

Theme 1: Remembering and forgetting – Listening

Exercise A

Answers depend on the students, but these are some possibilities:

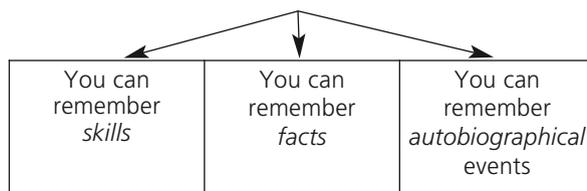
- lists
- 'post-it' notes
- notes stuck on fridge
- calendars
- diaries
- various computer programs
- mobile phones, MP3 players, etc., can be used as reminders
- ask people to remind you
- making notes
- repeating things to yourself
- asking a friend to 'test' you
- reading and rereading
- underlining key words in a text

Exercise B

10	encoded
6	long-term
3	memorize
1	memory
7	perform
8	autobiographical
9	recall
2	remembering
12	retrieved
4	rote learning
5	short-term
11	stored

Exercise C

Long-term memory



Exercise D

1. Have you got a good *memory* for names? (refers to area of brain; *reminder* = spoken or written item)
2. I need to *learn* how to drive. (*memorize* is only for facts, not a skill)
3. Please *remind* me to complete that form. (grammatical; *remind* + someone + to do something)
4. I've *left* my book at home. (grammatical; *leave* + something + somewhere; *forgotten* + something)
5. Can you *remember* her name? (register / collocation – *retrieve* is too formal / scientific)
6. Do you *recognize* this person? (*remind* = wrong meaning)
7. I've *learnt* my bank account number by heart. (collocation; *learn by heart*)

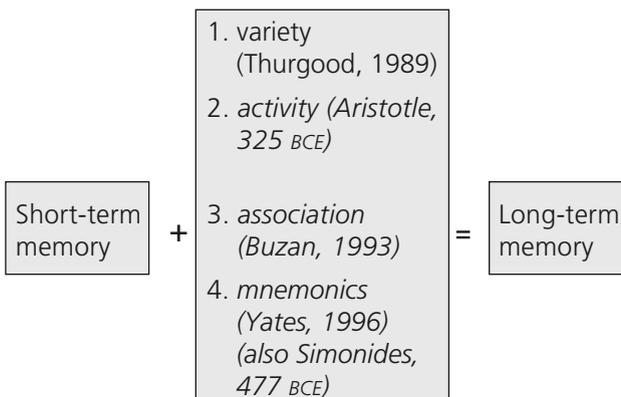
Exercise E

1. The first letter of each word in the sentence helps us remember – in the correct order – the names of the planets shown in the picture:
My = Mercury
Very = Venus
Efficient = Earth
Memory = Mars
Just = Jupiter
Stores = Saturn
Up = Uranus
Nine = Neptune
Planets = Pluto
2. A mnemonic is a sentence that helps us remember a piece of information.
3. Answers depend on students.

Exercise F

1. Researchers disagree about the meaning of *rehearsal*.
2. They agree that rehearsal is necessary.

Exercise G



Exercise H

1. Students' own answers.
2. a. Aristotle
b. Tony Buzan
c. Frances Yates; Simonides
d. Thurgood

3. Answers depend on students, but they could suggest teachers do the following:
variety = Ask students to read the same word in many different contexts.
frequency = Set repetition, revision activities.
activity = Ask students to use new language in spoken and written sentences, write on the board or do jigsaw activities; encourage students to use new language outside the classroom.
association = Link new language to language students already know; encourage mind maps, spidergrams, to use pictures, put vocabulary into word groups, etc.
mnemonics = Suggest some either in English or in students' own language; encourage students to make up their own.

Exercise I

1./2.

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

Exercise J

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

Exercise K

- 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 L

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 M

1./2.

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

Exercise N

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 O

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 *(@)* - 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

Answers depend on students.

Exercise B

2. Answers depend on students.
3. The figure shows that learners are often a mixture of types.

Exercise C

3./4.

How do you learn? // If you like pictures, / graphs / and charts, / you are probably a visual learner. // *Visual* means 'of the eyes'. //

If you like talking about / new information / with your friends, // you are probably an aural learner. // *Aural* means 'of the ears'. //

If you like using the library / and the Internet / to find new information, // you are probably a read/write learner. // In other words, // you need to read things / or write them / to remember them. //

If you like to move around / when you are studying, / you are probably a kinaesthetic learner. // *Kinaesthetic* means 'of feeling and movement'. //

Finally, // if you like to do two or more / of these things, // you are probably a multi-mode learner. // *Mode* means 'method / or way of doing something', // and *multi* means 'many'. // Sixty to seventy per cent of learners / are multi-mode. //

Exercise D

Answers depend on students.

Exercise E

1. According to the Institute for Learning Styles Research, there are seven types of learning style.
2. Today, I'm going to talk *about* one of the seven types, the visual learner.
3. How *does* the visual learner prefer to learn?
4. How *can* the visual learner improve learning efficiency?
5. I'll mention some learning preferences and make recommendations in each case.
6. Visual learners *should* make notes of lectures.
7. They *could* draw diagrams or make flow charts from the notes.
8. *Because* visual learners like colour, they should use colour for their notes.
9. I *have* explained some of the learning preferences of visual learners.
10. *If* you are a visual learner, try some of the ideas that I have suggested.

Exercises F and G

Answers depend on students.

Exercise H

The aural learner

According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going to talk about one of the seven types, the aural learner. How does the aural learner learn? How can aural learners improve their learning efficiency?

Firstly, aural learners like to *hear* new information so they should read all their notes aloud. They could record them and listen to them later.

Secondly, they need to talk about new information. They should discuss lectures and reading assignments with other students. They could form a discussion group, or they could talk to another student on the phone.

Finally, aural learners need aural reminders. Therefore, they should make mnemonics of key information, like lists. They could say the mnemonics in their heads to help them remember.

So to sum up. I have explained some of the learning preferences of aural learners, and I have also made some recommendations to improve their learning efficiency. If you are an aural learner, try some of the ideas that I have suggested.

The kinaesthetic learner

According to the Institute for Learning Styles Research, there are seven types of learning style. Today, I'm going to talk about one of the seven types, the kinaesthetic learner. How does the kinaesthetic learner prefer to learn? How can kinaesthetic learners improve their learning efficiency?

Firstly, kinaesthetic learners learn better by doing something. So they should make learning into a physical activity. They could write new information on cards. Then they could lay out the cards on a table and arrange the cards in different ways.

Secondly, kinaesthetic learners do not like to sit still, so they should walk around while they are studying. They could record information and listen to it while they are jogging.

Finally, because kinaesthetic learners use a lot of energy in learning, they should take a lot of breaks during study.

So to sum up. I have explained some of the learning preferences of kinaesthetic learners, and I have also made some recommendations to improve their learning efficiency. If you are a kinaesthetic learner, try some of the ideas that I have suggested.

Exercise I

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 J

1./2.

- a. I haven't *been* here for a week.
- b. Have you *met* your tutor yet?
- c. Which days do you have *lectures*?
- d. 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 K

Answers depend on students.

Exercise L

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 M

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*.

Theme 1: Remembering and forgetting - Reading

Exercise A

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

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. <i>review</i>	<i>review</i>
f. <i>memory</i>	<i>memorize</i>
g. <i>revision</i>	revise
h. <i>process</i>	<i>process</i>
i. <i>recognition</i>	<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. <i>noise</i>	<i>noisy</i>
f. <i>tiredness</i>	<i>tired</i>
g. <i>success</i>	successful
h. <i>introduction</i>	<i>introductory</i>
i. <i>difference</i>	<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. ensured

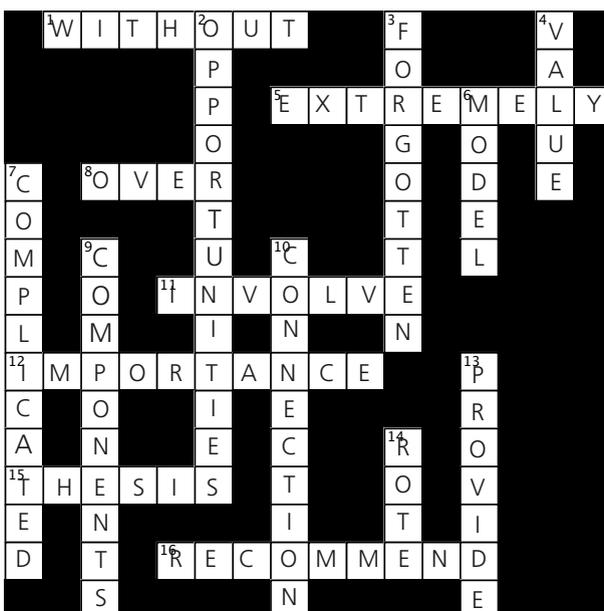
Exercise B

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

Answers depend on students.

Exercise B

1. Adjectives describing people from the word list are:
available, communicative, complex, considerate, critical, honest (given as the adverb *honestly* in the word list), *independent, negative, positive, reliable, supportive*

2./3.

	adjective	meaning
1	inde'pendent	<i>lives own life; doesn't ask for help all the time</i>
2	'positive	<i>optimistic, even when things are bad</i>
3	re'liable	<i>does things as promised</i>
4	con'siderate	<i>asks how people are feeling, if they need any help</i>
5	su'pportive	<i>there for you, doesn't criticize</i>
6	'honest	<i>tells the truth, all the time</i>
7	a'vailable	<i>there when you need someone</i>
8	co'mmunicative	<i>gives information about themselves, listens</i>

Exercise C

Answers depend on students.

Exercise D

	un	in	im	dis
friendly	✓			
considerate		✓		
honest				✓
communicative	✓			
reliable	✓			
confident	✓			
polite			✓	

Exercise E

Answers depend on students.

Exercises F and G

Model answers

Barriers to friendship –

Milliken (1981)

1. Acceptance

Do not try to change your friends

2. Approval

Notice other people – appearance, actions, achievements

3. Appreciation

Don't just accept and approve. Show appreciation

Exercise H

Possible endings:

1. In the last lecture, I looked at *the importance of friendship*.
2. You must like *other people to make a lot of friends*.
3. There are many barriers which get *in the way of friendship*.
4. Milliken has written *a book about the barriers to friendship*.
5. The barriers are *acceptance, approval and appreciation*.
6. Some people cannot accept *people the way they are*.
7. They don't allow *people to be themselves*.
8. Some people criticize *other people all the time*.
9. Some people don't show *approval of other people*.
10. If you accept, approve and show appreciation, you will make *friends easily*.

Exercise I

Answers depend on students.

Exercise J

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 K

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 L

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 M

1./2.

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

Exercise N

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 O

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 P

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 Q

	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.

verb	adjective	noun
1. con'sider	<i>con'siderate</i>	conside'ration
2. re'ly	<i>re'liable</i>	relia'bility
3. 'criticize	'critical	'criticism
4. a'ppreciate	a'ppreciative	<i>appreci'ation</i>
5. co'mmunicate	co'mmunicative	communi'cation
6. su'pport	<i>su'pportive</i>	su'pport
7. like	'likeable	
8.	'honest	'honesty

2. Answers depend on students.

Exercise B

1./2. Answers depend on students.

3.

solutions	responses
a. Ignore it and carry on as if nothing has happened.	Problems don't go away by themselves.
b. Avoid your friend for a little while and hope he/she forgets about it.	It may be even harder to deal with the problem the longer you leave it.
c. Say sorry but make an excuse for your actions or words.	Your friend may think you are not sincere if you make too many excuses.
d. Meet your friend and apologize with emphasis – <i>I'm very, very sorry.</i>	Emphasis shows your sincerity.
e. Say sorry and promise not to do it again.	This is a good solution – apologies should be face to face.
f. Say sorry and ask the person to forgive you.	This is a good solution.
g. Apologize for behaving badly.	This is a good solution.
h. Offer to put things right.	This is a good solution.

Exercise C

1. I'm sorry I lost your pen.	<i>He/she apologized for losing my pen.</i>
2. I'm sorry. I forgot your book.	<i>He/she apologized for forgetting my book.</i>
3. I'm really sorry. I left your CD at home.	<i>He/she apologized for leaving my CD at home.</i>
4. I'm so sorry. I broke a glass.	<i>He/she apologized for breaking a glass.</i>
5. I'm sorry I came late.	<i>He/she apologized for coming late.</i>

Exercise D

a. <i>I'm very, very sorry.</i>	emphasizing
b. <i>I missed the train.</i>	explaining
c. <i>It's my fault.</i>	taking responsibility
d. <i>I'll buy you another one.</i>	offering
e. <i>It won't happen again.</i>	promising

Exercise E

2. Model table:

Table 1: *Components of apologizing for selected speech groups*

speech group	actual words	emphasis	responsibility	explanation	offer	promise
Americans	<i>nearly always</i>	<i>no information</i>	<i>always</i>	<i>sometimes</i>	<i>never</i>	<i>never</i>
Russians	<i>usually</i>	<i>no information</i>	<i>usually</i>	<i>occasionally</i>	<i>never</i>	<i>never</i>
British	<i>very often</i>	<i>sometimes</i>	<i>very often</i>	<i>very rarely</i>	<i>rarely</i>	<i>occasionally</i>
Germans	<i>usually</i>	<i>occasionally</i>	<i>very often</i>	<i>very rarely</i>	<i>rarely</i>	<i>rarely</i>
<i>own speech community</i>						

Exercise F

Answers depend on students.

Exercise G

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 H

- 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 I

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 J

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 K

Answers depend on students.

Exercise L

I looked at excuse. An excuse is a reason for an 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 that, in British culture, it is good to give a reason. If you don't, people may be angry and think that you care. And that's what I found it.

Exercise M

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

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

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

1.
 - a. It's *over* a third.
 - b. It's *under* 40%.
 - c. It's *slightly over* 38%.
 - d. It's *a little under* 38.5%.
 - e. It's *nearly* 40%.
 - f. It's *exactly* 38.4.
- 2./3. Answers depend on students.

Exercise E

Answers depend on students.

Theme 3: Managing to be successful – Listening

Exercise A

appointments
deadlines
lectures
meetings
tutorials
tasks
chores

Exercise B

6	order.
10	important.
7	urgent.
1	time management.
5	prioritize.
8	faces.
2	the To Do list.
9	urgency.
3	stressed.
4	impossible.

Exercise C

1.

Table 1: Rating items on a To Do list

rating	important	urgent
A	✓	✓
B	✓	✗
C	✗	✓
D	✗	✗

2. Possible answers:

TO DO	
Wed. 15 th	
A	finish Bus. Stud. assignment (by Fri)
B	see tutor re. project
C	call Jane re. weekend
A?	get food!
C	take books back to library – overdue!
B	revise for exams – only 28 days left
A	prepare for 3.30 lecture today
B	tidy desk
B	do the chores

Exercise D

noun	-ful	-less	notes
use	✓	✓	
stress	✓	–	
waste	✓	–	
hope	✓	✓	<i>hopeful</i> = believing something will happen <i>hopeless</i> = no good at
truth	✓	–	= tells the truth all the time
care	✓	✓	
beauty	✓	–	opposite = <i>ugly</i>
harm	✓	✓	
time	–	✓	= lasting for all time
fear	✓	✓	<i>fearful</i> = afraid <i>fearless</i> = completely without fear

Exercise E

Answers depend on the students. However, they may suggest the following ideas:

We usually manage other people but we also need to manage ourselves – our time, our money, our work, the way we think and/or behave. We do this by being careful in our actions and our behaviour – even (as the lecture will explain) in our thoughts about ourselves.

Exercise F

Self-management

Theory

Problem

Solution

Exercise G

Model notes:

Self-management

Theory

Gallwey (1974)

everyone = two selves –

- Self 1 confident
- Self 2 doubtful

Problem

see ourselves as Self 2

everything or nothing

pessimistic

feeling = truth

only one right way

single actions = permanent situations

Solution

learn to value ourselves

develop self-esteem

Exercise H

Model answers:

1. a. Gallwey
b. 1974
c. a book called *The Inner Game of Tennis*
d. Answers depend on students.

2.

a. Self 2 is ...	doubtful.
b. Self 2 is the way ...	we see ourselves.
c. Self 2 believes in everything or ...	or nothing.
d. Self 2 thinks that the future will be ...	worse than the present.
e. Self 2 thinks that a feeling is ...	the same as the truth.
f. Self 2 believes that there is only ...	one right way.
g. Self 2 thinks that single actions are ...	the same as permanent situations.

- 3.
- Self 1 is confident.*
 - Self 1 is the way other people see us.*
 - Self 1 doesn't believe that everything has to be perfect.**
 - Self 1 thinks that the future will be better than the present.*
 - Self 1 thinks that a feeling is not the same as the truth.*
 - Self 1 believes that there are many right ways.*
 - Self 1 thinks that single actions are different from permanent situations.*
- * **Note:** This one is difficult.
4. Answers depend on students.

Exercise I

Answers depend on students.

Exercise J

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 K

- 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 L

- To Do list
- time management
- useful tool
- management consultant

- e. managing yourself
- f. everyday life
- g. permanent situation
- h. negative thoughts
- i. day and night
- j. rest and relaxation

Exercise M

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 N

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 O

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 P

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 Q

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 R

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. They all show ways of wasting time – Facebook and other social networking sites, mobile phones, computer games, iPods.
2. The first quotation refers to time-wasting activities – for example, making a cup of coffee only takes a few minutes. But if we do these activities many times during the day, they add up to hours wasted.

The second quotation tells us that time thieves are time-wasting activities – time is precious = worth a lot of money. As people have said for centuries, 'Time is money'.

Note: The first quotation comes from www.onlineorganizing.com; the second is from www.canadaone.com/ezone/july05/time_thieves.html.

Exercise B

See transcript on page 110.

Exercise C

Target words in *italics*, including possible extra pairs from this course:

verb	noun
distract	<i>distraction</i>
interrupt	<i>interruption</i>
concentrate	<i>concentration</i>
<i>solve</i>	solution
<i>quote</i>	quotation
<i>appreciate</i>	appreciation
communicate	<i>communication</i>
<i>recommend</i>	recommendation
<i>introduce</i>	introduction
contribute	<i>contribution</i>
<i>educate</i>	<i>education</i>
<i>inform</i>	<i>information</i>
<i>produce</i>	<i>production</i>
<i>repeat</i>	<i>repetition</i>
<i>transact</i>	<i>transaction</i>

Exercise D

1. turn on	8	short breaks
2. check	7	a cup of coffee
3. go on	9	to sleep
4. break down	5	a time limit
5. set	3	Facebook
6. give	1	your computer
7. have	10	your best time of day
8. take	2	your e-mails
9. go	4	activities into parts
10. find out	6	yourself a reward

Exercise E and F

Answers depend on students.

Exercise G

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

Exercise H

- 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 I

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 J

- 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 K

- 1./2./3. a. A library is a place where you can borrow books. A bookshop is a place where you can buy books.
b. You *distract* someone by getting them to talk about something else. You *disturb* someone by stopping them from concentrating on something.

- c. You *interrupt* someone when you *speak to* someone before they stop talking.
- d. *Study* means to look at something carefully. *Concentrate* means to think about one thing very hard.
- e. *Teaching* is the activity. *Education* is all the teaching that someone receives.
- f. *Reading* can be for pleasure. *Research* is to get information from reading.
- g. A *polite* person speaks nicely to other people. A *kind* person acts nicely to other people.
- h. *Quiet* means not much noise. *Silent* means no noise.
- i. In Britain, people say *excuse me* to get someone's attention. They say *pardon* when they don't understand someone.
- j. You get a *reward* for doing something well. You get a *prize* for winning something.

Exercise L

Answers depend on students.

Exercise M

	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

1. Last week, I had to deal with *a difficult issue*.
2. The supervisors thought of *several solutions*.
3. But they couldn't agree with *each other*.
4. Finally, I went back to *the beginning*.
5. Then, the Personnel Manager, Susan Gates, came up with *a new idea*.
6. I accepted it because I rely on *her*.
7. 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.
- a. I’m really late. Could you do me a favour?
 - b. Edison, the American inventor, did thousands of *experiments*.
 - c. Don’t worry about the result. Just do *your best*.
 - d. I don’t like that company at all. I don’t want to do *business with them*.
 - e. I bought the food so can you do *the cooking*?
 - f. She’s a hard worker and she’s doing a good *job*.
 - g. How did you do in *your test*?
 - h. It was hard, but I did *my best*.

- i. I asked him to help me but he did *nothing*.
- j. Do you use Wikipedia to do *research*?
- k. You look lovely. Who did *your hair*?

Exercise F

Paragraph 1

- 1. Time, energy, money.
- 2. TEAM
- 3. Time Energy And Money

Paragraph 2

- 4. A team is not the same as a group.

Paragraph 3

- 5. The final sentence in the paragraph.
- 6. 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 I

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.

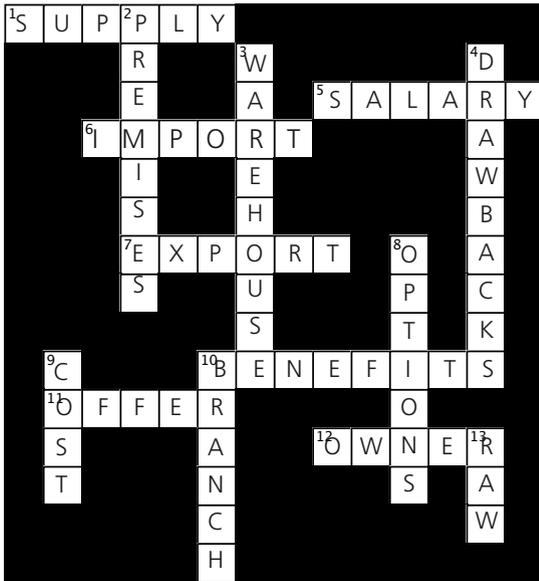
second verb – *motivate*;
subject = *laissez-faire*

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

- Possible answers (there are also others):
 - North America: Mojave / Mohave
 - South America: Atacama in Chile / North West Desert in Brazil
 - Africa: Sahara / Namib
 - Asia: Gobi
 - Australia: Gibson / Great Victoria
 - Europe / Antarctica: No deserts
- The Sahara.
- Cactus (many different types), palm tree, dragon tree, aloes, succulents, yucca.
- There are many different animals including birds (ostriches, vultures), mammals (camels, foxes, rats, meerkats, hyenas, etc.), reptiles (snakes, lizards), arthropods (spiders, scorpions, ants, butterflies) and amphibians (toads). There are even fish in some deserts!

Exercise B

See transcript on page 112.

Exercise C

See transcript on page 112.

Exercise D

- Answers depend on the students, but here are some ideas:
 - using pipelines to carry water
 - planting trees in the desert / irrigation
 - planting trees in the city
-

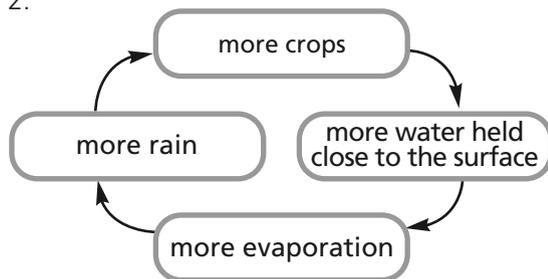


Figure 1: A virtuous circle

Exercise E

Answers depend on students.

Exercise F

Great Man-made River Project	
1. Start date	1984
2. Length of pipelines	3,500 km
3. Volume of water per day	6.5 m. m ³
4. Number of people supplied	60 m.
5. Extra farmland produced	1,500 km ²
The Gobi Desert Tree Project	
6. Start date	late 1990s
7. Area of desert	1.3 m. km ²
8. Speed of desertification p.a.	1,000 km ²
9. Area of tree planting	18 km ²
10. Evaporation of surface water p.a.	3,200 mm
UAE Greening Project	
11. Start date	late 1980s
12. Number of city parks	39
13. Area of city parks	4 km ²
14. Number of trees planted	>1.5 m.
15. Temperature fall (Abu Dhabi)	2°C

Exercise G

certain = b, c and h

Exercise H

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 ²	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 ²
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 I

1./2.

verb	noun
a. e'vaporate	evapo'ration
b. a'nnounce	a'nnouncement
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 J

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 K

- 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 L

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

Exercise M

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 N

- 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 O

- 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. All the words are connected with water.

2./3.

liquid	gas	solid
lake, river, sea, ocean, condensation, rain	clouds, vapour	ice, snow

Exercise B

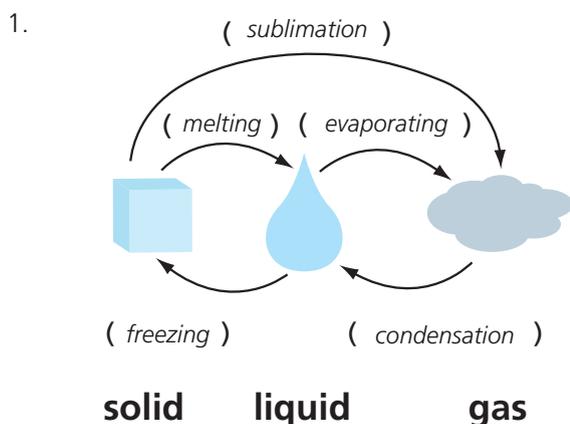


Figure 1: *Changing states of water*

- 2.
- a. freezing
 - b. melting
 - c. evaporation
 - d. condensation
 - e. sublimation

Exercise C

1. O	7	sugar
2. C	1	oxygen
3. H	5	carbon dioxide
4. H ₂ O	6	petrol
5. CO ₂	3	hydrogen
6. C ₈ H ₁₈	4	water
7. C ₆ H ₁₂ O ₆	2	carbon

Exercise D

1. What produces oxygen? What consumes it?	<i>plants produce oxygen during photosynthesis; animals consume oxygen during breathing</i>
2. What produces CO ₂ ? What consumes it?	<i>the converse of #1</i>
3. Where is most of the H ₂ O in the world? Where is the rest?	<i>in the oceans; the rest is in the atmosphere, in the ground, and in animals and plants</i>
4. How were fuels like petrol and coal made millions of years ago?	<i>from dead plants and animals being compressed under the ground</i>
5. What are these fuels called? Why?	<i>fossil fuels – because they are as old as fossils of animals and plants</i>
6. What living things make sugar from carbon dioxide and sunlight?	<i>plants – see answers for #1 and 2 above</i>

Exercise E

1.

exhaust gas	breathing	bacteria	chimneys
leaves	volcano	jet	fossils

2. The picture with fossils is the odd one out. All the others produce/release CO₂. Fossil layers contain carbon.

Exercise F

2. Model answer:

Most of the carbon on Earth is stored in rocks. Some carbon is stored in the oceans, some of it is in the atmosphere, some is in the soil, some in the atmosphere and some in plants.

Subject note

Plants 'breathe' the same as people and other animals do, i.e., oxygen in, CO₂ out. During the day, though, they also photosynthesize so the net effect of a plant is to add oxygen to the atmosphere.

Exercise G

Model answer:

Today, I'm going to talk about one of the natural cycles on Earth. It is called the carbon cycle. First, I'll tell you about carbon on Earth. Then I'll talk about the production processes in the carbon cycle. Finally, I'll describe the consumption processes of the cycle.

Firstly, where is carbon stored on Earth? The Earth's carbon is stored in four places. Most of the carbon is dissolved in the oceans, but some of it is in the atmosphere, some is in fossil fuels deep underground, and the rest is in the bodies of living things.

There are also four main production processes for carbon. Carbon is released into the atmosphere by animals and plants. This process is called respiration. Carbon dioxide is given out and oxygen is taken in.

Carbon dioxide is also released into the atmosphere during decomposition. This is the process of breaking down dead animals and plants. Animals and plants die, and bacteria decompose them. Carbon dioxide is released into the atmosphere and carbon is absorbed into the ground.

Thirdly, carbon dioxide is released during combustion. Combustion is also called burning.

Finally, carbon dioxide is released into the atmosphere by a process called outgassing. This happens when gas escapes from a volcano, for example.

So to sum up. Some of the carbon in the atmosphere comes from photosynthesis, some comes from decomposition, some from combustion and some from outgassing.

There are two main consumption processes for carbon dioxide in the atmosphere. The first process is called photosynthesis. In this process, sunlight shines on the leaves of a plant, and the plant uses the light energy. It converts it into sugar and oxygen. During the process, carbon dioxide is consumed from the atmosphere.

Carbon dioxide is also dissolved in the oceans in a process called absorption. Carbon dioxide is absorbed at the surface and carried down to the deep ocean.

So to sum up. Some of the carbon dioxide in the atmosphere is produced by respiration, some is produced by decomposition, some by combustion and some by outgassing. Some of the carbon dioxide in the atmosphere is consumed by photosynthesis and some is dissolved in the oceans by absorption.

Exercise H

Answers depend on students.

Exercise I

- 'melting
 - 'freezing
 - conden'sation
 - evapo'ration
 - subli'mation
 - transpi'ration
- com'bustion
 - con'sumption
 - ab'sorption
 - re'lease
 - respi'ration
 - decompo'sition

Exercise J

- oxygen
- carbon
- hydrogen
- nitrogen
- water
- carbon dioxide
- petrol
- sugar

Exercise K

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

Exercise L

- Some water on Earth exists as gas, and some exists as a liquid.
 - Most liquid water is in lakes, rivers and oceans, but some is in swamps and some underground.
 - Most carbon on Earth is stored as CO₂ in the deep ocean, but some is present as CO₂ 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 M

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 N

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

infinitive	past	past participle
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>Introduction</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>The Gulf Stream</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>The North Atlantic Deep Water</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>The Cold Eastern Current</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>The Warm Western Current</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

1. Answers depend on the students, but the actual answer is:
China, India, Iran, and Columbia in South America.
2. They all live in Canada now but they keep their own cultures, to some extent.

Exercise B

1. Why is Canada a <i>multicultural</i> nation?	3	Because they want to get a job.
2. Why did <i>colonists</i> go to Canada from France in the 16 th and 17 th centuries?	4	China, India and the Philippines.
3. Why do many people <i>emigrate</i> to Canada now?	1	Because of hundreds of years of immigration.
4. Where do most of the <i>immigrants</i> come from?	2	Because they wanted to own the land.
5. How does the Canadian government help with <i>integration</i> ?	6	They are part of Canadian culture.
6. What do Canadian people say about <i>ethnic</i> groups in Canada?	5	They provide money for services.

Exercise C

See transcript on page 117.

Exercise D

Answers depend on students.

Exercise E

Franz Boas

Life

Examples of work

Old view vs Boas's new view

Exercise F

Model notes:

Life

- 1858 b. Germany
studied geog., phy. at uni
- 1881 grad from Heidelberg; PhD from Kiel
- 1883 exp. to Canada – fieldwork with Inuit; became int. in anth.
- 1885 emi. to US; became ed. of Science
- 1885–96 more fieldwork with Nat. Am.
- 1892 presented findings at World's Fair, Chi.
- 1899 prof. anth. Col. Uni, NYC
- 1942 d.

Examples of work

biol.	ling.	cult.
<ul style="list-style-type: none"> – 18,000 imm. body shapes, etc. – changes in one or two generations 	<ul style="list-style-type: none"> – Nat. Am. lang. not properly developed = not civil. – Boas = not prod. but perception 	<ul style="list-style-type: none"> – 1883–86 with Inuit – collected data on everything – most anth. stayed at home and made theories

Old view vs Boas's new view

old view	Boas
<ul style="list-style-type: none"> – civilization = evolution – all cultures – same stages – people are uncivilized / savages – can or must be civilized 	<ul style="list-style-type: none"> – 'Civilization is not something absolute', West civ. NOT the standard – all cultures have customs which seem strange – learn to accept cultures and live without conflict

Exercise G

1. Boas was born *in Germany in 1858*.
2. At university, he studied *geography and physics*.
3. In 1885, he *emigrated to the US*.
4. During his life, he did fieldwork with *the Inuit and with Native Americans*.
5. He did work in three areas of anthropology – *biological, linguistic and cultural*.
6. In biological anthropology, he studied *nearly 18,000 immigrants and looked at changes to their body shape*.
7. In 1899, he became *Professor of Anthropology at Columbia University*.
8. He died *in 1942*.

Exercise H

1. All cultures pass through the same stages of development.
2. Anthropologists should collect data. ✓
3. Culture can affect perception. ✓
4. We must accept other cultures. ✓
5. We should try to civilize people from other cultures.
6. Western civilization is the standard for other cultures.

Exercise I

Answers depend on students.

Exercise J

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

Exercise K

1.

tell	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 L

1./2.

d	cultures
e	ignorance
i	integrate
g	multicultural countries
b	past

a	Anthropology
c	present
h	problems
j	respect
f	them

Exercise M

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 N

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 O

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 P

1./2.

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

Exercise Q

1./2.

At one, anthropologists believed that civilization was a question of *evolution*. Most people in the West *accepted* this view at the beginning of the 20th 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

Answers depend on students.

Exercise B

- Bride and groom
- Gold and silver
- The heart
- A priest
- Marriage
- Evil spirits
- The reception
- Honeymoon

Exercise C

- See transcript on page 120.
- Answers depend on students.

Exercise D

See transcript on pages 120–121.

Exercises E and F

Answers depend on students.

Exercise G

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 H

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

Exercise I

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 J

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~~ *I'll* do some research now.

Exercise K

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 L

1./2.

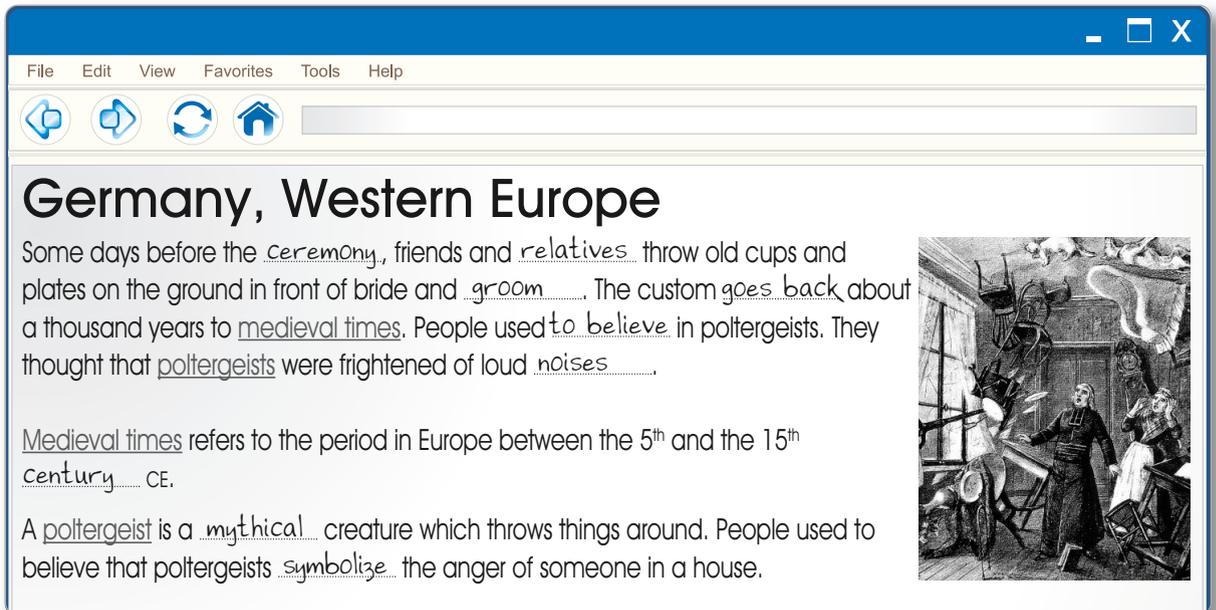
- a. I don't get your *point*.
- b. It's still not *clear* to me.
- c. That doesn't make any *sense*.
- d. I'll *explain* a bit more.
- e. What I *mean* is ...
- f. What I *meant* was ...
- g. Could I *answer* questions at the end?
- h. I'll explain that in a *minute*.
- i. I'm not *sure* what you mean.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

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

Exercise N

1.



The screenshot shows a web browser window with a blue header bar containing the menu items: File, Edit, View, Favorites, Tools, Help. Below the menu is a toolbar with icons for back, forward, refresh, and home. The main content area has the title "Germany, Western Europe" in a large, bold, black font. Below the title is a paragraph of 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.....". To the right of this text is a black and white photograph of a woman in a dark dress standing in a room, surrounded by various household items like a chair, a table, and a lamp, which appear to be flying or falling around her. Below the paragraph is another paragraph: "Medieval times refers to the period in Europe between the 5th and the 15th century..... CE." At the bottom of the page is a final paragraph: "A poltergeist is a mythical creature which throws things around. People used to believe that poltergeists symbolize the anger of someone in a house."

2. Answers depend on students.

Theme 5: Customs: origins and effects – Reading

Exercise A

1. we
2. marriage
3. ceremony
4. relatives
5. bride/bridegroom
6. honeymoon
7. husband
8. wife
9. cost
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.

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