

## Theme 1: Remembering and forgetting – Listening

### Exercise A

1./2.

Ooo	oOo
frequency	component
memorize	attention
recognize	connection
sensory	mnemonic
	rehearsal
	related
	remember
	researcher

### Exercise B

	an idea	research	information	dates	a person	your memory	attention
propose	✓						
conduct		✓					
lose			✓		✓	✓	
forget			✓	✓			
memorize			✓	✓			
pay					✓		✓
process	✓		✓				
recall	✓		✓	✓	✓		
recognize					✓		
record	✓	✓	✓	✓			
remind					✓		

### Exercise C

- 1./2. a. The Multi-store memory model was proposed in 1968.  
 b. The first stage of memory is paying attention.  
 c. Short-term memory only lasts about 20 seconds.  
 d. We can rehearse information by repeating it.  
 e. There are five ways of moving information into long-term memory.  
 f. Teachers asked children to memorize many dates at one time.  
 g. Can you remind me of your telephone number?  
 h. People sometimes lose their memories after an accident.

### Exercise D

1./2.

a. I don't know if he's English.	Is he English?
b. I'm not sure if the lecture is in Room 3.	Is the lecture in Room 3?
c. I've forgotten if we have a test this week.	Do we have a test this week?
d. Do you know where she lives?	Where does she live?
e. Have you got any idea when the talk finishes?	When does the talk finish?
f. I'm going to discuss how children learn.	How do children learn?
g. First, we'll see what Aristotle thought.	What did Aristotle think?
h. Then, I'll tell you how Piaget researched this subject.	How did Piaget research this subject?
i. Today, I'll explain why people are worried about climate change.	Why are people worried about climate change?

3. Answers depend on students.

### Exercise E

1./2.

- I forgot to give / giving / give her the message.
- She remembered to put / putting / put her phone in her handbag but it wasn't there.
- I learnt how to swim / swimming / swim when I was very young.
- He reminds me of / of me / me to his father.
- Did you remember to take / taking / take that library book back?
- Remind me to call / calling / call him when we get home.
- I've forgotten how to use / using / use this machine.
- What did you learn of / about / to in the last lecture?

### Exercise F

a.

2	1887.
6	seven.
3	experiment.
5	longer.
1	memory.
4	remember.

b.

2	1964.
4	experiments.
1	information.
6	result.
5	Shulman.
3	sound.

c.

2	1975.
4	classmates.
3	lasts.
1	memory.
5	people.
6	time.

## Exercise G

1./2.

What can you do (to move) / *move* information into long-term memory? There *is* / (are) five main ways. Firstly, we (have) / *are having* frequency. So, for example, when you hear a new word, you can say it to *you* / (yourself) ten times. But other researchers say repetition (is not) / *is* enough. You need variety *also* / (as well). For example, you need to read (a) - new word in several different situations. Then you need to hear (it) / *them* in some more situations. Then, perhaps, you need (to use) / *using* it yourself. The third idea is activity. More than 2,000 years ago, Aristotle wrote a book (called) / *is called* *Ethics*. Aristotle said that we learn by (doing) / *do*. Association is the (fourth) / *four* idea. A man called Tony Buzan *writes* / (wrote) a well-known book in 1993 called *The Mind Map Book*. In this book, Buzan says that it is (very) / *too* important to make associations between pieces of information. (His) / *He's* main method is the mind map. You draw lines (to link) / *link* information. Finally, we have the idea (of) / *for* mnemonics. A mnemonic is a clever way of (remembering) / *remember* something. For example, perhaps you want to (remember) / *remembering* the names of the nine planets in our Solar System. (There) / *It* is a well-known mnemonic for this in English: *My Very Efficient Memory Just Stores Up Nine Planets*.

## Theme 1: Remembering and forgetting – Speaking

### Exercise A

1./2.

1. aloud	4	annoying
2. aural	8	corridor
3. prefer	9	here
4. noisy	1	how
5. mode	3	learner
6. improve	5	so
7. tidy	7	style
8. because	2	talk
9. clearly	6	use

### Exercise B

1./2.

- I haven't *been* here for a week.
- Have you *met* your tutor yet?
- Which days do you have *lectures*?
- What are you having to *drink*?

- e. Have you *got* a map of the town?
- f. Do you have any *suggestions*?
- g. I have *lost* my key so I can't get into my room.
- h. OK. I have *explained* the main problems. In the next lecture, I will ...

### Exercise C

Answers depend on students.

### Exercise D

1./2./3.

verb	noun
a. ex'plain	expla'nation
b. im'prove	im'provement
c. 'move	'movement
d. pre'sent	presen'tation
e. 'organize	organi'zation
f. pre'fer	'preference
g. reco'mmend	recommen'dation
h. e'valuate	evalu'ation
i. su'ggest	su'ggestion
j. con'clude	con'clusion

### Exercise E

1./2.

- a. At the end of the talk, you should make some *recommendations*. How can we learn more efficiently?
- b. Could you *explain* this assignment to me? I don't understand it.
- c. How do you *prefer* to receive new information? What is your main learning style?
- d. I *suggest* that we brainstorm first and then start making some notes.
- e. It is important to *organize* your ideas logically.
- f. Kinaesthetic learners learn new information through *movement*.
- g. Remember to *evaluate* your talk at the end. What did you do well?
- h. Who is going to do the first *presentation*?
- i. You should try to *improve* your learning efficiency. Try different ways of learning.
- j. Don't forget to end your talk with a *conclusion*.

### Exercise F

1./2.

- a. You shouldn't be late for lectures.
- b. You should go to bed early the night before a test.
- c. You should respect people.
- d. You should have a healthy diet.
- e. You should read this novel.

- f. If you are ill, you shouldn't go to the university.
- g. I should go home.
- h. People should do assignments on their own.

### Exercise G

1. Answers depend on students.
- 2./3.

- You could phone your friend with your mobile.
- You could climb in through the window.
- You could break a window with a brick.
- You could call a locksmith.
- You could put your hand through the letterbox and try to open the door from the inside.
- You could go and stay at a hotel.
- You could wait (or sleep) in your car.
- You could try to pick the lock with a pin.

### Exercise H

Answers depend on students.

## Theme 1: Remembering and forgetting – Reading

### Exercise A

	noun	verb	adjective
1. under...	understanding	understand(s); understood	understandable
2. rem...	reminder	remember(s)/(ed); remind	
3. lear...	learning	learn(s)	
4. forg...	forgetfulness	forget(s)/forgot/forgotten	forgetful
5. los...	loss	lose(s)/lost	lost
6. infor...	information	inform(s)/(ed)	informed
7. intel...	intelligence		intelligent
8. rese...	research	research(es)/(ed)	

### Exercise B

beginning / end, better / worse, change / stay the same, decrease / increase, difficult / simple, fall / rise, forget / remember, go / remain, noisy / quiet, put into / take out of, store / retrieve

### Exercise C

noun	verb
a. <i>retrieval</i>	retrieve
b. <i>storage</i>	store
c. <i>design</i>	design
d. <i>repetition</i>	repeat
e. review	<i>review</i>
f. memory	<i>memorize</i>
g. <i>revision</i>	revise
h. process	<i>process</i>
i. recognition	<i>recognize</i>

noun	adjective
a. <i>boredom</i>	bored
b. <i>thirst</i>	thirsty
c. <i>hunger</i>	hungry
d. <i>comfort</i>	comfortable
e. noise	<i>noisy</i>
f. tiredness	<i>tired</i>
g. <i>success</i>	successful
h. introduction	<i>introductory</i>
i. difference	<i>different</i>

### Exercise D

1. The human brain cannot remember everything. Forgetting is a natural *process*.
2. Research shows revision is the key to *success*.
3. It is important that information is retrieved, used and *stored*.
4. We must repeat the cycle of retrieval – use – *storage*.
5. In other words, we need to have regular *retrieval*.
6. We must do this at regular intervals – ten minutes, one day, one week, etc. Mace called this 'spaced *repetition*'.
7. But the general word for the process is *revision*.

### Exercise E

1. internal	4	brain
2. attention	1/8	factors
3. natural	6	grade
4. human	9	intervals
5. revision	8	opinion
6. test	5/6	period
7. learning	3/8	processes
8. scientific	8/10	research
9. regular	2	span
10. recent	7	style

### Exercise F

1. The arrival of gunpowder in Europe led to the end of castles.
2. The southern part of the country has many permanent rivers which provide drinking water.
3. The men and women from the winning team carry flags from the different areas of the city.
4. Recent studies at a number of universities show the importance of stable family life.

5. Children under the age of ten cannot usually understand mathematical problems which involve algebra.
6. The best-known research in the area of short-term memory was conducted by Miller in his 1956 study called '*The Magical Number Seven, Plus or Minus Two*'.

### Exercise G

1.
  - a. Percentage of learning remembered.
  - b. Education Research Council.
  - c. Percentage of learning remembered with no review.
  - d. About five per cent.
  - e. You actually learn more than you learnt at the time of the lesson.
  - f. Answers depend on students.
2.
  - a. False. It shows the percentage of revision remembered.
  - b. True
  - c. True
  - d. False. You remember things better from the beginning of a revision period than the end.
  - e. True
  - f. False. You should take a break every hour.

## Theme 1: Remembering and forgetting – Writing

### Exercise A

1. researcher
2. rehearsal
3. retrieval
4. theory
5. demonstrate
6. usage
7. foreign
8. experiment
9. believe
10. ensure

### Exercise B

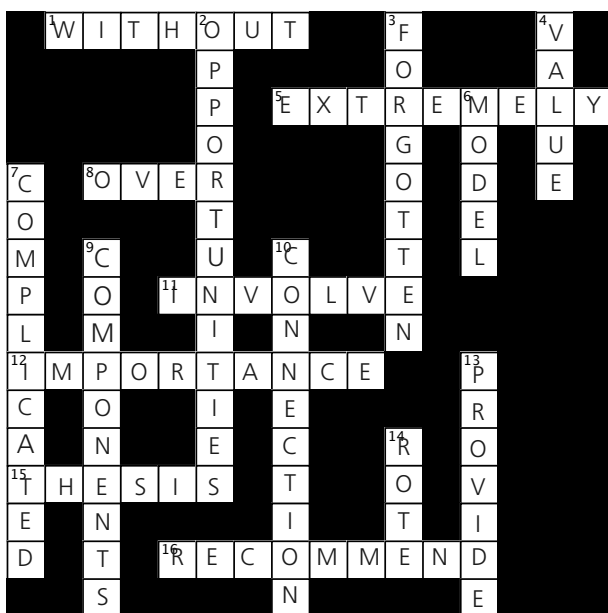
1. prompt
2. argument
3. store
4. show
5. lead
6. hard
7. hold

8. court
9. bump into
10. fit

### Exercise C

1. People changed some of the words, for *example*, *canoe* became *boat*.
2. Research has *shown* that new information does not stay long in short-term memory.
3. Discuss, with *reference* to research into memory.
4. Generally *speaking*, leading questions are not allowed in court.
5. Fairy stories, such as 'Cinderella', are common in Western culture.
6. In many *cases / instances*, people will put the same words in the mouths of the characters.
7. They said there was broken glass when, in *fact*, there was none.
8. This *means / shows / demonstrates* that there is a difference between storage and retrieval.
9. In *this* essay, I have explained the importance of rehearsal in vocabulary learning.
10. The questions for all the groups were the same, except *for* one.

### Exercise D





### Exercise E

1. There are many ways to take notes from a lecture.
2. One excellent way was developed by Walter Pauk at Cornell University in the United States.
3. This method requires large, loose-leaf notebooks with holes for filing.
4. You can organize the notes in ring binders.
5. You can take out the notes and rewrite them.
6. The method, which is now called the Cornell system, is based on the page layout in Figure 1.
7. You divide up the page into three areas.
8. The first area is a column, 6 cms wide, on the left side of the page.
9. This part is called the cue area and you put key questions in here.
10. The main part of the page is the note-taking area.
11. There is a row, 5 cms high, at the bottom of the page.
12. This part is the summary area and is completed after the lecture.

### Exercise F

Answers depend on students.

## Theme 2: Friends and family – Listening

### Exercise A

1./2.

a. allow	1	sound
b. approve	7	three
c. honest	2	you
d. support	3	got
e. available	4	four
f. adolescent	9	went
g. believe	5	way
h. argue	6	ten
i. accept	10	six
j. criticize	8	grass

### Exercise B

1./2.

	Ooo	oOo	ooO
a. barrier	✓		
b. acceptance		✓	
c. acquaintance		✓	
d. approval		✓	
e. attitude	✓		
f. behaviour		✓	
g. happiness	✓		
h. interesting	✓		
i. likeable	✓		
j. negative	✓		
k. neighbourhood	✓		
l. occasion		✓	
m. positive	✓		
n. successful		✓	
o. supportive		✓	
p. understand			✓

### Exercise C

Acquaintances are people that we know.

We know them from school or college, from the clubs that we go to, from the places that we work in, or from our local neighbourhood.

We meet them on family occasions.

We see them around and we say hello, how are you?

But there is a big difference between an acquaintance and a friend.

### Exercise D

1./2.

- An acquaintance is someone you know, but a friend is someone you like.
- You can *accept* a person's actions but not *approve* of their actions.
- Tell* is one-way – I tell you something. *Communicate* is two-way. I say something and you reply.
- Women* is a general word for females. *Ladies* is a polite word. We also use it on toilet doors!
- A *colleague* is someone you work with, but your *boss* gives you orders.
- Area* is a general word for a part of a town, city or country. *Neighbourhood* is where you live.

### Exercise E

- 1./2. a. I like you just the way you are. *Acceptance*.  
b. I really like that dress. *Approval*.  
c. Just be yourself. *Acceptance*.  
d. Thank you for supporting me in that argument. *Appreciation*.  
e. You always understand. *Approval*.  
f. Your hair suits you like that. *Approval*.
3. Answers depend on students.

### Exercise F

- 1./2. a. What, exactly, is *friendship*?  
b. We expect our friends to be *honest*.  
c. Generally speaking, it is easier to be friends with a person who is *communicative*.  
d. Friends are usually *supportive*.  
e. People often like friends who are *independent*.  
f. He doesn't think about other people. He is *inconsiderate*.  
g. You need to make sure you are *likeable*.  
h. Friends are looking for *acceptance*.  
i. They don't necessarily want you to *approve*.  
j. In the best relationships, people *appreciate* each other.

### Exercise G

1. The point *is*, what do we mean by friendship?
2. What I'm *saying* is, friends are very important.
3. The thing to *remember* is, you must not try to change friends.
4. So, to *sum* up, sometimes acquaintances become friends.
5. As we have *seen*, it is not easy to keep friends.
6. We've *heard* today about friendship.

## Exercise H

	noun or pronoun	other part of speech
1. I often go ...		✓
2. Most people like ...	✓	
3. They run ...	✓	✓
4. Friendship happens ...		✓
5. Gunpowder appeared ...		✓
6. I sometimes cry ...		✓
7. Problems between friends occur ...		✓
8. Researchers studied ...	✓	
9. She lives ...		✓
10. The guests left ...	✓	✓
11. The lecture started at 9.00 but he came ...		✓
12. They moved ...	✓	✓
13. Ueno questioned ...	✓	✓
14. Very young babies sleep ...		✓
15. We all watched ...	✓	✓
16. You should support ...	✓	

## Theme 2: Friends and family – Speaking

### Exercise A

1./2.

verbs	nouns
a. a'gree	a'greement
b. a'pologize	a'pology
c. a'rrange	a'rangement
d. a'void	a'voidance
e. be'have	be'haviour
f. 'emphasize	'emphasis
g. ex'cuse	ex'cuse
h. ex'plain	expla'nation
i. for'give	for'giveness
j. 'promise	'promise
k. re'ject	re'jection
l. 'solve	so'lution

3. The stress changes in 'h' and 'l'.

### Exercise B

- 1./2. a. You must make an *effort* to be on time.  
b. I'm sorry. I made a *mistake*.  
c. How can I put things *right*?  
d. Sorry. I didn't *realize* the deadline was Friday.  
e. I didn't have enough *time*.  
f. I'm really *sorry*.  
g. You're right, there's no *excuse*.  
h. I didn't mean to be *rude*.  
i. I accept the *blame*.  
j. It's my *fault*.  
k. You should *say* sorry.  
l. You really ought to *apologize*.  
m. Don't *worry*.  
n. Never *mind*.  
o. Forget *about* it.  
p. It doesn't *matter*.

### Exercise C

1./2.

a. How are you?	h	No, I won't!
b. What's wrong?	f	Yes, so am I.
c. Are you angry with me?	c	Yes, I am.
d. Why are you upset?	e	No, I didn't. I never had it.
e. You lost my book!	a	Fine, thanks.
f. Anyway, I'm sorry.	d	You made me feel stupid.
g. Do you forgive me?	g	Yes, of course.
h. Just one thing. Will you buy me a new book?	b	Nothing.

### Exercise D

2. a. I didn't realize the deadline was this week. I thought it was next week.  
b. I didn't realize the tutor wanted to see us this morning. I thought it was tomorrow.  
c. I didn't realize there were ten students in the group. I thought there were 12.  
d. I didn't realize you lived in a flat. I thought you lived on campus.  
e. I didn't realize you needed the book this evening. I thought you needed it at the weekend.  
f. I didn't realize she had two children. I thought she had one.  
g. I didn't realize the film started at 7:30. I thought it started at 7:45.  
h. I didn't realize you were sitting here. I thought you were sitting there.  
i. I didn't realize the article was written by Bergman. I thought it was written by Cohen.  
j. I didn't realize you loved romantic films. I thought you didn't like them.

- k. I didn't realize that apologizing was culturally determined. I thought it was the same all over the world.
- l. I didn't realize we had to choose a chairperson for the tutorial. I thought the tutor chose a chairperson / someone.
- m. I didn't realize the next assignment was going to be about friendship. I thought it was going to be about social groups.

### Exercise E

Answers depend on students.

### Exercise F

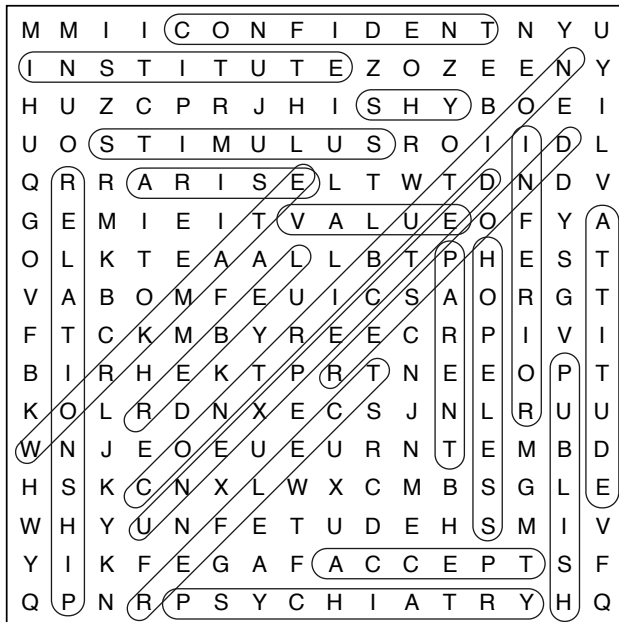
I looked at excuse. An excuse is a reason for action. For example, you can say 'I'm sorry late. The train didn't on the time.' According to my research, in some of cultures, it is not the polite to an excuse. It you are not really sorry for your action. You think that you had a good reason. But it seems, in British culture, it is good to a reason. If you don't, people may be angry and think that you don't care. And that's what I found it.

### Exercise G

6	But another one said it is not true.
8	But informal language is fine for a spoken apology.
4	But you might write 'I apologize for my anger.'
3	For example, you can say 'I'm sorry that I got angry' in speech.
1	I did some research on formality.
7	In British culture, there is a big difference between formal language and informal language.
5	One website said that all cultures have formal and informal speech.
9	That's what I found.
2	This is the level of language that you use.

## Theme 2: Friends and family – Reading

### Exercise A



### Exercise B

1. Adolescents often *rebel* against their parents.
2. Berne was director of an *institute* in California.
3. He asked her a question and her *response* was unexpected.
4. How did the problem *arise*?
5. I am quite a *confident* person. I always think I can do things well.
6. I don't like the way he behaves. His *attitude* is very bad, too.
7. People sometimes feel *inferior* to their colleagues.
8. There are often problems in the *relationship* between husband and wife.
9. Which company is going to *publish* your book?
10. Young children usually *value* their parents.

### Exercise C

1. He was born in Australia in 1949.
2. He was *educated* at a private school.
3. He *studied* Engineering at Melbourne University.
4. She *graduated* from Melbourne in 1971.
5. He *trained* as a civil engineer.
6. He *practised* civil engineering in Australia for 30 years.
7. He *developed* several new ideas in engineering.
8. He *formed* a school of engineering in 2005.
9. He died in 2010.

### Exercise D

a. She looks ...	c	to university next year.
b. He grew ...	b	up in London.
c. I am going to apply ...	a	after the library.
d. She trained ...	i	of this exercise.
e. We moved ...	l	with you.
f. I'd like to point ...	d	as a psychiatrist.
g. She is acting ...	e	to Australia in 1998.
h. The letters EU stand ...	j	about his life at the moment.
i. I don't see the point ...	g	as Personnel Manager in Alison's absence.
j. He is feeling good ...	k	over as Training Officer?
k. Who is going to take ...	h	for European Union.
l. It's really good working ...	f	out a problem.

### Exercise E

1. Answers depend on students.
2.
  - a. How can you make an *acquaintance* into a friend?
  - b. I know he's your brother but do you *approve* of his behaviour?
  - c. Who *took over* from Berne as director of the Transactional Analysis Society?
  - d. Some psychologists say that children *grow up* too quickly nowadays.
  - e. He *published* all his books with a small local company.
  - f. I *respect* his ideas but I think he is wrong.

### Exercise F

1. according to
2. at the end of
3. at that time
4. in other words
5. in this case
6. as you can see
7. do what you are told
8. feel good about
9. it won't happen again
10. see the point of



### Exercise G

1. Montreal, Canada.
2. To practise psychiatry.
3. San Francisco.
4. To make them feel better about themselves.
5. Parent, Adult, Child.
6. Look after, or try to control.
7. Obey or rebel.
8. When both people want to play the same role, unless it's Adult.

### Exercise H

1. True – he was born in the USA.
2. False – in the Navy.
3. True – at his old university.
4. True – they are OK.
5. False – other people are OK too.
6. True.
7. True.
8. False – we can change.

### Exercise I

- 1./2. Answers depend on students.

3.

## Mother and child relationships

It is important for a child to have a strong and positive relationship with his/her mother. The mother, or carer, should always be available and supportive of her child. Psychologists call this relationship 'secure attachment'.

However, sometimes a child does not have a secure attachment with the mother. The reasons for this include long-term illness or death of the mother. Other possible reasons are a long hospital stay for the child. When this happens, children sometimes grow up with various problems.



According to psychologists, these problems can be divided into four groups. The first group is emotional problems which affect the child's behaviour. An insecurely attached child doesn't have much confidence and finds it difficult to deal with stress and other problems. The second group is physical; for example, the child may have a lot of illness or problems with eating food. In the third group, children often have many different types of social problems and have difficulty in making friends. They also sometimes have poor relationships with people. In a small number of cases, these children are violent and rebellious and their self-control is not very good so they become angry or upset very easily. They are not considerate to other people and they have a negative view of themselves. The final group of problems is connected with learning. Children without secure attachment have behaviour problems at school because they cannot control themselves. Some children talk too much in the lesson and ask too many questions. They may have speech and language problems and they may have difficulty in learning.

However, recent studies show that it is never too late to help children with their problems. New experiences can change connections in the brain. A child's relationships with relatives, teachers and other supportive adults can help him/her deal with his/her problems.

4. This text contains opinions. It contains theories from psychologists but does not contain facts.

## Theme 2: Friends and family – Writing

### Exercise A

1. percentage
2. category
3. appendix
4. participant
5. display
6. illustrate
7. choice
8. comparison
9. conclusion
10. introduction
11. results
12. method

### Exercise B

1. bar	8	group
2. Internet	2	usage
3. decision-	9	handed
4. key	3	making
5. raw	1	chart
6. young	10	issue
7. research	7	report
8. age	6	adults
9. left-	4	decisions
10. cultural	5	data

### Exercise C

	percentages	fractions		decimals
1.	100%	1	all	1.0
2.	75%	$\frac{3}{4}$	<i>three-quarters</i>	0.75
3.	66%	$\frac{2}{3}$	two-thirds	0.66
4.	50%	$\frac{1}{2}$	<i>a half</i>	0.5
5.	33%	$\frac{1}{3}$	<i>a third</i>	0.33
6.	25%	$\frac{1}{4}$	<i>a quarter</i>	0.25
7.	20%	$\frac{1}{5}$	<i>a fifth</i>	0.2
8.	10%	$\frac{1}{10}$	a tenth	0.1
9.	0%	0	<i>none</i>	0

### Exercise D

- It's *over* a third.
  - It's *under* 40%.
  - It's *slightly over* 38%.
  - It's a *little under* 38.5%.
  - It's *nearly* 40%.
  - It's *exactly* 38.4.
- Answers depend on students.

### Exercise E

Answers depend on students.

## Theme 3: Managing to be successful – Listening

### Exercise A

1./2.

4	enough
1	alternative
10	refuse
8	previous

7	impossible
2	current
5	equal
3	doubtful

9	prioritize
6	equation
12	complete
11	timely

### Exercise B

- He managed to lose ten kilos in weight.
- I can't manage without my mobile phone.
- He's lost his job so he's managing on very little money.
- It's OK thanks. I can manage.
- She manages 11 restaurants in this area.
- I'm hopeless at managing my money.

2	deal with a problem
5	direct or control a business
1	do something with difficulty
3	live in a difficult situation
4	not need help
6	use money or time well

### Exercise C

- To Do list
- time management
- useful tool
- management consultant
- managing yourself
- everyday life
- permanent situation
- negative thoughts
- day and night
- rest and relaxation

### Exercise D

There is a basic equation of time management. On one side, we have *work*. On the other side, we have *time available*. As you know, equations must balance, so *work* must equal *time available*. In other words, we must have enough time to do the work we have to do.

### Exercise E

1./2.

unusual	routine
stressed	calm
behind	up to date
everything	nothing
good at	hopeless at
beautiful	ugly
attend	miss
self	others
use	waste
face	avoid

### Exercise F

1./2./3.

	<i>to do</i>	+ a person + <i>to do</i>
a. promise	✓	
b. tell		✓
c. want	✓	✓
d. intend	✓	
e. refuse	✓	
f. have /hæf/	✓	
g. expect	✓	✓
h. allow		✓
i. forget	✓	
j. ask	✓	✓
k. need	✓	✓
l. hope	✓	

### Exercise G

1./2.

a. believe	in
b. decide	on
c. get	up
d. talk	about
e. take	back
f. revise	for
g. look	after
h. apply	to

### Exercise H

1./2.

formal verbs		informal verbs
a. balance	c	cut down
b. attend	a	be the same
c. reduce	e	want
d. select	d	choose
e. intend	b	go to
f. name	f	call
g. consider	j	make sure
h. consume	h	use
i. examine	i	look at
j. ensure	g	think about

### Exercise I

1./2. According to a man .....*called*..... Gallwey in his book *The Inner Game of Tennis*, we all have two selves, which he *calls* Self 1 and Self 2. On the one *hand*, Self 1 is confident. The confident part of a *person* says 'I *can* do A. I *remembered* to do B. I'm *very* good at C.' On the *other* hand, Self 2 is *doubtful*. Self 2 says 'I *can't* do X. I forgot *to* do Y. I'm *hopeless* at Z.' Which side is telling the *truth*? Gallwey *points out* that both sides could be *true*. We all have abilities *and* successes, but we also all *have* difficulties with *some* things, and failures. But Gallwey says that *most* people see us as Self 1. They see the *confident* person. However, we often see *ourselves* as Self 2. The *solution* is to ensure that Self 1 does most of the talking inside your *head*.

## Theme 3: Managing to be successful – Speaking

### Exercise A

- 1./2. a. ab I so I lute I ly  
b. con I cen I trate  
c. dis I tract  
d. dis I turb  
e. in I te I rrupt  
f. re I serve  
g. cou I ple  
h. por I tal  
i. po I ssi I ble  
j. su I ppose  
k. in I stead  
l. quo I ta I tion

### Exercise B

- 1./2. a. What *does* 'thief' mean?  
b. How do you say 'steal'?  
c. What's the matter?  
d. It doesn't matter.  
e. I promise I won't do it again.  
f. I have to get on with this work.  
g. Don't put it off to tomorrow!  
h. Have you done your assignment yet?  
i. Would you mind repeating that?  
j. I'll talk to you later.

### Exercise C

1. A: I read the article last night.  
B: Yes, so *did* I.  
A: But I didn't understand it.  
B: No, neither *did* I.  
A: I'm going to talk to the tutor today.  
B: Me, *too*.  
A: I don't think he'll help, though.  
B: No, I *don't either*.  
A: I'll do some research on the Internet.  
B: Yes, so *will* I.

2. A: I did well on the last test.  
 B: Did you? I didn't.  
 A: I really like this part of the course.  
 B: Do you? I don't.  
 A: I'm going to specialize in this area.  
 B: Are you? I'm not.  
 A: I don't think it's difficult.  
 B: Don't you? I do.  
 A: But I didn't like Maths last term.  
 B: Didn't you? I did.

### Exercise D

- 1./2. a. I agree *with* you.  
 b. *That's* right.  
 c. You *could* be right.  
 d. I suppose *so*.  
 e. I've changed my *mind*.  
 f. I'm not *sure*.  
 g. I don't *really* agree.  
 h. I don't know *if* that's true.  
 i. OK. You're *right*.  
 j. I *still* think that ...  
 k. I still *don't* believe that ...  
 l. Yes. *Actually*, that's true.

### Exercise E

- 1./2./3.
- A *library* is a place where you can borrow books. A *bookshop* is a place where you can buy books.
  - You *distract* someone by getting them to talk about something else. You *disturb* someone by stopping them from concentrating on something.
  - You *interrupt* someone when you *speak to* someone before they stop talking.
  - Study* means to look at something carefully. *Concentrate* means to think about one thing very hard.
  - Teaching* is the activity. *Education* is all the teaching that someone receives.
  - Reading* can be for pleasure. *Research* is to get information from reading.
  - A *polite* person speaks nicely to other people. A *kind* person acts nicely to other people.
  - Quiet* means not much noise. *Silent* means no noise.
  - In Britain, people say *excuse me* to get someone's attention. They say *pardon* when they don't understand someone.
  - You get a *reward* for doing something well. You get a *prize* for winning something.

### Exercise F

Answers depend on students.



### Exercise G

	a person	a job	a book	a room	a website	a TV	time	money	information	clothes
1. break down		✓								
2. find out										
3. get on with	✓	✓								
4. put off		✓								
5. put on						✓				✓
6. renew			✓							
7. reserve			✓	✓						
8. steal			✓			✓	✓	✓	✓	✓
9. waste							✓	✓		
10. go on					✓					

## Theme 3: Managing to be successful – Reading

### Exercise A

1./2.

noun	adjective
1. <i>success</i>	successful
2. <i>autocrat</i>	autocratic
3. <i>calmness</i>	<i>calm</i>
4. <i>decision</i>	decisive
5. <i>democrat</i>	<i>democratic</i>
6. <i>instinct</i>	instinctive
7. <i>logic</i>	logical
8. <i>participation</i>	<i>participatory</i>
9. <i>perfection</i>	<i>perfect</i>
10. <i>possibility</i>	possible

### Exercise B

- Last week, I had to deal with a *difficult issue*.
- The supervisors thought of *several solutions*.
- But they couldn't agree with *each other*.
- Finally, I went back to *the beginning*.
- Then, the Personnel Manager, Susan Gates, came up with a *new idea*.
- I accepted it because I rely on *her*.
- And that really sums up *the meeting*.

### Exercise C

1. MBO Management By Objectives
2. CEO Chief Executive Officer
3. MBA Masters in Business Administration
4. SMS Short Message Service
5. P and L Profit and Loss
6. B2B Business to Business
7. HR Human Resources
8. FAQ Frequently Asked Questions
9. GNP Gross National Product
10. PA Personal Assistant

### Exercise D

1.
  - a. Making decisions.
  - b. You do it without thinking.
  - c. Define, Imagine, Generate, Evaluate, Select, Tell
  - d. Yes, because it helps us remember the stages.
  - e. Because there are two sides to the human brain; the logical side will stop the creative side.
  - f. Five – bus, taxi, father's car, hire a driver, stay overnight with a friend.
  - g. Consider the difficulties of each one and mark it with a number of crosses.
  - h. Not make a decision at all.
  - i. It means break down the problems so you can solve them.
2.
  - a. False – it talks about three, autocratic, participatory and democratic.
  - b. False – we all manage people in our daily lives.
  - c. True
  - d. True
  - e. True
  - f. False – an autocratic style.
  - g. True
  - h. False – participatory.
  - i. True – see Tables 2 and 3.

## Exercise E

1.

do	a job	✓
	your best	✓
	business with	✓
	someone a favour	✓
	a mess	
	the shopping	✓
	a mistake	
	your hair	✓
	good work	✓
	nothing	✓
	a deal	✓
	an exercise	✓
	an experiment	✓
	a promise	
	research	✓
	a test	✓
	well	✓
a plan		
the cooking	✓	
the right thing	✓	

- 2.
- I'm really late. Could you do me a favour?
  - Edison, the American inventor, did thousands of *experiments*.
  - Don't worry about the result. Just do *your best*.
  - I don't like that company at all. I don't want to do *business with them*.
  - I bought the food so can you do *the cooking*?
  - She's a hard worker and she's doing a good *job*.
  - How did you do in *your test*?
  - It was hard, but I did *my best*.
  - I asked him to help me but he did *nothing*.
  - Do you use Wikipedia to do *research*?
  - You look lovely. Who did *your hair*?

## Exercise F

### Paragraph 1

- Time, energy, money.
- TEAM
- Time Energy And Money

### Paragraph 2

- A team is not the same as a group.

### Paragraph 3

- The final sentence in the paragraph.
- Answers depend on students.

#### Paragraph 4

7. ... the value of teamwork in sports is very clear.
8. A person with specialist knowledge.

#### Paragraph 5

9. 'There is no I in team'
10. No individual is as/more important than the team.

#### Exercise G

	subject	verb	object / complement	extra words, phrases
Example:	we	must manage	our own resources	at those times
1.	a group	is	a number of people	just
2.	all the students	are	a group	for example / in your class
3.	a team	has	a particular task	firstly / of any sort
4.	each member in a team	has	a particular role	secondly / in a team
5.	each person	must do	a certain thing	in other words / for the team
6.	the midfield players	move	the ball	from the defenders to the attackers
7.	the value of teamwork	is	very clear	in sports
8.	teamwork	is	useful in a business and daily life	but / also very / even in
9.	all successful teams	must have	a chairperson	firstly
10.	a team	needs	an expert	secondly / a person with specialist knowledge in the area

#### Exercise H

1. a lot of the time
2. again and *again*
3. all the *time*
4. as you *know*
5. in a case like *this*
6. in the first *place*
7. in this *case*
8. let's *say*

## Exercise 1

There are three main kinds of management style and they are democratic, autocratic and participatory.

second verb – *are*;  
subject – *they = the main kinds of management*

However, there is a fourth style called *laissez faire*.

second verb – *(is) called*;  
subject = *the fourth style*

The name comes from two words in French and means 'leave to do' or 'leave alone'.

second verb – *means*;  
subject = *the name*

Managers with this style give their staff complete freedom and do not interfere with their work.

second verb – *interfere*;  
subject = *managers (with this style)*

The best *laissez-faire* managers are available and help staff with problems, but do not give them solutions to their problems.

second verb – *help*;  
subject = *laissez-faire managers*

*Laissez-faire* management can enable staff to develop and allow them to grow.

second verb – *allow*;  
subject = *laissez-faire management*

In the best cases, staff become more motivated and learn to take responsibility for their own actions.

second verb – *learn*;  
subject = *staff*

However, *laissez faire* does not work in all businesses or motivate everyone.

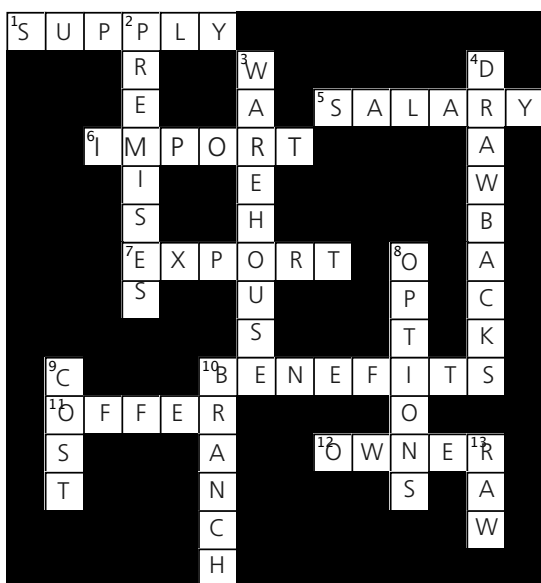
second verb – *motivate*;  
subject = *laissez-faire*

Some people cannot work with this kind of management or accept the lack of direct orders.

second verb – *accept*;  
subject = *some people*

## Theme 3: Managing to be successful – Writing

### Exercise A



### Exercise B

1. skilled	3	grant
2. factory	4	rate
3. relocation	8	goods
4. unemployment	7	store
5. developed	5	countries
6. air	9	company
7. convenience	2	unit
8. finished	10	sales
9. retail	6	freight
10. unit	1	staff

### Exercise C

Answers depend on students.

### Exercise D

	verb	noun
a. make, e.g., profits, electricity	generate	generation
b. assess, decide how valuable something is	evaluate	evaluation
c. make people want to work hard	motivate	motivation
d. take part in	participate	participation
e. work out a quantity roughly	estimate	estimation
f. put in a particular place	locate	location
g. start	initiate	initiation
h. make for the first time	create	creation
i. give responsibility to someone else	delegate	delegation
j. show	demonstrate	demonstration
k. divide into two or more parts	separate	separation
l. move a business to a new place	relocate	relocation

### Exercise E

1. The economy of the EU is ~~many~~ *much* larger than the economy of Africa.
2. Europe is *more / much more* developed than Africa.
3. Africa is not as developed ~~than~~ as Europe.
4. There are *much / far fewer* opportunities for individuals in Africa than in Europe.
5. There are more ~~of~~ small companies in Africa than in Europe.
6. The growth rate in Europe is 1.8% (2010) *whereas* in Africa the average is over 5%.

### Exercise F

1. There has been a *sharp* fall in sales.
2. There *has been a slight* increase in costs in the last six months.
3. There *was a fall* in sales in May.
4. Sales went up by *100 units*.
5. More raw materials *were imported* in February.
6. The birth rate *in many countries* is increasing.
7. People are *living longer*.
8. There *has been an increase* in world temperature.

### Exercise G

Answers depend on students.

## Theme 4: Natural cycles – Listening

### Exercise A

1.

a. 3,980	e	area
b. thirdly	h	date
c. 100,000 l	f	latitude or longitude
d. 53 km	d	length
e. 350,000 km <sup>2</sup>	i	money
f. 53°S	a	number
g. 65 yrs	b	ordinal
h. 100 BCE	j	temperature
i. \$2 bn	g	time
j. 38 °C	c	volume

2.

a. -25°C
b. 1,250,000 km <sup>2</sup>
c. €150,000,000
d. 20 mya
e. 243 km
f. 29°S
g. 35 mins
h. 4,678
i. secondly (2nd)
j. 1,000,000 l

### Exercise B

1./2.

verb	noun
a. e'vaporate	evapo'ration
b. a'n'nonce	a'n'ouncement
c. ex'pand	ex'pansion
d. plant	plant
e. ad'vance	ad'vance
f. live	life
g. paint	'painting
h. in'habit	in'habitant
i. cause	cause
j. press	'pressure



### Exercise C

100%	It's known ...
80%	It's believed ...
60%	It's said ...
40%	It's possible ...
20%	It's unlikely ...
0%	It's impossible ...

### Exercise D

- 1./2. 1. It's amazing!  
2. It's terrible!  
3. It's strange!  
4. It's funny!  
5. It's ridiculous!  
6. It's incredible!  
7. It's wonderful!  
8. It's awful!

### Exercise E

- 1./2. *All* words and phrases can be used.

### Exercise F

- 1./2.

slightly	a little
raise	grow
flow	move
huge	enormous
comprise	contain
trace	evidence
overnight	very quickly
step	stage
tiny	very, very small
astonishing	amazing
remains	bones
extremely	very, very

### Exercise G

- 1./2. a. a special *case*  
b. an ancient *language*  
c. agricultural *land*  
d. tens of *thousands*  
e. a vicious *circle*  
f. climate *change*  
g. atmospheric *pressure*  
h. boiling *point*  
i. recent *report*  
j. a vast *country*  
k. global *warming*  
l. a vicious *circle*

### Exercise H

- 1./2. The Sahara is the largest *desert* in the world, but it once had lakes and *rivers*, and thousands of *inhabitants*. Then, 9,000 years ago, the *tilt* of the Earth began to change. This changed the *climate* of the Sahara. It started to become a desert. We call the *process desertification*.

The Sahara is a special case but the vicious circle of desertification is always the *same*. It works like this. One year, there is slightly *less* rain than the year before. This means that the *plants* do not grow quite as well. This in turn means that the *leaves* of the plants hold less water *close* to the surface ... which means there is less *evaporation* into the air ... which means there is less *rain* the next year ... and so on.

Can we *green* the Sahara? It is possible that we can but we must *reverse* the vicious circle. One way is to plant crops or *trees* in the desert. These crops hold more *water* close to the surface, which *leads* to more evaporation, which in turn leads to more rain ... and more crops or trees.

## Theme 4: Natural cycles – Speaking

### Exercise A

1. a. 'melting  
b. 'freezing  
c. conden'sation  
d. evapo'ration  
e. subli'mation  
f. transpi'ration
2. a. com'bustion  
b. con'sumption  
c. ab'sorption  
d. re'lease

- e. respi'ration
- f. decompo'sition

### Exercise B

1. oxygen
2. carbon
3. hydrogen
4. nitrogen
5. water
6. carbon dioxide
7. petrol
8. sugar

### Exercise C

1. Carbon is *produced* in a number of ways.
2. Carbon is *released* into the atmosphere by animals and plants in a process called *respiration*.
3. Carbon dioxide is *given* out ...
4. ... and oxygen is *taken* in.
5. Carbon dioxide is also released into the atmosphere during decomposition. This is the process of *breaking* down dead animals and plants.
6. Animals and plants die, and bacteria *decompose* them.
7. Carbon dioxide is released into the atmosphere and carbon is *absorbed* into the ground.
8. Thirdly, carbon dioxide is released during combustion, or *burnt*.
9. Finally, volcanoes *produce* carbon.
10. This happens when gas *escapes* from the volcano during an eruption.

### Exercise D

1.
  - a. Some water on Earth exists as gas, and some exists as a liquid.
  - b. Most liquid water is in lakes, rivers and oceans, but some is in swamps and some underground.
  - c. Most carbon on Earth is stored as CO<sub>2</sub> in the deep ocean, but some is present as CO<sub>2</sub> in the atmosphere, some is contained in fossil fuels and some in living creatures.
  - d. Most of the Earth's oxygen is buried in the ground, but some is in the atmosphere and the rest is in the bodies of living things.
  - e. Some of the oxygen in the atmosphere is produced by photosynthesis, some is the result of photolysis and some of weathering.

### Exercise E

1./2.

a. Are you working tomorrow?	c	Yes, you do.
b. Are you free at 2.00?	d	At reception.
c. Do I need to make an appointment?	a	Yes, all day.
d. Where shall we meet?	b	No, I'm busy until 3.00.
e. Don't be late!	g	4.00? 5.00?
f. Can you show me the flat tomorrow?	f	Yes, sure.
g. What time is best for you?	e	I won't.

### Exercise F

1./2.

A: Can you *explain* this to me?

B: Sure. What's the *problem*?

A: It's this question. What's the difference between breathing and *respiration*?

B: Well, they're both *natural* processes.

A: Just a moment. I want to write this down. *Natural processes*?

B: Yes. *Breathing* is physical. In animals, it means moving *air* across an organ like the lungs.

A: What about fish? Do they *breathe*?

B: Yes. But, of course, they *don't* move air across lungs.

A: They move *water* across gills.

B: Exactly. They *break* the water down into oxygen and *hydrogen*, and use the oxygen. But it is *still* called breathing.

A: And what *about* respiration?

B: Respiration is *chemical*. It is the process of converting food into energy.

A: Do fish *respire*?

B: Yes. All living *organisms* breathe and respire.

A: Even *plants*?

B: Yes, even plants. But when they breathe and respire, plants take in carbon *dioxide* and give out oxygen.

## Theme 4: Natural cycles – Reading

### Exercise A

	noun	verb	adjective
1. cli...	climate		climatic
2. des...	desert	desertify	
3. pla...	plant	plant	
4. pol...	pole		polar
5. hab...	habitat		
6. org...	organism		
7. pyr...	pyramid		
8. con...	consumer	consume; convert	
9. ada...	adaptation	adapt	adapted
10. eco...	ecology; ecologist; ecosystem		
11. tro...	tropics		tropical
12. env...	environment; environmentalist		
13. end...		endanger	endangered
14. ext...			extinct; extant

### Exercise B

- Answers depend on students.
- An omnivore is both a *carnivore* and a *herbivore*. It eats both animals and plants. Humans, of course, are omnivores.
  - All *living things* breathe and respire. That is part of the definition.
  - Animals can become extinct if there is a small change in their *habitat*, for example, a small increase in average temperature.
  - I really like the *climate* here. Warm dry summers and cool wet winters.
  - Most animals are part of a very complex *food web* which involves many different animals and plants.
  - There must be a *producer* at the bottom of every food chain.

### Exercise C

1. Living things depend ...	<i>on</i>	each other.
2. All living things are involved ...	<i>in</i>	food webs.
3. Many animals are close ...	<i>to</i>	becoming extinct.
4. In the first place, all energy comes ...	<i>from</i>	the Sun.
5. Producer plants convert solar energy ...	<i>into</i>	chemical energy.
6. Nutrition is obtained ...	<i>from</i>	food.
7. Gaia is a theory put ...	<i>forward</i>	by James Lovelock.
8. All animals are adapted ...	<i>to</i>	their environment.
9. Energy is transferred ...	<i>from</i>	one living thing to another.
10. Decomposers break ...	<i>down</i>	dead animals and plants into chemicals.

### Exercise D

1. Biomass is the name ...	7	which a living thing occupies in an ecosystem.
2. A biome is a major environment ...	3	which has less than 25 cms of rain a year.
3. A desert is an area ...	1	which is given to stored solar energy.
4. Producers are plants ...	6	which only eats plants.
5. Primary consumers are animals ...	2	which covers a large area of the Earth.
6. A herbivore is an animal ...	4	which convert solar energy into food.
7. A niche is a position ...	5	which eat producer plants.
8. Photosynthesis is the process ...	9	which is becoming extinct.
9. An endangered animal is one ...	10	which no longer lives on Earth.
10. An extinct animal is one ...	8	which converts solar energy into sugar, oxygen and carbon dioxide.

### Exercise E

Answers depend on students.

## Theme 4: Natural cycles – Writing

### Exercise A

1. absorb	absorption
2. condense	condensation
3. heat	heat
4. insulate	insulation
5. radiate	radiation
6. reflect	reflection
7. release	release
8. remove	removal
9. store	store
10. prevent	prevention
11. affect	effect
12. trap	trap

### Exercise B

1. We all get energy from the Sun's *radiation*.
2. Some of this energy *is absorbed* by buildings and the land.
3. Some of this energy *is released* back into space by the Earth.
4. At night, buildings and land *release* energy into the atmosphere.
5. One type of cloud *prevents* some energy from reaching the surface of the Earth.
6. But another type of cloud allows energy through then *traps* it near the surface.
7. In this way, the clouds act as *stores*.

8. This is called the greenhouse *effect*.
9. The effect *removes* some of the water vapour.
10. As the atmosphere becomes drier, less *heat* is reflected back into space.

### Exercise C

1. *seed*
2. *dissolve*
3. *glass*
4. *deep*
5. *happen*
6. *current*
7. *shallow*
8. *allow*
9. *fill*
10. *jelly*

### Exercise D

<b>infinitive</b>	<b>past</b>	<b>past participle</b>
find	found	found
grow	grew	grown
keep	kept	kept
know	knew	known
lose	lost	lost
make	made	made
send	sent	sent
sink	sank	sunk
take	took	taken
think	thought	thought

## Exercise E

<p>1. Rewrite the two sentences. Add the words in brackets in each case.</p>	<p><b>Introduction</b></p> <p>Water is moving. (constantly / oceans / in the seas / and )  <i>Water is constantly moving in the seas and oceans.</i></p> <hr/> <p>There is a cycle. (current / around the globe / ocean / carries / water / which)  <i>There is an ocean current cycle which carries water around the globe.</i></p>												
<p>2. Write a preposition in each space.</p>	<p><b>The Gulf Stream</b></p> <p>The cycle starts <i>in</i> the Atlantic, <i>near</i> the Equator. Water <i>in</i> this area is warmed <i>by</i> the Sun and moves north. The water is very salty because there is a lot <i>of</i> evaporation <i>near</i> the surface. This current <i>of</i> warm salty water is called the Gulf Stream. The mild climate <i>of</i> Western Europe is caused <i>by</i> the Gulf Stream.</p>												
<p>3. Write a joining word – <i>as, so, when, if, because, and, but, or, which</i> – in each space.</p>	<p><b>The North Atlantic Deep Water</b></p> <p><i>As</i> the water moves away from the Equator, it cools. Cold water is denser than warm water, <i>which</i> means it is heavier, <i>as</i> it sinks to the bottom of the ocean. This cold water carries oxygen to the deepest parts of the ocean, <i>so</i> it is a good area for fish. The cold current, <i>which</i> is called the North Atlantic Deep Water, flows back towards the Equator. It passes right over the Equator, <i>and</i> it is not warmed by the Sun <i>because</i> it is so deep.</p>												
<p>4. Use one of the verbs from the box in each space.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>carry flow go reach travel turn</p> </div> <p>Write it in the correct form.</p>	<p><b>The Cold Eastern Current</b></p> <p>When the cold current <i>reaches</i> Antarctica, it <i>turns</i> and <i>travels</i> to the east, under the southern tip of Africa. From there, it <i>goes</i> right around the world. Most of the water <i>flows</i> near the coast of Antarctica but some of it <i>is carried</i> up the eastern coast of Africa.</p>												
<p>5. Number the sentences in order.</p>	<p><b>The Warm Western Current</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50px;">3</td> <td>As it flows west, it carries warm water to the Pacific Ocean and South East Asia.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>As the water approaches the Equator, it is heated and it rises.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Finally, it flows back to the South Atlantic.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>It turns slowly to the west.</td> </tr> <tr> <td style="text-align: center;">6</td> <td>The process starts all over again.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>This is one of the causes of hot weather in these areas.</td> </tr> </table>	3	As it flows west, it carries warm water to the Pacific Ocean and South East Asia.	1	As the water approaches the Equator, it is heated and it rises.	5	Finally, it flows back to the South Atlantic.	2	It turns slowly to the west.	6	The process starts all over again.	4	This is one of the causes of hot weather in these areas.
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2	It turns slowly to the west.												
6	The process starts all over again.												
4	This is one of the causes of hot weather in these areas.												



### Exercise F

	active	passive
1. Animals and plants die.	✓	
2. Water is changed from a liquid to a gas.		✓
3. The nitrogen rises into the sky.	✓	
4. The temperature hasn't risen much today.	✓	
5. They are building a new road along the coast.	✓	
6. About 200 houses will be demolished.		✓
7. The new road will be big, with three lanes on each side.	✓	
8. Oil has been found under the desert.		✓
9. Energy is converted into food by producer plants.		✓
10. The research was conducted by the University of Reading.		✓

### Exercise G

1. Deserts cover one-third of the Earth's surface.
2. Bacteria release oxygen.
3. The wind has sometimes carried sand from the Sahara to the UK.
4. The Sahara occupies about eight per cent of the world's land area.
5. People spoke Sanskrit more than 3,000 years ago.
6. Scientists have known for many years that animals once lived in the area.
7. Researchers made some astonishing discoveries in southern Libya.
8. Pipelines will carry water across the desert.

## Theme 5: Customs: origins and effects – Listening

### Exercise A

f	absolute
b	discipline
h	diversity
d	evidence
a	evolution
i	colonist
e	consistent
j	perceive
c	perception
g	contribute

### Exercise B

1.

<b>tell</b>	someone something	✓
	someone what to do	✓
	someone to do something	✓
	someone about something	✓
	someone doing something	
	someone how to do something	✓
	someone of something	
	someone that ...	✓
	something	
	something to someone	✓
	to someone something	✓

2./3.

- a. I think that the newspapers sometimes tell *lies*.
- b. We teach our children that they should always tell the *truth*.
- c. My mother used to tell me a *story* every night before I went to sleep.
- d. Many teenagers cannot tell the *time* in analogue form, like 'quarter to three'.
- e. Could you tell me the *answer* to this question?
- f. The instructions beside the photocopier tell you how to *use* it.
- g. Read each assignment carefully so you know exactly what to *write*.
- h. Marco Polo told his travel stories to a *man* while he was in prison.
- i. Herodotus told people about other *cultures*.
- j. The lecturer told us that Ibn Khaldun was from *Tunisia*.

### Exercise C

1./2.

d	cultures
e	ignorance
i	integrate
g	multicultural countries
b	past

a	Anthropology
c	present
h	problems
j	respect
f	them

### Exercise D

Anthropology is a very wide subject which has been studied for centuries but is still very relevant today. Anthropologists can explain cultural diversity. They can also help to stop differences between cultures becoming the cause of conflict.

### Exercise E

1./2.

- a. happy            delighted
- b. very             extremely
- c. subject         discipline
- d. choose         decide
- e. name            term
- f. meet             encounter
- g. difference      diversity
- h. people         humans
- i. not allowed    forbidden
- j. native           indigenous
- k. alright         acceptable

3./4.

*abnormal* – *normal*

civilized – uncivilized

similarity – diversity

knowledge – ignorance

immigrant – emigrant

ashamed – proud

peace – conflict

majority – minority

### Exercise F

1./2.

a. We must try ...	h	a geography expedition
b. If you decide ...	f	at the branches of anthropology
c. We will compare ...	j	data on family life
d. I'm going to explain ...	e	how attitudes have changed
e. Let's see ...	i	many months with the Inuit
f. We'll look ...	b	that Anthropology is the course for you
g. I want to give ...	c	the old view with the more modern view
h. Boas joined ...	a	to understand their attitudes and beliefs
i. He spent ...	d	what anthropologists study
j. He collected ...	g	you one or two examples

### Exercise G

1./2.

a. think	of	doing Anthropology
b. stay	at	home
c. write	about	the Inuit
d. go	back	to the beginning
e. run	out of	time
f. sum	up	the lecture
g. graduate	from	Oxford University
h. emigrate	to	the United States

### Exercise H

1./2.

At one time....., anthropologists believed that civilization was a question of *evolution*. Most people in the West *accepted* this view at the beginning of the 20<sup>th</sup> century. All cultures started off in an *uncivilized* state and gradually *developed*. On the *way*, all cultures passed through the same *stages* of development. In this *view*, it is acceptable to try to *civilize* people to a Western way of *life*.

However, modern anthropologists do not *agree* with this view. They do not *believe* that Western civilization is the *standard* for civilization. We cannot apply the *norms* of Western civilization to other *cultures*. All cultures have *customs* which seem *strange* to other cultures. We must learn to *accept* other cultures and live together, without *conflict*.

## Theme 5: Customs: origins and effects – Speaking

### Exercise A

1./2.

- a. a l rrange
- b. ce l re l mo l ny
- c. spi l rit
- d. ex l change
- e. ho l ney l moon
- f. my l thi l cal
- g. o l ri l gin
- h. re l cep l tion
- i. re l pre l sent
- j. sym l bo l lize
- k. u l ni l ver l sal
- l. frigh l ten

### Exercise B

1./2./3. Answers depend on students.

### Exercise C

1./2.

- a. Why don't we go to the cinema this evening?
- b. What's wrong?
- c. I'd rather stay in this evening.
- d. You'd better talk to your tutor. OR It would be better if you talked to your tutor.
- e. You should take a break.
- f. Would you like to go out this evening?
- g. How about going to the cinema?

### Exercise D

1./2.

- A: Let's ~~to~~ do something to celebrate the end of the course.
- B: Why ~~not~~ don't we have a party?
- A: ~~This is~~ That's a bit boring.
- B: Do you ~~got~~ have a better idea?
- A: ~~We would~~ Let's have dinner together.
- B: ~~I think we couldn't~~ I don't think we could get people to agree on a restaurant.
- A: What ~~of~~ about a day out somewhere?
- B: That's a great idea! Where ~~we shall~~ shall we go?
- A: Perhaps ~~we~~ we'd better make a list of places and get people to choose their favourite.
- B: OK. I'll do some research now.

### Exercise E

1./2.

- a. The bride and groom are the people who get married at a wedding.
- b. The heart sends blood around the body.
- c. You can light a candle.
- d. A priest often conducts a wedding ceremony.
- e. Gold and silver are both expensive metals.
- f. When you join two things, it is a union.

### Exercise F

1./2.

- a. I don't get your point.
- b. It's still not *clear* to me.
- c. That doesn't make any *sense*.
- d. I'll *explain* a bit more.
- e. What I *mean* is ...
- f. What I *meant* was ...
- g. Could I *answer* questions at the end?

- h. I'll explain that in a *minute*.
- i. I'm not *sure* what you mean.
- j. What I'm *trying* to say is ...
- k. Can I *deal* with that in a little while?
- l. I'm just *coming* to that.

### Exercise G

1./2./3. Answers depend on students.

### Exercise H

1.

The screenshot shows a web browser window with a menu bar (File, Edit, View, Favorites, Tools, Help) and navigation icons. The main content area has the title "Germany, Western Europe" and the following text:

Some days before the ceremony, friends and relatives throw old cups and plates on the ground in front of bride and groom. The custom goes back about a thousand years to medieval times. People used to believe in poltergeists. They thought that poltergeists were frightened of loud noises.

Medieval times refers to the period in Europe between the 5<sup>th</sup> and the 15<sup>th</sup> century CE.

A poltergeist is a mythical creature which throws things around. People used to believe that poltergeists symbolize the anger of someone in a house.

To the right of the text is a black and white illustration of a wedding scene in a historical setting. A bride in a white dress is being led by a groom in a dark suit. Other guests are visible in the background, and there are musical instruments like a lute and a drum.

2. Answers depend on students.

## Theme 5: Customs: origins and effects – Reading

### Exercise A

- |                     |               |
|---------------------|---------------|
| 1. wedding          | 6. honeymoon  |
| 2. marriage         | 7. husband    |
| 3. ceremony         | 8. wife       |
| 4. relatives        | 9. cost       |
| 5. bride/bridegroom | 10. reception |

### Exercise B

1. Rekha's parents stopped giving her food but she didn't *weaken*.
2. The road was too narrow so the council decided *to widen* it.
3. Steel *is hardened* by adding carbon.
4. Your assignment is too long. You have to *shorten* it.
5. Athletes *strengthen* their bodies with exercise.
6. In some countries, the school year is quite short and people are talking about *lengthening* it.
7. How can the police *ensure* that people do not break the law?
8. We must *encourage* girls to complete secondary education.

### Exercise C

1. reduce	7	a car / clothes / a person
2. arrange	4	a debt / a loan
3. deal with	6	a decision / an action
4. pay off	2	a marriage / a meeting / a loan
5. waste	3	a problem / a person
6. regret	9	a school / a decision / a person
7. hire	10	an offer / a loan / a request
8. change	8	behaviour / attitudes / customs
9. support	1	costs / temperature / weight
10. refuse	5	time / money / energy

### Exercise D

Answers depend on students.

### Exercise E

Answers depend on students.

### Exercise F

1./2.

a. If the government does not solve this problem	h	families would not need to take out personal loans.
b. If people are not educated	e	if the government offered incentives.
c. If couples get married very young	g	if they get married very young.
d. If the government increased the minimum age for marriage	i	if weddings were cheaper.
e. People might choose mass weddings	a	it will probably get worse.
f. If you hire the wedding clothes	d	some people would be very unhappy.
g. Girls may not finish their secondary education	b	they may make bad decisions about their own lives.
h. If bride price was lower in some countries	c	they may regret it later.
i. Couples would have more money to start their married life	f	you will reduce the cost a great deal.

### Exercise G

- 1./2. Answers depend on students.
3. *was* – Nisha  
*taken away* – her prospective husband  
*are* – arranged marriages  
*paid* – dowries  
*was supplemented* – 15,000 rupees  
*asked for* – Munish's greedy family  
*called* – the bride-to-be (Nisha)  
*led to* – Nisha's actions

## Theme 5: Customs: origins and effects – Writing

### Exercise A

1.

a. belief	✓	<i>believe</i>
b. literacy	✗	
c. ruler	✓	<i>rule</i>
d. value	✓	<i>value</i>
e. government	✓	<i>govern</i>
f. access	✓	<i>access</i>

g. society	✗	
h. restriction	✓	<i>restrict</i>
i. economy	✓	<i>economize</i>
j. efficiency	✗	
k. rise	✓	<i>rise</i>
l. provision	✓	<i>provide</i>

2.

- a. New technology has forced many *governments* to be less autocratic.
- b. All children should have *access* to computers at school and at home.
- c. Western culture has different *values* from 100 years ago.
- d. This country needs to *economize* because we must reduce the national debt.
- e. The company lost a lot of money because there was too much *inefficiency* in the system.
- f. I am going to *restrict* myself to two hours a day playing computer games.
- g. Some people say the *rise* in temperatures is due to global warming.
- h. Does the government *provide* free health care?
- i. It's not a good idea for managers to *socialize* too much with their staff.
- j. Hosni Mubarak *governed* Egypt for over 30 years.



## Exercise B

word	parts	meaning 1	meaning 2
<i>access</i>	<i>n, v</i>	the way into a building or place	to find information on a computer
<i>aspect</i>	<i>n, n</i>	one part of a situation, plan or idea	the direction a building or garden faces
<i>current</i>	<i>adj, n</i>	something that is happening now, but may not last long	a flow of electricity through a wire
<i>impact</i>	<i>n, n</i>	the effect that an event has on another situation	something that happens when an object crashes into another
<i>monitor</i>	<i>v, n</i>	to watch and check a situation	part of a computer
<i>official</i>	<i>n, adj</i>	someone who has a responsible job in an organization	approved of by the government
<i>principle</i>	<i>n, n</i>	a rule about behaviour	a rule which explains natural events
<i>ruler</i>	<i>n, n</i>	the leader of a group of people or a country	a flat, narrow piece of wood or plastic for drawing straight lines
<i>support</i>	<i>v, n</i>	to agree with a plan or an idea	a piece of wood or steel that holds a building up
<i>value</i>	<i>n, v</i>	the amount of money or price of something	to think something is important

## Exercise C

1. As can be seen in Table 2, ...
2. As I mentioned already, ...
3. As the graph clearly shows, ...
4. As we can see in Fig. 3, ...
5. As stated above, ...
6. It has been estimated that ...
7. Research has shown that ...
8. There is evidence that ...
9. In this essay I will ...
10. This essay aims to show ...

### Exercise D

1. The use of social networking on the Internet has increased rapidly during recent years.
2. But the effect on friendship in our society is unclear.
3. According to some experts, social networks can be good for online friendship.
4. We can access more friends and a greater variety of people online.
5. The networks also keep you connected with your friends because they send you reminders.
6. A recent study found that users have a wider and larger social circle both online and offline.
7. The average user spends one hour a day on a social network site.
8. Research has shown this does not replace time with 'face-to-face' friends.
9. Instead, it replaces time spent on other activities such as watching TV.
10. However, psychologists say there is a limit to the number of friends any one person can have.
11. One psychologist, Robin Dunbar, suggests that the maximum number of real and virtual friends is 150.
12. If most of your friends are online, you will have fewer real people to do things with.

### Exercise E

- 1./2./3. Answers depend on students.