


A Context listening

1 You will hear a woman giving a talk on the famous composer, Mozart. Before you listen match the words (1–10) with the correct meanings (a–j).

- | | |
|--------------------------|--|
| 1 extraordinary | a brother or sister |
| 2 sibling | b reach a high level in something |
| 3 achievement | c part of a piano or computer |
| 4 keyboard | d amazing |
| 5 demand | e status |
| 6 master (<i>verb</i>) | f success |
| 7 gifted | g very talented |
| 8 in rapid succession | h ask in a forceful way |
| 9 reputation | i fast development at a very early age |
| 10 precocious | j quickly one after another |

2  **4** Now listen and complete the notes below.

Name:

Wolfgang Amadeus Mozart

Date of birth:

1

Number of surviving brothers and sisters:

2

Profession of father:

3

Wrote first composition before the age of:

4

Taught self to play:

5



3 **4** Listen to the text again and fill in the gaps.

- 1 However, when Mozart five of his siblings in infancy or early childhood.
- 2 Mozart's father, Leopold, a composer, and his grandfather a musician.
- 3 In just 30 minutes Mozart the piece of music, which his father into Nannerl's notebook.
- 4 By the time he six, the little boy a composition of his own.
- 5 They to Vienna and sensational reports of Mozart's talent.
- 6 His family richer than they before.

For each sentence underline which event happened first.

4 Look at your answers to Exercise 3 and answer these questions.

- 1 Which tense is used in sentence 5 to show that the events took place in chronological order?
- 2 Which tense is used in the other sentences to show that the second event the speaker mentioned actually happened first?

B Grammar

1 Past perfect simple

+	<i>had</i> + past participle	<i>They had listened to his music.</i>
-	<i>had not</i> + past participle	<i>They hadn't listened to his music.</i>
?	<i>had ...</i> + past participle?	<i>Had they listened to his music?</i>

We use the past perfect simple

- when we are talking about the past and want to mention something that happened earlier:

*His father was a composer and his grandfather **had also been** a musician. (Mozart's grandfather was a musician and then later his father became a composer)*

Sometimes we use words like *just* or *already*. Notice that these adverbs go between the auxiliary and the main verb:

*By the time he was 17, Mozart's reputation **had already begun** to spread through Europe.*

⚠ We use the past simple tense if the events are mentioned in chronological order:

*His grandfather **was** a musician and his father **was** also a composer.*

- with words like *when*, *as soon as*, *by the time*, *after* to show the order of events:

***When** Mozart was born, five of his siblings **had already died**. (Mozart's siblings died first, then Mozart was born)*

⚠ Notice the difference in meaning between these two sentences:

*When I got home, my husband **cooked** dinner. (= I got home and then my husband cooked dinner)*

*I got home my husband **cooked** dinner*



THE PAST

*When I got home, my husband **had cooked** dinner. (= my husband cooked dinner before I got home)*

*my husband **had cooked** dinner I got home*



THE PAST

- to talk about an indefinite time before a particular point in the past, often with words like *always*, *sometimes*, *never*, *before*, *by* + fixed time:

*His family were richer than they **had ever been before**. (= they were not as rich at any time before this point in the past)*

***By the time** he was six, the little boy **had written** a composition of his own.*

- to report past events using reporting verbs (see Unit 15):

*The man told me he **had met** my father a long time before.*

2 Past perfect continuous

+	<i>had been + verb + -ing</i>	<i>She'd been studying for ages.</i>
-	<i>had not been + verb + -ing</i>	<i>He hadn't been studying for long.</i>
?	<i>had ... been + verb + -ing?</i>	<i>Had you been studying for long?</i>

We use the past perfect continuous to focus on how long an activity continued or to focus on the activity itself:

*Times were hard and the family **had been struggling for some time**. (to show how long)*

*Mozart's sister was extremely gifted at the keyboard and she **had been making excellent progress**. (focus on the activity)*

⚠ We cannot use the past perfect continuous to say how many times something happened:
*I knew the way as I **had visited** her several times before. (~~not I knew the way as I had been visiting her several times before.~~)*

⚠ State verbs (see Unit 1) do not generally have a continuous form.

Grammar extra: Unfulfilled hopes

We use the past perfect to talk about past disappointments or things that did not happen as expected:

*The politician **had expected** to be re-elected, but in the end she only got ten per cent of the vote.*

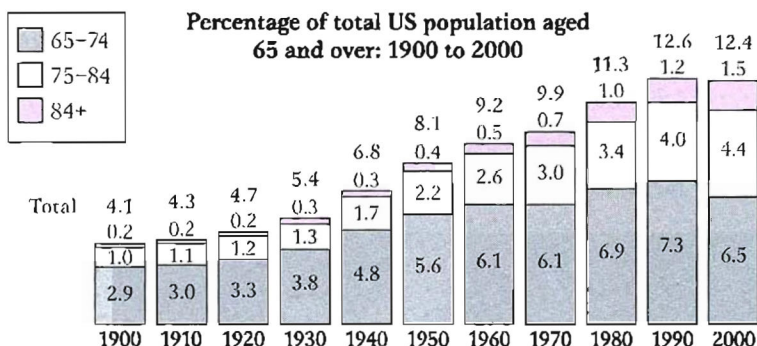
*I **had been hoping** to go with my brother on his trip but I was too sick to go.*

C Grammar exercises

- 1 Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

According to Dr Ken Winkle, Australia's Red-back spider is colonising the world. Dr Winkle, a venom expert from the University of Melbourne, said that authorities 1 had found (find) Red-back spiders in Japan and Belgium. They suspected that spiders or their eggs 2 (enter) these countries along with Australian trading goods. Furthermore, it was extremely likely that the spiders 3 (make) their way into other nations around the world but that people 4 (discover) them yet. Dr Winkle said the spiders 5 (also/turn up) in the port city of Osaka (which receives a variety of Australian trade goods) in the late 1990s and 6 (multiply) quickly. He said Australian spider experts were collaborating with Japanese officials to find a way to stop the venomous invader.

- 2 Complete the report with the past simple or past perfect simple of the verbs in brackets.



The chart shows the percentage of people aged 65 and over in the United States between 1900 and 2000. In the year 1900 just over 4% of the population 1 was (be) aged over 65. However, by 1960 this figure 2 (double).

The number of people aged between 75 and 84 3 (remain) fairly steady between 1900 and 1930, making up only 1-1.3% of the population. The figure 4 (begin) to rise more significantly in 1940 and by 1970 it 5 (triple) to reach 3% of the population.

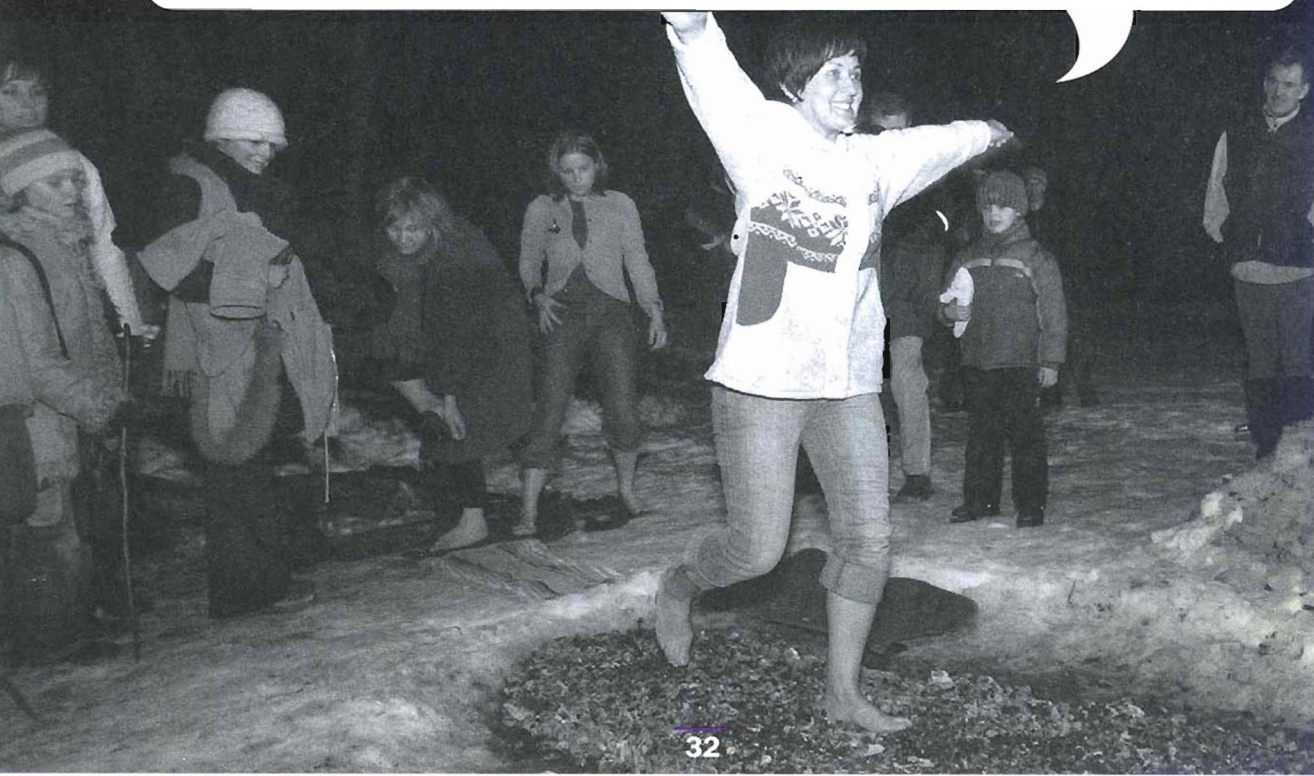
Although there 6 (be) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over 7 (increase) during this time. By the year 2000, 12.4% of the US population 8 (reach) the age of 65 or more, although this was slightly lower than in 1990 when it 9 (peak) at 12.6%.

The chart shows that today people in the United States can expect to live longer than in 1900. By the year 2000 more than 12% of the population 10 (manage) to live to the age of 65 and over compared to only 4.1% in 1900.

- 3** Fill in the gaps with the past simple, past perfect simple or past perfect continuous of the verbs in brackets.

Last year my friends *arranged* (1 *arrange*) for us to try fire-walking, which is when you walk on hot coals. I (2 *always/be*) fascinated by it and I (3 *hear*) people say it was an unforgettable experience. I was very excited when I (4 *arrive*) on the day, although beforehand I (5 *feel*) a little frightened! My friends and I (6 *come*) in the hope that by the end of the day we would be able to say we (7 *walk*) across hot, burning coals.

Our teacher was very good, and by teatime we (8 *learnt*) a great deal and (9 *prepare*) the fires. I (10 *expect*) to be terrified when the time came to walk, but as I (11 *take off*) my shoes and socks I (12 *not/feel*) afraid. I (13 *approach*) the coals as all my friends before me (14 *do*), and started walking! I could feel the heat, but as I (15 *step*) back onto the grass at the other end I knew the coals (16 *not/burn*) my feet at all. As I (17 *hope*), all my friends (18 *manage*) the walk and none of us were burnt. The whole experience was amazing, and I just wished I (19 *do*) it sooner.



- 4** Fill in the gaps with a verb from the box in the past simple, past perfect simple or past perfect continuous tense. Use each verb once.

be buy decide develop discuss feel like make
phone run start stay take visit wait ~~work~~

- 1 She 'd. been working as a waitress for five years when he met her.
- 2 The lecture by the time they got there.
- 3 In the supermarket he all the ingredients he needed and then went home to make her birthday cake.
- 4 Holly did very well in her exam, which was a shock because she
(*never*) an exam before.
- 5 They went on a big tour of Britain. First they in London for a few days. Then they Cambridge, York, and Edinburgh, and then Bath. They to Bath before, but they it so much that they to go back again.
- 6 Scientists announced the launch of the new drug last week. They it for five years.
- 7 By the time I got to the meeting they (*already*) the important issues and they the big decisions without me. I from my mobile to tell them the train was late and I annoyed that they (*not*) for me.
- 8 I looked terrible when I saw Joe last night because I for over an hour and I was exhausted.

D Test practice

Academic Reading

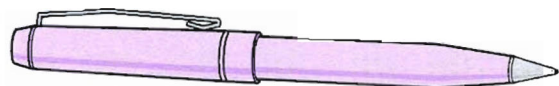
Questions 1–12

Read the passage below and answer Questions 1–12.

The history of the biro

A

One chilly autumn morning in 1945, five thousand shoppers crowded the pavements outside Gimbels Department Store in New York City. The day before, Gimbels had taken out a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States. The new writing instrument was heralded as "fantastic... miraculous... guaranteed to write for two years without refilling!" Within six hours, Gimbels had sold its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today's prices.



B

In fact this 'new' pen was not new after all, and was just the latest development in a long search for the best way to deliver ink to paper. In 1884 Lewis Waterman had patented the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens soon became notorious for leaking. In 1888, a leather tanner named John Loud devised and patented the first "rolling-pointed marker pen" for marking leather. Loud's design contained a reservoir of ink in a cartridge and a rotating ball point that was constantly bathed on one side with ink.

Loud's pen was never manufactured, however, and over the next five decades, 350 additional patents were issued for similar ball-type pens, though none advanced beyond the design stage. Each had their own faults, but the major difficulty was the ink: if the ink was thin, the pens leaked, and if it was too thick, they clogged. Depending on the climate or air temperature, sometimes the pens would do both.

C

Almost fifty years later, Ladislav and Georg Biro, two Hungarian brothers, came up with a solution to this problem. In 1935 Ladislav Biro was working as a journalist, editing a small newspaper. He found himself becoming more and more frustrated by the amount of time he wasted filling fountain pens with ink and cleaning up ink smudges. What's more, the sharp tip of his fountain pen often scratched or tore through the thin newsprint paper. Ladislav and Georg (a chemist) set about making models of new pen designs and creating better inks to use in them. Ladislav had observed that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free. He was determined to construct a pen using the same type of ink. However, the thicker ink would not flow from a regular pen nib so he had to develop a new type of point. Biro came up with the idea of fitting his pen with a tiny ball bearing in its tip. As the pen moved along the

paper, the ball bearing rotated and picked up ink from the ink cartridge which it delivered to the paper.

D

The first Biro pen, like the designs that had gone before it, relied on gravity for the ink to flow to the ball bearing at the tip. This meant that the pens only worked when they were held straight up, and even then the ink flow was sometimes too heavy, leaving big smudges of ink on the paper. The Biro brothers had a rethink and eventually devised a new design, which relied on capillary action rather than gravity to feed the ink. This meant that the ink could flow more smoothly to the tip and the pen could be held at an angle rather than straight up. In 1938, as World War II broke out, the Biro brothers fled to Argentina, where they applied for a patent for their pen and established their first factory.

E

The Birus' pen soon came to the attention of American fighter pilots, who needed a new kind of pen to use at high altitudes. Apparently, it was ideal for pilots as it did not leak like the fountain pen and did not have to be refilled frequently. The United States Department of War contacted several American companies, asking them to manufacture a similar writing instrument in the U.S. Thus fortune smiled on the Biro brothers in

May 1945, when the American company 'Eversharp' paid them \$500,000 for the exclusive manufacturing and marketing rights of the Biro ballpoint for the North American market. Eversharp were slow to put their pen into production, however, and this delay ultimately cost them their competitive advantage.

F

Meanwhile, in June 1945 an American named Milton Reynolds stumbled upon the Biro pen while on vacation in Buenos Aires. Immediately seeing its commercial potential, he bought several pens and returned to Chicago, where he discovered that Loud's original 1888 patent had long since expired. This meant that the ballpoint was now in the public domain, and he therefore wasted no time making a copy based on the Biro design. Establishing his pen company with just \$26,000, Reynolds quickly set up a factory with 300 workers who began production on 6th October 1945, stamping out pens from precious scraps of aluminum that hadn't been used during the war for military equipment or weapons. Just 23 days later, it was Reynolds' ballpoint pen that caused the stampede at Gimbels Department Store. Following the ballpoint's debut in New York City, Eversharp challenged Reynolds in the law courts, but lost the case because the Biro brothers had failed to secure a U.S. patent on their invention.

Questions 1–6

The reading passage has six paragraphs **A–F**.

Choose the most suitable heading for each paragraph from the list of headings below.

Write the correct number **i–ix** in the space provided.

List of Headings

- i** Fountain pens are history
- ii** Fame at last for the Biro brothers
- iii** A holiday helps bring the biro to America
- iv** A second design and a new country
- v** War halts progress
- vi** Dissatisfaction leads to a new invention
- vii** Big claims bring big crowds
- viii** A government request brings a change of ownership
- ix** Many patents and many problems

- 1** Paragraph A
- 2** Paragraph B
- 3** Paragraph C
- 4** Paragraph D
- 5** Paragraph E
- 6** Paragraph F

Questions 7–9

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

- 7** The problem with the ballpoint pens invented between 1888 and 1935 was that
 - A** they cost a great deal of money to manufacture.
 - B** the technology to manufacture them did not exist.
 - C** they could not write on ordinary paper.
 - D** they were affected by weather conditions.
- 8** The design of the Biro brothers' first pen
 - A** was similar to previous pens.
 - B** was based on capillary action.
 - C** worked with heavy or light inks.
 - D** worked when slanted slightly.
- 9** Milton Reynolds was able to copy the Biro brothers' design because
 - A** the Biro brothers' original patent was out of date.
 - B** it was legal to copy other designs at the time.
 - C** they did not have a patent for North America.
 - D** the Biro brothers gave him permission.

Questions 10–12

Answer the questions below using **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Write your answers in the spaces provided.

- 10 What material was the first ballpoint pen designed to write on?
- 11 Where did the Biro brothers open their first factory?
- 12 In what year did the first American biro factory begin production?

Grammar focus task

Look at the extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets.

- 1 The day before, Gimbels (*take out*) a full-page newspaper advertisement in the *New York Times*, announcing the sale of the first ballpoint pens in the United States... Within six hours, Gimbels (*sell*) its entire stock of ten thousand ballpoints at \$12.50 each – approximately \$130 at today's prices.
- 2 In 1884 Lewis Waterman (*patent*) the fountain pen, giving him the sole rights to manufacture it. This marked a significant leap forward in writing technology, but fountain pens (*soon/become*) notorious for leaking.
- 3 Ladislav (*observe*) that the type of ink used in newspaper printing dried rapidly, leaving the paper dry and smudge-free.
- 4 Immediately seeing its commercial potential, he (*buy*) several pens and (*return*) to Chicago, where he (*discover*) that Loud's original 1888 patent (*long since/expire*).
- 5 Following the ballpoint's debut in New York City, Eversharp (*challenge*) Reynolds in the law courts, but (*lose*) the case because the Biro brothers (*fail*) to secure a U.S. patent on their invention.

- 3 2 've been working 3 have now finished 4 've made
5 said (*at last week's lecture*) 6 haven't found 7 've done
8 used 9 went 10 learnt 11 've been wondering
12 've given (> B1 and B2)
- 4 2 've been living (*for the past three years*) 3 've been studying
(focus on activity) 4 Have you done 5 've been (state verb)
6 've travelled 7 've done 8 've started 9 've been having
(*'ve been taking* is also possible – focus on activity and
duration) 10 've just passed (recent activity) 11 've taken
(*it's the first time*) 12 've never felt (*'ve never been* is also
possible) 13 've been doing (*'ve been taking* is also possible –
focus on activity) 14 've always wanted 15 've always been
16 've already worked (> B1 and B2, Grammar extra)
- Answers will vary. Suggestions: 17 I've been studying English
since I was six years old. 18 I haven't studied any other
languages. / I have studied ... / I studied French at school but
I've forgotten almost everything now. 19 I've been to ...
20 I've been reading a lot and taking lots of practice tests.
21 My life has changed a great deal. I've finished university ...
(> B1 and B2)

D: Test practice

General Training Writing Task 1

Test tip: Read the question carefully. Make sure you include all
the information required in your letter and make sure you stick
to the time limit so that you leave enough time to answer Task 2.
Do not write any addresses.

See model answer in unit.

Grammar focus task

- 1 I have lived in this town all my life 2 I have been working as
a receptionist at a local hotel 3 I have read many guidebooks

Unit 4

A: Context listening

- 1 1 d 2 a 3 f 4 c 5 h 6 b 7 g 8 j 9 e 10 i
2 1 January 27, 1756 / 27 January 1756 / January 27th, 1756 /
27th January 1756 2 one/1 3 (a) composer 4 six/6
5 (the) violin
3 1 was born; had already died 2 was; had also been
3 mastered; had copied 4 was; had written
5 hurried; spread 6 were; had ever been
4 1 past simple 2 past perfect

C: Grammar exercises

- 1 2 had entered 3 had made 4 had not discovered
5 had also turned up 6 had multiplied (> B1)
2 2 had doubled 3 remained 4 began 5 had tripled
6 was 7 increased 8 had reached 9 had peaked
10 had managed (> B1)
3 2 'd always been 3 'd heard 4 arrived 5 'd been feeling
6 had come 7 'd walked 8 'd learnt 9 had prepared
10 'd been expecting ('d expected) 11 took off
12 didn't feel 13 approached 14 had done 15 stepped
16 hadn't burnt 17 'd been hoping ('d hoped)
18 managed 19 'd done (> B1 and B2, Grammar extra)
4 2 had started 3 bought 4 'd never taken 5 stayed; visited;
'd been; 'd liked (liked); 'd decided 6 'd been developing 7 'd
already discussed; 'd made; 'd phoned; felt; hadn't waited 8 'd
been running (> B1 and B2)

D: Test practice

Reading

Questions 1–6: choosing paragraph headings

Test tip: Try to get the general idea of what each paragraph is
about. Make sure that the heading you choose reflects the overall
message in the paragraph and not just one fact.

- 1 vii (Paragraph A tells us about an advertisement for pens that
brought 5,000 people into a shop.) 2 ix (Paragraph B tells us
about earlier pens and their problems; there were 350 patents for
pens in fifty years. A patent is a formal application to
manufacture something so that no one else can copy it.) 3 vi
(Paragraph C tells us that one of the Biro brothers was annoyed
at problems he had with fountain pens, so he decided to invent a
new one.) 4 iv (Paragraph D tells us about the problem with
the first design and how this was solved with a second design
which worked better. We also learn that the brothers moved to
Argentina.) 5 viii (Paragraph E tells us that the United States
Department of War requested the pens be made in the U.S., so an
American company bought the rights from the Biro brothers.)
6 iii (Paragraph F tells us that an American man on holiday in
Argentina saw the pens and copied them back in the U.S.)

The following headings are incorrect: i (Although fountain pens
are mentioned in the text none of the paragraphs tells us that
they are no longer used = *are history*.) ii (The Biro brothers were
never very famous.) v (Paragraph E tells us that the United
States Department of War actually helped the progress of the
Biro pen.)

Questions 7–9: multiple choice

Test tip: Read all the questions and options and underline or
highlight any important information or key words that you need
to find in the passage. Use the questions to locate the relevant
part of the reading passage. If you cannot find an answer, just
move on to the next one and come back to this one later.

- 7 D (*Depending on the climate or air temperature, sometimes the
pens would do both* i.e. leak and clog. A is incorrect: the pens were
never manufactured; B is incorrect: there is no mention of the
manufacturing technology; C is incorrect: the first pen was
designed for use on leather – we are not told that it could not
write on paper.) 8 A (*The first Biro pen, like the designs that had
gone before it, relied on gravity for the ink to flow to the ball bearing
at the tip.* B is incorrect: the second pen was based on capillary
action, not the first; C is incorrect: the pen did not work with
heavy ink; D is incorrect: the pen only worked when held
upright.) 9 C (*The Biro brothers had failed to secure a U.S. patent
on their invention.* A is incorrect: it was Loud's patent that had
expired, not the Biro brothers' patent; B is incorrect: we know
that a patent gave the sole rights to manufacture; D is incorrect:
there is no mention of Reynolds having any contact with the Biro
brothers, and they sold the permission to Eversharp.)

Questions 10–12: short-answer questions

Test tip: Scan the text for the information you need. It is
important to write only the key words and take note of the word
limit (here you are told to write no more than two words and/or a
number).

- 10 leather 11 (in) Argentina (~~not it was in Argentina~~)
12 (in) 1945 (~~not it was in 1945~~)

Grammar focus task

- 1 had taken out; had sold 2 had patented; soon became
3 had observed 4 bought; returned; discovered; had long since
expired 5 challenged; lost; had failed

Unit 5

A: Context listening

- 1 hockey; Scotland and Greece
2 1 Scotland 2 four/4 3 3/three 4 mountain lodge
5 Greece 6 three/3 7 four/4 8 (a) (small) hotel 9 islands
3 1 A 2 B 3 A 4 C 5 A
4 1 present continuous 2 will 3 going to 4 sentences 1 and 5
5 sentences 2-4

C: Grammar exercises

- 1 2 will be 3 are predicted to work 4 are going to feel
5 will certainly have 6 is likely to become
7 are going to happen 8 will undoubtedly continue
9 will probably result 10 will find 11 are likely to lead to
12 will develop (> B2 and B3, Grammar extra)
2 2 we'll take 3 we're going to visit 4 they're holding
5 they aren't staying 6 we'll probably do 7 we're going to do
8 we're also going to try 9 You'll love 10 you'll probably
end up 11 we'll see (> B1-B3)
3 2 'm taking 3 'll tell 4 'll pick 5 'm seeing
6 will probably finish 7 'll need 8 'm meeting
9 'll probably want 10 won't go on 11 will be
12 'll see (> B1 and B2)
4 Answers will vary. Suggestions: 1 I'm going to visit my
grandmother. (I will visit my grandmother at the weekend
sounds like a promise rather than a planned visit.)
2 I'm travelling to America next week.
3 I think we will stop using fax machines. (> B1-B3)

D: Test practice

Reading

Questions 1-5: sentence completion

Test tip: Sentence completion with a box of possible answers is similar to matching questions. Scan the passage for the key words in the questions and underline or highlight them. Then carefully read the information close to those words and try to match it to the ideas in the options (A-F). Remember there are more options than you need to use. Some of the extra options may not be mentioned at all, or may be the opposite of the information in the passage.

- 1 F (For some careers like medicine and law, it's essential you have specific qualifications.) 2 D (Mature entrants don't always need formal qualifications) 3 E (If you are interested in self-development and meeting people, you should find out who else will be on the course.) 4 B (You might prefer an open or distance learning course if ... you're at home looking after pre-school children.) 5 C (... and want to be a journalist, you could write for the student newspaper or work on the radio)

Questions 6-9: classification

Test tip: Underline or highlight the key words in the reading passage (e.g. *academic*, *vocational*). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (6-9). Remember the words in the questions will not always match the words in the passage exactly. Here you need to decide whether these questions apply to only one type of course or to both.

- 6 C (Further education colleges offer academic courses and work-related courses) 7 B (For a career in plumbing, a vocational course is essential.) 8 A (You might prefer an academic course if you like researching, analysing and presenting arguments.) 9 B (A vocational course is better if you like doing things with your hands and working manually.)

Grammar focus task

- 1 will help 2 'll need 3 'll ensure 4 am I going to do
5 will help

The future forms used are: *will*, *going to*

Will is used to give suggestions and advice > B2

Going to is used to talk about future intentions > B3

Unit 6

A: Context listening

- 2 Phil advises Janet to practise in front of the mirror.
3 1 will be working 2 will have given 3 will be feeling
4 will have rehearsed 5 leaves
4 1 sentences 2 and 4 2 sentences 1 and 3 3 sentence 5

C: Grammar exercises

- 1 2 won't (will not) be reading 3 will be playing computer games
4 will be doing sport; studying 5 will be resting
6 will be seeing friends (> B3)
2 2 will have peaked - a 3 will have risen - d
4 will have grown - f 5 will have gone up - b
6 will have increased - c (> B4)
3 2 ✓ 3 they won't ask they don't ask
4 is your meeting about to start does your meeting start
5 after I'll get after I get 6 ✓ 7 ✓
8 We're about to fly We fly
9 I'll receive I receive (> B1)
4 2 'll be travelling 3 'll hopefully have saved up
4 get (when + present simple) 5 'll probably have been
travelling (for a few months = duration) 6 'll have visited (by then)
7 was going to do 8 'll be starting/'m about to start
9 won't have finished 10 find out (as soon as) (> B1-B5,
Grammar extra)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time to check your spelling at the end.

Model answer

Nowadays, most people worry about over-population and living in crowded cities. However, it is predicted that we will have the opposite problem by the year 2030 when one third of the population will be aged 65 or over and birth rates are predicted to decline. What effect will this have on our society?

By 2030 the percentage of the population aged 65 or older will have risen significantly, to more than 30%. This means that fewer people will be working, and therefore fewer people will be paying income tax. In the future it may be necessary for governments to increase the official retirement age to 70 or even older. When