


# 2

# Working together

## Vocabulary

### Relationships

1  Work in pairs. What do you think the relationship between the people in the photographs might be?

2a Complete each phrase in **bold** with the correct option, **A**, **B** or **C**.


- 1 Do you often \_\_\_ **with** friends or family over pointless things? How quickly do you normally make up?  
A differ                      B quarrel                      C dispute
- 2 Were you \_\_\_ **in the city** or **in the countryside**? Was it a good place to spend your childhood?  
A brought up                      B grown up                      C raised up
- 3 Do you usually \_\_\_ **with your colleagues/classmates**? How does this positive/negative relationship affect your work?  
A see eye to eye                      B get back together  
C rub shoulders
- 4 Have you ever met someone who you **immediately** \_\_\_ **with**? Are you still friends now?  
A hit it off                      B set up                      C fell out
- 5 Do you \_\_\_ **anyone in your family**? If so, is it a physical trait or a characteristic that you share with them?  
A take to                      B take in                      C take after
- 6 Is there anyone in your life who you **have** \_\_\_ who you would like to get back in contact with?  
A kept in touch with                      B drifted apart from                      C put up with
- 7 Do you think it is important for friends **to be** \_\_\_ or is it OK to have a different outlook on life?  
A kept at arm's length                      B moving in the same circles  
C on the same wavelength

2b  Discuss the questions in exercise 2a with your partner.

3a In sentences 1–4, circle the adjective in *italics* which is NOT used with the noun in **bold**.

- 1 Gregory's a *fair-weather/lifelong/mutual/committed* **friend**.
- 2 They have a *strained/complicated/nuclear/stable* **relationship**.
- 3 Farah had a very *conventional/close/unusual/strict* **upbringing**.
- 4 Sophia has a large *close-knit/sheltered/extended/immediate* **family**.

3b Look at exercise 3a again. Make collocations using the adjectives you circled and the nouns in **bold**. More than one answer may be possible.

4  Work in pairs. Use the adjective + noun collocations in exercises 3a and 3b to talk about your own relationships.



LISTENING

## Listening Part 2

### Sentence completion

- 1 Work in pairs. When you meet new people, how do you try to get to know them better? What kinds of questions do you ask?
- 2 Read the following dictionary entry and discuss the questions with your partner.

**network** VERB

to meet and talk to people in order to receive or give information, especially about business opportunities

- 1 In which ways can people network for study or work? Which ways are best?
- 2 Have you become close friends or colleagues with someone you have met through networking?
- 3 You will hear a business expert called Anthony Conrad talking about effective ways to network. For questions 1–8, complete the sentences with a word or short phrase.

**NETWORKING – SOME USEFUL ADVICE**

Anthony states that the way people feel about networking can have a (1) ..... on how they get on at work.

Anthony asserts networks are important for promotion as they offer access to (2) ..... and information.

Personal networking describes day-to-day social behaviour and grows with (3) .....

The Harvard study results suggest employees in (4) ..... are unaffected by the stress of networking.

Anthony says providing employees with chances to network more often would build their (5) ..... in doing it.

Psychologists and business experts report that the best way to build a strong connection with a new contact is to find (6) .....

Anthony states that understanding a person's (7) ..... will encourage them to offer help.

Anthony concludes that if networking is given time, it will bring (8) .....

**Help**

- Look at each gap before listening and decide what type of word or phrase is missing.
- Use the sentence context to help you with grammatical clues – sometimes you will need to use plural forms.
- Write down the exact word or phrase that you hear. These are often single or compound nouns.
- For some questions you will hear distractors. These are words which at first seem relevant, but do not complete the sentence correctly. Listening carefully to the context surrounding a question should help you select the most appropriate answer.
- Check your answers. Incorrect spelling and grammar will lose marks.

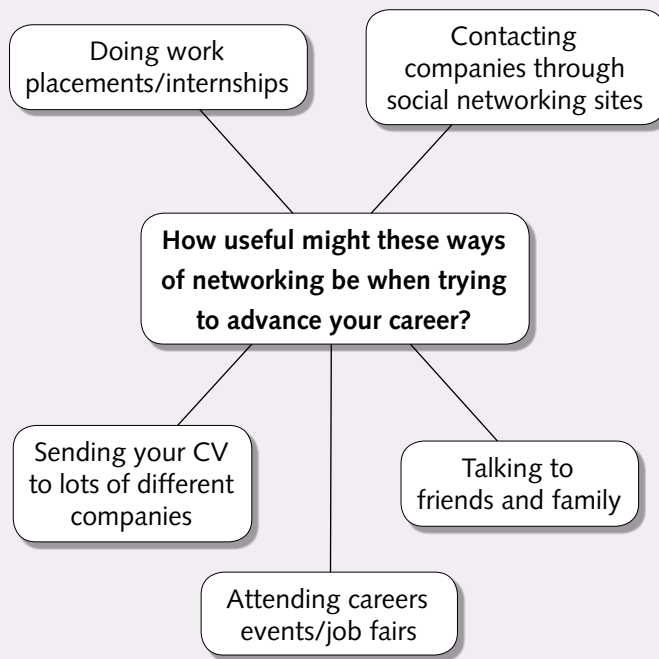
- 4 Work in pairs. Is networking in your country more common now than in the past? Why do you think that might be?
- 5 Think of an example of two people you know who would benefit from being introduced to one another. Tell your partner.


SPEAKING

## Speaking Part 3

### Collaborative task

- 1a Work in pairs. Here are some things which could help you to advance your career and a question for you to discuss. Talk to each other about how useful these ways of networking could be.



**1b**  Now decide which type of networking would be most effective.

### Help

- There are two phases in Part 3 of the Speaking test. First, you discuss a question with your partner(s) by referring to some written prompts. The focus is on exchanging ideas, expressing and justifying opinions, speculating and evaluating.
- In the second phase, the examiner asks another question related to the written prompts you have already discussed. The focus here is on negotiating towards a decision.
- Show the examiner you can keep a discussion going by asking relevant questions, allowing your partner(s) time to respond and by commenting on or extending their contribution.

### Useful language

#### Make suggestions:

*Have you considered ...? In their position I'd ...  
What would you say to ...?*

#### Explain and clarify:

*That's the reason why ... What I mean is ...  
What I'm trying to say is ...*

#### Refer to your partner's comments:

*You mentioned ..., could you explain that in more detail? Do you have any thoughts on ...?*

#### Agree/Disagree:

*I think we agree (that) ...  
Well, we seem to disagree. You think that ...,  
while I'm of the opinion (that) ...*

### “ SPEAKING

## Speaking Part 4

### Discussion

 Discuss these questions with your partner.

- 1 Do you think that companies should pay people for work experience/internships? Why/Why not?
- 2 Do you think that it's important to consult your friends and family when you make important decisions? Why/Why not?
- 3 Some people believe that online relationships are less important than relationships with people you see regularly. Do you agree? Why/Why not?
- 4 If you have a problem, do you often approach other people to help you solve it? Why/Why not?
- 5 Do you think that businesses should provide more opportunities for employees to develop social relationships? Why/Why not?
- 6 Some people say that nowadays we are more interested in looking after ourselves than others. What do you think?

### Help

- In Part 4, you will be asked a series of questions related to the topic in Part 3. You will hear the questions, but not see them. Ask the examiner to repeat the question if necessary.
- The focus here is on your ability to express opinions using a range of structures. Try to develop your ideas as much as possible by giving examples or supporting evidence.



## Language focus 1


### Modals

**1** Look at the messages people have sent others in their network. Underline the correct modal verbs in *italics*.

- Hi Andy, sorry about the late response to your invitation to connect. I *should have/must have* missed it when you first contacted me. I *would/should* love to become part of your network. All the best, Saïd.
- Hi Sara, just a quick message to let you know that you *needn't/couldn't* complete the questionnaire attached to my last email, it wasn't meant to be on there! Rachel.
- Aidan, you really *shouldn't have/mustn't have* posted that video without asking permission. *Can't you have/Haven't you* heard of copyright laws?
- Hi Ciara, I *won't/can't* seem to find that website that you recommended I post my CV on. Please *can/may* you forward a link? Thanks, Mark.

**2** Look at these possible uses of modal verbs. Match the modal verbs you underlined in exercise 1 with the correct use.

ability/inability    criticism  
 annoyance    habit  
 asking for/giving permission  
 obligation/necessity  
 lack of obligation/necessity  
 logical deduction    possibility  
 concession    offer    refusal  
 request    willingness

 Read more about modals in the Grammar Reference pages 116–118.

**3** Choose the sentence (A or B) that is closest in meaning to the sentence given.

- The alarm doesn't come on automatically.  
 A You don't have to turn the alarm on.  
 B You should turn the alarm on.
- You needn't phone her if you don't want to.  
 A You mustn't phone her if you don't want to.  
 B You don't have to phone her if you don't want to.
- Using their online booking system couldn't be easier.  
 A You may as well use their online booking system.  
 B You should find their online booking system simple to use.
- It's possible that the results of the test will be available later today.  
 A The results should be available later today.  
 B The results might be available later today.
- We can't not invite him.  
 A We'd better invite him.  
 B We'd better not invite him.
- Although I try hard, I can never explain this clearly.  
 A Try as I may, I can never explain this.  
 B Try as I can, I may never explain this.

**4**  Work in pairs. Look at photographs A and B and answer these questions.

- What do you think the relationships between the people and animals might be?
- How might their relationship develop in the future?



## Reading and Use of English Part 1

## Multiple-choice cloze

## Help

- This part of the Reading and Use of English paper is primarily a test of vocabulary. Questions typically focus on fixed phrases, collocations, idioms and phrasal verbs.
- Look at the choice of words and select the one which fits in terms of meaning and grammar.

## 1 For sentences 1–3, underline the correct option. Then match each sentence to the appropriate description a–c.

- 1 Dutch police have \_\_\_ an innovative way to tackle illegal drones – eagles!  
A imagined    B realised    C invented    D discovered
- 2 The authorities are working out how to effectively \_\_\_ with nuisance drones.  
A deal    B fight    C get    D break
- 3 The eagles will wear \_\_\_ armour to ensure they are not hurt.  
A safety    B defensive    C protective    D precaution

- a The selected option is the only word with the correct meaning.  
b The selected option is part of a collocation or other common word pattern.  
c The selected option is the correct part of a phrasal verb.

## 2 Look at the title of the text from a newspaper. What do you think it is about?

Read the text, ignoring the gaps, to check your ideas.

## 3 Read the text again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



## A bird's eye view on tackling waste

The vulture is (0) D.. unloved but Peruvian environmental authorities are attempting to change (1) ..... Wearing GPS trackers and mini video cameras, ten vultures have been (2) ..... to lead authorities to illegal dumps whose run-off (3) ..... the rivers and Pacific coastline of the capital, Lima.

The city (4) ..... 2.1 million tonnes of rubbish per year and according to officials an estimated 20 per cent of this ends up in dumps which are unregulated and can be the (5) ..... of diseases. These areas are renowned for the flocks of vultures that feed there.


The vultures are playing an important role in a programme which aims to raise (6) ..... about the issue. The birds fly to the sites in search of food and in doing so identify locations where there are large volumes of organic matter and rubbish. The GPS coordinates are checked to (7) ..... whether the sites are legal and the video footage is posted online. This forms part of a social media campaign encouraging local residents to confirm illegal sites, (8) ..... ensure that they are closed before they harm surrounding communities.

- |                   |               |             |                |
|-------------------|---------------|-------------|----------------|
| 0 A rarely        | B seldom      | C usually   | D <u>often</u> |
| 1 A thoughts      | B options     | C attitudes | D ideas        |
| 2 A uncovered     | B abandoned   | C detected  | D dispatched   |
| 3 A spoils        | B damages     | C pollutes  | D stains       |
| 4 A generates     | B builds      | C develops  | D makes        |
| 5 A start         | B origin      | C source    | D beginning    |
| 6 A understanding | B realisation | C knowledge | D awareness    |
| 7 A verify        | B study       | C predict   | D guess        |
| 8 A assisting     | B helping     | C aiding    | D improving    |

## 4 Work in pairs. Can you think of any other situations where animals are used to help humans in a task? Do you think that people should use animals for potentially dangerous tasks or activities? Why/Why not?

## Reading and Use of English Part 7

### Gapped text

- 1  Discuss these questions with a partner.
  - 1 Is it important to understand how animals exist in the wild? Why/Why not?
  - 2 Why do you think that people have such strong relationships with some kinds of animals and not others?
  - 3 Is it important to protect endangered species? Why/Why not? What are the possible benefits?
- 2 Read the title and the first line of the text. What do you think the text is about? Who would enjoy reading this kind of text?
- 3 Read the body of the text and check the predictions you made in exercise 2. Do not read paragraphs A–G yet.

### A fine balance – managing the relationships between animals and humans

Ecotourism, where travellers visit natural environments with an eye toward funding conservation efforts or boosting local economies, has become increasingly popular in recent years. In many cases it involves close observation of, or interaction with, wildlife, such as when tourists swim with marine animals. However, during a recent project life scientists analysed large volumes of studies on how ecotourism affects vulnerable animals and concluded that such experiences can be detrimental to a range of species.

1

They found that while ecotourism could be instrumental in ensuring that groups of animals in the highest risk categories avoid extinction, there were definite drawbacks. Ecotourism, by its very nature, tends to focus tourist activity on specific sites of interest. And whilst taking an interest in the world around you is all well and good, the numbers may surprise you.

2

One way it is causing this is by the simple fact that the presence of humans changes the way animals behave. It makes them more vulnerable — to poachers, for one — but also in less obvious ways. When animals interact in seemingly benign ways with humans, they may let their guard down. As animals learn to relax in the presence of humans, they may become bolder in other situations. If this transfers to their interactions with predators, they are more likely to be injured or killed.

- 4 You are going to read an extract from an article. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.



3

In fact, researchers have pointed out that ecotourism has effects similar to those of animal domestication and urbanisation. In all three cases, regular interactions between people and animals may lead to habituation. Domesticated animals become more docile and less fearful due to regular interactions with humans. Domesticated fish are less responsive to simulated predatory attacks. Mammals and birds which live in urbanised areas are slower to flee from danger.

4

A case in point is the New Zealand sea lion, which is found around the southern mainland, and the dangers it faces. Fisheries are the main threat to sea lion populations as they reduce pup survival rates by affecting the supply of food. However, ecotourism also tends to impact on this stage too. Tourists, keen to photograph pups, often get too close to the animals, causing them to retreat to the sea. In turn this means that young seals miss feeding opportunities.

## Help

- Summarise each paragraph in a few words. Try to predict what the writer will say next.
- Read all the missing paragraphs and try to identify the purpose of them. Are they explaining a point, illustrating an example or showing contrast?
- Read the information before and after the gaps to help you identify any reference links, e.g. *Them* → *People*.
- Check your answers by reading the whole article again to ensure that it makes sense. Check that the extra paragraph does not fit any of the gaps.



5

The economic benefits of ecotourism are, however, very much dependent upon scale. This is clearly demonstrated in Indonesia, where small-scale ecotourism has focused on orang-utans. While interest in this species has helped it secure a protected status, the positive effects have not been able to overcome the problem of habitat loss. This is due to the financial importance of logging, which so far surpasses interest in animal conservation as a source of income.

6

Whatever the future for ecotourism, the hope is new analysis will encourage more research into the interactions between people and wildlife. It is essential to develop a more comprehensive understanding of how various species in various situations respond to human interaction. We now know that even minimal interaction could affect the behaviour or biology of a species and influence its function within its community. However, it is also important to acknowledge that without this interaction, some species may no longer exist at all.

- A** Having said this, researchers have identified a threshold effect where ecotourism displaces activities conventionally seen as harmful to wildlife. When more money is generated by tourism, attitudes change regarding primary industries. Although whether this results in action tends to depend on those who own or directly benefit from such businesses.
- B** Conversely, in other cases, the food chain is also affected by natural predators being discouraged by an abundance of humans in the ecosystem. The sum total of all this is that prey species become less alert and increasingly tame.
- C** The major outcome of this research is that the findings were integrated into established computer models which calculated the viability of a threatened species. The research teams then quantified the impacts of ecotourism operations on habitats, population change and migration patterns.
- D** However, it's not all bad news. Other species such as the cheetah have greatly benefited from increased tourist numbers. With this interest has come an awareness regarding the threat from poaching. Furthermore, local communities have seen that tourism revenue outweighs their reward from any involvement in hunting the animals.
- E** Protected areas around the globe receive in the region of 8 billion visits each year and this is beginning to take its toll. Ecotourism can now be added to the growing list of drivers of human-induced rapid environmental change.
- F** It has been estimated that direct spending through ecotourism is worth approximately \$600 billion annually. This far surpasses the \$10 billion which is spent each year safeguarding and managing areas which contain protected or endangered species.
- G** Indeed, interacting with people can cause significant change in the characteristics of various species over time. If individual animals selectively habituate to humans – particularly tourists – and if invasive tourism practices enhance this habituation, ecotourism may be creating traits which have unintended consequences.

### 5 Discuss the following questions:

- 1 What kind of ecotourism happens in your country? Do the tourists always behave responsibly?
- 2 Do you think that there should be limits on the types of interaction people have with wild animals? Why/Why not?

### 6 Work in small groups. Imagine you are the government ministers in charge of wild animals in your country. What policies would you introduce to protect them and control their interaction with humans?

## Language focus 2

## Relative clauses

1 Look at sentences 1–4 from the reading text. Match them to explanations a–d.

- 1 Mammals and birds which live in urbanised areas are slower to flee from danger.
- 2 ... the hope is new analysis will encourage more research into the interactions between people and wildlife.
- 3 A case in point is the New Zealand sea lion, which is found around the southern mainland, and the dangers it faces.
- 4 This is due to the financial importance of logging, which so far surpasses interest in animal conservation as a source of income.

- a non-defining relative clause containing non-essential information
- b defining relative clause with pronoun omitted
- c defining relative clause containing essential information
- d non-defining relative clause referring to the whole clause

2 In exercise 1, in which sentences can a pronoun be replaced with *that*? Why? Which relative pronouns can be omitted completely? Why?

⚙ Read more about relative clauses in the Grammar Reference pages 118–119.

3 Complete each gap with a word from the box.

where which who whom whose why

- 1 Patrick's been doing voluntary work with young people, some of \_\_\_\_\_ have learning difficulties. He does it at the youth centre \_\_\_\_\_ he has boxing lessons.
- 2 During the late 90s he worked in Midland, Texas, \_\_\_\_\_ at that time was a relatively small city \_\_\_\_\_ main industry was oil and gas. Since then it has grown rapidly in size.
- 3 We went to a gig this weekend, \_\_\_\_\_ is something \_\_\_\_\_ we haven't done for ages.
- 4 I spoke to a woman \_\_\_\_\_ said she used to live near us when we were younger but I really can't remember her.
- 5 The reason \_\_\_\_\_ so many people are moving there is that it's a city \_\_\_\_\_ offers a lot of opportunities.
- 6 After university, Katy, \_\_\_\_\_ had hated living in London, returned to the town \_\_\_\_\_ she had grown up in and \_\_\_\_\_ most of her school friends still lived.

4 Look at your answers in exercise 3 again. Decide which of the words you have written: a) can be replaced with *that*, b) can be omitted.



LISTENING

## Listening Part 4

## Multiple matching

🔊 You will hear five short extracts in which people are talking about the challenging places where they have lived.

While you listen you must complete both tasks.

## TASK ONE

For questions 1–5, choose from the list (A–H) the main challenge being described.

- |  |           |                      |   |
|--|-----------|----------------------|---|
| A the loneliness                               | Speaker 1 | <input type="text"/> | 1 |
| B the lack of open spaces                      | Speaker 2 | <input type="text"/> | 2 |
| C the lack of support from the local community | Speaker 3 | <input type="text"/> | 3 |
| D the difficulty in finding food               | Speaker 4 | <input type="text"/> | 4 |
| E the language barrier                         | Speaker 5 | <input type="text"/> | 5 |
| F the extreme weather conditions               |           |                      |   |
| G the threat from humans                       |           |                      |   |
| H the wildlife                                 |           |                      |   |

## TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker responded to the problem.

- |  |           |                      |    |
|--|-----------|----------------------|----|
| A They became more confident.                        | Speaker 1 | <input type="text"/> | 6  |
| B They felt depressed.                               | Speaker 2 | <input type="text"/> | 7  |
| C They grew closer to their family.                  | Speaker 3 | <input type="text"/> | 8  |
| D They expanded their social circle.                 | Speaker 4 | <input type="text"/> | 9  |
| E They left the area.                                | Speaker 5 | <input type="text"/> | 10 |
| F They took the opportunity to explore new subjects. |           |                      |    |
| G They felt a stronger connection to old friends.    |           |                      |    |
| H They gained a better perspective on life.          |           |                      |    |

## Help

- Read both Task One and Task Two before the recording begins so that you can predict the language you are going to hear.
- Underline the important words in options A–H and think about what the speaker might talk about.



## Writing Part 2

## Letter/email

- 1 Read the following Part 2 task and model answer. For numbers 1–8 in the model answer, cross out the word or phrase which does not fit the sentence for reasons of meaning, grammar or register. There is an example at the beginning (0).

You have received a letter from the HR department of a zoo about an ex-colleague of yours who is applying for a job there.

I would be grateful if you could provide us with some details on the candidate's work experience, any relevant personal skills and qualities, and explain why they might be a suitable person for the role of Qualified Animal Keeper.  
Thank you in advance.

Write your letter.

TO (0) WHOM/WHO IT MAY CONCERN

I am writing with (1) reply/reference to your letter asking for information to support Georgia Suarez's application for the post of Qualified Animal Keeper at San Diego Zoo. I had the pleasure of working with Georgia for two years as a volunteer at the Wilderness Nature Reserve in Kenya and would not hesitate to recommend her for this role.

(2) Whilst/During working at the nature reserve, Georgia received training on the health and safety of animals. She learnt a great deal about the care and behaviour of wild animals and seemed to have a particular affinity for the big cats. (3) In addition/However, the role included helping formerly captive animals adjust to the wild and working closely with experts on the breeding programme for endangered animals. I am sure you will see the benefit of such skills at your zoo.

(4) Aside from/Moreover her considerable experience, Georgia is a tremendously hard-working and driven individual who will always go that extra mile for the job.

(5) I feel I must also point out/I reckon that she is a very personable and diplomatic person, which was essential when working in such a close-knit team in Kenya. These were (6) also/furthermore extremely useful qualities to have when it came to showing tour groups around the reserve.

For these reasons, I have no doubt that Georgia will be an excellent employee. I very much (7) wish/hope that you will consider her for the position. I am certain that you will not regret the decision.

Yours (8) faithfully/sincerely,  
Alessandro Medina

- 2 Read the letter again. What is the purpose of each paragraph?

Paragraph 1: reference to letter received and reason for writing


- 3 Look at the letter again and find examples of the following features:

- expressions for stating opinions: *I am sure ...*
- relative clauses: *who will always go that extra mile ...*
- a range of language for describing characteristics: *tremendously hard-working*

- 4a Read the following Writing Part 2 question.

You have received a letter from the director of the Amazon Research Centre in Brazil about an ex-colleague of yours who is applying for a job there.

Dear ...  
Please could you provide some information on the applicant's personal qualities, what qualifications and experience they possess, and whether or not you feel they would be suitable for the role of Conservation Research Assistant at our remote Amazon centre.  
Kind regards,  
Dr Kimberley Schmidt

- 4b  Work in pairs. Discuss what qualities might be suitable for the job and what experience or qualifications may be necessary.

- 5 Write your letter in 220–260 words in an appropriate style.

## Help

Plan what you are going to write. Note down your ideas then organise the best ones into logical paragraphs. When you write your formal letter

- be persuasive, but not aggressive. Write in an appropriate formal register.
- remember to use appropriate opening and closing formulae, e.g. *Dear Dr Schmidt*.
- check your answer for grammar and spelling mistakes before revising if necessary.

More information in the Writing Bank page 135.