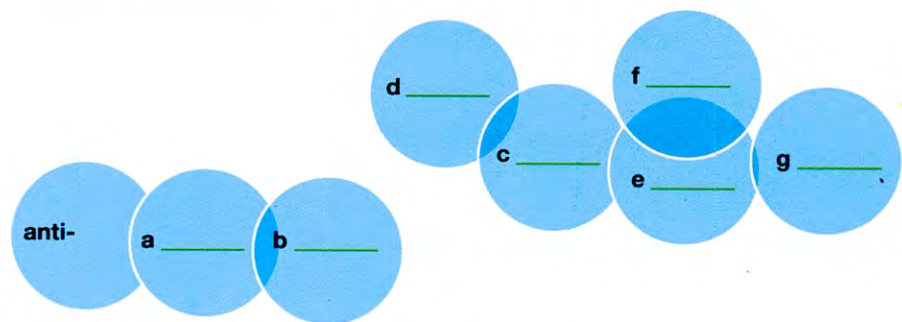


Task 1 Clarifying meaning

- 1** Complete the word chain with words from the box. Each word should collocate with the word it links to, e.g. *anti-* collocates with the word in a. Word c collates with words d and e.

anti- ■ behaviour ■ conviction ■ criminal ■ hardened
previous ■ rate ■ social



- 2** Choose the best alternative to complete the sentences.

- 1 One purpose of punishment is to correct the anti-social behaviour of the
 - a offender.
 - b witness.
- 2 Punishment can also be seen as a warning to others and acts as a
 - a signal.
 - b deterrent.
- 3 The third reason for punishment is related to revenge, in other words
 - a revolt.
 - b retribution.
- 4 Types of punishment vary and there is often a dispute about capital punishment, otherwise known as
 - a the death penalty.
 - b corporal punishment.
- 5 Many people are opposed to capital punishment as they think it isn't
 - a humane.
 - b human.
- 6 Many believe prison allows the criminal to change and become better, that is
 - a rehabilitate
 - b feel guilty.
- 7 Many ex-prisoners go on to live a life free from
 - a wrongdeeds.
 - b wrongdoing.
- 8 They give up their previous lifestyle and go on to be
 - a law-abiding.
 - b law-conforming.

- 3 Why do you think people commit crimes?
- 4 What is the purpose of punishment, in your opinion?
- 5 What do you think the punishment for murder should be?
- 6 Look at the pie chart and read the model paragraph below. Find 5 factual errors in the paragraph.

Crime

Breakdown of 9.6 million offences based on interviews conducted in 2010/11.



The pie chart illustrates the proportion of different crimes committed in 2011, and includes four different crime categories. In other words it looks at the rates of theft, burglary, vehicle-related crime, violent crime and vandalism. Theft made up the largest proportion at 35 per cent. This was three times as high as the rate for burglary, which was a mere 12 per cent. The lowest proportion of offences related to vehicle theft and this made up only 8 per cent of the total. Combined with vehicle theft, violent crime made up an equivalent proportion to theft in general, standing at 23 per cent on its own. That is to say, when added together they made up a total of 35 per cent. Finally, the second highest proportion of crime was vandalism at 22 per cent.

- 7 Correct the errors in 6 so that the pie chart is described accurately.
- 8 Find two phrases in the paragraph in 6 which express clarification.
- 9 Look at the following phrases, which express clarification. Which are suitable for written and which are suitable for spoken English? Some are suitable for both.
 - a By this I mean ...
 - b To be more precise ...
 - c What I mean is
 - d Here I'm referring to ...
 - e This refers to ...

Technique

Read the question several times and think carefully. Ensure you include all the elements required in your answer and answer it fully, or you will lose marks. It is better to spend a bit longer analysing the task and getting this right.

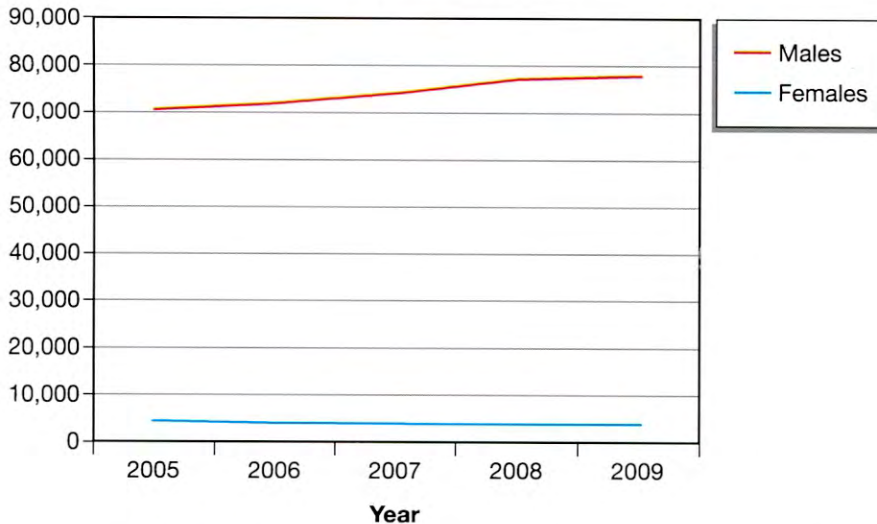
- 10** Look at the Task 1 question and related sentences below. Complete the sentences with suitable clarification phrases. Use a different phrase each time.

You should spend about 20 minutes on this task.

The graph shows the number of prisoners in the UK between 2005 and 2009. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Prison population including foreign nationals by gender, 2005–2009



- a** The number of male prisoners consistently outstrips the number of women, _____ there are far more men than women in prison.
- b** Women prisoners remain consistently low throughout the period, or _____, the proportion of women remained at approximately 4 000 or 5 000 between 2005 and 2009.
- c** The number of men peaked towards the end of the period. _____, there were just under 80 000 male prisoners in 2009.
- 11** Look back at the model paragraph in 6. Underline the following nouns or noun phrases.
- a** theft
 - b** violent crime
 - c** for burglary
 - d** lowest proportion
 - e** equivalent proportion
 - f** second highest

12 Does each noun in 11 have an article (*a/an/the*) or no article?

13 Match the sentences 1–5 to the rules a–e.

- 1 Violent crime is too high.
 - 2 The violent crime he committed was the second he was convicted of doing.
 - 3 Knowledge about the causes of crime needs further development.
 - 4 The young are often accused of petty crime.
 - 5 *The Times* reported new research on the effects of prison.
- a definite article used for specific items such as newspapers, mountain ranges, media, musical instruments and so on; abstract and uncountable nouns given no article
 - b abstract and uncountable nouns often have no article
 - c uncountable nouns are used with the definite article when referred to as a group, e.g. *the rich, the unemployed*
 - d uncountable nouns have no article except when qualified, e.g. in phrases using *of*: *crime/the causes of crime*
 - e definite article used with superlatives and numbers, e.g. *the first, the last, the longest*

14 Decide if each gap needs an article or no article. Then complete the sentences.

- a People have long used _____ punishment to try and stop _____ sort of crime that is easily solved with good deterrents.
- b _____ punishment can also be seen as _____ revenge, in other words as _____ kind of _____ retribution for _____ victims who were damaged by _____ crime.
- c _____ most obvious _____ punishment for more serious _____ crime is _____ prison.
- d Other types of _____ punishment include _____ fines and work in the community, although there is often _____ argument about _____ capital punishment or _____ death penalty.
- e Many people are opposed to _____ fines as they think these don't punish _____ criminal enough.

Technique

Articles can be complex as there are so many exceptions. Reading a lot will improve your sense of where and when not to use them.

Task 2 Softening and hedging statements

1 Complete the table by putting words and phrases from the box in the correct category.

affluent ■ broke ■ cash ■ coins ■ destitute ■ dough ■ funding ■ impoverished
making ends meet ■ prosperous ■ wealthy ■ well off

money	rich	poor

- 2 Which words in 1 are formal and which are informal?
- 3 Do you think that money is often the cause of crime? In what ways?
- 4 How much are you motivated by money?
- 5 Read about the history of money and answer the questions.
 - a Where was the first metal money used?
 - b How were coins originally valued?
 - c What led to coins being used more widely?

Bartering was the original form of money, as people in the ancient world exchanged food or animals to get what they wanted. The Chinese were the first to use metal money made from bronze or copper, although they also used 'tool' money such as spades in exchanges. They paved the way for an age in which people were obsessed by coins, it seems.

In 500 BC in Lydia, now part of Turkey, coins made partly from gold were used. These were all irregular in shape and historians believe their value was possibly established by weight rather than size. Similar coinage systems then built up in Greece and Egypt and due to the ease with which they could be transported, the coins were eventually carried around, their value written on the surface rather than being determined by weighing.



6 Decide if the following statements are facts or the opinion of the writer of the text in 5.

- 1 Money has always been a part of human life in one form or another.
- 2 It is important to have ways of trading goods so that we can get what we need.
- 3 Use of coins was the beginning of a monetary age in which coins became a key motivation for people.
- 4 Money has been a dominating force ever since it was first invented.
- 5 Money proved a convenient way to continue a process begun with bartering.

Technique

Think carefully about how you want to present information. Most writers do not write *I think* or similar expressions. They use other devices to indicate opinion rather than fact. You should try to use a range of these to vary your writing and to make it sound balanced rather than one-sided.

7 Match the sentences a and b with two of the sentences in 6. How do they differ?

- a It seems that use of coins was the beginning of a monetary age in which coins became a key motivation for people.
- b It is probable that money has been a dominating force ever since it was first invented.

8 The sentences below contain softening or 'hedging' language. Underline the words which soften each sentence.

- a It appears that money brings out the worst in people.
- b Money possibly encourages people to work harder than they otherwise would.
- c There is a tendency for people to weaken their moral position if they think they can make a profit.
- d Occasionally we realize the extent to which materialism controls our life nowadays.

Technique

It is important to show that you understand different viewpoints are possible. Hedging – softening language – demonstrates this and works well in academic writing.

9 Match the words and phrases you underlined in 8 with 1–4.

- 1 a verb form
- 2 a frequency adverb form
- 3 a fixed expression
- 4 a probability adverb

10 Match the words and phrases a–d with 1–4 in 9.

- a rarely
- b maybe
- c It is claimed that
- d It seems that

11 The following statements are overgeneralized or too direct. Soften them using expressions from 8–10.

- a The banks have too much power.
- b People need to get support to understand about finances.
- c Materialistic attitudes are very unhealthy.
- d There would be less crime in the world if we didn't have systems of money.
- e If you are only motivated by money, you won't be happy.

Technique

Remember that it is important to be clear about your position or opinion when answering the Task 2 question. You can demonstrate it all the way through the essay.

Unit 9

- 12** Look at the Task 2 question below. What kind of essay is this and what structure will your answer usually have?

You should spend about 40 minutes on this task.

Some people find it difficult to manage their money. How could the government help prevent debt problems and support such people?

Write at least 250 words.

- 13** Think of 3 or 4 possible solutions to the problem.

- 14** Add the ideas 1– 3 to the correct place in the plan below. Are any the same as your ideas?

- 1** Most important idea – educate people to understand how to manage money.
Government should provide lessons in school. Advantage – people will be much more competent. Drawback – would take up time, e.g. in schools time needed for other things.
- 2** Finally, banks and shops shouldn't lend to people who don't have enough money.
Advantage – people don't have opportunity for debt. Drawback – could cause hardship if people desperately need credit.
- 3** Also, could be advisory centres for free advice. Advantage – would help people before their problems became serious. Disadvantage – expensive to run.

Introduction	Many people have money problems. Not due to poverty. Due to bad money management. Therefore knowing what to do with money important.
Solution 1 – benefit and drawback	a
Solution 2 – benefit and drawback	b
Solution 3 – benefit and drawback	c
Conclusion	All these solutions help. But the first most important as lets people learn and look after their own finances better.

- 15** Write out one or more of the paragraphs using the plan in 14 to help you. Include softening phrases.

Technique

Read through your paragraphs checking for spelling, variety of expressions, vocabulary and grammar. Get into the habit of doing this regularly and it will be easier when you do the exam.

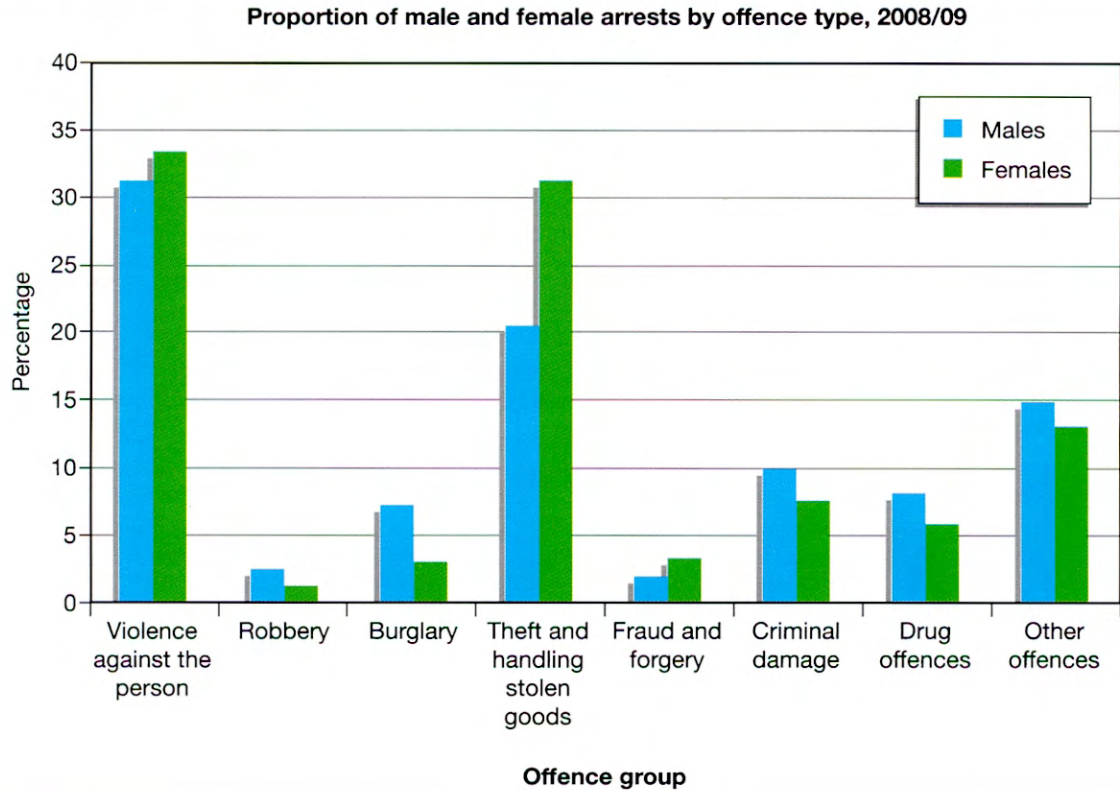
Practice Test 9

Task 1

You should spend about 20 minutes on this task.

The bar chart shows the number of male and female people arrested by type of offence (crime). Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Task 2

You should spend about 40 minutes on this task.

How can the government make sure that people save enough money to live on when they are old?

Write at least 250 words.