

# Past tenses 1

past simple; past continuous; *used to*; *would*

## A Context listening

- 1** You will hear a man giving a talk on the radio about protecting your home from burglaries. Before you listen look at the pictures below. Make a list of all of the items.



- 2** **2** Listen and answer the following questions.

1 Which three items from your list were stolen?

2 Why did the man tell this story?

A to show that crime has increased

B to show that crime can happen at any time

C to show that burglars can open any lock

- 3** **2** Listen again and complete these sentences.

1 A few weeks ago a woman ..... to report a burglary.

2 It ..... at five in the afternoon when she ..... the news on TV.

3 This woman ..... the front door locked.

4 When her son got older she ..... the door unlocked whenever she was at home.

5 The burglar simply ..... in through the front door.

6 The son ..... anything because he ..... to music.

7 Then the burglar ..... into the front room, ..... all the cupboards and ..... a valuable collection of CDs.

- 4** Look at sentences 1–7 above and answer the following questions.

1 Which two sentences provide a background scene and an action? .....

2 Which two sentences talk about a single completed action in the past? .....

3 Which sentence describes a series of completed actions in the past? .....

4 Which two sentences talk about a repeated action in the past? .....

5 Which four tenses or structures are used in sentences 1–7? .....

## B Grammar

### 1 Past simple

+	verb + <b>-ed</b> (or <b>-d</b> )	<i>He <b>worked</b> for the police.</i>
-	<b>did not</b> + verb	<i>She <b>didn't work</b> for the police.</i>
?	<b>did ...</b> + verb?	<i><b>Did</b> they work for the police?</i>

#### ⚠ Irregular verbs

Many verbs are irregular: **went** (go), **came** (come), **wrote** (write) (see Appendix 1)

Note the verb *be* is irregular: *I/he/she/it **was**; you/we/they **were***

We use the past simple

- ◆ to talk about single past completed actions. Often the time is mentioned:

*A few weeks ago a woman **called** to report a robbery at her house.*

But no time reference is necessary if it is already known:

*How **did** the burglar **break** in without anybody hearing him? (in the story I just told you about)*

- ◆ to give a series of actions in the order that they happened:

*The burglar **came in** through the front door, **picked up** the woman's handbag, **emptied** it out and **stole** her purse.*



We often use words like *next* or *then* to indicate the sequence of events:

***Then**, the burglar **went** into the front room, **opened** all the cupboards and **took** a valuable collection of CDs.*

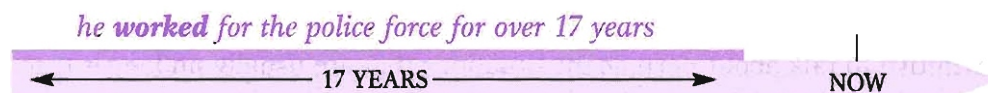
- ◆ to talk about past repeated actions:

*When her son got older he often **went out** to visit his friends after school.*

Notice that *used to* and *would* can also be used (see B3).

- ◆ to talk about long-term situations in the past which are no longer true:

*Bill Murphy **worked** for the police force for over 17 years.*



*Explorers at that time **believed** that the world was flat.*

Notice that *used to* can also be used (see B3).



## 2 Past continuous

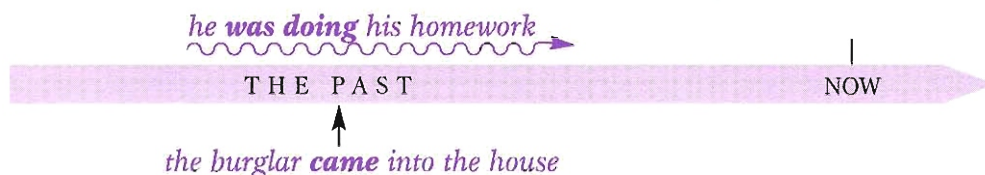
+	was/were + verb + -ing	She <i>was watching</i> the news.
-	was/were not + verb + -ing	They <i>weren't watching</i> the news.
?	was/were ... + verb + -ing?	<i>Were</i> you <i>watching</i> the news?

We use the past continuous

- to provide the background scene to an action or event (usually in the past simple). We often use words like *when*, *while* and *as*:

It happened at five in the afternoon *while* she **was watching** the news on TV.

He **was doing** his homework in his bedroom *when* the burglar came into the house.



It is possible to have more than one background scene happening at the same time:

He **was listening** to music and **working** on his computer.

- when we want to emphasize the activity without focusing on its completion. Compare:  
For a while last year I **was working** at the cinema, **studying** for my degree and **writing** a column for the local newspaper. (we don't know if the actions were completed or not, or whether they happened at the same time)

Last year I **worked** at the cinema, **studied** for my degree and **wrote** a column for the local newspaper. (suggests all of the jobs are now complete, and probably happened in that order)

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

## 3 Used to and would

+	used to / would + infinitive	She <i>used to / would lock</i> the door.
-	did not + use to + infinitive	I <i>didn't use to lock</i> the door.
?	did ... use to + infinitive?	<i>Did</i> they <i>use to lock</i> the door?

We use *used to* + infinitive or *would* + infinitive (contracted to 'd in spoken English) to talk about past repeated actions:

She **used to keep** the front door locked. (but she stopped doing this)

She **would leave** the door unlocked whenever she was at home.

- ⚠ *Would* is unusual in the negative form and in Yes/No questions.

We use *used to* + infinitive to talk about permanent situations that are usually no longer true:

Bill Murphy **used to work** for the police force. (but he doesn't now: ~~not Bill Murphy would work for the police force.~~)

We do not use *used to* if we want to talk about how long the situation lasted:

Bill Murphy **worked** for the police force for over 17 years. (~~not Bill Murphy used to work for the police force for over 17 years.~~)

- ⚠ We do not use *would* with state verbs.

## C Grammar exercises

**1** Fill in the gaps in this model answer with verbs from the box in the past simple.

***Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.***

***What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?***

allow	be	be	be	invent	increase	lay
mean	own	receive	replace	ride	take	walk

The pace of change in the world of technology is amazing. It **1** ..... *wasn't* ..... (not) long ago that the postal service **2** ..... our only way to communicate over any distance. It **3** ..... days and sometimes weeks to receive letters from within the same country. As a result, the news in the letters **4** ..... already out of date when people **5** ..... them. In the workplace, this **6** ..... that business was mostly conducted locally, over relatively short distances.

When Alexander Graham Bell **7** ..... the telephone in 1876 it **8** ..... the foundation for the communication systems we have today. The telephone **9** ..... two people to communicate instantly across a great distance. Eventually computers **10** ..... typewriters and dramatically **11** ..... the speed of our daily work life. Nowadays the Internet is an essential part of every business.

However, it is not just communications that have changed. Only 50 years ago most people **12** ..... (not) a car. People **13** ..... to work or **14** ..... bicycles. Changes in travel as well as the increased speed of communications have led to the global business world that we have today.



- 2** Fill in the gaps with the past simple or past continuous form of the verbs in brackets. In which gaps could you use *used to*?

I 1 had (have) a wonderful biology teacher, Mrs Hughes. She 2 ..... (make) us excited about the subject because she was so interested herself. I remember one lesson in particular; we 3 ..... (study) different types of plants, and Mrs Hughes 4 ..... (describe) the different parts of the flower. She 5 ..... (pick up) a purple flower, I can't remember exactly what it was, and then suddenly we 6 ..... (notice) that she 7 ..... (cry)! She 8 ..... (apologise) and 9 ..... (say) that sometimes nature was so beautiful it just made her cry! We 10 ..... (not/know) what to do at first, but it certainly 11 ..... (make) us think. Something similar 12 ..... (happen) while she 13 ..... (show) us how to work the microscope. She 14 ..... (examine) a slide of some plant tissue and she 15 ..... (smile) all over her face. She suddenly 16 ..... (get) all excited and 17 ..... (say), 'Isn't it wonderful?' Some students 18 ..... (laugh) at her when she 19 ..... (not/look) but I didn't. Somehow her enthusiasm 20 ..... (inspire) me, and I 21 ..... (start) to like biology.

- 3** A teacher and student are talking about local customs. Fill in the gaps with the verbs in brackets in the correct form. Use *would* or *used to* where possible.

**Teacher:** What sort of things 1 did you use to do (you/do) as a child?

**Yoko:** Oh, when I was a child growing up in Japan there were many customs that we 2 ..... (follow). For example, I remember we 3 ..... (move) house when I was seven and we 4 ..... (visit) our new neighbours with gifts. At that time the tradition was that people 5 ..... (give) gifts of Japanese noodles, but it is different now and people tend to give things like soap or towels or nothing at all.

**Teacher:** 6 ..... (have) one tradition that you particularly remember?

**Yoko:** Yes, one tradition that I 7 ..... (really/like) was in the spring when the cherry blossoms were out. As a family we 8 ..... (go) into the countryside and we 9 ..... (spend) the day eating, drinking and singing. One year my father 10 ..... (take) a lovely photo of me and my sisters and I still keep that picture on my wall today.

**Teacher:** And 11 ..... (you/have to) do anything you didn't like?

**Yoko:** Yes. I remember how we 12 ..... (have to) clean the house thoroughly. This ceremony is called Osoji and my sisters and I 13 ..... (not/look forward to) it very much!



- 4 Read the test task and a student's response. Tick (✓) the underlined verbs if they are right, and correct them if they are wrong.

Describe an unforgettable trip you once made.

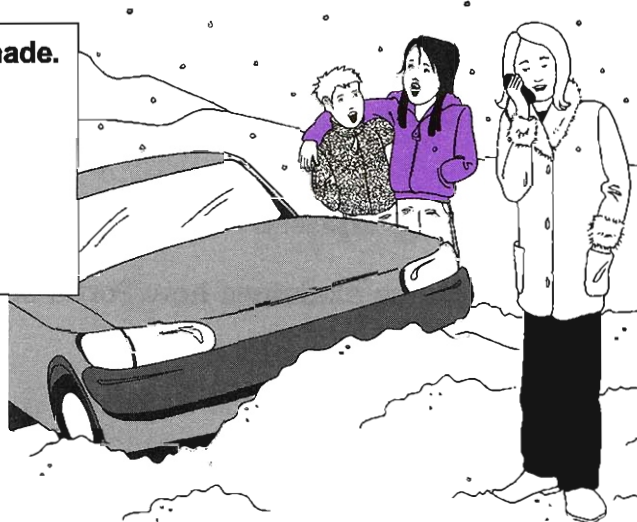
You should say:

where you went

why you went there

what happened

and explain why you remember it so well.



I remember a trip I once 1 made to my grandmother's house. She 2 would live about 30 kilometres away from us and we 3 used to going there quite often with our mother. On this occasion we 4 set off to my grandmother's after school on a cold winter's day. When we were about to leave we 5 were noticing that some snow was beginning to fall, and as we 6 were driving along we 7 were realising that it 8 snowed more and more heavily. Suddenly we had to brake hard as the car in front stopped suddenly. We 9 were skidding and 10 went off the road into a ditch! It was pretty scary, but we were lucky and none of us were hurt. We got out of the car, and my mother 11 was phoning for help on her mobile phone. While we 12 were waiting for help it 13 was stopping snowing and we 14 sang lots of songs to keep ourselves cheerful. Eventually the truck 15 was coming and pulled our car out of the ditch. The car wasn't badly damaged, but we 16 decided to turn round and go home. We didn't manage to see our grandmother that day, but it was so frightening that I will never forget it.

- 1 ..... ✓
- 2 ..... used to live / lived
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....
- 16 .....

**D Test practice****Academic Reading**

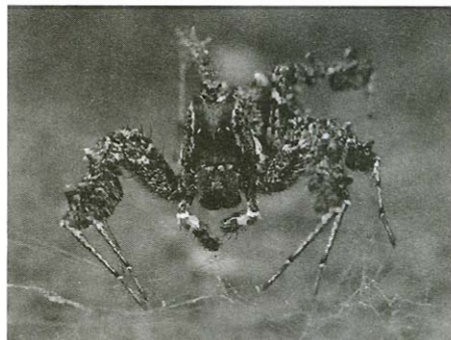
You should spend about 20 minutes on **Questions 1–13** which are based on the Reading Passage below.

**Jumping spiders**

**Peter Aldhons examines how Portia spiders catch their prey**

**A**

For a stalking predator, the element of surprise is crucial. And for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it. Now zoologists have discovered the secret of these spiders' tactics: creeping forward when their prey's web is vibrating.

**B**

The fifteen known species of Portia jumping spiders are relatively small, with adults being about two centimetres long (that's smaller than the cap on most pens). They habitually stay in the webs of other spiders, and in an area of these webs that is as out-of-the-way as possible. Portia spiders live mostly in tropical forests, where the climate is hot and humid. They hunt a range of other spiders, some of which could easily turn the tables on them. 'They will attack something about twice their own size if they are really hungry,' says Stimson Wilcox of Binghamton University in New York State. Wilcox and his colleague, Kristen Gentile of the University of Canterbury in Christchurch, New Zealand, wanted to find out how Portia spiders keep the upper hand.

**C**

All jumping spiders have large eyes that look like binocular lenses, and they function pretty much the same way. Most jumping spiders locate their prey visually, and then jump and capture from one centimetre to over ten centimetres away. Only a few species of jumping spiders invade the webs of other spiders, and the Portia spider is among them. Jumping spiders, including Portia spiders, prey on insects and other arthropods by stalking. Sometimes the spiders lure their victims by vibrating the web to mimic the struggles of a trapped insect. But many web-weaving spiders appear to be wise to these



tricks, so stalking is often a better strategy. Sometimes, the researchers found, Portia spiders take advantage of the vibrations created in the web by a gentle breeze. But, if necessary, they will make their own vibrations.

**D**

The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders. To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web which could be vibrated by applying a varying electrical field. The researchers noticed that the stalking Portia spiders moved more when the webs were shaking than when they were still, and they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed. If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements.

**E**

It is the Portia spider's tactic of making its victims' webs shake that has most intrigued the researchers. They noticed that the spiders would sometimes shake their quarry's web violently, then creep forwards up to five millimetres before the vibrations died down. 'They'd make a big pluck with one of their hind legs,' says Wilcox. These twangs were much more powerful than the gentler vibrations Portia spiders use to mimic a trapped insect, and the researchers were initially surprised that the prey spiders did not respond to them in any way. But they have since discovered that the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web.

**F**

Other predators make use of natural 'smokescreens' or disguises to hide from their prey: lions hunting at night, for example, move in on their prey when clouds obscure the moon. 'But this is the first example of an animal making its own smokescreen that we know of,' says Wilcox. 'Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by making different signals on the web of their prey until the prey spider makes a movement. In general, Portia spiders adjust their stalking strategy according to their prey and what the prey is doing. Thus, Portia spiders use trial-and-error learning in stalking. Sometimes they will even take an indirect route to reach a prey spider they can see from a distance. This can sometimes take one to two hours following a predetermined route. When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.'



**Questions 1–9**

The Reading Passage has six paragraphs labelled **A–F**.

Which paragraph contains the following information?

*Write the correct letter **A–F** next to Questions 1–9.*

**NB** You may use any letter more than once.

- 1 the reaction of the Portia spider's prey to strong web vibrations
- 2 a description of how the researchers set up their experiment
- 3 a comparison between Portia spiders and another animal species
- 4 an explanation of how the researchers mimicked natural conditions
- 5 a comparison between Portia spiders and their prey
- 6 the reason why concealment is important to Portia spiders
- 7 a description of the Portia spider's habitat
- 8 the number of species of Portia spiders
- 9 an example of the Portia spider's cleverness

**Questions 10–13**

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

- 10 In their laboratory experiments, the researchers found that the Portia spiders moved most when the web was
- A** vibrating.
  - B** motionless.
  - C** undisturbed.
  - D** unoccupied.
- 11 What discovery did the researchers make about Portia spiders?
- A** They make very strong vibrations with one leg.
  - B** They move 5 mm at a time on a still web.
  - C** They move slowly when vibrations stop.
  - D** They use energetic vibrations to mimic a trapped insect.

- 12** Portia spiders are the only known animal to
- A** use the weather to disguise themselves.
  - B** mimic other prey-eating animals.
  - C** create their own smokescreen.
  - D** stalk using 'trial and error'.
- 13** The Portia spider demonstrates 'thinking ahead' when it
- A** chooses prey that is a short distance away.
  - B** takes a longer route to reach its prey.
  - C** reaches its prey in a short time.
  - D** solves the problem of locating its prey.

### Grammar focus task


Look at the underlined verbs in these sentences from the text. Match the sentences (1-3) to the explanations (a-c).

- 1 The researchers allowed various prey spiders to spin webs in the laboratory and then introduced Portia spiders.
  - 2 Portia spiders moved more when the webs were shaking than when they were still.
  - 3 They noticed that the spiders would sometimes shake their quarry's web violently.
- a** a series of single past completed actions
  - b** a repeated action in the past
  - c** a background scene and an action

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 <b>had listened</b> to his music.</i>
-	<i>had not</i> + past participle	<i>They <b>hadn't listened</b> to his music.</i>
?	<i>had ...</i> + past participle?	<i><b>Had</b> they <b>listened</b> 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 <b>been studying</b> for ages.</i>
-	<i>had not been + verb + -ing</i>	<i>He <b>hadn't been studying</b> for long.</i>
?	<i>had ... been + verb + -ing?</i>	<i><b>Had</b> you <b>been studying</b> 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

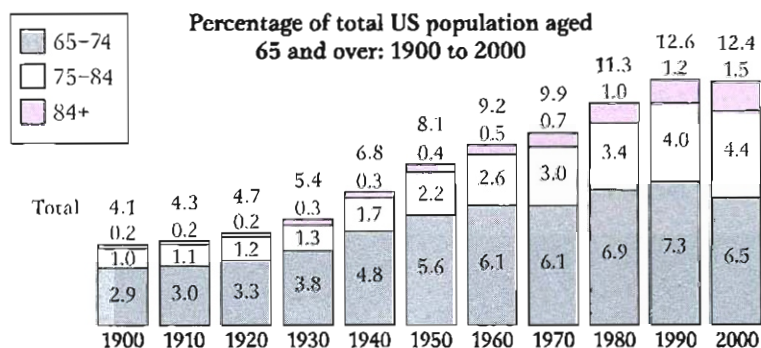
- 1** Fill in the gaps with the past perfect simple of the verbs in brackets in the positive or negative.

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.

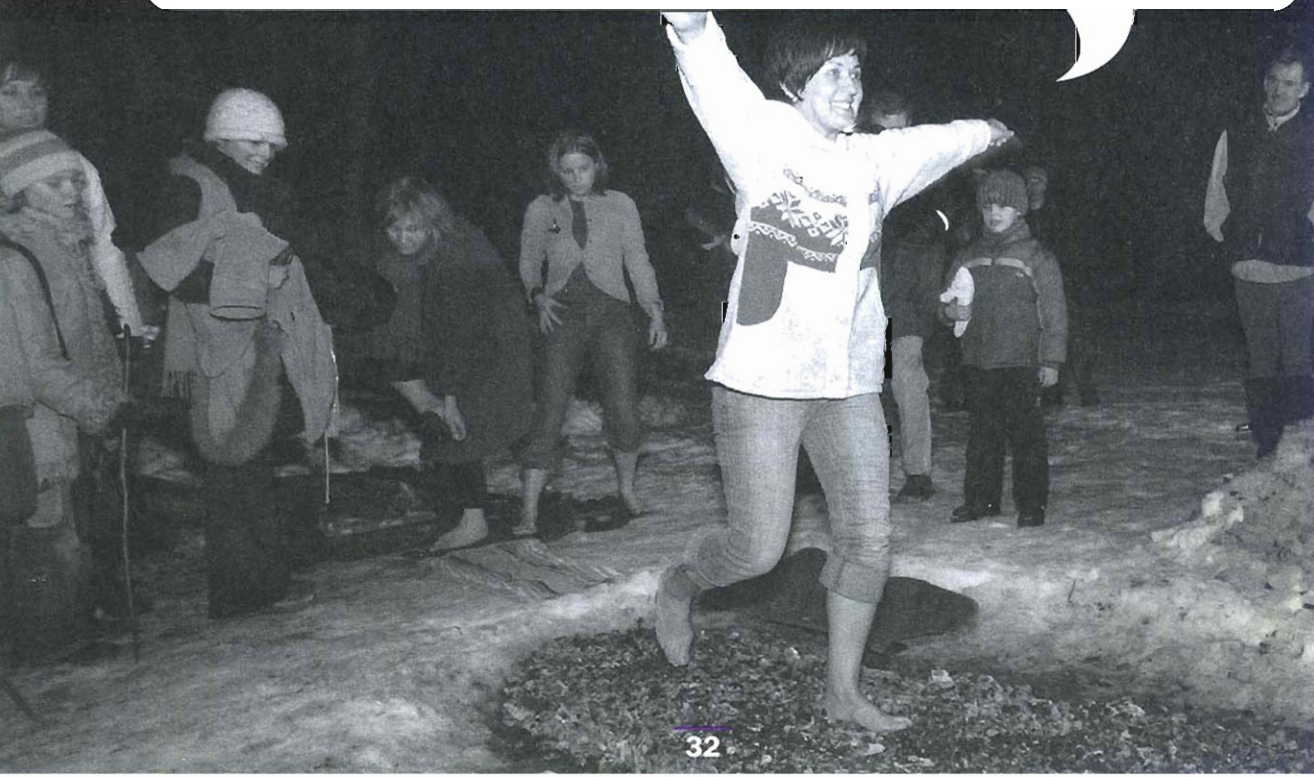
Although there 6 ..... (be) no change in the number of people aged 65-74 between 1960 and 1970, the number of people aged 75 and over 7 ..... (increase) during this time. By the year 2000, 12.4% of the US population 8 ..... (reach) the age of 65 or more, although this was slightly lower than in 1990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

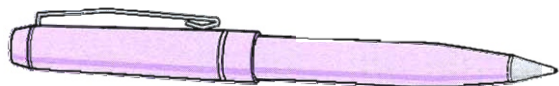
#### Questions 1–12

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 Biros' 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 Gimbel's 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.

# Appendix 1: Irregular verbs

Verb	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
learn	learnt	learnt
leave	left	left
let	let	let

Verb	Past simple	Past participle
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt	spilt
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

lower level, and then you can talk to the instructor about changing if you think it's too easy.) 8 Doherty (My name is John Doherty, that's DOHERTY) 9 11.00/eleven (am) (I have appointments from 9.00 to 10.30, so could you make it 11.00?) 10 0117 965 478 (my number's 0117 965 478)

### Grammar focus task

- 1 want 2 are always looking 3 Do members have to  
4 don't actually allow 5 suits 6 think

## Unit 2

### A: Context listening

- 1 A CDs B a laptop computer C a roast chicken D a purse  
E a handbag F a TV  
2 1 CDs; a roast chicken; a purse 2 B (So you see, you do need to be careful to lock your door at all times of the day)  
3 1 called 2 happened; was watching 3 used to keep  
4 would leave 5 walked 6 didn't hear; was listening  
7 went; opened; took  
4 1 sentences 2 and 6 2 sentences 1 and 5 3 sentence 7  
4 sentences 3 and 4 5 past simple; past continuous; would; used to

### C: Grammar exercises

- 1 2 was 3 took 4 was 5 received 6 meant 7 invented  
8 laid 9 allowed 10 replaced 11 increased 12 did not own 13 walked 14 rode (> B1 and Appendix 1)  
2 2 made 3 were studying 4 was describing 5 picked up  
6 noticed 7 was crying 8 apologised 9 said 10 didn't know 11 made 12 happened 13 was showing  
14 was examining 15 was smiling 16 got 17 said  
18 laughed 19 wasn't looking 20 inspired 21 started (> B1 and B2)

Used to is possible in 1 and 2: *used to have* and *used to make*

- 3 2 would/used to follow 3 moved 4 visited  
5 would/used to give 6 Did you use to have (*would* is not used with state verbs or in questions) 7 really used to like/used to really like (*would* is not used with state verbs)  
8 used to/would go 9 used to/would spend 10 took  
11 did you use to have to (*would* is not used in questions)  
12 used to have to (*would* is not used with state verbs)  
13 didn't use to look forward to (*would* is not generally used with negatives) (> B1 and B3)  
4 3 used to go 4 ✓ 5 noticed 6 ✓ 7 realised  
8 was snowing 9 skidded 10 ✓ 11 phoned 12 ✓  
(background scene) 13 stopped (event) 14 ✓ 15 came  
16 ✓ (> B1-B3)

### D: Test practice

#### Reading

Questions 1-9: locating information

Test tip: Scan the passage for relevant information, and then check that it matches the question exactly (e.g. for question 2 the experiment is mentioned several times but only paragraph D describes how it was done). Remember that the words in the passage may paraphrase the words in the questions.

- 1 E (*prey spiders did not respond to them in any way*) 2 D (*The researchers allowed various prey spiders to spin webs in the*

*laboratory and then introduced Portia spiders.*) 3 F (*lions hunting at night, for example*) 4 D (*To simulate the shaking effect of a breeze the zoologists used either a model aircraft propeller or attached a tiny magnet to the centre of the web*) 5 B (*They will attack something about twice their own size*) 6 A (*for jumping spiders that sneak onto other spiders' webs to prey on their owners, it can be the difference between having lunch and becoming it*) 7 B (*Portia spiders live mostly in tropical forests, where the climate is hot and humid.*) 8 B (*The fifteen known species of Portia jumping spiders*) 9 F (*Portia spiders are clearly intelligent and they often learn from their prey as they are trying to capture it. They do this by ...*)

### Questions 10-13: 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.

10 A (*Portia spiders moved more when the webs were shaking (vibrating) than when they were still (motionless)*) so B is incorrect; C is incorrect: *they were more likely to capture their prey during tests in which the webs were periodically shaken than in those where the webs were undisturbed*; D is incorrect: *If the spiders were placed onto unoccupied webs, they would make no attempt to change their movements* 11 A (*They'd make a big pluck with one of their hind legs = make strong vibrations with one leg*; B and C are incorrect: *the spiders would ... then creep forwards up to five millimetres before the vibrations died down*; D is incorrect: *the violent twanging produces a pattern of vibrations that match those caused by a twig falling onto the web*) 12 C (*this is the first example of an animal making its own smokescreen that we know of*; A is incorrect: *lions also do this*; B is incorrect: *Portia spiders mimic trapped insects not other prey-eating animals*; D is incorrect: *we are not told that spiders are the only animal that uses 'trial and error'*) 13 B (*Sometimes they will even take an indirect route to reach a prey spider ... When it does this, the Portia spider is actually solving problems and thinking ahead about its actions.*)

### Grammar focus task

- 1 a 2 c 3 b

## Unit 3

### A: Context listening

- 1 A logical order would be: 1 F 2 C 3 A 4 D 5 E 6 B  
2 1 C 2 A 3 D 4 E 5 B  
3 1 've collected 2 read 3 've been feeling 4 've just got up  
4 a sentence 4 (present perfect simple) b sentence 1 (present perfect simple) c sentence 3 (present perfect continuous)  
d sentence 2 (past simple)

### C: Grammar exercises

- 1 3 have already seen 4 have just received 5 were 6 ✓  
7 represented 8 have played 9 ✓ 10 have not travelled  
11 went 12 ✓ (> B1)  
2 2 has increased (*since*) 3 rose (*in 2005*)  
4 has risen (*each year*) 5 was (*from 1995 to 2005*)  
6 have overtaken (*since 2005*) 7 has grown (*each year*);  
occurred (*between 1995 and 2000*) (> B1)



- 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