus task

1 about 2 about 3 at 4 about 5 about 6 about 7 to

Unit 20**A: Context listening**

- 2 The problems mentioned are: the ladder left out, the letters in the letterbox, the open window, overhanging branches.
- 3 1 where there are 2 that could become 3 that can check 4 which have 5 who can collect
- 4 1 *Where* refers to a place. 2 *That* and *who* are used to refer to people. 3 *That* and *which* are used to refer to things.

C: Grammar exercises

- 1 2 who/that; c 3 which/that; i 4 where; a 5 when/that; f
6 who/that; c 7 who/that; g 8 why; j 9 whose; h
10 whose; b The relative pronoun can be left out in sentences 6 and 8 (> B1 & B2)
- 2 2 Some students take a year out before university, which allows them to work or travel. 3 The Guggenheim Museum, which is in Bilbao, only displays contemporary art. / The Guggenheim Museum, which only displays contemporary art, is in Bilbao.
4 My English teacher, whose lectures are very interesting, is leaving. 5 The lecture, which was about current economic policy, was not very easy to understand. / The lecture, which was not very easy to understand, was about current economic policy. 6 My parents arrived in New York in 1951, where they stayed for the rest of their lives. 7 I gave my assignment to the faculty secretary, who was not very friendly. (> B3)
- 3 2 which I saw them advertised 3 exhausting, that/which is not 4 the lecture which you gave it on Wednesday
5 It's the one which in you have written your lecture notes in. 6 today's newspaper, which has 7 those bread rolls what (which/that) we had 8 a person who whose life is full (> B1-B4)
- 4 2 which/that; i 3 which/that; e 4 which; h
5 which/that; c 6 where; b 7 which/that; f 8 which; a
9 which/that; d (> B1-B4)

D: Test practice

Reading

Questions 1-4: sentence completion

Test tip: First identify the type of information you need to find (e.g. for question 1 you need to find a disease or health problem). It may help to turn the sentences into questions (e.g. what is the name of the process that helps keep plants in good condition?) Make sure you stick to the word limit.

1 heart disease (*Recognised as the type of fatty acid most able to protect against heart disease*) 2 drought (*a project that aims to develop more drought-tolerant sunflowers*) 3 transpiration (*Transpiration is the mechanism by which plants lose water through their leaves. This system is thought to facilitate the passage of minerals through the plants and is vital for healthy plants.*) 4 wind (speed), humidity (*the research team discovered that its initial approach did not cater for changes in wind speed ... The team therefore needed a technique to measure temperature continuously that would allow it to examine the effects of other variables such as humidity*)

Questions 5-12: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 7 you need to find a mention of two processes used by plants, or for question 11 you need to look for a number). Remember that the words in the passage may paraphrase the words in the questions.

5 H (*The sunflower canopy had to be complete, with no visible soil, so that the thermometers would only measure the temperature of the plants and not the surrounding environment.*) 6 F (*The robot runs on an oblong track around the experimental plot and the thermometers operate on each side of the track.*) 7 C (*Plants undergo photosynthesis to produce energy in the form of sugar. This involves allowing carbon dioxide to enter the leaves through pores called stomata. Transpiration is the mechanism by which plants lose water through their leaves.*)

8 I (*The team and their robot have already made a major breakthrough in the Australian wheat industry with Drysdale Wheat*) 9 G (*If the skies darken due to rain, heavy cloud cover or sunset, the robot makes its way back to the garage to wait.*) 10 B (*a robot developed by the Australian National University's Research School of Biological Sciences*) 11 H (*Eight varieties of sunflower were examined.*) 12 D (*by measuring the temperature of the leaves, scientists can determine how much water is being lost through transpiration.*)

Grammar focus task

- 1 defining relative clause; *that* refers to a *project* and acts as the subject of *aims* 2 non-defining relative clause; *which* refers to *wind speed* and acts as the subject of *could* 3 non-defining relative clause; *where* refers to a *garage* and acts as the object of *waits*
4 defining relative clause; *who* refers to an *agronomist* and acts as the subject of *could* 5 non-defining relative clause; *which* refers to *Drysdale Wheat* and acts as the subject of *signalled*

Unit 21

A: Context listening

- 3 1 I live 2 do you do 3 I always do; I go; they always put; it costs 4 I always do; I work; there are 5 I did try; I didn't like; can I ask; You can't
- 4 In the conversation the subjects are mostly personal pronouns: *I, you*
In the written report the subjects are mostly noun phrases: *These supermarkets; The people who were interviewed; the respondents.*

C: Grammar exercises

- 1 2 the government needs is a lot more loyal supporters
3 we want is action 4 I don't enjoy is watching TV
5 is the bride who is the most important person at a wedding
6 is the causes of poverty (that) governments should be dealing with, not the results of it 7 was when I was ill in hospital as a child that I first decided to study medicine
8 is your family that suffer the most (> B4)
- 2 2 f *These* refers to *changes*. 3 g *It* refers to a *camera*. 4 c
5 e 6 a *This* refers to the *primary* role of the camera.
7 b (> B3)
- 3 2 This rise 3 Many countries 4 a solar roof 5 A one kilowatt solar panel 6 Solar panels, solar water heaters and wind generators 7 they 8 These renewable energy systems 9 the government (> B1, B3 and B5)
- 4 2 children need to experience 3 these foods tend not
4 It is often the lack of experience of eating different kinds of foods that 5 experiencing a wider variety of foods can therefore lead 6 To provide support and help to parents is important. It is important to provide support and help to parents. 7 No child would feel ashamed or embarrassed by the contents of their lunch boxes with this system. This system would ensure that no child felt ashamed or embarrassed by the contents of their lunch boxes.
8 Eating a healthy diet healthily (> B1-B4)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts

and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

Nowadays most children regularly play games on a computer or on their television. These games have become more violent over the past few years. In fact, many parents worry about this and the effect these games are having on their children. Some are concerned that playing violent games might encourage them to become aggressive in real life. What we need to establish is whether or not this is actually true.

First, it may help to look back at the games that children used to play many years ago before the invention of computers. In those days children would probably have played popular board games such as Monopoly or chess, or they may have played card games or some type of outdoor sport. These sports or games would probably only have encouraged children to become more competitive rather than violent.

However, throughout history children have always played fighting games with toy or pretend weapons. Even now many parents will buy a toy gun or sword for their child. Why do we never read reports in the media about the impact plastic weapons could have on children? Perhaps this is because the link between play fighting and actual fighting is not very strong.

In conclusion, the way children play games has changed with the times but the ideas behind those games have actually changed very little. Just as playing at soldiers did not increase violence in the past, I believe that playing computer games will not lead to an increase in violence in the future. I think that if we looked more closely at life in our major cities then we would find there are many other possible causes for the increase in crime and violence.

Grammar focus task

The new information is underlined.

Nowadays most children regularly play games on a computer or on their television. These games have become more violent over the past few years. In fact many parents worry about this and the effect these games are having on their children. Some are concerned that playing violent games might encourage them to become aggressive in real life. What we need to establish is whether or not this is actually true.

Unit 22

A: Context listening

- 1 f 2 d 3 a 4 b 5 g 6 h 7 e 8 c
- 1 They need to go to the library and fill in a form and have their photo taken. 2 It is a group which represents students' views to the university. 3 It is responsible for extra facilities around the campus that are not related to study e.g. restaurants, entertainment and sports facilities.
- 1 Do they process; are processed 2 does the university run; is run 3 do you choose; is chosen
- 4 They become the subject of the passive verb.

C: Grammar exercises

- 1 2 are peeled 3 are soaked 4 are put 5 are sliced 6 are rinsed 7 are fried 8 are removed 9 are then left 10 are added 11 be distributed 12 sold (> B1 and B2)

- 2 2 has changed has been changed 3 might have been happened might have happened 4 have given have been given 5 have been benefited have benefited 6 have been suggested have suggested 7 are continued continue 8 are being become are becoming 9 feels is felt 10 have been come have come 11 has affected has been affected 12 will use will be used (> B1-B3)
- 3 2 are (were) placed 3 was believed 4 have been allowed 5 is being serviced 6 will be opened 7 is expected 8 is made 9 claims 10 are known 11 encouraging (to be encouraged) 12 to take (> B1-B4)
- 4 2 be absorbed 3 affects 4 continues 5 are used 6 to use 7 are being built 8 is said 9 to decide 10 tackling 11 have been passed 12 allows 13 are forced 14 know 15 will be used 16 have their cars checked (> B1-B5)

D: Test practice

Academic Writing Task 1

Test tip: Study the diagram carefully to identify all of the key stages and make sure that you don't miss any important information out of your description. You may need to change the words on the diagram (e.g. to change verbs to nouns) to make them fit grammatically into your sentences.

Model answer

The diagram shows how fresh fruit is canned. First the fruit is picked from trees by hand. It is then transported to the cannery by large trucks. At the cannery the fruit is washed and quality checked, and any poor quality fruit is rejected. The good quality fruit is put into cold storage. When it is ready for canning the fruit is weighed and graded. The grading ensures that fruit of a similar size is kept together. After this the fruit is peeled and the cores are removed. It is then sliced into the required sizes and put into cans. Juice or syrup is also added to the cans. Once the cans have been filled they are sealed and cooked over heat to ensure that the cans are sterilized. When the cans are cool, a label is attached and they are placed into storage. The canned fruit is now ready to be despatched to supermarkets and sold.

Grammar focus task

- 1 The cans are allowed to cool. 2 The cans are sterilized using a special heating process. 3 The fruit is taken to the cannery in large trucks. 4 The fruit is checked before storage and any poor quality fruit is rejected.

The correct order is: 3, 4, 2, 1

Unit 23

A: Context listening

- 1 1 c 2 g 3 a 4 i 5 d 6 e 7 h 8 f 9 b
- 2 1 F 2 T 3 T 4 T 5 F 6 F 7 F 8 F
- 3 1 in spite of 2 Despite 3 however 4 Firstly 5 Secondly 6 Finally 7 although 8 To sum up
- 4 1 in spite of; however; despite; although 2 firstly; secondly; finally 3 to sum up

C: Grammar exercises

- 1 2 b 3 b 4 b (result) 5 a 6 b (contrasting idea) 7 a (contrasting idea) 8 a (restates the previous idea) 9 a (contrasting idea) 10 b (reason) 11 a 12 b (reason) (> B1 and B2)

- 2 Firstly (the first idea in a list) 3 Furthermore (adds to the previous idea) 4 therefore (this idea is a result of the previous one) 5 Thirdly (introduces a third important point) 6 Although (introduces a contrasting idea: *despite* cannot be followed by a subject + verb) 7 In addition (adds further information) 8 as a result (this idea is the result of the previous one) 9 Nevertheless (gives contrasting information) (> B1 and B2)
- 3 2 For example 3 Firstly 4 Similarly 5 However 6 but; because 7 As a result (> B1 and B2)
- 4 2 I had to cancel all of my afternoon appointments because the head of my department called an emergency meeting. 3 Fewer people are going to the cinema these days due to the fact that it is now much cheaper to rent a DVD at home. 4 Petrol prices increased last month. As a result, the cost of basic foods has risen. 5 There are over 30 girls on this course but the boys still outnumber the girls by two to one. 6 There are some advantages to the pace of modern life. However, it also has its disadvantages. 7 In spite of the fact that the number of red deer in the wild increased slightly in the 1980s, it (the increase) was not sufficient to take them off the endangered species list. / In spite of the slight increase in the number of red deer in the wild in the 1980s, this was not sufficient to take them off the endangered species list. / Red deer were not taken off the endangered species list in spite of the fact that their numbers in the wild increased slightly in the 1980s. (> B1 and B2)

D: Test practice

Reading

Questions 1–3: multiple choice

Test tip: Read all the questions and options and underline or highlight any important information or key words that you need to find in the passage. Use the questions to locate the relevant part of the reading passage. If you cannot find an answer, just move on to the next one and come back to this one later.

1 B (*In that moment, Rita and Jake stumbled across an interesting set of differences between older and younger minds.*) 2 D (*In the end, if 'bener' is defined as completing a clean paragraph, both people may end up taking the same amount of time.*) 3 A (*subjects were told to look at a screen, wait for an arrow that pointed in a certain direction to appear, and then use a mouse to click on the arrow as soon as it appeared on the screen. The other arrows were used to distract the subjects.*)

Questions 4–7: sentence completion

Test tip: Sentence completion with a box of possible answers is similar to matching questions. Scan the passage for the key names or words in the questions and underline or highlight them. Then carefully read the information close to those words and try to match it to the ideas in the options (A–F). Remember there are more options than you need to use. Some of the extra options may not be mentioned at all, or may be the opposite of the information in the passage.

4 E (*Popular psychology says that as people age their brains 'slow down'.*) 5 C (*scientists at the University of Michigan for example, have shown that ... seniors exploit the left and right side of the brain more extensively than men and women who are decades younger*) 6 B (*Michael Falkenstein ... found that when elders were presented with new computer exercises they paused longer before reacting and took longer to complete the tasks, yet they made 50% fewer errors*)

7 D (*Neurologists at Northwest University came to this conclusion after analyzing 50 people ... Darren Gleisman, who headed the study, concluded that older brains solved the problems just as effectively but by different means.*)

Questions 8–12: summary completion

Test tip: Read through the information in the summary carefully and try to predict what type of information you need to find in the passage. Pay careful attention to the word limit and make sure you copy the words correctly.

8 minds (*Just as people's bodies age at different rates, so do their minds.*) 9 memories (*As adults advance in age, the perception of sights, sounds and smells takes a bit longer, and ... The ability to retrieve memories also quickly slides.*) 10 & 11 **NEITHER** ORDER: knowledge, experience (*On the other hand, the ageing brain can create significant benefits by tapping into its extensive hoard of accumulated knowledge and experience.*) 12 speed (*Drawing on both sides of the brain gives them a tactical edge, even if the speed of each hemisphere's process is slower*)

Grammar focus task

1 e 2 g 3 b 4 c 5 f 6 a 7 d

Unit 24

A: Context listening

- 1 The topic is whether children should be educated at home or at school.
2 1 T 2 F 3 T 4 F 5 T 6 F
3 1 fortunately; I can see; I think 2 unfortunately; I can see; certainly; I think; interestingly; Perhaps
4 1 see; think 2 fortunately; unfortunately; interestingly 3 certainly; perhaps

C: Grammar exercises

- 1 2 Personally. 3 presumably 4 perhaps 5 Overall, 6 probably 7 Surprisingly, 8 Unfortunately (> B2)
2 2 Apparently, the start of the course has been delayed because the tutor is ill. / The start of the course has been delayed because, apparently, the tutor is ill. / The start of the course has been delayed because the tutor is ill, apparently.
3 I definitely want to go to university when I leave school.
4 I was late for the exam because my bus didn't come, but luckily the exam hadn't started on time so I only missed a few minutes. / I was late for the exam because my bus didn't come, but the exam hadn't started on time, so luckily I only missed a few minutes. 5 Unfortunately, the university has decided to close the music department. / The university has decided to close the music department, unfortunately. / The university has unfortunately decided to close the music department. 6 Perhaps it is time to reorganise our company structure. 7 On the whole, my tutor was impressed with the effort I had put into my assignment, but suggested a few changes. / My tutor was impressed with the effort I had put into my assignment on the whole, but suggested a few changes. 8 It is probably true that people are living longer today than in the past. (> B2)
3 2 Frankly, 3 Surprisingly, 4 Unfortunately, 5 On the whole, 6 Evidently 7 Possibly, 8 Actually, (> B2)

- 4 There are many reasons why people follow a vegetarian diet. Firstly, it is because they believe that it is wrong to kill animals. This may be due to religious beliefs, or it could be their own personal philosophy. It is possible that another motivation for stopping eating meat is health. According to research, the high fibre content of a vegetarian diet seems to reduce the likelihood of suffering from some bowel problems and heart disease. In addition, fewer vegetarians than meat-eaters are overweight. A further advantage is that a vegetarian diet can be cheaper than eating meat. Nevertheless, it is clear that there are some disadvantages. Vegetarians can lack a lot of the vitamins and minerals that are present in meat, such as iron or vitamin B12, or calcium if you do not include dairy products in your diet. There is also the social problem of not being able to eat food available at parties and restaurants. Overall, however in terms of health a vegetarian is more likely to be healthy than a non-vegetarian and personally I feel that the advantages outweigh the disadvantages. (> B1-B4)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time at the end to check your spelling.

Model answer

Nowadays, modern technology has totally changed our approach to study. In many countries students no longer have to copy notes by hand from the blackboard; instead the teacher gives them a photocopy. Rather than messy ink and pen, students present a typed-up copy of their assignments. Their computer even checks their spelling as they go. In fact, some people believe that modern technology does a lot of our thinking for us and, as a result, we are losing our ability to think for ourselves.

In my opinion, spelling skills have definitely deteriorated in recent years. So many young people use mobile phones to send text messages where speed and conciseness are more important than spelling or grammar. Some teachers complain that these students take the same attitude towards their written assignments.

On the other hand, typed assignments are much easier to read and are much neater. Frankly, I find some notes or texts which are handwritten almost impossible to read. Doctors, for example, have often had a reputation for illegible handwriting, which could lead to disastrous medical mistakes. Perhaps it is time we focused not on handwriting but on presenting information as accurately as possible.

One advantage of computers is that access to the Internet has opened up a world of learning to us. We no longer have to wait for a book that has already been borrowed from the library before we can do our research. In fact, the Internet can clearly be used to research information in the same way as a library but more conveniently.

On the whole, rather than holding students back, I believe modern technology has actually improved standards of education considerably.

Grammar focus task

- 1 I believe (in my opinion) 2 actually
3 In my opinion (I believe); definitely 4 Frankly

Unit 25

A: Context listening

- 2 She experienced itching, pain, swelling and redness.
3 1 She had a very bad reaction and had to go to hospital.
2 On her foot. 3 It hurt. / It was very painful. 4 It went red and swelled up. 5 Her foot itched, it was difficult for her to breathe and she kept coughing.
4 1 burning pain 2 itching 3 swelling
4 breathing difficulties; a dry cough
5 1 The verbs are changed to nouns. 2 be, become (non-action verbs)

C: Grammar exercises

- 1 2 study; studies; student 3 findings; find 4 response; respondent 5 measurement; measure 6 earnings; earner 7 advertisement; advertiser; advertising 8 examination; examiner 9 suggestion 10 creation; creator; creativity (> B1)
2 2 strength 3 depth 4 beauty 5 clarity 6 interest 7 difficulty 8 caution 9 significance 10 violence 11 controversy 12 confusion (> B1)
3 2 there are some quite significant differences 3 the largest proportion of expenditure was 4 food expenditure 5 total household budget 6 There has been a notable increase in 7 a significant rise in the proportion of money spent on clothing 8 the proportion of fuel and lighting expenditure was roughly the same. (> B1 and B2)
4 2 Spending (expenditure); increase; influence 3 failure; illness 4 diet; reduction 5 Use; risk; loss 6 Contentment; success; communication 7 Developments; construction 8 difficulty (> B1 and B2)

D: Test practice

Academic Writing Task 1

Test tip: Spend time studying the information first. The title given may help you with your first sentence, but try to use different words and don't just copy words from the question paper. Try to identify key areas in the data (e.g. where the data changes considerably or where there is no change over a period of time). Do not miss out any important details in your description and make sure you stick to the time limit so that you leave enough time to answer Task 2.

Model answer

The total number of all species of wild birds in the UK has been relatively stable over the last two decades, although there were significant drops in numbers between 1977 and 1979 and again in 1982 and 1986. Since 1994 there has been an improvement in numbers of all species, although the graph shows a slight decrease in 2000.

In contrast, the population of farmland birds has suffered a severe decline, particularly in 1978 when numbers fell dramatically. The rate of decline in the population appears to have slowed and it has remained relatively stable since 2000.

There was also a fall in the number of woodland birds of around 30% between 1974 and 1992. The population increased slightly in 2000 but it had dropped again by 2004.

It is only coastal species that have seen a steady increase in population over this period. Their numbers dropped slightly in 1995 and again in 2003 but the overall trend has been a positive one.

Grammar focus task

- 1 an improvement in numbers; a slight decrease 2 a fall in the number of woodland birds 3 a steady increase in population

Recording scripts

Recording 1a

Interviewer: Excuse me. I'm conducting a survey on how people spend their free time. Do you mind if I ask you a few questions?

Pete: Oh, er, OK. I'm just waiting for my friends – they're always late, so I should have a few minutes!

Interviewer: Right, now, can I have your name?

Pete: It's Peter, Peter Harley – H A R L E Y.

Interviewer: And do you work or are you a student, Peter?

Pete: Well, both actually. I'm studying really hard for my exams this month – I'm doing maths at university – but I also help my parents out. They own a restaurant and I work there as a waiter in the evenings, so I don't get a lot of free time during the week.

Interviewer: It sounds as if you're very busy.

Pete: Yes, I am, and my mum's always saying I don't help enough in the restaurant! But I do manage to find some free time most days.

Interviewer: Great. Now, can you have a look at this list and tell me whether you do any of these things and if so, how often?

Pete: Sure. OK, well, I love music and I'm learning to play the piano. I get up really early and practise for an hour or so just about every day. I also play the guitar in a band with some other friends. We used to practise together at least three times a week but these days we only manage to meet about once every two weeks.

Interviewer: What about the next thing on the list: computer games? I assume you're too busy to play them.

Pete: Well, I used to play them all the time but now I'm too busy studying and I don't miss them at all!

Interviewer: And do you use a computer for other things?

Pete: I use the Internet just about every day for my studies, and I also use it to keep in touch with my friends and family. My cousin is living in Thailand at the moment and he sends me regular emails to let me know how much fun he's having! He's always visiting exciting places.

Interviewer: Yes, the Internet is making it much easier for people to stay in touch with each other. Now, how about team sport?

Pete: Actually, I joined the local football team when I was at school and I still play once a month provided I can get to training. I much prefer playing football to watching it on TV, though I do occasionally watch a match if there's a big final or something.

Interviewer: What about going to watch live matches?

Pete: I'd love to be able to afford to go every week because I support my local team, but students don't generally have much money, you know! I can't remember the last time I went to a live match. Oh, sorry, I can see my friends – I have to go now.

Interviewer: Thank you for your time.

Recording 1b

Man: Westfield Sports Centre, can I help you?

Woman: Yes, I hope so. I've recently moved to the area and I want to do some sports activities.

Man: Well, we have excellent facilities, including a new gymnasium and several tennis courts. Our tennis team are always looking for new people.

Woman: Oh, I was never any good at gymnastics and I don't think I've got the time to put into learning tennis. No, I'm more interested in swimming, and I'd also like to take a few yoga classes if I can.

Man: OK, well, we have three swimming pools: an Olympic size 50 metre pool and a 25 metre pool, which are both outdoors, and a heated indoor pool, which is just 15 metres long but is very popular with our members in the winter!

Woman: I bet it is! Do members have to pay to use the pools?

Man: Well, members don't pay for the pools if they just want to swim laps on their own. We even offer complimentary classes for beginners, but we do charge a small fee if you want to take part in the advanced training sessions, and there's also a fee for our water-based keep-fit class.

Woman: Right. And would I need to book any of the facilities or can I just come whenever I want?

Man: We don't actually allow anyone to book the swimming lanes or the gym equipment, but for safety reasons we can only have a maximum of seven people in the sauna at any one time, so you do need to put your name on the list for that.

Woman: Fine. Now, I'd also really like to take a yoga class. Do you have any?

Man: Yes. There are classes on Monday, Tuesday and Friday in the morning from ten till eleven, and then every Saturday and Sunday in the evening. Those classes are a bit longer, starting at six and finishing at seven thirty.

Woman: Right, I'll just make a note of that. So, does that mean that if I enrol I can come on each of those days?

Man: No, each day is a different level, so you only come once a week.

Woman: Oh, I see. Well, I've been doing yoga for a little while now, but I am still finding it quite difficult. Which level do you think I should choose?

Man: Most people start at the lowest level, and then you can talk to the instructor about changing if you think it's too easy.

Woman: OK. How much are the classes?

Man: They're £1.50 an hour for members.

Woman: Great. Now, I'd like to come in and look at the facilities. Would someone be able to show me around?

Man: Yes, no problem.

Woman: Who should I ask for?

Man: Ask for me. My name is John Doherty – that's D O H E R T Y.

Woman: And should I just ask for you at the reception?

Man: Actually, my office is on a different level. Take the lift up to level one and you'll see my name on the door right in front of you.

Woman: Great. I'd like to come tomorrow if that's OK. What time suits you?

Man: Well, I have appointments from nine to ten thirty, so could you make it eleven?

Woman: I'm sure that will be fine, but can I just take your direct number in case something else crops up?

Man: That's a good idea – my number's 0117 965 478.

Woman: Great. I think that's everything, so I'll see you tomorrow. Oh, my name's Alison Martin, by the way.

Man: Thanks, Alison. See you tomorrow.

Recording 2

Presenter: Today's guest is Bill Murphy, who worked for the police force for over 17 years until his retirement last week. Welcome to the show, Bill. You're going to tell us how to protect our homes, is that right?

Bill Murphy: Thank you, yes, that's right. As you say, I used to work for the police force and I must have seen hundreds of burglaries during that time. Unfortunately, burglary seems to be on the increase; the number of burglaries in our area rose by 25% last year. What's so frustrating is that it's possible to prevent many burglaries. For example, a few weeks ago a woman called to report a robbery at her house. It happened at five in the afternoon while she was watching the news on TV in a room at the back of the house. Her son was also at home; he was doing his homework in his bedroom when the burglar came into the house.

Presenter: So, how did the burglar break in without anybody hearing him?

Bill Murphy: Well, this woman used to keep the front door locked at all times, but when her son got older he often went out to visit his friends after school, so she would leave the door unlocked whenever she was at home so he could come and go easily. The burglar simply walked in through the front door, which was unlocked, and no one heard a thing. So you see, you do need to be careful to lock your door at all times of the day.

Presenter: Absolutely. And what did the burglar steal?

Bill Murphy: On this occasion, the burglar came in through the front door, picked up the woman's handbag and while she was watching the TV, he emptied it out and stole her purse. The son didn't hear anything because he was listening to music and working on his computer upstairs. Then the burglar went into the front room, opened all the cupboards and took a valuable collection of CDs. But the surprising thing is that after that he went into the kitchen and stole the roast chicken the woman had cooked for dinner! So you see, it really is important to ...

Recording 3

Sue: Hi Carl. Have you written your assignment yet?

Carl: Hi Sue. No, I haven't, but I've been trying to get some ideas together.

Sue: What sorts of things have you been doing?

Carl: Well, I've worked really hard for the last two weeks and I've nearly finished all the books on the reading list. I've made quite a lot of notes but they're not very structured. What about you?

- Sue: I did the reading a few weeks ago, and I made notes on the most important things. I've written a rough plan this morning, and I was going to make a start on writing the assignment today but I've decided I need to read the most important parts of the books again before I do that. I'm actually finding it quite hard. It's the first time I've ever had to write such a long essay so I'm a bit nervous about it.
- Carl: Yes, it's the longest essay I've ever had to write as well. I find all the reading so difficult. I read five books last week, and they all said different things!
- (Pause)
- Sue: I find the best approach is to read only the sections that you need in order to answer the question. You don't usually have to read the whole book. I've collected plenty of information for the assignment that way.
- Carl: That's good advice. I've been trying to read the whole of each book, and the more I read, the more confused I get. I probably wasted a lot of time last week.
- Sue: Oh, I'll tell you what other things I found really helpful. When I was in the library last week, I read those leaflets called 'How to get the best out of the library' and 'How to write assignments'. They really helped. Have you read them?
- Carl: No, I haven't even seen them. I'll have to get hold of a copy; they sound very useful. I really need some direction. I find I'm so tired at the moment. I've read six articles this week but I can barely remember what they said! In fact, I've been feeling tired since I started this course!
- Sue: Hmm, I know what you mean. I felt like that as well at the start until one of my tutors told me it was far more important to get enough rest than to stay up late studying. I've gone to bed early every night since then and I manage to concentrate for longer during the day, so in the end I do actually get more done. I went to bed at ten thirty last night and I feel great.
- Carl: Well, I've just got up and I'm already tired. I must try going to bed earlier – at least till I've done this assignment.
- Sue: Yeah, it should help.

Recording 4

Good morning and welcome to today's talk on famous composers. Today we're going to look at the remarkable career of Wolfgang Amadeus Mozart. Mozart was born in Salzburg on January 27, 1756, the last of seven children. However, when Mozart was born, five of his siblings had already died in infancy or early childhood. His only surviving sibling was his sister, Nannerl, who was five years older. Mozart's father, Leopold, was a composer and his grandfather had also been a musician. Times were hard and the family had been struggling for some time.

When she was eight, Nannerl began keyboard lessons with her father. Mozart's sister was extremely gifted at the keyboard and she had been making excellent progress when her brother, then aged three, demanded to be taught as well. In just 30 minutes Mozart mastered the piece of music, which his father had copied into Nannerl's notebook. Wolfgang's achievement was followed in rapid succession by others. By the time he was six, the little boy had written a composition of his own into the notebook. And by age seven, he had taught himself how to play the violin without ever having received a lesson.

When Leopold Mozart saw how extraordinary his son was, he decided not to waste Wolfgang's precocious talents and took him on a tour across Europe with his sister. At Linz, Wolfgang gave his first public concert. Among the audience were some important statesmen who were astonished and hurried on to Vienna to spread sensational reports of what they had seen. By the time he was 17, Mozart's reputation had already begun to spread through Europe and his family were richer than they had ever been before.

Recording 5

- Amanda: Hi Tim, just ringing to see if you've got the details of the hockey team's trip for next month.
- Tim: Hi Amanda. Yes, I went to the travel agency this morning. I've got the details right here in front of me.
- Amanda: Oh, great. Well, why don't you tell me all about it and I'll pass on the information to the rest of the team.
- Tim: Good, well, first of all we're flying to Scotland. We'll have to get up really early because our flight leaves at six thirty in the morning. We're playing four matches there, which I know sounds like a lot but we'll also have three days free. So, we're going to hire a bus and then drive through the mountains and we'll probably stay in some sort of mountain lodge there.
- Amanda: Sounds wonderful. I hope the weather's good.
- Tim: Me too, but it'll probably rain every day.

- Amanda: Still, not to worry – I'm sure we'll enjoy it whatever the weather. Where to after that?
- Tim: From there we fly to Greece. We were supposed to be playing five matches there but two have been cancelled, so it's only three now. Still, that means there's a bit of free time to do some tourist things as well, as we now have four days free altogether.
- Amanda: Great. What about accommodation over there?
- Tim: Well, it's more luxurious than last year's camping trip, so I think everyone will be happy with it. This time we're staying in a small hotel near the centre of Athens for a few days, and then we're going to get a boat to a couple of the islands, although we haven't decided which ones yet.
- Amanda: I'm sure we'll have good weather there, anyway, so lots of time for sunbathing on the beach.
- Tim: Yes, I think it'll be extremely hot there.
- Amanda: You're right – we'll probably end up wishing we were back in Scotland! Well, we're certainly going to have a varied trip.
- Tim: Yes. In Scotland we're probably going to do lots of walking and in Greece we're going to be lying on the beach. I imagine we'll even get a bit of a tan.
- Amanda: I think it's going to be a great trip!
- Tim: Ha! Just don't forget to concentrate on your game! Oh, and one more thing, don't forget that the manager is having a party just after we get back to celebrate the team's great results last season, and the best player on the tour will get a special trophy.
- Amanda: Wow! Don't worry, I'll let everyone know.

Recording 6

- Phil: Hey Janet, have you finished the report yet? Sarah was asking about it.
- Janet: I'm afraid not. I'm about to go to Rome for a conference and I won't be able to finish the report before I go.
- Phil: Oh. When do you think it will be ready?
- Janet: The conference only lasts three days, so I'm not in Rome for long – just the weekend. Then I'll be working on the report all next week.
- Phil: Can you do it before we have the departmental meeting at the end of the month?
- Janet: Oh, I'll easily have finished it by next Friday. I've got it in my diary.
- Phil: That's great. I'll be seeing Sarah at lunch, so I'll tell her.
- Janet: Thanks.
- Phil: Are you giving a talk at the conference?

- Janet: Yes, the same one I gave last month on plant diversity and environmental changes. By the end of the year I will have given the same talk at six conferences! Luckily it's a different audience each time, but I'll soon be getting polite requests to do something different! The funny thing is I still get nervous every time before I give it.
- Phil: Oh come on, I don't believe that.
- Janet: No, it's true. I'll be feeling really nervous when I get to Rome. I won't be able to relax until I'm actually giving my talk. Don't you get nervous when you give talks at conferences?
- Phil: Not really, although I always make sure I prepare well. I always practise in front of a mirror. I look a bit of an idiot, but no one can see so I don't mind. I'm giving a talk in London next month and by the time I give the talk I'll have rehearsed it at least ten times. Practising like that makes me feel confident – you should try it.
- Janet: That's a good idea. But even practice doesn't seem to help me.
- Phil: Well, good luck, I'll be thinking of you in Rome. When are you leaving?
- Janet: Well, I was going to leave this morning but they cancelled my flight, so I'm on the evening flight. Actually, I'd better get a move on, as the train to the airport leaves in 20 minutes.

Recording 7

- Sara: Alan! Will you help me write this advertisement for the spare room?
- Alan: Yes, we've got so much space. It would be great to get some money to help with the rent.
- Sara: Now, we need to make it sound inviting.
- Alan: Well, the room might be on the small side but the windows are very big so the natural light is really nice. Few rooms have such good natural light.
- Sara: Yeah, it's a great room for working in during the day, and it's also got a great view of the garden.
- Alan: Exactly. What shall we say about the furniture?
- Sara: Well, it's not luxurious but it is very comfortable. The room has everything you need. Oh, except they will need to bring their own lamp; both of the lights in the ceiling are really old and not very bright.
- Alan: That's true. But it has got a nice bed.
- Sara: Yes, and it's got a great wardrobe, which has even got a few shelves for clothes as well. They will need to bring their own mirror if they want one, though.

Alan: Yes – there isn't one in the room at the moment. Now, there's no room for a bedside table but there is a good study desk in there.

Sara: Yes, I wouldn't mind a desk like that myself, actually. It's better than mine. It's got three drawers – mine hasn't got any at all.

Alan: Why don't you put it in your study then?

Sara: It's too big. There isn't much room in there.

Alan: I suppose not, because the desk has got shelves on top as well. They're really handy for putting books on. Now, what else?

Sara: What about the location? We could say it's close to transport. We're really lucky because we've got the bus and the train nearby.

Alan: That's true. And what shall we say about the rent? Shall we ask for £50 a week or is that too little?

Sara: Well, let's say it includes electricity and any other household bills and make it £60. Our expenses are bound to go up with an extra person in the house.

Alan: Yes, you're right, I hadn't thought of that! Now, pass me the newspaper.

Sara: I thought you'd already read the news today?

Alan: Yes, I have, but there are lots of advertisements for accommodation and I want to look at them before we finish ours.

Recording 8a

Good morning everyone. As part of the conference on environmental awareness I'd like to talk to you this morning about an exciting development in monitoring climate change: Europe's technological showpiece, Envisat. Envisat is a fully-equipped observation satellite and it is the largest, most technologically advanced, and most powerful one that the European Space Agency (the ESA) has ever created.

The satellite was launched in 2002 and is on the trail of climate change, delivering up-to-the-minute information about our changing environment. Seeing the earth from outer space highlights how tiny and fragile this planet of ours is. Envisat helps people to understand that and encourages us to protect our blue planet as our place of birth, and as the ancestral home where our children and grandchildren will live after us.

With its ten instrument systems Envisat is equipped with the best eyes possible and offers everything that scientists could wish for. This unique flying environment station follows in the footsteps of the successful remote sensing satellites ERS1 and ERS2, which were both launched in the 1990s.

Climate protection is a challenge for our entire society. The ESA contributes to such endeavours and has provided impressive scientific results in the field of atmosphere, ozone

and climate monitoring, and more. The total cost of the Envisat programme is 2.3 billion euros over 15 years. Included in this sum is the development and construction of the instrument systems as well as the cost of the satellites, the launch and the operational costs. Each European citizen has therefore invested seven euros in the environment or about the cost of two cups of coffee per year. For that, every citizen will have access to precise information about changes in the environment including global warming, ozone depletion and climate change. This information is absolutely essential and long overdue as the basis for political decisions. The gas envelope around the earth is not determined by political boundaries and none of our countries is able to ignore the implications of global warming.

Recording 8b

Hello everyone and welcome to today's talk about the current trends in health and fitness. Nowadays, it seems as though everyone in the wealthiest parts of the world is battling with their weight and as a consequence, more and more people are joining local gyms or buying home-exercise machines.

In fact, according to the International Health, Racquet and Sportsclub Association, membership in health clubs in America doubled from a little over 17 million in 1987 to more than 36 million in 2005. While the figures for Europe are harder to come by, evidence over the past decade suggests that health club membership has doubled there as well.

What few people nowadays realize is that the average person in the developed world is now burning 800 fewer calories a day than a generation ago. This means that even if people today ate no more than the previous generation, they would still be getting fatter. Unfortunately, instead of eating less than their parents did, as they should, many people consume a lot more.

So what exactly has brought about this change in fitness levels? Well, people in developed countries are not only eating more but are also doing less exercise. Increased technology has not helped. The car and other such machines designed to help reduce our work load are as much to blame as deep-fried fast food. On top of this, the changes in how and where we work have reduced the amount of daily calories people actually need. Such factors are taking their toll on our health, with health costs soaring.

And this is where exercise machines come in. Walking machines or treadmills and the like may not be the most efficient way of burning off those excess calories and boosting cardiovascular fitness but they are certainly the most common. According to the Sporting Goods Manufacturing Association International, some 45 million Americans used a treadmill in 2003. That's an amazing number of people and an awful lot of treadmills.

Having said that, an exercise machine that did not even exist a decade ago – the elliptical cross trainer – is fast replacing the traditional treadmill. As its name implies, the machine delivers an elliptical or swinging motion, with both the hands and feet tracing semi-circular patterns – the feet on two moving platforms rather than bicycle pedals, and the hands gripping handles that move but are not meant to support any weight, which is important as there is no seat. Since the machine was introduced there, the number of people using elliptical machines in America has tripled to more than 11 million a year.

We have been doing some tests to find out if these machines are actually any better than the previous machines or if they are just another passing trend. Dr John Porcari, a professor of exercise and sport science, believes that ellipticals are at least better than the previous exercisers, but no better than treadmills in terms of increasing cardiovascular fitness. In one set of tests, Dr Porcari measured the oxygen consumption, heart rate and calorific expenditure of 16 volunteers, and found that there was virtually no difference between elliptical machines and treadmills. But elliptical machines have a lower impact on the user than running, claim their manufacturers. True, says Dr Porcari, who measured the 'ground reaction forces' of the test subjects on the various machines. Running on a treadmill results in forces that are roughly two and a half times the subject's body weight. But using an elliptical machine gives forces that are roughly equal to the subject's weight. This is much kinder on the body and makes the impact comparable to that of walking. In that respect, ellipticals are superior.

However, those who do not want to shell out for fancy exercise machines will be heartened by the results of a seminal study in 1969 by Lewis Pugh, a British physiologist, which has been confirmed many times since. Dr Pugh found that, when reaching speeds above 14 kilometres per hour or so, running on firm ground uses up substantially more calories, and therefore leads to a greater reduction in weight, than running on a treadmill or using an elliptical machine. Dr Pugh attributed the difference to air resistance. Manufacturers of exercise machines point out, correctly, that running on firm ground creates a greater force on the body's joints than using machines, in particular the knees and ankles. But, what they don't say is that modern running shoes go a long way to reducing the impact of such forces. So, perhaps the best exercise of all is simply to leave the car at home, and run to the gym – and then right past it. After that, just keep going and going and going ...

Recording 9

- Mrs Smith: Hello, you **must** be Chi Wen. I'm Mrs Smith, **but** my homestay students **all** call me Lucy.
- Chi Wen: Oh, hello, Lucy. I'm **very** pleased to meet you.
- Mrs Smith: So, how long have you been in Australia, Chi Wen?
- Chi Wen: Well, I only arrived last month and I'm still finding it all a bit strange, actually.
- Mrs Smith: Oh, don't worry. I'm sure it won't take long to settle in. If you like, I can introduce you to a friend of mine, Yi Ling. She's a student from China who stayed with me last year. I know she's really enjoying herself here in Australia.
- Chi Wen: Oh, that would be nice.
- Mrs Smith: Now, I have had a lot of students staying with me over the years and I do have a few rules.
- Chi Wen: Oh, of course.
- Mrs Smith: First of all, my husband and I want everyone to feel at home so we treat everyone as if they were a member of our own family.
- Chi Wen: That sounds lovely.
- Mrs Smith: I cook and serve dinner for everyone at six. We also make everyone speak English at dinner; it's really important to practise your English as often as you can.
- Chi Wen: I see, that's a very good idea. And what about other meals? Can I cook for myself?
- Mrs Smith: Yes, everyone makes their own breakfast. I do the shopping, and I always make sure there is plenty of food in the fridge so you can prepare yourself a packed lunch to take to college if you like.
- Chi Wen: Yes, I've noticed that in Australia you often eat sandwiches for lunch.
- Mrs Smith: Well, we often eat lunch in a bit of a hurry, so sandwiches are very convenient. Now, do you have any other questions about the house rules?
- Chi Wen: What about laundry? Can I use the washing machine?
- Mrs Smith: Oh, yes. I expect everyone to wash and iron for themselves, although I can put a load of washing on if you need me to. I will give you clean bed sheets every week. I clean the kitchen and the living areas myself but I expect all my students to help out and clean their own rooms.
- Chi Wen: I have one other question. I don't have a mobile phone here yet. Can I use yours to make a couple of local calls?
- Mrs Smith: That shouldn't be a problem. Just let me know when you want to use it.

Recording 10

Good evening, everyone. As many of you know I often travel for my job as a rug buyer and this evening I've been asked to give a talk about travelling in Europe and Asia. I'll try to pass on some useful advice for those of you who are planning to travel there yourselves. At the end of my talk, I'll be happy to answer questions.

My first piece of advice is to work hard on your research before you go if you want to make your trip enjoyable and rewarding. I plan my trips very carefully for at least three months before I leave, reading about the places I am going to visit on the Internet and in books.

I had a very memorable trip recently, starting out in Morocco. The city of Marrakech is an absolutely amazing place to visit and well worth adding to your itinerary. Try to stay near the old part of the city. There are so many historical buildings and so much to see. The mosques in particular are very beautiful.

After leaving Morocco I took a long tiring boat ride to Turkey. It was well worth the trip, especially if you like local crafts. I bought a beautiful Turkish carpet in one of the villages while I was there. The man that sold it to me spoke very good English and he told me all about the different styles of carpet. I was fascinated to see the extraordinary range of patterns.

I left the small mountain villages of Turkey to travel to the huge, crowded cities of India. India is a fascinating country, and I have always enjoyed my visits there. Everywhere you go the people are very welcoming and friendly towards visitors. They always seem pleased to see you. It's easy to see why India is such a popular destination for travellers.

One of the highlights for me on this visit was the Gujarati Textile Museum. It was the first time I had been there. If you are interested in textiles, this museum is really impressive, with lots of information and some absolutely stunning examples of Indian silk embroidery, and other fabrics.

If you're interested in seeing wildlife I recommend travelling in the more remote areas of the country. I was amazed at the variety of wonderful animals which I saw on my trip and the most incredible colourful birds with vivid blue and green feathers. I also saw several poisonous spiders, although I have to say that I found the insects rather frightening!

Recording 11

The Olympics is probably the most exciting event in the sports calendar. It's one of the few opportunities we get to see some of the best athletes in the world competing against each other. And amazingly, each year they seem to be getting better and better. So, you might imagine that the Masters Games, which is for athletes aged 30 and over, would be less exciting to watch. Well, this may not be true for long because recent studies have shown that older athletes are getting faster and fitter.

Now, it's true they're not as fast as their younger counterparts, and probably younger runners will always be faster than older runners. However, runners aged 50 and over are actually speeding up more rapidly than younger people. The researchers analysed the finishing times of 415,000 runners in the New York marathon between 1983 and 1999 and discovered that finishers from the older group showed the greatest increases in speed. Interestingly, women aged 60 to 68 improved the most markedly, running on average four minutes faster each year. Men of the same age ran just over one minute faster than previously.

Not only that, a second study proved that older athletes can achieve the same degree of physical improvement as those in their twenties and thirties. In other words, they are just as likely to achieve their peak fitness as younger athletes.

25 years ago few 60-year-old men and even fewer women would have considered it possible to complete a marathon let alone set record running times. The researchers concluded that people grow weaker not simply because of age, but because they don't keep as active as they did when they were younger. It would seem that the longer athletes keep competing, the greater their chances of setting new records are.

Recording 12

Good morning, everyone. What you can see on the screen behind me is Sydney Harbour and it may surprise you to learn that this horrible rubbish lying at the bottom of the harbour was actually put there intentionally as part of a conservation project! Now, the idea of putting rubbish into the harbour instead of cleaning it out may seem absurd to you, but allow me to explain. Two years ago I was involved in a study with the University of Sydney. We were asked to try to calculate the number of fish and different species living in Sydney harbour. During this study, the divers noticed that in the areas cleared of rubbish very little life remained, whereas the old cars and other debris lying on the sea floor actually provided a rich habitat for an abundance of creatures including up to twenty species of fish, crabs and seahorses and amazing plants such as sea tulips with bright red bodies.

We realized that if you remove all of the rubbish contained in the harbour then you also take away the homes of the creatures living there. Earlier this year, with the help of the Sydney Harbour Federation Trust, we reached a decision to expand our study and start putting rubbish back into particular areas of the harbour.

So far we have used things like old car tyres and rope, but we have a plan to carry out a more detailed study to test out a variety of artificial structures and see whether the sea creatures in the harbour find these as attractive a home as the rubble of the past. We'll also catalogue the creatures living there and the data collected from the sites will be analysed to establish whether these artificial reefs have in fact helped to increase the volume of fish in the harbour.

In the meantime, if you have any suggestions of other possible sites with submerged rubbish that would be suitable for our research, please speak to me after the lecture.

Recording 13a

Deborah: Hi Joe.

Joe: Hello Deborah. Listen, have you had much experience dealing with amnesia?

Deborah: Actually, yes I have. It was a patient I had last year when I was working in a hospital in Canada.

Joe: Can you remember much about it?

Deborah: Well, a man was brought to us with some facial and head injuries and he couldn't remember who he was, where he lived or how he came to be in Canada.

Joe: Were there any clues at all?

Deborah: Well, he spoke with a strong British accent so the police realized he couldn't be Canadian. They took him to a language expert who said that he could have come from Yorkshire, in England. The police also managed to find out that he could speak French and Italian. But he couldn't remember his name, address, age, or anything. Can you imagine what it must be like to have your whole life lost like that?

Joe: Yes, it must be awful. But do you think he was genuine? He might have been trying to run away from his past or something. People can do funny things when they've experienced something terrible.

Deborah: Well, if he was, it certainly wasn't the best way to go about it, because his picture was in all the papers and on the news. He wouldn't have been able to fool everybody for so long if it wasn't true, I'm sure. At some point he was bound to have said something to give it away. No, I think he really had genuinely lost his memory and couldn't remember anything.

Joe: He could have had a wife and children waiting for him somewhere wondering what had happened. Do you know if he was married?

Deborah: Well, he can't have been, because if he'd been married, his wife would have reported him missing.

Joe: Do you know what happened to him afterwards?

Deborah: Well, apparently he's been able to find his parents and now he's back in England living with them.

Joe: That's amazing. Did you ever work out how he had lost his memory?

Deborah: Well, when he arrived at the hospital he had a head injury and no personal effects – no wallet or phone or anything. We assumed that he had probably been attacked and robbed, and he must have hit his head, resulting in the loss of memory.

Joe: It can't be easy for his parents, living with someone who doesn't remember their past. They must be having a difficult time adjusting to it all.

Deborah: Well, in my experience of these cases pieces of memory do gradually come back. He may remember some things already, and over a few years he'll probably be able to remember quite a lot. He could make a total recovery one day.

Recording 13b

Good afternoon, everyone. Today I am going to tell you about the research I have been conducting into the history of soap. While you may be able to find some information on the origins of soap, it is not a substance which has excited a great deal of study so far. What we do know is that even as long ago as 2500 BC soap was being used. Of course, initially it was only ever used on clothing rather than the body itself. In fact, although soap has existed for so many years, the use of soap for personal hygiene was unheard of until fairly recently and is considered to be a relatively modern notion. So we can only assume that other activities must have provided the basis from which this key concept arose.

To make soap you need to combine three materials in relatively exact proportions. So, how is it that these primitive people from over two thousand years ago could have discovered soap? Well, what these people lacked in technology they certainly made up for in practical skills. I carried out some experiments using basic techniques to try to find out what people without any chemical knowledge might have observed. And I was able to demonstrate that they would indeed have been able to make a soap-like substance that is not dissimilar to the one we know today.

However, it is fair to assume that, as the process requires a certain amount of time and specialization, soap would most likely have only been available in the wealthy communities. Although there are claims that the British Celts and their European counterparts used soap, there is no real evidence that the British colonies of the Iron Age had access to such a product.

Now, the history of soap is not easy to discover. As soap is an organic substance no traces of it remain in archaeological sites, so we have had to rely almost entirely on written texts for our discoveries. Fortunately there are many of these. The first known written mention of soap was on Sumerian clay tablets dating from about 2500 BC. The tablets spoke of the use of soap in the washing of wool. In another incidence, a medical document from about 1500 BC mentions that Egyptians bathed regularly. It also describes how they made soap by combining alkaline salts and oil which they extracted from vegetables.

We also know that the Romans used a mixture of earth, soda and wine to clean their clothes and pots. For the Romans bathing was not just a matter of hygiene; it was a form of relaxation, a social activity. The bather moved from room to room, getting progressively hotter, until they reached a steamy room where dirt was sweated out and scraped away with a metal blade. The Romans used scented bath oils but these were used to moisturize the skin rather than to cleanse it and there is no evidence that they used soap in this way. This is not to say that the Romans did not have soap. During the excavation of Pompeii, a city that was buried under the eruption of Mount Vesuvius in 79 AD, an entire soap factory was revealed, showing that they did in fact have access to soap but that they simply did not use it for personal hygiene.

Recording 14

Claire: Hello Jack. How much longer before you leave for Hong Kong?
Jack: Hi Claire, it's about a month now. Actually I could use a bit of advice. You used to live there, didn't you?
Claire: That's right. What sorts of things do you need to know?
Jack: Well, I've got to find somewhere to live quite quickly. The company are only paying for me to stay in a hotel for one week. Will that be enough?
Claire: Yes, you should be able to find something by then, but you'll need to allow a bit of extra time to get over the jet lag; there's a big time difference between there and the UK.

Jack: Oh, I hadn't thought of that. What's the accommodation like?
Claire: Well, the rooms tend to be smaller than here but you can get bigger places on one of the other islands. A friend of mine rented a lovely place on Lamma Island. The only problem was he had to get up really early to catch the ferry to work.
Jack: What's the transport like generally?
Claire: Fantastic! The underground system is called the MTR and there are trains every couple of minutes, so you don't have to wait for ages like we do here. You should try to use it whenever you can. The bus system is a bit more complicated because there are normal double decker buses but there are also smaller buses called 'public light buses'. They only stop when you ask them to so you'll have to learn some Cantonese if you want to take one of those. The Star Ferry is amazing. It's so cheap and you get the best view of the harbour – you really have to see it to believe it. You should always carry plenty of loose change though for the buses and the ferries.
Jack: The company has offered us Cantonese lessons when I get there. Do you think I should take them?
Claire: Oh, definitely, you must have lessons if you want to be able to pronounce things correctly. You don't need to speak Cantonese in the bigger shops but you'll need some basic phrases when you go shopping in the local market.
Jack: Is there anything else I need to know?
Claire: Well, nowadays you have to get a work permit before you go. We didn't have to worry about those when I was there.
Jack: Yes, that's already taken care of.
Claire: And you mustn't dress too casually for work. Everyone dresses really well in Hong Kong.
Jack: I'll remember that.
Claire: Oh, and you needn't buy lots of guide books before you go. You can get great ones there for a fraction of the price. Also, you ought to take lots of passport photos with you. You'll find you need lots to fill in any application forms.
Jack: Great! I'm getting pretty excited now.
Claire: I'm not surprised. Oh, one last thing ...
Jack: What's that?
Claire: You must invite me to visit you!

Recording 15a

- Interviewer:** So, Mr West, what does the future hold for Angleside?
- Mr West:** Well, we've just announced our future plans for the company.
- Interviewer:** And how many jobs will have to go?
- Mr West:** We'll be losing 100 jobs here in Swindon, and another 50 jobs will go from our Birmingham branch. However, we'll be offering voluntary redundancy and early retirement and hope to cover most of the job losses this way.
- Interviewer:** And what has led to this situation? Are these cuts a result of Angleside's poor performance over the past five years?
- Mr West:** No, the company hasn't been doing badly. This has nothing to do with the figures; it just makes good business sense.
- Interviewer:** So are you saying that your figures are not the basis for this decision to cut jobs?
- Mr West:** Absolutely. We decided to change the way we operate our business two years ago.
- Interviewer:** So are you confident that the company will continue to operate into the future?
- Mr West:** Yes, of course. We are completely confident about this.
- Interviewer:** And how are you going to deal with the discontent of your workforce over this announcement?
- Mr West:** We will do our very best to make things as easy as possible for our employees.
- Interviewer:** Well, we're out of time. Thank you very much for answering my questions.
- Mr West:** Thank you.

Recording 15b

At local company Angleside, up to 150 employees will lose their jobs. Christopher West, the Managing Director, announced they would be offering voluntary redundancy and early retirement and hoped to cover the job losses in this way. I asked Mr West if these cuts were a result of Angleside's poor performance over the past five years but he denied that the company had not been doing well and said that the job losses have nothing to do with the figures. West claimed that they decided to make changes two years ago. He assured me that the company would continue to operate in the future and promised to do his best for the employees.

Recording 15c

- Tutor:** OK, so it's Millie's turn to give her tutorial today, isn't it?
- Millie:** That's right. I'm going to talk about renewable energy sources, and specifically solar towers. I'm not sure how much you already know about solar towers, so I thought I'd start with a few questions. First of all, does anyone know how solar towers work?
- Tanya:** Don't they somehow use the sun's energy to create electricity?
- Millie:** Yes, in a way. They actually work by using the sun to make columns of hot air that rise upwards through the centre of the tower. Now, do you know how old this idea is?
- Luke:** I would have thought it was a twentieth-century idea. That's when we've had to start thinking about how to solve energy problems, isn't it?
- Tanya:** No, I read something about this last week. The first time solar energy was produced was in the seventeenth century, wasn't it?
- Millie:** That's right, so it's not a modern idea at all. And Leonardo Da Vinci also made sketches of a solar tower, though he never actually built one. Their recent history starts really with a man called Jorg Schlaich.
- Tanya:** Yes, I read about him. He's a professor from Germany and he needed a country with plenty of sunshine and land for his research so he chose Spain to build the first tower.
- Millie:** Correct! Well, everyone seems to know something about these towers.
- Luke:** Yes, but I still don't really understand how they work.
- Millie:** Well, I've made a flowchart to help you. Firstly, you have to realize that they are very tall towers. They're constructed out of high-strength concrete and they can be as high as 1,000 feet; there's one being built in Australia that's one kilometre high. Now, all around the base of the tower they have a sunlight collector which is basically a large sheet of plastic. It extends out for as much as seven kilometres, and it is raised off the ground slightly so it heats up the air underneath it.
- Luke:** So it acts like a greenhouse then?
- Millie:** That's exactly right. In fact, they plan to try and grow plants underneath it as well.
- Tanya:** So what happens to the air?

Millie: Well, the sunlight collector heats it to 65°C – that's on average 35° greater than the outside temperature – and the laws of physics mean that this hot air rises up the chimney or the tower and drives the turbines at the top. As the turbines revolve, they generate electricity. In fact, they can generate 200 megawatts of power or enough for 200,000 houses.

Tanya: Wow, that sounds impressive. But it can't all be good news. What are the disadvantages? I'll bet they're really expensive to operate.

Millie: Well, no, not necessarily, because sunlight is free after all, so it's really only the initial outlay that is costly. After that they're very efficient.

Luke: But what about at night when there is no sun?

Millie: Well, they've managed to find a way to store the electricity produced during the day, so it's no problem at night or even on cloudy days.

Tanya: So, there are no drawbacks then?

Millie: I didn't say that. One problem they do have is that a lot of the energy in the sunlight is lost from the collector in the form of heat, and then, of the remaining heat, a large proportion escapes from the top of the tower. But they are still worth the investment because, as I said, sunlight is free!

Luke: Hang on. If these towers are so tall, how do they cope in high winds? Surely they become dangerous then?

Millie: Yes, keeping them stable is another drawback. I believe they anchor the towers to the ground with wires to stabilize them so they're not dangerous, but it is an issue.

Tutor: You have certainly found an interesting topic today, so thanks Millie. Perhaps we can have a look at your pictures now.

Recording 16

Presenter: Good afternoon, and welcome to Education Today. This afternoon Freya Smith tells us about her diploma course in animal management. Welcome, Freya.

Freya: Thank you.

Presenter: Now, tell me, Freya – was animal care something you always hoped to do?

Freya: Oh, yes, absolutely. I've always been interested in working with animals and during my last year at school I decided to do an animal management course.

Presenter: Right, and was it difficult to find the right course?

Freya: No, not really. I chose to study at Fairfield College because it's got a good range of animals and everyone's really friendly.

Presenter: So, tell us a little about the course.

Freya: Well, we get a lot of practical experience and there's also a lot of theory, but not so much that it's boring. I want to learn to manage the animals and the business side of it. The course is only three days a week, so I've already started working part-time at a pet shop.

Presenter: That must be interesting.

Freya: Yes, it's quite a varied job. My favourite job is feeding the animals. Some people rush through this but I prefer taking time so I can get to know them. In fact, I like having the chance to hold them. I don't even mind cleaning them out.

Presenter: And have you been pleased with the course so far?

Freya: Oh yes, it's been everything I expected it to be and more, really. We've practised handling animals and they've let us treat some minor problems, like removing splinters from paws. They make us handle all kinds of animals including spiders and snakes, even if we don't want to. At first I didn't want to touch the snakes, and I remember feeling really scared, but they let us take it slowly, and taught us exactly how to hold them. As long as you remember to do it the way you've been taught, it's fine. I still don't like holding them, but I'm not scared any more. This course has taught me to respect all animals and overcome my fears.

Presenter: What has been the most useful thing you've learned so far?

Freya: Learning about the behaviour of dogs on the course has helped me understand my own dog better. Before, if I heard him bark, I just told him to be quiet. Now, I stop to think about why he's doing it.

Presenter: And what do you hope to do when you've finished?

Freya: Well, I was thinking about doing another course when I finish, but now I've decided I'm going to stop studying for a while and go out to work. I'd really like to work in either a zoo or a safari park.

Recording 17

- Father: Simon, do you have time for a little chat?
 Simon: Sure, Dad.
 Father: I just wondered if you'd thought about what you were going to do with the money your grandfather left you?
 Simon: Well, I have started to give it some thought. It's quite a lot of money so I want to make sure I don't just waste it. I had thought about leaving it in the bank for a while.
 Father: Well, unless you invest it properly, you won't earn much interest and it may lose value over time.
 Simon: Yes, but if I invest it, I won't be able to access the money quickly when I've decided what to do with it, will I?
 Father: Well, what sort of thing would you like to do?
 Simon: Well, at first I thought about taking a trip around the world, but if I went travelling, I'd lose a year of study and I wouldn't have any money left over for anything else.
 Father: Very true. If you were to spend a year travelling around the world, you'd probably need an awful lot more money than this!
 Simon: Right, so the other thing I wanted to do was buy a car.
 Father: Do you think that's a good idea? It's not just the initial cost of the car you have to consider, you know. If you own a car, you also have to pay for insurance and road tax every year and then there's the petrol ...
 Simon: Yes, Dad, but I'm planning to get a part-time job as well and it would be great if I could drive to work instead of travelling on the bus, especially if I have to work late at night.
 Father: I still think you should think about investing some of your money for the future.
 Simon: But I'm scared that if I invest it, I might lose it all when the stock market goes down.
 Father: Well, it's best not to look at it like that. You won't lose any money provided that you think of it as a long-term investment. Now, I know you want to buy a car but as long as you get a second-hand one, you should still be able to invest some of the money as well. That's what I would do if I were you.
 Simon: But Dad, there's this fantastic new car that I've seen ...

Recording 18

- Anna: Hi Simon, how are you? How is your new car going?
 Simon: Oh, don't ask me, Anna. It's a nightmare! I should never have bought it!
 Anna: Why? What's wrong? I thought you'd got one of those fancy new models?
 Simon: I did, but that's part of the problem. If I'd bought a second-hand car, I wouldn't have taken out this big bank loan I've got now.
 Anna: Oh, so I suppose you've got big repayments to make?
 Simon: Yes, and I can't sell the car until I've paid for it. But it's not only that. I had no idea running a car was going to be so expensive! I wish I'd thought about the other costs before I bought it.
 Anna: It probably wouldn't be so bad if the price of petrol hadn't almost doubled last month.
 Simon: Don't remind me – the petrol alone is costing me a fortune!
 Anna: Lucky you've got that part-time job then!
 Simon: That's just the thing. Nearly all of my wages are going on the car. If I'd waited a bit before buying the car, I'd have managed to save quite a bit by now. I might even have gone on that college trip last week: it sounded great.
 Anna: Oh, dear. Can't you ask your dad to help you out?
 Simon: No way! When my granddad left me some money, my dad didn't want me to spend it on a car. If only I'd listened to him, none of this would have happened! I wish he wasn't always right!
 Anna: Well, maybe you should value his opinions more. You do seem to argue with him a lot. If you got on better with him, you might have listened to his suggestions.
 Simon: The worst thing is, Dad wanted me to buy some shares with the money and now they've gone up by thirty per cent. I should have listened to him. If I'd taken his advice, I'd own a small fortune now instead of a big debt!
 Anna: Oh, Simon, you poor thing. I wish I could help you but I have even less money than you. At least you have a car!
 Simon: Oh, don't say that! I wish I'd never bought the car! If it weren't for the car, I'd have no money worries now.

Recording 19a

- Interviewer: Come in Sarah. I do apologize for keeping you waiting. Would you like a cup of tea or coffee?
- Sarah: That's very kind of you, but I'm fine thanks.
- Interviewer: Now, I just want to run through a few questions with you. Firstly, why have you applied for this course?
- Sarah: Well, I've always been interested in teaching and I've just finished my first degree at Stamford University, so I'd like to gain a teaching qualification.
- Interviewer: Right, and can you explain your reasons for choosing our college specifically?
- Sarah: Well, that's easy. My brother lives in the city and I'm hoping for a place on this course because then I'll be able to share a flat with him.
- Interviewer: Oh, I see. So there isn't anything about our course that attracts you?
- Sarah: Oh, I didn't mean it like that. I was really impressed with the description of the course in your prospectus. I haven't applied to the other university in the city because their course didn't appeal to me as much.
- Interviewer: That's interesting. Can you say a bit more about what interests you about this course?
- Sarah: Well, I like the structure of it and the fact that all the focus in the first term is on theory. I like the idea of learning about teaching before being asked to do it. Do you see what I mean?
- Interviewer: Yes, and it sounds like a good reason to apply for our course. Have you talked to anyone who has done this course?
- Sarah: Yes, my friend did it last year. She warned me about all of the hard work! But that's OK, I expect to work hard.
- Interviewer: Excellent! Now, do you have any concerns about the course?
- Sarah: Well, I must admit there are some aspects of the course that I'm a bit scared of.
- Interviewer: Oh, what are they?
- Sarah: Well, you can see from my application form that I'm not very good at maths. Will that cause me any problems?
- Interviewer: That's very honest of you, but there is no need to worry about that. It's not important for this course.
- Sarah: Oh, that's a relief. But the thing I'm most worried about is the classroom practice.

- Interviewer: Well, most people are frightened of being in front of a class for the first time, but the tutors will help you to feel more confident.
- Sarah: I haven't had any real experience of teaching and I'm worried about not being able to control a class, and the pupils being rude to me. If they shout at me in class, I'm not sure what I'll do.
- Interviewer: That's a common worry but you will be taught how to deal with those things by the tutors on the course. In the end, of course, you have to take responsibility for what happens in your classroom, but you will be much better able to cope after training.
- Sarah: Well, that makes me feel a bit better. Thanks.
- Interviewer: Right, well, I don't want to make you late for your train. Thank you for coming and we'll be in touch soon by email, if that's okay.

Recording 19b

Hello everyone and welcome to Greenville community centre. Today we're going to be talking about what we as a community can do to help each other in severe weather. Our lovely little village is, as you know, quite remote. There may be other similar sized communities only 25 kilometres away but emergency services have to drive 500 kilometres to reach us from the closest large town. That can mean a wait of up to ten hours before help arrives.

Having said that, we are very lucky in that we've always had our own fire service and, thanks to the arrival of Dr Jones earlier this year, we no longer have to drive so far if anyone gets sick. What we don't have, and are unlikely to get in the near future, is a weather station.

Now, the National Weather Bureau can provide a lot of helpful information and even warn us about severe storms, but they can only do this if they build up a database of information and to do that they need local help. That means us. What we'd like to do is set up a group of volunteer storm spotters to pass information on to the Weather Bureau.

So, what do these storm spotters have to do? Well, thankfully you don't have to be particularly skilled at anything. Quite simply, immediately after a storm has passed, the first thing you have to do is call the national weather station to let them know. After that you have to complete a report card, which is very simple and won't take more than a few minutes to do. The only other thing they ask is that we keep an eye out for any reports in the local newspaper of storms or storm damage. You need to cut these out and send them in as well. Damage that makes news here is unlikely to make it into the national papers, so these can be an important source of extra information.

So that's all as far as the duties go. Now, what sort of thing do you need to report? Well, they don't want to hear about every single storm that we have, only the ones that bring some unusual conditions. For example, we don't need to call them just because there is hail, but we should report any hailstones that are two centimetres in diameter or bigger. They also need to know about damage caused by high wind, especially if it uproots large trees. Again, don't contact them every time you see a tree fallen over. You should use your common sense and restrict it to those big enough to cause a problem, especially on our roads. They'd also like to hear about very heavy rainfall and more especially any localized flash floods.

So, what should you do if you care about our community and you want to help? Well, obviously you'll need a bit more information and preparation than I've given you today so we'll be conducting a training session next month. This will only take up a day, so don't worry too much about it. If you do have the time and would like to come along, then you'll need to talk to the police who are coordinating the event. And as our storm season is from November right to the end of January, you'll need to put your name down by the end of October at the very latest, but if you'd like to get in early, Sergeant Phillips is here this afternoon and he's happy to take names now. This really is important for our community, and we're hoping to get a lot of support. Thank you.

Recording 20

Presenter: Good morning, listeners! The holiday season is here and this is the time when many of us plan to get away from it all, but what about the home you're leaving behind? Well, please welcome Mike Bowers, who is going to talk about how to look after your home when you are travelling.

Mike: That's right, Matthew. Whether you're a person whose job involves a lot of travel or whether you travel for pleasure, you really need to consider who will look after your home when you are away.

Now, some people seem to think it's just a matter of locking all the doors and windows, which is fine as long as there are no nasty storms while you are away. If you're going to be away during a stormy or windy season, then you also need to take a good look outside your home. Perhaps you live in an area where there are a lot of tall trees, in which case you will need to cut off any dead branches that overhang your property.

Do you have a garden or, if you live in a block of flats, perhaps you have a balcony or veranda? If so, make sure you store away any objects that could become damaging missiles if picked up by strong wind, things like outdoor furniture or even plants, for example. These can be especially dangerous if you live in a flat which is in a large high-rise building.

Once you've taken care of the outdoors you have to consider what could go wrong inside. Remember this isn't just a house or a flat; this is your home, the place where you keep your most treasured possessions. What would happen to them in a flood, for instance? If you're leaving for an extended period of time, the best idea is to find someone that can check on your home while you're away. Perhaps you have a family member who lives close by, or you may have a neighbour that you can rely on.

Another possible problem is having your home burgled while you are away. Now, there are often very good reasons why one house is burgled and another is not. In the evening, a home that's very dark can really stand out. So why not install lights which have a timer and programme them to come on at times when you would normally be home? Also, make sure you find someone who can collect your mail for you. You'll be amazed how quickly a letterbox can become crammed full of uncollected letters and papers, which is a great help to a burglar looking for homes that are empty!

Recording 21

Student: Excuse me, can you spare a few minutes to answer some questions?

Woman: Umm, yes, I suppose so. What's it for?

Student: I'm doing a survey about people's shopping habits for a university assignment.

Woman: Oh, all right then.

Student: Great. First I need to ask about your household. Do you live alone?

Woman: No, I live with my family – my husband and three children.

Student: And how many times a week do you do the food shopping?

Woman: Well, I usually do my food shopping once a week at the supermarket.

Student: Do you usually shop alone or with someone else in your family?

Woman: Oh, I always do it on my own. If I go with the others, they always put too many things in the trolley and it costs me a fortune!

Student: Right. And do you always shop at this supermarket?

Woman: Yes. It's very close to my house so it's very convenient.

Student: And do you tend to do the shopping on the same day of the week?

Woman: Yes, actually I always do the food shopping on Thursdays because I work Monday to Wednesday and there are fewer people in the supermarket on Thursday than on Friday.

Student: Great. Finally, would you ever consider using a computer to buy your shopping online?

Woman: Well, I did try it once but I didn't like it.

Student: Can I ask you why not?

Woman: Well, what I like is being able to see the products and walking around the shop, and maybe buying things that aren't on my shopping list, you know. You can't do that on your computer, can you?

Student: No, I suppose not.

Recording 22

Jack: Well, firstly, welcome to the university. My name's Jack Dawson and I'm president of the students' union. I'm here to answer any questions you may have about university life. Would anyone like to start?

Student 1: Er, yes, I'm not sure how to get a library card.

Jack: Ah, yes, that's very important. You need to go to the reception at the library and they'll give you a form to complete. You'll also need to have your photo taken for the card.

Student 1: I've already got a passport photo. Can I use that?

Jack: Yes, in which case just give them your photo with the filled-in form and they will do the rest.

Student 1: I'm keen to start using the library as soon as possible. Do they process applications quite quickly?

Jack: Oh, yes. All applications are processed on the spot so they'll be able to issue you a card straight away. Now, are there any other questions?

Student 2: Can you explain a little bit about the students' union? I'm not really sure what it does.

Jack: Well, the students' union is a group which represents your views to the university.

Student 2: So, does the university run the students' union?

Jack: No, the union is run by students, seven students to be precise, who are called the executive committee.

Student 2: And how do you choose the executive committee?

Jack: Well, the executive committee is chosen by the students through an election process.

Student 2: And what exactly do they do?

Jack: Well, the students' union is responsible for many of the extra facilities around the campus that are not related to study. We run the restaurants and entertainment and the sports facilities, which are said to be among the best in the country. So if you think any of these facilities need improving around the campus, or if there are other services you think we need to provide, then please come to one of our union meetings and make a suggestion. Now, any other questions? Yes, at the back ...

Recording 23

Fish has long been a staple food in many cultures, but there has been some controversy recently about the benefits and risks of fish consumption. For example, we know that fish supplies us with polyunsaturated fatty acids, substances that have been found to protect against heart disease. Moreover, because it is beneficial to the development of the brain, in many cultures fish is known as a 'brain food'. However, recent studies have shown that fish can also contain mercury, which is poisonous in large doses and has been linked to lower intelligence. As a result, people are unsure whether to increase or decrease the amount of fish they eat.

We recently undertook a project to evaluate the health advice currently being given about fish consumption. Although this work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings or interpretations of the results. We discovered that, in spite of the literature available on the risks and benefits of fish consumption, there are still important gaps in this information. Despite these gaps, however, decisions about how to advise people on fish consumption should be made based on what we know now.

Firstly, in terms of heart disease, it has been shown that consuming even small quantities of fish can lower your risk of heart disease by 17%. Secondly, consuming fish is known to have a beneficial effect on brain development. Finally, although exposure to mercury through eating fish can have a negative effect on IQ levels, the effects that have been observed are relatively small.

To sum up, it would seem that the health benefits of eating fish outweigh the risks.

Recording 24

- Tutor: Well, today's topic for debate is 'home schooling'. And the question we're asking is, 'Is it better for us to educate our children at home rather than send them to school?' What do you think, Tina?
- Tina: Well, I was educated at an ordinary school and I don't have any regrets. Personally, I feel the teachers did a really good job and that I have benefited from the experience.
- Tutor: What about you, Nick?
- Nick: Well, I'm a bit like you, Tina. I went to a normal school and, fortunately, I had a great experience there. Mind you, I can see that being educated at home would be good for some children. There was a boy in my class who was bullied by some older boys, and I think he must look back at his school days and feel really bad. If he'd been educated at home, he'd probably feel quite differently. But, in general I don't think it is a good idea.
- Tutor: So, do you know of anyone who was home-schooled?
- Tina: Yes, a girl on my course was taught at home by her mother.
- Nick: Surely her mum can't know enough to teach her everything? She must have missed out on a lot of subjects!
- Tina: Actually, she believes that she received a better education as a result.
- Nick: Frankly, I'd be totally bored staying at home all day.
- Tina: Well, according to my friend they did lots of fun things like going out for walks and looking at nature and going to the theatre to see literature in action. I can see the benefits of that.
- Nick: Yes, but what about the social aspect. Doesn't your friend feel she missed out on making new friends?
- Tina: No, I don't think so. Apparently there's a network of parents who teach at home, and they have clubs where their children meet and that's how they made friends.
- Nick: Yes, but it's likely that those people will be very similar. I doubt that they met many people from different backgrounds and cultures, which in many schools it is possible to do. In my opinion that's a disadvantage.
- Tina: Yes, I think that's a good point. But, unfortunately, schools do seem to be more overcrowded and less well-funded these days and I can see the advantages of home education in terms of the quality of education.

That's certainly the way my friend felt. Mind you, I do think she finds it hard to interact in large groups of people. And, interestingly, she doesn't have a great relationship with her parents these days. Perhaps she had enough of them as a child!

- Nick: Well, anyway, I'm glad that my parents didn't educate me at home. Some of my best friends today were friends I met at school.

Recording 25

- Julie: When I was a teenager I was stung by a bee. For most people, that's not much of a problem – it just hurts a lot. But I reacted really badly to it. I ended up having to go to hospital where they gave me an injection to stop the reaction. What happened was that I trod on a bee that was crawling along the floor in the kitchen – it was summer and I was barefoot. My first feeling was, 'Ow – that hurts!' Then really quickly my foot began to go red and swell up. It just got bigger and bigger. It itched a bit too. I was really surprised by how much it hurt. Then it got even scarier because I began to find it difficult to breathe and kept coughing. Luckily my mum was there and she said, 'Right you're going straight to hospital!' It was quite near our house, but she drove really fast. I was given an injection and soon recovered, but I have to be really careful now in case I get stung again.

Appendix 1: Irregular verbs

| Verb | Past simple | Past participle | Verb | Past simple | Past participle |
|---------|-------------|-----------------|------------|---------------|-----------------|
| be | was/were | been | lie | lay | lain |
| beat | beat | beaten | light | lit | lit |
| become | became | become | lose | lost | lost |
| begin | began | begun | make | made | made |
| bend | bent | bent | mean | meant | meant |
| bet | bet | bet | meet | met | met |
| bite | bit | bitten | pay | paid | paid |
| bleed | bled | bled | put | put | put |
| blow | blew | blown | read | read | read |
| break | broke | broken | ride | rode | ridden |
| bring | brought | brought | ring | rang | rung |
| build | built | built | rise | rose | risen |
| burn | burnt | burnt | run | ran | run |
| burst | burst | burst | say | said | said |
| buy | bought | bought | see | saw | seen |
| catch | caught | caught | sell | sold | sold |
| choose | chose | chosen | send | sent | sent |
| come | came | come | set | set | set |
| cost | cost | cost | shake | shook | shaken |
| creep | crept | crept | shine | shone | shone |
| cut | cut | cut | shoot | shot | shot |
| deal | dealt | dealt | show | showed | shown |
| dig | dug | dug | shrink | shrank | shrunk |
| do | did | done | shut | shut | shut |
| draw | drew | drawn | sing | sang | sung |
| dream | dreamt | dreamt | sink | sank | sunk |
| drink | drank | drunk | sit | sat | sat |
| drive | drove | driven | sleep | slept | slept |
| eat | ate | eaten | slide | slid | slid |
| fall | fell | fallen | smell | smelt | smelt |
| feed | fed | fed | speak | spoke | spoken |
| feel | felt | felt | spell | spelt/spelled | spelt/spelled |
| fight | fought | fought | spend | spent | spent |
| find | found | found | spill | spilt | spilt |
| fly | flew | flown | split | split | split |
| forbid | forbade | forbidden | spoil | spoilt | spoilt |
| forget | forgot | forgotten | spread | spread | spread |
| forgive | forgave | forgiven | spring | sprung | sprung |
| freeze | froze | frozen | stand | stood | stood |
| get | got | got | steal | stole | stolen |
| give | gave | given | stick | stuck | stuck |
| go | went | gone | sting | stung | stung |
| grow | grew | grown | strike | struck | struck |
| hang | hung | hung | swear | swore | sworn |
| have | had | had | swell | swelled | swollen |
| hear | heard | heard | swim | swam | swum |
| hide | hid | hidden | swing | swung | swung |
| hit | hit | hit | take | took | taken |
| hold | held | held | teach | taught | taught |
| hurt | hurt | hurt | tear | tore | torn |
| keep | kept | kept | tell | told | told |
| kneel | knelt | knelt | think | thought | thought |
| know | knew | known | throw | threw | thrown |
| lay | laid | laid | understand | understood | understood |
| lead | led | led | wake | woke | woken |
| lean | leant | leant | wear | wore | worn |
| learn | learnt | learnt | weep | wept | wept |
| leave | left | left | win | won | won |
| let | let | let | write | wrote | written |

Appendix 2: Phrasal verbs

These are some useful phrasal verbs. Many phrasal verbs have more than one meaning. Check them in a good dictionary before using this list.

account for
act as
agree to
aim at
allow for
amount to
aspire to
attribute to
base on
be into
believe in
belong to
break down
bring about
bring back
bring in
bring out
bring up
build up
call for
call off
call on
care for
carry on
carry out
catch up
cater for
check in
check out
cheer up
clear up
close down
come about
come across
come along
come around
come back
come down
come from
come out
come up
come up against
come up with
consist of
count on

cut down
deal with
depend on/upon
dispose of
do up
do without
draw up
eat out
engage in
enter into
even out
fall apart
fall back on
figure out
fill in/out
find out
finish off
fit in
focus on/upon
get across
get at
get away with
get back
get in
get off
get on
get out of
get round to
get through
give away
give back
give in
give up
go back
go down
go into
go off
go on
go over
go through
go together
go up
hand in
hand out
have (got) on

head for
hear from
help out
hold on
hold on to
hold up
join in
keep from
keep on doing
keep up (with)
lay off
lead to
lead up to
let down
let off
live on
live up to
look after
look ahead
look at
look forward to
look into
look up
make up
make up for
miss out on
name after
name for
pass on
payback
pick out
pick up
play down
point out
put aside
put forward
put off
put on
put up
put up with
refer to
relate to
result in
rule out
run out

see through
see to
send (off/away) for/to
send out
set aside
set out
set up
settle down
settle into somewhere
sort out
speak out/up
stand by
stand for
stand up to
start afresh
start over
stay out of
stick at
stick out
stick to
stick together
sum up
switch off
take after
take away
take down
take in
take off
take on
take out
take over
take up
think about
think of
think over
throw away/out
try out
turn into
turn out
turn to
use up
wake up
work at
work out
write up

CD Tracklist

| Recording | CD track |
|-----------|----------|
| 1a | 2 |
| 1b | 3 |
| 2 | 4 |
| 3 | 5-6 |
| 4 | 7 |
| 5 | 8 |
| 6 | 9 |
| 7 | 10 |
| 8a | 11 |
| 8b | 12 |
| 9 | 13 |
| 10 | 14 |
| 11 | 15 |
| 12 | 16 |
| 13a | 17 |
| 13b | 18 |

| Recording | CD track |
|-----------|----------|
| 14 | 19 |
| 15a | 20 |
| 15b | 21 |
| 15c | 22 |
| 16 | 23 |
| 17 | 24 |
| 18 | 25 |
| 19a | 26 |
| 19b | 27 |
| 20 | 28 |
| 21 | 29 |
| 22 | 30 |
| 23 | 31 |
| 24 | 32 |
| 25 | 33 |

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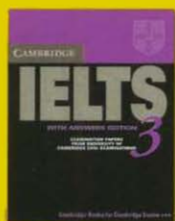
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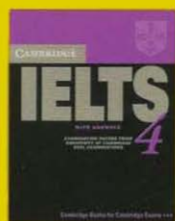
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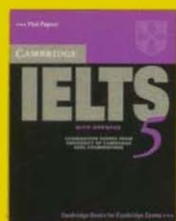
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