



IELTS Preparation Book

SPEAKING

Get your best score!!



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BAND DESCRIPTORS

EXAM'S DATE	EXAMINER'S FULL NAME		CANDIDATE'S FULL NAME		SPEAKING OVERALL BAND SCORE	
FLUENCY	HESITATION		REPETITION		SELF-CORRECTION	
COMMENT S:	NO OR MINIMAL PAUSES	A LOT OF PAUSES	NO OR MINIMAL	A LOT OF	NO OR MINIMAL	A LOT OF
COHERENCE:	TOPICS	LOGICAL DEVELOPMENT OF	RANGE OF LINKING WORDS AND DISCOURSE MARKERS			
COMMENT S:	GOOD	POOR	GOOD	POOR		
PRONUNCIATION:	INTONATION AND SENTENCE STRESS	MISPRONOUNCED WORDS	WORDS STRESS ERRORS			
COMMENT S:	PARAPHRASING USAGE	VOCABULARY RANGE	COLLOCATIONS AND PHRASAL VERBS USAGE	IDIOMATIC EXPRESSIONS AND PROVERBS USAGE		
COMMENT S:	GOOD	NO OR POOR	GOOD	POOR		
GRAMMAR RANGE AND ACCURACY:	RANGE OF GRAMMAR USED	GRAMMAR MISTAKES	GOOD SENTENCE STRUCTURES USAGE			
COMMENT S:	GOOD	POOR				

STRUCTURE OF IELTS SPEAKING SECTION

PART	REQUIREMENT
Part One General questions 4-5 Minutes	Answer up to four questions for three topics . Try to speak for about 2-4 sentences for each question.
Part Two Long Turn 3-4 Minutes	1. The examiner will hand you a card with a topic on it. 2. You have one minute to prepare for the topic. 3. Speak for one to two minutes. [Longer answers are need for higher scores!]
Part Three 4-5 Minutes	A discussion based on Part Two. This normally takes the form of the examiner asking a series of questions related to your topic in Part Two.

PART 1: INTRODUCTION

Aims: Understanding examiner's questions. Giving relevant answers.

Subsidiary aims: Widening range of vocabulary by using synonyms. Expanding answers with the help of connectors. Learning less common language. Revising Tenses.



Unit 1 A Giving relevant answer and achieving the task

PART 1

Introduction

The speaking test begins with introductions.

- The examiner introduces himself/herself. 'Good morning. My name is Cynthia Brown. I'll be your examiner.'
- The examiner asks for your name. 'Can you tell me your name please?'

DO NOT SPELL YOUR NAME. DO NOT GIVE EXTRA INFORMATION ABOUT YOUR NAME.

- The examiner asks for identification. 'Can I see your identification please?'

DO NOT FORGET TO TAKE YOUR PASSPORT OR ID CARD INTO THE TEST ROOM.



Read the following introduction to an IELTS speaking test. Underline the mistakes in the candidates' response.

Examiner: What is your name, please?

Candidate: My name is Donciano Delafuente. You spell that D-E-L-A-F-U-E-N-T-E. It means 'of the fountain and it is an old Spanish name, which is quite interesting as my family actually comes from Italy. I'm 28 years old and I'm single.'

Exercise 1: Match the following questions words to what they ask:

- | | |
|-------------------|-------------------|
| 1. What? | a. person |
| 2. Who? | b. amount/number |
| 3. Where? | c. frequency |
| 4. When? | d. duration |
| 5. Why? | e. thing |
| 6. Which? | f. time /date |
| 7. How? | g. place/location |
| 8. How much/many? | h. method |
| 9. How long? | i. reason |

10. How often?

j. selection/choice

Exercise 2: Read the following questions. Which response, A, B, C or D, completely answers the question?

1. Question: When you were a child, what did you want to be when you grew up?

- a) I really like my childhood because it was a lovely time. I remember spending much time in the yard playing with my friends.
- b) I have no idea.
- c) As a kid, in elementary school, I wanted to be a veterinarian. I loved animals like a lot of kids do.
- d) My mom was a dancer and actually I can dance, though I lack flexibility and rhythm.

2. Question: How important is it to get along with co-workers?

- a) When employees support each other, they are less likely to engage in conflict with each other and can be easier to deal with.
- b) I am a bank officer and I can say that having a group of friends at work definitely makes life easier. You have people to chat with when you need a break or know who to sit next to in a meeting.
- c) I think many companies' runners do not pay enough attention to the teamwork of their employees.
- d) It's very important to be able to get along with your coworkers. A cohesive work environment will help you perform your job duties more effectively and create a relatively happy workplace.

3. Question: Which professions are very well-paid these days?

- a) Of course pilots, why not?
- b) I have made an important plan recently. I'm going to have a new job in Australia so that's why this IELTS is very important for me. I need level 7. It's really necessary for me and my family.
- c) From what I see most of the people want to settle in the IT industry because it is one of the highest paid jobs all over the world nowadays.
- d) I'm a general physician at the local hospital. I can say that my salary is not very high. I have to study more to be able to get more money. It's an essential part of my life.

STRATEGIES

The strategies below are used to answer the question:

"What kind of food do you like?"

1. DIVIDE INTO 2 OR 3 PARTS:

This strategy involves giving 2 or 3 reasons for your answer, as follows: Well, there are three kinds of food that I'm really keen on.

The one I like best is ***Italian food*** because...

I also really like to eat ***Korean food*** as it's very...

I'm also kind of partial to ***Mexican food*** because it is...

Well, there are three kinds of food that I'm really keen on. The one I like best is Italian food because I am a big fan of pasta. I also really like to eat Korean food as it's very healthy and flavorsome. I'm also kind of partial to Mexican food because it is so hot and spicy.

2. GENERAL TO SPECIFIC

This strategy involves giving a general reason for your answer, and then explaining it more specifically, and even giving an example as follows:

Well, I'd have to say that I'm a big fan of seafood. In particular, I really like to eat Japanese seafood because it's always so fresh. For instance, sashimi is delicious because the raw fish is so flavorsome.

3. EXPANSION

Expansion is making something bigger. In IELTS it is good to give expanded answers to questions. This shows that you understand the question, and gives you more chance to show your language ability and get a higher score.

This is illustrated below:

QUESTION: Do you like riding bicycles? BAD RESPONSE: "**Yes**"

BETTER RESPONSE: "**Yes, because it's fun, good for health, and doesn't cost a lot.**"

GREAT RESPONSE:

Well, I like to ride bikes for a few reasons. **The main reason** I like to cycle is that I think it is really fun and it is a good way to go sightseeing. **I'd also like to point-out** that riding a bike is very good for my health because it can help me to lose weight. **I would also like to add** that recently I haven't been riding my bike much, as I am quite busy at work.

4. SHOW LANGUAGE

QUESTION: What colors do you like?

BAD RESPONSE: "**I like green and blue.**"
[This answer has no advanced vocabulary.]

BETTER RESPONSE: "**My favorite colors are light green and navy blue.**"
[This answer is more precise and precision increases your score for vocabulary.]

EVEN BETTER RESPONSE:

Well, My favorite color is **magenta**, I guess that's because I'm really into bright and bold colors. I also like **turquoise**, I find that a very relaxing peaceful color that reminds me of the ocean.

This answer uses some less common colors, and can impress the examiner with your vocabulary about colors. It also includes the idiomatic expression "*I'm really into.*" This means to like something.

3. Buy time to think

Note that you shouldn't use any particular method too often!

Use a range of these methods below:

Use some memorized phrases to start your answer: if you memorize a few phrases, while you are saying these phrases you can be thinking of how you will actually respond to the question. Some phrases could be:

"Well, that's a really interesting question"

"Oh I'm not too sure about that..."

Let me think for a minute...

Oh yes it is...."

"With regards to your question, I guess I would have to say that....."



Exercise 3: You need to work in pairs by asking each other the following questions and try to give extended answers using strategies.

Accommodation

1. Do you live in a house or an apartment/flat?
2. What do you like about living there?
3. Which is your favourite room in your home? Why?
4. Would you like to move to a different home in the future?

Occupation/Work

1. Do you work or are you a student?
2. Why did you choose this kind of work/to study this subject?
3. What's the most interesting part of being a ... (manager/student)?
4. What's the most difficult part of being a ... (manager/student)?

Hometown

1. Do you like your hometown? Why?
2. What do you like most about your hometown?
3. Is your hometown a popular place for tourists? Why?
4. Has your hometown changed much in recent years?
5. Would you prefer to live somewhere else? (Why?)

Age

1. Are you happy to be the age you are now?
2. When you were a child, did you think a lot about your future?
3. Do you think you have changed as you have got older?
4. What will be different about your life in the future?



EXAM TIP

In Part 1 the examiner cannot explain the questions; they can only repeat them. Check you have understood by asking yes/no questions like:

Question: Have you ever been fired from your job?

- “Do you mean if I’ve ever been dismissed?”
- “Are you asking me if I’ve ever been dismissed?”
- “Can I just check, do you mean if I’ve ever been dismissed?”



Exercise 3: You need to work in pairs by asking each other the following questions and check you understand them using the highlighted structures in exam tip:

1. Do you **get on well** with your relatives?

2. Should **extra hours** be paid?

3. Who is the main **breadwinner** in your family?



Part 1 B Extending the answers and using synonyms to score up



EXAM TIP: In Part 1 Don't repeat all the language in the question. You need to show the examiner you know to paraphrase the vocabulary.

Examiner's question: Do you prefer to work in a team or on your own?

Candidate's simple answer: I prefer to work in a team more than on my own.

Candidate's good answer: Although I sometimes work together with my colleagues to achieve a common aim, I enjoy doing most of my work by myself.

Exercise 4: Ask each other the following questions related to the Job topic and try to paraphrase the underlined words. Before your start think about underlined words' synonyms. Swap the roles of candidate and examiner:

1. Are you a hard worker? What motivates you to work?

2. Are there jobs that men do better than women do? How about vice versa?

3. If you are looking for work, where is the best place to look for these days?

4. If you could do one job, just for one day to learn what it is like, what would you do?

Connectors and discourse markers

Exercise 5: You need to work in pairs by answering the following questions and using the given connectors:

1. **Unfortunately /Fortunately; Luckily/Unlikely:**

E.: Are there any jobs you think which are not paid enough in your country?

2. **In fact/ actually:**

E.: Are you an ambitious person? What goals do you have?

3. **To be honest/Frankly speaking:**

E.: What jobs would you call boring and why?

4. As far as I'm concerned/As far as I know/If I'm not mistaken:

E.: What is the retirement age for people in your country?

5. Because / The reason why /Since

E.: Is it a good idea to go out with your colleagues/groupmates?

6. Although/ Even though/However:

E.: Is there any dress code in your company/school/university?

7. In my opinion/From my point of view/To my mind

E.: What are the qualities of a good leader?



Unit 1 C Enriching Vocabulary by using less common language



Exercise 1: In pairs match the following expression a-d with 1-4 and think about their meanings:

- | | |
|--|-------------------------|
| a. To have a heavy workload | 1. Idiomatic expression |
| b. To turn down the candidate in the interview | 2. Proverb |
| c. To make a living | 3. Collocation |
| d. Business before pleasure | 4. Phrasal verb |

Exercise 2. Fill the table below by grouping the following expressions:

Computer literate, to look for a job, to work nine-to-five, to give up work, to be on maternity leave, to make cutbacks, to do the shift work, to be on flexi-time, to step up/down the career ladder, to work one's finger to the bones, Never put off till tomorrow what you can do today, to get bumped up, to throw a sickie, duties and responsibilities.

Phrasal verb	Collocation	Idiomatic expression	Proverb

Exercise 3: Rewrite the following sentences in case they are incorrect:

1. The unemployment rate in my country increasing rapidly these days.

2. I am 30 years old and can honestly say I never was sick a day in my life.

3. What sort of job are you do?

4. She did not quit her job. She has taken an early retirement last year.

5. When I joined the company, it turned out that he has already been there for two months.

6. I work for this financial corporation for more than ten years.

Conditional sentences

A conditional sentence is a complex sentence structure used to talk about something that occurs only if something else happens. The condition may be something real or imagined, and the result could be a definite result, or just a possible result. Conditionals are a useful way of forming complex sentences, which can boost your grammar score.

There are two clauses to a conditional sentence:

One part is the **if** clause. This is the event that needs to occur. It is a dependent clause because it is not a complete sentence and is dependent on the other part of the sentence.

The second part is the **result** or main clause, or what happens when the event in the **if** clause occurs. The result clause is an independent clause because it can stand on its own as a sentence. The dependent and independent clauses can be spoken in any order, as shown below:

If I have holidays, I go to Australia.

I go to Australia if I have holidays.

	Usage	Example	
0	facts and opinions	If I <u>have</u> holidays, I <u>go</u> to the UK. present tense, present tense	
1	likely outcomes	If I <u>have</u> enough days off, I <u>will</u> go to the UK. present tense future tense	
2	unlikely outcomes or imagined situations	If I <u>won</u> the lottery, I <u>would</u> go to the UK. past tense would	
3	past situations that didn't occur	If I <u>had had</u> enough time, I <u>would have</u> gone the UK. past perfect tense would have	

PART 2: SPEAK FOR 2 MINUTES

Part Two	Requirement	Suggestions
1-2 minutes Long Talk	Prepare a topic for 1 minute and then speak about it for up to 2 minutes.	<p>PREPARATION</p> <ol style="list-style-type: none"> 1. identify key words in the question 2. choose a response for the topic that is familiar to you 3. choose a response that you have language to describe <p>SPEAKING</p> <ol style="list-style-type: none"> 1. answer the topic directly at the beginning of your talk 2. expand your key points to make your talk longer 3. make it clear when you move onto a new key point 4. use high level language
Possibly 1 or 2 follow-up questions	Briefly answer any follow-up questions.	

Procedure to answer the topic

1. Read the question and then underline the key words. It should look something like below.

Describe a place that you have visited that you particularly liked.

You should say:

When you visited there?

Who you went with?

What was most memorable?

And explain what you liked most about this place.

2. Decide the place you will describe then write down some notes. You are given paper for this and you can keep your notes during your talk.

Place: San Francisco, USA

Your handwritten brainstorm might look a bit like this:

<i>When</i>	<i>4 months</i>
	<i>2013</i>
	<i>Summer</i>
<i>Who</i>	<i>Thomas from Viet Nam</i>
	<i>Vegetarian</i>
	<i>Brother artist</i>
San Francisco	<i>Fish erman's Wharf</i>
<i>Like most</i>	<i>Multi-cultural restaurants and cafes lifestyle</i>

3. Introduce your answer, rephrasing the question and directly answering it, to show you clearly understand the question.

Well, a fantastic place I went to is San Francisco in California.

4. Use phrases to signal when you change to a new subtopic:

I went there in ...

I went there with ...

*The thing I remember most is ... Some of
the things I enjoyed were ...*

MODEL ANSWER

Well, a fantastic place I went to is San Francisco in California. It's definitely the best holiday I ever went on, so it's a place I will never forget.

I went there in 2013 for about four months during summer. I remember the climate is weird at this time of year as it got really foggy at about four o'clock every day and also it was surprisingly chilly during the night.

I went there with a chum of mine who is from Viet Nam, and we shared an apartment together. He is a vegetarian, so I also became a vegetarian during that time. You know I had to give up eating some of my favorite food like sirloin steak and lamb chops. We only ate veggies and I remember eating a loss of pasta with shiitake mushrooms. I also remember his brother who was a very talented artist.

The thing I remember most about San Francisco is that there were many cool places to visit such as Fisherman's Wharf, which is famous for its delicious seafood and sour dough bread. Oh, and Alcatraz Island, which used to be a prison for murderers and other serious criminals.

Some of the things I enjoyed most about San Francisco were the different types of people and the easy-going relaxed lifestyle they seem to be leading. As well as that, there were many trendy places to hang out and also some great restaurants and cafes.

STRUCTURAL LANGUAGE

Opening: Introductory phrases to use when you start your talk:

I'm going to talk about...

OK, I'm going to describe... Well,

I'd like to talk about...

The first point:

The first thing I'd like to mention is ...

I'd like to begin by highlighting that...

The most important point about [rephrase question] is... In terms

of [rephrase question], I would like to mention...

The second point:

Going on to [rephrase question], and what I'd like to highlight here is that ...

Now concerning the matter of [rephrase question], what I would like to mention here is that ...

The third point:

Progressing to the subject of [rephrase question]. I would like to explain that...

Moving onto the question regarding [rephrase question], what I would like to make clear is that...

The last point:

Finally, I'd like to discuss [rephrase question]

Finally then, if there is still enough time, I would also like to mention that...

Phrases for adding details:

At that time...

It happened...

It took place...

It's been going on since...

Phrases to describe something that had an effect on you

- ... influenced me
- ... had an effect on me
- ... impressed me
- ... motivated me
- ... touched me deeply



Unit 1 E Part 1 Fluency and Coherence

Topic: *Accommodation*

E.: What do you do?

Aims: Giving plenty of details while answering.

Subsidiary aims: Widening range of vocabulary on the target topic.

C.:I am a student.	C.: I am third-year student Law at one of the local Universities named after a prominent scientist, J. Balasagyn.
C.:I work in a restaurant.	C.: Currently I am working as a waiter in a most famous local restaurant in this city. You may have probably heard about it. It's called "Ala-Too".

E.: Can you describe the building you live in?

C.: *Certainly. It's quite an old building, I'd say. As far as I know, my family has lived in it since my grandparents moved here in about 1980.*

Exercise 1: Fill the table with the words below and then put them into sentences from 1 to 10:

commercial fourth-floor multicultural rented residential rural shared spacious
 suburban three-story two-bedroom urban
 high-rising mansion trailer attic posh

house/flat	area/neighbourhood

1. This part of the city is very _____. There are wonderful shops, offices and cafes from all around the world.
2. I wouldn't call my flat _____. It's like living in a cupboard.
3. When I was a child I used to spend a lot of time of my space located under the roof of a house called _____.
4. Not many people live in the _____ area because it is located outside towns and cities.
5. It's very _____ where I live. It is occupied by old and traditional residences.
6. It's nice to have your own place, but it's usually much cheaper to live in a _____ house or flat.
7. To get to the city center, I have to go past kilometer after kilometer of dull _____ housing.
8. I wish I could live in a large, opulent house, a real _____.
9. Nowadays many people prefer to live in intended as a permanent, fixed living space called _____.
10. I live in a _____ area of the with 24-hr. security, park, walking lane, pool, gym and shop.



Golden Rule Voc: Think about the expressions below:



My home is my castle.

✓ East or west, home is best.

✓ Housewarming party.



SPEECH PATTERNS: Look at the description of a neighborhood below and learn the speech patterns.

I d' say that I live in a residential area of Bishkek.

- **The reason why** I love my house **is because** it is located in a very nice place in the city.
- **I'd describe my neighborhood as** a new subdivision and there are new houses being built every day.
- **One of the most noticeable features is** that there is a small park right across the street, so whenever I feel like walking or jogging, I simply got to the park and get some fresh air.

- **What makes it especially attractive for me** is that there are no commercial buildings near.
- **Although I am quite satisfied with my neighborhood** there is a night club near my house which noise at night time may disturb not only me but also other residents of the area.
- **A result of being near** the university where I'm currently studying is that many students often rent apartments in my neighborhood.
- **On a whole, I think that** it's very multicultural with multiple generations living in one house.
- **What impresses** most visitors about my neighborhood is that there is a greater sense of community here. People even get together to play cards on their garage pads.



Exercise 1: Using the speech patterns below make the description of your city, apartment and room.

- **I d' say that** I live in

- **The reason why** I love my is that it is.... .

- **I'd describe my as**

- **One of the most noticeable features of my is that**

- **What makes it especially attractive for me** is that

- **Although I am quite satisfied with my there is a which**

- **On a whole I think that**

- **What impresses most visitors about my** is that it



Unit 1 F Using Speech Patterns to talk about familiar topics

Topic: Family

Exercise 1: Fill the table given below choosing the right adjective:

Overprotective	Dysfunctional	Nuclear	Broken home
Close-knit			

Positive	Negative

Exercise 2: Complete the expressions with the following verbs in the appropriate form:

1. She (to look) like her mother.
2. Auburn hair (to run) in their family.
3. When I was a child I really (to look up to) my uncle. The guy was my hero!
4. Sadly, after 30 years of marriage my parents finally decided to (split up).
5. People are always telling me that I (to take after) my dad because we both have massive noses!



SPEECH PATTERNS: Using the speech patterns below make the description of your family.

■ **I d' say that** I come from a

- A. close-knit
- B. nuclear family
- C. extended family
- D. one-parent family

■ **The reason why** I love my family is that

- A. my family members are my best friends
- B. they always encourage and motivate me to be a better person
- C. they know how to make me smile
- D. They teach me new things every day

■ **I'd describe my family as**

■ **One of the most noticeable features of my family is that**

■ **What makes it especially important for me is that**

■ **Although it happens to us to argue sometimes,**



Part 2. IELTS CUE CARD

Unit 2 A Topic: Shopping

Aims: Answering at length about you, your personal life and experience. Making a minute plan.

Subsidiary aims: Widening range of vocabulary on the target topic.



Exercise 1: Discuss with your partner where you can buy the following items. Use the table below as the hint.

Where can I buy:

- | | |
|-----------------------------|--|
| A. A man's shirt and tie | J. A second-hand women's clothing |
| B. A silver necklace | K. A kilo of shrimps |
| C. A new dog carrier | L. Painkillers |
| D. Envelopes | M. A 10-days tour to Maldives |
| F. Frank Sinatra Albums | N. Iced Cappuccino and chocolate brownie cake |
| G. Lamb boneless steak | O. Open-toe sandals |
| H. New frame for my glasses | P. Third edition of "War and Peace" by Tolstoy |

chemist's	pet shop	bookshop		travel agent's
newsagent's	haberdashery		optician's charity shop	shoe shop baker's
fishmonger's		record shop	jeweler's	butcher's



Golden Rule Voc:

Exercise 2: Match the numbers 1-6 with the definitions A –G then fill the sentences below:

1. to shop around	A. the idea that buying things can cheer you up
2. retail therapy	B. to shop a lot in a small period of time
3. to shop lift	C. to visit a number of shops to compare prices.
4. to buy for a song	D. to steal goods from a shop
5. to go on shopping spree	E. to look around the shops but buy nothing
6. window-shopping	F. to buy dirt cheap

1. Unfortunately, since I was a student and I had to be careful with my money, I usually ended up _____.

2. She bought it _____ in a flea market.

3. It's a good idea to _____ for the best price before you buy something expensive.

4. If we went together on this _____ he might have already bought me half of Paris.

5. She had been falsely accused of _____ in a clothing store.

6. Now come on, slap some make up on and let's go do some _____!

Exercise 3: Listen to a candidate's response and fill the following chart:

Describe somewhere you like to shop for food.

You should say:

where this place is
what this place is like
what you buy there

and explain why you like buying food at this place.

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



SPEECH PATTERNS: Look at the description of a place for shopping



I d' say that I prefer Amazon for shopping.

- The reason why is because I don't like to shop in crowded shopping malls, waiting for my clothes and stuff to get billed for hours.
- One of the most noticeable advantages is that I can always refer to the reviews if the product is worth buying. That never happens in a store.
- What makes it especially attractive for me is that I can find anything on Amazon. If something is out of stock, I can get it later by not going to the store and following up.
- Although I am quite careful using my credit card I get good rewards when I use it by paying on amazon.
- What might be a negative side is the lack of touch and feel of merchandise in online shopping.
- On the whole, I think that a lot of time is saved and I can use that time for something productive.



Exercise 4: Tell about your favorite shop using the following SPEECH PATTERNS|

- I d' say that I prefer
- The reason why is because.
- One of the most noticeable advantages of is that
- What makes it especially attractive for me is that
- Although I am quite careful using my credit card
- On a whole, I think that



Unit 2 B Topic: Books and reading

Genres in books:

a novel/romance____; poetry____; drama____; a fairy tale____; fable____; myth____; fiction/ sci-fi_____, ghost story_____, detective_____; comic strips

Readers:

To be really a big reader

To flick through books/magazines/newspapers

To have dog-eared pages in the favorite book

To browse in book shop

To take out books from the library/to borrow

To download books from the Internet

To prefer bedtime reading



Exercise 1: With your partner answer the following questions:

1. What book do you have dog-eared pages?
2. How often do you take books from the library?
3. Who in your family does prefer bedtime reading?
4. Is it easy to download books from the Internet in your country?
5. Can you tell about yourself that you are really a big reader?



SPEECH PATTERNS: Tell about your favorite book using the SPEECH PATTERNS BELOW:

- The book is written by ... and devoted to
- The author states that
- The front page contains the information about ...
- The title of the book is ...
- It tells the story of ...
- The central character of the book is
- The plot of the book is very thrilling /gripping / exciting/ intricate because ...
- It is not heavy-going because it contains some humorous episodes which
- It has a good review and received positive feedback of many readers because
- I can say that it is unputdownable because
- The reason why it is really worth reading is because ...
- It changed my views to
- The reason why it became a best seller is...



Golden Rule list:

Phrasal verbs: To be engrossed in a favorite book; To be devoted to; To read books from cover to cover

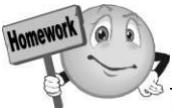
Idioms: Cannot put down the book / Cannot tear away from the book; Chick lit; To be hooked by the book; To be a real page-turner; To be an avid reader; Cannot make head or tail of the book; To wade through the book for much time but not to finish it; Cannot get into the book

Collocations: To be a bookworm; Illustrated book; Paperback/ hardback /E-book, Bookmark

Proverbs: A room without books is a body without soul; Choose an author as you choose a friend

Exercise 2: Match new words to their definitions:

1. A short moral story, especially one with animals as characters _____
2. To be very picky towards authors _____
3. To be difficult to read or understand _____
4. Book based on imagined future scientific or technological advances_____
5. To be so engrossing that one cannot stop reading it (adj)_____
6. A narrow piece of card that you put between the pages of a book so that you can find a particular page easily _____
7. A book that is extremely popular and has sold in very large numbers _____
8. To look quickly at the pages _____
9. To be very exciting _____



Exercise 3: Complete the sentences using expression from the list:

1. Every time I see him he isin his favorite book. He is a realworm.
2. I've been reading "Gone with the Wind" for a week and can't tear from it even in a public transport while getting to my office.
3. This story isto the Medieval Age's culture.
4. I hatelit and other stupid novels dedicated for housewives.
5. I like reading sometimes but I wouldn't consider myself a real ...turner.
6. I must say that this book's plot was too complicated and I couldn't make ... or tail of it.
7. War and Peace by Tolstoy? I wadedit for much time but couldn't finish.
8. Frankly speaking this book was so boring that I didn't; even try to ...into it.
9. Whose quote was "Choose an author as"? - Wentworth Dillon's
10. I must confess, I wasn'tby this book.



Unit 2 C Topic: Movies and Cinema

Actions in movies: To shoot a film; Movie is directed by..; To go on general release; To have big commercial success; To have a great plot; The film is set in (place) ;To have special effects; To contain violence scenes; To be based on reality; To get a good/bad review; To win an award; To have huge box-office success ; To be dubbed in; The final scene; To have cable television; To download movies from the Internet; To be avid cinema-goers; To catch the latest movie; To watch repeatedly; To be miscast; To bring to life on the screen

People: Film crew; Author of the script; Director; Cast; Cameraman, The central character; The supporting (minor) role actor; Villain; Crowd scene; Back-up stuntman



Exercise 1: With your partner answer the following questions:

- What movie has a big commercial success in your country?
- What movie to your mind has the best special effects and why?
- Who in your family does prefer bedtime reading?
- Is it easy to download books from the Internet in your country?
- Can you tell about yourself that you are an avid cinema-goer?
- Do you enjoy watching movies which contain violence scenes?
- What should a movie be to win an Oscar award?
- Does it happen to you to watch films repeatedly?



SPEECH PATTERNS: Tell about your favorite movie using the SPEECH PATTERNS below:

-
- The movie is directed by ... and devoted to
- The director brings to life on the screen the story of ...
- The titles contain the information about ...
- The central character of the movie is
- The plot of the movie is very thrilling /gripping / exciting/ intricate because ...
- It is not heavy-going because it contains some humorous episodes which
- It has a good review and received positive feedback of many critics because
- The reason why it is really worth watching is because ...
- It changed my views to
- The reason why it became a blockbuster is....

Exercise 2: Match the following definitions to the words mentioned above:

1. To have the elements of cruelty _____
2. a person employed to take an actor's place in performing dangerous stunts _____
6. To receive positive or negative feedback _____
7. To receive Oscar _____
8. To be a bestseller _____
9. To be fond of going to the cinema _____
3. To make a film _____
4. To come out (about the movie) _____
5. To be the leader among other movies _____
10. To watch the same movie several times _____
11. Actor/actress who plays unsuitable role _____

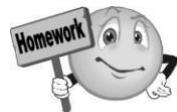


Golden Rule List:

Idioms: To be a film buff; Couldn't tear oneself away from this movie; Couldn't help but laughing/crying while watching it; To be hooked by this movie; To make the blood run cold/ To send shivers down one's spine; To give food for thought; To be a laugh riot; To pick holes in the plot

Collocations: Series/chain of events; On a big screen; To be strongly recommended; Black-and-white; B-movie; Sequel; A dismal failure; To make indelible impression on smb; To be worth watching; To have a well-balanced blend; Backstage actors

Proverbs: A picture is worth a thousand words



Exercise 3: Match the following definitions to the words mentioned above:

1. To be watched in cinemas_____
2. To be advised _____
3. To be very funny _____
4. To watch a movie with big interest in the manner that nobody can distract you from watching it _____
5. To be touched by the movie _____
6. To deserve watching _____
7. To criticize the movie's plot _____
8. A cheaply made film, often of poor quality _____
9. Film's elements that are represented equally or fairly _____
10. Film, that continues the story of a previous film _____
11. To make audience feel scared _____
12. To be touched by the movie _____



Unit 2 D Topic: Clothes and accessories

Parts of clothes and their types: Collar, sleeves: long /short, sleeveless; with hood, with buttons, zipped, laced-up, with lace, with embroidery, with deep neckline, with V-neck, with pockets, flared jeans, tight trousers

Patterns: This costume is ...stripped, checked, polka dotted, plain, flowered/floral, animal printed

Shoes: Ugg boots, bondage boots, ballet flats, open-toe sandals, felt boots, flip-flops, rubber-boots, slippers, high-heeled shoes, flat shoes, sole, insole; to lace up, to unlacce; to buckle, to unbuckle

Accessories: Bowtie, belt, make-up kit, wallet, purse, scarf, gloves, mittens, kerchief, earmuffs, sunglasses, engagement ring, necklace, bracelet, brooch, earrings; chain, pendant, cuff links, tie pin, wrist watch, precious stone (diamond, ruby, sapphire, emerald, alexandrite, opal, topaz, pearls)

Fabric and material: This dress is made of cotton, silk, wool, velvet, suede, leather, imitation leather, denim, silk, fur, (chinchilla, blue fox, mink, sheepskin), waterproof, wind stopper

Verbs: to wear, to be dressed in a new suit; to dress / to undress; to button/ to unbutton; to zip/to unzip; to tie/ to untie; to lace up/ to unlacce; to buckle/to unbuckle, to fit/to unfit/; to suit



Golden Rule List:

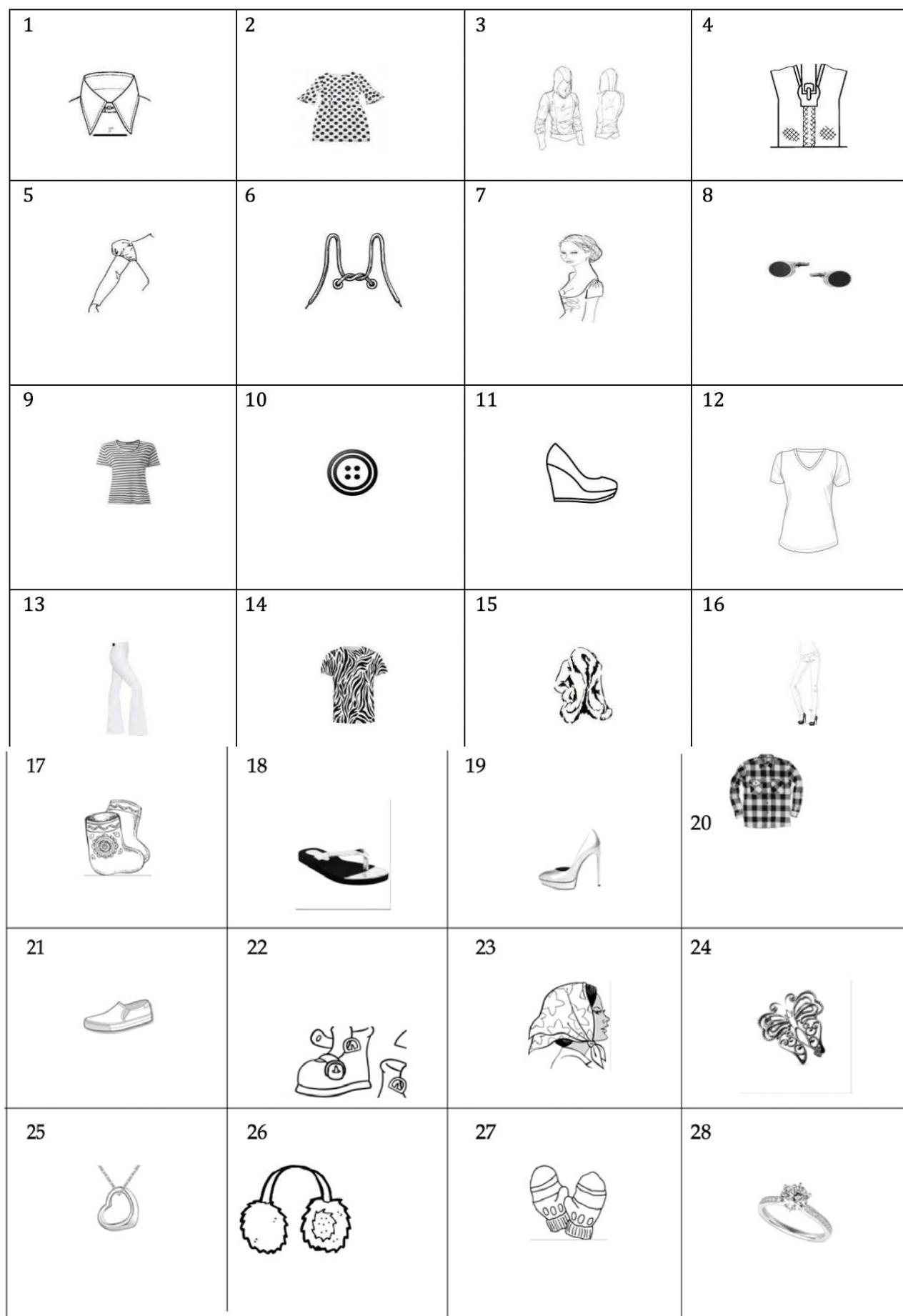
Phrasal verbs: To put on; to take off

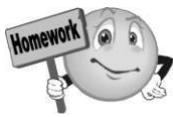
Idioms: To be given hand-me-downs by smb, to get all dolled up for the parties, to be dressed up to the nines, To fit like a glove, Wash-and-wear clothes, Sunday clothes

Collocations: To spend on clothes; fashionable clothes; Pair of gloves, Secondhand clothes, Imitation brand clothing, Haute couture, Maternity wear, pastel colors, Dress-code in the office, To match to shoes/bag, To dress accordingly to the age

Proverbs: First you judge 'how nice', then you judge 'how wise', Meet by clothes, see off by mind!

Exercise 1: Name the pictures using new vocabulary





Exercise 2: Match new words to their definitions:

1. A piece of clothing that someone has given to a younger person because they no longer want it_____
2. (of a woman) wearing make-up and special clothes in order to look attractive for a special occasion_____
3. To be the perfect size and shape for someone_____
4. To be wearing fashionable or formal clothes for a special occasion_____
5. To be easily or quickly washed and to require little or no ironing_____
6. Expensive clothes of original design and high quality
7. Clothes for pregnant women

SPEAKING: Band Descriptors (public version)

Band	Fluency and coherence	Lexical resource	Grammatical range and accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar; speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a wide range of structures naturally and appropriately characteristic of native speaker speech produces consistently accurate structures apart from 'slips' and subtlety sustains flexible use of features throughout is effortless to understand 	<ul style="list-style-type: none"> uses a full range of pronunciation features with precision produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> uses a wide range of pronunciation features shows all the positive features of Band 8
7	<ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively 	<ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures though these rarely cause comprehension problems 	<ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
6	<ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
5	<ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitive use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	<ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> Speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			



SPEAKING:

Part 1– Part 3

1. Improve Your IELTS Reading Skills by Sam McCarter & Norman Whitby, 2007
2. IELTS Preparation and Practice: Listening and Speaking by Lindeck, Jeremy Paperback, 2d edition
3. IELTS Speaking Success: Skills, Strategies and Model Answers by Mike Wattie
4. IELTS Speaking Part 3 Strategies: The Ultimate Guide with Tips, Tricks, And Practice on How to Get A Target Band Score Of 8.0+ In 10 Minutes A day by RACHEL MITCHELL
5. IELTS Advantage: Listening strategies and Speaking Skills
6. Check Your English Vocabulary for IELTS
7. English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students of English - with Answers 4th Edition
8. English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (all levels) 2nd Edition by Felicity O'Dell , Michael McCarthy
9. English Idioms in Use Advanced Book with Answers: Vocabulary Reference and Practice (all levels) 2nd Edition by Felicity O'Dell Michael McCarthy
10. English Phrasal Verbs in Use Intermediate Book with Answers: Vocabulary Reference and Practice (all levels) 2nd Edition
11. English Vocabulary in Use Upper-Intermediate Book with Answers and Enhanced eBook: Vocabulary Reference and Practice (all levels) 2and Edition by Michael McCarthy (Author), Felicity O'Dell (Author)
12. English Vocabulary Organizer: 100 Topics for Self-Study (LTP Organizer Series) 1st Edition by Chris Gough
13. Oksana Iksanova

Part 1

Do you have a pet?

What types of animals do you think make the best pets?

Why do people have pets?

Are there any types of animals that you think should not be kept as a pet?

Part 2

Describe a wild animal that lives in your country.

You should say:

- what animal it is
- where it lives
- how people feel about this animal

And explain if you think there will be more or fewer of this animal in the wild in the future and why.

Part 3

- What is the purpose of having zoos?
- What is your opinion about animals being kept in zoos?
- How do you think zoos could be improved?
- Do you think it is important to conserve the world's animal species?
- What is your opinion on poaching?
- Do you think money should be spent on protecting wild animals?

Part 1

Do you like shoes?

How often do you buy shoes?

Do you prefer comfortable or good-looking shoes?

Have you ever bought shoes online?

Part 2

Describe a dress/shirt you wore for a special occasion.

You should say:

- what it is like
 - when and where you bought it
 - what special occasion you wore it for
- and explain how it made you feel wearing it.

Part 3

- What do you think the clothes we wear say about us?
- Do you think that brand name is very important for clothes sales?
- Why do some people like to go clothes shopping with friends?
- How have clothes fashions changed in your country over the past few decades?
- What kind of things determine what is in fashion?
- How do you think fashion will change in the future?

Food & Cooking**Part 1**

What is your favourite type of food?

What is a common meal in your country?

Do you like cooking?

When do you eat your main meal of the day?

Part 2

Describe a restaurant that you enjoyed going to.

You should say:

- where the restaurant was
- why you chose this restaurant
- what type of food you ate

and explain why you enjoyed eating in this restaurant.

Part 3

- Do many people eat in restaurants in your country?
- Which are more popular, fast food restaurants or traditional restaurants?
- Why do people enjoy eating out?
- What do you think a healthy diet consists of?
- Do you think children should be taught about healthy diets and cooking at school or at home?
- At what age do you think children should be taught to cook?

Daily Routine**Part 1**

What is your typical morning routine?

What would you like to change about it?

Do you think breakfast is important?

What is the best thing about your morning routine at the weekends?

Part 2

Describe a typical day at work/college/university.

You should say:

- what you do
 - when you do it
 - what your favourite part of the day is
- and explain what you would like to change about this routine.

Part 3

- What is the attitude towards arriving late in your country?
- When is it very important to be on time?
- How can people make sure that they are never late?
- What factors influence most people's daily routines?
- Do you think people get enough choice in their daily routines?
- How do you think people's routines will change in the future?

Books

Part 1

Do you prefer to read books or magazines?
What is your favourite subject to read about?
Did your parents read to you when you were a child?
Would you give a book as a gift?

Part 2

Describe a book that you enjoyed reading.

You should say:

- what the book was
- what it was about
- why you read it

and explain what effect the book had on you.

Part 3

- Do people in your country like to read books?
- What are the most popular types of books?
- Do you think it is important for people to read books?
- In your opinion, do people read as much nowadays as they did in the past?
- How do most people read books today, in hard copy or on a tablet?
- Do you think that traditional books will be replaced by tablet reading in the future?

Art

Part 1

Do you like art?
Do you think that art should be taught in schools?
How does learning art help children to develop?
If you were a famous painter, what sort of pictures would you paint?

Part 2

Describe a work of art that you really like.

You should say:

- what it is
- who created it
- where you saw it

and explain why you like it.

Part 3

- In your opinion, is art an important part of culture?
- What would life be like without art?
- Why do you think people like to have paintings in their homes?
- Do you agree with this statement? "Graffiti is a form of art and should be respected."
- Why do you think people create graffiti?
- Who do you think should pay for public works of art?

Work

Part 1

What is your job?
Why did you choose this job?
What do you enjoy most about your job?
How did you feel on your first day at work?

Part 2

Describe an organisation or company near where you live that employs a lot of people.

You should say:

- what organisation or company it is
- what industry they are in
- what the work involves

and explain why you think they are or are not a good employer.

Part 3

- Which kinds of jobs have the highest salaries in your country? Why?
- Are there any jobs that you think should have higher salaries?
- Are all jobs of equal importance?
- What is the most common way to get a job these days?
- Is money always the most important thing when choosing a job?
- Why do so many people become workaholics?

Health

Part 1

Do you lead a healthy lifestyle?
What do you do to keep fit?
Have you ever had any habits which you consider to be unhealthy?
Is fitness or a healthy diet more important to you?

Part 2

Describe something healthy you enjoy doing.

You should say:

- what it is
- where you do it
- who you do it with

and explain why you think doing this is healthy.

Part 3

- How can people improve their health?
- What are some popular ways to keep fit in your country?
- How important is it for people to do some regular physical exercise?
- Do you think there will be more or less illness in the future?
- Why do so many people suffer from stress-related illnesses?
- What makes a good doctor?

Weather & Seasons

Part 1

What seasons do you have in your country?
 Which is your favourite season?
 What do you like to do in that season?
 Is your country popular with tourists in every season?

Part 2

Describe a type of weather that you really dislike.

You should say:

- what type of weather it is
- how often it happens
- why you dislike it

and explain what you do when the weather is like this.

Part 3

- Do you think the weather affects how people feel?
- What are some examples of bad weather in the world?
- In your opinion, is anything we can do to prevent bad weather?
- What is the best way to get accurate information about the weather?
- How easy or difficult is it to predict the weather in your country?
- How important do you think it is to check what the weather will be?

Technology

Part 1

What seasons do you have in your country?
 Which is your favourite season?
 What do you like to do in this season?
 Is your country popular with tourists in every season?

Part 2

Describe a piece of equipment in your home that is important to you.

You should say:

- what it is
 - how long you have had it
 - why you chose this particular model or brand
- and explain why it is important to you.

Part 3

- What are the most popular electronic devices in your country at the moment?
- Which sort of devices do you think will become popular in the future?
- Do you think electronic devices make life easier or more difficult?
- Do you think all information on the internet is true?
- How can people find reliable information on the internet?
- Do you think the internet is safe for children to use unsupervised?

Music

Part 1

Do you like music?
 Have you ever learnt to play a musical instrument?
 What instrument do you think is best for children to learn?
 Do think music should be taught in schools?

Part 2

Describe a type of music that you like a lot.

You should say:

- what type of music it is
- when you first started listening to it
- how often you listen to it

and explain why you like it so much.

Part 3

- What traditional music do you have in your culture?
- How important is it for a culture to have musical traditions?
- Why do you think countries have national anthems or songs?
- How do most people listen to music these days?
- Is live music as popular now as it was 10 years ago?
- Why do you think that so many young people dream of being famous musicians?

Media

Part 1

Are you interested in the news?
 Do you read a newspaper regularly?
 Do you believe everything you read in newspapers?
 Can reading a magazine or a newspaper help you learn a language?

Part 2

Describe a newspaper or magazine you enjoy reading.

You should say:

- which newspaper or magazine it is
- how often you read it
- which are your favourite parts

and explain why you enjoy reading it.

Part 3

- How do most people get their news in your country?
- Is the Internet a trustworthy source of news?
- How do you think people will get their news in the future?
- Should we trust journalists?
- What do you think the important qualities of a good journalist are?
- Do you think the media should be allowed to publish stories about the private lives of public figures?

Part 1

Are you interested in architecture?
Do you live in an old building or a modern one?
What sort of building would your dream home be?
If you were an architect, what sort of buildings would you design?

Part 2

Describe a building you have seen that impressed you.

You should say:

- where it was
- what it looked like
- when you saw it

and explain why it impressed you.

Part 3

- Do many people in your country visit historic buildings?
- What types of historic buildings are most popular to visit?
- Why do people visit these historic buildings?
- What do people learn from visiting such buildings?
- Do you think people should have to pay to visit them?
- Do you think it's important that historic buildings are preserved?

Part 1

Did you enjoy school?
What was your favourite subject?
How did you get on with your peers in school?
What subject would you like to learn in the future?

Part 2

Describe a school you attended.

You should say:

- what school it was
- what the buildings were like
- how good the teachers were

and explain what you liked and disliked about it.

Part 3

- What makes a good student?
- What role should the teacher have in the classroom?
- Do you think computers will one day replace teachers in classrooms?
- How well do schools prepare young people for working life?
- Do you think schools should teach subjects like art, music and dancing?
- In your opinion, is a university education important?

Film & TV**Part 1**

How much television do you watch per day?
Who do you normally watch TV with?
What kinds of TV programmes do you enjoy the most?
What is your favourite TV programme at the moment?

Part 2

Describe a TV drama series you like.

You should say:

- what TV series it is
- what it is about
- who acts in it

and explain why you like it.

Part 3

- Is the quality of TV programmes in your country good?
- What type of foreign TV programmes are popular in your country?
- Do you think television influences the way we think?
- Should children be allowed to watch a lot of TV?
- What do you think are the qualities of a good children's TV programme?
- What are the ~~advantages~~ ~~disadvantages~~ ~~of watching~~ ~~TV?~~

Money**Part 1**

How important is money to you?
What sorts of things do you like to spend spare money on?
What was the last thing you bought yourself as a treat?
Is it difficult to control your spending?

Part 2

Describe something you bought that you had to save money for.

You should say:

- what it was
- how long you saved money for it
- how you saved the money

and explain how you felt after you bought it.

Part 3

- Do you think children should be taught to save money?
- Why do some parents give their children money to spend each week?
- Should children be allowed to buy anything they want with the money they've saved?
- Do you think it is a good idea for students to earn money while studying?
- What kind of possessions show status in your country?
- Modern society is often called 'materialistic'. Why do you think this is?

Plants

Part 1

Do you like plants?

What sort of plants have you grown?

Why do people like plants in their homes?

Would you ever give a plant as a gift?

Part 2

Describe a plant, flower or tree that you like.

You should say:

- what type of plant, flower or tree it is
- what it looks like
- where it grows or is usually seen

and explain why you like it.

Part 3

- Is it common for people to have gardens where you live?

- Do you think it is important to have gardens or parks in our cities?

- What are the benefits of spending time in gardens or parks?

- What plants are important to the economy of your country?

- How can people be encouraged to grow their own food?

- Why is it important to conserve the world's plant species?

Sport

Part 1

Do you like sport?

Is there a lot of sport on television in your country?

What sports do children normally do at school?

Are there many sporting facilities near where you live?

Part 2

Describe a sporting event you have attended.

You should say:

- what kind of sport it was
- where and when the event took place
- why you decided to go to this event

and explain how it compared to other sporting events you have been to.

Part 3

- What types of sports are most popular in your country?

- What are the benefits of playing a sport?

- Do you think that new sports will be created in the future?

- Why do some people enjoy doing dangerous sports?

- Which extreme sports are popular in your country?

- Should some dangerous sports be banned?

Environment

Part 1

What is your favourite type of natural environment?

What is the air quality like where you live?

Do you recycle?

What other ways can individuals help to protect the environment?

Part 2

Describe an environmental problem in your country.

You should say:

- what the problem is
- what has caused the problem
- what effect it has had on your country

and explain what is being done to solve it.

Part 3

- How is your country affected by water pollution?

- What are some of the causes of water pollution?

- Do you think that everyone in the world will have access to clean water in the future?

- Do you think large companies and business organisations should be more environmentally friendly?

- What measures can individuals take to protect the environment?

- How can we teach children about the importance of protecting the environment?

Homes & Accommodation

Part 1

Do you live in a house or a flat?

How long have you lived there?

Do you like your home?

Which is your favourite room?

Part 2

Describe a time when you moved to a new house.

You should say:

- when it happened
- why you moved
- what kind of new home you moved into

and explain how you felt about moving home.

Part 3

- How easy is it to find a place to live in your country?

- Do you think it is better to rent or to buy your home?

- At what age do you think young adults should stop living with their parents?

- How do people like to decorate their homes in your country?

- Can the colour of a room affect the way people feel?

- Is it more important for a room to look nice or to be comfortable?

Hobbies & Leisure

Part 1

Do you prefer relaxing at home or going out in the evening? When you do go out for an evening, what do you like to do? Who do you like to spend leisure time with? If you had more free time, what would you do with it?

Part 2

Describe an interest or hobby that you enjoy.

You should say:

- how you became interested in it
- how long you have been doing it
- why you enjoy it

and explain what benefits you get from this interest or hobby.

Part 3

- In your country, do people have a good balance between work and leisure time?
- Has the amount of free time people have changed in the last 50 years?
- Do you think people need to have an interest or hobby?
- What are the most popular free-time activities with children today?
- How has this changed from 20 years ago?
- What are the advantages and disadvantages of this change for children?

Shopping

Part 1

Do you enjoy shopping? Do you prefer to shop in town or on the internet? In your country, at what times are the shops generally open? Where do you buy your food items?

Part 2

Describe a shop that recently opened in your town.

You should say:

- what the shop is
- when it opened
- what it sells

and explain how you feel about this shop.

Part 3

- How have people's shopping habits changed over the past 5 years?
- Do you think that most shopping will be done online in the future?
- Will smaller shops survive in the current retail system?
- What can shops do to make shopping more pleasant for their customers?
- Do you think that brand name is very important for sales?
- Do the young and the old have different priorities when they look for products to buy?

Friends

Part 1

Which is more important to you, friends or family? Do you have a small or large circle of friends? Who was your best friend at school? What sorts of things did you like to do together?

Part 2

Describe one of your friends.

You should say:

- how you met
- how long you have known each other
- how you spend time together

and explain why you like this friend.

Part 3

- What makes a good friend?
- What do you think causes friendships to break up?
- In what different ways can people keep in touch with each other?
- Do you think it's important to keep in contact with friends you knew as a child?
- How valuable are long-term friendships compared with new relationships?
- Can you be close friends with someone you only have a relationship with on the internet?

Transportation

Part 1

How popular is cycling in your hometown? Do people ride bicycles more for pleasure or to commute? What are the advantages of a bicycle compared to a car? How often do you ride a bicycle?

Part 2

Describe a train journey you have taken.

You should say:

- where you were going
- why you were going there
- who you were travelling with

and explain what you liked and disliked about the journey.

Part 3

- How safe is travel in your country?
- Which method of transport do you consider the safest?
- What do you think should be done to improve the safety of travel?
- How do people choose which car to buy?
- What environmental problems are there related to the car industry?
- Who do you think is responsible for finding solutions, governments or the car industry?

Family

Part 1

Do you have a large or a small family?
Who are you most similar to in your family?
Do you prefer to go out with family or friends?
When did you last celebrate a special event with your family?

Part 2

Describe someone in your family who you really admire.

You should say:

- who they are
- what relation they are to you
- how often you see them

and explain why you admire this person.

Part 3

- In what ways have families in your country changed in the past 20 years?
- Should husbands and wives have different roles within the family?
- What conflicts can arise within a family?
- What role do grandparents play in the family in your country?
- In what ways might the lives of elderly people be different in the future?
- Who do you think should be responsible for the care of the elderly, the family or the government?

Hometown, Towns & Cities

Part 1

Where did you grow up?
Was it a good place for children to grow up?
Where did you usually play?
Who did you usually play with?

Part 2

Describe a city that you have visited.

You should say:

- what city it is
- when you went there
- why you went there

and explain what you liked or disliked about the city.

Part 3

- What are the advantages of living in a city or a big town?
- Do people enjoy a better quality of life in the city or in the countryside?
- What are some of the challenges facing towns and cities?
- What can be done to reduce traffic congestion in cities?
- How important is it to have trees and parks in our cities?
- In your experience, are city centres usually attractive places?

Holidays Travel & Tourism

Part 1

Do a lot of tourists visit your country?
What are the most popular places to visit?
How important is tourism to the economy of your region?
What attractions in your area would you recommend tourists to visit?

Part 2

Describe a holiday you enjoyed.

You should say

- when and where you went
- who you went with
- what you did on the holiday

and explain why you enjoyed this holiday.

Part 3

- Why do people go on holiday?
- What are the most popular types of holiday today?
- How important is it for families to go on holiday together?
- Do you think it is good for children to experience life in a foreign country?
- In your opinion, what kind of holidays will be popular in the future?
- Do you think it is good for children to experience life in a foreign country?

People & Relationships

Part 1

How well do you know the people who live next door to you?
How often do you see each other?
What kind of relationship do you have?
Have you ever had a problem with a neighbour?

Part 2

Describe a person you know who is kind.

You should say:

- who it is
- how you know this person
- what sort of person they are

and explain why you think they are kind.

Part 3

- What types of relationships, other than with friends or family, are important in people's lives?
- Do you think it is important for people to spend time alone?
- What is the attitude towards marriage in your country?
- How have attitudes towards marriage changed in the past 50 years?
- Do most young people in your country plan on getting married?
- In your opinion, should couples be allowed to get divorced?

Photographs**Part 1**

How often do you take photographs?
What things do you like to photograph?
Do you ever take selfies?
What do you do with the photos you take?

Part 2

Describe a photograph you like.

You should say:

- what can be seen in the photo
- when it was taken
- who took it

and explain why you like the photograph.

Part 3

- How has photography changed over the past 20 years?
- What makes a good photograph?
- Are photographs works or art?
- Do you agree that with the advances in camera technology, anyone - can take quality pictures today?
- Why are selfies are so popular?
- Do you think there are any dangers in sharing personal photos on social media?

Part 1

How do you usually contact your friends?
Do you often make phone calls?
In what ways do you use social media to communicate?
Do you ever write letters?

Part 2

Describe an interesting conversation you had with a stranger.

You should say:

- where you met them
- what kind of person they were
- what you talked about

and explain why the conversation was interesting.

Part 3

- What age group do you think has the best communication skills?
- In your opinion, has technology improved the way we communicate with each other?
- Do you think we have lost any communication skills because of technology?
- How popular is letter writing in your culture today?
- Do you think it is still important for children to learn handwriting? Why?/Why not?
- How do you think people will communicate in 20 years time?



IELTS

Preparation

Book

READING

Get your best score!

QUESTIONS TYPES

1	Gap filling/ Completion	Sentence completion
2		Short-answer question
3		Summary completion
4		Flow chart completion
5		Diagram label completion
6		Table completion
7		Note completion
8	Identification facts and opinions	Identifying information (True, FALSE, NOT GIVEN)
9		Identifying writer's views (YES, NO, NOT GIVEN)
10	MCQ	Multiple choice questions
11	Matching	Matching paragraphs
12		Matching headings
13		Matching features
14		Matching sentence endings



IELTS Reading Answer Sheet

Candidate
NameCandidate
No.Test
Module
 Centre
No.

 Academic General Training

Test Date

Day

Month

Year

Reading Reading Reading Reading Reading Reading Reading Reading

1		Marker use only
2		1 ✓ ✗
3		2 ✓ ✗
4		3 ✓ ✗
5		4 ✓ ✗
6		5 ✓ ✗
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36		35 ✓ ✗
37		36 ✓ ✗
38		37 ✓ ✗
39		38 ✓ ✗
40		39 ✓ ✗

Marker 2
Signature:Marker 1
Signature:

Reading Total:

IELTS Reading

Academic Reading	General Training Reading
<p>60 minutes</p> <p>40 questions</p> <p>Total of 2000-2750 words</p> <p>Up to 4 task types per passage</p> <p>Passage 1: <i>Questions: 13-14</i> Passage 2: <i>Questions: 13-14</i> Passage 3: <i>Questions: 13-14</i></p>	<p>60 minutes</p> <p>40 questions</p> <p>Total of 2000-2750 words</p> <p>Up to 4 task types per passage</p> <p>Section 1: <i>Questions: 13-14</i> Section 2: <i>Questions: 13-14</i> Section 3: <i>Questions: 13-14</i></p>
<p>Target reading skills:</p> <ul style="list-style-type: none"> - skimming and scanning - understanding main ideas - reading for detail - understanding opinion and attitude 	<p>Target reading skills:</p> <ul style="list-style-type: none"> - skimming and scanning - understanding main ideas - reading for detail - understanding opinion and attitude

Strategies

► Skill 1: Skimming

Skimming is reading a text quickly to get a *general* idea of meaning.



► Skill 2: Scanning

Scanning is reading a text quickly in order to find *specific* information, e.g. figures or names.



► Skill 3: Reading intensively

Intensive reading involves learners reading *in detail* with specific learning aims and tasks.



Ways to Understand an Unknown Word in a Text

1. Context

- Look at the sentences before and after.
- Decide if it's positive, negative, or neutral.
- Match it with the main idea of the paragraph.

♦ Example: *The meal was absolutely delectable, everyone enjoyed it.*

→ Even if you don't know *delectable*, you can guess it means "delicious/pleasant."

2. Synonyms and Paraphrases

- IELTS texts often explain difficult words with a simpler synonym nearby.

♦ Example: *The plan was abandoned — in other words, it was given up.*

3. Contrast clues

- Words like *but, however, although, unlike* signal the opposite meaning.

♦ Example: *Unlike his gregarious brother, he was rather taciturn.*

→ *taciturn* = "quiet, not talkative."

4. Apposition (explanations with commas or dashes)

- The word is explained right after.

♦ Example: *The orca, a large marine mammal, is also known as the killer whale.*

5. Examples (example clues)

- Words introduced with *such as, for example* give away the meaning.

♦ Example: *Celestial bodies, such as the sun, moon, and stars, have fascinated humans for centuries.*

6. Word formation (morphology)

- Prefixes (*un-, re-, pre-*) show direction/negation.
- Suffixes (*-tion, -ment, -ous*) show part of speech and sense.

♦ Example: *careless* → *without care.*

7. General sense (gist)

- Sometimes you don't need the exact translation, just the category (e.g. "a negative behavior" / "a type of animal").



Unit 1A Applying skills on practice. Understanding synonyms and paraphrasing.

Exercise 1: Scan the text below and try to find the words given in the box below as quickly as you can. The first word has been underlined for you.

1. zone
2. marginal
3. steadily crept
4. Botswana
5. increasing population
6. overcultivation
7. plant species
8. management

9. transitional
10. unfortunately
11. surveys
12. severe
13. exhausted
14. bind
15. eventually
16. shea

DEFORESTATION AND DESERTIFICATION

A The Sahel zone lies between the Sahara Desert and the fertile savannahs of northern Nigeria and southern Sudan. The word "sahel" comes from Arabic and means marginal or transitional, and this is a good description of these semi-arid lands, which occupy much of the West African countries of Mali, Mauritania, Niger and Chad.

B Unfortunately, over the last century the Sahara desert has steadily crept southwards, eating into once productive Sahel lands. United Nations surveys show that over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years. Droughts have become more prolonged and more severe, the most recent lasting over 20 years in parts of the Sahel region. The same process of desertification is taking place across southern Africa as the Kalahari Desert advances into Botswana and parts of South Africa.

C One of the major causes of this desert advance is poor agricultural land use, driven by the pressures of increasing population. Overgrazing - keeping too many farm animals on the land - means that grasses and other plants cannot recover, and scarce water supplies are exhausted. Overcultivation - trying to grow too many crops on poor land - results in the soil becoming even less fertile and drier, and beginning to break up. Soil erosion follows, and the land turns into desert.

D Another cause of desertification is loss of tree cover. Trees are cut down for use as fuel and to clear land for agricultural use. Tree roots help to bind the soil together, to conserve moisture and to provide a habitat for other plants and animals. When trees are cut down, the soil begins to dry and loosen, wind and rain erosion increase, other plant species die and eventually the fertile topsoil may be almost entirely lost, leaving only bare rock and dust.

E The effects of loss of topsoil and increased drought are irreversible. They are, however, preventable. Careful conservation of tree cover and sustainable agricultural land use have been shown to halt deterioration of soils and lessen the effects of shortage of rainfall. One project in Kita in south-west Mali funded by the UNDP has involved local communities in sustainable management of forest, while at the same time providing a viable agricultural economy based on the production of soaps, beekeeping and marketing shea nuts. This may be a model for similar projects in other West African countries.

Exercise 2: Come back to the text and find the words with the following meanings.**Paragraphs are given to help you:**

- It begins with *o* and means *cover*. (Paragraph A)
- It begins with *t* and means *happening*. (Paragraph B)
- It begins with *s* and means *limited*. (Paragraph C)
- It begins with *e* and means *completely*. (Paragraph D)
- It begins with *h* and means *stop*. (Paragraph E)

Exercise 3: Scan the whole text now to find the words with the same meanings:

- It begins with *p* and means *long*.
- It begins with *p* and means *fertile*.
- It begins with *c* and means *preserve*.

**Unit 1B Sentence Completion. (Gapped). Identifying key words.****Predicting the answer.****Exercise 4: Read sentences 1 – 6 from a Sentence completion task. Describe whether the missing words are adjectives or nouns. Then come back to the text and put NO MORE THAN TWO WORDS for each answer.**

1. The climate of the Sahel is described as _____
2. In some areas of the Sahel, there has been no rainfall for more than _____
3. Desertification is caused by overgrazing, but this in turn is due to the pressure from _____
4. When trees are cut down, the soil is affected, which leads to the death of the surrounding _____
5. The consequences of the loss of topsoil cannot be reversed, but they are _____
6. Looking after trees reduces the consequences of a lack of _____

**Unit 1C TRUE FALSE NOT GIVEN. SENTENCE COMPLETION.****Exercise 5: The statements below are TRUE FALSE NOT GIVEN. Decide which statement according to the passage is TRUE FALSE or NOT GIVEN.*****Example***The semi-arid land of the Sahel is found only in Mali.Scan for Mali because it is easy to see (capital letter) and cannot be expressed in another way.The semi-arid land of the Sahel is found only in Mali.

1. The Sahara has spread slowly northwards into the Sahel region. _____
2. Just over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years. _____
3. Desertification is taking place faster in southern Africa than in the Sahel. _____
4. The advance of the desert is not the result of poor agricultural land use. _____
5. The loss of tree cover is a minor cause of desertification. _____
6. If there is a loss of tree cover, the deterioration in the soil is halted. _____

7. Tree conservation is more effective than sustainable agricultural land use in reducing the consequences of lack of rain. ____

Exercise 6: Questions 1 – 5

Complete the sentences. Write **ONE WORD ONLY** from the text in each gap.

The origins of birds

The science of evolutionary relationships has undergone a major change in recent decades. It used to be the case that all the features of organisms were important in working out their family tree. But following the work of German entomologist Willi Hennig, many evolutionary scientists now believe that the only features which carry any useful information are the evolutionary 'novelties' shared between organisms. Mice, lizards and fish, for example, all have backbones – so the feature 'backbone' tells us nothing about their evolutionary relationship. But the feature 'four legs' is useful because it's an evolutionary novelty – a characteristic shared only between the lizard and the mouse. This would suggest that the lizard and mouse are more closely related to each other than either is to the fish. This revolutionary approach is called cladistics, and it has been central to the idea that birds evolved from dinosaurs.

The 'birds are dinosaurs' theory was first developed by English palaeontologist Thomas Huxley (1825–1895). According to some accounts, one evening Huxley went to dinner still thinking about a mystery dinosaur bone in his lab. He knew he was dealing with the lower leg bone (tibia) of a meat-eating, two-legged dinosaur belonging to the classification known as theropods, but attached to the tibia was an unidentified extra bone. On the menu that evening was quail, a small bird similar to a pheasant, and Huxley noticed the same strange bone, attached to the quail tibia on his plate. He later realised that it was in fact the bird's anklebone. More importantly, Huxley concluded that its forms in both dinosaur and bird skeletons were so similar that they must be closely related.

Huxley's idea fell out of favour for fifty years following the 1916 publication of *The Origin of Birds* by the Danish doctor Gerhard Heilmann. During this time, Heilmann's theory was widely accepted. Heilmann had noted that two-legged, meat-eating dinosaurs lacked collarbones. In later evolutionary stages these bones fuse together to form the distinctive 'Y'-shaped bone in a bird's neck, known as the furcula. Heilmann proposed the notion that such a feature could not be lost and then re-evolve at a later date, so dinosaurs could not be the ancestors of birds.

Then, in the late 1960s, John Ostrom from Yale University in the USA, noted 22 features in the skeletons of meat-eating dinosaurs that were also found in birds and nowhere else. This reset the thinking on bird ancestry and once again Huxley's ideas caught the attention of the scientific community. Subsequent work has found up to 85 characteristics that tie dinosaurs and birds together. But what of Heilmann's missing bones? It turns out that not only did many dinosaurs have collarbones, these were also fused together into a furcula. Unfortunately for Heilmann, the fossil evidence was somewhat lacking in his day, and the few furculae that had been found were misidentified, usually as belly ribs.

US ornithologist Alan Feduccia and palaeontologist Larry Martin are two vocal opponents of

the dinosaur theory. They contend that birds evolved from some unknown reptile at a time long before dinosaurs. Their reasoning is that flight is most likely to have started from a tree-climbing ancestor, yet all the proposed dinosaurian ancestors were ground-dwellers. But the dino-bird supporters contend that an unknown dinosaurian bird-ancestor could have been tree-dwelling, or that birds evolved flight from the ground up by chasing and leaping after insects. Most of Feduccia and Martin's case against the 'birds-are-dinosaurs' hypothesis is based on differences between birds and dinosaurs. Supporters of cladistics, however, maintain that differences between organisms do not matter, as it is the similarities between them that count. Evolution dictates that organisms will change through time, so it is only the features which persist that carry useful information about their origins.

Most people on either side of the debate do accept, however, that the ancient winged creature known as Archaeopteryx is an ancestor of today's birds. This is in spite of the fact that its form is distinctly non-bird-like, with a long bony tail, and teeth instead of a beak. The 'birds-are-dinosaurs' supporters contend that, if clearly-preserved feathers had not been found alongside two of the seven Archaeopteryx specimens, it would probably have been identified as a small dinosaur. However, Archaeopteryx does have some bird-like features, such as a furcula and bird-like feet, that suggest that it is too bird-like to be considered a dinosaur.

Over the last few decades several dinosaurs with bird-like features and primitive birds with dinosaur-like features have been found in several countries, connecting Archaeopteryx back to dinosaurs, and forwards to modern birds. Sinosauropelta, excavated from 130-million-year-old rocks in northeast China, is one example. It has a dinosaur skeleton surrounded by a halo of fuzz, thought to be primitive feathers. And a reassessment of other dinosaurs reveals such bird-like features as hollow bones and a foot with three functional toes, characteristics that appeared over 50 million years before Archaeopteryx took to the air. And Rahonavis, a primitive bird from Madagascar is more bird-like than Archaeopteryx, yet retains some distinctive dinosaur features, including a long and vicious claw at the end of its wing. Over a century since Huxley's discovery, it seems that cladistics may have finally settled the 'dino-bird' debate.

1. Huxley formulated his theory while studying a dinosaur belonging to a group called _____.
2. Heilmann rejected Huxley's theory because of the apparent absence of _____ in dinosaurs.
3. Feduccia and Martin believe that the ancestor of today's birds was a kind of early _____.
4. In cladistics, the _____ between organisms' characteristics are of major importance.
5. The dangerous _____ on a primitive bird from Madagascar adds weight to the 'dino-bird' argument.

SENTENCE COMPLETION

Exercise 1: THE HISTORY OF A COOL IMAGE

The history of sunglasses can be traced back to ancient Rome around the year AD 60, where the Emperor Nero is said to have watched gladiator fights whilst holding up polished emerald-green gems to his eyes, thus reducing the effect of the sun's glare. The very first actual recorded evidence of the use of sunglasses can be found from a painting by Tommaso da Modena in Italy, 1552, showing a person wearing sunglasses.

Sunglasses, as we know them today, were first introduced by Sam Foster in America, 1929. These were the first sunglasses designed specifically to protect people's eyes from the harmful sun's rays. He founded the Foster Grant Company, and sold the first pair of Foster Grant

sunglasses on the boardwalk by the beaches in Atlantic City, New Jersey. These were the first mass-produced sunglasses, and from this year onwards, sunglasses really began to take off. In 1936, Edwin H Land patented the Polaroid filter for making polarized sunglasses. This type of tint reduces glare reflected from surfaces, such as water. Later in that same year, Ray-Ban took the design of pilots' sunglasses further by producing the aviator-style sunglasses that we know today, using this recently invented polarized lens technology. The edge of the frame characteristically drooped away at the edges by the cheeks in a sort of tear drop shape, to give a full all-round protection to the pilots' eyes, who regularly had to glance down towards the aircraft's instrument panel. The polarized lens reduced the glare from light reflected off the instrument panel. Pilots were given these sunglasses free of charge, but in 1937 the general public were allowed to purchase this aviator-style model that 'banned' the sun's rays as Ray-Ban sunglasses.

In 1960, Foster Grant started a big advertising campaign to promote sunglasses, and pretty soon famous film stars and pop stars started wearing sunglasses as part of their image. The public began to adopt this new fashion of wearing sunglasses, not just to protect their eyes from bright light, but also as a way of looking good. Today, sunglasses are continuing to be improved with efficient UV blocking tints, cutting out all the harmful ultra-violet light. Various coloured tints are now available and, of course, the frame styles are very varied and exciting. Now you can really make a statement with your fashion sunglasses, transforming your image or creating a new one. Designer sunglasses have certainly come a long way in just a few years, and now not only protect our eyes from the harmful sun's rays, but are also an important *fashion accessory* - and it all started nearly 2,000 years ago with the Roman Emperor Nero!

*Complete the sentences. Choose **ONE WORD ONLY** from the passage for each answer.*

- 1.The function of the Edwin H. Lands Polaroid filter was to lessen surface
- 2.People can change their.....by wearing trendy sunglasses.
- 3.Designer glasses still offer protection from solar

Exercise 2: TO LEARN BETTER, TAKE A NAP (AND DON'T FORGET TO DREAM)

The new findings suggest that dreams may be the sleeping brain's way of telling us that it is hard at work on the process of integrating our recent experiences to help us with performance-related tasks in the short run and in the long run.

'What's got us really excited is that after nearly 100 years of debate about the function of dreams, this study tells us that dreams are the brain's way of processing, integrating and really understanding new information,' explains senior author Robert Stickgold at Harvard Medical School. 'Dreams are a clear sign that the sleeping brain is working on memories at many levels, including ways that will directly improve performance.' Initially, the authors put forward the theory that dreaming about a learning experience during non-rapid eye movement (NREM) sleep would lead to improved performance on a spatial memory task.

To test this theory, the investigators had 99 subjects spend an hour training on a 'virtual maze task', a computer exercise in which they were asked to find their way through and learn the layout of a complex 3D maze with the goal of reaching an endpoint as quickly as possible. Following this initial training, participants were asked to either take a 90-minute nap or to engage in quiet activities but remain awake.

At various times, subjects were also asked to describe what was going through their minds, or in the case of the nappers, what they had been dreaming about. Five hours after the initial exercise, the subjects were retested on the maze task. The results were striking.

The non-nappers showed no signs of improvement on the second test - even if they had

reported thinking about the maze during their rest period. Similarly, the subjects who napped, but who did not report experiencing any maze-related dreams or thoughts during their sleep period, showed little, if any, improvement. But, the nappers who described dreaming about the task showed dramatic improvement. 10 times more than that shown by those nappers who reported having no maze-related dreams. 'These dreamers described various scenarios - seeing people at checkpoints in a maze, or even just hearing the background music from the computer game,' explains first author Erin Wamsley, a postdoctoral Fellow at Harvard Medical School. These interpretations suggest that not only was sleep necessary to 'consolidate' the information, but that the dreams were an outward reflection that the brain had been busy at work on this very task.

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

1. With the subjects who stayed awake after the experiment, there was no.....at all in the Second fest.
2. Nappers who.....about the task showed a tenfold improvement.
3. According to Erin Wamsley, those who dreamt about the task described a variety of



PART 2A: LABELLING DIAGRAMS. COMPLETING FLOW-CARTS AND TABLES.

Aims: Reading Skills & Strategies. Understanding a description of a process (mechanical or Biological)

Subsidiary aims: Understanding of the specific information.

Unit 2A Table completion

Exercise 1: Questions 1-8. Complete the table below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1-8 on your answer sheet.

The coconut palm

For millennia, the coconut has been central to the lives of Polynesian and Asian peoples. In the western world, on the other hand, coconuts have always been exotic and unusual, sometimes rare. The Italian merchant traveller Marco Polo apparently saw coconuts in South Asia in the late 13th century, and among the mid-14th-century travel writings of Sir John Mandeville there is mention of 'great Notes of Ynde' (great Nuts of India). Today, images of palm-fringed tropical beaches are cliches in the west to sell holidays, chocolate bars, fizzy drinks and even romance.

Typically, we envisage coconuts as brown cannonballs that, when opened, provide sweet white flesh. But we see only part of the fruit and none of the plant from which they come. The coconut palm has a smooth, slender, grey trunk, up to 30 metres tall. This is an important source of timber for building houses, and is increasingly being used as a replacement for endangered hardwoods in the furniture construction industry. The trunk is surmounted by a rosette of leaves, each of which may be up to six metres long. The leaves have hard veins in their centres which, in many parts of the world, are used as brushes after the green part of the leaf has been stripped away. Immature coconut flowers are tightly clustered together among the leaves at the top of the trunk. The flower stems may be tapped for their sap to produce a drink, and the sap can also be reduced by boiling to produce a type of sugar used for cooking. Coconut palms produce as many as seventy fruits per year, weighing more than a kilogram each. The wall of the fruit has three layers: a waterproof outer layer, a fibrous middle layer

and a hard, inner layer. The thick fibrous middle layer produces coconut fibre, 'coir', which has numerous uses and is particularly important in manufacturing ropes. The woody innermost layer, the shell, with its three prominent 'eyes', surrounds the seed. An important product obtained from the shell is charcoal, which is widely used in various industries as well as in the home as a cooking fuel. When broken in half, the shells are also used as bowls in many parts of Asia.

Inside the shell are the nutrients (endosperm) needed by the developing seed. Initially, the endosperm is a sweetish liquid, coconut water, which is enjoyed as a drink, but also provides the hormones which encourage other plants to grow more rapidly and produce higher yields. As the fruit matures, the coconut water gradually solidifies to form the brilliant white, fat-rich, edible flesh or meat. Dried coconut flesh, 'copra', is made into coconut oil and coconut milk, which are widely used in cooking in different parts of the world, as well as in cosmetics. A derivative of coconut fat, glycerine, acquired strategic importance in a quite different sphere, as Alfred Nobel introduced the world to his nitroglycerine-based invention: dynamite.

Their biology would appear to make coconuts the great maritime voyagers and coastal colonizers of the plant world. The large, energy-rich fruits are able to float in water and tolerate salt, but cannot remain viable indefinitely; studies suggest after about 11 days at sea they are no longer able to germinate. Literally cast onto desert island shores, with little more than sand to grow in and exposed to the full glare of the tropical sun, coconut seeds are able to germinate and root. The air pocket in the seed, created as the endosperm solidifies, protects the embryo. In addition, the fibrous fruit wall that helped it to float during the voyage stores moisture that can be taken up by the roots of the coconut seedling as it starts to grow.

There have been centuries of academic debate over the origins of the coconut. There were no coconut palms in West Africa, the Caribbean or the east coast of the Americas before the voyages of the European explorers Vasco da Gama and Columbus in the late 15th and early 16th centuries. 16th century trade and human migration patterns reveal that Arab traders and European sailors are likely to have moved coconuts from South and Southeast Asia to Africa and then across the Atlantic to the east coast of America. But the origin of coconuts discovered along the west coast of America by 16th century sailors has been the subject of centuries of discussion. Two diametrically opposed origins have been proposed: that they came from Asia, or that they were native to America. Both suggestions have problems. In Asia, there is a large degree of coconut diversity and evidence of millennia of human use - but there are no relatives growing in the wild. In America, there are close coconut relatives, but no evidence that coconuts are indigenous. These problems have led to the intriguing suggestion that coconuts originated on coral islands in the Pacific and were dispersed from there.

The Coconut palm		
Part	Description	Uses
trunk	up to 30 metres	timber for houses and the making of 1.....
leaves	up to 6 metres long	to make brushes
flowers	at the top of the trunk	stems provide sap, used as a drink or a source of 2.....
fruits	outer layer	
	middle layer (coir)	used for 3....., etc.

	fibres)	
	inner layer (shell)	a source of 4..... (when halved) for 5.....
	coconut water	a drink a source of 6..... for other plants
	coconut flesh	oil and milk for cooking and 7..... glycerine (an ingredient in 8.....)

Exercise 2: Before you start studying the text below, decide which of the words given in the table are associated with ADVANTAGES AND DISADVANTAGES:

- downside • benefit drawback • stumbling block • problem • upside • plus • handicap

THE FUTURE OF ENERGY SOURCE

The future for petroleum use at the moment looks rather uncertain, despite enjoying the major benefit of a very advanced infrastructure already in place. The downsides from the environmental point of view are patently obvious: harm to public health through carbon dioxide emissions in exhaust fumes, which are linked to respiratory problems, and to precious ecosystems from oil spills and seepage. But the most significant weakness is that oil is a finite resource.

The picture for natural gas is similarly mixed. While its main strength lies in it's being a relatively clean fuel involving little processing and being easily transportable via pipelines, natural gas requires compression or low temperatures if it is to be used for cars or other vehicles. Thus, it has not previously been a serious contender to provide private transportation. There are now signs, however, that this obstacle may have been overcome.

Yet there is another problem with natural gas. It may produce less carbon dioxide than other fossil fuels, but the major stumbling block to its use is that the methane released lives for a long time in the atmosphere. In addition, as it is a non-renewable energy source like petroleum, in coming years natural gas will not be in use. But in the short term at least, the situation looks rosy.

Ethanol, despite the drawback of a dearth of commercial outlets, heralds a new dawn for the energy market. But, before we consider ethanol in depth, let us look at hydrogen. It is perhaps the most attractive of all renewable fuels. Its greatest appeal is that it is readily available everywhere in the form of water (H^2O). Solar energy is used to split the water into hydrogen and oxygen and then recombine it, with water being the waste by-product. Perhaps its main drawback is making the hydrogen production units small enough to fit cars. But once this happens, the future of hydrogen is bright indeed.

Complete the table by FINDING NO MORE THAN TWO WORDS from the passage to fill each numbered box.

Types of fuel	Main advantage	Main disadvantage	Future
Petroleum	Very advanced infrastructure	1	Uncertain
Natural Gas	Relatively clean	Produces 2	3
Ethanol	None given	Lack of 4	Signals a 5
Hydrogen	6	Hydrogen production units for cars not small enough	7

Exercise 3: RECRUITMENT TRENDS ACROSS THE CHANNEL

Employment agencies cover the lower end of the salary spectrum and tend to concentrate on functional specialisations - secretarial, accountancy, computer technicians, sales, etc., but will recruit up to junior management level. Generally, potential recruits register with the agency which then tries to place that person with one of its clients. Executive selection consultancies undertake a specific recruitment on behalf of a client, through advertisement. The consultancy will analyse the position that has to be filled, draw up an advertisement and advise the client of the most appropriate medium in which to advertise. Usually, the consultancy will handle the response and select a short list of the most suitable candidates. Such consultancies mainly operate by functional specialisations and at junior to middle management levels.
 Executive search, or 'head-hunting', can be described as the direct approach to a potential candidate with a view to recruiting that person on behalf of a client. Executive search is used for middle and senior management appointments.

Complete the table by FINDING UP TO THREE WORDS from the passage to fill each numbered box.

Type of recruitment	Category of specialisation	Level of management	Method of recruitment
employment agency	1	up to junior	management register
executive selection	functional	2	3
executive search	all types	middle senior	4

Exercise 4: MUSICAL INSTRUMENTS RECLASSIFIED

The name chordophones are used for instruments with strings that produce a sound when caused to vibrate. Further classification is based on body shape and on how vibrations are induced. There are five basic types: bows, lyres, harps, lutes and zithers. The simples: musical bows have a single string attached to each end of a flexible stick; others have resonators to amplify the sound. Lyres, common in ancient times, have a four-sided frame consisting of a soundbox, two arms and a crossbar. The plucked strings run from the front of the soundbox to the crossbar.

Harps are basically triangular in shape, with strings attached to a soundbox and me instruments 'neck'.

Classified as lutes are all instruments with strings that run from the base of a resonating 'belly' up and along the full length of an attached neck. This sub-group is further divided into plucked lutes (round-or flat-- or flat-backed), and bowed lutes (including folk fiddles and violins). The fifth type, zithers, have strings running the entire length of the body and are subdivided into simple zithers (stick, raft, tube or trough-shaped), long zithers (from the Far East), plucked zithers (such as the psaltery and harpsichord), and struck zithers (including the dulcimer and piano).

Use NO MORE THAN THREE WORDS from the passage for each space, complete the chart below.

Types of chordophones i.e. 1	Description
2	Single strings attached to a single stick
Harps	3 attached to a soundbox and the instrument's neck
4	with strings from the base of a resonating belly and along the length of an attached neck
5	6 with a soundbox, two arms and a crossbar
Zithers	are 7 into simple, long, plucked and 8

Exercise 5: THE MOST SERIOUS THREATS FACING THE ENVIRONMENT IN THE 21ST CENTURY

A significant element contributing to making all forms of pollution more dangerous is the presence of heavy metals such as lead and mercury that can poison our air, earth and water. We have no way of knowing what the long-term effects of many of these chemicals may be, as they are new. Some studies are suggesting that many compounds could be endocrine disruptors - chemicals that have a disruptive effect on the hormone balance in our body. The introduction of unleaded petrol made a significant difference, but this victory is over- shadowed by the consequences of the rapid industrial development taking place around the world. The number of people at risk of poisoning themselves by drinking polluted water, eating polluted food and using everyday objects that contain hazardous chemicals has increased alarmingly.

Chemicals released into the air can cause both the smog that clouds our cities and the acid rain that can devastate woodland. These and other forms of air pollution are known to contribute to chronic respiratory illnesses, which have dramatically increased over the past few decades, leading to millions of premature deaths every year. While it is true that the introduction of strict air-quality controls on factories and emissions from cars and other road-using vehicles has reduced the level of air pollution in most industrialized nations, a great deal of work remains to be done.

The most harmful ultraviolet radiation from the Sun is filtered out by the ozone layer before it reaches the surface of the Earth. Nevertheless, we are witnessing increased rates of skin cancer and damage to plants and ecosystems as a result of the dangerous depletion of the ozone layer. Actually, there are reasons to claim this as one of our few environmental success stories: the topic received a great deal of attention in the 1970s and '80s, when a giant 'hole' in the ozone layer was discovered above Antarctica.

Luckily, people were persuaded to act quickly to scale back the production and use of CFCs and other substances proved to be responsible for the hole, so although not solved, research indicates positive signs of gradual improvement.

Complete the table below. Choose NO MORE THAN THREE WORDS from the text for each answer

	Consequence	Possible health problems	How the situation has developed
Ozone layer depletion	Ultraviolet radiation is no longer 1	2	There has been a 3in the situation
Air pollution	Creates city smog and 4.	5	Pollution levels reduced following controls imposed on 6 and exhaust fumes from vehicles
Chemical and toxins	All forms of pollution are made more dangerous	Can alter body's 7	Millions still at risk, but use of 8..... has been a positive contribution

Unit 2B Flow-chart completion

Exercise 1: Questions 10-13

Using the information in the passage, complete the flowchart below.

Write your answers in boxes **10-13** on your answer sheet.

Use **NO MORE THAN THREE WORDS** from the passage for each answer.

THE STORY OF COFFEE

A

Coffee was first discovered in Eastern Africa in an area we know today as Ethiopia. A popular legend refers to a goat herder by the name of Kaldi, who observed his goats acting unusually friskily after eating berries from a bush. Curious about this phenomenon, Kaldi tried eating the berries himself. He found that these berries gave him renewed energy.

B

The news of this energy laden fruit quickly moved throughout the region. Coffee berries were transported from Ethiopia to the Arabian Peninsula, and were first cultivated in what today is the country of Yemen. Coffee remained a secret in Arabia before spreading to Turkey and then to the European continent by means of Venetian trade merchants.

C

Coffee was first eaten as a food though later people in Arabia would make a drink out of boiling the beans for its narcotic effects and medicinal value. Coffee for a time was known as Arabian wine to Muslims who were banned from alcohol by Islam. It was not until after coffee had been eaten as a food product, a wine and a medicine that it was discovered, probably by complete accident in Turkey, that by roasting the beans a delicious drink could be made. The roasted beans were first crushed and then boiled in water, creating a crude version of the beverage we enjoy today. The first coffee houses were

opened in Europe in the 17th Century and in 1675, the Viennese established the habit of refining the brew by filtering out the grounds, sweetening it, and adding a dash of milk.

D

If you were to explore the planet for coffee, you would find about 60 species of coffee plants growing wild in Africa, Malaysia, and other regions. But only about ten of them are actually cultivated. Of these ten, two species are responsible for almost all the coffee produced in the world: Coffea Arabica and Coffea Canephora (usually known as Robusta). Because of ecological differences existing among the various coffee producing countries, both types have undergone many mutations and now exist in many sub-species.

E

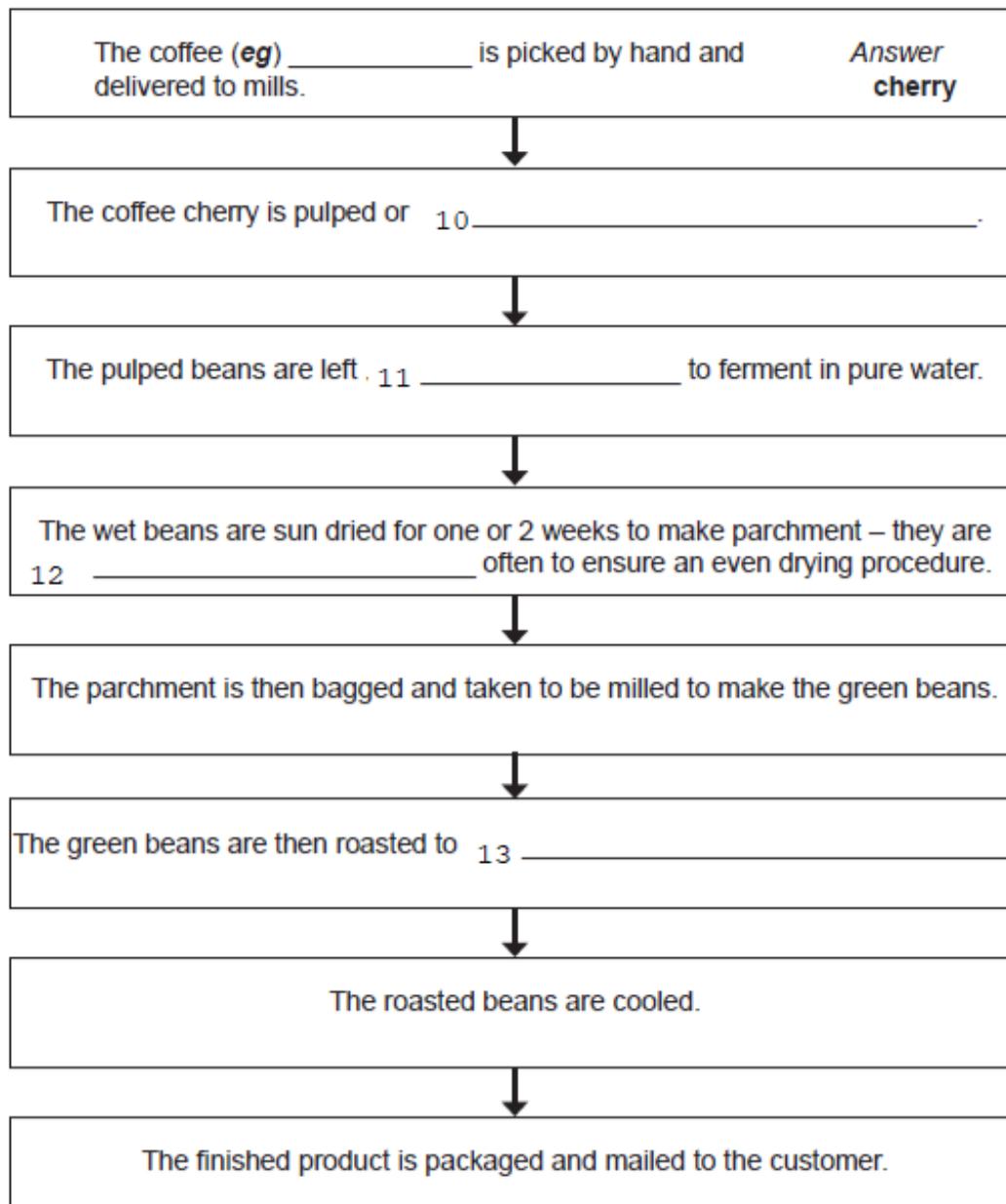
Although wild plants can reach 10 - 12 metres in height, the plantation one reaches a height of around four metres. This makes the harvest and flowering easier, and cultivation more economical. The flowers are white and sweet-scented like the Spanish jasmine. Flowers give way to a red, darkish berry. At first sight, the fruit is like a big cherry both in size and in colour. The berry is coated with a thin, red film (epicarp) containing a white, sugary mucilaginous flesh (mesocarp). Inside the pulp there are the seeds in the form of two beans coupled at their flat surface. Beans are in turn coated with a kind of resistant, golden yellow parchment, (called endocarp). When peeled, the real bean appears with another very thin silvery film. The bean is bluish green verging on bronze, and is at the most 11 millimetres long and 8 millimetres wide.

F

Coffee plants need special conditions to give a satisfactory crop. The climate needs to be hot-wet or hot temperate, between the Tropic of Cancer and the Tropic of Capricorn, with frequent rains and temperatures varying from 15 to 25 Degrees C. The soil should be deep, hard, permeable, well irrigated, with well-drained subsoil. The best lands are the hilly ones or from just-tilled woods. The perfect altitude is between 600 and 1200 metres, though some varieties thrive at 2000-2200 metres. Cultivation aimed at protecting the plants at every stage of growth is needed. Sowing should be in sheltered nurseries from which, after about six months, the seedlings should be moved to plantations in the rainy season where they are usually alternated with other plants to shield them from wind and excessive sunlight. Only when the plant is five years old can it be counted upon to give a regular yield. This is between 400 grams and two kilos of arabica beans for each plant, and 600 grams and two kilos for robusta beans.

G

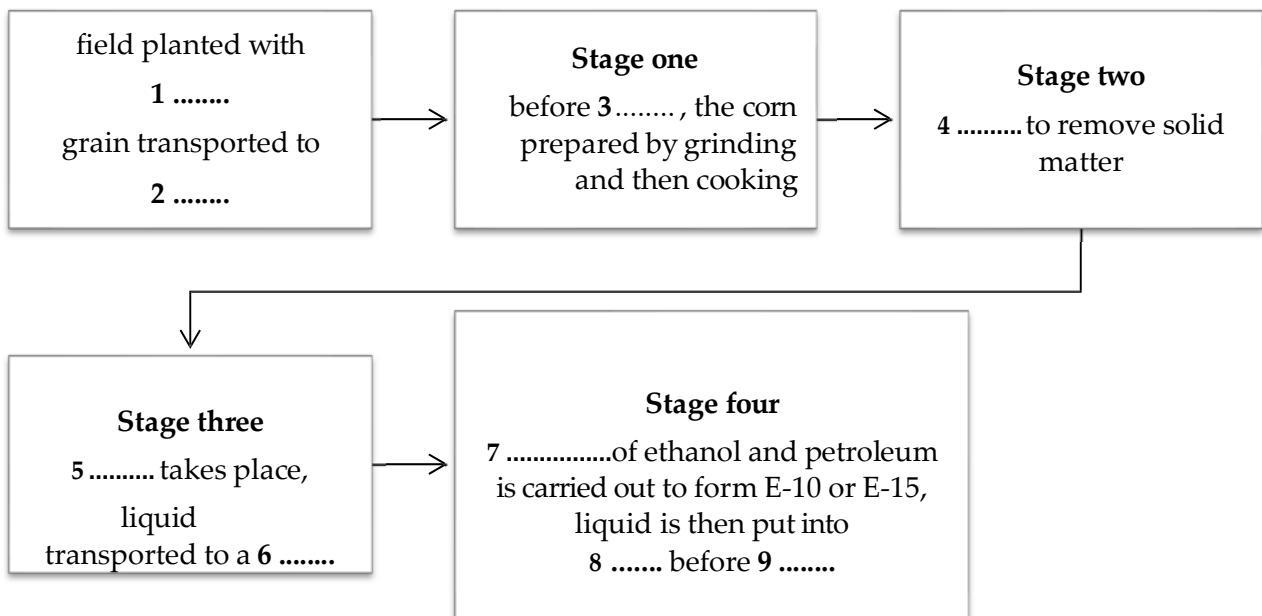
Harvesting time depends on the geographic situation and it can vary greatly therefore according to the various producing countries. First, the ripe beans are picked from the branches. Pickers can selectively pick approximately 250 to 300 pounds of coffee cherry a day. At the end of the day, the pickers bring their heavy burlap bags to pulping mills where the cherry coffee can be pulped (or wet milled). The pulped beans then rest, covered in pure rainwater to ferment overnight. The next day the wet beans are hand-distributed upon the drying floor to be sun dried. This drying process takes from one to two weeks depending on the number of sunny days available. To make sure they dry evenly, the beans need to be raked many times during this drying time. Two weeks later the sun-dried beans, now called parchment, are scooped up, bagged and taken to be milled. Huge milling machines then remove the parchment and silver skin, which renders a green bean suitable for roasting. The green beans are roasted according to the customers' specifications and, after cooling, the beans are then packaged and mailed to customers.



Exercise 2: Underline the verbs which are in Passive Voice and the sequencing words:
Then complete the chart using NO MORE THAN TWO WORDS from the passage below.

The production of fuel-ethanol or 'grain spirit' from grain is relatively straightforward. It is made from harvested crops. As the demand for alternative 'clean' fuels increases, farmers are switching from planting crops for consumption to fuel crops like corn, barley, wheat or others that produce oil like palm and rape seed. The growing process is no different from that of any crop. A farmer simply plants a field of corn, which is then harvested. Instead of being taken to a mill to produce flour, the corn is delivered by lorry to a distillery where it goes through four main stages before it can be used as fuel. First, during a preparation phase, the grain is ground and then cooked prior to the fermentation process commencing. Then, before the distillation of the liquid to produce the ethanol takes place, solid matter has to be removed by filtration. At a fuel-ethanol plant, the blending of ethanol and petroleum is carried out to produce E-10, a mix of 10 per cent ethanol and 90 per cent petroleum, or E-15, which is 15 per cent ethanol and 85 per cent petroleum. The liquid is then put into storage and the distribution process is ready to begin.

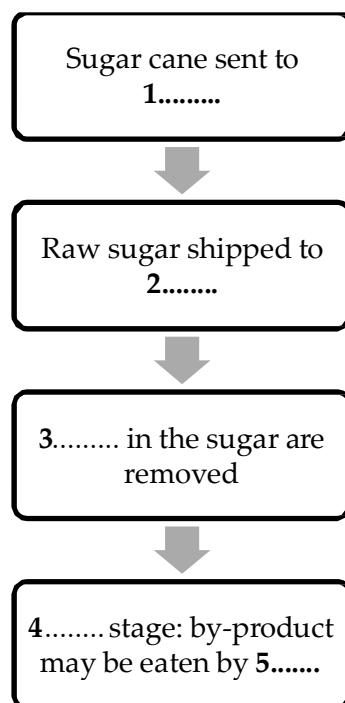
The production of ethanol for fuel



Exercise 3: SUGAR

Raw sugar comes from sugar cane. When the cane is harvested, it first goes to mills, usually in the same region, and raw sugar is extracted from it. This is then sent in bulk to refineries, which are often located in heavy sugar-consuming countries. There are several stages in the refining process, starting with affination, which includes the removal of various impurities by using a centrifuge. Eventually the recovery stage is reached, which leaves white sugar and a sweet byproduct which is often used as cattle feed.

Complete the flowchart below. Choose NO MORE THAN ONE WORD from the passage for each answer.

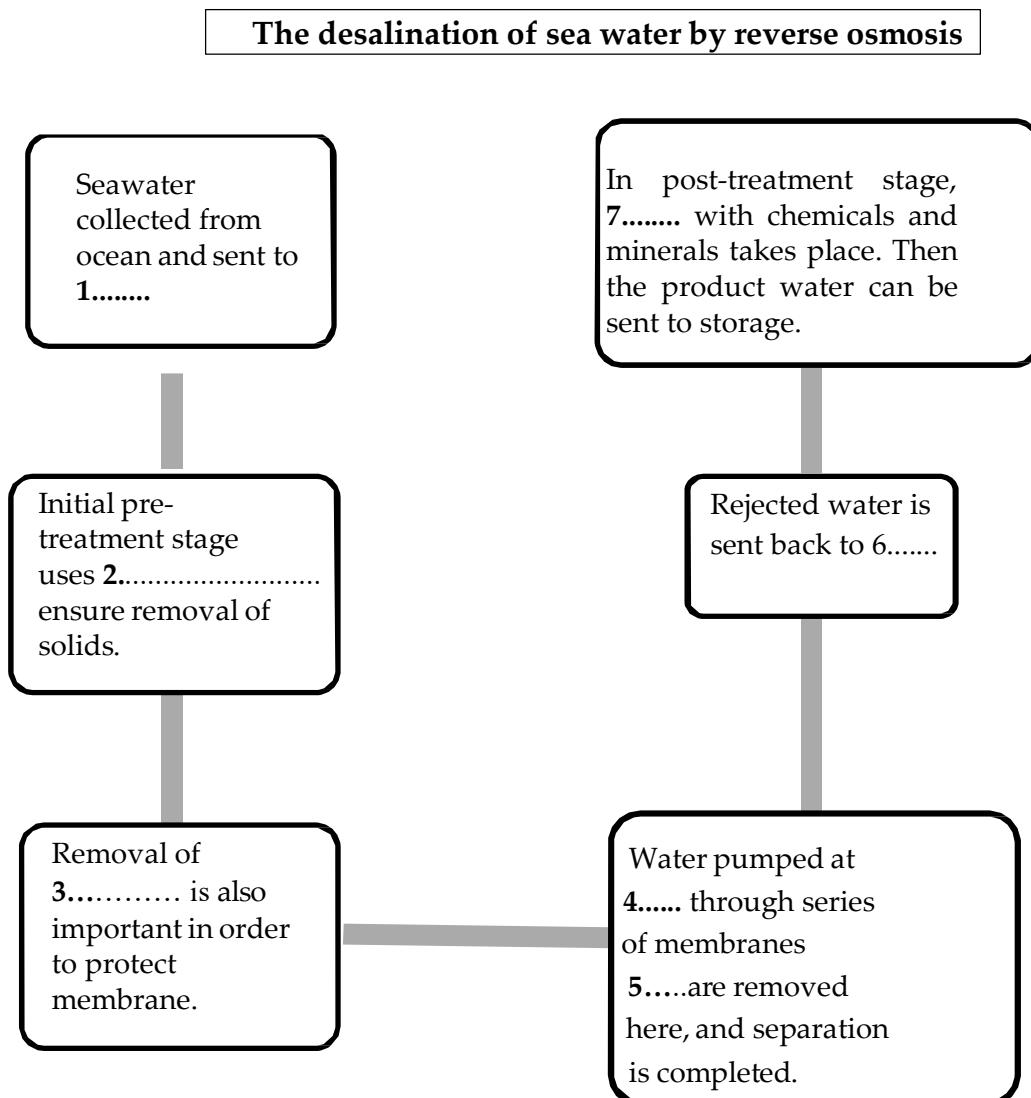


Exercise 4: REVERSE OSMOSIS

Once the water has been collected from its source, it is transported to a holding basin. In reverse osmosis, pre-treatment is very important, as the surfaces of the membranes that play a central role in this method of desalination need to remain clean to work effectively and can be easily dirtied and damaged by impurities in the feed water, as it is now called. In the initial part of this pre-treatment stage, pieces of wood and smaller suspended solids like sand are removed by passing the feed water through a particle filter. Then the filtered water is pumped through fine carbon microfilters that trap minerals and contaminants such as pesticides. Chlorine is also removed here as a protective measure, as it would otherwise shorten the life of the membranes. Next, the water is put under high pressure and pushed through the permeable membranes arranged in series, which prevent the passage of dissolved salts in the seawater, while allowing the separated and desalinated product water to pass through.

Approximately half the feedwater becomes product water. The remaining 50%, now with a higher concentration of salts, is rejected and returned to the source. In the post-treatment stage, the product water undergoes blending with chemicals and minerals. Finally, the product water is sent to a cistern, where it is stored awaiting distribution for use.

Complete the flow chart below. Choose NO MORE THAN TWO WORDS from the text for each answer.



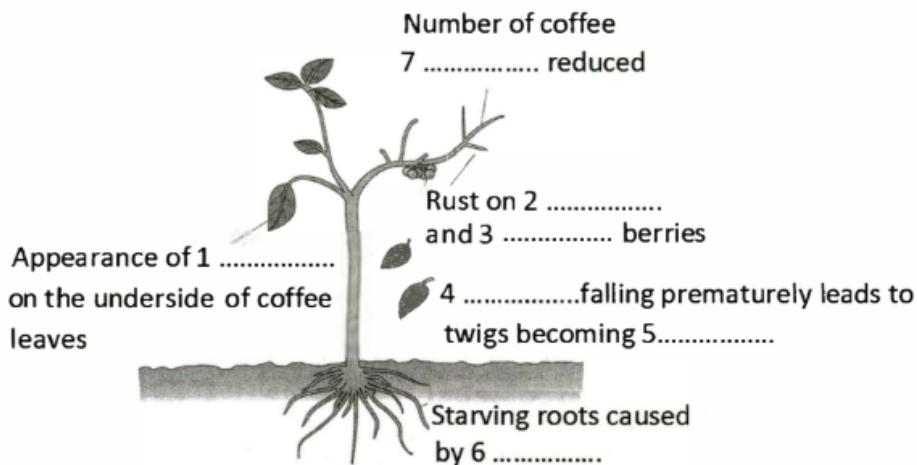
Unit 2C Labelling a diagram

► Coffee rust

Why do the British drink so much tea? The answer to this question can be traced back, unexpectedly, to a humble fungus, HEMILEIA vastatrix, which attacks the leaves of coffee plants causing a disease popularly known as coffee rust. The appearance of this disease was first reported in the British colony of Ceylon (now Sri Lanka) in 1867. Over the next twenty years, coffee production in Asia and Africa was virtually wiped out. Following a period of severe economic and social upheaval, planters in British colonies shifted to planting tea, and the British were gradually transformed into a nation of tea drinkers.

Under British rule, the island of Ceylon was stripped of its forests to turn over every available acre to coffee production. By the 1870s, Ceylon was, exporting nearly 100 million pounds of coffee a year, much of it to England. This empire, however, was swiftly devastated by the arrival of the coffee rust fungus. The rust organism can be recognized by the presence of yellowish powdery lesions on the undersides of the leaves of the coffee plant. Occasionally green shoots and even the green coffee berries can be infected. The infected leaves drop prematurely, leaving long expanses of bare twigs. This defoliation causes shoots and roots to starve and consequently to die back, reducing the number of nodes on which coffee can be produced the following season.

Complete the chart below. Choose **NO MORE THAN THREE WORDS** from Reading Passage for each answer.

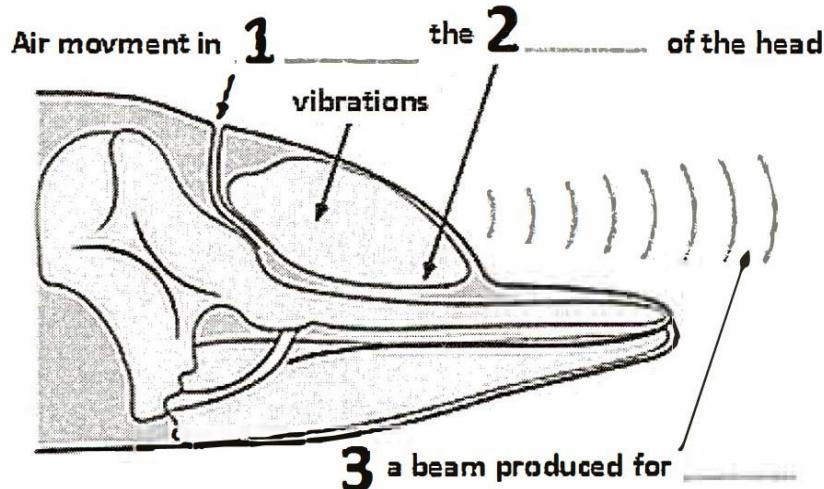


Exercise 2: WHALE SONG

The mechanisms used by whales to produce sound vary from one species to another. Most whales produce whale sounds by passing air through a structure in the head called the phonic lips. The lips vibrate as the air passes through them and these vibrations can be consciously controlled with great sensitivity. They pass through to the melon of the head, which shapes and directs the sound into a beam for echolocation. The air may be recycled back to be used for sound creation yet again, or passed out through the blowhole. All toothed whales, except for the Sperm Whale, have two sets of phonic lips; therefore, they are capable of making two sounds independently. Baleen Whales do not have phonic lip structures, only a larynx that appears to play a role in producing whale sound.

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

Sound production in whales



Exercise 3: Walking with dinosaurs

The Manchester University team have used the computer simulations to produce a model of a giant meat-eating dinosaur. It is called an acrocanthosaurus which literally means 'high spined lizard' because of the spines which run along its backbone. It is not really known why they are there but scientists have speculated they could have supported a hump that stored fat and water reserves. There are also those who believe that the spines acted as a support for a sail. Of these, one half think it was used as a display and could be flushed with blood and the other half think it was used as a temperature-regulating device. It may have been a mixture of the two. The skull seems out of proportion with its thick, heavy body because it is so narrow and the jaws are delicate and fine. The feet are also worthy of note as they look surprisingly small in contrast to the animal as a whole. It has a deep broad tail and powerful leg muscles to aid locomotion. It walked on its back legs and its front legs were much shorter with powerful claws.

Label the diagram below. Choose **NO MORE THAN ONE WORD** from the passage for each answer.

A model of an acrocanthosaurus

Dinosaurs names comes from spines.

One theory: they were necessary to hold up a 1 which helped control body heat.

Skull is 2 Compared with rest of body.

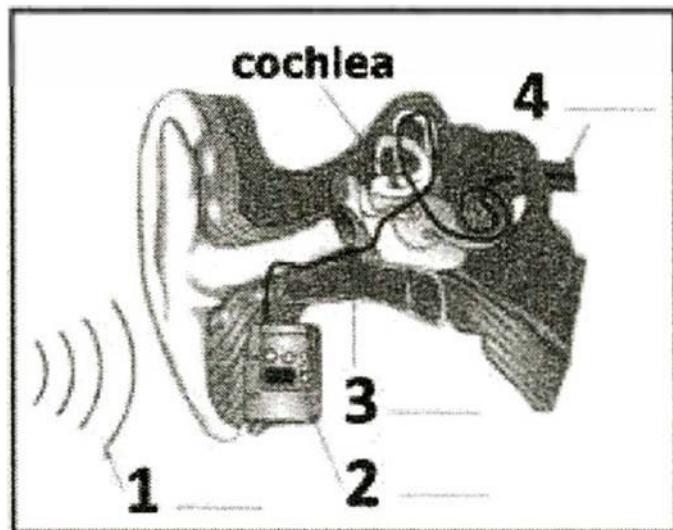
3 made easier by wide tail and highly developed muscles in legs.

A detailed line drawing of an acrocanthosaurus in mid-stride, walking on its hind legs. The dinosaur has a long, low-slung body, a very long tail, and powerful hind legs. Its front legs are much smaller and held close to its body.

Exercise 4: BIONIC BODIES

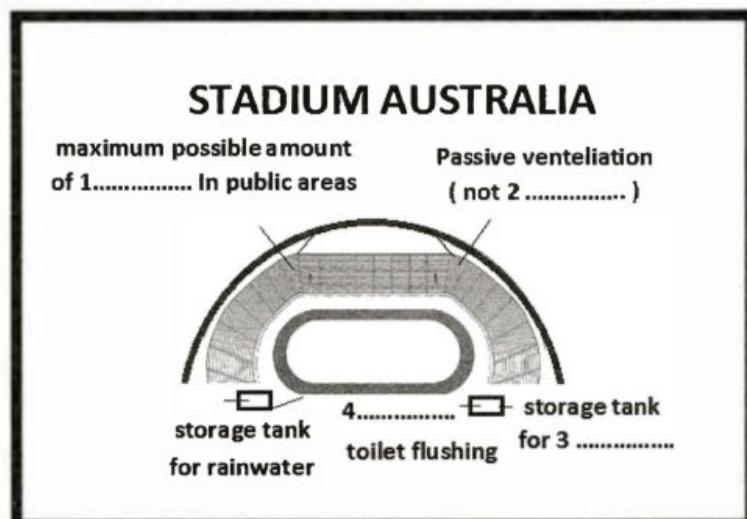
Bionic ears, or cochlear implants, have a long history, too. The first primitive versions were implanted in 1957 and thousands of hearing-impaired people are now using far more sophisticated versions. One of many such devices, the Clarion, has an external sound processor which converts incoming sounds to digital code, then transmits the code in sound waves to the 'bionic ear', sited beneath the skin at the side of the head. From there a thin internal electrode winds through the cochlea past the damaged hair cells, and sends the coded signals directly to the acoustic nerve at a million impulses a second.

Label the diagram using **NO MORE THAN TWO WORDS** from the text for each answer.

**Exercise 5: Stadium Australia**

Stadium Australia was the most environmentally friendly Olympic stadium ever built. Every single product and material used had to meet strict guidelines, even if it turned out to be more expensive. All the timber was either recycled or derived from renewable sources. In order to reduce energy costs, the design allowed for natural lighting in as many public areas as possible, supplemented by solar-powered units. Rainwater collected from the roof ran off into storage tanks, where it could be tapped for pitch irrigation. Stormwater run-off was collected for toilet flushing. Wherever possible, passive ventilation was used instead of mechanical air-conditioning. Even the steel and concrete from the two end stands due to be demolished at the end of the Olympics was to be recycled. Furthermore, no private cars were allowed on the Homebush site. Instead, every spectator was to arrive by public transport, and quite right too. If ever there was a stadium to persuade a sceptic like myself that the Olympic Games do, after all, have a useful function in at least setting design and planning trends, this was the one. I was, and still am, I freely confess, quite knocked out by Stadium Australia.

Label the diagram below. Choose **NO MORE THAN THREE WORDS** from the reading passage for each answer.





PART 3A: Summary completion. Short-answer questions.

Unit 3A SUMMARY COMPLETION

Exercise 1: COULD URBAN ENGINEERS LEARN FROM DANCE?

A The way we travel around cities has a major impact on whether they are sustainable. Transportation is estimated to account for 30% of energy consumption in most of the world's most developed nations, so lowering the need for energy-using vehicles is essential for decreasing the environmental impact of mobility. But as more and more people move to cities, it is important to think about other kinds of sustainable travel too. The ways we travel affect our physical and mental health, our social lives, our access to work and culture, and the air we breathe. Engineers are tasked with changing how we travel round cities through urban design, but the engineering industry still works on the assumptions that led to the creation of the energy-consuming transport systems we have now: the emphasis placed solely on efficiency, speed, and quantitative data. We need radical changes, to make it healthier, more enjoyable, and less environmentally damaging to travel around cities.

B Dance might hold some of the answers. That is not to suggest everyone should dance their way to work, however healthy and happy it might make us, but rather that the techniques used by choreographers to experiment with and design movement in dance could provide engineers with tools to stimulate new ideas in city-making. Richard Sennett, an influential urbanist and sociologist who has transformed ideas about the way cities are made, argues that urban design has suffered from a separation between mind and body since the introduction of the architectural blueprint.

C Whereas medieval builders improvised and adapted construction through their intimate knowledge of materials and personal experience of the conditions on a site, building designs are now conceived and stored in media technologies that detach the designer from the physical and social realities they are creating. While the design practices created by these new technologies are essential for managing the technical complexity of the modern city, they have the drawback of simplifying reality in the process.

D To illustrate, Sennett discusses the Peachtree Center in Atlanta, USA, a development typical of the modernist approach to urban planning prevalent in the 1970s. Peachtree created a grid of streets and towers intended as a new pedestrian-friendly downtown for Atlanta. According to Sennett, this failed because its designers had invested too much faith in computer-aided design to tell them how it would operate. They failed to take into account that purpose-built street cafés could not operate in the hot sun without the protective awnings common in older buildings, and would need energy-consuming air conditioning instead, or that its giant car park would feel so unwelcoming that it would put people off getting out of their cars. What seems entirely predictable and controllable on screen has unexpected results when translated into reality.

E The same is true in transport engineering, which uses models to predict and shape the way people move through the city. Again, these models are necessary, but they are built on specific world views in which certain forms of efficiency and safety are considered and other experience of the city ignored. Designs that seem logical in models appear counter-intuitive in the actual

experience of their users. The guard rails that will be familiar to anyone who has attempted to cross a British road, for example, were an engineering solution to pedestrian safety based on models that prioritise the smooth flow of traffic. On wide major roads, they often guide pedestrians to specific crossing points and slow down their progress across the road by using staggered access points divide the crossing into two – one for each carriageway. In doing so they make crossings feel longer, introducing psychological barriers greatly impacting those that are the least mobile, and encouraging others to make dangerous crossings to get around the guard rails. These barriers don't just make it harder to cross the road: they divide communities and decrease opportunities for healthy transport. As a result, many are now being removed, causing disruption, cost, and waste.

F If their designers had had the tools to think with their bodies – like dancers – and imagine how these barriers would feel, there might have been a better solution. In order to bring about fundamental changes to the ways we use our cities, engineering will need to develop a richer understanding of why people move in certain ways, and how this movement affects them. Choreography may not seem an obvious choice for tackling this problem. Yet it shares with engineering the aim of designing patterns of movement within limitations of space. It is an art form developed almost entirely by trying out ideas with the body, and gaining instant feedback on how the results feel. Choreographers have deep understanding of the psychological, aesthetic, and physical implications of different ways of moving.

G Observing the choreographer Wayne McGregor, cognitive scientist David Kirsh described how he 'thinks with the body', Kirsh argues that by using the body to simulate outcomes, McGregor is able to imagine solutions that would not be possible using purely abstract thought. This kind of physical knowledge is valued in many areas of expertise, but currently has no place in formal engineering design processes. A suggested method for transport engineers is to improvise design solutions and instant feedback about how they would work from their own experience of them, or model designs at full scale in the way choreographers experiment with groups of dancers. Above all, perhaps, they might learn to design for emotional as well as functional effects.

Questions 7-13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes on your answer sheet.

Guard rails

Guard rails were introduced on British roads to improve the 7 of pedestrians, while ensuring that the movement of 8 is not disrupted. Pedestrians are led to access points, and encouraged to cross one 9 at a time.

An unintended effect is to create psychological difficulties in crossing the road, particularly for less 10 people. Another result is that some people cross the road in a 11 way. The guard rails separate 12 , and make it more difficult to introduce forms of transport that are 13

Exercise 2: RESEARCH USING TWINS

To biomedical researchers all over the world, twins offer a precious opportunity to untangle the influence of genes and the environment - of nature and nurture. Because identical twins come from a single fertilized egg that splits into two, they share virtually the same genetic code. Any differences between them -one twin having younger looking skin, for example - must be due to environmental factors such as less time spent in the sun.

Alternatively, by comparing the experiences of identical twins with those of fraternal twins, who come from separate eggs and share on average half their DNA, researchers can quantify the extent to which our genes affect our lives. If identical twins are more similar to each other with respect to an ailment than fraternal twins are, then vulnerability to the disease must be rooted at least in part in heredity.

These two lines of research - studying the differences between identical twins to pinpoint the influence of environment, and comparing identical twins with fraternal ones to measure the role of inheritance - have been crucial to understanding the interplay of nature and nurture in determining our personalities, behavior, and vulnerability to disease.

The idea of using twins to measure the influence of heredity dates back to 1875, when the English scientist Francis Galton first suggested the approach (and coined the phrase 'nature and nurture'). But twin studies took a surprising twist in the 1980s, with the arrival of studies into identical twins who had been separated at birth and reunited as adults. Over two decades 137 sets of twins eventually visited Thomas Bouchard's lab in what became known as the Minnesota Study of Twins Reared Apart. Numerous tests were carried out on the twins, and they were each asked more than 15,000 questions.

Bouchard and his colleagues used this mountain of data to identify how far twins were affected by their genetic makeup. The key to their approach was a statistical concept called heritability. In broad terms, the heritability of a trait measures the extent to which differences among members of a population can be explained by differences in their genetics. And wherever Bouchard and other scientists looked, it seemed, they found the invisible hand of genetic influence helping to shape our lives.

Lately, however, twin studies have helped lead scientists to a radical new conclusion: that nature and nurture are not the only elemental forces at work. According to a recent field called epigenetics, there is a third factor also in play, one that in some cases serves as a bridge between the environment and our genes, and in others operates on its own to shape who we are.

Epigenetic processes are chemical reactions tied to neither nature nor nurture but representing what researchers have called a 'third component'. These reactions influence how our genetic code is expressed: how each gene is strengthened or weakened, even turned on or off, to build our bones, brains and all the other parts of our bodies.

If you think of our DNA as an immense piano keyboard and our genes as the keys - each key symbolizing a segment of DNA responsible for a particular note, or trait, and all the keys combining to make us who we are - then epigenetic processes determine when and how each key can be struck, changing the tune being played.

One way the study of epigenetics is revolutionizing our understanding of biology is by revealing a mechanism by which the environment directly impacts on genes. Studies of animals, for example, have shown that when a rat experiences stress during pregnancy, it can cause epigenetic changes in a fetus that lead to behavioral problems as the rodent grows up. Other epigenetic processes appear to occur randomly, while others are normal, such as those that guide embryonic cells as they become heart, brain, or liver cells, for example.

Geneticist Danielle Reed has worked with many twins over the years and thought deeply about what twin studies have taught us. 'It's very clear when you look at twins that much of what they share is hardwired,' she says. 'Many things about them are absolutely the same and unalterable. But it's also clear, when you get to know them, that other things about them are different. Epigenetics is the origin of a lot of those differences, in my view.'

Reed credits Thomas Bouchard's work for today's surge in twin studies. 'He was the trailblazer,' she says. 'We forget that 50 years ago things like heart disease were thought to be caused entirely by lifestyle. Schizophrenia was thought to be due to poor mothering. Twin studies have allowed us to be more reflective about what people are actually born with and what's caused by experience.'

Having said that, Reed adds, the latest work in epigenetics promises to take our understanding even further. 'What I like to say is that nature writes some things in pencil and some things in pen,' she says. 'Things written in pen you can't change. That's DNA. But things written in pencil you can. That's epigenetics. Now that we're actually able to look at the DNA and see where the pencil writings are, it's sort of a whole new world.'

Questions 10-13

Complete the summary using the list of words, A-F, below.

Write the correct letter, A-F, in boxes 10-13 on your answer sheet.

Epigenetic processes

In epigenetic processes, 10..... influence the activity of our genes, for example in creating our internal 11..... The study of epigenetic processes is uncovering a way in which our genes can be affected by our 12..... One example is that if a pregnant rat suffers stress, the new-born rat may later show problems in its 13.....

- | | | |
|-------------|---------------|----------------------|
| A nurture | B organs | C code |
| D chemicals | E environment | F behaviour/behavior |

Exercise 3: DUMMY PILLS

There is an on-going debate about the merits and the ethics of using placebos, sometimes called 'sugar pills'. The 'placebo effect' is well documented though not completely understood. It refers to the apparent benefits, both psychological and physiological, of taking a medication or receiving a treatment that you expect will improve your health, when in fact the tablet contains no active ingredients and the treatment has never been proven. Any benefit that arises from a placebo originates solely in the mind of the person taking it. The therapeutic effect can be either real and measurable or perceived and imagined.

Patients enter into a clinical trial in the full knowledge that they have a 50/50 chance of receiving the new drug or the placebo. An ethical dilemma arises when a placebo is considered as a treatment in its own right; for example, in patients whose problems appear to be 'all in the mind'. Whilst a placebo is by definition harmless and the 'placebo effect' is normally therapeutic, the practice is ethically dubious because the patient is being deceived into believing that the treatment is authentic. The person prescribing the placebo may hold the view that the treatment can be justified as long as it leads to an improvement in the patients' health. However, benevolent efforts of this type are based on a deception that could, if it came to light, jeopardize the relationship between the physician and the patient. It is a small step between prescribing a placebo and believing that the physician always knows best, thereby denying patients the right to judge for themselves what is best for their own bodies.

Whilst it is entirely proper for healthcare professionals to act at all times in patients' best interests, honesty is usually the best policy where medical treatments are concerned, in which case dummy pills have no place in modern medicine outside of clinical trials. On the other hand, complementary medicine, whilst lacking scientific foundations, should not be considered unethical if it is able to demonstrate therapeutic benefits, even if only a placebo effect, as long as patients are not given false hopes nor hold unrealistic expectations, and are aware that the treatment remains unproven.

Complete the summary using the list of words A to K below.

Patients in a clinical trial are fully aware that they have only a 50% chance of receiving the new drug. Even so, prescribing a placebo as a treatment presents the physician with a moral 1..... Even if the treatment works, the patient has been tricked into believing that the placebo was 2 and if this were found out it could 3 the physician- patient relationship. Furthermore, patients should not be denied the right to make 4..... about their own treatment.

List of words

A genuine B deception C belief D questions E Correct F Harm G improve H dilemma I story J choices
K ethical

Exercise 4: ALLERGY TESTING

Allergic reactions are triggered by the contact, inhalation, or ingestion of a number of different allergens. Some of the most common allergens are made up of proteins found in plants, mold, food, venom, animal skin, and medication. Symptoms of allergic reactions range from mild irritation such as itching, wheezing, and coughing to life-threatening conditions related to the

respiratory and gastrointestinal organs. Serious allergic reactions are more likely to result from food, drugs, and stinging insects. A person does not become allergic to a particular substance until after the first exposure.

However, in some cases, even trace amounts of a substance, such as peanuts or seafood in a mother's breast milk, can cause an allergic reaction in a subsequent exposure.

Intradermal allergy test:

This involves placing the allergen sample under the skin with a syringe. The intradermal test involves more risk and is usually saved for use if the allergy persists even after a skin-prick test comes back negative. People who have experienced serious allergic reactions called anaphylactic reactions are not advised to have these types of tests. These allergy sufferers may be hypersensitive to even trace amount of the allergens when they are introduced into the blood. Anaphylaxis is an allergic reaction that affects the whole body and is potentially life threatening.

After using a reliable testing method, the cause of an allergic reaction is often identified, and a physician is able to help a patient develop a treatment plan with the goal of controlling or eliminating the allergic symptoms. Those who are allergic to furry pets, pollen, and plants are prescribed mild medication or taught how to control their reactions with simple lifestyle changes, while those with food allergies learn to safely remove certain foods from their diets.

Complete the summary of the reading passage. Choose the correct letter from the box below.

Allergic reactions result from touching, breathing, or 1 certain substances called 2 Coughing or itching are two possible 3 of an allergic reaction. More serious allergic reactions may result from certain insect bites, foods, or 4 A severe allergic reaction is known as 5 It can result in loss of blood volume and heart failure. Doctors can use a variety of tests to 6 the source of an allergy. Treatment may include taking medication or 7 the substances that cause the allergic reaction.

List of words:

A-mold B-medicines C-antihistamine D-identify E-causes F-treat G-avoiding H-smelling I-anaphylaxis J-eating K-allergens L-signs

Unit 3B SHORT-ANSWER QUESTIONS.

Exercise 1: ON SHAKY GROUND

The attempt to understand, measure and predict earthquakes is by no means a modern fascination. Ancient wisdom thought earthquakes were the result of underground winds, while others blamed them fire spirits living deep underground. It was not until the mid-1800s that Robert Mallet, an Irish engineer, concluded that earthquakes were caused by the movement of plates beneath the earth's surface.

It is now scientifically accepted that earthquakes are the result of underground volcanic forces pushing just beneath the surface, building up until a sudden release of pressure causes a movement of the tectonic plates which cover the earth. These movements are known as shock waves and can be classified into two different categories: primary and secondary.

Primary waves, also called compression waves, travel upwards through the earth and through the earth's crust creating the epicentre of a volcano. They are the most powerful waves and the first to register on a seismograph. Secondary waves travel along the earth's crust moving considerably slower than compression waves as they spread the shock-wave energy from the epicentre outwards. There are three types of earthquake: tectonic, volcanic or artificial. Tectonic earthquakes are caused by movements of the earth's plates far below the surface which make up

the crust of the earth. As the plates move over a bed of molten lava, the friction they cause can result in massive shock waves, and, as a result, tectonic earthquakes are the most powerful and destructive. Volcanic earthquakes are generally much smaller and less intense and often signal the creation of a volcano. Finally, there are artificial earthquakes caused by underground atomic testing or the building of new reservoirs, although these rarely cause much damage.

Contrary to what is portrayed in many movies, the main reason for injury or death from an earthquake is being struck by falling objects. With an earthquake's ability to collapse buildings, bridges and any other artificial constructions, people in heavily built-up areas such as Tokyo are particularly vulnerable; but there are other effects. Earthquakes can trigger a number of secondary natural disasters such as flooding, fires or landslides, and the effects are just as dangerous.

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

1. Who concluded that earthquakes are the result of the movements of tectonic plates?
2. How many types of shock waves are there?
3. Which shock waves are stronger?
4. What do tectonic plates sit on?
5. What kind of earthquake is caused by subterranean experiments?

Exercise 2: DENGUE: A FEVER FROM A BITE

Unnoticed, a mosquito lands on the little girl's bare arm. The insect quickly pierces her skin and taps the bloodstream. After a few moments, the mother glances at her daughter and spots the mosquito. With a quick swat, it is gone. Is that the end of it? Maybe not. The mosquito may be gone, but its brief invasion into the child's bloodstream has left unwanted organisms that are capable of causing disease.

Within two weeks, the child experiences chills, headache, pain behind the eyes, extreme aching in her joints, and a high fever. As the illness progresses, she develops a red rash and becomes completely exhausted. She has contracted Dengue, a fever from a mosquito's bite.

What is Dengue? Dengue also called Breakbone Fever, is just one of a number of diseases that can result from a mosquitos bite. The actual cause of disease is a virus. An infected mosquito (that is, a mosquito that has previously bitten an infected human) carries the virus in its salivary glands. In the process of biting a person to get blood, it transfers the virus to the human.

There are four types of Dengue virus. Infection with one type does not provide immunity to the other three types. After one infection, if a victim is bitten by a mosquito carrying another type, the result can be Dengue Haemorrhagic Fever (DHF).

'Two Fifths of the World's Population' at Risk: According to the World Health Organisation (WHO), Dengue threatens 2.5 billion people, 'two fifths of the world's population'. *Asia week* reported: 'Over 100 tropical and sub-tropical countries have reported Dengue outbreaks, and there are tens of millions of reported cases each year, with 95% of the infected being children'.

It is unclear when Dengue was first recognised on the world scene. A report on 'knee fever' in Cairo in 1779 may actually be referring to Dengue. Since that time, Dengue has been reported worldwide.

Particularly since World War II, Dengue has had a significant impact on human health, beginning in Southeast Asia. Multiple types of the virus began to circulate, and this led to the more dangerous haemorrhagic variety. A publication produced by WHO says: The first real outbreak of haemorrhagic fever in Asia was recognised in 'Manila (in 1954. Other countries followed,) notably Thailand, Vietnam, Malaysia, and neighbouring areas. These early outbreaks in Southeast Asia had fatality rates ranging from 10 to 50 percent, but as more was learned about the disease, these

rates dropped.

*Answer the following questions. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.*

1 How long does it take for a patient to experience symptoms?

2 What is another name for Dengue?

3 Where was the first outbreak of Asian haemorrhagic fever recognised?



PART 4A: True False Not given. Yes No Not given.

Unit 4A True False Not given.

Exercise 1: THE LIFE AND WORK OF MARIE CURIE

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Skłodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings, she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1894 was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierre, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the

scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1-6:

Do the following statements agree with the information given in Reading Passage?

In boxes 1-6 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.
2. Marie became interested in science when she was a child.
3. Marie was able to attend the Sorbonne because of her sister's financial contribution.
4. Marie stopped doing research for several years when her children were born.
5. Marie took over the teaching position her husband had held.
6. Marie's sister Bronia studied the medical uses of radioactivity.

Questions 7-13:

Complete the notes below. Choose one word from the passage for each answer.

- When uranium was discovered to be radioactive, Marie Curie found that the element called 7.....had the same property.

- Marie and Pierre Curie's research into the radioactivity of the mineral known as 8..... led to the discovery of two new elements.
- In 1911, Marie Curie received recognition for her work on the element 9.....
- Marie and Irene Curie developed X-radiography which was used as a medical technique for 10.....
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of 11.....
- The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the 12 and of what was known as artificial radioactivity.
- During her research, Marie Curie was exposed to radiation and as a result, she suffered from 13.....

PRACTICE EXAM PART 1: READING PASSAGE 1

You should spend about 20 minutes on **Questions 1-13** which are based on Reading Passage 1 below.

The development of the London underground railway

In the first half of the 1800s, London's population grew at an astonishing rate, and the central area became increasingly congested. In addition, the expansion of the overground railway network resulted in more and more passengers arriving in the capital. However, in 1846, a Royal Commission decided that the railways should not be allowed to enter the City, the capital's historic and business centre. The result was that the overground railway stations formed a ring around the City. The area within consisted of poorly built, overcrowded slums and the streets were full of horse-drawn traffic. Crossing the City became a nightmare. It could take an hour and a half to travel 8 km by horse-drawn carriage or bus. Numerous schemes were proposed to resolve these problems, but few succeeded. Amongst the most vocal advocates for a solution to London's traffic problems was Charles Pearson, who worked as a solicitor for the City of London. He saw both social and economic advantages in building an underground railway that would link the overground railway stations together and clear London slums at the same time. His idea was to relocate the poor workers who lived in the inner-city slums to newly constructed suburbs, and to provide cheap rail travel for them to get to work. Pearson's ideas gained support amongst some businessmen and in 1851 he submitted a plan to Parliament. It was rejected, but coincided with a proposal from another group for an underground connecting line, which Parliament passed.

The two groups merged and established the Metropolitan Railway Company in August 1854. The company's plan was to construct an underground railway line from the Great Western Railway's (GWR) station at Paddington to the edge of the City at Farringdon Street – a distance of almost 5 km. The organisation had difficulty in raising the funding for such a radical and expensive scheme, not least because of the critical articles printed by the press. Objectors argued that the tunnels would collapse under the weight of traffic overhead, buildings would be shaken and passengers would be poisoned by the emissions from the train engines. However, Pearson and his partners persisted.

The GWR, aware that the new line would finally enable them to run trains into the heart of the City, invested almost £250,000 in the scheme. Eventually, over a five-year period, £1m was raised. The chosen route ran beneath existing main roads to minimise the expense of demolishing buildings. Originally scheduled to be completed in 21 months, the construction of the underground line took three years. It was built just below street level using a technique known as 'cut and cover'. A trench about ten metres wide and six metres deep was dug, and the sides temporarily held up with timber beams. Brick walls were then constructed, and finally a brick arch was added to create a tunnel. A two-metre-deep layer of soil was laid on top of the tunnel and the road above rebuilt.

The Metropolitan line, which opened on 10 January 1863, was the world's first underground railway. On its first day, almost 40,000 passengers were carried between Paddington and Farringdon, the journey taking about 18 minutes. By the end of the Metropolitan's first year of operation, 9.5 million journeys had been made.

Even as the Metropolitan began operation, the first extensions to the line were being authorised; these were built over the next five years, reaching Moorgate in the east to London and Hammersmith in the west. The original plan was to pull the trains with steam locomotives, using firebricks in the boilers to provide steam, but these engines were never introduced. Instead, the line used specially designed locomotives that were fitted with water tanks in which steam could be condensed. However, smoke and fumes remained a problem, even though ventilation shafts were added to the tunnels.

Despite the extension of the underground railway, by the 1880s, congestion on London's streets had become worse. The problem was partly that the existing underground lines formed a circuit around the centre of London and extended to the suburbs, but did not cross the capital's centre. The 'cut and cover' method of construction was not an option in this part of the capital. The only alternative was to tunnel deep underground.

Although the technology to create these tunnels existed, steam locomotives could not be used in such a confined space. It wasn't until the development of a reliable electric motor, and a means of transferring power from the generator to a moving train, that the world's first deep-level electric railway, the City & South London, became possible. The line opened in 1890, and ran from the City to Stockwell, south of the River Thames. The trains were made up of three carriages and driven by electric engines. The carriages were narrow and had tiny windows just below the roof because it was thought that passengers would not want to look out at the tunnel walls. The line was not without its problems, mainly caused by an unreliable power supply. Although the City & South London Railway was a great technical achievement, it did not make a profit. Then, in 1900, the Central London Railway, known as the 'Tuppenny Tube', began operation using new electric locomotives. It was very popular and soon afterwards new railways and extensions were added to the growing tube network. By 1907, the heart of today's Underground system was in place

Questions 1-6

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

The London underground railway

The problem

- The **1** [] of London increased rapidly between 1800 and 1850
- The streets were full of horse-drawn vehicles

The proposed solution

- Charles Pearson, a solicitor, suggested building an underground railway
- Building the railway would make it possible to move people to better housing in the **2** []
- A number of **3** [] agreed with Pearson's idea
- The company initially had problems getting the **4** [] needed for the project
- Negative articles about the project appeared in the **5** []

The construction

- The chosen route did not require many buildings to be pulled down
- The 'cut and cover' method was used to construct the tunnels
- With the completion of the brick arch, the tunnel was covered with **6**

Questions 7-13

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

7 Other countries had built underground railways before the Metropolitan line opened.

TRUE

FALSE

NOT GIVEN

8 More people than predicted travelled on the Metropolitan line on the first day.

TRUE

FALSE

NOT GIVEN

9 The use of ventilation shafts failed to prevent pollution in the tunnels.

TRUE

FALSE

NOT GIVEN

10 A different approach from the 'cut and cover' technique was required in London's central area.

TRUE

FALSE

NOT GIVEN

11 The windows on City & South London trains were at eye level.

TRUE

FALSE

NOT GIVEN

12 The City & South London Railway was a financial success.

TRUE

FALSE

NOT GIVEN

13 Trains on the 'Tuppenny Tube' nearly always ran on time.

TRUE

FALSE

NOT GIVEN

GENERAL-TRAINING SECTION 1**Questions 1–14**

Read the text below and answer Questions 1–8.

EMERGENCY PROCEDURES

Revised July 2011

This applies to all persons on the school campus

In cases of emergency (e.g. fire), find the nearest teacher who will:
send a messenger at full speed to the Office OR inform the Office via phone ext. 99.

PROCEDURE FOR EVACUATION

1. Warning of an emergency evacuation will be marked by a number of short bell rings. (In the event of a power failure, this may be a hand-held bell or siren.)
2. All class work will cease immediately.
3. Students will leave their bags, books and other possessions where they are.
4. Teachers will take the class rolls.
5. Classes will vacate the premises using the nearest staircase. If these stairs are inaccessible, use the nearest alternative staircase. Do not use the lifts. Do not run.
6. Each class, under the teacher's supervision, will move in a brisk, orderly fashion to the paved quadrangle area adjacent to the car park.
7. All support staff will do the same.
8. The Marshalling Supervisor, Ms. Randall, will be wearing a red cap and she will be waiting there with the master timetable and staff list in her possession.
9. Students assemble in the quad with their teacher at the time of evacuation. The teacher will do a head count and check the roll.
10. Each teacher sends a student to the Supervisor to report whether all students have been accounted for. After checking, students will sit down (in the event of rain or wet pavement they may remain standing).
11. The Supervisor will inform the Office when all staff and students have been accounted for.
12. All students, teaching staff and support personnel remain in the evacuation area until the All Clear signal is given.
13. The All Clear will be a long bell ring or three blasts on the siren.
14. Students will return to class in an orderly manner under teacher guidance.
15. In the event of an emergency occurring during lunch or breaks, students are to assemble in their home-room groups in the quad and await their home-room teacher.

Questions 1 - 8

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 1–8 on your answer sheet.

1. In an emergency, a teacher will either phone the office or
2. The signal for evacuation will normally be several
3. If possible, students should leave the building by the
4. They then walk quickly to the
5. will join the teachers and students in the quad.
7. Each class teacher will count up his or her students and mark
8. After the....., everyone may return to class.
9. If there is an emergency at lunchtime, students gather in the quad in..... and wait for their teacher.

Read the texts below and answer Questions 9–14.

**Community Education
SHORT COURSES: BUSINESS**

Business Basics

Gain foundation knowledge for employment in an accounts position with bookkeeping and business basics through to intermediate level; suitable for anyone requiring knowledge from the ground up.

Code B/ED011

16th or 24th April 9am–4pm

Cost \$420

Bookkeeping

This course will provide students with a comprehensive understanding of bookkeeping and a great deal of hands-on experience.

Code B/ED020

19th April 9am–2.30pm (one session only so advance bookings essential)

Cost \$250

New Enterprise Module

Understand company structures, tax rates, deductions, employer obligations, profit and loss statements, GST and budgeting for tax.

Code B/ED030

15th or 27th May 6pm–9pm

Cost \$105

Social Networking – the Latest Marketing Tool

This broad overview gives you the opportunity to analyse what web technologies are available and how they can benefit your organisation.

Code B/ED033

1st or 8th or 15th June 6pm–9pm

Cost \$95

Communication

Take the fear out of talking to large gatherings of people. Gain the public-speaking experience that will empower you with better communication skills and confidence.

Code B/ED401

12th or 13th or 14th July 6pm–9pm

Cost \$90

Questions 9–14

Do the following statements agree with the information given in the text?

In boxes 9–14 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

9. Business Basics is appropriate for beginners. _____

10. Bookkeeping has no practical component. _____

11. Bookkeeping is intended for advanced students only. _____

12. The New Enterprise Module can help your business become more profitable. _____

13. Social Networking focuses on a specific website to help your business succeed. _____

14. The Communication class involves speaking in front of an audience. _____

GENERAL-TRAINING SECTION 2

Read the text below and answer Questions 15-20.

SHOULD YOU PAY SOMEONE TO WRITE YOUR CV?

In my view, the belief that the individual is the best person to write their own CV is not always true. Although many people can write their own CVs, and do it well, others struggle with a variety of problems initially, such as not knowing how to structure a CV or how to highlight their most relevant strengths.

Through in-depth consultation, a professional CV writer can help identify exactly what is necessary for a particular role, cut out unnecessary or irrelevant details, and pinpoint what makes the individual stand out. This level of objectivity is one of the major benefits of working with a professional writer. It's often difficult to stand back from your own career history to assess what's relevant or not, or to choose the most appropriate qualities.

If you do choose to work with a professional CV writer, here are some tips:

Ask for a CV writer who has experience in your sector. HR professionals and recruiters with relevant experience can also have valuable insights into what companies are looking for.

Look for someone who's prepared to take the time to find out your core qualities, who can choose exactly the right words for maximum impact and who understands what and where to edit. Ask to see samples of their work or use personal recommendations before you choose a CV writing service.

You'll probably need to answer an in-depth email questionnaire or be interviewed before any writing actually starts. The more you can give your CV writer to work with, the better, so the promise of a quick turnaround time isn't always going to result in the best possible CV. Take the time to think about and jot down your career aims, your past successes, and the value you bring, before you start the whole process. Your CV will probably be used as a springboard for questions at interview, so you need to make sure you feel happy with the way it's being written and with the choice of words. Being involved in the writing process means your CV sounds authentic.

Questions 15-20

*Complete the sentences below. Choose **ONE WORD ONLY** for each answer. Write your answers in boxes 15-20 on your answer sheet.*

15. Some jobseekers have difficulty with their CV because they have not learnt which qualities they should.....
16. Professional CV writers know which... are best left out of the CV.
17. CV writers with knowledge of a particular field of work often provide useful..... about the skills firms expect from job applicants.
18. It is advisable to request... of what a professional CV writer has previously produced.
19. Professional CV writers often ask jobseekers to work through a as a first step.
20. If the jobseeker assists the professional writer, the tone of the CV will be.....

Read the text below and answer Questions 21-25.

RUNNING A MEETING

If you're running a meeting for the first time, here are a few tips to help you

Prior to the meeting, think about the seating and arrange it in an appropriate way. A circle can work well for informal meetings, but sometimes the furniture cannot be re-arranged or rows are more suitable. Consider the participants and decide what is best. Before people arrive, it's a good idea to designate someone to stand at the entrance and greet everyone.

If the meeting is small, start by requesting everyone to introduce themselves and to give a bit of relevant information in addition to their name. This may be what they do or why they are there. For all meetings, you need to introduce the chairperson. i.e., yourself, and any other outside speakers you have invited.

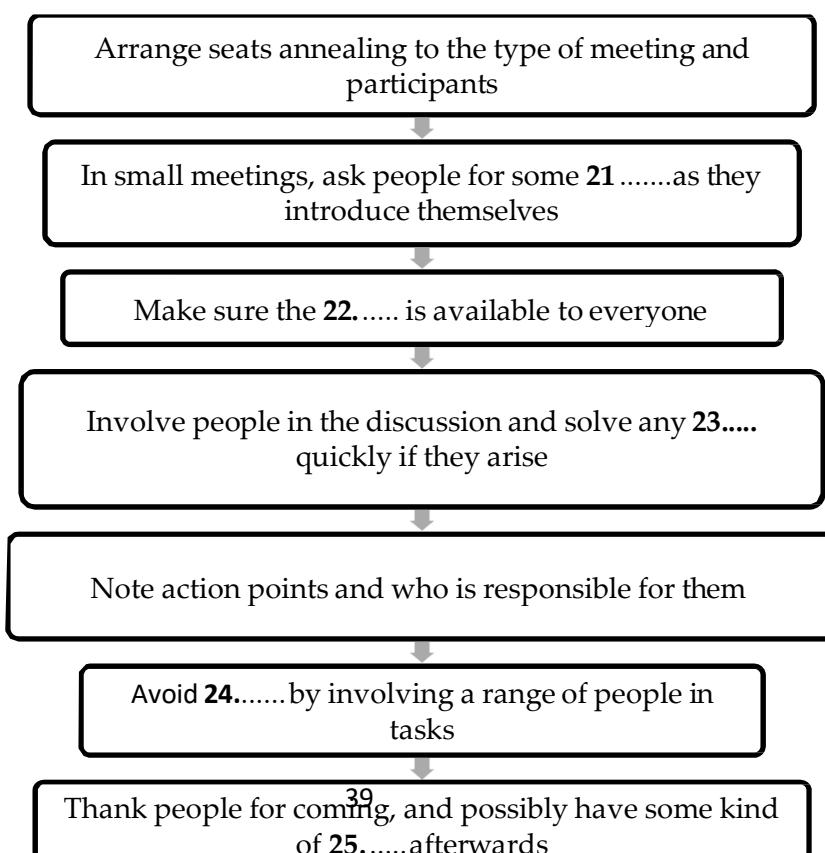
Next, make sure everyone can see the agenda or has a copy of it. Briefly run through the items then take one point at a time, and make sure the group doesn't stray from that point until it has been dealt with. Encourage participation at all times so that attendees can contribute but don't let everyone talk at the same time. Try to keep discussions positive, but don't ignore conflicts — find a solution for them and make sure they are resolved before they grow.

Summarise points regularly and make clear action points. Write these down and don't forget to note who's doing what, and by when. Encourage everyone to feel able to volunteer for tasks and roles. It can help if the more experienced members of the group offer to share skills and knowledge, but don't let the same people take on all the work as this can lead to tension within the group.

At the end, remember to thank everyone for turning up and contributing. It can be nice to follow the meeting with a social activity like sharing a meal or going to a café.

Questions 21-25

Complete the flow chart below. Choose **NO MORE THAN TWO WORDS** for each answer. Write your answers in boxes 21-25 on your answer sheet.



Unit 4B YES, NO NOT GIVEN QUESTIONS

Exercise 1: Read the statement 1-3 given below. Answer which are facts and which are opinions.

1. Frankfurt International airport serves the most international destinations. _____
2. Thai Airways has the best airport services. _____
3. Thai Airways has won a prize for the 'Best Airport Services'. _____

Exercise 2: Answer whether the statements given by the author below are Yes or No

Since then, controls on outbound travel have been relaxed further, partly through the simplification of private passport and visa applications, which has helped the demand for independent travel, particularly among young people.

Example: Controls on outbound travel were already relaxed in the past. **YES** ("further")

1. Young people are the only group that want to travel independently. _____
2. There is more than one way in which controls on outbound travel have been relaxed. _____
3. The relaxation of the controls on outbound travel is only one of the reasons why the demand for independent travel has increased. _____

Exercise 3: Decide whether the statements 1-5 are Yes or No

1. The reasons why the Chinese visited last year were, in order of importance, tourism, business and social reasons. _____
2. Three reasons for visiting are Britain's historic buildings, shopping and Premier League football.

3. The Chinese like luxury goods. _____
4. Burberry, Gucci, Louis Vuitton and malt whisky are not basic items. _____
5. People can buy luxury items in China at lower prices than in Britain. _____

Last year's visitors from China were split fairly evenly between holidaymakers, businessmen and people visiting friends and relatives. Britain's historic buildings and shopping are among the biggest attractions for holidaymakers, although the VisitBritain report highlights strong interest in Premier League football.

London's shopping emporia satisfy the Chinese appetite for luxury goods such as Burberry, Gucci and Louis Vuitton fashion items and malt whisky. Import tariffs and taxes mean that such goods are 30 per cent cheaper than the equivalent items in China — and they are less likely to be fakes.

Other big factors in the rising tide of Chinese visitors are the increasing ease and cheapness of travel, as new airports increase flight capacity, and the wider introduction by employers of paid leave and the easing of rules on taking money out of the country. In 2005, the UK was granted approved destination status, which opened up the market to groups on trips booked through licensed travel agents.

Exercise 4: Decide whether the statements 1-5 are Yes or Not Given

1. Chinese women do not travel for business. ____
2. Chinese travellers visit Buckingham Palace and the Tower of London. ____
3. Whiskies are cheaper in Britain than in China. ____
4. It is cheaper and easier for the Chinese to travel than in the past. ____
5. There are more airports than in the past. ____
6. More Chinese people can now travel because they are paid while on holiday. ____

Exercise 5: Read the sentences 1-5. Then read the statements a-c and write

YES if the statement agrees with views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if there is no information on this

1. One traveller in five is avoiding travel agents and buying holidays from home.
 - a Twenty per cent of people are staying at home rather than booking a holiday through a travel agent. _
 - b Twenty per cent of travellers have had bad experiences with travel agents. ____
 - c Twenty per cent of travellers are booking their holidays directly, without help from travel professionals. ____
2. Holiday companies say that customers are becoming more confident about booking packages by phone or over the Internet.
 - a Travel agents have noticed that their customers are more confident than they used to be. ____
 - b Travel agencies have noticed that people now feel more able to book their holidays online or by phone. ____
 - c More holidays are booked by phone or over the Internet than by travel agents. ____
3. This puts increasing pressure on Britain's estimated 9,000 agents, which have already been suffering from competition from low-cost airlines.
 - a The British travel industry has had some setbacks. ____
 - b Travel agents do not understand that competition can be positive. ____
 - c After competition from low-cost airlines, business is now getting better for travel agents. ____
4. The sales and marketing director of the Cosmos company said that travel agents will have to be faster on their feet and closer to their customers to survive.
 - a The sales and marketing director thinks that travel agents have always been slow to react. ____
 - b The sales and marketing director thinks that travel agents are at risk of having to close. ____
 - c The sales and marketing director thinks that travel agents react quickly to customers' needs ____

5. He added that in five years there will probably be a third fewer travel agents than now.

a He said that there may be some more travel agencies in the future. ____

b Five years from now, there are likely to be two thirds of the amount of travel agents there are now. ____

c In the next decade a lot of travel agencies will go bankrupt. ____

HOMEWORK: Give yourself ONLY 10 min to answer the questions. Put the number of correct answers / 6

Read the following passage. Do the statements agree with the views of the writer? Write:

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if there is no information on this

1. The route between Papa Westray and Westray is officially the shortest scheduled domestic flight in the world. ____

2. There is more than a mile between Papa Westray and Westray. ____

3. Loganair does not charge to fly Westray Junior High pupils to school. ____

4. Pupils from Papa Westray and from Westray go to Orkney to study for their Highers. ____

5. The airline claims that the flight is useful for tourists as well as residents. ____

6. Music, art, craft, physical education and home economics are rarely taught on the islands.

Some children moan about having to get a bus to school. Six teenagers on a remote Scottish island, however, have the rather more exciting prospect of going to school by plane on what is believed to be the world's shortest domestic flight.

The journey from Papa Westray to Westray in the Orkney Islands takes 96 seconds, covering a distance of just over a mile. With a tail wind, it can take as little as 47 seconds.

Normally the teenagers go by ferry but when the vessel was taken out of service for refurbishment, Loganair, an airline company, stepped in and offered to fly them to Westray Junior High.

Six students, all aged 13-14. will be flown to and from school until the end of the year when the ferry, the Golden Mariana. is scheduled to return, Loganair said.

Papa Westray has a population of 70 and no secondary school. Westray, home to more than 600 residents, has about 70 pupils enrolled at the junior high and nine full-time teachers. The school provides education to Standard Grade level. The six teenagers from Papa Westray take the flight every Tuesday morning, stay with host families for two nights and then catch a return flight on Thursday after school. Pupils from either island choosing to study for their Highers* must travel to Kirkwall, the capital of Orkney.

Loganair, which operates the eight-seater service in an Islander plane, has changed its schedule to ensure that the children get to school on time. The company said that the flight was the shortest in the world and with favourable tail winds could be over in less than a minute. The distance is shorter than the length of the main runway at Edinburgh Airport.

Jonathan Hinkles, the commercial director of the airline, said: 'While it is a popular tourist route for many visitors to Scotland, it is also a vital lifeline for those residents who live, work or do business in the Orkneys and it will make all the difference to ensuring that those children who live on Papa Westray can continue their schooling throughout the winter months.'

Willie McEwen, acting head teacher at Westray Junior High, said: 'We're delighted that Loganair has come forward with this solution. Our children will enjoy the flying especially as, at this time of the year, it can be quite rough on the boat. This kind of flexibility is an essential part of island life and the youngsters take it all in their stride.'

The Islander air service, which carries around 20,000 passengers each year, is critical for local residents during the winter months. It delivers food, mail and newspapers, and provides a lifeline between the islands and Kirkwall on mainland Orkney.

In addition, Loganair regularly carries visiting teachers out to the islands to lead lessons in subjects including music, art, craft, physical education and home economics.

The Guinness World Records said that it did not recognise the world's shortest scheduled domestic flight. "The category is currently under research," a spokesman said.

Glossary: *Highers: national school-leaving exams in Scotland*

PART 5: MATCHING. WORKING WITH PARAGRAPHS.

Aims: Selecting the most suitable headings for the paragraphs. Paragraphs Structure.

Subsidiary aims: Looking for the main idea of the paragraph.



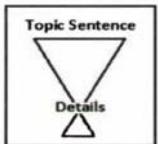
UNIT 5A BE FAMILIAR WITH PARAGRAPHS STRUCTURE. MATCHING HEADINGS.

List of headings

- i How it affects us
- ii A global problem
- iii Recent changes in Europe
- iv Artificial causes of acid rain
- v Metals in acid rain
- vi International reactions
- vii The indirect dangers
- viii First signs
- ix Acid rain in Asia
- x Effects of the natural environment

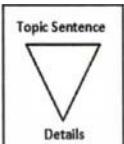
Each body paragraph contains a topic sentence that tells readers what the paragraph is going to be about.

Topic Sentence at the Beginning of the Paragraph



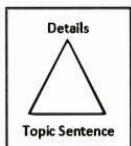
Throwing a clay pot, the age old art of making pottery on a wheal, is a process that requires many steps. Assuming the potter does not have to make his own clay, the first step toward the finished product is wedging the clay. Here, the potter kneads the clay to prepare it for throwing. Wedging cannot be rushed. A minimum of fifty turns is required to rid the clay of air pockets and align its molecules. Once wedged and formed into a ball, the clay is thrown onto the center of a potter's wheel. Now the material must be centered. Centering not only takes strength but time as well. The clay must be coerced into a perfectly symmetrical shape, dead center on the spinning wheel. To proceed with poorly centered clay is to court certain disaster in the form of tilting, uneven pots, or worse, the total collapse of the piece. When correctly centered, the clay is ready to be opened. To do this, the potter finds the center of the clay and slowly sinks a rigid finger into the still-spinning clay. Only now can the clay be shaped. With a steady but gentle hand, the potter pulls up the sides of the pot until the desired height is reached. Now the shaping is completed and the pot is ready to be dried, fired, and glazed. **Thus, even though a clay pot may appear simple to make, fashioning one by hand is a long and sometimes tedious process.**

Topic Sentence at the Beginning of the Paragraph



Constructing a wedding cake is a complicated process. Before any baking takes place, the size of the cake and the decorative design to be used must be determined. Then the layers are baked. On a large cake the bottom layers may be as much as sixteen inches in diameter. Because of their size, these Myers must be baked one at a time, a process which may actually take an entire day. Once the layers are cooled, same-size pairs are matched and frosted. Since large wedding cakes are surprisingly heavy, half-inch dowel rods must be measured, cut, and carefully driven into the bottom layers. These wooden posts provide hidden support for the weighty upper layers. When all the layers are set in place, flowers, garlands and leaves of frosting are added. These delicate touches individualize the wedding cake and transform it from merely a cake into a culinary work of art.

Topic Sentence at the End of the Paragraph



People do it every day. They log on to their favourite website and browse for hours, 1 checking out bargains. They dump every possible wish into their shopping carts, knowing they can cast each one aside before they finalise their purchases. On the way, they may enter a sweepstakes in the hopes of winning a trip to Cabo San Lucas, or maybe even a new SUV. And then, when they have decided on their purchases, they enter private information without giving it a thought. With a keystroke, they release their personal data into what may or may not be a secure zone. **Despite what much of the public believes, Internet shopping is not safe.**

Topic:
FAMILY UNITS

Exercise 1: Understand the structure of the paragraphs a-c and answer the questions:

Paragraph a

Almost half of all grandparents lose all contact with their grandchildren after a separation or divorce, according to a new report. It found that forty-two per cent never see their grandchildren again after the break-up. Even more - sixty-seven per cent - are prevented from providing any sort of childcare or taking their grandchildren on outings, even when they had done so regularly in the past.

1. Which sentence is the topic sentence, the one that summarises the main ideals' in the paragraph?
2. Does the paragraph as a whole become more specific or more general?
3. The second sentence mentions '*the break-up*'. What does this refer to, and why is '*the*' used, and not '*a*'?

Paragraph b

The value of grandparents to children should not be underestimated. The report shows the need for the government to address the importance of grandparents in future policy and legislation. It also demonstrates the need to amend the Children Act 1989 to remove the obstacle that requires the biological family to ask permission prior to making an application to the court for contact. Especially when a family is going through difficulties, it is important that the children can turn to someone who is not directly involved and is calm and relaxed, and that person is often a grandparent.

4. The paragraph says '*The value of grandparents to children should not be underestimated*'. Is this the same as saying that the value of grandparents to children is very important?
5. Which sentence expresses a similar idea to the first sentence, but with more detail?
6. Which sentence is the topic sentence?

Paragraph c

To have a society that is family-friendly, anti-discrimination laws will need to be introduced. Parenting would become a school subject, staircases would be rebuilt so that buggies and prams could access any building and advertising for sweets and non-educational toys would be forbidden. Companies would be forced to only employ people who can travel to work in less than forty minutes and there would also be a thirty-five-hour working week and more holidays. In a world like this, there would be less divorce and crime, but we would be earning and producing less.

7. Identify the introduction, the main body, and the conclusion of this paragraph.
8. Which of these three parts gives you the most important information?
9. The first sentence mentions a society that is '*family-friendly*'. You may know words like '*environmentally friendly*', '*child-friendly*' and '*eco-friendly*'. What does '*friendly*' mean in this context?

Which paragraph a-c:

1. states cause and effect?
2. develops an argument?
3. gives information/a description?

Exercise 2: The passage given below has five sections, a-e. Choose the correct heading from the list of numbered headings with Latin numbers.

List of headings

- | | |
|--|--------------------------------------|
| i New families: beneficial or harmful? | vi Families: then and now |
| ii The government reaction | vii The first criticisms of 'family' |
| iii The typical western family | viii The 'happy family' model |
| iv Political families | ix The function of families |
| v The disappearance of the traditional model | |

Section a

The family has often been regarded as the cornerstone of society. In premodern and modern societies alike it has been seen as the most basic unit of social organization and one which carries out vital tasks, such as socializing children.

Section b

Until the 1960s few sociologists questioned the importance or the benefits of family life. Most sociologists assumed that family life was evolving as modernity progressed, and that the changes involved made the family better suited to meeting the needs of society and of family members. A particular type of family, the nuclear family [based around a two-generation household of parents and their children], was seen as well adapted to the demands of modern societies.

Section c

From the 1960s, an increasing number of critical thinkers began to question the assumption that the family was necessarily a beneficial institution. Feminists, Marxists and critical psychologists began to highlight what they saw as some of the negative effects and the 'dark side' of family life. In the following decades the family was not just under attack from academic writers. Social changes also seemed to be undermining traditional families. Rising divorce rates, cohabitation before marriage, increasing numbers of single-parent families and single-person households, and other trends all suggested that individuals were basing their lives less and less around conventional families.

Section d

Some have seen these changes as a symptom of greater individualism within modern societies. They have welcomed what appears to be an increasing range of choice for individuals. People no longer have to base their lives around what may be outmoded and, for many, unsuitable conventional family structures. Others, however, have complained about the changes and worried about their effect on society. Such changes are seen as both a symptom and a cause of instability and insecurity in people's lives and in society as a whole. This view has been held by traditionalists who want a return to the ideal of the nuclear family. For them, many of society's problems are a result of increased family instability.

Section e

Alongside these developments in society and sociology, family life has become a topic of political debate. Politicians have become somewhat more willing to comment on families. Sometimes they have devised policies to try to deal with perceived problems surrounding the family. In short, the family has come to be seen as more problematic than it was in the past. The controversies that have come to surround families and households are the subject of this chapter.

Section a _____

Section d _____

Section b _____

Section e _____

Section c _____

Exercise 3: EUROPEAN TRANSPORT SYSTEMS 1990-2010

List of headings	
i A fresh and important long-term goal	1. Paragraph A
ii Charging for roads and improving other transport methods	2. Paragraph B
iii Changes affecting the distances goods may be transported	3. Paragraph C
iv Taking all the steps necessary to change transport patterns	4. Paragraph D
v The environmental costs of road transport	5. Paragraph E
vi The escalating cost of rail transport	6. Paragraph G
vii The need to achieve transport rebalance	7. Paragraph H
viii The rapid growth of private transport	8. Paragraph I
ix Plans to develop major road networks	
x Restricting road use through charging policies alone	
xi Transport trends in countries awaiting EU admission	

A It is difficult to conceive of vigorous economic growth without an efficient transport system. Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase. There are two key factors behind this trend. For passenger transport, the determining factor is the spectacular growth in car use. The number of cars on European Union (EU) roads saw an increase of three million cars each year from 1990 to 2010, and in the next decade the EU will see a further substantial increase in its fleet.

B As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of production. In the last 20 years, as internal frontiers have been abolished, the EU has moved from a 'stock' economy to a 'flow' economy. This phenomenon has been emphasised by the relocation of some industries, particularly those which are labor-intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometres away from the final assembly plant or away from users.

C The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic. In 1998, some of these countries already exported more than twice their 1990 volumes and imported more than five times their 1990 volumes. And although many candidate countries inherited a transport system which encourages rail, the distribution between modes has tipped sharply in favour of road transport since the 1990s. Between 1990 and 1998, road haulage increased by 19.4%, while during the same period rail haulage decreased by 43.5%, although - and this could benefit the enlarged EU - it is still on average at a much higher level than in existing member states.

D However, a new imperative-sustainable development - offers an opportunity for adapting the EU's common transport policy. This objective, agreed by the Gothenburg European Council, has to be achieved by integrating environmental considerations into Community policies, and shifting the balance between modes of transport lies at the heart of its strategy. The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards sustainable transport system which will ideally be in place in 30 years' time, that is by 2040.

E In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO2 the leading greenhouse gas. According to the latest estimates, if nothing is done to reverse the traffic growth trend, CO2 emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020. compared with the 739 billion tonnes recorded in 1990. Once again, road transport is the main culprit since it alone accounts for 84% of the CO2 emissions attributable

to transport. Using alternative fuels and improving energy efficiency is thus both an ecological necessity and a technological challenge.

F At the same time greater efforts must be made to achieve a modal shift. Such a change cannot be achieved overnight, all the less so after over half a century of constant deterioration in favour of road. This has reached such a pitch that today rail freight services are facing marginalisation, with just 8% of market share, and with international goods trains struggling along at an average speed of 18km/h. Three possible options have emerged.

G The first approach would consist of focusing on road transport solely through pricing. This option would not be accompanied by complementary measures in the other modes of transport. In the short term it might curb the growth in road transport through the better loading ratio of goods vehicles and occupancy rates of passenger vehicles expected as a result of the increase in the price of transport. However, the lack of measures available to revitalise other modes of transport would make it impossible for more sustainable modes of transport to take up the baton.

H The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficiency of the other modes (better quality of services, logistics, technology). However, this approach does not include investment in new infrastructure, nor does it guarantee better regional cohesion. It could help to achieve greater uncoupling than the first approach, but road transport would keep the lion's share of the market and continue to concentrate on saturated arteries, despite being the most polluting of the modes. It is therefore not enough to guarantee the necessary shift of the balance.

I The third approach, which is not new, comprises a series of measures ranging from pricing to revitalising alternative modes of transport and targeting investment in the trans-European network. This integrated approach would allow the market shares of the other modes to return to their 1998 levels and thus make a shift of balance. It is far more ambitious than it looks, bearing in mind the historical imbalance in favour of roads for the last fifty years, but would achieve a marked break in the link between road transport growth and economic growth, without placing restrictions on the mobility of people and goods.

HOMEWORK: Give yourself ONLY 10 min and put the number of the correct answers ____/ 5:

This reading passage has 5 sections, A-E

Choose the correct heading for sections A-E from the list of numbered headings below.

Write the correct number i-viii next to sections A-E.

List of headings

- i The science of marriage
- ii The importance of honest communication
- iii The power of thought
- iv The likelihood of marrying again
- v Technological advances
- vi The benefits of avoiding arguments
- vii The real predictor for a lasting marriage
- viii The consequences of early dissatisfaction

Section A

Marriage is a much-researched topic, and the way married couples communicate in particular has been the subject of many studies. These days, research into marriage often involves hours of recordings, followed by a thorough analysis of data with the help of modern software

applications.

Section B

One such study analysed five years' worth of data, obtained from 750 participating couples. At the start of the study, participants who felt they were in a harmonious relationship reported having happy marriages. In other words, low levels of conflict corresponded to a perceived higher degree of happiness. At the end of the five-year period, however, many of these couples had separated or had started divorce proceedings. The outcome of this study suggests that keeping the peace rather than talking about problems and working through them can have harmful effects on a relationship.

Section C

In a more recent, larger scale study, people were observed over a fifteen-year period. The researchers recorded the timings of marriages, divorces and remarriages and discovered patterns that helped them estimate how likely divorce was. If participants admitted the possibility of divorce to themselves during the first year of the study, the probability of it actually happening was ten times greater than for those couples who had not thought about it at all. Clearly, once the idea of divorce is in somebody's mind, they are more likely to act on it.

Section D

Yet another piece of research confirms that the way men and women feel at the beginning of their marriage makes a difference to its eventual outcome. Those who feel disappointed, perhaps because marriage itself is different from their expectations, or because their lifestyle is not what they had envisaged, are more likely to divorce.

Section E

Having said that, relationships are complex and their development is the result of many different influences. The end of a marriage is unlikely to be brought about by one particular factor, and is more probably the result of a combination of small incidents that add up over time. It is also worth bearing in mind that in most countries it is the minority of marriages that fail. No one can truthfully claim that their marriage is happy or perfect all the time, but the fact remains that most married people stay together for life. The secret of a happy marriage, it seems, lies where most people have always thought it does: in the effort made on a daily basis by both partners to treat each other with consideration and courtesy, and to cheerfully accept each other's faults as well as their good qualities.

Section a _____

Section d _____

Section b _____

Section e _____

Section c _____

PRACTICE EXAM PART 4: Using the strategies you have learnt do Part 3 and calculate your score out of: ___ / 13

READING PASSAGE 2

You should spend about 10 minutes on Questions 14-26.

The reading passage below has eight paragraphs, A-N. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i-xi in boxes 14-20 on your answer sheet.

List of headings	Example: Paragraph A	Answer vi
i Atmospheric impacts	Paragraph B	_____
ii Ideal forestry management example	Paragraph C	_____
iii No trees, less people	Paragraph D	_____
iv Good uses for wood	Paragraph E	_____
v Looking after the forests	Paragraph F	_____
vi Numbers of lost trees	Paragraph G	_____
vii Wasted water	Paragraph H	_____
viii Replanting forests		
ix Happy trees		
x Rood risks		
xi Poorer nations at higher risk		

THE EFFECTS OF DEFORESTATION

- A. Every year it is estimated that roughly 5.2 million hectares (52.000 km²) of forest is lost worldwide. That is a net figure, meaning it represents the area of forest not replaced. To put this size in context, that is an area of land the size of Croatia lost every single year. There are a wide range of negative effects from deforestation that range from the smallest biological processes right up to the health of our planet as a whole. On a human level, millions of lives are affected every year by flooding and landslides that often result from deforestation.
- B. There are 5 million people living in areas deemed at risk of flooding in England and Wales. Global warming, in part worsened by deforestation, is responsible for higher rainfalls in Britain in recent decades. Although it can be argued that demand for cheap housing has meant more houses are being built in at-risk areas, the extent of the flooding is increasing. The presence of forests and trees along streams and rivers acts like a net. The trees catch and store water, but also hold soil together, preventing erosion. By removing the trees, land is more easily eroded increasing the risk of landslides and also, after precipitation, less water is intercepted when trees are absent and so more enters rivers, increasing the risk of flooding.
- C. It is well documented that forests are essential to the atmospheric balance of our planet, and therefore our own wellbeing too. Scientists agree unequivocally that global warming is a real and serious threat to our planet. Deforestation releases 15% of all greenhouse gas emissions. One third of the carbon dioxide emissions created by human activity come from deforestation around the globe.
- D. In his book *Collapse*, about the disappearance of various ancient civilisations, writer Jared Diamond theorises about the decline of the natives of Easter Island. European missionaries first arrived on the island in 1722. Research suggested that the island, whose population was in the region of two to three thousand at the time, had once been much higher at fifteen thousand people. This small native population survived on the island despite there being no trees at all. Archaeological digs uncovered evidence of trees once flourishing on the island. The uncontrolled deforestation not only led to the eradication of all such natural resources from the island, but also greatly impacted the number of people the island could sustain. This underlines the importance of forest management, not only for useful building materials, but also food as well.

- E. Forestry management is important to make sure that stocks are not depleted and that whatever is cut down is replaced. Without sustainable development of forests the levels of deforestation are only going to worsen as the global population continues to rise, creating higher demand for the products of forests. Just as important though is consumer awareness. Simple changes in consumer activity can make a huge difference. These changes in behaviour include, but are not limited to. recycling all recyclable material; buying recycled products and looking for the FSC sustainably sourced forest products logo on any wood or paper products.
- F. Japan is often used as a model of exemplary forest management. During the Edo period between 1603 and 1868 drastic action was taken to reverse the country's serious exploitative deforestation problem. Whilst the solution was quite complex, one key aspect of its success was the encouragement of cooperation between villagers. This process of collaboration and reeducation of the population saved Japan's forests. According to the World Bank 68.5% of Japanese land area is covered by forest, making it one of the best performing economically developed nations in this regard.
- G. There is of course a negative impact of Japan's forest management. There is still a high demand for wood products in the country, and the majority of these resources are simply imported from other, poorer nations. Indonesia is a prime example of a country that has lost large swaths of its forest cover due to foreign demand from countries like Japan. This is in addition to other issues such as poor domestic forest management, weaker laws and local corruption. Located around the Equator, Indonesia has an ideal climate for rainforest. Sadly much of this natural resource is lost every year. Forest cover is now down to less than 51% from 65.4% in 1990. This alone is proof that more needs to be done globally to manage forests.
- H. China is leading the way in recent years for replenishing their forests. The Chinese government began the Three-North Shelter Forest Program in 1978, with aims to complete the planting of a green wall, measuring 2,800 miles in length by its completion in 2050. Of course this program is in many ways forced by nature itself; the expansion of the Gobi Desert threatened to destroy thousands of square miles of grassland annually through desertification. This is a process often exacerbated by deforestation in the first place, and so represents an attempt to buck the trend. Forested land in China rose from 17% to 22% from 1990 to 2015 making China one of the few developing nations to reverse the negative trend.

GLOSSARY

exemplary: serving as a perfect example *exacerbate*: make worse

Questions 21-26

Complete the summary below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 21-26 on your answer sheet.

The effects of deforestation are widespread and various. Some examples include flooding at a local scale to the wider effects of global warming on a worldwide scale. In Britain, for example 21..... people live in areas at risk of flooding. This risk is increased by deforestation. Trees catch and 22..... water lowering the chance of flooding. By removing trees land erosion is also higher, increasing the chance of 23..... Deforestation also affects global warming by contributing 15% of the 24..... of greenhouse gasses. To make sure that the cutting down of trees is done in a sustainable way, good forestry 25..... is important. In most countries more trees are cut down every year than planted. One country that is reversing this trend is China, making it one of the

few nations to 26..... the more common negative trend.

PART 6: MATCHING. CLASSIFICATION QUESTIONS.



Unit 6A Classification questions.

Aims: Understanding which category some statements or features belong to.

Subsidiary aims: Predicting answers. Understanding locators.

Exercise 1: RESEARCH USING TWINS

To biomedical researchers all over the world, twins offer a precious opportunity to untangle the influence of genes and the environment – of nature and nurture. Because identical twins come from a single fertilized egg that splits into two, they share virtually the same genetic code. Any differences between them -one twin having younger looking skin, for example – must be due to environmental factors such as less time spent in the sun.

Alternatively, by comparing the experiences of identical twins with those of fraternal twins, who come from separate eggs and share on average half their DNA, researchers can quantify the extent to which our genes affect our lives. If identical twins are more similar to each other with respect to an ailment than fraternal twins are, then vulnerability to the disease must be rooted at least in part in heredity.

These two lines of research – studying the differences between identical twins to pinpoint the influence of environment, and comparing identical twins with fraternal ones to measure the role of inheritance – have been crucial to understanding the interplay of nature and nurture in determining our personalities, behavior, and vulnerability to disease.

The idea of using twins to measure the influence of heredity dates back to 1875, when the English scientist Francis Galton first suggested the approach (and coined the phrase ‘nature and nurture’). But twin studies took a surprising twist in the 1980s, with the arrival of studies into identical twins who had been separated at birth and reunited as adults. Over two decades 137 sets of twins eventually visited Thomas Bouchard’s lab in what became known as the Minnesota Study of Twins Reared Apart. Numerous tests were carried out on the twins, and they were each asked more than 15,000 questions. Bouchard and his colleagues used this mountain of data to identify how far twins were affected by their genetic makeup. The key to their approach was a statistical concept called heritability. in broad terms, the heritability of a trait measures the extent to which differences among members of a population can be explained by differences in their genetics. And wherever Bouchard and other scientists looked, it seemed, they found the invisible hand of genetic influence helping to shape our lives.

Lately, however, twin studies have helped lead scientists to a radical new conclusion: that nature and nurture are not the only elemental forces at work. According to a recent field called epigenetics, there is a third factor also in play, one that in some cases serves as a bridge between the environment and our genes, and in others operates on its own to shape who we are.

Epigenetic processes are chemical reactions tied to neither nature nor nurture but representing what researchers have called a ‘third component’. These reactions influence how our genetic code is expressed: how each gene is strengthened or weakened, even turned on or off, to build our bones, brains and all the other parts of our bodies.

If you think of our DNA as an immense piano keyboard and our genes as the keys – each key symbolizing a segment of DNA responsible for a particular note, or trait, and all the keys combining to make us who we are – then epigenetic processes determine when and how each key can be struck, changing the tune being played.

One way the study of epigenetics is revolutionizing our understanding of biology is by revealing a

mechanism by which the environment directly impacts on genes. Studies of animals, for example, have shown that when a rat experiences stress during pregnancy, it can cause epigenetic changes in a fetus that lead to behavioral problems as the rodent grows up. Other epigenetic processes appear to occur randomly, while others are normal, such as those that guide embryonic cells as they become heart, brain, or liver cells, for example.

Geneticist Danielle Reed has worked with many twins over the years and thought deeply about what twin studies have taught us. 'It's very clear when you look at twins that much of what they share is hardwired,' she says. 'Many things about them are absolutely the same and unalterable. But it's also clear, when you get to know them, that other things about them are different. Epigenetics is the origin of a lot of those differences, in my view.'

Reed credits Thomas Bouchard's work for today's surge in twin studies. 'He was the trailblazer,' she says. 'We forgot that 50 years ago things like heart disease were thought to be caused entirely by lifestyle. Schizophrenia was thought to be due to poor mothering. Twin studies have allowed us to be more reflective about what people are actually born with and what's caused by experience.'

Having said that, Reed adds, the latest work in epigenetics promises to take our understanding even further. 'What I like to say is that nature writes some things in pencil and some things in pen,' she says. 'Things written in pen you can't change. That's DNA. But things written in pencil you can. That's epigenetics. Now that we're actually able to look at the DNA and see where the pencil writings are, it's sort of a whole new world.'

Questions 5-9

Look at the following statements (Questions 5-9) and the list of researchers below.

Match each statement with the correct researcher, A, B or C.

Write the correct letter, A, B or C, in boxes 5-9 on your answer sheet.

NB You may use any letter more than once.

List of Researchers

A. Francis Galton

B. Thomas Bouchard

C. Danielle Reed

5. invented a term used to distinguish two factors affecting human characteristics(5)

6. expressed the view that the study of epigenetics will increase our knowledge(6)

7. developed a mathematical method of measuring genetic influences(7)

8. pioneered research into genetics using twins(8)

9. carried out research into twins who had lived apart(9)

Exercise 2: RAISING THE MARY ROSE

How a sixteenth-century warship was recovered from the seabed

On 19 July 1545, English and French fleets were engaged in a sea battle off the coast of southern England in the area of water called the Solent, between Portsmouth and the Isle of Wight. Among the English vessels was a warship by the name of Mary Rose. Built in Portsmouth some 35 years earlier, she had had a long and successful fighting career, and was a favourite of King Henry VIII. Accounts of what happened to the ship vary: while witnesses agree that she was not hit by the French, some maintain that she was outdated, overladen and sailing too low in the water, others that she was mishandled by undisciplined crew. What is undisputed, however, is that the Mary Rose sank into the Solent that day, taking at least 500 men with her. After the battle, attempts were made to recover the ship, but these failed.

The Mary Rose came to rest on the seabed, lying on her starboard (right) side at an angle of approximately 60 degrees. The hull (the body of the ship) acted as a trap for the sand and mud carried by Solent currents. As a result, the starboard side filled rapidly, leaving the exposed port (left) side to be eroded by marine organisms and mechanical degradation. Because of the way the ship sank, nearly all of the starboard half survived intact. During the seventeenth and eighteenth centuries, the entire site became covered with a layer of hard grey clay, which minimised further erosion.

Then, on 16 June 1836, some fishermen in the Solent found that their equipment was caught on an underwater obstruction, which turned out to be the Mary Rose. Diver John Deane happened to be exploring another sunken ship nearby, and the fishermen approached him, asking him to free their gear. Deane dived down, and found the equipment caught on a timber protruding slightly from the seabed. Exploring further, he uncovered several other timbers and a bronze gun. Deane continued diving on the site intermittently until 1840, recovering several more guns, two bows, various timbers, part of a pump and various other small finds.

The Mary Rose then faded into obscurity for another hundred years. But in 1965, military historian and amateur diver Alexander McKee, in conjunction with the British Sub-Aqua Club, initiated a project called 'Solent Ships'. While on paper this was a plan to examine a number of known wrecks in the Solent, what McKee really hoped for was to find the Mary Rose. Ordinary search techniques proved unsatisfactory, so McKee entered into collaboration with Harold E. Edgerton, professor of electrical engineering at the Massachusetts Institute of Technology. In 1967, Edgerton's side-scan sonar systems revealed a large, unusually shaped object, which McKee believed was the Mary Rose.

Further excavations revealed stray pieces of timber and an iron gun. But the climax to the operation came when, on 5 May 1971, part of the ship's frame was uncovered. McKee and his team now knew for certain that they had found the wreck, but were as yet unaware that it also housed a treasure trove of beautifully preserved artefacts. Interest ^ in the project grew, and in 1979, The Mary Rose Trust was formed, with Prince Charles as its President and Dr Margaret Rule its Archaeological Director. The decision whether or not to salvage the wreck was not an easy one, although an excavation in 1978 had shown that it might be possible to raise the hull. While the original aim was to raise the hull if at all feasible, the operation was not given the go-ahead until January 1982, when all the necessary information was available.

An important factor in trying to salvage the Mary Rose was that the remaining hull was an open shell. This led to an important decision being taken: namely to carry out the lifting operation in three very distinct stages. The hull was attached to a lifting frame via a network of bolts and lifting wires. The problem of the hull being sucked back downwards into the mud was overcome by using 12 hydraulic jacks. These raised it a few centimetres over a period of several days, as the lifting frame rose slowly up its four legs. It was only when the hull was hanging freely from the lifting frame, clear of the seabed and the suction effect of the surrounding mud, that the salvage operation progressed to the second stage. In this stage, the lifting frame was fixed to a hook attached to a crane, and the hull was lifted completely clear of the seabed and transferred underwater into the lifting cradle. This required precise positioning to locate the legs into the stabbing guides' of the lifting cradle. The lifting cradle was designed to fit the hull using archaeological survey drawings, and was fitted with air bags to provide additional cushioning for the hull's delicate timber framework. The third and final stage was to lift the entire structure into the air, by which time the hull was also supported from below. Finally, on 11 October 1982, millions of people around the world held their breath as the timber skeleton of the Mary Rose was lifted clear of the water, ready to be returned home to Portsmouth.

Questions 5-8

Look at the following statements (Questions 5-8) and the list of dates below.

Match each statement with the correct date, A-G.

Write the correct letter, A-G, in boxes 5-8 on your answer sheet.

6. A search for the Mary Rose was launched.
7. One person's exploration of the Mary Rose site stopped.
8. It was agreed that the hull of the Mary Rose should be raised
9. The site of the Mary Rose was found by chance.

List of dates

- | | |
|----------|---------|
| A . 1836 | E. 1971 |
| B . 1840 | F. 1979 |
| C. 1965 | D. 1967 |
| G. 1982 | |

Exercise 3: Look at the following statements (Questions 1-5) and the list of cultures below.

Match each statement with the correct culture, A-C.

Write the correct letter, A-C, in boxes 5-8 on your answer sheet.

NB You may use any letter more than once.

In Western literature, traditionally job performance appraisal systems were related to the completion of tasks specific to one's job. Chinese tradition, on the other hand, is rooted in collectivist philosophies such as the Confucian principles of benevolence, right conduct, loyalty and good manners. More than 2,000 years ago, Confucius described an ideal commonwealth state in which 'a sense of sharing displaces the effects of selfishness and materialism'. President Hu Jintao recently declared the importance of developing an 'advanced socialist culture'.

Given these cultural differences, our study addressed two questions: whether the Chinese concept of counterproductive work behaviour is the same as in the West; and what relative importance Chinese and Western managers give to task performance and other work behaviours when assessing job performance.

There were noticeable similarities between Chinese and Western managers in terms of what they considered to be counterproductive behaviour such as stealing from the organisation, which is frowned on in any work environment, Chinese or Western.

But Chinese managers scored higher than Western managers on the importance placed on task completion and on individualistic aspects such as 'challenging work' and 'opportunity for advancement'. They rated equally with Western managers on aspects such as 'work with people who cooperate'. China has evolved from a centralised and planned economy to a decentralised and market-driven one in 20 years. It is possible that the increasingly competitive environment has forced organisations and managers to pay more attention to the completion of tasks to survive and succeed. It is also possible that Chinese people have generally become more individualistic during industrialisation.

1. There are historical documents available about attitudes regarding work culture. ____
2. Thefts from one's employer are regarded as unacceptable. ____
3. Managers did not give career progression the highest rating. ____
4. Team work is considered important. ____
5. There have been fundamental changes in the economy. ____

- | |
|----------------------------|
| a. China |
| b. the West |
| c. both China and the West |

HOMEWORK: Give yourself ONLY 10 min and put the number of the correct answers ____ /6:

Match the statements 1-6, which describe number systems in different cultures, with the cultures and languages A-F

1. In this community, people do not really learn how to count, because there is no need for them to learn. ____
2. The most used system was started by these people. ____
3. The counting system in this culture works with small sets but uses addition. ____

4. The situation in this community demonstrates that people can estimate quantities even in cultures where exact numbers do not exist. _____
5. The system here has been in existence for a very long time but may not be the best one.
-
6. The counting system in this culture is different from that in most other cultures. _____

- A** Piraha
- B** Munduruku
- C** Yupno
- D** Waimiri
- E** English
- F** Indian

In *Rarities in Numeral Systems*, Harald Hammarstrom lists 12 South American languages that lack exact numbers above one. He prefers to call these systems 'one-few-many', since there are usually words in these languages for 'few' and 'many'. He also mentions two languages that have no exact numbers. The most studied of these is Piraha, which is spoken by only about 400 people. It has a word for 'about one' and a word for 'about two'. As if that wasn't fuzzy enough, the words for 'about one' and 'about two' are the same - hoi - the only difference being a change in inflection.

The Amazonian Indians whose sense of number has been most closely studied are the Munduruku, who have numerical words only up to five. Animals and babies are good at discriminating quantities above five, so one would expect that the Indians are too -even though they do not have words to express such amounts. And this is exactly what experiments conducted by the French linguist Pierre Pica have confirmed: when given tests that involve comparing sets of more than five dots on a screen, the Munduruku scored just as high as Westerners. When Pica looked more closely at the Munduruku's number words, he realised that only their words for one and two were used with any sense of exactness. The words for three, four and five were approximations - as if what they meant to say was 'threeish', 'fourish' and 'fiveish'. In this aspect, the Munduruku are just like the 'one-two-many' tribes, who also have exact numbers only up to two.

When Indians do learn numbers, in fact, they appear uninterested by them. A Piraha girl was once taken out of the village to receive medical treatment. During her time with Brazilians she learnt some Portuguese and how to count in Portuguese. No problem. But after returning to the community, while she retained some Portuguese she quickly forgot how to count.

Anthropologists first reached communities on the other side of the world, in Papua New Guinea, in the late nineteenth century. They discovered that they used not just their fingers to count but also their whole bodies. The natives started out with the fingers and thumb of one hand for one to five, but then carried on for higher numbers with wrist, elbow, shoulders, sternum and so on. For example, one tribe, the Yupno, go as high as 34: their word for 34 is 'one dead man'. These Papuan 'body-tally' systems are unusual because almost all other systems group numbers in much smaller sets.

In the Amazon there are also tribes with bases of two, three and four. For example, the Waimiri have words for one to three, and then say '3+1', '3+2', '3+3', 1+3+1', 1+3+2' and '3+3+3'.

Our base ten system of the digits zero to nine, which has its origins in India, is now in use all over the developed world. It is a natural system, but for several hundred years mathematicians have questioned whether it is the wisest base for us to have. The campaign for adding two new

numbers, so that our system becomes base 12, is still active - the argument is to do with the extra divisibility of 12 compared with ten, since 12 can be divided by two, three, four and six while ten can be divided only by two and five. In fact, there are humans that already use base 12: and almost all of them belong to the tribes of the Plateau area of northern Nigeria.

Exercise 4: SCIENTISTS

Food production was greatly improved in the nineteenth century, one reason being the development of effective fertilisers. The German chemist Justus von Liebig (1803-1873) added considerably to knowledge of plant nutrition identifying the crucial importance of nitrogen, and the French scientist Jean Baptiste Boussingault (1802-1887) discovered that different kinds of fertilisers required different amounts of nitrogen. However, a business venture by von Liebig failed although the fertiliser he sold was much less expensive than the guano it was intended to replace, crops were unable to absorb it adequately. Von Liebig later developed a manufacturing process for making beef extract cubes, which are still used in kitchens around the world.

In Britain, John Bennet Lawes (1814-1900) owned a farm where he experimented with crops and manures: at first, he tested the effects of various manures on potted plants and later worked on crops in the field. In 1842 he patented a successful superphosphate, which was the first artificial manure. Lawes made provision for the experimental farm to continue after his death, and it exists to this day.

Match each statement with the correct scientist.

NB You may use any letter more than once.

1. He showed that nitrogen is essential for plant nutrition.
2. He demonstrated the need to vary the quantity of nitrogen in fertilisers.
3. He introduced a fertiliser that saved money but was ineffective.
4. He invented a method of processing a food for human consumption.
5. He invented the first synthetic manure.
6. He set up a research establishment that is still in operation.

List of Scientists

- | |
|----------------|
| A Boussingault |
| B Lawes |
| C von Liebig |

Unit 6B MATCHING SENTENCE ENDINGS

Exercise 1: JURASSIC CROCODILE DISCOVERY SHEDS LIGHT ON REPTILES' FAMILY TREE

Questions 1–4

Complete each sentence with the correct ending, **A–G**, below.

Write the correct letter, **A–G**, in boxes 1–4 on your answer sheet.

- 1** The ancient species of crocodile ate marine creatures that
- 2** The skeleton is kept in
- 3** Bones of the early type of crocodile
- 4** The geology of southern Germany

- A** is believed to have lived 150 million years ago.
- B** show some unique features.
- C** resembled dolphins.
- D** was laid down when the area was under water.
- E** a museum in the town near where it was found.
- F** swam fast through the water.
- G** the University of Edinburgh's School of GeoSciences.

- A.** A newly identified species of 150 million-year-old marine crocodile has given insights into how a group of ancient animals evolved. The ancestor of today's crocodiles belonged to a group of animals that developed a tail fin and paddle-like limbs for life in the sea, resembling dolphins more than crocodiles. These slender animals, which fed on fast-moving prey such as squid and small fish, lived during the Jurassic era in shallow seas and lagoons in what is now Germany. Related species have previously been found in Mexico and Argentina.
- B.** An international team of scientists, including researchers from Germany and the University of Edinburgh, identified the new species from a remarkably well-preserved skeleton. The fossil was discovered in 2014 in a quarry near the town of Bamberg in Bavaria, Germany by a team from the Naturkunde-Museum Bamberg, where it is now housed. The species, Cricosaurus bambergensis, takes its name from the town.
- C.** Researchers compared the fossil with those from other museum collections, and confirmed that it was a previously unseen species. The skeleton has several distinguishing features in its jaws, the roof of its mouth and tail, some of which have not been seen in any other species. Experts created digital images of the fossil in high resolution, to enable further research. They expect the fossil will aid greater understanding of a wider family of ancient animals, known as metriorhynchid, to which this species belonged.
- D.** Dr Mark Young, of the University of Edinburgh's School of GeoSciences, who took part in the study, said: "The rock formations of southern Germany continue to give us fresh insights into the age of dinosaurs. These rock layers were deposited at a time when Europe was covered by a shallow sea, with countries such as Germany and the UK being a collection of islands."
- E.** Sven Sachs, from the Naturkunde-Museum Bielefeld, who led the project, said: "The study reveals peculiar features at the palate that have not been described in any fossil crocodile so

far. There are two depressions which are separated by a pronounced bar. It is not clear what these depressions were good for."

Exercise 2: SAVING THE SOIL

More than a third of the Earth's top layer is at risk. Is there hope for our planet's most precious resource?

A

More than a third of the world's soil is endangered, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and sustains human life in other more surprising ways, that is a huge problem.

B

Peter Groffman, from the Cary Institute of Ecosystem Studies in New York, points out that soil scientists have been warning about the degradation of the world's soil for decades. At the same time, our understanding of its importance to humans has grown. A single gram of healthy soil might contain 100 million bacteria, as well as other microorganisms such as viruses and fungi, living amid decomposing plants and various minerals.

That means soils do not just grow our food, but are the source of nearly all our existing antibiotics, and could be our best hope in the fight against antibiotic-resistant bacteria. Soil is also an ally against climate change: as microorganisms within soil digest dead animals and plants, they lock in their carbon content, holding three times the amount of carbon as does the entire atmosphere. Soils also store water, preventing flood damage: in the UK, damage to buildings, roads and bridges from floods caused by soil degradation costs £233 million every year.

C

If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the microorganisms that give it its special properties will be lost. And once this has happened, it may take the soil thousands of years to recover.

Agriculture is by far the biggest problem. In the wild, when plants grow they remove nutrients from the soil, but then when the plants die and decay these nutrients are returned directly to the soil. Humans tend not to return unused parts of harvested crops directly to the soil to enrich it, meaning that the soil gradually becomes less fertile. In the past we developed strategies to get around the problem, such as regularly varying the types of crops grown, or leaving fields uncultivated for a season.

D

But these practices became inconvenient as populations grew and agriculture had to be run on more commercial lines. A solution came in the early 20th century with the Haber-Bosch process for manufacturing ammonium nitrate. Farmers have been putting this synthetic fertiliser on their fields ever since.

But over the past few decades, it has become clear this wasn't such a bright idea. Chemical fertilisers can release polluting nitrous oxide into the atmosphere and excess is often washed away with the rain, releasing nitrogen into rivers. More recently, we have found that indiscriminate use of fertilisers hurts the soil itself, turning it acidic and salty, and degrading the soil they are supposed to nourish.

E

One of the people looking for a solution to his problem is Pius Floris, who started out running a tree-care business in the Netherlands, and now advises some of the world's top soil scientists. He came to realise that the best way to ensure his trees flourished was to take care of the soil, and has developed a cocktail of beneficial bacteria, fungi and humus* to do this. Researchers at the University of Valladolid

in Spain recently used this cocktail on soils destroyed by years of fertiliser overuse. When they applied Floris's mix to the desert-like test plots, a good crop of plants emerged that were not just healthy at the surface, but had roots strong enough to pierce dirt as hard as rock. The few plants that grew in the control plots, fed with traditional fertilisers, were small and weak

F

However, measures like this are not enough to solve the global soil degradation problem. To assess our options on a global scale we first need an accurate picture of what types of soil are out there, and the problems they face. That's not easy. For one thing, there is no agreed international system for classifying soil. In an attempt to unify the different approaches, the UN has created the Global Soil Map project. Researchers from nine countries are working together to create a map linked to a database that can be fed measurements from field surveys, drone surveys, satellite imagery, lab analyses and so on to provide real-time data on the state of the soil. Within the next four years, they aim to have mapped soils worldwide to a depth of 100 metres, with the results freely accessible to all.

G

But this is only a first step. We need ways of presenting the problem that bring it home to governments and the wider public, says Pamela Chasek at the International Institute for Sustainable Development, in Winnipeg, Canada. 'Most scientists don't speak language that policy-makers can understand, and vice versa.' Chasek and her colleagues have proposed a goal of 'zero net land degradation'. Like the idea of carbon neutrality, it is an easily understood target that can help shape expectations and encourage action.

For soils on the brink, that may be too late. Several researchers are agitating for the immediate creation of protected zones for endangered soils. One difficulty here is defining what these areas should conserve: areas where the greatest soil diversity is present? Or areas of unspoilt soils that could act as a future benchmark of quality?

Questions 18-21

Complete each sentence with the correct ending, **A-F**, below.

*Write the correct letter, **A-F**, in boxes **18-21** on your answer sheet.*

- 18** Nutrients contained in the unused parts of harvested crops
- 19** Synthetic fertilisers produced with Haber-Bosch process
- 20** Addition of a mixture developed by Pius Floris to the soil
- 21** The idea of zero net soil degradation

- | | |
|----------|---|
| A | may improve the number and quality of plants growing there. |
| B | may contain data from up to nine countries. |
| C | may not be put back into the soil. |
| D | may help governments to be more aware of soil-related issues. |
| E | may cause damage to different aspects of the environment. |
| F | may be better for use at a global level. |



UNIT 6C MATCHING PARAGRAPHS

Exercise 1: LAST MAN STANDING

Some 50,000 years ago, Homo sapiens beat other hominids to become the only surviving species.

A Today, there are over seven billion people living on Earth. No other species has exerted as much influence over the planet as us. But turn the clock back 80,000 years and we were one of a number of species roaming the Earth. Our own species, Homo sapiens (Latin for 'wise man'), was most successful in Africa. In western Eurasia, the Neanderthals dominated, while Homo erectus may have lived in Indonesia. Meanwhile, an unusual finger bone and tooth, discovered in Denisova cave in Siberia in 2008, have led scientists to believe that yet another human population - the Denisovans - may also have been widespread across Asia. Somewhere along the line, these other human species died out, leaving Homo sapiens as the sole survivor. So what made us the winners in the battle for survival?

B Some 74,000 years ago, the Toba supervolcano' on the Indonesian island of Sumatra erupted. The scale of the event was so great that ash from the eruption was flung as far as eastern India, more than 2,000 kilometres away. Oxford archaeologist Mike Petraglia and his team have uncovered thousands of stone tools buried underneath the Toba ash. The mix of hand axes and spear tips have led Petraglia to speculate that Homo sapiens and Homo erectus were both living in eastern India prior to the Toba eruption. Based on careful examination of the tools and dating of the sediment layers where they were found. Petraglia and his team suggest that Homo sapiens arrived in eastern India around 78,000 years ago, migrating out of Africa and across Arabia during a favourable climate period. After their arrival, the simple tools belonging to Homo erectus seemed to lessen in number and eventually disappear completely. 'We think that Homo sapiens had a more efficient hunting technology, which could have given them the edge.' says Petraglia. 'Whether the eruption of Toba also played a role in the extinction of the Homo erectus-like species is unclear to us.'

C Some 45,000 years later, another fight for survival took place. This time, the location was Europe and the protagonists were another species, the Neanderthals. They were a highly successful species that dominated the European landscape for 300,000 years. Yet within just a few thousand years of the arrival of Homo sapiens, their numbers plummeted. They eventually disappeared from the landscape around 30,000 years ago with their last known refuge being southern Iberia, including Gibraltar. Initially, Homo sapiens and Neanderthals lived alongside each other and had no reason to compete. But then Europe's climate swung into a cold, inhospitable, dry phase. 'Neanderthal and Homo sapiens populations had to retreat to refugia (pockets of habitable land). This heightened competition between the two groups,' explains Chris Stringer, anthropologist at the Natural History Museum in London.

D Both species were strong and stockier than the average human today, but Neanderthals were particularly robust. 'Their skeletons show that they had broad shoulders and thick necks,' says Stringer. 'Homo sapiens, on the other hand, had longer forearms, which undoubtedly enabled them to throw a spear from some distance, with less danger and using relatively little energy,' explains Stringer. This long-range ability may have given Homo sapiens an advantage in hunting. When it came to keeping warm, Homo sapiens had another skill: weaving and sewing. Archaeologists have uncovered simple needles fashioned from ivory and bone alongside Homo sapiens, dating as far back as 35,000 years ago. 'Using this technology, we could use animal skins to make ourselves tents, warm clothes and fur boots,' says Stringer. In contrast, Neanderthals never seemed to master sewing skills, instead relying on pinning skins together with thorns.

E A thirst for exploration provided Homo sapiens with another significant advantage over Neanderthals. Objects such as shell beads and flint tools, discovered many miles from their source, show that our ancestors travelled over large distances, in order to barter and exchange useful materials, and share ideas and knowledge. By contrast, Neanderthals tended to keep themselves to themselves, living in small groups. They misdirected their energies by only gathering resources from their immediate surroundings and perhaps failing to discover new technologies outside their territory.

F Some of these differences in behaviour may have emerged because the two species thought in different ways. By comparing skull shapes, archaeologists have shown that Homo sapiens had a more developed temporal lobe - the regions at the side of the brain, associated with listening, language and long-term memory. 'We think that Homo sapiens had a significantly more complex language than Neanderthals and were able to comprehend and discuss concepts such as the distant past and future,' says Stringer. Penny Spikins, an archaeologist at the University of York, has recently suggested that Homo sapiens may also have had a greater diversity of brain types than Neanderthals. 'Our research indicates that high-precision tools, new hunting technologies and the development of symbolic communication may all have come about because they were willing to include people with "different" minds and specialised roles in their society,' she explains. 'We see similar kinds of injuries on male and female Neanderthal skeletons, implying there was no such division of labour,' says Spikins.

G Thus by around 30,000 years ago, many talents and traits were well established in Homo sapiens societies but still absent from Neanderthal communities. Stringer thinks that the Neanderthals were just living in the wrong place at the wrong time. 'They had to compete with Homo sapiens during a phase of very unstable climate across Europe. During each rapid climate fluctuation, they may have suffered greater losses of people than Homo sapiens, and thus were slowly worn down,' he says. 'If the climate had remained stable throughout, they might still be here.'

The reading passage has seven paragraphs, A-G. Which paragraph contains the following information?

- 1 a comparison of a range of physical features of Neanderthals and Homo sapiens
- 2 reference to items that were once used for trade
- 3 mention of evidence for the existence of a previously unknown human species
- 4 mention of the part played by ill fortune in the downfall of Neanderthal society
- 5 reference to the final geographical location of Neanderthals

Exercise 2: THE GROWTH OF BIKE SHARING

How Dutch engineer Luud Schimmelpennink helped to devise urban bike-sharing schemes

- A. The original idea for an urban bike-sharing scheme dates back to a summer's day in Amsterdam in 1965. Provo, the organization that came up with the idea, was a group of Dutch activists who wanted to change society. They believed the scheme, which was known as the Witte Fietsenplan, was an answer to the perceived threats of air pollution and consumerism. In the centre of Amsterdam, they painted a small number of used bikes white. They also distributed leaflets describing the dangers of cars and inviting people to use the white bikes. The bikes were then left unlocked at various locations around the city, to be used by anyone in need of transport.
- B. Luud Schimmelpennink, a Dutch industrial engineer who still lives and cycles in Amsterdam, was heavily involved in the original scheme. He recalls how the scheme succeeded in attracting a great

deal of attention – particularly when it came to publicising Provo's aims – but struggled to get off the ground. The police were opposed to Provo's initiatives and almost as soon as the white bikes were distributed around the city, they removed them. However, for Schimmelpennink and for bike-sharing schemes in general, this was just the beginning. 'The first Witte Fietsenplan was just a symbolic thing,' he says. 'We painted a few bikes white, that was all. Things got more serious when I became a member of the Amsterdam city council two years later.'

- C. Schimmelpennink seized this opportunity to present a more elaborate Witte Fietsenplan to the city council. 'My idea was that the municipality of Amsterdam would distribute 10,000 white bikes over the city, for everyone to use,' he explains. 'I made serious calculations. It turned out that a white bicycle – per person, per kilometer – would cost the municipality only 10% of what it contributed to public transport per person per kilometer.' Nevertheless, the council unanimously rejected the plan. 'They said that the bicycle belongs to the past. They saw a glorious future for the car,' says Schimmelpennink. But he was not in the least discouraged.
- D. Schimmelpennink never stopped believing in bike-sharing, and in the mid-90s, two Danes asked for his help to set up a system in Copenhagen. The result was the world's first large-scale bike-share programme. It worked on a deposit: 'You dropped a coin in the bike and when you returned it, you got your money back.' After setting up the Danish system, Schimmelpennink decided to try his luck again in the Netherlands – and this time he succeeded in arousing the interest of the Dutch Ministry of Transport. 'Times had changed,' he recalls. 'People had become more environmentally conscious, and the Danish experiment had proved that bike-sharing was a real possibility.' A new Witte Fietsenplan was launched in 1999 in Amsterdam. However, riding a white bike was no longer free; it cost one guilder per trip and payment was made with a chip card developed by the Dutch bank Postbank. Schimmelpennink designed conspicuous, sturdy white bikes locked in special racks which could be opened with the chip card – the plan started with 250 bikes, distributed over five stations.
- E. Theo Molenaar, who was a system designer for the project, worked alongside Schimmelpennink. 'I remember when we were testing the bike racks, he announced that he had already designed better ones. But of course, we had to go through with the ones we had.' The system, however, was prone to vandalism and theft. 'After every weekend there would always be a couple of bikes missing,' Molenaar says. 'I really have no idea what people did with them, because they could instantly be recognised as white bikes.' But the biggest blow came when Postbank decided to abolish the chip card, because it wasn't profitable. 'That chip card was pivotal to the system,' Molenaar says. 'To continue the project we would have needed to set up another system, but the business partner had lost interest.'
- F. Schimmelpennink was disappointed, but – characteristically – not for long. In 2002 he got a call from the French advertising corporation JC Decaux, who wanted to set up his bike-sharing scheme in Vienna. 'That went really well. After Vienna, they set up a system in Lyon. Then in 2007, Paris followed. That was a decisive moment in the history of bike-sharing.' The huge and unexpected success of the Parisian bike-sharing programme, which now boasts more than 20,000 bicycles, inspired cities all over the world to set up their own schemes, all modelled on Schimmelpennink's. 'It's wonderful that this happened,' he says. 'But financially I didn't really benefit from it, because I never filed for a patent.'
- G. In Amsterdam today, 38% of all trips are made by bike and, along with Copenhagen, it is regarded as one of the two most cycle-friendly capitals in the world – but the city never got another Witte Fietsenplan. Molenaar believes this may be because everybody in Amsterdam already has a bike. Schimmelpennink, however, cannot see that this changes Amsterdam's need for a bike-sharing scheme. 'People who travel on the underground don't carry their bikes around. But often they need additional transport to reach their final destination.' Although he thinks it is strange that a city like

Amsterdam does not have a successful bike-sharing scheme, he is optimistic about the future. 'In the '60s we didn't stand a chance because people were prepared to give their lives to keep cars in the city. But that mentality has totally changed. Today everybody longs for cities that are not dominated by cars.'

Questions 14-18

Reading Passage 2 has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 14-18 on your answer sheet.

NB You may use any letter more than once.

- 14 a description of how people misused a bike-sharing scheme
- 15 an explanation of why a proposed bike-sharing scheme was turned down
- 16 a reference to a person being unable to profit from their work
- 17 an explanation of the potential savings a bike-sharing scheme would bring
- 18 a reference to the problems a bike-sharing scheme was intended to solve

Questions 19-20

Choose TWO letters, A-E

Write the correct letters in boxes 19 and 20 on your answer sheet.

Which TWO of the following statements are made in the text about the Amsterdam bike-sharing scheme of 1999?

- A It was initially opposed by a government department.
- B It failed when a partner in the scheme withdrew support.
- C It aimed to be more successful than the Copenhagen scheme.
- D It was made possible by a change in people's attitudes.
- E It attracted interest from a range of bike designers.

Questions 21-22

Choose TWO letters, A-E

Write the correct letters in boxes 21 and 22 on your answer sheet.

Which TWO of the following statements are made in the text about Amsterdam today?

- A The majority of residents would like to prevent all cars from entering the city.
- B There is little likelihood of the city having another bike-sharing scheme.
- C More trips in the city are made by bike than by any other form of transport.
- D A bike-sharing scheme would benefit residents who use public transport.
- E The city has a reputation as a place that welcomes cyclists.

PRACTICE EXAM PART 6: Using the strategies you have learnt do Part 6 and calculate your score out of: ___ / 13

READING PASSAGE 3

FOOD FOR THOUGHT

- A** Have you ever eaten a food that might kill you? That's what thousands of Japanese and Koreans do every year when they sit down to a delicious meal of *fugu* fish.
- B** *Fugu* is known in English as *puffer fish*, and there are over 120 species of puffers in the world's oceans. They are relatively small, generally grey—sometimes with spots—and they have spikes that pop up when they sense danger. Through these spikes they can inject a deadly venom into their attackers, and it is this venom which makes the *fugu* such a potentially dangerous dish.
- C** The venom, called tetrodotoxin, is mainly concentrated in the internal organs of the fish, though it is also found in the ovaries and the skin. Ingesting this poison causes damage to the nervous system, leading to symptoms ranging from numbness of the mouth to total paralysis. 'The first sensation is numbness of the tongue and lips', says Dr. Yuko Honda, a biologist at the Kansai Marine Institute. 'This is soon followed by headache and dizziness, and often nausea and fatigue. The next symptom—and the most serious—is difficulty breathing, leading to paralysis'.
- D** It is in Japan that *fugu* fish is most prized. Japanese law decrees that it must be prepared by a specially licensed *fugu* chef, who is legally bound to taste every dish before it is served. The chef is also required to dispose of the poisonous waste in a locked box. However, *fugu* is not as rare a dish as some people might think—in Tokyo alone it is served in some 3,000 restaurants, and it is also available at many supermarkets, sold in special trays with a security seal guaranteeing its safety.
- E** *Fugu* is usually eaten as sashimi, very thinly sliced and accompanied by rice and sake. It can also be eaten in nabe or hotpots—a kind of fish soup—and even battered and fried. '*Fugu* is a fish with quite a delicate flavour', says Hiroshi Takamura, *fugu* chef at the popular Kintatsu restaurant in Tokyo, 'so it's perfect for making sushi, which allows the flavour to be savoured. It needs to be cut very thinly, because it has quite firm flesh—I like to cut it so thin that the light shines right through it, though there are some chefs who cut it thicker. Asked about the dangers of eating *fugu*, Takamura becomes quite serious. 'Obviously *fugu* must be prepared by a chef who knows how to do it', he says. 'If the chef is licensed and careful, then there is no danger at all'. And the poisonings we hear of sometimes? 'That's when people buy the fish and try to prepare it themselves. Sometimes people are even sold *fugu* disguised as salmon or trout, which is a very dangerous practice'.
- F** While the poison of *fugu* is known to be extremely toxic, there are still those who wish to try it. And why do people want to try such a dangerous toxin? Japanese food writer Naotaro Kageyama explains that it is 'because of the sensation they get on their lips and tongue from the poison. It's a kind of tingling numbness that is really quite strange ... not unpleasant at all. This is one of the aspects of *fugu* that is most attractive to the true connoisseur'.
- G** While there are those who wish to try the poison, every year many people are sickened or killed by the poison accidentally. Kazuko Nishimura is one such victim. 'Yes, I tried *fugu* just once. I didn't really want to, but my uncle had caught the fish and prepared it as a special treat, so we all sat down to a meal. At first, it was just my mouth, but then my head started to ache, and then I couldn't breathe. They took me to hospital where I was in intensive care for a few days and they treated me for the poisoning, helping my body to breathe while I was paralysed'. 'Kazuko was very lucky to survive', says Doctor Harumi Matsui at the Kansai University hospital. 'Fewer than

50 per cent of victims of *fugu* poisoning survive, and it is not a very pleasant death. But Kazuko's family brought her to the hospital immediately, and we were able to keep her breathing while the poison wore off. Luckily no one else who shared the meal was affected—a single *fugu* has enough poison to kill up to 30 people, so the situation could have been much worse. It seems that Kazuko was the only one to eat a portion that contained the poison.

H If, after reading all this, you still wish to try *fugu*, you may have to travel a long way: Japan, Hong Kong, Korea and the US are the only places that allow licensed chefs to prepare the dish. *Fugu* is completely illegal in Europe and the rest of Asia and America. But if you can't travel that far to try it, you're in good company—the emperor of Japan is not allowed to eat it either, forbidden by royal decree.

Questions 28-32

Look at the following descriptions (questions 28-32) and the list of people below. Match each description with the correct person: A, B, C D or E Write the correct letter in boxes 28-32 on your answer sheet.

- 26. fugu chef at Kintatsu
- 27. victim of fugu poisoning
- 28. biologist who studies fugu
- 29. doctor who treated fugu victims
- 30. food writer

List of People

- A Yuko Honda
- B Hiroshi Takamura
- C Naotaro Kageyama
- D Kazuko Nishimura
- E Harumi Matsui

Questions 33-36

Do the following statements agree with the information in Reading Passage 3? In boxes 33-36 on your answer sheet, write

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

- 31. The venom of the fugu is mainly concentrated in its skin. _____
- 32. A fugu chef must taste each dish before serving it to his customers. _____
- 33. Fugu is popular because it has such a strong flavour. _____
- 34. More than 30 people die each year from fugu poisoning. _____

Questions 37-38

Use the information given in the passage to answer questions 37-38 below. Write the answers in boxes 37-38 on your answer sheet. Use **ONLY ONE WORD** for each space.

- 35. What are the two types of places you can obtain fugu in Japan? Restaurants and _____. _____.
- 36. In which four places are chefs licensed to prepare fugu? Japan, Hong Kong, _____, US.

Questions 39-40

From the list of headings 1-7 below, choose the most suitable heading for Paragraph E and for Paragraph G. Write the appropriate number in boxes 39-40 on your answer sheet.

Paragraph E _____

Paragraph G

1. Innocent Victims of the Fugu
2. Physical Reactions
3. Medical Treatment
4. Dishonest Fishermen
5. Many Ways to Eat Fugu
6. Fugu Chefs Are Well Trained
7. A Dangerous Practice

Unit 7A MCQ.

Aims: Understanding the main ideas in the texts as the ideas paraphrased by you.

Subsidiary aims: Predicting answers. Understanding locators.

Exercise 1: FIRST MEMORIES

Psychologist Richard Worrington reviews research into our earliest memories.

People have sometimes told me they dread the question, 'What is your earliest memory?'

Perhaps they find the whole notion too simplistic, like being asked to name a favourite film or book, when the choice is almost limitless. But we should welcome enquiries about our first memories – it is a compliment if others are interested in our lives and experiences. Besides that, the human memory is a fascinating area of study. Research shows that some subjects can provide rich details of a first memory very quickly while others struggle to come up with anything at all. Their range of memories is also predictably diverse, from holidays and injuries to routine activities such as walking in the park or having a family meal. Most studies show that around

25% of first memories are of a negative event, while nearly double that proportion are positive, and these findings are constant regardless of the subjects' ages or backgrounds.

Historically, the topic of human memory in general most certainly attracted a great deal of scholarly attention. But our earliest memories were largely overlooked by researchers, which turns out to have been an important omission. Scientists developed a reasonable understanding of what we now call 'semantic memory', which is the ability to recall what might loosely be called data, such as dates, times or places in which a particular incident occurred. In general terms, semantic memory is fixed and static. However, there are other forms of memory, which collectively I call 'subjective memories', and these are much more fluid. For example, numerous experiments studying the memories held by witnesses to an event have shown conclusively that recollections of what happened can vary dramatically between individuals, and even in the same person over time. Our earliest memories are another example of subjective memory.

So what do we know about when, why and how our earliest memories form? Scientists today recognise what has been termed 'childhood amnesia'. This is the finding that babies and toddlers do not form lasting memories. For the majority of adults, their earliest memories begin once the period of childhood amnesia has come to an end, at about three and a half years of age. These are the memories that will endure for the rest of their lives. However, beyond that fixed starting point much variation exists. For example, one study found that the earliest memories of American children were more likely to feature solitary play or events where they were the central character.

Asian children, in contrast, tended to remember family or school events in which they might have played no central role. Based on the assumption that American society places greater emphasis on individualism, this implies that earliest memories are influenced by social priorities.

Another important idea is that of 'autobiographical memory'. This is the concept that many people construct a narrative of their lives and select memories that contribute most forcefully to that narrative. This seems to be relevant to our earliest memories in the following sense. Once people reach maturity, they often develop a strong feeling of who they are, perhaps based on their chosen line of work or their interests. Studies show that, for example, the earliest memories of an accomplished sportswoman were of herself as a child athlete, whereas a chef recalled preparing a meal as a young boy. Thus, who we are now appears to have some bearing on what we choose to recall from long ago.

A picture is emerging, then, of the unreliability of our earliest memories. Certainly, studies show that some earliest memories are simply made up. However, these seem to be a small minority. Much more common is that our earliest memories may be pieced together from different elements of reality. They may feature an item that we do remember from our childhood, such as

a pram or toy, but embellished in some way to include a larger event. Or they may feature information that actually comes from a photograph, a family story, a memory that we've heard from somebody else, or some combination of all of these. Research shows that some memories stand out from the rest as much clearer and more colourful. These are usually formed during what's known as the 'reminiscence bump', which occurs between the ages of 16 and 25. But even these memories are no less likely to be created.

In fact, research shows that only so-called 'flashbulb memories' are likely to be completely true. These are memories that derive from events about which we have particularly strong feelings, perhaps of intense sadness or happiness. But most of our other early memories are, at least to some extent, chosen by us. The question is, though, does this really matter? They are still much-loved memories and perhaps we can learn about ourselves from them. Often these memories are strong indicators of who we are, or would like to be, and exchanging first memories with others fosters connection and intimacy. Such factors represent important elements of our humanity, whether or not the memory itself is completely accurate.

Questions 32 – 35

Choose the correct answer.

32 The writer refers to American and Asian children

- A. to suggest that most people's earliest memories are of themselves.
- B. to illustrate how earliest memories reflect cultural values.
- C. to contrast two methods of researching earliest memories.
- D. to explain why some earliest memories last longer than others.

33 In the fourth paragraph, the writer concludes that earliest memories

- A. may depend on an adult's sense of identity.
- B. might not affect later character development.
- C. could help an adult select a suitable career.
- D. should not influence decisions in later life.

34 What is the writer's main point in the fifth paragraph?

- A. Certain types of memories are often invented.
- B. Members of the same family have similar memories.
- C. Some people have more reliable memories than others
- D. Memories are constructed from a variety of sources.

35 What is the writer doing in the final paragraph?

- A. asking why false memories are so common
- B. arguing for more research into false memories
- C. suggesting that false memories still have value
- D. comparing the value of true and false memories

PRACTICE EXAM PART 6: Using the strategies you have learnt do Part 5 and calculate your score out of: / 13

You should spend about 20 minutes on Questions 28-40, which are based on Reading Passage 3 below.

SURGE PROTECTION

With more devices connecting to the world's electrical networks, protecting electrical systems and devices from power surges—also known as distribution overcurrent—has become more important than ever. Without adequate overcurrent protection, interruptions to electrical service can have catastrophic effects on individuals, cities and entire nations.

In a normal electrical system, customers are supplied with a steady electrical current—a predetermined voltage necessary to operate safely all electrical equipment connected to that system. This steady electrical supply is subject to minimal variations—variations that are imperceptible to the consumer and do not normally harm electrical devices. An overload current is any surge that exceeds the variances of this normal operating current. The higher the overcurrent, the more potential it has to damage electrical devices. One of the most important principles of overcurrent protection, therefore, is that the higher the magnitude of the overload current, the faster the overcurrent must be disrupted.

How do overcurrents occur? Most overcurrents are temporary and harmless, caused when motors start up or transformers are energised. Such things as defective motors, overloaded equipment or too many loads on one circuit, however, can cause harmful, sustained overcurrents, which must be shut off quickly to avoid damaging the entire distribution system. An inadequately protected system can cause damage ranging from electrical shocks to people coming in contact with electrical equipment, to fires caused by the thermal ignition of electrical materials on the overloaded circuit. Electrical storms and lightning are among the biggest causes of major distribution overcurrent worldwide. In the United States alone, 67 people are killed every year by these types of storms (including those killed by falling trees and power lines—not only surges). The intense current of a lightning discharge creates a fleeting, but very strong, magnetic field. A single lightning strike can produce up to a billion volts of electricity. If lightning strikes a house, it can easily destroy all the electrical equipment inside and damage the distribution system to which that house is connected.

To protect people and devices adequately, overcurrent protection needs to be sensitive, selective, fast and reliable. IN the interest of conservation, most power systems generate different loads at different times of day: overcurrent protection must therefore be sensitive enough to operate under conditions of both minimum and maximum power generation. It also needs to be selective so that it can differentiate between conditions that require immediate action and those

where limited action is required; in other words, it should shut down the minimum number of devices to avoid disrupting the rest of the electrical system. Overcurrent protection also needs to be fast; it should be able to disconnect undamaged equipment quickly from the area of overcurrent and thus prevent the spread of the fault. Of course, the most basic requirement of protective equipment is that it is reliable, performing correctly wherever and whenever it is needed.

When an overcurrent occurs at a major electricity supply point such as a power station, the resulting surge, if it is not checked, can damage the entire distribution system. Like a flooding river—which breaks its banks and floods smaller rivers, which in turn flood streets and houses—the extra voltage courses through the network of wires and devices that comprise the distribution system until it discharges its excessive energy into the earth. This is why each piece of equipment within the electricity manufacturing and distribution system must be protected by a grounding or earthing mechanism—the grounding mechanism allows the excess electricity to be discharged into the earth directly, instead of passing it further down the distribution system.

Within the distribution system, surge protection is provided by overcurrent relays. Relays are simply switches that open and close under the control of another electrical circuit; an overcurrent relay is a specific type of relay that operates only when the voltage on a power line exceeds a predetermined level. If the source of an overcurrent is nearby, the overcurrent relay shuts off instantaneously. One danger, however, is that when one electrical circuit shuts down, the electricity may be rerouted through adjacent circuits, causing them to become overloaded. At its most extreme, this can lead to the blackout of an entire electrical network. To protect against this, overcurrent relays have a time-delay response; when the source of an overcurrent is far away, the overcurrent relays delay slightly before shutting down—thereby allowing some of the current through to the next circuit so that no single circuit becomes overloaded. An additional benefit of this system is that when power surges do occur, engineers are able to use these time delay sequences to calculate the source of the fault.

Fuses and circuit breakers are the normal overcurrent protection devices found in private homes. Both devices operate similarly: they allow the passage of normal currents but quickly trip, or interrupt, when too much current flows through. Fuses and circuit breakers are normally located in the home's electrical switch box, which takes the main power coming into the house and distributes it to various parts of the home. Beyond this level of home protection, it is also advisable to purchase additional tripping devices for sensitive electrical devices such as computers and televisions. While many electrical devices are equipped with internal surge protection, the value of these devices usually warrants the additional protection gained from purchasing an additional protective device.

The modern world could not exist without reliable electricity generation and distribution. While overcurrents cannot be entirely avoided, it is possible to mitigate their effects by providing adequate protection at every level of the electrical system, from the main power generation stations to the individual home devices we all rely upon in our daily lives.

Questions 28-33

Choose the correct letter: **A, B, C or D.** Write your answers in boxes **28-33** on your answer sheet.

28. In a normal electrical system,

- A** voltage differences are usually quite small.
- B** overcurrent protection is mainly provided by circuit breakers and fuses.
- C** different amounts of electricity are generated at different times of day.
- D** some circuits constantly experience a certain level of overcurrent.

29. The writer suggests that most overcurrents

- A** are harmless and temporary.
- B** affect all levels of the distribution system.
- C** are triggered by electrical storms.
- D** can be instantaneously controlled by relays.

30. What does the writer state is the most basic requirement of overcurrent protection equipment?

- A** Speed
- B** Selectivity
- C** Sensitivity
- D** Reliability

31. What is an essential safety requirement for every device in an electrical system?

- A** A grounding mechanism
- B** The ability to shut down quickly
- C** Sensitivity to variances in the electrical system
- D** Internal surge protection

32. In which of the following circumstances might the shutdown of an overcurrent relay be delayed?

- A** If the source of an overcurrent is nearby
- B** If an overcurrent is caused by an electrical storm
- C** If an entire electrical network experiences blackout
- D** If the source of the overcurrent is far away

33. The writer suggests that most household electrical devices

- A** are adequately protected by the home's electrical switch box.
- B** should be protected from overcurrent by additional devices.
- C** produce strong magnetic fields that can sometimes cause surges.
- D** are designed to shut off after a short time delay.

Questions 34-40

Do the following statements agree with the information given in Reading Passage 3? In boxes **34-40** on your answer sheet, write

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

34. All variations in electrical voltage are potentially damaging and must be prevented. __

35. Electricians must use special tools to fit fuses. __

36. The most common cause of overcurrents is the presence of too many loads on one circuit. __

37. Over 100 people are killed by electrical storms worldwide each year. __

38. Effective overcurrent protection systems shut down as few devices as possible. __

39. The effects of overcurrents are magnified when electricity comes in contact with water. __

40. Overcurrents course through the entire distribution system unless they are discharged into the earth. __

TEST PRACTICE: Using the strategies you have learnt IN ALL PARTS and calculate your score out of: _____ / 40

READING PASSAGE 1

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

Questions 1-7

Reading Passage 1 has seven paragraphs, A-G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i-ix, In boxes 1-7 on your answer sheet.

List of Headings

- i The search for the reasons for an increase in population
- ii Industrialisation and the fear of unemployment
- iii The development of cities in Japan
- iv The time and place of the Industrial Revolution
- v The cases of Holland, France and China
- vi Changes in drinking habits in Britain
- vii Two keys to Britain's industrial revolution
- viii Conditions required for industrialisation
- ix Comparisons with Japan lead to the answer

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

TEA AND THE INDUSTRIAL REVOLUTION

A Cambridge professor says that a change in drinking habits was the reason for the Industrial Revolution in Britain. Anjana Abuja reports

A Alan Macfarlane, professor of anthropological science at King's College, Cambridge has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang - the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?

B Macfarlane compares the puzzle to a combination lock. 'There are about 20 different factors and all of them need to be present before the revolution can happen,' he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrialising. All these factors must have been necessary. But not sufficient to cause the revolution, says Macfarlane. 'After all, Holland had everything except coal while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock.'

C The missing factors, he proposes, are to be found in almost even kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fuelled the revolution. The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer - plus the fact that both are made with boiled water - allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery. The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the scepticism gives way to wary admiration. Macfarlanes case has been strengthened by support from notable quarters - Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

D Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740. the population in Britain was static. But then there was a burst in population growth. Macfarlane says: 'The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a revolution in medical science? But this was a century before Lister's revolution*. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.'

E This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. 'When you start moving towards an industrial revolution, it is economically efficient to have people living close together,' says Macfarlane. 'But then you get disease, particularly from human waste.' Some digging around in historical records revealed that there was a change in the incidence of water-borne disease at that time, especially dysentery. Macfarlane deduced that whatever the British were drinking must have been important in regulating disease. He says, 'We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?'

F Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Water-borne diseases had a much looser grip on the Japanese population than those in Britain. Could it be the prevalence of tea in their culture? Macfarlane then noted that the history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started a direct dipper trade with China in the early 18th century. By the 1740s, about the time that infant mortality was dipping, the drink was common. Macfarlane guessed that the fact that water had to be boiled, together with the stomach-purifying properties of tea meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation sipped tea like the British, which, by Macfarlane's logic, pushed these other countries out of contention for the revolution.

G But, if tea is a factor in the combination lock, why didn't Japan forge ahead in a tea-soaked industrial revolution of its own? Macfarlane notes that even though 17th-century Japan had large

cities, high literacy rates, even a futures market, it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think of as one of the most technologically advanced entered the 19th century having 'abandoned the wheel'.'

-Joseph Lister was the first doctor to use antiseptic techniques during surgical operations to prevent infections.

Questions 8-13

Do the following statements agree with the information given in Reading Passage 1? In boxes 8-13 on your answer sheet, write

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

8. China's transport system was not suitable for industry in the 18th century.
9. Tea and beer both helped to prevent dysentery in Britain.
10. Roy Porter disagrees with Professor Macfarlane's findings.
11. After 1740. there was a reduction in population in Britain.
12. People in Britain used to make beer at home.
13. The tax on malt indirectly caused a rise in the death rate.

READING PASSAGE 2

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

GIFTED CHILDREN AND LEARNING

A Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor predict creativity.

B Excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition -and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to identify their own ways of learning -metacognition - which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the

area to be learned, feelings of curiosity or confidence, for example.

C High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, (Shore and Kanevsky, 1993) put the instructor's problem succinctly: ' If they [the gifted] merely think more quickly, then we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice '. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

D Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers o pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child-initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

E But scientific progress is not all theoretical, knowledge is also vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise se mixed with a high level of motivation (Weisberg, 1993).

F To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of earning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

Questions 14-17

Reading Passage 2 has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 14-17 on your answer sheet

NB You may use any letter more than once.

14. a reference to the influence of the domestic background on the gifted child.

15. reference to what can be lost if learners are given too much guidance.
16. a reference to the damaging effects of anxiety.
17. examples of classroom techniques which favour socially-disadvantaged children.

Questions 18-22

Look at the following statements (Questions 18-22) and the list of people below.

Match each statement with the correct person or people, A-E.

Write the correct letter, A-E, in boxes 18-22 on your answer sheet.

18. Less time can be spent on exercises with gifted pupils who produce accurate work.
19. Self-reliance is a valuable tool that helps gifted students reach their goals.
20. Gifted children know how to channel their feelings to assist their learning.
21. The very gifted child benefits from appropriate support from close relatives.
22. Really successful students have learnt a considerable amount about their subject.

List of People

- A Freeman
- B Shore and Kanevsky
- C Elshout
- D Simonton
- E Boekaerts

Questions 23-26

Complete the sentences below.

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

Write your answers in boxes 23-26 on your answer sheet.

23. One study found a strong connection between children's IQ and the availability of..... and..... at home.
24. Children of average ability seem to need more direction from teachers because they do not have.....
25. Meta-cognition involves children understanding their own learning strategies, as well as developing.....
26. Teachers who rely on what is known as often produce sets of impressive grades in class tests.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

MUSEUMS OF FINE ART AND THEIR PUBLIC

The fact that people go to the Louvre museum in Paris to see the original painting Mona Lisa when they can see a reproduction anywhere leads us to question some assumptions about the role of museums of fine art in today's world.

One of the most famous works of art in the world is Leonardo da Vinci's Mona Lisa. Nearly everyone who goes to see the original will already be familiar with it from reproductions, but they accept that fine art is more rewardingly viewed in its original form. However, if Mona Lisa was a

famous novel, few people would bother to go to a museum to read the writer's actual manuscript rather than a printed reproduction. This might be explained by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts, whereas oil paintings have always been produced as unique objects. In addition, it could be argued that the practice of interpreting or 'reading' each medium follows different conventions. With novels, the reader attends mainly to the meaning of words rather than the way they are printed on the page, whereas the 'reader' of a painting must attend just as closely to the material form of marks and shapes in the picture as to any ideas they may signify.

Yet it has always been possible to make very accurate facsimiles of pretty well any fine art work. The seven surviving versions of Mona Lisa bear witness to the fact that in the 16th century, artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular 'bread and butter' work. And today the task of reproducing pictures is incomparably more simple and reliable, with reprographic techniques that allow the production of high-quality prints made exactly to the original scale, with faithful colour values, and even with duplication of the surface relief of the painting.

But despite an implicit recognition that the spread of good reproductions can be culturally valuable, museums continue to promote the special status of original work. Unfortunately, this seems to place severe limitations on the kind of experience offered to visitors.

One limitation is related to the way the museum presents its exhibits. As repositories of unique historical objects, art museums are often called 'treasure houses'. We are reminded of this even before we view a collection by the presence of security guards, attendants, ropes and display cases to keep us away from the exhibits. In many cases, the architectural style of the building further reinforces that notion. In addition, a major collection like that of London's National Gallery is housed in numerous rooms, each with dozens of works, any one of which is likely to be worth more than all the average visitor possesses. In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one's own relative 'worthlessness' in such an environment.

Furthermore, consideration of the 'value' of the original work in its treasure house setting impresses upon the viewer that, since these works were originally produced, they have been assigned a huge monetary value by some person or institution more powerful than themselves. Evidently, nothing the viewer thinks about the work is going to alter that value, and so today's viewer is deterred from trying to extend that spontaneous, immediate, self-reliant kind of reading which would originally have met the work.

The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created. This 'displacement effect' is further heightened by the sheer volume of exhibits. In the case of a major collection, there are probably more works on display than we could realistically view in weeks or even months.

This is particularly distressing because time seems to be a vital factor in the appreciation of all art forms. A fundamental difference between paintings and other art forms is that there is no prescribed time over which a painting is viewed. By contrast, the audience encourage an opera or a play over a specific time, which is the duration of the performance. Similarly novels and poems are read in a prescribed temporal sequence, whereas a picture has no clear place at which to start viewing, or at which to finish. Thus art works themselves encourage us to view them superficially, without appreciating the richness of detail and labour that is involved.

Consequently, the dominant critical approach becomes that of the art historian, a specialised academic approach devoted to 'discovering the meaning' of art within the cultural

context of its time. This is in perfect harmony with the museums function, since the approach is dedicated to seeking out and conserving 'authentic', original, readings of the exhibits. Again, this seems to put paid to that spontaneous, participators criticism which can be found in abundance in criticism of classic works of literature, but is absent from most art history.

The displays of art museums serve as a warning of what critical practices can emerge when spontaneous criticism is suppressed. The museum public, like any other audience, experience art more rewardingly when given the confidence to express their views. If appropriate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them. Unfortunately, that may be too much to ask from those who seek to maintain and control the art establishment.

Questions 27-31: Complete the summary using the list of words, A-L, below. Write the correct letter, A-L, in boxes 27-31 on your answer sheet.

THE VALUE ATTACHED TO ORIGINAL WORKS OF ART

People go to art museums because they accept the value of seeing an original work of art. But they do not go to museums to read original manuscripts of novels, perhaps because the availability of novels has depended on 27..... for so long, and also because with novels, the 28..... are the most important thing.

However, in historical times artists such as Leonardo were happy to instruct 29..... to produce copies of their work and these days new methods of reproduction allow excellent replication of surface relief features as well as colour and 30.....

It is regrettable that museums still promote the superiority of original works of art, since this may not be in the interests of the 31.....

A institution	D public	G size	J readers
B mass production	E paints	H underlying ideas	K picture frames
C mechanical processes	F artist	I basic technology	L assistants

Questions 32-35

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 32-35 on your answer sheet.

32. The writer mentions London's National Gallery to illustrate

- A the undesirable cost to a nation of maintaining a huge collection of art.
- B the conflict that may arise in society between financial and artistic values.
- C the negative effect a museum can have on visitors' opinions of themselves.
- D the need to put individual well-being above large-scale artistic schemes.

33. The writer says that today, viewers may be unwilling to criticise a because

- A they lack the knowledge needed to support an opinion.
- B they fear it may have financial implications.
- C they have no real concept of the work's value.
- D they feel their personal reaction is of no significance.

34. According to the writer, the 'displacement effect' on the visitor is caused by

- A the variety of works on display and the way they are arranged.

- B the impossibility of viewing particular works of art over a long period.
- C the similar nature of the paintings and the lack of great works.
- D the inappropriate nature of the individual works selected for exhibition.

35. The writer says that unlike other forms of art, a painting does not

- A involve direct contact with an audience.
- B require a specific location for a performance.
- C need the involvement of other professionals.
- D have a specific beginning or end.

Questions 36-40: Do the following statements agree with the views of the writer in Reading Passage 3? In boxes 36-40 on your answer sheet, write

- YES** if the statement agrees with the views of the writer
- NO** if the statement contradicts the views of the writer
- NOT GIVEN** if there is no information on this

36. Art history should focus on discovering the meaning of art using a range of media.

37. The approach of art historians conflicts with that of art museums.

38. People should be encouraged to give their opinions openly on works of art.

39. Reproductions of fine art should only be sold to the public if they are of high quality.

40. In the future, those with power are likely to encourage more people to enjoy art.

THE END OF COURSE TEST PRACTICE: Using the strategies you have learnt IN ALL PARTS and calculate your score out of _____ / 40

GENERAL TRAINING MODULE READING TEST

SECTION 1

You should spend about 20 minutes on Questions 1-14, which are based on Reading Passage below.

Write answers to questions in boxes 1-14 on your answer sheet.

Read the text below and answer Questions 1-7

Young Fashion Designer UK competition

Young Fashion Designer UK is an exciting national competition which aims to showcase and promote the exceptional work achieved by students studying courses in textile design, product design and fashion throughout the UK.

The competition is designed for students to enter the coursework they are currently working on rather than specifically producing different pieces of work. If you would like to add to your coursework, that is for you and your teacher to decide.

You can apply independently or through your school/college. To enter please ensure you follow these steps:

1) Provide three A3 colour copies from your design folder.

You must include:

- initial ideas about the clothing
 - a close-up photograph of the front and back view of the finished clothing.
- 2) Please label each sheet clearly with your name and school (on the back).
- 3) Print off a copy of your registration form and attach it to your work.
- 4) Post your entry to the Young Fashion Designer Centre.

Once the entry deadline has passed, the judges will select the shortlist of students who will be invited to the Finals. You will be notified if you are shortlisted. You will need to bring originals of the work that you entered. Each finalist will have their own stand consisting of a table and tabletop cardboard display panels. Feel free to add as much creativity to your stand as possible. Some students bring tablets/laptops with slideshows or further images of work but it should be emphasised that these may not necessarily improve your chances of success.

The judges will assess your work and will ask various questions about it. They will look through any supporting information and the work you have on display before coming together as a judging panel to decide on the winners. You are welcome to ask the judges questions. In fact, you should make the most of having experts on hand!

There are 1st, 2nd and 3rd prize winners for each category. The judges can also decide to award special prizes if the work merits this. The 1st, 2nd and 3rd place winners will receive a glass trophy and prize from a kind donor.

Questions 1-7

Do the following statements agree with the information given in the text?

In boxes 1-7, on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Participants are required to create a new item of clothing for the Young Fashion Designer UK competition.
2. Participants must send information about the thoughts that led to the item they are entering for the competition.
3. The shortlist will consist of a fixed number of finalists.
4. Finalists can choose how to present their work to the judges on their stand.
5. It is strongly recommended that finalists support their entry with additional photographs.
6. Questions that the students ask the judges may count towards the final decisions.
7. Extra prizes may be awarded depending on the standard of the entries submitted.

Read the text below and answer **Questions 8-14**.

Which keyboard should you buy?

It's worth remembering that a bad keyboard can significantly affect your entire computing experience. So make sure you pick the right keyboard for your needs.

A Logitech K120

Logitech's K120 offers a number of extra features. It's spill-resistant, draining small amounts of liquid if you have an accident. It isn't particularly eye-catching, but it feels very solid. For the price, it's a tempting choice.

B Cherry MX 3.0 Keyboard

The Cherry MX 3.0 looks simple and neat, thanks to its compact build. It's solid, durable and you don't need to push keys all the way down to activate them. It's also rather loud though, which can take some getting used to.

C Logitech K780

The K780 is a compact, pleasantly modern-looking keyboard. There's an integrated stand for smartphones and tablets too. It's quiet to type on, and the circular keys are easy to familiarise yourself with, well-spaced and large enough to hit accurately. For this price though, the lack of backlighting is disappointing.

D Microsoft Sculpt Ergonomic

The Sculpt's curved, strange-looking build serves a purpose. It provides wrist support and lifts your forearms into a relaxed position so you don't hurt yourself from typing for lengthy periods. It feels weird, but it seems to do the trick.

E Microsoft Universal Bluetooth Keyboard

Microsoft's Bluetooth keyboard has one very handy feature – you can fold it in half and carry it around in your jacket pocket or bag, and it feels rather like a large wallet. It has generously sized keys, though the two-piece spacebar takes some getting used to. Another useful feature is that you can get up to three months' use from a single charge.

F Corsair Strafe RGB Keyboard

Corsair's keyboard is expensive, flashy and extremely impressive. All of its keys are programmable, there's eye-catching backlighting and the buttons are textured for improved grip. All this is because it's designed for gamers. However, it's also silent, meaning it is suitable for everyday office work too.

Questions 8-14

Look at the six reviews of computer keyboards A-F.

For which keyboard are the following statements true?

Write the correct letter, A-F, in boxes 8-14 on your answer sheet.

NB You may use any letter more than once.

8. This keyboard may not suit users who prefer the keys to be almost silent.
9. This keyboard is easily portable because it can be made to fit into a small space.
10. This keyboard includes a special place to put small devices.
11. This keyboard is designed to prevent injury to those who spend a lot of time on the computer.
12. This keyboard offers good value for money.
13. This keyboard is primarily aimed at people who use their computer for entertainment.
14. It should not take long for users to get used to the shape of the keys on this keyboard.

SECTION 2

You should spend about **20** minutes on Questions **15-27**, which are based on Reading Passage below.

Write answers to questions in boxes **15-27** on your answer sheet.

Read the text below and answer Questions **15-20**.

Working for a small company may be better than you think

Recent research shows that many job-seekers believe their ideal position would be in a large company. However, working for a small or medium-sized business has many advantages that are too easily overlooked. Here are just a few of them.

Working in a small organisation with a small workforce means it's likely to be easy to become part of it. It won't be long before you're familiar with the staff and the departments that you need to deal with. This can provide a feeling of comfort that takes much longer to develop in a large company. Departments are likely to be small and have close connections with each other, which helps to make internal communication work well – everyone knows what's going on. You'll also gain a better understanding of how your own role fits into the company as a whole.

In a small business you're likely to have considerable variety in your workload, including opportunities to work in different areas of the company, which will allow you to identify abilities that you didn't know you had. An introduction to new activities could even lead to a change of career. This variety in your work will help to make it stimulating, so you have a good reason for

getting out of bed in the morning.

There will be plenty of opportunities to show initiative, and you'll also learn to function well as part of a team. Because it's much harder to overlook someone within a small workforce than a large one, your efforts are more likely to attract the attention of those higher up. You'll have plenty of opportunity to show what you can do, and to have your potential noticed. The result is very likely to be that promotion comes to you faster.

Small businesses are usually flexible, something that is rarely true of large organisations. This means that if they're well managed, they can adapt to make the most of changes in the wider economy, which in turn can help you. Don't dismiss them as a place to work because of the myths about them. Small firms can be ideal places for developing your career.

Questions 15-20

Complete the sentences below.

Choose **ONE WORD ONLY** from the above reading passage for each answer.

Write your answers in boxes 15-20 on your answer sheet.

15. In a small business it is easy to become with colleagues and other departments.
16. You may find you have you were not aware of.
17. Finding that your work is will make you enjoy doing it.
18. Other people are likely to realise that you have
19. Opportunities for will come sooner than in a larger business.
20. You can benefit from a small company being more than a large one.

Read the text below and answer questions 21-27.

Starting a new job

A. Make sure you know when and where you are expected to report on your first day. If the route from home is unfamiliar to you, make a practice run first the normal first activity in a new job is a meeting with your boss, and it would be embarrassing to be late. Dress formally until you're sure of the dress code.

B. You should expect to have an induction programme planned for you; a security pass; visits to whatever parts of the organisation you need to understand to do your job properly; meetings with anyone who could affect your success in the role; and someone to show you where everything is and tell you all the real rules of the culture – the ones that are never written down but which everyone is meant to follow.

C. It can be a shock to join a new organisation. When you are a newcomer, feeling uncertain and perhaps a little confused, there can be a strong temptation to talk about your old job and organisation as a way of reminding yourself and telling others that you really know what you are doing, because you did it in your previous role. Unfortunately, this will suggest that you have a high opinion of yourself, and that you think your old place was better. It has enormous power to annoy, so don't do it.

D. All employers have a core product or service paid for by customers which justifies their existence. If you are not part of this core activity, remember that your role is to provide a service to the people who are part of it. Understanding their concerns and passions is essential for understanding why your own role exists, and for knowing how to work alongside these colleagues. This is why you must see this product or service in action.

E. When I worked for a television company, all of us, whatever our job, were strongly encouraged to visit a studio and see how programmes were made. This was wise. Make sure you do the equivalent for whatever is the core activity of your new employer.

F. Don't try to do the job too soon. This may seem strange because, after all, you have been

appointed to get on and do the job. But in your first few weeks your task is to learn what the job really is, rather than immediately starting to do what you assume it is.

G. Starting a new job is one of life's major transitions. Treat it with the attention it deserves and you will find that all your work in preparing and then going through the selection process has paid off magnificently.

Questions 21-27

The text has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 21-27 on your answer sheet.

NB You may use any letter more than once.

- 21. the emotions that new employees are likely to experience at first
- 22. a warning to be patient at first
- 23. how colleagues might react to certain behaviour
- 24. travelling to your new workplace before you start working there
- 25. an example of observing an activity carried out within an organisation
- 26. some things that the organisation should arrange for when you begin
- 27. a division of jobs within an organisation into two categories

SECTION 3

You should spend about **20** minutes on Questions **28-40**, which are based on Reading Passage below.

Write answers to questions in boxes **28-40** on your answer sheet.

Read the text below and answer Questions **28-40**.

How animals keep fit

No one would dream of running a marathon without first making a serious effort to train for it. But no matter how well they have stuck to their training regime, contestants will find that running non-stop for 42 kilometres is going to hurt.

Now consider the barnacle goose. Every year this bird carries out a 3000-kilometre migration. So how do the birds prepare for this? Do they spend months gradually building up fitness? That's not really the barnacle goose's style. Instead, says environmental physiologist Lewis Halsey, 'They just basically sit on the water and eat a lot.'

Until recently, nobody had really asked whether exercise is as tightly connected to fitness in the rest of the animal kingdom as it is for us. The question is tied up in a broader assumption: that animals maintain fitness because of the exercise they get finding food and escaping predators.

Halsey points out that this may not necessarily be the case. Take the house cat. Most domestic cats spend much of the day lounging around, apparently doing nothing, rather than hunting for food. But over short distances, even the laziest can move incredibly fast when they want to. Similarly, black and brown bears manage to come out of several months' hibernation with their muscle mass intact – without having to lift so much as a paw during this time.

Barnacle geese go one better. In the process of sitting around, they don't just maintain their fitness. They also develop stronger hearts and bigger flight muscles, enabling them to fly for thousands of kilometres in a migration that may last as little as two days.

So, if exercise isn't necessarily the key to physical strength, then what is? One clue comes from a broader view of the meaning of physical fitness. Biologically speaking, all it means is that the body has undergone changes that make it stronger and more efficient. In animals such as bears, these changes appear to be triggered by cues such as falling temperatures or insufficient food. In

the months of hibernation, these factors seem to prompt the release of muscle-protecting compounds which are then carried to the bears' muscles in their blood and prevent muscle loss. Barnacle geese, Halsey suggests, may be responding to an environmental change such as temperature, which helps their bodies somehow 'know' that a big physical challenge is looming. In other bird species, that cue may be something different. Chris Guglielmo, a physiological ecologist, has studied the effect of subjecting migratory songbirds known as yellow-rumped warblers to changing hours of daylight. 'We don't need to take little songbirds and train them up to do a 6 or 10-hour flight,' he says. If they are subjected to the right daylight cycle, 'we can take them out of the cage and put them in the wind tunnel, and they fly for 10 hours.'

Unlike migratory birds, however, humans have no biological shortcut to getting fit. Instead, pressures in our evolutionary history made our bodies tie fitness to exercise.

Our ancestors' lives were unpredictable. They had to do a lot of running to catch food and escape danger, but they also needed to keep muscle mass to a minimum because muscle is biologically expensive. Each kilogram contributes about 10 to 15 kilocalories a day to our metabolism when resting — which doesn't sound like much until you realise that muscles account for about 40 percent of the average person's body mass. 'Most of us are spending 20 percent of our basic energy budget taking care of muscle mass,' says Daniel Lieberman, an evolutionary biologist and marathon runner.

So our physiology evolved to let our weight and fitness fluctuate depending on how much food was available. 'This makes us evolutionarily different from most other animals,' says Lieberman. In general, animals merely need to be capable of short bouts of intense activity, whether it's the cheetah chasing prey or the gazelle escaping. Cats are fast, but they don't need to run very far. Perhaps a few mad dashes around the house are all it takes to keep a domestic one fit enough for feline purposes. 'Humans, on the other hand, needed to adapt to run slower, but for longer,' says Lieberman.

He argues that long ago on the African savannah, natural selection made us into 'supremely adapted' endurance athletes, capable of running prey into the ground and ranging over long distances with unusual efficiency. But only, it appears, if we train. Otherwise, we quickly degenerate into couch potatoes.

As for speed, even those animals that do cover impressive distances don't have to be the fastest they can possibly be. Barnacle geese needn't set world records when crossing the North Atlantic; they just need to be able to get to their destination. 'And,' says exercise physiologist Ross Tucker, 'humans may be the only animal that actually cares about reaching peak performance.' Other than racehorses and greyhounds, both of which we have bred to race, animals aren't directly competing against one another. 'I don't know that all animals are the same, performance-wise ... and we don't know whether training would enhance their ability,' he says.

Questions 28-30

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

Write the correct letter in boxes 28-30 on your answer sheet.

28. The writer discusses marathon runners and barnacle geese to introduce the idea that

- A. marathon runners may be using inefficient training methods.
- B. the role of diet in achieving fitness has been underestimated.
- C. barnacle geese spend much longer preparing to face a challenge.
- D. serious training is not always necessary for physical achievement.

29. The writer says that human muscles

- A. use up a lot of energy even when resting.
- B. are heavier than other types of body tissue.

- C. were more efficiently used by our ancestors.
 D. have become weaker than they were in the past.
- 30.** The writer says that in order to survive, early humans developed the ability to
 A. hide from their prey.
 B. run long distances.
 C. adapt their speeds to different situations.
 D. predict different types of animal movements.

Questions 31-35

Complete the summary below.

Choose ONE WORD ONLY from the text for each answer.

Write your answers in boxes 31-35 on your answer sheet.

What is the key to physical fitness?

In biological terms, when an animal is physically fit, its body changes, becoming more powerful and 31 For bears, this change may be initially caused by colder weather or a lack of 32, which during 33 causes certain compounds to be released into their 34 and to travel around the body. These compounds appear to prevent muscle loss. In the case of barnacle geese, the change may be due to a variation in 35

Questions 36-40

Look at the following statements (Questions 36-40) and the list of researchers below.

Match each statement with the correct researcher, A, B, C or D.

Write the correct letter, A, B, C or D, in boxes 36-40 on your answer sheet.

NB You may use any letter more than once.

- 36.** One belief about how animals stay fit is possibly untrue.
37. It may not be possible to train all animals to improve their speed.
38. One type of bird has demonstrated fitness when exposed to a stimulus in experimental conditions.
39. Human energy use developed in a different way from that of animals.
40. One type of bird may develop more strength when the weather becomes warmer or cooler.

List of Researchers

- A. Lewis Halsey
- B. Chris Guglielmo
- C. Daniel Lieberman
- D. Ross Tucker

**THE END OF COURSE TEST PRACTICE: Using the strategies you have learnt
IN ALL PARTS and calculate your score out of: _____ / 40**
ACADEMIC TRAINING MODULE READING TEST

READING PASSAGE 1

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

STEAM ACROSS THE WATER

A look at the early history of boats powered by steam

During the 1600s, very early in the development of steam engines, inventive spirits like the Frenchman Denis Papin dreamed of – and experimented with – boats driven by steam, rather than by the wind or human effort, but many decades passed before those visions became reality.

Englishman Jonathan Hulls took out patents on a steamboat in 1736, but it was to be driven by a Newcomen engine, which was heavy and therefore inefficient, and would never be a success. In 1763, William Henry, an American, put a Watt steam engine in a boat, but it sank. Nearly 20 years later, in the 1780s, a steam-powered paddle-wheeler managed to last fifteen minutes against the current on the River Saone in France but lacked the endurance for longer trips. Developments elsewhere included a boat driven by a steam-powered water jet and able to do six kilometers per hour. However, all these steamboats were either too slow or too expensive to run. For example, American John Fitch successfully trialled his first steamboat in 1787, but although he tried a number of designs and solved many technical challenges – one of his boats could even travel at 13 km/h – he could never convince skeptics that steamboats would pay.

The 19th century came before real success could be claimed. In Scotland in 1802, Lord Dundas launched the steamboat *Charlotte Dundas*, which was driven by a paddle wheel and had an improved engine designed by William Symington. Barges, some weighing as much as 70 tonnes, were towed by this steamboat 30 kilometers along the Forth and Clyde Canal to Glasgow, Scotland's second city. Soon after, success came to American Robert Fulton, whose countrymen called him 'the father of the steamboat'. Inspired by news of the *Charlotte Dundas*, Fulton ran steamboat trials on the River Scinc, in an attempt to attract French support for his submarine *Nautilus*. He later imported a Boulton-Watt steam engine and built a boat to use it in. In 1807, the *Clermont* began a scheduled passenger steamboat service between New York and Albany, 250 kilometers up the Hudson River, taking 30 hours for the trip. Within a few years, steamers were running on the St Lawrence River in Canada and would soon appear on other rivers and lakes, including the Mississippi River, a most famous venue for the paddle-wheelers.

Back in Scotland, Fulton's ideas inspired Henry Bell, who launched his *Comet* in 1812 on the Clyde between Glasgow and Greenock. Inside a decade, dozens of steamboats were to be seen on the rivers, lochs, and canals of Scotland, carrying cargo and occasionally passengers. The age of steamboats had come.

Once steamboats were carrying passengers and industrial goods along the inland waterways and sheltered coastlines of Europe, North America, and elsewhere, the challenge became to send steamboats onto the open ocean, such as across the Atlantic Ocean, between Europe and the US. Travelling under steam power alone would require engines to use less coal so the ship could stay at sea for several weeks. In order to provide a reliable service, it was also necessary to replace paddle wheels as a source of power with something less affected by the rolling of the ship.

Without waiting for such breakthroughs, crossings under a combination of steam and sail got underway in 1819 with the American ship *Savannah*. A regular service took another two decades and introduced the famous name of Cunard. Securing the British government contract for the mail service across the Atlantic, Samuel Cunard established a shipping line in 1840, soon carrying passengers as well, and offering guaranteed sailing dates. Cunard's first ships used a sail-steam combination, but the era of the passenger liner, using steam alone, was getting close.

When it came to building the ships, the versatile British engineer Isambard Kingdom Brunel set the pace. Brunel, brilliant and daring, had already built the Great Western Railway. He created ever bigger ships – faster, more luxurious, and comfortable for passengers. The *Great Western*, launched in 1838, was 70 meters long and crossed from Bristol to New York in just fifteen days. The largest paddle steamer ever built was Brunel's *Great Eastern*. Ultimately too expensive to run as a passenger ship, it was leased to lay the first submarine telegraph cable from Europe to America. His 1853 *Great Britain*, nearly 100 meters long and luxuriously appointed, was the first ocean-going steamship made of iron, and the first to use the underwater screw propeller for powering movement in place of paddle wheels. The idea of the screw had been around since the experiments of the American John Stevens in 1803, but only in 1838 did a large steamer use one, the riverboat *Archimedes* built by Francis Pettit Smith. Later ships had twin screws for reliability.

In many modern ships, steam turbines have replaced engines with pistons, with fuel oil instead of coal to fire the boilers. Diesel engines keep others moving. The largest ships afloat now would dwarf Brunel's *Great Eastern* (launched in 1860); the Atlantic can be crossed in only four days. But in whatever form, the ever-evolving descendants of the original visions of Denis Papin and Robert Fulton continue to travel the seas in vast numbers.

Questions 1–6

Complete the table below.

Choose ONE WORD ONLY from the passage for each answer.

Date	Event
1600s	Early inventors like Papin started to develop boats that relied on steam instead of manpower or wind.
1730s	The engine of Jonathan Hulls' steamboat was 1 _____ due to its

Date	Event
	weight.
1780s	A French paddle steamer did not have the 2 _____ to keep going for more than a quarter of an hour. John Fitch overcame a number of 3 _____ problems with his steamboat designs.
Early 1800s	The <i>Charlotte Dundas</i> pulled barges to Glasgow. In France, Fulton used a steamboat to try to raise interest in a 4 _____. Passengers in the US began to be carried regularly by a steamboat called the 5 _____.
1812 onwards	In Scotland, steamboats transported some passengers, but mostly 6 _____.

Questions 7-13

Do the following statements agree with the information given in Reading Passage 1?

In boxes 7-13, on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

7. For steamboats to cross the Atlantic Ocean, engines which used fuel economically were needed.
8. Using paddle wheels guaranteed reliability on ocean crossings.
9. The *Savannah* was much faster than a regular paddle steamer.
10. Brunel preferred designing railways to steamships.
11. The *Great Britain* had more than one innovative feature.
12. The design of the riverboat *Archimedes* was widely admired.
13. Modern ships that cross the Atlantic use the same energy source as the early steamships.

READING PASSAGE 2

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

THE WOMEN SCIENTISTS OF BOLOGNA

A

The 18th century was a time of logic and experimentation, and many of the sciences had their beginnings at that time. But throughout most of Europe, these studies

were reserved exclusively for men. Few options were available to European women with an inclination to study. A university education was off limits to women almost everywhere in Europe, with one notable exception: Italy. In Italian universities, women competed equally with men, and among those liberal Italian universities, one in particular stands apart.

B

The University of Bologna was founded in 1088 as a law school and is the oldest university in Europe. During the 18th century, intellectually gifted women from the upper classes, and sometimes even from the less economically advantaged classes, had access to a level of education not available in most Western nations until the 20th century. Most of these women, as the following short biographies demonstrate, flourished in various areas of science.

C

Among the women professors of the University of Bologna, Laura Bassi (1711-1778) was the pioneer. She was the first woman to earn a PhD and the university's first female professor. At the age of 21, Bassi became Professor of Physics. However, the university was not so liberal as to allow her to give lectures there; this remained a right reserved solely for men. Bassi was therefore obliged to conduct her lectures and her experiments in her home. She conducted physics tutorials and experiments for her students throughout her academic career and for over thirty years offered an annual public lecture on experimental physics. She also continued her own studies in literature as well as science but considered only science as truly valuable, focusing on mechanics, hydraulics, and anatomy. But perhaps her most enduring achievement is the legacy she left to the women who followed her. Bassi's scholarship and lifelong achievement in both research and teaching made it easier for other women to obtain university appointments. Most importantly, her successors were accorded full professional privileges without restrictions based on gender.

D

In the 18th century, anatomy stood at the vanguard of medical research, and in 1742 Ercole Lelli, a painter and sculptor, became the first person to make a detailed reconstruction of the human skeleton and muscles in wax. These models were used to familiarize students with the human body. Lelli was assisted in his work by Giovanni Manzolini, who later became a professor at the University of Bologna. In turn, Manzolini was assisted by his wife, Anna Morandi (1716-1774), who came to be considered the finest practitioner of artistic anatomy.

E

Morandi did not set out to become an anatomist. Her early education focused on drawing and sculpting, but she later combined her keen observations and her artistic talent to produce very faithful reproductions of anatomical systems. When her husband fell ill and could no longer teach, Morandi was officially charged with delivering his lectures. After he died in 1760, Morandi was elected to a

professorship at the university and, nine years later, was also named the anatomy department's chief model maker.

F

Maria Gaetana Agnesi (1718-1799), the daughter of Pietro Agnesi, a professor of mathematics at the University of Bologna, was both a brilliant linguist and a talented mathematician. She mastered French by the time she was five years old and a number of ancient languages by the age of nine. Later, Agnesi focused her attention on mathematics. She devoted herself to algebra and geometry in her studies and compiled the book that made her famous—*Institutional Analitiche (Analytical Institutions)*—which for the first time provided a synthesis of many different branches of mathematics. The work became well known because its terminology constituted a basis for subsequent scientific works, dictionaries, and encyclopedias. The French Academy of Sciences offered the highest praise it could, noting in a letter that "if the regulations permitted it, Mademoiselle Agnesi would be admitted to the Academy." Agnesi may have been denied admission to the French Academy, but she was admitted into the Academy of Sciences in Bologna. Upon her father's death in 1752, Agnesi abandoned mathematics and the academy to care for the elderly, the poor, and the sick until her death in 1799.

G

Maria Dalle Donne (1778-1842) was born into an average family in the small village of Roncastaldo on the outskirts of Bologna. A peasant girl from such a modest background would not normally have been encouraged to study, but Dalle Donne was born with a physical deformity; this may have led her family to think she would never marry. Under these circumstances, the family might have felt more inclined to educate the girl. In any event, Dalle Donne's cousin recognized her talents and took charge of her education. He enlisted the help of Luigi Rodati, a physician, who taught her himself and later recruited other professors of physics, surgery, and pathology to instruct her. In 1799, Dalle Donne passed her examinations with the highest honors and became the first female doctor of medicine.

H

Several years later, Dalle Donne became the Director of one of the Departments of Medicine at the University of Bologna, where she gained a reputation as a stimulating lecturer. She was emphatic about the need to educate young women in areas of medicine and accepted girls into her program without regard for their ability to pay. Perhaps because of her own modest origins, she assisted talented but financially deprived girls, bringing some measure of democracy to the education of women.

Questions 14-18

Reading Passage 2 has eight paragraphs, **A-H**.

Which paragraph contains the following information?

Write the correct letter, **A-H**, in boxes 14-18 on your answer sheet.

14. a description of a teaching aid used in the 18th century
15. reference to a promotion arising from the misfortune of a close family member
16. how a handicap may have resulted in a girl being given the opportunity to study
17. mention of a restriction placed on where a woman could teach
18. reference to an important academic text

Questions 19-22

Complete the summary below.

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

Write your answers in boxes **19-22** on your answer sheet.

Women's education in 18th-century Europe

During the 18th century, Italy was the only country in Europe to give women the chance to study at university. The most notable of the institutions which opened their doors to women was the University of Bologna. Although it was originally intended to teach the subject of **19.....**, many of its most famous women students worked in the field of **20.....**

Laura Bassi was the first woman teacher at the University of Bologna, and as well as teaching her students she also at times addressed people outside the university on the subject of **21.....**. Of all her studies, Bassi gave least importance to the subject of **22.....**.

Questions 23-26

Look at the following statements (Questions 23-26) and the list of women scholars below.

Match each statement with the correct woman scholar, **A, B, C or D**.

Write the correct letter, **A, B, C or D**, in boxes 23-26 on your answer sheet.

23. She offered tuition to those who could not afford the normal fee.
24. Her example helped others to obtain a right she did not have herself.
25. She devoted a long period of her life to charitable work.
26. She was put in charge of creating teaching materials.

List of Women Scholars

- A. Laura Bassi
- B. Anna Morandi
- C. Maria Gaetana Agnesi
- D. Maria Dalle Donne

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 below.

Unthinkable: An Extraordinary Journey Through the World's Strangest Brains.

Sometimes the best way to understand how a ‘normal’ brain works is to explore those that are abnormal. Such is the insight in Helen Thomson’s enjoyable new book, *Unthinkable: An Extraordinary Journey Through the World’s Strangest Brains*. Thomson, a journalist with a particular interest in neuroscience, is dissatisfied with the ‘cold and impersonal’ accounts that make up the bulk of modern case studies. Instead, she reaches out to her research subjects to get a fuller picture of their lives. It should come as no surprise that Thomson is a fan of the late neuroscientist and popular writer Oliver Sacks. Yet her approach differs from his in one respect: instead of interviewing her subjects in a clinical setting, she prefers to meet them in their own homes, favourite restaurants and other haunts of regular life.

Thomson brings to the project an eye for detail and the skills of a natural storyteller, which allow us to comprehend more readily some of her subjects, such as the man who thinks he’s a tiger. She also asks the sort of personal questions scientists might avoid. For instance, she queries one subject, who strongly associates people with colours, what colour he associates with Thomson herself. Thomson’s aim in writing the book is to shed light on what each case can tell all of us about our own life experiences, particularly as they are mediated every day by our brains. How do we find our way around, perceive our bodies and record our memories? And her book comes at a significant time. Neuroscience has exploded in the last two decades as imaging technology and a renewed exploration of human cognition have illuminated the inner workings of our minds like never before. Her nine subjects, mostly called only by their first names, all have decidedly unusual conditions. Bob can remember every single day of his life, Graham believed he was dead for three years and Sharon is perpetually lost in her own home. Each person’s story anchors a chapter and Thomson’s conversations with her subjects are summarised alongside background information and accounts of famous experiments. Together they take the reader on an engaging tour of the brain and its functions, from the hippocampus to the temporal lobe.

Most of the individuals we meet have adapted to maintain fairly ordinary lives. Sylvia is nearly deaf but is able to vividly distinguish some music. By concentrating on the classical composer Bach, Sylvia has trained herself to identify different notes. Then there is Joel, a physician whose condition means he can literally feel his patients’ pain. While this almost certainly makes him a more understanding doctor, his patients might be surprised that their physician relieves stress at home by watching cheap movies.

A great science writer knows what is interesting to the reader, and here Thomson shines. Those familiar with the neuroscience genre will recognise figures like Phineas Gage, the American construction foreman whose remarkable recovery from a brain injury is a frequent case study in such volumes. But Thomson is able to provide a fresh account of even these well-known figures, bringing much-needed

context and depth. In the same way, she has a gift for metaphor. At one point she describes the relative importance of different functions of the brain by comparing it to a car. While you absolutely must have an engine to make it run, parts like windshield wipers and air conditioning ensure that the experience is safe and pleasurable.

The book certainly makes for educational and informative reading. It turns out we aren't left- and right-brained, as so often believed by the general public. It's more a case of being top- and bottom-brained with, roughly speaking, the top part of the brain specializing in taking action and the bottom part doing analysis. This is just one of several passages in the book where widely held but inaccurate notions are put right.

One of the most enjoyable features of Thomson's book is that she addresses the reader directly. For example, she enthusiastically suggests tips to try at home and do-it-yourself diagnostics for your brain. If you have ever walked into a room and forgotten what you planned to do, try quickly looking left and right to help jog your memory. For the more ambitious, she outlines several other, sometimes quite sophisticated, techniques that might be of everyday use.

Oddly enough, it is with some of the personal stories—the inspiration for her book—that the author occasionally stumbles. Some of the interviews feel too superficial to be regarded as fully fleshed-out profiles. Perhaps she found the condition more interesting than the person? Or more likely, there wasn't enough time. Fortunately, even the weaker profiles are surrounded by excellent supporting material, so this is more of a rough patch in the road than a serious detour and soon enough the narrative is flowing again.

Perhaps the most moving chapter is the story of Tommy McHugh, whose personality completely changed after he suffered a stroke. He goes from being an emotionless, slightly menacing figure with a criminal record to a sensitive character with a deep appreciation for life. He also has become a compulsive painter, an activity from which he derives great fulfillment. It is transformations and revelations such as these that make the book so rewarding.

Questions 27-32

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 27-32 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

27. Helen Thomson has followed the approach used in most modern case studies.
28. Helen Thomson became fascinated with neuroscience after reading Oliver Sacks' popular books.
29. Helen Thomson's writing style helps readers understand the man who believes he is a tiger.

30. Few scientists would ask the same question that Thomson asks about colour.
31. Thomson's aim in writing the book is to provide a technical overview of neuroscience for students.
32. Remarkable technological developments in the last two decades have led to cures for some neurological conditions.

Questions 33-36

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

Write the correct letter in boxes 33–36 on your answer sheet.

33. What is the writer doing in the third paragraph?
 - A. claiming that Thomson's book is unique
 - B. outlining how Thomson's book is organised
 - C. explaining why Thomson excluded certain material
 - D. identifying who Thomson's most interesting subject is
34. The writer refers to a car in the fifth paragraph in order to
 - A. highlight one factual error in Thomson's book.
 - B. contrast the complexity of humans and machines.
 - C. illustrate an impressive feature of Thomson's writing.
 - D. exemplify the way some brains develop in unusual ways.
35. Which of the following best summarises the writer's argument in the sixth paragraph?
 - A. Thomson corrects some common misconceptions about the brain.
 - B. No two brains are likely to be exactly the same in every respect.
 - C. Thomson recognises that further research into brains is necessary.
 - D. Ordinary people cannot be expected to fully understand the brain.
36. What impresses the writer about Thomson's book in the seventh paragraph?
 - A. her sympathy for people suffering from brain issues
 - B. her inclusion of practical advice about certain situations
 - C. her ability to describe complex problems in simple language
 - D. her humorous approach to describing some serious conditions

Questions 37–40

Complete each sentence with the correct ending, A-G, below.

Write the correct letter, A-G, in boxes 37–40 on your answer sheet.

37. The late neuroscientist and popular writer Oliver Sacks
38. Sylvia shows that she
39. The research subject named Joel

40. The American construction foreman Phineus Gage

- A. is a research subject who has been described in many different publications
 - B. is thought to be the only person who has reacted to treatment in this particular way.
 - C. can successfully manipulate one sense that usually functions imperfectly.
 - D. has been critical of the approach taken by Helen Thomson.
 - E. changed to become a nicer individual with a satisfying hobby.
 - F. used a research environment that was rejected by Helen Thomson.
- is a successful professional whose relaxation technique might appear unconventional

IELTS Preparation Book

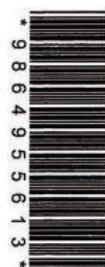
LISTENING

Get your best score!!



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Candidate
Name _____
Candidate
No. _____

Centre
No. _____

Test Date Day _____ Month _____ Year _____

IELTS Listening Answer Sheet

Listening Listening Listening Listening Listening Listening Listening Listening

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Marker 2
Signature: _____

Marker 1
Signature: _____

Listening Total: _____

IELTS LISTENING**PART 1: Short dialogues and Form Completion**

Aims: Predicting answers. Understanding synonyms and paraphrasing.

Subsidiary aims: Gap filling: dealing with letters, numbers and numeral relationships.
Matching. Answering multiple-choice questions: understanding variety of accents.



Unit 1 A Form Completion
Topic: Job and Professional Experience

Exercise 1: You are going to hear a conversation between a university student and a company representative at university fair. Before you listen, discuss the questions below in pairs:

- 1 What do you think happens at a graduate fair? Why do you think they are useful?
- 2 Why do many jobs require you to have a university degree? When is vocational training more useful than a university degree?
- 3 What might improve a graduate's chances of getting the job they want?

Exercise 2: Match the words 1-7 with their definitions/synonyms a-g:

- | | |
|---|------------------------------------|
| 1. a form that you complete in order to apply for a job, a place on a course | a. to keep in shape |
| 2. a person charged with the instruction and guidance of another | b. available |
| 3. to work up to the highest status in something | c. application form |
| 4. free, not busy to do something | d. to get to the top |
| 5. to achieve a better position within the organization and eventually became a manager | e. spare time |
| 6. the time when one is not working | f. to work one's way up the ladder |
| 7. to stay in good physical condition | g. tutor |

Exercise 3: Before you start listening, discuss in pairs:

- 1 In which gaps do you think you will have to:
 - a write a number only?
 - b understand words which are spelled out?
 - c write a number and a word?
- 2 What sort of information do you need for the other gaps?

Questions 1–10*Complete the form below.***Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.*****Graduate Fair Registration
TGS Global*****Graduate details**

Area of work: Example: *Marketing*
 Name: *Dominika* 1
 Nationality: 2
 Email address: 3@gmail.com
 University: *London*
 Type of course: 4 BA
 Date available: 5

Personal information

Other activities: organised a 6 for charity
 Interests: 7 and
 Previous job(s): 8
 Career plans: wants to be a
 9
 Heard about fair through: 10

TTL ____ /10

**Unit 1 C Matching and Multiple Choice. Understanding the accent.****Topic: Travelling**

Exercise 1: Listen to a conversation between a customer and travel agent. Match the hotels to the facilities they offer. Before listening try to brainstorm in pairs what kind of facilities, the recording may mention.

- | | | |
|----------------------|-------|-------------------------------------|
| 1 Hotel Sunshine | _____ | a fitness facilities |
| 2 The Highland Hotel | _____ | b business facilities |
| 3 Hotel Carminia | _____ | c training courses for water sports |
| 4 The Royal | _____ | d entertainment facilities |

Are you a high achiever?

Do you want a job as soon as you graduate?
 The world's biggest companies in IT, marketing, finance, and telecoms want graduates!



Visit the fair and register with them now!

Look at the multiple-choice single-answer question below and three ways of expressing the same question.

Why can't John go on the boat trip? = *Why isn't it possible for John to go on the cruise?*
 = *Why can't John go sailing?* = *Why isn't it possible for John to take part in the boat trip?*

- a He doesn't feel well.
- b He has booked theatre tickets.
- c He is scared of the water.

Think of two other ways of expressing each answer option a-c.

Listen and choose the correct answer.

- 1 Why can't John go on the boat trip?
 - a He doesn't feel well.
 - b He has booked theatre tickets.
 - c He's scared of the water.

Exercise 2: Listen to a conversation between two friends and pick up one of the options:

- 1 Where does Sam recommend going for dinner?

- a Joe's Café
- b The Captain's Table
- c Mangan's

- 2 Who is going to reserve the table?

- a John
- b Sam
- c The hotel receptionist



GOLDEN RULE VOCABULARY:

Splash out on sth - buy sth even though it costs a lot of money

PRACTICE EXAM PART 1: Using the strategies you have learnt do Part 1 and calculate your

score out of 10 ____ / 10

SECTION 1 QUESTIONS 1–4

Complete the form below.

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

City Bus Tour Booking Form

Number of passengers:	2
Passenger name(s):	Susan Field and James 1 _____
Contact telephone number:	07988 2 _____
Hotel:	3 _____
Bus tour time:	4 _____ p.m.
Bus tour date:	14th August

QUESTIONS 5–6

Choose the correct letter A, B or C.

- 5 Why does a ticket for the museum cost £10?
 - A The money is needed to fix parts of the building.
 - B The collection of Latin American art is unique.
 - C It is the only art museum in Europe.

- 6 The tourist office assistant suggests going to the next town for a good restaurant because
 - A they overlook the sea.
 - B the restaurants are bigger.
 - C there are more restaurants to choose from.

QUESTIONS 7–10

Match the restaurants with their descriptions.

Write ONE letter A–E next to questions 7–10.

- 7 The Bellevue _____
- 8 The Lighthouse Café _____
- 9 Harvey's _____
- 10 Stonecroft House _____

- A It is visited by famous people who work in entertainment.
- B This restaurant has recently been bought by a new family.
- C One family has managed the restaurant for over 100 years.
- D It is expensive but serves high quality food.
- E It has been decorated in a modern style.

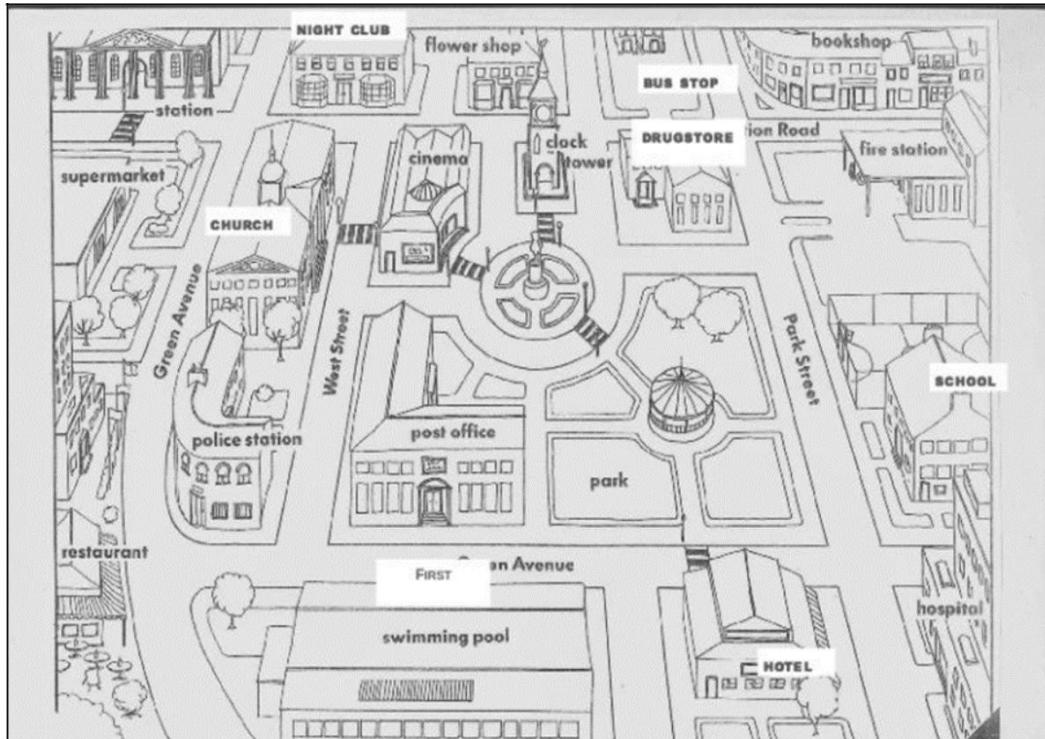
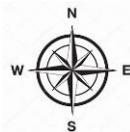
IELTS LISTENING**PART 2: Labelling maps or plans**

Aims: Predicting content words and directions. Practicing the language expressing spatial relationships and directions.

Subsidiary aims: Paying attention to any other clues in the map (compass icon).

**Unit 2 A Prepositions of locations and directions.**

Exercise 1: Look at the following map and work in pairs. Student B asks the questions and student A answers them. Swap the roles and fill the lines given with appropriate answers



student

B

student

A

1. What is located in the **right bottom corner** of the map? _____

2 . Go Park Street **along** the School and go **past** the Fire station.

Then **turn right into** the Station Road. Which is the building **on your left?**

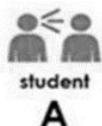
3. You are facing the Nightclub. What is **on its right?**

4 . You are facing the Police Station? What is **behind** it?

5 . Leave the Cinema and follow the path **to the roundabout.**

Go **through** the roundabout. Where are you now?

6 . What is located **between** Fire Station and Hospital?



1. What is situated **in the middle** of the map?

2 . Leave the Station and follow the Station Road just **until your turning right** to Park Street. Which is the first building **on your left?**

3 . You are entering the Cinema, What's **on its right?**

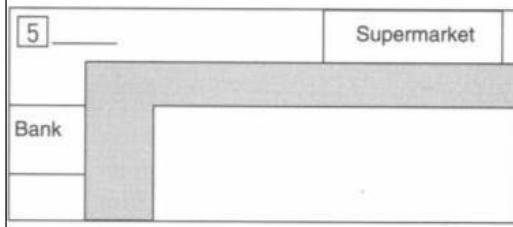
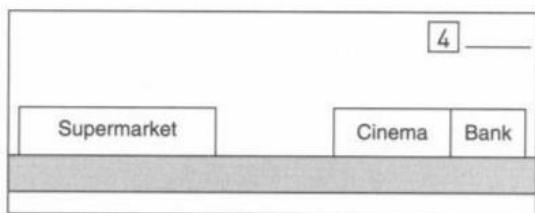
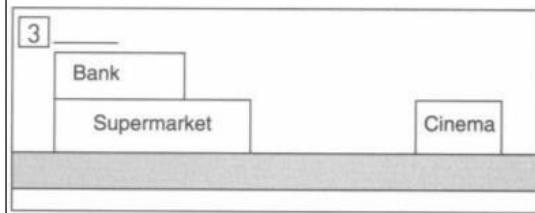
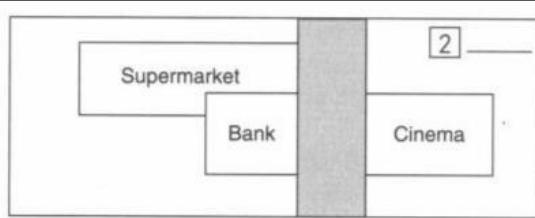
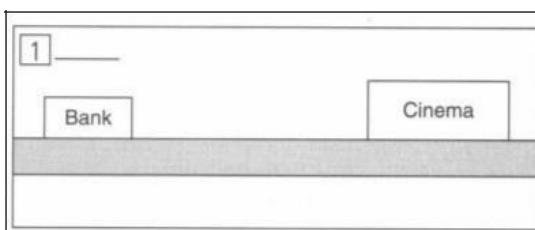
4 . What is **across the road** from the Church on West Street?

5 . What is **on the left of** the school if you leave it?

6 . What is **slightly West** of the Church?

Exercise 2: Listen and match the pictures 1-5 with the sentences you hear a-e.

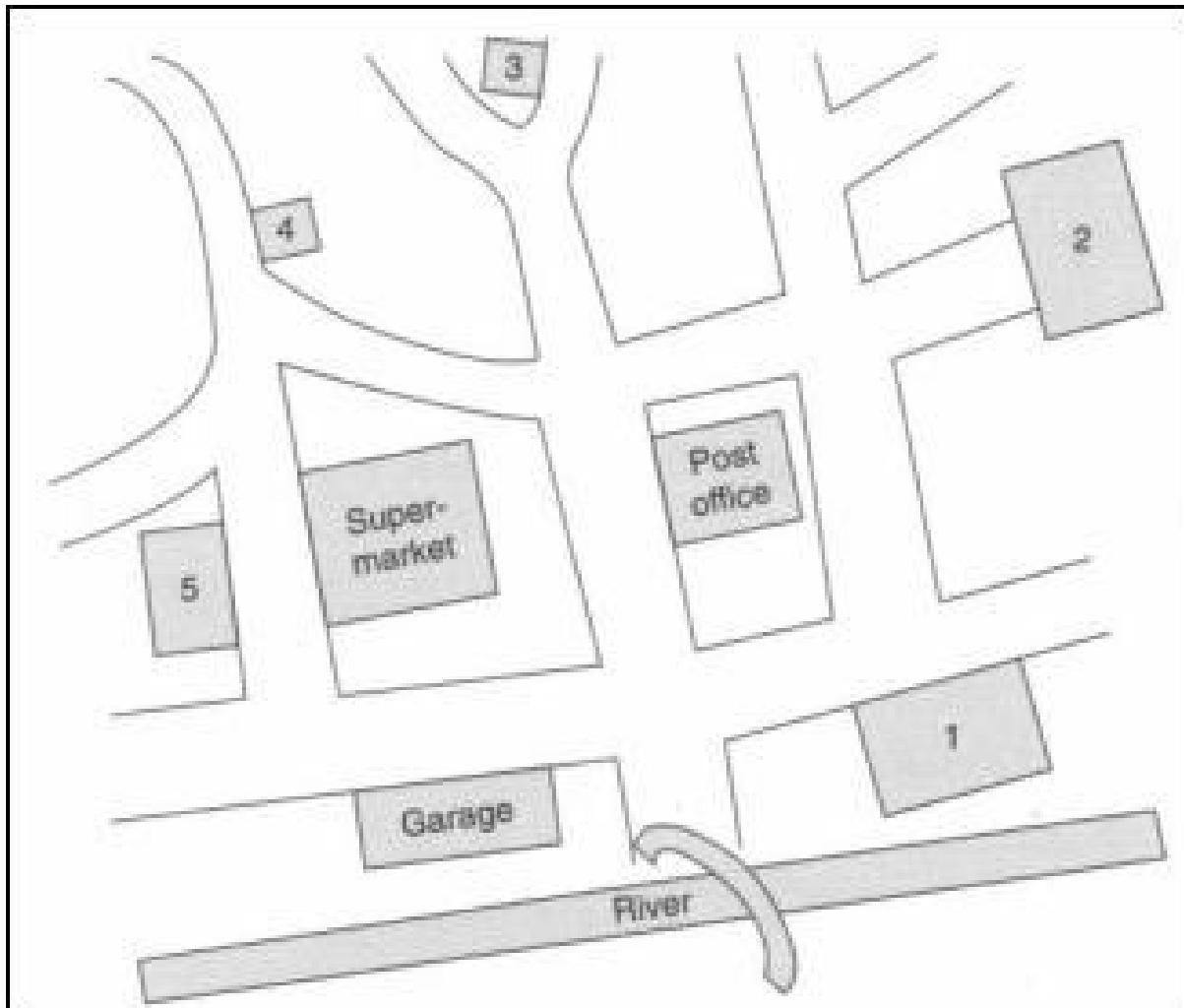
Write the letters a-e next to the question numbers 1-5.





Exercise 3: Look at the map below and with your partner complete the directions a-e with the numbers 1-5 on the map.

- a To get to _____ you need to go along the road from the supermarket.
- b Turn right out of the supermarket and take the first right. _____ is at the end of the road.
- c Walk over the bridge and just keep going straight along the road and you'll find _____.
- d Go left out of the Post Office and take the first left. _____ is on your right.
- e Go over the bridge and make a left turn. Then take the first right. _____ is on the left hand side of the street.



Exercise 4: Look at the map again. You are going to hear two young people discussing what there is for university students to do in their town. Listen and write the names and places 1-5 from the map in Exercise 3.

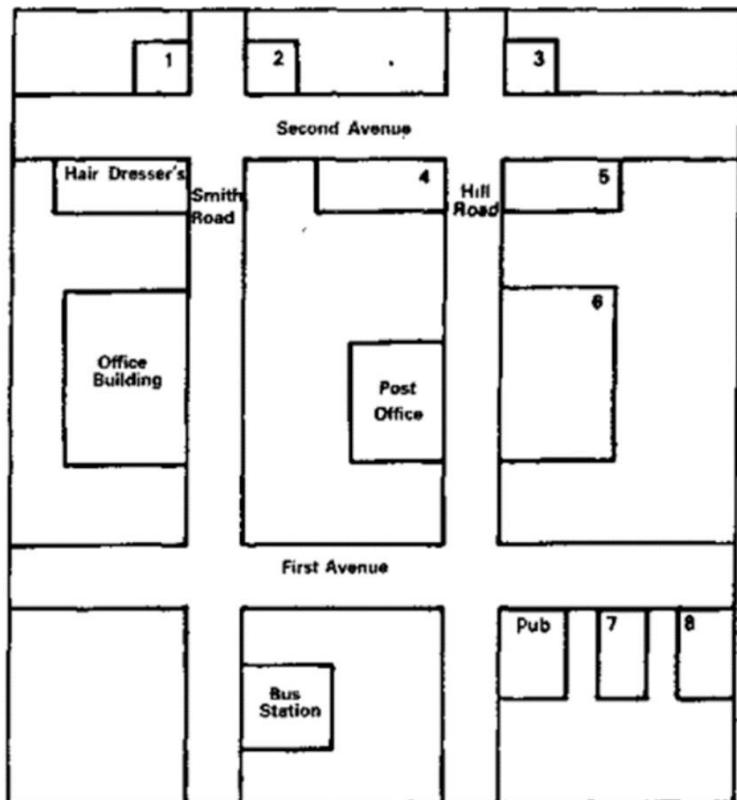
- 1 _____
 2 _____
 3 _____

- 4 _____
 5 _____



Unit 2 B Practice Exercises on maps and plans

Exercise 1: Look at the map below and listen to the directions. As you listen, follow the directions



the university library _____

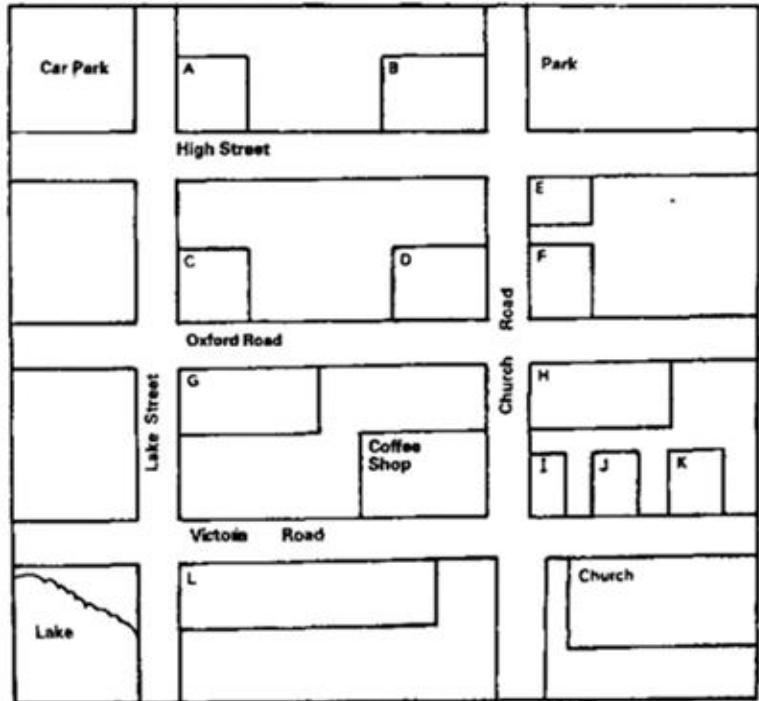
the supermarket _____

the hotel _____

the best bookshop _____

the Lloyds Bank _____

Exercise 2: Look at the map of Maple Town. You will hear five separate sets of directions to particular places on the map. As you listen, follow the directions carefully and write the letter beside the name of the place. Find the Train station at the bottom first and then write the appropriate number beside the name of each place.



1. the post office _____
2. the bank _____
3. the Windsor Hotel _____
4. the Chinese restaurant _____
5. the newsagent's _____
6. the grocer's _____

PRACTICE EXAM PART 2: Using the strategies you have learnt do Part 2 and calculate your score out of 10: _

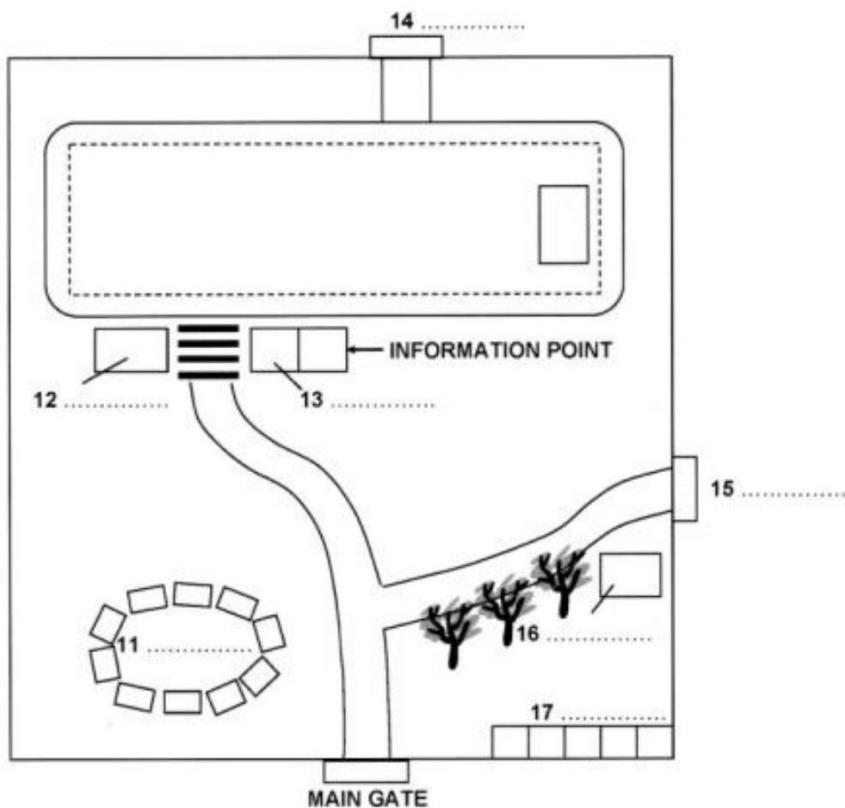
SECTION 2

Questions 11 – 20

Questions 11 – 17

Label the plan of the rock festival site below.

*Choose **SEVEN** answers from the box and write the correct letter, A-I, next to questions 11-17.*



- | | |
|----------|----------------------|
| A | art exhibition |
| B | band entrance |
| C | car park |
| D | craft fair |
| E | exhibitors' entrance |
| F | fringe stage |
| G | lock-up garages |
| H | main stage |
| I | restaurant |

Questions 18 – 20

Complete the sentences below.

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

- 18 To show you are an official visitor, you have to wear the provided.
- 19 Cars blocking paths could prevent access by in an emergency.
- 20 To reclaim items from storage, you must show your

IELTS LISTENING
PART 3: More than two speakers

Aims: Recognizing speakers' voices. Spelling technical words correctly. Understanding the sequences of events. Following conversations.

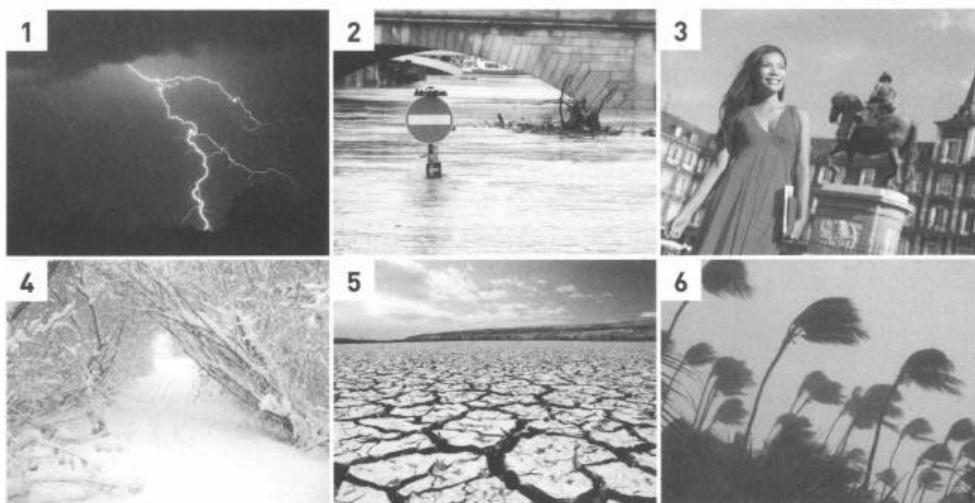
Subsidiary aims labelling a diagram. Classifying.



Unit 3 A Spelling technical words correctly

Topic: *Climate and Weather*

Exercise 1: Match the pictures 1-6 with the words a-f:



- a a blizzard _____
 b a flood _____

- c a drought _____
 d a hurricane _____

- e lightning _____
 f a heat wave _____

Exercise 2: Listen and write the words 1-9. First, you will hear the word and then you will hear the word in a sentence.

1 _____
 2 _____
 3 _____

4 _____
 5 _____
 6 _____

7 _____
 8 _____
 9 _____



Unit 3 B Recognizing speakers' voices and labeling the diagrams

Exercise 1: You are going to hear a conversation with four speakers: John, Steven, Linda and Joanne. Listen and write how many times you hear each speaker. Two have been done for you:

John 3Linda 2Steven Joanne **Exam information: Classification (1)**

In the IELTS Listening exam, you may have to decide which category or group items belong to. The categories are usually lettered (A, B, C, etc.) and the items are numbered (1, 2, 3). Your answer is usually a letter.

Exercise 2: You are going to hear a group of students talking about their Natural Earth presentation. Listen and match the tasks 1-5 with the person who will do them (a-c):

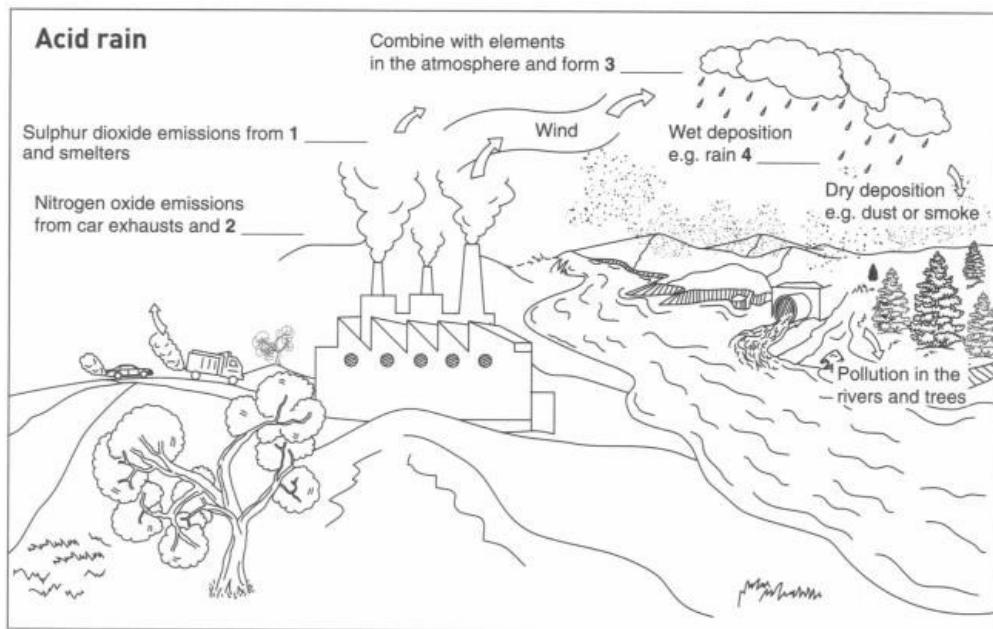
Natural Earth presentation: Who is doing which tasks?

- a Alice
- b Karl
- c Jenny

- | | | |
|---|----------------------------------|-------|
| 1 | organise the research | _____ |
| 2 | make the PowerPoint presentation | _____ |
| 3 | source cloud images | _____ |
| 4 | write cue cards | _____ |
| 5 | present the conclusion | _____ |

Exercise 3: Look at the diagram which shows how acid rain is formed. Use the clues and put the event a-d in the order they occur:

- a The wind carries the mixture of pollutants high into the atmosphere.
 - b These fall in wet and dry forms.
 - c Polluting emissions from cities enter the atmosphere.
 - d The wet form runs into rivers, causing more pollution.
- _____ _____ _____ _____



PRACTICE EXAM PART 3: Using the strategies you have learnt do Part 1 and calculate your score out of 10 ___ / 10

**SECTION 3
QUESTIONS 1–3**



Complete the notes below.

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

Project suggestions: pros and cons

Localised weather conditions

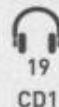
Problem: Not enough time for 1 _____

Seasons

Problem: Too 2 _____

Extreme weather conditions

Advantage: Easier to 3 _____ into different sections, more interesting

QUESTIONS 4–7

Who will cover the following weather conditions?

- A** Alex
- B** Emma
- C** Tom
- D** None of them

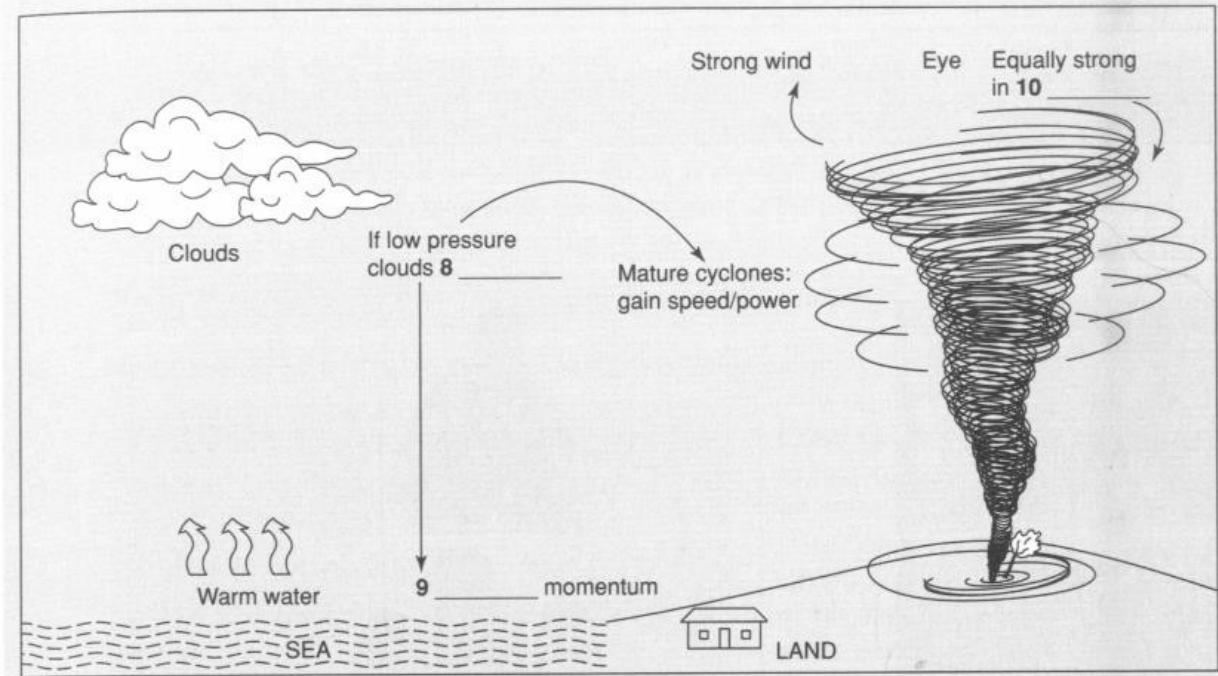
Write the correct letter, A, B, C or D next to questions 4–7.

- 4 blizzards _____
 5 floods _____
 6 drought _____
 7 cyclones _____

QUESTIONS 8–10

Complete the diagram below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

CD1





IELTS LISTENING PRACTICE PART 4.

PART 4: Lecture

Aims: Short-answer questions. High-level words: depending prepositions

Unit 4 A Spelling technical words correctly

Topic: Family Structures

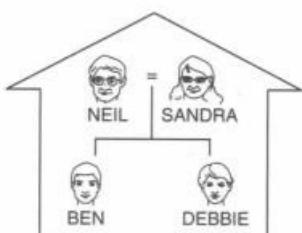
Exercise 1:



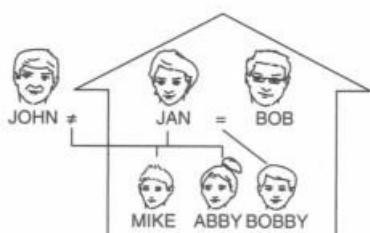
1 Match the words a-d with the family trees 1-4 below.

- a an extended family ____
- b a step-family ____
- c a nuclear family ____
- d a one-parent family ____

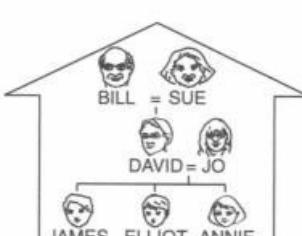
1



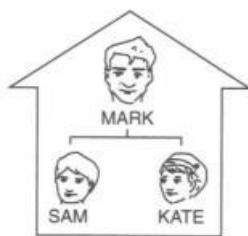
3



2



4



Exercise 2:

Read 1–8 and complete the words.

1 a member of your family	r__at__ (n)
2 to legally become husband and wife in a special ceremony	m___y (v)
3 a father or mother	p___nt (n)
4 money or property which you receive from someone who has died	in____an_ (n)
5 all the people in a family or group who live together in a house	h___h_d (n)
6 when two people are this, they have agreed to marry each other	e_a_ed (adj)
7 take someone else's child into your own family and make him/her legally your son or daughter	a_pt (v)
8 the child of your uncle or aunt	c_s_ (n)

Exercise 3:

Match the verbs 1–10 with the prepositions a–j that usually follow them.

1 participate _____	a with (person) about (thing)
2 struggle _____	b with
3 disapprove _____	c from
4 concentrate _____	d of
5 succeed _____	e in
6 care [look after] _____	f at
7 refer _____	g to
8 suffer _____	h on
9 agree _____	i in
10 aim _____	j for

Exam tip: In the IELTS Listening exam, your answers will need to be grammatically correct. It is important to read the questions carefully and decide what kind of word is missing. For example, some words must be followed by specific prepositions, and knowing which these are will help you write a grammatically correct answer. When you learn new verbs, make sure you know if they have a dependent preposition. A good dictionary will usually tell you this.

Exercise 4:

Complete the sentences 1–8 with verbs and prepositions from Exercise 3. You may need to change the verb form.

1 Family members don't always _____ each other. In fact, they often argue!

Match the verbs 1–10 with the prepositions a–j that usually follow them.

Complete the sentences 1–8 with verbs and prepositions from Exercise 3. You may need to change the verb form.

1 Family members don't always _____ each other. In fact, they often argue!

2 Marion _____ her elderly mother, who is very frail.

3 Some people _____ unmarried couples living together; they think it's wrong.

4 The government plans are _____ helping poor families.

5 Young mothers often _____ looking after their newborn babies; the first couple of months can be very difficult.

6 Children should _____ many physical activities when they are young to keep them fit and healthy and help them socialise.

7 Parents can _____ many government websites for information about family support.

8 Today, some mothers are the main earners in families while the father stays at home and _____ raising the children as his main responsibility.

PRACTICE EXAM PART 4: Using the strategies you have learnt do Part 1 and calculate your score out of 10 __ / 10

**SECTION 4
QUESTIONS 1–4**



Complete the sentences below.

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

1 Recent changes in society are eroding the traditional _____ structure.

2 Slightly fewer than 50% of American children under 13 live in _____.

3 Statistics show that cohabiting couples are more liable _____ than married couples.

4 DINKS focus on _____ rather than having children.

QUESTIONS 5–8



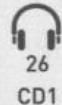
Answer the questions below.

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

- 5 How many children in the UK now live in single parent families? _____
- 6 According to some sociologists, who are responsible for the rise in single parenting?

- 7 What have the largest group of lone parents never done? _____
- 8 Where are single parent families more likely to live? _____

QUESTIONS 9–10



Choose **TWO** letters, A–E.

Which two points does the lecturer give as disadvantages for living alone?

- A People living alone will need help from the community.
- B It is more likely to foster a fragmented population.
- C It creates an accommodation shortage.
- D It is more expensive for an individual to live alone.
- E People may have children too late.

9 _____

10 _____

FINAL TEST 1. Using the strategies learnt during the course do the test given below and calculate your score ____ /40

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

West Bay Hotel – details of job

Example

Answer

- Newspaper advert for temporary staff

- Vacancies for 1
- Two shifts
- Can choose your 2 (must be the same each week)
- Pay: £5.50 per hour, including a 3
- A 4 is provided in the hotel
- Total weekly pay: £231
- Dress: a white shirt and 5 trousers (not supplied)
a 6 (supplied)
- Starting date: 7
- Call Jane 8 (Service Manager) before 9 tomorrow (Tel: 832009)
- She'll require a 10

SECTION 2 Questions 11–20**Questions 11–13***Choose the correct letter, A, B or C.***Improvements to Red Hill Suburb****11** Community groups are mainly concerned about

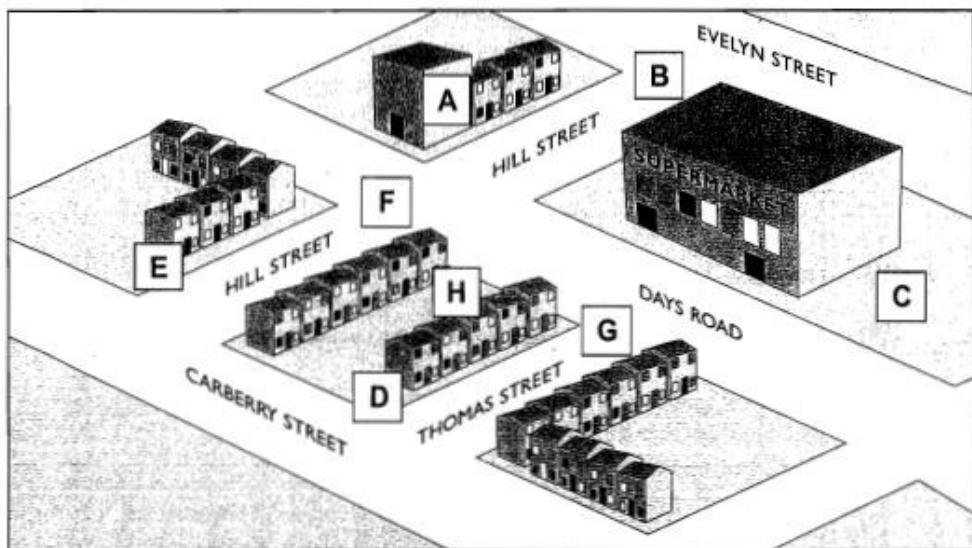
- A pedestrian safety.
- B traffic jams.
- C increased pollution.

12 It has been decided that the overhead power lines will be

- A extended.
- B buried.
- C repaired.

13 The expenses related to the power lines will be paid for by

- A the council.
- B the power company.
- C local businesses.

Questions 14–20*Label the map below.**Write the correct letter, A–H, next to questions 14–20.***Red Hill Improvement Plan**

- | | | |
|----|-----------------------|-------|
| 14 | trees | |
| 15 | wider footpaths | |
| 16 | coloured road surface | |
| 17 | new sign | |
| 18 | traffic lights | |
| 19 | artwork | |
| 20 | children's playground | |

SECTION 3 *Questions 21–30*

Questions 21 and 22

Choose TWO letters, A–E.

In which TWO ways is Dan financing his course?

- A He is receiving money from the government.
- B His family are willing to help him.
- C The college is giving him a small grant.
- D His local council is supporting him for a limited period.
- E A former employer is providing partial funding.

Questions 23 and 24

Choose TWO letters, A–E.

Which TWO reasons does Jeannie give for deciding to leave some college clubs?

- A She is not sufficiently challenged.
- B The activity interferes with her studies.
- C She does not have enough time.
- D The activity is too demanding physically.
- E She does not think she is any good at the activity.

Questions 25 and 26

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

25 What does Dan say about the seminars on the course?

- A** The other students do not give him a chance to speak.
- B** The seminars make him feel inferior to the other students.
- C** The preparation for seminars takes too much time.

26 What does Jeannie say about the tutorials on the course?

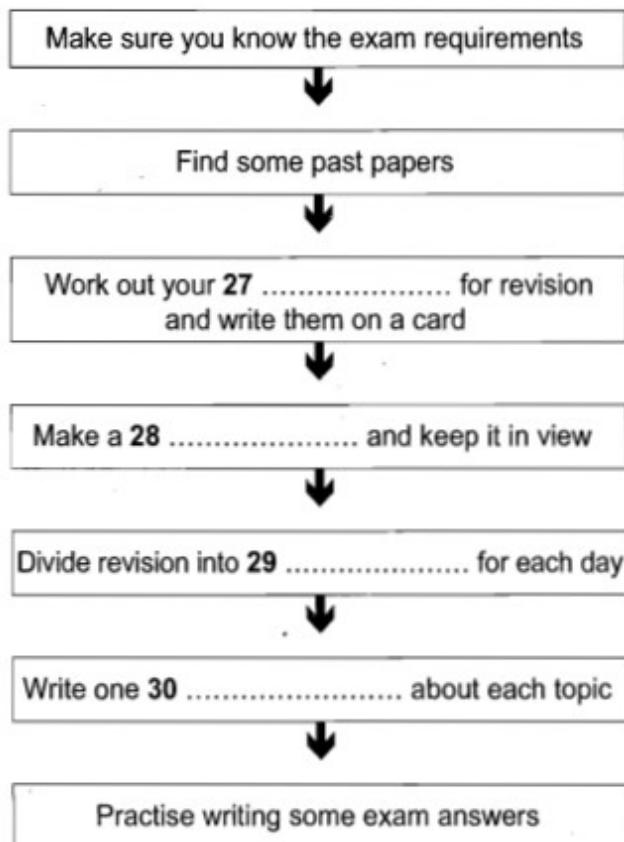
- A** They are an inefficient way of providing guidance.
- B** They are more challenging than she had expected.
- C** They are helping her to develop her study skills.

Questions 27–30

Complete the flow-chart below.

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

Advice on exam preparation



SECTION 4 Questions 31–40*Questions 31–36***Australian Aboriginal Rock Paintings**

Which painting styles have the following features?

Write the correct letter, **A**, **B** or **C**, next to questions 31–36.**Painting Styles**

- A** Dynamic
- B** Yam
- C** Modern

Features

- 31** figures revealing bones
- 32** rounded figures
- 33** figures with parts missing
- 34** figures smaller than life size
- 35** sea creatures
- 36** plants

Questions 37–40

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.**Rainbow Serpent Project**

Aim of project: to identify the **37** used as the basis for the Rainbow Serpent

**Yam Period**

- environmental changes led to higher **38**
- traditional activities were affected, especially **39**

Rainbow Serpent image

- similar to a sea horse
- unusual because it appeared in inland areas
- symbolises **40** in Aboriginal culture

FINAL TEST 2. Using the strategies learnt during the course do the test given below and calculate your score ____ /40

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–3

Complete the form below.

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

TOTAL INSURANCE INCIDENT REPORT

<i>Example</i>	<i>Answer</i>
Name	Michael Alexander
Address	24 Manly Street, 1 , Sydney
Shipping agent	2
Place of origin	China
Date of arrival	3
Reference number	601 ACK

Questions 4–10

Complete the table below.

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

Item	Damage	Cost to repair/ replace
Television	The 4 needs to be replaced	not known
The 5 cabinet	The 6 of the cabinet is damaged	7 \$
Dining room table	A 8 is split	\$200
Set of china	Six 9 were broken	about 10 \$ in total

SECTION 2 *Questions 11–20*

Question 11

Choose the correct letter, A, B or C.

11 According to the speaker, the main purposes of the park are

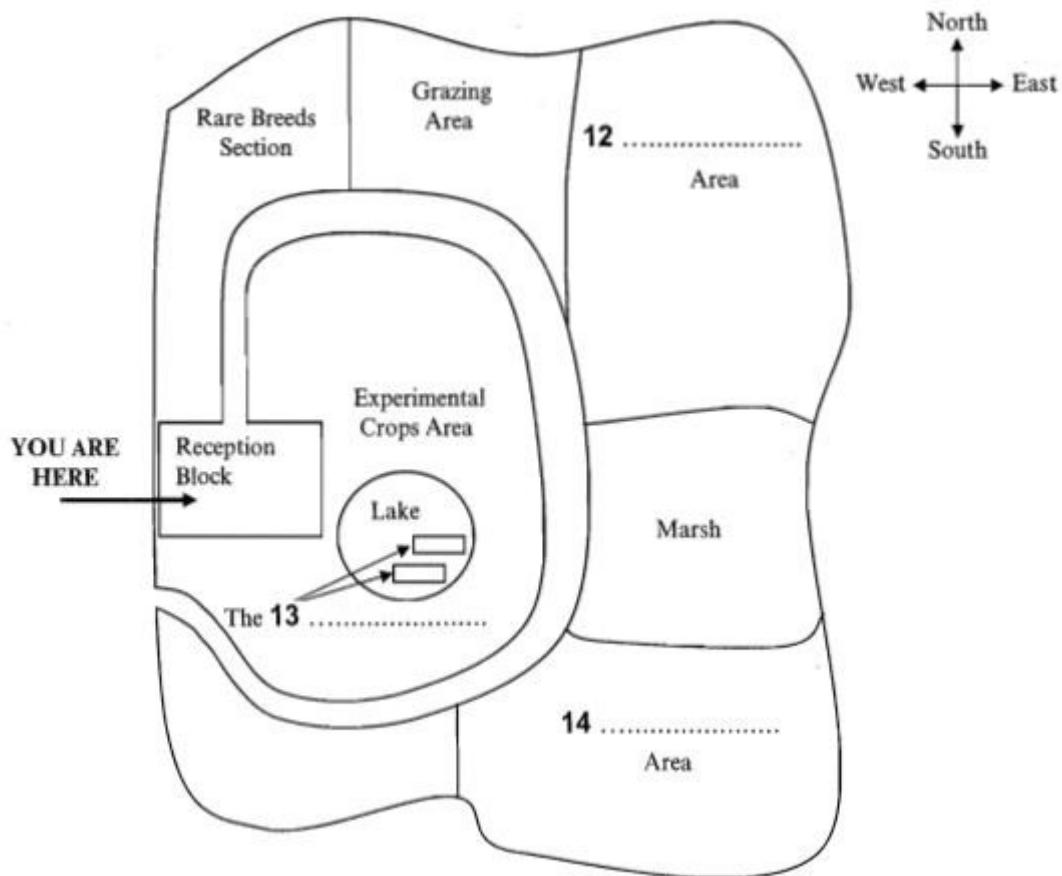
- A education and entertainment.
- B research and education.
- C research and entertainment.

Questions 12–14

Label the plan below.

Write NO MORE THAN TWO WORDS for each answer.

Agricultural Park



Questions 15–20

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

15 When are the experimental areas closed to the public?

- A** all the year round
- B** almost all the year
- C** a short time every year

16 How can you move around the park?

- A** by tram, walking or bicycle
- B** by solar car or bicycle
- C** by bicycle, walking or bus

17 The rare breed animals kept in the park include

- A** hens and horses.
- B** goats and cows.
- C** goats and hens.

18 What is the main purpose of having the Rare Breeds Section?

- A** to save unusual animals
- B** to keep a variety of breeds
- C** to educate the public

19 What can you see in the park at the present time?

- A the arrival of wild birds
- B fruit tree blossom
- C a demonstration of fishing

20 The shop contains books about

- A animals.
- B local traditions.
- C the history of the park.

SECTION 3 *Questions 21–30*

Questions 21–24

Choose the correct letter, A, B or C.

Honey Bees in Australia

21 Where in Australia have Asian honey bees been found in the past?

- A Queensland
- B New South Wales
- C several states

22 A problem with Asian honey bees is that they

- A attack native bees.
- B carry parasites.
- C damage crops.

23 What point is made about Australian bees?

- A Their honey varies in quality.
- B Their size stops them from pollinating some flowers.
- C They are sold to customers abroad.

24 Grant Freeman says that if Asian honey bees got into Australia,

- A the country's economy would be affected.
- B they could be used in the study of allergies.
- C certain areas of agriculture would benefit.

Questions 25–30

Complete the summary below.

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

Looking for Asian honey bees

Birds called Rainbow Bee Eaters eat only 25 , and cough up small bits of skeleton and other products in a pellet.

Researchers go to the locations the bee eaters like to use for 26

They collect the pellets and take them to a 27 for analysis.

Here 28 is used to soften them, and the researchers look for the 29 of Asian bees in the pellets.

The benefit of this research is that the result is more 30 than searching for live Asian bees.

SECTION 4 Questions 31–40

Questions 31–36

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

Research on questions about doctors

- 31 In order to set up her research programme, Shona got
- A** advice from personal friends in other countries.
 - B** help from students in other countries.
 - C** information from her tutor's contacts in other countries.
- 32 What types of people were included in the research?
- A** young people in their first job
 - B** men who were working
 - C** women who were unemployed
- 33 Shona says that in her questionnaire her aim was
- A** to get a wide range of data.
 - B** to limit people's responses.
 - C** to guide people through interviews.

- 34 What do Shona's initial results show about medical services in Britain?
- A Current concerns are misrepresented by the press.
B Financial issues are critical to the government.
C Reforms within hospitals have been unsuccessful.
- 35 Shona needs to do further research in order to
- A present the government with her findings.
B decide the level of extra funding needed.
C identify the preferences of the public.
- 36 Shona has learnt from the research project that
- A it is important to plan projects carefully.
B people do not like answering questions.
C colleagues do not always agree.

Questions 37–40

Which statement applies to each of the following people who were interviewed by Shona?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to questions 37–40.

- A gave false data
- B decided to stop participating
- C refused to tell Shona about their job
- D kept changing their mind about participating
- E became very angry with Shona
- F was worried about confidentiality

People interviewed by Shona

- 37 a person interviewed in the street
- 38 an undergraduate at the university
- 39 a colleague in her department
- 40 a tutor in a foreign university

**LISTENING:****Units 1. A, B: Short dialogues and Form Completion p. 4-7**

1. Complete IELTS Bands 6.5-7.5 Workbook with Answers Cambridge English
2. IELTS Listening Strategies: The Ultimate Guide with Tips, Tricks and Practice on How to Get a Target Band Score of 8.0+ in 10 Minutes a Day by Rachel Mitchell

Unit 1. C: Matching and Multiple Choice. Understanding the accent. p. 8-10

1. Listening for IELTS (Collins English for Exams) Paperback, 2011 by Fiona Aish and Jo Tomlinson

Unit 2. A: Labelling maps or plans. Prepositions of location p. 11-17

1. Listening for IELTS (Collins English for Exams) Paperback, 2011 by Fiona Aish and Jo Tomlinson
2. IELTS Listening Strategies: The Ultimate Guide with Tips, Tricks and Practice on How to Get a Target Band Score of 8.0+ in 10 Minutes a Day by Rachel Mitchell
3. Official IELTS Practice Materials 2 by Cambridge ESOL examiners, 1st Edition
4. Oksana Iksanova

Units 3 A, B, C Conversations with more than two speakers, campus-related topics p. 18 - 23

1. Listening for IELTS (Collins English for Exams) Paperback, 2011 by Fiona Aish and Jo Tomlinson

Units 4 A Lecture. Spelling technical words correctly

2. Listening for IELTS (Collins English for Exams) Paperback, 2011 by Fiona Aish and Jo Tomlinson

FINAL TEST:

1. Cambridge IELTS 8 Academic (Cambridge IELTS Past Papers) by University of Cambridge

IELTS Preparation Book

WRITING

Get your best score!!



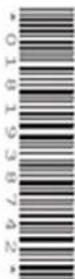
Contents

WRT overview	IELTS Writing Requirements
	IELTS Writing Structure
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	Bar Chart
	Pie Chart. Double diagrams.
	Table
	Process chart/Life-cycle diagram
	Map/Plan
WRT 1 general module	An informal letter
	A semi-formal letter
	A formal letter
WRT 2 essay	Opinion-led Discussion Essay /Advantages. Disadvantages
	Opinion-led Discussion Essay /Discuss both and give your own opinion
	Opinion-led Personal Viewpoint Essay
	Causes and Effects. Problems and Solutions Essay



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

IELTS Writing Answer Sheet – TASK 1



Candidate Name

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

Module (shade one box):

Academic

General Training

Test date

D	D	M	M	Y	Y	Y	Y

TASK 1

Do not write below this line

EXAMINER'S USE ONLY

EXAMINER 2
TASK 1

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1
TASK 1

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	



IELTS Writing Answer Sheet – TASK 2

Candidate Name

Centre Number

Candidate Number

Module (shade one box):

Academic

General Training

Test date

D D
M M
Y Y Y Y

TASK 2

Do not write below this line

EXAMINER'S USE ONLY

EXAMINER 2 TASK 2	TR	CC	LR	GRA		UNDERLENGTH		NO OF WORDS		PENALTY	
						OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1 TASK 2	TR	CC	LR	GRA		UNDERLENGTH		NO OF WORDS		PENALTY	
						OFF-TOPIC		MEMORISED		ILLEGIBLE	

IELTS WRITING**PART 1: WRITING OVERVIEW. ANSWER SHEET. TYPES OF TASKS. STRATEGIES.****INFOGRAPHIC. LINE GRAPH.**

Aims: Writing Overview. Writing Task 1. Line Graph.

Subsidiary aims: Selecting and summarizing main features. Grouping information.



Unit 1 A Be familiar with the task's types. Assessment criteria. Overall Band Score evaluation. Writing Structure. LINE GRAPH.

IELTS WRITING STRUCTURE

GENERAL	Task 1 20 MIN	Write a personal, semi-formal or formal style letter 150 words
	Task 2 40 MIN	Write an essay (250 words) by <ul style="list-style-type: none"> - giving and justifying an opinion - discussing the topic - summarizing details - outlining problem - identifying possible solutions and supporting what you write with relevant examples from your own knowledge or experience.
ACADEMIC	Task 1 20 MIN	Describe, summarize or explain the information in YOUR own words in info graphic (graph, table, chart or diagram, etc.)
	Task 2 40 MIN	Write an essay (250 words) by <ul style="list-style-type: none"> - giving and justifying an opinion - discussing the topic - summarizing details - outlining problem - identifying possible solutions and supporting what you write with relevant examples from your own knowledge or experience.

Assessment criteria

Final score = (T1 + (T2 + T2)): 3

Task Achievement	How your ability to answer the question properly is
Coherence and Cohesion	How accurate your structure is
Lexical resource	How accurate and varied your vocabulary is
Grammatical range and accuracy	How accurate and varied your grammar is

Academic Writing Task 1 Types**Exercise 1:**

In IELTS Writing Task 1, you have to summarise information which is usually presented in a visual form. Match the figures 1–6 with the headings a-f. Then complete the descriptions with the words i-ix. The first one has been done for you.

- a bar chart
b diagram

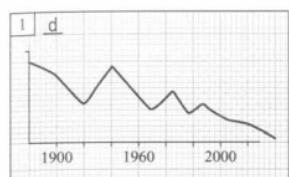
- c flow chart
d line graph

- e pie chart
f table

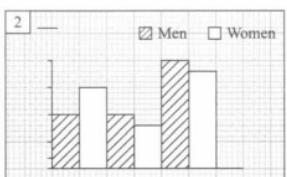
- i comparisons
ii axis
iii columns

- iv trends
v percentage
vi vertical

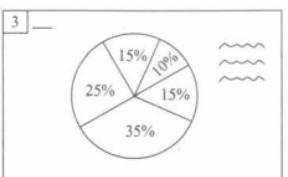
- vii segment
viii features
ix stage



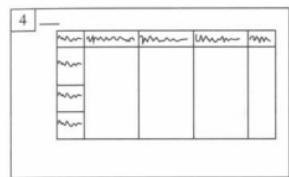
This type of figure can be used to show [7] iv. The horizontal [8] often indicates time, and the [9] axis often shows what changes over time.



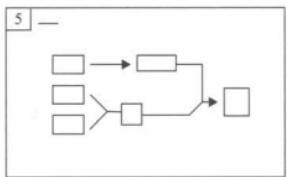
These figures are useful for illustrating [10] between items or categories of items. This one compares men and women.



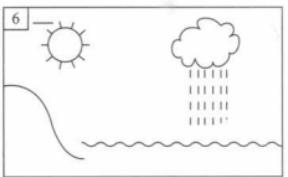
You can use a figure like this to show how a whole is composed of parts. Here, each [11] indicates a [12] of the whole.



You should present data like this if you need to give precise numbers. This example contains four rows and five [13].



This type of figure is useful for representing a process. Each box represents one [14] in the process.



Figures like this are also used to represent a process. They can also illustrate the [15] of an object.

WRITING TASK 1 STRUCTURE. LINE GRAPH.

Only write about the information in the chart. Do not include any ideas of your own.



Use the structure of **5 main steps:**

1. Read the question twice very carefully. Analyze the answer:

- 1) Look at the data. What data is represented on the axis?
- 2) What time periods are shown?
- 3) What are units of measurements?

2. Paraphrase the task to write introduction

3. Write your overview

- 1) What are the main features?
- 2) How much did the percentage of UK adolescents following a vegetarian diet change?
- 3) Did it experience several changes?

4. Support your overview with more details

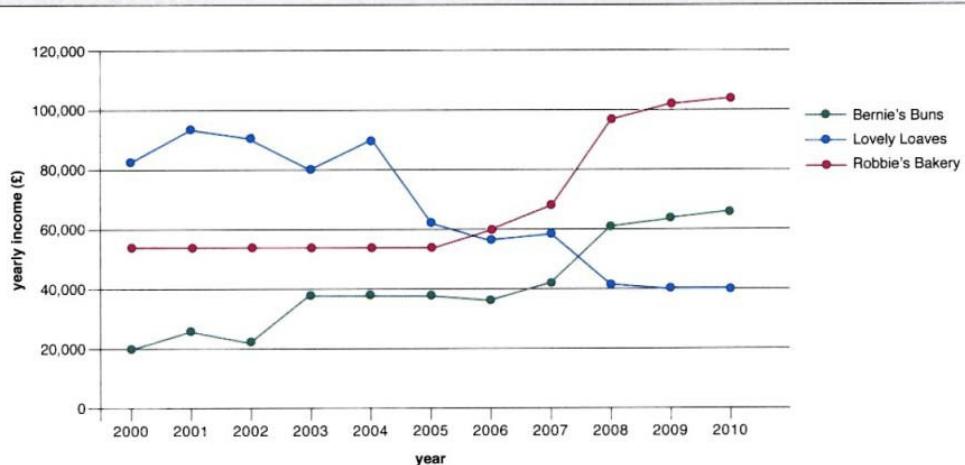
- 1) Can I make any comparisons? Are there any exceptions?

5. Check for any grammar mistakes and make sure you have got at least 150 words.

1. Paraphrase the task. Introduction.

The graph shows data about the annual earnings of three bakeries in London, 2000–2010.

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





PARAPHRASING LANGUAGE:

Subject	Verb	Object	Timescale
The following graph	gives information about	the number of .../how many	from ... to ...
The given graph	provides data on	the amount of .../how much	between ... and ...



You can rewrite a phrase by using the word **how**:

The graph shows **the number of people** ... = the given graph illustrates **how many** people ...

The graph shows **the amount of time** ... = the given graph illustrates **how much** time ...

Exercise 2: Look at the extract from an essay question above. The topic is visitors to Australia. Complete these two possible ways of rewriting it.

**The chart shows information about visitors to Australia, 2000–2008.
Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**

- 1 The graph shows information about **how many** p..... v..... Australia, over an eight-year period between 2000 and 2008.
- 2 The graph illustrates data about **the number of** p..... w..... v..... Australia, over an eight-year period between 2000 and 2008.

Exercise 3:

Complete these two rewrites of the topic **Car sales in the USA, 2000-2010**.

- 1 The graph shows information about **how many** ...
- 2 The graph illustrates data about **the number of** ...

Complete these two rewrites of the topic **Coffee production in Kenya, 1999-2006**.

- 1 The graph shows information about **how much** ...
- 2 The graph highlights data about **the amount of** ...

Exercise 4: Complete this table.

topic	how much / how many	the number of / amount of
1 Unemployment rates, India and Brazil (1995–2000)	The graph shows information about how many people were unemployed in ...	The graph shows data about the number of people who were unemployed in ...
2 DVD sales, UK and USA (2005–2008)		
3 Chocolate production, Colombia (1997–2007)		

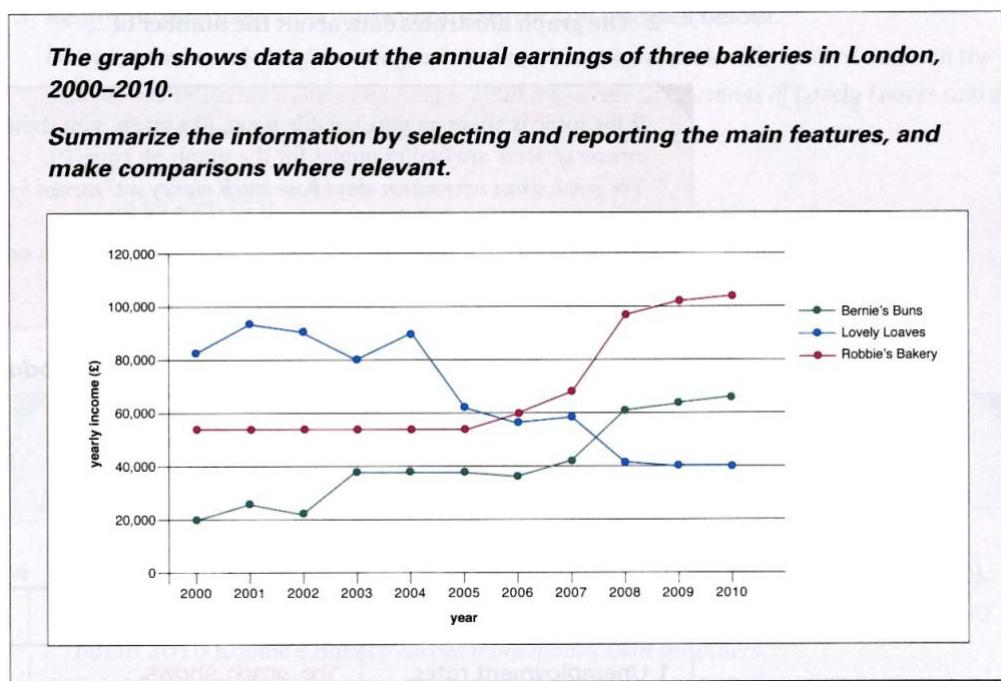


2. THE OVERVIEW

2. **The overview** is the most important paragraph in the whole task and it is impossible to get a high score if you don't write a good one.

The question for Academic Task 1 is always the same. It states:

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



Exercise 1: Match the two halves of these phrases

- | | |
|---|---|
| 1 There was a significant upward trend | a trend in the income of Lovely Loaves. |
| 2 The earnings of Lovely Loaves saw | b significantly over the period. |
| 3 There was a downward | c in the income of Bernie's Buns. |
| 4 The income of Bernie's Buns fluctuated | d a dramatic increase in the last five years. |
| 5 The income of Robbie's Bakery witnessed | e a considerable fall over the period. |

Exercise 2: Read this overview and find synonyms for the phrases below.

Overall, what stands out from the graph is that there were considerable upward trends in the income of both Bernie's Buns and Robbie's Bakery, while the earnings of Lovely Loaves saw a substantial fall over the period in question.

- 1 in general **overall**
- 2 it can be seen that
- 3 the income of Bernie's Buns and Robbie's Bakery rose
- 4 whereas
- 5 the income of Lovely Loaves went down significantly
- 6 the time period covered by the graph

Introductory Expressions for overview:

Overall, **it is clear from** the diagram that ...

- **a glance at the diagram reveals that..**
-
- **what stands out from the diagram is that**
- **as can be seen from** the diagram, ...



3. SUPPORTING OVERVIEW WITH DETAILS

! Use appropriate language to describe details!

T R E N D	VERB +	ADVERB	ADJECTIVE +	NOUN
↑	RISE (ROSE/RISEN) TO/BY +	MINIMALLY SLIGHTLY } INCREASE (INCREASED) TO/BY +	A SMALL A SLIGHT } A MODERATE A GRADUAL A NOTICEABLE	RISE INCREASE UPWARD TREND

	CLIMB (CLIMBED) TO/BY + GROW (GREW/GROWN) TO/BY + !!!! DOUBLE (DOUBLED) BOOM (BOOMED) ROCKET (ROCKETED)	TREMENDOUSLY DRAMATICALLY SHARPLY }	A SUBSTANTIAL A TREMENDOUS A DRAMATIC A SHARP	GROWTH
↓	FALL (FELL/FALLEN) TO/BY + DECLINE (DECLINED) TO/BY + DECREASE (DECREASED) TO/BY + DROP (DROPPED) GO DOWN (WENT/GONE) !!!! PLUMMET (PLUMMETED) PLUNGE (PLUNGED) DIVE (DOVE/DIVEN)	MINIMALLY SLIGHTLY }	A SMALL A SLIGHT	FALL
		MODERATELY GRADUALLY NOTICEABLY }	A MODERATE A GRADUAL A NOTICEABLE	DECLINE
		SIGNIFICANTLY SUBSTANTIALLY }	A SIGNIFICANT A SUBSTANTIAL	DECREASE
		TREMENDOUSLY DRAMATICALLY SHARPLY }	A TREMENDOUS A DRAMATIC A SHARP	DROP
→	NOT TO CHANGE REMAIN	MUCH STABLE /STEADY	NOT BIG	CHANGES
↑ ↓	FLUCTUATE (FLUCTUATED)	MINIMALLY SLIGHTLY }	A SMALL A SLIGHT	FLUCTUATION
		MODERATELY GRADUALLY NOTICEABLY }	A MODERATE A GRADUAL A NOTICEABLE	
		SIGNIFICANTLY SUBSTANTIALLY }	A SIGNIFICANT A SUBSTANTIAL	
		TREMENDOUSLY DRAMATICALLY SHARPLY }	A TREMENDOUS A DRAMATIC A SHARP	
P O S I T I O N	STOOD + AT LEVELLED OFF + AT PLATEAUED + AT STABILISED + AT PEAKED + AT REACHED A PEAK / THE LOWEST POINT	NUMBER	THERE WAS: A LEVELLING OFF + AT A PLATEAU + AT A PEAK + AT	

Exercise 1: Write a sentence with a verb and adverb to describe each of these changes in the graph

- 1 The income of Bernie's Buns between 2006 and 2008.
- 2 The amount of money earned by Robbie's Bakery between 2008 and 2010.
- 3 Earnings of Lovely Loaves between 2004 and 2005.

Write a sentence with an adjective and noun to describe each of these changes in the graph

- 1 Bernie's Buns, 2006–2008 There was a considerable rise in income.
- 2 Robbie's Bakery, 2007–2008
- 3 Bernie's Buns, 2001–2002
- 4 Lovely Loaves, 2004–2005

Model answer:

The graph shows information about the amount of money which was earned by three bakeries in London, over a ten-year period between 2000 and 2010.

Overall, what stands out from the graph is that there were considerable upward trends in the income of both Bernie's Buns and Robbie's Bakery, while the earnings of Lovely Loaves saw a considerable fall over the period in question. Another interesting point is that Lovely Loaves was the most popular bakery in 2000, but in 2010, Robbie's Bakery earned more money than the others.

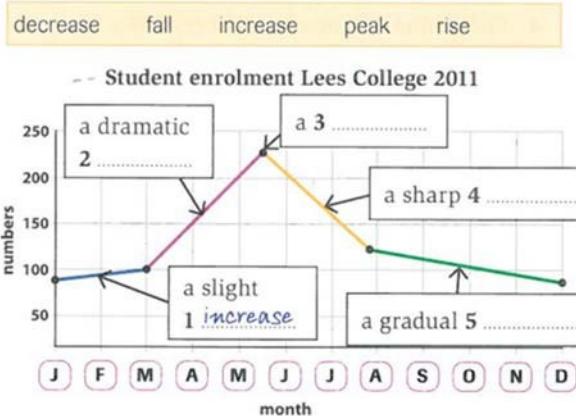
Looking at the details, as regards Bernie's Buns, income started at £20,000 in 2000, then there was a fluctuation over the next three years, at which point it

levelled off at just under £40,000 until 2006. Then the figure went up significantly, finishing at around £65,000 in 2010. If we look at Robbie's Bakery, the trend was similar. Having remained stable at approximately £55,000 in the first half of the decade, income then rose sharply, reaching nearly £100,000 in 2008. There was then a gradual rise to around £105,000 in 2010.

By contrast, the income of Lovely Loaves went in the opposite direction. Takings fluctuated around £90,000 until 2004. After that, despite falling sharply to just over £40,000 in 2008, the figure then levelled off in the last two years.

Exercise 2:

- 1 Work in pairs. Complete the phrases that describe the trends on the line graph below with words from the box. Sometimes more than one word is possible.



- 2 Complete this paragraph about the graph using words and phrases from Exercise 1.

The graph shows the changes in student numbers at Lees College over a one-year period.

Between January and March, there was 1 a slight increase. This was followed by a 2 in numbers over the next three months. In June, enrolments reached a 3

After that, there was a 4 in numbers.

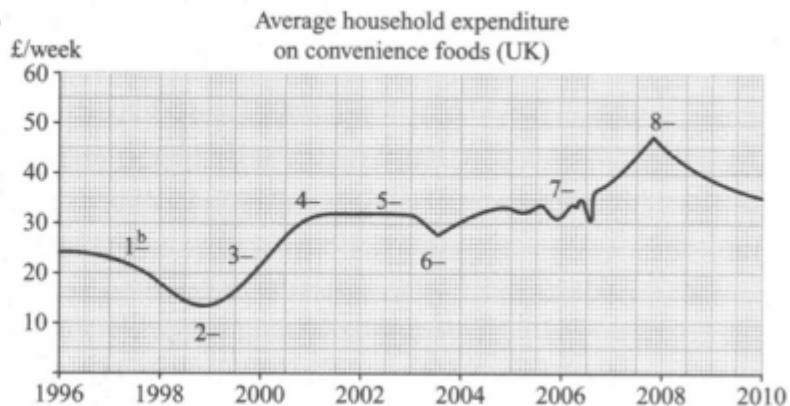
Finally, there was a 5 in numbers from August to December.

Over the year, there was a lot of fluctuation in the numbers.

Exercise 3

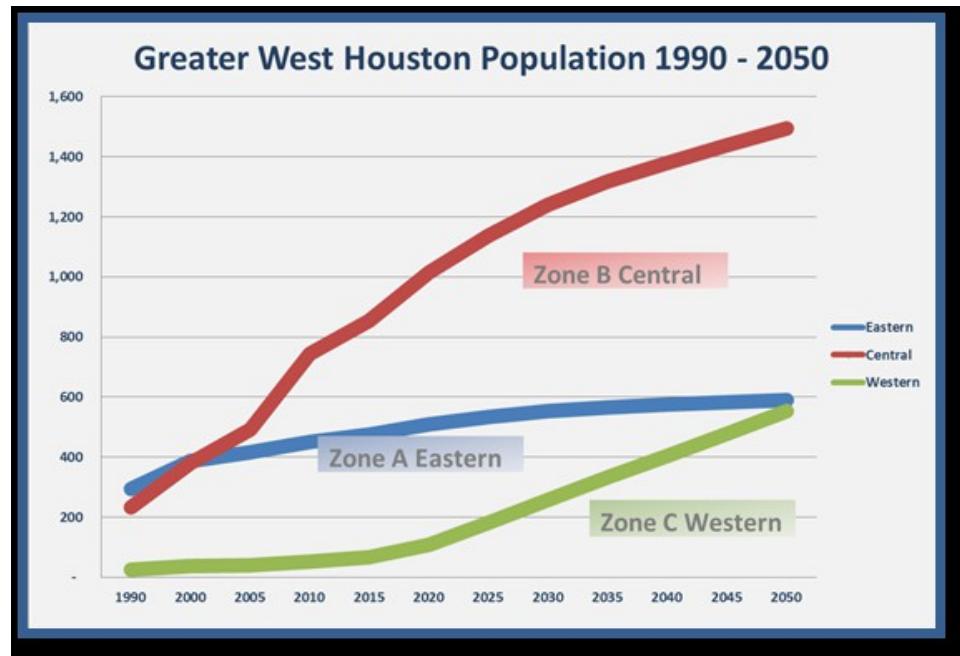
The verbs a-h can all be used to describe line graphs. Match each expression with the part of the graph it best describes.

- a rise (rose, risen)
- b fall (fell, fallen)
- c peak (-ed, -ed)
- d reach (-ed, -ed) its lowest point
- e level (-led, -led) off
- f dip (-ped, -ped)
- g remain (-ed, -ed) the same
- h fluctuate (-d, -d)





USING RIGHT TENSES



Present simple (S + V) He/she/ it (es/s!)	to describe what the graph shows us
--	-------------------------------------

The line graph **compares** three zones of Greater West Houston population (active voice)

Past simple (S + V2) ed/irregular form 2	to describe past years
---	------------------------

The population of zone B central **stood** at 200 **in 1990** and **doubled** over the next 10 years to level off at 400.

Past perfect (S +had+ V3) ed/ irregular form 3	to describe what happened before and up to a past time
---	--

By 2015, the population of zone B central **had risen** to 800.

Present Perfect (S + have + V3) ed/ irregular form 3	to describe that the trend started and is still now
---	---

Since then (2015) there has been a considerable growth in the population of zone B central.

Future Simple (S + will + V)	to describe what will happen
-------------------------------------	------------------------------

The population of all three zones is predicted / anticipated / expected to grow in the future. However, while zone A and zone C will reach 600 in 2050 year, the population of zone B will peak at nearly 1500.

Future Perfect (S + will + have +V3) ed/ irregular form 3	to describe what will happen by a certain period of time in the future
--	---

By 2050 year, the population of zone B will have reached a peak at nearly 1500.

ATTENTION:

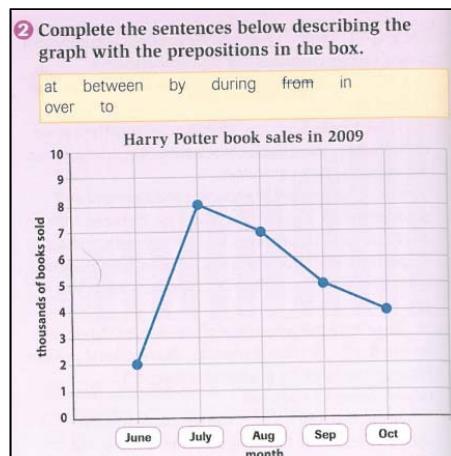
It is predicted that the population of zone C will reach 600 in 2050 year.

The populion zone C is predicted to reach 600 in 2050 year.



PREPOSITIONS TO REMEMBER

There was a rise **in** Harry Potter book **from** 2 000 **to** 8 000 between June and July. Book sales increased **by** 6 000 **between** June **and** July. There was an increase **of** 6000. However, the number of sales stood **at** 7000 in August.



As regards Robbie's Bakery, income started **1 to / at** £55,000 in 2000 and remained stable **2 at / to** this figure **3 during / until** 2005. At this point, there was a sharp rise **4 to / at** £70,000. Between 2007 and 2008, the figure went up **5 to / by** around £30,000, **6 to / from** £70,000 **7 at / to** nearly £100,000. Finally, income grew gradually, and peaked **8 at / to** £105,000 in 2010. If we look at Lovely Loaves, earnings fluctuated **9 between / at** £80,000 and £90,000 in the first five years, and then there was a sharp fall **10 to / at** £40,000 in 2008. Finally, the figure levelled off **11 to / at** £40,000, and finished **12 to / at** the same figure.



USE CORRECT ARTICLES

Exercise 1: There are 12 more missing articles in these paragraphs. Add them in the correct places and compare your answers with a partner.

The Graph shows information about amount of money which was earned by three bakeries in London, over ten-year period between 2000 and 2010.

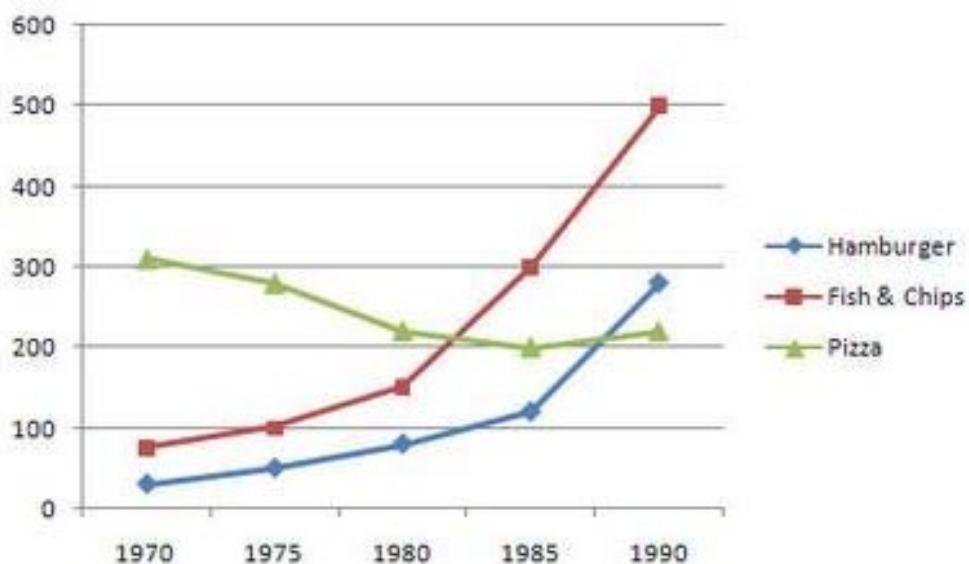
Overall, what stands out from graph is that there was downward trend in income of Lovely Loaves, while amount of money earned by other two bakeries rose over period in question.

Turning to details, as regards Lovely Loaves, figure started at just over £80,000 in 2000, and then there was considerable fluctuation until 2005. Following this, its income levelled off at just under £60,000 until 2007. Having fallen sharply to £40,000 in 2008, income of Lovely Loaves then remained stable during last two years.



MULTILINE GRAPHS AND COMPARISON LANGUAGE

The graph gives information about the consumption of fast food (in grams per week), in the UK from 1970 to 1990.



SIMILARITIES:

As can be seen from the diagram both A and B ↓↑→ .

As can be seen from the diagram **both** hamburgers and fish and chips consumption increased in the first five years.

A ↓↑→ . Similarly, B ↓↑→ .

Just as/Like A ↓↑→ , B ↓↑→ .

Hamburgers consumption increased in the first five years. **Similarly**, there was a slight rise in fish and chips consumption during the same period of time.

Just as Hamburgers, fish and chips consumption increased in the first five years.

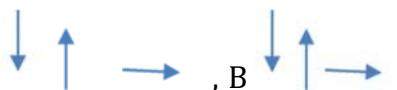
Like Hamburgers, fish and chips consumption increased in the first five years.

A ↓↑→ as much as B.

In 1983, the consumption of pizza was **as** much **as** fish and chips.

CONTRAST:

It could be noticed that **while/wheras A**



It could be noticed that while the consumption of hamburgers and fish and chips increased, the consumption of pizza decreased during first 5 years.

It can be seen from the diagram that **A**



It can be seen from the diagram that **A**



It can be seen from the diagram that **A**



It can be seen from the diagram that **A**



*It can be seen from the diagram that the consumption of hamburgers and fish and chips increased during first 5 years. Pizza consumption, **in contrast** to the consumption of other hand, decreased.*

contrast/on the contrary

It could be seen that **unlike A, B**



It could be noticed that unlike pizza consumption, the consumption of hamburgers and fish and chips increased during first 5 years.

It could be seen that **A** that

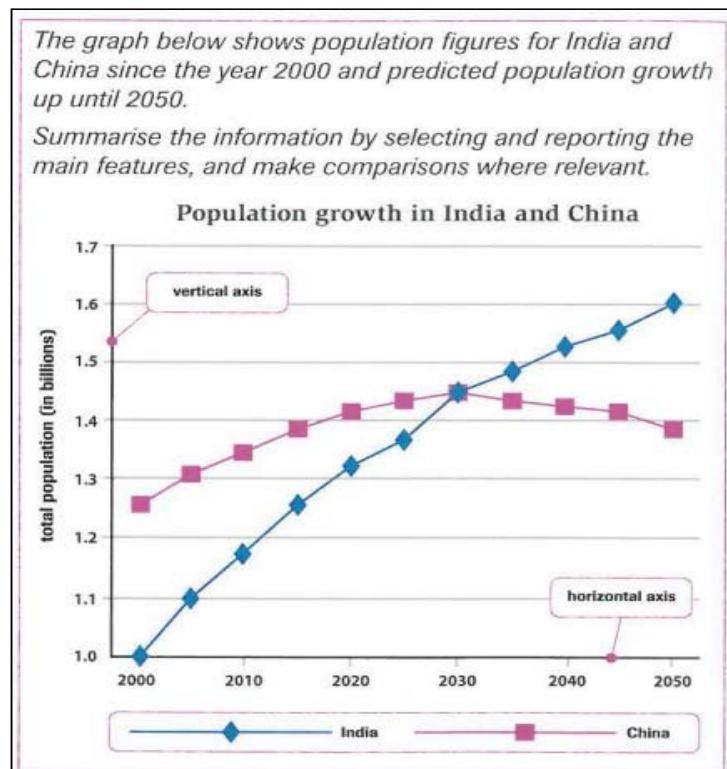


It could be seen that A that



*It could be seen that pizza consumption decreased during first 5 years **as opposed to / compared to** hamburgers and fish and chips consumption.*

Exercise 1:



Unit 1 B BAR CHART.

Percentage, Portion and Numbers language

Words/ Phrases of Approximation - Vocabulary:

- » Approximately
- » Nearly
- » Roughly
- » Almost
- » About
- » Around
- » More or less
- » Just over
- » Just under
- » Just around
- » Just about
- » Just below
- » A little more than
- » A little less than



This table presents some examples of how you can change percentages to fractions or ratios:

Percentage	Fraction	Ratios:
80%	four-fifths	a very vast majority
77 -79 %	more than three-quarters	a large proportion

75%	three-quarters	a significant proportion
70%	seven in ten	a significant proportion
65%	two-thirds	a significant proportion
60%	three-fifths	a significant proportion
55%	more than half	
51%	just over half	
50%	half	
49%	just under half	
45%	more than two-fifths	
40%	two-fifths	
35%	more than a third	
32%	nearly one-third / nearly a third	
30%	a / one third	
26%	roughly one quarter	
25%	a quarter	
24%	almost one quarter	
20%	a fifth	
15%	less than a fifth	a small minority
10%	a/one tenth	a small minority
5%	one in twenty	a very small proportion
4%	less than one in twenty	a tiny fraction

Exercise 1: Match these percentages (a-g) to the fractions (1-7).

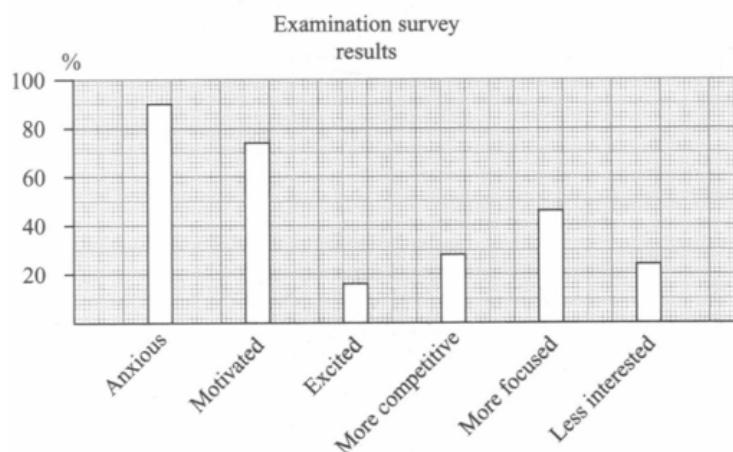
a 50% b 25% c 75% d 33.3% e 40% f 10% g 66.6%

1 two-thirds 2 half 3 a/one quarter 4 two-fifths

5 three-quarters 6 a/one third 7 a/one tenth

Exercise 1:

The bar chart below shows the results of a survey of how people felt about examinations. Complete the sentences 1–6, which describe the chart, using the expressions i–vi from Exercise 3.

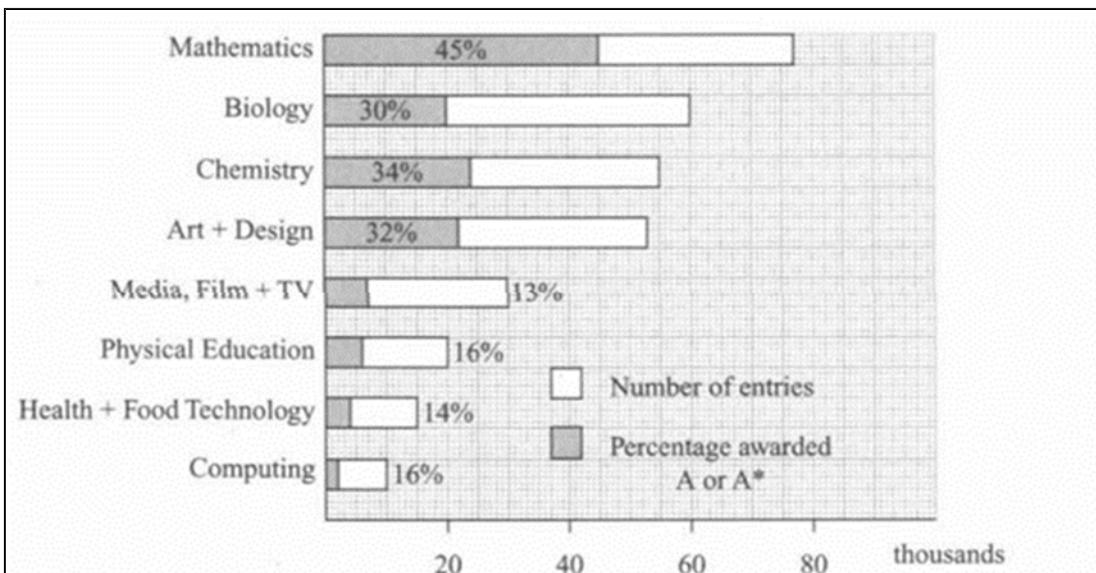


- 1 _____ of those surveyed said they found the challenge exciting.
- 2 _____ of respondents said they felt anxious.
- 3 _____ said they felt more competitive.
- 4 _____ of those surveyed replied that they felt more focused.
- 5 _____ indicated that examinations made them lose interest in their studies.
- 6 _____ of those who responded said they felt motivated to work harder.



GRAMMAR USED IN BAR CHARTS:

Exercise 1: Look at this bar chart and rewrite the sentences:



You can use comparative forms to compare two or more items:

- more/fewer/less + noun + than

Overall, more students sat examinations in science-related subjects than in arts-related subjects.

Overall, _____

- adjectives of one syllable: -er + than

A higher percentage of students gained top marks in Mathematics than in Chemistry.

A _____

- the most/least + adjective

The most popular subject was Mathematics.

The _____

- adjectives of more than one syllable: -est

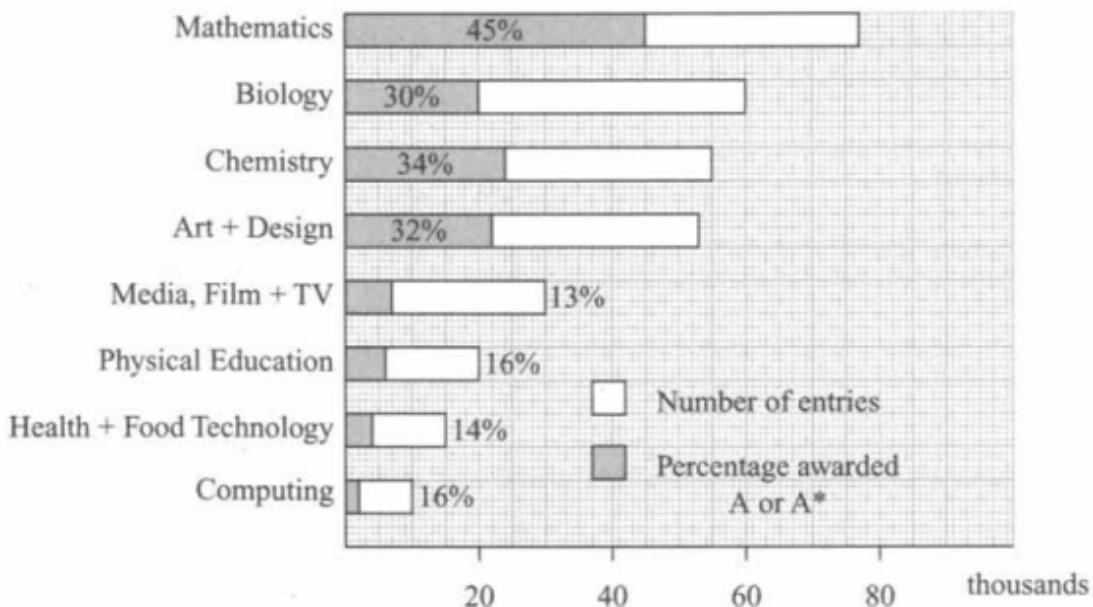
The highest percentage of students gaining top marks was in Mathematics.

The _____

You can use as + adjective + as to express similarity: Art and Design was nearly as popular as Chemistry.

Chemistry _____

Exercise 2: Complete the following sentences using comparative structures:



The percentage of students gaining top marks in Art and Design was slightly _____ than the percentage of students achieving top marks in Chemistry.

The _____ popular subjects were Physical Education, Health and Food Technology, and Computing.

The HFT examination was taken by _____ students than the PE examination.

However, a _____ percentage of students taking the HFT exam gained top marks.

The _____ percentage of students gaining top marks was in Media, Film and Television Studies.



PERCENT AND PERCENTAGE:

Exercise 1: Discuss in pairs:

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

Exercise 2: Each sentence below contains a mistake. Find mistakes and correct them:

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



RESPECTIVELY

The word *respectively* is useful in Task 1 for placing data in the order that you write about it.

Cookies and cakes are the next best sellers, with around 115 and 100 of these snacks sold respectively.
This means: *cookie sales 115; cake sales 100*

Exercise 3: Read these sentences and complete the gaps with the correct number

- 1 The temperature in Rawai Island was much lower than in Phuket, at 15 degrees and 25 degrees respectively.

Temperature in Rawai Island: Temperature in Phuket:

- 2 The number of visitors to Portugal was twice as high as those who went to Greece, at 500 and 250 respectively.

Visitors to Portugal: Visitors to Greece:

Exercise 4: Write a sentence using respectively or in turn about each of these pairs of data

- 1 house in Notting Hill average £500,000 / house in Sloane Square average £620,000

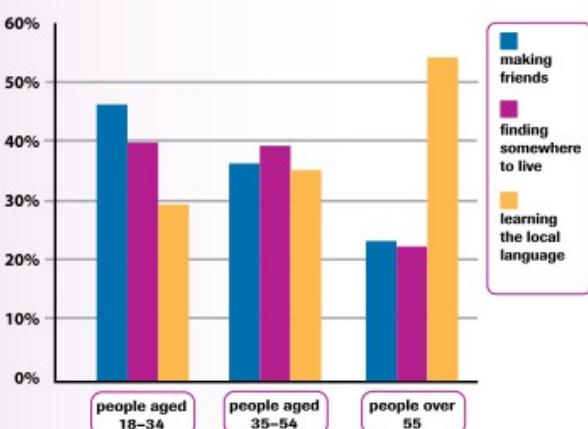
- 2 people aged 20–30 who like jazz 11% / people same age who like hip-hop 35%

- 3 JFK Airport (March) 2.9 million users / Newark Airport (March) 1.9 million users

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

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

Integration problems for people living abroad (%)



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

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

- 1 What words does the writer use in the sample answer for these words?

- a problems difficulties
- b go to live
- c other countries

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

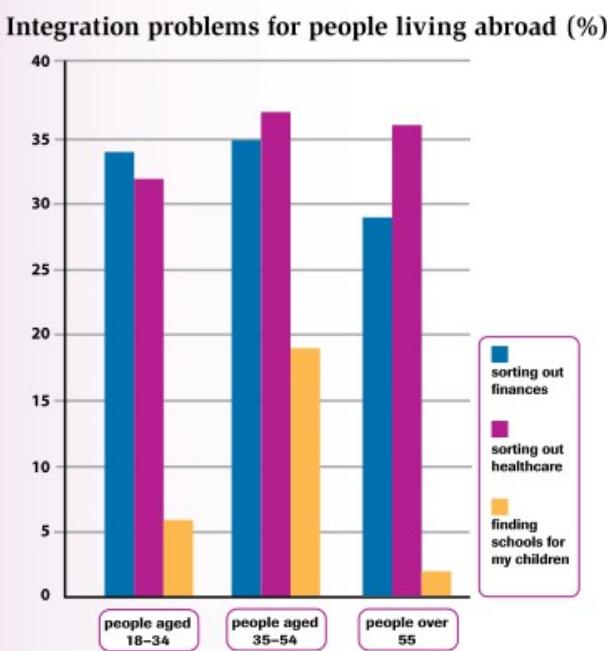
The chart shows the difficulties people have when they move to a new country and how the problems vary according to people's ages.

In contrast to their language-learning difficulties, only 22 percent of people in the oldest age group have trouble finding accommodation. However, this is the second most significant problem for the other two age groups with 39 to 40 percent of the people in each group finding it hard. In general, all age groups experience the same problems to some extent, but the percentage of older people who find language learning difficult is much higher than the others.

Exercise 4:

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

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



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

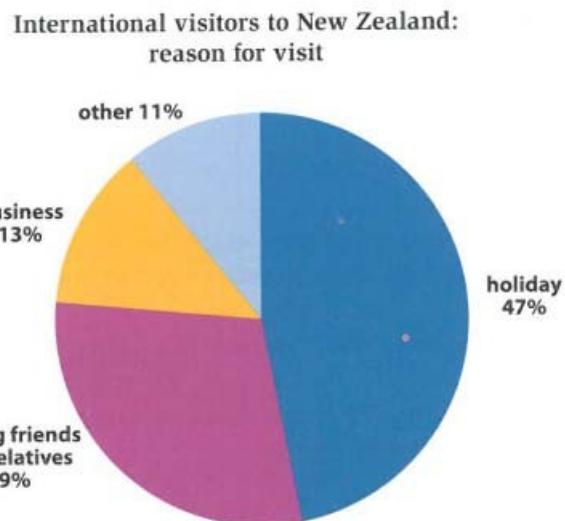
Exercise 5:



Unit 1 C PIE CHART. DOUBLE DIAGRAMS.

Exercise 1:

- 1 Work in pairs. Look at this pie chart and answer the questions below.



- 1 What is the main reason for visiting New Zealand?
- 2 What percentage of visitors go to New Zealand to see friends and family?
- 3 What does the figure 13% refer to?
- 4 What is meant by *other* on the chart?
- 5 In general, do more people visit New Zealand for work or pleasure?

- 2 Complete the short summary below with phrases from the box.

thirteen percent go to New Zealand
other reasons see friends and family
the largest percentage for pleasure

The chart shows why people from other countries
 1
 2 , 47 percent, go there on holiday.
 Twenty-nine percent visit New Zealand in order to
 3 4 go there on business, and just
 11 percent visit for 5
 Overall, the majority of visitors go 6 , not
 for work.



VERBS TO USE IN PIE CHART:

The largest percentage, 47 percent of people, go there on holiday	Going there on holiday makes up the largest percentage, 47 percent
13 percent of people go there on business	Going on business accounts for 13 percent
And just 11 percent visit for other	And other comprises 11 percent

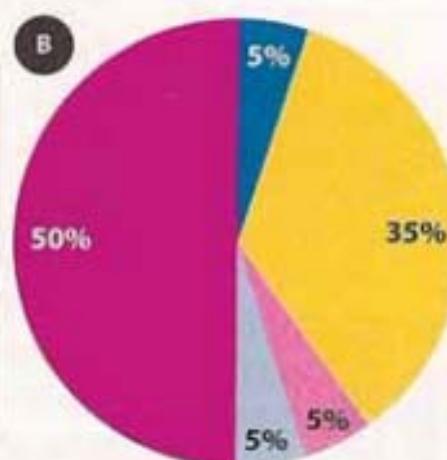
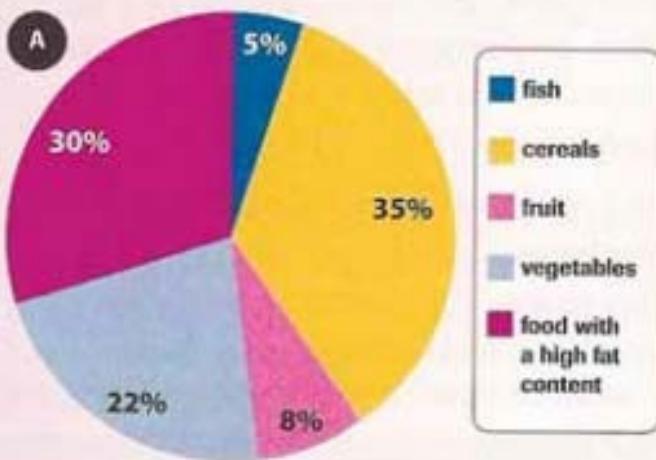
Exercise 3

- 1 What are the key features?
- 2 What comparisons could you make?
- 3 What should the overview contain?
- 4 Suggest two different ways you could organise the information.



The charts below give information about the diet and general health of two groups of students.

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



	Group A (%)	Group B (%)
overweight	10	20
illness in the past year	5	12
attendance at classes	90	75

Unit 1 D TABLE**Exercise 1:**

Which ways of travelling:

- 1 do people use for the longest journeys?
- 2 do people use for the shortest journeys?
- 3 take the most/least time?
- 4 are fastest/slowest?

The table below shows information about travelling to work in one US city.

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

	average distance (miles)	average time (minutes)	average speed (mph)
car (1 person)	17	33	31
car (more than 1 person)	24	42	34
cycle/walk	4	20	10 (cycle) 3 (walk)
train/bus	23	49	28

The table gives information about different means of transport which people use to reach their work in one city in the US. People who use public transport or share a car travel the **1 greatest** (*great*) distance, on average 23 or 24 miles, while cyclists and pedestrians have the **2 shortest** (*short*) journey – just 4 miles. By comparison, car drivers without passengers travel an average of 17 miles. People travelling on trains and buses spend the **3 long** (*long*) time commuting to work because it takes them 49 minutes on average. Walkers and cyclists take the **4 little** (*little*) time, because they get to work in about 20 minutes. Cars tend to be the **5 fast** (*fast*) way of travelling. People going together by car have an average speed of 34 mph and people driving alone have an average of 31 mph. Walking is the **6 slow** (*slow*) at 3 mph. Overall, for long distances, the **7 quick** (*quick*) way to travel is to share a car, but for short distances, walking or cycling is the **8 good** (*good*).

Exercise 2:

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

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

Complete the gaps in this summary with the correct percentages.

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

The table provides some background information on the staff working in a global hotel chain. The information goes back to 1975 and covers languages spoken and qualifications, as well as previous work experience.

Between 1975 and 2000, there was a significant rise in the percentage of employees who held a qualification in a foreign language, from 1 to 2 After this, there was a slight fall of 3 over the next ten years.

4 of staff were able to speak at least two languages in 1975. At first, this figure rose by 13 percent to 5 in 1990. However, from 1990 to 2010, it rocketed to 6

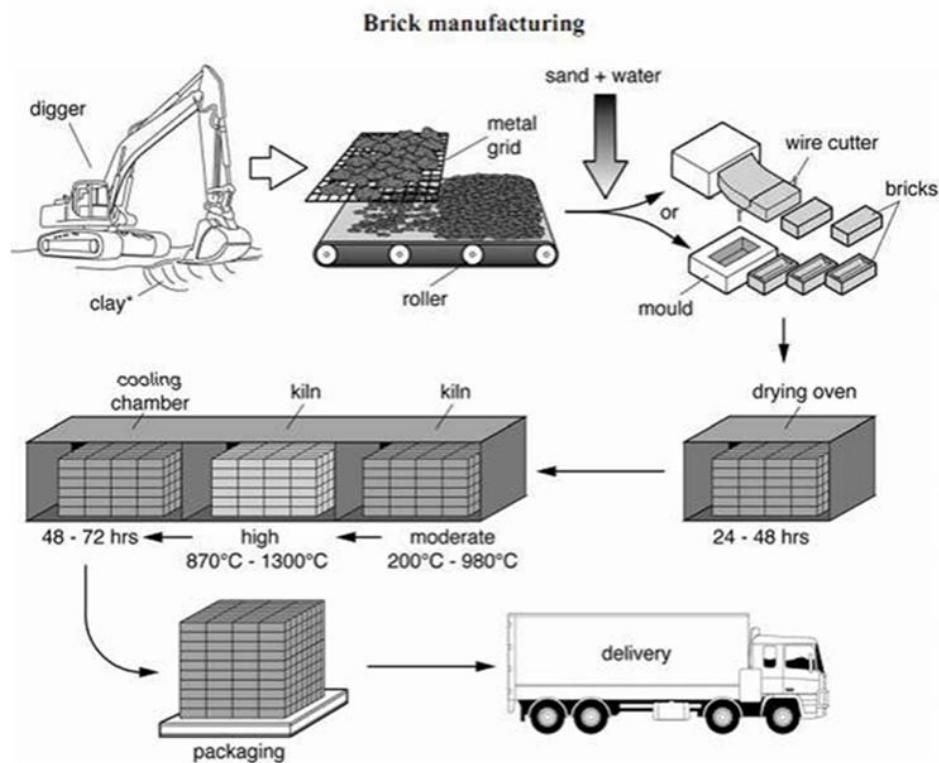
Finally, the percentage of staff with experience in the hotel industry fluctuated between 1975 and 2010. In 1985, there was a peak at 7, and this was followed by a sudden fall to 8 five years later. Figures then went up and down over the next 15 years.



Unit 1 F PROCESS CHART AND LIFE-CYCLE DIAGRAM

- The pictures illustrate how bricks are produced.
- The pictures show the steps involved in making bricks.
- The diagram highlights the process by which bricks are produced.

Overall, there are eight stages in the process, from digging the clay from the ground to delivering packaged bricks.



1. The clay ... (dig) from the ground
2. The clay ... (put) through a metal grid and then onto a roller
3. The clay ... (mix) with sand and water
4. The clay (shape) into bricks in two ways: it ... (put) in a mould or it ... (cut) by a wire cutter
COMPARE
5. The clay bricks ... (place) in a drying oven for one to two days
6. The bricks ... (heat) in a kiln at a moderate temperature then at a high temperature
7. The bricks ... (send) to a cooling chamber for the period from two to three days
8. Finished bricks ... (package) and (deliver)

FIRST STAGE:

- To begin with/Firstly/First of all,
- Initially,
- In the first stage,
- At/In the beginning of the process,
- The process begins/starts/commences when ...
- The process begins with ...(V-ing)

MIDDLE STAGES:

- Then/ Afterwards,
- Subsequently,
- ...and then
- After this/that,
- Following this/that,
- In the following stage,
- This is followed by (V-ing)
- When/Once this stage has completed/finished,
- After being + V3, ...

FINAL STAGE:

- Finally,
- The last/final stage is when
- The process ends when
- The process ends with ...(V-ing)

Exercise 1: The pictures below show how tea is produced. They also illustrate the process of making a cup of tea. Summarize the information by selecting and reporting the main features.



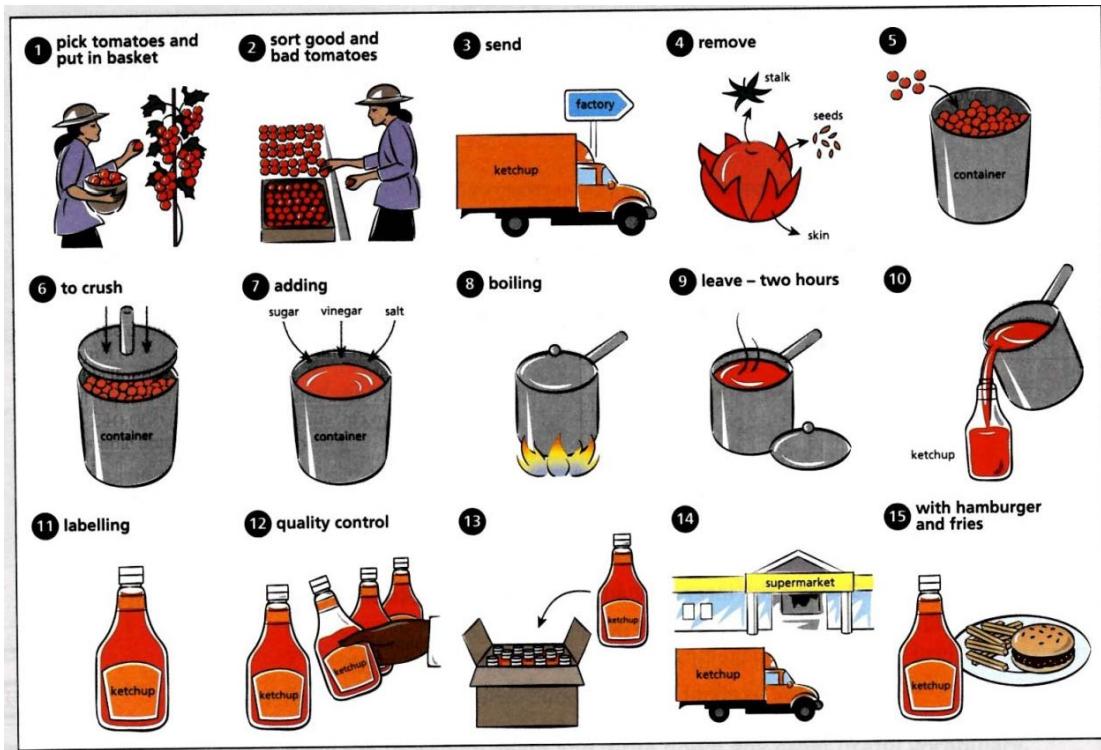
These pictures illustrate how tea is produced, and how a cup of tea is made. There are 18 stages in the diagram, from sowing the tea seeds in India and China, to enjoying a cup of tea at home.

The first step is that the tea seeds are sown, and then the sun shines, which causes the seeds to grow into plants. Once the plants have grown sufficiently, the leaves are then picked by the farmer and put into baskets. After the picking stage, the tea leaves are spread out in the sun to be dried. The tea leaves are packed into boxes and then they are loaded onto lorries,

which take the boxes of tea to supermarkets.

In order to make a cup of tea, first of all you buy a box of tea and take it home. Next, you fill the kettle with water and put it on the stove to boil. Meanwhile, you put a tea bag in a cup, and once the kettle has boiled, the water is poured into the cup. Having been left in the cup for two minutes, the tea bag is then removed, and the tea is now ready to drink. At this point, milk and sugar can be added. The final step is that you drink a nice cup of hot tea.

Exercise 2: The pictures below show how tomato ketchup is made. Summarize the information by selecting and reporting the main features.



Unit 1 G MAPS AND PLANS

PREPOSITIONS OF LOCATIONS:

- From the middle up to the north of
- In the north/south/west/east
- From North to South

- In the bottom /top right corner
- On the opposite site
- next to / by / near / beside the river
- behind / in front of the river
- across from the road

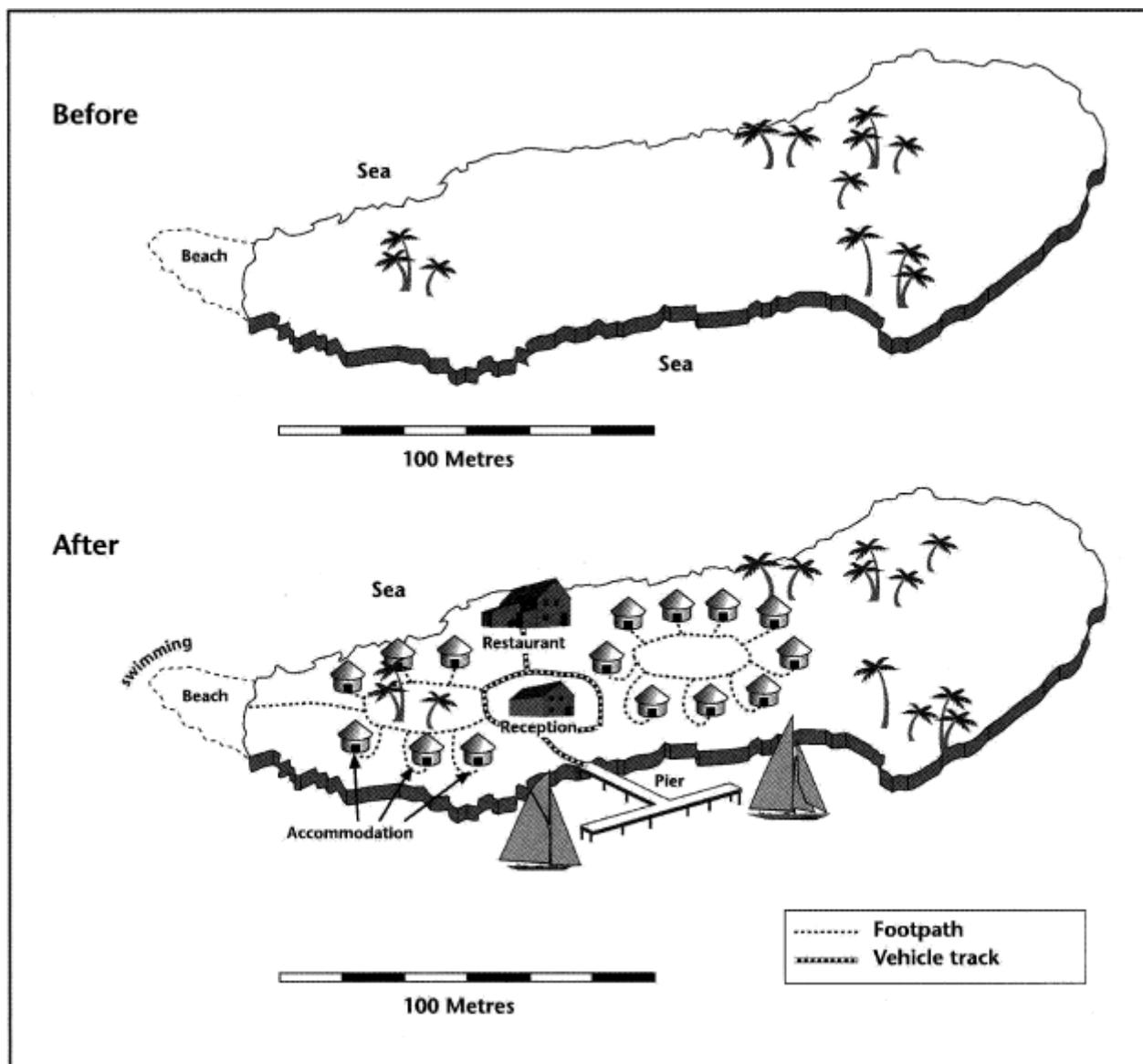
- From East to West

- between the restaurant and the pier
- over the river
- along the river

The two maps below show an island, before and after the construction of some tourist facilities.



CHANGES ON THE MAPS BEFORE AND AFTER:



OVERALL CHANGES

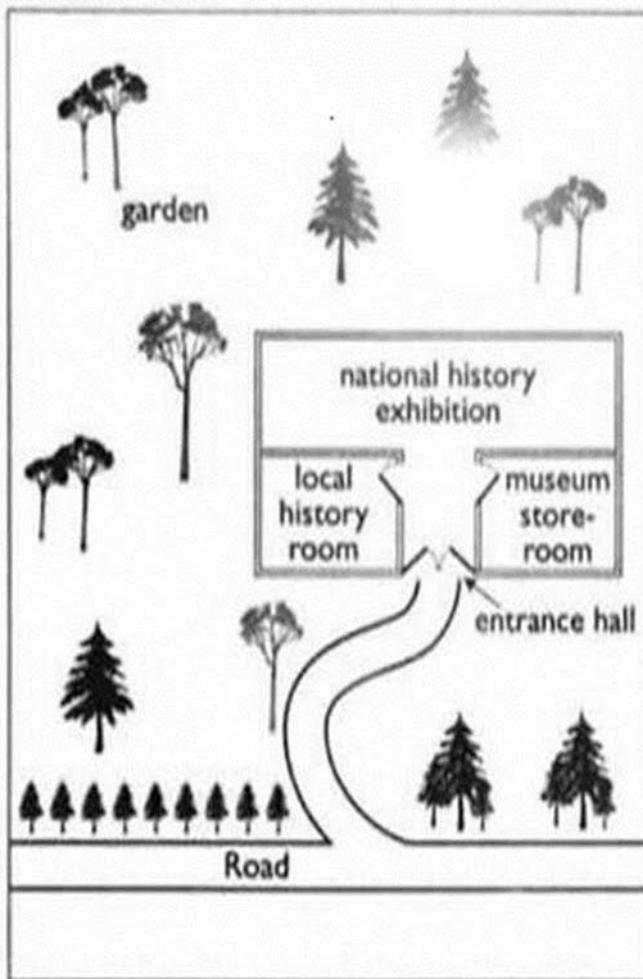
EXAMPLE

- To witness / To experience / To undergo / to go through dramatic/slight changes /alterations

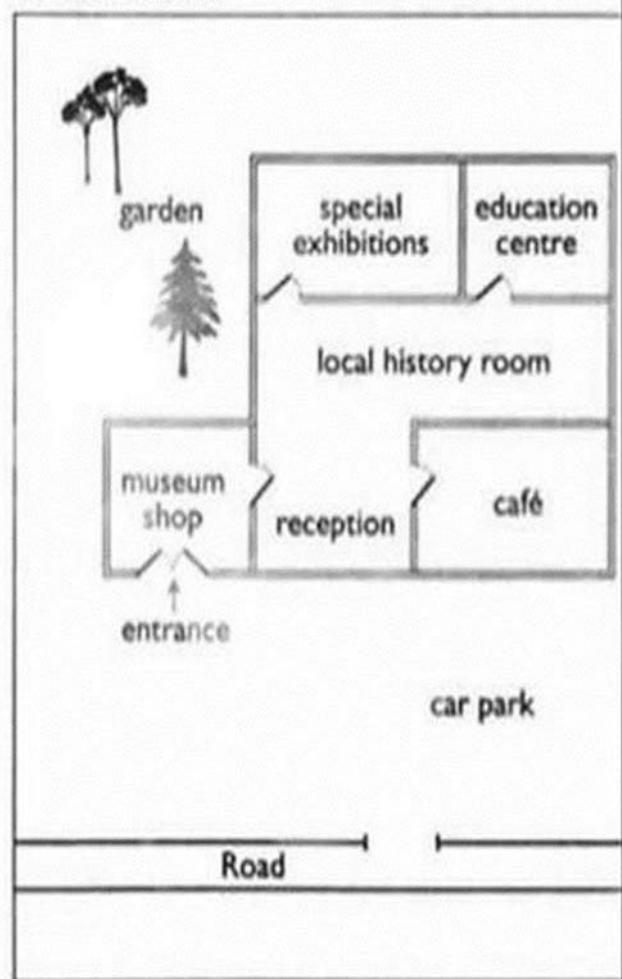
Over the period, the area witnessed dramatic changes.

<ul style="list-style-type: none"> To see spectacular developments/ To portray significant modifications 	<i>Over the period, the area ...</i>
<ul style="list-style-type: none"> To change considerably 	<i>Over the period, the area ...</i>
<ul style="list-style-type: none"> To be totally transformed/ To be completely modernized 	<i>Over the period, the area ...</i>
LOCATION CHANGES	
<ul style="list-style-type: none"> The restaurant now (to be) located / situated 	<i>The restaurant...</i>
<ul style="list-style-type: none"> The area next to the beach (to use to be) abandoned / empty / bare 	<i>The area next to the beach ...</i>
<ul style="list-style-type: none"> The Reception now (to lie) between 	<i>The Reception now ...</i>
<ul style="list-style-type: none"> The footpath now (to run) from the ... to the... 	<i>The footpath now ...</i>
<ul style="list-style-type: none"> The vehicle track (to have) now appeared from the ... to the ... 	<i>The vehicle track now appeared from the ... to the ...</i>
<ul style="list-style-type: none"> There (to have) a pier appeared on the opposite side from the ... 	<i>There is pier appeared on the opposite side from the ...</i>

Museum 1957



Museum 2007



DEMOLITION CHANGES

EXAMPLE

- **To reduce / to decrease in size / to downsize**

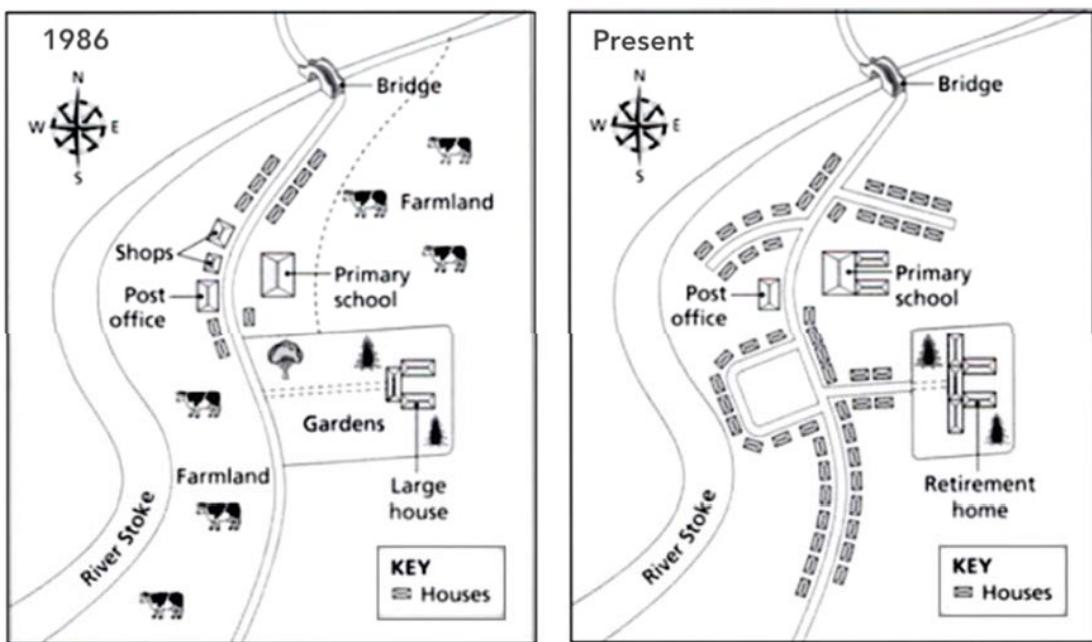
The garden was

- **To remove / To demolish / to destroy/ to knock down**

The national history exhibition was ...

- **To clear / cut-down/ to chop-down**

The trees were



EXTENSION CHANGES	EXAMPLE
<ul style="list-style-type: none"> To become / to appear / to emerge accessible to / available for 	<i>New houses have been....</i>
<ul style="list-style-type: none"> To develop/ to change /to modify / to innovate/ to convert into/ to transform/ to relocate 	<i>The large house has been converted into ...</i>
<ul style="list-style-type: none"> To replace with / to substitute with 	<i>The shops have been ...</i>
<ul style="list-style-type: none"> To extend/ to enlarge/ to expand/ to widen 	<i>The primary school has been ...</i>
<ul style="list-style-type: none"> To remain the same / untouched / intact /static / immobile 	<i>The bridge has remained</i>
<ul style="list-style-type: none"> To facilitate the access by / to meet people's needs / 	<i>The additional roads have been built to ...</i>
<ul style="list-style-type: none"> To construct /to build /to erect/ to open up / To set up/ to establish / to install 	<i>New houses have been ...</i>



PART 1: WRITING TASK 1 GENERAL MODULE OVERVIEW.

Unit 1 F TYPES OF LETTERS.

STRATEGIES. STRUCTURE.

Aims: Writing Overview. Writing Task 1. Types of letters.

Subsidiary aims: Identifying the difference in the tone and style.



In order to complete this task, you need to ask yourself the following questions:

1. Who am I writing to?
2. Why am I writing?
3. What tone should I use?

GREETING

Who am I writing to?

Dear Sir or Madam, (Formal)
Dear Mr. Smith, Dear Mrs. Smith (Semi-formal)
Dear John, (Informal)

Dear Sir or Madam, I am contacting you today in order to (Formal)

INTRODUCTION**PURPOSE**

Why am I writing?

Letter of interest	<i>to express my interest in</i>	<i>the newly available project-manager position</i>
Letter of Enquiry	<i>to inquire about</i>	<i>the product advertised by your company in .../the service provided by your company on...</i>
Letter of Order	<i>to place an order for the supply of</i>	<i>the product advertised by your company in...</i>
Letter of Complaint	<i>to express my strong dissatisfaction regarding/ deep disappointment with ...</i>	<i>the service received in your hotel / air company /shop on ...</i>
	<i>to complain about the inconvenience caused to me by</i>	<i>the service received in your hotel / air company /shop on...</i>
Letter of Concern	<i>to draw your attention towards</i>	<i>the poor condition of historical monuments/ provision for street lights on the main road/ maintenance of public park</i>
Reply to a letter of complaint	<i>to bring you apologies for the inconveniences caused by ...</i>	<i>our hotel/ air company /shop on ...</i>
Reply to a letter of order /enquiry	<i>to thank you for your interest in</i>	<i>our product / service</i>

INTRODUCTION

PURPOSE

Why am I writing?

Dear Mr. Smith, I am writing this letter in order to (Semi-formal)

A letter of Request	<i>to kindly ask you</i>	<i>to replace me because of some personal health issues/ to deal with the problems in my apartment that need to be corrected</i>
Letter of Invitation	<i>to invite you</i>	<i>to visit a seminar organized by</i>
Thank-you letter	<i>to thank you for taking the time</i>	<i>to meet with me yesterday</i>
Letter of apology	<i>to bring you my apologies for not having written you for so long</i>	

Dear John, I hope that you are well (Informal)

A letter advice	<i>I'd like to ask you an advice about</i>	<i>me joining a company in New-York me studying computer science in Canada</i>
Letter of Invitation	<i>I'd like to invite you</i>	<i>to our daughter's birthday party</i>
Thank-you letter	<i>Thank you for</i>	<i>a wonderful present you sent</i>

Bullet points
and
supporting
details

Body

There are several points that I would like to discuss further. (Formal)
(Semi-formal)

- *Firstly / To begin with/ First of all,*
- *Secondly /Also,*
- *Finally,*

CLOSING

(Formal) (Semi-formal)

- *I look forward to hearing from you.*
 - *If you require any further information, please do not hesitate to contact me.*
- (Informal)
- *Keep in touch!*

FAREWELL

(Formal)

- *Yours faithfully*
- *Yours sincerely / Best regards*

(Semi-formal)

(Informal)

- *Yours / See you soon, / Take care, / Lots of Love/ All the best,*

Exercise 1: Underline the relevant phrases related to the formal letter style.

You have bought a new thing but when you got it home you found it had some problems. You contacted the shop and spoke to the company representative a week ago but the thing has still not been repaired.

Write a letter to the company. In your letter:

- Introduce yourself and the thing you bought
- Explain the situation
- Say what action you would like the company to take

Dear Sir /Madam

My name is Williams Peterson. I am contacting you today in order to express my strong dissatisfaction regarding the washing machine, the Kleanquik Automatic Washing Machine, Model number 9337 I purchased from your Wallace Street store on 15th July 2019. It was delivered and installed by your service engineer on 19th July 2019.

On 30th July 2019, only eleven days after the machine was installed, it developed a serious fault, causing water to flood out of the front of the machine. I immediately telephoned the store and they advised me that an engineer would call on Tuesday 2nd August at 11 a.m. I waited at home but no engineer called. I have telephoned the store repeatedly and each time was informed that someone would call me back. No one did.

Taking into consideration the current situation, I must therefore insist that you inform me in writing of your proposals to remedy this situation by providing me with a firm date and time when your engineer will call.

While I am prepared to give you a further opportunity to honour your guarantee, I reserve my right to claim compensation for the inconvenience already caused to me and to reject the goods as unsatisfactory under the terms of the Sale of Goods Act 1999.

Faithfully yours,
Williams Peterson

Exercise 2: Find the words or phrases which are inconsistent with the tone of the letter and replace them with the more suitable ones:

Dear Sir or Madam

I'd like to complain about the troubles caused to me last week by your company's bad performance.

Let you know that I was booked to travel on the 08:00 train from York to London 19 March. This had to arrive in London at 11:00. They told me, when I booked my ticket, that this would give me plenty of time to change platforms and catch the 11:35 train to Bedford, where I had to see my partner.

However, we arrived in London at 11:47, more than three-quarters of an hour late. I therefore missed my connection. I didn't like your service at all and feel I am entitled to receive my money back which reflects adequately the troubles suffered.

Let's keep in touch within the next 14 days.

Yours

Exercise 3: You are a customer service manager who has to respond to a complaint about late delivery of goods.

Write a letter to the company. In your letter:

- Introduce yourself and thank for the letter
- Explain the situation
- Say what action your company would like to take

Dear Mr Bratte

My name is Theo Smith and I am a Customer Services Manager in Comps International. Thank you for your letter of 3 September, bringing to our **att**_____ the delay in the **deli**_____ of your computers for the above order. I should like to bring you my **apol**_____ for the delay and the **incon**_____ this has caused you.

We have experienced **sup**_____ problems from our factory that have now been remedied. The computers are expected to arrive at our depot later this week and I shall contact you on their arrival to **arr**_____ a speedy delivery.

Thank you for your **pati**_____ and I look forward to advising you later this week.

Yours sincerely
Theo Smith
Customer Services Manager

Exercise 4: The letter below does not have a middle part. Complete the letter:

Write a letter to cancel the reservation previously made. In your letter:

- Introduce yourself and express regret
- Explain the reasons you cancel
- Ask for deposit

Dear Mr. Thompson,

My name is John Leeds. I am writing to you to bring my apologies concerning the reservation I made with you for a twin room for two nights from 19 to 21 December 2019.

Further to our telephone conversation this morning, I regret I must cancel the reservation.

Compiled by BSC EXAMS TEAM

I would appreciate your refund of the deposit and I apologize one more time for any inconvenience caused.

*Sincerely yours,
John Leeds*

Exercise 5: The letter below does not have a middle part. Complete the letter:

You are going to get married soon, but you have not decided yet whether it is worth spending much money to arrange a big party. Write a letter to your friend to ask for his/her advice. In your letter:

- Inform your friend about your wedding and invite him/her
- Explain the reasons why you hesitate
- Ask for advice

Dear Ben,

I am sorry I haven't written for so long. James and I hope that you will be able to come to our wedding at Breedale Church, Blacksburgh, on Saturday 25th June at 1.30 p.m. The reception is at The Horse and Hound in Breedale Road.

Please let us know if you are able to come.

*Love from
Silvia*

Exercise 6: Fill the gaps:

You have received a present. Write a letter to your friend to convey your appreciation. In your letter:

- Express your gratitude and explain how this present is useful or applied
- Remind some details of the occasion
- Invite your friend to visit you

Dear Lara,

I'd like to thank you for the lovely _____ you gave us as a _____. It looks _____ and is just the right style for the _____. What makes it especially beautiful is that _____.

It was really nice to see you at the _____ - we had a wonderful _____ and it all seemed to run smoothly. Give my thanks to _____ for the catering, everyone said how delicious the food was, especially _____.

I must get that recipe for that fabulous _____ from her - although I'm not sure I will be able to make it as well as she did!

You must come and see me soon, and many thanks again. It will be lovely to see you again, and chat about old times.

With much love,
Sophie

Exercise 7: Fill the gaps:

You are applying to a company for a position of a sales manager. Your covering letter should include the following details:

- where you heard about the company; if you have heard about a possible vacancy from a contact, name them; demonstrate a knowledge of the company and why you would like to work for them
- your present job (if you have one) and any previous employment and any other experience, qualifications or interests relevant to the post
- your availability for interview

Dear Mr. Maxwell

My name is William Brownston. I am writing to enquire about a _____ you may have in your Sales Department. Your customer services manager, Don Griffiths, suggested I wrote to you.

As you can see from the enclosed CV, I have a good educational background and twelve years' experience in sales, both as sales representative and sales executive.

I am currently working for a _____, where I have acquired essential _____. skills. I believe this combined experience in sales and _____ would be ideal for the job profile.

I also enjoy working as part of a team and have good _____ skills.

Should you consider my application favorably, I should be pleased to attend an interview at any time.

Yours sincerely

William Brownston



PART 2: WRITING TASK 2 OVERVIEW. ESSAY. TYPES OF ESSAYS. STRATEGIES. STRUCTURE.

Aims: Acquainting with the types of essay. Describing the steps for writing a timed essay. Organizing ideas. Essay planning.

Subsidiary aims: Improving paraphrasing skills.



Unit 2A OPINION-LED DISCUSSION ESSAY

TYPE 1 What are the advantages and disadvantages?

You should spend about 40 minutes on this task.

TA:

- think of two advantages to the situation and provide clear examples;
- think of two disadvantages and write about these with good support;

You should spend about 40 minutes on this task.

Write about the following topic:

These days, more and more people are going to other countries for significant periods of time, either to find a job or to study. There are clearly many benefits to doing this, but people who live abroad can also face some difficulties.

Discuss the advantages and disadvantages of living and working in a foreign country.

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

Write at least 250 words.

You should give reasons for your answer, and include ideas and examples from your own knowledge and experience. Write at least 250 words.

BRAINSTORMING

advantages	examples	disadvantages	examples

Discussion vocabulary

+	-
benefit	drawback
advantage	disadvantage
a positive aspect	a negative feature
pro (informal)	con (informal)
plus (informal)	minus (informal)
one minor <i>benefit</i> of school uniforms is ..	a serious <i>drawback</i> to state control is ...

Structure and linking

INTRODUCTION
THESIS STATEMENT

BODY PARAGRAPH 1 (advantages)
BODY PARAGRAPH 2 (disadvantages)

CONCLUSION

INTRODUCTION

PARAPHRASING

It is becoming more and more common for people to spend an extended period of time overseas. However, there are both pros and cons to deciding to do this.

Other countries:

Significant periods of time:

Benefits:

Difficulties:

THESIS STATEMENT

In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.

In this essay I will discuss	some of the reasons why moving abroad is so popular	and some of the challenges to be overcome.

I will consider, Some of the drawbacks, I will analyze, some of the positive things, Some of the negative things, Some of the benefits.

BODY PARAGRAPHS

1. **Topic sentence/Main Idea**
2. **Supportive sentence**
3. **Appropriate Example**

PARAGRAPH 1:

To begin with, one of the main positives of heading overseas is that it broadens your horizons. You have the chance to meet people from different cultural backgrounds and learn to cope with foreign customs and food. This can make you more rounded as a person.

Secondly, moving abroad **can lead to** a better quality of life. Take British people for example. Thousands of people from the UK move to Spain and Australia every year. These countries have warmer climates and encourage a better work-life balance. In addition, by living overseas, you can gain qualifications and language skills, which may improve promotion prospects on your return.

PARAGRAPH 2:

Turning to the other side of the argument, culture shock is a major problem. Many people who take a year out find it hard to cope with the language barrier, the food and general cultural differences. This often leads to homesickness and in some cases a sense of isolation, for instance.

Another issue is that it can be difficult to start a new life from scratch. In other words, when you move abroad, you have to make new friends and find your place in the community. This process takes time and can be especially challenging if there is also a language barrier to deal with.

CONCLUSION

All things considered, starting life in a foreign country is never easy. You need to weigh up the pros of the better lifestyle, weather and so on, and the cons of culture shock and language barrier. Personally, I believe the benefits in terms of personal growth eventually outweigh any negatives.

introducing a conclusion	expressing opinion
All things considered,	

Nowadays, taking a year out to live or study abroad is becoming increasingly popular. For many people, especially young adults, the chance to spend an extended period of time overseas is an attractive one. However, there are both pros and cons to deciding to do this. In this essay, I will discuss some of the reasons why moving abroad is so popular and some of the challenges to be overcome.

To begin with, one of the main positives of heading overseas is that it broadens your horizons. You have the chance to meet people from different cultural backgrounds and learn to cope with foreign customs and food. This can make you more rounded as a person.

Secondly, moving abroad can lead to a better quality of life. Take British people for example. Thousands of people from the UK move to Spain and Australia every year. These countries have warmer climates and encourage a better work-life balance. In addition, by living overseas, you can gain qualifications and language skills, which may improve promotion prospects on your return.

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All things considered, starting life in a foreign country is never easy. You need to weigh up the pros of the better lifestyle, weather and so on, and the cons of culture shock and language barrier. Personally, I believe the benefits in terms of personal growth eventually outweigh any negatives.



HW: You should spend about 40 minutes on this task.

Children have more and more tests and exams at school, sometimes starting from the age of five or six right up until the age of 18. What are the advantages and disadvantages of making children do exams?

You should give reasons for your answer, and include ideas and examples from your own knowledge and experience. Write at least 250 words.



IELTS WRITING TASK 2.

Unit 2 B OPINION-LED DISCUSSION ESSAY

TYPE 2 Discuss both and give your own opinion

Discuss both opinions/ points of view/ sides and provide your own opinion/point of view.
What are the advantages and disadvantages? (ATTENTION. YOUR OPINION IS NOT ASKED!)

TA:

- discuss both sides objectively and provide arguments for both of them
- give your personal view as the third paragraph or in the conclusion

You should spend about 40 minutes on this task.

Some believe elderly people should live in nursing homes, others think they should live with the younger family members. Discuss both views and give your opinion.

You should give reasons for your answer, and include ideas and examples from your own knowledge and experience. Write at least 250 words.

VOCABULARY PRE-TEACHING:

Exercise 1: Complete the gaps below:

1. Sons and **dau**_____ often face difficult decisions as their parents enter their **gol**_____ years. As family members age, it becomes increasingly difficult to **ca**_____ for them ourselves. Busy **sch**_____ and a lack of medical training can potentially lead to declining health in our senior family members. Should something go wrong in the middle of the night, there are typically **nur**_____ on staff we are not able to take care and help in an instant.
2. Nursing homes are a type of residential care that **pro**_____ around-the-clock nursing care and individualized help with daily needs. Nursing homes offer other services such as **nutr**_____ counseling, social work and **recr**_____ activities and end-of-life care. Today's nursing homes are high-quality institutions fully equipped for the care and **tre**_____ of older adults who have severe **phy**_____ health or mental **disa**_____ : they have **acc**_____ ramps, hospital beds as well as oxygen tanks and crash carts.

3. Contrary to the common **ste**_____, many families do not **aba**____ their loved ones by placing them in a nursing home. Family members are **enc**____ to visit residents regularly and to be **inv**____ in the total care of their older relative.

4. At a nursing home, there are always social **act**____ on the schedule, encouraging the **par**____ and socialization of all residents. This gives seniors the chance to meet other residents within their same age range, keep up a more active lifestyle and become a member of the **com**____.

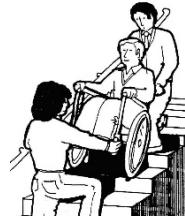
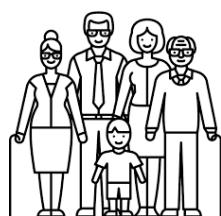
5. Perhaps the reason why so many people have **neg**____ views on nursing homes is that there are so many **hor**____ stories out there that we've all heard. These are the stories of nursing home neglect, **phy**____ or other mistreatment of the people that we love so dearly.

6. A nursing home can also increase a sense of **iso**____ and **lon**____, especially among patients with dementia. The worst part of placing your loved one in a nursing home is that they may feel like they are no longer wanted or **wel**____ in your home and this can have a devastating **eff**____ on their mental health.

7. In low-income **coun**____ nursing homes are often in **mis**____ state and the **qua**____ of care leaves much to be desired.

8. Sending parents to **reti**____ houses may also depend on the **reli**____ basis. In the **tra**____ Asian family parents define the law and the children are **expe**____ to abide by their requests and demands.

9. While many people agree to put their loved ones in a care home, others consider it unthinkable. There are **pr**__ and **co**__ to placing a parent into a **reti**____ home and everyone's decision is based upon their own **circ**_____.



BRAINSTORMING:

For Nursing homes:	Against Nursing homes:



HW: You should spend about 40 minutes on this task.

Some people feel that it is always wrong to keep animals in captivity, for instance in zoos. Other people say that there are benefits for the animals and for humans. Discuss both sides of this debate, and give your personal view.

You should give reasons for your answer, and include ideas and examples from your own knowledge and experience. Write at least 250 words.



Unit 2 C OPINION- LED PERSONAL VIEWPOINT ESSAY

'How far do you support x/ To what extent do you support x/ In what ways do you agree with x' or
Do you agree or disagree with x/

TA:

- tell how much you agree with the statement
- explain why you think this by providing at least 2 arguments
- briefly consider the opposing view

You should spend about 40 minutes on this task.

Prison is the best punishment for criminals. To what extent do you agree with this statement?

You should give reasons for your answer, and include ideas and examples from your own knowledge and experience. Write at least 250 words.

Exercise 1: Discuss with a partner:

- 1 Do you think your city/country is a safe place to live? Why? / Why not?
- 2 What kinds of crime are most common in your country? Make a list.

Exercise 2: Match the types of punishment (1-8) to the definitions (a-g). Write your own definition for the missing one. Discuss the punishments in Exercise 2. Which of them exist in your country? Which of them are you in favour of? Which of them are you against? Why?

1 a fine	<input type="checkbox"/>	5 corporal punishment	<input checked="" type="checkbox"/>
2 life imprisonment	<input type="checkbox"/>	6 community service	<input type="checkbox"/>
3 an anti-social behaviour order (ASBO)	<input type="checkbox"/>	7 a prison sentence	<input type="checkbox"/>
4 capital punishment	<input type="checkbox"/>	8 a curfew order	<input type="checkbox"/>

- a a means of punishment that involves hitting someone
- b sentencing someone who has committed a crime to the death penalty
- c an order given by a court telling someone not to go to certain places or see particular people because they have behaved anti-socially (e.g. vandalizing public property, behaving violently in public)
- d a punishment which tells someone by law when they have to be in their home
- e working without pay to repay society
- f the maximum prison sentence which a court can issue
- g money that you have to pay as a form of punishment

Key language for writing about crime

Exercise 1: This table contains collocations which can be formed with the word *crime*, but with the first letter missing. Complete the missing letters.

verb / verb phrase + <i>crime</i>	adjective / adjective phrase + <i>crime</i>	<i>crime</i> + noun
_ommit	_ising	_ictim
_ight	_alling	_ate
_ackle	_erious	_igures
_urn to	_etty	_ave
_ut the level of	_iolent	
_ive a life of	_acially motivated	
_revent		
_olve		

Match these phrases (1-8) with collocations in Exercise 6 with the same meaning.

- | | |
|--|-------------------------------------|
| 1 minor offences
<i>petty crimes</i> | 5 start committing crime |
| 2 reduce crime | 6 try to stop possible future crime |
| 3 level of crime | 7 increasing crime |
| 4 try to stop crime which already exists | 8 statistics about crime |

Model essay:

Prison is the best punishment for criminals. To what extent do you agree with this statement?

Some people believe that the best way to punish criminals is to sentence them to time in prison. I completely disagree with this idea, and in this essay, I will support my opinion with examples.

Firstly, life in jail is far too comfortable for prisoners. For example, many inmates have access to luxuries such as televisions, computers and sports facilities and so on. In other words, spending time behind bars is more like being in a holiday camp. If prison is going to act as a deterrent, then I believe it needs to be considerably tougher.

Another reason why I disagree with prison as a punishment is that a large number of prisoners are not actually a danger to society. Take shoplifters as an example. They are often locked up in the same cells as murderers, rapists and violent criminals. I strongly believe that this is a serious waste of taxpayers' money. What is more, petty criminals may even learn how to commit more serious crimes when they are inside.

On the other hand, there is an argument that prison can help to rehabilitate offenders. Many inmates have the opportunity to study while they are doing time. As a result, many never re-offend when they are released.

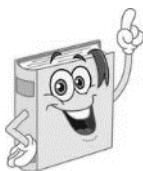
In conclusion, although it is a common belief that prison is the best way to punish criminals, I believe it is too soft and that it is not necessary in the majority of cases. Personally, I think prison should be the last option when all else has failed.



HW: Some people believe that unpaid community service should be a compulsory part of high school programmes (for example working for charity, improving the neighborhood or teaching sports to young children). To what extent do you agree or disagree?

You should spend about 40 minutes on this question.

Write at least 250 words.



Unit 2 D CAUSES AND EFFECTS / PROBLEMS AND SOLUTIONS TYPE ESSAY

You should spend about 40 minutes on this task.

Write about the following topic:

These days, in many countries, fewer and fewer people want to become teachers, particularly in secondary schools.

What are the reasons for this, and how could the problem be solved?

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

Write at least 250 words.

TA:

- Distinguish between cause and effect /problem and solution

Model essay:

A generation ago, teaching in a high school was considered an extremely well-respected and popular job, and in some countries, this is still true. However, in many parts of the world, there has been a sharp drop in the number of young people who want to become high- school teachers. **This essay will look the reasons for this and propose some solutions.**

One of the main causes of the problem is that teachers' salaries are lower than many other jobs.

Teachers' pay has not kept pace with that of other professions, such as law or medicine. In the UK, for example, a doctor with five years' experience will earn far more than a teacher with the same experience. **The solution is** for the government to raise teachers' pay significantly, which would attract more people into the profession.

Another problem is that many children do not behave well in class. That is to say, teachers often have to deal with pupils who disobey them, which often causes them to give up teaching. This tends to put off potential teachers as well. **To tackle this issue,** parents must give their children a sense of respect for teachers, in order to make children behave better in class.

A third cause of the problem is that teachers often have too much work to do. Most teachers are snowed under with marking and paperwork, which means that they have to stay late at school and work at home in the evening. As a result, many teachers are tired and stressed, and their job has a negative effect on their family life. **The way forward could be** to cut teachers' hours, and to take on more teaching assistants, which would make teaching an easier job.

To sum up, teaching has become a much less popular job in many countries, due to reasons such as the salary, the working hours and pupils' behavior. This is a serious problem, and unless we can get more talented young people to become teachers, the education of our children will suffer. My view is that the main responsibility for solving the problem lies with parents and the government.



HW: You should spend about 40 minutes on this task.

Although most people are richer than in the past, modern life seems very stressful, and the number of people suffering from stress is at record levels.

What are the main causes of stress in modern life, and how could stress be reduced?

Checking and editing your essays

Exercise 1: Read this paragraph of an essay by an IELTS student, then find and correct the items below.

One advantage in running a business is, you kept all the money you earn. this good, because you can make more profit, and if the business is success, you can become rich. Another advantages is you can have the decisions about the business. It's a good thing, cos you have more freedom, and you can do whatever you like with company. For instance, many people likes to choose how to market their company, which people they can hire and sack, and where to invest for the future.

- 1 a spelling mistake istancce → instance
- 2 a mistake with singular/plural forms
- 3 a wrong tense
- 4 a punctuation mistake
- 5 a wrong preposition
- 6 a missing capital letter
- 7 a subject–verb agreement mistake (e.g. he go not he goes)
- 8 two wrong collocations
- 9 a contraction (I've not I have)
- 10 an example of informal language
- 11 a missing verb to be
- 12 two problems with articles (i.e. the or a missing or in the wrong place)