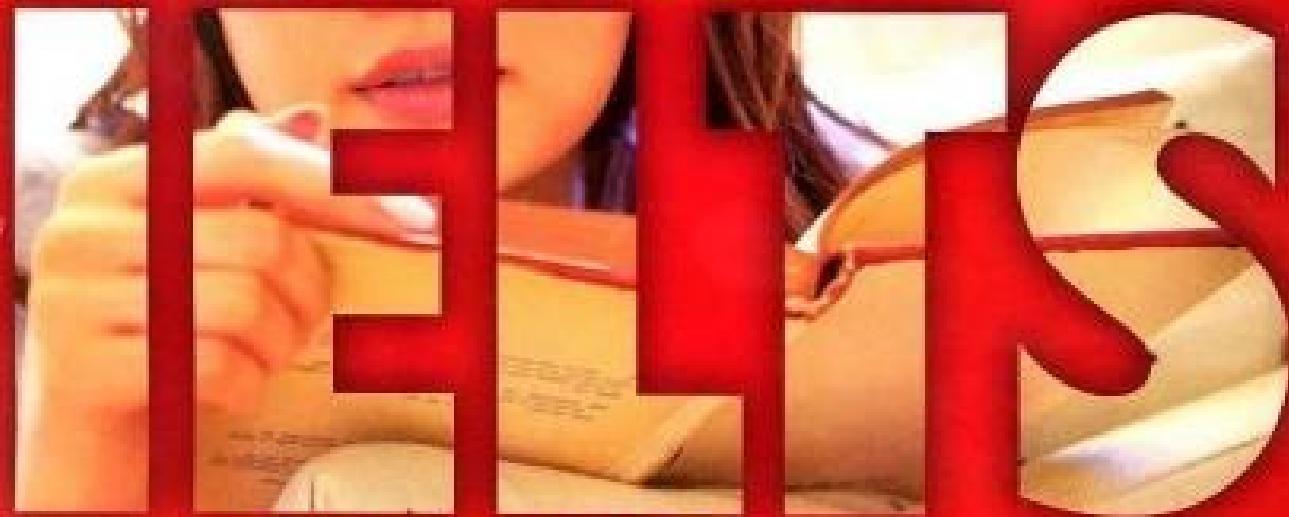


# IELTS ADVANTAGE



# IELTS READING SKILLS

A step-by-step  
guide to a high  
IELTS reading score

JEREMY TAYLOR  
JON WRIGHT

<b>Introduction</b>	4
<b>The IELTS Reading test</b>	6
<b>Unit 1 Full of energy</b>	
● Getting started	7
● Spotlight on language: energy collocations; working from context	8
● Spotlight on exam skills 1: multiple choice	9
● Vocabulary builder 1: building your bank of words and phrases	11
● Spotlight on exam skills 2: paragraph headings; producing a paragraph-heading question	11
● Vocabulary builder 2: energy idioms; modifiers and intensifiers	17
<b>Unit 2 Health, wealth and happiness</b>	
● Getting started	19
● Spotlight on language: health and happiness collocations	20
● Spotlight on exam skills 1: skimming and scanning; sentence completion; word building; dealing with new words	21
● Vocabulary builder: paraphrase practice	25
● Spotlight on exam skills 2: speed reading; paraphrase practice; identifying text types; skimming for style; skimming for content; sentence completion	26
<b>Unit 3 Communication</b>	
● Getting started	31
● Vocabulary builder 1: communication vocabulary; working from context	
● Spotlight on exam skills 1: short-answer questions; matching headings	33
● Spotlight on language: prefixes	36
● Spotlight on exam skills 2: topic sentences; word-building practice; multiple choice; pick from a list	
● Vocabulary builder 2: prepositional phrases; organizing words	36
<b>Unit 4 Work and money</b>	
● Getting started	45
● Vocabulary builder 1: jobs and professions	46
● Spotlight on exam skills 1: identifying what is required; looking at words in context; dealing with unknown words	
● Vocabulary builder 2: paraphrase practice; choosing words from a list	47
● Spotlight on exam skills 2: matching names; word building; matching sentences	50
<b>Unit 5 Society and social issues</b>	
● Getting started	57
● Vocabulary builder: social issues; word building	58
● Spotlight on exam skills 1: summary completion; exam practice	59
● Spotlight on language: forms with <i>-ing</i> ; active and passive infinitives	65
● Spotlight on exam skills 2: note completion	66
<b>Unit 6 The world around us</b>	
● Getting started	69
● Spotlight on exam skills 1: table completion	70
● Vocabulary builder: verbs of change; processes	72
● Spotlight on exam skills 2: flow-chart completion	74
● Spotlight on language: conditional practice; sentence completion; useful expressions with <i>if</i>	76
● Spotlight on exam skills 3: table completion; expressions with <i>earth</i>	78
<b>Unit 7 Sell, sell, sell</b>	
● Getting started	81
● Vocabulary builder 1: advertising	82
● Spotlight on exam skills 1: True / False / Not Given	84
● Vocabulary builder 2: lifestyle; collocation practice	85
● Spotlight on exam skills 2: True / False / Not Given	86
● Spotlight on language: paraphrase practice	89
● Spotlight on exam skills 3: True / False / Not Given; vocabulary development	90
<b>Unit 8 The road to success</b>	
● Getting started	93
● Spotlight on exam skills 1: Yes / No / Not Given	93
● Vocabulary builder: positive and negative expressions; success and failure	94
● Spotlight on language: understanding the author's point of view; patterns in a text	96
● Spotlight on exam skills 2: what is the author saying?; Yes / No / Not Given	98
<b>Unit 9 Networks</b>	
● Getting started	105
● Spotlight on language 1: describing groups	107
● Spotlight on exam skills 1: classifying	107
● Vocabulary builder: words in context	110
● Spotlight on language 2: oppositions and contrasts; comparing and contrasting	111
● Spotlight on exam skills 2: exam practice	113
<b>Unit 10 Sport, leisure and time</b>	
● Getting started	117
● Spotlight on exam skills 1: labelling a diagram; question-type review	119
● Vocabulary builder: working with context	124
● Spotlight on language: chronology; paraphrase practice	124
● Spotlight on exam skills 2: exam practice	126
<b>Answer key</b>	129
<b>Useful websites for IELTS Reading practice</b>	135
<b>How this book will help you with the other IELTS papers</b>	136
<b>Vocabulary skills</b>	138
<b>Answer-sheet skills</b>	140
<b>Dictionary skills</b>	142
<b>A summary of IELTS tips</b>	144

## Natural gas in the transportation sector

Natural gas has long been considered an alternative fuel for the transportation sector. In fact, natural gas has been used to fuel vehicles since the 1930s!

According to the Natural Gas Vehicle Coalition, there are currently 150,000 Natural Gas Vehicles (NGVs) on the road in the United States today, and more than 5 million NGVs worldwide. In fact, the transportation sector accounts for 3 per cent of all natural gas used in the United States. In recent years, technology has improved to allow for a proliferation of NGVs, particularly for fuel-intensive vehicle fleets, such as taxicabs and public buses. However, virtually all types of NGVs are either in production today for sale to the public or in development, from passenger cars, trucks, buses, vans, and even heavy-duty utility vehicles. Despite these advances, a number of disadvantages of NGVs prevent their mass production. Limited range, trunk space, higher initial cost, and lack of refuelling infrastructure pose impediments to the future spread of NGVs.

Most NCVs operate using compressed natural gas (CNG). This compressed gas is stored in similar fashion to a car's gasoline tank, attached to the rear, top, or undercarriage of the vehicle in a tube-shaped storage tank. A CNG tank can be filled in a similar manner, and in a similar amount of time, to a gasoline tank.

**1** There are many reasons why NGVs are increasing in abundance and popularity. New federal and state emissions laws require an improvement in vehicle emissions over the foreseeable future. For example, the state of California has some of the most stringent environmental standards, many of which are currently unattainable with conventionally fueled vehicles. Natural gas, being the cleanest-burning alternative transportation fuel available today, offers an opportunity to meet these stringent environmental emissions standards. In addition, natural gas is very safe. Being lighter than air, in the event of an accident, natural gas simply dissipates into the air, instead of forming a dangerous, flammable pool on the ground like other liquid fuels. This also prevents the pollution of ground water in the event of a spill. Natural-gas fuel storage tanks on current NGVs are stronger and sturdier than gasoline tanks.

Natural gas is also an economical alternative to gasoline and other transportation fuels.

Traditionally, NGVs have been around 30 per cent cheaper than gasoline vehicles to refuel, and in many cases the maintenance costs for NGVs are lower than traditional gasoline vehicles. In addition to being economical, many proponents of NGVs argue that a transportation sector more reliant on domestically abundant natural gas will decrease the US dependence on foreign oil—allowing for a more secure, safer energy supply for the country.

**2** One of the primary reasons for pursuing alternative-fueled vehicle technology is to decrease environmentally harmful emissions. It is estimated that vehicles on the road account for 60 per cent of carbon monoxide pollution, 29 per cent of hydrocarbon emissions, and 31 per cent of nitrogen oxide (NOx) emissions in the United States. All of these emissions released into the atmosphere contribute to smog pollution, and increase the levels of dangerous ground-level ozone. Vehicles also account for the emission of over half of all dangerous air pollutants, and around 30 per cent of total carbon emissions in the US, contributing to the presence of "greenhouse gases" in the atmosphere. The environmental effects of NGVs are much less detrimental than traditionally fueled vehicles.

NGVs are much cleaner burning than traditionally fueled vehicles due to the chemical composition of natural gas. While natural gas is primarily methane, gasoline and diesel fuels contain numerous other harmful compounds that are released into the environment through vehicle exhaust. While natural gas may emit small amounts of ethane, propane, and butane when used as a vehicular fuel, it does not emit many of the other, more harmful substances emitted by the combustion of gasoline or diesel. These compounds include volatile organic compounds, sulfur dioxide, and nitrogen oxides (which combine in the atmosphere to produce ground-level ozone), benzene, arsenic, nickel, and over 40 other substances classified as toxic by the EPA.

Dedicated NGVs also produce, on average, 70 per cent less carbon monoxide, 87 per cent less non-methane organic gas, and 87 per cent less NOx than traditional gasoline-powered vehicles.

**3**

NGVs as they exist today are best suited for large fleets of vehicles that drive many miles a day. Taxicabs, transit and school buses, airport shuttles, construction vehicles, garbage trucks, delivery vehicles, and public-works vehicles are all well suited to natural-gas fueling. Because these vehicles are centrally maintained and fueled, it is economical and beneficial to convert to natural gas.

The primary impediments to the public proliferation of NGVs include the high initial cost, limited refueling infrastructure, and automobile performance characteristics. NGVs, despite being cheaper to refuel and maintain, are more expensive initially than their gasoline-powered counterparts. However, as the technology becomes more advanced, the cost of manufacturing these vehicles should drop, which may then be passed along to the consumers.

In terms of refueling infrastructure, there are currently around 1,500 natural-gas refueling stations in the US, over half of which are open to the public. Although this is a small fraction of the number of gasoline-fueling stations in the country, as environmental standards and government incentives for NGVs increase, supplying natural gas as a vehicular fuel will become increasingly common.

While driving range, storage space, and initial cost are currently preventing the mass production of dedicated NGVs (which in turn is preventing the expansion of public natural-gas fueling stations), it is expected that with improved technology, research, and infrastructure, the use of NGVs in non-fleet settings will increase in the future. NGVs present an exciting opportunity to reduce the damage of one of our most polluting sectors.

adapted from [www.naturalgas.org](http://www.naturalgas.org)

**7 Choose the best heading for each of the sections in the article in Exercise 6 (1–3). There are two headings you will not need.**

- A The advantages of NGVs
- B The need for change
- C Reducing carbon-monoxide emissions
- D Who uses NGVs?
- E An expanding refueling infrastructure

**8 Match the words or expressions from the article (1–9) with words or expressions that have a similar meaning (a–i).**

- |                       |                       |
|-----------------------|-----------------------|
| 1 proliferation       | a harmful             |
| 2 impediments         | b fixed               |
| 3 attached            | c barriers            |
| 4 foreseeable future  | d main                |
| 5 stringent standards | e great increase      |
| 6 unattainable        | f out of reach        |
| 7 in the event of     | g soon                |
| 8 detrimental         | h if this happens     |
| 9 primary             | i strict requirements |

**9 Find six more new expressions from the article that you think are useful and add them to your vocabulary book.**

**Note**

You will never be asked to write a question like this in the exam, but writing one yourself will give you a much better understanding of the question form. It's also good reading practice.

### Producing a paragraph-heading question

**10 a Find a paragraph from a newspaper or magazine that has a heading. Now write three other headings for the paragraph.**

**b Show your paragraph-heading question to your colleagues. Can they work out which heading was the original one?**

## Vocabulary builder 2

### Energy idioms

**1 Match the idiomatic phrases in italics (1–7) with their meanings (a–g).**

- |   |  |
|---|--|
| 1 Robert's <i>a bright spark</i> – he'll know the capital of Mongolia.  | a release (nervous) energy                   |
| 2 Andrea's <i>full of beans</i> this morning.   | b time to go at top speed                    |
| 3 Do you really think we can sell our cars in Japan? It's like <i>taking coal to Newcastle</i> .  | c has a lot of energy                        |
| 4 After a tough day at work in the office, Ruth loves to <i>let off steam</i> with a game of squash.  | d working late at night                      |
| 5 There are six months before my IELTS test, so from now on, it's <i>full steam ahead</i> .   | e making a bad situation worse.              |
| 6 Steffi has been <i>burning the midnight oil</i> for the last two weeks.   | f an intelligent person                      |
| 7 Derek is already in a bad mood. Don't tell him about the broken photocopier right now. That will just be <i>adding fuel to the fire</i> . | g supplying something where it is not needed |

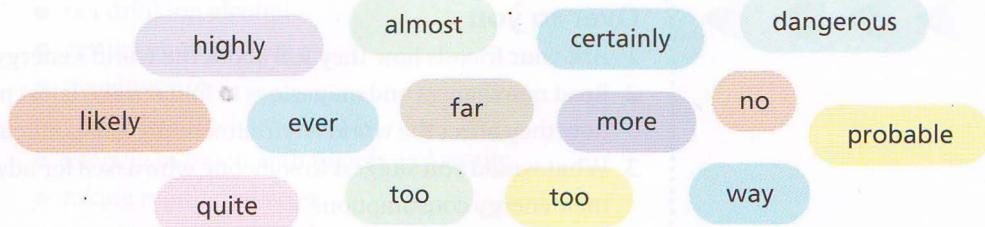
**2 Do you have the same expressions in your language? Can you think of any others?**

### Modifiers and intensifiers

Modifiers and intensifiers are often used with adjectives to qualify the meaning of an expression in some way.

*Looking at the forecasts for the world's energy demands for the future is pretty frightening.*  
As in the above example, they often serve to convey the opinion of the author.

**3 These words occur in pairs including modifiers/intensifiers in the text on page 10. How many pairs can you remember? Now check the text to see if you were right.**



**4 Choose the best word to complete these sentences.**

- Working in a coal mine is a(n) *totally / extremely* dangerous job.
- People who work on oil rigs are generally *so / very* well paid, but they do work *incredibly / definitely* hard.
- Many people in Germany are *totally / ever* opposed to nuclear power.
- Putting solar panels on the roof of your house is *wholly / relatively* easy.
- If you live in a cool country and don't insulate your house properly, your energy bills are likely to be *extremely / absolutely* high.
- I *certainly / quite* want to get a good grade in the IELTS test.

**Tip**  
It's a good idea to make a collection of phrases and expressions using modifiers and intensifiers as you read. Firstly, this is useful for practising reading in 'chunks' (see page 26). In addition, we use modifiers or intensifiers to qualify what we are writing or talking about, which can show our attitude towards something. In the IELTS test there are often questions that focus on the author's opinions.

## CLASSROOM WORKOUT

### Defending one kind of energy supply

- Work in groups. Each group chooses a different fuel source and thinks of as many advantages of its chosen fuel source as possible in five minutes.
- Make notes – and try to include key words and expressions from the different texts in this unit.
- After the five minutes, take turns to stand up and tell the rest of the class the advantages that you came up with. Use your notes, but don't read from them. This will be followed by two minutes of questions from your fellow students, so be ready for some tricky questions.

### CHECK YOURSELF

- Make a list of 10–15 collocations or expressions that you could use in a discussion on the topic of energy.
- Write down five facts you know about energy as a result of reading the texts in this unit.

### SUMMARY

In this unit, you:

- discussed the range of energy sources available and their effect on the environment. What conclusions did you come to?
- looked at collocations connected with energy. How many have you written down in a notebook?
- studied and practised **multiple-choice questions**. What are the key things to remember about them?
- read about energy supply in the Czech Republic. Is the Czech Republic in a better or worse situation compared to your country?
- read about a potential energy crisis. Do think there will be an energy crisis, or will we be able to make a smooth transition to sustainable resources?
- started building up your bank of words, phrases and paraphrases. You should check back on your list regularly, adding new words whenever you can.
- studied **paragraph-heading questions** and practised them. Do you feel that you can cope with this kind of question in the test now?
- practised writing your own paragraph-heading questions. How difficult was it to create plausible distractors?

### Over to you

- 1 Ask your friends how they feel about the world's energy resources.
- 2 Read newspapers and magazines to find out the latest news on energy issues and how they affect the world environmentally and politically.
- 3 What would you suggest to someone who asked for advice about how to reduce their energy consumption?

## UNIT 2

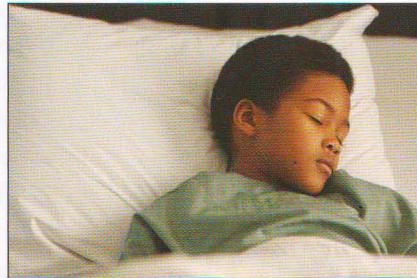
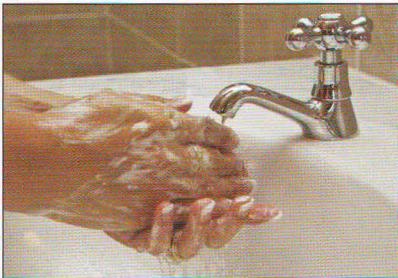
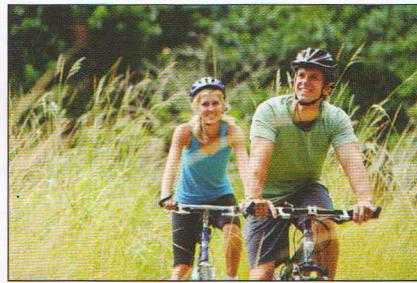
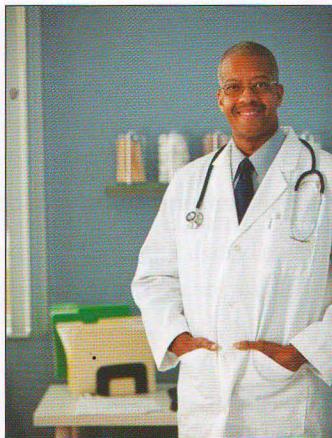
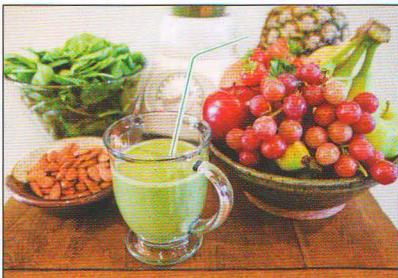
# Health, wealth and happiness

In this unit, you will:

- practise skimming, scanning and speed-reading techniques
- study and practise sentence completion
- read different types of text.

## Getting started

- 1** These photos show important factors for staying healthy. Discuss the questions below.



- 1** To what extent is cost a factor in these things?  
**2** Which of these factors most often occur(s) in the news in your country? Why?

- 2** Rank these factors from 1 to 10 in terms of importance for your health (1 = most important).

- not smoking
- not drinking alcohol
- getting enough sleep
- avoiding stress
- eating healthy food
- keeping in touch with friends and family
- taking regular exercise
- avoiding exposure to the sun
- avoiding polluted areas
- getting immunised against preventable diseases

- 3** Discuss these questions.

- 1 Why do some people find it difficult to do the right thing for their health and well-being?
- 2 Do you think enough is done to promote campaigns for/against any of the factors in Exercise 2?
- 3 Which of these things should be controlled by the government, and which should be left to the individual?



## Spotlight on language

### Health and happiness collocations

- 1** Make as many collocations connected with health and happiness as you can by combining words and phrases from box A with those from box B.

A

chill  
cut down on  
feel-good  
fit as a  
on cloud  
out of  
over the  
sedentary  
splitting  
stop  
be in high  
watch

B

condition  
factor  
fiddle  
headache  
lifestyle  
modified starch  
moon  
nine  
out  
smoking  
spirits  
your weight

- 2** Complete these sentences with collocations from Exercise 1.

- 1 Victoria has been in high spirits ever since she got into Cambridge University.
- 2 The diet magazine says that a good way to lose weight is to .....
- 3 When Petra got her exam results, she was ..... She passed with flying colours.
- 4 I put in such long hours at work that when I get home I just .....
- 5 My grandfather's 93, but he's as .....
- 6 It is common for footballers to say they are ..... when they are asked how they feel about winning a big match.
- 7 Our dependence on computers has meant that many of us lead a .....
- 8 That noise is giving me a .....
- 9 The single most important thing anyone can do to improve their health is .....
- 10 Physical exercise releases endorphins into your blood, and that gives you a .....
- 11 I can't have any chocolate. It's not an allergy – I'm just .....
- 12 I'm going to start jogging again because I'm .....

- 3** Discuss to what extent you agree with these comments, and explain why.

Health and happiness are connected. You can't be happy if you're not healthy.

You have to work at being healthy, but being happy is something you can't really control.

You can decide to be happy, whatever your circumstances.



## Skimming and scanning

While you can go into the IELTS test with a lot of confidence and even enthusiasm, one thing you don't have a lot of in the exam is time. Your ability to read quickly and to process the information effectively is of paramount importance. Each text that you have to read will be up to 900 words long, so you need to develop the ability to read quickly. Two key techniques that can help you do this are skimming and scanning.

### Skimming strategies

Skimming involves running your eyes quickly over the text to find out the main ideas contained within it.

It is useful to:

- read the questions first to know what you are looking for
- read the title of the text and any subheadings
- read the first paragraph to see where the article is heading
- read the first line of each subsequent paragraph
- read the last paragraph, which may include a summary and/or conclusion
- see how any diagrams or pictures could relate to the article.

While skimming, you should:

- try to read three or four times faster than normal
- get a good idea of what the article is about without checking new words in the dictionary
- underline key words, e.g. dates, places, figures
- focus on key words like nouns, verbs, adjectives.

### Scanning strategies

When you look for someone's name in a telephone directory or look a word up in a dictionary, you don't read every line. You can scan through the text to find the information that you are looking for. For this to be successful, you need to know what you are looking for. That means you should read the question first and identify key words in it to guide you.

It is useful to:

- read the questions so you know what you are looking for
- find the relevant part of the text as quickly as possible
- avoid reading the text line by line
- avoid mouthing the words as you read
- be aware of key words in the distractors that may also occur in the text. They may wrongly make you think you have the right part of the text.

While scanning, you should:

- look for key words in the text – nouns that reflect the questions, and words like *problem, solution, idea, goal, improvement, danger*
- look for key words that help you interpret the text and the writer's opinion – verbs like *must, can, help, ensure, increase, offer, measure, change* and adjectives and adverbials like *probably, without doubt, definitely, possible, much worse*
- think of paraphrases for key words from the question and look for them in the text.

The two strategies – skimming and scanning – work together. If you have skimmed the text effectively, then you will have a better idea of where to find the information you are looking for. You may have underlined an important fact, date, figure or key word. While scanning, you may notice other key words which you can underline.

### Five ways to practise skimming and scanning

- 1 Get into the habit of reading longer texts and articles in English regularly.
- 2 Pay particular attention to the first and last paragraphs of an article.
- 3 To get the key ideas of a text, before you read, ask yourself: who, where, what, why, when and how? Try to find the answers to those questions as you read through an article.
- 4 Don't focus on new vocabulary, and don't use a dictionary on your first reading of a text.
- 5 Don't try to vocalize the text as you read – use your eyes, not your voice.

**1 Practise your skimming and scanning with the article below about happiness.**  
**Read it quickly to find out what it says about the following:**

- 1 sources of happiness
- 2 the relationship between happiness and politics
- 3 research into happiness
- 4 living standards and happiness
- 5 how to measure happiness
- 6 how different countries promote happiness

## How can we measure happiness?

by Philip Johnston

Western leaders are looking beyond traditional indices of economic and social well-being and turning to ways of measuring national happiness.

What makes you happy? The smell of new-mown grass on a spring morning, perhaps; or the laughter of your children. For many of us, happiness is spiritual, individual, difficult to define and ephemeral. A Buddhist monk with no possessions beyond his clothes and an alms bowl might consider himself happier than a City financier with homes on three continents.

Personal happiness is something we all aspire to; so what about national happiness? Can the well-being of a country be measured? Is it possible to aggregate all those individual experiences into a happiness index that can be published quarterly, along with crime statistics, inflation rates and unemployment figures? Some political leaders think it is. They subscribe to the idea that measuring a nation's well-being by its economic output is a policy dead-end. Is this wise?

The consideration of happiness and how to maximise it is hardly a new activity. It has exercised great minds from Socrates to Montaigne and on to Bentham, Mill and the authors of the American Declaration of Independence. But while philosophers tended to deal with how we should lead our lives as individuals, the idea of happiness both as a science and a specific aim of national policy has only taken off in the past decade or so.

It is hardly surprising that the idea appeals to many politicians, especially when most of the economic news is gloomy and government policy is couched in the downbeat language of austerity. In such circumstances, looking beyond the traditional measurements of national well-being is a great temptation, even if it risks being criticized as a gimmick that has no place in the serious business of politics.

Moreover, economists believe that the pursuit of public happiness as a policy goal has merit even when the economy is booming. This is because, as their data have become more comprehensive and sophisticated, they have noticed one apparent paradox: that despite the fact that Gross Domestic Product (GDP) has increased substantially in the industrialized West, the levels of human contentment have remained static.

This realization encouraged Lord Layard, professor at the London School of Economics and adviser to a former prime minister, to urge the last

Labour government to recognize that economic growth need not be an overriding priority. He believed governments should embrace the principle that 'the best society is that where the people are happiest, and the best policy is the one that produces the greatest happiness'.

They found this hard to do because so little was known about what made people happy. But, as Lord Layard points out, 'The first thing we know is that in the past 50 years, average happiness has not increased at all in Britain or in the United States – despite massive increases in living standards.' In better-off countries, in other words, simply raising incomes does not make people any happier.

In truth, Prime Minister David Cameron has been thinking along these lines for a while. Shortly after he became Tory leader in 2005, he said: 'Well-being can't be measured by money or traded in markets. It's about the beauty of our surroundings, the quality of our culture and, above all, the strength of our relationships. Improving our society's sense of well-being is, I believe, the central political challenge of our times.' He added: 'It's time we admitted that there's more to life than money, and it's time we focused not just on GDP but on GWB – general well-being.'

In order to avoid a politically biased view of what constitutes national contentment, it would be essential to have an independent body such as the Office for National Statistics deciding what questions to ask and when to do so. A survey conducted in the middle of a cold, wet January, for instance, might produce significantly gloomier results than one carried out in summer months.

So what might a list of questions contain? Measurements of national well-being are already included in cross-border surveys carried out by the UN or the OECD\* and include such indicators as a perceived lack of corruption; low unemployment; high levels of education and income; and the number of older people in the labour market. Using such criteria, polls can try to paint a picture of what a country thinks about itself.

It seems that modern politicians have bought so heavily into the idea that the state can do everything that they have deluded themselves into believing it can deliver the most elusive of all human desires: happiness. They have been persuaded that it is possible to measure life satisfaction and that its achievement on a national scale should be a goal of government. The difficulty is to establish an index that does not remain static or decline. After all, which politician will enjoy being accused of making his fellow citizens less happy than they were?

If measuring happiness is a relatively new phenomenon in the West, it has underpinned the public policy of one country for almost 40 years. The Kingdom of Bhutan has pursued the goal of 'gross national happiness' since 1972. In addition to the promotion of equitable socioeconomic development and the establishment of good governance, it also stresses the importance of the preservation and promotion of cultural values.

It probably helps, too, that there is little in the way of traffic, commuting into major cities does not involve an hour-long journey crushed together like sardines, television was banned until 1999 and the Himalayas provide a visual backdrop to a stunning sub-tropical landscape. No wonder they are happy.

\*Organization for Economic Co-operation and Development

## Sentence completion

- 1 Remember you're looking for specific information.
- 2 Do a grammar check as you read: does the gap require a singular or plural noun, a verb, an adjective, an adjective plus a noun ...?
- 3 Use words from the text.
- 4 The stem is not likely to have the same words in the text, so skim the text for synonyms and paraphrases.
- 5 Be careful with spelling.
- 6 Remember that the answers are in the same order as in the text.
- 7 Numbers can be written as words or numbers (e.g. *ten* or *10*).
- 8 Hyphenated words count as one word (so *well-being* is one word).

**2** Read the text on pages 22–23 again and complete these sentences with NO MORE THAN THREE words from the text. Use the scanning techniques on page 21 to help you find the answers. Underline the sections of the text that helped you to find the answers.

- 1 Some politicians feel that it is not wise to focus on a country's .....
- 2 Governments have only really taken the importance of promoting national happiness seriously in .....
- 3 While the idea of measuring happiness appeals to some politicians, others believe it could be ..... for lacking in seriousness.
- 4 Although there have been ..... in personal wealth, people in the rich West are not happier.
- 5 For David Cameron's government, the attempt to increase the ..... of the people is a key priority.
- 6 Surveys may have different results depending on the weather, with ..... results being possible for those carried out in winter.
- 7 As part of its policy of promoting happiness, the government of Bhutan thinks it is important to ensure the country remains true to its .....
- 8 According to the writer, Bhutan has the advantage of having almost no ..... , which is a source of stress in Western countries.

**3** When you have finished, answer these questions.

- 1 How long did you take on your first reading?
- 2 Which questions did you manage to answer?
- 3 Do you think you need more practice skimming and scanning?

## Word building

One good way of building a large and flexible vocabulary is to focus on word building. For example, in the text on pages 22–23, a key word was *happiness*. Related words are *happy*, *unhappy*, *happier*, *happiest*, *unhappier*, *happily*, *unhappily*. Can you think of one more?

**4 a** Spend five minutes looking up the words related to *happy* in the dictionary to find expressions they occur in, then decide which is needed to complete each of these expressions.

- |                          |                          |
|--------------------------|--------------------------|
| 1 ..... married          | 6 many ..... returns     |
| 2 more than ..... to ... | 7 lived ..... ever after |
| 3 ..... ending           | 8 ..... for me, ...      |
| 4 ..... families         | 9 ..... hour             |
| 5 keep them .....        | 10 ..... is a good book. |

**b** It's a good idea to do this with one or two key words for each text you read. Which other key words could you choose from the text?

## Dealing with new words

It is likely that the texts in the IELTS test will contain vocabulary that you are unfamiliar with. However, don't panic because:

- 1 you are sure to know the vast majority of the words and expressions in each text
- 2 many of the new words or expressions will not be important
- 3 important words or phrases are likely to be guessable from the context they are in.

In the test, you won't be able to use a dictionary, so you need skills and strategies for dealing with new vocabulary. Some of the most useful include:

- working out the meaning from the context
- working out the meaning from the form and function of the word or expression
- ignoring the word or expression if you think it is not important.

**5** Read the text on pages 22–23 again and highlight every word or expression you have not seen before. Then write them in the appropriate section of this table.

I have not seen this word or expression in English before, but it is very similar to a word in my language.	I have not seen this word or expression in English before, but I can work out its meaning from the context.
I have not seen this word or expression in English before and I can't work out its meaning from the context, but this does not affect my overall understanding of the text.	I have not seen this word or expression in English before, I can't work out its meaning from the context, and, as a result, I don't have an overall understanding of the text.

## Vocabulary builder

### Paraphrase practice

**1** Find two-word phrases in the text on pages 22–23 which match these definitions.

- 1 recently cut grass.
- 2 someone who works in the money markets
- 3 figures showing the level of thefts, physical attacks, etc.
- 4 statistics showing how many people are out of work
- 5 an official strategy developed for a whole country by the leaders of that country
- 6 something that seems to be illogical
- 7 an organization which works separately from the government
- 8 all the people who are in work

**2** Which of these phrases are most useful? Find five more expressions in the text that you think are worth learning.



### Speed reading

The problems of reading slowly:

- You might not finish all the texts.
- You create extra pressure for yourself.
- You probably waste lots of time on sections of the texts that are not relevant to the answers you need.
- Slow reading does not necessarily make you a more accurate reader.
- You will probably read less in preparation for the test.

Being able to read quickly and accurately gives you many advantages:

- You get the gist of the texts faster, so can orient yourself more quickly.
- You will be more confident that you can read all the texts.
- You will be more confident of having enough time to answer all the questions.
- You have more time to check your answers.
- When preparing for the exam, you can get more practice with a wide variety of texts on different topics.

**1 Read this text, paying attention to the ‘chunks’ or groups of words between the / marks.**

One useful technique / to increase your reading speed is this: / when you read a line of text, / which is typically 12–14 words, / don’t let your eyes rest on each word. / This is a very inefficient way of reading. / Your brain should have no problem / coping with chunks of language, / four or five words at a time. / This means you will move your eyes / three times per line, not 14. / It does take practice, / but it is a skill you should develop / if you want to get a good result / in the IELTS test. / This type of reading is / much easier when you know collocations and phrases / because in essence you ‘chunk’ the text / into groups of words that go together.

Another technique you can use to improve your reading speed is to focus your eyes more or less down the middle of the paragraph you are reading. Your brain can actually notice and make sense of the words around your focus. At first, this can seem strange and might not be easy to do, but it gets easier with practice.

**2 Try to read the text on the next page about the history of Manchester in no more than one minute by focusing on the words in bold. Then decide whether each of these statements is true (T) or false (F).**

- 1 The text is about the geography of Manchester.
- 2 The text is factual rather than opinion-based.
- 3 Manchester was already an important population centre when the Romans arrived.
- 4 The population only started to grow with the Industrial Revolution.
- 5 Without cotton, the history of the city would have been different.
- 6 The only work available in Manchester was in the cotton mills.
- 7 Transport was an important element of the Industrial Revolution.
- 8 The attraction of the work available was it was well paid.
- 9 Families in Ireland sent their children to work in Manchester.
- 10 The city briefly changed its name as a result of its rapid growth.

## The History of Manchester

Although the history of **Manchester** stretches back to Roman times, when a small settlement grew up around the **Roman fort known as Mamucium**, it was not until the later years of the eighteenth century that it became a **population centre** of any great magnitude. Records indicate the population grew from **10,000 to approaching 80,000** in just a few decades, increasing to around 150,000 by the **Industrial Revolution**, which saw its transformation into the country's and the world's **leading industrial metropolis**.

The engine for this change was **cotton**, which began to be imported via the port of Liverpool and which was delivered by **canal** to **Manchester** in the latter part of the eighteenth century. The rapid and profitable **boom in textile manufacture** saw the streets of Manchester and surrounding towns become **home to huge numbers** of cotton mills, textile print works and engineering workshops. The **expansion of transport links** facilitated this development. In 1824, one of the world's first **public omnibus services** began in Manchester, quickly followed in 1830 by the **opening of the first steam passenger railway linking Liverpool and Manchester**.

Often overlooked, however, was the '**human fuel**' that made all this possible. The promise of work, however poor the pay, however **bad the conditions**, resulted in wave after wave of immigration from the surrounding **countryside and abroad**, the villages and towns of Ireland in particular, where terrible **poverty and the threat of famine** drove whole families to leave everything they knew for a life in '**Cottonopolis**', as the city was dubbed.

### Paraphrase practice

**3 Decide if these expressions from the text above are similar in meaning to the expressions in italics or not.**

- |                              |   |
|------------------------------|---|
| 1 of any great magnitude     | <i>of some size and importance</i>                      |
| 2 metropolis                 | <i>capital city</i>                                     |
| 3 the engine for this change | <i>what was mainly responsible for this development</i> |
| 4 rapid ... boom in          | <i>quick change in</i>                                  |
| 5 facilitated this           | <i>made this possible</i>                               |
| 6 often overlooked           | <i>with a view over a particular place</i>              |

### Identifying text types

We read different sorts of texts in different ways and for different purposes. For example, we don't read a telephone directory for pleasure, or try to learn facts from an advertisement. Being able to identify what sort of text you are reading helps you in many ways. Understanding the purpose of the text and knowing how the author expects you to react gives you control over how to read it more effectively.

**4 Work in pairs. Discuss the differences between the types of text below.**

**Think about:**

- format and layout
- fact and opinion
- register and language
- grammar and vocabulary
- headings and illustrations
- length.

- 1 an advertisement / a history book
- 2 a legal document / a newspaper article
- 3 a personal story / a book review
- 4 an information leaflet / an encyclopaedia

## Skimming for style

**5** Read these extracts (A–H) from different types of text about immigration and match them to the text types in Exercise 4.

**A**

Immigration derives from the Latin word *migratio* and means the act of a foreigner entering a country in the aim of obtaining the right of permanent residence. Immigration may have economic or political motivation, or be a matter of family reunification or caused by natural disaster. In many cases, immigrants simply desire to improve their circumstances by relocating.

**B**

Timofey Pnin is surely one of the most memorable of Nabokov's characters. We meet a bald and middle-aged teacher of Russian, and discover that he's completely lost. Much that he encounters in the world around him is a source of confusion, including timetables, the use of articles in English and also – comically – the habits of the Americans who are his neighbours. These are all things that many if not all fellow immigrants are likely to have in common with him. Yet Pnin is a unique character, both in life and in literature.

**C**

THE PRECISE date of the first human occupation of Australia is likely to remain unknown, but evidence has been uncovered to suggest human presence on the continent for at least 40,000 years. Migration from Europe dates

from 1788, when the first transports bearing convicted criminals made the long journey south. This was quickly followed in the early 1790s by the first wave of voluntary – and hence free – immigrants.

**D**

Immigration control concerns both how and why people from countries outside the UK are allowed to enter the country and how long they are permitted to remain. Furthermore, it governs what they may and may not do while during their stay in the UK; for example, whether they have the right to obtain paid employment, whether relatives may join them here, and whether they have access to the National Health Service and similar state benefits. The paragraphs that follow give advice about all aspects of immigration control.

**E**

Syed Ahmed, 22, a bright and hard-working young man, is studying at a leading British university to become an accountant. When his application

to renew his visa so he could stay here on completion of his three-year degree course was approved, the final decision was not based on the contribution he could make to

this country. Instead, the fact he'd taken up playing cricket for a local club since his arrival from Bangladesh turned out to be the basis of the judge's decision.

**F**

With over 25 years' experience of providing a comprehensive range of immigration and legal services, we offer our clients a friendly and professional service for all immigration needs. Our extensive experience enables us to advise you on the prospects of success and problems to be aware of when submitting an application. Working together, we will use our experience to find a solution that matches your needs wherever possible. As specialists in business immigration, we have developed a range of strategies that can assist organizations in obtaining work permits, visas and rights to remain.

**G**

I came to this country at the age of 12. When I started high school, I could hardly understand the language. That seems an age ago. Now I'm married, studying at college and would like to become a teacher. Unfortunately, that can't happen as a result of my status as an illegal immigrant. The future now seems so uncertain. But we are

good people, we don't have a criminal record, we pay taxes, we go to school, we work hard, and we love living here. I just want a chance to get the job I feel I deserve, and to normalize our situation. Ultimately, we aim to use the years we've been here as justification to become naturalized, so we can be treated as citizens of the country.

**H**

If directions are given under Part I of Schedule 2 or Schedule 3 to the 1971 Act for a person's removal from the United Kingdom, and directions are also so given for the removal with him of persons belonging to his family, then if any of them appeals under section 59, 63, 66, 67 or 69(1) or (5), the appeal is to have the same effect under paragraphs 10 to 14 in relation to the directions given in respect of each of the others as it has in relation to the directions given in respect of the appellant.

## Skimming for content

### 6 How many of the extracts in Exercise 5 mention:

- 1 education?
- 2 nationalities?
- 3 work?
- 4 free time?
- 5 law and law-breaking?

### 7 These expressions are taken from the extracts in Exercise 5, but each one has an extra word. Scan the extracts to find which one each expression is from and cross out the extra word.

- 1 speedy professional service
- 2 then quickly followed in
- 3 source of considerable confusion
- 4 entering a European country
- 5 all persons belonging to
- 6 have the legal right to
- 7 university degree course
- 8 hardly understand anything

## Sentence completion

### 8 Answer these questions about the extracts in Exercise 5 using NO MORE THAN TWO WORDS for each answer.

- 1 The aspect of English grammar Pnin finds most problematic is .....
- 2 Preceding those who chose to settle in Australia by a few years, ..... were the first European migrants.
- 3 Immigration control includes rulings on whether people are allowed to look for .....
- 4 The hope to live together again with one's ..... is in some cases a reason for immigration.
- 5 The author of extract G hopes to change nationality by being ..... as a result of the length of time she has spent in the country.
- 6 Extract H states that anyone under threat of ..... from the country has a right to appeal.

### 9 Complete these sentences logically using the number of words indicated in brackets. Then compare your answers with a partner.

- 1 I spent last weekend ..... (2 words)
- 2 I did/didn't go to the cinema last week because ..... (3 words)
- 3 If I had more money, I would ..... (2 words)
- 4 I feel happiest when I ..... (3 words)
- 5 My favourite time of day is ..... (1 word)
- 6 What worries me most about the future is ..... (3 words)
- 7 Two techniques for reading quickly are ..... (3 words)
- 8 All the short texts above involve the theme of ..... (1 word)

## CLASSROOM WORKOUT

### Arguing a position

- Think about these two statements:
  - Health is far more important than happiness.
  - Happiness is far more important than health.
- Work in groups. Half the groups find as many arguments as possible which support the first statement. The other half do the same for the second statement.
- You have five minutes to think of your arguments. Try to use key expressions from this unit. Then present your argument to the class. The group with the most convincing arguments wins.

### CHECK YOURSELF

- Make a list of five different sorts of text in English that you plan to read this week in order to practise skimming and scanning techniques. They must come from different sources and be on different topics. You should allow at least 20 minutes for each type of text.
- Make a list of 10–15 collocations or expressions that you could use in a discussion on the topic of health and happiness.
- Write down three facts you now know about ways of measuring happiness as a result of reading the texts in this unit.

### SUMMARY

In this unit, you:

- looked at many words and collocations connected with health and happiness. How many did you write down in your notebook?
- read about skimming, scanning and speed-reading techniques. What are the advantages of reading quickly in the IELTS test?
- looked at **sentence-completion** questions. What common mistakes do some students make with this question type?
- looked at coping with new words. Do you know why it is not always necessary or useful to reach out for your dictionary when you come across unknown words?

### Over to you

- 1 Look online to see what health issues are likely to become more important in the future.
- 2 Try to find three articles online or in newspapers and magazines about how to be happy and healthy.
- 3 Some people say that happiness is the by-product of doing something else. Think of three examples that prove or disprove this point and tell your friends.
- 4 Find some texts you think are interesting and practise breaking them into logical 'chunks'. If you work with a friend, see if you both agree on how to 'chunk' the same text.