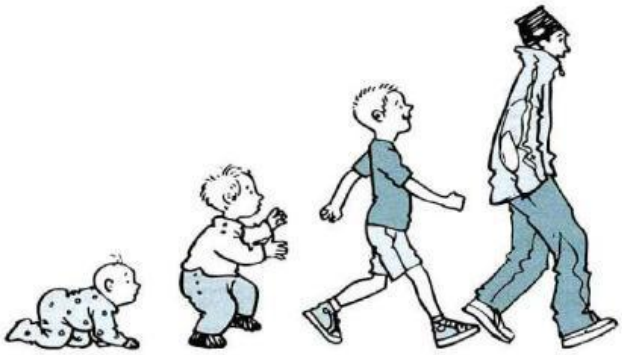
2 Mental and physical development

The body, the mind

The body

1.1 How old were you when you first learned to

A crawl .....
B walk .....
C talk .....
D ride a bike .....
E read .....
F tie a shoelace? .....



1.2 2a You will hear a talk about early development in children. Listen and complete the table below. Write NO MORE THAN TWO WORDS for each answer.

Stage	***Social and emotional milestones***	***Physical milestones***	***Cognitive and communicative milestones***
Infant	• *likes to mimic* • *tries to see how parents react to their (1) .....*	• *can sit and stand without help*	• *can use basic words and (2) .....* • *uses objects for their intended purpose*
(3)	• *is more (4) .....* • *takes turns*	*is able to* • *run* • *(5) ..... things* • *ride a tricycle*	• *greater understanding of language* • *uses (6) ..... in play*
Middle childhood	• *the (7) .... has a greater impact on development* • *some children appear grown up, others are (8) .....*	• *growth is not as (9) ..... as in earlier stages* • *(10) ..... and (11) ..... are the same size as in adulthood*	• *good reading and writing (12) .....*

1.3 2a Listen to the talk again and find words that mean the same as the following.

1 learned (a skill) .....
2 copying people .....
3 without help .....
4 in a natural, unforced way .....
5 developed a skill to a high level .....
6 phase (2 words) .....

1.4 WORD BUILDING Complete the table.

Verb	***Noun***	***Adjective***
develop		
grow		*fully-*
		mature

LIVEWORKSHEETS

2.1 **Read this text about development in adolescence. Then complete the folowing sentences with words from the text.**

The final stage before adulthood is adolescence. This is a period of transition for teenagers and there are many crucial milestones. Socially and emotionally, teens worry that they may not be developing at the same rate as their peers. They become extremely self-conscious and may be overly sensitive about their appearance. Teens may rebel against their parents but are also more able to accept the consequences of their actions.

This is also a period of enormous physical change and adolescents experience changes in their physical development at a rate unparalleled since infancy. These changes include significant gains in height and weight. Within a year, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively. This growth spurt typically occurs two years earlier for girls than for boys and can tend to make both sexes go through a clumsy phase. In terms of their cognitive development, adolescents have greater reasoning skills and have developed the ability to think logically and hypothetically. They are also able to discuss more abstract concepts. They should also have developed strategies to help them study.

1 First-year students often struggle with the ..... transition ..... from high school to university.
2 The ..... at which a change occurs can cause problems for both the very young and the elderly.
3 It can be less stressful to make a presentation to your ..... rather than to your teachers.
4 The increase in violence among young people may be a ..... of watching too much violence on TV and in video games.
5 Petrol prices are increasing at a speed that is ..... since the oil crisis of the 70s.
6 Teenagers ..... rebel against their parents between the ages of 14 and 16.
7 In part three of the speaking test you are expected to be able to talk about more ..... topics.
8 Infinity is a very difficult ..... for children to grasp.

2.2 **What stage would you associate the following words and phrases with? Write the words in the correct column below.**

crawling
irresponsible
overindulgent
patient
throw a tantrum
unsteady
immature
nurturing
overprotective
rebellious
tolerant

Childhood	Parenthood
clumsy	*mature*

Vocabulary note

The prefix *im-* is often in front of adjectives beginning with *b*, *m* or *p* to form the opposite or to show that something is lacking: ***im****mature*, ***im****possible*. Similarly, *ir-* often comes in front of words beginning with *r*, *il-* often comes in front of words beginning with *l* and *in-* in front of other words: ***ir****responsible*, ***il****legal*, ***in****sensitive*. However, there are exceptions: *unbelievable*, *displeased*, *unlikely*, *unpopular* etc. The prefix *over-* can also be negative, meaning too much: *overdeveloped*, *overdue*, *overcrowded*, *oversensitive*.

Error warning

Grow can be used with plants: *We could grow flowers and trees here.* Or with things: *The business is growing rapidly.* But *grow up* can only be used with people or cities: *The city grew up from a small group of houses near the river. Grow up* is intransitive, which means you can't use it with an object. NOT ~~*The government grew up the city.*~~

LIVEWORKSHEETS

2.3 **Many words used to talk about human growth can also be used to talk about data and statistics. Complete the sentences with a suitable word from the text in 2.1. You may need to change the form of the words.**

1 The p..... of greatest stability occurred between 1985 and 1990.
2 The greatest period of g..... was in 2004.
3 The figures g..... from 2,500 to 6,000 in 2007.
4 The company g..... an extra 2,000 employees in 2002.
5 Sales increased at a significant r..... between 2001 and 2005.
6 The number of migrants rose s..... from 1980 to 2000.

The mind

3 **Match the phrases in A with the definitions in B.**

A		B	
1	keep an open mind	A	increase your knowledge
2	bear in mind	B	I forgot
3	have something in mind	C	I couldn't remember a thing
4	have something on your mind	D	remember
5	my mind went blank	E	try not to judge before you know the facts
6	it slipped my mind	F	be worried about something
7	put your mind at ease	G	have an idea
8	broaden the mind	H	stop you from worrying

4.1 **Think about your answers to these questions.**

1 What do you remember about your early childhood?
2 Do you think you have a good memory or a poor memory?

4.2 2b **Now listen to a student answering the questions in 4.1 and make a note of all of the words and phrases connected with memory.**

remember, memories,.....
.....
.....
.....

Error warning

Remember = to have a memory in your mind. *I **remember** my first day at school.*
Remind = someone or something helps you to remember something. *Remind* is not usually used with the subject *I*. *It reminds me of when I lived in Egypt.* NOT ~~*I remind of when*~~. *You remind me of my sister.* NOT ~~*I remind me of*~~.

4.3 **Correct the vocabulary mistakes in these sentences.**

1 I will always ~~memory~~ how beautiful the sunset was on that day. ..... remember .....
2 I have very fond reminders of my school days. .....
3 Could you remember me to buy some bread on the way home? .....
4 At school we always had to memory long lists of vocabulary. .....
5 I remind how happy our childhood was. .....

LIVEWORKSHEETS

Test practice

Speaking Part 2

Describe a memorable period or event from your childhood.

You should say:
- **what the event or period was**
- **what happened during this event or time**
- **why it was memorable and what you learned from this experience.**

You will have to talk about the topic for 1–2 minutes. You have one minute to think about what you are going to say. You can make notes if you wish.

Test Tip

Answer the question as fully as possible. Time yourself to see if you can talk for two minutes. Remember that you will be given up to one minute to prepare for this part of the test. You can make notes if you want, but you don't have to. Use the prompts on the card to give you ideas and help you plan your answer.

.....
.....
.....
.....
.....
.....

General Training Writing Task 1

You should spend about 20 minutes on this task.

Finding it hard to remember important facts and figures? Improve your memory in 10 weeks with our Memory Course. Places are limited and the course is available for only a short time.

Apply in writing to:

Test Tip

Make sure that you address all the points in the question. Organise your ideas before you start to write and when you have finished, check your spelling and the number of words you have used.

You see the above advertisement for a course designed to help improve your memory.
Write a letter to the organisers of the course. In the letter
- **give some background information about yourself**
- **explain your own problems and why you would like to do the course**
- **enquire about the methods used on the course**
- **enquire about course fees and dates.**

You should write at least 150 words. You do not need to write any addresses.

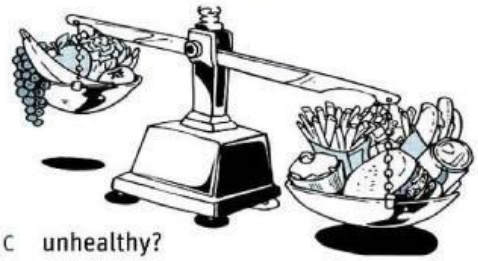
You should begin your letter

Dear Sir or Madam

LIVEWORKSHEETS

3 Keeping fit

Diet, health and exercise



Diet

1.1 **Answer these questions.**

1 How healthy are you? A very healthy B moderately healthy C unhealthy?

2 Tick the appropriate column below to show how often you eat the different foods.

I eat ...	*at least once a day*	*a few times a week*	*once a week*	*rarely / never*
cakes or chocolate				
fried fast foods				
fish				
fruit				
meat				
vegetables				

1.2 **Complete the gaps in the text below using words from the box.**

factors ingredients maintain nutrients overeating overweight servings variety

How to improve your diet

- Make sure that you eat a (1)..... of foods. It is important to eat from all five food groups.
- Eat plenty of fruit and vegetables. These contain vital (2)..... and leading dietitians recommend eating at least two (3)..... of fruit and three of vegetables every day.
- Try to (4)..... a healthy weight. Being too thin can cause as many health problems as being (5)..... Remember, the correct weight for you depends on many different (6)..... including your age, height and sex.
- Eat moderate portions and don't be tempted to order a larger size when eating out. Skipping meals can lead to (7)..... as you will be much hungrier later, so be sure to eat regularly if you want to curb your appetite.
- You don't need to eliminate all of your favourite foods but do check the (8)..... on food labels and make sure that you reduce your intake of foods that are high in fats, sugar and salt.
- If you have a food allergy, make sure you avoid any of the ingredients that can trigger an attack.

1.3 **Match these words and phrases with words from the advice in 1.2.**

1 very important .....
2 food scientists .....
3 neither small nor large .....
4 servings .....
5 missing out on .....
6 limit .....
7 desire to eat .....
8 totally remove .....
9 a condition that causes illness if you eat certain foods .....
10 activate .....

LIVEWORKSHEETS

Health and exercise

2.1 3a **You will hear part of a health talk. Listen and complete the summary below. Write NO MORE THAN TWO WORDS.**

The heart is a (1)..... . A diet high in (2)..... can slow down the (3)..... and lead to heart problems. A heart attack is caused when an artery that (4)..... to the heart becomes (5)..... . Patients must be given (6) ..... immediately. A stroke is caused when there is a blockage in an artery that leads to the (7)..... . A stroke can have a major effect on your body and as yet there is no (8) ..... . A healthy diet will keep your arteries (9) ..... and can lower the (10) ..... of a stroke or heart attack.

Vocabulary note

The following words are often used with the word *health*.
Nouns: *health* ***benefits***, *health* ***risks***, *health* ***problems***, *health* ***care***, *health* ***education***, *health* ***system***
Adjectives: ***in good*** *health*, ***in poor*** *health*, ***in excellent*** *health*
We can use *healthy* to describe things other than your body: *a healthy* ***appetite***, *a healthy* ***diet***, *a healthy* ***economy***, *a healthy* ***disrespect for authority***

2.2 3b **Now listen to part 2 of the talk and answer the questions.**

1 Write down three types of aerobic exercise that are mentioned: .....

2 Listen again and find words that mean the same as the following:

A in a fixed pattern .....regular.....
B quickly .....
C little by little .....
D a strong suggestion .....
E speed .....
F doing something to excess .....
G get better .....
H every second one .....

Error warning

Note that *health* is a noun and *healthy* is the adjective. We write or talk about *education and* ***health*** or *mental* ***health***. NOT ~~*education and healthy*~~ or ~~*mental healthy*~~. We say someone is *strong and* ***healthy*** NOT ~~*strong and health*~~

Vocabulary note

-tion at the end of a word usually indicates that the word is a noun: ac*tion*, repeti*tion*.
-tious indicates an adjective: repeti*tious*

3 WORD BUILDING **Complete the table below. You do not need to write anything in the shaded areas. Write the opposites where indicated (*opp.*).**

Noun	Verb	Adjective
allergy		
benefit		
harm		*opp. =*
health		*opp. =*
infection	*opp. =*	

Noun	Verb	Adjective
nutrition		
		obese
	prevent	
		recommended
variety		

LIVEWORKSHEETS

4.1 **PRONUNCIATION** 3c **Put the words into the correct box according to their sound, then practise saying the words. Listen and check your answers.**

~~bath~~, ~~bathe~~, birth, breath, breathe, death, growth, health, mouth (v), mouth (n), teeth, teethe, writhe

θ *(an unvoiced sound as in **th**ink)*	ð *(a voiced sound as in **th**is)*
bath	*bathe*

4.2 3d **Complete the sentences with words from 4.1. Then listen to the recording to check your answers. Practise saying the sentences.**

1 I took a deep ..... before diving into the water.

2 The baby is crying because he's ..... . He got two new ..... only yesterday.

3 Old people should take care of their ..... .

4 He's been so happy since the ..... of his son.

5 The pain was so bad she was ..... in agony.

6 He can't ..... . You need to get him to hospital.

5 **Improve this essay by replacing the words in *italics* with ONE OR TWO words from this unit.**

In the future we won't have to worry about what we eat. We'll just take a tablet to give us all that our body needs and cooking will become a thing of the past.

In our modern world we often look for quick solutions to our problems. We expect to be able to achieve a great deal with little effort. But I don't believe we can apply this notion to our diet and still remain healthy. Preparing a healthy meal can take a lot of time. First you need to have fresh ingredients. Pre-packaged foods can contain a lot of unhealthy additives and so they are not as [1] *good for your body* as fresh food. You also need to make sure to include a [2] *lot of different* foods to make sure that you receive all of the vitamins and minerals that are [3] *very, very important* to a healthy diet. It is not surprising then that some people want to find a simple solution to this in the form of a pill. Fast foods are very high in fat, sugar and salt and so we should eat them in small amounts. For some people, however, these foods have become their staple diet and as a result they are [4] *fat*. If we want to [5] *stop* this from becoming an even bigger problem in the future then we need to address this situation now. While vitamin tablets may be of some benefit, they are unlikely to be effective in the fight against [6] *people getting too fat*.

Health authorities need to increase public awareness of these issues, but we also need to be realistic. Fast food is popular not only because it is convenient but also because it is tasty. Perhaps we should [7] *strongly advise* that people who eat fast food every day should at least [8] *swap* fast food with fresh food *on every second day*. Finally, we eat for pleasure as well as nutrition and for this reason I believe that pills will never replace well-cooked food.

1	nutritious	3	.....	5	.....	7	.....
2	.....	4	.....	6	.....	8	.....

6 **Answer the questions. Write one or two sentences.**

1 Do you think young people are more or less fit than 50 years ago? (Why? / Why not?)

.....

2 In what way is your diet different from when you were a young child?

.....

3 What changes do you think will occur in our diet in the future?

.....

LIVEWORKSHEETS

Test practice

Academic Reading

Read the following passage and answer questions 1–14.

The causes, diagnosis and prevention of stress
In prehistoric times, the physical changes in response to stress were an essential adaptation for meeting natural threats. Even in the modern world, the stress response can be an asset for raising levels of performance during critical events such as sports activities, important meetings, or in situations of actual danger or crisis. If stress becomes persistent and low-level, however, all parts of the body's stress apparatus (the brain, heart, lungs, vessels and muscles) become chronically over- or under-activated. This may produce physical or psychological damage over time. Acute stress can also be harmful in certain situations.

Psychological effects of stress
Studies suggest that the inability to deal with stress is associated with the onset of depression or anxiety. In one study, two-thirds of subjects who experienced a stressful situation had nearly six times the risk of developing depression within that month. Some evidence suggests that repeated release of stress hormones disrupts normal levels of serotonin, the nerve chemical that is critical for feelings of well-being. Certainly, on a more obvious level, stress diminishes the quality of life by reducing feelings of pleasure and accomplishment, and relationships are often threatened.

Nevertheless, some stress may be beneficial. For example, although some research has suggested that stress may be a risk factor for suicide (a 2003 study found a higher risk for suicide in women reporting both low and very high stress), those with moderate stress levels had the lowest risk.

Heart disease
The effects of mental stress on heart disease are controversial. Stress can certainly influence the activity of the heart when it activates the sympathetic nervous system (the automatic part of the nervous system that affects many organs, including the heart). Such actions and others could theoretically negatively affect the heart in several different ways.

Nevertheless, evidence is still needed to confirm any clear-cut relationship between stress and heart disease. For example, a 2002 study in Scotland found no greater risk for actual heart disease or heart events even in men who reported higher mental stress. In fact, higher stress was associated with fewer heart events, although men with high stress levels did tend to complain of chest pain and to go to hospital for it more often than those with lower stress levels.

Evidence has linked stress to heart disease in men, particularly in work situations where they lack control. The association between stress and heart problems in women is weaker and there is some evidence that the ways women cope with stress may be more heart-protective. In one study, for example, men were more apt than women to use alcohol or eat less healthily in response to stress than women, which might account for their higher heart risks from stress. Different stress factors may affect genders differently. In one study, work stress was associated with a higher risk for heart disease in men, but marital stress – not work stress – was associated with more severe heart disease in women with existing heart problems.

Eating problems
Stress can have varying effects on eating problems and weight. Often stress is related to weight gain and obesity. Many people develop cravings for salt, fat and sugar to counteract tension and, thus, gain weight. Weight gain can occur even with a healthy diet in some people exposed to stress. In a 2000 study, lean women who gained weight in response to stress tended to be less able to adapt to and manage stressful conditions. The release of cortisol, a major stress hormone, appears to promote abdominal fat and may be the primary connection between stress and weight gain in such people.

LIVEWORKSHEETS

In contrast, some people suffer a loss of appetite and consequently lose weight. In rare cases, stress may trigger hyperactivity of the thyroid gland, stimulating appetite but causing the body to burn up calories at a faster than normal rate. Chronically elevated levels of stress chemicals have been observed in patients with anorexia and bulimia. Some studies, however, have not found any strong link between stress and eating disorders.

Pain

Chronic pain caused by arthritis and other conditions may be intensified by stress. However, according to a study on patients with rheumatoid arthritis, stress management techniques do not appear to have much effect on arthritic pain. Some studies have clearly linked job dissatisfaction and depression to back pain, although it is still unclear if stress is a direct cause.

Tension-type headaches are frequently associated with stress and stressful events. Some research suggests that headache sufferers may actually have some biological predisposition for translating stress into muscle contractions.

Sleep disturbances

The tensions of unresolved stress frequently cause insomnia, generally keeping the stressed person awake or causing awakening in the middle of the night or early morning. In fact, evidence suggests that stress hormones can increase during sleep in anticipation of a specific waking time. However, there is some hope for sufferers in this area as relaxation therapy has been found to reduce stress levels and consequently improve the quality of sleep.



Test Tip

True / False / Not Given questions – *False* means that the information in the question is factually wrong. *Not Given* means that the information in the statement is impossible to check because it is not mentioned in the text. Use the questions to help guide you through the reading passage. Look for clues in the questions to find the correct part of the passage then read this section carefully.

Questions 1–4

Do the following statements agree with the information given in the passage?
Next to questions 1–4 write

True	if the statement agrees with the information in the passage
False	if the statement contradicts the information in the passage
Not Given	if there is no information on this

1 Stress was originally an important way of keeping humans safe. .....

2 If stress continues for a long time, all of the body's organs are affected. .....

3 The study into the psychological effects of stress involved people with a history of depression. .....

4 Increased stress causes the body to produce more serotonin. .....

Questions 5–6

Choose the correct answer A, B, C or D.

5 The 2003 study into the link between stress and suicide found that
- **A** fewer women suffer from stress than men.
- **B** stress reduces the risk of suicide in some women.
- **C** a larger number of men commit suicide than women.
- **D** women with low stress levels are less likely to commit suicide.

LIVEWORKSHEETS

6 In 2002, a Scottish study showed that
- **A** there is a strong link between stress and heart problems.
- **B** there is a link between high stress levels and hospital visits.
- **C** a reduction in stress would reduce the risk of heart attacks.
- **D** men with high levels of stress felt no physical symptoms.



Test Tip

For *classification* items, locate the part of the text which refers to the three options you are given. Read this part of the text carefully and look for ideas that match the ideas in the questions. Remember, the wording will not be the same as in the question!

Questions 7–9

Classify the following characteristics as being associated with
- **A** only men
- **B** only women
- **C** both men and women

Write the correct letter A, B or C next to questions 7–9.

7 There may be a variety of causes of stress. .....

8 Their way of dealing with stress can protect the heart. .....

9 Increased heart disease is linked to stress at home. .....

Questions 10–13

Classify the following characteristics as being associated with
- **A** pain
- **B** weight
- **C** sleep

Write the correct letter A, B or C next to questions 10–13.

10 The problem is reduced if stress is lowered. .....

11 An increase in the severity of this problem may be related to work. .....

12 Stress may cause levels to increase or decrease. .....

13 This problem may be the result of the body's natural reaction to stress. .....

LIVEWORKSHEETS

4 Lifestyles

Life, leisure

Life





1.1 **Think about how you would answer the following questions.**

1 Do you think people work too much nowadays?
2 What do you like to do to relax?
3 What is your idea of a perfect day?
4 How would you describe your attitude to life?

1.2 4a **Now listen to four people answering these questions and decide which of the words in the box best describes each speaker.**

pessimist realist optimist risk-taker

Speaker 1 .....
Speaker 2 .....
Speaker 3 .....
Speaker 4 .....

1.3 4a **Listen to the speakers again and complete the following phrases.**

Speaker 1	*work hard for ..... ; ..... something in life; life has its .....*
Speaker 2	*live life on ..... ; feel ..... ; your quality .....*
Speaker 3	*have a ..... attitude; life is full of .....*
Speaker 4	*have a positive..... ; live life to ..... ; ..... a happy life*

1.4 **Make a note of any of these words and phrases that apply to you and then answer the questions in 1.1 again.**

.....
.....
.....

LIVEWORKSHEETS

2 **COLLOCATION Complete the words or phrases in the sentences with *life* or *living*. Which answers are written as one word?**

> **Vocabulary note**
>
> Note the difference between *life* and *living*. *Life* is used to refer to the period between birth and death, *living* is used to refer to being alive, *make a living* refers to earning money.

1 Going to Egypt and seeing the pyramids was a *once in a* ..... *time* opportunity for me.
2 The *standard of* ..... in my country is very good; there are not many poor people there.
3 In my job as a nurse I get to meet people from *all walks of* ..... .
4 For me, being a vegetarian is not just about diet, it has become *a way of* ..... .
5 Many people only think about bills they need to pay and forget to allow for everyday ..... *expenses* when they calculate a budget.
6 It was a ..... *long* ambition of mine to travel to the Arctic Circle and see the northern lights.
7 A rise in petrol prices inevitably leads to a rise in the *cost of* ..... .
8 The happiest people are those who have found a way to *make a* ..... from their hobby.





Leisure

3.1 **Read the text and decide whether the sentences below are true or false. Match the words in bold in the sentences with one of the underlined words or phrases in the text.**

Leisure activity isn't just for fun, says a University of Florida psychologist who has developed a scale that classifies hobbies based on needs they satisfy in people. The scale can help people find more personal fulfilment by giving them insight into what they really like. 'The surprising thing is that activities you might think are very different have similar effects on people,' said Howard E.A. Tinsley, a UF psychology professor who developed the measurement. 'Probably no one would consider acting to have the same characteristics as roller-skating or playing baseball, but men and women who act as a hobby report feeling an intense sense of belonging to a group, much the same way others do in playing sports.'

And activities providing the strongest sense of competition are not sports, but card, arcade and computer games, he found. Participating in soccer satisfies our desire for a sense of 'belonging' and coin collecting and baking fulfil their need for 'creativity.' 'With so many people in jobs they don't care for, leisure is a prized aspect of people's lives,' Tinsley said. 'Yet it's not something psychologists really study. Economists tell us how much money people spend skiing, but nobody explains why skiing really appeals to people.' Or how one activity relates to another, perhaps in unexpected ways, Tinsley said. Fishing, generally considered more of an outdoor recreational activity, for example, is a form of self-expression like quilting or stamp collecting, because it gives people the opportunity to express some aspect of their personality by doing something completely different from their daily routine, he said.

1 Both acting and roller-skating give people a **strong feeling** of being part of a team. ..... True - intense sense .....
2 **Taking part** in sports gives you the strongest **desire to win**. .....
3 Collecting things **satisfies people's desire** for **making things**. .....
4 Researchers already know why a hobby **attracts** a person. .....
5 Fishing allows you to show the **type of person you are**. .....

LIVEWORKSHEETS

3.2 **Now look at the remaining words and phrases that have been underlined in the text and match them to these definitions.**

1 a feeling of doing what you have always wanted to do .....
2 a deep understanding .....
3 a feature of .....
4 something that is done for enjoyment in your free time. (x3) .....
5 things you do every day .....

4.1 **COLLOCATION Match the verbs with nouns from the box. You may use the words more than once.**

achieve: a goal, a balance
make: a living, ...
meet: .....
miss: .....
play: .....
put: .....
set: .....
take: .....

a need	a goal
a balance	a living
a choice	a role
a change	an opportunity
a chance	pressure (on)
a decision	

4.2 **Correct the 14 vocabulary mistakes in the text.**

Although we have a better standard of living nowadays, in many ways our quality of life is not as good as in the past because we are always too busy to enjoy what we have.

Everyday life today is much more complicated than in the past. Even in our leisure time we have to ~~take~~ so many choices about what to do or even what to watch on TV. We are often spoilt for choice and this can leave us feeling confused and dissatisfied. We all know that it is important to get a balance between work and play, but many of us do not succeed. Instead, we make extra pressure for ourselves by trying to be as successful in our work life as in our personal life.

Life in the past was much simpler as many people worked to get their basic needs. Today, for many of us, our job is not just a way of making a life. For many, work is an important role in our everyday life and gives us a strong sense of personal fulfilment. What is more, we have become much more materialistic. Many people get themselves goals such as buying a new house or car and so we measure our success by the material things we own. Desiring these luxuries is what motivates us to work much harder than in the past, so in many ways we choice this way of life.

We have worked hard to improve our standard of living, but it may have come at a very high price. We need to take some changes in our priorities so that family occasions are as important as business meetings. We should also make every possible opportunity to relax and enjoy our leisure time. Once you have given the decision to do this, you should find that your quality of life also improves. My ultimate aim is to have a happy family life. If I get this goal then I know I will not regret any chances I have lost to stay longer at the office.

1 make
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....

LIVEWORKSHEETS

Test practice

Test Tip

You will have time at the start of each listening section to look at the questions. Read all of the information carefully. For notes completion questions you should check how many words you need to write. You should also use the information in the questions to help you predict the type of word you need to listen for (e.g. a number, a date, or a name).

Listening Section 2

4b **Questions 1–10**

Complete the notes using NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

Things to do in the holidays

- Main problem – children do not have a traditional **(1)**..... .

Some ideas

- Give children jobs, for example cleaning the **(2)**..... .
- At home, ask children to help in the **(3)**..... .
- Get children to make **(4)**..... ahead of time.
- Get children involved in community work such as visiting the **(5)**..... .
- Involve older children in long-term **(6)**..... in your community.
- You may get some ideas from the **(7)**..... .
- The local **(8)**..... is often the best place to find ideas.

Things to remember

- Make sure children stay **(9)**..... .

Children up to the age of **(10)**..... need to be supervised by an adult.

LIVEWORKSHEETS

5 Student life

Study, education, research



Study

1.1 **Before you read the text, answer these questions.**

1 Do you prefer to study
   A at school or college B in a library C at home?
2 Do you study best
   A early in the morning B during the day C at night?
3 Do you prefer to work
   A with friends B with background music C in silence?

1.2 **Now complete the text with the correct form of the verbs in the box. There may be more than one possible answer so try to use each verb once only.**

concentrate do learn overcome organise study take teach review revise

Even the most studious among you will probably have difficulty studying at some stage in your academic career. If or when this happens, the only way to (1)..... this problem is to go back to basics. First, make sure you have a comfortable environment to (2)..... in. Some students need to have a quiet space to themselves and can't (3)..... if there are too many distractions. Others need some sort of background noise, such as music or the company of friends. Whatever your personal preference is, you need to (4)..... this first of all. Next, make sure you have all of the equipment or tools that you need. For example, if you are (5)..... a geography course and you have to (6)..... about countries and their capital cities then you will need to have your atlas to hand. If you're (7)..... your maths homework then be sure to find your calculator, ruler, protractor and compass before you start. Perhaps you're not preparing a homework assignment or project, but are trying to (8)..... for an exam. If so, you need to know exactly what is on your curriculum. You should also (9)..... your notes and make sure that you have a clear understanding of what your lecturers have (10)..... you. Of course, people with a learning disorder such as dyslexia may need to work harder than others at their studies as they often struggle to read even relatively simple texts.

1.3 **Now read the text again and find a word or phrase to match these definitions.**

1 describes someone who studies a lot .....
2 things that stop you from working .....
3 a sound you can hear, but do not actively listen to .....
4 two different types of homework or school task ..... and .....
5 to study for an exam .....
6 another word for *syllabus* .....
7 to check your work .....
8 to do something with great difficulty .....

LIVEWORKSHEETS