

**Theme 1: Geography and the modern world – Listening**

**Exercise A**

1./2. All have a silent or very reduced syllable at their centre:

- av'rage
- lit'racy
- min'ral
- nat'ral
- temp'rate

**Exercise B**

	climate	land	animals	countries	results	water	a problem
affect	✓	✓	✓	✓	✓	✓	
classify	✓	✓	✓	✓	✓		
confirm					✓		✓
cultivate		✓					
desalinate						✓	
develop		✓		✓			✓
reflect							✓

**Exercise C**

1./2.

<b>population</b>	<b>climate types</b>	<b>natural resources</b>	<b>minerals</b>	<b>cultivation</b>	<b>development</b>
density	tropical	wood	copper	corn	political
life expectancy	desert	fossil fuels	iron ore	wheat	economic
literacy	temperate	water	gold	oats	social

**Exercise D**

1./2.

- a. There are no confirmed fossil fuels in Lebanon.
- b. There is a global shortage of water nowadays. *or* Nowadays, there is a global shortage of water.
- c. The two countries are almost the same size.
- d. The average temperature range in Qatar is quite small. *or* The average temperature range is quite small in Qatar.
- e. Lebanon has a water surplus which is very important.
- f. The rainfall range is very high in both countries. *or* The rainfall range in both countries is very high.
- g. The people of both countries live mainly in the towns.
- h. Density means the average number of people per square kilometre.

### Exercise E

1./2./3.

- Both countries *are* located in the Middle East.
- Both *have* a small land area.
- Both of them *are* classified as developed.
- Neither country *has* much agricultural land.
- Neither *has* a large population.
- Neither of them *desalinates* water.
- The first country has a population density of 50 per square kilometre *while* the second is much more.
- One country does not have any natural resources *whereas* the other has a great deal of oil.

### Exercise F

1./2./3.

a. human	j	area
b. low	i	centigrade
c. total	g	climate
d. important	b	'density
e. agricultural	a	de'velopment
f. 'water	h	ki'lometre
g. 'desert	e	'land
h. square	d	'point
i. de'grees	c	popu'lation
j. 'land	f	shortage

The main stress falls on these syllables because they are within the subjects of each phrase.

### Exercise G

1./2.

a.

7	development.
6	differences.
1	East.
2	features.
3	Index.
5	population?
4	question.

b.

1	areas.
6	country.
4	density.
7	Index?
3	kilometre.
2	split.
5	town.

c.

7	absence?
4	category.
5	ground.
6	minerals.
1	polar.
2	rainfall.
3	resources.

## Exercise H

1./2.

Now, I'd like you to look at this map. And I want you to *notice* the colours in particular. What do they *represent*? Well, the map shows human development for every *country* in the world. I'll explain exactly what we *mean* by human development in a moment. Now, where *was I*? Oh yes. Every year, the United Nations Development Programme looks at *human* development in every country in the world. So the United Nations Development Programme, or UNDP, produces an index *of* human development – the HDI, or Human Development Index.

According to the UNDP, we can measure human development in a particular country by *finding* answers to four questions. The first one is *this*, and it's very simple: 'How long can people expect *to live* in that country?' This is called *life* expectancy. In some countries, this can be as high *as* 80 years of age. In the poorest countries of the world, it *is only* about 40 years old.

Now, the second question: 'What *percentage* of people can read and write?' In other words, what is the level of *literacy* in the country? Here, in the UK, the literacy rate is 99 per cent. In Afghanistan, *however*, it is only 28 per cent.

Our third question *is linked* to the second question about literacy. 'How many years of education *do* children receive?' The important thing *here* is the enrolment rate at each level. What percentage of children *complete* primary, secondary and tertiary education?

And finally, the fourth question. Any ideas what it is? No? Well, it's *this*: 'What is the average income *per person*?' We call this the standard of *living*. It *is measured* by dividing the total income of the country by the total population.

So, our four questions are about life expectancy, literacy, education and income or standard of living.

## Theme 1: Geography and the modern world – Speaking

### Exercise A

1./2.

a. crop	g	boy
b. grain	c	done
c. flood	f	draw
d. drought	j	go
e. deliver	a	hot
f. store	d	how
g. destroy	h	poor
h. source	e	six
i. leak	b	take
j. flow	i	three

### Exercise B

1./2.

a.	to make a picture	to pull	to take water	draw
b.	to send in a particular direction, especially water	a radio or TV station	a narrow stretch of water	channel
c.	a place with access to underground water	a word you use when hesitating	healthy	well
d.	a place where you keep things	to keep	a shop	store
e.	to ask someone to marry you	to make a suggestion	to intend	propose
f.	a small section of a book	to remove one substance from another (for example, oil)	to take out (teeth)	extract
g.	not sweet	to remove the water from something	not wet	dry
h.	not stale	not salty (water)	not old	fresh

### Exercise C

1./2.

a. <u>The Nile River rises in Uganda.</u>	3
b. It flows north <u>to the Mediterranean.</u>	4
c. <u>The river is the only source of fresh water for most of the people of Egypt.</u>	9
d. <u>The south of China floods most years.</u>	3
e. <u>The north of the country suffers from drought.</u>	5
f. Water <u>for irrigation is reducing the underground supplies.</u>	6
g. If this <u>continues, China will have to reduce the production of grain.</u>	7
h. There is <u>a problem with fresh water supply over many parts of India.</u>	7
i. <u>For example, in the capital, another 20 million cubic metres are needed.</u>	8
j. <u>The World Bank is supporting a proposal to privatize water supply.</u>	8

### Exercise D

1./2.

verb	noun
a. a'nounce	a'nouncement
b. de'salinate	desali'nation
c. de'stroy	de'struction
d. di'vert	di'version
e. ex'tract	ex'traction
f. 'irrigate	irri'gation
g. 'limit	limi'tation
h. pro'pose	pro'posal
i. re'fill	'refill
j. shrink	'shrinkage

3. All these words can be nouns or verbs.
4. 'channel; su'pply

### Exercise E

1./2.

- a. The government has *announced* a new irrigation project.
- b. The *shrinkage* of the Aral Sea is extremely worrying.
- c. It is impossible *to refill* the Ogallala Aquifer because it is no longer fed by rainwater.
- d. There is a proposal *to divert* water from the south to the north of China.
- e. Floods often lead to the *destruction* of houses and even towns.
- f. The government wants *to limit* the extraction of water from the lake.
- g. The dam is very old and it *is leaking* in many places.
- h. It is better *to store* water in underground reservoirs to prevent evaporation.
- i. The water flows from the reservoir into irrigation *channels*.
- j. There is a need for a large number of *desalination* plants to deal with the global shortage of fresh water.

### Exercise F

Answers depend on students.

### Exercise G

1./2.

a. present continuous	The price of oil is rising.	(fall) <i>I thought it was falling.</i>
b. present perfect	It has risen by five dollars a barrel.	(more) I thought it had risen by more.
c. <i>will</i>	It will continue to rise.	(stop) I thought it would stop.
d. <i>can</i>	You can't touch the ball with your hands in football.	(goalkeeper) I thought the goalkeepers could touch it with their hands.
e. <i>must</i>	We must do the assignment by next week.	(tomorrow) I thought we had to do it for tomorrow.
f. <i>going to</i>	I'm going to be a primary teacher after college.	(secondary) I thought you were going to be a secondary teacher.

## Theme 1: Geography and the modern world – Reading

### Exercise A

1. lands	landscape	6. rui	ruins	11. arch	archaeology
2. mou	mountain	7. ree	reef	12. exca	excavation
3. jun	jungle	8. loc	location	13. mar	marina
4. saf	safari	9. des	desert	14. tran	transport
5. mon	monsoon	10. nigh	nightlife	15. curr	currency

### Exercise B

adjective		noun
1. beautiful	2	animals
2. wild	8	area
3. exciting	7	city
4. high	5	civilization
5. ancient	6	country
6. foreign	4	demand
7. coastal	3	nightlife
8. mountainous	9	population
9. urban	1	reef

### Exercise C

verb	noun
1. behave	behaviour
2. damage	damage
3. dive	diving
4. employ	employment
5. infer	inference
6. offend	offence
7. pollute	pollution
8. remain	remains
9. renovate	renovation
10. restore	restoration
11. ruin	ruin(s)
12. suffer	suffering
13. tour	tourism
14. treat	treatment

### Exercise D

1.

<b>serve</b>	a ball	✓
	a meal	✓
	in the army	✓
	a sentence	✓
	the community	✓
	data	✗
	a car	✗
	a purpose	✓
	drinks	✓
	in a house	✓
	money	✗
	up	✓
	music	✗

2.

a. server	e	useful for a particular job
b. servant	c	obeying orders almost like a slave
c. servile	b	a person who is employed in a house to serve food and clean
d. service	a	a machine which stores and provides data to computers
e. serviceable	g	a portion of food
f. servitude	d	the regular maintenance of a car or machine
g. serving	f	the state of being a slave

### Exercise E

1. The government hopes that the restoration of the castle will be completed by the summer.
2. There are several important *archaeological* sites in the area.
3. The cost of *maintenance* of the ruins is very high.
4. The location is not *accessible* during the winter months.
5. There is an extreme shortage of water in the area.
6. There were clear *suggestions* in the article that the research was not conducted properly.
7. The area has *suffered* from a long civil war ...
8. ... but it has been *peaceful* for the last 18 months.
9. Most inhabitants of the region are *followers* of Islam.
10. Flights to the islands are *seasonal*.

### Exercise F

1. The country has been independent since ...	d
2. He worked at the University of California as ...	c
3. Traffic problems in the city have become much worse as the population ...	b
4. It is hard to solve the problems since ...	a
5. The situation has become worse since ...	d
6. You can have a drink around the swimming pool as ...	b
7. She did not accept the appointment as the salary ...	a
8. I met him as ...	b

### Exercise G

1. True. Each language is spoken in a distinct area and the map shows Italy to the south.
2. True. It comes from Latin-speaking occupiers.
3. False. It says that the name used by the Swiss themselves comes from *Schwyz*.
4. False. There are daily direct flights from all parts of the world.
5. True. It is mountainous and there is snow on high peaks in midsummer.
6. False. There are many permanent rivers and lakes.
7. False. Old buildings were not destroyed by war; castles are still majestic.
8. False. It is not a member of the EU, so it cannot use the euro.

## Theme 1: Geography and the modern world – Writing

### Exercise A

1. infcts	infectious	6. excptn	exception
2. consdr	consider	7. cmpris	comprise
3. cntrbutry	contributory	8. accnt	account
4. prfrmanc	performance	9. dmstic	domestic
5. critrn	criterion	10. trpicl	tropical

### Exercise B

1. *domestic*
2. conclusion
3. civil
4. market
5. good
6. stable
7. feature
8. join
9. performance
10. meet



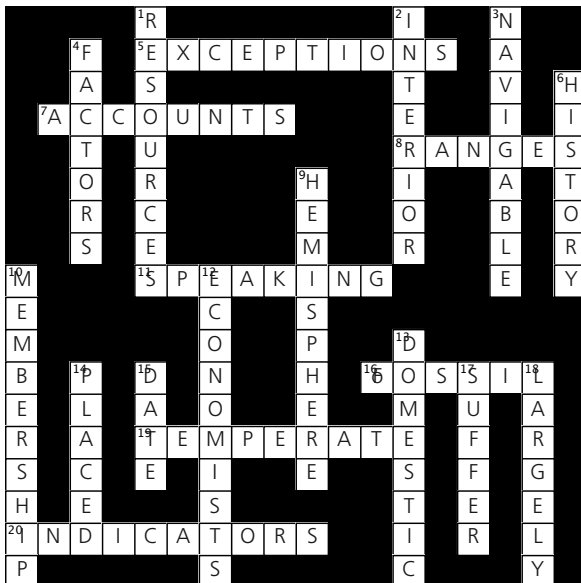
### Exercise C

1. To what *extent* is the economic performance explained by the Sachs Gallup analysis?
2. I am defining economic success in *terms of* gross domestic product.
3. *As a result/consequence* of the government's actions, the economy has grown by 10 per cent in three years.
4. GDP *per capita* for the UK was \$43,734 in 2008.
5. The country has an average rainfall of between 500 and 2,500 mm *per annum/year*.
6. It has an easy market for its *goods and services*.
7. The EU comprises 27 countries *at present* but it may accept new members shortly.
8. *In my opinion*, the analysis partly accounts for the economic performance of the UK.

### Exercise D

verb	noun
1. access	access
2. analyze	analysis
3. succeed	success
4. contribute	contribution
5. invade	invasion
6. exist	existence
7. market	market
8. perform	performance

### Exercise E



### Exercise F

1. The country *has been inhabited* since ancient times.
2. It *was occupied* by the Romans 2,000 years ago.
3. They *remained* in the country for more than 200 years.
4. Finally, they *were defeated* at a major battle in the second century CE.
5. During the next 500 years, the country *had* a number of rulers.
6. But the last successful invasion *occurred* in 1517.
7. Since then, the country *has not been invaded* successfully.

### Exercise G

1. *The economic success of the US and other Western nations is extremely impressive.*
2. The economic recoveries of Germany and Japan since 1946 have also been astounding.
3. More recently, the economic progress in South Korea, Thailand and elsewhere in Asia has converted poor nations into modern industrialized economies.
4. At the same time, other countries have failed to develop economically.
5. Large parts of the African continent, for example, remain extremely poor.
6. In this essay, I will consider the basic factors which affect economic development.
7. I will look first at the availability of technology in a country.
8. Secondly, I will consider the level of general education.
9. The third factor I will discuss is the type of government which the country has.
10. Finally, I will reach a conclusion about the relative importance of each factor to a country's economic development.

## Theme 2: Communication – Listening

### Exercise A

1./2.

a. <u>m</u> edium	f	eight
b. br <u>o</u> wser	c	four
c. h <u>o</u> rse	h	man
d. exp <u>e</u> nse	e	no
e. p <u>o</u> stal	b	now
f. c <u>a</u> ble	i	six
g. <u>u</u> seless	d	ten
h. cl <u>a</u> ssify	a	three
i. s <u>y</u> mbol	g	two
j. s <u>c</u> arce	j	where

### Exercise B

1./2.

	Ooo	oOo	ooO
a. allocate	✓		
b. benefit	✓		
c. courier	✓		
d. insecure			✓
e. intercept			✓
f. invention		✓	
g. messenger	✓		
h. navigate	✓		
i. personnel			✓
j. principle	✓		
k. receiver		✓	
l. retailer	✓		

### Exercise C

1. For thousands of years, people wrote letters and sent them from one town to another.
2. Then someone had an idea.
3. 'It must be possible,' he thought, 'to use electricity to send written messages through cables.'
4. He invented a device and built it.
5. The new device led to a technology called the telegraph.
6. The system replaced posted letters for urgent messages, on the railways, for example.

### Exercise D

1./2. Possible answers:

- a. A courier carries a letter or a package from one place to another. A postman delivers letters and packages to all the houses in an area.
- b. A symbol represents something. For example, a funny 'a' is the symbol for *at* in an e-mail address. A signal is a message, sent in some form of code.
- c. A retailer sells products in a shop. An etailer sells products through the Internet.
- d. A telephone is a device for sending and receiving voice and text messages. A telegraph is a device which sent and received messages using Morse code.
- e. Marketing is the strategy for selling a product (for example, by advertising and promotion). Selling is the actual trading of a product.
- f. *People* is a general word. Personnel are people working in a particular organization.

### Exercise E

1./2.

a. Posted letters are not very	convenience	convenient	✓
b. One problem with letters by courier is the	expense ✓	expensive	
c. E-mail is well known for its	secure	security	✓
d. Letters are slow and they are also	secure	insecure	✓
e. Nowadays, public phone boxes are quite	scarce ✓	scarcity	
f. Face-to-face meetings can be very	benefits	beneficial	✓
g. People don't use all the functions on their mobiles because of the	complex	complexity	✓
h. Some methods of communication are convenient for the sender but not for the	receive	receiver	✓

### Exercise F

1./2.

- a. We need to consider the pros and *cons*.
- b. Communication over long distances is quite an interesting subject in its own *right*.
- c. We'll look at communication in the *light* of basic business principles.
- d. In ancient times, we had *things* like smoke signals and drums.
- e. 'Why is all this important?' I *hear* you ask.
- f. Let's go on a *bit* and then we'll see.
- g. What does that mean? *Let* me explain.
- h. So, to *recap*. A successful business has three basic features.
- i. Let me *leave* this question with you.
- j. Sorry, I didn't get *through* very much.

### Exercise G

1./2./3.

	prep, adj or adv	one object	two objects
a.	✓		
b.		✓	
c.			✓
d.	✓		✓
e.	✓		
f.	✓		
g.			✓
h.		✓	
i.		✓	
j.			✓
k.	✓		
l.			✓
m.			✓
n.	✓		

## Theme 2: Communication – Speaking

### Exercise A

1./2./3.

verb	noun
a. a'dopt	a'doption
b. blind	'blindness
c. 'deafen	'deafness
d. 'damage	'damage
e. hand	hand

verb	noun
f. in'fect	in'fection
g. hear	'hearing
h. see	sight
i. sign	sign
j. re'cruit	re'cruitment

### Exercise B

1./2.

- Some people can't see or hear. That's *dreadful*, isn't it?
- My friend has the same name as me – and the same birthday! That's an incredible *coincidence*, isn't it?
- He left his car in a public car park without locking it. Isn't that *stupid*?
- Isn't it *amazing* that jumbo jets, which weigh nearly half a million kilos, can actually fly?
- At one time, the term Red Indian was used for Native Americans but that term is *unacceptable* nowadays.
- Helen Keller was deaf and blind, but she achieved *so* much.
- I'm using a Word table but there must be a *better* way.

### Exercise C

1./2.

7	finger
9	foot
8	knee
5	lung
1	eye
3	mouth
4	neck
2	nose
6	stomach

### Exercise D

1./2./3.

- a. Biographies can be *very* boring if you use the same sentence patterns all the time.
- b. Braille dealt with his deafness *very* well.
- c. Can you speak up? I can't hear you *very* well.
- d. How did you finish all this work *so* quickly?
- e. I'm afraid I can't manage this on my own. It's *too* heavy.
- f. Napoleon rejected Barbier's system because it was *too* complex for his soldiers to learn.
- g. The books were *so* heavy that you could not pick them up.
- h. In Barbier's system of reading for the blind, the letters were *very* big.
- i. The maths was *so* complex that I couldn't understand it.
- j. The university is *too* far to walk to.
- k. There are *too* many people in here. Let's go somewhere else.
- l. Why are the unemployment figures for the disabled *so* high?

### Exercise E

1./2.

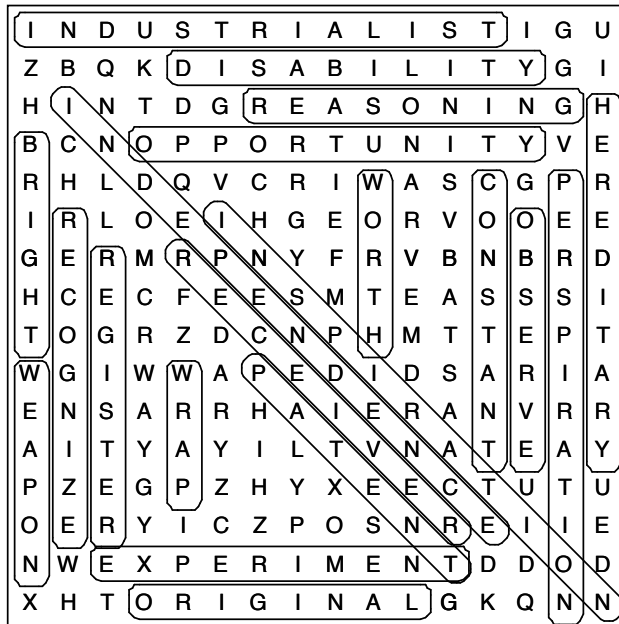
- a. *What* nationality was she?
- b. When *was she* born?
- c. *What* disabilities *did she* have?
- d. *Did she* go to a special school?
- e. *Did she* go to university?
- f. *Did she* get married?
- g. *Did she* have any children?
- h. Why *did she* become famous?
- i. What *did she* achieve?
- j. When *did she* die?

### Exercise F

Answers depend on students.

## Theme 2: Communication – Reading

### Exercise A



- |                 |                   |
|-----------------|-------------------|
| 1. original     | 11. worth         |
| 2. observe      | 12. wrap          |
| 3. opportunity  | 13. bright        |
| 4. patent       | 14. constant      |
| 5. perspiration | 15. disability    |
| 6. reasoning    | 16. hereditary    |
| 7. receiver     | 17. experiment    |
| 8. recognize    | 18. inspiration   |
| 9. register     | 19. industrialist |
| 10. weapon      | 20. independence  |

### Exercise B

- The invention was a really *original* idea.
- Shops and public buildings should have easy access for people with *disabilities*.
- Researchers have proved that some kinds of cancer have a *hereditary* factor.
- I am not very *bright* when it comes to mathematics.
- Patents* enable an inventor to benefit commercially from an invention.
- Most people have at least one radio *receiver* in their home.
- Where do you get your *inspiration* from for your stories?
- Research into *weapons* of war has often led to important discoveries for peace time.
- It is important to *register* a new invention with the government.
- Inventors do not always receive the money which their invention is *worth*.

### Exercise C

- Her early interest in science gave an *indication* of her future career.
- She said later that her father was a great *influence* on her.
- Her invention was *ahead* of its time.
- It really came into its *own* with the invention of the computer.
- It became the *basis* for a new technology.
- After her accident, she had to make a fresh *start*.
- She did not let her disability get in the *way* of her work.
- She went on to *do* more important experiments in the same field.

## Exercise D

Paragraph 1	
4	he started to do experiments with electrical signals. He wanted
3	set up a laboratory at the top of the family home. As a teenager,
1	Guglielmo Marconi was born in 1874 in Italy. His mother
5	to find a way of sending signals without wires.
2	was English but his father was Italian. When he was only 16, he

Paragraph 2	
4	by the time of Marconi's birth.
1	It was already possible to send electrical signals <i>with</i> wires.
2	Samuel Morse used this method in his telegraph system. There
3	were thousands of kilometres of telegraph wire across America

Paragraph 3	
4	actually produced radio waves in the 1880s.
2	electrical signals <i>without</i> wires. James Maxwell, a British
1	Marconi was not the first person to think about sending
3	physicist, said in 1860 that it was possible. Heinrich Hertz

Paragraph 4	
4	further away from the house and still picked up the signal.
3	high aerials. Marconi's brother took the receiver further and
1	By 1894, Marconi was able to send signals across his laboratory.
6	his invention but they refused.
5	Marconi asked the Italian government for help with developing
2	Then he realized that you could send signals further if you used

Paragraph 5	
2	British government was interested but finally Marconi had to
3	develop the invention himself. In 1897, he started the Marconi
1	Marconi therefore decided to move to England. At first, the
5	relatives helped him with the cost of development. In the same
4	Wireless Telegraph and Signal Company. Marconi's British
6	year, he succeeded in sending a signal just over 14 kilometres.



Paragraph 6	
4	Marconi became famous.
1	Marconi started to install his radio receivers on ships. In 1900,
3	one of the ships brought help and 1,650 people were saved.
2	two ships collided off the coast of the USA. Radio signals from

Paragraph 7	
5	back to earth.
1	On 12 <sup>th</sup> December 1901 Marconi sent a signal from the UK to
3	said this was impossible; the waves would go straight out into
4	space. In fact, the waves bounced off the atmosphere and came
2	the USA. It was a distance of nearly 5,000 kilometres. Scientists

Paragraph 8	
4	billion radios in the world.
2	regular listeners to radio programmes. Today, there are
3	thousands of radio stations. There are more than two and a half
1	When Marconi died in 1937, there were at least 100 million

#### Full text

Guglielmo Marconi was born in 1874 in Italy. His mother was English but his father was Italian. When he was only 16, he set up a laboratory at the top of the family home. As a teenager, he started to do experiments with electrical signals. He wanted to find a way of sending signals without wires.

It was already possible to send electrical signals *with* wires. Samuel Morse used this method in his telegraph system. There were thousands of kilometres of telegraph wire across America by the time of Marconi's birth.

Marconi was not the first person to think about sending electrical signal *without* wires. James Maxwell, a British physicist, said in 1860 that it was possible. Heinrich Hertz actually produced radio waves in the 1880s.

By 1894, Marconi was able to send signals across his laboratory. Then he realized that you could send signals further if you used high aerials. Marconi's brother took the receiver further and further away from the house and still picked up the signal. Marconi asked the Italian government for help with developing his invention but they refused.

Marconi therefore decided to move to England. At first, the British government was interested but finally Marconi had to develop the invention himself. In 1897, he started the Marconi Wireless Telegraph and Signal Company. Marconi's British relatives helped him with the cost of development. In the same year, he succeeded in sending a signal just over 14 kilometres.

Marconi started to install his radio receivers on ships. In 1900, two ships collided off the coast of the USA. Radio signals from one of the ships brought help and 1,650 people were saved. Marconi became famous.

On 12th December 1901 Marconi sent a signal from the UK to the USA. It was a distance of nearly 5,000 kilometres. Scientists said this was impossible; the waves would go straight out into space. In fact, the waves bounced off the atmosphere and came back to earth.

When Marconi died in 1937, there were at least 100 million regular listeners to radio programmes. Today, there are thousands of radio stations. There are more than two and a half billion radios in the world.

## Exercise E

1. Possible answers:

- |                 |             |  |
|-----------------|-------------|--|
| a. new          | original    | Something new is not always original – for example, a new car. Something original has never been done before.  |
| b. look at      | observe     | Look at means turn your eyes in a particular direction. Observe means watch closely, often over a period of time.  |
| c. chance       | opportunity | A chance is a possibility that something may happen. An opportunity is a possibility to do something, perhaps something important.   |
| d. see          | recognize   | See means to use your eyes. Recognize means to see someone or something and know who or what it is.  |
| e. intelligence | genius      | Intelligence is being knowledgeable and able to work things out quickly. Genius is extreme intelligence, often in one particular field.  |
| f. light        | bulb        | Light can be natural (e.g., sunlight) or artificial. A bulb is made of glass and powered by electricity to emit light.   |
| g. basement     | cellar      | A basement and a cellar are both rooms under a house. A basement can be used for normal living; a cellar is darker, damper, and is often used for storing things.  |
| h. run out      | expire      | You can use <i>run out</i> and <i>expire</i> to say that a time period has come to an end, e.g., <i>The contract has run out / expired</i> . But you can only use <i>run out</i> to say that a physical product is no longer available, e.g., <i>The water has run out</i> . |
| i. electric     | electrical  | <i>Electric</i> usually refers to individual devices that are powered by electricity, e.g., an electric motor, electric screwdriver. <i>Electrical</i> means 'related to electricity', e.g., <i>electrical engineer, electrical fault, electrical energy</i> .               |
| j. cover        | wrap        | To <i>cover</i> means to put something over the top of another object. To <i>wrap</i> means to completely enclose something, e.g., a present or a package.   |

2. a. People who *observe* animal behaviour see many similarities with human behaviour.  
b. This job is a great *opportunity* to develop your career.  
c. Mathematicians in particular are often called *geniuses* but in fact this usually reflects lack of understanding by the speaker or writer.  
d. He lived in a very small *basement* flat for many years.  
e. Low-energy *bulbs* should last for thousands of hours.  
f. When does the lease on your flat *expire/run out*?

### Exercise F

3	she became executive secretary to the Chairman in 1951.
1	she enrolled in a secretarial college and learnt typing.
9	she finally found the perfect combination, which she called Liquid Paper.
5	she noticed that they simply painted over their mistakes.
8	she started selling it to other secretaries in 1956.
7	she tried using white paint.
10	she went on to become extremely rich.
2	she worked her way up in the company.
4	she began to think of ways of correcting mistakes in electric typing.
6	she noticed that secretaries were making more mistakes.

## Theme 2: Communication – Writing

### Exercise A

1. analogue
2. digital
3. luxury
4. manuscript
5. occasionally
6. patent
7. practical
8. proofreader
9. react
10. strategy

### Exercise B

1. fountain	7	manufacturing
2. market	1	pen
3. marketing	8	rebranding
4. global	5	reproduction
5. sound	4	sales
6. vice	2	share
7. commercial	3	strategy
8. product	6	versa

### Exercise C

	<b>verb</b>	<b>noun</b>
1.	analyze	analysis
2.	cancel	cancellation
3.	complete	completion
4.	compress	compression
5.	contract	contract
6.	convert	conversion
7.	correct	correction
8.	demonstrate	demonstration
9.	design	design
10.	flow	flow
11.	manufacture	manufacturing
12.	market	market/marketing
13.	recover	recovery
14.	scan	scan

### Exercise D

5	already contains Products B, C, D, etc.
7	are lost because of the competition
2	compete for grass
1	happen in the animal kingdom
11	is completely new
8	is simply, 'We do the same thing, but better.'
12	is used every day
9	leads to a rapid decline in sales of the old products
6	means B, C and D lose sales
4	occur in the modern commercial market, according to Smitalova and Sujana (1991)
3	only very occasionally kill newborn lambs
10	results in their disappearance from the market

#### Full text

Researchers in marketing now compare interactions in the commercial market with the interactions which (1) *happen in the animal kingdom*. Sometimes, two or more products compete for the same market, like sheep and rabbits, which (2) *compete for grass*. Sometimes, one product kills another product, in the way that foxes eat rabbits. Sometimes, two products live side by side but do not compete, like sheep and foxes, which (3) *only very occasionally kill newborn lambs*. In this article, we look at possible competitive reactions which (4) *occur in the modern commercial market, according to Smitalova and Sujana (1991)*.

New products usually enter an old market. For example, a new type of mobile phone, let's call it Product A, must compete in the existing mobile phone market, which (5) *already contains Products B, C, D, etc.* So Product A needs to take market share from the existing products, which (6) *means B, C*

and D lose sales. Even the new product suffers. It loses potential sales, that is sales which (7) *are lost because of the competition*. According to Smitalova and Sujan (1991), this is Type 1 competition. In this type, each company has a similar marketing strategy, which (8) *is simply, 'We do the same thing, but better.'*

Sometimes, the new product is much better than existing products, which (9) *leads to a rapid decline in sales of the old products*. In the Smitalova and Sujan analysis, this is Type 5 competition. The existing companies do not react quickly enough to the competition, which (10) *results in their disappearance from the market*.

Sometimes, the manufacturers of competing products adopt a marketing strategy which (11) *is completely new*. They say, in effect, to customers, 'We do something *different*.' In other words, they rebrand their product, for example, as a luxury item rather than something which (12) *is used every day*. This, according to Smitalova and Sujan, is Type 6 competition, involving two products competing at first, but then one moving into a different market.

### Exercise E

1. The fountain pen *was invented by an insurance salesman called Lewis Waterman*.
2. In 1883, wanting a client to sign an important contract, he bought a new pen.
3. However, the contract was destroyed as the pen leaked when the client was signing.
4. Because Waterman was so angry, he set out to make a better pen.
5. He finally succeeded, after experimenting with many different designs.
6. After patenting the new device in 1884, he put it on the market.
7. For the next 60 years, sales rose steadily, reaching more than five billion per annum in 1955.
8. Then the arrival of the ballpoint pen on the market led to a sharp fall in sales.

### Exercise F

Possible answers:

1. A DVD disc is made of several layers of plastic.
2. Each layer has a large number of raised areas in circular tracks.
3. These raised areas contain the digital information about the movie.
4. A drive motor in the DVD player is designed to spin the disc very precisely.
5. When you press start, the DVD begins to spin.
6. As it spins, a laser beam tracks, or reads, the raised areas.
7. It shines on the disk and the digital information is reflected into an optical pickup.
8. The digital signals are then sent to a television, which converts them into moving pictures.

## Theme 3: Media and advertising – Listening

### Exercise A

1./2.

	Ooo	oOo	oOoo
a. aggression		✓	
b. traditional			✓
c. argument	✓		
d. behaviour		✓	
e. experience			✓
f. initially			✓
g. originally			✓
h. supervise	✓		
i. violence	✓		
j. illustrate	✓		

### Exercise B

1./2.

- The message of children's stories is *simpler* than before.
- She divorced him because he was too *aggressive*.
- Incidentally*, I will e-mail the slides to everyone after the lecture.
- Can you write your *initials* just here, please?
- That man over there is behaving very *strangely*. What's the matter with him?
- The football fans who were *violent* were arrested by the police.
- Steve Jobs was a very *original* thinker.
- Brussels is a city with many *cultural* activities.
- I like him, but he can be very *argumentative*.
- Traditionally*, fairy stories have two types of characters: good and evil.

### Exercise C

1./2.	a. violence	aggression	Violence is when someone hurts another physically, but aggression is the angry feeling or behaviour that can lead to violence.
	b. tone down	dumb down	To tone something down is to calm or mute it. To dumb something down is to simplify it excessively.
	c. ban	stop	A ban is a rule to prevent people doing something. <i>Stop</i> is a more general word meaning to cease doing something.
	d. firstly	initially	<i>Firstly</i> introduces the first thing that you are going to say. <i>Initially</i> indicates that you are referring to the beginning of something.
	e. incidentally	by the way	<i>Incidentally</i> introduces a detail that is extra to the rest of what you are saying. <i>By the way</i> is less formal and used more often in speech.
	f. supervise	manage	If you supervise, you are specifically watching over people. <i>Manage</i> is a more general word – you can manage people, workload, a situation, etc.
	g. fairy story	ghost story	A fairy story is usually magical and has a happy ending. A ghost story is meant to be scary.
	h. extremely	very	<i>Extremely</i> is a stronger adverb than <i>very</i> .

### Exercise D

1.	keep	warm	✓
		your head	✓
		your heart	✗
		your job	✓
		quiet	✓
		your word	✓
		in touch	✓
		your ear on something	✗
		the peace	✓
		animals	✓
		the change	✓
		an open mind	✓
		angry	✗

- 2.
- Keep *away* from the water. It's very deep.
  - They decided to keep the bad news *from* their children.
  - You must keep *on* practising if you want to improve.
  - I'll tell you a secret but you must keep it *to* yourself.
  - Keep *up* the good work. That's brilliant!
  - Slow down! I can't keep *up* with you.
  - Danger of death! Keep *out*!
  - I'm afraid you haven't kept *to* the point in this assignment.
  - Keep *off* the grass.
  - The police kept the crowd *back* but a few bottles were thrown.

3./4.

- a. not go in                      *keep out*
- b. not go on                      *keep off*
- c. not go near                    *keep away / keep back*
- d. not tell (a secret)            *keep to (yourself);*  
*keep from (someone)*
- e. continue (doing)              *keep on*
- f. go at the same speed as      *keep up (with)*
- g. stay on (the road)            *keep to*

### Exercise E

1./2.

a. According to research, ...	i	a point of view which the speaker probably disagrees with
b. Clearly, ...	c	an extra piece of information that is not essential
c. Incidentally, ...	b	an obvious point
d. Let's just think about that for a minute.	g	an alternative point of view which the speaker thinks is true
e. Let's start with some facts.	e	facts
f. Nobody can deny that ...	f	an opinion that everyone will agree with, in the speaker's view
g. Now, I accept that ...	a	details of research
h. So that's the first point.	d	a more detailed explanation of a key point
i. Some people say ...	k	suggestions for a solution
j. We must consider other points of view.	j	explanation of the counter-arguments
k. What should we do about this issue?	h	the second point

3. Answers depend on students.

### Exercise F

1./2.

- a. I want *to finish* my assignment this weekend.
- b. Real friendship means *talking* to people face to face.
- c. Don't forget *to make* time for your friends and family.
- d. I would prefer *to relax* at home tonight.
- e. Jane kept *telling* her daughter to be quiet.
- f. Can you remind me *to send* that e-mail later?
- g. The new teacher didn't expect the children *to behave* so well.
- h. Parents shouldn't allow children *to watch* TV unsupervised.



## Theme 3: Media and advertising – Speaking

### Exercise A

1. competition	c	g
2. audience	a	i
3. appeal	d	f
4. release	j	n
5. present	k	m
6. value	e	h
7. offer	b	p
8. produce	l	o

### Exercise B

Answers depend on students.

### Exercise C

- a. *endorse*
- b. enjoy
- c. enrol
- d. enter
- e. enable
- f. encourage
- g. endanger
- h. enforce
- i. enquire
- j. entertain

### Exercise D

	<b>noun (person)</b>	<b>noun (general)</b>	<b>adjective</b>	<b>adverb</b>
compete	com'petitor	compe'tition	com'petitive	com'petitively
advertise	'advertiser	'advertising / ad'vertisement	'advertised	
economize	e'conomist	e'economy	eco'nomical / eco'nomical	eco'nomically
lie	'liar	lie	'lying	
persuade	per'suader	per'suasion	per'suasive	per'suasively
present	pre'senter	presen'tation	pre'sented / pre'sentable	
produce	pro'ducer	pro'duction / 'produce / 'product	pro'ductive / pro'duced	pro'ductively

### Exercise E

1./2.

- a. Advertisers who use BOGOF start the advert with the normal price.
- b. People who are aural learners need to hear new information.
- c. Farmers in the United States who use irrigation are worried about the future.
- d. A third of the water which is used for irrigation comes from the Ogallala Aquifer.
- e. People who apologize a lot often give a reason for their actions.
- f. Braille, who was blinded at three, invented a system of reading and writing for blind people.
- g. One everyday item which steals a lot of our time is e-mail.
- h. Photosynthesis, which converts light energy into sugar and oxygen, occurs in all green plants.
- i. The best man, who used to help the groom to steal the bride, just looks after the ring now.
- j. The wedding ring, which is a symbol of union, was used by the Ancient Egyptians.

### Exercise F

1./2.

- a. But *going* back to my first point about our competitors, ...
- b. As Bob said, we need to reduce our prices.
- c. I'm not sure if this is important, *but* the transport manager is on leave.
- d. Has anyone mentioned *that* the new factory opens next week?
- e. I'm afraid I don't get what you *mean*.
- f. I'm just coming to *that* point.
- g. Can I deal *with* that question at the end?
- h. I've forgotten what *I was* going to say.
- i. You were going *to show* us a graph of the sales figures.
- j. We could ~~to~~ ask a celebrity to endorse the product.
- k. *Shall* we leave that for our next meeting?
- l. I don't know *if this is* relevant but ...
- m. What *are we talking* about at the moment?
- n. Yes, *that's* a good point.
- o. What *I'm saying* is: we should consider ...
- p. *I'm just coming* to that.

### Exercise G

1.

a. advertising	d	catching
b. big	j	for money
c. catchy	f	leader
d. eye	b	lie
e. half	h	line
f. loss	a	brief
g. selling	i	market
h. tag	g	point
i. target	e	price
j. value	c	tune

2./3.

'advertising	brief
big	'lie
catchy	'tune
'eye	catching
half	'price
'loss	leader
'selling	point
'tag	line
'target	market
'value	for money

## Theme 3: Media and advertising – Reading

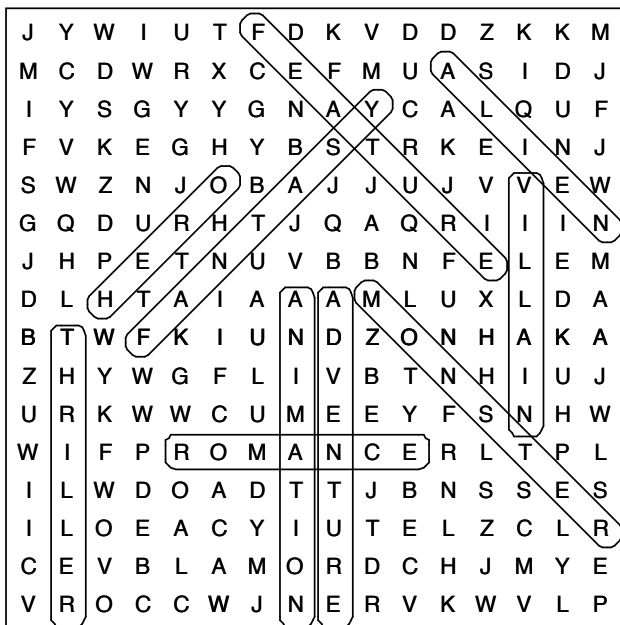
### Exercise A

1.

noun	adjective
a. convention	conventional
b. culture	cultural
c. experiment	experimental
d. fiction	fictional
e. journal	journalistic
f. logic	logical
g. material	materialistic
h. persistence	persistent

- 2.
- conventional, fictional, logical, materialistic, persistent
  - conventional, experimental
  - conventional, cultural, experimental, journalistic, logical, materialistic, persistent
  - cultural, fictional, materialistic
- 3.
- I need your *final* answer, please.
  - There are *several* points I'd like to make in this lecture.
  - The *original* painting was by Leonardo da Vinci.
  - You need to give some *additional* examples in your assignment.
  - All the lights have gone. There must be an *electrical* fault.
  - Is the movie a *factual* one? Or is it fiction?
  - There is no *legal* reason for banning the advert.
  - I hate wearing a suit. I prefer *casual* clothes.

### Exercise B



### Exercise C

1. black and	white
2. right and	wrong
3. fact and	fiction
4. good and	evil
5. strengths and	weaknesses

6. young and	old
7. real and	imaginary
8. alive and	dead
9. near and	far
10. past and	present

**Exercise D**

1. begun	begin
2. bought	buy
3. broken	break
4. brought	bring
5. caught	catch
6. driven	drive
7. found	find
8. known	know

9. left	leave
10. lost	lose
11. seen	see
12. taken	take
13. taught	teach
14. told	tell
15. won	win
16. written	write

**Exercise E**

1. stock characters	7	impulse to produce works of art, including fiction
2. fictional narratives	5	people who give their opinions about fiction
3. strict conventions	3	rules about plots, genre and characters
4. fairy tales	2	stories
5. literary critics	6	stories with a love plot and funny scenes
6. romantic comedies	4	stories with witches, princesses and talking animals
7. creative force	1	types of people who appear in most stories
8. mistaken identity	8	confusion about who a character really is
9. humble beginnings	10	money from audiences for films or plays
10. box-office takings	9	starting life as a poor or working-class person

**Exercise F**

<b>sentence opener</b>	<b>ending for <i>subject</i></b>	<b>ending for <i>object</i></b>
1. Deborah entered the restaurant, ...	g	d
2. The bride got into the Rolls Royce, ...	e	c
3. The King swept into the huge chamber, ...	h	i
4. General Thompson spoke to his men, ...	f	a
5. The monster fell to the floor, ...	j	b

## Theme 3: Media and advertising – Writing

### Exercise A

people	<i>actors, viewers, audiences, Americans, critics, lawyer, couple, people, producers, contestants, the general public, members of the public, Barry Langberg</i>
genres	<i>drama, soap operas, crime thrillers, science-fiction, reality TV</i>
feelings / opinions	<i>prefer, unhappy, embarrass/embarrassment, humiliate/humiliation, don't care, only care about money, feelings, scare</i>
places	<i>settings, on location, desert island, private houses, studio</i>

### Exercise B

1. Drama attracted *the largest TV audiences in the US during the last year.*
2. Reality TV *is in second place.*
3. Audiences for reality TV *are up/have risen by three per cent from the previous year.*
4. Critics *have made many rude remarks about reality TV.*
5. For example, a Los Angeles lawyer *is cited by a newspaper as saying, ...*
6. 'Reality TV programmes *are made to embarrass or humiliate people.*'
7. 'Human feelings *are not considered by the producers.*'
8. Some series *are filmed on location (by the company).*
9. Some take *place in a studio.*
10. But the format *never changes.*
11. Contestants from *the general public take part.*
12. They are gradually *voted off the show with embarrassment or humiliation.*

### Exercise C

1. Answers depend on students.

2.

a. a spoken or written opinion about a creative work	criticism
b. a machine or part of a machine that does a specific task	mechanism
c. an economic system based on property and wealth that is owned privately and not by the government	capitalism
d. a political system where the government has central control of the economy and production of all food and goods	communism
e. a political system where production is controlled by the people and wealth is shared equally	socialism
f. a living thing, e.g., plant, animal, bacteria	organism
g. a belief that some races are superior to others	racism
h. a practical understanding of the world	realism
i. the belief or hope that good things will happen	optimism
j. the belief or fear that bad things will happen	pessimism
k. the business of providing people with places to stay and things to do when they are on holiday	tourism
l. the belief that women should have the same rights and opportunities as men	feminism
m. the process of copying another person's idea or written work without acknowledgement	plagiarism
n. the skill and high standards expected of a professional person	professionalism

### Exercise D

1. write	written	5. understand	understood	9. leave	left
2. send	sent	6. choose	chosen	10. make	made
3. bring	brought	7. drive	driven	11. know	known
4. catch	caught	8. ride	ridden	12. see	seen

### Exercise E

1. orma	format	9. test	contestant
2. amat	dramatic	10. eria	serial
3. viva	survival	11. chis	franchise
4. ewe	viewer	12. otat	quotation
5. illa	villain	13. dien	audience
6. imil	similarity	14. vent	convention
7. ubl	public	15. thor	authority
8. cume	documentary	16. piso	episodic

## Theme 4: Living life to the full – Listening

### Exercise A

1./2.

b	electricity
a	function
h	molecule
j	nutrients
e	organ
i	physiology

d	purpose
f	relationship
c	system
g	tissue
l	elbow
k	shoulder

### Exercise B

1./2.

a. muscles	f	combine to perform a function
b. the stomach	c	conduct electricity
c. nerves	a	contract
d. the lungs	e	convert nutrients into energy
e. cells	b	digests food
f. tissues	d	help us to breathe
g. organs	g	work together to achieve an objective

### Exercise C

joints	5
parts of the head	1
organs	4
parts of the arm	2
parts of the leg	3



### Exercise D

1./2./3.

functions	body systems					
	'skeletal	re'spiratory	'muscular	di'gestive	circu'latory	'nervous
a. converts food into nutrients				✓		
b. enables the body to move			✓			
c. exchanges oxygen and CO <sub>2</sub> with cells, blood and air in the lungs		✓				
d. receives messages						✓
e. interfaces with the external environment						✓
f. makes red blood cells	✓					
g. moves blood round the body					✓	
h. protects the organs	✓					
i. sends messages						✓
j. supplies nutrients and oxygen to other systems					✓	

### Exercise E

1./2.

- What the skeletal system does *is* support the body.
- What the muscles *do* is enable the body to move.
- It is the nervous system *which/that* interfaces with the external environment.
- It is the circulatory system which *#* moves blood around the body.
- What protects the organs *is* the skeletal system.

### Exercise F

1./2.

- I forgot to *say* that ...
- Did* I mention that ...?
- I should *have* told you about ...
- I meant to point *out* that ...
- Just *going* back to the circulatory system for a minute ...

## Exercise G

1.

look	around	✓
	at	✓
	away	✓
	for	✓
	in	✓
	into	✓
	off	✗
	out	✓
	over	✓
	up	✓
	with	✗

give	away	✓
	down	✗
	for	✗
	in	✓
	off	✓
	onto	✓
	out	✓
	over	✗
	to	✗
	up	✓
	with	✗

2./3.

- a. First, today, we're going to *look at* the muscular system.
- b. I'd like you to *look up* the references after the lecture.
- c. For many centuries, doctors *looked for/looked into* the way that nutrients reached all parts of the human body.
- d. Many people *gave up* the search but Harvey continued to look.
- e. The respiratory system takes in oxygen and *gives out* carbon dioxide.
- f. Chlorine *gives off* a poisonous gas when you mix it with water.
- g. Could you *look out/look around* for the lecturer? I need to speak to her.
- h. OK. If you don't like the sight of blood, *look away* now!
- i. Can you have a look at the handouts that I *gave out* at the beginning of the lecture?
- j. Don't *give away* the answer if you know it.

## Exercise H

1./2.

<i>anaesthetic</i>	<i>painkiller</i>
bruise	contusion
compress	squeeze
connect	join
displace	move
elevate	raise
fracture	break
injury	damage
skeleton	bones
skull	head
spine	backbone
trauma	wound

## Theme 4: Living life to the full – Speaking

### Exercise A

1./2./3.

- an-xi-e-ty
- de-pre-ssion
- ex-pe-ri-ence
- con-di-tion
- fa-tigue
- neu-ro-sis
- ob-se-ssion
- per-for-mance
- symp-tom
- a-ggre-ssion
- as-thma
- ath-lete

### Exercise B

1./2.

	~ed	~ive	~ous	~tic
a. aggress		✓		
b. anxi			✓	
c. asthma				✓
d. athle				✓
e. depress	✓	✓		
f. fatigu	✓			
g. neuro				✓
h. obsess	✓	✓		

### Exercise C

1./2.

- I'm feeling *anxious*.
- I'm suffering from *depression*.
- Sometimes I behave in an *obsessive* way.
- Perhaps I'm *neurotic*.
- Nowadays, many children in the West have *asthma*.
- People can suffer from physical or mental *fatigue*.
- She's a very *athletic* person.
- I sometimes get angry but I'm not *aggressive*.

### Exercise D

1./2.

a. I researched asthma,	b	an inability to breathe properly.
b. The main symptom of asthma is	g	asthma does not prevent you from doing exercise.
c. In severe cases,	d	can bring on an attack.
d. Physical exertion	e	certain sports affect asthmatics more than others.
e. However, it's possible that	f	found that swimming very rarely brings on an asthma attack.
f. For example, Fitch and Godfrey (1976), writing in the <i>Journal of the American Medical Association</i> ,	c	the illness can be fatal.
g. So, the point is that	a	which is an illness of the respiratory system.
h. In fact, I think there are several top athletes	h	who are asthmatic.

### Exercise E

1./2.

- So what you're *saying* is ...
- Are you saying that ...?
- In other *words*, ...
- So to *sum* up, ...
- Yes, that's *right*.
- Well, to some *extent*.
- Well, *not* exactly.
- No, that's not really the *point*.

### Exercise F

1./2./3.

Possible answers:

- I looked at fatigue / as a factor / in sporting performance.
- Fatigue / is a feeling / of extreme tiredness / or weakness.
- The symptom of fatigue / is athletes / giving up / physical exercise.
- The athletes / have done a cognitive / or thinking task / before exercising.
- Three researchers / called Marcora, / Staiano / and Manning / did research / into the factor.
- They found / that athletes / who have completed / difficult thinking tasks / just before exercise / perceive physical activity / as harder.

### Exercise G

a. Are you feeling alright?	d	I don't think so.
b. Does your throat hurt?	c	I feel terrible.
c. You look terrible!	e	No, I'm not.
d. Have you ever had measles?	a	Not really.
e. Are you currently on any medication?	f	Nothing, really.
f. What's the matter?	b	Yes, it's really painful.

### Exercise H

1. The population of the world is growing. As a result, the demand for energy is increasing. We *must ensure* that supply can meet the rising demand. If we don't, energy shortages *might occur* in parts of the world in the future. There are several things that we *can do*. Firstly, the government *should pass* laws about insulation in homes, factories and offices. Secondly, people *should be* more careful with energy. They *shouldn't waste* it, for example, by leaving lights on in an empty room. Finally, energy companies *should develop* sources of renewable energy, such as solar power or wind power. Nuclear energy *might be* the answer. It is renewable but many people don't trust the technology. They say we *shouldn't take* the risks that are involved.
- 2./3.
  - a. Children *should be taught about violence*.
  - b. More *desalination plants must be built*.
  - c. More *must be done to reduce carbon emissions*.
  - d. The amount of road travel *can't be reduced by many countries*.
  - e. Poor countries *can be helped by trade*.
  - f. Soft drugs *should not be legalized by governments*.
  - g. It *should be made easier for drug addicts to get help*.

## Theme 4: Living life to the full – Reading

### Exercise A

1.  
Answers depend on students.

2.

f	It's around £100 a week for a single person.
g	It's going up, quite rapidly.
a	Members of parliament need to propose a change and vote for it.
j	People might learn to live in peace with each other.
h	Reading, playing computer games and shopping.
c	Shorter working hours and better working conditions.
e	Technology, in my opinion.
i	The computer and the mobile phone.
d	Usually at 65.
b	Working in an office, driving or flying a plane.

3.

Answers depend on students.

### Exercise B

1.

a. state	c	age
b. labour	e	class
c. retirement	d	expectancy
d. life	b	force
e. working	a	pension
f. leisure	f	time
g. developed	g	world
h. recent	h	years

2.

- Most people in the world now get a *state pension* when they reach *retirement age*.
- The *labour force* is getting smaller in the *developed world*.
- Life expectancy* has increased in many countries in *recent years*.
- The *working class* has far more *leisure time* than 100 or even 50 years ago.

### Exercise C

1. most people	the vast <i>majority</i> .....
2. the beginning	the first <i>step/stage</i>
3. in most cases	for the most <i>part</i>
4. it is probably true	it would <i>seem/appear</i>
5. to do more	to go <i>further</i>
6. not talked about	no mention <i>of</i>
7. like	very similar <i>to</i>
8. may be	could be <i>said</i> to be
9. have your own ideas	think for <i>yourself</i>

10. in my opinion	as I see <i>it</i>
11. so	in order <i>that</i>
12. and other examples	and so <i>on</i>

### Exercise D

1.

verb	noun
a. state	<i>statement</i>
b. lack	<i>lack</i>
c. respect	<i>respect</i>
d. promote	<i>promotion</i>
e. require	<i>requirement</i>
f. educate	<i>education</i>
g. provide	<i>provision</i>
h. suppose	<i>supposition</i>
i. obey	<i>obedience</i>
j. propose	<i>proposal</i>
k. reflect	<i>reflection</i>

2.

- a. Children must be taught *to respect* authority ...
- b. ... but there is more to education than learning *obedience*.
- c. The state is responsible for the *provision* of primary and secondary education.
- d. The President has made a *proposal* for a new kind of health insurance.
- e. Many educators *are promoting* the idea of lifelong learning at the moment.
- f. Children *require* traditional subjects such as literacy and numeracy ...
- g. ... but they also need to learn new subjects which *reflect* the modern world.
- h. There is a *lack* of any new ideas in many school curricula.

### Exercise E

1.

- a. *There is a strong possibility that global warming is caused by greenhouse gases.*
- b. It is possible that scientists will find a cure for cancer this century.
- c. It is sometimes claimed in magazines from the information technology industry that computers will replace teachers in the near future.
- d. A number of people who have investigated alternative energy sources maintain that nuclear energy is the only solution to our energy problems.
- e. Research at the University of South Dakota in the 1980s suggests that all languages are equally difficult to learn.
- f. Many people have argued in recent years that capitalism is not the future for the world economy.

2.

	possibly true	probably or definitely true
a. A few people believe that ...	✓	
b. It could be that ...	✓	
c. It is generally agreed that ...		✓
d. It is likely that ...		✓
e. It is possible that ...	✓	
f. It is sometimes claimed that ...	✓	
g. It may be that ...	✓	
h. It seems that ...		✓
i. It would appear that ...		✓
j. Many people have argued that ...		✓
k. Perhaps ...	✓	
l. Presumably, ...		✓
m. Research shows that ...		✓
n. Seemingly, ...		✓
o. Studies have suggested that ...	✓	
p. The belief is that ...		✓
q. There is a case for thinking that ...	✓	
r. There is a good argument that ...		✓
s. Some people maintain that ...	✓	
t. All the evidence points to ...		✓

## Theme 4: Living life to the full – Writing

### Exercise A

1.

- a. birth
- b. dependent
- c. elderly
- d. fertility
- e. longevity
- f. pregnancy
- g. proportion
- h. retirement
- i. support
- j. percentage
- k. unemployed
- l. benefit



2.

- a. The *birth* rate is falling in most countries, as women start families later.
- b. We hear about teenage *pregnancies*, but the average age for a woman to have her first child in the UK is 29.
- c. Some elderly people have their own incomes and are not *dependent* on the state.
- d. Strangely, government figures include *unemployed* people in the labour force, although they are not contributing to society through income tax.
- e. The *proportion* of old people to young people in the UK has risen sharply since the 1950s.
- f. One solution to the problem of population ageing is for people to postpone *retirement* until the age of 70 or even 80.

### Exercise B

1.

a. beehive	c	age
b. child	b	benefit
c. child-bearing	a	diagram
d. dependency	f	force
e. income	g	innovation
f. labour	h	pension
g. medical	d	ratio
h. old-age	e	tax

2

- a. A woman between 15 and 45 is of *child-bearing age*.
- b. The *dependency ratio* means the number of young and elderly people as a proportion of the labour force.
- c. The vast majority of people in work pay *income tax*.
- d. Increased longevity is largely the result of *medical innovation*.
- e. The demographic structure of a society can be shown in a *beehive diagram*.
- f. Most societies provide elderly people with a state *old-age pension*.

### Exercise C

Possible answers:

1. Women *may spend less time on housework because of the increase in labour-saving devices*.
2. The steady rise *in television viewing could be explained by a sharp fall in household work*.
3. Many *illnesses of old age are dealt with by modern medicine*.
4. It is *possible that this trend is related to a rise in microwave products*.
5. Spending *on health care has (been) increased recently*.
6. There *will be an increase in longevity in developing areas as prosperity rises*.

### Exercise D

infinitive	past simple	past participle	infinitive	past simple	past participle
be	was/were	been	become	became	become
bring	brought	brought	begin	began	begun
fall	fell	fallen	go	went	gone
feel	felt	felt	have	had	had
rise	rose	risen	show	showed	shown

### Exercise E

↗	→	↘
climb	flatten out	decline
gain	hold steady	decrease
grow	level off	drop
improve	remain	fall
increase	stabilize	lose
jump	stagnate	shrink
rise	stay	slide
strengthen		weaken

### Exercise F

1.

According to a United Nations report (UN, 2002), population ageing *is* (be) one of the most serious issues facing the world at the present time. Medical innovations *have brought* (bring) down death rates significantly and, as a result, increased longevity *is now causing* (cause) problems in many countries. The UN *believes* (believe) that the issue *will affect* (affect) the whole world in the next 40 years. The number of people over 65 *will rise* (rise). This rise *will increase* (increase) the dependency ratio, which *is* (be) the number of dependents as a percentage of the labour force. Normally, dependents *are defined* (define) as children under 15 and adults over 65.

With regard to the rise in the number of elderly people, UN research *shows* (show) the change since 1950. According to the research, the world figure *was* (be) under 25 elderly people per 100 children in 1950. The number *has risen* (rise) gradually in the last 60 years and *has now reached* (reach) around 40 per 100 children. The figure *is still rising* (rise) and *will reach* (reach) 100 per 100 children by 2050.

2.

There are *some* variations according to region. In the 1950s, in the least developed regions, such as Africa and parts of Asia, there were *only* around 10 elderly people per 100 children. By 2000, the average was *slightly* lower but it is rising gradually *now*. During the same period in the *more* developed regions, the number of elderly people rose *sharply* from 40 per 100 children to around 100. In the future, the rise in developed regions will be *significant*, to over 220 per 100 children in 2050. As the UN report points out, 'Age-distribution changes in less developed regions have been slow, but will accelerate over the *next 50 years*' (UN, 2002, p. 15).

3.

It is worth noting that elderly people may not be dependent. (I) Firstly, as Romans points out, 'not all ... old persons require support' because they are financially independent (Romans, 2007). (E) Secondly, according to Morgan et al (1991), older people in many societies are providers of support to their adult children. (E) This suggests that some societies may benefit from their ageing populations. (P) Thirdly, the UN report shows that a significant proportion of people over 65 continue to work. (E) In more developed regions, this is around ten per cent at present and is only falling slightly. (E) In less developed regions, it is over 25 per cent, although the trend is down. (E) In all regions, it is likely to continue and even accelerate in the future. (P)

4.

It is clear that population ageing ~~happens~~ *is happening* across the world. However, this ~~could~~ *may* not be as big a problem as it ~~seem~~ *seems*. Research suggests that many elderly people, in the developed world at least, ~~is~~ *are* not dependent, and therefore ~~does~~ *do* not put pressure on the social security system of the state. Indeed, they ~~will~~ *may* even contribute, directly or indirectly, to the support of children or people in the working population. It is possible, in the future, that work ~~is~~ *will be* spread more evenly through the whole population and dependency will ~~define~~ *be defined* more carefully.

## Theme 5: The past, present and future of food – Listening

### Exercise A

	a painting	a cake	a car	a building	a crop	a service	a film	an animal
construct			✓	✓				
create	✓							
grow					✓			
make		✓	✓				✓	
manufacture			✓					
raise								✓
supply		✓	✓		✓	✓		

### Exercise B

1./2.

1. I need to start with a little bit of history. At one time, all farmers were organic. By that I mean,	b
2. Let's look at growth first. Now, we know, of course, that plants need sunlight and water, but	c
3. The nutrients are chemicals like	i
4. Nutrients exist naturally in soil, but the problem is,	d
5. Eventually, the soil becomes exhausted and, at this point,	h
6. At one time, farmers put nutrients back organically, with animal waste, particularly	j
7. So that's growth. Now,	a
8. Farmers must protect their crops from pests, like	m
9. Birds and insects eat the crops, while	e
10. From the earliest times, farmers have used natural pesticides like	k
11. It is a vital part of farming because	n
12. On many occasions in history, pests have been responsible for famine in a large area,	f
13. For example, the Great Famine of the 1850s in Ireland, which was caused by bacteria,	l
14. This was the main food crop and, as a result,	g

### Exercise C

1. Get collocates with all the words and phrases.

2./3.

- Which university *did* you *get* your degree from?
- I still feel ill but I think I'm *getting* better.
- What *are* you *going to get* your mother for her birthday? Have you decided yet?
- We *got* caught in the rain last night. It was terrible!
- With satnav, you *will* never *get* lost again.
- How long will it take you *to get* ready?
- Has* everyone *got* enough food? Or would anyone like some more?

4. All these phrasal verbs exist.

5./6.

- Where can you *get on* the 43 bus?
- It's taking him a long time to *get over* losing his job.
- We're not rich but we *get by*.
- What time do you *get up* at the weekend?
- I lost my key last night so I had to *get in* through a window.
- How are you *getting on* with your assignment?
- She copied a large part of her essay from the Internet but she *got away* with it.

### Exercise D

1. Agriculture has a very long history.
2. People have been producing crops and rearing animals for thousands of years.
3. Some people say that it is the basis of civilization.
4. Agriculture enabled people to stay in one area.
5. When tribes moved all the time, they could not build towns and cities.
6. They could not develop art and science.

### Exercise E

1. 'agriculture  
'animal waste  
'cereal  
do'mesticate  
'farming  
'gather  
'harvest  
in'digenous  
ma'nure  
mi'grate  
'native  
'natural  
or'ganic  
pre'serve  
pro'duction

2./3.

agriculture	farming
animal waste	manure
cereal	wheat
crop	plant
domesticate	tame
gather	harvest
indigenous	native

keep	preserve
migrate	move
natural	organic
production	yield
raise	rear

### Exercise F

1./2.

#### Starting a digression

1. That *reminds* me of a story ...
2. I *remember* once, when I was working ...
3. Actually, there's a funny *story* about that ...
4. I must just *tell* you about ...

### Ending a digression

1. Anyway, *where* was I?
2. What was I *saying*?
3. That's *enough* of that.
4. Getting back to the *point* ...

### Exercise G

1./2.

- a. When you are a hunter-gatherer you spend all day hunting and gathering.
- b. If the animals migrate to another area you have to follow them.
- c. Because tractors break down in the sand some tribes use camels to pull ploughs.
- d. When the area became drier people moved to oases or watering holes.
- e. In some cultures if the guests eat all of the food the host is ashamed.
- f. Because animals came to the watering hole to drink people came into closer contact with them.
- g. When we consider theories of agricultural origins I want you to remember hunter-gatherers.
- h. Because certain pests can completely destroy a crop protecting crops is a vital part of farming.
- i. If you use something every day you begin to realize that you must protect it.
- j. Because each crop requires different nutrients crop rotation provides natural fertilization.
- k. Although the theory sounds reasonable Sutton and Anderson found no evidence for it.
- l. Because they completely changed the way people worked the land the changes are called a revolution.
- m. Because improvements in agriculture could not keep up with the increase in population many researchers thought that millions of people were going to die of starvation in the near future.

## Theme 5: The past, present and future of food – Speaking

### Exercise A

1./2.

a.	<i>plant</i>	behaviour	change	taste	<i>a</i> in <i>plant</i> is /ɑː/; others are /eɪ/
b.	defect	gene	<i>cell</i>	species	<i>e</i> in <i>cell</i> is /e/; others are /iː/
c.	desirable	<i>visible</i>	combine	size	<i>i</i> in <i>visible</i> is /ɪ/; others are /aɪ/
d.	modify	cost	produce (n)	<i>code</i>	<i>o</i> in <i>code</i> is /əʊ/; others are /ɒ/
e.	resistance	insect	<i>sign</i>	particular	<i>i</i> in <i>sign</i> is /aɪ/; others are /ɪ/

## Exercise B

1./2.

- a. a genetic *defect*
- b. *selective* breeding
- c. a *desirable/visible* characteristic
- d. a *visible* sign
- e. an animal *species/cell*
- f. agricultural *produce*
- g. pest *resistance/behaviour*
- h. natural *change/produce/defect/resistance*

## Exercise C

1./2.

A: Can farmers modify plant species – I mean, change them *in* certain ways?

B: Yes. It's called selective breeding.

A: And you do it *in* a laboratory?

B: No. Farmers do it *on* their farms. They have been doing it *for* thousands of years.

A: What can you breed *for*, selectively?

B: Any desirable characteristics, anything you want. Put two plants together *with* the same characteristic and the offspring will probably inherit that characteristic.

A: What *about* pest resistance? I understand some plants do not suffer so badly *from* attacks *by* insects, for example.

B: Yes, you can breed for that, too. The code *for* that characteristic is *in* every cell.

A: Can you breed *from* one plant which has large fruit and another one which is resistant *to* pests?

B: Yes, and you will probably get large fruit which has pest resistance, because the characteristics are independent. It's heredity.

A: So is it based *on* genetics?

B: Yes, that's right. Each characteristic comes *from* a gene or a number of genes in the DNA.

A: Does it work *with/for* animal species, too?

B: Yes. It works *with/for* all organisms.

A: Because they all have a similar genetic code?

B: Exactly.

### Exercise D

1./2.

a. the distance that produce travels from the farm to the customer	food miles
b. intensive farming of chickens	battery farming
c. fruit and vegetables that all look the same	uniform produce
d. the genetic code of plants and animals	DNA
e. marks on fruit and vegetables	blemishes
f. cardboard, paper, etc., that is put around a product to protect it	packaging
g. creating an animal or plant exactly like another one	cloning
h. the process of testing a new plant by actually growing it	trial
i. an insect or small animal which damages crops	pest
j. use again after cleaning and, perhaps, remaking	recycle
k. change in a specific way	modify
l. something that is thrown away	waste
m. the process of inheriting characteristics from parents	heredity
n. a group of animals that can breed together	species

### Exercise E

1./2.

a. Are you	i	a cash machine here?
b. Do you	j	buy it here?
c. Can I	g	go to the next checkout?
d. Would you	e	got your receipt?
e. Have you	b	have a loyalty card?

f. Is it	d	like cashback?
g. Could you	h	manage?
h. Can you	c	pay by card?
i. Is there	a	paying by card?
j. Did you	f	the wrong size?

### Exercise F

1./2.

- Smith (2010), *says* that ...
- However, Jones (2011) *argues* that ...
- Miller et al (2010) *agree*, saying that ...
- Brown (2011), *writing* in the *Science Journal*, states that ...
- Brown *quotes* an agronomist as saying that ...
- According* to Wilson (2009), ...
- Black (2011) *describes* the problem in her article in the *Science Journal*.
- White (2007) *goes* further in his book, *Organic and After*.



### Exercise G

1.	i	7.	f
2.	b	8.	j
3.	l	9.	c
4.	d	10.	k
5.	h	11.	e
6.	a	12.	g

#### Full text

I'm going to talk about one effect of supermarkets on farmers and farming. As we all know, supermarkets are very powerful nowadays. They buy a very large proportion of the output of farming – between 50 per cent and 80 per cent, depending on the country. (1) *Supermarkets can control the way farmers operate* because they buy so much. For example, they can demand a uniform product. (2) *Many supermarkets reject fruit and vegetables* if all the edible parts are not a similar size and shape.

Supermarkets maintain that (3) *they demand uniform products* because their customers want uniformity. But uniformity leads to a lot of waste. According to the website Waste 2, (4) *millions of tons of edible fruit and vegetables are ploughed back into the soil* because they are the wrong shape or the wrong colour. Uniformity also means food is more expensive for farmers to produce. Let me explain.

Uniformity is achieved by selective breeding. Although selective breeding is very effective, (5) *it has some drawbacks*. Firstly, the British Society of Plant Breeders, or BSPB, states that it is very time-consuming. When a farmer notices a desirable characteristic, (6) *he or she saves the seeds and breeds from the plants*. The result of selective breeding is that the plant species gradually changes. By the way, I must just mention that selective breeding is not the same as genetic modification. When you breed plants selectively, (7) *the genetic changes occur naturally in the plants*, whereas if you modify plants genetically, (8) *the changes are done artificially in a laboratory*.

Anyway, Joliffe, writing in *Plant Breeding*, 2006, says it can take up to 12 years to develop a new breed. Because it takes a long time, (9) *it is very expensive for farmers*. Secondly, Duffy, 2005, argues that breeding for uniformity gives us inferior produce. For example, (10) *the Italians actually pay more for potatoes* when they have silver scurf, which is a disease affecting the skin colour of potatoes. When you bake them, (11) *they are crispier*. Duffy also quotes a farmer as saying, 'blemishes on melons, for example, are a sign of high sugar content.' In other words, if plants have blemishes, (12) *they may taste better*.

## Theme 5: The past, present and future of food – Reading

### Exercise A

1. omnivore.....
2. ethical
3. carnivore
4. herbivore
5. environment(al)
6. vegetarian/table
7. hunting/ter-gatherer
8. hazardous
9. chemical
10. domesticate
11. saturated
12. livestock
13. berry/ries
14. energy

### Exercise B

1. Humans are *omnivores*, eating both plants and meat.
2. Early humans ate only fruit and *berries* from trees and bushes.
3. So, at this time, humans were *herbivores*.
4. Later, humans started *hunting* and killing animals for food.
5. Around 7000 BCE, humans started to *domesticate* animals.
6. Farmers began to rear *livestock*, for food and to provide energy on farms.
  7. Nowadays, a small proportion of people do not eat meat. They are *vegetarians*.
  8. Some people do not think humans should kill animals for food, so they are vegetarians for *ethical* reasons.
  9. Some people are vegetarians for *environmental* reasons. They do not believe that the planet can support meat-eating.
10. Some people believe meat-eating is dangerous because meat sometimes contains high levels of *hazardous* chemicals.

### Exercise C

1. follow	5	a plant / a beard / up
2. support	1	a religion / a way of life / a leader
3. catch	3	an animal / a fish / a cold
4. kill	6	an animal / a person / for evidence
5. grow	4	an animal / a person / time
6. hunt	2	an idea / a family / a building
7. convert	9	an idea / a person / in God
8. gather	8	crops / evidence / round
9. believe	7	sunlight / money / to a religion
10. become	10	tired / rich / a doctor

### Exercise D

Possible answers:

1. Man is an om... *nivore, eating both plants and meat.*
2. Einstein was a ren... *owned scientist, who developed the theory of relativity.*
3. People were hunter-gatherers in Neo... *lithic times.*
4. The priest spoke to his con... *gregation about the situation.*
5. During World War II, many things were on ra... *tion, including meat, sugar and butter.*
6. Buddha and Pythagoras were con... *temporaries, living in the 6th century BCE.*
7. In the past, religions often condemned people as her... *etics and killed them.*
8. Bird flu can be a serious disease and there are out... *breaks most years.*
9. Overfishing of the oceans has resulted in many en... *dangered species.*
10. Fish are also subjected to intensive farming which increases their su... *sceptibility to disease.*
11. Chickens and cows are often kept in cr... *owned conditions.*
12. A vegetarian diet is low in sa... *turated fat.*
13. Cereals and vegetables both contain a good percentage of pr... *otein, for example, wheat or beans.*
14. There is a question mark about whether meat-eating is su... *tainable in the future.*
15. Agricultural enterprises, particularly livestock rearing, often lead to def... *orestation.*

### Exercise E

1. iron and *zinc*
2. cereals and *vegetables*
3. vitamins and *minerals*
4. whales and *dolphins*
5. protein and *carbohydrates*
6. plants and *animals*
7. meat and *fish*
8. listeria and *salmonella*
9. religion and *ethics*
10. vegetarians and *vegans*

### Exercise F

1. Many people have turned to vegetarianism in recent years.	a	'Meat scares' and wider reporting of animal welfare issues partly account for this trend.
2. According to the Vegetarian Society, 'one study estimated that the farming of animals caused more emissions (18 per cent of world total) than the world's entire transport system (13.5 per cent).'	d	Some of these emissions are from the animals themselves, and some from the transportation of animals for slaughter, and their meat to market (Vegetarian Society, 2011).
3. Fishing often results in unwanted species being caught in the nets.	c	Whales and dolphins are frequently snared by mistake.
4. If teenagers and pregnant women are vegetarian, they need to supplement their diet with minerals found in meat.	a	Dieticians accept that vegetables and fruit alone cannot supply the recommended daily intake.
5. More and more people are becoming aware of how animals raised for meat are treated.	c	The Vegetarian Society states that '70 per cent of animals reared in the UK are farmed intensively' (Vegetarian Society, 2011).
6. Robbins (1987) quotes the authority on pesticides, Lewis Regenstein, as saying: 'Meat contains approximately 14 times more pesticides than do plant foods.'	b	Thus, by eating foods of animal origin, one ingests greatly concentrated amounts of hazardous chemicals.'
7. This claim ignores how much protein is contained in cereals and vegetables.	c	Wheat is 17 per cent protein and cabbage is 22 per cent, for example.
8. People who support the livestock industry often assert that meat-eating is essential.	a	They maintain that people must eat meat to get sufficient protein in their diet.
9. Thousands of communities around the world depend on livestock rearing.	c	In the UK alone, 315,000 people work in the industry, producing 11 million tons of leather and two million tons of food, in addition to meat (Holmes, 2010).
10. Observers are always shocked at how small birth crates are.	d	The animals cannot turn round or feed their young.

### Exercise G

	<i>i or r?</i>
1. Researchers do not know which ...	i
2. Crops do not require as much water as animals which ...	r
3. Animals eat plant products which ...	r
4. Scientists are testing different plants to see which ...	i
5. It is safer to eat fish which ...	r
6. It is difficult to say which ...	i

### Exercise H

1. *Where can people live?*
2. How much water is consumed in the process of livestock rearing?
3. Why is meat-eating essential?
4. How significant is the loss of topsoil?
5. How can we sustain meat-eating in the long term?
6. Is fish-eating sustainable?
7. How are livestock animals sometimes treated?
8. How much does livestock rearing contribute to global emissions?
9. What should we eat?
10. When did hunting begin?
11. Were Neolithic tribes vegetarian?
12. Why did some species die out?

## Theme 5: The past, present and future of food – Writing

### Exercise A

1.

noun		verb
a. equivalent	X	
b. extension	✓	<i>extend</i>
c. harm	✓	harm
d. infection	✓	infect
e. migration	✓	migrate
f. modification	✓	modify

noun		verb
g. mutation	✓	mutate
h. nutrition	X	
i. pest	X	
j. resistance	✓	resist
k. sustainability	✓	sustain
l. vaccine	✓	vaccinate

2.

- a. Some scientists believe that GM crops can *harm* the environment because they can *mutate* in unexpected ways.
- b. In the UK, the government pays doctors *to vaccinate* elderly people against flu *infections* every winter.

- c. Many birds *migrate* huge distances in winter, perhaps because they cannot get enough *nutrition* in their summer habitats.
- d. Genetic *modification* can enable a plant to *resist* attacks by *pests* like insects and rats.
- e. It may not be possible *to sustain* our current way of life.

### Exercise B

word		meaning 1	meaning 2
1. <i>back</i> .....	v, n	support, perhaps with money	part of the body
2. cell	n	small room for a prisoner	basic unit of all living things
3. discriminate	v	distinguish between similar things	treat someone badly because of their race, religion, ethnic group
4. maintain	v	say something is true, although other people disagree	keep in good repair or working order
5. plan	n	map or diagram, e.g., of a house	set of decisions
6. plant	v, n	put in the ground	living thing such as a flower or bush
7. relative	n, adj	member of the same family, e.g., uncle or niece	compared to something else
8. variety	n	change, difference	type (of plant or language)

### Exercise C

1. gene
2. yield
3. identify
4. seed
5. species
6. technology
7. nucleus
8. particular

### Exercise D

1.

<b>come</b>	across	a theory
	back	to the hypothesis
	down	in favour of
	from	a country
	into	money
	of	age
	off	a bicycle
	through	an illness
	to	a conclusion
	up	with an idea

2.

- a. In some countries, girls *come of age* at 16.
- b. She *comes/came from a country* in the east of Africa.
- c. At the age of 26, he *came into money* after the death of a rich uncle.
- d. Eventually, they *came back to the hypothesis* which they started with.
- e. Gradually, some scientists *are coming to the conclusion* that GM products are safe.
- f. He *came across a theory* about cell structure in an old biology book.
- g. Historians are not sure who *came up with the idea* of making a plane with an engine.
- h. She was ill for many years, but she finally *came through the illness* and made a full recovery.
- i. Recently, the government *has come down in favour of* introducing VAT on food.
- j. While he was at university, he *came off his bicycle* on a busy road and was seriously hurt.

### Exercise E

1. The first *advantage of GM crops is that farmers understand the basic idea*.
2. Selective breeding *has been used by farmers for thousands of years*.
3. GM crops are a logical *extension of the process of selective breeding*.
4. A second *issue relates to safety*.
5. According to some scientists, *no evidence has been found that modified crops cause illness in humans*.
6. Despite the *risks, the crops are worth growing*.
7. The risks *are outweighed by the benefits*.
8. Because of *the additional testing, GM crops may even be safer than conventional foods*.
9. Thirdly, there is *the issue of cost/the cost to consider*.
10. A fourth *point is that GM foods can be grown quicker*.

### Exercise F

Group 1: *accommodation, buildings*, houses, places to live

Group 2: cars, vehicles, motors, methods of transport

Group 3: crops, plants, foodstuffs, edible products

Group 4: animals, livestock, cows, cattle

Group 5: modify, change, alter, amend

Group 6: increase, raise, grow, go up

Group 7: improve, get better, enhance, develop

Group 8: people, men and women, the population, the public

### Exercise G

1. There *is a need to double food supply by 2025* (BBC, 2009b).
2. GM foods can have *nutrients added to them* (BBC, 1999; BBC, 2006).
3. Biotech researchers are field-testing rice which *is/has been* enhanced with beta-carotene.
4. This is important because ~~of~~ rice is a primary diet staple in the developing world.
5. Crops could *even* be produced which contain vaccines against human infectious diseases.
6. GM crops can *be* made resistant to pest and disease.
7. Pest resistance is especially important for developing countries which ~~they~~ need big crop yields.

8. GM crops are also good for the environment, *as/because* they need less fuel and water.
9. Scientists *can also* make crops that are resistant to weedkillers (*The Guardian*, 2003).
10. The Alliance for Better Foods *argues* that, 'Agricultural biotechnology has tremendous potential' (Alliance for Better Foods, 2011).

### Exercise H

1. Biotechnology has tremendous potential for producing *more* foods on existing farmland.
2. GM foods can be grown *quicker* and can produce a *higher* yield than normal crops.
3. GM foods can have nutrients added to them to make them even *healthier* than normal crops.
4. GM crops can be made pest and disease resistant, meaning that *fewer* chemicals have to be used on them and *more* crops survive.
5. With GM crops, food could be made to have a *longer* shelf life.
6. In developing countries, *as much* as 40 per cent of harvested fruit can be wasted because it ripens *too* quickly.
7. Scientists are trying to make crops that are *better* able to withstand heat and drought.
8. Farmers will have *more* reliable crop yields which is particularly important for *poorer* countries.

