Theme 1: Education – Listening

Exercise A

1.

ROQTFVQCJIKIGCN
ESVDLSLQWJBURSAR
PFAULTOFRLUXIRB
ZEMRAQCOUSRJEL
HVDNFSTSELLAJWUT
PHAZFSYRXRIAIZGC
NWNEPEABVCPSKO
ICXFRKSIVRMEMTA
IOMPXLYWECYQZP
HRCHANCELLORQIZ
PLGPDPOPTVWDJVN
FRESHERWASICCMR
LECTURERFDEDMNA
MWJGRADUATECYKL
KALHYLEDANEKTHYI

2. people

3.

<table>
<thead>
<tr>
<th>O</th>
<th>Oo</th>
<th>Ooo</th>
<th>oOo</th>
</tr>
</thead>
<tbody>
<tr>
<td>dean</td>
<td>bursar</td>
<td>graduate</td>
<td>professor</td>
</tr>
<tr>
<td>head</td>
<td>fresher</td>
<td>lecturer</td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td>chancellor</td>
<td></td>
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</table>

The word that does not fit is librarian.

Exercise B

1./2.

<table>
<thead>
<tr>
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<th>oO</th>
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<th>oOo</th>
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<tbody>
<tr>
<td>fee</td>
<td>deadline</td>
<td>degree</td>
<td>article</td>
<td>assignment</td>
</tr>
<tr>
<td>lecture</td>
<td>research</td>
<td>faculty</td>
<td>projector</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise C

1. 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 D

1. 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 E

1. 

<table>
<thead>
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<th>noun</th>
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<tbody>
<tr>
<td>accommodation</td>
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<tr>
<td>assignment</td>
<td>a. assign</td>
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<tr>
<td>b. contribution</td>
<td>contribute</td>
</tr>
<tr>
<td>participation</td>
<td>c. participate</td>
</tr>
<tr>
<td>projector</td>
<td>d. project</td>
</tr>
</tbody>
</table>

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

Exercise F

1. a. He’s responsible for the resource centre.
   b. I’m the head of your faculty.
   c. In other words, she’s in charge of your fees.
   d. The hall of residence is accommodation for students.

2. Answers depend on students.
Exercise G

1. A food court is a place with many different restaurants.
2. a. A dean is a person in charge of a faculty.
   b. A library is a place with many books and magazines.
   c. A hall of residence is a place with accommodation for students.
   d. A medical centre is a place with doctors and nurses.
   e. A sports centre is a place for tennis and football.
   f. A graduate is a student / person (at a university) with a degree.
3. Research means finding information in books or on the Internet.
   a. Access means getting into something.
   b. Advising means giving help.
   c. Disagreeing means having a different opinion / means not agreeing.
   d. Participating means doing something with other people.
   e. Predicting means guessing the answer to something / thinking about the answer to something.
   f. Greeting means saying hello to someone.
   g. Socializing means being with other people.

Theme 1: Education – Speaking

Exercise A

1.2. behaviour, college, degree, dictionary, form, graduate, primary, pupil, reward, semester, set, sit, take, tertiary, tutorial
3.4.

<table>
<thead>
<tr>
<th>O</th>
<th>Oo</th>
<th>oO</th>
<th>Ooo</th>
<th>oOo</th>
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<tbody>
<tr>
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<td>pupil</td>
<td>degree</td>
<td>graduate</td>
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<td>reward</td>
<td>tertiary</td>
<td>semester</td>
</tr>
<tr>
<td>sit</td>
<td></td>
<td></td>
<td>primary</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Exercise B

Answers depend on students.

Exercise C

1. /k/: college /s/: certificate
2. /k/: academic /s/: residence
3.4.

<table>
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<td></td>
</tr>
<tr>
<td>campus</td>
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<td></td>
</tr>
<tr>
<td>centre</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>certificate</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>college</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>contribute</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>cram</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>curriculum</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>faculty</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>lecturer</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>participation</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>residence</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>secondary</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**Exercise D**

1. is, aren’t, weren’t, was
2. lasts, liked, stays, kept, sat, socializes
3. | subject          | verb | complement / object | extra information |
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary school</td>
<td>is</td>
<td>compulsory</td>
<td>in most countries.</td>
</tr>
<tr>
<td>Many children</td>
<td>begin</td>
<td>school</td>
<td>at five.</td>
</tr>
</tbody>
</table>

4.5.
   a. I took eight GCSEs at secondary school.
   b. I started school at five.
   c. School isn’t compulsory after 16.
   d. Children don’t take exams at nursery school.
   e. The exams at 16 were difficult.
   f. Classes aren’t small at secondary school.
   g. Many children begin school at four or five.
   h. Many children like their first school.

**Exercise E**

Answers depend on students.

**Exercise F**

Answers depend on students.
Theme 1: Education – Reading

Exercise A

1. 

2. a. research
b. website
c. program
d. wireless
e. paste
f. attachment
g. search engine
h. 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
a. The language laboratory is open for 12 hours every weekday. 

b. The laboratory is open on Sundays.

c. You can find the right level by checking the colour tab on the cassette.

Graded readers
a. The library is closed at weekends.

b. There are only books for beginners and advanced students.

c. You can choose any book you like.

Reading research cards
a. There are reading cards for intermediate students.

b. The reading cards are in filing cabinets.

c. There are no reading cards for the Work and business theme.
Writing tutor

a. The tutor is in the library every day except Sunday.   T
b. You can see the writing tutor at any time.   F
c. You don’t need to take anything with you.   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. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m.

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   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>collect</td>
<td>application</td>
<td>interesting</td>
</tr>
<tr>
<td>apply</td>
<td>applicant</td>
<td>applicable</td>
</tr>
<tr>
<td>delete</td>
<td>collection</td>
<td>appropriate</td>
</tr>
<tr>
<td>organize</td>
<td>organization</td>
<td>extracurricula</td>
</tr>
<tr>
<td>punctuate</td>
<td>punctuation</td>
<td>secondary</td>
</tr>
<tr>
<td>require</td>
<td>surname</td>
<td></td>
</tr>
<tr>
<td>rewrite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. a. deletion 
b. interesting 
c. organized 
d. requirement 
e. required 
f. 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>Cypriot.</td>
</tr>
<tr>
<td>He/She</td>
<td>is</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>present simple</td>
<td>live in Nicosia.</td>
</tr>
<tr>
<td>She</td>
<td>present simple</td>
<td>goes to university.</td>
</tr>
<tr>
<td>I</td>
<td>verb 1</td>
<td>verb 2</td>
</tr>
<tr>
<td>He/She</td>
<td>verb 1</td>
<td>verb 2</td>
</tr>
<tr>
<td>I</td>
<td>like</td>
<td>working</td>
</tr>
<tr>
<td>He/She</td>
<td>wants</td>
<td>to be</td>
</tr>
<tr>
<td>I</td>
<td>present continuous</td>
<td>am studying</td>
</tr>
<tr>
<td>They</td>
<td>present continuous</td>
<td>are living</td>
</tr>
</tbody>
</table>
2. Answers depend on students.

**Exercise C**

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

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

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

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

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

**Exercise D**

1. Part-time job: scientific researcher.

2. Dear sir/madam

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

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

   Now I’m studying human biology at the University of Cyprus, and I’m very keen to applying my new knowledge 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 football and tennis, and I’m also interested in the birdlife in Cyprus.

   I looking forward to hearing from you.

Yours faithfully

Petros Andreou
### CAPITAL RESEARCH
APPLICATION FORM

Please complete the form in BLOCK CAPITALS.

<table>
<thead>
<tr>
<th>Personal details</th>
<th></th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Mr</td>
</tr>
<tr>
<td><strong>First name(s)</strong></td>
<td>PETROS</td>
</tr>
<tr>
<td><strong>Surname</strong></td>
<td>ANDREOU</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>SINGLE</td>
</tr>
<tr>
<td><strong>Place of birth</strong></td>
<td>PATHOS, CYPRUS</td>
</tr>
<tr>
<td><strong>Date of birth (DD/MM/YYYY)</strong></td>
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<tr>
<td><strong>Nationality</strong></td>
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<tr>
<td><strong>Phone</strong></td>
<td>849752</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:petrosand@cyprustele.net">petrosand@cyprustele.net</a></td>
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<table>
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<td><strong>Current education</strong></td>
<td>UNIVERSITY OF CYPRUS, BSC IN HUMAN BIOLOGY</td>
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<tr>
<td><strong>Interests</strong></td>
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</table>

4. Answers depend on students.
Theme 2: Psychology and sociology – Listening

Exercise A

1.

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

2. people and things

3./4.

<table>
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<tr>
<th>oOo</th>
<th>oOoo</th>
<th>ooOoo</th>
</tr>
</thead>
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<td>relationship</td>
<td>individual</td>
</tr>
<tr>
<td>relations</td>
<td>psychology</td>
<td>sociologist</td>
</tr>
<tr>
<td>identity</td>
<td>sociology</td>
<td></td>
</tr>
</tbody>
</table>

The words that do not fit are colleague and neighbour.

Exercise B

1.

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

2./3. Answers depend on students.
### Exercise C

<table>
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<tr>
<th>behave</th>
<th>7</th>
<th>individual</th>
</tr>
</thead>
<tbody>
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<td>3</td>
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<td>2</td>
</tr>
<tr>
<td>brain</td>
<td>neighbour</td>
<td></td>
</tr>
<tr>
<td>colleague</td>
<td>primary</td>
<td></td>
</tr>
<tr>
<td>control</td>
<td>psychology</td>
<td></td>
</tr>
<tr>
<td>different</td>
<td>race</td>
<td></td>
</tr>
<tr>
<td>draw</td>
<td>relations</td>
<td></td>
</tr>
<tr>
<td>form</td>
<td>relationship</td>
<td></td>
</tr>
<tr>
<td>group</td>
<td>3</td>
<td>separate</td>
</tr>
<tr>
<td>8</td>
<td>human</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>identity</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise D

1.

<table>
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</tr>
</thead>
<tbody>
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<td>brain</td>
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</tr>
<tr>
<td>mind</td>
<td>✓</td>
</tr>
<tr>
<td>century</td>
<td>✓</td>
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<tr>
<td>colleague</td>
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</tr>
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<td>memory</td>
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<td>relationship</td>
<td>✓</td>
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<tr>
<td>relation</td>
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</table>

2.3.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>b. psychology</td>
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</tr>
<tr>
<td>c. science</td>
<td>scientist</td>
</tr>
<tr>
<td>d. philosophy</td>
<td>philosopher</td>
</tr>
<tr>
<td>e. language</td>
<td>linguist</td>
</tr>
<tr>
<td>f. medicine</td>
<td>doctor</td>
</tr>
<tr>
<td>g. education</td>
<td>teacher / educationalist, etc.</td>
</tr>
<tr>
<td>h. history</td>
<td>historian</td>
</tr>
<tr>
<td>i. music</td>
<td>musician</td>
</tr>
</tbody>
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Exercise E

<table>
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<th>verb</th>
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<tr>
<td>1</td>
<td>act</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>aim</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>control</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>form</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>group</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>start</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>study</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>work</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>dream</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>touch</td>
<td>✓</td>
</tr>
</tbody>
</table>

Exercise F

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 G

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
1. 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.

2. Answers depend on students.

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

Exercise C
1./2. Answers depend on students.

Exercise D
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 E**

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 F**

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. Answers depend on students.

Theme 2: Psychology and sociology – Reading

Exercise A

<table>
<thead>
<tr>
<th>un~ adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>aggressive</td>
</tr>
<tr>
<td>clever</td>
</tr>
<tr>
<td>✔ educated</td>
</tr>
<tr>
<td>✔ friendly</td>
</tr>
<tr>
<td>✔ happy</td>
</tr>
<tr>
<td>✔ helpful</td>
</tr>
<tr>
<td>✔ intelligent</td>
</tr>
<tr>
<td>✔ kind</td>
</tr>
<tr>
<td>✔ likeable</td>
</tr>
<tr>
<td>miserable</td>
</tr>
<tr>
<td>rude</td>
</tr>
<tr>
<td>✔ truthful</td>
</tr>
</tbody>
</table>
2. adjective | abstract noun
---|---
aggressive | aggression
educated | education
friendly | friendship
happy | happiness
helpful | helpfulness
intelligent | intelligence
kind | kindness
rude | rudeness
truthful | truthfulness

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

Exercise B

1. (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

4. make music, make us lazy, make rules, make decisions, make sure, make the most of
5. a. My older brother always made fun at of me.
c. Crowds of people make my me feel uncomfortable.
g. I haven’t made done my assignment yet.
l. Nobody can make you to go to the gym.

**Theme 2: Psychology and sociology – Writing**

**Exercise A**

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

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

**Exercise B**

1. 

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>complement / extra information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good students</td>
<td>are</td>
<td>hard-working.</td>
</tr>
<tr>
<td>They</td>
<td>are not</td>
<td>lazy.</td>
</tr>
<tr>
<td>They</td>
<td>meet</td>
<td>deadlines.</td>
</tr>
<tr>
<td>They</td>
<td>do not hand in</td>
<td>assignments late.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subject</th>
<th>main verb</th>
<th>second verb</th>
<th>extra information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good students</td>
<td>like</td>
<td>learning</td>
<td>new information.</td>
</tr>
<tr>
<td>They</td>
<td>want</td>
<td>to get</td>
<td>good marks.</td>
</tr>
<tr>
<td>They</td>
<td>do not want</td>
<td>to waste</td>
<td>their time at university.</td>
</tr>
</tbody>
</table>
2. a. Good students are enthusiastic about their subject.
b. They want to learn more about their subject.
c. They are not quiet in group work.
d. They do not miss lectures.
e. They prepare for lectures.
f. They find out the subject of each lecture.
g. They study before each lecture.
h. They want to get a good job after university.

3. Answers depend on students.

**Exercise C**

Answers depend on students.

**Exercise D**

1. Groups are very important for people.
2. Most people join groups in their lives.
3. Some people belong to sports clubs.
4. Other people belong to social clubs or theatre societies.
5. Many young people form groups to play music.
6. Groups often help us to grow as people.
7. Groups also help us to develop our abilities.
8. People often work harder in a group.
9. But groups can sometimes be dangerous.
10. Groups can sometimes make bad decisions.
11. People often do not question the decisions of the group.
12. People sometimes do not take personal responsibility for the decisions of the group.
Theme 3: Work and business – Listening

Exercise A

1./2. Oo Ooo oOo

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>colleague</td>
<td>customer</td>
<td>assistant</td>
</tr>
<tr>
<td>waiter</td>
<td></td>
<td>employer</td>
</tr>
<tr>
<td>worker</td>
<td>manager</td>
<td>punctual</td>
</tr>
</tbody>
</table>

The word that does not fit is engineer.

Exercise B

1./2. verb noun

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. e'quip</td>
<td>e'quipment</td>
</tr>
<tr>
<td>b. in'volve</td>
<td>in'volvem ent</td>
</tr>
<tr>
<td>c. pay</td>
<td>'payment</td>
</tr>
<tr>
<td>d. pro'duce</td>
<td>pro'duction</td>
</tr>
<tr>
<td>e. pro'vide</td>
<td>pro'vision</td>
</tr>
<tr>
<td>f. 'qualify</td>
<td>qualifi'cation</td>
</tr>
<tr>
<td>g. re'quire</td>
<td>re'quirem ent</td>
</tr>
<tr>
<td>h. re'spect</td>
<td>re'spect</td>
</tr>
</tbody>
</table>

Exercise C

1./2.

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

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 E**

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.*
Theme 3: Work and business – Speaking

Exercise A

1–3.

<table>
<thead>
<tr>
<th>adjective</th>
<th>‘opposite’</th>
<th>nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ‘part-time’</td>
<td>full-time</td>
<td>job / work</td>
</tr>
<tr>
<td>b. ‘manual’</td>
<td>clerical</td>
<td>job / work</td>
</tr>
<tr>
<td>c. ‘well paid’</td>
<td>badly paid</td>
<td>job / work</td>
</tr>
<tr>
<td>d. ‘outgoing’</td>
<td>shy</td>
<td>person / friend, etc.</td>
</tr>
<tr>
<td>e. ‘polite’</td>
<td>rude / impolite</td>
<td>shop assistant, etc.</td>
</tr>
<tr>
<td>f. ‘outside’</td>
<td>inside</td>
<td>job / work / café / pool</td>
</tr>
<tr>
<td>g. ‘smart’</td>
<td>untidy</td>
<td>person / clothes</td>
</tr>
<tr>
<td>h. ‘honest’</td>
<td>dishonest</td>
<td>person / employee</td>
</tr>
<tr>
<td>i. ‘satisfied’</td>
<td>dissatisfied</td>
<td>customer</td>
</tr>
<tr>
<td>j. ‘successful’</td>
<td>unsuccessful</td>
<td>business / company</td>
</tr>
<tr>
<td>k. ‘lazy’</td>
<td>hard-working</td>
<td>employee</td>
</tr>
<tr>
<td>l. ‘high-level’</td>
<td>low-level</td>
<td>job / profession / career / qualifications</td>
</tr>
</tbody>
</table>

Exercise B

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

1.–3. A: 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.
   A: OK. Did you learn anything useful from that experience?
   B: Yes, I did. I think so. You need to be well-prepared. My relatives asked lots of questions!
   A: Are you studying Tourism at university?
   B: No, I’m not. I’m taking Business Studies. But I can do a Tourism module next year.
   A: Can you speak any other languages?
   B: Yes, I can. I speak French quite well and a little Spanish.
   A: And are you a hard worker?
   B: Yes, I am. I prefer to be busy.

**Exercise D**

Answers depend on students.

**Theme 3: Work and business – Reading**

**Exercise A**

1./2. a. company
   b. manager / manual
   c. organize / organization
   d. advert / advertise / advertisement
   e. assistant
   f. businessperson / business
   g. customer
   h. department
   i. equipment
   j. recruit / recruitment

**Exercise B**

See crossword.

**Exercise C**

1. a. benefit
   b. design
   c. experience
   d. file
   e. research
   f. respect
   g. rise
   h. waste
2. 

<table>
<thead>
<tr>
<th>verbs</th>
<th>nouns</th>
<th>adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>advertise</td>
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<td></td>
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<td>advise</td>
<td>advice</td>
<td>(un)advisable</td>
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<tr>
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<td>comfort</td>
<td>(un)comfortable</td>
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<td>creation</td>
<td>(un)creative</td>
</tr>
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<td>(un)involved</td>
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<td>impression</td>
<td>(un)impressed/impressive</td>
</tr>
<tr>
<td>motivate</td>
<td>motivation</td>
<td>(un)motivated</td>
</tr>
<tr>
<td>organize</td>
<td>organization</td>
<td>(dis)organized</td>
</tr>
<tr>
<td>qualify</td>
<td>qualification</td>
<td>(un)qualified</td>
</tr>
<tr>
<td>reason</td>
<td>reason</td>
<td>(dis)organized</td>
</tr>
<tr>
<td>rely</td>
<td>reliability</td>
<td>(un)reliable</td>
</tr>
<tr>
<td>satisfy</td>
<td>satisfaction</td>
<td>(dis)satisfied</td>
</tr>
<tr>
<td>tidy</td>
<td>tidiness</td>
<td>(un)tidy</td>
</tr>
</tbody>
</table>

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 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
5.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>O/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. They cannot</td>
<td>expect</td>
<td>a full-time job for life.</td>
</tr>
<tr>
<td>b. Most people</td>
<td>will change</td>
<td>their career ...</td>
</tr>
<tr>
<td>c. Qualifications</td>
<td>are</td>
<td>still important.</td>
</tr>
<tr>
<td>d. Workers</td>
<td>must develop</td>
<td>key skills ...</td>
</tr>
<tr>
<td>e. These skills</td>
<td>are</td>
<td>important ...</td>
</tr>
<tr>
<td>f. They</td>
<td>must produce</td>
<td>high-quality work</td>
</tr>
<tr>
<td>g. Employers</td>
<td>are offering</td>
<td>fewer jobs.</td>
</tr>
<tr>
<td>h. Companies today</td>
<td>rely</td>
<td>on self-employed and part-time people.</td>
</tr>
<tr>
<td>i. The 21st-century job market</td>
<td>is</td>
<td>very competitive.</td>
</tr>
</tbody>
</table>

6. Answers depend on students.

**Theme 3: Work and business – Writing**

**Exercise A**

1.

<table>
<thead>
<tr>
<th>1.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. manger</td>
<td>manager</td>
<td></td>
</tr>
<tr>
<td>b. persun</td>
<td>person</td>
<td></td>
</tr>
<tr>
<td>c. ppeople</td>
<td>people</td>
<td></td>
</tr>
<tr>
<td>d. descripion</td>
<td>description</td>
<td></td>
</tr>
<tr>
<td>e. intervieiw</td>
<td>interview</td>
<td></td>
</tr>
<tr>
<td>f. advertisement</td>
<td>advertisement</td>
<td></td>
</tr>
<tr>
<td>g. qualification</td>
<td>qualification</td>
<td></td>
</tr>
<tr>
<td>h. experience</td>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>i. refere</td>
<td>referee</td>
<td></td>
</tr>
<tr>
<td>j. aplication</td>
<td>application</td>
<td></td>
</tr>
</tbody>
</table>

2. They all have double letters.

**Exercise B**

1.–3 a. We *advertised* (V) the job in the national papers last week.
   b. Over 200 people *applied* (V) for it.
   c. But, of course, we can only *employ* (V) one person.
   d. Many of the *applicants* (N) didn’t have the right experience and were *unqualified* (A).
   e. So that’s why they didn’t *succeed* (V).
   f. The last *interviewee* (N) was a little nervous but I think she will get the job.
   g. She is very *intelligent* (A) and has a great attitude.
   h. I *described* (V) the job to her and she seemed very enthusiastic.
   i. She also has a lot of experience in *training* (V) employees in key skills.
   j. We have given her an *appointment* (N) for a second interview.

**Exercise C**

1. Personal qualities and abilities: good communication skills, punctual and reliable, able to use a computer
   Working hours: variety of shifts / working hours
   Workplace: office
   Job description: taking calls – dealing with customer’ enquiries and complaints, taking orders, making calls – telesales and money collection
   Qualifications: degree
   Experience: not necessary – training given
   Salary and benefits: £10,000 – £20,000 per year

2. Answers depend on students.
Theme 4: Science and nature – Listening

Exercise A

1./2.

<table>
<thead>
<tr>
<th>verbs</th>
<th>nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. add</td>
<td>addition</td>
</tr>
<tr>
<td>b. collect</td>
<td>collection</td>
</tr>
<tr>
<td>c. compare</td>
<td>comparison</td>
</tr>
<tr>
<td>d. damage</td>
<td>damage</td>
</tr>
<tr>
<td>e. display</td>
<td>display</td>
</tr>
<tr>
<td>f. experiment</td>
<td>experiment</td>
</tr>
<tr>
<td>g. organize</td>
<td>organization</td>
</tr>
<tr>
<td>h. prove</td>
<td>proof</td>
</tr>
<tr>
<td>i. represent</td>
<td>representative</td>
</tr>
<tr>
<td>j. research</td>
<td>research or re’search</td>
</tr>
</tbody>
</table>

Exercise B

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 C

<table>
<thead>
<tr>
<th>a. draw</th>
<th>August</th>
<th>water</th>
<th>[ɔ:]</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. prove</td>
<td>true</td>
<td>June</td>
<td>[u:]</td>
</tr>
<tr>
<td>c. liquid</td>
<td>axis</td>
<td>April</td>
<td>stress on 1st syllable</td>
</tr>
<tr>
<td>d. vertical</td>
<td>research</td>
<td>work</td>
<td>[ɔ:]</td>
</tr>
<tr>
<td>e. comparison</td>
<td>hypothesis</td>
<td>conclusion</td>
<td>stress on 2nd syllable</td>
</tr>
<tr>
<td>f. scientific</td>
<td>horizontal</td>
<td>information</td>
<td>4-syllable words, stress on 3rd syllable</td>
</tr>
<tr>
<td>g. vertical</td>
<td>organize</td>
<td>consonant</td>
<td>3-syllable words, stress on 1st syllable</td>
</tr>
<tr>
<td>h. March</td>
<td>plant</td>
<td>glass</td>
<td>[ɑ:]</td>
</tr>
</tbody>
</table>
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 E
Answers depend on students.

Exercise F
Answers depend on students.

Exercise G
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

<table>
<thead>
<tr>
<th>weather</th>
<th>physical features</th>
<th>scientific words</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. charge</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>b. cloud</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c. cool</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>d. cycle</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>e. diagram</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>f. gas</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>g. gravity</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>h. lake</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>i. lightning</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>j. mix</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>k. rainbow</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>l. thunder</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>m. tide</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>n. vapour</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

Exercise B

1. cloud vapour through amount sound colour

2. cloud /au/ vapour /æ/ through /θ/ amount /ʌ/ sound /au/ colour /ə/
Exercise C

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 D

Answers depend on students.

Exercise E

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 F

Answers depend on students.

Theme 4: Science and nature – Reading

Exercise A

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

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. ☐
2. Land areas are usually cloudier than sea areas. ☑
3. One side of a mountain is wetter than the other side. ☑
4. The South Pole is much colder than the North Pole. ☑
5. Dave is a more reliable employee than Zena is. ☐
6. Places by rivers are often foggier than other places. ☐
7. Unemployment is higher in the north than the south. ☑
8. In general, optimists are happier than pessimists. ☑
9. The plants in the light were greener and much more healthier. ☑
10. Employment contracts are shorter than in the past. ☐

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

**Exercise G**

<table>
<thead>
<tr>
<th>1.2.</th>
<th>Switzerland</th>
<th>Austria</th>
</tr>
</thead>
<tbody>
<tr>
<td>area</td>
<td>42,000 sq km</td>
<td>84,000 sq km</td>
</tr>
<tr>
<td>population</td>
<td>7.5m</td>
<td>8.4 m</td>
</tr>
<tr>
<td>highest mountain</td>
<td>Dufourspitz, 4,634 m</td>
<td>Grossglockner, 3,798 m</td>
</tr>
<tr>
<td>temperature</td>
<td>-10 °C</td>
<td>-20 °C</td>
</tr>
<tr>
<td>rainfall</td>
<td>120 mm</td>
<td>140 mm</td>
</tr>
<tr>
<td>where to go</td>
<td>Wengen – near border with Italy</td>
<td>Lech – near border with Switzerland</td>
</tr>
<tr>
<td>when to go</td>
<td>December to April</td>
<td>December to April</td>
</tr>
</tbody>
</table>

**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

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

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

Exercise B
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 C
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 South America. They are in North America.
2. Answers depend on students.

Exercise D
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 E**

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**

1. coast  |  island  |  river  |  ✓  |  peninsula  
   desert |  lake    |  waterfall  |  ✓  |  ocean  
   forest |  ✓  |  mountain  |  ✓  |  volcano  |  ✓  |  plateau

2. Answers depend on students.

**Exercise B**

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 C**

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 D**
Answers depend on students.

**Exercise E**

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.
   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 | i. low |
| b. fast | j. major |
| c. good | k. modern |
| d. hot | l. mountainous |
| e. important | m. permanent |
| f. inhabited | n. popular |
| g. large | o. successful |
| h. long | p. wide |
|         | high |
|         | minor |
|         | old |
|         | flat |
|         | temporary |
|         | unpopular |
|         | unsuccessful |
|         | narrow |

**Exercise D**

1. The desert is one of the hottest/most uninhabited places in the world.
2. This river is the widest/longest/fastest in this state.
3. She is the most un/popular/most un/important person in this company.
4. This area is the flattest/most mountainous/most uninhabited of the country.
5. Tokyo is the most modern/biggest/noisiest city in the world.
6. The new metro is the fastest/most popular in the world.
7. My new car is the fastest/smallest I’ve ever had.
8. He is the best/noisiest/most popular/most successful student in our class.

**Exercise E**

1. China
2. South Korea – Seoul
3. South Korea
4. China
5. South Korea
6. China
7. An extinct volcano – the highest point in South Korea on the island of Cheju.
8. 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
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.  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a. the most popular city in the world</td>
<td>London</td>
</tr>
<tr>
<td>b. Europe’s largest financial district</td>
<td>the city of London</td>
</tr>
<tr>
<td>c. the four greatest cities of Europe</td>
<td>Athens, Paris, Rome and London</td>
</tr>
<tr>
<td>d. the most expensive cities in the world</td>
<td>London, Tokyo and Moscow</td>
</tr>
<tr>
<td>e. the busiest airport in the world</td>
<td>Heathrow</td>
</tr>
<tr>
<td>f. the second largest in the UK</td>
<td>the port of London</td>
</tr>
</tbody>
</table>
### Theme 5: The physical world – Writing

**Exercise A**

1. | adjective | noun |
---|---|---|
1. prevailing & island 
2. agricultural & rainfall 
3. economic & wind 
4. geographical & water 
5. annual & country 
6. uninhabited & features 
7. landlocked & activity 
8. fresh & land 

2. | noun | noun |
---|---|---|
1. food & range 
2. transport & delta 
3. flood & east 
4. river & source 
5. farm & links 
6. home & plain 
7. south & town 
8. mountain & land 

**Exercise B**

1. | noun | adjective |
---|---|---|
1. environment & environmental 
2. origin & original 
3. person & personal 
4. region & regional 
5. agriculture & agricultural 
6. clerk & clerical 
7. industry & industrial 
8. residence & residential 
9. physics & physical 
10. geography & geographical 
11. chemistry & chemical 
12. chronology & chronological 
13. history & historical 
14. sociology & sociological 
15. technology & technological 
16. electricity & electrical 

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

1. a. There is very little agricultural land in the desert.
   b. The villagers grow a lot of crops.
   c. The river provides water for drinking and washing.
   d. The town is inland so there is no access by sea.
   e. The lake is surrounded by many trees.
   f. There are only clerical jobs available at the moment.
   g. There are very few jobs in industry at this time of year.
   h. The region has a very hot climate.
   i. There is not 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, Saudia 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 a very large country in Asia. It is approximately 1,500 kilometres from east to west and 2,000 kilometres from north to south. The country is bordered by Pakistan in the northwest, China and Nepal in the north and Bangladesh in the east. There is a long coastline, on the Arabian Sea in the west and the Bay of Bengal in the east. The capital is New Delhi in the north of the country. Other large cities include Mumbai and Kolkata. Kolkata is located in the Ganges Delta.

**Geographical features**
There are very high mountains in the northeast of the country. They are called the Himalayas. The highest point of the country is Mt Kanchenjunga in the Himalayas. It is 8,603 metres high. This is the third highest mountain in the world. There are also mountains in the southwest, called the Western Ghats and in the southeast, called the Eastern Ghats. There is a large lake in the east of the country. It is called Lake Chilka. There is a large desert in the north west of the country which is called the Great Indian Desert.