

Collins | English for Exams

LISTENING FOR IELTS

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Audio available online

 **POWERED BY COBUILD**

Collins | English for Exams

LISTENING FOR IELTS



PTE | PEARSON TEST OF ENGLISH
Academic

IELTSTM
English for International Opportunity



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Introduction

Who is this book for?

Listening for IELTS will prepare you for the IELTS Listening test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5–5.5 who are trying to achieve band score 6.5 or higher.

The structured approach, comprehensive answer key and model answers have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary listening skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom time.

Content

Listening for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to encounter in the IELTS Listening test. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics.

Units 1–11 cover the key types of questions that you find in the IELTS Listening test. Every exercise is relevant to the exam. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Listening test.

Additionally, the book provides exam strategies telling you what to expect and how best to succeed in the test. *Exam information* is presented in clear, easy-to-read boxes. *Exam tips* in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

The *Pronunciation* sections will help you to improve your listening skills by demonstrating how natural spoken English actually sounds. There are also *Watch Out!* boxes that will help you avoid common errors made in the exam. Finally, the *Exam tutor* at the end of each unit gives you the opportunity to revise and consolidate the exam skills you have studied.

Unit structure

Each of the first 11 units is divided into three parts.

Part 1 Language development introduces vocabulary related to the topic. A range of exercises gives you the opportunity to use the vocabulary in a variety of contexts. These exercises also build awareness of the patterns in words and language items. The vocabulary is presented using Collins COBUILD dictionary definitions.


Part 2 Exam skills provides step-by-step exercises and guidance on specific question types that appear in the exam. Each unit focuses on three question types and skills. *Exam information* and *Exam tips* show you how to approach each question type and help you develop successful test-taking strategies.

Part 3 Exam practice provides exam practice questions for the same section of the exam that you did exercises for in Part 2, using the same question types. The format follows the actual exam. There is also an *Exam tutor* checklist after the exam practice that will help you assess your readiness for the actual exam.

Answer key and audio scripts

A comprehensive answer key is provided for all sections of the book, including notes on why certain answers are correct or incorrect. You will also find full audio scripts of all listening exercises at the back of the book. The answers are underlined in the audio scripts so you can see where the correct answers feature in the audio.

Using the audio

 This icon indicates that there is an audio track to listen to. You can download the audio files at www.collinselt.com/audio.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three to four hours of self-study material. Having access to someone who can provide informed feedback on the listening practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Part 1: Language development

Ideally, you should begin each unit by working through the *Part 1: Language development* exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context.

Part 2: Exam skills

Work through the *Part 2: Exam skills* from beginning to end. It is important to study the *Exam information* and *Exam tips* about each of the question types, so that you become familiar with how to approach the different question types in the test. Doing this will also help you develop more general skills for listening. The strategies covered should be thoroughly mastered so that during the actual exam you are fully prepared for each section and can focus on really 'listening'. Listening is a skill that can only be improved through extensive practice, so it is important to listen regularly to English language news programmes or lectures.

Part 3: Exam practice

This section contains exam practice questions and the *Exam tutor*. After you have done the exam, it is a good idea to spend some time reviewing why certain answers are the correct ones and then work through the *Exam tutor*. For this reason we suggest you approach this part in the following way:

First do the exam. Here, you should focus on answering the questions correctly. You should try and complete Part 3 within the time limit set and listen only once, as this gives you the opportunity to practise under exam conditions. Do not look at the Audio script at the back of the book while doing the Exam practice questions. After you have finished the practice questions, make sure the format and spelling of your answers are correct. Then, check your answers using the Answer key and Audio script at the back of the book.

Unit 12 Practice exam

This is a complete Listening practice test. This unit should be done under exam conditions. You should answer all four sections consecutively and listen only once. Normally, in the actual exam you would keep 10 minutes aside to transfer your answers. Please keep this in mind when doing Unit 12.

Using the book in the classroom

If you are a teacher, you can use *Listening for IELTS* either as your main IELTS coursebook or as a supplementary course. Detailed teacher's notes for each unit are available at: www.collinselt.com/teachielts.

The International English Language Testing System (IELTS) test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia. There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment. General Training is for people who wish to migrate to an English-speaking country. This book is primarily for students taking the Academic version.

The test

There are four modules:

Listening	30 minutes, plus 10 minutes for transferring answers to the answer sheet NB: the audio is heard <i>only once</i> . Approx. 10 questions per section Section 1: two speakers discuss a social situation Section 2: one speaker talks about a non-academic topic Section 3: up to four speakers discuss an educational project Section 4: one speaker gives a talk of general academic interest
Reading	60 minutes 3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc. 40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.
Writing	Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum) Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)
Speaking	11–14 minutes A three-part face-to-face oral interview with an examiner. The interview is recorded. Part 1: introductions and general questions (4–5 mins) Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner. Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.
Timetabling	Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.
Scoring	Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

CEFR description	CEFR level	IELTS Band Score
Proficient user (Advanced)	C2	9
	C1	7–8
Independent user (Intermediate – Upper Intermediate)	B2	5–6.5
	B1	4–5

This table contains the general descriptors for the band scores 1–9:

IELTS Band Scores		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening:	16 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7
Reading:	15 out of 40 correct answers:	band score 5
	23 out of 40 correct answers:	band score 6
	30 out of 40 correct answers:	band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: www.ielts.org

1 On the move

Language development | Travel and tourism vocabulary; Synonyms; Paraphrasing

Exam skills | Predicting answers; Paraphrasing options; Vowel sounds and spelling

Exam practice | Section 1: Form completion; Multiple choice; Matching

Part 1: Language development

Travel and tourism vocabulary



1 Match the words a–h to the pictures 1–8.

- | | |
|----------------|----------------|
| a customers | e tour guide |
| b passenger | f tourists |
| c staff | g travel agent |
| d receptionist | h waiter |

! Watch out

When you have to write answers in spaces (e.g. form completion questions), make sure your words are grammatically correct, e.g. *The holiday is very expensive.*

Synonyms and paraphrasing

2 Complete the passage about hotels below with the words a–h. There are two possible answers for some of the answers.

- | | | | |
|---------------|-----------------|--------------|---------------|
| a alternative | c old-fashioned | e sufficient | g traditional |
| b common | d reasonable | f suitable | h unique |

The Grand Hotel was built in 1900 and has a (1) ___ style; there is nothing like it in the local area. Although the interior design is (2) ___, the facilities are modern. The hotel has a conference centre and meeting rooms, so it is (3) ___ for business purposes.

An (4) ___ option is the Hotel Royal, which is a (5) ___ choice for tourists because the prices are (6) ___, and it is next to the beach. The hotel is not modern; in fact it is quite (7) ___ and in need of minor repair, but it is (8) ___ for a short break.

3 Match the words 1–8 with their synonyms a–h.

- | | |
|-----------------|----------------|
| 1 suitable | a conventional |
| 2 traditional | b frequent |
| 3 alternative | c dated |
| 4 unique | d other |
| 5 old-fashioned | e adequate |
| 6 reasonable | f appropriate |
| 7 sufficient | g fair |
| 8 common | h individual |



Exam tip

Learning topic-related words is a good way to increase your vocabulary. You can organise the vocabulary by topic and add words and common collocations.

4 Choose the sentences a–c which do not mean the same as the key sentences 1–4.

- 1 The price of dinner was reasonable.
 - a I thought the meal was a fair price.
 - b The bill for dinner was not too expensive.
 - c That meal was overpriced.
- 2 Three hours will be sufficient to see all of the art gallery.
 - a Three hours should give you enough time to see everything in the art gallery.
 - b I think three hours is an adequate amount of time for viewing the art gallery.
 - c You'll be unlikely to see all the art gallery in three hours
- 3 I don't think this hotel is suitable for children.
 - a This hotel is quite satisfactory for families.
 - b I wouldn't recommend bringing under 18s to this hotel.
 - c This hotel isn't appropriate for minors, in my view.
- 4 Heavy rain is common in this area at this time of year.
 - a There is often bad weather here at this time of year.
 - b At this time of year there are occasional storms around here.
 - c In this region rain is frequent at this time of year.



Watch out

Don't just listen for the same words you see in the questions or options. Some of the words and sentences on the recording are different to the words and sentences in the test.



Part 2: Exam skills



Exam tip

Before you listen, try to predict what the answers will be. Reading the questions first will help you make better guesses. Ask yourself the following questions:

- What is the subject of the answer? For example, is it a name, a date, or a country?
- What word fits grammatically? Is it a noun, a verb, an adjective, or an adverb?
- What is the function of the answer? For example, is it a comparison, a list, an instruction, a label, or a question?

1
01

You are going to listen to two university students discussing their holiday plans. Read the listening task below and write your answers in the predictions in 1–3.

Listen and write the missing information. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer. Write your answers in the answers column. Then check your answers.



	Predictions	Answers
Destination	1 _____	4 _____
Length of holiday	2 _____	5 _____
Type of holiday	3 _____	6 _____



Exam tip

You don't have to write the same number of words in each space. Some answers might be three words, while other answers might be only one.

2
01

Read the sentences below and predict the answer based on the content and write your answers in the predictions column.

Listen to the same conversation as you heard in Exercise 1 and write your answers in the answers column. Then check your answers.

Steve's holiday plans



Predictions	Answers
1 Steve is going on holiday for _____	4 Steve is going on holiday for _____
2 He is going on holiday with his _____	5 He is going on holiday with his _____
3 He is going on holiday in order _____ French.	6 He is going on holiday in order _____ French.

Exam information: Form completion (1)

Form completion is a question type that can appear in any section of the Listening exam. It is often found in Section 1.

- Normally, each answer is one or two words.
- In Section 1, the information is factual, for example, dates, places and times.
- Each answer is usually one or two words.
- The answers are usually factual information (e.g. names or dates).
- If the answers involve numbers, you can write words OR numbers, but check you do not exceed the word limit.
- The structure of the form can help you understand what kind of information you need to write.

- 3 Look at the form below. If this were an exam task, what kind of information would you be listening for?

OUTBOUND FLIGHT DETAILS

Full name: 1 _____
 Telephone number: 07953 299101
 Flight number: JK402
 Depart: London Heathrow
 Arrive: 2 _____
 Departure time: 3 _____
 Date of travel: 4 _____



Exam tip

When you complete a form, it is important to spell the names of people and places correctly.

- 4 The information required to complete a form can be expressed in different ways. Look at the examples 1–7 below and write **name**, **date**, or **time** next to each one.

- 1 Mr. R D Davison _____
 2 Ten fifteen _____
 3 Ronald Davison ... D-A-V -I -S -O -N (spelling)

 4 July twenty-third _____
 5 A quarter past ten _____
 6 Davison Ronald Davison _____
 7 The twenty-third of July _____



Exam tip

Words you are expected to know will **not** be spelled out, e.g. 23 North Street

- 5** Complete the form below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer. Then check your answers.

02

ROOM BOOKING	
Name:	1 Duncan _____
Telephone number:	5762 23821
Date of arrival:	2 _____
Date of departure:	23rd September
Room type:	Twin room
Cost:	3 £ _____
Payment method:	4 _____



Exam tip

There are different ways to write dates correctly (e.g. *17th September, 17 September, September 17*). When writing dates, make sure they are within the number of words allowed.

i Exam information: Matching (1)

In the Listening exam, you may have to match pieces of information. Such tasks can be found in any section of the exam.

- In these questions you will see two lists of options. You will need to match the options.
- The options may be a group of something, e.g. names of hotels, countries, students and the second options may be a description, e.g. too expensive, not enough space, too busy
- You should listen for the group names directly, but you might hear the descriptions in other words.

- 6** Look at the listening task below. If this were an exam task, you would have to match the tour operators with the type of service they offer. Match the sentences that describe a service 1–6 with the services A–D in the listening task.

- The service is fast. ____
- If you have your student card, there is a cheaper rate. ____
- This has the lowest prices. ____
- It is only £3.50, which is the least expensive ticket. ____
- The service isn't very regular. ____
- There is 10% off for students. ____

Tour Operator

- Stanford Coaches
- ABSEL Buses
- Grey Bus Company
- Flyers Coach Company

Service

- offers the cheapest fare
- has an infrequent service
- runs an express bus
- has a student discount

- 7** Listen to the conversation between a customer and a travel agent. Match the hotels to the facilities they offer. Write A–D next to questions 1–4.

03

- | | | |
|----------------------|-------------------------------------|---------|
| 1 Hotel Sunshine | A fitness facilities | 1 _____ |
| 2 The Highland Hotel | B business facilities | 2 _____ |
| 3 Hotel Carminia | C training courses for water sports | 3 _____ |
| 4 The Royal | D entertainment facilities | 4 _____ |

Pronunciation: Vowel sounds and spelling

- 8** Put the words from the box in the correct columns to match the pronunciation.
 Then listen and check your answers.

site	great	too	key	guide	few
rate	sea	fear	view	cheer	we

you	bee	main	here	night

P Pronunciation

In English, words with the same vowel sounds can often have a different spelling (e.g. *hi* and *why*). Learn these spellings to help you improve your listening and spelling in the exam.

- 9** Listen and write the words you hear.

- | | | | | |
|----|---|-------|----|-------|
| 05 | 1 | _____ | 2 | _____ |
| | 3 | _____ | 4 | _____ |
| | 5 | _____ | 6 | _____ |
| | 7 | _____ | 8 | _____ |
| | 9 | _____ | 10 | _____ |

i Exam information: Multiple choice (1)

In the Listening exam, there are different types of multiple-choice questions. The first type has a number of questions, each of which has three answer options. You have to choose the answer option which is correct according to the recording. This is called a multiple-choice single-answer question.

- 10** Look at the multiple-choice single-answer question below and three ways of expressing the same question. Then think of two other ways of expressing each answer option a–c.

Why can't John go on the boat trip? = *Why isn't it possible for John to go on the cruise?*
 = *Why can't John go sailing?* = *Why isn't it possible for John to take part in the boat trip?*

- a He doesn't feel well.
- b He has booked theatre tickets.
- c He is scared of the water.

- 11** Listen and choose the correct answer.

- 06
- 1 Why can't John go on the boat trip?
- a He doesn't feel well.
 - b He has booked theatre tickets.
 - c He's scared of the water.

- 12** Listen and answer the questions about John and Sam's holiday.

- 07
- 1 Where does Sam recommend going for dinner?
- a Joe's Café b The Captain's Table c Mangan's
- 2 Who is going to reserve the table?
- a John b Sam c the hotel receptionist

Part 3: Exam practice

Listening Section 1

Exam information

Section 1 is the first part of the Listening exam. In this section, you will hear a conversation between two people about a functional situation like booking a flight or finding information about courses. You will hear the audio once and there will be an example question at the beginning of the test.

Questions 1–4: Form completion

Complete the form below.



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

City Bus Tour Booking Form

Passenger name(s): Susan Field and James **1**

Contact telephone number: 07988 **2**

Hotel: **3**

Bus tour time: **4** pm.

Bus tour date: 14th August

Exam tip

Don't always write down the first thing you hear. The recording often refers to a number of possible answers, but only one answers the question correctly.

Questions 5–6: Multiple choice



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

- 5** Why does a ticket for the museum cost £23?
- A** because the money is needed to fix parts of the building
 - B** because the collection of Latin American art is unique
 - C** because it is the only art museum in Europe
- 6** The tourist office assistant suggests going the next town for a good restaurant because
- A** they overlook the sea.
 - B** the restaurants are bigger.
 - C** there are more restaurants to choose from.



09

Questions 7–10: Matching

Match the restaurants with their descriptions.

Write the letter **A–E** next to questions **7–10**.

7 The Belleview

8 The Lighthouse Café

9 Harvey's

10 Stonecroft House

- A** It is visited by famous people who work in entertainment.
- B** This restaurant has recently been bought by a new family.
- C** One family has managed the restaurant for over 100 years.
- D** It is expensive but serves high quality food.
- E** It has been decorated in a modern style.



Exam tutor

- 1** What should you do before you start listening?

- 2** How many speakers will you hear?

- 3** What kind of information will they be talking about?

- 4** How many questions do you need to answer?

- 5** How many times will you hear the audio?



2 Being young

Language development | Describing ages; Word formation

Skills development | Understanding table formats; Pronunciation: Listening for consonants; Listening for location; Understanding flow chart formats

Exam practice | Section 2: Table completion; Map or plan completion; Flow chart completion

Part 1: Language development

Describing ages

1 Put the stages of childhood in the box in order on the line, from the youngest to the oldest.

an infant a newborn baby an adolescent a toddler



! Watch out

Words that are related do not always mean the same thing, e.g. *infant* and *adolescent* are both descriptions of children, but an *adolescent* is **not** an *infant*.

2 Match the words 1–5 with the definitions a–e.

- | | |
|-------------------|---|
| 1 youth | a the period between childhood and maturity |
| 2 youth hostel | b a place that provides leisure activities for young people |
| 3 youth club | c inexpensive accommodation for young people travelling cheaply |
| 4 youth culture | d a person between the ages of thirteen and nineteen |
| 5 teen / teenager | e young people's opinions and the way they live |

Word formation

3 Complete the table with the correct word forms. The first one is done for you.

Verb	Noun	Adjective	Adverb
act	<i>action / activity</i>	<i>active</i>	<i>actively</i>
motivate	1 _____	2 _____	–
3 _____	4 _____	practiced / practising	–
5 _____	6 _____	7 _____	successfully
8 _____	instruction	9 _____	10 _____
concentrate	11 _____	12 _____	–
–	13 _____	capable	14 _____
15 _____	16 _____	expressive	17 _____

- 4 Read what the three young people do outside school and complete the texts with the correct word form of the words in the box. You will need to use some words twice.

act	concentrate	instruct	practise
motivate	succeed	capable	express

! Watch out

In completion questions, you have to write a word or words in the spaces. Understanding word formation is very important, as your answers in the exam have to be grammatically correct.

James



At the moment I'm studying for my exams, so I'm not very (1) _____. I haven't played any sports for ages! I'm trying to (2) _____ on my revision as I want to pass all my exams. I do have guitar lessons every Thursday, though, which I really enjoy. My (3) _____ is fantastic, and he encourages me. I really should (4) _____ more, though!

Helen



I love playing sports, and I go to hockey (5) _____ three times a week. I know that's quite a lot, but I'd like to play hockey professionally, and this goal (6) _____ me to work hard. I also play tennis and football, and I go swimming twice a week. I have an annual membership at the local sports centre as I'm there every day! I am quite shy normally but I can (7) _____ myself through sports much more than I can in any other way.

Mike



I really love computers and spend a lot of my time developing computer games for fun. Lots of people say computer games are a bad thing, but I think these games take a lot of (8) _____; you need to keep your mind on the game at all times. I suppose sitting in front of a computer is not the most (9) _____ of hobbies, but I'd like to be a (10) _____ designer of computer games one day. I think by the time I am designing games, the (11) _____ of the technology will be amazing – perhaps they'll all give you virtual reality experiences!

Part 2: Skills development

Understanding table formats

- 1 Look at the table below which shows the exam results of two students. Choose the correct options A–H to complete the table.

Exam results

Student name	Subject	Score
Brian Andrews	1 _____	67.5%
2 _____	English	3 _____

- A French B French C Charlotte D C Black
E Charlotte Black F fifty-six point seven G 56.7% H 56.7



Exam tip

It is important to answer questions using the correct format. Look carefully at the layout and the style used in the questions.



Exam information: Table completion (1)

In the Listening exam, you may have to complete a table. This question type can be found in any section of the exam. You may have to complete the table with words or options from a list. Use the information already in the table to help you understand the format of the answer.

- 2 Listen and complete the following table. Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.



Shimmers dance classes timetable

Class	Instructor	Day	Time	Price
Ballet	1 _____	Tuesday	6.30–8.00	2 £ _____
3 _____	Janine	4 _____	7.00–8.00	£7.50
Tap	Andrew	Saturday	5 _____	£11.00



Exam tip

How are the numbers expressed? Do you need to add the currency sign? What format do the times have? Follow these formats.

Pronunciation: Listening for consonants



Pronunciation

Some English words have three or four consonants together, e.g. *increase*, which can make spelling more difficult. These groups of consonants can be anywhere in a word.

- 3 Listen and write the words you hear. All the words have a group of three or four consonants. After you listen, underline the groups of consonants in the words.



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

- 4 You are going to hear a talk about websites for young people. Listen and complete the table. Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

Website	Age range	Useful for:
Playtime Online	4–6	Learning skills for games
Moving Up	1 _____	Developing maths and language skills
Net Aware	12–16	Understanding 2 _____
Chat Electric	13–16	Making 3 _____
4 _____	16–18	Exam hints and tips

**Exam tip**

If the instructions state that your answer should be one or two words, do not write three words. If you write three words, your answer will be marked incorrect.

Listening for location

**Exam information: Labelling a map or plan (1)**

In the Listening exam, you may have to label a map or plan. This question type can be found in any section of the exam.

- There will be some visual information (a map or plan) which you have to label by writing the information yourself or choosing the answer from a list of options.
- The information you need in order to answer the questions is in the same order as it is on the recording.

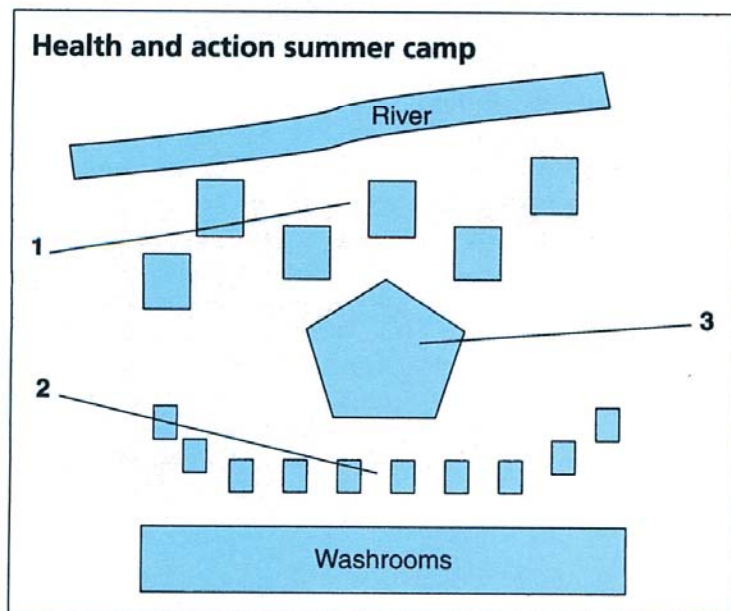
- 5 Look at the plan of a summer camp below. Match the phrases a–f with the places on the map 1–3. You will need to use each number twice.

- | | |
|------------------------------------|-------------------------------------|
| a right next to the washrooms | e in the centre of the camp |
| b beside the river | f right in the middle of everything |
| c at the riverfront | |
| d the furthest away from the river | |

**Exam tip**

Before you start, think about how you can describe the position of the answers in relation to the other things on the plan (e.g. number 2 is near the river)

- 6 Listen and label the plan below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.



- 1 _____
2 _____
3 _____

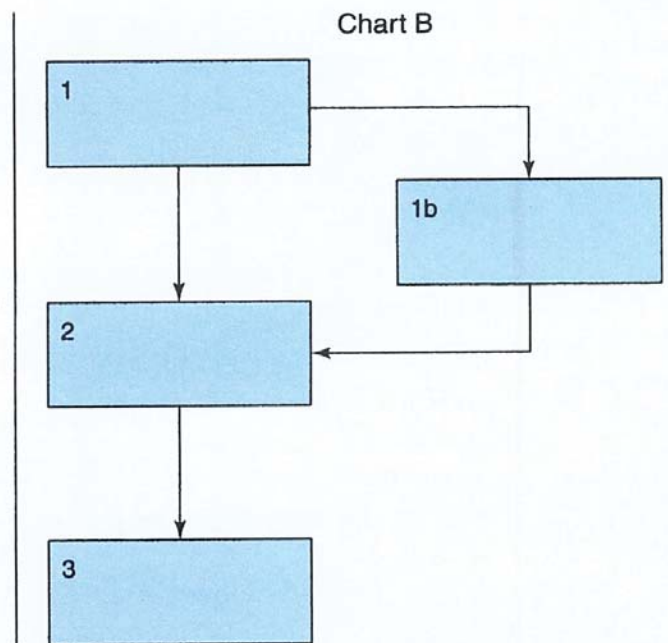
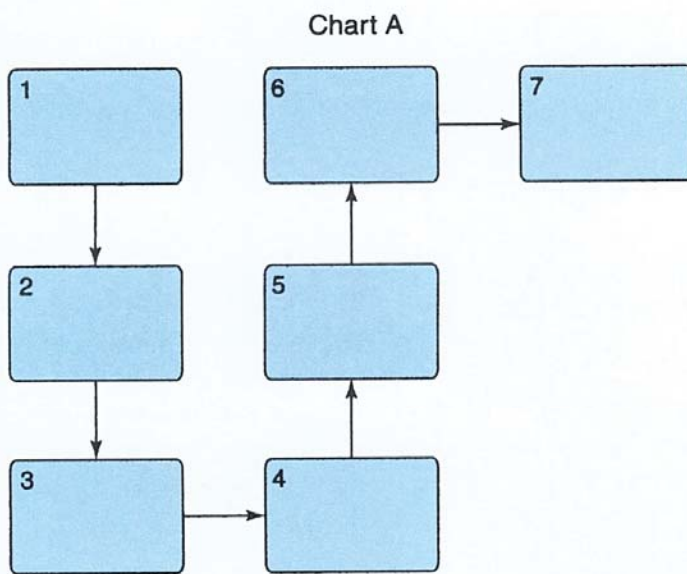
Understanding flow chart formats

i Exam information: Flow chart completion (1)

In the Listening exam, you may have to complete a flow chart. A flow chart is a diagram that shows the order in which things happen, or a process. This question type can be found in any section of the exam.

- Each box usually shows a separate stage in the order or process.
- The boxes are normally separated by a line or arrow, which shows the flow or order (you will hear the answers in order).

7 Look at the flow charts A and B below and read the information in texts 1 and 2. Match flowcharts A and B with texts 1 and 2.



Text 1

If you want to come on this French exchange trip, then you will need to complete the admission form. If you aren't a member of the French exchange club, you will need to become a member of the club at the same time as completing the admission form. After you have completed the form you will need to pay the visit deposit. This is £45. After you have done this, we will send you a letter confirming your place.

Flowchart: _____

Text 2

To enter the five-a-side football tournament, you firstly need to make sure you have a team of seven (five to play and two substitutes) and then elect a captain for your team. Fill in an application from the sports club and list your team name, members and captain on the form. Then, pay the £10 entrance fee. We will then send you the times and dates you will play at. When you receive these, you will need to call and confirm with our club secretary that you can attend all the dates. Once you have done this, we will also send you an invitation to the tournament opening event, which will take place in our club house the evening before the first match.

Flowchart: _____

8 Write the correct information from the texts 1 and 2 in Exercise 7 in the flow charts. Use the number of boxes and the lines or arrows to help you.

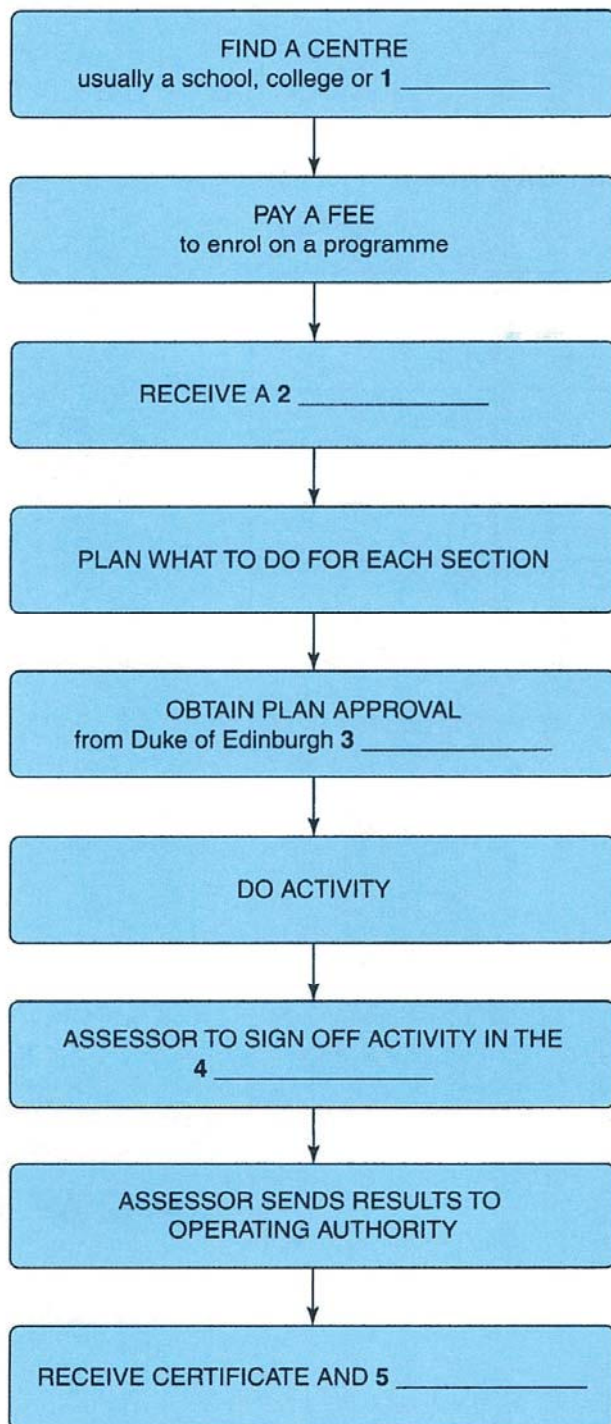
9 You are going to hear a talk about completing the Duke of Edinburgh's award. Listen and complete the flowchart below. Write NO MORE THAN THREE WORDS AND / OR A NUMBER for each answer.



Exam tip

Use the words already in the boxes to familiarise yourself with the content and flow of the recording.

Getting the Bronze Award



Part 3: Exam practice

Listening Section 2

i Exam information

In Section 2 you will listen to a monologue that is about a general topic. For example, a tour guide speaking about a city, or a head teacher giving instructions about the start of the school year.

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Questions 1–4: Table completion

Complete the table below.

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

Park Hill Teen Programme

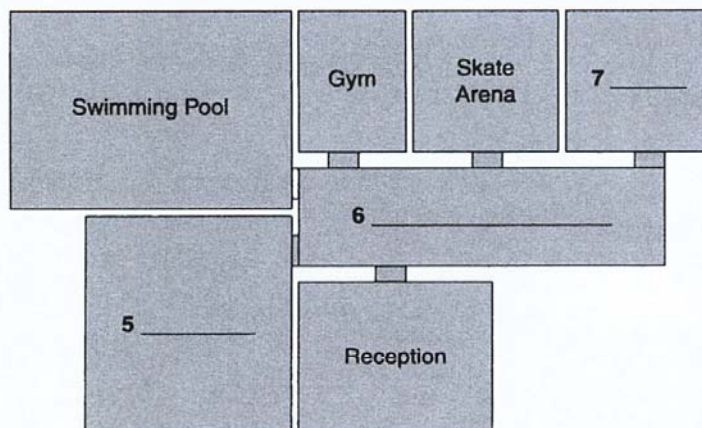
Class	Day	Teacher
Jazz	Wednesday	Diana
1	Thursday	Diana
Baseball	Saturday	2
3	Saturday	Steve
Skateboarding	Monday	Steve
4	Tuesday (to be confirmed)	Stella

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Questions 5–7: Map or plan completion

Label the plan below.

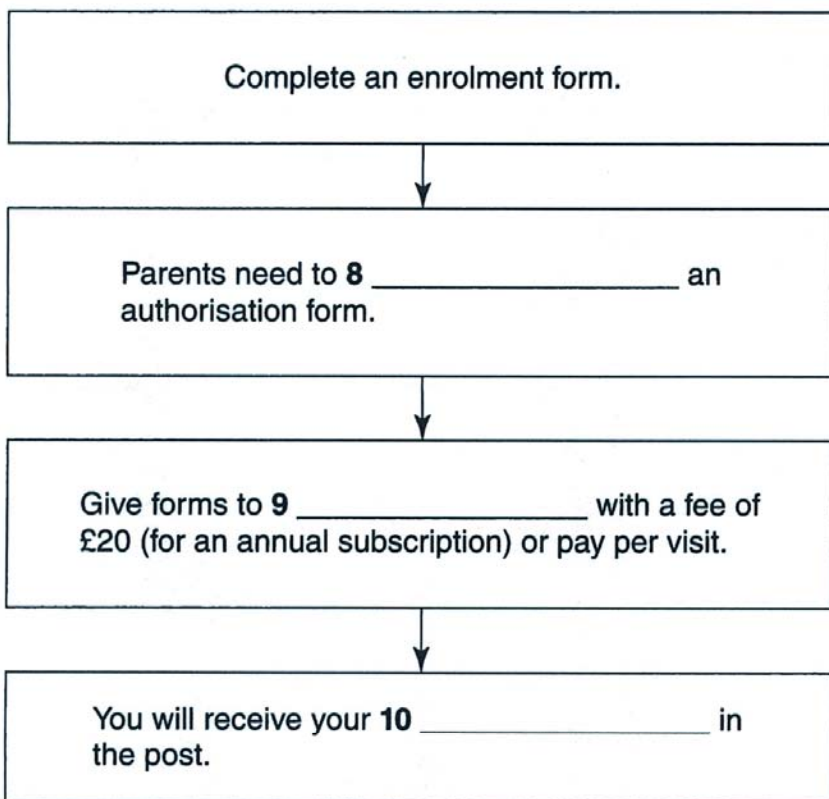
Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.



Questions 8–10: Flow chart completion

Complete the flow chart below.

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

**Exam tutor**

- 1 How many speakers will you hear?

- 2 What kinds of topics might you hear?

- 3 How many questions do you need to answer?

- 4 How can you use the information in the questions to help you?

- 5 Why are the instructions important?

3 Climate

Language development | Weather conditions; Collocations related to weather; Sequencing words

Skills development | Understanding classification; Pronunciation: The schwa; Ordering events; Predicting answers

Exam practice | Section 3: Note completion; Classification; Labelling a diagram

Part 1: Language development

Weather conditions



1 Match the words a–f in the box to the pictures 1–6.

- | | | |
|---------------|-------------|---------------|
| a a blizzard | b a flood | c a drought |
| d a hurricane | e lightning | f a heat wave |

2 Listen and write the words you hear. First you will hear the word and then you will hear the word in a sentence.



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

! Watch out

In the Listening exam, you should be able to recognise and spell a variety of non-technical words. If you spell a word incorrectly, your answer is incorrect. Spelling abstract nouns is easier if you know some common word endings, e.g. *-ity, -tion, -ment, -ness*.

Collocations related to weather

3 Complete sentences 1–8 with the words in the box to form common weather collocations.

clear	flash	heavy	high
light	scorching	strong	thick

- There is a chance of _____ rain in this morning and some areas might flood.
 - There are _____ winds on the coast, so be very careful if walking near the cliffs.
 - There have been _____ floods in the south and many people have had to leave their homes.
 - The north has been affected by _____ snow, and many people are stuck at home.
 - Today will be sunny with _____ blue skies.
 - There is _____ fog in the west and driving might be dangerous.
 - There will be _____ temperatures today, so make sure you drink lots of water.
 - We advise people not to take their children out in the _____ heat.
- 4 Underline the odd one out in the groups of words 1–4 below and say why it is different.

e.g. cool / hot / warm / balmy / rainy

'Rainy' is different: it does not describe temperature.

- precipitation / moisture / humidity / atmosphere
- global warming / climate change / greenhouse effect / ozone layer
- tidal wave / hurricane / cyclone / gale
- fog / haze / mist / drizzle

Sequencing words

5 Put the sequencing words and phrases in the correct column in the table. Some can go into more than one column.

during	eventually	finally	former
in the end	initially	moving on to	next
previously	prior	simultaneously	
the next phase / step	ultimately	when	



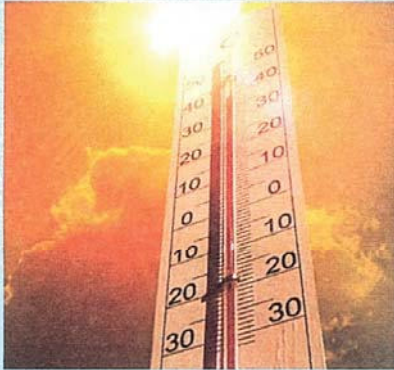
Exam tip

In the Listening exam, you need to understand the sequence (or order) of ideas and / or events.

Before	After	At the same time	Transition from one stage to another

6 Complete the passage below with the words a–h.

- a during
- b initially
- c next
- d prior
- e simultaneously
- f the next step
- g ultimately
- h when



Preparing for a heat wave

Make sure you are always prepared for any kind of extreme weather (1) _____ to it occurring. You can do this by checking the weather forecast regularly. Heat waves can often be predicted days and even weeks in advance. Heat waves are (2) _____ seen as fun, a chance to get outside in the sun, and a hazard, which can cause illness. Make sure you drink plenty of water (3) _____ this time, otherwise you may become dehydrated. (4) _____ you feel hot, try to find some shade.

It is also important to watch for signs of heatstroke. A person may (5) _____ become slow and lethargic, and (6) _____ become confused or incoherent. If you see these second symptoms, get the person into the shade immediately and give them water. If the symptoms do not go away instantly, (7) _____ would be to call an ambulance. If left untreated, heatstroke can (8) _____ lead to death.

7 Underline the correct words in sentences 1–6.

- 1 Many people do not believe that pollution has disastrous long-term effects on the environment, but *eventually* / *finally* they will have to accept the overwhelming evidence.
- 2 There was no *former* / *prior* warning of the storm; it took everyone by surprise.
- 3 I was the only person standing under the large tree *during* / *when* the rain came so I was lucky and didn't get wet.
- 4 Here is the weather forecast for today. *Initially* / *Previously* it will be sunny, but cloud will develop later in the afternoon.
- 5 If a hurricane strikes, the first thing to do is get inside. *Next* / *The next step* you should shut all the windows and doors.
- 6 The effects of global warming will be seen in the future, *eventually* / *ultimately* leading to a large rise in sea levels and *eventually* / *ultimately* flooding vast areas of land.

! Watch out

Sequencing words are very important in flow charts and any speech about a process. Understanding sequencing words will help you understand how the stages of a process are connected.

Part 2: Skills development

Understanding classification

1 In Section 3 of the Listening exam, you will hear up to four speakers and it is important to recognise the speakers.

You are going to hear a conversation with four speakers: John, Steven, Linda and Joanne. Listen and write how many times you hear each speaker.

- John _____
- Linda _____
- Steven _____
- Joanne _____



Exam information: Classification (1)

In the Listening exam, you may have to decide which category or group items belong to. This question type can be found in any section of the exam.

- A category is a group of people or things with shared characteristics, e.g. category: weather examples: *rain, snow, sun*.
- The categories are usually lettered (A, B, C, etc.) and the items are numbered (1, 2, 3). Your answer is usually a letter.

Exam tip

Before you listen in the exam, think how the categories and items might be related, and try to think of other words that express these categories and items.

2 Match the places 1–6 with the categories A, B or C in the box.

A	Continent
B	Country
C	City


- Paris —
- Asia —
- Brazil —
- Europe —
- Vietnam —
- Tokyo —

Pronunciation: The schwa

Pronunciation

The schwa /ə/ is a very common sound in English. It is like an 'a' sound but weaker. It's sometimes difficult to hear in speech, so you have to listen carefully. It appears in many words, so it's important to learn to recognise this sound to help your listening.

3 Listen to the sentences and underline the schwa sounds.

-  20
- 1 My brother is working for a company in America.
 - 2 The doctor told me to rest at home for a week.
 - 3 We can go to the beach after our lecture.
 - 4 The book was about a girl and her adventures.

4 You are going to hear a group of students talking about their Natural Earth presentation. Listen and match the tasks 1–5 with the person who will do them (A–C).

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Natural Earth presentation: Who is doing which tasks?

A	Alice	1	organise the research	—
B	Karl	2	make the PowerPoint presentation	—
C	Jenny	3	source cloud images	—
		4	write cue cards	—
		5	present the conclusion	—

Ordering events

i Exam information: Labelling a diagram (1)

In the Listening exam, you may have to label a diagram which describes a process. This question type can be found in any section of the exam.

- Complete the diagram by writing the information yourself or choosing the answer from a list of options.
- The information you need in order to answer the questions is in the same order as it is on the recording.

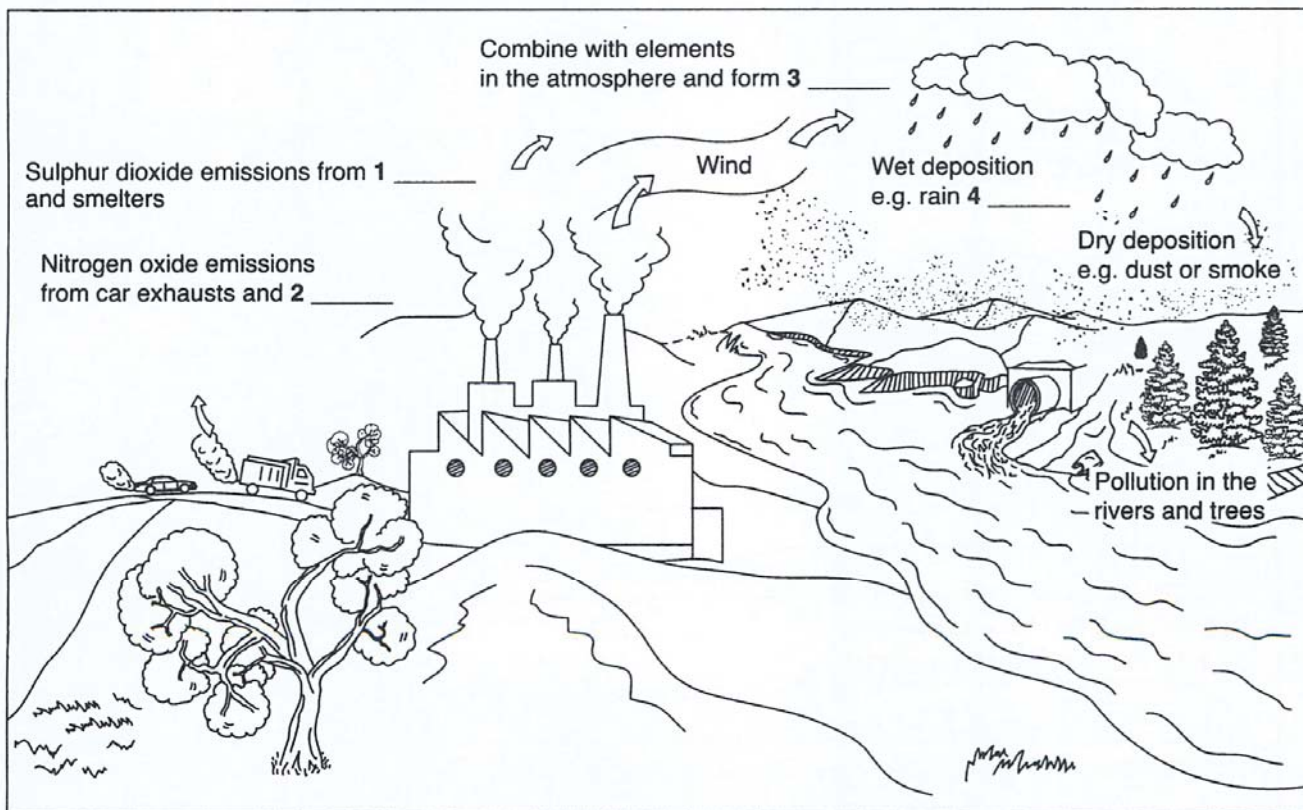
5 Look at the diagram which shows how acid rain is formed. Use the clues in the diagram and put the events A–D in the order they occur.

- A The wind carries the mixture of pollutants high into the atmosphere. ____
- B These fall in wet and dry forms. ____
- C Polluting emissions from cities enter the atmosphere. ____
- D The wet form runs into rivers, causing more pollution. ____

Exam tip

Look at the diagram and try to imagine how you would describe it before you listen in order to understand the order of events.

Acid rain



6 You are going to hear two students discussing an assignment. Listen and complete the diagram in Exercise 5. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Exam tip

If you have to label a diagram, always write the words you hear on the recording. Do not use your own words.

i Exam information: Note completion (1)

In the Listening exam, you may have to complete notes. This question type can be found in any section of the exam. Read the instructions to check the number of words to use in your answers. Look at the grammatical format of the notes. These will tell you if you need to include words such as articles or prepositions in your answers.

Predicting answers

- 7 Read the notes and write what kind of word completes each space grammatically: a noun, a verb or a quantity / amount? Then think of words related to the topic of 'lightning and safety' that could complete the notes above.

Lightning Safety: Presentation Plan

Part 1: Planning for lightning

Important to be prepared

Go inside before it 1 _____

Part 2: If inside

Stay away from water, doors, windows, and telephones

Turn off 2 _____

Part 3: If outside

Avoid trees, open spaces, and metal objects

If the lightning comes near you, 3 _____ and cover your ears

Part 4: If someone gets hit

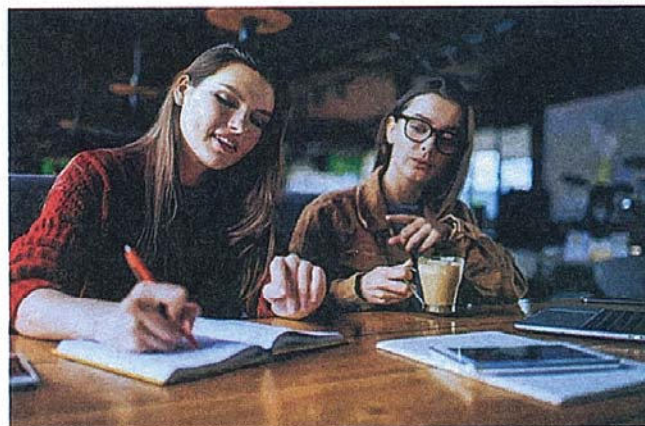
Get help from a 4 _____

Call an ambulance

Don't worry: 5 _____ of lightning victims survive!

- 8 You are going to hear two students talking about a project. Listen and complete the notes in Exercise 7 above. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

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Part 3: Exam practice

Listening Section 3



Exam information

Section 3 is a conversation between multiple speakers, usually two, but it can be up to four people. The topic is usually in an educational context, such as students discussing a project, or a student and a teacher talking about academic work.

Questions 1–3: Note completion



Complete the notes below.

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

Project suggestions: pros and cons

Localised weather conditions

Problem: Not enough time for 1

Seasons

Problem: Too 2

Extreme weather conditions

Advantage: Easier to 3 into different sections, more interesting

Questions 4–7: Classification



Who will cover the following weather conditions?

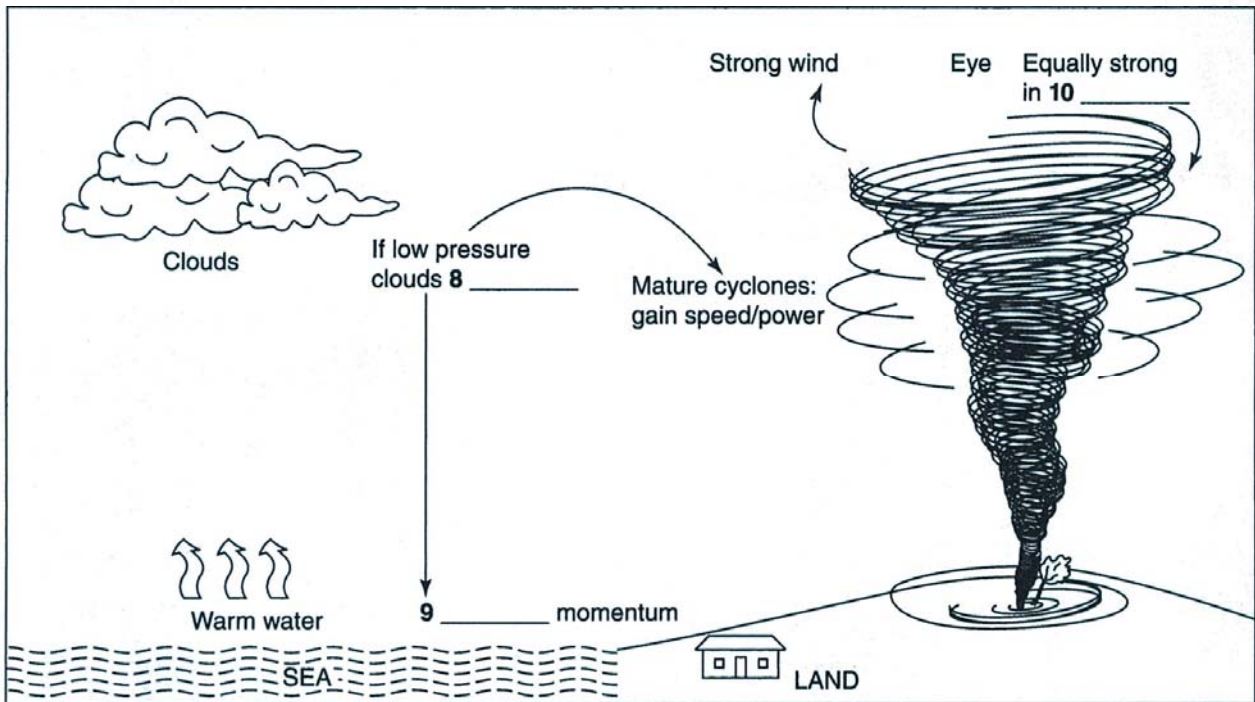
- A** Alex
- B** Emma
- C** Tom
- D** None of them

Write the correct letter, A, B, C or D next to questions 4–7.

- 4 floods
- 5 blizzards
- 6 drought
- 7 cyclones

Questions 8-10: Diagram completion

Complete the diagram below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.



Exam tutor

- 1 How many speakers will you hear?

- 2 What kinds of topics will they talk about?

- 3 How should you write your answers for each question type?

- 4 How is Section 3 different from the first two sections?

- 5 Why are sequencing words important?

4 Families

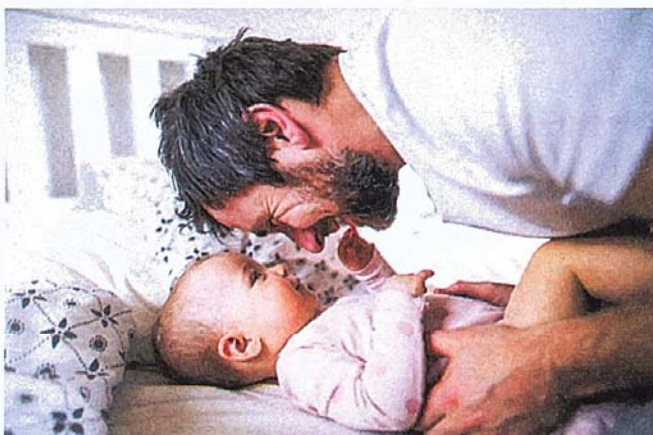
Language development | Family vocabulary; Verbs and prepositions

Exam skills | Following a lecture; Pronunciation: Pausing; Using question words; Predicting paraphrases

Exam practice | Section 4: Short questions; Summary / sentence completion; Select from a list

Part 1: Language development

Family vocabulary



1 Match the family types 1–5 to the descriptions a–e.

- | | |
|--------------------------|---|
| 1 an extended family | a This kind of family is created when people who already have children get married. |
| 2 a stepfamily | b This is a family with two people who do not have children. |
| 3 a nuclear family | c This kind of family includes children, but only one parent. |
| 4 a single-parent family | d This kind of family normally includes two parents and their children. |
| 5 a childless family | e This kind of family includes parents, children and more family members like grandparents. |

2 Read the definitions 1–8 and complete the words.

- 1 a member of your family
- 2 to legally become husband and wife in a special ceremony
- 3 a father or mother
- 4 money or property which you receive from someone who has died
- 5 all the people in a family or group who live together in a house
- 6 when two people are this, they have agreed to marry each other
- 7 to take someone else's child into your own family and make it legally your son or daughter
- 8 the child of your uncle or aunt

- r _ _ at _ _ _ (n)
 m _ _ _ y (v)
 p _ _ _ _ nt (n)
 in _ _ _ _ _ an _ _ (n)
 h _ _ _ _ h _ _ d (n)
 e _ _ a _ ed (adj)
- a _ _ pt (v)
 c _ _ s _ _ (n)

Verbs and prepositions

3 Match the verbs 1–10 with the prepositions a–j that usually follow them.

- | | |
|---------------------|---------------------------------|
| 1 participate | a with (person) / about (thing) |
| 2 struggle | b with |
| 3 disapprove | c from |
| 4 concentrate | d of |
| 5 succeed | e in |
| 6 care (look after) | f at |
| 7 refer | g to |
| 8 suffer | h on |
| 9 agree | i in |
| 10 aim | j for |

! Watch out

Some words have to be followed by specific prepositions. It will help you write a grammatically correct answer if you know which ones they are. When you learn new verbs, find out whether they have dependent prepositions.

4 Complete sentences 1–8 with verbs and prepositions from Exercise 3. You may need to change the verb form.

- 1 Families members don't always _____ each other. In fact, they often argue!
- 2 Marion _____ her elderly mother, who is not well.
- 3 Some people _____ individuals who don't look after their grandparents; they think it's wrong.
- 4 The government plans are _____ helping poor families.
- 5 Young mothers often _____ looking after their new-born babies.
- 6 Children should _____ many physical activities to stay fit and healthy.
- 7 Parents can _____ many government websites for information about schools.
- 8 Today, some mothers are the main wage earners in families, while the father stays at home and _____ raising the children.



5 Here are two people talking about their families. Complete the gaps with the missing words 1–9 that are from Exercises 1–4. Then listen and check your answers.

Jenny



My family isn't very big. There's just my son and me. I'm a single (1) _____. For the last ten years I've been (2) _____ on looking after my son James, who is now fourteen. But now I've met someone special and we've just got (3) _____! My fiancé has four kids of his own and we're going to get married in July. James is really excited about it; he's looking forward to having brothers and sisters in his new (4) _____ family!

Sheila



We live as one big (5) _____ family. There are seven of us in our (6) _____. Besides my husband and me and our children, there's my aunt and two of my (7) _____. I stay at home and (8) _____ my mother because she's quite old and can't look after herself. Obviously, we (9) _____ from a lack of space in the house, but we all get on well.

Part 2: Skills development

Following a lecture

Exam tip

When you listen to a lecture, it is important to identify the key points and understand which direction it is taking. You can do this by identifying signposting words and phrases, e.g. the function of *but* is used to introduce contrasting information.

1 Match the functions a–h in the box to sentences 1–8. Then listen and check your answers.

 27

- | | | |
|---------------------------------|----------------------------------|------------------------------|
| a to give further information | b to contrast | c to emphasise |
| d to give an example / examples | e to indicate order (x2) | f to give a reason / reasons |
| g to repeat or clarify | h to indicate a result / results | |

- 1 *First*, I am going to talk about the role of the parent. *Second*, ..., and *last*, ...
- 2 Parenting is a difficult job *because* ...
- 3 Families are important because they form the basis for socialisation. *Additionally*, ...
- 4 The family structure has varied greatly over time. *That is*, ...
- 5 Many argue that less traditional structures are not as effective. *However*, ...
- 6 Many people are having families later in life. *Consequently*, ...
- 7 Some families are less traditional in Western terms. *For instance*, ...
- 8 Although there are many arguments for trying to keep the traditional family structure strong, I feel *the key issue is* ...

2 Put the signposting words and phrases in the correct category in the table according to their function.

a case in point is also for instance for example furthermore however
 first in addition in other words due to last next as a result
 on the other hand the crucial factor is an illustration of this is the main point is
 thus what I am essentially arguing the reason for this

Order	Reason	Result	Repetition / Clarification
Contrast	Addition	Example	Emphasis

Pronunciation: Pausing

P Pronunciation

When people give speeches or lectures, they often group what they say into sections. They include short pauses between each section of their speech. These pauses are normally inserted between chunks of meaning and are often located where there are new clauses. These pauses help listeners follow and understand the information given by the speaker.

3 Read sentences 1–3 and mark where you think the speaker will pause. Then listen and check your answers.

28

- 1 First of all, I want to talk about some of the communication problems which families face nowadays because I think this is an important topic.
- 2 Family structures have changed a lot in recent years because of education and new attitudes in society which are affecting young people's views.
- 3 Due to the influences of globalisation, many people have moved away from their families which has changed their relationships, and not always in a positive way.

Using question words

i Exam information: Short answer questions (1)

In the Listening exam, you may have to answer questions by giving short answers. This question type can be found in any section of the exam.

- Give your answer in no more than the stated number of words and / or a number.
- Do not write sentences for your answer.
- The answers are likely to be factual.

4 Match the question words 1–8 with the type of answer a–h that each requires.

- | | |
|-------------|--------------------|
| 1 Where? | a a reason |
| 2 Who? | b a place |
| 3 When? | c a number |
| 4 Why? | d a thing |
| 5 What? | e a method / way |
| 6 How? | f a person |
| 7 Which? | g a thing (choice) |
| 8 How many? | h a time |



Exam tip

In short answer questions, it is important to be sure what the question is asking. One method is to underline the key words before listening. Look at all the words in the sentence, not just the question words.


5 Read questions 1–4 and underline the key words. Then match the questions to the answers a–j. There is more than one correct answer for each question.

- 1 On average, when do people get married? ____
 - 2 What is the key reason given for the increase in divorce numbers? ____
 - 3 Who believe that families are the key to the functioning of wider society? ____
 - 4 What is the average number of family members in the UK? ____
- a People usually get married in their thirties.
b The average family has five members.
c Sociologists
d Legal changes
e In their thirties
f Sociologists believe families are the key to the functioning of wider society.
g five
h Because there was a change in law
i Because of legal changes.
j Five



6 You are going to hear to a lecture about adults who continue to live with their parents. Before listening, underline the question words and the key words in questions 1–4. The first one is done for you.

- 1 What percentage of women in their early thirties still live with their parents?
- 2 When were house prices only three times the average yearly income?
- 3 What is the reason that people return to their parental home after university?
- 4 Who does the Affordable Housing Scheme aim to help?

 Now listen and answer the questions in no more than three words and / or a number.

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Exam information: Sentence and summary completion (1)

In the Listening exam, you may have to complete sentences or a summary. This question type can be found in any section of the exam. Complete the sentences or summary by writing the information yourself or choosing the answer from a list of options.

7 What kind of grammatical structures are needed to complete sentences 1–4? Think of as much detail as you can.

- 1 The _____ family structure has changed greatly in the last fifty years.
- 2 Strong family structures used to be necessary due _____.
- 3 People often _____ the wealth of their parents.
- 4 More than _____ children have no siblings nowadays.

 Now listen and complete the sentences using no more than three words and / or a number.

30

Predicting paraphrases

Exam information: Choosing answers from a list (1)

In the Listening exam, you may have to answer a question by choosing a number of correct answers from a list. This question type can be found in any section of the exam. You have to write the correct letters (A, B, C, etc.) and you may write these in any order.

8 Look at the photo and question below. Then underline the key words in sentences 1–5.

Which of the following are myths about upper class Victorian* families?

- 1 Families lived with servants.
- 2 Children were mainly home schooled.
- 3 Fathers occasionally taught their children Latin.
- 4 The Victorians were not generous to the poor.
- 5 Parents were strict with their children.

*The Victorians were the British people who lived in the time of Queen Victoria, i.e. 1838–1901.

9 Complete sentences 1–5 with the words a–f in the box so that they have the same meanings as the sentences in Exercise 7. The sentences are not in the same order.

a resided b instructed c taught
d fortunate e hard f give

- 1 Children were often _____ at home.
- 2 The servants _____ in the family home.
- 3 Mothers and fathers were _____ on their children.
- 4 The children were _____ in Latin by their fathers.
- 5 These families didn't _____ to those less _____ than themselves.



Exam tip

In the Listening exam, you probably will not hear the same words on the recording. You will hear paraphrases or synonyms instead.



Exam tip

In Section 4 of the Listening exam, you will hear an academic lecture and you will hear only one person speaking. The topic will be general, so you do not need any specialist knowledge.

10 You are going to hear a lecturer describing life for Victorian families. Listen and choose TWO letters (A–E) to answer the question.



31

Which of the following are **myths** about upper class Victorian families?

- | | |
|---|---|
| A Families lived with servants. | D The Victorians were not generous to the poor. |
| B Children were mainly home schooled. | E Parents were strict with their children. |
| C Fathers occasionally taught their children Latin. | |

Part 3: Exam practice

Listening Section 4

Questions 1–4: Sentence completion



32

Complete the sentences below.

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

- 1 Recent changes in society are eroding the traditional structure.
- 2 Slightly fewer than 50% of American children under 13 live in
- 3 Statistics show that cohabiting couples are more liable than married couples.
- 4 DINKS focus on rather than having children.



32

Questions 5–8: Short answer questions

Answer the questions below.

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

- 5 How many children in the UK now live in single parent families?
- 6 According to some sociologists, who is responsible for the rise in single parenting?
.....
- 7 What have the largest group of lone parents never done
- 8 Where are single parent families more likely to live?



32

Questions 9–10: Choosing from a list

Choose **TWO** letters from **A–E**.

Which two points does the lecturer give as disadvantages for living alone?

- A People living alone will need help from the community.
- B It is more likely to foster a fragmented population.
- C It creates an accommodation shortage.
- D It is more expensive to live alone.
- E People may have children too late.

9

10



Exam tutor

- 1 How many speakers will you hear?

- 2 Will you need any specialist knowledge?

- 3 How many times will you hear the recording?

- 4 How can you follow the direction of the lecture?

- 5 How is underlining key words useful?



5 Starting university

Language development | Vocabulary related to education; Word building with university subjects

Exam skills | Predicting content words and directions; Writing addresses and notes; Pronunciation: Word stress

Exam practice | Section 1: Form completion; Labelling a map or plan; Note completion

Part 1: Language development

Vocabulary related to education



- 1 Underline the word that does not belong in each group 1–4 and explain why it does not belong in the group.
 - 1 teacher, lecturer, student, tutor
 - 2 essay, report, presentation, dissertation
 - 3 book, journal, newspaper, brochure
 - 4 lecture, seminar, tutorial, lesson
- 2 Complete the passage with the correct form of the words from Exercise 1.

The university is situated in the city centre and includes the faculties of Science, Engineering, Humanities, and Art. Each faculty has three subdivisions. Teaching is in the form of lectures, seminars and (1) _____, with the addition of labs and practical workshops for science and engineering courses. Each (2) _____ has a personal tutor, but other staff such as (3) _____ take some of the classes too. Assessment is through a variety of written work such as essays as well as oral (4) _____.

Exam tip

It's important to broaden your vocabulary, as you will often hear synonyms for key words in the Listening exam. It's a good idea to keep a record of key words, their synonyms and any slight differences in meaning between them. You could order the vocabulary by topic.

Word building with university subjects

3 Complete the table with the correct word forms.

Noun (subject)	Noun (person)	Adjective	Adverb
1 _____	astronomer	2 _____	astronomically
philosophy	3 _____	philosophical	4 _____
5 _____	sociologist	6 _____	sociologically
statistics	7 _____	statistical	8 _____
9 _____	politician	10 _____	politically
11 _____	12 _____	biological	biologically
economics	13 _____	14 _____	economically
15 _____	16 _____	physical	physically



Exam tip

Learning which suffixes are used with verbs, nouns, and adjectives is a useful way to improve your grammatical accuracy in the Listening exam.

4 Complete sentences 1–6 with the correct form of words from Exercise 3.

- I find it so frustrating that _____ never give a straight answer when they are interviewed on television.
- I don't want to go out with John again. He's always asking _____ questions and making me think about the meaning of life.
- While _____ can be useful, people can always manipulate the numbers.
- This country is facing _____ difficult times; house prices are high and unemployment is rising.
- _____ is the study of the nature of matter and energy.
- I bought my friend a new telescope for her birthday. She loves looking at the stars, as she's an amateur _____.



Watch out

There are many words that have more than one adjective form (e.g. *tired* and *tiring* or *economic* and *economical*). Make a note of any differences in meaning between the two adjectives.

5 What word types end with the suffixes 1–8? Write N (noun), NP (noun person), A (adjective) or AD (adverb).

- | | | | |
|---------------|---------------|---------------|-------------|
| 1 -ity _____ | 3 -ally _____ | 5 -ful _____ | 7 -or _____ |
| 2 -able _____ | 4 -ian _____ | 6 -ment _____ | 8 -ic _____ |

6 Complete the passage with the correct form of the words in brackets.

My name is Jonathan, and I'm a research student at Glasgow University. I work in the Biochemistry department and I'm researching how to make suntan cream from pure plant products. I find my work (1) _____ (enjoy) and rewarding. At first, I found it difficult to work alone, but now it's much easier. My (2) _____ (supervise) has been really (3) _____ (help) and she's shown me how to manage my time more (4) _____ (effect) so that my daily workload is (5) _____ (manage). After I've completed this project, I'd like to continue doing (6) _____ (science) research.



Watch out

When you learn new vocabulary, try to learn all the forms, e.g. *nation* (noun), *nationalist* (person), *nationalism* (concept), *national* (adjective), *nationally* (adverb), *nationalise* (verb).

Part 2: Skills development

1 You are going to hear a student talking to her father about her university course. Before you listen, complete sentences 1–4 in as many ways as you can.

- 1 Sally likes her maths course because it is _____.
- 2 She has four tutors who are _____, but she prefers Professor Jones' approach.
- 3 Although the course includes a lot of group work, Sally prefers to study _____.
- 4 Sally is worried that she will _____ her statistics module as it's difficult.

2 Listen and complete sentences 1–4 above in Exercise 1. Write NO MORE THAN THREE WORDS.



Pronunciation: Word stress

3 Listen to the conversation and underline the words that the speakers stress.



Sally: Hi Jack, how is your course going?

Jack: Hi Sally. I like most of it, but one module is really uninteresting.

We have an exam next week and I don't think I'm going to pass.

Sally: But you usually pass your exams. And I know you work hard because you're always in the library. I don't think you should worry about it too much. Why don't we play football later to help you relax?

Jack: That's a great idea.

P Pronunciation

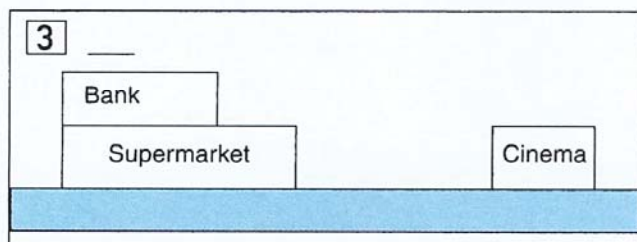
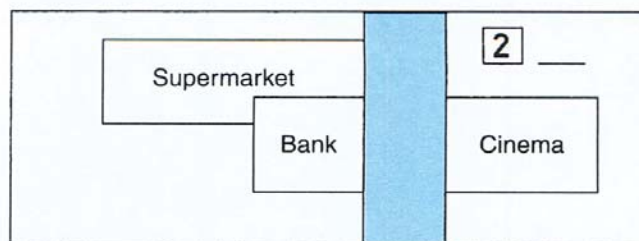
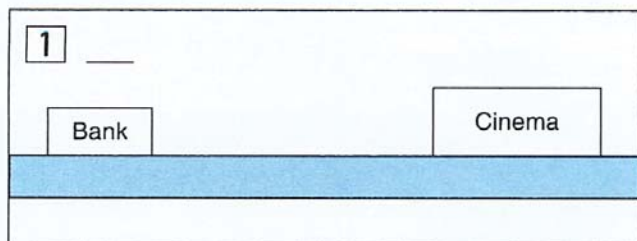
People often use word stress to highlight their feelings or opinions about something. This helps the listener to understand how the person feels. Recognising word stress in the Listening exam can help you decide what opinion a speaker has about a topic.

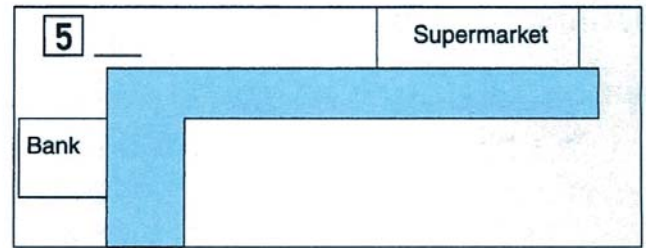
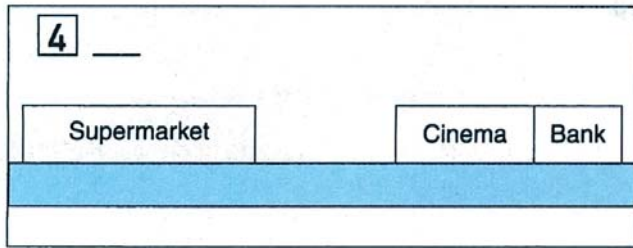
Predicting content words and directions

i Exam information: Labelling a map or plan (2)

In the Listening exam, you may have to label a map or plan. They are usually very simple, with some parts labelled. You should use the labelled parts as a guide when listening.

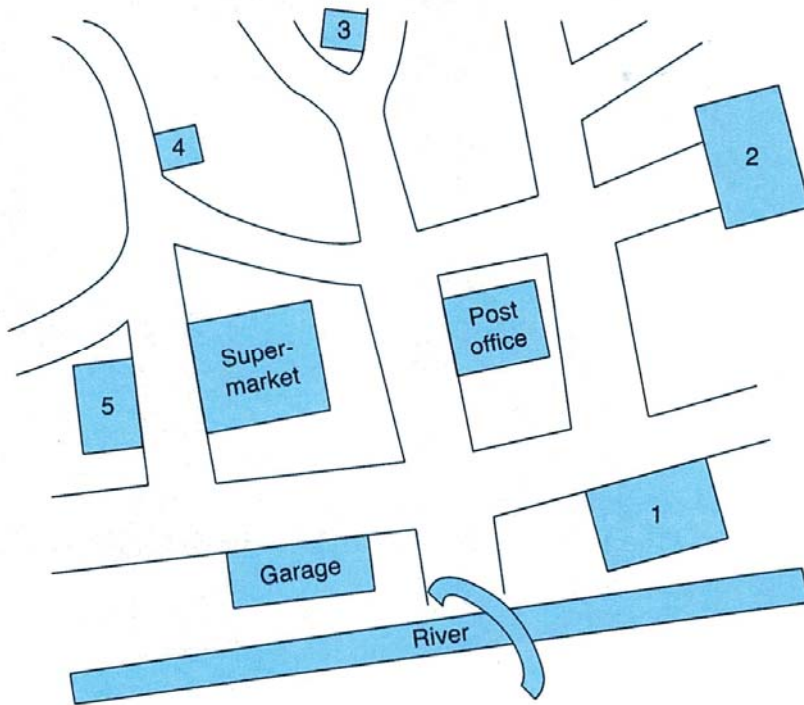
4 Listen and match the pictures 1–5 with sentences A–E you hear. Write the letters A–E next to the pictures 1–5.





5 Look at the map below and complete the directions A–E with the numbers 1–5 on the map.

- A To get to _____ you need to go along the road from the supermarket.
- B Turn right out of the supermarket and take the first right. _____ is at the end of the road.
- C Walk over the bridge and just keep going straight along the road and you'll find _____.
- D Go left out of the Post Office and take the first left. _____ is on your right.
- E Go over the bridge and make a left turn. Then take the first right. _____ is on the left-hand side of the street.



6 36 Look at the map again. You are going to hear two young people discussing what there is for university students to do in their town. Listen and write the names of the places 1–5.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

Exam tip
 If you have to label a map or plan, think of ways you can describe where places are before you listen. You will need to think of vocabulary for direction, place, or position, e.g. *on the left, behind, at the end of the...*

Writing addresses

i Exam information: Form completion (2): Addresses

As noted in Unit 1, you may have to complete a form in the Listening exam. Sometimes the missing information is an address or part of an address. In English-speaking countries addresses are written like this:

24 Farm Road (first line: the house number and the street name)
Addington (second line: the town or city)
Surrey (third line: (optional) the state, country, province or region)
CR0 5XD (last line: the postcode or zipcode for the town or city)

When you hear an address, there will be pauses between the parts. If the address is on one line, put commas between each section: 24 Farm Road, Addington, Surrey, CR0 5XD

There are different synonyms for *street* and *road*, which you should know how to spell: *Street, Road, Avenue, Crescent, Drive, Lane, Hill, Gardens*.

- 7** Listen for the pauses in the addresses 1–3. The pauses show where the information is separated. Mark the pauses with commas on the addresses below.



37

1 78A High Trees Street Sydney 2316

2 354 Castle Avenue Edinburgh E5 7HU

3 86 Woodland Drive Brooklyn New York 45008

- 8** You are going to hear a conversation between a student who is enrolling at the university and a university administrator. Listen and complete the form below. Write **NO MORE THAN THREE WORDS OR A NUMBER**.



38



Enrolment form

Name: Peter 1 _____
Course: BSc Economics
Faculty: 2 _____
University address: Room 112, 3 _____ Residence, Duke Street, Newcastle
Home address: 56 Grove Street, Manchester, 4 _____

Writing notes

i Exam information: Note completion

As mentioned in Unit 3, you may have to complete notes in the Listening exam.

- Notes are different from full sentences because they usually have fewer words.
- In a full sentence there is a subject and a verb, which is often followed by an object, but there are also smaller words that connect these parts together. These are often removed in notes, e.g. *The student will receive the grade.* = *Student receives grade.*
- You will hear the words you need in the recording.
- You will not need to paraphrase the words in the recording to complete the notes.

9 Complete the notes with the information in the sentences a–d. WRITE NO MORE THAN TWO WORDS AND / OR A NUMBER.

- a Students may borrow up to eight books from the library at any one time.
- b The lecture on molecular biology has moved from room 102 to room 105.
- c There are a limited number of university tours taking place this week so make sure you book your place as soon as possible to avoid disappointment. You can book in person through the Students' Union office or by telephoning Student Services.
- d Feedback on your essay will be given by your personal tutor during the tutorial times. If you cannot attend the tutorial time, please speak to the administrator in the faculty office to arrange a more convenient time.

Library book limit: 1 _____

Room change for 2 _____ : Lecture room 105

University tour booking procedures: Call Students' Services, or book at Students' Union office 3 _____.

Essay feedback from 4 _____.

10 You are going to hear a student asking questions about the Students' Union services. Listen and complete the notes. Write NO MORE THAN TWO WORDS AND / OR A NUMBER.



Students' Union services

3 main areas:

- Give advice and information
- Organise 1 _____ events
- Campaign for student rights

6 advisors: specialists in 2 _____ and travel

Location of 24-hour helpline number: 3 _____

Part 3: Exam practice

Listening Section 1

Questions 1–4: Form completion

Complete the form below.



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

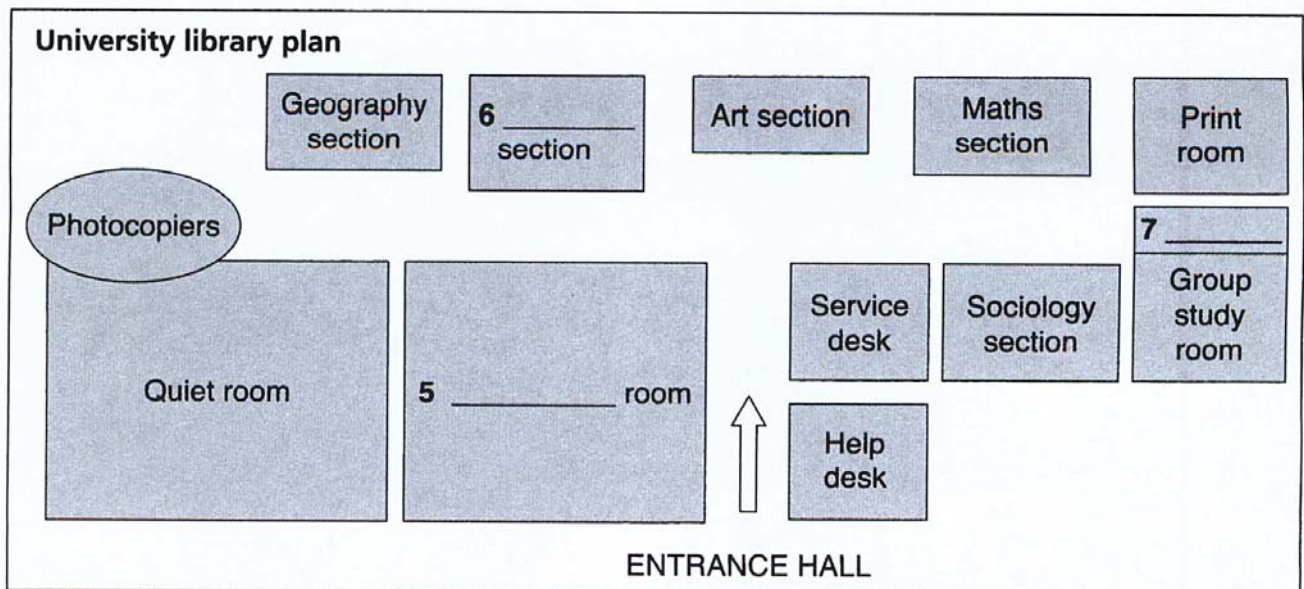
Name	Simon <i>Anderson</i>
Student ID number	1
Subject	Geography
Faculty	2
Address	Flat 3, 24 3 Gardens, London, SW12 3AG
Contact telephone	07988 4

Questions 5–7: Labelling a plan

Label the plan below.



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





40

Questions 8–10: Note completion

Complete the notes below.

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

Group Study booking system

To be used for group projects

Advance notice required: 48 hours

Must reserve using **8**

Website booking for group study room – need student name and **9**

Booking confirmation received via **10**



Exam tutor

- 1 What kind of strategies can help you with form and note completion?

- 2 What kind of strategies can help you with map and plan completion?

- 3 Why is spelling important?

- 4 Should you always know how to spell the words you hear?

- 5 Why do speakers use word stress?



6 Fame

Language development | Entertainment vocabulary; Word building with prefixes
Exam skills | Understanding paraphrasing; Pronunciation: Past regular verbs; Paraphrasing options; Focusing on details
Exam practice | Section 2: Selecting from a list; Multiple choice; Matching

Part 1: Language development

Entertainment vocabulary



1 Match the jobs a–f to the pictures 1–6.

a actress b artist c director d musician e politician f writer

2 Read the three texts and underline the correct words in italics. Sometimes both words are correct.

1 Hi, my name is Karl Harrison and I'm a writer. I've written for lots of films and some television (1) *programmes / shows*, too. I only write (2) *scripts / plays*; I've never written for the theatre. One day I would like to, I think. The best thing about my job is that it's (3) *flexible / inflexible*: I can write whenever I want. And of course, I can be really (4) *creation / creative*.

2 I'm Katie Cane and I am the (5) *star / fame* of the new Hollywood blockbuster *Reef*. I love (6) *acting / playing*, but I always get followed everywhere by the (7) *press / media*, which isn't so much fun. In *Reef*, I (8) *play / act* an Australian woman who's wanted by the police. I love this (9) *character / personality*; she has a lot of depth.

3 I'm Edward Williams and I'm a film director. I've worked on many (10) *international* / *national* projects around the world. My latest movie, *No More Limits*, was (11) *shot* / *filmed* on (12) *location* / *site* in Japan. One of the best things about the job is that I get to travel, and I can work with people from different countries. Film-making is really my passion. I love films; my life without them would be (13) *unimaginable* / *unintelligible*. I especially like the (14) *post-production* / *after-production* process, when I can see the film finally taking shape.

Word building with prefixes

3 Complete the table by adding the correct prefix, *bi-*, *multi-*, *re-*, *pre-*, *semi-* or *counter-* to the words.

Word	Word + prefix	Meaning of prefix
view	1 <i>preview</i>	before
productive	2 _____	opposite / opposite way
final	3 _____	half
national	4 _____	many
create	5 _____	again
lingual	6 _____	two

! Watch out

A prefix is a letter or group of letters (e.g. *un-* or *multi-*) that go before a word and change the meaning of the original word, e.g. *national* (relating to one country), *international* (across countries).

4 Complete the table by adding the correct prefix, *un-*, *im-*, *dis-*, *in-*, *ir-* to the words.

Word	Word + prefix
equality	1 _____
trust	2 _____
perfect	3 _____
responsible	4 _____
aware	5 _____

! Watch out

Words can also be made negative by adding certain prefixes, e.g. *unimaginable* and *inflexible*.

5 Complete the words 1–6 in the text with the correct prefixes.

I love being a musician because I get to use my creativity and talent. The only problem is that the work is so (1) _____ *regular*; I never know when I'm going to get paid. I'd love to make a (2) _____ *million-pound* deal with a record label, but that's (3) _____ *likely* to happen. I like to dream, though! I played a few concerts last month, but if work doesn't start coming in soon, I'm going to have to (4) _____ *think* my options. Some people think I'm (5) _____ *responsible*, but I just want to do the thing I love. Is that (6) _____ *reasonable*?

! Watch out

It's difficult to hear the difference between the negative prefixes *im-* and *in-*. Usually *im-* goes before *p*, *b* and *m*, e.g. *imperfect*, *imbalance*, *immobile*.

Part 2: Skills development

Understanding paraphrasing



Exam tip

A lot of the Listening exam involves paraphrasing. If you paraphrase someone's words, you express what they have said or written in a different way. Changing the word form and substituting synonyms are two ways of paraphrasing:

1 Changing word forms:

Andrew Johnson **replaced** Jack Sullivan as the hero. → Andrew Johnson was Jack Sullivan's **replacement** as the hero.

2 Substituting synonyms:

Helen Davies is the most **famous** person in this town. → Helen Davies is the most **well-known** person in this town.

1 Paraphrase sentences 1–4 by changing word forms.

- 1 Johanne De Vrie was the composer of *Jules' Theme*.
Johanne De Vrie _____ *Jules' Theme*.
- 2 Thomas Howard is recognised by the nation as the country's best ever president.
Thomas Howard is _____ recognised as the country's best ever president.
- 3 She performed really well in the new play.
She gave an excellent _____ in the new play.
- 4 The actor and director had creative differences.
The actor and director differed _____.

2 Paraphrase sentences 5–8 by substituting synonyms.

- 5 It's the final night of the show.
It's the _____ night of the show.
- 6 Nicole was nervous because it was the premier of her film.
Nicole was nervous because it was the _____ of her film.
- 7 The prize for Best Score goes to Ed Lee for the song *Leaving Catford*.
The _____ for Best Score goes to Ed Lee for the song *Leaving Catford*.
- 8 The lead actor was fired from the film because of his bad behaviour.
The lead actor was _____ from the film because of his bad behaviour.



i Exam information: Matching (2)

In the Listening exam, you may have to match sentence beginnings with sentence endings.

The words you read will not be the same as the ones you hear, so be prepared to listen for synonyms or paraphrases; Any names cannot be paraphrased; The a-e options may appear in any order.

- 3** The sentence endings i–vii are paraphrases of the sentence endings a–d. Match each sentence ending a–c with two sentence endings i–vii. Sentence ending d has only one paraphrase. The first one has been done for you.

	Changing word form	Substituting synonyms
a ... has had <u>ten bestselling books</u> .	iii	1 _____
b ... <u>was inspired</u> by Tanbridge.	2 _____	3 _____
c ... <u>had a job</u> in Tanbridge.	–	4 _____
d ... <u>is buried</u> in the <u>town</u> .	5 _____	6 _____

- i ... drew on Tanbridge for many of his novels.
- ii ... was laid to rest in Tanbridge.
- iii ... has written many books, ten of which were bestsellers.
- iv ...'s burial took place here in Tanbridge.
- v ... was employed in Tanbridge for many years.
- vi ... found Tanbridge an inspiration for his novels.
- vii ... had ten books which achieved massive sales.

- 4** You are going to hear a recording of a guide talking about the town of Tanbridge. Listen and match the people 1–4 with the sentence endings a–d.



41

- | | |
|------------------|-----------------------------------|
| 1 Anna Collins | a has had ten best-selling books. |
| 2 James Harman | b was inspired by Tanbridge. |
| 3 Ian Cheriton | c had a job in Tanbridge. |
| 4 Sylvia Daniels | d is buried in the town. |

Pronunciation: Past regular verbs

P Pronunciation

You can understand when someone is talking about the past, as they often use the *-ed* endings of verbs. There are three different pronunciations for regular past simple verbs.

- 1 The *d* sound is pronounced /d/, e.g. *learned*
- 2 The *d* sound is pronounced /ɪd/, e.g. *decided*
- 3 The *d* sound is pronounced /t/, e.g. *asked*

- 5** Listen and circle the verb you hear in each pair of verbs.



42

- | | |
|---------------------|--------------------|
| 1 listen - listened | 5 change - changed |
| 2 wishes - wished | 6 like - liked |
| 3 needs - needed | 7 create - created |
| 4 look - looked | 8 call - called |

i Exam information: Multiple choice (2)

One type of multiple-choice question gives you a sentence stem (i.e. the beginning of a sentence) and you have to choose the ending from three answer options. The words you read will not be the same the ones you hear, so be prepared to listen for synonyms or paraphrases.

Paraphrasing options

6 Read the sentence beginning and the three answers options below.

The Final Chapter is based on:

- a the director's travels in South America.
- b a story the director heard.
- c a novel.

In this type of multiple-choice question, there are three possible sentences, only one of which is correct:

- *The Final Chapter* is based on the director's travels in South America.
- *The Final Chapter* is based on a story the director heard in Mexico.
- *The Final Chapter* is based on a South American novel.

43 Now listen to the extract from the recording for the question above and identify the paraphrased sections. Listen as many times as you like. Then decide which answer option a–c above is correct and why.

7 You are going to hear a reviewer talking about films. Listen and choose the correct answer a–c.

- 44**
- | | |
|---|--|
| <p>1 <i>What Happens in the Night</i> is based on</p> <ul style="list-style-type: none">a a story the director was told.b the director's childhood.c a comic book. <p>2 The reviewer thinks <i>What Happens in the Night</i> is</p> <ul style="list-style-type: none">a the best horror film this year.b visually stunning.c difficult to understand. | <p>3 In real life, the stars of <i>Happy as Larry</i></p> <ul style="list-style-type: none">a didn't get on.b fell in love.c are best friends. <p>4 The reviewer recommends you watch <i>Happy as Larry</i> if</p> <ul style="list-style-type: none">a you are a woman.b you like romantic films.c you liked Sonya's other films |
|---|--|



Exam tip

The recording will usually refer to all answer options. They may all be paraphrased but the details will not match. The wrong answers are known as distractors.



Focusing on details

i Exam information: Choosing answers from a list (2)

As noted in Unit 4, you may have to choose a number of correct answers from a list in the Listening exam. You are likely to hear all the answer options, but only some of them will be correct; the other options will be incorrect in some way. You should focus on the differences between the options and underline any key words before listening.

8 Read the question and the answer options a–e.

How has fame changed?

- a More people are famous nowadays.
- b Talent is irrelevant in becoming famous.
- c The public now know almost everything about famous people.
- d Famous people have lost their mystery.
- e Fame is more short-lived.

The sentences i–v are examples of sentences you might hear on the recording. Read the sentences and decide which answer options a–e above are correct.

- i Famous people have maintained their mystery.
- ii People are now famous for only short periods.
- iii It still takes immense talent to become famous.
- iv Compared to past, the number of celebrities has almost doubled.
- v All aspects of a celebrity's life are made known to the public.

9 You are going to hear a writer talking about fame. Listen and answer the questions.

45

How has fame changed? List THREE ways from below.

- a More people are famous nowadays.
- b Talent is irrelevant in becoming famous.
- c The public now know almost everything about famous people.
- d Famous people have lost their mystery.
- e Fame is more short-lived.

1 _____ 2 _____ 3 _____

Who are the 'losers' in fame? List THREE from below.

- a celebrities
- b photographers
- c the public
- d writers
- e executives

4 _____ 5 _____ 6 _____

Part 3: Exam practice

Listening Section 2



46

Questions 1–3: Selecting from a list

Choose **THREE** letters **A–F**.

Give three reasons why the Yellow Plaque scheme was started.

- A** to boost tourism
- B** to raise awareness of local history
- C** to increase knowledge of famous people
- D** for publicity
- E** for architectural preservation
- F** to raise national awareness

1 2 3



46

Questions 4–6: Multiple choice

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

- 4** The scheme has had the most success in
- A** increasing the amount of tourism in the area.
 - B** raising the profiles of the famous people featured.
 - C** raising historical awareness.
- 5** Successful yellow plaque nominees have to
- A** have a nomination and 50 signatures.
 - B** be approved by a central panel.
 - C** have done something remarkable.
- 6** The scheme is mainly funded by
- A** the community.
 - B** local councils.
 - C** the tourist board.





46

Questions 7–10: Matching

Match the plaques to the people they represent.

Write **ONE** letter **A–F** next to questions 7–10.

- A** political figures
- B** charitable figures
- C** business people
- D** sporting figures
- E** artists
- F** writers

7 Red Plaque

8 Grey Plaque

9 White Plaque

10 Green Plaque



Exam tutor

- 1** What kind of strategies should you use before listening?

- 2** How were the answers paraphrased?

- 3** What words from the matching task did you hear in the audio?

- 4** What format should the answers be in for the matching task?

- 5** How can understanding paraphrase help you in the exam?



7 Alternative energy

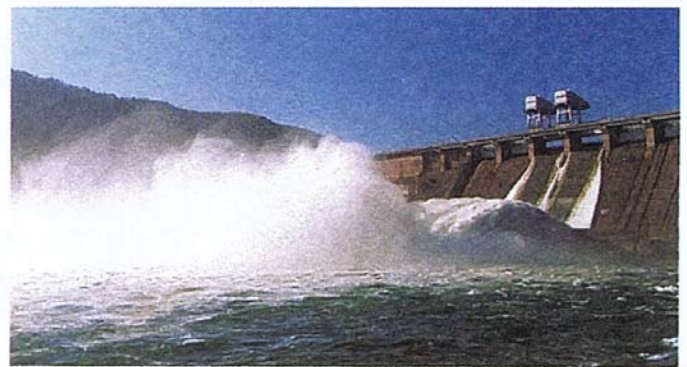
Language development | Word forms related to energy; Reported speech

Exam skills | Identifying opinions; Main and supporting ideas; Pronunciation: Vowel sounds; Answering accurately

Exam practice | Section 3: Short answer questions; Flow chart completion; Summary completion

Part 1: Language development

Word forms related to energy



1 Put the words in the box into the correct groups in the table. Some words belong in more than one group.

boil freeze burn chemical cool
 electricity fuel gas heat liquid melt
 metal nuclear oil oxygen solar substance

Nouns	Verbs	Adjectives

! Watch out

Remember that some words can be used in multiple forms (e.g. *free* or *break* can be nouns, verbs and adjectives).

2 Rewrite sentences 1–8 by replacing the underlined phrases with words from Exercise 1. You can make any other necessary changes.

In springtime the ice in the Arctic Circle returns to a liquid state. - In springtime the ice in the Arctic Circle melts.

- 1 An effective way of producing power is to use energy from the sun.
- 2 At the North and South Poles, water becomes so cold that it changes from a liquid to a solid state.

- 3 If you raise the temperature of water to 100 degrees Centigrade, it boils.
- 4 This power station uses energy produced by atomic fission to generate electricity.
- 5 Oil is physical matter found under the surface of the earth.
- 6 In order to make a fire, some kind of combustible material such as wood is needed.
- 7 If you lubricate an engine, it will function more effectively.
- 8 Refrigeration is the main method of lowering the temperature of food.

Reported speech

3 Match the reporting verbs 1–10 with the meanings a–j.

- | | |
|-------------|--|
| 1 warn | a to prove that a belief or an opinion is true |
| 2 recommend | b to tell people about something publicly or officially |
| 3 persuade | c to suggest that something should be done |
| 4 announce | d to give reasons for your opinion, idea or belief |
| 5 deny | e to make someone realise a possible danger or problem |
| 6 confirm | f to make someone to do something by giving them good reasons for doing it |
| 7 accuse | g to say something about someone or something, usually briefly |
| 8 argue | h to say that someone has done something wrong or dishonest |
| 9 claim | i to state that something is not true |
| 10 mention | j to say something is true or a fact, although it can't be proved |

! Watch out

In reported speech, the original speech is modified and preceded by a reporting verb, which often also describes the function of their words. Different reporting verbs have different grammatical structures surrounding them.

4 The first sentence in each pair of sentences 1–5 is in direct speech, and the second is in reported speech. Complete the second sentence with the past simple tense of the correct reporting verb from Exercise 3.

- 1 "We have found evidence that global warming is caused by human intervention in nature." Scientists _____ that they had found evidence that global warming was caused by human intervention in nature.
- 2 "The gas leak was not due to a broken pipe." The company representative _____ that the gas leak was due to a broken pipe.
- 3 "I think it would be a good idea to insulate your house to save energy." She _____ that they insulate their house to save energy.
- 4 "People have to change the way they think about using energy before it is too late for the planet." The environmentalist _____ that people had to change the way they thought about using energy before it was too late for the planet.
- 5 "Changing to green forms of energy will save you money in the future." "You are right. I will change." She _____ him to change to green forms of energy.

5 Complete the newspaper article with the words a–i.

- | | | |
|---------------|-----------|---------------------|
| a argued | b claim | c contamination |
| d fossil | e nuclear | f radioactive waste |
| g recommended | h run out | i solar power |



The future of energy

The future of energy is changing. Scientists (1) _____ that (2) _____ fuels need to be replaced by alternative forms of energy. These older fuels, such as oil and gas, are in short supply and may (3) _____ in the near future. So, what are the alternative forms of energy that could be used?

(4) _____ is a popular choice for many. Using the sun for its energy has been (5) _____ by the Government as a cost-effective and long-term

solution. However, although it's cost-effective in the long run, the set-up costs can be high. Others have (6) _____ that (7) _____ energy would be a better solution. However, this is controversial. The issue of (8) _____ is always raised by its critics because of the fear of (9) _____ if something goes wrong.

Part 2: Skills development

Identifying opinions



Exam tip

You should be able to identify the opinions and attitudes of the speakers in conversations and understand if they agree or disagree with each other. Speakers can express their opinions and attitudes in various ways.

1 Read the phrases 1–10 and decide if the speaker is agreeing, disagreeing or expressing uncertainty. Write A (agreement), D (disagreement) or U (uncertainty).

- | | |
|--|------------------------------------|
| 1 I couldn't agree more. _____ | 6 There's no doubt about it. _____ |
| 2 Absolutely! _____ | 7 I wouldn't like to say. _____ |
| 3 That's a difficult one. _____ | 8 I'm not convinced ... _____ |
| 4 I'm afraid I don't share your opinion. _____ | 9 I'm with you on that. _____ |
| 5 This is where we differ. _____ | 10 It's hard to say. _____ |

2 Listen to four short conversations about environmental issues. Then answer questions 1–5.



- Which six opinion phrases do you hear?
- Does the second speaker in conversation 1 think that the new law is a good idea?
- Does the second speaker in conversation 2 agree that they should visit the nuclear power station?
- Do both speakers in conversation 3 think that the government should invest in geothermal energy?
- Do both speakers in conversation 4 agree that hydrogen is environmentally friendly?

Pronunciation: Vowel sounds

P Pronunciation

English vowels can be long or short. For example, in *sit*, the *i* sound is short and in *seat*, the *i* sound is long. If you can recognise these sounds, it will help you hear the answers in the Listening exam and also pay attention to the spelling of the words.

3 Listen and complete the sentences with one word. Decide whether the words have long or short vowel sounds.



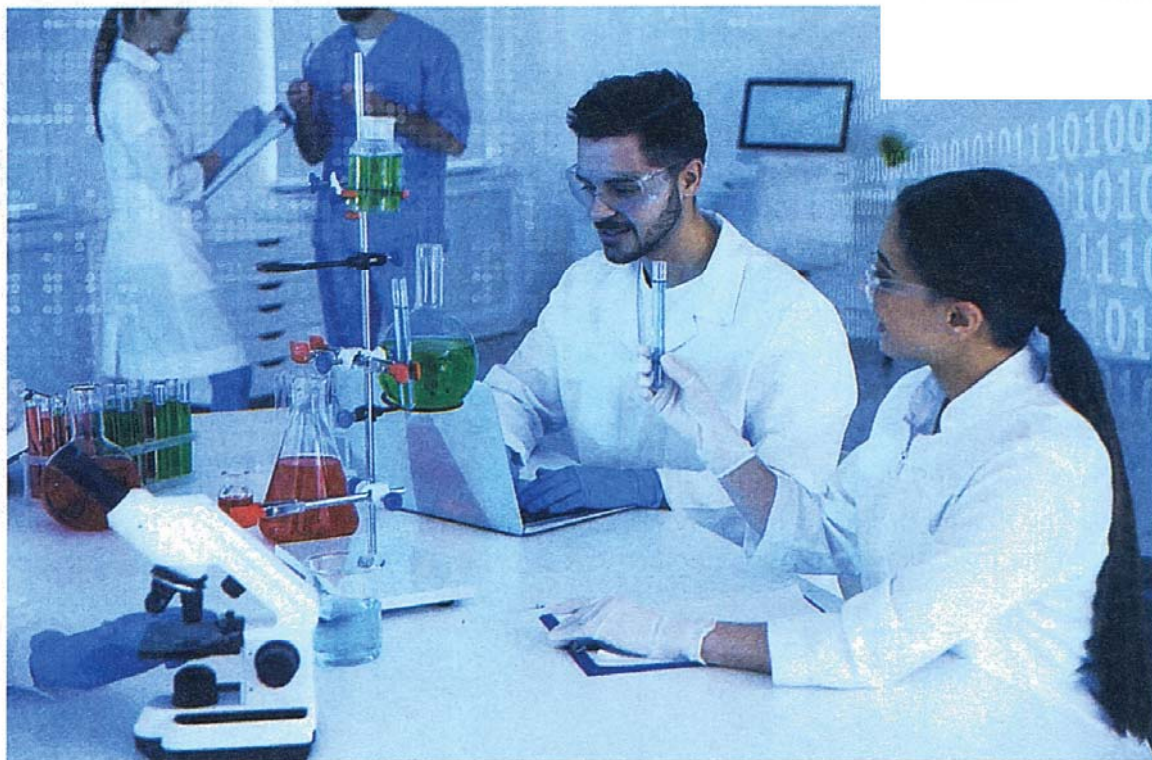
48

- 1 It's difficult to _____ a topic for my presentation.
- 2 Scientists have _____ people about energy usage.
- 3 I hope there is a large _____ for today's lecture.
- 4 This report has so many _____.
- 5 Remember to be careful with the files and don't _____ anything important.
- 6 One point that is _____ is the cost of alternative energy.

Main and supporting ideas

4 Read the list of safety instructions 1–6 for working in a laboratory and decide which are main ideas and which are supporting points. Write M (main idea) or S (supporting point).

- 1 Any food or drink containers found by staff should be disposed of as soon as possible. _____
- 2 Wear safety glasses and gloves at all times. _____
- 3 Do not eat or drink in the laboratory. _____
- 4 If you see an open door, please report it to security before working in the laboratory. _____
- 5 All doors and windows must be locked when leaving the laboratory. _____
- 6 If someone is not wearing safety glasses, ask them to put them on. _____

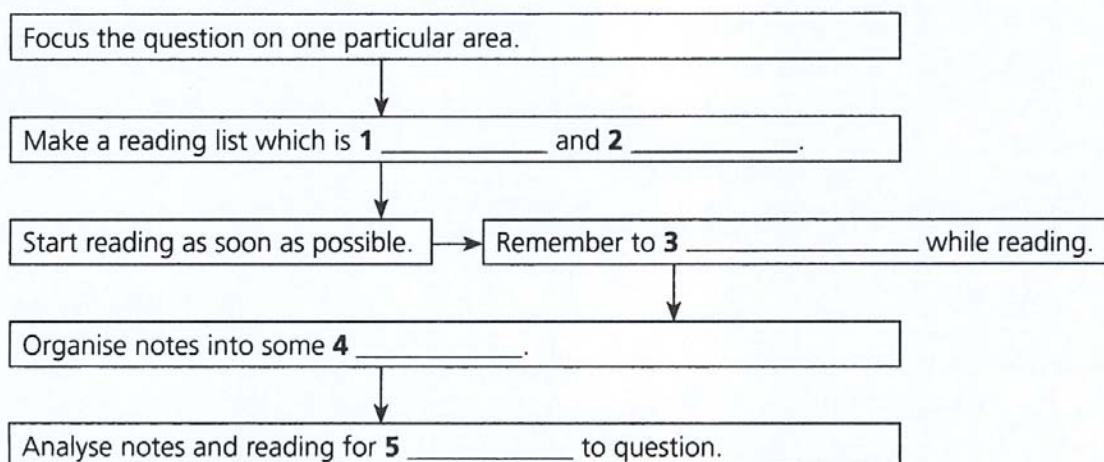


i Exam information: Flow chart completion (2)

A flow chart is designed to help people understand a process, so it usually contains the key points or main ideas rather than supporting points.

- 5 You are going to hear a tutor and a student discussing the process of doing a research project on alternative energy. Listen and complete the flow chart below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Alternative energy research project: process



Answering accurately

i Exam information: Short answer questions (2)

In some short answer questions, you may have to identify two or three pieces of information. The question words include phrases such as *List two reasons*, *Name three places*, and *Which three factors*. The answers are often close together in the recording and can be similar grammatically or thematically.

- 6 Read the questions 1–3 and underline the key words. Then decide what kind of answer is needed in terms of grammar and topic, and suggest possible answers. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

- 1 List three energy saving methods. _____
- 2 Name two substances which contribute to climate change? _____
- 3 What three reasons does the lecturer give for the increase in oil prices? _____

- 7 Now listen and answer the question below.

- 50 List the three forms of energy Mary will write about in her essay. Write no more than three words or a number for each answer.

i Exam tip

The question will help you focus on the type of answer you need to give in terms of grammar and topic. Make sure you underline the key words in the question.

- 8** You are going to hear three students discussing their environmental science presentation. Listen and answer the question.

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What two pieces of information do the students agree to remove from the presentation? Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

1 _____ 2 _____

**Exam tip**

In this type of short answer question, you will have to write one-, two-, or three-word answers. If more than one word is required, think carefully about the grammar of your answer.

**Exam information: Summary completion (2)**

As you saw in Unit 4, you may have to complete a summary in the Listening exam. Sometimes you have to choose the answers from a list of options in a box. There will be more options than you need.

- 9** Which words a–l could complete the spaces 1–5 in the summary grammatically? There is more than one possible answer for each space. (The words need not make sense in context.)

a alternative b benefits c cost effective d dangers
e different f evidence g nuclear h price
i problems j research k seminar l tutorial

The students are preparing for their (1) _____ discussion by discussing the various theories presented by academics in the field of (2) _____ energy. Overall, they agree with the academics that the most sustainable long term (3) _____ energy source is nuclear but they are concerned about the (4) _____ based on past disasters around the world. The students are unable to agree on the cost to benefit ratio of sources such as wind and solar because the academic (5) _____ appears to be inconclusive.

**Exam tip**

In summary completion tasks where you are given answer options, it is a good idea to identify which words are grammatically possible answers.

- 10** Listen and complete the summary in Exercise 9 above with the correct words a–l. Write a–l next to 1–5.

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a dangers b price c alternative d cost-effective
e problems f evidence g different h nuclear
i research j benefits k tutorial l seminar

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Part 3: Exam practice

Listening Section 3

Questions 1–4: Short answer questions



Answer the questions below.

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

According to Phil what are the two problems with some renewable energy sources?

1

2

List two things that Professor Jenkins wants to see in the students' report.

3

4

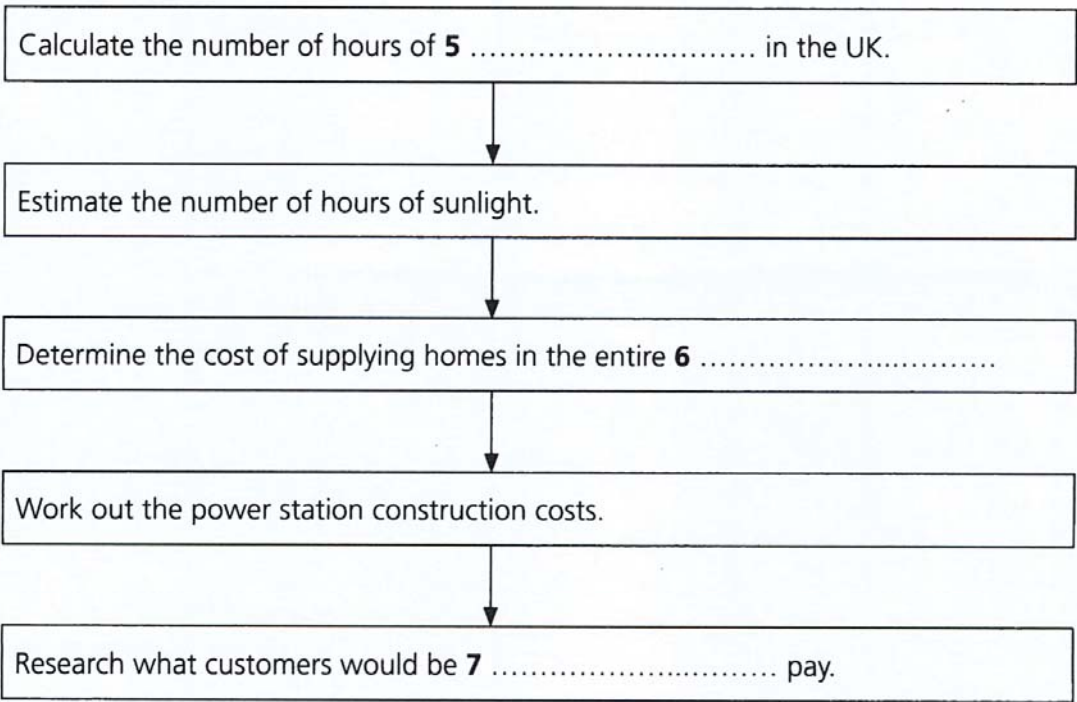
Questions 5–7: Flow chart completion



Complete the flow chart below.

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

Solar energy production costs forecast





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Questions 8–10: Summary completion

Complete the summary below using words from the box.

Write **ONE option A–G** next to 8–10.

Project content summary

The alternative energy project will cover 3 main areas; a comparison, a price **8** and an analysis. The students will use information given to them by their tutor and government **9** Using a system of comparison between the data sets they will **10** any discrepancies for further analysis.

A data	E prediction
B highlight	F evaluate
C statistics	G reduction
D demonstrate	



Exam tutor

- 1** What information did the instructions give you?

- 2** How did you spell the answers to the short answer questions?

- 3** How could you tell the difference between main and supporting points in the flow chart section?

- 4** In the summary completion, how did thinking about the word forms of the spaces help you?

- 5** How can you identify opinions and attitudes of speakers?



8 Migration

Language development | Migration vocabulary; Language of change

Exam skills | Pronunciation: Word and sentence stress; Identifying paraphrased chunks; Ordering information; Using existing information

Exam practice | Section 4: Table completion; Diagram completion; Classification

Part 1: Language development

Migration vocabulary



1 Match the words 1–11 with the definitions a–k.

- | | |
|----------------------|--|
| 1 census (n) | a features belonging to the culture of a society, such, that were created in the past and still have historical importance |
| 2 civilian (n) | b naturally existing in a place or country rather than arriving from another place |
| 3 demography (n) | c a country which is controlled by a more powerful country |
| 4 indigenous (adj) | d the belief in and support for the system of one country controlling another |
| 5 migration (n) | e the study of changes in the numbers of births, deaths, marriages, etc in a place over a period of time |
| 6 overpopulation (n) | f the problem that an area has when there are more people living there than can be supported properly |
| 7 heritage (n) | g the movement (of people) from one place to another and often back again |
| 8 monarch (n) | h an official count of the number of people living in a country that collects information about them. |
| 9 ancestors (n) | i anyone who is not a member of the armed forces |
| 10 colony (n) | j the people from whom you are descended |
| 11 colonialism (n) | k the king, queen, emperor, or empress of a country |

2 Underline the correct word in italics in sentences 1–6.

- 1 Humans have been *migrating* / *migration* for many centuries for many reasons.
- 2 The current *monarch* / *monarchy* of Spain is King Felipe VI.
- 3 Mozambique is a former *colonialism* / *colony* of Portugal.
- 4 The traditions and culture of a country are part of its *inheritance* / *heritage*.
- 5 *Overpopulation* / *Overpopulated* is a major problem in many parts of the world.
- 6 *Demography* / *Demographic* information is useful for planning the future.

Language of change



Exam tip

Section 4 of the Listening exam is an academic style lecture in which the speaker often talks about how something has changed. This could be a change in appearance, in quality, or in quantity.

3 Read sentences 1–10 and mark each word in italics according to what change they express: A (change in appearance), B (change in quality), C (change in quantity).

- 1 They were going to *restore* the building to its original state. _____
- 2 After recommendations from my boss, I *amended* the report. _____
- 3 The view of the government was *distorted* by the media. _____
- 4 The government *manipulated* the employment statistics. _____
- 5 The number of single parent families *boomed* in the 1990s. _____
- 6 The state of the economy *deteriorated* in the recession. _____
- 7 The number of healthcare professionals has *diminished* due to poor wages. _____
- 8 Poverty was almost *eradicated* with the introduction of welfare. _____
- 9 The number of immigrants *shrank* when the new act was introduced. _____
- 10 The value of the pound *tailed off* after the tax rise. _____

4 Underline the correct word in italics 1–4 in the text.

Over the last thirty years this city has changed enormously. Many of the old residential buildings which had (1) *deteriorated* / *shrunk* structurally, and were no longer habitable, have been (2) *amended* / *restored* to their former beauty. Recently, the number of newcomers to the city has (3) *shrunk* / *eradicated* considerably compared to the higher figures before. This migration might continue to (4) *tail off* / *boom* in the future if there are not enough employment opportunities.



Watch out

Some words are near synonyms but they do not always have the same meaning in different contexts.

Part 2: Skills development

Pronunciation: Word and sentence stress

P Pronunciation

It's important to understand how words are pronounced in the Listening exam. One aspect of pronunciation is syllable stress. In English words one syllable is stressed more than the others. For example, in 'co-ffee' the first syllable is stressed, and in 'im-po-tant' the second syllable is stressed.

1 Listen and underline the stressed syllable in the words 1–10.

55

- | | |
|--------------------------|-----------------------|
| 1 ci-vi-li-an | 6 he-ri-tage |
| 2 de-mo-gra- <u>phic</u> | 7 an-ces-tor |
| 3 in-di-ge-nous | 8 chro-no-lo-gi-cally |
| 4 mi-gra-tion | 9 co-lo-ny |
| 5 po-pu-la-tion | 10 co-lo-ni-al-ism |



Exam tip

If there are some words on the answer paper that you do not know, practise saying the words in your head by stressing different syllables.

P Pronunciation

As well as syllable stress on individual words, English also has sentence stress. Look at the following example: Listening is an important skill for studying at university because you have to listen to lectures and take notes.

The words which are stressed most often in English are verbs, nouns, adverbs and adjectives because these are the content words which contain most of the meaning of a sentence.

2 Listen and underline the stressed words in sentences 1–5.

56

- 1 Due to the increasing number of people moving abroad for work purposes, home is something that is difficult to define.
- 2 One of the most important factors which causes people to move to a different city or country is employment.
- 3 Migration has been occurring since the beginning of humankind's habitation of the planet and is likely to continue for many generations to come.
- 4 The indigenous people of South America have not changed their way of life for centuries and continue to resist the effects of globalisation.
- 5 Our ancestors were nomadic people who moved from place to place in search of food and shelter.



Identifying paraphrased chunks

i Exam information: Classification (2)

In classification questions it is important to identify which set of options will be paraphrased: the A, B, C list, or the question list. You will hear the actual words of the list which are not paraphrased and this will help you match the lists. Lists containing names of people, places, countries, etc. are very likely to remain the same.

- 3** Look at the exam question below in which you are asked to match each family type 1–5 with the part of the city they live in A–C. Which list is more likely to be paraphrased, and why? Then paraphrase each of the phrases 1–5.

- | |
|--|
| <p>A Eastgate
B The Latin Quarter
C Park Royal Gardens</p> |
|--|

- | |
|--|
| <p>1 Middle class families
2 High income couples with no children
3 Retired couples
4 Working class families
5 Rich families</p> |
|--|


1 _____
2 _____
3 _____

4 _____
5 _____

💡 Exam tip

If your instructions are to write A, B, or C on the answer sheet, you must do just that. If you write words, your answers will be marked incorrect.

- 4** Look at the exam question below and decide which information is likely to be paraphrased, A–C or 1–5. Think about ways to paraphrase the information before you listen.

57  You are going to hear a lecturer talking about resources for researching migration and family history. Listen and match the list of resources 1–5 to the types of access A–C in the box.

Write A, B or C next to questions 1–5. Which of the list of resources are free to access, for academic use only, or require payment?

- | |
|---|
| <p>A free to access
B academic use only
C require payment</p> |
|---|

- | |
|--|
| <p>1 Family Records Centre and website ____
2 Genes Reunited ____
3 The National Census Association's statistical data ____
4 Journal of Historical Migration ____
5 Journal of Social Demography ____</p> |
|--|

Ordering information

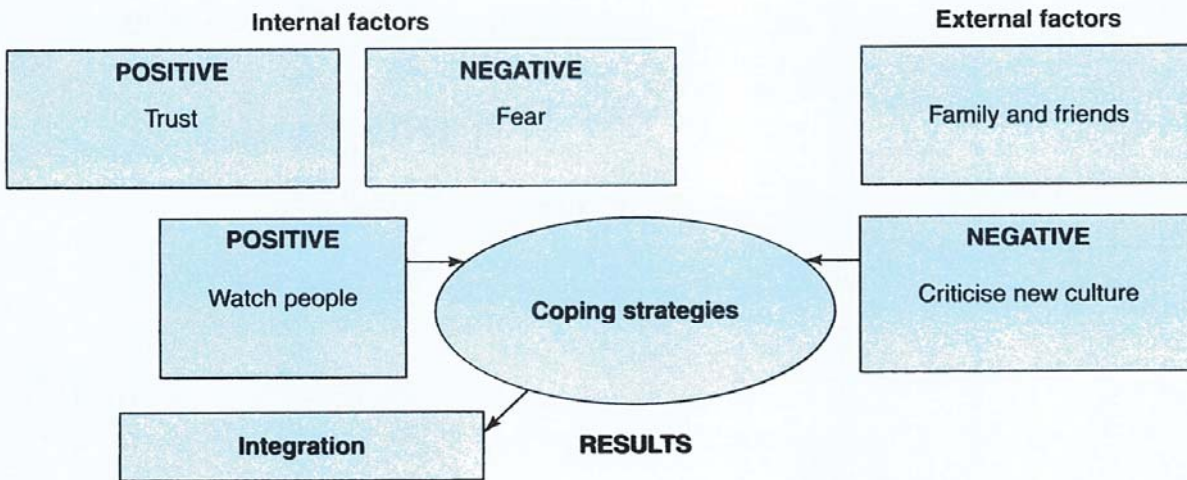
i Exam information: Labelling a diagram (2)

When labelling a diagram, you may need to write in the spaces or select from options to complete the diagram. Use the information given in order to prepare yourself for the recording. Notice how the numbers are arranged so you know in which order the information will be presented.

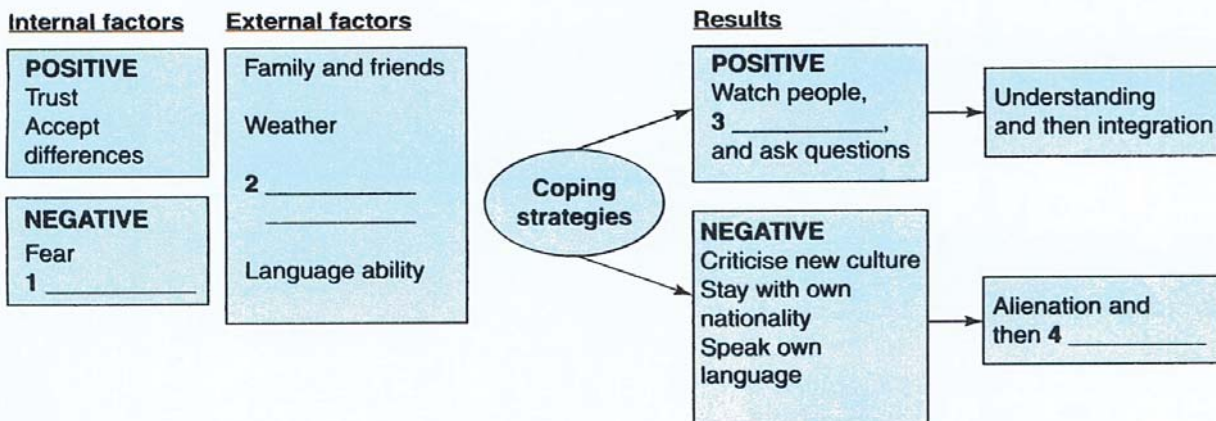
5 The diagram below illustrates the process of adapting to new cultures. Study the diagram and think about the order in which the information will be presented.

Put the list a–f in the order you think you would hear it on the recording. Use the information in the boxes to help you.

- | | |
|----------------------------------|-----------------------------------|
| a External factors ____ | d Positive coping strategies ____ |
| b Negative internal factors ____ | e Positive internal factors ____ |
| c Results ____ | f Negative coping strategies ____ |



6 The diagram below illustrates the same process as the one in Exercise 5, but in a different way. Study the diagram and then listen and complete the spaces. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.



Using existing information

i Exam information: Table completion

You will normally need to complete the tables in your own words. Remember:

- to listen for the key words in the table, as this will help you follow the recording.
- that the answers will be in order on the recording, but the information in the table might not be.
- to use the layout of the table in order to think about what type of information goes in the spaces.

7 Look at the sentence below and underline the key words according to the table.

The 1844 Naturalisation Act was designed to know more about immigrants as they had to give their personal information when they arrived in Britain.

Act and date	Reason for the act	Conditions to live in Britain
1844 Naturalisation Act	know more about immigrants	give personal information

Now reorder the sentence fragments 1–3 below so that they form two new sentences that mean the same as the sentence above.

- 1 they had to give their personal information under the 1844 Naturalisation Act
- 2 so that the government could find out more about them
- 3 when immigrants arrived in Britain

8 You are going to hear a lecturer talking about immigrants to Britain. Listen and complete the table. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Act and date	Reason for the act	Conditions to live in Britain
1793 Aliens Act	control refugees from French Revolution	1 _____ on arrival
1844 Naturalisation Act	know more about immigrants	give personal information
1870 Naturalisation Act	regulate immigrants	resident for 2 _____
1914 Alien Registration Act	prevent 3 _____	register with police speak English
1948 4 _____ Act	encourage immigration for post war reconstruction	desire to work
1962 Commonwealth Immigration Act	restrict Commonwealth immigrants	obtain 5 _____

Part 3: Exam practice

Listening Section 4

SECTION 4

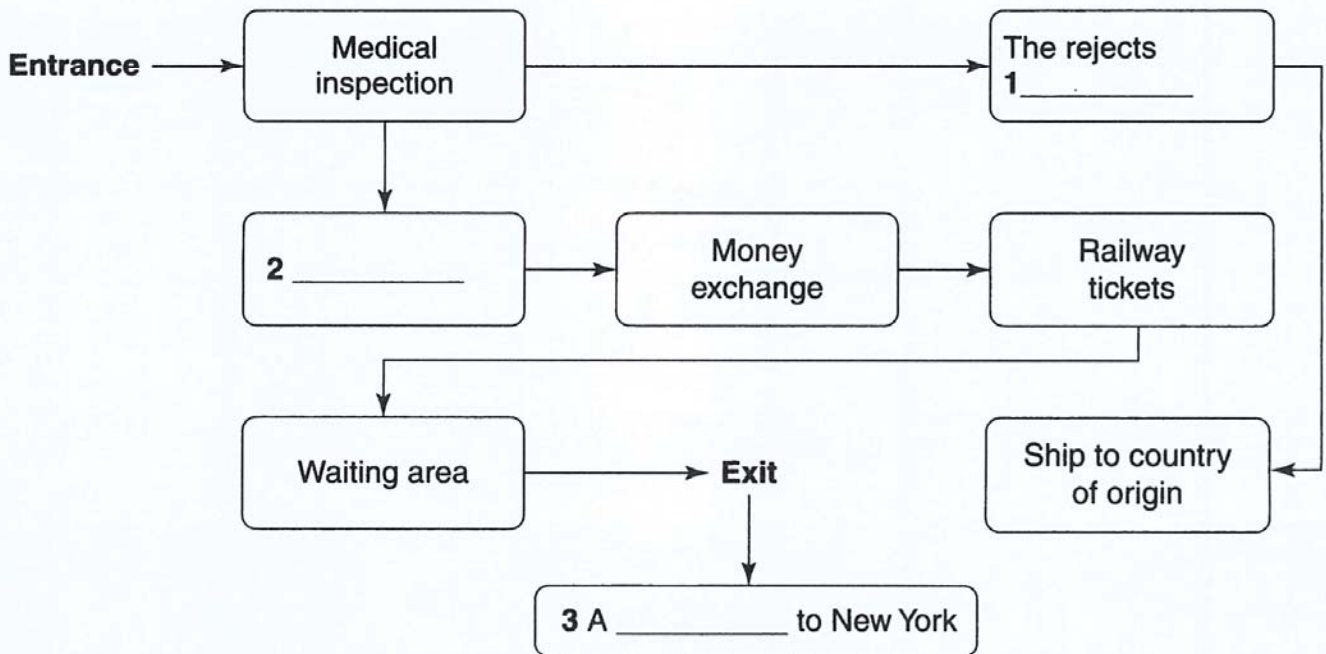
Questions 1–3: Diagram completion



Label the diagram below.

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

Ellis Island immigration procedure



Questions 4–6: Classification



Match the areas of New York to the reasons affecting population change **A–D** in the box. Choose **ONE** option for each question 4–6.

- A** Political reasons
- B** Economic reasons
- C** Employment reasons
- D** Cultural reasons

- 4** Manhattan _____
- 5** Brooklyn _____
- 6** Queens _____

Questions 7–10: Table completion

Complete the table below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Brooklyn Case Study

	1900	1950	Now
Main economic activity	7 _____	Manufacturing	Financial services and construction
Population	1.5 million	2 million	8 _____
Transportation links	9 _____	Subway	Subway
Cultural Attractions	Coney Island amusement park	Development of the film industry	10 _____ of Prospect Park

**Exam tutor**

- 1 How did the instructions help you answer the questions?

- 2 How did the arrows help you with the diagram completion?

- 3 In the classification, how many different ways did you think of to paraphrase the options?

- 4 How did the format and content of the table help you identify the answers?

- 5 What happens if your answer is right, but it's in an incorrect format?

9 At the gym

Language development | Health and fitness vocabulary; Adjectives and prepositions

Skills development | Pronunciation: Changing sounds; Key words and paraphrasing; Following the audio; Focussing on labels; Understanding form categories; Checking answers

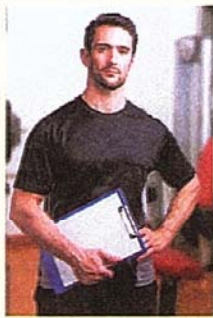
Exam practice | Section 1: Form completion; Labelling a diagram: Answering short questions

Part 1: Language development

Health and fitness vocabulary

- 1 Read about Steve's job in the gym and complete the spaces 1–6 with the correct form of the words in the box. Use each word only once.

recommend fit health induct instruct run



My name's Steve, and I'm the fitness (1) _____ at the Aviary Place Gym. I love my job as it's so varied: one minute I'm making (2) _____ to new members about which classes to take. The next minute I'm (3) _____ one of the many classes we have here. I mainly do the boxing, spinning and aerobics classes. One of the benefits is that it gives me a really (4) _____ lifestyle. I'm constantly (5) _____, which keeps me really (6) _____. I wouldn't do any other job!

Adjectives and prepositions

- 2 Match the adjectives 1–8 with the definitions a–h. If the adjective has a dependent preposition, add it.

- | | |
|----------------------|---|
| 1 predominant _____ | a unfriendly and not liking something |
| 2 proportional _____ | b prevented from spreading beyond a particular place or group |
| 3 confined _____ | c (of a state or level) the best that it could achieve |
| 4 compatible _____ | d more important, noticeable, or larger in numbers, than others |
| 5 optimum _____ | e not affected by something |
| 6 monotonous _____ | f (of two amounts) that change at the same rate so the relationship between them doesn't change |
| 7 hostile _____ | g not changing and therefore boring. |
| 8 immune _____ | h working well together or existing together successfully |

! Watch out

Certain adjectives naturally take certain prepositions when placed in a sentence. These are called dependent prepositions.

3 Complete the text with adjectives from Exercise 2.



Obesity occurs in many cultures, but it is (1) _____ in Western societies. However, the causes are probably lifestyle choices rather than genetic predisposition. Many people can control their weight and remain a manageable size. The amount of weight a person carries is usually (2) _____ to what foods they eat and how much exercise they do. People often find going to the gym a (3) _____ task that involves hours at the treadmill or doing repetitive exercises. However, there are other forms of exercise more (4) _____ with a person's disposition. Swimming, cycling and tennis are all good forms of exercise. Even if a person is slim, they should still do exercise. Being slim doesn't make a person (5) _____ to health problems that come from a lack of exercise. The (6) _____ amount of time to spend exercising is just one hour per day.

4 Read the three texts about people using the gym. Complete the gaps in the texts with the words in the box

coincided

incentive

pinpoint

prompted

stem

**Jason**

I saw myself in a photograph taken at a friend's wedding, and I almost didn't recognise myself. I had put on so much weight! That picture (1) _____ me to start coming to the gym more often. Now I go three times a week. I keep that picture by my front door as a(n) (2) _____ to keep exercising!

**Andrew**

My love of the gym (3) _____ from when I was eighteen and at university. I started going then, as I played in the university football team and wanted to stay fit. Well, I got bitten by the bug! That was ten years ago and since then I've been going to the gym every other day!

**Eva**

I can (4) _____ exactly when I started going to the gym. It (5) _____ with when I was recovering from a skiing accident. My legs often got stiff, and so I started going to the gym to try and ease this stiffness. It worked and now I love it!


Part 2: Skills development

Pronunciation: Changing sounds

P Pronunciation

It can be difficult to hear two words clearly when the first word ends with a similar sound as the beginning of the second word. This usually happens with sounds like /t/ and /d/; /n/ and /m/; and /p/ and /b/, e.g. *I can buy dinner.*

1 Listen and complete each sentence with two words.

- 63  1 They _____ us at seven o'clock.
2 The children _____ things for dinner.
3 Can we have _____ of water?
4 This is the _____ in the city.
5 Have you got any _____?
6 You _____ a warm jacket with you.

Key words and paraphrasing

2 Underline the key words in questions 1–5.

- 1 Where was John born?
- 2 Why does he love going to the gym?
- 3 What time does he usually arrive at the gym?
- 4 How often does he go to the gym?
- 5 What unusual thing happened to him on his last visit?

3 Paraphrase questions 1–5 in Exercise 2 above. Then put the topics A–E in the order in which you would probably hear them talked about according to the questions.

- A Recent events _____
- B Personal background _____
- C Frequency of visits _____
- D Motives for exercising _____
- E Daily routine _____

Exam tip

If you hear a speaker begin to talk about the next topic but you have not answered the question on the previous topic, don't waste time trying to answer that question. Instead, focus on the topic being talked about.

4 You are going to hear a conversation between two gym members. Listen and answer the questions in Exercise 2. Two of the questions will not be answered, so if you do not hear information about them, move on to the next questions when the topic of the conversation changes.

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Focussing on labels

i Exam information: Labelling a diagram (3)

In the Listening exam, you may be asked to label a picture. Look carefully at those parts of the picture that are labelled to help you understand the purpose of the diagram, the order of the information and how your answer will fit grammatically.

- 5** Look at the photo of the gym equipment and identify the purpose of the diagram, the order in which you will probably hear the information, and how your answer will fit in the labels grammatically. Then choose the correct option, a or b in 1–3 below.

Purpose of the diagram:

- a how to use a step machine b the parts of a step machine

Flow (the order in which you will hear the points being talked about):

- a 3 → wheel → 2 → spine → screen → 1 → grips b grips → 1 → spine → 2 → wheel → 3

Type of answer (you may choose more than one): grammatically. Then choose the correct options, in questions 1–3 below.

Question 1: a noun / a verb / an adjective?

Question 2: a noun / a verb / an adjective?

Question 3: a noun / a verb / an adjective?

**Exam tip**

Some of the answers you hear may be very close together on the recording. Always be ready to listen for the answer.

- 6** You are going to hear a conversation between a gym owner and an equipment salesman. Listen and complete the diagram in Exercise 5 above. Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

Understanding form categories


Exam information: Form completion (3)

In Section 1 of the Listening exam, the information is factual, but sometimes form completion exercises involve more complex information. Look at the categories on the form to help you know what to listen for and what to write. Remember to follow the instructions and write the correct number of words.

- 7 Look at the form below. Match the information required (1–8) with the type of answer (a–h) you would have to listen for.

JOINING THE GYM: MEMBERSHIP FORM

Name:	Oliver Thompson
1 Contact number:	a what kind(s) of exercise Oliver does now
2 Age range:	b what kind(s) of exercise Oliver will do at the gym
3 Existing health conditions:	c why Oliver wants to go to the gym
EXISTING EXERCISE REGIME	
4 Frequency of exercise:	d what age group Oliver is in
5 Types of exercise:	e how often Oliver will exercise at the gym
GYM EXERCISE ROUTINE	
6 Reason for visits:	f how often Oliver does exercise
7 Frequency of visit:	g Oliver's telephone number
8 Suggested workout:	h what illnesses Oliver has now

- 8  You are going to hear a conversation between a receptionist at a gym and a client. Listen and complete the form. Write NO MORE THAN TWO WORDS AND / OR A NUMBER for each answer.

JOINING THE GYM: MEMBERSHIP FORM

Name:	Alice Watson
Age range:	16–25 <u>26–35</u> 36–49 50–59 60+
Existing health conditions:	1 _____
EXISTING EXERCISE REGIME	
Frequency of exercise:	twice a week
Types of exercise:	2 _____
GYM EXERCISE ROUTINE	
Reason for visits:	3 _____
Suggested workout:	Level 2 workout

Exam tip

The questions always follow the order of the information in the recording.

Checking answers

i Exam information: Short answer questions (3)

In any question where you have to write the answer, it's essential to follow the instructions, be accurate in your written answer, and that you use words from the recording.

- Look at the question words (*who, what, where*) to help you understand what kind of information you need to write.
- Details are important: you may lose marks if you do not read the instructions carefully or check your answers.
- You should not write sentences.

- 9 Read questions 1–8 and a student's answers. Some of the answers are incorrect. Match the incorrect answers given for some of the questions with the type of mistake a–f in the box. Then correct as many answers as you can.

Questions	Answers
1 How often does the ladies gym club meet?	<i>two times a week (incorrect)</i>
2 Where does the ladies gym club meet?	<i>at reception</i>
3 What time does the aerobics class start?	<i>9.30 to 10.45 (incorrect)</i>
4 Name three swimming instructors.	<i>Tom, Barbara (incorrect)</i>
5 Name two exercise classes running during the week.	<i>yoga, aerobics, circuits (incorrect)</i>
6 On what day is the next yoga class?	<i>Wenesday (incorrect)</i>
7 How long is the football training?	<i>three hours</i>
8 Why does the gym close early on Thursdays?	<i>7 p.m. (incorrect)</i>

- a incorrect spelling b too many words c too many answers d too few answers
e misunderstood question f misunderstood question word

- 10 You are going to hear two friends talking about the exercise classes they took in the last week. Listen and answer questions 1–3. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

- 1 Which two classes did Debbie go to last week?

- 2 Why didn't Penny like yoga?

- 3 Where is Penny going next week?

Part 3: Exam practice

Listening Section 1

Questions 1–3: Form completion



Complete the form below.

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

GYM MEMBERSHIP FORM

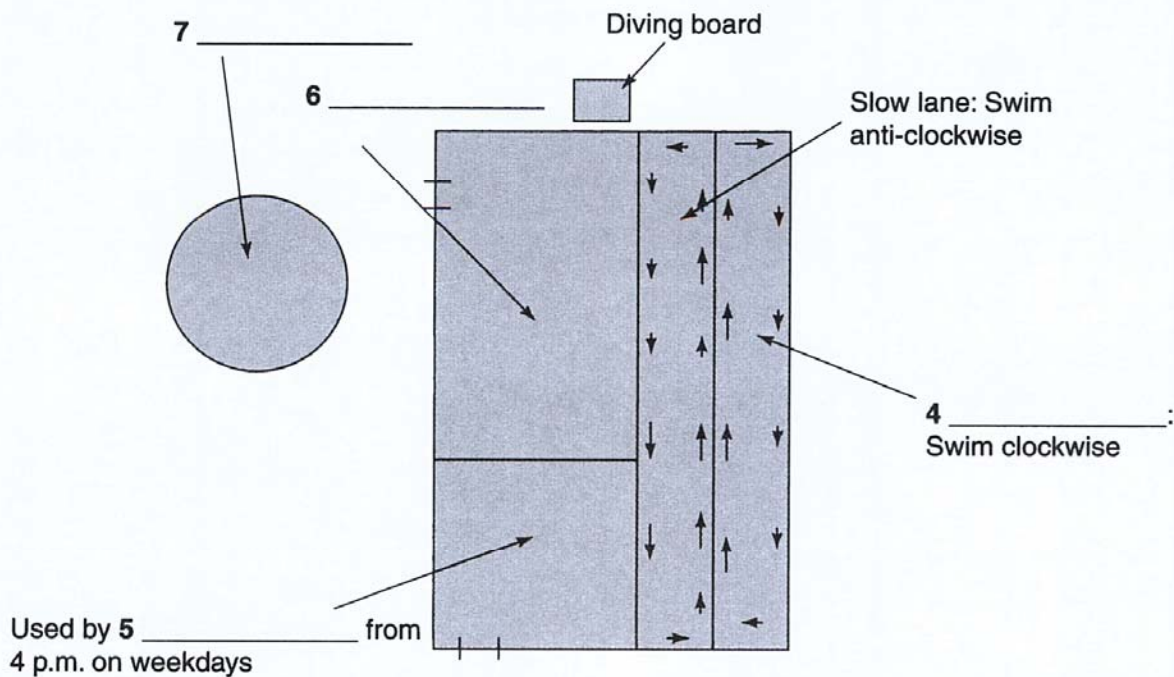
Name:	Brad Simmons
Telephone Number:	1
Email address:	brad07@elemnet.com
Membership Type:	2
Payment Amount:	£36.50
INDUCTION DETAILS	
Date and time:	3 Saturday November at 2.30pm
Trainer:	Rob Ellis

Questions 4–7: Labelling a diagram



Complete the diagram below.

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





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Questions 8–10: Answering short questions

Complete the questions below.

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

- 8 Name two times that Brad will visit the gym:
- 9 What convinced Brad to choose Smith's gym?
- 10 What does Brad want to achieve at the gym?



Exam tutor

- 1 In questions 1 to 3, how many of the answers were numbers?

- 2 In the diagram, what type of words were the answers?

- 3 How did the categories in the form help you with the answers?

- 4 What key words did you underline in the short answer questions?

- 5 What answers did you check after listening?



10 At the office

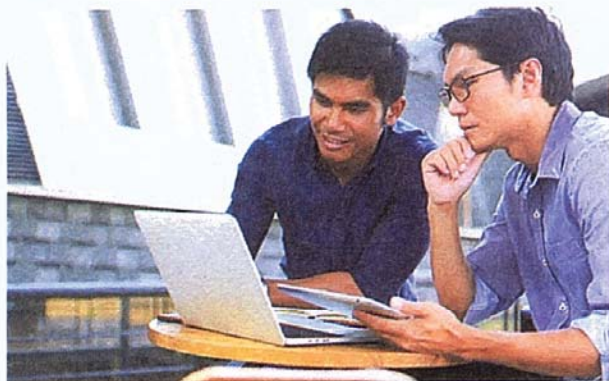
Language development | Business vocabulary and spelling; Vocabulary for business actions and processes; Collocations related to business

Skills development | Types of paraphrasing; Understanding tables; Synonyms; Rephrasing categories; Pronunciation: Changing sounds (2)

Exam practice | Section 2: Table completion; Classification questions; Completing sentences or summaries

Part 1: Language development

Business vocabulary and spelling



1 Listen and underline the correct spelling of the words you hear (1–8).

- | | | | |
|---|-------------|--------------|--------------|
| 1 | colaborate | collaborate | collaborrate |
| 2 | comision | comission | commission |
| 3 | franchise | francise | franchaise |
| 4 | ordit | awdit | audit |
| 5 | restrucater | restrucateur | restructure |
| 6 | reveniue | revenue | revenue |
| 7 | subsidiury | subsidiary | subsidiery |
| 8 | thrive | thraive | threive |

Exam tip

English is not spelt phonetically. When you learn a new word, note the spelling. In the Listening exam, it is important to know how to spell key words in the recordings. If you misspell a word in your answer, you will not get a mark.

**Exam tip**

When you record your answers, make sure your handwriting is clear. If it is not clear what you have written, your answer will be marked incorrect.

2 Match the words 1–8 in Exercise 1 on page 80 with the definitions a–h below.

- a to do well and be successful, healthy, or strong ___
- b to organise a company, business or system to make it operate more effectively ___
- c money that a company, organisation, or government receives from people ___
- d to work with someone else for a special purpose ___
- e a sum of money paid to a salesperson for every sale that he or she makes ___
- f a company which is part of a larger and more important company ___
- g an official examination of the accounts of a business and produce a report ___
- h a right to sell a company's products in a particular area using the company's name ___

Vocabulary for business actions and processes**Exam tip**

Verbs which describe actions and processes are common in the Listening exam, and many of them have synonyms, which means they can be tested in many of the question types.

3 Match the verbs related to business 1–8 with the synonyms a–h.

- | | |
|---------------|-------------|
| 1 optimise | a continue |
| 2 facilitate | b choose |
| 3 recruit | c allow |
| 4 proceed | d settle |
| 5 interact | e maximise |
| 6 opt | f include |
| 7 resolve | g cooperate |
| 8 incorporate | h employ |

4 Complete the text with words from Exercises 2 and 3, making sure the word form is grammatically correct. More than one answer may be possible.

So, on today's programme Business Matters, I'm talking about ways in which you can impress your boss and hopefully get a promotion. Demonstrating leadership skills and the ability to work in a team are two of the main ways to get yourself noticed. Your manager will be impressed if you can (1) _____ with others on projects, especially if this (2) _____ the company's profits or (3) _____. Make sure that your manager is aware of your strong points and abilities. It might help you if you if the company is (4) _____ . Another skill you should try

to demonstrate is the ability to (5) _____ problems or difficult situations. Many people naturally avoid problems. If you can tackle them head-on, you'll make yourself more valuable to your manager.

5 What is the difference between the pairs of words and phrases 1–6? Use a dictionary if necessary.

- 1 takeover, merger
- 2 turnover, profit
- 3 gross profit, net profit
- 4 copyright, trademark
- 5 marketing, advertising
- 6 go bankrupt, make someone redundant

6 The words 1–8 are all people who have some connection with business. Match the words 1–8 with the definitions a–h.

- | | |
|----------------|--|
| 1 stakeholder | a the person who is responsible for managing an organisation |
| 2 entrepreneur | b someone who establishes an organisation |
| 3 founder | c a person who helps another person in their work |
| 4 auditor | d the person or organisation that you work for |
| 5 employer | e a person or a group of people who own a share in a business |
| 6 employee | f a person who officially examines the accounts of organisations |
| 7 manager | g a person who sets up businesses and business deals |
| 8 assistant | h a person who is paid to work for a business or another person |

7 Complete sentences 1–6 with the correct form of the words 1–8 in Exercise 6.

- 1 Many _____ set up Internet businesses in the 1990s.
- 2 The _____ of Microsoft are Bill Gates and Paul Allen. They started the company in 1975.
- 3 The company has recently expanded and hired more _____.
- 4 Last week the _____ came to look at the financial records of the company.
- 5 In large organisations, people normally have their appraisal with their line _____ and a representative from Human Resources.
- 6 To set up a meeting with the director, please contact her _____ via email.

Collocations related to business

8 Match the verbs 1–8 with the nouns a–h to make common collocations to do with business.

- | | |
|---------------|----------------|
| 1 restructure | a a contract |
| 2 raise | b a team |
| 3 file | c a department |
| 4 minute | d a document |
| 5 sign | e a meeting |
| 6 send | f a point |
| 7 close | g an email |
| 8 lead | h a deal |



Watch out

Remember that collocations are words that frequently go together. For example, we say *financial advisor* not *financial counsellor*. You can find examples of collocations in a dictionary.

9 Complete the conversation below with the correct form of the collocations in Exercise 8.

Bob: Hi Sally, how are you?

Sally: Fine thanks, Bob. And you?

Bob: Fine. But I'm just I'm a bit nervous. I have to (1) _____ for a big order. I just have to work out a few details with the clients, then we should be (2) _____ next week!

Sally: Oh, I'm sure you'll be fine. Just be your usual charming and persuasive self!

Bob: I'll try! As long as they don't (3) _____ which I haven't thought about.

Sally: I'm sure they won't. You should (4) _____ them _____ outlining all the points of the meeting before you arrive, so there are no surprises. Oh, and make sure someone (5) _____ so that you have a clear record of everything that was discussed.

And good luck!

Bob: Thanks!

Part 2: Skills development

Types of paraphrasing

You can paraphrase positive and negative sentences in the following ways:

- 1 By changing the verb from affirmative to negative or negative to affirmative, e.g. *The meeting **was difficult**.* → *The meeting **wasn't easy**.*
- 2 By using *both ... and*, *neither ... nor*, e.g. ***Both** Human Resources **and** the Finance Department **were unaffected** when the company was taken over.* → ***Neither** Human Resources **nor** the Finance Department **were affected** when the company was taken over.*
- 3 By using *more than/less than*, e.g. *Bob earns **more money than** Paul.* → *Paul earns **less money than** Bob.*



Exam tip

You can also paraphrase information by changing the order of the words in a sentence, e.g. *Most people want to gain promotion at work so they can progress in their careers.* → *In order to progress in their careers, most people want to gain promotion.*

- 1** Read the information in the box above then paraphrase sentences 1–6. Use the words in brackets to help you. Write the sentences in your notebook.

The new software is more time-consuming than the old software. (time-efficient)

The new software is less time-efficient than the old software.

- 1 Working in a bank is less interesting than working in a hotel. (more interesting)
- 2 Neither managers nor staff in the catering industry earn high salaries. (both / low)
- 3 Most of the company's employees have little experience in IT. (only a few)
- 4 The staff kitchen is usually dirty. (often / clean)
- 5 The meeting was managed badly. (wasn't / well)

2 Paraphrase sentences 1–4. Write your sentences below.

- 1 An outside accounting company audits their finances.

- 2 Although the travel industry sounds glamorous, it involves working long hours.

- 3 Designing modern office buildings is a challenging task.

- 4 The managers warned their employees about impending job losses.

Understanding tables

i Exam information: Table completion questions (3)

In table completion questions, accuracy is very important. Your answers are likely to be marked incorrect if you write a singular noun instead of a plural noun, or an adverb instead of an adjective.

3 Look at the table and decide which of the options, a or b, are more likely to complete 1–6 correctly.

1 Company name	2 Product	3 Suitable for
a The Youthful Travel Company	a an adventure holiday	a young people
b The Youthfully Travel Company	b adventure holidays	b young person
4 Department name	5 Main work	6 Location
a Finance	a responsible for company accounts	a in a city centre
b Financial	b responsibly for company accounts	b in the city centre



Exam tip

Use the information in the table to help identify the type of words you need to write.

Pronunciation: Changing sounds (2)

P Pronunciation

When one word ends with a vowel sound and the next word begins with a vowel sound, speakers connect words together by adding an extra letter. These letters are /r/, /j/ and /w/.

4 Listen and complete sentences 1–5 with ONE word. What extra letter do you hear?



- 1 We're giving a bonus to _____ the staff.
- 2 The company is expanding _____ it's moving office.
- 3 Yesterday I _____ an interesting report.
- 4 This can be improved by _____ techniques.
- 5 Next year I'm going to study _____ and marketing.

5
72

You are going to hear someone talking about a department restructure and other changes in the company. Listen and complete questions 1–3 in the table. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Sales team	Human resources team	Product development team	IT support team
Gary Wilson	Linda French	Zoe Green	Ian Smith
<ul style="list-style-type: none"> • Increase business with existing clients • Find new clients 	<ul style="list-style-type: none"> • Recruit 20 new sales staff • Appoint an internal 1 _____ to the manager of each team 	<ul style="list-style-type: none"> • Research competitor products • Create 2 new product 2 _____ this year 	<ul style="list-style-type: none"> • Ensure all clients receive follow-up calls • Improve package for 3 _____

Synonyms



Exam information: Summary completion questions (3)

In summary completion questions, it can be difficult to listen and read the text at the same time. Remember that the summary will contain key points or main ideas rather than details, and that synonyms will often be used. This means that words and phrases in the summary text and on the recording are likely to be synonyms.

- 6 Look at the words and phrases a–g in *italics* in the summary below and think of as many synonyms for them, words and / or phrases, as you can.

Fire evacuation summary

If the fire alarm (a) *is activated*, all staff should (b) *make their way* to the main stairs unless it sounds at 11.00 a.m. on a Tuesday, in which case it is (1) _____. Do not waste time by picking up any bags or (2) _____. (c) *Once outside* the building, staff should follow the (3) _____, who will (d) *direct them* to the waiting area at the back of the building. Each department has an appointed fire safety officer (e) *who is responsible for* checking all their staff have (f) *left* the office. This person must then report any (4) _____ to the fire safety manager. The fire safety manager will notify people when it is (g) *safe to return*.

7
73

Listen and complete the gaps 1–4 in the summary in Exercise 6.



Exam tip

As you listen, focus on the synonyms and words near them which are likely to be the answers.

Rephrasing categories

i Exam information: Classification questions (3)

It can be useful to rephrase the categories in the classification box and the numbered list. Think of synonyms for the categories and / or the numbered list.

8 Look at the question. Who in the office is responsible for the tasks in 1–4?

A Sarah	1 Orders all stationery	_____
B Brian	2 Makes reservations for meeting rooms	_____
C Helen	3 Sends weekly email updates to all staff	_____
	4 Liaises with the cleaning staff	_____

Now look at the question based on the information in A, B and C, and number 1. Then make similar questions for 2–4.

Which person, Sarah, Brian or Helen, orders all the stationery in the office?

9 You are going to hear a marketing manager talking to her staff. Use the question-making technique you learned in Exercise 8 and prepare to listen to the recording.

74

Now listen and answer questions 1–4.

What advertising methods will the company be using for its different products?

A Newspapers	1 Children's toys	_____
B Television	2 Baby clothes	_____
C Internet	3 Maternity clothes	_____
	4 Baby food	_____

Exam tip

Turn the classification information into a direct question to help you focus on the key points in the recording. For example, *Who orders the stationery?*

Part 3: Exam practice

Listening Section 2

Questions 1–3: Table completion

75

Complete the table below. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Overview of Benchmark Consulting

2010	Founded by James Cox	First office in Melbourne	Established new 1
2016	Fred Montgomery	Opened the Perth office	Increased revenue to 2
2018	Sold to TFB Group Ltd for \$10 million	Located new 3 in Sydney	Contract with Australian government

Questions 4–6: Classification questions

75

In which city are the company's functions in 4–6 located?

- | | |
|--------------------|-------------------------------|
| A Sydney | 4 Marketing |
| B Perth | 5 Staff training |
| C Melbourne | 6 Administration |

Questions 7–10: Completing sentences or summaries

75

Complete the summary below. **Write NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Benchmark Consulting – company vision for the future

Over the next five years, Benchmark Consulting will create two **7** companies in order to increase business with European and Asian organisations. In all departments, more **8** will be recruited over the next year, and to ensure Benchmark Consulting is a good choice for potential employees, salaries for staff will be raised by **9** Staff who will have to move to a different city following the restructure will receive a **10** to assist with expenses.

**Exam tutor**

- 1** What format can you write the answer to question 2 in?

- 2** What kind of clues did the words in the table give you?

- 3** How was the summary different from the recording?

- 4** In questions 4 to 6 do you write the name of the city or the letter?

- 5** In questions 4, 5 and 6, did you hear more than one place name associated with each answer?



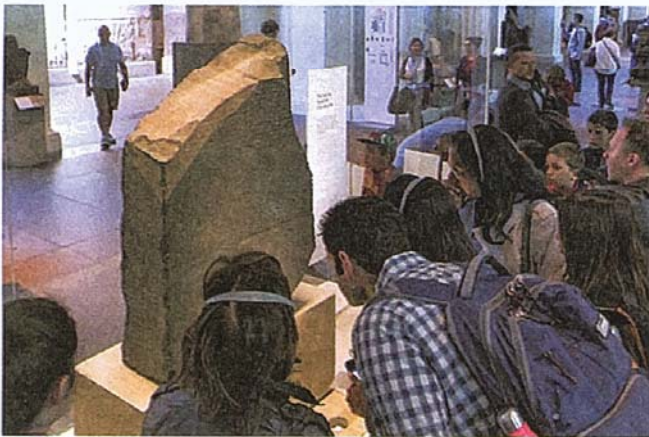
11 Local languages

Language development | Words related to communication; Language for agreement and disagreement

Skills development | Pronunciation: Weak forms, Disappearing sounds, Connected speech; Understanding diagrams or pictures; Positioning; Exploring options

Exam practice | Section 3: Multiple-choice questions; Selecting from a list; Labelling a map or plan

Part 1: Language development



Words related to communication

1 Match the words 1–10 with the definitions a–j.

- | | |
|-----------------|---|
| 1 eloquent | a an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object |
| 2 epigram | b good at speaking and able to persuade people |
| 3 idiom | c very informal language that is usually spoken rather than written, used especially by particular groups of people |
| 4 illiterate | d a long speech which is spoken by one person as an entertainment, or as part of an entertainment such as a play |
| 5 jargon | e a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own |
| 6 metaphor | f unable to express yourself easily or well in speech |
| 7 monologue | g a short saying or poem which expresses an idea in a very clever and amusing way |
| 8 nuance | h special words and phrases that are used by particular groups of people, especially in their work |
| 9 slang | i not knowing how to read or write |
| 10 inarticulate | j a small difference in sound, feeling, appearance, or meaning |

2 Match the words connected to language 1–6 to the examples a–f.

- | | |
|---------------|-------------------------------|
| 1 language | a It's raining cats and dogs. |
| 2 dialect | b Cockney |
| 3 slang | c German |
| 4 idiom | d America is a melting pot. |
| 5 metaphor | e Happy birthday |
| 6 collocation | f Our holiday was dead good. |

3 Underline the correct word in italics in sentences 1–6.

- 1 A(n) *dialect* / *accent* is a form of a language that is spoken in a particular area.
- 2 People who cannot hear use *sign language* / *semaphore* to communicate.
- 3 *Rhetoric* / *Metaphor* is the skill or art of using language effectively.
- 4 The *nuances* / *connotations* of a word are the ideas or qualities which it makes you think of.
- 5 A *transcription* / *tracing* of a conversation or speech is a written text of it, based on a recording or notes.
- 6 A person who is *bilingual* / *illiterate* can speak two languages equally well, usually because they learned both languages as a child.

Language for agreement and disagreement



Exam tip

Sometimes people use certain adjectives or adverbs to express their opinion. This is one way of understanding if speakers agree or disagree.

4 Read the dialogue and underline the adjectives or adverbs that express opinion. Then answer questions 1–3.

- 1 Do Kevin and Angela agree?
- 2 Who had a positive reaction to the lecture and who was more negative?
- 3 Which adjectives and adverbs helped you answer questions 1 and 2?

Angela: I thought the lecture on UK regional accents had some credible points about the ways in which English is changing.

Kevin: To be honest, I'm a little sceptical of some of the evidence. It seemed to me that their predictions were insufficiently detailed.

Angela: Really? I thought the research methodology appeared to be logical. Maybe the researchers were just cautious with their predictions for the future of English.

5 Are the adjectives and adverbs of opinion 1–10 generally more positive or negative? Write P (positive) or N (negative) next to each one.

- | | |
|--------------------|--------------------|
| 1 viable _____ | 6 compelling _____ |
| 2 flawed _____ | 7 needlessly _____ |
| 3 rigorously _____ | 8 succinctly _____ |
| 4 authentic _____ | 9 deceptive _____ |
| 5 erroneous _____ | 10 reliable _____ |



Exam tip

When you learn new adjectives and adverbs, make sure you know if they are used positively or negatively.

Part 2: Skills development

Pronunciation: Weak forms

P Pronunciation

English also has weak forms, words that are not stressed in speech. These words include auxiliary verbs (e.g. *be, have, do*), prepositions (e.g. *in, at, of*), pronouns (e.g. *my, us, your*), articles (*a, an, the*) and conjunctions (e.g. *and, but, so*).

1 Read sentences 1–3 and underline where you think the weak forms are. Then listen and check your answers.

76

- 1 When I was living in Ireland, it was quite difficult to understand the local accent.
- 2 Do you think it's important to sound like a native speaker?
- 3 I would have learnt Latin, but it wasn't an option when I was at school.

2 Listen and complete sentences 1–3 with words from the recording. They are all weak forms.

77

- 1 Many _____ dialects _____ world _____ gradually dying out.
- 2 _____ recommend ways _____ which I _____ improve _____ listening skills?
- 3 _____ researching minority languages _____ essay _____ I went _____ British Library _____ find out more information.

Pronunciation: Connected speech

P Pronunciation

In English it can be difficult to understand natural speech because the words sound as if they are connected. When a word ends in a consonant sound (e.g. *d, k, d, z*) and the next begins with a vowel sound (*a, e, i, o, u*), English speakers usually connect the words.

3 Listen to the sentence below. Does it sound more natural the first time you hear it or the second time?

78

- 1 Learning a language isn't easy.

Now listen to sentences 2–3 and mark () where the words are connected.

78

- 2 There are many South American Indian languages, none of which are related to Spanish.
- 3 Studying accents is a good way to understand if a language is changing or not.

Pronunciation: Disappearing sounds

P Pronunciation

In faster connected speech, when one word ends in the same consonant that the next word begins with, the sound of the first consonant disappears in the second word, e.g. *Catalan is spoken nowadays by many of the young generation.*

4 Listen to sentences 1–2 and mark where the sounds disappear.

79

- 1 I stopped taking Greek lessons soon after I left school.
- 2 How will local languages stay in use if fewer people learn them?

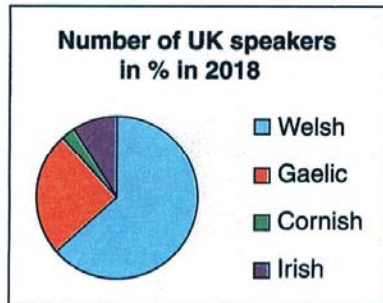
Understanding diagrams or pictures

Position 9

i Exam information: Multiple choice (3)

In the Listening exam, some of the multiple-choice questions require you to choose the correct answer from a set of diagrams or pictures.

- It is important that you understand what the diagrams or pictures show.
- Try to predict how they will be described before you listen.
- Think about the differences between the diagrams or pictures.

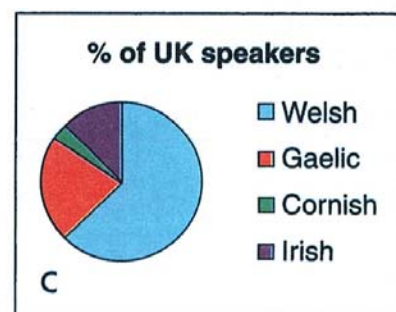
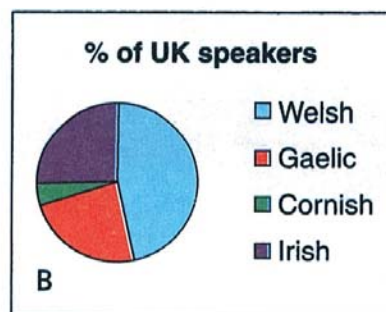
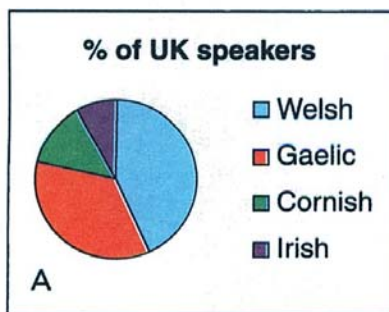
5 Look at the pie chart concerning minority languages in the UK and answer questions 1–4.

- Does the pie chart show the number of speakers or the percentage of speakers?
- Which countries are shown in the pie chart?
- Does the pie chart refer to the recent past, the distant past, or both?
- Match the languages a–d to the proportions i–iv.

a Welsh	i the smallest percentage
b Gaelic	ii around ten percent
c Cornish	iii about a quarter
d Irish	iv over half

6 You are going to hear a group of students discussing minority languages in the UK. Listen and answer the question below.

Which pie chart A, B, or C shows the correct percentage of speakers of UK minority languages?

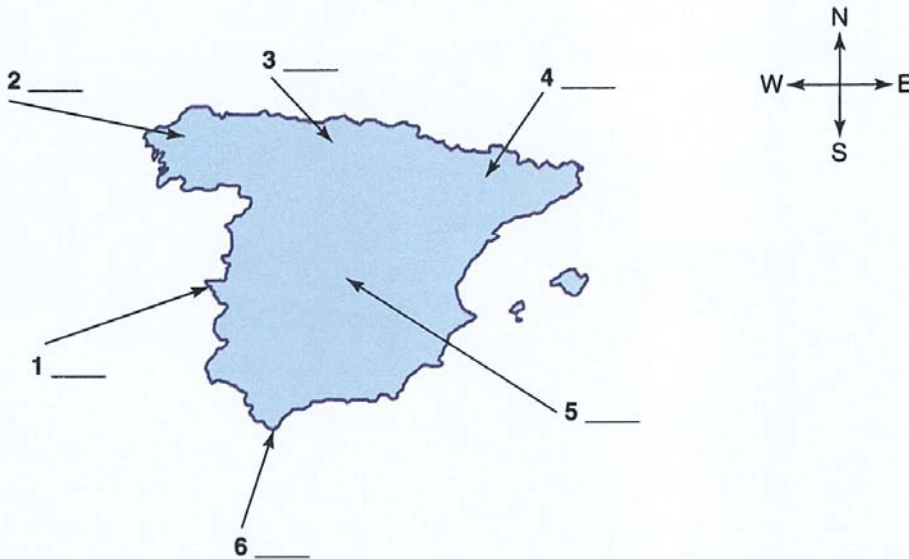


Positioning

i Exam information: Labelling a map or plan (3)

You may be asked to label a map or plan with geographical positions. Think about how to describe the different places in terms of compass points (*north, east, south, west*). Before you listen in the exam, look at the map and try to identify any geographical features such as *mainland, coast*.

7 Match the positions on the map 1–6 with the descriptions of geographical position a–f.



- | | |
|-----------------------------|--|
| a Towards the north-east | d slightly inland from the north coast |
| b at the southernmost point | e in the far north-west corner |
| c along the west coast | f in the interior |

8 You are going to hear a group of students discussing their presentation on the languages of the different regions of Spain. Listen and label the map.



Exploring options

i Exam information: Select from a list (3)

Sometimes the questions contain a lot of detail and the list of options are short and simple.

- Make sure you know what to select – underline the key words in the question.
- Follow the instructions about how to write the answers. For example, write letters or numbers.

- 9 Look at the question below and notice how most of the detail is in the question. It is likely that the answers will be referred to in words that are different from those in the list.

Which of the following ways of encouraging people to speak local languages does the tutor recommend that the students should include in their report?

- | | | |
|-------------|---------------------|---------|
| 1 Education | 3 Clubs | 5 Music |
| 2 Business | 4 Social networking | |

Now match the words 1–5 with a–f.

- | | |
|---------------------|---|
| 1 Education | a songs which are popular with young people |
| 2 Business | b places where people who share the same hobbies can meet |
| 3 Clubs | c courses offered at primary and secondary schools |
| 4 Social networking | d work done by companies for commercial profit |
| 5 Music | e discussion groups which take place in an online setting |

- 10 You are going to hear a discussion between a tutor and two students about an assignment. Listen to and answer the question.

82

Which TWO of the following ways of encouraging people to speak local languages does the tutor recommend that the students should include in their report? Write the two letters from A–E that correspond to the correct answers.

- | | |
|---------------------|---|
| A Education | |
| B Business | — |
| C Clubs | — |
| D Social networking | |
| E Music | |

Exam tip

Remember to check how many marks are awarded in this question type. There may be one mark for each correct answer or one mark if all the answers are correct.

Part 3: Exam practice

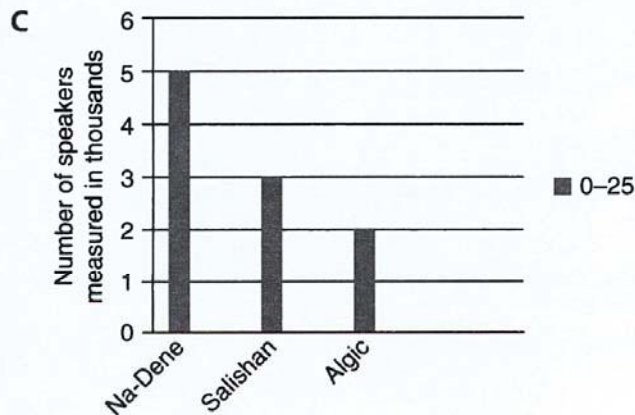
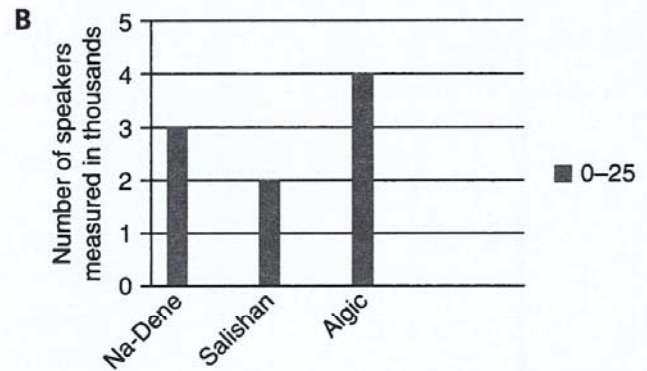
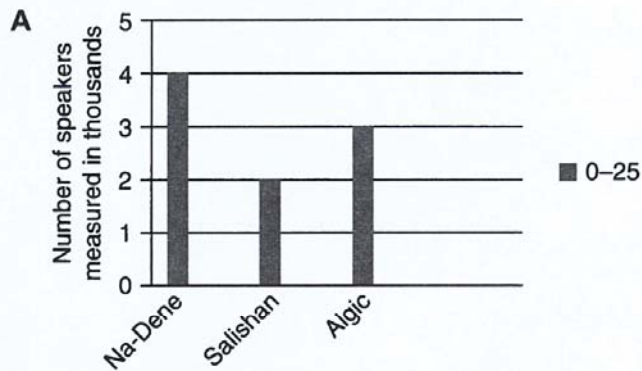
Listening Section 3

Questions 1–2: Multiple-choice questions



Answer the questions 1–2.

- 1 Which countries are the students going to visit for the field trip? Choose **A**, **B** or **C**.
 - A the United States of America and Canada
 - B Mexico and the United States of America
 - C Canada and Mexico
- 2 Which of the graphs below shows the numbers of people under 25 years of age who speak three languages? Choose **A**, **B** or **C**.



Answer: _____

83

Questions 3–6: Selecting from a list

Which four social factors affecting native language usage do the students want to research during their field trip?

Choose FOUR letters from **A–F** below.

- | | |
|---------------------------|----------------|
| A Employment | 3 |
| B Family structure | 4 |
| C Education | 5 |
| D Language policy | 6 |
| E Tourism | |
| F Emigration | |

83

Questions 7–10: Labelling a map or plan

Label the map below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Proposed field trip itinerary

- 8** Visit the _____ education authority
- Interview **9** _____ of Co-Tech



- Visit the Barona **7** _____
- 10** record signs in _____

Exam tutor

- For questions 3–6, how many options did you need to use?
- How important is it to use the correct number of words for questions 7–10?
- For questions 7–10, what words to describe location did you hear on the recording?
- What should you do when the recording has finished?
- Where should you write your answers?

12 Practice exam



Exam tip

At the end of the Listening exam, you have ten minutes to transfer your answers from the exam booklet to the answer sheet. Make sure you do this carefully: do not write the answers in the wrong spaces or you will lose marks. Only the answers on the answer sheet are marked.

SECTION 1

Questions 1–3



84

Answer the questions below. Choose the correct letter, **A**, **B** or **C**.

1 Why does Ellen want some new clothes?

- A for her holiday
- B for her new job
- C for her brother's wedding

2 Which dress does Ellen want to buy?

A



B



C



3 Which hat does Ellen decide to buy?

A



B



C



Questions 4–7



Complete the form below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Delivery form

Name: Ellen Barker

Delivery address: **4** _____
 Staybridge
 Kent
 DA4 7DF

Telephone Number: **5** _____

Delivery date: 12th May

Delivery time: **6** _____

Payment type: Visa

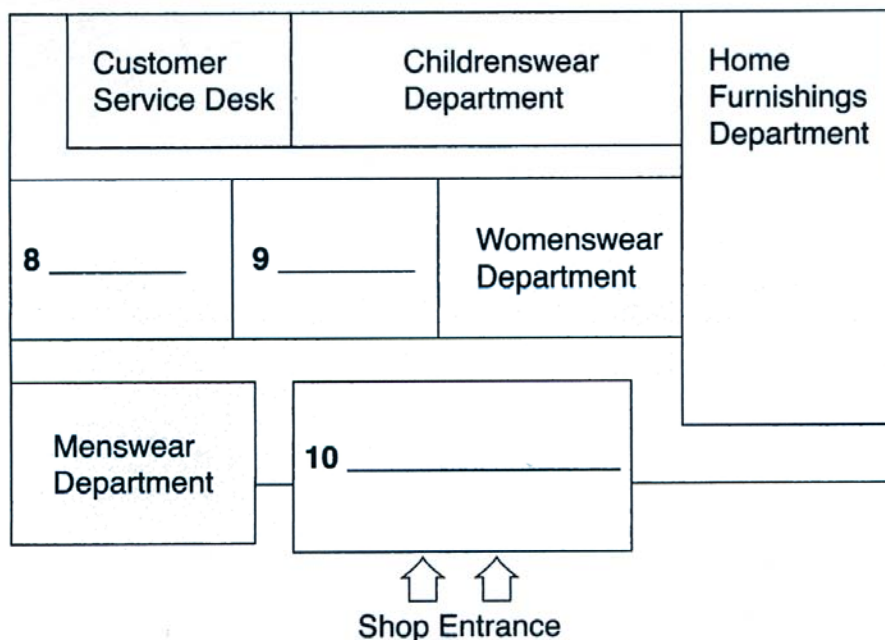
Amount: **7** £ _____

Questions 8–10



Complete the plan below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

Department store layout:



SECTION 2

Questions 11–13



85

Answer the questions below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

- 11 When does the tour finish?
- 12 Which area is not shown on the tour?
- 13 Which landmark does the tour guide recommend the tourists should visit?

Questions 14–17



85

Match the activities with the group they are recommended for.

- | |
|---|
| <p>A Families</p> <p>B Elderly couples</p> <p>C Young people</p> |
|---|

- 14 Dinner cruise
- 15 Climbing wall
- 16 Coastal walking tour
- 17 Wine tour

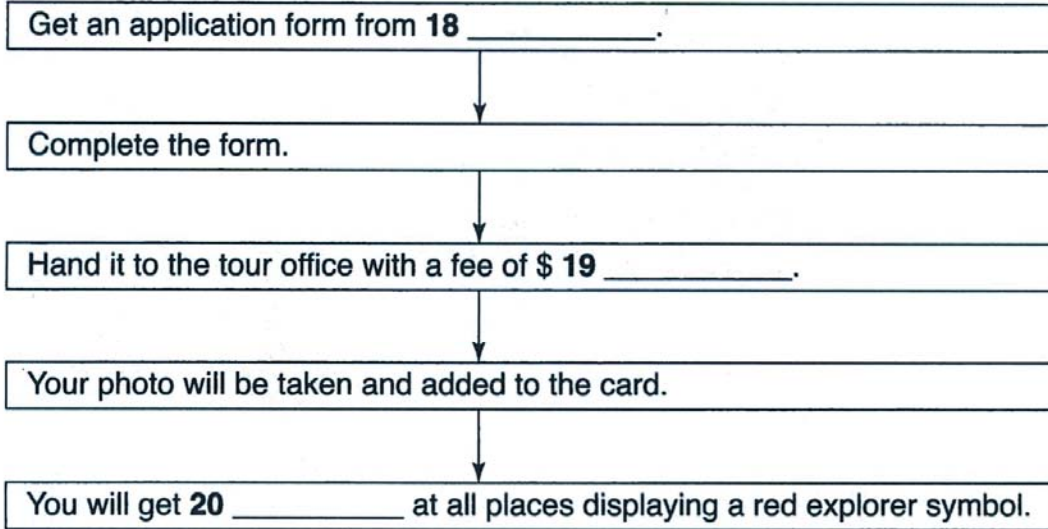


Questions 18–20



Complete the flow chart below. Write **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

Getting an Explorer Pass:



SECTION 3

Questions 21–23



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

Presentation focus: **21** animals

Presentation time: 20 minutes

Pros: Plenty of **22** for the presentation, interesting subject

Cons: Difficult to **23**



Questions 24–26

Choose **THREE** letters **A–G**.

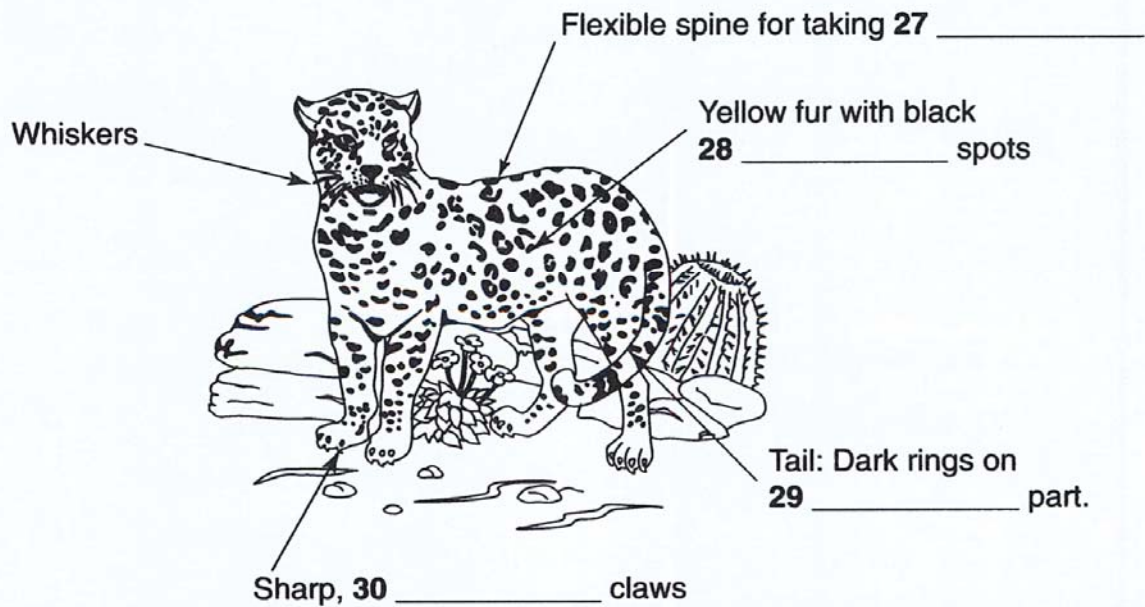
Which **THREE** ways does the tutor suggest Katie and Ian can improve their presentation?

- A** Do their research from the Internet
- B** Limit the amount of detail within the presentation
- C** Separate the presentation into clearer sections
- D** Use some video clips
- E** Focus on only a selection of animals
- F** Make sure they practise the presentation
- G** Think of some discussion questions for the audience

24
 25
 26

Questions 27–30

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



SECTION 4

Questions 31–34

87

Complete the summary below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

SUNDIALS

With the sundial, daylight was measured in twelve **31** which were longer and shorter depending on the seasons. The first known sundial is a **32** sundial from Egypt. After some development, sundials could measure time accurately despite seasonal changes and **33** People have sundials today as **34** items in their gardens.

Questions 35–37

87

Answer the questions below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

- 35** For whom were mechanical clocks not originally built?
- 36** What reason is given for having a standardised time?
- 37** Where are the atomic clocks kept?

Questions 38–40

87

Choose **THREE** letters **A–F**.

Match the recommendations **A–F** with the book titles.

- A** Gives a good general overview
- B** Covers concepts of time in different cultures
- C** Is the most essential text
- D** Looks at more philosophical aspects
- E** Provides more in-depth analysis
- F** Covers modern time technology

- 38** Understanding Time _____
- 39** Time: Concepts and Conventions _____
- 40** The Story of Time _____



Audio scripts

Unit 1

Track 01

- Steve:** Hey, Jenny!
Jenny: Oh, hi Steve, nice to see you.
Steve: Good to see you, too. How's it going?
Jenny: Fine thanks. I'm so glad the exams have finished.
Steve: Me too. So, are you going on holiday this summer?
Jenny: Yes, I've decided to go to Mexico for the whole summer vacation. I cannot wait I'll be there for six weeks in total.
Steve: That sounds great! What are you going to do there?
Jenny: Well, actually, it's a working holiday. I'm going to work at a school teaching English to children. What about you? Do you have any plans?
Steve: Yes, I'm going for a short break to Paris in August.
Jenny: Are you going with your family?
Steve: No I'm going with my best friend, and we've enrolled in a language school to study French for two weeks.
Jenny: That sounds like fun. Have a good trip.
Steve: You too.

Track 02

- Reception:** Good afternoon, Royal Mount Hotel. How may I help you?
Customer: Hello ... Er, I'd like to book a twin room, please, for next week.
Reception: One minute, please ... I'll just check if we have one available. Yes, we do, sir. Now, I just need to take a few details if I may.
Customer: Yes, of course.
Reception: What name is the booking under?
Customer: My name ... Duncan Geoffrey. That's G-E-O -double F-R-E -Y.
Reception: G-E-O -double F-R -E -Y. Aha. And could I have a contact telephone number, please?
Customer: Yes, 5762 23821.
Reception: When will you be arriving, sir?
Customer: Some time on the evening of the nineteenth.
Reception: Okay... September 19th...
Customer: Yes, and we'll be leaving on the twenty-third of September. How much will that be in total?
Reception: So ... that's a twin room ... for a twin, it would normally be £235 in total, but I can give you a special rate, as it's low season: £210 for the six nights.
Customer: Great. Thank you.
Reception: And how would you like to pay for that? We accept cash, bank transfer or credit cards.
Customer: I'll pay cash on arrival, if that's okay.
Reception: Of course, sir. We look forward to seeing you.

Track 03

- Customer:** So, what are the differences between these four hotels?
Travel agent: Well the main difference is in the types of facilities they offer. The Hotel Sunshine is the only one which has a gym, and it has one of the top health spas in the area. It's also next to a lake so you can do water sports there. Actually, if you like sailing or waterskiing, then the Highland Hotel would probably be the best place because it's got instruction programmes in these sports.
Customer: Actually, I'm not really a sporty person.

Travel agent: Okay, well what about the Hotel Carminia, which prides itself on its brand-new cinema and a state-of-the-art games room. And then there's The Royal, which offers guests a conference room, a meeting room, and free computer access, but it's not really appropriate for children, as there's not much in the way of entertainment.

Customer: Well I'm going on holiday, not to work, and it's just my wife and me, so I think we'll take the Hotel Carminia, please.

Track 04

you, too, few, view
bee, key, sea, we
main, great, rate
here, fear, cheer
night, site, guide

Track 05

- 1 cheap
- 2 new
- 3 wife
- 4 might
- 5 year
- 6 shame
- 7 food
- 8 beach
- 9 quite
- 10 free

Track 06

Sam: So, there's a great walking tour tomorrow. Or tomorrow night we could go on the cruise around the harbour. What do you think, John?

John: Well, we've booked those theatre tickets for tonight, so we'll be quite tired for the walking tour tomorrow. I don't think it would be a good idea. But I don't fancy the cruise, either.

Sam: Why not? It'll be fun! Look, it's a dinner cruise, and it's only \$12 each. It's a bargain!

John: I hate the sea. I'll be sick with fear if the waves are big! And dinner ... on a boat ... I just couldn't.

Sam: But it's just in the harbour!

John: Still, but what about this? It's a bus tour tomorrow evening. It's only \$5.50 and it goes all around the main tourist sites!

Sam: Yeah, that sounds okay ...

Track 07

John: Where shall we eat tonight?

Sam: Well, there are plenty of options. The guide says this city has hundreds of restaurants and food from all over the world! What kind of food would you like to have, John?

John: Well, I quite like seafood. There's The Captain's Table on Firth Street. The guide gives it four stars.

Sam: I don't know about that one. The hotel receptionist told me the service is incredibly slow sometimes. But if you like seafood, there are a couple more places in the guide.

John: Ah, yes ... Mangan's or Joe's Cafe.

Sam: Mangan's could be a good option. It's nicer than Joe's Cafe and there are fantastic views as well. We'd probably pay a bit extra ... Joe's Cafe is much cheaper. But we're on holiday; I don't think we should worry about the cost!

John: Well, that sounds great! Oh, no. Hold on. It's closed tonight. What a shame! Shall we go to Joe's Cafe then, Sam?

Sam: Yes, I suppose we'll have to. I'll give them a call and book a table. Can I use your phone, John?

John: Ah, er ... no. Sorry. My phone has run out of battery. We can ask the hotel receptionist to do it. Let's go back now and sort it out. We can get changed and have a drink before dinner if you like.

Sam: Okay, good idea.

Track 08

- Tourist office assistant:** Hello, how can I help you?
- Tourist:** Um, hello. Is it possible to book one of the bus tours of the city here?
- TOA:** Of course, sir. Would you like the three-hour tour with an audio guide or the shorter two-hour version with no audio guide?
- Tourist:** I think the shorter two-hour tour will be fine. We have a guide book, so we don't need an audio guide.
- TOA:** Okay, that's fine. When would you like to take the tour? There are tours in the morning, afternoon and evening. Sometimes it's nice to see the city at night with the buildings lit up.
- Tourist:** We'd like to go this afternoon, as we'll be going out for dinner tonight. Oh, and it's for two people.
- TOA:** Right. Now I just need to get some details from you in order to book the tickets. Can you give me the names of the two people, please?
- Tourist:** Yes. Susan Field and James Carter.
- TOA:** Susan Field and James – sorry, can you spell your surname for me, please?
- Tourist:** It's CARTER.
- TOA:** Thank you. And can I have a contact telephone number, too?
- Tourist:** Why do you need a contact number?
- TOA:** This is in case we have to cancel the tour for any reason and need to contact you.
- Tourist:** I see. Well, my mobile number is 07988 636197.
- TOA:** That's 07988 636197. Now can you also tell me which hotel you are staying at?
- Tourist:** Yes of course, we're staying at the Crest Hotel. Oh no, sorry. That's the hotel we're staying in next week. It's the Riverside Hotel.
- TOA:** Oh! The Riverside is a lovely hotel. Are you enjoying your stay?
- Tourist:** Yes, we are. Very much. The hotel facilities are excellent and the staff are very polite. We would definitely recommend it to others.
- TOA:** Oh I am glad. Now, I can book you on the tour at 4 p.m.. Would that suit you? Alternatively, there is another at three.
- Tourist:** The earlier one would be better for us, please.
- TOA:** Right, that's booked for you Sir, two people at 3 p.m. today, August 14th. You pay the bus driver when you get on, and it's £15 per person. Please make sure you have the correct change as the drivers don't carry cash.
- Tourist:** Thank you very much.

Track 09

- Tourist:** Can I also ask you about the museum in the main square? I was reading about it in my guide book and was shocked to see that the entrance price is £23. That seems very expensive to me. Do you know why it costs so much?
- Tourist office assistant:** Well, the museum has the only collection of Latin American art in Europe so it's quite unique and people come from all over the world to see the collections and special exhibitions. But that's not the reason why it's so expensive to get in. You see, the building is so old that it has started to fall apart and needs repairing. The £23 ticket cost will go towards repairing the roof and the walls.
- Tourist:** Ah, I understand. Well, I suppose it's worth paying £23 to see such an impressive collection.
- TOA:** Yes, I think so too. Is there anything else I can help you with?
- Tourist:** Actually, there is. I was wondering if you knew of any good restaurants in the local area.
- TOA:** Well, there are a few restaurants near the harbour, and a couple on the beach overlooking the sea which are nice. The problem is that the smell of the fish market is quite strong down by the beach and in the harbour, so sometimes tourists don't like the atmosphere.
- Tourist:** Mm, that doesn't sound so good, and I don't think my wife would be very pleased.
- TOA:** I know what you mean – it's not very romantic, is it? (laughs) My advice would be to go to the next town. It's bigger, and the restaurant selection is wider. You can get there by taxi and it only takes about ten minutes. The town is quite picturesque, and it's very relaxing because there are fewer tourists. Is it for a special occasion?

- Tourist:** Yes, it's my wife's birthday, so I'd like to go somewhere a bit special. Um, do you know any of these restaurants well enough to tell me a bit more about any of them?
- TOA:** Well, I know a bit about a few of them and there are pictures in this leaflet here. This one here is lovely – the Belleview – and it's extremely popular. It has one of the most famous chefs in the country. It's not cheap but the standard of the food is very high. It's right by the sea and there are wonderful views if you get a good table. Then there's the Lighthouse Café – you can see the picture here – which is not really a cafe at all. In fact, it's a great restaurant which is frequented by TV celebrities and actors. It has a great reputation and looks very traditional inside. It's been running for over a hundred years! It's quite an institution around here.
- Tourist:** Mm. I'm not sure about those two – they sound a bit too expensive to me. I was thinking of somewhere small where the food is good quality but that's not too formal.
- TOA:** In that case, what about Harvey's? It's a small family business. The same family has run this restaurant for over a century. and it's reasonably priced and really popular with local people. The furniture is kind of old fashioned and rustic, so it might be more what you're looking for. And there is another family-run restaurant, Stonecroft House. New owners took over a month ago and they're getting good reviews. There's a new chef there and the food is meant to be very good quality, and they've redecorated the dining room and bar. This leaflet has all the contact details for all the restaurants, so you can just call them if you'd like to book a table.
- Tourist:** Great, thanks. You've been very helpful.

Unit 2

Track 10

Dance school manager:

Hello everyone, sorry to interrupt your class. I just want to make a quick announcement about our summer timetable. Shimmers Dance School will be offering new classes this spring, due to strong demand. Angela Stevenson will be back this term, running the ballet class. This class will be on Tuesdays, and instead of the normal hour from 6.30 to 7.30, we'll be running the class for an hour and a half, so it will continue until 8.00. This means we have to charge higher fees, but only slightly higher: from eight pounds fifty to ten pounds fifty. That's only two pounds for the extra half hour! Next, Janine Davis will still be teaching the Tango classes. Instead of being on Mondays these classes will be on Wednesday nights from seven o'clock to eight o'clock. The fees will still be seven pounds fifty for the hour. Last but not least, Andrew is taking over the tap class. This class is for early risers, as it starts at 8.30 on Saturday morning and finishes at ten. We expect this class to be very popular as tap is a great way to get fit as well as learn new dancing skills. Fees will be £11.00. All the other classes remain the same as the winter timetable. We hope there is something for all of you at Shimmers!

Track 11

- 1 children
- 2 kinds
- 3 approve
- 4 through
- 5 highly
- 6 describe
- 7 instructor
- 8 subscription

Track 12

- Man:** Internet safety is a big concern nowadays and to protect your children and teenagers online, it's a good idea to monitor the sites they visit. Obviously, this is easier to do when they are a younger age. As they get older and become more independent, they are increasingly on their own online. Don't be put off from letting your kids use the Internet, though; it can be really invaluable for their education and help them make friends too!

Now, let me tell you a bit about some sites we have found for children. Kids can start using the Internet from a very early age. You can get them to play on computers from when they are only four years old! Of course, there is a limited number of sites for the very young, but we would suggest one called Playtime Online. It's designed for children from four to six years old. It's really colourful and helps children learn skills for games. Children love it and we believe it helps them when they begin school. Then, from say five until about ten years of age, there is a really useful website called Moving Up. This takes Playtime Online a step further and enhances the maths and language skills of the child. Teachers speak very highly of this site for child development.

When children get into their teens, the Internet can be a more dangerous place. Net Aware, for the twelve to sixteen-year age group, makes young people more aware of online dangers. It's a good site for your child to look at before they start surfing on their own.

Now, all teenagers love chatting, and Chat Electric is a site designed especially for teens from thirteen to sixteen to make friends online with people their own age.

The last site is invaluable for teens studying for exams. The sixteen- to eighteen-year-olds love Test Doctors, which is a site designed to help students revise for their exams and is full of handy hints and tips. The site is run by subject specialists, so it is packed full of information.

Track 13

Camp manager:

The Health and Action Summer Camp is located in the county of Cork in southern Ireland and is ideal for young people who would like to learn new sports and activities. It has a beautiful location, being situated near a river and occupies five acres of green space. There is a small forest within the camp grounds which provides a great habitat for wildlife. However, it is sufficiently far away from the accommodation so that human activity does not disturb the birds and animals.

The camp has two types of accommodation; tents and cabins, both of which are modern and comfortable. The cabins are by the river and have beautiful views of all the countryside, and the tents are on higher ground, away from the river and next to the wash rooms. There are two washroom blocks, fully equipped with showers as well as toilets.

All cooking is done in the cooking area, which is situated in the centre of the camp.

Track 14

Woman:

The Duke of Edinburgh's Award is a programme of activities designed to help young people from all different backgrounds develop. There are three levels: Bronze, Silver and Gold, and for each level participants have to complete a series of activities in four categories: volunteering, physical, skills and expedition.

This talk will explain what you have to do in order to get a Bronze award. The first thing you need to do is find a Duke of Edinburgh centre near you. This could be your school, college, or youth club. Then you will need to pay a small fee to enrol in the programme. Once you have enrolled, you will get a welcome pack which explains the four categories in more detail. Then you can start planning what to do for each category. You can do many different types of activity for each category, but you must get them approved by your Duke of Edinburgh Coordinator before you start, so you don't waste time doing something which is not approved. The other important person is your assessor. This is the person who will certify that you have completed each activity by signing your record book. After you have completed all the activities in the time given, your assessor will send your record book results to the operating authority, who will check it. If everything is satisfactory, you will get your certificate and badge to confirm you have completed the award. And after that, you can start working on the Silver award!

Track 15

Leisure centre manager:

Good morning, everyone, and thank you for coming to find out more about the new Teen Programme here at the Park Hill Leisure Centre. In this talk I'd like to talk you through the classes available, describe the building itself, and then give you some information about how to register and sign up for the sports and activities we offer. Afterwards, you'll have an opportunity to take a tour of the centre.

Let's go through the classes first. As you can see from the Teen Programme handout in your pack, we have lots of classes on offer. We have four new instructors who are highly qualified and have lots of experience training young people. Diana is our dance instructor and she gives classes in jazz and salsa on Wednesday and Thursday evenings respectively. These classes are great fun and if you like dancing, you'll love them! Now, let's move to the weekends ... Jim usually takes the football practice sessions then, but this year he is branching out into American sports and will be running the baseball club on Saturday afternoons. So, because Jim is doing the Saturday session, Steve will now run the football practice. This class will be at the same time as the baseball class ... so Saturday. Steve will also take the skateboarding class on Monday evening. Lastly, there is a possible additional class, a roller-skating course which is for beginners, and this will be taken by Stella, who was last year's under-21 London roller-skating champion, so you'll be in good hands with her expert advice. The day of this course is still to be arranged but it is likely to be Tuesday. We will confirm the day by the end of this week. I hope that some of you will be interested in these new classes. Please come and ask me or any of the instructors later for more information. And if you have any ideas about classes you would like to see run, let us know.

Track 16

Leisure centre manager:

Now some of you won't have been to Park Hill Leisure Centre before, so let me just tell you a little about the layout. As you can see, the reception area here is very spacious, and there is plenty of room to meet your friends and have a drink. We also have great dance studios. They are to the left of the reception area, next to the swimming pool. No ... sorry ... I meant opposite the swimming pool. They're brand new and have floor to ceiling mirrors and the latest audio equipment. We hope they are going to be very popular! Both the roller skating and skateboarding classes will be held in the Skate Arena. This has also been refurbished and we have a new five-metre ramp in there which is proving to be quite popular. The arena is behind the changing rooms, which you can see straight in front of us. There are separate male and female areas to change in. On either side of the arena there is also a gym and tennis courts! You'll see both these new spaces on the tour later.

Track 17

Leisure centre manager:

Now, the final thing I want to talk about is how to join the Park Hill Leisure Centre and enrol for the classes. First, you need to complete an enrolment form with some of your personal details, including your address and telephone number and the name of your school. If you are under sixteen years old, then you'll also be required to get your parents' permission to take part in the classes. Please ask one of your parents to sign the authorisation form attached to the enrolment form. You'll find the form in your information pack. When you've done this, you just hand the forms to reception. You can pay an annual subscription of twenty pounds, or alternatively, you can pay each time you use the facilities. There is a one pound sixty admission fee in this case. Whether you decide to pay in one go or with each visit, you still need to complete the forms in your pack and become a member. Once we have the forms, we'll send your membership card to your home address. All you need to do is show this card every time you come to the centre, and if you want to book a class, you just need your membership number on your card.

Unit 3

Track 18

- 1 glaciers
It is assumed that glaciers move slowly, but occasionally they have surges and move up to 50 times faster than normal.
- 2 salinity
The Dead Sea is famous for the salinity of its water.
- 3 humidity
The humidity in tropical areas can make you very tired.
- 4 kilometres / kilometers
The oceans can reach depths of eleven kilometres in places.
- 5 pressure
Altitude sickness is due to a reduction in air pressure.

- 6 evaporation
Rain is mainly caused by evaporation from the oceans.
- 7 environment
We need to look after the environment around us.
- 8 biology
Biology is a branch of the natural sciences.
- 9 brightness
Our perception of the brightness of the sun changes with the seasons.

Track 19

- Linda:** Hi, everyone, how are you all?
John: I'm fine thanks, Linda.
Steven: Actually, I'm not feeling so well – I think I've got a cold.
Linda: Oh no, Steven, I'm sorry to hear that. What about you, Joanne?
Joanne: I'm fine, but very busy with my Biology course.
John: Oh, me too – there's so much work to do.
Joanne: In that case we should get started on our essay. John, do you want to start?
John: OK ... Let me start by telling you my ideas for the essay.

Track 20

- 1 My brother is working for a company in America.
- 2 The doctor told me to rest at home for a week.
- 3 We can go to the beach after our lecture.
- 4 The book was about a girl and her adventures.

Track 21

- Alice:** We've really got to decide who does what for our Natural Earth project.
Karl: OK, Alice. Well, we've got all our cloud research so let's decide how to break it down.
Alice: Well, we should probably start by saying how clouds are formed.
Karl: Good idea, and then maybe move on to the different types of clouds. We can separate it into low lying, medium level and high clouds. They seem to be the clearest categories. What do you think, Jenny?
Jenny: Yes, I think that's a good idea, and we should also make a PowerPoint to make it a bit more interesting and put in pictures of the different clouds.
Alice: Good idea, Jenny! I think we should probably have cue cards, too. I'm useless at remembering what to say without them!
Karl: Yes, me too! Well, I'm quite happy to organise everything we've found out about clouds and make sure it fits into to our presentation times.
Alice: Actually, I think I'd better do that. I've got all the research on my computer so it makes sense. How about if you make the presentation slides, Karl?
Karl: OK, Alice. That's fine by me.
Jenny: Well, if you guys are going to do that, then I'll look on the Internet for pictures of the different types of clouds.
Alice: That'll be great, Jenny. I'll also make the prompt cards so we don't forget what we're saying during the presentation.
Karl: Sounds great. Let's have a run through on Tuesday. What sections does everyone want to talk about? I don't really mind.
Alice: I hate speaking in front of people so I'd prefer not to do the introduction.
Jenny: I don't mind, I'll do that. If you don't want to talk much, then why don't you just do the middle bit about the medium level clouds?
Karl: Yes, I can do the low level and high level clouds parts. I'm sure Jenny can handle the summarising, too.
Alice: Thanks, guys. We can all take questions together.

Track 22

- Debbie:** Hi, Roger.
- Roger:** Debbie! Hi. I haven't seen you all week. How are you?
- Debbie:** Oh ... I've been struggling with my Natural Earth assignment. We did our presentation last week on dangers to the environment, but the essay is proving to be a lot more difficult.
- Roger:** The one for Professor Black? Me too. I'm writing about volcanic activity. What are you doing yours on?
- Debbie:** Acid rain. I thought that would be OK, but the process is really complicated.
- Roger:** Well, I can help you with that! I know quite a lot about acid rain. I studied the causes and effects last year.
- Debbie:** Really? That's great ... I've done some work on the causes. I'm going to write that acid rain is caused by sulphur dioxide from power plants and smelters. Basically, this reacts in the atmosphere to form acid rain.
- Roger:** Ah, but it's not just sulphur dioxide, it's also nitrogen oxides.
- Debbie:** Really?
- Roger:** Yes, from things like car exhausts.
- Debbie:** But aren't nitrogen oxides also caused by natural events like fires, volcanoes, lightning, too?
- Roger:** Yes. They're a minor factor, but I still think they're worth mentioning. But, sorry, carry on ...
- Debbie:** Thanks. I might add that. So anyway, these emissions react in the atmosphere with water, oxygen and oxidants to form acidic compounds like sulphuric acid. These compounds then fall to earth.
- Roger:** Are you going to mention the different ways they return to the ground?
- Debbie:** Do you mean wet and dry deposition?
- Roger:** Yes! So, you've done a bit of background reading, then?
- Debbie:** Yes ... so if I've got it right, acid rain often comes down as rain, but also as snow or fog. This is wet deposition. I'm going to define it as any form of precipitation that removes acids from the atmosphere.
- Roger:** Yes, I think that's a good term to define it.
- Debbie:** Dry deposition, ... Well, I think that's when the pollutants stick to the ground through dust. I'm not really sure of how to define it though, compared to wet deposition.
- Roger:** Just think of it as any pollutants that are not caused through precipitation. That's probably the best way. Did you know that sunlight can enhance the effects of acid rain as well?
- Debbie:** No, I didn't. There is just so much to think about. I'm sure I'll go over my word limit.
- Roger:** Well, you sound like you know a lot about the subject. Just try and keep your focus. I've had the same problem writing about volcanoes! There is just so much!

Track 23

- Charlotte:** Do you want to make a start on our Natural Earth project? I think our idea of a lightning safety presentation is great, don't you, Rachel?
- Rachel:** Yes, I think it'll be really good ... I think the class will really like the practical elements. I have a few ideas already.
- Charlotte:** Great! Me too. I think we should divide it into two parts: what to do if you're inside when lightning strikes and what to do if you're outside when it strikes. What do you think?
- Rachel:** I think that's good, but I think we need more. Something about planning for this kind of event. I think it's quite important to be prepared. And also, what to do if someone gets hit by lightning.
- Charlotte:** I can't believe I forgot that! Of course! Well what should we talk about in the first part?
- Rachel:** I think we should say it's important to be aware. Lightning is always before rain, so don't wait until it rains. As soon as you hear thunder or lightning, you should get inside.
- Charlotte:** Okay, yes. And then if you're indoors, you should avoid water. Stay away from doors and windows and don't use the telephone.
- Rachel:** Or any electrical equipment. In fact, if you can, switch them off first. And you should wait half an hour after the last clap of thunder before going back outside.
- Charlotte:** And if you're outside when it storms, you also need to avoid water. Try and get inside as soon as possible. There are certain things you should avoid ... open spaces ... anything large and made of metal. And, of course, the obvious one: trees.
- Rachel:** But we should mention that if lightning strikes very near you, you need to crouch down.
- Charlotte:** Oh! Is that right? I thought you had to stand still.
- Rachel:** No, that's actually wrong – you're supposed to crouch down ...

- Charlotte:** ... and put your hands over your ears. The noise can damage your hearing if you don't. OK ... I think we've got quite a lot here. Only the last part to go, now: what to do if someone gets hit.
- Rachel:** I think we should say that it's very rare for someone to get hit by lightning. Our talk sounds as if there is danger all around! We should try and make it sound a bit more reassuring!
- Charlotte:** Yes, you're right, we'll say it doesn't happen often, and that sometimes storms are even fun. It's just better to be safe than sorry. But what should we say about getting hit by lightning?
- Rachel:** Well, I think we should say it's safe to touch people who've been hit by lightning ... they don't have any electrical charge! Try to get assistance from a first aider if there's one around. Otherwise it's just best to call for an ambulance. And we should remind our audience that eighty percent of lightning victims don't get fatally injured! That should calm everyone's nerves!

Track 24

- Emma:** So, I think we'd better start planning what we're going to do for our group project. Have you guys had any ideas?
- Tom:** I was thinking we should do something on extreme weather events and explain them, but I think Alex had some different ideas.
- Alex:** Yes, maybe we should look into more localised weather conditions and the effects on the immediate environment.
- Emma:** That's a good idea, Alex, but I don't think we'd be able to get much data on that, and we don't really have time to do our own research. What about doing something about the seasons?
- Tom:** I think the seasons might be a bit too wide reaching, you know, when we take into account the wind patterns and pressure systems.
- Emma:** Maybe you're right.
- Alex:** Well, how about Tom's idea of extreme weather conditions?
- Emma:** Yes, that sounds like a good idea. It's easy to break down into separate parts and it certainly sounds more interesting!
- Tom:** I'd quite like to cover monsoons. I've been doing some reading on them and they're quite interesting.
- Emma:** Well, that sounds good. We should maybe take two areas each, that would make it easier for us to focus.
- Alex:** Well, we've got lots to choose from; we could do blizzards, heat waves, droughts, cyclones. There are loads! Why don't you do blizzards, Tom?
- Tom:** I don't fancy doing them, but I wouldn't mind doing something on floods. They're linked to monsoons, I think, so it will be an easy transition. What do you fancy doing, Alex?
- Alex:** Well, okay ... let's leave blizzards then if no one is interested. Ermm ... I could cover winds.
- Emma:** But that isn't really extreme enough.
- Alex:** Hmm ... I could do hurricanes, they're pretty exciting. How about doing cyclones, Emma?
- Emma:** I'd rather do heat waves and droughts, I think. I know a bit about them. I don't know anything about cyclones.
- Alex:** Cyclones are really interesting. I can cover them.
- Tom:** That sounds great. I was thinking about doing cyclones, but I'm happy for you to do them.

Track 25

- Emma:** Right, shall we get started on some of the content?
- Tom:** That's a good idea. We haven't got that much time. Does anyone know anything about their topics?
- Alex:** I know quite a lot about cyclones.
- Tom:** Do you?
- Alex:** Well I studied them at high school, too. You know, cyclones usually start near the equator. They need quite warm water to form. Above the warm water, the vapour in the air forms clouds, and if there is low pressure, then these clouds will start to rotate.
- Tom:** Isn't it also the fact that the Earth rotates too which makes the clouds spin more?
- Alex:** Yes, that too. Once they begin, they can either lose momentum or keep gathering momentum until they hit land – these ones are called mature cyclones. Luckily, as soon as they hit land, they start to lose momentum and fade away. Just because they don't have the warmth of the ocean underneath.
- Emma:** Well, that's a relief!

Alex: They can still be really destructive. It's like a big circle of wind. They blow strongly up to the eye of the storm, the centre, where everything is really quiet, where there's no wind or anything. But then the other side hits and the winds blow just as strongly but in the other direction! It's just amazing! Yes, I would really like to cover that.

Emma: Well, it looks like we've got it all arranged, then!

Unit 4

Track 26

Jenny: My family isn't very big. There's just my son and I. I'm a single parent. For the last ten years I've been concentrating on looking after my son James, who is now fourteen. But actually, I've met someone special and we've just got engaged! My fiancé has four kids of his own, and we're going to get married in July. James is really excited about it; he's looking forward to having brothers and sisters in his new step family!

Sheila: We live as one big extended family. There are seven of us in our household. Besides my husband and me and our children, there's my aunt and two of my cousins. I stay at home and care for my mother because she's quite old and can't look after herself. Obviously, we suffer from a lack of space in the house, but we all get on well.

Track 27

- 1 First, I am going to talk about the role of the parent. Second, I'll discuss the role of the child, and last, we'll look at the family unit as a whole.
- 2 Parenting is a difficult job because no two children are ever the same.
- 3 Families are important because they form the basis for socialisation. Additionally, they educate and protect the next generation.
- 4 The family structure has varied greatly over time. That is, different times have had different views of what a traditional family structure is.
- 5 Many argue that less traditional structures are not as effective. However, there is little evidence to support this.
- 6 Many people are having families later in life. Consequently, the rise in the number of single people may only be temporary.
- 7 Families in other parts of the world differ from the Western norm. For instance, in some cultures multiple husbands or wives is the norm.
- 8 Although there are many arguments for trying to keep the traditional family structure strong, I feel the key issue is the economic necessity of having a 'normal' family structure.

Track 28

- 1 First of all, / I want to talk about / some of the communication problems that families face nowadays / because I think this is an important topic.
- 2 Family structures have changed a lot in recent years / because of education / and new attitudes in society / which are affecting young people's views.
- 3 Due to the influences of globalisation, / many people have moved away from their families / which has changed their relationships, / and not always in a positive way.

Track 29

Lecturer: As we have seen, changes in the structure of the family are constantly occurring. Extended to nuclear, patrifocal, to a more equal footing between the sexes, and dual parenting to single parenting are just a few examples. However, a recent phenomenon in the UK, which is changing the traditional family, is the increasing number of adults who continue to live with their parents until their thirties or sometimes even their forties. The UK has traditionally been a society where offspring leave the family home in their late teens or early twenties to set up their own home and families. But in the last twenty-five years this has decreased. Official statistics released by the Office of National Statistics show that today ten percent of men in their early thirties still live with their parents; this compares with five percent of women in this age range.

The reasons for this are complex and varied. It cannot be denied that some people are choosing to stay. Living with parents can be an easy option; food is provided, heating and electricity are paid for, and rent, if any, is minimal. However, a third of those surveyed claimed they were living with their parents because it is too difficult to get a foot on the property ladder. House prices in the last few decades have risen dramatically; property is now five times the average annual salary, whereas it was only three times the average annual wage in the 1980s. This fact, coupled with high unemployment amongst young people make it virtually impossible for a single person to buy a home or even rent.

The number of students going on to higher education has also been steadily increasing. Many of these students return home after finishing their studies, as a result of the student debt they have accumulated. It can take many years to pay this off, and if the burden of rent or a mortgage is added to that, it can be just too much for a young adult's pocket.

However, help is now at hand. The government is tackling some of the problems that cause people to remain with their parents with a new scheme: The Affordable Housing Scheme. This aims to make housing more affordable for first time buyers, and possibly take the strain away from elderly parents!

Track 30

Lecturer:

The family is a topic which we will look at in great detail this term. For sociologists, the family is often seen as the beginning of socialisation. Indeed, it is the seed of society itself. In recent decades, many old people can no longer rely on their offspring for support, which was common fifty years ago. Many children are brought up by only one parent, something virtually unheard of before the 1960s. We can certainly say that during the last half century we have seen an enormous change in traditional family structures.

The extended family lasted well into the early 1900s, and this kind of strong family unit was essential due to property ownership. Housing often was scarce, and it was necessary for people to live with parents and take over the property when their parents died. Of course, people still benefit from their family line. Still today, people generally inherit any money that their mother or father might have.

In the UK, the last fifty years has also seen a decrease in the number of offspring parents have. Whereas in the 1950s only ten percent of offspring were only children, this number has risen. Nowadays, this is the case for just over a third of children.

Track 31

Lecturer:

In Victorian times, the upper classes made up less than three percent of the entire population of Britain, yet this class held more than ninety percent of the country's wealth. This shows the massive gap there was between rich and poor at this time, a gap which has shrunk considerably in the last century. Today we're going to look at the wide differences in family life between rich and poor in Victorian times. Let's begin with the upper classes.

The upper classes of the Victorian period were generally the nobility or the clergy. Most of their servants were very poorly paid, but were always accommodated within the homes of upper-class Victorian families, so they didn't have to pay for accommodation, food and often clothing. The money which they did earn, they normally sent home to their families.

Many Victorian servants came from the countryside, where the effects of the industrial revolution had resulted in job losses. Amongst these servants were cooks, housemaids, stable hands, and butlers. The family would also employ a nanny, who although employed by the family, was not traditionally seen as a servant. A nanny's primary role was to care for the children. She was responsible for teaching the children how to behave, looking after them when they were ill, and instilling discipline into them. Nannies did not, however, educate the children. Generally, children from wealthy families did not attend school outside the family home. Tutors would come to the house to do this, and although on occasion mothers taught their children to read and fathers gave their children some instruction in Latin, this was not a common occurrence.

Now, the Victorian upper classes have the reputation of being quite cruel; but this wasn't always the case. They were also quite charitable. Ragged schools were set up with funding from the upper classes so that poor children could have some form of education. Additionally, most Victorian parents were very proud of their children, who were often seen as 'prized possessions'. This goes against the common idea that parents were very hard on their children. In fact, the opposite was generally the rule. However, the situation for lower-class families was very different. In the lower classes child labour was rife. Children as young as eight earned a living as chimney sweeps for wealthy houses. Now, let's move on to looking at the lower-class families in more detail ...

Lecturer:

We are all familiar with the nuclear family, which has been the dominant family structure in the UK for the last sixty years, at least. However, recent changes show that our idea of the traditional nuclear family as the cornerstone of British family life is changing. There have been emerging patterns which are eroding this structure; namely, the rise of step-families, cohabitation, lone-parenting, and the rapid increase in those living alone. We are going to explore these areas in turn, and look at their effect in terms of the family.

First, step-families are now becoming more and more common. Step-families are created when one or both partners have a child or children from a previous relationship. In 1980, the percentage of children under thirteen who were living with one parent and their new partner was just four percent. In 2008, this figure had increased to twenty percent. The USA has seen an even greater rise; new statistics show that almost half of under thirteens are living in a step-family. Now, we can still call the step-family structure a 'nuclear' family, as it does follow the structure of two parents, and dependent children. However, it also creates somewhat of a nuclear 'blur'. Step-brothers and sisters may belong to two family units, so where do we draw the line at which family they belong to?

Co-habitation, when partners do not marry, yet live together as a family, has also increased. In 2006, of the 17.5 million families in Britain, nearly three million of these comprised unmarried couples. What does this mean to the nuclear family? Firstly, the traditional view of a nuclear family requires married parents, so we can't put these types of family under this umbrella. Statistics show that even if cohabiting couples have children, they are more likely to separate than their married equivalents. Lastly, we need to look at the rise of the DINKS, which stands for Dual Income No Kids. As Clarke and Henwood outline, many cohabiting couples are choosing a life without children, putting consumer spending first.

Lone-parenting is a relatively recent family structure which has rapidly grown in the last half century. In 1972, only one in fourteen children lived in a lone-parent family. When we compare this with today's figure of one in four, we can see that this is a rapid increase. In the past, lone-parenthood was overwhelmingly the result of a death of a parent. Nowadays however, it is increasingly a choice. Some sociologists argue that this increase is due to the outlook of women. Where women once were willing to accept an unhappy or abusive marriage, now many will choose lone-parenthood. Often this can be just a transitory phase before they find a new partner. This view of women's attitudes and lone parenting is highly debated, because some figures show that the largest group of lone parents are mothers who have never married. So, I would advise further research. You can find counter arguments for these ideas in Butler and Jones.

One difficulty for single parents is that they are a social group who are much more likely to suffer from poverty and hardship. They are more likely to live in rented accommodation and have childcare issues.

Last, an increasing number of people are choosing to live alone. The number of people living alone in Britain has more than doubled in the last twenty years. In 1990 just over four million people lived alone. Now this figure has reached 8.5 million, an incredibly rapid growth which has had enormous effects on the traditional nuclear family. This number represents a great chunk of the population who either by choice or necessity, are outside the traditional family unit. Some think that these changes may not help the community. In fact, there are many arguments that this rise in living outside a family unit will create a more isolationist and less community-based society, where close bonds which are usually formed within the family have no place. Leaving aside whether or not the housing even exists for this boom, an important factor which must be looked at is the disproportionate expense for those living on their own. By this I mean, the burden of all costs is shouldered by one wage instead of two, and, of course, one person is using the energy which could be shared between a group, having a great impact on the environment, too.

However, on a more positive note, people, especially women, are able to feel more independent and liberated than ever before. It's important to remember though that living alone may not always be a permanent state, many women are delaying having children, choosing to spend some years on their own beforehand. This particular demographic may eventually join a nuclear family structure.

Unit 5

Track 33

- Sally:** Hi, Dad, how are you?
Father: I'm fine, Sally. What about you? How's the course going?
Sally: It's going well, actually. I'm doing quite a lot of different science and maths modules this term. I'm really enjoying my maths course at the moment, mainly because it's not that difficult compared to the other modules.
Father: OK, that sounds good. And what about the tutors – what are they like?
Sally: Well, I've got four, and they're all highly knowledgeable, which is good, but Professor Jones is my favourite – I really respond well to the way he teaches.
Father: Well, I'm really pleased it's going well. And are your fellow students nice, too?
Sally: Yes, I've made lots of new friends and everyone seems to be very hard-working. The course has lots of group work, but to be honest, this isn't really the way I like to study – I prefer to study alone.
Father: Oh, well, I suppose not everything can be perfect.
Sally: I know, Dad, you're right. In fact, there is one thing I'm a bit concerned about. My statistics module. I think I might not pass it.
Father: Well, let's wait and see, shall we – you've only just started so there's plenty of time to improve. Don't worry about it yet, OK?
Sally: Thanks, Dad, I'll try not to.

Track 34

- Sally:** Hi Jack, how is your course going?
Jack: Hi Sally. I like **most** of it, but one module is **really** uninteresting. We have an exam next week and I **don't** think I'm going to pass.
Sally: But you **usually** pass your exams. And I know you work hard because you're **always** in the library. I don't think you should worry about it **too** much. Why don't we play football later to help you relax?
Jack: That's a **great** idea.

Track 35

A

- Man: Excuse me, can you tell me where the bank is, please?
Woman: It's opposite the cinema, next to the supermarket.

B

- Man: Excuse me, can you tell me where the bank is, please?
Woman: It's round the corner from the supermarket.

C

- Man: Excuse me, can you tell me where the bank is, please?
Woman: It's up the road from the supermarket beside the cinema.

D

- Man: Excuse me, can you tell me where the bank is, please?
Woman: It's at the opposite end of the street from the cinema.

E

- Man: Excuse me, can you tell me where the bank is, please?
Woman: It's behind the supermarket which is near the cinema.

Track 36

- Sophie:** Hi, Jane, how are you settling in to life at university?
Jane: Fine, except I don't really know what there is to do in town. I haven't had time to look around, what with enrolling and induction tours and getting all my ID cards. You've been here for a year – could you give me some ideas?
Sophie: Of course! There's lots of places for students. First, if you go across the bridge over the river outside the campus and turn left ... Oh no, sorry, that's the garage ... turn right, then you'll get to the bowling alley, which is really popular at the weekends because it's so close to the campus. On Friday nights they have a special discount for students – two pounds fifty per game!

- Jane:** Oh, that's great! I love bowling. I suppose it gets really busy on Friday nights.
- Sophie:** You're right, it does, but less so earlier in the week, if you don't mind paying more. So, do you like sports, Jane?
- Jane:** Yes, I go running and swimming, and I play badminton.
- Sophie:** In that case, there's a running track behind the university campus and I think they have a badminton court at the sports centre.
- Jane:** Actually, I'm not that serious about running and I'm happy just to run in the park.
- Sophie:** Well, there's a large park in town, too. If you go down the road opposite the bowling alley and take the first right, then you'll get to the park. It's quite big and there's a lake. You can take a boat out on it and the university rowing team does that often.
- Jane:** What about places to eat out? Are there any good student hang-outs?
- Sophie:** Absolutely. There's the Elm Tree Café, which is down the road from the post office in the opposite direction from the river. The cafe is on a fork in the main road and it's quite an institution round here.
- Jane:** OK, well, I'll have to check it out. I'm looking for a part-time job and I've done waitressing before, so maybe I'll be able to find work there.
- Sophie:** Mm, you should try – they're always looking for new staff and they often hire students. Now have I forgotten any other important places? Oh yes, you like sport, so I should mention the leisure centre. Don't get it confused with the swimming baths, which are down the road from the supermarket. The leisure centre is opposite. There aren't any swimming baths there, but you can get a student leisure card which will let you into both – it's only about £10 per month and you can go as many times as you like. So, you see, there is quite a lot to do for students in this town.
- Jane:** It seems like there is. Well, I'd better start exploring. Thanks for all the information, Sophie.
- Sophie:** No problem. See you soon.

Track 37

- 1 78A High Trees Street (PAUSE) Sydney (PAUSE) 2316
- 2 354 Castle Avenue (PAUSE) Edinburgh (PAUSE) E5 7HU
- 3 86 Woodland Drive (PAUSE) Brooklyn (PAUSE) New York (PAUSE) 45008

Track 38

- Administrator:** Hello, have you come to enrol for your course or pay your fees?
- Student:** Um, both actually.
- Administrator:** OK, that's fine. You can enrol here with me, and then go to my colleague at the next desk for fee payment. So, first of all can I have your name?
- Student:** Yes, it's Peter Taylor. That's Taylor with a Y.
- Administrator:** So, it's T-A-Y-L-O-R.
- Student:** That's right. Do you need my middle name?
- Administrator:** No, just your first and last names are fine, thanks. And what course are you doing?
- Student:** I'm taking a BSc in Economics.
- Administrator:** OK, that's in the Faculty of Mathematics.
- Student:** Oh! I thought it was in the Faculty of Business and Management.
- Administrator:** It was last year, but the course has moved to the Mathematics faculty this year.
- Student:** Oh, thanks for letting me know.
- Administrator:** No problem. Now where are you going to be living – on campus in halls, or in private accommodation?
- Student:** University accommodation. I'm in room 112 Ashley Residence.
- Administrator:** Did you say Ashley Residence, the one in Duke Street? It's just that there's another residence called Askey Residence, so it's confusing sometimes. I don't want to make a mistake on the computer records, otherwise you won't receive any university mail.
- Student:** It's definitely Ashley: -A-S-H-L-E-Y.
- Administrator:** Great. And what about your home address – on our records it says 56 Grove Street, Manchester, M1 9JA. Is that correct?
- Student:** Actually, there's a small mistake, it's M4 not M1. The rest is correct, 9JA.
- Administrator:** OK, I think that's all. You're enrolled on your course so you can go and pay your fees now.
- Student:** Thanks. Bye.

Track 39

Assistant: Hi, there, can I help you?

Student: Yes, I'd like to find out more information about the services here at the Students' Union.

Assistant: Of course, the most important thing to know is that we're here to help you throughout your time at university.

Student: So, what kind of help can you give me, exactly?

Assistant: Well, our job focuses on three main areas: giving advice and information to students, arranging social events and campaigning for students' rights.

Student: Right. That's very helpful, thanks... And what about help with things relating to everyday life?

Assistant: Well, we have a team of six advisors who work part time and have expertise in certain areas including accommodation and travel.

Student: Oh, that's great. And how can I contact the advisors?

Assistant: Right, there are several ways – you can come in to this office and speak to an advisor in person, or email us if you can't come in. And there's also a twenty-four-hour helpline. You can find the helpline number on your student card and you can call us at any time of the day or night with any questions or worries you have.

Student: OK, and thanks for your help.

Assistant: You're welcome.

Track 40

Library Hi, how can I help you?

Assistant: I'd like to register to use the library, please.
LA: OK, that's fine. Now can I have some details from you? What's your name and student ID number?

Student: Simon Anderson, that's A-N-D-E-R-S-O-N.

LA: And ID number?

Student: Er ... Hold on ... Let me look ... it's AND105763.

LA: AND105769

Student: No, it's AND105763.

LA: Thank you. And what course are you studying, Simon?

Student: Geography.

LA: Is that in the Faculty of Environmental Science or Earth Science?

Student: It's in the Earth Science faculty.

LA: Right. Now, are you living in university halls of residence?

Student: No, I'm in private accommodation – do you need my address?

LA: Yes, please.

Student: It's Flat 3, 24 Lavender Gardens, London, SW12 3AG.

LA: Can you spell the street name for me?

Student: Yes, it's L-A-V-E-N-D-E-R Gardens.

LA: And do you have a contact telephone number?

Student: Is my mobile number OK?

LA: Yes, that's fine.

Student: Just let me find my phone. Right the number is 079, double 8, 5, double 6, 341.

LA: Let me just check that – 079, double 8, 5, double 6, 341. So, Simon did you have a tour of the library facilities during your induction?

Student: Unfortunately, I missed it – could you give me a quick tour now?

LA: I can't give you a tour now, I'm afraid. I have to stay here at the Help Desk, but I can show you places on this map of the library.

Student: That would be helpful, thanks.

LA: OK, so we're here at the Help Desk, next to the Service Desk, where you go to borrow and return books. The maximum number of books you can borrow at any one time is ten.

Student: Yes, I see.

LA: Opposite the Service Desk is the Training Room, which is used by library staff to give demonstrations of the computer systems to staff and students. But the entrance is round the other side.

Student: Is the Training Room beside the Quiet Room?

- LA:** Yes, that's right, with the entrance round the front, too. It's important to remember that all mobile phones must be switched off in this room.
- Student:** Of course. And what about books – where can I find the books for my course?
- LA:** Good question. You're studying Geography so, if you walk past the Service Desk, turn right, no sorry turn left, and continue on past the Philosophy section, you'll find the Geography section. The copying facilities are on the left. Now one more important thing is the Group Study room and the booking system. If you're working on a project with other students and you want to discuss things with each other, you can go to the room in the corner at the opposite end of the library from the copiers. That's the Group Study Room. It's between the Sociology section and the TV room. The Group Study room is quite popular, so it must be booked forty-eight hours in advance.
- Student:** Right, thanks. Can I keep this map?
- LA:** Actually, this is the last one I have, but I can make a copy for you.
- Student:** That would be great, thanks.
- LA:** Oh, I should also explain how you book the Group Study Room.
- Student:** Oh, yes, so how do I do that?
- LA:** You can only book this room using the online reservation system. The same one you use to reserve books that are currently on loan.
- Student:** I thought it was called the online catalogue system.
- LA:** No, that's for searching for things in the library; the reservation system is what you use to make a room booking.
- Student:** And can I access that from outside the library?
- LA:** Yes, via the library website. You will need to enter the name and student number of each student in the group too, so make sure you have these to hand when you make the booking otherwise the system won't work. But all this is explained on the home page of the website. Once you've made your reservation request, you'll receive a confirmation email from the library to say whether your booking has been successful or not. If not, you can try to arrange another time.
- Student:** Well that sounds like it's fairly easy to do.
- LA:** Yes, you'll be fine. It's all quite straightforward really.
- Student:** Thanks.

Unit 6

Track 41

- Tour guide:** Now, not only do we have lots of historical architecture here in the town of Tanbridge, we also have a rich variety of famous residents. Of course, everyone has heard of the famous writers Jim Harman, Anna Collins and Ian Cheriton, or I. H. Cheriton, as he is better known. And they have all lived in our small town! In fact, Anna Collins, the celebrated romance novelist, spent all her life in this town. She lived by the town square where there is a plaque to commemorate her. She died in 1968 and you can see her gravestone in Tanbridge Cemetery. You may know Anna from her most famous work, *The Pride of Angels*, which won numerous awards and for which she was a runner-up for the Herald Prize in 1950.
- James Harman also lived here between 1975 and 1990. A bestselling horror writer, he got many of his themes for his haunting novels from this very town. He passed away a year after leaving Tanbridge and although he isn't buried in the town, we do have a statue of him on the roundabout as you enter the town. Now, I. H. Cheriton has been the Poet Laureate for three years and he lives in Tanbridge today. His home is the red house by the river. Not only a poet, he has also written ten novels that have topped the book sales charts. He always does a lot of work for local charities and is quite a gem in this town.
- Last, another famous resident of Tanbridge is Sylvia Daniels. She grew up in Tanbridge and went to the local comprehensive school here. You can see her childhood home just across the river by the post office. There are guided tours of the cottage on a Wednesday afternoon. It is quite easy to find, as it is well signposted. Now I am sure you all know her for her latest film *Planet Dust*, which has just reached number one at the cinema box office. But she wasn't always an actress. Before she headed for Hollywood, you could have seen her waiting tables in The Dorage Restaurant here in town! She often comes back to visit, as her family all still live here. If you're lucky you may even catch a glimpse of her!

Track 42

- 1 listen
- 2 wished
- 3 needed
- 4 look
- 5 changed
- 6 like
- 7 created
- 8 called

Track 43

Reviewer: *The Final Chapter* is a murder mystery film set in South America. Written and directed by Bruce Chambers, it is a project very close to his heart. Chambers found inspiration for the film whilst travelling around South America. There he heard about a Peruvian book which tells the story of the fight for gold in South America. Reading this story, he at once realised this was a film he had to make.

Track 44

Reviewer: Welcome to the latest episode of *Film Finest* with me, Liz O'Donnell. The films I'll be reviewing in this episode are *What Happens in the Night*, the new horror film by acclaimed director Jan de Neiburg, and *Happy as Larry*, a new romance comedy starring Harrison Wyatt and Sonya Smith. Let's start with *What Happens in the Night*. Set in a small town in the 1950s, this film tells the story of two boys who are lost in the forest. The film has the feel of a comic book, as it's shot in black and white with occasional shots of vivid colour. De Neiburg, the director, said he wanted some elements to stand out and he has used colour to do it. I would say quite effectively. He claims his inspiration for the film is his own experiences growing up in 1950s rural England. Living near a local wood himself, he often heard noises in the forest and imagined stories of what these noises could be. In fact, he still finds forests quite scary! This film is certainly memorable. *What Happens in the Night* is a film that will scare you. I wouldn't say it's the best horror film to come out this year, but it's certainly shot beautifully, and it's not hard to follow. So, unlike some recent horror films, you don't have to sit in dedicated concentration for two hours trying to keep up with a complex plot! An enjoyable film, I would give it four stars.

In *Happy as Larry*, Sonya Smith and Harrison Wyatt play two people who fall in love but cannot be together because of their families. It's the latest romance comedy film to come out of the Preston Studios and they're expecting big things from it. The build-up to the film has certainly been epic, with gossip about both co-stars in the papers. Rumour has it that Smith and Wyatt aren't the best of friends. In fact, on the set they barely spoke to each other! I have to say, though, this doesn't come across in the film and they look like a great couple.

Happy as Larry is a move away from the usual films Sonya makes – she is better known for her roles in action films – but she has shown herself to be a capable comedy actress. However, I'm not sure this is the finest film to do it in. I'm sure both men and women alike can get something from this film, but the romance angle is overplayed, and the laughs are few and far between. If you want romance, this film is fine, but if you want comedy, I would recommend seeing something else. I would give it three stars.

Now, there are some new video releases which we are going to ...

Track 45

Female author: My new book, *Famous for Fifteen Minutes*, comes out on Monday, and today I'm going to talk about what fame means to us these days. Famous people are everywhere and although we know nearly all there is to know about these people – their lives are splashed all over magazines and television – they've retained their mystery. The public are always eager to find out more about them and this fuels the paparazzi to photograph them. It's true that there are more celebrities around than ever before, but the number of really important famous people probably hasn't changed greatly. This is because people become famous for only a short time. Andy Warhol once famously said: 'in the future, everyone will be famous for fifteen minutes', and I think there's some truth in that. One day a person is famous and the next they are forgotten. Take, for example, contestants on reality

television shows. After maybe six months we never see them again. This also highlights another characteristic of fame: in the past people became famous because of something they had done, or because of their talent. Nowadays these things aren't necessary. I personally think this is a great pity.

But let's move on to the winners and losers when it comes to fame. Well, many people think that celebrities are the losers in this new media world, but that isn't necessarily the case. Take, for example, actors and actresses. They often complain about a lack of privacy, but privacy is possible. There are many celebrities who aren't constantly in the papers. Much as they complain, they chase the publicity and then blame it on the media. In fact, the paparazzi, who photograph the rich and famous, are often seen as figures of hate for this. They come off much worse in the end, because they are so disliked by the public and celebrities. But in reality, they are making the celebrities and their managers even richer. In fact, because of the cult of fame nowadays, we can see media executives making even more money and celebrities signing multi-million pound deals. And who pays for this? Well, all of us. Cinema and concert ticket prices have risen and DVDs cost more than ever. Merchandising makes a fortune for the famous these days. And although we are paying for it, the rewards go to only a small elite – the big players, the stars and executives, but they miss a lot of the creative talent in the industry, like the people who write the screenplays. They are still on the same salary they were on ten years ago. Executives certainly have a difficult job managing their clients, but they get rewarded well for doing so. I for one think these rewards should be more fairly spread.

Track 46

Guide: Thank you for coming along to the Cultural Sydney talk. I'm going to start by telling you about the Yellow Plaque scheme, which has been running in Sydney for over forty years and has been incredibly successful. When you are walking around the city, you'll see some buildings with a small round yellow plaque on them. If you take a closer look, you'll see the name and details of a famous person who lived in that very place. This is a yellow plaque and it tells you something about not only the history, but the surroundings of Sydney. We have, at present, 130 plaques up in the city. The scheme has been great for tourism, but it was really started to raise awareness of the rich history of Sydney, both locally and nationally, and we think we've managed to do this. We also wanted to make people aware of the impressive list of important people who have lived in this city, and we've certainly achieved that. But that's not all. Quite independently of our original aims, the scheme has also helped preserve some of the older and more important buildings in Sydney because people now know that these buildings are a link to our past; some of the buildings are actually over 180 years old, which, for Australia, is ancient! We actually think that this is where the scheme has achieved the most success; in raising the profile of our rich history. Of course, it has helped tourism, but not only that, locals also walk around looking at the plaques. It has been really wonderful in highlighting our past. Some people are quite surprised to see who has lived here; take Errol Flynn for example. He was married in Sydney.

We are planning on putting more plaques up and a common question is how can people nominate a figure to be put on a plaque. It's quite a simple process. Applications can be downloaded from our website. If you want to nominate someone for a plaque you just need the person's name, where they lived and you need three signatures to approve your application. Our panel then checks that all the data you've submitted is correct and hopefully, within a year a new plaque will be erected. But you can't nominate just anyone! A plaque can only be given to a person who is famous and has achieved something out of the ordinary, like an important politician or a world-record breaking sportsman, for example. We aim to have fifty new plaques up within the next three years, and we have plenty of funding to do so. Our funding comes from three sources; the local council, community donations and the tourist board. Whereas in the past the tourist board put in the majority of funding, now public donations count for sixty-five percent of all total funds! In fact, our funding is so healthy now, there are plans to expand the scheme.

At the moment, we only have yellow plaques for all the famous people, but we are aiming to produce different coloured plaques so that people can do specific walks. For example, if they are interested in famous sports personalities, they can do a tour following the red plaques (the colour we are aiming to use for these people). We are looking at introducing grey, white and green plaques as well. We are thinking of using grey plaques to signify people who have done important work within the government, for example, our existing prime minister has one at his birthplace, and white plaques for those who have done good works in the community. We think these people really deserve some recognition and are happy to highlight them. Lastly, our green plaques we think will be very popular, these will be for painters and sculptors, leaving our yellow ones for writers, actors and other people of note. We do hope you enjoy looking at the plaques around the city. We have guide books on sale in the gift shop where you can find all the plaques. These are priced at \$11.99.

Unit 7

Track 47

1

A: So what do you think about the new law regarding using alternative energy in all new houses?

B: To be honest, I'm not convinced that it's a great plan. It's going to be very expensive.

2

A: I think we should visit the nuclear power station as part of our research for this module.

B: I couldn't agree more. And hopefully, we'll be able to interview some of the staff there.

3

A: For me, geothermal energy is clearly the best option for governments to invest in for the future.

B: Mm, I'm with you on that, but like all things it depends on the amount of investment.

4

A: What I particularly like about using hydrogen as energy is that it is environmentally friendly.

B: Well, I haven't seen any reports to support that, so I wouldn't like to say.

Track 48

1 It's difficult to choose a topic for my presentation.

2 Scientists have warned people about energy usage.

3 I hope there is a large audience for today's lecture.

4 This report has so many statistics.

5 Remember to be careful with the files and don't delete anything important.

6 One point that is crucial is the cost of alternative energy.

Track 49

Tutor: Hi James, how's your alternative energy project going?

James: To be honest, I'm confused about how to do the research for the different energy types.

Tutor: Well, the first thing is to make sure you focus your question, otherwise you'll have too much to read and you won't be able to select the key arguments.

James: So how do I do that?

Tutor: Start with the general topic of alternative energy and then keep asking questions until you've narrowed the topic down to one particular area. Then, when you have your question, make a list of the reading you will need. This list should be general to give you some background, but remember you'll need to focus on the issues related to the question, so the reading list should also be specific to the actual energy source you've chosen, whether it's wind or solar or wave power.

James: And then start reading?

Tutor: Absolutely. You need to start reading straight away, but don't forget to make notes as you read, otherwise you won't be able to keep track of ideas for future reference purposes.

James: Yes, that makes sense. I think that's my main problem – I don't recall where I've read different ideas, so I can't find them again later. And my friends have warned me that not recording ideas in a system can really hinder your progress.

Tutor: Your friends are right – you definitely need some kind of system. You need to organise everything well so that you can analyse and think about what you've read.

James: But I prefer to just start reading and then go back and edit my work later.

Tutor: Hmm ... I wouldn't recommend it. I think you need to give yourself more time to digest the material and analyse it in terms of relevance to your research question.

James: Well, that's a great help. Thank you, Professor Jenkins.

Tutor: You're welcome. Come and see me again if you have any more problems.

Track 50

- John:** Hi Mary, how are you?
Mary: I'm fine thanks, John. How's your essay going?
John: Not so good, actually. Would you be able to help me with it?
Mary: Of course. What do you want to know?
John: Well, just the type of information you're going to write about. I won't copy you. I just want some ideas to get me started.
Mary: Well, Mr Jones advised us to focus on only two or three forms of non-traditional energy for our evaluation, so I think I'm going to choose solar – it's fairly easy to evaluate.
John: Are you going to explain both the positive and negative aspects?
Mary: Well, Mr Jones warned us not to get too involved in the ethical aspects of the topic. So I'm going to structure my essay by using the advantages and disadvantages of each energy form. That's why I also want to talk about bio fuels – I think there are more disadvantages.
John: Oh, I see what you're doing – using the negative points of one to highlight the positive points of the other! That's a smart idea. And what about your third energy source?
Mary: Mm, I was having difficulty choosing between nuclear and wind because they're both problematic, but I've decided to do nuclear.
John: Thanks, Mary. Chatting to you has helped me think a bit more clearly about my essay.
Mary: That's fine. Good luck with it.

Track 51

- Shirley:** Hi there, guys, nice to see you.
Tom: And you. So, are we going to finalise what we're doing for the environmental science presentation today?
Chris: I hope so. The presentation is next week.
Shirley: Actually, I wanted to talk to you about this because I think we need to take out some of the information we're including.
Chris: Oh? Really? Like what, Shirley?
Shirley: Well, I'd like to suggest taking out the background details – I think it's just too much information to fit into ten minutes.
Tom: But isn't it important to make sure the audience understands the context?
Shirley: I don't think so, and anyway, we could include the background details on the handout.
Tom: OK, I'm with you on that. Chris, what do you think?
Chris: Yes, OK, that's fine. I'll add the details to the handout. Anything else?
Shirley: Yes. I'm not sure whether the solar energy statistics will be too much for the audience to take in – there are a lot of numbers and graphs. Can we put the statistics on a handout too?
Chris: Mm, I see your point. We don't want people looking at lots of numbers while we're speaking.
Tom: But without the statistics, I don't see how we can support our main ideas.
Shirley: Actually, you're right, Tom. I hadn't thought about that. In that case, can we delete the diagrams? It's going to take too much time to explain them.
Tom: Hm ... Let's think about that a bit more. If we have to choose between taking out the statistics or the diagrams, I think should we opt for the diagrams – they're less crucial to the presentation. What do you both think?
Shirley: I think it's going to work much better than the original plan we had.
Chris: Absolutely. We won't be have to worry about talking for longer than fifteen minutes if we remove the diagrams and focus on the main ideas and statistics. Shall we all meet again tomorrow to finalise the details?

Track 52

- Hannah:** Hi everyone! Sorry I'm late.
Louise: Don't worry, Hannah, we've only just started. We thought we should go over the theories we've studied so far on the course so we're ready for the seminar discussion on Thursday afternoon.
Hannah: Of course, you're right. I don't think I can remember all the theories related to consumer energy consumption.
Mike: No, Hannah. That's the reading for Friday's lecture. Thursdays' seminar discussion is about the current thinking on alternative energy.

Hannah: Oh, yes. Sorry. I'm a bit disorganised at the moment.

Louise: Never mind. So, Mike, what do you think about the academics' points of view on nuclear energy?

Mike: Well, I think I have to agree with them on price being a factor for choosing nuclear in the long term.

Louise: Me too. It's definitely the most cost-effective measure. Don't you agree, Hannah?

Hannah: To start with I didn't, but the text Professor Edwards gave us persuaded me. The only thing that concerns me is that there have been some disasters in various parts of the world.

Louise: Yes, some of the texts warn of the dangers of nuclear power, using previous disasters as examples.

Mike: I know what you mean, but I suppose the risk is minimal these days. What do you think about wind and solar energy in terms of the price in relation to the advantages? For me, they're just not worth it – both are expensive, and it's difficult to predict the amount of energy each one will produce.

Hannah: You know, Mike, I'm afraid I don't share your opinion. This text here talks about the likelihood of improved technology increasing the amount of energy and reducing the costs in the future.

Louise: Yes, but there's not enough proof to be sure of the relationship between the cost and the benefits.

Mike: Exactly, the evidence seems incomplete to me.

Hannah: Well, that's something we can follow up on with the rest of the group in the seminar on Thursday.

Track 53

Tutor: Good morning Phil, Jackie. I hope your project is going well.

Phil: Morning, Mr Jackson.

Jackie: Hi Mr Jackson. Well, we've made a start on analysing the different forms of renewable energy, but, unfortunately, we don't agree on some points.

Tutor: OK. Why don't we talk about it?

Phil: Well, Jackie believes that all forms of renewable energy are beneficial economically, whereas I doubt that that's true for all forms.

Tutor: Such as?

Phil: Such as wind, wave and solar because they aren't always constant and so they become less reliable.

Tutor: That's a valid point, but I don't think that's a large enough factor to disregard it completely.

Jackie: Exactly! That's what I said.

Phil: However, another drawback is that they're generally very expensive to produce.

Tutor: Yes, you're right. And that is a concern when evaluating their usefulness in the future.

Jackie: I agree with you to a point, but it's likely that the cost will come down. I read a report in the *Journal of Environmental Science* that estimated the cost would fall by twenty percent over the next ten years, which is significant, isn't it?

Tutor: Absolutely, Jackie. But you need to think about how difficult it is to predict the cost of non-traditional energy sources before you believe the report. Remember: in your project I want to see evidence of critical analysis. Make sure you've analysed all the information rather than just accepting the information that you agree with. Also, it's important that you demonstrate that you have read widely around the subject.

Jackie: I know. It's just that I'm not convinced it's going to continue to be that expensive, especially if there's a demand from consumers.

Phil: Well, what about if we analyse the costing process as part of our project?

Tutor: That's an excellent idea, Phil. OK, so let's imagine that we want to forecast the cost of producing solar energy. How could we do that, Jackie?

Jackie: Um, well, I think we'd have to start by working out how many hours of daylight there are in the UK per year.

Phil: The Meteorological Office would have data on that.

Jackie: Then estimate the number of hours of sun to get a rough total.

Phil: And then I suppose we'd need to work out how much it would cost to supply the average home with solar power, and then work from that to get a number for the whole country.

Tutor: Good, and don't forget the price of power conversion stations – this will have a significant impact on overall expenditure. And there's one more factor you haven't taken into account yet, regarding the consumers.

Jackie: Um – whether they would change from traditional to renewable energy?

Tutor: No, but think about what might make them change?

Jackie: Oh, yes. How much they'd be willing to pay.

Tutor: Exactly. Well done.

Track 54

- Phil:** So, our project is going to cover three main areas. Firstly, comparing the main forms of alternative energy: solar, wind, wave, and bio fuels in terms of production costs. Secondly, we'll take solar as an example and do a cost prediction, and last, we'll analyse whether they're likely to replace tradition fossil fuels in the future.
- Tutor:** That sounds like a comprehensive project with a good focus. Now, what data are you going to use and what approach will you use for the analysis?
- Jackie:** Ah! Now that's something we *do* agree on! We want to use the reports you gave us in our last lecture and some statistics from the government's Environment and Energy Department. In terms of analysis, we're going to use a cross-referencing method where we compare each of the government reports with the Robertson report and highlight any differences. Then we'll analyse these to see why the differences exist and where more research needs to be done.

Unit 8

Track 55

- 1 civilian
- 2 demographic
- 3 indigenous
- 4 migration
- 5 population
- 6 heritage
- 7 ancestor
- 8 chronologically
- 9 colony
- 10 colonialism

Track 56

- 1 Due to the increasing number of people moving abroad for work purposes, home is something that is difficult to define.
- 2 One of the most important factors which causes people to move to a different city or country is employment.
- 3 Migration has been occurring since the beginning of humankind's habitation of the planet and is likely to continue for many generations to come.
- 4 The indigenous people of South America have not changed their way of life for centuries and continue to resist the effects of globalisation.
- 5 Our ancestors were nomadic people who moved from place to place in search of food and shelter.

Track 57

Lecturer: OK, so to finish I'd like to give you some advice about the essay you'll be writing at the end of this module. There are many resources regarding the civilian population and family history out there. The general public can access some of them free of charge, whilst others are only available on payment of a fee, or restricted to academics and subject to registration. Some are more appropriate to family or genealogical investigation, others to historical population research.

If we start at the beginning of the list on your handout, you'll see the Family Records Centre based in London. The centre and its website are available to anyone in the country who has an interest in researching demographic data. Their work might be useful to give you an overview of the sorts of data and services available. Unfortunately, you have to pay a registration charge of twenty pounds for a year's access to their material.

The next resource on the list is Genes Reunited, which is mainly for people who want to find out more about their ancestors. There are some good interactive tools on this website, especially the one which shows you how to manipulate the National Census Association's statistical data. Although Genes Reunited is very useful, it's used by a range of businesses, and therefore accessing the site will cost you.

Now, the third item on the handout is The National Census Association, which contains the most up-to-date data compiled from the official government census every ten years. Both companies and individuals can access all their resources without payment, so this may be a good place to start your research.

Finally, I'd like to draw your attention to the two journals at the bottom of the handout. The first one, *Journal of Historical Migration*, is not actually a journal but a collection of articles on a website. You might like to look at it because it has several articles on the importance of recording census data from a historical research perspective. This site is available to the general public, so you don't have to pay or register. The other one, the *Journal of Social Demography*, is only available using your university online journals login details and it can only be accessed by those studying or researching in higher education. Right. Well, that should be enough reading for you.

Track 58

Lecturer:

Today I'd like to continue from last week's lecture by looking at what helps people integrate successfully into a new culture. Whereas the reasons for migration are fairly easy to identify, the factors behind being able to adapt to the new culture and create a new life are more complex. Let's start with an overview of the issues as shown on this diagram. Starting on the left of the diagram there are two lists of factors; internal and external. It's important to notice that the internal factors, in other words, those based on an individual's personality, are divided into positive factors – trusting others and acknowledging that people are different, and negative – being afraid and being suspicious of people. Note that discrimination is not listed separately, but comes under the larger category of fear. Now, what you should also notice is that the external factors are not labelled in this way. It's much more difficult to evaluate the effects of external factors or know whether they actually are external or not. The influence of family relationships, climate, beliefs and values, and the ability to communicate in the language of the new culture have wide ranging effects which are difficult to measure and can distort any findings.

Now focus on the centre of the diagram and you'll see this phrase: 'Coping strategies'. This is important because studies have shown that people who integrate well into a new culture are those who make positive choices and adopt coping strategies such as observing people and taking time to listen and ask questions in order to diminish the effects of culture shock. What we have observed is that people who demonstrate positive coping strategies, such as observing, listening, and questioning end up understanding the host culture better and integrating more quickly and successfully. However, those who choose to be critical of the differences, and therefore react negatively to the host culture, are likely to have increased feelings of alienation. This alienation can be reversed and turn into acceptance if a person has some positive experiences, but it usually deteriorates quickly into isolation.

Track 59

Lecturer:

Many people have emigrated to Britain and become citizens over the last 200 years, and in today's lecture I'd like to look at the various laws or acts of parliament introduced to deal with those people who came to live in Britain. In 1793 there was the Aliens Act, which the British government introduced to control the number of refugees fleeing to Britain to escape the revolution in France. Compared to today, in 1793 all that was required by the authorities was that individuals had to register at the port where they arrived. The collection of personal information only started in 1844 with the Naturalisation Act, which was updated in 1870. The main difference in the 1870 Act was that applicants who wanted to stay in Britain had to have served the Crown or to have lived in the country for at least five years before being considered. Both these acts allowed the government to control the number of people coming into the country. These changes did not significantly affect people's freedoms and state intervention in their lives was minimal. However, in the twentieth century this began to change. The Alien Registration Act was introduced in 1914, and when the First World War broke out, all aliens over the age of sixteen had to register at local police stations, be of 'good character' and demonstrate a working knowledge of English. The reason for this act was to create a feeling of patriotism among migrant communities and also to stop spies from Europe infiltrating the country. After the Second World War, the British nationality was re-defined again, this time to encourage people from British colonies to come to Britain to help rebuild the country. This was the British Nationality Act of 1948. The condition was that potential immigrants had to demonstrate that they wanted to work and were fit and healthy. Finally, there was the Commonwealth Immigration Act of 1962. This restricted the number of Commonwealth immigrants to Britain. Although many people still wanted to come to Britain to obtain good jobs, the Act now meant applicants had to get work permits, which were given mostly to skilled immigrants, such as doctors. In the next session I want to look at more contemporary acts ...

Track 60

Lecturer: This morning I'd like to focus on New York as a model for understanding immigration patterns in relation to *national* rather than *international* change. Firstly, it is important to understand that migration patterns are primarily affected by the rules of immigration which determine the conditions of entry. After that, internal changes can affect patterns considerably. To highlight my first point let's study this diagram of Ellis Island and the process of admitting immigrants in the late nineteenth and early twentieth centuries. Upon arrival at Ellis Island, people underwent a series of examinations before being allowed to enter the US. First of all, there was a medical inspection to ensure the immigrants were not carrying any contagious diseases. Anyone who did not pass the medical examination was refused entry to New York and sent home on the next available ship. If the examination was passed, immigrants were required to take a further examination, this time a legal examination to establish whether they had any criminal convictions. After this, they were able to change currency and purchase tickets for onward rail travel from New York. Having completed this simple process, immigrants were told to wait – this wait could be as long as five hours – before boarding a ferry to take them to New York City. This simple system allowed millions of immigrants to enter the US and is largely responsible for the ethnic make-up of the city today.

Track 61

Lecturer: Moving on to the second point – how changes *within* a city can have as much or more of an effect than those *outside* the country. Various parts of New York have changed radically in their ethnic make-up over the last 200 years: communities became wealthier, governments introduced new laws, and employment opportunities came and went. Such factors affect where people choose to live or force them to move somewhere else. For example, most people think that the population has changed in Manhattan due to its increasing importance as a financial trade centre, which is true to some extent. But another key reason was a change in politics, namely a change of mayor, that allowed that part of the city to boom as a financial centre, and this resulted in different types of people moving to the area. Brooklyn is an interesting example, too, and we'll be looking at it later in the lecture. Whereas it used to be a predominantly working-class area of the city which therefore attracted unskilled migrant workers, nowadays its fame as a centre for up-and-coming artists and musicians means it has attracted a new and more diverse population of middle-class residents. While the 'alternative' demographic has grouped there, the ultra-rich are still attracted to being in the centre of everything, in Manhattan. This is still seen as the prime property location. Finally, Queens has shown a dramatic change in its population over the last fifty years due to the airports there. This means that the number of airline staff living in the area has increased dramatically and changed the nature of the local population.

Track 62

Lecturer: Finally, I'd like to use Brooklyn as a case study of local change. Brooklyn's population has changed significantly over the years and this can most easily be seen in its economic activity. Tracing the Brooklyn industries back from the current financial services companies, to manufacturing in the 1950s, to shipbuilding in the 1900s, we can map this onto average wages and therefore the type and class of resident. And this has affected the population density too, which has been steadily increasing over the past hundred years from 1.5 million in 1900, to two million in the middle of the twentieth century, to the 2.3 million inhabitants today. In fact, Brooklyn is suffering from considerable overpopulation now. But this large population increase was due not to employment but the building of the subway which linked Brooklyn to other areas of New York. Prior to this, at the beginning of the twentieth century, the only means of transportation was by car or bus via the Brooklyn Bridge. Another factor which traditionally increases the desire for the middle classes to live in a particular place is the type of local heritage, especially for those people with young children. In Brooklyn this is evident in the increase in population after the construction of Coney Island. The modern-day equivalent of this is the restoration of Prospect Park, which has brought more middle-income families into the area.

Unit 9

Track 63

- 1 They can meet us at seven o'clock.
- 2 The children want different things for dinner.
- 3 Can we have ten bottles of water?
- 4 This is the tallest building in the city.
- 5 Have you got any white paper?
- 6 You must take a warm jacket with you.

Track 64

- Anna:** Excuse me. Where I can fill my water bottle?
- John:** Er, there's a water cooler just inside the main doors. Is this your first time here?
- Anna:** Yes, I had my induction last week. I'm Anna.
- John:** Hi! I'm John. If you have any problems and I'm around, please just ask.
- Anna:** Have you been coming here long?
- John:** Yes. I've lived here all my life, just a couple of miles away. I started coming here when I was just a kid. I suppose I'm quite a faithful member. My brother and father come here too!
- Anna:** Wow! That's impressive!
- John:** Thanks. I enjoy it because it gives me so much energy for the day. But it's unusual that I'm here at this time. I work pretty hard, so I usually try to fit it in before work. I start work at seven, so I usually get here by about 5.30.
- Anna:** Uh, it must still be dark at that time?
- John:** Yes, it is!
- Anna:** That must take some willpower!
- John:** It does, but it's worth it. You should try an early session; it really makes you feel good about the day! How often are you planning on coming?
- Anna:** I was thinking maybe just twice a week at the beginning, and then build up from there. What do you think?
- John:** That's a good idea. When are you thinking of coming?
- Anna:** Probably evenings. Is it generally very busy then?
- John:** It can be. I came in the evening yesterday, and it was quite busy. In fact, a funny thing happened. I was on the treadmill and suddenly water started spraying me! It was the fire alarm! The sprinklers had gone off. I was absolutely soaked! It was the first time anything like that has happened, but it was pretty funny. Fortunately, it was a false alarm.
- Anna:** So much excitement at the gym. I think I'm going to enjoy this!

Track 65

- Salesman:** Thank you for taking the time to see me today, Mr Jones. I'd like to just take a minute to outline our new step machines.
- Mr Jones:** No problem, I'm interested in getting a few. We don't have any in the gym yet.
- Salesman:** That's great. Well, let me talk you through the build of the step machine. If you have a look at the sales brochure, you can see what they look like on page fourteen.
- Mr Jones:** OK.
- Salesman:** These machines are two metres tall, so they tend to stand out. The tallest part is the holding frame. At the top there we have the main grips. These grips, when they are held, monitor heart rate so that the user can check they are working out at their optimum heart rate.
- Mr Jones:** That's great. And where does this rate show up?
- Salesman:** They will be able to see it on the screen below. This screen is fully digital and shows not only their heart rate, but the number of steps they've taken, and the distance they've travelled. On the panel there they also have a selection of workouts. They can set it by distance, or time, or by the amount of calories they want to burn. They can even set it to climb a famous mountain or hill, or walk up the leaning tower of Pisa, for example!
- Mr Jones:** That's great! I like those more fun settings.
- Salesman:** And the great thing is you can have people climbing up Mount Everest, for example, every day for ten years and this machine will still be in perfect working order. It's made to last. It not only has a metallic spine, but also durable pedals made from the most high-tech materials on the market.

Mr Jones: And the machine works via a wheel in the centre? That's unusual, isn't it?
Salesman: Yes, it is, but we find a central wheel lasts much longer than a pump system. The central wheel is attached to a bracket, which ensures each step movement is as smooth as the last. The final feature I should point out to you are the side supports, which ensure safety for all machine users. If they feel tired, they can hold on to these and slow down their stepping!
Mr Jones: I see! Well, I think I might take three of them.

Track 66

Receptionist: OK, Alice, I just need a few more details to start your membership. Your full name is Alice Wilson, yes?
Alice: No, Watson.
Receptionist: Oh yes! I'm sorry. Which age range are you?
Alice: Well, I'm just out of the 16-25 bracket! I'm twenty-six now.
Receptionist: Great, 26-35.
Alice: Yes.
Receptionist: And do you have any health problems which may affect your exercise?
Alice: I don't have any health conditions.
Receptionist: I'll put none. Do you do any exercise at the moment?
Alice: Not much. I exercise a couple of times a week.
Receptionist: And what do you do?
Alice: Well, I used to play tennis, but I stopped. Now I only go swimming.
Receptionist: OK ... And why have you decided to join up?
Alice: Just to improve my fitness. I don't want to lose any weight or build muscles or anything!
Receptionist: Fine. Well, I would recommend doing the Level 2 workout programme to begin with. It takes about forty minutes to do the whole programme. I'll get you an information sheet so you can see what it involves.

Track 67

Debbie: Hi Penny. How are you doing? Have you just been to the gym?
Penny: Hi Debbie. I'm good thanks. Yes, I've just finished a workout. How are you?
Debbie: Yes, good. I'm planning on going to the gym later, but it's hard finding the time now I've got a child!
Penny: I bet it is! Have you tried any of their new exercise classes?
Debbie: Yes, I tried some last week. I wanted to go to yoga, but it was full up. I went to the dance class instead. It was really fun. Oh! And kickboxing last Thursday too. That was exhausting.
Penny: Well you didn't miss much at yoga. I went there last Friday, and it was far too hard. I couldn't do most of the exercises!
Debbie: Oh no! Are you going to try anything else?
Penny: Well, I was thinking of trying the aerobics class.
Debbie: My friend did that one, and said the instructor was awful.
Penny: Well, I'll probably give it a miss, then. I've got to go to a conference next week, anyway, so I'll be away from Tuesday to Friday.
Debbie: Oh, lucky you!

Track 68

Receptionist: Hello, and welcome to Smith's Gym.
Brad: Hi there. I'd like to become a member.
Receptionist: Yes, of course. We just need to fill out a couple of forms, and then I can show you around the gym.
Brad: That would be great.
Receptionist: Let's start with the membership form. Can I have your name, please?
Brad: Yes, sure. Brad Simmons.
Receptionist: Is that Simmons with a 'd' or without?
Brad: Without. S-I-M-M-O-N-S.
Receptionist: Got it! And can I take a contact number, please?
Brad: Yes, sure ... It's 0-4-9-8-3-treble 5-2-1.
Receptionist: OK ... 0-4-9-8-3-5-5-3-1.

Brad: No, uh, it's 2-1 at the end.

Receptionist: Great. And do you have an email address?

Brad: Yes. Brad zero seven at elemnet dot com. That's e-l-e-m-n-e-t dot com.

Receptionist: Right. Now, we've got three membership types here: bronze, which is just off peak and costs £21.00 a month; silver, which means you can use the gym at all times – this is £36.50. Or for just £5 more you can get a gold membership, which gives you free access to the squash and tennis courts and all classes.

Brad: For now I think I'll just take the silver.

Receptionist: That's fine, sir. That'll be £36.50 a month.

Brad: Great. When can I start?

Receptionist: Well, you'll need to have an induction first ... We have spaces at two thirty, four forty-five, and eight fifteen tomorrow. Would any of these be suitable?

Brad: I can't do tomorrow. Do you have anything for Saturday?

Receptionist: Is that the twelfth of November?

Brad: No, it's the eleventh.

Receptionist: Yes ... Yes that's fine. Would two thirty be OK?

Brad: That's fine.

Receptionist: I'll book you in with our trainer Rob Ellis. Now, would you like me to show you around?

Brad: That would be great.

Track 69

Receptionist: OK, follow me. Let's go up the stairs to the main equipment room. ... As you can see, we have all the treadmills, bikes and rowing machines in here. And the weights are in the corner.

Brad: Great. And is that the pool over there? Can I use that with my membership?

Receptionist: Yes, at any time. Just go through the glass doors on the left. As you can see, the pool is dominated by the diving board at the far end. It's impressively tall, and on the right hand side of the pool you can see we have two lanes. The first one is a slow lane for those who are trying to improve their fitness. It gets really busy! The lane on the far right is what we call the club lane. Because we reserve this for people who have membership, it is slightly less busy and the members can get a really good workout in it.

Brad: That sounds great!

Receptionist: Yes, it is good. And then near us you can see a smaller area sectioned off nearly halfway across the pool. This area is where we put the school groups which come in the late afternoons during the week. Usually from about four. We keep them confined to that space so that the other end can be used for free swimming.

Brad: And what is the little round pool for?

Receptionist: We call that the toddlers pool. It's not very deep, and the mothers often bring their children in to teach them to swim in it.

Brad: Great. Well, I'm glad I can use the pool. It will be good to vary my exercise.

Receptionist: Definitely. When do you think you'll be coming?

Brad: Most likely in the evenings. I'd like to come on Saturdays, but I often work then, so I think I'll have to miss that day and then come on Sundays.

Receptionist: Oh, so you'll be a regular visitor? That's great news! Can I ask why you chose Smith's Gym?

Brad: Well, actually the television advert prompted me to join. It makes exercising look so much fun! I always thought going to the gym would be monotonous.

Receptionist: No, not at all. It can be a lot of fun.

Brad: My aim is to reach my optimum fitness. At the moment I think I'm a bit unhealthy, so I'd like to change that.

Receptionist: Well, give it some time and I'm sure you will. Now, shall we go back and complete the payment details?

Unit 10

Track 70

- 1 collaborate
- 2 commission
- 3 franchise
- 4 audit
- 5 restructure
- 6 revenue
- 7 subsidiary
- 8 thrive

Track 71

- 1 We're giving a bonus to all the staff.
- 2 The company is expanding so it's moving office.
- 3 Yesterday I saw an interesting report.
- 4 This can be improved by other techniques.
- 5 Next year I'm going to study media and marketing.

Track 72

Manager:

Good morning, everyone. I'd like to talk to you all about the department restructure and how it will affect our work. As you know, the company is expanding, and this means we'll need to recruit more staff and optimise our ways of working. So, I want to look at each of our teams and the changes which are planned to start next month. The Sales Team, headed by Gary Wilson, will be responsible for not only increasing the amount of business we do with our current customers, but also searching out new clients. As this is likely to be a labour-intensive task, Gary's team will need more staff, which is where Linda French's Human Resources Team come in. Linda and Gary will collaborate on finding and employing twenty new sales members as soon as possible. However, not all staff will be recruited from outside. If this company is going to continue to thrive, each of the current team managers will need an assistant and these positions will be internal appointments. Human Resources are sending out an email to all staff this week asking them if they would like to apply for one of the new positions, and interviews will begin next month.

Now, in order for the Sales Team to increase revenue, the Research and Development Team have to come up with some innovative products which will be better than those offered by other companies. Therefore, Zoe's team will start a month-long project to learn more about what our competitors' make to help inform our design process. Their target will be to design and create two new ranges of products this year. As always, if any of you have an idea for a product, please contact Zoe about it; all ideas are welcome.

Lastly, but just as importantly, I'd like to talk about Ian Smith's team. Obviously, after-care service is crucial to the expansion of the company, so IT Support will be making sure that all our customers are called to discuss our service as part of the follow-up system. Ian's team will also be upgrading our client support package to facilitate twenty-four-hour access, seven days a week. Ian believes strongly that this will increase our competitiveness and be a real selling point for potential customers.

Track 73

Melanie:

Welcome to this fire evacuation talk everyone. I'm Melanie Brookes, the fire safety manager here at Techbase, and my office is on the fourth floor if you ever need to find me.

Today I want to run through the fire evacuation procedure now that we're in a new building. First of all, can I just remind you that if you hear the fire alarm, you should always head towards the main stairs in order to leave the building. Please assume that the alarm is real, except if it sounds at 11.00 a.m. on a Tuesday. At this time, it's always a test – we hope. It's vital that you do not spend time collecting your bags or personal belongings because this wastes valuable evacuation time. When you have left the building, please look for the fire marshals, who will be wearing fluorescent orange jackets. They'll show you where the waiting area is, but just so you know, it's the park at the rear of the office block. Your department has a fire safety officer – I believe it's Susan Jenkins – and it's her job to make sure that everyone who signed in has vacated the building.

Susan will then tell the fire safety manager if there are any missing people. Can I also remind you that you mustn't enter the building again until the fire safety manager, in other words, me, tells you that the situation is no longer dangerous.

Track 74

Manager: Right team, this afternoon I want to go over the new marketing and advertising strategy so that everyone is clear on the streams for each of our product ranges.

Let's start with toys for children. Now, last year most of the advertising was done through leaflets posted through people's letterboxes across the city. However, the products are now selling well nationally in department stores, rather than just in our local shop here in Leeds, so we're going to expand the budget and use print media. By this I mean the national newspapers, in order to maximise the exposure to these products. And despite the fact that our competitors advertise baby clothes on TV, we won't be using this method, as our statistics show that it's just not cost-effective. People don't pay much attention to TV ads for baby clothes, but we believe a picture in the newspapers will be much more attractive to potential customers. We're going with this method.

As far as clothing for expectant mothers is concerned, the campaign will move from newspapers to the internet due to the fact that we've seen an increase in internet shopping for clothes among women in general.

And finally, baby food. Adverts for this are difficult to place, and we've previously tried ads in all three media. Anyway, although our analysis has shown that the internet is one possibility, we're going to continue using television; many other types of food are also advertised on TV and happy mothers and babies make a very strong image.

Track 75

CEO: I'd like to start by welcoming everyone to our annual meeting and thanking you for all your hard work. It's been a great year for us in terms of expansion and optimising business opportunities, and I'm pleased to say that Benchmark Consulting is a thriving, successful company.

I'd like to take this opportunity to give you an overview of where the company began and where we'll be going in the next ten years. For those of you who've been with the company since the start, sorry if you already know all this, but we have so many new staff members that I thought it would be worth filling in some background information.

Benchmark Consulting was set up in 2010 by James Cox, a local entrepreneur who opened the first office in Melbourne. His real achievement was to create a new consultancy system which enabled clients to see which of the key areas of their business needed strengthening. James was incredibly successful with his system and started the company off on a journey of expansion. He retired in 2016 and was succeeded by Fred Montgomery. Fred shared James's views on consulting and continued the expansion; he increased revenue to \$5 million and opened a new office in Perth. Soon the Benchmark Consulting system had become just that – the benchmark for many other consulting firms, and Fred took the opportunity to sell Benchmark for \$10 million in 2018.

Our new owners are, as you know, TFB Group Ltd., and their investment has allowed us to build our brand-new headquarters here in Sydney. TFB Group have brought us more exposure at a national level, and our most recent success has been winning a contract with the government of Australia, advising on management restructuring.

Now we ourselves have done a little reorganisation over the last year to maximise our productivity. We've thought long and hard about the best location for the Marketing Department as this is key to facilitating our future business. Although Perth has a large number of marketing companies, which enables us to learn from our competitors, it's Melbourne that's the gateway to international connections, and therefore we've decided to move all marketing operations there.

In terms of professional development, we wanted to optimise the training programmes available to our staff because training is vital if we want to remain competitive. As a result, staff training will no longer be here in Sydney but instead will take place in the Perth office, where new facilities have been installed.

Finally, we've looked at how to optimise our back office administrative functions. Currently, each office has its own admin department. However, this is proving to be less efficient than we would like. In order to resolve this situation, all these functions will now be centralised here in Sydney.

So, what does all this mean for the future? Well, after ten years, I've decided that Benchmark needs a new vision for the future. I think it's time for us to divide up parts of the business into smaller units. Therefore, over the next five years I aim to set up two small subsidiary companies in order to focus on international expansion in Europe and Asia. There are many organisations in emerging markets which could benefit from our experience and skills. Which leads me to the next point for future development: that of increasing our workforce. It's become clear that all our departments are understaffed, so we'll be taking on more employees over the next year. And the really good news is that to make us a desirable employer, all positions, current and future, will receive a salary increase of ten percent.

Lastly, I know that some people are worried about the financial aspects of having to move to another city as part of the restructure, so Benchmark will be providing a relocation package to all employees thus affected. This is because we would like you all to remain with the company for the foreseeable future.

Unit 11

Track 76

- 1 When I was living in Ireland, it was quite difficult to understand the local accent.
- 2 Do you think it's important to sound like a native speaker?
- 3 I would have learnt Latin, but it wasn't an option when I was at school.

Track 77

- 1 Many of the dialects in the world are gradually dying out.
- 2 Can you recommend ways in which I can improve my listening skills?
- 3 I'm researching minority languages for my essay so I went to the British Library to find out more information.

Track 78

- 1 Learning a language isn't easy (each individual word and is pronounced slowly and clearly)
- 1 Learning a language isn't easy (spoken faster using connected speech as highlighted)
- 2 There are many South American Indian languages, none of which are related to Spanish.
- 3 Studying accents is a good way to understand if a language is changing or not.

Track 79

- 1 I stopped taking Greek lessons soon after I left school.
- 2 How will local languages stay in use if fewer people learn them?

Track 80

- Joe:** Morning everyone! How are you?
- Susan:** Fine thanks, Joe.
- Julia:** Yeah, fine, Joe. Have you managed to do much research on our minority languages project?
- Joe:** Well, Julia, I've been having some trouble finding information about the number of Cornish speakers in the UK. The records at the Office of National Statistics and the Cornish Language Council say different things, so I'm not sure who to believe.
- Julia:** Hm. Susan, have you got any information about this?
- Susan:** I was looking on the government's minority languages website, and it says that nearly half the minority language speakers in the UK are speakers of Welsh.
- Julia:** Are you sure it's nearly half? I thought the number of Gaelic and Welsh speakers was more or less the same.
- Susan:** It used to be, when Gaelic was a compulsory subject in schools. But nowadays there are fewer speakers of Gaelic compared to Welsh. And apparently, with Cornish it's difficult to know the exact percentage of the population who speak it because most people only speak it to intermediate level; very few people are fluent speakers.
- Joe:** I suppose that's why the statistics are different. Well, I think we should go with the more conservative estimate based on the number of fluent speakers.
- Julia:** I think you're right, which means that Cornish isn't spoken by nearly as many people as the other languages.
- Susan:** Yes, I think that's right too. Based on fluent speakers, that means that Welsh is the most widely spoken and the numbers of Irish and Gaelic speakers are more or less the same.

Track 81

- Stephanie:** Right, Harry, Rob, shall we get started on this presentation for European Studies?
- Rob:** Well, how about if I start by talking about the central regions of Spain, where most people speak Spanish?
- Harry:** Good idea. It's important we make it clear that the majority of the population use Spanish as their main language. Then I can introduce the Galician accent of the north-west.
- Stephanie:** But isn't Galician more of a dialect?
- Harry:** Oh yes, you're right.
- Stephanie:** We've got to get our terminology correct because Spain is complicated in terms of languages and dialects and accents. How about we then move across to the north-east, and I give details on the Basque language and how it's different from Spanish?
- Rob:** That seems logical, Stephanie. Do you also want to mention the other language in the north-east? It's Catalan, isn't it?
- Stephanie:** Yes. In fact, we should say it's the official language of the region to show how important it is.
- Rob:** So, what am I going to present?
- Harry:** We need to include something about accents and speaking styles, don't we?
- Rob:** Of course. I could explain the difficulties of understanding the accent in the south due to the fact that the locals speak quickly.
- Stephanie:** Excellent! Well I think that covers everything. Shall we meet tomorrow to practise our presentation?

Track 82

- Tutor:** So, Natalie, Louise, how are you doing with your report on encouraging people to speak local languages?
- Natalie:** Fine thanks, Dr Philips. It's been really interesting.
- Louise:** We've found lots of information which we've collated for our report.
- Tutor:** Good. What are you going to focus on?
- Louise:** Well, many schools and colleges are doing good work promoting local languages both as qualifications and in terms of after-school clubs.
- Natalie:** And then there's the rise in popularity of minority language music, which seems to be driven by tourism. Tourists who are exposed to songs in indigenous languages become interested in learning those languages.
- Tutor:** OK. Now you need to be careful with these topics. They are fascinating, but you need to look at influences which drive language learning through desire. Education doesn't leave people much choice, and music isn't a strong enough factor.
- Natalie:** Do you have any suggestions for us?
- Tutor:** Well, what did we talk about in last week's seminar? Can you remember any of the real push factors?
- Louise:** Do you mean things like communication and relationships between companies and their workers?
- Tutor:** It's much more powerful than music, don't you think?
- Louise:** Yes, I see what you mean. So, I suppose our other idea isn't very strong, either. We also thought about hobby groups, but I'm beginning to think they're less significant.
- Tutor:** Yes, there aren't sufficient hobbyist groups to make a real difference to local language learning. But, think about something else which is similar but reaches a much larger proportion of the population of a country or community.
- Natalie:** Ah! Like online discussion groups? I remember in the lecture you talked about how the Internet is fuelling the increase in local languages through the world languages project.
- Tutor:** This is more appropriate for your report because we can actually measure the amount of correspondence in each language and chart increases and decreases over time, which makes it a more rigorous form of analysis.
- Natalie:** Of course. So, we should definitely include that in our report.
- Louise:** It's becoming clearer now. We need to write about the larger factors involving commerce and online communication, where we can record language usage.
- Tutor:** I think it's better than looking at anecdotal information.
- Louise:** Thanks, Dr Philips.

Track 83

- Anna:** So, we need to get this field trip sorted out as soon as possible, don't we?
- Suzanne:** Yes. Let's get started. James, have you worked out which two countries we should travel to?
- James:** Well, I thought we could go to the USA and Mexico because that's where the populations of most native languages are concentrated. But then I found out that the three languages we're most interested in are more widely spoken in Canada than Mexico so I think we should go there instead.
- Suzanne:** OK ... Anna, weren't you going to think about our research focus?
- Anna:** Yes, and I think I've found two areas that would work well. Firstly, use of the three languages, Na-Dene, Salishan, and Algic among the younger generation – people up to the age of twenty-five. I found out that although there are many older speakers of Algic, it's used much less by the young. In fact, young people under the age of twenty-five use both Na-Dene and Salishan more than Algic.
- James:** That's interesting. That means that native language use isn't really being affected by the older generations any more.
- Suzanne:** So, what's the other focus area then, Anna?
- Anna:** Well, it would be good to try to find out what affects changes in native language speaker populations.
- James:** You mean things like family life, and the influence of popular culture or tourism?
- Anna:** Yes, areas like that, but not tourism or culture because they're too general. I think we should look at whether family has an impact in terms of passing on native language use. And possibly the effects of government language policy, too.
- Suzanne:** Government figures can be deceptive, but they're still worth looking at. Maybe we should also focus on something like job creation and work statistics and the number of people who leave the USA to live in another country instead.
- James:** Mm, yes. I think emigration would be useful, as well as language policy. We should look at that, too.
- Suzanne:** OK, then. Let's focus on those three as well as what happens in families.
- Anna:** Well, shall we look at our route now? Most of the speakers we're looking for are in California, so we could start there. We can spend two weeks travelling around and meeting people to get some background information and then start collecting data.
- Suzanne:** What do you think about beginning in the south-west corner of the state and stopping in the Barona reservation?
- Anna:** That's a good idea. We'll be able to get some interviews with native language speakers there. And then we could go to the eastern mountains to visit the local education authority of North County – they've got a native language project for school children.
- James:** Why there? Wouldn't it be better to go to the Education Department in San Diego? It's bigger.
- Anna:** But they focus more on Spanish and English bilingualism and less on native languages.
- James:** In that case, the North County Education Authority will be more valuable, so let's do that. After that, we could head south-east to the town of Bishop. There's a company there called Co-Tech, which employs only bilingual speakers. I've emailed the managing director, who's happy to give us an interview.
- Suzanne:** That's great work, James! It sounds like something we should definitely do.
- James:** Right, well I'll email her to confirm.
- Anna:** Also, There's a bilingual town in the south-central area of the region. They have a policy whereby all signs in the town must be in the local language as well as English. We can take photos of these signs – they'll make good visuals for our report. It's a place called Sun City.
- Suzanne:** But won't that be intrusive for the people who live there?
- Anna:** No, they're used to it – the village is used as a model for other communities who'd like to do the same thing.
- Suzanne:** In that case, let's add it to the itinerary.

Unit 12

Track 84

- Ellen:** Excuse me, where are the dresses?
- Shop assistant:** They're at the end of this aisle, on the left. Can I help you with anything?
- Ellen:** Yes, maybe. I'm not from around here, so I don't know this store.
- SA:** Well, I can help you with anything you need.

Ellen: Fantastic. I'm actually down here for my brother's wedding, and I need something to wear. I've just started a new job and I haven't had time to get anything yet. I'm looking for something smart. Maybe a new dress.

SA: Well what about this one?

Ellen: I think it's too hot for long sleeves. Do you have anything lighter?

SA: Yes, well, this one has shorter sleeves, but it still has the bow, which I think is a nice detail. Or there's this patterned one?

Ellen: I'm not keen on a pattern. I think I'll go for the one with the bow. Do you have it in a size 10?

SA: Let me have a look ... Yes, here.

Ellen: Great! I need a hat, and then I can try them on together.

SA: What kind of hat are you looking for?

Ellen: What about this one with the flower?

SA: Yes, but if I may suggest, a taller hat would add to your height.

Ellen: Really?

SA: Yes, try this one.

Ellen: I see what you mean!

SA: We have this style with the single flower, or with a small bunch. And it comes with a wide or narrow brim.

Ellen: I like the narrow brim, and just the one flower. Hmm, can I have a blue flower?

SA: I'm afraid it just comes in cream.

Ellen: Well ... it goes with the dress, anyway.

SA: Great. I'll place an order and have the hat sent to you. It'll take about two days to be delivered. Is that OK?

Ellen: Yes, that's fine.

SA: I need to take down a few details for delivery. Your name, please?

Ellen: Ellen Barker.

SA: And the delivery address?

Ellen: It'll be my brother's address. It's 15 ... no ... 14 Brightwell Avenue.

SA: 14 ... Can you spell that, please?

Ellen: Yes. B-R-I-G-H-T-W-E-L - L Avenue, Staybridge, Kent, DA4 7DF

SA: And can I take a contact number?

Ellen: Yes, my mobile is 0-3-double 2-1-triple 7-4.

SA: 0-3-double 2-1-triple 7-5.

Ellen: No, it's a 4 at the end.

SA: Sorry. I've got it now. We can deliver on May the twelfth. We can't specify an exact time, just morning or afternoon.

Ellen: Any time in the early morning is fine.

SA: And how would you like to pay?

Ellen: Visa.

SA: Great. That comes to thirty-two pounds twenty-five.

Ellen: OK, thanks.

Ellen: I'm just going to try this dress on and then look for shoes. Where are the changing rooms?

SA: They're to the left of the store, right next to Customer Services.

Ellen: And I want some shoes and accessories, too. Where can I find them?

SA: The accessories are in the Womenswear Department. The Shoe Department is right at the front of the store, between Menswear and Home Furnishings. Oh, no, sorry ... We've just moved the Shoe Department for the summer season. It's now very near the Changing Rooms, actually, straight in front of them.

Ellen: Thanks so much for your help. And where can I pay for the other things?

SA: The cash desk is at the front of the store, by the Menswear.

Ellen: Thanks.

Track 85

Tour guide: Welcome to San Fernando City Tours. I'm Mark, your tour guide. We have a lot to see in three hours, so make sure you're comfortable! We'll be travelling into the historical district first, and then into the town centre. After that, it's out to the harbour, and we'll finish up at the lighthouse, just past the harbour. That will take us up to midday, and after that, you're free to do what you want. At the lighthouse you'll have a chance to visit the tea room and take photographs of the magnificent coastline. Now, as we have only three hours, we won't be able to take you round the shopping district, but we think you'd prefer to look around the shops there in your own time, anyway.

San Fernando has some well-known tourist attractions – the lighthouse for example, and the National Library. However, the little-known Military Museum is not to be missed. Be sure to visit before you leave!

Now, there's a lot to do in San Fernando. Indeed, there really *is* something for everyone! For those who love the water, I can recommend a trip on the Seafarer, one of the most famous boats on the San Fernando River. It does an evening trip with a three-course meal included. It's great fun for everyone, but especially for young people in their teens or twenties – after nine there's a disco on the boat and it gets really lively! Then there's a climbing wall near the town centre. It's incredibly popular, with a large wall for expert climbers, and a smaller wall for novices. There's also a junior wall and a crèche, so it's a great day out for those of you with kids. And if you like walking, there are some great walking tours. The City Sights Tour is highly recommended, as is the walking tour by the coast. But that one's only for the fit, not really suitable for children or the elderly. For more mature people or those less able to get around, I would suggest a tour around the vineyards. It can be done in the luxury of a coach, and it's a wonderful way to explore the region's wines.

Naturally, there's a charge for all these attractions, but you can get fifteen percent off if you have an Explorer Pass. If you don't have a pass but would like one, the driver here has application forms. Just ask him for one and fill it out while on the tour. Then you hand it in to the tour office. Normally, it costs \$10, but this year it's just \$7! When you hand it in, you'll get your picture taken for the card on the spot, and then your card is ready to use! Remember to show it whenever you pay for anything! The discounts apply not just to tourist attractions, but some bars and restaurants. Basically, everywhere you see a red explorer symbol.

Ah ... We're coming up to the historical district now ...

Track 86

Tutor: Hi Katie, Hi Ian. Come on in!

Katie: Hi Professor Gordon. We wanted to talk to you about our wildlife presentation next week.

Tutor: Have you decided how to organise it?

Ian: Yes, Professor. At first, we were going to focus on the cat family, but then we decided to talk about nocturnal animals instead.

Tutor: Yes, good idea. And how is your planning going?

Katie: It's going well. We think we have enough material for twenty minutes. The advantage is that there are so many visual aids we can use. We've found lots on the internet which we think will be really interesting.

Ian: The problem is that this topic has been hard to narrow down. If anything, we've got too much information for just twenty minutes. How do you think we could narrow it down further?

Tutor: It's a broad subject. There are several ways you could do it, but I'd recommend just looking at a representative sample of nocturnal animals, just four or five.

Ian: Yes, and maybe we could choose one animal from each continent, or a land creature, a marine creature and a winged animal.

Katie: I like the idea of separating it by different types of animals. And if we limit the detail, we'll definitely have enough time!

Tutor: But don't limit the detail too much. Also, think how you're going to interest the audience.

Katie: Well, we're going to have a picture for each animal so we can talk through the picture.

Tutor: That's a nice idea, but don't limit yourself to pictures. If you can find any clips of the animals, use them! Showing brief video clips can keep an audience interested.

Ian: I'll look on the internet tonight.

Tutor: And think of questions to ask your audience. People like to be involved!

- Katie:** Yes, that's a great idea. Anyway, Professor, we've been practising our presentation and we'd like to show you a small section. Is that OK?
- Tutor:** Well, we just have a couple of minutes left, but go ahead!
- Katie:** Well, we were thinking of presenting each animal with a picture and describing their physical characteristics.
- Tutor:** OK, but not in too much detail. That's just background information.
- Ian:** We'll start with the jaguar. I'll introduce it by saying that the jaguar is a nocturnal animal and the only species of the genus *Panthera* to be found in the Americas. Like any cat, it has whiskers and it can move quickly. Its spine has great movement, meaning a jaguar can take long strides, sometimes up to five and a half metres. This makes it a deadly predator, as you can imagine! Moving on to the fur ... Its fur is quite distinct. The markings are like black doughnut-shaped spots on its otherwise yellow fur. People often confuse jaguars with leopards for this reason. Now the tail is interesting. Although some people think the tail has stripes on it, the fur on the tail is actually similar to the body with black *circles* around the lower section. The jaguar is a creature to be feared. ... Oh, yes, I should have mentioned this earlier. Sorry. Like most cats, it has sharp, retractable claws.
- Tutor:** Yes, that's fine, but be careful. The jaguar is usually thought of as nocturnal, but strictly speaking, it's crepuscular, in other words, most active between dusk and dawn. But as long as you mention this, you can put it under the umbrella of nocturnal. Is that all?
- Katie:** Yes, I think so. Thanks, Professor.

Track 87

Lecturer: The subject of this series of lectures is horology, the science of measuring time, and we'll be looking at a few basic concepts in this lecture.

The measurement of time has come a long way since ancient times. It began with such devices as the sundial, where the position of the sun's shadow marked the hour. Daylight was divided into twelve 'temporary hours' – these temporary hours were longer in the summer and shorter in the winter, simply because the amount of daylight changes with the seasons.

The earliest sundial we know comes from Egypt. It was made of stone and is thought to date from 1500 BC. Sundials were used throughout the classical world, and with time, evolved into more elaborate devices that could take into account seasonal changes and geographical positioning and reflect the hours accurately, no matter what the time of year. This was quite an achievement in technology. Today, sundials can be seen as decorative pieces in many gardens.

In the eleventh century, the Chinese invented the first mechanical clocks. They were large and expensive, and certainly not intended for individuals. However, this is the type of clock we are familiar with today. There have been many developments in clocks and watches since then, and they have been greatly improved, but if your clock or watch makes a ticking sound, then it could well be based on the mechanical movements the Chinese developed a thousand years ago!

However, timekeeping has moved on from the mechanical clock. Time has become so important that there is a series of atomic clocks around the world which measure International Atomic Time. Even though many countries have their own calendars, globalisation has made it essential that we measure time uniformly, so that we know, for example, that when it's 6 a.m. in the United Kingdom, it's 2 p.m. in Beijing. This standard was set in 1958. Now these atomic clocks are situated in over seventy laboratories all over the world.

There is so much to cover about the development of time measurement that I'd like to refer you to the reading list. The core text is *The Development of Time: Theory and Practice*, but there are many other useful texts. A good grounding in the subject is given in *Understanding Time* by J. R. Beale. Although some sections lack detailed analyses, it does offer a good foundation. Also *Time: Concepts and Conventions* is quite a useful read. You might think from the title that it's about the philosophy of time, but this isn't the case. Rather, it gives a good description of how different countries have different approaches to time in terms of calendars and days. Lastly, *The Story of Time* by David Harris analyses time in great detail, and I would recommend this book if you are aiming to specialise in horology.

Now, we're going to continue with an in-depth look at lunar and solar cycles.

Answer key

Unit 1

Part 1: Language development

Travel and tourism vocabulary

Exercise 1

a 6 b 7 c 8 d 2 e 3 f 1 g 5 h 4

Synonyms and paraphrasing

Exercise 2

1 h 2 c/g 3 e/f 4 a 5 b 6 d 7 g/c 8 f/e

Exercise 3

1 f 2 a 3 d 4 h 5 c 6 g 7 e 8 b

Exercise 4

- 1 c (*overpriced* means *not* a reasonable price)
- 2 c (*unlikely to see ... in three hours* means *not* sufficient time)
- 3 a (*to not think something is suitable* means it is *not* satisfactory)
- 4 b (*common* means it happens *frequently*, not occasionally)

Part 2: Exam skills

Exercise 1

Answers

- 4 Mexico
- 5 six weeks (note that the whole summer vacation is too many words)
- 6 Working holiday

Exercise 2

Predictions

- 1 time period (e.g. 2 weeks / 1 month)
- 2 person (e.g. friends / family / school mates)
- 3 verb (e.g. speak / learn)
- 4 two weeks
- 5 best friend
- 6 to study (note that *to* must be included in the answer because of the grammatical structure *in order to + infinitive*)

Exercise 3

- 1 name
- 2 place
- 3 time
- 4 date

Exercise 4

- 1 name
- 2 time
- 3 name

- 4 date
- 5 time
- 6 name
- 7 date

Exercise 5

- 1 Geoffrey
- 2 19th September
- 3 £210 (note in the audio script that two prices are given: the normal price (£235), and the special price that the customer receives (£210))
- 4 cash

Exercise 6

- 1 C (fast bus = express)
- 2 D (cheaper rate for student cards = discount)
- 3 A (lowest prices = cheapest fare)
- 4 A (least expensive = cheapest fare)
- 5 B (not regular = infrequent)
- 6 D (10% off = discount)

Exercise 7

- 1 A (a gym and spa are fitness facilities)
- 2 C (they have instruction programmes in watersports)
- 3 D (cinema and games rooms are entertainment facilities)
- 4 B (conference and meeting rooms are business facilities)

Pronunciation: Vowel sounds and spelling

Exercise 8

you: too, few, view

bee: key, sea, we

main: great, rate

here: fear, cheer

night: site, guide

Exercise 9

- 1 cheap
- 2 new (knew)
- 3 wife
- 4 might
- 5 year
- 6 shame
- 7 food
- 8 beach
- 9 quite
- 10 free

Exercise 10

(Suggested answers)

- a is poorly, is sick
- b arranged to see a show, got tickets for a musical
- c afraid of being on the water, frightened of the sea

Exercise 11

1 c

See the audioscript on page 103: You can see the words *booked theatre tickets*, but this is not the reason John cannot go on the boat trip. The reason is that he is scared of water: I hate the sea. I'll be sick with fear if the waves are big! The word *sick* is used here, but John is saying he will be sick because he is so scared, not because he is ill.

Exercise 12

1 c 2 c

See the audio script 07 on page 103: Sam says he doesn't think they should worry about the cost of Mangan's and go there. John's phone has no battery so they are going to ask the hotel receptionist to reserve a table.

Part 3: Exam practice

Questions 1–4

- 1 Carter
- 2 636197
- 3 Riverside Hotel (see the audio script on page 104: *we're staying at the Crest Hotel. Oh no, sorry. That's the hotel we're staying in next week. It's the Riverside Hotel. This means that the Crest Hotel is where they are going to stay. Their present hotel is the Riverside Hotel*)
- 4 3.00

Questions 5–6

- 5 A (see the audioscript on pages 104–105: it mentions that the museum has the only collection of Latin American art in Europe but that *it's not the reason why it's so expensive to get in* and then explains that the money is used for repairing the museum)
- 6 C

Questions 7–10

- 7 D (It's not cheap but the standard of the food is very high = expensive but serves high quality food)
- 8 A (frequented by TV celebrities and actors = visited by famous people)
- 9 C (The same family has run this restaurant for over a century = One family has managed it for over 100 years)
- 10 B (family-run restaurant... New owners took over a month ago = recently bought by new family)

Exam tutor

- 1 Read the questions and predict the types of answers you think go in the spaces. Also note the number of words you can use in spaces. Think of other ways to say options for multiple choice or matching questions.
- 2 You will hear two speakers.
- 3 They will be talking about something general, normally functional like advice on holidays or taking a booking.

- 4 There are 10 questions in this section.
- 5 You will hear it only once.

Unit 2

Part 1: Language development

Describing ages

Exercise 1

(from youngest to oldest) a newborn baby, a toddler, an infant, an adolescent

Exercise 2

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

Word formation

Exercise 3

- 1 motivation
- 2 motivated / motivating / motivational
- 3 practise
- 4 practice
- 5 succeed
- 6 success
- 7 successful
- 8 instruct
- 9 instructive
- 10 instructively
- 11 concentration
- 12 concentrated
- 13 capability
- 14 capably
- 15 express
- 16 expression
- 17 expressively

Exercise 4

- 1 active
- 2 concentrate
- 3 instructor
- 4 practise
- 5 practice
- 6 motivates
- 7 express
- 8 concentration
- 9 active
- 10 successful
- 11 capability

Part 2: Skills development

Understanding table formats

Exercise 1

- 1 B (The names of languages are capitalised, so 'French' is correct.)
- 2 C (The full name is given for the previous student in the table.)
- 3 H (The percentage symbol (%) is already included so you cannot include it again. If you write the percentage in words, it is more than two words and does not follow the format.)

Exercise 2

- 1 Angela (you do not need to write her surname as the column only shows first names)
- 2 10.50 ('ten pounds fifty' is incorrect because the instructions say 'write no more than two words'.)
- 3 Tango (all the classes are dance styles)
- 4 Wednesday (the speaker says 'instead of Monday, these will be on Wednesday...')
- 5 8.30–10.00

Pronunciation: Listening for consonants

Exercise 3

- 1 children
- 2 kinds
- 3 approve
- 4 through
- 5 highly
- 6 describe
- 7 instructor
- 8 subscription

Exercise 4

- 1 5–10
- 2 online dangers (the speaker says 'Net Aware, for the twelve to sixteen year age group, makes young people more aware of online danger' to 'make aware' means to 'understand' in this context)
- 3 friends (online)
- 4 Test Doctors

Listening for location

Exercise 5

a 2 b 1 c 1 d 2 e 3 f 3

Exercise 6

- 1 cabins (the speaker says 'The cabins are by the river')
- 2 tents (the speaker says 'the tents are on higher ground, away from the river and next to the wash rooms')
- 3 cooking area (the speaker says 'the cooking area, which is situated in the centre of the camp')

Understanding flow chart formats

Exercise 7

Text 1 = flowchart B, Text 2 = flowchart A

Exercise 8

Chart A

- 1 Get a team of seven players
- 2 Elect a captain
- 3 Fill in an application
- 4 Pay entrance fee
- 5 Dates and times sent
- 6 Confirm attendance
- 7 Receive opening event invitation

Chart B

- 1a Complete admission form
- 1b If not a member, join the club
- 2 Pay deposit
- 3 Receive confirmation later

Exercise 9

- 1 youth club (it is clear from the other examples of school and college that we are looking for a place that young people go to)
- 2 welcome pack (*receive* is paraphrased as *get* in the audio)
- 3 coordinator / co-ordinator
- 4 record book (the text 'sign off activity in the _____' tells us we need an object people write on)
- 5 badge (*receive* is paraphrased as *get* in the audio)

Part 3: Exam practice

Questions 1–4

- 1 salsa (the speaker says '... she gives classes in jazz and salsa on Wednesday and Thursday evenings respectively'. *Respectively* means *in the order mentioned previously*, so jazz is on Wednesday and salsa on Thursday).
- 2 Jim (Jim took football *before* but now he is doing the baseball class)
- 3 football
- 4 roller skating / roller-skating

Questions 5–7

- 5 dance studios (the speaker says they are to the left of the reception area and opposite the swimming pool)
- 6 changing rooms (these are in front of the arena. The speaker says 'The arena is behind the changing rooms')
- 7 tennis courts (the speaker says that on either side of the area there is a gym and tennis courts)

Questions 8–10

- 8 sign (the structure in the question 'need to ...' indicates the answer must be a verb)
- 9 reception (*give* in the question is paraphrased as *hand in* by the speaker)

10 membership card (the question and audio have a different subject to paraphrase the meaning, In the question text it states 'You will receive your ____' but the speaker says 'we'll send your membership card.'

Exam tutor

- 1 You will hear one main speaker.
- 2 The topics will be general, for example listening to a tour guide.
- 3 You need to answer 10 questions.
- 4 Looking at the information in the questions can help you work out what kind of information should go in the spaces and in what format that information should be.
- 5 The instructions tell you how you should answer the questions. For example, whether you need to write letters, or words, and how many words you need to write.

Unit 3

Part 1: Language development

Weather conditions

Exercise 1

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

Exercise 2

- 1 glaciers
- 2 salinity
- 3 humidity
- 4 kilometres (British English) / kilometers (American English)
- 5 pressure
- 6 evaporation
- 7 environment
- 8 biology
- 9 brightness

Collocations related to weather

Exercise 3

- 1 heavy, light
- 2 strong
- 3 flash
- 4 heavy
- 5 clear
- 6 thick
- 7 high
- 8 scorching

Exercise 4

- 1 *atmosphere*: the other words relate to water.
- 2 *ozone layer*: it means a layer of the atmosphere while the other words describe a change.

- 3 *tidal wave*: it relates to the sea while the other words denote kinds of wind.
- 4 *drizzle*: it means light rain while the other words relate to water in the atmosphere that affect visibility.

Sequencing words

Exercise 5

Before: former, initially, previously, prior

After: eventually, finally, in the end, next, the next step / phase, ultimately, when

At the same time: during, simultaneously, when

Transition from one stage to another: moving on to, next, the next phase / step, when

Notes:

- If two clauses agree in tense, *when* shows that an event occurs simultaneously with another one. For example: *When the wind blows, it is cold.* (*when* + present + present)
With words like *finish* and *stop*, this indicates a time change.
- If the two clauses do not agree, then there is a time change. For example: *When it has been hot all summer, the harvest is usually abundant.* (*when* + present perfect + present simple)
- Note the two uses of *next*. Sometimes there is a clear indication of transition, sometimes there is not. For example:
The clouds got dark and next it was raining heavily. (transition)
I'll meet you next week. (i.e. *I'll meet you after this week.* – There is no context to give it transition.)

Exercise 6

1 d 2 e 3 a 4 h 5 b 6 c 7 h 8 g

Exercise 7

- 1 eventually
- 2 prior
- 3 during
- 4 Initially
- 5 Next
- 6 eventually / ultimately

Part 2: Skills development

Understanding classification

Exercise 1

John 3; Steven 1; Linda 2; Joanne 2

Exercise 2

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

Pronunciation: The schwa

Exercise 3

- 1 My brother is working for a company in America.
- 2 The doctor told me to rest at home for a week.
- 3 All students can do their presentations about a topic of their choice.
- 4 There's going to be a meeting tomorrow at eleven o'clock.

Exercise 4

- 1 A (research is paraphrased as everything we've found out in the audio. Alice says 'I'd better do this', which means she thinks she should do it)
- 2 B (Alice asks Karl to do the slides and he agrees)
- 3 C, (to source means to find and Jenny says she will look for these images)
- 4 A, (prompt cards means the same as cue cards)
- 5 C (conclusion is paraphrased as summary in the audio)

Ordering events

Exercise 5

- 1 C 2 A 3 B 4 D

Exercise 6

- 1 power plants (from looking at the words near the space, we know we are looking for a noun that produces sulphur dioxide)
- 2 natural events (from the text we can see that we are looking for a noun that produces nitrogen oxide)
- 3 (acidic) compounds (we know we should look for a plural noun here because the verb is form, not forms)
- 4 snow or fog (from looking at the deposition headings and their examples, we can tell that this will be a form or forms of weather)

Predicting answers

Exercise 7

- 1 verb
- 2 noun
- 3 verb
- 4 noun
- 5 quantity / amount

Exercise 8

- 1 rains (the speaker says 'don't wait until it rains... get inside' Don't wait until sth means do it before)
- 2 (any) electrical equipment (in the audio, turn off has been paraphrased to switch off)
- 3 crouch down (this phrasal verb means to bend your knees and get close to the ground)
- 4 first aider (get help in the question has been paraphrased as get assistance)
- 5 80% / eighty per cent (don't get fatally injured means survive)

Part 3: Exam practice

Questions 1–3

- 1 research / our own research / own research (don't have time for means not enough time for)
- 2 wide reaching / wide-reaching
- 3 break down (different sections means separate parts)

Questions 4–7

- 4 C (Tom says he wouldn't mind doing something on floods. This means he wants to do floods).
- 5 D (Alex says 'let's leave blizzards then if no one is interested'. This means that nobody will do it).
- 6 A (Emma says she would rather do droughts than cyclones).
- 7 B (Alex says he can cover cyclones which means he will do that).

Questions 8–10

- 8 rotate / spin (the text in the question is a conditional, so we know we are looking for a verb, more specifically an action a cloud could do)
- 9 lose (this space could be a verb or an adjective)
- 10 (around) the other direction (equally strong, in the text, is paraphrased as just as strong as in the audio)

Exam tutor

- 1 You will hear two speakers (possibly more). There will be no more than four speakers.
- 2 The topics will be academic / educational.
- 3 Always follow the instructions. In this part you need to write no more than three words and / or a number for questions 1-3 and 8-10, and a letter for 4-7.
- 4 It is the first section which has an academic theme to it.
- 5 They help you understand how the stages of a process are connected.

Unit 4

Part 1: Language development

Family vocabulary

Exercise 1

- 1 e 2 a 3 d 4 c 5 b

Exercise 2

- 1 relation
- 2 marry
- 3 parent
- 4 inheritance
- 5 household
- 6 engaged
- 7 adopt
- 8 cousin

Verbs and prepositions

Exercise 3

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

Exercise 4

- 1 agree with
- 2 cares for
- 3 disapprove of
- 4 aimed at (passive construction)
- 5 struggle with
- 6 participate in
- 7 refer to
- 8 concentrates on

Exercise 5

- 1 parent
- 2 concentrating
- 3 engaged
- 4 step
- 5 extended
- 6 household
- 7 cousins
- 8 for
- 9 suffer

Part 2: Skills development

Following a lecture

Exercise 1

- 1 e 2 f 3 a 4 g 5 b 6 h 7 d 8 c

Exercise 2

Order: first, last, next

Reason: the reason for this, due to

Result: as a result, thus

Repetition / Clarification: in other words

Contrast: however, on the other hand

Addition: also, furthermore, in addition

Example: a case in point is, an illustration of this is, for example, for instance

Emphasis: the main point is, the crucial factor is, what I am essentially arguing

Pronunciation: Pausing

Exercise 3

- 1 First of all, / I want to talk about / some of the communication problems that families face nowadays / because I think this is an important topic.
- 2 Family structures have changed a lot in recent years / because of education / and new attitudes in society / which are affecting young people's views.
- 3 Due to the influences of globalisation, / many people have moved away from their families / which has changed their relationships, / and not always in a positive way.

Using question words

Exercise 4

- 1 b 2 f 3 h 4 a 5 d 6 e 7 g 8 c

Exercise 5

- 1 On average, when do people get married?
- 2 What is the key reason given for the increase in divorce numbers?
- 3 Who believe that families are the key to the functioning of wider society?
- 4 What is the average number of family members in the UK?

1 a, e, (the question asks for an age range)

2 d, h, l, (the question asks for a reason)

3 c, f (the question asks for a group of people – we know this because the verb is *believe*, not *believes*)

4 b, g, j (the question asks for a number)

Exercise 6

- 1 What percentage of women in their early thirties still live with their parents?
 - 2 When were house prices only three times the average yearly income?
 - 3 What is the reason that people return to their parental home after university?
 - 4 Who does the Affordable Housing Scheme aim to help?
- 1 5% / 5 percent / five percent (the first percentage given is for men, and the second is for women)
 - 2 1980s / nineteen eighties ('1980' would not be a correct answer. The speaker is referring to the entire decade.)

- 3 student debt (the reason is introduced using the words 'as a result of...')
- 4 first time buyers / first-time buyers (the scheme is for first-time buyers, not elderly parents)

Exercise 7

- 1 adjective
 - 2 to + noun / noun phrase (to express reason)
 - 3 present simple / past simple verb (*often* is usually used with the present or past simple)
 - 4 words used to indicate percentage / amount + of
- 1 traditional (*has changed greatly* is paraphrased in the audio as *seen an enormous change, the last fifty years* is paraphrased as *the last half century*)
 - 2 to property ownership (*used to be necessary* is paraphrased in the audio as *was essential*)
 - 3 inherit (*parents* is paraphrased in the audio as *mother or father*)
 - 4 a third of (*no siblings* is paraphrased in the audio as *only children*. An only child has no brothers and sisters.)

Predicting paraphrases

Exercise 8

- 1 Families lived with servants.
- 2 Children were mainly home schooled.
- 3 Fathers occasionally taught their children Latin.
- 4 They were not generous to the poor.
- 5 Parents were strict with their children.

Exercise 9

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

Exercise 10

- D (the speaker says "...the Victorian upper classes have the reputation of being quite cruel; but this wasn't always the case. They were also quite charitable. Ragged schools were set up with funding from the upper classes so that poor children could have some form of education.")
- E (the speaker says "...most Victorian parents were very proud of their children, who were often seen as 'prized possessions'. This goes against the common idea that parents were very hard on their children. In fact, the opposite was the generally the rule." (any order))

Part 3: Exam practice

Questions 1–4

- 1 nuclear family (the speaker says '...recent changes show that our idea of the traditional nuclear family as the cornerstone of British family life is changing. There have been emerging patterns which are eroding this structure...')
- 2 a step family / step families (*slightly fewer than 50%* is paraphrased in the audio as *almost half of*)
- 3 to separate (*more liable to* is paraphrased in the audio as *more likely to*)
- 4 consumer spending (the speaker says "...putting consumer spending first". This means choosing it before other things.)

Questions 5–8

- 5 1 in 4 / one in four (The speaker says "...today's figure of one in four...". This means that now the number is one in four.)
- 6 Women (*responsible for* is paraphrased in the audio as *due to.*)
- 7 been married / married (The speaker says "...the largest group of lone parents are mothers who have never married.")
- 8 (in) rented accommodation (The speaker says "...They are more likely to live in rented accommodation...")

Questions 9–10

- 9 B / D
 - 10 D / B
- (B: The speaker says "...will create a more isolationist and less community-based society." These are examples of fragmentation within a community)
- (D: The speaker says "...disproportionate expense for those living on their own..." This means that it is a lot more expensive to live alone)

Exam tutor

- 1 In Section 4, you will only hear one speaker.
- 2 No, you do not need any specialist knowledge to answer the questions.
- 3 You will hear the recording only once.
- 4 You can follow the lecture by looking at the questions on the paper and listening for key words and signposting words.
- 5 In short answer questions, it helps you focus on what the question is answering. In general, it can give you a reminder of what words and synonyms to listen for.

Unit 5

Part 1: Language development

Vocabulary related to education

Exercise 1

- 1 student: The other words are people who teach.
- 2 presentation: The other words are written forms of assessment; a presentation is spoken.
- 3 brochure: This is the only non-academic printed material.
- 4 lesson: The other words are university styles of teaching; a lesson takes place in a school.

Exercise 2

- 1 tutorials
- 2 student
- 3 lecturers
- 4 presentations

Word building with university subjects

Exercise 3

- 1 astronomy
- 2 astronomical
- 3 philosopher
- 4 philosophically
- 5 sociology
- 6 sociological
- 7 statistician
- 8 statistically
- 9 politics
- 10 political
- 11 biology
- 12 biologist
- 13 economist
- 14 economic (= concerned with the organization of the money, industry, and trade of a country, region, or society) / economical (= not requiring a lot of money to operate)
- 15 physics
- 16 physicist

Exercise 4

- 1 politicians
- 2 philosophical
- 3 statistics
- 4 economical
- 5 Physics
- 6 astronomer

Exercise 5

- 1 N 2 A 3 AD 4 NP 5 A 6 N 7 NP 8 A

Exercise 6

- 1 enjoyable
- 2 supervisor
- 3 helpful
- 4 effectively
- 5 manageable
- 6 scientific

Part 2: Skills development

Exercise 1

(Suggested answers)

- 1 easy, fun, interesting, fascinating, challenging
- 2 good, very good, excellent, knowledgeable, competent
- 3 alone, on her own, by herself, without other people
- 4 fail, not pass, do badly in, struggle with

Exercise 2

- 1 not that difficult (The answer cannot just be *difficult* as this means the opposite. Here the detail words are important.)
- 2 (highly) knowledgeable (you can answer this with one or two words because highly is not essential to the meaning)
- 3 alone (this is something that you should be able to predict as a possible answer)
- 4 not pass (*not* is essential in the answer because *pass* alone means the opposite)

Pronunciation: Word stress

Exercise 3

Sami: Hi Jack, how is your course going?

Jack: Hello Sami. I like most of it, but one module is really uninteresting. We have an exam next week and I don't think I'm going to pass.

Sami: But you usually pass your exams. And I know you work hard because you're always in the library. I don't think you should worry about it too much. Why don't we play football later to help you relax?

Jack: That's a great idea.

Predicting content words and directions

Exercise 4

- 1 D 2 A 3 E 4 C 5 B

Exercise 5

- A 4 B 2 C 3 D 1 E 5

Exercise 6

- 1 bowling alley (the speaker makes a mistake here and says "turn left... oh no... turn right". Listen for these kinds of errors when answering questions like these.)
- 2 park (in this question, you need to know the bowling alley is number 1. In the IELTS test, your later answers won't depend on an answer before.)

- 3 (Elm Tree / Elmtree) Cafe (this is down the road from the post office in a fork in the road. A fork in the road is when a road separates into two.)
- 4 swimming baths
- 5 leisure centre (this is opposite the supermarket)

Writing addresses

Exercise 7

- 1 78A [High Trees Street, [pause] Sydney, [pause] 2316
- 2 354 Castle Avenue [pause], Edinburgh [pause], E5 7HU
- 3 86 Woodland Drive [pause], Brooklyn, [pause] New York [pause], 45008

Exercise 8

- 1 Taylor (the speaker spells this out, and your spelling should be exactly the same)
- 2 Mathematics (there are two faculties mentioned: mathematics, and business and management, but business and management is the old faculty)
- 3 Ashley (there are two residences with the same name, so the student spells the name of the residence. Your spelling should be the same)
- 4 M4 9JA (the administrator makes a mistake in the postcode, so make sure you have the correct one written).

Writing notes

Exercise 9

- 1 8 / eight books
- 2 molecular biology
- 3 in person
- 4 (personal) tutor

Exercise 10

- 1 social (in the question it says *organising*. This is paraphrased as *arranging* in the audio.)
- 2 accommodation (specialists is paraphrased as *advisors who...have expertise*)
- 3 (on) student card (the text asks for a location. This is indicated in the audio by the phrase 'you can find the...')

Part 3: Exam practice

Questions 1–4

- 1 Anderson
- 2 Earth Science
- 3 Lavender
- 4 566341 (the first part of the number is already there, so make sure you have ONLY written the part needed)

Questions 5–7

- 5 Training (opposite the service desk and beside the Quiet Room)
- 6 Philosophy (past the service desk, turn left and the Philosophy section is before the Geography section.)
- 7 TV room (either side of the group study room is the Sociology section, which is already marked, and the TV room)

Questions 8–10

- 8 online reservation system (*reserve* in the question is paraphrased as *book* in the audio)
- 9 (student) number
- 10 Email (via is the method of receiving the confirmation)

Exam tutor

- 1 Read the instructions and make sure you follow the word limit per space. Look at the words around the answers, what kind of word do you need for the space? Is it a number, address or verb? Read around the space and think of how the words could be paraphrased.
- 2 Read and follow the instructions. Try to think of how the answer spaces are positioned in relation to the other points on the map or plan. Predict the kinds of answers they might be.
- 3 If you do not spell a word correctly, you will lose that mark.
- 4 You are not expected to spell all kinds of names. If a word is difficult, it will be spelled out on the audio.
- 5 In order to highlight their feelings or opinions about a topic.

Unit 6

Part 1: Language development

Entertainment vocabulary

Exercise 1

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

Exercise 2

- 1 programmes / shows
- 2 scripts
- 3 flexible
- 4 creative
- 5 star
- 6 acting
- 7 press / media
- 8 play
- 9 character
- 10 international
- 11 shot / filmed
- 12 location
- 13 unimaginable
- 14 post-production

Word building with prefixes

Exercise 3

- 1 counter-productive
- 2 semi-final
- 3 multinational
- 4 recreate
- 5 bilingual

Exercise 4

- 1 inequality
- 2 distrust
- 3 imperfect
- 4 irresponsible
- 5 unaware

Exercise 5

- 1 ir(regular)
- 2 multi-(million)
- 3 un(likely)
- 4 re-(think)
- 5 ir(responsible)
- 6 un(reasonable)

Part 2: Skills development

Understanding paraphrasing

Exercise 1

- 1 composed
- 2 nationally
- 3 performance
- 4 creatively

Exercise 2

- 5 last
- 6 first night / opening / opening night
- 7 award
- 8 sacked / dismissed

Exercise 3

- 1 vii 2 vi 3 i 4 v 5 iv 6 ii

Exercise 4

- 1 d (*She died in 1968 and you can see her gravestone in Tanbridge Cemetery.*)
- 2 b (*A bestselling horror writer, he got many of his themes for his haunting novels from this very town.*)
- 3 a (*Not only a poet, he has also written ten novels that have topped the book sales charts.*)
- 4 c (*Before she headed for Hollywood, you could have seen her waiting tables in The Dorage Restaurant here in town!*)

Pronunciation: Past regular verbs

Exercise 5

- 1 listen
- 2 wished
- 3 needed
- 4 look
- 5 changed
- 6 like
- 7 created
- 8 called

Paraphrasing options

Exercise 6

The Final Chapter is a murder mystery film set in South America. Written and directed by Bruce Chambers, it is a project very close to his heart. Chambers found inspiration for the film whilst travelling around South America. There he heard about a Peruvian book which tells the story of the fight for gold in South America. Reading this story, he at once realised it was a film he had to make.

Answer: c (The book 'tells the story'. He read the story, and made the film from that story.)

Incorrect answers:

- a: South America was where he was inspired, but the film was not based on his travels.
- b: Chambers heard about a book or novel. He was not told the story.

Exercise 7

- 1 b (*He claims his inspiration for the film is his own experiences growing up in 1950s Liverpool.*)

Incorrect answers:

- a (The text mentions stories, but only to say that the director 'still thinks the majority of ghost stories are actually true'.)
- c (The film 'has the feel of a comic book', but it is not based on one.)
- 2 b (*'What Happens in the Night' is a film that will scare you. I wouldn't say it's the best horror film to come out this year, but it's certainly shot beautifully, and it's not hard to follow.*)

Incorrect answers:

- a (*'What Happens in the Night' is a film that will scare you. I wouldn't say it's the best horror film to come out this year, but it's certainly shot beautifully, and it's not hard to follow.*)
- c (*'What Happens in the Night' is a film that will scare you. I wouldn't say it's the best horror film to come out this year, but it's certainly shot beautifully, and it's not hard to follow.*)
- 3 a (*Rumour has it that Smith and Wyatt aren't the best of friends. In fact, on the set they barely spoke to each other!*)

Incorrect answers:

- b (The stars are in love in the film, but not in real life.)
- c (*Rumour has it that Smith and Wyatt aren't the best of friends. In fact, on the set they barely spoke to each other!*)
- 4 b (*If you want romance, this film is fine*)

Incorrect answers:

- a (The reviewer says that 'men and women alike can get something from this film', but she doesn't actually recommend it for women, as opposed to men.)
- c (The reviewer implies that *Happy as Larry* is not a particularly good film: '*Happy as Larry* is a move away from the usual films Sonya makes – she is better known for her roles in action films – but she has shown herself to be a capable comedy actress. However, I'm not sure this is the finest film to do it in.')

Focusing on details

Exercise 8

Correct:

- a (Sentence iv: 'the number ... has almost doubled' corresponds to 'More people'; 'celebrities' corresponds to 'famous [people]')
- c (Sentence v: 'All aspects of a celebrity's life' corresponds to 'almost everything about famous people'; 'are made known to the public' corresponds to 'The public now know')
- e (Sentence ii: 'People are now famous' corresponds to 'Fame'; 'for only short periods' corresponds to 'more short-lived')

Exercise 9

Answers can be given in any order.

1–3:

- a (*It's true that there are more celebrities around than ever before*)
- c (*Famous people are everywhere and although we know nearly all there is to know about these people – their lives are splashed all over magazines and television – they've retained their mystery.*)
- e (*One day a person is famous and the next they are forgotten.*)

4–6:

- b (*In fact, the paparazzi, who photograph the rich and famous, are often seen as figures of hate for this. They come off much worse in the end, because they are so disliked by the public and celebrities.*)
- c (*And who pays for this? Well, all of us. Cinema and concert ticket prices have risen and DVDs cost more than ever.*)
- d (*... the rewards go to only a small elite ... but they miss a lot of the creative talent in the industry, like the people who write the screenplays. They are still on the same salary they were on ten years ago.*)

Part 3: Exam practice

Questions 1–3

Answers can be given in any order.

- B, F (*The scheme has been great for tourism, but it was really started to raise awareness of the rich history of Sydney, [B] both locally [F] and nationally, and we think we've managed to do this.*)
- C (*We also wanted to make people aware of the impressive list of important people who have lived in this city, and we've certainly achieved that.*)

Incorrect answers:

- A (Tourism has benefited, but this was not one of the reasons for starting the scheme: 'The scheme has been great for tourism, but it was really started to raise awareness of the rich history of Sydney ...')
- D (The scheme has been good for publicity, but publicity was not one of the original aims.)
- E (Again, the scheme has helped to preserve old buildings but it was not one of the reasons for starting the scheme: 'Quite independently of our original aims, the scheme has also helped preserve some of the older and more important buildings in Sydney'.)

Questions 4–6

- 4 C (*It has been really wonderful in highlighting our past.*)

Incorrect answers:

- A (Although the scheme has helped tourism, we do not know if has actually increased the amount of tourism in the area.)
- B (There is no mention of people who have become better known as a result of the scheme.)
- 5 C (*A plaque can only be given to a person who is famous and has achieved something out of the ordinary, like an important politician or world-record-breaking sportsman for example.*)
- A (*If you want to nominate someone for a plaque you just need the person's name, where they lived and you need three signatures to approve your application*)
- B (The role of the panel is to check that the data submitted is correct, not to approve nominations: 'Our panel then checks that all the data you've submitted is correct and hopefully, within a year a new plaque will be erected.')
- 6 A (*Whereas in the past the tourist board put in the majority of funding, now public donations count for sixty-five percent of all total funds!*)

Questions 7–10

- 7 D (*For example, if they are interested in famous sports personalities, they can do a tour following the red plaques (the colour we are aiming to use for these people).*)
- 8 A (*We are thinking of using grey plaques to signify people who have done important work within the government*)

- 9 B (*We are thinking of using ... white plaques for those who have done good works in the community.*)
 10 E (*Lastly, our green plaques we think will be very popular, these will be for painters and sculptors*)

Exam tutor

- Strategies you should use include reading the instructions carefully, predicting answers and thinking of what types of words can go in the answers (for completion questions), thinking about key words to listen for and how options might be paraphrased.
- The answer keys outline how the answers (and questions) were paraphrased in the audio.
- The plaque colours (e.g. red plaque) were stated directly in the recording.
- The answers should be letters (e.g. B).
- A lot of the information you hear will be paraphrased from the question paper, so it will lead you to the right answers.

Unit 7

Part 1: Language development

Word forms related to energy

Exercise 1

Nouns: chemical, electricity, fuel, gas, heat, liquid, metal, oil, oxygen, substance

Verbs: boil, burn, cool, freeze, fuel, heat, melt, oil

Adjectives: chemical, cool, nuclear, solar

Exercise 2

- An effective way of producing power is to use solar energy.
- At the North and South Poles, water becomes so cold that it freezes.
- If you heat water to 100 degrees Centigrade, it boils.
- This power station uses nuclear energy to generate electricity.
- Oil is a substance found under the surface of the earth.
- In order to make a fire, some kind of fuel such as wood is needed.
- If you oil an engine, it will function more effectively.
- Refrigeration is the main method of cooling food.

Reported speech

Exercise 3

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

Exercise 4

- confirmed / announced / claimed
- denied
- recommended
- warned
- persuaded

Exercise 5

- claim
- fossil
- run out
- Solar power
- recommended
- argued
- nuclear
- radioactive waste
- contamination

Part 2: Skills development

Identifying opinions

Exercise 1

1 A 2 A 3 NS 4 D 5 D 6 A 7 NS 8 D 9 A 10 NS

Exercise 2

- I'm not convinced that... I couldn't agree more. For me, clearly the best option for...
I'm with you on that. What I particularly like about...
I wouldn't like to say.
- No, the speaker says: "I'm not convinced that it's a great plan."
- Yes, the speaker says: "I couldn't agree more."
- Yes, they say: "For me, geothermal energy is clearly the best option for governments to invest in for the future." and "I'm with you on that."
- No, the second speaker says: "I wouldn't like to say."

Pronunciation: Vowel sounds

Exercise 3

- choose (long)
- warned (long)
- audience (long)
- statistics (short)
- delete (short)
- crucial (long)

Main and supporting ideas

Exercise 4

- S
- M
- M
- S
- M
- S

Exercise 5

- general
- specific (for 1 and 2 you need two adjectives that describe the reading list. The tutor says: "This list should be general to give you some background... also be specific to the actual energy source you've chosen")

- 3 make notes (*while reading* in the flow chart is paraphrase as *as you read* in the audio)
- 4 (kind of) system (*recording ideas* in the audio is similar to *organising notes*)
- 5 relevance (*notes and reading* is paraphrased in the audio as *material*)

Answering accurately

Exercise 6

- 1 The answers will be verbs or nouns which refer to methods.
Possible answers: use / using less lighting, turn / turning down heating, recycle / recycling
- 2 The answers will be types of fuels which can be seen as negative.
Possible answers: carbon dioxide, oil, gas, nuclear waste
- 3 The range of possible answers is much wider grammatically and thematically in this question compared to questions 1 and 2.
Possible answers: high demand, expensive production, political tension, limited production

Exercise 7

solar (*I am going to choose solar*); bio fuels / biofuels (*I also want to talk about bio fuels*); nuclear (*I've decided to do nuclear*.)

Exercise 8

- 1 background details
- 2 diagrams

Exercise 9

- 1 j, k, l (The word must be a noun that refers to a type of academic discussion.)
- 2 a, c, e, g (The word must be an adjective because it comes before the noun 'energy'. Note that in terms of context, only a, c and g are possible.)
- 3 a, c, e (The word must be an adjective because it comes before the noun phrase 'energy source'.)
- 4 b, d, f, h, i, (The word must be a noun because there is an article 'the' before it. Note that in terms of the context, only d and i are possible.)
- 5 f, j (The word must be a singular or uncountable noun because there is an adjective before it ('academic') and the verb 'appears' is singular.)

Exercise 10

- 1 l 2 c 3 d 4 a 5 f

Part 3: Exam practice

Questions 1–4

- 1 less reliable (Phil doubts that all forms of renewable energy are beneficial 'because they aren't always constant and so they become less reliable'. *Aren't always constant* cannot be an answer because it is three words)

- 2 (generally / very) expensive (*problem* is paraphrased as *drawback* in the audio)
- 3 critical analysis
- 4 read widely

Questions 5–7

- 5 daylight (*calculate* is paraphrased as *working out* in the audio)
- 6 country (*entire* is paraphrased as *whole* in the audio)
- 7 willing to

Questions 8–10

- 8 E (Secondly, we'll take solar as an example and do a cost prediction...)
- 9 C (...some statistics from the government...)
- 10B (highlight any differences. Here, differences is a paraphrase of discrepancies)

Exam tutor

- 1 The instructions tell you how you should answer the questions, including things like format and number of words allowed.
- 2 Check your spelling against the answer key. Remember, if you didn't spell it correctly, it's not right.
- 3 Usually the main points are the words on the flow chart. Listening for signposting like 'then' or the 'next step' usually introduces a main point which is then followed by further information.
- 4 Thinking about the grammar of the sentences and the missing word forms can tell you what kind of answer you need.
- 5 From phrases to say whether they agree or disagree (e.g. I couldn't agree more!) or their intonation.

Unit 8

Part 1: Language development

Migration vocabulary

Exercise 1

- 1 h 2 i 3 e 4 b 5 g 6 f 7 a 8 k 9 j
10 c 11 d

Exercise 2

- 1 migrating
- 2 monarch
- 3 colony
- 4 heritage
- 5 Overpopulation
- 6 Demographic

Language of change

Exercise 3

Change in appearance: restore, distorted, manipulated, shrink

Change in quality: restore, amended, manipulated, deteriorated

Change in quantity: manipulated, boomed, diminished, eradicated, shrank, tailed off

Exercise 4

- 1 deteriorated
- 2 restored
- 3 shrunk
- 4 tail off

Part 2: Skills development

Pronunciation: Word and sentence stress

Exercise 1

- 1 civilian
- 2 demographic
- 3 indigenous
- 4 migration
- 5 population
- 6 heritage
- 7 ancessor
- 8 chronologically
- 9 colony
- 10 colonialism

Exercise 2

- 1 Due to the increasing number of people moving abroad for work purposes, home is something that is difficult to define.
- 2 One of the most important factors which causes people to move to a different city or country is employment.
- 3 Migration has been occurring since the beginning of humankind's habitation of the planet and is likely to continue for many generations to come.
- 4 The indigenous people of South America have not changed their way of life for centuries and continue to resist the effects of globalisation.
- 5 Our ancestors were nomadic people who moved from place to place in search of food and shelter.

Identifying paraphrased chunks

Exercise 3

The list of families is more likely to be paraphrased because the list A–C contains names of places, which cannot be changed. In classification questions names of people or places or specific objects will usually not be paraphrased.

(Suggested answers)

- 1 Families with average incomes / Families who are comfortable financially
- 2 Wealthy couples without children / Rich childless families
- 3 Couples who no longer work / People who receive a pension / Those in retirement
- 4 Families with low incomes / Families who work in blue collar jobs
- 5 Wealthy households / Families who are very well off

Exercise 4

- 1 C (*require payment* in the question option is paraphrased in the audio as *you have to pay a registration charge*)
- 2 C (*'require payment* in the question option is paraphrased in the audio as *and therefore accessing the site will cost you.*)
- 3 A (*free to access* in the question option is paraphrased in the audio as *can access all their resources without payment*)
- 4 A (*free to access* in the question option is paraphrased in the audio as *you don't have to pay or register*)
- 5 B (*academic use only* in the question option is paraphrased in the audio as *it can only be accessed by those studying or researching in higher education*)

Ordering information

Exercise 5

- 1 e 2 b 3 a 4 d 5 f

6 c (Use the arrows to help you. Remember that results are often talked about AFTER the causes, and often we order information from left to right and top to bottom.)

Exercise 6

- 1 being suspicious / suspicious of people (the speaker says "...negative – being afraid and being suspicious of people" fear is on the diagram, so the answer must be suspicious.)
- 2 beliefs and values (the speaker lists these positive factors, "...The influence of family relationships, climate, beliefs and values, and the ability to communicate in the language of the new culture have wide ranging effects")
- 3 listen (The point before in the question is 'watch people'. This is paraphrased by the speaker as 'observing people')
- 4 isolation (This box describes the negative effect, so we are looking for a negative word. The speaker says "...it usually deteriorates quickly into isolation.")

Using existing information

Exercise 7

The 1844 Naturalisation Act was designed to know more about immigrants as they had to give their personal information when they arrived in Britain.

(Suggested answers)

When immigrants arrived in Britain, they had to give their personal information under the 1844 Naturalisation Act so that the government could find out more about them. So that the government could find out more about them, when immigrants arrived in Britain, they had to give their personal information under the 1844 Naturalisation Act.

Exercise 8

- 1 register (*on arrival* in the question paper is paraphrased as 'when they arrived' in the audio)
- 2 5 / five years (*resident* in the question paper is paraphrased as *lived in the country* in the audio)
- 3 spies, (*prevent* in the question paper is paraphrased as *stop* in the audio)
- 4 British Nationality
- 5 work permits ('obtain' in the question paper is paraphrased as *get* in the audio)

Part 3: Exam practice

Questions 1–3

- 1 sent home (If someone does not pass something they are then 'rejects' as outlined on the test paper. The speaker says, "Anyone who did not pass the medical examination was refused entry to New York and sent home on the next available ship...")
- 2 Legal examination (the speaker says, "If the examination was passed, immigrants were required to take a further examination, this time a legal examination...")
- 3 Ferry (The stage before is wait, so the answer is the action after 'wait'. The speaker says "immigrants were told to wait – this wait could be as long as five hours – before boarding a ferry to take them to New York City.")

Questions 4–6

- 4 A
- 5 D
- 6 C

Questions 7–10

- 7 shipbuilding (The speaker says, "shipbuilding in the 1900s.")
- 8 2.3 million (looking at the table we can see we need an amount, as the others in the row are amounts. The speaker says "...which has been steadily increasing over the past hundred years from 1.5 million in 1900, to two million in the middle of the twentieth century, to the 2.3 million inhabitants today.")
- 9 car or bus (the speaker says, "Prior to this, at the beginning of the twentieth century, the only means of transportation was by car or bus via the Brooklyn Bridge.")
- 10 restoration (The speaker says, "The modern-day equivalent of this is the restoration of Prospect Park, which has brought more middle-income families into the area." Modern day means current)

Exam tutor

- 1 They tell you the format you need to answer in, including the number of words (where applicable).
- 2 They tell you the order of the diagram.
- 3 There are many ways to paraphrase. You should probably think of at least two or three.
- 4 It can tell you what kind of information goes in the spaces and what the format of the information should be.
- 5 If you answer in an incorrect format, you will not get the mark. You must follow the instructions.

Unit 9

Part 1: Vocabulary

Health and fitness vocabulary

Exercise 1

- 1 instructor
- 2 recommendations
- 3 running
- 4 healthy
- 5 exercising
- 6 fit

Adjectives and prepositions

Exercise 2

- 1 d 2 f 3 b 4 h 5 c 6 g 7 a 8 e
- 1 predominant in
 - 2 proportional to
 - 3 confined to
 - 4 compatible with
 - 5 optimum (no dependent preposition)
 - 6 monotonous (no dependent preposition)
 - 7 hostile to
 - 8 immune to

Exercise 3

- 1 predominant
- 2 proportional
- 3 monotonous
- 4 compatible
- 5 immune
- 6 optimum

Exercise 4

- 1 prompted
- 2 incentive
- 3 stems
- 4 pinpoint
- 5 coincided

Part 2: Skills development

Pronunciation: Changing sounds

Exercise 1

- 1 can meet
- 2 want different
- 3 ten bottles
- 4 tallest building
- 5 white paper
- 6 must take

Key words and paraphrasing

Exercise 2

(Suggested answers)

- 1 Where was John born?
- 2 Why does he love going to the gym?
- 3 What time does he usually arrive at the gym?
- 4 How often does he go to the gym?
- 5 What unusual thing happened to him on his last visit?

Exercise 3

(Suggested answers)

- 1 Where is John's place of birth? / Where does John come from?
- 2 What reason does he give for his love of the gym?
- 3 What time does he normally get to the gym?
- 4 How many times a week does he exercise?
- 5 What strange / odd incident did he experience the last time he went?

The order would probably be: B, D, E, C, A.

Exercise 4

- 1 not answered
- 2 It gives him energy. (the speaker says "I enjoy it because it gives me so much energy for the day". To enjoy something is to have a love of something)
- 3 5.30 a.m. (*arrive* in the question is paraphrased as *get here* in the audio)
- 4 not answered
- 5 There was a fire alarm and the sprinklers went off. (*an unusual thing* is paraphrased as *a funny thing* in the audio)

Focussing on labels

Exercise 5

Purpose of the diagram: b (all the labels indicate the parts)

Flow: b

Type of answer:

Question 1: an adjective

Question 2: an adjective (If you look at the other labels, you will see that they are all adjective + noun. In questions 1 and 2, the noun is given, so the answer will very likely be an adjective.)

Question 3: a noun / an adjective (For question 3 the answer will very likely be an adjective + noun combination to follow the other labels. Note that no labels have articles (*a / an / the*), so you do not need to use them.)

Exercise 6

- 1 digital (it is clear you need to use an adjective as there is a noun 'screen' after the space and no verbs are in any other label)
- 2 durable (make sure you have spelled this word correctly)
- 3 side supports (this is the final label on the image and the speaker says "The final feature I should point out to you are the side supports ...")

Understanding form categories

Exercise 7

- 1 g
- 2 d (This is different from the exact age, e.g. 27. An age group is a range of ages e.g. 21–30)
- 3 h 4 f 5 a 6 c 7 e 8 b

Exercise 8

- 1 none (there are no other words that are acceptable for that space)
- 2 swimming ('swim' would be incorrect grammatically. The speaker says she has stopped playing tennis so this cannot be the answer)
- 3 (improve) fitness (the receptionist asks why she has decided to join. This requests the reasons for joining)

Checking answers

Exercise 9

- 1 b 3 e 4 d 5 c 6 a 8 f

(Suggested answers)

- 1 twice a week
- 3 9.30
- 4 Tom, Barbara, Jenny
- 5 yoga, aerobics
- 6 Wednesday
- 8 staff evening off

Exercise 10

- 1 dance / kickboxing (they are not separated by 'and' in the audio so you cannot add 'and' here)
- 2 too hard
- 3 (a) conference (she says "I've got to go to a conference next week")

Part 3: Exam practice

Questions 1–3

- 1 0498355521 (the receptionist repeats the wrong number, 31, and Brad corrects it, "No, uh, it's 2–1 at the end.")
- 2 silver (membership) (He says "I'll just take the silver")
- 3 11 / 11th

Questions 4–7

- club lane (the receptionist describes this as the *far right lane*)
- school groups (the receptionist describes this as 'the smaller area sectioned off nearly halfway across the pool')
- free swimming (this is described as being at the other end from the school groups)
- toddlers' pool (this is described as 'the little round pool')

Questions 8–10

- evenings / Sundays (he says 'Most likely in the evenings. I'd like to come on Saturdays, but I often work then, so I think I'll have to miss that day and then come on Sundays.')
- (the) television advert (*prompted me* in the audio is synonymous with *convinced him* in the question)
- (reach) optimum fitness (an aim is something that someone wants to achieve)

Exam tutor

- Two answers were numbers (1 and 3).
- They were all nouns.
- They can tell you what type of information you are listening for.
- Two times visit gym / What convinced Smith's gym / What achieve at gym
- You should check all your answers. Check that they have followed format, that they correspond to the right number, that they are spelled correctly, that they follow the instructions.

Unit 10

Part 1: Vocabulary

Business vocabulary and spelling

Exercise 1

- collaborate
- commission
- franchise
- audit
- restructure
- revenue
- subsidiary
- thrive

Exercise 2

1 d 2 e 3 h 4 g 5 b 6 c 7 f 8 a

Vocabulary for business actions and processes

Exercise 3

1 e 2 c 3 h 4 a 5 g 6 b 7 d 8 f

Exercise 4

- collaborate / interact / cooperate
- optimises / maximises
- revenue
- restructured
- resolve / settle

Exercise 5

- A **takeover** is the act of gaining control of a company by buying more of its shares than anyone else. A **merger** is the joining together of two separate companies or organizations so that they become one.
- The **turnover** of a company is the value of the goods or services sold during a particular period of time. A **profit** is an amount of money that you gain when you are paid more for something than it cost you to make, get, or do it.
- The **gross profit** is the total amount of profit before any money has been taken away (e.g. through taxes). The **net profit** is the profit which remains when everything that should be subtracted from it (e.g. taxes) has been subtracted.
- If someone has **copyright** on a piece of writing or music, it is illegal to reproduce or perform it without their permission. A **trademark** is a name or symbol that a company uses on its products and that cannot legally be used by another company.
- Marketing** is the organisation of the sale of a product, for example, deciding on its price, the areas it should be supplied to, and how it should be advertised. **Advertising** is the activity of creating advertisements and making sure people see them.
- People or organisations that **go bankrupt** do not have enough money to pay their debts. If you are **made redundant**, your employer tells you to leave because your job is no longer necessary or because your employer cannot afford to keep paying you.

Exercise 6

1 e 2 g 3 b 4 f 5 d 6 h 7 a 8 c

Exercise 7

- entrepreneurs
- founders
- employees
- auditor(s)
- manager
- assistant

Collocations related to business

Exercise 8

1 c 2 f 3 d 4 e 5 a 6 g 7 h 8 b

Exercise 9

- 1 close a deal
- 2 signing contracts
- 3 raise any points
- 4 send (them) an email
- 5 minutes the / your meeting

Part 2: Skills development

Types of paraphrasing

Exercise 1

- 1 Working in a hotel is more interesting than working in a bank.
- 2 Both managers and staff in the catering industry earn low salaries.
- 3 Only a few of the company's employees have (any / some / a lot of) experience in IT.
- 4 The staff kitchen isn't often clean.
- 5 The meeting wasn't managed well.

Exercise 2

- 1 Their finances are audited by an outside accounting company.
- 2 The travel industry involves working long hours although it sounds glamorous. / 2 The travel industry sounds glamorous although it involves working long hours.
- 3 Designing modern office buildings is a task (which is challenging).
- 4 Employees were warned about impending job losses by their managers.

Understanding tables

Exercise 3

- 1 a (the adjective, *Useful*, should be used to describe the nouns, *Travel Company*)
- 2 b (it is not just one holiday, it is a type)
- 3 a (person is singular, so we must use people)
- 4 a (a department name is always a noun)
- 5 a (*responsible* is the adjective, and we say *responsible for sth*)
- 6 b (we know which city centre, therefore *the* is correct)

Pronunciation: Changing sounds (2)

Exercise 4

- 1 all (you can hear a / w / sound)
- 2 so (you can hear a / w / sound)
- 3 saw (you can hear a / r / sound)
- 4 other (you can hear a / j / sound)
- 5 media (you can hear a / r / sound)

Exercise 5

- 1 assistant (the speaker says, *each of the current team managers will need an assistant and these positions will be internal appointments.*)

- 2 ranges (the speaker says, *Their target will be to design and create two new ranges of products this year*)
- 3 (client) support (the speaker says, *Ian's team will also be upgrading our client support package to facilitate twenty-four-hour access, seven days a week*)

Synonyms

Exercise 6

(Suggested answers)

- a is activated: sounds / goes off / starts
- b make their way to: go to / head in the direction of / walk to / proceed to
- c Once outside: When (you are) out of / After leaving / After exiting
- d direct them: show them to / give them directions to / point them towards
- e who is responsible for: who is in charge of
- f left: gone out of / vacated / made their way out of / exited
- g safe to return: all right to go back / no longer dangerous to return / safe to re-enter / not dangerous to go inside

Exercise 7

- 1 a test
- 2 personal belongings (*do not waste time* in the summary is paraphrased in the audio as *It's vital that you do not spend time*)
- 3 fire marshals (*Once outside the building* in the summary is paraphrased as *When you have left the building*)
- 4 missing people (*report someone to someone* is paraphrased as *tell someone of something / somebody* in the audio')

Rephrasing categories

Exercise 8

(Suggested answers)

- 2 Which person, Sarah, Brian or Helen, makes the reservations for meeting rooms?
- 3 Which person, Sarah, Brian or Helen, sends weekly email updates to all staff in the company?
- 4 Which person, Sarah, Brian or Helen, liaises with the cleaning staff?

Exercise 9

(Suggested answers)

- 1 Which advertising medium, newspapers, television, or the internet, will the company be using to advertise children's toys?
- 2 Which advertising medium, newspapers, television or the internet, will the company be using to advertise baby clothes?
- 3 Which advertising medium, newspapers, television or the internet, will the company be using to advertise maternity clothes?
- 4 Which advertising medium, newspapers television or the internet, will the company be using to advertise baby food?

Answers:

1 A 2 A 3 C 4 B

Part 3: Exam practice

Questions 1–3

- 1 consultancy system (*established* in the question is paraphrased as *create* in the audio)
- 2 \$5,000,000 / five million dollars (revenue is an amount of money so we know that we should listen for an amount)
- 3 headquarters (located in the question tells us we are looking for a building in Sydney. This is paraphrased in the audio as *allowed us to build our brand new headquarters here in Sydney*)

Questions 4–6

- 4 C (the speaker says, *it's Melbourne that's the gateway to international connections, and therefore we've decided to move all marketing operations there.*)
- 5 B (the speaker says, *As a result, staff training will no longer be here in Sydney but instead will take place in the Perth office, where new facilities have been installed.*)
- 6 A (the speaker says, *Currently, each office has its own admin department. However, this is proving to be less efficient than we would like. In order to resolve this situation, all these functions will now be centralised here in Sydney.*)

Questions 7–10

- 7 subsidiary (*create* in the summary is paraphrased as *set up* in the audio)
- 8 employees (*recruited* in the summary is paraphrased as *taking on* in the audio)
- 9 10% / 10 percent / ten percent / ten per cent (*raised* in the summary is paraphrased as *increase* in the audio)
- 10 relocation package (the speaker says, *I know that some people are worried about the financial aspects of having to move to another city as part of the restructure, so Benchmark will be providing a relocation package to all employees thus affected*)

Exam tutor

- 1 Numbers or words.
- 2 The summary you see is shorter than the information you hear.
- 3 Questions 1 to 3 are likely to be nouns because there are adjectives before, question 2 is likely to be a number.
- 4 You write the letter, as the instructions indicate.
- 5 Yes. This is what makes these questions even more difficult. E.g. As a result, staff training will no longer be here in Sydney but instead will take place in the Perth office, where new facilities have been installed.

Unit 11

Part 1: Vocabulary

Words related to communication

Exercise 1

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

Exercise 2

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

Exercise 3

- 1 dialect
- 2 sign language
- 3 Rhetoric
- 4 connotations
- 5 transcription
- 6 bilingual

Language for agreement and disagreement

Exercise 4

Angela: I thought the lecture on UK regional accents had some credible points about the ways in which English is changing.

Kevin: To be honest, I'm a little bit sceptical of some of the evidence. It seemed to me that their predictions were insufficiently detailed.

Angela: Really? I thought the research methodology appeared to be logical. Maybe the researchers were just cautious with their predictions for the future of English.

- 1 No
- 2 Positive: Angela, Negative: Kevin
- 3 Angela: credible, logical, cautious (They are positive and show Angela thought the lecture was good.)
- Kevin: sceptical, insufficiently (They are negative and show that Kevin disagrees with Angela.)

Exercise 5

1 P 2 N 3 P 4 P 5 N 6 P 7 N 8 P 9 N 10 P

Part 2: Skills development

Pronunciation: weak forms

Exercise 1

- 1 When I was living in Ireland, it was quite difficult to understand the local accent.
- 2 Do you think it's important to sound like a native speaker?
- 3 I would have learnt Latin but it wasn't an option when I was at school.

Exercise 2

- 1 Many of the dialects in the world are gradually dying out.
- 2 Can you recommend ways in which I can improve my listening skills?
- 3 I'm researching minority languages for my essay so I went to the British library to find out more information.

Pronunciation: Connected speech

Exercise 3

- 1 It sounds more natural the second time.
- 2 There are many South American Indian languages, none of which are related to Spanish.
- 3 Studying accents is a good way to understand if a language is changing or not.

Pronunciation: Disappearing sounds

Exercise 4

- 1 I stopped taking Greek lessons soon after I left school.
- 2 How will local languages stay in use if fewer people learn them?

Understanding Diagrams or pictures

Exercise 5

- 1 It shows the percentage.
- 2 None – Welsh, Gaelic, Cornish and Irish are all languages.
- 3 It refers to the recent past.
- 4 a iv b iii c i d ii

Exercise 6

B (the speaker says 'nearly half the minority language speakers in the UK are speakers of Welsh' and 'there are fewer speakers of Gaelic compared to Welsh.')

Positioning

Exercise 7

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

Exercise 8

- 1 central (from the image we can see that the arrow is pointed to near the centre, so central regions makes sense)
- 2 dialect (to indicate position the speaker says 'of the north west')
- 3 language (to indicate position the speaker says 'the north east')
- 4 official (to indicate position the speaker says 'other language in the north east.')
- 5 quickly (to indicate position the speaker says 'in the south ...')

Exploring options

Exercise 9

- 1 c 2 d 3 b 4 e 5 a

Exercise 10

- B (the tutor suggests the things they talked about in last week's seminar: communication and relationships between companies and their workers)
D (the tutor leads the student to remember the usefulness of online discussion groups. This is a part of social networking)

Part 3: Exam practice

Questions 1–2

- 1 A (one student says ... "the three languages we're most interested in are more widely spoken in Canada than Mexico so I think we should go there instead.")
- 2 C (one student says ... "young people under the age of twenty-five use both Na-Dene and Salishan more than Algic." Algic is smallest in C)

Questions 3–6

(In any order) A, B, D, F (the students mention family, job creation (employment), people who leave the country (emigration), language policy)

Questions 7–10

- 7 reservation (the speaker mentions the south-west corner)
- 8 North County (the speaker mentions the eastern mountains)
- 9 managing director (the speaker says head south-east)
- 10 Sun City (the speaker says south-central)

Exam tutor

- 1 Four.
- 2 It is very important. You should follow the word limit. Alternative options or extra words within that count are indicated by brackets, e.g (alternative) solutions
- 3 South west, South east, South central, Eastern
- 4 When the recording has finished, check your answers. Check they are grammatically correct, that you have answered in the correct format and followed the instructions. Check that any written words are spelled correctly.
- 5 You can write on the question paper, but you must put your answers on the answer paper. You will have time to do this at the end. Check you have transferred the information accurately. You have 10 minutes, so be careful.

Unit 12: Practice exam

Section 1

Questions 1–3

- 1 C 2 B 3 B

Questions 4–7

- 4 14 Brightwell Avenue
- 5 032217774
- 6 (early) morning
- 7 32.25

Questions 8–10

- 8 (the) Changing Rooms
- 9 (the) Shoe Department
- 10 (the) Cash Desk

Section 2**Questions 11–13**

- 11 Midday
- 12 (The) shopping district
- 13 (The) Military Museum

Questions 14–17

- 14 C 15 A 16 C 17 B

Questions 18–20

- 18 the driver
- 19 7.00 / 7 / seven
- 20 discounts

Section 3**Questions 21–23**

- 21 nocturnal
- 22 visual aids
- 23 narrow down

Questions 24–26

- 24–26 (in any order): D, E, G

Questions 27–30

- 27 long strides
- 28 doughnut-shaped / donut-shaped / doughnut shaped / donut shaped
- 29 lower
- 30 retractable

Section 4**Questions 31–34**

- 31 (temporary) hours
- 32 stone
- 33 geographical positioning
- 34 decorative

Questions 35–37

- 35 individuals
- 36 globalisation
- 37 (70) laboratories

Questions 38–40

- 38 A 39 B 40 E



Sample IELTS Listening answer sheet



IELTS Listening Answer Sheet



Candidate Name

Candidate No. Centre No.

Test Date Day Month Year

Listening Listening Listening Listening Listening Listening Listening

	Marker use only		Marker use only
1	1 <input type="checkbox"/> <input type="checkbox"/>	21	21 <input type="checkbox"/> <input type="checkbox"/>
2	2 <input type="checkbox"/> <input type="checkbox"/>	22	22 <input type="checkbox"/> <input type="checkbox"/>
3	3 <input type="checkbox"/> <input type="checkbox"/>	23	23 <input type="checkbox"/> <input type="checkbox"/>
4	4 <input type="checkbox"/> <input type="checkbox"/>	24	24 <input type="checkbox"/> <input type="checkbox"/>
5	5 <input type="checkbox"/> <input type="checkbox"/>	25	25 <input type="checkbox"/> <input type="checkbox"/>
6	6 <input type="checkbox"/> <input type="checkbox"/>	26	26 <input type="checkbox"/> <input type="checkbox"/>
7	7 <input type="checkbox"/> <input type="checkbox"/>	27	27 <input type="checkbox"/> <input type="checkbox"/>
8	8 <input type="checkbox"/> <input type="checkbox"/>	28	28 <input type="checkbox"/> <input type="checkbox"/>
9	9 <input type="checkbox"/> <input type="checkbox"/>	29	29 <input type="checkbox"/> <input type="checkbox"/>
10	10 <input type="checkbox"/> <input type="checkbox"/>	30	30 <input type="checkbox"/> <input type="checkbox"/>
11	11 <input type="checkbox"/> <input type="checkbox"/>	31	31 <input type="checkbox"/> <input type="checkbox"/>
12	12 <input type="checkbox"/> <input type="checkbox"/>	32	32 <input type="checkbox"/> <input type="checkbox"/>
13	13 <input type="checkbox"/> <input type="checkbox"/>	33	33 <input type="checkbox"/> <input type="checkbox"/>
14	14 <input type="checkbox"/> <input type="checkbox"/>	34	34 <input type="checkbox"/> <input type="checkbox"/>
15	15 <input type="checkbox"/> <input type="checkbox"/>	35	35 <input type="checkbox"/> <input type="checkbox"/>
16	16 <input type="checkbox"/> <input type="checkbox"/>	36	36 <input type="checkbox"/> <input type="checkbox"/>
17	17 <input type="checkbox"/> <input type="checkbox"/>	37	37 <input type="checkbox"/> <input type="checkbox"/>
18	18 <input type="checkbox"/> <input type="checkbox"/>	38	38 <input type="checkbox"/> <input type="checkbox"/>
19	19 <input type="checkbox"/> <input type="checkbox"/>	39	39 <input type="checkbox"/> <input type="checkbox"/>
20	20 <input type="checkbox"/> <input type="checkbox"/>	40	40 <input type="checkbox"/> <input type="checkbox"/>

Marker 2 Signature: Marker 1 Signature: Listening Total:



20656



Pronunciation chart

In this book the International Phonetic Alphabet (IPA) is used to show how some words are pronounced. The symbols used in the International Phonetic Alphabet are shown in the table below.

IPA Symbols

Vowel

ɑ:	calm, <u>ah</u>
æ	<u>act</u> , <u>mass</u>
aɪ	d <u>ive</u> , c <u>ry</u>
aɪə	<u>fire</u> , <u>tyre</u>
aʊ	<u>out</u> , <u>down</u>
aʊə	<u>flour</u> , <u>sour</u>
e	<u>met</u> , <u>lend</u> , <u>pen</u>
eɪ	<u>say</u> , <u>weight</u>
eə	<u>fair</u> , <u>care</u>
ɪ	<u>fit</u> , <u>win</u>
i:	<u>seem</u> , <u>me</u>

Vowel

ɪə	<u>near</u> , <u>beard</u>
ɒ	<u>lot</u> , <u>spot</u>
əʊ	<u>note</u> , <u>coat</u>
ɔ:	<u>claw</u> , <u>more</u>
ɔɪ	<u>boy</u> , <u>joint</u>
ʊ	<u>could</u> , <u>stood</u>
u:	<u>you</u> , <u>use</u>
ʊə	<u>lure</u> , <u>pure</u>
ɜ:	<u>turn</u> , <u>third</u>
ʌ	<u>fund</u> , <u>must</u>
ə	<u>about</u>

Consonant

b	<u>bed</u> , <u>rub</u>
d	<u>done</u> , <u>red</u>
f	<u>fit</u> , <u>if</u>
g	<u>good</u> , <u>dog</u>
h	<u>hat</u> , <u>horse</u>
j	<u>yellow</u> , <u>you</u>
k	<u>king</u> , <u>pick</u>
l	<u>lip</u> , <u>bill</u>
m	<u>mat</u> , <u>ram</u>
n	<u>not</u> , <u>tin</u>
p	<u>pay</u> , <u>lip</u>
r	<u>run</u> , <u>read</u>
s	<u>soon</u> , <u>bus</u>

Consonant

t	<u>talk</u> , <u>bet</u>
v	<u>van</u> , <u>love</u>
w	<u>win</u> , <u>wool</u>
x	<u>loch</u>
z	<u>zoo</u> , <u>buzz</u>
ʃ	<u>ship</u> , <u>wish</u>
ʒ	<u>measure</u> , <u>leisure</u>
ŋ	<u>sing</u> , <u>working</u>
tʃ	<u>cheap</u> , <u>witch</u>
θ	<u>thin</u> , <u>myth</u>
ð	<u>then</u> , <u>bathe</u>
dʒ	<u>joy</u> , <u>bridge</u>

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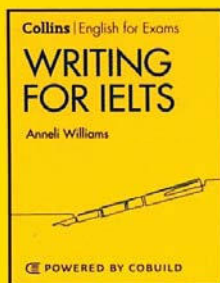
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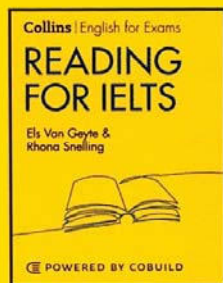
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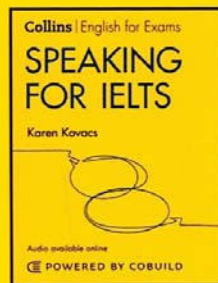
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