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IELTS Foundation

Student's Book




MACMILLAN

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Introduction

IELTS Foundation is designed to help you improve your IELTS score and progress towards your goal of studying at an English speaking university. There are 12 topic - based units which cover each of the four IELTS academic modules and all task types, as well as giving carefully guided support and exam focused practice. This book aims to build up your skills and confidence, so earlier units are graded to allow skills development, while reading and listening texts in later units are of a level authentic to IELTS.

What do you need to do to improve your IELTS score?

1 You need to improve your productive language skills

IELTS Foundation gives you step-by-step guidance with each task type in the Writing module. At the back of the book there are model answers for each of the Writing questions with notes to help you improve your own writing techniques.

There are also plenty of questions to prepare you for the Speaking module, as well as Pronunciation sections to give you practice in difficult areas of spoken English, such as sentence stress and intonation. For both Writing and Speaking there are Useful language boxes containing vocabulary and phrases to use in these modules of IELTS.

2 You need to improve your receptive language skills

For the Reading module there are not only a variety of texts and IELTS tasks, but also exercises to help you deal with unknown vocabulary and improve your active reading skills.

As well as the Listening module task types, IELTS Foundation gives you extra exercises to improve your confidence and active listening skills in addition to the complete recording scripts which are used and analysed for language use.

3 You need to improve your language accuracy

Throughout the book, essential grammar exercises have been built into each unit. These have been selected as areas where students at your level most often make mistakes in writing and speaking. The language work is put into a context, to show you how grammar really works in academic English. There are also further practice activities in the back of the book which can be used for study at home.

4 You need to increase your academic vocabulary

Academic vocabulary is very important, particularly in the Reading and Writing modules. There are vocabulary building exercises throughout the book, extra practice exercises at the back, and in addition, a Dictionary focus box at the end of each unit. These boxes contain words that have been carefully selected from the unit to be of maximum use for you in your academic reading and writing. Using these words correctly will help you achieve a better academic style in your writing.

5 You need to learn about the exam

For any exam, learning about the structure and about the task types will help you to succeed, and IELTS is no exception. IELTS Foundation takes you through all parts of the exam, giving strategies to help you answer the task types and useful exam tips.

6 You need to improve your study skills

Succeeding in a test is not just about doing well on the day - improving your English significantly means knowing how best to use your study time. Each unit of the book includes useful and relevant study skills, which will also help you in both IELTS and life at university.

1 Studying abroad



Listening 1



Why study IELTS?

1 Listen to Li Cha talking to the Admissions Officer. Complete the form.

Name: Li Cha

Tutor: Stephen Ennis

Age: 1 _____ Class: 2 _____

Start date: 14th February Finish date: 3 _____

Contact number in Australia: 4 _____

Years of study of English: 5 _____

Language focus 1

Forming questions

1 Use this information about Li Cha to complete the questions.

Family and friends	I live with my grandmother in Hong Kong. My brother is called Shao – he’s nineteen.
Hobbies	I like playing table tennis.
Reasons for taking IELTS	I want to study IT and Computing at Sydney University in Australia.
Future plans	I’d like to work with computers.

- 0 Who *do you live with* ?
My grandmother.
- 1 How ?
He’s nineteen.
- 2 What ?
I like playing table tennis.
- 3 Why ?
So I can go to the University of Sydney in Australia.
- 4 What ?
IT and Computing.
- 5 What ?
I’d really like to work with computers.



2 Correct the mistakes in these questions.

- 0 Does he lives here? Does he live here..... ?
- 1 Do you can speak Chinese? ?
- 2 How often speak you English? ?
- 3 How old you are? ?
- 4 Why you went there? ?
- 5 Who teaching you? ?
- 6 What you are doing? ?
- 7 How to complete this form, please? ?
- 8 Where do he live now? ?
- 9 When you will go home? ?
- 10 What time is it start? ?

Speaking skills

Expanding answers

1 Choose the most suitable extra information (a–h) for the short answers (0–5).

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 0 My grandmother. h..... 1 He's nineteen. 2 I like playing table tennis. 3 So I can go to the University of Sydney in Australia. 4 IT and computing. 5 I'd really like to work with computers. | <ul style="list-style-type: none"> a In fact, I'm good at most indoor sports. I'm not very interested in watching them on the TV, though. b He's a year older than me. We've always got on really well and spend a lot of time together. c I'm a bit nervous about my final exams though! d I think I could be quite successful. I'm very motivated and I'm not frightened of hard work! e They do exactly the course I want to do and I think campus life abroad will be fascinating. f I'm really fascinated by them and can spend hours working on my own PC at home. g He works for a major software company. He works long hours, and gets very tired. But he likes what he does. h She's quite old, but full of life. Sometimes she's a bit strict though. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Speaking 1

Exam information

In Part 1 of the Speaking module the examiner will ask you general questions about yourself.

TIP
Give full answers and add extra information about the topic.

1 Imagine you are the examiner. Write down five questions about these subjects.

- | | |
|--------------------|---------------|
| Their home town | Their studies |
| Family and friends | Future plans |
| Hobbies | |

2 Work in pairs. Take it in turns to be the examiner and candidate.

Listening 2



1 02 Listen to Professor Gooding talk about her experiences in other countries. Complete the table below as you listen. Write **NO MORE THAN THREE WORDS** for each answer.

Country	Problem
Indonesia	1
Egypt	2
3	short days
Japan	4 couldn't
China	5 couldn't

Vocabulary

Dependent prepositions

After many adjectives, verbs and nouns we use a preposition.

Example:

I'm **bored with** this film. Let's watch something else.

1 Find five adjectives and their dependent prepositions in the Expanding answers section on page 7.

2 Now complete the following sentences from Listening 2 with the correct preposition.

- 0 I was interested learning all about the country.
- 1 I was particularly fascinated the architecture.
- 2 Life in Indonesia is very different life in New Zealand.
- 3 I'm very keen spicy food.
- 4 I was pretty good cross-country skiing.
- 5 I was a bit nervous going to a country where I couldn't read anything.
- 6 He was really enthusiastic his work.

3 02 Listen to Professor Gooding again and check your answers.

4 Look at sentences 0 and 5 in exercise 2. What happens to the form of the verb after a preposition?

5 Fill in the missing dependent prepositions in the table below.

6 Work in small groups. Roll a dice and look at the sentence with this number. Then talk about it for 30 seconds.

Three countries you are interested visiting.	1
A culture you are fascinated	2
A country where life is very different, your own.	3
A country you wouldn't be keen visiting.	4
A language you'd be enthusiastic learning.	5
A city you'd be nervous visiting.	6

Reading 1

1 Read the first paragraph of the text about culture shock.

What is culture shock?

'Culture shock' describes the impact of moving from a familiar culture to one which is unfamiliar. It is an experience described by people who have travelled abroad to work, live or study; it can be felt to a certain extent even when abroad on holiday. It includes the shock of a new environment, meeting lots of new people and learning the ways of a different country. It also includes the shock of being separated from the

10 important people in your life, maybe family, friends, colleagues, teachers: people you would normally talk to at times of uncertainty, people who give you support and guidance. When familiar sights, sounds, smells or tastes are no longer there you can miss them very much. If you are tired and jet-lagged when you arrive, small things can be upsetting and out of all proportion to their real significance.

2 According to the author there are many different causes of culture shock. Underline any you can find in the text.

3 What do you know about the climate, food, language, dress and rules of behaviour in Britain? How are they different from your country?

4 Now read the rest of the article and compare your ideas with the author's.

Climate

20 Many students find that the British climate affects them a lot. You may be used to a much warmer climate, or you may just find the greyness and dampness, especially during the winter months, difficult to get used to.

Food

25 You may find British food strange. It may taste different, or be cooked differently, or it may seem tasteless or heavy compared with what you are used to.

Language

30 Constantly listening and speaking in a foreign language is tiring. Although you may have learned English very thoroughly, it is possible that the regional accents you discover when you arrive in the UK make the language harder to understand than you thought. People may also speak quickly and you may feel too embarrassed to ask them to repeat what they have said.

Dress

40 If you come from a warm climate, you may find it uncomfortable to wear heavy winter clothing. Not all students will find the style of dress different, but for others people's dress may seem immodest, unattractive, comical or simply drab.

'Rules' of behaviour

45 Every culture has unspoken rules which affect the way people treat each other. For example, the British generally have a reputation for punctuality. In business and academic life keeping to time is important. You should always be on time for lectures, classes and meetings with academic and administrative staff. Social life is a little more complicated. Arranging to meet and see a film at 8pm means arriving at 8pm. But if you are invited to visit someone's home for dinner at 8pm you should probably aim to arrive at about 8.10, but not later than 8.20. When going to a student party an invitation for 8pm probably means any time from 9.30pm onwards!

Glossary

dampness – slight wetness in the air

immodest – clothing or behaviour that shocks or embarrasses some people

comical – funny

drab – dull or boring, colourless

reputation – the opinion that other people have about someone

punctuality – not being late

5 Look at the model of culture shock below which shows the first five stages of adjustment marked 1-5.

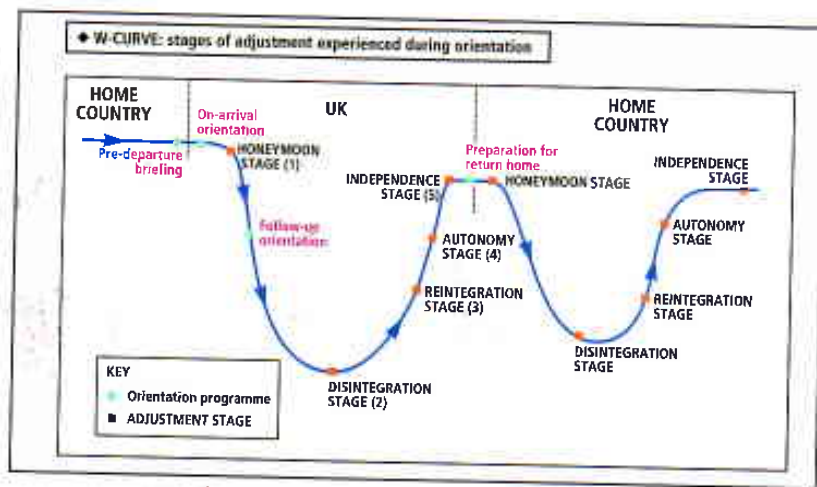
A Differences and similarities are accepted. You may feel relaxed and confident and you become more familiar with situations and feel well able to cope with new situations based on your growing experience.

B When you first arrive in a new culture, differences are intriguing and you may feel excited, stimulated and curious. At this stage you are still protected by the close memory of your home culture.

C Differences and similarities are valued and important. You may feel full of potential and able to trust yourself in all kinds of situations. Most situations become enjoyable and you are able to make choices according to your preferences and values.

D A little later, differences create an impact and you may feel confused, isolated or inadequate as you start to notice more and more cultural differences and family and friends are not immediately available for support.

E Next you may reject the differences you encounter. You may feel angry or frustrated, or hostile to the new culture. At this stage you may be conscious mainly of how much you dislike it compared to home. Don't worry as this is quite a healthy reaction. You are reconnecting with what you value about yourself and your own culture.



Now match the stages (1-5) with paragraphs (A-E).

Strategy

Read all the choices carefully and underline key words in the question (see first example).

Eliminate answers which are clearly wrong.

Make sure you can find the answer in the text (not just what you think is true).

Multiple choice

6 Circle the appropriate letters A-D.

1 According to the writer, you may feel positive when you first arrive in a new culture because

- A you have no experience of this culture yet.
- B you still feel in touch with your own culture.
- C your family and friends are not around.
- D you do not notice any differences to your own culture.

2 According to the writer, in the third stage of the transition it is normal to feel

- A negative about the new culture.
- B frightened of asking for help.
- C happy to return home.
- D protected by the recent memory of your home.

3 This text was written


- A to help international students returning home after a period of study.
- B to promote international study to students from around the world.
- C to warn international students of the dangers of living abroad.
- D to aid international students who have just arrived in a new country.

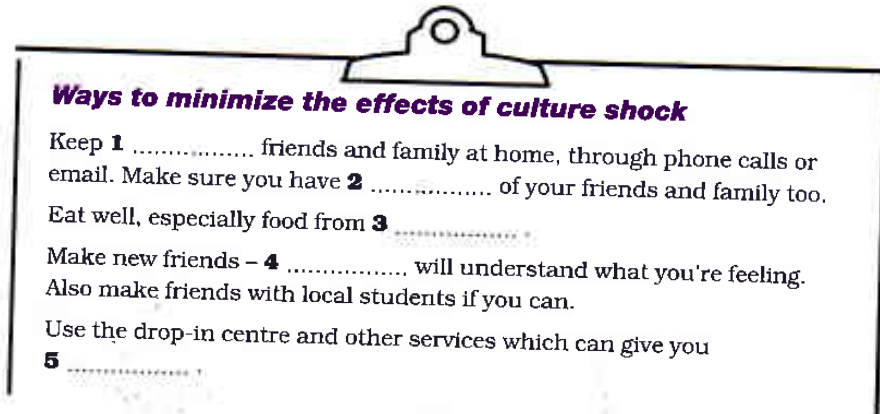
7 Work in pairs. Discuss which country you would like to live or study in. What do you think you might enjoy about living there?

Listening 3

Note completion

Complete the gaps with EITHER the exact words you hear if they fit grammatically OR different words which have the same meaning

1  03 You are going to hear an international student adviser giving advice on culture shock. Listen and complete the notes below using **NO MORE THAN THREE WORDS** for each answer.



Ways to minimize the effects of culture shock

Keep **1** friends and family at home, through phone calls or email. Make sure you have **2** of your friends and family too.

Eat well, especially food from **3**

Make new friends – **4** will understand what you're feeling. Also make friends with local students if you can.

Use the drop-in centre and other services which can give you **5**

Speaking 2

Strategy

Use the preparation time well. You can make notes if you like, but remember you only have 1 minute. Think of one or two things to say about each point on the card.

Exam information

In Part 2 of the Speaking module, the examiner will give you a card with some prompts. You have 1 minute to prepare to talk for 1–2 minutes on the topic on the card. The examiner will not interrupt you or ask questions while you are speaking.

In Part 3, the examiner will ask you some more general questions related to the topic in Part 2.

1 Work in pairs.

Student A: Look at Card A. **Student B:** Look at Card B.

Take 1 minute to prepare. Then take it in turns to talk on your topic for 1–2 minutes. When you have finished, your partner may ask you one or two questions.

A

Describe a leisure activity eg a hobby, sport or game that is popular in your country.

You should say:

- What this activity is and what people do
- Where they do it
- Why people enjoy doing this activity

And also say what you like or dislike about this activity.

B

Describe a typical dish from your country that you would like to give a visitor from another country.

You should say:


- What it is made from
- When it is eaten (every day or on a special occasion)
- Why this dish is popular

And also say whether you like or dislike this dish.

Listening 3

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Complete the gaps with EITHER the exact words you hear if they fit grammatically OR different words which have the same meaning

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Describe a typical dish from your country that you would like to give a visitor from another country.

You should say:

What it is made from

When it is eaten (every day or on a special occasion)

Why this dish is popular

And also say whether you like or dislike this dish.

2 Work in pairs.

Student A: Imagine you are the examiner. Ask your partner three of the questions in the box. Afterwards, change roles.

Student B: You are the exam candidate. Answer the questions as fully as possible. Afterwards, change roles.

- Have you ever been to a country where you found the food strange? Did you try it, or did you look for food from your own country?
- What do you think is the best way to keep in touch with friends and family when you're away from home? Why?
- Who would you go to for support if you were studying abroad and you had a problem?
- Have you ever been to a country where people behaved differently from people in your country? What happened – or what do you think might happen?
- What do you think are the best ways to find and make new friends when abroad?
- What things do you like most about your own culture?

Writing 1

TIP

The opening statement should contain general information, but don't simply repeat the words in the diagram.

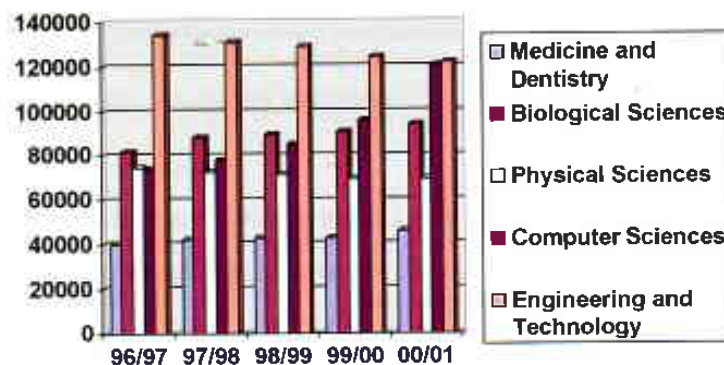
The main part of your answer should contain specific reference to data shown in the diagram.

Understanding key features of data

1 In a Task 1 question, you are asked to describe a chart, diagram, table or graph in at least 150 words. Here is a typical question:

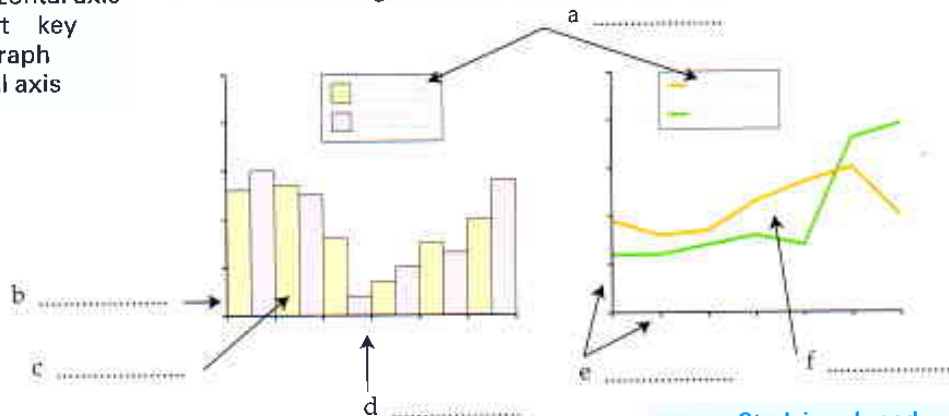
This bar chart illustrates the number of students studying different subjects at university level over a five-year period.

Write a report for a university lecturer describing the information below.



- axes horizontal axis
- bar chart key
- line graph
- vertical axis

2 Label these diagrams with words from the box.



Strategy

Ask yourself these questions about **any** Writing Task 1.

Firstly, make sure you understand what the diagram shows. Then select the main ideas and group the information. Do not simply list every statistic.

3 Look at the bar chart and answer these questions.

- 1 What information does the horizontal axis show?
- 2 What information does the vertical axis show?
- 3 What do the columns represent?
- 4 Does the bar chart show facts and figures about (a) one time or (b) changes over time?
- 5 What are the most significant changes?
- 6 Should you group facts and figures by (a) number of students or (b) subjects?

Writing an introductory statement**4** Look at this introductory paragraph taken from an answer to the example writing task and answer the questions.

The graph shows how many students were studying five different subjects at university level between 1996 and 2001. According to the chart some subjects became more popular over this period, while others dropped in popularity.

- 1 The first sentence tells us
 - A what the graph shows.
 - B what the horizontal axis shows.
 - C what happened in 1996 and 2001.
- 2 The second sentence tells us
 - A about specific subjects.
 - B about the vertical axis.
 - C generally what happens in the graph.
- 3 In an answer, the wording of the introductory paragraph should be the same as the wording of the question. T/F
- 4 The introductory paragraph should cover the main ideas. T/F

Describing data which shows changes over time**5** The second and third paragraphs give more specific details. Complete these sentences with the name of the subject area.**Subjects which became more popular**

- 0 There was a **slight increase** in the number of students taking *Medicine and Dentistry*.
- 1 showed a **steady increase**.
- 2 There was a **sharp increase** in the number of students studying
- 3 Together with, was still one of the **two most popular subjects** in 2001.

Subjects which became less popular

- 4 There was a **slight fall** in the number of students studying
- 5 showed a **steady drop** in popularity.
- 6 remained the **least popular subject** of the five.

6 Add some figures from the bar chart to support the statements in exercise 5. Use figures and/or these phrases.

just under nearly just over over

Example:

There was a slight increase in the numbers of students taking Medicine and Dentistry, from just under 40,000 in 1996 to nearly 47,000 in 2001.

7 Using the sentences from exercises 2–6, write your answer to the question on page 12.

8 When you have finished your answer, compare it with the model answer on page 160. Your answer does not have to be exactly the same, but can you see anything in the model answer that you could have used in yours?

Language focus 2

TIP

There + verb to be is a common pattern in this type of writing.

The pattern of subject, verb, object is nearly always used in written English sentences. This may be different from your language.

Understanding how sentences work

1 Look again at the last part of the model answer on page 160.

...Engineering and Technology showed a steady drop in popularity, from nearly 140,000 to just over 120,000. However, together with Computer Sciences, Engineering and Technology was still one of the two most popular subjects in 2001.

1 Find an example of each of these parts of speech.

- | | | |
|---|--------------------------|---------------|
| 0 | a verb in the past tense | <u>showed</u> |
| 1 | an adjective | ..... |
| 2 | a linking word | ..... |
| 3 | a noun | ..... |
| 4 | an article | ..... |
| 5 | a preposition | ..... |
| 6 | an adverb | ..... |

2 What is the subject of the sentence?

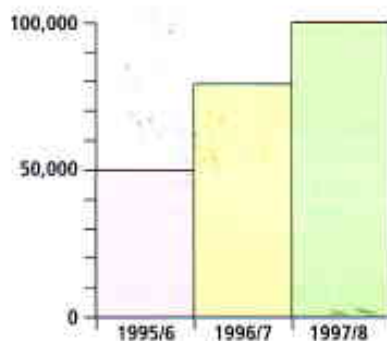
2 Look at these sentences which are taken from the model answer on page 160. Divide each sentence into three parts as in the examples. Write each one in the table.

- 1 Others dropped in popularity.
- 2 This remained the least popular subject of the five.
- 3 Biological Sciences showed a steady increase over the five-year period.
- 4 There was a sharp increase in the popularity of Computer Sciences.
- 5 There was a slight fall in the number of students studying Physical Sciences.

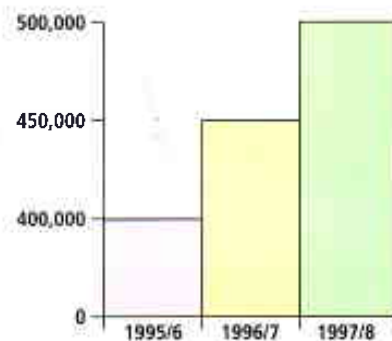
Subject	Verb	Object
The chart	shows	how many students were studying five different subjects ...
Some subjects	became	more popular over this period.

3 These sentences are part of a Writing Task 1 answer. Look at the bar charts and put each sentence into the correct order.

US students studying abroad, 1995–1998



Foreign students studying in the US, 1995–1998



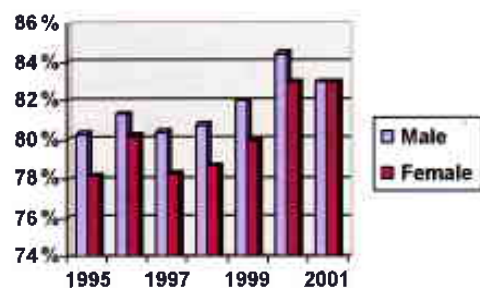
- 1 More and more college students from the United States/to study/are going abroad
- 2 college credits abroad/100,000 American students/in 1997 to 1998/earned
- 3 are coming to study in the US/that while American students/however, recent figures/are leaving/the country to study abroad,//thousands of foreign students/show
- 4 in 1997 to 1998,/were/there/500,000 foreign students studying at American colleges and universities,/over 10% more than in the previous year

Writing 2

1 Read this question.

This bar chart shows the percentage of Australian graduates in full-time employment four months after graduating, between 1995 and 2001.

Write a report for a university lecturer describing the information.



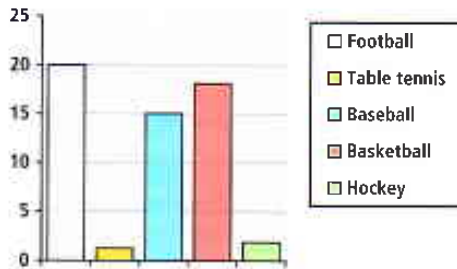
Write at least 150 words.

Language focus 3

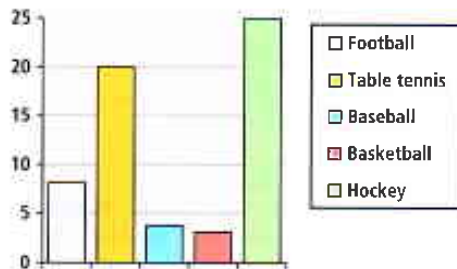
Quantifiers

A class of students conducted a survey into which sports they enjoyed playing and watching. The bar charts show the results.

Sports students enjoyed watching



Sports students enjoyed playing



1 Look at the sentences describing the bar charts and correct the mistakes with quantifiers in each one.

- 0 A lot of student likes playing table tennis.
A lot of students like playing table tennis.
- 1 The students spend much time watching football.
- 2 Majority of the students prefer watching football to playing it.
- 3 Some of students like playing basketball.
- 4 The students don't spend many time playing basketball.
- 5 A number of students who play hockey is larger than a number who play football.
- 6 The large number of students enjoy watching football.
- 7 Several of the student don't play any sports.
- 8 The students spend the large amount of time watching sport.

2 Underline the best alternative.

- 0 *A lot of* is followed by a **singular/plural** noun and verb.
- 1 *The majority of* or *The number of* is followed by a **singular/plural** noun.
- 2 *Much* is generally used in **statements/questions/negative sentences** with **countable/uncountable** nouns.
- 3 *Many* is used with **countable/uncountable** nouns.
- 4 You can add adjectives to *a number of* and *an amount of* to show how large or small the number or amount is, eg *a large number of* people, *a small amount of* time. *A number of* is used with **countable/uncountable** nouns. *An amount of* is used with **countable/uncountable** nouns.
- 5 You use *the number of* or *the amount of* when you want to say something about that number or amount, eg *The number of* students who play football is greater than the number who play basketball. *Most*, *several* and *some* can be used with a noun, eg *some* students, or with *of + the + noun*, eg *some of the* students. The **first/second** use is more specific in meaning.

3 Write more sentences about the bar charts using these quantifiers.

Some (of) most (of) several (of) the majority of a/the number of
an/the amount of a lot of much many

Note: *Lots (of)* is rather informal, and not suitable for academic writing.

Study skills

Ways of recording vocabulary

Translation is not always the best way to remember the meaning of a word or phrase. Look at these three different suggestions.

1 Use the word or phrase in a sentence that means something to you. Write sentences using these adjectives and prepositions.


Example:

I'm **keen on** Chinese food and playing basketball.

- 1 keen on
- 2 nervous about
- 3 good at
- 4 interested in
- 5 fascinated by

2 Draw pictures or diagrams to illustrate the following trends.

Example:

A sharp increase 

- 1 a sharp increase
- 2 a steady increase
- 3 a slight fall
- 4 a sharp drop

3 Look up the words in a good English-English dictionary. Match the definitions with the words.

- | | |
|--------------|------------------------------------------------------------------------------------|
| 1 relaxed | a calm and not worried |
| 2 confused | b behaving in a very unfriendly or threatening way |
| 3 confident | c wanting to find out about something |
| 4 excited | d certain about your abilities and not nervous or frightened |
| 5 frustrated | e unable to understand something or think clearly about it |
| 6 curious | f very happy and enthusiastic because something good is going to happen |
| 7 hostile | g feeling annoyed and impatient because you are prevented from achieving something |

Dictionary focus

Look at the words from this unit in the dictionary focus box. Record them using one of the ways suggested in the Study skills section.

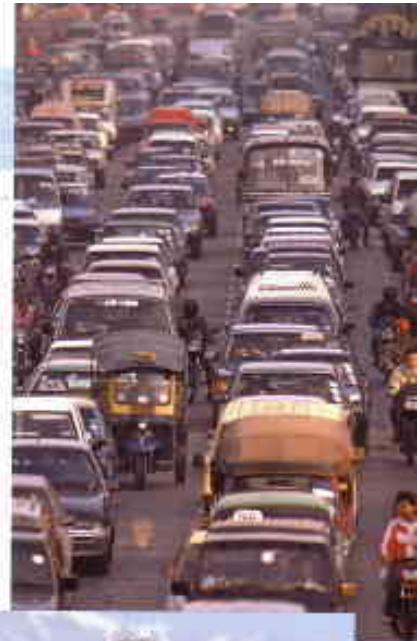


eliminate p.10	reject p.10	illustrate p.12
adjustment p.10	accept p.10	specific p.13
potential p.10	minimize p.11	statistic p.13

2 Earth today



In groups, list some of the problems and benefits of different modes of transport.



Reading 1

Strategy

Making predictions about what you are going to read can help you to understand the text more quickly when you read it. Look at any pictures with the text and at key words in the title or first paragraph (here in **bold**).

Prediction

1 Read the first paragraph of this article.

A They are noisy, smelly and dirty, and cost more and more every year. We moan about them all the time, yet we are hopelessly addicted.

2 Answer these questions.

- 1 Who or what do you think **they** are?
- 2 What type of problems do **they** cause?
- 3 Why are we **hopelessly addicted** to these things?

3 What do you think the main focus of this article will be? Quickly read the article to check.

- B** Britons love their cars more than any other Europeans, a major new EU study shows. The number of commuters cycling and walking in this country is declining, while the number of cars and lorries on the road has tripled in the last 30 years.
- C** The report, *The Hour of Choice* – the first major transport study by the European Commission for a decade – says congestion costs Europe up to £85 billion a year.
- D** Road traffic in the EU is forecast to increase by 50 per cent by 2010 and air travel by 70 per cent. ‘Europe is being asphyxiated by congestion,’ the study says. Transport chiefs will use its findings this week to urge Ministers to do more to reduce road traffic.
- E** In Britain that means trying to cut the need to travel, said David Begg, chairman of the Commission for Integrated Transport – the Government’s advisory body: ‘We rely far too much on the car.’
- F** Begg blamed the increase in traffic on the growth of out-of-town shopping and business parks in the Eighties. ‘Bad policies have increased car and truck use which makes people demand more roads, but that only leads to more congestion. It’s a bit like a heroin addict always looking for another fix.’
- G** Brussels wants to cut traffic and pollution with extra taxes on motorists and hauliers. The money would help the rail and bus services.
- H** While road congestion grows, the study shows, the cost of alternative forms of transport is rising sharply. Britons pay some of the world’s most expensive bus and train fares for services that are crumbling through lack of investment.
- I** In the last 20 years public transport fares have risen by an average of 65 per cent. Only 10 per cent of our fares are subsidized, compared with an average of 40 per cent on the Continent.
- J** In an attempt to ease overcrowding in the skies, the EU is to consider forcing airlines to pay a tax on aircraft noise and greenhouse gas emissions, which could raise air fares.
- K** But EU sources say Brussels will avoid recommending large rises in petrol and diesel taxes after the protests in Britain and France last autumn.
- L** Congestion charging – forcing motorists to pay to drive into city centres – is seen as more effective. The report will encourage other countries to follow Britain in allowing local authorities to adopt such measures.
- M** Environmental campaigners hope a strong endorsement at the European level will bolster what they see as Britain’s weakening resolve to push congestion charging and other green measures.

Guessing meaning from context

4 Find a word in the text that means the same as:

- 0 person who regularly travels a (long) distance to get to work (paragraph B)
- 1 abbreviation for the European Union (paragraph B)
- 2 ten years (paragraph C)
- 3 full of traffic (paragraph C)
- 4 unable to breathe (paragraph D)
- 5 given financial aid by the government (paragraph I)
- 6 mainland Europe (paragraph I)

commuter
.....
.....
.....
.....
.....
.....

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commuter

.....

.....

.....

.....

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.....

.....

Exam information

In the IELTS Reading module there will usually be more headings to choose from than paragraphs. Also, you may not need to find a heading for every paragraph. Remember to read the instructions carefully.

Strategy

Decide what you are looking for (a number, a noun, an adjective, a verb etc.).

Do not use more words than you are allowed.

You may omit articles (a/the).

Matching paragraphs to headings

5 Choose the most suitable headings for paragraphs B–H from the list of headings below.

Example:

0 The cost of public transport in Britain

H While road congestion grows, the study shows, the cost of alternative forms of transport is rising sharply. Britons pay some of the world's most expensive bus and train fares for services that are crumbling through lack of investment.

- 1 The cost of congestion
- 2 Predictions of traffic increases
- 3 Causes of the traffic congestion in Britain
- 4 A summary of what the report says about Britain and transport
- 5 A British suggestion to improve the situation
- 6 A suggestion from Brussels to improve the situation

Short answer questions

6 Read the text again and answer these questions. Underline the section where you found the answer. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 How many more cars and lorries are there in Britain now compared with 30 years ago?
- 2 How much does congestion cost Europe each year?
- 3 By how much will road traffic in the EU rise by 2010?
- 4 By what percentage have public transport fares risen in the last 20 years?
- 5 What percentage of public transport fares are subsidized in *Britain*?
- 6 What percentage of public transport fares are subsidized in *Europe*?

7 Answer these questions using **NO MORE THAN THREE WORDS** from the passage.

- 1 What methods of getting to work are now less popular in Britain?
- 2 Why is the service offered by trains and buses in Britain getting worse?
- 3 What does Brussels think is likely to be a more effective measure than increasing taxes on fuel?

Choosing the best title

8 Choose the most suitable title for the reading passage.

- 1 The increase in road accidents in Britain
- 2 The need for public transport
- 3 The rise of road traffic in Britain
- 4 The cost of pollution
- 5 The solution to road traffic

Language focus 1

Subject-verb agreement

1 These sentences are taken from the reading text. Underline the subject and verb in the sentence. Is the verb singular or plural?

- 0 Road traffic in the EU is forecast to increase by 50 per cent. singular/plural
- 1 Bad policies have increased car and truck use. singular/plural
- 2 The cost of alternative forms of transport is rising sharply. singular/plural
- 3 In the last 20 years public transport fares have risen by an average of 65 per cent. singular/plural
- 4 Only 10 per cent of our fares are subsidized. singular/plural

2 Look at the subject-verb agreement in each of these sentences. Is it correct or incorrect? Rewrite the incorrect sentences.

- 0 Nobody seem to enjoy travelling to work by train. *Nobody seems...*
- 1 One of my sisters drives a sports car.
- 2 None of the cars was stopped by the police.
- 3 Much of my work involves visiting different companies.
- 4 Most people in my country owns a car.
- 5 Some of the students in my class cycle to college.
- 6 Neither of us travels on public transport much.
- 7 A lot of my time is spent driving to and from work.
- 8 Car users in Britain pays high motoring taxes.

3 Complete the sentences using these verbs.

drive travel cycle
catch commute
walk own ride

- 0 Children in my country walk to school
- 1 Most people in modern society
- 2 None of the students in my class
- 3 Some of today's younger generation
- 4 Everyone I know

Pronunciation 1

\$450 80km/h
6,900m 30kg 3.75
13/11/86 59% ¾
600km² 4,016km
4:1 54°C

Numbers and figures

Academic courses often involve the interpretation and analysis of different numbers and figures.

1 Look at the figures in the box. Identify the following:

- | | | |
|-----------------------|--------------|------------------|
| 1 A decimal | 5 A weight | 9 A speed |
| 2 A date | 6 A distance | 10 A percentage |
| 3 The size of an area | 7 A price | 11 A temperature |
| 4 A height | 8 A fraction | 12 A ratio |

2 Work in pairs.

Student A: Say the category.

Student B: Read the figure.

Listening


Short answers

Exam information

Read the question carefully – usually you have to answer this type of question with a number or up to three words, but you may be asked for something else, eg, no more than **TWO** words.

Your answers will be in note form, not whole sentences, but they need to answer the question grammatically.

The order of the questions always follows the order of the text.

1  04 Listen and answer the questions using **NO MORE THAN THREE WORDS OR A NUMBER**.

- 1 How much waste, on average, does one person produce each year?
- 2 What proportion of our waste is biodegradable?
- 3 What proportion is glass?
- 4 How much waste is buried?
- 5 Why is some waste burned?
- 6 When will waste have to be reduced?

Exam information

Make sure you keep to the word limit, and that your answers make grammatical sense.

Your answers might be words from the text, but you may also have to change them to fit the word limit.

Sentence completion

2 Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

Government policy is to 7 and 8 waste.

Local councils have to 9

Sites have been set up to collect different types of waste separately, for example 10 11 and 12

Some local councils have also provided 13

Switzerland has a tax on 14 to reduce waste.



Language focus 2

Present simple vs. present continuous

1 Look at this extract from the listening text. Underline examples of the present continuous and the present simple.

J: There are quite a few things that are being done, mostly by local councils. They're responsible for household 'dustbin' collections, or taking away all the rubbish you produce in the home. In recent years many more sites have been set up to collect waste separately for recycling. There are often containers in car parks or outside supermarkets for people to put bottles in: clear, green and brown bottles are separated. Also newspapers and magazines can be recycled as well as tins made of aluminium. One of the problems of this, though, is that most people are not bothering to take their rubbish there. To overcome this, some local councils also provide special containers, often called 'recycling bins', for residents to collect glass and paper in. They put these outside their houses at the same time as their rubbish, and they are collected and recycled.

L: I see. So are you saying that recycling is more important than actually reducing waste?

J: No. Nowadays, many products are increasingly being designed with reuse or recycling in mind and I think, in general, people are far more aware about these issues.

2 Write in your own examples from the text.

The present simple can be used to describe:

1 A regular habitual action

.....

2 Something which is generally true

.....

The present continuous can be used to describe:

1 Something in progress at this specific moment

.....

2 A changing, developing or temporary situation happening around now but not necessarily at this specific moment

.....

Pronunciation 2

Sentence stress

1 In English, not every word in a sentence has the same stress. Underline the word or words in these phrases from the listening you think would usually be stressed.

- 1 ... keeping animals in zoos is really cruel ...
- 2 ... they cause so much noise and pollution.
- 3 I'm convinced that more people would recycle if ...

2 05 Listen to the people giving their opinions. What kinds of words in a sentence are usually stressed? Which ones are not usually stressed?

3 Usually the important words in a sentence are nouns, verbs and adjectives. Which words are stressed in these phrases to make them sound 'stronger'?

- 1 If you ask me ...
- 2 I much prefer ...
- 3 I honestly think that ...

4 05 Listen to the tape again to check. Now practise saying these phrases with the correct stress and use them next time.

TIP

Using correct stress patterns will make it easier for you to be understood.

Speaking skills

Giving and justifying opinions

1 05 Listen to the different people talking about three of these topics and complete the table.

- | | |
|----------------------------------------|---------------------------------|
| Should cars be banned in city centres? | Should we control urban growth? |
| Why are rainforests destroyed? | Why recycle? |
| How can pollution be reduced? | Are zoos cruel or useful? |

Topic	Opinion	Main reasons
Zoos	Cruel	

2 Look at the words and phrases in the language box below. Use them to give your opinions on the topics in 1.

Useful language

Personal

- In my view/opinion ...
- If you ask me ...
- I'd rather (+ base form) / I prefer (to + base form or -ing) ...
- I (strongly/firmly/personally/honestly) believe/think/feel that ...
- I'm convinced that ...

More impersonal

Some people say/argue/think that ...

Backing up opinions with examples

- For example/instance, ...
- In my experience/country ...

3 If you live in a city now, would you say it is too crowded? In what situations do you notice this most? Describe to your partner how you feel in these situations.

4 Look at some of the problems caused by overpopulation in cities. Rank these problems, putting numbers next to the categories. (1 the most serious – 6 the least serious).

housing shortages	unemployment	pollution
street crime	traffic congestion	health problems

5 Compare your ranking with your partner and give reasons for your choices.

Writing

Organizing your writing

1 Writing any essay or assignment involves a number of different stages. Decide on a logical order for these stages.

Write the essay.

Note down a rough essay plan organized by paragraph headings.

Analyse the question.

Check for errors.

Read the instructions and question carefully.

Brainstorm ideas.

2 Read this question.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

There is an excessive number of cars on our roads today and this leads to many problems. Individuals and governments should ensure that public transport plays a more important role in modern life in order to tackle these problems.

To what extent do you agree with this statement?

Time: 40 minutes

Write at least 250 words.

3 Answer these questions.

- 1 Who are you writing for?
- 2 What is the main topic in this question?
- 3 How long do you have to write this essay?
- 4 What is the minimum number of words you are required to write?

4 Think about what the writing task involves. Underline the key words in the question.

5 Answer these questions.

- 1 Who are you writing for and how will this change your writing style?
- 2 Is it possible to start your essay by changing the first sentence of the question?
- 3 What does the second sentence suggest?
- 4 What does the actual writing task ask you to do in this essay?

TIP

Look at a previous piece of writing. How many words on average do you write on a line and how many lines would make a 250-word answer? This will give you a good idea about the minimum amount that you need to write in IELTS Writing Task 2.

6 Brainstorm ideas. The first part of the question states that *too many cars on the roads can lead to many problems*.

- 1 Write down three problems caused by an excessive number of cars and any vocabulary you might want to use.
- 2 How are individuals and governments responsible for causing some of the problems mentioned above?
- 3 How can *governments* reduce some of these problems in terms of public transport? Give examples.
- 4 How can *individuals* reduce some of these problems in terms of public transport? Give examples.

7 From your ideas, outline a rough plan.

Paragraph 1 *Introduction – Increase in traffic in general*

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5 *Summary of opinion – Public transport very important*

8 Write the essay.

Strategy

Follow your rough outline and write your essay as quickly as possible.

Use paragraphs.

Express ideas and opinions backed up by examples and evidence.

Pay attention to grammar, vocabulary, spelling and punctuation as you write.

9 Editing. Check grammar, vocabulary and spelling.

Make sure that you leave yourself a few minutes to check your work for any obvious grammar (for example articles, tenses, plurals, 3rd person, subject-verb agreement, etc.), vocabulary or spelling mistakes. You will not have time to change the main content of your essay but you might notice some errors that can be easily corrected.

10 Work in pairs. Read the example of a student's answer to this question. Then discuss the questions.

- 1 Do you think the candidate has answered the question sufficiently? Give reasons.
- 2 Do you think the answer has been well organized?
- 3 Are the mistakes (1–8) grammar, vocabulary or spelling? How would you correct them?
- 4 What other mistakes can you find?
- 5 What is your opinion of the essay in general?



These days, as the amounts of (1) transports is increasing (2) considerably, people think this is one of the main reason causing the pollution. So, it is a good idea that, the government and individuals should use the public transport more than the private transport in order to tackle the numerous problems.

To begin with, (3) the raising of the use of the public transport can help the government to reduce the amount of the private transport. For example, if more and more people go to work and go home by buses, trains, or underground, there will be fewer people (4) use their own cars, so that, there will be less transport on the road. In this way, lots of problems will be solved, such as air pollution, traffic jams, road accidents, and so on. Anyways, the idea should be based on the high quality public transport services, which are provided by the government in order to attract more passengers.

Besides, as people's living standards (5) is improving, the amount of people who have their own transports is increasing dramatically. This is another reason cause the increasing of the road accidents. (6) Because there would be numbers of drivers who have their own transports (7) are not qualified, some of them may just driving for fun. So, it is safer to travel by the public transports due to the qualified and experienced drivers, buses are the best example.

To sum up, I strongly support that the (8) increasing of using the public transports is an efficient way to tackle the traffic and the environment problems.

Writing: further practice

11 Follow the stages on pages 25 and 26 and write an essay for this question.

Present a written argument or case to an educated reader with no specialist knowledge of the following issue.

Overpopulation of urban areas has led to numerous problems. Identify one or two serious ones and suggest ways that governments and individuals tackle these problems.

Time: 40 minutes

Write at least 250 words.

Language focus 3

TIP

Use each Language focus section to improve your most recent piece of writing. It will help you to use and remember the grammar next time.

Quantifiers

Complete the exercises and check your answers in the grammar boxes.

1 Replace the words in *italics* with *few/a few/little/a little*.

- 0 *Hardly any* people stopped driving altogether.
Few people stopped driving altogether.
- 1 There was *not much* change in the number of people driving into the city as a result of the congestion charge.
- 2 *Some* people try to reduce the number of car journeys they make, but it is still not enough.
- 3 *Not many* people believe that cars should be banned in city centres.
- 4 The Government have had *some* success in controlling the number of cars, but not as much as they had hoped.

We use *a few* and *a little* to talk about small quantities in a positive way. We use *few* and *little* in a similar way but the meaning is negative. *A few/few* are used with countable nouns and *a little/little* with uncountable nouns.

2 Underline the best alternative.

- 0 Nowadays *every people/person* who can afford it *has/have* a car.
- 1 Everyone *need/needs* clean air.
- 2 Some people are in favour of a congestion charge, others are against it. *Each/Every* side has some good arguments.
- 3 Not *every/all/each* car journeys are necessary.
- 4 It will take some time to rid the world of *every/all/each* congestion.

All is followed by a plural or uncountable noun. *Each* and *every* are followed by a singular or countable noun. Often it does not matter if we use *each* or *every*, but we must use *each* to refer to *two* things.

3 Complete the sentences with *both/either/neither*.

- 0*Both*..... local people and the council should do more to recycle waste.
- 1 The council must provide more recycling bins or accept that waste will grow.
- 2 option will really do much to help the environment.
- 3 We should reuse or recycle, but preferably
- 4 local people nor the council will accept responsibility.

All these quantifiers are used to refer to *two* people or things. *Both* means this one and that one. It is followed by a plural noun. *Either* means this one or this one. It is followed by a singular noun. *Neither* means *not either*, not this one *nor* this one.

4 Underline the best alternative.

- 0 The government has come up with *other/another* solution to the problem.
- 1 The report will be of interest to environmentalists and *other/another* people interested in the debate.
- 2 There is only *other/another* three months before the next world summit on the environment.
- 3 The charity reported that *other/another* children would die without more drinking water.
- 4 The Environmental group said the policy would eventually lead to *other/another* environmental disaster.

Both *other* and *another* can be used to refer to additional people or things of the type already mentioned. *Other* is used with plural countable nouns and *another* before single countable nouns and before numbers.

Study skills

What makes a good learner?

- 1** Look at these statements. Tick the ones that are true for you.
- 1 I keep a record of new vocabulary and can use it again when necessary.
 - 2 After a lesson or unit I always review my work or anything new I've learnt.
 - 3 I own and know how to use a monolingual dictionary.
 - 4 I use English outside the classroom whenever possible.
 - 5 I try to read and listen to English outside the classroom whenever possible.
 - 6 I am aiming to develop an academic writing style.
 - 7 I try to use only English in the classroom.
 - 8 I check my work and make a note of errors I commonly make.
 - 9 I take note of useful academic words especially when reading.
 - 10 I know the most effective ways to prepare for tests and exams.
- 2** Work in pairs. Discuss how and when you have used the strategies in 1.
- 3** Now decide which three study skills you do most effectively now and which three you would most like to improve.

Current <i>Good learner</i> strengths	Example of what you do now
1	
2	
3	
Future <i>Good learner</i> goals	Example of what you will do
1	
2	
3	

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



major p.19	interpretation p.21	evidence p.26
force p.19	analysis p.21	urban p.27
measure p.19	category p.25	individual p.27

3 Out of this world



Look at these pictures and answer the questions.

- 1 Which holiday would you most/least like to go on?
- 2 What is the appeal of each of these holidays?

Reading skills

Strategy

Look quickly through the article for just the numbers. When you find one, look at the words around it to get the answer.

Skimming and scanning

1 The numbers below all appear in the article. What do they refer to? Find the answers as quickly as possible.

- | | | | | | |
|---|-----|--------------------------------|---|----|-------|
| 1 | 60 | <i>Dennis Tito's age</i> | 4 | 14 | ..... |
| 2 | 220 | ..... | 5 | 7 | ..... |
| 3 | 8 | ..... | 6 | 25 | ..... |

2 Read the article quickly. Are these statements True or False?

- | | | |
|---|------------------------------------------------------------|-----|
| 1 | Dennis Tito's space trip cost more than any other holiday. | T/F |
| 2 | Tito went to space with an all - American crew. | T/F |
| 3 | Dennis ate hamburgers in space. | T/F |

Reading 1

True, False or Not Given

1 Do these statements agree with the information in the article?

Write: **TRUE** if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if the information is not given in the passage

- 1 The weather on the day of the launch was good.
- 2 Tito slept in a specially designed Russian sleeping bag.
- 3 Tito was the first non professional astronaut in space.
- 4 The rocket was launched at 3am Moscow time.
- 5 Tito did not enjoy wearing his cosmonaut's suit.

Short answers

2 Answer these questions using **NO MORE THAN THREE WORDS OR A NUMBER**.

- 1 What did doctors use to wash the crew?
- 2 Who is Suzanne?
- 3 How long did it take to get to the test centre?
- 4 What will liquids be kept in?

First space tourist grins down on planet Earth

A It was a giant leap for the tourist industry and the most expensive holiday in history. When Dennis Tito, a 60-year-old Californian, blasted off yesterday he was burning money at the rate of £30,000 a mile. The International Space Station, with which he docks tomorrow, orbits 220 miles above the Earth and the 8 day excursion is costing him £14m.

B A first class return ticket from London to New York in an aircraft or aboard the QE2 costs a mere £1 a mile, measured in a straight line.

C The Soyuz rocket with Tito on board ascended from the launchpad of the Baikonur Cosmodrome on the barren steppes of Kazakhstan in central Asia under sunny blue skies. A television monitor showed Tito in a white spacesuit and a plexiglass helmet, grinning broadly.

D A ground controller asked 'How do you feel?' 'Khorosho (good)' Tito replied in Russian.

E American and Russian space officials had argued whether it was safe for Tito to board the space station, with NASA relenting only after he had agreed not to sue if anything went wrong, and to sleep only in Russian sections of the craft.

F He has been allowed only 7kg of luggage, a dictaphone, two pens designed to work in zero gravity, three cameras and nine CDs – among them songs from the Beatles and Andrea Bocelli, the blind Italian tenor.

G As the surge of power took him skyward, Tito must have cared little. Amateurs have flown in space before – among them three congressmen and a Saudi prince – but he was floating into history as the first paying tourist.

H The final countdown began at 3am Moscow time, when Tito and his companions, Talgat Musabayev, the flight commander, and Yuri Baturin, a former politician who became a cosmonaut three years ago, were awoken at their hotel.

I A team of doctors washed the crew with a special alcohol lotion before they dressed in disinfected long johns and ordinary uniforms for breakfast and a final meeting with relatives. About 25 family members, including two sons and a daughter, as well as business partners, friends, and Suzanne, his former wife, travelled to Kazakhstan to bid Tito farewell.

J After a 40 minute ride to the test centre, he was fitted with his cosmonaut suit. In keeping with superstition, the spacemen were not allowed to watch the setting up of the booster rocket. Instead, they performed their own bizarre ritual; a ceremonial urination on the tyres of the minibus that took them to the launchpad – the same one from which Yuri Gagarin became the first man in space.

K In space, Tito will be sustained by Russian soups, juice, tea and coffee, all in toothpaste-like tubes, fruit and ready cooked vegetables as well as canned meats. 'I do miss a good hamburger,' he said.

L He is unlikely to miss the gruelling physical requirements of securing his place in the annals. Zero gravity flights and head spinning sessions in a centrifuge – creating gravitational forces eight times those on Earth – might have been enough to deter lesser citizens. Tito never lost consciousness and was said by trainers to have been an exemplary student.

M 'I'm not a professional astronaut,' he said, 'but I'm as dedicated to the mission as any astronaut would be'.

Guessing meaning from context

3 Guess the definitions of the words from the context.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 <i>blasted off</i> (para.A)
 A exploded
 B landed
 C left Earth for space</p> <p>2 <i>docks</i> (para.A)
 A joins together
 B arrives
 C sees</p> <p>3 <i>orbits</i> (para.A)
 A goes round
 B goes down
 C goes up</p> | <p>4 <i>ascended</i> (para.C)
 A moved quickly
 B went up
 C flew</p> <p>5 <i>deter</i> (para.L)
 A make s.o decide not to do something
 B encourage s.o to do something
 C force s.o to do something</p> <p>6 <i>exemplary</i> (para.L)
 A lazy
 B excellent
 C healthy</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Language focus

Articles

1 Look at these examples of how articles are used. Match the examples with the rules.

Indefinite articles (a/an)

- 1 'I do miss a good hamburger,' he said.
 - 2 'When Dennis Tito, a 60-year-old Californian, blasted off yesterday he was burning money at the rate of £30,000 a mile.'
 - 3 A team of doctors washed the crew with a special alcohol lotion ...
- a Use *a/an* with singular, countable nouns the first time they are mentioned.
 - b Use *a/an* to mean *per* or *every* with distances, times, etc.
 - c Use *a/an* when the noun referred to is one of many.

Definite article (the)

- 1 'It was a giant leap for the tourist industry and the most expensive holiday in history.'
 - 2 '...and nine CDs – among them songs from the Beatles and Andrea Bocelli, the blind Italian tenor.'
 - 3 '... Yuri Gagarin became the first man in space.'
 - 4 'A team of doctors washed the crew with a special alcohol lotion...'
- a Use *the* with singular, countable nouns, after they are first mentioned.
 - b Use *the* with nouns which are unique.
 - c Use *the* with superlatives.
 - d Use *the* with particular sequencing adjectives: the first, the second, the last, the next.

2 Look at these sentences taken from the text and fill in the missing articles. Then check your answers against the text.

- 1 It was giant leap for tourist industry ...
- 2 When Dennis Tito, 60 year old Californian ...
- 3 International Space Station, with which he docks tomorrow ...
- 4 first class return ticket from London to New York ...
- 5 ... costs a mere £1 mile ...

- 6 Soyuz rocket with Tito on board ascended from launchpad ...
- 7 television monitor showed Tito in white spacesuit ...
- 8 ... and to sleep only in Russian sections of craft.
- 9 ... he was floating into history as first paying tourist ...
- 10 ... 'I'm not professional astronaut', he said ...

Listening 1

Exam information

There are four parts to the Listening module. This Listening is a Part 2 type text. In Part 2 you will hear one person talking in an everyday or social situation.

Exam information

For classification tasks, you will need to match statements to one of three options. You might have to use each option more than once.

Listening for gist

1 **06** You will hear someone talking to a class in a language school about a trip. Listen and answer these questions.

- 1 Where is the trip to?
- 2 How long will the trip last?

Multiple choice

2 **06** Listen to the first part of the recording again and answer questions 1–4. Circle the appropriate letter.

- | | |
|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1 Mary Golding is
A a student.
B a coordinator.
C the student officer.
D the French teacher. | 3 They will cross the Channel
A by coach.
B by hovercraft.
C by ferry.
D by train. |
| 2 The trip begins on
A Wednesday 4th April.
B Saturday 31st March.
C Saturday 4th April.
D Wednesday 31st March. | 4 They will return home at around
A 10:00
B 21:00
C 22:00
D 11:00 |

Classification

3 **07** Listen to the next part of the recording and answer questions 5–8.

Will you have to pay for these activities?

Write **F** if it is free
I if it is included in the cost of the trip
P if you have to pay for it yourself

- 5 a boat ride
6 a cathedral
7 art galleries
8 train journey

Reading 2



Prediction

1 In groups, brainstorm any negative effects that tourism might have, giving specific examples from your own country if possible.

'Ecotourism is responsible travel to natural areas that conserves the environment and sustains the well being of local people.'

(The International Ecotourism Society)

2 What do you think a good ecotourist should/shouldn't do?

Example:

Ecotourists should never leave behind any rubbish.

Reading for gist

3 Quickly read the text *Guidelines for Ecotourists* below. Choose the best answer to this question.

- 1 When does an ecotourist need to think carefully about their holiday?
- A Before
 - B During
 - C After
 - D All of the above

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Guidelines for Ecotourists

Before you go on your holiday read about the places you are going to visit and choose your ecotour operator **AFTER** asking the following questions:

- Does the operator comply with the EAA Ecotourism Code of Practice?
- Is there an economic benefit going back to or staying in the local community?
- Does the operator use local tour guides, services and supplies where possible?

While you are on tour minimize the negative social, environmental and economical impacts of your visit.

- 1 Remember you are a guest
- 2 Be culturally sensitive and respect local customs
- 3 Allow enough time in each place to appreciate it
- 4 Travel by your own muscle power where possible
- 5 Be careful not to introduce exotic plants or animals
- 6 Stay on the track (trail)
- 7 Leave an area cleaner than when you found it
- 8 Don't exploit an area when food gathering
- 9 Don't disturb wildlife or wildlife habitats
- 10 Familiarize yourself with local regulations
- 11 Don't wash yourself or your clothes in natural water bodies
- 12 When travelling, spend money on local enterprises
- 13 Consider the implications of buying plant and animal products. Find out if they're rare or endangered, taken from the wild, and if the trade is approved of by local authorities.
- 14 Don't encourage illegal trade by buying products made from endangered species

When you return:

- 15 Encourage a natural and cultural understanding of the places you have visited
- 16 Consider the environmental and cultural effects of your visit. Provide feedback to tour operators, your travel agent and government agencies (who manage the areas visited).

Internet

Guessing meaning from context

4 Look at these verbs from the text. Match them with the dictionary definitions. Use the context of the text to help you.

respect appreciate introduce exploit ~~disturb~~ familiarize
encourage

- 0 to frighten animals or birds so they run away. *disturb*
- 1 show that you understand the importance of something by not doing anything against it.
- 2 learn or experience something so that you know about it.
- 3 to recognize the good or special qualities of a person, place or thing.
- 4 to use natural resources such as trees, water or oil so you gain as much as possible.
- 5 to provide conditions that help something to happen.
- 6 bring something such as a plant or animal into a country or environment for the first time.

Summary completion

5 Look at this summary of *Guidelines for Ecotourists*. Complete it with words from the box.

guests an ecotour operator respect endangered
a holiday package educate local positive negative soap
customers rubbish dangerous

Strategy

Make sure your answer is grammatically correct and agrees with what is said in the text.

Read the words before and after the gap carefully and then read the whole sentence to check that it makes sense.

According to the EAA ecotourists must choose 1 carefully. They must make sure that they follow the code of practice, use 2 guides and services, and have a 3 economic impact on the community.

Certain guidelines should be followed. For example:

Tourists should not forget they are 4 and should 5 local habits and laws. When walking they should not leave the track and avoid polluting water with 6 They should never buy products made from plants or animals which are 7

Speaking

1 Work in pairs.

Student A: Look at *Guidelines for Ecotourists* 3–6.

Student B: Look at *Guidelines for Ecotourists* 7–10.

Talk for at least one minute about your four guidelines. Paraphrase and add examples to expand on the basic information. Use the expressions from the useful language box.

Useful language: giving advice

It is important/essential/a good idea/necessary to ...

Try (+infinitive) to avoid/use/buy/spend, etc. ...

When travelling/on holiday, ecotourists/people should/shouldn't, ought to/ought not to, must/must not ...

2 Work in pairs. Take it in turns to ask and answer these Part 3 questions.

- What are the benefits of visiting different countries?
- What are the negative effects of tourism?
- What do you need to do before you go abroad on holiday?
- What type of problems can people have on holiday?
- How should countries encourage tourists to come to their country?
- How do you think tourism in your country will change in the future?

Listening 2


Prediction

1 You want to travel by train to Edinburgh and you phone the train enquiry line. Think about the type of information you want and write down the following information.

- 1 Three questions you might ask, eg *How much does a ticket to London cost?*
- 2 Three questions the train enquiry person might ask you, eg *What time do you hope to travel?*

Table completion

2 Look at questions 1–6. Which answers are times? Which is a date?

3  08 Listen to a telephone conversation between a student and a train enquiry assistant. Fill in the information in the spaces in the boxes.

Strategy

Look at the parts of the table that are already complete. These will help you predict the type of answer that is needed.

Date of travel	1
Single or Return	2
Standard or First Class	3

TIP

Check if the numbering goes across or down the table.

Outward journey	Depart Birmingham	08.05	5
	Arrive Edinburgh	4	14.35
	Change of train?	Direct	Change at Stockport
Return journey	Depart Edinburgh	16.45	18.05
	Arrive Birmingham	20.21	21.57
	Change of train?	Direct	6

TIP

Say the table details to yourself, eg Advance purchase. It will help you to listen for them in the text.

4 09 Listen to the second part of the recording and answer questions 7–10.

Type of ticket	Apex Super Saver	Apex Peak Saver	9	Off Peak Saver
Advance purchase necessary?	14 days	8	None	None
Travel on Friday possible?	Yes	Yes	Yes	10
Price	7 £	£41.30	£54	£38

Labelling a diagram

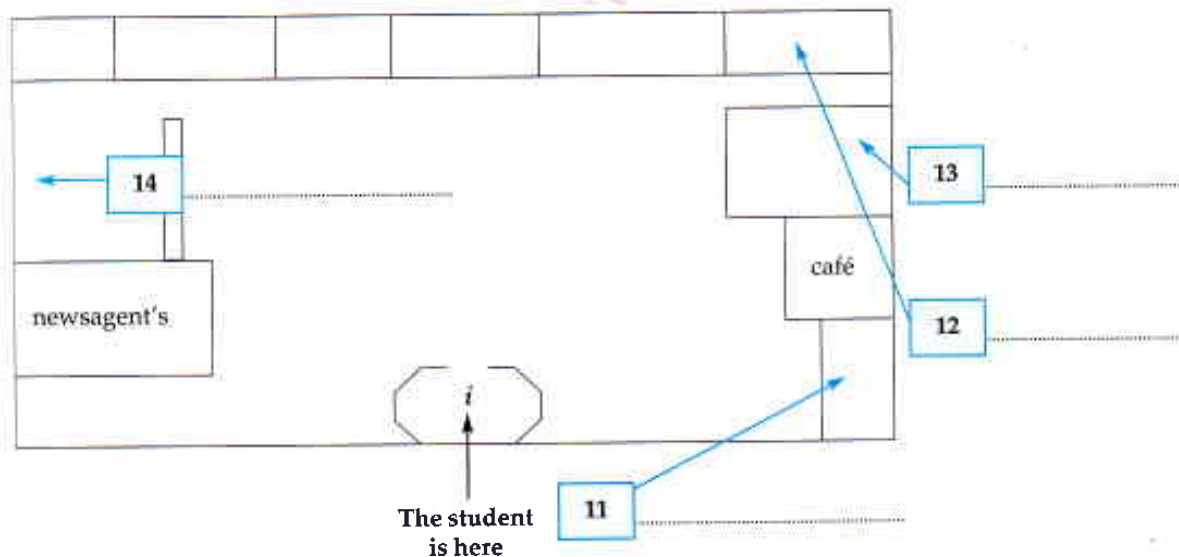
Strategy

There are many different types of diagram in the Listening module. There may be a map, a plan, a process or a picture of an object.

Look at the diagram before you listen and think about what it shows. Look for key features and their positions, eg if it is a plan, where is the speaker standing? If it is a process, where does it start and finish?

5 10 The student is at the train station information desk. Listen to the final part of the recording and answer questions 11–14.

The train station



Writing

1 Australia is a very popular tourist destination, with plenty of varied sights and things to do. Answer these questions.

- 1 What reasons can you think of for visiting Australia?
- 2 Have you ever been to Australia? If not, would you like to go? Why?/Why not?
- 3 What was your experience like or what do you imagine it would be like?



2 Read this Task 1 question.

The table below shows how many tourists from five countries visited Australia in different years from 1991–1999. Write a report for a university lecturer describing the information below.

Country of Residence	1991	1993	1995	1997	1999
United States	259	267	288	310	393
Canada	51	48	55	61	75
United Kingdom	258	302	335	388	509
Germany	75	102	120	125	140
Other Europe	172	200	259	319	389

Note: The figures are in thousands (000s)

TIP

When describing data you only need to write about the most important information, not all the figures shown in the diagram.

Task 1: Selecting significant information

3 Which of these statements would be the most suitable *general description* for the data above?

- 1 There was a decrease in the number of visitors to Australia in the 1990s.
- 2 There was an increase in the number of visitors to Australia in the 1990s.

4 Which three statements from the list below would it be most suitable to include as specific information, and why?

- 1 There were 102,000 visitors from Germany in 1993.
- 2 Over the whole period the UK had the most visitors to Australia.
- 3 The number of visitors from Canada decreased between 1991 and 1993.
- 4 In this period the biggest increase in tourists was from other countries in Europe.
- 5 The number of visitors from Germany almost doubled in the 1990s.
- 6 The number of visitors to Australia from the UK increased by about fifty thousand from 1995 to 1997.

5 Look at this model answer to the question. Quickly read the text and underline one statement about each of the countries.

The table shows the rise in the number of visitors to Australia from a number of other countries worldwide over the 1990s. Looking at the data on the United States, Canada, the United Kingdom, Germany and other countries in Europe, we can see that the number of visitors to Australia from all these countries (1) **increased significantly over the decade**.

(2) **The biggest increase was in visitors from other countries in Europe, which (3) more than doubled over the period.** (4) **The largest number of visitors in total came from the United Kingdom, (5) which rose from 258 to 509 thousand.** Visitors from the United States also (6) **increased over the decade.** (7) **There were considerably fewer visitors from Canada, although the figure (8) rose over the same period from 51,000 to 75,000, with most of the increase occurring in the second half of the decade.**

(9) **There were almost as many visitors from the United Kingdom as from all of the other European countries, including Germany. However, by 1999 (10) there were nearly as many tourists from the other European countries as from the United States.**

The table indicates that Australia is increasing in popularity as a tourist destination.

Strategy

Look to see if the data changes over time or is only about one fixed time. If it changes over time, you will need to **describe the general patterns or trends** you can see.

Task 1: Comparing data and describing trends

In Task 1 of the Writing module you will usually be asked to describe a graph, table or chart. This will usually mean **comparing and contrasting different parts of the information or data**.

6 Look at the text again and group the phrases in bold into one of these categories. One example for each type is given.

a Describing trends	b Comparing data
(1) ...increased significantly over the decade.	(2) The biggest increase was in...

Useful language: describing trends

The figure The number (of...)	rose	slightly	over the decade/year over the same period in the same time between 1991 and 1994 from 1990 to 1997
	increased	gradually	
	decreased	steadily	
	fell	sharply	
	dropped	significantly	
		dramatically	
	doubled		
	tripled		

7 For each of the examples below, write a sentence describing the trend shown in the data in that section. Use the Useful language box to help you.

0 US

1991	1993
259	267

The number of visitors from the USA increased slightly between 1991 and 1993.

1 UK

1995	1999
335	509

2 Canada

1991	1993
51	48

3 Germany

1991	1993	1995
75	102	120

Strategy:
Writing Task 1
answers

Read the statements below. Tick the 5 sentences that give good advice.

- 1 Describe the data and give examples.
- 2 Write sentences about all the data using similar sentence patterns.
- 3 Write an introductory sentence saying what the data is describing.
- 4 Check your spelling and grammar.
- 5 Give personal opinions.
- 6 Start with any general statements and move to specific information.
- 7 Use exactly the same words given in the question.
- 8 Make all your statements general.
- 9 Try to explain the data or give reasons.
- 10 Organize and present the data logically.

Useful language: comparing data

Simple comparatives

Australia	is	bigger	than	Germany.
Germany		more expensive		the UK.
Germany	is (not)	as	cold	as the UK.

Comparative structures to compare figures

There were	significantly	fewer (C)	(noun)	than...
	considerably	more		
	far	less (U)		
	slightly			
There were (not)	nearly	as	many (C)	(noun) as...
			much (U)	
There were	almost/more than	twice/three times as		

Simple superlatives

Canada	is	the	biggest	country.
Germany			most expensive	

Superlative structures to describe figures

The	biggest	increase	was in ...
	largest	number of ...	was from ...
	smallest		
	most significant		

8 Write sentences comparing the data in each section.

0 1993

Canada	Germany
48	102

In 1993 there were more than twice as many visitors from Germany as from Canada.

1 1999

UK	Germany
509	140

2 1991

UK	US
258	259

3 1999

UK	Germany	Canada
509	140	75

Study skills

TIP

At the end of each unit, go back over your work. Check that you understand everything and revise the grammar and vocabulary.

Reflecting on what you have learnt

1 Write down three new things that you have learnt from this unit: a piece of vocabulary, a skills or task strategy, a grammar point, etc. Put them in order of importance for you.

- 1
- 2
- 3

2 Work in pairs. Tell your partner why these things will be useful to you.

3 Look through the unit again and answer these more specific questions.

- 1 Vocabulary: What does *ascended* mean?
- 2 Language: (Articles) 'It was _____ giant leap for _____ tourist industry ...', *the* or *a*? Can you explain why?
- 3 Listening: Write down a strategy to help with a *Table Completion* task.
- 4 Speaking: Imagine you want to *give advice* to a friend who wants to improve his/her English. Think of two suitable sentences using phrases introduced in this unit.
- 5 Reading: Write down a strategy to help you in a *Summary Completion* task.
- 6 Writing: Think of one other way to say *fell sharply* and *increased steadily*. Draw diagrams to show these movements.

4 Is there anything in the unit that you did not understand well? What could you do about it?

5 Is there anything that you want to go back and review to refresh your memory? When will you do this?

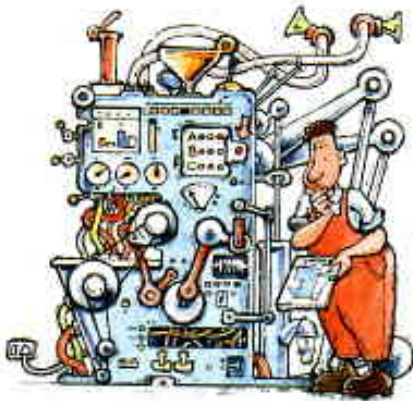
Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



sustain p.31	conserve p.34	occur p.39
unique p.32	benefit p.34	contrast p.39
implication p.34	basic p.35	trend p.39

4 All in the mind



Listening

1 Imagine you have been given a new machine to use. You have no idea how it works. How would you prefer to learn to use it?

- A Read the instruction manual.
- B Watch someone else using it.
- C Have a go at using it, with some guidance.

2 Compare your answer with others in your class. Do you prefer to learn in different ways?

If you chose:

- A You may learn best through words.
- B You may learn best through visuals.
- C You may learn best by doing.

Is this true for you?

Summary completion


Strategy

Summary completion is similar to sentence completion, except that the gaps are within a paragraph summarizing the listening.

Read the question carefully – usually you need to use no more than three words, but you might be asked to use a different number.

Read the paragraph before you listen and think about the kind of information that is missing.

Make sure your answers fit grammatically and are spelt correctly.

1  11 Listen to the first part of the talk. Complete the summary using **NO MORE THAN THREE WORDS** for each answer.

Linguistic intelligence


People with linguistic intelligence are good at communicating with others and they find it easy to 1 They like writing and tend to think in words, not pictures.

They have the ability to explain, teach and 2 other people to agree with their viewpoint.

Jobs that these people might do include journalists, teachers, 3 politicians and writers.

TIP

Read the summary carefully. What kind of information is missing? Underline key words to listen for.

2  **12** Listen to the second part of the talk and complete this summary.

Logical Mathematical intelligence

These people find it easy to see patterns and **4** between bits of information.

These people are likely to become involved in science, computer programming, **5**, accounting or mathematics.

Interpersonal intelligence

These people understand how people feel and think and have good **6** skills.

They make good counsellors, salespeople, politicians and managers.

Intrapersonal intelligence

Often good researchers or philosophers, these people are good at **7** their own abilities and emotions.

Visual-Spatial intelligence

People who like drawing and designing and have a good **8** They can use charts and maps too.

Bodily Kinaesthetic intelligence

Being good at dancing or athletics may indicate this is a strength. Gardner argues that skilful control over your body's movement is an intelligence, though others may disagree.


Musical intelligence

These people don't always **9**, but they are often good musicians or songwriters.

TIP

Read the question carefully to see how many answers are necessary.

Multiple choice with more than one option

3  **13** In the last section, the lecturer makes some suggestions about how people with strengths in each intelligence can study more effectively. Circle the **TWO** activities he suggests for each intelligence.

10 and 11 Linguistic intelligence

- A Writing
- B Group discussions
- C Reading
- D Giving lectures
- E Memorizing facts

14 and 15 Musical intelligence

- A Tapping out rhythms
- B Listening to background music
- C Playing instruments
- D Learning through song lyrics
- E Writing music

12 and 13 Visual-Spatial intelligence

- A Using mind maps
- B Looking at paintings
- C Problem solving
- D Watching videos
- E Reading

Language focus

-ing form and infinitive

1 Look at these statements. Which intelligence do you think they represent?

- 0 I enjoy (make) things with my hands. *I enjoy making ...*
- 1 I love (visit) art galleries.
- 2 I dislike (work) alone.
- 3 I appreciate (spend) time alone.
- 4 Before I use it, I need (understand) how something works.
- 5 I like (learn) the words of songs.
- 6 I would like (speak) several foreign languages.

2 Now complete the sentences with the correct form of the verb in brackets.

3 Some verbs are followed by an infinitive, some by an *-ing* form and some are followed by both. Put the examples into the table.

Followed by <i>-ing</i>	Followed by infinitive	Followed by both <i>-ing</i> and infinitive
<i>enjoy</i>		

4 In which column would these sentences go? Why?

- 1 I learn by (do).
- 2 I am actively interested in (make) the world a better place.
- 3 I'm keen on (write).

5 Now put the verbs in the box into the same table. Use your dictionary if necessary.

6 Sometimes it is possible to use both *-ing* and infinitive.

Example: *Lee began to study/began studying.*

However, there is usually a difference in meaning. Look at these examples and answer the questions.

- a *I like watching music videos.*
- b *I like to learn more about myself.*
- 1 Which sentence is about enjoying something?
- 2 Which sentence suggests that something is a worthwhile thing to do?

Note: This distinction is true in British English, but not in American English where both could be used to suggest enjoyment.

- c *I tried to open the window.*
- d *Try opening the window.*
- 3 Which sentence suggests effort or difficulty?
- 4 Which sentence is a suggestion?
- e *I stopped to talk to him.*
- f *I stopped talking to him.*
- 5 In which sentence did I stop doing something else *in order* to talk?
- 6 In which sentence am I now avoiding him?
- g *I remember telling him.*
- h *I remembered to tell him.*
- 7 Which sentence is about a memory?
- 8 Which sentence is about remembering something *before* you do it?

avoid consider try
agree begin decide
fail imagine mind
hope promise
refuse practise
stop want wish
remember forget
involve

7 Complete this text with the correct form of the verb.

Being a student involves **1** (take) responsibility for **2** (organize) your own time. Therefore you need **3** (learn) about planning your time and workload effectively. You can learn to do this through practice and through stopping **4** (think) about what works or doesn't work for you.

Try **5** (set) yourself goals and targets, and give yourself small rewards. Don't try **6** (do) too much at once – have regular breaks. If you fail **7** (finish) a piece of work as quickly as you expected, don't feel bad, just be more realistic in your planning next time. If you find that you avoid even **8** (start) work, stop **9** (make) excuses and start today! You will feel much better once you do.

Pronunciation

TIP

Being aware of pronunciation will help your listening skills.

Connected speech

When native speakers speak English, they naturally join words together.

Two things they do are:


1 Miss sounds out, eg *dinner and dancing* /'dɪnə ən dɑ:nsɪŋ/

Which sounds are missed out in these examples?

next week

brand new

/t/ and /d/ are usually missed out when they are followed by a consonant sound.

 **14** Look at Recording 14 on page 169 and see if you can find other examples. Then listen and check your answers.


2 Change sounds, eg *in Bristol* /ɪm brɪstəl/

Which sounds are changed in these examples?

Tin man

Ten pin bowling

/n/ will often change to /m/ if it comes before the sounds /m/ /p/ or /b/.

 **14** Now look at Recording 14 on page 169 and see if you can find other examples. Then listen and check your answers.

Reading 1

1 In groups, discuss which animals you think are the most/ the least intelligent. Give reasons for your views.

Table completion

Strategy

Look at the table and any examples given and check: what is needed in each column, if you should take words from the passage or from a box, how many words you are allowed to use.

2 Read one of the three short passages and complete the table. Choose **NO MORE THAN FOUR WORDS** from the passage for each answer.

	Text 1: Crows	Text 2: Dolphins	Text 3: Orang-utans
Organization that carried out the research	1	1	1
City or place where research took place	2	2	2
Main aim of research	3 Test ability to	3 Discover if	3 Test ability to

Betty



This experiment was carried out by the Zoology Department at Oxford University and set out to test the ability of Betty, a New Caledonian crow, to make simple tools.

A male and female crow were given a choice between a straight garden wire and a hook in order to lift a small bucket of food from the bottom of a plastic tube. After the male bird took the hook, Betty the female crow bent the tip of the straight wire to make a replacement. This was an amazing achievement as Betty had been kept in a laboratory for two years by the ecology research group and had never seen garden wire before.

In the next stage the birds were set the same challenge – to retrieve the bucket of food, but this time the researchers only

provided straight wires. In nine out of ten trials, Betty bent the wire and pulled up the bucket. To bend the wire she sometimes stuck one end into a sticky piece of tape wrapped around the bottom of the tube or held it in her feet, then pulled the tip with her beak.

This species of crow is very skilful at making tools and often uses sticks and leaves in the wild. However, the fact that this bird had the ability to make the right implement for the job from unfamiliar materials, as this study proved, shows unheard of animal intelligence, say the researchers.

PROJECT DELPHIS

These studies were undertaken by Earthtrust, an international research and educational organisation, in Hawaii as part of Project Delphis. The main objective was to conduct scientific research in order to find evidence that dolphins are extremely self-aware. In addition, Earthtrust aims to raise global awareness about dolphins and to improve conservation efforts worldwide.

Although it has been well-recorded that dolphins are large-brained social creatures, having the capacity for self-awareness is an even more revealing sign of intelligence. In the past only man and a few apes were thought to possess this faculty.

As with previous research carried out in this area on man and apes, self-awareness is measured by

marking a subject, then observing the animal's reaction to a mirror-image – touching himself indicates self-awareness, whereas touching the mirror shows social behaviour suggesting the subject is investigating another individual.

Five bottlenose dolphins were 'marked' by putting zinc oxide on their sides and then their behaviour was videotaped through a one-way mirror. Control experiments were also conducted in order to:

- A compare 'marked'/'unmarked' behaviour
- B compare mirror behaviour to behaviour with a real stranger through a barred gate
- C compare dolphins watching themselves on TV and in the mirror



In the project the dolphins looked in the mirror then twisted and turned a lot revealing that they seemed to have seen the zinc oxide mark and therefore suggesting that they are self-aware. If this is the case, then such evidence provides a significant insight into animal intelligence as previously only man and apes had demonstrated the capacity for self-awareness.



This research was undertaken as part of the Orang-utan Language Project at the Smithsonian National Zoological Park in New York which has been ongoing since 1995. The main purpose was to test the ability of orang-utans to communicate and the study was carried out by testing whether these creatures could

Orang-utan Language Project

remember abstract symbols and then use this system to accurately label objects. Unusually, the public could actually watch these observations take place at the zoo.

Computers with touch-sensitive screens were placed in the cages of Azy and his little sister Indah. Female orang-utans in particular are known to have good manual skills but the males tend to use their lips more. Objects were passed through the bars and when the creatures touched the screen, a particular symbol based on Arabic numerals would appear. Once a number of objects and their corresponding symbols had been introduced, more symbols were put up on the screen to

increase the number of choices. Tests were then conducted on the animals to find out if they could make the correct selection and what their accuracy rate was. If they did choose the right symbol for an object, a bell rang and then rewards were given in the form of food or praise.

The results of the research show that orang-utans achieved 90% accuracy and therefore have the ability to communicate by quickly relating abstract symbols to objects. In fact the animals have now progressed to using symbols to identify actions and they are now also using Arabic numerals to identify quantities.

Note completion

3 Complete these notes about the passage you have read. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Text 1

Method used to conduct tests:

Crows chose hook or straight wire in order to
1 container. After male crow took hook, the
female bird (Betty) 2 wire to make another
one. Researchers gave Betty more straight wire and in ten tests
she managed to make a hook 3 times.

Research findings

Crows able to make an appropriate tool from 4
that they had not seen or used much, providing new evidence of
animal intelligence.

Text 3

Method used to conduct tests

Objects were passed into the orang-utans' cages and as they touched a
computer screen a corresponding 1 would appear.
They then learnt which of these matched which object. If they made the
2 choice a bell rang and they received
3 , which could be food or praise.

Research findings

Orang-utans showed the 4 by making connections
between abstract symbols and objects.

Text 2

Method used to conduct tests

Zinc oxide was put on sides of bottleneck dolphins and
their
behaviour was filmed through
a 1

After seeing

2 the
dolphins moved about a lot
suggesting
they had noticed the

3

Research findings

Dolphins, like

4 may
be self-aware.

Writing

Task 2: Organization and coherence: paragraphing

1 Read this question.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Academic achievement at school or university is the only true measure of a person's intelligence.

To what extent do you agree with this statement?

Time: 40 minutes

Write at least 250 words.



Think of your essay as a sandwich – the introduction and conclusion paragraphs are the bread while the main body (usually 2–4 paragraphs) is the filling. The first and last paragraphs are essential in holding the sandwich together!

Strategy

A good introduction will include clear, relevant information about the topic but should not repeat the question word-for-word. It can also include the view of the writer which will be developed later in the essay.

Introductions**Paragraph 1**

The first paragraph is the introduction to the topic.

2 Look back at the question, then read the three introductions below and decide which is best. Why is it more suitable than the other two?

Introduction 1

Academic achievement at school or university means passing exams such as A levels or getting a Degree or Masters. There is no doubt that you need to be clever to do this.

Introduction 2

Many people believe that academic achievement at school or university is the only true measure of a person's intelligence. However, there are two sides to this statement and other people would disagree with this view.

Introduction 3

There is no doubt that people are often judged in terms of their educational success. People need to pass exams to go to university and study for a degree and the majority of jobs and careers require these types of qualifications. However, this is surely not the only way to measure intelligence.

The main body

There are 3 paragraphs in the main body of this essay.

Paragraph 2

3 Identify the topic sentence and the main idea from the sentences below. Then put them in the correct order (1–4) to form a coherent paragraph.

This is often particularly true of people with practical skills such as carpenters or plumbers.

There are also further examples of people who have not achieved academic success in education.

Although they may not have passed many exams at school, they have successfully learnt a trade or skill which definitely requires intelligence.

There are many people who leave school at the age of 16 yet go on to have successful careers.

Now answer these questions:

- 1 What specific examples are given to support the main idea?
- 2 Which different type of intelligence is mentioned to support the main idea?
- 3 How does the writer provide a link with paragraph 3?

Paragraph 3

4 Now do the same task with this paragraph which is the next section in the main body:

Such skills cannot necessarily be learnt on a course or from a book yet could be considered to be more 'natural' forms of intelligence.

It cannot be denied that creative or artistic ability is another form of intelligence.

Musicians have the skills to perform complex pieces of music while artists can create beautiful pieces of work through painting or sculpture.

- 1 What type of 'intelligence' is the main topic of this paragraph?
- 2 What specific examples of skills are mentioned to support the main idea?
- 3 How is 'academic' intelligence different from this type of skill?

TIP

Good writers show links *between* paragraphs in an essay and *within* a paragraph. This is shown by **reference** or **lexical links**.

Paragraph 4

5 Read the last paragraph in the main body and then answer the questions.

A final example of another aspect of intelligence is knowledge, which people often acquire through self-study or experience. They may not have done well at school or university but have become 'educated' by learning about a subject independently or by dealing with a variety of real-life situations and problems. Indeed, there are many highly-qualified, successful people who often lack 'common sense' and who would be less able to cope with such difficulties.

Sentence 1: Which phrase introduces a further type of intelligence (and thus provides a link with the previous paragraphs)?

Sentence 2: Which word refers back to the *people* in sentence 1?

Sentence 2: Which words refer back to *self-study* in sentence 1?

Sentence 2: Which words refer back to *experience* in sentence 1?

Sentence 3: Which words refer back to *problems* in sentence 2?

Conclusions

6 Write a conclusion by reading the Introduction and Main Body and then summarizing the line of argument used in this essay.

7 Read this question.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Parents and family background have more influence than teachers on a young person's learning and academic achievement.

To what extent do you agree with this statement?

The main body of an answer to this question is provided. First, read it quickly. Then underline the main ideas and supporting information in each paragraph.

Paragraph 2

Many people believe that we inherit intelligence from our parents and it is often the case that children of gifted parents go on to repeat their parent's success at school. However, this is not always the case. In fact, it is far more likely that children who have supportive and interested parents often have higher academic achievement than those who do not receive such support.

Paragraph 3

Early childhood is a key stage in a child's development and experiences at this time can have far-reaching consequences in the child's future. It is usually at this time when a parent's input is most influential. At this stage a parent often has sole charge of their child and therefore their influence is very significant.

Useful language

Introductions

It is true to say that ...
There is no doubt that ...
In recent years ...
Many people consider ...

Conclusions

In conclusion, ...
To conclude, ...
To sum up, ...
Overall, it is clear that ...

Paragraph 4

Later in life, as the child starts school, teachers begin to have a greater influence. Often, one or more teachers can have considerable influence over a child's future, inspiring them in a particular subject or helping them to choose a career path. Teachers can have a particularly important role to play if a child lacks support from home due to emotional or financial difficulties which can have a negative effect on their learning. Therefore, it is definitely possible for a child to succeed academically, even without the help of a supportive family.

Conclusion

8 Work in pairs or small groups. Add an appropriate introduction and conclusion.

Listening skills

Listening and writing simultaneously

1 Listen to part of a tutorial discussion between a student and tutor (Dr Williams). As you listen, complete the notes.

Topic: 'Nature versus Nurture'
Is a child **1** Or do parents, teachers, friends **2**

Length of assignment **3**

Previous studies/research

Comparison between:
Genetic factors **4** factors

Points to remember:

- Focus on studies with similar pattern and compare with those that don't follow same trends then analyse why the **5**
- Personal opinions – back up statements with clear **6**
- Using references – Cite source of information
Include bibliography at end of assignment
Put in alphabetical order **7**
- Further questions /points to discuss in **8**

Vocabulary

TIP
Writers use different words with similar or related meanings to link different parts of the text together. Understanding these links can help you.

Lexical links

1 Look back at the texts on pages 46 and 47.

Replace each word below with another word in the text which has a similar meaning.

- | | | |
|---------------|---------------|-----------------------------|
| Text 1 | Text 2 | Text 3 |
| tool (n) | animal (n) | undertake (do research) (v) |

2 Look at this text. The first sentence of each paragraph is missing. Match the paragraphs and the sentences in the boxes.

Then underline what lexical links helped you to do this task.

..... They can, and do, communicate with humans. There is a linguist chimp called Nim Chimpsky with a vocabulary of 125 signs, all used correctly. Chimps can solve problems, use tools and when they lose their teeth, even improvise a makeshift food blender. Two observers have now claimed to see chimps in the wild leaving each other "notes". Separate groups of chimpanzees have different ways of doing things, and pass these ways on through the generations: that is, chimpanzees have culture, just as humans have culture. In a word, they might be human. Morris Goodman, a geneticist at Wayne State University school of medicine in Detroit, argues that chimpanzees should be included with humans in the same evolutionary grouping.

..... The evidence is in the DNA. Instead of comparing digits, or spinal structure, or the teeth, taxonomists – scientists who deal in evolutionary relationships – have now begun to consider the basic information of life, reproduction and development. Goodman and his colleagues report in their article that they compared 97 genes in six different species: humans, chimpanzees, gorillas, orang-utans, old world monkeys and mice. DNA is common to all life: the closer the DNA match, the closer the evolutionary link. Humans and chimps came out with a similarity of 99.4%. On the strength of this, Goodman says: think again, humans.

..... But at another level, he is raising an argument about human links with the rest of creation. Are humans a breed apart, with dominion over fish, flesh and fowl? Or are humans just gifted apes, lucky enough to have an edge over their nearest relatives? And if the latter, then what responsibilities do humans owe to their fellow creatures?

..... If apes were reclassified as human, would they then be entitled to human rights? And if apes were classified as human, would Homo sapiens be guilty of genocide?

A
At one level, he is reviving an argument about classification: what is it that makes animals alike, and different, and how do you logically group them.

B
Chimps have language.

C
So a small change in classification translates into a big one in moral attitudes.

D
The evidence is not in their capacity to stand upright or use computer touch screens.

Study skills

Using a dictionary

What do you use your dictionary for? Looking up the meaning of words? A good dictionary has so much more useful information than just the meaning and is essential for learning a language.

In order to use a dictionary effectively, you need to understand the abbreviations that are used in it.

1 Match these abbreviations to their meaning.

[C]	uncountable noun – that cannot be used with a/an and have no plural form
adj	somebody
[T]	countable noun – that are used with a/an or a number and have a plural
sb	adverb
[U]	something
adv	adjective
[I]	abbreviation
sth	transitive verb – used with a direct object, eg <i>I ate my lunch.</i>
abbrev	intransitive verb – has no direct object, eg <i>He slept until noon.</i>

Now look in your dictionary to find an example of each one.

What other abbreviations does your dictionary have?

A good dictionary has a lot of information about each word. Find out how much your dictionary can tell you.

2 Look up:

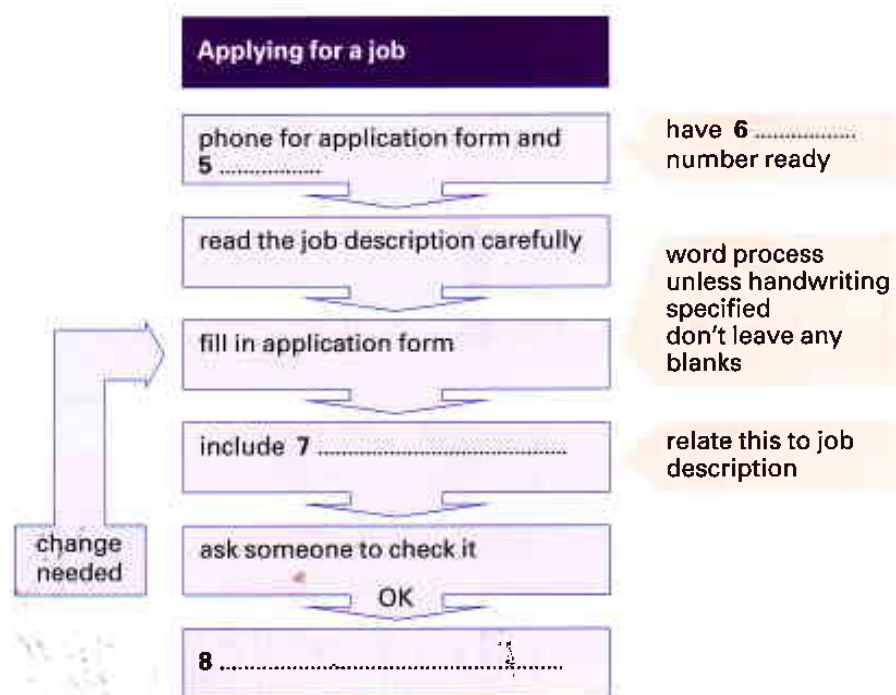
- 1 **intelligent** – How many different words are listed with a similar meaning?
- 2 **should** – What grammatical rules are there about using *should*?
- 3 **instruction** – Which words are often found together (collocate) with *instruction*?
- 4 **policy** – Is this word commonly used?
- 5 **high/tall** – Which word do we use for a shelf which is a long way off the ground?
- 6 **equipment** – Is it countable?
- 7 **fortuitous** – Is this a formal or informal word?
- 8 **sometimes** – What part of speech is this word?
- 9 **subway** – What is the difference in meaning of this word in England and America?
- 10 **eye** – Why would you *look somebody in the eye*?

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



abstract p.47	essential p.48	input p.50
symbol p.47	correspond p.48	lack p.51
insight p.47	influential p.50	capacity p.52



Language focus 1

Future plans and arrangements

There are several different ways of talking about the future in English. Look at these examples.

I'll meet I'm going to meet I'm meeting I meet

1 Look at the underlined sentences from the listening below. Find an example of:

- 1 a future plan/intention made at the time of speaking
- 2 a future plan/intention made previously
- 3 a future fact or prediction
- 4 the present continuous used to talk about a future arrangement
- 5 the present simple used to talk about a scheduled or timetabled event in the future

J: So what are you doing on Wednesday? Shall we go to this talk?

S: Maybe – what's he going to talk about?

J: Umm, let me see – it says here that the lecture will cover looking for work and writing applications, including tips on how to impress your potential employers. It says that there'll be time for questions as well.

S: That sounds perfect, actually. What time does it start?

J: Says 7 o'clock here.

S: OK, I'll meet you here, ...

2  16 Choose the best option to complete these extracts from the listening. Listen again to check your answers. Underline the best alternatives.

- S: Do you know what you want to do? 0 Are you going to be / Will you be / Are you being a singer in a band all your life?
- J: No, I'd like to be, but my dad would kill me ... With a degree in Business, I've got quite a few options, but I think I'd like to go into marketing.
- S: That'd be interesting – 1 you're going to make/you'll make/you're making good money too, 2 aren't you/won't you?
- J: I could do, but that's usually after you've worked your way up a bit. What about you – do you know what 3 you're going to do/you do?
- S: I really want to try and get a job overseas – my sister and her two kids live in Australia, and I'd like to go out there ...
- J: Really, that'd be great! 4 I'm going to come and visit you/I'll come and visit you!
- J: Why don't we make it a bit earlier – say half six, and we can go and have a quick drink in the bar first.
- S: Great! Listen, I've got to go, 5 I'm meeting/I meet/I'll meet Tariq in ten minutes. 6 I'm seeing/I'll see/I see you in the bar at 6.30 on Wednesday, then.
- J: OK – see you then.

Reading skills

Scanning

1 Quickly read these three job adverts and find the information.

Which job

- 1 only requires 6 months' previous experience?
- 2 is temporary?
- 3 requires a degree?
- 4 uses languages other than English?
- 5 involves delivering letters?

Job A

PA to Marketing Manager

(Fluent in French or Dutch)

Maternity contract for 6 months. Large, Birmingham-based company require a PA with at least 2 years' experience in a busy secretarial role, fluent in French or Dutch to business level, written and spoken. Duties will include WP, general correspondence, producing reports/presentations, client contact and hotel/travel bookings. You should be computer literate in Powerpoint or another presentation package and have a stable CV, and good communication and organizational skills.

Job B

Administration Assistant – Car Credit Sales

Our client is looking for an Administration Assistant to join their young, dynamic team in Car Credit sales. Your role will be inputting and processing new applications and generally assisting the administrators. This post requires a team player, who is flexible, well organized and methodical with a good sense of humour and at least 6 months' previous experience in a similar role. A confident telephone manner is essential. Duties will include arranging overseas travel, receiving visitors, post distribution and maintaining stationery levels as well as word processing. You should be very familiar with Word and Excel.

Job C

Business Graduates

Are you graduating in Business this summer? Are you looking for an opportunity to explore and reach your full potential? Look no further! We are a large, multi-national company looking for graduates to be future leaders through a series of challenging roles and development and training. You must have a 2:1 or first in Business or a related discipline, or a relevant post-grad qualification, eg an MBA.

Guessing meaning from context

2 Match the underlined words in the job adverts with their definitions.

- | | |
|--------------------------------------------------|------------------------------------------------------|
| 0 a similar subject
<i>related discipline</i> | 6 able to speak French very well |
| 1 able to talk on the phone easily | 7 able to use a computer |
| 2 you have not moved jobs frequently | 8 able to adapt to changes |
| 3 word processing | 9 a second degree (after a Bachelor's) |
| 4 a high pass mark from university | 10 able to speak, write and organize well |
| 5 someone who works well with other people | 11 logical and careful |
| | 12 cheerful and able to see the funny side of things |

3 Now put the phrases into these categories.

- | | |
|-----------|----------------|
| Qualities | Qualifications |
| Skills | Other |

Reading

Understanding information in tables

1 The table below shows women's attitudes towards work and family life in the UK, between 1980 and 1999. Work in pairs. Which statements do you agree with? Why?

% agreeing with the statement	1980	1993	1999
A man's job is to earn the money; a woman's job is to look after the home and family.	48	19	18
Women can't combine a career and children.	29	15	14
A job is all right but what most women really want is a home and children.	40	15	13
If her children are well looked after it's good for a woman to work.	75	72	67
If a woman takes several years off to look after her children she should expect her career to suffer.	42	35	33

2 Answer these questions.

- 1 What do the statistics tell you about how attitudes have changed in Britain?
- 2 How have things changed in your country over the last 50 years with regard to women working?
- 3 How do people feel about these issues in your country?

TIP

Make sure you can find the evidence in the text if you answer **Yes** or **No**. If you cannot find the evidence answer **Not Given**.

Yes, No, Not Given

3 Read the text on the changing profile of the labour force in Canada. Do the statements below agree with the information given in the reading passage? Write:

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information about this in the passage

- 1 In 1999 more than half of Canadian women were in paid employment.
- 2 Most women now continue to work when their children are young.
- 3 In the future, there is unlikely to be a shortage of teachers in the labour force.
- 4 More workers are likely to be sharing a house with both their children and their parents.
- 5 Employers will need to employ a wider range of people.
- 6 Organizations employing people from just one ethnic group will die out.

One of the most remarkable demographic events of the last half century was the dramatic influx of women into the paid labour force. Although women have always worked in their homes and communities on an unpaid basis and a proportion of women have worked for pay outside the home, women's rate of entry in the paid labour force has increased markedly since the early 50s. In 1951, less than one quarter of women in Canada (24%) were in the labour force. By 1999, the proportion had more than doubled to 55%. The most notable increase in women's participation rates has been among women with children. Between 1976 and 1999, the participation rate for women with children under 16 grew from 39% to 71%. Women now maintain a strong labour force attachment, including during their childbearing years, reflecting a commitment both to their family roles and to their paid work.

Concomitant to this shift in the gender distribution of the labour force has been a shift in its age structure. Like the population in general, the labour force is ageing. As the baby-boomers, now concentrated in their mid to late career years, approach retirement age, labour shortages are forecast in a wide range of occupations, including medicine and health, teaching, and public service. Forecasts indicate that the retirement wave will continue until at least 2020. Beyond 2015, the Canadian labour force is projected to grow at a rate of less than half a percent per year, under one third of its current growth rate. It is unlikely that all vacancies can be filled by young people, as the traditional labour force entrant population (youth aged 15–24) itself is shrinking. Labour shortages have already been noted in certain geographic locales and in selected fields such as

information technology, skilled trades and health care services.

As the labour force becomes more diverse demographically, it also becomes more diverse in terms of employees' needs, family demands and potential caregiving responsibilities. Individuals with young children may span a wide age range, especially if they have delayed childbearing. Employees may face multiple caregiving demands, with both children and ageing family members to care for. An increasing number are likely to provide care for an immediate or extended family member with a health problem or long term disability, either on a regular basis, or unexpectedly in times of acute need. Many will have family members in distant locales whose needs will be of concern to them.

Projections indicate that 50% of the workforce of 2015 is already in the labour market. The combination of a shrinking labour pool and skills shortages means that in order to meet their resource needs, organizations will need to retain and develop an increasingly diverse workforce, comprising women and men, new immigrants, visible minority groups, people with disabilities, young people and older workers looking for a post retirement career. This workforce will have a wide range of obligations outside of the workplace and will not be well served by 'one size fits all' human resource policies. Employers who provide flexibility, 'balance', and opportunities for continuous learning and development will have a strategic advantage in a tight labour market, and will make an important contribution to the well-being of employees, families and communities.

Matching headings to paragraphs

4 Choose the most suitable headings for paragraphs A–F.

Strategy

Identify key words in the headings.

Look for similar or related words in the paragraphs.

- 1 Women interrupt their careers to care for family
- 2 Both men and women in the labour force have child care demands
- 3 Increasing proportion of employees with both child and elder care demands
- 4 The majority of women still work in 'traditional' female occupations
- 5 Most mothers in the labour force work full time
- 6 Mothers less likely to be employed than women without children
- 7 Number of Canadian women working increases
- 8 Greatest increase in working women is among those with children

A In 2000, 60% of Canadian women aged 15 and over were in the Canadian labour force, up from 42% in 1976. Between 1976 and 2000, the number of women in the labour force grew from 3.6 million to 7.4 million, an increase of 106%. Over the same period the number of men in the labour force grew by only 40%, from 6.2 million to 8.7 million.

B The largest participation rate increase has been among women with pre-school children. Between 1976 and 1999, the participation rate of women with a youngest child aged 3 to 5 grew from 37% to 66%. The increase was even more dramatic among women with a toddler or infant: the rate for women with a youngest child under 3 more than doubled, from 28% in 1976 to 61% in 1999.

C Work continuity is important to career development, future employability and current and future earnings, but the majority of women experience significant breaks in employment. Nearly two thirds of women (62%) who have ever held paid jobs have experienced a work interruption of six months or more. In contrast, only one

quarter of their male counterparts (27%) have had a work interruption lasting six months or more. Marriage, maternity leave and care of children account for 62% of women's work interruptions.

D In spite of the remarkable growth in their participation rate, women with children are still less likely to be in the labour force than those without. In 1999, 76% of women under age 55 without children under 16 at home were in the labour force. This compares to a participation rate of 69% among women with children under 16.

E The vast majority of employed women with children work full time (30 hours or more per week). In 1999, 71% of employed women with at least one child under age 16 at home worked full time, as did 68% of employed women with one or more children under 3 years of age.

F A nationally representative employee survey conducted by the Conference Board of Canada in 1999 indicated that the proportion of employees who both care for elderly family members and have children at home is now 15%, as compared to 9.5% a decade ago.



Strategy

Look at the diagrams carefully and check you understand what they show.

You may be asked to choose labels from a box or from the text. If you choose from a text, check how many words you are allowed to use.

Labelling a diagram

5 Look at Figures 1–3 which are based on the paragraphs on page 60. Choose the most appropriate label (A–E) for each figure from the box.

- A Percentage of women in the labour force with pre-school children and with children aged 3–5.
- B Percentage of women with children who work full time.
- C Number of men and women in the labour force.
- D Proportion of employees who both care for elderly relatives and children.
- E Percentages of men and women who have not taken a break in employment.

Fig. 1

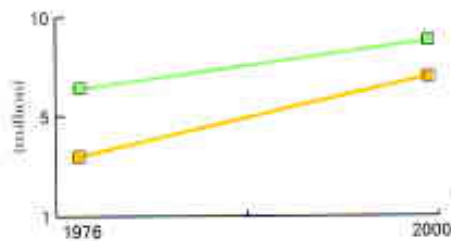
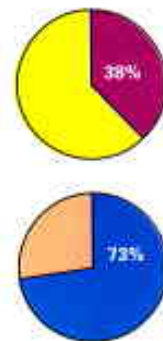


Fig. 2



Fig. 3



Vocabulary

Suffixes

A suffix is a letter or a group of letters added to the end of a word. Recognizing suffixes can help you to guess the meaning of words you don't know.

Look at these words from the reading texts on pages 59 and 60. These suffixes are all typical NOUN endings.

- projection
- flexibility
- attachment

1 Look back at the texts and find further examples of words ending in:

- tion (11)
- ity (5)
- ment (4)

What other words do you know in the same 'family' as the words you have found? Are there any suffixes which tell you what part of speech they are?

eg *organize* (-ize=verb) *disorganized* (-ized=adj)

Use a dictionary to help you.

Writing 1

Task 1: Comparing and contrasting data

1 Unemployment is a problem in many parts of the world. Answer these questions.

- 1 Do you know what the unemployment rate (%) is in your country?
- 2 Which age groups/sections of the population are most affected by unemployment in your country?
- 3 What are the best places to look for a new job?

2 Look at this IELTS Writing Task 1 question and answer these questions.

- 1 What period of time is shown?
- 2 What are the key points you would mention?
- 3 How would you group the data?

The table below shows the unemployment rates in 2000 for men and women in different parts of the world.

Write a report for a university lecturer describing the information below.

Time: 20 minutes

Write at least 150 words.

Country	Unemployment rates (%)		
	Both sexes	Male	Female
Australia	6.5	6.7	6.5
Belize	12.7	8.9	20.3
Japan	4.7	4.9	4.5
Morocco	22.0	20.3	27.6
Netherlands	3.3	2.6	4.2

3 Now read this sample answer and compare your ideas with the author's.

The chart indicates that unemployment differs widely both between nations and sexes. In the Netherlands, for example, unemployment is remarkably low (only 3.3%), but the rate for women is considerably more than that for men. Conversely, in other developed countries, such as Japan and Australia, there is only a small difference between the male and female rates, and in both cases, unlike the Netherlands, men are slightly more likely to be unemployed. However, the total rate in these countries is slightly higher.

In marked contrast, the figures in less developed countries are much higher, 12.7% in Belize, and an enormous 22% in Morocco on average. Nevertheless, although the difference between men and women in Morocco is large, in Belize women are more than twice as likely not to have paid work. Therefore, despite the much lower general unemployment in Belize, there are as many unemployed women there as there are unemployed men in Morocco.

153 words

Language focus 2

Contrast linkers/markers

- 1 Look at the underlined words in the sample answer. What do they have in common?
- 2 Although many of these expressions have similar meanings, they often have different forms. Look at this information.

But

Example:

The economies of the Netherlands and Australia are similar but the unemployment rate is much higher in the latter.

Where does it go in a sentence? Between two clauses – it cannot begin a sentence.

What do you notice about its punctuation? Usually, it is not used with commas.

What is it followed by? A subject and a finite verb (... the unemployment rate is ...)

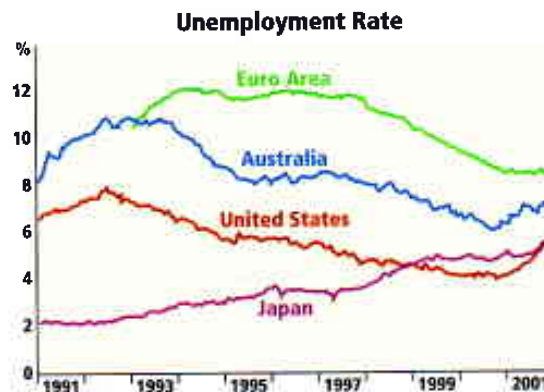
Note: A finite verb is one which is marked according to tense, number or person, eg she plays, they have played, I play.

- 3 Now write example sentences and answer the questions above for these contrast markers.

Although	However/On the other hand
In spite of/despite	Conversely/On the contrary

- 4 Study this graph.

The graph below shows the unemployment rates in different areas of the world from 1991–2001.



Write a report for a university lecturer describing the information above.

Time: 20 minutes

Write at least 150 words.

Note: The trends shown for the four areas can be compared and contrasted but in this graph changes over time also need to be described.

5 Complete the gaps in the sentences below using a contrast marker or appropriate word or phrase selected from the box. You do not have to use all of them.

despite different higher rose significantly however although
similar rise fall increased bigger

- In most of the areas shown on the line graph, the unemployment rate from 1991 to 1992., from about 1993 the rate began to
 - Australia and the United States showed trends overall, Australia usually had an unemployment rate about 2% than the US.
 - having the lowest unemployment rate in 1991 at 2%, the number of people unemployed in Japan to just under 6% in 2001.
- 6** Write two more sentences comparing or contrasting the areas shown in the graph.

Writing 2

TIP

In what order would you do these tasks?

- Brainstorm ideas
- Start writing
- Make an outline/plan
- Understand the question

Exam information

The data in IELTS Writing Task 1 may be shown in more than one diagram – it could be a pie chart, a graph or table.

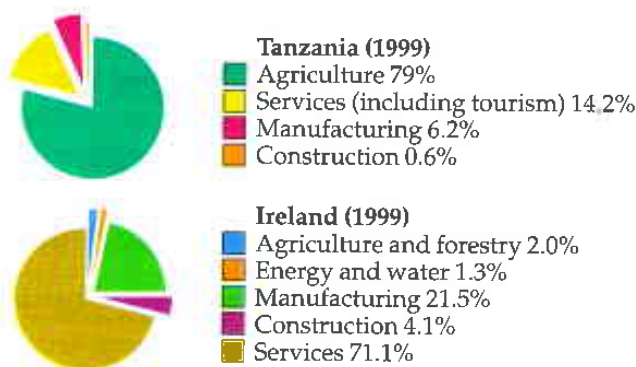
It is important to study all the information carefully and then compare and contrast the key facts.

Writing: further practice

- 1** Work in pairs. Look at the question below and answer the questions.
- What do the pie charts tell you about each country?
 - What time period is shown?
 - What comparisons and contrasts are there between the two countries?
 - How will you group the information?

The two pie charts below show how employment is divided in Tanzania and Ireland.

Write a report for a university lecturer describing the information below.



Time: 20 minutes

Write at least 150 words.

Study skills

Extensive reading and listening

1 A good way to make faster progress is to use English outside the classroom. Which do you have access to?

Reading

English language:
 newspapers
 novels
 text books
 graded readers (stories written in simplified language, written for students)
 magazines
 the Internet

Listening

English speakers
 the radio in English
 films in English (with or without subtitles)
 TV in English
 the Internet
 taped stories in English
 songs

2 How many do you use regularly?

3 Work in pairs. Discuss these questions.

- 1 Which of the activities in 1 do you do? Give examples.
- 2 Which of the activities do you not do? Why not?

4 Choose four of the activities you have access to and plan to use one a week for the next month. Fill in the table below as you do them.

Week	Activity	Details	Date used	Comment
1	Listening to the radio	News programme	22nd August	Made notes on the headlines – they spoke very quickly, but I understood the main ideas.

Set yourself realistic targets – it would be great to read a whole newspaper every day, but most people don't have that much time!
 Read something or listen to something in English every day.
 Read and listen to a range of text types that interest you – including ones that contain more formal language.
 Expose yourself to authentic written and spoken English as much as possible.

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



- | | | |
|--------------|--------------|-----------------|
| issue p.58 | retain p.59 | contradict p.59 |
| project p.59 | diverse p.59 | proportion p.60 |
| notable p.59 | influx p.59 | expose p.65 |

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project p.59	diverse p.59	proportion p.60
notable p.59	influx p.59	expose p.65

6

Crime and punishment



Vocabulary

1 Read these definitions of six crimes and match them with the crimes in the box.

shoplifting mugging terrorism robbery vandalism
burglary kidnapping fraud

- 1 to illegally take someone away and make them a prisoner, especially in order to make their family or the government give you some money
- 2 to steal things from a shop
- 3 to attack someone in a public place and steal their money or possessions
- 4 to deliberately damage or destroy things, especially public property
- 5 to take money or property from someone illegally
- 6 to enter a building illegally in order to steal things

2 What are the definitions of the two extra crimes above?

3 Using monolingual dictionaries, look up these punishments and rank them from the least severe (1) to the most severe (5).

- A fine
- A caution
- Capital punishment
- A suspended sentence
- Imprisonment

4 Work in pairs. Compare your rankings and discuss which punishment you think would be most suitable for each of the crimes in 1.

Reading

- 1 Underline the main aim of this charity.
- 2 Underline the specific type of help they offer.

Victim Support



Victim Support is the national charity for people affected by crime. Every year they offer help to around 1.75 million people through a network of local member charities across England, Wales and Northern Ireland. At the time of the Home Office survey in 1998, the organisation had more than 650 employees and over 10,000 trained volunteer visitors working with its branches in the community. They now have over 1,500 staff and around 12,000 volunteers, including 6,000 community-based volunteers. Trained volunteers offer a free and confidential service, whether or not a crime has been reported and regardless of when it happened. They provide emotional support, information and practical help to people who have suffered a range of crimes. Most referrals to Victim Support are made by the police and several major offence categories are automatically referred to Victim Support. The traditional initial contact is made by Victim Support to the victim. Victim Support is committed to the principle of providing services to all victims of crime and, with this in mind, also encourages self-referral with the victim making the initial contact.

Yes, No, Not Given

3 Read this text on burglary. Do the statements below reflect the claims of the writer in the passage below?

Write:

YES if the statement reflects the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 1 There are more cases of burglary dealt with by Victim Support than any other charity.
- 2 It is common for victims to want to discuss the effects of a crime.
- 3 Specially trained volunteers from this charity sometimes visit the victims' houses.
- 4 People must inform the police about a crime before contacting Victim Support.
- 5 People who have been burgled will never feel safe and relaxed in their homes again.

Burglary is a serious but very common crime. In 2001, around one in every six crimes recorded in the UK was burglary. Victim Support is a charity that offers support and gets in touch with over a million people affected by crime each year.

Most victims of crime want to talk to someone about what has happened and how they are feeling. Talking to friends and family can be helpful, but Victim Support provides a service which involves talking to a specially trained volunteer. This charity can help, regardless of whether or not you have told the police or anyone else.

People who are victims of burglary can be affected in a wide range of different ways even if none of their property has been stolen. Those whose houses have been burgled may be upset just at the thought that someone has been in their home against their wishes, and this can often make them feel insecure.

As well as offering support, Victim Support can also help victims deal with people who usually need to be contacted after a burglary such as landlords, the police or insurance companies.



Strategy

Try looking at the first line of each section. This is often the **topic sentence**. Then look for similar or related words to those in the summaries.

BUT remember that a summary will cover all or most of the main ideas in the section or paragraph, not just one.

Matching sections and summaries

4 Now read the article on Victim Support. Match the summaries (1–6) to the sections (A–D).

Note that there are more summaries than sections so you will not use them all.

- 1 Range of crimes which had affected victims.
- 2 Different kinds of help given to victims.
- 3 How successful victims felt the Victim Support service was.
- 4 How successful members of the public felt the Victim Support service was.
- 5 Which victims were most likely to be contacted by Victim Support.
- 6 How Victim Support got in touch with victims.

Victim Support: Findings from the 1998 British Crime Survey

- A** Among those victims contacted, the initial contact made by Victim Support was by letter (and/or leaflet) in most cases (69%). Only 13% of all initial contacts were 'unannounced' visits ie a volunteer calling at the home, but follow-up visits after letters and telephone calls doubled the numbers of victims visited. Among all victims contacted by whatever means, the proportion eventually visited (26%) was similar to earlier findings: 1994 (25%) and 1996 (27%).
- Types of contact varied considerably between victims of different offence types. Victims of burglary and assault were more likely than victims of other offences to be visited by Victim Support volunteers. Over 30% of contacted victims in these categories eventually received a visit, compared with only 6% of contacted victims of theft.
- B** Victim Support appears to be successful in matching support to the types of case in which needs are likely to be greatest. Victims who said that they had wanted help – especially those who said they had wanted 'someone to talk to' – and those who described themselves as 'very much affected', were considerably more likely to have been contacted (and to have been visited) by Victim Support than those who did not express any needs or were less affected.
- For example, 23% of those who said they wanted 'someone to talk to' were contacted by Victim Support in comparison with 5% of those who did not express such a need. Victim Support visits were 15 times more likely to those who said they had been 'very much' affected. This may be partly due to the kinds of offence which receive highest priority – burglary and violence – and partly the result of co-ordinators making 'educated guesses' from crime reports to identify victims most likely to need help.
- C** A high proportion of people Victim Support contacted were helped with at least one problem: 91% when volunteer and victim met face-to-face, 74% of such victims felt they had been given 'moral support'. Even 25% of those receiving a letter from Victim Support said they had been given moral support. The proportions who said they were helped with security advice were 27% for face-to-face contact and 9% for letters.
- Numbers were too small to undertake a systematic correlation between the kinds of help given and the needs expressed. However, 50% of those naming 'moral support' as a need said that they had received this kind of help. In contrast, the need for 'information from the police' was rarely met by Victim Support. However, it is probably more appropriate for the police to provide this information direct to the victim.
- D** Among respondents who recalled some contact with Victim Support, 58% rated the service as 'very' or 'fairly helpful'. The proportion was considerably higher among those who had had visits (80%) or contact by telephone (69%). Even letters/leaflets alone were found helpful by nearly half (46%). Although 58% is a slight drop on previous years (see Figure 1) from 65% in 1996 and 60% in 1994, the 80% rating of face-to-face contact as 'very' or 'fairly helpful' had increased on previous years (76%, 1996 BCS; 70%, 1994).
- The quality of Victim Support service appeared to have the strongest effect on 'very' or 'fairly helpful' ratings, particularly for the more personal kinds of contact (face-to-face and telephone); the speed with which Victim Support made contact appeared to be less significant.

Sentence completion

5 Complete each of these statements with words taken from the reading passage on page 68. Write **NO MORE THAN THREE WORDS** for each answer.

1 Victims were usually first contacted by
Which two responses given were most likely to generate contact from Victim Support?

2 Needing someone

3 Being

4 The most effective types of contacts were

Identifying text type

6 This text is taken from

- A a guide for new workers within Victim Support.
- B an official government report.
- C a textbook for students studying sociology.
- D a newspaper article about a new Victim Support scheme.

Language focus 1**Defining relative clauses**

1 Look at these sentences from the second text on page 67. Find and underline the defining relative clauses and circle the relative pronoun.

- 0 Victim Support is a charity (that) offers support and advice ...
- 1 ... but Victim Support provides a service which involves talking to a specially trained volunteer.
- 2 People who are victims of burglary can be affected in a wide range of different ways ...
- 3 Those whose houses have been burgled may be upset just at the thought ...
- 4 Victim Support can also help victims deal with people who usually need to be contacted after a burglary.

2 Answer these questions.

- 1 What two relative pronouns can be used for things? People?
- 2 What is the difference between *who* and *whose*?
- 3 Are commas needed in defining relative clauses?

3 Look at this sentence.

A high proportion of people who Victim Support contacted were helped with at least one problem.

Victim Support is the subject of the sentence.

A high proportion of people is the object.

What does the relative pronoun refer to – the subject or the object?

Note that a relative pronoun is not necessary if it refers to the object of the sentence.

4 Complete each of the spaces below with an appropriate relative pronoun. Choose from *that/which/who/whose/none needed*. Some will have more than one possibility.

- 0 The treatment *that/which/none needed* victims receive from the police varies from area to area.
- 1 Some people are burgled find it no more than an irritating inconvenience.
- 2 Unfortunately, people have been burgled once are statistically more likely to be burgled again.
- 3 Face to face contact was the method most people found helpful.
- 4 Burglars usually sell the things they stole quite quickly.
- 5 If you make an insurance claim, you will need the crime reference number the police give you.
- 6 All volunteers work with victims have been specially selected and trained.
- 7 Convicted burglars are sometimes asked to apologize personally to the people possessions they stole.
- 8 Volunteers are people work free of charge because they think the work is important.

5 Rewrite this passage adding the relative clauses to make it clearer. The first one has been done for you.

who has already been convicted of burglary which are reported
 who commit burglary ~~which people commit~~ who are burgled

Burglary is one of the most common crimes *which people commit*. Some figures show that up to one in six crimes is a burglary. Therefore, many people will be burgled at some point in their life. Some of those will find it devastating, even if none of their possessions are actually taken. People should realize the effect they may have on someone else's life. In my opinion, if someone offends again, they should receive a stiffer sentence.

Writing

Task 2: Evaluating and challenging ideas, evidence or an argument

- 1 Complete this sentence in your own words.

The main aim of sending a person to prison is to ...

- 2 In Task 2 of the IELTS Writing module you have to 'evaluate and challenge ideas, evidence or an argument'. Read the IELTS Writing Task below and answer the questions.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Future plans to design prisons for learning and working, with bigger cells containing computers that will enable study and communication, have been criticized for trying to turn prisons into 'holiday camps' and for 'wasting taxpayers' money'.

To what extent do you agree or disagree with these views?

Time: 40 minutes

Write at least 250 words.

- 1 According to the statement, what will prisons be like in the future?
- 2 According to the statement, what might be wrong with these prisons?
- 3 Would you say that these new prisons are a good or bad idea? Why?

- 3 Quickly read this sample answer and decide if the writer is *for* or *against* new style prisons.

1 When discussing the prison system in this country it is important to point out that people have strong views both for and against any changes to the existing system. In this country there has been a lot of negative criticism of new proposals in recent weeks, as many people feel they are a waste of money. However, there is no doubt in my mind that the prison network needs to be reviewed urgently. Therefore, **a** with reasons given to support any changes.

2 First of all, prisoners studying and working, **b** is a positive measure. I believe that this will not only give prisoners motivation and interest, but also help them live a relatively normal life. In a similar way, I tend to think that improved facilities and living conditions will have a more beneficial effect on the prisoner than the opposite. For these reasons, **c** changes need to be made.

3 Some people argue that these new style prisons will turn into 'holiday camps' **d**

For example, prisoners would be getting both physical and mental exercise in this scheme and would not be able to laze around and do nothing. Of course there would be some opportunities for leisure time but again this is better than depriving inmates of all enjoyment whatsoever.

e these new developments will make going to prison seem like a holiday. Since this new system would give clear goals for prisoners, I am certain it is a more constructive approach.

4 A further criticism of this new system is that it is a waste of public money. Although such changes will undoubtedly be expensive, I still feel that it would be a good idea to spend money on developing these prisons. If the scheme was successful, it would turn prisoners into better citizens less likely to commit crimes in the future. **f** the level of crime might be reduced and we would be able to live in a safer world.

TIP

Produce a clear essay by structuring each paragraph. Use appropriate language to give opinions and back up each view.

4 These phrases have been removed from the essay. Put them in the appropriate category in the box and then place them in the essay.

- | | |
|----------------------------------------------------|----------------------------------------------------------------|
| 1 but I am unconvinced that this would be the case | 4 it is clear that this issue needs to be considered carefully |
| 2 in my view, | 5 I fully agree that |
| 3 as a result, | 6 I cannot accept that |

Introducing the main topic to evaluate

In order to discuss/examine this issue, it is important to consider ...
Some people say/argue that ...
The issue of X is ...

Challenging ideas

I disagree with the view ...
I do not believe that ...

Agreeing with ideas (to be backed up by reasons)

I strongly agree with this view ...

Giving opinions

I feel/believe that ...
In my opinion ...

There is no doubt in my mind ... (which also expresses certainty)
I tend to think ... (more tentative)

Consequences/result

Therefore, ...
Consequently, ...

If X happens/happened, Y will/might/would result ...

(See Unit 8 for more information on conditional sentences)

5 In order to see how the writer has structured this essay, identify the main idea and supporting information from each paragraph (2–4). Paragraph 1 has been done as an example.

Paragraph 1

Main idea:

People for and against changing prison system but definitely needs reviewing.

Supporting information:

Lot of negative criticism. Topic will be discussed in essay.

Listening

Prediction

- 1 Work in pairs. Discuss these questions.
 - 1 What are acceptable reasons for missing school?
 - 2 What might children do instead of going to school?
 - 3 Did anyone in your school play truant?
 - 4 Do you know what the consequences or punishments are for truancy in your country?



Note completion

2 18 Listen to the interview on truancy and complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

According to David Renshaw, continued absence from school could be harmful to a child's education and also lead to a 1

The government is trying to stop truancy using:

- long term imprisonment
- 2 prison sentences
- 3

Lorna says reasons for truancy include:

- unhappiness at home
- peer pressure
- 4

Lorna thinks the following people should be involved: parents, children, 5, the government and social services.

Exam information

In this type of question, you have a number of answers to match together. It is similar to classification, but you can only use each choice once. There will usually be more choices than you need.

Matching

- 3 For questions 6–8,
 - if Lorna Coates (the charity representative) states this write L.
 - if David Renshaw (the government official) states this, write D.
 - if Jennifer Simpson (the mother) states this, write J.
 - if the presenter states this, write P.
- 6 Over 12,000 children played truant in the Spring.
- 7 Prison sentences won't help children who are unhappy at school.
- 8 Counselling works well.

Language focus 2

Reason/result clauses

In the IELTS Writing module (and most academic writing tasks) it is important to be able to link ideas together well so that your argument flows.

1 Look at these examples from the model answer and identify which linking words are used to join the ideas.

In this country there has been a lot of negative criticism of new proposals in recent weeks, as many people feel they are a waste of money.

... there is no doubt in my mind that the prison network needs to be reviewed urgently. Therefore, it is clear that this issue needs to be considered carefully with reasons given to support any changes.

Since this new system would give clear goals for prisoners, I am certain it is a more constructive approach.

If the scheme was successful, it would turn prisoners into better citizens less likely to commit crimes in the future. As a result, the level of crime might be reduced and we would be able to live in a safer world.

2 Which of the linking words above are used to give a reason? Which are used to express a result?

3 Put *so* or *because* in the gaps below.

1 This new system would give clear goals for prisoners, it is certainly a more constructive approach.

2 It is certainly a more constructive approach this new system would give clear goals for prisoners.

4 After which of the linking words or phrases in this section should you use a comma?

5 Complete the sentences with an appropriate linker showing reason or result. More than one choice may be possible in each case.

1 Allowing prisoners to study is a good idea they may get better jobs when they are freed.

2 These days prisoners feel that prisons are more comfortable than life 'outside' and they are happy to commit more crime to return there.

3 Providing more opportunities for prisoners to improve their lives would mean fewer criminals returned to prison. society would benefit in the long term.

therefore
consequently
as because so
since as a result

Writing: further practice

6 Look at this sample IELTS Writing Task 2 question.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

In recent years, many countries have become extremely concerned about the increase in crimes committed by young people. Tough measures and strict punishments are necessary to stop youths from re-offending.

To what extent do you agree or disagree with this opinion?

Time: 40 minutes

Write at least 250 words.

7 Here is part of a student's answer. Rewrite and improve the answer to include some more linking words.

The number of crimes committed by young people keeps growing each year. The government is not doing enough to cut crime. Every year they promise an improvement. It never happens. They don't take tough enough measures.

I would agree that young criminals are not frightened of the consequences of their actions. They do not seem to mind the punishments they receive. These punishments are too light. They commit more crimes.

Light punishments such as community service do not work. Young people should be punished more severely. This will make them think more carefully about what they do.

8 Compare your version with the rewritten version on page 162. Then write your own answer to the question.

Pronunciation

Word stress

In some languages, all words are stressed in the same place. English has many rules about word stress and they can be confusing. However, some of the common ones are useful to learn.

1 How many syllables do these words have?

punishment suspension absentee prisoner
detention expulsion

2 Put each word in 1 under its stress pattern.

Ooo	oOo	ooO
-----	-----	-----

3 What do you notice about the words that have the pattern oOo?

4 Look at these words that all end in the sound /jən/ and mark the stress pattern above them. What do you notice?

politician situation station examination

5 A good dictionary will tell you where the stress is on a word. Look at this dictionary entry. How is the stress marked?

examination /ɪg'zæmɪ'neɪʃən/ noun

TIP

When you learn a new word, make sure you note where the stress is otherwise you may be misunderstood.

Speaking

1 You have one minute preparation time. Read the instructions carefully and make notes before speaking to your partner.

Part 2

Describe a subject you enjoyed at school or college.

- You should say:
- what the subject was
 - how long you studied it
 - what kind of topics this subject included

You should also say what you liked most about this subject.

Part 3

2 Work in pairs. Take it in turns to ask and answer these questions.

- 1 Which subjects at school do you think are the most important?
- 2 How strict should school teachers be?
- 3 What are the best ways to deal with young people who break the law?
- 4 Do you think police officers should have higher salaries?
- 5 If famous people commit a crime, should they be treated any differently?
- 6 How can people protect their homes from burglars?

Listening skills

Listening and writing simultaneously

Students taking the IELTS Listening module often find it difficult to write down answers and continue to listen at the same time. Predicting the kind of information you are listening for will help.

1 Work in pairs. Look at this note completion exercise and discuss these questions.

Neighbourhood Watch is a partnership between the Police and
1.....

In the past, people didn't
2.....

Nowadays, people frequently move and this has reduced
3.....

The policeman mentions two crimes
4..... and
5.....

If you see something suspicious, you should
6.....

You could become a committee member, if
7.....

Being involved in Neighbourhood Watch may also lower the cost of your
8.....

- 1 What is the subject of this listening? Do you know anything about it?
- 2 What kind of information is missing? (eg a location, a date)
- 3 What kind of word or words will grammatically fit the space? (eg a noun, a verb)

2 **19** Listen and fill in the gaps using **NO MORE THAN THREE WORDS**.

Study skills

Understanding verbs in essay titles

When writing essays or assignments it is important to understand the verbs that tell you what to actually do in the question.

1 Look at the examples below in *italics* and answer the questions. Use a dictionary to check the meaning of any unknown words.

'*Compare and contrast* recycling schemes in different areas of the country.'

'*Discuss* the arguments for and against recycling schemes.'

'*Describe* how a recycling scheme works.'

'*Explain* why recycling schemes have proved to be effective.'

'*Identify* the key advantages of recycling schemes and *justify* your opinion.'

'*Evaluate* the effectiveness of the new recycling scheme.'

- 1 What is the difference between *compare* and *contrast* and *explain*?
- 2 What is the difference between *evaluate* and *describe*?
- 3 What is the difference between *identify* and *discuss*?
- 4 How should you *justify* an opinion?

2 Look at these essay extracts.

Which is an example of:

- | | |
|------------------------------------|---------------------|
| 1 <i>Comparing and contrasting</i> | 3 <i>Evaluating</i> |
| 2 <i>Justifying an opinion</i> | 4 <i>Describing</i> |

- A** 'I do not believe that capital punishment helps to reduce the number of people murdered. In fact, in America, where many states have the death penalty, there are many more murders each year than in my country.'
- B** 'On balance, I think that the government's policy of encouraging community work rather than prison sentences has proved quite successful.'
- C** 'The number of people arrested for petty crimes each year is quite similar in each country. However, the sentences given to these criminals are quite different.'
- D** 'If a crime is considered less serious, the criminal is tried by a magistrate. A jury of 12 people will only be used in more serious cases, such as assault or murder.'

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



systematic p.68	challenge p.71	approach p.74
priority p.68	deprive p.71	version p.75
constructive p.71	consequence p.73	scheme p.77

7 Globalization

'The idea that the world is developing a single economy and culture as a result of improved communications and the influence of very large companies.' *Macmillan Essential Dictionary*

Reading 1

Scanning

1 Work in pairs. List three positive aspects and three negative aspects of globalization.

2 Put the paragraphs in the text under the following headings. Note that you will find one positive statement and one negative statement for each heading.

Global Communications
Global Travel and Tourism

Global Media
Global Business

The screenshot shows a web browser window with a list of paragraphs (a-h) related to globalization. The paragraphs are:

- a Nearly five billion people, which is about eighty per cent of the world's population, have no access to reliable telecommunications. More than a billion people have never used a telephone.
- b The big tour operators, who own airlines, retail chains, cruise ships, hotels, self catering accommodation and car rentals, take most of the profits of holidays in developing countries – for every US dollar spent in a Third World resort, 35 cents stay in the country.
- c Trade is worth four trillion dollars a year, which is 1.7 million a minute! Ten times more goods are flown or shipped between countries today than 30 years ago.
- d It's estimated that workers in Indonesia who produce clothes for multinational companies get about half a per cent of the total cost of the product they make.
- e A phone call from UK to New York in 1990 cost about £1 a minute. In 1930, it would have cost more than £10. Today it costs as little as four pence.
- f Internet, television, films, radio, newspapers, magazines are widely available. Through them we can learn about people, events and places in Africa, Asia, Latin America, Eastern Europe, Australia, Canada, Japan and North America.
- g A garment worker in Bangladesh, which is one of the world's poorest countries, would have to save eight years' wages to buy a computer. In sub Saharan Africa there are 12 newspapers and 33 televisions per 1000 people, whereas in more developed regions there are 286 newspapers and 625 televisions – more than 20 times as many.
- h Travel is cheaper, faster and more convenient today than ever before. People make friends in foreign countries, discover many interesting things about other people's lifestyles, cultures and customs as they visit different places. The local people, who would otherwise have few employment opportunities, benefit from jobs using their skills and sale of their crafts.

Language focus 1

1 Both of these sentences use relative clauses. Answer the questions.

- a *It's estimated that workers in Indonesia who produce clothes for multinational companies get about half a per cent of the total cost of the product they make.*
- b *Nearly five billion people, which is about eighty per cent of the world's population, have no access to reliable telecommunications.*

- 1 Which sentence has a relative clause that identifies which person or thing is being talked about?
- 2 Which sentence has a relative clause that adds extra information, or a second idea to the main idea?

Non-defining relative clauses

2 Look at these sentences with non-defining relative clauses and identify the main idea and the extra information given.

- 0 Nearly five billion people, which is about eighty per cent of the world's population, have no access to reliable telecommunications.

Main idea:

Nearly five billion people have no access to reliable telecommunications.

Extra information:

Five billion people is about eighty per cent of the world's population.

- 1 The big tour operators, who own airlines, retail chains, cruise ships, hotels, self-catering accommodation and car rentals, take most of the profits of holidays in developing countries.

Main idea:

Extra information:

- 2 Trade is worth four trillion dollars a year, which is 1.7 million a minute!

Main idea:

Extra information:

- 3 A garment worker in Bangladesh, which is one of the world's poorest countries, would have to save eight years' wages to buy a computer.

Main idea:

Extra information:

- 4 The local people, who would otherwise have few employment opportunities, benefit from jobs using their skills and sale of their crafts.

Main idea:

Extra information:

3 Underline the correct alternative in these rules for non-defining relative clauses.

- 1 The relative clause provides extra information and can/cannot be left out.
- 2 *Who* or *which* can/cannot be replaced by *that*.
- 3 The relative pronoun can/cannot be left out.
- 4 Commas are/are not used.

4 Link the ideas in the two sentences, using commas to form one sentence.

- 0 Main idea: In 1999 Thailand had more mobile phones than Africa.

Extra information: Thailand is a relatively small country.

In 1999 Thailand, which is a relatively small country, had more mobile phones than Africa.

- 1 Main idea: Greater cultural contact has been encouraged by tourism.

Extra information: Tourism has doubled over the last 15 years.

- 2 Main idea: The banana is worth more than £5 billion in world trade.

Extra information: The banana is Britain's most popular fruit.

- 3 Main idea: Shima earns less than \$1.50 for a day's work.

Extra information: Shima lives in Bangladesh.

TIP

Although longer, complex sentences are often better in academic writing, do not include a relative clause in every sentence. Remember, you can also join clauses with linking words.

Listening

Exam information

In the IELTS Listening module you will have about half a minute to look through the questions before you listen to the tape. Read as many as you can and underline key words to listen for.

1 Which of these organizations do you know about? Match them to the descriptions below.

- | | |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 The United Nations | a The international organization that controls trade between countries. |
| 2 Trade unions | b Campaigns on environmental issues such as the greenhouse effect. |
| 3 International Monetary Fund | c An international organization that works to balance and manage the world's economy and to help countries with weak economies to develop. |
| 4 World Trade Organization | d An international organization that encourages countries to work together in order to solve world problems such as war, disease and poverty. |
| 5 Friends of the Earth | e Charities that raise money for famine and disaster relief. |
| 6 International Aid Organizations (such as Oxfam) | f Organizations of workers that aim to improve pay and conditions of work. |

2 Predict which of these organizations are pro-globalization or anti-globalization.

3 You are going to listen to a lecture in three sections. Before each section spend half a minute reading the questions and underlining key words.

20 Look at questions 1–6 and listen to the first section.

Questions 1 and 2

Which of the following areas does the lecturer say she will cover? **CIRCLE TWO ANSWERS.**

- A Global inequalities
- B Poverty in the developing world
- C The history of globalization
- D The key arguments for and against globalization
- E Trade and economics
- F The World Trade Organization

Questions 3–5


Complete the following sentences using **NO MORE THAN TWO WORDS OR A NUMBER.**

- 3 Many people feel globalization is about the economy or
- 4 An example is the export of Japanese
- 5 Globalization began approximately ago.

Question 6

Which of these is NOT mentioned as important to the development of globalization?

- A the telephone
- B the fax
- C the postal service
- D air travel


4  21 Look at questions 7–9 and listen to the second section.

Questions 7–9

Complete the following notes using **NO MORE THAN TWO WORDS**.

Anti-globalization groups – eg Greenpeace and Friends of the Earth. These are 7 organizations. They feel globalization causes global warming, and depletion of oil, gas, 8 and sea life.

Many businesses in developed nations are against globalization because of competition from 9

5  22 Look at questions 10–12 and listen to the final section.

Questions 10–12

Complete this table using **ONE OR TWO WORDS OR A NUMBER**.

Organization	Established	No. of member states	Role
WTO	10	123	Prevents members favouring home industries
IMF	1946	11	Provides temporary financial help
UN	1946	/	Promotes shared values between UN and the 12

6 Throughout the lecture, the lecturer uses certain words and phrases to signal, or signpost, key stages in the lecture. Recognizing these can help you to understand and follow her argument. Look at these ‘signposts’ and divide them into these categories.

Introduction	Sequencing	Changing topic	Concluding/Summarizing
1 Turning now to ...	2 Now let us look a little at ...	3 Lastly, ...	4 In the first part of today’s lecture ...
5 I would like to ...	6 Having looked at ... let’s now consider ...	7 I will start by considering ...	8 So, we’ve seen that ...
		9 I’d now like to move on to ...	10 Secondly, I will explain ...
		11 So, let’s begin with ...	12 Finally, I intend to ...

7  20–22 Listen to the lecture again and number the signposts in the order in which you hear them.

Reading 2

Skimming

1 Write the numbers in the box next to the sentence you think it refers to. Then check your predictions by quickly skimming the text.

150 10 million 43 8,000 million 25 million 80

	The value of all the coffee produced worldwide each year.
	The number of people who earn their living from coffee.
	The number of countries which produce coffee.
	The age of the farmer this article is about.
	The number of farmers that earn their living from coffee.
	The number of times that coffee beans can be sold between leaving the farmer and arriving in the supermarket.

Strategy

Read the questions or T/F/NG statements through first, and guess the meaning of any words you do not understand.

True, False, Not Given

Read the text produced by the Fairtrade Foundation about one family of coffee growers in Colombia.

2 Do the statements agree with the information in the reading passage? Write:

TRUE if the statement is true according to the passage
FALSE if the statement is false according to the passage
NOT GIVEN if the information is not given in the passage

- 1 The Menzas have tried growing coca leaf instead of coffee.
- 2 In trade, only oil is more important than coffee.
- 3 The Menzas receive 50% of the supermarket price for their coffee.
- 4 The production of cocoa is less exploitative than coffee.
- 5 In 1989 both world and supermarket prices dropped.
- 6 Setting up a co-operative is always an effective solution for these farmers.
- 7 The farmers have less and less money to spend on their families.

- A Vitelio Menza has been dependent on coffee in Colombia all his life. Now at 43 he is still unable to finish building his house due to lack of funds and is struggling to keep his family together. The fortunes of Vitelio, his wife Maria Enith and their four children have fluctuated dramatically along with the price of coffee.
- B Over the years the family has suffered illness brought on by malnutrition. In other parts of the same area, some families have turned to growing drugs in order to survive; higher prices are paid for coca leaf (the raw material for cocaine). The Menzas have stayed loyal to the coffee crop but not without great personal sacrifices. 5
- C Coffee is grown in 80 countries in a band around the equator and provides a living for nearly 10 million farmers. Altogether, more than 25 million people worldwide depend on growing, processing, trading and retailing coffee for their livelihood. 10
- D Coffee is the second most valuable commodity after oil. Not surprisingly, it is the most valuable agricultural commodity in world trade. Its total value – \$8,000 million per year – is twice the value of exports of tea and cocoa put together. But the journey from the Menzas' farm in Colombia to the supermarket shelf is a long and tortuous one with a succession of people taking their cut along the way. 15

- E From tree to supermarket shelf it has been estimated the Menzas' coffee beans can change hands as many as 150 times, whilst the Menzas, like millions of other coffee growers, retain only a tiny share of the price consumers pay for the crop.
- F Between 1989 and 1993 there was a 50% reduction in the world market price of coffee. An examination of the price paid to a farmer like Menza and the cost to a shopper in the supermarket reveals that both have lost out while many of the players in between have still managed to make gains. 20
- G When the world price fell by 50% during 1989, farmers suffered an immediate fall in their incomes yet there was no noticeable reduction in the supermarket price of coffee. Retail prices remained stable for four more years before there was a fall of 20% in 1993. Yet when the market picked up in 1994 and the market price of coffee rose by 50%, the retail price rose immediately and sustained its price even when the market fell again the following year. 25
- H For the farmers, this meant that the price of coffee had dropped below the cost of producing it for several years in a row. This had a devastating impact on their already precarious existence, forcing some farmers to abandon their land and go in search of work in the cities. Apart from the consequences for already overcrowded cities, this created a vicious circle in which the lack of labour for crop maintenance reduced the quality and value of the coffee, further reducing the price. 30
- I But for small farmers the world price is only one of the factors undermining their ability to make a decent living. Indeed, if they were able to get a reasonable share of this price, they would be pleased. Without the means to process or transport their crop to market, limited knowledge of the frequently changing world price and a debt-driven necessity to sell their coffee the moment it is ripe (when prices are lowest), small independent farmers find themselves in a weak negotiating position. They are prey to local dealers who buy the coffee and sell it on to international markets. With only one major harvest a year, farmers are desperate for cash by the time their crop is ripe and are keen to sell at whatever price they can get. Not surprisingly, local dealers are quick to exploit this. 35
- J The farmers' need for a quick sale is a symptom of their inability to get loans at a fair rate from banks, pushing them into the arms of loan sharks to pay for fertilizers, harvest labour and basic living costs prior to harvest. Many farmers have got together to set up co-operative marketing ventures which enable them to by-pass the middlemen. All too often, however, even the co-op cannot get finance to buy the crop, and members still sell to local traders for cash, rather than wait for a better price. Evidence of low and declining living standards is clear. The Fairtrade Foundation's research shows reduced spending on housing, children's education, health and food. 40
- 45 50

TIP

Read the instructions. This question asks for **ONE OR TWO** words.

Sentence completion

3 Choose **ONE OR TWO WORDS** from the reading passage for each answer.

- 1 The Menzas have made to continue growing coffee.
- 2 Coffee is worth as much as tea and cocoa.
- 3 Coffee farmers only keep a of the final retail value.
- 4 Any fall in the world price of coffee in 1989 was not in the supermarkets.
- 5 As there is only one coffee crop each year, farmers have very little by the time it is ready to harvest.
- 6 It is impossible for farmers to borrow money at a

Strategy

Think about the target audience. Students? Members of the public? Is the style formal or informal?

Identifying the writer's purpose

- 4** What is the purpose of the passage on Fairtrade?
- A To advise readers against buying non Fairtrade coffee.
 - B To explain to readers how coffee farmers like the Menzas are exploited by international markets.
 - C To advise coffee farmers like the Menzas how to make a good living.
 - D To encourage readers to protest about the current situation.

Guessing meaning from context

- 5** Read the text again and try to find words which mean the same as:
- 1 changed frequently (para A)
 - 2 selling to the public (para C)
 - 3 maintained or kept (para G)
 - 4 not safe or secure (para H)
 - 5 weaken, make less likely to succeed (para I)
 - 6 getting worse (para J)

Vocabulary

- 1** There are many words in the text connected with money and buying and selling. Match the words and definitions.

When you have finished, check your answers in a dictionary.

- | | |
|-----------------|------------------------------------------------------------------------------------------|
| 1 funds | how much something costs to buy in a shop |
| 2 commodity | available money |
| 3 retail price | how much something costs to buy in large quantities |
| 4 market price | money that someone gets from working |
| 5 income | something that can be bought and sold |
| 6 middleman | someone who lends money to people at a very high rate of interest |
| 7 loan shark | a person or company that buys from producers and sells to customers at a profit |
| 8 trader/dealer | someone who buys something or uses services |
| 9 consumer | a person or organization that influences a situation, especially in business or politics |
| 10 player | someone who buys and sells things |

- 2** Divide these phrases from the text into three categories: expressions which describe prices going up/going down/staying the same.

- 1 world price fell by 50%
- 2 reduction in the supermarket price of coffee
- 3 prices remained stable
- 4 a fall of 20%
- 5 the market picked up
- 6 market price of coffee rose by 50%
- 7 sustained its price

Language focus 2

The passive

1 Read these facts about coffee and underline the passive verbs.

How is the passive formed?

Did you know ...?

The word *coffee* is derived from the Arabic word *ogahwao*, which means wine or excitement. Coffee was known in Europe as 'Arabian wine'.

At one time coffee was used as a medicine. The coffee berries were fermented in water to make a strong tasting liquid.

Coffee is grown between the Tropic of Cancer and the Tropic of Capricorn.

One quarter to one third of the world's coffee is produced by Brazil.

Decaffeination is the natural or chemical process by which caffeine is removed from the green (unroasted) coffee beans. 97% of the caffeine is removed in the process.

2 Complete the table with the correct passive form for each tense.

Present Simple	... is grown ...
Present Continuous	... is being grown ...
Past Simple	
Past Continuous	
Present Perfect Simple	

3 Read the text again.

- 1 Which sentence includes an 'agent'?
- 2 List three reasons why an agent is not always needed. Check your answers on page 152.

.....

.....

.....

4 Look at these two sentences and answer the questions. Both are grammatically correct.

- a *One quarter to one third of the world's coffee is produced by Brazil.*
- b *Brazil produces one quarter to one third of the world's coffee.*

- 1 Which sentence focuses more attention on the agent?
- 2 Which sentence focuses more attention on the person or thing affected by the action?

5 Complete the text with passive verbs in the present tense.

Chocolate **1** (make) from up to 12 different types of cocoa beans. First the beans **2** (sort) by hand before being roasted. Each type of bean **3** (roast) separately, which is time consuming but important.

Next, the beans **4** (load) into a machine called a 'winnow', which removes the hard outer shells of the beans. After this the beans **5** (mash) into a thick paste and sugar and vanilla **6** (add). This paste **7** (call) the 'chocolate liquor'.

Then the chocolate liquor **8** (heat) for up to 72 hours to make sure the liquid **9** (blend) evenly. Following this, the liquor **10** (temper) for several hours – repeatedly heated and then cooled.

Finally, the chocolate **11** (allow) to cool and harden before being packaged.

Writing

Task 1: Describing a process

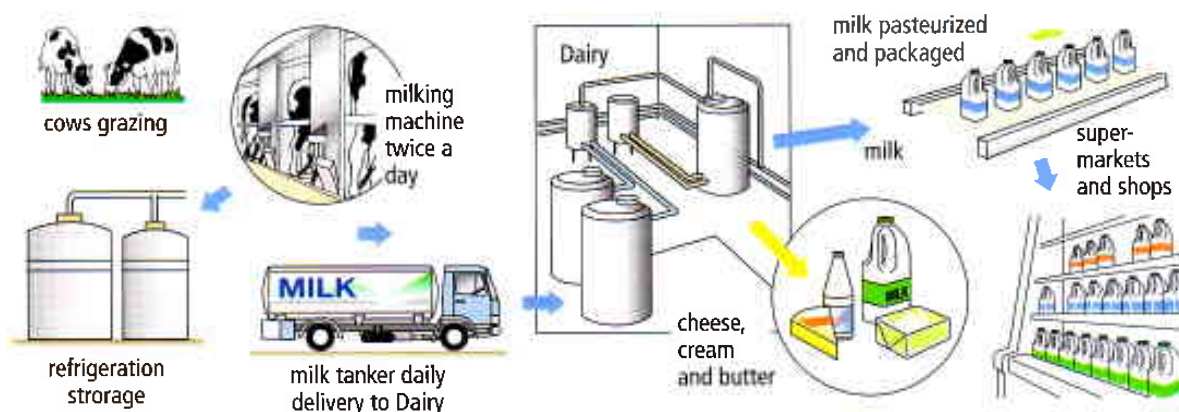
In IELTS Writing Task 1 you may be asked to describe a process using information taken from pictures or a diagram.

The diagram below shows the process of milk production.

Write a report for a university lecturer describing the information shown below.

Time: 20 minutes

Write at least 150 words.



1 To write a good answer to this type of question you need to join the stages of the process together using sequencers. Find six sequencers in this extract from an information leaflet.

Milk is produced on farms from cows that are usually largely fed on grass. First, the cows are milked. This usually happens twice a day, using a milking machine. Then, the milk is cooled and stored in large, refrigerated containers. Refrigerated tankers collect the milk on a daily basis from many small farms and deliver it to the dairy. Next, at the dairy, milk is made into various products including cheese, cream, butter and liquid milk for drinking. Liquid milk is usually pasteurized in order to kill any bacteria. This is done by heating it to 72 degrees for a very short time, usually about 16 seconds. After this, the milk is again cooled and then homogenized, which results in a product that does not separate into milk and cream. Following this, the milk is packaged in plastic containers, which could be of various sizes from 0.5 litres to 2 litres. Finally, these are delivered to supermarkets and shops.

2 There are also two connectors which give the purpose for doing something.

in order to kill any bacteria
which results in a product that does not separate into milk and cream

- Which of these linkers is followed by a verb phrase?
- Which of these linkers is followed by a noun phrase?

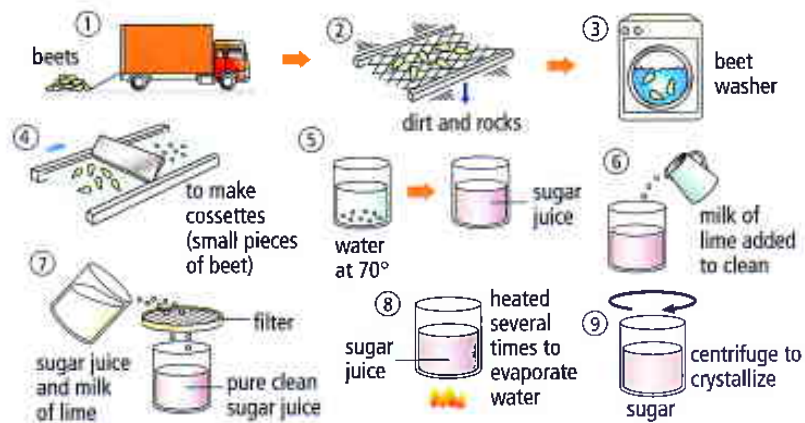
3 Underline the connectors in these sentences. Then add them to the text above in the appropriate places to give extra information.

- as this produces more milk overall than once a day*
- because it stays fresher longer at around 4 degrees C*
- and therefore ensure that it is safe for consumption*
- so that they can be sold*

Writing: further practice

4 Work in pairs. The diagram below shows how sugar is produced from sugar beets. Use the verbs in the box to describe the process verbally to your partner.

spin cut up
 unload shake
 wash heat filter
 remove add
 extract




5 Write a report for a university lecturer describing the information in the diagram about sugar.

Time: 20 minutes

Write at least 150 words.

Speaking

1  **23** Listen to this example of a Part 2 answer. Complete the missing details by identifying the topic question and the key points the speaker had to include.

Talk about

You should say:

-
-
-

And also say

Part 2

2 Practise talking about the points on this card to your partner for 1–2 minutes.

Part 3

3 In Part 3 of the IELTS Speaking module the examiner will ask you some questions related to the topic you were talking about in Part 2. Here are some examples of questions the examiner may then ask.

Nowadays there is more contact between countries on a global level so the world is often described as a 'global village'.


- 1 How can developed countries help less-developed countries?
- 2 Do you prefer to buy well-known international products or locally-produced goods?
- 3 What are the main roles of international organizations such as the United Nations?
- 4 How has global communication changed in the last 50 years?
- 5 Are cheap holidays and increased global tourism necessarily a good thing?

Speaking skills

TIP

Do not give short answers in Part 3. Give a considered opinion and at least two reasons to support it.

Balancing the argument

1  **24** Listen to a possible answer to one of the Part 3 questions above and decide which question is being answered.

2 Listen again and answer these questions.

- 1 What two reasons in favour of this point does the student give?
- 2 What two reasons against this point does the student give?

3 Look at the tapescript on page 172 and answer these questions.

- 1 What phrase does the speaker use to indicate that there are arguments on both sides?
- 2 What phrase does she use to give her opinion?
- 3 What other phrases do you know to give opinions?

4 Part 3 can be quite challenging because you do not have an opportunity to prepare your answers first. Here are some phrases that may help you.

Useful language

If you think you understand the question, but you're not sure.

I'm not exactly sure what you mean, but ...
That's a rather difficult question, but perhaps ...

If you need a second to think about it.

That's an interesting question.
Let me see.

Study skills

Revising and recycling vocabulary

Flash cards

These are cards with the word on one side and a translation, drawing or explanation on the other.



1 Work in pairs. Discuss these questions.

- 1 How could you use them?
- 2 When could you look at them?

Grouping and categorizing words

2 Grouping vocabulary will help you to remember individual words. For example, if you had these words you could put them into categories as follows:

fluctuate negotiate
stable commodity
sustain vicious circle

describing trends	related to business	collocations I like and want to use
<i>fluctuate, stable, sustain</i>	<i>negotiate, commodity</i>	<i>vicious circle</i>

victim clear goals
truancy constructive
detention review

Look at these words from the previous unit. Put them into your own categories.

Other ways of remembering vocabulary

3 Here are some other ideas for learning vocabulary. Which of them have you tried?

1 I like keeping a vocabulary diary of words that I learn every day.

2 I try to use new words as soon as possible after I learn them.

3 I stick up a list of new words every week next to the bathroom mirror so that I can look at them while I am cleaning my teeth!

4 I write down each new word I learn ten times – it helps me to remember the spelling, too!

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



key p.80	prior p.83	reveal p.83
symptom p.83	decline p.83	maintain p.84
impact p.83	suffer p.83	support p.88

8 What's the alternative?

alternative medicine /ɔ:l'tɜ:nətrɪv mə'di:sɪn/ noun [uncount]
 medical treatment using methods that are different from the usual Western scientific methods. *Macmillan Essential Dictionary*

Reading



1 What is the difference between conventional and alternative medicine?

2 Look at the statements below.

Put (C) next to those which you think are conventional medicine and (A) next to those which you think are alternative therapies. Then compare your answers with your partner.

- 1 having an injection
- 2 having a head massage
- 3 having an operation in a hospital
- 4 taking an aspirin/paracetamol for a headache
- 5 smelling oils
- 6 taking a herbal drink

3 If you have an illness, which of the following people would you consult? Why?/Why not?

- 1 a family member
- 2 a doctor
- 3 a chemist
- 4 an expert on alternative therapies

Classification

4 You are going to read a text about four different types of alternative medicine. Quickly read the text and classify the descriptions according to which of the following they refer to. Note that you may use the letters more than once.

- Acupuncture (A)
- Reflexology (R)
- Iridology (I)
- Chiropractic Manipulation (C)

- 1 invented 200 years ago
- 2 invented more than 2,000 years ago
- 3 has been successfully used as a painkiller
- 4 involves applying pressure to neck, elbows, knees and so on
- 5 can tell the practitioner every illness the patient has had
- 6 focuses on the hands and feet

Strategy

There may be many examples of each category or none.

Look for words and phrases in the text which are not exactly the same as the descriptions but have a similar meaning.

What's the alternative?

Are complementary and alternative therapies worth the billions of pounds that we spend on them? And do they have the same effects as conventional medicine? The scientific community is split over whether they work.

Acupuncture

What is it? Acupuncture is one of the oldest and most commonly used alternative therapies, originating in China more than 2,000 years ago.

What is involved? Therapists stimulate pressure points throughout the body, using needles. There are 2,000 pressure points which connect to 12 main and eight secondary pathways, which are called meridians.

What is the theory? Acupuncture is believed to regulate our spiritual, emotional, mental and physical balance, which is influenced by the opposing forces of yin and yang. When yin and yang are unbalanced, our qi (pronounced 'chee'), a form of energy, becomes blocked. Western scientists have been unable to explain acupuncture, since meridians do not correspond to either blood circulation or nerve pathways. No one understands fully how acupuncture works, but there is some evidence that stimulation of pressure points increases the flow of electromagnetic signals, which may trigger the release of the body's natural painkillers such as endorphins, or immune cells.

What is the evidence? Researchers at the University of Maryland, Baltimore, discovered that patients treated with acupuncture after dental surgery had less intense pain than patients who received a placebo. The same team has also shown that acupuncture can reduce the pain of osteoarthritis when used with conventional drugs to a greater degree than when these drugs are used on their own. Professor Ernst says: 'There is good clinical evidence that acupuncture works for

Glossary

placebo: a substance that is not medicine, but the person taking it believes it is medicine, and so they get better

osteoarthritis: a serious medical condition that affects joints, eg the knees, making it difficult for you to move

ailments: an illness, usually not a serious one

osteoarthritis, migraine, dental and back pain. But there is good evidence that it does not work for some treatments, such as weight loss and smoking.'

Reflexology

What is it? Reflexology is the therapeutic manipulation of the hands or feet, which, according to practitioners, have areas that correspond to parts of the body.

What is involved? As well as manual manipulation by a qualified practitioner, it is now possible to buy reflexology guides and foot massagers for do-it-yourself reflexology.

What is the theory? The practitioner can diagnose the abnormalities by feeling the hands or feet; by massaging or pressing these areas, he stimulates the flow of energy, blood, nutrients and nerve impulses to the corresponding body zone and thereby relieves ailments in that area.

What is the evidence? A study published in *Respiratory Medicine* last year described 40 asthma patients who were given ten weeks of simulated reflexology and ten weeks of real reflexology. The researchers, using both subjective tests and objective lung-function tests, could find no evidence that the reflexology helped the patients' asthma.

Practitioners claim that reflexology can cleanse the body of toxins, increase circulation, assist in weight loss and improve the health of organs. Dr Barrett, vice-president of the National Council against Health Fraud in the US says: 'There is no scientific support for these assertions.'

Professor Ernst says: 'Practitioners use reflexology as a diagnostic tool and it does not work. It can be relaxing though.'

Iridology

What is it? According to iridologists, the eye contains a complete map of every body part. This therapy was invented in the early nineteenth century by a Hungarian physician, Ignatz von Peczely, who, during his childhood, accidentally broke the leg of an owl and noticed a black stripe appear in the lower part of the owl's eye.

What is involved? The practitioner looks into the patient's eye and checks the pupil's pigmentation against iridology diagrams. Several dozen configurations exist. Herbs are then prescribed to help the patient with their diagnosed illness.

What is the theory? Iridologists believe that a person's health can be diagnosed from the colour, texture and location of pigment flecks in the eye. Some claim that the eye markings can reveal a complete history of past illnesses.

What is the evidence? According to Dr Barrett, 'there is no known mechanism by which body organs can be represented or transmit their health status to specific locations in the iris'.

Professor Ernst recently published a review of the scientific literature on iridology, but he could find only four studies that had been carried out according to correct scientific procedure. These studies suggest that iridology is not a valid diagnostic tool.

Professor Ernst says firmly: 'Patients and therapists should be discouraged from using this method.'

Chiropractic Manipulation

What is it? Chiropractors diagnose and treat conditions that are due to mechanical faults in the joints, especially the spine.

What does it involve? A chiropractor manipulates joints using the hands to improve mobility and relieve pain.

What is the theory? If the spine is not functioning properly, it can cause irritation of the nerves that control posture and movement. This irritation can lead to 'referred' pain, which is felt in another part of the body. By manipulating joints, chiropractors stimulate the joint's movement receptors, which are sensors that provide feedback to the brain on where the joint is.

What is the evidence? Going to a chiropractor is now mainstream. The British Chiropractic Association reports 90,000 patient visits a week. It is one of the most regulated of the alternative therapies and yet, of those discussed here, it is potentially the most dangerous. Manipulation of the neck can tear the fragile tissue of the vertebral artery and, in the worse cases, result in a stroke.

In January this year the UCLA Medical School published a report on 681 patients who were given chiropractic help when they had lower back pain. After 6 months, 96 per cent of them still had lower back pain, leading the researchers to conclude that chiropractic manipulation had been ineffective. Professor Ernst says: 'The bottom line is that it works for a very limited number of spinal conditions, and mainly in the short term.'

Multiple choice

5 Choose the most suitable answer for questions 1–5.

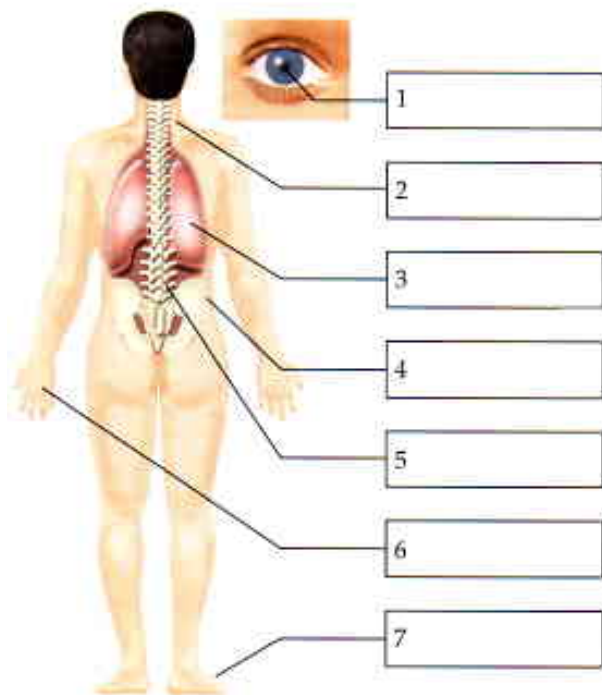
- 1 According to Professor Ernst, acupuncture is not effective if you
 - A suffer from back pain.
 - B have problems with your teeth.
 - C get bad headaches.
 - D want to lose weight.
- 2 Dr Barrett claims that reflexology
 - A can help with weight loss.
 - B cannot be proved to work.
 - C could help solve asthma problems.
 - D can be relaxing.
- 3 According to Professor Ernst, which therapy can sometimes help in the short term?
 - A acupuncture
 - B iridology
 - C reflexology
 - D chiropractic manipulation
- 4 According to Professor Ernst, which therapy should patients definitely avoid?
 - A acupuncture
 - B iridology
 - C reflexology
 - D chiropractic manipulation
- 5 Which of the following statements best sums up the overall content of this article?
 - A Alternative therapies will be more common in the future.
 - B There is scientific proof that all alternative therapies are effective.
 - C There is no scientific proof that alternative therapies are effective.
 - D Some alternative therapies can be effective but there are limitations.

6 In groups, discuss which of these alternative methods you would be most willing to try (or have tried already). Give reasons for your choice.

7 Do you know or have you experienced any other alternative medical techniques, eg aromatherapy?

Vocabulary

1 The parts of the body in the box appear in the reading text. Use them to label the diagrams.



spine hands feet pupil lungs neck back

2 Match these verbs with their definitions.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1 to find out what physical or mental problem someone has by examining them 2 to use your hands to move or press against part of someone's body as part of a medical treatment 3 to press, rub and squeeze someone's body in order to reduce pain or help them relax 4 to make pain less unpleasant 5 to encourage a part of someone's body to work faster or better | <ol style="list-style-type: none"> a massage b manipulate c stimulate d relieve e diagnose |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

Language focus 1

Real conditionals

A real conditional is used to talk about a possible situation and its likely results.

Possible situation	Result
(If clause)	(Main clause)
<i>If I feel really ill</i>	<i>I go to the doctor</i>

1 Read this short text on the common cold.

A cold is a contagious viral disease which infects the soft lining of the nose. If you have a cold, the most characteristic symptom is a runny nose.

Usually it is a mild condition and unless you are unlucky, recovery takes place within about a week.

It is most common during the cold winter months and affects children and adults of all ages. Most people will catch a cold two to four times a year.

If you have caught a cold you will be contagious

from the day before the illness breaks out until one to three days after you feel better. When you cough or sneeze the infection will be spread by airborne droplets. It may also be spread by hand if someone has the virus on their hands and then puts them close to their eyes or hands. This is possibly the most common way of catching a cold.

Provided it clears up within one to two weeks, there is no need to see a doctor.

2 Look at the underlined sentences, which are all examples of real conditionals, and answer the questions:

- 1 What tenses or verb forms are used in the *if* clause?
- 2 What verb forms can be used in the *main* clause?
- 3 What other words can be used instead of *if*? Do these have the same meaning?
- 4 Is it possible to change the order of the clauses? What happens to the comma?

3 Look at these possible situations and use them to write real conditional sentences. Write two or three sentences for each situation.

0 Your temperature drops.

If your temperature drops, you'll be able to go back to work.

If your temperature drops, you may be able to go back to work.

You won't be able to go back to work unless your temperature drops.

Provided your temperature drops, you'll be able to go back to work.

- 1 You live in a big city.
- 2 You eat healthy food.
- 3 You wash your hands.
- 4 You feel really ill.

Pronunciation

Intonation


1 Intonation is the way your voice rises or falls when you speak. Look at these sentences and answer the questions.

- If your temperature remains high, you won't be able to go back to work.
- If you stay at home, you'll get better quickly.

Should the speaker's voice rise in the first clause or the second clause?
Should the speaker's voice fall in the first clause or the second clause?


2 Work in pairs. What is the intonation in these sentences? Mark them, and say them to each other.


- Unless you wash your hands, you'll catch a cold.
- When you call a surgery, they make you an appointment.
- Speak to the pharmacist if you need some advice.
- If you take this medicine, you'll feel better.

3  **25** Now listen and check your answers.

4 Look at the words with boxes above them. Does the speaker's voice rise or fall on each of them? Why?

Popular alternative therapies include reflexology, acupuncture,
herbal medicine and massage.

5  **26** Listen to a conversation between a student and a lecturer. What do you notice about the student's intonation? How does the lecturer feel?

6  **27** Listen to the same conversation again. What difference do you notice? Mark arrows on the tapescript on page 172 to show where the intonation rises and falls.

Speaking

Part 2

Talk about an activity you have done to keep fit or healthy, eg, some kind of physical exercise, a diet, stopping smoking, etc.

You should say:

- What the activity was
- What you did exactly
- How long you did this activity for

Also say whether the activity was successful or not.

Part 3

- What are the best ways to keep healthy?
- What type of food and drink should be avoided in a healthy diet?
- Do you think healthcare facilities such as hospitals need to be improved?
- How important is alternative medicine in today's society?
- What sort of person does a doctor need to be?
- What will medical treatment be like in 50 years' time?

Writing

Exam information

Task 2 of the Writing module examines your ability to express an opinion logically and clearly. It is usual in academic writing to express your opinions in a more impersonal way than when speaking.

TIP

In academic writing do not use contractions, eg *It's, there's, they're*, etc. or questions and question tags, eg *'Is that fair?', 'doesn't it?'*, etc.

When writing, aim to use more impersonal phrases. However, it is usually acceptable to use *'I'* or *'me'* occasionally in an IELTS essay.

Expressing your opinion

1 Read the extracts below and decide which of the categories each of the opinions belongs to. Write A, B or C next to sentences 1–6.

- A Formal – appropriate for academic writing or more formal speaking.
 - B Semi-formal – acceptable in some academic writing including IELTS and everyday speech.
 - C Informal – acceptable in more informal speech but not appropriate in academic writing.
- 0 Private healthcare is growing in popularity, but it is important to consider those who are unable to afford it. A
 - 1 It's really terrible that people have to wait so long to get a hospital bed – don't you think so?
 - 2 The majority of people accept that modern drugs are the most effective way to cure an illness.
 - 3 I firmly believe that nurses should earn more money.
 - 4 It could be argued that people should be offered more choice in the type of medical treatment they receive.
 - 5 I totally disagree with the view that people should pay for their healthcare.
 - 6 Modern drugs – the best way to cure an illness? What a load of rubbish!

Useful language

- It is often said/thought that ...
- It is difficult to understand why ...
- Many people refuse to accept this ...
- It is (im)possible that ...
- It is (un)likely that ...
- It is (in)conceivable that ...

Giving reasons to support your opinions

2 Match the opinions in the left column with the appropriate reasons on the right.

- 1 The majority of people accept that modern drugs are the most effective way to cure an illness.
- 2 I firmly believe that nurses should earn more money.
- 3 It could be argued that people should be offered more choice in the type of medical treatment they receive.
- 4 I totally disagree with the view that people should pay for their healthcare.

- a They work long hours and have very stressful jobs.
- b Some people might want to combine aspects of conventional medicine and elements from alternative therapies.
- c The state should provide this for everyone from taxpayers' money.
- d In many cases they provide the quickest cures.

3 Read these statements and use an appropriate phrase to give your opinion using a different example each time. Then add a reason to each of your opinions.

- 0 Modern drugs are always the best way to cure an illness.
I totally disagree with this view because in many cases the side effects are worse than the illness itself.
- 1 Doctors are overpaid.
 2 Alternative therapists should get conventional medical training first.
 3 A hospital is the best place to recover from an illness.
 4 People should get medical advice before visiting other countries.

Using adverbs

apparently
 naturally
 fortunately
 surprisingly
 unfortunately
 clearly obviously

4 To show a reader what you think, you may use an adverb. Look at the words in the box and answer the questions.

- 1 Which one is used to say what seems to be true, when all the facts are not known?
 2 Which one expresses a negative opinion?
 3 Which one expresses a positive opinion?
 4 Which one refers to something that is different from what you might expect?
 5 Which three refer to an opinion that is what you might expect?

5 Put appropriate adverbs in these sentences. More than one may be possible as the answer will depend on your opinion.

- 1 , if you have a broken leg, the hospital is the best place to go.
 2 many people are suspicious of alternative medicine.
 3 some alternative therapies can be dangerous to your health.
 4 when doctors make mistakes, there are often serious consequences.
 5 , 60% of people worldwide rely on non-conventional medicine.
 6 , large drug companies take a significant interest in herbal medicine.

6 Answer this question.

'Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous.' To what extent do you agree with this statement?

Time: 40 minutes

Write at least 250 words.

Reading skills

Matching headings and note taking

Read one of two short texts about medical ethical questions.

1 Work with a partner.

Student A: Read *Genetically modified animals*. Match the paragraphs with the headings.

Student B: Read *Human cloning*. Match the paragraphs with the headings.

Genetically modified animals

Headings

Is this safe for humans?

What else could GM animals be used for?

What about the animals?

What are GM animals?

A

They are animals that have had genes from another species inserted into their DNA to give them new characteristics. For example, goats have been genetically engineered to produce spiders' silk in their milk.

B

- To help with medical research – mice have been engineered with human genes to help scientists find out how to cure human diseases such as cancer.
- To produce organs for transplantation into humans – animals have been genetically engineered with human genes so that human bodies will not reject their organs when transplanted.
- To make more food – for example, fast growing giant salmon.
- To change the nature of some animals – for example genetically engineering pet cats so that they don't have a hunting instinct.

C

No-one really knows what the effects may be. Some scientists are concerned that eating GM animals may be poisonous because new genes in animals may produce new proteins that the human body is not used to.

There is also a concern that GM animals will escape into the wild, where they will spread their modified genes. Wild fish could be displaced by the new super salmon, for example.

D

A lot of animals need to be killed to produce an animal with new genes – up to a hundred for each one. Genetic engineering also tends to produce ill or damaged animals – Dolly the sheep, the first cloned sheep, now has arthritis at a very early age.

Human cloning

Headings

Is it legal?

Why might people want to clone humans?

Why ban cloning?

How is it done?

What exactly is cloning?

A

Cloning is the creation of a cell or organism which is genetically identical to another. There are two main issues in talking about human cloning: the creation of a new person with the same genes as someone who is alive or has lived (reproductive cloning) and the creation of embryos in order to make new organs or cells for medical or research purposes (therapeutic cloning)

B

Dolly the sheep was cloned by transferring the nucleus of a body cell into an egg which had already had its nucleus removed. Human cloning would probably be done the same way.

C

It has been banned in the US and in Britain, Alan Milburn, the health secretary, announced recently that the UK will ban any attempt at human cloning.

D

- To grow a new organ for transplantation.
- For infertile parents, as a way to have a child.
- To recreate a loved person who has died.
- To try to live for ever by cloning yourself.

E

There may be a large number of miscarriages and deformities before a human is successfully cloned – it took 272 attempts to create Dolly the sheep, the world's first cloned sheep. It could also have a negative psychological impact on the person cloned because they would not be unique, and there would be confusion in families about relationships – a baby cloned from a man would be more like his twin brother than his son. Many religious groups also object because they see it as 'playing God'.

TIP


Note taking is an important skill. Pick out the main ideas and write them in short, simple sentences.

2 Read your text again and make notes under these headings.

Topic	
Explain what this topic means.	
Why some people are in favour of this.	
Why some people are against this.	
Your opinion on this topic.	

3 Work in pairs. Tell each other about your topic.

Listening

1  **28** You are going to hear part of a seminar in which students are discussing human cloning. Listen and answer the questions.

Multiple choice

- Cloning that is used for disease treatment is called
 - ethical cloning.
 - therapeutic cloning.
 - reproductive cloning.
 - human cloning.
- According to Ron, clones
 - are non-thinking machines.
 - are robots.
 - would not behave alike.
 - could be used in wars.
- According to Ron, reproductive cloning would have greatest advantages for
 - identical twins.
 - scientists.
 - governments.
 - infertile couples.
- Which of these organs does Alice mention could be 'grown'?
 - a kidney
 - an eye
 - a liver
 - an intestine
- According to Barry, therapeutic cloning is easier for people to accept, because
 - it couldn't really happen.
 - complete humans aren't being made.
 - it isn't 'playing God'.
 - everyone would benefit.

Language focus 2

Avoiding repetition

A cough is a reflex action which happens when nerves are stimulated in the lining of the respiratory passages by something which should not be there. This may be dust, a piece of food, or phlegm caused by an infection. The lungs are normally a sterile environment, so if dirt or dust get into them this could cause them to become a breeding ground for bacteria and infection. Coughing clears the lungs. If it is painful you may try not to cough and this can be dangerous because it can lead to a chest infection and even pneumonia.

1 Look at the underlined words in the passage above. Pronouns (*they, them, etc.*) and other reference links such as *then, there, this, that, these, those* and *one* are used to help avoid repeating the same words and improve the *cohesion* of the text.

In the first sentence of the paragraph, *there* refers to 'the lining of the respiratory passages' earlier in the sentence. What do the other underlined words refer to? (This could be a single word or a whole phrase.)

2 Use reference links to replace the underlined sections.

- 0 Hay fever is an allergic reaction to dust and pollen. Hay fever It is the most common allergy in the world.
- 1 The nose, sinus, throat and eyes are most affected. The nose, sinus, throat and eyes become irritated and swell up.
- 2 People usually first start to get hay fever in childhood. People often find that the symptoms improve by the time people are thirty or forty.
- 3 About 5% of people worldwide have hay fever. The percentage of people who have hay fever is higher in industrialized countries, where about 15% of the population suffer from hay fever.
- 4 If you have hay fever, don't mow the lawn if you have a lawn, and try to keep your doors and windows shut, as keeping your doors and windows shut will help to keep out the pollen.
- 5 People sometimes think that hay fever happens in late summer, yet hay fever does not only happen in late summer but throughout the spring and summer.
- 6 Some of the symptoms of hay fever are red and itchy eyes, sneezing, coughing and a runny nose. The symptoms of hay fever such as red and itchy eyes, sneezing, coughing and a runny nose can be very unpleasant and seriously affect your quality of life.

3 Look at a paragraph you have written recently. Can you improve its cohesion and avoid repetition using appropriate reference links?

Language focus 3

Unreal conditionals

An unreal conditional is used to talk about an unlikely or imaginary situation and its result.

unlikely or imaginary situation	result
(if clause)	(main clause)
<i>If a child were cloned from his father</i>	<i>he would be more like his brother than his son.</i> <i>he might be</i> <i>he could be</i>

1 Look at the example above and answer these questions.

- What tense or verb form is used in the *if* clause?
- Is the speaker talking about the past?
- What verb forms can be used in the second clause?
- Is it possible to change the order of the clauses?

Note that in the *if* clause it is considered more correct to use *were* than *was*, although native speakers will often use *was*, especially in less formal situations.

2 Make unreal conditionals from these prompts. Use *would*, *might* or *could* depending on how sure you are about the result of these situations. Remember that the *if* clause can be first or second.

- 0 you/be/a human clone/you/be affected psychologically.
If you were a human clone you would/could/might be affected psychologically.
- 1 human cloning/be legalized/people/live forever.
- 2 infertile parents/have children/human cloning/be legalized.
- 3 a human/be cloned/they/not be unique.
- 4 GM animals/escape into the wild/they/spread their genes.
- 5 we/make food/from GM animals/it/be poisonous.
- 6 GM animals/displace wild animals/they/escape into the wild.

3 Write your own sentences using unreal conditionals about:

- 1 Human cloning
- 2 GM animals

Study skills

Editing 1

Learning to correct your own mistakes will help you improve your accuracy and get a better mark in IELTS, as well as being very useful for your future studies.

1 Look at the following extract from a student's piece of writing. One example of each type of error has been identified. Can you identify the other underlined errors?

Spelling	1	Word not needed	5
Punctuation	2	Wrong form	6
Wrong word order	3	Wrong word	7
Word missing	4	Wrong tense	8

I am an international student 1 studing Business in 2 plymouth University. I have been here for 3 eight months nearly. I belive I am 4 suited business management because I worked in my father's company 5 the last year and I was learning practical business knowledge from my father. I am 6 interesting 7 on many things. I enjoy listen music, both classic and pop. I like very much reading foreign novels because 8 it has provided an opportunity of learning the English.

2 Correct the errors the student has made.

3 Now find and correct seven more errors in the next paragraph. What type of error are they?

If I will get a good degree, I am going work in my father's company again. This is a best way for me to learning the business. I will work very hardly, that will please my father, and I hope I will soon promoted!

4 Find and correct errors in your own work. Make a note of errors that you often make and look for these first.

Dictionary focus

Find these words in the unit. Then check their meaning in your dictionary and record them.



involve p.90	subjective p.91	aspect p.95
represent p.91	overall p.92	ban p.97
claim p.91	appropriate p.95	opportunity p.101