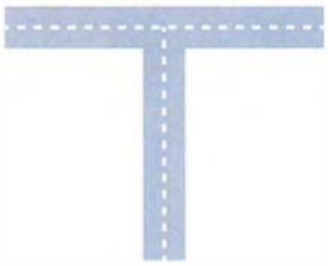
LISTENING PRACTICE

01 Write the correct word under each diagram to check your understanding of language connected with road travel and directions.

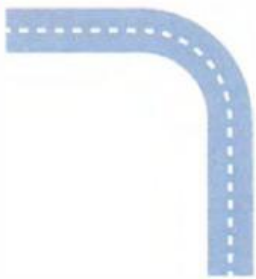
bend | crossroads | flyover | junction | roundabout | traffic lights

1 

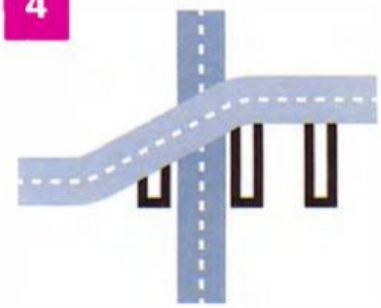
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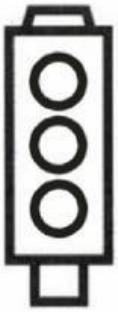
_____

3 

_____

4 

_____

5 

_____

6 

_____

02 **Listen to directions 1–6 and write the correct word from the box.**

11

1 Stay in the middle lane so that you can go over the motorway. _____
2 You'll have to wait on the right till it changes for you to turn. _____
3 Go round and take the third exit on the right. _____
4 Slow down here because it goes to the left quite sharply. _____
5 When you get there, go straight across. _____
6 When you get to the end of this road, take the left turn. _____

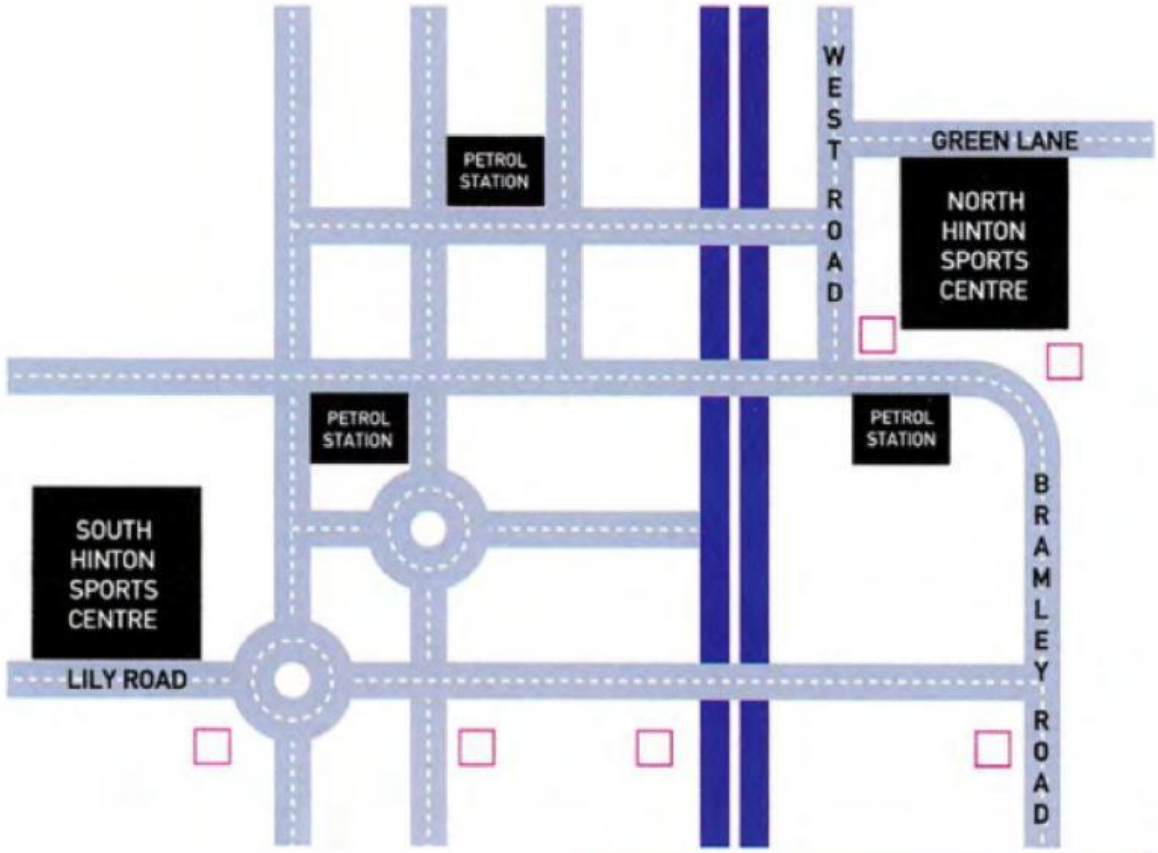
LIVEWORKSHEETS

COMPLETION/MATCHING TASKS

Before listening to directions to complete a map, you should look at the map carefully and think about the type of information you need to identify each place on the map. When listening, you should focus on words and phrases that will help you find the information, for example *turn left* or *go straight on*. You need to follow the directions carefully and try to predict which information will come next.

03 12 **Listen to the Director of Sports giving directions from one sports centre to another. Write the letters in the correct position on the map.**

A roundabout B junction C traffic lights D crossroads E flyover F bend



04 13 **Listen to the descriptions of sports 1–5 and write the correct number next to each sport A–E.**

A gymnastics ☐
B basketball ☐
C weightlifting ☐
D badminton ☐
E table tennis ☐

When matching descriptions to people, places or things, you need to focus on key words and ideas which can help you decide what is being described as well as what is **not** being described. For example, if you have to choose between football and cycling, a description with key words like *goal*, *run* and *kick* is more likely to describe football, and a description with *ride*, *wheel* and *race* is more likely to describe cycling.

LIVEWORKSHEETS

05 14 **Listen to the next part of the message. The Director of Sports is giving instructions for preparing three rooms for the inter-college sports competition at the sports *centre*. Write the sports in the correct gap in the table. One of the sports appears twice.**

badminton basketball gymnastics table tennis weightlifting

North Hinton Sports Centre			
	Dean Room	Carsley Room	Forster Room
Sport event – morning	1 _____	2 _____	3 _____
Sport event – afternoon	4 _____	5 _____	6 _____

EXAM SKILLS

In the Listening test you may need to complete categories in a table or set of notes which already has some of the information in place. You should look at the information in the table carefully to get a good idea of what other information is required. This will help you to focus on the missing information. For example, the word *nets* is already given under *basketball*, so you know that you will need to listen for another word connected with that category for question 2. In each case, you will hear the sport first, so you will be able focus on the missing word.

TIP 06

You need to write the same words as you hear in the recording. You will be told how many words you need to write and you will hear the words in the same order they are given in the recording script.

06 15 **Listen to the last part of the message and complete the table with the pieces of equipment. Write ONE WORD ONLY in each gap.**

Sport event	basketball	gymnastics	table tennis	badminton	weightlifting
Equipment	nets	vaulting horse	tables	1 _____	barbells
	2 _____	3 _____	nets	racquets	weights
		4 _____	5 _____	shuttlecocks	6 _____
		rings			chalk
		pommel horse			

07 16 **The Director of Sports, Jeff, leaves another message for the three helpers, Steve, Amanda and Malik. In the message, he tells them who should be in charge of each event. Listen and write the correct organiser, A, B, C or D next to events 1–6.**

A Steve
B Amanda
C Malik
D Jeff

1 badminton _____
2 gymnastics _____
3 weightlifting am _____
4 basketball _____
5 weightlifting pm _____
6 table tennis _____

LIVEWORKSHEETS

WRITING PRACTICE

Academic Writing Task I: Handling data 1 – line graphs

In Task 1 of the Academic Writing Module you may be given one or more line graphs and asked to explain what they show. You should spend 20 minutes on this task and you should write at least 150 words.

Advice

- You will need to compare the information as well as describe it. For language of comparison/similarities/ differences see Unit 2.2.
- It is important not to offer your opinion on the graph or to try to give reasons for the figures mentioned.

1 A line graph is a way to summarise how two pieces of information are related. Look at chart 1. Which sentence, a or b, is a better summary of the chart?

a The graph shows how much money was spent on students in California from the end of the 70s to the beginning of the 21st century.

b The graph shows how many dollars were spent on each student's education in the state of California in selected years between 1977 and 2002.

Chart 1

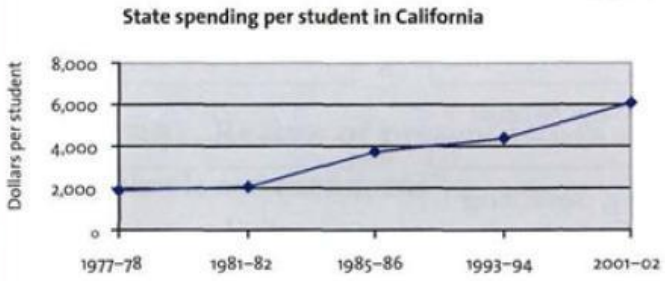
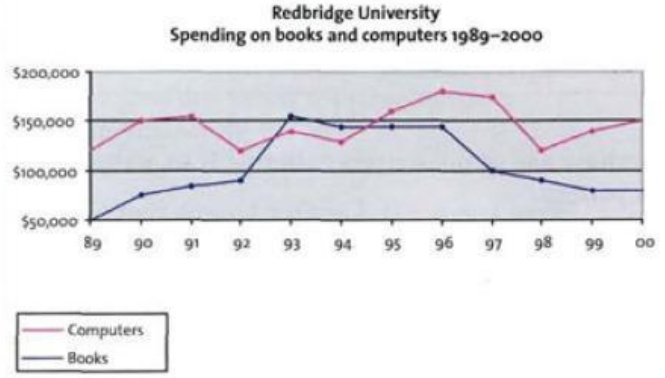


Chart 2



2 Look at chart 2. Use appropriate vocabulary from the Useful language box on the opposite page to complete the following sentences:

Noun + adjective

EXAMPLE: There was a ..sharp rise.. in the amount spent on books in 1993, compared with the previous year.

1 There was a ..... in the amount spent on computers between 1992 and 1994.

2 There was a ..... in spending on computers from 1998.

3 There was a ..... in spending on computers in 1992 and then again in 1998.

4 There was a ..... in spending on books from 1997.

Verb + adverb/adjective/noun

EXAMPLE: Spending on computers ..fluctuated slightly.. between 1992 and 1994.

5 Spending on books ..... from 1992 to 1993.

6 Spending on books ..... in 1993.

7 Spending on books ..... from 1994 to 1996.

8 Spending on computers ..... in 1996.

9 Spending on computers ..... in 1998.

10 Spending on computers ..... in 1999 and 2000.

LIVEWORKSHEETS

Useful language

Expressing changes

to rise / a rise
to increase / an increase
to go up
to double

to reach a peak

to hold/remain steady
to be stable
to be constant
to level off

to fluctuate
a fluctuation

to decrease / an decrease
to decline / a decline
to fall / a fall

slight / slightly
gradual / gradually
steady / steadily

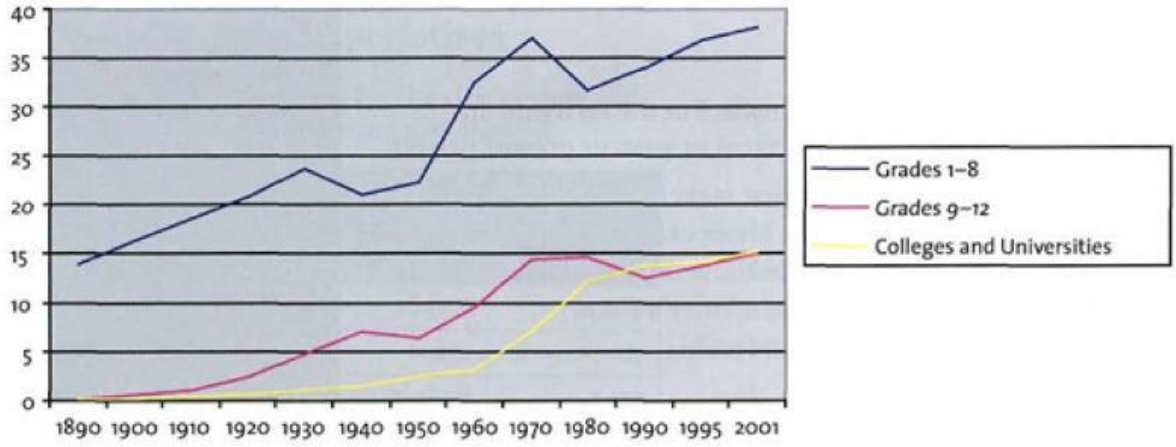
dramatic / dramatically
steep / steeply
sharp / sharply

Time expressions

for the period
since 1999
for five years
between 1990 and 2001
in 1987

3 Complete the report below, which describes the chart showing school enrolment in the USA. Each space has a clue to the type of word needed, to help you.

School enrolment in the USA (student numbers in millions)



The chart shows the increase **0** (preposition) ..in.. the number of people who received an education in the USA **1** (preposition) ..... 1890 and 2001.

2 (preposition) ..... the beginning of the twentieth century numbers of those who were enrolled in grades 1–8 and in grades 9–12 (high school) began to **3** (verb) ..... . By the end of the twentieth century figures for the former **4** (verb + preposition) ..... around 38 million, compared to 15 million for high school. Only two periods showed a **5** (noun) ..... – starting in the 1930s and 1970s for grades 1–8, and in the 1940s and 1980s for grades 9–12.

The number of students in colleges and universities was much lower than those enrolled in grades 1–8, and was generally below those in grades 9–12. The number of students going on to further education **6** (verb and adverb) ..... until the end of the 1960s, when there was a **7** (adjective and noun) ..... . This **8** (noun) ..... continued until the 1990s, when numbers were level with those leaving high school – around 15 million.

Overall, during the twentieth century there was a **9** (noun) ..... in the number of Americans receiving an education at all levels.

LIVEWORKSHEETS

READING PRACTICE

Paragraph 1

Read the paragraph. Complete the table using words from the paragraph.
*Write **NO MORE THAN THREE WORDS** for each answer.*

Research points to six different factors that can lead to heart disease. One of the most significant of these is physical inactivity. Heart disease is a condition that develops when plaque, or fatty deposits, build up in the coronary arteries, which carry blood to the heart. This buildup causes these blood vessels to become blocked. It can also lead to the formation of masses of thickened blood, that is, blood clots. Physical activity can reduce the risk of heart disease, not only because inactivity is a risk factor itself but also because of the effect it can have on some of the other risk factors. For example, studies have shown that people who follow a routine of taking daily walks are less likely to develop Type 2 diabetes than people who follow no regular exercise routine.

Cause	**Effect**
Lack of **1** ..... exercise	Heart disease
Plaque deposits increase	**2** ..... arteries Formation of **3** .....
Walking regularly	Lower risk of **4** .....

Paragraph 2

Read the paragraph. Complete the table using words from the paragraph.
*Write **NO MORE THAN TWO WORDS** for each answer.*

Geothermal energy refers to technologies that extract heat from the earth to use as energy in homes and businesses. It is attractive as an alternative energy source that reduces our reliance on fossil fuels. Although the high cost of construction can be a deterrent, the low cost of operation once the system is up and running is a great benefit. Another attraction is that geothermal energy systems produce no pollution, in contrast to energy systems that rely on fossil fuels. Unfortunately, it is not an alternative for everyone as a geothermal energy plant can only be built in a location where the proper underground conditions exist—often near hills or mountains.

Advantage	**Disadvantage**
5 ..... is inexpensive	**6** ..... is expensive
Does not create **7**	Location requires suitable **8** .....

Paragraph 3

Read the paragraph. Complete the flowchart using words from the paragraph.
*Write **NO MORE THAN ONE WORD** for each answer.*

Rather than chasing after its dinner as other predators do, web-spinning spiders construct a trap—the web—and wait for dinner to come to them. Spider webs are intricate pieces of weaving that could rival the most beautiful handmade lace. How do these tiny creatures make these elegant structures? The spider starts by standing on a branch and releasing a long thread into the wind. The other end of the thread catches onto another branch, so now it is stretched between two branches like a bridge. The spider then releases another, looser thread as it walks across this bridge. The loose thread sags below to form a V shape. The spider walks to the center of this V and lowers itself down on a new thread, forming the leg of a Y shape. The spider then attaches more threads between the bridge and various anchor points to create a framework. Next, the spider attaches threads radiating out from the center of the web to the edges. Over these, the spider attaches threads in the form of a spiral.

LIVEWORKSHEETS

Spider Web

The spider attaches thread between two branches to form a **9** ..... .

↓

It releases a second, looser thread that hangs down in the form of a **10** ..... .

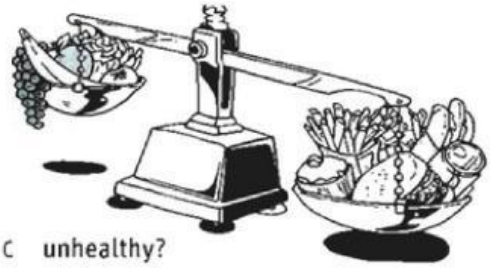
↓

It attaches more threads to form a framework, then places threads radiating out from the center.

↓

It lays down the last threads in a **11** ..... shape.

VOCABULARY PRACTICE



Diet

1.1 **Answer these questions.**

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

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

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

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

factors ingredients maintain nutrients overeating overweight servings variety

How to improve your diet

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

LIVEWORKSHEETS

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

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

LIVEWORKSHEETS