

## UNIT 9

# Networks

In this unit, you will:

- discuss different sorts of groups and networks
- study and practise **classifying information** tasks
- study and practise **matching features / locating information** tasks.

## Getting started

**1** What are the advantages and disadvantages of being part of these groups?

1



4



2



5



3



6



**2** Which photos do you associate with these expressions?

- a sense of belonging like-minded individuals depending on one another  
 sharing the workload shared values friendly rivalry learning discipline  
 putting the group first pooling your resources survival of the fittest  
 standing out from the crowd working as a team enjoying one another's company  
 knowing one another's strengths and weaknesses

**3 Decide whether the extracts below (1–12) refer to groups of:**

- A people
- B animals
- C things.

- 1 After spending some time at the river following a long migration across the plains, the herd moved off into the distance, continuing their journey.
- 2 When the bells ring, the whole crew springs into action with a minimum of fuss. That is the result of weeks of practice drills in training.
- 3 The plan misfired when an alert member of the public called the police. The gang managed to escape, although one was soon captured and put behind bars.
- 4 It's the time of year when they arrive in great numbers: great flocks descend on the lakes each day, and the air is filled with their songs, their warnings and their fighting for territory.
- 5 There were stacks of them all over the floor, dusty volumes that had been unread for years.
- 6 There are, of course, a host of reasons why this happened, some of which will be explored in the next section.
- 7 The jury took the best part of a day to reach a decision.
- 8 It was nothing but a pack of lies from start to finish, and I can't imagine anyone being foolish enough to believe a single word.
- 9 Swarms can be dangerous, so you have to treat them with respect. The last thing you want to hear is the buzz of a thousand angry individuals coming your way.
- 10 In autumn, they fall and lie in great multicoloured heaps on the paths around the estate.
- 11 It was the highlight of my trip: hearing the roars of the pride and then watching as they came into view.
- 12 They managed to push through the throng towards the front in the hope of getting a better view. But the problem was that everyone at the festival seemed to have the same idea.

**4 Match the extracts in Exercise 3 (1–12) with these words (a–l).**

- |         |          |             |           |                |              |
|---------|----------|-------------|-----------|----------------|--------------|
| a lions | b bees   | c criminals | d books   | e explanations | f sailors    |
| g birds | h crowds | i leaves    | j stories | k people       | l wildebeest |

**5 Look back through extracts 1–12 in Exercise 3 and find at least two more useful expressions for each of the categories in this table.**

quantity	time
a minimum of fuss	spending some time
movement	relating to behaviour
a long migration across (the plains)	springs into action



## Spotlight on language 1

### Describing groups

We often use the structure '*the + adjective*' to refer to a group:  
*the rich, the lonely, the fittest*

Similar structures are '*those (who are/were)* or *anyone (who is/was)* + adjective/-ed form of the verb':

*those interested, those concerned, anyone involved*

*Those interested should come to my office tomorrow.*

*Anyone who is concerned about the environment will want to read this article.*

**Match these expressions to make pairs with more or less opposite meanings.**

- 1 the disabled
- 2 the wealthy
- 3 the weak
- 4 the old
- 5 the innocent
- 6 the dead
- 7 the injured
- 8 the unwary
- 9 the gifted
- 10 the experienced

- a the living
- b those unscathed
- c the able-bodied
- d those unfamiliar (with sth)
- e the strong
- f the young
- g the average
- h those responsible
- i the needy
- j the cautious

Two further variants of the structure:

1 *The university is especially worried about students who are at risk of failing the course through non-attendance.*

= *The university is especially worried about those at risk of failing the course through non-attendance.*

2 *Anyone who hopes / is hoping to leave early after the meeting will have to obtain permission first.*

= *Anyone hoping to leave early after the meeting will have to obtain permission first.*



## Spotlight on exam skills 1

### Classifying

In the exam, you might be asked to classify information in some way. This is in fact a form of matching information from the text.

Examples you could be asked to classify include:

- characteristics and who/what they belong to
- dates or periods and events that happened then
- opinions and people who held them
- places and features associated with them.

#### Tips

1. Read the question carefully so you know what information to look for.

2 Scan the reading passage to locate the information.

3 Underline the key element you have to classify.

4 Remember that the information could be in several different places.

5 Check to see if the information is in direct speech or is reported in the text.

6 Check whether answers can be repeated.

Read this text and do the task on page 109.

### READING PASSAGE 1

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

#### Getting connected

- A We tend to think of social networks are being distinctly human. In fact, they occur wherever animals live in 'bonded' groups – where individuals gather together because of their personal relationships rather than being forced to by environmental factors such as a food source or safe sleeping site. Bonded groups are found among all primates and a few other mammals including whales and dolphins, dogs, horses and elephants.
- B Group living needn't tax your intelligence too much. In a loose herd, clues such as body size or aggressiveness may be enough to judge whether you should challenge or steer clear of another individual. Those hoping to lead a relatively untroubled life just need to pay attention to the clues. In bonded networks, however, you need to know each member's personal characteristics and those of the friends and relations that might come to their aid. Keeping track of the ever-changing web of social relationships requires considerable mental computing power.
- C As a reflection of this, there is a correlation between the size of a species' brain and the typical size of its social groups. In other words, brain size seems to place a limit on the number of relationships an individual can have. This link between group size and brain size is found in all animals that form bonded societies. As group size increases, so too does the number of relationships that need servicing.
- D But social effort is not spread evenly. Individuals put most effort into their closest relationships to ensure that these friends will help out when they need them. In traditional societies, everyone in the community is literally part of the same family with direct ties to everyone else, either as biological relatives or in-laws. In post-industrial societies, this is no longer true – we live among strangers, some of whom become friends. As a result, our social circles really consist of two different networks – family and friends – with roughly half drawn from each group. We give priority to family, choosing to include them in our networks above those unrelated to us. Indeed, people coming from large extended families actually have fewer friends.
- E Family and friend relationships differ in other important ways. One is that friendships are very prone to decay if untended. Failure to see a friend for six months or so leaves us feeling less emotionally attached to them. Family relationships, by contrast, are incredibly resilient to neglect. As a result, the family half of our network remains constant throughout our lives, whereas the friendship component undergoes considerable change over time. Although the average social network contains around 150 friends, there is considerable individual variation. Some people have fewer than 100 relationships, a few may have 250 or more. There are three main reasons for this: gender, social skills and personality.

Social skills are important in juggling the complex and ever-changing world of social relationships. They seem to depend on theory of mind, or mentalizing – the ability to understand another person's perspective. People's abilities at these skills varies, and it turns out that the number of best friends we have correlates with this. Since women tend to be better at mentalizing than men, it is perhaps no surprise that they often have larger social circles than men.

- F Personality plays an important role, too. As might be expected, extroverts have larger social circles than introverts. Despite being more social, however, extroverts are not emotionally closer to members of their network than introverts. It seems we have a limited amount of social capital and can either spread it thickly among a few friends or thinly among many.

And what of online relationships? Despite the opportunities that the digital world offers for increased relationships, it is not without its drawbacks. One is the fact that online conversations take place in a bubble. Because we cannot see the people we are talking to, our imaginations run riot. We attribute to them all the most desirable traits that we would wish to find in the perfect partner or best friend. That makes it very easy for predators to lurk in the system and prey on the unsuspecting. Online romantic scams alone are thought to cost victims more than £1 billion a year globally.

**G** A second potential problem is the fact that children are spending increasing amounts of time online with their friends rather than meeting them face to face. In real life, we must confront our social problems head on, and in doing so, we learn to negotiate our way out of trouble. But if someone upsets us online, we can simply pull the plug. As online social networking grows in popularity, we risk creating a generation that has limited social skills and smaller social networks. In our increasingly urban and globalized world, social networks are already more fragmented than they were for our ancestors, and this could leave people even more isolated and alienated.

adapted from *New Scientist*

### Questions 1–7

Reading Passage 1 has seven sections, **A–G**.

*Which section contains the following information?*

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

- 1 the different effort needed to keep some relationships alive
- 2 the self-interest that is the basis of close relationships
- 3 the potential dangers of some types of relationship
- 4 the different reasons for groups to form
- 5 the impact on problem-solving of some relationships
- 6 the relationship between mental development and social networks
- 7 the awareness of individual differences

### Questions 8–12

*Classify the following characteristics as belonging to*

- A** online relationships.
  - B** relationships in groups that are not bonded.
  - C** relationships in traditional societies.
  - D** relationships in bonded groups.
- 8 They depend on family size.
  - 9 They are based on easily observable information.
  - 10 They are not exclusive to humans.
  - 11 They can be unrealistic.
  - 12 They are all with relatives.

### Question 13

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

- 13 The writer comments that social relationships
  - A** will increase the number of close relationships people can have.
  - B** are likely to change for the worse as a result of technology.
  - C** offer different ways of solving problems.
  - D** will take a longer time to develop into real friendships.

## Vocabulary builder

### Words in context

**1** Choose the correct definition, a) or b), for each of the words and expressions from the text on pages 108–109 in bold below.

- |                          |   |
|--------------------------|---|
| 1 <b>personal</b>        | a) the people who work in a company<br>b) something relating to you   |
| 2 <b>primates</b>        | a) your close friends<br>b) ape-like animals  |
| 3 <b>mammals</b>         | a) animals that give milk to their young<br>b) animals which live in burrows and are almost blind   |
| 4 <b>loose</b>           | a) the opposite of <i>win</i><br>b) the opposite of <i>tight</i>  |
| 5 <b>to steer</b>        | a) to cry uncontrollably<br>b) to control the direction of a car  |
| 6 <b>correlation</b>     | a) someone you are related to<br>b) a link  |
| 7 <b>to spread</b>       | a) to thinly cover a surface with something<br>b) to improve dramatically   |
| 8 <b>in-laws</b>         | a) people involved in keeping order in society<br>b) the relatives of your wife or husband  |
| 9 <b>extended family</b> | a) a family whose members live in different places, perhaps in different countries<br>b) those members of a family beyond brothers, sisters and parents, including cousins and more distant relatives |
| 10 <b>prone</b>          | a) susceptible<br>b) an uneducated person   |
| 11 <b>perspective</b>    | a) intended meaning<br>b) a viewpoint   |
| 12 <b>drawbacks</b>      | a) technical issues<br>b) negative points   |

**2** Complete these sentences using words or expressions from Exercise 1.

- 1 It is good to listen to people of a different generation, as they can bring a different ..... to a discussion.
- 2 I prefer to wear .....-fitting clothes, as I feel a lot more relaxed that way.
- 3 When time-share agents are trying to sell you a property, they are keen to stress the benefits, but are strangely unwilling to talk about the .....
- 4 I have to admit I get on better with my ..... than with my own family.
- 5 ..... are, biologically speaking, our closest relatives, and we should make a much better effort to preserve their habitats.

**3** Write seven sentences using the words/expressions from Exercise 1 that you did not use in Exercise 2.



## Spotlight on language 2

### Opposites and contrasts

Texts are often constructed around a series of oppositions and contrasts.

Paying attention to such oppositions can help you predict what the text is going to say. In addition, they can help you guess the meaning of new words or expressions.

#### 1 Which of these pairs of opposites are found in Reading Passage 1 (pages 108–109), and in which paragraphs?

- |             |                      |             |
|-------------|----------------------|-------------|
| 1 past time | present time         | paragraph A |
| 2 men       | women                |             |
| 3 children  | adults               |             |
| 4 humans    | animals              |             |
| 5 fact      | theory               |             |
| 6 thoughts  | feelings             |             |
| 7 friends   | strangers            |             |
| 8 change    | resistance to change |             |
| 9 reality   | imagination          |             |
| 10 safety   | danger               |             |
| 11 big      | small                |             |

### Comparing and contrasting

Texts with oppositions or contrasts will often contain direct or indirect comparisons.

These are frequently used in questions to check whether you have understood the meaning and construction of the reading passage.

#### 2 Put these phrases used when comparing and contrasting into the correct column of the table below.

- similar identical akin unlike in contrast alike likewise  
 have a lot in common (bear) a resemblance tell the difference  
 distinguish between tell apart look the same by contrast  
 differ in many respects similarly a striking similarity  
 there's no comparison huge contrast discrepancy between unique  
 in the same vein share an opinion follow someone's lead

concentrating on difference	concentrating on similarity

**3 Complete each of these sentences with a suitable phrase from the table in Exercise 2.**

- 1 There are many sub-species of tuna fish; they might look ..... to you and me, but an expert can ..... them.
- 2 I once met a woman who said there was ..... between me and Johnny Depp, though I can't see it myself.
- 3 Societies in which there is a big ..... between the incomes of rich and poor people tend to have a lot of crime.
- 4 In Sweden, taxes are high, but the state looks after all its citizens when they need help, ..... in some countries where taxes are comparatively low but there is little help for people who desperately need it.
- 5 My brother and I don't ..... . He drives a sports car and lives a jet-setting lifestyle. I don't have a car and grow most of my own vegetables.
- 6 The brain, ..... computers, does not have to follow logical patterns and is capable of great innovation.
- 7 Everyone is ..... , even twins who look ..... and whom most people could not .....
- 8 It was an oral exam, but it felt more ..... to a friendly conversation to the student, who wondered if the examiner felt .....
- 9 The first day was spent on safari counting the number of wild animals drinking at watering holes. Days 2 and 3 pretty much passed ..... as the researchers tried to assess the health of the animals in the area.
- 10 Penguins gather at the edge of the ice, not wanting to be the first to dive in, in case there should be a polar bear waiting beneath the ice. But once one brave soul has dived, the others very soon ..... and plunge into the water.

**4 Complete these sentences so they are true for you.**

- 1 My country has a lot in common with ...
- 2 The way I was educated differs in many respects from ...
- 3 The problems my generation faces today are unlike ...
- 4 In my opinion, there's a huge contrast between ...
- 5 Unlike when I was growing up, ...

**5 In the next section, you are going to read a text about multi-tasking. What, if anything, do you think it will say about these contrasts?**

- 1 saving time / wasting time
- 2 physical tasks / mental tasks
- 3 myth / reality
- 4 brain / computer
- 5 receiving information / processing information
- 6 simple activities / complex activities
- 7 men / women
- 8 young / old
- 9 at work / at home
- 10 nowadays / in the future

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## Spotlight on exam skills 2

### Exam practice

**1** Read this passage and do the task on pages 114–115.

#### READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

##### What is multi-tasking?

Multi-tasking might feel productive, but it can be more dangerous than drink driving and even make you drop IQ points. Multi-tasking is the appearance of being able to handle more than one task at the same time. For decades, humans have grappled with the notion that despite the 100 million neurons in their brains, we actually remain unable to do two things at once. When we talk about multi-tasking, we're really referring to rapidly switching between tasks.

A hot topic of psychological research around the world, particularly in the US, the study of multi-tasking is still in its infancy. Many questions remain unanswered and will only be resolved with time. However, research is showing that the way the human brain functions does not allow multi-tasking to deliver longed-for efficiencies.

##### Is it a myth?

Many scientists believe the ability to multi-task is a myth. In fact, one psychiatrist has gone so far as to describe it as a 'mythical activity in which people believe they can perform two or more tasks simultaneously as effectively as one'. Unlike computers, which can perform tasks at lightning speed, the human brain needs to switch between tasks, depending on which area of the brain is being used. Multi-tasking often involves goal switching and re-evaluating, which experts say takes time. What appears to be human multi-tasking is more akin to channel surfing between television stations.

Ernst Poppel, of the Institute for Medical Psychology at Munich's Ludwig Maximilian University, believes humans cannot perform two or three tasks at once with the same degree of concentration. He says seemingly simultaneous awareness and information processing takes place in three-second windows. The human brain takes in the data about the environment streaming in from the sensory systems; subsequent events are then processed in the next window. For example, humans can concentrate on a conversation for three seconds, then move their focus to a computer screen for three seconds, and then to a crying child three seconds later. While one task is in the foreground of human consciousness, the others remain in the background until it is their turn to be given access to the central processor in the human brain.

##### How did the notion of multi-tasking start?

The concept came to the fore with the advent of computers, which have central processing units and can proceed rapidly from one task to another. The notion of multi-tasking appeals because it suggests that more can be achieved within a certain amount of time. It is of particular appeal to employers keen to gain efficiencies. However, research shows usually there is little to be gained by humans switching between tasks.

##### Does multi-tasking save time?

Research has shown, generally, it doesn't. In fact, it can have the opposite effect. It can take longer to do multiple tasks concurrently than if the focus were on completing one task at a time. Dr Julia Irwin, of Macquarie University's Department of Psychology in Sydney, says the problem with multi-tasking is that the amount of attentional capacity humans have is restricted, and it has to be shared among the several tasks being performed.

When flipping between tasks, humans must pause between switching from one part of the brain to another. This is known as a post-refractory pause and uses precious time. Switching back to the original task takes up more time again.

Research shows it is less time-efficient to switch between tasks, as humans must, than to focus on one task at a time.

Multi-taskers can also be left with a reduced ability to perform each task. Research done in 2004 by Marcel Just, Professor of Psychology at Carnegie Mellon University, asked people to listen to a sentence and then say whether it was true or false at the same time as they rotated an object in their hand. It was found that while people were able to perform both tasks at the same time, it took them twice as long as it did if they focused on each task individually, one after the other.

Professor David E. Meyer, a psychology professor at the University of Michigan, has shown how time is lost when humans shuttle between tasks. People were asked to write a report and check their email at the same time. Those who constantly jumped between the tasks took about one and a half times as long to complete the task as those who completed one job before turning to another.

#### **Given our human limitations, can we actually improve our performance at multi-tasking?**

You can improve your multi-tasking ability, but only up to a point. For a long time, people have known that training to perform a particular sequence of tasks can reduce the time it takes if those tasks can become routine. This is because rote tasks require fewer mental demands.

'Those tasks that benefit from practice and which we tend to do well when multi-tasking tend to be ones that can be automated with practice and don't require much attention. So, for example, you can run through in your head what you have to do in the coming day while having a shower,' says Dr Julia Irwin.

However, just because a person has improved their efficiency performing one set of tasks does not mean they have improved their multi-tasking efficiency generally. Research has shown the time lost when switching between tasks increases with the complexity and unfamiliarity of the tasks.

adapted from [www.multitaskingtest.net.au](http://www.multitaskingtest.net.au)

#### **Questions 14–17**

*Look at the following statements and the list of people below.*

*Match each statement with the correct person, A–D.*

- 14 Switching from task to task results in slower performance.
- 15 Although possible, multi-tasking is time consuming.
- 16 Multi-tasking works best with undemanding activities.
- 17 Multi-tasking is in fact the brain focusing on different things for short sequences.

#### **List of People**

- A Julia Irwin
- B Ernst Poppel
- C Marcel Just
- D David E. Meyer

#### **Questions 18–20**

*Choose THREE letters, A–F.*

*Which THREE of these comments about multi-tasking are mentioned by the writer of the text?*

- A It is a relatively new area of research.
- B Tasks of different degrees of difficulty have been investigated.
- C It is only possible with increased levels of attention.
- D We can learn from how computers perform tasks.
- E It can lead to improved results at work.
- F It can have serious consequences.

### Questions 21–26

Complete the summary using the list of words, A–L, below.

NB You may use any word more than once.

#### Research on multi-tasking

Research into multi-tasking has largely proved that it doesn't work and certainly fails to lead to the 21 ..... that had been hoped. Comparisons with computers are inaccurate, as unlike a computer, research shows that the brain appears unable to do two things 22 ..... . In reality, the work of Ernst Poppel suggests the brain processes input derived from the senses in short 23 ..... during which time only one source is in the 24 ..... . Time is lost, as different tasks involve 25 ..... between different areas of the brain and back again. Better results come from focusing on one activity at a time. However, routine tasks that are less 26 ..... in terms of attention may be automated, but research indicates that the more challenging the tasks we are engaged in, the longer it takes to do them.

- |              |                  |
|--------------|------------------|
| A increases  | G individually   |
| B pauses     | H sequences      |
| C switching  | I efficiencies   |
| D processing | J windows        |
| E demanding  | K attention      |
| F foreground | L simultaneously |

#### Tip

If you are unsure of an answer, it helps to classify the different possible answers according to grammar. How many are plural nouns, past tense verbs, adverbs, etc.? Then look at the gap and decide what the grammar category of the missing word is.

**2** Re-read the text and underline all the expressions of opposition or contrast you can find.

- 3** **a** Find one or more texts that compare different versions of the same thing, for example book or film reviews, product comparisons (e.g. performance tests on three of the latest computers), commentaries on sporting events, historical analysis of past and present, etc.
- b** Make a list of all the features the different things have in common and what is unique to them, and use this to make a classifying activity for a colleague.

- 4** **a** Make a list of 10–15 expressions of contrast or opposition.

Example: *Unlike*, *whereas* ...

- b** Have a discussion with a partner about the two of you, your experiences and opinions, your background and ambitions, and continue until you have used all the expressions you listed.



'This project calls for real concentration.  
Are you still able to monotask?'

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### CLASSROOM WORKOUT

#### Fitting in or standing out?

- There are pressures on us to conform and be like everyone else, but there are also reasons why it may be good to stand out from the crowd. In small groups, make a list of the advantages and disadvantages of fitting in or standing out.
- Present your ideas to the other groups. Are there any arguments that convince you one way or the other?

#### CHECK YOURSELF

- In this unit, you read a lot about classification. Taxonomy is the classification of biological organisms; many other things can also be classified, and in a variety of different ways. Look back at the unit to see the kind of classifying you may be asked to look at in the exam, then consider how you might classify at least two of the following:
  - your friends
  - your education
  - places you have visited
  - hotels you have stayed in
  - food in your country.

#### SUMMARY

In this unit, you:

- looked at expressions about groups of people, animals and things. How many did you write in your notebook?
- read about 'bonded groups'. What can you remember about the characteristics of such societies?
- studied the way texts can be constructed using opposites and contrasts. How common is this feature of texts in this unit?
- practised **classifying** tasks. Why is it important to read the whole text before choosing an answer in this task type?
- read about multi-tasking. How often do you try to do several things at once?

#### Over to you

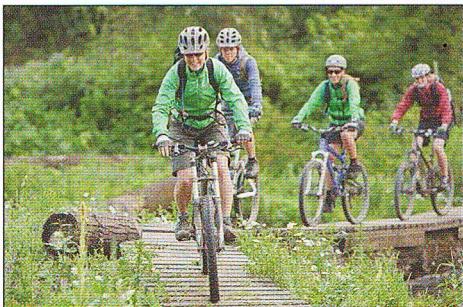
- 1 Read between three and five articles in a newspaper, in a magazine or online. Which forms of oppositions are most common?
- 2 Find and analyze websites that give advice about maximizing the good use of your time. What advice do they give?
- 3 Find and read newspaper or online articles about the keys to effective group work. Which ideas do you agree with most?
- 4 Read versions of the same news story in two different sources. Make a list of what is unique to each version.

## UNIT 10

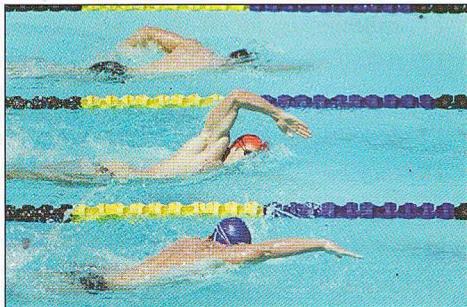
**Sport, leisure and time**

In this unit, you will:

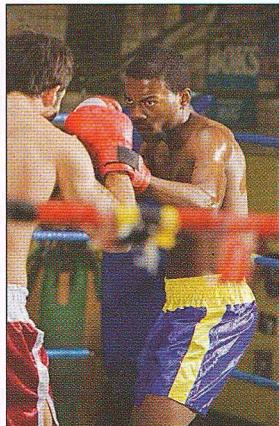
- discuss different sporting activities
- review and practise different task types
- study and practise some key grammar structures.

**Getting started**

a



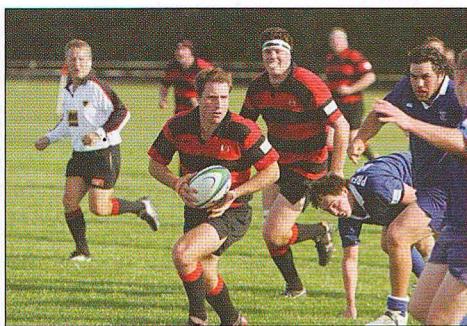
c



e



b



d

**1** Look at the five photos. Which activity do you consider the most enjoyable? Which do you consider the least enjoyable? Explain your reasoning.

**2** Talk about other sports using these comparative structures.

1 ..... is much more fun than .....

2 ..... is not as physically challenging as .....

3 ..... requires a much higher degree of co-ordination and balance than .....

4 With sports such as ....., the taller you are, the better.

5 While ..... is certainly safer than physical sports, some people consider it more of a hobby than a sport, as it only taxes the mind.

6 ..... and ..... are both activities that involve ....., but in my opinion, ..... is the more interesting of the two.

7 All sports require ....., and no less important in many cases is .....

8 Many parents would admit that they are not fans of contact sports, the least popular of which is probably .....

9 You don't need a big investment in equipment if you play ....., which is not the case with .....

10 I think ..... is pretty boring as a sport, but ..... is even worse.

**3** Choose the preposition in *italics* which best completes these expressions. Are there any expressions which do *not* go with any of the photos on page 117 (a–e)?

- 1 keep *in / on* shape
- 2 sense *of / in* adventure
- 3 work *at / off* steam
- 4 good *for / in* you
- 5 build *up / in* an appetite
- 6 sense *of / for* achievement
- 7 *in / at* the fresh air
- 8 have a good *work-out / -on*
- 9 play *at / in* a team
- 10 enjoyed *for / by* millions
- 11 suitable *by / for* all ages
- 12 risk *of / for* injury
- 13 compete *over / against*
- 14 depends *for / on* good hand–eye co-ordination
- 15 race *for / against* the clock

**4** Match the extracts below (1–12) with the activities they describe (a–e).

- a mountain biking
- b juggling
- c golf
- d soccer
- e none of these

- 1 This is certainly great for building up your strength, particularly in your leg muscles, which are pumping pretty much all the time.
- 2 Playing with other people is certainly a pleasure, and the sport needn't be expensive. You can pick up some clubs second hand and play on local courses.
- 3 Nothing is quite as good for improving hand–eye co-ordination. You have to be aware of speed, trajectory, timing and balance at all times.
- 4 Outdoor sports have the added attraction of taking place in the fresh air. This sport offers the considerable bonus of helping you enjoy some magnificent scenery as you're speeding along.
- 5 The thrill of the descent at speed is something you cannot explain if you have not experienced it personally. The world rushes past, but time seems to stand still as you shoot over the snow and ice at incredible speeds.
- 6 The great thing about this activity is that the sky's the limit. While you can start with three balls, it won't be long before you're doing four or maybe five.
- 7 This sport is just 22 people chasing after a leather ball. Why on earth is it so popular?
- 8 Although often considered a sport suitable for the elderly, it is in fact a very fast game that demands a high level of hand–eye co-ordination. The ball travels very fast, and although players don't run great distances, they need to be very agile as they stop and start in short bursts to return the ball as it spins over the net and hits the table.
- 9 Some people don't class it as a real sport, but you need good upper-body strength and you walk a long way each time you play.
- 10 This is one sport which seems to unify people from all over the world. Fast action, team tactics and superb skills make this one of the world's most popular sports.
- 11 The excitement of the downhill rush as you speed down a track through a forest is second to none, and is the reward for the lung-busting struggle uphill.
- 12 Unlike in some other sports, in this one you don't want to take a lot of shots. In fact, keep out of trouble, and you could be the best.

## Spotlight on exam skills 1

### Labelling a diagram

In this question type, you will be given a diagram. Examples could include:

- something technical such as a piece of machinery or a new invention
- something from the natural world, e.g. parts of a plant or some aspect of geology
- a design plan for a building (as in the example below).

You will NOT be expected to know about the thing to be labelled; you simply need to understand how the given text relates to the diagram and use words, not always in text order, to label it.

You should:

- have a quick look at the diagram to see what kind of labels are required
- note how many words you can use for the labels
- make sure your words come directly from the text
- check your spelling of the words used in the exercise.

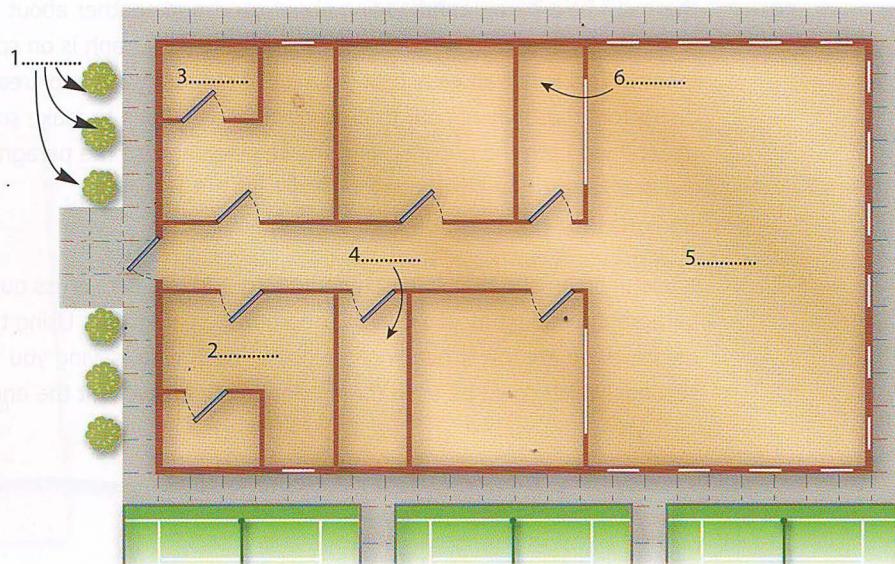
**1 Read the text below and label the diagram with no more than THREE words from the text.**

#### New sports club design

As you enter the building through the door on the left, there are two rooms on either side of you: women's changing rooms on the right and men's changing rooms on the left. In the corner of the changing rooms, there are showers.

Walking further along the corridor, you can see our equipment room, which we use to store all the balls, nets, mats, etc. Across the corridor from that room is the weight-lifting room, as many sportsmen and women want to work on their strength these days. The two rooms at the end of the corridor are very important ones. On the right is a crèche. Many people who want to visit the sports club don't want to leave their children at home, so the crèche is a play area for young children while their parents are practising sports. Opposite the crèche is our first-aid room. It's reassuring to know that, despite space being at a premium, it's got all the latest equipment for dealing with both slight and serious injuries. The first-aid medic is on hand all the time the centre is open. Both the crèche and the first-aid centre look out onto the main sports hall, which can accommodate tennis, basketball, badminton and five-a-side soccer – though obviously not all at the same time.

As you leave the building, have a look at the fruit trees planted on either side of the entrance to remind people of a healthy lifestyle – three plum trees on your right and three apple trees on your left.



## Unit 2: Sentence-completion questions

These are three of the common errors which students make when working with sentence-completion questions.

- They make spelling mistakes when copying the words from the text. If your spelling is not great, make sure you copy the words correctly and check the spelling.
- They write more than the number of words allowed, for which they will be penalized. The most common maximum is three, but always check the rubric.
- Some students, particularly those who are not familiar with the format of the test, will use words that are not found in the text to fill the gaps. This is not allowed.

### 4 Complete these sentences with no more than TWO words from the box above.

- 1 One reason some students are penalized is for ..... such as *business* or *examination*.
- 2 The ..... number of words allowed is usually three.
- 3 A clear understanding of the IELTS ..... will help you move quickly through the test, as you know what has to be done.

## Unit 3: Short-answer questions

Although at first sight short-answer questions seem pretty straightforward, it is surprising how many people trip up on them, not because they don't understand the question and not because they were unable to find the answer, but because they failed to read the rubric properly. If it says NO MORE THAN THREE WORDS, then your answer should not contain more, even if you feel this is a more complete answer. Similarly, the words used must be words FROM THE PASSAGE, even if you feel you could express the answer more effectively with other words.

### 5 Answer these questions with no more than THREE words from the text above for each answer.

- 1 What do you have to do carefully so that you know exactly what to do with each question?
- 2 Where should the words used in the answer come from?

### 6 Use the text *New sports club design* on page 119 to write questions for which these are the answers.

- 1 The showers
- 2 Young children
- 3 The weight-lifting room
- 4 The first-aid medic

### 7 a Go online and find some texts with diagrams that interest you.

### b Create IELTS-style questions of the various kinds listed below.

- Unit 4: Matching name; Matching sentence ending
- Unit 5: Note completion; Summary completion
- Unit 6: Chart/Flowchart completion
- Unit 7: True / False / Not Given
- Unit 8: Yes / No / Not Given
- Unit 9: Classifying information
- Unit 10: Labelling a diagram

**Tip**  
By creating your own questions, you will gain a better understanding of how the question types work.

If you are working with other people, share your questions with them so that you can all benefit from the experience. Do the questions work? Can you spot the distractors? Can you work out the answers?

- 8 Work with a partner. How many different types of exam question can you create for this text?

## How the battle for Britain's technological future can be won on the playing fields of Eton (and every other school)

These days, it seems all anyone can talk about is how important it is for young people to learn programming skills: a new report has called for making computer science a part of the national curriculum. It's all part of a broader realization that programming and the Science, Technology, Engineering and Maths (STEM) subjects are crucial to our country's success. But what's new? Pretty much every politician agrees that having more young people excel in these subjects would be a good thing, so the important question is how to accomplish it, beyond wishing it to be so.

Part of the problem is incentives. Why should young people put in the hard yards to study these subjects if, on the one hand, you can become a millionaire by working in finance or, on the other hand, you believe that it'd be easier to become (or marry) a footballer or celebrity?

Other issues include teacher quality and the resources available to schools, but one factor that's often overlooked is the unconscious, dismissive attitude that young people, parents and schools have towards programming and STEM subjects. Here's a telling example from an article in the *New Yorker* talking about an American football coach joining a high school in New Jersey and creating an elite team. When he'd arrived at Hackensack High School in 1990, he was surprised to discover that the football players were not the social leaders. 'As time went on, they became the leaders of the school, and the school ran a lot smoother,' he said. 'Younger kids had role models. They said, "I want to be like that guy." If those kids are running the school, you've got a chance.'

It was a stark reminder that athletes – not academics – are considered to be the best role models in schools, not just in the US but also in the UK, where rugby players, football players and other sports stars are held in the highest esteem. And while I have genuine respect for the discipline and work ethic that top student athletes have, none of these virtues are exclusive to sports – and surely, if we're concerned about academic performance, we should be looking at other pursuits that are just as worthwhile and important to students, if not more, than being a fantastic football or rugby player – like programming and STEM.

But instead of starting a fight between sports and STEM, perhaps we should seek to understand why we think that top football players should be natural role models. Here are a few suggestions:

- Firstly, sports are competitive, almost to a fault. Competition is highly motivating, particularly in leagues and tournaments – it identifies and rewards successful individuals and teams rather than giving all participants a gold star and a pat on the back. At the same time, sports like cricket, football, and basketball are all about teamwork and co-operation, about forming strong bonds of loyalty and trust; contrast this with the stereotype of scientists as loners, encouraged somewhat by the practice of science in schools.

It can also be seen that sports have clear, understandable and identifiable 'win conditions' – getting the most points or goals. Even if