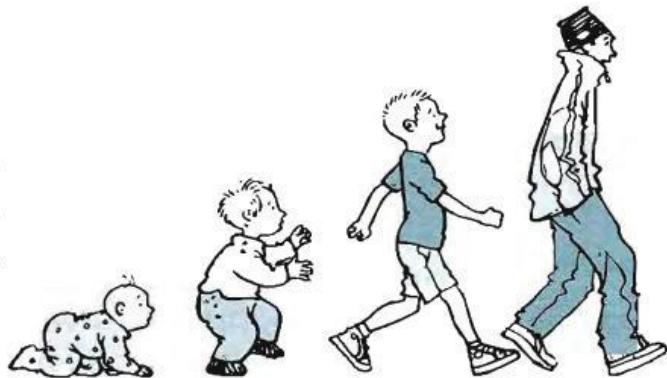


The body**1.1** How old were you when you first learned to

A crawl	D ride a bike
B walk	E read
C talk	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	<ul style="list-style-type: none"> likes to mimic tries to see how parents react to their (1) 	<ul style="list-style-type: none"> can sit and stand without help 	<ul style="list-style-type: none"> can use basic words and (2) uses objects for their intended purpose
(3)	<ul style="list-style-type: none"> is more (4) takes turns 	<i>is able to</i> <ul style="list-style-type: none"> run (5) things ride a tricycle 	<ul style="list-style-type: none"> greater understanding of language uses (6) in play
Middle childhood	<ul style="list-style-type: none"> the (7) has a greater impact on development some children appear grown up, others are (8) 	<ul style="list-style-type: none"> growth is not as (9) as in earlier stages (10) and (11) are the same size as in adulthood 	<ul style="list-style-type: none"> good reading and writing (12)

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

- learned (a skill)
- copying people
- without help
- in a natural, unforced way
- developed a skill to a high level
- phase (2 words)

1.4 WORD BUILDING Complete the table.

Verb	Noun	Adjective
develop		
grow		fully-
		mature

2.1 Read this text about development in adolescence. Then complete the following 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	immature
irresponsible	nurturing
overindulgent	overprotective
patient	rebellious
throw a tantrum	tolerant
unsteady	

 **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: **immature**, **impossible**. 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: **irresponsible**, **illegal**, **insensitive**. However, there are exceptions: **unbelievable**, **displeased**, **unlikely**, **unpopular** etc. The prefix **over-** can also be negative, meaning too much: **overdeveloped**, **overdue**, **overcrowded**, **oversensitive**.

Childhood	Parenthood
clumsy	mature

 **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.*

2 Mental and physical development

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.

3 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

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*.

4.1 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,

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.

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