READING PRACTICE

Pre-Reading

A. Think about the questions below. Write short answers and then read the text.

1. How many different kinds of houses can you think of? (In answering this question, try to think about cultures other than your own.)
2. 'A nomadic lifestyle is one where people always move from place to place never settling down'. What are the advantages and disadvantages of this kind of lifestyle?
3. What do you think would be the hardest place in the world to live in, in terms of comfort and quality of life?

Ice Houses



The construction principles of the igloo are **ingenious**. It is not just a highly functional habitation but also a perfect expression of the adaptation of function and form to fit the arctic environment.

The igloo utilises what must be one of the weakest of building materials - frozen water - and its structure gives this unlikely material great strength. Its form is not only beautiful, but also a shape that is surprisingly strong. The igloo is not a perfect hemispherical dome but more of an egg shape - technically speaking, a catenary arch - about the strongest form in nature. A correctly-built igloo will support the weight of a man standing on its roof.

Frozen water - snow and ice - also has other striking **qualities**. It's the only readily available building material in much of the Arctic and is, of course, a completely renewable resource. Ice is a construction material that causes no pollution whatsoever in its manufacture, use or disposal. This **paradoxical** material is also an incomparable insulator, so that an igloo keeps out external cold while retaining all the internal heat that is generated. Consequently, an igloo can resist the onslaught of the fiercest freezing gale, while its interior remains warm. On the outside, temperatures may be as low as −45 °C, but on the inside they may range from −7 °C to 6 °C when warmed by body heat alone. By the simple act of lining the living area with animal skin, the temperature within may be increased to up to 20 °C.

When an igloo is built, the particular kind of wind-compacted snow needed for construction is located, then blocks are cut, traditionally using an ivory knife. The first three rows of blocks are laid, one upon the other, with sides nearly vertical. Then halfway through the fourth row, a wedge-shaped block is cut that enables the sides to be constructed in a continuous **spiral** - a far stronger construction technique than stacking row upon row. This is the key that allows the dome to be self-supporting during construction. The blocks are held firmly in place by friction and freezing; surfaces to be joined are rubbed with the ice saw to melt the ice with the heat of friction and the blocks are held together until they freeze, with the ice acting as **mortar**. Sometimes blocks of clear ice are included to form a window, placed carefully to admit as much scarce winter light as possible.

But perhaps the most remarkable aspect of igloo construction is the lamp **seasoning** that takes place after it is built. After the last snow block has been inserted, the igloo is tightly **sealed** and a lamp is lit inside. The heated air, having no exit, begins to melt the internal face of the snow blocks, which rapidly freeze again when cold air is again admitted from the outside. In this way each snow block is firmly cemented in place and converted to ice on its inner face. Occupation for a few days then gradually changes the composition of all of the blocks, so that the structure is no longer a snow house but a house of solid ice. This transformation is responsible for the igloo's remarkable stability; and so solid is it that half the igloo may be destroyed without compromising the remaining structure.

The internal structure of an igloo is no less ingenious. Hot air rises while cold air sinks, so cold **settles** in the lower portion of the interior and the warm air rises into the dome where it is trapped. Following this same principle, the sleeping area consists of a raised platform and a sunken entrance area, a tunnel built below ground level and often so low that people must go on their hands and knees to pass through, acts as a cold trap, preventing icy external air from being admitted to the main chamber as the **occupants** enter. A saucer-shaped stone that acts as a lamp is placed several feet above the floor, filled with burning seal-oil, and a stone cooking pot suspended above it.

Unfortunately, igloo construction is a dying art. This is partly to do with changing culture - younger Inuits prefer to live in timber houses flown in from Denmark, and have little interest in learning the mystery of igloo construction. But perhaps more alarmingly, the **demise** of the igloo has to do with climate change. The area within the Arctic circle is now one of the most rapidly warming places on the planet. Here temperatures are rising nearly twice as fast as for the rest of the Earth and the permanent sea-ice cover has declined by almost 40% in the past 30 years. This means that building igloos in the areas where the Inuits live and hunt is becoming increasingly difficult. Snow of the right **consistency** is harder to find and it is ever more difficult to freeze blocks together. This perfectly adapted **dwelling** is no longer perfectly adapted to its changing environment.

LIVEWORKSHEETS

First Reading

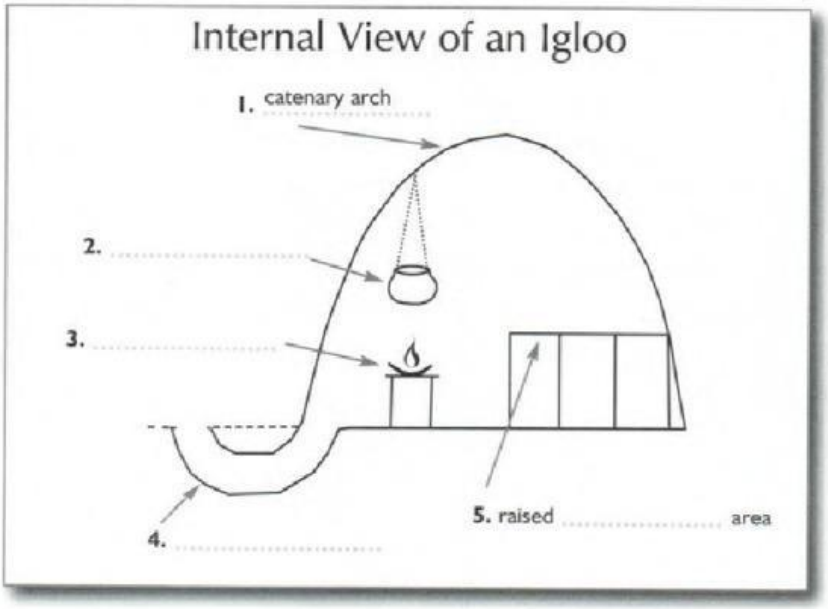
B. Do the following statements reflect the views of the writer in the reading passage? Write YES if the statement reflects the views of the writer, NO if the statement contradicts the views of the writer, and NOT GIVEN if it is impossible to say what the writer thinks about this.

1. The igloo was traditionally well-suited to its environment
2. Igloos are attractive to look at.
3. Igloos are shaped like a hemispherical dome.
4. Snow is an environmentally friendly building material.
5. Most Europeans would feel cold in an igloo.
6. Igloos are not easy to build.
7. The entire igloo is built in a spiral.
8. It's dark in the winter in the Arctic.
9. The occupants take care not to melt the igloo.
10. It's not important to continue building igloos.
11. In 30 years there will be no more sea ice.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

Second Reading

C. Label the diagram using NO MORE THAN THREE WORDS from the original text for each answer.



LIVEWORKSHEETS

Vocabulary in context

D. Find a word or expression in bold in the text that has the same meaning as (or a similar meaning to) each of the following

1. a shape that winds around, with each curve above or outside of the previous one
2. particular characteristics of a person or thing
3. the people who live or work in a place
4. texture of a substance; how thick or smooth it is
5. slowly sinks down and becomes still
6. clever; involving new ideas or methods
7. a place where someone lives
8. having contradictory qualities or characteristics
9. tightly closed; nothing can enter or escape
10. the end or death of something
11. a process of slowly allowing something to become ready for some use
12. a mixture of sand, water and cement used to hold bricks together

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

E. Use the correct form of the words from Exercise D above to complete the sentences.

1. In a few minutes the tea leaves will ..... to the bottom of the cup.
2. You must allow the wood to ..... before you can build with it.
3. Jenny has many good ..... .
4. If you don't ..... the bottle carefully, it might spill in your bag.
5. I never saw the ..... of the old mansion on the end of my street.
6. She's a ..... child; trying to be the centre of attention one moment, then painfully shy the next.
7. I don't mind the taste of eggs, but I don't like their ..... at all.
8. The sea shell formed a beautiful ..... .
9. Small plants were growing between the bricks where the ..... had fallen out.
10. It was only because of Jose's ..... idea to park the car and continue by metro that we arrived on time.
11. That cave is probably the ..... of some wild animal.
12. No one knows the reason for the ..... of the dinosaurs.

LIVEWORKSHEETS

LISTENING 1

Choose Answers from a List

STRATEGY	Circle the key words and paraphrase them.
TIP	If you make notes, write the notes in a column for each speaker.

Focus your attention on the subject of the conversation. The words in the activity and the words spoken in the conversation might not be exactly the same. You should listen for words or phrases with similar meanings.

Which **TWO** activities is the guest interested in?

List	Related Words
A water sports	swimming, boating, water skiing
B hikes	walks, climbs
C learn crafts	sew, knit, make, build
D observe wildlife	watch birds, animals, bears
E learn to cook	prepare meals, food

Track 12

PRACTICE 3 (answers on page 223)

Circle the key words and write related words for the key words. Then listen to the conversation. Make notes. Answer the questions.

Conversation 1

*Choose **TWO** letters.*

Which **TWO** activities does the Language Academy offer?

List	Related Words
A cooking classes	.....
B social gatherings	.....
C movies	.....
D outdoor activities	.....
E book groups	.....

Conversation 2

*Choose **TWO** letters.*

Which **TWO** things did Amanda do during her homestay?

List	Related Words
A took trips	.....
B spoke Chinese	.....
C met people	.....
D tried new food	.....
E celebrated a holiday	.....

LIVEWORKSHEETS

Conversation 3

*Choose **TWO** letters.*

Which **TWO** things will Lee do during the summer?

List	Related Words
A visit relatives	.....
B study	.....
C relax	.....
D walk in the mountains	.....
E read	.....

Conversation 4

*Choose **TWO** letters.*

Which **TWO** things are included in the condo fee?

List	Related Words
A landscaping	.....
B parking garage	.....
C apartment maintenance	.....
D exercise room	.....
E trash removal	.....

Conversation 5

*Choose **TWO** letters.*

Which **TWO** things does Mary say she likes about her job?

List	Related Words
A her co-workers	.....
B the manager	.....
C her salary	.....
D the location	.....
E her schedule	.....

LIVEWORKSHEETS

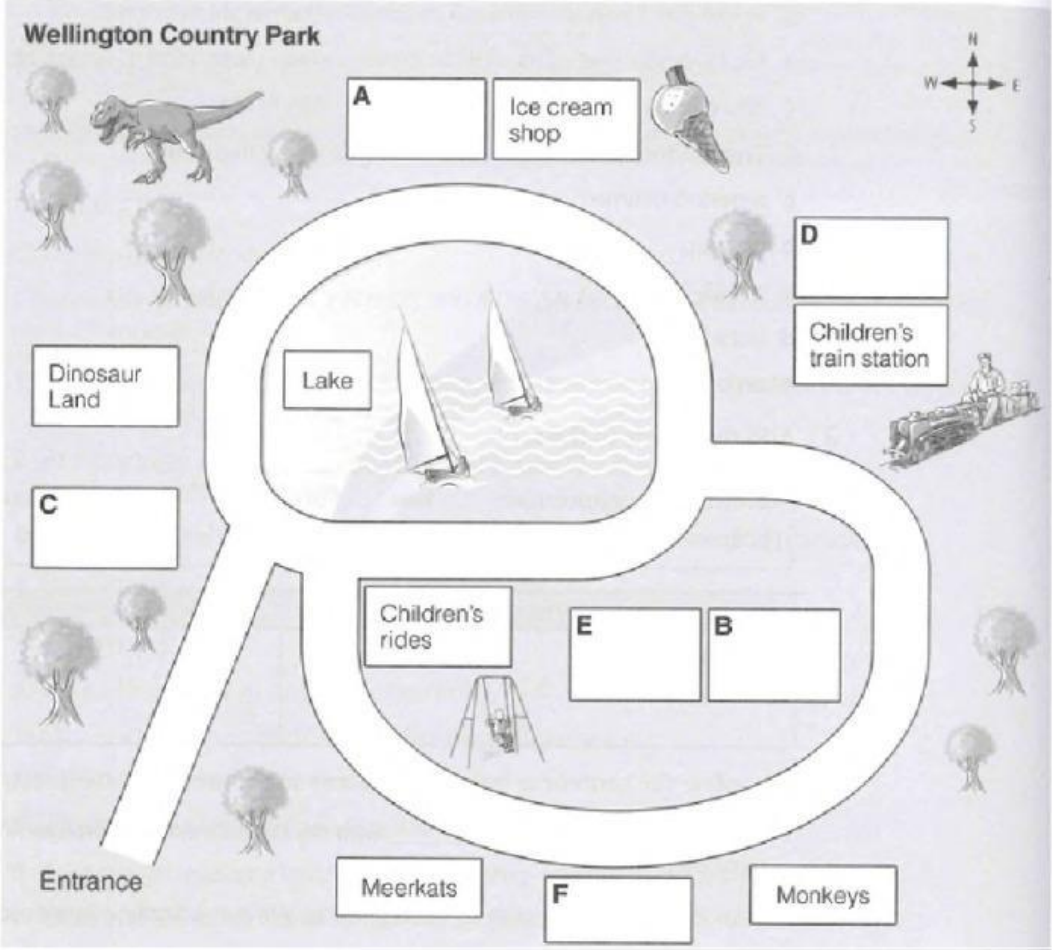
LISTENING 2

2.4 SECTION 1 *Questions 1–10*

Questions 1–6

Label the map below.

Write the correct letter, ***A–F****, next to Questions 1–6.*



1 Children's playground .....

2 Picnic area .....

3 Farm animals .....

4 Campsite .....

5 Restaurant .....

6 Birds .....

Questions 7–10

Complete the notes below.

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

Visitor's name: **7** .....

Card number: **8** .....

Card expiry date: 04/2020

Card security number: **9** .....

Car registration number: **10** .....

LIVEWORKSHEETS

VOCABULARY PRACTICE

2.1 Complete the text with suitable adjectives from the box. More than one adjective may be possible.

adequate basic booming catastrophic decent enormous pressing staggering



Megacities

The world's population is [1]....., no more so than in its cities. Today, there are 21 megacities, each containing more than 10 million inhabitants, three-quarters of them in developing nations. By 2020, there are expected to be at least 27 megacities. Such a [2]..... rate of urbanisation brings its own problems, especially in developing nations, where the majority of the megacities will be found.

Employment and educational opportunities are the main attraction of urban centres. But hopes for a better life are often dashed as overpopulation puts an [3]..... strain on the infrastructure of the cities and their ability to provide [4]..... necessities such as clean water and a place to live.

Many rural migrants fail to find [5]..... work, and therefore cannot afford [6]..... housing. In some megacities up to 50 per cent of the residents live in slums. This problem is [7]....., with the United Nations predicting that half the world's population will be living in cities by next year. If the infrastructure within those cities does not grow at the same rate the result will be [8]..... .

2.2 Find words in the text on page 73 that match these definitions.

1 People that live in a particular place. .....
2 Areas of the world that are poorer and have less advanced industries. .....
3 The process by which more people leave the countryside to live in the city. .....
4 The problem of having too many people. .....
5 The basic systems and services of a city. .....
6 Very poor and crowded areas of a city. .....

2.3 WORD BUILDING Complete the table.

Noun	*Verb*	*Adjective*
competition		
		excluded
	include	
	isolate	
		poor
responsibility	..... *responsibility*	
		tolerant

LIVEWORKSHEETS

3.1 Answer these questions. Write one or two sentences.

1 What are the main problems associated with living in a big city?

2 Can anything be done to solve those problems?

3 Whose responsibility is it to solve these problems?

> **Vocabulary note**
>
> To refer to a group of people we can use *the* + adjective: *the elderly, the poor, the young.* E.g. *We should look after* ***the elderly.***

3.2 Now complete these answers to the questions with suitable words from 2.3.

1 Big cities can be overcrowded, so there are a lot of people c..... for each job and for accommodation. The lack of jobs usually means that there is a lot of p..... in big cities. And although there are a lot of people around you, many people feel very i..... in big cities and it's particularly difficult for the elderly.

2 I think we need to be more t..... of each other. I think it helps if we try to create small communities within the bigger city so we should try to i..... people rather than e..... them.

3 Well, we all have to t..... r..... for these problems and we can all do something to help. But the government is also r..... to a certain extent as well. They need to make sure that the p..... are looked after and that they have access to the facilities they need.

4 PRONUNCIATION 14b If we have *-ed* at the end of a word, it can be pronounced with a *t* or *d* sound. Look at the following words and write *t* or *d* depending on their sound. Now listen and check your answers, then practise saying the words.

accepted crowded developed excluded included isolated
overpriced overworked resolved stressed solved

Academic Reading

> **Test Tip**
>
> This reading text is also good practice for General Training section 3.

Rags, bones and recycling bins

Tim Cooper investigates the history of waste recovery.

As concern mounts that the consumer society may be ecologically unsustainable, historians have begun to interest themselves in past efforts to achieve efficient use of scarce resources. Far from being a recent innovation, recycling and reuse of household cast-offs have a long history. In early modern Britain, one of the most characteristic forms of recycling has been the trade in second-hand clothing, which has survived to the present day in the shape of the ubiquitous charity shop. The cost of buying new ensured that many among the lower orders of eighteenth-century English society relied on second-hand apparel. The rag fairs of the rapidly growing cities and a network of tradesmen and pawnbrokers supplied this trade. Some historians have argued that the second-hand trade played an important role in the nascent development of mass consumerism and fashion; demand was so high that there was a ready market for stolen clothes.

Recycling was not restricted to the clothing trade. A much wider culture of reuse existed. This included, for example, the recycling of building materials from demolished buildings, the repair or reuse of most metal goods, and the use of old rags in the paper industry. The paper industry was almost wholly reliant upon recycling for its raw materials. Recycling was thus an important component of the pre-industrial economy, enabling it to cope with shortages of raw materials and aiding the poor. Pre-industrial recycling was largely a response to chronically low levels of production. After 1800, industrialisation, urbanisation and population growth would see the emergence of a new problem – waste – and give a new significance to recycling.

Of course, the generation of urban waste was not new in itself, but the scale of waste production after 1800 certainly was. The treatment and disposal of domestic waste became a problem of the first order. From the 1850s the problem of human waste disposal was being addressed by the construction of sewerage systems; the domestic refuse problem, however, remained relatively neglected until 1875. Up until 1900 most urban areas relied on private contractors for waste disposal, who operated only with the minimum of environmental regulation. This was the context in which the Victorian dust-yards, immortalised in Charles Dickens' novel *Our Mutual Friend*, emerged.

LIVEWORKSHEETS

These yards sprang up either in or around many major cities in the nineteenth century, but were particularly characteristic of London. The dust-yards made their money by employing men, women and children to sift and sort through the filth in search of items of value, such as rags and metals. These were then sold to contract merchants. A large proportion of the material that remained after sorting was dust and cinders; where possible these were sold as a fertiliser or fuel source, but where no market existed they were dumped either on land or at sea.

The dust-yards were the most notorious of the nineteenth-century waste trades. In *Dangerous Trade* (1902), industrial health expert Thomas Oliver stated that 'under all circumstances dust-sorting is dirty and disagreeable work'. The uniquely unpleasant conditions of the yards meant that dust-women formed 'a class by themselves, and so the work becomes more or less hereditary'. The workers also received marginal reward for their efforts. By 1900 the average wages of women in contractors' yards in London were only between seven and eight shillings per week. As a result the dust-yards were increasingly controversial by the end of the nineteenth century. At the same time, the waste continued to grow. The 1875 Public Health Act had given local authorities a legal responsibility to remove and dispose of domestic waste. However, the last years of the century saw a solution to the apparently insoluble problem of what to do with the refuse of Britain's cities. A means, in the eyes of experts, to achieve the perfect removal of waste without resort to either the dust-yard or the tip: the incinerator.



Test Tip

For notes completion items, make sure that you stick to the word limit. Do not write extra unnecessary words. Check you have copied the words correctly from the text.

Questions 1–7

Complete the notes using **NO MORE THAN TWO WORDS** from the text.

The history of recycling in the UK

Eighteenth-century Britain

- People recycled products such as
  – used (1) .....
  – (2) .....
  – anything made from (3) .....
  – old cloth.
- The (4) ..... business relied heavily on recycled materials.
- Recycling had two main advantages:
  – it provided necessary (5) .....
  – it helped (6) ..... .

Nineteenth-century Britain

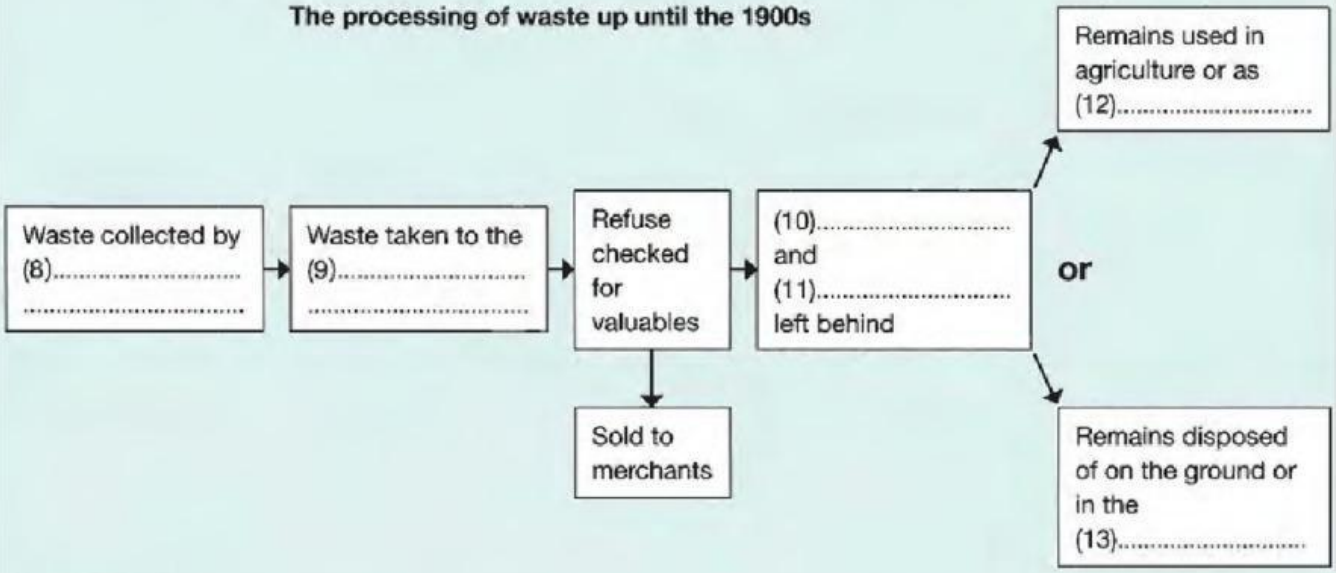
- More refuse was created by an increase in the number of
  i) big cities
  ii) inhabitants
  and
  iii) increasing (7) ..... .

LIVEWORKSHEETS

Questions 8–13

Complete the flowchart below using **NO MORE THAN TWO WORDS** from the text.

The processing of waste up until the 1900s



Question 14

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

In the final paragraph, what are we told about waste disposal at the end of the nineteenth century?

A It was a respected business.
B The work was relatively well-paid.
C Authorities decided to burn the waste.
D Disposal of waste had not yet been regulated.

LIVEWORKSHEETS