

KSA edition

Pathway to IELTS

2

Target 5.0

Course Book and Workbook

Chris Gough

Garnet
EDUCATION

hellooteacher.com

KSA edition

Pathway to IELTS

2

Target 5.0

Course Book and Workbook

Chris Gough

hellooteacher.com

Garnet
EDUCATION

Published by

Garnet Publishing Ltd
8 Southern Court
South Street
Reading RG1 4QS, UK

Copyright © Garnet Publishing Ltd 2017

The right of Chris Gough to be identified as the author of this work has been asserted in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN 978-1-78260-497-6

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from
the British Library.

Production

Project manager: Dr Sally Rabi
Project consultants: Fiona McGarry, Rod Webb
Editorial: Vale Dominguez, Sarah Mellowes, Clare Chandler
Design and layout: Neil Collier, Mike Hinks
Illustration: Doug Nash
Photography: Getty Images, Clipart, iStockphoto, Alamy,
Shutterstock

Audio recorded and produced by Matinée Sound & Vision Ltd
and Silver Street Studios.

Contents

Book map	4
Introduction	7

Course Book

Section 1

Unit 1	Health	10
Unit 2	Nature	22
Unit 3	Construction	34
Unit 4	Technology	46
Unit 5	Society	58
Review		72

Section 2 The IELTS Academic exam – specific training

Introduction	78	
Unit 1	Work	82
Unit 2	Technology	92
Unit 3	Health	102
Unit 4	Society	112
Unit 5	Movement	122
Key exam vocabulary		134

Answer key	169
-------------------	-----

Tapescript	177
-------------------	-----

Acknowledgements	192
-------------------------	-----

Workbook

Unit 1	Health	140
Unit 2	Nature	143
Unit 3	Construction	146
Unit 4	Technology	149
Unit 5	Society	152

Workbook

Unit 1	Work	156
Unit 2	Technology	160
Unit 3	Health	162
Unit 4	Society	165
Unit 5	Movement	167

Book map

Section 1

Unit 1 Health

Speaking	lifestyle / talking about health problems / telling stories
Vocabulary	healthy or unhealthy? / typical health problems / accidents
Listening	flow charts
Reading	sentence completion
Writing	nouns that help link a text

Unit 2 Nature

Speaking	talking about climate, weather and temperature
Vocabulary	climate / weather conditions
Listening	a weather forecast / an everyday conversation / recognizing register
Reading	different text types
Writing	deciding what to say / practise writing the main part of a composition

Unit 3 Construction

Speaking	talking about homes / contrasting ideas
Vocabulary	describing your home / your neighbourhood
Listening	spelling answers correctly
Reading	coping with longer texts
Writing	planning the composition / spelling and punctuation

Unit 4 Technology

Speaking	talking about technology / giving examples
Vocabulary	machines, appliances, devices and gadgets / how technology affects you
Listening	understanding different accents
Reading	timing yourself / improving your reading speed
Writing	having enough to say / making sure you write enough

Unit 5 Society

Speaking	discussing social issues / fitting a punishment to a crime / explaining what you mean when you can't remember a word
Vocabulary	social issues / crime and punishment
Listening	transferring answers to the answer sheet
Reading	checking your answers
Writing	practise writing a letter / choosing what to say and how to say it



Section 2

The IELTS Academic exam - specific training

Unit 1	Work
Reading	applying your reading skills to an academic text
Writing	interpreting and describing bar charts / dealing with more information
Unit 2	Technology
Reading	preparing to read and reading for gist / reading for detail and dealing with unknown vocabulary
Writing	interpreting and describing pie charts / dealing with more information / deciding what to say and how to say it
Unit 3	Health
Reading	recognizing paraphrased language / dealing with statistics
Writing	interpreting and describing line graphs / linking a description together / dealing with more information
Unit 4	Society
Reading	understanding references and linking
Writing	describing a flow chart / using the passive to describe a process / linking a description of a process together
Unit 5	Movement
Reading	timing yourself / checking answers
Writing	composition content (Academic exam Writing Task 2) / a balanced composition / improving compositions for the Academic exam

hellooteacher.com



Introduction

How this course works

Pathway to IELTS 1 and *2* are aimed at students who want to take the IELTS exam while studying at a pre-intermediate level.

This book consists of 10 units. The first five units, (section 1) along with *Pathway to IELTS 1*, form part of the preparation for the general exam. The material develops in terms of challenge, to take you from a strong elementary to intermediate level. The earlier units focus on basic skills and basic language, including sentence structure and spelling. The texts and recordings are short and simplified to guide you and give you confidence. By *Pathway to IELTS 2* you will be tackling texts and working with language that is close to the level of what you will deal with in the exam. Section 2 of *Pathway to IELTS 2* gives you specific training on the IELTS Academic exam.

Each unit in Section 1 consists of four modules, which are briefly summarized below.

Speaking and Vocabulary

The focus is on Speaking test practice and preparing you for the type of interaction you can expect with the examiner. There is frequent practice in understanding and answering appropriately the type of questions that the examiner is likely to ask. The vocabulary selected is the vocabulary that you are most likely to need during the Speaking test. You are also encouraged to record and revise vocabulary that is particular to your interests, and that you will need to remember in order to talk fluently about your life. There are frequent reflective exercises that allow you to assess your progress and talk about concerns you may have.

Pathway to IELTS doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that you will be studying grammar on a general English course at the same time as you work through this course. Some major grammar points are dealt with a little more thoroughly, but, generally, the aim is to develop your ability to use the grammar to communicate or to recognize it when you are reading.

The *Grammar checks* in each unit focus attention on key grammar points as they arise. If you feel that you need further practice with a particular grammar point, you should use an appropriate grammar resource in your own time or ask your teacher to help you in the lesson.

The speaking part of each unit focuses attention on a key pronunciation point. Sometimes this involves practising difficult individual phonemes, and sometimes it involves working with stress and intonation. These points are there to help improve your pronunciation in the Speaking test.

Listening

The Listening Module is roughly divided into two sections. The first section aims to engage you in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage you to reflect and develop. Each unit focuses on a different skill or technique, but those skills and techniques are revised as the course progresses. All listening tasks are just like the ones you will tackle in the exam.

Reading

The Reading Module is designed like the Listening Module. Earlier units focus on a number of short texts and general reading skills, while later units deal with longer texts and provide practice with specific exam techniques.

Both the Listening and Reading Modules end with a focus on *Key vocabulary in context*. The aim here is to focus on the semi-formal vocabulary that you are likely to meet in the recordings and texts typical of the IELTS exam. Sometimes you are encouraged to select vocabulary from a text that you think will be particularly useful to you and that you should record and revise.

Writing

The Writing Module focuses equally on the two parts of the Writing test. Earlier units focus more on correspondence tasks – letter and e-mail writing – while later units focus on the more challenging discursive compositions. Each unit provides analysis of and practice with a particular writing skill or technique that is required for the exam. There is a focus on step-by-step guided writing and there are model compositions and reports for all of the writing tasks.

Consolidation and Exam Practice

This is divided into two parts. The first part revises the speaking focus and vocabulary presented in the first module. Occasionally, a speaking skill will be developed and there is a new focus. The second part practises listening, reading or writing skills under something closer to exam-type conditions. The units in and the first section of *Pathway to IELTS 2* develop the work in *Pathway to IELTS 1*. They focus on one skill and provide fuller exam practice.

Exam tips and Question-type tips

These tips occur all the way through the course. They are there to help you know how to approach the various tasks that make up the exam, and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help you to improve your all-round level of general English.

Reviews

There is a review at the end of Section 1. The aim is not simply to revise language that has been learnt, but to reflect on what has been achieved and what needs most work. There are exercises that encourage you to revise the vocabulary you have learnt independently and to reflect on which of it is most useful to you.

Mock tests

There are three mock tests provided on our website: garneteducation.com/pathway. The first two tests are designed to be slightly more challenging than the content of level 1 of the course, but not quite as challenging as the actual exam. The third test is at the level you can expect from the exam. The first two tests are suitable for use after each of the two sections in *Pathway to IELTS 1*. The third test is suitable for use after the first section of this level of the course, *Pathway to IELTS 2*.

Workbook

There are Workbook exercises for each of the first four modules in the Course Book units. You might complete these exercises in class if your teacher feels that you need further practice with a point, or complete them for homework. In the Course Book reading modules, direct reference is made to these Workbook exercises, because the exercises specifically focus on the content of that particular module. Occasionally, a reference to the Workbook exercises is also made where the material links directly to the content of other modules.

As you work through the course, you will learn more about the exam and what you have to do in each of the tests. By the end of the course, you will know everything about the exam and what is expected of you.

The IELTS Academic exam

Some students are studying at a pre-intermediate or intermediate level, but need to pass the Academic IELTS exam in order to enter university or apply for a job. Section 2 of *Pathway to IELTS 2* therefore provides practice specifically for the Academic exam.

Section 2 focuses on the reading and writing skills that you need to progress toward the Academic exam, and will prepare you to sit the exam within a few weeks. There is a longer introduction to Section 2 and some introductory exercises for you to complete at the beginning of that section.

1

Health

Vocabulary 1: healthy or unhealthy?

A Check the highlighted words and phrases and mark each of these sentences (H) healthy or (U) unhealthy in the first column.

- | | | |
|--------------------------------------------------------|-----|-----|
| 1. I do regular exercise and like to stay fit. | ___ | ___ |
| 2. I'm a bit overweight. | ___ | ___ |
| 3. I walk or ride a bicycle and like to get fresh air. | ___ | ___ |
| 4. I eat lots of fresh fruit and salad. | ___ | ___ |
| 5. I eat lots of fried food and frozen food. | ___ | ___ |
| 6. I drink plenty of water during the day. | ___ | ___ |
| 7. I drink a lot of fizzy drinks. | ___ | ___ |
| 8. I really like sweets, chocolate and cakes. | ___ | ___ |
| 9. My job gives me a lot of stress. | ___ | ___ |
| 10. I smoke. | ___ | ___ |

Speaking 1: lifestyle

A Look again at Vocabulary 1A. In the second column, write (T) true for you or (N) not true for you. Then talk with a partner about your lifestyle.

Vocabulary 2: typical health problems

A Complete each sentence with a health problem below.

headaches cough hay fever poor eyesight flu allergic to

1. People often say they have _____, but usually it's just a bad cold.
2. A lot of people are _____ something. It could be a type of food, or animals like cats or dogs.
3. A lot of people suffer from _____ in spring. They get sore eyes and a runny nose.
4. People who smoke are more likely to get a _____ than people who don't smoke.
5. Some people get bad _____ if they concentrate for too long. It can make life difficult.
6. If people have _____, they need to wear glasses.

B Use a dictionary to find any words and phrases that you need to talk about any health problem you have or somebody you know well has. Then compare with a partner.

Pronunciation check

The *ough* at the end of words is sometimes pronounced in different ways. Sometimes it is pronounced /ɒ/, sometimes /ʌ/ and sometimes /əʊ/. It is difficult to know which way is correct if you see a new word.

Decide how these words are pronounced.

1. cough 2. enough 3. though 4. rough



001 Listen and check your answers.

Speaking 2: talking about health problems

A Walk around the classroom. Find at least one person who ...

1. has had a bad cold/flu recently.
2. is allergic to something.
3. has a bad cough at the moment.
4. suffers from hay fever.
5. often gets bad headaches.
6. has poor eyesight.

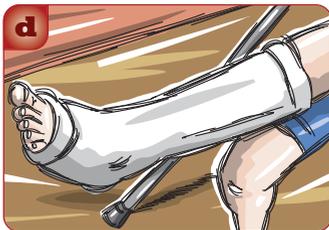
B Talk with a partner. What should a person with each of the problems above do?

Example: *If you've got poor eyesight, you should wear glasses or contact lenses.*

Vocabulary 3: accidents

A Match the phrases below with the pictures.

1. break a bone
2. get an electric shock
3. burn yourself
4. need stitches
5. be stung
6. be bitten



Speaking 3: telling stories

A Talk with a partner. Ask and answer these questions.

1. Have you ever needed stitches in a bad cut?
2. Have you ever had an electric shock?
3. Have you ever broken a bone?
4. Have you ever burnt yourself?
5. Have you ever been stung by a bee / a scorpion?
6. Have you ever been bitten by a dog / a snake?

Grammar check

We use the *passive voice* when we want to focus on what happened to somebody rather than who or what did the action. Sometimes who or what did the action is also important, so we put it at the end of the sentence and use *by*.

Have you ever been stung by a bee? ✓ NOT *Has a bee ever stung you?* ✗

The second question is not wrong, but it isn't very natural.

Make these two sentences passive.

1. Has an animal ever attacked you? _____
2. Yes, a neighbour's dog attacked me when I was little. _____

We ask *What were you doing?* if we want to know about before an accident.

What were you doing when you got an electric shock? → *I was working in the house.*

We ask *What did you do?* if we want to know about after an accident.

What did you do when you got the electric shock? → *I went to lie down.*

B Talk with a partner. Ask and answer the questions in Exercise A again. Say ...

where you were what you were doing what you did

1

Listening 1: flow charts

A Look at part of a flow chart below and then answer these questions with a partner.

1. What is a flow chart?
2. What does this flow chart show?
3. What do these words mean?
symptoms diagnosis treatment

Cold and flu

Follow the chart so that you know how to treat the symptoms of a cold or the flu and whether or not you need to see a doctor. Other conditions can have the same symptoms as a cold or the flu.

SYMPTOMS

DIAGNOSIS

TREATMENT

↓ BEGIN HERE

① Do you have a fever?

→
NO

You may have a cold.

→

Get plenty of rest and drink lots of water.

↓ YES

② Do you have a sore throat and headache but not a runny nose?

→
YES

You may have strep throat – a bacterial infection.

→

Get plenty of rest and drink lots of water. See a doctor if the fever lasts more than 48 hours. He may give you antibiotics.

↓ NO

③ Did your symptoms start suddenly? Do your muscles ache? Do you have a sore throat and a runny nose?

→
YES

You may have the flu.

→

Get plenty of rest and drink lots of water. Medicine that you can buy at a chemist will relieve some of the symptoms.

↓ NO

Grammar check

First conditional type sentences can be used to talk about possibility and give advice.

If you have a sore throat and a runny nose, you may have the flu.

If you have the flu, you should get plenty of rest.

B  **002** Look at the next part of the flow chart. Listen and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

④ Do you have a bad cough and is it difficult to (1) _____?

→
YES

You may have bronchitis.

→

Get plenty of rest and drink lots of water. If you (2) _____, stop completely for a while. Medicine that you can buy at a chemist will relieve the (3) _____. If symptoms get worse, contact (4) _____.

↓ NO

⑤ Do you have a runny nose and sore eyes?

→
YES

You may be (5) _____ something.

→

Try medicine that you can buy at a chemist or ask your doctor for advice.



Question-type tip: A flow chart shows a series of events or actions and their possible results. In the Listening test, you will sometimes need to complete notes on a flow chart. Having a chart like this helps you, because you can predict how the talk will be organized and divided into parts. You know when the speaker is going to go from one topic to another.

Listening 2: practice with flow charts

- A** **003** Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Headaches

There are different reasons why you may have a headache. You may also have other symptoms. Follow the chart so that you know what to do if you have a headache.

SYMPTOMS

DIAGNOSIS

TREATMENT

↓ **BEGIN HERE**

- ① Do you have a fever or other symptoms of a cold? Have you been sick?

→
YES

You may have a bad cold or (1) _____.

→

Get plenty of rest and drink lots of water. (2) _____ that you can buy at a chemist will relieve some of the symptoms.

↓ **NO**

- ② Do you have a very bad headache and a stiff (3) _____? Does normal light hurt (4) _____?

→
YES

You may have meningitis – a serious condition that can affect your (5) _____.

→

You **MUST** see your doctor or go to a (6) _____ immediately.

↓ **NO**

- ③ Have you hit (7) _____ recently?

→
YES

You may have concussion – a serious condition caused by (8) _____ pushing against your brain.

→

You **MUST** get immediate treatment.

- B** Check the key on page 169. How many questions did you answer correctly?

- C** Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

1. Looking at the flow chart helped me make predictions about what I would hear.
2. I understood the speaker and knew which words to write in the spaces.
3. I spelt most of my answers correctly.
4. I am pleased with how many questions I answered correctly.

Key vocabulary in context

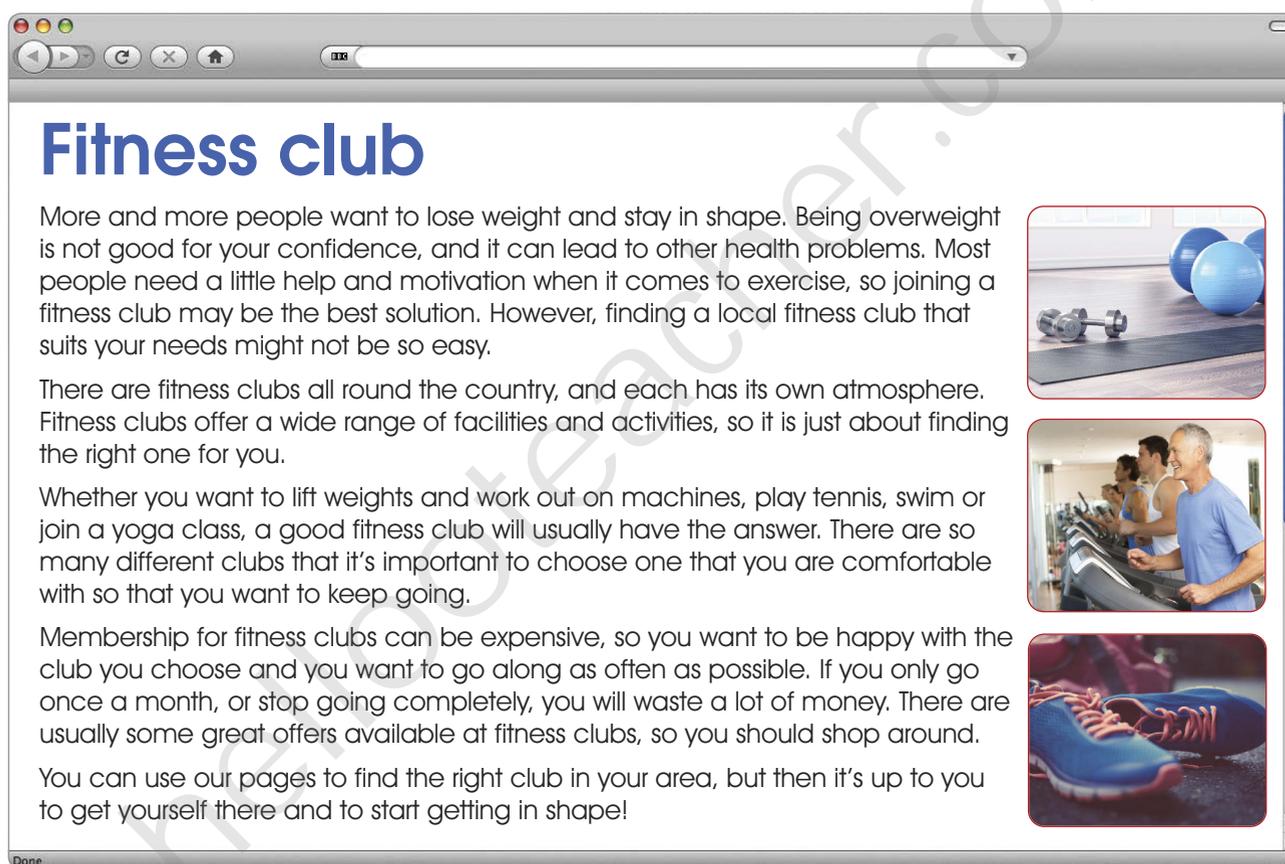
Match the words 1–4 with the words a–d to make common noun phrases from the text.

- | | |
|-----------|------------------|
| 1. runny | a. muscles |
| 2. sore | b. nose |
| 3. aching | c. neck |
| 4. stiff | d. throat / eyes |

1

Reading 1: preparing to read**A** Answer these questions with a partner.

1. What is the most common way of trying to lose weight in your country?
2. Do men and women try to lose weight in different ways?
3. Do many people go on a diet?
4. Do many people join a fitness club or a group for people who want to lose weight?

B Read the extract from a webpage that gives advice about finding a fitness club.


Fitness club

More and more people want to lose weight and stay in shape. Being overweight is not good for your confidence, and it can lead to other health problems. Most people need a little help and motivation when it comes to exercise, so joining a fitness club may be the best solution. However, finding a local fitness club that suits your needs might not be so easy.

There are fitness clubs all round the country, and each has its own atmosphere. Fitness clubs offer a wide range of facilities and activities, so it is just about finding the right one for you.

Whether you want to lift weights and work out on machines, play tennis, swim or join a yoga class, a good fitness club will usually have the answer. There are so many different clubs that it's important to choose one that you are comfortable with so that you want to keep going.

Membership for fitness clubs can be expensive, so you want to be happy with the club you choose and you want to go along as often as possible. If you only go once a month, or stop going completely, you will waste a lot of money. There are usually some great offers available at fitness clubs, so you should shop around.

You can use our pages to find the right club in your area, but then it's up to you to get yourself there and to start getting in shape!

Reading 2: sentence completion**A** Using the extract above, complete each sentence with the correct ending A–G from the box. Not all of the endings need to be used.

1. Finding the right fitness club for you ... _____
2. Being comfortable with your fitness club ... _____
3. Not going to your fitness club regularly ... _____
4. Shopping around ... _____

- A is a waste of money.
 B is usually quite cheap.
 C can be difficult.
 D will stop you losing weight.
 E will often mean that you get a good deal.
 F might make you unhappy.
 G means that you will keep going to it.

B Choose the correct option in each pair of sentences about Exercise A.

1. A You can match beginnings and endings logically without looking at the text.
B You must read the text carefully to check that it says the same as what the sentence says.
2. A Matching the beginnings and endings is easy. You just have to find the ending that fits grammatically with the beginning.
B Matching is not so easy because all the endings fit grammatically with all the beginnings.
3. A The sentence endings have a wide range of grammatical structures.
B The sentence endings begin with the same part of speech.



Question-type tip: You may have to do a task where you match sentence beginnings with sentence endings. There will always be more endings than beginnings, so you don't have to use all the endings.



Exam tip: All the endings will start with the same part of speech, so you can't just match grammatically. Don't guess answers that seem to make sense – look carefully to find answers in the text.

Reading 3: practice with sentence completion

A Look at this advertisement for a chain of clubs that helps people to lose weight. Scan the text and answer these questions.

1. What is the chain called?
2. Who is the man in the picture?
3. How can you find your nearest club?

B Skim the text for one minute only. Then cover the text and talk with a partner. Find THREE things that you both remember.

Do you want to lose weight, feel great and enjoy life?

Well, act now – come along and meet your local **FEELGOOD** coach.

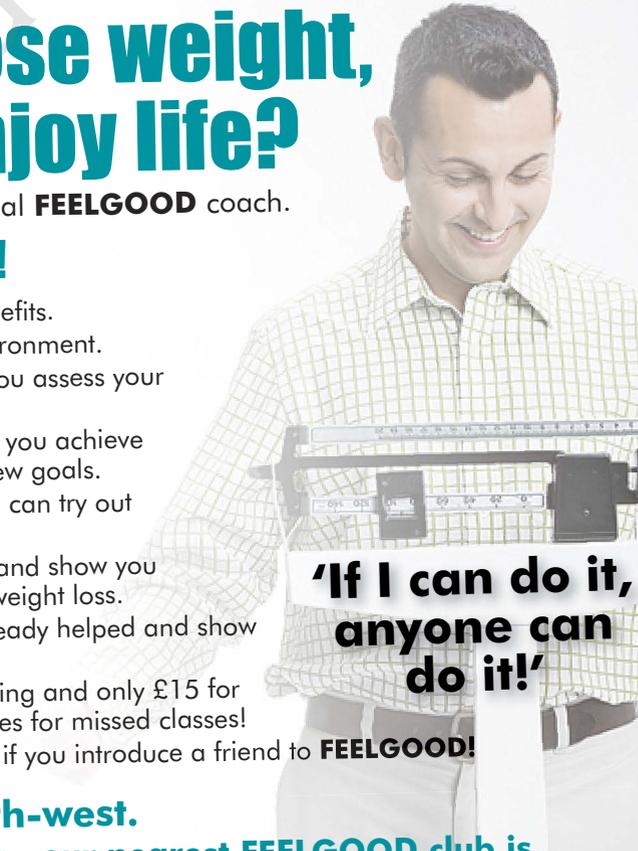
The first meeting is free for all!

Joining one of our FEELGOOD clubs has many benefits.

- Meet new people in a motivating but friendly environment.
- We will measure your weight each week to help you assess your progress and keep you motivated.
- We will give you individual advice that will ensure you achieve your goals, and we will help you to set yourself new goals.
- Each week, we will provide new products that you can try out and purchase if you are satisfied.
- We will help you change the shape of your body and show you why simply eating less doesn't necessarily equal weight loss.
- We will introduce you to people who we have already helped and show you videos that tell the story of their progress.
- We will charge you only £5 for each weekly meeting and only £15 for a whole month of meetings. There are no penalties for missed classes!
- We will give you a whole month of free meetings if you introduce a friend to **FEELGOOD!**

We have clubs all over the south-west.

Call 01564 698 140 to find out where your nearest FEELGOOD club is.



**'If I can do it,
anyone can
do it!'**

FEELGOOD!

C Read the text again and answer the questions.

For questions 1–8, complete each sentence with the correct ending A–J from the box. Not all of the endings need to be used.

1. Nobody has to ... _____
2. People who join a FEELGOOD club can ... _____
3. Getting individual advice will help members ... _____
4. Members can try out new products and ... _____
5. People do not always lose weight just because they ... _____
6. Members who have previously been successful can ... _____
7. People who miss a class do not have to ... _____
8. Members whose friends join a FEELGOOD club do not have to ... _____

- A buy them if they are happy.
- B eat less.
- C be seen on film.
- D pay less to attend meetings.
- E pay for the first meeting.
- F do as well as possible.
- G pay for a month.
- H join another club.
- I enjoy various benefits.
- J pay for it.

D Check the key on page 169. How many questions did you answer correctly?

E Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I skimmed the text to get a general idea.
- 2. I read the sentences in the task carefully before I read the text again more carefully.
- 3. I knew what to look for when I read the text again.
- 4. It was quite difficult to choose the correct ending because there are a lot of options.
- 5. I am happy with how many of the questions I answered correctly.



Exam tip: If it is difficult to find the correct ending for a beginning, cross off the endings that you know are definitely wrong. It is easier to make a decision if you have fewer options.

Key vocabulary in context

Check the key word in the text and then circle the correct option in each sentence.

1. If something is **motivating**, it makes you want to *do well / stop doing something*.
2. If you **assess** something, you *think about it and make a judgement / say that you don't like it*.
3. **Purchase** is *more / less* formal than 'buy'.
4. You receive a **penalty** if you do something *well / wrong*.



For focus on reading skills, go to Workbook page 141.

Writing 1: preparing to write

A Talk with a partner. Look at the pictures and answer the questions.

1. How do the pictures show changing attitudes to smoking?
2. Have attitudes changed in your country? Can people smoke in public places?
3. Do you think it is right to ban smoking in public places?
4. Do you think smoking will ever be banned completely?



B Look at these instructions for a typical IELTS Writing task below. Highlight the key words and check you understand what you have to do.

Write about the following topic:

In many countries, smoking has been banned in all public places. Do you think this is the right thing to do?

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

Write at least 250 words.

C Answer these questions with a partner.

1. Is it an easy or difficult composition to write?
2. Do you have plenty to say about the topic?
3. Can you give any examples from your own experience?
4. Is it best to write a balanced argument or express a strong opinion?

Writing 2: nouns that help link a text

A Read a student's composition. Does he say what you would say?

Smoking is banned in public places in many countries. It is certainly banned in my country and in countries I have visited. Not long ago, it was normal to see people smoking in cafes, on trains and buses and in their offices. I even remember people smoking as they walked round the supermarket when I was little. Now that **idea** would seem very strange and completely wrong.

People who support a ban say it is unfair for smokers to affect the health of non-smokers, and I tend to agree. If people smoke in crowded places, other people have to breathe in their smoke. Passive smoking kills. Hundreds of thousands of smokers need hospital treatment because of smoke-related illnesses, especially lung cancer. The money spent on that **problem** could be spent on other things.

The ban on smoking is not popular with everyone, though. Most smokers and even some non-smokers think that the **decision** is unfair and against human rights. They say that tobacco is sold in shops and do not understand why an **activity** that is legal should not be allowed in some places. They also argue that governments make money from the tax on tobacco and that many people are employed in the tobacco industry.

Personally, I think it is right that smoking is banned in public places. My father is a smoker and, although he is not happy about standing in the street outside his office to have a cigarette, he understands why the ban is necessary. He admits that, since the ban, he smokes less and that it might make him give up the **habit** completely.

B Discuss with a partner. What do you like about the composition? What is the purpose of each paragraph?

C Look at the highlighted words in the composition. What does each refer to?

1. **idea** refers to people smoking as they walk round the supermarket
2. **problem** refers to _____
3. **decision** refers to _____
4. **activity** refers to _____
5. **habit** refers to _____



Exam tip: We very often use general nouns like these to refer back or forwards in a text and to avoid repeating the same words. If you learn some of them, it will help you to read more quickly. If you use them when you write, they will help to organize and link ideas in your compositions.

D Read these short extracts and circle the correct option in each pair.

1. The World Cup is very important in terms of both sport and politics. It is an **incident / event** that brings people from all over the world together for over a month.
2. Police want information about an **incident / event** in Bournemouth town centre. Two men attacked another man outside a nightclub just before midnight on Friday.
3. The increasing number of older people who need hospital treatment is now one of society's most important **issues / situations**.
4. A lot of people in their fifties lose their job and have no other skills. They find themselves in a very difficult **issue / situation**.
5. Most people do not want to get involved if they see a fight in the street. They think it is a **matter / case** for the police to deal with.
6. Teachers and parents usually get together to deal with bad behaviour at school, but in some **matters / cases** the police need to get involved.

E Go to the Exam Practice Module on page 20 for the Writing task.

Speaking

- A** Look at this typical task card for Part 2 of the Speaking test. Is it easy to talk about it?

Describe a time that you hurt yourself.

Say ...

- where you were.
- what you were doing when you hurt yourself.
- what happened.
- what you did when you hurt yourself.

- B**  **004** Listen to a student talking and answer the questions.

1. Where was he?
2. What was he doing when he hurt himself?
3. What happened?
4. What did he do when he hurt himself?

- C** Did the student do well in the speaking task? How could he have done better?

- D**  **005** Listen to the same student trying again. What does he do better the second time?



Exam tip: If you need to tell the examiner about something that happened, use words that you heard on the recording to introduce ideas. They make your story more interesting to listen to.

- E** Work with a partner. Take it in turns to talk about what's on the card in Exercise A.

Vocabulary

- A** Complete each highlighted phrase with the correct preposition.

1. I like to stay _____ shape.
2. I like to get plenty _____ fresh air.
3. I'm allergic _____ the chemicals _____ in some food.
4. I suffer _____ bad headaches.

- B** Correct the spelling mistakes in these words.

1. choclite _____
2. heedache _____
3. gim _____
4. simtoms _____
5. asess _____
6. atitude _____

- C** Fill the gaps with a word made from the root words in brackets.

1. Most people go on a diet to lose _____. (weigh)
2. As people get older, they worry more about their _____. (fit)
3. Quite a lot of people are _____ to cat hair. (allergy)
4. If you have concussion, you must get _____ immediately. (treat)
5. Yoga is an _____ that many people enjoy. (act)

Errors

- A** There are errors in all these sentences. Correct them.

1. I cooked when I burnt my hand.
2. I bitten by a dog once.
3. I was cut myself with a knife.
4. Have you ever stung by a bee?
5. I discovered that my arm was broken.
6. I need to lose the weight.

1

Writing

A Look at the pictures and the first line of the Writing task below.

All over the world, life expectancy is increasing.

B Answer these questions with a partner.

1. What is good about more people living to an old age?
2. What are some of the problems of people living to an old age?
3. In your country, who usually cares for people when they are too old to look after themselves?



C Look carefully at the complete instructions for the Writing task. Highlight the key words and make sure you understand what you have to do.

Write about the following topic:

All over the world, life expectancy is increasing. Governments are finding it difficult to provide money for health care, and some people think that everyone should arrange private insurance.

Should health care be free for everyone, or should people pay for the care they need?

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

Write at least 250 words.



D Discuss these points with a partner.

1. Are you going to express a strong opinion or present a balanced argument?
2. Which of these points will you include in your composition?
 - Governments cannot afford to provide free health care for everyone.
 - Everyone should have free education and free health care.
 - Wealthy people should pay for health care.
 - Poorer people should have free health care.
 - How rich you are should not affect the quality of the health care you receive.
 - People who pay for health care should have the best doctors and hospitals.
 - Everyone should have free health care until they are 18.
 - People who smoke should pay for their health care.
3. Are there any other important points you want to make?



Exam tip: When you do Writing Task 2, you may feel that it is difficult to find enough to say and that you can't write 250 words. The introduction is often the easier part to write, so make sure you write a solid introduction. The introduction to the composition in the Writing Module of this unit is 67 words.

2

Nature

Vocabulary 1: climate

A Look at the three dictionary extracts. Which is for *weather*, which is for *climate* and which is for *season*? Write the words in the spaces.

_____ *n* 1 [singular, U] the conditions at a particular place and time, such as sun, rain, wind and temperature.

_____ *n* 1 [C] the typical weather conditions in a particular area.

_____ *n* [C] 1 any of the four main periods in the year: winter, spring, summer or autumn.

B Write the seasons below.

1. grins _____ 2. mumres _____ 3. nutmua _____ 4. newrit _____

C Check the highlighted words and phrases in these sentences and tick the sentences that are true for you. Then compare with a partner.

- 1. In my country there are **four seasons**.
- 2. In my country there is a **dry season** and a **rainy season**.
- 3. The weather in my country is very **changeable**. It can be sunny one day and cold and wet the next.
- 4. The winters in my country are **mild**. It is never really cold.
- 5. We often have **extreme weather** in my country. Sometimes it is very hot and sometimes it rains for four or five days.

Vocabulary 2: weather conditions

A Check the highlighted words and match the sentences with the pictures. Some pictures match with more than one sentence.

- | | | | |
|-------------------------------------------------------------------|-------|-----------------------------------------------------------------------|-------|
| 1. It's very hot and sunny . | _____ | 2. It's very windy . | _____ |
| 3. It's freezing cold . | _____ | 4. There's a storm . / It's stormy . | _____ |
| 5. There's a clear blue sky . | _____ | 6. There's a lot of snow . / It's snowing . | _____ |
| 7. It's very foggy . / There's a lot of fog . | _____ | 8. It's a bit cloudy . / There's quite a lot of cloud . | _____ |
| 9. It's raining heavily . / There's a lot of rain . | _____ | 10. There's thunder and lightning . | _____ |



Grammar check

We use *there is / there are* with nouns.

There is a lot of rain. / There are a lot of clouds.

We use *it is* with adjectives and verbs. *It's sunny. / It's raining.*

Most weather nouns can be made into adjectives by adding a 'y'.
sunny / rainy / cloudy / stormy, etc.

Watch out! typical errors

It is a lot of rain. **X**

There is windy today. **X**

B Mark these adjectives (G) good weather or (B) bad weather.

1. nice _____
2. lovely _____
3. horrible _____
4. miserable _____
5. beautiful _____
6. awful _____

Speaking 1: talking about climate and weather

A Talk with a partner about the photos on the opposite page like this.

It's really horrible weather. There's a storm and it's raining heavily.

B Now talk about the weather in any countries that you have visited.

Speaking 2: answering the question properly

A  **007** Think about how you could answer these questions from the first part of the speaking exam. Then listen to some students and tick the speaker who gives a better answer.

- | | | |
|---------------------------------------------------------|------------------------------------|------------------------------------|
| 1. What sort of climate does the area you live in have? | Speaker 1 <input type="checkbox"/> | Speaker 2 <input type="checkbox"/> |
| 2. Tell me about the weather in your country. | Speaker 1 <input type="checkbox"/> | Speaker 2 <input type="checkbox"/> |
| 3. Is there one season that you especially like? | Speaker 1 <input type="checkbox"/> | Speaker 2 <input type="checkbox"/> |
| 4. Do you do the same things in summer as in winter? | Speaker 1 <input type="checkbox"/> | Speaker 2 <input type="checkbox"/> |



Exam tip: When people ask a yes/no question, they usually expect more than just a yes/no answer. If the examiner asks you a yes/no question, he is inviting you to speak.

B Answer the questions in Exercise A with a partner.

Speaking 3: talking about temperature

A Check the highlighted words and complete these sentences so that they are true for you. Cross out the extra words.

1. The **temperature** on a hot summer day can **reach** ____°.
2. At night in winter, the temperature can **fall to** ____° / **minus** ____° / ____° **below zero**.
3. The **highest temperature** I have ever experienced was ____°.
4. The **lowest temperature** I have ever experienced was ____°.

Pronunciation check

Notice how the *-ture* at the end of *temperature* is pronounced.

Here are some more words that have the same ending.

 **008** Listen and then practise saying them.

1. picture
2. nature
3. adventure
4. culture

Listening 1: a weather forecast

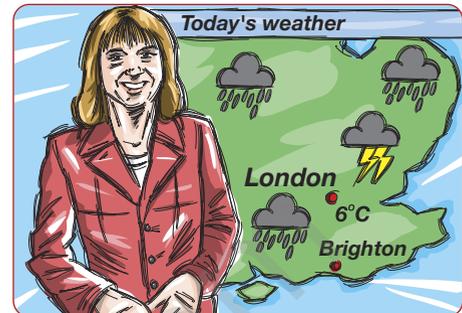
A Look at the picture and answer the questions with a partner.

1. Who is the woman and what is she doing?
2. What are the symbols you can see on the map?
3. What do you think the woman will say about the weather?

B  **009** Listen to the weather forecast and check your predictions.

C  **010** Listen again and complete the notes. Use **NO MORE THAN TWO WORDS** for each answer.

1. People in the south-east can _____ very bad weather.
2. In the morning, there will be _____.
3. There may be _____ along the coast.
4. The weather should _____ a little as the day goes on.
5. _____ will be low for the time of year.

**Listening 2: an everyday conversation**

A Look at the picture and answer the questions with a partner.

1. Who are the people in the picture?
2. What do you think they are talking about?

B  **011** Listen to the conversation and check your predictions.

C  **012** Listen again and complete the lines. Use **NO MORE THAN TWO WORDS** for each answer.

1. Raining? It's absolutely _____ down.
2. It's really _____ out there too.
3. Never mind. They say it's going to _____ later on.

**Listening 3: recognizing register**

A Talk with a partner. How is the language used in the conversation different from the language used in the weather forecast?



Exam tip: The Listening test has four sections. The speaker(s) will sometimes use formal language – a talk or a lecture. The speaker(s) will sometimes use informal language – a conversation or a talk to classmates. You will understand more if you recognize the register that the speaker is using.

B Look at the tapescript on page 179. Highlight words and phrases that are formal or informal.

Reading 1: preparing to read

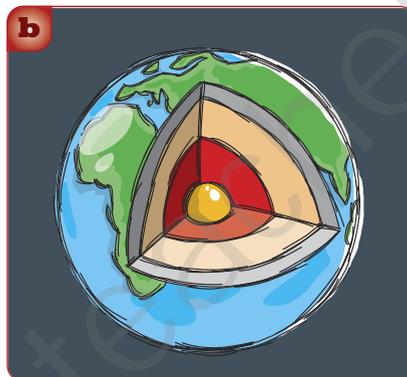
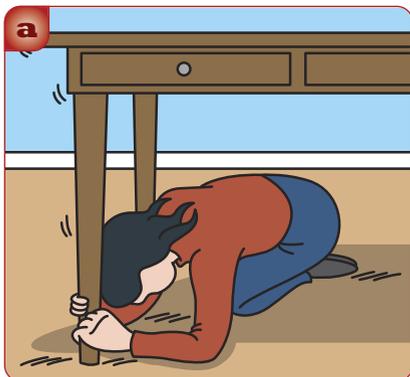


A Look at the picture and talk to a partner. What has happened?

B In which parts of the world do earthquakes occur? Why do they occur?

C Look at these three images. Match each to one of the text headings below.

1. What to do when there's an earthquake _____
2. My earthquake terror _____
3. The science of earthquakes _____



D Check these words and phrases. Which of the headings and images do they relate to? Compare your ideas with a partner.

grab	fault lines	stay calm	release energy	scramble
take cover	avoid being injured	tectonic plates	rush	

Reading 2: different types of text

A Skim each extract below and match it with the correct heading and image from Reading 1C.

1. As soon as I realized the ground was shaking, I rushed into the bathroom, where my little boy was in the bath. I knew that he was in a place that was very unsafe – under a window with a huge piece of glass right above his head. We had practised what to do in case of a quake and we knew where we would be safest. Unfortunately, there were no safe places inside the house and we had to try to get out to the garage as quickly as we could. _____
2. The Earth has four layers. The two top layers make up the thin outer surface of our planet. This outer surface consists of many pieces, tectonic plates, which move around slowly over thousands of years. Sometimes, when these plates collide, they push rock upwards to form mountains. At other times, the edges of the plates, the plate boundaries, become locked when they collide and they release a huge amount of energy that results in an earthquake. Almost all earthquakes occur along these plate boundaries, which are known as faults or fault lines. _____

3. If you are indoors, drop down to the floor. Take cover under a strong table or other suitable piece of furniture. Hold on to it tightly and move with it if necessary. Remain in the same position until the ground stops shaking and it is safe to move. Stay clear of windows, fireplaces and heavy furniture or appliances that may fall over. Stay inside to avoid being injured by falling glass or bricks. If you are in a crowded area, take cover where you are. Stay calm and encourage others to do the same. _____

B Now skim the second extract from each text and match them with the extracts in Exercise A.

1. If you are driving, stop if it is safe, but stay inside your vehicle. Stay away from bridges and tunnels. Move your car as far away from other traffic as possible. Avoid stopping under trees, lamp posts, power lines, signs or anything else that may fall down onto your vehicle. _____
2. I grabbed Daniel in my arms and scrambled through the house towards the back door. Before we could make it, a bigger shock hit us and threw us to the floor. I tried to protect my son the best I could as plates and glasses flew around and pictures crashed down from the walls. _____
3. An earthquake has three stages. Firstly, there are small earthquakes, called foreshocks, which occur in the same place as the larger earthquake that follows. Scientists do not know that an earthquake is a foreshock until the larger earthquake occurs. Then there is the main part of the earthquake, which is called the main shock. Finally, the main shock is always followed by aftershocks. These smaller earthquakes occur in the same place as the main shock. Depending on the size of the main shock, aftershocks can continue for weeks, months and even years after the main shock. _____

C Answer these questions about the three texts with a partner.

1. Which text has a lot of technical words?
2. Which text has examples of past tenses?
3. Which text has a lot of imperatives (verb forms that tell you to do something)?
4. Which text has more informal words and phrases, especially dramatic verbs?
5. Which text uses only the present simple?
6. Which text has examples of conditional structures?



Exam tip: In the Reading test, you will need to read different types of text, and it is important that you can recognize them quickly. Notice the different styles of texts and the type of language that is often used in a particular type of text. The design of a text and pictures or diagrams help you to know what type of text you are reading.

Reading 3: practice with different types of text

A Read 'The science of earthquakes' again carefully and answer these questions.

For questions 1–3, decide which of these statements about earthquakes are true. Choose THREE answers from A–F.

- A When tectonic plates move, there are always earthquakes.
- B Mountains are formed when there is an earthquake.
- C Earthquakes are likely to occur in the same place.
- D Foreshocks occur before there is a main shock.
- E People always know that a main shock will follow a foreshock.
- F Aftershocks go on for longer if the earthquake has been very big.

1. _____ 2. _____ 3. _____

B Read 'What to do when there's an earthquake' again carefully and answer these questions.

For questions 4–9, complete the summary with words and phrases from the box.

leave quick indoors people under run away
traffic place table floor calm outside

The best place to be when there is an earthquake is on the (4) _____. You will be safer if you can find a suitable piece of strong furniture to hide under. Do not try to go (5) _____ as you could be hit by falling bricks and flying glass. If there are a lot of (6) _____ around, do not try to run away. Make sure everyone is as (7) _____ as possible. If you are driving, you should stop, but do not (8) _____ your vehicle. Do not stop in any (9) _____ where something could fall and crush your vehicle.

C Read 'My earthquake terror' again carefully and answer these questions.

For questions 10–13, decide if the information given below agrees with the information given in the text. Write (T) true, (F) false or (NG) not given.

10. There was a window above the bath in the woman's house. _____
11. The woman knew her family would be safer in the garage. _____
12. The woman carried her son through the house. _____
13. The woman and her son were hit by flying glass. _____

D Check the key on page 169. How many questions did you answer correctly?

E Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

1. I find it quite easy to recognize different types of text.
 2. Recognizing the different text types helped me to answer questions.
 3. I find some types of text easier to read than others.
 4. I am happy with how many of the questions I answered correctly.

Key vocabulary in context

Match these dramatic verbs with their definitions.

1. rush a. move with difficulty
2. scramble b. fall and make a noise
3. grab c. move as fast as possible
4. crash d. take quickly

Do the same with these more formal verbs and definitions.

1. consist of a. allow to be free
2. collide b. move towards each other and hit each other
3. release c. stay in the same place
4. remain d. to be formed from certain things

WB For focus on reading skills, go to Workbook page 144.

Writing 1: preparing to write

A Look at the two pictures and answer the questions with a partner.

1. What animals can you see in the two pictures?
2. Where are the animals in the two pictures? How are their lives different?
3. Do you think the animals are happier in either of the two environments?



B Talk with the same partner. Answer these questions.

1. Do you have a zoo in your town or city? If not, where is the nearest zoo to your hometown?
2. Which animals can you see there?
3. Do you go there often? Do you enjoy going to zoos generally?

C Look at these instructions for a typical IELTS Writing task. Highlight the key words and check you understand.

Write about the following topic:

Some people think that zoos are cruel and that animals should be left in their natural environment. Others say that zoos are important because they are the only place that most children will ever see real wild animals.

What is your opinion on this issue?

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

Write at least 250 words.



Writing 2: deciding what to say

A Discuss in small groups. Brainstorm some points that you could make in the composition. Organize your points in the columns below.

Zoos +	Zoos -	Natural environment +	Natural environment -
only place that children can see real wild animals			

B Look at these points that students made when discussing the issue. Which one of each pair of options do you think you will hear?

1. People see animals that they will probably never see in **the jungle / the wild**, like tigers and elephants.
2. Safaris are really **expensive / dangerous** and you don't see all the animals you want to see.
3. It's better to see an animal on TV in its natural **environment / place** than see it in a **little cage / big field** at the zoo looking miserable.
4. Animals don't **grow as big / live as long** in a zoo as they do in the wild.
5. Children shout and even throw things. Animals **suffer from stress / attack them**.
6. These days, animals are in big cages and they can climb and **run around / hunt**.
7. In big wildlife parks, lions are **forced / free** to walk around.
8. Some species of animal would **multiply / become extinct** if there were no zoos. Zoos help them to **develop / survive** and keep them safe.
9. One day, zoos may be the only place that many types of animal **exist / are happy**.

C  **015** Listen to the discussion and circle the option you hear.

Writing 3: practise writing the main part of a composition

A Read the introduction and concluding paragraph of this composition.

There are zoos in most big cities all round the world, and thousands of people visit them. Nearly everybody goes to a zoo as a child, and it is probably the only time that they see real wild animals. Although most people like going to zoos, they understand that the animals are not in their natural environment and may not be happy. Some people even think that zoos are cruel and should be closed.

In my opinion, there is a need for zoos so that children can see real animals and not just read about them in books. However, the zoos should be modern and the animals well cared for. Their cages should be big enough that they can run around. The best solution would be to have more big wildlife parks where animals are in an environment like their natural one.

B Think about which points you want to make in the two main paragraphs. Make sure each paragraph has a purpose.

C Write the two paragraphs. You should spend about 25 minutes on this.

D Check the key on pages 169 and 170. Compare your composition with other students.

WB  Go to Workbook page 145 for the Writing task.

Speaking

A Look at these possible questions from Part 3 of the Speaking test. Check any words that you don't know.

1. Do you believe the world climate is changing? ____
2. Is the climate changing in your country? ____
3. Do you think that global warming is a serious threat to our planet? ____
4. Do you think people are to blame for destroying the world's natural environment? ____
5. Should people do more to protect animals that are in danger of becoming extinct? ____

B Mark each question (E) easy to answer or (D) difficult to answer. Then compare with a partner.

C  **016** Listen to some students and match the answers they give to the questions in Exercise A.

Speaker 1 ____ Speaker 2 ____ Speaker 3 ____ Speaker 4 ____ Speaker 5 ____



Exam tip: Remember – you can give simple answers to complex questions. The examiner does not expect you to be a scientist or politician! He/she is interested only in your English.

D Practise asking and answering the questions in Exercise A with a partner.

Vocabulary

A Answer these questions with words from the unit. Write the answers in your notebook if you need to practise spelling.

1. Which season is usually the coldest?
2. How do we describe weather that is not too hot and not too cold?
3. What is the noise that you hear during a storm?
4. What is the flash of electricity that you see during a storm?
5. How do we describe the weather when we can't see properly?
6. Which word describes animals that do not exist anymore?

B Complete these sentences with words from the unit. Some letters are given to help you.

1. When the water level rises, there may be a f _____.
2. A hu _____ or an e _____ q _____ can destroy a whole city.
3. Another way to say a minus temperature is b _____ z _____.
4. An informal word for very cold is f _____ and an informal word for very hot is b _____.
5. Animals are usually happier in their n _____ en _____.

C Correct the spelling mistakes in the words below.

1. wether _____
2. autum _____
3. tempriture _____
4. occer _____
5. damidge _____
6. priviously _____
7. releese _____
8. rremain _____
9. servive _____

Errors

A There are errors in all of these sentences. Correct them.

1. It was a big storm last night.
2. Do you think a weather will be nice tomorrow?
3. It's raining very heavy outside.
4. At night, the temperature can fall under ten degrees.
5. It's absolutely hot today.
6. Floods usually make a lot of damage.

Listening

A  **017** You will hear someone talking to some students about how to stay safe when there is lightning. Look at the notes below carefully before you listen.

For questions 1–10, complete this student's notes. Use **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Don't go outside or stand by the window.

Lightning can strike (1) _____ from storm centre.

Try counting seconds between thunder and lightning - more than (2) _____ is safe.

Cancel planned outdoor activities, like (3) _____ or golf, and stay away from (4) _____ - it conducts electricity!

If outside in storm

Find a (5) _____ or shelter in your car.

Trees, bus stops, etc., do not give enough (6) _____.

No umbrellas in open spaces and definitely no (7) _____!

If doing s/th in water, get to dry land.

If at home

Don't take a bath or shower - lightning passes quickly through (8) _____.

Unplug electrical appliances.

If light goes out, use a torch. Don't light (9) _____ inside house.

Try to stay inside or under cover for (10) _____ after the storm passes.

B  **018** You will hear an English family talking about their holiday options. Read the statements carefully before you listen.

For questions 11–16, mark each of the statements on the following page with one of the following abbreviations.

- | | |
|---|----------------------|
| M | mother |
| F | father |
| J | Justin - the son |
| E | Ellie - the daughter |

11. He/she doesn't want to go somewhere hot. _____
12. He/she doesn't want to visit a place where there are a lot of people. _____
13. He/she doesn't want to go somewhere cold. _____
14. He/she wants to see a big city. _____
15. He/she doesn't want to go somewhere where it's raining. _____
16. He/she doesn't want to spend a lot of time travelling. _____

C  **019** You will hear a lecturer talking about avalanches. Look carefully at the questions and at the diagram and box of words.

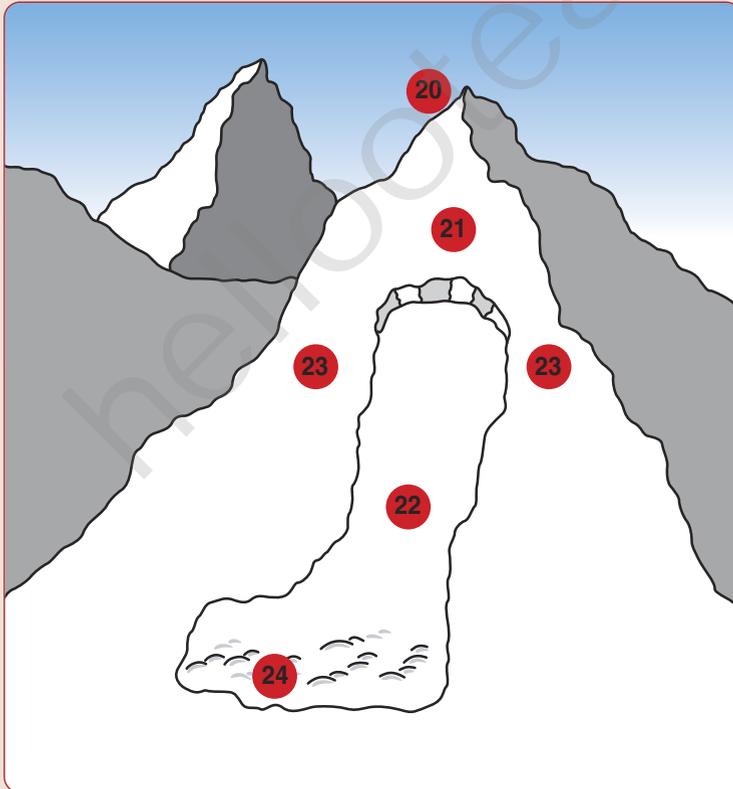
For questions 17–19, complete the notes. Use **NO MORE THAN TWO WORDS** for each answer.

17. Loose, wet snow is dangerous because it is _____.
18. The person who starts the avalanche usually becomes _____ of it.
19. Avalanches are not started by _____.

For questions 20–24, match some of the words A–H in the box with the numbers on the diagram. Write the letters in the spaces.

- A track
- B debris toe
- C start zone
- D end zone
- E top point
- F trigger
- G avalanche bed
- H flanks

20. _____ 21. _____ 22. _____ 23. _____ 24. _____



Exam tip: Look at the tapescript for each of the extracts. Notice the different register that is used in each.

3

Construction

Vocabulary 1: describing your home

A Match the words and phrases with the pictures.

apartment/flat detached house terraced house cottage bungalow beach house



B Check the highlighted words in the questions below and think about your answers.

1. Is the house or apartment/flat you live in **modern** or old? When was it **built**?
2. If you live in an apartment/flat, is it part of a big house or in an **apartment block**/a **block of flats**?
3. If you live in an apartment/flat, what **floor** is it on? (**ground floor**/**first floor**)
4. Do you (or your parents) **own** your house or apartment/flat or do you/they **rent** it?
5. How many **rooms** are there in your house or apartment/flat?
6. How big is your **bedroom**/**living room**/**bathroom**?
7. Do you have a **separate dining room** or do you eat in the **kitchen**?
8. Do you have a room that you use as a **study**?
9. Do you have a **spare bedroom** or a **guest room**?
10. Do you have a **garden** or a **roof terrace**?
11. Do any of the windows have a **balcony**?
12. Are there **good views** from the **windows**/**balconies**/**roof terrace**?

Speaking 1: talking about homes

A Talk with a partner. Say what type of home you have and then answer the questions in Vocabulary 1B above.

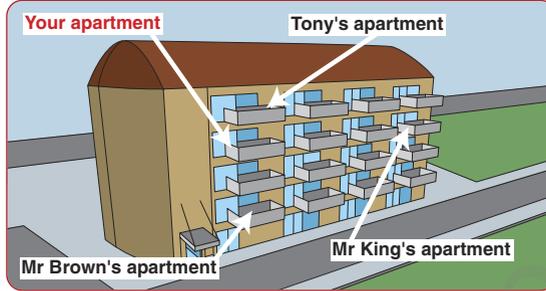
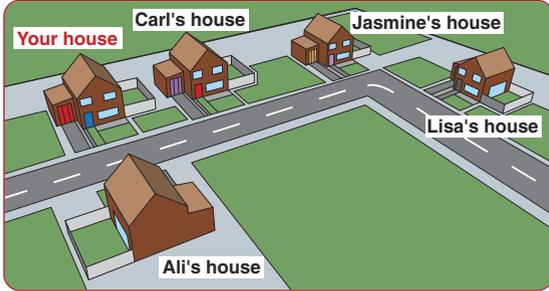
Grammar check

You can say *There are six bedrooms in my house.* or *My house has six bedrooms.*
Is there a study? or *Do you have a study?*



Exam tip: You have practised talking about towns and cities and now talking about homes. In the first part of the Speaking test, the examiner may ask you about both. Make sure you learn the words and phrases that help you to talk about your life.

Vocabulary 2: your neighbourhood



A Look at the street plan and notice where your house is. Check the highlighted phrases in the questions and then answer them with a partner.

1. Who lives in the house **next door**? _____
2. Who lives in the house **opposite** / **across the road**? _____
3. Who lives **just down the road**? _____
4. Who lives **just round the corner**? _____

B Look at the apartment block and notice where your apartment is. Check the highlighted words and phrases in the questions and then answer them with a partner.

1. Who lives in the flat **upstairs** / **above** yours?
2. Who lives in the flat **downstairs** / **below** yours?
3. Who lives **on the same floor** as you?

C Talk with a partner about your neighbourhood. Who lives near you?

Speaking 2: contrasting ideas

A **021** Listen to some students describing their homes. Which statement below is true?

1. They all like everything about their home.
2. None of them likes anything about their home.
3. They all have mixed feelings about their homes.

B **022** Listen again and fill each space with ONE WORD. Notice the incomplete highlighted phrases.

1. **On the other** _____, it's very close to where I work.
2. My room is small but **I** _____ it's cheap.
3. _____, our neighbours are not very friendly.
4. **On the** _____ **side**, it's very central.

Pronunciation check

023 Listen again to sentences 1, 3 and 4 in Exercise B. Notice how the speaker pauses when a linking device introduces a contrast. Practise saying the sentences.

C Talk with a partner about your house or apartment and your neighbourhood. Say what you like and don't like. Contrast your opinions with the phrases from Exercise B above.

Listening 1: preparing to listen

A Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. You have a minute to think and make notes.

A

Describe a building you think is beautiful.

Say ...

- where the building is.
- why it was built / what it's used for.
- when it was built, if you know.
- what you like about it.

B

Describe a building you think is ugly.

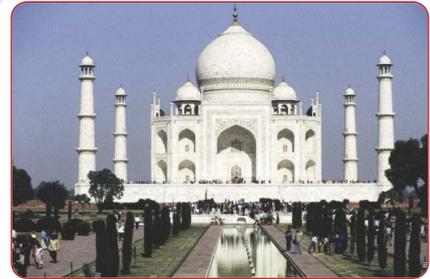
Say ...

- where the building is.
- why it was built / what it's used for.
- when it was built, if you know.
- what you don't like about it.

B Take it in turns to speak about what's on your card for about two minutes.

C Look at the picture. Answer the questions with a partner.

1. What is the building?
2. Where is it?
3. When was it built?
4. Why was it built?
5. Why do people think it is so beautiful?

**Listening 2: spelling answers correctly**

A You will hear a tour guide talking to some tourists about the Taj Mahal. Read the notes below and predict any answers you can.

B **024** Listen and complete the notes that one of the tourists made. Use **ONE WORD ONLY** for each answer.

The (1) _____ have a sense of symmetry – same on both sides of building.

A large (2) _____ reflects the building – popular place for photos.

On top of the building is the (3) _____. People wonder at how the building can support its (4) _____.

There are four minarets – one in each corner. Story of the Taj Mahal is very (5) _____. 1629 – Shah Jahan's (6) _____ wife died. He was so sad that his (7) _____ turned white.

He decided to build a beautiful (8) _____ to remember her by. Work started in 1632.

C Mark each of the words 1–8 in the task like this:

- A** I know this word and it's easy to spell.
B I know this word but it's difficult to spell.
C I don't know this word but I can guess how to spell it quite easily.
D I don't know this word and I have no idea how to spell it.

1. ____ 5. ____
 2. ____ 6. ____
 3. ____ 7. ____
 4. ____ 8. ____



Exam tip: In the Listening test, you **MUST** spell answers correctly. Even if it is clear that you heard a word on the recording, you will not get a mark if it is spelt wrongly. Revise the spelling of all words you know and look at spelling patterns so that you can guess how to spell words you don't know.

Listening 3: practise spelling answers correctly

A The building in this picture is the Millennium Dome in London. Some people say it's the ugliest building in the world. Why don't they like it?

B  **025** Listen to part of a lecture that an architect is giving about the Millennium Dome. Read the summary below before you listen.

For questions 1–8, complete the summary with words that you hear. Use **NO MORE THAN TWO WORDS** for each answer.



The speaker says that there are many ugly buildings, like (1) _____ blocks, but that the Millennium Dome is different. It was built to (2) _____ the beginning of a new century. It took a long time to plan and construct and it cost nearly (3) _____ pounds. He thinks it is the building's ugliness that makes it (4) _____.

The speaker mentions two buildings in the US that he thinks are also ugly – the public (5) _____ in Chicago and a museum in Seattle. However, he thinks the Dome is a (6) _____ example of design. The speaker agrees that the Dome has an (7) _____ design and impressive engineering, but he is disappointed with it.

The speaker says that the Dome will now be used to stage (8) _____ events.

C Check the key on page 170. How many questions did you answer correctly?

D Answer these questions about the Listening task with a partner and think about how you can answer more questions correctly next time.

- 1. Which answers did you hear but spell wrongly?
- 2. Which answers did you hear and spell correctly?
- 3. Which words did you already know how to spell?
- 4. Which words did you have to guess the spelling of?
- 5. Are you happy with how many questions you answered and spelt correctly?

Key vocabulary in context

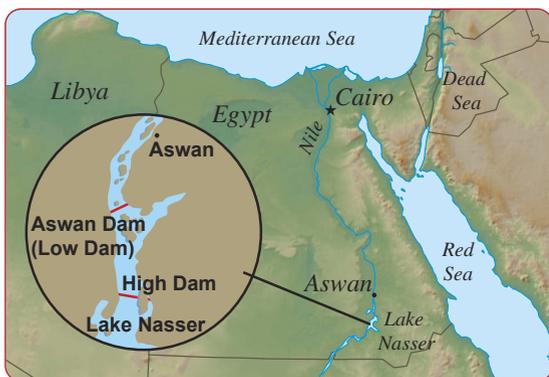
These verbs from the two extracts have been used in the wrong sentences. Correct the exercise.

1. The building was **reflected** by an American architect.
2. It will take at least five years to **celebrate** the new stadium.
3. When the new shopping centre opens, there will be a party to **support**.
4. In hot countries, houses are white so that they **design** sunlight back.
5. That bridge doesn't look strong enough to **construct** so much traffic.

Reading 1: preparing to read

A Look at the map and the picture and answer the questions with a partner.

1. What do you call a construction like this?
2. What is its purpose?
3. Where is this construction?
4. When was it built?
5. Why was it built here?
6. How has it changed the lives of people in the country?



B Check the meaning of these. How are they related to the topic?

flooding agriculture reservoir overflow concrete electricity

Reading 2: coping with longer texts

A Look at the text on the next page, but do not read it yet. Tick the statements that are true for you.

- 1. I don't usually read texts this long in English.
- 2. It takes me a long time to read a long text like this.
- 3. I think it is more difficult to understand a long text than a short text.
- 4. There is usually more difficult vocabulary in a longer text.
- 5. I think it will be more difficult to find the information I need if the text is long.
- 6. By the time I get to the end, I have forgotten the beginning.



Exam tip: The third section of the Reading test is the most difficult and the text will be longer. It will be an article from a newspaper, magazine or journal or an extract from a book. There will probably be more than one task to do.

B Here is some advice about coping with longer texts. Complete each sentence with ONE WORD.

1. Read the _____ of the text and look at any pictures or diagrams with it.
2. Skim the text quickly for gist. A good idea is to read the _____ sentence at the beginning of each paragraph and the final line of the text. Notice any key words that are repeated in the text.
3. Read the _____ for the tasks carefully before reading the text again so that you have a purpose for reading and you know what to look for. Think about which parts of the text you will need to look at again for each task.

4. As you read again, don't worry about the meaning of every _____ and phrase. This will slow you down and is not necessary to answer questions.
5. Once you know which part of the text provides an _____, read it very carefully. If you don't know the meaning of a key word or phrase, guess it from the _____.



Exam tip: Try not to be afraid of a text because it is long. You probably won't have to read every part, and you won't have to understand every word. Don't try to read the whole text before you know what you are looking for. You will not remember enough to answer questions.

Reading 3: practise reading longer texts

A Look again at the questions in Reading 1A and 1B and remember your answers. Then skim the text to check your ideas.

B Look carefully at the instructions and then read the passage to answer questions 1–17.

The Aswan High Dam

- A** The River Nile is the longest river in the world and it has always brought life to Egypt. Around 95% of the population of Egypt lives within 20 kilometres of this great source of water. When the Aswan High Dam was completed in 1970, it affected every person in the country. The dam prevented flooding that had previously destroyed homes and crops, it generated electricity and it provided water for a much greater programme of agriculture.
- B** There is a long history of attempting to control the Nile. Over 1,000 years ago, the Egyptian rulers first understood the importance of controlling the river and employed engineers to plan a dam of some sort. At that time, engineering and technological limitations meant that completing a successful project was impossible. Over the years, several architects were put in prison for not finding a solution.
- C** The beginning of the last century saw the first real attempt to build a dam on the Nile and there are, in fact, still two dams at Aswan. The first dam, the low dam, was constructed between 1889 and 1902 but never achieved what it was supposed to. It was soon discovered that the dam was not high enough and it was raised. Major work was carried out between 1907 and 1912 and then again between 1929 and 1933.
- In 1946, the dam very nearly overflowed again, and this time it was decided that a second dam was the solution. It was to be built six kilometres upriver from the first dam.
- D** Planning for this second dam began in 1954, and construction began six years later. The dam was made of rock and covered with concrete. When construction was complete, the dam was 111 metres high and 1,000 metres wide. The dam's volume was over 44 million cubic metres. That is like building the Great Pyramid at Giza seventeen times. The reservoir created by the dam became the world's third largest reservoir and was called Lake Nasser. The lake is now 90 metres deep and covers an area 500 kilometres long and, at its widest point, 35 kilometres wide. 11,000 square metres of water can pass through the dam every second.
- E** The High Dam has brought many benefits. Land that was previously desert is now provided with water and is used for farming. The floods that hit the farmland along the river once a year no longer destroy the crops. Far more food is produced, and there is less need to import products from other countries. The dam powers 12 generators and produces half of Egypt's electricity production. When the dam was first built, many villages had electricity for the first time. A new fishing industry has developed around Lake Nasser and thousands of jobs have been created.
- F** As with any project of this size, there have been problems, too. The annual floods, though destructive, brought nutrients to the soil. There is now more farmland, but it is not as fertile as it once was. When Lake Nasser was first formed, flooding displaced around 90,000 people and new homes had to be provided for them. Several important archaeological sites were in danger from the new lake, and archaeologists had to move monuments to safer locations or give them to other countries. Fishing in the Mediterranean was badly affected as nutrients that flowed down the Nile and into the sea were trapped behind the dam. Water below the dam now moves more slowly, and many more people suffer from resulting diseases.
- G** Despite these problems, the construction of the Aswan High Dam and the creation of Lake Nasser has been a huge success and a great engineering achievement. Ask any Egyptian and he will tell you that the project has greatly improved the lives of most people. The project has shown how similar problems can be overcome in other countries and has had a huge influence on similar projects that aim to irrigate land that was once desert.

The passage has seven paragraphs, A–G. For questions 1–7, choose the correct heading for each paragraph from the list i–x below. You do not need all the headings.

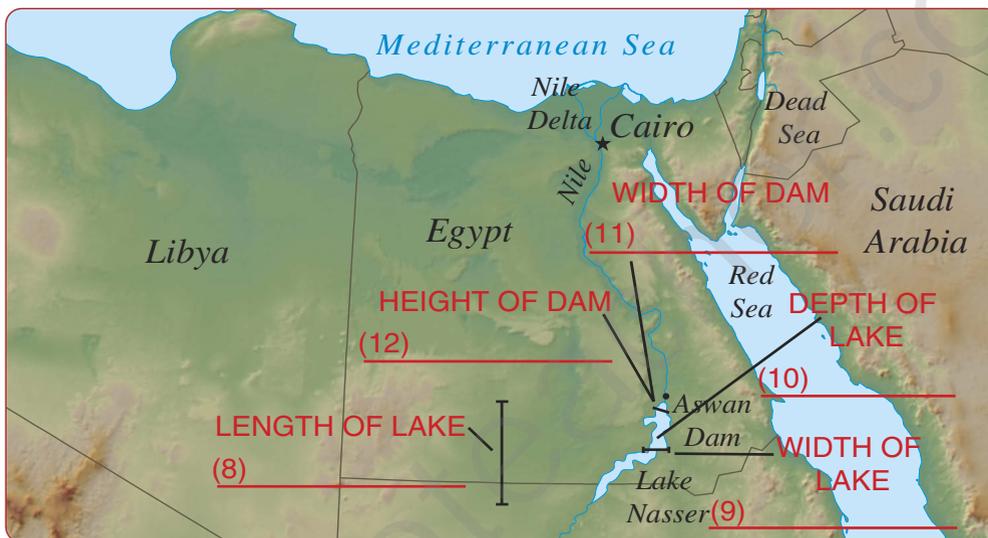
- | | |
|----------------------------------------|-------------------------------------|
| i. Not all good news | ii. A terrible accident |
| iii. Others can learn from the project | iv. Most Egyptians live on the Nile |
| v. A number of improvements | vi. The world's biggest dam |
| vii. A very old problem | viii. Everyone's a fisherman now |
| ix. Not quite right – try again | x. A huge project |

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



Question-type tip: A common task for a longer text is matching headings with paragraphs. The instructions can be quite complicated – you may have letters, numbers and Roman numerals to look at. Read the instructions carefully and make sure you know what you have to write in the spaces.

For questions 8–12, complete the diagram with information from the text.



For questions 13–17, choose FIVE answers from A–H.

Which of the following benefits and problems are mentioned?

- | | |
|------------------------------------|---------------------------------------------------|
| A homes destroyed | B electricity in more homes |
| C work for people near Lake Nasser | D bigger catches of fish in the seas around Egypt |
| E people becoming sick | F more Egyptian exports |
| G changes to historic sites | H better soil |

13. ___ 14. ___ 15. ___ 16. ___ 17. ___

C Check the key on page 170. How many questions did you answer correctly?

D Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

1. The length of the text didn't worry me.
 2. Skimming the text first helped me get a general idea of what it is about.
 3. I looked at the questions carefully, so I knew what to look for when I read more carefully.
 4. I am happy with how many of the questions I answered correctly.



For focus on reading skills and *Key vocabulary in context*, go to Workbook page 147.

Writing 1: preparing to write

A Answer these questions with a partner.

1. In your country, do most people own a house or apartment or do they rent one?
2. Where do people live when they leave their parents' house?
3. Do students rent an apartment if they leave their hometown to study?



B Check the highlighted words and answer the questions with the same partner.

1. What or who is a **tenant**?
2. What is a **letting agency**?
3. What is a **landlord** or **landlady**?
4. What is a **deposit**?

C In small groups, make a list of the possible problems that tenants can have when they rent a house or apartment.

Perhaps the cooker or fridge doesn't work properly.

D  **026** Listen to some people talking about problems they had when they rented an apartment. Did you mention any of the same things?

Writing 2: planning the composition

A Look at these instructions for a typical IELTS Writing task below. Highlight the key words and check that you understand what you have to do.

You have just rented an apartment from a letting agency. You paid a deposit and a month's rent in advance. You now realize that the apartment is not in very good condition. It is summer, but the air conditioning does not work. The furniture is old and some of it is broken, and the apartment was not cleaned well before you moved in.

Write a letter to the agency explaining the problem and telling them what you want them to do.

Write at least 150 words.

B Talk with a partner and answer these questions about the Writing task.

1. Is this a situation you can relate to? If it is not, can you use your imagination?
2. Do you know how to start and finish the letter?
3. Do you have ideas for what to include in the main part of the letter?
4. Are you going to use formal or informal language?

C Look at a student's letter on the next page. Is it similar to the letter that you planned to write? Do you like it?

D Look at these teacher's comments about the letter. Tick the one that is true.

1. There is a problem with content. You don't explain the problem or say what you want done.
2. It is not well organized. The points are not made in a logical order.
3. There is a problem with spelling and punctuation.

Dear Sir/Madam

I am writing to complane about an apartment that I am renting through your letting agency it is flat 3 at 74 belle view gardens I moved in a week ago and payed a deposit of £600 and a months rent in advans which was £750 I now realize that the apartment is not in a good condition and I am not at all happy

firstly the air conditioning is not working properly so the apartment is very hot all the time I have found it very dificult to sleep until late at night in this hot wether

secondly most of the ferniture is very old and some of it is broken the leg of the coffee table in the living room is broken and some cuboard doors do not close properly finally you told me that the apartment would be cleaned before I moved in however when I arived it was very dirty and I spent all day cleaning it myself

I am very disapointed and would like you to resolve the problem as soon as possible please arange for the air conditioning to be repaired immediatly then please contact the landlord about replasing the broken ferniture finally please refund a percentage of the advance I have paid for not cleaning the apartment properly I think £100 would be fair

I look forward to hearing from you

Your faithfully

Marco Bendetti

Writing 3: spelling and punctuation

A Look again at only the first paragraph of the composition. Complete the following tasks. Then check your answers on page 170.

1. There should be four sentences. Put in four full stops, including one at the end of the paragraph. Begin all new sentences with a capital letter.
2. There should be one comma. Put it in the right place.
3. One word should have an apostrophe before an 's'. Put it in.
4. Make sure that any names begin with a capital letter. There are three examples.
5. Three words are spelled wrongly. Correct them here.

B Look at the second paragraph and complete the tasks. Then check your answers.

1. There should be two sentences. Put in two full stops, including one at the end of the paragraph. Begin all new sentences with a capital letter.
2. There should be one comma. Put it in the right place.
3. Two words are spelt wrongly. Correct them here. _____

C Look at the third paragraph and complete the tasks. Then check your answers.

1. There should be four sentences. Put in four full stops, including one at the end of the paragraph. Make sure any words that start a new sentence begin with a capital letter.
2. There should be three commas. Put them in.
3. Three words are spelt wrongly. Correct them here.

D Look at the final paragraph and the closing phrases. Correct any errors of punctuation and spelling. Then check your answers.

WB Go to Workbook pages 147 and 148 for the Writing task.

Speaking

A Here are four typical task cards for Part 2 of the Speaking test. Work with a partner – choose a card. You have a minute to think and make notes.

A

Talk about your neighbourhood.

Say ...

- what type of houses there are.
- what sort of people live there.
- what you like about it.
- what you would like to change.

B

Describe the home of a friend or family member.

Say ...

- what type of building it is.
- how many rooms it has.
- when it was built.
- what you like about it.

C

Describe a city that has a lot of interesting old buildings.

Say ...

- which city it is.
- which buildings are interesting.
- when some of the buildings were built.
- which building is your favourite and why.

D

Describe a city that has a lot of interesting modern buildings.

Say ...

- which city it is.
- what is interesting about the buildings.
- what some of the buildings are used for.
- which building is your favourite and why.

B Take it in turns to speak about what's on your card for about two minutes.

Vocabulary

A Match each word 1–6 with a word a–f to make common phrases.

- | | |
|--------------|------------|
| 1. apartment | a. house |
| 2. spare | b. terrace |
| 3. beach | c. room |
| 4. ground | d. block |
| 5. roof | e. door |
| 6. next | f. floor |

B Delete the wrong suffix in each of these words in the sentences below.

- The new library is not my favourite build *er* / *ing*.
- There is a lot of construct *ment* / *ion* along the coast.
- A mirror shows your reflect *ment* / *ion*.
- We live in a very nice neighbour *hood* / *ation*.
- We had a big celebrat *ing* / *ion* at the end of the school year.

C Correct the spelling mistakes in these words.

- | | |
|----------------------|--------------------|
| 1. agrakulture _____ | 2. atempt _____ |
| 3. concreate _____ | 4. cottidge _____ |
| 5. elictricity _____ | 6. gest room _____ |
| 7. oposit _____ | 8. seperate _____ |

Errors

A There are errors in all of these sentences. Correct them.

- | | |
|----------------------------------------------|-----------------------------------------|
| 1. There have five bedrooms my house. | 2. My apartment is in the second floor. |
| 3. I live in a house opposite to the park. | 4. We live in the ground floor. |
| 5. I live in the same street than my cousin. | 6. When was built the Taj Mahal? |

Reading

A Look again at the advice about reading longer texts in the Reading Module of this unit.

B Read the passage and answer questions 1–16.

The Oldest Building in the World?



- A** So what is the oldest man-made structure in the world? In the last ten years, archaeologists in Japan say they have answered that question – twice! However, the second discovery, made by one of Japan’s leading archaeologists, was shown to be a case of fraud*.
- B** In 2000, the remains of an ancient building were discovered on a hillside in Chichibu, a small town to the north of Tokyo. Soon afterwards, at Kamitakamori, 600 miles to the north, a second discovery was made. In a layer of earth, archaeologists found large holes which they believed had held posts that had supported a primitive building, and several stone tools that had been used to construct it.
- C** The Chichibu discovery was one of the most important for many years, and both archaeologists and historians were very excited. Ten holes in the shape of two pentagons were discovered. These holes were made for posts that would have supported some kind of structure, like a hut. Thirty tools were also found. The site was dated to half a million years ago. Before the discovery, the oldest remains of a human structure were in France and dated back to around 300,000 years ago.
- D** Experts do not know whether the huts were used as permanent accommodation, or if they had a temporary function as a shelter or as a lookout for hunters. It is thought that primitive people at that time lived in caves and did not build houses of any kind. The discovery was important because it showed that 500,000 years ago Man had the ability to use technology in ways that we previously did not think were possible.
- E** Later in 2000, at the Kamitakamori site, archaeologists said that they had made a discovery that was 100,000 years older than the one at Chichibu. They found a number of deep holes and predicted that they had the same function as those at Chichibu. They believed that two round buildings had existed at the site. Several tools were discovered in a hole at the centre of the site.
- F** However, in 2003, the truth came out. A senior archaeologist had planted the tools so that he could take credit for such an important discovery. He buried stone tools that he had previously found at another site and covered them in soil. Unfortunately for him, his actions were caught on camera, and a national newspaper then told the whole story. The archaeologist explained that he had committed his crime because of the pressure on him to keep making important discoveries.
- G** The same archaeologist had worked on a number of very important archaeological projects before the Kamitakamori incident. He admitted that he had planted artefacts on other occasions. Some experts believe that there is now a question mark over some of Japan’s historical records, and they want further investigation. It seems that we cannot be sure about what or where the world’s oldest building really is.

* The crime of pretending something to be true when it is not (usually in order to get money).

For questions 1–4, use **NO MORE THAN TWO WORDS** from the passage for each answer.

1. Before the Chichibu discovery, in which country had the oldest building been found?

2. What type of simple building do archaeologists believe once existed at the Chichibu site?

3. What shape were the buildings that were said to have once existed at the Kamitakamori site?

4. What did the senior archaeologist bury at the Kamitakamori site?

The passage has seven paragraphs, A–G. For questions 5–9, say in which paragraph you find the following information. Write the letter in the space.

5. why somebody was dishonest _____
6. that primitive buildings may not have been houses _____
7. the result of somebody's dishonest actions _____
8. where the archaeological sites are exactly _____
9. how experts felt about the discovery at Chichibu _____

For questions 10–16, complete the summary with words from the box. You do not need to use all the words.

Use capital letters if necessary.

earlier	similar	new	posts	round	later	tools
	structures	soil	different	half	real	

In 2000, an important archaeological discovery was made at Chichibu in Japan. The remains of a building, dating back (10) _____ a million years, were found. There were ten holes that experts believed had been used to hold (11) _____. These posts had been used to support a structure of some kind. (12) _____ used to construct the building were also found at the site. Then, a second discovery was made. Some very (13) _____ holes were discovered at another site, and these were said to date back to an even (14) _____ time. In 2003, the world learnt that the second discovery was not (15) _____. A senior archaeologist had planted the artefacts. He said that archaeologists were under pressure to keep making (16) _____ discoveries.

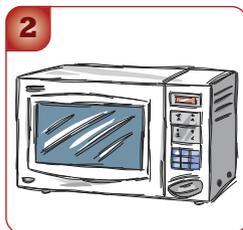


Exam tip: This is the summary of the whole text. However, you will sometimes have a summary that summarizes only part of a text, and you will first have to identify which part it summarizes.

4 Technology

Vocabulary 1: machines, appliances, devices and gadgets

A Look at this list. Match the pictures with the words. Then mark each of the boxes (H) for 'this has changed home life', (W) for 'this has changed working life' or (B) for 'this has changed both'.



- | | | |
|------------------------------------------------|---------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> computer / laptop | <input type="checkbox"/> mobile phone | <input type="checkbox"/> dishwasher |
| <input type="checkbox"/> microwave | <input type="checkbox"/> video camera / camcorder | <input type="checkbox"/> the Internet / e-mail |
| <input type="checkbox"/> satellite TV | <input type="checkbox"/> fridge / freezer | <input type="checkbox"/> digital camera |
| <input type="checkbox"/> DVD player / recorder | <input type="checkbox"/> CD player | <input type="checkbox"/> air conditioning |
| <input type="checkbox"/> central heating | | |

Speaking 1: talking about technology

A Check the highlighted words and answer these questions about Exercise A above with a partner.

- Compare how you have marked the boxes.
- Which of the machines and appliances do you have in your home?
- Which do you use frequently at work?
- Which do you think are **necessities**? Which are **luxuries**?

B Discuss in groups of three and try to agree. Which **TWO** of these could you live without?

- | | | |
|--------------|--------------------|------------------|
| a car | an electric shower | a mobile phone |
| a television | a fridge | air conditioning |
| | | a computer |

Grammar check

You can explain the purpose or function of something in different ways.

a that clause *It's an appliance that keeps food cold.*

for + -ing verb *It's a device for making holes in paper.*

use + infinitive *It is used to record files onto a disc. / You use it to heat up cold food or drinks.*

Watch out!

typical errors

It's a machine what dries clothes. ✗

You use it for cut vegetables. ✗

Pronunciation check

When the form of a word changes, the stress usually falls on a different part of the word.

The noun is *techno*logy. The adjective is *techno*logical.

 **028** Listen and mark where the stress falls in these related words.

1. photograph
2. photography
3. photographic

Vocabulary 2: how technology affects you

A Complete each sentence with the correct verb form below.

saves does means allows makes

1. It _____ life much easier.
2. It _____ everything / the job so much more quickly.
3. It _____ a lot of time.
4. It _____ you to get on with other things.
5. It _____ you don't have to ...

B Talk with a partner about how the technology you have at home and at work affects your daily life. Use the expressions from Exercise A above.

Speaking 2: giving examples

A Look at these possible questions from Part 3 of the Speaking test. Think about how you would answer them.

1. How has technology changed your life in the last five / ten years?
2. In what ways has technology changed the way people work?
3. Do people rely on technology too much these days?
4. What technological advances will there be in the next twenty years?

B  **029** Listen to some students. Match each answer with a question above.

Speaker 1 ____ Speaker 2 ____ Speaker 3 ____ Speaker 4 ____

C  **030** Listen again and complete the sentences. Use ONE OR TWO WORDS in each space.

Speaker 1: In factories, _____, machines have replaced people completely ...

Speaker 2: ... people who have money will want something faster, _____ a small helicopter or ...

Speaker 3: ... I see other campers with lots of machines and gadgets, _____ computer games and portable TVs.

Speaker 4: ... life at work has changed the most, _____ the way I communicate with people.

D Walk around the class and ask and answer the questions in Exercise A with different classmates. Use the phrases in Exercise C to give examples.

Listening 1: understanding different accents

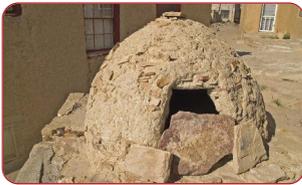
A Talk with a partner. Make a list of countries in which English is the first language.

B Check the highlighted words and answer these questions with the same partner.

- Do people in different parts of your country have different accents?
- In which part of your country do people have a very strong accent?
- When you listen to English, can you recognize the difference between a British and an American accent?
- Do you know any words or phrases that are different in British and American English?
- Are there any other 'English' accents that you think you can recognize?
- Are there any 'English' accents that you find difficult to understand?

C Match the four inventions in the pictures with the countries below.

a. the United States b. India c. Australia d. Scotland



clay oven ____



television ____



space shuttle ____



boomerang ____

D 031 Listen to four people talking about the inventions and check your ideas.

Speaker 1 is from _____ and talks about _____.
 Speaker 2 is from _____ and talks about _____.
 Speaker 3 is from _____ and talks about _____.
 Speaker 4 is from _____ and talks about _____.

E 032 Listen again. Can you hear different accents? Who do you think has the strongest accent?

Listening 2: practice with different accents

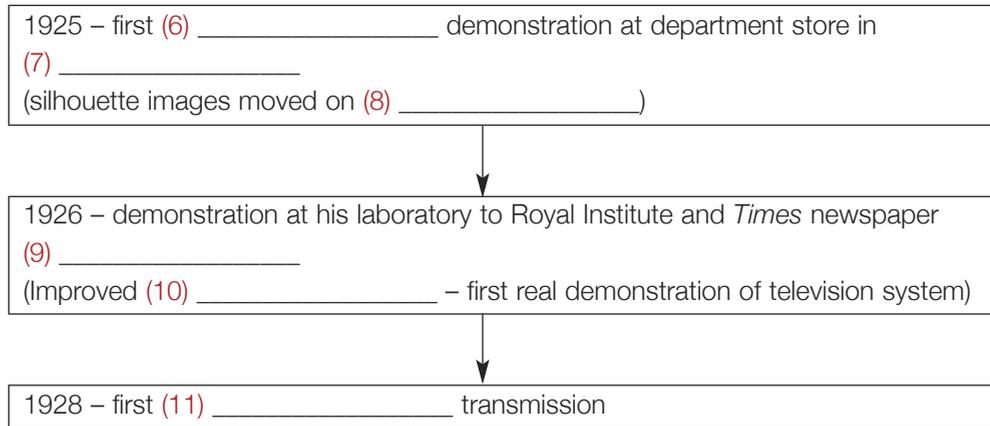
A 033 Listen to each speaker say more about each invention and complete the tasks.

For questions 1–5, choose FIVE answers from A–H. Which of these statements about boomerangs does the speaker make?

- | | |
|----------------------------------------------------------------------------|-----------------------------------------------------|
| A They were mainly used as toys. | B They were the first heavy man-made object to fly. |
| C They had different functions. | D They have been found around the world. |
| E They are different sizes. | F All of them return to the thrower. |
| G Perhaps people did not plan to invent one that came back to the thrower. | H Throwing one is easy. |

1. ____ 2. ____ 3. ____ 4. ____ 5. ____

For questions 6–11, listen and complete the flow chart. Use **ONE WORD ONLY** for each answer.



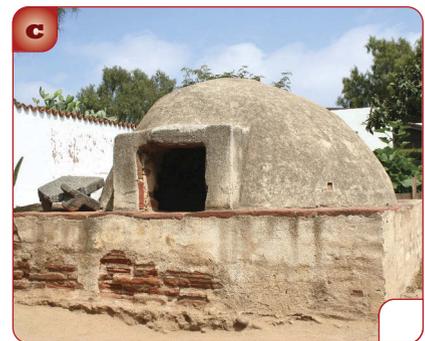
For questions 12–16, complete the notes. Use **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Space race between US and Russia continued for (12) _____.
 First man to walk (13) _____ – from USA.
 Reusable space shuttle – first successful in (14) _____.
 Space shuttle used as a laboratory to transport equipment or to collect or repair satellites.
 Between (15) _____ people can travel on shuttle.
 In the earth's (16) _____, then the shuttle glides to landing.

For questions 17–19, complete the short summary. Use **NO MORE THAN TWO WORDS** for each answer.

Remains of ovens have been found in many parts of the world. They were used mainly to (17) _____. In most places, it appears that village people (18) _____ an oven. In India, however, (19) _____ had one.

For question 20, tick the correct diagram of a 5,000-year-old oven.



B Check the key on pages 170 and 171. How many questions did you answer correctly?

C Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

- 1. I could hear different accents, but it didn't make the tasks more difficult.
- 2. The strong accents made hearing some answers more difficult.
- 3. I am pleased with how many questions I answered correctly.

Reading 1: timing yourself

A Answer these questions about the Reading test with a partner.

1. How many sections are there to the Reading test?
2. How many texts are there likely to be in each section?

B Match each section of the Reading test 1–3 with the possible text type a–c.

- | | |
|----------------------------------|----------------------------------------------------------------------|
| 1. Section 1 – social survival | a. article from newspaper, journal or magazine |
| 2. Section 2 – training survival | b. page of information about college or university |
| 3. Section 3 – general reading | c. public information leaflet / product information / advertisements |

C Answer these questions with a partner.

1. Which texts are likely to be the shortest or longest?
2. Which texts are likely to be easier or more difficult to read?
3. Should you spend an equal amount of time (20 minutes) on each section of the Reading test?
4. Should you spend an equal amount of time on each text?



Exam tip: Section 1 of the Reading test will consist of two or three texts. These may be information leaflets or advertisements. They will be short, but they will contain a lot of information. Section 2 will consist of two texts. They will be information pages about college or university and will come from brochures, leaflets, handbooks or websites. The texts will be a little longer than those in the first section. Section 3 will consist of one considerably longer text, which will be an article of some kind.

It isn't easy to decide how long to spend on each section. Most students plan to spend an equal amount of time (20 minutes) on each section. In Section 1, there are more texts, but the questions are easier, while in the Section 3, there is only one text, but it is more difficult to read and the questions are more challenging. At your level, you may decide it is better to spend longer on Sections 1 and 2 and accept that you will not score high marks on Section 3. Whatever you decide, it's very important that you try to improve your reading speed as much as you can.

Reading 2: improving your reading speed

A You are doing the first section of the Reading test. Look at this information but not the text yet.

1. There are two texts, and you want to spend ten minutes on each.
2. The first text is a set of safety instructions for a dishwasher.
3. There are eight questions to answer about the first text.
4. The first four questions ask you to match pictures with parts of the text.
5. The last four questions ask you to write short answers.

B Talk with a partner. How long do you want to spend on each stage? Fill in the times.

1. Read the heading and look at the pictures. _____ minutes
2. Skim the text to get a general idea of what it's about. _____ minutes

3. Read the instructions and questions carefully and think about where in the text you will find answers. _____ minutes
4. Read the text again to match the pictures with the parts of the text. _____ minutes
5. Read the text more carefully to find the answers to the short questions. _____ minutes
6. Check your answers are spelt correctly and that you are happy with them. _____ minutes

Reading 3: practise improving your reading speed

A Read the text and answer the questions. Apply the timing for each stage that you decided in Exercise B above.

AEJ Dishwasher – Important Safety Information

A Installation

This appliance is heavy. Care should be taken when moving it. Make sure the appliance does not stand on the electricity supply cable.

Any electrical work required to install this appliance should be carried out by a qualified electrician. Any plumbing work required to install this appliance should be carried out by a qualified plumber.

B Child safety

This appliance is designed to be operated by adults. Children should not be allowed to touch the controls. Keep the packaging in which the appliance arrived away from children.

Keep detergents in a safe place where children cannot reach them.

C During use

Items that are contaminated by petrol, paint or acid must not be washed in this appliance.

Never run the appliance with the door open. Always turn the appliance off before opening the door.

Knives with long blades are potentially dangerous if

stored in this appliance.

Do not sit or stand on the door when it is open.

Unplug the appliance and disconnect the water supply if you are away from your home for an extended period.

D Maintenance and repair

Take care when cleaning the bottom of the door and hinges where there are sharp metal edges.

The appliance should be serviced only by a qualified engineer. Under no circumstances should you attempt to repair the appliance yourself. Repairs performed by inexperienced persons can result in injury or serious damage to the appliance.

E Conservation

Help protect the environment. Materials marked with this symbol * can be recycled. Check with your local council to find out where there are local facilities for recycling this appliance. Use only authorized sites to dispose of unwanted electrical appliances. When this appliance is to be discarded, cut off the electricity supply cable. Make the door impossible to close so that a young child could not be trapped inside.

For questions 1–4, match the pictures below with the correct section of the instructions.



For questions 5–8, answer these questions using **NO MORE THAN THREE WORDS** for each answer.

5. What should not be under the appliance when it is installed?

6. What could a small child drink if not kept somewhere safe?

7. Who should deal with any problems that may occur with the appliance?

8. Which organization can tell you what to do with an unwanted appliance?

B This text is one of two texts from the second section of the Reading test. Read it and answer the questions. You have ten minutes. Time each stage of the reading process.

Staff Guidelines 4.3 E-mailing

November 2009

E-mail is now the most common form of communication both internally between staff in different departments and externally with our clients and business associates. It is essential that all staff e-mail appropriately and we advise you to read the following guidelines.

Remember that e-mail is not confidential. Even if you delete e-mails once you have sent them, they may be kept by the recipient and they will be stored on the computer hard-drive. Do not send anything in an e-mail that you would not write down and send on a piece of paper.

Make sure you send e-mails only to the intended recipient. If you are e-mailing frequently, it is easy to send information or an inappropriate comment to somebody who should not see it. Check names just before you hit the SEND button.

The language you use should be suitably formal. Of course, if you are in contact with people regularly, you can use a more informal style and say something more briefly than you might do in a letter. However, remember that you are representing the company so try to spell

correctly, use acceptable grammar and avoid slang. Never use foul or offensive language in your e-mails.

Start and finish e-mails appropriately as you would in a letter. If you are contacting clients, you should generally start with 'Dear' and end the message with 'Regards' or 'Best wishes'.

Remember that people cannot see your face or hear the tone in your voice when you send an e-mail so they may not understand when you are trying to be humorous. Something written in print often comes across very differently from something said.

Be very careful about criticizing or reprimanding people in e-mails. Written remarks generally come across as far harsher than something said. Certainly do not use e-mail as an opportunity to say anything you would not say to somebody directly.

Finally, remember that not everyone will respond to your e-mails in five minutes just because some clients and associates do. People are busy and are not always in the office. Be patient.

For questions 1–7, decide if the information given below agrees with the information given in the text. Write (T) true, (F) false or (NG) not given.

1. Staff use e-mail more often than they use the telephone. _____
2. Most people keep the e-mails they are sent for some time. _____
3. People get angry if they receive e-mails that are meant for somebody else. _____
4. Language used in e-mails should be the same as language used in letters. _____
5. Staff should be careful about trying to be funny when e-mailing. _____
6. E-mailing is a good way of telling somebody you are not happy about something. _____
7. A lot of clients do not answer the e-mails they are sent. _____

C Check the key on page 171. How many questions did you answer correctly?

D Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

1. I timed each stage of the reading process.
2. I read the text and answered the questions within ten minutes.
3. I am happy with how many questions I answered correctly.

Key vocabulary in context

Circle the correct dependent preposition in each phrase.

1. can **result** *by / in* injury
2. **dispose** *for / of* an unwanted appliance
3. **communication** *to / with* clients
4. be *in / at* **contact** *for / with* people
5. **respond** *at / to* an e-mail
6. written *in / by* print

WB For focus on reading skills, go to Workbook page 150.

Writing 1: having enough to say

A Answer these questions with a partner.

1. What is the minimum number of words you can write for the first IELTS Writing Task 1?
2. What is the minimum number of words you can write for the second IELTS Writing Task 2?
3. Do you sometimes feel that you don't have enough to say for Task 1?
4. Do you sometimes feel that you don't have enough to say for Task 2?

B Look at these instructions for a typical IELTS Writing task below. Highlight the key words and check you understand what you have to do.

Write about the following topic:

Some people think children use computers too much these days and that it is harming their development.

Do you agree with this opinion?

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

Write at least 250 words.



C Talk with a partner. Brainstorm points you could make that agree and disagree with the opinion.

D Now answer these questions with the same partner.

1. Do you have enough ideas to write 250 words?
2. Will you need to write a long introduction and conclusion in order to achieve the word limit?
3. Are you confident that you can write this composition well?

Children can use the Internet to learn about every part of the world.

Children spend their time e-mailing instead of seeing friends face-to-face.

E Look at this composition. What is the problem?

Recently, the use of computers has increased dramatically. These days, most families have a computer at home and there are usually computers in a typical classroom at school. Clearly, children are using computers far more than they did in the past.

Personally, I think this is a good thing and that there are more advantages than disadvantages.

Everyone needs to know how to use a computer, so learning when you are young is good. The Internet has made it possible to find information about any subject and to learn about every part of the world.

However, I can understand why some people are concerned about children using computers too much. Some of the sites on the Internet are not appropriate for children, and they can visit chat rooms that might put them in danger. Some people think that if children work on computers, they will not read books or learn to write, but I disagree.

To sum up, I would say that computers are beneficial for children, but that an adult should regulate how much time they use one. Parents must make sure that children do not spend all their time e-mailing instead of going out with friends.

Writing 2: making sure you write enough

A Answer these questions with a partner.

Where in the composition from the previous page could the student ...

1. give an example to explain something more clearly?
2. add another point to make an opinion clearer or an argument stronger?
3. give an example from his own experience?

B Decide where in the composition each of these lines could be added.

1. When I was at school, I really enjoyed doing projects that involved looking for information online.
2. It is easier to learn how to use new technology when you are young than it is when you are older.
3. ... and that they are safe when they are online.
4. Most schools also have a computer lab where children learn IT skills.
5. I used computers at school, but it didn't stop me wanting to read books, too.
6. It is not always easy for parents to check what children are looking at.

C In this version of the composition put each of the lines in Exercise B where there is a letter. Then check your answers on page 171.

Recently, the use of computers has increased dramatically. These days, most families have a computer at home and there are usually computers in a typical classroom at school. (a) _____

Clearly, children are using computers far more than they did in the past.

Personally, I think this is a good thing and that there are more advantages than disadvantages. Everyone needs to know how to use a computer, so learning when you are young is good. (b) _____

The Internet has made it possible to find information about any subject and to learn about every part of the world. (c) _____

However, I can understand why some people are concerned about children using computers too much. Some of the sites on the Internet are not appropriate for children, and they can visit chat rooms that might put them in danger. (d) _____ Some people think that if children work on computers, they will not read books or learn to write, but I disagree. (e) _____

To sum up, I would say that computers are beneficial for children, but that an adult should regulate how much time they use one. Parents must make sure that children do not spend all their time e-mailing instead of going out with friends (f) _____



Exam tip: If your composition is too short, you may not need to make a whole new point. Sometimes you can just add examples and explanations that support a point you have already made.

D The following paragraph is from a composition which answers the question *How has modern technology changed our lives at work and at home?* Add a sentence that gives an example from your own experience.

Technology has changed home life enormously. People, especially women, used to spend all day sweeping floors, washing clothes and cooking. Now they have vacuum cleaners, washing machines and microwaves that can do the job in a quarter of the time.

E Go to the Exam Practice Module on page 56 for the Writing task.

Speaking

A Complete each sentence with your own ideas. Plan what you want to say.

1. Most people in my country have modern appliances. In their kitchens, for example ...
2. Most people in my country have gadgets, like ... and ...
3. Technology has changed the way I live, especially ...
4. In my country, the price of electrical appliances, such as ... and ..., has fallen considerably.

B Compare your ideas with other people in the class.

C Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. You have a minute to think about it and make notes.

A

Describe a machine or device you have bought recently.

Say ...

- what it is and what it does.
- where you bought it.
- how it has affected your life.
- if you are happy with it.

B

Talk about a machine or device that you have had a problem with.

Say ...

- what it is or was.
- where you bought it.
- what was wrong with it.
- what you did about the problem.

D Take it in turns to speak about what's on your card for about two minutes.

Vocabulary

A Correct the spelling mistakes in each of these answers.

1. Do you think money should be spent on space *explarasion*? _____
2. The salesman gave us a *demmonstrasion*. _____
3. Some things in life are *nesesities* and others are luxuries. _____
4. So many *technologicle* advances have been made in this century. _____
5. I can't tell the *differense* between a British and an American accent. _____
6. The use of computers has increased *dramatikly*. _____

B Answer these questions with a partner. Write the answers in your notebook if you want to.

1. What appliance do you use to heat up cold food?
2. What system keeps a building cool in hot weather?
3. What system keeps a building warm in cold weather?
4. What do we call a small portable computer?
5. What type of TV is transmitted from space?
6. What is another word for a small, clever device?
7. In which part of the fridge can you keep food for several months?
8. In which part of a cooker do you bake or roast food?

Errors

A There are errors in all of these sentences. Correct them.

1. It's a machine for dry your hair.
2. It's a machine what washes plates.
3. It makes the job really quickly.
4. I think people rely in technology too much.
5. James is good at communicating to people.
6. Nobody has responded for my e-mail yet.

Writing

A Answer these questions with a partner.

1. How many hours of television do you watch in a week?
2. Do you watch at least one thing on television every day?
3. Do you watch television selectively (choosing what you watch before you sit down to watch), or do you sometimes just watch what's on?
4. Do you ever feel that you have wasted time after you have been watching television?

B Look at the three photos. What do they say about how children spend their time?



C Look carefully at these instructions for a typical IELTS Writing task. Highlight the key words and make sure you understand what you have to do.

Writing about the following topic:

Children spend too much time watching television instead of participating in activities with other children and playing sports.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.

D Answer this question with a partner.

Are you going to agree or disagree, or would you prefer to write a balanced argument?

E Walk around the class and talk to classmates about the issue. Note down the points they make.

5

Society

Vocabulary 1: social issues

A Check the meaning of *social issue* in a dictionary. Then talk with a partner and make a list of social issues that exist in your country.

B Match the social issues with the extracts from newspapers. Highlight the words and phrases that help you decide.

1. crime ___ 2. racism ___ 3. drug abuse ___
4. homelessness ___ 5. unemployment ___ 6. animal rights ___

a In big cities around the world, it is common to see people sleeping in the streets. Many of these people are young and have other problems, such as mental illness and drug addiction.

b Many teenagers are taking drugs. Police believe that half of the crime committed in the area is drug-related.

c The economic problems that the country faces are likely to result in job losses. Six per cent of people could be out of work by this time next year.

d Government statistics show that serious offences, including murder and rape, are decreasing, while less serious offences, including burglary and shoplifting, are on the increase.

e The Football Association is concerned about the increase in the amount of abuse that black players are receiving from fans.

f Several people have been arrested outside a laboratory where scientists are testing cosmetic products on rats and mice.

Speaking 1: discussing social issues

A Discuss in groups. Answer these questions.

- Are any of the social issues above a problem in your country / in your city or town?
- In which parts of the world are the social issues above a common problem?
- Which of the issues are you most concerned about?
- Are there any other social issues that you think are a problem in your country?

Vocabulary 2: crime and punishment

A Match the crimes 1–8 with the definitions a–h.

- | | |
|----------------|--------------------------------------------------------------------------|
| 1. murder | a. entering somebody's home when they are not there and stealing |
| 2. robbery | b. taking a person and asking for money to return them safely |
| 3. theft | c. taking another person's life |
| 4. burglary | d. stealing something with force (using violence – a gun / knife, etc.) |
| 5. shoplifting | e. beating, hitting or kicking somebody during a disagreement |
| 6. smuggling | f. stealing from shops |
| 7. kidnapping | g. taking something illegal (drugs / guns) from one country into another |
| 8. assault | h. a general word for stealing something without using force |

B Cover Exercise A and write the words in your notebook. Focus on your spelling.

C Check the meaning of *punish* and *punishment* in your dictionary. Then complete each sentence 1–3 with an ending a–c.

1. If you park your car illegally, you will ... ____
2. If you murder somebody, you will ... ____
3. If you assault somebody, you may ... ____

- a. receive a fine / be fined.
- b. receive a fine / be fined or you may go to prison / be sent to prison.
- c. receive a life sentence / be given a life sentence / be sent to prison for life or, in some countries, face a death penalty / be sentenced to death.

Grammar check

Notice how the same ideas can be expressed using an *active* or *passive form*.

You will receive a fine. / You will be fined.

The future passive form is: *will + be + past participle*.

Pronunciation check

When one word ends in a consonant and the next begins with a vowel, you hear the consonant sound at the beginning of the second word rather than at the end of the first.

 **036** Listen to these examples from the unit.

1. social issues
2. drug abuse
3. serious offences
4. have been arrested

Practise saying the phrases.

Speaking 2: fitting a punishment to a crime

A Walk around the class and ask classmates what they think is the right punishment for each of the crimes in Vocabulary 2A.

If you take a person's life, you should go to prison for all of your life.

Speaking 3: explaining what you mean when you can't remember a word

A Look at these possible questions from the third part of the Speaking test. Think about how you would answer them.

1. Are there any crimes that are particularly common in your country?
2. Do you feel that London is a safe city to stay in? Is it as safe as Switzerland?

B  **037** Listen and answer these questions.

1. How does the first speaker explain the word she can't remember?
2. Which word does the second student not know?

C Talk with a partner about crime or social problems that you don't know the correct word for. Explain what you mean.

A problem in my country is when the children at school do or say horrible things to another child.

Listening 1: preparing to listen**A** Look at the picture. Answer these questions with a partner.

1. What exactly does *homeless* mean?
2. Why do you think people become homeless?
3. Apart from not having a home, what problems do homeless people have?

B  **038** Listen to somebody giving a talk about homelessness and check your ideas.**Listening 2: transferring answers to the answer sheet****A** Answer these questions with a partner.

1. Which listening tasks do not involve writing words or phrases as answers?
2. Which tasks do involve writing words and phrases as answers?
3. During the Listening test, where do you write your answers as you listen?
4. At the end of the Listening test, where do you write your final answers?
5. How long do you have to transfer your answers to the answer sheet?
6. What problems can you have when you transfer your answers to the answer sheet?

B  **039** Listen to the first part of the talk about homelessness again and answer these questions.

For questions 1 and 2, choose the correct answer a, b or c.

1. At the beginning of the talk, the speaker says that ...
 - a. homelessness is not a big problem.
 - b. the people at the talk are selfish.
 - c. he understands why people are worried.
2. The speaker says that most homeless people ...
 - a. sleep outside.
 - b. do not sleep outside.
 - c. look for a safe place to sleep.

For questions 3–7, complete the notes. Use **NO MORE THAN THREE WORDS** for each answer.

People are homeless if ...

sleeping on (3) _____ at home of friend, staying in a (4) _____,
 sleeping in any type of motor (5) _____,
 poor condition of place they live in affects their (6) _____,
 afraid of (7) _____ or physical abuse.

C Check this student's answer sheet. Which answers are correct? Which are not? What mistakes has the student made?

- | | |
|----------------------|---------------------|
| 1. c | 2. b |
| 3. the floor or sofa | 4. hotel or shelter |
| 5. vikle | 6. helth |
| 7. violense | |



Exam tip: More than half of the tasks that can occur in the Listening test involve writing words and phrases as answers. You **MUST** spell your answer correctly and you **MUST NOT** use more than the stated number of words. Use the ten minutes you have to transfer answers to the answer sheet properly. Transfer answers slowly and carefully and check all your answers two or three times.

Listening 3: practise transferring answers to the answer sheet

A **040** Listen to the rest of the talk about homelessness again. Answer the questions.

For questions 1–8, complete the summary below with words from the text. Use **NO MORE THAN TWO WORDS** for each answer.

People become homeless when there is no other (1) _____. Homeless people are poor and cannot (2) _____ rent or mortgage repayments. Most homeless people do not have (3) _____. There are usually other issues that homeless people must deal with. They might take (4) _____ or they might suffer from (5) _____ problems. Many homeless people have been in (6) _____ and so cannot find work or a place to live. Some people become homeless because they lose a home they have rented for a long time. Young people and women might leave home because of a (7) _____ family member. In many places, the value of (8) _____ has increased, and so renting or buying a home is impossible for the poorest people.

For questions 9 and 10, choose **TWO** answers from A–D.

Which of these ideas does the speaker mention in the final part of the talk that you hear?

- A Homeless people getting money from the government.
- B Permanent accommodation for homeless people.
- C Places where homeless people can eat.
- D What is happening to homeless people in other countries.

9. ____ 10. ____

B Transfer your answers to the answer sheet below.

1		6	
2		7	
3		8	
4		9	
5		10	

C Check the key on page 171. How many questions did you answer correctly?

D Answer these questions about the Listening task with a partner and think about how you can answer more questions correctly next time.

- 1. Which answers were easy to transfer?
- 2. Which answers were more difficult to transfer?
- 3. Did you get any answers wrong because they were not spelt correctly or transferred wrongly?
- 4. Did you use the correct number of words for each answer?
- 5. Are you happy with the number of questions you answered correctly?

Reading 1: preparing to read

A Look at the picture and answer the questions with a partner.

1. Who is the man on the left?
2. Who is the man on the right?
3. Is the man on the left behaving in an acceptable way?
4. Do you think this is something that happens a lot in workplaces in your country?



B Check *bully* in your dictionary. Now check the following words and phrases. How is each related to bullying?

intimidate threaten verbal abuse spread rumours ignore humiliate retaliate

Reading 2: checking your answers

A Answer these questions with a partner.

1. Which of the reading tasks do not involve writing words or phrases as answers?
2. Which tasks do involve writing words and phrases as answers?
3. During the Reading test, where do you write your answers as you read?
4. Do you have to transfer answers to an answer sheet as you do in the Listening test?
5. Why is spelling not such a big problem with the Reading test?
6. What mistakes can you make when writing your final answers?

B Read this short extract about bullying and answer the questions.

Dan Olweus, a researcher from Norway, has defined bullying as when 'a person is exposed to negative actions over a period of time on the part of one person or a number of people, through physical contact, through words or in other ways.' Bullying can occur anywhere that humans interact with each other. This can be at school, in the workplace, in a neighbourhood or at home. Bullying can exist between different groups in society and even between countries. Bullying may cause individuals or groups of people to migrate from one part of a country to another or even to a new country.

For questions 1 and 2, answer the questions with words from the extract. Use **NO MORE THAN TWO WORDS** for each answer.

1. Where is Dan Olweus from? _____
2. What might people do if they are bullied? _____

For questions 3 and 4, decide if the information given below agrees with the information given in the extract. Write (T) true, (F) false or (NG) not given.

3. Most incidents of bullying only occur once. ___
4. Most people experience bullying at some time. ___

For question 5, complete this sentence with **ONE** word from the text.

5. Bullying is when somebody does something to you or says something about you that is _____.

C Check this student's answer sheet. What mistakes has the student made?

1. norway
2. migrate to a new place
3. NG F
4. F NG
5. negative



Exam tip: In the Reading test, you don't have extra time to transfer answers. You write answers directly onto the answer sheet. Nearly half of the tasks that can occur in the Reading test involve writing words and phrases as answers. You **MUST** spell your answer correctly – the words that you need to use occur in the text or the summary box, so make sure you copy them correctly. You **MUST NOT** use more than the stated number of words. If you change an answer, rub it out or cross it out completely. Your final answer must be clear.

Reading 3: practise checking your answers

A Read this information page about bullying in the workplace and answer the questions.

Workplace bullies – Don't let them get away with it

Bullying in the workplace is far more common than most people imagine. This type of bullying may be related to your race, your gender, your age, your religion, a disability or simply happen because somebody doesn't like your tastes or views on life. You may experience one isolated case or a persistent campaign over a period of time. You could be bullied by colleagues or by somebody in a position of authority who uses his or her power to hurt or upset you. If you are being bullied in your workplace, you don't have to accept it.

What exactly do bullies do?

Bullying at work can mean different things. These are some ways that people have described bullying:

- being intimidated or threatened
- being shouted at or verbally abused
- being treated unfairly
- being constantly criticized
- being laughed at or joked about
- having rumours spread about you
- being ignored or deliberately left out of conversations

Many people who are bullied think it's their fault. It isn't. No one has the right to bully.

Bullying is not always face-to-face

In these modern times, bullying is not necessarily face-to-face and not limited to the time that you are actually at work. You may receive threatening or abusive telephone calls, e-mails or text messages at any time of the day.

How do people feel when they are bullied?

Bullying humiliates people and makes them anxious. People suffer from stress and lose self-confidence. Bullying can lead to job insecurity, illness and absence from work. Some people may even resign as a result of being bullied at work. Frequent bullying has a negative effect on the atmosphere generally in any workplace.

Protect yourself

The best way to protect yourself is to tell your managers. If you are being bullied by someone in a management position, go to someone higher. Don't try to retaliate. If you do, you might make the situation worse or get into trouble yourself.

Here are some ways that you can deal with bullying in the workplace:

- don't ignore it – it won't stop bullies doing what they enjoy doing
- tell somebody who can do something about it immediately
- keep a record of any notes, e-mails or text messages that you have received
- check your company's staff handbook. It will tell you what your company should do about your situation

Don't become a bully yourself

You have a choice about whether to bully or not. It can be difficult not to join in if everyone else is bullying someone. It takes courage to step back, but bullying causes a lot of unhappiness and pain. If you find yourself bullying someone or know that someone you work with is being bullied, do something.

If you are being bullied or are worried about anything to do with bullying, you can call us and we can help.

For questions 1–6, complete each sentence with the correct ending A–H from the box. Write the letters onto the answer sheet below.

1. Bullying at work
2. Telling a manager
3. Face-to-face bullying
4. Retaliating
5. Ignoring bullying
6. Not being a bully when others are

- A is brave.
 B can mean you will be punished.
 C is the best thing you can do.
 D is a manager's job.
 E makes no difference.
 F has many different forms.
 G will always stop bullying.
 H is not always the approach.

For questions 7–12, complete the summary with words from the text. Use **NO MORE THAN TWO WORDS** for each answer.

People do not realize that bullying in the workplace is such a (7) ... problem. People are bullied for a number of reasons. They may be bullied in an (8) ... incident or a number of times over weeks or months. A person might be bullied by the people they work alongside or by a person who has (9) Bullies operate in various ways. They might do all sorts of things to upset people or simply ignore them and not invite them to join in (10) Bullying can cause stress and insecurity. In the end, it might cause somebody (11) ... from a job. Generally speaking, (12) ... in any workplace where bullying occurs is not good.

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

B Check the key on page 171. How many questions did you answer correctly?

C Answer these questions about the Reading task with a partner and think about how you can answer more questions correctly next time.

1. Are you happy with the number of questions you answered correctly?
 2. Did you make any mistakes?

Key vocabulary in context

Highlight five words or phrases in the information page that you want to remember. Then compare with a partner and test each other.

Grammar check

Notice how **passive -ing forms** are used in the text.

Active: *If somebody is bullying you ...*

Passive: *If you are being bullied, ...*

WB For focus on reading skills, go to Workbook page 153.

Writing 1: preparing and planning to write

A Match each of these words and phrases with a picture.

- a. antisocial behaviour ___ b. vandalism ___ c. begging ___ d. graffiti ___



B Answer these questions with a partner.

1. Why do you think each of these social issues exist?
2. Do you have any of the issues in your hometown or city?

C Look at these instructions for a typical IELTS Writing task. Highlight the key words and check that you understand what you have to do.

A friend of a friend has written to you asking for advice about staying in Bradlow, a town that you stayed in last year. You liked your host family and your language school, but you thought that the town was not ideal. There were a number of social problems and you did not always feel safe.

Write a letter to your friend explaining why he should think about studying in another town.

Write at least 150 words.

D Answer these questions with a partner.

1. You are writing to a friend of a friend, so will it be a formal or an informal letter, or will it be something in between?
2. Think of three or four points that you could advise your friend's friend about.

Writing 2: practise writing a letter

A Work in pairs.

Student A: Write the opening paragraph. State your purpose for writing and introduce the main point you want to make.

Student B: Write the concluding paragraph. Sum up the main point you have made and say that you hope your friend's friend enjoys his visit to Bradlow.

B Compare what you have written with your partner.

C Work together to write the main part of the letter. Tell your friend's friend all about Bradlow.

Writing 3: choosing what to say and how to say it

A Below are possible lines from a letter to your friend's friend. Look at these points.

- Some lines are relevant and others are not.
- Some lines are appropriately expressed and some are not.
- Some lines are grammatically correct and some are not.
- Some lines have spelling mistakes and some do not.

B Choose the ten lines that you think make up the complete letter and put them in order. Write the letters in the spaces below each paragraph.

Dear Samuel,

- (a) Bradlow is horrible. You must not go there.
- (b) I understand you're thinking of staying there soon. Personally, I would consider going somewhere else.
- (c) I am writing to tell you about Bradlow. Leon did ask me to.
- (d) I hear that you want to stay in Bradlow but is not good place.
- (e) Leon asked me to write to you and tell you all about Bradlow where I stayed last year.

1. ____ 2. ____

- (f) My host family were such nice people and my school so good.
- (g) However, Bradlow itself is not such a nice place to stay, in my opinion.
- (h) But Bradlow is very small and quiet and I was bored most of the time.
- (i) I was happy with my host family and the school where I studied was excellent.
- (j) But Bradlow it was not a good place to feel comfortable.

3. ____ 4. ____

- (k) There are quite a lot of homeless people and sometimes they beg for money in the street.
- (l) In the town centre, there are a lot of cafes and restaurants and young people can be quite loud. I didn't feel very safe walking around in the evening.
- (m) Nobody there has got a job and people are always asking for money.
- (n) There are a lot of closed down shops and there is graffiti on buildings.
- (o) I don't like going out much so I didn't go to any of the cafes. I studied in my room most evenings.
- (p) It is quite a poor town and there is a lot of unemployment. Teenagers get together in the shopping centre because there is nowhere else for them to go.
- (q) The worst is the town centre. It is really dirty and a horrible place.

5. ____ 6. ____ 7. ____ 8. ____

- (r) So, have a fantastic time in Bradlow. I'm sure you will.
- (s) Anyway, I hope you have a really good time, wherever you decide to stay.
- (t) There is much more nice place to stay than Bradlow. Härkeley would be best for you I think.
- (u) It depends what you want but I think there are nicer places to stay. I went to see some friends in Härkeley and it is very nice there.
- (v) So, like I say, don't go to Bradlow. It's terrible. But have a good time if you go to another place.

9. ____ 10. ____

Best wishes,
Vicente

C Look at the model letter on page 172 and check your answers. Is the letter similar to the one you wrote with your partner?

D Go to the Exam Practice Module on page 70 for the Writing task.

Speaking

A Work in pairs. One of you is A, the other is B. Use a dictionary to look up the words in your box. Then explain them to your partner.

A hijack arson discrimination petition

B cell inmates protest ethnic minority

B Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. You have a minute to think and make notes.

A

Talk about a social issue that affects your town or city.

Say ...

- what it is.
- why you think it exists.
- how it affects people.
- what could be done about it.

B

What type of antisocial behaviour upsets you most?

Say ...

- what it is.
- where and when it happens.
- how it makes you feel.
- what could be done about it.

C Take it in turns to speak about what's on your card for about two minutes.

Vocabulary

A Find ten crime-related words in the word grid. The words can go across or down.

K	V	R	O	B	B	E	R	D	K
U	A	M	K	G	U	T	N	I	I
T	N	U	I	T	H	E	F	T	L
S	D	D	D	I	I	R	N	I	L
N	A	A	N	T	I	R	E	P	E
R	L	L	A	F	I	N	E	R	G
Y	I	B	P	R	U	M	M	I	A
E	S	M	U	G	G	L	E	S	L
O	M	U	R	D	E	R	I	O	N
P	U	N	I	S	H	A	C	N	R

B Correct the spelling mistakes in these words.

1. rasism _____
2. unemployment _____
3. berglery _____
4. asault _____
5. releese _____
6. tempary _____
7. perminant _____
8. threten _____

Errors

A There are errors in all of these sentences. Correct them.

1. If you murder, you will given a life sentence.
2. If you rob a bank, you will be send to prison.
3. Homeless people may be separated of their family.
4. If you are been bullied, you must tell somebody.
5. He is staying with friends temporary.
6. I am writing for tell you about Bradlow.

Listening

A  **041** You will hear two people telephoning their local council to complain. Answer the questions.

For questions 1–5, choose the correct answer a, b or c.

1. The woman ...
 - a. has called the council before. b. is calling for the first time. c. called the council yesterday.
2. The woman ...
 - a. lives in the city centre. b. does not like football. c. is surprised by something.
3. The woman didn't call the police because ...
 - a. she didn't want to call early in the morning. b. it was too late for them to do anything. c. she was too angry to stay calm.
4. The council telephonist says that ...
 - a. everyone wants more cameras. b. it is right that homeowners must clean up graffiti. c. the council is very busy.
5. The council telephonist ...
 - a. promises that telephone boxes will be cleaned soon. b. admits that the council must repair some public property. c. thinks that parents should stop their children spraying graffiti.

For questions 6–10, choose FIVE answers from A–I. Which of the following is the man unhappy about?

- | | |
|---------------------------------------------|------------------------------------------------------|
| A Rubbish is not collected regularly. | B Friday is not a good day for a rubbish collection. |
| C Birds make a problem worse. | D He was not told about a change. |
| E He has to clean the street himself. | F He has a difficult job. |
| G People put rubbish out on the wrong day. | H He does not like his neighbours. |
| I Rubbish collectors could do a better job. | |

6. ____ 7. ____ 8. ____ 9. ____ 10. ____

B Transfer your answers to the answer sheet below. You have two and a half minutes.

1		6	
2		7	
3		8	
4		9	
5		10	

Reading

A Read the passage and answer questions 1–10. Transfer your answers to the answer sheet on the next page.

What is Prison For?

- A** The answer to this question depends on what, in your opinion, is the purpose of sending people to prison. Most people consider the impact that imprisonment has on criminals and how it affects their behaviour in the future. Some people will have different views about why we have prisons; politicians, policemen and the victims of crime, for example. Putting people behind bars appears to work for a number of reasons.
- B** Most people regard a prison sentence as a fair punishment for certain serious offences or a number of less serious offences. The criminal does something wrong and society pays him back. He gets what he deserves. There are other forms of punishment, such as fines or community service, but imprisonment is what people expect when the crime cannot be ignored.
- C** Violent criminals and those who offend again and again need to be locked up so that people are not in danger. A recent survey of offenders sent to prison showed that the typical offender admitted to committing 150 offences in the year before he was caught. On average, therefore, for each 1,000 criminals sent to prison for a year, there would be 150,000 fewer offences.
- D** Many people believe that the fear of going to prison deters people from committing crime. People who might do wrong think again if they know that the punishment will mean being locked up. Some statistics suggest that in countries where punishment for certain crimes is very severe, the rate for that crime has fallen. Other people argue that people commit crime because they are desperate and that desperate people have no fear of punishment, whether it is prison or something else.
- E** Prison is supposed to rehabilitate criminals. In prison, an offender has time to reflect on the crime he has committed and on the pain he has caused to his victim. Prisons have programmes for educating inmates and for teaching them new skills that they can use when they are released. Some people might argue, however, that in prison, offenders simply meet and mix with other criminals and come out knowing more about crime.
- F** Finally, prison is an important institution. Every democratic country has prisons, and people believe that there are wrongdoers who should be inside them. If prisons did not exist or if softer punishments were given to serious criminals, people would not trust the justice system. It is possible that, in that situation, more people would take the law into their own hands and deal with criminals themselves.

For questions 1–6, choose the heading for each paragraph from the list of headings below. Write the correct numeral i–x in boxes 1–6 on the answer sheet on the next page.

- | | |
|-----------------------------------|-----------------------------------------|
| i. Prison life is too easy | ii. What sort of person goes to prison? |
| iii. Public confidence | iv. Fines might be the solution |
| v. Changing for better or worse | vi. Afraid of losing freedom |
| vii. Does prison work? | viii. An eye for an eye |
| ix. Most criminals are not caught | x. Protecting the public |

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph D
5. Paragraph E
6. Paragraph F

For questions 7–10, answer each of these questions with words from the text. Use **NO MORE THAN TWO WORDS** for each answer.

7. Apart from imprisonment and fines, what form of punishment does the text mention?
8. How many crimes does the typical offender commit before he is caught?
9. Which word is the opposite of 'soft' when describing a punishment?
10. What are some inmates supposed to learn while they are in prison?

1		6	
2		7	
3		8	
4		9	
5		10	

Writing

- A** Look carefully at these instructions for a typical IELTS Writing task. Highlight the key words and check you understand what you have to do.

Write about the following topic:

Prison is the only suitable way of dealing with the majority of offenders.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.



- B** Look back at the passage on page 69. Highlight points that you could use in your composition.
- C** Walk around the class and talk to classmates about the issue. Note down the points they make.
- D** Decide which of the points you want to include in your composition and then write it.

Lined writing area with horizontal lines and a diagonal watermark reading 'hellooteacher.com'.

Review

Speaking and Vocabulary

A Mark each of the following topics like this:

- (++) I can talk about this topic easily and have plenty to say.
- (+) I can talk about this topic quite well and have some things to say.
- (-) I don't enjoy talking about this topic and don't know what to say.

- | | |
|---------------------------------------------|--------------------------------------------------|
| 1. keeping fit and doing exercise _____ | 2. your diet _____ |
| 3. the natural beauty of your country _____ | 4. the climate and weather in your country _____ |
| 5. your home _____ | 6. your neighbourhood _____ |
| 7. buildings in your country _____ | 8. technology _____ |
| 9. social issues _____ | 10. crime _____ |

B Discuss your answers with a partner.

C Work in pairs. Take it in turns to ask and answer questions about the topics in Exercise A.

D Write important words and phrases that you have learnt in Units 1–5 under each heading.

staying healthy

accidents and injuries

climate and weather

homes, houses and neighbourhoods

technology

my words and phrases

crime

social issues

Listening and Reading

A Work in pairs. Take it in turns to ask and answer the following questions about listening. The student asking the questions can look back at the unit and check the exam or question-type tips.

1. What type of information will you hear in the different sections of the Listening test?
2. Why is it sometimes easier to complete a flow chart or a table?
3. Will the speakers on the tape use formal or informal language?
4. Why might one speaker be more difficult to understand than another?
5. What do you need to do at the end of the Listening test?
6. How long do you have to transfer answers to the answer sheet?
7. What mistakes can you make when you are transferring answers?

B Work with the same partner. Ask and answer these questions about reading.

1. What do you remember about matching beginnings and endings of sentences? How can you make it easier to choose from a number of options?
2. How many different types of text can you remember? How can you know quickly what type of text you are reading?
3. Which passage is the longest passage? What type of text will it be?
4. What can you do to cope with a longer text more successfully?
5. Why is it important to time yourself when you read a text?
6. What is usually a waste of time when you are reading?
7. Why is it easier to write answers onto the question sheet during the Reading test than it is during the Listening test?

C Mark each of these statements (T) true or (F) false.

1. My listening has improved since I started the course. _____
2. I know what to listen for in order to answer questions. _____
3. I am happy writing answers as I continue to listen. _____
4. I am good at identifying key words even if I don't know them. _____
5. I feel confident about transferring answers in ten minutes. _____
6. My reading speed has improved since I began this course. _____
7. I feel confident reading any type of text now. _____
8. I understand the main idea of almost any text I read now. _____
9. I know what to look for in order to answer exam questions. _____
10. I don't worry about words and phrases I don't know anymore. _____

D Look at these comments that students have made about taking exams. Tick the ones that you most agree with.

- 'I get very nervous in exams. I can't concentrate on the tasks.'
- 'Some people are good at doing exams and some people are not.'
- 'If other students in the exam are writing a lot and seem to be doing well, it makes me anxious. I think I am not as good as they are.'
- 'My mind goes blank as soon as I sit down in an exam hall.'
- 'I worry too much about getting the answers right and not enough about whether I understand.'
- 'I can't sleep the night before an exam, so I'm always really tired during the exam.'
- 'Revising for exams is really boring.'
- 'Revising just before an exam is a waste of time. You either know it or you don't.'

Writing

- A** Look at these instructions for a Writing task below. Highlight the key words and check that you understand what you have to do.

Write to a friend telling him/her that you are taking the IELTS exam. Say why you are taking the exam and how you feel about it. Tell your friend that he/she should do the exam and why.

Write at least 150 words. You should spend about 20 minutes on this task.

- B** Look at this student's attempt to write the composition. Talk to a partner about what you like and don't like about the composition.

Hi Henri I'm Sorry that I didn't can come at your brothers weding last week I am very bisy resently. I'm taking an examination in english It called IELTS. I need it for go university next year. I just finish a course that help me prepare for this examination It dificult but I enjoy it too much. My speaking english is much better than before but I don't can write so good like can you see. Ha ha! The examination it is next friday and I am too nervos about it. There is a speaking part a lisening part a reading part and a writing part. The reading and writing parts is which I am nervos about. I think you should to take this IELTS examination too. Your good in english and so you can get high score I think it is good have this examination for find a work. ok goodbye now William.

- C** Work in pairs. One of you is A, the other is B.

Student A: Highlight errors in the letter related to organization and grammar.

Student B: Highlight errors in the letter related to spelling and punctuation.

- D** Compare your ideas with a partner.

- E** Look at the version of the letter on page 172. The errors are highlighted. Then read the model letter below it.

- F** Write a similar letter to a friend of yours. Make sure you cover all the points in the instructions.

What next?

Congratulations! You've finished the general training section of the course. You've heard the different types of talk or conversation that you will hear in the Listening test and you've read the different types of text that you will have to read in the Reading test. You've practised every task type for each test. Hopefully, you feel much more confident about taking the exam now. Here are some tips to prepare you for the exam.

- ✓ Revision doesn't have to be boring. It is boring if you do it for too long or try to do it all at once. It will make you feel anxious if you try to revise too much. Remember that revision means looking back at what you have learnt – not trying to learn things that you haven't learnt yet.
- ✓ Practise for the Speaking test with other students who are taking the exam. Revise the typical vocabulary that you need to talk about the most common topics of conversation. Make sure you know the words and phrases you need to talk about your own life.
- ✓ Revise for the Listening test by borrowing recordings that practise IELTS listening tasks. Remember, though, that the important thing is to improve your all-round listening skills, so continue to follow the advice from the previous Reviews.
- ✓ Revise for the Reading test by doing reading sections from past IELTS papers and by doing the IELTS mock exams on the website. Look back at the Reading Modules from earlier units in this book. Look at how the texts have become more challenging and how your reading skills have improved.
- ✓ Revise when you would otherwise be wasting time. Revise at the bus stop or on the bus. Don't wait until the night before the exam to do all your revision. Remember that the important thing is to improve your all-round reading skills, so continue to follow the advice from the previous review sections.
- ✓ Practise writing compositions and ask your teacher or someone who reads English very well to check them. Continue to look at as many model answers to exam questions as you can.
- ✓ Try to get a good night's sleep the night before the exam. You don't want to feel tired. Make sure you arrive at the exam centre some time before the exam starts. You want to feel relaxed and confident – not in a terrible rush.
- ✓ Try not to be nervous. Remember that the important thing is to understand what you hear and what you read. If you can, you will answer questions correctly. Don't worry about how other people are doing – you are not in competition with them.

Go to the third online mock test at www.garneteducation.com/pathway. Download and take the mock test. Look carefully at your results and plan your revision. You are now able to go on to the IELTS Academic section.

hellooteacher.com

Pathway to **IELTS**

2

Target 5.0

Section 2

The IELTS Academic exam - specific training

hellooteacher.com

Introduction

This section is designed to give you specific help in achieving a good score in the IELTS Academic exam

How the Academic course works

Since the Listening and Speaking tests in the IELTS Academic exam are the same as those you have studied so far, this section practises only reading and writing. The section consists of five units and develops in terms of challenge, so that by the time you sit the exam, you will feel much more prepared and confident.

Since you will have no experience of Writing Task 1 in the Academic exam, the Writing Modules take a simple step-by-step approach, and gradually introduce you to possible task types.

The Reading Module is roughly divided into two sections. The first part aims to engage you in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage you to reflect and develop. The module ends with a focus on key vocabulary in context. The aim here is to focus on the semi-formal vocabulary that you are likely to meet in the texts typical of the IELTS Academic exam.

The Writing Module focuses mainly on Writing Task 1, since you practised writing tasks that are very similar to those in the second part of the Academic Writing test in Section 1. Each unit focuses on how information can be presented in different types of figures and on writing techniques required for the exam. There is a focus on guided writing and there are model compositions for nearly all writing tasks. Unit 5 demonstrates how the discursive composition in the Academic exam is more challenging than what you have studied so far.

Consolidation and Exam Practice at the end of each unit focuses on various elements of the two modules.

As in the General Training course, there are exam tips and question-type tips. They are there to help you know how to approach the various tasks that make up the exam, and to provide advice on how to go about getting the highest score possible.

In the Workbook, there are exercises for each of the two modules in the Course Book units. You can study these in class or as homework tasks. In the Course Book Reading Modules, direct reference is made to these Workbook exercises as the exercises specifically focus on the content of that module.

As you work through the section, you will learn more about the exam and what you have to do in each of the tests. By the end of the section, you will know everything about the exam and what is expected of you.

IELTS Academic exam – an introduction to students

Reading

A Discuss this question with a partner.

How is the Academic exam Reading test different from those outlined so far?

B Mark each of these statements about the IELTS Academic Reading test (T) true or (F) false.

1. There are more passages to read than there are in the General Training exam. _____
2. The passages are longer than those in the General Training exam. _____
3. You will read the same type of texts as in the General Training exam. _____
4. You have to answer the same number of questions as in the General Training exam. _____
5. You will have to deal with more vocabulary that you don't know. _____
6. Grammatical structures will be simpler and easier to understand. _____
7. You will be able to use reading skills you learnt in the General Training course. _____



Exam tip: In the Academic Reading test there are three sections and there are 40 questions to answer in total. However, there is only one passage in each section and those passages are quite long. The texts come from books, journals and magazines, and are generally more academic in style – there are no advertisements, leaflets or information pages. You will need to deal with more vocabulary that you don't know and you will meet more grammatically complex structures. The Academic exam is more difficult, but you will be able to apply the reading skills you learnt in the first part of the course.

C Look at these extracts from different types of text. Tick the two that are more academic in style. These are the types of text you will read in the IELTS Academic Reading test.

1

If there is a careers advisor at your school, get some advice. He or she will know about the opportunities that exist in your area.

2

The successful applicant must be responsible and honest and willing to work hard. Previous experience is an advantage but not essential, as training will be given.

3

The South East (excluding London) has the UK's highest percentage of people working from home. Nearly a quarter of a million workers – 7% of the working population – are based at or usually work from home.

4

Jenny was falling behind at work. Every morning she woke up anxious about the day ahead of her. After work each day, she went home worrying about all the jobs she hadn't managed to get done.

5

Many women face the difficulty of how to find a balance between pursuing an ambitious career and being a responsible and caring mother.

Writing

A Discuss with a partner. How is the IELTS Academic exam Writing test different from those outlined so far?

B Highlight the option that is true in each of these statements about the IELTS Academic Writing test.

1. There are *fewer / is the same number of / are more* writing tasks than in the General Training exam.
2. You have *less / the same amount of / more* time to complete the writing tasks.
3. You have to write *the same number of / more* words for each task.
4. For Writing Task 1, you have to write *a letter / a formal report based on data that you are given*.
5. For Writing Task 2, you have to write *a story / a discursive composition*.
6. Writing Task 2 is generally *easier than / the same as / more difficult than* Writing Task 1 in the General Training exam.

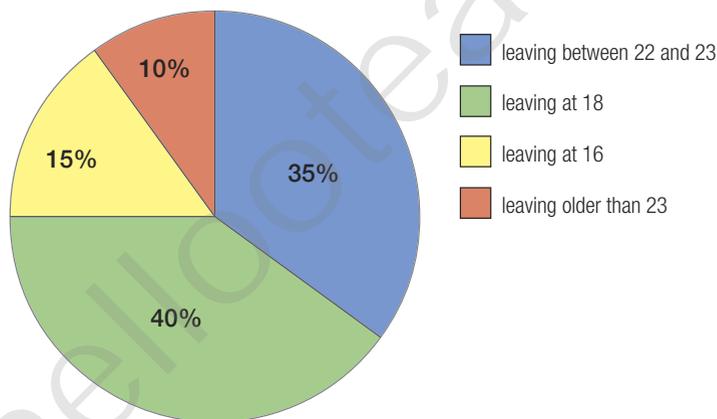


Exam tip: For Writing Task 1, you have to write a report based on data that you are given. You must write 150 words. Writing Task 2 is a discursive composition. However, the topic of the task will be more academic and a little more challenging than some of those you have seen so far in the course. You must write 250 words.

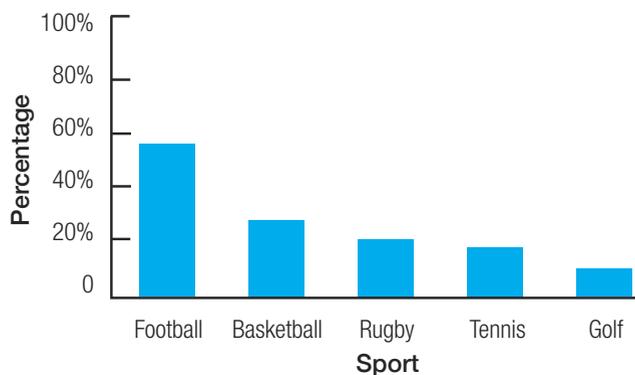
C Match these types of visual data with the figures below.

table bar chart flow chart line graph pie chart

1 **Age of leaving full-time education**



2 **Sports played by 18–25-year-old males**



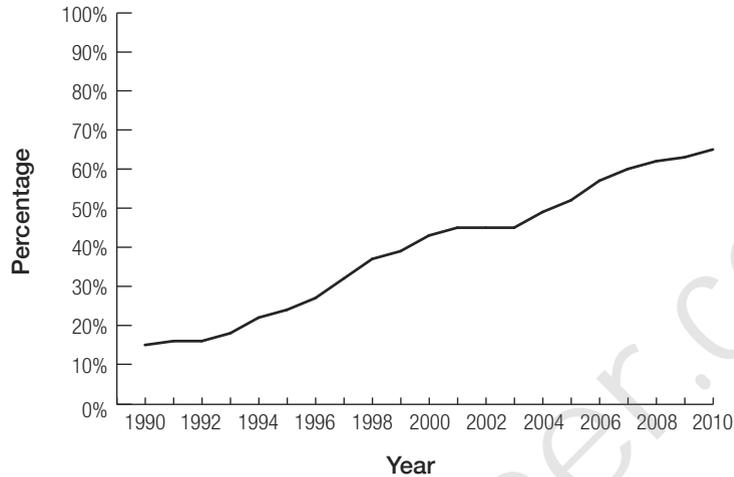
3

Favourite sports of students in the school

	football	basketball	swimming	cycling	car racing	athletics	tennis
boys	136	112	58	61	60	19	7
girls	127	122	46	34	47	12	56

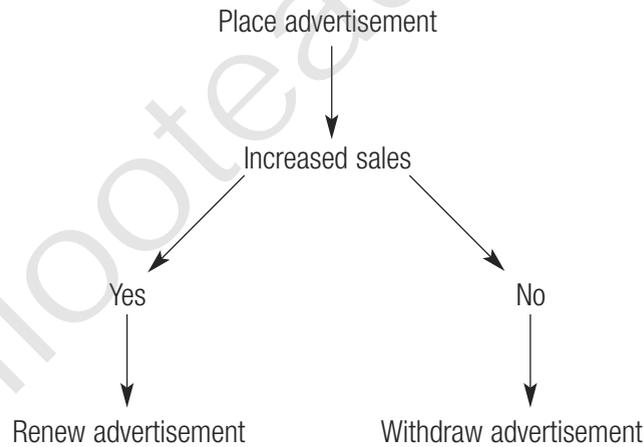
4

Ownership of home computer



5

Advertising



Exam tip: The data that you have to interpret in Writing Task 1 is usually presented in the form of a graph, chart or table like those above. You may also have to describe a picture, such as a flow chart or diagram, of a process. In this book, you will practise interpreting and describing data from all these sources.

1

Work

Reading 1: applying your reading skills to an academic text

A Answer this question with a partner.

Which of the reading skills that you have learnt so far will be most useful when you read texts for the Academic exam?

B Look at the list of advice below and then do these two exercises.

1. In the first column, tick the advice that you think is most helpful for reading longer, more challenging texts.
2. In the second column, give yourself a mark from 1–5.
1 = I am not so good at this and still need practice.
5 = I am very good at doing this now.

- a. Use the instructions and any visual information to help you predict what the text is about.
- b. Skim the text quickly to get a general idea of what it is about.
- c. Notice how topic sentences tell you what a paragraph is going to be about.
- d. Read through the questions and decide which parts of the text you need to read again more carefully.
- e. As you read again, don't worry about the meaning of every word and phrase. Guess the meaning of new words and phrases in context.
- f. Try to understand what is fact and what is opinion.
- g. Learn to recognize language that is paraphrased in the questions.

<input type="checkbox"/>	<input type="checkbox"/>

C Compare your list with a partner.

Reading 2: preparing to read

A Look at the pictures and discuss these questions with a partner.

1. What are the advantages and disadvantages of working from home?
2. What sort of jobs can people easily do from home?



B Check these words and phrases if you need to. Then talk to a partner. Why will each of them be mentioned in the text?

technology a nine-to-five job flexibility having commitments
bosses wasting time working efficiently feeling isolated

I think technology will be mentioned because new technology, like the Internet, allows people to work from home more easily.

C Skim the text quickly and check your ideas.

Reading 3: practise applying your reading skills to an academic text

A Read this text about working from home and answer the questions that follow.

The Changing Workplace

- A** Nearly 3.5 million people now work from home in the United Kingdom. That is around 12% or one-in-eight of the working population, and is an increase of 600,000 since the mid-nineties. Advances in technology, the growth of home computer and laptop ownership, and the development of the Internet are key drivers of this trend. It is becoming increasingly appealing for people to do their job from the comfort of their living room, a study, or even a local coffee shop.
- B** There is a growing number of people for whom the traditional nine-to-five job simply no longer works. They may have family commitments and other reasons why they need to be at home during the day. Many simply prefer working from home because of the flexibility it offers. Many women find themselves in this situation, because they find it difficult to go back to an ordinary job once they have children.
- C** There are several obvious advantages of working at home. First of all, people can arrange their working day in the way that best suits them. If they have other commitments, or things that they need to be doing, they can arrange their schedule so that work can fit around them. If people do not get work done during the day, they can catch up in the evening or at the weekend. Many people with creative jobs, like writing, designing and illustrating, find that a short break to pick up children from school or meet friends for lunch re-energizes them, so they function more productively and for longer periods of time when they are working.
- D** People often find that they can get their work done more quickly and efficiently at home, as opposed to working from an office. To start with, working in an office means having to commute to and from work five days a week. In most cases, that is a lot of valuable time wasted. In the office, people usually spend a significant portion of their day doing things other than their work. Much time is spent assisting other people, dealing with unexpected problems or simply socializing with colleagues. Getting work done more quickly means that people achieve more in a day, or have the time to do things that they previously could not do. There is the added bonus that home workers do not have to spend the day with people they do not get on with, particularly a difficult boss or line manager.
- E** However, there are disadvantages of working from home, too. People can feel isolated and miss the company of colleagues. Some companies that have encouraged more of their staff to work from home, have found that these employees complain about a lack of creative interaction. Home workers may also find that the companies that employ them are less sympathetic if they say they are sick, and that benefits, such as pension schemes and health care packages, are no longer on offer. Once businesses accept that people can get work done from home, they might use the opportunity to employ people in countries where salaries are lower and they do not have to pay them as much.

F At present, it seems that most companies still have reservations about allowing their employees to work from home whenever they like, but many are experimenting with a range of options. Workers might work from home one day a week, or work from home on a particular one-off project. Bosses are beginning to realize that this is the way forward. If companies do not offer workers the option of staying at home occasionally, more people may well look to work freelance or become self-employed. It is estimated that 10 million people could be working away from a traditional office environment by 2025.

The passage has six paragraphs, A–F. For questions 1–6, choose headings for each paragraph from the list of headings below. Write the correct numeral i–x as your answer.

- i. Higher incomes for home workers
- ii. Spreading out the work
- iii. Inefficient use of time
- iv. Too much time to relax
- v. Working in an office is natural
- vi. Not yet ready for total change
- vii. Many more staying home
- viii. Working from home is not all good
- ix. Women forced back into the home
- x. So difficult to work and be a good parent

- 1. Paragraph A ___
- 2. Paragraph B ___
- 3. Paragraph C ___
- 4. Paragraph D ___
- 5. Paragraph E ___
- 6. Paragraph F ___

For questions 7–11, decide if the information given below agrees with the information given in the text. Write (T) true, (F) false or (NG) not given.

- 7. People usually choose to work from home so that they can look after children at the same time. _____
- 8. Many people who work from home work irregular hours. _____
- 9. Not having to travel to work is a big advantage for most home workers. _____
- 10. People get more work done when they work in a traditional office environment. _____
- 11. Bosses do not have a good relationship with workers who choose to work from home. _____

For questions 12–14, complete these sentences about the disadvantages of working from home with words from the text. Use NO MORE THAN TWO WORDS for each answer.

- 12. Sometimes people need to share ideas with _____.
- 13. Some companies might not _____ the same package of benefits to home workers.
- 14. Some companies might employ people to work from home in countries where they can pay _____.

B Check the key on page 172. How many questions did you answer correctly?

C Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I didn't find the text much more difficult than those I have studied so far in this course.
- 2. Making predictions about the content helped me to read more confidently.
- 3. I applied the reading skills I have learnt, and followed the stages of the reading process.
- 4. I timed each stage, and had time to complete the tasks.
- 5. I checked all my answers carefully.
- 6. I'm pleased with how many questions I answered correctly.

Key vocabulary in context

Look at these sentences and then look again at the key word in the text. Highlight the correct option.

1. **Commitments** are things you *want to do / have to do*.
2. If something has **flexibility**, it *is always the same / can change easily*.
3. If people **function productively**, they *achieve a lot / don't do very much*.
4. If people work **efficiently**, they *do a job properly / don't do a job very well*.
5. A **bonus** is something people *want / don't want*.
6. If people feel **isolated**, they *have a lot of contact with other people / spend too much time alone*.
7. If people are **sympathetic** they *listen to you and respond to your problem / can help you recover if you are sick*.
8. If you **have reservations** about something, you *know it is the right thing to do / are not completely sure about it*.

WB

For focus on reading skills, go to Workbook pages 156 and 157.

1

Writing 1: interpreting and describing bar charts

A Look at the bar chart below. Identify the columns, the horizontal axis and the vertical axis.

B Answer these questions with your partner.

1. What information does the bar chart show?
2. What does the horizontal axis show?
3. What does the vertical axis show?



C Complete these sentences about the information in the bar chart with the words in the box.

1. _____ people work from home in the USA than in Japan.
2. A _____ percentage of people work from home in Australia than in the UK.
3. _____ people work from home in Spain than in any of the other countries.
4. A _____ percentage of people work from home in Spain and Italy.
5. The _____ percentage of people working from home is in Denmark.
6. The _____ percentage of people working from home is in Spain.

lower
more
highest
fewer
lowest
higher

Grammar check

We use *more* with both countable and uncountable nouns.

more people / more money

We use *fewer* with countable nouns and *less* with uncountable nouns.

fewer people / less money

Watch out! typical errors

Less people work from home in Spain than in Italy. **X**

The higher percentage of people working from home is in Denmark. **X**

D Check the highlighted words in the grammar box on the next page and mark these statements (T) true or (F) false.

1. A *much / far* higher percentage of people work from home in Denmark than in Japan. _____
2. A *slightly* higher percentage of people work from home in the USA than in Italy and Spain. _____
3. *Far more* people work from home in Australia than in South Korea. _____
4. *Far fewer* people work from home in Spain than in Italy. _____

Grammar check

We use *much more* and *much less* with uncountable nouns.
much more / much less money

We use *far more* and *far fewer* with countable nouns.
far more people / far fewer people

Far can be used with both countable and uncountable phrases.
far more money / far more people

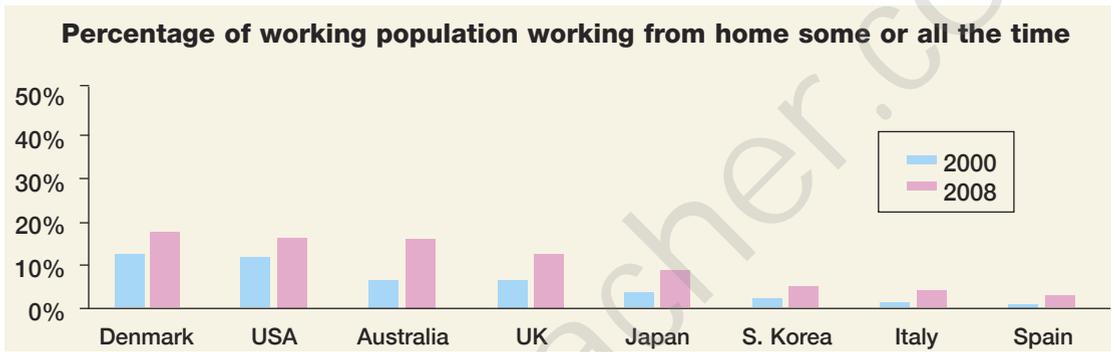
E Write some more sentences comparing the countries in the bar chart.

Writing 2: dealing with more information



Exam tip: In the exam, you will be given more information. You will have to compare at least two sources of information.

A Look at the bar chart below. What is the key for? What information does the chart compare?



B Look at these instructions for a typical IELTS Writing task and then mark the statements that follow (T) true or (F) false. Compare with a partner.

The bar chart shows the percentage of the working population that worked from home some or all of the time, in eight countries in 2000 and 2008.

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

Write at least 150 words.

1. You should spend some time looking at the information before you write anything. _____
2. There is no time to plan with this task – just start writing. _____
3. You should start by showing that you understand the bar chart. _____
4. You must describe all the information shown in the chart. _____
5. You should describe information that stands out – information that will interest the reader. _____
6. You can make points randomly – there is no need to organize the information. _____
7. You must explain some of the information, for example, say why not many people work from home in Japan. _____
8. You should write in a formal style. _____
9. You must think about which tense to use – in this case, the past simple. _____
10. You should write a sentence that concludes your report. _____



Exam tip: You cannot describe everything the chart shows in 150 words, so choose information that stands out. Don't try to explain information – just describe it. Your first sentence should show that you understand the bar graph – don't just repeat what it says in the instructions.

C Talk with a partner. Which of these opening sentences do you prefer? Explain why.

1. The bar chart shows the percentage of the working population that worked from home some or all of the time, in eight countries.
2. The bar chart shows that Denmark has the highest percentage of people working from home.
3. The bar graph shows that the percentage of people working from home increased between 2000 and 2008 in all countries, but increased more dramatically in some countries than others.
4. The bar graph shows that because of new technology, working from home increased dramatically in most countries between 2000 and 2008.

D Check the highlighted words and mark these statements (T) true or (F) false.

1. The percentage of people who worked from home **increased** in all countries. _____
2. The percentage of people working from home in Spain **decreased**. _____
3. The percentage increased most **dramatically** in the USA. _____
4. The number of people working from home increased **slightly** in Italy. _____
5. The number of people who worked from home in the UK **doubled** between 2000 and 2008. _____
6. The percentage of people working from home in Japan in 2008 was **three times** what it was in 2000. _____

WB Go to Workbook page 158 for more practice describing bar charts.

E Read these two reports. Which one do you prefer? Compare with a partner.

1. The bar chart shows that the percentage of people working from home increased between 2000 and 2008 in all countries, but increased more dramatically in some countries than others. Denmark has the highest percentage of people working from home, with 19%. The USA and Australia both have 17% of people working from home. The percentage of people working from home has also increased in the UK. Japan does not have a very high percentage of people working from home, but the percentage increased drastically between 2004 and 2008, from 3% to 9%. The percentage of people working from home is lower in Korea than in Japan. Italy and Spain have the lowest percentage of people working from home. In 2008, Italy had only 3%, and Spain only 2%.

2. The bar chart shows that the percentage of people working from home increased between 2000 and 2008 in all countries, but increased more dramatically in some countries than others. It also shows that in some countries, far more people work from home than in others. Denmark and the USA have a high percentage of people working from home, but the percentage did not increase very much between 2004 and 2008. The percentage of people working from home in Australia increased more dramatically, and in the UK it doubled. Italy and Spain have the lowest percentage of home workers and the number did not increase very much between 2004 and 2008. Japan also has fewer home workers than other countries, but that is changing. The percentage of people working from home in Japan in 2008 was twice what it was in 2004. The number of people working from home is clearly increasing everywhere, and in some countries very quickly.

WB Go to Workbook page 159 for the Writing task.

Reading

A Complete each statement about the IELTS Academic Reading test with a number.

1. I will have to read ___ passages.
2. I will have to answer ___ questions.
3. I have ___ minutes to read the passages and answer the questions.

B Complete the statement below so that it is true for you.

The biggest difference between the IELTS Academic Reading test and those I have studied so far in this course, for me is ...

C Fill the gaps in these sentences with key words from the Reading Module. Letters are given to help you.

1. A lot of people who work from home feel i _ _ _ _ _ ed.
2. I can't go away on holiday at the moment. I have too many co _ _ _ _ _ s at home and at work.
3. I'm looking for a job with more f _ _ _ _ _ ity. The nine-to-five routine doesn't suit me.
4. Being able to work from home on Fridays is a real b _ _ _ _ for me.
5. I usually f _ _ c _ _ _ n better in the morning than I do in the afternoon after lunch.
6. The photocopier is working e _ _ _ _ _ ntly again now that it's had a service.

D Mark the main stress on each of the words in Exercise C above.

E Circle the correct preposition in each sentence.

1. There is an increase *in / on / of* the number of companies offering their staff the chance to work from home.
2. What are the advantages *in / of / by* working for a small company?
3. I spend a lot of my time dealing *with / to / through* other people's problems.
4. I enjoy working from the comfort *with / of / in* my living room.

Writing

A Complete the Exam tip about the IELTS Academic Writing test with words from the box.

stands out logically plan formal explain report repeat data



Exam tip: For Writing Task 1, you have to write a _____, based on _____ that you are given. You must write 150 words. You must read the task carefully and _____ what you are going to say, as with any other composition. You cannot describe everything the figure shows in 150 words, so choose information that _____. Organize your points _____, and write in a _____ style. Don't try to _____ information – just describe it. Your first sentence should show that you understand the information – don't just _____ what it says in the instructions!

B There are errors in all of these sentences. Correct them.

1. Less people worked from home then.
2. The most high percentage is in Denmark.
3. Much more people work from an office.
4. The percentage is higher in Japan as in Korea.
5. Numbers increased dramatic during that period.
6. It is now three times that it was in 2000.

1

Reading

A What should you do before you read the text below? Talk with a partner.

B Look at the title. Then read the topic sentence of each paragraph and decide what the text is about.

1. how to interview people for jobs
2. how to read a résumé
3. how to write a good résumé

C Now read the text and answer the questions that follow. Remember to read the questions carefully first, so that you know what you are looking for.

Finding the right person for the job

Effective résumé selection is an important step in the process of recruiting new staff. The employer's role in this process is to find those potential employees whose skills and experience look good on paper, and who should be contacted for an interview. But what to look for in a résumé is not always clear. The main aim is to focus on the content provided, such as past experience, skills and abilities. But there are also a few subtleties that need attention, and the person recruiting will need to read between the lines.

The first thing to do is to look for gaps. Has the applicant been absent from the workforce for a long period of time? Have there been significant gaps between jobs? This does not necessarily mean the individual is not suitable, but he or she may require extra training or time to readapt to a more structured work environment. Gaps in employment history may also reveal aspects of personality and behaviour that could otherwise go unnoticed.

It is important to identify any extreme employment patterns. Employers should be wary of a résumé that lists several jobs and companies within a short period of time. Jumping from job to job may suggest the individual lacks loyalty to their employer. In the same way, the applicant who has remained in the same position for a long time without gaining additional responsibilities may lack motivation and initiative.

Experience is not the only important consideration when looking for the right person. An applicant should never automatically be dismissed based only on a lack of work experience. The applicant may have spent longer in the education system and gained valuable qualifications. He or she might have travelled and learnt important skills that involve social interaction, teamwork or leadership. The ability to interact effectively with individuals of varying needs is essential to the success of any operation.

Any leisure and social activities listed on the résumé should be identified and assessed, especially if the applicant is active in group-related pursuits that help promote a sense of teamwork. A list of hobbies and interests also suggests the potential employee has created a balance of personal and professional well-being.

Details are important. Has the applicant taken care to provide you with a professional résumé that lists relevant skills related to the job, and does not contain errors in spelling or grammar? The best résumés are those that have been tailored to the specific requirements of the position and your business. These types of résumés send the message that the applicant really is interested in the job and has taken the extra step of demonstrating an investment of time.

It is always a good idea to read any information about past work experience very carefully, and note the detail given when describing job responsibilities or achievements. General descriptions of work experience may indicate false work experience.

It is essential to concentrate only on the requirements of the position. The employer should never determine an applicant's suitability based on personal information, such as age, gender, marital status, cultural background or religion. Personal attributes such as these have no bearing on whether the applicant is qualified for the job, and basing employment on this type of information can be illegal.

Once every résumé has been carefully read, it should be filed according to its suitability, in terms of whether to proceed to the interview stage or not. During this step, it is also a good idea to make a note of any information provided on the résumé that requires clarification or follow-up at the interview stage.

For questions 1–6, choose the correct answer a, b, c or d.

1. The first paragraph implies that ...
 - a. the strengths and weaknesses of a résumé are obvious.
 - b. it is not always easy to read a résumé.
 - c. some people who read résumés have no experience.
 - d. many applicants send résumés that are too long.
2. What does being out of the workforce for a long time suggest about an applicant?
 - a. He or she will probably not be right for the job.
 - b. He or she probably has a history of strange behaviour.
 - c. He or she might need help to get back into the habit of working.
 - d. He or she can be paid less money.
3. The third paragraph says that ...
 - a. somebody who has had the same job for a long time is ideal.
 - b. having a number of different jobs on your résumé looks good.
 - c. there are two types of applicant who might not be right for the job.
 - d. not many people are truly ambitious.
4. The fourth paragraph suggests that ...
 - a. the most important consideration is the applicant's education.
 - b. knowing how to deal with people is a very important skill.
 - c. applicants should have all the right qualifications.
 - d. travelling and meeting people is more important than work experience.
5. What sort of résumé should an employer be most interested in?
 - a. one that the applicant has spent time getting right
 - b. one with no spelling or grammar mistakes
 - c. one that has a long list of skills and abilities
 - d. one that describes a range of hobbies and interests
6. If an applicant does not give details of past job experience ...
 - a. it is not important.
 - b. he or she may not be telling the truth about it.
 - c. he or she probably wants to forget about it.
 - d. the employer will have to ask about it during the interview.

For questions 7–12, complete the notes. Use NO MORE THAN TWO WORDS for each answer.

Notes on reading résumés

Do

check to see if there are (7) _____ in the applicant's employment history.

check that the applicant has not had (9) _____ and left each one.

check (10) _____ – note errors and look for anything specific to this business.

file the résumés, so that you know which applicants you want to (12) _____.

Don't

assume that (8) _____ is the only thing that matters.

make decisions based on an applicant's (11) _____ – it's against the law!

2 Technology

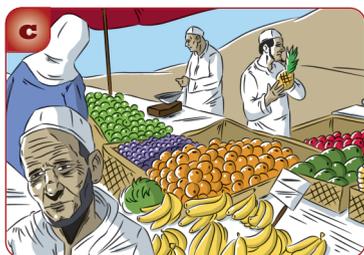
Reading 1: preparing to read and reading for gist

A Discuss with a partner. Do you like shopping? How do you do your shopping?

B Look at the pictures and answer these questions with a partner.

1. What different types of shopping establishment can you see in the pictures?
2. Can you put the pictures into chronological order (from earliest to latest)?

1. ____ 2. ____ 3. ____ 4. ____ 5. ____



C Skim read the text below. How quickly can you check the order of the pictures?

The Way We Shop

- A** The way we shop has changed drastically over time, and so have the buildings in which we do our shopping. In the Middle Ages, people shopped in markets. Market stalls were set up together in one place, and were often covered to protect shoppers from the sun or rain.
- B** The first shops sold one product and were typically adjoined to the producer's workshop. Bakers sold bread, tailors sold clothes and cobblers sold shoes. In the United States, retailers placed boardwalks outside their establishments so that shoppers did not have to walk in the mud.
- C** In the 19th century, the first arcades were constructed in Europe. These were narrow, covered streets with a number of shops, each selling a different product. In larger cities, the first department stores were opened in multi-storey buildings. The concept of a fixed price was introduced, and haggling became less common. People began to enjoy browsing, and consumerism as we know it was born.
- D** In the 1920s, the first supermarkets heralded the arrival of self-service and a revolution in the way people shopped. Around the same time, shopping malls combined elements of the arcade and the department store. Several retail establishments were linked by arcades within one huge building, and the retailers paid rent to the mall owner. Today, we see the fundamental elements of these concepts in the drive-in hypermarkets and retail parks of the 21st century.

Reading 2: reading for detail and dealing with unknown vocabulary

A Look at these questions. Without reading the text again, try to say in which paragraph you will find each answer. Write the paragraph letter in the space.

1. Where were the first shopping arcades built? _____
2. Where did people shop in the Middle Ages? _____
3. What type of shop introduced the concept of self-service? _____
4. What did early retailers in the United States put outside their shops? _____

B Read the text more carefully and check your answers in A. Then write the answers to the questions in the spaces below. Use **NO MORE THAN TWO WORDS** for each answer.

1. _____ 2. _____ 3. _____ 4. _____



Exam tip: Remember that skimming the text gives you a general idea of what the text is about. That will help you know where to look for answers to questions when you read more carefully for detail.

C Work with a partner. Find one example of each of the following.

1. a word in the text I don't know, and I didn't need to know

2. a word in the text I don't know, but I could guess the meaning of easily

3. a word I needed to know because it stopped me understanding an important point

4. a word I don't know that I had to use as an answer to a question



Exam tip: You don't need to worry about the meaning of every word in a text.

Remember:

- You won't need to understand many of the words.
- You can use the context to guess the meaning of most words you do need to understand.
- You can use a word you don't understand as an answer to a question, if you understand the words around it.

D Guess the meaning of these words in the text from the context. Compare with a partner.

stalls adjoined cobblers boardwalks multi-storey haggling browsing combined

Reading 3: practise reading for detail and dealing with unknown vocabulary

A Talk with a partner. What do the pictures tell you about how shopping has changed?



A Shopping Revolution

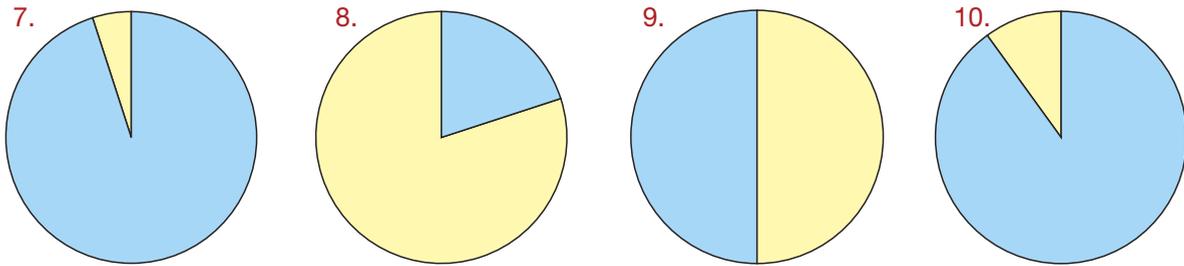
- A** There is something of a revolution occurring in the retail industry. Consumers are quickly becoming more adept when it comes to using technology, and they are increasingly choosing to go online to do their shopping. Internet sales are soaring, and traditional retail outlets are transferring to the web, just like all the specialist e-retailers.
- B** Recent research shows that online shoppers will spend nearly £50 billion this year. That is something like ten times the amount that will be spent in London's West End shops. More than 800 million parcels will be sent out to the UK's 25 million online shoppers. Online consumers will spend an average of £1,500 each. Some online retailers are reporting rises of over 100% in their sales from last year. One company boasts that over 2 million potential shoppers visited its website in one month recently.
- C** It is only 14 years ago that the first Internet shopping transaction was conducted in the US. Eight years later, in the middle of the dotcom gold rush, UK online sales had reached the £800 million mark. Since then, despite reservations about the continuing popularity of the Internet, and concerns about the safety of using credit cards online, sales have grown by a staggering 3,000%.
- D** Shopping has been transformed in the same way it was when the first supermarkets opened, and over-the-counter interaction was replaced by self-service 100 years ago. Traditional retail establishments only have shelf space for the products that sell best. Online, the choice is unlimited, and consumers can find exactly what they are looking for, rather than what a particular shop is offering.
- E** When it comes to shopping online, there are no borders, and a huge global marketplace is taking shape. Last year, more than a billion people, nearly 20% of the world population, used the Internet. Online business is worth a staggering £260 billion. Every country in the world will need to develop an e-commerce sector in order to compete in a changing economy.
- F** There are several factors which have influenced the popularity of online shopping. The biggest factor is probably convenience. In the modern world, most people do not have the time to go out shopping like they once did. Now they can order online and have products delivered to their home or place of work. Recent research shows that 95% of 15-year-olds have purchased something online. Their concept of shopping is shaped by their experience and not what other people have done for the last hundred and fifty years. Broadband has had a huge effect. Products can be displayed in a far more appealing way than previously, and online shopping will become more and more of a virtual visit to a shopping mall.
- G** Most of the major retailers now see the Internet as an opportunity, rather than as competition. The biggest supermarkets and department stores have all announced a huge growth in online sales over the last year. An ever-growing percentage of consumers prefer to shop online, and even those who still enjoy a traditional visit to the High Street retailers go online first to check out product choice and prices. The popularity of eBay* shows how keen consumers are to find the right product at the right price, and that they are prepared to invest time in getting what they want.
- H** Despite the online shopping explosion, there are still many who believe traditional retail establishments are here to stay. Around half of all retail businesses in the UK do not have online stores, but do have sites on which they display and promote their products. For convenience, people like to buy books and small objects online, but appear to still enjoy shopping traditionally for personal items, like furniture and clothing. The most successful retailers will probably be those who combine the various methods that consumers can use to make their purchase.

* eBay is an American company that manages an online shopping auction (customers buy and sell products online).

The passage has eight paragraphs, A–H. For questions 1–6, say which paragraph contains the following information. Write the appropriate letter in the space below.

1. that this is not the first revolution in the way people shop _____
2. the type of products people like to buy in different ways _____
3. that more people know how to use a computer _____
4. that young people know a lot about online shopping _____
5. that people do not like to pay too much for a product _____
6. the first time a product was bought online _____

For questions 7–10, label the blue segments in the charts below. Choose your answers from the options in the box.



- A amount spent online this year, compared with six years ago
- B retailers that have and do not have an online store
- C 15-year-olds who have and have not bought something online
- D number of people who do and do not shop online
- E amount spent in the UK online, compared with amount spent in London's West End
- F worldwide Internet users and non-users

For questions 11–14, complete the summary below with words from the passage. Use **NO MORE THAN THREE WORDS** for each answer.

Online shopping is very popular. The (11) _____ it offers is what most people find so appealing. Instead of going out to the shops, people can go online and wait for their order to be (12) _____ to their door. Teenagers grow up shopping online, and their (13) _____ is very different from that of their parents and grandparents. (14) _____ is making the online shopping experience even more enjoyable.

C Check the key on page 174. How many questions did you answer correctly?

D Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I found it quite easy to get the general idea of the text.
- 2. I found it quite easy to find details and answer questions.
- 3. There was a lot of vocabulary I didn't know.
- 4. I didn't worry about not knowing some vocabulary. I could answer questions without it.
- 5. I'm pleased with the number of questions I answered correctly.

E Look at these words from the text. Answer the questions with a partner.

adept soaring transaction staggering unlimited
convenience purchase concept

1. Which words did you know?
2. Which words could you guess from context?
3. Which words didn't matter at all?
4. Do any words relate to specific questions? Did you need to know them to answer questions?

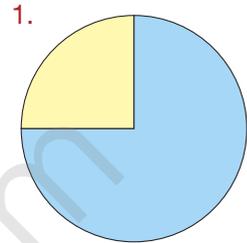
WB

For focus on reading skills and *Key vocabulary in context*, go to Workbook page 160.

Writing 1: interpreting and describing pie charts

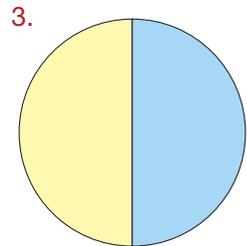
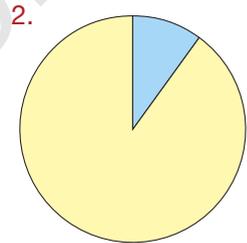
A Look at the pie charts 1–3. Try to match them with the opening lines a–c.

- a. The pie chart shows what percentage of the Chinese population used the Internet in 2006.
- b. The pie chart shows the percentage of people in the US. who used the Internet in 2006.
- c. The pie chart shows the number of Internet users and non-users in France in 2006.



B Match each sentence with one of the pie charts. Write the number of the pie chart in the space.

- 1. Half the population used the Internet. chart _____
- 2. Only 10% / per cent of people used the Internet. chart _____
- 3. Three out of four people used the Internet. chart _____
- 4. 50% / per cent of people used the Internet. chart _____
- 5. Three quarters of the population used the Internet. chart _____
- 6. Nine out of ten people were not using the Internet. chart _____



C Rewrite each of the following in two other ways, as above.

- 1. 25% _____
- 2. a third (approx) _____
- 3. two out of three (approx) _____

D Mark each of these sentences (T) true or (F) false.

- 1. Not as many people used the Internet in France as in the US. _____
- 2. Internet use was not as common in France as it was in China. _____
- 3. There was not as much Internet use in France as there was in the US. _____
- 4. There were not nearly as many Internet users in China as there were in the US. _____
- 5. The number of people who used the Internet was lower in France than it was in the US. _____
- 6. The amount of Internet use was higher in China than it was in France. _____

Grammar check

We use **not as + adjective + as** to compare things.
not as big as / not as common as

We use **not as many (as)** with countable nouns.
not as many people / not as many Internet users

We use **not as much (as)** with uncountable nouns.
not as much money / not as much Internet use

We can use **not nearly as** when the difference is extreme, in the same way that we use *much* and *far* in affirmative comparatives.

We use **the number of** with countable nouns and **the amount of** with uncountable nouns.
the number of people / the amount of Internet use

Watch out!
typical errors

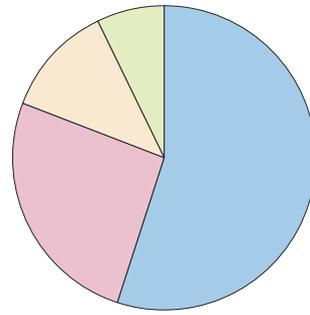
There were not as much Internet users in China. **X**

Not as many people used the Internet in France than in the United States. **X**

E Look at this pie chart and complete the sentences with the words and phrases.

most minority not many majority

- _____ people do not shop online very frequently.
- The _____ of people do not go online to shop frequently.
- _____ people shop online frequently.
- A _____ of people shop online frequently.



- very rarely or never shop online
- occasionally shop online
- quite often shop online
- very often shop online

Grammar check

We generally use *the* with *majority* and *a* with *minority*.
the majority of the population / a (small) minority of the population

Writing 2: dealing with more information



Exam tip: Remember that in the exam, you will be given more information. You will have to compare at least two sources of information.

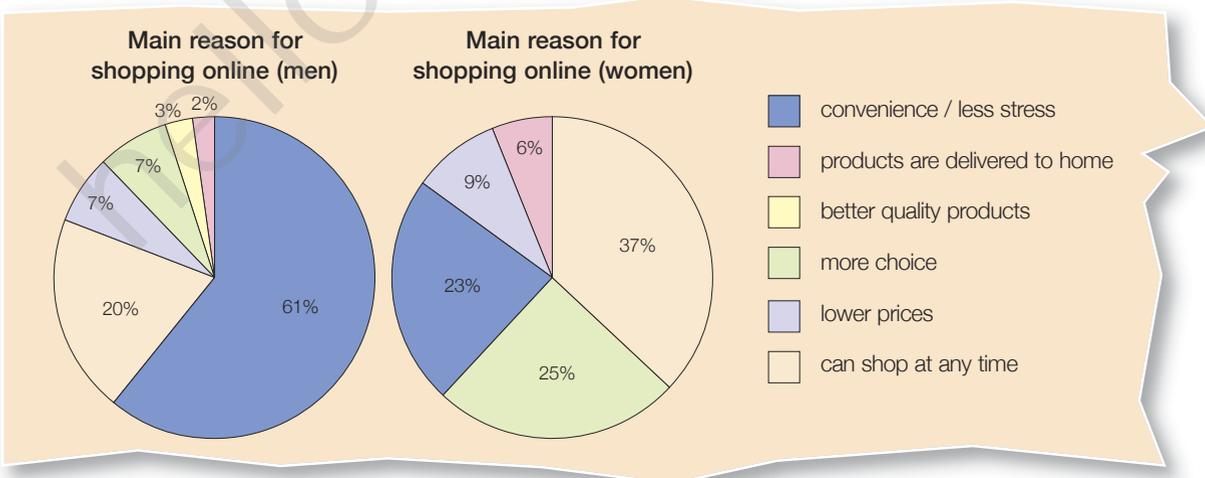
A Cover the pie charts on the next page. Answer these questions with a partner.

- Do you think more men or more women shop online, or is there no difference?
- Do men and women shop online for the same reasons?

B Look at these instructions for a typical IELTS Writing task and answer the questions that follow with a partner.

The pie charts show what men and women give as their main reason for shopping online. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

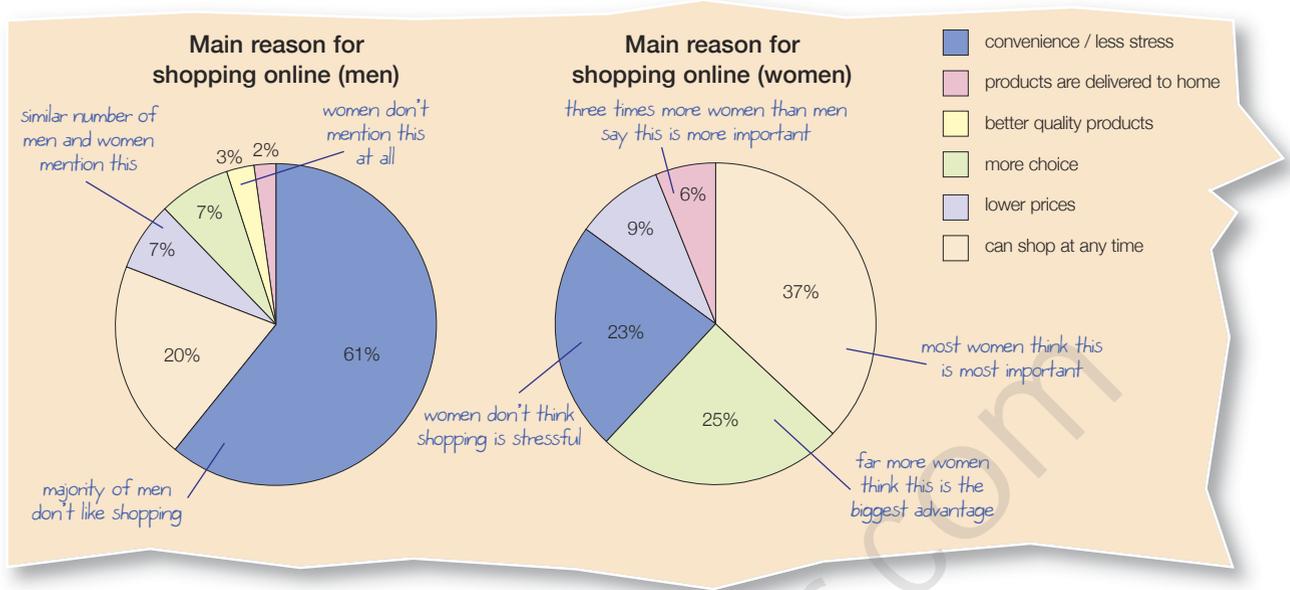
Write at least 150 words.



- Is it easy to understand what the pie charts show?
- What information stands out?
- What are the biggest differences between the two pie charts?
- What is similar about the two pie charts?

Writing 3: deciding what to say and how to say it

A A student has made comments on the pie charts. Does he notice the same data as you?



B Read the report the student wrote. Discuss what you like about it with a partner.

The pie charts show that both men and women enjoy shopping online, but that they have very different reasons for doing it.

The majority of men (61%) give convenience as the main reason for shopping online. They seem to think that going out to shop is stressful. Women, on the other hand, do not think this is so important. Only about a quarter give convenience as their main reason.

For women, the biggest advantage of online shopping is that they can shop at any time. Twice the number of women as men give this as the most important advantage.

Another big difference is giving choice as their main reason. One in four women say this is the most important advantage, while only a minority of men (7%) mention it. It is interesting that a small minority of men think the quality of products online is better, while women do not mention this at all.

A similar percentage of men and women think that lower prices is the main reason for shopping online, but it is not very important for either.

All in all, it seems that people shop online mainly because it is convenient, and they can do it at any time.

C Look at these tips on report writing. Write the number of each tip in the correct box on the report.

- Describe two or three more important differences.
- Say something to conclude your report.
- Show that you understand what the pie charts show.
- Describe a similarity.
- Describe what you think is the most obvious difference.



Exam tip: Note that any data shown in a pie chart could also be shown in a simple bar chart. When data is compared in two pie charts, as on the previous page, it could be shown on one bar chart.

D Look at the bar chart on page 174 and compare it with the two pie charts.

E Go to the Exam Practice Module on pages 100 and 101 for the Writing task.

Reading

A Answer these questions with a partner.

- 1.
- 2.
- 3.
- 4.

B Correct the spelling mistakes in these words.

- 1.
- 2.
- 3.
- 4.
- 5.

C Fill the gaps with a word made from the root word in brackets.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Writing

A Correct the spelling mistakes in these words. Some words are spelt correctly.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

B Mark each structure (C) if it is used with countable nouns or (U) if it is used with uncountable nouns.

- 1.
- 2.
- 3.
- 4.

C Write these fractions as percentages.

- 1.
- 2.
- 3.
- 4.

D Write these percentages as fractions.

- 1.
- 2.
- 3.

E Write these percentages as in the example.

1. two out of three 2.
3. 4.

F There are errors in all these sentences. Correct them.

- 1.
- 2.
- 3.
- 4.
- 5.

Writing

A Answer these questions with a partner.

1. Do you think younger people or older people shop online more frequently?
2. Which age group do you think spends more money online?



B Mark each of these products (Y) if you think they are more popular with younger online shoppers or (O) more popular with older online shoppers.



C Compare with a partner. Try to give a reason for each answer.

3

Health

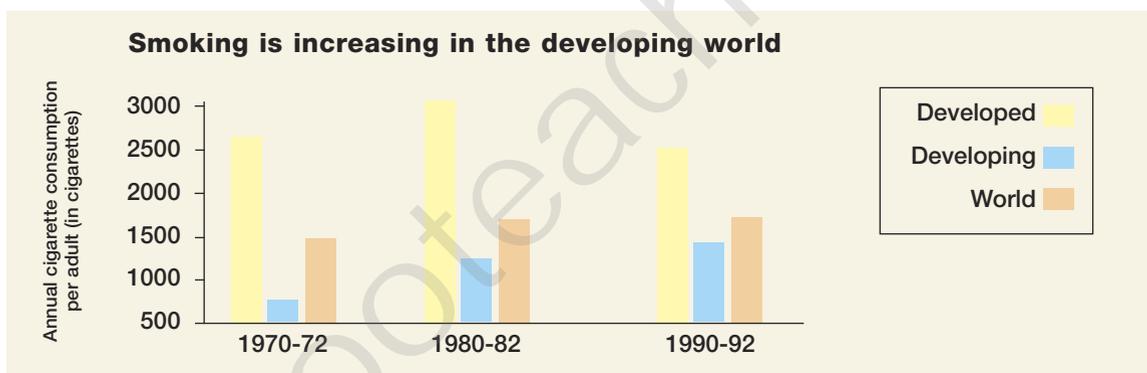
Reading 1: preparing to read

A Check the highlighted words in these questions if you need to. Then answer them with a partner.

1. Do you think that the percentage of people in the world who smoke is **increasing** or **decreasing**?
2. Do you think that the **consumption** of cigarettes in your country is increasing or decreasing?
3. Where in the world do you think smoking is **declining**?
4. Are there any parts of the world where smoking is **on the increase**?
5. Do you think a smoking **ban** in public places makes people **give up** smoking?
6. Do you think a ban on the advertising of **tobacco** has an effect on the number of smokers?



B Look at the bar chart. What does it tell you? Compare with a partner.



C Write four sentences using data from the bar chart. Then look at the sentences on page 174.

Reading 2: recognizing paraphrased language

A Skim the first two paragraphs from an article about tobacco use below. Does the text support the data in the bar chart?

World tobacco demand is expected to increase until the year 2010 due to population and income growth, but at lower rates than in the past, according to a new study just published. The report maintains that while in developed countries tobacco smoking will continue to decline, in developing countries consumption will increase.

World tobacco production is projected to reach over seven million tonnes of tobacco leaf in the year 2010, up from just under six million tonnes in 1998. This is lower than the record tobacco production of 7.5 million tonnes in 1992.

Source: Food and Agriculture Organization of the United Nations (FAO).

B Decide if these statements are (T) true, (F) false or (NG) not given.

1. Tobacco use will increase because there will be more people with more money. _____
2. People in developing countries will smoke far more than those in developed countries. _____
3. Fewer people will want tobacco over the next six years. _____

C Complete these sentences. Use **NO MORE THAN TWO WORDS** for each answer.

1. Over a million tonnes more _____ will be produced in 2010 than in 1998.
2. 1992 was a _____ year for tobacco production.



Exam tip: Remember that in some scanning tasks you need to look quickly for parts of the text that mean the same as the words and phrases in the question. You will not find the exact words and phrases from the question in the text.

D Talk to a partner. How is the language in each question different from the language in the text that provides the answer?

Reading 3: dealing with statistics

A Skim only paragraph 3 from the same text on the next page, and highlight all the statistics.

B Answer these questions (T) true, (F) false or (NG) not given. Then compare with a partner.

1. The number of smokers will probably increase by 0.2 billion by 2010. _____
2. If the number of smokers rises to 1.3 billion, it will be an increase of 1.5% since 1998. _____
3. Each adult will use on average 10% less tobacco in 2010 than now. _____
4. Anti-smoking and anti-tobacco policy is reducing the number of smokers. _____



Exam tip: You are more likely to read a text that has a lot of facts and statistics in the Academic exam. Sometimes you will need to answer questions about charts and graphs, as you did in Unit 2.

C Read only paragraph 6 and complete the table below with the correct figures. You will need to calculate number 7.

	developed countries		developing countries	
	1998	2010	1998	2010
tobacco demand	(1) _____m tonnes	(2) _____m tonnes	(3) _____m tonnes	(4) _____m tonnes
share of tobacco consumption	(5) _____%	(6) _____%	(7) _____%	(8) _____%



Question-type tip: Sometimes you will need to complete statistics in a table. You will use figures provided in the text and not have to make calculations, as you did for this Course Book task.

Reading 4: practice with paraphrased language and statistics

A Read the complete text and answer the questions 1–15.

World Tobacco Use on the Increase

- 1 World tobacco demand is expected to increase until the year 2010 due to population and income growth, but at lower rates than in the past, according to a new study just published. The report maintains that while in developed countries tobacco smoking will continue to decline, in developing countries consumption will rise.
- 2 World tobacco production is projected to reach over seven million tonnes of tobacco leaf in the year 2010, up from just under six million tonnes in 1998. This is lower than the record tobacco production of 7.5 million tonnes in 1992.
- 3 The number of smokers is expected to grow from 1.1 billion in 1998, to around 1.3 billion in 2010. This is an increase of about 1.5% annually. Despite the overall increase of tobacco use, consumption per adult is expected to decline by around 10% by 2010, and individual consumption will probably be around 1.4 kg per year (from around 1.6 kg in 2000). If an aggressive anti-smoking and anti-tobacco policy were applied, tobacco consumption per person could even drop by 20%. Consumption per person is noticeably declining in developed countries, and is now slightly declining in developing countries, including China.
- 4 Cigarette smoking is the most prevalent type of tobacco consumption; manufactured and hand-rolled cigarettes account for about 85% of all tobacco consumed worldwide. With around 320 million smokers, China is the world's major cigarette consumer.
- 5 Around 100 countries produce tobacco. The major producers are China, India, Brazil, the US, Turkey, Zimbabwe and Malawi, which together produce over 80% of the world's tobacco. China alone accounts for over 35% of world production.

Tobacco Consumption

- 6 The overall pattern of tobacco consumption is influenced by two contrasting trends. Tobacco demand in developed countries is declining slowly, and will reach about 2.05 million tonnes in 2010. This is 10% lower than the 2.23 million tonnes consumed in 1998. However, more tobacco will be smoked in developing countries, where tobacco consumption is expected to grow to 5.09 million tonnes by 2010 (from 4.2 million in 1998). This shows an average annual growth rate of 1.7%. It is projected that by 2010, only 29% of world tobacco consumption will be in developed countries, down from 34% in 1998. In developing countries, the share will be 71%.
- 7 The decline in tobacco use in developed countries can be attributed to a slower population and income growth. In addition, in developed countries, an increasing awareness of the damaging health effects of smoking, together with the anti-smoking measures of governments, including intensified anti-smoking campaigns, the banning of advertising and increased taxation, have had a strong negative effect on the consumption of tobacco products.
- 8 A major part of the projected increase in demand is expected to be in the Far East, particularly in China. The share of China in total world tobacco demand is likely to remain around 37% in 2010. In India, the second most important tobacco consumer, the smoking of conventional cigarettes accounts for only 25%. Most people consume tobacco in the form of non-cigarette items, such as hand-rolled bidis* or chewing tobacco. Total demand for tobacco in India is likely to continue to increase, but more slowly than in the previous decades. In Africa, total tobacco demand increased in the 1990s, with record growth of 3.5% per year. Growth for the period to 2010 is expected to continue at a similar rate.
- 9 The report concludes that it is the higher demand for tobacco in the developing countries that drives the world tobacco economy, and that public policy to reduce tobacco use should focus on demand rather than supply. Reducing demand in the developing countries will not be easy, given projected population and income growth, but by adopting a combination of tax and direct restriction policies, it is achievable. Reducing demand will in turn imply a decline in global tobacco production.

* Bidi is tobacco (sometimes flavoured), wrapped in a leaf and tied with a thread.

For questions 1–5, complete these notes with words from the text. Use **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Most common type of tobacco consumption (about 85%) – (1) _____.
 More tobacco smoked in (2) _____ than anywhere else –
 (3) _____ people smoke.
 80% of all tobacco is produced in seven (4) _____.
 (5) _____ of all tobacco is produced in China.

For questions 6–8, choose **THREE** of the reasons why there is a decline in tobacco use in developed countries. The order is not important.

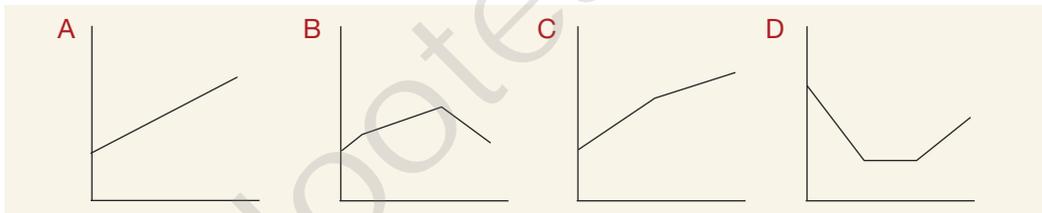
- A The population is decreasing.
- B Most people do not suddenly have much more money.
- C People understand that smoking is not good for them.
- D People are not allowed to smoke in some of those countries.
- E People no longer believe what advertisements tell them.
- F Cigarettes are more expensive because of higher taxes.

6. ___ 7. ___ 8. ___

For questions 9–11, decide if the information given below agrees with the information given in the passage. Write (T) true, (F) false or (NG) not given.

- 9. Over a third of all tobacco use is in China. _____
- 10. Most people in India cannot afford to buy conventional cigarettes. _____
- 11. The number of smokers in Africa is expected to drop. _____

For question 12, mark the graph that shows projected tobacco use in India.



For questions 13–15, complete the summary below with words from the text. Use **ONE WORD ONLY** for each answer.

The tobacco industry relies on the fact that demand for their product is (13) _____ in developing countries. It will not be easy to make people smoke less in those parts of the world because there are more and more people with a better (14) _____. However, if smoking decreases, so too will the (15) _____ of tobacco.

B Check the key on page 174. How many questions did you answer correctly?

C Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I found it quite easy to find the relevant information and answer questions.
- 2. I recognized when language was paraphrased.
- 3. I found it quite easy to work with statistics.
- 4. I'm pleased with how many questions I answered correctly.

WB For focus on reading skills and *Key vocabulary in context*, go to Workbook page 162.

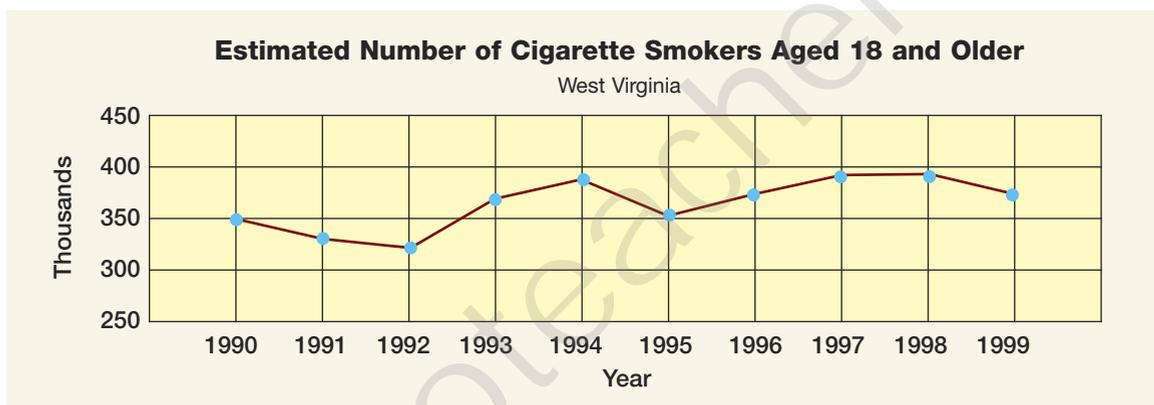
Writing 1: interpreting and describing line graphs

A Answer these questions with a partner. Try to give a reason for your answer.

- Which of these has changed most over the last 20 years in your country?
 - the number of smokers
 - the number of young smokers (18–24)
 - the number of young women (18–24) who smoke
- Are the numbers for each increasing or decreasing? When did the numbers increase or decrease most dramatically?

B Look at the line graph below. Answer these questions with a partner.

- What information does the line graph show?
- What does the horizontal axis show?
- What does the vertical axis show?



C Read these simple descriptions and circle the correct option in each.

- Between 1990 and 1992, the number of smokers *increased* / *decreased*.
- Between 1992 and 1993, the number of smokers *rose* / *fell*.
- Between 1993 and 1994, the number of smokers *stayed almost the same* / *fluctuated*.

D Read these descriptions and circle the best option in each.

- Between 1990 and 1992, the number of smokers fell *dramatically* / *steadily* / *slightly*.
- Between 1993 and 1994, the number of smokers rose very *slightly* / *sharply*.
- Between 1994 and 1995, the number of smokers dropped *dramatically* / *noticeably*.

E Read these descriptions and delete the one wrong option in each.

- Between 1992 and 1993, the number of smokers rose *slightly* / *suddenly* / *sharply* / *dramatically*.
- Between 1995 and 1998, the number of smokers rose *gradually* / *steadily* / *dramatically*.

F Complete these descriptions with a year in each space. Look carefully at the highlighted phrases.

1. Between ____ and 1992, there was **a gradual fall** / **a steady fall** in the number of smokers.
2. Between 1992 and ____, there was **a dramatic rise** / **a sharp rise** in the number of smokers.
3. Between 1993 and ____, there was **a slight increase** / **a slight rise** in the number of smokers.
4. Between ____ and 1995, there was **a noticeable decrease** / **a noticeable drop** in the number of smokers.

Grammar check

We use **adjectives** to describe nouns.

a dramatic increase / a steady fall

We use **adverbs** to modify adjectives.

rose sharply / decreased noticeably

Notice these spelling rules for adverbs.

sharp – sharply / noticeable – noticeably / dramatic – dramatically

Look at the consolidation section to practise describing graphs with adjectives and adverbs.

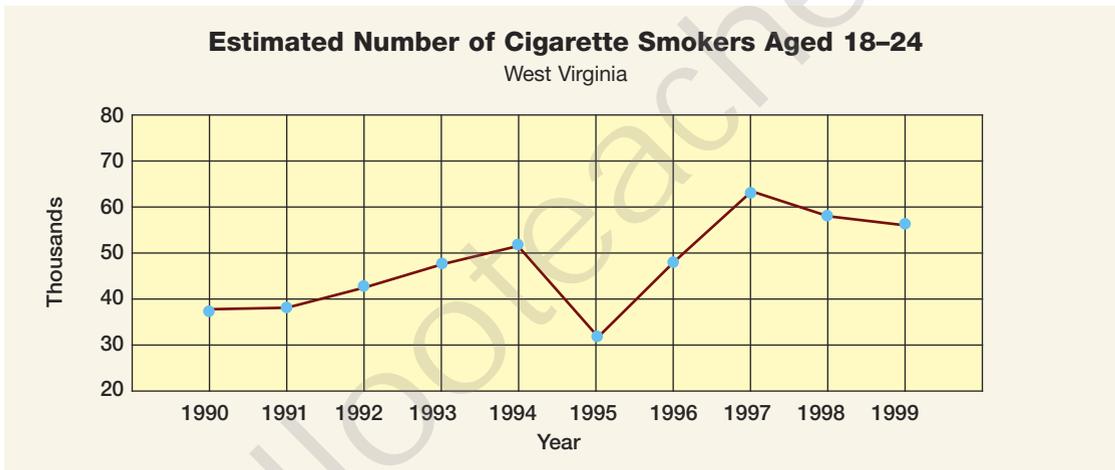
Watch out!
typical errors

The number of smokers rose dramatic. ✗

There was a sharply increase in the use of tobacco. ✗

Writing 2: linking a description together

A What does this line graph show? How is the data different from that in the first graph?



B Complete each of these descriptions with a year.

1. The number of young smokers rose steadily until ____, and then there was a dramatic drop.
2. The number of smokers fell to a low in ____, but then started to rise dramatically.
3. From ____, the number of smokers increased dramatically and reached a peak in ____.
4. The number of smokers reached a peak in ____, but then gradually decreased over the next two years.

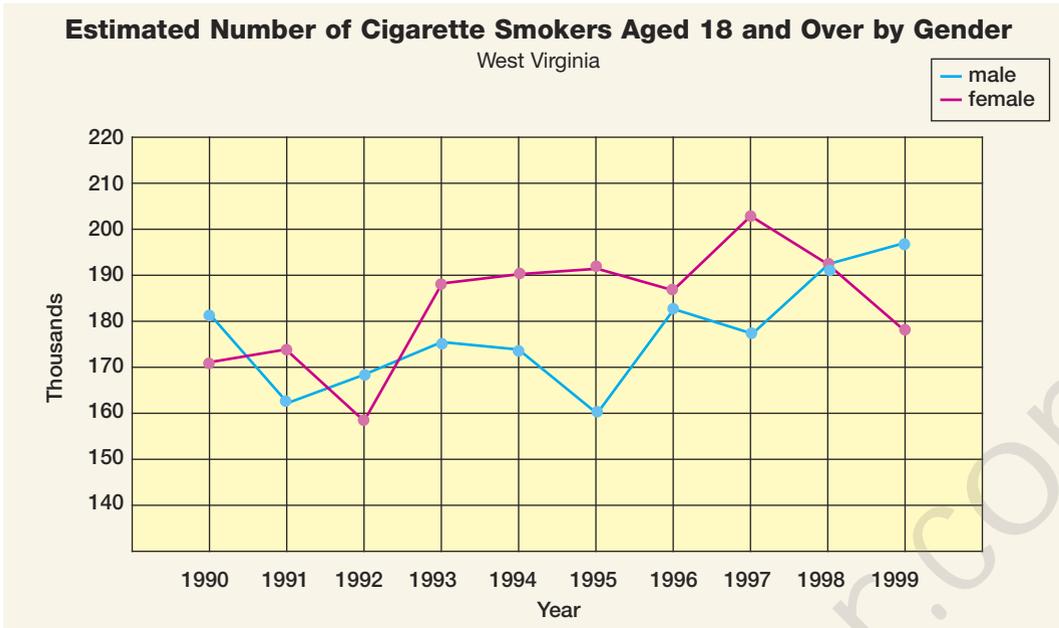


Exam tip: Remember that you should only use language that you know how to use properly. If using all the different structures is difficult, keep it simple. Don't try to use words, phrases and structures that you don't really understand.

C Look again at the two line graphs and cover all the descriptions. Practise describing the graphs with a partner.

Writing 3: dealing with more information

A Look at the line graph below. What information does it compare? Talk to a partner.



B Look at these instructions for a typical IELTS Writing task. Choose five or six relevant points and make notes. Then compare with a partner.

The line graph shows the number of male and female smokers in West Virginia between 1990 and 1999.

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

Write at least 150 words.

C Read the report below. Did the writer include the same points that you suggested?

The graph shows that between 1990 and 1999, the number of both male and female smokers _____ . It shows that at the beginning and end of the decade, there were more _____ , but that for most of the decade the number of female smokers was _____ .

The biggest _____ in the number of female smokers was between 1992 and 1993, when thirty thousand more women smoked. By 1993, there were more female than male smokers. For three years, the number of women smoking stayed nearly _____ , but then between 1996 and 1997, there was another _____ .

The _____ between the two groups was in 1995, when there were thirty thousand more female smokers than male. At that time, the number of male smokers fell to _____ of only 160,000. Between 1995 and 1996, the number of male smokers _____ , and by 1996, the number of male and female smokers was almost the same. Although there was a _____ between 1996 and 1997, the number of male smokers continued to rise steadily until the end of the decade.

The number of female smokers reached _____ in 1997, but then started _____ dramatically. By the end of the decade, there were more male than female smokers once again.

D Complete the report with your own ideas. Use ONE OR TWO WORDS in each space. Then check the model on pages 174 and 175.

WB Go to Workbook pages 163 and 164 for the Writing task.

Reading

A Answer these questions about reading with a partner.

1. What do you find difficult about reading texts with a lot of statistics?
2. What advice would you give to another student who needs to read texts with a lot of statistics?
3. Are you finding it easier to recognize paraphrased language in the questions?

B Delete the wrong option in these explanations of words and phrases from the unit.

1. If somebody **gives up** smoking, they *start / stop* smoking.
2. If something **declines**, it becomes *more / less* popular.
3. If something is **on the increase**, it is *increasing / is not increasing*.
4. If there is a **ban** on something, people *can / cannot* do it.
5. If there is a lot of **demand** for something, people *want / don't want* it.

C Correct the spelling mistakes a student has made in this exercise.

1. Consumtion of tobacco is very high in China. (consume)
2. 1992 was a year of record groth. (grow)
3. Tobacco production is increasing in developing countries. (produce)
4. Today, there is more awareniss of the dangers of smoking. (aware)
5. Everyone agrees that this is a globel problem. (globe)

Writing

A Rewrite these noun phrases as verb phrases. Use the past simple tense.

1. a sharp increase increased sharply
2. a slight decrease _____
3. a dramatic rise _____
4. a noticeable fall _____
5. a steady drop _____

B Rewrite these verb phrases as noun phrases.

1. decreased gradually a gradual decrease
2. increased steadily _____
3. rose sharply _____
4. fell dramatically _____
5. dropped slightly _____

C Delete FIVE unnecessary articles and add SIX articles where they are needed in these sentences.

1. In 1994, there was drop in number of the smokers.
2. Number of the female smokers reached peak in the 1997.
3. As population in many developing countries grows and as a people have more money, consumption of the tobacco will increase.

Reading

A Read the title of the article below and check the three key nouns in a dictionary. Match the words and definitions below.

- | | |
|---------------|------------------------------------------|
| 1. nutrition | a. a condition when somebody is very fat |
| 2. transition | b. food and its affect on your health |
| 3. obesity | c. a change from one thing to another |

B Read the first paragraph of the article and then the two subheadings. What do you think the rest of the article will be about? Compare ideas with a partner.

C Skim read the whole article. Focus on topic sentences. Were your predictions correct?

D Read the article more carefully and answer questions 1–16 that follow.

The Nutrition Transition and Obesity

- A** Obesity in the developing world is the result of a series of changes in diet and nutrition, physical activity and general health, collectively known as the 'nutrition transition'. As poor countries become richer, they acquire some of the problems, as well as the benefits, of industrialized nations. These include obesity.
- B** Since urban areas are much further in this transition than rural areas, they experience higher rates of obesity. Cities offer a greater range of food choices, generally at lower prices. Urban work often demands less physical activity than rural work. Women in cities work outside the home, and they are too busy to shop for, prepare and cook healthy meals at home. The fact that more people are moving to cities makes the problem worse. In 1900, just 10% of the world population lived in cities. Today, that figure is closer to 50%.
- C** This does not mean that rural areas are not affected. Increased mechanization of farming leads to reduced physical activity at the same time that more food, but not necessarily better food, becomes available. Many rural farmers have given up farming multiple crops that provide a more balanced diet in favour of a single, high-yielding cash crop.

Importing Poor Eating Habits

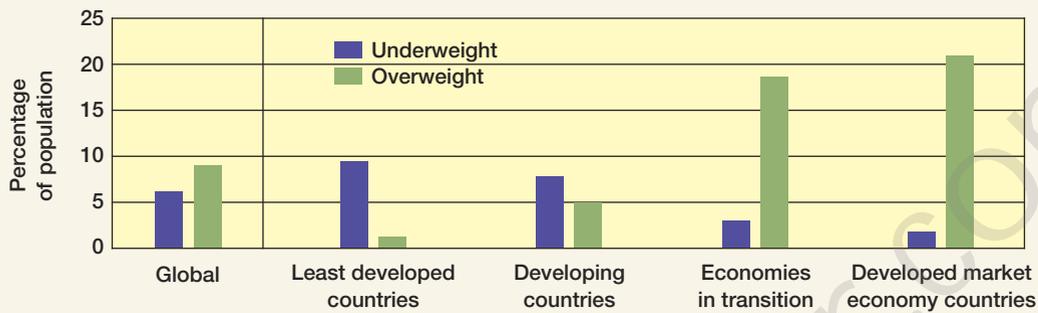
- D** Another element of the nutrition transition is the increase in the amount of food imported from the industrialized world. Traditional diets, featuring grains and vegetables, are being replaced by meals high in fat and sugar.
- E** Some experts blame industrialized countries for producing healthier cuts of meat for their own citizens, while selling the high-fat remainders to poorer countries. Turkey tails and mutton flaps (cuts of mostly skin and fat), for example, are sold to the developing world, despite the fact that 80% of the energy in them comes from fat. As food companies watch incomes rise in the developing world, they are setting their sights on new markets. From Mexico to Morocco, the foods that endanger health in wealthy countries are now affecting poorer countries.
- F** Other changes in diet are occurring regardless of outside influences. In China, when per capita income grew by 400% after the economic reforms of the late 1970s, the consumption of high-fat foods increased dramatically. While incomes grew, the income needed to purchase a fatty diet decreased. In 1962, a diet containing 20% of total energy from fat correlated with a per capita GNP of US\$1,475. By 1990, a GNP of just \$750 correlated with the same diet.
- G** In a number of countries, globalization has changed the concept of obesity. In Mexico and Brazil, for example, where being overweight was once a sign of wealth, it now displays poverty. The increased availability of cheaper food means the poor have access to a richer diet. While the richest people can choose to adopt a healthy lifestyle, the poor have fewer food choices and know very little about nutrition.

The Cost of a Poor Diet

H The underweight and overweight have a shorter life expectancy and high levels of sickness and disability. Obesity increases the risk of chronic diseases, such as diabetes, heart disease and cancer. Before long, the developing world may be suffering the majority of the growing disease burden. For instance, the number of people with obesity-related diabetes is expected to double to 300 million by 2025. Three-quarters of that growth is likely to be in the developing world. For countries whose economic and social resources are already stretched to the limit, the result could be disastrous.

Source: Food and Agriculture Organization of the United Nations (FAO).

From Least to Most Developed Countries: Overweight Is on the Rise



Source: WHO, 2000.

The passage has eight paragraphs, A–H. For questions 1–6, say which paragraph contains the following information.

1. healthy types of food that people are not eating anymore _____
2. unhealthy types of food that poorer countries are buying from richer countries _____
3. the global transition towards an urban lifestyle _____
4. a warning to developing countries about what the future may bring _____
5. how the exact cost of a fat-based diet has changed in one country _____
6. people using less energy because there are more machines _____

For questions 7–12, match the people A–E with the statements. Write the correct letter A–E in the spaces. Use one letter twice.

- | | | |
|-------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. They make more money from selling just one product. | _____ | A people living in cities
B rural farmers
C the Chinese
D Mexicans and Brazilians
E Underweight and overweight people |
| 8. They used to think that being fat showed you were rich. | _____ | |
| 9. They are more likely to be ill. | _____ | |
| 10. They have much more money to spend nowadays. | _____ | |
| 11. They spend less time making food for themselves. | _____ | |
| 12. They don't know that what they are eating is unhealthy. | _____ | |

For questions 13–16, decide if the information given below agrees with the information given in the passage. Write (T) true, (F) false or (NG) not given.

13. Around a third of the people in the world now live in cities. _____
14. The majority of the energy content in the unhealthiest cuts of meat comes from fat. _____
15. People in China now earn on average four times what they did in 1970. _____
16. By 2025, the number of obese people in developing countries will be twice that in developed countries. _____

4 Society

Reading 1: preparing to read

- A** Look at this first line from a text you are going to read. Check the highlighted words in a dictionary and then answer the questions that follow with a partner.

Disposing of all the waste we produce is a global problem.

1. What different types of waste do we produce?
2. Why is disposing of waste such a big problem?

- B** Look at this sentence from the same text. Check the highlighted words and then answer the questions that follow with a partner.

One way waste is classified is by consistency; whether it is solid or liquid waste.

1. One example of solid waste is empty bottles. Can you think of a few more examples?
2. One example of liquid waste is bath or shower water. Can you think of any other examples?

- C** Use a dictionary. Match the words and phrases below with the pictures.

1. landfill ___
2. incineration ___
3. composting ___
4. waste injection well ___
5. recycling ___



- D** Talk with a partner. Do you know any advantages or problems with any of the methods in Exercise C?

landfill is cheap

incineration can cause pollution

E Circle the correct option in each sentence.

1. If you **monitor** something, you *watch it and check it / say it doesn't work well*.
2. If you **dump** something, you want to *keep it / throw it away*.
3. If water is **contaminated**, it's *good to drink / dangerous*.
4. If something is **hazardous**, it *could hurt you or kill you / is very good for you*.
5. If something **leaks**, it *breaks into pieces / allows water to escape*.
6. If something is **harmful**, it is *good / not good* for you.
7. **Pollutants** are *harmful to / good for* the air that we breathe.
8. If something **decomposes**, it *breaks down / comes together*.

Reading 2: understanding references and linking

A Complete each of the sentences about waste with the reference words in the box.

1. The United States produces around 208 million tonnes of solid waste every year, and _____ is on the increase.
2. In many countries, people no longer throw away bottles and jars. _____ take _____ to bottle banks, where _____ can be recycled.
3. A long time ago, people simply took their rubbish out into the country and dumped _____.
4. When rubbish was first disposed of in an organized way, _____ was dumped into large open holes. Since _____, complex systems of rubbish disposal have been developed all over the world.

it (x 2)
this
then
there
they (x 2)
them

B Complete each of these sentences about waste with the linking words in the box.

1. Most rubbish is taken to landfill sites, but it can _____ be incinerated.
2. Most people are not happy about living close to landfill sites _____ they are afraid that drinking water may become contaminated.
3. In most big cities, there are recycling systems in place. In smaller towns, _____, recycling is not such usual practice.
4. _____ the constant monitoring of waste injection wells, dangerous pollutants can sometimes escape.
5. Composting is popular with many people because it is a natural process. _____, it can be cheaper than producing chemical fertilizers.

however
in addition
despite
also
because

Reading 3: practise understanding references and linking

A Read the text and answer the questions 1–15 that follow.

Where Does All the Rubbish Go?

A Disposing of the all the waste we produce is a global problem. Every area of our lives involves throwing something away, whether it is household rubbish, plastic, paper, metal, commercial waste or anything else we simply do not want or need. The United States alone produces around 208 million tons of solid waste every year, and this is on the increase. Each person produces more than four pounds of waste a day. We have developed various different ways of disposing of waste, but certainly not yet a way that is absolutely safe.

B We have not always monitored the way we dispose of waste as we do today. In 18th century Europe, people with carts were paid to carry rubbish out of town and dump it. The first municipal cleaning system originated in the United States in the middle of the eighteenth century. This made the dumping of rubbish in open pits usual practice. However, since then, our waste has become more complicated, and cannot simply be placed in a hole in the ground. We have many different types of waste, and it must be disposed of properly to prevent contaminating the environment.

- C** There are different types of waste, and it is classified according to its physical, chemical and biological characteristics. One way it is classified is by consistency; whether it is solid or liquid waste. To classify as a solid waste, the material must contain less than 70% water. This type of waste includes materials such as household rubbish, industrial waste, mining waste and some oilfield waste. Liquid wastes must be less than 1% solid and is often from wastewater. Wastewater often contains high levels of dissolved salts and metals. Sludge is the final consistency classification, being somewhere between a liquid and a solid. Sludge contains between 3% and 25% solids, and the rest of it is made up of water-dissolved materials.
- D** Waste can also be classified into three categories; non-hazardous, hazardous and special waste. Non-hazardous waste does not pose any immediate danger to health or the environment. This category includes household rubbish. Hazardous waste can either be flammable or leachable. This means that it can either easily catch fire, or it can leak toxic chemicals. Examples of special waste would be radioactive and medical waste, and there are very clear rules about how this can be disposed of.
- E** There are a number of ways that we dispose of rubbish and waste. Landfill is the most common, and can account for more than 90% of a country's waste. It is the most cost-effective way of disposing of rubbish, as collection and transport represents 75% of the total cost involved. A landfill site is a carefully constructed site located away from heavily populated areas, and in areas where there is no flooding. Rubbish is buried in thin layers and then covered with clay, sand and fresh soil. When the landfill is full, it is covered with a layer of plastic and then more soil. Grass and other vegetation is planted, so that the site is hidden completely. Despite all this effort to minimize danger, however, it is known that landfill can contaminate drinking water. A 10-acre landfill site will leak between 0.2 and 10 gallons of liquid every day through the plastic liner.
- F** Waste can also be burnt in incinerators. This method is more expensive, but safer than landfill. Modern incinerators can destroy more than 99% of organic waste material. In addition, incineration recovers energy in the waste, which can be used to generate electricity. Older incinerators, however, do not separate the material that is burnt, and there are concerns that harmful pollutants are released into the air. People who live near incinerators usually object to them because of the health risk.
- G** Some hazardous waste can be pumped into deep wells inside the earth. This is called waste injection. The wells are constantly monitored to check that pollutants cannot escape and contaminate drinking water. Many people are strongly opposed to this method because it has caused explosions and even earthquakes in the past.
- H** Organic material that contains little or no heavy metals can be detoxified biologically. This is done by composting and land farming. Waste materials are spread over a large area of land so that they decompose more quickly. Hazardous waste must be detoxified because it can leak into the groundwater, causing water contamination.
- I** Presently, the aim of governments all over the world is to reduce the amount of waste that we need to dispose of. Firstly, to reduce the amount of waste that is created in the first place, and then to reuse and recycle waste rather than discard it. Many strategies are in place or are being considered. They might cost us more now, but will almost certainly bring benefits to future generations.

Source: EzineArticles.com

For questions 1–6, choose the headings below with some of the paragraphs A–I. Write the letter of the paragraph as your answer.

1. It used to be easy _____
2. Up in flames _____
3. Don't throw it away _____
4. How dangerous is it? _____
5. We all produce rubbish _____
6. Most rubbish goes under the ground _____

For questions 7–10, choose the correct answer a, b, c or d.

7. The methods used to dispose of waste in the eighteenth century ...
 - a. were very complicated.
 - b. meant that town centres were very dirty.
 - c. would not be appropriate today.
 - d. cost a lot of money.

8. Sludge is ...
 - a. mostly solid.
 - b. mostly liquid.
 - c. is about the same amount of solid and liquid.
 - d. consists mainly of salt.
9. All special waste ...
 - a. can easily catch fire.
 - b. must be disposed of carefully.
 - c. cannot be destroyed.
 - d. comes from hospitals.
10. Landfill is popular because ...
 - a. it is not expensive to move rubbish from one place to another.
 - b. it helps to prevent flooding.
 - c. it provides employment in large towns.
 - d. once rubbish is under the ground, it is not at all dangerous.

For questions 11–15, mark each of the statements below with one of the following abbreviations. Use some abbreviations more than once.

I	incineration
WI	waste injection
C	composting

11. Experts check the process very carefully. _____
12. Disposing of waste in this way can produce power. _____
13. This process is natural, but not totally without risk. _____
14. Only newer equipment is really efficient. _____
15. This process has been linked to natural disasters. _____

B Check the key on page 175. How many questions did you answer correctly?

C Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

1. I could quickly see what reference words referred to.
2. Understanding references helped me to answer some questions.
3. I understood how linking words and phrases were used.
4. I didn't need to understand every word of the text to answer the questions.
5. I'm pleased with how quickly I did the tasks and how many questions I answered correctly.



Exam tip: Technical words in a text are often explained. Notice how *sludge*, *flammable* and *leachable* are explained in the text that you have just read. Recognizing that a word or phrase you don't know has been explained will help you to read more quickly and understand more of a text.

Key vocabulary in context

There are a lot of synonyms (words that have a very similar meaning) in the text. Delete the ONE word in each list that is different from the others.

1. waste / rubbish / layer
2. destroy / produce / generate
3. danger / method / risk
4. dispose of / throw away / dump / contaminate / discard



For focus on reading skills, go to Workbook pages 165 and 166.

Writing 1: describing a flow chart

A What do you remember about flow charts? Complete the extract with these words.

event arrows stages effect process

Flow charts show the _____ in a _____. They help you to understand how something happens, and sometimes why something happens. Flow charts usually show cause and _____. They demonstrate how one _____ can be the reason for another. Flow charts are usually designed with _____ that show you the direction of the sequence.

B Answer these questions with a partner.

1. Which of these materials and products are often recycled in your country?

glass plastic containers newspapers and magazines
car tyres electrical appliances

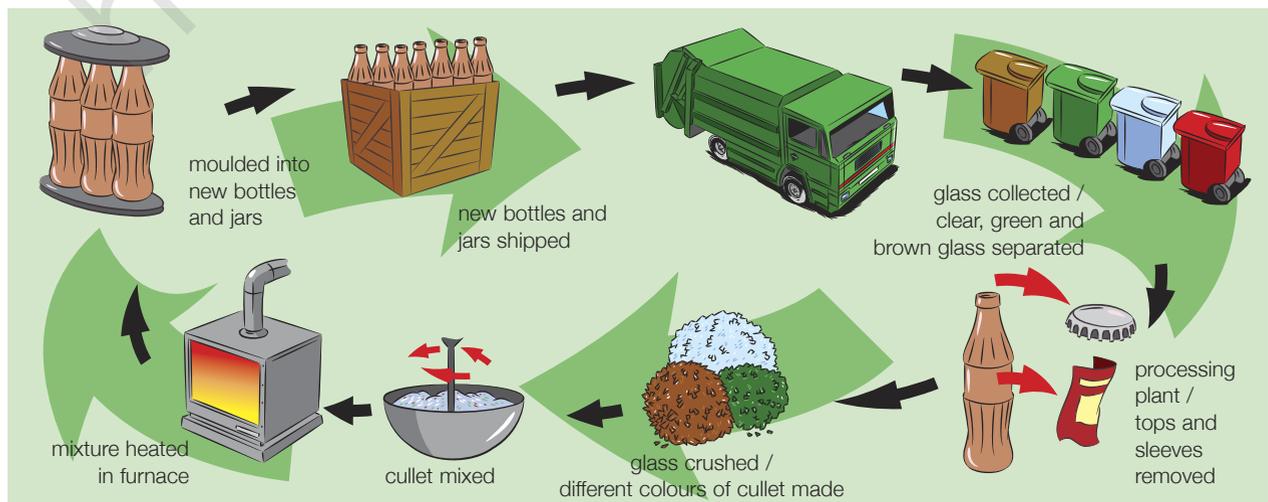
2. Do you recycle glass bottles and jars? Where do you take bottles and jars when they are empty?

3. What happens to glass when it is collected for recycling?

C Cover the diagram below. Put these stages of glass recycling into the correct order 1–7. Check any key words in a dictionary.

- ___ glass crushed into small pieces called cullet / different colours of cullet made
- ___ molten glass moulded into new bottles and jars
- ___ glass transported to processing plant / metal tops and plastic sleeves removed
- ___ new bottles and jars shipped to companies for filling and distribution
- ___ mixture heated to high temperatures in furnace
- ___ glass collected from bottle banks / clear, green and brown glass separated
- ___ cullet mixed with sand, limestone and soda ash

D Now look at the diagram below and check your order of the stages.



E Look at the instructions for a typical IELTS Writing task and answer the questions that follow with a partner.

The diagram shows the process of glass recycling.

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

Write at least 150 words.

1. Do you need to know a lot about glass recycling to answer the question?
2. Do you need to add your own ideas to make the description more interesting?

F Read this student's report and decide what you like and don't like.

They collect the glass from bottle banks and separate the clear, green and brown glass. They transport the glass to a processing plant. Any metal tops and plastic sleeves removed here. They crush the glass into small pieces what is called cullet. They make three different colours of cullet. The cullet mixes with sand, limestone and soda ash. The mixture are heated to a very high temperature in a big furnace. The molten glass makes new bottles and jars. The new bottles and jars shipped to companies for filling and distribution.

G Read these teacher's comments about the report and mark each (T) true or (F) false.

1. The report is difficult to follow. I don't really understand it. _____
2. The report is much too short. You need to write more. _____
3. There is no sentence to introduce the report – to say what the process shows. _____
4. You have used active forms when passive forms would be better. _____
5. When you have used passive forms, they are not used correctly. _____
6. You have spelt words wrongly when you copied from the information given. _____
7. You have not used any linking words and phrases to bring the report together. _____

Writing 2: using the passive to describe a process

A Work with a partner. Underline examples in the report where a passive would be more natural than an active form and circle examples where passive forms are grammatically incorrect.

Grammar check

We use the passive when we want to focus on what happens rather than who or what does the action. Passive forms are very frequently used to describe a process.

The glass is crushed into small pieces. / Bottles and jars are collected from bottle banks.

Sometimes who or what did the action is also important, so we put it at the end of the sentence and use *by*.

Bottles and jars are collected by a waste disposal company.

Make these two sentences passive.

1. They transport the glass to a processing plant.

2. Somebody fills the new bottles and jars ready for distribution.

Watch out! typical errors

- Bottles and jars collected. **X**
- Bottles and jars is collected. **X**
- Bottles and jars are collect. **X**



Exam tip: If Writing Task 1 involves describing a process, you will need to use the present simple passive. Make sure you know how to use it. Many of the most common verbs in English are irregular. Make sure you know the past participle form of all common verbs.

B Complete this version of the report with the correct passive form of the verb in brackets.

The glass _____ (collect) from bottle banks. Clear, green and brown glass _____ (separate). The glass _____ (transport) to a processing plant. Metal tops and plastic sleeves _____ (remove) here. The glass _____ (crush) into small pieces called cullet. The cullet _____ (make) in three different colours. The cullet _____ (mix) with sand, limestone and soda ash. The mixture _____ (heat) to a high temperature in a furnace. The molten glass _____ (make) into new bottles and jars. The new bottles and jars _____ (ship) to companies for filling and distribution.

Grammar check

Passive forms are usually reduced when they are part of a relative clause.

The glass is crushed into small pieces called cullet.

NOT *The glass is crushed into small pieces which is called cullet.*

If more than one participle follows a subject, there is no need to repeat the auxiliary verb.

The glass is collected and transported.

NOT *The glass is collected and is transported.*

Writing 3: linking a description of a process together

A Here is an improved version of the report. Delete the incorrect option in each case.

The diagram shows the different stages in the process of glass recycling. It shows what happens to glass from when it is disposed of in a bottle bank, to when it becomes a new bottle or jar, ready to be reused. (1) *At the beginning / First of all*, glass bottles and jars are collected from bottle banks all around the area. (2) *At this point / In this time*, clear, green and brown glass is separated. The glass is (3) *then / after* transported to a processing plant, (4) *where / which* it is crushed into small pieces called cullet. This cullet is made in three different colours. (5) *Next / Secondly*, the cullet is mixed with other materials (6) *such as / which is* sand, limestone and soda ash. The mixture is heated to a very high temperature in a huge furnace. (7) *When / While* it is ready, the molten glass is moulded into new bottles and jars, (8) *what / which* are ready for reuse. (9) *Finally / In the end*, these new bottles and jars are shipped to various companies for filling and distribution.

B This is a description of how tins and cans are recycled. Put the verbs in brackets into a passive form and add appropriate linking words and phrases.

(1) _____, aluminium tins and cans (2) _____ (collect) from recycling points. They are (3) _____ transported by truck, train or ship to smelting plants, (4) _____ they are unloaded and (5) _____ (test) for quality. (6) _____, they are checked to see if they contain any liquid. (7) _____, the tins and cans are shredded into small pieces and (8) _____ (place) in an oven to remove paint and labels. They (9) _____ (heat) to over 500 degrees in a furnace, (10) _____ they melt and mix together with other molten metal. Salt and other chemicals (11) _____ (add) to the mixture. (12) _____ the chemistry of the molten mixture has been checked, it (13) _____ (remove) from the furnace and (14) _____ (pour) into moulds to be made into rectangular blocks. These blocks (15) _____ (allow) to cool and are (16) _____ passed through huge rollers to become metal sheets. (17) _____, these metal sheets are transported to a can manufacturer, where they (18) _____ (make) into new tin cans.



C Go to the Exam Practice Module on pages 120 and 121 for the Writing task.

Reading

A Tick the option that is true for you in each pair of statements.

- A I know immediately what reference words refer to in a longer text.
 B I sometimes have difficulty knowing what reference words refer to and it slows me down when I read.
- A I recognize most linking words now and they help me make predictions about what will follow.
 B I still confuse some linking words and phrases when I read more challenging texts.

B Complete each of these definitions with a word from the Reading Module. The first letter is given.

- If something l _ _ _ _ , it allows water in or water to escape.
- If you d _ _ _ rubbish, you throw it away or leave it somewhere.
- If something is h _ _ _ _ _ , it isn't good for you and it could hurt you.
- If something is a r _ _ _ , it isn't safe and it could hurt you.
- If material d _ _ _ _ _ _ _ _ , it breaks down and goes back into the earth.
- If you m _ _ _ _ _ a situation, you watch it carefully and check that there is not a problem.
- If something c _ _ _ _ _ _ _ _ _ _ water, you cannot drink it.
- If power is g _ _ _ _ _ _ _ , it is produced from a process.
- One way of defining consistency is to say if something is s _ _ _ _ or l _ _ _ _ _ .

Writing

A These verbs are typically used to describe a process. Write the correct past participle.

- | | | |
|----------------|----------------|-----------------|
| 1. make _____ | 2. take _____ | 3. break _____ |
| 4. bring _____ | 5. build _____ | 6. give _____ |
| 7. leave _____ | 8. send _____ | 9. throw _____ |
| 10. hold _____ | 11. put _____ | 12. write _____ |

B Rewrite these descriptions using a passive structure. Only mention the agent if necessary.

- Somebody breaks the glass into small pieces.
- Robots build cars in most factories.
- Secretaries send the parcels out to the various offices.
- Workers package the drinks in plastic containers.
- Ships transport the coal to North Africa.
- An official writes a number on each envelope that he sends.

C Below is part of the report from the Writing Module. Find EIGHT words that are spelt wrongly and correct them.

First of all, glass bottles and jars are colected from bottle banks all around the area. At this point, clear, green and brown glass is seperated. The glass is then transported to a proessing plant, where it is crushed into small peaces called cullet. This cullet is made in three diferent colours. Next, the cullet is mixed with other materials, such as sand, limestone and soda ash. The mixer is heated to a very high tempriture in a huge furnace.

Writing

A Look at the pictures and answer the questions with a partner.

1. What do the two pictures show?
2. What are the similarities and differences between the two pictures?



B Read the short text below and then answer the questions that follow with a partner.

In most countries nowadays, people are encouraged to dispose of unwanted computers in an appropriate way. In some countries, there are strict laws about the disposing of computers and computer equipment, and people are not allowed to simply throw them away. There are a number of options when disposing of an unwanted machine:

- donate it directly to a charity or an organization that helps people in need
- send it back to the original manufacturer / exchange it in part for a new computer
- arrange for a recycling organization to collect it and take it away

1. Are there laws in your country about the disposing of computers?
2. Have you disposed of a computer recently? What did you do with it?
3. What do you think happens to a computer if it is sent for recycling?

C Look at the flow chart on the next page and the instructions for a typical IELTS Writing task below. Answer these questions with a partner.

1. Is each stage of the recycling process clear?
2. Are there any key words you need to check in a dictionary or with your teacher?

The diagram shows the process of reusing or recycling unwanted IT equipment. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

5

Movement

Reading 1: timing yourself

A Answer these questions with a partner.

1. How many texts will you have to read in the IELTS Academic Reading test?
2. In what ways are the texts in the Academic exam more difficult than those you have studied before?
3. Are all the texts of equal difficulty?
4. Should you spend an equal amount of time on each text?



Exam tip: It is not easy to decide how long to spend on each section of the Reading test. Most students plan to spend a little longer on the second section than the first, and a little longer on the third than the second. However, at your level, you may decide that you want to spend longer on the first section because you will have more chance of getting answers correct and scoring marks. Whatever you decide, it is very important that you try to improve your reading speed as much as you can.

B Read the sentence below and decide if it's true. Then answer the questions 1–6 with a partner.

Now that you have read lots of texts and know all the different types of reading task, you will know how long to spend on the various stages of the reading process for each part.

1. How long do you spend reading the heading and looking at any visual support?
2. How long do you spend skimming the text to get a general idea of what it's about?
3. How long do you spend reading the instructions and questions?
4. How long do you spend reading more carefully to complete the tasks?
5. Do you take more time to complete some types of tasks than others?
6. How long do you spend checking that your answers are spelt correctly and that you are happy with them?

Reading 2: checking answers

A Here are some possible mistakes you can make when you write your answers onto the answer sheet. Complete each with ONE WORD ONLY.

1. You might _____ a word wrongly when copying it from the text.
2. You might not use a _____ letter for the name of a person, a place or a month.
3. You might use more _____ than the instructions say are allowed.
4. Your final answer might not be _____ to the examiner if you cross or rub out a previous answer.



Exam tip: Remember that in the Reading test, you do not have extra time to transfer answers. You write answers directly onto the answer sheet as you read. Nearly half of the tasks that can occur in the Reading test involve writing words and phrases as answers. You **MUST** spell your answer correctly – the words that you need to use occur in the text or the summary box, so make sure you copy them correctly. You **MUST NOT** use more than the stated

number of words. If you change an answer, rub it out or cross it out completely. Your final answer **MUST** be clear.

Reading 3: preparing to read

A Answer these questions about tourism with a partner.

1. When do you think people first started travelling for pleasure?
2. When do you think tourism as we know it today really began?
3. When do you think mass tourism started to develop?

B Work in small groups. Think of examples of each of the following.

1. the benefits of tourism to tourists
2. the benefits of tourism to the people who live in the place that is visited
3. the negative impact of tourism

C Look at the pictures and answer these questions with a partner.

1. What negative effects of tourism do the pictures show?
2. Can anything be done to reduce these negative effects?



D Look at the three highlighted words in the text on the next page and the sentences in which they occur. Answer these questions.

1. Do the three words have a similar meaning, or do they all have different meanings?
2. Are the words more connected with people, or with organizations and systems?
3. What do you think the text will tell you about infrastructure, resources and facilities?

Reading 4: practise timing yourself and checking answers

A Skim the text quickly and match parts of it with some of the pictures.

B Read the text and answer the questions 1–13 that follow. Write your answers directly onto the answer sheet provided on page 125.

The Impact of Tourism

In recent years, any debate about the effect of increased travel on the environment has tended to focus mainly on issues of aviation, global warming and man-made climate change. Discussions about the negative impact of tourism in particular have centred on the issue of carbon emissions. The ever-growing number of flights that take people to more and more distant corners of the globe, and the resulting release of fossil carbon into the atmosphere is a concern, but it is certainly not the only concern.

In many parts of the world, the physical environment can be hugely affected by the passage of tourists, especially for popular destinations, where the sheer number of people visiting can simply prove too much.

As a tourist destination becomes more popular, a period of construction frequently follows the expansion of the original settlement, usually to the detriment of the local environment. Since the beauty of the local environment is what attracted visitors in the first place, this can be disastrous. More hotels and restaurants put more strain on the local **infrastructure**, but they also mean more light pollution, and this can have a dramatic impact on nature. In the Greek islands, it is known that the light from the many restaurants along the coast confuses young turtles. Instead of heading for the natural light of the sea, they head inland towards the artificial light of the buildings, where there is no protection from cats and seagulls.

The seasonal invasion of tourists puts a huge additional demand on local **resources**, especially in more remote and poorer parts of the world. Water, energy and food, for example, are often used far less wastefully in those countries than in the West. The typical tourist generally requires far more than what locals would consider necessary by the standards of the region. Even where the infrastructure exists to meet this demand, and in many places it simply does not, the end result often leads to a gradual environmental deterioration, unless considerable new investment is made. It does not take too much additional water extraction from watercourses or groundwater to begin to see changes to rivers and wetlands. At the same time, hydroelectric schemes that aim to resolve the problem can in fact have an effect on aquatic habitats.

Tourism also increases the pressure on the arrangements for managing waste and wastewater. Even in the developed world, this can be a significant issue, especially if the resort has a small year-round local population. It is unlikely that the original **facilities** have been made large enough to cope with the additional load placed on them during the holiday season.

The problem of over-usage is not limited to seaside resorts. Many of the most popular national parks, mountain paths and forest walks show the signs of wear and tear, too – eroded paths, excessive litter and general damage. A growing number of people look to reduce the number of flights they take and reconnect with nature. They take their holidays in the country, closer to home, but while attempting to help resolve one problem, they unknowingly contribute to another.

The impact of tourism is far worse for many developing countries, where the existing infrastructure is basic and has difficulty coping with the demand of the local population alone. Resources can be significantly stretched by any additional visitors to the area. It is almost impossible for travellers to avoid having some kind of negative environmental impact when they travel. The very act of going on holiday inevitably means causing some kind of damage and making some demands, however unintentional.

For questions 1–7, complete these sentences with words from the text. Use NO MORE THAN THREE WORDS for each answer.

1. Most discussions about the impact of tourism focus on the number of _____ that tourists make as they travel around the world.
2. When destinations become popular, the _____ can be badly affected by increased building work.
3. _____, caused by an increase in buildings along the coast, sometimes results in local wildlife behaving unnaturally.
4. Western tourists often use resources more _____ than people local to a poor area would.
5. Areas where infrastructure is poor need _____ before they are able to cope with large numbers of visitors.
6. _____ do not necessarily resolve the problem of water extraction from rivers and wetlands.
7. Even a _____ in a developed part of the world will have difficulty coping with large numbers of tourists if the facilities were designed for fewer people.

For questions 8–13, complete the summary below with words from the text. Use **NO MORE THAN THREE WORDS** for each answer.

Not only (8) _____ are affected by an increase in the number of visitors. Many people choose to go on holiday closer to home and visit areas of natural beauty in the country, hoping (9) _____ air pollution. However, although people do not mean to do harm, they drop (10) _____ and cause (11) _____. Generally speaking, in (12) _____, an increase in tourism has a more dramatic impact. Travellers do not wish to damage the environment, but it is almost impossible (13) _____ doing so.

1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7			

C Check the key on page 175. How many questions did you answer correctly?

D Answer these questions about the Reading task with a partner and think about how you can answer more questions correctly next time.

- 1. Did you answer the questions in the time that you had?
- 2. Did you get any answers wrong because they were not spelt correctly or transferred wrongly?
- 3. Did you use the correct number of words for each answer?
- 4. Are you happy with the number of questions you answered correctly?

Key vocabulary in context

A Find the nouns of these verbs in the text and write them in the spaces.

- 1. expand _____
- 2. settle _____
- 3. protect _____
- 4. invade _____
- 5. extract _____

B Now find the adjectives of these nouns in the text and write them in the spaces.

- 1. disaster _____
- 2. season _____
- 3. addition _____
- 4. excess _____

WB

For focus on reading skills, go to Workbook page 167.

Writing 1: composition content

A Answer these questions about the IELTS Writing test with a partner.

1. How is Writing Task 2 in the IELTS Academic exam similar to those you have studied before?
2. How is it different?



Exam tip: Writing Task 2 in the Academic exam is more challenging than those you have studied so far on this course. You will need to write a discursive composition, argue a point and express an opinion. However, the topics in the Academic exam are more academic, and your arguments will need to be more sophisticated.

B Mark each of these composition instructions (GT) if you think they are typical of the General Training exam and (A) if they are more typical of the Academic exam.

1. If you could make one change to your town or city to make it more appealing to visitors, what would it be? _____
2. Many people believe that large numbers of tourists visiting an area has a negative impact on the physical environment. However, there may be beneficial effects of increased tourism, too. What are your views about this topic? _____
3. Many people believe that as ever-growing numbers of people travel, local customs and traditions are dying out, and lifestyles all over the world are becoming identical. Do you agree or disagree with this view? _____
4. Do you think people should travel independently and try to learn about the place they are visiting, or do you think that buying a package holiday in which everything is included is the better option? _____
5. The number of private vehicles on the road has increased hugely in recent years. What can governments do to improve public transport and encourage more people to use it? _____

Writing 2: a balanced composition

A Here are points you must consider when you write a composition for Writing Task 2. Mark each as follows. Then compare with a partner.

- ✓ I am good at this. I have no concerns.
- ? I'm not sure about this. I think I need to work on it.
- ✗ I have difficulties with this. I definitely need to work on it.

1. knowing what to say and having enough ideas to write 250 words _____
2. planning and organizing before I write _____
3. organizing my points as I write _____
4. using paragraphs and topic sentences to introduce them _____
5. generally expressing my ideas in language that is easy to follow _____
6. using words and phrases that introduce ideas and link points together _____
7. giving examples that support my opinions _____
8. using appropriate grammatical structures correctly _____
9. spelling words correctly _____
10. using the appropriate register _____

B Look at these instructions for a typical IELTS Writing task. Is it a question you can answer?

Write about the following topic:

Many people believe that large numbers of tourists visiting an area has a negative impact on the physical environment. However, there may be beneficial effects of increased tourism, too.

What are your views about this topic?

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

Write at least 250 words.

C The text in the Reading Module gave examples of the negative effects of tourism. What positive effects can you think of? Talk with a partner.

D Read the composition a student wrote below. Did they mention the positive effects that you mentioned?

Of course large numbers of tourists are having a negative impact on the physical environment of a place. You can see in popular resorts all around the mediterranean sea that hundreds of big hotels, restaurants and night clubs has ruined a very beautiful part of the world. Old buildings and important monuments now are surrounded by modern buildings and all looks horrible. What is more if too many tourist come to a small place the infrastructure can't cope. Systems for dispose of waste and provide water are not big enough. When they extract too much water from the ground in one place rivers and lakes can dry out. I think maybe there are some positive affects of tourism but not so many. More hotels and restaurants provide jobs for local people and local people can use some facilities that build for tourists - like swimming pools and tennis courts for example. The negative affects of tourism are not only in resorts. In the country too there are tourists who drop rubbish and spoil natural places. In mountains there are skiing towns that spoil the view that is so beautiful there. I think people must to think first before go to places where many other people are going for holidays.

E Make notes about what you like and what you don't like about the composition.

Writing 3: improving your compositions for the Academic exam

A Answer these questions about the composition in Writing 2D with a partner.

1. Does the composition appear to be well planned?
2. Is the composition easy to follow? Do you understand the arguments?
3. Does the writer make points in a logical order?
4. Does the writer use paragraphs and introduce paragraphs with topic sentences?
5. Does the writer open and close the composition appropriately?
6. Is the general register appropriate or does the writer make points too strongly?
7. Does the writer use words and phrases to introduce ideas and link points?
8. Is the language grammatically correct and is most of the spelling correct?

B Read this student's composition. How is it better than the first one?

The world is getting smaller and nowadays tourists are visiting more and more remote places. Many of these places are very beautiful, and people go there because of the natural environment. Unfortunately, it is not possible for so many people to visit a place without having some impact, and a lot of that impact is negative.

Firstly, most people get to their destination by plane. This means that an airport needs to be built somewhere close, and that flights are arriving and leaving and causing air pollution. This all spoils the natural environment. **In addition**, when a destination becomes more popular, there is a lot of construction. Hotels, apartments, cafes and restaurants are built, and sometimes built very quickly without taking into consideration the local atmosphere.

The increased number of travellers puts a lot of strain on the local infrastructure. More water is needed, and this can result in rivers and lakes drying up. I am from Spain and I can **personally** see how the south coast of Spain has been changed dramatically by all the new buildings and the facilities that support the tourist industry.

Impact on the environment is not just about holiday resorts, **though**. If people walk in the country, they erode paths and drop litter. Skiing villages turn beautiful mountain chains into noisy resorts. We all know that coral reefs are destroyed by too many people diving and snorkelling. Everywhere the effect of tourism can be felt.

Of course, there can be beneficial effects of increased tourism, **too**. Local people can use the facilities and resources that have been provided for tourists. They might want an airport closer to where they live, and roads and rail links might improve. There might be a swimming pool or tennis court where there was not before, and people may enjoy the fact that there are more cosmopolitan restaurants. These places **also** provide employment for local people, but that might be another issue.

All in all, I would say that too much tourism certainly does have a negative impact, and I think that it is a shame that wherever you go in the world, you now see the same architecture and the same chains of shops and cafes.

C Answer each of the questions in Writing 3A about this composition.

D Look closely at the highlighted linking words and phrases. Match each to its use below.

1. I think this is clear to everyone. _____
2. I want to add something to what I said before. _____
3. I want to introduce a general conclusion. _____
4. I want to make a point that is in slight contrast to something I said before. _____
5. This is something I know from my own experience. _____
6. I want to soften a negative point as I introduce it. _____

E Complete each sentence with your own ideas about the issue of increased tourism.

1. Unfortunately, _____.
2. In addition, _____.
3. Personally, _____.
4. Of course, _____.
5. All in all, I would say _____.

Grammar check

Remember, we use the passive when we want to focus on what happens, rather than who or what does the action. Look at these active and passive examples from the letter.

active: ... *tourists are visiting more and more remote places. This all spoils the natural environment.*

passive: ... *an airport needs to be built somewhere. Everywhere, the effect of tourism can be felt.*

Highlight more examples of active and passive forms in the composition. Then talk to a partner and say why the form is used.

Watch out! typical errors

Resources that have provided for tourists. **X**

The effects of tourism can been felt. **X**

F Go to the Exam Practice Module on pages 132 and 133 for the Writing task.

Reading

A Mark each of these statements about your reading skills (T) true or (F) false.

1. My reading speed is improving all the time. _____
2. I feel more confident reading longer academic texts. _____
3. I know how long I want to spend on each section of the Reading test. _____
4. I can usually complete the tasks in the time I have. _____
5. I do not make mistakes when I write my answers onto the answer sheet. _____

B Correct the spelling mistakes in these words.

1. resorses 2. fasilities 3. inferstructure 4. inviroment 5. presure 6. skeme

C Fill the gaps with a word made from the root word in brackets.

1. There are arguments for and against the _____ of resorts. (expand)
2. There is only a limited _____ demand for some products. (season)
3. _____ tourism is bound to have an impact on an area. (excess)
4. Local people might see increased numbers of tourists as an _____. (invade)
5. Travellers must try not to use local resources _____. (waste)
6. Some events have a _____ effect on a country's economy. (disaster)

Writing

A Answer these questions with a partner.

1. Do you feel more confident about Writing Task 1 or Writing Task 2 in the Academic exam?
2. What concerns do you have about the Writing Task 2?
3. What aspects of writing a discursive composition have you most improved?

B Without looking back to the Writing Module, complete each linking word or phrase.

1. I think this is clear to everyone. of _____
2. I want to add something to what I said before. a ___ / t ___ / in a _____
3. I want to introduce a general conclusion. ___ in ___
4. I want to make a point that is in slight contrast to something I said before. t _____
5. This is something I know from my own experience. p _____
6. I want to soften a negative point as I introduce it. unf _____

C Rewrite these sentences using a passive structure. Only mention the agent if necessary.

1. People should not use water wastefully.
Water _____.
2. Tourism has changed many small towns dramatically.
Many _____.
3. Society can feel the effects of mass tourism across the globe.
The effects _____.

Reading

A Earlier in this unit, you talked about how tourism started. Can you remember what you said?

B Now answer these questions with a partner.

1. Why did tourism develop more quickly in Britain than anywhere else?
2. Why didn't British people travel abroad until much later?
3. Do you know the names of any famous British tour operators?

C Read the text and answer questions 1–14 that follow. Write your answers directly onto the answer sheet at the bottom of the next page.

The Origins of Mass Tourism



In 1841, a man organized what was probably the world's first package tour. He chartered a train to take a group of people from one town in the middle of Britain, to another town just twenty miles away, to take part in a local political event. The man's name was Thomas Cook. On that day, he saw the business potential of his idea, and he soon became a tour operator. Today, Thomas Cook is regarded as 'The father of mass tourism', and the company he founded is known throughout the world.

Other entrepreneurs followed Cook's lead, and the tourist

industry grew rapidly in early Victorian Britain. At first, it was the growing numbers of wealthy middle-class people who supported it. They could afford the luxury of travel and they had the time on their hands to enjoy it. However, for mass tourism to really explode, two things needed to happen. Firstly, an improvement in transport that meant large numbers of people could quickly be taken to places of interest, and secondly, an increase in leisure time for ordinary working people, so that they, too, could enjoy the benefits of travel.

The invention of the railway was a significant development. Suddenly, the coast was in easy reach of Britain's largest industrial cities. At the same time, as the Industrial Revolution was having an impact and working conditions were improving, hundreds of thousands of people were given free days and short holiday breaks. As a result, the first holiday resorts developed in seaside towns all over the country. In the north, Blackpool and Scarborough were very popular, and in the south, Brighton, Eastbourne and Southend became frequent visiting spots for Londoners. Some resorts became known throughout Europe as the most fashionable destinations of the time.

In the 19th century, health tourism began to develop. Wealthier British holidaymakers would visit resorts in Southern Europe, and on finding the higher temperatures favourable, would decide to stay for the winter months, and in some cases forever. Some tourists began to visit places that were supposed to have health-preserving mineral waters, in the hope of treating a range of illnesses and conditions. King George III was known to have regularly visited the sea whenever he was feeling unwell.

For nearly a hundred years, however, the majority of tourism was domestic. Only the very wealthy or those who travelled for educational purposes ventured to foreign destinations. In Britain, holiday villages, like Butlins, became popular. Here, families could be beside the sea in cheap accommodation and enjoy a range of entertainment organized by the tour provider. These establishments only went into decline when the option of flying became accessible to ordinary people, and when people became confident that they could enjoy the same comforts abroad as they could closer to home.

Some of these early developments in tourism were seen in other parts of Europe, like France, Belgium and Holland, but it was in Britain that industrialization occurred more quickly, and that allowed tourism to grow in a way that was not possible elsewhere. It also allowed a greater number of wealthier people to experience overseas travel. This is reflected in the fact that all over Europe, hotels bear the names of British cities, and British kings and queens. In Nice, one of the most famous resorts on the French Riviera, the long walkway to the sea, is known to this day as the Promenade des Anglais.

For questions 1–3, decide if the information given below agrees with the information given in the passage. Write (T) true, (F) false or (NG) not given.

1. Thomas Cook discovered the business potential of tourism by chance.
2. There were several well-known tour operators in Victorian Britain.
3. Mass tourism grew because there were so many rich people in Britain.

For questions 4–6, answer these questions with words from the text. Use NO MORE THAN THREE WORDS for each answer.

4. Which method of transport had most impact on early tourism?
5. Which historical event allowed mass tourism to develop in Britain?
6. Which people typically visited holiday resorts in the South of England?

For questions 7–8, choose TWO of the following statements that are true according to the text. Write the letters on the answer sheet below.

- A Some British holidaymakers moved permanently to warmer places.
- B Some British tourists became ill when they travelled outside Britain.
- C Some people believed that a certain type of water was good for their health.
- D King George III was not a very healthy man.

For questions 9–14, complete this summary with some of the words and phrases from the box.

in Britain escape to see alone visit afford to fly
abroad in France to learn

For almost a century, most British people holidayed (9) _____. Wealthy people or people who wanted (10) _____ about foreign countries travelled (11) _____, but it was not common. Holiday villages near the sea that ordinary people could (12) _____ were very popular until quite recently. More people began to travel overseas when it was possible (13) _____ more cheaply and travel more comfortably. The fact that early tourism developed most quickly in Britain is plain (14) _____ all over Europe. Hotels and tourist attractions in many places are named after British institutions.

1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7		14	

Writing

- A** Look at the pictures and think about the cultural effects of tourism. Do the images show a positive or negative effect?



- B** Look at these instructions for a typical IELTS Writing task and think about how you would answer it.

Write about the following topic:

A lot of people feel that increased tourism has a negative effect on the traditional lifestyles and culture of people in developing countries.

Do you agree, or do you feel that tourism benefits the way of life in those places?

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

Write at least 250 words.

- C** Read these extracts from a conversation between two friends. Who do you agree more with? Compare with a partner.

Tony: Tourists bring a huge amount of money into developing countries.

Lisa: Yes, but many hotels and tourist-related businesses are run by Western companies. The money doesn't always go to the local community.

Tony: Yes, but tourists buy products that are made by local people.

Lisa: Once the local people know that tourists will buy those products, they mass produce them and gradually commercialize what was traditional art and craft.

Tony: Tourism creates a lot of jobs for local people.

Lisa: Not always. Managerial jobs often go to Westerners, while local people are given jobs serving guests or cleaning. Local people can feel exploited by tourism.

Tony: The more tourists travel, the more they learn about traditional cultures and learn to respect lifestyles that are different from their own.

Lisa: Maybe, but wealthy tourists often just want to take what a country has to offer and not learn about the local way of life. The local people actually learn more about the visitors' culture and sometimes want what wealthy tourists appear to have.

Tony: Don't you think that tourism helps people to be tolerant about the way people live in other countries?

Lisa: Not necessarily. Holidaymakers don't always respect local customs. They sometimes behave in a way that is inappropriate or even offensive to local people.

Key exam vocabulary

Section 1 – General vocabulary

The key vocabulary below is a list of words and phrases that occur in *Pathway to IELTS 1* and *2* and that you should learn to improve your performance in the IELTS Reading and Writing tests. It is a list of words and phrases that you will need to write effectively. These words will also help you to better understand certain topics in the Listening test.

Some very common words and phrases are not included because you will already know what they mean and how to use them. Vocabulary that you will need for the Speaking test is not included as this will be more personal to you. Look back at the first module of each unit to check particular words and phrases that you need to improve your speaking.

The part of speech is given for each item except when it is a longer phrase or expression. When a verb or adjective is always or frequently followed by a preposition, the preposition is given in brackets. When other combinations of words are listed, only the basic part of speech is given so, for example, verb + noun combinations are generally labelled as (v) and compound nouns as (n). Passive forms are occasionally included when a verb is frequently used passively.

Spend some time checking all the words and phrases in the list and check anything you are not sure about in a good dictionary.

A

achieve (v)
achievement (n)
acquire (v)
active (adj)
activity (n)
advantage (n)
ambition (n)
ambitious (adj)
annual (adj)
apology (n)
appliance (n)
applicant (n)
application (n)
apply (for) (v)
appointment (n)
appreciate (v)
approach (n/v)
arrange (v)
assess (v)
atmosphere (n)
attempt (n/v)
attitude (n)
authority (n)
avoid (v)

B

ban (v/n)
(be) banned from (v)
behave (v)
behaviour (n)
belong to (v)

C

calculate (v)
can/cannot afford (v)
cancel (v)
capacity (n)
career (n)
case (n)
cause (v/n)
cause damage (v)
century (n)
challenge (v/n)
climate (n)
communicate with (v)
communication (n)
complain (v)
complaint (n)
concentrate on (v)
congested (adj)
congestion (n)
consist of (v)
construct (v)
construction (n)
control (v/n)
cope with (v)
courage (n)
course (n)
create (v)
creation (n)
creative (adj)
crime (n)
criminal (n)
currently (adv)

D

damage (v/n)
(be) damaged (v)
danger (n)
dangerous (adj)
deal with (v)
decide (v)
decision (v)
degree (n)
delay (n)
(be) delayed (v – used frequently in passive form)
demonstrate (v)
demonstration (n)
design (n)
develop (v)
development (n)
device (n)
diagram (n)
difficulty (n)
disagree with (v)
disagreement (n)
discover (v)
discovery (n)
discuss (v)
discussion (n)
dispose of (v)

E

economic (adj)
(the) economy (n)
educate (v)

education (n)
efficient (adj)
energy (n)
environment (n)
equipment (n)
event (n)
exhibition (n)
exist (v)
existence (n)
expand (v)
expansion (n)
experience (n)
exploration (n)
explore (v)
export (v/n)
extend (v)
extension (n)
extinct (adj)
extreme (adj)

F

facilities (n)
fail (v)
failure (n)
fear (n)
finally (adv)
finance (n)
financial (adj)
financial support (n)
firstly (adv)
freedom (n)
frequent (adj)

frequently (adv)
function (n/v)

G

gain (n/v)
generate (v)
generation (n)
graduate (n)

H

habit (n)
have a reputation (v)
have a thought (v)
have an idea (v)
have an impact on (v)
have an influence on (v)
historic (adj)
history (n)
however (conj)

I

ignore (v)
illegal (adj)
image (n)
imagination (n)
imagine (v)
immediate (adj)
immediately (adv)
import (n/v)
impressive (adj)
improve (v)
improvement (n)
incident (n)
in contact with
inconvenience (n)
inconvenient (adj)
increase (n/v)
industrial (adj)
industry (n)
influence (n/v)
information (n)
intelligent (adj)
invest in (v)
invitation (n)
involve (v)
issue (n)

J

judge (v)
judgement (n)

L

limit (n/v)
(be) limited to (v – used
frequently in passive
form)
luxury / luxuries (n)

M

magnificent (adj)
make a decision (v)
make a judgement (v)
make a prediction (v)
make a suggestion (v)
matter (n)
measure (v)
memorize (v)
memory (n)
modern (adj)

N

natural environment (n)
necessity / necessities (n)

O

obstacle (n)
occasional (adj)
occasionally (adv)
offence (n)
offend (v)
operate (v)
operation (n)
opposed to (adj)
overcome (v)
own (v)

P

penalty (n)
permanent (adj)
permanently (adv)
personal qualities (n)
plenty of (pronoun)
polluted (adj)
pollution (n)
position (n)
possibility (n)
poverty (n)
power (n)
powerful (adj)
predict (v)
prediction (n)
prefer (v)
pressure (n)
prevent (v)

prevention (n)
process (n/v)
produce (v)
product (n)
production (n)
profession (n)
professional (adj)
profit (n)
progress (n)
project (n)
property (n)
provide (v)
punish (v)
punishment (n)
purchase (v/n)

R

raise (v)
raise money (v)
rarely (adv)
reach (v)
react to (v)
reaction (n)
recall (v)
receive (v)
record (n/v)
reduce (v)
reflect (v)
reflection (n)
release (v)
(be) released from (v –
used frequently in
passive form)
relevant (adj)
rely (on) (v)
remain (v)
reputation (n)
respect (n/v)
respond (to) (v)
result in (v)
revise (v)
revision (n)
rise (n/v)
risk (n)
rural (adj)

S

safety (n)
separate (adj)
separated from (v – used
frequently in passive
form)

situation (n)
social issue (n)
solution (n)
solve (v)
source (n)
speed (n)
strength (n)
structure (n)
succeed (v)
success (n)
successful (adj)
suffer from (v)
support (n/v)
survive (v)
symptom (n)

T

technique (n)
technological (adj)
technology (n)
temporarily (adv)
temporary (adj)
therefore (adv)
thought (n)
tourism (n)
tradition (n)
traditional (adj)
traffic (n)
transfer (n/v)
transport (n/v)
treat (v)
treatment (n)
trust (n/v)
truth (n)

U

unlikely (adj)
use your imagination (v)

V

value (n)
victim (n)
violence (n)
violent (adj)
volume (n)

W

waste (n/v)
wealth (n)
whole (adj)
worth (adj) (used almost
always as *is/are worth*
+ *amount of money*)

Work-related vocabulary

Check these words and phrases to help you specifically with the second section of the Reading test (training survival). Some are included in the general word and phrase list and some are not.

A

accountant (n)
achieve (v)
achievement (n)
ambition (n)
ambitious (adj)
application (n)
apply for (v)
apprentice (n)
assistant (n)

B

boss (n)
business venture (n)

C

career (n)
challenge (n)
challenging (adj)
client (n)
colleague (n)
communicate with (v)
communication (n)
company (n)
customer (n)

D

deal with (v)

E

efficient (adj)
employ (v)
employee (n)
employer (n)
employment (n)
entrepreneur (n)
executive (n)

F

factory (n)
firm (n)

I

(the) ... industry (n)
interview (n/v)

M

make decisions (v)
manage (v)
management (n)
manager (n)

O

office (n)
out of work (adj)

P

past experience (n)
pay (n)
pension (n)
position (n)
previous experience (n)
produce (v)
product (n)
production (n)
profession (n)
professional (adj/n)
profit (n)

Q

qualifications (n)
qualified (adj)

R

repetitive (adj)
retire (v)
retirement (n)
rewarding (adj)

S

salary (n)
set up a business (v)
staff (n)

stress (n)

stressful (adj)
succeed (v)
success (n)
successful (adj)

T

team (n)
train (v)
training (n)

U

unemployed (adj)
unemployment (n)

V

value (n)

W

well paid (adj)
work as ... (v)
work for ... (v)
work in ... (v)
work with ... (v)
workplace (n)

Key exam vocabulary

Section 2 – IELTS Academic exam specific vocabulary

The key vocabulary below is a list of words and phrases that occur in this book and that you should learn to improve your performance, particularly in the IELTS Academic Reading and Writing tests of the IELTS Academic exam.

It is a list of words and phrases that frequently occur in the type of texts that you will read in the IELTS Academic exam and which you will need to write effectively in both writing tasks. These words and phrases will also help you to better understand certain topics in the Listening test.

Words and phrases that were included in the key exam vocabulary of *Pathway to IELTS 1* and *2* are included again here whenever they occur in a unit. Some very common words and phrases are not included in the list because you will already know what they mean and how to use them.

The part of speech is given for each item except when it is a longer phrase or expression. When a verb or adjective is always or frequently followed by a preposition, the preposition is given in brackets. When other combinations of words are listed, only the basic part of speech is given so, for example, verb + noun combinations are generally labelled as (v) and compound nouns as (n). Passive forms are occasionally included when a verb is frequently used passively.

Spend some time checking all the words and phrases in the list and check anything you are not sure about in a good dictionary.

A

account for (v)
achievements (n)
acquire (v)
additional (adj)
adept (adj)
adjoined to (adj)
adopt (v)
advantage(s) (n)
affect (v)
(be) affected by (v)
aim (n/v)
amount (n)
applicant (n)
at this point
availability (n)
available (adj)
average (adj)
awareness (n)

B

ban (n/v)
(be) banned from (v)
basic (adj)
beneficial (adj)
benefit (n/v)
bonus (n)

C

category (n)
choice (n)
colleague (n)
collect (v)
collection (n)
combine (v)
comfort (n)
commitment (n)
competition (n)
concept (n)
consistency (n)
consume (v)
consumer (n)
consumerism (n)
consumption (n)
contaminate (v)
convenience (n)
convenient (adj)
conventional (adj)
cope with (v)

D

damage (v/n)
(be) damaged by (v)
data (n)
deal with (v)

E

debate (n)
decline (v/n)
decompose (v)
decrease (v)
demand (n/v)
despite (prep)
develop (v)
(the) developed world (n)
(the) developing world (n)
development (n)
disadvantage(s) (n)
disaster (n)
disastrous (adj)
disposal (n)
dispose of (v)
distribute (v)
distribution (n)
dramatic (adj)
dramatically (adv)

effect (n)
efficient (adj)
efficiently (adv)
element (n)
employee (n)
employer (n)

equipment (n)
establishment (n)
event (n)
excess (n)
expand (v)
expansion (n)
experience (v/n)

F

facilities (n)
fall to a low (v)
finally (adv)
first of all
flexibility (n)
fluctuate (v)
function (v)

G

generate (v)
global (adj)
globalization (n)
gradual (adj)
gradually (adv)
growth (n)

H

harmful (adj)
 have an effect on (v)
 have an impact on (v)
 have reservations (v)
 hazardous (adj)
 however (adv)

I

illegal (adj)
 impact (n)
 in addition (prep phrase)
 income (n)
 increase (n/v)
 inefficient (adj)
 influence (v/n)
 infrastructure (n)
 invade (v)
 invasion (n)
 isolated (adj)

L

layer (n)
 limit (v/n)
 liquid (n/adj)

M

major (adj)
 majority (n)
 market (n)
 method (n)
 minimize (v)
 minority (n)
 mixture (n)
 monitor (v)
 motivation (n)

N

noticeable (adj)
 noticeably (adv)

O

on the increase
 (be) opposed to (v – used frequently in passive form)

P

past (work) experience (n)
 peak (n)

percentage (n)
 policy (n)
 pollutants (n)
 pollute (v)
 pollution (n)
 popularity (n)
 pressure (n)
 prevent (v)
 prevention (n)
 process (n)
 produce (v)
 production (n)
 professional (adj)
 protect (v)
 protection (n)
 purchase (n/v)

Q

quality (n)

R

rate (n)
 reach a peak (v)
 recycle (v)
 reduce (v)
 reduction (n)
 relevant (adj)
 remote (adj)
 reservations (n)
 resolve (v)
 resources (n)
 responsibility (n)
 revolution (n)
 rise / rose / risen (v)

S

salary (n)
 separate (v)
 sequence (n)
 settle (v)
 share (n)
 sharp (adj)
 sharply (adv)
 slight (adj)
 slightly (adv)
 soar (v)
 solid (adj)
 stage (n)
 stand out (v)
 statistics (n)

steadily (adv)
 steady (adj)
 strategy (n)
 suitable (adj)
 system (n)

T

test (v)
 transaction (n)
 transition (n)
 transport (v)
 trend (n)

U

unlimited (adj)
 usage (n)

V

valuable (adj)
 value (n)

W

waste (n/v)
 wasteful (adj)
 wastefully (adv)
 worldwide (adj)

Pathway to **IELTS**

2

Target 5.0

Workbook

hellooteacher.com

1

Health

Speaking and Vocabulary

A Match the words 1–8 with words a–h to make common phrases that appear in the Speaking and Vocabulary Module of the Course Book.

- | | |
|-------------------|-------------|
| 1. healthy | a. drinks |
| 2. electric | b. exercise |
| 3. fresh | c. eyesight |
| 4. regular | d. air |
| 5. fizzy | e. shock |
| 6. frozen / fried | f. fever |
| 7. poor | g. diet |
| 8. hay | h. food |

B Here are two typical task cards for Part 2 of the Speaking test. Work with a partner – one of you is A, the other is B. You have a minute to think about it and make notes.

A

Describe what regular exercise you do.

Say ...

- what you do.
- where you go to do it.
- who you do it with or if you do it alone.
- why you enjoy doing it.

B

Describe your typical weekly diet.

Say ...

- what you eat that is healthy.
- what you eat that is unhealthy.
- what you like and don't like to eat.
- what you would like to change.

C Take it in turns to speak about what's on your card for about two minutes.

Listening

A  006 Listen and match each speaker with a health problem below.

- a. bee sting b. hay fever c. electric shock d. a bad cut

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Reading

A Read this short text about sports injuries. Then complete each sentence below 1–3 with the correct ending A–F from the box.

When people play football or basketball, they turn and twist a lot and this puts a lot of pressure on their knees. As a result, knee injuries are the most common injuries that players of these two sports suffer.

Long-distance runners also suffer knee injuries, but a more common injury for them is stress fracture. This causes the bone in the leg to become weaker and means that a leg can break more easily. Stress fracture can also cause the athlete a lot of pain.

Sports injuries are common, but they are avoided if sportsmen make sure they stay in shape and protect themselves. Anyone playing a sport should wear the right clothes and use equipment that protects them whenever possible.

1. Football and basketball players ____
2. Long-distance runners ____
3. Sports injuries ____

A usually wear clothes that protect them from injury.
B are usually in pain from an injury.
C do not happen very often.
D move around when they play.
E do not need to happen as often as they do.
F can easily break a bone in their leg.

Writing



Exam tip: You have seen how the first sentence of a paragraph introduces the topic. It is also important to understand how the final sentence of a paragraph can conclude the topic. The final sentence of a text can conclude the whole point the writer wants to make.

A Look again at the composition from the Course Book. Put these final sentences into the correct place. You only need to write the number of the sentence.

1. The money spent on that problem could be spent on other things.
2. He admits that, since the ban, he smokes less and that it might make him give up the habit completely.
3. They also argue that governments make a lot of money from the tax on tobacco and that many people are employed in the tobacco industry.
4. Now that idea would seem very strange and completely wrong.

Smoking is banned in public places in many countries. It is certainly banned in my country and in the countries I have visited recently. Not long ago, it was normal to see people smoking in cafes and restaurants, on trains and buses and in their offices. I even remember people smoking as they walked round the supermarket when I was little. _____

People who support a ban say that it is unfair for smokers to affect the health of non-smokers, and I tend to agree. If people smoke in crowded places, other people have to breathe in their smoke. Passive smoking kills. Every year, hundreds of thousands of smokers need hospital treatment because of smoke-related illnesses, especially lung cancer. _____

The ban on smoking has not been popular with everyone, though. Most smokers and even some non-smokers think that the decision is unfair and against human rights. They say that tobacco is sold in shops and do not understand why an activity that is legal should not be allowed in some places. _____

Personally, I think it is right that smoking is banned in public places. There are more problems connected with smoking than there are advantages. My father is a smoker and although he is not happy about standing in the street outside his office to have a cigarette, he understands why the ban is necessary. _____

Speaking and Vocabulary

A Match the adjectives 1–5 with the nouns a–e to make common phrases.

- | | |
|------------------------|-------------|
| 1. light / heavy | a. fog |
| 2. strong | b. sky |
| 3. thick | c. wind |
| 4. bright | d. rain |
| 5. clear / blue / grey | e. sunshine |

B Complete each sentence so that it's true for you. Cross out the extra words.

1. My favourite time of the year is _____ because _____.
2. The worst weather I remember was in _____. *It was / There was* _____.
3. I *have / haven't* experienced extreme weather. I was in _____ when _____.

C Look at these words that describe extreme conditions from the unit. They are all jumbled. Write them correctly.

- | | | |
|--------------------|---------------------|--------------------|
| 1. loofd _____ | 2. thakqueera _____ | 3. hacevalan _____ |
| 4. rinuercah _____ | 5. drosmanst _____ | |

D Talk with a partner. Where in the world have these conditions occurred recently? What do you remember about the stories you heard on the news?

Listening

A  020 Listen and complete these pairs of sentences. Use TWO words in the longer spaces.

1.

Formal: Conditions should _____ later in the day.

Informal: They say things will _____ later on.

2.

Formal: Floods _____ when there is a _____ of rainfall.

Informal: So, what _____ when there's lots of rain? Does it flood?

3.

Formal: Most parts of the country can expect a cold night.

Informal: They say it's going to be a bit _____ tonight.

4.

Formal: The _____ lasts from early morning until late afternoon.

Informal: It's _____ hot all day.

5.

Formal: Generally, a flood has a very _____ on the economy.

Informal: Floods are not usually very good for the economy.

6.

Formal: In many parts of the world there is water where _____ there was ice.

Informal: There's water now, but there was ice there before.

7.

Formal: Around this time, families begin to look forward to their _____ holiday.

Informal: I _____ to go away this year.

Reading

A Match each extract a–e with its source 1–5 below. Write a letter a–e in the space.

1. a leaflet or webpage that gives advice _____
2. a postcard _____
3. an advertisement _____
4. an article from a science journal _____
5. a weather forecast in a newspaper _____

- a. If there has been a lot of dry weather and the forest surrounding you is dry, camp near water. Make your campfire as close to the water as possible.
- b. Are you happy with your winter gas and electricity bills? Find out how you could save £££ by switching to a new supplier.
- c. I'm having a fantastic time. It's 43° and I'm lying here on the beach with a cool drink. The sea is like a bath.
- d. Tomorrow will begin with grey skies over the capital, and there may be rain before lunchtime. Later in the day, conditions will improve and there may be bursts of sunshine.
- e. During the 1930s in the United States, huge damage was caused to farmland by dust storms. Dust storms occurred frequently because there had been a long period without rain, and because farming methods ...

3

Construction

Speaking and Vocabulary

A Put the following words into the correct column below. There are four in each column. Check any new words in a dictionary.

beautiful	flat	chalet	roof	ugly	balcony	wall
modern	bungalow	impressive	cottage	floor		

types of home	parts of a building	words describing a building

Grammar check

The *past passive* is very common when we talk about buildings.
 It was *built* in the 19th century.
 It was *designed* by a German architect.

B Match the two halves of each of the following sentences.

- | | |
|-------------------------------------------|----------------------------------------------------------------|
| 1. The Great Wall of China was built | a. in 1973. |
| 2. The Sydney Opera House was completed | b. as a tomb. |
| 3. The Alhambra Palace was built | c. to look like a ship. |
| 4. The Burj Al Arab in Dubai was designed | d. between the 6 th and 16 th centuries. |
| 5. A huge tower in Paris was designed | e. by the Moors in the 14 th century. |
| 6. The Great Pyramid of Giza was built | f. by Gustave Eiffel. |

Listening

A  027 Listen to the short extracts and write the missing words with the correct spelling.

- ... Shanghai is now famous for its unusual _____.
- ... there are occasionally serious _____.
- Rome is famous throughout the world for its many _____ buildings and _____.
- ... as a result of increased _____.
- ... many people have become _____ through buying _____ at the right time.

Reading



Exam tip: In a longer text, there will be more words and phrases that you don't know. Some of these you will need to understand in context because they help you answer a question. Most, however, you will not need to worry about. Either they will be easy to understand in context or they will not be needed to answer a question.

A The following words come from the passage about the Aswan Dam in the Course Book. Look at them again in the text and mark each as follows.

I – important: I need to understand this word in order to answer a question.

N – not important: It doesn't matter if I don't fully understand this word.

The paragraph in which they occur is given.

- | | |
|---------------------------|-----------------------------|
| 1. source (A) ___ | 2. prevented (A) ___ |
| 3. attempting (B) ___ | 4. limitations (B) ___ |
| 5. raised (C) ___ | 6. upriver (C) ___ |
| 7. volume (D) ___ | 8. import (E) ___ |
| 9. generators (E) ___ | 10. destructive (F) ___ |
| 11. fertile (F) ___ | 12. irrigate (G) ___ |

Key vocabulary in context

These are the words from the text that will be useful to learn and remember.

Match the definitions 1–5 with the words a–e.

- | | |
|-----------------------------------|------------|
| 1. stop | a. raise |
| 2. try (as verb and noun) | b. volume |
| 3. make higher | c. prevent |
| 4. how much something can hold | d. attempt |
| 5. bring something into a country | e. import |

Writing

A Look at the instructions for the Writing task below. Highlight the key words and check that you understand what you have to do.

You paid \$2,000 in advance to rent a beach house for a week during the summer. When you arrived, you were not at all happy with the condition of the accommodation. The building was not what you expected, and some electrical appliances did not work properly.

Write a letter to the agency explaining the problem and telling them what you want them to do.

Write at least 150 words.

WHAT IS AVAXHOME?

AVAXHOME-

the biggest Internet portal,
providing you various content:
brand new books, trending movies,
fresh magazines, hot games,
recent software, latest music releases.

Unlimited satisfaction one low price
Cheap constant access to piping hot media
Protect your downloadings from Big brother
Safer, than torrent-trackers

18 years of seamless operation and our users' satisfaction

All languages
Brand new content
One site

AVXLIVE  **ICU**

AvaxHome - Your End Place

We have everything for all of your needs. Just open <https://avxlive.icu>

Technology



Speaking and Vocabulary

A Look at the dictionary entry for *robot*. Then answer the questions that follow with a partner.

robot /'rəʊbɒt ɪl 'rɔʊbɑ:t, -bət/ *n* [C] a machine controlled by a computer, that can move and do jobs that humans usually do: *industrial robots*.

1. What can the most advanced robots do?
2. What can robots still not do?
3. Will robots ever really be able to think?
4. Will robots ever have emotions?

B What is your favourite film about future technology? Tell a partner what happens.

Listening

A  034 Listen and match each speaker with a picture.



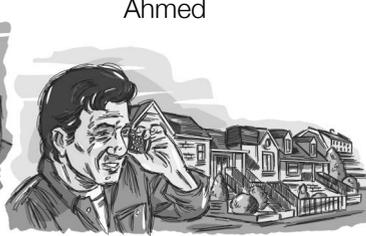
Julie



Ahmed



Sally



Simon

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

B

035 Read these questions carefully so that you know what to listen for. Then listen again and write a name from the pictures in Exercise A into each space.

1. Who says something has a good side and a bad side? _____
2. Who says children are safer if they have something with them? _____
3. Who wants to give his/her children something in the future? _____
4. Who talks about saving money? _____
5. Who says that something can be expensive? _____
6. Who says that something takes up too much space? _____
7. Who is worried that technology will change in the future? _____
8. Who doesn't think that technological advance is all good? _____

Reading

A

Do the Reading task as quickly as possible. Set your watch and time yourself. Then compare your reading time with classmates.

Read the text and decide where these key phrases go. Write the numbers in the spaces in the text.

1. In the kitchen
2. The system could even be connected to other buildings
3. In the homes of the future
4. When you are out of the house

Smart Homes

Soon, many people will live in houses that are very different from the houses we live in now. At the moment, the computerized systems in our homes, like lighting, central heating and fire alarms, run independently from one another. _____, the systems will be connected and will be able to pass information between them. For example, the security alarm will be able to turn the lights on or off.

_____, you will be able to turn on the heating so that the house is warm when you return. You will be able to open and close curtains and turn on lights so that people think you are at home. The system will call you on your mobile to tell you that you have had a visitor or received mail, and you will be able to let visitors into your house if you want to.

_____, there will be changes, too. You will be able to turn your cooker or microwave on and off as you are walking home. Your fridge will tell you when food is out of date and if you need to go and buy more basic products, like milk or eggs.

_____. The security system could be connected to the police station so that it alerts the police if you have an intruder. The fridge could be linked to the local supermarket so that it can order products, which will be waiting for you when you get home.

Listening

A  042 Look up the words below in a dictionary. Then listen to students answering questions during the spoken exam. Match each word with one of the speakers.

- a. speeding b. abducted c. forgeries d. boycott

Speaker 1: _____

Speaker 2: _____

Speaker 3: _____

Speaker 4: _____

Reading

A Read this short text about life after being in prison. Answer the questions that follow. Write your answers in the spaces.

The most important thing for Liam is finding a job, finding a place to live and not repeating the mistakes he has made in the past. He has been in prison eight times for driving offences, theft and burglary. Liam is now 33 and he feels that he has wasted most of his life. He especially regrets losing the time that he could have spent with his young daughter. He says that he is ready to change and that now is the time to move on. He does not expect everything from life, but he wants to live somewhere safe and comfortable and he wants to be happy.

Liam was released from prison last month. He served nine months of a two-year sentence for robbing a shop in East London. In prison, Liam learnt Mathematics and IT skills. Now he hopes that he can use the qualifications he gained to find work. He also learnt about writing job applications and interview technique, which were things he had found very difficult previously. Liam says that the worst thing about prison is that it is so boring. He does not want to go back there and he hopes that what he has learnt will give him a new start.

For questions 1–6, complete the notes with words from the text. Use NO MORE THAN TWO WORDS for each answer.

1. Liam does not want to make the same _____ he has made before.
2. Liam wishes he had seen more of _____.
3. The last time Liam was in prison, he spent _____ there.
4. Now that Liam has _____ in Mathematics and IT skills, he thinks he will find a job.
5. In the past, Liam found it very difficult to go along to a job _____.
6. Liam does not want to go back to prison again because it is very _____.

Writing

A These linking words below have been taken out of the model letter from the Course Book. Put them back in the correct place. Remember to use a capital letter if you need to.

however

anyway

personally

in my opinion

Dear Samuel,

Leon asked me to write to you and tell you all about Bradlow, where I stayed last year. I understand you're thinking of staying there soon.

_____, I would consider going somewhere else. I was happy with my host family, and the school where I studied was excellent. _____, Bradlow itself is not such a nice place to stay, _____.

It is quite a poor town and there is a lot of unemployment.

Teenagers get together in the shopping centre because there is nowhere else for them to go. There are a lot of closed down shops and graffiti on buildings. There are quite a lot of homeless people, and sometimes they beg for money in the street. In the town centre, there are a lot of cafes and restaurants, and young people can be quite loud. I didn't feel very safe walking around in the evening. It depends what you want, but I think there are nicer places to stay. I went to see some friends in Harkeley and it is very nice there. _____, I hope you have a really good time, wherever you decide to stay.

Best wishes,

Vicente

B Check your answers in the model letter on page 172.

Pathway to **IELTS** **2**

Target 5.0

The IELTS Academic exam – Specific training

hellooteacher.com

1

Work

Reading



Exam tip: Matching headings to paragraphs is a common task in the IELTS Academic Reading test. There are always more headings than paragraphs, so you don't need to use all of them. When you are matching, consider these points:

- Sometimes a heading will be a summary of a whole paragraph.
- Sometimes one or two key sentences in a paragraph will paraphrase the heading.
- Sometimes a heading is not related to anything in the text, so you know not to use it.
- Sometimes a heading disagrees with what a paragraph says, so you know not to use it.

A Look again at the matching task and the text from the Reading Module in the Course Book, page 84. The headings that you didn't need to use are underlined. Copy your answers to the matching task for questions 1–6, then complete these two tasks with a partner.

1. Say why the four underlined headings do not match with any paragraph.
2. Highlight or underline the key part or parts of each paragraph on the next page that help you choose the correct heading. You might like to highlight the whole of one paragraph. The first one has been done for you as an example.

For questions 1–6, match the headings in the box below with the paragraphs A–F. Write the correct numeral i–x as your answer.

- i. Higher incomes for homeworkers
- ii. Spreading out the work
- iii. Inefficient use of time
- iv. Too much time to relax
- v. Working in an office is natural
- vi. Not yet ready for total change
- vii. Many more staying home
- viii. Working from home is not all good
- ix. Women forced back into the home
- x. So difficult to work and be a good parent

1. A vii 2. B ____ 3. C ____ 4. D ____ 5. E ____ 6. F ____

The Changing Workplace

- A Nearly 3.5 million people now work from home in the United Kingdom. That is around 12% or one-in-eight of the population, and is an increase of 600,000 since the mid-nineties. Advances in technology, the growth of home computer and laptop ownership, and the development of the Internet are key drivers of this trend. It is becoming increasingly appealing for people to do their job from the comfort of their living room, a study, or even a local coffee shop.
- B There is a growing number of people for whom the traditional nine-to-five job simply no longer works. They may have family commitments and other reasons why they need to be at home during the day. Many simply prefer working from home because of the flexibility it offers. Many women find themselves in this situation because they find it difficult to go back to an ordinary job once they have children.
- C There are several obvious advantages of working at home. First of all, people can arrange their working day in the way that best suits them. If they have other commitments, or things that they need to be doing, they can arrange their schedule so that work can fit around them. If people do not get work done during the day, they can catch up in the evening or at the weekend. Many people with creative jobs, like writing, designing and illustrating, find that a short break to pick up children from school or meet friends for lunch re-energizes them, so they function more productively and for longer periods of time when they are working.
- D People often find that they can get their work done more quickly and efficiently at home, as opposed to working from an office. To start with, working in an office means having to commute to and from work, five days a week. In most cases, that is a lot of valuable time wasted. In the office, people usually spend a significant portion of their day doing things other than their work. Much time is spent assisting other people, dealing with unexpected problems or simply socializing with colleagues. Getting work done more quickly means that people achieve more in a day, or have the time to do things that they previously could not do. There is the added bonus that homeworkers do not have to spend the day with people they do not get on with, particularly a difficult boss or line manager.
- E However, there are disadvantages to working from home, too. People can feel isolated and miss the company of colleagues. Some companies that have encouraged more of their staff to work from home have found that these employees complain about a lack of creative interaction. Homeworkers may also find that the companies that employ them are less sympathetic if they say they are sick, and that benefits, such as pension schemes and health care packages, are no longer on offer. Once businesses accept that people can get work done from home, they might use the opportunity to employ people in countries where salaries are lower and they do not have to pay them as much.
- F At present, it seems that most companies still have reservations about allowing their employees to work from home whenever they like, but many are experimenting with a range of options. Workers might work from home one day a week, or work from home on a particular one-off project. Bosses are beginning to realize that this is the way forward. If companies do not offer workers the option of staying at home occasionally, more people may well look to work freelance or become self-employed. It is estimated that 10 million people could be working away from a traditional office environment by 2025.

B Check your answers on page 173.

Writing

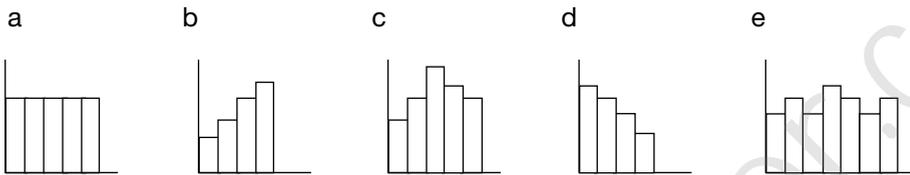


Exam tip: When you write a report based on information in a graph or chart, there is a lot of typical fixed language that you need to learn how to use.

A Match the verbs and phrases 1–5 with the verbs and phrases a–e that mean the same thing.

- | | |
|-----------------------|--------------------|
| 1. increased | a. fluctuated |
| 2. decreased | b. reached a peak |
| 3. changed a lot | c. fell |
| 4. did not change | d. rose |
| 5. was at its highest | e. stayed the same |

B Check the answers to Exercise A. Then match the pairs of structures with the diagrams below.



C Now check the meaning of these adverbs in a dictionary and match each phrase with a diagram.

increased steadily	increased gradually	increased slightly	increased dramatically
--------------------	---------------------	--------------------	------------------------



Exam tip: When you see graphs and charts, the information will often be about a period in the past, so you will use the past simple. Sometimes the information will be about a situation now, so you will use the present simple or present continuous. You might need to use the present perfect if the information links the past with now.

D Complete the table with the correct form of the two verbs.

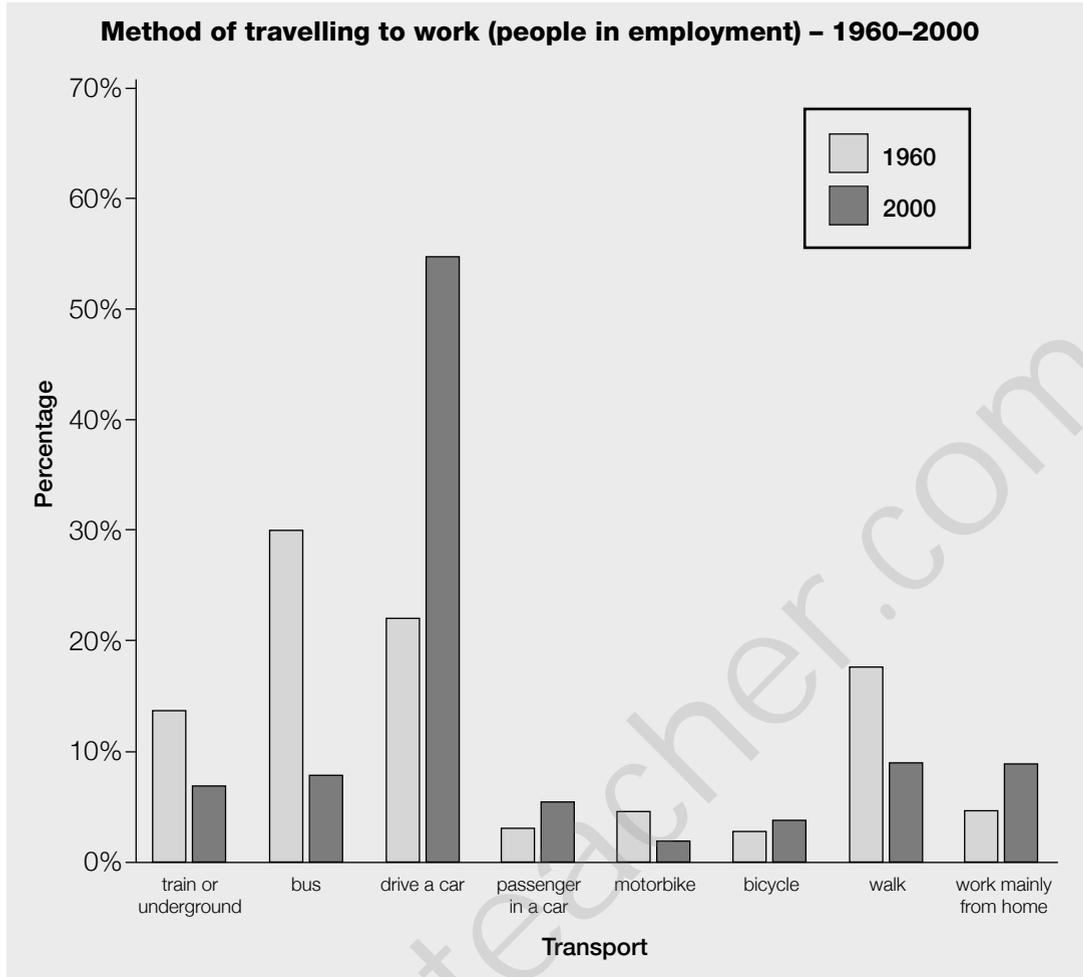
present simple	past simple	present perfect
_____	rose	have / has _____
fall / falls	_____	have / has _____



Exam tip: For now, when you are describing graphs and charts, keep it simple. Say what you know how to say. Try to learn more fixed expressions, and then use them when you are confident that you can use them properly.

Writing task

A Look at the bar chart and read the task instructions below.



The bar chart shows the percentage of the working population that used various methods of transport to commute to work in 1960 and 2000.

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

Write at least 150 words.

B Answer these questions with a partner.

1. What information does the bar chart show?
2. What does the horizontal axis show?
3. What does the vertical axis show?

C Write down in note form four or five points that stand out in the information.

D Compare your points with other students. Do you agree about what the report should include?

E Write the first sentence of your report and then compare it with a partner. Then compare your first sentence with the model on pages 173 and 174.

F Check the exam tips in the Course Book again and write the rest of the report.

2

Technology

Reading

A Look at these short extracts and especially at the underlined word in each. Then answer the exam questions that follow.

1. Online retail is booming. Sales have increased by 3,000 per cent in only six years.

Decide if the information below is (T) true, (F) false or (NG) not given.

More business is done online now than six years ago. _____

2. Despite early fears that online retail would lead to an increase in credit card fraud, millions of people worldwide now make transactions over the Internet.

Complete the statement with A, B or C.

When online retail first became a possibility, people were afraid of ...

A spending too much money.

B crime.

C using the technology.

3. Most online consumers show loyalty to a small number of online retailers. Even though there is a huge amount of choice online, shoppers tend not to shop around as much as might be expected.

Decide if the information below is (T) true, (F) false or (NG) not given.

Most online shoppers buy products from companies that they know. _____

B Now answer these questions about the vocabulary in Exercise A.

1. Did you need to understand *booming* in order to answer the first question?
2. Did you need to understand *fraud* to answer the second question?
3. Did you need to understand *loyalty* to answer the third question?

Key vocabulary in context

Use words from Reading 2D and 3E in the Course Book on pages 93 and 95 to complete these sentences.

1. Most people shop in supermarkets for _____. They can buy everything in one place.
2. These days, a lot of people have a video and DVD _____ in one machine.
3. Was it a cash or credit card _____?
4. Using cash is an old-fashioned _____ for most young people now.
5. Many people _____ airline tickets online these days.
6. As part of my telephone package, I can make an _____ number of local calls.

Writing

A Rewrite these sentences using *not as + adjective, not as much or not as many*.

1. More men than women think that shopping is stressful.
Not as many women as men think that shopping is stressful.
2. There is more choice online than there is in most shopping malls.
There isn't _____.
3. A lot of people think that going out to the shops is more enjoyable than shopping online.
A lot of people think that shopping online _____.
4. Fewer people use cash these days.
Not _____.

B Fill each space with a linking word or phrase from below. Then check your answers in the Course Book on page 98.

while (x 2) but (x 2) all in all on the other hand

The pie charts show that both men and women enjoy shopping online, _____ that they have very different reasons for doing it.

The majority of men (61%) give convenience as the main reason for shopping online. They seem to think that going out to shop is stressful. Women, _____, do not think this is so important. Only about a quarter give convenience as their main reason.

For women, the biggest advantage of online shopping is that they can shop at any time. Twice the number of women as men give this as the most important advantage.

Another big difference is giving choice as their main reason. One in four women say this is the most important advantage, _____ only a minority of men (7%) mention it. It is interesting that a small minority of men think the quality of products online is better, _____ women do not mention this at all.

A similar percentage of men and women think that lower prices is the main reason for shopping online, _____ it is not very important for either.

_____, it seems that people shop online mainly because it is convenient and they can do it at any time.

3

Health

Reading

A Match the noun phrases 1–6 with the paraphrased expressions a–f below.

- | | |
|-----------------------------------------------------------|-----|
| 1. an increase of about 1.5% annually | ___ |
| 2. the overall increase of tobacco use | ___ |
| 3. the most prevalent type of consumption | ___ |
| 4. a slower population and income growth | ___ |
| 5. an increasing awareness of the damaging health effects | ___ |
| 6. a decline in global tobacco production | ___ |
-
- | |
|----------------------------------------------------------------|
| a. fewer people with less money |
| b. not as many cigarettes being made |
| c. more of an understanding of why tobacco is not good for you |
| d. a slight rise each year |
| e. more people smoking |
| f. the product that most people prefer |

B Complete each sentence with a statistic from the text in the Course Book on page 104.

1. The largest amount of tobacco ever produced globally in one year was ___ tonnes.
2. The amount of tobacco that on average each person in the world consumes could fall by ___% or even ___% by 2010.
3. Something like ___ million people smoke in China.
4. By 2010, ___% of all smokers will be in the developing world.
5. Only about ___% of smokers in India smoke cigarettes that are bought from shops.

Key vocabulary in context

Complete each phrase with the correct preposition. You can find them in the Course Book text on page 104 if you need to.

- | | |
|-----------------------------------------|------------------------------------------|
| 1. an increase ___ about 1.5% | 2. according ___ a new study |
| 3. grow ___ 1.1 billion ___ 1.3 billion | 4. to decline ___ around 10% |
| 5. account ___ over 35% | 6. influenced ___ two contrasting trends |
| 7. the higher demand ___ tobacco | 8. record growth ___ 3.5% |

Writing

Fill each space with a linking word or phrase from below. Then check your answers on page 174.

but (x 3) by (x 2) when (x 2) until although and
at that time then

The graph shows that between 1990 and 1999, the number of both male and female smokers fluctuated. It shows that at the beginning and end of the decade, there were more male smokers, (1) _____ for most of the decade, the number of female smokers was higher.

The biggest increase in the number of female smokers was between 1992 and 1993, (2) _____ thirty thousand more women smoked. (3) _____ 1993, there were more female than male smokers. For three years, the number of women smoking stayed nearly the same, (4) _____ (5) _____ between 1996 and 1997, there was another sharp rise.

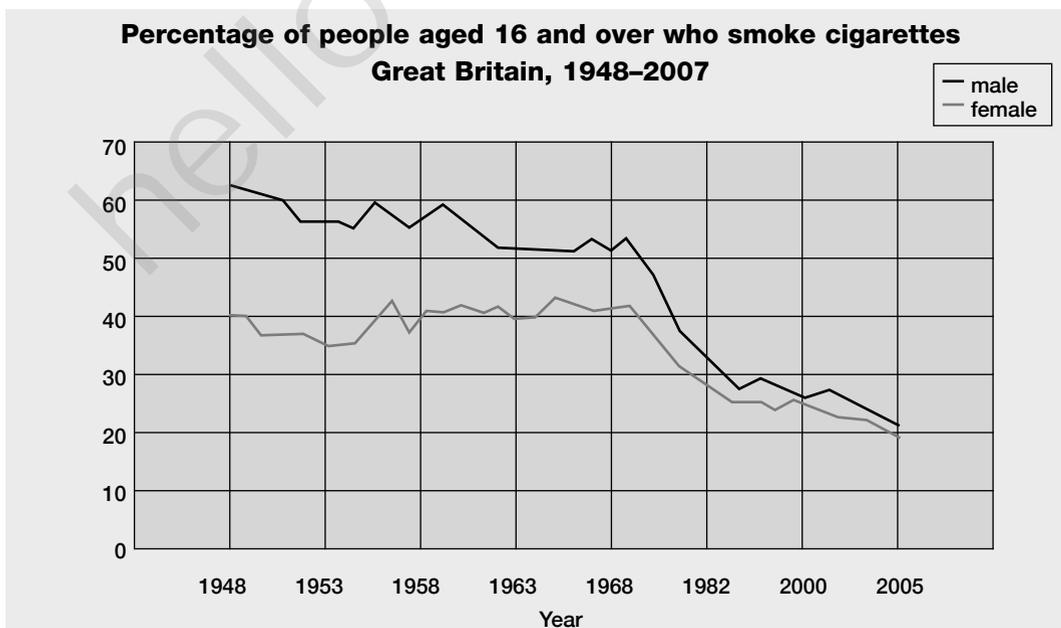
The biggest difference between the two groups was in 1995, (6) _____ there were thirty thousand more female smokers than male. (7) _____ the number of male smokers fell to a low of only 160,000. Between 1995 and 1996, the number of male smokers rose dramatically, (8) _____ by 1996, the number of male and female smokers was almost the same. (9) _____ there was a slight drop between 1996 and 1997, the number of male smokers continued to rise steadily (10) _____ the end of the decade.

The number of female smokers reached a peak in 1997, (11) _____ then started to fall dramatically. (12) _____ the end of the decade, there were more male than female smokers once again.

Writing task

A Look at the line graph and instructions for the task on the next page. Answer these questions with a partner.

1. What period of time does the horizontal axis cover? Are all years between 1948 and 2005 shown on the graph?
2. Why do you think the line chart begins in 1948?



C Here are some more extracts about the history of recycling. Fill each space with the general referencing nouns below.

practice development transition situation measure

1. The first people were hunters who moved from place to place. They simply left any waste where they had eaten and slept. Soon they became farmers and set up home in one location. It was this _____ that meant that disposing of waste became a problem.
2. Two thousand five hundred years ago in ancient Athens, officials opened a landfill site one mile outside the city and told the people that they must use it. This _____ ensured that rubbish was no longer dumped in the city centre as it had been.
3. In the 16th century, scrap iron was used in the production of copper. This _____ is still common in many parts of the world today.
4. In the 18th century, machines powered by coal began to produce large amounts of materials quickly and cheaply. This _____ meant that far more waste was created.
5. Throughout the 20th century in Europe, it was common for people to dump rubbish on illegal tips outside large cities. The _____ was especially bad during the two world wars, when environmental issues were not so important to the government.

Writing

A Fill each space with the linking words and phrases below. Use a capital letter if necessary.

after that once to start with lastly like this is when

The diagram shows the different stages in the process of glass recycling. It shows what happens to glass, from when it is disposed of in a bottle bank, to when it becomes a new bottle or jar, ready to be reused.

- (1) _____, glass bottles and jars are collected from bottle banks all around the area. (2) _____ clear, green and brown glass is separated. (3) _____, the glass is transported to a processing plant, where it is crushed into small pieces called cullet. This cullet is made in three different colours. Next, the cullet is mixed with other materials (4) _____ sand, limestone and soda ash. The mixture is heated to a very high temperature in a huge furnace. (5) _____ it is ready, the molten glass is moulded into new bottles and jars, which are ready for reuse. (6) _____, these new bottles and jars are shipped to various companies for filling and distribution.

Movement

5

Reading

A Read the text and answer the questions as quickly as possible. Write your answers directly onto the answer sheet.

Marine experts estimate that the coral reefs in the coastal waters of Thailand have decreased by as much as 50%. While news of tsunamis and typhoons dominate the headlines, damage to the environment caused by the fishing industry, tourism and other human activity is a more ongoing concern.

In a report by *Phuket Gazette*, Pinsak Suraswadi, the director of the Phuket Marine Biological Centre (PMBC) claims that the region's natural reefs have deteriorated immeasurably and are now in a state of crisis. He emphasizes that the areas most seriously affected are those most regularly exposed to human activity, such as the popular tourist destinations along the coast.

Although the whole region is affected, the Gulf of Thailand is at greater risk than the Andaman coast. In Suraswadi's view, first rate reefs now exist only in national parks, such as the Similan Island reserves. There, diving is restricted from November to April, allowing the coral to recover over the remaining six months of the year. Suraswadi supports plans to create more artificial reefs, which would meet the needs of tourists but reduce wear and tear on the natural environment.

In an attempt to prevent the damage to reefs caused by the fishing industry, the PMBC has introduced a programme to encourage the purchase of used fishing equipment in an attempt to deter fishermen from throwing old netting and other rubbish overboard.

For questions 1–3, decide if the information given below agrees with the information given in the passage. Write (T) true, (F) false or (NG) not given.

1. Natural disasters are the biggest threat to Thailand's coral reefs.
2. The Similan Island reserves are protected from excessive tourism.
3. The PMBC is confident that Thailand's reefs can be saved.

For questions 4–7, answer these questions with words from the text. Use NO MORE THAN THREE WORDS for each answer.

4. According to Pinsak Suraswadi, where are the best reefs now located?
5. What can be built to encourage divers to dive elsewhere?
6. When does the diving season in the Similan Island reserves end?
7. What is an example of fishing equipment that can cause damage?

1		5	
2		6	
3		7	
4			

Writing

- A** Here is the student's composition from the Course Book without the topic sentences at the beginning of each paragraph. Write your own topic sentence for each paragraph – don't try to remember what was in the model, but don't worry if your sentence is similar.

Many of these places are very beautiful, and people go there because of the natural environment. Unfortunately, it is not possible for so many people to visit a place without having some impact, and a lot of that impact is negative.

Firstly, _____. This means that an airport needs to be built somewhere close, and that flights are arriving and leaving and causing air pollution. This all spoils the natural environment. In addition, _____.

Hotels, apartments, cafes and restaurants are built, and sometimes built very quickly without taking into consideration the local atmosphere.

The increased number of travellers puts a lot of strain on the local infrastructure. More water is needed and this can result in rivers and lakes drying up. I am from Spain, and I can personally see how the south coast of Spain has been changed dramatically by all the new buildings and the facilities that support the tourist industry.

_____, though. If people walk in the country, they erode paths and drop litter. Skiing villages turn beautiful mountain chains into noisy resorts. We all know that coral reefs are destroyed by too many people diving and snorkelling. Everywhere, the effect of tourism can be felt.

Of course, _____, too. Local people can use the facilities and resources that have been provided for tourists. They might want an airport closer to where they live, and roads and rail links might improve. There might be a swimming pool or tennis court where there was not before, and people may enjoy the fact that there are more cosmopolitan restaurants. These places also provide employment for local people, but that might be another issue.

All in all, I would say that too much tourism certainly does have a negative impact, and I think that it is a shame that wherever you go in the world, you now see the same architecture and the same chains of shops and cafes.

- B** Check in the Course Book unit on pages 127 and 128, and compare your ideas with those in the model.

Answer key

Answers for selected Course Book and Workbook listening and reading tasks, and model compositions and reports for writing tasks.

Section 1

Unit 1, Listening 2A

1. (the) flu
2. medicine
3. neck
4. your eyes
5. brain
6. hospital
7. your head
8. blood

Unit 1, Reading 3C

1. E (The first meeting is free for all!)
2. I (The whole ad provides this answer.)
3. F (... individual advice that will ensure you achieve your goals ...)
4. A (... provide new products that you can try out and purchase if you are satisfied.)
5. B (... simply eating less doesn't necessarily equal weight loss.)
6. C (... people who we have already helped and show you videos that tell the story of their progress.)
7. J (There are no penalties for missed classes!)
8. G (... a whole month of free meetings if you introduce a friend to FEELGOOD!)

Unit 1, Exam Practice, Writing F

People are living longer. In some parts of the world, the number of young people is staying the same, while the number of old people is growing all the time. In the future, most people might live to be a hundred or more. Of course, this is good if people can remain healthy, but most old people need more health care, and governments are finding it difficult to provide the money that is needed.

It would be nice to say that everyone should have free health care, but I do not think that is realistic. Younger people would have to pay more and more tax, and there are other things the government needs to spend the money on. Perhaps private insurance is the answer.

The problem with people paying privately for health care is that not everyone can afford it. Richer people would have better health care in their old age than poor people, and that is not really fair. Of course, there are a lot of rich people now who have private health insurance, but poorer people can still get treatment in hospitals if they are ill. These poorer people might not get this treatment in the future if they cannot afford the insurance.

It is a very difficult problem and I do not really have the answer. I think that in the future people will pay extra tax that is especially for their healthcare. I think that people who smoke should pay more because they will need more care.

People who do not work and who do not pay the extra tax can have treatment in basic hospitals.

Unit 2, Listening 4B

1. Sahara Desert / desert
2. strong wind
3. wave
4. c
5. b
6. a
7. eye
8. eyewall
9. rain bands
10. dramatic
11. ice
12. crops

Unit 2, Reading 3A, B and C

1. C
2. D
3. F
4. floor
5. outside
6. people
7. calm
8. leave
9. place
10. T (my little boy was in the bath. I knew that he was in a place that was very unsafe – under a window with a huge piece of glass right above his head)
11. T (there were no safe places inside the house and we had to try to get out to the garage)
12. T (I grabbed Daniel in my arms)
13. NG

Unit 2, Writing 3C

There are zoos in most big cities all round the world, and thousands of people visit them. Nearly everybody goes to a zoo as a child, and it is probably the only time that they see real wild animals. Although most people like going to zoos, they understand that the animals are not in their natural environment and may not be happy. Some people even think that zoos are cruel and should be closed.

In a lot of zoos, animals are in small cages and they are miserable. Big animals cannot run around or hunt as they do in the wild. In some zoos the animals are not treated well, and children shout and throw things at them. Some people

think that because nowadays we can see wild animals on TV whenever we like, it is no longer necessary to keep them caged up in zoos.

However, I think the conditions in most zoos are improving. There are more wildlife parks where big animals can run around. Near my city, there is a big park where you can drive your car and take photos of animals. Some people argue that we need zoos because some rare animals would die out and become extinct if they were left in the wild. Zoos help animals like pandas to multiply and survive.

In my opinion, there is a need for zoos so that children can see real animals and not just read about them in books. However, the zoos should be modern and the animals well cared for. Their cages should be big enough that they can run around. The best solution would be to have more big wildlife parks where animals are in an environment like their natural one.

Workbook Unit 2, Writing C

In most countries, maintaining a good level of fitness is important, but I think that it is more important in some countries than in others. Maintaining fitness is important to people at different times of their lives, too. Maintaining fitness as a child helps to set good, healthy habits for life. During people's working lives they are often too busy to keep fit, but in my view maintaining fitness helps people to concentrate at work or in their studies, so it's important to stay fit. Health studies suggest that people tend to live longer if they stay active into old age, so although the type of exercise and diet may change during life, it's important to maintain fitness throughout life.

Working out is only one way of maintaining fitness. The great advantage of working out is that it is a form of exercise that you can do on your own. Often playing sport involves a team of players, so you can only play some sports at the time that other people wish to play. These days, in some countries gyms are open 24/7, that is they are open all day, every day. This means that you can choose your own time to exercise. This is a great advantage for people who have busy lives, or people who change their schedules each week.

For some people, working out can become very important in their lives. They feel unhappy if they don't go to the gym each day, or every other day. It is probably true that for some people at different stages in their lives, working out becomes more important than attending social events. However, I think that for most people, one of the reasons for keeping fit is to help them to feel more confident at social events. Most people would not miss social events in order to work out. Personally, I think that is the right balance to achieve. You should be able to plan both to work out and enjoy social events.

Unit 3, Listening 3B

- | | |
|--------------|------------------|
| 1. office | 2. celebrate |
| 3. a billion | 4. famous |
| 5. library | 6. worse |
| 7. ambitious | 8. entertainment |

Unit 3, Reading 3B

- iv (Around 95% of the population of Egypt lives within ...)
- vii (There is a long history of ...)
- ix (The whole paragraph provides the answer.)
- x (The statistics in the paragraph provide the answer.)
- v (... has brought many benefits.)
- i (... there have been problems, too.)
- iii (... how similar problems can be overcome in other countries)
- 500km / kilometres
- 35 km / kilometres
- 90 metres
- 1,000 metres
- 111 metres

Answers for questions 13–17 here are in alphabetical order but any order is fine as long as the three correct letters are given.

- A
- B
- C
- E
- G

Unit 3, Writing 3A, B and C

Dear Sir/Madam

I am writing to complain about an apartment that I am renting through your letting agency. It is Flat 3 at 74 Belle View Gardens. I moved in a week ago and paid a deposit of £600 and a month's rent in advance, which was £750. I now realize that the apartment is not in a good condition and I am not at all happy.

Firstly, the air conditioning is not working properly so the apartment is very hot all the time. I have found it very difficult to sleep until late at night in this hot weather.

Secondly, most of the furniture is very old and some of it is broken. The leg of the coffee table in the living room is broken and some cupboard doors do not close properly. Finally, you told me that the apartment would be cleaned before I moved in. However, when I arrived it was very dirty and I spent all day cleaning it myself.

I am very disappointed and would like you to resolve the problem as soon as possible. Please arrange for the air conditioning to be repaired immediately, then please contact the landlord about replacing the broken furniture. Finally, please refund a percentage of the advance I have paid for not cleaning the apartment properly. I think £100 would be fair.

I look forward to hearing from you.

Yours faithfully,
Marco Bendetti

Unit 4, Listening 2A

- B
- C
- D
- E
- G

(The answers above are in alphabetical order, but they can be in any order as long as the five correct letters are given.)

6. public
7. London
8. (a) screen
9. reporters
10. projected image
11. colour
12. nearly 20 / twenty years
13. on the Moon
14. 1981
15. 5 and 7 / five and seven
16. atmosphere
17. bake bread
18. shared
19. each house
20. 3 is the correct diagram

Unit 4, Reading 3A and B

Exercise A

1. B
2. D
3. A
4. C
5. the cable / (the) supply cable / electricity supply cable
6. detergents
7. (a) qualified engineer
8. (your) local council

Exercise B

1. T (e-mail is now the most common form of communication)
2. NG
3. NG
4. F (most of fourth paragraph)
5. T (all of sixth paragraph)
6. F (all of seventh paragraph)
7. NG

Unit 4, Writing 2C

Recently, the use of computers has increased dramatically. These days, most families have a computer at home and there are usually computers in a typical classroom at school. Most schools also have a computer lab where children learn IT skills. Clearly, children are using computers far more than they did in the past.

Personally, I think this is a good thing and that there are more advantages than disadvantages. Everyone needs to know how to use a computer, so learning when you are young is good. It is easier to learn how to use new technology when you are young than it is when you are older. The Internet has made it possible to find information about any subject and to learn about every part of the world. When I was at school, I really enjoyed doing projects that involved looking for information online.

However, I can understand why some people are concerned about children using computers too much. Some of the sites on the Internet are not appropriate for children, and they can visit

chat rooms that might put them in danger. It is not always easy for parents to check what children are looking at. Some people think that if children work on computers, they will not read books or learn to write, but I disagree. I used computers at school, but it didn't stop me wanting to read books, too.

To sum up, I would say that computers are beneficial for children, but that an adult should regulate how much time they use one. Parents must make sure that children do not spend all their time e-mailing instead of going out with friends and that they are safe when they are online.

Unit 4, Exam Practice, Writing F

Nowadays, almost every family in the world has a television, and in the developed world there might be a television in every room in the house. Many children have their own television in their bedroom. All this probably means that children are watching a lot of television. The question is, though, are they watching more television than is good for them, and are they watching television when they should be doing other things?

There are some people who think that children spend all day, every day sitting in front of the television. They think that children never leave the house, never meet their friends and never play any sports. What's more, these people probably think that children only watch cartoons. In my experience, this is just not true. Most parents limit how much television their children watch and encourage them to watch programmes that are educational. There are a lot of programmes now that encourage children to go out and do things, or make things at home. I know that my nephew started playing tennis because he loved watching tennis on television so much.

I think it is important to say that children can learn a lot from watching television. There are all sorts of documentaries about different parts of the world and the history of the world. When I was young, I couldn't watch the programmes that children can watch now.

To sum up, I would say that I disagree with the statement. There are some children who watch too much television, but most children watch the same amount as children did twenty years ago.

Unit 5, Listening 3A

- | | |
|------------------|-------------|
| 1. option | 2. afford |
| 3. a job | 4. drugs |
| 5. mental health | 6. prison |
| 7. violent | 8. property |

Answers 9–10 are given in alphabetical order, but the order is not important.

- | | |
|------|-------|
| 9. A | 10. C |
|------|-------|

Unit 5, Reading 3A

- | | | |
|----------------------|--------------------|------|
| 1. F | 2. C | 3. H |
| 4. B | 5. E | 6. A |
| 7. common | 8. isolated | |
| 9. authority / power | 10. conversations | |
| 11. to resign | 12. the atmosphere | |

Unit 5, Writing 3B

Dear Samuel,

Leon asked me to write to you and tell you all about Bradlow, where I stayed last year. I understand you're thinking of staying there soon. Personally, I would consider going somewhere else.

I was happy with my host family, and the school where I studied was excellent. However, Bradlow itself is not such a nice place to stay, in my opinion.

It is quite a poor town and there is a lot of unemployment. Teenagers get together in the shopping centre because there is nowhere else for them to go. There are a lot of closed-down shops and there is graffiti on buildings. There are quite a lot of homeless people and sometimes they beg for money in the street. In the town centre, there are a lot of cafes and restaurants and young people can be quite loud. I didn't feel very safe walking around in the evening.

It depends what you want, but I think there are nicer places to stay. I went to see some friends in Harkeley and it is very nice there. Anyway, I hope you have a really good time, wherever you decide to stay.

Best wishes,
Vicente

Unit 5, Exam Practice, Writing D

There are a number of reasons why people think that offenders should be sent to prison. Firstly, they think that other people are safer if criminals are locked up and unable to commit more crime. Secondly, people think that somebody who does something wrong should be punished, and prison is the obvious solution. Finally, people think that the fear of going to prison stops people committing crime. However, I think it is too simplistic to say that prison is the only way of dealing with offenders, and it is certainly not the best way to deal with all offenders. There are all sorts of reasons why people commit crime, and some crimes are not very serious. There are other punishments.

Of course, if somebody commits a terrible crime, they should be punished, and if there is no death penalty, then prison is the only option. If a criminal is likely to hurt or even kill, he or she should be locked up so people feel safe. Society has always had prisons, so people would be very concerned if they did not exist.

On the other hand, I think there are arguments against sending people to prison. If the crime is not serious, it is better to fine the criminal or make him or her do community service. It costs a lot to keep somebody in prison so the other options make more sense financially. Also, when criminals go to prison, they often learn more about crime, and when they come out, they go straight back to a criminal lifestyle. There should be a way of helping offenders to learn and to not want to commit more crime.

Personally, I think prison should be for serious offenders who are a danger to society and not for everyone who commits a crime. If we lock up everyone who does wrong, prisons will be full in no time.

Review, Writing E

Hi Henri I'm Sorry that I didn't can come at your brothers wedding last week I am very busy recently. I'm taking an examination in English It called IELTS. I need it for go university next year. I just finish a course that help me prepare for this examination It difficult but I enjoy it too much. My speaking English is much better than before but I don't can write so good like can you see. Ha ha! The examination it is next Friday and I am too nervous about it. There is a speaking part a listening part a reading part and a writing part. The reading and writing parts is which I am nervous about. I think you should to take this IELTS examination too. Your good in English and so you can get high score I think it is good have this examination for find a work. ok goodbye now William.

Hi Henri,

I'm sorry that I couldn't come to your brother's wedding last week. I have been very busy recently. I'm taking an examination in English called IELTS. I need it to go university next year. I have just finished a course that has helped me prepare for this examination. It is difficult but I enjoyed it very much. My spoken English is much better than before but I can't write very well, as you can see - ha ha! The examination is next Friday and I am very nervous about it. There is a speaking part, a listening part, a reading part and a writing part. The reading and writing parts are what I am nervous about.

I think you should take this IELTS examination, too. You're good at English and so you can get a high score. I think it is good to do this examination to find work.

OK, I must get on now. Hope to see you soon.

Best wishes,
William

Section 2 The IELTS Academic Exam – Specific training

Unit 1, Reading 3A

1. vii
2. x
3. ii
4. iii
5. viii
6. vi
7. NG
8. T (... they can arrange their schedule so that work can fit around them. If people do not get work done during the day, they can catch up in the evening or at the weekend)
9. T (... working in an office means having to commute to and from work five days a week)
10. F (People often find that they can get their work done more quickly and efficiently at home as opposed to working from an office – the rest of the paragraph provides more evidence)
11. NG
12. colleagues
13. offer
14. lower salaries

Workbook Unit 1, Reading A

- i – Paragraph D mentions that people who work from home can earn money by working harder, but the text does not say that people who work from home earn more money than those who go to work.
iv – The text does not say anywhere that people who work from home can relax – the text says that they have time to do other things, but it implies that they work very hard.
v – The text does not say that either working in an office or from home is more natural.
ix – Paragraph B says why women especially might choose to work from home, but it does not say that they are *forced* to make this choice. The whole text is about people *wanting* to work from home.
2. The key parts that provide matches to headings are underlined. Supporting information that also helps you match is highlighted in lighter grey.

The Changing Workplace

- A Nearly 3.5 million people now work from home in the United Kingdom. That is around 12% or one in eight of the population, and is an increase of 600,000 since the mid-nineties. Advances in technology, the growth of home computer and laptop ownership, and the development of the Internet are key drivers of this trend. It is becoming increasingly appealing for people to do their job from the comfort of their living room, a study, or even a local coffee shop.
- B There is a growing number of people for whom the traditional nine-to-five job simply no longer works. They may have family commitments and other reasons why they need to be at home during the day. Many simply prefer working from home because of the flexibility it offers. Many women find themselves in this situation because they find it difficult to go back to an ordinary job once they have children.
- C There are several obvious advantages of working at home. First of all, people can arrange their working day in the way that best suits them. If they have other commitments, or things that they need to be doing, they can arrange their schedule so that work can fit around them. If people do not get work done during the day, they can catch up in the evening or at the weekend. Many people with creative jobs, like writing, designing and illustrating, find that a short break to pick up children from school or meet friends for lunch re-energizes them, so they function more productively and for longer periods of time when they are working.
- D People often find that they can get their work done more quickly and efficiently at home, as opposed to working from an office. To start with, working in an office means having to commute to and from work five days a week. In most cases, that is a lot of

valuable time wasted. In the office, people usually spend a significant portion of their day doing things other than their work. Much time is spent assisting other people, dealing with unexpected problems or simply socializing with colleagues. Getting work done more quickly means that people achieve more in a day, or have time to do things they previously could not do. There is the added bonus that homeworkers do not have to spend the day with people they do not get on with, particularly a difficult boss or line manager.

- E However, there are disadvantages to working from home, too. People can feel isolated and miss the company of colleagues. Some companies that have encouraged more of their staff to work from home have found that these employees complain about a lack of creative interaction. Homeworkers may also find that the companies that employ them are less sympathetic if they say they are sick, and that benefits, such as pension schemes and health care packages, are no longer on offer. Once businesses accept that people can get work done from home, they might use the opportunity to employ people in countries where salaries are lower and they do not have to pay them as much.

(The topic sentence is the main key sentence here, but the whole paragraph summarizes the correct heading.)

- F At present, it seems that most companies still have reservations about allowing their employees to work from home whenever they like, but many are experimenting with a range of options. Workers might work from home one day a week or work from home on a particular one-off project. Bosses are beginning to realize that this is the way forward. If companies do not offer workers the option of staying at home occasionally, more people may well look to work freelance or become self-employed. It is estimated that 10 million people could be working away from a traditional office environment by 2010.

Workbook Unit 1, Writing Task E

First sentence: The bar chart shows that the way people travelled to work changed very much between 1960 and 2000.

The bar chart shows that the way people travelled to work changed very much between 1960 and 2000. The percentage of people who used their car to get to work increased dramatically from only 22% in 1960 to 55% in 2000. At the same time, the percentage of people using public transport decreased. Nearly four times the number of people used the bus to get to work in 1960 than in 2000. The number of people who get to work by train fell by 50%, too.

A small percentage of people use a motorbike to get to work, but the percentage of people who used a motorbike decreased by more than 50% between 1960 and 2000.

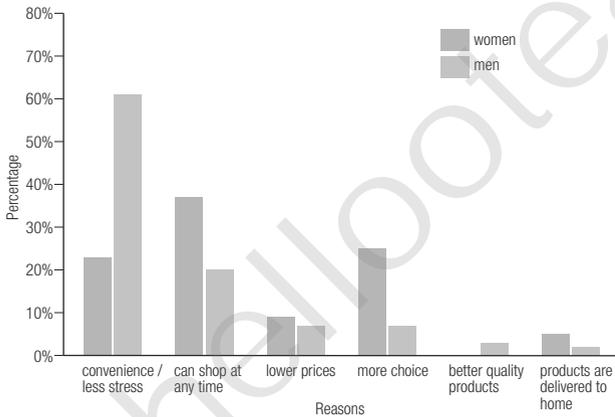
Using a bicycle to get to work became slightly more popular.

The percentage of people who walked to work also fell dramatically. In 1960, 18% of the working population walked to work, but in 2000, half that number walked to work.

Unit 2, Reading 3B

1. D (Shopping has been transformed in the same way it was when ...)
2. H (people like to buy books and small objects online, but appear to still enjoy shopping traditionally for personal items ...)
3. A (Consumers are quickly becoming more adept when it comes to using technology)
4. F (... 95% of 15-year-olds have purchased something online.)
5. G (... how keen consumers are to find the right product at the right place ...)
6. C (It is only fourteen years ago that the first Internet shopping transaction was conducted in the US.)
7. C
8. F
9. B
10. E
11. convenience
12. delivered
13. concept of shopping
14. Broadband

Unit 2, Writing 3D



Unit 2, Exam Practice, Writing F

The pie charts show that there are some differences between the products that under 30s and over 30s spend money on when they shop online. However, there are similarities between their shopping habits too.

Both groups spend the highest percentage on holidays and travel, though over 30s spend more than under 30s. Almost a third of the money that under 30s spend is on holidays and travel and an even higher percentage (40%) of the money that over 30s spend. Books are also a popular purchase for both age groups. Almost a fifth of the money spent online is on books.

A noticeable difference is with DVDs and computer games. Younger people spend five times as much as people over

30. Under 30s pay to download files far more than the over 30s, while the over 30s spend twice as much on CDs.

It is interesting that over 30s shop online for food and drink, while under 30s seem not to.

All in all, whether people are under or over 30, they are buying quite a range of products online.

Unit 3, Reading 1C

Between 1970 and 1980, smoking in both the developed and developing world increased noticeably.

Between 1980 and 1990, smoking declined dramatically in the developed world.

At the same time, tobacco consumption continued to rise in the developing world.

Between 1980 and 1990, world tobacco consumption stayed at the same level, which means that all of the increase was in the developing world.

Unit 3, Reading 4A

1. cigarette smoking / cigarettes
2. China
3. 320 million
4. countries
5. 35% / 35 per cent
(Answers here are given in alphabetical order but any order is fine)
6. B (... can be attributed to a slower ... income growth)
7. C (... an increasing awareness of the damaging health effects)
8. F (... and increased taxation)
9. T (The share of China in total world tobacco demand is likely to remain around 37%)
10. NG (the text doesn't say why they smoke alternatives to conventional cigarettes)
11. F (In Africa ... demand increased in the 1990s with record growth of 3.5%. Growth for the period to 2010 is expected to continue at a similar rate.)
12. C (demand for tobacco in India is likely to continue to increase, but more slowly than in the previous decades)
13. higher
14. income
15. production

Unit 3, Writing 3D

The graph shows that between 1990 and 1999, the number of both male and female smokers fluctuated. It shows that at the beginning and end of the decade, there were more male smokers, but for most of the decade the number of female smokers was higher.

The biggest increase in the number of female smokers was between 1992 and 1993, when thirty thousand more women smoked. By 1993, there were more female than male smokers. For three years, the number of women smoking stayed nearly the same, but then between 1996 and 1997, there was another sharp rise.

The biggest difference between the two groups was in 1995, when there were thirty thousand more female smokers than male. At that time, the number of male smokers fell to a low of only 160,000. Between 1995 and 1996, the number of male smokers rose dramatically, and by 1996, the number of male and female smokers was almost the same. Although there was a slight drop between 1996 and 1997, the number of male smokers continued to rise steadily until the end of the decade.

The number of female smokers reached a peak in 1997, but then started to fall dramatically. By the end of the decade, there were more male than female smokers once again.

Workbook Unit 3, Writing Task D

The line graph shows that the percentage of the population that smoke decreased dramatically between 1948, when records began, and 2005. The percentage of male smokers decreased more rapidly than the number of female smokers.

In 1948, around 65% of men smoked compared with around 41% of women. By 2005, the number of male and female smokers was almost the same.

Between 1955 and 1957, there was a rise in the number of both male and female smokers, though the rise in the number of female smokers was sharper. Over the next few years, the numbers of both male and female smokers fluctuated.

Between about 1961 and 1963, there was a noticeable fall in the number of men smoking, and the difference between the number of men and women smoking became smaller.

Between 1970 and 2000, the number of both male and female smokers fell steadily. By around 1990, less than 30% of both men and women were smoking. Despite a couple of slight rises in the percentage of male smokers, the numbers of both men and women smoking continued to fall until 2005.

Unit 4, Reading 3A

1. B
2. F
3. I
4. D
5. A
6. E
7. c (However, since then, our waste has become more complicated, and cannot simply be placed in a hole in the ground)
8. b (Sludge contains between 3 and 25% solids, and the rest of it is made up of water ...)
9. b (Examples of special waste would be radioactive and medical waste, and there are very clear rules about how this can be disposed of.)
10. a (It is the most cost-effective way of disposing of rubbish, as collection and transport represents 75% of the total cost involved)
11. WI (The wells are constantly monitored ...)
12. I (... incineration recovers energy in the waste, which can be used to generate electricity)

13. C (Organic material ... detoxified biologically ... Hazardous waste must be detoxified because it can leak ... causing water contamination)
14. I (Older incinerators ... do not separate the material that is burnt ...)
15. WI (... it has caused ... earthquakes in the past)

Unit 4, Exam Practice, Writing D

The flow chart shows what happens to unwanted IT equipment. It shows the various stages of how the equipment is collected and then prepared for either reuse or recycling. First of all, there is a request from a company or individual to collect some unwanted IT equipment. A collection is booked with a licensed waste carrier and a convenient time to collect the equipment is arranged with the donor. The equipment is then collected by the waste carrier and transported to a place where it can be prepared for reuse or recycling.

Next, any data is wiped from the equipment and it is tested by technicians. If the equipment is working properly, it can be refurbished and reused. If it is not working properly, the various parts are treated so that they are ready for recycling.

Finally, working equipment is distributed to charities or to individual people who are in need, while equipment that cannot be used is recycled.

Unit 5, Reading 4B

1. flights
2. local environment
3. light pollution / artificial light
4. wastefully
5. (new) investment
6. hydroelectric schemes
7. resort
8. seaside resorts
9. to reduce
10. litter
11. damage
12. developing countries
13. to avoid

Unit 5, Exam Practice, Writing E

The world is getting smaller, and more and more tourists are visiting developing parts of the world, as well as the more typical holiday resorts. Travellers usually visit these countries because they want to see a traditional way of life and a culture that is very different from their own. However, it could be that by visiting these places, they have more of a negative impact than a positive one.

Of course, tourists bring a lot of money into countries that are often very poor, but the hotels that they stay in are often run by Western companies and not much of the money goes to the local community. Although local people are employed in hotels, restaurants and other tourist-related businesses, managerial jobs go to Westerners. Travellers

buy traditional products and souvenirs, but quickly these are mass-produced. This commercialization destroys traditional art and craft.

Many people believe that tourists try to learn something about local customs and lifestyles, but it might be that local people actually end up learning more about Western culture. They see wealthy visitors who seem to have every material possession and they want the same. We have all seen pictures of children in poor African villages wearing Manchester United shirts and holding mobile phones. Tourists do not always respect local customs, and they sometimes behave in a way that is inappropriate or even offensive to local people. When I was on holiday in Greece, I was shocked to see how some young travellers behaved at night.

All in all, I would like to believe that tourism is of cultural benefit to both people travelling and the people in the country that is being visited. However, I am not sure that that is really the case, and I am worried that traditional lifestyles are being changed by the increased number of visitors.

hellooteacher.com

Tapescript

Note that in some Course Book and Workbook listening extracts the speakers are foreign students. In these extracts there are occasional grammatical errors or words used wrongly. These errors are reproduced in the tapescripts.

001

Unit 1 Vocabulary 2

Pronunciation check

The *ough* at the end of words is sometimes pronounced in different ways. Sometimes it is pronounced /ɒ/, sometimes /ʌ/ and sometimes /əʊ/. It is difficult to know which way is correct if you see a new word.

Decide how these words are pronounced.

- | | |
|----------|----------|
| 1 cough | 2 enough |
| 3 though | 4 rough |

Listen and check your answers.

002

Unit 1 Listening 1

B Look at the next part of the flow chart. Listen and complete the notes using NO MORE THAN TWO WORDS for each answer.

Voice: If you are not showing those symptoms, you may have another problem. You should ask yourself – do I have a bad cough, and is it difficult to breathe? If it is difficult to breathe or you feel out of breath, you may have bronchitis. Bronchitis is really a bad cold with a cough, but it can last longer than a typical cold and be more difficult to treat. If you have bronchitis you should get plenty of rest and drink lots of water. If you smoke, you will make things much worse by smoking while you are ill. You should try to stop completely while you have the symptoms. You can buy medicine at a chemist that will relieve the pain of the coughing, but you really should contact a doctor immediately if the symptoms don't clear up or get worse.

Now, if you don't have a bad cough, but you do have a runny nose and sore eyes, it could be an allergy. Perhaps you are allergic to something common, like cat hair, or perhaps it's something unusual that you don't know about yet. Explain the symptoms to somebody at a chemist, and they may be able to give you medicine that will help. It might be better to see your doctor and get some advice, though.

003

Unit 1 Listening 2

A Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using NO MORE THAN TWO WORDS for each answer.

Voice: There are various different reasons why you may have a headache. Some of them are not serious and can be treated easily – perhaps by simply taking a painkilling tablet, like an aspirin. Some headaches, however, may be a symptom of something far more serious, and you should get immediate advice.

First of all, ask yourself if you think you have other symptoms that suggest you have a cold. Do you have a fever, a runny nose, a cough or a sore throat? Have you been sick at all? If you have, then you probably have a bad cold or the flu, and the headache is just one of the symptoms. Get plenty of rest and drink plenty of water. There are many types of medicine that you can buy at a chemist, and these will relieve some of the symptoms. Remember, though, medicine will not actually cure the condition, and you might prefer to just drink hot water with some lemon and honey and take a couple of aspirin.

Now, if you don't think you have a cold, you must ask yourself how bad the headache is. If the headache is really bad and you have a stiff neck, there may be a bigger problem. If you feel that normal light is hurting your eyes, it may also be cause for concern. Meningitis is a serious condition. It is caused by an infection of blood around your brain and spinal cord. The condition can seriously affect your brain if not treated immediately. You must see your doctor or go immediately to the nearest hospital.

If you do not show these symptoms, you may still have something that needs treatment quickly. You may have an injury of some kind, and you must try to remember if you have hit your head at all in the last few days. If you have, you may be suffering from concussion. Concussion occurs after an injury to the head, when blood pushes against the brain. It is very serious and you must make sure that you get treatment immediately.

Now, if you don't remember any recent injury, you must ask yourself if you feel ...

004

Unit 1 Consolidation – Speaking

B Listen to a student talking and answer the questions.

Examiner: OK, so are you ready?

Student: Yes, I think. OK, I was on my bicycle. I was riding quite fast, but there was not much traffic. ...

um ... um ... there were a lot of cars parked along the side of the road. One man – he opened the door of the car and, bang, I didn't have time to stop ... um ... I hit the door and came off the bicycle.

Examiner: And?

Student: Err ... oh, yes ... let me see the card again. What did I do? Um ... I was in the road ... and I could see a car was coming towards me. Um ... I jumped up and the first thing I wanted to know was 'is my bicycle OK?' ... I thought I was OK, but I was worried about my bicycle. Um, my bicycle was OK, and I took it to the side of the road. I realized that my chest hurt quite badly. I sat down, and the driver of the car called an ambulance. I discovered that one of my ribs was broken.



005

Unit 1 Consolidation – Speaking

D Listen to the same student trying again. What does he do better the second time?

Examiner: OK, so are you ready?

Student: Yes. Well, this was about a year ago. I was on my bicycle, and I was riding quite fast on a main road. It was a new bicycle, and I was really happy with it – maybe I was riding too fast. There wasn't much traffic, but there were a lot of cars parked along the side of the road. Suddenly, the driver of one car opened the door of his car. I'm sure he checked to see if any cars were coming, but he didn't see me on my bicycle. I tried to brake, but I didn't have time to stop and, bang, I hit the door and came off the bicycle. Then, I remember that I was lying in the road, and I could see a car was coming towards me. I jumped up and the first thing I wanted to know was 'is my bicycle OK?' I thought I was OK, but I was worried about my bicycle. My bicycle was OK, and I took it to the side of the road – the pavement, I think. That is when I realized that my chest hurt quite badly. I sat down, and the driver of the car called an ambulance. I soon discovered that one of my ribs was broken.



006

Workbook Unit 1 Listening

A Listen and match each speaker with a health problem below.

- 1 It's always the same at this time of year when the flowers come out. I get really sore eyes, and my nose never stops running. It's not fair because I can't go in the garden or walk through the park in the morning.
- 2 I was chopping onions in the kitchen when the knife slipped. It was really painful, and there was lots of blood. I ran my hand under cold water, but it didn't stop the bleeding. I had to put quite a big plaster on it.
- 3 Well, my wife told me that a lamp in the living room wasn't working and asked me to fix it. I should have unplugged the lamp before I touched it, of course, but I didn't. I suddenly felt a terrible pain and found

myself lying on the floor. My arm felt strange for a few hours after that. I guess I was lucky really.

- 4 We were having our tea in the garden – a sort of picnic. Anyway, there were a lot of sweet things on the table – some jam and peanut butter. I reached out to take the jar of jam and I suddenly felt a sharp pain in my finger. I looked at my finger and it was all red. My mum ran it under cold water, but it was still hurting.



007

Unit 2 Speaking 2

A Think about how you could answer these questions from the first part of the speaking exam. Then listen to some students and tick the speaker who gives a better answer.

Question 1 – Speaker 1

Examiner: What sort of climate does the area you live in have?

Student 1: Sometimes it's hot, and sometimes it's cold.

Question 1 – Speaker 2

Examiner: What sort of climate does the area you live in have?

Student 2: Well, it's quite an extreme climate. Summers are usually very hot and sunny, but winters are very cold. There's usually snow in January and February.

Question 2 – Speaker 1

Examiner: Tell me about the weather in your country.

Student 1: It's always very hot.

Question 2 – Speaker 2

Examiner: Tell me about the weather in your country.

Student 2: Well, it depends on the time of year. In summer, it's always very hot and dry. The temperature can reach forty-five degrees. It doesn't rain for months. In the winter, it is quite cold, especially at night. It rains a lot in spring.

Question 3 – Speaker 1

Examiner: Is there one season that you especially like?

Student 1: Yes, I like spring. I always feel happy because winter is over and it's like a new start. The weather is nice, but it's not too hot.

Question 3 – Speaker 2

Examiner: Is there one season that you especially like?

Student 2: Yes.

Examiner: Err ... which season do you like?

Student 2: I like summer.

Question 4 – Speaker 1

Examiner: Do you do the same things in summer as in winter?

Student 1: No.

Examiner: Oh, err ... so you do different things in the winter?

Student 1: Yes, different things in the summer and the winter.

Question 4 – Speaker 2

Examiner: Do you do the same things in summer as in winter?

Student 2: Um, well, a lot of things are the same. I go to work the same, and spend free time with my family, but some things are different. During the summer, I take my little girl to the park a lot and have days out with her. In the winter, we stay at home more. During the winter, I go skiing at least once a month.



008

Unit 2 Speaking 3

Pronunciation check

Notice how the *-ture* at the end of *temperature* is pronounced. Here are some more words that have the same ending. Listen and then practise saying them.

- 1 picture
- 2 nature
- 3 adventure
- 4 culture



009

Unit 2 Listening 1

B Listen to the weather forecast and check your predictions.

Voice: Tomorrow will be another wet day across most of the country. The south-east can expect the worst of the weather, with heavy rain early in the day. Towns along the south-east coast may experience severe storms with thunder and lightning. Later in the day conditions should improve, but showers are still likely in most places during the afternoon. It will also be cold for the time of year, with the temperature remaining at around six degrees.



010

Unit 2 Listening 1

C Listen again and complete the notes. Use NO MORE THAN TWO WORDS for each answer.

[Play 009 again]



011

Unit 2 Listening 2

B Listen to the conversation and check your predictions.

Male 1: Oh, no – is it raining out there?

Male 2: Raining? It's absolutely pouring down. They said on the weather forecast that it would rain, but I didn't think it would be like this. How come you're not wet?

Male 1: Ah, well, I heard the forecast, too, so I took a taxi from the station.

Male 2: Mm, you're lucky. I'm absolutely soaked. It's really chilly out there, too. I hope I don't get pneumonia!

Male 1: Well, never mind. They say it's going to get better later on.

Male 2: Yes, but that doesn't help me. I'm going to be in these wet clothes all day!



012

Unit 2 Listening 2

C Listen again and complete the lines. Use NO MORE THAN TWO WORDS for each answer.

[Play 011 again]



013

Unit 2 Listening 4

A Listen to the four extracts and match them with the descriptions below.

Extract 1

Voice: Hi, everyone – I'm a bit nervous about doing this, so ... err ... Anyway, as you all know, I come from Libya, and I'm going to talk about sandstorms. Sandstorms are very common in the Sahara desert, and so people in Libya, which is near the Sahara desert, know all about them. Now, we say 'sandstorm', but it's not really a storm – there's no rain or thunder and lightning. There are sandstorms when a strong wind picks up sand and carries it. As the wind blows, the sand in the wind causes more sand to move around, and that is also picked up. A very strong wind can pick up a huge amount of sand – look at my first image on the board, here. As you can see, a severe sandstorm looks like a huge wall or wave of sand. Can you imagine that coming towards you? Now, I will tell you what you should do if you know a sandstorm is coming, or even if you get caught in a sandstorm ...

Extract 2

Female 1: So, have you decided where you're going on holiday yet? You were talking about Spain.

Female 2: No, we've changed our minds. We're going to Egypt for two weeks.

Female 1: Wow, really? When are you going?

Female 2: The second week in August.

Female 1: Egypt in August – you're brave. It'll be absolutely boiling then, won't it?

Female 2: Yeah – that's what I want! We'll go and see the sights early in the morning when it's still quite cool, and then lie around by the swimming pool in the midday heat.

Female 1: Mm, I went to Morocco in the summer a few years ago. I couldn't sleep until about two in the morning. I always said that if I went anywhere like that again, I'd go in the spring or autumn.

Female 2: Well, I can't wait. You just see my tan when I get back!

Extract 3

Female: Good evening, Professor Drake, and welcome to the programme.

Prof: Good evening.

Female: Now, as we have heard, it appears that there are a greater number of hurricanes now, particularly in the Atlantic, and that hurricanes are becoming more violent and causing more damage. First of all, could you explain what causes a hurricane?

Prof: Yes, certainly. Hurricanes – or tropical cyclones, as they are also known – are really huge storms, or a number of storms that occur together within a small area. They are caused by low pressure and moist air rising from the Earth's surface – usually the surface of the sea. As the moist air rises it becomes warmer, and this is what forms the hurricane. If the hurricane is strong enough, it will develop an eye. The eye, which is circular, is at the centre of the hurricane and can be huge – three hundred kilometres in diameter, perhaps. The eye is usually calm – it is the area around the eye – the eyewall – where the storms occur. The eyewall surrounds the eye like the wall of a huge vertical passage, and is made up of the strong winds that cause the damage when the hurricane passes over land. Spreading out from the eyewall is the vast area of clouds and rain that we call the rain bands. These rain bands can spread for hundreds of kilometres.

Female: Thank you for that, professor. Now, why is it that the world is experiencing a greater ...

Extract 4

Voice: Floods occur when the water level rises in an area where there was previously little or no water. Floods can be dramatic – they occur suddenly, and the water level rises quickly – or creeping – the water level rises over a longer period of time. They occur either because there is a larger amount of rainfall in an area than is usual, or because ice melts. Floods generally cause damage and negatively affect the economy of an area, but they can also be beneficial. The River Nile floods annually, and the water brings nutrients to the soil in surrounding fields. This, of course, means better crops. Most floods occur naturally, but they can be ...



014

Unit 2 Listening 4

B Listen again to each extract and complete the tasks below.

[Play  013 again]



015

Unit 2 Writing 2

C Listen to the discussion and circle the option you hear.

Teacher: So, personally, I have quite strong views about this issue, but I want to hear what you have to say. I don't need to practise my English. I'll tell you what I think at the end. Now, I'm not going to ask individual people what they think, but I'd like to hear from everyone, if possible – OK? So ...

Student 1: Well, I have mixed feelings. I think zoos are quite cruel, but I enjoy going to them. I like to see animals that I know I will probably never see in the wild – like tigers and elephants.

Student 2: But if you really want to see them, you can go on a safari or a jungle trek.

Student 3: No, that's not true for everyone – safaris are

really expensive and you don't see all the animals you want to see anyway.

Student 2: I think in this day and age, people can see wild animals on TV all the time. There are really realistic DVDs and Internet pages.

Student 1: But that's not the same as seeing the real animal.

Student 2: I think it's better to see an animal on TV in its natural environment – hunting or playing with its babies – than see it in a little cage at the zoo looking miserable. Big animals that hunt, like lions, tigers and bears, always look very unhappy in a zoo. I heard that they don't live as long in a zoo as they do in the wild.

Student 4: Yes, in my country, zoos are not very well-kept. The children shout at the animals and sometimes even throw things at them. The animals suffer from stress.

Student 1: Well, somebody should stop them doing that. In most countries, zoos are better these days. Animals are in big cages and they can climb and run around.

Student 2: Um, I'm not so sure. When did you last see a lion chasing a zebra in a zoo?

Student 1: Well, there are some big wildlife parks in most countries. Lions might not hunt zebras, but they are free to walk around. People drive their car through the park and take photos.

Student 2: Yes, maybe they are better than small zoos, but they can't keep every type of animal. People go to a zoo to see as many animals as possible.

Student 3: Yes, and these days there are lots of interactive activities, too – like in a museum.

Student 1: People say that zoos are cruel, but I think some species of animal would become extinct if there were not zoos. Zoos help them to survive and keep them safe.

Student 3: Yes, that's true – animals like pandas in China find it very difficult in the wild because their homes are destroyed. They are safer in zoos, and people can help them to produce more pandas. I know it's not perfect to have animals in zoos, but one day it may be the only place that many types of animal exist.

Student 4: I really hope not. People should be doing more to protect the environments of animals in the wild.

Teacher: Um, that's true, but I think it's a whole new question. So – do you want to hear what I think?



016

Unit 2 Consolidation – Speaking

C Listen to some students and match the answers they give to the questions in Exercise A.

Speaker 1: Yes, I think so. We are cutting down forests to build towns and cities, and using the wood from the forests for industry. We are polluting the air and the seas and rivers.

Speaker 2: Yes, I think everyone can see that it is. The ice is melting in the Arctic and Antarctic, and some countries are getting hotter. There are natural disasters, like hurricanes, in more places now.

Speaker 3: Yes, especially big animals like pandas and rhinos that people love. They must have special places where humans are not allowed to build and animals are safe from hunters.

Speaker 4: Mm, I'm not sure. It seems to rain much more than it did when I was little, but maybe I just remember the sunny days.

Speaker 5: Yes, if any more ice melts, some parts of the world will be under water. Some islands will disappear. I heard that some diseases from Africa and Asia will be common in Europe if it gets any warmer.

 017

Unit 2 Exam Practice – Listening

A You will hear someone talking to some students about how to stay safe when there is lightning. Look at the notes below carefully before you listen.

Voice: Now, a big storm can be quite exciting, and you may want to go outside or stand by a window to get a better view, especially if it's not something you have seen much of before. However, it's not really a good idea. Thunder and lightning can be very frightening, and lightning can be very dangerous, too. You will all know that recently there have been a lot of storms, and that's why I want to warn you of the dangers.

Now, first of all, if you can hear thunder, that means the storm is close, and it's close enough for you to be struck by lightning. Lightning can strike as far as fifteen kilometres away from the centre of the storm. Have you tried counting how many seconds there are between the thunder you hear and the flash of lightning that you see? The less you can count, the closer the centre of the storm. If there's less than thirty seconds between the thunder and the lightning, there is a danger.

If they say on a weather forecast that there will be a thunderstorm, you should cancel any outdoor activities that you have planned, especially if they are in areas where it will be difficult to get to safe cover. Don't go camping and don't play golf. Avoid any activities near still water, like fishing – water conducts electricity.

If you are outside when a thunderstorm starts, take cover inside a building as quickly as possible. If there are no buildings and you have a car, shelter in that. Make sure all the windows are closed. Sheltering under a tree or in a bus stop is not really safe – you do not have as much protection as you should. If you are in an open space, don't put up an umbrella and, whatever you do, don't use a mobile phone. The metal directs electricity into the body and can make any injury much worse. Anyone who is swimming or rowing a boat must get to dry land as quickly as possible.

Inside your home there are dangers, too. Don't take a bath or a shower when there is a thunderstorm – if lightning strikes a house, it can send surges of electricity through metal pipes. If a storm appears to be serious, unplug electrical appliances like TVs. If the light goes out during a storm, try to use a torch –

lighting matches or holding cigarette lighters inside the house is very dangerous.

Finally, don't go out or leave your shelter too soon after the storm has passed. Many lightning strikes occur after the storm has passed. Stay indoors for at least half an hour. Now, I hope I haven't frightened you too much, and I hope you enjoy the rest of ...

 018

Unit 2 Exam Practice – Listening

B You will hear an English family talking about their holiday options. Read the statements carefully before you listen.

Mother: OK, since we're all together for a change, let's talk about holidays. It's the summer holiday soon, and Dad and I have been discussing some places that everyone might like. Now, I don't want arguments, so let's hear what everyone has to say. Justin, have you thought about a summer holiday yet?

Justin: Can we go skiing again?

Ellie: I don't want to go skiing – not in the summer. I was freezing last time we went skiing – I had the flu for most of the holiday.

Mother: OK, Ellie – let's calm down. We can all make suggestions. We don't have to decide on anything today.

Father: Mum and I were talking about Turkey. Lots of people go to Turkey in the summer. It's very popular at the moment. There's lots to see and some lovely beaches to relax on, too.

Justin: Yeah, but it'll be absolutely boiling – probably about fifty degrees.

Father: I think you're exaggerating a bit, Justin.

Justin: Maybe. But anyway, you know I get bored just lying on the beach all day.

Mother: Yes, but like Dad said, there's lots to see as well. We can go for day trips to sights and museums.

Ellie: Boring!

Father: I was thinking we could spend some time by the beach, and then go up to Istanbul for a few nights.

Mother: Mm, I don't know about that. I don't really want to go anywhere that's too crowded. I want to get away from stress – not go looking for it.

Father: Well, OK – perhaps just a day trip, then. I'd like to see it. They say it's one of the most exciting cities in the world.

Justin: A day trip from the coast to Istanbul – no way. We'd be on the bus for five hours there and five hours back. That's not my idea of fun.

Mother: OK, it's just one of the options. I said we don't have to decide anything today. I wouldn't mind staying in this country. We could drive to Cornwall or the Lake District. We could go up to Scotland – we've never been there.

Ellie: Mm ... except ... it'll be wet every day – probably pouring down most days. That's the trouble with holidays in Britain.

Father: Look ... we're not getting very far here, are we?

Everyone is saying where they don't want to go and nobody is being very positive.

Justin: I said I want to go skiing.

019

Unit 2 Exam Practice – Listening

C You will hear a lecturer talking about avalanches.

Look carefully at the questions and at the diagram and box of words.

Voice: Most of you have probably never experienced an avalanche – they only occur in mountainous areas and not very often – but you've probably seen one on TV.

The most dangerous type of avalanche occurs when snow is loose and wet. Wet snow is very heavy – it moves slowly, but it causes a huge amount of damage. Most avalanches are started by the victim – that means the person who starts the avalanche is usually killed or injured in it. Not many avalanches destroy towns or villages, like you see in movies. People think that the wind can cause an avalanche, but that's not true. The wind can make snow loose and dangerous, but it doesn't actually make the avalanche start.

Now, look at this diagram on the board. Right at the top here, you see the trigger. That means the cause – what makes the avalanche start. It's usually a person walking on loose, unstable snow. Below that is the start zone – the area where the avalanche builds up, and the snow starts moving. As the snow starts to move with more force, it creates a track. This is the path down which the snow slides. As the snow moves, it creates its own track. As more snow becomes loose, it follows the track down the mountain. On each side of the track are the flanks. The snow here is pulled into the track by moving snow. Finally, down here at the bottom, is the debris toe. This is where the avalanche ends. It will either be on the mountain, where there is not a steep enough slope for the snow to continue moving downwards, or it will be at the bottom of the mountain. Obviously, if it's the bottom of the mountain, a huge amount of damage could be caused. As I said before, however, this is not common, and ...

020

Workbook Unit 2 Listening

A Listen and complete these pairs of sentences. Use TWO words in the longer spaces.

1

Weather forecaster: Conditions should improve later in the day.

Young man: They say things will get better later on.

2

Lecturer: Floods occur when there is a large amount of rainfall.

Student: So, what happens when there's lots of rain? Does it flood?

3

Weather forecaster: Most parts of the country can expect a cold night.

Woman: They say it's going to be a bit chilly tonight.

4

Lecturer: The extreme heat lasts from early morning until late afternoon.

Student: It's boiling hot all day.

5

Newsreader: Generally, a flood has a very negative effect on the economy.

Young man: Floods are not usually very good for the economy.

6

TV presenter: In many parts of the world there is water where previously there was ice.

Girl: There's water now, but there was ice there before.

7

TV presenter: Around this time, families begin to look forward to their summer holiday.

Young woman: I can't wait to go away this year.

021

Unit 3 Speaking 2

A Listen to some students describing their homes.

Which statement below is true?

Speaker 1: Mm, my apartment is very small, but very expensive. On the other hand, it's very close to where I work, so I save money on bus fares.

Speaker 2: I rent a house with some friends. It's not in very good condition, and my room is small, but I guess it's cheap, and it's better than being at home with my parents.

Speaker 3: I moved to a new house with my husband last year. It's very comfortable, and in a part of the city that we like. However, our neighbours are not very friendly, and they make a lot of noise.

Speaker 4: My apartment is right next to a busy main road – it's really noisy, and the windows are always black! On the plus side, it's very central, and I can walk everywhere.

022

Unit 3 Speaking 2

B Listen again and fill each space with ONE WORD.

Notice the incomplete highlighted phrases.

[Play  021 again]

023

Unit 3 Speaking 2

Pronunciation check

Listen again to sentences 1, 3 and 4 in Exercise B.

Notice how the speaker pauses when a linking device introduces a contrast. Practise saying the sentences.

[Play  021 again]

Unit 3 Listening 2

B Listen and complete the notes that one of the tourists made. Use ONE WORD ONLY for each answer.

Voice: OK, is everybody still with me? Good. Now, before we walk up to the building, I would like to tell you a few things. You will enjoy looking around the building more if you have some background.

As I'm sure you know, many people think the Taj Mahal is the most beautiful building in the world, and I hope you now understand why. Look at the gardens and how they have been designed. They are the same on both sides of the building, so there is a sense of symmetry. The fountains and pools create a sense of calm. You will see as we approach the building that it is reflected in a large pool. This is where most tourists stop to take their first photos, and I'm sure you will, too.

We will see the building up close, of course, but from here what you notice is the dome on top of the building and the four towers, or 'minarets' as they are properly called, in each corner. Most people are surprised by the size of the dome and wonder at how its weight is supported. When you are closer you will see how the light at this time of the day makes the dome appear a blue-white.

Now, I expect most of you will know something about the story behind the Taj Mahal, but I will quickly summarize for those who do not. It is a truly romantic story – perhaps the most romantic story ever told. Shah Jahan was one of the most important men in India. He had built wonderful constructions all over the north of India. Suddenly, in 1629, his favourite wife died and the Shah was terribly sad. They say his beard turned white in one night. He wanted to create something to remember her by, and he decided to build the most beautiful monument he could imagine. The work started in 1632. It was finished thirty years later. Twenty thousand men worked on the construction.

Unfortunately, Shah Jahan did not have very long to enjoy his project. His son ...

Unit 3 Listening 3

B Listen to part of a lecture that an architect is giving about the Millennium Dome. Read the summary below before you listen. For questions 1–8, complete the summary with words that you hear. Use NO MORE THAN TWO WORDS for each answer.

Voice: Now, you might ask why the Millennium Dome is so unpopular – why people are so upset by it. After all, there are ugly buildings all over the world. Blocks of flats and office blocks in every city in the world are truly unpleasant to look at. I'm sure you have plenty of ugly buildings in your city.

However, the important difference is that the Millennium Dome was not constructed quickly and

cheaply like some 1950s block of flats. It was built to celebrate a special occasion. It took years of planning and years of construction – and it cost an enormous amount of money – not far off a billion pounds.

The Millennium Dome is supposed to be beautiful. It is, however, quite horrible. It was built to bring one of the world's great cities into the twenty-first century. Now, less than ten years later, nobody wants to look at it. I am afraid that it will always be famous for its ugliness.

In the United States we have our ugly buildings, too. The Chicago Public Library is a good example and the Experience Project Museum in Seattle is awful. But there is something about the Millennium Dome that makes it worse – in my opinion, at least.

I admit that the design of the building is ambitious and, of course, is a great achievement of engineering. However, I'm afraid that for me that is not enough. To my mind, the Millennium Dome was, and is, a huge disappointment.

So, what will become of the building now? I understand that it has been bought by a company that hope to turn it into a venue for entertainment events, like shows and concerts. I suppose that considering how much it cost, it is good that it will be used for something. Personally, however, I would prefer to see it pulled down.

Unit 3 Writing 1

D Listen to some people talking about problems they had when they rented an apartment. Did you mention any of the same things?

Speaker 1: I moved in and the apartment was really dirty. The agency hadn't arranged for anyone to clean it properly.

Speaker 2: The landlord kept coming round to the house without telling us first. He just walked in – right in the middle of a meal or a movie.

Speaker 3: The shower didn't work, so I had to have a bath all the time. It took a long time for the water to get hot.

Speaker 4: The heating didn't work, and it took the landlord a month to repair it.

Speaker 5: The furniture was old, and some of it was broken. There were only two cooking pans and we didn't have enough plates or glasses.

Workbook Unit 3 Listening**A Listen to the short extracts and write the missing words with the correct spelling.**

- 1 The Chinese city of Shanghai is now famous for its unusual architecture.
- 2 The construction industry can be dangerous, and there are occasionally serious accidents. Workers must follow safety procedures.

- 3 Rome is famous throughout the world for its many historic buildings and monuments.
- 4 Thousands of hotels have been built along the Spanish coast as a result of increased tourism.
- 5 In the last twenty years, many people have become millionaires through buying property at the right time.



028

Unit 4 Speaking 1

Pronunciation check

When the form of a word changes, the stress usually falls on a different part of the word. The noun is *technology*. The adjective is *technological*. Listen and mark where the stress falls in these related words.

- 1 photograph 2 photography
- 3 photographic



029

Unit 4 Speaking 2

B Listen to some students. Match each answer with a question above.

Speaker 1: Oh, it has changed every aspect of people's working lives. In factories, for example, machines have replaced people completely, and now do the most repetitive jobs. In offices, people spend much more time looking at a computer screen than they ever did before.

Speaker 2: Well, I think the way we travel around will change. Everyone has a car now, so it's actually sometimes a slow way to get around. I think people who have money will want something faster, like a small helicopter or some kind of flying car.

Speaker 3: Well, I suppose they do. Personally, I love to go camping because I like to get back to nature. I find it a bit strange when I see other campers with lots of machines and gadgets, such as computer games and portable TVs.

Speaker 4: I suppose life at work has changed the most, especially the way I communicate with people. I e-mail people all the time – even people on the same floor! I don't use the phone nearly as much as I once did.



030

Unit 4 Speaking 2

C Listen again and complete the sentences. Use ONE OR TWO WORDS in each space.

[Play 029 again]



031

Unit 4 Listening 1

D Listen to four people talking about the inventions and check your ideas.

Speaker 1: Most people probably don't realize what a clever thing a boomerang is. People think they're toys or used for sport. In fact, they were the very first objects made by human beings that were heavier than

air and could fly. They were used for weapons and for hunting. The oldest Aboriginal boomerangs date back to 10,000 years ago. At that time, they would have been very advanced in terms of technology.

Speaker 2: Of course, it's not really clear who exactly invented the television – a number of different scientists and inventors were working on similar projects at the same time. But a man from my country, John Logie Baird, is the man who created the first working television system. He first demonstrated his invention to the public in 1925.

Speaker 3: Everyone knows that we have achieved a huge amount in terms of space exploration. The space race between ourselves and Russia went on for nearly twenty years, but we were the first to land a man on the Moon. At that time, the space race was very close, and the Russians very nearly got to the Moon before us. For me, the most exciting invention, and the invention that really showed we were ahead in the space race, was the reusable space shuttle. It was first successful in 1981 and has since been used on many missions.

Speaker 4: Although the remains of very early ovens have been found in many parts of the world, it was here that they were first used frequently in people's homes.

In ancient Greece and in other parts of Europe and Turkey, it seems that people used ovens to bake bread. But it seems there was only one large oven that everyone shared. Here, the remains of villages from 5,000 years ago show that each mud-brick house was constructed with an oven, and that baking bread and perhaps cooking meat was common.



032

Unit 4 Listening 1

E Listen again. Can you hear different accents? Who do you think has the strongest accent?

[Play 031 again]



033

Unit 4 Listening 2

A Listen to each speaker say more about each invention and complete the tasks.

Speaker 1: Most people probably don't realize what a clever thing a boomerang is. People think they're just toys or something used for sport. In fact, they were the very first objects made by human beings that were heavier than air and could fly. They were used for weapons and for hunting. The oldest Aboriginal boomerangs date back to 10,000 years ago. At that time, they would have been very advanced in terms of technology. The remains of boomerangs have been found in North Africa, India and parts of America, but it's the Aboriginal boomerang that everyone knows about. When it's thrown correctly, it follows a curved path and comes back to where it was thrown from. Some boomerangs are only about

ten centimetres long, but the biggest can be over two metres. Not all boomerangs are designed to come back to the thrower. Hunting boomerangs, some of which are still used by Aborigines in Australia, are designed as flat throwing sticks and are used for hunting. These boomerangs that followed a straight path and flew very fast were actually more difficult to make, and it could be that the famous returning boomerang was actually invented by accident as attempts were made to develop a faster hunting weapon. Nowadays, boomerangs are made mainly for tourists. It can be quite difficult to learn to throw one so that it comes back to you, and you may need a few lessons before you can do it properly.

Speaker 2: Of course, it's not really clear who exactly invented the television – a number of different scientists and inventors were working on similar projects at the same time. But a man from my country, John Logie Baird, is the man who created the first working television system. He first demonstrated his invention to the public in 1925. At one of London's most famous department stores, Logie Baird demonstrated how silhouette images could be seen to move on a screen. In 1926, he demonstrated his invention again – this time at his laboratory, to the Royal Institute and to reporters from the *Times* newspaper. The quality of the projected image had improved greatly and the event is considered to be the first real demonstration of a television system. In 1928, Logie Baird developed his invention and demonstrated the first transmission in colour.

Speaker 3: Everyone knows that we have achieved a huge amount in terms of space exploration. The space race between ourselves and Russia went on for nearly twenty years, but we were the first to land a man on the Moon. At that time, the space race was very close, and the Russians very nearly got to the Moon before us. For me, the most exciting invention, and the invention that really showed we were ahead in the space race, was the reusable space shuttle. It was first successful in 1981 and has since been used on many missions. The reusable shuttle can carry astronauts on space missions and can serve as a laboratory in which to conduct experiments. It can be used to transport equipment to space stations, or to collect or repair satellites. The shuttle carries between five and seven crew members. When a mission is complete, the shuttle fires thrusters, which propel it back into the earth's atmosphere. It then glides down to make its landing.

Speaker 4: Although the remains of very early ovens have been found in many parts of the world, it was here that they were first used frequently in people's homes. In ancient Greece and in other parts of Europe and Turkey, people used ovens to bake bread. But it seems there was only one large oven that

everyone shared. Here, the remains of villages from 5,000 years ago show that each mud-brick house was constructed with an oven, and that baking bread and perhaps cooking meat was very common. The ovens were made of clay and shaped like a beehive. Inside they had shelves, so that a number of loaves could be cooked together, and an opening at the bottom from which ash could be removed.

034

Workbook Unit 4 Listening

A Listen and match each speaker with a picture.

1

We bought one of these last year because we wanted to have some film of the children as they grow up – you know, playing in the garden or on holiday at the beach. We've got hundreds of photos, but this means you can see all the family talking and laughing. We transfer the films to DVD, and then we can watch them on TV or on the computer. I think the children will love to see them when they are grown up – perhaps they will show the films to their own children. I hope they can still play DVDs in thirty years!

2

I think nearly everyone has one these days. I can't imagine living without one now. I can call the office from my car, or as I'm walking down the street to work. When I'm away on business I can keep in touch with people at work, and with my wife. My daughter has one, too, and I feel much better knowing that she can call us anytime if she is in danger or needs our help. Sometimes my wife calls me from the supermarket to tell me what we are having for dinner! Of course, the bills can be high, especially if I make calls when I'm abroad, but it's definitely worth it for the convenience.

3

I think they have both advantages and disadvantages. Of course, they're very convenient if you want to warm up something that you cooked the day before, or if you're very busy and you just want a quick ready-made meal. I must admit, I often use mine just to heat up my coffee when I'm too busy to drink it! However, if you use them all the time it's not healthy. Young people eat far too much junk food when they are out, and so when they are at home they should eat a proper meal that their mother has cooked for them. Personally, I think a lot of technology makes life easier, but not necessarily better.

4

Having one of these is just brilliant. I can download podcasts from my computer, and get my friends to find interesting programmes for me. I can listen to my favourite radio stations on the bus to school, when I'm with Mum and Dad on a long, boring car journey, or even if I'm just walking in the street. You should be able to listen to radio programmes anywhere without disturbing other people. Now I can.

035

Workbook Unit 4 Listening

B Read these questions carefully so that you know what to listen for. Then listen again and write a name from the pictures in Exercise A into each space.

[Play 034 again]

036

Unit 5 Vocabulary 2

Pronunciation check

When one word ends in a consonant and the next begins with a vowel, you hear the consonant sound at the beginning of the second word rather than at the end of the first.

Listen to these examples from the unit.

- | | |
|--------------------|----------------------|
| 1 social issues | 2 drug abuse |
| 3 serious offences | 4 have been arrested |

Practise saying the phrases.

037

Unit 5 Speaking 3

B Listen and answer these questions.

1

Examiner: Are there any crimes that are particularly common in your country?

Student: Mm, I think we have the same as other countries. But one crime that is a big problem is, erm ... you know, when somebody takes a child and asks for money ...

Examiner: You mean kidnapping?

Student: Yes, kidnapping. It is a big problem in my part of the world.

2

Examiner: Do you feel that London is a safe city to stay in? Is it as safe as Switzerland?

Student: No, not really. I think people are a little more aggressive. Sometimes, I think there will be a fight. The first flat I stayed in was on the ground floor, and there was a ... erm ... when someone comes in the flat and he steals things, erm ... anyway, that happened in my first flat. I wanted to move to another one after that.

Examiner: Oh, I'm sorry to hear about that.

038

Unit 5 Listening 1

B Listen to somebody giving a talk about homelessness and check your ideas.

Part 1

Voice: Good evening. I'm so pleased that so many people have attended my talk. I know many of you are concerned about the number of homeless people that there are in the town centre. I know a lot of you will feel that the situation is becoming worse and that nobody is doing anything about it. However, I think that coming along this evening shows that you want to know more about homelessness and understand

the issue, and not simply see it as a problem that affects you as individuals.

Now, I'll start by explaining what 'homeless' means – and it means a little more than simply sleeping out in the street. The people you see in parks and gardens, or bus stops and shop doorways, are a small percentage of the people that we class as homeless. People are homeless if they are sleeping on the floor or on the sofa at a friend's house. They are homeless if they are sleeping in a hostel or shelter for homeless people. They are homeless if they are sleeping in a car or any other vehicle. We also class people as homeless if they are separated from family or other people that they would normally live with. People are homeless if they live in conditions that are so bad that their health is affected, and they are homeless if they are in danger of violence or physical abuse. That means, as I said before, that homelessness is a much bigger issue than a few people sleeping in bus stops or shop doorways. This is just what you see.

Part 2

So, why do people become homeless? People do not choose to be homeless. They are not sleeping rough because they have chosen to leave a safe home or families who love them. They are homeless because there is no other option. People become homeless because they are poor – because they cannot afford to pay rent, or sometimes because they cannot afford to pay the mortgage on a house or apartment that they have bought. People become homeless because they lose their job or have never had a job. There are related problems that often result in a person becoming homeless. Many homeless people have a drug addiction – they are either homeless because they spend their money on drugs, or they have become addicted to drugs because they are homeless. A high percentage of homeless people have mental health problems and find it difficult to make the decisions about their lives that most people can make. A number of homeless people are ex-prisoners – when they are released from prison, it is very difficult to find a job and a place to live. Many people become homeless because the owner of their home – a landlord or landlady – evicts them. If people have lived in the same place for a long time and then suddenly lose it, they can find it impossible to afford the increased rent for a new home. Many people have to move out of the place they live because it is dangerous – a young person may have a violent father, or a wife a violent husband. These people are too afraid to stay in their home, and they risk making themselves homeless. Finally, in many parts of the country there is just not enough housing – certainly not enough housing that poor people can afford. The increase in the value of property has made life difficult for many people – not just homeless people. I'm sure many of you will understand that.

So, how do we deal with a problem as big as this? It isn't easy. In this country, people with very poorly paid jobs or no jobs at all receive some kind of financial support. In some cases, all or part of their rent is paid by the government. This helps to stop people becoming homeless, but if you are already homeless, it doesn't help. Most towns, like this one, have shelters for people who are temporarily homeless, but they cannot stay at them permanently. They have to move on after a certain period of time. Some towns have food kitchens where homeless people can get a meal two or three times a week. The problem is that shelters and food kitchens don't really deal with the cause of the problem – they deal only with the effect. People can stay in a shelter for a while, but it will not help them to find a home of their own – and that is what they need, of course. Now, I'm going to go on in a moment to talk about some of the suggestions that have been made in terms of dealing with homelessness – ideas for dealing with the problem in a more permanent way. I'll also talk about some of the programmes that are in place and are, in some cases, very successful in other parts of the world. Before that, does anyone have any questions about what I have said so far?

 039

Unit 5 Listening 2

B Listen to the first part of the talk about homelessness again and answer these questions.

[Play Part 1 of  038 again]

 040

Unit 5 Listening 3

A Listen to the rest of the talk about homelessness again. Answer the questions.

[Play Part 2 of  038 again]

 041

Unit 5 Exam Practice – Listening

A You will hear two people telephoning their local council to complain. Answer the questions.

For questions 1–5, choose the correct answer a, b or c.

Telephonist: Good morning, you're through to Hereford Council. How can I help you?

Woman: Oh, good morning. I'm telephoning about graffiti. Not for the first time, I might add.

Telephonist: Oh, yes? Where is this graffiti? Which part of the city do you live in?

Woman: I'm in the Port Hall area. It's a quiet residential area – as you probably know. These days I expect to see graffiti all over the city centre, but not round here. I looked out my window this morning and some ... well, someone has sprayed names and football teams all over the wall opposite. There's more on the house on the corner of the street. Can't somebody stop it happening?

Telephonist: I'm sorry. I know graffiti is a problem. Did you phone the police about it?

Woman: What's the point? I didn't actually see anyone spraying. What can the police do the next morning? There should be cameras in the streets. Then you'd know who did it. Oh, it makes me so angry.

Telephonist: Um, I'm not sure about having cameras in residential areas. A lot of people already think there are too many cameras in the street as it is.

Woman: Well, do you think you could tell me who's going to clean it off? You can't expect the people who own the houses to keep cleaning it off every time it happens.

Telephonist: Well, I'm afraid it is the responsibility of the owner to clean up graffiti. I know it's not really fair, but we just don't have people to come out and clean up all over the city. Walls usually need to be repainted.

Woman: And what about graffiti on telephone boxes and lamp posts – whose job is it to clean that off?

Telephonist: Well, that is the council's responsibility, but we can't promise that it will be done straightaway.

Woman: No, I didn't think you could. You know who I blame? The parents ... If only they ...

For questions 6–10, choose FIVE answers from A–H. Which of the following is the man unhappy about?

Telephonist: Good morning, you're through to Hereford Council. How can I help you?

Man: Oh, hello there. I'm phoning about the rubbish collections. Why the rubbish hasn't been collected again this week, to be more specific.

Telephonist: Oh, I see. Which part of the city do you live in?

Man: I live in Chester Road. That's in the West Cliff area.

Telephonist: And which day is your rubbish normally collected?

Man: Well, who knows? I thought it was supposed to be Friday, but it seems to be a different day every week at the moment. Some weeks there isn't even a collection. I'm really fed up with it.

Telephonist: Mm, the collection in West Cliff is supposed to be Tuesday, but the council has had a few problems recently. A new company has taken over the collection. It's taking a while to get the operation running smoothly. They had an issue with their drivers last month – I think that meant that collections were affected.

Man: Well, it's not good enough. If the rubbish isn't collected, the streets look terrible. Seagulls fly down and peck at the bags for food. They pull the rubbish all over the street. For the last three or four weeks I've had to go outside and sweep up the rubbish and put it in a new bag. I'm too busy to keep doing that every week.

Telephonist: Yes, I understand.

Man: You know, things are bad enough even when the collection is regular. Some neighbours put their rubbish outside the house whenever they like, anyway. They are supposed to put it out on the Tuesday morning – they know that, but they don't care. By the time the lorry

comes round, the rubbish is all over the street.

Telephonist: Well, people know they shouldn't put their bags outside until Tuesday morning. If you know who's doing it you can tell us what number they live at and we'll call them.

Man: Mm, I don't see why the men who do the collection can't pick up some of the rubbish that's in the street. They just throw the bags in the lorry and leave the loose rubbish where it is in the street.

Telephonist: I'm afraid it's not their job to clean the streets. They are paid to collect the bags from outside the houses – no more than that. The street cleaner comes to West Cliff on a Wednesday.

Man: Ah, yes – well, that's another thing ...

 042

Workbook Unit 5 Listening

A Look up the words below in a dictionary. Then listen to students answering questions during the spoken exam. Match each word with one of the speakers.

1

Examiner: So, has a crime like that happened recently?

Student: Yes, there was that little girl in Portugal. She was ... erm ... she was erm ... well, she was taken from the room of the hotel when her parents were having dinner. It was really terrible.

2

Examiner: So, have you ever been the victim of a crime like that?

Student: Yes, when I was in Russia I bought something, but I didn't have change. I had to give the man in the market a big note – I can't remember how much it was worth. He gave me the change and I counted it. I thought it was OK, but later I realized the notes he had given me were ... erm ... I don't know the word ... you know, when the money isn't real money.

3

Examiner: What do you think people should do in a situation like that?

Student: I think people should refuse to buy the product. They should ... uh ... I can't remember the word ... but ... yeah ... they should say that they will not buy that product because it's been made by children, or by people who are paid nearly nothing.

4

Examiner: What kind of antisocial behaviour annoys you?

Student: Mm, I'm not sure if it's antisocial behaviour or a crime, but ... erm ... you know, when the person drives his car much too fast. It makes me really angry if it's where there's a lot of people – near a school or something.

 043

TEST 3

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work.

All the recordings will be played once only. The test is in four sections.

SECTION 1

Now turn to Section one.

(four-second pause)

Section one. You will hear three conversations – the first and the third between two students, and the second between a student and a clerk.

First, you have some time to look at questions 1–5.

(fifteen-second pause)

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1–5.

(four-second pause)

Phoebe: Hi. It's Mike, isn't it?

Mike: Yes, and you're ...?

Phoebe: Phoebe.

Mike: Phoebe. Right. Where are you headed?

Phoebe: I'm looking for the Main Hall.

Mike: So am I. Are you going there to register for next year?

Phoebe: Yes. I was told to go to Administrations and fill in an application form.

Mike: That's what I'm about to do. I went to Information and they told me it was at the end of this corridor. Then we have to turn left, and immediately right. That should lead us to the exit, where opposite we should find the entrance to ground level, Main Hall. It's a big old red building. From there, we need to go to the first level, and then follow the signs. Apparently, it's the second office opposite the foyer. It would be pretty hard to miss.

Phoebe: That sounds easy. It shouldn't be too hard to find. Well, since we're both heading in that direction, let's go together.

Mike: Hopefully it won't take too long. I haven't had anything to eat and I'm starving.

Phoebe: Me too.

Mike: Well, how about I go to the canteen and get us something while you make your way to the Main Hall? I'm sure there's going to be quite a wait. There always is. I can meet you there.

Phoebe: Sounds like a good plan.

Mike: What do you want me to get you?

Phoebe: Um, how about a chicken and salad roll and a drink?

Mike: OK. What if they don't have a chicken and salad roll?

Phoebe: Anything similar, or just plain salad and cheese.

Oh, and don't forget the drink. I feel so dehydrated.

Mike: No problem. What type of drink?

Phoebe: I don't know. Um ...
Mike: How about a Coke?
Phoebe: No, nothing like that. Something healthier.
Mike: An orange juice.
Phoebe: They're usually full of sugar, unless you get it freshly squeezed.
Mike: Water?
Phoebe: Yes. That's perfect. Here, take two pounds. That should cover it. If it's more, I'll give it to you when you get back. I only have a twenty, and you know that they get cranky if you give them large notes.
Mike: OK. See you in five minutes.
(four-second pause)

Before you hear the second conversation, you have some time to look at questions 6–10.

(fifteen-second pause)

Now listen and answer questions 6–10.

Phoebe: Hi, I'm here to register for first-year Economics.
Clerk: I'll just have to fill out this form for our records.
What's your name?
Phoebe: Phoebe Payne.
Clerk: Can you spell that for me?
Phoebe: Sure. P-H-O-E-B-E P-A-Y-N-E.
Clerk: Your address?
Phoebe: 6 Wainright Avenue, that's W-A-I-N-R-I-G-H-T, Nottingham.
Clerk: Nottingham. And your phone number?
Phoebe: It's not connected yet. I've just moved in.
Clerk: OK, when you get your phone connected, contact us. I'll just make a note that your phone number is to be advised.
Phoebe: I'll do that.
Clerk: What course were you doing? Law?
Phoebe: No, Economics. First-year.
Clerk: First-year Economics.
Phoebe: Yes, that's right.
Clerk: OK. Take this card across to the Economics Department and get it stamped, and then you need to come back here to pay your fees.
Phoebe: I've made an arrangement to pay in instalments.
Clerk: Do you have any documentation verifying that?
Phoebe: Yes, I have a statement from Administration.
Clerk: OK, when you return we'll have a look at it.
Phoebe: Thank you very much.
(four-second pause)

Before you hear the next conversation, you have some time to look at questions 11 and 12.

(fifteen-second pause)

Now listen and answer questions 11 and 12.

Mike: Here you are.
Phoebe: It was quicker than I thought, but I have to get this card stamped and return here to organize my fees.
Mike: That's good. It means that I won't have to wait long, either.
Phoebe: How did you get on?

Mike: What with? Oh, the food. Well, there wasn't much left so I got you a cheese and tomato sandwich and water.
Phoebe: That's fine. Do I owe you any more?
Mike: No, I need to give you back three pounds.
Phoebe: But I only gave you two.
Mike: Oh, yeah. I thought you gave me a fiver. OK, so we're square. So, what do I have to do?
Phoebe: Go to the desk and give your personal details. Then, they'll give you a card that you need to take to your faculty. What's your major?
Mike: Environmental Science.
Phoebe: OK, so you'll have to take the card to the Environmental Science Faculty and get the card stamped, return to Administration in the Main Hall and organize your fees.
Mike: And that's it?
Phoebe: Yes, that means you're registered. Then we receive a letter with the details of our course, where we'll be informed to go to the noticeboard, or online to find out when and where our lectures are.
Mike: OK. Let's have this bite to eat first.

That is the end of Section one. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to Section two.

(four-second pause)



SECTION 2

You will now hear a speaker talking about student loans. First, you have some time to look at questions 13–21.

(fifteen-second pause)

Now listen carefully and answer questions 13–21.

Thanks for turning up today, and welcome to this short talk on student loans. What you'll hear from me today are a few starting points, which should guide you in the right direction for what is suited for you. I'm assuming that most of you have an account at a bank or building society that you can draw funds from. These funds will either be your own or through a loan you may have with the bank. You may even have a credit card you can use. If you don't have a bank account, I suggest you open one with one of the major banks. It's the best option, as you will find major banks have more outlets. Within the city and in close proximity to the university are HSBC in City Plaza, Barclays in Ragdale Square, National Westminster in Preston Park and Halifax in Hope Street. At this stage, I just want to inform international students that not all the services available for resident students will be available to you. As international students, you need to provide documentation stating that you have funds available to see you through the duration of your study. Different banks have different policies, so search out the one that will benefit you the most. You will also need to provide a photocopy of your passport and certification of your enrolment in the university.

The most common way of taking out a student loan is either through the university or through a banking institution. If you decide to go with the university, again, you need to supply certification of enrolment and passport if you're an international student, or if you're a resident, you will only need the enrolment details. One word of warning is that you need to be clear on the interest you will be paying on your loan. The interest level through some universities is almost as much as the loan itself, so if you borrow ten thousand pounds you might have to pay back close to twenty. Also, with student loans through the university, you have a limited time to pay them back and this time is not flexible. You might have only one year, you might have five. As I said, different universities have different policies. This university, for example, has an interest rate of 23.5%. It's quite high, but not as high as many of the other larger universities. The other option is to take out a loan through your bank. You will find that most banks will have lower interest rates than the university. They average roughly between 14.5–18.5%. Banks also give you an option of over how many years you want to make repayments. You can basically choose to pay it back in a year or in ten – even more if you are finding it difficult. Make sure you have an account with the bank you decide to go with. Either a current account or a savings account is enough. With either of these accounts, you can use your card to make withdrawals and deposits from automatic teller machines at any time, and make payments over the Internet if you choose. You can also use Maestro, one of the systems which automatically take the money from your account at a time that you have specifically stated, and deposits it into a nominated account of your choice. You might decide to have 150 pounds taken out each month, and each month this is what will happen. Also, check what fees apply with what services. Some services are free of charge, but they are few and far between. OK, so that's all from me. If there are any questions related to what I've covered today, please raise your hand.

That is the end of Section two. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to Section three.

(four-second pause)



SECTION 3

You will hear a dialogue between two students, David and Jim. First, you have some time to look at questions 22–25.

(fifteen-second pause)

Now listen carefully and answer questions 22–25.

David: Hi, Jim.

Jim: Hi, David! I'm glad I found you. I've got a topic for our presentation next month.

David: What is it?

Jim: I thought it would be a good idea to talk about glass

and how it's recycled.

David: That doesn't sound very interesting.

Jim: That's what I thought, but it is. Did you know that glass has been around since as early as 4000 BC, when glass was used in the Middle East as a glaze to decorate beads?

David: Is it really that old?

Jim: Yes, and by 1550 BC, coloured glass vessels were widespread and used for cooking and drinking. The earliest-known clear glass is a vase found in Nineveh in Assyria, dating from around 800 BC, which is now in the British Museum here in London.

David: You know, I think I've seen that. I was at the British Museum a couple of months ago with Lisa.

Jim: We don't realize how valuable glass was. It wasn't used widely back then. Until the 18th and 19th centuries, glass was very expensive and was used for limited applications, such as stained glass windows for churches. Large-scale glass manufacturing began with the Industrial Revolution, with the mass production of glass containers beginning at the onset of the 20th century, and glass light bulb production automated in 1926.

David: How expensive?

Jim: I don't know, but nowadays glass is much less expensive, and is taken for granted as a packaging material, in addition to its use in windows and other applications.

David: Do you know what glass is made from?

Jim: New glass is made from a mixture of four main ingredients: sand, soda ash, limestone and other additives. These additives include iron for colour (brown or green), chromium and cobalt for colour (green and blue respectively), lead to alter the refractive index, alumina for durability and boron to improve the thermal options. Annually, total glass use in the UK is estimated at around 3.6 million tonnes.

(four-second pause)

Before you hear the rest of the conversation, you have some time to look at questions 26–31.

(fifteen-second pause)

Now listen and answer questions 26–31.

David: You're kidding. That's phenomenal. What do we do with all that glass? Where does it go?

Jim: Using present technology, the UK glass industry has the capacity to recycle over one million tonnes of glass each year and this, coupled with the material's unique ability to be infinitely recycled without compromising its quality, creates a compelling case for the recycling of glass. Despite this, glass makes up around 7% of the average household dustbin and last year, over 2.5 million tonnes of this material was landfill.

David: How can glass be recycled?

Jim: It can be recycled indefinitely as part of a simple but hugely beneficial process, as its structure does not deteriorate when reprocessed. In the case of bottles and jars, up to 80% of the total mixture can be made from reclaimed scrap glass, called 'cullet'.

David: What's it called?

Jim: Cullet. C-U-L-L-E-T. Cullet from a factory has a known composition and is recognized as 'domestic cullet'.

From bottle banks it is known as 'foreign' and its actual properties will not be known. Recycling two bottles saves enough energy to boil water for five cups of tea.

David: You know, I wouldn't mind a cuppa now.

Jim: Did you know that recycling reduces the demand for raw materials? There is no shortage of the materials used, but they do have to be quarried from our landscape, so from this point of view there are environmental advantages to recovering and recycling glass. For every tonne of recycled glass used, 1.2 tonnes of raw materials are preserved. Recycling also reduces the amount of waste glass which needs to be used as landfill.

David: I know. It's a social conscience we all need to have.

Jim: Taking part in recycling the waste we produce makes us think about the effect we are having on our environment and enables us to contribute towards a greater level of sustainability. It's not all about economics, you know.

David: I'm sure you're right, Jim.

That is the end of Section three. You now have half a minute to check your answers.

(thirty-second pause)

Now turn to Section four.

(four-second pause)



046

SECTION 4

You will hear an orientation lecture on sports therapy.

First, you have some time to look at questions 32–40.

(fifteen-second pause)

Now listen carefully and answer questions 32–40.

Good morning, and welcome to the university's Open Day and to our lecture on Sports Therapy. There are two good reasons to be here. Firstly, you will experience what a university lecture is like – so take out your notebook and pen – and secondly, you will find out about the Sports Therapy programme. OK, so what does a Sports Therapy programme involve? Everybody in today's society knows the impact sport, health and fitness makes on the population's physical and mental health. Studying at Kent will develop your understanding of the ideas and issues within the sports therapy, health and fitness industries. Sports therapy is one of the fastest-growing careers within the sports sector. The programme teaches you all the specialist knowledge you need in order to work within these industries. This includes scientific aspects, such as anatomy and physiology and sports psychology. You learn how to design training programmes and lifestyle profiles for a range of clients, and to understand the role of sports promotion and event management. The degree also covers the treatment and prevention of sporting injuries and the importance of referral programmes. There will be a full description of these

subjects for you available at the door when you leave this lecture. Now, just to talk a little about teaching and assessment. The programme involves taking part in and designing practical sports sessions, lectures, small-group seminars and private study. On average you have six lectures, three practical sessions and a one hour-long seminar per week, and you also spend additional time developing your coaching and theoretical knowledge in real-life situations. At Stage 1, the first half of the year is assessed by 100% coursework and observed assessments. A majority of the modules also have written exams within the final half of the year, with the rest practically assessed. Stage 2 and 3 assessment varies, from 100% coursework to a combination of examination and coursework, usually in the ratio 50:50, 60:40 or 80:20. You're probably wondering what career paths you can take once you've completed this degree. Well, careers can vary from employment in health and fitness clubs, sports injury clinics, sports development within local authorities, or with national governing bodies of sport, working in community leisure or sports attractions, self-employed personal trainer or sports therapist. There are some requirements you need to fulfil to enter this course. International students can qualify with the following: School Certificates and Higher School Certificates awarded by a body approved by the university; matriculation from an approved university, with a pass in English Language at GCSE O level, or an equivalent level in an approved English language test, passing one of Kent's foundation programmes, provided that you meet the subject requirements for the degree course you intend to study; or an examination pass accepted as equivalent to any of the above. In order to enter directly onto a degree course, you also need to prove your proficiency in English, and we ask for one of the following: average 6.5 in IELTS test, minimum 6.0 in Reading and Writing; grade B in Cambridge Certificate of Proficiency in English; grade A in Cambridge Advanced Certificate in English; a pass overall in the JMB/NEAB Test in English for Overseas Students, with at least B in Writing, Reading and Speaking Modules; a TOEFL score of at least 580 (written test) or 237 (computer test). If you haven't yet reached those standards, Kent runs a foundation course for international students which gives you a year's academic and language training before you begin on your degree. Right, that's about it. Any questions?

That is the end of Section four. You now have half a minute to check your answers.

(thirty-second pause)

That is the end of the Listening test. In the IELTS test, you would now have ten minutes to transfer your answers to the listening answer sheet.

Acknowledgements

- Pages 12 and 13, flow charts reproduced with kind permission of *The American Academy of Family Physicians (AAFP)*.
- Pages 22 and 149, dictionary definitions, copyright Longman Active Study Dictionary © Addison Wesley Longman 1998.
- Page 25, audio for Exercise B, Extract 3 sourced from Wikipedia, http://en.wikipedia.org/wiki/Tropical_cyclone. Text has been modified and used under the CC-BY-SA 3.0 license, <http://creativecommons.org/licenses/by-sa/3.0/legalcode>.
- Page 39, text taken from Wikipedia, http://en.wikipedia.org/wiki/Aswan_Dam. Text has been modified and used under the CC-BY-SA 3.0 license, <http://creativecommons.org/licenses/by-sa/3.0/legalcode>.
- Page 44, photograph reproduced with kind permission of Steve Trussel.
- Page 48, audio for Exercise D, Speaker 4 taken from Wikipedia, <http://en.wikipedia.org/wiki/Boomerang>. Text has been modified and used under the CC-BY-SA 3.0 license, <http://creativecommons.org/licenses/by-sa/3.0/legalcode>.
- Page 51, text reproduced with kind permission of *Electrolux Major Appliances*.
- Page 62, text taken from Wikipedia <http://en.wikipedia.org/wiki/Bullying>. Text has been modified and used under the CC-BY-SA 3.0 license, <http://creativecommons.org/licenses/by-sa/3.0/legalcode>.
- Page 63, 'Bullying and harassment at work; Guidance for employees', reproduced under the terms of the Click-Use License, with permission of ACAS, <http://www.acas.org.uk>.
- Page 90, text reproduced with kind permission of go2HR – British Columbia Canada's Tourism Human Resource Association, <https://www.go2hr.ca>.
- Page 94, text copyright ©1999–2013 by Nielsen Norman Group. All rights reserved.
- Pages 102 and 104, text, Food and Agriculture Organization of the United Nations. 2004. *Higher world tobacco use expected by 2010 - growth rate slowing down*, by Erwin Northoff. Rome, Italy. <http://www.fao.org/english/newsroom/news/2003/26919-en.html>. Reproduced with permission.
- Pages 106–108, graphs taken from WC statistics brief, West Virginia Health Statistics Center, Bureau for Public Health © September 2000.
- Pages 110 and 111, Food and Agriculture Organization of the United Nations. 2002. *The developing world's new burden: obesity*. Rome, Italy. <http://www.fao.org/FOCUS/E/obesity/obes1.htm>. Reproduced with permission.
- Page 111, graph reproduced with kind permission of the World Health Organization (WHO) © 2000.
- Pages 113 and 114, text taken from article 'Waste Disposal and Waste Management', <http://ezinearticles.com/?Waste-Disposal-and-Waste-Management&id=1923103>.
- Pages 123 and 124, text adapted from article 'Environmental Impact of Tourism', www.ecoholidaying.co.uk.
- Page 163, graph taken from GM Public Health Practice Unit © Crown Copyright 2002. Contains public sector information licensed under the Open Government Licence v1.0, www.nationalarchives.gov.uk/doc/open-government-licence/open-government-licence.htm.
- Page 165, Text B reproduced with kind permission of Waste Online, www.wastewatch.org.uk.
- Page 167, text reproduced with kind permission of *Practical Fishkeeping Magazine*.
- Page 17, Photograph of commuters smoking on a train, General Photographic Agency/Getty Images
- Page 17, Photograph of commuters riding of the Tokyo Metro, iStock.com/Electra-K-Vasileiadou
- Page 17, Photograph of people smoking in restaurant, LEONARD MCCOMBE/Getty Images
- Page 26, Photograph of earthquake destruction in Japan, iStock.com/egadolfo
- Page 37, Photograph of Millennium Dome, iStock.com/dynasoar
- Page 48, Photograph of The Space Shuttle Endeavour at Cape Kennedy, Florida, iStock.com/jackjayDIGITAL
- Page 65, Photograph of a damaged telephone box, iStock.com/mikeinlondon
- Page 96, eBay is a registered trademark of eBay Inc.
- Page 122, Photograph of recycled computer monitors and television sets, iStock.com/Simon Smith
- Page 132 & 133, Thomas Cook is a registered trademark of Thomas Cook AG.
- Page 134, Photograph of a tourist shopping for souvenirs at a Cape Town market stall, iStock.com/tirc83
- Page 134, Photograph of Maasai women selling souvenirs through a car window, iStock.com/Sohadiszno
- Page 188, Coke is a registered trademark of The Coca-Cola Company.
- Page 189, HSBC is a registered trademark of HSBC Holdings plc.
- Page 189, Barclays is a registered trademark of Barclays PLC.
- Page 189, National Westminster is a registered trademark of National Westminster Bank Plc.
- Page 189, Halifax is a registered trademark of Bank of Scotland Plc.
- Page 189, Maestro is a registered trademark of Mastercard Incorporated.

Pathway to IELTS 2

Target 5.0

Pathway to IELTS is a carefully graded course taking learners from IELTS 3.0 to 5.0.

Target 5.0 is for students who are entering IELTS study from Band 4 (limited user). It contains clear, scaffolded activities that focus on real student needs at this level – basic skills and language, including sentence structure and spelling. Exam tips are included throughout the course to familiarize students with the various exam tasks and to provide advice on how to obtain the highest score possible.



Chris Gough has taught in the UK and Spain, and was involved in teacher training in the UK for a number of years. He now spends most of his time writing materials, though he still regularly moderates training courses for Trinity College London. Chris has written titles for various publishers, including supplementary vocabulary and reading resources. He has been writing with Garnet Education since 2007.

Suitable for:

**Pre-intermediate
to intermediate**

IELTS 4.0 – 5.0

CEF B1

ISBN 978-1-78260-497-6



9 781782 604976 >

MOE KSA: 111207

Garnet
EDUCATION

www.garneteducation.com

www.hellooteacher.com