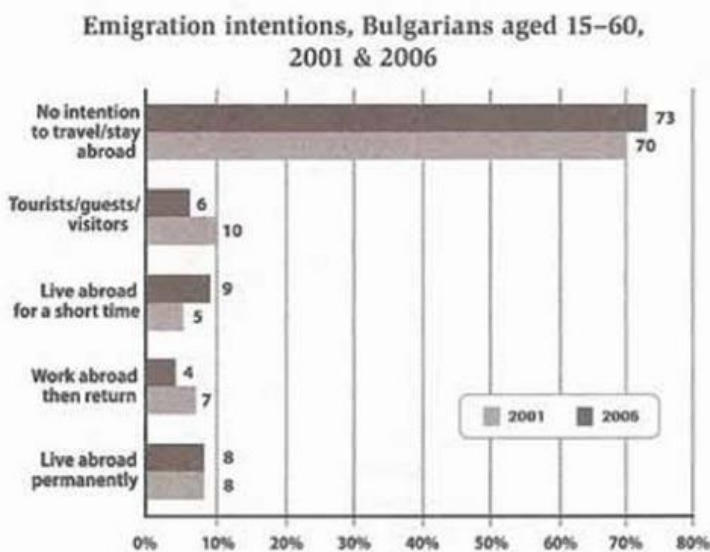


# WRITING PRACTICE

- ① Look at the chart below. Which of the descriptions, A–C, correctly matches the chart? Why are the other descriptions not appropriate?

- A The chart below shows levels of emigration from Bulgaria in the 15–60 age group in 2001 and 2006.
- B The chart below shows the plans of Bulgarian people aged 15–60 concerning leaving Bulgaria and living or working in another country in 2001 and 2006.
- C The chart below compares reasons why Bulgarians aged 15–60 decided to leave Bulgaria in 2001 and 2006.



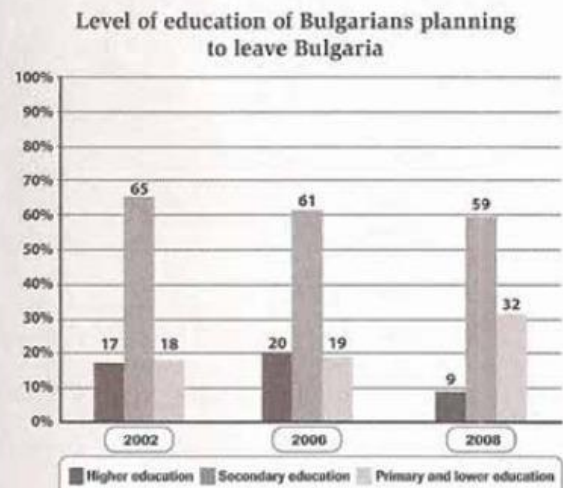
- ② Answer these questions about the chart.

- What did most Bulgarians aged 15–60 plan to do in both years? .....
- Which categories were higher in 2006 than in 2001? .....
- What was the lowest category in 2001? .....
- What happened in the category of people intending to live abroad permanently? .....
- Which categories were higher in 2001 than in 2006? .....

- ③ Look at this Writing task and decide which of the statements below are correct or not. Write Yes or No.

The chart below gives information about the level of education of Bulgarian people who wanted to go and live in another country in 2002, 2006 and 2008.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



- The figure for people with higher education level fell in both 2006 and 2008. ....
  - One of the categories was the highest in every year. ....
  - Two of the categories rose in 2006. ....
  - One of the categories was lower in 2008 than in 2002. ....
  - The figure for people with primary and lower education rose each year. ....
  - The figure for secondary education was a lot lower in 2008 than in 2006. ....
- ④ Now write your answer for the Writing task in Exercise 3.

# VOCABULARY PRACTICE

## A

### Friendship

Here are some common collocations relating to friends and friendship.

| collocation                             | example                                                                                          | comment                                                           |
|-----------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| make friends                            | When you go to university you will <b>make</b> a lot of new <b>friends</b> .                     | NOT <b>find</b> friends (a common student error)                  |
| strike up a friendship                  | Nathan <b>struck up a friendship</b> with a girl he met on holiday.                              | = start a friendship                                              |
| form/develop a friendship               | Audrey <b>formed a</b> lasting <b>friendship</b> with the boy she sat next to at primary school. | NOT <b>make</b> a friendship                                      |
| cement/spoil a friendship               | Spending several weeks on holiday together has <b>cemented their friendship</b> .                | <i>cement</i> = strengthen<br><i>spoil</i> = have a bad effect on |
| a friendship grows                      | We were at school together, but our <b>friendship grew</b> after we'd left school.               | <i>grow</i> = get stronger                                        |
| close/special friends<br>mutual friends | I'm glad that our children are such <b>close friends</b> , aren't you?                           | <i>mutual friends</i> = friends that you share with someone else  |
| a casual acquaintance                   | I don't know Santiago well. We're just <b>casual acquaintances</b> .                             | = someone you know a little                                       |
| have a good relationship with someone   | Anna and Samantha <b>have a very good relationship</b> . They love doing things together.        | NOT have a <b>relation-/relations</b> with                        |
| keep in contact/touch                   | We must <b>keep in contact</b> when the course ends.                                             | opposite = <b>lose contact/touch</b>                              |

## B

### More than just good friends

#### A love story

## A LOVE STORY

I **fell madly in love with** Anton from the moment I met him. It was certainly **love at first sight**. I knew at once that he was **the love of my life** but at first I was not sure if my **love was returned** or not. Within a few days, however, he had told me that he was **desperately in love** with me too. A couple of weeks later, we realised that we wanted to **make a commitment** to each other and, when Anton asked me to marry him, I immediately **accepted his proposal**. I'm sure we will always **love each other unconditionally**<sup>1</sup>. Neither of us would ever consider **having an affair**<sup>2</sup> with someone else.



<sup>1</sup> love that is total and does not change regardless of what you or the **object of your love** does

<sup>2</sup> having a sexual relationship with someone outside marriage

# Exercises

## 20.1 Look at A. Choose an appropriate word to complete each sentence.

- 1 Ellie is quite a shy person and finds it hard to ..... friends.
- 2 Do Matthew and Emily ..... a good relationship?
- 3 Alex is always ..... up friendships with people he meets on trains and planes.
- 4 I hope their disagreement over the bill won't ..... their friendship.
- 5 It's amazing, when you meet someone new, how often you find that you have some ..... friends.
- 6 Apparently, people ..... most of their closest friendships when they are young.
- 7 I wouldn't call Graham a close friend, more a casual .....
- 8 We didn't really like each other at first, but our friendship ..... as we got to know each other better.

## 20.2 Make nine collocations out of the words in the box. Use each of the words once only.

|         |       |          |            |        |           |         |            |         |
|---------|-------|----------|------------|--------|-----------|---------|------------|---------|
| a       | a     | a        | accept     | affair | an        | at      | commitment | contact |
| contact | first | friends  | friendship | have   | in        | keep    | lose       | make    |
| love    | love  | proposal | return     | sight  | someone's | special |            |         |
| strike  | up    |          |            |        |           |         |            |         |

## 20.3 Answer these questions about the collocations on the opposite page.

- 1 Which verb suggests that friendship can be seen as a plant?
- 2 Which collocation suggests that love is close to being crazy?
- 3 Which collocation from the love story means *agree to marry someone*?
- 4 Which collocation means the same as *special friends*?
- 5 Which collocation means the same as *keep in contact with*?

## 20.4 Complete these questions. Then answer them.

- 1 Have you ever fallen in love at first .....
- 2 Do you think it's true that men are more reluctant to ..... a commitment than women?
- 3 How old were you when you ..... in love for the first time?
- 4 Do you think it is possible to have one person who is the love of your .....
- 5 Have you ever been in love with someone who has not ..... your love?
- 6 Do you think that men or women are more likely to be tempted to ..... an affair?

## 20.5 Look up these words in your dictionary. Note down two more good collocations for each one.

love      friend      friendship      relationship



# LISTENING PRACTICE

1 Imagine that you're starting university soon. Look at the photos and discuss the questions with a partner.

- 1 Which of these places would you prefer to stay in, and why?
- 2 What would you like to know about your accommodation before moving in?



**Prepare to listen** 2 Think of two ideas for each of the following:

- a useful facility in a student residence (eg catering)
- a way of travelling in town
- a way to contact someone
- a normal price for a room
- a popular university subject
- a month when courses usually start

3 Match each of the items in Exercise 2 with one of the gaps in Questions 1–10 (see below and page 14). What type of information are you listening for in the other four gaps, eg a name?

4 **1.2** Listen and write the letters or numbers you hear.  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

5 **1.3** Listen to the first part of a conversation with a student organising his accommodation and answer Questions 1–3.

Questions 1–3

Target score: \_\_\_\_ / 3

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**The Accommodation Department: student booking**

Course date: 12<sup>th</sup> 1 .....  
Student: 2 ..... Osman  
Nationality: Sudanese  
Status: Offer accepted  
Course: 3 .....

**Questions 4–10**

Target score: \_\_\_\_ / 7

Complete the information below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**Option 1**

Student village

Location: **4** ..... campus

Price of rooms: **5** £ ..... per week

Includes: catering, laundrette,

**6** .....

**Option 2**

Greenfield Lane (student house)

£110 per week

Sharing with **7** ..... students

Access to **8** ..... from rooms.

Recommended transport: **9** .....

Details will be sent by **10** .....

**Explore further** **7** Do you think Mr Osman made the correct choice? Discuss with a partner.

**8** What are the positives and negatives of living with other people? Complete the table with your ideas. Compare your lists with a partner's.

| Positives          | Negatives        |
|--------------------|------------------|
| A good social life | noisy housemates |

## READING PRACTICE

**1** The table below shows the percentage of people from 12 countries who think certain environmental problems are very serious. Answer these questions.

1 Which problem caused people to worry most?

2 Did people worry more in 2012 than in 1992?

|                           | 1992 | 2012 |
|---------------------------|------|------|
| Air quality               | 62%  | 51%  |
| Water pollution           | 64%  | 58%  |
| Loss of natural resources | 42%  | 38%  |

(source: Globescan)

**2** Look at the title of the reading passage on page 59 and skim-read the text.

Would the author like to:

a explain the trend in the table?

b reverse the trend in the table?

c both of the above?

**Skills focus** **3** What can you remember about 'matching paragraph headings' tasks from Unit 5? Discuss your task strategy with a partner, then attempt Questions 1–7 on page 60 based on the reading passage.

## Nature calls: why aren't we answering?

- A** Air pollution has created health emergencies in many cities; extreme weather events are occurring four to five times more often than they used to; and at present rates of decline, rainforests may disappear within a hundred years ... the world is facing major environmental threats. Not surprisingly, then, media stories on environmental topics have become increasingly common over the past 30 years, and this has no doubt increased our awareness of the issues. But do we, the world's citizens, actually care? We might expect to have seen an increase in protests and calls for government action. But a recent Globescan poll showed that levels of concern over the environment across 12 countries recently reached their lowest point in 20 years. Why has interest in environmental issues not risen in line with the problems, and what can we do about it?
- B** Lack of concern tends to be greatest among poorer populations, suggesting that one cause may be economic. This pattern is certainly ironic. After all, the greatest environmental threats, like extreme weather events or deforestation, are experienced in poorer countries, and it is the poor who are most likely to be affected by environmental damage, since they are often forced to live in areas where pollution or flood risk is particularly high. But it is also not surprising. Put simply, when people face financial difficulties, they tend not to focus on complex issues like the environment. Rising global inequality and the failure of governments to improve the plight of the poor may have made the environment a lower political priority in precisely the areas where it should be high. Incidentally, the pattern can be seen in richer countries too, where children from less affluent backgrounds express less interest in nature than better-off children.
- C** A further reason for this lack of interest among poorer communities in developed countries may be that they tend to reside in inner-city areas. Living away from nature is said to reduce 'nature connectedness', which includes a desire to protect nature. Given that urban population levels have in fact now overtaken those of rural areas, an increase in city living generally may be undermining interest in environmentalism. This does not mean that people have no *knowledge* of nature. Awareness of 'rural' environmental issues, like water pollution, soil degradation or deforestation, is actually higher among educated city dwellers. But it does mean urban inhabitants may be less concerned about protecting the environment.
- D** Urbanisation aside, there has perhaps been a more general tendency in the modern world to engage less with nature. One recent study from the UK claims that three-quarters of children spend less time outside than prison inmates, and that one in nine has not visited a park, beach, forest or any other natural environment during the preceding year. Fear of strangers, traffic or accidents is deterring parents and teachers from allowing children to go outside. What's more, the quality of modern digital entertainment has left many youngsters happily 'cocooned' in their bedrooms, weakening still further their engagement with the natural world.
- E** We should also note that there is a great deal of competition for our attention in modern times. Some argue that the long-term, persistent nature of environmental threats means that media stories about them make less impact and go out of fashion more quickly than new issues, like terrorism. There are also greater demands on our time these days. Many managers claim they are working longer hours, and most full-time workers claim that it is becoming increasingly difficult to find work-life balance. This is partly because wages are failing to keep up with living expenses but also because fewer workers have partners at home who can help with childcare, and many are taking work home. We may simply be too preoccupied with other issues to worry about the great threat that looms over us.
- F** An interesting solution may therefore be to help people make a connection between their lifestyles and the environment. If protecting nature can also improve people's standard of living, they may support green causes. This idea lies behind many tourism initiatives in developing countries that ask locals to protect the environment in exchange for a share of the proceeds of eco-tourism. In wealthier nations, the principle has been used to persuade people to embrace solar energy or electrical vehicle technology in return for a promise of lower living costs. Similarly, efforts have been made to link the organic agriculture movement to improvements in public health. But such targeted steps are unlikely to increase levels of environmental concern more generally.
- G** For many, the solution is simply to put people back in touch with nature, and since 30% of the world's population is under 18, the obvious place to start is with the young. Some governments are planning to increase the number of educational trips to national parks that are available to young people, and others are attempting to introduce gardening and conservation trips into the science curriculum. Local governments, for their part, are bringing nature into the cities through the creation of more green spaces and 'urban forest' initiatives. While many of these steps may have the primary aim of increasing public health, it is hoped that they may also reawaken interest in nature and conservation. Will they be successful? According to some research, one day spent in a national park was sufficient to make young people more connected with nature. Besides, the alternative, to take action only when natural disasters have already unfolded, is clearly unsustainable.



### Questions 1–7

Target time: 11 minutes

Target score: \_\_\_\_ / 7

The reading passage has seven paragraphs, **A–G**.

Choose the correct heading for paragraphs **A–G** from the list of headings below.

Write the correct number **i–ix** next to Questions **1–7**.

#### List of Headings

- i Giving people reasons to care
- ii How poverty affects opinion
- iii Technology replacing nature
- iv Renewed contact with the natural world
- v Attitudes in urban areas
- vi A lack of environmental concern
- vii Environmental problems in rural areas
- viii The effects of indoors living
- ix A range of competing priorities

- 1 Paragraph **A**
- 2 Paragraph **B**
- 3 Paragraph **C**
- 4 Paragraph **D**
- 5 Paragraph **E**
- 6 Paragraph **F**
- 7 Paragraph **G**

- 4 Do the tasks in the Strategy focus box. Then answer Questions 8–12 based on the same reading passage.

#### Strategy focus *Summary completion*

- Read the sentence below. What part of speech is required in the gap: an uncountable noun or a plural noun? How do you know?  
We worry less about nature now, despite the growing number of \_\_\_\_\_ concerning the environment over the past few decades.
- Look at these options. Which three words could fit the gap above?  
articles disasters emergency media problems serious
- Read the first paragraph of the passage again. Underline the sentence that refers to a growing number of something.
- Which of the three options you chose in step 2 matches the meaning in the text that you underlined in step 3?

#### Vocabulary extra

- Look at the reading passage again and find words from the same word families as these.  
connect engage environment urban
- Decide what type of word each one is: adjective, countable noun or abstract noun.
- How many more words can you find in the same word families? Use your dictionary. Find an example sentence for each.



### Questions 8–12

Target time: 8 minutes

Target score: \_\_\_\_ / 5

Complete the summary using the list of words, **A–K**, below. Write the correct letter **A–K** in the gaps.

There are a variety of reasons why interest in environmental issues has not grown. People with little **8** ..... don't focus on complex issues, and we are increasingly living in urban areas, where people **9** ..... less about the environment. In both urban and rural areas, the perception that local areas are **10** ..... and the popularity of new types of **11** ..... mean that many young people are spending less time outdoors. What's more, there are so many other things to worry about in today's world, like the cost of living and **12** ..... news stories.

- |                    |                        |                     |                   |
|--------------------|------------------------|---------------------|-------------------|
| <b>A</b> serious   | <b>E</b> money         | <b>I</b> technology | <b>M</b> boring   |
| <b>B</b> education | <b>F</b> understanding | <b>J</b> current    | <b>N</b> polluted |
| <b>C</b> worry     | <b>G</b> transport     | <b>K</b> dangerous  |                   |
| <b>D</b> know      | <b>H</b> time          | <b>L</b> crime      |                   |