

READING

IN THIS UNIT YOU WILL LEARN HOW TO

- review skimming and scanning skills
- correctly answer flow-chart and table completion questions
- understand and correctly use quantifiers
- use paraphrase to help you answer sentence completion questions.

LEAD-IN

01 Look at the pairs of words related to health. Use a dictionary to check what part of speech they are and write the underlined suffixes in the table.

- 1 metabolism / metabolic
- 2 harmful / harmless
- 3 nutritional / nutritious
- 4 prevention / preventative
- 5 dietary / dietician / dieter
- 6 treatment / treatable

TIP 01

Learning suffixes can help you decode unknown words in a text. Most suffixes are specific to one part of speech and some have very specific meanings.

Noun	Adjective
-ism	

02 Answer the questions.

- 1 What is the difference in meaning between the suffixes *-ful* and *-less*?
- 2 What does the suffix *-able* mean?
- 3 To what part of speech do we add *-able* in order to form the adjective?
- 4 What do the suffixes *-er*, *-or* and *-ian* have in common apart from being noun suffixes?
- 5 Which part of speech uses all the following suffixes: *-ify*, *-ise/-ize*, *-ate*, *-en*?

SKIMMING



Skim reading a text before you look at the questions not only helps you with tasks that require you to identify the general idea of paragraphs, but also with more detailed reading tasks. This is because your skim read can help you to form a 'mental map' of the text, which will help you to identify the correct areas to look for answers in.

- 03** Look at two versions of a sentence. In each, different words have been blanked out. Which version shows the kinds of words you should be focusing on when you skim read? Give reasons.

Version 1

It is _____ to _____ how _____ has _____, given that the _____ in the _____ its _____ a mere _____.

Version 2

_____ astonishing _____ contemplate _____ popular junk food _____ become, _____ first fast food restaurant _____ US only opened _____ doors _____ century ago.

- 04** Without reading a full sentence in any of the paragraphs, skim read the text below. Try to notice the key meaning-carrying words in each one. Then match the main ideas/functions (1–6) with each paragraph.

- 1 Provides an explanation for the way people act
- 2 Makes a prediction
- 3 Outlines a growing phenomenon
- 4 Describes a process
- 5 Contrasts opposing viewpoints
- 6 Relates a problem to a specific group of people

- 05** Discuss with a partner which words or phrases gave you the answers to exercise 4.

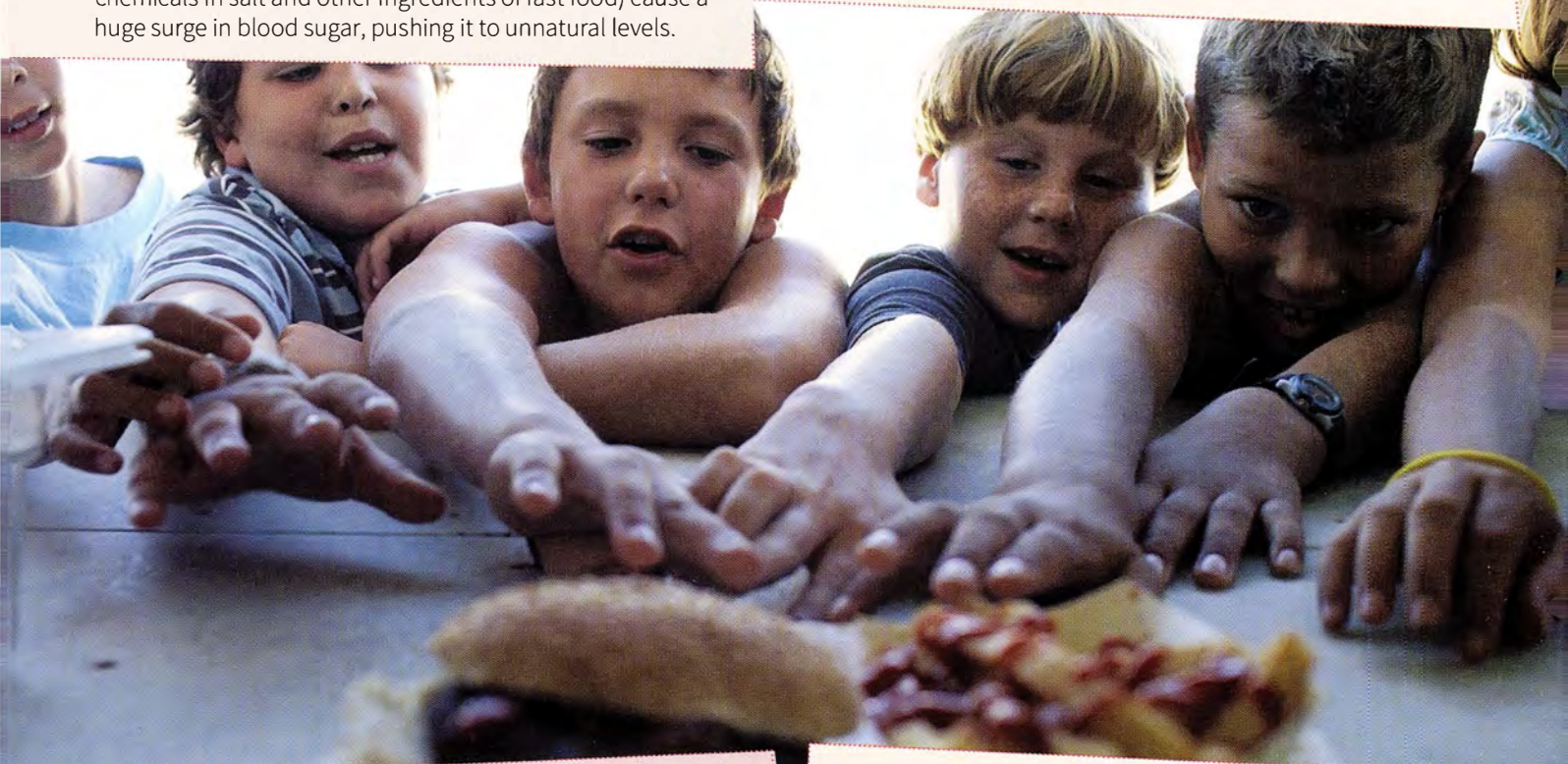
THE UNSTOPPABLE RISE OF BURGERS AND FRIES

It is astonishing to contemplate how popular junk food has become, given that the first fast food restaurant in the US only opened its doors a mere century ago. Since then, high-calorie processed meals have taken over the world, with multinational restaurant chains aggressively chasing levels of growth that show no signs of slowing down. Much of this expansion is currently taking place in less developed parts of the world, where potential for customer loyalty is seen as easier to develop, but it is not just in these areas where such growth is visible. Indeed, a recent study from the University of Cambridge found that the number of takeaways in the United Kingdom rose by 45 per cent between 1997 and 2015. This explosion in the takeaway trade is not an inevitable outcome of what we call 'progress'. On the contrary, it comes in the face of an increasing body of evidence that we are heading for dietary disaster.

Yet, despite nutrition experts' best efforts to educate people about the dangers of a diet filled with processed food, it appears that the world doesn't want to listen. Medical specialists point out that, although eating too much unhealthy food is likely to be as dangerous in the long-term as smoking, regular consumption of high-calorie food has somehow become more socially acceptable than ever. While local authorities in some towns and cities have taken measures to combat the rise in this trend by limiting the number of fast food outlets permitted to be open simultaneously, critics argue that people have every right to make their own decisions about what they eat and how they choose to live. However, the way in which we have come to binge on takeaways isn't only a personal issue of weight gain, or of buying larger clothes. The consequences of mass overconsumption should strike fear into the hearts of everyone.

Research suggests that there is an evolutionary reason as to why people compulsively overeat – it is simply part of our innate behaviour. When humans evolved, we did not have the abundant supply of food that we enjoy today, and so eating was more about survival than pleasure. We became more likely to opt for high-calorie foods, with high fat content, that could sustain us through cold winters when the supply of nourishment became sparse. This explains why a 600-calorie burger seems so attractive: it awakens our primal side, makes us feel well fed, inspires contentment. Processed food stimulates the reward response in our brains, so we feel compelled to overeat, and not necessarily in a healthy way. Junk food acts as a trigger for chemicals such as the ‘feel-good’ dopamine to flood through the brain and induce a sensation of happiness. Meanwhile, high amounts of sugar and sodium (one of the chemicals in salt and other ingredients of fast food) cause a huge surge in blood sugar, pushing it to unnatural levels.

This occurs within the first few moments of eating a high-calorie meal. From there, routinely processing such high levels of sodium is impossible, and the body’s organs are pushed beyond their natural working capacity in trying to do so. The kidneys cannot remove all the excess salt from the blood, and thus an overdose of sodium causes the heart to pump faster while transporting blood through the veins. There are multiple dangers of high blood pressure, especially for the elderly and in the long-term. Sodium taken on in such quantities can lead to dehydration, a condition whose symptoms are extremely similar to hunger, and this leads to a painful truth: as soon you have finished your junk food meal, you immediately start to crave another. Thereafter, the body starts to digest the food. Usually, this takes between four and 12 hours, but with fast food, where the fat content is so much higher, the same process lasts at least three days.



A number of studies have shown how young people can become even more addicted to junk food than adults. When a child eats a burger, the same neurological processes occur as in their parents: their brain’s reward system is awoken, dopamine is released, a spontaneous feeling of excitement results, their blood sugar rockets, and so on. An adult can apply their maturity to understand that this thrill is *not entirely* without drawbacks, and that they need to control their urge to eat more. However, a child cannot necessarily see any negative consequences to this urge and the potential effects of their lack of self-control, so they find it far more difficult to exercise restraint and moderate their food consumption.

It is common to read or to hear criticism of the junk food industry that does so much to promote the overconsumption of its products. But it does not appear that any of this criticism is changing widespread dietary habits in any substantial way. What is more, the humble burger has been elevated to such a point that many people no longer see it as simple, *on-the-go* food. It has arguably become a stylish and aspirational part of one’s daily diet. Consider, for example, how some television companies recently made several series of programmes encouraging unnecessary overeating, in which the host devours dish after dish of unhealthy, fatty meals until they are full – and then far, far beyond. While such glamorisation exists, it is difficult to see how our collective march towards a global obesity crisis can ever be halted.

SCANNING



You will need to use different scanning skills in the Reading test. Sometimes, you will be looking for a name, number or title, for example. This is the least difficult task to do successfully, as you will be able to use capital letters, numbers, and *italicised* words. Long, technical words such as 'cardiovascular' are also easier to find.

Candidates aiming at a higher score should be able to scan a passage for synonyms or full paraphrases of the key words or ideas in a question. It could be that you need to find a single word, but the more difficult questions require you to search for a phrase, or a sentence, that corresponds with those key words or ideas. This requires a greater range of vocabulary and understanding of meaning and suggestion.

06 Discuss with a partner which of the following techniques will help you to find specific information when you scan a passage.

- a Moving your eyes from left to right along each line
- b Moving from the bottom of the page to the top, quickly moving your eyes left and right
- c Breaking a paragraph into four sections (top right, top left, bottom right, bottom left) and moving your eyes around each one
- d Moving your eyes in a 'zig-zag' pattern from top to bottom, or bottom to top, of the passage

07 Scan the passage on pages 31–32 for the following information.

- | | |
|------------------------------|--------------------------------|
| 1 the names of two chemicals | 3 a unit of measurement |
| 2 a proportional increase | 4 five parts of the human body |

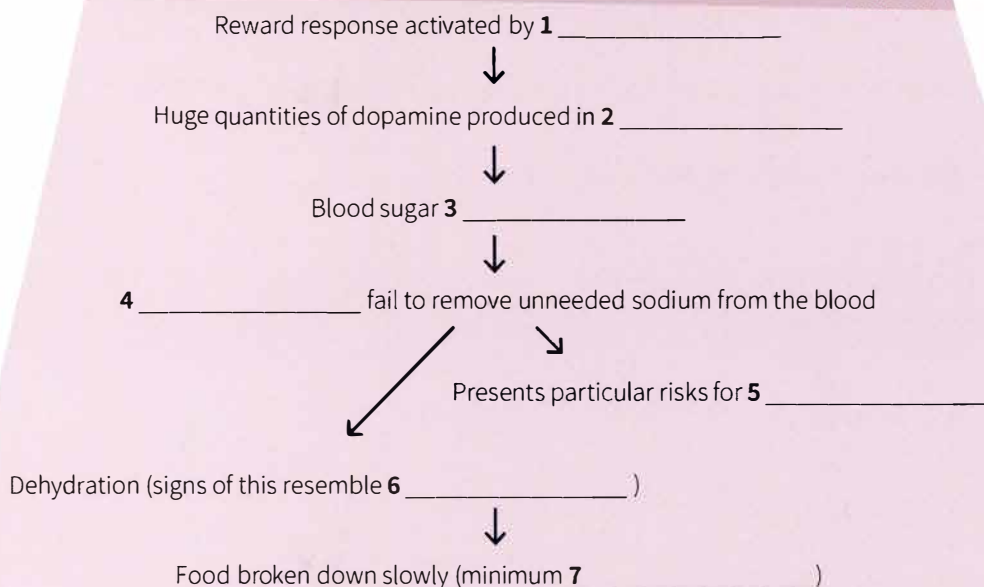
COMPLETING FLOW-CHARTS / TABLES / NOTES

08 Use the words of the flow-chart to help you decide in which part or parts of the text the answers can be found.



These exam tasks require you to complete the gaps in a flow-chart, table or set of notes using a specified number of words. Usually the answers will be located in one part of the text only but sometimes you will need to look at the text as a whole. Answers are usually – but not always – in the same order as in the text, and are usually fairly close together. The words you need will be in the text in the same form.

The effects of fast food on the body



TIP 09

09 For each question, choose **NO MORE THAN TWO WORDS** from the text to complete the flow-chart in exercise 8.

10 Look at the title of the table completion question. In which section of the text will you find the answers to enable you to complete the table?

Once you have identified the parts of the text where the answers will be found, predict what kind of information is missing in each gap (name, numerical information, adjective, etc.). Then read in detail to find it.

Differences in adult and child reactions to eating processed food

Adult	Child
Eats – dopamine released Reward system activated	Eats – dopamine released Reward system activated
Can understand negative consequences Rationalises excitement by relying on 8 _____	Cannot understand negative consequences Unable to resist the 9 _____ to consume more food
Can hold back cravings Stops eating	Does not show 10 _____ Continues to eat

11 For each question, choose **ONE WORD ONLY** from the text to complete the table.

SENTENCE COMPLETION



These tasks use many of the skills you need for completing a flow-chart, notes or table. However, the questions will be in the order in which they appear in the text and it is more likely that you will need to find the answers from two or three sections of the text or even the text as a whole.

12 Look again at paragraph A of *The unstoppable rise of burgers and fries*. Find and underline paraphrases for:

- | | |
|--|--|
| 1 pursuing | 3 huge success of the fast food industry |
| 2 a large part of the growth in the fast food industry | 4 growing proof |

TIP 12

Find paraphrases of the key ideas in the sentence stems you are given to help you locate the answers.

13 Complete the sentences. Choose **NO MORE THAN TWO WORDS** from the text for each answer.

- Global food corporations are fiercely pursuing ways in which to increase their _____.
- The fast food industry is particularly building its presence in areas that are _____.
- Despite more and more proof of its negative effects, the huge success of the fast food industry is leading us into _____.

14 Find and underline paraphrases for these phrases.

- the public seems unconvinced (paragraph B)
- developed initiatives to change fast food consumption habits (paragraph B)
- an instinctive characteristic people share (paragraph C)
- transforming the way most of the public view and consume food (paragraph F)
- glamorous (paragraph F)

15 Complete the sentences. Choose **NO MORE THAN TWO WORDS** from the text for each answer.

- 1 Much of the public seems unconvinced that if they eat an excess of _____, they will become ill.
- 2 Many urban councils have developed initiatives to change fast food consumption habits by issuing restrictions on how many _____ can sell fast food.
- 3 A number of scientists believe that an instinctive characteristic people share causes them to _____.
- 4 One problem is that a fast food diet has become glamorous and _____.

GRAMMAR FOCUS: QUANTIFIERS

16 Compare these sentences with underlined quantifiers to the correct versions of these sentences in exercise 15. Then match them with the common error explanations A–C.

- 1 Much of public seems unconvinced that ... they will become ill.
 - 2 Many of the urban councils have developed initiatives ...
 - 3 A number of scientists believes that an instinctive characteristic ...
- A The subject is actually plural and therefore the verb does not agree.
B The noun which follows the determiner is uncountable and must be preceded by 'of the'.
C When we talk about a noun in general terms, we use *most*, *much* or *many*. Including 'of the' means we are referring to one of a specific group, which is not the case here.



Many candidates lose marks in the IELTS test due to making mistakes with quantifiers, particularly those that relate to groups. You can lose marks in Reading tasks like those in this section if your answer is not grammatically correct.

EXAM SKILLS

17 Read the passage and answer questions 1–14.

THE GROWING GLOBAL THREAT OF ANTIBIOTIC RESISTANCE

Antibiotics have been one of humanity's success stories for hundreds of years, being responsible both for saving the lives of millions of patients and for helping scientists to take enormous steps in the fields of medical and surgical treatment. But this success has come at a price. The growing resistance of many bacterial strains to the curative effects of antibiotics is such a concern that it has been referred to, in some quarters, as the greatest threat to our continued existence on earth. We have become careless, it is argued, not only in our reliance on the quick fix of medicine if we feel even slightly under the weather, but also in taking the availability of antibiotics for granted, using them incorrectly, not following the prescribed dosage. This has given rise to a new form of superbacteria, a type which is able to fight off antibiotic treatment with ease.

Although their resistance to antibiotics has been built up over a long period of time, bacteria actually replicate extraordinarily quickly, and any resistance developed is

also duplicated as they divide. In addition, those bacteria carrying resistance genes happen to spread those genes further via 'horizontal gene transfer', a process whereby one bacterium passes on the resistance gene from another without even needing to be its parent. What makes the spread of these strains more difficult to control is that it occurs in a cyclical process. In the case of humans, when a person becomes infected and the resistant bacteria set up home in the gut, the sufferer has two choices: look for help or stay at home. In seeking medical assistance, whether through an appointment to visit their local doctor, or taking themselves to hospital, they contaminate other patients, later to be discharged and sent home. The resistant bacteria then spread out into the local community. This is also the end result if the infected person decides not to seek any medical assistance at all: they keep the bacteria at home and allow them to breed without treatment.

Livestock also play their part in dispersing these newly evolved, bullet-proof microorganisms into the food chain. These resilient bacteria do not discriminate between man and beast, and so animals play host to the very same bacteria as are found in humans, with the end result that our farms and abattoirs have become breeding grounds for inter-species infection. In fact, even after slaughter, these bacteria can easily survive on animal carcasses, remaining alive and reproducing until the point of purchase and beyond, eventually invading our systems when we ingest the flesh as infected meat. So is the answer simply to become a vegetarian? Sadly not. The very same resistant bacteria will leave a host animal's gut in the form of faeces, which are employed in agriculture as manure to support food crops. From there, the wheat, maize and corn that are grown for human consumption transport the bacteria into our bodies. There really is no escape.

That said, there is always something that can be done to try and minimise any risk, however much of a lost cause it might seem. In 2014, after accumulating data from 114 countries, the World Health Organization (WHO), issued a set of guidelines intended to tackle the increasing problem of resistance. Doctors and pharmacists were advised to avoid prescribing and dispensing antibiotics as much and as often as possible. Only when treatment is utterly necessary should they resort to doing so, while the greatest of care should be taken to ensure that the antibiotics they provide are the correct ones to treat the illness. In turn, the general public must play their part by only taking antibiotics as prescribed by a doctor, as well as making sure they see out the full course, even if they feel better before the antibiotics are finished. Additionally, they should never share their medication with others or – astonishing as it may seem that this would need to be stated – buy drugs online.

Away from the individual and onto organisations, the WHO has urged policymakers to invest in laboratory capacity and research to track increasing drug resistance as it happens, over time. Our leaders and governors were also advised to ensure that use of antibiotics is strictly regulated, something that can only be achieved through cooperation between themselves and the pharmaceutical industry. If innovation in research were encouraged, and new tools developed, the WHO argued, the threat might yet be contained. But herein lies the biggest challenge of all. Antibiotic development has slowed down considerably over recent decades as the pharmaceutical industry becomes ever more governed by profit margins. Since they are used for a relatively short time, and are often effective in curing the patient, antibiotics are nowhere near as lucrative as the drugs that treat long-term disorders, such as diabetes or asthma. Because medicines for chronic conditions are so much more profitable, this is where pharmaceutical companies invest their time and money. A further stumbling block is the relatively low cost of antibiotics, newer examples of which tend to cost a maximum of £1,000 to £3,000 per course. When compared with cancer chemotherapy, for example, a process of treatment that costs tens of thousands of pounds, the discrepancy becomes impossible to mend.

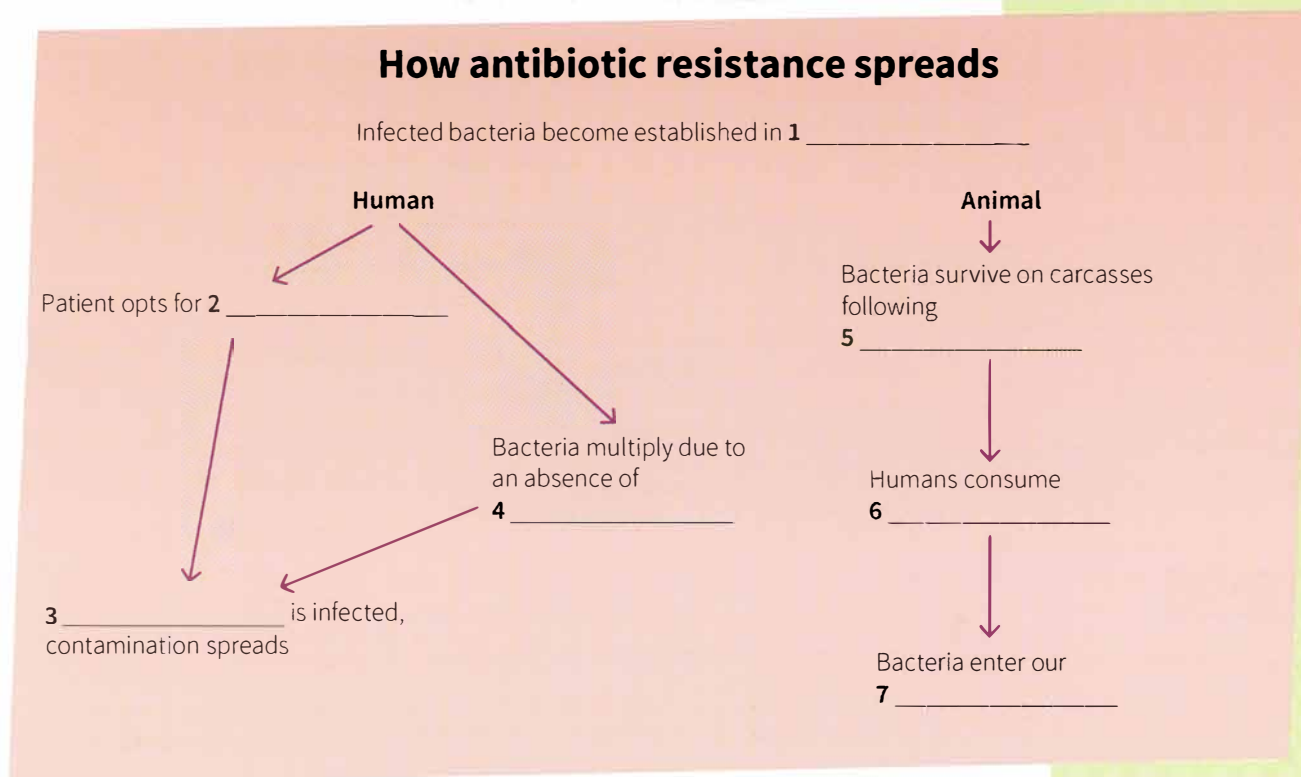
As a race, humans have seen remarkable health benefits over the years as a huge number of illnesses have been treated by antibiotics, but we now face a global emergency as antibiotic-resistant bacteria are beginning to emerge more rapidly and frequently than ever before. Not only has this created a potential health crisis, since we are increasingly unable to provide the sick with treatment as a result of worldwide overuse of these drugs, but it is also unlikely to be tackled any time soon, as the powerful pharmaceutical companies are primarily driven by profit and see little benefit in researching and creating new antibiotics. It simply does not work on the balance sheet, and so it falls to governments and individuals around the world to find ways to manage the crisis. Coordinating such efforts will not be easy.



Questions 1-7

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.



Questions 8-11

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Recommendations from World Health Organization

Medical professionals	General public
<ul style="list-style-type: none"> Only prescribe antibiotics when there is no alternative. Prescribe or dispense correct treatment on a case-by-case basis. 	<ul style="list-style-type: none"> Only take antibiotics prescribed by a doctor. Take the complete 8 _____. Avoid 9 _____ purchase of medication.
Governments/Polymakers	Pharmaceutical industry
<ul style="list-style-type: none"> Give money towards increasing 10 _____ with which to monitor the continuing development of resistance to antibiotics. 	<ul style="list-style-type: none"> Co-operate with policymakers to fund new kinds of research in order to find 11 _____ with which to fight the threat of antibiotic resistance.

Questions 12-14

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- 12** The rapid emergence of antibiotic-resistant bacteria could put a stop to the _____ that have been enjoyed by humanity.
- 13** Owing to its _____, antibiotic treatment of people with illnesses is becoming dangerously less effective.
- 14** With pharmaceutical companies preoccupied with profit, responsible governments and individuals must take steps to tackle the _____ themselves.

WRITING

IN THIS UNIT YOU WILL LEARN HOW TO

- effectively answer 'advantages and disadvantages' questions
- write topic and supporting sentences, developing your ideas in each paragraph
- achieve a high score in Coherence and Cohesion
- correctly use less common discourse markers.

LEAD-IN

01 Complete the table with words and phrases from the box. Use a dictionary if necessary.

benefits	pros	on the downside	positives	drawbacks	issues
negatives	cons	on the plus side	problems	on the upside	

Advantages (synonyms / paraphrases)	Disadvantages (synonyms / paraphrases)

02 Look at the list of ideas. In pairs or groups, brainstorm and make notes on advantages and disadvantages for each, based on the subject of health.

Example: Doing contact sports

Advantages: *excellent form of physical exercise; improves reactions and reflexes; fighting sports teach you to defend yourself, often require strong focus, so good for mental health*

Disadvantages: *easy to get injured; some contact sports actually intend to harm opponents; people can be killed*

- 1 Living in a busy city
- 2 Increased life expectancy in many societies

TIP 02

It's a good idea to start the planning of any Task 2 writing by brainstorming ideas. Make a list of the things you can talk about and then prioritise them in order of importance. Decide which to include and which not, and then decide what would be a logical sequence for presenting these ideas.



MAIN AND SUPPORTING IDEAS

03 Use the phrases below to write topic sentences for your ideas from exercise 2.

- 1 One problem with ... is ...
One problem with increased life expectancy is an ageing population that puts a strain on health care services.
- 2 The main advantage of ... is ...
- 3 The principle issue with ... is ...
- 4 One obvious negative effect of ... is ...
- 5 Another disadvantage of ... is ...
- 6 Overall, the benefits of ... outweigh the drawbacks because ...

04 Read the topic sentence and the possible supporting ideas for it below. Which two are not effective at developing the topic sentence idea further?

One obvious benefit of participating in a contact sport is the improvement in one's physical health and well-being.

- 1 Regularly taking part in a demanding and potentially dangerous activity leads to enhanced physical conditioning, as well as improved speed of thought and reaction time.
- 2 Any physical exercise, however minimal, is bound to improve fitness in some way, but studies show that boxing, in particular, produces the fittest and sharpest athletes of any sport there is.
- 3 On the other hand, it is arguable that the potential dangers involved in doing so – and injuries are inevitable, after all – outweigh any benefits that may be felt or gained.
- 4 Despite the fact that there have been many accidents, and even occasional fatalities, the vast majority of people who take part gain a high level of fitness and rarely, if ever, suffer injury.
- 5 The healthier you are, the less likely you are to visit a doctor, and this can only be a good thing as it is often difficult to get an appointment to see a medical specialist.
- 6 Not only that, but the sometimes risky nature of sports such as rugby or ice hockey also demand intense levels of concentration that positively affect mental awareness.

05 Match the four possible supporting ideas you identified in exercise 4 with their function (a–d) in relation to the topic sentence.

- a It gives a specific supporting **example**.
- b It uses a **cause and effect** argument to clarify the idea.
- c It supports the topic sentence but shows a **contrasting** view that looks at another side of the argument.
- d It adds an **additional** point to strengthen the idea in the topic sentence.

06 Write two supporting sentences for this topic sentence. Use two different functions.

One significant drawback is the fact that participating in contact sports can cause injury and, in some extreme cases, death.

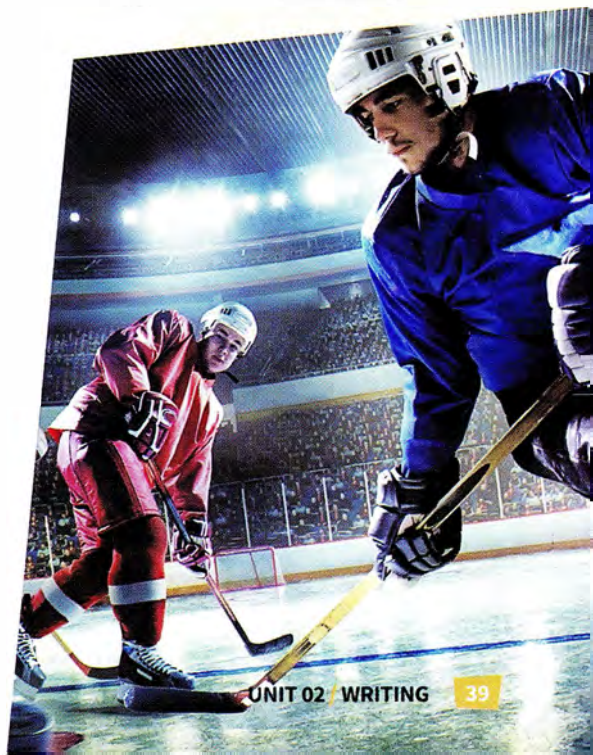


Good paragraphs in essays usually begin with a *topic sentence* (expressing the main idea of the paragraph) which is then followed by *supporting ideas* – explanations, examples, etc. which 'support' or 'clarify' the idea of the topic sentence. Topic sentences should introduce and establish the main idea of each paragraph clearly and simply. Avoid trying to write anything too complex or long. You can go into more detail with your supporting ideas.

TIP

04

Think carefully about the kind of supporting ideas you want to follow your main idea and what their functions are.



COHERENCE AND COHESION

07 For this Task 2 'advantages and disadvantages' question, discuss with a partner in which order you could put the notes so that they form a logical paragraph.

In terms of personal health and fitness, what are the advantages and disadvantages of living in a busy city?

- e.g. 250 gyms in my capital city
- In cities – many gyms
- Traditional idea – rural life is healthier; not true
- Gyms part of larger chains, people can use any in city

08 The discourse markers in this paragraph are missing. Think about the function of the supporting ideas and then choose the discourse markers from the box that would fit in each gap. There are three possibilities for each gap.

What is more	By way of example	For instance
Consequently	Because of this	As a result
For example	In addition to this	Moreover

One positive aspect of city life is that there are generally a large number of fitness complexes available for members of the public to join, and most cater for the requirements of all their customers, whether those be for running machines, for weight training and so on. **1** _____, in my city alone there are somewhere in the region of 200 individual facilities, allowing residents the opportunity to stay healthy wherever they live or work. **2** _____, these gyms are often part of larger chains, and it is convenient for their members to be able to visit a range of locations if they wish to do so. **3** _____, although living in rural areas is traditionally assumed to be better for one's health, the sheer quantity of available facilities in modern cities means that this stereotype is changing.

09 Read a candidate's paragraph and answer the questions.

One of the advantages of living in a city is that there are many gym facilities. For example, in my capital city there are more than 250 gyms. What this means is that there is a lot of choice available to the public. Furthermore, these gyms are often part of larger chains because people can visit any gym, in any location, in any city, meaning that there are options for everybody regardless of their lifestyle. Despite this, people usually believe that rural life is better for your health. This is because the traditional belief is that living in the countryside means that you do more exercise. However, the increasing number of gym memberships in cities does mean that this attitude is slowly changing.

- 1 Does the paragraph have a clear topic sentence? If so, what is it?
- 2 Do the ideas follow logically from one another?
- 3 What function (example, cause and effect, addition or contrast) does each have of the underlined discourse markers have?
- 4 Which discourse marker is incorrectly used? Can you suggest an alternative?
- 5 Which discourse marker(s) could be omitted without impeding the logical flow of ideas?



The examiner will pay attention to how well you can produce an essay that is *coherent* (easy to follow and to understand) and *cohesive* (the essay flows naturally and logically from one idea to the next). It is therefore important that your main and supporting ideas are connected to form paragraphs that are easy to read and convey your ideas or arguments clearly.

TIP 08

Discourse markers are words and phrases used to communicate certain language functions. For example, *On the other hand* is a discourse marker to introduce a contrasting point or idea. Using a variety of them in writing is particularly important for constructing solid arguments and paragraphs, and improves your Coherence and Cohesion score.



TIP 09

You can also lose marks for misusing or overusing discourse markers. Not every sentence needs one. Consider whether the meaning of your sentence/ paragraph is affected without them. If your meaning is clear, perhaps it is not necessary to use one.

10 Look at the essay question and the three introductions below. What are the strengths and weaknesses of each one?

Many countries offer a free health care system to their citizens rather than relying on private health care.

Discuss the advantages and disadvantages of having a free system, and give your opinion.

- A In many countries, basic health care provision for the population is funded and maintained by the state, yet for many others only private care is available. This raises the question of why some countries choose one system over the other. What are the pros and cons of offering free healthcare?
- B Basic health care is a basic human right, but having a free system has both upsides and downsides. In this essay I will discuss them, including the ideas of how such a system is essential for poorer elements of society and the problems of paying for and maintaining a system like this. Overall, I think the advantages outweigh the disadvantages.
- C Some countries offer a free health care system and others rely on private health care. What are the advantages and disadvantages of free health care and what is my opinion on it?

11 Read these conclusions for the essay question in exercise 10 and, in pairs, discuss the questions below.

- A In conclusion, there are many advantages and disadvantages to having a free health care system.
- B Overall, the advantages of offering free health care outweigh the disadvantages. Whilst there clearly is a financial cost to governments and taxpayers, the fact that everybody has access to health care regardless of their financial situation easily justifies this cost.
- C In summary, weighing up both sides of the argument, I would say that although providing free health care does have some downsides, particularly financial ones for the country in question, the fact that no one in that society has to worry about medical bills more than justifies having it.
- 1 Which conclusion(s) do you prefer? Give reasons.
 - 2 Are there any discourse markers or other phrases in them that you could use in your own conclusions? Underline them.

TIP 10

Your introductory paragraph for this kind of essay should:

- clearly state the situation/ context and question that you will discuss in the body of the essay in a way that sounds engaging to the reader
- *not* simply repeat the words in the question, but paraphrase the ideas into your own words
- give your position clearly at the beginning of the essay because this is a key part of the question.

TIP 11

Your concluding paragraph should briefly summarise what you have said in the body of your essay and state your own position on the question.

EXAM SKILLS

12 Answer the Writing Task 2 below.

You should spend about 40 minutes on this task.

In many countries around the world, life expectancy is increasing.

Discuss the advantages and disadvantages of this situation and give your own opinion.

Write at least 250 words.

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- correctly answer table completion and note completion tasks
- use headings and completed cells in tables to help you predict correct answers
- correctly use a variety of determiners and quantifiers.

LEAD-IN

- 01▶** Complete the table by choosing the correct options for each part of the IELTS Listening test.

Section	Situation	Number of Speakers
1	everyday, social / educational or training	1 / 2 / 2 or more
2	everyday, social / educational or training	1 / 2 / 2 or more
3	everyday, social / educational or training	1 / 2 / 2 or more
4	everyday, social / educational or training	1 / 2 / 2 or more

- 02▶** With a partner, tick the situations you might hear in the Listening test.

- 1 Two people discussing what they like to eat to stay healthy
- 2 A university lecturer talking about the history of a medical procedure
- 3 A guide instructing people how to find a gym and a swimming pool in a town
- 4 A university tutor discussing the contents of a fitness magazine with her students
- 5 A call to a customer services centre for information on an exercise class
- 6 Three students discussing a research project on life expectancy in Japan
- 7 The organiser of a sports day describing what happened in a football match
- 8 A student telling her parents about her sports team at university

- 03▶** Of the correct answers to exercise 2, in which sections of the test (1–4) would you expect to hear each one?

TABLE COMPLETION



For this task, the correct answers are specific words from the recording in the same form as you hear them, and in the same order as the questions. Make sure you check your answers for errors like the following, which can lose marks:

- incorrect spelling
- exceeding the given word limit
- repeating words that are already in the table
- omitting key details such as measurements (km, grams).

04

Using the information you are given in each table, discuss with a partner what you think are the situational contexts for each one. Then use the words in the box to complete the titles for tables A, B and C.

Records History Centre Classes in
Exhibition Discoveries Sports Medical Olympic

TIP 04

Read the table before you listen to help you decide what kind of context or situation is being described. This can help you determine what kind of information you are going to hear.

A _____

Event	World record	Year	Room
Men's 100m sprint	9.58 seconds	2009	1 _____
2 _____	29 min 17.45 sec	2005	Parker Room
Javelin		1990	Main Auditorium
...

B _____

Discovery	Scientist	Nationality	Modern benefits
3 _____	Alexander Fleming	Scottish	a) combat bacteria b) development of antibiotics
Germ theory	Girolamo Fracastoro	Italian	a) smallpox vaccination b) combat viruses
DNA	Friedrich Miescher	4 _____	a) combat diseases b) 5 _____
...

C _____

Class	Days and Times	Instructor
Aerobics	Mondays at 7 pm Wednesdays at 6 _____	Susan
Futsal	Saturdays at 12 pm and 3 pm	7 _____
8 _____	Sundays at 4 pm	Ting
...

05 Look at exercise 4 again. For which questions (1–5) might these be possible answers?

Example: question 1 – d (*The Archer Suite*)

- a Women's 10K
- b Marco and Victor
- c Swiss
- d The Archer Suite
- e gene therapy
- f table tennis
- g penicillin
- h 6.30 pm

TIP 05

Use the time before the recording starts to predict what information is missing. Predicting can help you decide what you are listening for, e.g. what part of speech (noun, verb, adjective, adverb) and what kind of information. You will also know from the instructions in the question how many words are required for the correct answer.

06 In which section (1–4) of the test would you expect to see each table? Listen to the start of these recordings and confirm your answers.

10

- Recording 1: Table A: Section _____
- Recording 2: Table B: Section _____
- Recording 3: Table C: Section _____

TIP 06

Table completion tasks usually occur in Section 1 but can appear in other sections of the Listening test, with the complexity of the table and the recordings becoming more challenging in the later sections of the test.

07 You are going to hear someone asking for information at a Societies' Fair – an exhibition where university clubs display information about their activities and hope to attract new members. With a partner, discuss what sort of information you might hear for each gap.

TIP 07

Use the table heading to help you focus on what information you need to complete.



University Societies' Fair

Societies	Location	Contact
1 _____	Room A12	Paul
Vegan	2 _____	Peter
Healthy Eating	3 _____	Catherine
4 _____	Gym	Sarah
Road Running	Car Park	5 _____

08 Listen and complete the table. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

11

GRAMMAR FOCUS: DETERMINERS AND QUANTIFIERS

09▶ The sentences are taken from the recording. For each sentence, choose which of the three options are grammatically possible (there can be more than one correct answer for each question).

- 1 Oh, there are **a number of the** / **numbers of** / **a number of** socs that might suit you.
- 2 Peter and Paul are actually brothers. **Both they** / **Both of them** / **Both** are really nice.
- 3 I don't think **either of those** / **either of** / **either** socs are for me.
- 4 **All of the** / **All of** / **All** main types of exercise are covered here.
- 5 **None of those** / **Not of those** / **None of** are really my kind of thing – I'm more of a runner.
- 6 **The whole** / **The whole of the** / **The whole of** university turns out to support them.

10▶ Correct the mistakes in bold in this leaflet. One of the words/phrases in bold is correct.

Healthy Eating Society

(1) **Some of people** assume that the Healthy Eating Society (HES) is simply about salad and seeds, and that our members are (2) **all of them** humourless and over-serious. The truth is completely different. The HES encourages you to enjoy food – (3) **any of the** food – and there are (4) **none** meals that are 'forbidden'. We just emphasise moderation.

Twice a week, (5) **every of us** go out for dinner together. (6) **Some of** restaurants we have visited serve food that is high in fat, but that is the whole point of eating healthily – treat yourself, but not too often. And every week a group of us get together to cook a meal to share, which can have some interesting results!

(7) **Many of the** people believe that you can't both be healthy *and* eat high-calorie meals. We believe that you don't have to choose (8) **either** one above the other: it is possible to do (9) **each**.

And this is an idea that (10) **whole** of our members would agree with. Come along to our stall at the Societies' Fair and see for yourself.



NOTE COMPLETION



In note completion tasks you can apply similar strategies to those you use for table completion.

- 11** Look at the note completion task. What type of information do you expect to hear for questions 1–6? Choose from a–f. Do not answer the questions yet.

Questions 1–6

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

University Road Running Society

President of Society: 1 _____
 Members run on average 20K each 2 _____
 Last race took place over 3 _____ in 4 _____
 Team vest for this year: white with a 5 _____ stripe.
 Annual membership fee: 6 £ _____

- a price
- b period of time
- c distance
- d name
- e design or colour
- f place

- 12** For questions 1–6 in exercise 11, with a partner, discuss which is the least likely answer from the three options given in each case. Give reasons.

- 1 Claire Enwark / Claire / Clare Ennark
- 2 week / fortnight / year
- 3 100km / 10km / 100m
- 4 Oxford / a sports centre / Manchester
- 5 blue dark / dark blue / pale blue
- 6 150 / 5000 / 50

- 13** Listen and answer the questions in exercise 11.



EXAM SKILLS

- 14** Listen and answer questions 1–10.



Questions 1–5

Complete the table below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Healthy Eating Society Weekly Plan

Day	Activity	Time	Location of meal
Wednesday	Restaurant: 1 _____ food	7.30	High Street
Thursday	Prepare a meal together	8.00	2 _____
Friday	Restaurant: European food	3 _____	4 _____ in town
Saturday	5 _____	12.00	canteen

Questions 6–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Extra information for Healthy Eating Society members

Cost of membership: 6 _____
 Average length of restaurant dinner: 7 _____
 Leave the waiters an extra: 8 _____
 To book a place, best to send Catherine: 9 _____
 Rule – never talk about: 10 _____

SPEAKING

IN THIS UNIT YOU WILL LEARN HOW TO

- improve your score for Fluency and Coherence (FC)
- extend your Part 1 and Part 3 answers
- correctly use and pronounce a range of discourse markers.



LEAD-IN

01▶ The following idioms describe problems you should try to avoid if you want to express yourself fluently. What do they mean in the context of the Speaking test? Use a dictionary if you need to.

- 1 going round in circles
- 2 losing your thread
- 3 stumbling over your words
- 4 labouring the point
- 5 beating about the bush
- 6 talking at a mile a minute

02▶ Complete the sentences using the idioms from exercise 1 in the correct form.

- 1 I got too nervous in the Speaking test and kept _____.
- 2 I was really nervous at the start of the Speaking test and realised I was _____, so I took a deep breath and slowed down.
- 3 I'm not going to _____ – unless you start working harder in class, you won't get more than a 6.0 in your IELTS test.
- 4 This Reading question is impossible. I keep thinking I've got the answer, but then realise I haven't. I'm just _____.
- 5 My teacher gave me a lower score in my Writing Task 2 essay. She said my second paragraph was far too long and I ended up _____. She said I should have moved on to discuss some other aspects of the question.
- 6 In Speaking Part 2, the candidate began OK, but then she _____ and started talking about things unrelated to the task card.

TIP 01

Including idiomatic language is a very good way to improve your Speaking score. However, you should only use the idioms and phrases you are comfortable with, and that you know how to use correctly and appropriately.



In the Speaking test, 25% of the marks are given for Fluency and Coherence (FC). You can lose marks for the following:

- repetition (of language or ideas)
- having to correct yourself too often (because you are not being understood)
- talking too quickly or slowly
- long pauses before answering or between sentences
- overusing / not using / incorrectly using discourse markers or linking phrases
- giving answers that are too short.

03

Listen to two candidates answering a Part 3 question. Discuss with a partner which of the two would get more credit for Fluency and Coherence (FC). Give reasons.

14

TIP 03

Don't worry if you are not producing entirely accurate sentences when you are talking. There is a big difference in the accuracy of *spoken* and *written* language. For example, saying 'um' and 'uh' is a normal part of natural speech – it will not affect your score if they occasionally appear in your answers. Equally, beginning a sentence with *and* or *but*, which you should not do when you write, is perfectly natural in spoken English.

ANSWERING PART 1 QUESTIONS



Part 1 questions ask you to talk about personally focused, familiar topics, and to respond with your personal experiences and opinions. You are not expected to speak at length, but make sure you answer the question and try to give complete answers, supported with examples, reasons, etc. Unlike in Part 3 questions, you are not expected to bring in other opinions or views or a balanced argument.

04

Listen to and read the answers to this Part 1 question. Decide which candidate gives an appropriate answer. Give reasons for your choice.

15

Examiner How often do you eat healthy meals?

Candidate 1 I'm very much a sociable type of person, so whether I'm eating at a restaurant or at home, as long as there's company around me – could be with friends, could be with family, could be both – personally, I tend not to notice too much where I am and I'll eat pretty much anything.

Candidate 2 Well, there's a lot of pressure these days on people to eat the right sort of things. However, it seems like every day there are new pieces of conflicting advice from the government, or from doctors, about what we should and shouldn't be eating, so who actually knows? For example, one week there's a study telling us chocolate is bad for us and then the next week, there's another which says it's good for us. I try to eat healthy food when I can, but think it depends on what you mean by 'healthy'.

Candidate 3 It depends what you mean by 'healthy', but I try to keep my intake of junk food down to a minimum. And most days I make sure that I have at least some fruit and vegetables, even if it isn't as much as I should. Also because I'm young and in relatively good shape, I don't worry about my diet too much at the moment to be honest.



USING DISCOURSE MARKERS TO EXTEND ANSWERS



Discourse markers are words and phrases that link ideas together and make what you say more coherent. They cover a variety of functions: giving reasons, examples, introducing contrasts, etc. Try to use a variety of them to connect your ideas. For example, for adding information, you can use simple everyday markers like *and*, *as well*, *too*, but also more lexically complex ones like *In addition*, *I would also add*, etc.

05 Look back at the candidates' answers in exercise 4. They use common everyday discourse markers. Find examples for each of the categories below.

Adding detail to the previous point: _____
 Introducing a contrasting idea: _____
 Giving a reason or explanation: _____
 Giving an example or clarification: _____
 Introducing an opinion: _____

06 Look at the first part of this answer to a Part 1 question. Then listen to four different ways to continue the answer and complete the table with words from the box.

16

Examiner How do you like to relax?

Candidate If I had to choose, I'd say that I most like to sink into the sofa, put my feet up and lose myself in a good movie.

Discourse markers

On top of that That said In particular The thing is

Functions

- A Giving a reason for the previous point
- B Giving an example related to the previous point
- C Adding detail to the previous point
- D Introducing an idea that contrasts with the previous point



Candidate	Discourse marker used to extend answer	Function of the discourse marker
1		
2		
3		
4		

07 Look at the first part of an answer to the examiner's question and think of how you could develop it with a) a reason, b) an example, c) an additional detail and d) a contrast. Use the discourse marker given.

Examiner How important is it for you to eat healthily?

Candidate It's something I really want to do more of, as I really value my health, and I'm pretty sure I don't do it often enough.

- a (reason) The thing is, ...
- b (example) For instance, ...
- c (additional detail) I would add that ...
- d (contrast) Having said that, ...

DEVELOPING PART 3 ANSWERS



While you should keep your answers on a personal level in Part 1, you will lose marks in Part 3 if you do the same thing again. For example, the question 'Which is more important in sport, winning or taking part?' may sound like it is asking what is more important *to you*; however, in Part 3, you should aim to widen your answers and relate them to other people, different societies and hypothetical situations.

08 Listen to an answer to the Part 3 question and answer the questions below.

17

Examiner What reasons do people have for becoming vegetarian?

- 1 Does the candidate only answer on a personal level or does he 'widen' his answer?
 - 2 How many different points does the candidate make?
 - 3 Match the discourse markers he uses (i-iv) with their functions (a-d).
- | | |
|--|---|
| i On the grounds that | a adding detail to an idea |
| ii To build upon my point a little more | b giving a reason or justification |
| iii Looking at it from another point of view | c concluding an argument with a final point |
| iv Ultimately | d contrasting by giving a different perspective/opinion |

09 Read the Part 3 question and answer and choose the discourse markers that fit best and that you think would receive a higher score from an examiner. There may be more than one answer.

Examiner Do you think governments should have more influence on people's health?

Candidate Absolutely. I strongly believe governments should introduce laws to help society reduce the amount of unhealthy foods we consume. Some countries have proposed a tax on fizzy drinks (1) **so that / on the grounds that / essentially** it will discourage people from drinking so much. (2) **Such as my country / In particular, this is true of my country / Take my country by way of example**, where consumption of soft drinks is incredibly high. (3) **That said / But / On the other hand**, we must take responsibility for our own health (4) **as well / also / too**. We cannot expect politicians to do everything. (5) **Ultimately / Overall / At the end of the day**, we are the only ones who can improve our health.

TIP 09

Make sure with discourse markers that you learn the differences in function and usage between them. Don't assume that because they have a common function you can use them interchangeably. For example, not all discourse markers appear at the beginning of a sentence. Some are used as a subordinate clause within a sentence, e.g. 'Playing tennis, *to name one example*, is a fantastic way to keep in shape.' You should be able to find all the discourse markers in this unit in a good dictionary and see examples of how they are used.

10 Look back at all the discourse markers in this section. In pairs, discuss the following questions.

- 1 Which ones can you use confidently?
- 2 Which ones are you less confident about using?
- 3 Can you think of any discourse markers for the following functions that we have not mentioned in this section?
 - Adding detail to the previous point
 - Introducing a contrasting idea
 - Giving a reason or explanation
 - Giving an example or clarification
 - Introducing an opinion
 - Concluding with a final point or summarising an argument

EXAM SKILLS

11 Make notes about how you would answer these Part 1 questions. Then ask and answer them with a partner.

- 1 Do you prefer eating healthy food or fast food?
- 2 Which sport do you play or do regularly?
- 3 Do you think you have enough free time to relax?

12 Make notes about how you would answer these Part 3 questions. Then ask and answer them with a partner.

- 1 Why has convenience food become so popular over the past few years?
- 2 In the future, what sort of relaxation activities will be popular?
- 3 What benefits do competitive sports have for the people taking part?
- 4 Should physical education be compulsory for all school children?

