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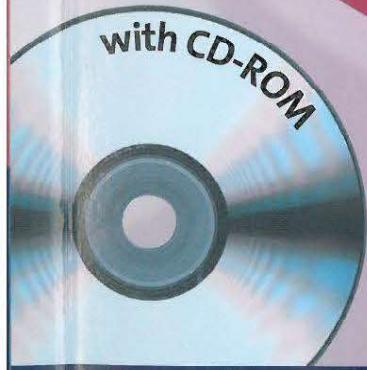
Bands 5–6.5



Student's Book *with Answers*

Guy Brook-Hart and Vanessa Jakeman

with CD-ROM



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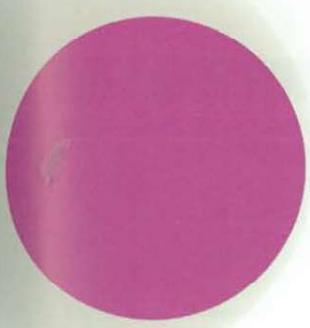
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Map of the units

Unit title	Reading	Listening	Speaking
1 Starting somewhere new	Reading Section 1: <i>Australian culture and culture shock</i> <ul style="list-style-type: none"> True / False / Not Given Table completion 	Listening Section 1: Joining an international social club <ul style="list-style-type: none"> Form completion Multiple choice 	Speaking Part 1 <ul style="list-style-type: none"> Answering questions about yourself Giving reasons and extra details
2 It's good for you!	Reading Section 2: <i>Organic food: why?</i> <ul style="list-style-type: none"> Matching headings Pick from a list 	Listening Section 2: A welcome talk <ul style="list-style-type: none"> Multiple choice Labelling a map or plan 	Speaking Part 2 <ul style="list-style-type: none"> Giving a talk Introducing the points Beginning and ending the talk
<i>Vocabulary and grammar review Units 1 and 2</i>			
3 Getting the message across	Reading Section 3: <i>Why don't babies talk like adults?</i> <ul style="list-style-type: none"> Yes / No / Not Given Summary completion with a box Multiple choice 	Listening Section 3: A student tutorial <ul style="list-style-type: none"> Pick from a list Matching Short-answer questions 	Speaking Part 2 <ul style="list-style-type: none"> Using discourse markers
4 New media	Reading Section 1: <i>The World Wide Web from its origins</i> <ul style="list-style-type: none"> True / False / Not Given Note completion Short-answer questions 	Listening Section 4: A lecture on journalism <ul style="list-style-type: none"> Sentence completion Flow-chart completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> Using relevant vocabulary Giving a full answer Giving reasons and examples
<i>Vocabulary and grammar review Units 3 and 4</i>			
5 The world in our hands	Reading Section 2: <i>Out of Africa: solar energy from the Sahara</i> <ul style="list-style-type: none"> Matching information Matching features Summary completion 	Listening Section 1: Booking an eco-holiday <ul style="list-style-type: none"> Note completion Table completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> Preparing notes Using adjectives Talking in general about a topic
6 Making money, spending money	Reading Section 1: <i>The way the brain buys</i> <ul style="list-style-type: none"> Labelling a diagram True / False / Not Given Flow-chart completion 	Listening Section 2: A talk about banks and credit cards <ul style="list-style-type: none"> Matching Labelling a diagram 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> Using reasons and examples Strategies for self-correction and expressing oneself more clearly
<i>Vocabulary and grammar review Units 5 and 6</i>			
7 Relationships	Reading Section 2: <i>The truth about lying</i> <ul style="list-style-type: none"> Matching headings Matching features Sentence completion 	Listening Section 3: A student discussion about a project <ul style="list-style-type: none"> Multiple choice Flow-chart completion 	Speaking Part 1 <ul style="list-style-type: none"> Using openers Paraphrasing
8 Fashion and design	Reading Section 3: Passage about restoring a dress <ul style="list-style-type: none"> Multiple choice Yes / No / Not Given Matching sentence endings 	Listening Section 4: A lecture on Japanese stitching <ul style="list-style-type: none"> Sentence completion 	Speaking Parts 2 and 3 <ul style="list-style-type: none"> Making comparisons Providing a list of points Supporting a view with reasons Structuring a Part 3 answer
<i>Vocabulary and grammar review Units 7 and 8</i>			

Writing	Vocabulary	Pronunciation	Key grammar
Writing Task 1 <ul style="list-style-type: none"> Introduction to graphs and charts Writing an introduction Selecting important information Planning an answer 	<ul style="list-style-type: none"> <i>Problem or trouble?</i> <i>Affect or effect?</i> <i>Percent or percentage?</i> 	Sentence stress 1: stressing the words which answer the question	Making comparisons
Writing Task 2: A task with two questions <ul style="list-style-type: none"> Analysing the task Brainstorming ideas Organising ideas into paragraphs 	Word formation	Intonation 1: using intonation to indicate new information and to finish what you are saying	Countable and uncountable nouns
Writing Task 1 <ul style="list-style-type: none"> Summarising trends in graphs and tables 	<ul style="list-style-type: none"> <i>Teach, learn or study?</i> <i>Find out or know?</i> Study-related vocabulary 	Confused consonant sounds	<ul style="list-style-type: none"> Tenses: past simple, present perfect simple and present perfect continuous Prepositions in time phrases and phrases describing trends
Writing Task 2: To what extent do you agree or disagree? <ul style="list-style-type: none"> Answering the question Writing an introductory paragraph Analysing paragraphs Using linkers 	<ul style="list-style-type: none"> <i>Cause, factor and reason</i> Internet-related vocabulary 	Chunking: pausing between word groups	Articles
Writing Task 1 <ul style="list-style-type: none"> Summarising a diagram Analysing the task Writing in paragraphs Ordering information Using sequencers 	<ul style="list-style-type: none"> <i>Nature, the environment or the countryside?</i> <i>Tourist or tourism?</i> Descriptive adjectives 	Sentence stress 2: emphasis	The passive
Writing Task 2: Discussing advantages and disadvantages <ul style="list-style-type: none"> Introducing and linking ideas in paragraphs Constructing the middle paragraphs of an essay 	<ul style="list-style-type: none"> <i>Verb + to do / verb + doing</i> Words connected with shops and shopping Words connected with finance 	Word stress	Relative pronouns and relative clauses
Writing Task 1 <ul style="list-style-type: none"> Analysing similarities and differences in charts / graphs Writing an introductory paragraph Using reference devices 	<ul style="list-style-type: none"> <i>Age(s) / aged / age group</i> Words related to feelings and attitudes 	Sentence stress 3: emphasis and contrast	Zero, first and second conditionals
Writing Task 2: Discussing two opinions <ul style="list-style-type: none"> Including your own opinion Introducing other people's opinions Concluding paragraphs 	<i>Dress</i> (uncountable) / <i>dress(es)</i> (countable) / <i>clothes</i> / <i>cloth</i>	Linking and pausing	Time conjunctions: <i>until</i> / <i>before</i> / <i>when</i> / <i>after</i>

Introduction

Who this book is for

Complete IELTS Bands 5–6.5 is a short preparation course of 50–60 classroom hours for students who wish to take the Academic module of the International English Language Testing System (IELTS). It teaches you the reading, writing, listening and speaking skills that you need for the exam. It covers all the exam question types, as well as key grammar and vocabulary which, from research into the Cambridge Learner Corpus, are known to be useful to candidates doing the test. If you are not planning to take the exam in the near future, the book teaches you the skills and language you need to reach an upper-intermediate level of English (Common European Framework (CEF) level B2).

What the book contains

In the Student's Book there are:

- **eight units for classroom study**, each containing:
 - one section on each of the four papers in the IELTS exam. The units provide language input and skills practice to help you to deal successfully with the tasks in each section.
 - a range of enjoyable and stimulating speaking activities designed to enable you to perform to the best of your ability in each part of the Speaking test and to increase your fluency and your ability to express yourself.
 - a step-by-step approach to doing IELTS Writing tasks.
 - key grammar activities and exercises relevant to the exam. When you are doing grammar exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which cause problems for students in the exam.
 - vocabulary related to IELTS topics. When you see this symbol  by a vocabulary exercise, the exercise focuses on words which IELTS candidates confuse or use wrongly in the exam.
 - a unit review. These contain exercises which revise the vocabulary and grammar that you have studied in each unit.
- **Speaking and Writing reference sections** which explain the tasks you will have to do in the Speaking and Writing papers. They give you examples, together with additional exercises and advice on how best to approach these two IELTS papers.

- a **Language reference section** which clearly explains all the areas of grammar and vocabulary covered in the book and which will help you in the IELTS exam.
- a complete **IELTS practice test**.
- eight photocopyable **word lists** (one for each unit) containing topic-based vocabulary found in the units, accompanied by a definition supplied by a corpus-informed Cambridge dictionary.
- complete **recording scripts** for all the listening material.
- complete **answer keys**.
- a **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM. All these extra exercises are linked to the topics in the Student's Book.

Also available are:

- two **audio CDs** containing listening material for the eight units of the Student's Book plus the Listening Test in the IELTS practice test. The listening material is indicated by different coloured icons in the Student's Book as follows:  CD1,  CD2.
- a **Teacher's Book** containing:
 - **step-by-step guidance** for handling all the activities in the Student's Book.
 - a large number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
 - advice on the test and task types for teachers to pass on to students.
 - **extra photocopyable materials** for each unit of the Student's Book, to practise and extend language.
 - complete **answer keys**, including sample answers to writing tasks.
 - four **photocopyable progress tests**, one for every two units of the book.
 - eight **photocopyable word lists** (one for each unit) taken from the International Corpus which extend the vocabulary taught in the units. Each item in the word list is accompanied by a definition supplied by a corpus-informed Cambridge dictionary.
- a **Workbook** containing:
 - **eight units for homework and self-study**. Each unit contains **full exam practice** in one part of the IELTS Reading and Listening papers.
 - **further practice** in analysing the tasks from the Writing paper and writing answers.
 - further practice in the **grammar and vocabulary** taught in the Student's Book.
 - an **audio CD** containing all the listening material for the Workbook.

IELTS Academic Module: content and overview

part/timing	content	test focus
LISTENING approximately 30 minutes	<ul style="list-style-type: none"> • four sections • 40 questions • a range of question types • Section 1: a conversation on a social topic, e.g. someone making a booking • Section 2: a monologue about a social topic, e.g. a radio report • Section 3: a conversation on a study-based topic, e.g. a discussion between students • Section 4: a monologue on a study-based topic, e.g. a lecture <p>Students have ten minutes at the end of the test to transfer their answers onto an answer sheet. The recording is heard ONCE.</p>	<ul style="list-style-type: none"> • Candidates are expected to listen for specific information, main ideas and opinions. • There is a range of task types which include completion, matching, labelling and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
READING 1 hour	<ul style="list-style-type: none"> • three sections • 40 questions • a range of question types • Section 1: a passage with 13 questions • Section 2: a passage divided into paragraphs with 13 questions • Section 3: a passage with 14 questions <p>At least one passage contains arguments and/or views. This is usually Section 3.</p>	<ul style="list-style-type: none"> • Candidates are expected to read for / understand specific information, main ideas, gist and opinions. • Each section contains more than one task type. They include completion, matching, paragraph headings, True / False / Not Given and multiple choice. • Each question scores 1 mark; candidates receive a band score from 1 to 9.
WRITING 1 hour	<ul style="list-style-type: none"> • two compulsory tasks • Task 1: a 150-word summary of information presented in graphic or diagrammatic form • Task 2: a 250-word essay presenting an argument on a given topic <p>Candidates are advised to spend 20 minutes on Task 1 and 40 minutes on Task 2, which is worth twice as many marks as Task 1.</p>	<ul style="list-style-type: none"> • Candidates are expected to write a factual summary and a discursive essay. • Candidates are assessed on a nine-band scale for content, coherence, vocabulary and grammar.
SPEAKING 11–14 minutes	<ul style="list-style-type: none"> • three parts • one examiner + one candidate • Part 1: The examiner asks a number of questions about familiar topics such as the candidate's studies/work, hobbies, interests, etc. <i>4–5 minutes</i> • Part 2: After a minute's preparation, the candidate speaks for two minutes on a familiar topic provided by the examiner. <i>3–4 minutes</i> • Part 3: The examiner and the candidate discuss some general questions based on the theme of the Part 2 topic. <i>4–5 minutes</i> 	<ul style="list-style-type: none"> • Candidates are expected to be able to respond to questions on familiar and unfamiliar topics and to speak at length. • Candidates are assessed on a nine-band scale for fluency, vocabulary, grammar and pronunciation.

All candidates who take the test receive an **Overall Band Score** between 1 and 9 that is an average of the four scores for each part of the test. For information on courses, required band scores and interpreting band scores, see www.ielts.org.

Unit 1 Starting somewhere new

Starting off

1 Work in small groups. Match the reasons for studying in a different country (a–d) with the photos (1–4).

- a to get internationally recognised qualifications
- b to learn a foreign language
- c to experience living in a different culture
- d to make friends with people from other countries

2 Now discuss these questions.

- Which reason for studying abroad would be the most important for you?
- What other reasons do people have for studying abroad?



Listening Section 1

Exam information

- You hear a conversation between two people on a social or practical topic.
- In this section only, you are given an example at the beginning.
- You write your answers on the question paper while you listen.

1 Work in pairs. You are going to hear a conversation with a woman who wants to join an international social club. Before you listen, look at the advert below.

- 1 What is an international social club?
- 2 Would you enjoy being a member? Why? / Why not?

International Social Club



Meet people from around the world at the International Social Club!

We organise events for people from different countries to meet and share ideas and experiences. If you want to widen your horizons by meeting people of different nationalities in a social atmosphere, click [here](#) to join.

- 2** Work in pairs. Read Questions 1–5 in this Listening task. Decide what information you will need for each gap; for example, which answers might need numbers? Which might need the name of an activity?



Questions 1–5

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

International Social Club		Application form
Name:	Jenny Foo	
Age:	21	
Nationality:	1	
Address:	2 Road, Bondi	
Mobile phone:	3	
Occupation:	4	
Free-time interests:	Singing and 5	

- 3** Now listen and answer Questions 1–5.

Exam advice Form completion

- While you read the questions, think what type of information you need for each gap.
- You will often hear someone spell a name or say a number. Make sure you know how to say letters and numbers in English.
- Write numbers as figures, not words.

- 4** Read Questions 6–10. Underline the key idea in each question.

Questions 6–10

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

- 6 According to Don, what might be a problem for Jenny?
 - A her accent
 - B talking to her colleagues
 - C understanding local people
- 7 How many members does the club have now?
 - A 30
 - B 50
 - C 80
- 8 How often does the club meet?
 - A once a week
 - B once every two weeks
 - C once a month
- 9 What is the club's most frequent type of activity?
 - A a talk
 - B a visit
 - C a meal
- 10 The main purpose of the club is to help members to
 - A meet Australians.
 - B learn about life in Australia.
 - C enjoy themselves together.

- 5** Now listen and answer Questions 6–10.

Exam advice Multiple choice

- Before you listen, underline the key idea in each question.
- The correct answer is often expressed using different words from the words in the question.

- 6** Work in pairs. Imagine that you want to join the International Social Club. Take turns to interview each other to complete the form in Exercise 2.

Reading Section 1

Exam information

- Reading Passage 1 is usually a factual text.
- You need to find specific information.
- It is usually easier than the other parts, so it's a good idea to do it first.

1 Work in small groups. Look at the list of things people do when they live or study in a different country. Which do you think are quite easy and which are more difficult? Why?

- eating different food
- understanding people
- getting to know local people
- using public transport
- missing family and friends
- obtaining the correct papers



2 You are going to read a passage about culture shock. Read the title of the passage and the subheading in *italics*. What do you think *culture shock* is?

3 Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another, just different.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce*, University of Melbourne

4 Read the paragraph in blue in the passage and say which of these statements is TRUE, which is FALSE and which is NOT GIVEN.

- 1 Culture shock affects most people who spend time living in another country.
- 2 Culture shock affects certain types of people more quickly than others.
- 3 Culture shock only affects how people feel.

5 Use the underlined words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Australian teachers will suggest alternatives to students rather than offer one solution.
- 2 In Australia, teachers will show interest in students' personal circumstances.
- 3 Australians use people's first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

Exam advice True / False / Not Given

- If the passage expresses the same information, write TRUE.
- If the passage expresses the opposite information, write FALSE.
- If the passage does not include the information expressed in the question, write NOT GIVEN.

6 Work in pairs. Look at Questions 7–13 below.

- 1 Will you need to read the whole passage again to answer the questions?
- 2 What type of word(s) (noun, adjective, verb) do you need for each gap?
- 3 What type of information do you need for each gap?

Questions 7–13

Complete the table below.

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

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

7 Now read the relevant sections of the passage and answer Questions 7–13.

8 Work in small groups.

- Have you ever lived or travelled abroad? If so, how did you feel about the different culture? Did you suffer from culture shock to start with?
- How is your culture similar to or different from Australian culture as described in the passage?

Exam advice *Table completion*

- Check how many words you are allowed to use.
- Use words exactly as they are spelled in the passage.
- Check that your answers are grammatically correct.

Vocabulary

Problem or trouble? Affect or effect?

1 IELTS candidates often confuse **problem/trouble** and **affect/effect**. Read these extracts from the *Cambridge Advanced Learner's Dictionary (CALD)* and the *Cambridge Learner's Dictionary (CLD)*. Then circle the correct word in sentences 1–4.

trouble or problem?

Problem means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about **a problem** or **problems**.

*Tell me what the **problem** is.*

*He's having a few **problems** at work.*

Trouble means 'problems, difficulties or worries' and is used to talk about problems in a more general way. **Trouble** is almost always uncountable, so do not use the determiner **a** before it.

*We had some **trouble** while we were on holiday.*

affect or effect?

Affect is a verb which means 'to cause a change'.

*Pollution seriously **affects** the environment.*

Use the noun **effect** to talk about the change, reaction or result caused by something.

*Global warming is one of the **effects** of pollution.*

- 1 They may have some problems / **troubles**, but usually they accept them.
- 2 They notice only the things that cause them a **problem** / **trouble**.
- 3 Feelings of disorientation and anxiety no longer **affect** / **effect** them.
- 4 These feelings may have the **affect** / **effect** of people rejecting the new culture.

2  Five of these sentences contain a mistake made by IELTS candidates. Find and correct the mistakes.

- 1 Many students' studies are **effected** by difficulties with language. **affected**
- 2 Overseas students have accommodation problems.
- 3 Modern lifestyles have an **affect** on our health.
- 4 Other countries **effect** our customs.
- 5 Immigrants have an **affect** on the local economy.
- 6 Most children can deal with their own **troubles**.

Speaking Part 1

Exam information

- The examiner asks you about yourself, your home, work, studies and other topics.
- This part lasts between four and five minutes.

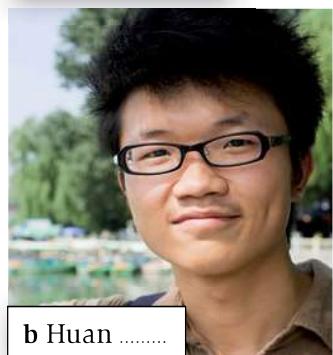
1  Listen to four IELTS candidates – Svetlana, Huan, Reva and Mateusz – each answering one of the questions below. Which question does each candidate answer?



a Svetlana



c Reva



b Huan



d Mateusz

- Can you tell me a little bit about your home town / where you are from?
- How long have you been living here/there?
- What do you like about living here/there?
- Is there anything you find difficult about living here/there?
- How do you get to school/college/work?
- Tell me a little bit about what you study.
- What do you like about your studies? Is there anything you dislike?
- Have you travelled to another country? (Which one?)
- Do you enjoy travelling? Why? / Why not?
- What's your favourite form of travel? Why?

2 Work in pairs. Which of these statements are good things to do in Speaking Part 1? Tick (✓) the boxes.

- Answer each question as briefly as possible in two or three words.
- Give reasons for your answers.
- Offer extra details.
- Sound interested in what you are saying.
- Repeat the exact words of the question.
- Speak clearly so that the examiner can hear you easily.

3  Listen to the four candidates again. Which of the things in Exercise 2 do they all do?

4  Pronunciation: Sentence stress 1

5 Think about how you would answer questions 1–10 in Exercise 1 and write notes.

Example: *Moscow, large city, western Russia*

5 Work in pairs. Take turns to interview each other using the questions in Exercise 1.

Exam advice Speaking Part 1

- Give reasons for your answers.
- Offer extra details.
- Use your own words when possible.

Pronunciation

Sentence stress 1

You should put the stress on the words you think give the most important information. When you answer a question, you normally stress the words which give the answer.

1  Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- Well, I think the people here are very friendly and I've made a lot of new friends.
- Well, I'm not too keen on flying because you spend too long at airports.
- I find it hard being away from my family and not seeing my friends.
- I've been here since I came to university, so for about two years.

2 Work in pairs. Take turns to read the candidates' answers in Exercise 1.

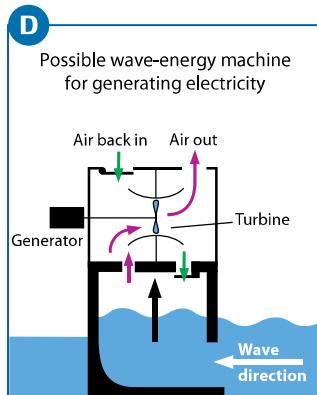
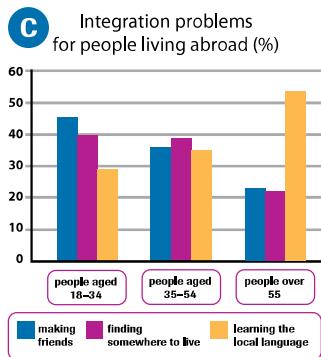
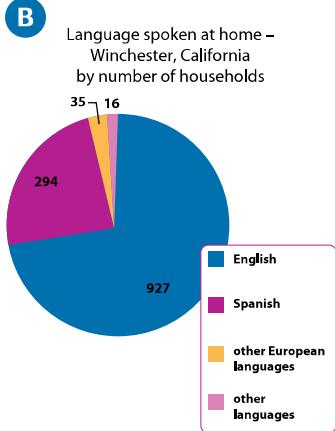
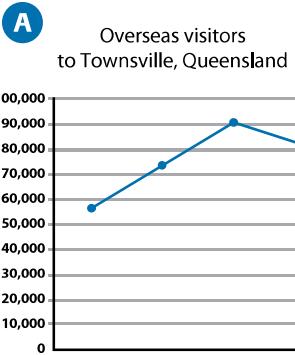
Writing Task 1

Exam information

- You write a summary of information from one or more graphs, tables, charts or diagrams.
- You must also compare some of the information and write an overview.
- You must write at least 150 words in about 20 minutes.

1 Work in pairs. Look at the different ways of showing information (A–E) and match them with their names (1–5).

1 pie chart B 2 diagram 3 bar chart
4 line graph 5 table



E Broadlands Language School

	number of students	average number of weeks spent at college per student
July	236	3
August	315	4
September	136	6

2 Work in pairs. Look at this introductory sentence to a summary of the information in the line graph (A) in Exercise 1 and answer the questions below.

The graph shows the changes in the number of people from abroad who visited Townsville, Queensland, over a four-year period.

Which word(s) ...

- say how the information is shown?
- explain the purpose of the graph using the writer's own words?
- express the time period the information covers?

3 Write introductory sentences for the pie chart (B) and the bar chart (C) by putting these phrases in the correct order.

- B and the languages / in Winchester, California, / The chart shows / the number of households / which people speak there
- C according to age / how the problems vary / into a new country and / The chart shows / the difficulties people have / when they integrate

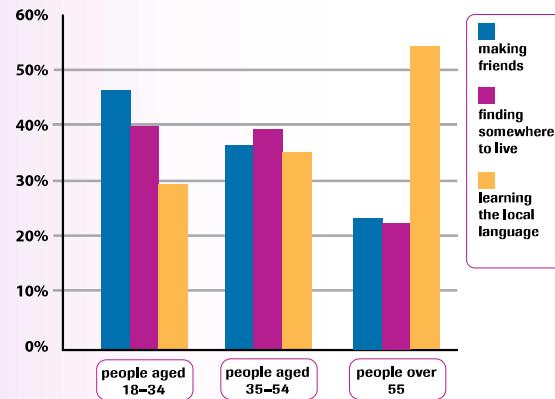
4 Work in pairs. Write your own introductory sentences for the diagram (D) and the table (E).

5 Work in pairs. Look at this Writing task and answer questions 1–3 on the opposite page.

The chart below shows information about the problems people have when they go to live in other countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

- What is the greatest problem for 18–34-year-olds? How many of them experience this problem? How does this compare with the other age groups?
- What is most problematic for people in the oldest age group? How does this compare with the youngest age group?
- What thing does the oldest age group have the least difficulty with? How does this compare with the other age groups?

6 Read the sample answer below to the Writing task.

- Which paragraphs answer questions 1–3 in Exercise 5?
- What is the purpose of the last paragraph?

The chart shows the difficulties people have when they move to a new country and how the problems vary according to people's ages.

The greatest problem for young people aged 18 to 34 is forming friendships, a problem experienced by 46 percent of the people in this age group. However, only 36 percent of 35- to 54-year-olds find it hard to make friends, while even fewer people over 55 (23 percent) have this problem. Fifty-four percent of the older age group find learning to speak the local language the most problematic. In comparison, the youngest age group finds this easier, and the percentage who have problems learning the language is much lower, at 29 percent.

In contrast to their language-learning difficulties, only 22 percent of people in the oldest age group have trouble finding accommodation. However, this is the second most significant problem for the other two age groups with 39 to 40 percent of the people in each group finding it hard.

In general, all age groups experience the same problems to some extent, but the percentage of older people who find language learning difficult is much higher than the others.

page 16 Key grammar: Making comparisons

7 You will get higher marks in the exam if you use your own words, not the words in the Writing task.

- What words does the writer use in the sample answer for these words?
 - problems *difficulties*
 - go to live
 - other countries
- What other information does the writer add in the introductory paragraph?

8  IELTS candidates often make mistakes when they use *percent* and *percentage*. Look at the two underlined sentences in the sample answer in Exercise 6.

- Which word – *percent* or *percentage* – is used after a number?
- Which word is not used with the exact number given?
- Do we use *a* before *percent*?
- Which word do we use before *percentage*?
- Can we make *percent* plural?

9  Each of these sentences contains a mistake made by IELTS candidates. Find and correct the mistakes.

- The graph shows the increase in the *percent* of people who used rail transport between 1976 and 1999. *percentage*
- The graph shows the percentage of people with a criminal record according to their age and percentage of people in prison according to their gender.
- By 1995, the numbers had fallen to a two percent.
- In 2004, the number rose to approximately 58 percents.
- It is surprising that percentage of people watching television remained the same.
- On the other hand, socialising with friends rose sharply to 25 percentage in comparison with 1981.

Exam advice Chart summary

- Write a short introductory paragraph saying what the chart shows.
- Compare the important information.
- Include figures from the chart in your summary.
- Don't suggest reasons for the data which are not included in the information you are given.

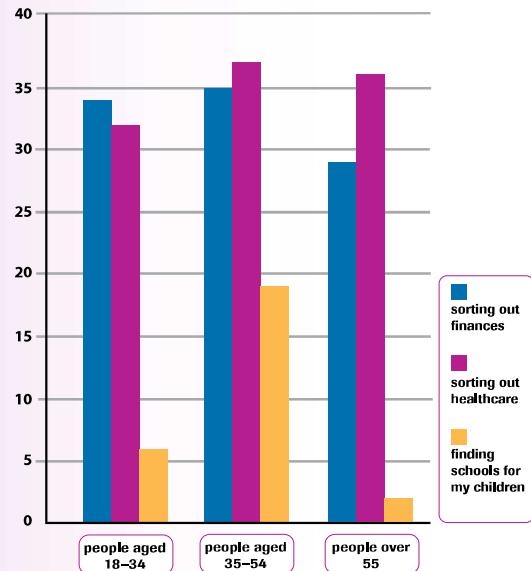
10 Work in pairs. Look at the Writing task below.

- 1 What does the chart show?
- 2 What information would you put in your introductory sentence?
- 3 What is the biggest problem for the middle age group? What percentage of them experience this problem? How does this compare with the other age groups?
- 4 Which age group seems to have the most problems related to money? How does this compare with the other age groups?
- 5 Which group has the most problems finding a school for their children? And which has the least?
- 6 In general, which group has to deal with the most problems?

The chart below shows information about the problems people have when they go to live in other countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

11 Write a brief plan for your summary.

- How many paragraphs will you need?
- What information will you include in each paragraph?

Write your answer to the task in at least 150 words. Use the sample summary in Exercise 6 to help you.

Key grammar

Making comparisons

- 1** Match the rules for making comparisons (1–4) with the examples from the sample summary from Exercise 6 (a–d).

- | | |
|------------------------|---------------------------------------|
| a easier | <input checked="" type="checkbox"/> 3 |
| b higher | <input type="checkbox"/> |
| c the greatest | <input type="checkbox"/> |
| d the most problematic | <input type="checkbox"/> |

- 1 Form comparatives of adjectives with one syllable by adding *-er*.
- 2 Form superlatives of adjectives with one syllable by adding *the -est*.
- 3 Form comparisons and superlatives of adjectives with two syllables ending in *-y* by changing *y* to *i* and adding *-er* and *-est*.
- 4 Form comparisons and superlatives of adjectives with more than one syllable by adding *more* and *the most*.

► page 100 Making comparisons

- 2** Complete these sentences by putting the adjective in brackets into the correct form.

- 1 Learning the language is the *most important* (*important*) thing for people going to live in a new country.
- 2 Many people find making friends *-----* (*hard*) than finding a job.
- 3 Local people are often *-----* (*friendly*) than you expect.
- 4 If the climate is *-----* (*warm*) or *-----* (*cold*) than at home, it affects the way people feel about their new country.
- 5 *-----* (*old*) people are often *-----* (*good*) at making friends than younger people.

- 3** IELTS candidates often make mistakes with comparisons of adjectives and adverbs. Find and correct the mistakes in each of these sentences.

- 1 I can read English *easier* than before.
more easily
- 2 Living in the country is the better way to learn the language.
- 3 Travelling is becoming more clean and safe.
- 4 The most highest percentage appeared in 1991.
- 5 Workers' salaries got worser in the year 2001.
- 6 I want to study abroad so that I can get a more well job in the future.

Unit 1 Starting somewhere new

Starting off

1 Work in small groups. Match the reasons for studying in a different country (a-d) with the photos (1-4).

- a to get internationally recognised qualifications
- b to learn a foreign language
- c to experience living in a different culture
- d to make friends with people from other countries

2 Now discuss these questions.

- Which reason for studying abroad would be the most important for you?
- What other reasons do people have for studying abroad?



Listening Section 1

Exam information

- You hear a conversation between two people on a social or practical topic.
- In this section only, you are given an example at the beginning.
- You write your answers on the question paper while you listen.

1 Work in pairs. You are going to hear a conversation with a woman who wants to join an international social club. Before you listen, look at the advert below.

- 1 What is an international social club?
- 2 Would you enjoy being a member? Why? / Why not?

International Social Club



Meet people from around the world at the International Social Club!

We organise events for people from different countries to meet and share ideas and experiences. If you want to widen your horizons by meeting people of different nationalities in a social atmosphere, click [here](#) to join.

- 2 Work in pairs. Read Questions 1–5 in this listening task. Decide what information you will need for each gap; for example, which answers might need numbers? Which might need the name of an activity?



Questions 1–5

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.



Application form

Name:	Jenny Foo
Age:	21
Nationality:	1
Address:	2 Road, Bondi
Mobile phone:	3
Occupation:	4
Free-time interests:	Singing and 5

- 4 Read Questions 6–10. Underline the key idea in each question.

Questions 6–10

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

- 6 According to Don, what might be a problem for Jenny?
A her accent
B talking to her colleagues
C understanding local people
- 7 How many members does the club have now?
A 30
B 50
C 80
- 8 How often does the club meet?
A once a week
B once every two weeks
C once a month
- 9 What is the club's most frequent type of activity?
A a talk
B a visit
C a meal
- 10 The main purpose of the club is to help members to
A meet Australians.
B learn about life in Australia.
C enjoy themselves together.

- 3 (01) Now listen and answer Questions 1–5.

Exam advice Form completion

- While you read the questions, think what type of information you need for each gap.
- You will often hear someone spell a name or say a number. Make sure you know how to say letters and numbers in English.
- Write numbers as figures, not words.

- 5 (02) Now listen and answer Questions 6–10.

Exam advice Multiple choice

- Before you listen, underline the key idea in each question.
- The correct answer is often expressed using different words from the words in the question.

- 6 Work in pairs. Imagine that you want to join the International Social Club. Take turns to interview each other to complete the form in Exercise 2.

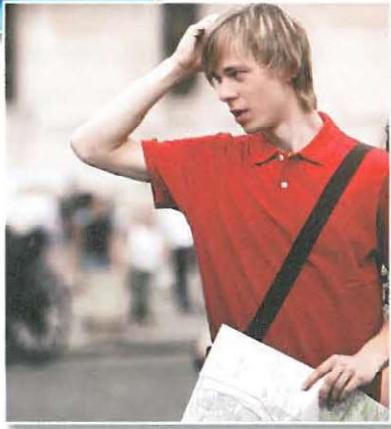
Reading Section 1

Exam information

- Reading Passage 1 is usually a factual text.
- You need to find specific information.
- It is usually easier than the other parts, so it's a good idea to do it first.

1 Work in small groups. Look at the list of things people do when they live or study in a different country. Which do you think are quite easy and which are more difficult? Why?

- eating different food
- understanding people
- getting to know local people
- using public transport
- missing family and friends
- obtaining the correct papers



2 You are going to read a passage about culture shock. Read the title of the passage and the subheading in *italics*. What do you think *culture shock* is?

3 Read the whole passage quickly. Which stage of culture shock seems to be the most uncomfortable?

Australian culture and culture shock

by Anna Jones and Xuan Quach

Sometimes work, study or a sense of adventure take us out of our familiar surroundings to go and live in a different culture. The experience can be difficult, even shocking.

Almost everyone who studies, lives or works abroad has problems adjusting to a new culture. This response is commonly referred to as 'culture shock'. Culture shock can be defined as 'the physical and emotional discomfort a person experiences when entering a culture different from their own' (Weaver, 1993).

For people moving to Australia, Price (2001) has identified certain values which may give rise to culture shock. Firstly, he argues that Australians place a high value on independence and personal choice. This means that a teacher or course tutor will not tell students what to do, but will give them a number of options and suggest they work out which one is the best in their circumstances. It also means that they are expected to take action if something goes wrong and seek out resources and support for themselves.

Australians are also prepared to accept a range of opinions rather than believing there is one truth. This means that in an educational setting, students will be expected to form their own opinions and defend the reasons for that point of view and the evidence for it.

Price also comments that Australians are uncomfortable with differences in status and hence idealise the idea of treating everyone equally. An illustration of this is that most adult Australians call each other by their first names. This concern with equality means that Australians are uncomfortable taking anything too seriously and are even ready to joke about themselves.

Australians believe that life should have a balance between work and leisure time. As a consequence, some students may be critical of others who they perceive as doing nothing but study.

Australian notions of privacy mean that areas such as financial matters, appearance and relationships are only discussed with close friends. While people may volunteer such information, they may resent someone actually asking them unless the friendship is firmly established. Even then, it is considered very impolite to ask someone what they earn. With older people, it is also rude

to ask how old they are, why they are not married or why they do not have children. It is also impolite to ask people how much they have paid for something, unless there is a very good reason for asking.

Kohls (1996) describes culture shock as a process of change marked by four basic stages. During the first stage, the new arrival is excited to be in a new place, so this is often referred to as the "honeymoon" stage. Like a tourist, they are intrigued by all the new sights and sounds, new smells and tastes of their surroundings. They may have some problems, but usually they accept them as just part of the novelty. At this point, it is the similarities that stand out, and it seems to the newcomer that people everywhere and their way of life are very much alike. This period of euphoria may last from a couple of weeks to a month, but the letdown is inevitable.

During the second stage, known as the 'rejection' stage, the newcomer starts to experience difficulties due to the differences between the new culture and the way they were accustomed to living. The initial enthusiasm turns into irritation, frustration, anger and depression, and these feelings may have the effect of people rejecting the new culture so that they notice only the things that cause them trouble, which they then complain about. In addition, they may feel homesick, bored, withdrawn and irritable during this period as well.

Fortunately, most people gradually learn to adapt to the new culture and move on to the third stage, known as 'adjustment and reorientation'. During this stage a transition occurs to a new optimistic attitude. As the newcomer begins to understand more of the new culture, they are able to interpret some of the subtle cultural clues which passed by unnoticed earlier. Now things make more sense and the culture seems more familiar. As a result, they begin to develop problem-solving skills, and feelings of disorientation and anxiety no longer affect them.

In Kohls's model, in the fourth stage, newcomers undergo a process of adaptation. They have settled into the new culture, and this results in a feeling of direction and self-confidence. They have accepted the new food, drinks, habits and customs and may even find themselves enjoying some of the very customs that bothered them so much previously. In addition, they realise that the new culture has good and bad things to offer and that no way is really better than another; just different.

adapted from *Intercultural Communication for Students in the Faculty of Economics and Commerce, University of Melbourne*

4 Read the paragraph in blue in the passage and say which of these statements is TRUE, which is FALSE and which is NOT GIVEN.

- 1 Culture shock affects most people who spend time living in another country.
- 2 Culture shock affects certain types of people more quickly than others.
- 3 Culture shock only affects how people feel.

5 Use the underlined words in Questions 1–6 below to find the relevant part of the passage. Then read those parts of the passage carefully to answer the questions.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Australian teachers will suggest alternatives to students rather than offer one solution.
- 2 In Australia, teachers will show interest in students' personal circumstances.
- 3 Australians use people's first names so that everyone feels their status is similar.
- 4 Students who study all the time may receive positive comments from their colleagues.
- 5 It is acceptable to discuss financial issues with people you do not know well.
- 6 Younger Australians tend to be friendlier than older Australians.

Exam advice True / False / Not Given

- If the passage expresses the same information, write TRUE.
- If the passage expresses the opposite information, write FALSE.
- If the passage does not include the information expressed in the question, write NOT GIVEN.

6 Work in pairs. Look at Questions 7–13 below.

- 1 Will you need to read the whole passage again to answer the questions?
- 2 What type of word(s) (noun, adjective, verb) do you need for each gap?
- 3 What type of information do you need for each gap?

Questions 7–13

Complete the table below.

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

THE STAGES OF CULTURE SHOCK

	name	newcomers' reaction to problems
Stage 1	7	They notice the 8 between different nationalities and cultures. They may experience this stage for up to 9
Stage 2	Rejection	They reject the new culture and lose the 10 they had at the beginning.
Stage 3	Adjustment and reorientation	They can understand some 11 which they had not previously observed. They learn 12 for dealing with difficulties.
Stage 4	13	They enjoy some of the customs that annoyed them before.

7 Now read the relevant sections of the passage and answer Questions 7–13.

8 Work in small groups.

- Have you ever lived or travelled abroad? If so, how did you feel about the different culture? Did you suffer from culture shock to start with?
- How is your culture similar to or different from Australian culture as described in the passage?

Exam advice Table completion

- Check how many words you are allowed to use.
- Use words exactly as they are spelled in the passage.
- Check that your answers are grammatically correct.

Vocabulary

Problem or **trouble**? **Affect** or **effect**?

1 IELTS candidates often confuse **problem/trouble** and **affect/effect**. Read these extracts from the *Cambridge Advanced Learner's Dictionary (CALD)* and the *Cambridge Learner's Dictionary (CLD)*. Then circle the correct word in sentences 1–4.

trouble or problem?

Problem means 'a situation that causes difficulties and that needs to be dealt with'. You can talk about a **problem** or **problems**.

Tell me what the **problem** is.

He's having a few **problems** at work.

Trouble means 'problems, difficulties or worries' and is used to talk about problems in a more general way. **Trouble** is almost always uncountable, so do not use the determiner a before it.

We had some **trouble** while we were on holiday.

affect or effect?

Affect is a verb which means 'to cause a change'.

Pollution seriously **affects** the environment.

Use the noun **effect** to talk about the change, reaction or result caused by something.

Global warming is one of the **effects** of pollution.

- 1 They may have some **problems** / **troubles**, but usually they accept them.
- 2 They notice only the things that cause them a **problem** / **trouble**.
- 3 Feelings of disorientation and anxiety no longer **affect** / **effect** them.
- 4 These feelings may have the **affect** / **effect** of people rejecting the new culture.

2 Five of these sentences contain a mistake made by IELTS candidates. Find and correct the mistakes.

- 1 Many students' studies are **effected** by difficulties with language. **affected**
- 2 Overseas students have accommodation **problems**.
- 3 Modern lifestyles have an **affect** on our health.
- 4 Other countries **effect** our customs.
- 5 Immigrants have an **affect** on the local economy.
- 6 Most children can deal with their own **troubles**.

Speaking Part 1

Exam information

- The examiner asks you about yourself, your home, work, studies and other topics.
- This part lasts between four and five minutes.

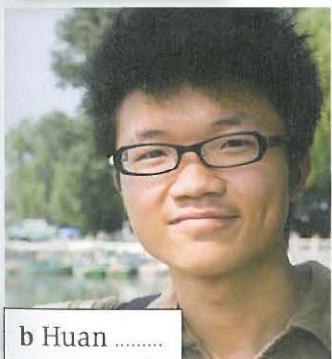
- 1 03 Listen to four IELTS candidates – Svetlana, Huan, Reva and Mateusz – each answering one of the questions below. Which question does each candidate answer?



a Svetlana



c Reva



b Huan



d Mateusz

- 1 Can you tell me a little bit about your home town / where you are from?
- 2 How long have you been living here/there?
- 3 What do you like about living here/there?
- 4 Is there anything you find difficult about living here/there?
- 5 How do you get to school/college/work?
- 6 Tell me a little bit about what you study.
- 7 What do you like about your studies? Is there anything you dislike?
- 8 Have you travelled to another country? (Which one?)
- 9 Do you enjoy travelling? Why? / Why not?
- 10 What's your favourite form of travel? Why?

- 2 Work in pairs. Which of these statements are good things to do in Speaking Part 1? Tick (✓) the boxes.

- 1 Answer each question as briefly as possible in two or three words.
- 2 Give reasons for your answers.
- 3 Offer extra details.
- 4 Sound interested in what you are saying.
- 5 Repeat the exact words of the question.
- 6 Speak clearly so that the examiner can hear you easily.

- 3 03 Listen to the four candidates again. Which of the things in Exercise 2 do they all do?

► Pronunciation: Sentence stress 1

- 4 Think about how you would answer questions 1–10 in Exercise 1 and write notes.

Example: Moscow, large city, western Russia

- 5 Work in pairs. Take turns to interview each other using the questions in Exercise 1.

Exam advice Speaking Part 1

- Give reasons for your answers.
- Offer extra details.
- Use your own words when possible.

Pronunciation

Sentence stress 1

You should put the stress on the words you think give the most important information. When you answer a question, you normally stress the words which give the answer.

- 1 04 Read and listen to these extracts from the four candidates' answers in Speaking Part 1. Underline the stressed words in each extract.

- 1 Well, I think the people here are very friendly and I've made a lot of new friends.
- 2 Well, I'm not too keen on flying because you spend too long at airports.
- 3 I find it hard being away from my family and not seeing my friends.
- 4 I've been here since I came to university, so for about two years.

- 2 Work in pairs. Take turns to read the candidates' answers in Exercise 1.

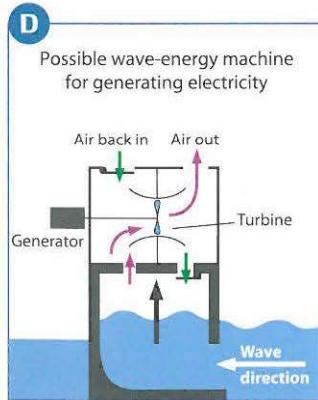
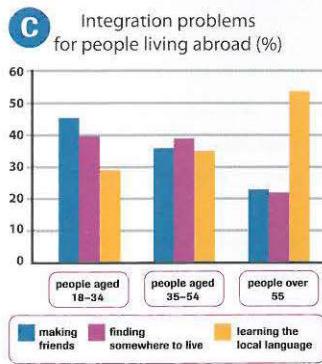
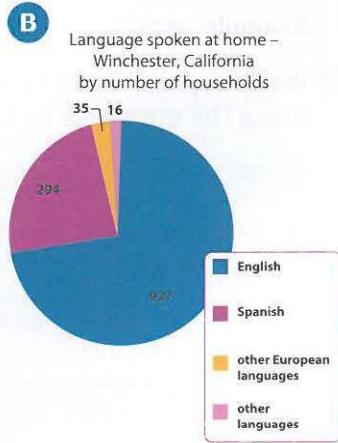
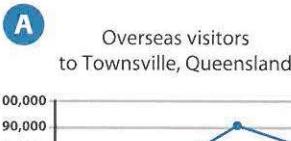
Writing Task 1

Exam information

- You write a summary of information from one or more graphs, tables, charts or diagrams.
- You must also compare some of the information and write an overview.
- You must write at least 150 words in about 20 minutes.

- 1** Work in pairs. Look at the different ways of showing information (A–E) and match them with their names (1–5).

1 pie chart 2 diagram 3 bar chart
4 line graph 5 table



Broadlands Language School

	number of students	average number of weeks spent at college per student
July	236	3
August	315	4
September	136	6

- 2** Work in pairs. Look at this introductory sentence to a summary of the information in the line graph (A) in Exercise 1 and answer the questions below.

The graph shows the changes in the number of people from abroad who visited Townsville, Queensland, over a four-year period.

Which word(s) ...

- say how the information is shown?
- explain the purpose of the graph using the writer's own words?
- express the time period the information covers?

- 3** Write introductory sentences for the pie chart (B) and the bar chart (C) by putting these phrases in the correct order.

- B and the languages / in Winchester, California, / The chart shows / the number of households / which people speak there
C according to age / how the problems vary / into a new country and / The chart shows / the difficulties people have / when they integrate

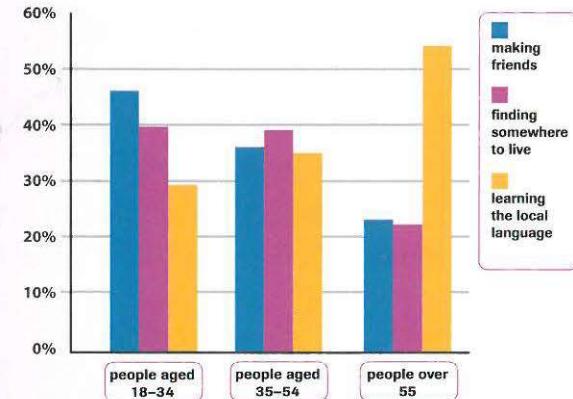
- 4** Work in pairs. Write your own introductory sentences for the diagram (D) and the table (E).

- 5** Work in pairs. Look at this Writing task and answer questions 1–3 on the opposite page.

The chart below shows information about the problems people have when they go to live in other countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

- What is the greatest problem for 18–34-year-olds? How many of them experience this problem? How does this compare with the other age groups?
- What is most problematic for people in the oldest age group? How does this compare with the youngest age group?
- What thing does the oldest age group have the least difficulty with? How does this compare with the other age groups?

6 Read the sample answer below to the Writing task.

- Which paragraphs answer questions 1–3 in Exercise 5?
- What is the purpose of the last paragraph?

The chart shows the difficulties people have when they move to a new country and how the problems vary according to people's ages.

The greatest problem for young people aged 18 to 34 is forming friendships, a problem experienced by 46 percent of the people in this age group. However, only 36 percent of 35- to 54-year-olds find it hard to make friends, while even fewer people over 55 (23 percent) have this problem.

Fifty-four percent of the older age group find learning to speak the local language the most problematic. In comparison, the youngest age group finds this easier, and the percentage who have problems learning the language is much lower, at 29 percent.

In contrast to their language-learning difficulties, only 22 percent of people in the oldest age group have trouble finding accommodation. However, this is the second most significant problem for the other two age groups with 39 to 40 percent of the people in each group finding it hard.

In general, all age groups experience the same problems to some extent, but the percentage of older people who find language learning difficult is much higher than the others.

7 You will get higher marks in the exam if you use your own words, not the words in the Writing task.

- What words does the writer use in the sample answer for these words?
 a problems *difficulties*
 b go to live
 c other countries
- What other information does the writer add in the introductory paragraph?

8 IELTS candidates often make mistakes when they use *percent* and *percentage*. Look at the two underlined sentences in the sample answer in Exercise 6.

- Which word – *percent* or *percentage* – is used after a number?
- Which word is not used with the exact number given?
- Do we use *a* before *percent*?
- Which word do we use before *percentage*?
- Can we make *percent* plural?

9 Each of these sentences contains a mistake made by IELTS candidates. Find and correct the mistakes.

- The graph shows the increase in the *percent* of people who used rail transport between 1976 and 1999. *percentage*
- The graph shows the percentage of people with a criminal record according to their age and percentage of people in prison according to their gender.
- By 1995, the numbers had fallen to a two percent.
- In 2004, the number rose to approximately 58 percents.
- It is surprising that percentage of people watching television remained the same.
- On the other hand, socialising with friends rose sharply to 25 percentage in comparison with 1981.

page 16 Key grammar: Making comparisons

Exam advice Chart summary

- Write a short introductory paragraph saying what the chart shows.
- Compare the important information.
- Include figures from the chart in your summary.
- Don't suggest reasons for the data which are not included in the information you are given.

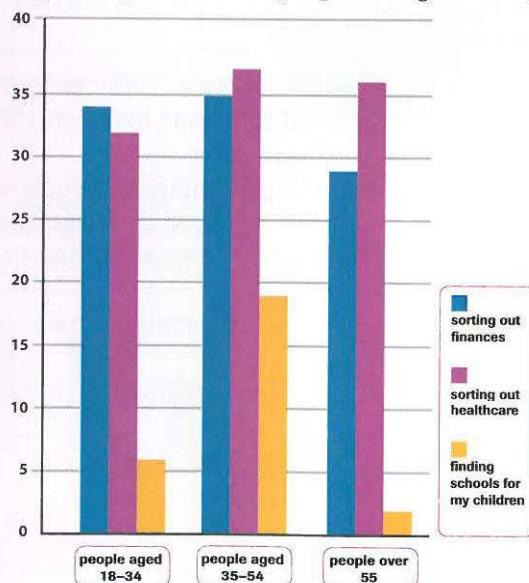
10 Work in pairs. Look at the Writing task below.

- 1 What does the chart show?
- 2 What information would you put in your introductory sentence?
- 3 What is the biggest problem for the middle age group? What percentage of them experience this problem? How does this compare with the other age groups?
- 4 Which age group seems to have the most problems related to money? How does this compare with the other age groups?
- 5 Which group has the most problems finding a school for their children? And which has the least?
- 6 In general, which group has to deal with the most problems?

The chart below shows information about the problems people have when they go to live in other countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Integration problems for people living abroad (%)



Based on information from HSBC Bank International Expat Explorer Survey 08

11 Write a brief plan for your summary.

- How many paragraphs will you need?
- What information will you include in each paragraph?

Write your answer to the task in at least 150 words. Use the sample summary in Exercise 6 to help you.

Key grammar

Making comparisons

- 1** Match the rules for making comparisons (1–4) with the examples from the sample summary from Exercise 6 (a–d).

- | | |
|------------------------|---|
| a easier | 3 |
| b higher | |
| c the greatest | |
| d the most problematic | |

- 1 Form comparatives of adjectives with one syllable by adding *-er*.
- 2 Form superlatives of adjectives with one syllable by adding *the -est*.
- 3 Form comparisons and superlatives of adjectives with two syllables ending in *-y* by changing *y* to *i* and adding *-er* and *-est*.
- 4 Form comparisons and superlatives of adjectives with more than one syllable by adding *more* and *the most*.

► page 100 Making comparisons

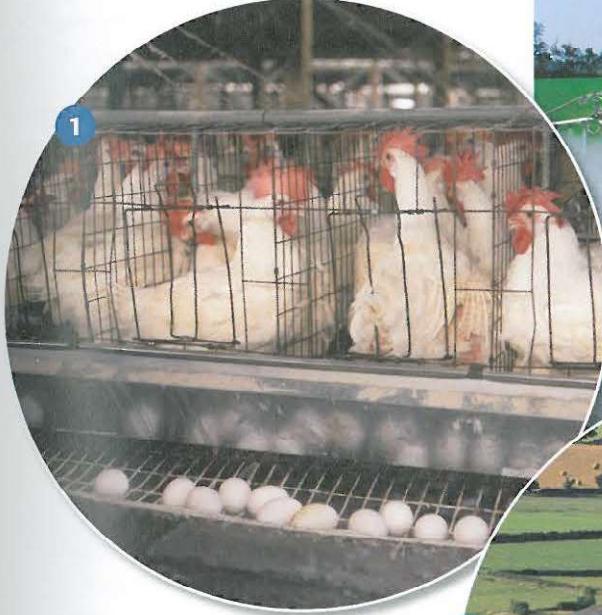
- 2** Complete these sentences by putting the adjective in brackets into the correct form.

- 1 Learning the language is the *most important* (*important*) thing for people going to live in a new country.
- 2 Many people find making friends (*hard*) than finding a job.
- 3 Local people are often (*friendly*) than you expect.
- 4 If the climate is (*warm*) or (*cold*) than at home, it affects the way people feel about their new country.
- 5 (*old*) people are often (*good*) at making friends than younger people.

- 3** IELTS candidates often make mistakes with comparisons of adjectives and adverbs. Find and correct the mistakes in each of these sentences.

- 1 I can read English *easier* than before.
more easily
- 2 Living in the country is the *better* way to learn the language.
- 3 Travelling is becoming *more* clean and safe.
- 4 The *most highest* percentage appeared in 1991.
- 5 Workers' salaries got *worser* in the year 2001.
- 6 I want to study abroad so that I can get a *more* well job in the future.

Unit 2 It's good for you!



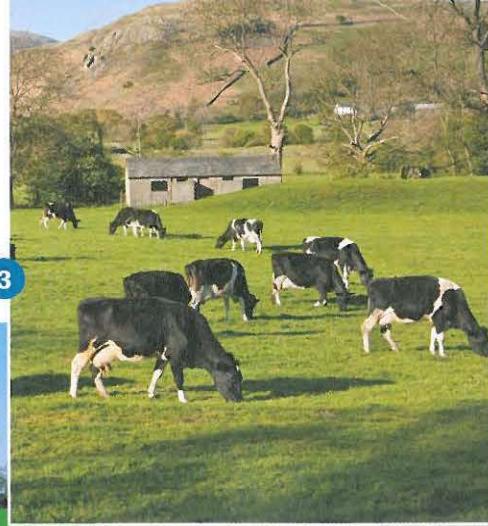
1



2



5



3



4



6

Starting off

1 Work in pairs. Match the photos (1–6) with the phrases in the box.

pesticide use	outdoor farming	genetic engineering
battery farming	crop rotation	natural fertiliser

2 Work in small groups.

- 1 What is 'organic' food?
- 2 Do you eat organic food? Why? / Why not?
- 3 Which of the photos in Exercise 1 relate to organic food?
- 4 How important are these points when you choose food to eat?

a price	e packaging
b taste	f country of origin
c freshness	g contents
d appearance	h farming methods

Reading Section 2

Exam information

- Reading Passage 2 is divided into paragraphs or sections: A, B, C, etc.
- The paragraph headings task comes before the passage.

- 1 Work in pairs. You are going to read a magazine article about organic food. First, read the title and the subheading, then discuss what you expect to read about in the rest of the article.
- 2 Quickly read the article. Are the writers for or against organic food?
- 3 Read headings i–ix below and underline the key ideas. An example (viii) has been done for you.

Questions 1–7

The reading passage has seven paragraphs, A–G. Choose the correct heading for paragraphs B–G from the list of headings below.

List of Headings

- i Research into whether organic food is better for us
- ii Adding up the cost of organic food
- iii The factors that can affect food quality
- iv The rich and poor see things differently
- v A description of organic farming
- vi Testing the taste of organic food
- vii Fear of science has created the organic trend
- viii The main reason for the popularity of organic food
- ix The need to remove hidden dangers from food

- | | |
|---------------------|---------------------|
| 1 Paragraph A | viii..... |
| 2 Paragraph B | 5 Paragraph E |
| 3 Paragraph C | 6 Paragraph F |
| 4 Paragraph D | 7 Paragraph G |

- 4 Now read the article and choose the correct heading for each paragraph.

Exam advice Matching headings

- Read the headings, underlining the key ideas.
- Read each paragraph carefully, one by one, to choose the best heading.

Organic food: why?

by Rob Lyons and Jan Bowman



Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artificial products. The aim is to show that they care about the environment and about people's health. But is this the right approach?

- A Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk-food-scoffing masses. As one journalist puts it: 'It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.
- B Unlike conventional farming, the organic approach means farming with natural, rather than man-made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man-made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).
- C Organic farming is often claimed to be safer than conventional farming – for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops. Even where results indicated there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.

- D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it



is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or non-organic system of production. Indeed, even some 'organic' farms are quite different from one another.

- E** The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'
- F** Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man-made chemicals than they are of eating the ones that nature created directly. Surrounded by plentiful food, it's not nature they worry about, but technology. Our obsessions with the ethics and safety of what we eat – concerns about antibiotics in animals, additives in food, GM crops and so on – are symptomatic of a highly technological society that has little faith in its ability to use this technology wisely. In this context, the less something is touched by the human hand, the healthier people assume it must be.
- G** Ultimately, the organic farming movement is an expensive luxury for shoppers in well-manicured Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced farming techniques, rather than going back to basics.

adapted from articles in *Spiked*

5 Look at Questions 8–13 below and underline the key ideas in the questions and the options (A–E).

6 Now scan the passage to find where the key ideas are mentioned. Read those parts carefully and choose the correct options.

Questions 8–13

Choose **TWO** letters, A–E

Questions 8–9

Which **TWO** of the following points does the writer mention in connection with organic farming?

- A the occasional use of pesticides
- B using the same field for different crops
- C testing soil quality
- D reducing the number of farm workers
- E the production of greenhouse gases

Questions 10–11

According to the writer, which **TWO** factors affect the nutritional content of food?

- A who prepares the food
- B the weather conditions during growth
- C where the food has been stored
- D when the plants were removed from the earth
- E the type of farm the food was grown on

Questions 12–13

Which **TWO** negative aspects of organic farming does the writer mention?

- A Consumers complain about the extra cost.
- B Organic food may make people ill.
- C Farm workers have to be specially trained.
- D It requires too much technological expertise.
- E It is not possible in some countries.

Exam advice Pick from a list

- Use the key ideas in the questions to help you find the right place in the passage.
- Underline the answers in the passage and match them to the options.
- The answers may come from one section of the passage or from several paragraphs.

7 Work in pairs.

- How popular is organic food in your country?
- Do you think people should be encouraged to eat organic food? Why? / Why not?

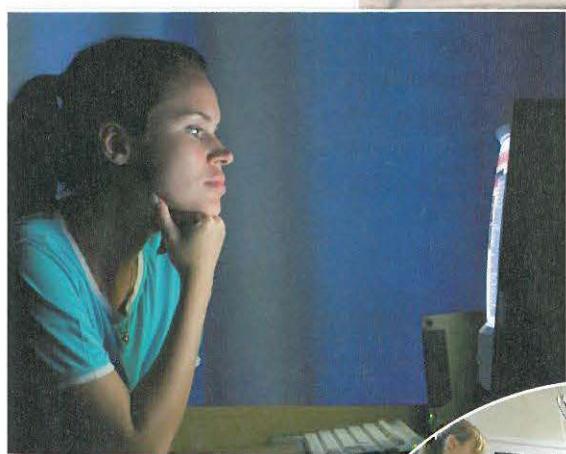
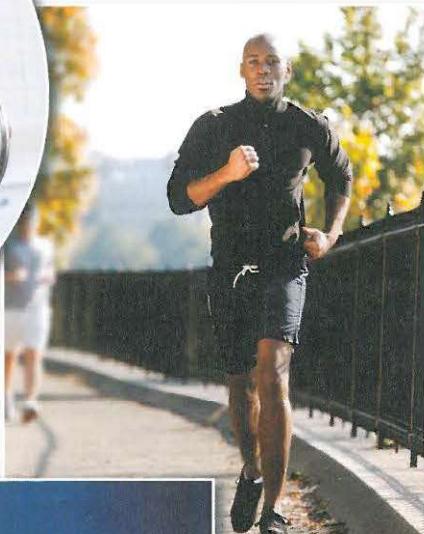
Listening Section 2

Exam information

- You hear one speaker talking about a social topic.

1 Work in pairs. You are going to hear a supervisor talking to a group of new nurses at a large hospital. Ask and answer questions based on the pictures below. Who do you think has the healthier lifestyle – you or your partner?

- When did you last ...?
- What's your favourite ...?
- How often do you ...?



2 Look at Questions 1–5 below and underline the key ideas in the questions.

3 Listen to the first part of the talk and choose the correct answers for Questions 1–5.

Questions 1–5

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

- According to Debbie, why do some people fail to eat a balanced diet?
 - They don't know how to cook.
 - They don't have enough time to cook.
 - They don't feel hungry enough to cook.
- Debbie recommends that staff should keep fit by
 - using a gym.
 - taking up a new sport.
 - changing some daily activities.
- Which benefit of exercise does Debbie think is most important?
 - It helps you sleep.
 - It keeps your heart healthy.
 - It improves mental skills.
- What advice does Debbie give the nurses about health and safety?
 - to avoid drinking coffee
 - to use the canteen at night
 - to take regular breaks
- When she talks about hygiene, Debbie asks the nurses to
 - wash their hands regularly.
 - keep away from germs.
 - help with the cleaning.

Exam advice Multiple choice

- Listen for the correct idea or information – don't just match words.
- Make sure you answer all the questions.

- 4 Work in pairs. Look at the places A–H on the map below. Pick a place and tell your partner how to get there from the main building. Use the words and expressions in the box to help you.

next to traffic lights west/east (of)
 turn (east/west/right/left) behind turning
 right/left (of) go straight on opposite
 roundabout go past/beyond beyond corner

You go out of the front of the main building, turn left and it's directly opposite you.

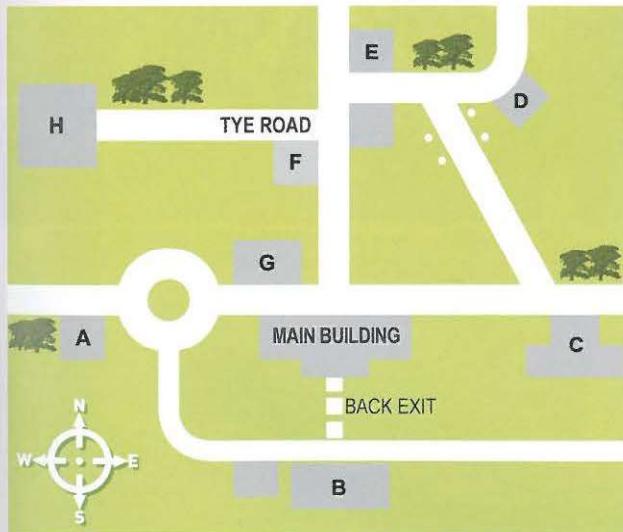
It's G.

- 5 Now listen and choose the correct answer for Questions 6–10.

Questions 6–10

Label the map below.

Write the correct letter, A–H, next to questions 6–10.



- 6 recreation centre
 7 health centre
 8 swimming pool and sauna
 9 health-food store
 10 Jenny's Restaurant

Exam advice Labelling a map or plan

- Look at the location of each option on the map.
- The answers will come in the same order as the questions.
- Listen for each place name and follow the speaker's directions.

Vocabulary

Word formation

- 1 Complete each of the sentences below with a word in the box.

health healthy unhealthy healthier
 healthiest healthily

- 1 The key to good health is eating a balanced diet.
- 2 Cooking at home can help people eat more
- 3 Hospitals can become if they are not very clean.
- 4 People need exercise as well as a diet.
- 5 Being generally active is much than doing lots of exercise just occasionally.
- 6 Employees should be the people in the hospital.

► page 100 Word formation

- 2 Which of the words in the box in Exercise 1 ...

- 1 is a noun? health
- 2 is an adverb?
- 3 are adjectives?

- 3 Work in pairs. Which of the suffixes or prefixes underlined in the words below ...

- 1 forms a noun? -ness
- 2 forms an adverb?
- 3 form an adjective?
- 4 give a word an opposite or negative meaning?

fitness stressful reasonable inactive irregular
 risky generally careless unusual

- 4 IELTS candidates often use the wrong form of words or misspell words because of changes in form. Correct the mistake in each sentence.

- 1 In general, people should eat more healthy and do some exercise. healthily
- 2 Pesticides may be harmy to our health.
- 3 Some farmers feel that using natural fertiliser is too unconvenient.
- 4 The media often give usefull advice about food.
- 5 There has been a slightly drop in the popularity of fast food in my country.
- 6 I don't think that wealth people should get the best food.
- 7 Most people can easy do some exercise.
- 8 The number of people who live to 100 has increased dramatically.

Speaking Part 2

Exam information

- You must speak alone for between one and two minutes on a topic the examiner gives you.
- You have one minute to write some notes before you speak.
- The examiner tells you when to stop speaking.

1 Work in pairs. Read this Speaking task and discuss what you could say.

Describe somewhere you like to shop for food.

You should say:

where this place is
what this place is like
what you buy there
and explain why you like buying food at this place.

2 Listen to Eva doing the task in Exercise 1. Which of the places in the photos does she talk about?

3 Eva uses the points in the task to guide her talk. Complete this chart showing her key points.

place where I shop	Students - shop frequently Local 1 Organic - very 2
where this place is	Near my 3 Pedestrian, busy Opposite 4
what this place is like	Crowded, busy, popular Lots of 5
what I buy there	Fruit, veg, meat, cheese, 6 Favourite - old 7
why I like buying food at this place	Food good 8 place Colourful

Pronunciation: Intonation 1



4 Listen again to Eva's talk. Complete this chart showing the phrases she uses to start her talk, introduce her points and end her talk.

starting a talk	I'm going to 1 Like most people, ...
introducing points	I really like 2 So let me 3 where it is. And 4 ? I usually 5 As I've 6
ending a talk	Yeah, all 7

- 5 Look at this Part 2 task and make some notes in the table below about what you want to say for each point.

Describe a meal that you enjoyed eating in a restaurant.

You should say:

where the restaurant was
what you ate
who ate the meal with you
and explain why you enjoyed eating the meal so much.

meal I enjoyed	
where the restaurant was	in the town centre
what I ate	
who ate with me	
why I enjoyed the meal	



- 6 Work in pairs. Listen to each other doing the task in Exercise 5.

Exam advice Speaking Part 2

- Note down some key ideas for each bullet to prompt you.
- Use your notes and the points on the card to guide your talk.
- Use phrases to introduce your points and to help you keep going.
- Use intonation to highlight key information and help your examiner follow your talk.

Pronunciation

Intonation 1

When we speak, the tone of our voice rises and falls. A rise helps your listener understand that you haven't finished what you are saying or that the information is new or exciting; a fall indicates the end of a sentence or utterance.

- 1 08 Work in pairs. Look at this extract from Eva's talk and listen to how her voice changes on the words with arrows. Take turns to repeat what she says.

Er, she weighs everything very quickly ... and you can't bargain with her ... but the price is always reasonable.

- 2 Work in pairs. Look at some of Eva's sentences. Discuss where her voice might rise or fall.

- ... we're students, so we can't afford to eat in restaurants very often.
- I really like going to the local market ...
- ... everything you get there's fantastic – it's so fresh.
- ... it's a pedestrian street ... you know, there are no cars.
- There's a large number of stalls that sell food – and some shops, too.
- I've got a favourite stall, it's run by a little old lady ...
- As I've mentioned, I like it because the food tastes good, but also it's a very sociable place.
- All in all, I like it because it's a great place to go ... it's a colourful experience.

- 3 09 Listen to the sentences and check your answers.

- 4 Take turns to read the extracts to each other, using the same intonation.

Writing Task 2

Exam information

- Task 2 is a discursive essay.
- The question may contain more than one part to discuss.
- You must write at least 250 words in about 40 minutes.

1 Work in pairs. Read this Writing task and say whether the statements below are true (T) or false (F). Correct the false ones.

Write about the following topic.

Most people are not interested in how their food has been produced. They only care about how much it costs.

How true is this statement? What influences people when they buy food?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

- 1 This essay is about consumers and food. T
- 2 There is one part to the question.
- 3 It is only necessary to discuss food production and cost.
- 4 I do not have to agree with the first statement.
- 5 Some personal experience and examples have to be included.

2 Work in small groups. Make some notes on these questions relating to the task in Exercise 1. Discuss your opinions and ideas.

- 1 How much do people care about a) how their food has been produced, and b) the cost of their food?
- 2 What other things do people care about when they buy food?

3  IELTS candidates often make mistakes with linking words and phrases. Read the sample answer on the right and circle the best option from each pair of expressions in *italics* (1–10).

4 Read the sample answer again. Which of your ideas in Exercise 2 does the writer discuss?

1 Nowadays / Over time, a wide range of food products has become available in shops and there are plenty of ways that it can be produced, packaged and sold. 2 As a result / Therefore, there are many different attitudes towards food, and not everyone makes the same decisions when they go shopping.

Most people shop to suit their lifestyle. 3 In particular / Especially, single people who work long hours may buy frozen or pre-cooked food, because they worry about how much time they have. Some parents with large families may 4 as well / also worry about time, but are likely to think about their finances too. If they only have a little money, they will be interested in special offers, such as two for the price of one.

5 On one hand / On the other hand, people who have plenty of time to prepare food themselves may choose what they buy more carefully and consider a range of aspects that include quality and taste. 6 In addition / Besides, a few of these people will be concerned about how animals are treated and whether the food has been organically produced.

7 Another / The other factor affecting choice is where you live. In my country, a great deal of importance is placed on the freshness of food. We eat a lot of fish and vegetables, and most of this is caught or produced locally. So cost is not an issue. 8 In fact / So, very few consumers talk about it.

9 Concluding / In conclusion, it seems that cost is only one of a number of factors that people take into consideration when they purchase food. 10 Although / Even some people look at price before quality, others have little interest in these things and will spend a considerable amount of money on food in order to satisfy their needs and beliefs.

5 Work in pairs.

- 1 How many paragraphs are there?
- 2 What does the writer include in the first paragraph?
- 3 Where is the writer's opinion about the statements in the task?
- 4 Does the writer include any personal experience? Where?
- 5 Underline the writer's two main ideas.
- 6 Which ideas and examples in the sample answer were also mentioned during your discussion?
- 7 Do you agree with the writer's conclusions? Why? / Why not?

- 6 Use your answers to Exercise 5 to write the plan for the sample essay on page 24.

7 Key grammar: *Countable and uncountable nouns*

- Work in pairs. Say whether these statements about the Writing task are true (T) or false (F).

- 1 You shouldn't copy from the question paper.
- 2 The answer can be in bullet points.
- 3 It is important to plan the answer.
- 4 Paragraphing is important.
- 5 Spelling does not have to be correct.

- 8 Work in small groups. Read this Writing task and answer the questions below.

Write about the following topic.

Many children these days have an unhealthy lifestyle. Both schools and parents are responsible for solving this problem.

To what extent do you agree with this statement?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

- 1 Is it true that many children have an unhealthy lifestyle? Why?
- 2 Are parents responsible? Why? What should they do?
- 3 Are schools responsible? Why? What should they do?
- 4 Is anyone else responsible? Who?

- 9 Write a plan for the task. Decide how many paragraphs to write and which ideas will go in each paragraph. Also plan your introduction and conclusion.

Exam advice Writing Task 2

- Analyse the question carefully first. You will lose marks if you don't deal with all parts of the task.
- Brainstorm your ideas and write a quick plan.
- Write your answer in paragraphs following your plan.

- 10 Now write your answer in about 40 minutes and check your word count. You should write at least 250 words.

Key grammar

Countable and uncountable nouns

- 1 Look at this extract from the sample answer on page 24. Which underlined noun is countable and which one is uncountable?

... there are many different attitudes towards food ...

2 page 102 *Countable and uncountable nouns*

- 2 Look at the highlighted words in the sample answer. Which are countable and which are uncountable?

- 3 Look at these words/phrases that are often used with countable/uncountable nouns. Put them in the correct column of the table below.

a (wide) range of	a little	(very) few	plenty of	
a lot of	a (large) number of	many	a few	little
most	a great deal of	a considerable amount of		
much	a/an	any	some	

countable nouns	uncountable nouns	countable or uncountable nouns
a (wide) range of		

- 4 IELTS students often make mistakes with countable and uncountable nouns. Choose the correct expression to complete each sentence.

- 1 Recently, the *number / amount* of fast food that is eaten has increased.
- 2 For example, *few / a few* years ago there were not many microwave ovens in our country.
- 3 Technology brings *much / many* advantages to our lives.
- 4 I think *many / a lot of* research must be done on organic farming.
- 5 You can't get *many / much* information about your health these days without using the Internet.
- 6 Unfortunately, I have *little / a little* time to cook when I get home.
- 7 I think the *amount / number* of fast-food stores should be reduced.
- 8 Some children eat *much / a lot of* oily and fatty foods.

Vocabulary and grammar review Unit 1

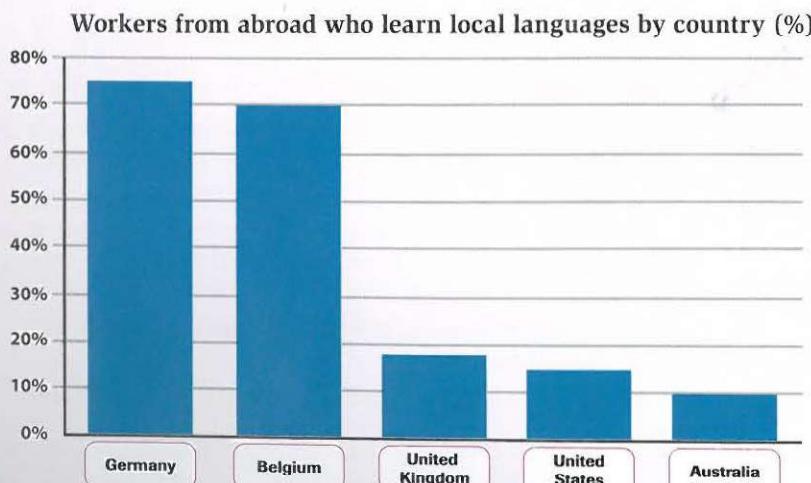
Vocabulary

- 1 Complete these sentences with the correct form of *problem, trouble, affect or effect*.

- 1 I hope my visit won't cause you too much *trouble*.
- 2 Studying at a foreign university will greatly the way you see the world.
- 3 If you are not careful about money, you can get into a lot of financially.
- 4 Investigators are carrying out research into the of culture shock on overseas students.
- 5 Some students have had many adapting to our very different lifestyle.
- 6 New technologies have had an enormous on the way we interact.

- 2 Study the graph below and complete these sentences with *percent* or *percentage*. Then decide if the sentences are true (T) or false (F) according to the graph. Correct the false ones.

- 1 Sixty-five *percent* of overseas workers in Germany learn to speak German.
False: 75%
- 2 The of workers from abroad who learn to speak English is lowest in the United States.
- 3 Workers from other countries who learn to speak English in the UK and the USA are 18 and 15 respectively.
- 4 Belgium has the third highest of overseas workers learning to speak the language, with the figure standing at 70



Grammar

- 3 Complete these sentences with the correct form of the adjective or adverb in brackets.

- 1 People who are ready to change their views often find it *easier* (easy) to adapt to a new culture.
- 2 You will learn the language much (*quickly*) if you share accommodation with people from the country – in other words, it will save you a lot of time.
- 3 Many students are attracted to this university because it has the reputation of being the one with the (*good*) teachers.
- 4 I think this is the (*complicated*) language I have ever tried to study; I really don't know if I'm making progress.
- 5 You'll find the film much (*funny*) if you watch it in the original version.
- 6 Many overseas students find understanding other students a (*big*) problem than understanding their teachers.
- 7 The (*successful*) students are not always the ones with the best brains.
- 8 Many people prefer travelling by train because they think it is (*safe*) than travelling by plane.

(figures from HSBC Bank International Expat Explorer Survey 08, Report Three: Expat Experience)

Vocabulary and grammar review Unit 2

Vocabulary

1 Complete these sentences using the correct form of the word in brackets.

- 1 It must be very hard work being a *farmer* (*farm*).
- 2 Although pesticides protect plants, they can be (*harm*) to humans.
- 3 Our (*enjoy*) of the meal was spoilt by the loud music in the restaurant.
- 4 I've done so much exercise at the gym that I'm (*total*) exhausted.
- 5 Someone told me this soup was very (*taste*), but I don't like the flavour.
- 6 The vegetables in our local shop have been (*organic*) produced.
- 7 My brother has a really (*health*) diet – he eats nothing but fried food!
- 8 Some people (*critic*) conventional farming methods, but they do produce high yields.

2 Write nouns for each of these adjectives.

Three adjectives have two possible noun forms.

adjective	noun
developing	1 <i>development</i> .
active	2
dangerous	3
fit	4
happy	5
independent	6
toxic	7
nutritious	8
reliable	9
accurate	10

Grammar

3 Circle the correct option in each of these sentences.

- 1 Can you give me some *advice* / *advices* on how to stay fit?
- 2 Children need clear *information* / *informations* about the food they eat.
- 3 A *balanced diet* / *Balanced diet* consists of plenty of fruit and vegetables.
- 4 Organic farming causes less *pollutions* / *pollution* than traditional farming.
- 5 Some people say that a little *knowledges* / *knowledge* can be a dangerous thing.
- 6 I go to *fast-food shop* / *fast-food shops* as little as possible.
- 7 A shift worker can have *very stressful lifestyle* / *a very stressful lifestyle*.
- 8 More *research* / *researches* is needed to make genetic engineering safe.

4 Complete the sentences below with the expressions in the box. Use each expression only once. There are two extra expressions that you do not need.

a/an a few amount of deal of few little
many much number of plenty of

- 1 Only a small *number of* consumers buy organic food.
- 2 I can't stand cooking in dirty kitchen.
- 3 Everyone needs to spend a time relaxing.
- 4 At the end of the week, I don't have money left to buy food.
- 5 You need to put a large fertiliser on young plants.
- 6 You need free time in order to do your own cooking.
- 7 It's a pity that so people are interested in reading the labels on food.
- 8 Obviously someone has put a great work into this meal – it's delicious!

Unit 3 Getting the message across

Starting off

1 Work in pairs. Look at these photos. Who is ...

- 1 attending a lecture?
- 2 making a presentation?
- 3 writing a term paper?
- 4 taking part in a tutorial?

2 Now discuss these questions.

- 1 What links these situations?
- 2 Have you had experience of any of these situations?
- 3 Which situation do you think is the most/least enjoyable? Why?

Listening Section 3

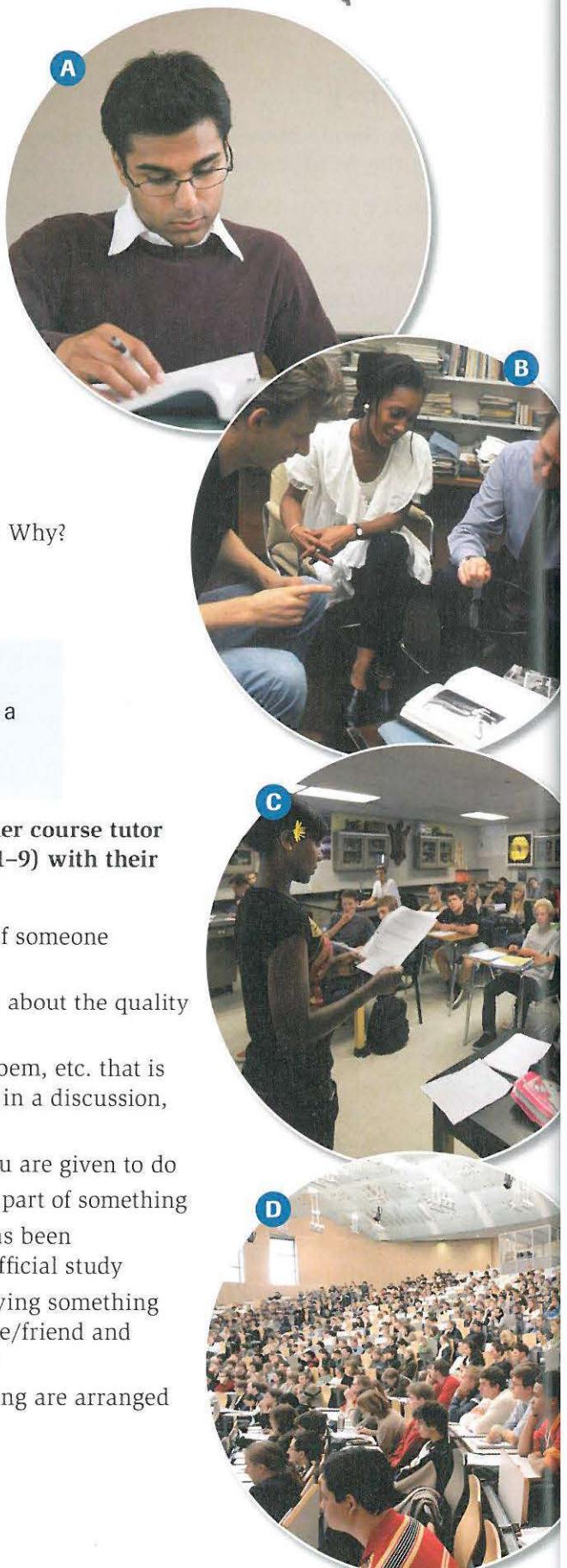
Exam information

- You hear a conversation between two or more speakers on a study-based topic.
- Some questions may be on the speaker's opinions.

1 Work in pairs. You are going to hear a student talking to her course tutor about an assignment. Before you listen, match the words (1–9) with their definitions (a–i).

- 1 assignment
- 2 self-assessment
- 3 weaknesses
- 4 peer evaluation
- 5 extract
- 6 authentic
- 7 feature
- 8 structure
- 9 finding

- a particular parts or qualities of someone that are not good
- b a judgement which you make about the quality of something you have done
- c a particular part of a book, poem, etc. that is chosen so that it can be used in a discussion, article, etc.
- d a piece of work or job that you are given to do
- e a typical quality or important part of something
- f a piece of information that has been discovered as a result of an official study
- g carefully considering or studying something done by a colleague/classmate/friend and judging how good or bad it is
- h the way that parts of something are arranged or put together
- i real or true



- 2 Work in pairs. Read Questions 1–4 and underline the key ideas in the questions (not the options).

Questions 1–4

Choose **TWO** letters, A–E.

Questions 1–2

Which **TWO** activities will students do as part of Amanda's assignment?

- A analyse their own speech
- B record other students' speech
- C read something from a book
- D repeat part of a lecture
- E remember part of a lecture

Questions 3–4

Which **TWO** features must Amanda check when she chooses the extract?

- A the time it takes to read
- B the overall organisation
- C the number of words
- D the number of sentences
- E the inclusion of key ideas

- 3 Now listen to the first part of the recording and answer Questions 1–4.

Exam advice Pick from a list

- Underline the key ideas in the question(s).
- Read through the options and remember that only two of them are correct.
- As you listen, tick the options you hear. The correct answers may not come in the same order in the recording as they do in the question.

- 4 Work in pairs. Read all the information for Questions 5–8.

- 1 What are Questions 5–8?
- 2 Underline the key ideas in A–F. How many extra options are there?
- 3 What should you write as your answer for each question?

Exam advice Matching

- Underline key ideas in the question and options.
- You will hear the answers to the questions in the same order as the questions appear on the paper.

Questions 5–8

Which comments do the speakers make about each lecture?

Choose **FOUR** answers from the box and write the correct letter, A–F, next to Questions 5–8.

Lectures

- 5 History of English
- 6 Gestures and signs
- 7 Intonation patterns
- 8 Language and rhythm

Comments

- A The content is repetitive.
- B It took a long time to write.
- C It was shorter than the others.
- D It was well structured.
- E The content is relevant.
- F The topic was popular.

- 5 Read Questions 9–10 and underline the key ideas in the question.

Questions 9–10

Answer the questions below.

Write **NO MORE THAN TWO WORDS** for each answer.

Which **TWO** pieces of equipment will the students use in the study?

- 9
- 10

Exam advice Short-answer questions

- Underline the key ideas in the question.
- Make sure you don't use more words than you are allowed.
- Check that you have spelled your answers correctly.

- 6 Now listen to the second part of the recording and answer Questions 5–10.

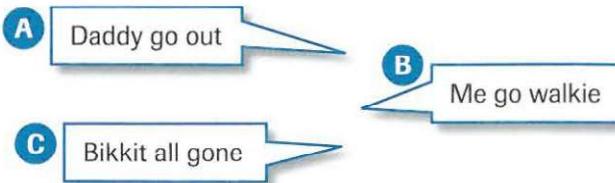
Reading Section 3

Exam information

- Reading Passage 3 usually contains arguments and opinions as well as information.
- There are 14 questions.

1 Work in small groups. You are going to read an article about different theories on how babies learn to talk. Before you read, look at the speech bubbles below.

- 1 How would you express each of these utterances?
- 2 Why do you think babies talk like this?
- 3 How do you think babies learn language?



- 2 Work in pairs. Read the title and subheading of the passage quickly. What do you expect to read about in the article?
- 3 Now read the whole passage. When do children start talking in longer sentences?

Why don't babies talk like adults?

Kids go from 'goo-goo' to talkative one step at a time

by Joshua Hartshorne

A recent e-trade advertisement shows a baby speaking directly to the camera: 'Look at this,' he says, 'I'm a free man. I go anywhere I want now.' He describes his stock-buying activities, and then his phone rings. This advertisement proves what comedians have known for years: few things are as funny as a baby who talks like an adult. But it also raises an important question: Why don't young children express themselves clearly like adults?

Many people assume children learn to talk by copying what they hear. In other words, they listen to the words adults use and the situations in which they use them and imitate accordingly. Behaviourism, the scientific approach that dominated American cognitive science for the first half of the 20th century, made exactly this argument.



However, this 'copycat' theory can't explain why toddlers aren't as conversational as adults. After all, you never hear literate adults express themselves in one-word sentences like 'bottle' or 'doggie'. In fact, it's easy for scientists to show that a copycat theory of language acquisition can't explain children's first words. What is hard for them to do is to explain these first words, and how they fit into the language acquisition pattern.

Over the past half-century, scientists have settled on two reasonable possibilities. The first of these is called the 'mental-developmental hypothesis'. It states that one-year-olds speak in baby talk because their immature brains can't handle adult speech. Children don't learn to walk until their bodies are ready. Likewise, they don't speak multi-word sentences or use word endings and function words ('Mummy opened the boxes') before their brains are ready.

The second is called the 'stages-of-language hypothesis', which states that the stages of progress in child speech are necessary stages in language development.

A basketball player can't perfect his or her jump shot before learning to (1) jump and (2) shoot. Similarly, children learn to multiply after they have learned to add. This is the order in which children are taught – not the reverse. There's evidence, for instance, that children don't usually begin speaking in two-word sentences until they've learned a certain number of single words. In other words, until they've crossed that linguistic threshold, the word-combination process doesn't get going.

The difference between these theories is this: under the mental-development hypothesis, language learning should depend on the child's age and level of mental development when he or she starts learning a language. Under the stages-of-language hypothesis, however,

it shouldn't depend on such patterns, but only on the completion of previous stages.

In 2007, researchers at Harvard University, who were studying the two theories, found a clever way to test them. More than 20,000 internationally adopted children enter the US each year. Many of them no longer hear their birth language after they arrive, and they must learn English more or less the same way infants do – that is, by listening and by trial and error. International adoptees don't take classes or use a dictionary when they are learning their new tongue and most of them don't have a well-developed first language. All of these factors make them an ideal population in which to test these competing hypotheses about how language is learned.

Neuroscientists Jesse Snedeker, Joy Geren and Carissa Shafrazi studied the language development of 27 children adopted from China between the ages of two and five years. These children began learning English at an older age than US natives and had more mature brains with which to tackle the task. Even so, just as with American-born infants, their first English sentences consisted of single words and were largely bereft of function words, word endings and verbs. The adoptees then went through the same stages as typical American-born children, albeit at a faster clip. The adoptees and native children started combining words in sentences when their vocabulary reached the same sizes, further suggesting that what matters is not how old you are or how mature your brain is, but the number of words you know.

This finding – that having more mature brains did not help the adoptees avoid the toddler-talk stage – suggests that babies speak in babble not because they have baby brains, but because they have only just started learning and need time to gain enough vocabulary to be able to expand their conversations. Before long, the one-word stage will give way to the two-word stage and so on. Learning how to chat like an adult is a gradual process.

But this potential answer also raises an even older and more difficult question. Adult immigrants who learn a second language rarely achieve the same proficiency in a foreign language as the average child raised as a native speaker. Researchers have long suspected there is a 'critical period' for language development, after which it cannot proceed with full success to fluency. Yet we still do not understand this critical period or know why it ends.

adapted from *Scientific American: Mind Matters*

- 4 Work in pairs. Look at the underlining in Question 1 below, then read the first paragraph of the passage. What is the answer?

Questions 1–4

Do the following statements agree with the claims of the writer in the reading passage?

Write

YES	if the statement agrees with 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

This is a paraphrase of *few things are as funny* in the first paragraph of the passage.

- 1 People are extremely amused when they see a baby talk like an adult.
- 2 Behaviourists of the early 20th century argued that children learn to speak by copying adults.
- 3 Children have more conversations with adults than with other children.
- 4 Scientists have found it easy to work out why babies use one-word sentences.

These words are similar to words in the passage, so they help find the right place.

- 5 Now underline the words in Questions 2–4 that help you find the right place in the passage. Then answer Questions 2–4.

Exam advice Yes / No / Not Given

- You should use the same approach for True / False / Not Given and Yes / No / Not Given questions (see page 11).
- Write your answer clearly. If the examiner is not sure what you have written, it will be marked wrong.

- 6 Work in pairs. Read the title of the summary below and use this to find the right part of the passage. Look at Question 5. Why is 'C' correct?

Questions 5–9

Complete the summary using the list of words and phrases, A–H, below.

Two theories about babyltalk

According to the writer, there are two main theories related to babyltalk. One states that a young child's brain needs 5 ... to master language, in the same way that it does to master other abilities such as 6

The second theory states that a child's 7 is the key factor. According to this theory, some key steps have to occur in a logical sequence before 8 occurs. Children's 9 develops in the same way.

- | | |
|---------------------|--------------------------|
| A vocabulary level | E mathematical knowledge |
| B physical movement | F sentence formation |
| C time | G learning |
| D attention | H teaching |

Exam advice Summary completion with a box

- Read through the summary and decide what type of word or phrase you need for each gap.
- Underline words and phrases around the gaps to help you find the right place in the passage.
- Underline the words in the passage that provide the missing information.
- Choose the option that means the same.

- 7 Answer Questions 6–9 on your own. Then check your answers with your partner.

- 8 Look at Questions 10–14 in the next column.

- 1 Underline the key ideas in Questions 10–14, then quickly find the right place in the passage.
- 2 Read that part of the passage carefully, then choose the correct options.

Exam advice Multiple choice

- Use key ideas in the question to find the right place in the passage.
- Read that part of the passage and underline the words which answer the question.

Questions 10–14

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

- 10 What is the writer's main purpose in the seventh paragraph?
A to give reasons why adopted children were used in the study
B to reject the view that adopted children need two languages
C to argue that culture affects the way children learn a language
D to justify a particular approach to language learning
- 11 Snedeker, Geren and Shafto based their study on children who
A were finding it difficult to learn English.
B had come from a number of language backgrounds.
C were learning English at a later age than US children.
D had taken English lessons in China.
- 12 What aspect of the adopted children's language development differed from that of US-born children?
A their first words
B the way they learnt English
C the rate at which they acquired language
D the point at which they started producing sentences
- 13 What did the Harvard finding show?
A Not all toddlers use babyltalk.
B Language learning takes place in ordered steps.
C Some children need more conversation than others.
D Not all brains work in the same way.
- 14 When the writer says 'critical period', he means a period when
A studies produce useful results.
B adults need to be taught like children.
C immigrants want to learn another language.
D language learning takes place effectively.

- 9 Work in small groups.

- Do you agree that there is a critical period for learning language? When do you think this might end?
- What do you think is the best way for an adult to learn another language?

Speaking Part 2

- 1 Work in pairs. Read this task and match the phrases (1–8) below with the points in the task.

Describe a situation you remember when you had to use a foreign language to communicate.

You should say:

what you were doing
what happened
how well you communicated in the language
and explain why you remember this situation or experience.

- | | |
|-----------------------|--------------------------|
| 1 on holiday | 5 summer break |
| 2 what have I learned | 6 the emergency services |
| 3 difficult situation | 7 didn't know how to say |
| 4 took a trip | 8 hired a car |

- 2 Listen to Abi doing the task in Exercise 1 and make brief notes about the following.

- 1 Where was Abi?
- 2 What happened?
- 3 How well did he communicate?
- 4 Why does he remember the situation?

- 3 Abi uses phrases to mark the stages in his story. Listen again and complete the chart below with these phrases.

A couple of years ago Eventually
So the next thing we did This was because
Before we went At the time The reason why
As soon as However, one morning

introducing a stage in the story	giving reasons / explanations
<i>A couple of years ago</i>	

- Pronunciation: *Consonant sounds*
 page 34 Key grammar: *Present perfect and past simple*
- 4 Write some brief notes that you could use in a two-minute talk on the topic in Exercise 1.

- 5 Work in pairs. Take turns to give your talks.

Exam advice Speaking Part 2

- Structure your talk by using your notes and introducing your points clearly to the examiner.
- Use appropriate phrases to mark the stages in your talk.

- 6 Read this Speaking task and prepare notes for each point. Think about how you will link your ideas.

Describe an English lesson that you really enjoyed.

You should say:

where and when it took place
who the teacher was
what you did in the lesson
and explain why you enjoyed it so much.

- 7 Work in pairs. Take turns to give your talks. After listening to your partner, give feedback.

Pronunciation

Consonant sounds

IELTS candidates often confuse consonant sounds, and this can change a word or meaning.

- 1 Listen to and read these examples.

similar sounds	examples
/ʃ/ and /dʒ/	sheep / jeep
/l/ and /r/	climb / crime
/v/ and /w/	vent / went

- 2 Work in pairs. Listen again to the first part of Abi's talk and write the missing words.

A couple of years ago, I 1 ... went ... on holiday with a friend to Windsor. Um, the 2 why we chose Windsor is that I've got an aunt who 3 there. She's been living there for 20 years now. And, well, I've always enjoyed travelling ... I've always wanted to go to the UK. At the time, my friend and I had 4 finished our exams at school and we were 5 to go to university. It was the summer break, and 6 invited us to visit her, so we decided to go.

- 3 Work in pairs. Take turns to read the paragraph to each other. Which sounds are most difficult for you to pronounce?

- 4 Work in pairs. Read the audioscript of the talk on page 136. Mark six sounds that you find difficult. Read the script extracts to your partner.

Vocabulary

Teach, learn or study? Find out or know?

- 1 IELTS candidates often confuse *teach/learn/study* and *find out/know*. Circle the correct words in these extracts from the Reading passage.

- 1 This advertisement proves what comedians have known / found out for years.
- 2 Over the past half-century, scientists have known / found out much about babytalk.
- 3 Children don't *study* / *learn* to walk until their bodies are ready.
- 4 *Knowing* / *Learning* how to chat like an adult is a gradual process.
- 5 Yet we still do not understand this critical period or *know* / *find out* why it ends.

- 2 Read these extracts from CLD to check your answers.

learn, teach or study?

To **learn** is to get new knowledge or skills

I want to **learn** how to drive.

When you **teach** someone, you give them new knowledge or skills.

My dad **taught** me how to drive. My dad **learnt** me how to drive.

When you **study**, you go to classes, read books, etc. to try to understand new ideas and facts.

He is **studying** biology at university.

know or find out?

To **know** something means to already have information about something.

Kelly **knows** what time the train leaves.

To **find out** something means to learn new information for the first time.

Can you **find out** what time the train leaves?

- 3 Work in pairs. Complete these questions with *teach, learn, study, know or find out*.

- 1 How many English words do you ... know ... ?
- 2 Do you prefer to a language by talking to people or reading books?
- 3 If you worked in a school, which subject would you prefer to ?
- 4 How would you where the best language schools are in your home town?
- 5 Did you hard for your school exams?

- 4 Work in pairs. Ask and answer the questions in Exercise 3.

Key grammar

Present perfect and past simple

- 1 Match the underlined verbs in these sentences from Abi's talk (1–3) with the tenses (a–c).

- | | |
|--|------------------------------|
| 1 I've always enjoyed | a past simple |
| travelling. | b present perfect simple |
| 2 It <u>was</u> a summer break. | c present perfect continuous |
| 3 She's <u>been living</u> there for 20 years now. | |

- 2 Which sentence from Exercise 1 describes:

- a something in the past that is now ended?
- b a situation that started in the past and is still going on?
- c a feeling from the past that is still present?

- 3 Underline the verb forms in these sentences from Abi's talk and say what tense they are.

- 4 Before we went, we hired a car, which we picked up when we reached the airport.
- 5 I didn't know the word for tyre.
- 6 Twenty minutes later, a recovery van arrived.
- 7 So, what have I learned from this experience?

- 4 Match the sentences (1–7) in Exercises 1 and 3 with the uses of the past simple, present perfect and present perfect continuous tenses (a–d).

- | |
|--|
| a a past action or state that is clearly now over (often with a time expression) 2, ... |
| b a situation or state that started in the past and continues into the present (often with a time reference) |
| c a series of events that took place in the past |
| d an action or activity that started in the past and is still continuing |

► page 103 Tenses

- 5 IELTS candidates often make mistakes using tenses. Circle the correct verb form in these sentences.

- 1 In the last few decades, *there was* / has been a rapid development in computer technology.
- 2 The most popular country that UK residents *have visited* / *visited* in 1999 was France.
- 3 *I was* / *have been* responsible for taking care of myself since I was eight years old.
- 4 Obesity *became* / *has become* a global problem.
- 5 Sometimes people who *have been* on a diet eat even more afterwards than they *have eaten* / *ate* before.
- 6 One day, the company *has been* / *was* shut down.

Writing Task 1

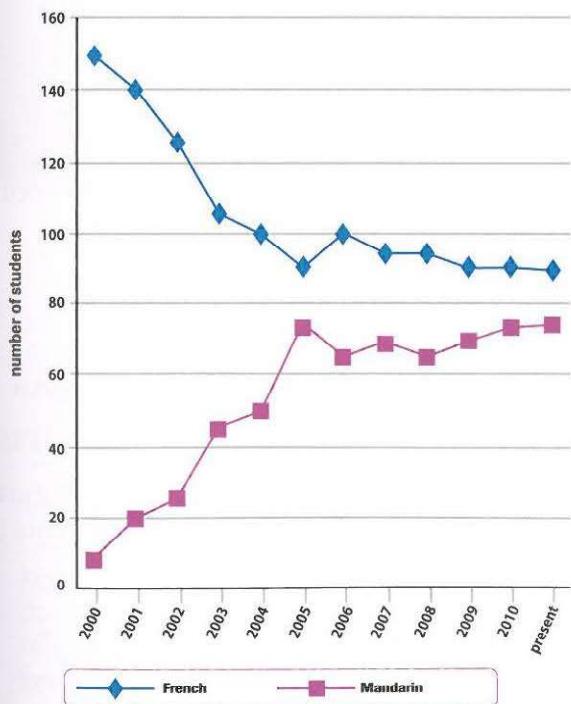
1 Work in pairs. Look at the graph below.

- 1 What does the graph show?
- 2 What is the main difference between the two lines on the graph?
- 3 Are there any significant similarities or differences between the two language trends?
- 4 What are the main features of each trend?
- 5 How could you divide the information into paragraphs?

The graph below shows information about the languages that 13-year-old students in one school chose to study.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Language options selected by 13-year-old students in a school in England



2 Put these sentences in the correct order.

- a Overall, it can be seen that more students have been choosing to study Mandarin, but French is still the most popular language option.
- b Over the next five years, the figure fell considerably for French, but rose dramatically for Mandarin and reached a peak at 75 students.

- c In 2000, the number of students who took French was 150, compared to just under 10 students who chose Mandarin.
- d French gained some popularity in 2006, but has remained fairly stable since then at about 90 students.
- e The graph shows how many 13-year-old students studied French and Mandarin between 2000 and the present day in a school in England.
- f On the other hand, the trend for French is the opposite.
- g So there was a significant difference in numbers at this time.
- h According to the data, Mandarin has increased in popularity during this time.
- i In contrast, the number of students taking Mandarin dipped in 2006 and then fluctuated, before it returned to 75.
- j Since 2005, the trends have not changed as much.

3 Work in pairs. Look at the text in Exercise 2 again and find verb phrases which mean the following.

- 1 went down (two phrases)
- 2 hit a high point
- 3 has stayed the same
- 4 went up a lot
- 5 went up and down

4 Work in pairs. Look at this table and discuss what it shows. Which column:

- 1 increases significantly?
- 2 fluctuates?
- 3 peaks then falls slightly?

Global statistics: Shore Hotel

Staff: 1975–2010

	with language qualification %	speaking two or more languages %	previous work experience %
1975	5	10	75
1980	10	12	70
1985	12	14	78
1990	17	23	55
1995	21	48	65
2000	22	50	50
2005	21	65	45
2010	20	79	67

5 Complete the gaps in this summary with the correct percentages.

The table provides some background information on the staff working in a global hotel chain. The information goes back to 1975 and covers languages spoken and qualifications, as well as previous work experience. Between 1975 and 2000, there was a significant rise in the percentage of employees who held a qualification in a foreign language, from 1 to 2 After this, there was a slight fall of 3 over the next ten years. 4 of staff were able to speak at least two languages in 1975. At first, this figure rose by 13 percent to 5 in 1990. However, from 1990 to 2010, it rocketed to 6 Finally, the percentage of staff with experience in the hotel industry fluctuated between 1975 and 2010. In 1985, there was a peak at 7 , and this was followed by a sudden fall to 8 five years later. Figures then went up and down over the next 15 years.

6 Underline the expressions that describe trends in the summary in Exercise 5.

7 Write an overview of the information in the summary in one or two sentences.

► page 102 Prepositions

8 Using the rules in the Language reference, complete these sentences with the correct prepositions.

- 1 Car sales rose by five percent in August.
- 2 The chart shows the number of people finding jobs 2003 and 2007.
- 3 The number of new employees fell 12 percent last year.
- 4 Yesterday, there was a fall ten degrees in city temperatures.
- 5 There will be an increase taxi fares next month.
- 6 Customer complaints have gone down below 100.
- 7 The percentage of people needing medical treatment peaked 35 in 2009.

9 Find and correct the mistakes made by IELTS students in these sentences.

- 1 The oldest underground railway was built in London ~~on~~ 1863. *in*
- 2 In general, all the figures gradually increased over 1911 to 2001.
- 3 There is no evidence that a rise of petrol prices leads to less traffic.
- 4 The number of people peaked to 5,523 in 2001.
- 5 Spending on teachers' salaries fell on 5%.
- 6 The temperature decreased until a low of three degrees in December.
- 7 During the period of 1986 and 1999 there was a gradual increase.
- 8 The profits experienced an increase by \$2m.

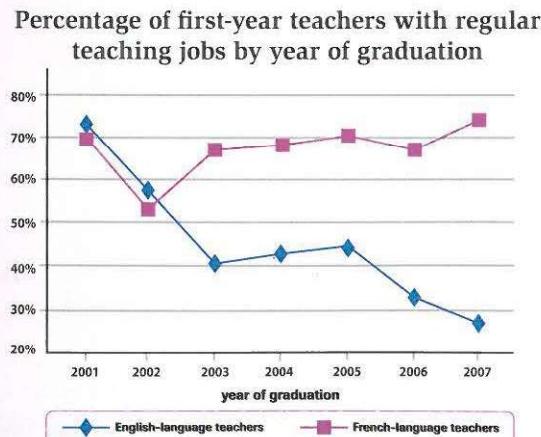
10 Work in pairs. Look at the Writing task below and decide:

- what the graph shows
- how you will organise your report – what each paragraph will contain
- what your overview will include.

Work alone and write your summary. You should write at least 150 words.

The graph below shows information about the recruitment of teachers in Ontario between 2001 and 2007.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Exam advice Describing trends

When you have to describe trends:

- look at the similarities and differences.
- use appropriate language to describe them.

Unit 4 New media



Starting off

1 Work in pairs. Look at the photos of different media. Which do you normally use to do the following?

- keep up to date with the news
- do research for your work or studies
- relax when you're alone
- keep up with the latest ideas and fashions
- enjoy yourself with friends

Reading Section 1

1 Work in small groups. You are going to read a passage about the World Wide Web. Before you read, discuss these questions.

- 1 How is the World Wide Web different from the Internet?
- 2 How do you personally use the Web?

2 Now read the passage on page 38 quite quickly. How many uses of the Web are mentioned?



The World Wide Web from its origins

Science inspired the World Wide Web, and the Web has responded by changing science.

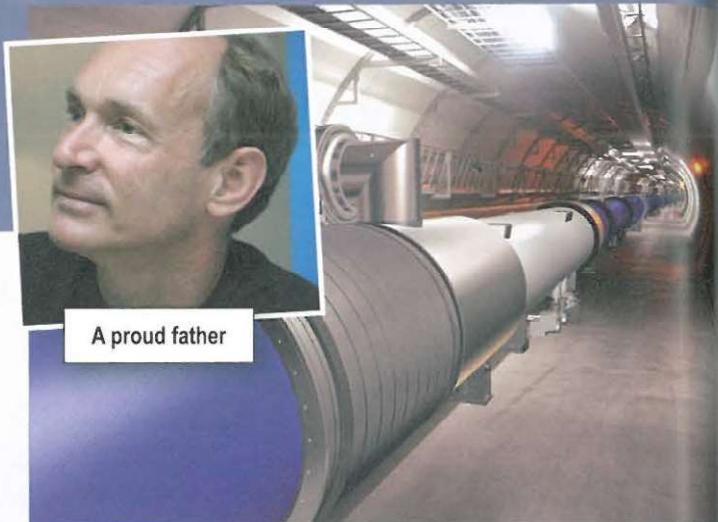
'Information Management: A Proposal'. That was the bland title of a document written in March 1989 by a then little-known computer scientist called Tim Berners-Lee, who was working at CERN, Europe's particle physics laboratory, near Geneva. His proposal, modestly called the World Wide Web, has achieved far more than anyone expected at the time.

In fact, the Web was invented to deal with a specific problem. In the late 1980s, CERN was planning one of the most ambitious scientific projects ever, the Large Hadron Collider*, or LHC. As the first few lines of the original proposal put it, 'Many of the discussions of the future at CERN and the LHC end with the question "Yes, but how will we ever keep track of such a large project?" This proposal provides an answer to such questions.'

The Web, as everyone now knows, has many more uses than the original idea of linking electronic documents about particle physics in laboratories around the world. But among all the changes it has brought about, from personal social networks to political campaigning, it has also transformed the business of doing science itself, as the man who invented it hoped it would.

It allows journals to be published online and links to be made from one paper to another. It also permits professional scientists to recruit thousands of amateurs to give them a hand. One project of this type, called GalaxyZoo, used these unpaid workers to classify one million images of galaxies into various types (spiral, elliptical and irregular). This project, which was intended to help astronomers understand how galaxies evolve, was so successful that a successor has now been launched, to classify the brightest quarter of a million of them in finer detail. People working for a more modest project called Herbaria@home examine scanned images of handwritten notes about old plants stored in British museums. This will allow them to track the changes in the distribution of species in response to climate change.

Another new scientific application of the Web is to use it as an experimental laboratory. It is allowing social scientists, in particular, to do things that were previously impossible. In one project, scientists made observations about the sizes of human social networks using data from Facebook. A second investigation of these networks, produced by Bernardo Huberman of HP Labs, Hewlett-Packard's research arm in Palo Alto, California, looked at Twitter, a social networking website that allows people to post short messages to long lists of friends.



A proud father

At first glance, the networks seemed enormous – the 300,000 Twitterers sampled had 80 friends each, on average (those on Facebook had 120), but some listed up to 1,000. Closer statistical inspection, however, revealed that the majority of the messages were directed at a few specific friends. This showed that an individual's active social network is far smaller than his 'clan'. Dr Huberman has also helped uncover several laws of web surfing, including the number of times an average person will go from web page to web page on a given site before giving up, and the details of the 'winner takes all' phenomenon, whereby a few sites on a given subject attract most of the attention, and the rest get very little.

Scientists have been good at using the Web to carry out research. However, they have not been so effective at employing the latest web-based social-networking tools to open up scientific discussion and encourage more effective collaboration.

Journalists are now used to having their articles commented on by dozens of readers. Indeed, many bloggers develop and refine their essays as a result of these comments. Yet although people have tried to have scientific research reviewed in the same way, most researchers only accept reviews from a few anonymous experts. When *Nature*, one of the world's most respected scientific journals, experimented with open peer review in 2006, the results were disappointing. Only 5% of the authors it spoke to agreed to have their article posted for review on the Web – and their instinct turned out to be right, because almost half of the papers attracted no comments. Michael Nielsen, an expert on quantum computers, belongs to a new wave of scientist bloggers who want to change this. He thinks the reason for the lack of comments is that potential reviewers lack incentive.

adapted from **The Economist**

* The Large Hadron Collider (LHC) is the world's largest particle accelerator and collides particle beams. It provides information on fundamental questions of physics.

- 3** Read Questions 1–6 below, underline the key words in the statements, then use these to find the right place in the passage.
- 4** Now read those sections of the passage carefully to decide if the statements are true, false or not given.

Questions 1–6

Do the following statements agree with the information given in the reading passage?

Write

- TRUE** if the statement agrees with the information
- FALSE** if the statement contradicts the information
- NOT GIVEN** if there is no information on this

- 1 Tim Berners-Lee was famous for his research in physics before he invented the World Wide Web.
- 2 The original intention of the Web was to help manage one extremely complex project.
- 3 Tim Berners-Lee has also been active in politics.
- 4 The Web has allowed professional and amateur scientists to work together.
- 5 The second galaxy project aims to examine more galaxies than the first.
- 6 Herbaria@home's work will help to reduce the effects of climate change.

Exam advice True / False / Not Given

- Find words in the passage that are the same as or similar to words in the statement.
- Quickly find the part of the passage that deals with each statement; you will be able to find this, even when an answer is Not Given.

- 5** Work in pairs. Look at Questions 7–10 in the next column.

- 1 Read the title of the notes and find the section of the passage which deals with this.
- 2 Read Questions 7–10 and decide what type of information you need for each gap.
- 3 Read the relevant section of the passage carefully and answer Questions 7–10.

Questions 7–10

Complete the notes below.

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

Social networks and internet use

Web used by social scientists (including Dr Huberman) to investigate the 7 of social networks.

Most 8 intended for limited number of people – not everyone on list.

Dr Huberman has also investigated:

- 9 to discover how long people will spend on a particular website;
- why a small number of sites get much more 10 than others on same subject.

Exam advice Note completion

- Read the title of the notes and find the section of the passage which deals with the subject.
- Read the notes and decide what type of information you need for each gap.
- Be careful to copy the answer from the passage exactly.

- 6** Look at Questions 11–13 below.

- 1 Underline the key idea in each question and find the part of the passage which deals with it.
- 2 Read the passage and underline the words you need to answer the questions, then copy the answers carefully.
- 3 Check that your answer gives the correct information, e.g. for Question 11 your answer should be a name (*Whose writing ... ?*).

Questions 11–13

Answer the questions below.

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

- 11 Whose writing improves as a result of feedback received from readers?
- 12 What type of writing is not reviewed extensively on the Web?
- 13 Which publication invited authors to publish their articles on the World Wide Web?

Exam advice Short-answer questions

- Underline the key idea in each question and find where it is dealt with in the passage.
- Read that part carefully and underline the answer.

7 Work in small groups.

- Do you use Facebook, Twitter or other social networking sites?
- If so, how many 'friends' do you have? How many do you 'talk' to regularly? What sort of things do you talk about?
- What other ways do you have of keeping in touch with your friends?



"Are you following my tweets?"

Listening Section 4

Exam information

- You hear one speaker giving a talk, lecture or presentation on an academic subject.
- The speaker will express opinions and ideas, not just facts.
- This section does not contain a break.

1 Work in small groups. You are going to hear a lecturer talking about journalism practised by people who are not professional journalists. Before you listen, discuss this question.

Where do you think amateur journalists can publish articles and reports?

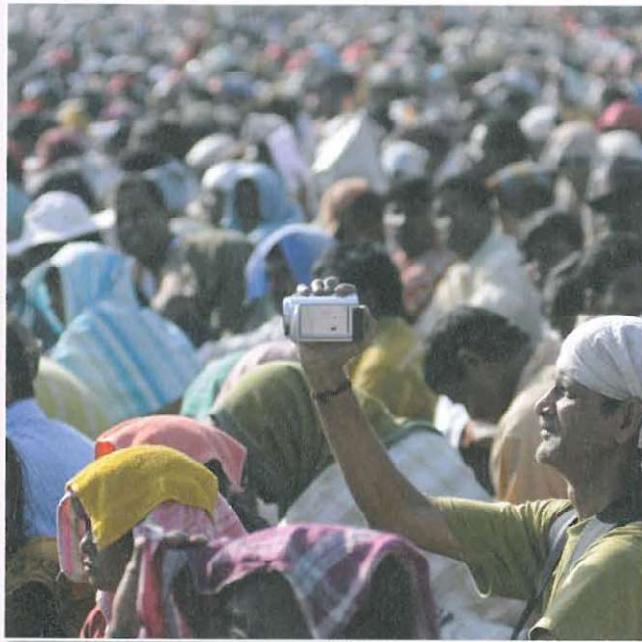
2 Work in pairs. Read Questions 1–5 below.

- What type of word (noun/verb/adjective, etc.) is needed in each gap?
- If you need a noun, do you think it will be singular or plural?

Questions 1–5

Complete the sentences below.

Write ONE OR TWO WORDS for each answer.



- Ordinary people can provide a news story, a or a video when no professional journalist is present.
- Amateur journalists often report on subjects which would be of little interest to a large
- In the past, someone who wanted to express an opinion used to write a , while now they write a blog.
- An amateur journalist's subject is more likely to be a rather than national or international news.
- Amateur news websites, such as *Ohmynews* in South Korea, earn money from

3 Now listen and answer Questions 1–5.

4 Look at Questions 6–10 below.

- 1 What is a *flow chart*?
- 2 What type of word (noun/verb/adjective, etc.) is needed in each gap?
- 3 If you need a noun, do you think it will be singular or plural?

Questions 6–10

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

How to write an article

Put the main facts at the beginning to attract attention.

Use a model in the shape of a 6 to build up details.

Include 7 from people involved.

Check the accuracy of your 8

Rewrite, making sure paragraphs are short.

Don't write a 9

Add a picture to accompany the article.

Finally, write an attractive 10

5 Now listen and answer Questions 6–10.

Exam advice Sentence and flow-chart completion

- Try to use words you actually hear. If not, use words which express the same idea.
- Check your answers when you have finished.

6 Work in small groups.

Have you ever contributed to a blog, or posted a photo or video on the Internet? What was it about?

Vocabulary

Cause, factor and reason

- 1 IELTS candidates often confuse *cause*, *factor* and *reason*. Complete these sentences by writing one of the above words in each gap.

- 1 Another key in the process has been the mobile phone.
- 2 I think the main of this change has been the Internet.
- 3 Newspapers only print a few of the thousands of letters they receive each day, and the for this is that they just don't have enough space.

- 2 Check your answers by reading these extracts from CALD. Which words are often used before and after *cause*, *factor* and *reason*?

cause the reason why something, especially something bad, happens:
The police are still trying to establish the cause of the fire.

factor a fact or situation that influences the result of something:
Price will be a major/crucial factor in the success of this new product.

reason the cause of an event or situation or something which provides an excuse or explanation:
The reason for the disaster was engine failure, not human error.
The reason why grass is green was a mystery to the little boy.

- 3 Find and correct the mistakes made by IELTS candidates in these sentences.

- 1 Pollution is a *reason* of global warming. *cause*
- 2 A major reason which causes this serious problem is pressure on students.
- 3 The growth of big cities has its human, economic and political reasons.
- 4 This chart shows the main causes why agricultural land is losing productiveness.
- 5 We work hard throughout our student life in order to prepare for the future, although this is not the only cause.

Speaking Parts 2 and 3

- 1 Work in pairs. Look at this task for Speaking Part 2. Which words and phrases in the box below would you use when you do the task?

Describe a website on the Internet that you use regularly.

You should say:

what sort of website it is
what you use it for
what you like and dislike about it
and explain why you use it regularly.

site social networking to browse to buy online
to chat to download to keep in touch
to keep up to date to research to visit to watch

- 2 You are going to do the task in Exercise 1. Before you talk, think about what you're going to say and make some notes.

- 3 Work in pairs and take turns to give your talks. You should each speak for up to two minutes.

Exam information Speaking Part 3

- In Part 3, the examiner asks you questions on a range of topics connected with the topic of Part 2, and you discuss your opinions with him/her.
- The questions are more general and less personal than in Part 1.
- This part takes four to five minutes.

- 4 Look at this Part 3 question and the three answers below. Which answer do you think is best? Why?

How does the Internet help people in their everyday lives?

A

I use the Internet for downloading films. I enjoy watching films in my free time, and it's cheaper than going to the cinema.

B

Well, I think it helps people in quite a lot of ways, for instance to get information, or to book air tickets, it helps people to study and to do research for their homework and their studies or even to get advice about how to study.

C

Yes, I think it helps people a lot.

- 5 Work in pairs. Look at these questions for Speaking Part 3.

- What opinion or ideas would you express to answer each question?
- What reasons and examples can you give?

Internet use

- How does the Internet help people in their everyday lives?
- Do you think that some people spend too much time on the Internet? Why?
- In your opinion, will newspapers and books disappear as a result of the Internet? Why? / Why not?

- 6 Read the response below given by Elena, an IELTS candidate.

- Which question from Speaking Part 3 in Exercise 5 is she answering?
- Underline the reasons and examples she gives.
- Which four words and phrases does she use to show she's not certain about her answer?



Well, I'm not sure. Some people do perhaps, for example young people who should be studying instead, but a lot of people use the Internet for their jobs or for other things. Maybe too much time chatting to friends, not enough time doing other things. Too much time sitting down. But many people leave the Internet connected all day because they use it instead of a telephone for messages or instead of going to the library, so I think it depends. For some things, it saves time.

D Pronunciation: Chunking

- 7 Work in pairs. Take turns to ask and answer the questions in Exercise 5.

Exam advice Speaking Part 3

- Listen carefully to the questions and make sure you give direct and relevant answers.
- Give quite long answers to the questions, giving an example or a reason.
- If you're not certain how to answer, say so and suggest possible ideas you have.

- 8** Work in pairs. Take turns to ask and answer these questions.

Using the Internet

- 1 How can the Internet help students with their studies?
- 2 What dangers do you think there are connected with the Internet?
- 3 What are the advantages of using social networking sites instead of meeting friends face to face?
- 4 Do you think people should pay for music and films they download from the Internet, or should they be free? Why? / Why not?

Pronunciation

Chunking

We tend to say words in groups, almost like one word. We call this *chunking*. Between groups of words, we pause or hesitate.

- 1**  Listen to Elena's answer to the first question from Speaking Part 3 above and mark the pauses or hesitations / as she speaks.

Well, I think it helps people in quite a lot of ways, for instance to get information, or to book air tickets. It helps people to study and to do research for their homework and their studies or even to get advice about how to study.

- 2**  Work in pairs. Read Elena's answer to the second question and decide where she will pause. Then listen and check your answers.

Well, I'm not sure. Some people do perhaps, for example young people who should be studying instead, but a lot of people use the Internet for their jobs or for other things. Maybe too much time chatting to friends, not enough time doing other things. Too much time sitting down. But many people leave the Internet connected all day because they use it instead of a telephone for messages or instead of going to the library, so I think it depends. For some things, it saves time.

- 3** Now take turns to read Elena's answer aloud.

Writing Task 2

- 1** Work in pairs. Read this Writing task and underline the things you must deal with in your answer. Then answer the question below.

Write about the following topic.

The media should limit how much bad news they report because it discourages people from doing activities which usually involve very little risk.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Which of these things should you write about in your answer?

- a Whether the media report too much bad news
- b What you enjoy watching on TV and reading in newspapers
- c If people are really affected by the news
- d Which activities you think people should avoid
- e If the media should limit the amount of news they report
- f How much you agree or disagree with the topic

- 2** Three people wrote answers to the question. Read the first paragraph of each of their answers (1–3) and match each with a description (a–c) on page 44.

- 1 Radio, television and the Internet repeat stories about isolated incidents, such as a murder or a robbery, 24 hours a day. As a result, many people worry about normal things such as allowing their children to play in the park. I feel this is a pity and that the media should reduce the amount of bad news they tell.
- 2 In the past, people used to hear the news by talking to travellers who arrived at their town or village. Today, we hear news from all over the world every day through the mass media, and it is often combined with shocking or frightening images which affect the way we think and behave.
- 3 The majority of news reports tend to be sensational, shocking and unpleasant. However, I believe we have a right to know what is happening in the world and I do not believe that the media should restrict what they tell us.

- a A general description of how the world has changed and how the situation affects us now to show why the subject is important
- b A short opening sentence introducing the subject of the essay, followed by the writer's opinion given clearly and directly
- c An explanation of the topic giving examples, followed by the writer's opinion

3 Work in pairs. Tick (✓) the things which all three paragraphs in Exercise 2 have in common.

- a They are quite short – just two or three sentences each.
- b The writer's opinion is clearly stated.
- c The paragraphs are a clear introduction to the subject.
- d The writers have used their own words, not just repeated words from the question.

4 Read the notes Hassan made before he started writing his answer to the Writing task in Exercise 1. Then read his answer on the right and match each paragraph (1–4) with the relevant note (a–d).

- | | |
|---------|--|
| Para. 1 | a Conclusion: my opinion: media's duty to report + lack of info reduces freedom |
| Para. 2 | b Introduce subject: news mainly bad + my opinion: our right to info |
| Para. 3 | c Main idea: why reporting should not be limited. Reasons: info makes people responsible, decide themselves about risks. Supporting point: e.g. motorway accident |
| Para. 4 | d Main idea: why people think bad news should be limited: stops people doing things Supporting points: e.g. crime and not visiting dangerous districts / plane crashes, people stop flying. Results: businesses suffer |

5 Look at how the highlighted words and phrases are used in the answer in Exercise 4. Which words and phrases:

- 1 start a new sentence?
- 2 join two sentences?

► page 103 However, although, even though and on the other hand

Most news reports tend to be sensational, shocking and unpleasant. However, I believe we have a right to know what is happening in the world and I do not believe that the media should restrict what they tell us.

People who argue that the media should not report so much bad news have one main reason for this opinion. They suggest that bad news discourages people from doing things which are normally safe, for instance, crime rates may be a major factor in discouraging people from visiting a city. Another example is when a plane crashes and many people stop flying for a while, even though it is one of the safest ways to travel. As a result of these reactions, businesses suffer because people become frightened of doing things they previously thought were harmless.

On the other hand, there are strong reasons for arguing that the media should not limit their reporting. Firstly, people have to be informed so that they can then take responsible decisions. Also, people have to be able to decide for themselves what risks are involved in doing a particular activity. For example, when there has been an accident on the motorway, I do not stop driving, although I usually drive more carefully for a few days, especially if the cause of the accident was the weather.

In short, I think the media have a duty to report all important events. If we do not receive information of this type, we cannot make responsible decisions about what we do, and this reduces our freedom to act in a way which is best for us.

(270 words)

6 Match items 1–6 with items a–f.

- | | |
|--|---|
| 1 Although there are more and more channels, | f |
| 2 I believe we should be informed about how politicians behave. | |
| 3 I find the radio distracts me when I'm working. | |
| 4 I like to buy a newspaper on Sunday, | |
| 5 Online newspapers are widely read. | |
| 6 Television news programmes should show pictures of disasters that have happened, | |
| a even though many people find these extremely upsetting. | |
| b even though I can read it online for free. | |
| c However, I don't believe they will ever completely replace printed ones. | |
| d However, I find it entertaining when I'm driving or doing the housework. | |
| e On the other hand, I don't think we should be told details of their private lives. | |
| f people spend less and less time watching television. | |

► Key grammar: Articles

7 Read this Writing task and underline the things you must deal with in your answer.

Write about the following topic.

The media pay too much attention to the lives and relationships of celebrities such as actors, singers or footballers. They should spend more time reporting the lives of ordinary people instead.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.



8 Work in small groups. Discuss to what extent you agree or disagree with the statement in the Writing task in Exercise 7. While you are discussing, note down any ideas you might use when you write your answer.

9 Write a plan for your answer, then write your complete answer. You should write at least 250 words.

- For your first paragraph, use one of the paragraphs you looked at in Exercise 2 as a model.
- Your middle paragraphs should each have a main idea and supporting points or examples.
- Your final paragraph should contain your opinion and the reasons for it.

Exam advice Writing Task 2

- Your answer should include a short introductory paragraph saying why the topic is important or what you are going to discuss.
- Each of the middle paragraphs should express one main idea with supporting points and/or examples.
- Summarise your opinion in the final paragraph.

Key grammar

Articles

1 Read these rules for when to use articles (*a*, *an*, *the* or no article) and complete each gap using one of the underlined phrases from the sample answer to the Writing task in Exercise 5. You will have to use two words twice

Use *the*

- when people know what you are talking about because you've mentioned it before or it's clear from the context: *I've been to the post office*, 1 the accident
- when only one of a thing exists: *the sun*, 2
- with a noun which refers to a group of people or things: *the police*, 3
- with superlatives: *the highest figure*, 4

Use *a* or *an*

- with a singular countable noun the first time you mention it: *an example*, 5

Don't use *a* or *an*

- with uncountable nouns or plural nouns: *society*, 6

Don't use *the*

- when you are talking in general
- with an uncountable noun or with plural nouns: *Fruit is good for you*, 7

► page 104 Use of articles

2 Each of these sentences contains a mistake with articles made by IELTS candidates. Correct the mistakes.

- the
- As world is changing, society is becoming more competitive.
 - I think computers play an important role in the society.
 - If students are allowed to use the computers in class, they can easily access the latest information.
 - Internet and other media benefit us in many ways.
 - It is necessary to keep in mind that the older the people get, the more experienced they are.
 - People can access the information from a computer whenever and wherever they want.
 - Some people argue that the books are the best type of media for communicating information.
 - Their parents always plan and give them a best school to study at.

Vocabulary and grammar review Unit 3

Vocabulary

- 1 Complete each of these sentences with the correct form of *learn*, *teach*, *study*, *know* or *find out*.

- 1 Some people learn to speak a new language faster than others.
- 2 I'll how much the book costs and call you back.
- 3 This software is great – it's me how to pronounce some difficult English sounds.
- 4 Unfortunately, my brother should have harder for his exams.
- 5 My tutor was annoyed because he didn't why I was late for the lecture.
- 6 I prefer in the library, where it's quiet.
- 7 We haven't about phonetics with our course tutor yet.
- 8 I was going to tell Mark about the test, but he already

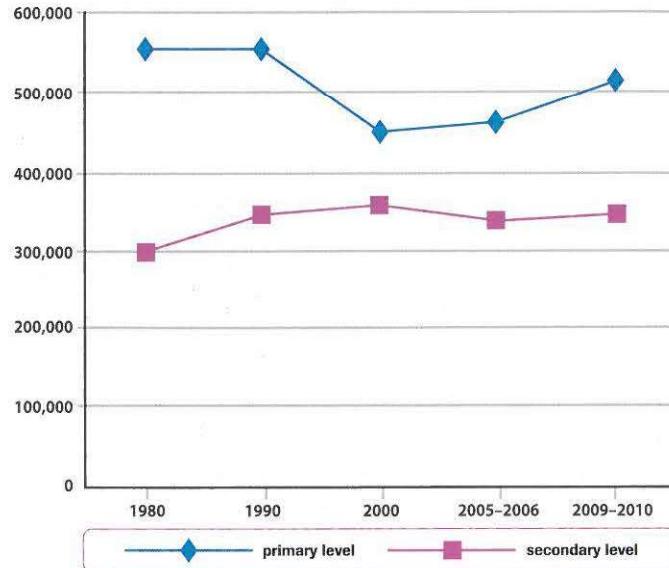
Grammar

- 2 Complete these sentences with the past simple, present perfect or present perfect continuous of the verb in brackets. In some cases, two forms are possible.

- 1 I have been learning (*learn*) Japanese for two years now.
- 2 (*you decide*) which university to apply for yet?
- 3 My favourite author (*write*) his first book ten years ago.
- 4 Not everyone in my old high school (*come from*) the local area.
- 5 We (*wait*) here for half an hour, but my tutor still hasn't arrived.
- 6 Maisie (*feel*) very nervous before the presentation, but it went well.
- 7 Since the heavy rains started, my sister (*travel*) to college by bus.
- 8 My neighbour recently confessed that he (*never read*) a newspaper in his life!

- 3 Study this graph and complete each sentence below using a preposition from the box. Two of the prepositions are used twice.

Full-time enrolment of students in education in Ireland (1980–2010)



at between by from in of over to

The chart shows changes in Irish school enrolment figures 1 over a 30-year period.

2 1980 and 2010, there were always more students at primary level than at secondary level. About 550,000 students were studying at primary level 3 1980, and this figure remained stable 4 the next ten-year period. Enrolments fell 5 100,000 after that, then rose gradually 6 500,000 at the end of the first decade of the 21st century.

Enrolments in secondary education fluctuated slightly during this time period. 7 1980 to 2000, there was an increase 8 50,000 students, and numbers reached 350,000. The next five years showed a slight decrease 9 numbers, and since 2005, numbers have remained stable 10 325,000. Overall, while primary school numbers have fallen slightly, secondary school enrolments have risen.

Vocabulary and grammar review Unit 4

Vocabulary

- 1 Complete the sentences below with words connected with the Internet from the box in the correct form.

browse chat download go keep visit

- 1 I browse the Web to look for the information I need for my studies.
- 2 I with my friends using a social networking site.
- 3 Although there are millions of websites, most people just a few favourites frequently.
- 4 Facebook is a great way to in touch with your friends.
- 5 When I want to buy something, first I online to compare products and prices.
- 6 I films onto my computer because I find it more convenient than going to the cinema.

- 2 Complete each of these sentences with the correct form of *cause, factor or reason*.

- 1 There are several *factors* which influence people when deciding where to go on holiday.
- 2 The Internet has been the main of the decline of conventional newspapers.
- 3 One why young people watch less television is that they have less time.
- 4 Online advertising is successful for a number of One is that people can react to it instantly.
- 5 You can only really deal with a problem if you understand its
- 6 Advertising is influential, but price will always be the main influencing your decision to buy.

Grammar

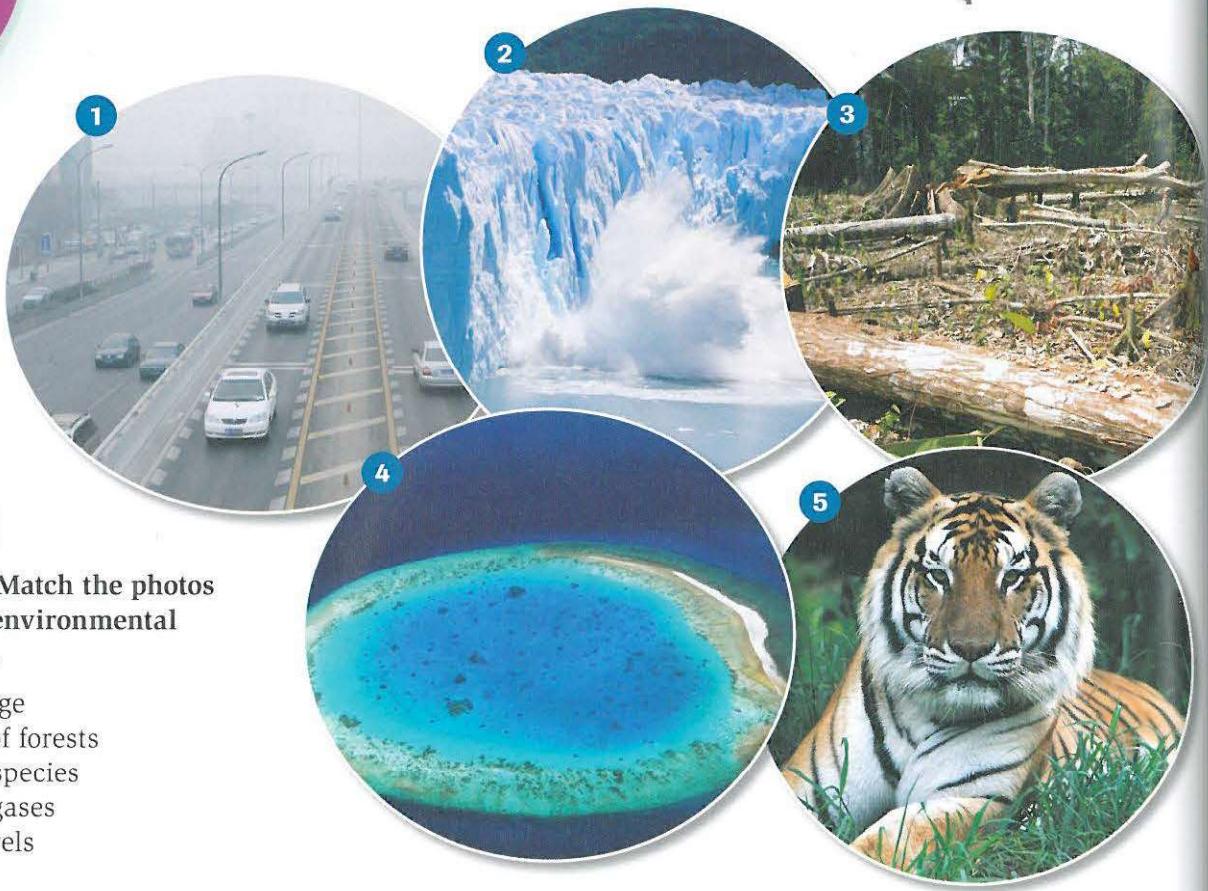
- 3 Complete these sentences with *however, although, on the other hand or even though*. In most cases, **more than one answer is correct**.

- 1 Television advertising is expensive.
However / On the other hand, it reaches the widest audience.
- 2 TV advertisements are often amusing, I don't like them when they interrupt films on TV.
- 3 Chen never uses online dictionaries his teacher recommends them.
- 4 Printed books have been around for centuries., I think they will become obsolete in the next few years.
- 5 Printed books have been around for centuries., electronic books are relatively new.

- 4 Complete this paragraph by writing *a, an, the* or – if you think no article is needed. In some cases, **more than one answer is possible**.

When you join 1 group on 2 social networking site, you may be revealing more than you want to. 3 experimental website has managed to identify 4 names of people who visit it by gathering 5 information about 6 groups they belong to. 7 website exploits 8 fact that your web browser keeps a list of 9 web addresses you have visited. 10 owners of websites can obtain this information by hiding 11 list of 12 web addresses in the code for their web page. When someone accesses 13 page, their browser will tell 14 website owner which of 15 hidden addresses they have already visited.

Unit 5 The world in our hands



Starting off

- 1 Work in pairs. Match the photos (1–5) with the environmental problems (a–e).

- a climate change
- b destruction of forests
- c endangered species
- d greenhouse gases
- e rising sea levels

- 2 Match these sentence halves to form four ways of protecting the environment. Which do you think is the most urgent?

- 1 Driving cars with zero emissions
- 2 Nature reserves are a way
- 3 Switching to renewable energy
- 4 Wildlife conservation programmes

- a are essential for protecting endangered species.
- b will reduce our dependence on fossil fuels.
- c will cut the quantity of greenhouse gases which are released into the atmosphere.
- d of protecting natural habitats.

Listening Section 1

- 1 Work in pairs. You are going to hear a man who is interested in protecting the environment talking to a travel agent about eco-holidays. Before you listen, discuss these questions.

- 1 What do you think eco-holidays are?
- 2 Can you think of examples of eco-holidays?

- 2 Work in pairs. Look at Questions 1–6 and decide what type of information you need to fill each gap.

Questions 1–6

Complete the notes below.

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

Customer's name: Igor Petrov

Length of holiday: 1

Will pay up to £ 2

Told him about 3 for advance payments

Needs quote for 4 during holiday

Requires 5 on plane

Must check if he needs a 6

3  Now listen and answer Questions 1–6.

Exam advice Note and table completion

- Check how many words you are allowed to use.
- Take care to spell your answers correctly.
- Write numbers as figures, not words.

4 Read Questions 7–10 below and decide what information you might need for each gap.



Questions 7–10

Complete the table below.

Write ONE OR TWO WORDS for each answer.

Eco-holidays

	type of holiday	accommodation	advantage
Dumbarton Tablelands	watching animals	house in a 7	close to nature
Bago Nature Reserve	live with a 8	village house	learn about way of life
San Luis Island	working in a 9	hostel	holiday location without 10

5  Now listen and answer Questions 7–10.

6 Work in pairs.

- Would you enjoy an eco-holiday?
- Which of the eco-holidays in Exercise 4 would interest you? Why?



Vocabulary

Nature, the environment or the countryside?

Tourist or tourism?

1 IELTS candidates often confuse *nature*, *the environment* and *the countryside*, and *tourist* and *tourism*. Match the words (1–5) with their definitions from CALD (a–e).

- | | |
|-------------------|--|
| 1 nature | a [U] land where there are no towns or cities |
| 2 the environment | b [U] all the things in the world which exist naturally and were not created by people |
| 3 countryside | c [U] the land, water and air that animals and plants live in. It is usually used when talking about the way people use or damage the natural world. |
| 4 tourism | d [C] someone who visits a place for pleasure and interest, usually while they are on holiday |
| 5 tourist | e [U] the business of providing services such as transport, places to stay or entertainment for people who are on holiday |

- 2 Complete these sentences from the Listening section by writing the correct form of a word from Exercise 1 in each gap. You will have to use one word twice.

I phoned you earlier about an eco-holiday, you know, one of those holidays where you don't damage 1 *the environment* at all and you get close to 2

You get to stay in a quite luxurious house or cabin built high up in a tree and surrounded by lovely 3

You go and stay with a local family in their house in a small mountain village away from other 4 and the usual 5 spots.

You might like it because international 6 hasn't spoilt it yet.

- 3 Four of these sentences contain a mistake made by IELTS candidates in the exam. Find and correct the mistakes.

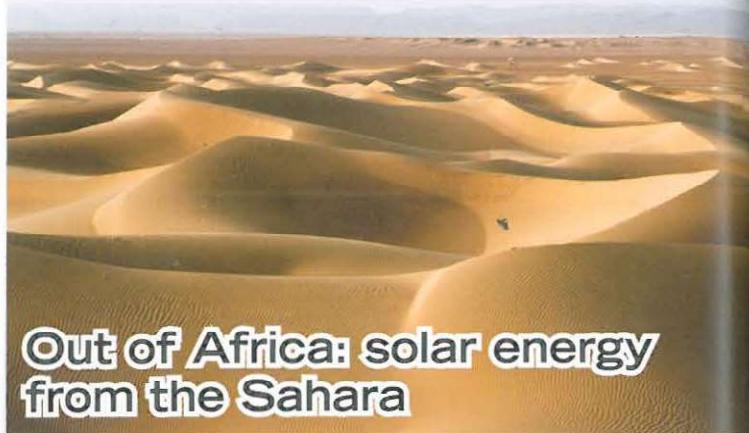
- 1 As far as I am concerned, the increase in the amount of tourist is inevitable. *tourism*
- 2 In conclusion, the nature we live in is very important to us and therefore we should all try to protect it.
- 3 There is also a very positive side to tourists because it brings money and business to places.
- 4 They live in a lovely old house surrounded by beautiful countryside.
- 5 People from the city leave their rubbish in the nature and spoil it as a result.

Reading Section 2

- 1 Work in pairs. You are going to read an article about a form of renewable energy. Before you read, look at the title and the subheading and answer these questions.

- 1 What do you think the article will be about?
- 2 What problems do you think there might be with producing electricity in this way?

- 2 Now read the article quite quickly to find three problems with producing electricity in the Sahara.



Out of Africa: solar energy from the Sahara

Vivienne Walt reports on how the Sahara Desert could offer a truly green solution to Europe's energy problems

- A For years, the Sahara has been regarded by many Europeans as a *terra incognita** of little economic value or importance. But this idea may soon change completely. Politicians and scientists on both sides of the Mediterranean are beginning to focus on the Sahara's potential to provide power for Europe in the future. They believe the desert's true value comes from the fact that it is dry and empty. Some areas of the Sahara reach 45 degrees centigrade on many afternoons. It is, in other words, a gigantic natural storehouse of solar energy.
- B A few years ago, scientists began to calculate just how much energy the Sahara holds. They were astonished at the answer. In theory, a 90,600 square kilometre chunk of the Sahara – smaller than Portugal and a little over 1% of its total area – could yield the same amount of electricity as all the world's power plants combined. A smaller square of 15,500 square kilometres – about the size of Connecticut – could provide electricity for Europe's 500 million people. 'I admit I was sceptical until I did the calculations myself,' says Michael Pawlyn, director of Exploration Architecture, one of three British environmental companies comprising the Sahara Forest Project, which is testing solar plants in Oman and the United Arab Emirates. Pawlyn calls the Sahara's potential 'staggering'.
- C At the moment, no one is proposing the creation of a solar power station the size of a small country. But a relatively well-developed technology exists, which proponents say could turn the Sahara's heat and sunlight into a major source of electricity – Concentrating Solar Power (CSP). Unlike solar panels, which convert sunlight directly into electricity, CSP utilises mirrors which focus light on water pipes or boilers to produce very hot steam to operate the turbines of generators. Small CSP plants have produced power in California's Mojave Desert since the 1980s. The Sahara Forest Project proposes building CSP plants in areas below sea level (the Sahara has several such depressions) so that sea water can flow into them. This water would then be purified and used for powering turbines and washing dust off the mirrors. Waste water would then supply irrigation to areas around the stations, creating lush oases – hence the 'forest' in the group's name.



- D But producing significant quantities of electricity means building huge arrays of mirrors and pipes across hundreds of miles of remote desert, which is expensive. Gerry Wolff, an engineer who heads DESERTEC, an international consortium of solar-power scientists, says they have estimated it will cost about \$59 billion to begin transmitting power from the Sahara by 2020.
- E Building plants is just part of the challenge. One of the drawbacks to CSP technology is that it works at maximum efficiency only in sunny, hot climates – and deserts tend to be distant from population centres. To supply Europe with 20% of its electricity needs, more than 19,300 kilometres of cables would need to be laid under the Mediterranean, says Gunnar Asplund, head of HVDC research at ABB Power Technologies in Ludvika, Sweden. Indeed, to use renewable sources of power, including solar, wind and tidal, Europe will need to build completely new electrical grids. That's because existing infrastructures, built largely for the coal-fired plants that supply 80% of Europe's power, would not be suitable for carrying the amount of electricity generated by the Sahara. Germany's government-run Aerospace Centre, which researches energy, estimates that replacing those lines could raise the cost of building solar plants in the Sahara and sending significant amounts of power to Europe to about \$465 billion over the next 40 years. Generous government subsidies will be needed. 'Of course it costs a lot of money,' says Asplund. 'It's a lot cheaper to burn coal than to make solar power in the Sahara.'
- F Meanwhile, some companies are getting started. Seville engineering company Abengoa is building one solar-thermal plant in Algeria and another in Morocco, while a third is being built in Egypt by a Spanish-Japanese joint venture. The next step will be to get cables in place. Although the European Parliament has passed a law that aids investors who help the continent reach its goal of getting 20% of its power from renewable energy by 2020, it could take years to create the necessary infrastructure.
- G Nicholas Dunlop, secretary-general of the London-based NGO e-Parliament, thinks companies should begin transmitting small amounts of solar power as soon as the

North African plants begin operating, by linking a few cable lines under the Med. 'I call it the Lego method,' he says. 'Build it piece by piece.' If it can be shown that power from the Sahara can be produced profitably, he says, companies and governments will soon jump in. If they do, perhaps airplane passengers flying across the Sahara will one day count the mirrors and patches of green instead of staring at sand.

adapted from *Time Magazine*

**terra incognita* – Latin, meaning 'an unknown land'

3 Read the instructions for Questions 1–5 below and answer these questions. Then underline the key ideas in Questions 1–5.

- 1 Will you need to use all the letters, A–G, in your answers?
- 2 Can you use the same letter for more than one answer?

Questions 1–5

The reading passage has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter, A–G.

NB You may use any letter more than once.

- 1 a mention of systems which could not be used
- 2 estimates of the quantity of power the Sahara could produce
- 3 a suggestion for how to convince organisations about the Sahara's potential
- 4 a short description of the Sahara at present
- 5 a comparison of the costs of two different energy sources

4 Now read the article and answer Questions 1–5.

Exam advice Matching information

- Read the instructions carefully.
 - You will not need all the paragraphs for your answers.
 - You may be able to find two of the answers in the same paragraph.
- Read the questions carefully.
 - Underline the key ideas in each of them.
 - Quickly find the right part of the passage and read carefully to make sure it covers the information.

5 Look at Questions 6–9 and the list of organisations below.

- 1 Read the passage very quickly and underline where each organisation on the list is mentioned.
- 2 Read the statements and underline the key ideas.
- 3 Carefully read the parts of the article where each organisation is mentioned and decide whether a statement matches this.

Questions 6–9

Look at the following statements (Questions 6–9) and the list of organisations below.

Match each statement with the correct organisation, A–G.

- 6 They have set a time for achieving an objective.
- 7 They believe that successful small-scale projects will demonstrate that larger projects are possible.
- 8 They have a number of renewable energy projects under construction.
- 9 They are already experimenting with solar-energy installations in other parts of the world.

List of Organisations

- A Exploration Architecture
- B DESERTEC
- C ABB Power Technologies
- D Aerospace Centre
- E Abengoa
- F The European Parliament
- G e-Parliament

Exam advice Matching features

- Sometimes there are more options than questions; they are listed in the order they appear in the passage. Quickly locate them and underline them.
- Underline the key ideas in each question.
- Read carefully what the passage says about each option and match each question to one option.

6 Look at Questions 10–13 below.

- 1 What type of information do you need to complete each gap?
- 2 Which paragraph in the article deals with Concentrating Solar Power? Read it and complete the gaps.

Questions 10–13

Complete the summary below.

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

Concentrating Solar Power (CSP)

Unlike solar panels, CSP concentrates the sun's rays on boilers by using 10 The resulting heat produces high-temperature 11 , which in turn moves the turbines which generate electricity. CSP plants will be situated in 12 to allow sea water to run in. This, when purified, can be used to wash the equipment. The resulting dirty water will be used for 13 around the power plant, and in this way oases will be formed.



Exam advice Summary completion

- Read the summary carefully first.
- Use the title to find the correct section of the passage, then read it carefully.
- Check your summary when you have finished.

7 Work in small groups.

- What renewable energy is used in your country?
- Why is renewable energy better than other sources of energy?
- What disadvantages does renewable energy have?

Speaking Parts 2 and 3

- 1 Look at this task for Speaking Part 2 and make notes about the place you would like to describe.

Describe a beautiful place you have visited in your country.

You should say:

when you visited it
who you went with
what you did there
and explain why you think the place is so beautiful.

- 2 ²¹ Listen to Jamila doing the task in Exercise 1. While you listen, complete the notes she made beforehand by writing one of the adjectives from the box in each of the gaps.

fantastic fresh lovely spectacular steep
unspoilt warm wonderful

Tennyson Down

- large 1 ... steep ... hill
- 2 views
- 3 stone column
- a few years ago
- family
- walked
- 4 sunny day
- 5 weather
- ate picnic
- visited The Needles - 6 rocks
- 7 area
- good exercise
- 8 air



Exam advice Speaking Part 2

- You may be asked to talk about something you enjoy or like. Sound enthusiastic and think of positive adjectives to describe the topic.
- Where possible, use your own words instead of the words given in the task, as this shows your ability to create language.

- 3 Work in pairs. Take turns to give your talk. You should try to speak for two minutes.

- 4 Work in pairs. Discuss how you could answer this Speaking Part 3 question.

What things attract tourists to a place?

- 5 ²² Read and listen to Jamila's response.

- 1 How many ideas does she express in her answer?
- 2 Which ideas do you agree with?

Well, I think in general people like to go to places which are well-known tourist destinations because you know, generally people like to feel safe when they're on holiday, especially when they travel to a foreign country. I think usually people choose places where there are plenty of hotels, so they can get good accommodation and plenty of things to do, so they don't get bored. Also people tend to choose places where they think the weather will be good, especially if they want to do things outdoors.

- 6 Jamila gives a general answer to the question.

- 1 Which tense does she use?
- 2 Find four words or phrases in her answer which she uses to say that she is making a generalisation.

- 7 Work in pairs. Look at the Part 3 questions below and think of ideas you could use to give general answers to each question.

Beautiful places

- What things attract tourists to visit a place?
- How do places change when too many tourists visit them?
- What can individual people do to protect beautiful places?

The environment

- Apart from tourism, what other environmental problems are common in the world today?
- Whose responsibility is it to deal with these problems?
- What can ordinary people do to protect the environment?

- 8 Change partners and take turns to ask and answer the questions in Exercise 7.

Exam advice Speaking Part 3

- Give general answers to Part 3 questions; don't talk about yourself.
- Use words and phrases which show that you are making general points.

Pronunciation

Sentence stress 2

You can stress words which express how you feel about something, for example positive adjectives to express enthusiasm or negative adjectives to express annoyance.

- 1 Work in pairs. Look at these extracts from Jamila's answer. Underline the words which you think should be stressed. Then listen and check which words Jamila stressed.

- 1 ... there are these fantastic views across the sea in all directions ...
- 2 At the top of the hill, there's this wonderful stone column ...
- 3 It was a lovely sunny day and there weren't too many people around.
- 4 ... until you reach the Needles, which are some spectacular rocks standing out in the sea, very spectacular ...
- 5 Why is the place so beautiful? I think it's particularly beautiful because it's such an unspoilt area, it's protected.
- 6 ... it's a wonderful day out, good exercise, fresh air, fantastic views and very, very relaxing.

- 2 Work in pairs.

- 1 What types of word does Jamila tend to stress (nouns, adjectives, etc.)?
- 2 Why does she stress words like *fantastic*, *spectacular* and *wonderful*?

- 3 Work in pairs. Take turns to read the sentences in Exercise 1 aloud, trying to put the stress in the same places.

Writing Task 1

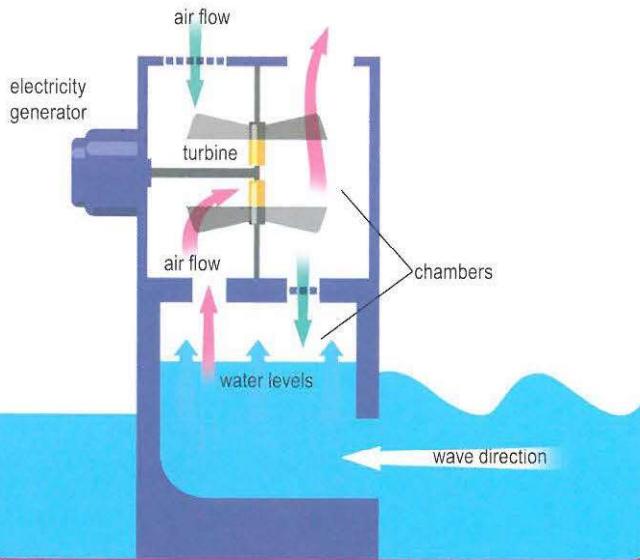
- 1 Work in pairs. Look at the diagrams in the Writing task below.

- 1 What is the machine used for?
- 2 How does it work?
- 3 Where can it be placed?
- 4 What comparisons can you make about the two locations?

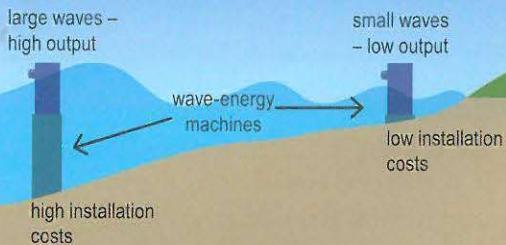
The diagrams below show the design for a wave-energy machine and its location.

Summarise the information by selecting and reporting the main features, making comparisons where relevant.

A wave-energy machine



Wave-energy machines: location options



- 2** Complete this answer to the Writing task using verbs from the box. In some cases, more than one answer may be possible.

connected consists sucked turns enters
generated installed passes produced rises

The diagrams show a machine for generating electricity from waves and where it can be placed. The machine 1 consists of two chambers, one above the other. The process starts when a wave 2 the lower chamber. As a result, the water level inside the chamber 3 and air is pushed up into the chamber above. As the air 4 through the upper chamber, it moves a turbine which is 5 to a generator. When the wave goes down, air is 6 in from outside and this also 7 the turbine. The machine can be placed near the coast, and in this case it can be 8 at a lower cost. However, waves near the coast tend to be smaller and so less electricity is 9 Alternatively, the machine can be placed in deeper water where the waves are larger and more electricity can be 10 However, in this case, it will cost more to install. In general, while the machine appears to be a simple way of harnessing renewable energy, its installation may cause a number of problems related to its cost and its location.

- 3** Work in pairs. Divide the answer in Exercise 2 into paragraphs. Write // where you think there should be a new paragraph. Then discuss the purpose of each paragraph.

Key grammar

The passive

- 1** The passive is formed with the verb *to be* + past participle (*opened*, *done*, *eaten*, etc.). Which verb in this sentence is passive?

As a result, the water level inside the chamber rises and air is pushed up into the chamber above.

- 2** Underline other examples of the passive in the sample answer in Writing Exercise 2.

- 3** Which reasons (a–c) apply to the example sentence in Exercise 1? You can choose more than one.

We use the passive when:

- a we don't know who or what does/did something.
- b we don't need to say who or what does/did something.
- c what happens/happened is more important than who or what does/did it.

► page 104 *The passive*

- 4** Rewrite each of these sentences using a verb in the passive and starting with the words given.

- 1 They generate 20 percent of the nation's energy using renewable energy sources.
Twenty percent of the nation's energy is generated using renewable energy sources.
- 2 They have closed down some nuclear power plants.
Some nuclear power plants ...
- 3 They can use the electricity for lighting homes.
The electricity ...
- 4 The government will subsidise new wind-turbine installations.
New wind-turbine installations ...
- 5 In the first stage of the process, they heat the air which will inflate the balloon.
In the first stage of the process, the air which will inflate the balloon ...
- 6 In tropical countries, people tend to consume more electricity in summer months.
In tropical countries, more electricity tends ...

- 5** IELTS candidates often make mistakes when they use the passive. Correct the mistake in each of these sentences.

- 1 Children are easily influence by others, by their environment or by their parents. *influenced*
- 2 I think some problems which exist in this world can solve by money.
- 3 In my country, few schools teach students by computer but not all subjects teach by computer.
- 4 Moreover, unnecessary restrictions should reduce by the government.
- 5 The primary reason for their disapproval is the damage to the environment which caused by mass tourism.
- 6 The result of this research shows that in the UK a great proportion of household tasks are doing by women.
- 7 This diagram presents the process of brick manufacturing which is used for the building industry.

- 4** When describing a process, it is a good idea to use words and phrases which explain the order in which things happen. Find these phrases in the sample answer, then write them in the correct column of the table below.

as a result as the process starts when
when the wave goes down

introduces the first part of the process	explains that one thing happens after another	explains that two things happen simultaneously
	as a result	

- 5** Add these words and phrases to the table in Exercise 4.

as a consequence at the same time first
following this in the first stage of the process
in the next stage meanwhile next then

Exam advice Diagram summary

When you have to describe a diagram or diagrams:

- describe the key stages in a logical order.
- compare information and include a short, general overview.

- 6** Work in pairs. Look at the Writing task below.

- 1 Decide what the main features of the machines are and how they work.
- 2 Decide what comparisons you can make.
- 3 Write a plan: decide how many paragraphs you need and what information to include in each paragraph.
- 4 Work alone to write your answer. You should write at least 150 words.

The diagrams below show the design for a wind turbine and its location.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

