# LISTENING PRACTICE

## QUESTIONS 11–13

*Choose the correct letter, **A**, **B** or **C**.*

**11.** Who provides the money to run the park?

**A** the owners
**B** the government
**C** the visitors

**12.** When did the park move to the Public Open Space?

**A** 1987
**B** 2000
**C** 2003

**13.** How much do primary school children pay?

**A** $23.00
**B** $10.00
**C** $16.00

## QUESTIONS 14 AND 15

*Write **T** (true) or **F** (false).*

**14.** Once you pay the entry fee, there are no extra costs. _____

**15.** The park is open every day of the year. _____

## QUESTIONS 16–18

*Complete the table below.*

*Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.*

| Attractions | | |
|---|---|---|
| Animal | Viewing time | Special features |
| **Koalas** | 10.00am to 4.30pm | View koalas in natural<br>**16** _____ |
| **Kangaroos** | 9.00am to 5.30pm | Walk through kangaroo<br>**17** _____ |
| **Wombats** | 11.00am, 2.00pm & **18** _____ | Join in interactive show |

## QUESTIONS 19 AND 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** other attractions are also mentioned?

**A** farmyard
**B** children's show
**C** working farm
**D** country show
**E** volunteer program

LIVEWORKSHEETS

## SECTION 3, *Questions 21–30*

### QUESTIONS 21–23

*Complete the sentences below.*
*Write **NO MORE THAN TWO WORDS** for each answer.*

**21.** The project is about _____ .

**22.** It includes a group of fuels called _____ .

**23.** This type of fuel affects the weather by creating _____ .

### QUESTIONS 24–26

*What percentage of each fuel is used in the world? Write the correct letter, **A–D**, for Questions 24–26.*

**A**—natural gas; **B**—nuclear; **C**—oil; **D**—other

45 per cent **24** _____

20 per cent **25** _____

8 per cent **26** _____

### QUESTIONS 27–30

*Choose the correct letter, **A**, **B** or **C**.*

**27.** Richard believes that the main problem with using fossil fuels is

- **A** they affect everybody through global warming.
- **B** their supply will eventually run out.
- **C** they create gases that pollute the air and damage all living things.

**28.** Shirley wants to research nuclear energy because

- **A** the fuels used in nuclear energy release radiation even after they've been used.
- **B** she wants to know how nuclear waste is disposed of.
- **C** of public concerns over nuclear power stations situated close to where they live.

**29.** Regarding other energy sources, Richard

- **A** is going to research renewable energy sources.
- **B** is not going to research renewable energy sources.
- **C** hasn't decided if he's going to research renewable energy sources.

**30.** For the next meeting, Shirley will find some information about

- **A** the benefits of coal and oil.
- **B** alternative energy sources.
- **C** nuclear power stations.

LIVEWORKSHEETS

## SECTION 4, *Questions 31–40*

*Complete the summary below.*
*Write* ***NO MORE THAN THREE WORDS*** *for each answer.*

### ENDANGERED SPECIES

Although we cannot do anything about the plants and animals that are already **31** _____, we can do something about the many species in the world today that are in danger of becoming extinct in the future.

The main reason for the growing number of **32** _____ species is the destruction of their **33** _____. The rapidly **34** _____ human population needs more land and resources for **35** _____. This is changing and destroying the habitats that plant and animal species need for **36** _____.

One way we can save endangered species and permanently **37** _____ these habitats is to create and support national parks and reserves. National parks encourage people to enjoy the **38** _____ of species without harming them.

People who visit these parks must be sure to obey a few rules. These include following fire regulations, leaving **39** _____, placing all rubbish in a bin, not picking the flowers, and not taking birds' eggs.

Public **40** _____ will help ensure the survival of our plant and animal species.

LIVEWORKSHEETS

# READING PRACTICE 1

## STRATEGY REVIEW

An answer sheet can be found on page 285. You may find it useful to make copies and use it for the Strategy Reviews. Alternatively, you can write your answers directly on the book pages. (Answers are on page 230.)

### *Passage 1*

Questions **1–13** are based on Reading Passage 1 below.

**The Tipi: Shelter of the Great Plains**

Prior to the arrival of masses of European settlers in the latter half of the nineteenth century, bison roamed the Great Plains of North America. It is estimated that at one time their numbers reached sixty million or more. Several of the native tribes living in that part of the world depended on these animals for their living. Most importantly, the bison were a major source of food, but they had other uses beyond that. Their hides provided material for shelter, clothing, and storage containers, while their bones and horns were fashioned into cups, cooking utensils, and many other useful items.

Since bison roamed the plains, the people who depended on them had to roam, too. Some lived a mostly nomadic life, following the movement of the bison herds for much of the year. Others were semi-nomadic, living mainly in villages where they raised crops, and following the bison only at certain times.

Mobility is a primary concern for nomadic peoples. The tribes of the Great Plains needed a type of shelter that could be easily packed up and moved from place to place. This was the tipi, a large conical tent made of hides stretched over long wooden poles. The word *tipi* comes to us from the language of the Lakota people, one of the groups that inhabited the Great Plains. It means "they dwell."

Erecting a tipi and taking it down again when the group moved on was generally the responsibility of women. It took two women working together about one hour to put a tipi up. The first step was to erect three or four sturdy poles to form the basis of the framework on which the tipi hides would be stretched. These were lashed together at the top, then a number of other poles were leaned against them and also tied together at the top. A rope hung down from the top of the poles. This could be pegged to the ground inside the tipi to prevent the wind from carrying the structure away.

Next, a long pole was used to lift the cover into position. The cover was made of bison hides sewn together with sinew. The edges of the cover were pinned together along a seam, and the bottom was pegged to the ground. A door flap was pinned over the entrance, and an opening was left at the top to serve as a smoke hole. The tipi was now ready for the family plus all their belongings—including bedding, clothing, cooking utensils, and weapons—to move in.

A typical tipi was about fifteen feet in diameter. It provided protection from the elements and was warm in the winter and cool in the summer. On particularly hot days, the sides could be rolled up a few feet to allow for ventilation. In cold or rainy weather, a lining could be added for extra protection.

Sometimes the outside of a tipi was decorated, and the different tribes had different traditions regarding this. In general, a tipi was viewed as a sacred place and the decorations reflected this. According to belief, the images came to the artists in dreams, a gift from the spirit world. Designs and symbols represented human experiences, usually war and hunting events, as well as things from the natural world such as animals and celestial bodies, and the ancestors and spirits of the spirit world. Bison horns, hair, and tails; horse hair; and bear claws were some of the items incorporated into tipi decorations.



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Before the arrival of the horse, the tribes of the Great Plains used dogs to help carry their belongings from place to place. These always included tipi poles, which were not easily replaceable on the treeless plains. The dogs pulled their loads on a type of sled called a travois. This consisted of two poles with a net or basket tied between them to hold the load. The size of the load that could be dragged by a dog was limited by the animal's relatively small size, so tipi poles were much shorter than they came to be later after the advent of the horse.

By the beginning of the eighteenth century, horses were already spreading throughout the Great Plains, and well before the end of the century they had become the common form of transportation there. This had many repercussions on the lives of the peoples of the Great Plains. One of these was that tipis grew in size. A dog could drag poles not more than six feet long, but a horse could carry longer poles and larger tipi covers. Tipis were now as much as fifteen feet tall.

In addition to larger tipis, horses made it possible for people to carry around more possessions in general. Together with guns, horses also made it easier to follow herds and kill more bison. This was just the beginning of many changes that were to come. Now, the nomadic way of life that had the tipi at its center is a thing of the past.

## *Questions 1–4*

*Choose **FOUR** letters, using the list of words, **A–H**, below.*

*Write the correct letters in boxes 1–4 on your answer sheet.*

Which **FOUR** of the following facts about Native Americans of the Great Plains are mentioned in the text?

| | |
|---|---|
| **A** | They hunted with bows and arrows. |
| **B** | They were sometimes farmers. |
| **C** | They traveled around following animal herds. |
| **D** | They decorated their clothing with beads. |
| **E** | They relied on bison as their primary food. |
| **F** | They gathered wild greens and berries. |
| **G** | They located their villages next to rivers. |
| **H** | They stored items in containers made of bison skins. |

**1** .....

**2** .....

**3** .....

**4** .....

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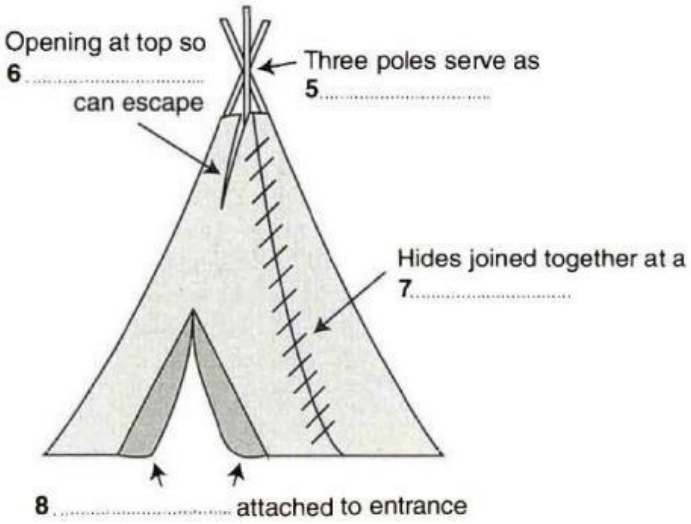
## *Questions 5–8*

*Label the diagram below.*

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




## *Questions 9–13*

*Complete the table below.*

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

| **Cause** | **Effect** |
|---|---|
| There were no trees on the plains. | Tipi poles were not **9** ..... |
| Dogs are small animals and can pull small loads. | Tipi poles were only **10** ..... |
| Horses are large animals and can carry large loads. | Tipi poles became **11**.....<br>People could travel with more **12** ..... |
| Horses can travel far. | People could **13** ..... more bison. |

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## *Passage 2*

Questions **14–27** are based on Reading Passage 2 below.

### *Questions 14–21*

*Reading Passage 2 has eight paragraphs,* ***A–H****. Choose the correct heading for each paragraph from the following list. Write the correct number,* ***i–xii****, on your answer sheet. There are more headings than sections so you will not use them all.*

**List of Headings**

| | | | |
|---|---|---|---|
| **i** | Esperanto Today | **vii** | Around the World |
| **ii** | Vocabulary | **viii** | The Basics of Esperanto |
| **iii** | A Dream not Reached | **ix** | A Doctor's Vision |
| **iv** | Grammar Rules | **x** | Esperanto Literature |
| **v** | First Books | **xi** | A Language for Everyone |
| **vi** | Esperanto in Schools | **xii** | For and Against Esperanto |

**14** Paragraph A .....
**15** Paragraph B .....
**16** Paragraph C .....
**17** Paragraph D .....
**18** Paragraph E .....
**19** Paragraph F .....
**20** Paragraph G .....
**21** Paragraph H .....

READING MODULE

**Esperanto**

**A**

Dr. Zamenhof had a dream. He imagined a world where people from different countries and ethnic backgrounds got along with one another. He believed that to create understanding and goodwill among people of diverse backgrounds a common language would be necessary, so he invented one. Today it is known as Esperanto.

**B**

Dr. Ludwig Lazarus Zamenhof was a Polish ophthalmologist who was born in 1859. He worked on developing his invented language during the 1870s and 1880s. His goal was to have a language that would be accessible to everyone. His first idea was to revive the ancient European languages, Latin and Greek. He quickly realized, however, that these are not simple languages to learn. He also discarded the possibility of focusing on any of the major modern European languages—Russian, German, French, English—for similar reasons. He wanted a language that would be accessible to everyone—simple to learn and not tied to any particular culture or political system.

**C**

In 1887, Dr. Zamenhof published the first textbook about his new language, *Unua Libro* (First Book). Although Dr. Zamenhof himself had dubbed the language "Lingvo Internacia" (International Language), it came to be known as Esperanto. This was the pseudonym under which he wrote the book and it means "one who hopes." Around this same time, Dr. Zamenhof also published *Fundamenta Gramatiko* (Fundamental Grammar), which explained the sixteen basic grammar rules of the language.

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**D**

Dr. Zamenhof based Esperanto on European languages. The vocabulary is largely rooted in Latin, although English, German, Polish, and Russian roots are also present. The grammar has been described as resembling that of Slavic languages. Dr. Zamenhof focused on keeping the rules of the language uncomplicated. Esperanto has a regular and phonetic spelling system that can be learned very quickly. The grammar is simple and regular with none of the many exceptions to rules that plague learners of other languages. The vocabulary is a system of roots and affixes that can be combined to create new words. Esperanto speakers claim that the basic rules of the language can be learned in just a few hours.

**E**

In the years immediately following the publication of Dr. Zamenhof's books, interest in Esperanto spread, first through eastern Europe, then to western Europe and the Americas, and eventually to countries all around the world. The first Esperanto World Congress was held in France in 1905, with close to seven hundred people representing twenty different nationalities present. The practice of holding an annual World Congress continues to this day.

**F**

Esperanto had adherents and detractors both. The Russian writer, Tolstoy, for example, was a huge supporter and learned the language quickly. In general, interest was wide enough to lead to the translation of important literary works into the language as well as the writing of original Esperanto literature. On the other hand, the Russian tsar put a ban on all Esperanto materials, learning the language was discouraged through much of central Europe, and in 1920 the French government banned it from schools. The language that had been developed to be a means of achieving world peace was instead treated with suspicion and fear in many places.

**G**

Interest in Esperanto waned for a while and was then revived for a brief time during the 1970s. It is currently experiencing another revival through the spread of the Internet. Today it is estimated that between one and two million people have at least some working knowledge of the language. A very small number, around one thousand, speak it as their native tongue. These are generally people who grew up in households where the parents were enthusiastic supporters of Esperanto and decided to make it the language spoken in their home. Books and music continue to be written in the language, and there has even been a movie in Esperanto—*Incubus*, a horror film from 1965 starring William Shatner. Associations of Esperanto speakers exist around the world. Through them, speakers can find each other locally or meet other Esperanto speakers when traveling abroad. Magazines in the language are available and in some places radio and TV stations broadcast Esperanto programs.

**H**

There have been other invented languages over the years, but none has reached the level of popularity or longevity of Esperanto. Even so, Esperanto has not achieved the goal that Dr. Zamenhof envisioned for it—that of being a means of common understanding among people from all over the world. It remains, instead, a focus of specialized interest among a relatively small number of people.

## *Questions 22–27*

*Do the following statements agree with the information given in the passage? In boxes 22–27 on your Answer Sheet 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 about this in the passage* |

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22 Dr. Zamenhof was trained as an eye doctor.
23 According to Dr. Zamenhof, many European languages were not easy to learn.
24 Dr. Zamenhof took linguistics courses at a Polish university.
25 Dr. Zamenhof named his invented language Esperanto.
26 Many Esperanto words come from Latin roots.
27 Esperanto grammar is similar to that of several western European languages.

## *Passage 3*

Questions **28–40** are based on Reading Passage 3 below.

### The Voyages of Christopher Columbus

Christopher Columbus was not alone in his belief that the world was round, but he may have been unique in his determination to open up trade routes to Asia by sailing west. In the 1400s, overland travel from Europe to the gold, silk, and spices of the East was extremely difficult. Political strife, bandits, and harsh desert conditions made most routes practically impassable. Thus arose the motivation of trying to reach that part of the world by sea.

Christopher Columbus, a native of Genoa, Italy, worked for a while as a weaver, his father's trade. He then became a seaman and sailed the Mediterranean. He eventually ended up in Lisbon, Portugal, where his brother worked as a mapmaker, and around 1479, he married a native of that city. Columbus traveled for a time among the Portuguese islands that lay off the west coast of Africa, working as a sugar purchaser. This put him in contact with seamen who talked of islands that they believed lay even further west. Columbus started to dream about sailing west to get to Asia. He tried for years to find financial backing for this journey. At last, the king and queen of Spain agreed to support him in his venture, and he set sail on his first voyage in August of 1492.

In early October, Columbus and his crew landed on a small island in the Bahamas, which Columbus named San Salvador. They explored several more islands in the area, then landed in Cuba on October 28. From there they went on to the island of Hispaniola, landing there in early December. When Columbus returned to Spain in March 1493, he did not bring with him silks and spices from the East. He couldn't report with certainty, either, that he had even found a route to that part of the world, although he believed the islands he had visited might have been off the coast of China or Japan. In any case, he had found new land. The king and queen of Spain rewarded him by appointing him governor general of all the new lands he had found or would find, and he was named Admiral of the Ocean Sea.

Although Columbus had returned from his first trip without the promised cargo of silks and spices, a second voyage was funded. This time he sailed with a fleet of seventeen ships carrying more than one thousand people, who were to establish a Spanish colony. To this end, the ships also carried sheep, pigs, and cattle, the first to be brought to the New World. They left Europe in October of 1493 and landed on the island of Dominica in November. They stayed there briefly, and then went on to visit other islands of the Lesser Antilles before finally landing on Hispaniola. There, Columbus established a colony and served as governor. He also explored other islands of the area, including a return to Cuba and his first visit to Jamaica. He returned to Spain in 1496.

The riches of the East still had not materialized. Nevertheless, in 1498 the king and queen of Spain allowed a third voyage to the New World so that Columbus could carry supplies to the colony on Hispaniola and continue to search for a trade route to the East. This was a trip that was to end in disaster for the explorer. On the last day of July, Columbus and his crew sighted the island of Trinidad for the first time and then spent

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a couple of weeks exploring the Gulf of Paria, which lies between Trinidad and the coast of South America. They found the mouth of the mighty Orinoco River and realized that this land had to be a continent, not an island. However, they didn't go ashore, but returned to the colony on Hispaniola toward the end of August.

Things were not going well in the colony. The colonists were unruly and, in an attempt to establish order, Columbus had several of them hanged. Needless to say, he was not a popular governor. The Spanish sovereigns had gotten wind of the unrest in the colony and sent Francisco de Bobadilla as their representative to straighten things out. He ended up arresting Columbus and sending him back to Spain in chains. Once back in Spain, Columbus was soon released, but he lost his reputation and several of his honors.

In 1502, Columbus set off on his fourth and final voyage in search of a trade route to the East. During this trip, he explored the coast of Central America for the first time, where he and his crew encountered several native cultures, including some Mayans, and exchanged goods with them. After exploring the area, Columbus and his crew headed back to the colony on Hispaniola. Traveling in ships that had been damaged by storms and termites, they only made it as far as Jamaica before the ships fell apart. There they were forced to stay until they were finally rescued in June of 1504. Columbus returned to Spain never to explore the New World again. He died in 1506.

The history that ensued as a result of Columbus's exploration of the New World has been interpreted from various viewpoints. To some, it meant the introduction of civilization to the New World. Others see it as the beginning of centuries of economic exploitation and oppression. From any viewpoint, however, *it cannot be* denied that Columbus's travels changed the world.

## *Questions 28–32*

*Complete the summary using the list of words, **A–J**, below.*

| | |
|---|---|
| **A** | funds |
| **B** | Lisbon |
| **C** | buy sugar |
| **D** | sailor |
| **E** | mapmaker |
| **F** | Genoa |
| **G** | publicity |
| **H** | riches |
| **I** | politics |
| **J** | find spices |

- Fifteenth-century Europeans wanted to travel to Asia because of the **28** ..... there.
- Columbus was born in **29** ..... .
- After he worked in his father's business, Columbus became a **30** ..... .
- Columbus traveled to Portuguese islands to **31** ..... .
- The king and queen of Spain gave Columbus **32** ..... for his trip.

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*Questions 33–40*

*Classify the following events as occurring during Columbus's*

**A** first voyage
**B** second voyage
**C** third voyage
**D** fourth voyage

**33** European domestic animals were transported to the Americas for the first time. .....
**34** The crew suffered a shipwreck. .....
**35** Columbus's explorations earned him a special title. .....
**36** Columbus executed several men. .....
**37** The crew saw South America for the first time. .....
**38** Columbus discovered Jamaica. .....
**39** Columbus traded with Mayans. .....
**40** Columbus was imprisoned. .....

# VOCABULARY PRACTICE

**1 Read the passage and write TRUE, FALSE or NOT GIVEN.**

**Writing task 2**
As people in cities are becoming richer, more of them can afford to buy cars. In consequence, city centres are becoming more congested and polluted all over the world. What are the main causes of this problem and what are the solutions?

Traffic congestion is a growing problem in cities throughout the world, so we have to do something about it. Most cities were planned when people used horses and carts, walked or rode bicycles. As a result, the streets are too narrow to take today's traffic. In addition to this, there is not enough off-street parking in the city; therefore drivers leave their cars on the side of the road, making the space even narrower. People may be reluctant to use public transport because it is inconvenient, too expensive or not available for the journey they want to make. Cars are also major status symbols, meaning that more and more people want to own one.

Now that traffic congestion has become such a problem, governments and local councils are desperately seeking solutions. In view of the fact that the number of car drivers has increased, the obvious solution is to build more roads, but this is unpopular owing to its effect on the countryside. Inside cities, one-way systems can be introduced at little cost. Thus, the traffic flow can be eased. Some cities now make drivers pay to enter the city centre, so that they are encouraged to leave their cars at home. Another scheme is 'park and ride', in which people leave their cars outside the city and take a bus to the central district, thereby reducing the number of cars in the city centre.

Overall, it is clear that urgent action needs to be taken, since traffic congestion leads to pollution and frustration. Reliable, cheap and convenient public transport must be the answer.

1 In the old days, most people rode bicycles. .....
2 City streets now need to be wider. .....
3 Most people prefer cars to public transport. .....
4 Everybody agrees that we need more roads. .....
5 'Park and ride' schemes mean that drivers leave their cars at home. .....

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## Reason and result

**Introducing the reason**

- ***Now that*** *traffic congestion has become such a problem, governments and local councils are desperately seeking solutions.*
- ***In view of the fact that*** *the number of car drivers has increased, the obvious solution is to build more roads.*
- *Overall, it is clear that urgent action needs to be taken,* ***since*** *traffic congestion leads to pollution and frustration.*

**Introducing the result**

- *Traffic congestion is a growing problem in cities throughout the world,* ***so*** *we have to do something about it.*
- ***As a result,*** *the streets are too narrow to take today's traffic.*
- *...there is not enough off-street parking in the city;* ***therefore*** *drivers leave their cars on the side of the road...*
- ***Thus,*** *the traffic flow can be eased.*

## Linking words followed by clause or noun phrase

Most linking words are followed by clauses (subject + verb + object), but if the linking word is followed by a preposition, it can be followed by a noun or a noun phrase.

- *People may be reluctant to use public transport,* ***because*** *it is inconvenient, too expensive or not available.*
- *People may be reluctant to use public transport* ***because of*** *its inconvenience, expense and lack of availability.*

Other linking words which are followed by a noun phrase are:

- *owing to*
- *leading to*
- *due to.*

**2 Read the passage again and say if these expressions introduce (a) a reason or (b) a result.**

| 1 so that | 2 thereby | 3 therefore | 4 meaning that | 5 owing to |
|---|---|---|---|---|

1 .....
2 .....
3 .....
4 .....
5 .....

**3 Match the beginnings 1–6 with six of the endings A–L.**

1 Some of the students were cheating in the test. As a result,
2 Owing to the freezing weather conditions,
3 Travelling by air has become much cheaper recently, meaning that
4 In view of the fact that crime figures have risen sharply,
5 As the room was becoming very hot and stuffy,
6 Pollution is a much bigger problem, now that

A there was a cold wind from the north.
B there were more accidents on the roads than usual.
C I asked him to open a window.
D the window was open.
E children are getting more chest infections.
F more people use cars than public transport.
G planes are faster than trains.
H they hadn't done any revision.
I more people can afford to go abroad for their holidays.
J they were asked to leave the room.
K the government plans to build more jails.
L the police have arrested more criminals.

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**4** **Complete the sentences using a clause or noun phrase and the correct form of the word in brackets.**

1 We didn't play tennis yesterday because ..... . (rain)
2 We didn't play tennis yesterday because of ..... . (rain)
3 As ..... (rain), we didn't play tennis yesterday.
4 Yesterday it was raining, so ..... . (not play tennis)
5 We didn't play tennis yesterday, due to ..... . (rain)
6 Owing to ..... (rain), we didn't play tennis yesterday.

# GRAMMAR & READING PRACTICE 2

## C Grammar exercises

**1** **Choose the best endings for these sentences.**

1 I hurt my knee quite badly so
(a) I had to go to hospital. b I didn't have the right running shoes.
2 One way to improve your health is to eat more fruit and vegetables. Alternatively,
a you could increase your risk of heart disease. b you could exercise more.
3 Humans like to form social groups. Likewise,
a many other mammals live independently of each other.
b many other mammals live together in small communities.
4 I didn't work hard at school. Consequently,
a I did well at university. b I failed most of my exams.
5 I believe travelling can help us to understand other cultures. Furthermore,
a it can help you to become more independent.
b it can be a lonely experience at times.
6 In spite of the fact that learning to speak a foreign language requires a lot of time and effort,
a many people give up after a short time. b many people manage it successfully.
7 In my experience, vegetarians tend to be quite healthy. In contrast,
a many meat-eaters do not have a healthy diet. b they look after their bodies well.
8 Fifty per cent of all newspaper readers in this country only read the sports section of the paper. In other words,
a many people are not interested in news.
b sports are reported very well in the newspaper.
9 Sydney is the biggest city in Australia, yet
a it isn't the capital. b it is the oldest city.
10 You wouldn't be allowed to drive in my country because
a there is no point in getting a car. b you need to be over 21.
11 Studies suggest that although sales of cookery books have increased significantly in the past five years,
a we spend less time than ever in the kitchen. b we enjoy experimenting.
12 There are delays on all trains due to the fact that
a passengers should allow extra time. b there is a shortage of drivers.

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