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OBJECTIVE

IELTS

Michael Black
Annette Capel

Teacher's Book

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Map of Objective IELTS Advanced Student's Book

TOPIC		TEST SKILL AC = Academic GT = General Training	TASK TYPE	LANGUAGE FOCUS V = Vocabulary, G = Grammar, P = Pronunciation
Unit 1 Information overload 8–11 Studying	1.1	Listening	Multiple choice Note completion Part 1	V Compound nouns
	1.2	Speaking Reading (AC / GT)	Reading quickly	G Modality
Test folder 1 12–13		Reading	Headings	
Unit 2 Only a game 14–17 Sport	2.1	Reading (AC / GT) Style extra	Headings Time adverbials	G Perfect tenses
	2.2	Listening Speaking	Note completion Part 3	P Numbers and letters V Intensifying adverbs
Writing folder 1 18–19		Academic and General Training Writing Task 2	Planning an essay	
Unit 3 Brands 20–23 Marketing	3.1	Listening	Multiple choice Matching Academic style	V Word building P Stressed vowels
	3.2	Reading (AC / GT) Speaking	Global multiple choice Yes / No / Not given Part 2	G Cleft sentences
Test folder 2 24–25		Reading	True / False / Not given Yes / No / Not given	
Unit 4 Spotlight on communication 26–29 Human and animal communication	4.1	Reading (AC / GT) Speaking	Locating information Part 3	V Language terms
	4.2	Listening	Summary completion Matching	G Adverbial clauses P Vowels
Writing folder 2 30–31		Academic Writing Task 1	Commenting on graphs	
Revision Units 1–4 32–33				
Unit 5 Is plastic fantastic? 34–37 Plastic products	5.1	Listening	Sentence completion Note completion Part 2	V Collocations related to packaging and waste P Lists
	5.2	Reading (AC / GT) Style extra	Sentence completion Comparative structures	G Passive forms
Test folder 3 38–39			Speaking Parts 1, 2 and 3	
Unit 6 Music matters 40–43 Music	6.1	Reading (AC) Style extra	Multiple choice Quoting	V Word building
	6.2	Listening Speaking	Classification Part 3	P Two words with only one difference G Concessive clauses
Writing folder 3 44–45		Academic and General Training Writing Task 2	Reporting ideas	
Unit 7 Worlds to explore 46–49 Exploration	7.1	Reading (AC / GT)	Global multiple choice Multiple choice with multiple answers Summary completion	V Personal qualities
	7.2	Listening Style extra Speaking	Matching Labelling a diagram It replacing a clause Part 3	P How the letter 'a' is pronounced
Test folder 4 50–51		Reading Listening	Sentence and note completion	

TOPIC		TEST SKILL	TASK TYPE	LANGUAGE FOCUS
		AC = Academic GT = General Training		V = Vocabulary, Grammar, P = Pronunciation
Unit 8 Culinary tools 52–55 Food technology	8.1	Reading (AC / GT)	Global multiple choice Deducing meanings of words from context Matching Flow-chart completion	V Phrasal verbs with <i>up</i>
	8.2	Listening		G Modals in conditional sentences
Writing folder 4 56–57		Academic Writing Task 1	Describing a process	
Revision Units 5–8 58–59				
Unit 9 Old and new 60–63 Cities	9.1	Speaking Reading (AC / GT) Style extra	Part 2 Sentence completion Linking words Summary completion	V Word building G Inversion
	9.2	Listening		
Test folder 5 64–65		Listening Reading	Multiple choice	
Unit 10 In your dreams 66–69 Dreams	10.1	Reading (AC)	Headings True / False / Not given Academic and journalistic styles	V Collocations in academic writing
	10.2	Style extra		G Modal verbs of speculation and deduction
		Listening	Matching Multiple choice Part 3	P Vowel changes in related words
Writing folder 5 70–71		Academic and General Training Writing Task 2	Developing an argument	
Unit 11 The physical world 72–75 The earth's natural features and forces	11.1	Listening	Labelling maps Sentence completion Part 2	V Geographical terms
	11.2	Speaking Reading (AC)	Short-answer questions Locating information	G Non-finite clauses
Test folder 6 76–77		Listening Reading	Labelling diagrams and maps	
Unit 12 Nature or nurture? 78–81 Genetic inheritance and learning	12.1	Reading (AC)	Yes / No / Not given Matching Part 3	V Phrasal verbs with <i>on</i>
	12.2	Speaking		G Infinitives
		Listening	Short-answer questions (lists) Matching Short-answer questions Features of spontaneous speech	
Writing folder 6 82–83		Academic Writing Task 1	Comparison and contrast	
Revision Units 9–12 84–85				
Unit 13 Cosmic debris 86–89 Space	13.1	Reading (AC) Style extra	Summary completion Academic style	V Cause and result
	13.2	Listening Speaking	Sentence completion Part 2	P Word stress – adverbs G The future
Test folder 7 90–91		Listening Reading	Matching	
Unit 14 Trends in society 92–95 Social change	14.1	Reading (AC)	Classification Sentence completion Part 3	V Adjective–noun collocations
	14.2	Speaking		G Pronouns clinic
		Listening	Matching Multiple choice Signalling intentions	
Writing folder 7 96–97		Academic and General Training Writing Task 2	Appropriate style and tone	

TOPIC

TEST SKILL

AC = Academic
GT = General Training

TASK TYPE

LANGUAGE
V = Vocabulary, G = Grammar,
P = Pronunciation

Unit 15 Risk and reality 98–101 Interpreting the world	15.1	Reading (AC)	Note completion Locating information Part 3	P Intonation
	15.2	Speaking Listening Style extra	Classification Academic use of abstract nouns	V Abstract nouns
Test folder 8 102–103		Reading	Locating information	
Unit 16 The human mind 104–107 Psychology	16.1	Speaking Reading (AC)	Part 2 Headings Yes / No / Not given	V Synonyms
	16.2	Listening	Multiple choice	V Adjectives G Verb patterns
Writing folder 8 108–109		Academic and General Training Tasks 1 and 2	Errors clinic	
Revision Units 13–16 110–111				
Unit 17 Migration 112–115 Human and animal migration	17.1	Reading (AC)	Multiple choice Matching	V Meaning groups
	17.2	Speaking Listening Style extra	Part 3 Note completion Adverbs in academic English	G Relative clauses
Test folder 9 116–117		Reading Listening	Classification	
Unit 18 The study of literature 118–121 Literature and translation	18.1	Speaking Reading (AC) Style extra	Part 3 Yes / No / Not given Expressing disapproval	
	18.2	Listening	Multiple choice	V Idiom and metaphor G Verbs followed by <i>wh-</i> clauses
Writing folder 9 122–123		Academic and General Training Writing Task 2	Expressing disagreement	
Unit 19 Earning a living 124–127 Work	19.1	Speaking Listening	Part 3 Sentence completion Multiple choice with multiple answers Table completion	V Running a business P Sounding interesting
	19.2	Reading (AC)	Multiple choice with multiple answers Classification Summary completion	G Noun phrases
		Speaking	Part 2	
Test folder 10 128–129		Listening Reading	Summary completion	
Unit 20 It's history 130–133 The study of history	20.1	Speaking Reading (AC)	Part 3 Global multiple choice Multiple choice	V Deducing meanings of words from context V Word building
	20.2	Listening	Sentence completion Note completion	G Modal perfects P The 'long' pronunciation of vowels
		Speaking	Part 2	
Writing folder 10 134–135		Academic Writing Tasks 1 and 2	The Academic Writing Module	
Revision Units 17–20 136–137				
Grammar folder 138–143				
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Content of the IELTS Test

Each candidate takes four IELTS test modules, one in each of the four skills, Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules.

Listening 40 questions approximately 30 minutes

There are four sections to this part of the test and they are always in the same order. Each section is heard ONCE only. During the test, time is given for you to read the questions and write down and check your answers. Ten minutes is allowed at the end of the test for you to transfer your answers from the question paper to an answer sheet.

Section	Format	Task types	Objective Test folder
1 and 2	The first two sections are concerned with social needs. There is a conversation between two speakers, followed by a monologue.	Questions are chosen from the following types: • multiple choice • short-answer questions • sentence completion	TF 5 TF 4
3 and 4	Sections 3 and 4 are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a further monologue.	• note completion • summary completion • labelling a diagram • table/flow-chart completion • classification • matching	TF 4 TF 10 TF 6 TF 9 TF 7

Reading 40 questions 60 minutes

There are three reading passages in the Reading Module, with a total of 2,000 to 2,750 words (Academic) or 2,000 to 2,500 words (General Training). All answers must be entered on an answer sheet during the test. No extra time is allowed to transfer answers.

Academic	General Training	Task types	Objective Test folder
Texts are taken from magazines, journals, books and newspapers, which have been written for a non-specialist audience. They deal with issues which are interesting and accessible to candidates entering undergraduate or postgraduate courses or seeking professional registration.	Texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.	Questions are chosen from the following types: • multiple choice • short-answer questions • sentence completion • note completion • summary completion • labelling a diagram • table/flow-chart completion	TF 5 TF 4 TF 4 TF 10 TF 6
At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations.	The first section, 'social survival', contains texts relevant to basic linguistic survival in English. The second section, 'training survival', focuses on the training context – either training itself or welfare needs. This section involves a text or texts of more complex language.	• headings • Yes/No/Not given • True/False/Not given • locating information • classification • matching	TF 1 TF 2 TF 2 TF 8 TF 9 TF 7
	The third section, 'general reading', involves reading longer, more complex texts.		

Writing 2 tasks 60 minutes

Task	Academic	General Training	Objective Writing folder
Task 1 Allow about 20 minutes for this	<p>Describing graphic data / a diagram</p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> organise, present and compare data describe a process describe an object, event or sequence of events explain how something works <p>You must write at least 150 words.</p>	<p>Writing a letter</p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> write a personal or formal letter ask for and provide factual information express needs, wants, likes and dislikes express opinions, complaints <p>You must write at least 150 words.</p>	<p>Academic</p> <p>WF 2 WF 4 WF 6 WF 8 WF 10</p> <p>General Training</p> <p>WF 8</p>
Task 2 Allow about 40 minutes for this	<p>Writing an essay</p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> present the solution to a problem present and justify an opinion compare and contrast evidence evaluate and challenge ideas <p>You must write at least 250 words.</p>	<p>Writing an essay</p> <p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> provide general factual information outline a problem and present a solution present, evaluate and challenge ideas <p>You must write at least 250 words.</p>	<p>Academic and General Training</p> <p>WF 1 WF 3 WF 5 WF 7 WF 8 WF 9 WF 10</p>

Speaking approximately 11–14 minutes

The Speaking Module consists of an oral interview between you and an examiner.

Part	Format	Timing	Objective Test folder
Part 1 Introduction and interview	The examiner introduces him/herself and asks questions about familiar topics, for example, your home, family, job and interests.	4–5 minutes	TF 3
Part 2 Individual long turn	The examiner gives you a card, which contains a topic and some prompts, and asks you to speak for 1–2 minutes on the topic. The examiner asks one or two questions to round off the long turn.	3–4 minutes (including 1 minute preparation time)	TF 3
Part 3 Two-way discussion	The examiner invites you to take part in a discussion of a more abstract nature, based on questions thematically linked to the Part 2 topic.	4–5 minutes	TF 3

Unit topic	Studying
1.1 Test skills	Listening: Multiple choice Note completion
Vocabulary	Speaking Part 1 Compound nouns
1.2 Test skills	Reading (AC/GT): Reading quickly Speaking Part 1
Grammar	Modality
Workbook contents	
1, 2, 3	Reading
4, 5	Vocabulary
6, 7	Grammar

1.1 SB pages 8–9

Note: It would be useful to take some English–English dictionaries to this class.

- 1 Ask students to discuss the statements in pairs and then elicit opinions from the class. Encourage students to talk freely in this first lesson so that, if the class is new to you, you can get an idea of their language ability.
- 2 Elicit ideas from students and find out how many are studying full-time at present, or plan to in the near future.
- 3 Explain that the meaning of compound nouns can generally be guessed by thinking about the words that have formed them. Suggest students do the exercise in pairs.

Answers

- 1 overkill
- 2 input
- 3 outcome
- 4 output
- 5 overwork

- 4 Explain that uncountable nouns commonly cause errors – for example, the adding of -s to them, as in 'informations'.

Answers

Overkill and *overwork* are both uncountable.
Outcome is countable.
Input and *output* vary: the uses shown in 2 and 4 are uncountable, but in the technical sense (computing, radio, etc.) it is possible to use both words countably.

- 5 If necessary, students could use dictionaries to help them with this task.

Answers

- 1 overloaded: inundated, overwhelmed
- 2 tools: resources, means
- 3 inaccurate: biased, false
- 4 find: locate, retrieve
- 5 certain: sure, confident
- 6 journal: periodical, review
- 7 proficiently: efficiently, productively
- 8 assess: evaluate, judge

Extra words and definitions

critical (adjective)

describing something as bad or wrong *My sister is very critical of what I wear.*

very important *This is a critical decision for the company.*
extremely serious *Kevin is in hospital and his condition is said to be critical.*

giving opinions *The book is a critical study of Austen's novels.*

spine (noun)

backbone *I injured my spine several years ago.*

narrow part of a book, which is displayed on a shelf *The title is in large gold letters on the spine.*

support (noun)

agreement with an idea, group, etc. *There was plenty of support for his ideas at the meeting.*

help or encouragement *Janet is receiving financial support from the university.*

support (verb)

agree with ideas, views, etc. *Do you support the ban on foxhunting?*

help to show that something is true *Current research doesn't support his theory.*

hold the weight of *Is this ladder strong enough to support me?*

follow a team in sport *We both support Norwich City.*

virtually (adverb)

almost *The twins are virtually identical, but one has shorter hair than the other.*

- 6 Explain to students that all sections of the IELTS Listening Module are only heard once. The listening training in this unit is designed to build confidence and introduce some of the test formats to students. Ask students to read the Test spot and then shut their books. The recording is in four parts and they will hear some focus questions at the beginning of each one, which are answered at the end of each part. Ask students to concentrate fully on what they hear – they may want to close their eyes to achieve this.

Recording script

(The underlined parts refer to answers to exercise 7.)

PART 1

Who are the three speakers? Why are they having a meeting together?
Mark: Hello, Dr Lucas.

Dr Lucas: Mark, welcome, and thanks for coming along to share your experience with us today as a final-year student. Can I introduce you to Jenny Boylan, who's in her first term here?

Mark: Hi, Jenny. And how are you enjoying university life?

Jenny: It's great, though I'm having a few problems on the study side ...

Dr Lucas: Well, that's exactly why I've arranged for us all to be here this morning.

The older woman, Dr Lucas, has set up the meeting so that Jenny, a new student, can get some advice about studying from Mark, who is in his final year.

PART 2

What did Mark find difficult when he started at university? Was it the subject he was studying? Or something else?

Dr Lucas: Well, that's exactly why I've arranged for us all to be here this morning. Now Jenny, the first thing to say is – don't worry, many students feel a bit at sea with their study techniques to begin with. Isn't that right, Mark?

Mark: Definitely. When I started here, I found it so different from school. It wasn't that the subject itself was suddenly more challenging – I've always loved history and been confident in my field. But at school I really only had to use a couple of core textbooks to find out what I needed, while here at uni I was presented with huge resources – the library, the Internet – with little idea of how to use them efficiently ...

Jenny: Exactly. The main problem I seem to have is time-wasting. I can spend a whole day in the library and come away feeling I haven't really scratched the surface.

Mark didn't find his subject, history, any more difficult. His problem at first was learning how to cope with much bigger reference sources than he had had to use at school.

PART 3

What two things does Mark suggest Jenny should do from now on when she's in the library?

Dr Lucas: Could you give us a concrete example of what you see as time-wasting, Jenny?

Jenny: Well, yesterday I had to do some background reading for an essay. I took down a big book from the shelves, thinking it would be useful – the title seemed to fit my essay topic – but it was hopeless! I sat there with it for nearly two hours, reading chapter after chapter, thinking that, eventually, I'd find what I needed. But it never happened.

Mark: OK, Jenny, first piece of advice: don't wander along the library shelves looking at book spines. Titles can be very misleading! You'll save time by putting yourself in front of a computer and using the search tools to locate books – or articles – on your topic. Didn't they explain this to you on the library tour at the start of term?

Jenny: Erm ... I forgot to go.

Dr Lucas: OK, well make sure you fix up another tour immediately. They're still running them once a week, you know.

Mark: And another suggestion, Jenny, don't just rely on books. You're likely to find much more up-to-date information in

periodicals and journals, you know.

Jenny: Right, I'll look for those, then.

Mark advises Jenny to use the library's electronic search tools. He also advises her to look for relevant articles in periodicals and journals, instead of only using books.

PART 4

Why does Dr Lucas warn Jenny about using the Internet as a source?

Jenny: And what do you both think about using the Internet?

Mark: Well, it isn't always used very productively. Sure, you can get lucky and find something really useful, but other days, you may retrieve virtually nothing. And perhaps even worse, sometimes you're totally inundated with possible material, and then you don't know where to start!

Dr Lucas: Mark's right, I think you have to be extremely careful in this area, especially in assessing the accuracy of the facts themselves. You see, there are no quality controls on the Web. Information can become out-of-date, or may be false or biased to start with. Use it by all means, but always evaluate what you find. You must be absolutely certain of all the sources you quote in essays.

Jenny: I've got a lot to learn, haven't I?

Dr Lucas: That's true, but we're here to support you. You shouldn't feel embarrassed about asking me for more help and advice, and Mark is willing to act as your student mentor, too.

Mark: In fact, why don't we go for a coffee now, then we can get to know each other a bit better ...

Jenny: Thanks, I'd like that. And, er, thank you, Dr Lucas. It's been really helpful.

Dr Lucas: I'm pleased. Right, off you go then!

Dr Lucas explains to Jenny information on the Internet isn't always reliable, because it may be out-of-date, inaccurate or biased.

- 7 Explain that students will now hear Parts 2–4 again, without the questions. Pause the recording after each part to give students time to read the questions. Don't elicit answers yet.

Answers (see underlined text in script above)

1 C 2 search tools 3 journals 4 B

Photocopiable recording script activity

(P ... page 116)

At the back of this Teacher's Book there are a number of photocopiable recording scripts, for extra support and further exploitation of the listening material. Hand out copies of this script and ask students to underline the parts that provide the answers.

- 8 Play the recording again or use the photocopiable recording script to check answers.

Extension activity

Every unit in this Teacher's Book has at least one suggestion for an Extension activity.

Write this example of a reflexive pronoun from the recording on the board:

You'll save time by putting yourself in front of a computer ...

Ask students why the reflexive form is needed here. It is because 'you' and 'yourself' are the same person (Jenny).

Remind students that when using a reflexive pronoun for emphasis, it must agree with the preceding noun, as in these examples from the recording.

It wasn't that the subject itself was suddenly more challenging ... especially in assessing the accuracy of the facts themselves.

Elicit all the reflexive pronouns.

Answers

myself
yourself
himself / herself / itself
ourselves
yourselves
themselves

9 Refer students to the Test spot and encourage them to extend their answers in this Part 1 practice. Ask students to work in pairs for this.

10 Explain that students will hear some answers to the four questions. Ask them to write a number 1-4 under each letter.

Answer

A 2 B 4 C 1 D 2 E 3 F 1 G 4 H 3

Recording script

A: I don't know ... about ten hours I think.

B: Well, if you can afford to, it's obviously preferable to do nothing else apart from studying, but many students have to work as well, to support themselves. That's much harder.

C: To study in Britain.

D: A lot! I usually spend up to three hours each evening in the library and then I'm there all day again on Saturday. I always have Sundays off, though, to play football. You need to relax sometimes.

E: For me, the most important thing is to improve my vocabulary. I must learn more words, especially ones that are important in academic English.

F: I'm planning to apply to a university in New Zealand next year, but I want to take the test first to see whether my level of English is high enough. I hope it will be!

G: It doesn't matter, you can do either.

H: Maybe grammar, or listening, or something like that.

11 Play the recording again and elicit views on which answer to each question is better. Make sure students tell you why.

Answer

The longer and more detailed answers are better because they show a greater range of structures and vocabulary. These are: B, D, E, F.

1.2 SB pages 10-11

- 1 Ask students to do the questionnaire on their own and then compare answers with a partner.
- 2 Refer students to the Test spot. Explain that they will probably need to improve their reading speed to cope with the amount of text they will have to read in the Reading Module – and afterwards, if they are planning to study full-time. Make sure students understand how to calculate reading speed (the number of words divided by the time taken). An average native speaker would read at least 300 words per minute, which should be the target for students to reach by the end of the course.

Explain that the four texts have been written by students at British universities. Ask students to follow the instructions given on how to read the texts. Elicit students' reactions to the suggested approaches.

- 3 Ask students to match the cartoons to the texts in pairs.

Answers

1 C 2 B 3 D 4 A

Ask students which type of writer they feel they are by a show of hands. Suggest that all four types are valid approaches to academic writing; it is up to the individual to decide which method works best.

- 4 Explain that modal and semi-modal verbs are used a lot in academic texts. Ask students to work through the exercise in pairs. Refer them to the Grammar folder if they need help.

Answers

1 could not c 2 must e 3 needed g 4 may a
5 mustn't d 6 have to e 7 might a 8 needn't h
9 can b 10 don't ... have to i 11 ought to f
12 should f

- 5 This exercise can be set for homework if time is short.

Answers

1 needn't / don't need to / don't have to 2 can't/cannot
3 must / has to 4 could/may/might 5 couldn't
6 had to / needed to 7 ought 8 mustn't / must not

- 6 Ask students to read the information about corpus data in the tinted box. Explain that the authors of *Objective IELTS* have referred extensively to the *Cambridge Learner Corpus*, which is the only collection of Cambridge ESOL scripts of its kind. Reference to the *Learner Corpus* has given the authors a much fuller picture of what IELTS candidates can and can't do, and this information has influenced the course syllabus.

The sentences in exercise 6 come from the *Cambridge Academic Corpus*, part of the 300-million word *Cambridge International Corpus*. The authors have used

the *Academic Corpus* to establish which structures and vocabulary are frequently used in academic English (both British and American). This corpus has also provided relevant examples.

Suggest students decide in pairs how certain the writer is in statements 1–4. Explain that this use of modal verbs is particularly common in academic English.

Answers

In 1 and 2 the writer is unsure; in 3 and 4 the writer is certain.

Test folder 1

SB pages 12–13 Headings

Make sure the students fully understand the notes and advice.

- 1 It would probably be most useful to go through the task in class. Ask the students first to skim the whole passage, then to read paragraph A and the headings to see why ix is the best heading. Then ask them to read each paragraph in turn and, in pairs, choose the best heading. The passage comes from the website of a US university, and gives advice to students.

Answers

1 vii 2 v 3 ii 4 vi 5 xi 6 iii 7 x

- 2 Ask students to skim the passage and read the headings. Then ask them to read each paragraph in turn and choose the best headings. They could do this individually, then compare their answers.

Answers

1 iv 2 vii 3 ii

2

Only a game

Unit topic	Sport
2.1	
Test skills	Reading (AC / GT): Headings
Style extra	Time adverbials
Grammar	Perfect tenses
2.2	
Test skills	Listening: Note completion
	Speaking Part 3
Pronunciation	Numbers and letters
Vocabulary	Intensifying adverbs
Workbook contents	
1, 2	Reading
3	Vocabulary
4, 5, 6	Grammar

2.1 SB pages 14–15

- 1 The pictures show (A) an amateur cycling event in London, (B) a local game of snooker, (C) a javelin contestant at the 2004 Olympic Games, (D) a table tennis player from Singapore, taking part in the women's singles quarter finals at the 2004 Olympic Games, (E) members of the Manchester United football team celebrating a goal, (F) Canada playing Australia at wheelchair basketball in the 2004 Paralympic Games – Canada won 70–53 to take the gold medal.

Give students time to discuss the pictures in pairs. Elicit the name of each sport and write these on the board. Make sure students understand how *snooker* is played, as this comes up in the reading passage.

Background information

Snooker is a game between two people that is played both recreationally and professionally in Britain, at local, regional and national levels. It is growing in popularity in other parts of the world – in China 110 million people watched TV coverage of the 2005 China Open in Beijing, where Ding Junhui beat Stephen Hendry in the final.

Snooker is similar to the US game of pool. In snooker, long thin poles called cues are used to hit 15 red balls and six balls of different colours into six holes around a cloth-covered table. This has to be done in a fixed order.

Suggested answers

- A Cycling: individual, but a cyclist can be part of a team; amateur and professional (for example, the *Tour de France* race); part of the triathlon event; usually outdoors, but indoor speed events take place in a velodrome.
 B Snooker: see Background information.
 C Javelin: individual, but belonging to a team; often played at national or international level; an athletics (track and field) event; outdoors.
 D Table tennis: individual or team event, each side has one or two players (singles / doubles); local, national and international.
 E Football: team; amateur and professional; local, national (league and cup) and international.
 F Basketball: team (five men / six women); amateur and professional; played indoors; local, national and international.

- 2 Elicit answers from the class. Discuss the pros and cons of watching complete matches or edited highlights.

Possible answers

Examples of televised sports: football, baseball, cricket, tennis, athletics, swimming

Complete matches / edited highlights: highlights show the best parts, good if you don't have much time

- 3 Ask students to read the passage quickly, timing themselves. Elicit overall understanding of the passage by asking the following questions:
 Why does the manual editing of sports footage take such a long time?
 (because it involves careful scrutiny and analysis of hours of sports transmissions)
 How might highlights software be used in the home?
 (on home video recorders, to allow people to compile their own highlights)
 4 Before students do the headings task, ask them to look again at the Advice given on page 12 in Test folder 1.

Answers

1 x 2 v 3 viii 4 iii 5 vi 6 ii

- 5 Explain the advantages of using time adverbials: to clarify a sequence of events or actions and structure a piece of writing.

Answers

1 d 2 g 3 b

- 6 Note that this grammar section focuses on the present and past perfect tenses, which are exemplified in the passage. The future perfect is dealt with in 13.2 (but is also mentioned in the Grammar folder for Unit 2).

Elicit explanations from the class, prompting them if necessary by asking whether a specific time period is mentioned in connection with the examples in paragraphs C and D.

Answers

Paragraph C (*They have decided*) Their research work is still continuing. If the text had said *They decided ...*, the development work would have been in the past and completed.

Paragraph D (*what has happened*) This is a reference to recent time, in a time frame that is ongoing.

- 7 Elicit explanations as before.

Answers

The past perfect is used to make it clear that an earlier time period is being referred to: the words *but then* signal a change from this earlier situation to the new direction taken by Carlo Colombo and his team.

The continuous form is used to focus on the duration of this state, i.e. football being an impossible challenge to developers.

Extension activity

If students show good understanding of the present and past perfect, introduce the future perfect to them. Write the example sentence on the board. Then ask them to speculate on the status of 1–6 below by the year 2015. Possible answers are given in brackets.

Example: *By 2015, the manual editing of sports footage will have become a thing of the past.*

- 1 tickets for live football matches (will have trebled in price)
- 2 the 2012 Olympics (will have taken place in London)
- 3 David Beckham (will have retired)
- 4 digital TV channels (will have vastly increased in number)
- 5 the 2014 football World Cup (will have been won by Argentina)
- 6 new sports facilities at the college (will have been built)

- 8 This exercise can be set as homework if time is short.

Answers

- 1 has tested
- 2 Have you been doing
- 3 've/have been building
- 4 'd/had injured
- 5 have won / have been winning
- 6 had expected / had been expecting

2.2 SB pages 16–17

- 1 Allow students to talk briefly in pairs and then elicit answers. Ask students whether they would like to compete in an international student event – what would be the advantages and disadvantages of doing so? Raise aspects such as the opportunity to travel and meet new friends; cost; where to find accommodation.
- 2 Ask students to read the notes and predict the type of information needed.

Answers

- 1 two numbers and a word (month), or all numbers
- 2 number (price) 3 word(s) 4 word(s) (name)
- 5 word(s) (location) 6 word(s) (website address)

- 3 Play the recording and ask students to complete the notes.

Answers (see underlined text in script)

- 1 20–23 May 2 18 3 floor space 4 Hermica
- 5 University of Technology 6 www.sellgames.com

Recording script

John: Hello, Pirkko. I'm phoning to let you know that my college basketball team are very keen to come over to Finland to take part in the Tampere Student Games.

Pirkko: Well, that's great. We're hoping to make it a really special event this year, as it's the 80th anniversary of Finnish Student Sport!

John: Fantastic! We're all looking forward to coming. Let me just check – the games start on May 19th, right?

Pirkko: Oh, that was the provisional plan when you first contacted me, that they'd run from the 19th to the 23rd. But we've cut the programme by a day, so now it'll begin on the 20th, still ending on the 23rd. There's going to be an opening ceremony on the first evening.

John: We don't want to miss that, do we! And how much is the entry fee for the Games?

Pirkko: This year it's gone up from 16 to 18 euros a day per person. I'm afraid, but you get a lot for that.

John: How do you mean?

Pirkko: Well, of course it covers the competition entrance, but you also get three meals a day and even floor space if you want it – we can't manage beds for everyone!

John: Sounds a bit basic to me. Can you recommend a hotel?

Pirkko: Well, Tampere is quite a big city, so there are a lot of hotels. The Homeland would be convenient if you come by train, or maybe you'd prefer the Hermica, as it's offering a reduced rate for participants in the games. It's spelt H-E-R-M-I-C-A. It's a very nice hotel.

John: And where is it exactly?

Pirkko: Well, that's the other good thing from your point of view. It's in the Hervanta district of Tampere, near the University of Technology.

John: And why is that good for us?

Pirkko: Because all the basketball matches are taking place near there.

John: Oh, I see.

Pirkko: Look, why don't I give you the website address, and then you can look up the programme and find out anything else you need to know.

John: Good idea. So, what is it?

Pirkko: OK, it's www dot sellgames - that's S-E-double L-G-A-M-E-S dot com.

John: Brilliant, I'll have a look now. Thanks, Pirkko.

Pirkko: See you soon, then. Bye, John.

- 4 Play the two examples. Explain that numbers are often tested in the IELTS Listening Module and, because everything is only heard once, students need to be able to hear them without difficulty.

Answers

1 15th 2 1940 3 9.13 4 6° 5 19 6 $\frac{1}{70}$

Recording script

Examples

Pirkko: It's the 80th anniversary of Finnish Student Sport! It's 18 euros a day.

- Welcome to our 15th annual event.
- No games were held in 1940, due to the war.
- Please report to the track supervisor by 9.13.
- The water temperature today is six degrees.
- Approximately 19 per cent of runners have sponsorship.
- In our questionnaire, less than a 70th of those asked played korfball.

- 5 Give students time to spell out the names to and then play the recording for them to check their pronunciation.

- 6 This pairwork activity could alternatively be run as a class spelling competition in teams. (Award one point for each correctly spelled name and a bonus point for error-free pronunciation.)

- 7 Explain that intensifying adverbs will be useful for both tasks in the IELTS Writing Module.

Answers

1 surprisingly 2 noticeably 3 extremely 4 bitterly
5 significantly 6 highly

- 8 This exercise can be set as homework if time is short.

Answers

1 closely related
2 highly recommended
3 considerably worse
4 extremely important
5 carefully considered / considered carefully
6 severely disturbed the ecosystem / disturbed the ecosystem severely

- 9 Allow students up to five minutes' discussion with each partner. Remind them to make notes, and elicit ideas from the class at the end.

Writing folder 1

SB pages 18–19

Task 2 Planning an essay

If timetabling permits, work through all of the Writing folder exercises in class. The Writing folders raise awareness of the skills needed for the IELTS Writing Module and provide opportunities for students to share ideas and best practice. Encourage students to keep all their written homework and to work on a second draft following your marking and feedback of the first one (this can be very effective because students not only learn from their earlier mistakes but also begin to see where their writing can be further improved).

- 1 If appropriate, explain the differences between the Academic and General Training Writing Module (given on page 7 of the Student's Book). With the exception of Writing folder 1, *Objective IELTS Advanced* deals only with the Academic Writing Module.

Answers

A is the General Training task and B is the Academic task. Task B requires more use of argument (benefits / disadvantages).

- 2 Encourage students to adopt the type of essay plan that works best for them. These are only two examples. Ask students if they have other ways of planning their writing.

Answers

Mind map = Task B
Paragraph plan = Task A

- 3 Suggest students work on their own and then compare what they have done in pairs.

See the paragraphed answer below. The sentence that has been crossed out in paragraph 2 is inappropriate (a personal comment in a more informal register). The deleted content in paragraph 3 is irrelevant to the task. The introduction and conclusion are too short: the introduction needs to make reference to the writer's opinion (which is given in the final sentence conclusion).

The conclusion should summarise the argument and restate the opinion in another way.

Answer

How useful are sports players to our society? Do they earn too much money? This essay will discuss these questions.

If we consider the top sports players, it is true that they are paid huge salaries. For example, the footballer David Beckham earns millions with his club and then he is paid more money to endorse the products of various sports companies. ~~I wish I could earn a million dollars by wearing a pair of football boots!~~ Sportsmen tend to earn a lot more money than their female equivalents. In tennis, Martina Navratilova has won more titles than the greatest male players but her earnings are probably significantly less.

The most useful jobs in society are those that help people: doctors make people better when they are sick and teachers prepare a new generation for entry into society. Perhaps the most useful job of all is that of the firefighter, who saves lives and property on a regular basis. Yet firefighters are paid very little and often have to do a second job to earn enough money to live on. ~~Other people in society apart from sports players earn a lot of money. Some businessmen are millionaires.~~

Sport is undoubtedly one of our main forms of entertainment today. Even if people don't go to live matches, they watch sport on television, either broadcast live or the highlights afterwards.

However, this doesn't justify such large salaries, in my opinion.

Introduction rewritten

How useful are sports players to our society? Do they earn too much money? This essay will discuss these questions. In my own view, some sports stars do earn too much compared to other useful jobs in society. At the same time, because sport is prime entertainment, players can make demands on their employers, like film stars.

Conclusion rewritten

However, this doesn't justify such large salaries, in my opinion. Instead, we should reward the people who really matter in our society.

- 4 Suggest that students only use a few rhetorical questions in an essay, because overuse would be unnatural.

Suggested answers

- 1 Why is so much sport broadcast today?
- 2 Is this really in the best interests of sport?
- 3 What are the effects of this on the players themselves?
- 4 How many tickets are sold at matches nowadays?
- 5 Can viewers cope with this sport overload?

- 5 Elicit reasons why time adverbials are useful in Task B.

Answer

Task B refers to growth in popularity, implying the need to write the essay within a time frame and/or compare and contrast today's situation with an earlier one, say ten years ago.

- 6 Encourage the students to add their own ideas.

Answers

Reasons for growth of televised sport

- 2 Sport has become an important form of entertainment.
- 6 There are more TV channels than ten years ago.

Benefits

- 8 More people have developed an interest in sport.
- 7 Larger football clubs benefit financially from TV revenue.
- 4 Top players can ask for large salaries.

Disadvantages

- 3 Smaller clubs have suffered financial losses.
- 5 Fewer people attend live football matches nowadays.
- 1 Ticket prices have risen dramatically.

- 7 Remind students that they must write at least 250 words, but that it won't matter if they write more than this. If the task is set for homework, tell students to use the checklist in exercise 8 to make any improvements necessary, before handing in their essay.

8

Sample answer

It is now possible to watch live sport on television on any day of the week, and the current amount of coverage will undoubtedly increase further in years to come. This is definitely having an impact on the live sports events themselves, and there are both benefits and drawbacks to this.

Why has there been such growth in televised sport? For one thing, with digital broadcasting, there are now many more TV channels than there were even ten years ago. Moreover, sport has become an important form of entertainment, appealing to both men and women.

What are the benefits of this state of affairs? One obvious advantage to the profession is the injection of capital provided by television companies. Larger football clubs benefit financially from TV revenue and the top players can command very large salaries. Less popular sports also receive money that can be invested in training and awareness-raising. Furthermore, there is a health benefit to some of the population, because through televised sport, more people have become interested in actually playing sport.

However, there are certain disadvantages to having so much sport on television. Considering football again, many smaller clubs have suffered financial losses recently, as they cannot compete with the larger ones. There has been a general decline in ticket sales, especially among smaller clubs. Fewer people attend live matches nowadays, preferring to watch from the comfort of their living room. What's more, ticket prices have risen dramatically.

To sum up, while televised sport has created many opportunities and benefited certain individuals and clubs enormously, it has also been responsible for changing the nature of live sports events for ever.

(273 words)

Unit topic	Marketing
3.1	
Test skills	Listening: Multiple choice Matching
Vocabulary	Word building
Pronunciation	Stressed vowels
Style extra	Academic style
3.2	
Test skills	Reading(AC/GT): Global multiple choice Yes / No / Not given
Grammar	Speaking Part 2 Cleft sentences
Workbook contents	
1, 2	Reading
3, 4	Grammar
5	Vocabulary

3.1 SB pages 20–21

- 1 It would be useful to show the class some well-known products, including both international and local brands. The pictures show a 19th-century advertisement for Pears soap, a pair of Puma trainers (with the Ferrari logo on the heel) and the branded stud and label on a pair of Levi Strauss jeans.

Background information

Further examples of international brands are Apple (US, computers and iPod music players), Gucci (Italian, luxury clothes), Hitachi (Japanese, electronic and other goods), Mercedes (German, cars), Nokia (Finnish, mobile phones), Samsung (South Korean, electronic goods), Wal-Mart (US, supermarkets) and Yamaha (Japanese, motorbikes and musical instruments).

- Ask students to list other product brands in pairs, or elicit these quickly from the class. The discussion of the three bulleted questions can take place in pairs or small groups, with a class round-up at the end. Write any useful vocabulary that comes up on the board.
- 2 Explain to the class that section 4 of the Listening Module is always a monologue and is delivered in an academic style – usually part of a lecture. Refer students to the Test spot and give them time to underline key words before playing the recording.

Answers (see underlined text in script)

1 C 2 A
3 A 4 I 5 E 6 G 7 F 8 H 9 K

Recording script

Questions 1 and 2

At first sight, a bank account may seem very different from a laptop or a university, but what they have in common is that they're all products. Until relatively recently, the term tended to be restricted to manufactured goods, such as furniture or books, but now it's applied to virtually anything that's the focus of marketing activity; that is, activity to attract the attention of the general public, or perhaps companies. In terms of business, though, products are generally either manufactured goods, such as a laptop, or services, like bank accounts or training courses.

But because the purpose of the producer is to sell, pop singers, holiday resorts and so on can *also* be marketed as products – the purpose being to publicise that particular pop singer, etc. These days more and more people are even managing themselves as a product, for instance when applying for jobs.

Questions 3–9

In this analysis of products it's consumer goods that I'll focus on first. These are products that are manufactured and sold to members of the public – or consumers – rather than to companies.

Normally, with consumer goods, a number of manufacturers make similar products, and compete for sales. Levi Strauss has manufactured jeans since 1873, and until the early 1960s it was unusual in that it had virtually no competition. Since then, a lot of other manufacturers have entered the market. As a result, Levi's market share – that is, its percentage of all the pairs of jeans that are sold – has fallen dramatically.

Marketing is all about getting people to buy from you. One way of achieving this is by advertising, but another crucial element is the creation of brands. Until the late 19th century, it was simply *soap* that people bought, or a dress, or whatever. But then, manufacturers, including the soap maker Pears, began to realise that by giving their product its own name and advertising it to the general public, they could encourage purchasers to ask for *their* goods, and not those of a competitor. By the early 20th century, advertising was to be seen everywhere.

Brand names fall into two basic categories. Some manufacturers, like Microsoft, create a strong identification between the company and all its products by using the same name for both. Other companies use a variety of brand names: Procter & Gamble produces around 300 brands altogether, and it also sells several washing powders under different brand names, in order to maximise sales. Tide, Ariel and Daz are just three of these.

Often, companies manufacture a product line. Take the car manufacturer Ford, for instance. One of its cars, the Focus, is a product line consisting of closely related versions of one product, sold under the same brand name.

All the brands and products that a company produces make up its 'product mix': Ford specialises in one type of product – cars, while Yamaha has a much more diverse product mix, which includes motorcycles, musical instruments and electronic equipment.

Now let's turn briefly to retailers, such as the supermarket chain Tesco. Retailers are businesses which sell directly to consumers, usually in their stores – or retail outlets – but in some cases by mail order or through the Internet. They usually sell branded goods, which they've received from the manufacturer, but, like Tesco, they may also sell their own brands, which are normally goods that they buy from a manufacturer and sell under their own name. So, for example, alongside the Heinz brand of baked beans, Tesco also sells Tesco baked beans.

A brand doesn't just have a name, however: most have a logo which the company wants the public to associate with the brand. Coca-Cola's logo, for example, is the distinctive way in which the name is written.

Now I just want to mention ...

Photocopiable recording script activity

(P ... page 117)

Hand out a copy of the recording script for students to check their answers to the matching task (questions 3–9). Suggest students work in pairs. For each question, they should locate the company name and decide on the relevant clause or sentence in the script that provides the answer, comparing what is said with the wording of the option.

Additionally, the example paragraph about Levi Strauss can be used to reinforce perfect tenses: blank out the verb forms *has manufactured* (line 5), *was (unusual)* (line 6), *have entered* (line 7), *has fallen* (line 8) before you make the copies, and ask students which tenses are needed in the gaps. They can listen to this part of the recording again if necessary.

- 3 Explain that English words often occur in 'families', where related words with either the same or different parts of speech are formed from various suffixes and prefixes. To illustrate this, write the adjective *able* on the board and elicit its related adjectives (*unable, disabled*), related verbs (*enable, disable*) and related nouns (*ability, disability, inability*). Suggest that students keep a record of word families in their vocabulary notebook. Note: the *Cambridge Advanced Learner's Dictionary* contains a useful word families appendix.

Give students time to complete the table. Then elicit answers, checking spelling or writing the complete table on the board.

Answers

verbs	nouns	adjectives
produce	product, productivity, produce, production, producer	(un)productive
consume	consumer, consumption (also consumable, consumerism, consumerist)	(also consumable)
compete	competition, competitor (also competitiveness)	(un)competitive

- 4 This exercise can be set for homework if time is short. Remind students to think about the form needed in each sentence (which part of speech; singular or plural form).

Answers

- 1 consumers 2 unproductive 3 consumption
- 4 competitors 5 consume 6 competitive
- 7 produce/products

- 5 Ask students to mark the stressed syllables on their own, following the example for style. Explain that stress is usually marked in dictionaries in this way. Then play the recording for students to check their answers. Elicit any wrongly marked words.

Answers

- 1 pro'ducer 2 'product 3 'produce 4 pro'duction
- 5 pro'ductive 6 produc'tivity 7 com'pete
- 8 com'petitor 9 com'petitive 10 compe'tition

- 6 Ask students to read the information about academic language and style given in Style extra. Explain that they will need to develop their academic writing in this way. The exercise helps them to become more aware of differences in style.

Answers

- 1 purchases; consumption 2 perceptions 3 recognition
- 4 reductions 5 deduction

- 7 Ask students to form groups of three or four and refer them to the Useful language box. Give them about five minutes to discuss their ideas. Then ask each group to talk briefly about their new line of clothing.

Extension activity

Suggest that each group develops the text of a short radio commercial about their clothing line. Before they begin, elicit the likely spoken style (informal or possibly formal). Ask students to 'perform' their commercials and conduct a class vote on the most effective one.

3.2 SB pages 22-23

- 1 Elicit ideas from the class on the formation of pop groups. Then write the phrase *manufactured pop group* on the board and ask students what it implies. Refer students to the picture of Hear'Say, an example of one such group.
- 2 Ask students to read the passage quickly, timing themselves. Elicit which statement best sums up the writer's main point.

Answer
B

- 3 Refer students to the Test spot and explain the difference between this task type, which tests understanding of a writer's opinions or claims, and the *True / False / Not given* task, which focuses on facts. Explain that the *Not given* option is often the most difficult for candidates to decide on. Ask students to read the example, explanation and underlined sentence in the text (lines 4-6), which illustrates *Not given*.

Suggest that students work through the statements on their own, underlining relevant parts of the text in the same way. Then ask them to compare their answers in pairs.

Answers

- 1 NO *branding would have been an alien concept to Leonardo da Vinci or Beethoven, or most other self-respecting artists and musicians, and one that the vast majority would have rejected. (lines 9-16)*
- 2 NOT GIVEN *The passage says they performed in front of three judges but nothing else is said about the judges.*
- 3 NO *all able to sing, dance (lines 48-49)*
- 4 NOT GIVEN *As their licensing manager admitted, they were marketing the group before they even knew who was going to be in it. (lines 75-78)*
- 5 YES *the quickest way to your customers' wallets is through their hearts (lines 80-82)*
- 6 NO *the only brands which will succeed are those that make an emotional connection. (lines 86-90)*
- 7 NOT GIVEN *this commercialisation of our private world breeds cynicism (lines 97-100) but nothing is said about whether the public is concerned about this*
- 8 YES *Emotional exploitation ultimately generates a pessimism about human nature (lines 103-105)*

- 4 Refer students to the explanation and examples of cleft sentences and reinforce their importance in academic language. Suggest that students underline the key idea in each sentence on their own and then compare answers.

Answers

- 1 fame can be manufactured
- 2 in a talent contest
- 3 because our emotions affect our behaviour
- 4 the group was marketed before it existed

- 5 Give students enough time to work through the five sentences and then elicit their answers.

Answers (and possible endings)

- 1 in the 19th century ... the 20th.
- 2 to increase their sales ... to reduce costs.
- 3 the use of brand names ... the manufacturing of products themselves.
- 4 low prices ... high quality.
- 5 the power of marketing ... their talent.

- 6 Refer students to the Test spot. Tell them that they will have the maximum opportunity to show their language range in this part of the Speaking Module, because it is a long turn.

Ask students to work in pairs, but to start by making their own brief notes. Check that each student has decided on a logo to talk about. (If anybody is stuck for ideas, suggest they look back at the companies on page 20.) One student should time the other and indicate when one minute has passed. Encourage students to keep talking for a full minute, even if they start to run out of ideas. They will need to build up to a long turn of up to two minutes by the end of this course.

Test folder 2

SB pages 24–25

True / False / Not given and Yes / No / Not given

Make sure the students fully understand the notes and advice.

- 1 It would probably be most useful to go through the task in class: for each question, ask students to identify the relevant part of the passage and then to decide on the correct answer. Advise them that IELTS candidates generally find *Not given* the most difficult answer to be sure of.

Evidence for the answers is given below. Students should not write this in the test.

Answers

- 1 NOT GIVEN The movie *The African Queen* is mentioned as containing an early example, but there is no indication of who had the idea. (paragraph 2)
- 2 TRUE A set dresser might think of something to boost the level of credibility or realism of the story. (paragraph 3)
- 3 FALSE A spokeswoman for the manufacturer said the company was not approached about the use of their product (paragraph 3)
- 4 TRUE arranged product placement deals. The most common type is a simple exchange of the product for the placement ... the cast and crew are provided with an ample supply of the company's products. (paragraph 4)
- 5 NOT GIVEN Sometimes, a gift of the product isn't an appropriate form of compensation, so money powers the deal. There is no indication of the film makers' preferences. (paragraph 5)
- 6 FALSE Before product placement really saw a surge in the mid 1980s, it was pretty much a do-it-yourself effort. Now there are entire agencies (paragraph 6)
- 7 TRUE It's highly likely that you'll see one of the major soft drink companies represented. (paragraph 7)

- 2 Ask students to work through the task in pairs. Evidence for the answers is given.

Answers

- 1 YES all relative to any competitors. (paragraph 1)
- 2 NOT GIVEN Your 'customer' may be a boss, friend or relative. Your 'customers' are referred to in relation to you, not to each other. (paragraph 2)
- 3 NO ideally you want to use those skills and talents that are highly valued by your 'customer' and that you enjoy using. (paragraph 3)
- 4 YES These organizations have written or unspoken values and cultures that have a big impact on how we act. (paragraph 4)
- 5 YES By finding the best 'position' to take relative to these competitors, we can make ourselves seen as not only different to them, but better. (paragraph 5)
- 6 NOT GIVEN The way we speak is not mentioned as part of the 'package' of our identity. (paragraph 6)
- 7 NO Personal Branding is not about being someone we aren't ... It is simply about becoming the best 'You'. (paragraph 7)

4

Spotlight on communication

Unit topic	Human and animal communication
4.1	
Test skills	Reading (AC/GT): Locating information
Vocabulary	Speaking Part 3 Language terms
4.2	
Test skills	Listening: Summary completion Matching
Grammar	Adverbial clauses
Pronunciation	Vowels
Workbook contents	
1	Vocabulary
2, 3	Grammar
4, 5	Reading

4.1 SB pages 26–27

- 1 The pictures show a waiter and customer communicating through sign language at the *Café Signes* in Paris; a woman displaying strong emotion through her facial expression; a social group of chimpanzees.

Give students time to discuss the questions in pairs. Elicit answers, writing the different ways of communicating on the board.

Suggested answers

Ways of communicating: television, radio, telephone, Internet chat rooms, email, letter; also gestures and body language, whistling

How animals and birds communicate: making sounds such as growling, hissing or calling, showing teeth, wagging tail, touching, opening or closing paw

- 2 Ask students to skim the passage, timing themselves as they read. Suggest they then quickly summarise the main point of each paragraph in pairs.

Suggested answers

Paragraph A: Most animals are able to communicate.

Paragraph B: Many primates use different sounds to communicate different meanings, and vervet monkeys use the largest number.

Paragraph C: Vervet monkeys are in danger when they search for food.

Paragraph D: Vervet monkeys make different sounds when they are in danger from different predators.

Paragraph E: Experiments show that vervets respond to warnings even when they are not in danger.
Paragraph F: Young vervets learn the calls and become more accurate as they grow up.
Paragraph G: Vervets can also understand warnings given by certain birds.

- 3 Refer students to the Test spot. Suggest they complete the task on their own, underlining key words as shown. Ask students to compare their answers (and underlinings) in pairs. Evidence for the answers is given.

Answers

- E Experiments using recordings of the alarm calls when no predators are present show the same responses. The monkeys understand and respond to the call itself. (lines 35–37)
- C they climb down to search for food at ground level. Here they are far more exposed, and so at greater risk from predators. (lines 20–22)
- A also with their owners: demanding food, asking to be let out, greeting them when they return home. (lines 9–10)
- D it emits a loud barking call and the monkeys run into the trees ... the warning is a double-syllable cough. Other vervets respond by looking up into the air, then seeking shelter among the dense branches of trees or bushes ... a 'chutter' sound ... The monkeys stand up on two legs and look in the grass, then run to safety (lines 24–33)
- G When a starling squeaks the warning 'danger in the air', nearby monkeys repeat it – translating it into their own term (lines 51–54)
- B These sounds can be placed in three main categories: food calls, warnings of the presence of predators, and calls for help. (lines 13–14)
- D (apparently from the noise made by a motorcycle engine that is getting a lot of fuel) (lines 31–32)
- B The 'vocabulary' of most species amounts to only a handful of distinct sounds. However, the vervet monkeys of the Rift Valley in Kenya appear to have developed many more calls, each with its own meaning (lines 14–17)
- A they are able to tell whether a sound is made by a parent or offspring, another member of their species, or a stranger. (lines 5–6)
- F As they mature and gain experience, they begin to use the calls correctly. (lines 46–47)

- 4 Reminds students to think about the examples in brackets when deciding on their answers.

Answers

- 2 c 3 i 4 d 5 h 6 f 7 b 8 g 9 a

Answers

- 1 slang (= £ – pound sterling)
- 2 acronym (= National Aeronautics and Space Administration)
- 3 collocation
- 4 idiom (= in bad condition and likely to stop working soon)
- 5 jargon (in the field of linguistics)

- 6 Explain that these questions are typical of what an examiner might ask in Part 3. Encourage students to extend what they say by giving reasons for their opinions or including examples to support their ideas.

4.2 SB pages 28–29

- 1 Allow students to share their ideas briefly in pairs and then have a class discussion, writing important points up on the board.
- 2 Refer students to the Test spot. Check that they understand all the words in the box and point out that they are all nouns. Give students time to read the summary and think about the spaces before playing the first part of the recording (questions 1–4). Explain that they are unlikely to hear an exact word from the box providing the answer, so they must listen carefully to the meaning of what is said.

Play the recording again to review answers 1–4, pausing where indicated in the recording script (~).

Then ask students to read questions 5–7 and check their understanding of options A–D. Play the second part of the recording. Review answers in the same way.

Answers (see underlined text in script)

- 1 conformity 2 status 3 norm 4 evaluation
- 5 D 6 B 7 C

Recording script

Questions 1–4

It's a striking feature of languages that different varieties acquire different social values. Any social group develops norms of behaviour, such as wearing certain styles of clothes, and members of the group are expected to conform to those norms. (~) Since language is a form of behaviour, the group develops a distinct variety of language too, which helps to maintain and signal group identity. This variety comes to reflect the social status of its users; the higher this is, the greater the prestige of the variety of language. (~)

Standard varieties of languages serve the needs of the national rather than the local community, and are associated with the goals and values of nations. People who use standard varieties tend to be well educated, so the standard is usually thought of as a model of correct language, and other varieties as incorrect. (~)

All varieties of language reflect social relationships, and the judgements we make about language are often disguised social judgements. (~) For instance, when parents tell their child off for using slang expressions, it's probably because they're afraid that other people will think the child is of lower status than they wish him or her to be considered.

Questions 5–7

In fact the English are very aware of social differences in accent, and can usually work out from it a person's region of origin, social standing and standard of education.

Accents are also classified aesthetically. In one experiment it was found that British people, who recognised where each accent came from, preferred rural accents to ones from British cities such as Birmingham or Liverpool. (~) However, people from other countries, without that knowledge or the social attitudes that go with it, assessed the pleasantness of the accents differently.

Language is also a symbol of identity. People from a particular region, such as Yorkshire, in the north of England, may take pride in their local speech as part of their pride in their local culture, and may make an effort to retain their accent if they move to another part of the country. (~)

Attitudes towards different varieties of language can be remarkably powerful. In another piece of research, people listened to the same argument against capital punishment spoken with different accents. (~) Some accents were effective in changing people's views on this matter, while others weren't. Listeners were also asked to rate the quality of the argument. Generally, when the case was argued in an accent of high prestige, it was thought to be better argued than when presented in accents of lower prestige.

Clearly we need to be careful about how far our attitude to other people is affected by our reaction to their speech.

- 3 Divide the class into two halves and ask students on one side of the room to think of the advantages, with students on the other side thinking of disadvantages. Ask students to form groups of three or four. Give them up to five minutes to prepare and discuss their ideas. Suggest they make notes of key points. Then ask each group to report their ideas to the class. Write key points on the board.

Extension activity

Set the extra writing task below, where students can use some of the arguments from this discussion.

Write about the following topic.

A decline of local accents and dialects weakens regional identity. How far do you agree with this statement?

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

Write at least 250 words.

- 4 Give students time to read the sentences and then elicit the function of each one. Refer them to the Grammar folder on page 139 if they need help.

Answers

- 1 place 2 reason 3 time 4 condition 5 purpose
- 6 concession

- 5 Suggest students work through the exercise in pairs, taking turns to complete a sentence and decide on the function of each clause.

7

Answers

- 1 so (that) – purpose
- 2 Although – concession
- 3 Since – reason
- 4 unless – condition
- 5 while – time
- 6 Once – time

- 6 Suggest that students might like to find out more about Washoe and the other chimpanzees by looking at the following website: www.friendsofwashoe.org. This exercise and/or exercise 7 can be set for homework if time is short.

Answers

- 1 **When** attempts were made to communicate with chimps in sign language, dramatic progress was claimed.
- 2 It was postulated that chimps would not be able to combine signs appropriately **unless** they understood at least some of the rules of human language.
- 3 A female chimpanzee, Washoe, was taught sign language **so (that)** she could communicate by using her hands.
- 4 **Although** at first her progress was slow, she learned 132 signs in just over four years and could combine them in short sentences.
- 5 Two more chimps, Moja and Pili, were taught to sign and made faster progress than Washoe **because** their training started when they were younger than she was.
- 6 Chimps have proved themselves able to communicate by using signs, **although** there is disagreement as to how far they understand the nature and grammatical rules of language. OR **Although** chimps have proved themselves able to communicate by using signs, there is disagreement as to how far they understand the nature and grammatical rules of language.

Possible answers

- 1 ... you are living in the country where that language is spoken.
- 2 ... animals are largely self-sufficient.
- 3 ... there are still many areas to be investigated.
- 4 ... research could be carried out on them.
- 5 ... it yields new information that is applicable to humans.

- 8 Ask students to complete the pronunciation table on their own and then compare answers in pairs. They should check any anomalies in an English–English dictionary.

Alternatively, read the words aloud, giving students time to write each word in the appropriate part of the table.

Answers

/ɪ/	/e/	/ʌ/	/ɒ/	/i:/
language wanted sit	instead set	come run	not quality	key receive see
/ɑ:/	/eə/	/ɪə/	/əʊ/	/aʊ/
after heart laugh	air there	ear here	although no	found now

Writing folder 2

SB pages 30–31

Task 1 Commenting on graphs

Remind students that there are fewer marks available for Task 1 than for Task 2, so they should spend no more than 20 minutes on it.

- 1 The three graphs/charts show some common ways of presenting information visually.

Answers

1 refers to B; 2 refers to C; 3 refers to A.

- 1 period 2 vertical axis 3 constant 4 low
5 accounting for 6 relative 7 accounts for 8 lowest
9 unit 10 lines 11 single 12 horizontal axis
13 volumes 14 high 15 peaked

- 2 Explain that it is good to use a range of adverbs in Task 1 (exercises 2, 3, 4 and 5 focus on different types of adverb).

Answer

Conversely introduces contrasting information (b).

3

Answers

1 c 2 a

- 4 Suggest students underline the adverbs on their own and then discuss the alternatives in pairs.

Answers

The intensifying adverbs are *significantly* and *dramatically* in description 1, and *considerably* in description 3. *Amazingly* would be inappropriate in all cases because it is too informal. *Noticeably* could replace *dramatically* or *considerably*. *Surprisingly* is inappropriate: in description 1 because the trends are not surprising, and in description 3 because we have insufficient information about the data to make that judgement.

5

Answer

Approximately (which is probably better than *roughly* in a neutral to formal piece of writing of this type).

- 6 Explain that conclusion b is better. Conclusion a needs to be made less vague and should not repeat what has already been said.

- 7 Refer students to the advice given. For this practice task, they should aim to write at least 100 words (in the actual test, the minimum length for Task 1 is 150 words).

Sample answer

The bar chart shows relative percentage sales of four styles of trainers during a twelve-month period. In the first quarter, sales of the new 'Flying Boots' were fairly modest, only accounting for about 10% of sales. Sales volumes of the other three styles during the same period were similar, at approximately 30% each. Conversely, in the second quarter, sales of the new style doubled and the older style 'High rollers' performed less well. Sales of this style reached an all-time low in the third quarter, but recovered a little in the fourth quarter. Sales of the style 'Golden feet' continued to rise dramatically throughout the year, accounting for half of all sales in the fourth quarter, while sales of 'Zed runners' had dropped significantly by the year end.

(128 words)

Units 1–4 Revision

SB pages 32–33

Each revision unit reviews the topics, grammar and vocabulary of the previous four units. The content of the Writing folders is practised and extended in the five *Writing workouts* at the back of the Workbook.

Apart from the *Topic review*, the revision unit material can be completed out of class.

- Suggest that students work through the eight sentences in pairs. Encourage them to talk at length about each one, giving examples from their personal experience.
- The picture shows the hand-held PlayStation Portable.

Answers

- 1 It 2 What 3 have 4 has 5 itself
6 may/might/could 7 to 8 may/might
9 although/but/though/yet 10 though

3

Answers

- a and b are incorrect:
a Essays *must* have ...
b Essays *should* be ...
- a is incorrect: *have been training*
- c is incorrect: *unless it is ... OR if it isn't ...*

4

Answers

- 1 surprisingly poor 2 considerably bigger
3 bitterly disappointed 4 increasingly likely
5 excessively complicated 6 widely believed

5

Answers

- 1 responsive 2 imitation/imitating 3 unpredictable
4 classification 5 consumption 6 inefficiency

6

Answers

- 1 c 2 a 3 b

7

Answers

- collocation – wasting money
- acronym – FIFA
- idiom – bitten the bullet
- proverb – Every cloud has a silver lining. ✓
- idiom – food for thought
- slang – quid
- collocation – highly rated

8

Answers

- up until recently
- Over the two-year period
- In the meantime
- shortly after that date
- From time to time

Progress Test 1

Listening

Questions 1–5

Choose the correct letter, A, B or C.

- 1 Which division of the company is the job in?
 - A music CDs
 - B online music
 - C music videos and DVDs
- 2 At first the job will involve analysing
 - A the brand image
 - B current sales
 - C customer profiles
- 3 How will the new person be expected to carry out research?
 - A questionnaires
 - B focus groups
 - C telephone interviews
- 4 The job will start in
 - A February
 - B March
 - C April
- 5 Applicants are required to have
 - A experience in market research
 - B a professional qualification
 - C an interest in music

Questions 6–10

Complete the notes below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Starting salary: 6 £

Benefits include: 7

Town: 8

Distance from London: 9 kilometres

Application form must be returned by: 10

Reading

Questions 1–8

The reading passage has seven paragraphs A–H.

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

List of Headings

- i How the study of body language has changed
- ii A possible business application of body language
- iii Using body language as a tool to deceive others
- iv Communicating a wide range of messages
- v A branch of an older academic field
- vi The need for skill when interpreting body language
- vii Recognising a positive attitude without realising it
- viii How power is linked with certain family roles
- ix A form of body language that can be misinterpreted
- x Imitating the chief person in a group
- xi Ignoring signals from other people

- | | |
|---------------------|---------------------|
| 1 Paragraph A | 5 Paragraph E |
| 2 Paragraph B | 6 Paragraph F |
| 3 Paragraph C | 7 Paragraph G |
| 4 Paragraph D | 8 Paragraph H |

Questions 9–13

Do the following statements reflect the claims of the writer in the reading passage? Write

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 9 Little work was done in the field of kinesics for the first few years after the subject had been identified.
- 10 Family leaders consistently show their dominance through speech and body language.
- 11 The use of kinesics in connection with television advertising has increased sales of products.
- 12 Touching may be regarded as an unwelcome gesture.
- 13 Most signals with the same meaning in all cultures are unconscious.

Question 14

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

The writer's intention is

- A to present recent findings in kinesics to specialists.
- B to introduce kinesics to general readers.
- C to examine weaknesses in kinesics.
- D to identify the scientific basis of kinesics.

Kinesics

- A** Psychology is a well-established subject, but one area of it, 'kinesics' – the study of body language – was not identified until 1952, and research only began in earnest in the 1960s. Kinesics is based on the behavioural patterns of non-verbal communication. Clinical studies have revealed the extent to which body language can actually contradict verbal communications. A classic example is the young woman who told her psychiatrist that she loved her boyfriend very much while shaking her head from side to side in subconscious denial.
- B** Body language also sheds light on the dynamics of interfamily relationships. A family sitting together can give a revealing picture of itself simply by the way its members move their arms and legs. If the mother, for example, crosses her legs first and the rest of the family then follows suit, she has set the lead for the family action, though she, as well as the rest of the family, may not be aware she is doing it. In fact, her words may deny her leadership as she asks her husband or children for advice. But the unspoken, follow-the-leader clue in the actions of the family members gives the family set-up away to someone knowledgeable in kinesics.
- C** Another kinesic signal is the unconscious widening of a person's pupils when their eyes see something pleasant. Experiments have shown that we become aware of how that person feels, although we are conscious neither of seeing the signal nor of giving it meaning.
- D** This kinesic principle has been used on a commercial level to detect the effect of a television advertisement. While the ad is being shown to a selected audience, their eyes are photographed. Later, the film is carefully studied to detect just when there is any widening of the eye; in other words, when there is any unconscious, positive response to the advertisement.
- E** Body language can include any voluntary or involuntary movement of a part or all of the body, used by a person to communicate an emotional message to the outside world. To understand this unspoken body language, kinesics experts often have to take into consideration cultural and environmental differences. The average person, unschooled in cultural nuances of body language, is often mistaken when decoding what he or she sees.
- F** In addition to sending and receiving messages, body language can also serve to break through defences, if it is used skilfully. Often the swiftest and most obvious type of body language is touch. The touch of a hand, or an arm around someone's shoulder, can spell a more vivid and direct message of friendliness than dozens of words. But such a touch must come at the right moment and in the right context, or the other person may take it as an intrusion into his or her personal space. For every situation there must be two elements to body language: the delivery of the message and the reception of the message.
- G** However, some people are 'touchers', compulsive touchers, who seem completely impervious to all messages they may get from friends and acquaintances. They are people who will touch others even though they are bombarded with body-language requests not to. There are also people who avoid touching others altogether.
- H** We act out our state of being with non-verbal body language. We lift one eyebrow for disbelief, shrug our shoulders for indifference, tap our fingers for impatience. The gestures are numerous, and while some are deliberate and others are almost deliberate, there are some, such as rubbing under our noses for puzzlement or clasping our arms to protect ourselves, that are mostly unconscious. Kinesics is a study of the mixture of all body movements, from the very deliberate to the completely unconscious, from those that apply only in one culture to those that cut across all cultural barriers.

Writing

Task 1

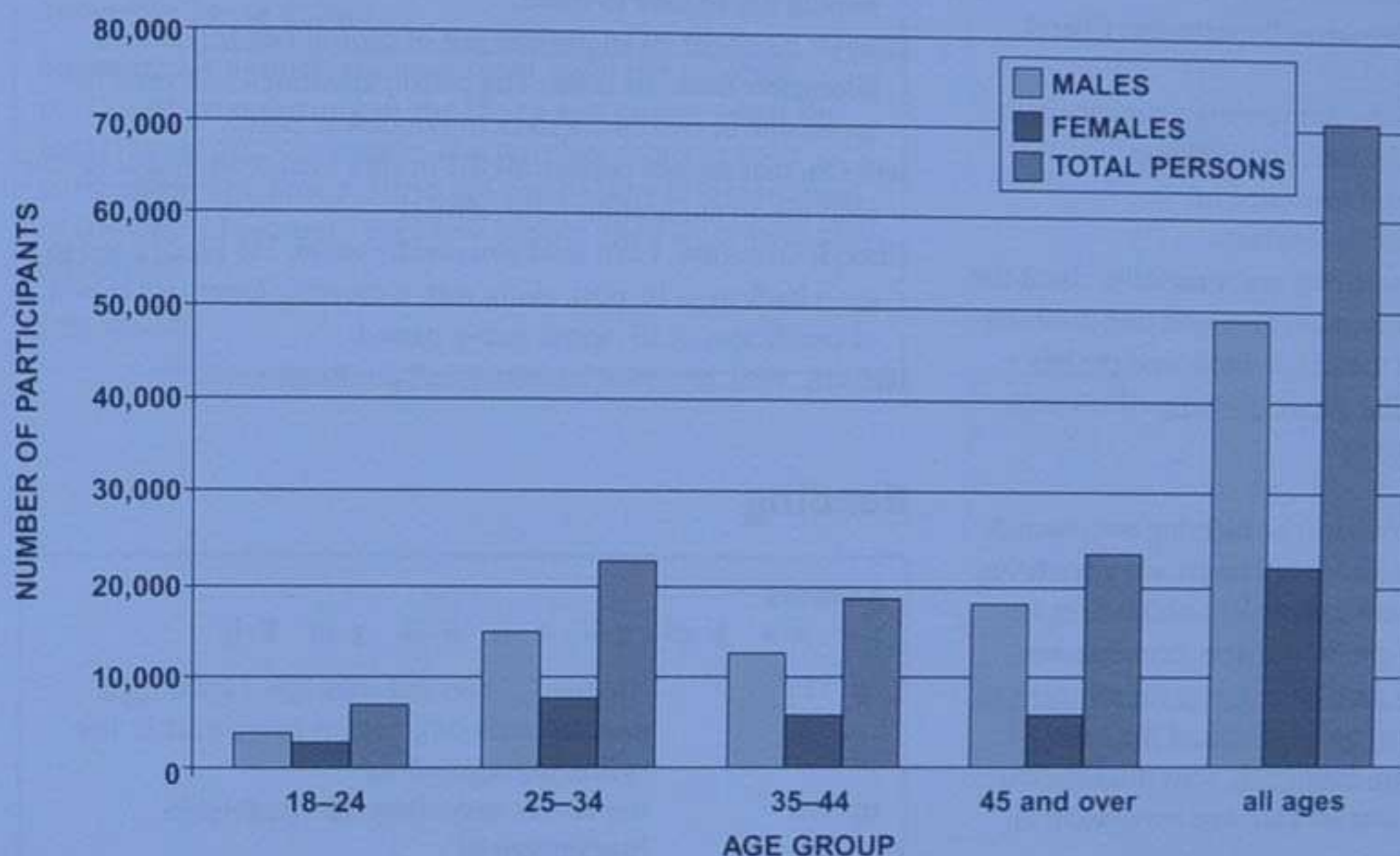
You should spend about 20 minutes on this task.

The charts below show the numbers of people in different age groups who go sailing or play basketball in Australia.

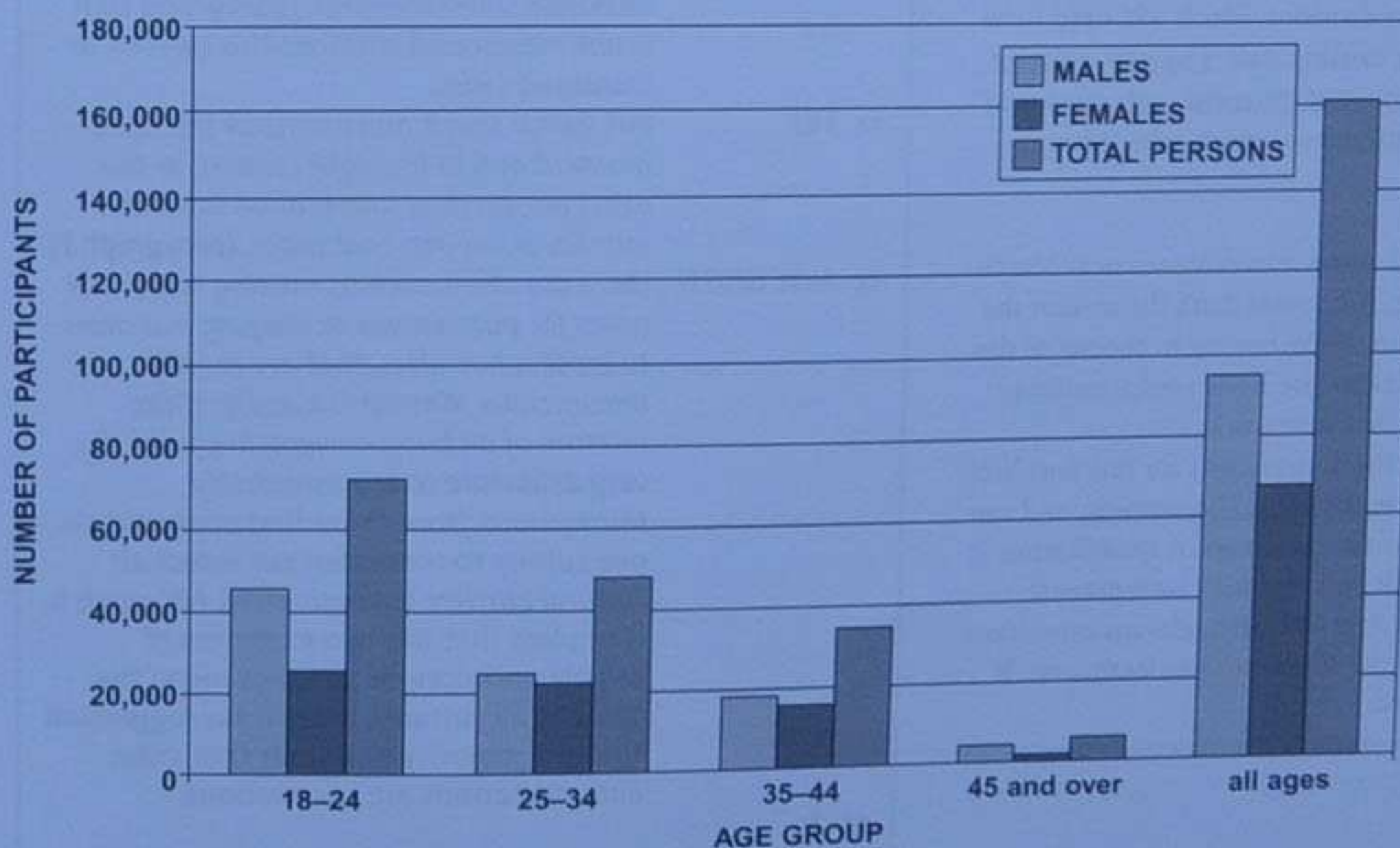
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

SAILING: NUMBER OF PARTICIPANTS BY AGE AND GENDER



BASKETBALL: NUMBER OF PARTICIPANTS BY AGE AND GENDER



Progress Test 1 Key

Listening

Answers (see underlined text in script)

1 B 2 A 3 B 4 C 5 C

6 18,000 7 car 8 Jaywick 9 30 10 post

Recording script

You will hear a man phoning a company about a job.

First you have some time to look at questions 1 to 5. (pause)

Now listen carefully and answer questions 1 to 5.

Cheryl: Good morning, Human Resources Department, Cheryl speaking.

Jeff: Oh, hello. My name's Jeff Brooks. Are you the right person to speak to about the marketing jobs you're advertising?

Cheryl: Yes, I am. Which one are you interested in?

Jeff: The vacancy for a market research assistant.

Cheryl: Ah yes. Well let me start by telling you something about the company. Ackroyd Music has three main divisions: one produces music videos and DVDs, there's the CD division, and the job you're interested in is in our online music division, which we're currently in the process of setting up.

Jeff: What does the job involve?

Cheryl: It's part of a team that at first will be carrying out research into our existing customers, so that we can target our advertising more effectively. We already have a databank in which sales are analysed according to customer profile – that is, their age, sex, where they live, and so on. This particular post is for someone to build on that by discovering what people think of the Ackroyd brand – both customers and non-customers. That information will help to determine the way that we plan our advertising in future.

Jeff: I see.

Cheryl: As for getting the information, we already have questionnaires used by our other divisions, which will need to be adapted, probably by one of our existing staff. The new assistant will be required to lead focus groups of potential customers, and then there'll also be telephone interviews, which other team members will carry out.

Jeff: Right.

Cheryl: Now, the new division will come into existence next March, but the appointment is from April, because that's the earliest the new marketing manager can start. We're hoping to choose all the new staff by February, so people can give a few weeks' notice to their present employers before they start work.

Jeff: Right. What are you looking for in applicants for this position?

Cheryl: We want someone who's enthusiastic about music, and can convey that enthusiasm to potential customers. A qualification in marketing would be good, but it isn't essential: we'll provide training ourselves, if necessary. And similarly, relevant experience is desirable, but we want someone who's quick to learn, even if they're new to this type of work.

Before you hear the rest of the conversation you have some time to look at questions 6 to 10. (pause)

Now listen and answer questions 6 to 10.

Cheryl: Now, I expect you'd like to know the starting salary. The scale for research assistants is 16,000 to 20,000 pounds a year, but for this post we're appointing at 18,000, in recognition of the fact that it'll be a pretty demanding role, especially at first. There are some additional benefits, too, including a car, and possibly pension contributions, though that hasn't been decided yet.

Jeff: OK. Now, the advert said the job will be based in the east of England. Will it be at your London office?

Cheryl: No, this division will be at a new location, in Jaywick.

Jeff: I've never heard of it! How do you spell it?

Cheryl: J-A-Y-W-I-C-K. It's quite small, so I'm not surprised you haven't heard of it. It's near Southend.

Jeff: So it isn't very far from London. That's where I live, and I'm hoping not to have to move.

Cheryl: It's about 30 kilometres east of central London and 10 kilometres from the coast. The person appointed will need to spend one or two days a week in London as well.

Jeff: Oh, that sounds perfect. Well, I'm very interested, so could you send me an application form, please?

Cheryl: Of course. I can send you one by email, but you'll need to get it back to us by post, along with a covering letter and copies of certificates of all exams you've passed.

Jeff: OK. Well, my email address is Jeff dot Brooks at ...

Reading

Answers

1 v 2 x 3 vii 4 ii 5 vi 6 ix 7 xi 8 iv

- 9 YES 'kinesics' ... was not identified until 1952, and research only began in earnest in the 1960s. (paragraph A)
- 10 NO her words may deny her leadership (paragraph B)
- 11 NOT GIVEN This kinesic principle has been used on a commercial level to detect the effect of a television advertisement. (paragraph D) It is not mentioned whether this has led to increased sales.
- 12 YES But such a touch must come at the right moment and in the right context, or the other person may take it as an intrusion into his or her personal space. (paragraph F)
- 13 NOT GIVEN there are some, such as rubbing under our noses for puzzlement or clasping our arms to protect ourselves, that are mostly unconscious. Kinesics is a study of the mixture of all body movements, from the very deliberate to the completely unconscious, from those that apply only in one culture to those that cut across all cultural barriers. (paragraph H) Although it is implied that the two examples of mostly unconscious gestures mean the same in all cultures, there is no suggestion that the majority of signals that cross cultural barriers are unconscious.
- 14 B

Writing

Sample answer

These charts show participation in sailing and basketball in Australia, by age group. Just over 70,000 people go sailing, of whom over two thirds are men. Basketball has 160,000 participants. Again, the majority are men, although women form a much higher proportion than in the case of sailing.

About 8,000 people aged under 25 go sailing, rising to 23,000 in the 25–34 group. The numbers of women then decline gradually. Although fewer men in the 35–44 group go sailing, the decline is reversed, and the number peaks at 18,000 in the 45 and over group. Total participation is higher than in any other age group, though only slightly above the 25–34 group.

Basketball is a much younger sport, with the greatest participation occurring in the 18–24 age group, when the total is over 70,000 people. The number drops in each succeeding age group, although the decline is less marked in the case of women. Very few people aged 45 or over play basketball.

(163 words)

Unit topic	Plastic products
5.1	
Test skills	Listening: Sentence completion Note completion
Vocabulary	Speaking Part 2 Collocations related to packaging and waste
Pronunciation	Lists
5.2	
Test skills	Reading (AC/GT): Sentence completion
Grammar	Passive forms
Style extra	Comparative structures
Workbook contents	
1, 2	Reading
3	Vocabulary
4, 5	Grammar

5.1 SB pages 34–35

- 1 The pictures show everyday products made of plastic: a lunch box, plastic cups, sunglasses, a bottle of shampoo, a TV remote control, a CD, pens, a computer keyboard and mouse, and drinking straws, together with more unusual plastic products: a Polartec fleece jacket (made from recycled plastic) and Australian banknotes. Ask students to make a list of six plastic products that they use regularly and to compare lists with a partner. Suggest they decide together which products can be made from other materials. Elicit answers around the class and write a range of products on the board.

Possible answers

Mobile phone – only made of plastic
Bottle of Coca-Cola – also made of glass
Plastic bags – can use brown paper sacks for shopping
Plastic-coated wire – could be coated with rubber
DVD boxes – sometimes made of cardboard
Mixing bowl in the kitchen – could be made of glass or metal

- 2 Ask students to form groups of four to discuss the question. The products on the board can be used as examples.
- 3 Allow students enough time to make some notes (each student should cover one of the four factors). These will be used for the Speaking Part 2 task in exercise 8.

- 4 Check understanding of the words in the box. Then ask students to work in pairs, listing the collocations for each verb.

Answers

- 1 conserve energy/resources
- 2 make healthier
- 3 resist corrosion
- 4 satisfy needs
- 5 operate efficiently/quietly
- 6 waste energy/resources
- 7 run quietly/efficiently
- 8 cut consumption

- 5 Refer students to the Test spot and then ask them to predict possible answers to 1–5. They should decide whether a space requires a number or word(s), and also think about part of speech and likely content. Elicit suggestions.

Suggested answers

- 1 nouns (two other factors apart from safety)
- 2 noun (something that could be harmed)
- 3 verb phrase (something positive/beneficial)
- 4 number (quantity of some kind, perhaps also given in kilos)
- 5 number (percentage or proportion)

Play the recording for questions 1–5, reminding students to write between one and three words or a number. Suggest they write any number in figures not words. Ask students to compare what they have written and then review answers 1–5.

Then give students time to read the table and predict answers before playing the recording for questions 6–10. Elicit answers to 6–10.

Answers (see underlined text in script)

- 1 performance (and) value
- 2 Meat
- 3 resist
- 4 3.74 kg/kilograms/kilos
- 5 50/fifty per cent / %
- 6 (the) sandwich bag
- 7 (the) bread industry
- 8 garbage/trash (accept *refuse* or *rubbish*)
- 9 1973
- 10 15/fifteen cents

Recording script

Questions 1–5

There are so many different types of plastic, and it's such a versatile material, that it's now used in thousands of ways, and we find it difficult to imagine living without it. Plastics are the choice for so many products featuring in different areas of our lives at the moment, from car parts to toy parts, from soft drink bottles to the refrigerators they're stored in. I believe that there are three main reasons why plastics have scored over other materials in satisfying the consumer's needs. These are – safety, performance and, last but not least, value.

Just consider the changes we've seen in the food retail business in recent years. The introduction of plastic bottles has meant that even an economy-size bottle of juice can easily be lifted – glass is much heavier, of course. And should you accidentally drop that bottle, it's far less likely to break. Plastic wrap helps keep food fresh and free from contamination, which is particularly important with meat. In each case, plastics help to make your life easier, healthier and, of course, safer.

Plastics also help you get maximum value from some of the high-cost items you need to buy. They ensure that cellphones and laptop computers really are light and easy to carry. They help to make sure that major appliances like refrigerators and dishwashers will resist the corrosive effects of moisture and certain chemicals, which guarantees they'll last longer. These appliances also operate more efficiently thanks to the use of plastics.

Food safety is of key importance to the consumer, and packaging such as heat-sealed plastic pouches and wraps means the resources that went into producing the food in the first place aren't wasted. It's the same thing once you get the food home, where resealable plastic containers keep your leftovers protected. In fact packaging experts have estimated that every kilo of plastic packaging can cut food waste by 3.74 kilos. That's a statistic that very few people are aware of.

Plastics also help to conserve energy in your home, lowering your heating – and cooling – bills by cutting electricity consumption. Indeed, plastic parts and insulation have helped to improve the energy efficiency of air conditioners by up to 50 per cent since the 1970s. And these appliances run more quietly than earlier designs that used other materials.

In short, I believe plastics are a very good thing for the human race!

Questions 6–10

In the opinion of a growing number of environmental campaigners, the plastic bag is an unnecessary and damaging item that we should get rid of at all costs. This simple innovation, which was welcomed in the 1950s as an attractive modern material with many practical applications, is now seen by many as a major source of pollution.

1957 saw the launch of the sandwich bag, first produced and promoted in the USA as a good way of keeping lunchtime snacks fresh and clean. American companies quickly recognised the value of plastic bags, and, by 1966, the bread industry, for instance, used them for about one third of packaging.

But it wasn't just in the area of food packaging that the plastic bag was beginning to enjoy success. In 1969, the New York City Sanitation Department's 'New York City Experiment' showed how much cleaner, safer and quieter it was to use plastic bags in garbage collection, and the public soon started to line their metal trash cans with specially produced bags.

However, even in the late 1960s, people were still bringing home their shopping in baskets or brown paper sacks. The commercial production of plastic grocery bags didn't start until 1973, with the opening of the first manufacturing plant. The plastic carrier bag soon became an indispensable part of everyone's life, something that governments and campaigners worldwide are now trying to reverse. In 2002, for example, the Irish government introduced a new tax payable by consumers of fifteen cents a bag, which, in the two years following its introduction, raised 23 million euros for environmental projects. In the same year, the government of another country, Bangladesh, had to take a more drastic approach, banning the production of plastic bags and introducing an on-the-spot fine for using one. Since then, many governments have introduced similar measures and it now seems that the days of the plastic bag may indeed be numbered.

Photocopiable recording script activity

(P) ... page 118)

Hand out a copy of the script of the first part of the recording (questions 1–5) and ask students to read it through. Ask them how far they agree with the speaker's positive attitude to plastic products. This recording script can also be referred to in the preparation for the Part 2 talk in exercise 8.

- 6 Play the extract and elicit comments. The speaker pauses before the last word in the list.
- 7 Suggest that students practise saying sentences 1–5 in pairs. Then play the recording so they can check their pronunciation.

Recording script

- 1 For the walk, you'll need to bring sandwiches, chocolate and, most importantly, plenty of water.
- 2 The product comes in four colours: red, green, blue and, unusually, purple.
- 3 During the experiment, you should monitor your temperature, pulse and, last but not least, heart rate.
- 4 In August, the weather will be a bit windy, dry and, without a doubt, sunny.
- 5 Plastics are used in computers, televisions and, naturally, mobile phones.
- 8 Refer students to the Test spot. Ask them to look through their notes and add any further ideas or examples from the recording.
- 9 Refer students to the Useful language. Invite four students to each present their ideas on one of the four factors to the class. Elicit additional points from the rest of the class.

5.2 SB pages 36–37

- 1 Ask students to read the diary, which is about the accumulation of plastic bags at home. Elicit reactions to it.

Background information

By late 2005, at least 40 countries or states had banned plastic bags or restricted their use. Since the introduction of its tax, the Irish government reports a 95% reduction in bag use from the 2001 peak of 1.2 billion bags a year. In October 2005, France announced that production of plastic bags would be stopped completely by 2010. The 2004 Kenyan Nobel peace prize winner, Wangari Mathaai, has linked plastic bag litter with malaria (when discarded, the bags fill with rainwater and become an ideal breeding ground for mosquitoes).

- 2 The data given is for the UK. Ask students to describe the process in pairs. Then read out the suggested answer.

Suggested answer

150,000 tonnes of polyethylene are produced and from this, 9 billion bags are made per year. It is estimated that 7 billion of these are re-used for household rubbish, etc., while the remaining 2 billion are thrown into waste bins or become street litter. A tiny proportion of bags are recycled into heavy-duty plastic. Around 8 billion bags are buried in landfill sites every year, although 0.7 billion are incinerated to produce energy.

- 3 Ask students to read the passage quickly, timing themselves. Elicit the writer's view.

Answer

The writer thinks that plastic bags are not as serious a form of pollution as other plastic products (and other threats to the environment).

- 4 Point out the underlining in the passage and in question 1, and elicit the answer (wildlife). Suggest students underline key words and relevant parts of the passage in the same way for questions 2–8.

Answers

- | | |
|------------------------|--|
| 1 wildlife | they kill wildlife (line 4) |
| 2 blown away | their annoying habit of being blown away (lines 5–6) |
| 3 aesthetics | the argument is possibly more about aesthetics (lines 26–27) |
| 4 internal obstruction | they have been ingested by turtles and whales, leading to internal obstruction and death (lines 36–37) |
| 5 plastic bottles | plastic bottles featuring higher in the list (lines 42–43) |
| 6 consumption | measures like the Irish bag tax have done nothing to reduce the consumption (lines 46–47) |
| 7 disposal | or solve the problem of disposal of plastic bags (lines 47–48) |

- 8 symbolic

if you want people to think about sustainability, an everyday object most of them feel guilty about is a good place to start. ... by focusing on something so symbolic (lines 59–62)

- 5 Suggest students underline the examples of the passive on their own and then take turns in pairs to assign examples to 1–7.

Answers

- 1 may be re-used (line 28)
- 2 may have been made (line 58)
- 3 being blown away (line 6), are being picked on (line 12), being blamed (line 54)
- 4 is asked (line 17), are killed (line 40), are made out to be (line 55)
- 5 have been carried (lines 27–28), have been ingested (line 36)
- 6 was set up (line 45)
- 7 to be affected (line 64)

- 6 Ask students to complete the sentences. Elicit answers.

Answers

- 1 are seen
- 2 have been thrown away
- 3 may be used
- 4 is known
- 5 to be seen
- 6 has not been reduced

- 7 Encourage students to use the phrases in a–e (*by far, not nearly as, etc.*) in their own writing.

Answers

- 1 d
- 2 a
- 3 e
- 4 b
- 5 c

Extension activity

Give students the following phrases and ask them to write five sentences on the unit topic, using comparative structures: *marginally less of a menace than, a great deal bigger than, not quite as worrying as, somewhat more important than, almost as serious as.*

Possible answers

Plastic bags are perhaps marginally less of a menace than broken glass in our streets.

The scale of the plastic bag problem is a great deal bigger than was first imagined.

The widespread use of plastic bottles is not quite as worrying as it seems, since many councils are now recycling them.

The damaging effect of airline fuel on the environment is somewhat more important than the litter caused by plastic bags.

The release of harmful toxins into the water supply from old landfill sites is almost as serious as the nuclear waste issue, yet this very seldom makes the headlines.

Test folder 3

SB pages 38–39

Speaking

Make sure the students fully understand the notes and advice.

Part 1

Ask students to read what is said about Part 1.

- 1 Ask them to read the rubric and comments A–F. Play the recording as they choose an option for each answer.

Answers

1 C 2 F 3 A 4 E 5 D

(Make sure students realise that the third answer is the most suitable for Part 1.)

Recording script

- 1 A: What type of food do you enjoy most?
B: Fruit.
 - 2 A: Do you enjoy cooking?
B: I don't eat much for breakfast or lunch. I usually have my main meal in the evening.
 - 3 A: Why do some people avoid eating food they're not familiar with?
B: I'm not altogether sure, but maybe they were brought up to eat only what they know is safe.
 - 4 A: Do you have any plans affecting your work?
B: I have plans, yes, certainly. I want to live in Canada or find a nice apartment. On the other hand, it's work too.
 - 5 A: Do you think it's important to visit other countries?
B: Hmm. Yes. (long pause) Maybe people should go abroad, so that they can compare that country with their own.
- 2 Ask students to think of suitable answers, and to ask and answer the questions in pairs.

Possible answers

- 1 Some plastic goods are popular, such as children's toys. I should think the main reasons are that they're colourful, which attracts children, and cheap, which their parents like.
- 2 It's very useful to be able to phone while you're travelling on a train, for example. It saves time.
- 3 I think it's important for food to be packaged, for reasons of hygiene. But the packaging should be kept to a minimum.
- 4 Yes, we suffer a great deal from industrial pollution, particularly in the big cities. And some people are careless about litter, and just drop rubbish in the streets.
- 5 I always take my litter home with me, and try and dispose of it in an environmentally friendly way.

Part 2

Ask students to read what is said about Part 2.

- 3 Ask students to read the card, then listen to the talk and the questions that follow it.

Recording script

Examiner: I'd like you to describe an occasion when you were pleased that an object was made of plastic.

Candidate: Right. Well, I'd like to tell you about a plastic fork. Once I was sitting in a motorway café, with a friend. We were on our way to see some other friends for the weekend, and it was quite a long drive, so we stopped to have a break. I was eating a cake, which was full of chocolate and cream. It was very tasty, but I was using a plastic fork that was quite small, and not very practical. I was annoyed that the café didn't supply metal ones.

Anyway, we were sitting there chatting and eating, when a group of children and a couple of adults came into the café. The children were aged about seven or eight, and they were running around, chasing each other. The adults weren't doing anything to stop them, and I commented on this to my friend.

Then, as they came past our table, one of the children pushed another one, who fell heavily against me, jerking my right arm across my body – and I was holding the fork in my right hand. The fork hit my left arm, scratched the inside of my elbow, and covered that part of my arm with chocolate and cream. Luckily the scratch wasn't serious, and when I'd washed my arm I was fine. But I was glad the fork was made of plastic. If it'd been metal, it would probably have broken the skin and made me bleed.

Examiner: Do you think anyone watching what happened felt the same way as you?

Candidate: They probably thought it was funny, but I hope they'd have been pleased that the fork didn't hurt me.

Examiner: On the whole, do you prefer plastic or more traditional materials?

Candidate: I usually prefer traditional materials, like wood or cloth, but sometimes it's better to have plastic!

- 4 Give students one to two minutes to read the card and make brief notes. Then ask them to take turns to talk to each other in pairs. Go round listening, without interrupting them, then elicit two or three answers to each of the follow-up questions.

Part 3

Ask students to read what is said about Part 3. Emphasise that they won't be penalised if they don't have an opinion on a topic, as long as they respond appropriately, for instance by playing for time (e.g. *I haven't thought about that before*) and speculating. Encourage them to use as wide a range of structures and vocabulary as they can.

- 5 Ask students to read questions 1–3, then listen to the answers and assess them.

Recording script

Examiner: Could you describe how people use plastic credit cards?

Candidate: Yes, they are used instead of cash, to buy goods in shops, or pay bills. They can be used for paying online, too, when you just need to give the number on the card, and some other details.

Examiner: Can you contrast carrying credit cards with carrying cash?

Candidate: I think the biggest difference is that when you pay for something with a credit card you don't really feel that you are spending money. So the danger is that you spend far too much.

Examiner: Can you identify ways in which credit cards have changed our spending habits?

Candidate: When we see something we want, but can't afford it, in the past we generally saved up to buy it. But nowadays we're much more likely to buy it on credit card. So, as a result, a lot of people get into debt.

Ask students to work in pairs on questions 4–9, taking turns for one to ask a question and the other to answer. Remind them to develop their answers.

Possible answers

- 4 One of the main reasons why people like using credit cards is that they can buy things that they can't afford.
- 5 Banks advertise a lot, both on TV and by sending junk mail to your home. Often you're told you won't need to start repaying a loan for six months or a year.
- 6 I think this would be difficult, but maybe the government should run an advertising campaign, emphasising the danger of getting heavily into debt.
- 7 I'm afraid that the people who borrow a lot will carry on doing that, and that fewer and fewer people will try to avoid getting into debt.
- 8 A lot more fruit and vegetables are imported than ten or twenty years ago, so we can buy the same things all year round, and not just when they're in season in my own country.
- 9 I think it's good to have a choice, because it gives us opportunities to have a better lifestyle. On the other hand, we sometimes waste a lot of time trying to make up our minds.

Unit topic	Music
6.1	
Test skills	Reading (AC): Multiple choice
Vocabulary	Word building: affixation
Style extra	Quoting
6.2	
Test skills	Listening: Classification
	Speaking Part 3
Pronunciation	Two words with only one difference
Grammar	Concessive clauses
Workbook contents	
1, 2	Reading
3	Grammar
4, 5	Vocabulary

6.1 SB pages 40–41

- 1 The pictures show different ways of listening to music, as well as different emotions: a happy crowd at the London Live 8 concert, audience involvement at a jazz club, and a person alone, relaxing with music on headphones. Elicit possible situations where music might be playing and check understanding of 'background music' (music played at low volume to create a positive atmosphere, for example in a shop, restaurant, over the phone while a caller is waiting).

Background information

The British Live 8 concert, organised by Sir Bob Geldof, was held in Hyde Park on July 2 2005 to raise awareness of world poverty. The event was timed to coincide with the opening of the G8 summit in Scotland, where world leaders went on to agree certain concessions relating to debt relief. Tickets for the concert were free and many famous performers participated, including U2, Coldplay, Pink Floyd, Madonna, Robbie Williams and Sir Paul McCartney. Other major Live 8 events took place in the USA, Canada, Japan, Russia, South Africa, France, Germany and Italy, and an estimated 3 billion people watched live TV coverage around the world.

- 2 Check students understand all these adjectives, as several (or their related nouns) are in the reading passage.

Answers

- miserable (negative emotion)
- elated (positive emotion)
- hypnotised (neither positive nor negative)

- 3 Play the recording and ask students to tick the adjectives in exercise 2. Don't elicit answers yet.

Possible answers

- light-hearted
- depressed
- optimistic

- 4 Suggest students compare their answers. Then play the recording again. Elicit answers to 1–5 and exercise 3.

Answers

- 1 A/C 2 B 3 A 4 B 5 C

- 5 Ask students to skim the passage, timing themselves. Elicit a suitable title.

Possible answer

The power of music

- 6 Ask students to answer questions 1–3 following the advice given in the Test spot. Evidence for the answers is given.

Answers

- B *close to events of high emotion, your brain takes a 'recording'... a piece of music linked to an emotional event in your life may well bring it flooding back when you hear it again. (lines 14–19)*
- A *this is an 'iconic connection': when you listen to music, you make links to innate human vocalisations of excitement, depression, anger, and so on. (lines 31–33)*
- D *When musical surprises happen, emotional responses are guaranteed. (lines 48–49)*

- 7 Allow students to find the related words in the passage in pairs.

Answers

- increasingly (line 6)
- association(s) (line 13); associative (line 54)
- (un)predictable (line 19); predictions (line 47)
- manipulation (line 26); manipulative (line 60)
- universal (line 34)
- recognisable (line 42)
- reaction(s) (lines 53, 54)
- scientifically (line 56)
- effectively (line 62)
- involving (line 65)

- 8 Remind students of the advantages of noting down certain words in families, first suggested in the notes for Unit 3. Students can either write out the word families in class (see Extension activity on page 36) or for homework.

Extension activity

Once students have written out the word families for 1–10, ask them to take turns saying the words aloud to a partner. For each word, the primary stressed syllable should be marked.

Answers

'increase *n*; in'crease *vb*; 'increased, in'creasing *adj*;
in'creasingly *adv*
assoc'iation, as'sociate *n*; as'sociate *vb*; as'sociative,
as'sociated *adj*
pre'diction *n*; pre'dict *vb*; pre'dictable, unpre'dictable *adj*;
pre'dictably, unpre'dictably *adv*
'universe *n*; uni'versal *adj*; uni'versally *adv*
recog'nition *n*; 'recognise *vb*; 'recognised, 'recognisable,
un'recognised, un'recognisable *adj*; 'recognisably *adv*
re'action, re'actor, re'actant *n*; re'act, overre'act *vb*; re'active,
re'actionary *adj*
'science, 'scientist *n*; scien'tific, unscien'tific *adj*;
scien'tifically, unscien'tifically *adv*
manipu'lation, ma'nipulator *n*; ma'nipulate *vb*;
ma'nipulative *adj*; ma'nipulatively *adv*
ef'fect, ef'fectiveness, inef'fectiveness *n*; ef'fect *vb*;
ef'fective, inef'fective *adj*; ef'fectively, inef'fectively *adv*
in'volvement *n*; in'volve *vb*; in'volved, unin'volved *adj*

9 Elicit the two uses in examples 1–3.

Answers

1 and 3 are reporting the words or ideas of someone; 2 is marking the use of a word (because it is not meant literally).

10

Answers

said (line 1), believes (line 11), suggests (line 14), points out (line 37)

11 Elicit answers and then explain that the verbs *presume* and *suspect* indicate less certainty. Writing folder 3 practises reporting verbs.

Answers

said could be replaced by *claimed*, *considered*, *maintained* (the other verbs would alter the force of *said*, and we don't know how strongly Plato held to these words)
believes could be replaced by *argues*, *claims*, *considers*, *maintains*
suggests cannot be replaced by any of these verbs (*Research suggests ...*)
points out could be replaced by *emphasises*

6.2 SB pages 42–43

1 The pictures show an Indian sitar (left), an Australian aboriginal didgeridoo (centre), and an Indonesian gamelan orchestra (right). Ask students to discuss the questions in pairs and then elicit their ideas.

Possible answers

I once went to an all-night concert at the London Proms with an Indian sitar player, a tabla player and someone playing an Indian wood flute. It was beautiful music, and the whole experience was very calming. When we came out of the concert, dawn was just breaking.

The sitar is definitely the hardest instrument of the three to play, in my opinion, because it has two sets of strings.

2 Refer students to the Test spot and play the part of the recording that corresponds to the Example.

Give students time to read the options and questions before playing the rest of the recording.

Elicit answers or hand out the photocopiable recording script for students to check answers themselves.

Answers (see underlined text in script)

1 C 2 A 3 B 4 C 5 B 6 A 7 C 8 B

Recording script

Example

Hannah: Chris, we need to get on with planning our performance.

Chris: OK, Hannah. Are you happy with the pieces of music that we chose?

Hannah: Yes, they're fine.

Chris: Right. So we need to choose what should be happening during each piece. We'll be performing in the college theatre, so there's a good sound system for the recordings, we'll have the stage for the live action, and there'll be a giant screen at the back of the stage that the film and slides will be projected onto.

Hannah: Excellent.

Chris: Have you got the running order of the music we agreed on?

Hannah: Yes, here it is. The first piece is that exciting section from Tchaikovsky's *1812 Overture*. What do you think would go well with it?

Chris: How about one of us reading a really dramatic speech?

Hannah: But the music's very loud! It'd be impossible to hear any kind of speech, even if we shouted. I think projecting a film of a firework display onto the screen would work better.

Chris: Well, it would certainly get everyone's attention. OK, we'll do that.

Questions 1–8

Chris: What's next?

Hannah: The Balinese gamelan orchestra. It's a very delicate sound, as though the instruments are some distance away, and the sound is being carried by the wind.

Chris: How about if we stand on opposite sides of the stage and say sentences that aren't connected, as though the audience is hearing snatches of different conversations, blown by the wind?

Hannah: Mm, nice. ... Then the mood changes, with a Jamaican steel band. That's very upbeat and exhilarating. I'd like us to do some tap dancing in a factory, surrounded by steel drums.

Chris: In a factory? Film us there, you mean? Yeah, good idea, I'll find out about possible locations.

Hannah: Next it's the Indian sitar music.

Chris: Mmm. I think we should have someone on stage doing traditional Indian dancing. In fact, I know just the person – Jayshree Begum. I'm sure she'd agree to do it!

Hannah: Perfect. OK, then the next piece of music is the South American pan pipes. Any ideas?

Chris: Mm, I could recite a South American poem.

Hannah: Or maybe we could have some pipes and mime playing them ourselves?

Chris: Isn't that too literal? I'd like to be a bit more imaginative.

Hannah: Mm, maybe you're right. OK, we'll have the poem. With you in a spotlight, and the rest of the stage in darkness.

Chris: Right. It's all beginning to take shape, isn't it?

Hannah: Yeah. Now the next piece is the slow part of Mahler's fifth symphony. I imagine this starting with the stage still in pitch darkness, then the lights come up very slowly, so the audience gradually realises there are people standing there, absolutely motionless.

Chris: Maybe lit from behind, so we're in silhouette.

Hannah: Lovely ... and then we start swaying, and doing very stylised, formal gestures, mostly with the arms.

Chris: Oh, that sounds great. Right, what's next?

Hannah: The African band, you know, the one from Mali.

Chris: Ah yes, that'll be a complete contrast, really lively. It'll make people want to leap to their feet and fling themselves around. How about getting the audience to dance?

Hannah: What, suddenly shout out 'Everybody stand up and dance'? I don't think so! I'd rather we created a sense of place and endless time, with slides of Mali, showing the Sahara desert, Timbuktu, some of the ruins ... each one dissolving into the next. It'd be a striking contrast with the music.

Chris: Mm. I still like the idea of audience participation.

Hannah: But it would be awfully embarrassing if we asked them to dance and they didn't!

Chris: Yeah, I suppose so. OK, we'll go with your idea.

Hannah: Right.

Chris: And the next section?

Hannah: That's the didgeridoo. As it's an Australian Aboriginal instrument, and so unusual, maybe we could show a film clip of it being played.

Chris: Or we could learn some traditional Aboriginal dancing.

Hannah: No time. ... I know – how about a complete contrast, to make people sit up and think? We could do a comedy sketch, standing quite still on opposite sides of the stage. If we get the timing right, we could fit the sound of the didgeridoo to the words.

Chris: Hannah, that's an absolutely crazy idea! And I love it!

Hannah: Thank you. Well, the last piece is the electronic music by that German group Kraftwerk. That'd really lend itself to a way-out gymnastics display.

Chris: Maybe some film footage of the Olympic Games from years ago.

Hannah: Or we could ask the college gym team to perform on stage.

Chris: Yes, let's do that. After all, we want to involve a lot of people in this.

Hannah: OK, well there's plenty for us to do, isn't there, so ...

Photocopiable recording script activity

(P ... page 119)

Hand out copies of the script and ask students to underline the parts that provide the answers.

- 3 Allow students to share their ideas and then elicit problem sounds.

- 4 Ask students to tick the word they hear. Play the recording and review answers. Then play the next part of the recording and ask students to listen and repeat the words in each pair.

Answers

1 sit 2 said 3 run 4 song 5 not 6 gate 7 ear
8 now 9 heat 10 wrong 11 worth 12 show

- 5 Ask students to choose a word at random from 1–12 for their partner to identify.

- 6 Elicit the difference between the two sentences.

Answer

- a While introduces a time clause (*when* could be substituted).
- b While introduces a concessive clause (*although* could be substituted).

- 7 Ask students to identify the concessive clause in each pair and to read the information in the tinted box. Refer them to the Grammar folder on page 140 before they do exercises 8, 9 and 10.

Answers

1 a 2 b

- 8 This exercise (or 9 and 10) can be set for homework if time is short.

Answers

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

9

Answers

- 1 The music classes were satisfactory, despite the lack of individual tuition. OR The music classes were satisfactory, although there was not any individual tuition.
- 2 Nobody likes jazz more than I do, but in spite of / despite its promising title, this is a disappointing album. OR Nobody likes jazz more than I do, but although it has a promising title, this is a disappointing album.
- 3 The concert was supposed to last for at least an hour, whereas it was only forty minutes.
- 4 In spite of having played the trumpet for three years, I found this piece too difficult. OR Although I've been playing the trumpet for three years, I found this piece too difficult.
- 5 As can be seen from the chart, despite the fact that the USA has the highest percentage employed in this area, only 10% are women. OR As can be seen from the chart, although / even though / while the USA has the highest percentage employed in this area, only 10% are women.
- 6 There was a general feeling that in spite of / despite the friendly atmosphere, the entertainment was dull.

- 7 In conclusion, even though there are some advantages, the problems are too great. (Note that this sentence has been corrected by moving the second comma to the correct place.)
- 8 My daughter is not allowed to watch TV after 8.30 in spite of / despite the fact that some programmes would be interesting for her.

10

Suggested answers

- 1 Although I love the band's earlier CDs, I'm not keen on their latest one.
- 2 With a guitar, the hand movement is downwards, whereas with a sitar, you also pull the strings.
- 3 Despite living in New York, the musician performs mainly in Europe.

- 4 Even though orchestral concerts involve many performers, not everybody / not every performer is needed throughout (the concert).
- 5 In spite of being over 100 years old, the song is still popular today. OR The song is still popular today, in spite of being over 100 years old.

- 11 Suggest that students discuss the four questions in pairs, making notes if they wish. Then hold a class debate. Start by asking the students who agree with the statement to sit on one side of the room and those who disagree to sit on the opposite side. Allow each group time to prepare their arguments and then invite one speaker to speak *for* the statement and another to speak *against* the statement. Then open out the discussion to the rest of the class. Have a class vote at the end to see whether anyone has changed their views.

Writing folder 3

SB pages 44-45

Task 2 Reporting ideas

- 1 Suggest that students complete the sentences and then compare answers.

Suggested answers

- 1 Several people argued for a heavy fine to be imposed on people who fail to recycle glass and paper.
- 2 A few people suggested that recycling plastic is more expensive than burying it in landfill.
- 3 Someone claimed that if we were given separate containers, it would be easier for us to recycle different materials.
- 4 One person maintained that there is no need to recycle anything.

- 2 Encourage students to use adverbs in reporting structures, as an indicator of a widely held belief or view.

Suggested answers

- 1 The recycling of plastic is commonly/generally/widely believed to be too costly a process.
- 2 Air travel is now commonly/generally/widely seen as the biggest threat to the environment.
- 3 A new tax has been suggested on non-returnable bottles.
- 4 The latest international agreement is universally seen as insubstantial.
- 5 Excess supermarket packaging is commonly felt to be at the heart of the landfill problem.
- 6 Government measures on household recycling are reported to be imminent.

3

Answers

- 1 must be conserved
- 2 can be reduced
- 3 would be imposed
- 4 cannot be produced
- 5 might be offered

4

Sample answer

It is hard to deny the importance of recycling in the modern world. One has only to visit the nearest landfill site to understand the scale of the problem. Yet at the same time, recycling is not always the cheapest option. Nor is it the only issue with respect to the environment.

On the one hand, there is a lot that can be done in terms of household recycling. Kerbside collections of newspapers, bottles and cans trim the amount of rubbish that has to be consigned to landfill. Some councils even collect plastic bottles and recycle them, although it is commonly believed that the recycling of plastic is too costly a process.

Many people are lazy when it comes to recycling and opt to throw everything away instead of separating out materials to be recycled. To counteract this, fines or taxes may have to be introduced. A new tax has also been suggested on non-returnable bottles.

At the same time, there are other pollutants of our planet that have nothing to do with waste disposal. Air travel is now widely seen as the biggest threat to the environment and, unless higher taxes are put on aviation fuel, the situation will get worse. However, this kind of decision should be taken in an international forum, and it is vital that the world's largest nations (and heaviest users of fossil fuels) join this discussion.

It is to be hoped that our politicians will come together and agree a viable strategy for the world, which will allow future generations to enjoy the beauty and diversity of our blue planet.

(266 words)

Unit topic	Exploration
7.1	
Test skills	Reading (AC/GT): Global multiple choice Multiple choice with multiple answers
Vocabulary	Summary completion Personal qualities
7.2	
Test skills	Listening: Matching Labelling a diagram
Style extra	Speaking Part 3 It replacing a clause
Pronunciation	How the letter 'a' is pronounced
Workbook contents	
1, 2, 3	Reading
4	Vocabulary
5	Style extra

7.1 SB pages 46–47

- The picture shows the International Space Station. Ask students to read the statements and discuss each one in pairs. Then elicit their opinions.

Background information

The International Space Station (ISS) is perhaps the largest and most complex international project in history. It has drawn on the scientific and technological resources of 16 countries: the USA, Canada, Japan, Russia, Brazil and 11 nations of the European Space Agency. It measures 108 by 88 metres and has a large number of solar panels, to provide power to its six laboratories.

- Ask students to skim the passage, timing themselves. Elicit which sentence best summarises the passage (Answer: C).
- Ask students to look at questions 1–3 (options A–F). Explain that this task format is used in both the Reading and Listening Modules. Test folder 5 on pages 64–65 deals with all the multiple-choice tasks. Suggest that students decide on their three answers, underlining the relevant parts of the passage. Review answers. Evidence for the answers is given below.

Before continuing with questions 4–11, refer students to the Test spot. Explain that the words must come from the passage and be correctly spelled.

Answers

- A *this genetic predisposition to expand wherever possible* (line 13)
- D *We have already benefited from other spin-offs* (line 35)
- E *the adaptive ability of humans would allow us to inhabit other planets and moons* (lines 58–59)
- distribution (line 11)
- preparations (line 20)
- danger(s) (lines 19, 21)
- minerals (line 23)
- medical (line 30)
- comet; asteroid (line 46)
- extinction (line 52)
- planets; moons (line 59)

- Ask students to read the advertisement and write the relevant qualities beside questions 1–6. Elicit answers. Then get the students into small groups and ask them to talk about these qualities in relation to themselves.

Answers

- (to keep) calm under pressure
- (to show) initiative
- (to be) co-operative
- (to have) stamina
- (to be) self-confident
- (to be) determined

- Ask students to justify their reasons when ranking the top five qualities.

Extension activity

Ask students to write a short written report on the group's ideas, using a range of reporting verbs. For example: *Tomoko claimed that the most important quality for an astronaut was to be decisive, but Li Ji disagreed and argued that it was more important for an astronaut to be brave.*

7.2 SB pages 48–49

- Ask whether students have seen the film and elicit opinions about travelling under water.

Background information

The Life Aquatic with Steve Zissou, directed by Wes Anderson, was released in 2004. It stars Bill Murray as the oceanographer Steve Zissou and has a famous cast. The soundtrack includes Portuguese versions of songs by David Bowie, performed by the Brazilian singer Seu Jorge, who also appears in the film.

- Ask students to read questions 1–4 and options A–F before playing the first part of the lecture. Elicit answers to 1–4.

Then refer students to the Test spot. Give them enough time to read options A–H and to look carefully at the diagram before playing the second part of the recording.

Answers (see underlined text in script)

1 D 2 E 3 C 4 B

5 E 6 A 7 D 8 B 9 F

Recording script

Questions 1–4

There are two main types of device in which people can travel under water: diving bells, which are lowered and raised from the surface, and can't be propelled forwards, and submarines, which do have a means of propulsion.

It's possible that Alexander the Great descended into the sea in a diving bell 2,300 years ago, although this hasn't been proved, and some sort of submarine may also have existed in China not long afterwards.

The first workable submarine of recent times was designed and built in 1620 by a Dutch doctor living in London, Cornelius Van Drebbel. This was a fully enclosed boat, propelled by the crew, who used oars, as in a normal rowing boat. The crew breathed air through tubes from the surface of the water. The submarine travelled along the River Thames for several hours, at a depth of over four metres.

Later in the seventeenth century, the British astronomer Edmund Halley patented a diving bell linked by pipes to barrels of air. Manned descents to depths of over 18 metres, lasting up to 90 minutes, proved that diving bells were practicable devices.

A number of experiments took place in the next two or three centuries, including one submarine in which the crew turned a hand crank to propel the vessel mechanically.

Jumping now to the 1930s, two United States explorers, William Beebe and Otis Barton, developed a bathysphere – which means 'deep sphere' – in which they dived to 922 metres. The bathysphere was just large enough for two people, and was raised and lowered from a ship by a steel cable. Electricity reached it along a power line from the mother ship, and the two men breathed oxygen from tanks fitted to the interior. They had a telephone link with the ship, and were broadcast on the radio all over the USA.

Questions 5–9

Nowadays we have submersibles that can withstand the immense water pressure far below the surface. One of these 'Deep Submergence Vehicles', as they're called, is Alvin, which has been in use since 1964. A typical dive lasts eight hours, and descends to 4,500 metres below sea level. Alvin is used for various scientific purposes, including, in 1985–86, surveying the wreck of the *Titanic*, the ocean liner that sank in the Atlantic in 1912.

The first thing you notice about Alvin is its bright red sail, displaying the name of the vessel. The sail is on top of the vehicle, at the front, and helps to maintain stability. Alvin is about seven metres long and just over 3.5 metres high, but only a small portion of that space is available for people. This is in the pressure sphere, which is located under the sail at the front of the vessel. With a

diameter of about two metres, there's room for three a tight squeeze. Usually there's a pilot and two scientists. From here they can look out in various directions, through four viewing ports. Alvin carries a large number of instruments, including video and still cameras, mounted on the exterior at the front, along with lights for illuminating the ocean, as of course sunlight doesn't penetrate this far down.

Usually there's a stowage basket mounted on a frame at the front, used to hold tools and scientific equipment.

Immediately under the sail is the hatch, which has a diameter of only 50 cm. This is the way into the vessel. On top of the sail there's a current meter, to measure the movement of the ocean.

Propulsion is provided by six electric thrusters, which make Alvin very manoeuvrable. Three of them are for forward and reverse movement, two for vertical motion, and a final thruster, right at the back of the vessel, turns the submersible round.

Now we'll turn to ...

Photocopiable recording script activity

(P ... page 120)

This uses the second part of the recording script only, where ten verb forms have been blanked out. Write the missing verbs on the board in this order: *carry, last, locate, maintain, measure, notice, penetrate, provide, sink, withstand*. Hand out the copies and ask students to fill each space with a suitable verb in the correct tense/form, using each verb once only. Explain that sometimes a passive is needed.

Play the recording again for students to check their answers.

Answers

- 1 withstand 2 lasts 3 sank 4 notice 5 maintain
6 is located 7 carries 8 penetrate 9 measure
10 is provided

- 3 Go through the explanation and examples at the top of the Style extra box with students. Then ask them to work through the exercise. Note that sentences 2 and 4 are ungrammatical as they stand. Elicit answers (more than one wording may be possible).

Suggested answers

- The lack of sunlight under water makes it impossible to see deep-sea fish without artificial lighting.
- It is said that Alexander the Great descended in a diving bell.
- Early inventors found it difficult to make submersibles watertight.
- It must have astonished the people of seventeenth-century London that Van Drebbel's boat was able to travel under water.
- Beebe left it to Barton to raise finance for the bathysphere.
- It took some time to carry out unmanned tests of the bathysphere.
- Because Beebe had studied deep-sea fish caught in fishing nets, he found it easy to identify the creatures he saw from the bathysphere.

- 4 This exercise can be set for homework if time is short.

Possible answers

- 1 It is never easy to learn a new water sport.
- 2 It was once thought that the Earth was flat.
- 3 It seems unlikely that astronauts will travel beyond our solar system.
- 4 It has sometimes been claimed that space exploration is a waste of money.
- 5 Many people find it difficult to swim under water.

Answers and recording script

- 1 aquatic, damage, expand
- 2 advantage, aquatic
- 3 advantage, damage
- 4 any, many
- 5 because, quality, what
- 6 advantage, after, answer, can't, chance
- 7 also, small
- 8 able, change, space
- 9 prepare

- 5 Suggest that students assign words to the table in pairs.

- 6 Play the recording so that students can check their answers.

- 7 Suggest that students discuss the questions, making notes in order to report back to the class.

Test folder 4

SB pages 50–51

Sentence and note completion

Make sure the students fully understand the notes and advice.

- 1 Ask students if they can identify the ship in the drawing. (It is a ship of the type used by the Vikings of Scandinavia, over 1000 years ago. The Vikings reached North America, the Mediterranean and Russia in ships like this.)

Ask them to read the rubric and skim the passage. Then ask them to read questions 1–7 and the endings A–J. Suggest that they complete the exercise in pairs, underlining and numbering the relevant part of the passage for each question. Evidence for the answers is given below.

Ask students to read the rubric and notes for questions 8–13, then to complete the notes, finding the answers in the passage. Draw attention to the requirement of a maximum of one word for each answer. Students could do this exercise individually, then compare their answers.

Answers

- 1 F One of the key reasons for early explorations was probably the need to find food or to move away from areas where climate change caused environmental changes. (paragraph 1)
- 2 J More organized exploration began in the Middle East. The first recorded voyage into unknown seas was a four-year expedition around 4,500 years ago, to search for and buy valuable goods (paragraph 3)
- 3 C Some of the earliest sea voyages were undertaken by the Polynesians. The island areas they occupied were relatively small and they also had immediate and easy contact with the ocean. (paragraph 4)

- 4 B While the original Vikings – from Norway – were initially prepared to loot and plunder throughout Northern Europe, others soon demonstrated a desire to settle in the new lands ... the previously aggressive settlers were quite the opposite once they had some land and security. (paragraph 5)
- 5 G One of the areas that the Vikings explored and settled was Iceland. As they spread through the island, they came across Irishmen who had beaten them there (paragraph 6)
- 6 D Although the Vikings managed to set foot in North America, they had little idea of what exactly they had achieved. They, like many others, stumbled there thinking they had in fact found just another small island. (paragraph 7)
- 7 A The success of his expeditions inspired many others to follow in his footsteps. (paragraph 8)
- 8 routes Much of the exploration by Europeans in the 15th and 16th centuries was motivated by commerce and trade in exotic goods, as well as by the need to find faster trade routes. (paragraph 9)
- 9 treaties Several governments negotiated treaties so that their nationals could trade in other countries. (paragraph 9)
- 10 food The population grew rapidly, creating an increased demand for food. (paragraph 10)
- 11 workforce Among the workforce, there was a trend towards developing a particular expertise (paragraph 10)
- 12 coins there was a demand for gold and other precious metals, some of which was turned into coins (paragraph 10)
- 13 spices Probably even more prized at this time were spices, which were used for preserving and flavouring meats. (paragraph 11)

- 2 Tell students that the listening passage is part of a lecture. Ask them to read the rubric, box of words and sentences. Make sure they understand the words in the box, and remind them that these may not be the words that will be heard in the recording. Then ask them to complete the sentences as they listen to the recording.

Answers (see underlined text in script)

- 1 fame 2 technology 3 knowledge 4 research
5 nationalism 6 endurance

Recording script

You will hear part of a lecture about the history of European exploration.

First you have some time to look at questions 1 to 6. (pause)

Now listen carefully and answer questions 1 to 6.

The explorations by Christopher Columbus and other Europeans during the 15th and 16th centuries showed a subtle difference from earlier journeys. A new element in the ethos of the time was a thirst for glory and recognition of the individual, which joined religion and riches as a major factor in exploration.

Regardless of the explorers' motives, those who crossed the oceans were able to navigate much more accurately than before, thanks to

the development of the quadrant and other instruments, a better understanding of the functioning of the magnetic compass. This, along with improvements in cartography, made voyages somewhat less dangerous.

During the 18th century there was a renewed emphasis on exploration for scientific purposes and to improve the stock of information and understanding that was available. European intellectuals became aware of their ignorance about certain aspects of the physical and natural world and were keen to do something about it. Many ocean voyages were on vessels that were basically floating scientific laboratories. They had trained scientists on board, as well as a vast array of equipment and skilled artists and draftsmen to make accurate records of the voyage.

In the 20th century, countries competed to gain prestige. With less and less land to discover and claim, there were races to the North Pole, the South Pole, Everest, the depths of the oceans, the moon and Mars.

The equivalent of exploration in the 21st century often has more to do with overcoming physical challenges than discovering the unknown: not simply to reach the peak of Everest, but to reach it alone, or without oxygen, or in the shortest possible time. Exploration has turned inwards: once we explored what is 'out there', now we explore the limits of what we can withstand.

Unit topic	Food technology
8.1	
Test skills	Reading (AC/GT): Global multiple choice Deducing meanings of words from context Matching
Vocabulary	Phrasal verbs with <i>up</i>
8.2	
Test skills	Listening: Flow-chart completion
Grammar	Modals in conditional sentences
Workbook contents	
1	Writing
2	Grammar
3, 4	Reading

8.1 SB pages 52–53

- The pictures show food sold in the street, a smart, modern kitchen in a private home, and a father and son cooking food over a campfire. Ask students to discuss the questions in small groups. Then elicit opinions.
- Ask students to skim the passage, timing themselves. Elicit the answer to the global question.

Answer

C

- Refer students to the first Test spot and reassure them that it is often possible to work out the meaning of unknown words from context. Suggest they do the exercise in pairs, agreeing on suitable definitions that fit the context of the passage.

Suggested answers

- combat* – verb: try to prevent something bad from happening or getting worse
- pooling* – verb: collecting and using together
- obsolete* – adjective: no longer in use
- address* – verb: deal with, try to solve
- granules* – noun: very small grain-like pieces of a substance
- suspended* – verb: hung
- dilemma* – noun: a situation in which a difficult choice has to be made
- sensors* – noun: devices to measure and record something
- incinerated* – verb: completely burned
- harness* – verb: control something, in order to use its power

- Refer students to the second Test spot before they do the task. Evidence for the answers is given.

Answers

- H *The spoon can be connected to a computer and programmed to follow a certain recipe. ... it can warn at each stage ... if too much salt has been added.* (lines 41–46)
- G *By installing an Internet-ready computer fitted with a camera in their kitchen, Counter Intelligence has created a system to help overcome the 'What on earth can I make with this lot?' dilemma.* (lines 32–36)
- D *the crockery is fed back into the machine, where it is crushed and melted down, ready to be used again.* (lines 26–28)
- I *you can put a camera in the oven to broadcast snapshots of the activities in the oven to a screen in another room* (lines 50–52)
- B *It's about electronic knives that raise the alarm if you're hurrying your dinner.* (lines 11–12)

- Write *spice up* and *sum up* on the board and elicit their meanings.

spice up = literally add spice to food to make it more flavoursome, but more commonly = make something more exciting: *The newspaper spiced up the story of their relationship.*

sum up = briefly state the most important aspects of something, for example in the conclusion of an essay: *To sum up, the most important facts are the following.*

Ask students to read the tinted explanation about phrasal verbs with *up* and say which meanings *spice up* and *sum up* have. (Answer: *spice up* = a, *sum up* = b)

Explain that many phrasal verbs don't have an obvious meaning, as in c: *make up*. These may need to be guessed from context.

Ask students to work through the exercise on their own and then compare answers.

Answers

1 a 2 c 3 a 4 b 5 c 6 a 7 b

- This exercise can be set for homework if time is short.

Answers

1 c 2 b 3 e 4 a 5 d

Extension activity

Although phrasal verbs are often associated with informal spoken language, the *Academic Corpus* examples below show that many phrasal verbs are commonly used in academic texts. Give students the following sentences and ask them to work out the meaning of the phrasal verbs from context or to check this in a dictionary. The answers are given in brackets.

- 1 This issue came up at the World Buddhism Conference last summer. (was raised)
- 2 By 1937 rice made up a much smaller proportion of the total exports to Singapore. (accounted for)
- 3 This supposition is borne out by remarks made by Pope Alexander IV in 1260. (is supported)
- 4 The paper called on the Board to take up the case and started a defence fund to pay Slater's lawyer. (called on – asked; take up – pursue)
- 5 No one was more active in persuading them to return than Cromwell, whom Milton singled out for praise. (gave special attention to)
- 6 Had the plan been carried out, the subsequent history of the world would have been very different. (implemented)
- 7 He gathers up a number of assertions into a dogmatic ensemble. (collects)
- 8 This move was carefully thought out and accorded with the objectives of the association. (planned)

8.2 SB pages 54–55

- 1 Allow students to discuss the questions in pairs, and then elicit ideas around the class.
- 2 Refer students to the Test spot. Point out that in IELTS, flow charts are sometimes a sequence of causes and effects, and sometimes (as here) are chronological.

Give students enough time to look at the first part of the flow chart and predict answers 1–7 before playing the recording.

Then check understanding of the words in the box and give students time to study the flow chart before playing the recording for questions 8–14. Review answers 1–14 and play the recording again if necessary.

Answers (see underlined text in script)

- 1 shells 2 wood 3 meat 4 dining 5 fingers
6 gold 7 metals
8 affected 9 laughable 10 refined 11 curved
12 pointed 13 blunt 14 simple

Recording script

Questions 1–7

In Europe, knives have been used as weapons, tools, and eating utensils since prehistoric times, and spoons are equally ancient. In the early Stone Age, tens of thousands of years ago, it seems that in Southern Europe spoons were made of shells – evidence for this includes the fact that later the Greek and Latin words for a spoon

come from the word for the shell of a snail. In Northern Europe, wood was probably the most common material, and again there's linguistic evidence for this.

Though forks are much more recent, they trace their origins back over 2,000 years, to the Ancient Greeks. Their forks had two tines – they're the points that go into the food – and were designed to hold meat steady while it was carved and served. The tines allowed it to slide off easily.

By the 7th century, royal courts of the Middle East had begun to use forks at the table for dining. Forks became fairly common among the wealthy in Byzantium – modern Istanbul – and in the 11th century, they were introduced into Italy. The Italians, however, were slow to start using them.

During the Middle Ages – very roughly from the 9th or 10th century up to and including the 15th – Europeans used knives and their fingers for eating. Hosts didn't provide knives for their guests, and most people carried their own, in sheaths attached to their belts. These knives had pointed ends, and were used to spear food and raise it to the mouth.

Spoons of the Middle Ages were generally made of wood or horn, although royalty often had spoons made of gold, and other wealthy families might have silver ones. From about the 14th century, spoons made of brass, pewter and other metals became common. The use of pewter especially made spoons more affordable for ordinary people.

Questions 8–14

By the 16th century, forks were in everyday use in Italy, and in 1533 they were brought from Italy to France, when an Italian noblewoman married the future king of France. At first, using them was thought to be pretentious, and they were slow to catch on.

In the early 17th century, an Englishman named Thomas Coryate brought the first forks back to England after seeing them in Italy during his travels. The English, however, thought forks unnecessary, treated them with ridicule, and continued to use their hands. But slowly forks became fashionable among the wealthy. Small, slender-handled forks with two tines were used for sweet, sticky foods or for food which was likely to stain the fingers. By the middle of the 17th century, forks used solely for dining were luxuries, made of expensive materials. They indicated social status and sophistication, and were intended to impress guests.

Early table forks, like kitchen forks, had two fairly long, widely spaced tines, which ensured that meat wouldn't twist while it was being cut, but small pieces of food fell between the tines. In late 17th-century France, larger forks with four tines were developed. Diners were now less likely to drop food, and as the tines were curved, forks served as a scoop, so people didn't have to constantly switch to a spoon while eating.

The fact that knives were still used as weapons always posed the threat of danger at the dinner table. However, once forks began to gain popular acceptance – forks being more efficient for spearing food – there was no longer any need for a sharp tip at the end of a dinner knife. In 1669, the king of France declared knives like this illegal on the street or at the dinner table, and he had all knife tips ground down, in order to reduce violence. Other design changes followed. Cutlery, who manufactured knives, began to make the blunt ends wider and rounder so that small pieces of food could be piled on the knife and carried to the mouth.

The birth of blunt-tipped knives in Europe had a lasting effect on American dining etiquette. At the beginning of the 18th century, very few forks were being imported to America. However knives were being brought in and their tips became progressively blunter. Because Americans had very few forks and no longer had sharp-tipped knives, they had to use spoons in place of forks. They would use the spoon to steady food as they cut, and then switch the spoon to the opposite hand in order to scoop up food to eat. This style of eating has continued to the present day, though with the fork replacing the spoon: many Americans cut their food, then lay the knife down and hold only the fork while they eat.

During the last hundred years or so, the ornamental styles of cutlery popular in previous centuries have given way to much plainer designs, and stainless steel has replaced many of the materials used earlier. Now there's a whole range of cutlery intended for different purposes in the kitchen or dining room – including different spoons for soup, dessert, tea, coffee; knives for main course, steak, grapefruit; forks for cake, main course, dessert. And the list grows longer as new specialised implements are invented.

- 3 Suggest students read the instructions and carry them out in pairs. Then ask students to evaluate the clarity of the instructions.
- 4 Check understanding of the first conditional and ask students to complete the exercise in pairs.

Suggested answers

- 1 should move 2 shouldn't 3 might; pull
- 4 can lift your dish 5 should ignore it
- 6 will be able to use; practise

- 5 Give students time to read the article. Point out the use of the second conditional in the second paragraph (*If switching to chopsticks forced people to eat more slowly, they might eat less*). Refer students to the explanation above exercise 6.
- 6 Elicit all possible answers to questions 1 (*would/might/could lose its point*) and then ask students to complete the summary using modal verbs of their choice.

Possible answers

- 1 would/might lose its point 2 would be tricky / wouldn't be easy 3 would/could be difficult
- 4 might/could poke 5 might eat 6 might not eat
- 7 would boom

- 8 Give students time to read the article. Refer them to the information on the third conditional above exercise 8. Write this example sentence on the board, underlining the past perfect and modal verb in the past: *If you had put the milk back in the fridge, it wouldn't have gone off.*
The exercise can be set for homework if time is short.

Answers

- 1 hadn't been cooked; might not have used
- 2 hadn't been put; wouldn't have been forced
- 3 might not have cut; hadn't been
- 4 hadn't been chopped; would have been needed
- 5 might have advised; had been

Writing folder 4

SB pages 56–57

Task 1 Describing a process

1

Answers

The missing labels are:

- 1 upper section 2 lower section 3 outer compartment
- 4 inner compartment 5 watery gel 6 desiccant

2

Answers

- 1 is twisted 2 causes 3 evaporates 4 is absorbed
- 5 prevents 6 can be cooled / is cooled / will be cooled

- 3 All the grammatical areas are included except for concessive clauses.

4

Answers

- 1 involves 2 starts 3 goes on 4 stops

- 5 The three examples are: *propelling* (the spaceship to its required height); *providing* (a shuttlecock effect); *enabling* (the craft to glide back to Earth).

6

Sample answer

SpaceShipOne is a prototype spacecraft which can be sent up into space again and again. The craft is designed to be used in conjunction with White Knight, which is its launcher. When it is ready to be launched, SpaceShipOne is taken up to a height of approximately 15 km by White Knight. SpaceShipOne is then deployed by White Knight, which then glides back down to Earth. At this point, the booster rockets on SpaceShipOne are fired up, propelling the craft upwards to its required altitude of 100 km. When the craft is ready to re-enter the Earth's atmosphere, its wings can be tilted upwards. This provides an effect similar to that of a shuttlecock as it falls to the ground, holding the craft in the correct position for re-entry. After successful re-entry, the wings are tilted back to their normal position, enabling the craft to glide back safely to Earth.

(150 words)

Units 5-8 Revision

SB pages 58-59

- 1 Suggest that students answer the questions in pairs, taking turns to speak. Encourage them to talk at length about each one, giving examples from their personal experience.

2

Answers

- 1 despite having 2 Even though music is considered to
3 whereas in fact it is a material 4 While he performs

3

Answers

- 1 d 2 g 3 h 4 f 5 k 6 c 7 e 8 j 9 b 10 i

4

Answers

- 1 had contained; would/might have tasted
2 had lived; might/would have sung
3 had visited; would/might have found out
4 hadn't sailed; would have been called
5 hadn't been built; would have had to
6 hadn't been invented; wouldn't have been

5

Answers

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

- 6 Suggest that students record these meaning groups in their vocabulary notebook.

Answers

Scientific processes: contamination, corrosion, fuel

Moods: carefree, elated, gloomy, sorrowful

Culinary equipment: crockery, cutlery, microwave oven, refrigerator

Personal qualities: brave, conscientious, decisive, disciplined, tolerant

7

Answers

- 1 have always considered 2 conscientious 3 brave
4 decisive 5 tolerant 6 suspect 7 would/might argue
8 observed 9 is believed

Progress Test 2

Listening

Questions 1–5

What information is given about each event?

Choose your answers from the box and write the letters **A–H** next to questions 1–5.

- A cancelled
- B date changed
- C extra performance
- D free
- E performers changed
- F programme changed
- G sold out
- H venue changed

- 1 rock contest
- 2 jazz evening
- 3 symphony concert
- 4 70s night
- 5 folk music

Questions 6–10

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Date	Event	Venue	Price	Notes
18th	music from West Africa	Recreation Centre	£8	Reduced price for 6
19th	opera	7	£5–£25	Best to book tickets 8
21st	song recital	9	£7	10 booking only

Reading

Plastics: the early years

Plastics affect all of our lives – from packaging to cutting-edge technologies in cars and computers, from new textiles to replacements for worn-out parts of our bodies. But none of the applications and innovations we take for granted would have been possible if it weren't for the early scientists who developed and refined the material.

The first man-made plastic, Parkesine, was unveiled in London in 1862. This was an organic material derived from cellulose that once heated could be moulded, and on cooling retained its shape until it was reheated. But because of the high cost of raw materials, production soon came to an end.

During the 19th century, the game of billiards became so popular that thousands of elephants were killed for their ivory – used to make billiard balls. A replacement, celluloid, was found by an American, Hyatt, in 1866. On spilling a bottle of collodion, he discovered that the material congealed into a tough, flexible film. He then used it to produce billiard balls, but they shattered once they hit each other, a problem subsequently solved by the addition of camphor. Celluloid was the first thermoplastic: a substance that can be moulded under heat and pressure. Celluloid was later used in the first flexible photographic film for still and motion pictures.

Rayon, another modified cellulose, was first developed in 1891 by the Frenchman Bernigaut, while searching for a way to produce man-made silk. Bernigaut noticed that silkworms secrete a liquid that hardens upon exposure to air and turns into silk. He produced a liquid with similar characteristics, which could then be processed to form fibres that could be spun and would feel like silk. The only problem with his new invention was that it was highly flammable. This problem was later solved by another scientist.

The first completely synthetic man-made substance was discovered in 1907, when Baekeland, a New York chemist, developed a liquid resin that he named Bakelite. All previous plastics could be melted down innumerable times and reformed. Bakelite, however, had the advantage that once shaped, it would never melt or burn. It could also be added

to almost any material – such as softwood – and would instantly make it more durable and effective. This new material began to be used for a wide range of products.

Cellophane was discovered by Brandenberger, a Swiss textile engineer. He wanted to apply a clear flexible film to fabrics, such as tablecloths, so that they could be cleaned easily. In 1913 he succeeded by using Viscose (now known as Rayon), but this made the material too stiff to be of any use. Brandenberger saw another potential use, though. He produced sheets of it, which he marketed as Cellophane. This could be used as a clear layer of packaging for any product – the first fully flexible, waterproof wrap.

The 1920s witnessed a 'plastics craze', as the use of cellophane spread throughout the world. Nylon, initially discovered in Germany, was developed in the USA. Its toughness made it a suitable replacement for animal hair in toothbrushes, and when nylon stockings were launched in 1939, they gained great public acceptance.

In 1933 Fawcett and Gibson, two British organic chemists working for the company ICI, discovered polyethylene while testing various chemicals. An attempt to trigger a reaction between ethylene and benzaldehyde under high pressure went wrong when the testing seemed to spring a leak. Upon opening the tube the scientists found a waxy, plastic-like substance, polyethylene. After further experimentation and analysis, they discovered that while the process did have a small leak, the main cause of pressure loss was a polymerization process that combined elements. In 1936, ICI developed a compressor that made possible the production of vast quantities of polyethylene.

Polyethylene played a key role during World War II in the 1940s – first as an underwater cable coating and then as insulation for radar. As polyethylene was very much lighter than the materials traditionally used for the latter purpose, it was now possible for the first time to place radar on planes. This helped in the detection of enemy bombers at night.

After the war the material became very popular with consumers, and it is currently the largest volume plastic in the world, used to make a wide range of common items, such as plastic food storage containers.

Questions 1–6

Complete each sentence with the correct ending A–H from the box below.

- 1 Parkesine
- 2 Celluloid
- 3 Rayon
- 4 Bakelite
- 5 Cellophane
- 6 Nylon

- A was developed as a substitute for a natural fibre.
 B became very popular when a product made of it was launched.
 C was too expensive to manufacture.
 D combined animal and synthetic products.
 E was initially intended to protect cloth.
 F was regarded with suspicion by the general public.
 G broke when first used for its intended purpose.
 H was the first plastic that permanently retained its shape after being moulded.

Questions 7–13

Complete the summary below.

Choose **NO MORE THAN ONE WORD** from the passage for each answer.

Polyethylene

In 1933, two organic chemists applied extreme 7 to ethylene and benzaldehyde, to discover what 8 would occur. The experiment was spoiled by a minor 9 during the test process, but the scientists found that polyethylene had been created.

A 10 was built to manufacture polyethylene on a large scale. The material was later used as a 11 for submarine cables and to provide 12 in radar systems, allowing them to be carried on 13

Writing

Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Now that there are no unknown places left on Earth that individuals can explore, exploration has taken the form of overcoming physical challenges.

What is your opinion of this development?

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

Write at least 250 words.

Progress Test 2 Key

Listening

Answers (see underlined text in script)

1 H 2 A 3 G 4 C 5 D

6 students 7 Town Hall 8 in person 9 (the) university
10 advance

Recording script

You will hear part of a radio programme.

First you have some time to look at questions 1 to 5. (pause)

Now listen carefully and answer questions 1 to 5.

Announcer: Next on Radio East, your favourite local radio station, we have Emma Thornton with Music News, her weekly update on music events in the region. Emma.

Presenter: Thanks, Kevin. As usual, I'll start with next week's events. On Monday, remember, we've got the chance to hear amateur rock groups from all over the region competing in Radio East's annual rock contest. Well, demand for tickets is at record levels, so the competition has been moved from the Town Hall to the Recreation Centre, as the hall there is larger. So that means you can still buy tickets.

Important news for jazz fans, now: if you were planning to go to Wednesday evening's jazz concert at Clarkson School, I'm sorry to say that this won't now be taking place. This is because of structural problems that have just been discovered at the school hall, and it hasn't been possible to find an alternative venue at such short notice. Ticket holders should contact the school for further information.

On Friday evening, there's a concert at the Town Hall, given by the Eastern Counties Symphony Orchestra to celebrate its twenty-fifth anniversary. And if you haven't already got tickets, I'm afraid you're going to be disappointed, as there are absolutely none left. It's a shame it isn't being held at the Recreation Centre, where there are more seats.

Now, last month a capacity audience enjoyed the 70s Night at the Town Hall, with several of the top bands of the 1970s taking part. This gig proved so popular that it's going to be repeated this Saturday, at the same venue, so this is a last-minute addition to the week's events. I understand a private function at the Town Hall was cancelled, making it available for the 70s Night.

Sunday sees an afternoon of folk music from around the world. There's no charge for this event, which is taking place in Riverside Park from eleven until five. You're advised to arrive early because a lot of people are expected.

So that's the music events next week.

Before you hear the next part of the programme you have some time to look at questions 6 to 10. (pause)

Now listen and answer questions 6 to 10.

Presenter: Now I'll go on to events the week after next, starting with Tuesday the 18th, when there's an evening of music from West Africa. This will be held at the Recreation Centre, and all tickets cost £8. The usual reduced prices for groups aren't available for this event, I'm afraid, but there are concessions for students. Don't forget you need to provide proof when you book.

The following evening, the 19th, the Stars Touring Opera Company will be performing Bizet's ever-popular Carmen at the

Town Hall. If you saw the company when they visited us last year, you'll know they're one of the best opera companies around, and the tickets are a bargain at five to twenty-five pounds. There are only a few left, though, and the box office manager has asked me to remind you that the box office doesn't take email bookings, and because of staff shortages they're giving priority to customers who come in person. If you use the phone, they may not be able to answer.

And just one more event to mention: on the 21st there'll be a varied programme of classical and popular songs, performed by the Jamestown Singers, a group of talented young professionals from this area. The recital will take place at the university, and this is the first public performance there this autumn. Tickets cost £7, and must be booked in advance. Some of these young singers are likely to be the stars of the future, so it's well worth hearing them now.

OK, and that ends this week's Music News.

Announcer: Thank you, Emma.

Reading

Answers

1 C 2 G 3 A 4 H 5 E 6 B

7 pressure 8 reaction 9 leak 10 compressor

11 coating 12 insulation 13 planes

Writing

Sample answer

The urge to explore seems to be an innate characteristic of the human race. Babies investigate the world around them by feeling objects with their hands or mouths and crawling across the room towards something they are unfamiliar with. This form of exploration is bound to continue.

For thousands of years, people have explored for practical reasons, to find new land, food or water, or people to trade with. However, in none of these cases is exploration a psychological need, as it appears to be in babies.

Some exceptional individuals have an urge to explore, coupled with an unwillingness to live a life of comfort. In my opinion, they are often very competitive: they want to be the first person to reach the summit of Everest or the South Pole, and coming second is a grave disappointment.

Now that there are no land areas left unexplored, and the equipment required for exploring the ocean bed or other planets is very expensive, many people are instead testing their own ability to overcome physical challenges, for instance climbing two or three mountains in 24 hours. They are competing both with other people and, by continually trying to improve their performance, with themselves.

Although this is perhaps the only form of exploration available to people with a strong inclination to explore, it sometimes seems to me to be rather self-indulgent: nobody else benefits from someone climbing Everest without oxygen. Perhaps their undeniable strength and determination could be put to better use, for example by helping people when a disaster has occurred.

(258 words)

Unit topic	Cities
9.1	
Test skills	Speaking Part 2 Reading (AC/GT): Sentence completion
Style extra	Linking words
9.2	
Test skills	Listening: Summary completion
Vocabulary	Word building
Grammar	Inversion
Workbook contents	
1, 2, 3	Reading
4	Vocabulary
5	Writing
6	Grammar

9.1 SB pages 60–61

Background information

Venice and Shanghai have one thing in common: both cities are sinking. The rising sea level of the Adriatic is causing Venice to be seriously flooded on a regular basis, which is damaging the foundations of the buildings. A tidal barrier is under construction to protect the city. In Shanghai, the subsidence is due to its 'soft' ground, as the reading passage explains.

- The pictures on page 60 show the cities of Shanghai and Venice. Give students time to compare and contrast the cities. Elicit ideas around the class.

Possible answers

Architecture: Venice has largely old buildings, some over 500 years old. Shanghai has undergone recent development and has many modern skyscrapers and high-rise accommodation.

Transportation: Venice has a system of canals, so all transportation has to be on water, by public water-buses (*vaporetti*) and water-taxis; the traditional gondolas are mainly used by tourists these days. Shanghai has multi-lane roads, with heavy car use and some bicycles (a metro system is planned).

Demography: Many of the people born in Venice are leaving and moving to other cities, as Venice becomes more and more dominated by tourism. Shanghai's population, on the other hand, is rapidly increasing, as it is a flourishing city with diverse employment prospects.

- Ask students to read the task card and explain that for the first listening, they should concentrate on the content (relevance) and register (formal/informal) of what the girl says. Play the recording and elicit reactions.

Suggested answer

The initial parts to do with her family are irrelevant and have lost the candidate valuable time in which to show range. Her register is rather inconsistent, with some informal usage that should be avoided, for example: *OK, yeah, well, really*.

Recording script

Candidate: OK, I'm going to talk to you about Venezia – that is to say, Venice – which my mother comes from originally. Her parents still live there but my mom moved away when she met my dad. He's from Puglia in the south of Italy. We all live in Bari, the main city there. OK, sorry, now I'm going to describe Venice. What can I say about Venice? It's ... it's an old city and its infrastructure hasn't changed very much in hundreds of years – it's built on water, so instead of roads through the centre you have waterways, canals, and to get around you can either walk or take a boat. In ... in Venice, there are public '*vaporetti*' – those are the water buses which stop every so often to pick up passengers – and then there are lots of smaller water taxis, private boats and, of course, the beautiful gondolas which tourists love to take.

I feel very sad about Venice because it's a city that is ... how can I put it? ... it's losing its heart. Yeah, so so what I dislike about Venice is this: because so many people have moved away, more and more of the 'real' shops have closed down. By 'real' shops I mean bakers and other essential food shops, and it's true, every time I go back there, another one has gone. You know, it's really bad. If you walk through any part of Venice, nearly every shop you come across will be selling souvenirs, most of them rather tacky. I hate that. Well of course all year massive numbers of tourists visit Venice and I think it's a terrible problem because the city just becomes like ... like Disneyland, yeah, it's true. To put it another way, it's not a living city any longer. Mm, I know tourists bring money to the city but they're killing it too, in a way.

It goes without saying that tourists come to Venice for the history, the buildings, the art. Venice looks so fantastic. Obviously there are no high-rise buildings, and that makes the city unusual, but the canals make it unique. ... Most of the buildings in Venice are sinking. Right now there's a lot of construction work going on to strengthen the ... their foundations. There's terrible subsidence and the whole of Venice is sinking. It's really a big problem.

Examiner: Thank you.

- 3 Play the recording again and ask students to tick the words heard. Elicit answers and check understanding of all six.

Answers

All the words were in the recording, apart from *outskirts* and *rapid transit system*.
construction – the work of building or making something, especially buildings, bridges, etc.
foundations – the structures below the surface of the ground which support a building
infrastructure – the systems and services that ensure that a city, country or organisation operates effectively; for example, transport, power supply, rubbish collection
outskirts – areas that form the edge of a city or town
rapid transit system – a public network of fast trains serving a city
subsidence – when land or buildings sink to a lower level than before

- 4 Ask students to prepare their Part 2 notes, using the Useful language and any relevant vocabulary from the recording. If there isn't time to listen to their talks during the lesson, get them to record them at home for you.
- 5 Ask students to skim the passage, timing themselves and underlining any unfamiliar words. After students have compared these, elicit the words and their meanings.
- 6 Ask students to work through the task and compare answers in pairs.

Answers

- 1 H *There are now more than 4,000 buildings over 100 metres tall in Shanghai. That results in extremely severe ground settlement.* (lines 16–18)
- 2 C *Among the planned solutions are a metro system, a huge motorway network and* (lines 23–25)
- 3 A *an extraordinary skyscraper, emblematic of the successful mingling of western and eastern styles.* (lines 31–33)
- 4 G *boulevards are 12 lanes wide (and uncrossable), without any relationship to human scale, activity or urban life* (lines 50–52)
- 5 J *Shanghai's character was being obliterated ... 'The market's rapid pace of wholesale importation of foreign imagery has resulted in a scary, perverse and at times ridiculous trend of turning modern cities into Disney-lands.'* (lines 53–58)
- 6 F *'You have to make it attractive for people to leave and live in new cities nearby.'* (lines 66–67)

Extension activity

Ask students to explain the meaning of the following phrases in the passage, starting with the words given. Possible answers are given in brackets.

- 1 *most densely populated city* (lines 1–2)
no other city has ... (more people living in it per square km)
 - 2 *halt the annexation of Shanghai's skies* (lines 20–21)
stop ... (the construction of tall buildings)
 - 3 *dearth of greenery* (lines 21–22)
a lack of ... (trees and plants)
 - 4 *the most impressive in architectural terms* (lines 29–30)
architecturally speaking, they make more of ... (an impact than other buildings)
 - 5 *without any relationship to human scale* (line 51)
lacking anything ... (in proportion to its inhabitants)
 - 6 *reducing plot ratios* (line 62)
cutting down the ... (size/scale of construction permitted on a site)
- 7 Students can review these linking words for homework if time is short. Explain that all the words and phrases occur as sentence openers in the passage.

Suggested answers

The first four linkers are all used to introduce examples/ reasons:

Other factors (line 21): provides further exemplification/ explanation

Alongside (line 40): signals a contrast (another type of building)

One ... another ... a third (lines 72–74): exemplifies and indicates that all three refer back to the same part of the passage (ten satellite towns)

Among (line 23): indicates that there are a number of (planned solutions) – *among* can only be used with three or more things, though these may be implied rather than specified (compare *among the most impressive*, line 29)

Worse yet (line 52): signals something even more serious (Shanghai's character is being obliterated)

Thus (line 76): refers back to the content of the previous paragraph (all of Wu Jiang's positive plans)

9.2 SB pages 62–63

- 1 Ask students to discuss in pairs and then elicit their ideas.

Possible answers

Many of the earliest cities or settlements were located beside water, which provided irrigation for agriculture. Natural resources such as water and fertile ground were important, and people also needed water for their livestock. Cities established near rivers became important trading centres. Other cities were built on higher ground in a defensive position, where invaders could be seen from a distance.

- 2 Give students time to read the summary and predict what is needed in questions 1–9. Elicit their predictions.

Background information

Ur was an ancient city in southern Mesopotamia, located near the original mouth of the Euphrates and Tigris rivers on the Persian Gulf. Because of marine regression, the remains of Ur are now well inland, in present-day Iraq, south of the Euphrates.

Answers

- 1 year 2 number 3 noun – content word of some kind
4 verb 5 verb 6 noun 7 number
8 name or adjective relating to city
9 adjective relating to centre

Photocopiable recording script activity

(P ... page 121)

Make copies for students to check their answers to exercise 2. The script can also be used to confirm the answers to exercise 3.

Answers (see underlined text in script)

- 1 1934 2 5,500 3 animals 4 feed 5 trade 6 grain
7 80,000 8 Rainbow 9 religious

Recording script

One of the most important archaeological projects ever undertaken has to be that of the ancient Sumerian city of Ur, because it threw a great deal of light onto the previously dark past and expanded our knowledge in so many areas, from urban planning to the beginnings of writing. These excavations were a joint expedition between the British Museum and the University of Pennsylvania and were led by Leonard Woolley throughout, from 1922 until 1934.

From the extensive work of Woolley and his team, it was possible to establish that Ur was the very first city in the world, founded at least 5,500 years ago. Because Ur was strategically located close to the Euphrates River, there's no question that its first settlers would have been self-sufficient. Indeed, it was their development of irrigation and the domestication of animals that allowed a traditionally nomadic people to settle in one place with their livestock, knowing that they could depend on a regular source of food. However, away from the river banks, the environment was fairly arid and as Ur developed, it was no longer possible to grow enough to feed all its citizens – the soil simply wasn't fertile enough to support the level of production that the population required. For this reason, the people turned to trade. The inhabitants of Ur became highly skilled artisans and traded their goods for food and other resources.

The most flourishing period of Ur as a city was between 5,000 and 4,400 years ago, when it was an important cultural, religious and commercial centre. It was around 5,000 years ago that mankind's first writing system developed, stemming initially from the need to record the city's stocks of grain accurately.

Ur was not the largest city in the region at this time. While 4,700 years ago Ur had a population of 34,000 people, the trading centre Uruk, situated near the confluence of the Euphrates River and Iturungal Canal, had over 80,000 people, and extended over an area of 1,000 acres. Like any trading centre, Uruk had a diverse population, and was often referred to as 'The Rainbow City' for this reason. It was actually two cities: there was the newer trading centre, Kullab, on the bank of the Euphrates, and Eanna, the religious centre, which fronted the Iturungal Canal.

From about 4,400 years ago, Ur's power diminished but it rose again around 4,100 years ago. This started the period known as the Third Dynasty, when Ur-Nammu, the brother of King Utukhegal, established his kingship in Ur and its surroundings. Hardly had the Third Dynasty begun when it was brought to an abrupt end by invaders, who destroyed the city state and relegated Ur to being a backwater again.

- 3 Ask students to complete the sentences and compare answers in pairs (or check against the photocopiable recording script).

Answers

- 1 archaeological 2 strategically 3 settlers 4 cultural
5 surroundings

- 4 Elicit (or explain) the stylistic effect of the inverted sentence. Then ask students to underline the subjects in sentences 1–3. Elicit the position of the subject.

Answers

The stylistic effect is to place emphasis on the fact that the Third Dynasty had only just begun when it came to an end. Subjects:

- 1 Ur
2 I
3 a stone lion

The subject comes after the verb, or after an auxiliary such as *did* (as in example 2).

- 5 Suggest that students should read the information in the Grammar folder before doing the exercise.

Answers

- 1 No sooner had we got back to the hotel than Tom wanted to walk to the castle.
2 Seldom had I felt as safe as this walking around a city late at night.
3 Scarcely had they entered the office when the phone started ringing.
4 Hardly had the ticket price rise been implemented when it was announced that a further 5% increase would be imposed.

- 6 Refer students to the example and ask them to join the other ideas in a similar way.

Possible answers

- 2 g Not only has the city of Bogotá got an excellent bus service, it also encourages the use of bicycles wherever possible.
- 3 a Not only do 10 million inhabitants live in the centre of Shanghai, a further 10 million live in its suburbs.
- 4 e Not only are there a lot of galleries in London, there are several museums too.
- 5 f Not only can high-rise buildings lack style and originality, they are sometimes poorly constructed as well.
- 6 b Not only was the ancient city of Ur built beside the Euphrates River, it was close to the Tigris as well.
- 7 d Not only does Siena offer visitors a historic centre, the countryside nearby is also very beautiful.

- 7 This exercise and/or exercise 8 could be set for homework if time is short.

Answers

- 1 The train drivers are on strike and so are the bus drivers.
- 2 The Tokyo flight took off on time and so did the one to Taipei / the Taipei one.
- 3 Madrid has a metro and so does Bilbao.
- 4 I can take the metro and so can you.
- 5 John should walk to work and so should I.
- 6 Kiosks sell bus tickets and so do subway stations.

8

Answers

- 1 I hadn't been to Prague before and neither had Dominic. OR I hadn't been to Prague before, nor had Dominic.
- 2 The school can't provide parking spaces and neither can the sports centre. OR The school can't provide parking spaces, nor can the sports centre.
- 3 You won't be in time for the next train and neither will I. OR You won't be in time for the next train, nor will I.
- 4 Fortunately, the car wasn't damaged and neither was my bike. OR Fortunately, the car wasn't damaged, nor was my bike.

Test folder 5

SB pages 64–65

Multiple choice

Make sure the students fully understand the notes and advice.

- 1 Ask students to read the rubric and questions 1–6, then to choose their answers as they listen to the first part of the recording.

Then ask them to read questions 7–11 and listen to that section. Remind them to choose *only* five answers.

Answers (see underlined text in script)

- 1 A 2 B 3 B 4 C 5 A 6 B
7–11 A, C, E, H, J (in any order)

Recording script

You will hear part of a lecture about the development of suburbs in the USA.

First you have some time to look at questions 1 to 6. (pause)

Now listen carefully and answer questions 1 to 6.

Today we're looking at how the suburbs of cities in the USA have developed since the middle of the 20th century. But first, a little history.

Suburbs have existed in various forms since antiquity, when cities typically were walled and the villages outside them were inferior in size and status. However, the modern American notion of the quiet, unspoiled outskirts as a retreat for the wealthy city dweller is in evidence as early as the 6th century BC in Babylon. Further early evidence comes from Cicero, writing in the 1st century BC, who refers to *suburbani*, large country estates just outside Rome.

Throughout Europe, the distinction between the city and outlying districts tended to remain sharp through the Middle Ages and Renaissance. To accommodate a large influx of newcomers, city walls were expanded, or, as with London, towns adjacent to the overcrowded city were gradually annexed to it. Generally considered a less desirable location, the urban periphery was inhabited largely by the poor.

In England, the rich who owned weekend villas outside London gradually transferred their main residences there, and the middle class soon followed. By the mid 19th century, there was a marked preference for suburban living. Migration from the central city to the suburbs was encouraged by a succession of technological advances in transportation. Horse-drawn stagecoaches, railways, and the electric streetcar or trolley all enabled urban dwellers to commute longer distances than had previously been practical.

Now in Europe, unlike the United States, suburbs grew organically, as a response to human needs, and each suburb there generally has a centre, and often has a quite distinct quality from other suburbs. Since the mid 20th century, however, North America has seen a distinctive pattern of growth, called suburban sprawl – an almost endless spread of low-density housing without any distinct neighbourhood centres. This is an artificial system, conceived by architects, engineers and planners, and it's already showing itself to be unsustainable.

Unlike the traditional neighbourhood, sprawl is not healthy growth; it's essentially self-destructive. It consumes land at an alarming rate, while producing insurmountable traffic problems. As the ring of suburbia grows around most North American cities, so the void at the centre grows too. Business and people move to fresher locations on a new suburban edge, leaving behind deteriorating downtown neighbourhoods, which can only be revitalised with enormous effort.

Suburban sprawl came about as the direct result of a number of US federal policies. The most significant were the housing and loan programmes which, from the 1940s, provided mortgages to encourage home purchase. These mortgages were directed at new single-family suburban construction, discouraging the renovation of existing housing stock and the construction of higher-density housing. Simultaneously, a major highway programme, coupled with the neglect of mass transit, helped make automotive commuting affordable and convenient for the average citizen.

Before you hear the rest of the lecture you have some time to look at questions 7 to 11. (pause)

Now listen and answer questions 7 to 11.

Suburban sprawl actually tends to be very simple, consisting of just a few components which are normally kept strictly segregated from each other. One component is housing subdivisions, which are districts consisting only of residences. They're sometimes called villages, towns, or neighbourhoods by their developers, which is misleading, since those terms denote places which are not exclusively residential and which provide a richness of experience

that is not available in a housing tract. Subdivisions can be identified as such by their contrived names, which tend toward the romantic, and often pay tribute to the natural or historic resource they have displaced: woodland, mills or ponds, maybe, that have been destroyed.

Another element, schools, have evolved dramatically in the past thirty or forty years. A comparison between the size of the car park and the size of the building is revealing: most are schools to which no child will ever walk. Pedestrian access is usually non-existent, and the spread of homes often makes school buses impractical, so the designs of schools in the new suburbs assume massive automotive transportation.

Other components, too, such as shopping areas and business parks, have their own separate locations. As a result, one of the most conspicuous components of sprawl consists of the endless roadways that are necessary to connect all these elements. Since each section of suburbia serves only one type of activity, and since daily life involves a wide variety of activities, the residents of suburbia spend an unprecedented amount of time and money moving from one place to the next. And as most of this motion takes place in singly occupied automobiles, even a sparsely populated area can generate the traffic of a much larger traditional town.

Now I'm going to examine the role

- 2 Ask students to read the rubric and skim the passage, then, in pairs, to answer each question in turn. Evidence is given for the answers.

Answers

- 1 B *drawing on notions that were circulating at the time* (paragraph 1)
- 2 C *the British countryside – now too often seen in a sentimental glow* (paragraph 2)
- 3 D *far enough from existing cities to ensure that the land was bought at rock-bottom, depressed-agricultural, land values* (paragraph 3)
- 4 C *Garden cities would follow the same basic blueprint* (paragraph 4)
- 5 B *the garden city would reach its planned limit ... then, another would be started a short distance away. Thus, over time, there would develop a vast planned agglomeration, extending almost without limit* (paragraph 5)

Unit topic	Dreams
10.1	
Test skills	Reading (AC): Headings True / False / Not given
Vocabulary	Collocations in academic writing
Style extra	Academic and journalistic styles
10.2	
Test skills	Listening: Matching Multiple choice
Grammar	Speaking Part 3 Modal verbs of speculation and deduction
Pronunciation	Vowel changes in related words
Workbook contents	
1, 2	Reading
3	Vocabulary
4	Grammar

10.1 SB pages 66–67

- 1 Ask students to discuss the questions in pairs. Elicit answers around the class.

Extension activity

Ask students to describe a dream (actual or invented) to their partner, who should take notes and then re-tell the dream to another pair of students.

- 2 Check students understand the word *nightmare*. Elicit answers to these questions quickly.

Possible answers

People who have more nightmares could have problems in their lives, or be psychologically disturbed.
Dreaming may well contribute to our health and well-being, even if we don't recall the dreams later.

- 3 Give students time to read the headings and predict possible topics in pairs. Then ask them to do the headings task (questions 1–6 only), following the advice given in the Test spot. Elicit answers to 1–6 before asking students to answer 7–13.

Answers

- 1 iv 2 viii 3 v 4 vi 5 iii 6 ix
7 NOT GIVEN We don't know whether Brenda went ice-skating after the dream or not. (paragraph A and the first sentence of paragraph B)
8 TRUE Those in favour ... argue that lucid dreams can ... inspire new ideas (lines 17–20)
9 NOT GIVEN The text refers to the discovery of REM sleep 50 years ago and says it opened up new avenues of sleep research, but we don't know the relative importance of this research. (paragraph C)
10 FALSE The 'NovaDreamer' ... emits a flashing light or sound cues (lines 36–37)
11 TRUE LaBerge claims that this increases the dreamer's chances of becoming lucid threefold (lines 38–40)
12 TRUE 'It's a wish to control things out of their usual function and time. It is trying to redesign the mind in a way I don't think is necessarily helpful.' (lines 55–57)
13 FALSE At the moment, he's experimenting with ... in order to encourage seasoned lucid dreamers to have more of them. (lines 62–66)

- 4 Ask students to work through the exercise on their own, referring to how the words are used in the passage. Elicit answers around the class.

Answers

- 1 inspire new ideas – b does not collocate
2 promote self-healing (paragraph B), promote a similar effect (paragraph F) – all collocate
3 strengthened the argument – c does not collocate
4 developed electronic devices – b does not collocate
5 Not everyone shares this enthusiasm – all three collocate
6 operates on a shoestring – a does not collocate

- 5 Suggest students use an English–English dictionary to check meaning, and look at the dictionary examples given to decide on the more appropriate word in each pair.

Answers

- 1 minor character 2 specialist 3 children 4 customer
5 manager

10.2 SB pages 68–69

- The pictures show
 - the painting *Tom Thumb and the Sleeping Giant* by Gustave Doré
 - a blurred image of people rushing to work
 - an Andean condor
 - a rusty padlock on an old wooden door
 - a road through the desert in Nevada, USA
 - a set of clock faces
 - an aerial view of a small island
 - a fish called Lined Sweetlips in the Banda Sea, Indonesia

Explain that the pictures form part of the listening task. Ask students to discuss what each picture might represent in a dream, giving them an example: the padlock in D could symbolise a secret. Elicit students' ideas.

- Give students time to read the questions for both tasks before playing the recording.

Answers (see underlined text in script)

- 1 H 2 B 3 A 4 F
5 C 6 A 7 B

Recording script

Questions 1–4

Tutor: Right, first of all let's do a quick practical activity together. As you know, metaphor and symbols are important in the interpretation of dreams. Both Jung and Freud referred to symbolisation in their analysis. Now, there's not necessarily one right answer – these pictures are meant to act as a springboard for your own interpretations. So I'd like you to take turns to talk about a picture and suggest what each might represent in a dream. OK?

Carla: Fine. Shall I start?

Jason: Go for it, Carla.

Carla: Right, with this one, I know Jung saw the sea as representing the unconscious, so perhaps something living in water like this exists in the unconscious. As it can move, it could be an insight or a new idea?

Tutor: Well done. OK, Jason?

Jason: I had a dream a bit like this one! I was following behind a group, trying to keep up. I remember feeling rather anxious about that. I guess it could represent today's competitive world ... or moving forward along life's path ... growing older, maybe? What's really interesting is that my dream had the same burnt colours as this. Well, enough about me! Helen, your turn.

Helen: OK. This one is classic Jung, isn't it? A larger-than-life character, who might be seen as threatening because of his size? It might be some kind of problem that you have to deal with, a big one that you're really concerned about.

Tutor: He couldn't be seen as friendly, could he?

Helen: Protective! Maybe ... no, I don't think so. Are you going to do one too?

Tutor: All right ... well, here we have another classic symbol, don't we? The image has actually been used in the dream sequences of films by Bergman and Pasolini, two great directors. In both films, there were no hands, maybe suggesting that time had run out. So this one must be all about limits, pressure of deadlines, appointments, that sort of thing.

Questions 5–7

Tutor: OK, can you get out your notes about the case study now? Helen, can you start? Summarise the dream and give us your interpretation. And, please, challenge each others' views, raise your own ideas.

Helen: Right, this dream is about climbing. A small group of people is trying to reach the top of a mountain – they're nearly at the summit – but the dreamer gets separated from the others when the mist comes down. He stumbles around for a bit and then goes back down to the bottom, where the sun comes out and he finds himself in the middle of a field of enormous white flowers.

Jason: A happy ending then?

Helen: Mm, not so sure. As I see it, getting split up from the rest of the party could be seen as exclusion, but it's his own decision to retrace his steps, isn't it? Then he's surrounded by the flowers, which could mean that there's pressure on him to conform. But I think he rejects that.

Jason: Yeah but the flower is basically a thing of beauty, a positive symbol. I think he's back in a comfort zone.

Tutor: OK, thanks Helen. Carla, let's hear yours next.

Carla: Well, it's the face-in-the-mirror dream. Woman looks into a mirror and sees a different face staring back at her. She's youthful and confident, but it's not a younger version of herself, it's another person. She starts rubbing at the glass, and the face is still there, laughing now. This is a crisis of identity – the dreamer may have experienced some problems recently, or could be full of regrets about her own life? The face in the mirror is young and happy – this could represent envy of others, perhaps.

Tutor: And you all agree with that?

Jason: Well, mightn't it be something to do with a dual life – you know, presenting a different, more outgoing face to the outside world?

Tutor: Good. OK, Jason let's hear you now.

Jason: Er, I'm afraid I haven't done it.

Carla/Helen: Typical!

- Elicit students' answers to a–c and to the questions in the paragraph below.

Answers

- a certain (*must be*)
b and c less certain, suggesting rather than affirming (*could/may/might*)
a expressed to mean the opposite: *can't be*
b with *couldn't*, the statement becomes certain – a refutation

- Point out the common error regarding the opposite of *must be* (*mustn't be* is often used by mistake, instead of *can't be*). Remind students that *couldn't be* doesn't carry a past meaning – to talk about something in the past, the modal perfect *couldn't have been* is needed.

Ask students to complete the sentences and then compare answers.

Answers

- 1 could/may/might 2 can't/couldn't
3 could/may/might 4 can't 5 must

- Explain that both examples are from the recording. Elicit ideas.

Answers

The speaker is fairly confident of being right in both examples, but wants to soften/hedge. Tag questions like these are a feature of spoken English and are too informal to be used in academic writing.

- 6 This can be set as written homework if time is short.

Possible answers

- 1 A dream about a forest could display a negative emotion, such as depression, and the need to escape from everyday life.
- 2 Books in dreams must symbolise wisdom and knowledge.
- 3 Might being involved in some form of accident in a dream suggest a state of anxiety?
- 4 Sitting on a wrong train couldn't represent making a wrong choice in life, could it?

- 7 Check students recognise the four phonetic symbols. Play the recording and elicit answers.

Answers

- 1 /e/ 2 /ju:/ 3 /ʌ/ 4 /i:/ 5 /e/ 6 /ju:/ 7 /ʌ/
8 /i:/ 9 /e/

- 8 Allow students time to discuss the questions and then elicit a range of ideas around the class.

Writing folder 5

SB pages 70–71

Task 2 Developing an argument

- 1 Suggest that students look back at the reading passage in 9.1 for ideas on city living.
- 2

Answers

B is the clearer answer because it is better organised and contains more exemplification to support the argument (though not all points are equally well exemplified – as exercise 3 reveals). The writer of B disagrees with the statement and states his/her opinion unambiguously in the opening paragraph, then goes on to exemplify each aspect in a new paragraph and finally includes a clear conclusion.

A, on the other hand, is rambling and contradictory, its paragraphs are disorganised, there is no introduction and the final sentence is unclear. Interestingly, as exercise 3 reveals, it has more points than B, but these are rarely developed or exemplified (apart from the information given on Bilbao).

3

Suggested answers

Live entertainment	A ✓ 2	B ✓ 3
Open spaces	A ✓ 1	B
Transport	A ✓ 3	B ✓ 3
Cultural benefits	A ✓ 1	B ✓ 2
Noise/crowds	A ✓ 1	B
Shopping	A ✓ 1	B ✓ 3
Architecture	A	B ✓ 2

4

Additions to table

Introducing / referring to a point	In terms of
Adding another related point	Another (obvious benefit) What is more
Contrasting previous information	At the same time However
Clarifying what has been said	In other words
Linking to the argument	... because of this Thus
Concluding / summarising	In short

5

Answers

city living: *urban living, lifestyle*
21st century: *contemporary, modern, nowadays*
stressful: *oppressive*
offers: *provides, support*
advantages: *benefits, opportunities*

- 6 There is no further sample answer, as students are answering the same task as in exercise 1. Answer B should be used for guidance.

Unit topic	The earth's natural features and forces
11.1 Test skills	Listening: Labelling maps Sentence completion
Vocabulary	Speaking Part 2 Geographical terms
11.2 Test skills	Reading (AC): Short-answer questions Locating information
Grammar	Non-finite clauses
Workbook contents	
1, 2	Reading
3, 4	Vocabulary
5, 6	Grammar

11.1 SB pages 72–73

- 1 The quiz introduces many of the geographical terms that are practised in the unit. Students can either complete the quiz on their own, or do it as a class competition in small groups (the group with the most correct answers wins).

Answers

- the Grand Canyon, USA
- the Great Rift Valley, stretches from Syria in the Middle East to Mozambique in East Africa
- Dover Cliffs, on the south coast of England
- the Mesopotamian Marshes, Iraq
- Iguaçu Falls, on the borders of Brazil and Argentina
- the Bay of Bengal, part of the Indian Ocean, bordered by India, Bangladesh, Myanmar (Burma)
- the Gulf of Tonkin, bordered by Vietnam and China
- Lake Chad, bordered by Chad, Niger, Nigeria, Cameroon
- estuary 10 current 11 lagoon 12 glacier 13 canal
- erosion 15 earthquake 16 drift
- mountain 18 volcano 19 continent
- sand and stones

- 2 Suggest that students attempt the first two parts of the listening together (questions 1–10), to create more test-like conditions. Give them time to look at the first map, options A–I, the example and questions 6–10. Play the recording and pause after the second part to allow students to study the second map and questions 11–15 before playing them the final part of the recording.

Review answers, referring to the photocopiable recording script.

Answers (see underlined text in script)

- 1 E 2 D 3 G 4 F 5 C
6 river 7 erosion 8 deposits 9 250 10 neck
11 A 12 B 13 G 14 I 15 C

Recording script

Questions 1–5

Today I'm going to talk about two natural features of the English coast, Spurn Head and Chesil Beach.

First, an explanation. A long, narrow accumulation of sand and/or stones, with one end joining the mainland, is called a 'spit', and Spurn Head is a good example of one. Spits are often created in sheltered areas where the waves aren't usually strong enough to wash the sand away, or where erosion further along the coast provides plenty of material.

If you look at the sketch map, you'll see how a spit is typically formed. In this example, the prevailing winds blow from the south west, creating a current flowing along the shore, known as 'longshore drift'. In this case it's moving roughly eastwards. The current carries sand or other material along the coast. At the turn in the coastline, the headland, larger stones are piled up on the sea bed in the sheltered water immediately to the east of it. This forms the beginning of the spit. As more and more stones and sand accumulate, the feature is extended eastwards.

The wind tends to pick up sand from the beach as it dries out, and carry it to the sheltered side of the spit to form dunes. These are stabilised as grasses begin to take root. Gentle, low-energy waves entering the sheltered area behind the spit deposit fine mud, creating an increasingly shallow area of salt marsh. This is regularly flooded by the tide, and large amounts of vegetation grow there. The marsh slowly fills the area of shallow sea that is now largely surrounded by the spit and the original coastline, which in this diagram lies to the north of the new spit.

Spits often form close to where a river widens into an estuary as it approaches the sea. However, the spit won't extend across the estuary if the river is too deep, or if the current of the river is strong enough to wash away any material deposited by longshore drift.

Questions 6–10

Now I'll go on to Spurn Head, which is a spit on the east coast of England. It's about five kilometres long, with the North Sea to the east, and the river Humber to the west and south, where the Humber reaches the sea.

Spurn Head consists of sand that has come from the soft land to the north west. The sea removes about six million tonnes of material from the cliffs each year, making them retreat one to two metres. This rapid erosion provides plenty of material for the spit.

Longshore drift transports it southwards to Spurn Head, and deposits it there.

Records of the last thousand years show that the spit goes through a cycle of creation and destruction roughly every 250 years. What happens is that, as well as bringing material from further north, the sea moves sand along the peninsula towards the tip. This narrows the neck, and in time the sea breaches it. The tip is now isolated and is washed away, and then a new spit begins to take shape. The present spit is nearing the end of the cycle, and its narrowest point, which is only 50 metres wide, is in continual danger of being breached.

Questions 11–15

Now, let's look at another example of a spit. A striking feature of the south coast of England is Chesil Beach, which is almost 30 kilometres long and never more than 200 metres wide. It links the Isle of Portland to the mainland.

The beach probably began to develop ten or twelve thousand years ago, but the way it formed is uncertain. It consists of stones that are graduated in size. At the Portland end they're as large as a large potato, while those at the opposite end are much finer, no bigger than a pea. The beach has created a shallow lagoon for much of its length, where it protects the River Fleet against the sea. The lagoon is rich in marine wildlife and birds.

The Isle of Portland itself is made of limestone, and footprints of dinosaurs have been found in it. A great many London buildings, including St Paul's Cathedral, are made of Portland stone. Stone has been *quarried* for hundreds of years, but it was first mined in 2002, in the west of the island, not far from Chesil Beach. In places the stone is above a softer material, which the sea is eroding. This has led to the formation of some collapsed caves along the south-east coast of the island, close to the southern tip.

A harbour has been constructed by enclosing the bay between the mainland and the Isle of Portland, with Chesil Beach forming its western boundary.

Photocopiable recording script activity

(P ... page 122)

Hand out a copy of the recording script for students to check their answers to questions 1–15.

Additionally, the third part of the recording could be exploited in the revision of passive forms.

- 3 Give students exactly one minute to make some brief notes. Point out the Useful language and suggest students also use relevant words from the quiz. Encourage students to talk for longer than a minute if possible (they will have up to two minutes in the Speaking Module). Walk round listening to each pair, but don't interrupt or correct them.

11.2 SB pages 74–75

- 1 Give students time to discuss the questions in small groups, speculating on possible answers if they don't know.

- 2 Ask students to skim the passage for the answers to the questions in exercise 1. Remind them to time themselves as they read.

Answers

- Because South America and Africa used to be joined (lines 30–33).
- The island of Spitzbergen (also known as Svalbard) used to be much further south, near the Equator (lines 41–44).
- No – volcanoes and earthquakes are linked to plate tectonics and tend to occur at plate boundaries (lines 60–67).

- 3 Discuss the map of Pangaea with students and elicit their ideas.

Answers

- 1 North America 2 South America 3 Asia 4 Europe
- 5 Africa 6 Indian subcontinent 7 Australia
- 8 Antarctica

- 4 Refer students to the Test spot. Ask them to answer questions 1–6 on their own and then compare answers.

Ask students to locate the information for questions 7–12 on their own, underlining relevant parts of the passage. Elicit answers from the class. Evidence for the answers is given.

Answers

- 1 earthquakes and floods 2 (a) supercontinent 3 fossils
- 4 climate change 5 plates 6 mountain ranges

- 7 E *After Wegener's death in 1930, new evidence from ocean floor exploration and other studies rekindled interest in his theory* (lines 55–57)
- 8 C *indications that there were once glaciers in regions of South Africa led to the conclusion that this land must once have been situated much further away from the tropics. ... the occurrence of coal – the product of ancient temperate or tropical forests – in Spitzbergen, an island that is now close to the North Pole.* (lines 38–44)
- 9 D *A fatal weakness in Wegener's theory was that it could not satisfactorily answer ... what kind of forces could be strong enough to move such large masses of solid rock over such great distances?* (lines 50–54)
- 10 B *it was physically impossible for most of these creatures to have swum or have been transported across the vast ocean.* (lines 28–30)
- 11 D *his proposal was not well received, even though it seemed to agree with the scientific information available at the time.* (lines 48–50)
- 12 E *The theory states that the Earth's outermost layer is fragmented into a dozen or more plates of various sizes that are moving relative to one another as they ride on top of hotter, more mobile material.* (lines 60–63)

Extension activity

Write the following words on the board and ask students to find synonyms in the passage. The answers are given in brackets.

Paragraph A: traces (vestiges, line 6)

split (rupture, line 6)

maintained (contended, line 13)

Paragraph B: curious about (intrigued by, line 23)

convincing (compelling, line 32)

Paragraph C: extreme (dramatic, line 36)

signs (indications, line 38)

Paragraph D: basic (fundamental, line 52)

Paragraph E: revived (rekindled, line 56)

divided (fragmented, line 61)

- 5 Refer students to the explanation above exercise 5. They will find more information in the Grammar folder on page 141. If necessary, part or all of this grammar section can be set as homework.

Answers

- 1 A meteorologist working in Germany wrote two articles about continental drift.
- 2 Finding similar fossils on both sides of the Atlantic was strong evidence of continental drift.
- 3 Wegener was intrigued by fossils found in South America and Africa.
- 4 It is impossible for coal to form in a cold climate.

6

Answers

- 1 sentences 1 and 3
- 2 sentences 2 and 4
- 3 sentence 5

7

Answers

- 1 active
- 2 passive
- 3 -ing
- 4 infinitive

8

Answers

- 1 proposed
- 2 Comparing
- 3 moving
- 4 to accept
- 5 revolutionising

Test folder 6

SB pages 76-77

Labelling diagrams and maps

Make sure the students fully understand the notes and advice. Point out that the advice applies to labelling all visuals – there is no significant difference between diagrams and maps.

- 1 Ask students to study the map and try to work out what it shows, then to read questions 1-7. Make sure they realise that each answer is a letter. Ask them to answer the questions as they listen.

Answers (see underlined text in script)

- 1 G 2 H 3 J 4 B 5 D 6 F 7 E

Recording script

You will hear a hotel owner describing some interesting walks to a guest in the hotel.

First you have some time to look at questions 1 to 7. (pause)

Now listen carefully and answer questions 1 to 7.

Woman: Is this your first visit to the area?

Man: Yes. I'm planning to do a lot of walking while I'm here. Are there any walks you'd recommend?

Woman: Oh, it's very nice for walking around here. If you turn right out of the door of the guest house and follow the road, it'll take you to the lighthouse. You can't miss it – it's close to the road, right on the headland. There's a footpath near it, just before the road turns left. You should go along the path to the edge of the cliffs, down the steps, and turn left, so you're going back along the beach towards the headland, and if you're lucky, you might find some fossils at the bottom of the cliffs.

Man: Do many people find them?

Woman: Well, not so many these days, to be honest. But you never know.

Man: I read that there are some caves in the cliffs as well.

Woman: That's right, but you'll have to go south along the beach for those. They're at the nearest part of the cliffs to where we are, just where the land starts curving round. But they get cut off by the tide, so be very careful.

Man: Yes, I will be.

Woman: Another nice walk is on the north side of the estuary. If you turn left from here, and go along the road as far as the crossroads, instead of continuing along the road, take the footpath that runs parallel with it. That'll take you across the river, then you can turn right onto another path. The stream is very shallow, and there are stepping stones across it, so you'll be able to cross without much trouble. Then you'll come to the salt

marsh. Keep to the river bank, or you might have difficulty walking. Beyond that there are sand dunes and a beach, and the islands just offshore.

Man: Is it possible to row to the islands?

Woman: Yes, there's a place to hire boats in the village. Visitors aren't allowed to land on the island that's furthest from the shore, so as not to disturb the birds, but you can go to the others. In fact they get plenty of birds too. The southernmost island is covered with wild flowers at this time of year. And there are the remains of an ancient fortress on the island that's right in the estuary.

Man: OK, well thanks very much. I'll go out for a couple of hours now.

Woman: Enjoy yourself, and I'll see you later.

- 2 Ask students to read the advice relating to the Reading Modules, then to look at the diagram. Remind them to write a maximum of two words for each answer. Ask them to read the passage, write their answers individually, then compare them in groups. Evidence for the answers is given.

Answers

- 1 continental slope *Its seaward edge is marked by the continental slope, which is considerably steeper. This adjoins the continental rise (paragraph 1)*
- 2 axial rift *In the centre of the ridge, at the highest point away from land, there is a trenchlike feature called the axial rift. (paragraph 2)*
- 3 continental shelf *Seaward from the coast there is usually a gently sloping area called the continental shelf... off the coast of Africa, for instance, it is relatively narrow (paragraph 1)*
- 4 abyssal plain *the continental rise, an almost vertical area running down to the abyssal plain (paragraph 1)*
- 5 ocean ridge *The South Atlantic is divided into two major areas by an ocean ridge ... It sometimes breaks the ocean surface as islands (paragraph 2)*

Unit topic	Genetic inheritance and learning
12.1 Test skills	Reading (AC): Yes / No / Not given Matching
Vocabulary	Speaking Part 3 Phrasal verbs with <i>on</i>
12.2 Test skills	Listening: Short-answer questions (lists) Matching Short-answer questions
Grammar Style extra	Infinitives Features of spontaneous speech
Workbook contents	
1, 2, 3	Reading
4	Grammar
5, 6	Vocabulary

12.1 SB pages 78–79

- 1 The picture shows Mary J Blige, an American singer. Ask students to discuss the question in groups and elicit opinions round the class.

Background information

The singing career of Mary J Blige began in 1991 and she continues to produce successful CDs today. She grew up in Yonkers, New York, a very deprived area. Her natural singing talent won through and she soon landed her first recording contract. The emotional honesty in her songs reflects the great traditions of blues and soul, and she has won many awards for her music.

- 2 Ask students to read the article quickly, timing themselves. Monitor the students' reading speed and remind them of their target of 300 words per minute by the end of the course. Elicit the writer's view.

Answers

The writer's view is that nature and nurture are both involved in most skills, and influence each other. For example, to be a good singer we need to be born with the physical capabilities, but we also need to learn how to use them.

- 3 Ask students to work through questions 1–10, reminding them that only 1–6 follow the order of the passage. Elicit answers, referring to the passage as necessary.

Answers

- 1 NO *genes and environment are not independent. They influence each other greatly, and their effects can almost never be disentangled. (lines 15–17)*
- 2 YES *Newborn babies respond favourably with lower heart and respiration rates to having people nearby. So we are 'naturally' driven to live in social groups (lines 30–32)*
- 3 NO *your height is a combination of your genes and various external factors. (lines 44–45)*
- 4 NOT GIVEN *The writer does not compare the effects of living conditions on people and on rats, simply suggesting that living conditions have some effect on both: It is always dangerous to extrapolate from animals to humans ... this experiment shows that environmental factors can produce very different outcomes from similar genetic materials. (lines 51–54)*
- 5 YES *Your ... likes and dislikes ... are an inseparable combination of your genes and the experiences you have had growing up. (lines 56–58)*
- 6 YES *the either/or choice ... limit our ability to solve the problems we face today. (lines 63–65)*

7 B 8 A 9 C 10 B

- 4 Write the following useful language on the board:
aptitude, natural talent, to enable someone to, to make an effort, to practise, to try hard. Suggest students take turns to answer the questions, with the partner adding ideas.
- 5 Ask students to read the information about the grammar of phrasal verbs before doing the exercise.

Answers

1 switching on 2 hit on 3 to lay on 4 decided on
5 take on 6 to check up on 7 to call on

6

Answer

The particle can follow the object in sentences 1, 3 and 5.

7

Answers

- 1 Before switching it on
2 Some scientists have hit on it
3 The university is going to lay it/one on
4 Have you decided on it
5 we must take one on
6 We need to check up on him
7 to call on him

Extension activity

In each of these sentences, ask students to decide if *on* can go in either space, only the first space, or only the second. They may find an English-English dictionary useful. Then ask them what the phrasal verb means in each sentence. All of these phrasal verbs can be used in academic language.

- As part of its anniversary celebrations, the university put _____ a special exhibition _____.
- I'd like to pick up _____ a point _____ that was mentioned earlier.
- It is clear that even if a child's natural musical talent is limited, the right sort of training can bring _____ him or her _____.
- Have you settled _____ a title _____ for your research paper yet?
- We took _____ too many projects _____ last year.

Answers

- in either space (= organised)
- only the first space (= discuss in detail something that has been talked about before)
- only the second space (= improve someone's skills)
- only the first space (= reach a decision about something)
- in either space (= accept a particular job or responsibility)

12.2 SB pages 80-81

- The pictures show a pair of great egrets building a nest, a yellow warbler singing and a female blackbird feeding its young.

Ask students to discuss the questions in groups. Suggest they use the modal verbs *could*, *might*, *may*, *must*, *couldn't* to speculate about the answers.

Possible answers

- building nests (both), laying eggs (females), singing or displaying feathers to attract females (males), finding food for their young (both), defending their young (both), defending their territory (both)
 - Some are learned and some are innate – the listening passage deals with this.
 - Generally yes, but in some circumstances they may learn the song of a different species.
 - No – also mynahs, starlings, mockingbirds and others.
- Refer students to the Test spot. The recording is in two parts. Give students time to read each set of questions (1-7 and 8-12) and think about possible answers and then play the relevant part of the recording.

Answers (see underlined text in script)

- 1-3 (in any order): identify food, migrate, build nests
 4 F 5 D 6 C 7 E
 8 Australia 9 electrical brain activity 10 60/sixty days
 11 dialects 12 buses

Recording script

Questions 1-7

Interviewer: The more we discover about the behaviour of birds, the more impressive it seems. But do they learn what to do, or is it somehow in their genes? Here in the studio is animal behaviour specialist Jenny Johnson to tell us. Jenny.

Jenny: Thank you. Much of what birds know is innate, or instinctive, programmed into their genes. They're born knowing how to identify food – and remember that what one species eats may be poisonous to another, so it's important to get it right. In the spring, when the days grow longer, the increased light alters hormone levels in birds' blood, triggering several essential changes in behaviour. For one thing, the alteration makes them migrate at the right time, so that they reach their nesting sites at the right time for the next stage in their life cycle. They're also programmed to build nests, with different species producing very different styles of nests. So these are things that birds are programmed to do at certain times.

Interviewer: And what about the sounds that different species of birds make: are they also innate?

Jenny: Yes and no. Some species are genetically programmed to produce particular sounds, and don't need to learn them. Every dove coos, even if it doesn't hear other doves doing it. The same is true of nearly all birds' hunger and danger signals, which are among the 20 or so simple calls that are used to communicate certain messages.

Interviewer: Does this apply to birdsong, too?

Jenny: Birdsong seems to be a combination of genetic programming and learning. Some species are born with the ability to learn to sing, but not with the song itself, so it's different from cooing. Normally a chick – that's a young bird – hears the songs of lots of species while it's growing up, but the chick always picks out and learns the correct song for its own species. That's what it's been programmed to do. But if a bird is reared in isolation, so that it doesn't hear other birds of any species, the song it sings will be a rudimentary version of the normal song. The programming isn't enough for it to sing the song in full. And interestingly, if a chick is brought up among birds of a different species, it learns their song – even if it can hear its own species singing around it.

Questions 8-12

Interviewer: Do we know anything about the learning process?

Jenny: Well, one bird that's been studied a great deal is the zebra finch, a small, colourful bird that originates in Australia and has black and white stripes on its tail, like a zebra. Just as we have to hear language when we're babies in order to learn to speak, zebra finches need to hear song early in life to be able to produce it. To become fluent in their song, they also need to practise it repeatedly, and in fact one study found evidence that they practise in their sleep: electrical brain activity goes on which is similar to the brain activity when they're awake and singing!

Interviewer: That sounds like an efficient use of their time! Is there any time limit on when a bird can learn to sing?

Jenny: Normally a male zebra finch develops a version of the adult's song when it's at least 20 days old, and will have more or less learned the song by the age of 35 days. Practising it means that it masters the song by around 60 days, and if it hasn't heard any zebra finches singing by then, it won't learn the song at all. After the age of 90 days, when the bird is fully mature, its song won't change.

Interviewer: And do all individual birds of the same species sing exactly the same song?

Jenny: No, they don't. For some species, small differences can develop, which over generations become different dialects, just as with human languages. This is often the case with birds that imitate others. Marsh warblers, for instance, spend the winter in Africa, and can mimic the calls of over 70 bird species. These will be other birds living in the same region, so each male warbler's song indicates which part of Africa he winters in.

A few species, like starlings and mynahs, imitate sounds that aren't birdsong, and incorporate them into their own individual songs. Some starlings have been known to mimic sheep. In Oxford they mimic buses. But the Australian lyrebird seems to be the bird world's best mimic: it can imitate 12 other birds, car engines, car alarms – even chainsaws cutting down trees!

Interviewer: Jenny, thank you.

Jenny: Thank you.

Photocopiable recording script activity (P → page 123)

Hand out copies of the script and ask students to underline the parts that provide the answers.

- 3 Refer students to the tinted box. Then ask students to complete the b sentences on their own. Elicit answers.

Answers

- 1 to have occurred 2 to have finished
3 to have been doing 4 to be warning 5 to be caused
6 to have been studied

- 4 Play the recording, for students to repeat each infinitive from exercise 3.

- 5 Explain that it can be difficult to understand a talk or lecture if the speaker is not presenting the ideas clearly enough. Ask students to read the paragraph and decide on the main point.

Answer

B

6

Possible answers

- 1 Power stations are built in remote places where there is a great deal of wildlife.
- 2 Farmland is treated with pesticide, which kills insects and young birds.
- 3 Birds come to the land around power stations for shelter, knowing that weeds grow there, no pesticides are used, and they will not be disturbed or shot.
- 4 The land around power stations is protected, like miniature nature reserves or game parks.
- 5 Once a bird learns that it will be safe here, it returns.
- 6 Weeds are removed from gardens, but here they are allowed to grow, and they attract butterflies and other insects.

- 7 Elicit students' opinions.

Extension activity

Below are some of the features of unscripted speech. Ask students to read the paragraph in exercise 5 again and find an example of each feature.

- 1 repetition of words
- 2 repetition of ideas
- 3 fillers (e.g. *well, um*)
- 4 pronouns with unclear meaning
- 5 words without a specific meaning
- 6 ungrammatical phrases

Answers

- 1 *they're, they're* (line 1), *the, the* (line 2), *they, they're* (line 9), *just, just* (last line)
- 2 *there's no shooting, they're never shot* (lines 7–8), *nothing shot at* (line 11)
- 3 *er* (lines 1, 2, 3, 11, 13), *like* (line 4), *Erm* (line 5), *you know* (line 9), *you know* (lines 10–11, 16), *I mean* (line 12)
- 4 *you* (lines 1, 3), *that* (line 5), *they* (lines 9, 11), *it* (lines 11, 12, 13)
- 5 *stuff* (lines 4, 5), *things* (line 15)
- 6 *and stuff like* (line 4), *and to birds all young and stuff like that* (lines 4–5), *by having know* (line 5), *no pesticides not disturbed* (lines 6–7), *insects, great you know just, just love it* (lines 16–17)

Writing folder 6

SB pages 82–83

Task 1 Comparison and contrast

- 1 The graphs here and commentary in exercise 2 come from a research project tracking climate change.

2

Answers

- 1 False 2 True 3 True 4 False

3

Answers

wet	wetter	wettest
dry	drier	driest
rapid	more rapid	(the) most rapid
gradual	more gradual	(the) most gradual

4

Possible answers

- 1 practically 2 not quite/entirely the same 3 somewhat
4 considerably

5

Sample answer

The graphs provide climatic information for Cape Town and Upington in South Africa. The red and blue lines plot average maximum and minimum monthly temperatures, while the orange bars show average rainfall. From the line graphs it can be seen that there is less fluctuation in

temperature in Cape Town than in Upington, where maximum temperatures reach over 35 degrees C in January (the highest temperatures in Cape Town are well below 30 degrees C). Both places are at their coolest in June and July. In Upington, temperatures rise steeply again through August and September, whereas in Cape Town, the increase is more gradual.

Upington is much wetter than Cape Town outside the months of June to September. March is the wettest month in Upington, with an average rainfall of around 180 millimetres. In contrast, Cape Town has hardly any rain in the period November to March. Its peak rainfall is in June, when it receives approximately 100 millimetres.

(159 words)

Units 9–12 Revision

SB pages 84–85

- 1 The pictures show the Helford Estuary in Cornwall and the Regent's Canal in Little Venice, London. Suggest that students compare and contrast the subjects in pairs, taking turns to speak. Encourage them to talk at length about each one, giving examples to support their ideas.

2

Answers

- 1 Not only was New Orleans hit by a severe hurricane but (it was also hit) by disastrous flooding as well.
- 2 Hardly had we checked into our hotel on the bay when we were taken on yet another boat trip.
- 3 No sooner do babies learn to crawl than they start walking.
- 4 Not only are there genetic factors to consider but (there are) also environmental ones.
- 5 Little did I think that I would be visiting the city of Rosario for work.
- 6 Not until the following night did the torrential rain ease up.

3

Answers

- | | |
|--------------------------|----------------------------|
| 1 to be doing | 5 to have been building up |
| 2 to be investigated | 6 to have been established |
| 3 to have been contacted | 7 to be monitored |
| 4 to have dealt with | 8 to have been caused |

4

Possible answers

- 1 ... may possibly be vulnerable to flooding.
- 2 ... could be the reason for its poor diet.
- 3 ... might be that you ate a lot of cheese late last night.

5

Suggested answer

Yesterday I had a discussion with the managing director of the company Dreams-U-Like, Dr Janet Stephenson. I believe she has a PhD in psychology and she seems to know her field. Additionally, a specialist in dream analysis, Barry Whitehead, is doing some consultancy work for her. We should investigate Mr Whitehead's reputation, as he might be able to assist us as well. Dr Stephenson claims that he is impressive with clients, and gives good presentations. What views do you have on the matter?

6

Answers

- 1 touches on; had expanded on 2 haven't decided on
3 is passed on 4 hit on 5 was brought on

7

Answers

Across

- 1 gulf
- 4 lake
- 6 construction
- 9 Rift
- 11 skyscraper
- 12 erosion
- 13 dune

Down

- 1 glacier
- 2 infrastructure
- 3 spit
- 4 lagoon
- 5 earthquake
- 7 cliff
- 8 outskirts
- 10 ground

Progress Test 3

Listening

Questions 1-6

Who will be responsible for each task?

- A Sharon
- B Ben
- C both

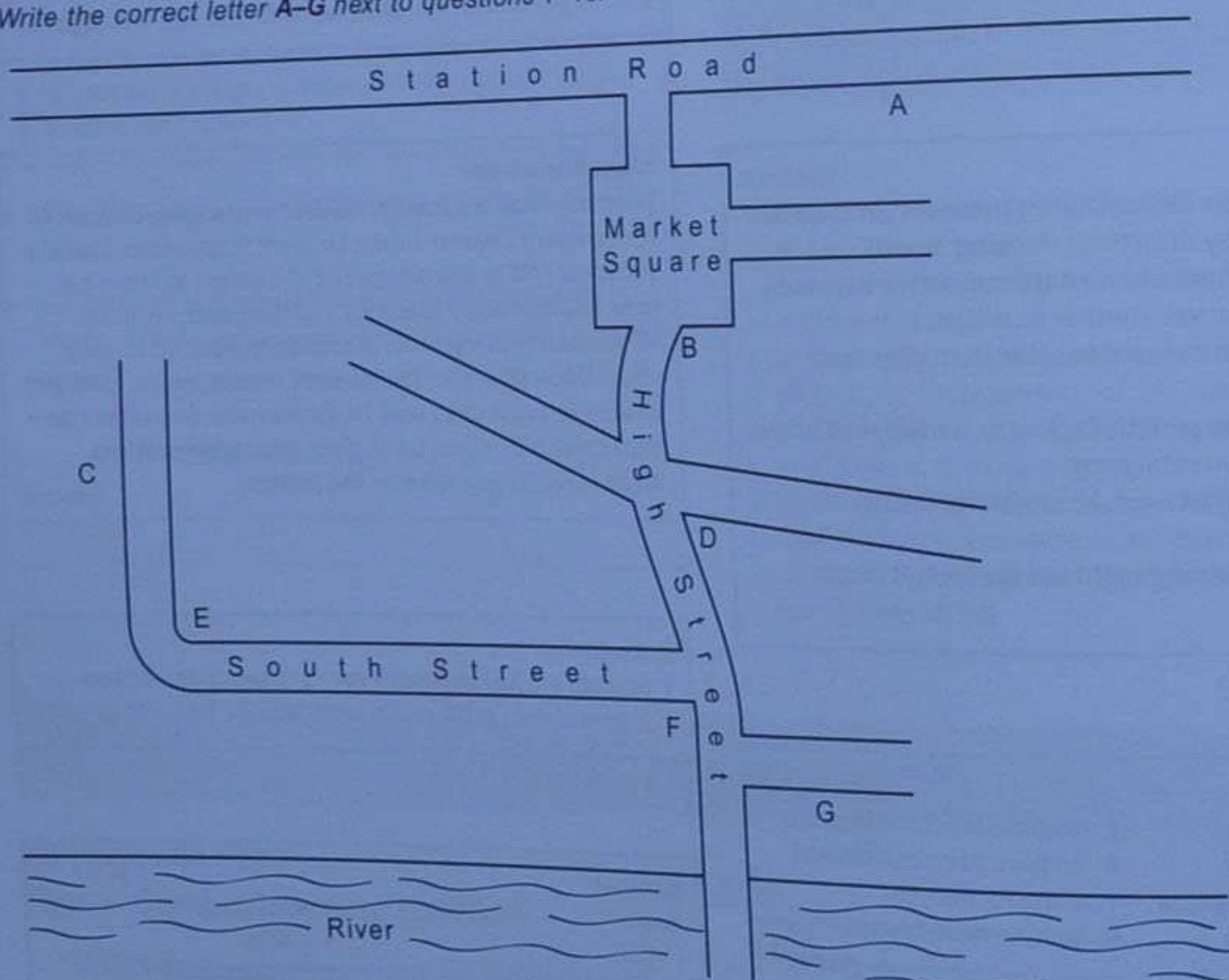
Write the correct letter, A, B or C next to questions 1-6.

- 1 describing project
- 2 researching on Internet
- 3 researching in library
- 4 planning questions
- 5 finding people to interview
- 6 finding copies of old maps

Questions 7-10

Label the map below.

Write the correct letter A-G next to questions 7-10.



- 7 school
- 8 prison
- 9 coaching inn
- 10 warehouses

A BRIEF HISTORY OF DREAMS

- A Originally dreams were thought to be messages from the gods, perhaps as an early warning device for disaster or good fortune. The Ancient Egyptians seem to have been the first dreamers to attempt interpretation of their dreams. Around 5,000 years ago they summarised their conclusions about dream symbols in one of the earliest documents on the subject.
- B The Greeks didn't begin seriously considering dreams until about 2,700 years ago. Like the Egyptians, they believed that dreams carried divine messages, which could only be interpreted with the aid of a priest. Dreams also aided in their practice of medicine: sick people were sent to particular temples where the 'gods of the body' had their shrines. Here the sick performed various religious rites, slept, and hoped to have a dream that assured a return to good health. Sometimes this would go on for weeks or even months until they had the 'right' dream.
- C The first steps into modern dream interpretation were taken 1400 years ago, when the Greek philosopher Heraclitus suggested that a person's dream world was something created in their own mind. This went against the other philosophers, who believed dreams were the result of outside forces, such as the gods. Most Greek philosophers considered the meaning of dreams. Plato, for example, realised how much dreaming could affect the dreamer's personality or the actions they subsequently took. He told how Socrates studied music and the arts because he was instructed to do so in a dream.
- D Aristotle studied dreams and the dreaming process in a rational way, and argued against the idea that dreams were messages from the gods. He claimed that most so-called prophetic dreams are to be classed as mere coincidences, and suggested that dreams are a recollection of the day's events. Aristotle also helped advance the theory that dreams reflected a person's bodily health. He suggested that a doctor could diagnose a person's illness by hearing a dream that they had, a theory supported by Hippocrates, the founder of modern medicine.
- E The Roman Artemidorus produced the first comprehensive book on the subject of dreams, around the year 150. He claimed that dreams are unique to the dreamer, believing that the person's occupation and status in the community would affect the symbols in their dreams.
- F Many religions have believed in the significance that dreams can offer our lives. The fourth century Christian St Augustine claimed that the direction of his life was dramatically affected by dreams that he had. Much later, however, other Christians, such as Martin Luther, the founder of Protestantism, claimed that dreams could lead us into evil ways.
- G Europeans were very curious about dreaming around the beginning of the 19th century. Robert Cross Smith helped to start this "dream craze" in Britain, publishing several popular books about dreams. Later in the century, Alfred Maury, a French doctor, introduced modern dream interpretation. He believed that the catalysts of all of our dreams were stimuli such as an object falling.
- H Probably the best known of the modern dream philosophers was Sigmund Freud, whose book *The Interpretation of Dreams* was published in 1900. His theory was that although dreams may be prompted by external stimuli, wish-fulfilment was the cause of most of them, dreams reflecting our deepest desires. To Freud, no dream was of entertainment value; they all held important meanings.
- I Carl Jung, a student of Freud for some time, argued that dreams were messages from ourselves to ourselves and that we should pay attention to them for our own benefit. Today, most psychologists agree with Jung's theory, and it is this theory that makes dream interpretation something that we can use in our everyday lives. If Freud were alive today he would disagree with every theory that says you are able to interpret your own dreams. Jung believed that, although it was difficult, dreams were meant to be understood.
- J Ever since the Freud/Jung rivalry, other theories about dreams and dreaming have flourished and are continuing to be developed today. Some people say that dreams are either the clearing of fragments from our memory banks or the storage of these fragments. Either way they are believed to be of little or no significance and should be disregarded. However, there are the people that argue against this and say that some dreams, at least, are important to living full and complete lives.

Questions 1-7

Look at the following people and the list of theories below.
Match each person with the theory credited to them.

NB You may use any letter more than once.

- | | |
|---------------------|-------|
| 1 Maury | _____ |
| 2 Plato | _____ |
| 3 Luther | _____ |
| 4 Hippocrates | _____ |
| 5 Ancient Egyptians | _____ |
| 6 Heraclitus | _____ |
| 7 Augustine | _____ |

List of Theories

- A Dreams have a mental origin.
- B Dreams can influence behaviour.
- C Dreams have a supernatural source.
- D Dreams are caused by external events.
- E Dreams can indicate a medical condition.

Questions 8-13

The reading passage has ten paragraphs labelled A-J.

Which paragraph contains the following information?

Write the correct letter A-J.

- 8 a claim that every dream is significant
- 9 the belief that dreams reflect the dreamer's social position
- 10 a claim that dreams can be harmful
- 11 the opinion that dreams are unimportant
- 12 a claim that dreams are based on what happened the previous day
- 13 evidence of popular interest in reading about dreams

Writing

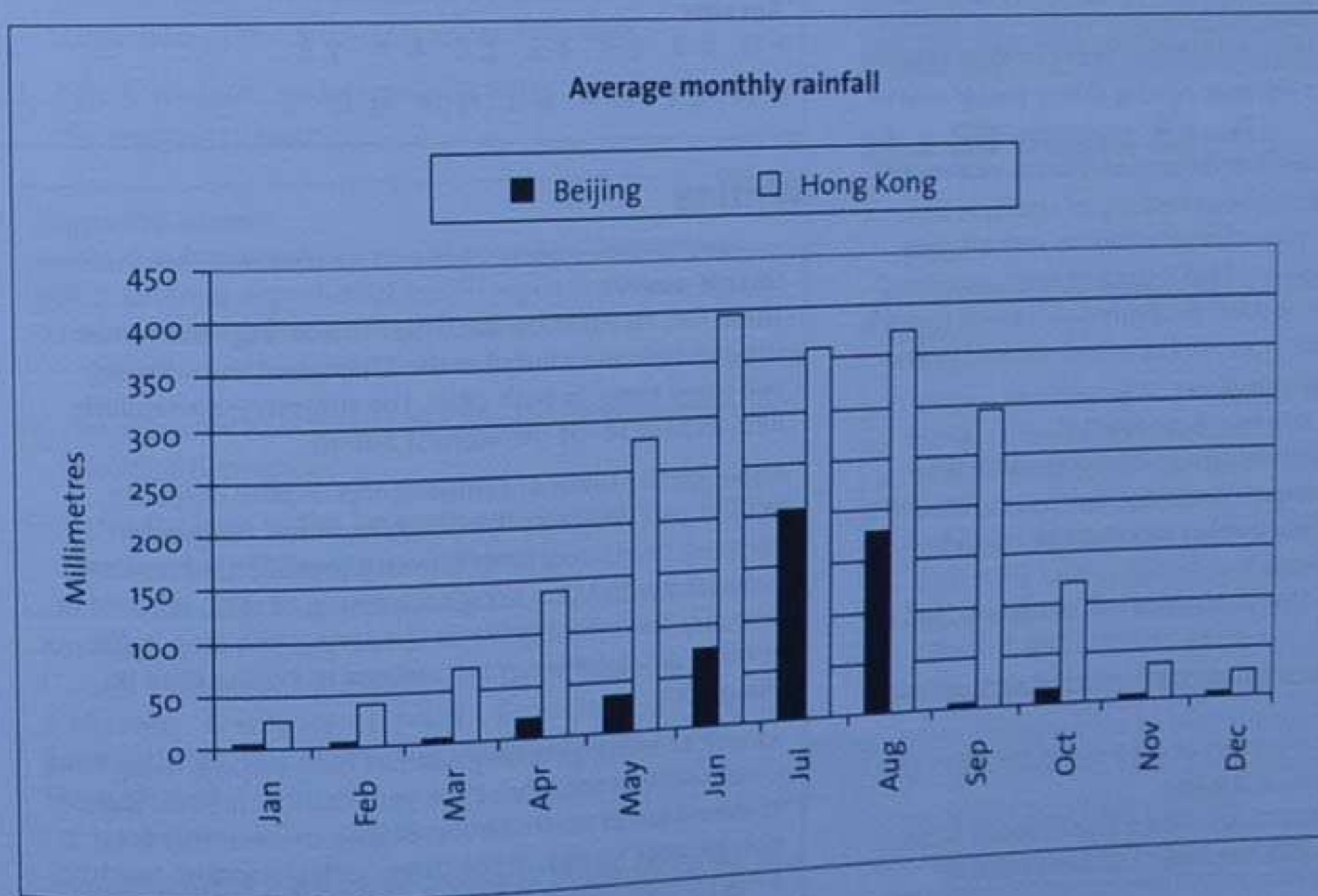
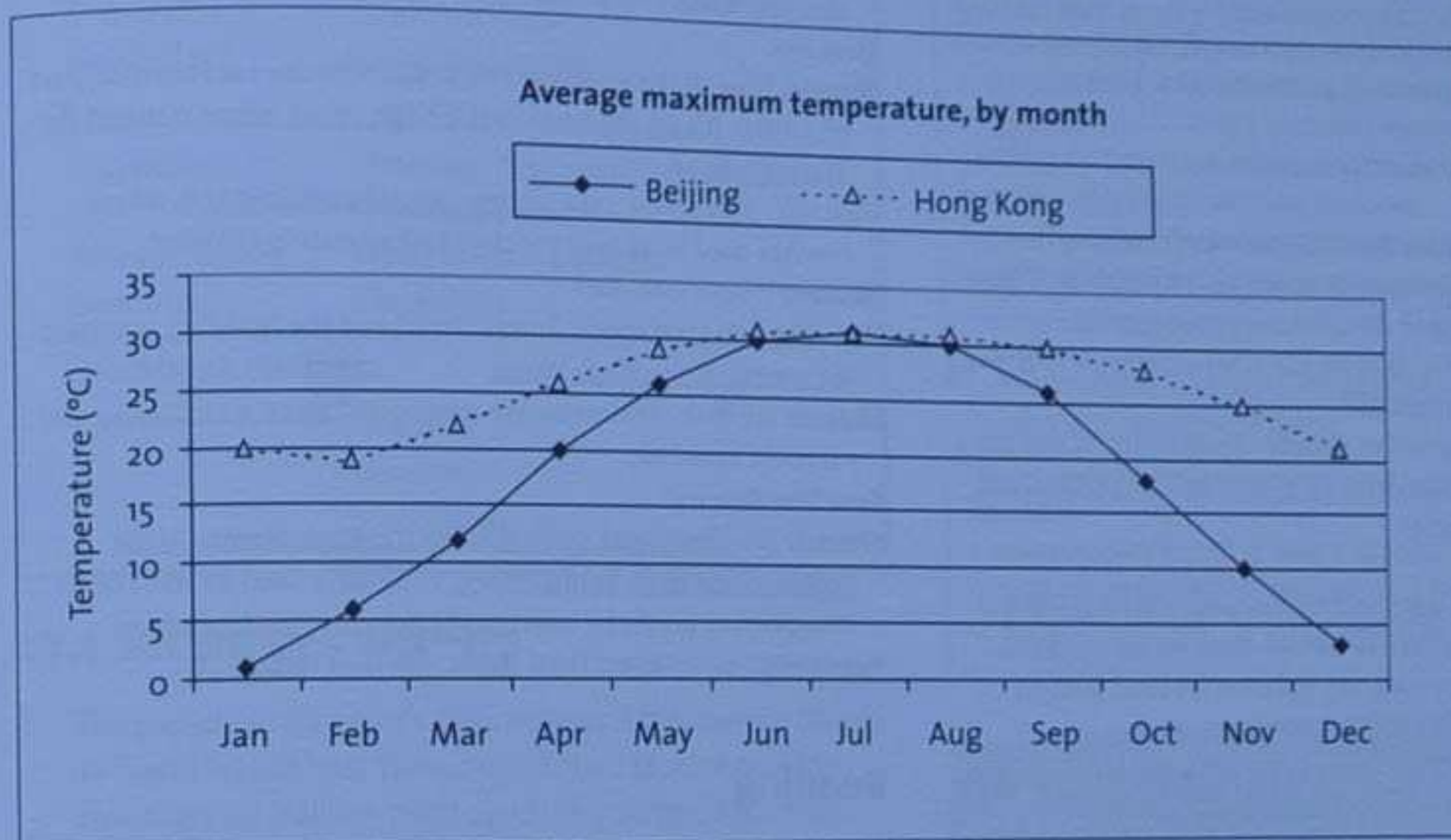
Task 1

You should spend about 20 minutes on this task.

The charts below show the average maximum temperature for each month and the average monthly rainfall in two cities of China: Beijing and Hong Kong.

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

Write at least 150 words.



Progress Test 3 Key

Listening

Answers (see underlined text in script)

1 B 2 C 3 B 4 A 5 C 6 C
7 C 8 B 9 F 10 G

Recording script

You will hear two students discussing a project they are going to write.
First you have some time to look at questions 1 to 6. (pause)

Now listen carefully and answer questions 1 to 6.

Sharon: Hi, Ben, glad you could come round.

Ben: Hello, Sharon.

Sharon: Have a seat. Now, we need to plan our project on the history of this town. I thought we could start by making a list of what needs to be done, and divide the jobs between us.

Ben: OK. Well the first thing is to decide what exactly we're trying to do. Shall we do that together?

Sharon: Well we could, but we've already talked about it, and got a rough idea. Why don't you draw up a detailed description, and then I can have a look at it?

Ben: OK. I'll do that.

Sharon: Right. Then we'll need to find out what's already known about the town. I'd quite like to use the Internet for research.

Ben: OK, though I know some good websites on local history. Maybe we could divide it between us.

Sharon: Fine. That'll save time. Then there are some local documents in the public library. What do you think?

Ben: Well, a friend of mine is a librarian there, and I'm sure he'd help. So it'll probably be easier if I do it.

Sharon: Good. I was hoping you'd say that. Then the other type of research we talked about was interviewing elderly people who've lived here all their lives.

Ben: Yes, the oral history aspect of the project. Do you reckon we should structure the interviews, or not?

Sharon: Maybe we should plan a few questions to start off, then just follow up what people say. Shall I think of some questions?

Ben: OK. Better wait till we've done the library and Internet research.

Sharon: Yes, you're probably right. And of course we need to find people willing to be interviewed.

Ben: Right. I'm not really sure how to go about it.

Sharon: I was thinking about contacting local organisations for elderly people, like retirement homes and day centres, explaining what we're doing, and asking if they know anyone who's lived here for sixty years or more.

Ben: Mm. There must be a lot of organisations to contact. Shall I take on half of them?

Sharon: All right. I'll make a list and mark which ones we should each contact. OK?

Ben: Fine. We'll need to have copies of old maps of the town, won't we? I could look for those, if you like.

Sharon: Why not go to the records office – they're bound to have some there – and I can also look while I'm doing research?

Ben: Sounds good.

Before you hear the rest of the conversation you have some time to look at questions 7 to 10. (pause)

Now listen and answer questions 7 to 10.

Sharon: Now, we need to know what buildings were here seventy or eighty years ago, don't we?

Ben: Yes. So many old buildings were knocked down in the 1950s and 60s to make room for new ones. It's such a shame.

Sharon: Mm. Now, there was a 19th-century school somewhere, wasn't there?

Ben: If you cross the river, turn left into South Street and continue along the road until just after it curves round, the school was on the left.

Sharon: Oh, I know where you mean. Then there's the old prison. You know where that was, don't you?

Ben: No.

Sharon: One of the windows still exists, with bars across it, as part of a shop. It's on the bend in the High Street where it meets the Market Square.

Ben: OK. Then there's the George, an old coaching inn, where coaches used to stop in the days before railways existed.

Sharon: Where was that?

Ben: The entrance was in South Street, and the building occupied the corner of the High Street.

Sharon: Uh-huh. And someone mentioned some warehouses that I'd never heard of.

Ben: Warehouses?

Sharon: Yes. They were quite close to the High Street, on the opposite side from South Street. They were used by merchants transporting goods by boat, so they're close to the river.

Ben: Well, I never knew that! Right, the next thing ...

Reading

Answers

1 D 2 B 3 B 4 E 5 C 6 A 7 B
8 H 9 E 10 F 11 J 12 D 13 G

Writing

Sample answer

These two charts show each month's average maximum temperature and rainfall in the Chinese cities of Beijing and Hong Kong. In both cities, the summer – particularly June to August – is the wettest period.

Although the summer temperatures in both cities are around 30°C, Beijing's temperature shows far greater variation than Hong Kong's, from a low of 1°C in January, compared with Hong Kong's minimum of 19°C, reached in February. The monthly rise in the spring and drop in the autumn are therefore much steeper in Beijing than in Hong Kong.

As well as being generally warmer than Beijing, Hong Kong is also wetter throughout the year. Rainfall is at its lowest in the winter in both cities. In Beijing the monthly total only exceeds 50 mm in the three hottest months, reaching a high of 200 mm in July. Hong Kong's rainfall is above 50 mm for eight months, with a maximum of almost 400 mm in June.

(154 words)

Unit topic	Space
13.1	
Test skills	Reading (AC): Summary completion
Style extra	Academic style
Vocabulary	Cause and result
13.2	
Test skills	Listening: Sentence completion Speaking Part 2
Pronunciation	Word stress – adverbs
Grammar	The future
Workbook contents	
1, 2	Reading
3	Grammar
4	Vocabulary

13.1 SB pages 86–87

- The picture is an artist's impression of the meteor impact on Earth which may have caused the extinction of the dinosaurs 65 million years ago (the passage deals with this and other theories). Elicit possible reasons for the extinction of the dinosaurs around the class.
- Check students understand the terms, which come up in the reading passage.

Suggested answer

A catastrophist would believe in a sudden, devastating effect, whereas a gradualist would argue that the dinosaurs died out over a longer period of time.

- Ask students to skim the passage, timing themselves and checking their ideas.
- Refer students to the Test spot and ask them to complete the summary following the advice given.

Answers

1 crater 2 debris 3 eradication 4 biodiversity
5 incident 6 dispute 7 proof 8 duration
9 conditions 10 coincidence 11 quantities
12 arguments

- Point out that the passage originally appeared in the *New Scientist*, a popular science magazine, and has quite a light-hearted tone. Explain that in academic texts, the tone should be more serious. Suggest students do the exercise together.

Answers

Rewritten sentences:

This catastrophic event is the **most commonly held explanation** for why dinosaurs became extinct 65 million years ago, but **is the theory tenable?**

On one side are the 'catastrophists', who claim the impact **led to the extinction** of the majority of life on Earth ...
... scientists may finally be able to **establish** exactly what happened ...

Geologists (**most of whom** are catastrophists, **naturally**) are **waiting eagerly** to analyse the core.

Secondly, **other factors apart from** meteors were **contributing to an unstable environment**.

- Ask students to work through the task on their own and compare answers in pairs.

Answers

1 outcomes/effects 2 were caused; led 3 resulted
4 was responsible 5 caused; as a result
6 contributed/led 7 trigger/cause 8 explanation

Extension activity

Ask students to write a paragraph giving their own explanation for the extinction of the dinosaurs. They should use some of the vocabulary from exercise 6.

13.2 SB pages 62–63

- Ask students to do the quiz in pairs and then elicit their ideas.

Answers

- True
- False – an asteroid is different. It is made of rock.
- False – their orbits are elliptical or oval.
- False – although the comet's nucleus consists mainly of water, carbon dioxide, ammonia and methane in their icy states, there is also dust mixed in.
- True – the tails of comets are created as they get warmer (from the sun).
- False – it also contains gases.

- Give students time to read the sentences and predict possible answers. Elicit their predictions. Play the recording and elicit answers.

Answers (see underlined text in script)

1 chaser 2 launch rocket 3 Earth 4 belt 5 August
6 mapping 7 crust 8 gas; dust 9 oceans

Recording script

OK, everyone, let's start. Today, I'm going to be talking to you about the European Space Agency mission Rosetta, more popularly known as the 'comet chaser'. The aim of the mission is to orbit, and eventually land on, a small comet in our solar system. This is something that clearly has never been done before.

Actually, the ESA had a bit of bad luck. Rosetta was originally going to be launched in 2003 but the mission had to be postponed due to a malfunction of the launch rocket. This in turn meant that the ESA had to find another comet, because the one they first chose, called 46P/Wirtanen, will have travelled far beyond Rosetta's flight path by now!

Rosetta was launched on 2nd March 2004 and will be tracking a comet known as Churyumov-Gerasimenko ... let's call it C-G for short during this lecture. Under the revised flight plan, Rosetta will make one flyby of Mars and three of the Earth before heading for C-G. This circuitous route will enable Rosetta to make two excursions into the main asteroid belt before its rendezvous with our fast-moving cosmic iceberg in August 2014.

Rosetta will slow down and go into orbit around C-G and from an altitude of just a few kilometres, its cameras will be able to map the entire surface of the comet at high resolution. This mapping exercise will enable a safe landing site to be selected and, once this has been done, the Rosetta lander will separate from the orbiter and slowly descend to the icy surface. If everything goes according to plan, the lander will anchor itself to C-G's crust and begin a detailed survey of its surroundings.

Over a period of several weeks, data from the nine instruments on the lander will be sent back to Earth via the Rosetta orbiter. The lander will dispatch close-up pictures of the comet's nucleus, drill into the dark organic crust, and sample the primordial ices and gases. Meanwhile, the orbiter will have been transmitting radio signals through the nucleus to the lander, in order to analyse the internal structure of the comet.

The orbiter will monitor the changes that take place in the comet as it hurtles on its way towards our Sun. As the comet is increasingly warmed, bright jets will appear, creating distinctive tails, as gas and dust are ejected into space. In fact, C-G is probably a much better choice of comet than the original one, in that it typically becomes much more active than Wirtanen does as it approaches the Sun. Scientists certainly won't get bored studying this comet!

The enormous amount of data that will be returned during Rosetta's voyage is likely to change our understanding of comets fundamentally. In addition, it will provide new insights into such basic mysteries as the formation of our oceans and even the origins of life. Thirdly, it is expected that Rosetta will give scientists vital insights about how to respond should there ever be a comet on a collision course with our planet.

OK, so that's the Rosetta mission, which will terminate in December 2015. Try to find out more about it over the next few weeks. Why not check out the official website ...

Photocopiable recording script activity (P → page 124)

Make copies for students to check their answers. The script can also be used with exercise 4, to study the adverbs.

- 3 Ask students to mark the main stress as they listen to the words being read out, following the example as a model. Elicit answers.

Answers

'actually 'basically 'certainly e'ventually
funda'mentally 'hopefully in'creasingly i'nitially
o'riginally 'typically

- 4 Play the sentences. Note that not all the adverbs from exercise 3 were used in the recording.

Recording script

- 1 Actually, the ESA had a bit of bad luck.
- 2 Scientists certainly won't get bored studying this comet!
- 3 The aim of the mission is to orbit, and eventually land on, a small comet in our solar system.
- 4 The enormous amount of data that will be returned during Rosetta's voyage is likely to change our understanding of comets fundamentally.
- 5 As the comet is increasingly warmed, bright jets will appear ...
- 6 Rosetta was originally going to be launched in 2003 ...
- 7 It typically becomes much more active than Wirtanen does as it approaches the Sun.

5

Answers

1 actually 2 originally 3 eventually 4 Typically
5 certainly

- 6 Ask students to match the extracts to tenses a–e and elicit answers. Refer students to the Grammar folder before going on to exercise 7.

Answers

1 b 2 d 3 c 4 a 5 e

- 7 This exercise could be set for homework if time is short.

Answers

1 will have been travelling 2 won't reach
3 will be approaching 4 will cause 5 will be formed
6 will take / will be taking 7 will be found
8 will terminate / will be terminated
9 will have passed 10 will be making

- 8 Ask students to read the Speaking task and study the two sets of notes and then decide in pairs which is the more useful. Elicit their ideas. Point out that the notes in B are unfinished, because the one minute allowed for preparation had come to an end.

Answer

A is the more useful (follows the advice given in the Test spot).

- 9 Ask students to work in pairs, following the instructions given. Remind them to talk for a full two minutes.

Test folder 7

SB pages 90-91

Matching

Make sure the students fully understand the notes and advice. Ask them to look at the picture and explain what a crater is. (It is a round hole in the earth, made by an impact or explosion, or the hole inside a volcano.)

- 1 Ask students to read the rubric, options A-I and questions 1-6. Make sure they understand the options. Ask them to listen to the example, then to answer the questions as they listen to the rest of the recording.

Answers (see underlined text in script)

1 B 2 G 3 F 4 D 5 I 6 H

Recording script

You will hear part of a lecture about meteorites, and about some craters they have created on Earth.

First you have some time to look at questions 1 to 6. (pause)

Now listen carefully and answer questions 1 to 6.

For thousands of years, people have been fascinated by streaks of light flashing across the night sky. These 'shooting stars' are actually tiny grains of dust from space that burn up in Earth's atmosphere before reaching the ground. But hundreds of times a year, a rock called a meteorite survives the fiery trip from space and lands on Earth. The vast majority are pieces of asteroids, the small rocky bodies that orbit the Sun.

One November morning in 1492, a young boy saw a large stone plummet from the sky and land near the town of Ensisheim in Alsace, France. This fall is the earliest one witnessed in the Western world from which meteorite samples have been preserved. Immediately after it fell, people began chipping off pieces as souvenirs, and fragments of the Ensisheim meteorite can be found in museum collections all over the world.

When the Krasnojarsk meteorite was found in 1749, no one believed that rocks came from space. But a German physicist analysed this meteorite's unusual mixture of stone and iron, and began to convince sceptics that meteorites did indeed originate far from Earth.

Antarctica is an ideal place to find meteorites because the dark specimens are easy to see against the snow and ice. As the ice sheets move, they push older ice to the surface. Powerful winds remove the ice, exposing the meteorites buried underneath.

The largest meteorite on display in any museum is a 34-ton piece of iron that's just part of a much larger meteorite, called Cape York. This landed in Greenland thousands of years ago, before any people lived there. Cape York originally weighed around 200 tons before it broke apart in the atmosphere.

In 1947, people in eastern Siberia saw a huge fireball that exploded as it streaked across the sky, bursting into tens of thousands of fragments that made cracking and roaring noises as they fell to Earth. These iron fragments crashed into thick woodland, tearing apart and uprooting many of the trees, and creating thousands of craters.

Although countless meteorites have crashed onto the planet, most of the craters that they left have been erased or hidden by natural forces. Only about 200 meteorite-impact craters have been found, of various sizes. Vredefort Crater, in South Africa, is a ring of mountains with a diameter of 300 kilometres, which seems to be a record.

One of Earth's largest intact meteorite craters, Wolf Creek Crater, was long known only to the local population of native Australians. Their legend describes a rainbow snake that emerged from the crater and formed a nearby watercourse as it slithered away. In 1947, oil company geologists spotted the stunning crater during an airplane survey of some of Australia's most remote desert.

Now let's consider what we can learn from meteorites.

- 2 Ask students to skim the passage. Then ask them to read the rubric, examples, questions 1-9 and list of people. Make sure they understand that scanning the passage for the people is quicker than looking for the information contained in the questions, and also check they understand why B is the answer to question 7. Then ask them, in pairs, to find the answers to the remaining questions. Evidence for the answers is given.

Answers

- 1 E William Herschel at first believed that there were other galaxies besides the Milky Way ... However he later came round to the view that the universe consisted solely of the Milky Way system (paragraph 2)
- 2 K He built an antenna to try to locate the origin of this noise, and found to his surprise that it arose from the Milky Way. (paragraph 4)
- 3 I Shapley arrived at a size about three times too great. (paragraph 3)
- 4 C When Galileo first turned his telescope on the sky, in 1609, he found proof that, as Pythagoras had suggested, the Milky Way indeed consisted of innumerable stars. (paragraph 1)
- 5 L Hey had discovered radio emission from the sun. (paragraph 4)
- 6 D The idea that the Milky Way is a vast disc-shaped aggregation of stars comprising all the stars seen by the naked eye or with a telescope was first put forward by Thomas Wright (paragraph 2)
- 7 B (example)
- 8 H the role of interstellar dust, which Edward Barnard was beginning to uncover. (paragraph 3)
- 9 F William Herschel at first believed that there were other galaxies besides the Milky Way, a theory that had been advanced earlier by Christopher Wren. (paragraph 2)

Unit topic

Social change

14.1
Test skills Reading (AC): Classification
Sentence completion

Vocabulary Speaking Part 3
Adjective-noun collocations

14.2
Test skills Listening: Matching
Multiple choice

Grammar Pronouns clinic
Style extra Signalling intentions

Workbook contents

1, 2 Reading
3, 4 Vocabulary
5, 6 Grammar

14.1 SB pages 92–93

- 1 Ask students to look at the bar charts. Elicit ideas about the future demography of Australia, pointing out the orange bars in both charts to help them.

The pictures show grandparents spending time with their grandchildren.

- 2 Encourage students to spend between two and three minutes reading the passage. Check their understanding of *baby boom* – a period of time when there is a large increase in the number of babies born.
- 3 Ask students to answer questions 1–10 on their own and then compare answers.

Answers

- 1 C In 2031, if not before, 27% of all Australians of voting age ... will be aged 65 or older. (lines 24–26)
- 2 A In 1961, the total fertility rate in Australia peaked at 3.6 babies per woman. (lines 8–9)
- 3 B Between 2011 and 2031 ... During this period, the population aged 65 and over is projected to grow from 3 to 5 million. (lines 15–19)
- 4 C By 2031, ... In the years immediately beyond this, baby boomers are projected to swell the population aged 85 and over from 612,000 to 1.1 million. (lines 19–23)
- 5 B the potential labour force is expected to expand at a slower rate from 2011 (lines 32–34)
- 6 structural ageing 7 income support
8 (competing) demands 9 (potential) burden
10 (likely) stimulus

- 4 Give students time to find the nouns and noun phrases in the passage and check their understanding.

Answers

- 1 *living standards*: the amount of wealth and comfort (accommodation, possessions, etc.) people have in a particular society
- 2 *labour shortages*: a lack of people available to work
- 3 *social expenditure*: the money spent by government at a national or local level to provide care and facilities for citizens in need
- 4 *standard of living*: (see 1)
- 5 *role(s)*: the position or purpose of a person or organisation
- 6 *market sector*: a defined part of the population that is targeted commercially

- 5 Ask students to underline the adjectives used.

Answers

- 1 enhanced living standards
- 2 serious labour shortages
- 3 associated social expenditure
- 4 acceptable standard of living
- 5 respective roles
- 6 influential market sector

- 6 Elicit answers round the class.

Answers

- 1 rising (living standards)
- 2 acute (labour shortages)
- 3 related (social expenditure)
- 4 satisfactory (standard of living)
- 5 corresponding (roles)
- 6 powerful (market sector)

- 7 Elicit adjectives from the box with an opposite meaning (5 has no opposite).

Answers

- 1 *enhanced* – opposite: declining
- 2 *serious* – opposite: negligible
- 3 *associated* – opposite: unconnected
- 4 *acceptable* – opposite: inadequate
- 5 (no opposite)
- 6 *influential* – opposite: ineffectual

Extension activity

Divide the class into two teams and ask students in each team to think of more pairs of adjectives where one has the opposite meaning of the other. They should write a list of adjectives to give the other team, who will try to write down all the opposites. Award one point per correctly spelled opposite.

Possible adjectives

serious / light-hearted
ecstatic / miserable
tolerant / bigoted
generous / mean
diseased / healthy
heroic / cowardly
unaware / informed
weighty / trivial

- 8 Give students time to read the questions and think about their own views, then to discuss them with a partner.
- 9 Ask students to listen to the recording. Encourage them to use similar language and point out the positive effect on the examiner that can be gained by starting sentences in different ways.

Recording script

Examiner: OK, let's continue our discussion of changes in society.

Can you explain why the birth rate is falling in many countries?

Candidate: Well, of course I'm not an expert, but there are probably several reasons for this decline. Often, both people in a relationship are working, so it's hard for them to bring up large families ... mm they are choosing not to, in other words. Also, I read somewhere that there may be an environmental issue ... that pollution is causing couples to be less fertile. I think that's a real possibility.

Examiner: And ... what impact does an ageing population have on society?

Candidate: It has many implications. First, older people usually need more support ... I don't just mean healthcare, but also social support, you know, like entertainment, to give them a better quality of life, to stop them feeling lonely. Secondly, because there are fewer younger people working and paying taxes, it means that there is a question mark over resources, how much the state can provide.

Examiner: Do you think the state should provide completely free care for the elderly?

Candidate: Yes, I do, in theory, but as I said earlier, in practice there may be not enough money to do that. People are going to have to save for their old age, I guess.

Examiner: And in the future, will working people have to retire at a later age than they currently do?

Candidate: Um ... I suppose so, yes. Actually, I don't think there's anything wrong with that. I mean if you want to go on working, you're healthy and your brain is still sharp, you have a lot to offer, all that experience and knowledge ...

Examiner: And, more generally, what can young people learn from their grandparents and great-grandparents?

Candidate: Oh, many, many things! Sometimes we complain that old people don't understand us, but they have seen a lot, experienced many different things. So they can give us advice on life ... and speaking personally, my grandmother is a really good

listener too. I talk to her about many things I wouldn't ever discuss with my parents ...

Examiner: Why are people generally living longer nowadays, in your opinion?

Candidate: It must be down to healthcare, good hospitals, and a better diet as well. That's crucial, you know, what you eat.

Examiner: Thank you.

14.2 SB pages 94-95

- 1 The pictures show (left) a modern residential estate of detached houses with garages and (right) a photo from the 1940s of terraced housing in a residential street close to a power station. Ask students to have a discussion in pairs and then elicit their ideas.
- 2 Give students time to read options A-G and questions 1-5 before playing the first part of the recording. Elicit answers to 1-5 before playing the second part of the recording.

Answers (see underlined text in script)

1 F 2 B 3 E 4 C 5 G

6 A 7 C 8 C 9 B 10 B

Recording script

Questions 1-5

In this course we'll be looking at some of the causes of social change around the world, and we'll have one or two examples of each. In this brief introduction, though, I'll use the UK to illustrate some of the great variety of changes that occur.

Social change may come about as a result of physical conditions, such as drought, flooding or crop failure. The Irish potato famine of the 1840s led vast numbers of individuals and whole families to emigrate from rural areas of Ireland to cities, particularly in Britain and the USA. As is usually the case, those who went away were the most active and ambitious, and by losing those people, many rural Irish communities subsequently stagnated.

Immigrants usually make a massive contribution to the culture of the receiving country, and Britain has benefited a great deal from this over the centuries. Some groups, like the French protestants of the 17th century, have become assimilated into the dominant culture. It's too early to predict the long-term effects of some recent waves of immigration to Britain, although newcomers from some parts of Asia, particularly China, Vietnam, India, Pakistan and Bangladesh, have had a remarkable impact on national eating habits in the UK.

Contact with other communities doesn't only come about through immigration. As a result of the massive increase in air travel in recent years, many people have adopted customs that they first encountered abroad, such as drinking wine, or sitting in pavement cafés. This reflects a change from previous generations, who knew little of behaviour outside their immediate neighbourhood, let alone in other countries.

Political factors can lead to considerable social change, and probably the most significant for Britain was the First World War of 1914 to '18. This did a great deal to allow women to catch up with men in terms of political power, job opportunities and individual freedom.

Questions 6–10

Britain has had a fair degree of political stability for several hundred years. As a result, political factors have played a relatively minor role in social change, compared with many other countries, and economic factors have been far more important.

I now want to look briefly at how economic factors influenced one major change – the movement of millions of people from the countryside into urban areas during the late 18th century and throughout the 19th. New methods of production meant that, for the first time, most items were manufactured in big factories, instead of in people's homes, and these required a large number of workers living nearby – remember there was little public transport and no cars. However, the massive expansion of cities in the 19th century brought with it many problems, including poor health, road congestion and substandard housing.

Just to give you an idea of how one change can lead to a succession of others, the need for a better-educated workforce resulted in education becoming compulsory in the late 19th century. This was a factor in weakening the ties of extended families and the wider community, and establishing the nuclear family – that is, one consisting of husband, wife and children – as the main operating unit of society. And, as a consequence, the roles of husband and wife changed quite significantly.

At the beginning of the 19th century, only a quarter of the population of Britain lived in urban areas. By the 1970s, that figure had become three quarters. Since then, though, the flow into towns has to some extent been reversed, with many people moving from urban to rural areas. Unlike traditional village dwellers, though, a lot of the new residents work in towns, and almost all of them depend on towns for their shopping, education and entertainment. This has obviously had an impact on social structure and life in villages, which I'll come back to later.

Although towns have often been blamed for having an alienating effect on their residents, this certainly isn't always the case. Most big towns contain 'urban villages', that is, small areas with a settled community linked in a network of relationships. Many urban villages used to exist in areas of poor housing, and were destroyed by slum clearance programmes in which people were moved to new housing estates at a distance, but now there's evidence of urban villages in both poor and more affluent areas.

Now let's turn ...

3 Ask students to match the type of signalling (a–c) to sentences 1–7. Elicit answers.

Answers
1 a 2 c 3 a 4 a 5 b 6 c 7 b

4 Suggest students work through the examples in pairs. Elicit answers.

Answers
1 *each*: cause of social change
2 *those*: individuals and whole families
3 *this*: the massive contribution of immigrants to the culture of the receiving country
4 *these*: big factories
5 *others*: changes
6 *one*: a family

5 Suggest students read the information in the Grammar folder before doing the exercise. This can be set for homework if necessary.

Answers
Rewritten essay extract:
Today's students have to deal with a number of problems. **These** include an acute shortage of affordable accommodation and rising debt. To supplement their finances, students are often forced to work long hours and **this** will more often than not affect the quality of their college work. Even if the students manage to get a good degree, **they** then face declining job prospects, **which** are particularly poor for **those** in arts and humanities.

6

Answers
1 ... small ones
2 ... 8 million of them/these
3 ... the individuals themselves
4 ... makes her
5 Some claim ... others disagree
6 ... which was more than
7 For those who ...

Writing folder 7

SB pages 96–97

Task 2 Appropriate style and tone

1 Ask students to tick the appropriate features and elicit answers. Then have a brief class discussion on style and tone in academic writing, referring (if appropriate) to recent written assignments from students.

Answers
Appropriate features: impersonal style, neutral to formal language, serious tone

2 Ask students to read the task and check understanding. Then ask them to read the answer and underline examples of the following inappropriate features: aggressive tone, colloquial phrasing, informal language, humorous style.

Answers

Aggressive tone

which I find totally ridiculous (line 2)

You really should not (lines 2-3)

Colloquial and informal language

folks (line 5)

we're all gonna be even older (line 7)

cost a packet (line 11)

forking out for (line 12)

Do you think we'll all have to slave away until we're 90? (lines 15-16)

fewer babies on the scene (line 17)

kids (line 19)

our planet is already packed out (line 20)

Come on, it won't be that bad! (line 30)

Humorous style

Apart from leading to huge sales of false teeth and walking sticks (lines 8-9)

- 3 Suggest that students discuss how to replace the inappropriate parts of the answer in pairs.

Suggested answers

Second paragraph:

folks = people

we're all gonna be even older = (the population is) projected to continue ageing

cost a packet = result in increased expenditure

forking out for = funding / contributing to

Third paragraph:

fewer babies on the scene = (a) declining birth rate / lower fertility

kids = children

slave away = remain in the job market / continue to be employed

(our planet is already) packed out = overpopulated

- 4 Get students to rewrite the paragraphs in pairs, each doing one paragraph. Remind them to use some of the language in exercise 3.

Answers

Rewritten paragraphs 2 and 3:

It is true without a doubt that people are living longer, due to a healthier diet, rising living standards and better medical treatment. Indeed, the population is projected to continue ageing. What will be the main issues of having a larger percentage of older people in our society? First and foremost, it will result in increased expenditure in terms of looking after the elderly and funding their pension payments. Such an imbalance in the population will place an added burden on younger people, through higher taxation levels and more substantial family commitments. It is highly likely that people in their 60s and 70s will be forced to remain in the job market, given the current statistics.

As for a declining birth rate, that certainly seems to be the case in my country at the moment. However, governments should not be encouraging people to have larger numbers of children, because the planet is already overpopulated.

- 5 Remind students of the aggressive language in the original opening paragraph and stress that the opening paragraph in particular needs to make a good impression on the examiner. Elicit answers to 1-6.

Answers

1 impossible 2 provided 3 questionable

4 actually 5 cannot be denied 6 will be required

- 6 Ask students to think about the comments written in red and then write a final sentence for the fourth paragraph.

Possible answer

Society has always had to face change and ours is no exception, but any reform should be viewed positively rather than be seen as problematic or threatening.

- 7 Suggest students answer the task for homework, following the advice given.

Sample answer

While it cannot be denied that in certain sectors of the job market there are currently fewer openings for graduates, the situation regarding employment prospects is a complex one, which varies across the world. Demographic trends need to be considered, along with new areas of work. In certain types of employment, some growth can be demonstrated. What is certainly true is that higher education will have to adapt to reflect the changing requirements of industry and modern society.

Firstly, because of declining birth rates, fewer young people are entering the job market and this will eventually reduce unemployment among the skilled workforce. In some parts of the world, the 21st century is bringing a shift away from traditional manufacturing towards more service-oriented work, often with less predictable working hours.

Some sectors are experiencing a healthy demand for new recruits. In biotechnology, for example, there are many opportunities, although here graduates are usually expected to continue studying beyond a first degree to doctorate level. Academic institutions may therefore need to seek increased funding for postgraduate research, particularly for the science faculties.

It could perhaps be argued that universities should adjust the balance of their programmes, reducing the number of graduates produced in areas such as media studies and the arts in favour of more science and maths graduates, who are more likely to find immediate work. However, society as a whole will continue to benefit from a mix of well-educated people, so these disciplines and others should be maintained. The next twenty years will see great changes in both the workplace and education, but this should be regarded as an opportunity in itself, rather than a problem for society.

(278 words)

Unit topic	Interpreting the world
15.1	
Test skills	Reading (AC): Note completion Locating information
Pronunciation	Speaking Part 3 Intonation
15.2	
Test skills	Listening: Classification
Vocabulary	Abstract nouns
Style extra	Academic use of abstract nouns
Workbook contents	
1, 2	Reading
3, 4, 5	Vocabulary

15.1 SB pages 98–99

- 1 The pictures show the extreme sport of potholing and the daily – but also risky – situation of cycling in heavy traffic. Ask students to list everyday risks in pairs. Then elicit their opinions.

Possible answers

Taking part in dangerous sports
Crossing the road in busy traffic
Travelling by car or public transport
Using knives or electrical appliances in the home
Eating prepared food that may be contaminated
Walking on slippery icy paths
Living in an earthquake zone

- 2 Ask students to skim the passage, timing themselves. Elicit their personal reactions to it.
- 3 Suggest that students read the notes for 1–10 and think about the part of speech needed in each gap. Remind them to write one- or two-word answers. Review answers to 1–10 before dealing with questions 11–15. Ask students to underline the relevant parts of each paragraph or write down line numbers as they answer questions 11–15.

Answers

- 1 unwillingness unwillingness to measure consequences. (line 2)
2 obesity we refuse to let our kids walk to school and instead trigger obesity (lines 6–7)

3 fatalities

4 injuries

5 random

6 human error

7 sport

8 early detection /
early warning

9 emotional
distortions

10 officials

11 G People take risks in order to test their own strength and to triumph over natural forces. (lines 55–57)

12 E the likelihood of its occurrence is extremely low. A look at the perception of rare random events shows, however, that probability plays hardly any role at all in how people perceive danger: it is the random nature of the event that poses the feeling of threat. (lines 38–42)

13 B an immediate slowdown was ordered on 500 sections of suspect track. Frustrated by delays, a third of rail passengers switched to the roads, where the accident rate per kilometre is 12 times that of rail. The resulting growth in road traffic probably resulted in five additional fatalities – compared with only six caused by broken rails over the last 30 years. (lines 10–15)

14 F the relative rarity of the event provides psychological reinforcement for risk denial (lines 46–47)

15 C no one foresaw the consequences of people changing their behaviour once they were securely belted up – driving faster and more recklessly. Similarly, sports researchers have found that protective aids, such as body armour, lead to more injuries because players take greater risks. (lines 25–29)

The resulting growth in road traffic probably resulted in five additional fatalities (lines 13–14)
protective aids, such as body armour, lead to more injuries (lines 28–29)
rare random events ... it is the random nature of the event that poses the feeling of threat. (lines 39–42)
because they are natural, they are beyond control – unlike accidents caused by human error. In such cases, the relative rarity of the event provides psychological reinforcement for risk denial (lines 44–47)
do so in the name of sport ... The attraction of such activities is the fact that they involve risk. (lines 53–55)
reports ... have forced scientific risk assessment to adopt a role as early warning indicators ... scientific studies contribute to the early detection of lurking danger (lines 58–62)
components that people use as yardsticks for perceiving and evaluating risks. There are also the emotional distortions mentioned above. (line 68–70)
should officials take these into account ... or try to change them by providing more information? (lines 71–74)

Extension activity

Write the following words on the board and ask students to find synonyms in the passage. The answers are given in brackets.

- Paragraph A: fixated (*mesmerised*, line 3)
 Paragraph B: constant (*perpetual*, line 4)
 Paragraph C: prospect (*likelihood*, line 18)
 Paragraph D: perceptible (*discernible*, line 23)
 Paragraph E: predicted (*foresaw*, line 25)
 Paragraph F: driven (*fuelled*, line 30)
 Paragraph G: chance (*random*, lines 39, 41)
 Paragraph H: confirmation (*reinforcement*, line 47)
 Paragraph I: equipment (*apparatus*, line 51)
 Paragraph J: effect (*impact*, line 59)
 Paragraph K: measures (*yardsticks*, line 69)

- 4 Make sure students understand that they have to comment on aspects of intonation here. Write the words *volume*, *speed*, *pitch* on the board to direct them.

Answers

happy or enthusiastic: speech is usually relatively loud and fast, with wide variation in pitch
 sad or bored: speech is usually relatively quiet and slow, with little variation in pitch – fairly monotonous

- 5 Give students time to read a–e before playing the recording. Elicit answers.

Answers

1 d 2 b 3 a 4 c 5 e

Recording script

- 1 A: Is it time to go?
 B: Yes. (*falling intonation*)
 2 A: Excuse me.
 B: Yes? (*rising intonation*)
 3 A: Did you enjoy the film?
 B: Yes. (*fall-rise*)
 4 A: Would you like some chocolate?
 B: Yes! (*rise-fall*)
 5 A: Could you spare me a few minutes, please?
 B: Yes. (*level intonation*)
 6 Play the recording again and ask students to choose from patterns f–j.

Answers

1 i 2 f 3 g 4 j 5 h

- 7 Play the recording and elicit answers. Point out the benefits of using intonation to sound interested (more natural; more effective if giving a talk; more polite in reply to a speaker).

Answer

He sounds more interested the second time.

Recording script

(The script is the same both times.)

Examiner: Could you describe any risks that you take in your hobbies?

Candidate: Yes, I've got a passion for potholing, which means climbing down into underground caves and trying to make your way through them. There's always a risk of losing your balance and falling, or even of getting lost, if you explore a cave system that you're not familiar with.

- 8 Refer students to the Useful language and suggest they discuss the questions in pairs. Walk round the class to monitor discussion, but don't interrupt.

Possible answers

- I tend to be fairly cautious, and assess risks before doing something, though I usually ignore the dangers of everyday activities.
- If you thought about the risks every time you travelled, you'd never go anywhere. So I think it's better to ignore them, except when there's an obvious danger, like overcrowding on a boat or bus.
- On the whole people don't like power stations, because of the pollution they cause or, in the case of nuclear power stations, the possibility that an accident would be very serious. On the other hand, there isn't much support for alternatives like wind farms, because some people don't like the way they look.

15.2 SB pages 100–101

- 1 Quickly elicit ideas about different types of class. Make sure students understand the concept of a workshop, which comes up in the listening task.

Possible answers

Lecture, seminar, workshop, one-to-one tutorial, laboratory session

- 2 Ask students to read the options and example. Start the recording but pause after *discussion groups* and ask students to read the explanation of the example. Check understanding of the task format.
 Then play the rest of the recording and then elicit answers to 1–5.

Answers (see underlined text in script)

1 C 2 B 3 A 4 A 5 B

Recording script

OK, thank you all for your suggestions for the study days on philosophy at the end of the month. These are the ones I've chosen for the six sessions.

We'll tackle three topics on each day. On the first day, which is a Thursday, we'll start with language, and the question of whether speakers of different languages see the world in different ways. I'll spend the first half hour giving you an overview of the main

theories, and then we'll divide into discussion groups.

Next there'll be time for you to consider the law: to be more specific, the question 'Is it ever right to break the law?' For this, could you form yourselves into teams of four or five? I'll give each team a different case study. Then you can go off anywhere you like for an hour, to discuss the case without any interference from me. I'd like you to plan a short presentation on it, which you'll give when we all come together afterwards.

Also for Thursday I've chosen 'Political ideologies', considered from a philosophical point of view. Professor Robertson has agreed to produce a handout summarising his views, which I'd like you to read in advance so we'll have a starting point for discussion.

Several of you were interested in the application of philosophy to medicine, so on Friday we'll begin with a session on what it means when doctors say they 'know' the cause of an illness. Susan Harris, of the School of Medicine, will put forward her views on this, and after she's finished she'll give you a handout of questions to discuss in small groups.

Then we'll go on to the question 'What is time?' Barry Clark, one of our PhD students, will give an introduction to this rather heavyweight subject. He'll have to leave immediately afterwards, so we won't have any discussion or questions until after he's gone, when I'll take over from Barry.

And we'll end on a perhaps slightly lighter note, with a look at 'The philosophy of coincidence'. No lecture for this – you'll need to think in advance about what coincidences are, and I'll begin the discussion by asking some of you to put forward your ideas. I'll give you a couple of references so you can read up on the topic beforehand.

- 3 Check understanding of *coincidence* – an occasion when two or more things that seem to be related happen within a short time of each other, especially in a way that is unlikely or surprising. For example, you think about someone you haven't seen for a long time and then hear from the person the next day. Ask students to decide on factors from A–F in pairs and then elicit their own experiences of coincidences.

Answers

A, C, E, F

- 4 Ask students to match coincidences 1–3 to options A–C in exercise 5.

Answers

1 B 2 A 3 C

- 5 Note that the following book was consulted in developing this recording: *Why do buses come in threes? The hidden mathematics of everyday life* by Rob Eastaway and Jeremy Wyndham, Robson Books, 1998.

Ask students to read questions 1–5 before playing the recording.

Answers (see underlined text in script)

1 B 2 A 3 C 4 A 5 B

Recording script

Tutor: OK. Now we've been considering some of the factors that affect how we understand and interpret the world around us, and today we're going to look at coincidences. Could someone come up with a definition?

Student 1: It's when two or more similar things happen at around the same time, and seem to be connected, but there isn't any obvious explanation.

Student 2: And people think it's surprising, or significant.

Tutor: OK, that'll do to start. Let's have a few examples.

Student 3: There's the birthday coincidence.

Tutor: Uh-huh?

Student 3: Well, if you have a class of 20 or 30 children, people are amazed if two of them have the same birthday.

Tutor: And how significant is it if that happens?

Student 3: Not at all. Because with only 23 children, there's a one in two chance that any two of them will share a birthday.

Student 1: Most people think you need a far larger number of children.

Student 3: Of course it's far less likely that two particular children will have the same birthday, or that any two will share a particular birthday.

Tutor: Right. Another example?

Student 2: What about people who correctly predict the result of a football match for five consecutive weeks, to try to persuade you to buy the computer program they claim to be using?

Student 3: That's impressive!

Student 1: And their predictions are correct?

Student 2: They certainly are.

Student 1: Ah, then they've probably also sent out other predictions, which were wrong.

Student 2: Exactly. They start by writing to a number of people, and divide them into three groups: they tell one group that one team will win, tell another group that the other team will win, and tell the third group that the result will be a draw. The second week they only write to the people who'd received the correct prediction, and again divide them into three groups. And so on, for five weeks. The people who receive all five correct forecasts are very impressed of course, but they don't know that, for every person who gets five correct predictions, 242 don't!

Student 3: It seems very impressive when you only know part of what's happened.

Student 1: Then there are the apparent coincidences in fortune telling or astrology.

Tutor: Go on.

Student 1: Well, astrologers describe someone's personality when they don't know the person, only the pattern of stars when they were born. Lots of people believe them, but they generally forget about the statements that aren't true, and only remember the ones that are.

Student 3: So in this case people are selecting evidence and seeing a pattern which doesn't exist.

Tutor: Yes – which we often do.

Student 1: And sometimes people may miss a pattern that really does exist. For instance, the higher the number of ice creams that are sold, the more attacks there are by sharks on people

swimming in the sea. It's not that sharks get more dangerous because people are eating ice cream! The reason is that a rise in hot weather has led to both.

Tutor: Yes. Then there's the interesting case of a woman who won an American lottery twice within four months.

Student 3: Gosh!

Student 2: Lucky woman!

Tutor: How likely do you think that is?

Student 1: Must be one chance in millions.

Tutor: According to some of the early newspaper reports, the chances of such a coincidence happening were one in 17 trillion. But then two statisticians at Harvard University calculated that with millions of people regularly buying lottery tickets in America, the odds of such an event happening to someone somewhere were only about 1 in 30 – not that amazing after all.

- 6 Ask students to read the explanation on page 100 and then elicit answers for 1–3 from the class.

Answers

In the first sentence of each pair, the noun is countable, and refers to one instance.

In the second sentence of each pair, the noun is uncountable, and refers to the concept in general.

- 7 Tell students to circle the correct alternatives in a and b. Elicit answers.

Answers

a uncountable b countable

- 8 This exercise could be set for homework if time is short.

Answers

1 a 2 a 3 – 4 an 5 a 6 – 7 – 8 a 9 a 10 –

- 9 Suggest students do the exercise on their own and then compare answers with a partner.

Answers

1 acceptance 2 existence 3 consideration 4 thought
5 certainty 6 suspicion

- 10 Elicit students' comments. Suggest that after a vivid dream, people sometimes think it was real for some time after waking up.

Test folder 8

Locating information

SB pages 102–103

Make sure the students fully understand the notes and advice.

Ask them to suggest what the two pictures show.

Possible answers

The first shows a group of demoralised, unemployed people; the second shows people being honoured in a civic ceremony.

Ask students to consider the pictures in relation to the two towns when they read the passage. Ask them to read the notes and skim the passage, then to read the rubric, paragraph A and the questions. Make sure they understand why A is the answer to question 4. Ask them to read the other paragraphs in turn, and then to work out in pairs which piece of information each paragraph refers to. Ask them to compare their answers in groups. Evidence for the answers is given below.

Ask which groups of people in the passage are shown in each picture (left: unemployed people of Town A; right: the people of B-ville).

Answers

- 1 E unemployment, like sickness and accidents, hits unexpectedly, irrespective of the victim's merits
- 2 B they were faced with the horrible dilemma of letting the unemployed starve, or destroying their moral character
- 3 G The councillors held a civic ceremony, at which the governor of the region presented the first insurance cheques. There were speeches, photographs, and cheering.
- 4 A example
- 5 F The latter had been resentfully regarded as snoopers, because of their somewhat aggressive way of making their demands. The former, however, having no moral lesson to teach but simply a business transaction to carry out, treated their clients with business-like courtesy
- 6 C To make sure these payments were not taken for granted, however, they decided that the 'relief' would be made so difficult and humiliating to obtain that there would be no temptation for anyone to go through the process unless it was absolutely necessary. Further, the moral disapproval of the community would be turned upon the recipients of the money
- 7 D When they permitted themselves a rare luxury, such as going to the cinema, their neighbours who still had jobs looked at them sourly
- 8 E He then suggested that if the work that these unemployed people had done for the community could be regarded as a form of 'insurance premium', payments now made to them could be regarded as 'insurance claims'.
- 9 D to the surprise and disappointment of the councillors it also led to quarrels, unhappy homes, class hatred and crime.

Unit topic

Psychology

16.1
Test skills Speaking Part 2
Reading (AC): Headings
Yes / No / Not given

Vocabulary Synonyms

16.2
Test skills Listening: Multiple choice
Vocabulary Adjectives
Grammar Verb patterns

Workbook contents

1 Writing
2 Vocabulary
3, 4 Reading

16.1 SB pages 104–105

- The pictures show a men's tennis champion holding up his trophy to the crowd and a highly stressed woman giving a press conference. Ask students to discuss their personal reactions to the situations in groups. Then elicit their opinions.
- Suggest students spend exactly one minute making notes and then talk for between one and two minutes each.

Extension activity

Depending on the size of the class, get students to record their talks during this lesson (two at a time, preferably in a separate room). Suggest each student takes their recording and for homework decides how it could be improved.

- Ask students to skim the passage for its general meaning, timing themselves. Emphasise to them that when answering questions 1–6, they should take *all* the key words in a heading into account when choosing their answers. So, for example, with heading ix, the paragraph will mention not just *personality* (which is mentioned in a number of paragraphs), but will talk about the influence people's *lives* have on their personality. Review answers with them.

Suggest students underline the relevant parts of the passage when answering questions 7–13. Evidence for the answers is given. Review answers.

Answers

- ix for example, *personality differences that might have been very slight at birth become dramatic in later adulthood.*
- iii for example, *These dispositions come partly from the expression of inherent features of the nervous system, and partly from learning.*
- vi for example, *Yet we now know that this is not the case.*
- v for example, *Personality measures turn out to be good predictors of your health, how happy you typically are – even your taste in paintings.*
- i for example, *Deliberate rational strategies can be used to override intuitive patterns of response*
- vii for example, *The dominant approach is to think of the space of possible personalities as being defined by a number of dimensions.*
- YES *different people respond in quite remarkably different ways even when faced with roughly the same circumstances. Alan ..., whilst Beth ... (paragraph A)*
- NOT GIVEN *The passage states personality seems to become stronger as we get older ... personality differences that might have been very slight at birth become dramatic in later adulthood (paragraph B) but there is no mention of analysing our personalities.*
- NO *Nervousness, for example, might be a factor of temperament (paragraph C)*
- NOT GIVEN *The discovery that temperamental differences are real is one of the major findings of contemporary psychology. (paragraph D) It is not claimed that this discovery has affected subsequent research.*
- YES *their personalities are more similar to those of their blood relatives than to the ones they grew up with (paragraph E)*
- YES *The slower, rational, deliberate systems show less variation in output from person to person (paragraph F)*
- NO *Virtually all theories agree on two of the main dimensions ... However they differ on how many additional ones they recognise. (paragraph G)*

- Ask students to work through the exercise in pairs.

Answers

- 1 respond 2 determined 3 consequences 4 inherent
5 dilemma 6 manifests

- 5 Explain that summing someone up in just two adjectives doesn't give much of an indication as to how complex that person is. It can also mean that we expect them always to behave according to how we have defined them, but in fact, people can behave very differently in different situations.

16.2 SB pages 106–107

- 1 Make sure students understand the adjective headings in the table before asking them to complete the table. Elicit the two adjectives that appear twice (*special* and *distinct*) and explain the differences in meaning by writing up these examples:

Special

You'll need special tyres on your car for driving in snow. (= specific)

We knew at once that the singer had a special talent for opera. (= striking)

Distinct

This word has three distinct meanings. (= different)

There's a distinct smell of garlic – have you been cooking? (= striking)

Answers

vital	specific	complex	different	striking
crucial	certain	complicated	dissimilar	distinct
essential	particular	intricate	distinct	exceptional
indispensable	special	involved	diverse	extraordinary
key			unlike	remarkable
				special
				unusual

- 2 Point out the picture of the trombone (this musical instrument is mentioned in the recording). Give students time to read the questions before playing the recording. Elicit answers or hand out the photocopiable recording script for students to check for themselves.

Answers (see underlined text in script)

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

Recording script

Recognition is one of the mind's most vital skills, and we use it daily in everything from the simplest to the most complex of tasks. And at the moment when we recognise something, electrical activity takes place inside our brains.

Our faculty for recognition can break down, however. Someone suffering the brain disorder agnosia will look at an item – a cup, perhaps – and have no idea what it is. Agnosia tends to be very specific: one sufferer may be unable to recognise faces, while another has difficulty with man-made objects. Such disorders can result from localised damage to a specific area in the brain, suggesting that we use different parts of it to store items of different kinds. This would explain the variation in the symptoms of agnosia.

It appears, in fact, that the brain stores and categorises things not according to their appearance or function, but by our individual

relationship with them. A musical instrument, such as a trombone, can be seen, felt, played or heard. Each quality of an item seems to be stored in a separate region of the brain, in what are sometimes called 'recognition units'. So a musical instrument would have several units: its shape would be remembered in our visual areas, the word in our vocabulary area, touch in the touch area, and its sound in our hearing area. Someone who has never touched a trombone, though, wouldn't have a touch recognition unit.

Each region of the brain may contain the recognition units of objects that seem very different, but they're together because they share the particular quality that concerns that region. So our trombone might sit in the same bit of the brain as a drinking straw – or a pencil, if we suck them – because they're all non-food items that we put in our mouths. When we think of a trombone, all of our separate trombone recognition units are drawn together from their separate storage regions and united, to give us what we recognise as a trombone. So it seems that our own individual experiences create the geography of our brains, and that in turn affects our behaviour.

Faces occupy a special category of our recognition faculties – and brain scans show heightened activity in these areas not only when we see faces, but even when we imagine seeing them. One reason is that humans are social animals. We live as we've always lived, in groups, and our survival depends on our ability to communicate with others of our own species. So we've evolved with special brain wiring for face recognition – even a newborn baby will orientate itself towards objects that resemble faces, like a balloon with eyes, nose and mouth drawn on it.

Why is it that we forget one person's face yet remember another – even though neither face might be particularly striking? The recognition unit of a face stays active if we have seen or imagined that person frequently, but this doesn't necessarily require a strong stimulus: that person may stay in our memory if we often see someone else who resembles them. But if we neither see nor think about a person for a long time, the facial recognition unit we have for them falls into disuse, and we may not recognise them if we see them again.

Our reactions to faces involve strong emotions. When we meet someone for the first time, we may decide, without any evidence, that they look trustworthy, perhaps, or threatening. This irrational response happens because when we see someone, we check whether or not we know them, and this activity uses two pathways within the brain, one conscious, the other unconscious. Through the latter we can relive an emotional reaction we have had to someone who merely looks slightly like the person we are meeting for the first time.

The conscious pathway works more slowly, and enables us to work out, for instance, whose face we're looking at, and how we should behave towards them. The unconscious pathway is faster, and goes through one of the brain's centres of emotion. If we meet a person whose face slightly resembles someone we feared and hated in the past, for example, we briefly experience again our feelings towards that original figure. It's this emotional memory that gives us an almost instantaneous first impression of the person we're meeting.

Photocopiable recording script activity (P ... page 125)

Hand out copies of the script for students to check their answers. Then ask students to find the following adjectives

in the script: *complex, heightened, trustworthy, irrational, instantaneous*. Working in pairs, they should each suggest a synonym for each adjective, which fits the context of the script.

Possible answers

complex – complicated, intricate
heightened – intensified, increased
trustworthy – dependable, reliable
irrational – illogical, nonsensical
instantaneous – immediate, instant

- 3 Ask students to match the sentences on their own and then compare answers with a partner. Elicit answers and refer students to the information about verb patterns in academic writing.

Answers

1 c 2 e 3 a 4 b 5 d

- 4 This exercise, or exercises 5 and 6, can be set for homework if time is short.

Answers

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

5

Answers

- 1 Life forced them to work and (to) grow up before their time.
- 2 I am an outgoing person. I like talking to customers to make them feel comfortable.
- 3 Nowadays, people seem to have a better material life than before.
- 4 It is very good to let children do some paid work.
- 5 correct
- 6 Nowadays, lack of money makes people spend too much time working.
- 7 A good education enables them to get jobs in the future.
- 8 I would like to suggest (that) you build a small storeroom outside the house.
- 9 correct
- 10 I want our newspaper to help me to solve this problem.

6

Answers

- 1 encourage 2 intend/mean 3 considered
- 4 demonstrate 5 argue/contend 6 mean/signify
- 7 missed

- 7 Either elicit students' opinions verbally or set the question as a brief writing task for homework.

Writing folder 8

SB pages 108–109

Errors clinic

Stress how important it is for students to check their written work carefully. The practice activities in this Writing folder could all be set for homework, but review answers in class if possible. There is further practice in the Workbook (Writing Workout 4).

1

Answers

1 apologise 2 disappear 3 welfare 4 professional
5 correct 6 opinion 7 talented 8 preference

2

Answers

1 achieved 2 received 3 beautiful 4 believe
5 colleague 6 enormous 7 correct 8 throughout

3

Answers

1 n	environment	government
2 h	technology	which
3 r	otherwise	furthermore
4 l	should	would
5 e	therefore	because
6 e	approximately	sincerely

4

Answers

1 hopeful 2 emptiness 3 expensive 4 successful
5 relevance 6 immediately 7 dramatically
8 predictability

5

Answers

- 1 We **must always** look at the good side of everything that we do.
- 2 Then the spending **dropped slightly** to less than £10m.
- 3 The concept of the joint family **rarely exists**.
- 4 More flights will **certainly create** more noise.
- 5 In some families, parents give money to their children, but without any advice on how to **use it carefully**.
- 6 It seems that Japanese customs have been **changing little by little** since around 1920.

6

Answer

The **issue** of whether it is proper for children to work as under-aged workers is, in my opinion, not a **straightforward** one. I **believe** it can be a good experience as long as they are capable of doing the work. Most **children who do paid work** come from poor families. They work to help their parents to **support** their lives, education or **health**. These children will grow up as **mentally tough** people because they **learn** a lot of lessons about how humans live their lives. For example, they won't **give up**

doing their jobs easily and they won't feel so deeply down when something **disappoints** them. Furthermore, most of them become **physically strong** and they may even have fewer problems later in their lives.

7

Answers

- 1 On the plus side, if these **developments** are getting better, the richer nations will benefit.
- 2 In other words, every **child** would get a technical education.
- 3 There are three **reasons** for this.
- 4 Children **do not** read books, so they will never receive information in this way.
- 5 The number of Japanese tourists dropped for **this reason / these reasons**.
- 6 If they do not want to do this kind of **job** in the future, there is only one option.
- 7 In the hotel where he **lives** everyone treats him well.
- 8 There are many **things** that should be considered.
- 9 The other three **nations** spent nearly the same amount in this regard.
- 10 The other one is more surprising because it occurs in countries in which citizens **have** a very high income.

Units 13–16 Revision

SB pages 110–111

- 1 Encourage students to answer each question in detail, giving examples to support their ideas.
- 2 The picture shows skydivers leaving their aircraft.

Answers

- 1 the 2 for/of 3 it 4 its 5 to 6 this/that 7 been
8 themselves 9 would 10 their 11 who 12 so

3

Answers

- 1 will be spending / will spend 2 will award
3 will have worked / will have been working
4 will have earned

4

Answers

- 1 danger 2 success 3 a/the belief/perception
4 nature 5 denial 6 a/the perception/belief

5

Answers

- 1 unfair income distribution
- 2 acute labour shortages
- 3 high living standards
- 4 influential, shrinking market sector
- 5 high, unfair taxation levels

6

Answers

- 1 being triggered 2 have resulted 3 have suffered
4 has contributed

- 7 In assessing students' answers to this exercise, compare their answers to the original B–D. The basic aim is to end up with a more concise style, with the secondary aim of finding 'umbrella' noun phrases to replace lists of specifics.

Possible answers

- B In a nutshell, an assessment of private income will define the extent of state support of the over 65s.
C Without going into detail, natural disasters may influence an individual's perception of risk.
D Briefly, human beings differ in their personality traits, both positive and negative.

Progress Test 4

Listening

Questions 1–6

What point is made about each question?

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

- A The answer exists but will probably never be known.
- B The questioner may intend to give rather than ask for information.
- C The appropriateness of the answer depends on why the question was asked.
- D Certain actions will result from the answer.
- E The question reflects our perception of reality.
- F An answer may be useless if its basis is not made clear.
- G It is a question about language.
- H Our knowledge of the world leads us to the answer.

- 1 'How big is your car?'
- 2 'Why won't my computer start?'
- 3 'What's the population of Canada at this precise moment?'
- 4 'Is Jenny Jones tall?'
- 5 'Was Billy Smith's action legal?'
- 6 'Was Billy Smith's action right?'

Questions 7–10

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

Questions that make assumptions

- 7 Enquiries about people's points of view are sometimes formulated as _____ questions.
- 8 The economic value of an object is best described as _____.
- 9 Answers to a question about 'the right way' may give the speaker's _____.
- 10 It may be a mistake to describe a country in terms of _____.

PLAYING PSYCHOLOGICAL GAMES

- A** 'Psychological games' is an approach to relationships that developed around the 1960s. It is a way of looking at the interaction between people – identifying what seem to be fixed scripts in a seemingly spontaneous conversation. One person says something which seems to elicit a certain type of response from the other person, and the response seems to demand yet another particular response from the first person. And on it goes, as if the two people were following a script that someone had written.
- B** Games fall into a number of categories, ranging from the harmless to the destructive. Some harmless games are even essential to social interaction – such as the 'Greeting Game' ('Hello, how are you?' 'I'm fine, how are you?') and the 'Thanks Game' ('Thank you for inviting me. I had a great time.'). Game playing is expected in some situations. Everyone involved knows that it is a game, and what is expected. A sales person plays a game of pleasing the prospective customer. Children play games with parents. In cases like these, the game player creates an impression, saying things which are not sincere but are ways and means of getting what they want. Other games, however, keep a relationship from developing to a more real and important level. Still others can actually be destructive, as they are played by people with deeper psychological needs and motivations for power, control or manipulation.
- C** Some people set out to manipulate others for their own reasons. But others may not realize that they are being manipulative. They are acting rather from an emotional script. Like a child that wants something, and does all sorts of things to get it, some game players act from their own internal desires, not realizing the effect their words and actions have on others.
- D** A number of potentially damaging games have been identified. In the 'Corner Game', the manipulator backs the other person into a corner – places them in a situation where anything they do is wrong. A parent complains that their son or daughter's room is never clean. Yet when the child tidies the room, the parent says, "Why did it take you so long?" or "You haven't tidied up inside the cupboard." The 'It's Your Decision Game' is played by people who want to escape the responsibility of making a decision: "I don't mind. You decide." Although actually very much concerned about the outcome of the decision, by insisting they are not the game player forces the other person to take all responsibility for the consequences of the decision.
- E** Games may indicate a lack of confidence in the other person, an unwillingness to communicate with them directly. In the most innocent cases, they are played in an attempt at politeness, or genuine concern for the other's feelings (trying not to hurt them). However, even these well-intentioned games don't always have a good end. They can make it impossible for an atmosphere of trust to be created.
- F** At their worst, games are a way for an individual to retain power in a relationship, because their own personal feelings are not revealed. The person who uses games to their own advantage needs to win a game in order to have a sense of self-esteem – by harming someone else's self-confidence. Manipulators range from Dictator (who always has to be in charge) to Nice Guy (who exaggerates care and love for others, in order to get what he or she wants), to Protector (who is over-supportive or over-protective).
- G** Some game players have so many psychological needs that fulfilling their desires overshadows everything else in a relationship. For example, a person who needs to be the centre of attention may play games in which they consistently take the role of someone who needs help, someone who is dependent. Sometimes people fall into games in a relationship because of the roles that they think they should be playing. A young couple that accepts the traditional roles for men and women may assume that the husband needs to defend his wife against criticism by his family, or that he will automatically make the decisions about minor repairs on her car, even though in both cases the wife is perfectly capable of looking after herself. Their exchange will fall into a kind of game, because they have restricted themselves by their concept of the roles that they should play.

Questions 1–7

The reading passage has seven paragraphs A–G.
Choose the correct heading for each paragraph from the list of headings below.

List of Headings

- i Towards a classification of games
- ii How the theory of games was developed
- iii Feeling good by making others have doubts about themselves
- iv Being cautious towards other people
- v Games that create permanent relationships between people
- vi Game-playing – conscious or unconscious
- vii How a relationship can be dominated by games
- viii The type of people that game players look for
- ix Some examples of harmful games
- x A tool for understanding communication

- | | | |
|---------------|---------------|---------------|
| 1 Paragraph A | 4 Paragraph D | 6 Paragraph F |
| 2 Paragraph B | 5 Paragraph E | 7 Paragraph G |
| 3 Paragraph C | | |

Questions 8–11

Do the following statements reflect the claims of the writer in the reading passage? Write

- YES** if the statement reflects the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 8 When people want a certain decision they will always make it themselves.
- 9 Games that show regard for other people can prevent trust from developing in the relationship.
- 10 Giving another person too much help may be a form of manipulation.
- 11 Avoiding social pressure to behave in certain ways is difficult for a young married couple.

Questions 12 and 13

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

- 12 What point does the writer make about the 'Corner Game'?
 - A It is most commonly played in the parent–child relationship.
 - B In it, one person will be blamed whatever they do.
 - C The manipulator is normally aware of what he or she is doing.
 - D Both participants are responsible for playing the game.
- 13 Which statement best sums up the writer's opinion of the theory of psychological games?
 - A Identifying games gives useful insight into interaction between people.
 - B Relationships in which games are played are likely to end unhappily.
 - C Games are played to some extent in all relationships.
 - D It is difficult to help some people to stop playing games.

Writing

Task 2

You should spend about 40 minutes on this task.

Write about the following topic.

In the past, most people spent their whole lives in the same village or small town, where all the residents knew each other. Nowadays, many people move to a different place, where they don't know anyone.

What do you think are the advantages and disadvantages of this development?

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

Write at least 250 words.

Progress Test 4 Key

Listening

Answers (see underlined text in script)

1 C 2 H 3 A 4 G 5 D 6 F

7 leading 8 relative 9 opinion 10 personal qualities

Recording script

You will hear part of a lecture about questions in the study of philosophy.

First you have some time to look at questions 1 to 6. (pause)

Now listen carefully and answer questions 1 to 6.

Every day we ask questions, and rarely think about the ways in which they differ. But asking the wrong type of question can lead to misunderstanding in daily life, and has caused many problems in philosophy. So let me start by talking about some different types of question.

Consider the question, 'How big is your car?' I might want to know how many passengers you can take, whether you can park in the space that's available, or how much fuel it uses. So before you can answer adequately, you need to know my purpose in asking the question.

In everyday life, we ask many factual questions about the world around us, for instance, 'Why won't my computer start?' And we can answer these questions from experience. Maybe the answer is 'There's a power cut.'

It may be possible to answer factual questions in principle, but not in practice. If I ask 'What's the population of Canada at this precise moment?' it can be answered in principle – that is, there is a precise answer – but it's highly unlikely that anyone will ever know what it is, so the question can't be answered in practice.

Questions may appear to be factual, but aren't. If you and I both know that Jenny Jones is one metre 75 tall and I ask 'Is Jenny Jones tall?' I'm asking whether the word 'tall' is normally used in such a situation. In other words, this is a verbal question, not a factual one about Jenny's height.

In some cases, verbal questions have serious consequences. Imagine that Billy Smith is on trial in a court of law, and both sides agree about the facts of what happened. The dispute is about how to answer the question 'Was Billy Smith's action legal?' This isn't simply a question about the use of the word 'legal', because it gives instructions – in effect, 'legal' means 'set him free', and 'illegal' might mean 'send him to prison'.

Legality is decided according to certain criteria, but there's much less agreement over the criteria when deciding if something is 'right'. If I ask, 'Was Billy Smith's action right?' one person may say 'yes' and another 'no', and unless I know what criteria they're each using, their answers are of no value to me.

Before you hear the next part of the lecture you have some time to look at questions 7 to 10. (pause)

Now listen and answer questions 7 to 10.

I'll now mention some ways in which questions can reflect the speaker's assumptions, that is, beliefs that are taken as being true, without thinking.

The way a question is phrased can show that the question assumes something is true and expects others to agree. This is often the case with questions about someone's opinion, such as 'Don't you think that's a beautiful painting?' A leading question like this makes it clear what answer is wanted.

Sometimes efforts to answer a question are wasted because the assumptions behind a question are false. For years economists assumed that objects had a real value, and attempted to define it. But they were wrong: value is relative – it can mean how important the object is to different people, or the price the object will sell for, which will vary, depending on the time and place. Economists were asking the wrong question.

We often build into questions the false assumption that there's only one answer. 'What's the right way of doing this?' But whether it's about bringing up children or playing chess, there can be many answers, and they're likely to be simply a matter of opinion. So the value of the answer depends on what you think of the person giving the answer.

If we ask whether a country, or a company, is friendly, generous or aggressive, it isn't at all clear what's meant by the country – is it the present government, most inhabitants, or what? – or what's meant by the description. Nor is it clear how it could be measured. We're making the very questionable assumption that personal qualities can be applied to groups of people in just the same way as they can be applied to individuals.

Now I'll turn to ...

Reading

Answers

1 x 2 i 3 vi 4 ix 5 iv 6 iii 7 vii

8 NO

The 'It's Your Decision Game' is played by people who want to escape the responsibility of making a decision ... Although actually very much concerned about the outcome of the particular decision (paragraph D)

9 YES

However, even these well-intentioned games don't always have a good end. They can make it impossible for an atmosphere of trust to be created. (paragraph E) Manipulators range ... to the Protector (who is over-supportive or over-protective). (paragraph F)

10 YES

Nothing is mentioned about reasons for choosing traditional roles.

12 B

the manipulator backs the other person into a corner – places them in a situation where anything they do is wrong. (paragraph D)

13 A

Writing

Sample answer

In my country, most people live in small, closely-knit communities, where everyone knows each other. I grew up in a village like this, and until recently it was rare to move away: occasionally somebody went away to study, and then got a job in a town.

There are many advantages to living in this type of community. Most importantly, people feel a sense of belonging: everyone they see knows them, and treats them as a member of the community. They are also safe, because their neighbours look after them. For example, when I was about five, I fell and cut my knee, and started crying. Immediately, someone from the village came and took me home, because they knew where I lived.

On the other hand, being part of a community means that there is strong social pressure on you to conform. You need to be very determined if you want to do something that goes against the customs of the village.

If you move elsewhere, particularly to a big city, life is totally different. You are free to choose your friends and your way of life without opposition. The main drawback is that you don't have a support network of family, friends and neighbours, so if you have problems or feel lonely, there is nobody to depend on but yourself.

I think that people who are shy, or feel lost in a crowd, would find it too difficult to start living in a big city. Others, and I would certainly count myself among them, would love to experience life away from the village where they grew up.

(267 words)

Unit topic	Human and animal migration
17.1	
Test skills	Reading (AC): Multiple choice Matching
Vocabulary	Meaning groups
17.2	
Test skills	Speaking Part 3 Listening: Note completion
Grammar	Relative clauses
Style extra	Adverbs in academic English
Workbook contents	
1, 2	Reading
3	Vocabulary
4	Writing

17.1 SB pages 112–113

- The picture shows the mass migration of African wildebeest. Give students time to discuss possible reasons for migration and then elicit answers around the class.

Possible answer

Animals may migrate because of food shortages, severe climate change, or in order to move to a breeding area.

Background information

Every April, approximately 1.5 million wildebeest and 200,000 zebra and gazelle undertake a perilous journey of nearly 3,000 kilometres, tracked by predators such as lions and cheetahs. Their migration from the Serengeti plains to the hills of Kenya's Masai Mara is driven by the scarcity of food and water. An estimated 400,000 wildebeest calves are born on the plains between late January and March, and they too make the annual journey in search of rain-ripened grass.

- Ask students to quickly list possible explanations in pairs. The passage will outline different navigation techniques.
- Ask students to skim the passage, timing themselves and checking their ideas. The picture is of snow geese in migration.
- Suggest that students answer questions 1–9 on their own and then compare answers. Refer them to the Test spot regarding the matching task before they start. Evidence for the answers is given.

Answers

- C navigation techniques are an integral part of parenting. (lines 24–25)
- B The fact that some birds ... return to the same nest year after year ... suggests the ability to recognise key sites. (lines 31–34)
- B some birds memorise constellations (for example, Emlen's work with indigo buntings) (lines 52–53)
- G Rabol suggested that a bird is born with its migratory track imprinted as part of its DNA (lines 20–22)
- A two experiments ... where the olfactory nerve of pigeons was cut, leading to a loss of navigation skills ... Baker and Mather regarded them as flawed (lines 73–77)
- H an experiment by Schlichte and Schmidt-Koenig ... may indicate that sight is less important in birds than in humans (lines 37–40)
- D Keeton (1972) concluded that bird navigation is characterised by 'considerable redundancy of information', whereby birds appear to draw on more than one method. (lines 12–15)
- J Yodlowski et al (1977) discovered that homing pigeons were sensitive to sounds below 10 Hz ... and could employ this ... in the crucial early detection of severe thunderstorms (lines 62–66)
- F two experiments conducted by Papi ..., where the olfactory nerve of pigeons was cut, leading to a loss of navigation skills (lines 73–75)

- Encourage students to use a range of vocabulary in their writing, rather than relying on core language. For example, it is better to include a word like *essential* instead of repeating *very important*. Suggest students do the exercise together.

Answers

- integral, key, crucial
- adjustment, anomalies
- inconclusive, inconsistent, flawed

Extension activity

Ask students to do some independent dictionary/thesaurus work to build up their vocabulary in the area of research. For example, they could start from a given word family and find synonyms, as below. Encourage them to find examples of the words in use, in a dictionary or an online corpus.

Nouns meaning 'proof': confirmation, corroboration, evidence, testimony, verification

Verbs meaning 'prove': authenticate, bear out, confirm, corroborate, establish, substantiate, verify

Adjectives meaning 'proven': accepted, certified, established, reliable, verified

17.2 SB pages 114–115

- 1 The pictures show the arrival of Italian immigrants in New York (top and bottom left), an acupuncturist with a patient (top right), and a group of migrant workers harvesting and packing green peppers in California, USA (bottom right).

Check that students understand the meanings of *emigrate*, *immigration*, *immigrant*, *migrant*.

emigrate – to leave a country permanently and go and live in another one

immigration – the process of coming to live in a different country

immigrant – someone who is living permanently in a country other than their own by birth

migrant – a person who travels to find temporary work, such as seasonal fruit picking

Ask students to prepare their answers to these Part 3 questions and then elicit ideas. Summarise ideas on the board and underline any useful vocabulary.

Possible answers

- People often emigrate in search of a better life for themselves or their families, for example because of enhanced employment prospects, a better standard of living or a more favourable home environment.
- If a country already has high unemployment, immigration can cause dissatisfaction and even civil unrest, in that immigrants are taking jobs that its citizens might do.
- (Students' own answers)
- Migrants often do the jobs that others don't want to do, and also bring skills that may be in short supply, for example in the nursing profession.

- 2 Give students time to read the notes and predict the type of information needed in questions 1–9. Elicit their predictions. Play the recording and elicit answers.

Answers (see underlined text in script)

- 1 Government (policy) 2 poverty 3 Argentina
4 railroad/railway construction 5 manual labouring
6 factories 7 manufacturing 8 East-End/east-end
9 (Italian) festival

Recording script

OK, the photo I'm showing you now is of a group of factory workers in Guelph. It was taken in 1933, when migrants were still coming over from Italy to Canada in search of work. Of course this movement stopped altogether in 1939 with the onset of war.

In order to understand why Italians came to Canada, you need to understand why they left Italy. In the late 19th century, Italy was divided into three regions – the north, the south, and a central region which included the capital, Rome, and the Vatican. The recently industrialised north was much more prosperous than the

rest of the country. This state of affairs was influenced by government policy, which encouraged northern growth at the expense of the agricultural south, where work was in very short supply, with consequent extreme poverty.

This regional disparity led to animosity between Italians of the north and those in the south, and by the turn of the century many Italian men from both the north and the south were leaving to seek seasonal employment elsewhere in Europe, in South America – notably Argentina – and North America. They hoped to earn enough in a few months to enable them to return home, but this usually proved to be an impossible dream.

In the very early days, most of the migrants who came to Canada worked outdoors in the summer, doing things like railroad construction. Many of them often travelled across the whole country in one season. In the winter, when this type of work wasn't available, migrants mostly went to urban centres like Toronto, where they picked up casual work, for instance manual labouring.

The first Italians came to Guelph in the early 1900s. The city at that time was a small, quiet town and local businessmen felt frustrated by this, knowing that slow growth was limiting their own prosperity. They believed that Guelph's commercial growth had to be more actively encouraged, specifically by promoting industry and creating a large industrial working class. The city started to subsidise the development of factories, and land was made available to accommodate new enterprises. Guelph also became the new home for many established manufacturing firms, and by 1911, the population had doubled. Thousands of workers were taken on, many of whom were Italian migrants.

Until this time, male migration had predominated – the men often boarded together, and found jobs and accommodation for those who came after them. The men, who were not yet official immigrants, clung to their own culture. Eventually, many were able to send for their families, or returned to Italy to find a suitable bride, and in time, as the next generation of children was born in Canada, a new culture evolved, still based on Italian memories but combined with the more immediate Canadian experience. The Italian-Canadian ethnic group, whose men and women had very different roles, established a stable and respectable community in the East-End sector of Guelph. Today, it is still an active and thriving community, hosting an annual Italian festival in July.

Photocopiable recording script activity

(P ... page 126)

Make copies for students to check their answers to exercise 2. The script can also be used for further vocabulary work. Ask students to find verbs in the script that collocate with the nouns below.

Answers

encourage growth
seek employment
pick up casual work

subsidise factories
establish a community
host a festival

- 3 Point out that the phrases *Of course* and *Of course not* are mainly appropriate to spoken English. The Style extra section focuses on written ways of signalling something that is obvious.

Answers

- 1 Understandably 2 undoubtedly/doubtless
3 undeniably

4

Answers

- 1 goes 2 taken 3 evident

- 5 Elicit the difference in meaning between sentences a and b.

Answers

Sentence a contains a non-defining relative clause, with the clause giving additional information about the subject (the men). It tells us that all the men clung to their own culture. Sentence b contains a defining clause and here, there is a change of meaning: it suggests that only those men who were not official immigrants clung to their own culture, but tells us nothing about other men.

- 6 Ask students to look at the relevant section in the Grammar folder before doing the exercise.

Answers

- 1 Migration, which had been happening for many years, stopped with the onset of war. (non-defining)
2 Many of the migrants who came to Canada did casual work. (defining)
3 Many local businessmen, who recognised the commercial opportunities of this 'new' workforce, applied for subsidies to develop new factories. (non-defining)

- 4 The migrants, who were mostly men, often boarded together. (non-defining)
5 Migrants who arrived later were helped by those already there. (defining)
6 Those of the men who wanted to marry often returned to Italy to find a bride. (defining)
7 The new culture which evolved was based on Italian memories combined with the Canadian experience. (defining)
8 The Italian-Canadian community, which has contributed a lot to Guelph, still thrives. (non-defining)

- 7 Elicit students' ideas and then explain that the pronoun *that* can only be used in defining relative clauses.

Answers

That can be used in sentences 2, 5, 6 and 7.

- 8 Elicit the relative pronouns (*whom* and *whose*). Explain that *whom* is only used in formal English – an informal equivalent sentence would normally omit the pronoun: *Most of the people (who) I have discussed this with are in favour of it.*
9 This exercise can be set for homework if time is short.

Answers

- 1 The student, **whose** work is not very good, may give up studying.
2 I would like to propose two firms **whose** advertisements I have seen in the local newspaper.
3 She was out with a group of people, among **whom** the only one she knew was Charles.
4 correct
5 People **whose** knowledge of computers is limited are obviously in a difficult situation.
6 One thing which has always concerned me is the huge amount of money that is paid to people **who/that** have a job in sport.

Test folder 9

Classification

SB pages 116–117

Make sure students fully understand the notes and advice.

- 1 Ask students to read the notes, skim the passage, then read the three options and the questions. Make sure they understand the options, and realise that they need to write I, A or V as the answers. Ask them to complete the exercise individually, then compare their answers. Evidence for the answers is given.

Answers

- 1 A Listen as you wander round the museum (paragraph 2)
2 V The harbourmaster's house now forms part of the museum. It has been carefully restored and furnished to show what it was like to live there in the 19th century. (paragraph 1)
3 I The Bathurst Room is a specially designed, hands-on model room. Press a button, and watch an 18th-century ship struggling through a rough sea. Press another, and miners labour to find gold. (paragraph 3)
4 V The South Pier itself, where thousands of ships have docked, is recreated through photographs and some of the original documents recording new arrivals. (paragraph 1)

- 5 1 'Who and why?' is a virtual exhibition. You can read personal stories by immigrants, choosing by name or nationality. With just a click you can discover more about working and living conditions for new arrivals, or even search the records for your family. (paragraph 2)

- 2 Ask students what the picture shows (the seeds of a dandelion being blown by the wind), and what result this has (some of the seeds will grow at a distance from the parent plant).

Ask students to read the notes, skim the passage, then read the rubric, options and questions. Suggest that they answer the questions individually, then compare their answers in groups. Evidence for the answers is given.

Answers

- 1 A floats on the surface of water, and can be carried hundreds of kilometres by the current. (paragraph 4)
- 2 C Heated by the sun, the pods explode, hurling the seeds in all directions. (paragraph 2)
- 3 C The blackberry plant, for instance, produces stems which move at a speed of about five centimetres a day. When these touch the ground they put out roots (paragraph 5)
- 4 A These enable the seeds to travel long distances on the breeze. (paragraph 2)
- 5 B In some plants, such as burdock, the seeds are attached to hooks. These catch the fur of passing animals, who carry the seeds away. (paragraph 4)
- 6 A This is blown across the plant's habitat (paragraph 2)
- 7 B The fruit of the durian tree of south-east Asia is eaten by squirrels and orang-utans. If the seed is swallowed whole, it will be carried away inside the animal's stomach and subsequently ejected, allowing the seed to grow in the new location. (paragraph 3)

- 3 Ask students to read the rubric, question, three options (A–C) and questions (1–10). Make sure they understand the options. They can still answer the questions if they don't know the particular types of animals in the questions. Point out that they are unlikely to have as many as ten questions in a matching task in the Listening Module.

Answers (see underlined text in script)

1 A 2 B 3 A 4 A 5 B 6 C 7 C 8 A 9 A 10 C

Recording script

You will hear part of a lecture about animal migration.

First you have some time to look at questions 1 to 10. (pause)

Now listen carefully and answer questions 1 to 10.

Today I'm going to talk about animal migration, which is the seasonal or periodic movement of animals, including birds, fish and insects. This movement takes place in response to changes in climate or in the availability of food, or it can be to ensure reproduction.

Migration most commonly, though not always, involves movement from one area to another and then back again. This is called

'round-trip', or 'return', migration, and it may be seasonal, as in the spring and autumn migrations of many species of birds. Whooper swans, for instance, nest and breed in sub-Arctic habitats, and every autumn around 7,000 birds fly 800 km from Iceland to Britain, to spend the winter there. They reach a speed of over 90 km an hour, and in good weather conditions can reach Scotland in under 13 hours. With the arrival of spring, they return to Iceland.

In some species the migration may require a lifetime to complete. Like other species of Pacific salmon, sockeye salmon are born in freshwater streams, travel to ocean waters, and then return to the stream where they were born. Here they breed before dying. Unlike some Atlantic salmon, which may repeat the cycle several times, Pacific salmon make the round trip only once.

Migration occurs in a wide range of animals, from micro-organisms in freshwater lakes, which shift seasonally from deep to shallow water as a result of temperature changes, to whales. Grey whales make a round trip of 20,000 km each year. They have their young in the warm, shallow lagoons off the Pacific coast of Mexico. Then in the late spring they travel north along the coast of North America to the Arctic, where they feed during the summer. They return south in the autumn.

European freshwater eels are thought to breed in the Sargasso Sea, a calm area of the Atlantic Ocean north of the West Indies and east of Florida and Bermuda. The young eels are slowly carried eastwards by the Gulf Stream, and various physiological changes occur, which will enable the eels to live in freshwater rivers and lakes in Europe. After a number of years they return to the Sargasso Sea to produce the next generation, and the parent eels then die.

In addition to round-trip migration, some migrations are nomadic in nature. This is where movement is irregular, and depends on temporary local conditions. For example, ostriches, the large flightless birds that live on the plains of central and eastern Africa, move in response to varying local conditions of food and climate. In these migrations, the animals follow no regular route and don't return to any one place.

Migratory locusts of Africa and Asia exhibit one-way migration to new sites. When their populations peak and food becomes scarce, enormous masses of locusts move to new areas, almost blackening the sky as they pass overhead.

Migration based on the availability of food is often dictated by seasonal climate change. As the cold settles in, North American red-tailed hawks, for instance, can no longer find the small rodents and birds that they normally eat. This scarcity prompts the birds to fly south to warmer areas, like Mexico, to find a more abundant food source, and they follow this pattern each year.

Plant-eating mammals, such as antelopes, typically graze in herds, which can quickly eat all the grass in an area. In the summer, the grass regrows quickly, but in winter, it doesn't, forcing these herds to travel to find fresh food supplies. When spring brings new growth, the herds move back to the areas where they found food the previous summer.

Great grey owls are birds whose migration is very variable, perhaps occurring one year, and then not again for several years. The number of individuals taking part also fluctuates enormously.

Unit topic	Literature and translation
18.1	
Test skills	Speaking Part 3 Reading (AC): Yes / No / Not given
Style extra	Expressing disapproval
18.2	
Test skills	Listening: Multiple choice
Vocabulary	Idiom and metaphor
Grammar	Verbs followed by <i>wh</i> - clauses
Workbook contents	
1, 2, 3, 4	Vocabulary
5, 6, 7	Grammar

18.1 SB pages 118–119

- 1 Give students time to discuss the quotations and then elicit their ideas.

Suggested answers

- A Physical exercise keeps you fit, while reading keeps you mentally alert.
B Books are more important to me than food or clothes.
C Modern writing is of questionable quality.

Background information

Sir Richard Steele (1672–1729) was an Irish essayist, dramatist, journalist and politician, whose real name was Isaac Bickerstaff.

Desiderius Erasmus (probably 1465–1536) was a Dutch humanist who lived in various European cities including Paris, Basel, Louvain and Cambridge (where he was Professor of Divinity and Greek). His *Colloquia*, originally written in Latin, paved the way for the ideas of Martin Luther and the Reformation.

Richard Brautigan (1935–1984) was an American novelist, short-story writer and poet, whose most famous book, *Trout Fishing in America*, was written in 1967.

- 2 Elicit students' views as appropriate.
3 Ask students to discuss the questions in pairs.

4

Background information

The reading passage is adapted from *Literary Theory: An Introduction* by Terry Eagleton, which was published in 1983 and remains an essential reference book at university level.

Give students exactly three minutes to read the passage quickly and suggest they put up their hands to show you when they have finished. Elicit views on how far the writer is able to answer his own question.

Answers

Throughout the text the writer raises possible answers to the title question, only to dismiss each of them.

- 5 Ask students to answer the questions on their own and compare answers in pairs. Evidence for the answers is given.

Answers

- 1 YES French seventeenth-century literature includes ... *Madame de Sévigné's letters to her daughter* (lines 10–12)
2 NO ... *even news reports were neither clearly factual nor clearly fictional* (lines 18–19)
3 YES *Perhaps literature is definable not according to whether it is fictional or 'imaginative', but because it uses language in peculiar ways.* (lines 29–31)
4 NOT GIVEN The passage only talks about the Formalists being *effectively silenced by Stalinism* (lines 42–43), with no opinion expressed.
5 YES *Even the most mundane text of the fifteenth century may sound 'poetic' to us today because of its archaism.* (lines 57–59)
6 NO The unquestioned '*great tradition*' of the '*national literature*' has to be recognized as a construct, fashioned by particular people for particular reasons at a certain time. (lines 67–70)
7 NOT GIVEN In the final paragraph, the writer is considering how the interpretation of literary works inevitably changes over time, as the reader's ideas are shaped by current context.

- 6 Point out that in academic writing, disapproval must be shown tactfully and politely. Suggest students do the exercise together.

Answers

1 untenable 2 unworkable 3 invalid

7

Answers

1 uncreative 2 illogical 3 irrational
4 disorganised/unorganised 5 insufficient

Extension activity

Ask students to write three sentences on things they disapprove of, using some of the language from exercises 6 and 7.

18.2 SB pages 114–115

- Ask students to discuss the questions in pairs and then elicit their ideas. Explain that these issues will come up in the recording.
- Allow students time to read the questions before playing the recording.

Answers (see underlined text in script)

1 B 2 A 3 B 4 C

Recording script

Tutor: Right, sit down both of you. Now, Anna, you've prepared some questions for us to discuss today, haven't you?

Anna: Yes, I've been considering how literary translations should be approached.

Tutor: Ah, yes, a very interesting area. Gary, could I just check whether this fits in with your current research?

Gary: Yeah, definitely. Funnily enough I've been reading the French writer Emile Zola in translation recently.

Tutor: Good.

Anna: Right, well my first question relates to the translator: should a novel's translator have the original or the target language as their mother tongue?

Tutor: And that's a good place to start. So what's your view, Anna?

Anna: I should start by saying the obvious: that every translator needs to have a very good knowledge of the foreign language they're translating to or from. It's not enough to rely on even the largest of dictionaries, because they don't always help with literary nuance. For me, it's preferable for the translator to be a native speaker of the end translation's language because then I think that work will read more naturally in its own right.

Gary: I take your point, Anna, but isn't there then a risk of the translator missing – or misunderstanding – something crucial in the source text?

Anna: I think that's always a danger with translations, whatever the nationality of the translator.

Tutor: There are good and bad translations, after all.

Anna: Exactly. Er, another question I wanted to raise is this. Do novelists make better translators of fiction than other people?

Tutor: That's another great question! Can you clarify why you're interested in this? Have you read any novels translated by other writers?

Anna: Yes, I was thinking of one particular series published in Italy actually, which includes Calvino's translation of the French writer Queneau. The Argentinian writer Borges is translated in the same series.

Tutor: OK, so based on this reading, how would you answer your question?

Anna: On the evidence of those titles, I'd say yes, writers have a real edge on other translators. In the one done by Calvino, for example, there seemed to be much more attention to the original writer's style, plus a genuine attempt to recreate it in the new language. That's important, surely, but many translators seem to have a rather different agenda, in that they are trying above all to represent the content faithfully.

Tutor: Gary, do you have anything to add here? Or another question to air, perhaps?

Gary: Well, to the best of my knowledge, I've never read a translation prepared by another author, so I can't really comment, although it does seem logical for one writer to be able to translate the work of another more ... sympathetically. Moving on, ... in relation to the 19th-century writing of Zola, where lots of translations of the same titles exist, I know there is a lot of debate in terms of how the speech of that time has been rendered in translation. Many of Zola's books featured Parisian slang of the period in a radical new way, and it appears that that is difficult to capture.

Anna: Impossible! I know that an English translation of one of his books resorted to London Cockney slang, which caused quite a storm on publication, but that has a totally false ring coming from the mouths of French characters, and it also seems rather dated nowadays.

Gary: But that's going to be a problem with any translation, isn't it? I mean language changes all the time, so should you translate a 1950s novel into the language of today, or is that a crime in itself because it takes the work out of its historical context?

Anna: Literary translation is one big can of worms! I can say to you now that I have no intention of becoming a translator myself, ever! However – and this is my final question – isn't a compromise text better than having no text in translation at all? We can't learn every single language, so we will always need translations, or be restricted to the literature written in our own language, which seems a very narrow way of approaching the subject to me.

Tutor: Well done, both of you. Now, can you write up some of your ideas on this for me by next Wednesday? I'd like to ...

- Ask students to match the phrases to their meanings in pairs. Elicit answers.

Answers

1 c 2 e 3 a 4 b 5 d

- Explain that idioms and metaphors are often modified for emphasis by the addition of 'extra' words, as in the following example, which was said by the British Home

Secretary, Charles Clarke, after the London bombings in July 2005: *We are looking for a small number of very evil needles in a very large haystack.*

Play the extracts and elicit the extra words used.

Answers

1 real 2 rather 3 quite 4 totally 5 one big

Recording script

Anna: Writers have a real edge on other translators.

Anna: Many translators seem to have a rather different agenda.

Anna: I know that an English translation of one of his books resorted to London Cockney slang, which caused quite a storm on publication, ...

Anna: ... but that has a totally false ring coming from the mouths of French characters.

Anna: Literary translation is one big can of worms!

5 Ask students to do the exercise on their own and then elicit answers.

Answers

1 c 2 a 3 b 4 c

6 Elicit students' ideas and explain the use of *whether*.

Answer

Whether has a similar meaning to *if* and its use indicates that there are different answers or outcomes involved. The words *or not* sometimes follow later in the *wh*- clause, and this meaning is generally understood even if it is not stated. (*Let me know whether you're coming.* = if you're coming or not)

7 Refer students to the Grammar folder on page 143. Ask them to do the exercise.

Answers

1 how 2 why 3 whether 4 why 5 whether 6 how
7 why 8 whether

8 This exercise and exercise 9 can be set for homework if necessary.

Answers

1 asked 2 decide 3 suggests 4 observe
5 establish; define 6 assess 7 demonstrates
8 doubted

9 Explain that more than one answer may be possible.

Possible answers

- 2 e Looking at the airline's questionnaires, please **weigh up whether** ticket price or choice of destination is more important to its customers.
- 3 b From these historical trends, you can **work out when** the next ice age is likely to occur.
- 4 a Using the meeting transcripts, I'd like you to **find out who** was responsible for healthcare at the time.
- 5 c To extend your essay, you could **enlarge on how** this policy affected the population as a whole.

Writing folder 9

SB pages 122–123

Task 2 Expressing disagreement

- 1 Explain that in academic writing it is important to disagree cautiously and politely. Ask students to read the task and tick possible reasons for disagreeing. Elicit answers and then elicit students' own ideas about the statement.
- 2 Ask students to read the sample answer, which includes all the ideas in exercise 1 apart from: Children usually learn better from visual input.
- 3 Explain that in the sample answer, disagreement is not expressed politely! Point out that using qualifiers is one way of sounding more cautious and polite.

Answers

1 somewhat 2 seriously 3 rather 4 little

Possible replacement answers

is totally untrue	> seems rather dubious
is completely wrong	> is somewhat questionable
is crazy	> makes little sense
is absolute rubbish	> appears seriously flawed

4 Ask students to work on improvements to the green highlighted text in pairs.

Possible answers

- 1 A number of reasons will be given in this essay.
- 2 It cannot be denied that children enjoy television ...
- 3 ... from which a great deal can be assimilated ...
- 4 ... the subject is brought to life.
- 5 Young people can be informed by soap operas, as well.

- 6 It is illogical to claim ...
- 7 Moreover, it depends what is meant by 'less well educated'.
- 8 ... books are irrelevant ...

- 5 Remind students that they should vary the language they use, rather than repeat the same word.

Answers

excellent facilities
learning experience
important facts
survival issues

- 6 Point out that it is better to avoid using language from the task wherever possible.

Suggested answers

replace the book as a learning tool

- > be used as an alternative educational medium to the book

children are less well educated today

- > nowadays, children have less knowledge than previously

- 7 Ask students to write a conclusion on their own and compare what they have written in pairs or small groups.

Possible answer

This essay has raised many different aspects, which all serve to suggest that the statement is untenable as it stands. Much as the ongoing importance of the book in education should be recognised, visual media such as television are playing a crucial role in the education of our children today.

(50 words)

- 8 Ask students to write their answer for homework.

Sample answer

The statement is somewhat questionable, as it seems to imply that the role of television in education is exactly the same as that of the book, which is clearly not the case. Moreover, children are undoubtedly better educated today than they were in the past, and this is largely thanks to the availability of multi-media learning resources such as television and the Internet.

Research has shown that many children learn better from visual input, such as that provided by television. There are many educational programmes on television and even 'entertainment' can provide some form of educational stimulus.

Furthermore, it cannot be denied that children today are happy to watch television but may need encouragement to read a book. Therefore, they should be offered programmes with educational value, from which they can learn more about the world around them. Many documentaries include interesting footage of events that a child living in a city might never see – take the migration of the African wildebeest, for example. In this way, television can add a great deal to a child's experience and knowledge of the world.

Naturally, there will always be a place for the printed book, which is a relatively inexpensive medium of learning material. That said, many books are not readily available, although the Internet now provides many books online that were once out of print. In the final analysis, educational institutions should take advantage of all appropriate resources, including television, in order to stimulate a child's imagination and thirst for learning.

(250 words)

19

Earning a living

Recording script

Questions 1-7

As a way of earning a living, running your own business has two distinctive features. The first is that you don't go through the usual selection procedure; you're not competing against other applicants, or facing psychological tests or cunning interview questions to test your suitability for the job. You're the sole judge of your fitness to start and run your own business. This puts a very heavy responsibility on your self-knowledge, because not everyone is suited to this type of work. You can also learn about yourself from the opinion of colleagues, friends or family, but this carries the risk of emotional problems. They may feel under pressure to give a favourable opinion for fear of offending you. Unless you can expect an objective view, it's better not to ask them at all.

The second unusual characteristic of setting up on your own is that you decide what type of business it is and who you'll be selling to. If your business is well run, it stands a good chance of succeeding. In practice, however, you can make success more likely by selecting your product and market carefully. Although you may be able to create a demand for what you have to sell, it's much easier if that demand already exists.

While many people dream of setting up their own business, not so many actually do so. Some, of course, are entrepreneurs from the start, starting a business without ever working for another organisation. Others, who have been employed, are sometimes pushed into making the change by external circumstances, such as being sacked or made redundant. They may have been thinking about becoming self-employed for years, but been too comfortable to do anything about it. It also often happens that someone is confident of being appointed to a more senior position within their organisation, and another person is chosen instead. This can have a very demoralising effect, and even destroy the satisfaction the person gained from their work. A third reason is when someone begins to feel that they've got nothing to show for the years they've been working. This may be triggered by reaching a particular age, such as 40, or by seeing friends or colleagues as being more successful.

Questions 8-14

When you're considering whether or not to start your own business, you need to make a realistic assessment of what it involves, particularly while you're getting established. Your business life is unlikely to be easy.

At the outset, and perhaps for some time, you may find you can't draw as much income from your business as you'd like. It can be very helpful if your husband or wife is earning so that they can provide the funds you need to live on.

While you might think you can choose when to work, in practice you'll probably find you have far longer working hours than you'd like. This is almost unavoidable. If your business isn't going well, you'll have problems to overcome; and even if it's successful, you may want to make as much money as possible in case things start going wrong!

Unit topic

Work

19.1

Test skills

Speaking Part 3

Listening: Sentence completion

Multiple choice with multiple answers

Table completion

Vocabulary

Running a business

Pronunciation

Sounding interesting

19.2

Test skills

Reading (AC):

Multiple choice with multiple answers

Classification

Summary completion

Speaking Part 2

Grammar

Noun phrases

Workbook contents

1, 2

Reading

3, 4

Vocabulary

19.1 SB pages 124-125

- The pictures show workers assembling bikes, and two operators at a call centre. Elicit a quick comparison of the two jobs (for example, factory/workshop setting and telecom/computer setting; manual work and service industry). Then ask students to discuss the questions with a partner, using some of the Useful language. Elicit opinions around the class.

Note: there is a considerable amount of listening input in this lesson (the full Listening task in exercise 2 is followed by Pronunciation work and a model Speaking recording in exercise 6). If time is short, you may wish to split this material over two classes.

- The recording is split into two parts: questions 1-7 and questions 8-14. Give students time to read the questions before they listen to each part, to simulate test conditions.

Answers (see underlined text in script)

1 selection 2 self-knowledge 3 objective 4 product; market 5, 6, 7 B, E, F (in any order)

8 income 9 funds 10 (working) hours 11 stress 12 skills 13 calculated 14 mistakes

Running your own business can lead to a great deal of stress, particularly if you allow the business to overwhelm you. Talk to your family about your work, and ask for their support, so that you're not facing the problems alone.

You'll need to be a salesperson, technical expert, accountant and administrator, all in one. Be honest about your skills. If you can identify your weaknesses, consider being trained or try to afford expert assistance.

Failure is very likely if you take a major gamble; but if you only want to pursue low-risk ventures you may be short of ideas to follow up. The best chance of success comes from calculated risks which allow you to make a sound estimate of the likely outcome.

Founding and controlling a successful business can yield a tremendous sense of achievement, but there may be failures. If there are, you must be able to accept failure without finding the effect devastating, and improve your future performance by drawing all the lessons possible from your mistakes – if indeed you've made any.

You're probably wondering whether it's such a good idea to start your own business, but now I'll go on to some of the rewards.

- 3 This exercise can be set for homework if time is short. If so, omit exercise 4 or ask students to write a paragraph in answer to the question.

Answers

- 1 catering 2 qualifications 3 property
4 refurbishment 5 staff 6 applicants 7 suppliers
8 customers 9 profit 10 chain

- 4 Ask students to discuss this in pairs, then elicit opinions from the class.
- 5 Explain the benefits of sounding interesting (this was introduced in Unit 15). Give students time to read the options and then play the recording.

Possible answers

- 1 Version b is better; for example, the pitch is more varied, the words linked more smoothly and the stressed syllables are more regular.
- 2 Version a is better; for example, the words are linked more smoothly and the stressed syllables are more regular.
- 3 Version a is better; for example, the pitch is more varied and 'another' is at a high pitch level to signal the new topic.
- 4 Version b is better; for example, the words are linked more smoothly and the stressed syllables are more regular.

- 6 Explain that students are now going to hear a model Part 2 topic. Play the recording and then elicit students' reactions as to how the woman sounded interesting.

Recording script

When I was 14, I got a job delivering newspapers to people's homes. I had to arrive at the paper shop at six o'clock every morning, take the newspapers for my round, and cycle off and deliver them. And I

needed to be at school before nine.

I'd applied for the job because I wanted to earn some money. I hadn't thought much about what was involved, but I was sure there'd be nothing to it.

But I was wrong! In most homes, the newspaper had to be pushed through the letterbox in the front door. And it was sometimes a struggle to find the right front door. A lot of them weren't numbered, some letterboxes were at ground level, or not in the door at all, and several were so small it took ages to get the newspapers through. And there was another problem: dogs jumping up at the letterbox and trying to bite my fingers!

I just about managed to get to school on time, but I was so exhausted that I almost fell asleep during a maths lesson. I decided not to go back the next morning, but then I thought of the money I could earn, so I changed my mind. Luckily it was much easier from then on.

- 7 Suggest students talk for at least one minute each.

19.2 SB pages 126–127

- 1 The pictures show a cleaner in an office block and a surgeon and other medical staff carrying out an operation. Ask students to think about how they could compare the jobs.

Ask students to look at the attitudes A–F. Elicit reactions to each one, to check understanding.

- 2 Suggest that students do the task as a timed test activity. Tell them every five minutes how long they have had. They shouldn't take more than 25 minutes. Evidence for the answers is given.

Answers

1–3 B, C, E in any order

- B *John Calvin introduced a significant new attitude towards work. He taught that people's daily life and deeds, and success in worldly endeavours, reflected their moral worth. (lines 28–31)*
- C *the idea of work as a religious obligation was replaced by the concept of public usefulness. Economists warned of the poverty and decay that would befall the country if people failed to work hard, and moralists stressed the social duty of each person to be productive. (lines 44–48)*
- E *pay and 'getting ahead' were the primary incentives management used to encourage productivity during the industrial age. (lines 64–66)*
- 4 C *Selection of an occupation ... was considered a religious duty (lines 34–36)*
- 5 A *the majority of men laboured so that the minority could engage in pure exercises of the mind – art, philosophy and politics. (lines 8–10)*
- 6 C *pursuing it to achieve the greatest profit possible was considered a religious duty ... The key elements of these new beliefs about work – usually called the 'Protestant work ethic' – were hard work ... and the great importance of work. (lines 37–41)*

- 7 B *Wealth was recognized as an opportunity to share with those who might be less fortunate* (lines 16–17)
 8 A *'Those who need to work must be willing to accept an inferior status.'* (lines 10–11)
 9 B *It was the duty of a worker to remain in his class, passing on his family work from father to son.* (lines 19–21)
 10 C *Men ... were to reinvest the profits of their labour into financing further ventures.* (lines 32–34)
 11 rewarding (line 51) 12 quality (line 52)
 13 autonomy (line 53) 14 motivation (line 54)
 15 control (line 57) 16 incentives (line 64)

Extension activity

Suggest students write their own true/false sentences based on the passage and try them out on each other.

- 3 Write this example of a noun phrase on the board: *the satisfaction of material needs*. Ask students to find other noun phrases meaning the same as 1–6.

Answers

- 1 the satisfaction of material needs (line 3)
- 2 the absence of compulsion (lines 4–5)
- 3 a new perspective on work (line 24)
- 4 public usefulness (line 45)
- 5 opportunity for personal growth (line 56)
- 6 a decline in belief (line 62)

- 4 Suggest students work through the exercise on their own and then compare answers.

Answers

- 1 dramatic expansion
- 2 rapid spread of industrialisation
- 3 availability of goods
- 4 involvement in decision making
- 5 growing awareness; individual needs

- 5 Suggest students spend one minute making notes and then speak for up to two minutes each. Walk round monitoring them, but don't interrupt.

Test folder 10

Summary completion

SB pages 128–129

Make sure the students fully understand the notes and advice.

- 1 Elicit the situation in the photograph (the woman is interviewing the man for a job). Ask students to read the notes, rubric and summary, and to think about what word classes and meanings might fit each space. Draw attention to the maximum number of words they should write for each answer. Ask them to complete the summary as they listen.

Answers (see underlined text in script)

- 1 self-starter 2 training 3 focus 4 pressure
 5 challenge 6 respect 7 research 8 skills
 9 communication

Recording script

You will hear a careers adviser talking to a group of students about applying for jobs.

First you have some time to look at questions 1 to 9. (pause)

Now listen carefully and answer questions 1 to 9.

Now I know that many of you are applying for jobs at the moment, so here's some advice on maximising your chances of success. If you've been invited to a job interview – particularly if it's your first

– you're probably delighted that you've got that far. But you may be wondering how recruiters make their choice. They want to appoint the best person for the job, but how do they decide? Sometimes it's difficult to know exactly what they're looking for in an ideal candidate, so let me tell you what generally impresses interviewers.

One important area is personal initiative. This covers a range of skills, competencies and qualities, and includes things like being a self-starter – that is, not waiting to be told everything, but making an effort to find out for yourself, asking questions, doing tasks that need to be done and which are within your capabilities.

Initiative also involves showing a potential employer that you've identified your professional goals and have worked out how to achieve them: both the training and the hands-on experience that you want within the organisation. Most recruiters will be uneasy if you've applied for jobs as varied as an accountant, a teacher and a sales executive: they'll suspect that you lack the necessary focus, and they won't expect you to be interested enough in the work, or determined enough to succeed.

Recruiters generally want someone who won't give up. In most jobs these days people are working under pressure, and you need to be able to handle it. As the saying goes, 'If you can't stand the heat, get out of the kitchen.' Recruiters are normally interested in someone who's enthusiastic about getting involved, so you should show that you welcome a challenge. They also look for confident individuals who are adaptable and flexible.

The ability to project the right image is a must-have skill for most employers. This means always behaving in a professional way, and

having respect for people, whether these are colleagues, customers or suppliers. And this needs to be maintained even in difficult situations. And always make sure you promote a positive image both of yourself and of the organisation.

If applicants haven't bothered to find out before the interview about the organisation they're applying to, it suggests that they aren't really interested in working there, so it pays to do some research. Then, in the interview itself, you can ask questions that both impress the recruiters and give you the information you need.

Job applicants very often undersell what they're capable of doing, and this may be because they've failed to review their experience so far. It's a worthwhile exercise to compile a list of your skills and how you developed them. Then, when you get to an interview, you'll have plenty of examples to refer to.

You may be the perfect candidate, but you need to let others know about it. It's really important that one of your strengths is communication. You need to be able to put your point across in a discussion, take on board what other people are saying and respond appropriately. Being at ease and able to chat with others on an everyday level is a valuable aspect of this, too.

I hope this is making you think about how to prepare for an interview and also how to behave ...

- 2 Ask students to read the notes and skim the passage, then read questions 1–6 and complete the summary in pairs. This will take them to the end of the second paragraph (*reputation*).

For questions 7–14, the title of the summary gives a clue to which part of the passage the answers will be found in – beginning *Public relations* and referring to 'their perception of what an organisation seems to be like'. Point out that the words in the box do not necessarily appear in the passage. Ask students to read the rest of the passage, beginning at *Public relations*, and complete questions 7–14 individually. Then ask them to compare their answers in groups.

Answers

- 1 coverage 2 conferences 3 offence 4 well-being
5 new factory 6 reputation

- | | |
|-----------------|--|
| 7 impressions | <i>everyone reads, watches or listens to the media. That forms the basis for their perception of what an organisation seems to be like. (paragraph 3)</i> |
| 8 distortion | <i>Clearly PR needs the media, but it is wary of it, mainly because of the fear that messages will be twisted. (paragraph 3)</i> |
| 9 consistency | <i>One of the reasons for the efforts companies make to improve internal relations is to avoid a contradiction (paragraph 4)</i> |
| 10 staff | <i>between its public relations stance and what its employees say about it. (paragraph 4)</i> |
| 11 aims | <i>All organisations, whether commercial or not, have competing objectives. (paragraph 5)</i> |
| 12 objectivity | <i>It is this partiality which lowers public relations practitioners in the esteem of journalists, business leaders and, to a lesser extent, the general public. (paragraph 6)</i> |
| 13 invisibility | <i>As a strategic force it is often unseen. (paragraph 8)</i> |
| 14 shallowness | <i>Accusations of superficiality also arise (paragraph 8)</i> |

Unit topic	The study of history
20.1	
Test skills	Speaking Part 3 Reading (AC): Global multiple choice Multiple choice
Vocabulary	Deducing meanings of words from context Word building
20.2	
Test skills	Listening: Sentence completion Note completion
Grammar	Speaking Part 2 Modal perfects
Pronunciation	The 'long' pronunciation of vowels
Workbook contents	
1, 2, 3, 4	Reading
5	Grammar
6	Vocabulary

20.1 SB pages 130–131

- The picture shows ruins at the ancient city of Ephesus, in Turkey. Ask students to discuss the questions in small groups. Then elicit opinions.

Extension activity

Remind students of suitable linkers to use when responding to Part 3 questions. Put the following phrases on the board and elicit others with a similar meaning from students. Possible answers are given in brackets.

To a certain extent ... (To a certain degree, Up to a point)
That is to say ... (In other words, To put it another way)
On the other hand ... (Conversely, Then again)
In short ... (In a nutshell, In brief)

Refer students back to Writing folder 5, page 71, for other suitable phrases.

- Ask students to skim the passage, timing themselves. Elicit the answer to the global question.

Answer
D

- Ask students to work through the multiple-choice questions, underlining the relevant parts of the passage. Suggest they compare answers when they have finished. Evidence for the answers is given.

Answers

- B *complete asepsis ... is also impossible, but one does not, for that reason, perform surgery in a sewer. There is no need to write or teach history in an intellectual sewer either.* (lines 10–14)
- A *And the consequences of those facts cannot be averted by either ignorance or misrepresentation* (lines 19–20)
- C *In bygone times, it was considered sufficient if a country, a society, or a community concerned itself with its own history. In these days, when almost every action or policy has a global dimension, we know better.* (lines 23–26)
- A *Not a few of our troubles at the present time spring from a failure to recognise or even see these differences* (lines 38–39)
- C *Even within each country, modernisation is destroying the barriers that previously divided us into neatly segregated communities, each living its own life in its own way, suffering minimal contacts with the outsider.* (lines 48–51)
- A *But even real differences and real problems are made worse by ignorance, and a host of difficulties may reasonably be blamed on ignorance alone.* (lines 58–61)

- Ask students to decide on answers to questions 1–6 in pairs.

Answers

1 a 2 b 3 a 4 b 5 b 6 a

- Suggest students work in pairs. Then elicit answers around the class.

Answers

1 unbiased 2 analogous 3 consequently 4 perceive
5 succession 6 recognition

- Elicit students' opinions to round off the lesson.

Extension activity

Ask students to complete the word families of the words in brackets in exercise 5 in their vocabulary notebook for homework.

Answers

- 0 *false* – falsely, falsehood, falsify
- 1 *bias* – biased/unbiased
- 2 *analogy* – analogous
- 3 *consequence* – consequential/inconsequential, consequent, consequently
- 4 *perception* – perceptive, perceptible/imperceptible, perceptively, perceptibly/imperceptibly, perceive
- 5 *successor* – succession, succeed, successive, successively
- 6 *recognise* – recognition, recognised, recognisable/unrecognisable, recognisably/unrecognisably

20.2 SB pages 132–133

- 1 The pictures show modern backpackers and some 19th-century women at the seaside. Elicit comments around the class.
- 2 Give students time to look at each set of questions and predict possible answers before you play the relevant part of the recording.

Answers (see underlined text in script)

- 1 health 2 winter 3 (the) railways 4 entertainment
- 5 (social) classes 6 accommodation 7 doctors
- 8 paid holidays 9 industrial 10 jet 11 package
- 12 suntan 13 low-cost airlines 14 gap year

Recording script

Questions 1–7

Today in our survey of the social history of Britain we're going to be looking at the seaside holiday, and I'll start with a brief overview. Nowhere in the country is more than about 150 km from the sea, but for centuries the sea was the preserve of shipping. It wasn't associated with leisure, even for those people who could afford to travel for pleasure.

Britain's annual seaside ritual began in the 18th century with the new aristocratic fashion for sea bathing. Hardly anyone could swim in those days, and the main attraction of the seaside was the benefits of seawater and sea air for the health. Submersion in the ice-cold waves, followed by a glass of seawater mixed with milk or honey, was thought to cure all illnesses, so the aristocracy came in the winter. This fashion was soon followed by other people with money.

In the mid 19th century, seaside resorts expanded rapidly as railways were constructed connecting industrial towns with the coast. Far more people were now able to travel to the seaside, and sleepy coastal villages were transformed into booming seaside towns. They were no longer primarily regarded as health resorts, but as entertainment centres, and people generally went there in the summer.

The holidaymakers were mostly middle class, as they were the only people who could afford the expensive train fares and seaside accommodation. But by the end of the 19th century, working-class families were also flocking to the coast from the industrial towns and cities. 19th-century seaside resorts attracted distinct social classes and their reputation as either upmarket or downmarket became part of the national folklore, continuing into the 20th century and even to some extent today. Resorts that catered for the mass market laid on popular entertainments and provided inexpensive accommodation to entice people to stay longer, as many working-class families could only afford day trips to the seaside.

In the 1920s and 30s seaside holidays boomed as never before, as doctors began to stress the importance of fresh air, exercise and sunlight. This was because the poor state of the nation's health had become a major concern.

Questions 8–14

From the late 19th century onwards, more and more workers had time off work with pay, but the trend was given new impetus in 1948, when Parliament passed an Act guaranteeing paid holidays. Soon, two-thirds of manual workers were having a fortnight off each year, and the majority of working-class families had enough money to stay away for a week or two. Most chose to go to the same resort that they had previously visited on their day trips: usually the closest to where they lived. In fact, many returned year after year to the same accommodation. Group holidays, involving extended families, streets or even whole towns, were still the norm. Entire communities went on holiday together, especially when the major employers in northern industrial towns closed down for a week or two in the summer.

The success story of British seaside resorts ended in the 1960s. One factor was the new jet aircraft, which brought travel to Spain or the Greek islands within reach of far more people. Then, too, the ever-expanding international tourist industry organised flights and accommodation covered by a single, fairly low payment: this was the birth of the package holiday. Sunshine replaced the sea as the main holiday attraction, and an annual foreign holiday, with a suntan to prove it, was now taken for granted as part of modern life.

With the even greater affluence of the last few years, it's no longer unusual to take two or more holidays a year: maybe a long-haul flight to Thailand, Australia or the USA, plus a winter skiing holiday in Bulgaria, Andorra or Canada. And in between, there may well be weekend breaks abroad, as the growth of low-cost airlines has meant that a flight to Spain or Italy can be cheaper than a much shorter train journey within Britain.

Another change is that, instead of the large groups of the past, the trend is for families to holiday by themselves. Many older teenage children and young people go on independent holidays with friends rather than their relations. And another trend is for school-leavers not to go straight on to higher education, but to take what's called a 'gap year' first, spending time in Australia, perhaps, or travelling round the world.

It's all a far cry from the seaside holidays in Britain of the past. Now, let's go on to ...

Photocopiable recording script activity
(P ... page 127)

Hand out copies of the recording script and ask students to do the following activities in pairs.

Questions 1-7

- Finish sentences a-e with a paraphrase of the relevant information from each paragraph.
 - Despite the proximity of ...
 - In the 18th century, some people believed that ...
 - It was largely because of the development of ...
 - Some individual resorts continue to be viewed as ...
 - The popularity of seaside holidays reached ...
- Underline all the adverbs in the third paragraph and suggest an adverb of similar meaning to replace each one.

Possible answers

- Despite the proximity of the sea, it was not seen as a leisure destination for a long time.
 - In the 18th century, some people believed that seawater could deal with all maladies.
 - It was largely because of the development of the railways that seaside resorts developed as they did.
 - Some individual resorts continue to be viewed as attracting only a certain class.
 - The popularity of seaside holidays reached a peak in the 1920s and 1930s, for health reasons.
- rapidly (quickly) primarily (especially) generally (usually)

Questions 8-14

Find words and phrases that mean the same as a-h. They occur in order and the paragraph number is given in brackets.

- | | |
|-------------------------|-----------------------|
| a momentum (1) | e wealth (3) |
| b rule or benchmark (1) | f expansion (3) |
| c beginning (2) | g rule or pattern (4) |
| d seen as normal (2) | h very different (5) |

Answers

- a impetus b norm c birth d taken for granted
e affluence f growth g trend h a far cry

- Elicit answers to the two meanings.

Answers

could swim = were able to swim (an ability in the past; *could* is the past tense of *can*)
could have been put = the speaker now thinks it is possible that this happened in the past

- Refer students to the Grammar folder on page 143 before doing the exercise. Remind them that modal perfects are frequently used in academic English.

Answers

- ... they **must have wanted** to stay in crowds.
- The residents of quiet fishing villages **can't/couldn't have been happy** ...

- ... **should have made** more effort to compete with foreign resorts.
- British resorts **may/might not have realised** how cheap ...
- People in the 19th century **shouldn't have believed** that ...
- The popularity of holidays abroad **may/might/could have been encouraged** by ...

- This exercise could be set for homework if time is short.

Answers

- The glass was broken, and I think that **may have been caused** by a cat!
- He **can't have thought** enough about the consequences of his actions.
- If I'd been there, you **wouldn't have had** such a bad time.
- The accident was very sad, but it **could have been prevented**.
- You **must have pressed** the wrong button, because the lift went up instead of down.
- It's your own fault you feel sick - you **shouldn't have eaten** so much.
- He said it took him two hours to walk here but it's only three kilometres, so it **can't/couldn't have taken** so long.

- Point out that the long pronunciation of vowels is the same as the name of the letter (a, e, i, o, u). Ask students to complete the rules in pairs. Elicit answers.

Answers

- 1 e 2 -ing, -y 3 consonant + suffix/ending

- Ask students to decide on the odd one out. Then play the recording for students to check their answers.

Answers

All the vowels are long except:

Pattern 1: *since* (the vowel is followed by two consonants)

Pattern 2: *written* (the ending -en is not included in the list)

Pattern 3: *fashion* (the vowel is followed by two consonants)

- Ask students to work in pairs for this final Part 2 practice. Give them time to prepare their talk (if necessary, hold the talks over to the next lesson). Have a class vote to decide on the most effective talk.
- Ask students, in pairs, to try to answer the quiz from memory. If they can't remember an answer, they should try and find the relevant unit and look for the answer.

Answers (the relevant section of the book is given)

- a supercontinent (11.2)
- dinosaurs (13.1)
- the ocarina (Revision Units 5-8)
- China (8.2)
- the stars (Test folder 7)
- factories (14.2)
- soap (3.1)
- the garden city (Test folder 5)
- the baby boom (14.1)
- sandwiches (for lunch) (5.1)

Writing folder 10

SB pages 134–135

The Academic Writing Module

If possible, go through questions 1–6 in class. The tasks can be set for homework.

Task 1

Answers

- The charts below show what the history and engineering graduates of a particular university were doing six months after graduating. The figures cover a two-year period. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.
- The main comparison is by subject, i.e. the similarities and differences between history and engineering graduates.
- Sentences a, d and e are correct. There is no indication of the numbers of graduates, so the bar charts do not show b, c or f. They may or may not be true.
- All four statements are true, but b and d contain the most important information because they deal with the largest categories.
- Because the charts compare students by subject, c would be the most efficient way of making the comparison.
- Suggested notes:
Introduction
Topic: destinations of university's history and engineering students six months after graduating
Summary: majority in both groups employed
Comparison
Employment: higher proportion of engineering graduates than historians
Further study: higher proportion of historians than engineers
Time out: higher proportion of historians than of engineers
Seeking work: smallest category for historians; engineers more likely to seek work than take time out

7

Sample answer

These two charts, covering a two-year period, show the destinations of a university's history and engineering graduates, six months after graduating. In both groups, the majority were employed, and the changes from year 1 to year 2 in all categories were broadly similar.

One significant difference was that engineers were more likely than historians to be working. From 63% in year 1, the figure for historians rose modestly to 67%, while the corresponding figures for engineers were 75% and almost 80%.

On the other hand, a higher proportion of historians than engineers went on to further study: in year 1 this category

accounted for 27% of historians against only 12% of engineers, with both figures dropping slightly the following year.

In both years, 7% of history graduates took time out, a higher proportion than those seeking work. The reverse was true for engineers: 2% took time out, while just over 10% were seeking work.

The charts show that the engineers were more likely to be employed or seeking employment than the historians.

(172 words)

Task 2

Sample answer

Many countries have a staff shortage in medicine and other fields requiring a great deal of training. At the same time, there may be a lack of unskilled and semi-skilled workers, like cleaners or drivers.

The gap in skilled professions is partly due to time and money: the training for a nurse or doctor takes several years and is very expensive. Future needs cannot be predicted very accurately, so it is hard to ensure that enough people are trained. Many individuals and countries simply cannot afford the training.

Some governments have tackled this problem by determining what subjects students should study. This ensures that enough lawyers, teachers, and so on are trained. One drawback, however, is that it ignores differences in people's motivation and aptitude, and may mean that someone who might have been an excellent dentist has become a mediocre accountant instead.

A shortage may also result from variation in the cost of living. In my country, very few public sector employees, such as police officers, can afford accommodation in the most affluent regions, resulting in ever-increasing staff shortages in those areas. The problem can be alleviated, though only to a limited extent, by subsidising housing for certain workers.

As the level of education rises, fewer people are willing to take on menial work such as refuse collection. The unpleasantness of such work could be recognised through high wages, although this would require a transformation of the country's economy.

To conclude, shortages are probably inevitable, although the fields and geographical areas where they occur are likely to change from time to time.

(263 words)

Units 17-20 Revision

SB pages 136-137

- 1 Encourage students to compare and contrast the subjects in detail, giving examples to support their ideas.

2

Answers

- 1 the availability of
- 2 The movement of
- 3 seasonal migration of
- 4 arrival of; people's expectations; uncertainty about

3

Suggested answers

- 1 They could have had a bad diet. They could have received / been receiving little dental care. They could have been drinking impure water.
- 2 The fall could have been because of cost. It could have been down to a preference for other locations. It could have been due to the increased threat of terrorism.
- 3 The bird could have used / been using solar navigation. It could have recognised / been recognising landmarks during flight. It could have used its sense of smell to find its way.
- 4 Jenny could have given a poor impression at the interview. Jenny may not have been decisive enough. The company could have offered the job to an internal applicant. The company could have suffered / been suffering unforeseen cutbacks.
- 5 Ryan's essay could have been poorly organised. It could have contained irrelevance. It could have been too short.

4

Answers

- 1 why 2 how 3 whether 4 whether 5 why/how
- 6 how/why 7 why 8 how

5

Answers

- 1 introduction 2 central 3 oversight 4 worryingly
- 5 questionable 6 carefully 7 misinformed
- 8 occasionally 9 validity

6

Answers

- 1 promotion 2 job security 3 run 4 shift work
- 5 short list 6 labour force 7 boss 8 responsibilities
- 9 motivation 10 profit

Progress Test 5

Listening

Questions 1–4

Complete the notes below using words from the box.

categories	events	non-Australians	novelists
periods	specialists	works	

The Cambridge Companion to Australian Literature

written by 1

starts by listing 2

organised according to literary 3

seems to be aimed at 4

Questions 5–10

Complete the sentences below.

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

- 5 From the late 1960s, Australia became a society.
- 6 Social changes were partly brought about by improvements in communication and greater opportunities for
- 7 Drama has received funding from
- 8 Dramatists and actors have been able to
- 9 Involvement in the Vietnam War was opposed by both revolutionary and poets.
- 10 The chapter on literature criticism shows how modern approaches replaced ideas.

Reading

BUSINESS CASE STUDY: POPPYSEED SANDWICH COMPANY

- A** The Poppyseed Sandwich Company is one of central Europe's largest and fastest-growing businesses in the ready-made sandwich sector, and most people now recognise the Poppyseed logo. When the business was founded in 1994, though, its present success could hardly have been imagined.
- B** In fact, for its first ten years of existence, Poppyseed's survival was far from assured. It was set up as a tiny subsidiary of an investment company involved in activities ranging from hotel management to property development, and its owners took no interest in it. A succession of managing directors left after one or two years, frustrated at the inadequate investment by the owners. Even the concept of buying ready-made sandwiches was virtually unknown in the country, although it was well established elsewhere. All in all, the business seemed doomed to failure.
- C** The turnaround in Poppyseed's fortunes began in 2003 when the investment company agreed to sell the business to a group of three young people, who saw its potential for success. They have transformed the firm and gained a strong market position through a combination of good marketing and attention to consumer tastes.
- D** One of the changes they introduced was to target impulse buyers. Grocery stores had always been the only outlets Poppyseed used, but the sandwiches were poorly positioned within the stores. Now they are given prime positions inside the stores, and are also in refrigerated boxes outside. In addition, brightly coloured flags – designed to attract the attention of passers-by – are hung outside the stores, showing the company's new logo and an attractive photograph of sandwiches. The aim is to encourage people to buy sandwiches on impulse.
- E** Another part of the strategy was to increase both the number and types of outlets. There are now over 2,000 points of sale around the country, which now include supermarkets, non-food stores, railway and bus stations and petrol stations. As a result, Poppyseed's turnover is rising fast: by 2005 it was twice the level of four years earlier. The workforce, too, has been expanding steadily since 2003, after ten years when it was virtually unchanged. It has now reached 300.
- F** Redesigning the logo was an important element in Poppyseed's transformation. It had simply consisted of the company name, but to this was added a stylised, cartoon-like drawing of a sandwich, with an italic capital *P* superimposed over it to suggest speed. Use of the logo was greatly extended, to reinforce brand recognition: it now appears on delivery vans – which previously simply displayed the company's name and contact details – and on the T-shirts and sweatshirts that were introduced for employees in 2003.
- G** Of course, success depends on the quality of the product, and Poppyseed's sandwiches are in a class of their own. The company's philosophy is to offer fast food that is as good as restaurant food, at a price that is well within most people's budget. The firm's research and development team carries out its own market research, through interviews in the street and online questionnaires, to discover what sandwiches will appeal to people with a busy lifestyle, office and factory workers, and passengers on trains and long-distance buses.
- H** On identifying a taste for international food, the company developed a range of breads and of sandwich fillings that have proved very successful – from courgette bread and tomato bread to fillings such as roasted vegetables and curried prawn. Poppyseed plans to add several breads and fillings every year, so that there is always something new to tempt customers. One of the company's major selling points is the fact that it always uses fresh, good quality ingredients to make its sandwiches.
- I** Unlike most of its competitors, Poppyseed has always baked its own bread, so that it can be as independent of suppliers as possible. And since 2003 Poppyseed has benefited from the new owners' interest in technology, with an automated packaging line replacing manual labour. Sandwiches are vacuum packed, which maintains their taste and quality for their intended shelf-life of 3–4 days. Poppyseed looks likely to maintain its strong position in the ready-made sandwich market.

Questions 1–6

The reading passage has ten paragraphs labelled A–I.
Which paragraph contains the following information?
Write the correct letter A–I.

- 1 details of Poppyseed's growth
- 2 an outline of the company's strategy regarding different products
- 3 how the company finds out about consumer tastes
- 4 reasons for Poppyseed's initial lack of success
- 5 how Poppyseed's activities differ from those of other sandwich companies
- 6 a description of the Poppyseed logo

Questions 7–13

Classify the following situations as occurring

- A only until 2003
- B only since 2003
- C from 1994 until now

Write the correct letter, A, B or C.

- 7 own delivery vans
- 8 products sold in railway stations
- 9 constant number of employees
- 10 uniform for staff
- 11 owned by investment company
- 12 products sold in grocery stores
- 13 automated packaging line

Writing

Task 1

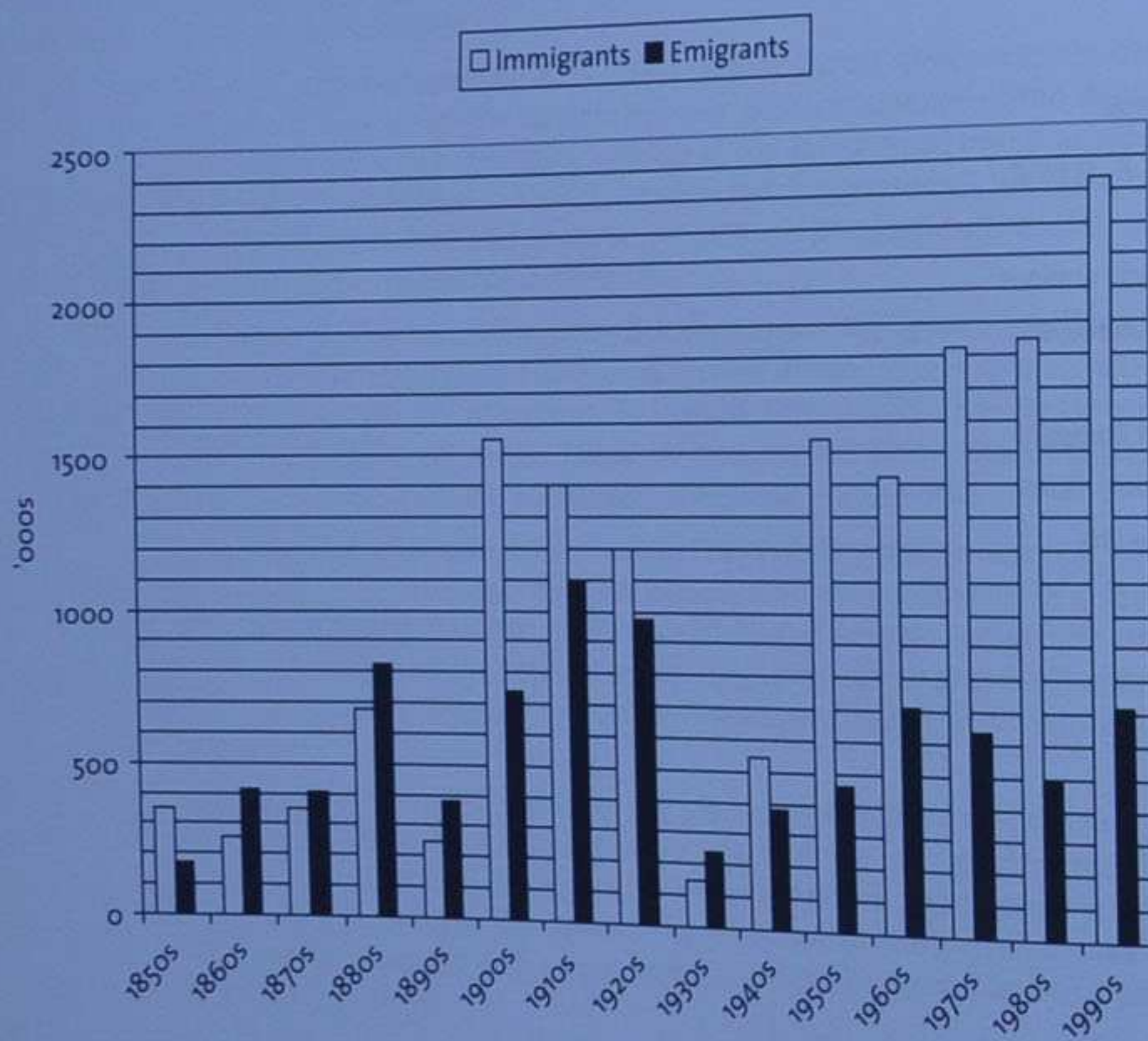
You should spend about 20 minutes on this task.

The chart below shows the total numbers of immigrants to and emigrants from Canada in each decade from the 1850s to the 1990s.

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

Write at least 150 words.

Total numbers of immigrants to and emigrants from Canada in each decade from the 1850s to the 1990s
(in thousands)



Progress Test 5 Key

Listening

Answers (see underlined text in script)

- 1 specialists 2 events 3 categories 4 non-Australians
5 multicultural 6 travel 7 governments
8 experiment 9 established 10 nationalist

Recording script

You will hear a student describing a book she has just read. First you have some time to look at questions 1 to 4. (pause)

Now listen carefully and answer questions 1 to 4.

OK. Now the book I've chosen to tell you about is *The Cambridge Companion to Australian Literature*. It's an introduction to the subject, and was published in 2000. The book was edited by Elizabeth Webby, who's Professor of Australian Literature at the University of Sydney, and each chapter is by a well-known scholar or critic working in different literary fields in Australia. So the people who wrote it knew what they were talking about!

Um, this book begins briefly itemising what's happened in Australia in the past two centuries – including its literature. I found this very useful, because I'm afraid my knowledge of Australian history is pretty limited.

Each chapter of the book deals with a different genre or literary movement, rather than different historical periods, although within each chapter the subject is dealt with from a historical perspective. The writers look at literature within its historical, social and cultural contexts, I suppose showing what makes it distinctly Australian. I think their aim is to introduce the subject to the interested reader from outside the country. And although an expert in the subject might find it interesting, it's probably more for someone like me who isn't a specialist.

Before you hear the rest of the talk you have some time to look at questions 5 to 10. (pause)

Now listen and answer questions 5 to 10.

The chapter on contemporary fiction starts from the late 1960s, and examines the radical changes that took place around that time in the cultural atmosphere of the country. Previously, Australia had been perceived as a single culture, but with a change in government policy in 1974, many people began to emigrate to Australia from South-East Asia. This increased the country's diversity a lot, and the society was now transformed into a multicultural one. In 1973 the federal government's Literature Board started to award grants to individual writers, publishers and literary magazines. This gave a big boost to all sorts of literary activity and encouraged people to write who previously hadn't had the chance – particularly people from minority ethnic groups.

There were several social factors behind these changes in the 70s, including improvements in global communication and the fact that travel soon became much easier and more affordable. Australia was no longer seen as an isolated continent far away from the cultural influences of the rest of the world.

The section on the theatre shows that changes here have been even more dramatic than in prose writing. Financial support from

federal and state governments meant that writers, actors and directors could do far more than before, new theatre companies sprang up around the country, and actors and writers had much more scope to experiment in their work.

Poetry – like drama – also participated in the cultural debate, partly because Australia took part in the Vietnam War in the 1960s. The writer of this chapter points out that it wasn't only the young revolutionary poets, but also established ones, who spoke out against Australia's involvement in Vietnam.

The final chapter describes the way that literary criticism has changed over the years, in both universities and literary magazines. One thing that I found particularly interesting was the way that literature and literary criticism are affected by different moods in the country. In the early part of the 20th century, there was a nationalist approach to literature, which eventually gave way to modern and post-modern literature and literary criticism.

Well, that's a brief outline of what the book contains, and now I'll move on to ...

Reading

Answers

- 1 E 2 H 3 G 4 B 5 I 6 F
7 C 8 B 9 A 10 B 11 A 12 C 13 B

Writing

Sample answer

This chart shows immigration into and emigration from Canada by decade, from the 1850s to the end of the twentieth century. The most significant points are that immigrants have generally outnumbered emigrants, and the overall trend for immigration is rising.

During the second half of the nineteenth century, immigration varied between 250,000 and nearly 700,000 per decade. However, this jumped to over 1.5 million in the 1900s. The figure was much lower in the 1930s and '40s, but since then it has been consistently over 1.4 million, reaching a record of more than 2.3 million by the end of the period.

From 1861 to 1901, and again in the 1930s, emigration was higher than immigration. However the pattern for emigration is very different, with the number tending to fluctuate from decade to decade, within a range from about 200,000 to 1.1 million. The highest figures were in the 1910s and '20s. Emigration ended the period in the middle of its range, at 700,000.

(162 words)

Unit 1, 1.1, Exercise 7 photocopiable recording script

PART 1

Mark: Hello, Dr Lucas.

Dr Lucas: Mark, welcome, and thanks for coming along to share your experience with us today as a final-year student. Can I introduce you to Jenny Boylan, who's in her first term here?

Mark: Hi, Jenny. And how are you enjoying university life?

Jenny: It's great, though I'm having a few problems on the study side ...

Dr Lucas: Well, that's exactly why I've arranged for us all to be here this morning.

PART 2

Dr Lucas: Well, that's exactly why I've arranged for us all to be here this morning. Now Jenny, the first thing to say is – don't worry, many students feel a bit at sea with their study techniques to begin with. Isn't that right, Mark?

Mark: Definitely. When I started here, I found it so different from school. It wasn't that the subject itself was suddenly more challenging – I've always loved history and been confident in my field. But at school I really only had to use a couple of core textbooks to find out what I needed, while here at uni I was presented with huge resources – the library, the Internet – with little idea of how to use them efficiently ...

Jenny: Exactly. The main problem I seem to have is time-wasting. I can spend a whole day in the library and come away feeling I haven't really scratched the surface.

PART 3

Dr Lucas: Could you give us a concrete example of what you see as time-wasting, Jenny?

Jenny: Well, yesterday I had to do some background reading for an essay. I took down a big book from the shelves, thinking it would be useful – the title seemed to fit my essay topic – but it was hopeless! I sat there with it for nearly two hours, reading chapter after chapter, thinking that, eventually, I'd find what I needed. But it never happened.

Mark: OK, Jenny, first piece of advice: don't wander along the library shelves looking at book spines. Titles can be very misleading! You'll save time by putting yourself in front of a computer and using the search tools to locate books – or articles – on your topic. Didn't they explain this to you on the library tour at the start of term?

Jenny: Erm ... I forgot to go.

Dr Lucas: OK, well make sure you fix up another tour immediately. They're still running them once a week, you know.

Mark: And another suggestion, Jenny, don't just rely on books. You're likely to find much more up-to-date information in periodicals and journals, you know.

Jenny: Right, I'll look for those, then.

PART 4

Jenny: And what do you both think about using the Internet?

Mark: Well, it isn't always used very productively. Sure, you can get lucky and find something really useful, but other days, you may retrieve virtually nothing. And perhaps even worse, sometimes you're totally inundated with possible material, and then you don't know where to start!

Dr Lucas: Mark's right, I think you have to be extremely careful in this area, especially in assessing the accuracy of the facts themselves. You see, there are no quality controls on the Web. Information can become out-of-date, or may be false or biased to start with. Use it by all means, but always evaluate what you find. You must be absolutely certain of all the sources you quote in essays.

Jenny: I've got a lot to learn, haven't I?

Dr Lucas: That's true, but we're here to support you. You shouldn't feel embarrassed about asking me for more help and advice, and Mark is willing to act as your student mentor, too.

Mark: In fact, why don't we go for a coffee now, then we can get to know each other a bit better ...

Jenny: Thanks, I'd like that. And, er, thank you, Dr Lucas. It's been really helpful.

Dr Lucas: I'm pleased. Right, off you go then!

Unit 3, 3.1, Exercise 2 photocopiable recording script

Questions 3–9

In this analysis of products it's consumer goods that I'll focus on first. These are products that are manufactured and sold to members of the public – or consumers – rather than to companies.

Normally, with consumer goods, a number of manufacturers make similar products, and compete for sales. Levi Strauss has manufactured jeans since 1873, and until the early 1960s it was unusual in that it had virtually no competition. Since then, a lot of other manufacturers have entered the market. As a result, Levi's market share – that is, its percentage of all the pairs of jeans that are sold – has fallen dramatically.

Marketing is all about getting people to buy from you. One way of achieving this is by advertising, but another crucial element is the creation of brands. Until the late 19th century, it was simply *soap* that people bought, or a dress, or whatever. But then, manufacturers, including the soap maker Pears, began to realise that by giving their product its own name and advertising it to the general public, they could encourage purchasers to ask for *their* goods, and not those of a competitor. By the early 20th century, advertising was to be seen everywhere.

Brand names fall into two basic categories. Some manufacturers, like Microsoft, create a strong identification between the company and all its products by using the same name for both. Other companies use a variety of brand names: Procter & Gamble produces around 300 brands altogether, and it also sells several washing powders under different brand names, in order to maximise sales: Tide, Ariel and Daz are just three of these.

Often, companies manufacture a product line. Take the car manufacturer Ford, for instance. One of its cars, the Focus, is a product line consisting of closely related versions of one product, sold under the same brand name.

All the brands and products that a company produces make up its 'product mix': Ford specialises in one type of product – cars, while Yamaha has a much more diverse product mix, which includes motorcycles, musical instruments and electronic equipment.

Now let's turn briefly to retailers, such as the supermarket chain Tesco. Retailers are businesses which sell directly to consumers, usually in their stores – or retail outlets – but in some cases by mail order or through the Internet. They usually sell branded goods, which they've received from the manufacturer, but, like Tesco, they may also sell their own brands, which are normally goods that they buy from a manufacturer and sell under their own name. So, for example, alongside the Heinz brand of baked beans, Tesco also sells Tesco baked beans.

A brand doesn't just have a name, however: most have a logo which the company wants the public to associate with the brand. Coca-Cola's logo, for example, is the distinctive way in which the name is written.

Now I just want to mention ...

Unit 5, 5.1, Exercise 5 photocopiable recording script

Questions 1–5

There are so many different types of plastic, and it's such a versatile material, that it's now used in thousands of ways, and we find it difficult to imagine living without it. Plastics are the choice for so many products featuring in different areas of our lives at the moment, from car parts to toy parts, from soft drink bottles to the refrigerators they're stored in. I believe that there are three main reasons why plastics have scored over other materials in satisfying the consumer's needs. These are – safety, performance and, last but not least, value.

Just consider the changes we've seen in the food retail business in recent years. The introduction of plastic bottles has meant that even an economy-size bottle of juice can easily be lifted – glass is much heavier, of course. And should you accidentally drop that bottle, it's far less likely to break. Plastic wrap helps keep food fresh and free from contamination, which is particularly important with meat. In each case, plastics help to make your life easier, healthier and, of course, ... safer.

Plastics also help you get maximum value from some of the high-cost items you need to buy. They ensure that cellphones and laptop computers really are light and easy to carry. They help to make sure that major appliances like refrigerators and dishwashers will resist the corrosive effects of moisture and certain chemicals, which guarantees they'll last longer. These appliances also operate more efficiently thanks to the use of plastics.

Food safety is of key importance to the consumer, and packaging such as heat-sealed plastic pouches and wraps means the resources that went into producing the food in the first place aren't wasted. It's the same thing once you get the food home, where resealable plastic containers keep your leftovers protected. In fact packaging experts have estimated that every kilo of plastic packaging can cut food waste by 3.74 kilos. That's a statistic that very few people are aware of.

Plastics also help to conserve energy in your home, lowering your heating – and cooling – bills by cutting electricity consumption. Indeed, plastic parts and insulation have helped to improve the energy efficiency of air conditioners by up to 50 per cent since the 1970s. And these appliances run more quietly than earlier designs that used other materials.

In short, I believe plastics are a very good thing for the human race!

Unit 6, 6.2, Exercise 2 photocopiable recording script

Questions 1–8

Chris: What's next?

Hannah: The Balinese gamelan orchestra. It's a very delicate sound, as though the instruments are some distance away, and the sound is being carried by the wind.

Chris: How about if we stand on opposite sides of the stage and say sentences that aren't connected, as though the audience is hearing snatches of different conversations, blown by the wind?

Hannah: Mm, nice. ... Then the mood changes, with a Jamaican steel band. That's very upbeat and exhilarating. I'd like us to do some tap dancing in a factory, surrounded by steel drums.

Chris: In a factory? Film us there, you mean? Yeah, good idea, I'll find out about possible locations.

Hannah: Next it's the Indian sitar music.

Chris: Mmm. I think we should have someone on stage doing traditional Indian dancing. In fact, I know just the person – Jayshree Begum. I'm sure she'd agree to do it!

Hannah: Perfect. OK, then the next piece of music is the South American pan pipes. Any ideas?

Chris: Mm, I could recite a South American poem.

Hannah: Or maybe we could have some pipes and mime playing them ourselves?

Chris: Isn't that too literal? I'd like to be a bit more imaginative.

Hannah: Mm, maybe you're right. OK, we'll have the poem. With you in a spotlight, and the rest of the stage in darkness.

Chris: Right. It's all beginning to take shape, isn't it?

Hannah: Yeah. Now the next piece is the slow part of Mahler's fifth symphony. I imagine this starting with the stage still in pitch darkness, then the lights come up very slowly, so the audience gradually realises there are people standing there, absolutely motionless.

Chris: Maybe lit from behind, so we're in silhouette.

Hannah: Lovely ... and then we start swaying, and doing very stylised, formal gestures, mostly with the arms.

Chris: Oh, that sounds great. Right, what's next?

Hannah: The African band, you know, the one from Mali.

Chris: Ah yes, that'll be a complete contrast, really lively. It'll make people want to leap to their feet and fling themselves around. How about getting the audience to dance?

Hannah: What, suddenly shout out 'Everybody stand up and dance'? I don't think so! I'd rather we created a sense of place and endless time, with slides of Mali, showing the Sahara desert, Timbuktu, some of the ruins ... each one dissolving into the next. It'd be a striking contrast with the music.

Chris: Mm. I still like the idea of audience participation.

Hannah: But it would be awfully embarrassing if we asked them to dance and they didn't!

Chris: Yeah, I suppose so. OK, we'll go with your idea.

Hannah: Right.

Chris: And the next section?

Hannah: That's the didgeridoo. As it's an Australian Aboriginal instrument, and so unusual, maybe we could show a film clip of it being played.

Chris: Or we could learn some traditional Aboriginal dancing.

Hannah: No time. ... I know – how about a complete contrast, to make people sit up and think? We could do a comedy sketch, standing quite still on opposite sides of the stage. If we get the timing right, we could fit the sound of the didgeridoo to the words.

Chris: Hannah, that's an absolutely crazy idea! And I love it!

Hannah: Thank you. Well, the last piece is the electronic music by that German group Kraftwerk. That'd really lend itself to a way-out gymnastics display.

Chris: Maybe some film footage of the Olympic Games from years ago.

Hannah: Or we could ask the college gym team to perform on stage.

Chris: Yes, let's do that. After all, we want to involve a lot of people in this.

Hannah: OK, well there's plenty for us to do, isn't there, so ...

Unit 7, 7.2, Exercise 2 photocopiable recording script

Questions 5–9

Nowadays we have submersibles that can 1 the immense water pressure far below the surface. One of these 'Deep Submergence Vehicles', as they're called, is Alvin, which has been in use since 1964. A typical dive 2 eight hours, and descends to 4,500 metres below sea level. Alvin is used for various scientific purposes, including, in 1985–86, surveying the wreck of the *Titanic*, the ocean liner that 3 in the Atlantic in 1912.

The first thing you 4 about Alvin is its bright red sail, displaying the name of the vessel. The sail is on top of the vehicle, at the front, and helps to 5 stability. Alvin is about seven metres long and just over 3.5 metres high, but only a small portion of that space is available for people. This is in the pressure sphere, which 6 under the sail at the front of the vessel. With a diameter of about two metres, there's room for three people, but it's a tight squeeze. Usually there's a pilot and two scientists. From here they can look out in various directions, through four viewing ports.

Alvin 7 a large number of instruments, including video and still cameras, mounted on the exterior at the front, along with lights for illuminating the ocean, as of course sunlight doesn't 8 this far down.

Usually there's a stowage basket mounted on a frame at the front, used to hold tools and scientific equipment.

Immediately under the sail is the hatch, which has a diameter of only 50 cm.

This is the way into the vessel. On top of the sail there's a current meter, to 9 the movement of the ocean.

Propulsion 10 by six electric thrusters, which make Alvin very manoeuvrable. Three of them are for forward and reverse movement, two for vertical motion, and a final thruster, right at the back of the vessel, turns the submersible round.

Now we'll turn to ...

Unit 9, 9.2, Exercises 2 and 3 photocopiable recording script

One of the most important archaeological projects ever undertaken has to be that of the ancient Sumerian city of Ur, because it threw a great deal of light onto the previously dark past and expanded our knowledge in so many areas, from urban planning to the beginnings of writing. These excavations were a joint expedition between the British Museum and the University of Pennsylvania and were led by Leonard Woolley throughout, from 1922 until 1934.

From the extensive work of Woolley and his team, it was possible to establish that Ur was the very first city in the world, founded at least 5,500 years ago. Because Ur was strategically located close to the Euphrates River, there's no question that its first settlers would have been self-sufficient. Indeed, it was their development of irrigation and the domestication of animals that allowed a traditionally nomadic people to settle in one place with their livestock, knowing that they could depend on a regular source of food. However, away from the river banks, the environment was fairly arid and, as Ur developed, it was no longer possible to grow enough to feed all its citizens – the soil simply wasn't fertile enough to support the level of production that the population required. For this reason, the people turned to trade. The inhabitants of Ur became highly skilled artisans and traded their goods for food and other resources.

The most flourishing period of Ur as a city was between 5,000 and 4,400 years ago, when it was an important cultural, religious and commercial centre. It was around 5,000 years ago that mankind's first writing system developed, stemming initially from the need to record the city's stocks of grain accurately.

Ur was not the largest city in the region at this time. While 4,700 years ago Ur had a population of 34,000 people, the trading centre Uruk, situated near the confluence of the Euphrates River and Iturungal Canal, had over 80,000 people, and extended over an area of 1,000 acres. Like any trading centre, Uruk had a diverse population, and was often referred to as 'The Rainbow City' for this reason. It was actually two cities: there was the newer trading centre, Kullab, on the bank of the Euphrates, and Eanna, the religious centre, which fronted the Iturungal Canal.

From about 4,400 years ago, Ur's power diminished but it rose again around 4,100 years ago. This started the period known as the Third Dynasty, when Ur-Nammu, the brother of King Utukhegal, established his kingship in Ur and its surroundings. Hardly had the Third Dynasty begun when it was brought to an abrupt end by invaders, who destroyed the city state and relegated Ur to being a backwater again.

Unit 11, 11.1, Exercise 2 photocopiable recording script

Questions 1-5

Today I'm going to talk about two natural features of the English coast, Spurn Head and Chesil Beach.

First, an explanation. A long, narrow accumulation of sand and/or stones, with one end joining the mainland, is called a 'spit', and Spurn Head is a good example of one. Spits are often created in sheltered areas where the waves aren't usually strong enough to wash the sand away, or where erosion further along the coast provides plenty of material.

If you look at the sketch map, you'll see how a spit is typically formed. In this example, the prevailing winds blow from the south west, creating a current flowing along the shore, known as 'longshore drift'. In this case it's moving roughly eastwards. The current carries sand or other material along the coast. At the turn in the coastline, the headland, larger stones are piled up on the sea bed in the sheltered water immediately to the east of it. This forms the beginning of the spit. As more and more stones and sand accumulate, the feature is extended eastwards.

The wind tends to pick up sand from the beach as it dries out, and carry it to the sheltered side of the spit to form dunes. These are stabilised as grasses begin to take root. Gentle, low-energy waves entering the sheltered area behind the spit deposit fine mud, creating an increasingly shallow area of salt marsh. This is regularly flooded by the tide, and large amounts of vegetation grow there. The marsh slowly fills the area of shallow sea that is now largely surrounded by the spit and the original coastline, which in this diagram lies to the north of the new spit.

Spits often form close to where a river widens into an estuary as it approaches the sea. However, the spit won't extend across the estuary if the river is too deep, or if the current of the river is strong enough to wash away any material deposited by longshore drift.

Questions 6-10

Now I'll go on to Spurn Head, which is a spit on the east coast of England. It's about five kilometres long, with the North Sea to the east, and the river Humber to the west and south, where the Humber reaches the sea. Spurn Head consists of sand that has come from the soft land to the north west. The sea removes about six

million tonnes of material from the cliffs each year, making them retreat one to two metres. This rapid erosion provides plenty of material for the spit. Longshore drift transports it southwards to Spurn Head, and deposits it there.

Records of the last thousand years show that the spit goes through a cycle of creation and destruction roughly every 250 years. What happens is that, as well as bringing material from further north, the sea moves sand along the peninsula towards the tip. This narrows the neck, and in time the sea breaches it. The tip is now isolated and is washed away, and then a new spit begins to take shape. The present spit is nearing the end of the cycle, and its narrowest point, which is only 50 metres wide, is in continual danger of being breached.

Questions 11-15

Now, let's look at another example of a spit. A striking feature of the south coast of England is Chesil Beach, which is almost 30 kilometres long and never more than 200 metres wide. It links the Isle of Portland to the mainland.

The beach probably began to develop ten or twelve thousand years ago, but the way it formed is uncertain. It consists of stones that are graduated in size. At the Portland end they're as large as a large potato, while those at the opposite end are much finer, no bigger than a pea. The beach has created a shallow lagoon for much of its length, where it protects the River Fleet against the sea. The lagoon is rich in marine wildlife and birds.

The Isle of Portland itself is made of limestone, and footprints of dinosaurs have been found in it. A great many London buildings, including St Paul's Cathedral, are made of Portland stone. Stone has been *quarried* for hundreds of years, but it was first *mined* in 2002, in the west of the island, not far from Chesil Beach. In places the stone is above a softer material, which the sea is eroding. This has led to the formation of some collapsed caves along the south-east coast of the island, close to the southern tip.

A harbour has been constructed by enclosing the bay between the mainland and the Isle of Portland, with Chesil Beach forming its western boundary.

Unit 12, 12.2, Exercise 2 photocopiable recording script

Questions 1–7

Interviewer: The more we discover about the behaviour of birds, the more impressive it seems. But do they learn what to do, or is it somehow in their genes? Here in the studio is animal behaviour specialist Jenny Johnson to tell us. Jenny.

Jenny: Thank you. Much of what birds know is innate, or instinctive, programmed into their genes. They're born knowing how to identify food – and remember that what one species eats may be poisonous to another, so it's important to get it right. In the spring, when the days grow longer, the increased light alters hormone levels in birds' blood, triggering several essential changes in behaviour. For one thing, the alteration makes them migrate at the right time, so that they reach their nesting sites at the right time for the next stage in their life cycle. They're also programmed to build nests, with different species producing very different styles of nests. So these are things that birds are programmed to do at certain times.

Interviewer: And what about the sounds that different species of birds make: are they also innate?

Jenny: Yes and no. Some species are genetically programmed to produce particular sounds, and don't need to learn them. Every dove coos, even if it doesn't hear other doves doing it. The same is true of nearly all birds' hunger and danger signals, which are among the 20 or so simple calls that are used to communicate certain messages.

Interviewer: Does this apply to birdsong, too?

Jenny: Birdsong seems to be a combination of genetic programming and learning. Some species are born with the ability to learn to sing, but not with the song itself, so it's different from cooing. Normally a chick – that's a young bird – hears the songs of lots of species while it's growing up, but the chick always picks out and learns the correct song for its own species. That's what it's been programmed to do. But if a bird is reared in isolation, so that it doesn't hear other birds of any species, the song it sings will be a rudimentary version of the normal song. The programming isn't enough for it to sing the song in full. And interestingly, if a chick is brought up among birds of a different species, it learns their song – even if it can hear its own species singing around it.

Questions 8–12

Interviewer: Do we know anything about the learning process?

Jenny: Well, one bird that's been studied a great deal is the zebra finch, a small, colourful bird that originates in Australia and has black and white stripes on its tail, like a zebra. Just as we have to hear language when we're babies in order to learn to speak, zebra finches need to hear song early in life to be able to produce it. To become fluent in their song, they also need to practise it repeatedly, and in fact one study found evidence that they practise in their sleep: electrical brain activity goes on which is similar to the brain activity when they're awake and singing!

Interviewer: That sounds like an efficient use of their time! Is there any time limit on when a bird can learn to sing?

Jenny: Normally a male zebra finch develops a version of the adult's song when it's at least 20 days old, and will have more or less learned the song by the age of 35 days. Practising it means that it masters the song by around 60 days, and if it hasn't heard any zebra finches singing by then, it won't learn the song at all. After the age of 90 days, when the bird is fully mature, its song won't change.

Interviewer: And do all individual birds of the same species sing exactly the same song?

Jenny: No, they don't. For some species, small differences can develop, which over generations become different dialects, just as with human languages. This is often the case with birds that imitate others. Marsh warblers, for instance, spend the winter in Africa, and can mimic the calls of over 70 bird species. These will be other birds living in the same region, so each male warbler's song indicates which part of Africa he winters in.

A few species, like starlings and mynahs, imitate sounds that aren't birdsong, and incorporate them into their own individual songs. Some starlings have been known to mimic sheep. In Oxford they mimic buses. But the Australian lyrebird seems to be the bird world's best mimic: it can imitate 12 other birds, car engines, car alarms – even chainsaws cutting down trees!

Interviewer: Jenny, thank you.

Jenny: Thank you.

Unit 13, 13.2, Exercise 2 photocopiable recording script

OK, everyone, let's start. Today, I'm going to be talking to you about the European Space Agency mission Rosetta, more popularly known as the 'comet chaser'. The aim of the mission is to orbit, and eventually land on, a small comet in our solar system. This is something that clearly has never been done before.

Actually, the ESA had a bit of bad luck. Rosetta was originally going to be launched in 2003 but the mission had to be postponed due to a malfunction of the launch rocket. This in turn meant that the ESA had to find another comet, because the one they first chose, called 46P/ Wirtanen, will have travelled far beyond Rosetta's flight path by now!

Rosetta was launched on 2nd March 2004 and will be tracking a comet known as Churyumov-Gerasimenko ... let's call it C-G for short during this lecture. Under the revised flight plan, Rosetta will make one flyby of Mars and three of the Earth before heading for C-G. This circuitous route will enable Rosetta to make two excursions into the main asteroid belt before its rendezvous with our fast-moving cosmic iceberg in August 2014.

Rosetta will slow down and go into orbit around C-G and from an altitude of just a few kilometres, its cameras will be able to map the entire surface of the comet at high resolution. This mapping exercise will enable a safe landing site to be selected and, once this has been done, the Rosetta lander will separate from the orbiter and slowly descend to the icy surface. If everything goes according to plan, the lander will anchor itself to C-G's crust and begin a detailed survey of its surroundings.

Over a period of several weeks, data from the nine instruments on the lander will be sent back to Earth via the Rosetta orbiter. The lander will dispatch close-up pictures of the comet's nucleus, drill into the dark organic crust, and sample the primordial ices and gases. Meanwhile, the orbiter will have been transmitting radio signals through the nucleus to the lander, in order to analyse the internal structure of the comet.

The orbiter will monitor the changes that take place in the comet as it hurtles on its way towards our Sun. As the comet is increasingly warmed, bright jets will appear, creating distinctive tails, as gas and dust are ejected into space. In fact, C-G is probably a much better choice of comet than the original one, in that it typically becomes much more active than Wirtanen does as it approaches the Sun. Scientists certainly won't get bored studying this comet!

The enormous amount of data that will be returned during Rosetta's voyage is likely to change our understanding of comets fundamentally. In addition, it will provide new insights into such basic mysteries as the formation of our oceans and even the origins of life. Thirdly, it is expected that Rosetta will give scientists vital insights about how to respond should there ever be a comet on a collision course with our planet.

OK, so that's the Rosetta mission, which will terminate in December 2015. Try to find out more about it over the next few weeks. Why not check out the official website ...

Unit 16, 16.2, Exercise 2 photocopiable recording script

Recognition is one of the mind's most vital skills, and we use it daily in everything from the simplest to the most complex of tasks. And at the moment when we recognise something, electrical activity takes place inside our brains.

Our faculty for recognition can break down, however. Someone suffering the brain disorder agnosia will look at an item – a cup, perhaps – and have no idea what it is. Agnosia tends to be very specific: one sufferer may be unable to recognise faces, while another has difficulty with man-made objects. Such disorders can result from localised damage to a specific area in the brain, suggesting that we use different parts of it to store items of different kinds. This would explain the variation in the symptoms of agnosia.

It appears, in fact, that the brain stores and categorises things not according to their appearance or function, but by our individual relationship with them. A musical instrument, such as a trombone, can be seen, felt, played or heard. Each quality of an item seems to be stored in a separate region of the brain, in what are sometimes called 'recognition units'. So a musical instrument would have several units: its shape would be remembered in our visual areas, the word in our vocabulary area, touch in the touch area, and its sound in our hearing area. Someone who has never touched a trombone, though, wouldn't have a touch recognition unit.

Each region of the brain may contain the recognition units of objects that seem very different, but they're together because they share the particular quality that concerns that region. So our trombone might sit in the same bit of the brain as a drinking straw – or a pencil, if we suck them – because they're all non-food items that we put in our mouths. When we think of a trombone, all of our separate trombone recognition units are drawn together from their separate storage regions and united, to give us what we recognise as a trombone. So it seems that our own individual experiences create the geography of our brains, and that in turn affects our behaviour.

Faces occupy a special category of our recognition faculties – and brain scans show heightened activity in

these areas not only when we see faces, but even when we *imagine* seeing them. One reason is that humans are social animals. We live as we've always lived, in groups, and our survival depends on our ability to communicate with others of our own species. So we've evolved with special brain wiring for face recognition – even a newborn baby will orientate itself towards objects that resemble faces, like a balloon with eyes, nose and mouth drawn on it.

Why is it that we forget one person's face yet remember another – even though neither face might be particularly striking? The recognition unit of a face stays active if we have seen or imagined that person frequently, but this doesn't necessarily require a strong stimulus: that person may stay in our memory if we often see someone else who resembles them. But if we neither see nor think about a person for a long time, the facial recognition unit we have for them falls into disuse, and we may not recognise them if we see them again.

Our reactions to faces involve strong emotions. When we meet someone for the first time, we may decide, without any evidence, that they look trustworthy, perhaps, or threatening. This irrational response happens because when we see someone, we check whether or not we know them, and this activity uses two pathways within the brain, one conscious, the other unconscious. Through the latter we can relive an emotional reaction we have had to someone who merely looks slightly like the person we are meeting for the first time.

The conscious pathway works more slowly, and enables us to work out, for instance, whose face we're looking at, and how we should behave towards them. The unconscious pathway is faster, and goes through one of the brain's centres of emotion. If we meet a person whose face slightly resembles someone we feared and hated in the past, for example, we briefly experience again our feelings towards that original figure. It's this emotional memory that gives us an almost instantaneous first impression of the person we're meeting.

Unit 17, 17.2, Exercise 2 photocopiable recording script

OK, the photo I'm showing you now is of a group of factory workers in Guelph. It was taken in 1933, when migrants were still coming over from Italy to Canada in search of work. Of course this movement stopped altogether in 1939 with the onset of war.

In order to understand why Italians came to Canada, you need to understand why they left Italy. In the late 19th century, Italy was divided into three regions – the north, the south, and a central region which included the capital, Rome, and the Vatican. The recently industrialised north was much more prosperous than the rest of the country. This state of affairs was influenced by government policy, which encouraged northern growth at the expense of the agricultural south, where work was in very short supply, with consequent extreme poverty.

This regional disparity led to animosity between Italians of the north and those in the south, and by the turn of the century many Italian men from both the north and the south were leaving to seek seasonal employment elsewhere in Europe, in South America – notably Argentina – and North America. They hoped to earn enough in a few months to enable them to return home, but this usually proved to be an impossible dream.

In the very early days, most of the migrants who came to Canada worked outdoors in the summer, doing things like railroad construction. Many of them often travelled across the whole country in one season. In the winter, when this type of work wasn't available, migrants mostly went to urban centres like Toronto, where they picked up casual work, for instance manual labouring.

The first Italians came to Guelph in the early 1900s. The city at that time was a small, quiet town and local businessmen felt frustrated by this, knowing that slow growth was limiting their own prosperity. They believed that Guelph's commercial growth had to be more actively encouraged, specifically by promoting industry and creating a large industrial working class. The city started to subsidise the development of factories, and land was made available to accommodate new enterprises. Guelph also became the new home for many established manufacturing firms, and by 1911, the population had doubled. Thousands of workers were taken on, many of whom were Italian migrants.

Until this time, male migration had predominated – the men often boarded together, and found jobs and accommodation for those who came after them. The men, who were not yet official immigrants, clung to their own culture. Eventually, many were able to send for their families, or returned to Italy to find a suitable bride, and in time, as the next generation of children was born in Canada, a new culture evolved, still based on Italian memories but combined with the more immediate Canadian experience. The Italian-Canadian ethnic group, whose men and women had very different roles, established a stable and respectable community in the East-End sector of Guelph. Today, it is still an active and thriving community, hosting an annual Italian festival in July.

Unit 20, 20.2, Exercise 2 photocopiable recording script

Questions 1–7

Today in our survey of the social history of Britain we're going to be looking at the seaside holiday, and I'll start with a brief overview. Nowhere in the country is more than about 150 km from the sea, but for centuries the sea was the preserve of shipping. It wasn't associated with leisure, even for those people who could afford to travel for pleasure.

Britain's annual seaside ritual began in the 18th century with the new aristocratic fashion for sea bathing. Hardly anyone could swim in those days, and the main attraction of the seaside was the benefits of seawater and sea air for the health. Submersion in the ice-cold waves, followed by a glass of seawater mixed with milk or honey, was thought to cure all illnesses, so the aristocracy came in the winter. This fashion was soon followed by other people with money.

In the mid 19th century, seaside resorts expanded rapidly as railways were constructed connecting industrial towns with the coast. Far more people were now able to travel to the seaside, and sleepy coastal villages were transformed into booming seaside towns. They were no longer primarily regarded as health resorts, but as entertainment centres, and people generally went there in the summer.

The holidaymakers were mostly middle class, as they were the only people who could afford the expensive train fares and seaside accommodation. But by the end of the 19th century, working-class families were also flocking to the coast from the industrial towns and cities. 19th-century seaside resorts attracted distinct social classes and their reputation as either upmarket or downmarket became part of the national folklore, continuing into the 20th century and even to some extent today. Resorts that catered for the mass market laid on popular entertainments and provided inexpensive accommodation to entice people to stay longer, as many working-class families could only afford day trips to the seaside.

In the 1920s and 30s seaside holidays boomed as never before, as doctors began to stress the importance of fresh air, exercise and sunlight. This was because the poor state of the nation's health had become a major concern.

Questions 8–14

From the late 19th century onwards, more and more workers had time off work with pay, but the trend was given new impetus in 1948, when Parliament passed an Act guaranteeing paid holidays. Soon, two-thirds of manual workers were having a fortnight off each year, and the majority of working-class families had enough money to stay away for a week or two. Most chose to go to the same resort that they had previously visited on their day trips: usually the closest to where they lived. In fact, many returned year after year to the same accommodation. Group holidays, involving extended families, streets or even whole towns, were still the norm. Entire communities went on holiday together, especially when the major employers in northern industrial towns closed down for a week or two in the summer.

The success story of British seaside resorts ended in the 1960s. One factor was the new jet aircraft, which brought travel to Spain or the Greek islands within reach of far more people. Then, too, the ever-expanding international tourist industry organised flights and accommodation covered by a single, fairly low payment: this was the birth of the package holiday. Sunshine replaced the sea as the main holiday attraction, and an annual foreign holiday, with a suntan to prove it, was now taken for granted as part of modern life.

With the even greater affluence of the last few years, it's no longer unusual to take two or more holidays a year: maybe a long-haul flight to Thailand, Australia or the USA, plus a winter skiing holiday in Bulgaria, Andorra or Canada. And in between, there may well be weekend breaks abroad, as the growth of low-cost airlines has meant that a flight to Spain or Italy can be cheaper than a much shorter train journey within Britain.

Another change is that, instead of the large groups of the past, the trend is for families to holiday by themselves. Many older teenage children and young people go on independent holidays with friends rather than their relations. And another trend is for school-leavers not to go straight on to higher education, but to take what's called a 'gap year' first, spending time in Australia, perhaps, or travelling round the world.

It's all a far cry from the seaside holidays in Britain of the past. Now, let's go on to ...

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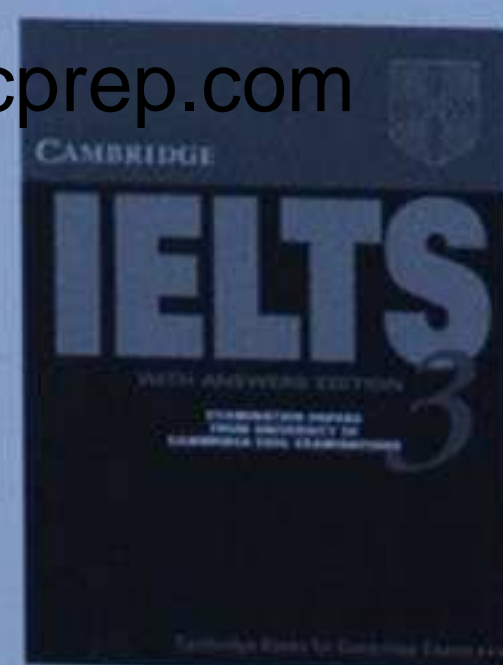
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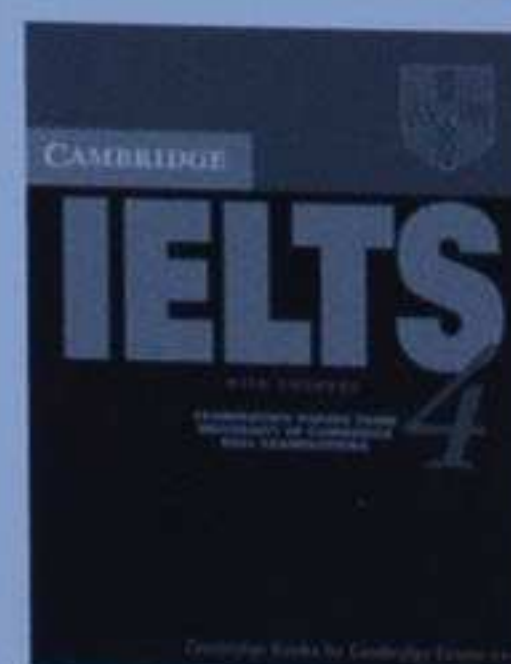
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