

Preparation for IELTS
For the 2009 Updated Syllabus

IELTS Target 5.0

Chris Gough

Leading to IELTS Academic
Course Book



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV

Công ty TNHH
Nhân Trí Việt



1

Listening 1: listening for specific information

A Read sentences 1–10 and look at the gaps. What kind of information is missing? Match each of the ideas a–j with a sentence.

1. I'm staying at the Ocean Inn on Tenth Avenue. g
2. She died in _____, a year after her husband. ____
3. You can contact us on _____. ____
4. The best person to talk to is Tom _____. ____
5. The whole package costs \$ _____. ____
6. The host family address is 56 _____ Lane. ____
7. He started playing the violin at just _____ years old. ____
8. Simon and Rebecca have known each other for _____. ____
9. The tour ends in _____ on the fifteenth of July. ____
10. The next meeting will be on _____. ____

- | | |
|-------------------------|---------------------------|
| a. the name of a city | b. a person's surname |
| c. somebody's age | d. a date |
| e. a phone number | f. a period of time |
| g. the name of a hotel | h. a year |
| i. the name of a street | j. the price of something |


B In which answers do you need to use capital letters? In which answers can you write figures as the answer?

C  Now listen and check your ideas.

D  Listen again and fill in the missing information.

Listening 2: practising listening for specific information

Exam tip: In section 1 of the Listening Module, you often need to fill in missing information. In other parts of the exam, you also need to listen for information such as names and dates.

A  Listen and complete the notes about two people who work at Esco Engineering. Write no more than three words or a number for each answer.

ESCO Engineering Staff Data

Name: Peter (1) _____
Address: (2) _____ Argyle Street,
Tunbridge Wells, Kent TN3 5RQ
Tel. no. 07984 645792
Age: (3) _____
Marital status: Married
(has (4) _____, two boys and a girl)
Date of joining company: 08 / (5) _____



ESCO Engineering Staff Data

Name: Jane (6) _____
Address: 72 (7) _____ Road,
Crowborough, Kent CR3 5RQ
Tel. no. 07984 (8) _____
Age: (9) _____
Marital status: (10) _____
Date of joining company: 02 / 2005



B Check the key on page 266. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I read the instructions carefully.
2. I read the questions and predicted the type of answer I needed to write.
3. I used capital letters when necessary.
4. I understood all the words on the answer sheet.
5. I spelt all my answers correctly.

Question-type tip: In the Listening and Reading Modules, the instructions will often tell you to write two or three words as your answer.

Key vocabulary in context

Fill each space with one word from the staff data file.

1. Your _____ is where you live.
2. Your _____ is how old you are.
3. When you fill in a form, _____ is more formal than saying 'Are you married?'

Listening 1: listening for numbers and dates

A Work with a partner. Practise saying these numbers.

16 60 100 160 166 600 606 616 660 666

B Listen and check. Then practise saying the numbers again.

C Listen and write the numbers that you hear.

1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

D Listen and practise saying these bigger numbers.

1,000 10,000 100,000 1,100 1,500 1,550 1,555

E Unjumble the letters to write the twelve months of the year in the spaces.

yanurja	arybruef	amrhc	prail	yam	neuj
<u>January</u>	_____	_____	_____	_____	_____
ujyl	austgu	bersetepm	oberoct	vemnoerb	mdeecerb
_____	_____	_____	_____	_____	_____

F Cover Exercise E and write the twelve months of the year in the spaces. Be careful with your spelling.

January _____

G Listen to the pronunciation of the months. Then practise saying them.

H Write the ordinal numbers in the spaces below.

1. (1) _____ 2. (2) _____ 3. (3) _____ 4. (4) _____ 5. (5) _____
6. (6) _____ 7. (7) _____ 8. (8) _____ 9. (9) _____ 10. (10) _____
11. (12) _____ 12. (15) _____ 13. (20) _____ 14. (25) _____ 15. (30) _____

I Listen to the pronunciation of the ordinal numbers. Then practise saying them.

J Listen to someone saying the date below in two different ways.

December 15

K Practise saying these dates in two ways.

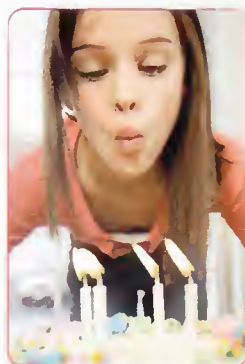
January 10 March 20 April 25 September 30

L Listen and write the dates that you hear.

1. _____ 2. _____
3. _____ 4. _____

M Talk with a partner. Answer these questions with a date.

1. What date is your birthday?
2. What date is your mother's birthday?
3. What date is your father's birthday?
4. What date is Christmas Day?
5. What date is New Year's Eve?
6. What date is American Independence Day?



Listening 2: practise listening for numbers and dates

Question-type tip: You will need to listen for numbers and dates in various parts of the Listening Module. The information will always be in the same order as the questions.

A A man is telephoning his local college about a course. For questions 1 and 2, listen and choose the correct answer.

1. Graham wants to do a course in ...
 - a. Physics
 - b. Geography
 - c. Photography
 - d. Philosophy
2. Graham wants to know about ...
 - a. the beginner's course
 - b. the intermediate course
 - c. the advanced course

For questions 3–8, complete the man's notes. Write no more than three words or a number for each answer.

Course starts - (3) _____.

There are (4) _____ lessons over thirteen weeks.

Course finishes (5) _____.

Course costs (6) £ _____ paid in advance. No refund.

Between (7) _____ and 10 students in the class. (8) _____ people on last course.

For questions 9–12, complete the booking form that the receptionist fills in.

Name: (9) _____.

Address: Flat (10) _____, (11) _____ Chelsea Court.

Age: (12) _____.

B Check the key on page 266. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I read the instructions carefully.
2. I read the questions and predicted the type of answer I needed to write.
3. I used capital letters when necessary.
4. I spelt all my answers correctly.
5. I know why I got some answers wrong.
6. I am pleased with how many questions I answered correctly.

Key vocabulary in context

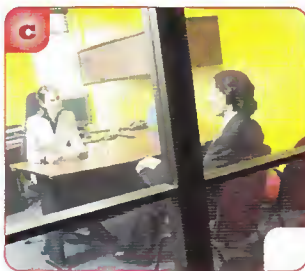
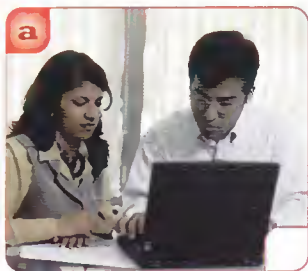
Cross out any wrong words in these sentences.

1. My History **course** / **class** / **lesson** begins at 9.00 a.m.
2. The **course** / **class** / **lesson** lasts for 13 weeks.
3. It is a small **course** / **class** / **lesson**. There are only six students.

Listening 1: listening for gist

A Look at the pictures. Talk to a partner about what is happening in each.

B Listen to the four extracts and match them with the pictures. Write the number of the extract in the box.



C With a partner, discuss how you completed the task. Answer these questions.

1. Did you use the pictures to get ideas to listen for?
2. Did the speakers' voices (stress and intonation) help?
3. Did you hear any key words or phrases that helped?

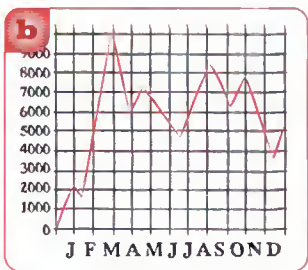
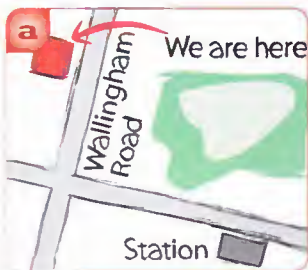
D Read this short text about listening skills and fill the gaps with the words below.

word details topic skimming

When you listen for gist, you listen to understand the general (1) _____ of the dialogue or conversation (the situation and what the people are talking about). You are not listening for specific (2) _____ and you don't need to understand every (3) _____. If you understand the gist of a conversation, it will be easier to understand the details if necessary. Listening for gist is similar to (4) _____ a text when you read.

Exam tip: When you listen for gist, predicting what you will hear is very important. In the exam, you will not have photos, but a map, a diagram or a table will help you predict. You can also predict by looking at the questions and noticing key words and phrases.

E Look at the four images below. You will hear a short extract for each. What can you predict about each extract?



F Listen to the four extracts and match them with the images in Exercise E.

1. _____ 2. _____ 3. _____ 4. _____

Listening 2: practise listening for gist

Exam tip: Sometimes you will need to listen for gist rather than for specific information. But remember – understanding gist will help you understand details, too.

A Listen to the four extracts. For questions 1–4, match the extracts with the pictures. Write the number of the extract in the box.



Read through the questions. Then listen to the extracts again. For questions 5–12, choose the correct answer a, b or c.

Extract 1

- | | | |
|------------------------------------|---------------------------|---------------------------|
| 5. Toby has come to the office ... | 6. It is Toby's ... | 7. Keith is ... |
| a. for an interview. | a. first visit. | a. Julie's boss. |
| b. to start work. | b. second visit. | b. Julie's assistant. |
| c. to prepare for a new job. | c. third or fourth visit. | c. an important customer. |

Extract 2

- | | |
|---------------------------------|---|
| 8. The man is talking about ... | 9. The man speaking knows that ... |
| a. a new building. | a. everyone will drive to work. |
| b. his garden. | b. everyone will cycle to work. |
| c. a design for a car. | c. some people will drive and others cycle. |

Extract 3

10. Debbie is phoning Robert to ...
- give him good news.
 - tell him there is a problem.
 - arrange a meeting.

Extract 4

- | | |
|----------------------------|---|
| 11. The man is selling ... | 12. The woman ... |
| a. products for the home. | a. is very interested. |
| b. books. | b. is not at all interested. |
| c. new kitchens. | c. doesn't understand what the man wants. |

B Check the key on page 266. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

- The pictures helped me to make predictions about each topic.
- It was quite easy to match the pictures to the extracts.
- I didn't understand all the words in the questions.
- Understanding the gist helped me to understand details.
- I am pleased with how many of questions 5–12 I answered correctly.

Key vocabulary in context

Match the words 1–4 from the listening task with the definitions a–d.

- | | |
|-------------|---|
| 1. design | a. what a company makes to sell |
| 2. staff | b. a person who buys something |
| 3. customer | c. all the people who work for a company |
| 4. product | d. a drawing that shows what something will look like |

Listening 1: predicting content


A Look at the first line of some instructions for a listening task and answer the questions that follow.

Listen to somebody giving a talk about why some children achieve more at school than others.

1. Does it help you to listen to a talk if you are told what the talk is about first?
2. What sort of predictions can you make about the talk before you listen?

B Look at the instructions for the listening task in Exercise A again.

1. Predict some of the reasons that the speaker will give.
2. Predict some key words and phrases that you will hear.

 **Exam tip:** In the second part of the Listening Module, you will hear a speaker giving a talk. Before you listen, you are told the topic of the talk. This should make the tasks easier, and you should try to make predictions about content and key vocabulary.

C Look at these first lines from a Listening Module.


1. Listen to somebody giving a talk about the life of a brilliant scientist.
2. Listen to somebody giving a talk about how to start your own business.
3. Listen to somebody giving a talk about how older people can continue to learn.

D Now look at this typical question from the Listening Module. Which topic above does it refer to?

The speaker says that you need to ...

- a. find out about competition in the local area.
- b. only provide a service that nobody else is providing.
- c. charge less than other companies that provide a similar service.


E Can you guess which answer in Exercise D is correct without listening to anything?

 **Exam tip:** It is sometimes possible to guess answers from what you know about a topic, but it is better if you actually hear the speaker provide the answer.

Listening 2: listening for paraphrased language

A Tick the advice below that is correct.

1. Multiple choice is easy. You look at the words in the questions and then listen for them.
2. Multiple choice is not so easy, because the words in the questions are not the same as the words that you hear.

 **Exam tip:** In some parts of the Listening Module, you listen for specific information, like names and numbers, but in other parts you need to listen for clues. You need to hear words and phrases that mean the same as those in the question and understand when ideas are expressed in different words.

B Listen to this extract that provides an answer to the question in Listening 1D. Choose a, b or c.

C Listen again and identify the words and phrases that provide the answer and tell you that the other options are wrong. Then check the transcript on page 284.

Listening 3: practise predicting and paraphrasing

A Look up 'set goals' in a dictionary and make sure you understand its meaning.

B Listen to somebody giving a talk about how setting goals can help you achieve more.

For questions 1–4, choose the correct letter a, b or c.

- The speaker says that achievement means ...
 - making money.
 - the same thing to everyone.
 - getting what you want.
- The speaker says that to achieve something, you must ...
 - really want it.
 - believe that getting it is possible.
 - talk about it a lot.
- The speaker says that setting goals will ...
 - help you understand what is really important to you.
 - stop you worrying about the future.
 - help you to do well in business or to become an athlete.
- The 'big picture' means ...
 - setting short-term goals.
 - planning a long way ahead.
 - one important area of your life.

For questions 5–9, choose five answers from A–H. When the speaker talks about different areas of life, which of these does he mention?

- | | |
|---|-----------------------------|
| A the job you do | B money |
| C being very well-educated | D marrying the right person |
| E having a family | F playing different sports |
| G not doing things that are bad for your health | H leisure time |

5. _____ 6. _____ 7. _____ 8. _____ 9. _____

For question 10, choose the correct letter a, b or c.

- The speaker says that ...
 - making other people happy is very important.
 - you must forget about other people completely.
 - you must think about yourself first.

C Check the key on page 267. How many questions did you answer correctly?

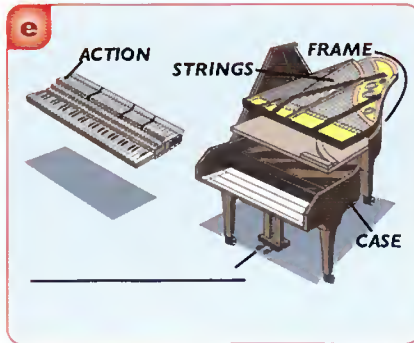
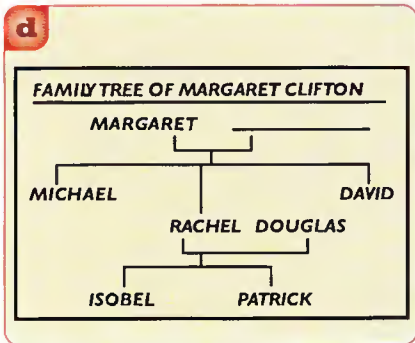
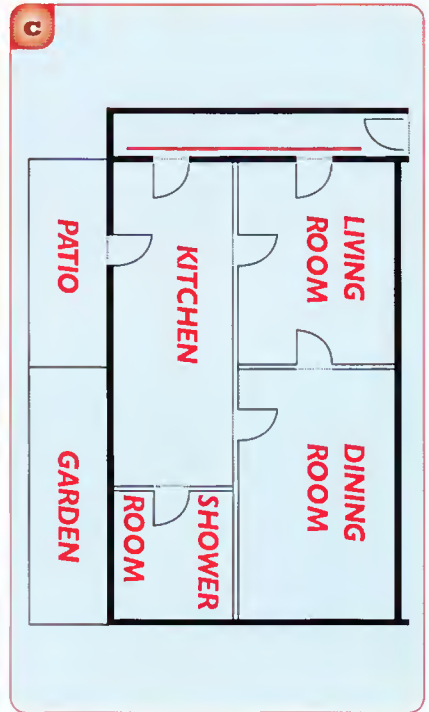
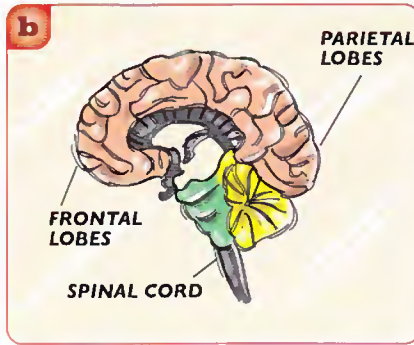
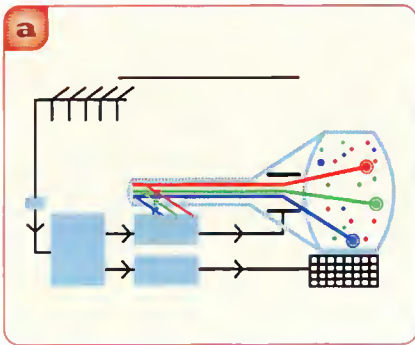
D Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

- It helped to know the topic of the talk before I listened.
- I looked through the questions and made predictions.
- I guessed some answers correctly before I listened.
- I listened for paraphrased language.
- I am happy with how many questions I answered correctly.

Listening 1: understanding diagrams

A Look at the diagrams below and answer the questions with a partner.

1. What does each diagram show?
2. What can you predict about what you will hear?



B Listen to these extracts from five listening tasks. Match each with one of the diagrams in Exercise A.

1. _____
2. _____
3. _____
4. _____
5. _____

C Listen again and fill in the missing information on each diagram. Use no more than two words for each.

D Mark these statements about completing diagrams (T) true or (F) false.

1. You can only complete the diagram if you know a lot about the topic. _____
2. The labels that you have to complete are in the same order as the information that you hear. _____
3. You should look at the diagram carefully before you listen. _____
4. You don't need to look at the diagram while you are listening. _____
5. The answers are always the exact words that you hear. _____
6. You need to think about using an article (*a / an / the*) with your answers. _____

Exam tip: You might need to label a diagram for some questions in the Listening Module. The fourth part is often an academic lecture given by one speaker, and labelling diagrams is common. Sometimes you will need to write words onto a diagram and sometimes you will need to match labels to parts of a diagram.

Listening 2: practice with a diagram

Listen to the continuation of the lecture about the human brain. Look at the diagram before you listen. For questions 1–6, match the parts of the brain 1–6 with the parts a–f in the diagram. Write the letter in the space after each number.

1. spinal cord —
2. cerebellum —
3. pituitary gland —
4. brain stem —
5. cerebrum —
6. thalamus —



For questions 7–14, complete the descriptions. Use one word only for each answer.

7. The cerebrum has _____ hemispheres.
8. The cerebrum controls voluntary _____.
9. The cerebellum helps us with balance and our understanding of _____.
10. The thalamus processes information that our body senses.
11. The hypothalamus tells us when we are hungry or thirsty or when we need to _____.
12. The midbrain sends _____ from the brain to other parts of the nervous system.
13. The medulla oblongata regulates how quickly or slowly our _____ beats.
14. The spinal cord _____ the brain to the rest of our body.
15. Hormones from the pituitary gland regulate how quickly we _____ and how quickly we age.

Check the key on page 267. How many questions did you answer correctly?

Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. Looking at the diagram and reading through the questions helped me to predict content.
2. The task was difficult because I didn't know anything about the topic.
3. The specialist vocabulary made the task more difficult.
4. I didn't worry about specialist vocabulary because I didn't use those words in the answers.
5. Most of my spelling was correct.
6. I am happy with how many questions I answered correctly.

Exam tip: Don't worry if you don't know a word you need to label a diagram. You will hear it explained on the recording. Sometimes you need to copy them onto your answer sheet, but usually you will only need to match them with a letter.

Key vocabulary in context

Use the correct form of these verbs from the listening extract to complete these sentences.

function control balance process

1. The liver _____ the food and liquid that goes through our system.
2. An engine doesn't _____ without petrol.
3. This switch _____ the temperature in the room.
4. It is difficult to _____ on one leg if you close your eyes.

Listening 1: maps and plans

A Listen and match the extracts with the maps.



B Listen to the first extract and match the letters on the map with the places below.

- | | | | | | |
|----------------|----|--------------------|----|---------------|----|
| 1. Hastings | __ | 2. Isle of Wight | __ | 3. Brighton | __ |
| 4. Bournemouth | __ | 5. Tunbridge Wells | __ | 6. Eastbourne | __ |

C Listen to the second extract and complete each space with one word.

- The Alhambra _____ is in the city of Granada.
- The town of Ronda has a famous _____ bridge.
- The Sierra Nevada is a _____ range and popular ski resort.
- Much of the north of Andalusia is a National Park and _____.
There are some large _____ in the area.

D Listen to the third extract and circle Leo's apartment on the map.

Listening 2: listening for specific information

Exam tip: When you are listening for specific information, the speaker will often repeat information you need to answer a question. If you don't catch something, listen carefully to see if the speaker repeats the word or phrase you need.

A Listen again. Notice examples of a speaker repeating information.

B Look at the tapescript on page 289 and highlight examples of a speaker repeating information.

Listening 3: listening for specific information

Listen to a man talking to a group of people at a weekend work conference in a hotel.

For questions 1–4, choose four correct statements from A–H.

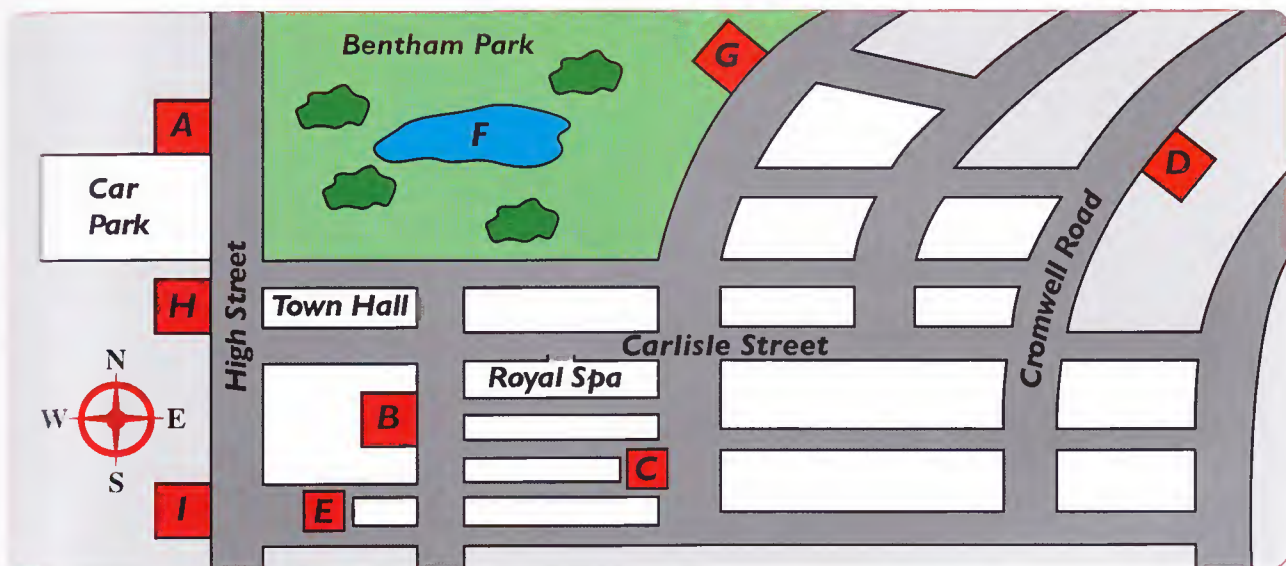
In the hotel...

- | | |
|---|--|
| <input type="checkbox"/> A there are three bars. | <input type="checkbox"/> B there is a roof terrace. |
| <input type="checkbox"/> C the main restaurant is for guests only. | <input type="checkbox"/> D guests can have coffee and snacks on the third floor. |
| <input type="checkbox"/> E there are nice views from all the rooms. | <input type="checkbox"/> F there is a 24-hour gym and health club. |
| <input type="checkbox"/> G there is a swimming pool. | <input type="checkbox"/> H guests must pay to use the sauna. |

1. _ 2. _ 3. _ 4. _

For questions 5–10, match the places with the letters on the map. You do not need to use all the letters on the map.

- | | | | |
|--|---|--|---|
| 5. swimming pool | _ | 6. boating lake | _ |
| 7. cinema | _ | 8. The White Orchid – Chinese restaurant | _ |
| 9. Leonardo's – Spanish and Mexican restaurant | _ | 10. The Pink Coconut – jazz bar | _ |



B Check the key on page 268. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

- Looking at the map and reading through the questions helped me to predict the content.
- I looked at the map while I was listening to questions 5–10.
- I heard the speaker repeat some of the information I needed.
- I am happy with how many questions I answered correctly.

Key vocabulary in context

Fill each space with the correct preposition.

- | | |
|---|---|
| 1. ___ the north / south / east / west | 2. a town ___ the coast |
| 3. an island ___ the coast of ... | 4. the first ___ the right / left |
| 5. next ___ the car park | 6. ___ the corner |
| 7. ___ the middle of the park / the high street | 8. ___ the end / the top / the bottom of the street |

Watch out! typical errors

It's opposite to / of / from the park. **X**
Opposite is a preposition so there's no need for another one!

7

Listening 1: completing a summary

A Talk with a partner. Answer the questions.

1. Do you drive your own car?
2. Add up how much it costs to keep a car on the road. Check the meaning of these words and phrases.

insurance road tax annual service repairs fall in value

B Look at the picture and guess the answers to the questions with a partner.

1. What is special about the car?
2. Who uses the car?
3. Why do people choose to use a car like this?



C Listen to the first part of a talk about belonging to a car club. Answer the questions in Exercise B.

Question-type tip: You have practised completing sentences or notes as you listen. Sometimes you will complete a summary of a talk or part of a talk.

D Listen again and complete the summary of the talk below. Use **no more than three words or a number** in each space.

If you live in a city, belonging to a car club is very economical. Using a club car costs much less each year than running your (1) _____. It costs a lot of money to keep a car on the road, but you may only use it at (2) _____. Insurance, road tax, servicing and repairs are all expensive, and many people have to pay for (3) _____ on top. The average car is worth (4) _____ less at the end of each year. Anyone can join a car club and use a car whenever they like. They can collect a car from close to where they live and, at the end of their journey, leave it in (5) _____.

Exam tip: As you know, you will not always hear the exact words and phrases that you see in the summary. You need to look at the words before and after the space to make sure that the words you write fit logically and grammatically.

Listening 2: making sure answers fit

A Look at the correct answers to Listening 1D on page 269 and read the tapescript on page 293.

B Now answer these questions about the changes that you needed to make.

1. The speaker uses the words you need but what changes?
2. Why is the correct answer *the weekend* and not *once a week*?
3. How does the preposition before the space help you predict the answer?
4. Which words are used in the summary that are not used in the talk? Was this a difficult space to fill?
5. How does the word *end* change in the summary?

Exam tip: There are tasks which ask you to fill spaces in notes and summaries in both the Listening and Reading Modules of the exam. These tasks test your ability to listen and read but also test your spelling and grammar.

Listening 3: practise completing a summary

A With a partner, write three questions about belonging to a car club. Then listen to the rest of the speech and check if your questions are answered.

B Read the summary below. Think about the type of word or phrase that goes into each space.

C Listen again and complete the summary. Remember, you may not hear the exact words that appear in the summary. Use no more than three words for each answer.

It is very easy to use a club car. You can borrow a car for an hour if you only need to make a (1) _____, or much longer if you want to. The minimum time you can borrow a car from large car hire companies is (2) _____, which is longer than most people need. There are several cars in each area, all parked in private spaces, which other drivers are (3) _____ to use.

It is very easy to (4) _____ a car. This can be done online or by telephone. If somebody else (5) _____ the car you want, there will be another one. You can make a booking just before you use a car or make a booking a long way (6) _____. If you decide that you need a car (7) _____, you can change the booking time from inside the car. You use your membership card to (8) _____ the car and then key in your ID number.

The annual (9) _____ fee is £60 and there is an hourly rate for car use. (10) _____ costs 15p a mile. You receive a monthly bill which explains all charges.

D Check the key on page 269. How many questions did you answer correctly?

E Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I read through the summary carefully before I listened.
2. I could predict the type of word or phrase that I needed for most spaces.
3. I understood the speaker and knew which words to write in the spaces.
4. I spelt most of my answers correctly and used capital letters when necessary.
5. I am pleased with how many questions I answered correctly.

Exam tip: If you understand what the speaker says but don't know how to make your answer fit the space, write what you hear. Always write something in a space.

Listening 1: completing a table

A You will hear a talk to a class of students. Look at the pictures. What do you think the topic of the talk will be?



Question-type tip: In both the Listening and Reading Modules of the exam, you will sometimes need to complete information in a table.

B Look at the table below. Answer these questions with a partner.

1. How does a table help you predict what you will listen to?
2. How does the table help you know what you need to listen for?
3. Match parts of the table to the pictures in Exercise A.



Exam tip: A table helps you because you can predict how a talk will be organized and divided into parts. You know when the speaker is going to go from one topic to another because you can follow the squares on the table.

C Listen to the first part of the talk and complete the table. Write no more than two words or a number for each answer.

Date	Method of recording history	Notes
150,000 – 200,000 years ago	Storytelling	Not reliable – (1) _____ forgotten and elements added.
32,000 years ago	Cave (2) _____	Images of large (3) _____ so perhaps to bring luck when hunting.
(4) _____ BC	Egyptian hieroglyphics	Beliefs and events recorded on walls (5) _____ and on monuments.
(6) _____ BC	Written word	Ancient Greeks recorded events for (7) _____ generations. First (8) _____ lived in Greece.

D Compare answers with a partner. Did the table format make the task easier?

Listening 2: practise completing a table

A Listen to the second part of the talk and answer the questions.

For questions 1–12, complete the table. Write no more than two words or a number for each answer.

Date	Method of recording history	Notes
8 th century AD	Paper and woodblock (1) _____	More books – so more people learnt (2) _____.
(3) _____ century AD	Printing press	(4) _____ produced more quickly
1605	First (5) _____	People knew about events more quickly.
Mid-19 th century	(6) _____	People saw reality of war. People wanted to know the (7) _____.
End of nineteenth century	Motion picture camera	First (8) _____ images
1930s	Television	History brought into people's (9) _____
Today	(10) _____ TV / Internet Video camera / mobile phone	Every (11) _____ is recorded. People watch as it happens. People can record (12) _____ history.

B Check the key on page 269. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

- I looked at the table carefully before I listened.
- The table helped me predict the type of word or phrase that I needed for most spaces.
- I understood the speaker and knew which words to write in the spaces.
- I spelt most of my answers correctly and used capital letters when necessary.
- I am pleased with how many questions I answered correctly.

Key vocabulary in context

Circle the correct option in these sentences.

- A **century** is a *hundred* / a *thousand* years.
- A **generation** of people is a group of people who live *in the same place* / *at the same time*.
- A **tradition** is something that people have *done for a long time* / *just started doing*.
- Historians** are people who *study the past* / *can look into the future*.

Pronunciation check

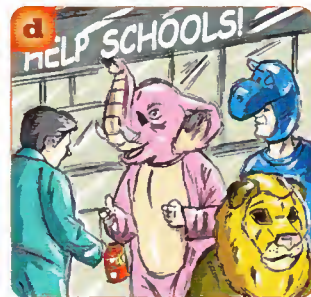
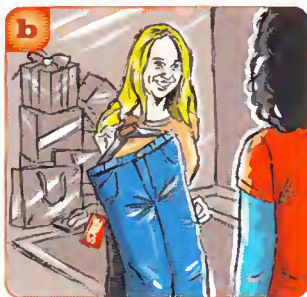
Century is pronounced /'sentʃəri/.

A Listen to these phrases and then practise saying them.

- eighteenth century
- nineteenth century
- twentieth century

Listening 1: practise identifying key words that you don't know

A Work with a partner. Say what you think is happening in each of these pictures.



B Listen to four short extracts. Match each with a picture from Exercise A.

1. ___ 2. ___ 3. ___ 4. ___



Exam tip: When you are listening, there will sometimes be one key word that you don't know. Sometimes, you will need to guess the meaning in context so that you can answer a question.

C Listen again and mark these statements (T) true or (F) false.

- Extract 1: The woman is happy with the price she paid for the jeans. ___
 Extract 2: The customer knows the name of the money used in Russia. ___
 Extract 3: The school has enough computers for all the children. ___
 Extract 4: Somebody stole money from the woman. ___

D What was the key word in each extract? Compare with a partner. Pronounce it.



Exam tip: In the Listening Module, the words you need to write as answers will usually be quite simple words. Sometimes, you might need to write a word that you don't know as an answer. You will need to listen carefully and guess the spelling.

E Listen again and write the words you hear into the spaces. You will need to guess the spelling.

- I think I got a _____, don't you?
- I don't know what the _____ in Russia is.
- We're trying to _____ money to buy computers ...
- Somebody's just taken my _____. I was taking it out of my handbag ...

Listening 2: practise identifying key words

A Some students are conducting a survey about people's spending habits. Look at the questions on the survey.

Listen and match each extract to a question on the survey. Write the question number in the space. You will not hear all the questions on the survey answered.

- Extract 1: question ___ Extract 2: question ___
 Extract 3: question ___ Extract 4: question ___

Class 5C Spending Habits Survey 10/09/2008 Person 1: man about 40

- 1 Which income band are you in? Low Average High
- 2 How much money do you feel you have to spend?
Less than you need Enough to live on More than you need
- 3 What do you spend most of your money on?
- 4 How do you usually pay for what you buy?
- 5 What do you think is good value for money?
- 6 What do you think is a waste of money?
- 7 Do you ever buy things that you can't really afford?
- 8 Are you a spender or a saver?

B Listen to the whole survey in the correct order and answer the questions.

For questions 1–4, choose the correct letter a, b or c.

1. Which income band is the man in?
a. Low b. Average c. High
2. The man feels that he has ...
a. less money than he needs. b. enough money to live on. c. more money than he needs.
3. The man spends most of his money on ...
a. things he really likes. b. what he has to. c. eating out in restaurants.
4. The man uses cash to pay ...
a. for most things. b. his bills. c. for things which are not planned.

For questions 5–9, complete the notes. Use no more than two words for each answer.

5. The man's telephone and Internet broadband _____ is good value for money.
6. £22 a month for the man's telephone and Internet is a good _____.
7. When you drive a new car out of the _____, it is immediately worth less money.
8. The man says that he likes to _____ himself occasionally.
9. The man thinks that it is important to save for a _____.

C Check the key on pages 269 and 270. How many questions did you answer correctly?

D Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. Reading the questions on the survey helped me to predict the content.
2. I identified key words that I didn't know.
3. I could answer questions 1–4 by guessing the meaning of the new words in context.
4. I could guess the meaning of some new words and phrases from words I already knew.
5. I spelt most of the words correctly to answer questions 5–9.
6. I am happy with how many questions I answered correctly.

Key vocabulary in context

Complete these sentences with words from this module.

1. Some organizations _____ money to help feed the poorest people.
2. If you _____ yourself, you buy something nice for yourself.
3. A bargain and a good _____ mean more or less the same thing.
4. The _____ in Japan is yen.
5. Men usually keep money in a wallet, while women carry a _____.

10

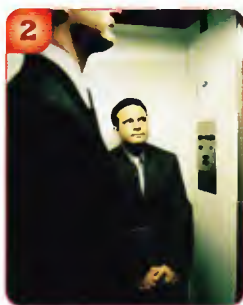
Listening 1: preparing to listen


A Look at these questions about phobias. How many can you answer?

1. What is a phobia?
2. How many people have phobias?
3. What examples of phobias are given?
4. What may cause phobias?

B  Listen to the introduction to a radio programme about phobias. Answer the questions in Exercise A.

C Look at the pictures. What phobia does each show?



D  Listen to the rest of the programme. In what order does the speaker mention the phobias in Exercise C?

Listening 2: classifying

A  Read the questions carefully. Then listen again and answer them.

What does the speaker say about each of the phobias 1–5?

- Write:
- P** if the person with the phobia does not like being with other people
 - H** if the person with the phobia stays away from parts of his or her house
 - T** if thinking about it can make it worse
 - C** if it can be cured easily

1. arachnophobia ___
2. social phobia ___
3. aerophobia ___
4. agoraphobia ___
5. claustrophobia ___

B Read these statements about the task you have just done. Mark them (T) true or (F) false.

1. There was quite a lot to read in the instructions. ___
2. It was easy to know what you had to do. ___
3. You needed to read and listen at the same time. ___
4. The speaker made the points P, H, T and C in that order. ___
5. You needed to use some letters more than once. ___

Question-type tip: Some listening and reading tasks ask you to classify. There are usually more instructions to read, and you need to be sure about what you have to do. The speaker will answer the questions in the correct order but, of course, he or she won't mention each point in the same order. You need to read carefully before you listen and continue to read as you listen.

Listening 3: practise classifying

A Listen to the same speaker talking about three more phobias. Match the pictures with the extracts. There are two pictures that you do not need.



Question-type tip: In this task, the extracts are in the correct order but the statements that you have to listen for are not. You must read the statements carefully first so that you know what to listen for.

B Listen again and answer the questions. For questions 1–6, write:

- A If the statement refers to the first extract.
- B If the statement refers to the second extract.
- C If the statement refers to the third extract.

1. This phobia affects people at a particular time of the year. _____
2. People with this phobia will not go to some public places. _____
3. This phobia may cause people to hurt themselves. _____
4. This phobia mostly affects very young people. _____
5. People might think this phobia is a normal condition. _____
6. People with this phobia will not watch something on the television. _____

C Check the key on page 270. How many questions did you answer correctly?

D Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I understood the overall gist and matched the pictures easily.
2. I understood the instructions for the classifying task quite easily.
3. I needed time to read all the points before I was ready to listen.
4. I am happy with how many questions I answered correctly.
5. I would find this task more difficult if I only heard the recording once.

Key vocabulary in context

Circle the correct option in each sentence.

1. If you **suffer from** something, you enjoy it / it is a problem for you.
2. If you **panic**, you behave normally / do things without thinking.
3. If you **avoid** something, you don't go near it / try to find it whenever you can.
4. If something is **approaching**, it is coming towards you / going away from you.

11

Listening 1: flow charts

A Look at part of a flow chart below and then answer these questions with a partner.

1. What is a flow chart?
2. What does this flow chart show?
3. What do these words mean?
symptoms diagnosis treatment

Cold and flu

Follow the chart so that you know how to treat the symptoms of a cold or the flu and whether or not you need to see a doctor. Other conditions can have the same symptoms as a cold or the flu.

SYMPTOMS

DIAGNOSIS

TREATMENT

↓ BEGIN HERE

① Do you have a fever?

→
NO

You may have a cold.

→

Get plenty of rest and drink lots of water.

↓ YES

② Do you have a sore throat and headache but not a runny nose?

→
YES

You may have strep throat – a bacterial infection.

→

Get plenty of rest and drink lots of water. See a doctor if the fever lasts more than 48 hours. He may give you antibiotics.

↓ NO

③ Did your symptoms start suddenly? Do your muscles ache? Do you have a sore throat and a runny nose?

→
YES

You may have the flu.

→

Get plenty of rest and drink lots of water. Medicine that you can buy at a chemist will relieve some of the symptoms.

↓ NO

Grammar check

First conditional sentences can be used to talk about possibility and give advice.
 If you have a sore throat and a runny nose, you may have the flu.
 If you have the flu, you should get plenty of rest.

B Look at the next part of the flow chart. Listen and complete the notes using no more than two words for each answer.

④ Do you have a bad cough and is it difficult to (1) _____?

→
YES

You may have bronchitis.

→

Get plenty of rest and drink lots of water. If you (2) _____, stop completely for a while. Medicine that you can buy at a chemist will relieve the (3) _____. If symptoms get worse, contact (4) _____.

↓ NO

⑤ Do you have a runny nose and sore eyes?

→
YES

You may be (5) _____ something.

→

Try medicine that you can buy at a chemist or ask your doctor for advice.



Question-type tip: A flow chart shows a series of events or actions and their possible results. In the Listening Module of the exam, you will sometimes need to complete notes on a flow chart. Having a chart like this helps you, because you can predict how the talk will be organized and divided into parts. You know when the speaker is going to go from one topic to another.

Listening 2: practice with flow charts

- A** Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using no more than two words for each answer.

Headaches

There are different reasons why you may have a headache. You may also have other symptoms. Follow the chart so that you know what to do if you have a headache.

SYMPTOMS

DIAGNOSIS

TREATMENT

↓ BEGIN HERE

- 1 Do you have a fever or other symptoms of a cold? Have you been sick?

→ YES

You may have a bad cold or (1) _____.

→

Get plenty of rest and drink lots of water. (2) _____ that you can buy at a chemist will relieve some of the symptoms.

↓ NO

- 2 Do you have a very bad headache and a stiff (3) _____? Does normal light hurt (4) _____?

→ YES

You may have meningitis – a serious condition that can affect your (5) _____.

→

You **MUST** see your doctor or go to a (6) _____ immediately.

↓ NO

- 3 Have you hit (7) _____ recently?

→ YES

You may have concussion – a serious condition caused by (8) _____ pushing against your brain.

→

You **MUST** get immediate treatment.

- B** Check the key on page 270. How many questions did you answer correctly?

- C** Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

- Looking at the flow chart helped me make predictions about what I would hear.
- I understood the speaker and knew which words to write in the spaces.
- I spelt most of my answers correctly.
- I am pleased with how many questions I answered correctly.

Key vocabulary in context

Match the words 1–4 with the words a–d to make common noun phrases from the text.

- | | |
|-----------|------------------|
| 1. runny | a. muscles |
| 2. sore | b. nose |
| 3. aching | c. neck |
| 4. stiff | d. throat / eyes |

Listening 1: a weather forecast

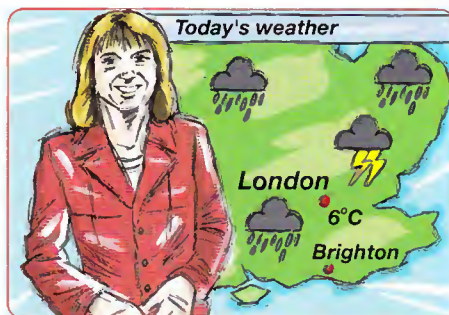
A Look at the picture and answer the questions with a partner.

1. Who is the woman and what is she doing?
2. What are the symbols you can see on the map?
3. What do you think the woman will say about the weather?

B Listen to the weather forecast and check your predictions.

C Listen again and complete the notes. Use no more than two words for each answer.

1. People in the south-east can _____ very bad weather.
2. In the morning, there will be _____.
3. There may be _____ along the coast.
4. The weather should _____ a little as the day goes on.
5. _____ will be low for the time of year.



Listening 2: an everyday conversation

A Look at the picture and answer the questions with a partner.

1. Who are the people in the picture?
2. What do you think they are talking about?

B Listen to the conversation and check your predictions.


C Listen again and complete the lines. Use no more than two words for each answer.

1. Raining? It's absolutely _____ down.
2. It's really _____ out there, too.
3. Never mind. They say it's going to _____ later on.



Listening 3: recognizing register

A Talk with a partner. How is the language used in the conversation different from the language used in the weather forecast?

 **Exam tip:** The Listening Module has four sections. The speaker(s) will sometimes use formal language – a talk or a lecture. The speaker(s) will sometimes use informal language – a conversation or a talk to classmates. You will understand more if you recognize the register that the speaker is using.

B Look at the tapescript on pages 304 and 305. Highlight words and phrases that are formal or informal.

Listening 4: practise recognizing register

A Listen to the four extracts and match them with the descriptions below.

1. an informal conversation between two speakers Extract ___
2. a formal talk given by one speaker Extract ___
3. an informal talk given by one speaker Extract ___
4. a formal conversation between two speakers Extract ___

B Listen again to each extract and complete the tasks below.

Extract 1: For questions 1–3, complete the sentences. Use no more than two words for each answer.

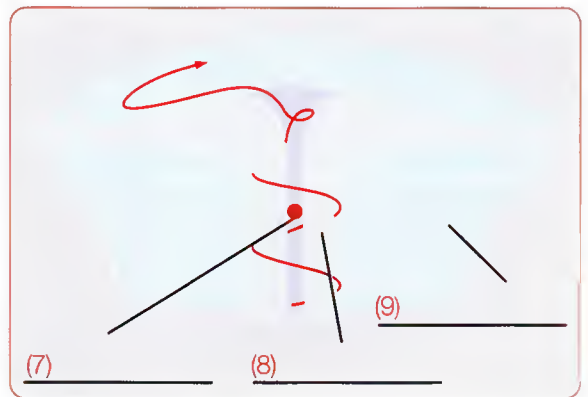
1. People in Libya know about sandstorms because they live close to the _____.
2. Sandstorms occur when sand is carried by a _____.
3. A sandstorm looks like a big wall or _____ of sand coming towards you.

Extract 2: For questions 4–6, choose the correct answer a, b or c.

4. The first speaker thinks that Egypt will ...
a. not be hot enough. b. be quite hot. c. be too hot.
5. During the hottest part of the day, the second speaker plans to ...
a. go sightseeing. b. relax at her hotel. c. go to sleep.
6. The first speaker ...
a. thinks she went somewhere at the wrong time of year.
b. does not want to go back to Morocco.
c. only travels in spring or autumn.

Extract 3: For questions 7–9, label the diagram. Use no more than two words for each answer.

Extract 4: For questions 10–12, complete the notes a student has made. Use one word for each answer.



Floods caused by rising water level.

Can be (10) _____ - happening suddenly or creeping - happening slowly.

Floods caused by heavy rainfall or by (11) _____ melting.

Floods usually cause damage but can be good for soil - (12) _____ grow better after flood water.

C Check the key on page 271. How many questions did you answer correctly?

D Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I recognized formal and informal language quite easily.
2. Recognizing the register helped me understand and complete the tasks.
3. I am pleased with how many questions I answered correctly.

Key vocabulary in context

Mark each sentence below (F) formal or (I) informal.

1. Conditions should improve later in the day. ___
2. Floods occur when there is a large amount of rainfall. ___
3. Most parts of the country can expect a cold night. ___
4. They say things will get better later on. ___
5. So, what happens when there's lots of rain? Does it flood? ___
6. They say it's going to be a bit chilly tonight. ___

Listening 1: preparing to listen

A Here are two typical cards for part 2 of the Speaking Module. Work with a partner – one of you is A, the other is B. You have a minute to think about it and make notes.

A

Describe a building you think is beautiful.

Say ...

- where the building is.
- why it was built / what it's used for.
- when it was built, if you know.
- what you like about it.

B

Describe a building you think is ugly.

Say ...

- where the building is.
- why it was built / what it's used for.
- when it was built, if you know.
- what you don't like about it.

B Take it in turns to speak about what's on your card for about two minutes.


C Look at the picture. Answer the questions with a partner.

1. What is the building?
2. Where is it?
3. When was it built?
4. Why was it built?
5. Why do people think it is so beautiful?



Listening 2: spelling answers correctly

A You will hear a tour guide talking to some tourists about the Taj Mahal. Read the notes below and predict any answers you can.

B  Listen and complete the notes that one of the tourists made. Use one word only for each answer.

The (1) _____ have a sense of symmetry – same on both sides of building.

A large (2) _____ reflects the building – popular place for photos.


On top of the building is the (3) _____. People wonder at how the building can support its (4) _____.

There are four minarets – one in each corner. Story of the Taj Mahal is very (5) _____. 1629 – Shah Jahan's (6) _____ wife died. He was so sad that his (7) _____ turned white.

He decided to build a beautiful (8) _____ to remember her by. Work started in 1632.


C Mark each of the words 1–8 in the task like this:

- | | |
|---|--------|
| A I know this word and it's easy to spell. | 1. ___ |
| B I know this word but it's difficult to spell. | 2. ___ |
| C I don't know this word but I can guess how to spell it quite easily. | 3. ___ |
| D I don't know this word and I have no idea how to spell it. | 4. ___ |
| | 5. ___ |
| | 6. ___ |
| | 7. ___ |
| | 8. ___ |

 **Exam tip:** In the Listening Module of the exam, you **MUST** spell answers correctly. Even if it is clear that you heard a word on the recording, you will not get a mark if it is spelt wrongly. Revise the spelling of all words you know and look at spelling patterns so that you can guess how to spell words that you don't know.

Listening 3: practise spelling answers correctly

A The building in this picture is the Millennium Dome in London. Some people say it's the ugliest building in the world. Why don't they like it?

B  Listen to part of a lecture that an architect is giving about the Millennium Dome. Read the summary below before you listen.

For questions 1–8, complete the summary with words that you hear. Use **no more than two words** for each answer.



The speaker says that there are many ugly buildings, like (1) _____ blocks, but that the Millennium Dome is different. It was built to (2) _____ the beginning of a new century. It took a long time to plan and construct and it cost nearly (3) _____ pounds. He thinks it is the building's ugliness that makes it (4) _____.

The speaker mentions two buildings in the US that he thinks are also ugly – the public (5) _____ in Chicago and a museum in Seattle. However, he thinks the Dome is a (6) _____ example of design. The speaker agrees that the Dome has an (7) _____ design and impressive engineering, but he is disappointed with it.

The speaker says that the Dome will now be used to stage (8) _____ events.

C Check the key on page 272. How many questions did you answer correctly?

D Answer these questions about the listening task with a partner and think about how you can answer more questions correctly next time.

1. Which answers did you hear but spell wrongly?
2. Which answers did you hear and spell correctly?
3. Which words did you already know how to spell?
4. Which words did you have to guess the spelling of?
5. Are you happy with how many questions you answered and spelt correctly?

Key vocabulary in context

These verbs from the two extracts have been used in the wrong sentences. Correct the exercise.

1. The building was **reflected** by an American architect.
2. It will take at least five years to **celebrate** the new stadium.
3. When the new shopping centre opens, there will be a party to **support**.
4. In hot countries, houses are white so that they **design** sunlight back.
5. That bridge doesn't look strong enough to **construct** so much traffic.

14

Listening 1: understanding different accents

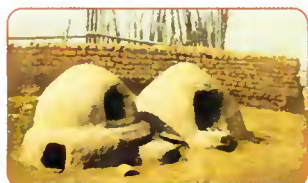
A Talk with a partner. Make a list of countries in which English is the first language.

B Check the highlighted words and answer these questions with the same partner.

1. Do people in different parts of your country have different accents?
2. In which part of your country do people have a very strong accent?
3. When you listen to English, can you recognize the difference between a British and an American accent?
4. Do you know any words or phrases that are different in British and American English?
5. Are there any other 'English' accents that you think you can recognize?
6. Are there any 'English' accents that you find difficult to understand?

C Match the four inventions in the pictures with the countries below.

a. the United States b. India c. Australia d. Scotland



clay oven ____



television ____



space shuttle ____



boomerang ____

D Listen to four people talking about the inventions and check your ideas.

- Speaker 1 is from _____ and talks about _____.
- Speaker 2 is from _____ and talks about _____.
- Speaker 3 is from _____ and talks about _____.
- Speaker 4 is from _____ and talks about _____.

E Listen again. Can you hear different accents? Who do you think has the strongest accent?

Listening 2: practice with different accents

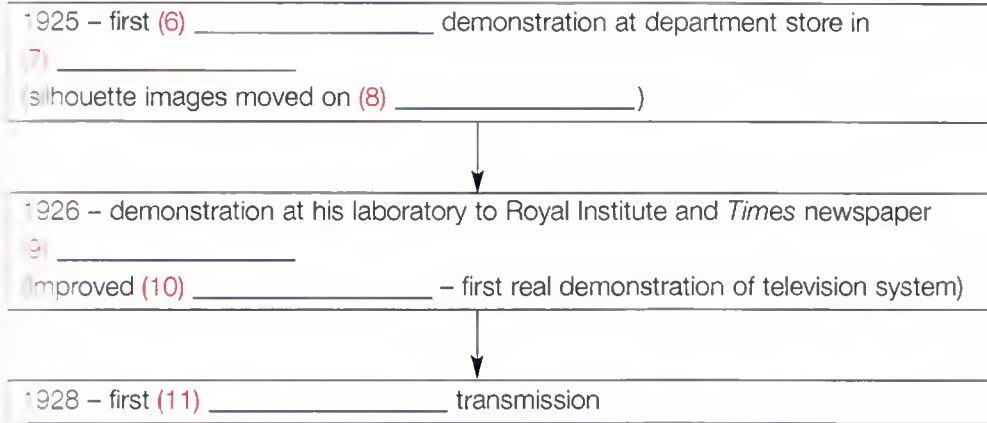
A Listen to each speaker say more about each invention and complete the tasks.

For questions 1–5, choose five answers from A–H. Which of these statements about boomerangs does the speaker make?

- | | |
|--|---|
| A They were mainly used as toys. | B They were the first heavy man-made object to fly. |
| C They had different functions. | D They have been found around the world. |
| E They are different sizes. | F All of them return to the thrower. |
| G Perhaps people did not plan to invent one that came back to the thrower. | H Throwing one is easy. |

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

For questions 6–11, listen and complete the flow chart. Use one word only for each answer.



For questions 12–16, complete the notes. Use no more than three words or a number for each answer.

Space race between US and Russia continued for (12) _____.
First man to walk (13) _____ – from USA.
Reusable space shuttle – first successful in (14) _____.
Space shuttle used as a laboratory to transport equipment or to collect or repair satellites.
Between (15) _____ people can travel on shuttle.
In the earth's (16) _____, the shuttle glides to land.

For questions 17–19, complete the short summary. Use no more than two words for each answer.

Remains of ovens have been found in many parts of the world. They were used mainly to (17) _____. In most places, it appears that village people (18) _____ an oven. In India, however, (19) _____ had one.

For question 20, tick the correct picture of a 5,000-year-old oven.



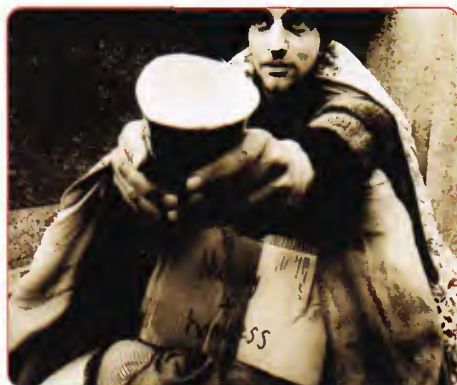
B Check the key on page 272. How many questions did you answer correctly?

C Tick the sentences about the listening task that are true for you and think about how you can answer more questions correctly next time.

1. I could hear different accents, but it didn't make the tasks more difficult.
2. The strong accents made hearing some answers more difficult.
3. I am pleased with how many questions I answered correctly.

Listening 1: preparing to listen**A** Look at the picture. Answer these questions with a partner.

1. What exactly does *homeless* mean?
2. Why do you think people become homeless?
3. Apart from not having a home, what problems do homeless people have?

B Listen to somebody giving a talk about homelessness and check your ideas.**Listening 2: transferring answers to the answer sheet****A** Answer these questions with a partner.

1. Which listening tasks do not involve writing words or phrases as answers?
2. Which tasks do involve writing words and phrases as answers?
3. During the listening exam, where do you write your answers as you listen?
4. At the end of the listening exam, where do you write your final answers?
5. How long do you have to transfer your answers to the answer sheet?
6. What problems can you have when you transfer your answers to the answer sheet?

B Listen to the first part of the talk about homelessness again and answer these questions.

For questions 1 and 2, choose the correct answer a, b or c.

1. At the beginning of the talk, the speaker says that ...
 - a. homelessness is not a big problem.
 - b. the people at the talk are selfish.
 - c. he understands why people are worried.
2. The speaker says that most homeless people ...
 - a. sleep outside.
 - b. do not sleep outside.
 - c. look for a safe place to sleep.

For questions 3–7, complete the notes. Use no more than three words for each answer.

People are homeless if ...

sleeping on (3) _____ at home of friend, staying in a (4) _____,
 sleeping in any type of motor (5) _____,
 poor condition of place they live in affects their (6) _____,
 afraid of (7) _____ or physical abuse.

C Check this student's answer sheet. Which answers are correct? Which are not? What mistakes has the student made?

- | | |
|----------------------|---------------------|
| 1. c | 2. b |
| 3. the floor or sofa | 4. hotel or shelter |
| 5. vikle | 6. helth |
| 7. violense | |



Exam tip: More than half of the tasks that can occur in the Listening Module involve writing words and phrases as answers. You **MUST** spell your answers correctly and you **MUST NOT** use more than the stated number of words. Use the ten minutes you have to transfer answers to the answer sheet properly. Transfer answers slowly and carefully and check all your answers two or three times.

Listening 3: practise transferring answers to the answer sheet

A Listen to the rest of the talk about homelessness again. Answer the questions.

For questions 1–8, complete the summary below with words from the text. Use no more than two words for each answer.

People become homeless when there is no other (1) _____. Homeless people are poor and cannot (2) _____ rent or mortgage repayments. Most homeless people do not have (3) _____. There are usually other issues that homeless people must deal with. They might take (4) _____ or they might suffer from (5) _____ problems. Many homeless people have been in (6) _____ and so cannot find work or a place to live. Some people become homeless because they lose a home they have rented for a long time. Young people and women might leave home because of a (7) _____ family member. In many places, the value of (8) _____ has increased, and so renting or buying a home is impossible for the poorest people.

For questions 9 and 10, choose two answers from A–D.

Which of these ideas does the speaker mention in the final part of the talk that you hear?

- A Homeless people getting money from the government
- B Permanent accommodation for homeless people
- C Places where homeless people can eat
- D What is happening to homeless people in other countries

9. ____ 10. ____

B Transfer your answers to the answer sheet below.

1		6	
2		7	
3		8	
4		9	
5		10	

C Check the key on page 273. How many questions did you answer correctly?

D Answer these questions about the listening task with a partner and think about how you can answer more questions correctly next time.

1. Which answers were easy to transfer?
2. Which answers were more difficult to transfer?
3. Did you get any answers wrong because they were not spelt correctly or transferred wrongly?
4. Did you use the correct number of words for each answer?
5. Are you happy with the number of questions you answered correctly?

Answer key

Answers for selected listening and reading tasks and model compositions for writing tasks.

Unit 1, Listening 2A

- | | |
|--------------------|--------------------------------|
| 1. Austin | 2. 110 |
| 3. 47 | 4. three children / 3 children |
| 5. 2003 | 6. Moore |
| 7. Cedar | 8. 650396 |
| 9. twenty-two / 22 | 10. single |

Unit 1, Reading 2A

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

Unit 2, Listening 2A

- | | |
|-----------------|----------------|
| 1. c | 2. c |
| 3. September 18 | 4. 12 / twelve |
| 5. December 14 | 6. 96 |
| 7. 6 | 8. 7 |
| 9. Merton | 10. 3 |
| 11. 109 | 12. 28 |

Unit 2, Reading 2B

1. a professional
2. family and friends
3. a teaching certificate
4. goggles
5. plastic sandals
6. support

Unit 2, Writing 3A

I am writing about a business English course I recently took at your school. I studied on an intensive two-week course, but I learnt very little.

Your advertisement says that the business English classes are small. I expected to study in a group of between six and eight students, but I was in a large class of 16. It was difficult for the teacher to give time to everyone.

During my stay, there were three different teachers. Nobody explained why, and none of the teachers seemed to have experience in teaching business.

Your advertisement promises that the Course Book and Workbook are provided, but this was not true. I received my Course Book on the Monday of the second week so could only use it for a week. I never got the Workbook.

You claim that your school is modern and in a central location. In fact, the building is old and the classrooms are not suitable. The technology is out of date. The building is

5km from the city centre, and I needed to catch a bus to get there from where I was staying.

Unit 2, Writing 4B

I hope you understand why I am unhappy with the service your school provided. In total I paid 1,200 euros for the course and I would like you to refund 50% of that. I look forward to hearing from you.

Unit 2, Exam Practice, Writing B

Dear Sir/Madam,

I am writing to complain about the driving lessons that I recently took with your driving school. There are a number of reasons why I am not happy.

Firstly, I had three different instructors, so it was difficult to build any kind of relationship with the person teaching me. Secondly, the lessons were supposed to be for one hour, but the instructors frequently ended lessons five minutes early.

In my opinion, the instructors were not very good either. They spent most of the time explaining what I should do, and did not give me the time I needed to practice.

Finally, I was unhappy that your cars were not very modern and sometimes not clean inside. They were not what I expected from a professional driving school.

I hope you understand why I am unhappy with the service your school provided. In total I paid 500 euros for the lessons and I would like you to refund 50% of that. I look forward to hearing from you.

Yours faithfully,
Terry Black

Unit 3, Listening 2A

- | | |
|-------|-------|
| 1. b | 2. c |
| 3. a | 4. d |
| 5. c | 6. b |
| 7. a | 8. a |
| 9. c | 10. b |
| 11. a | 12. b |

Unit 3, Reading 2B

1. advert A – d
2. advert B – b
3. advert C – a
4. C (be computer-literate)
5. A (working directly with the chief executive)

6. B (You will receive full training)
7. C (more than a million satisfied customers)
8. B (deal face-to-face with people regularly)
9. A (Closing date for application)

Unit 3, Writing 2D

Dear Mr Lucas,

I am writing to apply for the position of sales executive that I saw advertised in yesterday's *Daily Argus*. I hope to work in sales, and I am interested in working for your company.

I recently finished a Business Studies degree at York University. I achieved very high grades in Economics and Marketing. Part of my degree course involved designing and developing new ideas. I learn quickly and work well with other people.

My father runs an import and export company, and from the age of 16 I have helped him in his office. I have learnt many useful business skills and communicated with clients both on the telephone and face-to-face.

I am outgoing and confident and I enjoy a challenge. I think I would be the right person for a position in your company. I can attend an interview at any time and look forward to hearing from you.

Yours sincerely,
Ahmed Khatani

Unit 4, Listening 3B

- | | |
|------|-------|
| 1. c | 2. b |
| 3. a | 4. b |
| 5. A | 6. B |
| 7. E | 8. G |
| 9. H | 10. c |

Unit 4, Reading 1B, C and D

1. T (the student in D is correct)
2. T (again, the student in D is correct)
3. NG (the student in D has made an assumption – the text does not give him that information)
4. F (the student in D is correct)
5. F (the student in D is wrong. The text says that some experts believe that not having a normal childhood can do long-lasting damage – it does not only say what the mother and father think)
6. T (the student in D is correct)
7. NG (the student in D is wrong – yes, the text only mentions one programme but that does not tell us that Ainan doesn't watch other programmes)
8. F (the student in D is correct)

Unit 4, Reading 3B

1. d
2. e
3. b
4. a
5. T (Parents and teachers spend much of their time emphasizing the need ...)

6. NG
7. F (there are plenty of entrepreneurs and high-fliers who dropped out of school)
8. F (He dropped out of school ... and started his first successful business venture, a magazine called *Student*)
9. NG
10. NG
11. T (he left Harvard College in 1975 to set up his own computer software company)
12. F (... doesn't mean that everyone can get to the top in business without a college or university degree)

Unit 4, Exam Practice, Writing C

Some people think that having great talent is enough to succeed in life. They see actors and artists and great sportsmen and think they are successful because they were born with talent. They forget that these people also worked very hard to get where they are.

In my opinion, talent can only take you so far. To reach the top you also need the desire to be the best and the discipline to work hard to be the best. You must also get the right advice and listen to it. You need the support of the people around you – your friends and family.

I think there are many talented people who are not successful because they are lazy. Some don't succeed because their parents or their teachers don't push them to do well. Some talented people are quite unusual and their friends and family don't take them seriously. Then they don't have the confidence to succeed.

My hero is the basketball player Michael Jordan. He had incredible natural talent, but he was the first player to arrive for training every day and the last player to leave. This desire to work hard and to practise is what made him the best.

To sum up, I want to say that talent, hard work and support from others must go together if somebody is successful. There are many people in top positions who have less natural talent than another person who has not achieved very much at all.

Unit 5, Listening 2A

- | | |
|--------------|-------------|
| 1. f | 2. e |
| 3. d | 4. b |
| 5. a | 6. c |
| 7. two | 8. movement |
| 9. space | 10. sleep |
| 11. messages | 12. heart |
| 13. connects | 14. grow |

Unit 5, Reading 3B

1. T (techniques that will help you memorize names, faces ...)
2. NG (Although probably false, the text doesn't provide an answer)
3. T (people who really make things happen don't forget)
4. F (using scientifically proven techniques)

5. F (will put you ahead of the rest)
6. NG
7. ten / 10
8. gains
9. forget
10. retrieve
11. focus on detail
12. In minutes

Unit 5, Writing 2D

First composition: Points are relevant and well balanced – arguments that support both points of view. / Points not planned or organized. It seems like the writer is making points as he or she thinks of them. / Not organized into paragraphs so not easy to follow. / No introduction – writer goes straight into argument. / Some points are made in a repetitive way. Writer explains what the reader can understand from what has already been said. / Ideas not linked with typical linking words or phrases. / Vocabulary is used properly, but quite simple.

Second composition: All points are relevant and argument is well balanced. / Very good introduction – shows he or she understands question. / Very easy to follow – organized into paragraphs. / Points are planned and organized and linked together with linking words and phrases. / Good range of vocabulary used to make points more interesting to read.

Workbook Unit 5, Writing B

I have heard many people say that it is easier to learn new things when you are young than it is when you are old. I think they say this because children learn naturally and seem to absorb things without trying. However, I think it probably depends on what you are learning and how much you really want to learn.

I know that I learnt how to use a computer very quickly when I was only about six years old, while my mother still finds it difficult. I think it was easy for me because I did not really realize I was learning something, and I just wanted to play the games. My mother does not like technology, and she was nervous about learning something she did not really want to.

People say that children learn languages more quickly than adults, but I am not sure this is true. It takes a child ten years to learn to speak their language properly, but an adult can learn a foreign language if they live in another country in only two or three years. Because they have more experience of life, they can apply it to translate and learn grammar rules. I think older people can learn just as quickly if they really need to.

I think young people can learn things like swimming much more quickly than older people. My father really wants to be good at golf and he practises a lot, but he does not get any better. My cousin started playing when he was ten and soon he was very good. However, some children want to learn a sport, but are not good at all. My answer to the question is, it depends on what you are learning, and it is not always easier for young people.

Unit 6, Listening 3A

Note that letters in 1–4 can be in any order as long as the correct four letters are used. The answers here are in alphabetical order.

- | | |
|------|-------|
| 1. A | 2. B |
| 3. D | 4. H |
| 5. D | 6. F |
| 7. A | 8. H |
| 9. I | 10. C |

Unit 6, Reading 3C

1. E
2. B
3. D
4. A
5. C
6. 700,000 (Now it is a huge modern city with a population of over 700,000)
7. adventure (Holidaymakers can enjoy a relaxing break, and people looking for adventure can ...)
8. business conferences (The excellent hotels and facilities make it a popular place for business conferences and exhibitions)
9. more relaxing (More relaxing is a cruise in a wooden dhow)
10. take photographs (... many opportunities to take photographs. The traditional architecture is amazing, and ... magnificent palaces and mosques.)
11. low customs duties (Low customs duties mean that many products are less expensive ...)

Workbook Unit 6, Writing B

In most countries these days, most young people go to university when they leave school. In some countries, it is usual to apply to the university which is closest to your hometown, so that you can continue to live with your family. In other countries, young people want to move away to a more exciting place where they can begin a new life. Moving is part of the university experience.

Many young people choose to move away from home because they want an adventure. They can live in a university residence or rent an apartment with other students. They are free from their parents' rules for the first time.

Moving away from home has disadvantages, however. Students can become homesick if they do not make new friends, and they can miss their friends from school and their brothers and sisters. Some young people do not know how to cook and are not very good with money, so they need their parents' support. If students go to university near their home, they can live at home and have the support of their family. It will also be much cheaper because they do not have to pay for accommodation or to travel home at the weekend or during holidays. My brother and two of my cousins go to university in our city and are happy that they can live at home.

Some students who live at home feel that they miss the fun that some of the other students are having. They see other students living in a big house with lots of other young people and feel a bit envious.

Personally, I would prefer to live at home when I study, and I think I will do that. The university in my city has a good reputation, so there is no need to move away. I think I can concentrate on my studies better if I don't have to think about looking after myself and making friends.

Unit 7, Listening 1D

1. own car
2. the weekend
3. parking
4. £2,000 / 2,000 pounds
5. the same place

Unit 7, Listening 3C

1. short journey
2. 24 / twenty-four hours
3. not allowed
4. book
5. is using
6. in advance
7. for longer
8. open
9. membership
10. Petrol

Unit 7, Reading 2D

1. TS (... the transport secretary says that modern planes are ... less noisy)
2. BAAE (... believes that a third runway could be worth around £10 billion a year to the economy)
3. STS (... feels that high-speed rail links are a much better option)
4. SAG (... adds ... will mean destroying around 700 homes)
5. TS (believes that Heathrow will lose some of its reputation ... if it is not expanded)
6. BAAE (... says that the airport has been running at full capacity for more than 15 years)
7. T (she warns that some of the 170,000 jobs at the airport could be lost)
8. F (spokesman says that noise from planes on a new runway will affect more than fifty towns ... However, the transport secretary says that modern planes are becoming ... less noisy)
9. NG (He doesn't say 'the busiest in the world')
10. T (other methods of transport should be developed instead)

Workbook Unit 7, Writing A

Dear Sir/Madam,

I am writing to complain about a train journey that I took recently with your company. There was a serious delay, which meant that I arrived at a wedding later than I planned. I was travelling from Brighton to London, and needed to change at Croydon. However, because the train from Brighton was delayed for 20 minutes, I missed the connection. The next train to London was then cancelled, and there was not another for nearly an hour.

I knew I would be late, so had to take a taxi instead. This cost £35. I am angry that I had to spend this money when I had already paid for the train journey.

I had planned to arrive some time before the wedding, but I arrived just as it started. The journey was very stressful, and I could not enjoy the wedding as I hoped.

I hope you understand why I am unhappy with the service you provided. I would like a refund of the £35 taxi charge. I look forward to hearing from you.

Yours faithfully,
Monica Hart

Unit 8, Listening 2A

- | | |
|------------------------|----------------|
| 1. printing | 2. to read |
| 3. 14th / fourteenth | 4. Books |
| 5. (printed) newspaper | 6. Photography |
| 7. truth | 8. moving |
| 9. homes | 10. Satellite |
| 11. incident | 12. their own |

Unit 8, Reading 3B

- | | |
|-------------------|----------------|
| 1. b | 2. e |
| 3. d | 4. a |
| 5. different | 6. first time |
| 7. fun | 8. hobby |
| 9. voluntary work | 10. retirement |
| 11. work | 12. wait |

Unit 8, Exam Practice, Writing D

Dear Sir,

I am writing to request some time off from my studies from next week until the end of the month. I am studying American History, and I am enjoying the course very much. However, my father is ill in hospital and I want to spend some time with him. I also want to help my mother, who is finding it very difficult to cope alone.

I will ask my lecturer, Professor Watkins, to tell me in advance what the class will study while I am away, and I will ask one of my classmates to scan and e-mail the notes he takes during the lectures I miss. I will do everything possible to keep up with my studies.

I hope you understand the decision I have made. I would like to apologize and hope my request will not cause too much inconvenience. Thank you for your kind consideration.

Yours faithfully,
Martin Wood

Unit 9, Listening 2B

1. b
2. a
3. b (expenses, mortgage, fees)
4. c (emergencies)
5. package

- deal (note that 'value' is uncountable and so does not fit)
- showroom
- treat
- rainy day

Unit 9, Reading 2C

- T (it also has a hugely damaging effect on the profit that companies make)
- NG
- NG
- NG
- T (it might be more convenient to put it in the bin ...)
- profit
- to reduce
- left on standby
- light bulbs
- both sides
- in colour

Workbook Unit 9, Writing B

There are some people who are materialistic and want the good things in life. For them, having money is very important, and they think it makes them happy. There are other people who believe that the simple things in life matter more than money. For them, it is more important to have friends and family, and to be in good health.

I do not think it is really possible to say who is right and who is wrong, and I think it also depends on what people mean when they say 'happy'. Of course, if people are so poor that they have no home and nothing to eat, it is impossible to be happy, but there are plenty of people who do not have much money and really enjoy life.

There are also a lot of very rich people who are not happy at all. You always hear about rich movie stars who take drugs because money does not bring them everything they want. I think some rich people are happy because they have more than other people. They see money as proof that they are successful. Perhaps if everyone else was also rich, they would not be so happy.

Personally, I do not think that having more money than other people will make me happy. I want to be successful and I want to have nice things, but having a job I like and being with a man I love are the most important things. I have an uncle who is very rich, but does not have a wife and does not have any children. He does not seem happy to me.

Unit 10, Listening 3B

- B (... worry when the spring turns to summer ...)
- A (... avoid being at the top of tall buildings ...)
- A (... may panic and want to escape the situation – the quickest way to escape is to jump)
- B (... especially common in children ...)
- A (... people confuse it with vertigo, which is a normal feeling ...)
- C (... will avoid watching a programme or movie ...)

Unit 10, Reading 3C

- B (They want to see ... an end result.)
- F (Most people ... don't feel they are doing this if they are repeating a routine day after day.)
- A (... are less likely to leave the company.)
- E (The whole paragraph explains the point.)
- D (... they want to have a conversation and share a joke.)
- C (The whole paragraph explains the point.)
- benefit
- better
- achieve
- appreciate
- colleagues
- control
- improve
- same

Workbook Unit 10, Writing C

Dear Mr Hardwick,

I am writing about some problems I have been having with students who are renting one of your houses. They are at 47, Colwell Gardens, which is the house next door to mine. I am at 45.

Your tenants are very inconsiderate, and seem to have no respect for neighbours living around them. Firstly, they play loud music all day and until late at night. What's more, there is frequently a lot of shouting and arguing. If they go out for the evening, they come home in the middle of the night and make a lot of noise.

I tried to speak to them about their behaviour, but they were very rude. When I complained about the noise, they seemed to find it funny, and nothing has changed. I am really very angry about the situation now.

Please could you speak to your tenants about their behaviour, and warn them that other people in the street have had enough? If nothing changes, I will report the problem to the local council and I do not want to have to do that.

Yours sincerely,
Greg Warren

Unit 11, Listening 2A

- | | |
|--------------|--------------|
| 1. (the) flu | 2. Medicine |
| 3. neck | 4. your eyes |
| 5. brain | 6. hospital |
| 7. your head | 8. blood |

Unit 11, Reading 3C

- E (The first meeting is free for all!)
- I (The whole ad provides this answer.)
- F (... individual advice that will ensure you achieve your goals ...)
- A (... provide new products that you can try out and purchase if you are satisfied.)
- B (... simply eating less doesn't necessarily equal weight loss.)
- C (... people who we have already helped and show

you videos that tell the story of their progress.)

7. J (There are no penalties for missed classes!)
8. G (... a whole month of free meetings if you introduce a friend to FEELGOOD!)

Unit 11, Exam Practice, Writing F

People are living longer. In some parts of the world, the number of young people is staying the same, while the number of old people is growing all the time. In the future, most people might live to be a hundred or more. Of course, this is good if people can remain healthy, but most old people need more health care, and governments are finding it difficult to provide the money that is needed.

It would be nice to say that everyone should have free health care, but I do not think that is realistic. Younger people would have to pay more and more tax, and there are other things the government needs to spend the money on. Perhaps private insurance is the answer.

The problem with people paying privately for health care is that not everyone can afford it. Richer people would have better health care in their old age than poor people, and that is not really fair. Of course, there are a lot of rich people now who have private health insurance, but poorer people can still get treatment in hospitals if they are ill. These poorer people might not get this treatment in the future if they cannot afford the insurance.

Unit 12, Listening 4B

1. Sahara Desert / desert
2. strong wind
3. wave
4. c
5. b
6. a
7. eye
8. eyewall
9. rain bands
10. dramatic
11. ice
12. crops

Unit 12, Reading 3A, B and C

1. C
2. D
3. F
4. floor
5. outside
6. people
7. calm
8. leave
9. place
10. T (... my little boy was in the bath. I knew that he was in a place that was very unsafe – under a window with a huge piece of glass right above his head.)
11. T (... there were no safe places inside the house and we had to try to get out to the garage)
12. T (I grabbed Daniel in my arms)
13. NG

Unit 12, Writing 3D

There are zoos in most big cities all round the world, and thousands of people visit them. Nearly everybody goes to a zoo as a child, and it is probably the only time that they see real wild animals. Although most people like going to zoos, they understand that the animals are not in their natural environment and may not be happy. Some people even think that zoos are cruel and should be closed.

In a lot of zoos, animals are in small cages and they are miserable. Big animals cannot run around or hunt as they do in the wild. In some zoos the animals are not treated well, and children shout and throw things at them. Some people think that because nowadays we can see wild animals on TV whenever we like, it is no longer necessary to keep them caged up in zoos.

However, I think the conditions in most zoos are improving. There are more wildlife parks where big animals can run around. Near my city, there is a big park where you can drive your car and take photos of animals. Some people argue that we need zoos because some rare animals would die out and become extinct if they were left in the wild. Zoos help animals like pandas to multiply and survive.

In my opinion, there is a need for zoos so that children can see real animals and not just read about them in books. However, the zoos should be modern and the animals well cared for. Their cages should be big enough that they can run around. The best solution would be to have more big wildlife parks where animals are in an environment like their natural one.

Workbook Unit 12, Writing C

In most countries pets are important, but I think that they are more important to people in some countries than in others. Pets are important to people at different times in their life, too. I think pets are more important to children and to old people than to people who are busy and out of the house a lot. I suppose it is true that pets are even more important to some people than other people are.

If people are very old and they spend a lot of time alone, a dog or a cat can be very important. A dog can be an old person's best friend, and taking the dog for a walk can be an opportunity to get out of the house and take a walk. A cat can provide a lot of comfort if somebody is unable to get out of the house so easily.

Some children do not have brothers and sisters. Others are shy and not good at making friends. For them, a pet can be a best friend. I can imagine that if something happens to a child's pet dog, it seems worse than something happening to another person. When I was little I had a rabbit, and I came home from school every day to see him. However, I cannot say that he was more important than my sister or my friends.

Personally, I find it difficult to understand how a pet can be more important than other people. In my country, old people live close to other people in their family and they see people every day. When I stayed in Scotland I saw that old people seem to spend more time alone, and I can imagine why their

pet becomes so important. I think it depends on the country how important pets are to people.

Unit 13, Listening 3B

1. office
2. celebrate
3. a billion
4. famous
5. library
6. worse
7. ambitious
8. entertainment

Unit 13, Reading 3B

1. d (Around 95% of the population of Egypt lives within ...)
2. g (There is a long history of ...)
3. i (The whole paragraph provides the answer.)
4. j (The statistics in the paragraph provide the answer.)
5. e (... has brought many benefits.)
6. a (... there have been problems, too.)
7. c (... how similar problems can be overcome in other countries)
8. 500km / kilometres
9. 35km / kilometres
10. 90 metres
11. 1,000 metres
12. 111 metres

Answers for questions 13–17 here are in alphabetical order but any order is fine as long as the five correct letters are given.

13. A
14. B
15. C
16. E
17. G

Unit 13, Writing 3A, B and C

Dear Sir/Madam

I am writing to complain about an apartment that I am renting through your letting agency. It is Flat 3 at 74 Belle View Gardens. I moved in a week ago and paid a deposit of £600 and a month's rent in advance, which was £750. I now realize that the apartment is not in a good condition and I am not at all happy.

Firstly, the air conditioning is not working properly so the apartment is very hot all the time. I have found it very difficult to sleep until late at night in this hot weather.

Secondly, most of the furniture is very old and some of it is broken. The leg of the coffee table in the living room is broken and some cupboard doors do not close properly. Finally, you told me that the apartment would be cleaned before I moved in. However, when I arrived it was very dirty and I spent all day cleaning it myself.

I am very disappointed and would like you to resolve the problem as soon as possible. Please arrange for the air conditioning to be repaired immediately, then please contact the landlord about

replacing the broken furniture. Finally, please refund a percentage of the advance I have paid for not cleaning the apartment properly. I think £100 would be fair.

I look forward to hearing from you.

Yours faithfully,
Marco Bendetti

Unit 14, Listening 2A

1. B
2. C
3. D
4. E
5. G
(The answers above are in alphabetical order but they can be in any order as long as the five correct letters are given.)
6. public
7. London
8. screen
9. reporters
10. image / quality
11. colour
12. nearly 20 / twenty years
13. on the Moon
14. 1981
15. 5 and 7 / five and seven
16. atmosphere
17. bake bread
18. shared
19. each house
20. 3 is the correct picture

Unit 14, Reading 3A and B

- A
1. B
 2. D
 3. A
 4. C
 5. the cable / (the) supply cable / electricity supply cable
 6. detergents
 7. (a) qualified engineer
 8. (your) local council

- B
1. T (e-mail is now the most common form of communication)
 2. NG
 3. NG
 4. F (most of fourth paragraph)
 5. T (all of sixth paragraph)
 6. F (all of seventh paragraph)
 7. NG

Unit 14, Writing 2C

Recently, the use of computers has increased dramatically. These days, most families have a computer at home and there are usually

computers in a typical classroom at school. Most schools also have a computer lab where children learn IT skills. Clearly, children are using computers far more than they did in the past.

Personally, I think this is a good thing and that there are more advantages than disadvantages. Everyone needs to know how to use a computer, so learning when you are young is good. It is easier to learn how to use new technology when you are young than it is when you are older. The Internet has made it possible to find information about any subject and to learn about every part of the world. When I was at school, I really enjoyed doing projects that involved looking for information online.

However, I can understand why some people are concerned about children using computers too much. Some of the sites on the Internet are not appropriate for children, and they can visit chat rooms that might put them in danger. It is not always easy for parents to check what children are looking at. Some people think that if children work on computers, they will not read books or learn to write, but I disagree. I used computers at school, but it didn't stop me wanting to read books, too.

To sum up, I would say that computers are beneficial for children, but that an adult should regulate how much time they use one. Parents must make sure that children do not spend all their time e-mailing instead of going out with friends and that they are safe when they are online.

Unit 14, Exam Practice, Writing F

Nowadays, almost every family in the world has a television, and in the developed world there might be a television in every room in the house. Many children have their own television in their bedroom. All this probably means that children are watching a lot of television. The question is, though, are they watching more television than is good for them, and are they watching television when they should be doing other things?

There are some people who think that children spend all day, every day sitting in front of the television. They think that children never leave the house, never meet their friends and never play any sports. What's more, these people probably think that children only watch cartoons and action movies. In my experience, this is just not true. Most parents limit how much television their children watch and encourage them to watch programmes that are educational. There are a lot of programmes now that encourage children to go out and do things, or make things at home. I know that my nephew started playing tennis because he loved watching tennis on television so much.

I think it is important to say that children can learn a lot from watching television. There are all sorts of documentaries about different parts of the world and the history of the world. When I was young I couldn't watch the programmes that children can watch now.

To sum up, I would say that I disagree with the statement. There are some children who watch too much television, but most children watch the same amount as children did twenty years ago.

Unit 15, Listening 3A

- | | |
|------------------|-------------|
| 1. option | 2. afford |
| 3. a job | 4. drugs |
| 5. mental health | 6. prison |
| 7. violent | 8. property |

Answers 9–10 are given in alphabetical order but the order is not important.

- | | |
|------|-------|
| 9. A | 10. C |
|------|-------|

Unit 15, Reading 3A

- | | |
|----------------------|--------------------|
| 1. F | 2. C |
| 3. H | 4. B |
| 5. E | 6. A |
| 7. common | 8. isolated |
| 9. authority / power | 10. conversations |
| 11. to resign | 12. the atmosphere |

Unit 15, Writing 3B

Dear Samuel,

Leon asked me to write to you and tell you all about Bradlow, where I stayed last year. I understand you're thinking of staying there soon. Personally, I would consider going somewhere else. I was happy with my host family, and the school where I studied was excellent. However, Bradlow itself is not such a nice place to stay, in my opinion.

It is quite a poor town and there is a lot of unemployment. Teenagers get together in the shopping centre because there is nowhere else for them to go. There are a lot of closed-down shops and there is graffiti on buildings. There are quite a lot of homeless people, and sometimes they beg for money in the street. In the town centre, there are a lot of bars and discos and young people can be quite loud. I didn't feel very safe walking around in the evening.

It depends what you want, but I think there are nicer places to stay. I went to see some friends in Harkeley and it is very nice there. Anyway, I hope you have a really good time, wherever you decide to stay.

Best wishes,
Vicente

Unit 15, Exam Practice, Writing D

There are a number of reasons why people think that offenders should be sent to prison. Firstly, they think that other people are safer if criminals are locked up and unable to commit more crime. Secondly, people think that somebody who does something wrong should be punished, and prison is the obvious solution. Finally, people think that the fear of going to prison stops people committing crime.

However, I think it too simplistic to say that prison is the only way of dealing with offenders, and it is certainly not the best way to deal with all offenders. There are all sorts of reasons why people commit crime, and some crimes are not very serious. There are other punishments.

Of course, if somebody commits a terrible crime they should be punished, and if there is no death penalty then prison is the only option. If a criminal is likely to hurt or even kill somebody, he or she should be locked up so people feel safe. Society has always had prisons, so people would be very concerned if they did not exist.

On the other hand, I think there are arguments against sending people to prison. If the crime is not serious, it is better to fine the criminal or make him or her do community service. It costs a lot to keep somebody in prison so the other options make more sense financially. Also, when criminals go to prison they often learn more about crime, and when they come out they go straight back to a criminal lifestyle. There should be a way of helping offenders to learn and to not want to commit more crime.

Personally, I think prison should be for serious offenders who are a danger to society and not for everyone who commits a crime. If we lock up everyone who does wrong, prisons will be full in no time.

Review 3, Writing E

Hi Henri I'm sorry that I didn't can come at your brother's wedding last week I am very busy recently. I'm taking an examination in English it called IELTS. I need it for go university next year. I just finish a course that help me prepare for this examination It difficult but I enjoy it too much. My speaking English is much better than before but I don't can write so good like can you see. Ha ha! The examination it is next Friday and I am too nervous about it. There is a speaking part a listening part a reading part and a writing part. The reading and writing parts is which I am nervous about. I think you should to take this IELTS examination too. Your good in English and so you can get high score I think it is good have this examination for find a work. ok goodbye now William.

Hi Henri,

I'm sorry that I couldn't come to your brother's wedding last week. I have been very busy recently. I'm taking an examination in English called IELTS. I need it to go to university next year. I have just finished a course that has helped me prepare for this examination. It is difficult but I enjoyed it very much. My spoken English is much better than before but I can't write very well, as you can see - ha ha! The examination is next Friday and I am very nervous about it. There is a speaking part, a listening part, a reading part and a writing part. The reading and writing parts are what I am nervous about.

I think you should take this IELTS examination, too. You're good at English and so you can get a high score. I think it is good to do this examination to find work.

OK, I must get on now. Hope to see you soon.

Best wishes,
William

Academic Section

Unit 1, Reading 3A

- vii
- x
- ii
- iii
- viii
- vi
- NG
- T (... they can arrange their schedule so that work can fit around them. If people do not get work done during the day, they can catch up in the evening or at the weekend)
- T (... working in an office means having to commute to and from work five days a week)
- F (People often find that they can get their work done more quickly and efficiently at home, as opposed to working from an office - the rest of the paragraph provides more evidence)
- NG
- colleagues
- offer
- lower salaries

Workbook Unit 1, Writing task E

First sentence: The bar chart shows that the way people travelled to work changed very much between 1960 and 2000.

The bar chart shows that the way people travelled to work changed very much between 1960 and 2000. The percentage of people who used their car to get to work increased dramatically from only 22% in 1960 to 55% in 2000. At the same time, the percentage of people using public transport decreased. Nearly four times the number of people used the bus to get to work in 1960 than in 2000. The number of people who get to work by train fell by 50% too.

A small percentage of people use a motorbike to get to work, but the percentage of people who used a motorbike decreased by more than 50% between 1960 and 2000. Using a bicycle to get to work became slightly more popular.

The percentage of people who walked to work also fell dramatically. In 1960, 18% of the working population walked to work, but in 2000 half that number walked to work.

Unit 2, Reading 3B

- D (Shopping has been transformed in the same way it was when ...)
- H (... people like to buy books and small objects online, but appear to still enjoy shopping traditionally for personal items ...)
- A (Consumers are quickly becoming more adept when it comes to using technology)
- F (... 95% of 15-year-olds have purchased something online.)
- G (... how keen consumers are to find the right product at the right price ...)
- C (It is only fourteen years ago that the first Internet shopping transaction was conducted in the US.)

7. C
8. F
9. B
10. E
11. convenience
12. delivered
13. concept of shopping
14. Broadband

Unit 2, Writing 3D



Unit 2, Exam Practice, Writing F

The pie charts show that there are some differences between the products that under 30s and over 30s spend money on when they shop online. However, there are similarities between their shopping habits too.

Both groups spend the highest percentage on holidays and travel, though over 30s spend more than under 30s. Almost a third of the money that under 30s spend is on holidays and travel and an even higher percentage (40%) of the money that over 30s spend. Books are also a popular purchase for both age groups. Almost a fifth of the money spent online is on books.

A noticeable difference is with DVDs and computer games. Younger people spend five times as much as people over 30. Under 30s pay to download music far more than the over 30s while the over 30s spend twice as much on CDs. It is interesting that over 30s shop online for food and drink while under 30s seem not to.

All in all, whether people are under or over 30, they are buying quite a range of online products.

Unit 3, Reading 1C

Between 1970 and 1980, smoking in both the developed and developing world increased noticeably. Between 1980 and 1990, smoking declined dramatically in the developed world.

At the same time, tobacco consumption continued to rise in the developing world.

Between 1980 and 1990, world tobacco consumption stayed at the same level, which means that all of the increase was in the developing world.

Unit 3, Reading 4A

1. cigarette smoking / cigarettes
2. China
3. 320 million
4. countries
5. 35% / 35 per cent
(Answers here are given in alphabetical order but any order is fine.)
6. B (... can be attributed to a slower ... income growth)
7. C (... an increasing awareness of the damaging health effects)
8. F (... and increased taxation)
9. T (The share of China in total world tobacco demand is likely to remain around 37%)
10. NG (The text doesn't say why they smoke alternatives to conventional cigarettes.)
11. F (In Africa ... demand increased in the 1990s, with record growth of 3.5%... Growth for the period to 2010 is expected to continue at a similar rate.)
12. C (... demand for tobacco in India is likely to continue to increase, but more slowly than in the previous decades)
13. higher
14. income
15. production

Unit 3, Writing 3D

The graph shows that between 1990 and 1999, the number of both male and female smokers fluctuated. It shows that at the beginning and end of the decade, there were more male smokers, but for most of the decade the number of female smokers was higher.

The biggest increase in the number of female smokers was between 1992 and 1993, when thirty thousand more women smoked. By 1993, there were more female than male smokers. For three years, the number of women smoking stayed nearly the same, but then between 1996 and 1997, there was another sharp rise.

The biggest difference between the two groups was in 1995, when there were thirty thousand more female smokers than male. At that time, the number of male smokers fell to a low of only 160,000. Between 1995 and 1996, the number of male smokers rose dramatically, and by 1996, the number of male and female smokers was almost the same. Although there was a slight drop between 1996 and 1997, the number of male smokers continued to rise steadily until the end of the decade.

The number of female smokers reached a peak in 1997, but then started to fall dramatically. By the end of the decade, there were more male than female smokers once again.

Workbook Unit 3, Writing task D

The line graph shows that the percentage of the population that smoke decreased dramatically between 1948, when records began, and 2005. The percentage of male smokers decreased more rapidly than the number of female smokers.

In 1948, around 65% of men smoked compared with around 41% of women. By 2005, the number of male and female smokers was almost the same.

Between 1955 and 1957, there was a rise in the number of both male and female smokers, though the rise in the number of female smokers was sharper. Over the next few years, the numbers of both male and female smokers fluctuated.

Between about 1961 and 1963, there was a noticeable fall in the number of men smoking, and the difference between the number of men and women smoking became smaller.

Between 1970 and 2000, the number of both male and female smokers fell steadily. By around 1990, less than 30% of both men and women were smoking. Despite a couple of slight rises in the percentage of male smokers, the numbers of both men and women smoking continued to fall until 2005.

Unit 4, Reading 3A

1. B
2. F
3. I
4. D
5. A
6. E
7. c (However, since then, our waste has become more complicated, and cannot simply be placed in a hole in the ground.)
8. b (Sludge contains between 3 and 25% solids, and the rest of it is made up of water ...)
9. b (Examples of special waste would be radioactive and medical waste, and there are very clear rules about how this can be disposed of.)
10. a (It is the most cost-effective way of disposing of rubbish, as collection and transport represents 75% of the total cost involved.)
11. WI (The wells are constantly monitored ...)
12. I (... incineration recovers energy in the waste, which can be used to generate electricity)
13. C (Organic material ... detoxified biologically ... Hazardous waste must be detoxified because it can leak ... causing water contamination)
14. I (Older incinerators ... do not separate the material that is burnt ...)
15. WI (... it has caused ... earthquakes in the past)

Unit 4, Exam Practice, Writing D

The flow chart shows what happens to unwanted IT equipment. It shows the various stages of how the equipment is collected and then prepared for either reuse or recycling.

First of all, there is a request from a company or an individual to collect some unwanted IT equipment. A collection is booked with a licensed waste carrier and a convenient time to collect the equipment is arranged with the donor. The equipment is then collected by the waste carrier and transported to a place where it can be prepared for reuse or recycling.

Next, any data is wiped from the equipment and it is tested by technicians. If the equipment is working properly, it can be refurbished and reused. If it is not working properly, the various parts are treated so that they are ready for recycling.

Finally, working equipment is distributed to charities or to individual people who are in need, while equipment that cannot be used is recycled.

Unit 5, Reading 4B

1. flights
2. local environment
3. light pollution / artificial light
4. wastefully
5. (new) investment
6. hydroelectric schemes
7. resort
8. seaside resorts
9. to reduce
10. litter
11. damage
12. developing countries
13. to avoid

Unit 5, Exam Practice, Writing E

The world is getting smaller, and more and more tourists are visiting developing parts of the world, as well as the more typical holiday resorts. Travellers usually visit these countries because they want to see a traditional way of life and a culture that is very different from their own. However, it could be that by visiting these places, they have more of a negative impact than a positive one.

Of course, tourists bring a lot of money into countries that are often very poor, but the hotels that they stay in are often run by Western companies and not much of the money goes to the local community. Although local people are employed in hotels, restaurants and other tourist-related businesses, managerial jobs go to Westerners. Travellers buy traditional products and souvenirs, but quickly these are mass-produced. This commercialization destroys traditional art and craft.

Many people believe that tourists try to learn something about local customs and lifestyles, but it might be that local people actually end up learning more about Western culture. They see wealthy visitors who seem to have every material possession and they want the same. We have all seen pictures of children in poor African villages wearing Manchester United shirts and holding mobile phones. Tourists do not always respect local customs, and they sometimes behave in a way that is inappropriate or even offensive to local people. When I was on holiday in Greece, I was shocked to see how some young travellers behaved at night.

All in all, I would like to believe that tourism is of cultural benefit to both people travelling and the people in the country that is being visited. However, I am not sure that that is really the case, and I am worried that traditional lifestyles are being changed by the increased number of visitors.

Tapescript

Note that in some listening extracts where the speakers are foreign students, there are occasional grammatical errors or words used wrongly. These errors are reproduced in the tapescripts.

Track 1

Unit 1 Speaking 2

B Listen and check your answers.

1

Examiner: Where are you from?

Student: From Riyadh. It's the capital city.

2

Examiner: What's your city like?

Student: It's very big and very busy.

3

Examiner: How old are you?

Student: I'm twenty-four.

4

Examiner: What do you do for a living?

Student: I'm an accountant.

5

Examiner: Do you have a big family?

Student: Yes, I have five brothers and two sisters.

6

Examiner: Are you married?

Student: No, I'm single.

7

Examiner: Do you have any children?

Student: Yes, one son. His name's Sam.

8

Examiner: What are your hobbies and interests?

Student: I read a lot and sometimes play chess.

Track 2

Unit 1 Speaking 2

Pronunciation check

Listen to these questions again. Notice the contraction of *is* and the pronunciation of *are* and *do*.

1 What's your city like?

2 Where are you from?

3 Do you have a big family?

Practise asking the questions using the weak forms.

Track 3

Unit 1 Vocabulary 1

A Listen and write the words. Focus on your spelling.

1 father

2 mother

3 brother

4 sister

5 grandfather

6 son

7 daughter

8 aunt

9 uncle

10 cousin

Track 4

Unit 1 Vocabulary 1

Pronunciation check

Listen again and notice that in *mother*, *brother* and *son* the letter 'o' is pronounced /ʌ/. The sound /ʌ/ is very common in family words.

Practise saying the words.

Track 5

Unit 1 Listening 1

C Now listen and check your ideas.

- 1 Hi, is that Martin? Hi, I'm here in New York. I'm staying at the Ocean Inn on Tenth Avenue.
- 2 (*fade in*) ... and she died in 1984, a year after her husband.
- 3 (*fade in*) ... and, of course, you can contact us on 0207 389 152, twenty-four hours a day.
- 4 I'm not really sure. I think the best person to talk to is Tom Henderson.
- 5 (*fade in*) ... and the whole package costs \$320.
- 6 (*fade in*) ... Yes, that's Bournemouth, and the host family address is 56 Green Lane.
- 7 (*fade in*) ... and incredibly, he started playing the violin at just four years old.
- 8 Simon and Rebecca have known each other for twenty years.
- 9 (*fade in*) ... and the tour ends in Manchester on the fifteenth of July.
- 10 (*fade in*) ... so, I think that's everything. The next meeting will be on April the seventeenth.

Track 6

Unit 1 Listening 1

D Listen again and fill in the missing information.

[Play track 5 again]

Track 7

Unit 1 Listening 2

A Listen and complete the notes about two people who work at Esco Engineering. Write no more than three words or a number for each answer.

Greg: Oh, hi Maggie. It's Greg.

Maggie: Hi, Greg.

Greg: I'm phoning to check some information about some of the staff. I'm putting all the staff data into new files, and I notice that I don't have files for two people. I think you might have them.

Maggie: Oh, really? What are their names?
 Greg: Peter Austin and Jane Moore.
 Maggie: Let me have a look. Yes, I've got them here.
 Shall I send them to you?
 Greg: No, you don't need to. Just give me the information
 now. I can write it on some new files. I don't really
 need the photos if you've got photos there.
 Maggie: OK. Well, Peter Austin first.
 Greg: Now, is that Austin with an 'i' or Austen with an 'e'?
 Maggie: It's A-U-S-T-I-N, and his address is a hundred
 and ten Argyle Street, Tunbridge Wells, Kent
 TN3 5RQ.
 Greg: A hundred and ten?
 Maggie: Uh-huh.
 Greg: And his phone number?
 Maggie: It's 07984 645792.
 Greg: OK – and how old is he?
 Maggie: He's forty-seven.
 Greg: Forty-seven. And what about his marital status?
 Maggie: He's married. There's a note here that he has
 three children – two boys and a girl.
 Greg: OK, and finally – when did he join the company?
 Maggie: He started with Esco in August two thousand
 and three.
 Greg: Thanks, Maggie. Now, what about Jane?
 Maggie: Her name's Jane Moore. That's M-O-O-R-E,
 and her address is 72 Cedar Road, Crowborough,
 Kent CR3 5RQ.
 Greg: CR3 and what, sorry?
 Maggie: CR3 5RQ.
 Greg: And how do you spell Cedar?
 Maggie: C-E-D-A-R. Her phone number is 07984 650396.
 Greg: 07984 650396.
 Maggie: Yes. Now, she's twenty-two and she's single.
 Greg: OK.
 Maggie: And she started with Esco in 2005 – February
 2005.
 Greg: Right, thanks, Maggie. That's very helpful.
 Goodbye now.
 Maggie: Goodbye.

Receptionist: Good evening. How can I help?
 Guest: I have a reservation in the name of Hunt – a
 reservation for two nights. That's Charles Hunt.
 Receptionist: Yes, Mr Hunt, let me see. Ah, here it is.
 Yes, two nights. I'll just need to photocopy your
 passport – do you have it?
 Guest: Um, yes, of course – there you are.
 Receptionist: Thank you. Could you just write your
 home address on the form here, while I copy the
 passport?
 Guest: Yes, of course.
 Receptionist: Thank you. Oh, you're from Manchester. I
 was there two years ago for a football match.
 Manchester has a very good team.
 Guest: Yes, that's true. I'm actually more interested in
 rugby by myself.
 Receptionist: Here's your key. You're in room one-oh-
 four – that's on the first floor. It's an interior room, so
 it should be very quiet. I think you asked for that.
 Guest: Oh yes, thank you. It's very important to sleep
 well when you have work to do. Can you tell me if
 the bill is already paid? I'm here for a conference
 and my company is paying the bill. Usually they pay
 it before I travel, but sometimes I have to pay and
 then claim expenses.
 Receptionist: Let me check. Don't worry, sir, the bill has
 been paid in full.
 Guest: Oh, good, that's one thing I don't need to worry
 about. Is the restaurant still open? I know it's late,
 but the meal on the plane was tiny – and not very
 tasty either.
 Receptionist: I'm sorry, sir – the restaurant closes at
 nine-thirty, but there are two or three very nice
 places near the hotel. They will be open for a while.
 Guest: Oh, good. I'll have a quick shower and then get
 something. Which restaurant do you recommend?
 Receptionist: Mamma Mia's is probably best. It's very
 close to the hotel, and it isn't at all expensive – the
 food is delicious. When you come out of the hotel,
 you go right and then take the first left. You'll come
 into a big square and you'll see Mamma Mia's on
 the right.
 Guest: That sounds great. Oh, and one more thing –
 sorry – is there a cash machine nearby? I didn't
 have time to get any euros at the airport.
 Receptionist: Yes, the nearest bank is very close, too.
 Turn left out of the hotel and go down to the harbour.
 Turn left and you'll see the bank. There are two cash
 machines outside.
 Guest: Thank you very much.
 Receptionist: Not at all. I hope you enjoy your meal and
 your stay with us. Goodnight.

Track 8

Unit 1 Consolidation – Vocabulary

C Mark the main stress on these key words from the unit. Then listen and check. Practise saying the words.

- | | |
|---------------|----------------|
| 1 'interests | 2 'family |
| 3 'relatives | 4 'teenager |
| 5 re'tirement | 6 ado'lescence |
| 7 im'prove | |

Track 9

Unit 1 Exam Practice – Listening

A For questions 1–4, listen and complete the notes. Write no more than three words or a number for each answer.

Guest: Good evening.

For questions 5–7, listen and choose the correct answer. [Play track 9 again]

For questions 8 and 9, label the map. Write the correct letter A–F next to the places below.

[Play track 9 again]

Track 12

Unit 2 Speaking 1

Pronunciation check

Listen to the pronunciation of these subjects. Practise saying the ending /ɪks/, as in 'Physics', 'Mathematics', 'Economics'.

Track 13

Unit 2 Speaking 1

Pronunciation check

Listen to the pronunciation of the regular verbs in the sentences. Note the difference between /t/ and /d/ and /ɪd/ at the end of verbs.

- 1 I finished my homework late last night.
- 2 I played football after school.
- 3 I hated Physics at school.

Track 14

Unit 2 Speaking 2

A Look at these questions about being at school. Then listen to some students answering them. Tick the speaker who gives a better answer.

1

Examiner: Did you enjoy being at school?

Speaker 1: No, I didn't.

Examiner: Did you enjoy being at school?

Speaker 2: Well, I enjoyed school when we studied the subjects I was good at, but I didn't really enjoy it when we studied Maths and Physics. I found those lessons very difficult.

2

Examiner: What was your favourite subject at school?

Speaker 1: History. I was very good at remembering dates, and I loved learning about kings and queens.

Examiner: What was your favourite subject at school?

Speaker 2: Maths. I like my teacher of Maths.

3

Examiner: Who was your favourite teacher at school?

Speaker 1: Mr Adams. But I also liked Mr Brown.

Examiner: Who was your favourite teacher at school?

Speaker 2: I think it was Mr Lindsey. He was our English teacher. He made the lessons really interesting and wasn't strict like some of the other teachers.

Track 15

Unit 2 Listening 1

B Listen and check. Then practise saying the numbers again.

- 16
- 60
- 100
- 160
- 166
- 600
- 606

- 616
- 660
- 666

Track 16

Unit 2 Listening 1

C Listen and write the numbers that you hear.

- | | | | |
|---|-----|---|-----|
| 1 | 18 | 2 | 80 |
| 3 | 96 | 4 | 120 |
| 5 | 243 | 6 | 531 |
| 7 | 852 | 8 | 984 |

Track 17

Unit 2 Listening 1

D Listen and practise saying these bigger numbers.

- 1,000
- 10,000
- 100,000
- 1,100
- 1,500
- 1,550
- 1,555

Track 18

Unit 2 Listening 1

G Listen to the pronunciation of the months. Then practise saying them.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Track 19

Unit 2 Listening 1

I Listen to the pronunciation of the ordinal numbers. Then practise saying them.

- | | | | |
|----|-----------|----|--------------|
| 1 | first | 2 | second |
| 3 | third | 4 | fourth |
| 5 | fifth | 6 | sixth |
| 7 | seventh | 8 | eighth |
| 9 | ninth | 10 | tenth |
| 11 | twelfth | 12 | fifteenth |
| 13 | twentieth | 14 | twenty-fifth |
| 15 | thirtieth | | |

Track 20

Unit 2 Listening 1

J Listen to someone saying the date below in two different ways.

- 1 The fifteenth of December
- 2 December the fifteenth

Track 21

Unit 2 Listening 1

L Listen and write the dates that you hear.

- 1 the second of June
- 2 November the twenty-first
- 3 the seventeenth of July
- 4 August the thirty-first

Track 22

Unit 2 Listening 2

A A man is telephoning his local college about a course. For questions 1 and 2, listen and choose the correct answer.

Receptionist: Good morning, City College.

Graham: Oh, good morning. I'm phoning about the photography course that you run.

Receptionist: Well, actually, there are three courses. It depends on your level. One course is for beginners, the second is for people with a little experience – we call that the intermediate course – and the third is an advanced course, for people who already know quite a lot about the subject.

Graham: Oh, I see. Well, I'm quite a keen photographer, but at the moment it's just a hobby. I want to learn more so that I might be able to do some work professionally at some time. I think the intermediate course would be a bit easy for me. Perhaps the advanced course would be best. When does it start?

Receptionist: The advanced course starts on September the eighteenth.

Graham: OK, just let me note that down – the eighteenth of September. And how long does the course run for?

Receptionist: It's a twelve-week course, but there's a week off in the middle for half-term. So, you do twelve lessons over thirteen weeks.

Graham: So, what's the date that the course finishes?

Receptionist: It finishes on the fourteenth of December.

Graham: The fourteenth – OK – that's quite near Christmas, isn't it? Can you tell me how much the course costs?

Receptionist: Yes, it's ninety-six pounds.

Graham: Ninety-six, that's not too bad.

Receptionist: That's paid in advance. And I'm afraid there's no refund if for any reason you can't complete the course.

Graham: Yes, of course. That's fair. How many people are there usually in the class? I've heard the groups are quite small.

Receptionist: Well, we can't say for sure, but there are usually between six and ten people in a group. On the last advanced course, there were seven participants.

Graham: Oh, good. That sounds perfect. Can I enrol for the course now – on the phone?

Receptionist: Yes, of course. I'll take your details now, and you can pay by card now or send us a cheque if you prefer. So, first of all, what's your name?

Graham: It's Graham Merton – that's M-E-R-T-O-N.

Receptionist: And your address?

Graham: Flat three, a hundred and nine Chelsea Court. That's in Oxford.

Receptionist: OK, and how old are you? We like to know more or less the age of each group.

Graham: I'm twenty-eight.

Receptionist: OK, Graham. We'll send confirmation and some course information in the post. Now, how would you like to pay?

Graham: I'll pay with my card now.

Receptionist: OK, if you can ... *(fade out)*

For questions 3–8, complete the man's notes. Write no more than three words or a number for each answer.

[Play track 22 again]

For questions 9–12, complete the booking form that the receptionist fills in.

[Play track 22 again]

Track 23

Unit 2 Consolidation – Speaking

B Listen and check.

1

Examiner: What was your favourite subject at school?

Student: I loved History because I was really good at it.

2

Examiner: Who was your best friend at primary school?

Student: His name was Marcus. He lived next door and we walked to school together.

3

Examiner: How did you get to school in the morning – did you walk or take a bus?

Student: Actually, my dad used to drive me to school.

4

Examiner: Why did you go to college instead of staying at school?

Student: Because the college had more subjects to choose from. I wanted to study Philosophy.

5

Examiner: Do you remember any school trips? Where did you go?

Student: I remember once we went to a museum in London. I think it was the Natural History Museum.

6

Examiner: In some countries, children learn languages from an early age. When did you start learning English?

Student: When I was eleven. We didn't do English at primary school.

Track 24

Unit 2 Consolidation – Speaking

C Listen again and notice how the second speaker answers each question.

[Play track 23 again]

Track 25

Unit 2 Consolidation – Vocabulary

C Mark the main stress on these words. Then listen and check. Practise saying the words.

- | | |
|-----------------|----------------|
| 1 'favourite | 2 ad'vantage |
| 3 pro'fessional | 4 'safety |
| 5 'licence | 6 cer'tificate |
| 7 sup'port | |

Track 28

Unit 3 Vocabulary 1

A Listen and write the job names. Be careful with your spelling.

- | | |
|--------------|---------------|
| 1 accountant | 2 engineer |
| 3 architect | 4 lawyer |
| 5 mechanic | 6 electrician |
| 7 manager | 8 assistant |

Track 29

Unit 3 Vocabulary 1

B Listen again and mark the main stress on each word.

[Play track 28 again]

Track 30

Unit 3 Speaking 2

Pronunciation check

Listen and notice the pronunciation of *would you* and *could you*. Practise saying the sentences.

- 1 What job would you most like?
- 2 Do you think you could do his job?

Track 31

Unit 3 Listening 1

B Listen to the four extracts and match them with the pictures. Write the number of the extract in the box.

1

Female voice: So, why do you want to leave the job you're doing now?

Male voice: Well, I don't really want to leave, but I need a new challenge. I need to try something I haven't done before. I've been at the same place for longer than I planned.

Female voice: So, would you say that you're ambitious?
2

Male voice: Take a look at this.

Female voice: What is it?

Male voice: It's the design for the new web page. Tony has just sent it through. What do you think?

Female voice: Well, it looks good, but I'd need to ...

3

Female voice: Steve – have you seen this job? It looks like what you're looking for.

Male voice: Let me see. Oh, that's the one in Croydon, isn't it? The job looks quite interesting, but it's not very well paid, and travelling to Croydon every day would be so expensive.

Female voice: What about this one? It's more local.

Male voice: Yeah, I saw that one, too. I'm thinking about it, but the money's not great, is it?

4

Male voice 1: Mike – hey, Mike!

Male voice 2: Oh, hi Peter. I didn't know you worked in London. I haven't seen ...

Male voice 1: No, I'm just going up for the day. I've got to see some people about a new project. So, do you do the journey every day? It must be a bit repetitive.

Male voice 2: Oh, it's not too bad. It gives me thinking time, and I usually get some work done on the laptop ... *(fade out)*

Track 32

Unit 3 Listening 1

F Listen to the four extracts and match them with the images in Exercise E.

Extract 1

Young male 1: Have you applied for that job you saw in the paper last week? You said you were interested.

Young male 2: Yeah, but I haven't heard anything yet. I really hope they give me an interview.

Extract 2

Receptionist: Do you know where to find us? OK – well, when you come out of the station, take a left. Walk for about five minutes and then take a right into Wallingham Road. You'll see us there. It's a big red-brick building.

Extract 3

US male voice: So, what sort of day have you got today?

US female voice: Oh, don't ask! Really, really busy. I've gotta be at a meeting with Doug by nine, and then at eleven I'm supposed to be seeing Tim at ABC. I hope I get there in time. I'll be working on the Chicago project all afternoon ... I've no idea what time I'll finish this evening. How about you?

Extract 4

Male voice: I'm pleased to say that the first half of this year is looking better than for the same period last year. March was an especially good month – sales hit ten thousand for the first time in nearly three years, and ... *(fade out)*

Track 33

Unit 3 Listening 2

- A Listen to the four extracts. For questions 1–4, match the extracts with the pictures. Write the number of the extract in the box.**

Extract 1

Assistant manager: Oh, good morning. It's Toby, isn't it? Let me just finish this e-mail and I'll be with you. Sit down for a minute.

New staff member: Thanks.

Assistant manager: OK, that's done. Hello again, I met you when you came for the interview last month – I'm Julie. I'm Keith's assistant manager.

New staff member: Yes, I remember.

Assistant manager: I'm afraid Keith isn't here this morning, so I'm going to show you round. You're starting with us on Monday, aren't you?

New staff member: Yes, that's right.

Assistant manager: Well, thanks for coming in today. We always think it's good for people to have a good look round and meet some of the other staff before they start the job properly. Would you like a tea or coffee before we start?

New staff member: Um, no, thank you – I had a coffee on the train.

Assistant manager: OK, well, where shall we begin? First of all, this is the office I share with Keith. It can be very busy in here – people just come in and out when they like ... *(fade out)*

Extract 2

Male speaker: OK, now I'm going to show you the plans for the new city-centre offices. Let me just turn this on ... here we are. This is the ground-floor plan and, as you can see, the area surrounding the offices – the car park and gardens, and so on.

Male speaker: The entrance is here on West Street, and there's quite a large area here outside the front entrance. We'll probably have some bays here, where you can lock up bicycles. The car park is at the back, here – there are spaces for thirty cars. Now, I know that thirty spaces isn't nearly enough ... *(fade out)*

Extract 3

Female voice: Oh, hi Justin. Can I speak to Robert, please? Thanks. Hello, Robert, it's Debbie – listen, I'm afraid I'm going to be a bit late. There's trouble with signals or something. We haven't moved for ten minutes and I don't know when it'll be clear again. I'm still seven stops from the office – I'm sorry, I should have left home earlier. Can you start the meeting, and then I'll ... *(fade out)*

Extract 4

Salesman: Good afternoon, madam.

Customer: Oh, hello.

Salesman: Did you see the catalogue I put through the door last week – Kleenhouse Products?

Customer: Oh, yes, I did have a quick look, but ...

Salesman: Well, today I'm here to show you some of the products. Have you got ten minutes?

Customer: Well, actually, I'm rather busy – I was in the middle of ...

Salesman: Five minutes, then. You won't find any of these kitchen and bathroom products at such low prices anywhere else.

Customer: No, I'm sorry, I said I was busy. I don't really need anything like this at the moment ... *(fade out)*

Read through the questions. Then listen to the extracts again. For questions 5–12, choose the correct answer a, b or c.

[Play track 33 again]

Track 34

Unit 3 Consolidation – Speaking

- C Listen to a student doing the exam. Which words does he check? Highlight them on the card.**

Student: Can I check a few words on the card before I start to make my notes?

Examiner: Yes, please do.

Student: This word 'ideal' – does it mean something like 'perfect'?

Examiner: Yes, it means more or less the same thing.

Student: OK, and what about 'personal qualities'? I'm not sure I understand exactly what that means.

Examiner: Your personal qualities are the things about you that make you good for the job – the right person for the job.

Student: You mean, like if I'm hard-working or lazy?

Examiner: Yes, those are good examples.

Student: Thank you. Finally, I want to check 'appealing'. Does it mean 'what makes me want to do the job'? Is it a bit like 'attractive'?

Examiner: Yes, that's right. Now, are you ready? You have a minute to plan what you want to say and make notes.

Track 35

Unit 3 Consolidation – Speaking

- D Look at the tapescript and listen again. Notice how the student asked questions and how the examiner answered.**

[Play track 34 again]

Track 36

Unit 3 Consolidation – Vocabulary

- B Listen and write these words from the unit in your notebook. Check your spelling. Then mark the main stress on each word.**

- | | |
|------------------|-----------------|
| 1 ex'perience | 2 suc'cessful |
| 3 ca'reer | 4 'challenging |
| 5 pro'motion | 6 pro'fessional |
| 7 fi'nancial | 8 'qualified |
| 9 adver'tisement | 10 'applicant |

Track 37

Unit 3 Exam Practice – Listening

B Look through the questions carefully. Then listen and answer the questions. For questions 1 and 2, choose the correct answer a, b or c.

Female voice: So, Simon, I hear you're working from home, too, these days.

Male voice 1: Yeah, that's right. Well, I go into the office once a week, but I'm at home most of the time.

Female voice: Are you enjoying it?

Male voice 1: Well, there's good and bad, you know how it is. I didn't really choose to start working from home, and the rest of the family are not very happy about it – I'm always telling them to be quiet. The company decided that they had to close one of the offices. About twenty people had no office, and there wasn't enough space in the main office for twenty more people. So, they decided some of us would work at home.

Male voice 2: So, do you find that you get more work done?

Male voice 1: Well, yes and no. Sometimes, I really get a lot done in a very short time. In the office, there's always someone coming and asking a question, or starting a conversation about something. At home, you don't have that, of course. On the other hand, it's easy to get distracted by jobs around the house. You start cleaning or tidying up or mending something. When you're in the house all day, it's difficult to leave things alone. Sometimes it's midday before I really start work.

Female voice: Yeah, and I find that I often get distracted by the TV or surfing the net. When everyone's out of the house, I like to make a cup of coffee and watch the TV for ten minutes. I must admit, it's often more like an hour.

Male voice 2: My wife and the children don't really understand that I'm really working when I'm at home. You know – they think I have time to do jobs around the house as well. 'Jerry – could you fix the tap in the bathroom today?' 'Dad – can you drive me to football club this afternoon?' It makes me crazy.

Female voice: You just have to tell them you're at work. I have a friend who works from home and he puts his suit on in the morning. He says that it makes him feel like he's really at work.

Male voice 1: I must say that one thing I do like is not having to get ready for work in the morning. I can just put on a pair of jeans or shorts – and I don't need to shave for three days.

Female voice: So, has your company set you up with a new computer or given you a new laptop?

Male voice 1: That's a bit of a problem, actually. They've set me up with a new computer – it's really modern, and the Internet is really fast, but they say that I should only use it for work – you know – they don't want me using it for personal business. They want me to use my own computer for anything that's not connected with the job.

Male voice 2: So, you have two computers?

Male voice 1: Yeah, I don't really understand. So, do you two get a bit lonely working from home? I mean, don't you miss having other people around – discussing things and solving problems together?

Female voice: Yeah, I would like to spend more time with people. I had some good friends at work and I don't really see them much now.

Male voice 2: I'm always really pleased when somebody phones or e-mails me. You know – sometimes you go all day without speaking to anyone. My wife says that in the evening, I never stop talking.

Female voice: Well, I think more and more people will have to do it. Now that everyone has a computer at home and e-mailing is so fast, there's just no need for everyone to travel to work.

Male voice 1: Yes, I think you're right. In the future, it'll be ... (fade out)

For questions 3–8, choose six answers from A–J. Which of these points do the speakers mention when they talk about working from home?

[Play track 37 again]

Track 39

Unit 4 Speaking 1

C Listen to some people talking. Match each extract with one of the photos in Exercise A.

Extract 1

I want to talk about [BLEEP]. I don't like everything about her, but to become the Prime Minister of Britain at that time was incredible. Not only was she the first woman to become the Prime Minister, but she was from a normal background – you know, she didn't come from a rich family or anything like that. She had a very big influence on the twenty-first century – certainly in Britain.

Extract 2

Real achievement means creating something – leaving something for people to see in the future. Writers, artists and film-makers are important, but I think architects are special. They leave something real – something that everyone can look at and use. [BLEEP] is probably the most important architect in the world at the moment. More people should know about him.

Extract 3

[BLEEP] is the ruler of Abu Dhabi. He's one of the most powerful men in the Middle East and one of the richest in the world. He uses his wealth to help his country. He pays the best designers and architects to turn Abu Dhabi into a very important country.

Extract 4

Well, here's someone who has really overcome difficulties to succeed. Her name's [BLEEP]. It's difficult for fully able people to succeed in sport – to do it when you have a physical disability like hers is just amazing. She's a superwoman.

Extract 5

I'd like to say something about [BLEEP]. He's the only one who's no longer alive. I think he died in the nineteen-twenties. I think what he achieved shows true courage. He had the mental strength to achieve his dream and the physical strength to succeed in terrible conditions.

Extract 6

This is a picture of the child prodigy, [BLEEP], from Singapore. I think he's only about six years old, but he's already passed exams. Now, he's studying Chemistry at a college. Achieving something like this at such a young age is just fantastic. What will he achieve by the time he's forty or fifty?

Track 40

Unit 4 Vocabulary 2

Pronunciation check

Listen to the contractions in these sentences.

- 1 I've achieved a lot this year.
- 2 He's overcome many difficulties.

Now listen to how the negative forms *haven't* and *hasn't* are pronounced in natural speech.

- 3 I haven't achieved what I wanted to.
- 4 She hasn't done everything yet.

Now listen to how *have you*, *has he* and *has she* are pronounced in these questions.

- 5 Have you achieved all that you hoped?
- 6 Has he done what he wanted to do?
- 7 Has she been successful?

Practise saying all the sentences.

Track 41

Unit 4 Listening 2

B Listen to this extract that provides an answer to the question in Listening 1D. Choose a, b or c.

Male voice: (*fade in*) ... so, once you've got that, you then have to do your homework. Look through local directories or take a tour of the town. If other companies are providing a similar service, you should try to offer something a bit different. Of course, you must expect competition, but starting up a business in an area where everyone is trying to sell the same thing is dangerous. And don't just put your prices down. Customers are not always attracted to the provider who charges less than everyone else.

Track 42

Unit 4 Listening 2

C Listen again and identify the words and phrases that provide the answer and tell you that the other options are wrong. Then check the tapescript on page 284.

[Play track 41 again]

Track 43

Unit 4 Listening 3

B Listen to somebody giving a talk about how setting goals can help you achieve more. For questions 1–4, choose the correct letter a, b or c.

Good evening, everyone. It's good to see that so many people managed to make it – an achievement in itself when I'm sure you're all so busy. This evening, I'm going to talk with you about setting goals, and how setting goals can help you understand what you really want to achieve. First, though, I'd like to start by saying what I think achievement actually means. I think some people think it's simply about being successful in a job or making money, but it certainly doesn't have to mean that. Achievement is simply accomplishing goals that you set for yourself – doing what you planned to do – and people might plan to do all sorts of different things.

Achievement is about realizing your dreams. I would also like to say that to achieve, you must have belief – belief that you can do whatever it is you want to do. There is more to achievement than simply wanting to do something. Anyone can say that they want something, but actually getting it is not so easy. To get it, you must believe that it is yours. Not having belief is the main reason that so many people do not achieve. If you really want something, you must talk and act like you already have it – then you have belief, and then you will achieve.

So, goal setting. Goal setting is about imagining the future, and then turning the dream into a reality. Setting goals helps you to be clear about what you really want, and helps you concentrate on getting what you want. Setting goals will help you see what is stopping you from knowing what's important. And because achieving goals makes you feel good, you will be more confident and succeed more easily. Goal setting is something that all achievers do, whether they are high-flyers in business or successful athletes.

It is important that you set both long-term and short-term goals. First, you need to have an idea of what you want from life – I call this the 'big picture' – then, you break this down into a number of smaller goals that you need to achieve in order to achieve the overall goal. As I say, the first step is to see the big picture. Think about what you want in the next fifteen or twenty years – doing this will influence all the smaller goals that you set yourself. You need to think carefully about different areas of your life and how they influence each other. You should identify the important areas of your life, and try to set goals in each of those areas.

Here are the areas that most people want to focus on, but remember that everyone is different. First, think about your career – how important is your career to you? Do you want to be a manager or run your own business, or are you happy working for other people? Connected to this is the financial side of your life – what sort of income do you want to have? Is wealth important to you?

You need to think about long-term relationships – at what age do you hope to be married? Do you want to have children? How much time do you want to spend with the people you love?

You need to think about your health and how that could change what you can achieve. How will you stay healthy as you get older? Do you do anything that is not good for your health, and how will you try to do those things less or stop doing them completely?

Finally, you need to think about your free time – your hobbies and interests. How much time do you want to have to do what you really enjoy? It is difficult to achieve goals in one area if you feel that you don't have the time to do the things that really make you happy.

Now, when you have this overall picture, try to set yourself one goal for each area. Make sure the goals are what you really want, and not what you think other people want from you. Of course, in life, it is important to make the people around you happy, but you must focus on what you want.

Now, I will go on to talk about how to break your lifetime plan down into short-term goals. But first, does anyone have any questions about what I've said so far?

For questions 5–9, choose five answers from A–H. When the speaker talks about different areas of life, which of these does he mention?

[Play track 43 again]

For question 10, choose the correct letter a, b or c.
[Play track 43 again]

Track 44

Unit 4 Writing 2

C Two British students are brainstorming ideas before they do this writing task. Listen and note down the points they make.

Male voice: So, first of all, do you agree with the statement?

Female voice: Yes, I do. Too many people think that if you make a lot of money, you are successful. I don't think making money means that you are happy, and for me, being happy is the most important thing. Being happy is an achievement.

Male voice: Yes, I suppose so, but I don't think that you must be happy to say that you have achieved something. People like artists and scientists achieve great things, but that doesn't mean they are happy. Sometimes people like that are quite unhappy.

Female voice: Yes, that's true, but the important thing is that the people you mention – artists and scientists – achieve great things, but not only for the money. People should see that.

Male voice: Don't you think that people do recognize the achievements of people like that?

Female voice: No, not really. If you ask people to name a modern-day scientist, they will know one or two, but if you ask them to name actors or footballers, they will know hundreds. I think they know those people because they are rich and famous.

Male voice: Yes, I guess some people are even famous just because they are rich – like Paris Hilton.

Female voice: And I'm sure most people know Bill Gates because he was the richest man in the world – not because he was so brilliant.

Male voice: You mentioned footballers before. Don't you think that people in sport are considered successful because they win medals and prizes? They don't all make lots of money. Everyone likes Olympic athletes because they do something special.

Female voice: Yes, I agree, but most sportsmen are very rich – especially footballers, and they are the most famous. It seems that more and more of them are doing it for the money.

Male voice: OK, but what about ordinary people? Do you think that people who do important jobs, like nurses and teachers, think that they have achieved something?

Female voice: Maybe – but I'm not sure that most people think that nurses and teachers are real achievers. Images on TV and in magazines make people think that they should make big money and live in beautiful houses and drive expensive cars. That's what they understand by success.

Male voice: Yes, people who work in advertising, for example, are considered successful, even though other people do more useful jobs. Perhaps we should think that real achievement is helping people and doing good for people – even saving somebody's life. If somebody goes to Africa to save children, people respect them – but I'm not sure that they really think that that person is successful.

Female voice: Yes, that's a very good point. Doing good for other people is an achievement, but I still think that being happy is the real aim of life. If you are happy and your family is happy, then you have really achieved something.

Track 45

Unit 4 Writing 2

E Listen to the students in Exercise C again. Highlight the points in the composition as you hear them.
[Play track 44 again]

Track 46

Unit 4 Consolidation – Speaking

C Listen to some students answering the question. Mark each speaker (G) a good answer or (NG) not a good answer.

Examiner: ... and do you think people are born to achieve or do they learn to achieve?

Speaker 1: Yes, I think so.

Examiner: ... and do you think people are born to achieve or do they learn to achieve?

Speaker 2: I don't know – maybe are born with this ability.

Examiner: ... and do you think people are born to achieve or do they learn to achieve?

Speaker 3: Mm, I didn't think about it before. Some people is born very clever so maybe can achieve a lot. Other people is not so clever, but try and try and

try – maybe that is learn to achieve.

Examiner: ... and do you think people are born to achieve or do they learn to achieve?

Speaker 4: Mm, it's a good question. I guess some people are born to achieve. You know, like a genius or someone with an incredible talent, but some people learn to achieve. Maybe their parents teach them good things or they learn by mistakes.

Track 48

Unit 5 Vocabulary 1

B Listen and check your answers.

- 1 This is very difficult to calculate.
- 2 I predict a fall in the price of oil.
- 3 Can you be quiet? I can't concentrate.
- 4 Can you imagine living somewhere like that?
- 5 Mm, I can't decide which one I want.
- 6 I'll consider your offer and call you in a few days.

Track 49

Unit 5 Vocabulary 1

Pronunciation check

Listen and notice how /t/ at the end of *don't* and *can't* is not pronounced clearly in fast natural speech, especially when the following verb begins with a consonant sound.

- | | |
|---------------------|------------------------|
| 1 I don't think so. | 2 I can't concentrate. |
| 3 I don't know. | 4 I can't decide. |

Practise saying all the sentences.

Track 50

Unit 5 Speaking 2

B Listen to some students answering the questions. For each question, tick the speaker who gives the better answer.

- 1 **Speaker A**
Examiner: So, are you going to university next year?
Speaker A: Yes, I am.
Speaker B
Examiner: So, are you going to university next year?
Speaker B: Yes, I'm really looking forward to it.
- 2 **Speaker A**
Examiner: Tell me something about your job.
Speaker A: I'm a lawyer.
Speaker B
Examiner: Tell me something about your job.
Speaker B: I'm a lawyer. It's quite challenging, but I really enjoy it.
- 3 **Speaker A**
Examiner: Do you work hard?
Speaker A: Yes, but I don't mind. It's always interesting.
Speaker B
Examiner: Do you work hard?
Speaker B: Yes, very hard.

4 **Speaker A**

Examiner: Tell me about your hometown.

Speaker A: It's a very big town.

Speaker B

Examiner: Tell me about your hometown.

Speaker B: Well, it's very big, but not too big. I really enjoy living there.

5 **Speaker A**

Examiner: What do you do in your free time?

Speaker A: I'm very keen on basketball. I think it's the most exciting sport.

Speaker B

Examiner: What do you do in your free time?

Speaker B: I play basketball on Fridays.

Track 51

Unit 5 Speaking 2

C Listen again and complete the phrases below.

[Play track 50 again]

Track 52

Unit 5 Listening 1

B Listen to these extracts from five listening tasks.

Match each with one of the diagrams in Exercise A.

1

Estate agent: OK, here we are. This one is a little bigger than the last one we saw, as I guess you can see. The owners are out for the day, so I'll need the key. Here we are. Right, as we go in, you'll see we're in a fairly large entrance hall – plenty of room for bicycles and wet umbrellas. Now, through here is the hall itself – very large and ... (*fade out*)

2

Voice: Now, remember we said that the human brain is not a single mechanism. It is, in fact, made up of a number of different parts. Each part controls a different function. Think of your brain as an orchestra, with many musicians playing an important part. First, we will look at this top view of the brain. As you can see, the frontal lobes are located just behind the forehead. It is the frontal lobes that are responsible for complex thinking, like imagining and planning. Behind the frontal lobes are the parietal lobes, and they ... (*fade out*)

3

Voice: Now, as most of you will already know, from the fifteenth century until 1956, the house was owned by the Clifton family – then, of course, it was bought by the Trust. I'd like to stop in the hallway here to take a look at the Clifton family tree. Right at the top here, you can see Charles Clifton, the original owner, and his wife, Margaret. They bought the property ... (*fade out*)

4

Voice: And down here, of course, we have the pedals. Most pianos have two or three pedals. They sustain or soften the sound as the instrument is played. They

are connected to the action by levers. Like all other parts ... *(fade out)*

5

Voice: With an old-style cathode-ray tube, the TV set takes the incoming signal and breaks it into its separate audio (sound) and video (picture) components. The aerial on the roof of the house picks up waves from the transmitter. The audio part feeds into an audio ... *(fade out)*

Track 53

Unit 5 Listening 1

- C Listen again and fill in the missing information on each diagram. Use no more than two words for each.**
[Play track 52 again]

Track 54

Unit 5 Listening 2

- A Listen to the continuation of the lecture about the human brain. Look at the diagram before you listen. For questions 1–6, match the parts of the brain 1–6 with the parts a–f in the diagram. Write the letter in the space after each number.**

Voice: OK, we have looked at the top view of the brain and seen how it is divided into lobes. Now, we are going to look at a more complex diagram of the centre of the brain. I will briefly go through some of the important parts that make up the brain, and then talk more about what each does. First of all, you can see that by far the largest part of the brain is the cerebrum, and it is made up of the three lobes we have already talked about. The lobe below, coloured yellow on the diagram here, is the cerebellum. Right in the centre of the brain, here, is the thalamus. The hypothalamus is part of it, but it has a slightly different function. Now, here, running down from the centre of the brain, is the brain stem. It is made up of the midbrain, the pons and the medulla oblongata, and is connected to the spinal cord, which you can see here at the bottom of the diagram. Now, finally, this little gland just to the left of the midbrain – it looks like a little tail – is the pituitary gland.

OK, let's go back and say something about the function of the various parts of the brain. The cerebrum – the largest part, as we have said – has two halves or hemispheres. I will talk more about the difference between the two hemispheres later. The cerebrum is the part of the brain that is really our intelligence. It controls voluntary movement – that is, movement that we are in control of – speaking, for example – but it is also responsible for our emotional thinking and memory. The cerebellum is responsible for fine movement and coordination. It helps us with balance, for example, and to understand where we are ... in relation to space around us. The thalamus, here in the centre, processes what we feel with our

body – touch and temperature, for example – and controls how we react to those senses. The hypothalamus has a similar function, but regulates bodily needs such as hunger and thirst, and tells us when we need sleep. Now, at the top of the brain stem is the midbrain. This is a sort of switchboard – a very complex switchboard. It sends messages which help the brain communicate with other parts of the nervous system. The pons, in the middle of the brain stem, here, sends messages from the cerebrum to the cerebellum and spinal cord. The medulla oblongata is here, just above the spinal cord. It regulates essential bodily functions, like breathing and the rate of our heartbeat. The spinal cord is part of the central nervous system and runs down inside the spinal column. It connects the brain to nerves that go to the rest of the body. Now, the pituitary gland – this little gland – has a hugely important function. It releases hormones to the body that regulate all sorts of things – how quickly we grow and the size we grow to, the rate at which we age ... It also regulates whether we have a slow or fast metabolism and how we relate to stress. Now, I am going to show you a model of the human brain and I want you to identify ... *(fade out)*

For questions 7–14, complete the descriptions. Use one word only for each answer.

[Play track 54 again]

Track 55

Unit 5 Consolidation – Vocabulary

- B Listen and mark the main stress on the words in Exercise A above.**

- | | |
|----------------|----------------|
| 1 con'sider | 2 pre'diction |
| 3 imagi'nation | 4 'concentrate |
| 5 de'cision | 6 'memory |

Track 56

Unit 5 Exam Practice – Listening

- A You will hear someone giving a talk about how mind-mapping can help you think more clearly. For questions 1–6, listen and complete the notes. Write no more than three words or a number for each answer.**

Female voice: Good morning. I'm really pleased that so many of you are here. I know you are all busy. In some ways, that is what I'm going to talk about today – managing time, so that you feel more is getting done, that you are achieving more. I'm sure you have all heard something about mind-mapping, but most people I meet don't really know much about it. Mind-mapping is really a technique that helps you to think more clearly. It improves the way you solve problems and encourages you to solve problems creatively. Mind maps help you to understand the various parts of a topic or subject, and to then see how those parts

fit together. The way you write down your ideas on a mind map means that information is easy to retrieve and to review.

So, how is mind-mapping different from conventional note-taking? By conventional note-taking, I mean simply listing points on a page, as you probably do now. Well, mind maps are more two-dimensional – they allow you to see the shape of a topic, and make it easier to see what's important. Mind maps generally fit on a single side of paper – they are more compact – and that also helps you to go back and review.

So, now I'm going to show an example of a mind map, and I hope it will make clear what I've been saying. Let me just switch on the projector. OK, here we are. Now, this is a mind map for time management – a mind map designed to help you manage your time better, and see where you are wasting time and where you could save time. Remember – this is only a very simple example. Your mind maps can be bigger.

Now, first, you need to write the topic in large letters in the middle of your page – in this case, 'time management'. Put a circle or a box around it, if you like. Then, draw lines out to the main subheadings – the main points that you want to consider as parts of the topic. In this case, the major subheadings are red. Put general ideas on the left. In this case, there are three general points that the author wants to keep in mind: assessing time – how much time he has. Personal performance – by personal performance, he means how well he thinks he uses his time. And wasting time – how much of his time he thinks he uses badly, how much of his time is wasted. Above the main heading, the author thinks about having more time and how perhaps he could have more time. His mind map has branched out, and he puts examples of having more time in another colour – in this case, blue. He thinks about two ways that he could have more time. Firstly, delegating, and secondly, getting up earlier. Of course, if you get up earlier, the day is longer and you have more time! Above delegating, he gives an example of how he could delegate. He makes this another subheading and uses another colour – this time, green. When he looks back at his mind map, he will see that one way that he could delegate is to get other people to do more around the office – perhaps he does too much himself at the moment.

Now, on the right, the author thinks about how he can use time more effectively – note again that this is one of his main subheadings, so it is written in red. As subheadings of that, he gives examples of how he could use time more effectively.

At the bottom, he thinks about prioritizing, and then he gives two examples of how he wants to prioritize – firstly, he explains what he means by prioritize – he must decide what is most important. Then, he notes how he can prioritize – by setting goals. The mind map will help him to remember that

he must always have a clear idea of what is important, and that by setting goals, he can achieve more.

Finally, he decides that planning is important, and that is another subheading. He notes that keeping a diary is a good way to plan ahead, and so use time more effectively. Perhaps he doesn't keep one at the moment, but he will start keeping one now he has his mind map.

Now, as I say, the author will probably add more ideas – each time you review a mind map, you can add points or delete them. Of course, time management is only one area in which mind-mapping can be a help. Now, I'm going to talk about other areas of your life where mind-mapping can ...
(fade out)

For questions 7–14, label the time management mind map below. Write no more than three words or a number for each answer.

[Play track 56 again]

Track 59

Unit 6 Vocabulary 1

C Listen and tick the words and phrases as you hear them.

Voice: Hello, I'm Ubaid. I come from Cairo, which, as you probably know, is the capital of my country – Egypt. It's a huge city – one of the biggest and busiest in the world. I have lived here all my life and I love it. Some of the most famous attractions in the world are in Cairo, and it is a very popular tourist destination.

Voice: Hi. My name's Gulay, and I come from a small town on the south coast of Turkey called Fethiye. Not long ago, Fethiye was a little fishing village, but now it is a popular seaside resort. During the summer months, hundreds of thousands of tourists visit and it is very lively.

Voice: Hello. My name is Cinzia. I live in a tiny village called Savoca. It is in Sicily, which is an island off the south coast of Italy. Savoca is in the mountains and it's very rural – most people are farmers. It is quiet, but very beautiful.

Voice: Hello there. I'm Mohammed, and I'm from Libya. I live in Benghazi, which is a large port on the north coast. Benghazi is Libya's second largest city, and it is an important economic centre. It is growing bigger all the time, but it is a very exciting place to live.

Track 60

Unit 6 Vocabulary 2

Pronunciation check

The *-est* at the end of superlatives is pronounced /ɪst/. The /t/ is not pronounced clearly in fast natural speech, especially when the following noun begins with a consonant. Listen and practise these phrases.

- 1 the biggest city
- 2 the tallest building
- 3 the busiest street

The /t/ at the end of *most* is not pronounced clearly in fast natural speech, especially when the following adjective begins with a consonant.

Listen and practise these phrases.

- 1 most beautiful
- 2 most congested

Track 61

Unit 6 Listening 1

A Listen and match the extracts with the maps.

1

Voice: The south of England is a very popular part of the world for students to come to learn English. London is, of course, the most popular destination. Hundreds of thousands of students study at one of the capital's many language schools every year. Brighton is a busy city on the south coast. It, too, has a large number of schools, and many attractions that young visitors can enjoy. Brighton is about an hour away from London by train. Eastbourne and Hastings are smaller seaside towns to the east of Brighton. Hastings is the larger of the two, and has a few more study options. Another seaside resort – this time further west, in Hampshire – is Bournemouth. Bournemouth is a large town with several popular schools, and a busy student scene. For a quieter stay, students come to the Isle of Wight, an island just off the south coast. A ferry service connects the island with the mainland. Inland, the best option is Tunbridge Wells, a small but historic town between the coast and London. Students like to stay in Tunbridge Wells because it is quieter than London, but close enough to London to visit easily.

2

Voice: Andalusia is the largest region in Spain, stretching from the border with Portugal in the west, to the south-east coast of Almeria. Most tourists come to Andalusia for the sandy beaches and nightlife, and know very little about the fantastic sights that the region offers. Seville and Cordoba are both historic cities with much to see, but Granada is perhaps the most impressive of the bigger cities. It is only an hour from the coast, and is the home of the Alhambra Palace, one of the most famous buildings in Europe. The palace was built over 800 years ago, but remains largely in one piece. Ronda is a smaller town, but the Roman Aqueduct brings visitors from all over the world. Ronda is a pretty town, and the viaduct is one of the most important examples of Roman architecture in Spain. Andalusia also offers other forms of relaxation and adventure. South of Granada is the Sierra Nevada, a mountain range that offers some of the best skiing in western Europe. Many skiers stay in Granada and drive up into the

mountains each day, but the mountain range now has a number of resorts with excellent accommodation. Much of the north of Andalusia is forest, and much of that is national park. The area also has some of the largest lakes in the country. Cazorla is probably the most popular village from which you can explore the forest and lakes by car or on foot.

3

Voice: Hi, Leo speaking. Hi, Tony. Didn't you bring a map with you? Oh, well, never mind – it's very easy. Come out of the station and walk straight down Queen's Road. Yeah, straight down – don't turn left or right. Walk past the cinema on the right, and then after three or four minutes, you'll come to a crossroads with a small clock tower in the middle of it. Turn right at the clock tower and walk up the hill. Take the third on the left – there's a taxi rank on the corner. No, on the left – the third turning. My apartment is on the right, about a hundred metres up the road.

Track 62

Unit 6 Listening 1

B Listen to the first extract and match the letters on the map with the places below.

[Play track 61 again]

Track 63

Unit 6 Listening 1

C Listen to the second extract and complete each space with one word.

[Play track 61 again]

Track 64

Unit 6 Listening 1

D Listen to the third extract and circle Leo's apartment on the map.

[Play track 61 again]

Track 65

Unit 6 Listening 2

A Listen again. Notice examples of a speaker repeating information.

[Play track 61 again]

Track 66

Unit 6 Listening 3

A Listen to a man talking to a group of people at a weekend work conference in a hotel. For questions 1–4, choose four correct statements from A–H.

Voice: OK, can everyone listen again now, please? Now you know how much of the weekend will be work, and what some of the meetings and sessions are

about, I'd like to tell you something about how you can spend some of the free time you have over the weekend – both inside the hotel, and outside in the town centre. As I've said, you'll be free from around five today and on Saturday, and from lunchtime on Sunday, and there's plenty to do. This is the first time we've had the conference at the Royal Spa Hotel, and I'm sure you'll agree it's a very nice place – really, there's no need to leave the hotel at all if you don't want to, but I'm sure some of you will want to get out for a change of environment.

OK – first, restaurants and bars. I'm sure you all saw that there was a bar near the entrance as you came into the hotel, but there are actually two more bars. One is also on the ground floor behind the main restaurant, and the other is on the top floor. That one has a very nice terrace where you can sit outside and enjoy the view. That bar is for hotel guests only, and is usually a bit quieter. As I say, the main restaurant is on the ground floor – we will have breakfast and lunch there, so you will get to know it well. There is also a smaller restaurant for coffee, sandwiches and snacks on the third floor, and that is also only for hotel guests. There is a gym and health club in the basement – the gym has a good range of equipment, and is open from seven a.m. I know some of you were talking about a swimming pool, but unfortunately there is no swimming pool. I will tell you where there is a pool close to the hotel in a moment. The health club has a sauna, which is open from ten a.m., but is not open on Sunday. There is a charge of four dollars for the sauna.

Now, I hope to see some of you around the hotel over the weekend, but I'm sure you will want to get out and see the town at some point. If you'd like to look at the map on the screen, I'll show the area around the hotel. There is a map of the town centre in your welcome pack, too. OK, you can see the hotel, here, in the middle of the map, and the main entrance, here, at the top in Carlisle Street. OK, that swimming pool I promised to tell you about is here in Cromwell Road. If you turn right out of the hotel, it's about ten minutes up the road, in the third street on the left. It's open until seven p.m., and until five on Sunday. There's a very nice park here to the north – again, about ten minutes away. In the middle of the park is a boating lake, so if the weather's good on Sunday, it might be a nice way to relax. If you want to see a movie this evening or on Saturday night, the cinema is here in the High Street. Come out of the hotel and turn left. The High Street is only three minutes away. The cinema is here at the top of the street, next to a fairly large car park.

Now, restaurants. There is a good Chinese restaurant in the middle of the High Street, here, on the right. It's directly opposite the Town Hall. It's called the White Orchid. Another very nice restaurant is Leonardo's. It does Spanish and Mexican food. It's here at the

bottom of the High Street. So, turn left at the end of Carlisle Street, walk down for five minutes, and you'll see it on the other side of the road. I went to Leonardo's last time I was here, so I can recommend it. Now, if anyone wants to see some live music, there is always a jazz band playing at the Pink Coconut. Yeah, that's right – the Pink Coconut. That's here in a little street behind the hotel. The street name is not on the map, but it's easy to find. Turn right out of the main entrance, and then take the first right to go back round to the back of the hotel. So, I think that's everything – please ask me if ...
(fade out)

For questions 5–10, match the places with the letters on the map. You do not need to use all the letters on the map.

[Play track 66 again]

Track 67

Unit 6 Consolidation – Speaking

C Listen to some students giving good answers to the questions.

1

Examiner: Which city in the world would you most like to visit?

Student: I'd really like to go to Beijing and see the Forbidden City. I can imagine China is a very exciting place to visit.

2

Examiner: So, why do so many people live in cities?

Student: I think they have to live in cities because of their job. In Thailand, people leave the country and come to Bangkok because it is the best place to find work.

3

Examiner: Are some cities becoming too big?

Student: Yes, I think so. I don't know the biggest city, but Mexico City and Shanghai are huge. There are a lot of poor people and pollution is a problem. The capital of my country is Istanbul. It is very crowded, and it is very expensive to buy or rent an apartment.

4

Examiner: Do you enjoy city life or would you like to live somewhere quieter?

Student: I really enjoy living in Tehran. The university is the best in Iran, and I meet people from all over the country. There is much more to do in Tehran than there is in my hometown.

Track 68

Unit 6 Consolidation – Speaking

D Read the answers below. Then listen again and fill in the missing words.

[Play track 67 again]

Track 69

Unit 6 Exam Practice – Listening

A You will hear an estate agent (a person who sells houses) showing a man and woman a house.

For questions 1–5, listen and complete the notes in the estate agent's diary.

Estate agent: Good morning. You must be Mr and Mrs Clarke.

Man: Yes, that's right. Good morning.

Woman: Good morning.

Estate agent: So, is it Clarke with an E, or Clark without an E? I wrote it in my diary, but I wasn't sure if I spelt it correctly.

Man: It's with an E. C-L-A-R-K-E.

Estate agent: Yes, that's what I thought.

Man: Anyway, please call me Andy.

Woman: And I'm Laura.

Estate agent: And I'm Ian. Thanks for coming over to the office. I hope this time is convenient for you. Nine o'clock is a bit early for some people, but I like to make an early start if I can. I've got three houses that I want you to see today.

Man: Nine o'clock is fine. I have to go into work when we've seen all the properties.

Estate agent: OK, well, let me show you on the map where the three houses are. They're all quite close together near Blaker's Park. Do you know Blaker's Park?

Woman: Yes, we know it really well. It's a nice area.

Estate agent: Well, the first one I'll show you is the closest to the park. It's actually on the road that runs around the park, Park Avenue, just here on the right – number 14, I think. Yes, number 14.

Man: So, you get a view of the park from the front windows?

Estate agent: Oh, yes, the view of the park is fantastic. The second house is here – on the left side – that's the west side of the park – in Havelock Road. That's number 35. It's right next door to St Anne's School. Do you have school-age children?

Woman: Well, we have a boy of three, so near the school would be very nice in a couple of years.

Estate agent: Well, all three houses are pretty near the school, as you can see. Now, the third property – that's actually the furthest from the park, up here on the north side – that's Whitely Road, number 62. It's still only a few minutes' walk to the park, though.

Man: Number 62 – that's the number we live at now.

Estate agent: Oh, really? So, shall we go and have a look? I'll drive and you can collect your car when we come back.

Man: OK, that sounds fine.

Estate agent: OK, here we are. As you can see, the front of the house is very nice. It's been painted recently. The front garden is small, but very pretty.

Woman: Oh, yes, it's a lovely little garden.

Estate agent: Shall we go in?

Man: Yes, I'm looking forward to seeing inside.

Estate agent: So, this is the hall. It's quite a good size –

room for a buggy. The first room, here on the right, is the living room.

Woman: Oh, this is very nice.

Man: Yes, it's big, isn't it?

Estate agent: Yes, it is a big room. Do you like the natural fireplace?

Man: Yes, very much. In fact, I like the whole room. I can imagine it's very relaxing.

Woman: Mm, well, let's see some more.

Estate agent: OK, next door here is a downstairs bathroom. There's a bigger family bathroom upstairs. This one is sandwiched between the living room and dining room.

Man: Oh, this is quite big for a second bathroom.

Woman: Yes, it'll be good to have two bathrooms. We only have one where we are now.

Estate agent: OK, next door here is the dining room.

Man: Oh, I like a separate dining room – it's quite big, too.

Estate agent: Yes, a bit smaller than the living room, but still a good size. There are doors here out to the patio.

Woman: Oh, how lovely – it's a nice patio – and the garden looks nice from what I can see from here.

Estate agent: Yes, I'll show you the garden, but first let's see the kitchen. That's out of the dining room and to the left. You can see that the kitchen is to the right of the back of the house. There's a window here on the left looking over the patio, and another one here looking out onto the garden.

Man: It's not the biggest kitchen, is it? I like a kitchen to be a bit bigger than this.

Estate agent: Well, it's not a bad size. Don't forget, you'll be able to eat in the dining room, so the kitchen is only for cooking.

Man: Yes, I suppose so.

Estate agent: So, shall we go out and see the garden or would you like to see upstairs first?

Man: I think we should ... *(fade out)*

For questions 6–8, write the letter of the three houses the estate agent shows the couple. The first house is number 6, the second one is number 7 and the third one is number 8.

[Play track 69 again]

For questions 9–12, write the rooms into the spaces below.

[Play track 69 again]

Track 70

Unit 6 Exam Practice – Listening

B Listen to a lecturer talking to a group of students about what makes a good city. For questions 13–20, choose the correct answer a, b or c.

Speaker: *(fade in)* ... now, in the future, some of you will probably be working as architects, some of you as interior designers, and some of you in town planning. For all of you, what I'm going to talk about is very important, and you should certainly know what it is

about a city that attracts somebody or drives somebody away. Now, environment. What is environment, and what makes people like an environment? When people arrive in a city for the first time, the thing that they notice is the environment. People notice the buildings and the space between the buildings. They appreciate the way a city works with the natural features around it – the hills and mountains, the trees and the rivers. People quickly have a sense of what is beautiful or ugly about a city. People notice that the air is clean or unclear, they notice noise and smells. People know whether they can travel easily around the city – if interesting places are within walking distance, if it is possible to drive, and if the public transport system is good. All of these first impressions can make people want to stay in a city or go somewhere else.

Another important aspect of a city's character is its economy. For many people, the choice of where to live is influenced by economy. During their working lives, people go where there is work. If that work is well paid and satisfying, people feel good about where they live. Homes are often a person's biggest investment – the value of a person's home increases, and affects his or her wealth. People like living in towns and cities where the value of their home is growing. Remember that people choose to live where they can afford to live – and they are unhappy if what they can afford is unpleasant. People hope that wherever they live, they will enjoy the same services and quality of life as everyone else.

Now, people often decide that they like or don't like a city because of its society. By society, I mean the people in the city, and how these people relate to one another. If people feel safe, they will like a place – if they feel unsafe, they won't. People are not happy if they think that where they live is dangerous – where they are afraid to leave their home. Some people want to feel that they are part of a community – they want to know the people around them. They want to talk to the neighbours – whether that is at the local shop or waiting at the school gates. Other people don't want that at all. They like the fact that in a big city they can get lost in the crowd. They enjoy the excitement, and want to meet new people all the time.

So, does the perfect city exist? Well, of course, the answer is no. As we go into the 21st century, cities are getting bigger and bigger, and people seem to be less happy with the cities they live in. You may be interested to know that for the last two years, Zurich, in Switzerland, has been identified as the best city in the world to live in. However, Switzerland is a rich country and the population is small. Is it possible to take what has worked in Zurich and try to make that work in Asia or South America or Africa, in cities with twenty or thirty million people? As planners and designers, this is a problem you must think about. You can help to shape the future. Now, I wonder if anyone would ... (*fade out*)

Track 73

Unit 7 Speaking 1

Pronunciation check

Notice that *usually* has three syllables. It is pronounced /'ju:ʒuəli/. *Occasionally* has four syllables. It is pronounced /ə'keɪʒnəli/.

- 1 usually
 - 2 occasionally
- Listen and practise.

Track 74

Unit 7 Speaking 2

B Listen to some students answering the questions. Match each speaker with a question.

- A No, not really. I get quite nervous – especially when the plane is taking off and landing. I hate waiting for my bags at the airport, too.
- B Yes, especially young people. It's very economical. I think older people are cycling more, too – petrol is becoming so expensive, and cycling keeps you fit.
- C Well, I have a Lamborghini, so of course, the answer is yes. I love to get onto the motorway and really put my foot down.
- D Yes, when I was in Greece I travelled from Athens to an island near Turkey. It was an eight-hour journey. I got really seasick. I don't really like being at sea at all.
- E Yes, I take a bus to and from college every day. In the morning, I always have to wait in a queue. When the buses come, they are sometimes full, and I have to wait for the next one.

Track 75

Unit 7 Speaking 3

B Listen to some students answering the questions. In the second column, match each speaker with a question.

- A Yes, I think so. There are lots of companies that offer cheap flights these days. Planes use a lot of petrol, and it is not good for the environment.
- B Yes, I think so. The trains are modern and comfortable, and very fast. We have small buses that are clean and comfortable. You only have to wait ten minutes.
- C That's a good question. Perhaps wealthy people will travel more in small planes, or even have their own little flying machines.
- D Yes, people should use buses and trains or the underground in very big cities. More streets can be used only for people walking, and the air will be cleaner.
- E We can make public transport cheaper and nicer to use – you know, more modern trains and buses. We can also ban cars in city centres, or make people pay to take their car into the city centre.

Track 76

Unit 7 Listening 1

C Listen to the first part of a talk about belonging to a car club. Answer the questions in Exercise B.

Voice: More and more people in cities are joining car clubs. They are doing this because belonging to a car club, and using a car club car, is much more economical than running a car of their own. People in cities use public transport to get to work. They walk their children to school and they walk to the supermarket. They may only use their car once or twice a week – perhaps only at the weekend. Why pay so much to keep a car on the road when you so rarely use it? If you add up the cost of keeping a car on the road, it is frightening. There is insurance and road tax, which goes up every year. Then, there is the cost of a yearly service – expensive, even if your car is new. If you drive an older car, of course, you will have to pay for repairs and new parts, too. For many people, there is the additional cost of parking. Finally, there is the fall in the value of your car – the average car falls in value by £2,000 a year. People who belong to a car club don't need to worry about any of this. They can use a car club car twenty-four hours a day, seven days a week. They can pick up a car from close to their home and leave it in the same place when they end their journey. Anyone can belong to a car club and save thousands of pounds every year ... (fade out)

Track 77

Unit 7 Listening 1

D Listen again and complete the summary of the talk below. Use no more than three words or a number in each space.

[Play track 76 again]

Track 78

Unit 7 Listening 3

A With a partner, write three questions about belonging to a car club. Then listen to the rest of the speech and check if your questions are answered.

Voice: Using a car club car is easier and more convenient than hiring a car from a large car hire company. Firstly, you can use a car club car for as long as you like. You can take it for an hour, or you can take it for a month. Being able to use a car for very short journeys is a huge advantage of a car club – a car hire company will always have a minimum twenty-four-hour rental time. Most car club members use the cars for day trips and have the car back by the evening. They don't need to have it for twenty-four hours. Secondly, there are cars all around the city, so you will never have to walk more than ten minutes to pick up a car. The cars are parked in private car club parking spaces, which no other driver is allowed to use. When you bring the car back, the space will be waiting for you. Parking is never a problem.

Booking the car is very simple. You can book online, or you can book by telephone. Booking online couldn't be easier. You simply go onto the car club site and follow the instructions to make your booking. If the car you want is free, you can pick it up five minutes later. If another member is using the car you want, there will be another car nearby that you can use instead. If you want to book a car a month or two in advance, that is also possible. When you are in the car, you can extend your booking time if you need the car for longer. When you get to the car, you open it with your car club membership card, key in your identification number and then use the car keys, which you will find in the glove compartment.

So, how much does it all cost? Car club membership costs £60 a year. You then pay an hourly rate of between £2.50 and £3 to use the car – the cars with a bigger engine are a little more expensive than the smaller cars. You then have to pay fifteen pence a mile for petrol. Each month, your bill shows exactly what you have been charged for. If you need to fill the car with petrol at any time, you use the car club debit card, which you will find in the car. As I said before, it is all very reasonable. You would have to use a car club car very often for it to cost anything like it costs to keep your own car on the road. Now, with me I have ... (fade out)

Track 79

Unit 7 Listening 3

C Listen again and complete the summary. Remember, you may not hear the exact words that appear in the summary. Use no more than three words for each answer.

[Play track 78 again]

Track 81

Unit 8 Vocabulary 2

Pronunciation check

When one word ends in a sound that is similar to the sound at the beginning of the following word, the two sounds merge together. Listen to these examples from the unit.

1 waste time

2 spend time

Now listen to these new examples.

1 take care

2 big gun

3 time machine

Practise saying all the phrases.

Track 82

Unit 8 Speaking 3

B Listen to some students answering the questions in Exercise A. Mark each sentence (Y) if the student answers the question and (N) if the student doesn't.

1

Examiner: Does modern technology really save us time, or is it just one more thing to worry about?

Student: Mm, I think both. Of course, washing machines and microwaves save people a huge amount of time. The trouble is, we then spend a lot of that time worrying about why our computer isn't working!

2

Examiner: Does modern technology mean that some people have too much free time?

Student: Of course, modern technology makes us too much free time. People can listen the music, watch some DVDs and play on computer games. Lot of free time activities is done with technology.

3

Examiner: Do people spend too long thinking about the future instead of enjoying now?

Student: The most important is think about your future. If you want have good job and have family, you need think about future and make plans about it.

4

Examiner: What is more important – time or money?

Student: I think time is more important, and too many people spend all time trying to make money, and then have no time for enjoy it. However, if you have a lot of time, it is difficult to enjoy it properly if you haven't money.

Track 83

Unit 8 Speaking 3

C Listen again as you read the tapescript. Notice that answers do not have to be grammatically perfect to be good answers.

[Play track 82 again]

Track 84

Unit 8 Listening 1

C Listen to the first part of the talk and complete the table. Write no more than two words or a number for each answer.

Voice: Good morning, again. I realize a few of you aren't here yet, but I'll make a start anyway. I'm going to talk this morning about an important aspect of history, and that is how history is recorded and how the way we record history has changed over the centuries. I'll talk about how the storytelling of primitive man has developed into the modern methods of communication that we have today. I've got some images that I'll show you as I talk, so just let me turn on the power point.

OK, now – man has been on Earth for something like two hundred thousand years, and we don't really know when man first used language to communicate. But we do know that as soon as man did have language, he used it to tell stories. Now, these stories were the first example of man recording his history. The stories were passed on from one generation to

the next, and children would have known something about the people that came before them. One problem, of course, with a spoken history is that it's unreliable. The storyteller forgets facts and adds elements to the story that might not have been true.

The earliest attempts to record day-to-day life in anything other than spoken language were around 32 thousand years ago. That is when we believe the first cave paintings were made. Now, it might be that cave paintings were not an attempt to record history at all – the most common images in cave paintings are large wild animals, so perhaps man made them to bring him luck when he was hunting. They might have simply decorated his living space. Whatever they were for, they certainly are a record, and they tell us a great deal about how people so long ago lived their lives.

Many people believe that history really began when man learnt to write down information, and for that reason we say that what came before man could write is 'prehistoric'. However, you should remember that we have learnt a great deal from people in many parts of the world who could not write. The first people to record experience in written form were the Egyptians. Around 5,000 years ago – that's 3,000 BC – the Egyptians used hieroglyphics, a system of symbols and sounds, to record beliefs and events on the walls of their temples and on their monuments. Who knows if this was an attempt to leave something for future generations to understand?

The word 'history' comes from Greek, and it is the people of ancient Greece who, in around 500 BC, really began the long tradition of writing down everything that happened for future generations to read. In ancient Greece lived the first historians – the first people whose job was to record history.

Track 85

Unit 8 Listening 2

A Listen to the second part of the talk and answer the questions. For questions 1–12, complete the table. Write no more than two words or a number for each answer.

Voice: The next important development in how history is recorded came with print. In the eighth century, the Chinese invented paper and woodblock printing. Remember that up to this time very few people could read and write, and so only a very small number of people could understand written history. Suddenly, many books appeared, and many more people learnt to read.

In the fourteenth century, the first printing press was invented in Germany. This reduced how long it took to produce books. The new printing technique quickly spread to other parts of the world, more books appeared and even more people learnt to read. The first printed newspaper appeared in 1605 and the first daily newspaper in 1702. Now, people could read news stories soon after the event happened and every event was recorded and stored.

The problem with newspaper history is that newspaper reporters could tell the stories they wanted to tell and not necessarily the truth.

Photography was the next important development. We generally agree that photography was born in 1839. Some of the earliest photographs that the public saw were images of the American Civil War. People were shocked by the photographs of dead soldiers, and for the first time saw the reality of war. By 1850, photographs appeared regularly in newspapers, and people now expected the truth. At the end of the nineteenth century came the first motion picture camera. Soon, history was being recorded as moving images. In the 1930s, television brought moving images into people's homes. More and more people saw history as it happened, and more and more history was recorded.

Today, of course, we expect that every event in the world is recorded. Satellite TV and the Internet allow people to watch any event, anywhere in the world as it happens. It doesn't matter if the TV cameras are not there – people carry around mobile phones and can record any incident, and then share it online. Families have their own video cameras and record their own history. Children now grow up watching their parents and grandparents on film.

I'm sure you'll agree that the transition from storytelling to what we have today has been dramatic, and I hope that ... (*fade out*)

Track 86

Unit 8 Listening 2

Pronunciation check

Century is pronounced /ˈsentʃəri/. Listen to these phrases and then practise saying them.

- 1 eighteenth century
- 2 nineteenth century
- 3 twentieth century

Track 87

Unit 8 Consolidation – Speaking

C Listen to some students answering the questions.

How do they give themselves time to think?

- 1
Examiner: Does modern technology really save us time, or is it just one more thing to worry about?
Student: Mm, that's a very good question. I think it's a bit of both. Of course, ... (*fade out*)
- 2
Examiner: Does modern technology mean that some people have too much free time?
Student: Too much free time? Of course, modern technology ... (*fade out*)
- 3
Examiner: Do people spend too long thinking about the future instead of enjoying now?

Student: Mm, I haven't really thought about it before. I guess the most important is ... (*fade out*)

4

Examiner: What is more important – time or money?

Student: Oh, I don't know if I can answer that in only a minute. It's a very big question. It depends ... (*fade out*)

Track 88

Unit 8 Consolidation – Speaking

D Listen again and fill the gaps below.

[Play track 87 again]

Track 90

Unit 9 Speaking 2

Pronunciation check

Listen to how *of* /əv/ and *for* /fə/ are pronounced weakly in these phrases.

- | | |
|--------------------|-----------------------|
| 1 plenty of money | 2 short of time |
| 3 pay for the meal | 4 save for the future |

Practise saying the phrases.

Track 91

Unit 9 Vocabulary 2

B Listen and check your answers.

- 1 Personally, I think designer clothes and accessories are much too expensive. A pair of sunglasses just can't be worth \$500. People I know buy cheap clothes at the market.
- 2 I think it's wrong that a small number of people have huge wealth while people all over the developing world live in poverty. Many people can't afford food and clothes for their children.
- 3 The banks lend people too much money. People borrow more than they should and get into debt. They end up losing everything.
- 4 I think film stars and footballers are overpaid. They earn crazy amounts of money while other people earn very little. Nurses and schoolteachers are underpaid, in my opinion.

Track 92

Unit 9 Listening 1

B Listen to four short extracts. Match each with a picture from Exercise A.

Extract 1

- Young adult 1: ... and look at these. Aren't they great?
Young adult 2: Oh, they're really lovely. They must have been really expensive.
Young adult 1: No, not at all. They were only £35 in Topshop – down from £70. I think I got a bargain, don't you?
Young adult 2: Definitely!

Extract 2

Man 1: Good afternoon.

Man 2: Oh, good afternoon. I'm going to Moscow tomorrow, and I want to change some money – say, about £200. To tell you the truth, I don't know what the currency in Russia is.

Man 1: In Russia the currency is roubles, sir.

Man 2: Roubles? OK, well, can I have £200 worth of roubles then, please?

Extract 3

Old man: Hello, there. What are you collecting for?

Young man: We're trying to raise money to buy computers for our school. St Mary's, do you know it?

Old man: Yes, of course. Here you are.

Young man: Thank you very much.

Old man: I think it's great that you're trying to raise the money yourselves. Is it going well?

Young man: Well, a lot of people are giving money, but we need to raise two thousand pounds.

Old man: Well, good luck.

Extract 4

Woman: Excuse me, officer.

Policeman: Yes, madam, are you all right?

Woman: No, not really. Somebody's just taken my purse. I was taking it out of my handbag to pay for something, and a young man just grabbed it and ran away. I don't know what ...

Policeman: Try to calm down, madam. Now, how long ago was this?

Woman: Just a couple of minutes. I was ... *(fade out)*

Track 93

Unit 9 Listening 1

C Listen again and mark these statements (T) true or (F) false.

[Play track 92 again]

Track 94

Unit 9 Listening 1

E Listen again and write the words you hear into the spaces. You will need to guess the spelling.

[Play track 92 again]

Track 95

Unit 9 Listening 2

A Some students are conducting a survey about people's spending habits. Look at the questions on the survey. Listen and match each extract to a question on the survey. Write the question number in the space. You will not hear all the questions on the survey answered.

Extract 1

Male: I use my debit card for most things these days. I have two credit cards, but I don't like using them. I prefer to pay for things immediately, otherwise I feel

I'm getting into debt. I pay my bills online or over the telephone. I usually have between ten and twenty pounds in cash with me to pay for emergencies – taxi fares and that kind of thing.

Extract 2

Male: Yes. I collect radios – old radios. I have nine now, and they're quite expensive. I paid £350 for a 1950s radio last month – I didn't have much money for the rest of the month after that! My wife thinks I'm crazy, but it's important to treat yourself occasionally – don't you think? My wife buys nice perfume and lots of clothes, and I have my radios.

Extract 3

Male: Personally, I don't understand why anyone buys a new car. They are so expensive, and as soon as you drive them out of the showroom, they're worth three thousand pounds less. Perhaps I'm just saying it because I can't afford a new car myself, but to me it seems so much more sensible to buy a good second-hand car for half the money.

Extract 4

Male: Well, most of it goes on monthly expenses. I've got a big mortgage on my house, and my children's school fees are very high. After I've paid for gas and electricity and water, and all the insurance on the house and my car, I don't have much left. I like taking my wife out to a nice restaurant once a month, but I don't very often buy clothes. Oh – and I collect radios – old radios.

Track 96

Unit 9 Listening 2

B Listen to the whole survey in the correct order and answer the questions. For questions 1–4, choose the correct letter a, b or c.

Female student: Excuse me – good morning – we're students from St Anne's School, and we're doing a class survey. Have you got five minutes to answer a few questions?

Man: Um, I suppose so. What are the questions about?

Female student: About spending habits – people's attitudes to money and what they spend money on.

Man: Well, yes, OK. But only five minutes.

Female student: Thank you. OK, first of all – if you don't mind answering – what income band are you in?

Male student: You just need to say low, average or high.

Man: Oh, that's difficult to say – I don't know how much everyone else makes. I'm certainly not poor, but I'm not rich either – certainly not after I've paid all my bills.

Male student: Shall we say in the middle then?

Man: Yes, I think so.

Female student: And how much money do you feel you have to spend? You said that you have to pay a lot of bills.

Man: Yes, I feel that I don't have very much. I earn quite good money, but it doesn't feel like that most of the time. I guess everyone would like to have a bit more money, though.

Male student: OK, so what do you spend most of your money on?

Man: Well, most of it goes on monthly expenses. I've got a big mortgage on my house, and my children's school fees are very high. After I've paid for gas and electricity and water, and all the insurance on the house and my car, I don't have much left. I like taking my wife out to a nice restaurant once a month, but I don't very often buy clothes. Oh – and I collect radios – old radios – that's my hobby.

Female student: And how do you usually pay for the things you buy?

Man: I use my debit card for most things these days. I have two credit cards, but I don't like using them. I prefer to pay for things immediately, otherwise I feel I'm getting into debt. I pay my bills online or over the telephone. I usually have between ten and twenty pounds in cash with me to pay for emergencies – taxi fares and that kind of thing.

Male student: What do you think is good value for money?

Man: Mm, not very much, to tell you the truth.

Everything seems to cost more than it should these days. I think my telephone and Internet broadband package is good value for money, though. That's my telephone line, any number of national calls and unlimited Internet use for only £22 a month. I think at least one member of my family is online for an hour or more every day. I think £22 is a very good deal.

Female student: And what do you think is a waste of money?

Man: Personally, I don't understand why anyone buys a new car. They are so expensive, and as soon as you drive them out of the showroom, they're worth three thousand pounds less. Perhaps I'm just saying it because I can't afford a new car myself, but to me it seems so much more sensible to buy a good second-hand car for half the money.

Male student: Do you ever buy anything you can't afford?

Man: Yes. I collect radios – old radios. I have nine now, and they're quite expensive. I paid £350 for a 1950s radio last month – I didn't have much money for the rest of the month after that! My wife thinks I'm crazy, but it's important to treat yourself occasionally – don't you think? My wife buys nice perfume and lots of clothes, and I have my radios.

Female student: OK – so, finally – would you say that you're a spender or a saver?

Man: Well, as I said, I don't really have much to save, but I guess I'm a saver rather than a spender. It's good to enjoy money if you have it, but you must save for a rainy day. You never know what will happen in the future.

Female student/Male student: Thank you very much for talking to us – have a nice day, now.

For questions 5–9, complete the notes. Use no more than two words for each answer.

[Play track 96 again]

Track 97

Unit 9 Consolidation – Speaking

B Listen and check your answers.

1

Man 1: I don't mind shopping in supermarkets. It's not much fun, but everyone has to do it.

2

Woman 1: I prefer shopping in small local shops. The shopkeepers are so much more friendly.

3

Man 2: I don't really like shopping for clothes. I always want a pair of shoes or a jacket that I can't afford.

4

Woman 2: I really enjoy shopping for DVDs. I usually find something I want to see.

5

Man 3: I don't enjoy shopping in markets. They're too busy, and a lot of what they sell there isn't very good.

Track 98

Unit 9 Exam Practice – Listening

A You will hear a man giving a talk to some Economics students about managing money. For questions 1–6, choose the correct letter a, b or c.

Voice: Good morning, everyone. I think you all know me now. For anyone who doesn't, my name's Brian Sinclair, and I work for an independent financial advice service. Coming in and talking to students makes a nice change.

Now, you might think that because you're young, you don't really need to start worrying about money yet. You might feel that now is the time to enjoy life, and that you have plenty of time before you really need to start managing your money. Some of you probably think that you haven't got any money to manage anyway. I hope that by the end of my talk, you'll see that it's never too early to start planning ahead, and never too early to start making your money work for you.

Now, first of all, the key to good money management is time. The more time you are prepared to spend managing your finances, the better your money will work for you. So, the earlier you start managing your money, the more effective the process becomes. Too many people start that process too late in life. Rather than managing their money, they end up trying to manage on the money they have.

Basically, there are four questions that any money management programme should answer: What are your financial goals? When do you want to achieve them? What money is available to you now? And what risks are you happy to take in order to reach your goals?

Now, the first question is really the key question, and the first thing I want to talk about is houses. You might say that a house is a necessity rather than a financial choice – everyone needs a house – but

buying one, or more than one, is the biggest financial transaction that most of you will make in your life. How much money you invest in a house or an apartment, and how much that property costs each month, will affect all other aspects of your financial programme. You will also need to think about the kind of lifestyle you want to enjoy. If travelling round the world or taking holidays in exotic places is very important to you, you will have less money to save and less to invest. Now, I'm certainly not saying that good money managing means not having a holiday. I'm saying that managing your money well means that you have to consider each choice you make. It puts a cost on the choices you make, if you like.

Now, when you have set yourself financial goals, you have to think about timing. The most obvious consideration is retirement. When do you want to stop having to work? It may seem a long way off to most of you, but if you want to retire when you're fifty, you will need to start planning very soon. To achieve your goal in terms of timing, a lot will depend on how much surplus money you have. By surplus money, I mean money that you have left after you have paid all your expenses.

Now, it is important that you don't simply accept that what you have left after you pay all your expenses is the only money you have. Far too many see finance in this very simple way. You must think about your assets – what you have that is worth money, and whether your expenses can be reorganized so that you have more surplus cash. Let me give you some examples. One asset might be your house. You might decide to sell it, and buy another one in an area where property is cheaper – you might decide to rent one of the rooms to a student for a while. One expense might be keeping a car on the road – you might realize that it makes more financial sense to sell the car and use the train or take taxis.

Now, this is where investment and risk-taking come in. When you have decided how much surplus money you have, you should think about how you can best invest it. The more risk you are prepared to take, the more money you can make. Remember, though, you can also lose money – so, unless you know a lot about the area in which you invest money, it is best to get advice from people who know what they are doing.

Now, like all programmes, you need to revise your financial management programme from time to time. You might suddenly earn more money, or you may find a way of freeing money that was previously unavailable. Perhaps some of the goals that you set ... *(fade out)*

For questions 7–13, complete this summary of the final part of the talk. Use no more than two words in each space.

[Play track 98 again]

Track 99

Unit 9 Exam Practice – Listening

B You will hear the owner of a taxi firm talking to his accountant. For questions 14–19, complete the information in the table. Use no more than two words or a number for each answer.

Accountant: Hello, Mehmet. How are you?

Businessman: Oh, good morning, James. I'm not too bad. I'm glad you could come and see me.

Accountant: Yes, when you spoke to me on the phone I got the impression that things are not going so well. Is there a problem?

Businessman: Please sit down. Would you like a coffee?

Accountant: No, I'm OK – I had a coffee on the train. So, Mehmet, tell me.

Businessman: I'm very worried. I just don't understand what's been happening recently – business is down, and the money is just not coming in like it was.

Accountant: Mm, well, have you made any changes to the way you operate the business – changes that could affect profit?

Businessman: Well, yes. I've cut the number of drivers operating at the airport.

Accountant: By how many?

Businessman: Down from ten to eight.

Accountant: Why?

Businessman: Because I expected a fall in the number of people using the airport. The number of flights coming in has reduced by fifteen per cent. There are fewer evening arrivals – during the day, more people take a bus into the city centre – it saves them a lot of money, and it doesn't take that long. The drivers were waiting longer for customers.

Accountant: OK. Have you made any other changes?

Businessman: No. Well, I transferred the two airport drivers to the city centre.

Accountant: Why did you do that?

Businessman: Well, I didn't want to just dismiss them. It wouldn't be fair. Anyway, I predicted a rise in business in the central business district – everyone is talking about expansion there – more jobs and so on. I expected more people to use pre-booked taxis.

Accountant: So, you've reduced the number of drivers operating at the airport, and increased the number of drivers operating in the city centre?

Businessman: Yes, James. I've explained that.

Accountant: So, how many drivers do you now have operating in the city centre?

Businessman: Sixteen.

Accountant: Did you look carefully at the profitability of airport taxis and city-centre taxis when you made your decision?

Businessman: You mean, separately? No, not really. I just looked at the overall figures, and then made predictions.

Accountant: Mm, it might have been better to lay off two or three of the airport drivers – at least for a month or

two – and then re-employ them if business improved.

Businessman: No, all the drivers have worked for the company for a long time – they have families to support. I couldn't do that. Anyway, who says they would be available when I wanted to re-employ them? They might find a job somewhere else. Good drivers are difficult to find.

Accountant: Mehmet – I think you're trying to keep everyone happy. You must think more like a businessman. It seems clear to me that the problem here is that ... (*fade out*)

For questions 20–23, complete the notes. Use no more than two words or a number for each answer.

[Play track 99 again]

Track 101

Unit 10 Vocabulary 1

B Listen to some students and check the pronunciation. Then practise saying the words.

1

Student 1: They're very happy with their new baby.

Student 2: Yes, and probably very proud, too.

2

Student 1: He looks very relaxed. He doesn't have to worry about anything.

3

Student 1: She's disappointed. She expected to get the job.

4

Student 1: The little boy's sad.

Student 2: Yes, he looks very upset. His toy's broken.

5

Student 1: He looks bored.

Student 2: Yes, it must be a very boring lesson.

6

Student 1: They're confused. They don't know which way to go.

7

Student 1: I think he's feeling quite nervous.

Student 2: Yes, he's worried that he's going to fail his test.

8

Student 1: They're really excited about going on the ride.

Student 2: They might be feeling a bit nervous, too.

9

Student 1: They're scared. They don't want to go up to the castle.

Student 2: Yes, they're really frightened.

10

Student 1: She's surprised. She wasn't expecting a present.

11

Student 1: Oh dear, he's very annoyed. They've broken his window.

Student 2: I think he's really angry.

Track 102

Unit 10 Vocabulary 1

Pronunciation check

Words like *frightened* and *frightening* are difficult for students to say. Most native speakers produce a sound that you cannot find on the phonetic chart. The sound is made in the top of the nose. Listen to these words that have the sound. Then practise saying them.

- | | | | |
|---|------------|---|-------------|
| 1 | frightened | 2 | frightening |
| 3 | certainly | 4 | curtains |
| 5 | important | | |

Track 103

Unit 10 Speaking 2

B Listen to some students answering the questions.

Make notes.

1

Examiner: What makes you happy?

Student: Being with my family at the weekend makes me happy – and sunny weather.

2

Examiner: When were you last excited about something?

Student: I went to see Germany play during the World Cup. I was very excited, and a bit nervous, too – I didn't think we would win that game.

3

Examiner: What makes you really angry?

Student: I get angry when people drop rubbish in the street or write things on the walls. I just don't understand why people want to make the place they live in look horrible.

4

Examiner: What do you worry about?

Student: I worry quite a lot about money. I always feel that I should have more.

5

Examiner: When did you last get nervous about something?

Student: I got very nervous when I took all my exams last year. It was OK, though – I passed them. I sometimes get nervous before I fly, too.

6

Examiner: What do you do to relax?

Student: I listen to music with my headphones on, or go for a swim.

Track 104

Unit 10 Vocabulary 2

B Listen to some students using extreme adjectives to answer questions.

1

Examiner: So, what sort of thing makes you really angry?

Student: I get absolutely furious when people are cruel to animals. People think animals are less important than people.

2

Examiner: Parachute jumping sounds very exciting. How many jumps have you made?

Student: I've made five now. I made my first jump last year. I was absolutely terrified before I jumped, but then when I was in the air, it was absolutely fantastic.

3

Examiner: And so how did you feel when you got your exam results?

Student: Well, I was in Italy with some friends. My mother phoned to tell me I had passed them all. When I heard the news, I was absolutely delighted.

Track 105

Unit 10 Vocabulary 2

C Listen again and complete these sentences.

[Play track 104 again]

Track 106

Unit 10 Listening 1

B Listen to the introduction to a radio programme about phobias. Answer the questions in Exercise A.

Voice: Good afternoon. On today's programme, we're going to hear about phobias, and learn what some of the most common phobias are. Now, a phobia is really a fear or an anxiety, but it's a very strong fear or anxiety. In fact, phobias are often called anxiety disorders – a disorder is something that is wrong. People don't understand why they have a phobia – they can't explain why they are so afraid of what it is they have a fear of. It is difficult to know exactly how many people are affected, but some doctors think around fifteen per cent of us have a phobia of one kind or another. Some phobias can make it very difficult for people to live a normal life – a fear of water or of open spaces, for example. Nobody knows exactly why people have phobias, but it is probably a mix of brain chemistry – something that is just there inside us – and past experience – fears caused by what has happened to us some time earlier in our life. Today, I have in the studio Doctor Alan Carling. He is an expert on phobias, and he is going to tell us about the five most common phobias. Later, he will talk about how people can overcome a phobia, or at least learn to live with one.

Track 107

Unit 10 Listening 1

D Listen to the rest of the programme. In what order does the speaker mention the phobias in Exercise C?

Female voice: Doctor Carling, welcome to World Wise.

Dr Carling: Good afternoon. Now, Anne has described what a phobia is, so I won't go back over that. I'll go straight on to talk about the most common phobias, and how some phobias have similar qualities and cause similar difficulties to the people who suffer from them.

The most common phobia is arachnophobia. Now, that might not be surprising – most people don't like spiders – but a phobia about spiders is more than just a fear. People who suffer from arachnophobia may panic if they see a spider – however big or small it is. They don't want to go to places where there could be spiders, so they will feel uncomfortable if they go down to the cellar, up to the attic or find themselves in any room that hasn't been cleaned. They may not want to go out into their garden.

Female voice: Mm, I don't like spiders, but I don't think my fear is quite that bad.

Dr Carling: No, probably not. The second most common phobia is social phobia. Now, this is complex, and the person who suffers will be afraid of a range of situations. The real fear is of being with other people, especially large groups of people. People who have social phobia have very little confidence, and feel that other people are judging what they do and say all the time. They feel that what they say is stupid and that people are laughing at them. A person with social phobia could not speak in front of a group of other people, for example. Some sufferers do not like eating with other people – even members of their family. The phobia can make it very difficult for those who have it to live a normal life.

Female voice: That's very interesting. I have friends who are uncomfortable in large groups. They don't like parties, and so on.

Dr Carling: Yes, it's a common fear, but not necessarily a phobia. Now, another phobia that will probably not surprise people is aerophobia – the fear of flying. A lot of people don't really like flying, but a small number of people simply cannot fly. They know it is safer than driving a car, but they panic as soon as they are near a plane. It is usually a result of seeing a plane crash on TV or reading about one in the news. Aerophobia is unusual because it seems that the person who suffers from it can do something about it. It seems that if the person makes one successful flight, they may not be frightened again in the future, and will fly quite happily.

Female voice: That's amazing. I really didn't know that.

Dr Carling: Now, the fourth phobia is agoraphobia. This is similar in some ways to social phobia, and certainly means that the person who suffers doesn't like to be around a lot of other people. Agoraphobia is a fear of not being able to escape from a crowded place. The person who suffers will panic in a crowd, and will often feel physically sick. The condition is made worse because the person who suffers is then afraid of having a panic attack in front of so many other people. In some cases, those who suffer will not want to leave their house.

Female voice: That sounds terrible.

Dr Carling: Yes – a very serious condition. So, the fifth and final phobia I'm going to talk about is claustrophobia – a fear of being trapped in a very small space. People with claustrophobia will not want to be in a lift, or 'elevator', as the Americans say. They will often avoid

travelling by train or bus, as they are afraid that an accident could mean being trapped somewhere. They do not like a room with all the doors closed. It seems that people who suffer from claustrophobia can become very anxious simply by imagining being in a small space, and not being able to escape.

Female voice: That sounds terrible. Even if they are not in a small space, they can experience fear and anxiety?

Dr Carling: Absolutely.

Female voice: OK, now, thank you for that summary. I think what we really want to know now is ... *(fade out)*

Track 108

Unit 10 Listening 2

A Read the questions carefully. Then listen again and answer them. What does the speaker say about each of the phobias 1–5?

[Play track 107 again]

Track 109

Unit 10 Listening 3

A Listen to the same speaker talking about three more phobias. Match the pictures with the extracts. There are two pictures that you do not need.

Extract 1

Voice: Acrophobia is a fear of heights. A lot of people confuse it with vertigo, which is a normal feeling that people get in a very high place. Acrophobia is a phobia and can be very dangerous. The person who suffers may panic and want to escape the situation – the quickest way to escape is to jump. People who suffer from acrophobia will avoid being at the top of tall buildings, and will not like going up long staircases. It may be a phobia that is a result of past experience. Children see things fall and break, and so become very frightened of the same thing happening to them.

Extract 2

Voice: Now, this phobia has a number of different names – brontophobia, astraphobia and keraunophobia. It is a phobia of storms – especially storms with thunder and lightning. It is especially common in children, but can continue into adult life. People who have a serious phobia worry when the spring turns to summer – they expect there to be more storms during that time. When a storm is approaching, they feel very uncomfortable and even physically sick. Many of those who suffer – especially children – hide when there is a storm, perhaps in a cupboard or under the bed. Adults with the condition may watch weather forecasts on television every thirty minutes to check that the weather is good.

Extract 3

Voice: Now most people are, to some degree, afraid of dying, but necrophobia is a fear of anything connected with death. It is more than a fear of dying.

People who have necrophobia are terrified of seeing dead things. They will stay away from museums where there are mummies or skeletons, and avoid any images of dead people. They will panic if they see a dead animal in the street or in a forest, and will avoid watching a programme or movie that shows people dying or near to death. This phobia may be something that is natural in all of us to some degree, but is probably made worse by seeing a dead person or a favourite pet dying at some time in the past.

Track 110

Unit 10 Listening 3

B Listen again and answer the questions.

For questions 1–6, write:

- A If the statement refers to the first extract.
- B If the statement refers to the second extract.
- C If the statement refers to the third extract.

[Play track 109 again]

Track 111

Unit 10 Consolidation – Speaking

A Look at these exchanges between an examiner and some students. Then listen. What do you think about the students' answers?

1

Examiner: So, were you disappointed when you didn't get into university?

Student: No, I didn't care.

2

Examiner: So, working in advertising must be very exciting.

Student: No, it's very boring most of the time.

3

Examiner: Are you nervous about the exams that you're taking next month?

Student: No, I'm not nervous. I like exams.

4

Examiner: What did you think of London? Did you get confused travelling around on the tube?

Student: No, it was easy.

Track 112

Unit 10 Consolidation – Speaking

B Listen to these students answering the same questions. How are their answers better?

1

Examiner: So, were you disappointed when you didn't get into university?

Student: Actually, I didn't mind too much. I wasn't sure that I really wanted to go to university anyway.

2

Examiner: So, working in advertising must be very exciting.

Student: Mm, yes and no. It can be quite boring, actually. You do the same thing a lot of the time.

3

Examiner: Are you nervous about the exams that you're taking next month?

Student: I'm quite looking forward to them, actually. I quite like doing exams.

4

Examiner: What did you think of London? Did you get confused travelling around on the tube?

Student: It wasn't too bad, actually. I've been to a few big cities before.

Track 113

Unit 10 Consolidation – Speaking

C Look at the tapescript and listen again. Highlight expressions you want to use.

[Play track 112 again]

Track 114

Unit 10 Consolidation – Vocabulary

B Listen and mark the main stress on the words in Exercise A above. Then practise saying them.

- | | |
|--------------|-----------------|
| 1 e'motional | 2 disap'pointed |
| 3 an'noying | 4 'frightened |
| 5 'furious | 6 'anxious |
| 7 an'xiety | 8 'pressure |
| 9 'sociable | 10 ap'preciate |

Track 115

Review 2 – Writing

A Look at the interviewer's first question and then listen to the first part of the interview. Mark these statements (T) true, (F) false or (NG) not given.

Examiner: Well, the first composition is completely different. I think it's fair to say that the General Training writing exam is easier. In the Academic exam, students need to look at a graph or chart and then explain what they see. They need to learn how to use a very specific type of academic language. In the General Training exam, they write a letter. It is usually formal, but it can be informal. Of course, they must learn how to write various types of letter, but generally it is an easier task. The second composition is similar in both versions of the exam. It involves discussing a topic or agreeing or disagreeing with a statement. In the General exam, the topic may be a little more general – about a social issue, for example. In the Academic exam, the topic can be more academic – discussing technology or space travel, for example. Students taking the General Training Module often find the second composition much more difficult than the first.

Track 116

Review 2 – Writing

B Look at the interviewer's second question and then listen to the second part of the interview. Put the points into the order in which you hear them.

Examiner: Well, there are quite a lot of different things to look for and, of course, it depends on the level of the student who's writing. I can quickly see if the composition is written by a student with a lower level of English, or if it's been written by a very advanced learner. I need to look for different things then, so I can decide what grade to give. However, there are certain aspects of a composition that are very important – in fact, essential – and that is the same for any student who takes the exam. Firstly, what the student writes must be relevant to the question – it doesn't matter how well written a composition is, if it doesn't answer the question, it won't pass. Then there's the word count – the letter must be at least a hundred and fifty words, and the second composition two hundred and fifty. Sometimes a student writes very well but just doesn't say enough, and I'm afraid I can't pass the composition. All examiners say that a composition must be easy to read. That means they can understand what the student is trying to say. It doesn't have to be perfect English, but it must be easy to follow – sometimes that means that the student should keep it simple. A simple composition that is easy to follow is better than a very complex composition that is difficult to follow. Now, organization: all compositions should be organized – of course, that's what makes them easier to read. The student must make his or her points in a logical order, and they should introduce and conclude their ideas. Any type of composition should be divided into paragraphs, and each paragraph should have a purpose. Even lower-level students should understand that a topic sentence introduces a paragraph, and helps the reader to follow what the writer is saying. Students should be able to use reference words – at lower levels, these can be simple references, like 'this' and 'that', but at higher levels I expect to see more advanced reference and linking words. Finally, the student needs to use language that is appropriately formal or informal. If the composition is a letter to a college principal, it's not good to have lots of contractions and very informal vocabulary.

Track 117

Review 2 – Writing

C Look at the interviewer's third question and then listen to the third part of the interview. Complete the summary below. Use no more than two words for each answer.

Examiner: Well, these are all important, but not quite as important as what I mentioned before. In order to score a very high mark, students need to use an advanced

range of vocabulary – which is all spelt correctly, of course. To score a lower grade, but to get the grade they want, students should keep it simple. Of course, if they know the right word or phrase they should use it, but it is more important to make their point simply and clearly. Too many students try to use words and phrases that they have only heard once or twice and don't really understand properly. As for grammar, the same applies. Advanced students will show that they can use all sorts of grammatical structures and score a high mark, but it's just not necessary if you are aiming for a lower score. Lower-level learners should make sure they use basic structures accurately. Then, if they feel confident with more challenging structures, they can try to use them. Students shouldn't try to say what they don't know how to say – they can usually make their point without having to use very complicated grammar.

Track 120

Unit 11 Vocabulary 2

Pronunciation check

The *ough* at the end of words is sometimes pronounced in different ways. Sometimes it is pronounced /ɒ/, sometimes /ʌ/ and sometimes /əʊ/. It is difficult to know which way is correct if you see a new word.

Decide how these words are pronounced.

- | | |
|----------|----------|
| 1 cough | 2 enough |
| 3 though | 4 rough |

Listen and check your answers.

Track 121

Unit 11 Listening 1

B Look at the next part of the flow chart. Listen and complete the notes using no more than two words for each answer.

Voice: If you are not showing those symptoms, you may have another problem. You should ask yourself – do I have a bad cough, and is it difficult to breathe? If it is difficult to breathe or you feel out of breath, you may have bronchitis. Bronchitis is really a bad cold with a cough, but it can last longer than a typical cold and be more difficult to treat. If you have bronchitis you should get plenty of rest and drink lots of water. If you smoke, you will make things much worse by smoking while you are ill. You should try to stop completely while you have the symptoms. You can buy medicine at a chemist that will relieve the pain of the coughing, but you really should contact a doctor immediately if the symptoms don't clear up or get worse.

Now, if you don't have a bad cough, but you do have a runny nose and sore eyes, it could be an allergy. Perhaps you are allergic to something common, like cat hair, or perhaps it's something unusual that you don't know about yet. Explain the symptoms to somebody at a chemist, and they may be able to give you medicine that will help. It might be better to see

your doctor and get some advice, though.

Track 122

Unit 11 Listening 2

A Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using no more than two words for each answer.

Voice: There are various different reasons why you may have a headache. Some of them are not serious and can be treated easily – perhaps by simply taking a painkilling tablet, like an aspirin. Some headaches, however, may be a symptom of something far more serious, and you should get immediate advice.

First of all, ask yourself if you think you have other symptoms that suggest you have a cold. Do you have a fever, a runny nose, a cough or a sore throat? Have you been sick at all? If you have, then you probably have a bad cold or the flu, and the headache is just one of the symptoms. Get plenty of rest and drink plenty of water. There are many types of medicine that you can buy at a chemist, and these will relieve some of the symptoms. Remember, though, medicine will not actually cure the condition, and you might prefer to just drink hot water with some lemon and honey and take a couple of aspirin.

Now, if you don't think you have a cold, you must ask yourself how bad the headache is. If the headache is really bad and you have a stiff neck, there may be a bigger problem. If you feel that normal light is hurting your eyes, it may also be cause for concern. Meningitis is a serious condition. It is caused by an infection of blood around your brain and spinal cord. The condition can seriously affect your brain if not treated immediately. You must see your doctor or go immediately to the nearest hospital.

If you do not show these symptoms, you may still have something that needs treatment quickly. You may have an injury of some kind, and you must try to remember if you have hit your head at all in the last few days. If you have, you may be suffering from concussion. Concussion occurs after an injury to the head, when blood pushes against the brain. It is very serious and you must make sure that you get treatment immediately.

Now, if you don't remember any recent injury, you must ask yourself if you feel ... *(fade out)*

Track 123

Unit 11 Consolidation – Speaking

B Listen to a student talking and answer the questions.

Examiner: OK, so are you ready?

Student: Yes, I think. OK, I was on my bicycle. I was riding quite fast, but there was not much traffic ... um ... um ... there were a lot of cars parked along the side of the road. One man – he opened the door of the car and, bang, I didn't have time to stop ... um ... I hit the door and came off the bicycle.

Examiner: And?

Student: Err ... oh, yes ... let me see the card again. What did I do? Um ... I was in the road ... and I could see a car was coming towards me. Um ... I jumped up and the first thing I wanted to know was 'is my bicycle OK?' ... I thought I was OK, but I was worried about my bicycle. Um, my bicycle was OK, and I took it to the side of the road. I realized that my chest hurt quite badly. I sat down, and the driver of the car called an ambulance. I discovered that one of my ribs was broken.

Track 124

Unit 11 Consolidation – Speaking

D Listen to the same student trying again. What does he do better the second time?

Examiner: OK, so are you ready?

Student: Yes. Well, this was about a year ago. I was on my bicycle, and I was riding quite fast on a main road. It was a new bicycle, and I was really happy with it – maybe I was riding too fast. There wasn't much traffic, but there were a lot of cars parked along the side of the road. Suddenly, the driver of one car opened the door of his car. I'm sure he checked to see if any cars were coming, but he didn't see me on my bicycle. I tried to brake, but I didn't have time to stop and, bang, I hit the door and came off the bicycle. Then, I remember that I was lying in the road, and I could see a car was coming towards me. I jumped up and the first thing I wanted to know was 'is my bicycle OK?' I thought I was OK, but I was worried about my bicycle. My bicycle was OK, and I took it to the side of the road – the pavement, I think. That is when I realized that my chest hurt quite badly. I sat down, and the driver of the car called an ambulance. I soon discovered that one of my ribs was broken.

Track 126

Unit 12 Speaking 2

A Think about how you could answer these questions from the first part of the speaking exam. Then listen to some students and tick the speaker who gives a better answer.

Question 1 – Speaker 1

Examiner: What sort of climate does the area you live in have?

Student 1: Sometimes it's hot, and sometimes it's cold.

Question 1 – Speaker 2

Examiner: What sort of climate does the area you live in have?

Student 2: Well, it's quite an extreme climate. Summers are usually very hot and sunny, but winters are very cold. There's usually snow in January and February.

Question 2 – Speaker 1

Examiner: Tell me about the weather in your country.

Student 1: It's always very hot.

Question 2 – Speaker 2

Examiner: Tell me about the weather in your country.

Student 2: Well, it depends on the time of year. In summer, it's always very hot and dry. The temperature can reach forty-five degrees. It doesn't rain for months. In the winter, it is quite cold, especially at night. It rains a lot in spring.

Question 3 – Speaker 1

Examiner: Is there one season that you especially like?

Student 1: Yes, I like spring. I always feel happy because winter is over and it's like a new start. The weather is nice, but it's not too hot.

Question 3 – Speaker 2

Examiner: Is there one season that you especially like?

Student 2: Yes.

Examiner: Err ... which season do you like?

Student 2: I like summer.

Question 4 – Speaker 1

Examiner: Do you do the same things in summer as in winter?

Student 1: No.

Examiner: Oh, err ... so you do different things in the winter?

Student 1: Yes, different things in the summer and the winter.

Question 4 – Speaker 2

Examiner: Do you do the same things in summer as in winter?

Student 2: Um, well, a lot of things are the same. I go to work the same, and spend free time with my family, but some things are different. During the summer, I take my little girl to the park a lot and have days out with her. In the winter, we stay at home more. During the winter, I go skiing at least once a month.

Track 127

Unit 12 Speaking 3

Pronunciation check

Notice how the *-ture* at the end of *temperature* is pronounced.

Here are some more words that have the same ending.

Listen and then practise saying them.

- 1 picture
- 2 nature
- 3 adventure
- 4 culturé

Track 128

Unit 12 Listening 1

B Listen to the weather forecast and check your predictions.

Voice: Tomorrow will be another wet day across most of the country. The south-east can expect the worst of the weather, with heavy rain early in the day. Towns along the south-east coast may experience severe storms with thunder and lightning. Later in the day conditions should improve, but showers are still likely in most places during the afternoon. It will also be cold for the time of year, with the temperature remaining at around six degrees.

Track 129

Unit 12 Listening 1

- C Listen again and complete the notes. Use no more than two words for each answer.

[Play track 128 again]

Track 130

Unit 12 Listening 2

- B Listen to the conversation and check your predictions.

Male 1: Oh, no – is it raining out there?

Male 2: Raining? It's absolutely pouring down. They said on the weather forecast that it would rain, but I didn't think it would be like this. How come you're not wet?

Male 1: Ah, well, I heard the forecast, too, so I took a taxi from the station.

Male 2: Mm, you're lucky. I'm absolutely soaked. It's really chilly out there, too. I hope I don't get pneumonia!

Male 1: Well, never mind. They say it's going to get better later on.

Male 2: Yes, but that doesn't help me. I'm going to be in these wet clothes all day!

Track 131

Unit 12 Listening 2

- C Listen again and complete the lines. Use no more than two words for each answer.

[Play track 130 again]

Track 132

Unit 12 Listening 4

- A Listen to the four extracts and match them with the descriptions below.

Extract 1

Voice: Hi, everyone – I'm a bit nervous about doing this, so ... err ... Anyway, as you all know, I come from Libya, and I'm going to talk about sandstorms. Sandstorms are very common in the Sahara Desert, and so people in Libya, which is near the Sahara Desert, know all about them. Now, we say 'sandstorm', but it's not really a storm – there's no rain or thunder and lightning. There are sandstorms when a strong wind picks up sand and carries it. As the wind blows, the sand in the wind causes more sand to move around, and that is also picked up. A very strong wind can pick up a huge amount of sand – look at my first image on the board, here. As you can see, a severe sandstorm looks like a huge wall or wave of sand. Can you imagine that coming towards you? Now, I will tell you what you should do if you know a sandstorm is coming, or even if you get caught in a sandstorm ...

Extract 2

Female 1: So, have you decided where you're going on holiday yet? You were talking about Spain.

Female 2: No, we've changed our minds. We're going to Egypt for two weeks.

Female 1: Wow, really? When are you going?

Female 2: The second week in August.

Female 1: Egypt in August – you're brave. It'll be absolutely boiling then, won't it?

Female 2: Yeah – that's what I want! We'll go and see the sights early in the morning when it's still quite cool, and then lie around by the swimming pool in the midday heat.

Female 1: Mm, I went to Morocco in the summer a few years ago. I couldn't sleep until about two in the morning. I always said that if I went anywhere like that again, I'd go in the spring or autumn.

Female 2: Well, I can't wait. You just see my tan when I get back!

Extract 3

Female: Good evening, Professor Drake, and welcome to the programme.

Prof: Good evening.

Female: Now, as we have heard, it appears that there are a greater number of hurricanes now, particularly in the Atlantic, and that hurricanes are becoming more violent and causing more damage. First of all, could you explain what causes a hurricane?

Prof: Yes, certainly. Hurricanes – or tropical cyclones, as they are also known – are really huge storms, or a number of storms that occur together within a small area. They are caused by low pressure and moist air rising from the Earth's surface – usually the surface of the sea. As the moist air rises it becomes warmer, and this is what forms the hurricane. If the hurricane is strong enough, it will develop an eye. The eye, which is circular, is at the centre of the hurricane and can be huge – three hundred kilometres in diameter, perhaps. The eye is usually calm – it is the area around the eye – the eyewall – where the storms occur. The eyewall surrounds the eye like the wall of a huge vertical passage, and is made up of the strong winds that cause the damage when the hurricane passes over land. Spreading out from the eyewall is the vast area of clouds and rain that we call the rain bands. These rain bands can spread for hundreds of kilometres.

Female: Thank you for that, professor. Now, why is it that the world is experiencing a greater ... *(fade out)*

Extract 4

Voice: Floods occur when the water level rises in an area where there was previously little or no water. Floods can be dramatic – they occur suddenly, and the water level rises quickly – or creeping – the water level rises over a longer period of time. They occur either because there is a larger amount of rainfall in an area than is usual, or because ice melts. Floods generally cause damage and negatively affect the economy of an area, but they can also be beneficial. The River Nile floods annually, and the water brings nutrients to the soil in surrounding fields. This, of course, means better crops. Most floods occur naturally, but they can be ... *(fade out)*

Track 133

Unit 12 Listening 4

B Listen again to each extract and complete the tasks below.

[Play track 132 again]

Track 134

Unit 12 Writing 2

C Listen to the discussion and circle the option you hear.

Teacher: So, personally, I have quite strong views about this issue, but I want to hear what you have to say. I don't need to practise my English. I'll tell you what I think at the end. Now, I'm not going to ask individual people what they think, but I'd like to hear from everyone, if possible – OK? So ...

Student 1: Well, I have mixed feelings. I think zoos are quite cruel, but I enjoy going to them. I like to see animals that I know I will probably never see in the wild – like tigers and elephants.

Student 2: But if you really want to see them, you can go on a safari or a jungle trek.

Student 3: No, that's not true for everyone – safaris are really expensive and you don't see all the animals you want to see anyway.

Student 2: I think in this day and age, people can see wild animals on TV all the time. There are really realistic DVDs and Internet pages.

Student 1: But that's not the same as seeing the real animal.

Student 2: I think it's better to see an animal on TV in its natural environment – hunting or playing with its babies – than see it in a little cage at the zoo looking miserable. Big animals that hunt, like lions, tigers and bears, always look very unhappy in a zoo. I heard that they don't live as long in a zoo as they do in the wild.

Student 4: Yes, in my country, zoos are not very well-kept. The children shout at the animals and sometimes even throw things at them. The animals suffer from stress.

Student 1: Well, somebody should stop them doing that. In most countries, zoos are better these days. Animals are in big cages and they can climb and run around.

Student 2: Um, I'm not so sure. When did you last see a lion chasing a zebra in a zoo?

Student 1: Well, there are some big wildlife parks in most countries. Lions might not hunt zebras, but they are free to walk around. People drive their car through the park and take photos.

Student 2: Yes, maybe they are better than small zoos, but they can't keep every type of animal. People go to a zoo to see as many animals as possible.

Student 3: Yes, and these days there are lots of interactive activities, too – like in a museum.

Student 1: People say that zoos are cruel, but I think some species of animal would become extinct if there were not zoos. Zoos help them to survive and keep them safe.

Student 3: Yes, that's true – animals like pandas in China find it very difficult in the wild because their homes are destroyed. They are safer in zoos, and people can help them to produce more pandas. I know it's not perfect to have animals in zoos, but one day it may be the only place that many types of animal exist.

Student 4: I really hope not. People should be doing more to protect the environments of animals in the wild.

Teacher: Um, that's true, but I think it's a whole new question. So – do you want to hear what I think?

Track 135

Unit 12 Consolidation – Speaking

C Listen to some students and match the answers they give to the questions in Exercise A.

Speaker 1: Yes, I think so. We are cutting down forests to build towns and cities, and using the wood from the forests for industry. We are polluting the air and the seas and rivers.

Speaker 2: Yes, I think everyone can see that it is. The ice is melting in the Arctic and Antarctic, and some countries are getting hotter. There are natural disasters, like hurricanes, in more places now.

Speaker 3: Yes, especially big animals like pandas and rhinos that people love. They must have special places where humans are not allowed to build and animals are safe from hunters.

Speaker 4: Mm, I'm not sure. It seems to rain much more than it did when I was little, but maybe I just remember the sunny days.

Speaker 5: Yes, if any more ice melts, some parts of the world will be under water. Some islands will disappear. I heard that some diseases from Africa and Asia will be common in Europe if it gets any warmer.

Track 136

Unit 12 Exam Practice – Listening

A You will hear someone talking to some students about how to stay safe when there is lightning. Look at the notes below carefully before you listen. For questions 1–10, complete this student's notes. Use no more than three words or a number for each answer.

Voice: Now, a big storm can be quite exciting, and you may want to go outside or stand by a window to get a better view, especially if it's not something you have seen much of before. However, it's not really a good idea. Thunder and lightning can be very frightening, and lightning can be very dangerous, too. You will all know that recently there have been a lot of storms, and that's why I want to warn you of the dangers.

Now, first of all, if you can hear thunder that means the storm is close, and it's close enough for you to be struck by lightning. Lightning can strike as far as fifteen kilometres away from the centre of the storm. Have you tried counting how many seconds

there are between the thunder you hear and the flash of lightning that you see? The less you can count, the closer the centre of the storm is. If there's less than thirty seconds between the thunder and the lightning, there is a danger.

If they say on a weather forecast that there will be a thunderstorm, you should cancel any outdoor activities that you have planned, especially if they are in areas where it will be difficult to get to safe cover. Don't go camping and don't play golf. Avoid any activities near still water, like fishing – water conducts electricity.

If you are outside when a thunderstorm starts, take cover inside a building as quickly as possible. If there are no buildings and you have a car, shelter in that. Make sure all the windows are closed. Sheltering under a tree or in a bus stop is not really safe – you do not have as much protection as you should. If you are in an open space, don't put up an umbrella and, whatever you do, don't use a mobile phone. The metal directs electricity into the body and can make any injury much worse. Anyone who is swimming or rowing a boat must get to dry land as quickly as possible.

Inside your home there are dangers, too. Don't take a bath or a shower when there is a thunderstorm – if lightning strikes a house, it can send surges of electricity through metal pipes. If a storm appears to be serious, unplug electrical appliances, like TVs and music systems. If the light goes out during a storm, try to use a torch – lighting matches or holding cigarette lighters inside the house is very dangerous.

Finally, don't go out or leave your shelter too soon after the storm has passed. Many lightning strikes occur after the storm has passed. Stay indoors for at least half an hour. Now, I hope I haven't frightened you too much, and I hope you enjoy the rest of ...
(fade out)

Track 137

Unit 12 Exam Practice – Listening

B You will hear an English family talking about their holiday options. Read the statements carefully before you listen. For questions 11–16, mark each of the statements on the following page with one of the following abbreviations.

Mother: OK, since we're all together for a change, let's talk about holidays. It's the summer holiday soon, and Dad and I have been discussing some places that everyone might like. Now, I don't want arguments, so let's hear what everyone has to say. Justin, have you thought about a summer holiday yet?

Justin: Can we go skiing again?

Ellie: I don't want to go skiing – not in the summer. It was freezing last time we went skiing – I had the flu for most of the holiday.

Mother: OK, Ellie – let's calm down. We can all make suggestions. We don't have to decide on anything today.

Father: Mum and I were talking about Turkey. Lots of

people go to Turkey in the summer. It's very popular at the moment. There's lots to see and some lovely beaches to relax on, too.

Justin: Yeah, but it'll be absolutely boiling – probably about fifty degrees.

Father: I think you're exaggerating a bit, Justin.

Justin: Maybe. But anyway, you know I get bored just lying on the beach all day.

Mother: Yes, but like Dad said, there's lots to see as well. We can go for day trips to sights and museums.

Ellie: Boring!

Father: I was thinking we could spend some time by the beach, and then go up to Istanbul for a few nights.

Mother: Mm, I don't know about that. I don't really want to go anywhere that's too crowded. I want to get away from stress – not go looking for it.

Father: Well, OK – perhaps just a day trip, then. I'd like to see it. They say it's one of the most exciting cities in the world.

Justin: A day trip from the coast to Istanbul – no way. We'd be on the bus for five hours there and five hours back. That's not my idea of fun.

Mother: OK, it's just one of the options. I said we don't have to decide anything today. I wouldn't mind staying in this country. We could drive to Cornwall or the Lake District. We could go up to Scotland – we've never been there.

Ellie: Mm ... except ... it'll be wet every day – probably pouring down most days. That's the trouble with holidays in Britain.

Father: Look ... we're not getting very far here, are we? Everyone is saying where they don't want to go and nobody is being very positive.

Justin: I said I want to go skiing.

Track 138

Unit 12 Exam Practice – Listening

C You will hear a lecturer talking about avalanches. Look carefully at the questions and at the diagram and box of words. For questions 17–19, complete the notes. Use no more than two words for each answer.

Voice: Most of you have probably never experienced an avalanche – they only occur in mountainous areas and not very often – but you've probably seen one on TV.

The most dangerous type of avalanche occurs when snow is loose and wet. Wet snow is very heavy – it moves slowly, but it causes a huge amount of damage. Most avalanches are started by the victim – that means the person who starts the avalanche is usually killed or injured in it. Not many avalanches destroy towns or villages, like you see in movies. People think that the wind can cause an avalanche, but that's not true. The wind can make snow loose and dangerous, but it doesn't actually make the avalanche start.

Now, look at this diagram on the board. Right at the top here, you see the trigger. That means the

cause – what makes the avalanche start. It's usually a person walking on loose, unstable snow. Below that is the start zone – the area where the avalanche builds up, and the snow starts moving. As the snow starts to move with more force, it creates a track. This is the path down which the snow slides. As the snow moves, it creates its own track. As more snow becomes loose, it follows the track down the mountain. On each side of the track are the flanks. The snow here is pulled into the track by moving snow. Finally, down here at the bottom, is the debris toe. This is where the avalanche ends. It will either be on the mountain, where there is not a steep enough slope for the snow to continue moving downwards, or it will be at the bottom of the mountain. Obviously, if it's the bottom of the mountain, a huge amount of damage could be caused. As I said before, however, this is not common, and ... *(fade out)*

For questions 20–24, match some of the words A–H in the box with the numbers on the diagram. Write the letters in the spaces.

[Play track 138 again]

Track 140

Unit 13 Speaking 2

A Listen to some students describing their homes. Which statement below is true?

Speaker 1: Mm, my apartment is very small, but very expensive. On the other hand, it's very close to where I work, so I save money on bus fares.

Speaker 2: I rent a house with some friends. It's not in very good condition, and my room is small, but I guess it's cheap, and it's better than being at home with my parents.

Speaker 3: I moved to a new house with my husband last year. It's very comfortable, and in a part of the city that we like. However, our neighbours are not very friendly, and they make a lot of noise.

Speaker 4: My apartment is right next to a busy main road – it's really noisy, and the windows are always black! On the plus side, it's very central, and I can walk everywhere.

Track 141

Unit 13 Speaking 2

B Listen again and fill each space with one word. Notice the incomplete highlighted phrases.

[Play track 140 again]

Track 142

Unit 13 Speaking 2

Pronunciation check

Listen again to sentences 1, 3 and 4 in Exercise B. Notice how the speaker pauses when a linking device introduces a contrast.

Practise saying the sentences.

Track 143

Unit 13 Listening 2

B Listen and complete the notes that one of the tourists made. Use one word only for each answer.

Voice: OK, is everybody still with me? Good. Now, before we walk up to the building, I would like to tell you a few things. You will enjoy looking around the building more if you have some background.

As I'm sure you know, many people think the Taj Mahal is the most beautiful building in the world, and I hope you now understand why. Look at the gardens and how they have been designed. They are the same on both sides of the building, so there is a sense of symmetry. The fountains and pools create a sense of calm. You will see as we approach the building that it is reflected in a large pool. This is where most tourists stop to take their first photos, and I'm sure you will, too.

We will see the building up close, of course, but from here what you notice is the dome on top of the building and the four towers, or 'minarets' as they are properly called, in each corner. Most people are surprised by the size of the dome and wonder at how its weight is supported. When you are closer you will see how the light at this time of the day makes the dome appear a blue-white.

Now, I expect most of you will know something about the story behind the Taj Mahal, but I will quickly summarize for those who do not. It is a truly romantic story – perhaps the most romantic story ever told. Shah Jahan was one of the most important men in India. He had built wonderful constructions all over the north of India. Suddenly, in 1629, his favourite wife died and the Shah was terribly sad. They say his beard turned white in one night. He wanted to create something to remember her by, and he decided to build the most beautiful monument he could imagine. The work started in 1632. It was finished thirty years later. 20,000 men worked on the construction.

Unfortunately, Shah Jahan did not have very long life to enjoy his project. His son ... *(fade out)*

toys or used for sport. In fact, they were the very first objects made by human beings that were heavier than air and could fly. They were used for weapons and for hunting. The oldest Aboriginal boomerangs date back to 10,000 years ago. At that time, they would have been very advanced in terms of technology.

Speaker 2: Of course, it's not really clear who exactly invented the television – a number of different scientists and inventors were working on similar projects at the same time. But a man from my country, John Logie Baird, is the man who created the first working television system. He first demonstrated his invention to the public in 1925.

Speaker 3: Everyone knows that we have achieved a huge amount in terms of space exploration. The space race between ourselves and Russia went on for nearly twenty years, but we were the first to land a man on the Moon. At that time, the space race was very close, and the Russians very nearly got to the Moon before us. For me, the most exciting invention, and the invention that really showed we were ahead in the space race, was the reusable space shuttle. It was first successful in 1981 and has since been used on many missions.

Speaker 4: Although the remains of very early ovens have been found in many parts of the world, it was here that they were first used frequently in people's homes.

In ancient Greece and in other parts of Europe and Turkey, it seems that people used ovens to bake bread. But it seems there was only one large oven that everyone shared. Here, the remains of villages from 5,000 years ago show that each mud-brick house was constructed with an oven, and that baking bread and perhaps cooking meat was common.

Track 151

Unit 14 Listening 1

E Listen again. Can you hear different accents? Who do you think has the strongest accent?

[Play track 150 again]

Track 152

Unit 14 Listening 2

A Listen to each speaker say more about each invention and complete the tasks. For questions 1–5, choose five answers from A–H. Which of these statements about boomerangs does the speaker make?

Speaker 1: Most people probably don't realize what a clever thing a boomerang is. People think they're just toys or something used for sport. In fact, they were the very first objects made by human beings that were heavier than air and could fly. They were used for weapons and for hunting. The oldest Aboriginal boomerangs date back to 10,000 years ago. At that time, they would have been very advanced in terms of

technology. The remains of boomerangs have been found in North Africa, India and parts of America, but it's the Aboriginal boomerang that everyone knows about. When it's thrown correctly it follows a curved path and comes back to where it was thrown from. Some boomerangs are only about ten centimetres long, but the biggest can be over two metres. Not all boomerangs are designed to come back to the thrower. Hunting boomerangs, some of which are still used by Aborigines in Australia, are designed as flat throwing sticks and are used for hunting. These boomerangs that followed a straight path and flew very fast were actually more difficult to make, and it could be that the famous returning boomerang was actually invented by accident as attempts were made to develop a faster hunting weapon. Nowadays, boomerangs are made mainly for tourists. It can be quite difficult to learn to throw one so that it comes back to you, and you may need a few lessons before you can do it properly.

For questions 6–11, listen and complete the flow chart. Use one word only for each answer.

Speaker 2: Of course, it's not really clear who exactly invented the television – a number of different scientists and inventors were working on similar projects at the same time. But a man from my country, John Logie Baird, is the man who created the first working television system. He first demonstrated his invention to the public in 1925. At one of London's most famous department stores, Logie Baird demonstrated how silhouette images could be seen to move on a screen. In 1926, he demonstrated his invention again – this time at his laboratory, to the Royal Institute and to reporters from the *Times* newspaper. The quality of the projected image had improved greatly and the event is considered to be the first real demonstration of a television system. In 1928, Logie Baird developed his invention and demonstrated the first transmission in colour.

For questions 12–16, complete the notes. Use no more than three words or a number for each answer.

Speaker 3: Everyone knows that we have achieved a huge amount in terms of space exploration. The space race between ourselves and Russia went on for nearly twenty years, but we were the first to land a man on the Moon. At that time, the space race was very close, and the Russians very nearly got to the Moon before us. For me, the most exciting invention, and the invention that really showed we were ahead in the space race, was the reusable space shuttle. It was first successful in 1981 and has since been used on many missions. The reusable shuttle can carry astronauts on space missions and can serve as a laboratory in which to conduct experiments. It can be used to transport equipment to space stations, or to collect or repair satellites. The shuttle carries

between five and seven crew members. When a mission is complete, the shuttle fires thrusters, which propel it back into the earth's atmosphere. It then glides down to make its landing.

For questions 17–19, complete the short summary. Use **no more than two words** for each answer.

Speaker 4: Although the remains of very early ovens have been found in many parts of the world, it was here that they were first used frequently in people's homes. In ancient Greece and in other parts of Europe and Turkey, people used ovens to bake bread. But it seems there was only one large oven that everyone shared. Here, the remains of villages from 5,000 years ago show that each mud-brick house was constructed with an oven, and that baking bread and perhaps cooking meat was very common. The ovens were made of clay and shaped like a beehive. Inside they had shelves, so that a number of loaves could be cooked together, and an opening at the bottom from which ash could be removed.

Track 155

Unit 15 Vocabulary 2

Pronunciation check

When one word ends in a consonant and the next begins with a vowel, you hear the consonant sound at the beginning of the second word rather than at the end of the first.

Listen to these examples from the unit.

- | | |
|--------------------|----------------------|
| 1 social issues | 2 drug abuse |
| 3 serious offences | 4 have been arrested |

Practise saying the phrases.

Track 156

Unit 15 Speaking 3

B Listen and answer these questions.

1

Examiner: Are there any crimes that are particularly common in your country?

Student: Mm, I think we have the same as other countries. But one crime that is a big problem is, erm ... you know, when somebody takes a child and asks for money ...

Examiner: You mean kidnapping?

Student: Yes, kidnapping. It is a big problem in my part of the world.

2

Examiner: Do you feel that London is a safe city to stay in? Is it as safe as Switzerland?

Student: No, not really. I think people are a little more aggressive. Sometimes, I think there will be a fight. The first flat I stayed in was on the ground floor, and there was a ... erm ... when someone comes in the flat and he steals things, erm ... anyway, that happened in my first flat. I wanted to move to another one after that.

Examiner: Oh, I'm sorry to hear about that.

Track 157

Unit 15 Listening 1

B Listen to somebody giving a talk about homelessness and check your ideas.

Part 1

Voice: Good evening. I'm so pleased that so many people have attended my talk. I know many of you are concerned about the number of homeless people that there are in the town centre. I know a lot of you will feel that the situation is becoming worse and that nobody is doing anything about it. However, I think that coming along this evening shows that you want to know more about homelessness and understand the issue, and not simply see it as a problem that affects you as individuals.

Now, I'll start by explaining what 'homeless' means – and it means a little more than simply sleeping out in the street. The people you see in parks and gardens, or bus stops and shop doorways, are a small percentage of the people that we class as homeless. People are homeless if they are sleeping on the floor or on the sofa at a friend's house. They are homeless if they are sleeping in a hostel or shelter for homeless people. They are homeless if they are sleeping in a car or any other vehicle. We also class people as homeless if they are separated from family or other people that they would normally live with. People are homeless if they live in conditions that are so bad that their health is affected, and they are homeless if they are in danger of violence or physical abuse. That means, as I said before, that homelessness is a much bigger issue than a few people sleeping in bus stops or shop doorways. This is just what you see.

Part 2

So, why do people become homeless? People do not choose to be homeless. They are not sleeping rough because they have chosen to leave a safe home or families who love them. They are homeless because there is no other option. People become homeless because they are poor – because they cannot afford to pay rent, or sometimes because they cannot afford to pay the mortgage on a house or an apartment that they have bought. People become homeless because they lose their job or have never had a job. There are related problems that often result in a person becoming homeless. Many homeless people have a drug addiction – they are either homeless because they spend their money on drugs, or they have become addicted to drugs because they are homeless. A high percentage of homeless people have mental health problems and find it difficult to make the decisions about their lives that most people can make. A number of homeless people are ex-prisoners – when they are released

from prison, it is very difficult to find a job and a place to live. Many people become homeless because the owner of their home – a landlord or landlady – evicts them. If people have lived in the same place for a long time and then suddenly lose it, they can find it impossible to afford the increased rent for a new home. Many people have to move out of the place they live because it is dangerous – a young person may have a violent father, or a wife a violent husband. These people are too afraid to stay in their home, and they risk making themselves homeless. Finally, in many parts of the country there is just not enough housing – certainly not enough housing that poor people can afford. The increase in the value of property has made life difficult for many people – not just homeless people. I'm sure many of you will understand that.

So, how do we deal with a problem as big as this? It isn't easy. In this country, people with very poorly paid jobs or no jobs at all receive some kind of financial support. In some cases, all or part of their rent is paid by the government. This helps to stop people becoming homeless, but if you are already homeless, it doesn't help. Most towns, like this one, have shelters for people who are temporarily homeless, but they cannot stay at them permanently. They have to move on after a certain period of time. Some towns have food kitchens where homeless people can get a meal two or three times a week. The problem is that shelters and food kitchens don't really deal with the cause of the problem – they deal only with the effect. People can stay in a shelter for a while, but it will not help them to find a home of their own – and that is what they need, of course. Now, I'm going to go on in a moment to talk about some of the suggestions that have been made in terms of dealing with homelessness – ideas for dealing with the problem in a more permanent way. I'll also talk about some of the programmes that are in place and are, in some cases, very successful in other parts of the world. Before that, does anyone have any questions about what I have said so far?

Track 158

Unit 15 Listening 2

- B Listen to the first part of the talk about homelessness again and answer these questions. For questions 1 and 2, choose the correct answer a, b or c.**

[Play part 1 of track 157 again]

For questions 3–7, complete the notes. Use no more than three words for each answer.

[Play part 1 of track 157 again]

Track 159

Unit 15 Listening 3

- A Listen to the rest of the talk about homelessness again. Answer the questions. For questions 1–8, complete the summary below with words from the text. Use no more than two words for each answer.**
[Play part 2 of track 157 again]

For questions 9 and 10, choose two answers from A–D.
[Play part 2 of track 157 again]

Track 160

Unit 15 Exam Practice – Listening

- A You will hear two people telephoning their local council to complain. Answer the questions. For questions 1–5, choose the correct answer a, b or c.**

Telephonist: Good morning, you're through to Hereford Council. How can I help you?

Woman: Oh, good morning. I'm telephoning about graffiti. Not for the first time, I might add.

Telephonist: Oh, yes? Where is this graffiti? Which part of the city do you live in?

Woman: I'm in the Port Hall area. It's a quiet residential area – as you probably know. These days I expect to see graffiti all over the city centre, but not round here. I looked out my window this morning and some ... well, someone has sprayed names and football teams all over the wall opposite. There's more on the house on the corner of the street. Can't somebody stop it happening?

Telephonist: I'm sorry. I know graffiti is a problem. Did you phone the police about it?

Woman: What's the point? I didn't actually see anyone spraying. What can the police do the next morning? There should be cameras in the streets. Then you'd know who did it. Oh, it makes me so angry.

Telephonist: Um, I'm not sure about having cameras in residential areas. A lot of people already think there are too many cameras in the street as it is.

Woman: Well, do you think you could tell me who's going to clean it off? You can't expect the people who own the houses to keep cleaning it off every time it happens.

Telephonist: Well, I'm afraid it is the responsibility of the owner to clean up graffiti. I know it's not really fair, but we just don't have people to come out and clean up all over the city. Walls usually need to be repainted.

Woman: And what about graffiti on telephone boxes and lamp posts – whose job is it to clean that off?

Telephonist: Well, that is the council's responsibility, but we can't promise that it will be done straightaway.

Woman: No, I didn't think you could. You know who I blame? The parents ... If only they ... (*fade out*)

For questions 6–10, choose five answers from A–I.

Which of the following is the man unhappy about?

Telephonist: Good morning, you're through to Hereford Council. How can I help you?

Man: Oh, hello there. I'm phoning about the rubbish collections. Why the rubbish hasn't been collected again this week, to be more specific.

Telephonist: Oh, I see. Which part of the city do you live in?

Man: I live in Chester Road. That's in the West Cliff area.

Telephonist: And which day is your rubbish normally collected?

Man: Well, who knows? I thought it was supposed to be Friday, but it seems to be a different day every week at the moment. Some weeks there isn't even a collection. I'm really fed up with it.

Telephonist: Mm, the collection in West Cliff is supposed to be Tuesday, but the council has had a few problems recently. A new company has taken over the collection. It's taking a while to get the operation running smoothly. They had an issue with their drivers last month – I think that meant that collections were affected.

Man: Well, it's not good enough. If the rubbish isn't collected the streets look terrible. Seagulls fly down and peck at the bags for food. They pull the rubbish all over the street. For the last three or four weeks I've had to go outside and sweep up the rubbish and put it in a new bag. I'm too busy to keep doing that every week.

Telephonist: Yes, I understand.

Man: You know, things are bad enough even when the collection is regular. Some neighbours put their rubbish outside the house whenever they like, anyway. They are supposed to put it out on the Tuesday morning – they know that, but they don't care. By the time the lorry comes round, the rubbish is all over the street.

Telephonist: Well, people know they shouldn't put their bags outside until Tuesday morning. If you know who's doing it you can tell us what number they live at and we'll call them.

Man: Mm, I don't see why the men who do the collection can't pick up some of the rubbish that's in the street. They just throw the bags in the lorry and leave the loose rubbish where it is in the street.

Telephonist: I'm afraid it's not their job to clean the streets. They are paid to collect the bags from outside the houses – no more than that. The street cleaner comes to West Cliff on a Wednesday.

Man: Ah, yes – well, that's another thing ... *(fade out)*

Track 162

IELTS Target 5.0. Three mock tests.

TEST 1

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work.

All the recordings will be played once only. The test is in four sections.

SECTION 1

Now turn to section one.

(four-second pause)

Section one. You will hear a conversation about a language course. First, you have some time to look at questions 1–5.

(fifteen-second pause)

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

Receptionist: Good morning, Borgheimer Language Courses. How may I help you?

Customer: Oh, yes. I contacted you some time ago about following a German course in Germany, and you advised me to take your placement test before we go any further. Well, I've done that now, so I'd like to go ahead with booking the course for this summer, if that's possible.

Receptionist: Certainly, sir. You said you took the placement test. What was the result?

Customer: I was placed at the O3 level.

Receptionist: O3. Right, that's Lower Intermediate. Fine, Mr ...?

The answer is 'Level Three or Lower Intermediate', so the course level has been filled in for you. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1–5.

(four-second pause)

Customer: Pettersson. John Pettersson.

Receptionist: Could you spell that for me please, Mr Pettersson?

Customer: P, E, double T, E, R, double S, O, N.

Receptionist: That's a double T and a double S, am I right?

Customer: That's right. Now, could I ask you where the course takes place?

Receptionist: Well, we offer courses in Hamburg and Berlin. For your level, there's never a problem. There are always plenty of people for the intermediate classes.

Customer: Oh, dear. Does that mean that there might be a lot of students in my class? I wouldn't be very happy about that.

Receptionist: No, don't worry, Mr Pettersson. The maximum class size is 12, but I've never known there to be more than nine or ten in a class. It could even be five or six.

Customer: Good. Actually, I'd prefer to study in Berlin. And how long is the course?

Receptionist: Three weeks, five hours a day. Two hours only on Saturday. Sunday's free.

Customer: I see, and what about accommodation?

Receptionist: There you have a choice, Mr Pettersson. You can either stay with a German family, who are used to having such guests, or you can stay on the university

campus, or we can book you into a nearby bed and breakfast.

Customer: Is there a big difference in price?

Receptionist: Not really. Staying with the family works out the cheapest, and the bed and breakfast is a bit more money. Staying on the university campus comes somewhere between the two, price-wise. But Berlin is not too expensive anyway.

Customer: Which do you recommend?

Receptionist: Well, if you want to practise your German and be part of a German family, I would recommend staying with a family. Our families are all hand-picked, and we've never had any sort of complaint.

Customer: Yes, I'll probably do that then. What are the dates of the course?

Receptionist: The first summer course starts on the first of June in Hamburg, and a week later in Berlin, which is what would concern you as you have chosen the Berlin course. That's the 8th of June. The next course would begin on the 2nd of July, and then ...

Customer: The second of July course would be perfect for me. Can you put me down for it now?

Receptionist: Certainly, Mr Petterson. Can I have your address, please?

Customer: 26, Mayfield Drive, Orpington, Kent. I'm afraid I can't remember the postal code.

Receptionist: Don't worry, Mr Petterson. I'll check on it.
(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 6–10.

(fifteen-second pause)

Now listen and answer questions 6–10.

Customer: There are a couple of other things I'd like to ask.

Receptionist: Certainly.

Customer: What do I need to bring on the course?

Receptionist: Well, apart from the obvious, you'll need our textbooks. I'll e-mail you the name and publisher. You should be able to find it in your local bookstore. If you do have problems, call me or e-mail me and I'll see what I can do. We provide the computers, computer disks, translation exercises and all that sort of thing, but you will need a good dictionary. We recommend Langenscheidt, which is more than adequate for your level. You don't have to go and spend a lot of money on an expensive dictionary – not yet, anyway! Maybe you will when your German reaches a very high standard.

Customer: That would be very nice. Now, finally, what about the cost of the course, and how do I pay?

Receptionist: Would you like to pay that in pounds or in euros?

Customer: Euros would be fine.

Receptionist: In that case, it's 550 euros. You can pay by credit card, if you like.

Customer: Oh, dear. I'm afraid I haven't got a credit card. How else can I pay?

Receptionist: That's not a problem, Mr Petterson. You can pay by bank transfer.

Customer: Fine. By the way, I forgot to mention I am a full-time student.

Receptionist: Have you got a student card?

Customer: Oh, yes.

Receptionist: Then that does make a difference, you'll be pleased to hear. You are entitled to 35% off the full price. And if you can persuade a few people to join you, it would work out even cheaper.

Customer: How do you mean, exactly?

Receptionist: Well, for every five people you find, one goes free. In other words, if there are six of you, you get one free course. Of course, in reality, you would divide up the savings amongst you, presumably.

Customer: Right, well, I'll see what I can do. Thank you.

Receptionist: Not at all, Mr Petterson, and I'm sure you'll enjoy the course. There are, of course, sightseeing possibilities. Would you like me to send you our brochure describing them?

Customer: Yes, thank you. I'd appreciate that. Anyway, thanks for your help. If I want to call back, who do I ask for?

Receptionist: Susanna. I'm here most of the time.

That is the end of section one. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section two.

(four-second pause)

Track 163

SECTION 2

You will now hear a radio talk on agricultural regulations. First, you have some time to look at questions 11–15.

(fifteen-second pause)

Now listen carefully and answer questions 11–15.

Could there be clearer proof of the arrogance and indifference of those who are supposed to keep our food safe, than the muzzling of John Verrall? Agriculture is a business, true, and businesses have to make money, but this shows how ministers and officials put the profits of the agriculture business before the well-being of the British people.

Mr Verrall, a pharmaceutical chemist, was appointed to represent consumers on one of the many committees that advise the government on food safety. When he tried to do his job, though, and wanted to warn ministers of a danger to children's health, he was refused permission to do so.

The danger comes from hormones given to cattle in the USA, and some other countries, to make them grow faster. They speed up the animals' development to maturity, thus making meat production more profitable.

There have, however, long been fears that the hormones have horrendous effects on the people who eat them, causing diseases as serious as cancer. Once, these hormones were used on British cattle, too, but over twenty years ago they were banned in Europe for being too dangerous.

Indeed, so concerned is the European Union that it banned imports of hormone-fed beef years ago, much to the fury of

the US government, which wants to sell it all over the world.

Several years ago, the USA and Canada asked the World Trade Organization to declare the ban illegal and to punish Europe for failing to lift it. The WTO, with its long record of refusing to let environmental or safety concerns interfere with trade, agreed, imposing fines of more than \$120 million a year on the EU for its refusal to back down. The British government now backs the Americans, claiming that there is no proof that hormone-fed beef does any harm.

This is where Mr Verrall comes in. He is very angry with the government, especially as their claim comes out just after a Danish study shows that growth hormones are 200 times more dangerous than was previously thought. Worried by these findings, Mr Verrall spoke to government representatives, who did nothing.

(four-second pause)

Before you hear the rest of the talk, you have some time to look at questions 16–20.

(fifteen-second pause)

Now listen and answer questions 16–20.

Not only that, but they have not been testing beef which is imported, which by law they are required to do. This directly affects the British public as about 40% of the beef British people eat comes from abroad, supposedly from countries like Brazil, which does not allow the use of growth hormones. Brazilian beef is stocked by some British supermarkets and widely used in catering. Yet when a Brazilian farm was recently visited by EU inspectors, a large stockpile of this banned substance was found.

This is not the first food scandal we have had in our country. Take the present concern over a well-known chocolate company. Several months ago, the company found out that its sweets were contaminated with a rare form of salmonella, but they did nothing about it, leaving their sweets in the shops to be bought by the unsuspecting public. It was not until five months later, when several children had suffered food poisoning, that the chocolate bars were removed from the shelves. It makes you wonder how many other dangerous foods have been allowed onto our plates.

That is the end of section two. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section three.

(four-second pause)

Track 164

SECTION 3

You will hear a conversation between a tutor and two students, Amanda and Jake.

First, you have some time to look at questions 21–25.

(fifteen-second pause)

Now listen carefully and answer questions 21–25.

Tutor: So, Jake and Amanda, how did the project go?

Amanda: Very well, I think, Dr Hinton. I certainly learnt a lot and enjoyed myself at the same time.

Jake: Me too.

Tutor: So, remind me. What was your project about?

Jake: Basically, what makes successful people – let's call them 'top achievers' – successful.

Amanda: Yes, how are they different from us? What do they do that other, less successful people, don't do?

Tutor: Interesting, and did you come to any conclusions?

Amanda: Quite a few, actually.

Tutor: Good. Share some with me, then.

Jake: Well, I'd always thought that a top achiever would be the sort of person who would bring work home every night and slave over it, but it appears not. Those types tend to peak early and then go into decline. They become addicted to work itself, with much less concern for results. We found that high achievers were certainly ready to work hard, but within strict limits. They knew how to relax, could leave their work at the office, prized close friends and family life, and spent a healthy amount of time with their children and friends.

Tutor: There's a lesson for us all there. Anyway, go on.

Amanda: It's also very important to choose a career which you enjoy, not just one that pays well or which assures you of a pension many years down the line.

Tutor: Surely that's important though, Amanda?

Amanda: Yes, I agree, but being happy in your work is far more important than anything else. Top achievers spend over two-thirds of their working hours on doing work they truly prefer, and only one-third on disliked chores. They want internal satisfaction, not just external rewards, such as pay rises and promotions.

(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 26–30.

(fifteen-second pause)

Now listen and answer questions 26–30.

Jake: Actually, in the end they often have both because they enjoy what they are doing, so their work is better and their rewards higher.

Tutor: Yes, Jake, that certainly makes sense. Now, can I ask you something? Do high achievers, as you call them, take many risks?

Jake: Yes and no. I interviewed one business executive who told me he was able to take risks because he carefully considered how he could salvage the situation if it all went wrong. He imagined the worst that could happen, and if he could live with that, he went ahead. If not, he didn't take the chance. Other people prefer to stay in what I heard described as the 'comfort zone' – setting for security, even if it means settling for mediocrity and boredom, too.

Tutor: Would you call top achievers 'perfectionists'?

Amanda: Contrary to what I expected, no, I wouldn't.

We came to the conclusion that a lot of ambitious and hard-working people are so obsessed with perfection that they actually turn out very little work.

I happen to know a university teacher, a friend of my mother's, who has spent over ten years preparing a study about a playwright. She is so worried that she has missed something, she still hasn't sent the manuscript to a publisher. Meanwhile, the playwright, who was at the height of his fame when the project began, has faded from public view. The woman's study, even if finally published, will interest few people.

Tutor: So, what has this got to do with top achievers?

Amanda: Well, top achievers are almost always free of the compulsion to be perfect. They don't think of their mistakes as failures. Instead, they learn from them, so they can do better next time.

Tutor: Hmm ... well, would you call them competitive?

Jake: High performers focus more on bettering their own previous efforts than on beating competitors. In fact, I, or we, came to the conclusion that worrying too much about a competitor's abilities – and possible superiority – can be self-defeating.

Amanda: Yes, and we found that top achievers tend to be team players, rather than loners. They recognize that groups can solve certain complicated problems better than individuals and are eager to let other people do part of the work.

Jake: Yes. Loners, who are often over-concerned about rivals, can't delegate important work or decision-making. Their performance is limited because they must do everything themselves.

Tutor: Well, it looks as if you two have done a thorough job, and learnt something into the bargain, too. Now, there are just a couple of points I'd like to clarify with you ...

That is the end of section three. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section four.

(four-second pause)

Track 165

SECTION 4

You will hear a talk on Seasonal Affective Disorder.

First, you have some time to look at questions 31–40.

(fifteen-second pause)

Now listen carefully and answer questions 31–40.

In the past few years a new condition has been identified and given a name – SAD, short for Seasonal Affective Disorder. This is now recognized as a distinct kind of clinical depression, where people become depressed at the onset of winter, accompanied by a craving for sweet things, causing weight gain. Each spring and summer would then bring on almost maniacal highs, and feelings of boundless energy and happiness.

Experiments to combat this depression showed that increased exposure to bright light in humans could suppress their production of a darkness-related hormone called

melatonin. The light needed to induce this change was about 2,000 lux, or about four times brighter than ordinary household lighting.

It was then calculated that if bright light could suppress melatonin secretion, then it might have other effects on the brain, including the reversal of symptoms of depression. While melatonin's precise role in SAD has not been pinned down, the theory led to effective treatment.

Not surprisingly, SAD affects more people where winter nights are longer and days shorter. In the UK, an estimated half a million adults develop full-blown SAD in winter, and twice this number suffer the milder condition called sub-syndromal SAD. About 80% of sufferers improve when given light therapy, and improvement usually comes within two to four days. Scientists are still unsure why winter depression happens, but more than a decade of research has turned up some surprising findings.

Nearly 80% of SAD victims are women. Researchers are uncertain why this is so. SAD can affect people at any age, but typically it begins around the age of twenty and becomes less common between 40 and 50. SAD is comparatively rare in children and adolescents, but so far researchers have been unable to come up with a logical reason for this. As many as half of SAD sufferers have at least one family member with depressive illness, suggesting that the depression has a genetic component.

Some patients experience shifts in their body clocks when they're depressed in winter. They are 'morning people' at one time of the year, and become 'evening people' at another. What is the underlying difference between SAD sufferers and others? A clue can be found in carbohydrate craving, a common symptom. People often become obsessed with chocolate, for example. Carbohydrates alter brain chemistry by increasing the level of a soothing chemical called serotonin, a neurotransmitter that carries signals between brain cells. SAD sufferers crave carbohydrates because they may need serotonin to lift their mood. This craving can be intense – in fact, an addiction.

It may be that the serotonin system of the brain has problems regulating itself during the winter. Some SAD sufferers respond well to the drug Prozac, thought to influence the brain's serotonin-using system.

Other brain chemicals and hormones probably play a role in winter depression. Another neurotransmitter, dopamine, for example, may be inadequate in certain cases. Researchers hope to uncover clues to SAD's secret by probing similarities between SAD and hibernation. Though no valid link between the two has been established, some SAD patients say they feel like hibernating animals. SAD sufferers tend to put on fat in autumn and early winter, roughly the time when such hibernators as bears and squirrels do.

That is the end of section four. You now have half a minute to check your answers.

(thirty-second pause)

That is the end of the listening test. In the IELTS test, you would now have ten minutes to transfer your answers to the listening answer sheet.

TEST 2

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work.

All the recordings will be played once only. The test is in four sections.

SECTION 1

Now turn to section one.

(four-second pause)

Section one. You will hear a conversation between a university counsellor and two students, Joseph and Kara. First, you have some time to look at questions 1–5.

(fifteen-second pause)

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1–5.

(four-second pause)

Counsellor: Hi, Joseph, how are you today?

Joseph: Fine, thanks.

Counsellor: And Kara, how are you?

Kara: Good.

Counsellor: As we discussed on the phone earlier, I wanted to speak with both of you about the subjects you have chosen to study, and how you are managing your time. OK?

Joseph: Yes.

Kara: I think so.

Counsellor: OK, so I'll start with Kara. You've been here for how many months now?

Kara: I've been here for six months.

Counsellor: How are you finding it?

Kara: It's good. I'm enjoying the course.

Counsellor: And what about life outside? Are you making friends and socializing?

Kara: Not really. People here are quite closed. They don't talk to you.

Counsellor: I see. So, what do you do after classes?

Kara: I usually go home and study, and I might go out for a walk, but never really with anyone. Sometimes my roommate, Louisa, comes with me, but she always seems to be busy.

Counsellor: How is this affecting your schoolwork?

Kara: I don't think it is, but I miss home.

Counsellor: Kara, what I suggest for now is that you look into joining one of the social clubs on campus. There are a variety of them. You can go camping, skiing, snorkelling, painting, dancing, reading, horse riding, rowing. There's a list on the school website. Have a look and work out which one you're interested in, and which suits your timetable. You'll meet friends that way, and people who have the same career interests as you. As for the subjects you've chosen for a career in microbiology, I think you should look into dropping

one of your subjects and picking it up again next year as a minor. You have a lot on your plate and this will just cause great pressure. It doesn't mean that you aren't coping, but you're doing about ten hours more than the average student a week. Think about it and we can make another appointment to discuss it.

When are you free?

Kara: I have an hour free usually on Wednesdays at 11.30.

Counsellor: OK. Good. Come to my office at 11.45 and wait in reception. OK?

Kara: OK. I'll see you then.

(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 6–10.

(fifteen-second pause)

Now listen and answer questions 6–10.

Counsellor: Joseph, how are you finding the university?

Joseph: I love it. It's very different from home. Life here is very much focused on study and also socializing through sport. People have been very friendly and curious about my culture.

Counsellor: So, you've managed to integrate well?

Joseph: I think so. I've joined the rugby team – something I'd never thought I'd be interested in.

Counsellor: And how are your studies going?

Joseph: I think I'm doing well. I have a few assignments that need some work, but overall I'm coping.

Counsellor: That's good. I'm happy that you're enjoying the university, but remember, don't let your schoolwork get too far behind, because it will pile up, and before you know it you will be late handing in work. You know that there's a penalty for handing in work late?

Joseph: No, I didn't.

Counsellor: You would have been told at the start of the course, during orientation.

Joseph: I don't remember.

Counsellor: You need to remember these things.

They are very important. You might be an excellent student, but if you consistently hand in work late you'll be penalized and you might end up losing your degree over it. That's a lot of years of work, OK?

Joseph: Yes, I'll remember that.

Counsellor: And also remember that you have to attend 90% of your classes. So far, you have missed five tutorials. Be careful here. These could also cost you your degree. Is there any particular reason you missed these classes?

Joseph: I'd been training for our rugby match the night before and well, we went out afterwards, and I slept past my alarm clock.

Counsellor: Joseph. I know this culture must be very different from where you come from, but please try and be a little more conservative with your time. I think maybe you should spend more time on your studies and less time on socializing. The subjects you've chosen are intensive. I want you to spend three hours a night studying before you decide to do

anything else. I'll make an appointment to see you in a month, and we can assess your progress. I'll give you my business card. All my contact details are there. Call me in three weeks to organize another meeting. Do you have any questions for me?

Joseph: No, none.

Counsellor: OK, I'll see you in a month.

That is the end of section one. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section two.

(four-second pause)

Track 167

SECTION 2

You will now listen to a talk on bicycles.

First, you have some time to look at questions 11–20.

(fifteen-second pause)

Now listen carefully and answer questions 11–20.

Today, we're going to talk about the latest bikes for professionals and novices. There's something to suit everyone from price to function.

The Atlantis is a touring frame. It's also perfect for commuting and trail riding, and anything sort of super-fast road riding. The tubes are stout, to take touring loads and trail abuses. The tyre clearances are majestic, so you can fit tyres up to 2.35 inches. It's designed for cantilevers or V-brakes. If you have to limit yourself to just one bike, and you want to be able to ride just about anywhere, this is the bike to be on. It is our most popular model for just that reason, and there isn't an unhappy Atlantis owner in the land.

The Rambouillet, our all-around road bike, is available either as a frame with fork and headset for \$1,400, or as a complete bike, for \$2,300. Compared to the Atlantis it is a lighter frame, not intended for loaded touring or rough trail riding. As a road bike, it has sidepull brakes.

The Quickbeam is our version of the single-speed bike. We've done it a little better, though. The crankset has a 42/34 combination, running an 18-toothed freewheel cog in the rear. And the rear hub is threaded opposite the drive side, so you can install a fixed cog of your own choice. In essence, you can have four speeds on the Quickbeam, if you choose. The Quickbeam is available as a frame with fork and headset, for \$900, or as a complete bike, for \$1,300. This is a rugged, versatile bike that you can ride on the road, as well as on rough trail.

The Saluki is our roadish, light-touring/raideur frame. It's designed for 650B wheels. If '650B' means anything to you, you'll either love it or think it's marketing suicide. If you're new to 650B and a follower, you won't want it. If you're new and a rebel, you will.

Now, I'll just talk a little about saddle comfort. The road bike, for the most part, has turned into a high-tech, uncomfortable machine, and the proof is all around us. Look

through any bike magazine or catalogue and you'll see the saddle up to six inches higher than the handlebars. It is impossible to be comfortable on such a bike. It forces you to lean forward, putting more weight on your groin, hands and arms. People ride these bikes with straight, locked-out arms, and wake up with aching backs. They endure it, get used to it or buy recumbents.

When we custom-design a bike for you, you'll be able to get a comfortable position. Your back will be between 45 and 50 degrees and there will be a noticeable bend in the arms, and most importantly, your arms won't be supporting your body weight. You won't have to look up to look ahead, because you won't be hunched over and low. That means our bikes are more accessible for riding on the flats, or even for short climbs. We consider this when we design and build your custom frame.

That is the end of section two. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section three.

(four-second pause)

Track 168

SECTION 3

You will hear a conversation between two students, David and Claire.

First, you have some time to look at questions 21–24.

(fifteen-second pause)

Now listen carefully and answer questions 21–24.

Claire: Hi, David. How are you going with your History studies?

David: Very well. I've actually finished it.

Claire: That's great. What era did you write on?

David: I researched Roman London, something I never thought I'd be interested in.

Claire: That sounds interesting.

David: I wanted to tie it in to the work I've been doing on engineering, and I found it fascinating, and learnt many things along the way.

Claire: Such as?

David: Well, although there were prehistoric settlements throughout the vast area now called London, strangely enough no evidence has yet been found for any such community at the northern end of London Bridge, where the present city grew up.

Claire: The origins of London lie in Roman times, right?

David: Right. When the Romans invaded Britain in 43 AD, they moved north from the Kentish coast and traversed the Thames in the London region, clashing with the local tribesmen just to the north. It has been suggested that the soldiers crossed the river at Lambeth, but it was further downstream that they built a permanent wooden bridge, just east of the present London Bridge, in more settled times some

seven years later. As a focal point of the Roman road system, it was the bridge which attracted settlers and led to London's inevitable growth.

Claire: So, London Bridge has been there for hundreds of years?

David: Yes, and though the regularity of London's original street grid may indicate that the initial inhabitants were the military, trade and commerce soon followed. The London Thames was deep and still within the tidal zone – an ideal place for the berthing of ships.

Claire: What other industry did they have?

David: Well, as the area was also well-drained and low-lying, it was geologically suitable for brickmaking. There was soon a flourishing city called Londinium in the area where the Monument now stands.

Claire: Londinium? That's Latin.

David: That's what I thought, too, but the name itself is Celtic, not Latin, and may originally have referred merely to a previous farmstead on the site.

(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 25–32.

(fifteen-second pause)

Now listen and answer questions 25–32.

Claire: Wasn't London burnt to the ground at some stage?

David: It happened in AD 60, by the forces of Queen Boudicca of the Iceni tribe, from modern Norfolk, when she led a major revolt against Roman rule. The governor, Suetonius Paulinus, who was busy exterminating the Druids in north Wales, marched his troops south in an attempt to save London but, seeing the size of Boudicca's approaching army, decided he could not mount an adequate defence and evacuated the city instead. Not everyone managed to escape though, and many were massacred.

Claire: What about the beautiful old architecture? Did you research that, too?

David: I sure did. The major symbol of Roman rule was the Temple of the Imperial Cult. Emperor worship was administered by the Provincial Council, whose headquarters appear to have been in London by AD 100. A member of its staff, named Anencletus, buried his wife on Ludgate Hill around this time. Pagan worship flourished within the cosmopolitan city. A temple to the mysterious Eastern god, Mithras, was found at Bucklersbury House and is displayed nearby.

Claire: I quite like St Paul's.

David: Traditionally, St Paul's cathedral stands on the site of a Temple of Diana. Other significant buildings also began to appear in the late 1st century, at a time when the city was expanding rapidly. The forum, a marketplace and basilica, which housed the law-courts complex at Leadenhall Market, was erected, and then quickly replanned as the largest such complex north of the Alps. The forum was much

bigger than today's Trafalgar Square.

Claire: Who was in charge of all the town planning at the time?

David: Procurator Agricola. He encouraged the use of bath houses and had a grand public suite made, which has now been excavated in Upper Thames Street. They were as much a social venue as a place to bathe. There was a smaller version at Cheapside and, in later centuries, private bath houses were also built. Another popular attraction was the wooden amphitheatre erected on the north-western outskirts of the city. It's possible that gladiatorial shows were put on here, though lesser public sports, like bear-baiting, may have been more regular.

Claire: I thought that happened mainly in the Coliseum in Rome, but I guess London being settled by the Romans explains their lust for blood.

David: By about AD 200, the administration of Britain was divided in two. York became the capital of Britannia Inferior and London of Britannia Superior. Around the same time, the city also acquired its famous walls, probably about 20ft high.

Claire: Why did they build such high walls?

David: It was a protective measure which may have been due to civil war, initiated when Governor Clodius Albinus tried to claim the Imperial Crown in Rome.

Claire: Was Paganism still predominant then?

David: Yes, but Christianity appears to have reached the province at an early date and, only a year after the religion became officially tolerated in the Empire, London had its own bishop, Restitutus, who is known to have attended the Imperial Council of Arles.

Claire: You really delved deep. I think you'll do well on your tutorial paper. Good luck, David.

David: Thanks.

That is the end of section three. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section four.

(four-second pause)

Track 169

SECTION 4

You will hear a lecture about staying healthy in university. First, you have some time to look at questions 33–40.
(fifteen-second pause)

Now listen carefully and answer questions 33–40.

Peter: Good morning, all. Welcome to our regular lecture on health issues. This series of lectures is organized by the Students' Union, and is part of an attempt to help you stay healthy while coping with study and social life at the same time. It's a great pleasure to welcome back Ms Mary Kirk, who is a professional health advisor and physical education

officer.

Mary Kirk: Thank you, Peter, for the introduction. It's a pleasure to be back. Today we're going to discuss the benefits of exercise. University life is hectic and stressful. It also involves a lot of sedentary work, that is, sitting for many hours at a time. What I'd like to focus on is how to approach exercise, not only from the aspect of health benefits, but also as a form of stress relief. I know it's hard to organize your time around studies and socializing, but you can socialize while exercising. If you have an hour free in the morning, afternoon or evening, it would be a good idea to get together with your friends and create a sports team. The grounds of the university are ample enough to support every student's need to become active. There are also readily available facilities at your disposal, such as a football field, tennis and badminton courts. There's also a swimming centre, and within that building is a gymnasium with a variety of programmes, such as aerobics and weight training. If the idea of attending one of these facilities seems daunting, then you can walk along the river. Oh, and that reminds me, the university also offers rowing. If there is a sport that you're interested in that's not on offer, you can approach either your Students' Union representative or speak with Sports Administration Manager, Mr Lawrence Cavendish. Now, I want to talk about why exercise is beneficial physically and emotionally. The obvious results are physical. You can keep fit by using muscles that ordinarily don't get used in the classroom. The health benefits are astronomical. You'll live longer, be happier and look good. By building muscles, you strengthen your bones – a definite advantage for women in their later stages of life, as women are prone to osteoporosis. It also strengthens your heart. Yes, don't forget your heart is a muscle, and the more exercise you do and the harder you work, the more blood is pumped from your heart to your brain. Now, this brings me to the psychological advantages of exercise. When we are active, endorphins are released into our brain. An endorphin is a chemical that is released when your heart rate is pumping beyond its normal capacity. It's the same as adrenaline. You can actually feel when endorphins kick in. You feel a rush, almost a high. The benefits of this are numerous. Your brain works at peak capacity for a longer period of time, your awareness is maximized and the fatigue you usually feel at four o'clock in the afternoon will be non-existent. In one word, exercise makes you 'sharp'. Now, I'm not saying you should overdo exercise, because too much of anything can be dangerous, but if you think about your daily routine, you spend about six hours a day in lectures and another two or more hours studying. That's a long time to be sitting. And that is a long time for your body not to be moving around, so try and find at least one hour a day to get some exercise. If you can't fit in one hour a day, try one

hour every second day or half an hour a day. You will see rewards instantly. You'll feel great and look great. This I can promise you.

That is the end of section four. You now have half a minute to check your answers.

(thirty-second pause)

That is the end of the listening test. In the IELTS test, you would now have ten minutes to transfer your answers to the listening answer sheet.

Track 170

TEST 3

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work.

All the recordings will be played once only. The test is in four sections.

SECTION 1

Now turn to section one.

(four-second pause)

Section one. You will hear three conversations – the first and the third between two students, and the second between a student and a clerk.

First, you have some time to look at questions 1–5.

(fifteen-second pause)

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1–5.

(four-second pause)

Phoebe: Hi. It's Mike, isn't it?

Mike: Yes, and you're ...?

Phoebe: Phoebe.

Mike: Phoebe. Right. Where are you headed?

Phoebe: I'm looking for the Main Hall.

Mike: So am I. Are you going there to register for next year?

Phoebe: Yes. I was told to go to Administrations and fill in an application form.

Mike: That's what I'm about to do. I went to Information and they told me it was at the end of this corridor. Then we have to turn left, and immediately right. That should lead us to the exit, where opposite we should find the entrance to ground level, Main Hall. It's a big old red building. From there, we need to go to the first level, and then follow the signs. Apparently, it's the second office opposite the foyer. It would be pretty hard to miss.

Phoebe: That sounds easy. It shouldn't be too hard to find. Well, since we're both heading in that direction, let's go together.

Mike: Hopefully it won't take too long. I haven't had anything to eat and I'm starving.

Phoebe: Me too.

Mike: Well, how about I go to the canteen and get us

something while you make your way to the Main Hall? I'm sure there's going to be quite a wait. There always is. I can meet you there.

Phoebe: Sounds like a good plan.

Mike: What do you want me to get you?

Phoebe: Um, how about a chicken and salad roll and a drink?

Mike: OK. What if they don't have a chicken and salad roll?

Phoebe: Anything similar, like ham and salad, or just plain salad and cheese. Oh, and don't forget the drink. I feel so dehydrated.

Mike: No problem. What type of drink?

Phoebe: I don't know. Um ...

Mike: How about a Coke?

Phoebe: No, nothing like that. Something healthier.

Mike: An orange juice.

Phoebe: They're usually full of sugar, unless you get it freshly squeezed.

Mike: Water?

Phoebe: Yes. That's perfect. Here, take two pounds. That should cover it. If it's more, I'll give it to you when you get back. I only have a twenty, and you know that they get cranky if you give them large notes.

Mike: OK. See you in five minutes.

(four-second pause)

Before you hear the second conversation, you have some time to look at questions 6–10.

(fifteen-second pause)

Now listen and answer questions 6–10.

Phoebe: Hi, I'm here to register for first-year Economics.

Clerk: I'll just have to fill out this form for our records.

What's your name?

Phoebe: Phoebe Payne.

Clerk: Can you spell that for me?

Phoebe: Sure. P-H-O-E-B-E P-A-Y-N-E.

Clerk: Your address?

Phoebe: 6 Wainright Avenue, that's W-A-I-N-R-I-G-H-T, Nottingham.

Clerk: Nottingham. And your phone number?

Phoebe: It's not connected yet. I've just moved in.

Clerk: OK, when you get your phone connected, contact us. I'll just make a note that your phone number is to be advised.

Phoebe: I'll do that.

Clerk: What course were you doing? Law?

Phoebe: No, Economics. First-year.

Clerk: First-year Economics.

Phoebe: Yes, that's right.

Clerk: OK. Take this card across to the Economics Department and get it stamped, and then you need to come back here to pay your fees.

Phoebe: I've made an arrangement to pay in instalments.

Clerk: Do you have any documentation verifying that?

Phoebe: Yes, I have a statement from Administrations.

Clerk: OK, when you return we'll have a look at it.

Phoebe: Thank you very much.

(four-second pause)

Before you hear the next conversation, you have some time to look at questions 11 and 12.

(fifteen-second pause)

Now listen and answer questions 11 and 12.

Mike: Here you are.

Phoebe: It was quicker than I thought, but I have to get this card stamped and return here to organize my fees.

Mike: That's good. It means that I won't have to wait long, either.

Phoebe: How did you get on?

Mike: What with? Oh, the food. Well, there wasn't much left so I got you a cheese and tomato sandwich and water.

Phoebe: That's fine. Do I owe you any more?

Mike: No, I need to give you back three pounds.

Phoebe: But I only gave you two.

Mike: Oh, yeah. I thought you gave me a fiver. OK, so we're square. So, what do I have to do?

Phoebe: Go to the desk and give your personal details. Then, they'll give you a card that you need to take to your faculty. What's your major?

Mike: Environmental Science.

Phoebe: OK, so you'll have to take the card to the Environmental Science Faculty and get the card stamped, return to Administrations in the Main Hall and organize your fees.

Mike: And that's it?

Phoebe: Yes, that means you're registered. Then we receive a letter with the details of our course, where we'll be informed to go to the notice board, or online to find out when and where our lectures are.

Mike: OK. Let's have this bite to eat first.

That is the end of section one. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section two.

(four-second pause)

Track 171

SECTION 2

You will now hear a speaker talking about student loans.

First, you have some time to look at questions 13–21.

(fifteen-second pause)

Now listen carefully and answer questions 13–21.

Thanks for turning up today, and welcome to this short talk on student loans. What you'll hear from me today are a few starting points, which should guide you in the right direction for what is suited for you. I'm assuming that most of you have an account at a bank or building society that you can draw funds from. These funds will either be your own or through a loan you may have with the bank. You may even have a credit card you can use. If you don't have a bank account, I suggest you open one with one of the major

banks. It's the best option, as you will find major banks have more outlets. Within the city and in close proximity to the university are HSBC in City Plaza, Barclays in Ragdale Square, National Westminster in Preston Park and Halifax in Hope Street. At this stage, I just want to inform international students that not all the services available for resident students will be available to you. As international students, you need to provide documentation stating that you have funds available to see you through the duration of your study. Different banks have different policies, so search out the one that will benefit you the most. You will also need to provide a photocopy of your passport and certification of your enrolment in the university.

The most common way of taking out a student loan is either through the university or through a banking institution. If you decide to go with the university, again, you need to supply certification of enrolment and passport if you're an international student, or if you're a resident, you will only need the enrolment details. One word of warning is that you need to be clear on the interest you will be paying on your loan. The interest level through some universities is almost as much as the loan itself, so if you borrow ten thousand pounds you might have to pay back close to twenty. Also, with student loans through the university, you have a limited time to pay them back and this time is not flexible. You might have only one year, you might have five. As I said, different universities have different policies. This university, for example, has an interest rate of 23.5%. It's quite high, but not as high as many of the other larger universities. The other option is to take out a loan through your bank. You will find that most banks will have lower interest rates than the university. They average roughly between 14.5–18.5%. Banks also give you an option of over how many years you want to make repayments. You can basically choose to pay it back in a year or in ten – even more if you are finding it difficult. Make sure you have an account with the bank you decide to go with. Either a current account or a savings account is enough. With either of these accounts, you can use your card to make withdrawals and deposits from automatic teller machines at any time, and make payments over the Internet if you choose. You can also use Maestro, one of the systems which automatically take the money from your account at a time that you have specifically stated, and deposit it into a nominated account of your choice. You might decide to have 150 pounds taken out each month, and each month this is what will happen. Also, check what fees apply with what services. Some services are free of charge, but they are few and far between. OK, so that's all from me. If there are any questions related to what I've covered today, please raise your hand.

That is the end of section two. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section three.

(four-second pause)

Track 172

SECTION 3

You will hear a dialogue between two students, David and Jim.

First, you have some time to look at questions 22–25.
(fifteen-second pause)

Now listen carefully and answer questions 22–25.

David: Hi, Jim.

Jim: Hi, David! I'm glad I found you. I've got a topic for our presentation next month.

David: What is it?

Jim: I thought it would be a good idea to talk about glass and how it's recycled.

David: That doesn't sound very interesting.

Jim: That's what I thought, but it is. Did you know that glass has been around since as early as 4000 BC, when glass was used in the Middle East as a glaze to decorate beads?

David: Is it really that old?

Jim: Yes, and by 1550 BC, coloured glass vessels were widespread and used for cooking and drinking. The earliest-known clear glass is a vase found in Nineveh in Assyria, dating from around 800 BC, which is now in the British Museum here in London.

David: You know, I think I've seen that. I was at the British Museum a couple of months ago with Lisa.

Jim: We don't realize how valuable glass was. It wasn't used widely back then. Until the 18th and 19th centuries, glass was very expensive and was used for limited applications, such as stained glass windows for churches. Large-scale glass manufacturing began with the Industrial Revolution, with the mass production of glass containers beginning at the onset of the 20th century, and glass light bulb production automated in 1926.

David: How expensive?

Jim: I don't know, but nowadays glass is much less expensive, and is taken for granted as a packaging material, in addition to its use in windows and other applications.

David: Do you know what glass is made from?

Jim: New glass is made from a mixture of four main ingredients: sand, soda ash, limestone and other additives. These additives include iron for colour (brown or green), chromium and cobalt for colour (green and blue respectively), lead to alter the refractive index, alumina for durability and boron to improve the thermal options. Annually, total glass use in the UK is estimated at around 3.6 million tonnes.

(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 26–31.

(fifteen-second pause)

Now listen and answer questions 26–31.

David: You're kidding. That's phenomenal. What do we do with all that glass? Where does it go?

Jim: Using present technology, the UK glass industry has the capacity to recycle over one million tonnes of glass each year and this, coupled with the material's unique ability to be infinitely recycled without compromising its quality, creates a compelling case for the recycling of glass. Despite this, glass makes up around 7% of the average household dustbin and last year, over 2.5 million tonnes of this material was landfill.

David: How can glass be recycled?

Jim: It can be recycled indefinitely as part of a simple but hugely beneficial process, as its structure does not deteriorate when reprocessed. In the case of bottles and jars, up to 80% of the total mixture can be made from reclaimed scrap glass, called 'cullet'.

David: What's it called?

Jim: Cullet. C-U-L-L-E-T. Cullet from a factory has a known composition and is recognized as 'domestic cullet'. From bottle banks it is known as 'foreign' and its actual properties will not be known. Recycling two bottles saves enough energy to boil water for five cups of tea.

David: You know, I wouldn't mind a cuppa now.

Jim: Did you know that recycling reduces the demand for raw materials? There is no shortage of the materials used, but they do have to be quarried from our landscape, so from this point of view there are environmental advantages to recovering and recycling glass. For every tonne of recycled glass used, 1.2 tonnes of raw materials are preserved. Recycling also reduces the amount of waste glass which needs to be used as landfill.

David: I know. It's a social conscience we all need to have.

Jim: Taking part in recycling the waste we produce makes us think about the effect we are having on our environment and enables us to contribute towards a greater level of sustainability. It's not all about economics, you know.

David: I'm sure you're right, Jim.

That is the end of section three. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to section four.

(four-second pause)

Track 173

SECTION 4

You will hear an orientation lecture on Sports Therapy.

First, you have some time to look at questions 32–40.

(fifteen-second pause)

Now listen carefully and answer questions 32–40.

Good morning, and welcome to the university's Open Day and to our lecture on Sports Therapy. There are two good reasons to be here. Firstly, you will experience what a university lecture is like – so take out your notebook and

pen – and secondly, you will find out about the Sports Therapy programme. OK, so what does a Sports Therapy programme involve? Everybody in today's society knows the impact sport, health and fitness make on the population's physical and mental health. Studying at Kent will develop your understanding of the ideas and issues within the Sports Therapy, health and fitness industries. Sports Therapy is one of the fastest-growing careers within the sports sector. The programme teaches you all the specialist knowledge you need in order to work within these industries. This includes scientific aspects, such as anatomy and physiology and sports psychology. You learn how to design training programmes and lifestyle profiles for a range of clients, and to understand the role of sports promotion and event management. The degree also covers the treatment and prevention of sporting injuries and the importance of referral programmes. There will be a full description of these subjects for you available at the door when you leave this lecture. Now, just to talk a little about teaching and assessment. The programme involves taking part in and designing practical sports sessions, lectures, small-group seminars and private study. On average you have six lectures, three practical sessions and a one-hour-long seminar per week, and you also spend additional time developing your coaching and theoretical knowledge in real-life situations. At Stage 1, the first half of the year is assessed by 100% coursework and observed assessments. A majority of the modules also have written exams within the final half of the year, with the rest practically assessed. Stage 2 and 3 assessment varies, from 100% coursework to a combination of examination and coursework, usually in the ratio 50:50, 60:40 or 80:20. You're probably wondering what career paths you can take once you've completed this degree. Well, careers can vary from employment in health and fitness clubs, sports injury clinics, sports development within local authorities, or with national governing bodies of sport, working in community leisure or sports attractions, self-employed personal trainer or sports therapist. There are some requirements you need to fulfil to enter this course. International students can qualify with the following: School Certificates and Higher School Certificates awarded by a body approved by the university; matriculation from an approved university, with a pass in English Language at GCSE O level, or an equivalent level in an approved English language test, passing one of Kent's foundation programmes, provided that you meet the subject requirements for the degree course you intend to study; or an examination pass accepted as equivalent to any of the above. In order to enter directly onto a degree course, you also need to prove your proficiency in English, and we ask for one of the following: average 6.5 in IELTS test, minimum 6.0 in Reading and Writing; grade B in Cambridge Certificate of Proficiency in English; grade A in Cambridge Advanced Certificate in English; a pass overall in the JMB/NEAB Test in English for Overseas Students, with at least B in Writing, Reading and Speaking Modules; a TOEFL score of at least 580 (written test) or 237 (computer test). If you haven't yet reached those standards, Kent runs a foundation course for international students which gives you a year's academic

and language training before you begin on your degree.
Right, that's about it. Any questions?

**That is the end of section four. You now have half a
minute to check your answers.**

(thirty-second pause)

**That is the end of the listening test. In the IELTS test,
you would now have ten minutes to transfer your
answers to the listening answer sheet.**