Unit 1 - Lesson 3 - Homework

Vocabulary practice

1 Growing up

Relationships, families and early learning

Relationships



1.1 Look at the following topics and decide whether you would discuss them with

A your family B your friends C a teacher

1 a study problem
2 your favourite music
3 buying something expensive
4 the last film you saw

1.2 1a Listen to four people talking about the topics above. Write the number of the topic (1–4) from the list above and the person/people the speakers say they would talk to about this. Write the words that helped you decide.

Speaker	*Topic (1–4)*	*Words that helped you*	*Person/people they would talk to*
A	4	movies, latest releases	classmates
B			
C			
D			

Vocabulary note

Group together words that are similar in meaning or form, e.g. *adulthood*, *brotherhood*, *fatherhood*. NB *hood* is used to form a noun and shows something belongs to a particular group or has reached a particular stage (*adulthood* = the stage of being an adult).

1.3 1a Listen again and decide which of the speakers (A–D) the sentences apply to.

1 The relationship between my brother and me is very close. C
2 I have a lot more in common with my friends than with my family. .....
3 I have established a close connection with an older member of my family. .....
4 The relationship between my parents and me has broken down. .....

1.4 COLLOCATION Use words and phrases from the recording and the statements in 1.3 to complete the sentences.

1 My sister and I have totally different tastes. In fact we don't have much ..... at all.
2 There is a very close ..... between a mother and a newborn baby.
3 It is important to ..... a good working relationship ..... your work colleagues.
4 A relationship can easily ..... if you don't work at it.
5 I really admire the relationship ..... my mother and my grandmother.
6 There can be a lot of ..... between teenagers and their parents.

LIVEWORKSHEETS

Families and early learning

2.1 **Scan the text below and underline these words:**

rewarding sibling relate accommodating adolescence interaction nurture

Study links early friendships with high-quality sibling relationships

Children who experience a rewarding friendship before the birth of a sibling are likely to have a better relationship with that brother or sister that endures throughout their childhood, said Laurie Kramer in a University of Illinois study published in December's Journal of Family Psychology.

'When early friendships are successful, young children get the chance to master sophisticated social and emotional skills, even more than they do with a parent. When parents relate to a child, they do a lot of the work, figuring out what the child needs and then accommodating those needs,' says Kramer. However, this is not usually the case when two children are interacting.

The research showed that the benefits of early friends are long-lasting. Children who had a positive relationship with a best friend before the birth of a sibling ultimately had a good relationship with their sibling that lasted throughout adolescence, Kramer said. And children who as preschoolers were able to coordinate play with a friend, manage conflicts, and keep an interaction positive in tone were most likely as teenagers to avoid the negative sibling interaction that can sometimes launch children on a path of anti-social behavior, she added. 'From birth, parents can nurture and help develop these social competencies (or skills) by making eye contact with their babies, offering toys and playing with them,' she said.

2.2 **Read the text and match the words you have underlined to the following definitions.**

1 help someone/something develop and grow .....
2 agreeing to a demand .....
3 brother or sister .....
4 respond to somebody .....
5 the stage between childhood and adulthood .....
6 giving a lot of pleasure .....
7 communication .....

Vocabulary note

Look for familiar words in longer words to work out their meaning, e.g. *cor**relation*** (one thing is linked with another); *inter**related*** (the relationship between two or more things). NB The prefix *co-*, (***co**rrelation* or ***co**operate*) often means *with* or *together*. The prefix *inter-* (***inter**act* or ***inter**city*) often means *between*.

2.3 **Read the text again and say whether these sentences are true (*T*) or false (*F*). Underline the part of the text that gave you your answer.**

1 If young children have good friends then they will have a good relationship with their brother or sister. .....
2 Parents help their children develop more social and emotional skills than friends do. .....
3 Friends will give you what you want more often than your parents do. .....
4 Teenagers who fight with their brothers or sisters may behave in a way that is socially unacceptable. .....
5 If parents play with their children more then they will learn how to be more sociable. .....

LIVEWORKSHEETS

2.4 **A lot of words connected with families and relationships can also be used in a different context. Complete the sentences with a word from the box.**

adopt	nurture	relationship
conflict	related	relative
family	relation	

1 The wolf is a member of the dog ..... .
2 The company decided to ..... a new approach to staff recruitment.
3 The study found a strong ..... between a lack of friends and sibling rivalry.
4 Whether you think the price of goods is high is ..... to the amount of money you earn.
5 Studies have shown that stress in adulthood can be ..... to an unhappy childhood.
6 Good teachers identify the talents of their students and ..... them.
7 This evidence seems to ..... with the findings from previous studies.
8 I am writing in ..... to the job advertisement in yesterday's paper.

Error warning

Note the following common errors: *I am writing **in relation to/with** your job advertisement.* NOT ~~*in relation of ...*~~ . *My **relationship with** my parents is very strong.* NOT ~~*My relation with my parents ...*~~

Vocabulary note

Note these collocations with the word *relationship*.
Verbs: ***build** a relationship, **develop** a relationship, **establish** a relationship, **form** a relationship, **have** a relationship*
Adjectives: *a **close** relationship, a **long-standing** relationship, a **working** relationship, a **successful** relationship*
Prepositions: *a relationship **with** someone, a relationship **between** two things or people* (NOT ~~*relationship to someone*~~)

3.1 **COMPOUND NOUNS Match the words in box A with the words in box B to make 10 compound nouns. You will need to use some words more than once.**

A					
active	family	maternal	sibling	stable	
extended	immediate	physical	striking		

B			
family gatherings	instinct resemblance	rivalry role	upbringing

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

3.2 1b **Think about your answers to these questions. Then listen to a student's answers and tick the phrases you hear in 3.1.**





1 Tell me about your family.
2 Who are you most similar to in your family?
3 What do you think it takes to be a good parent?

3.3 1b **Listen again and find the words that match these definitions.**

1 caring and supportive .....
2 the emotional connection between people or places .....
3 similar .....
4 your nature or character .....
5 determined to an unreasonable degree .....
6 handed down through a family .....

3.4 **Now practise answering the questions fully. Record your answers, if possible.**

LIVEWORKSHEETS

Test practice

Test Tip

You may not hear exactly the same words as you see on the question paper, so you need to listen for paraphrases. If you miss an answer, go on to the next one. Remember that the questions are in the same order as the information in the recording. For notes completion items make sure you stick to the word limit given and check your spelling at the end.

LISTENING Section 1

1c

Questions 1–10

Complete the form below using NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Ascot Child Care Centre
Enrolment form

Personal details

Family name: ..... Cullen .....

Child's first name: (1) .....

Age: (2) .....

Birthday: (3) .....

Other children in the family: a brother aged (4) .....

Address: (5) ....., Brisbane

Emergency contact number: 3467 8890

Relationship to child: (6) .....

Development

- Has difficulty (7) ..... during the day
- Is able to (8) ..... herself

Child-care arrangements

Days required: (9) ..... and .....

Pick-up time: (10) .....

LIVEWORKSHEETS

Listening practice

Listening Section 1

Exam information

- You hear a conversation between two people on a social topic.
- This is the easiest part of the Listening test. The other three parts are in increasing order of difficulty.
- In this section only, you are given an example at the beginning.

1 Work in pairs. You are going to hear a conversation between a university student and a company representative at a graduate fair. Before you listen, look at this advertisement, then discuss the questions below.



1 What do you think happens at a graduate fair? Why do you think they are useful?
2 Why do many jobs require you to have a university degree? When is vocational training more useful than a university degree?
3 What might improve a graduate's chances of getting the job they want?

2 Look at Questions 1–10 and quickly check what type of information you need to fill each gap.

Questions 1–10

Complete the form below.

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

Graduate Fair Registration
TGS Global

Graduate details

Area of work:	Example: Marketing
Name:	*Dominika* **1** .....
Nationality:	**2** .....
Email address:	**3** ..... *@qmail.com*
University:	*London*
Type of course:	**4** ..... *BA*
Date available:	**5** .....

Personal information

Other activities:	*organised a* **6** ..... *for charity*
Interests:	**7** ..... *and* .....
Previous job(s):	**8** .....
Career plans:	*wants to be a* **9** .....
Heard about fair through:	**10** .....

3 Now listen and answer Questions 1–10.

Exam advice *Form completion*

- Before you listen, think what type of information you need for each gap.
- Read ahead as you listen, because you only hear the recording once.
- Check your spelling and any standard abbreviations (e.g. *cm* for *centimetres*) that you use.
- If you need to write numbers, write them as figures, not words, as you are less likely to make mistakes.

4 Work in pairs. Imagine you are talking to another student who you have met at the coffee bar at a graduate fair. Introduce yourselves and tell each other about your:

- studies and qualifications / current job
- career plans and reasons for them
- free-time interests and related qualifications.

LIVEWORKSHEETS

Listening practice

Unit 1 Getting higher qualifications

Listening Section 1

❶ Look at the advertisement on a college notice board. From the information in the advertisement, can you predict what you are going to hear?



Care for the Community

Part-time student volunteers wanted.

Can you spare a few hours each week to help out in your local community? We urgently need volunteers to help us run and support a range of local care services. We especially need people who can:

- offer care and assistance to the elderly
- help those with mobility problems
- provide support for young people from disadvantaged backgrounds.

For more information, visit www.care4thecommunity.co.uk

❷ Look at the Exam task below and decide what sort of information you need to complete each gap.

Questions 1–12

Complete the form below.

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

Care for the Community

Applicant details

Name: 1 .....

Sex: Female

Occupation: 2 ..... student at Brookfields University studying on 3 ..... Course (BA).

Contact details

Phone: 4 .....

Email: 5 .....@chatbox.co.uk

Availability: Up to 6 ..... per week.

Other information

- Reason for applying: Would like 7 .....
- Area of interest: Children with 8 .....
- Experience: Has recently done similar work at a 9 ..... . Found it 10 ..... .
- Perceived strengths: Has excellent 11 ..... . Also listens to people.

12 ..... arranged for Wednesday 10th September.

❸ Now listen and complete Questions 1–12.

❹ Look carefully at your answers and check to make sure:

- you haven't exceeded the allowed number of words and/or numbers ☐
- your answer is grammatically correct (where relevant), and/or collocates with the words before or after the gap (especially in questions 7–12) ☐
- your spelling is correct. ☐

LIVEWORKSHEETS

Reading practice

Unit 2 Colour my world











Starting off

1 Work in small groups. Each of these pictures illustrates the interior of a building.

1 How do the colours and designs make you feel? (Think about patterns, layout, etc.)
2 How appropriate do you think they are for the function of each place?

2 Describe the colours and decoration that you have in a room in your home.

Reading Section 2

Exam information

- Reading passage 2 is usually divided into paragraphs or sections – A, B, C, etc. It may be descriptive, discursive or a combination of the two.
- There will usually be three tasks, often including either a 'matching headings' task (which comes before the passage) or a 'matching information' task.

1 Work in pairs. You are going to read a journal article about naming colours.

1 Why is it important to know the names of colours? Did you have difficulty learning the names of any colours in English? Which ones?
2 Read the title and the subheading on page 19, then discuss what you expect to read about in the rest of the article.

2 Skim the article on pages 19–20. Name two groups of people who you think would be interested in reading it, and explain why.

3 Read the article and note down what you think is the main theme of each section. Then compare your notes with headings i–vii on page 19.

LIVEWORKSHEETS

4 Answer Questions 1–4.

Questions 1–4

The Reading Passage has four sections, **A–D.**

Choose the correct heading for each section from the list of headings below.

List of Headings

- **i** A possible explanation
- **ii** Why names of objects are unhelpful
- **iii** Checking out the theory
- **iv** A curious state of affairs
- **v** The need to look at how words are formed
- **vi** How age impacts on learning colours
- **vii** Some unsurprising data

1 Section A .....
2 Section B .....
3 Section C .....
4 Section D .....

Exam advice *Matching headings*

- Read each paragraph / section of the passage carefully to identify the main idea or theme.
- Choose the correct heading for each paragraph/ section. Be careful to match the heading to the *main idea*, not just similar *words*.



Learning color words

Young children struggle with color concepts, and the reason for this may have something to do with how we use the words that describe them.

A In the course of the first few years of their lives, children who are brought up in English-speaking homes successfully master the use of hundreds of words. Words for objects, actions, emotions, and many other aspects of the physical world quickly become part of their infant repertoire. For some reason, however, when it comes to learning color words, the same children perform very badly. At the age of four months, babies can distinguish between basic color categories. Yet it turns out they do this in much the same way as blind children. "Blue" and "yellow" appear in older children's expressive language in answer to questions such as "What color is this?", but their mapping of objects to individual colors is haphazard and interchangeable. If shown a blue cup and asked about its color, typical two-year-olds seem as likely to come up with "red" as "blue." Even after hundreds of training trials, children as old as four may still end up being unable to accurately sort objects by color.

B In an effort to work out why this is, cognitive scientists at Stanford University in California hypothesized that children's incompetence at color-word learning may be directly linked to the way these words are used in English. While word order for color adjectives varies, they are used overwhelmingly in pre-nominal position (e.g. "blue cup"); in other words, the adjective comes before the noun it is describing. This is in contrast to post-nominal position (e.g. "The cup is blue") where the adjective comes after the noun. It seems that the difficulty children have may not be caused by any unique property of color, or indeed, of the world. Rather, it may simply come down to the challenge of having to make predictions

LIVEWORKSHEETS

from color words to the objects they refer to, instead of being able to make predictions *from* the world of objects to the color words.

To illustrate, the word "chair" has a meaning that applies to the somewhat varied set of entities in the world that people use for sitting on. Chairs have features, such as arms and legs and backs, that are combined to some degree in a systematic way; they turn up in a range of chairs of different shapes, sizes, and ages. It could be said that children learn to narrow down the set of cues that make up a chair and in this way they learn the concept associated with that word. On the other hand, color words tend to be unique and not bound to other specific co-occurring features; there is nothing systematic about color words to help cue their meaning. In the speech that adults direct at children, color adjectives occur pre-nominally ("blue cup") around 70 percent of the time. This suggests that most of what children hear from adults will, in fact, be unhelpful in learning what color words refer to.

C To explore this idea further, the research team recruited 41 English children aged between 23 and 29 months and carried out a three-phase experiment. It consisted of a pre-test, followed by training in the use of color words, and finally a post-test that was identical to the pre-test. The pre- and post-test materials comprised six objects that were novel to the children. There were three examples of each object in each of three colors—red, yellow, and blue. The objects were presented on trays, and in both tests, the children were asked to pick out objects in response to requests in which the color word was either a prenominal ("Which is the red one?") or a post-nominal ("Which one is red?").

In the training, the children were introduced to a "magic bucket" containing five sets of items familiar to 26-month-olds (balls, cups, crayons, glasses, and toy bears) in each of the three colors. The training was set up so that half the children were presented with the items one by one and heard them labelled with color words used pre-nominally ("This is a red crayon"), while the other half were introduced to the same items described with a post-nominal color word ("This crayon is red"). After the training, the children repeated the selection task on the unknown items in the post-test. To assess the quality of children's understanding of the color words, and the effect of each type of training, correct choices on items that were consistent across the pre- and post-tests were used to measure children's color knowledge.

D Individual analysis of pre- and post-test data, which confirmed parental vocabulary reports, showed the children had at least some knowledge of the three colour words: they averaged two out of three correct choices in response to both pre- and post-nominal question types, which, it has been pointed out, is better than chance. When children's responses to the question types were assessed independently, performance was at its most consistent when children were both trained and tested on post-nominal adjectives, and worst when trained on pre-nominal adjectives and tested on post-nominal adjectives. Only children who had been trained with post-nominal color-word presentation and then tested with post-nominal question types were significantly more accurate than chance. Comparing the pre- and post-test scores across each condition revealed a significant decline in performance when children were both pre- and post-tested with questions that placed the color words pre-nominally.

As predicted, when children are exposed to color adjectives in post-nominal position, they learn them rapidly (after just five training trials per color); when they are presented with them pre-nominally, as English overwhelmingly tends to do, children show no signs of learning.

LIVEWORKSHEETS

5 Read Questions 5–9 and the title of the gapped summary.

1 Quickly scan for the section of the passage that deals with this.
2 Read the words around the question to decide what information you need for each gap.
3 Answer Questions 5–9.

Questions 5–9

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

The Hypothesis

Children learn many words quite quickly, but their ability to learn colour words takes longer than expected. In fact, despite **5** _____, many four-year-olds still struggle to arrange objects into colour categories. Scientists have hypothesised that this is due to the **6** _____ of the adjectives in a phrase or sentence and the challenges this presents.

While objects consist of a number of **7** _____ that can be used to recognise other similar objects, the **8** _____ of a colour cannot be developed using the same approach. As a consequence, the way colour words tend to be used in English may be **9** _____ to children.

Exam advice *Summary completion*

- Read the summary carefully first and decide what type of information is missing.
- Use the title to find the correct section of the passage, then read it carefully.
- Copy words exactly from the passage.
- Check your summary when you have finished to ensure that it makes sense grammatically and reflects the meaning of the passage.

6 Look at Questions 10–13.

1 Underline the words in Questions 10–13 (not the options) that will help you find the answers in the passage.
2 Scan the passage until you find the right places.
3 Answer Questions 10–13 by matching what the writer says to the correct options.

Questions 10–13

*Choose **TWO** letters, **A–E**.*

Questions 10–11

*Which **TWO** of the following statements about the experiment are true?*

A The children were unfamiliar with the objects used in the pre- and post-test.
B The children had to place the pre- and post-test objects onto coloured trays.
C The training was conducted by dividing the children into two groups.
D Pre-nominal questions were used less frequently than post-nominal questions in the training.
E The researchers were looking for inconsistencies in children's knowledge of word order.

Questions 12–13

*Which **TWO** of the following outcomes are reported in the passage?*

A Average results contradicted parental assessment of children's knowledge.
B Children who were post-tested using post-nominal adjectives performed well, regardless of the type of training.
C Greatest levels of improvement were achieved by children who were trained and post-tested using post-nominal adjectives.
D Some children performed less well in the post-test than in the pre-test.
E Some children were unable to accurately name any of the colours in the pre- and post-tests.

Exam advice *Pick from a list*

- Use words in the question to help you find the right place(s) in the passage.
- Underline the answers in the passage and choose the correct options.
- The answers may come from one part or different parts of the passage.

LIVEWORKSHEETS

Unit 2 Colour my world

Reading Section 2

1 Quickly read the passage below, which is about the colour purple. Match the names of the people (1–6) with the thing they do or did (a–e). There is one person who does not match any of the letters.

1 William Perkin
2 August Wilhelm von Hofmann
3 Simon Garfield
4 Queen Victoria
5 Dr Max Luscher
6 Julia Kubler

a believed that colours could be used to treat illnesses
b wrote a biography about an historical figure
c uses colours as a form of alternative medicine
d invented an artificial dye
e taught chemistry

An invention to dye for: the colour purple

A 19th century research chemist was trying to make medicine when, instead, he came up with a coloured dye that has ensured the world is a brighter place.

A Of all the colours, purple has perhaps the most powerful connotations. From the earliest cultures to the present day, people have sought to harness its visual power to mark themselves out as better than those around them. From bishops to kings, pop stars to fashion models, its wearing has been a calculated act of showing off. In ancient Rome, for example, purple was such a revered colour that only the emperor was allowed to wear it. Indeed, an emperor who was referred to as *porphyrogenitus*, ('born to the purple') was especially important, since this meant that he had inherited his position through family connections rather than seizing power through military force.

B But why purple? At that time, purple dye was an expensive substance produced in a complicated, foul-smelling and time-consuming process. This involved boiling thousands of molluscs in water in order to harvest their glandular juices. The technique had originally been developed by the Phoenicians over a thousand years previously, and it hadn't changed since. Cheaper but poorer quality purple dyes could be made from lichens using an equally messy and unpleasant procedure, but they were not as bright, and the colour quickly faded. It was no surprise, therefore, that good purple dye was a rare and precious thing, and clothes dyed purple were beyond the financial means of most people.

C However, times have changed. In the great consumer democracy of the 21st century, even the most humble citizen can choose it as the colour of their latest outfit. For that privilege, we must thank a young 19th century research chemist, William Perkin. A talented 15-year-old when he entered the Royal College of Chemistry in London in 1853, Perkin was immediately appointed as laboratory assistant to his tutor, August Wilhelm von Hofmann. He became determined to prove Hofmann's claim that quinine, a drug used to treat fevers such as malaria, could be synthesised in a laboratory. However, rather than the cure desperately needed for people dying from malaria in tropical countries, he produced little more than a black, sticky mess that turned purple when dissolved in industrial alcohol. Perkin's experiments could have been a complete waste of time, but to his surprise and, ultimately, financial benefit, his purple liquid turned out to be a long-lasting dye that was to transform fashion.

D Perkin repeated his experiments in an improvised laboratory in his garden shed, perfecting the process for making the substance he had called mauveine after the French mallow plant. It was, says Simon Garfield, the author of *Mauve* which details Perkin's life and work, an astonishing breakthrough. 'Once you could do that you could make colour in a factory from chemicals rather than insects or plants. It opened up the prospect of mass-produced artificial dyes and made Perkin one of the first scientists to

LIVEWORKSHEETS

bridge the gap between pure chemistry and its industrial applications.' It didn't take long for the chemist, still only 18, to capitalise on his creation, patenting the product, convincing his father and brother to back it with savings, and finding a manufacturer who could help him bring it rapidly to the market. The buying public loved it, and clothes coloured with purple started appearing in shops up and down the country.

Appropriately, considering the origins of Perkins' colour, he was to receive a helping hand from the two most important women of the day. Queen Victoria caused a sensation when she stepped out at the Royal Exhibition in 1862 wearing a silk gown dyed with mauveine. In Paris, Napoleon III's wife, Empress Eugenie, amazed the court when she was seen wearing it. To propel the scientist further on the way to a great fortune, the fashion of the time was for broad skirts that, happily for him, needed a lot of his revolutionary new dye.

E Perkins, ever the serious scientist, would have been among the first to point out that his mauve is just one of a range of colours described in everyday language as purple. Not itself a true colour of the spectrum – that position is given to indigo and violet – purple normally refers to those colours which inhabit the limits of human perception in the area between red and violet. Newton excluded the colour from his colour wheel. Scientists today talk about the 'line of purples' which include violet, mauve, magenta, indigo and lilac.



F In the alternative medical practice of colour therapy, which practitioners say can trace its origins back to ancient India, the 'purple range' colours of indigo and violet are vital. They refer to spiritual energy centres known as chakras and are situated in the head. The colours and their 'medical' qualities were first officially listed by the Swiss scientist Dr Max Luscher, who said that appropriately coloured lights, applied to specific chakras, could treat ailments from depression to grief. Julia Kubler is one of Britain's leading colour therapists and has been using colours to treat patients at her clinic at Manningtree, Essex, for 15 years. Purple, she says, 'is consistent with intuition and higher understanding, with spirituality and meditation. It combines the coolness of blue with a bit of red that makes it not just passive but active.'

It is hardly the most outlandish of claims for this most enigmatic of colours. Variously touted as the colour of everything from insanity to equality, it is enjoying a new role as the symbol of political compromise. Purple may have had its origins in the ancient world, but thanks to a young chemist, it still has a brilliant future.

2 Look at Questions 1–14 below, and underline the key words and phrases. Then look for the answers in the passage.

Questions 1–6

The reading passage has six sections, **A–F**.

Choose the correct heading for each section from the list of headings below.

List of headings

i	From the laboratory to the High Street
ii	Seeking royal support
iii	An unexpected but fortunate side result
iv	The healing power of purple
v	An old problem
vi	Standing out from the crowd
vii	Finding an alternative cure for a common illness
viii	Part of a larger family
ix	An ancient manufacturing practice

1 Section A .....
2 Section B .....
3 Section C .....
4 Section D .....
5 Section E .....
6 Section F .....

LIVEWORKSHEETS

Questions 7–10

*Choose **TWO** letters, **A–E**.*

Questions 7–8

*What **TWO** points does the writer make about the colour purple and purple dye before William Perkin's creation?*

A It was only used to colour clothes.

B It was originally produced for Roman emperors.

C It was not easy to make.

D There were many different techniques used to make it.

E Some purple dyes were inferior to others.

Questions 9–10

*What **TWO** things about William Perkin are true, according to the passage?*

A He taught Chemistry at a college in London.

B He believed that quinine could be artificially produced.

C He extracted the substance for his dye from a common plant.

D He quickly realised the financial benefits of his new creation.

E He set a new fashion trend for large skirts.

Questions 11–14

Complete the summary below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

The purple range of colours plays an essential role in colour therapy, a form of **11** ..... . Colour therapy is said to have originated many years ago in **12** ..... and is still used by colour therapists such as Julia Kubler, who uses it to **13** ..... with various health issues. According to Kubler, purple **14** ..... aspects of two colours, making it both active and passive.

❸ **Check your answers carefully. For Question pairs 7–8 and 9–10, make sure you have chosen TWO answers for each pair. For Questions 11–14, make sure that you have used no more than the maximum number of words allowed, your spelling is correct, and your answers make grammatical sense.**

LIVEWORKSHEETS