

Theme 1: Education – Listening

Exercise A

- Answers depend on students.
- See transcript on page 109.

Exercise B

- 1./2. See transcript on page 109.

Exercise C

- They are both subjects.
- They are opposites.
- A lecturer teaches at a university, but a teacher works in a school.
- In charge of* goes with a place or a group of people, whereas *responsible for* goes with an action or a thing.
- They both mean the manager of something, but *head* is a noun so you can say *the head*.
- They are both places to live, but hall of residence is a special place for students.

Exercise D

Answers depend on students.

Exercise E

Answers depend on students.

Exercise F

custom	notes
greetings	<i>Pleased to meet you.</i> <i>How do you do?</i> <i>Hi! / Hello!</i>
handshakes	not with colleagues don't shake hands with other students every time
eye contact	look people in the eye even lecturers
social distance	60 cm, about arm's length
gender equality	male and female equal equal pay
participation	ask questions at the end of lectures take part in tutorials

- Answers depend on students.

Exercise G

word	definition
greetings	It means / is saying hello to someone.
handshakes	It is a way of greeting someone.
eye contact	It means / is looking at someone when you speak to them.
social distance	It means / is how close you stand to someone.
gender equality	It means that men and women are equal.
participation	It means taking part in something.

Exercise H

1.

R	O	Q	T	F	V	Q	C	J	I	K	I	G	C	N
E	S	V	D	S	L	Q	W	J	B	U	R	S	A	R
P	F	A	U	T	L	O	F	R	L	U	X	I	R	B
Z	E	M	R	A	Q	C	O	U	S	L	R	J	E	L
H	V	D	N	F	T	S	E	L	L	A	J	W	U	T
P	H	A	Z	F	S	Y	R	X	R	I	A	Z	G	C
N	W	W	N	E	P	E	A	B	V	C	P	S	O	K
I	C	X	F	R	K	S	I	V	R	M	E	M	T	A
I	M	O	P	P	X	L	Y	W	E	C	Y	Q	Z	P
H	R	C	H	A	N	C	E	L	L	O	R	Q	I	Z
P	L	G	P	D	R	O	P	T	V	W	D	J	V	N
F	R	E	S	H	E	R	W	A	S	I	C	C	M	R
L	E	C	T	U	R	E	R	F	D	E	D	M	N	A
M	W	J	G	R	A	D	U	A	T	E	C	Y	K	L
K	A	L	H	Y	L	D	E	A	N	K	T	H	Y	I

2. people

3.

O	Oo	Ooo	oOo
dean	bursar	graduate	professor
head	fresher	lecturer	
staff		chancellor	

The word that does not fit is *librarian*.

Exercise I

1./2.

O	Oo	oO	Ooo	oOo
fee	deadline	degree	article	assignment
	lecture	research	faculty	projector
	research			semester
	schedule			
	subject			

Exercise J

- 1./2. a. The first *semester* in my country begins in October.
 b. Go to the *bursar* to pay your fees.
 c. I'm doing some *research* to help me with my technology project.
 d. The *dean* is in charge of the Faculty of Education.
 e. An *assignment* is a piece of work that students do on their own.
 f. The *deadline* for the next assignment is on Tuesday.
 g. Speak to the *librarian* to order your books.
 h. A *projector* is a machine for showing PowerPoint slides.
 i. In Britain, the head of a department or faculty is usually a *professor*.

Exercise K

- 1./2. hall of residence / accommodation / campus / resource centre / welfare office / library / food court / gym / crèche / launderette
3. Answers depend on students.
4. a. campus
 b. launderette
 c. library
 d. crèche
 e. hall of residence
5. a. food court: You can buy your lunch here.
 b. gym: This is a place to do exercise.
 c. welfare office: You go here if you have problems.
 d. resource centre: A place with Internet, magazines and printers.
 e. mini-market: You can buy many different things here.

Exercise L

1.

noun	verb
accommodation	accommodate
assignment	a. assign
b. contribution	contribute
participation	c. participate
projector	d. project

- 2./3. a. graduate
 b. staff
 c. research
 d. schedule
 e. lecture

Exercise M

- He's responsible *for* the resource centre.
 - I'm the head *of* your faculty.
 - In other words, she's in charge *of* your fees.
 - The hall of residence is accommodation *for* students.
- Answers depend on students.

Exercise N

- | | | | | | | |
|-----------------|----|-------------|---------------------|---------------------|--|-------------------------|
| <i>subject</i> | | <i>verb</i> | | <i>general word</i> | | <i>more information</i> |
| 1. A food court | is | a place | with many different | restaurants. | | |
- A dean is a *person* in charge of a faculty.
 - A library is a place with many books and magazines.
 - A hall of residence is a place with accommodation for students.
 - A medical centre is a place with doctors and nurses.
 - A sports centre is a place for tennis and football.
 - A graduate is a student / person (at a university) with a degree.
- | | | | | | | |
|----------------|-------|-------------|--|---------------|--|-------------------------|
| <i>subject</i> | | <i>verb</i> | | <i>gerund</i> | | <i>more information</i> |
| 3. Research | means | finding | information in books or on the Internet. | | | |

 - Access means getting into something.
 - Advising means giving help.
 - Disagreeing means having a different opinion / means not agreeing.
 - Participating means doing something with other people.
 - Predicting means guessing the answer to something / thinking about the answer to something.
 - Greeting means saying hello to someone.
 - Socializing means being with other people.

Theme 1: Education – Speaking

Exercise A

Answers depend on students.

Exercise B

See transcript on page 111.

Exercise C

- The symbols are phonetic script. They represent how the word is pronounced.
- it, feet, fill, give
eat, read, feel, meat/meet

Exercise D

- A: How do you feel?
B: I'm really ill.
- A: Did you eat the eel?
B: No, I didn't!
- A: Is he his brother?
B: No, but she's his sister.

Exercise E

Answers depend on students.

Exercise F

good	bad
keep order (= stop bad behaviour)	sarcastic (= make fun of)
explain clearly	belittle children (= make feel small)
show enthusiasm (= like subject, excited about teaching)	unfair (= reward wrong children)
treat children as individuals (know names, personal facts)	give punishments (= bad things, wrong children)
sense of humour (make jokes)	
other ideas <ul style="list-style-type: none"> • eye contact • patient • mark work and return it quickly 	other ideas <ul style="list-style-type: none"> • angry, shout • don't return work • don't explain

Exercise G

Answers depend on students.

Exercise H

1./2. behaviour, college, degree, dictionary, form, graduate, primary, pupil, reward, semester, set, sit, take, tertiary, tutorial

3./4.

O	Oo	oO	Ooo	oOo
form	pupil	degree	graduate	behaviour
set	college	reward	tertiary	semester
sit			primary	
take				

The words that do not fit are: *dictionary, tutorial*.

Exercise I

Answers depend on students.

Exercise J

1. /k/: college /s/: certificate
2. /k/: academic /s/: residencece

3./4.

	/k/	/s/
accommodation	✓	
campus	✓	
centre		✓
certificate		✓
college	✓	
contribute	✓	
cram	✓	
curriculum	✓	
faculty	✓	
lecturer	✓	
participation		✓
residence		✓
secondary	✓	

Exercise K

- is, aren't, weren't, was
- lasts, liked, stays, kept, sat, socializes

3.

subject	verb	complement / object	extra information
Secondary school	<i>is</i>	compulsory	<i>in</i> most countries.
<i>Many</i> children	<i>begin</i>	school	<i>at</i> five.

- 4./5.
- I took eight GCSEs at secondary school.
 - I started school at five.
 - School isn't compulsory after 16.
 - Children don't take exams at nursery school.
 - The exams at 16 were difficult.
 - Classes aren't small at secondary school.
 - Many children begin school at four or five.
 - Many children like their first school.

Exercise L

Answers depend on students.

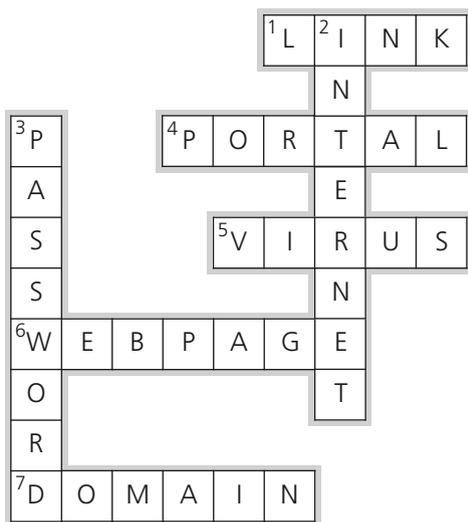
Exercise M

Answers depend on students.

Theme 1: Education – Reading

Exercise A

1.



2.

- research
- website
- program
- wireless
- paste
- attachment
- search engine
- Internet

3.

To use the Internet as a (1) *research* tool, you need to have a (2) *search engine*. This is a computer (3) *program* which allows you to find information on the Internet by visiting different (4) *websites*. You can cut and (5) *paste* information, but of course you must never plagiarize anything you find. You can send data from the Internet as an email (7) *attachment*, using a cable or (8) *wireless* connection.

Exercise B

1.–3. Answers depend on students.

4.

Language laboratory

- The language laboratory is open for 12 hours every weekday.
- The laboratory is open on Sundays.
- You can find the right level by checking the colour tab on the cassette.

Graded readers

- The library is closed at weekends.
- There are only books for beginners and advanced students.
- You can choose any book you like.

Reading research cards

- There are reading cards for intermediate students.
- The reading cards are in filing cabinets.
- There are no reading cards for the *Work and business* theme.

Writing tutor

- a. The tutor is in the library every day except Sunday.
- b. You can see the writing tutor at any time.
- c. You don't need to take anything with you.

T
F
F

5. Language laboratory

The language laboratory is located on the first floor of C Block. It is open from 9.00 a.m. to 9.00 p.m. every day except Sunday. There are listening texts at all levels, from beginner to advanced.

There is a colour tab on the cover of each cassette or CD. Look for the correct colour for your level. Take the cassette or CD to a free booth and listen to the text. Answer the questions. Record your voice and listen to the correct answer. Correct your own answers.

Graded readers

You can find the graded readers in the library. The library is located on the ground floor next to the LRC. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m. There are readers for all levels, from beginner to advanced. There is a colour tab on the back of each book. Look for the correct colour for your level. Find an interesting book for you. We have true stories and fiction.

Take the book to the librarian. You can keep the book for one week. There are questions at the back of each book. Write answers to the questions and take your answers to the librarian. He/she will give you a piece of paper with the correct answers.

Reading research cards

You can find the reading research cards in the library. The library is located on the ground floor

next to the LRC. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m.

There are cards for all levels, from beginner to advanced. They are in filing cabinets on the left by the door. There is a colour tab on each filing cabinet. Look for the correct colour for your level. Find an interesting card for you. We have research cards on all the themes in your course – *Education, Science and nature, The physical world*, etc. Take the card to the librarian and he/she will show you the reference books to use. You cannot take the card out of the library. You will need about one hour to do the research and answer the questions. Write answers to the questions and take your answers to the librarian. He/she will give you a piece of paper with the correct answers.

Writing tutor

You can talk to the writing tutor in the library. The library is located on the ground floor next to the LRC. The tutor is available at the following times:

Monday to Friday: 1.00–2.00 p.m.
Saturday: 2.00–4.00 p.m.

Ask the librarian to book an appointment with the tutor. Take your notebook with you or a sample of your writing – at least two pages. The tutor will talk to you about your writing problems and give you writing tasks.

Exercise C

Answers depend on students.

Theme 1: Education – Writing

Exercise A

1.

verb	noun	adjective
collect	application	interesting
apply	applicant	applicable
delete	collection	appropriate
organize	organization	extracurricula
punctuate	punctuation	secondary
require	surname	
rewrite		

- 2.
- deletion
 - interesting
 - organized
 - requirement
 - required
 - collect

3./4.

ending	noun	adjective	examples
...ion	✓		Answers depend on students.
...ate		✓	Answers depend on students.
...ary		✓	Answers depend on students.
...able		✓	Answers depend on students.
...ant	✓		Answers depend on students.
...ment	✓		Answers depend on students.
...ing		✓	Answers depend on students.

Exercise B

1.

subject	be	extra information
I	<i>am</i>	Cypriot.
<i>He/She</i>	is	18.

subject	present simple	extra information
I	live	in Nicosia.
She	<i>goes</i>	to university.

subject	verb 1	verb 2	extra
I	<i>like</i>	working	with numbers.
<i>He/She</i>	wants	<i>to be</i>	an economist.

subject	present continuous	extra information
I	<i>am studying</i>	Economics.
<i>They</i>	are living	in a hall of residence.

2. Answers depend on students.

Exercise C

At the age of 21, a native speaker of English **knows** / **know** about 90,000 words. This **is** / **are** the average number for university graduates. So if you **are learning** / **learn** English, vocabulary is more important than grammar.

There **are** / **is** many different ways you can improve your vocabulary. However only you can **decide** / **to decide** the best way for you. Here **is** / **are** some useful advice from teachers and learners.

One important part of **remembering** / **remember** new words is repetition. This **means** / **mean** that you say the word again and again. That is quite useful, but it is more important that you **do** / **is doing** different things with the word. For example, **say** / **you say** the new word in sentences. You should also **read** / **to read** it in sentences or a text. Finally **write** / **writing** the word in sentences. A good course book **gives** / **give** you lots of repetition in different exercises. You **should** / **remember** also test yourself regularly.

Here is a great idea for repetition and **testing** / **is testing** of new words. **Buy** / **is** a set of index cards. Write the new word in English on one side and a translation on the other side. When you **practise** / **practises** the words, put them in two groups. One group **will be** / **to be** the words you understand. Put the words you **don't** / **doesn't** understand into the second group. You should practise the second group many times.

Finally, remember that your teachers **can** / **could** only help and advise but you are responsible for **learning** / **learn**.

Exercise D

1. Part-time job: scientific researcher.

2.

Dear sir/madam

My name is Petros Andreou and at the moment I'm ^{living} live in Nicosia, Cyprus. I'm ^{single} ~~single~~ ^{was} I born on 10 September 1991 in Paphos, in the west of Cyprus. My cell phone number is 849752, and my email adress is petrosand@cyprustele.net.

I attended Paphos ^{Primary} ~~primary~~ school from September 1997 to July 2003, and then I moved to Nicosia and attended Kaimakli ^{Secondary} ~~secondary~~ School until 2008. I ^{have} got six IGCSEs in English, Arabic, Maths, Biology, Physics and Geography in 2006, and I ^{graduated in} ~~graduated at~~ 2008 with three 'A' levels: English, Biology and Geography.

Now I'm ^{studying} ~~studing~~ human biology ^{at} to the University of Cyprus, and I'm very keen to ^{apply} ~~applying~~ my new ^{knowledge} ~~knowlege~~ in a more practical way. I want to work in your company because I want to learn more about research.

I enjoy keeping busy in my free time. I like ^{playing} ~~play~~ football and tennis, and I'm also interested in the birdlife in Cyprus. I ^{look} ~~looking~~ forward to hearing from you.

Yours faithfully

Petros Andreou

3.

CAPITAL RESEARCH APPLICATION FORM	
Please complete the form in BLOCK CAPITALS.	
Personal details	
Title	Mr Mr Miss Ms Dr (delete as applicable)
First name(s)	P E T R O S
Surname	A N D R E O U
Status	SINGLE
Place of birth	PAPHOS, CYPRUS
Date of birth (DD/MM/YYYY)	10/09/1991
Nationality	CYPRIOT
Phone	849752
Email	petrosand@cyprustele.net
Education	
Schools	PAPHOS PRIMARY SCHOOL SEPT 1997 – JULY 2003, KAIMAKLI SECONDARY SCHOOL SEPT 2003 – JULY 2008
Current education	UNIVERSITY OF CYPRUS, BSC IN HUMAN BIOLOGY
Qualifications	6 IGCSES: ENGLISH, ARABIC, MATHS, BIOLOGY, PHYSICS AND GEOGRAPHY (2006), 3 A LEVELS: ENGLISH, BIOLOGY AND GEOGRAPHY (2008)
Interests	PLAYING FOOTBALL AND TENNIS, BIRDLIFE

4. Answers depend on students.

Theme 2: Psychology and sociology – Listening

Exercise A

1. friends 2. neighbourhood 3. club 4. family

Exercise B

See transcript on page 111.

Exercise C

- a. sociologist
- b. psychology
- c. primary school
- d. brain
- e. human race
- f. individual

Exercise D

Answers depend on students.

Exercise E

See transcript on page 112.

Exercise F

Psych. = ...	<i>study of mind</i>
Psych. ≠ ...	<i>study of brain</i>
Psych. = understand: the way ... the things ... the things ...	<i>we think</i> <i>we say</i> <i>we do</i>

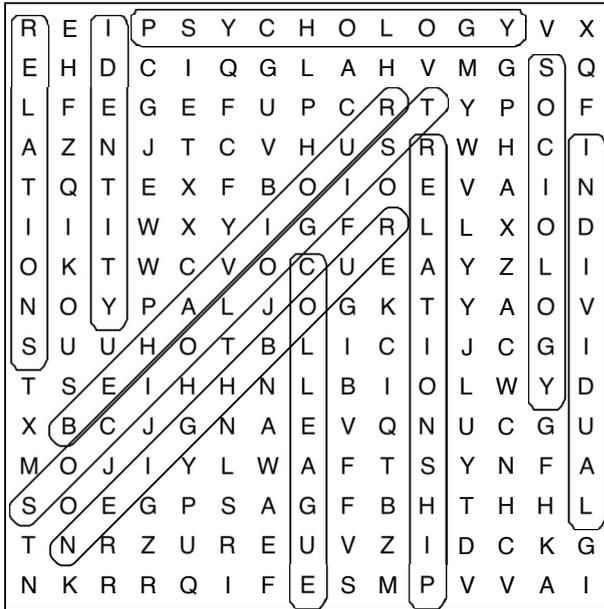
Exercise G

1.

A long time ago ...	Aristotle – first book: <i>Para Psyche</i>
In the 17 th century	Locke + Descartes – ‘mind and body?’
In 1879	Wundt – psychology school
At the end of the 19 th century	Pavlov – ‘How do people learn?’
In the early 1900s	Sigmund Freud – dreams
At the same time	Watson – ‘only study behaviour’
In 1967	Neisser – ‘must study mind’ = cognitive psychology

2. Loftus: She is / was interested in learning. She works / worked with the police.
 Pinker: He is / was a psychology teacher. He does / did research into language and the mind.
 Spelke: She described / describes new ideas about babies. She teaches / taught psychology in the USA.

Exercise H



2. people and things

3./4.

oOo	oOoo	ooOoo
behaviour	relationship	individual
relations	psychology	sociologist
	identity	sociology

The words that do not fit are *colleague* and *neighbour*.

Exercise I

1.

a. brain	race	make	/eɪ/
b. form	draw	your	/ɔː/
c. mind	primary	identity	/aɪ/
d. human	group	rule	/uː/
e. separate	different	diagram	first-syllable stress
f. behave	control	belong	second-syllable stress

- 2./3. Answers depend on students.

Exercise J

	behave	7	individual
3	behaviour	2	mind
1	brain		neighbour
	colleague		primary
10	control		psychology
	different		race
	draw		relations
	form	4	relationship
	group	9	separate
8	human		sociologist
5	identity	6	sociology

Exercise K

1.

behaviour	✓
brain	
mind	✓
century	✓
colleague	
friend	
friendship	✓
human	
identity	✓
sociology	✓
sociologist	
memory	✓
relationship	✓
relation	

2./3.

a. sociology	sociologist
b. psychology	psychologist
c. science	scientist
d. philosophy	philosopher
e. language	linguist
f. medicine	doctor
g. education	teacher / educationalist, etc.
h. history	historian
i. music	musician

Exercise L

	noun	verb
1. act		✓
2. aim	✓	
3. control	✓	
4. form	✓	
5. group		✓
6. start	✓	
7. study	✓	
8. work		✓
9. dream		✓
10. touch		✓

Exercise M

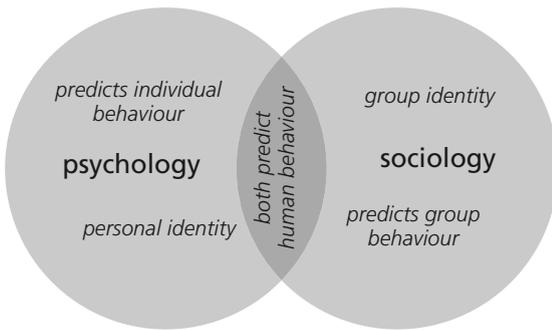
1. He acted in a very strange way yesterday.
2. The aim of the lecture wasn't very clear.
3. She lost control of the car and went off the road.
4. What's the correct form of this verb?
5. Let's group these words together.
6. The start of the lecture was boring but it got better.
7. We've just bought a new desk for the study.
8. People usually work better in a quiet place.
9. Can you dream when you're awake?
10. You can't touch your mind.

Exercise N

1. a. This semester, we have two Psychology lectures a week.
b. I write about 30 emails every day.
c. My tutor always says 'well done' to me at university.
d. I never think about my problems nowadays.
e. She has a lot of friends these days.
f. He knows a lot of facts about science now.
g. The office manager always keeps the keys in the desk.
h. This year, the students take exams at the end of every semester.
2. a. ~~Last semester~~, we had two Psychology lectures a week.
b. Yesterday / last week I wrote about 30 emails.
c. At university / last semester my tutor always said 'well done' to me.
d. In those days / in the past / at one time I never thought about my problems.
e. In the past / in the 1990s she had a lot of friends.
f. In the past, he knew a lot of facts about science.
g. At one time / last year, the office manager always kept the keys in the cupboard.
h. Last year / in 2009 the students took exams at the end of every semester.

Theme 2: Psychology and sociology – Speaking

Exercise A



Exercise B

See transcript on page 113.

Exercise C

Answers depend on students.

Exercise D

Answers depend on students.

Exercise E

Note: In the first sentence, the first syllable in *aggressive* is unstressed, and therefore the letter is pronounced as schwa. /ə/

- An aggressive person acts in one way. /æ/
- It's hard to understand the mind. /ɑː/, /æ/
- Your personality depends on many things. /æ/
- How long does this lecture last?
- The question has two parts. /æ/, /ɑː/

Exercise F

2 syllables	3 syllables	4 syllables
('useful) 'human be'tween 'knowledge	(im'portant) to'gether be'haviour under'stand	(psy'chologist) indi'vidual psy'chology

Exercises G, H and I

Answers depend on students.

Exercise J

- There's not much difference *between* psychology and philosophy.
 - The meaning of the verb *act* is similar *to* *behave*.

- c. Sometimes I enjoy being *on* my own.
 - d. The economy of my country depends *on* tourism.
 - e. I don't like ~~being~~ *with* young children.
 - f. Famous people have a strong influence *on* my life.
 - g. *In* the last few months, my situation has changed.
 - h. Good teachers often smile *at* the children in their class.
 - i. In my class, I often have interesting discussions *with* other students.
2. Answers depend on students.

Exercise K

- 1./2. /z/ /s/ /s/ /s/ /s/
- a. There's not much difference between psychology and philosophy.
 - b. The meaning of the verb act is similar to behave.
 - c. Sometimes I enjoy being *on* my own.
 - d. The economy of my country depends on tourism.
 - e. I don't like being *with* young children.
 - f. Famous people have a strong influence on my life.
 - g. *In* the last few months, my situation has changed.
 - h. Good teachers often smile *at* the children in their class.
 - i. In my class, I often have interesting discussions *with* other students.

Exercise L

- 1./2. Answers depend on students.

Exercise M

- 1./2.
- 1 A: I think we need psychologists and sociologists in our society. They have **the same** / **same** importance. ✓
 You can't say one is more useful **than** / **as** the other. ✓
- B: Yes, that's true. They **two** / **both** study human behaviour. And they can **make** / **to make** the world a better place. ✓
- A: So in some ways, there is no **difference** / **different** between them. ✓
- 2 C: Well, some people say that sociology is **much** / **more** useful than psychology. ✓
 D: Really? Why is that?
 C: Because humans do not live alone. So we must understand group behaviour. Psychologists **can** / **can't** predict group behaviour. ✓

- 3 E: I agree that sociology is different **from / to** psychology. It looks at people in a different **sort / way**.
 F: Yes, but I think we must also study the human mind. Do **psychologists / psychology** have a big influence on sociologists?
 E: **That's / Is** a hard question! I think they **can / can to**.
- 4 G: **Can you explain / You can explain** the difference between *behaviour* and *personality*?
 H: Well, I **think / am thinking** I can. Your behaviour can change but your personality **always is / is always** the same.
 G: OK. I think I understand.

Exercise N

- 1 A: I think we need psychologists and sociologists in our society. They have **the same / same** importance. You **can't** say one is more useful **than / as** the other.
 B: Yes, **that's** true. They **two / both** study human behaviour. **And** they can **make / to make** the world a better place.
 A: So in some ways, there is no **difference / different** between them.
- 2 C: Well, some people say that sociology is **much / more** useful than psychology.
 D: Really? Why is **that**?
 C: Because humans do not live alone. So we must understand group behaviour. Psychologists **can / can't** predict group behaviour.
- 3 E: I agree that sociology is different **from / to** psychology. It looks at people in a different **sort / way**.
 F: Yes, but I think we must also study the human mind. Do **psychologists / psychology** have a big influence on sociologists?
 E: **That's / Is** a **hard** question! I think they **can** **can to**.
- 4 G: **Can you explain / You can explain** the difference between *behaviour* and *personality*?
 H: Well, I **think / am thinking** I can. Your behaviour **can** change but your personality **always is / is always** the same.
 G: OK. I think I **understand**.

Exercise O

1. **Word 1**
 a. I can't get into my flat. I can't find my **key**.
 b. There's an answer **key** at the back of the book.
 c. I just want to **key** this into my computer.
 d. The **key** part of the lesson was on passive verbs.
- Word 2**
 a. Psychology is about the study of the human **mind**.
 b. Do you **mind** if I sit here?
 c. I can't make up my **mind** about the flat.
 d. I can't get that film out of my **mind**.
 e. I don't **mind** a pizza or some pasta.
- Word 3**
 a. The mind **controls** human behaviour.
 b. The car went out of **control** and hit a tree.

- c. We must *control* the amount of energy we use in the home.
- d. The government is in *control* of the situation.

Word 4

- a. Why do people *form* groups?
- b. There are different *forms* of transport.
- c. I really don't like filling in *forms*.
- d. Freud's ideas *form* the basis of psychoanalysis.
- e. Perhaps our personality is *formed* when we are children.

Word 5

- a. Primary groups are usually *linked* in some way.
- b. There is a clear *link* between smoking and cancer.
- c. You can *link* your iPod to the car stereo.
- d. The chain is too long. We need to take out one of the *links*.

Word 6

- a. Did you see the news on TV *last* night?
- b. I didn't stay for the *last* part of the lecture.
- c. The hot weather *lasts* for only a few days.
- d. He's always the *last* to arrive for tutorials.
- e. Put the eggs in the bag *last*.

2./3./4. Answers depend on students.

Theme 2: Psychology and sociology – Reading

Exercise A

1.

<i>un~</i>	adjective
	aggressive
	clever
✓	educated
✓	friendly
✓	happy
✓	helpful
✓	intelligent
✓	kind
✓	likeable
	miserable
	rude
✓	truthful

2.

adjective	abstract noun
aggressive	aggression
educated	education
friendly	friendship
happy	happiness
helpful	helpfulness
intelligent	intelligence
kind	kindness
rude	rudeness
truthful	truthfulness

- 3.
- I am afraid of him because he's always so angry and *aggressive*.
 - I don't enjoy going to that shop because the assistants are so *unhelpful*.
 - I don't believe politicians. There is very little *truthfulness* in their statements.
 - Tim and I were in the same tutor group at university. Our *friendship* began then.
 - Anne is very *intelligent*. She passes all her exams easily.
 - She's *miserable* these days because she's got a lot of problems.
 - Carlos is a very *likeable* person so he's got lots of friends.
 - In Britain, a university *education* is getting more expensive.
 - The receptionist is so *unfriendly*. She never smiles or says 'hello'.
 - The word *sad* is similar in meaning to *unhappy*.

Exercise B

- (1) the same
 - (2) often join
 - (3) because
 - (4) can sometimes kill
 - (5) can also often help
 - (6) Groups often make
 - (7) are always very
 - (8) rarely
 - (9) we can't
 - (10) must choose
- | | |
|-------------------|---|
| 2./3. form (V) | 1. start or develop something |
| socialize (V) | 2. meet people |
| purpose (N) | 3. reason |
| encouragement (N) | 4. something that gives someone hope or confidence |
| support (V) | 5. give active help |
| powerful (A) | 6. strong or great |
| copy (V) | 7. do exactly the same as another person |
| leader (N) | 8. someone who people follow, someone who directs other people |
| status (N) | 9. position or importance of someone in a group |
| image (N) | 10. an opinion people have of a person or group |
| creativity (N) | 11. your ability to think of new ideas or produce something new |
| violent (A) | 12. when a person wants to hurt or kill someone |
- make music, make us lazy, make rules, make decisions, make sure, make the most of
- My older brother always made fun ~~at~~ of me.
 - Crowds of people make ~~my~~ me feel uncomfortable.
 - I haven't ~~made~~ done my assignment yet.
 - Nobody can make you ~~to~~ go to the gym.

Theme 2: Psychology and sociology – Writing

Exercise A

- Answers depend on students.
- ~ness (see table below)
- friendliness* = being friendly; feeling of liking towards somebody
friendship = being friendly; friendly relationship

abstract nouns	adjectives	opposite adjectives
calmness	calm	angry, aggressive, violent, bad-tempered
coldness	cold	warm, friendly, sociable
competitiveness	competitive	uncompetitive
friendliness	friendly	cold, unfriendly, unsociable
happiness	happy	unhappy, sad, miserable
helpfulness	helpful	unhelpful
kindness	kind	unkind, unhelpful
politeness	polite	impolite, rude
rudeness	rude	polite, friendly
shyness	shy	confident
truthfulness	truthful	untruthful, dishonest
weakness	weak	strong, confident

Exercise B

1.	subject	verb	complement / extra information
	Good students	are	hard-working.
	They	are <i>not</i>	lazy.
	They	meet	deadlines.
	They	do not hand in	assignments late.

subject	main verb	second verb	extra information
Good students	like	learning	new information.
They	want	to get	good marks.
They	do not want	to waste	their time at university.

- Good students are enthusiastic about their subject.
 - They want to learn more about their subject.
 - They are not quiet in group work.
 - They do not miss lectures.
 - They prepare for lectures.
 - They find out the subject of each lecture.
 - They study before each lecture.
 - They want to get a good job after university.

- Answers depend on students.

Exercise C

Answers depend on students.

Exercise D

- Groups are very important for people.
- Most people join groups in their lives.
- Some people belong to sports clubs.
- Other people belong to social clubs or theatre societies.
- Many young people form groups to play music.
- Groups often help us to grow as people.
- Groups also help us to develop our abilities.
- People often work harder in a group.
- But groups can sometimes be dangerous.
- Groups can sometimes make bad decisions.
- People often do not question the decisions of the group.
- People sometimes do not take personal responsibility for the decisions of the group.

Theme 3: Work and business – Listening

Exercise A

- See transcript on page 114.
- 3, 4, 1
2, 5, 6

Exercise B

11	'colleagues
4	'customers
1	e'quipment
5	'finish
6	'money
2	in 'order

7	'projects
8	'punctual
12	re'spect
10	'satisfied
3	'systems
9	'workspace

Exercise C

Answers depend on students.

Exercise D

a. If you are ill and can't work,	stay in bed, but phone. ✓	do your work at home.
b. The company doesn't want to	lose money.	waste money. ✓
c. It's important to respect your	managers and colleagues.	colleagues and customers. ✓
d. You're responsible for	your office equipment. ✓	the quality of your work.
e. Organize your files in	alphabetical order.	chronological order. ✓
f. Make sure your workspace is	tidy and comfortable.	organized. ✓

Exercise E

1. The speaker is going to talk about the reasons for 'rules' of behaviour at work.
2. Answers depend on students.

Exercise F

Here are some suggestions:

You must ...	Why?
1. go to work every day	– people rely on you – people need your work
2. be punctual	– people expect you – people get angry – company loses money
3. respect colleagues and customers	– work together – customers pay wages
4. do all tasks on time	– people need information
5. do all tasks well	– customers not satisfied
6. not use computers for personal things	– wastes time – wastes money
7. keep your workspace tidy	– mess is rude – colleagues need space
8. organize files sensibly	– so colleagues can find papers

Exercise G

Answers depend on students.

Exercise H

1./2.

Oo	Ooo	oOo
colleague	customer	assistant
waiter		employer
worker	manager	
	punctual	

The word that does not fit is *engineer*.

Exercise I

1./2.

verb	noun
a. e'quip	e'quipment
b. in'volve	in'volvement
c. pay	'payment
d. pro'duce	pro'duction
e. pro'vide	pro'vision
f. 'qualify	qualifi'cation
g. re'quire	re'quirement
h. re'spect	re'spect

Exercise J

1./2.

a. Always being on time, for meetings, for example.	punctual
b. A person you work with.	colleague
c. The person or company you work for.	employer
d. A person who buys something in a shop, for example.	customer
e. Things that you need for a job or work.	equipment
f. It is very similar to the verb <i>need</i> .	require
g. Being part of an activity or event.	involvement
h. A person who helps another person in their work.	assistant
i. To have a good opinion of someone.	respect
j. It is very similar to the verb <i>make</i> .	produce

Exercise K

1./2.

How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are (1) making a mistake. If you want to get a good job, you must start thinking about it now. Why (2) do you have to start thinking about your future? Because you must (3) make yourself employable. What (4) does employable mean? It means (5) having key skills for the workplace.

In the past, life was much simpler. Schools (6) taught children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not (7) teach children work skills. Employers (8) did not want school leavers with work skills. They just wanted someone (9) to hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You (10) worked in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you (11) were a manager in the company.

But today, the employment situation (12) is very different. There is higher unemployment and fewer unskilled jobs. So what (13) can you do? Well, first, you need (14) to know the requirements of employers. Your work skills and your personality (15) are as important as paper qualifications. So you must (16) have good communication skills, for example. You must (17) be good at planning and be well organized. You (18) mustn't wait around for your manager's instructions. You (19) must use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you (20) need to plan and organize your career and make yourself employable. You (21) can't leave it to chance.

Exercise L

- a. Why do you need key skills for the workplace? *Because employers want them / you must be employable.*
- b. Why didn't schools teach key skills in the past? *Because employers didn't want them, people learned 'on the job'.*
- c. Why did people stay in the same job for 40 years? *Because they got a promotion every few years, job was secure.*
- d. Why is the employment situation different today? *Because there is high unemployment and there are few unskilled jobs.*
- e. Why do you need to plan your career? *Because you will probably change your job several times.*

Exercise M

	g	ɔʒ
good	✓	
job		✓
beginning	✓	
change		✓
colleague	✓	
engineer		✓
get	✓	
good	✓	
manager		✓
organized	✓	

Theme 3: Work and business – Speaking

Exercise A

Answers depend on students. Possible adjectives include:

aggressive	hard-working
rude	calm
hostile	sensible
cold (= unfriendly)	in/efficient
shy	competitive
introvert	trusting
dis/honest	ir/responsible
un/friendly	dis/organized
lazy	un/helpful
energetic	optimistic
un/intelligent	excited
pessimistic	un/kind
extrovert	polite
punctual	un/reliable
un/sociable	warm (= friendly)

Exercise B

See transcript on page 116.

Exercise C

nouns	verbs
ad'vertisement	'advertise
ad'visor	ad'vise
im'pression	im'press
organi'zation	'organize
prepa'ration	pre'pare
re'cruitment	re'cruit

Exercise D

Answers depend on students.

Exercise E

- Read the advert carefully.
- Research the company.
- Prepare an answer for the first part of the interview.
- Prepare an answer for other common questions.

Exercises F and G

Answers depend on students, but see below for some possible answers by someone who is applying for her first job as a sales assistant.

Individual questions	Tell me about yourself
<i>What's your name?</i>	<i>My name's Josephine Smith.</i>
<i>How old are you?</i>	<i>I'm 18 years old.</i>
<i>Where are you from?</i>	<i>I was born in London but I live in Winchester now.</i>
<i>Where are you studying?</i>	<i>I am studying at Winchester University.</i>
<i>What are you studying?</i>	<i>I am doing a BA degree course in Psychology.</i>
<i>What qualifications do you have?</i>	<i>I have three A levels and ten GCSEs.</i>
<i>What experience do you have?</i>	<i>I worked in shops when I was in sixth form.</i>

Why do you want to work here?
<i>I understand that the company is quite small and I want to work for a small company when I finish my education.</i>
<i>The company has a good reputation in the city. I use the shop myself and I love the food.</i>
<i>I think people should buy fresh food instead of junk food.</i>
<i>The job looks interesting. I like meeting people.</i>

Why should we hire you?
<i>I have very good maths skills. I didn't take Maths at A level but I got an A in Maths at GCSE.</i>
<i>I use maths a lot because my Psychology course involves a lot of maths work.</i>
<i>I'm an extrovert person and I have experience of working in a shop.</i>
<i>I like being tidy so I think the shelf-stacking would be interesting.</i>

Exercise H

1.–3.

adjective	'opposite'	nouns
a. 'part-time	full-time	job / work
b. 'manual	clerical	job / work
c. 'well paid	badly paid	job / work
d. out'going	shy	person / friend, etc.
e. po'lite	rude / impolite	shop assistant, etc.
f. 'outside	inside	job / work / café / pool
g. 'smart	untidy	person / clothes
h. 'honest	dishonest	person / employee
i. 'satisfied	dissatisfied	customer
j. suc'cessful	unsuccessful	business / company
k. 'lazy	hard-working	employee
l. 'high-level	low-level	job / profession / career / qualifications

Exercise I

- full-time, well paid, badly paid, high-level, low-level
- His job isn't very well paid. He doesn't earn a lot.
 - The children were very *well behaved* when you went out this morning.
 - The teacher wrote '*well done*' at the bottom of his work.
 - In general, British people do not look smart. They are not *well dressed*.
 - The garden looks beautiful. It is very *well kept*.
 - Tony Blair is very *well known* throughout the world.
 - He sold his company for £6 million. Now he's really *well off*.
 - My father left school at 16. But he's really *well read*.

Exercise J

- Now, do you want to be a tour guide?
B: Yes, I do. I want to do the job very much.
A: Why would you like to be a tour guide?
B: Well, I love this city. *And I like meeting people.*
A: Do you know much about the Big City Tour Company?
B: Yes, I do. A little. *I know you have more than 150 branches. And you won a tourist award a few years ago.*
A: Have you had any experience in this kind of work before?
B: No, *I haven't. But last year, some relatives visited us. I enjoyed showing them around.*

2.

verbs	nouns	adjectives
advertise	advertisement	
advise	advice	(in)advisable
comfort	comfort	(un)comfortable
contribute	contribution	
create	creation	(un)creative
describe	description	
equip	equipment	(un)equipped
involve	involvement	(un)involved
impress	impression	(un)impressed / impressive
motivate	motivation	(un)motivated
organize	organization	(dis)organized
qualify	qualification	(un)qualified
reason	reason	(dis)organized
rely	reliability	(un)reliable
satisfy	satisfaction	(dis)satisfied
tidy	tidiness	(un)tidy

3. a. ~tion/~sion, ~ity, ~er/~or, ~ist/~ian, ~ment, ~ness, ~ance/~ence/~ency, ~ee
 b. un~ comfortable/creative/equipped/involved/impressed/motivated/qualified/reasonable/reliable/tidy
 dis~ organized/satisfied
 in~ advisable

Exercise D

1. Answers depend on students.
2. manufacturing (A)
 call centres (N)
 flexible (A)
 self-employed (A)
 guarantee (V)
 team (N)
 self-motivated (A)
 update (V)
 post (N)
 supervisors (N)
3. Answers depend on students.
4. a. job post, position
 b. worker employee, applicant
 c. qualifications certificate, GCSEs
 d. increasing going up
 e. disappearing declining

Salary and benefits: £10,000 – £20,000 per year

- Answers depend on students.

Theme 4: Science and nature – Listening

Exercise A

- They show the average monthly temperatures of Abu Dhabi and London.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Abu Dhabi	19	20	23	27	31	33	35	34	32	29	25	20
London	4	4	6	9	12	15	17	17	14	10	7	5

- They compare average monthly temperatures in London and Abu Dhabi.
 - The graph is clearer because it shows a 'picture'.
 - The dotted line represents the temperatures for London.
 - In a block graph.
 - It is easier to compare each item, e.g., the average temperature in June. Line graphs are probably better for trends.
 - BBC weather centre, UK Met Office, www.worldclimate.com

Exercise B

Note that the word *research* can be stressed either way. It can also be a verb or a noun. In the recording, the word is stressed on the second syllable.

		Oo	oO
1.	average	✓	
2.	axis	✓	
3.	circle	✓	
4.	column	✓	
5.	compare		✓
6.	data	✓	
7.	display		✓
8.	research		✓
9.	result		✓
10.	table	✓	

Exercise C

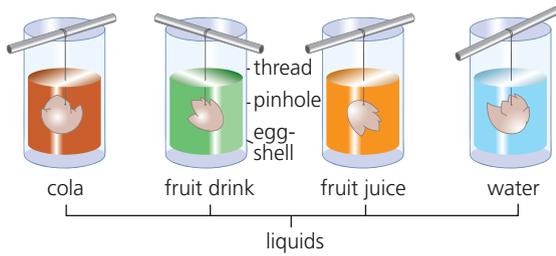
See transcript on page 118.

Exercise D

- do an experiment, an assignment
- make a hypothesis, a cup of coffee
- collect data, stamps
- display results, your work
- draw conclusions, a line on a graph, a picture
- prove the hypothesis, something is true

Exercise E

1. My hypothesis is that cola and other sugary drinks damage teeth.
- 2.



3. Answers depend on students.

Exercise F

See transcript on page 118.

Exercise G

Answers depend on students.

Exercise H

verbs	nouns
a. add	a'ddition
b. collect	co'lllection
c. compare	com'parison
d. damage	'damage
e. display	dis'play
f. experiment	ex'periment
g. organize	organi'zation
h. prove	'proof
i. represent	repre'sentative
j. research	'research or re'search

Exercise I

- 1./2. a. Can we *organize* this office in a better way?
b. He's *damaged* his car so he's walking to work at the moment.
c. How are we going to *collect* the data for the research?
d. I've *displayed* the photos on the website.
e. The graph *compares* information about two different countries.
f. The president didn't come but he sent a *representative*.
g. The university is doing *experiments* about sleep.
h. There is not much government money for *research* at the moment.
i. There's no *proof* that she took the money.
j. Unfortunately, we *added* the wrong data to the graph.

Exercise J

a. draw	August	water	[ɔ:]
b. prove	true	June	[u:]
c. liquid	axis	April	stress on 1st syllable
d. vertical	research	work	[ɜ:]
e. comparison	hypothesis	conclusion	stress on 2nd syllable
f. scientific	horizontal	information	4-syllable words, stress on 3rd syllable
g. vertical	organize	consonant	3-syllable words, stress on 1st syllable
h. March	plant	glass	[ɑ:]

Exercise K

I'm a scientist. I have always been interested in – science. I loved doing – experiments at school. But once I did *an* experiment at home in the kitchen. Unfortunately there was a small explosion. There wasn't much damage but I broke a glass and a cup. My mother heard *the* explosion from *the* garden. She wasn't angry. She said, ' – scientists need to start somewhere'. Today, I work for a multinational drugs company with offices all over *the* world. We are developing a new drug for cancer. The results of our experiments are good. So some hospitals will start using *the* new drug next year.

Exercise L

Answers depend on students.

Exercise M

Answers depend on students.

Exercise N

tell the truth, tell a lie, tell a secret, tell a story, tell a joke, tell the time

Theme 4: Science and nature – Speaking

Exercise A

1. Answers depend on the students, but here are some suggestions.

collect	A scientist collects data.
conclusion	A scientist draws conclusions from experiments.
data	A scientist puts data in a table or a graph.
experiment	A scientist does experiments to test theories.
hypothesis	A scientist has a hypothesis before he/she does an experiment.
method	A scientist uses the scientific method to test a hypothesis.
prove	A scientist must prove something is always true.
research	Sometimes scientists do research instead of experiments.
scientific	Scientists follow the scientific method.
test	Scientists test ideas in a laboratory.

2.

verbs	nouns	adjectives
co'llect	co'llection	–
con'clude	con'clusion	–
–	'data	–
ex'periment	ex'periment	experi'mental
hy'pothesise	hy'pothesis	–
–	'method	me'thodical
prove	proof	–
re'search	re'search or 'research	–
–	'science / 'scientist	scien'tific
test	test	–

Exercise B

atmosphere	4	mix	7
contains	2	natural	8
explained	1	rainbow	6
hits	3	splits	5

Exercise C

See transcript on page 119.

Exercises D and E

Answers depend on students.

Exercise F

1. Why is the sky blue?
2. Why is the sky red at sunset?
3. Why are the clouds white?

Exercise G

	weather	physical features	scientific words
a. charge			✓
b. cloud	✓		
c. cool	✓		
d. cycle			✓
e. diagram			✓
f. gas			✓
g. gravity			✓
h. lake		✓	
i. lightning	✓		
j. mix			✓
k. rainbow	✓		
l. thunder	✓		
m. tide			✓
n. vapour	✓		✓

Exercise H

1.

cloud	vapour	through	amount	sound	colour
-------	--------	---------	--------	-------	--------
2.

cloud /aʊ/	vapour /ə/	through /uː/	amount /aʊ/	sound /aʊ/	colour /ə/
------------	------------	--------------	-------------	------------	------------

Exercise I

- 1./2. a. My ~~explain~~ is about 'Why is the sky blue?' (explanation)
b. White light ~~is travelling~~ from the sun. (travels)
c. White light ~~contain~~ all the colours. (contains)
d. The white light hits dust and smoke ~~on~~ the atmosphere. (in)
e. The blue light scatters more than all the other colours ~~because~~ it makes the sky blue. (so)

- f. Light has many colours ~~and~~ we can only see seven. (but)
- g. This is the rain ~~fall~~ on the land. (falling)
- h. All the colours together ~~makes~~ the clouds white. (make)

Exercise J

Answers depend on students.

Exercise K

1./2. Look. This *is* the ground. During a thunderstorm, the ground *gets* a positive charge. At the same time, the clouds become negatively *charged*, and electricity flows from here to *here*. We see it as a flash of lightning, like *this*. Now the lightning heats the *air*, here, very quickly and the air *expands* like this. We *hear* a loud noise – thunder.

Exercise L

Answers depend on students.

Theme 4: Science and nature – Reading

Exercise A

1. slightly	<i>i</i>	a. double
2. latitude	<i>d</i>	b. plus
3. horizontal	<i>g</i>	c. southern
4. coast	<i>j</i>	d. longitude
5. furthest	<i>h</i>	e. column
6. northern	<i>c</i>	f. straighten
7. minus	<i>b</i>	g. vertical
8. single	<i>a</i>	h. nearest
9. tilt	<i>f</i>	i. extremely
10. row	<i>e</i>	j. inland

Exercise B

1. The distance *between* X and Y is Z.
2. How far is it *to* X *from* here?
3. We use lines *of* latitude and longitude *for* the location of towns and cities.
4. What's the exact location *of* X?
5. How many lines of latitude go *around* the Earth?
6. There are usually 36 lines of longitude *on* a map.
7. They are located *at* 10 degrees longitude apart.
8. The line of 0 degrees longitude runs *through* London.
9. Thirteen countries are situated *on* the Equator, including Brazil, Kenya and Indonesia.
10. The furthest planet *from* Earth is Neptune.

Exercise C

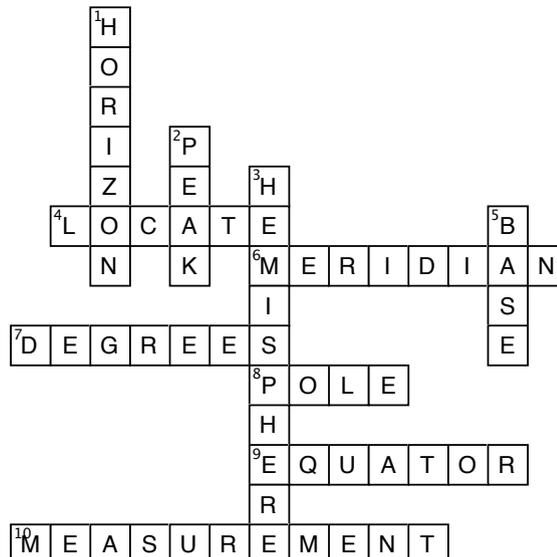
- | | | | |
|--|-------------------------------------|--|-------------------------------------|
| 1. In summer, the sea is more cooler than the land. | <input type="checkbox"/> | In summer, the sea is cooler than the land. | <input checked="" type="checkbox"/> |
| 2. Land areas are usually cloudier than sea areas. | <input checked="" type="checkbox"/> | Land areas are usually cloudier that sea areas. | <input type="checkbox"/> |
| 3. One side of a mountain is wetter than the other side. | <input checked="" type="checkbox"/> | One side of a mountain is weter than the other side. | <input type="checkbox"/> |
| 4. The South Pole is more colder than the North Pole. | <input type="checkbox"/> | The South Pole is much colder than the North Pole. | <input checked="" type="checkbox"/> |
| 5. Dave is a more reliable employee than Zena is. | <input checked="" type="checkbox"/> | Dave is more reliable employee than Zena is. | <input type="checkbox"/> |
| 6. Places by rivers are often foggier that other places. | <input type="checkbox"/> | Places by rivers are often foggier than other places. | <input checked="" type="checkbox"/> |
| 7. Unemployment is higher in the north than the south. | <input checked="" type="checkbox"/> | Unemployment is highest in the north than the south. | <input type="checkbox"/> |
| 8. In general, optimists are happier than pessimists. | <input checked="" type="checkbox"/> | In general, optimists are more happy than pessimists. | <input type="checkbox"/> |
| 9. The plants in the light were greener and much more healthier. | <input type="checkbox"/> | The plants in the light were greener and much healthier. | <input checked="" type="checkbox"/> |
| 10. Employment contracts are shorter than in the past. | <input checked="" type="checkbox"/> | Employment contracts are very short than in the past. | <input type="checkbox"/> |

Exercise D

1. Muscat
2. Iran
3. 33°E
4. 25°N
5. Damascus and Amman
6. Abu Dhabi and Riyadh
7. Manama
8. 58°E and 23°N

Exercise E

See crossword.



Exercise F

1. wes	<i>g</i>	a. erature
2. nor	<i>c</i>	b. ance
3. eas	<i>g</i>	c. th / thern
4. sou	<i>l</i>	d. metre/s
5. kilo	<i>d</i>	e. tre / tral
6. dist	<i>b</i>	f. nd
7. loc	<i>j</i>	g. t / tern
8. temp	<i>a</i>	h. tain
9. moun	<i>h</i>	i. ance
10. grou	<i>f</i>	j. ation
11. fur	<i>k</i>	k. ther / est
12. cen	<i>e</i>	l. th / thern

Exercise G

1./2.

	Switzerland	Austria
area	42,000 sq km	84,000 sq km
population	7.5m	8.4 m
highest mountain	Dufourspitz, 4,634 m	Grossglockner, 3,798 m
temperature	-10 °C	-20 °C
rainfall	120 mm	140 mm
where to go	Wengen – near border with Italy	Lech – near border with Switzerland
when to go	December to April	December to April

Theme 4: Science and nature – Writing

Exercise A

1. height
2. weight
3. depth
4. volume
5. pressure
6. measure
7. device
8. container
9. scale
10. surface

Exercise B

1. *measure* = verb; others are nouns
2. a. weigh
b. press
c. contain
3. measurement
4. a. high
b. deep
5. weight

Exercise C

infinitive	past	past participle
a. design	<i>designed</i>	<i>designed</i>
b. do	did	done
c. fill	filled	filled
d. make	made	made
e. measure	measured	measured
f. plot	plotted	plotted
g. prove	proved	proved
h. put	put	put
i. show	showed	shown
j. take	took	taken
k. turn	turned	turned
l. use	used	used

Exercise D

1. Milk does not go bad for several days if you put it in a fridge.
2. A scientist wanted to find out the reason for this.
3. She made a hypothesis about insects.
4. Perhaps insects in the air make milk go bad.
5. She designed an experiment to test her hypothesis.
6. She got three glasses of the same size.
7. She put the same amount of milk in each glass.
8. She put the first glass of milk in the fridge.
9. She put the other two glasses of milk on a table.
10. She covered one of the glasses on the table with a cloth.
11. The cloth stopped any insects in the air from getting into the milk in that glass.
12. The scientist waited for two days to see the results.
13. The milk in both of the glasses on the table went bad.
14. The milk in the glass in the fridge did not go bad.
15. The scientist concluded ... (answers depend on students)

Exercise E

1. We did / *were done* an experiment last week.
2. We wanted / *was wanted* to measure air pressure.
3. We used / *was used* a glass, a dish, two coins, a piece of cardboard and some water.
4. The glass and the dish filled / *were filled* with water.
5. The coins put / *were put* in the dish.
6. The cardboard put / *was put* on top of the glass.
7. We turned / *was turned* the glass upside down.
8. We put / *was put* the glass on the coins.
9. Some of the water stayed / *was stayed* in the glass.
10. The experiment proved / *was proved* that air is pressing down on the water in the dish.

Exercise F

1. A hole was made in each bottle.
2. Each bottle was put on a ruler.
3. Each bottle was filled with water.
4. The flow of the water was measured.
5. The results were recorded.
6. The results were plotted on a graph.

Exercise G

- 1./2. This experiment investigates the relationship between plants, sunlight and water. The hypothesis is that plants need sunlight and water to grow.

Materials

We needed *three plants, three containers of the same size and some soil.*

Method

- (1 and 2) Each plant was put *into a pot.*
- (3) Each pot *was filled with soil.*
- (4) The pots *were put in the sunlight.*
- (5) Plant 1 was covered with black plastic, so *this plant did not get any sunlight.*
- (6) Plants 1 and 3 were watered, but Plant 2 *did not get any water.*

Results

(7) After one week, Plant 1 was *yellow and very small.* Plant 2 was *dead.* Plant 3 was *green and very healthy.*

Conclusion

The experiment proves *that plants need sunlight and water to live.*

Theme 5: The physical world – Listening

Exercise A

Answers depend on students.

Exercise B

1. Canada
2. India
3. Libya
4. Portugal
5. Australia
6. Brazil
1. T 2. F 3. F 4. T 5. F 6. T

Exercise C

See transcript on page 120.

Exercise D

Answers depend on students.

Exercise E



Exercise F

Answers depend on students, but here are some suggestions:

1. Where is Mexico?
In Central America, on the Tropic of Cancer: 23° North, 102° West. It has borders with the USA, Guatemala and Belize. It has coastlines on the Pacific Ocean to the west, and to the Gulf of Mexico and the Caribbean Sea to the east.
2. What are the major cities?
The country's capital, Mexico City, is in the south-central area of the country, about the same distance from the west and east coasts.

3. How many people live there?
This information is not in the presentation.
The population of Mexico is over 100 million.
4. What does the country look like?
Area 1,972,550 km². Much of the country consists of the eastern and western arms of the Sierra Madre mountain range, with the high Central Plateau in between.
A chain of volcanoes runs east to west across the country in the south.
In the far southeast of Mexico, there is a lowland peninsula called the Yucatán Peninsula, which has dense rainforest.
5. Does the country have any important rivers?
This information is not in the presentation. However, students may have heard of Mexico's main rivers, the Colorado and the Rio Grande. The Colorado starts in the USA and flows into the Gulf of California. The Rio Grande also rises in the USA and flows south through Mexico into the Gulf of Mexico.
6. How can you get to the country?
This information is not in the presentation. Mexico can be easily reached by air, sea and land.

Exercise G

Answers depend on students.

Exercise H

1. (top row – left to right)
coast, lake, mountain, ocean, peninsula
(bottom row – left to right)
plateau, rainforest, river, volcano, island

Exercise I

- 1./2. a. What is the exact location of Mumbai?
b. How far is it from London to Manchester?
c. Who is giving the sociology lecture tomorrow?
d. Where does the meeting take place?
e. What is the longest river in the world?
f. When did people first become interested in human behaviour?
g. How do you say this word?
h. Do you like being on your own?
3. Answers depend on students.

Exercise J

1. a. New Zealand is southwest of Australia. *New Zealand is southeast of Australia.*
b. The Tropic of Cancer runs through Brazil. *The Equator runs through Brazil.*
c. India is in Asia. It is on the Equator. It is east of Egypt. *India is on the Tropic of Cancer and it is west of Egypt.*
d. Portugal is in Europe. It is to the east of Spain. *Portugal is to the west of Spain.*
e. Japan is south of Australia. *Japan is north of Australia.*
f. Australia is on the Tropic of Cancer. *Australia is on the Tropic of Capricorn.*
g. Libya is in Africa. It has a border with Egypt to the north. *Libya has a border with Egypt to the north.*
h. Brazil and Australia are in South America. *Australia is in Australasia.*
i. The USA and Canada are in North America. *They are in North America.*
2. Answers depend on students.

Exercise K

1.
 - a. The Sultanate of Oman is situated north of the Equator. It is a very hot country.
 - b. The capital city, Muscat, is on the Tropic of Cancer.
 - c. Oman is bordered to the northwest by the UAE.
 - d. To the west, there is a long border with Saudi Arabia.
 - e. To the southeast, Oman has a long coastline on the Arabian Sea.
 - f. In the southwest, there is a border with Yemen.
- 2./3.
 - (1) belongs to
 - (2) is called
 - (3) of
 - (4) times
 - (5) consists of
 - (6) is called
 - (7) with
 - (8) or
 - (9) are
 - (10) are
 - (11) highest

Exercise L

- 1./2.
 - a. It is a country in Europe.
 - b. It is in the centre of the region.
 - c. It is quite small.
 - d. It is called Switzerland.
 - e. It is bordered by Germany, France, Italy and Liechtenstein.
 - f. There are mountains in the south of the country.
 - g. They are called the Alps.
 - h. In fact, three quarters of the land is mountains, but there is farming land in the north of the country.
 - i. There are several large cities, including the capital, Bern.
 - j. In this small country, there are only around seven million people.

Theme 5: The physical world – Speaking

Exercise A

Answers depend on students.

Exercise B

1.	Australia	5	Africa
2.	Brazil	6	Europe
3.	Canada	4	Asia
4.	China	3	North America
5.	Nigeria	2	South America
6.	Germany	7	the Middle East
7.	Saudi Arabia	1	Oceania

Exercise C

See transcript on pages 121–122.

Exercises D and E

Answers depend on students.

Exercise F

Answers depend on students, but see below for some model answers.

Group A: Latvia

I'm going to talk about Latvia. First of all, I will describe the size and location of the country.

Then, I'll tell you about the capital city. Finally, I'll mention some of the physical features.

Latvia is spelt L-A-T-V-I-A. It is in northeast Europe, and it has borders with Estonia to the north, Russia in the east, Belarus to the southeast and Lithuania to the south. Latvia has a long coastline on the Baltic Sea to the west, and there is another coastline on the small sea called the Gulf of Riga in the northwest.

The country is fairly small. It is 124th out of the 203 countries in the world, with a total area of exactly 64,589 km².

The name of the capital city, which is in the centre of the country, is also Riga. That's spelt R-I-G-A. Riga is situated at the point where the river Riga and the river Daugava meet, near the coast of the Gulf of Riga. It is a UNESCO World Heritage Site.

There are no high peaks in Latvia. In fact, the highest point in the country reaches only 311 m, which is only a hill really. It is called Gaizinkalns, and it is located in the east of the country. Latvia belongs to the East European Plain, so it consists of large lowland areas covered in beautiful thick forest. There are a lot of rivers which flow through the region. The longest river is the Gauja, which rises in the hills in the northern part of the country. It forms part of the border with Estonia for a short distance. It is over 450 km long, and flows west into the Baltic Sea near the capital.

Group B: Chile

I am going to tell you about Chile, which is in South America. First of all, I will describe the size and the location. Then I'll tell you about the capital city. Finally, I'll mention some of the physical features of Chile.

Chile is an unusual shape – it is a very long and thin country. The average distance from one side to the other is only 175 km but it is 4,300 km long. It covers a total area of 756,950 km², including islands in the Pacific Ocean like the famous Easter Island.

The country lies on the west side of the South American continent. The geographical centre of the country is at 30 degrees south, 71 degrees west. The Pacific Ocean forms the border to the west. It has a very long coastline: almost 6,500 km. It is bordered by Argentina to the east, Bolivia to the northeast and Peru to the north.

The capital city of Chile is Santiago. It's spelt S-A-N-T-I-A-G-O, which is in the Central Valley of the country about two hours from the coast by road.

Chile has many wonderful physical features. In the north is the Atacama Desert, one of the driest places on Earth. Atacama is spelt A-T-A-C-A-M-A. The high Andes mountain range runs along the eastern border. The highest peak in Chile is Tres Cruces, which reaches over 6,600 m. The warm Central Valley is where most of the agricultural activity happens. In the south there are large forests, volcanoes and lakes, and a peninsula with many islands. A lot of the volcanoes are active.

Group C: Sudan

I am going to talk about Sudan, which is officially called the Republic of Sudan. First of all, I will describe the size and the location. Then I'll tell you about the capital city. Finally, I'll mention some

of the physical features of the country.

The Republic of Sudan is located in northeast Africa. It is the biggest country in Africa and the tenth largest in the world. It has an area of exactly 2,505,813 km², and is bordered by nine neighbours. These are: to the north, Egypt and Libya; to the west, Chad and the Central African Republic; to the south, the Democratic Republic of Congo, Uganda and Kenya; and to the east, Ethiopia and Eritrea. It has a coast on the Red Sea in the northeast.

The capital of Sudan is Khartoum, which is in the eastern central part of the country. Khartoum is spelt K-H-A-R-T-O-U-M. The city is situated at the point where the Blue Nile and the White Nile rivers join.

Most of Sudan consists of flat plains. The most important physical feature – one of the most important in Africa – is of course the river Nile, which flows 800 km from south to north through Sudan, and then through Egypt to the Mediterranean Sea. There is a large desert in the north called the Nubian Desert. Nubian is spelt

N-U-B-I-A-N. Sudan also has high mountains, especially in the Jebel Marra range in the west of the country, but the highest mountain, Kinyeti Imatong, is in the south, near the border with Uganda. Jebel Marra is spelt J-E-B-E-L, M-A-double R-A. The south is very green – mostly rainforest and swamps. Swamps are lowlands which have a lot of water. It's spelt S-W-A-M-P-S. Crocodiles live there!

Exercise G

1.

coast	
desert	
forest	✓

island	
lake	✓
mountain	

river	✓
waterfall	✓
volcano	

peninsula	
ocean	
plateau	

2./3. Answers depend on students.

Exercise H

2.–5.

Connie: Where do you come from, Velna?

Velna: Latvia. It's very small and not many people know about it.

Connie: It's *in* Eastern Europe, isn't it?

Velna: Well, northeast actually. We have a border with Russia.

Connie: What's the capital called?

Velna: Riga. It's *in* the centre of the country. In fact, Riga is *on* two rivers. It's a big port.

Connie: What's your job back *in* Riga?

Velna: I work *in* / *for* / *at* the office of tourism.

Connie: Tourism? Is your weather OK for tourists?

Velna: Yes, of course! It can be very hot *in* summer. In winter it often snows. But there aren't any tall mountains so we don't have skiing.

Connie: How about skating?

Velna: Ice hockey is more popular *in* most areas. If you want to know more, come to my talk. I've got to go now. Bye!

Connie: Thanks, I will. Bye!

Exercise I

- 1./2. a. I'm going to talk / about Latvia.
b. First of all, / I will describe the size / and location / of the country.
c. Then, / I'll tell you about / the capital city.
d. Finally, / I'll mention / some of the physical features.
e. Latvia is in northeast Europe / and has borders with Russia, / Estonia, / Belarus / and Lithuania.
f. The country is fairly small / and has an area of / about 65,000 square kilometres.
g. It has a long coastline / on the Baltic Sea / to the west.
h. Riga is the capital city / and it is in the centre / of the country.
i. The highest point / in the country / is only about / 300 metres.
j. There are a lot of rivers / which flow through the region.

Exercise J

Answers depend on students.

Exercise K

- 1./2. a. Turkey is a large country which is in southeast Europe.
b. It is bordered by several countries, including Bulgaria, Georgia, Syria, and Iraq.
c. The capital is Ankara, which is located in the centre of the country.
d. It has a population of nearly three million.
e. But it is not the largest city, which is Istanbul.
f. The country occupies over 750,000 square kilometres between latitudes 36 and 42 degrees north and longitudes 28 and 44 degrees east.
g. There are mountains in the east and the south of the country.
h. Mount Agri, which is in the eastern mountains, is the highest point.
i. It reaches a height of over 5,000 metres.
j. There are many lakes, including Van, which is near the border with Iran.

Theme 5: The physical world – Reading

Exercise A

- | | |
|-----------------|--|
| 1. extinct | (adj) an ~ animal, plant or language no longer exists |
| 2. landscape | (n) the geography of the land |
| 3. majority | (n) most people or things in a group |
| 4. permanent | (adj) existing for a long time or for all future time |
| 5. sea level | (n) the average height of the sea |
| 6. situated | (adj) in a place or position |
| 7. uninhabited | (adj) an ~ place has no one living there |
| 8. region | (n) a large area of a country or the world |
| 9. slope | (n) a surface that is higher at one end |
| 10. agriculture | (n) the science of farming |

Exercise B

1. a. We send most products by sea, not by *land*.
b. There is a lot of fertile *land* near the river.
c. Astronauts first *landed* on the Moon in 1969.
d. We were late because the plane *didn't land* on time.
e. Oh dear! I just felt some rain drops *landing/land* on my head.
2. a. Britain is an *island* in the Atlantic.
b. This *lowland* is very flat and is often flooded in wet weather.

- c. The *landscape* in the north is very different from the south.
 d. The *farmland* in this area is used for producing fruit.
 e. Tourists don't often visit the *inland* towns because they prefer the coast.
 f. A *landlocked* country does not have a coast.
 g. My *landlady* rents rooms to students but she doesn't cook meals for us.
 h. There's been a *landslide* here; there are rocks all over the road.
3. a. Do you prefer to travel by *land* or sea?
 b. We didn't go for a walk because the *ground* was too wet.
 c. The old lady fell on the *ground* and broke her arm.
 d. Millions of years ago a meteor from space fell to *earth* here.
 e. I dropped a glass on the kitchen *floor*.
 f. The price of *land* is very high in London.
 g. Some people say our *world* is getting smaller every day.
 h. Where is the *world's* tallest building?

Exercise C

a. noisy	quiet
b. fast	slow
c. good	bad
d. hot	cold
e. important	unimportant
f. inhabited	uninhabited
g. large	small
h. long	short

i. low	high
j. major	minor
k. modern	old
l. mountainous	flat
m. permanent	temporary
n. popular	unpopular
o. successful	unsuccessful
p. wide	narrow

Exercise D

- The desert is one of the *hottest/most uninhabited* places in the world.
- This river is the *widest/longest/fastest* in this state.
- She is the most *un/popular/most un/important* person in this company.
- This area is the *flattest/most mountainous/most un/inhabited* of the country.
- Tokyo is the most *modern/biggest/noisiest* city in the world.
- The new metro is the *fastest/most* popular in the world.
- My new car is the *fastest/smallest* I've ever had.
- He is the *best/noisiest/most popular/most successful* student in our class.

Exercise E

- China
- South Korea – Seoul
- South Korea
- China
- South Korea
- China
- An extinct volcano – the highest point in South Korea on the island of Cheju.
- South Korea

Exercise F

1.
 - (1) for 5,000 years
 - (2) 2,000 years ago
 - (3) four
 - (4) second largest
 - (5) one square mile
 - (6) over 300,000 business people
 - (7) 0 degrees longitude
 - (8) 8 million people
 - (9) 100,000 children
 - (10) 656 square miles
 - (11) 600 square miles of road
 - (12) 1911
 - (13) 25 million visitors
 - (14) 350,000 people
 - (15) £15 billion
 - (16) 300 languages
 - (17) three

2.

London	
History	5,000 years – people in area 2,000 years ago – Romans started town Roman name = Londinium Romans built first London bridge
Area	Greater London = 656 sq m City of London = 1 sq m
Population	8m (100,000 children born every year)
Location	SE England on River Thames 0 degrees longitude
Business and economy	Port of London Finance and business City of London = largest business district in Europe
Tourism	most popular tourist city in the world 25m tourists per year £15 billion tourist income
Transport	largest underground train system in world Heathrow airport traffic is a problem

3.

a. the most popular city in the world	London
b. Europe's largest financial district	the city of London
c. the four greatest cities of Europe	Athens, Paris, Rome and London
d. the most expensive cities in the world	London, Tokyo and Moscow
e. the busiest airport in the world	Heathrow
f. the second largest in the UK	the port of London

Theme 5: The physical world – Writing

Exercise A

1.

adjective		noun
a. prevailing	3	1. island
b. agricultural	8	2. rainfall
c. economic	7	3. wind
d. geographical	6	4. water
e. annual	2	5. country
f. uninhabited	1	6. features
g. landlocked	5	7. activity
h. fresh	4	8. land

2.

noun		noun
a. food	4	1. range
b. transport	5	2. delta
c. flood	6	3. east
d. river	2	4. source
e. farm	8	5. links
f. home	7	6. plain
g. south	3	7. town
h. mountain	1	8. land

Exercise B

1.

noun	adjective
a. environment	environmental
b. origin	original
c. person	personal
d. region	regional
e. agriculture	agricultural
f. clerk	clerical
g. industry	industrial
h. residence	residential

noun	adjective
i. physics	physical
j. geography	geographical
k. chemistry	chemical
l. chronology	chronological
m. history	historical
n. sociology	sociological
o. technology	technological
p. electricity	electrical

2. suffixes added: *~al*, *~ical* (replaces final position *y* in the noun), *~ial*

Exercise C

1. a. There is very little ~~agriculture~~ *agricultural* land in the desert.
b. The villagers ~~they~~ grow a lot of crops.
c. The river ~~provide~~ *provides* water for drinking and washing.
d. The town is inland so there is no access ~~to~~ *by* sea.
e. The lake is ~~surround~~ *surrounded* by many trees.
f. There are only ~~clerk~~ *clerical* jobs available at the moment.
g. There ~~is~~ *are* very few jobs in industry at this time of year.
h. The ~~regional~~ *region* has a very hot climate.
i. There is not ~~many~~ *much* new technology in the village school.

Exercise D

1. a. *Bahrain has an area of 665 square kilometres.*
b. Riyadh is northeast of Jeddah.
c. Jebel Sawda in Saudi Arabia is 3,133 metres high.
d. Jebel ad Dukhan in Bahrain reaches a height of 122 metres.
e. There are no permanent rivers in Saudi Arabia.
f. Saudi Arabia has two large sand deserts.
g. Oman is bordered by the UAE, Saudi Arabia and Yemen.
h. Qatar is located/situated in the Arabian Gulf.
i. Bahrain and Saudi Arabia are connected by a causeway.

Exercise E

1. Location and main cities

India is (1) *a very large country* in Asia. It is approximately 1,500 kilometres from east to west and (2) *2000 kilometres from north to south*. The country is bordered by Pakistan in the northwest, (3) *China and Nepal in the north and Bangladesh in the east*. There is a long coastline, on the Arabian Sea in the west and (4) *the Bay of Bengal in the east*. The capital is New Delhi in (5) *the north of the country*. Other large cities include Mumbai and Kolkata. Kolkata (6) *is located in the Ganges Delta*.

Geographical features

There are very high mountains in (7) *the northeast of the country*. They are called (8) *the Himalayas*. The highest point (9) *of the country is Mt Kanchenjunga in the Himalayas*. It is (10) *8,603 metres high*. This is the third highest mountain in the world. There are also (11) *mountains in the southwest, called the Western Ghats* and (12) *in the southeast, called the Eastern Ghats*. There is a large lake (13) *in the east of the country*. It is (14) *called Lake Chilka*. There is a large desert (15) *in the north west of the country* which (16) *is called the Great Indian Desert*.