

Theme 1: Education – Listening

Exercise A

1.

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

2. people

3.

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

The word that does not fit is *librarian*.

Exercise B

1./2.

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

Exercise C

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

Exercise D

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

Exercise E

1.

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

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

Exercise F

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

Exercise G

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

Theme 1: Education – Speaking

Exercise A

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

3./4.

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

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

Exercise B

Answers depend on students.

Exercise C

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

3./4.

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

Exercise D

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

3.

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

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

Exercise E

Answers depend on students.

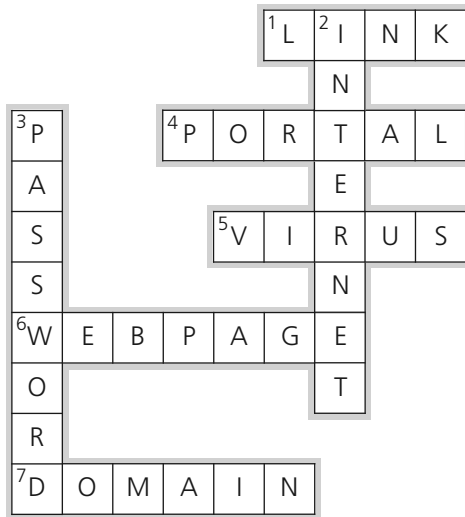
Exercise F

Answers depend on students.

Theme 1: Education – Reading

Exercise A

1.



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

Exercise B

1.–3. Answers depend on students.

4.

Language laboratory

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

Graded readers

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

Reading research cards

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

Writing tutor

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

T
F
F

5. Language laboratory

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

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

Graded readers

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

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

Reading research cards

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

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

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

Writing tutor

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

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

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

Exercise C

Answers depend on students.

Theme 1: Education – Writing

Exercise A

1.

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

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

3./4.

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

Exercise B

1.

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

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

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

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

2. Answers depend on students.

Exercise C

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

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

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

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

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

Exercise D

1. Part-time job: scientific researcher.

2.

Dear sir/madam

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

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

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

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

Yours faithfully

Petros Andreou

3.

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

4. Answers depend on students.

Theme 2: Psychology and sociology – Listening

Exercise A

1.

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

2. people and things

3./4.

oOo	oOoo	ooOoo
behaviour	relationship	individual
relations	psychology	sociologist
	identity	sociology

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

Exercise B

1.

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

2./3. Answers depend on students.

Exercise C

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

Exercise D

1.

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

2./3.

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

Exercise E

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

Exercise F

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

Exercise G

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

Theme 2: Psychology and sociology – Speaking

Exercise A

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

Exercise B

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

Exercise C

- Answers depend on students.

Exercise D

- A: I think we need psychologists and sociologists in our society. They have **the same** / **same** importance.
You can't say one is more useful **than** / **as** the other.
 - B: Yes, that's true. They **two** / **both** study human behaviour. And they can **make** / **to make** the world a better place.
 - A: So in some ways, there is no **difference** / **different** between them.

- 2 C: Well, some people say that sociology is **much / more** useful than psychology.
 D: Really? Why is that?
 C: Because humans do not live alone. So we must understand group behaviour. Psychologists **can / can't** predict group behaviour.
- 3 E: I agree that sociology is different **from / to** psychology. It looks at people in a different **sort / way**.
 F: Yes, but I think we must also study the human mind. Do **psychologists / psychology** have a big influence on sociologists?
 E: **That's / Is** a hard question! I think they **can / can to**.
- 4 G: **Can you explain / You can explain** the difference between *behaviour* and *personality*?
 H: Well, I **think / am thinking** I can. Your behaviour can change but your personality **always is / is always** the same.
 G: OK. I think I understand.

Exercise E

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

Exercise F

1. **Word 1**
 a. I can't get into my flat. I can't find my *key*.
 b. There's an answer *key* at the back of the book.
 c. I just want to *key* this into my computer.
 d. The *key* part of the lesson was on passive verbs.
- Word 2**
 a. Psychology is about the study of the human *mind*.
 b. Do you *mind* if I sit here?

- c. I can't make up my *mind* about the flat.
- d. I can't get that film out of my *mind*.
- e. I don't *mind* a pizza or some pasta.

Word 3

- a. The mind *controls* human behaviour.
- b. The car went out of *control* and hit a tree.
- c. We must *control* the amount of energy we use in the home.
- d. The government is in *control* of the situation.

Word 4

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

Word 5

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

Word 6

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

2./3. Answers depend on students.

Theme 2: Psychology and sociology – Reading

Exercise A

1.

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

2.

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

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

Exercise B

- the same
 - often join
 - because
 - can sometimes kill
 - can also often help
 - Groups often make
 - are always very
 - rarely
 - we can't
 - must choose
- | | |
|-------------------|---|
| form (V) | 1. start or develop something |
| socialize (V) | 2. meet people |
| purpose (N) | 3. reason |
| encouragement (N) | 4. something that gives someone hope or confidence |
| support (V) | 5. give active help |
| powerful (A) | 6. strong or great |
| copy (V) | 7. do exactly the same as another person |
| leader (N) | 8. someone who people follow, someone who directs other people |
| status (N) | 9. position or importance of someone in a group |
| image (N) | 10. an opinion people have of a person or group |
| creativity (N) | 11. your ability to think of new ideas or produce something new |
| violent (A) | 12. when a person wants to hurt or kill someone |
- make music, make us lazy, make rules, make decisions, make sure, make the most of

5. a. My older brother always made fun ~~at~~ of me.
 c. Crowds of people make ~~my~~ me feel uncomfortable.
 g. I haven't ~~made~~ done my assignment yet.
 l. Nobody can make you ~~to~~ go to the gym.

Theme 2: Psychology and sociology – Writing

Exercise A

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

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

Exercise B

1.

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

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

2.
 - a. Good students are enthusiastic about their subject.
 - b. They want to learn more about their subject.
 - c. They are not quiet in group work.
 - d. They do not miss lectures.
 - e. They prepare for lectures.
 - f. They find out the subject of each lecture.
 - g. They study before each lecture.
 - h. They want to get a good job after university.
3. Answers depend on students.

Exercise C

Answers depend on students.

Exercise D

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

Theme 3: Work and business – Listening

Exercise A

1./2.

Oo	Ooo	oOo
colleague	customer	assistant
waiter		employer
worker	manager	
	punctual	

The word that does not fit is *engineer*.

Exercise B

1./2.

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

Exercise C

1./2.

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

Exercise D

1./2.

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

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

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

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

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

Exercise E

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

Exercise F

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

Theme 3: Work and business – Speaking

Exercise A

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

Exercise B

1. full-time, well paid, badly paid, high-level, low-level
- 2./3.
 - a. His job isn't very *well paid*. He doesn't earn a lot.
 - b. The children were very *well behaved* when you went out this morning.
 - c. The teacher wrote '*well done*' at the bottom of his work.
 - d. In general, British people do not look smart. They are not *well dressed*.
 - e. The garden looks beautiful. It is very *well kept*.
 - f. Tony Blair is very *well known* throughout the world.
 - g. He sold his company for £6 million. Now he's really *well off*.
 - h. My father left school at 16. But he's really *well read*.

2.

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

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

Exercise D

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

Theme 4: Science and nature – Listening

Exercise A

1./2.

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

Exercise B

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

Exercise C

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

Exercise D

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

Exercise E

Answers depend on students.

Exercise F

Answers depend on students.

Exercise G

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

Theme 4: Science and nature – Speaking

Exercise A

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

Exercise B

1.

cloud	vapour	through	amount	sound	colour
-------	--------	---------	--------	-------	--------

2.

cloud /aʊ/	vapour /ə/	through /tʁ:/	amount /aʊ/	sound /aʊ/	colour /ə/
------------	------------	---------------	-------------	------------	------------

Exercise C

- 1./2. a. My ~~explain~~ is about 'Why is the sky blue?' (*explanation*)
b. White light ~~is travelling~~ from the sun. (*travels*)
c. White light ~~contain~~ all the colours. (*contains*)
d. The white light hits dust and smoke ~~on~~ the atmosphere. (*in*)
e. The blue light scatters more than all the other colours ~~because~~ it makes the sky blue. (*so*)
f. Light has many colours ~~and~~ we can only see seven. (*but*)
g. This is the rain ~~fall~~ on the land. (*falling*)
h. All the colours together ~~makes~~ the clouds white. (*make*)

Exercise D

Answers depend on students.

Exercise E

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

Exercise F

Answers depend on students.

Theme 4: Science and nature – Reading

Exercise A

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

Exercise B

1. The distance *between* X and Y is Z.
2. How far is it *to* X *from* here?
3. We use lines *of* latitude and longitude *for* the location of towns and cities.
4. What's the exact location *of* X?
5. How many lines of latitude go *around* the Earth?
6. There are usually 36 lines of longitude *on* a map.

7. They are located *at* 10 degrees longitude apart.
8. The line of 0 degrees longitude runs *through* London.
9. Thirteen countries are situated *on* the Equator, including Brazil, Kenya and Indonesia.
10. The furthest planet *from* Earth is Neptune.

Exercise C

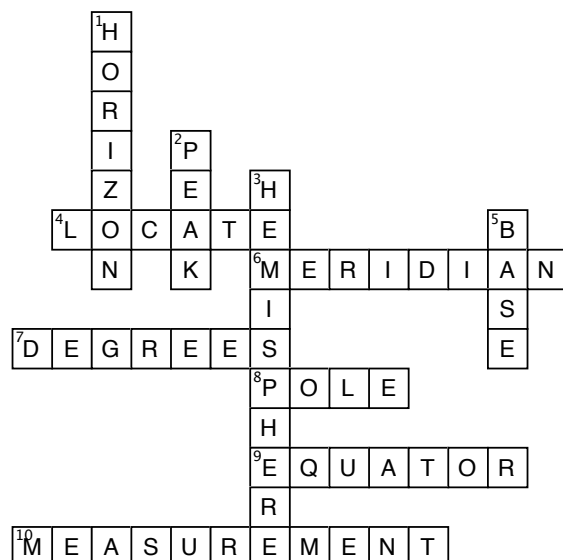
- | | | | |
|--|-------------------------------------|--|-------------------------------------|
| 1. In summer, the sea is more cooler than the land. | <input type="checkbox"/> | In summer, the sea is cooler than the land. | <input checked="" type="checkbox"/> |
| 2. Land areas are usually cloudier than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

Exercise D

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

Exercise E

See crossword.



Exercise F

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

Exercise G

1./2.

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

Theme 4: Science and nature – Writing

Exercise A

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

Exercise B

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

Exercise C

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

Exercise D

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

Exercise E

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

Exercise F

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

Exercise G

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

Materials

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

Method

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

Results

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

Conclusion

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

Theme 5: The physical world – Listening

Exercise A

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

Exercise B

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

Exercise C

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

Exercise D

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

Exercise E

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

Theme 5: The physical world – Speaking

Exercise A

- 1.
- | | |
|--------|---|
| coast | |
| desert | |
| forest | ✓ |
- | | |
|----------|---|
| island | |
| lake | ✓ |
| mountain | |
- | | |
|-----------|---|
| river | ✓ |
| waterfall | ✓ |
| volcano | |
- | | |
|-----------|--|
| peninsula | |
| ocean | |
| plateau | |
2. Answers depend on students.

Exercise B

- 2.–5.
- Connie: Where do you come from, Velna?
 Velna: Latvia. It's very small and not many people know about it.
 Connie: It's in Eastern Europe, isn't it?
 Velna: Well, northeast actually. We have a border with Russia.
 Connie: What's the capital called?
 Velna: Riga. It's in the centre of the country. In fact, Riga is on two rivers. It's a big port.
 Connie: What's your job back in Riga?
 Velna: I work in / for / at the office of tourism.
 Connie: Tourism? Is your weather OK for tourists?
 Velna: Yes, of course! It can be very hot in summer. In winter it often snows. But there aren't any tall mountains so we don't have skiing.
 Connie: How about skating?
 Velna: Ice hockey is more popular in most areas. If you want to know more come to my talk. I've got to go now. Bye!
 Connie: Thanks, I will. Bye!

Exercise C

- 1./2. a. I'm going to talk / about Latvia.
 b. First of all, / I will describe the size / and location / of the country.
 c. Then, / I'll tell you about / the capital city.
 d. Finally, / I'll mention / some of the physical features.
 e. Latvia is in northeast Europe / and has borders with Russia, / Estonia, / Belarus / and Lithuania.

- f. The country is fairly small / and has an area of / about 65,000 square kilometres.
- g. It has a long coastline / on the Baltic Sea / to the west.
- h. Riga is the capital city / and it is in the centre / of the country.
- i. The highest point / in the country / is only about / 300 metres.
- j. There are a lot of rivers / which flow through the region.

Exercise D

Answers depend on students.

Exercise E

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

Theme 5: The physical world – Reading

Exercise A

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

Exercise B

1. a. We send most products by sea, not by *land*.
- b. There is a lot of fertile *land* near the river.
- c. Astronauts first *landed* on the Moon in 1969.
- d. We were late because the plane *didn't land* on time.
- e. Oh dear! I just felt some rain drops *landing/land* on my head.
2. a. Britain is an *island* in the Atlantic.
- b. This *lowland* is very flat and is often flooded in wet weather.
- c. The *landscape* in the north is very different from the south.
- d. The *farmland* in this area is used for producing fruit.
- e. Tourists don't often visit the *inland* towns because they prefer the coast.
- f. A *landlocked* country does not have a coast.
- g. My *landlady* rents rooms to students but she doesn't cook meals for us.
- h. There's been a *landslide* here; there are rocks all over the road.

3.
 - a. Do you prefer to travel by *land* or sea?
 - b. We didn't go for a walk because the *ground* was too wet.
 - c. The old lady fell on the *ground* and broke her arm.
 - d. Millions of years ago a meteor from space fell to *earth* here.
 - e. I dropped a glass on the kitchen *floor*.
 - f. The price of *land* is very high in London.
 - g. Some people say our *world* is getting smaller every day.
 - h. Where is the *world's* tallest building?

Exercise C

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

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

Exercise D

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

Exercise E

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

Exercise F

1.
 - (1) for 5,000 years
 - (2) 2,000 years ago
 - (3) four
 - (4) second largest
 - (5) one square mile
 - (6) over 300,000 business people
 - (7) 0 degrees longitude

- (8) 8 million people
- (9) 100,000 children
- (10) 656 square miles
- (11) 600 square miles of road
- (12) 1911
- (13) 25 million visitors
- (14) 350,000 people
- (15) £15 billion
- (16) 300 languages
- (17) three

2.

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

3.

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

Theme 5: The physical world – Writing

Exercise A

1.

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

2.

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

Exercise B

1.

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

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

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

Exercise C

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

Exercise D

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

Exercise E

1. Location and main cities

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

Geographical features

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