

*Improve your Skills*

# Listening & Speaking *for IELTS*

with Answer Key

6.0–7.5



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# 1

# Life choices

UNIT AIMS

## LISTENING SKILLS

Identifying the context

Predicting in notes

## SPEAKING SKILLS

Part 1: Talking about familiar topics

Giving extended answers

## PRONUNCIATION

Word linking 1

## EXAM LISTENING

Section 1

## Topic talk

1 Look at the pictures and answer the questions below.

- Which life events do the photographs show?
- What other major events in a person's life can you think of? Which ones have you already experienced?
- Which milestones are particularly important in your culture?

2 Match the words and phrases in the box with the descriptions (a–h) below.

a place of your own ■ career ■ degree ■ driving test ■ early retirement ■ family gap year ■ sabbatical ■ voluntary work

### Example

*I've worked for fifteen years in the same industry and although I've been successful, I feel it's time to move on to something different.* career

- I spend two afternoons a week at a local charity; I visit elderly people in my neighbourhood and do odd jobs for them. \_\_\_\_\_
- I'm very nervous as I've already failed twice; I really want to get a licence so that I can be more independent. \_\_\_\_\_
- We had our first child last year so at the moment I'm a stay-at-home mum – it's hard work! \_\_\_\_\_
- My work has given me a year off so that I can write my book; I'm also planning to travel to Australia. I'm so excited! \_\_\_\_\_
- I intend to stop working by the time I'm 55; I've been working since I was 15 so I think I'm due some relaxation. \_\_\_\_\_
- When I leave school I'm not going straight to university; I'd like to work for a few months to save some money and then go travelling. \_\_\_\_\_
- After three years' hard work I'm finally going to graduate; my whole family is coming to the ceremony. \_\_\_\_\_
- I'd like to be independent and move away from home; I'd miss my mum's cooking though! \_\_\_\_\_

## Technique

Using the correct collocation will make you sound more accurate in your speaking and will gain you marks in the IELTS Speaking test.



a



b



c

- 3** Match the phrases in the box in 2 with the verbs below to form collocations. Then rewrite the sentences using the collocations. Some of the verbs may be used more than once.

change ■ do ■ get ■ pass ■ start ■ take

*Example*

*I've worked for fifteen years in the same job for the same company and now I feel it's time to change career.*

- 4** Which of the life experiences in 3 have you already had? Which do you intend to do in the future? When do you hope to do them? Which do you think you will never do? Why?
- 5** The adjectives (a–g) below can all be used to describe life events and experiences. In each case decide which one is the opposite of the other two.
- a disappointing/rewarding/fulfilling
  - b unremarkable/unforgettable/memorable
  - c challenging/tough/straightforward
  - d once in a lifetime/ordinary/special
  - e trying/frustrating/satisfying
  - f dull/stimulating/exciting
  - g life-changing/insignificant/momentous
- 6** Which of the adjectives in 5 have positive meanings? Which are negative? Which are neither positive nor negative?
- 7** Which adjectives could you use to describe the events and experiences in 2? How would you describe some of your own life experiences?
- 8** Complete each of the statements below with an example from your own life.
- a A challenging experience I remember was ...
  - b A disappointing experience I had was ...
  - c A memorable journey I took was ...
  - d A life-changing decision I made was ...
  - e An exciting holiday I had was ...
  - f A frustrating experience I had was ...
- 9** Choose one of the experiences in 8 and talk to your partner about it. Try to develop your ideas with reasons and examples.

### Exam information


In Speaking Part 2 you may be asked to talk about an experience or event in your life. Use adjectives to describe the event and how it made you feel.

# Speaking skills

## Exam information

In Part 1 of the Speaking test the examiner will ask you questions on familiar topics such as your home town, your family, your studies and interests.

### Part 1: Talking about familiar topics

**1**  1.5–1.10 Listen to six candidates answering questions from Part 1 of the Speaking test. What question do you think the examiner asked in each case? Complete the examiner's questions.

- a How \_\_\_\_\_ ?
- b What \_\_\_\_\_ ?
- c Do \_\_\_\_\_ ?
- d Do \_\_\_\_\_ ?
- e How \_\_\_\_\_ ?
- f Do \_\_\_\_\_ ?

### Technique

Listen carefully to how the examiner starts the question. This will help you decide what type of answer you should give, e.g. if a question starts with *Why ...?*, you will be expected to give a reason.

**2** The candidates in 1 use linking expressions (e.g. *and, so, because*) to link ideas and sentences together and help them give extended answers. Complete Candidate 1's answer below with linking expressions, then listen again to check your answers.

I came by bus. **1** ..... I had to take two different buses **2** ..... my home is on the other side of the city and the whole journey took about 45 minutes. I like travelling by bus **3** ..... I don't do it very often **4** ..... I usually walk or cycle to school, **5** ..... is really near my home. I only use it if I want to go on a longer journey **6** ..... into the city centre. Today I had quite a long distance to travel and **7** ..... I came by bus.

**3** Which items in 2 have the following functions?

- a to give a reason \_\_\_\_\_
- b to give an example \_\_\_\_\_
- c to add extra information \_\_\_\_\_
- d to give a consequence \_\_\_\_\_
- e to show contrast \_\_\_\_\_

### Technique

Always try to give extended answers by giving reasons, examples and any other extra information that is relevant. Do not memorize long speeches as this will sound unnatural and will lose you marks.

- 4** Look at the audio script and find other examples of linking words. Add the examples to the list in 3.
- 5** With a partner, ask and answer the questions in 1. Make sure you give extended answers.

### Giving extended answers

- 6** Write 10 questions using the prompts, one for each of the topics below.

#### Examples

*Who do you live with? (accommodation)*

*How often do you eat in a restaurant? (food)*

accommodation ■ daily routines ■ entertainment ■ family food ■ holidays ■ interests ■ shopping ■ studies ■ work
--

- a Who \_\_\_\_\_ ?
- b How long \_\_\_\_\_ ?
- c Do \_\_\_\_\_ ?
- d Have \_\_\_\_\_ ?
- e When \_\_\_\_\_ ?
- f What \_\_\_\_\_ ?
- g How often \_\_\_\_\_ ?
- h Which \_\_\_\_\_ ?
- i Why \_\_\_\_\_ ?
- j Would \_\_\_\_\_ ?

- 7** Look at the possible questions in 6. Match the extended answers below to four of the questions. Then mark the linking words.

- 1** I like going to the cinema if it's a new film or a film that has special effects because it's much better to see it on a large screen and going with friends means we can talk about it afterwards. I live in a small village 30 km from the nearest cinema though, so going to the cinema is quite expensive. I also have to go in the early evening as the last bus to my village leaves the town at 10.30 pm. And watching at home is much cheaper than going to the cinema! \_\_\_\_\_
- 2** I'm a student so most of my time is spent at lectures and in the library. But I have a job in a local café near the university to help pay for things. I work three evenings a week serving customers and I also help out in the kitchen. I can eat there on the evenings I work, which also helps with my finances! I sometimes work on Saturday too, but I like to keep the weekend free if I can. \_\_\_\_\_
- 3** I play badminton and I'm a member of my college team – we play against other college teams and we're quite good. As a spectator I enjoy going to see my local football team and watching bigger matches on television. I like watching tennis tournaments too – it's really interesting to see players who play very well on one surface but not necessarily on another. \_\_\_\_\_
- 4** I like going shopping with my sister. There's a big shopping centre in the town where we live and we often go there at the weekend to look around the shops and have coffee. There's an ice rink there too, so we sometimes take my little brother, but he doesn't like shopping! If I need to buy something expensive like new shoes then I'll go with my mum, because she can pay for them! \_\_\_\_\_

- 8** With a partner, ask and answer the questions you made in 6. Give extended answers using the words and phrases from 4.

## Pronunciation: word linking


- 1 When a word begins with a vowel sound and the previous word ends in a consonant sound, we link the two sounds together in continuous natural speech. Listen again to candidate 2 on page 10 speaking and note how he links his words.

What I like most is the fact that it's near the coast because I love the sea. I always try to go there at weekends. I also think it has good facilities – there's plenty to do, particularly for young people as there's a leisure centre and swimming pool, two cinemas and a large shopping centre. One thing I don't like is that we don't have many parks or green spaces so there aren't many nice places to walk or play.

- 2 Mark the linking in these statements.
- I'd like to get a place of my own as soon as I can.
  - I hope I can take early retirement before I'm sixty.
  - I'd like to start a family when I'm about thirty years old.
  - Next year I'm planning to take a sabbatical so that I can travel to South America.
  - I've always wanted to get a degree in electronic engineering.
  - I can't afford to take a gap year unless I can get a job and save up.

### Technique

Linking your words together will make you sound more natural and fluent. Remember it is the sounds that link, not the letters, e.g. *like is* links together because the final sound of /aɪk/ links with the initial sound of /ɪz/ to give /aɪkɪz/.

- 3  1.11 Listen and repeat the statements in 2, paying attention to the linking.

- 4 Complete the statements so that they are true for you.

- A place I'd like to visit is \_\_\_\_\_
- I've always enjoyed \_\_\_\_\_
- I don't often eat \_\_\_\_\_
- What I like about my home is \_\_\_\_\_
- Learning English is \_\_\_\_\_
- I've always wanted to \_\_\_\_\_
- When I get up in the morning \_\_\_\_\_

- 5 Identify and mark the linking in the statements.

- 6 Practise saying the statements.

# 2

# Taste

UNIT AIMS

## LISTENING SKILLS

Labelling a map or plan

## SPEAKING SKILLS

Part 2: Describing an arts or media event

Using cleft sentences

Talking about likes and preferences

## PRONUNCIATION

Sentence stress

## EXAM LISTENING

Section 2



## Topic talk

- Look at the pictures and answer the questions below.
  - Do you follow the latest trends in fashion, music and technology?
  - How important is looking fashionable to you?
  - Do you have similar tastes to your friends and family?
  - Which of the fashions opposite would you prefer? Why?
- Decide which adjective in the box best matches the descriptions (a–g) below.

classic ■ conservative ■ contemporary ■ functional  
mainstream ■ over the top ■ retro ■ unique

### Example

He prefers modern over traditional and follows the latest trends. contemporary

- He likes wearing fashions from the sixties and seventies.  
\_\_\_\_\_
- I'm not sure I like her fashion sense – it's a little too dramatic and exaggerated for my taste. \_\_\_\_\_
- I prefer simple, well-cut clothes that don't go out of fashion.  
\_\_\_\_\_
- My parents are a little old-fashioned in their taste; they prefer traditional, plain designs. \_\_\_\_\_
- I always think Italian women have a very distinctive style, unlike any other. \_\_\_\_\_
- Nowadays it seems that almost everyone owns a least one pair of jeans.  
\_\_\_\_\_
- The design of the house is simple and practical but not particularly attractive. \_\_\_\_\_

- Choose two nouns from the box below which collocate with each of the adjectives in 2. Some of the adjectives may collocate with more than two nouns.

a car ■ a design ■ a film ■ a haircut ■ fashion ■ music ■ an outfit ■ a room



4 Which of the adjectives in 2 best describes the following?

- a the design of your house/flat \_\_\_\_\_
- b the style of some of your family members \_\_\_\_\_
- c your taste in fashion \_\_\_\_\_
- d the style of your favourite actor or singer \_\_\_\_\_
- e the design of your workplace or place of study \_\_\_\_\_

5 Match each category (1–9) with the list of examples (a–i).

1 architecture	a a stand-up comedian, an opera, a ballet, a stage play
2 fashion	b a catwalk model, a designer label, a high street trend, a fashion designer
3 music	c a best-selling paperback, a classic novel, an historical biography, a collection of poetry
4 literature	d e-reader, a podcast, an internet blog, a social networking site
5 film	e an oil portrait, a watercolour landscape, a a sculpture, an abstract painting
6 visual arts	f a new release, a blockbuster, an art-house movie, a foreign language film
7 performing arts	g a broadsheet newspaper, a tabloid, a current affairs programme, a weekly magazine
8 traditional media	h a top ten hit, choral music, an orchestral piece, a cover version
9 new media	i high-rise apartments, a high-tech skyscraper, a building of historical interest, a slum

6 Think of some specific examples for some of the words in 5 and tell your partner.

*Example*

*an opera: La Traviata*

7 Complete the sentences below with an appropriate preposition. Some of the prepositions may be used more than once.

about ■ for ■ in ■ of ■ on ■ over ■ than ■ to

- a I'm not keen \_\_\_\_\_ choral music.
- b I am quite passionate \_\_\_\_\_ designer labels.
- c I can see the attraction \_\_\_\_\_ abstract art but it doesn't appeal \_\_\_\_\_ me at all.
- d I'm not a big fan \_\_\_\_\_ high street fashion.
- e I have a preference \_\_\_\_\_ classic novels \_\_\_\_\_ more contemporary ones.
- f I feel quite indifferent \_\_\_\_\_ most sculpture.
- g I have quite traditional tastes \_\_\_\_\_ music.
- h I would much rather watch an art-house film \_\_\_\_\_ a blockbuster.
- i I'm quite fond \_\_\_\_\_ ballet but don't care much \_\_\_\_\_ opera.
- j Tablets and e-readers are very much \_\_\_\_\_ fashion at the moment.

8 Which of the examples in 5 do you see, listen to or use regularly? Use the language in 7 to explain how you feel about them.

## Speaking skills

### Part 2: Describing an arts or media event

1 Look at the notices/adverts (A–C) and answer the questions below.

- 1 What type of event is each one advertising? \_\_\_\_\_
- 2 Have you been to any events like these recently? \_\_\_\_\_
- 3 Which of these events would you choose to go to? Why? \_\_\_\_\_

A

#### South Hill Arts Centre

Monday 5th–Sunday 18th October 10 am–4 pm

‘Man and nature’

An exhibition exploring the human relationship with the natural landscape featuring the work of local photographer Henry Gregory.

Adults: £5

Free admission for under 12s and students.

B

#### Grangetown Dramatic Society

presents

#### *A Midsummer Night's Dream*

by William Shakespeare

Tuesday 5–Saturday 9 September

at The Priory Theatre Grangetown

Tickets available from Box Office 01856 875335

C

#### Netherwood Town Hall


*Netherwood Chamber Orchestra*

Mozart Violin concerto No 4

Mahler Symphony No 5

Friday 11 April 8 pm

Tickets £10, £7.50

2  1.16 Listen to a man talking about one of the events in 1. Which one is he describing? Did he enjoy it? Was there anything he didn't like?

### Using cleft sentences

3 Complete the phrases the speaker uses to emphasize his points. Then listen again to check your answers.

- a The thing \_\_\_\_\_ was the violin concerto.
- b The \_\_\_\_\_ events like this is \_\_\_\_\_ I like to see local talent.
- c What \_\_\_\_\_ how good amateur musicians can be.
- d Something \_\_\_\_\_ was the age of the musicians.
- e What \_\_\_\_\_ the venue.

#### Technique

To focus on a particular point and emphasize it, we often use a cleft sentence. These start with *The thing ...*, *Something ...*, *What ...*, *The reason why ...* and can be used to express how we feel about something using the verbs *like*, *dislike*, *love*, *hate*, *enjoy*, etc. For example: *The thing I liked most about the concert was the soloist.*

#### 4 Rewrite these sentences using a cleft sentence starting with the prompt given.

*Example*

*I especially loved his emotional performance.*

*Something that I especially loved was his emotional performance.*

*I didn't enjoy the concert because the sound quality was bad.*

*The reason why I didn't enjoy the concert was the sound quality was so bad.*

**a** The small, intimate venue really made this show really special.

What \_\_\_\_\_

**b** The artist's talent really impressed me.

The thing \_\_\_\_\_

**c** I absolutely love her designs because they are so modern and fresh.

The reason \_\_\_\_\_

**d** I particularly remember the incredible costumes and scenery.

Something \_\_\_\_\_

**e** I'm not very keen on this type of modern art.

Something \_\_\_\_\_

**f** The fascinating story makes this film worth seeing.

The thing \_\_\_\_\_

**g** I didn't like the book because the story was so complicated.

The reason \_\_\_\_\_

**h** The film made me realize what difficult lives some people lead.

What \_\_\_\_\_

#### 5 1.17 Listen and check your answers.

### Talking about likes and preferences

#### 6 Think about your own experience and choose one of the following.

a cultural event ■ an exhibition ■ a film ■ a musical event ■ a play

Talk about

- why you went to the event
- what you enjoyed about it
- something that particularly impressed you about it
- one thing you didn't like about it.

#### Technique

To show emphasis, you can use adverbs like *really*, *especially*, *absolutely* and *particularly*.

#### 7 Read the Speaking Part 2 task card below. Take one minute to think and make notes on the topic. Then practise speaking for two minutes on the topic.

Describe an arts or entertainment event that you have attended.


You should say

- what kind of event it was
- where it was held
- what impression it had on you

and explain whether or not you enjoyed it.

## Pronunciation

### Sentence stress

1  1.18 Listen to these speakers' impressions of different arts events.

Underline the words that the speakers stress.

- Something I really didn't like was the noise.
- The thing I remember most is the beautiful choral piece.
- What made the concert special was the fantastic choir.
- What I absolutely loved about the play were the wonderful costumes.
- The thing I particularly liked were the stunning visual effects.
- The thing that really impressed me was the amazing script.

#### Technique


Speakers generally stress content words (words that carry meaning like nouns, verbs, adjectives and adverbs) rather than grammar words (prepositions, auxiliary verbs, pronouns, etc). However, any word may be stressed for emphasis.



2 Practise saying the sentences.

3 Look at the sentences below. Underline the words in each sentence that you think will be stressed.

- I'm a big fan of contemporary art.
- Orchestral music doesn't appeal to me at all.
- I really can't see the attraction of the latest fashion trend.
- I'm quite passionate about traditional dancing.
- I'm not too keen on folk music but I love this song.
- I absolutely love classic literature but I'm not too keen on this particular writer.

4  1.19 Listen and check your answers.

5 Rewrite the sentences in 3 so that they are true for you.

6 Practise saying the sentences.

# 3

# The world about us

UNIT AIMS

## LISTENING SKILLS

Identifying synonyms and paraphrases  
Classification

## SPEAKING SKILLS

Part 2: Describing something to help the environment

Part 3: Expressing views and opinions

## PRONUNCIATION

Word stress in *-ion* nouns

## EXAM LISTENING

Section 3

## Topic talk

Waters rage as deluge continues

Heat wave nightmare

Hurricane wreaks devastation

- 1 Read the headlines and answer the questions.
  - a What world issue do the three headlines represent?
  - b Which parts of the world have experienced any of these in recent years?
  - c What were the consequences?
- 2 Which of the following could be classified as natural disasters? Which could be caused by human activity?
  - a civil war
  - b drought
  - c an earthquake
  - d famine
  - e flooding
  - f a volcanic eruption
- 3 What are the possible causes and consequences of the issues in 1? Make statements using the verbs in the box and the ideas below.

### Example

*An earthquake can lead to a tsunami.*

*Famine can be caused by a poor harvest.*

## Technique

Use modal verbs like *can*, *could*, *may* and *might* to avoid being too direct or definite. This is very common in academic writing as well as speaking.

can be affected by ■ can be caused by ■ can lead to  
can result in ■ can result from

- |                      |                         |                |
|----------------------|-------------------------|----------------|
| - climate change     | - extreme temperatures  | - migration    |
| - deforestation      | - fossil fuel emissions | - poverty      |
| - disease            | - global warming        | - refugees     |
| - economic crisis    | - homelessness          | - a tsunami    |
| - endangered species | - a poor harvest        | - unemployment |
| - an epidemic        |                         |                |

- 4** Choose the adjective in the following sentences which does NOT collocate with the noun that follows.
- Many people believe that global warming has caused *long-term/irreversible/disastrous* damage to the environment.
  - The situation is quickly deteriorating and could soon become a *widespread/major/humanitarian* disaster.
  - Recent storms and flooding have caused *long-term/widespread/main* damage to the region.
  - After the earthquake, many countries provided *emergency/disastrous/financial* aid.
  - The *ongoing/impending/trivial* crisis has caused many people to flee the country.
  - It is feared that the disaster will have *far-reaching/eternal/environmental* consequences.
  - The region is suffering a(n) *complicated/ongoing/humanitarian* crisis caused by the civil war.
  - The recent extreme weather has had a(n) *important/devastating/disastrous* effect on the local population.
- 5** Read the questions below. Which two questions are different from the others? In what way?
- What's the climate like in your country?
  - How has the climate changed in recent years?
  - What can individuals do to protect the environment?
  - Do you believe businesses do enough to protect the environment?
  - How will climate change affect people's lives in the future?
  - Does it often snow in your country?
  - What are some of the causes of water pollution?
  - What consequences can a shortage of rain have on people's lives?
  - What are the differences between old and young people's attitudes towards protecting the environment?
- 6** Which questions (a–i) in 5 require the following type of answers?
- |  |                               |
|--|-------------------------------|
| 1 an explanation _____                 | 4 a personal opinion _____    |
| 2 a comparison _____                   | 5 a prediction _____          |
| 3 a suggestion or recommendation _____ | 6 a personal experience _____ |
- 7** Match the answer types (1–6) in 6 with the phrases (a–j) below.
- It is quite likely that \_\_\_\_\_
  - The main difference is \_\_\_\_\_
  - They should definitely \_\_\_\_\_
  - We tend to have a lot of \_\_\_\_\_
  - Personally, I think \_\_\_\_\_
  - It would be a good idea if \_\_\_\_\_
  - There are now far more \_\_\_\_\_
  - There will probably be \_\_\_\_\_
  - Very rarely, but last year we \_\_\_\_\_
  - There are several negative effects including \_\_\_\_\_
  - In my view, \_\_\_\_\_
- 8** With a partner, ask and answer the questions in 5. Start your answers by using some of the phrases in 7.

## Speaking skills

1 Read the 12 ideas below on how to save the planet and answer questions a and b below.

a How often do you do the following activities? (always, regularly, occasionally, never?)

### 12 ways to save the planet

- 1 Walk or ride a bike to work/place of study.
- 2 Recycle glass, paper, aluminium, etc.
- 3 Compost food waste.
- 4 Switch off electrical items like computers at night.
- 5 Turn off lights when you're not in the room.
- 6 Have a shower rather than a bath.
- 7 Buy locally grown produce.
- 8 Donate unwanted items to charity.
- 9 Buy clothes, furniture or other items second hand.
- 10 Take your own bags to the supermarket.
- 11 Bank and pay bills online.
- 12 Have a vegetarian meal.



b How can doing these activities help save the planet? If people didn't do any of them, how might this affect the planet? Use some of the verbs and nouns below to help you.

#### Example

*Walking to work saves fuel consumption and reduces carbon emissions.*

add to ■ conserve ■ contribute to ■ recycle  
save ■ reduce ■ use ■ waste

air miles ■ carbon emissions ■ carbon footprint ■ energy (consumption)  
fuel (consumption) ■ money ■ landfill ■ water (consumption)

## Part 2: Describing something to help the environment

2 Read the task card below. Take one minute to prepare and make notes. Then spend two minutes talking about the topic.

Describe something you do to help the environment.

You should say

- what it is you do
- how you do it
- how often you do it
- and explain in what way your action helps the environment.

### Part 3: Expressing views and opinions

**3** Complete the sentences (1–8) with the words below.

against ■ agree ■ believe ■ far ■ me ■ tend ■ view ■ would

- 1 Most people would \_\_\_\_\_ that it is essential for big companies to reduce their carbon emissions.
- 2 As \_\_\_\_\_ as I can see, the problems caused by fossil fuel emissions and deforestation are not going to disappear.
- 3 For \_\_\_\_\_, fuel emissions from cars are one of the biggest sources of air pollution.
- 4 I \_\_\_\_\_ to think that some claims about climate change and extreme weather are exaggerated.
- 5 I'm totally \_\_\_\_\_ the amount of plastic packaging most manufacturers use for their products.
- 6 I \_\_\_\_\_ say that companies found to be contaminating rivers and the sea should be heavily fined.
- 7 In my \_\_\_\_\_, the increase in the number of endangered species is a real cause for concern.
- 8 I don't \_\_\_\_\_ that some individuals are aware of how serious some of these environmental issues are.

**4** Match the justifications (a–h) below with the opinions (1–8) in 3.

- a Unless they take action, there could be severe consequences for future generations. \_\_\_\_\_
- b I'm more concerned about economic issues and global poverty and starvation. \_\_\_\_\_
- c That's why it's so important to educate people, particularly children, so that they grow up with a good understanding of how to protect our planet from total destruction. \_\_\_\_\_
- d If more people left their vehicles at home and walked or shared lifts, this would be greatly reduced. \_\_\_\_\_
- e Although some governments and businesses have taken measures to deal with these issues, I don't think they have gone far enough. \_\_\_\_\_
- f That's why I am a big supporter of charities that support animal and plant conservation. \_\_\_\_\_
- g This already happens in my country and it has greatly reduced the amount of water pollution in recent years. \_\_\_\_\_
- h I don't think it's necessary and not only is it a waste of money, it also adds to landfill. \_\_\_\_\_

#### Technique


When expressing an opinion it is important to support and justify your view.

## Pronunciation

### Word stress in *-ion* nouns

- 1 The following verbs and nouns all appear in this unit. Complete the table with the corresponding noun or verb.

Verb	Noun	Verb	Noun
exaggerate		protect	
	pollution		information
justify		conserve	
	consumption		presentation
contribute		realize	
	destruction		population
deteriorate		prevent	
	emission		migration
contaminate		reduce	
	classification		recommendation

- 2  1.25 Mark the stress on the verbs and nouns. Listen and check.  
Can you see a pattern in the position of the stressed syllable in the nouns?
- 3 Complete the questions with one of the words from the table in 1.  
There may be more than one possible answer.
- What type of human activity \_\_\_\_\_ to global warming?
  - What effect does the \_\_\_\_\_ of the rainforest have on wildlife?
  - How can a \_\_\_\_\_ in air quality affect people's health?
  - How can households reduce their water \_\_\_\_\_ ?
  - Has the \_\_\_\_\_ in your home town increased or decreased in recent years?
  - Does your country experience economic \_\_\_\_\_ from other countries?
  - What is the best way for individuals to \_\_\_\_\_ their local environment?
  - How can you \_\_\_\_\_ supporting animal charities when so many humans live in poverty?
- 4 With a partner, ask and answer the questions.

# 4

# Language and communication

UNIT AIMS

## LISTENING SKILLS

Visual multiple choice  
Table completion

## SPEAKING SKILLS

Part 3: Agreeing and disagreeing  
Part 2: Making notes

## PRONUNCIATION

Word linking 2

## EXAM LISTENING

Section 4



## Topic talk

1 Look at the picture and answer the questions.

- How long have you been learning English?
- What for you is the most difficult thing about learning English?
- Have you learnt any other foreign languages apart from English?
- How important is it to learn a foreign language?
- What is the most effective way to learn a language?

2 Complete the opinions (a–j) with a word from the box.

common ■ dead ■ face-to-face ■ first ■ cross-cultural  
minority ■ non-verbal ■ official ■ second ■ written

- \_\_\_\_\_ languages will die out unless people make an effort to protect them.
- If English is your \_\_\_\_\_ language, you will have greater opportunities in life.
- The reason people can find \_\_\_\_\_ communication difficult is due to different behaviour and values rather than the language barrier.
- \_\_\_\_\_ communication using technology like video conferencing and webcam is the same as talking to someone in the flesh.
- When nations share a \_\_\_\_\_ language, they are likely to have good relations.
- Children who are taught a \_\_\_\_\_ language from an early age are far more likely to become fluent.
- There is no point in learning a \_\_\_\_\_ language like Latin.
- The decline in the standards of \_\_\_\_\_ communication and literacy skills in general is due to an increase in text messaging and social networking amongst young people.
- All citizens of a country should be forced to learn the \_\_\_\_\_ language even if it is not their mother tongue.
- Body language, facial expression and other \_\_\_\_\_ communication skills are more important than speech in conveying emotions.

**3** The phrases below could be used to agree or disagree with the statements in 1. Decide which phrases (a–h) express the following.

- strong agreement \_\_\_\_\_  
 cautious agreement \_\_\_\_\_  
 cautious disagreement \_\_\_\_\_  
 strong disagreement \_\_\_\_\_

- a I'm not sure I agree with that.
- b I agree up to a point.
- c I sure that's not right.
- d Personally, I'd say the opposite.
- e I agree to some extent
- f I would tend to agree.
- g I couldn't agree more.
- h There's no doubt about it.
- i That's so true.
- j I'm not so sure about that.

**4** Match the responses (1–10) below with the statements (a–j) in 2.

- 1 There are plenty of examples in history which show that this is not true and it is often neighbouring states who speak the same or similar languages who end up at war. However, I do think that a shared language can help strengthen ties in some cases. \_\_\_\_\_
- 2 Even if you speak the same language, cultural differences can cause significant misunderstandings between people and can lead to a total breakdown in communication. \_\_\_\_\_
- 3 Governments should do far more to ensure these languages are taught in schools because we rely on the younger generations to keep them alive for the future. \_\_\_\_\_
- 4 I think everyone should be able to communicate at a basic level in the official language but they should also be free to use their own language whenever they want. \_\_\_\_\_
- 5 But it all depends on how well you are taught. Many people learn a language at primary school but they don't all go on to speak it fluently. \_\_\_\_\_
- 6 I think a knowledge of English can be very useful for work and study but it doesn't necessarily have to be your mother tongue. I think it is more useful to be able to speak a number of languages well than to speak only English. \_\_\_\_\_
- 7 You can tell far more about how someone is feeling from how he communicates than from what he actually says. \_\_\_\_\_
- 8 It's not the same as being in the same room with someone – there is always going to be a slight barrier if you are speaking to someone on a screen. \_\_\_\_\_
- 9 It can really help if you are a linguist as so many other languages have their roots in Latin, so it's great for understanding vocabulary. And like any academic subject it is good mental exercise. \_\_\_\_\_
- 10 Spelling and punctuation in particular have really deteriorated and it can only be because young people are so used to using abbreviated text language. \_\_\_\_\_

**5** Decide if the response is showing agreement or disagreement and choose a suitable phrase (a–h) from 3 to start the response.

**6** Do you agree or disagree with the opinions in 2? Talk to your partner.

### Technique

In Part 3 of the Speaking test, you may be asked whether you agree or disagree with an opinion. Remember, there is no right or wrong answer but you must be able to justify your opinion.

## Speaking skills

### Part 3: Agreeing and disagreeing

1 Look at the list of ways of communicating.

- Which do you use on a regular (daily) basis?
- Which do you use regularly but not every day?
- Which did you used to use more regularly than you do now?
- Which do you think you will not use as much in the future?
- Which have you never used?

- text messaging
- telephone calls from a landline
- telephone calls on a mobile
- handwritten letters
- fax
- email
- typed or word-processed letters
- social networking
- instant messaging

2 What are the benefits and drawbacks of each type of communication in 1? Use the ideas below to help you.

*Example*

*Text messaging is a convenient and immediate form of communication but it can be too informal for some situations and messages can be deleted very easily.*

- |                  |                    |
|------------------|--------------------|
| - easy to use    | - behind the times |
| - convenient     | - interactive      |
| - public         | - temporary        |
| - time-consuming | - confidential     |
| - personal       | - slow             |
| - costly         | - impersonal       |
| - immediate      | - formal           |
| - easily deleted | - harmful          |
| - permanent      | - informal         |

### Part 2: Making notes

3 Read the Part 2 task card below and answer the questions.


- What is the main topic?
- What tense are you expected to use for the most part?

Describe an important letter you received.

You should say

- who it was from
- when you received it
- what it was about

and explain why it was important to you.

- 4**  **1.30** Listen to a candidate doing the task. As you listen, note down what he says about each of the main points on the task card. Write only the important points.

*Example*

*Who it was from: boss*

- 5** Listen again. What extra details does he add?

*Example*

*formal letter, interview a few weeks before*

- 6** Look at the notes that the candidate wrote to prepare for the same task. Did the candidate mention all the points on the card? How similar are the notes to the ones you made as you listened?

- boss – formal letter – job offer
- last April, long wait after interview, thought it was rejection
- short, start date, pay, invite to HR dept
- first job – pleased, wanted job, surprised, excited

- 7** Read the task card below and answer the questions.

- a What is the main topic?
- b What tense are you expected to use for the most part?

Talk about a person you regularly communicate with but don't often see.

You should say

- who the person is
- how you communicate with them
- what you communicate about

and explain why communication with this person is important to you.


- 8** Take one minute to prepare. Make a note of the main ideas and key words first. Then in the remaining time add any details. Use your notes to speak for two minutes on the topic.

### Technique

You will be given one minute to prepare for your talk so use this time wisely. Make notes of the main points and key vocabulary and refer to these as you talk to help you remember.

## Pronunciation

### Word linking 2

**1**  **1.31** Listen to the following extracts from the Speaking task on page 35. Complete the extracts with TWO WORDS in each gap.

- a I'd like to talk about a \_\_\_\_\_ received last year.
- b I had been \_\_\_\_\_ interview a few weeks before ...
- c I remember \_\_\_\_\_ to my family that I hadn't got it ...
- d I almost didn't \_\_\_\_\_ reading it!
- e The \_\_\_\_\_ was quite short.
- f What I remember most is being \_\_\_\_\_ as it was my first job offer ...


#### Technique

When one word ends in a vowel sound and the following word starts with a vowel sound, we often link the two together by adding an extra 'intruding' sound. The intrusive sounds are /j/, /r/ and /w/.

**2** Listen again. There is an extra sound linking the two words together. What is the extra sound in each case? Practise saying the extracts, paying particular attention to the linking.

**3** Identify and mark the intrusive sounds in the questions below, as in the example.

- a How often do you check your email inbox?  
Do you think this is too often?
- b Are there any minority languages in your country?  
Are they in danger of extinction?
- c How effective are your oral communication skills? What can you do to improve them?
- d Does mobile technology make it easier or more difficult to switch off from study or work?
- e Is your own language difficult for other language speakers to learn?
- f How are languages best learnt? Are they easier to learn when you are young?

**4**  **1.32** Listen to the questions in 3 and repeat them.

**5** With a partner, ask and answer the questions.

# 5

# Food for thought

UNIT AIMS

## LISTENING SKILLS

Nominalization in paraphrasing  
Sentence completion

## SPEAKING SKILLS

Part 3: Asking for clarification and giving yourself thinking time

## PRONUNCIATION

Weak forms of auxiliary verbs

## EXAM LISTENING

Section 2



## Topic talk

- 1 Look at the pictures and answer the questions.
  - a Which of the eating situations can you most relate to?
  - b Where do you eat on an average day? Who do you eat with?
  - c Do you think your eating habits are generally healthy or unhealthy?
  
- 2 Which of the following statements are examples of healthy habits? Which are unhealthy? Which could be either? Which are true for you?
  - 1 I try to avoid eating late at night.
  - 2 I'm always eating on the go.
  - 3 I make a real effort to have a proper sit-down meal every day.
  - 4 I tend to eat a lot of snacks like chocolate and crisps.
  - 5 I rarely cook for myself.
  - 6 I eat out at least once a week.
  - 7 I often skip breakfast in the morning.
  - 8 I try to eat fresh fruit and vegetables every day.
  
- 3 Match the reasons below (a–h) with the statements in 2 (1–8).
  - a I just don't feel hungry first thing so I usually just have a coffee to keep me going. \_\_\_\_\_
  - b I always carry a supply in my bag. I'm lucky that I don't put on weight easily. \_\_\_\_\_
  - c I don't know how to. My flat mate is a brilliant cook so he always cooks for me. \_\_\_\_\_
  - d I think you're supposed to eat five a day to keep healthy. \_\_\_\_\_
  - e It makes a change to cooking every night. \_\_\_\_\_
  - f It's important to take time over a meal and spend time with your family. \_\_\_\_\_
  - g I just don't have time to sit down for a meal so I just grab a quick snack. \_\_\_\_\_
  - h I find it stops me sleeping well and I don't think it's good for your digestion. \_\_\_\_\_

**4** Choose examples from the box of foods which are high in the food properties (a–g) below. Some foods fit into more than one category

berries ■ butter ■ citrus fruit ■ chocolate ■ eggs ■ fizzy drinks ■ green vegetables  
lentils ■ liver ■ nuts ■ oily fish ■ pasta ■ rice ■ ready meals ■ wholemeal bread

- a carbohydrates \_\_\_\_\_
- b protein \_\_\_\_\_
- c fibre \_\_\_\_\_
- d vitamins and minerals \_\_\_\_\_
- e cholesterol \_\_\_\_\_
- f additives, e.g. colourings and preservatives \_\_\_\_\_
- g calories \_\_\_\_\_

**5** Add one more example of your own to each list.

**6** Complete the sentences below about health problems caused by diet with nouns from the box.

food poisoning ■ heart disease ■ high blood pressure ■ hyperactivity  
indigestion ■ malnutrition ■ obesity ■ tooth decay

- a It is thought that the recent outbreak of \_\_\_\_\_ was caused by contaminated or improperly cooked food.
- b Some parents avoid foods high in additives as they believe they can cause \_\_\_\_\_ in children.
- c It is generally believed that a diet high in salt can lead to \_\_\_\_\_.
- d \_\_\_\_\_ is a result of poor oral hygiene and too many high-sugar foods and drinks.
- e A fatty diet can lead to high levels of cholesterol which may in turn lead to \_\_\_\_\_.
- f Some people find that eating too much rich spicy food can give them \_\_\_\_\_.
- g A poor diet with a lack of sufficient nutrients may result in \_\_\_\_\_.
- h The most common causes of \_\_\_\_\_ are a diet high in fat and sugar and a lack of exercise.

**7** What are the benefits of eating the following types of food? What are the drawbacks? Give reasons and examples for your answers.

- a vegetarian or vegan food
- b low-fat foods
- c organic fruit and vegetables
- d free-range meat and eggs

## Speaking skills

### Part 3 : Asking for clarification and giving yourself thinking time

**1** Read the following opinions about food and diet. Which statements do you agree with and which do you disagree with? Why? Tell your partner.

- a Extreme diets don't work and can be dangerous.
- b People who have more food choices tend to have less healthy diets.
- c If you follow a healthy diet there is no need to take extra vitamins and minerals.
- d A diet without meat is unnatural; we need meat to be strong and healthy.
- e A rise in food allergies is due to environmental factors.
- f Our modern-day eating habits are healthier than they were 100 years ago.
- g There is no point in providing food aid to poor nations.
- h Cooking should be a compulsory subject for all children.


**2** The statements in 1 were all made in response to Part 3 questions. Match the questions (1–8) with the statements (a–h) above.

- 1 Do you think people in western countries have health problems that are related to food? \_\_\_\_\_
- 2 How are eating habits now different from eating habits in the past? \_\_\_\_\_
- 3 What is the safest way to lose weight? \_\_\_\_\_
- 4 Do you think children should be taught how to cook at school? \_\_\_\_\_
- 5 Do you think a vegetarian diet can be healthy? \_\_\_\_\_
- 6 What can be done to prevent famine in poor countries? \_\_\_\_\_
- 7 Why do you think there are now more people who have an allergic reaction to some foods? \_\_\_\_\_
- 8 How do you feel about dietary supplements? \_\_\_\_\_

**3** The statements below extend the opinions in 1. Match the extensions (1–8) to the opinions (a–h) in 1.

- 1 Unfortunately not all parents teach their children to cook, so they should have classes in food and nutrition at school. \_\_\_\_\_
- 2 There's a lot more pollution around now which means we are breathing air that isn't clean and drinking water that's been purified artificially. \_\_\_\_\_
- 3 It's much better to lose weight slowly over a period of time – that way you can maintain the weight loss. \_\_\_\_\_
- 4 It would be more effective to teach the people there how to produce food for themselves. \_\_\_\_\_
- 5 More people around the world are more prosperous now than in the past, which means they can afford to eat better. \_\_\_\_\_
- 6 It depends on whether you only avoid meat – many vegetarians don't eat fish or dairy products either.
- 7 It's healthier to eat foods that contain those elements. \_\_\_\_\_
- 8 It seems that being able to choose lots of different foods makes us forget the need to have a balanced diet. \_\_\_\_\_

- 4** Read the following further statements about food and diet. What questions do you think the examiner asked to produce these answers?
- 1** I'm worried that it encourages teenagers to try to lose weight when they don't need to, and it's about making a profit rather than promoting healthy eating habits.  
\_\_\_\_\_
  - 2** A balanced diet is essential in order to stay healthy, and understanding which foods contain carbohydrates, fat, protein and so on helps us to maintain healthy eating habits.  
\_\_\_\_\_
  - 3** It's probably because of the type of crops that traditionally grew there, but modern farming methods make it possible to grow anything in any climate.  
\_\_\_\_\_
  - 4** The world is running out of food and we have an expanding population, so we will have to find a way of producing food that provides us with the nutrients we need more efficiently.  
\_\_\_\_\_
  - 5** Treating food as fuel encourages us to eat processed food that can be eaten quickly, instead of taking time to eat fresh food properly prepared and cooked.  
\_\_\_\_\_

**5**  **1.36–1.39** Listen to four candidates answering some of the questions from 2. Match the speaker to the correct question.

- Speaker 1: \_\_\_\_\_  
 Speaker 2: \_\_\_\_\_  
 Speaker 3: \_\_\_\_\_  
 Speaker 4: \_\_\_\_\_

**Technique**

If you have difficulty understanding the question or thinking of ideas, try to clarify what the examiner wants or use a phrase to give yourself thinking time.

**6** Listen again and write down any phrases the speakers use to ask for clarification and give themselves thinking time.

- Asking for clarification:  
 \_\_\_\_\_  
 Gaining thinking time:  
 \_\_\_\_\_

**7** With a partner, think of further expressions for asking for clarification and gaining thinking time.

- Asking for clarification:  
 \_\_\_\_\_  
 Gaining thinking time:  
 \_\_\_\_\_

**8** With a partner, ask and answer the questions in 2.

## Pronunciation

### Weak forms of auxiliary verbs


- 1 Read the task card below. Tell your partner about a special meal you have had recently.

Describe a special meal you had recently.

You should say

- what the meal was
- where you had it
- who you were with

and explain what was the significance or importance of the meal.

- 2  1.40 Listen to six extracts from a candidate doing the task in 1 and write the missing verbs in the gaps.

- a I \_\_\_\_\_ to tell you about a special meal I \_\_\_\_\_ recently.
- b It \_\_\_\_\_ my birthday and my friends \_\_\_\_\_ a surprise evening out for me.
- c It \_\_\_\_\_ a restaurant I \_\_\_\_\_ to go to ever since it \_\_\_\_\_ so I \_\_\_\_\_ very excited.
- d We \_\_\_\_\_ there before so we \_\_\_\_\_ sure what to expect but we \_\_\_\_\_ it \_\_\_\_\_ very good.
- e For my main course, I \_\_\_\_\_ lasagne, which \_\_\_\_\_ a dish \_\_\_\_\_ many times before, but this one \_\_\_\_\_ absolutely outstanding.
- f I \_\_\_\_\_ just \_\_\_\_\_ that they \_\_\_\_\_ in a few weeks' time to redecorate but I think they \_\_\_\_\_ again by New Year.

- 3 Listen again. Which of the verbs are stressed? Which are unstressed or weak?

- 4 Underline the auxiliary verbs in the sentences below. Practise saying the sentences, paying attention to the weak forms.

- a I'll have been there by then.
- b I've been looking forward to going there.
- c I was told to order the fish.
- d We were given a free drink.
- e I've never been there before.
- f They're offering a discount.
- g I wasn't sure what they were doing.
- h I'd like to have been there.

### Technique

Main verbs are strong (stressed). Auxiliary verbs (*be, have, do*) and modal auxiliary verbs (*can, will, must, would, etc*) are generally weak except in negatives and short answers, or when used for emphasis. Remember that the auxiliary verbs *have* and *do* can also function as main verbs, in which case they will be strong.

# 6

# Science and technology

UNIT AIMS

## LISTENING SKILLS

Identifying and avoiding distractors  
Matching

## SPEAKING SKILLS

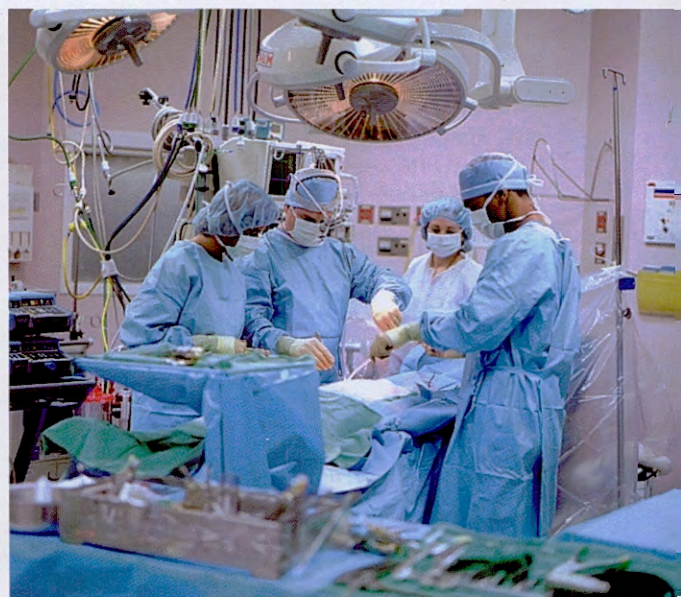
Part 3: Making generalizations

## PRONUNCIATION

Sounding interested

## EXAM LISTENING

Section 4



## Topic talk

**1** Look at the pictures and answer the questions below.

- What role do scientists and engineers play in the situations in the pictures?
- To which other areas of life do scientists and engineers contribute?
- What skills and qualities do you need to be a scientist or an engineer?

**2** Match the branches of science (1–10) with the area each one involves (a–j).

- |               |   |
|---------------|---|
| 1 biology     | a forces and energy in the world around us                          |
| 2 chemistry   | b chemical elements, their compounds and how they react             |
| 3 physics     | c the earth's atmosphere and weather                                |
| 4 psychology  | d the mind and its effect on behaviour                              |
| 5 botany      | e society and how human beings behave in groups                     |
| 6 astronomy   | f plants, animals and all living things                             |
| 7 sociology   | g the structure and materials of the earth, e.g. rocks and minerals |
| 8 geology     | h the environment and the things that live in it                    |
| 9 meteorology | i plants  |
| 10 ecology    | j the stars, planets and galaxies                                   |

**3** Do you study or you have studied any of these sciences? Do you plan to study any of them in the future?

**4** Which branch of science would you describe in the following ways? Give reasons for your answers.

- a the most interesting
- b of the most practical use
- c the most difficult to study
- d of the most relevance today

**5** What are the adjectives for each of the nouns in 2?

*Example*

*biology: biological*

**6** How have engineers and scientists contributed to the following areas of life? Think of at least one example for each area.

- a buildings and homes
- b communication
- c food and agriculture
- d health and medicine
- e natural disasters
- f travel and transport
- g work
- h power and energy

**7** Look at the list of scientific and engineering achievements (a–j). Match the achievements to the examples (1–10).

- |                                 |   |
|---------------------------------|---|
| a water supply and distribution | 1 cardiac pacemaker, kidney dialysis machine, laser surgery       |
| b imaging                       | 2 stainless steel, nylon, carbon fibre                            |
| c agricultural mechanization    | 3 hydraulic brakes, electronic fuel injection system, airbags     |
| d household appliances          | 4 the transistor, the microprocessor, the integrated circuit      |
| e high-performance materials    | 5 railways, light bulbs, domestic heating systems                 |
| f roads                         | 6 tractors, the internal combustion engine, the combine harvester |
| g electrification               | 7 canals, desalination plants, pipes                              |
| h electronics                   | 8 radar, photography, ultrasound                                  |
| i health technologies           | 9 the washing machine, the dishwasher, the vacuum cleaner         |
| j the motor car                 | 10 motorways, tarmac, Catseyes                                    |

**8** Number each achievement (a–j) in 7 according to how important you consider it. (1 = least important, 10 = most important).

**9** Compare lists with another student. Explain the reasons for your choices.

*Example*

*I think electronics are important because they contribute to so many other things.*

*Without them we wouldn't have computers, mobile phones or TVs.*

## Speaking skills

- 1 Which word in each group does NOT collocate with the word in **bold**?
- a **scientific** breakthrough/gadget/invention/innovation
  - cutting-edge/state-of-the-art/unusual/advanced **technology**
  - a recent/scientific/current/groundbreaking **discovery**
  - a **medical** breakthrough/discovery/innovation/movement
  - pioneering/modern/medical/scientific **research**
  - a scientific/new/technological/digital **revolution**
- 2 Choose one of the noun phrases in 1 to complete the following Part 2 task card. Use the same noun phrase in each gap.

Describe (a/an) ..... of the last twenty years which you feel has a major influence on your life.

You should say

- what the ..... is
- when it started/happened
- what effect it had

and explain how this ..... has influenced your life.

- 3 Spend one minute preparing and making notes. Then practise speaking for two minutes using your notes.

### Exam information

The questions in Part 3 of the Speaking test are more challenging as they require you to speak about more abstract, academic topics. Part 1 questions are on more familiar or personal topics.

### Part 3: Making generalizations

- 4 Read the following questions about science. Which ones are taken from Speaking Part 1 and which from Part 3?
- 1 Which science subject at school do/did you like the most? Why? \_\_\_\_\_
  - 2 Do you think life is safer, or more dangerous, with modern technology?  
\_\_\_\_\_
  - 3 Does everybody need to know how to use a computer these days? \_\_\_\_\_
  - 4 How has your study of science helped you? \_\_\_\_\_
  - 5 Do you think new developments in science often cause more problems than they solve? \_\_\_\_\_
  - 6 Which area of scientific research do you think is most important and deserves further research and development? \_\_\_\_\_
  - 7 What science subjects do students study at school in your country? \_\_\_\_\_
  - 8 Is there anything about science that you dislike? \_\_\_\_\_
  - 9 Do you think there are some areas that should be off-limits to scientific research? \_\_\_\_\_
  - 10 What effect does new technology have on employment? \_\_\_\_\_

**5** Read two candidates' responses to one of the questions in 1 and answer the questions below.

**Candidate A**

Well, I think life is more dangerous as I know many people who have had problems with crime on the Internet. I have a friend who lost some money when she was banking online. Also lots of my friends' parents are worried about them using the Internet because of online bullying and things like that.

**Candidate B**

In general, I would say advances in science and technology have made us more secure in many ways. Increased scientific knowledge tends to make us more aware of dangers, and developments in some areas have meant that we are more able to deal with difficulties. Health and medicine would be a good example. Of course, technology is liable to bring dangers too. Take the Internet for instance – that has brought new risks and more criminal activity..

- a Which question are they answering? \_\_\_\_\_
- b Which of the candidates provides the best answer? Why? \_\_\_\_\_
- c Underline any words or phrases that Candidate B uses to make generalizations.
- d How does Candidate B support these generalizations? \_\_\_\_\_

**6** Read two more candidates' answers to questions in 1. Which question is each one answering? Underline any words or expressions used to make generalizations.

**Candidate C**

There are many worthwhile areas of research but, on the whole, I think anything that develops our knowledge and understanding of health and medicine should have further resources and investment. It often seems to be the case that this area is neglected in favour of things like space research and I don't believe that's right.

**Candidate D**

As a rule, most jobs would require you to have some skills in this area and I believe in many cases it's probably essential to have a good understanding as you would be expected to use them on a daily basis. Generally speaking, it's more likely to be older generations who haven't got these skills, as they didn't learn them in their younger days and they can have a tendency to be nervous about learning something new.


**7** With a partner, ask and answer the Part 3 questions from 1. Try to make generalizations and support your answers with examples.

**Technique**

Answers to Part 3 questions should not be too personal, even when you are giving an opinion. You should try to make generalizations, supported by more specific examples. Avoid being too direct with personal opinions or examples from your own life but try to keep your answers more abstract.

## Pronunciation

### Sounding interested

- 1  2.3 Listen to two students responding to this Part 3 question. Which student sounds more interested? Why?

**Examiner**


Do you think new developments in science often cause more problems than they solve?

**Candidate A**

No, not really. Actually, I would say, that it's the other way round – the problems that science solves far outweigh the problems that it may bring.

**Candidate B**

Yes, I think so. Scientific developments often cause lots of problems so sometimes they're not worth it.

- 2  2.4 Look at two more responses to the same question. Listen and mark where the students' voices rise or fall.

**Candidate C**

Absolutely. I mean scientific development can be a positive thing but you need to remember all the negative consequences it can have.

**Candidate D**


Well, I suppose it can cause problems, but overall, surely scientific development is a positive thing?

- 3 Look at this question and the five candidates' responses. Mark where you think their voices will rise or fall.

**Examiner**

Do you think there are some areas that should be off-limits to scientific research?

- a Absolutely. I don't think anyone should try to interfere with nature.
- b I'm not sure really. Most research is beneficial but some can be unethical or even dangerous.
- c I really don't think so. Scientists should be free to do what they like.
- d It's a difficult one. If you start prohibiting some research, where do you draw the line?
- e Of course, there should be some sort of guidelines otherwise scientists would do whatever they liked.
- f I agree that there should be some restrictions but it's so difficult to monitor.

- 4  2.5 Listen and check whether your ideas were right.

- 5 Practise saying the sentences aloud paying particular attention to the stress and intonation.

### Technique

Using flat intonation can show a lack of interest in the topic or examiner and can even make you sound rude. It is important that you use intonation to sound interested and friendly. A change of intonation may occur over a word or phrase or within one word, so that a word may contain a single rise or fall or one word may contain both a rise and a fall.

### Technique

Don't worry too much about getting the intonation exactly right as intonation can be quite flexible. The important thing to remember is that the voice moves on the stressed words, so think about where the main stresses are in the sentence and move your voice on these.

# 7

# On the move

UNIT AIMS

**LISTENING SKILLS**

Summary completion

**SPEAKING SKILLS**

Part 2: Using a range of language

**PRONUNCIATION**

Countries and nationalities

**EXAM LISTENING**

Section 3



## Topic talk

- 1 Look at the picture and answer the questions below.
  - a How many different forms of transport can you see?
  - b Which form of transport do you most often use on a daily basis?
  - c Which form of transport is the most popular in your town/city?
  - d Which of these forms of transport has the most benefits?
  
- 2 Which form(s) of transport does each speaker (a–h) use? Is the speaker talking about a current benefit or a drawback? Write your answer at the end of each sentence. You will complete the sentences in the next exercise.
  - a Parking in the city centre is a nightmare but the local council is planning to introduce a \_\_\_\_\_ scheme next year.  
\_\_\_\_\_
  - b My city has recently introduced special \_\_\_\_\_ for us which makes the journey so much quicker as we don't have to worry about cars or pedestrians. \_\_\_\_\_
  - c It can be quite difficult and dangerous as there are no \_\_\_\_\_ and it's a very busy road. \_\_\_\_\_
  - d Last month I had a \_\_\_\_\_ on that busy roundabout. I had to call someone out to recover my vehicle.  
\_\_\_\_\_
  - e Car drivers can be so selfish; they always try to \_\_\_\_\_ and rarely give you enough room – I was knocked off once! \_\_\_\_\_
  - f I find it very frustrating when there's a lot of \_\_\_\_\_ I can get quite impatient. \_\_\_\_\_
  - g The downside is it can get very crowded during the \_\_\_\_\_ and it's difficult to get a seat.  
\_\_\_\_\_
  - h It's quick and reliable and because I'm a student I get a \_\_\_\_\_ fare. \_\_\_\_\_

- i It can be quite dangerous as so many cars speed on the main road; they need to introduce some \_\_\_\_\_.
- j That junction is so dangerous – I almost had a \_\_\_\_\_ with another car last month. \_\_\_\_\_

**3** Complete the sentences in 2 with a word or phrase from the box. Use each word or phrase only once.

breakdown ■ collision ■ congestion ■ cycle lanes ■ overtake ■ park and ride  
pedestrian crossings ■ rush hour ■ subsidized ■ traffic calming measures

**4** Choose the incorrect alternative in each of the questions below.

- a What was the last long *flight/holiday/journey/travel* you went on?
- b When going long distances, do you prefer to *go/journey/travel* by train or plane?
- c Would you prefer to go on a package *excursion/tour/holiday* or travel independently?
- d What is the most famous or popular tourist *destination/attraction/location/centre* in your country?
- e What are the advantages of travelling *first/upper/business/economy* class?
- f Do you like holidays with lots of *day trips/expeditions/excursions/sightseeing tours*?
- g When was the last time you took a *long-haul/domestic/short-haul/home/international* flight?
- h What is your opinion of *eco-/ethical/mass/abroad* tourism?

**5** With a partner, ask and answer the questions in 4.

**6** The following words and phrases could all be used to describe tourist destinations. Which ones are positive and which are negative?

- a It's been totally overrun by tourists in recent years and is far too commercialized. \_\_\_\_\_
- b It's really off the beaten track and you pass some really dramatic scenery to get there. \_\_\_\_\_
- c It's got a vibrant and cosmopolitan atmosphere. \_\_\_\_\_
- d There are too many touts and everything is tacky and overpriced. \_\_\_\_\_
- e It's totally unspoilt and there are some breathtaking views. \_\_\_\_\_
- f It's a place of great historical and cultural interest. \_\_\_\_\_
- g It's a place of real natural beauty and has been largely untouched by tourism. \_\_\_\_\_
- h It's very remote and isolated and you can feel a little cut off and away from civilization. \_\_\_\_\_

**7** Think of some places you know that could be described in this way. Tell your partner about them.

## Speaking skills


### Part 2: Using a range of language

- 1 Think of some countries and tourist attractions in each of the following regions of the world.
  - The Caribbean
  - The Middle East
  - Central America
  - The European Union
  - North Africa
  - Central Asia
  - South-East Asia
  - Scandinavia
  - Australasia
  - North America
- 2 Which of these parts of the world have you visited? Which would you like to visit most? Why?
- 3 The list below shows ten reasons why people go on holiday. Which ones are most important to you? Number them 1–10 (1 = least important; 10 = most important).

#### Why go on holiday?

- to visit friends or family
- to experience a different country and culture
- to spend quality time with my family
- to get to know my own country better
- to visit places of historical or cultural interest
- to relax and unwind
- to experience a bit of luxury
- to eat good food
- to do something active and adventurous
- to enjoy the outdoors and nature

- 4 Compare ideas with a partner. Do you have similar or different tastes in holidays?

- 5  2.9 The task cards below are from Speaking Part 2. Listen to a candidate answering one of the questions. Which task is he doing? Make a brief note on the card of the answers he gives to each prompt.

**A**

Describe a country you would like to visit.

You should say

- where you would like to go
- how you would travel
- what you would do there

and explain why you would like to go to this place.

**B**

Describe a place you have been to on holiday.

You should say

- where you went
- who you went with
- what you did

and explain what you particularly liked about the holiday.

- 6 Listen again to the first part of the talk and write down words or phrases the speaker uses to avoid repeating the following:

a Malaysia \_\_\_\_\_

b Kuala Lumpur \_\_\_\_\_

- 7 Look at the audio script or listen again and find words and phrases the speaker uses which have similar meanings to:

a cosmopolitan \_\_\_\_\_

b coast \_\_\_\_\_

c rainforest \_\_\_\_\_

d food \_\_\_\_\_

e tour \_\_\_\_\_

f wildlife \_\_\_\_\_

g cheap \_\_\_\_\_

h difficult \_\_\_\_\_

i tourists \_\_\_\_\_


### Technique

You will get a higher mark if you use a wide range of vocabulary. Try to avoid repetition of key vocabulary by finding different ways of expressing the same thing.

- 8 Choose one of the tasks from 5 and spend one minute preparing and make notes. Then try to speak for 1–2 minutes on the subject.

## Pronunciation


### Countries and nationalities

- 1  2.10 Listen and write the countries you hear in the correct column, according to the word stress.

o	Oo	oO	Ooo	ooO	oOo
Spain	China	Brazil	Italy	Vietnam	Morocco

- 2 Complete the table by adding nationalities to the correct column. Take care with spelling.

-ish	-(i)an	-ese	-i	other
Spanish	Brazilian	Chinese	Iraqi	French

- 3  2.11 Listen and mark the stress on the nationality adjectives. Do you notice a pattern?
- 4 Add more nationalities to the table.
- 5 Which of the nationality adjectives are also languages? If the adjective is not a language, do you know what language is spoken in that country?
- 6 The answers to the questions below are all countries or nationalities. Work with a partner and see how many of the answers you know. Pay particular attention to the pronunciation of your answers.
- 1 What was the nationality of the scientist and artist Leonardo da Vinci? \_\_\_\_\_
  - 2 What language do people in Rio de Janeiro speak? \_\_\_\_\_
  - 3 The yen is the currency of which country? \_\_\_\_\_
  - 4 What nationality was the artist Pablo Picasso? \_\_\_\_\_
  - 5 What nationality were the philosophers Socrates and Aristotle? \_\_\_\_\_
  - 6 What language do people in Tokyo speak? \_\_\_\_\_
  - 7 What nationality was the composer Tchaikovsky? \_\_\_\_\_
  - 8 Baghdad is the capital city of which country? \_\_\_\_\_
  - 9 Which language do people in Oslo speak? \_\_\_\_\_
  - 10 What language do people in Paris speak? \_\_\_\_\_
  - 11 What is the biggest country in the world? \_\_\_\_\_
  - 12 In which country would you find the cities of Berlin and Munich? \_\_\_\_\_
- 7 Make up some more questions to test another pair.

# 8

# Friends and family

UNIT AIMS

**LISTENING SKILLS**

Listening to numbers and letters  
Form completion

**SPEAKING SKILLS**

Part 3: Avoiding repetition using  
substitution and ellipsis

**PRONUNCIATION**

Strong and weak forms

**EXAM LISTENING**

Section 1



## Topic talk

- 1 Look at the pictures and answer the questions below.
  - a Which picture most closely resembles the family you grew up in?
  - b Is there any such thing as a typical family nowadays?
  - c Do you think the family unit has changed over the years? In what way?
- 2 Match the sentences (1–10) with their extensions (a–j). Use the key words in bold to help you.
  - 1 My next-door neighbours, Paul and Sophie, are a **married couple** with two young children; \_\_\_\_\_
  - 2 It's important for young people to have appropriate **role models**; \_\_\_\_\_
  - 3 Some parents can be **over-protective**; \_\_\_\_\_
  - 4 The **average family size** is becoming smaller; \_\_\_\_\_
  - 5 My parents weren't very **strict** with me when I was young; \_\_\_\_\_
  - 6 Most brothers and sisters experience some degree of **jealousy** and **competition**; \_\_\_\_\_
  - 7 **Childcare** can be very expensive; \_\_\_\_\_
  - 8 My friend Sally was raised by **foster parents** who later **adopted** her; \_\_\_\_\_
  - 9 After he was **widowed**, Phil brought up his daughters on his own; \_\_\_\_\_
  - 10 I **grew up** in a house with my parents, grandparents and an aunt uncle and cousins; \_\_\_\_\_
  - a we were a traditional **extended family**.
  - b this means returning to work after **childbirth** can be difficult for some mothers.
  - c this **sibling rivalry** can result in small fights and arguments.
  - d luckily he had support from other **single-parent** families.
  - e they are a typical **nuclear family**.
  - f then they have people they can look up to and learn from, who will have a **positive influence** on their lives.
  - g her own mother was unable to **look after** her.
  - h they do not allow their children to take risks and become **independent**.
  - i the **birth rate** in many countries has decreased recently.
  - j in fact they were very **lenient** and rarely **punished** me.
- 3 Compare the following situations, thinking of advantages and disadvantages.
  - a living in a nuclear family vs. living in an extended family
  - b growing up with strict or over-protective parents vs. lenient parents
  - c a falling birth rate vs. a rising birth rate

**4** Complete the phrasal verbs with an appropriate preposition or adverb from the box. Some of the words may be used more than once.

after ■ apart ■ away ■ back ■ back on ■ down  
on ■ out ■ over ■ up ■ up with ■ up to

- a My older brother always did really well at school and as I was growing \_\_\_\_\_ I found it very hard to live \_\_\_\_\_ his reputation.
- b Claire and I go \_\_\_\_\_ years – we first met at primary school and have been friends every since. We have many happy memories to look \_\_\_\_\_.
- c I don't take \_\_\_\_\_ either of my parents – we are very different. Maybe that's why we get \_\_\_\_\_ so well!
- d Kris and Annabelle have finally decided to settle \_\_\_\_\_ and get married – I hope it works \_\_\_\_\_ for them.
- e My grandfather passed \_\_\_\_\_ in January – I don't think he ever really got \_\_\_\_\_ the death of my grandmother last year.
- f When I was very young I really looked \_\_\_\_\_ my older sister – I thought she was fantastic! But as we got older we grew \_\_\_\_\_ and now I don't often see her very often.
- g We have brought \_\_\_\_\_ our children to be polite and respectful so I find it difficult to put \_\_\_\_\_ bad behaviour from others..

**5** Choose the adjective which is the opposite of the other three.

- a creative/dull/resourceful/talented
- b changeable/faithful/loyal/reliable \_\_\_\_\_
- c charitable/generous/helpful/selfish \_\_\_\_\_
- d amusing/funny/witty/serious/ \_\_\_\_\_
- e cheerful/cynical/optimistic/positive \_\_\_\_\_
- f ambitious/determined/lazy/motivated \_\_\_\_\_
- g friendly/good company/outgoing/reserved/ \_\_\_\_\_
- h aggressive/calm/laid-back/relaxed \_\_\_\_\_

**6** In Speaking Part 2 you may be asked to describe a person. Complete the sentences below using an example from your friends, family or someone else you know.

- a The family member I take after most is ...
- b A friend who goes back years is ...
- c Someone I look up to is ...
- d Someone I look back on with fond memories is ...
- e A family member I get on really well with is ...

**7** With a partner, describe the people in 6 using some of the adjectives in 5. Develop your ideas with reasons and examples.

*Example*

*The family member I take after most is my grandfather. We are both quite sociable and enjoy meeting people and chatting. And we're both very cheerful and optimistic – we always try to look on the bright side. Something that is different about us is our sense of humour - he's very funny and loves telling jokes and making people laugh – I can't do that.*

## Speaking skills

### Part 3: Avoiding repetition using substitution and ellipsis

1 Read the two responses to the examiner's question. Which response is better? Why?

**Examiner**

Do you think it's important for friends to have similar personalities?

**Candidate A**

No I don't think it's important for friends to have similar personalities. It would be very boring and predictable if friends all had the same personality. I think sometimes the most interesting relationships are the relationships between very different personalities. People sometimes assume that relationships between different personalities can lead to arguments but they don't have to lead to arguments. For example, one person could be quite sociable whilst the person's friend isn't sociable, but together the two friends' personalities can make a good balance.

**Candidate B**

No I don't think so. It would be very boring and predictable if friends all had the same character. I think sometimes the most interesting relationships are the ones between very different individuals. People sometimes assume that this type of friendship can lead to arguments but they don't have to. For example, one person could be quite sociable whilst her friend isn't, but together their personalities can make a good balance.

2 Underline the parts of Candidate B's answer which are used to avoid repetition. Which parts of Candidate A's answer are they replacing?

3 Match the words and phrases you identified in 2 with the techniques to avoid repetition below.

Reference: using a pronoun (*he, it, their, this, these*) to refer to something already mentioned: \_\_\_\_\_

Lexical cohesion: replacing one item of vocabulary with another which has a similar meaning: \_\_\_\_\_

Substitution: replacing one item with a pronoun or other item (an auxiliary verb, *so, one(s), neither, not*): \_\_\_\_\_

Ellipsis: omitting a word or phrase completely: \_\_\_\_\_

- 4** Match the statements (1–8) with an appropriate extension (a–h).
- 1 One of the main duties of parents is to provide their children with a loving and secure environment. \_\_\_\_\_
  - 2 Being shy and reserved has not affected his ability to be successful in life. \_\_\_\_\_
  - 3 The number of older people in society has increased significantly in recent years. \_\_\_\_\_
  - 4 Growing up bilingual can bring many career and educational advantages for children, \_\_\_\_\_
  - 5 You should try to have a positive and optimistic outlook on life. \_\_\_\_\_
  - 6 Watching too much television can have serious consequences for young children. \_\_\_\_\_
  - 7 Some people think that it is important to give money to help poor people overseas, \_\_\_\_\_
  - 8 My grandparents had a great influence on me as I was growing up, \_\_\_\_\_
- a This rise has led to a need for better healthcare provision for the elderly.
  - b Another one is to bring them up with a good sense of what is right and wrong and to give them as good an education as possible.
  - c but it can also lead to confusion and divided loyalties if their parents do not speak the same language as their friends and other outsiders.
  - d and continue to do so now, even though they are both in their eighties.
  - e Neither has his lack of formal education or qualifications.
  - f These can include poor concentration and aggressive or antisocial behaviour which may affect their education.
  - g Doing so can allow you to take control of your life and reduce stress.
  - h but I believe such a view is unjustified when people are suffering hardship closer to home.
- 5** For each of the paired sentences in 4, underline any examples of reference, lexical cohesion, substitution and ellipsis.
- 6** Cross out any unnecessary words in the following questions.
- a Do parents read to their children as much as they should read to their children?
  - b Should couples who have children be given more financial benefits than couples who don't have children?
  - c Do you think that couples who share the housework equally are likely to have fewer arguments than couples who don't share the housework equally?
  - d Do you help around the house as much as you could help around the house?
  - e Do young children who go to nursery have more opportunities for social interaction than children who don't go to nursery?
  - f Do you think men tend to help more around the home than they used to help around the home?
- 7** With a partner, ask and answer the questions in 6.


## Pronunciation

### Strong and weak forms

1 Complete the following statements with a phrase from the box.

it is ■ I was ■ I would ■ I wouldn't ■ my friends are  
others haven't ■ to do so ■ would like to


- a Some teenagers in my school are not very well-behaved but fortunately all \_\_\_\_\_.
- b I've had a very happy childhood so I sometimes forget that \_\_\_\_\_.
- c Spending quality time together is important for most families but unfortunately it's not always possible \_\_\_\_\_.
- d Some people think that having a child is not a major responsibility but obviously \_\_\_\_\_.
- e My parents didn't have a good education so they were determined that \_\_\_\_\_.
- f Not everyone wants to keep in touch with their old school friends when they leave school but I \_\_\_\_\_.
- g I would like to bring up my children in a large family just as \_\_\_\_\_.
- h Many of my friends say they want to leave home to study overseas but \_\_\_\_\_.

2  2.16 Listen to the sentences. Are the phrases that you added in 1, strong or weak?

3 Practise saying the statements aloud, paying particular attention to the stress.

4 Look at the sentences (a–h) below. Are the underlined words strong or weak?

- a I'd like to leave home one day but I'm not sure if I'm ready to yet.
- b I'm lucky – I've had far better opportunities in life than my parents did.
- c I thought young children could be difficult but teenagers can too!
- d Couples who don't have much money often wait until they do before having children.
- e I loved being part of a big family when I was young and I still do.
- f Being shy has never been a disadvantage for me, but I know it can be for some.
- g When I was young I would have loved to have an older brother to look up to.
- h Children today are sometimes more confident about using technology than their parents and teachers are.

5  2.17 Listen to check. Then practise saying the sentences, paying particular attention to the strong and weak forms.

## Spend spend spend!

## LISTENING SKILLS

Labelling a diagram  
Identifying the speaker's attitude

## SPEAKING SKILLS

Part 2: Describing objects  
Follow-up questions

## PRONUNCIATION

Word stress in nouns and verbs

## EXAM LISTENING

Section 3

## Topic talk

- 1 Read the sayings about money (a–d) and answer the questions.
  - a *Money is a good servant but a bad master.*
  - b *Money doesn't grow on trees.*
  - c *A fool and his money are soon parted.*
  - d *The best things in life are free.*
  - 1 What do you understand by each saying?
  - 2 Do you have a similar saying in your language?
  - 3 Do you agree with the sentiment expressed in each saying? Why/Why not?
- 2 Choose the correct alternative in italics to complete the questions.
  - 1 What is your biggest *expense/cost* each month?
  - 2 Do you regularly pay into a *deposit/payment* account?
  - 3 Would you prefer to *be in debit/be in debt* to a bank or to a family member?
  - 4 What's the best way to *owe/save* money for the future?
  - 5 Do credit cards encourage people to buy things that they can't really *pay for/spend*?
  - 6 Should children have to earn their *pocket money/savings*?
  - 7 Have you ever *won/been left* money when someone died?
  - 8 How important to you is having a large *expenditure/income*?
  - 9 What's the best way to *cut back/save up* on household spending?
  - 10 Which is more important for governments to focus on – health or education *expenses/expenditure*?
- 3 Replace the words you chose in 2 with one of the words below, which has the same or a similar meaning.

afford ■ allowance ■ economize ■ outgoing ■ inherited ■ invest  
owe ■ salary ■ savings ■ spending



- 4** Match the responses (a–j) with the questions in 2.
- a Overreliance on credit facilities can lead to debt and even bankruptcy.
  - b Public spending in both these areas is a priority. \_\_\_\_\_
  - c For most people it's their accommodation but I'm lucky – I live with my parents so I don't have a mortgage and I don't have to pay rent.  
\_\_\_\_\_
  - d Probably by cutting down on the amount you spend on non-essential items and luxuries. \_\_\_\_\_
  - e Doing small jobs around the house should teach them the value of money. \_\_\_\_\_
  - f I'm happy as long as my earnings exceed my outgoings – I don't mind not being well-off. \_\_\_\_\_
  - g I used to, but inflation has been so high recently I can only just manage to get by on what I earn. \_\_\_\_\_
  - h Banks are more likely to charge you high interest rates.
  - i I was lucky to come into some money from my aunt at a time when I was very hard up. \_\_\_\_\_
  - j Investments in stocks and shares can be risky if the market falls.  
\_\_\_\_\_
- 5** With a partner, ask and answer the questions in 2. Remember to give reasons for your answers.
- 6** How often do you use the following types of retailers? What type of goods do you buy from them?  
What are the advantages and disadvantages of each?
- a national chain stores or supermarkets
  - b independent local shops
  - c large online retailers
  - d second-hand or charity shops
  - e online auction sites
- 7** Decide which adjective in italics is the opposite of the other two.
- a It's not a good idea to spend a lot of money on online auction sites as the goods may turn out to be *worthless/priceless/of no value*.
  - b If you're *hard up/well off/badly off* you shouldn't spend money on entertainment or holidays.
  - c Buying in bulk can be a more *economical/cost-effective/costly* way to shop for non-perishable groceries.
  - d It's a good idea to support small local shops but unfortunately, they can be quite *discounted/overpriced/costly*.
  - e One of the best ways to be *thrifty/extravagant/economical* is to buy second-hand goods.
  - f *Made-to-measure/off-the-shelf/custom-made* goods are always of superior quality.
  - g Buying *designer/mass-produced/off-the-peg* clothes does not allow for individuality.
- 8** Do you agree or disagree with the statements in 7? Tell your partner, giving reasons and examples.

## Speaking skills

### Part 2: Describing objects

- 1 Read the three short texts in which someone talks about a possession. Match each description to one of the items in the box below.

an item of clothing ■ a valuable antique ■ an item of technology  
a piece of furniture ■ a picture ■ a vehicle ■ a piece of jewellery

**A** It was something I had wanted for such a long time. I ordered it online but I had to wait a while for it to be delivered. I was so excited when it actually arrived. My friends were all very jealous as it's the latest model and I was the first to get it. It's incredible that something so tiny has so many different features; it's much better than my old one and can do so many things. I really like the design – it's very slim and streamlined. I wasn't sure which colour to choose but in the end I went for the silver option, which I'm really pleased with. I use it all the time and I couldn't live without it.

---

**B** It's of great sentimental value as it used to be my great-grandmother's so you could say it's a family heirloom. She was given it for her 21st birthday so it really is quite ancient now. It's not in perfect condition as the gold has a few scratches on it but I think that gives it character. I don't often wear it and I usually keep it locked away but I do put it on for special family occasions. It always makes my father very happy to see it on my finger. It means a great deal to me and I hope to pass it down to my children or grandchildren.

---

**C** I spotted it in an old junk shop and it immediately appealed to me as it looks as if it's got an interesting history. I love all the little marks on the wood and the hand-painted drawer knobs are really beautiful. I don't think it's very valuable but I'm really fond of it and I have it on display in my living room. Visitors often admire it and ask me about it. They think that I bought it in some exotic faraway country – they're always surprised when I tell them I paid £5 for it in an old second-hand shop. It's not just decorative though – it's useful too and is great for storage. I keep all my DVDs in it.

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- 2 Read the descriptions again. Complete the table below with notes for each point.

	A	B	C
<b>General description</b>	<i>the latest model</i>		
<b>Where they got it</b>	<i>online</i>		
<b>Appearance</b>			
<b>What it's used for</b>			
<b>What it means to the speaker</b>			

- 3 Choose a possession that is important to you and make notes in the table below.

Possession	
Where you got it	
General description	
Appearance	
What it's used for	
What it means to you	

- 4 Practise speaking for two minutes using your notes.
- 5 The task card below is taken from Speaking Part 2. How is this task different from the one you have just done?

Describe something you saved up for.

You should say

- what it is
  - where you bought it
  - how long you had to save for it
- and explain why you wanted to buy it.

- 6 Take one minute to think and make notes. Then practise speaking for two minutes using your notes.

### Follow-up questions

- 7 Look at these possible follow-up questions to Part 2 tasks. Match the student responses (a-d) to each of the questions.

#### Exam information

Part 2 of the Speaking test will usually be followed by one or two follow-up questions, related to the topic you have just talked about. These questions are designed to conclude this part of the test and lead into the two-way discussion in Part 3.

- 1 How do you plan to use this object in the future? \_\_\_\_\_
  - 2 Was it easy to save money for this? \_\_\_\_\_
  - 3 Are there any other ways to buy things other than saving money? \_\_\_\_\_
  - 4 Do you prefer to spend or save money? \_\_\_\_\_
- a I absolutely love shopping, particularly for clothes and music so that's where most of my money goes, I'm afraid.
  - b If you haven't got the money you might buy things on credit or take out a loan for an expensive item.
  - c I still use it every day and I expect that will continue, at least until I replace it with the next model.
  - d I suppose I was motivated to do it quickly so that helped but it still took me a long time to get enough together to afford it.


#### Technique

You are not expected to give particularly long answers to the follow-up questions. The questions may give you an idea of how the discussion in Part 3 is going to continue.


- 8 With a partner, ask and answer the questions, relating them to the answer you gave in 6.

## Pronunciation

### Word stress in nouns and verbs

- 1 Are the underlined words in the following sentences nouns or verbs?
  - a If the goods are faulty we will give a full refund.
  - b I like shopping for fresh produce in local farmers' markets.
  - b I don't like giving money as a present – it doesn't seem very personal.
  - d Interest rates are set to increase again next month.
  - e I took it back to the shop but they wouldn't refund the money.
  - f I wasn't sure when to present him with the bill for my work.
  - g I don't know how that shop manages to produce such inexpensive clothing.
  - h The recent increase in the cost of living has made life very difficult for many families.
  
- 2  2.23 Listen to the sentences, paying particular attention to the word stress of the underlined words. Write the sentence (a, b, etc) next to the stress patterns below. Do you notice a pattern?
 

Oo \_\_\_\_\_

oO \_\_\_\_\_
  
- 3 Practise saying the sentences aloud, paying particular attention to the word stress of the underlined verbs and nouns.
  
- 4 Decide if the underlined words in the following questions are verbs or nouns.
  - a If you bought something which had a defect, would you take it back and ask for a refund?
  - b Has there been an increase in the cost of public transport in your town recently?
  - c Would you object to paying higher taxes if public services were increased?
  - d Do you prefer to buy fresh produce locally or fruit and vegetables imported from other countries?
  - e Do you always take a present when you are invited to someone's house?
  - f Would you refuse to work if your employer tried to change your contract or working conditions?
  - g Should the public be permitted to read a company's financial records or should they be kept private?
  - h Do you think that students have a right to protest about increases in fees?
  
- 5 Mark the word stress for each of the underlined words.
  
- 6  2.24 Listen and check. Practise saying the questions.
  
- 7 With a partner, ask and answer the questions in 4.

### Technique

The unstressed vowels may become very weak and the sound may change. Notice the difference between the noun /'prɒdʒu:s/ and the verb /prə'dʒu:s/.

**LISTENING SKILLS**

Understanding structure and flow  
Flowchart completion

**SPEAKING SKILLS**

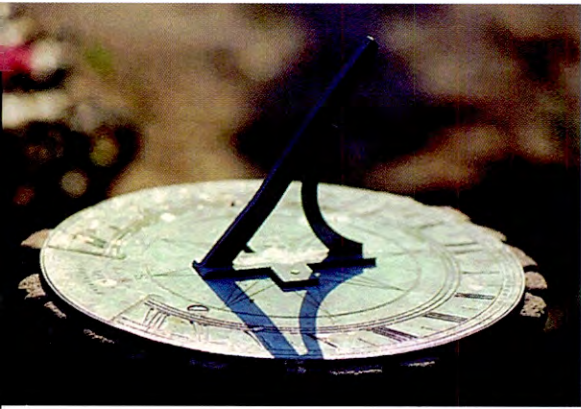
Part 3: Speculating and speaking  
hypothetically

**PRONUNCIATION**

Stress in compound adjectives

**EXAM LISTENING**

Section 4

**Topic talk**

- Look at the pictures and answer the questions below.
  - What is your favourite time of day? And your least favourite? Why?
  - At which time of day do you function most efficiently?
  - In which situations do you feel time moves too fast or too slowly?
- Complete the statements with a verb from the box to make time collocations.
 

allow ■ devote ■ find ■ have ■ reduce ■ save ■ spend ■ waste

  - I \_\_\_\_\_ a lot of my free time watching TV.
  - I \_\_\_\_\_ myself plenty of time to get ready in the morning.
  - I'd like to \_\_\_\_\_ the amount of time I spend sleeping.
  - I wish I could \_\_\_\_\_ more time to doing voluntary work.
  - I often \_\_\_\_\_ a lot of time chatting to friends online.
  - I never seem to be able to \_\_\_\_\_ the time to help my mum around the house.
  - I'd like to learn a musical instrument, but I don't \_\_\_\_\_ time.
  - I could \_\_\_\_\_ time if I organized my work better.
- Make the statements true for you. Tell your partner.

- 4** In the following sentences, which adjective is NOT possible?
- Preserving historical sites for *subsequent/coming/preceding* generations is not a priority in today's world.
  - Unless measures are taken to protect them, *age-old/antique/ancient* traditions will eventually die out.
  - There is no point in analysing events of *bygone/old/ancient* times – they have no relevance today.
  - Modern/Present/Contemporary* society is far too concerned with material wealth and consumerism.
  - Emerging/Rising/Existing* technologies are unlikely to make a difference to the world's energy problems.
  - A country's *traditional/ancient/elderly* customs only survive today because of global tourism.
  - Modern/Contemporary/New* history can teach us far more than *old/ancient/early history*.

**5** Do you agree or disagree with the statements in 4? Give reasons and examples for your answers.

**6** In different sections of the Speaking test you will be expected to talk about the past, present and future, using a range of language and structures. Do the statements below refer to past, present or future or more than one time?

- Until recently we'd go to the seaside every summer holiday. \_\_\_\_\_
- The recent changes are bound to make a difference before long. \_\_\_\_\_
- We tend to take mobile phones for granted in this day and age. \_\_\_\_\_
- I don't make a habit of being late but I'm just about to miss the flight – it leaves in 15 minutes and I'm stuck in traffic. \_\_\_\_\_
- Rarely have I been so excited about something. \_\_\_\_\_
- I've been learning English for years. \_\_\_\_\_
- A big increase in population is predicted over the coming decade. \_\_\_\_\_
- I can't see this happening in the short term. \_\_\_\_\_
- I've been applying for jobs recently and I aim to have one by the time I finish my degree.

**7** Replace each of the underlined words or expressions in 6 with a word or expression from the box with a similar meaning.

are inclined ■ a short time ago ■ don't anticipate ■ forecast ■ in the next ten years  
 near future ■ nowadays ■ plan ■ practise ■ seldom ■ sure  
 since I started school ■ sooner or later ■ used to ■ when

**8** Make notes on each of the following using your own ideas and experiences.

- something you used to enjoy doing when you were young
- something that is predicted to happen in the next few years
- something you plan to do in the near future
- something you've been doing for a long time
- something which is bound to happen before long
- something which you make a habit of doing


**9** With a partner, describe your ideas and experiences in 8. Remember to develop your ideas with reasons and examples.

## Speaking skills

### Part 3: Speculating and speaking hypothetically

#### Exam information

In Part 3 of the Speaking test you will be expected to speak hypothetically about the past, present or future and speculate about the future.

- 1 The following Part 3 questions all require you to speak hypothetically or speculate about the future. Decide what the general topic is in each case.
  - a How do you think the tourist industry will develop in the future? \_\_\_\_\_
  - b How may eating habits change in the next few years? \_\_\_\_\_
  - c To what extent do you think advertising affects the way people shop? \_\_\_\_\_
  - d Do you think it is important for young people to have role models? \_\_\_\_\_
  - e How can sport bring people from different countries closer together? \_\_\_\_\_
  - f What effect can watching television have on children? \_\_\_\_\_
  - g How do you think the leisure industry will develop in the coming years? \_\_\_\_\_
  - h Do you think people should stay in the same jobs all their lives? \_\_\_\_\_
  - i How would you feel if you had the chance to travel in space? \_\_\_\_\_
  - j What will the situation be if the use of private cars continues to increase? \_\_\_\_\_
- 2  2.30–2.33 Listen to candidates answering four of the questions in 1. Which questions do they answer?
- 3 Listen again and complete these sentences from the students' answers. Then check your answers in the audio script on pages 116–7.
  - a ... most employers \_\_\_\_\_ it if their workers \_\_\_\_\_ broad experience in different work contexts.
  - b Personally, if I \_\_\_\_\_ the opportunity, I \_\_\_\_\_ to get as much different experience as possible.
  - c There \_\_\_\_\_ not the slightest chance of promotion if you \_\_\_\_\_ this experience ...
  - d ... if that \_\_\_\_\_, there \_\_\_\_\_ a greater emphasis on healthy fast food ...
  - e ... if we \_\_\_\_\_ a great park and ride scheme in the city, it \_\_\_\_\_ even worse.
  - f It \_\_\_\_\_ any better \_\_\_\_\_ serious measures are taken..
  - g The trouble is, \_\_\_\_\_ you provide better and cheaper public transport, people \_\_\_\_\_ the convenience of using a private car.
  - h It's quite possible that there are products I \_\_\_\_\_ if I \_\_\_\_\_ an advert for them.

- 4** Complete the table below with the sentences in 3, according to the time reference and degree of possibility. The first one has been done as an example.

	Past	Present/Future
Possible		
Hypothetical		

- 5** Look at the audio script on pages 116–7. The words and phrases in **bold** all speculate about the future. Add them to the table below, according to the degree of certainty or probability.

Certain	Probable	Possible	Improbable	Impossible

- 6** Complete these sentences about the other questions in 1 using your own ideas.

- 1** How do you think the tourist industry will develop in the future?

It's highly likely that the tourist industry will \_\_\_\_\_

I doubt whether \_\_\_\_\_

- 2** Do you think it is important for young people to have role models?

Unless children have \_\_\_\_\_

There's a good likelihood that \_\_\_\_\_

- 3** How can sport bring people from different countries closer together?

International sporting events are likely to \_\_\_\_\_

If sportsmen and women \_\_\_\_\_

- 4** What effect can watching television have on children?

If children \_\_\_\_\_

They are bound to \_\_\_\_\_

- 5** How do you think the leisure industry will develop in the coming years?

It's quite possible that \_\_\_\_\_

It's unlikely that \_\_\_\_\_

- 6** How would you feel if you had the chance to travel in space?

There's not much chance of \_\_\_\_\_

If I had \_\_\_\_\_


- 7** With a partner, use the language of speculation and hypothesis to discuss the following.

- plans for your future studies or career
- the development of your hometown in the future
- the effects of the Internet on young people
- current and future population growth
- the benefits and drawbacks of international aid organizations
- recent and future developments in medicine

## Pronunciation

### Stress in compound adjectives


- 1 Underline the compound adjective in the following pairs of sentences. Where do you think the stress falls?
- Her books on time travel have been best-selling.
  - She's written a number of best-selling books on time travel.
  - The effects of postponing the election will be far-reaching.
  - The postponement of the election will have far-reaching effects.

- 2  2.34 Listen to check your answers.

- 3 Where does the stress fall if the adjective is followed by a noun? Where does it fall if the adjective is used without a noun?

#### Technique

The stress in compound adjectives is generally on the second word of the adjective. However, before a noun, the stress will generally shift to the first word, eg *The clothes in the shop are mass-produced. It's a mass-produced dress.*

- 4 Underline the stressed syllable in the compound adjectives in the following questions.
- What are the benefits and drawbacks of buying mass-produced goods? What about products that are custom-made?
  - What are some of the long-term effects of flooding?
  - What is the most cost-effective way to travel in your country?
  - How can cross-cultural understanding be best achieved?
  - What's the best way of keeping up-to-date with world news?
  - What are the advantages and disadvantages of students working part-time?
  - Do you like modern buildings or do you prefer them to be more old-fashioned?
  - What are the most time-consuming daily activities for you?
  - What information can non-verbal communication give us?
  - How can you ensure friendships are long-lasting?
- 5  2.35 Listen to check your answers. Practise saying the questions, paying particular attention to the stress in the compound adjectives.
- 6 With a partner, ask and answer the questions in 2. Remember to give reasons for your answers.