FOCUS ON

Academic Skills for

IELTS

1 Book, 2 CDs

with AUDIO CD

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Introduction

What is Focus on Academic Skills for IELTS?
Focus on Academic Skills for IELTS offers systematic preparation for students wishing to take the IELTS exam. It provides training for students taking the Listening, Speaking, Academic Writing and Academic Reading modules.

Focus on Academic Skills for IELTS offers:
- detailed information about the four modules of the exam, including all task types.
- guided practice for all four skills in every module.
- language input for the different parts of the Speaking and Writing modules.
- hints and tips to help with special areas of difficulty.
- intensive work on academic English, including collocations, useful phrases and the language of research as well as key language for specific academic topics.
- a Language review section at the end of each module which pulls together key vocabulary and concepts.
- five Progress tests which recycle key language and skills in new contexts.
- examples of answers to writing tasks at higher and lower band levels with guidance on assessing your writing.
- ideas for speaking and writing on IELTS-related topics where students can apply and extend ideas from the reading and listening texts.
- preparation tips for all four skills in a special section at the end.

How can Focus on Academic Skills for IELTS be used?

Introduction

The IELTS exam

What is IELTS and where can I take it?
IELTS stands for International English Language Testing Service. The IELTS examination is taken by students who want to live, study or work in an English-speaking country, and especially by those who are going to follow academic courses at a university or similar institution, or more general training courses. It can be taken at Test Centres world-wide on fixed days throughout the year.

Exam overview
The examination tests all four language skills: Listening, Reading, Writing and Spoken. There are separate Reading and Writing Modules for those requiring qualifications in academic skills or more general skills. This book focuses on Academic Reading and Academic Writing skills.

Academic Reading
Three reading passages (60 min)

Academic Writing
Two tasks (60 min)

General Training Reading
Three sections (60 min)

General Training Writing
Two tasks (60 min)

Listening
Four sections (30 min)

Speaking
Three parts (11–14 min)

Results
You will get your IELTS results within two weeks of taking the exam. You will not be given a pass or a fail grade, but instead you will receive a Test Report Form giving you a band score for each of the four skills, and a final overall band which is an average of these. These band scores are expressed on a range of 0 to 9 and cover the whole range of language ability. For more information, look on the IELTS website www.ielts.org.

THE IELTS NINE-BAND SCALE

Band 9 - Expert User
Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8 - Very Good User
Has fully operational command of the language with only occasional inaccuracies, inappropriacies and misjudgments. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7 - Good User
Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6 - Competent User
Has general effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5 - Modest User
Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4 - Limited User
Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3 - Extremely Limited User
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2 - Interim User
No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

Band 1 - Very Low User
Essentially has no ability to use the language beyond possibly a few isolated words.

Band 0 - Did not attempt the test
No assessable information provided.
Listening

Time and organisation

The Listening Module has four sections of increasing difficulty, with a total of 40 questions, and takes about 30 minutes. Each section has 10 questions and is heard once only. You have time to look through the questions before you listen, and also time to check your answers after each section. You write your answers on the question paper as you listen, and you then have ten minutes at the end to transfer your answers to a separate answer sheet.

Content and task types

Sections 1 and 2 develop the listening skills needed for survival in an English-speaking country, in situations such as shopping, accommodation, etc. Sections 3 and 4 have a more academic context—for example, they may be a recording of part of a tutorial, seminar or lecture. You will hear a variety of accents including British, North American and Australian English.

The following task types may be included:

- multiple choice
- matching
- classification
- short-answer questions and lists
- note / table / flow chart completion
- sentence completion
- summary completion
- labelling a diagram, map or plan

Marking and assessment

All the answers have one mark. Any answer which is above the word limit specified for that task will not receive a mark, so it is important to read the instructions carefully. Spelling and grammar must be correct. The final score is converted to a whole or half band on the IELTS band scale.

Academic Writing

Time and organisation

The Academic Writing Module consists of two different writing tasks and the whole paper takes one hour. You do not have any choice of tasks. Task 1 must be a minimum of 150 words and it is recommended that you spend no longer than 20 minutes on this. Task 2 must be at least 250 words and carries two thirds of the marks, so it is recommended that you spend 40 minutes on this. Underlength answers lose marks.

Content and task types

The Task 1 prompt is always a type of diagram. You have to write about the information shown, describing the main features, trends or differences. You have to refer closely to the diagram and, where relevant, illustrate your main points with figures. You are not required to give any explanation for the data, but have to describe only the information given in the task.

Task types may involve describing information from:

- a graph, chart or table
- a flow chart or process diagram
- a plan or map
- a diagram showing how something works
- a diagram showing or comparing objects
- a set of small diagrams

In Task 2 you are required to discuss an issue, question or opinion of general interest, and to give your own point of view. The topics do not require you to have specialist knowledge, but you have to be able to present ideas on general issues. The prompt is usually a background statement introducing the topic, followed by an instruction to the candidate. This instruction tells you how you should approach the topic and it is very important that you spend time analysing exactly what you are expected to write about.

Instruction types include:

- giving and justifying opinions
- comparing opposing opinions
- evaluating advantages and disadvantages
- comparing arguments for and against
- analysing problems and suggesting solutions
- answering direct questions on an issue

For Task 2 you are expected to write in a formal style, appropriate for an academic exam.

Marking and assessment

Task 2 carries more marks than Task 1, so you should take care to spend a full 40 minutes on Task 2.

Task 1 is assessed in terms of:

- Task fulfilment: how well you have reported and illustrated the main points of the information.
- Coherence and cohesion: how well you have organised the information across your text and how you have linked the ideas within and between sentences.
- Vocabulary and sentence structure: how accurately and appropriately you have used a range of language.

Task 2 is assessed in terms of:

- Arguments, ideas and evidence: how well you have been able to present relevant ideas and opinions and develop these into a well-supported argument or points of view.
- Communicative quality: how well you have organised and linked your main points and ideas.
- Vocabulary and sentence structure: how accurately and appropriately you have used a range of language.

Your scores on these criteria are combined to give you a Band for each task. These are then combined to give you a Final Band for Writing. There are no half bands for this module.

Speaking

Time and organisation

In the Speaking Module, each candidate has a face-to-face interview with an examiner. The interview consists of three parts and takes between 11 and 14 minutes. The examiner records the interview.

Content and task type

Part 1 lasts for 4 to 5 minutes and begins with introductions. The examiner then asks you a series of questions on two or three different topics connected to your life, your interests or what you do.

Part 2 lasts 3 to 4 minutes and is based on the candidate giving a short talk. You are given a card with a familiar topic and several prompts. You then have one minute to make notes on what you want to say before speaking for two minutes on the topic given. You do not have a choice of topic but the topics are based on your own experience, such as a person or place you know, an event or activity you have experienced.

The examiner may ask you a brief question at the end of your talk.

Part 3 lasts for 4 to 5 minutes. Here the examiner asks you more abstract questions related to your topic and develops a more general discussion.

Marking and assessment

Candidates are assessed on all parts of the interview. Remember that if you give very short answers, the examiner has very little language to assess.

The criteria are:

- Fluency and coherence: how well you are able to maintain the flow of conversation, and how clearly you can express and link ideas.
- Lexical resource: how appropriately and accurately you use a range of vocabulary.
- Grammatical range and accuracy: how appropriately and accurately you use a range of structures.
- Pronunciation: how clearly you speak and how well you use the different features of English pronunciation.

The scores on these criteria are combined to give you the Final Band for Speaking. There are no half bands for this module.
A Childhood obesity is rapidly becoming a global epidemic. The US continues to lead the way, with as many as 37% of its children and adolescents carrying around too much fat. But other countries are rapidly catching up. According to statistics presented at the European Congress on Obesity in Finland, more than 20% of European youngsters between the ages of 5 and 17 are either overweight or obese. Asia lags behind the US and Europe in its obesity statistics, but Thailand, Malaysia, Japan and the Philippines have all reported troubling increases in recent years. Up to 10% of China's 290 million children are already believed to be overweight or obese, and that percentage is expected to have doubled a decade from now. So across Asia too, childhood obesity is on the rise, and a less marked trend has been documented even in urbanised areas of sub-Saharan Africa.

B Why do children become obese? One important factor is insulin, a hormone which enables the body to store extra calories as fat. Physical exercise helps control insulin levels, while ingesting fat combined with starches and sugar can cause surges in insulin levels. A child who sits in front of the TV for hours on end, eating potato chips and doughnuts, is an ideal fat-storage machine.

C What is urgently needed is for schools, health professionals, parents and children to work together. Encouragingly, changing a family's lifestyle in healthy ways does not appear to be all that difficult: it involves regular exercise, slightly smaller portions and slightly different foods. And this, say health officials, is a message that badly needs to get out.
SUMMARY

In one type of summary task, you have to complete a gapped summary of part or all of the text using words from a box. The information in the summary may be in a different order from the text. There may be several words that fit the gaps grammatically, so to identify the correct one you have to read the text carefully.

a) Read through the summary in the exam task below for general understanding.

b) Read the sentence with the first gap carefully. Think about the possible form and meaning of the missing word.
   1. What part of speech is needed for question 1? a) an infinitive b) a past participle c) an adjective
   2. What type of information is most likely? a) an amount b) a change

c) Look at the words and expressions in the box. Which three have the correct form to fit question 1?

d) Find the correct information in Text 2 for question 2.
   1. What does the text tell us about fruit and vegetables?
   2. Which phrase in the text has a similar meaning to consumption?
   Use this information to help you choose the correct answer for question 2.

e) Now look at questions 8–14. Which of these need a) a past participle, b) an infinitive, c) an adjective, d) another type of word? Think about what type of information is most likely, then do the task.

Questions 7–14

Complete the summary of Text 2 below using words from the box.

In Britain, convenience meals are now the most popular type of food. Fruit and vegetable consumption has decreased, and consumption of meat and fish has increased, but the traditional Sunday dinner is eaten by people. Despite this, the population is ‘traditionalists’ in their food habits. Just over are ‘convenience seekers’, while almost are ‘casual diners’. The number of casual diners is likely to as households become.

IDEAS FOR SPEAKING AND WRITING

Thinking about topics such as the ones in these reading texts will help you prepare for other modules in the IELTS exam.

Answer these questions orally or in writing.

1. How important a problem is childhood obesity in your country? Example: childhood obesity is a severe problem in my country. Children don’t take enough exercise, and eat too much junk food.

2. How far is the situation described in Text 2 true in your country?

3. Which of the three categories of eater described in Text 2 do you think you are?

Focus on writing 1 The language of change

Task 1

Focus on IELTS pages 19–20

Using language of change

Underline the verb or verb phrase in each of the following sentences. Then match each sentence to a graph. You can use a graph more than once. Use a dictionary to help you if necessary.

2. From 1997 to 2000, sales fluctuated.
4. Sales increased for two years then levelled off.
6. Sales dipped briefly in 2002, then recovered.

2. Add the verb phrases from Exercise 1 to the correct category in the table below. Can you add some more verbs with the help of your dictionary?

<table>
<thead>
<tr>
<th>Movement</th>
<th>More than one movement</th>
<th>Movement downwards</th>
<th>No movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase</td>
<td>decline</td>
<td>reach a peak</td>
<td>start</td>
</tr>
</tbody>
</table>

3. Complete these sentences with a preposition from the box. Use a dictionary to help you if necessary.

at (x2) between by of to

1. Profits rose from 2 billion dollars to 5 billion last quarter.
2. Since 1985, the price of houses has increased to 200%.
3. Road accidents reached a peak of 50,000 in November.
4. Car sales remained constant around 75 per month for the rest of the period.
5. During the summer, temperatures fluctuate to 20 and 30 degrees.
6. By close of business, the value of the company’s shares stood at $25.
4 Two common patterns used when describing changes in academic English are:

n + verb + adverb

There + be + adjective + noun + in + noun

Rewrite these sentences, using one of these patterns.

Example: The consumption of fruit has risen steadily.

There has been a steady rise in the consumption of fruit.

1 Meat consumption has fallen sharply.

There ..............................................................

2 There was a brief dip in share prices at the start of the year.

Share prices ........................................................

3 Her fitness level improved dramatically.

There ..............................................................

4 There will be a rapid recovery in share prices next year.

Share prices ........................................................

5 The use of GM foods has grown steadily in some countries.

There ..............................................................

Focus on writing 2 Interpreting information from diagrams

Task 1: Graphs

UNDERSTANDING THE DATA

To answer a Task 1 question, you need to understand and interpret the data correctly as well as using appropriate language to describe it.

Read the instructions for the Writing task below. Then look at the graph to find the answers to these questions.

1 What period of time does the horizontal axis show?

2 What information does the vertical axis show?

3 What do the three lines represent? (look at the key in the box)

4 What tense do you need to use in order to describe this information?

5 What main changes does the graph illustrate?

WRITE TASK 1

You should spend about 20 minutes on this task.

The graph shows the rates of participation in three different activities in a UK sports club between 1983 and 2003.

Write a report for a university lecturer describing the information.

Write at least 150 words.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of club members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>20</td>
</tr>
<tr>
<td>1988</td>
<td>30</td>
</tr>
<tr>
<td>1993</td>
<td>40</td>
</tr>
<tr>
<td>1998</td>
<td>50</td>
</tr>
<tr>
<td>2003</td>
<td>60</td>
</tr>
</tbody>
</table>

Participation by club members

Common mistakes

1 Wrong tense
2 Active/passive verb confused
3 Agreement: single subject with plural verb
4 Preposition error
5 Article (a, the) missing

The graph shows changes in participation of different activities at a sports club.

Firstly, participation in swimming was highest for 1983 to 2003. In 1983, 50% of club members did swimming, but this dropped to 5% in 1993 and 1998.

Secondly, the percentage of club members who did team sports has fallen significantly during this period.

Finally, gym activities grew from 1983 to 2003.
Focus on listening  

Note completion  

Before each section of the Listening Module, you hear a short introduction. This tells you who is speaking and what the situation is. It also tells you how many questions you have to answer before the next break in the recording. Listen carefully, as this information is not given on the exam paper. You are then given some time to look at the questions. There is a short break in the middle of the recording in Sections 1, 2 and 3, and you are given time to look at the remaining questions for that section.

In Section 1 of the Listening Module, you listen to a conversation about an everyday topic.

Identifying the context  

1. Listen to the introduction to the task opposite and answer these questions.
   1. Who are the two speakers?
   2. Are they face to face or on the phone?
   3. What are they talking about?
   4. How many questions will you have to answer before the break in the recording?

Note completion  

2. Note completion is a common task in Section 1. Read the instructions and notes carefully in the time you are given and try to predict the information you need.
   a. Look at the instructions for the task. What is the maximum number of words you should write for each answer?
   b. Look at the notes for questions 1-10. Which questions will probably need a) a number? b) a time? c) days of the week?

Predicting possible answers  

3. To help you identify the information required for each gap as you listen, you need to match the headings in the notes with expressions you hear.

Listening for parallel expressions  

TIP In IELTS Listening, the numbered items are always in the same order as you hear them in the recording.

Example: Can I just check on where you are?  

1. Can I choose which days?  
2. You'd mainly be responsible for ...  
3. You can get through to me directly on ...  
4. have your ... with you when you come  
5. At present we're looking for ...

White Water Sports Centre

Example: Manager's name  
Answer: Steve Thompson ...

Job available:  
1. (part-time)

Job responsibilities:  
- supervising swimmers
- care of 2 ............... for beginners' classes
- carrying out 3 ............... regularly

Days:  
Two per week (4 and ............)

Working hours:  
5 .............. to ............

Maximum pay:  
6 ............... per hour

Interview:  
Friday at 2 p.m.

Address of Sports Centre:  
7 23-27 .........., East Gate

Steve's direct line:  
8 ...............  

Remember to bring:  
9 ...............  
10 ...............  

Checking your work  

Make sure that:
- the information you have given makes sense in the gap.
- you have spelled the words correctly.
- you haven’t written more than three words. (Often, you only need one word.)
- you haven’t written words that are already included in the notes (possibly in another form, e.g. regularly in question 3).
Focus on speaking

Describing habits

Part 1 Interview

Part 1 of the Speaking Module lasts for four to five minutes and the examiner will ask you questions about yourself, your life and your habits. Make sure you understand the questions and give relevant answers. Try to extend your answers rather than giving short responses.

Understanding the questions

TIP: If you don't hear the question, ask the examiner to repeat it.

1. a) Listen and complete the four questions you hear. They are all about habits.
   1. What do you .......................?
   2. What do you .......................?
   3. What do you .......................?
   4. What kind of .......................?

Giving relevant answers

b) Now listen to speakers A-D answering the questions above. Match each speaker to the correct question.
   Speaker A ...... Speaker B ...... Speaker C ...... Speaker D ......

Extending your answers

2. a) The speakers extended their answers by contrasting their present habits with past habits. Listen again to the first two speakers and complete the extracts below.
   Speaker A
   1. ....................... I don't actually do much cooking.
   2. ....................... eat in the student canteen.
   3. ....................... cook for myself ........................
   4. But when I was living at home, I ....................... my mother with the cooking.
   5. ....................... make the salad and cook the pasta and so on.

   Speaker B
   1. Nothing special ........................
   2. I mean, when I was younger I ....................... quite a lot of running and things.
   3. ....................... I did a bit of sport.

Useful language:

Fluency markers

3. The use of expressions called fluency markers helped the speakers sound fluent and natural.
   a) Read the following quotes and match the fluency markers in bold to their uses (a-f).
   1. 'To be honest I don't like cooking much at all. I'm afraid I'm not very good at it. Though I do quite like making snacks and sandwiches and so on.'
   2. 'Well, actually, I don't get much time for exercise these days. I mean, I work long hours most days and I just don't get the chance, really.'
   3. 'Well, I suppose I like documentaries best, but they have to be on interesting topics, of course.'

Exam practice

4. a) Using the language in the box below, and fluency markers, write responses to the questions in Exercise 1a.

<table>
<thead>
<tr>
<th>Nowadays</th>
<th>These days</th>
<th>always</th>
<th>sometimes</th>
<th>hardly ever</th>
<th>cook</th>
<th>watch</th>
<th>wear</th>
<th>go</th>
</tr>
</thead>
</table>

   a) used to tell someone politely something that may annoy or disappoint them
   b) used when explaining or giving an example of something
   c) used to say what really happens or is really true
   d) used to tell someone what you really think
   e) used after a list to show there are other similar things that could be mentioned
   f) used to say you think something is true, although you are uncertain about it

b) Now practise giving extended answers to the following questions. Record yourself speaking if possible.

   1. Which sports do you enjoy watching on TV?
   2. Do you prefer to watch or play sports?
   3. What kind of physical activities did you do when you were at school?
   4. What are the most popular sports in your country? Has this changed in recent years?
1 Topic vocabulary overview
The three main topics covered in Module A (Focus on IELTS Units 1 and 2) were exercise, nutrition and health. You may need to recognise and use words and phrases connected with these topics in IELTS Reading, Writing, Listening and Speaking Modules.

a Complete each phrase below by choosing the best word from the boxes. Use each word once only. (All the phrases are found in Focus on IELTS Units 1 and 2 and Module A.)

Exercise

course exercise expenditure programme sports

1 sports
2 energy
3 physical
4 training
5 competitive

Nutrition

custom fat and sugar habits diet products

6 intake of
7 a balanced
8 dairy
9 fruit and vegetable
10 sensible eating

Health and health problems

benefits disease epidemic levels obesity

11 a global
12 long-term
13 insulin
14 childhood
15 heart

b Now complete these extracts with appropriate phrases from Exercise 1a.

Speaking Part 1: Keeping healthy

Examiner: What do you do to keep healthy?
Candidate: Well, I think it’s important to have regular exercise: I try to do some sort of intense 1 ... every day, so I go to the 2 ... , where I have quite a demanding
3 ... . And I quite like 4 ... , so I play football
5 ... .

Listening Section 2: Healthy eating

Young people sometimes find it hard to maintain
6 ... once they’ve left
7 ... . In order to stay healthy, you need to eat the right food to have a
8 ... . In particular:
• eat fresh food rather than convenience foods
• limit intake of 9 ... 
• increase 10 ... (at least five portions daily)
• eat 11 ... such as cheese and milk in moderation.

Reading: The role of insulin

Each time we eat starch or sweet food, insulin is released into the blood. This removes the sugar and stores it so that it can be used when energy is required. However, high
12 ... can lead to
13 ... and other medical problems. Nowadays, with decreasing levels of exercise and an increase in
14 ... , we could be seeing the beginning of a
15 ... of insulin-related problems.

2 General words

Some words do not relate to specific topics, but can be used in a wide variety of general and academic contexts. Often these words are used in texts to introduce or refer back to more specific words and examples. They are therefore useful for linking ideas. You will find these words useful for both Tasks 1 and 2 of the Writing Module.

Complete the sentences using a general word from the box. Then underline the specific examples given in the sentence for each general word.

activities benefits developments events factors functions products responsibilities sectors trends

1 You can buy and sell tickets for sporting
2 The main
3 I have quite a demanding
4 I quite like
5 is a good way of keeping fit.

Language Review A

4 Exercise and diet are the two main
5 The move towards ready-made meals and the increasing popularity of snack foods are growing
6 Bodily such as breathing and digestion, use up quite a lot of energy.
7 A sensible programme of exercise can bring many
8 In the last hundred years, technical and economic such as changes in transport and the nature of work, have profoundly affected people’s energy requirements.
9 Consumer such as televisions and cars, have contributed to the rise of obesity in the West.
10 Eating out is now the UK’s favourite leisure time pursuit, and this has led to growth in all
11 of the food industry, especially fast food and specialist foods.

3 Describing graphs

In Module A pages 11–13, you looked at how to organise and write a description of a line graph.

a Look at the sentences below and number them in the best order to describe this graph. The first and last ones have been done for you.

1 Although it dipped in 1985, it then rose steadily and reached 750 grams in 2000. Although there was a
2 However, this gradually increased
3 Overall, the consumption of fruit rose, while the consumption of sugar fell.
4 The amount of ice-cream consumed steadily decreased from almost 400 grams per person to only 100 grams by 2000.
5 There was a

b Write out the sentences as a complete report, dividing them up into paragraphs.

c Rewrite the following sentences from Exercise 3a as shown, using a noun form rather than a verb.

1 Although it dipped in 1985, it then rose steadily and reached 750 grams in 2000. Although there was a
2 However, this gradually increased
3 Overall, the consumption of fruit rose, while the consumption of sugar fell.
4 The amount of ice-cream consumed steadily decreased from almost 400 grams per person to only 100 grams by 2000.
5 There was a

4 Word formation: language of change

Tick the verbs in the list below which are unchanged in the noun form. Where the noun is different, write it next to the verb.

1 to decline 6 to decrease
2 to dip 7 to fluctuate
3 to increase 8 to recover
4 to grow 9 to drop
5 to fall 10 to rise
Focus on reading  Sentence completion; matching

FORMING A GENERAL PICTURE

1  a Read the title and subheading of the text opposite. Without reading the rest of the text, answer the following questions.
   1 What general problem is the text about?
   2 Where does the problem exist?
   3 What could be a possible solution?
   4 What is one drawback to this solution?

b Now read the first and last paragraphs of the text to check your answers.

c You can often get a general picture of a text quickly by looking for proper nouns.

Look through the whole text quickly and underline or highlight all the proper nouns which refer to people or institutions. What does that part of the text tell you about the role of each of these? Spend no more than two minutes on this.

Example: (para B) Fred Kajubi – Ugandan electrician – belongs to Ugandas Change Agents Association

SENTENCE COMPLETION

Focus on IELTS page 33

In one type of sentence completion task, you have to complete sentences using words from a box.

a Look through the sentence beginnings 1–6 below. Some key words have been underlined. The same words are in the text. Look for these words to help you locate the paragraphs which contain the information you need.

b Read the paragraphs you have marked carefully, and complete the task below.

Questions 1–6

Complete each sentence with the correct ending A–J from the box.

1 Graham Knight believes that for some purposes, it may be better to use solar power rather than energy from
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

2 Sunshine Solutions’ solar panels are cheap because they use
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

3 At present, the majority of Ugandans use batteries and kerosene as sources of power, rather than
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

4 In the long term, solar panels are a cheaper source of power for radios than
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

5 It has been shown that in some places, small-scale projects for energy production are more successful than
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

6 Fossil fuels cause more damage to the environment than
   A ambitious enterprises
   B amorphous silicon
   C batteries
   D cheap technology
   E clockwork mechanisms
   F crystalline silicon
   G mains electricity
   H energy from renewable sources
   I in the past
   J local solutions

LOCATING THE ANSWERS

HELP

The answers all occur in just three paragraphs of the text.

Light years ahead

Charlotte Denny in Kampala

Cheap solar panels could be the answer to Uganda’s power shortage, but they are proving to be a hard sell

A Uganda may be one of the world’s poorest countries, but it has been blessed with a climate that is almost perfect. With sunshine going spare, one Ugandan electrician believes he has the solution to the country’s power shortage – low-tech solar panels that can run anything from a radio to a mobile phone.

b The electrician, Fred Kajubi, belongs to an organisation known as the Uganda Change Agents Association, which helps local people learn skills that can make a difference to their lives and their communities. Members of the organisation, who are known as Change Agents, run credit unions, set up self-help groups in villages, become active in local politics and, in Mr Kajubi’s case, promote the use of solar power. He has set up his own small company, Sunshine Solutions, which offers customers a solar panel to meet their every need.

b The materials for the solar panel come from a company in Britain called BioDesign, set up five years ago by a retired inventor, Graham Knight. After seeing a TV programme on the invention of a radio powered by clockwork, Mr Knight decided that in some parts of the world, solar power would be a more effective energy resource for radios and similar everyday equipment. He set up a firm to make the components for low-cost solar panels for use in Africa and South America. These are sent out in kit form, together with instructions on how to assemble them. Graham Knight’s panels, which use amorphous silicon, are ten times cheaper than the crystalline silicon panels more commonly used for large-scale solar power production. Sunshine Solutions can therefore sell solar panels that are much less expensive than the ones available in the shops.

b Only a small minority of Ugandans currently have access to mains electricity, which leaves most families reliant on batteries to power their radios and on kerosene lamps to light their houses. But for just 15.000 shillings ($8.50), the same price as two months’ supply of batteries, one of the solar panels sold by Sunshine Solutions can run a radio for several years. In spite of this, it’s proving a struggle for the company to persuade people to invest in their solar panels. Although the solar panels work out cheaper than batteries in the long term, the initial cost is more than many people can afford.

b Uganda plans to bring power to poor villages over the next five years, with the building of a big dam on the Nile. But even if the ambitious plans for rural electrification succeed, there will still be sections of the population that cannot afford to hook up to the national grid. The experience of the last couple of decades in developing countries is that ambitious schemes are not effective in getting power to the poorest people,” says Andrew Simms, an expert from the New Economics Foundation in London. “Small-scale enterprises have a better track record of getting power to the people who need it.”

b Better still, solar and other renewable energy sources allow countries to avoid the effects of pollution caused by heavy reliance on fossil fuels, Mr Simms says.

b Even the World Bank, often criticised for being obsessed with large-scale power projects, recognises that there is a place for solar power. According to a World Bank representative, solar power can be an effective complement to grid-based electricity, which is often too costly for sparsely settled and remote areas.

b But even cheap technology is hard to sell in a country where half the population lives below the poverty line and there are few effective marketing and distribution channels. Mr Simms believes that the only solution to spreading solar energy more widely is government subsidies, because the initial costs of the solar power panels are beyond most households’ budgets.

b In the meantime, Mr Kajubi is pinning his hopes on the spread of microcredit schemes that will loan money to families to help them raise the cash for his products. His company has yet to make a profit, although he says sales are picking up. He is planning another trip into the countryside to demonstrate his solar panels as well as a new solar cooker. Asked if he ever gets downhearted, he points to the motto on his workshop wall: Never give up, it says.
Focus on listening

Multiple choice (single answer), labelling a map

Section 2

In Section 2 of the Listening Module, you listen to someone giving information about an everyday topic. It could be a speech, a radio broadcast or a recorded message.

MULTIPLE CHOICE QUESTIONS

1 Multiple-choice questions like the ones below are quite common throughout all sections of the Listening Module. The questions will be in the same order as the information you hear.

Before you listen, look at questions 1–5 and underline key words in each sentence beginning. This will give you an idea of what to listen for.

LISTENING FOR PARALLEL EXPRESSIONS

2 To help you identify the information you need as you listen, look at the sentence beginnings and listen for related words (these may be parallel expressions or the same words).

Match phrases in questions 1–5 to the following extracts from the recording.

1 was originally established
2 the number of students in the school is just 90, compared to almost 200 in 1983
3 powered by
4 school lunches
5 special

1 container is opened.

Microphone

2 TIP

Focus on the people you hear.

Match the people with the correct information.

3 Match the people with the places.

LISTENING FOR MATCHING

4 matching

Look at the map on the next page and answer the question.

5 matching

Focus on the words you hear.

Multiple-choice questions like the ones below are quite common throughout all sections of the Listening Module. The questions will be in the same order as the information you hear.

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LISTENING FOR MATCHING

4 matching

Look at the map on the next page and answer the question.

5 matching

Focus on the words you hear.
Focus on writing **Interpreting and comparing data**

**Bar charts**

1. **In Task 1**, you have to think about both the meaning of the data in the task and the language you need to describe it.

**UNDERSTANDING THE DATA**

Read the Writing task below and look at the bar chart. Answer these questions.

1. **What information does the horizontal axis show?** How many sectors are there? What does each bar represent?
2. **What information does the vertical axis show?**
3. **Does the diagram show changes or differences?** (Look back at Module A page 11 to compare.)
4. **Can you use language like increase and decrease when reporting the data?**
5. **What are the main similarities and differences between the countries?**
6. **What grammatical structures do you need to use in your description?**

**WRITING TASK 1**

You should spend about 20 minutes on this task.

*The bar chart gives information about the percentage of workers in different sectors of employment in three countries at different stages of economic development.*

Write a report for a university lecturer describing the information shown.

Write at least 150 words.

**COMPARING DATA**

2. **Use the information in the Writing task to fill the gaps with words from the box. Use each expression once only.**

```plaintext
<table>
<thead>
<tr>
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</tr>
</thead>
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<td>many</td>
<td>many</td>
<td>many</td>
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<tr>
<td></td>
<td>fewer</td>
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<td>most</td>
<td>most</td>
<td>most</td>
<td>most</td>
<td>most</td>
</tr>
</tbody>
</table>
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1. In Japan the ………………… proportion of the workforce is in the service sector.
2. India has many ………………… people employed in the agricultural sector than either Japan or Brazil, but it has ………………… workers in the industrial sector.
3. Brazil has ………………… workers in the agricultural sector ………………… it has in the industrial sector.
4. In India, ………………… people work in the agricultural sector.
5. The ………………… of workers in Brazil are in the service sector.
6. The ………………… of Japanese workers are employed in the agricultural sector.
7. Of the three countries, Japan has the ………………… percentage of employees in the industrial sector.
8. Countries which have ………………… economies seem to have ………………… of the workforce in the service sector.
Using Parallel Expressions

3 In Writing Task 1, you need to take special care to avoid repetition of words and phrases.

Match the expressions below with parallel expressions from the box.

- the majority of / the same number of / the largest percentage of / the fewest
- the highest proportion of / the largest percentage of
- people employed
- an equal number of
- the smallest proportion of

1 the highest proportion of / the largest percentage of
2 people employed / an equal number of
3 an equal number of
4 the smallest proportion of

Rewording the Introduction

4 If you simply copy your introduction directly from the Writing task on the question paper, this will not be considered as part of your writing. Instead you need to reword – or paraphrase – the information. This is an important academic skill.

Underline the most appropriate words to rewrite the introduction from the task.

The chart 1 gives information about / compares / presents the 2 percentage of workers / majority of workers / proportion of the workforce employed in 3 different sectors of employment / agriculture, industry and service sectors / different industrial sectors in 4 countries / Japan, Brazil and India / three economically different countries.

Writing the Description

5 Now complete the main body of the description by filling in the gaps with appropriate expressions. Use two words for each answer.

First of all, we can see that both Japan and Brazil have the 1 .................. of the workforce in the service sector (65% and 50% respectively). But while Japan has 2 .................. people employed in the agricultural sector with only 7% of the workforce population, in 3 .................. Brazilian workers in the agriculture and industry sectors (25% each).

In contrast, we can see that 4 .................. of the Indian workforce, amounting to 60%, is employed in the agricultural sector; the 5 .................. of employees work in industry and the remaining 27% are in the service sector.

Ending the Description

6 In Writing Task 1, it is a good idea to end your answer by summarising the main information shown by the diagram. You are not required to explain this information.

Which of the two conclusions below is a better ending for the description in Exercise 5?

A Overall, the data indicates that countries with more developed economies have a higher proportion of workers in the industrial and service sectors. This is because they have more industrialised economies and so the workers have more disposable income and require more services, which makes the service sector grow. In contrast, agriculture in these countries is more mechanised so that fewer workers are needed.

B In conclusion, we can see that Japan and Brazil have more workers in the industrial and service sectors. This is because they have more industrialised economies and so the workers have more disposable income and require more services, which makes the service sector grow. In contrast, agriculture in these countries is more mechanised so that fewer workers are needed.

Logical Links

7 Underline the logical links that are used to help organise the description in Exercises 5 and 6.

Example: First of all

Checking Your Work

8 There are five things you should check your answer for, before you edit the language. Complete these questions.

1 Have you reworded the ........................ and not just copied it?
2 Have you focused on the main ........................ and used figures as examples?
3 Have you used appropriate verb ........................ to describe the data?
4 Have you ended with a ........................ statement, not an explanation?
5 Have you written at least ........................ words?

Using Figures

9 a Read the description in Exercise 5 again. Why are some of the figures in brackets and others not?

b Now read the sentences below and correct them.

1 Brazil has the same proportion of workers in the agricultural and industrial sectors, 25% in each.
2 In Brazil and Japan the majority of workers 50% and 61% respectively work in the service sector.
3 Japan has the most workers in the industrial sector and the fewest in the agricultural sector, 32% and 7%.
4 India has the fewest workers in the service sector at 27%.
5 The lowest proportion of Indian workers 11% are in the industrial sector.

Editing for Language

10 a Read these extracts from students' responses. Find five common mistakes and match them to the list below.

India has highest proportion of workers in the agricultural sector and Brazil has more workers in this sector as Japan.

India has the fewest workers in the industrial sector, while Japan has the most.

60% of Japanese workers employed in the service sector. Brazil has fewer employees in this sector, and the proportion in India is lowest of all three countries.

Common mistakes
1 Misuse of comparative/superlative forms
2 Active/passive verb confused
3 Incorrect punctuation

b Now correct the mistakes.
Focus on speaking **Comparing and contrasting**

**COMPARING ADVANTAGES AND DISADVANTAGES**

> Focus on IELTS pages 214-215

**Part 1**

1. In Parts 1 and 3 of the Speaking Module, you may be asked questions that require you to compare things, or to discuss the relative advantages or disadvantages of different things.

   a. Look at the question below.
   
   Would you prefer to live in a city or a village? Why?

   b. Write down three advantages of each type of place. You can use phrases with adjectives (e.g. quieter) or nouns (e.g. fewer cars) or adverbs (e.g. live more comfortably).

<table>
<thead>
<tr>
<th>City</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>more interesting</td>
<td>quieter</td>
</tr>
<tr>
<td>more relaxing</td>
<td>more polluted</td>
</tr>
</tbody>
</table>

   c. Now write down three disadvantages of each type of place.

<table>
<thead>
<tr>
<th>City</th>
<th>Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>less peaceful</td>
<td>fewer shops</td>
</tr>
<tr>
<td>more crowded</td>
<td>quieter</td>
</tr>
<tr>
<td>more stressful</td>
<td>easier to get around</td>
</tr>
</tbody>
</table>

**SAMPLE ANSWER**

2. a) Listen to a student answering question 1 above and tick the comparative expressions he uses from the list below.

   1. it's much more exciting
   2. they're exactly the same
   3. there are more shops
   4. the streets are busier
   5. there's too much traffic
   6. there's more to do (in the evenings)
   7. you can have much more fun
   8. there are far fewer skyscrapers
   9. living in a village ... much healthier
   10. there's less pollution
   11. life is much quieter
   12. it's a lot less crowded

**ORGANISING YOUR RESPONSES**

b. Look at the words the speaker used to organise his response. What order did he say them in?

   - because
   - on the other hand
   - well, I'd prefer to

**Part 3**

**COMPARING THE PRESENT WITH THE PAST**

**SAMPLE ANSWER**

3. a. Make notes on questions 2-4, similar to the ones you made in Exercise 1.

   2. Do you think it's better to live in a modern flat or an old house? Why?

   3. Would you rather live in a modern town or an historic city? Why?

   4. Would you prefer to live in the city centre or in the suburbs? Why?

b. Answer questions 1-4 using expressions from Exercises 1 and 2, and your notes. Record yourself if you can.

4. In Part 3, you may be asked to compare a current situation with a past situation. You need to be careful with tenses in order to describe past and present habits and situations.

   - Read the question, then listen to a student's response and fill the gaps with words that you hear.

   Do you think modern homes are different from homes your grandparents had?

   Yes, they're 1. ... People in the past used to live in 2. ... houses because 3. ... people lived together then. They weren't 4. ... buildings are now, of course, and they were 5. ..., comfortable to live in. Nowadays people tend to live in flats which are 6. ..., but they're 7. ..., with central heating and running water and so on ...

**USEFUL LANGUAGE**

**MODIFYING EXPRESSIONS**

5. The speaker in Exercise 4 doesn't just say 'homes are different now.' He says they are 'completely different'. When speaking, it is very natural to stress the difference by using modifying expressions.

   a. Look at the phrases below and cross out the incorrect modifying expression in each one.

   1. a bit / more or less the same
   2. a great deal / completely never
   3. much / totally darker
   4. far / really polluted

   **SAMPLE ANSWER**

   b. Now listen to a speaker talking about question 1 below and check your answers to Exercise 5a.

   1. Are city buildings very different from those in your grandparents' day?
   2. Do you think modern homes are different from homes your grandparents had?
   3. Do you think cities are the same today as they were 50 years ago?
   4. Do you think people know more or less about the world than they did in the past?

**EXAM PRACTICE**

6. Now use expressions from Exercise 5a in response to questions 1-4 above. Record yourself if you can.
**Topic overview**

Module B (Focus on IELTS Units 3 and 4) covered a range of topics connected with the way people live together and their share of the world's resources.

a. Complete the mindmaps below using words from the box.

- agriculture birth congestion crops densely developed developing expectancy facilities financial irrigation land literacy poverty prosperity rural standard urban wages

b. Now complete these extracts using words and expressions from the completed mindmaps.

**Student:** Next, we looked at rural areas of Vietnam. Here, most people make their living through ............... as there is little industry: One of the main 2 .......... grown is rice. This needs 3 .......... and plenty of water. Usually, the rice plants are provided with water through 4 .......... .

**Writing Task 2:** The advantages of city life

For the first time in human history, over 50% of the world's population lives in cities. In many ways, it makes sense to live in a 5 .......... area, rather than in remote areas in the countryside where the population is more scattered. Those living in 6 .......... such as towns or cities have easy access to services such as electricity and water. They are able to earn 7 .......... and so they have a higher standard of 8 .......... than those in rural areas, together with improved rates of 9 .......... and a higher life 10 .......... .

**c. Look back through the units and add more words to the diagrams.**

<table>
<thead>
<tr>
<th>CITIES (1 .......... areas)</th>
<th>COUNTRYSIDE (5 .......... areas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>capital city</td>
<td>use 9 .......... for water</td>
</tr>
<tr>
<td>industry</td>
<td>harvest</td>
</tr>
<tr>
<td>traffic 4 ..........</td>
<td></td>
</tr>
<tr>
<td>fertility 6 ..........</td>
<td></td>
</tr>
<tr>
<td>high 10 .......... of living</td>
<td></td>
</tr>
<tr>
<td>11 .......... world</td>
<td></td>
</tr>
<tr>
<td>14 .......... good 12 .......... rates</td>
<td></td>
</tr>
<tr>
<td>15 .......... countries</td>
<td></td>
</tr>
<tr>
<td>low life 16 ..........</td>
<td></td>
</tr>
<tr>
<td>POOR</td>
<td></td>
</tr>
<tr>
<td>high 19 .......... rates</td>
<td>below the 17 .......... line</td>
</tr>
<tr>
<td>poor health 18 ..........</td>
<td></td>
</tr>
</tbody>
</table>

2. **Parallel phrases**

In many IELTS Reading and Listening tasks, you have to be able to recognise words and phrases with similar or parallel meanings. The ability to use a wide range of vocabulary is also assessed in the Speaking and Writing Modules.

For each sentence, find two more words or phrases from the box with a similar meaning to the word in italics.

- abandon associations build desert enterprises a high proportion of low-tech the majority of obstacles organisations schemes stumbling blocks unambitious constructed

1. Governments could provide subsidies to encourage local projects / .......... / .......... using alternative energy sources.
2. In some countries, large dams have been made / .......... / .......... to provide power, but these sometimes have harmful effects on the environment.

3. Describing qualities and quantities

**For Writing Task 1,** you often have to describe qualities and quantities. (See Module B pages 25-26.)

a. Read through the following sentences and choose the expression in italics which best completes each of them. Both expressions are grammatically correct; you must think about the meaning and decide which one gives correct information.

1. A much lower / far higher quantity of waste is produced by households in the USA than in China.
2. Lack of electricity is a much more / far less serious problem in Uganda than in South America.
3. Surprisingly, world population figures in 1700 AD were more or less the same as a great deal higher than in 1200 AD.
4. Burning rubbish underground is probably a much less / slightly more effective solution than burning it, as burning produces harmful chemicals.
5. A significantly greater / slightly lower proportion of households in Berlin have running water, compared with Ho Chi Minh City.
6. It appears that population growth may be a rather less / far more urgent issue now than 20 years ago, as the increase shows signs of slowing down.
7. In the future, hydrogen could be a much less / far more important energy resource than oil.
8. One fifth of the world's population consumes a far larger / much smaller amount of the world's resources than the remaining four-fifths put together.
9. A significantly higher / considerably lower percentage of people travel to work by public transport in Moscow than in Los Angeles.
10. Many environmentalists believe that developing small community projects is a far worse / rather better idea than investing in large-scale international schemes.

b. Look at the words in bold in the sentences above. Which five words always refer to quantities or numbers?

4. **Topic vocabulary:** money and natural resources

**Module B (Focus on IELTS Units 3 and 4)** included vocabulary related to financial matters and to natural resources. These are important topics for the IELTS exam.

a. Put the expressions in the box under the appropriate heading below.

- budget clockwork coal costs distribution trade fossil fuels investment gas loan marketing oil renewable sales solar power subsidies electricity wind power profit.

b. Use words from Exercise 4a to complete these sentences.

1. In other cases, institutions such as banks may be prepared to give .......... which can be repaid once the business is making a .......... .
2. Gas .......... and other .......... are examples of non-renewable resources; at present, they contribute about 80% of the world's energy.
3. The main problem for individuals beginning their own small businesses is raising the .......... to cover the initial .......... of setting up the business.
4. There are two types of energy resources, non-renewable and .......... .
5. In some cases, the government may provide .......... to help with some of the costs.
6. Renewable energy resources include .......... as well as water power.

3. **Now re-order the sentences into two separate paragraphs and write them out in your notebook.** One paragraph should be about setting up a business and the other about energy resources.
1 Vocabulary

Read the pairs of sentences below and put a tick (√) if they mean the same thing and a cross (×) if they are different. Underline any phrases which make the meanings different.

1 a) We are fully staffed at present.
   b) We don't have any vacancies just now.
2 a) The prices fluctuated slightly in June.
   b) There was a slight dip in prices in June.
3 a) Births recovered to 6 million in 1986.
   b) Births reached a peak at 6 million in 1986.
4 a) There was a slight decrease in sales figures.
   b) Sales figures fell marginally.
5 a) There was a steady upward trend in spending during the period.
   b) Overall, spending rose steadily during the period.
6 a) In New York City, 40 per cent of children live below the poverty line.
   b) Over half the children in New York City are very poor.
7 a) The initial cost of setting up a solar power system is quite low.
   b) It does not cost much to run a solar power system.
8 a) A low intensity exercise programme would probably be best for you.
   b) You should probably follow a programme of vigorous exercise.
9 a) We used to live in a small apartment at the edge of the town when I was a child.
   b) When I was young, we lived in a little flat on the outskirts of the town.
10 a) The job will involve supervising the children's meals.
    b) The person doing this job will be responsible for cooking the children’s meals.

2 Reading: True/False/Not Given

Farming comes to town to feed the world

What is one of the biggest industries in most of the world's cities? Surprisingly, it is farming. On roadside verges and balconies, alongside railway lines and by airports, city-dwellers are growing crops. A study of urban farming in 100 cities in 30 countries, released in Istanbul by the United Nations, concludes that one in three of the world's urban residents grows food, either for their own consumption or to sell for profit.

Urban agriculture provides an estimated 15 per cent of the world's food, says the report. Calculcetek raises a quarter of its fish supply in tanks within the city. In Moscow, two-thirds of families now grow food. 'Planners used to believe that cities were for industry and countryside was for farming. But this is very outdated,' said the report's author, Jac Smit. Urban farming is making a nonsense of the boundaries between town and country, he said. In Bangkok, for instance, 60 per cent of the land is devoted to farming. Urban farms are recycling vital resources and producing high crop yields,' said Anders Wijkman, who headed the UNDP delegation in Istanbul. 'They are a life-saver for millions of urban dwellers worldwide.'

a) Do the following statements agree with the information given in the reading passage? Write True, False or Not Given.

1 The results of research about urban farming have been made public by the United Nations.
2 The majority of people who grow food in cities sell it in order to make money.
3 Over one quarter of the world's food comes from farms in urban areas.
4 Urban farming used to be confined to areas near city boundaries.
5 Bangkok has a higher percentage of land used for farming than any other city.
6 According to Anders Wijkman, urban farms tend to have disappointing harvests.

b) Use the context to help you choose the best meaning for these words in the text.

1 verges (paragraph 1) a) the edge of a road b) the surface of a road
2 tanks (paragraph 2) a) military vehicles b) large water containers
3 devoted to (paragraph 3) a) liking very much b) used for
4 dwellers (paragraph 4) a) residents b) researchers

3 Writing: Task 1

Complete the answer to the Writing task below by choosing the correct word from the box.

The pie charts below show average household expenditure in Hong Kong and Britain in the year 2000.

Write a report for a university lecturer describing the information below.

Household expenditure in Britain 2000

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>22%</td>
</tr>
<tr>
<td>Clothing</td>
<td>17%</td>
</tr>
<tr>
<td>Housing</td>
<td>15%</td>
</tr>
<tr>
<td>Transport</td>
<td>6%</td>
</tr>
<tr>
<td>Other goods and services</td>
<td>28%</td>
</tr>
</tbody>
</table>

Household expenditure in Hong Kong 2000

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>27%</td>
</tr>
<tr>
<td>Clothing</td>
<td>6%</td>
</tr>
<tr>
<td>Housing</td>
<td>18%</td>
</tr>
<tr>
<td>Transport</td>
<td>1%</td>
</tr>
<tr>
<td>Other goods and services</td>
<td>36%</td>
</tr>
</tbody>
</table>

4 Speaking: Part 3

Read the question and a candidate's response. Complete the candidate's response using phrases and sentences from the list a-d on the right.

Examiner: Do you think the way people eat now is different from the way they ate in your grandparents' day?

Candidate: Yes, I think it's changed a great deal.

Examiner: For example, my grandparents always used to have their main meal in the middle of the day. I ... And they ate a big breakfast, a cooked breakfast...

Candidate: ... And my grandparents used to eat the same sort of food every day ... But I suppose the main difference is that in my grandparents' day, they say everyone used to sit down and eat together round the table, every meal. I ... It's quite really.

a) We don't often do that, at least not during the week, because we all get home at different times.
b) but we have much more variety ... a lot of our food is imported from other countries.
c) but nowadays we're all at work then, so we have it in the evening.
d) but we don't usually do that - actually to be honest, lots of the time I don't have anything to eat at all, just a coffee.
Focus on reading **Matching headings; multiple choice (single answer); summary**

### FORMING A GENERAL PICTURE

1. Read the title, subheading and first paragraph of the text on page 35. Think of some more countries which might have different attitudes to time. What effects might these differences have on daily life?
2. Read the first sentence of paragraphs B-E. Is the information in the text organised according to:
   a) researchers and their findings?  
   b) countries?
3. Scan the text for a list of countries where one piece of research was done. Read that part and compare your ideas in Exercise 1a.

### IDENTIFYING MAIN IDEAS

1. In academic texts, each paragraph usually has one main idea supported by details, examples or evidence. Identifying the main idea of each paragraph will help you understand the text better. In IELTS, this skill is tested in the heading-matching task.
   a) Read paragraphs A and B. Decide which sentence below, 1 or 2, reflects the main idea and which is a detail, example or piece of evidence.
      Paragraph A
      1. You should not be late for meetings in New York.
      2. Attitudes to time vary between cultures and give us information about those cultures.
      Paragraph B
      1. Variations in attitudes to time can lead to misunderstandings.
      2. Ambassadors need to know the social rules of the countries they live in.
   b) Now read the remaining paragraphs and think about the main idea of each. Underline the parts that tell you.

### MATCHING HEADINGS

1. Focus on IELTS page 50

### CLOCKING CULTURES

**What is time? The answer varies from society to society**

- **If you show up a bit late for a meeting in Brazil, no one will be too worried. But if you keep someone in New York City waiting for ten or fifteen minutes, you may have some explaining to do. Time is seen as relatively flexible in some cultures but is viewed more rigidly in others. In Brazil, for instance, time is not as important as it is in the United States.**
- **Back in the 1950s, anthropologist Edward T Hall described how the social rules of time are like a “silent language” for a given culture. These rules might not always be made explicit, he stated, but “they exist in the air”. He described how variations in the perception of time can lead to misunderstandings between people from separate cultures. “An ambassador who has been kept waiting by a foreign visitor needs to understand that if his visitor ‘just misses an apology’, this is not necessarily an insult,” Hall wrote. “You must know the social rules of the country to know at what point apologies are really due.”**
- **Social psychologist Robert Levine says ‘Everyone has a different idea of what time is. The privilege of being late is often based on a powerful social currency. If people are behaving in a way that is normal for them, they are not necessarily being rude.**
Kevin Birth, an anthropologist, has examined time perceptions in Trinidad. In that country, Birh observes, "If you are meeting friends at 6:00 at night, people show up at 6:45 or 7:00 and say, "any time is Trinidad time." When it comes to business, however, that loose approach works only for the people with power. A boss can show up late and just say "any time is Trinidad time", but those under him are expected to be on time. Birth adds that the connection between power and waking time is true for many other cultures as well.

Birth concludes that wage work altered the tailors' views of time. The idea of associating time with money is not found globally, he says, "but are attached to your job and the people you work with.

In addition to cultural variations in how people deal with time at a practical level, there may be differences in how they visualise it from a more theoretical perspective. The Western idea of time has been compared to that of an arrow in flight towards the future, a one-way view of the future which often includes the expectation that life should get better as time passes. Some cultures see time as closely connected with space; the Australian Aborigines' concept of the 'Dreamtime' combines a myth of how the world began with stories of sacred sites and orientation points that enale the nomadic Aborigines to find their way across the huge Australian landscape. For other cultures, time may be seen as a pattern incorporating the past, present and future, or a wheel in which past, present and future revolve endlessly. Both theory and practice do not necessarily go together. There's often considerable variation between how a culture views the mythology of time and how they think about time in their daily lives," Birth asserts.

**MULTIPLE CHOICE**

**SINGLE ANSWER)**

- Focus on IELTS pages 52-53

**TIP** Wherever possible, use proper nouns to help you locate the information needed for a task.

**TIP** To help you choose the correct answer, look for parallel expressions in the text and options.

1. To do this type of task, you can:  
   - read the question stem only, then read the information in the text. Then look back at the options and choose the best one. OR  
   - read the question stem and options, then look at the text.

   a. Quickly look for the following names in the text and underline them:  
      1. Edward Hall  
      2. Robert Levine  
      3. Kevin Birth  
      4. Trinidad

   b. The following pairs of expressions occur in the text and the multiple-choice options. Decide if the meaning of each pair is parallel or different.

   1. different views of time/variations in the perception of time
   2. answer a question/fulfil a request
   3. his employees/the people under him
   4. on-time/punctual
   5. observing people's behaviour/surveying people
   6. their attitudes to time/how they think about time

   c. Now do the multiple-choice task below.

**Questions 7-11**

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

7. Edward Hall used the example of the ambassador to show that
   A. people in power are easily insulted.
   B. rules of time are different now from in the past.
   C. problems can be caused by different views of time.
   D. misunderstandings over time cannot be avoided.

**HELP**

A word in an option may also be in the text, but the phrase may have a different meaning.

8. In his research, Robert Levine measured the speed at which postal workers.
   A. delivered letters.
   B. performed a task.
   C. learned a new skill.
   D. answered a question.

9. Kevin Birth found out that in Trinidad
   A. expectations of punctuality vary according to relationships.
   B. time is regarded differently from anywhere else.
   C. employees as well as bosses may be late for work.
   D. people who are punctual eventually become more powerful.

10. Birth studied Trinidadian attitudes to time by
    A. asking questions connected with language.
    B. asking people how they felt about time.
    C. observing how people behaved in different settings.
    D. collecting phrases to do with time.

11. Birth finds there is often a difference between
    A. what cultures believe about time and what individuals believe.
    B. people's practical and theoretical attitudes to time.
    C. what people believe about time and what they say.
    D. people's past and present attitudes to time.

**SUMMARY**

- Focus on IELTS page 53-54
- Module A page 10

**TIP** You should not make any change to the form of the word you choose from the text.

**Questions 12-14**

Complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer:

Different cultures have different theories of time. In the West, time is sometimes said to be like an 12 ____________________________ . 'Dreamtime' for Australian Aborigines involves a special relationship between time and space. In other cultures, time may be compared to a 13 ____________________________ or a 14 ____________________________ .
Focus on listening Table completion

In the Listening Module, you may have to write down words which are spelled out for you. You may also have to understand and record information when the speaker changes or corrects the information that is given.

Listen to ten short extracts and complete the notes. Write no more than three words and/or a number for each answer.

1. Address: __________________________________________ Street
2. Street: ____________________________________________ Post
3. E-mail: ____________________________________________
4. Address: __________________________________________
5. Name: ____________________________________________ Jones
6. Company address: ________________________________
7. Name: ____________________________________________
8. Cost: $______________________________
9. Tel: ______________________________________________
10. Arrival date: ____________________________

TABLE COMPLETION

You have already done a Section 1 note completion task. Table completion is similar to note completion but the information is more clearly organised for you. The headings of the table will tell you what to listen for. There may also be a title explaining what the table shows.

a. Read the instructions for the exam task opposite. What is the maximum number of words you can write for each answer in questions 1–8?

b. Look at the table to find the answers to these questions.

1. What is the main topic of the table?
2. How many people does the table give information about?
3. Will the description in the recording give information row by row (horizontally) or column by column (vertically)? (look at the order of the question numbers)

c. As you write in the answers, you need to be careful to put the information in the correct column. Listen for signals that tell you what information you are about to hear.

Match the following phrases from the recording to the correct column of the table (Name, Job, Description, Special requirements).

Example: he was called...

1. he sounded ...
2. he says he needs ...
3. he struck me as ...
4. I got the impression he was ...
5. he wants to ...
6. he's a/an ...
3 Her mother gets rather stressed and finds it difficult to stay …………………….
4 She’s not at all …………………… She’s very caring and considerate, always thinking about others.
5 His parents used to think he was a little lazy, but at school he was really ……………………
6 She was rather competitive in class, but always …………………… if you asked her for help.
7 Teachers thought he was too …………………… and excitable, but one-to-one he was very quiet.
8 People often think she is a bit unfriendly at first, but when you get to know her, she is really ……………………

b Put the adjectives into the correct category:

<table>
<thead>
<tr>
<th>Adjectives with positive meanings</th>
<th>Adjectives with negative meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>caring</td>
<td>stressed</td>
</tr>
</tbody>
</table>

2 Complete this information with examples from the sentences above.
1 Negative adjectives are often softened by adding a bit, ……… or ………
2 Positive adjectives are often emphasised by adding very or ………

Write sentences to describe these people, using the language in Exercise 1.
1 a member of your family
2 a neighbour
3 a friend
4 a celebrity you don’t like

The candidate task card always asks you to describe something and to explain something. The prompts give you sufficient material to talk about for two minutes.

Read the candidate task card below and answer these questions.
1 What do you have to describe and explain?
2 How many prompts are given in addition to the ‘describe’ and ‘explain’ instructions?
3 What tense will you use for each of the prompts?
4 Who would you choose to talk about?

Describe someone you know who is popular in your neighbourhood.
You should say:
(1) who this person is
(2) when you first met this person
(3) what sort of person he/she is
and explain (4) why you think this person is popular.

a Listen to a candidate talking about this topic and complete the notes below.

<table>
<thead>
<tr>
<th>Prompt 1</th>
<th>Prompt 2</th>
<th>Prompt 3</th>
<th>Prompt 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local doctor</td>
<td>Meet how …</td>
<td>Calm, quiet, gentle way of speaking</td>
<td>Good doctor</td>
</tr>
</tbody>
</table>

b Listen again and answer these questions.
1 Did the speaker use all the prompts?
2 Did you learn much about the person she described and their relationship?
3 Did the speaker describe the person’s physical appearance in detail?
4 Did she speak for at least two minutes?
5 Was it clear when the speaker moved from describing to explaining?
6 Did the speaker use the same tense for each prompt?

Look at the ‘signals’ which the speaker used to start and end her talk
‘The person I’m going to tell you about is …’
‘The reason why I think he is popular is because …’

Now make opening and closing sentences for talks on the following topics, using the language in the box below.
1 Your favourite story.
2 Your favourite weekend activity.
3 A happy occasion.
4 A relative.
5 Your best birthday.
6 Your best holiday.

Describe someone you know who is popular in your neighbourhood.
You should say:
(1) who this person is
(2) when you first met this person
(3) what sort of person he/she is
and explain (4) why you think this person is popular.

In the exam, you will have one minute to prepare for the talk and you can make notes in that time. You could use a simple list or a mindmap to organise your thoughts.

a Spend one minute making notes on the task in Exercise 2 above.

b Now use your notes to talk about the topic for two minutes. Time yourself and record yourself if you can.
Focus on writing Presenting arguments

Task 2: Discussion topic
- Focus on IELTS pages 63-65

ANALYSING THE QUESTION
1. Look at the Task 2 prompt below and answer these questions.
   1. Is the main topic a) modern lifestyles, b) positive changes in lifestyles or c) positive and negative changes in lifestyles?
   2. What information do you have to give in your conclusion?

   Modern lifestyles are completely different from the way people lived in the past. Some people think the changes have been very positive, while others believe they have been negative.

   Discuss both these points of view and give your own opinion.

ANALYSING A SAMPLE ANSWER
2. a) Read the sample answer on page 43 and answer these questions.
   1. What is the purpose of the first paragraph?
   2. What is the purpose of the first sentence in paragraphs 2 and 3?
   3. Which opinion does the writer agree with? Where does he state his opinion?

   b) Find examples of logical links in the sample answer and put them in the appropriate category.

   Addition: .................................................................
   Contrast: ......................................................................
   Introducing examples: ............................................... 
   Concession: ..................................................................
   Summing up: .............................................................
   Cause and effect: ........................................................

   c) What evidence is used to support the main arguments in paragraphs 2 and 3 of the sample answer? Complete this paragraph plan.

   Paragraph 2: Arguments changes have been positive
   Evidence: improvements in healthcare,..............................
   ......................................................................................

   Paragraph 3: Arguments changes have been negative
   Evidence: impact on environment,.................................
   ......................................................................................

SAMPLE ANSWER

It is undeniable that the average person's lifestyle has changed enormously during the last few decades owing to the large impact of modern technology and economic development.

Some people believe that modern life is much better than in the past. As evidence of this, they point to improvements in healthcare and education and the general increase in the standard of living. Furthermore, they argue that machines have changed working conditions and reduced the need for hard physical labour, and they talk about the large leisure industries that have transformed people's free time.

On the other hand, it can also be argued that these changes have had a negative impact on our lives. For example, there has been a negative impact on both the natural and human environments. In addition, stress from all the pressure in today's schools and workplaces may have reduced the quality of life in social terms. Having access to more things and more entertainment cannot compensate for the loss of social relationships. One reason for this loss is that families spend less time together and, as a result, crime rates and divorce rates have increased and people have lost any sense of community.

In conclusion, I think there is evidence to suggest that some of the changes we have experienced in the modern world have affected our lives in a negative way, especially in terms of the family and the environment. But overall, it is clear that most of these changes have been good for the majority of people. Nevertheless, I feel we need to ensure that these positive changes can be sustained and shared more in the future.

FACT OR OPINION?
3. Underline the expressions in the answer that introduce opinions. Add them to your Vocabulary notebook. Put them in two groups:
   1. Expressions that introduce subjective, personal opinions.
      Example: I think ...
   2. Expressions that introduce objective opinions, based on fact.
      Example: It is undeniable that ...

EDITING FOR LANGUAGE
4. a) Add the correct prepositions to these expressions. Then check in the sample answer above.
   1. in terms of something
   2. the impact of something, something
   3. to compensate somebody, something
   4. to have access something
   5. the need ...
   6. a (positive/negative) way

   b) Correct the mistakes with prepositions in these student responses.

   A. The impact of computers to working conditions has been good. About the environment, however, the changes have been negative.

   B. Such changes have affected our world by a negative way. And even higher salaries cannot compensate on long working hours.

   C. There is no need of physical labour any more, and people have more access different activities than before.

SPEED WRITING PRACTICE
5. Plan and write your own answer to the Writing task on page 42. You should finish your answer in 35 minutes and then take five minutes to edit it. Remember to check for the most common types of grammatical and vocabulary mistakes you make.
1 Topic vocabulary overview
Module C (Focus on IELTS Units 5 and 6) dealt with topics relating to work, attitudes and beliefs, and social changes.

a Put the expressions in the box under the appropriate heading below.

| values patterns conditions priorities attitudes to delegate overworked sick pay notions expectations workload efficiency perceptions awareness salaries pressure multi-tasking views |
| Work | Belief and opinions |
| patterns | raises |
| priorities |

b Complete the mindmaps below using words from the box.

- conditions sense stress technology
- facilities standard breakdown economic pressure healthcare schedules pace

**POSITIVE SOCIAL CHANGES**
- modern
- improved 5
- faster 7 of life
- higher 9 levels

**NEGATIVE SOCIAL CHANGES**
- lost 12 of community
- time 10

---

2 Sentence rewriting

In academic writing it is common to use noun phrases when referring to, or discussing, research.

Rewrite the following sentences as shown without changing the meaning.

1 a) Family problems could be linked to the spread of technology.
   b) There could be a relationship between family problems and the spread of technology.

2 a) Professor Dillon argues that cultural awareness is the key issue.
   b) Professor Dillon states that cultural awareness is the key issue.

3 a) Stress and heart disease are thought to be connected.
   b) There is thought to be a connection between stress and heart disease.

4 a) Most people would like to combine a satisfying job with a good family life.
   b) The majority of people want a job that gives them satisfaction and a good family life.

---

3 Speaking: Using colloquial language

Using colloquial language appropriately in the Speaking Module will help you to sound fluent and natural.

Use the expressions in the box connected to time, work and leisure to complete the responses to the examiner's questions.

- show up late
- wind down
- not a big deal
- take up (an activity)
- get to
- sort out
- come up with
- strikes me
- deal with

---

4 Writing: Reference links

Focus on IELTS pages 217-218

Look at the following extract from a Writing Task 2 on time management and choose the most appropriate link word.

---

Examiner: How often do you go out in the evenings?
Candidate: Not as much as I'd like. I'm afraid, I don't go out much during the week, because I have to work on time every day.

I hate to go out... (Focus on socialising)

Examiner: How do you like to spend your free time?
Candidate: Well, after work I like to do... (Focus on socialising)

---

Examiner: What advice would you give to help someone to manage their work and free time?
Candidate: I'd just tell them to switch off as soon as they leave work. It's... (Focus on socialising)
THE CULTURAL SCENE

Focus on listening 1 Multiple choice (multiple answers); list and short answers

In Section 3 of the Listening Module, you hear two, three or four people talking about an academic topic. They may be students or teachers. They could be talking about a particular course assignment or project, or a more general academic topic, such as study skills.

1. You are going to hear two students talking about a music course. First, look through questions 1–10 in the exam task opposite. Which of the following topics does each set of questions relate to?

Example: Course content

1. Computer equipment
2. Knowledge or skills needed for the course
3. Assessment
4. Dates of course

Options:

A. Language studies
B. History of art
C. Business studies
D. Music studies

2. In Module B, you answered multiple-choice questions with a single answer. In an alternative task type, you have to choose more than one answer.

a) Look at the instructions for questions 1–3 and 4–6 in the exam task. How many answers do you have to choose for each set of questions?

b) As you listen, pay attention to words that signal key information. Which of the phrases below might signal information relevant to:

1. a) things that are necessary for the course? b) course activities?
2. you've got to be able to...
3. you really need to...
4. but that's not all, we can...
5. What are the requirements?
6. are essential

Options:

A. Language studies
B. History of art
C. Business studies
D. Music studies

USEFUL VOCABULARY

5. Section 3 is often about different types of academic course.

a) Complete the sentences below, then check your answers with the recording or tapescript.

1. Josie is m. in maths and this year she is doing four maths m.
2. However, she is also doing an m. course in music.
3. This is a d. l. course, so students do not have to attend L.
4. Good maths is essential, and so are computer s.
5. The course includes quite a lot of w. as well as practical work.
6. The course is worth three c.
7. Students have to write a... and take one c.

b) Choose a course you are interested in (e.g. business studies, computer studies, tourism, English language). Find out some of the types of activities on this course and list them in your Vocabulary notebook.

TIP: Remember that correct spelling is necessary for IELTS Listening.
Focus on speaking  **Answering different question types**

**Part 1 Interview**

- Focus on IELTS pages 68-69

**QUESTION FORMS**

Match the question words below with the information they are asking for.

Example: 1) a) a preference

1. How often ...?
2. What kind of ...?
3. When ...
4. Where ...
5. Why ...
6. Who ...
7. Would you rather ...
8. How do you ...
9. How important ...

**GIVING RELEVANT ANSWERS**

You don't need to respond in complete sentences or use the same words as the question, but using similar structures will help you to give relevant answers. Don't repeat the whole question.

- Match the following questions and answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you listen to music?</td>
<td>A) 'Oh, I'd much rather hear live music. I find it has much more atmosphere.'</td>
</tr>
<tr>
<td>When did you last go to a concert?</td>
<td>B) 'Well, it all depends. I nearly always play music when we're at home - but I'm afraid I don't often just sit and listen to it...'_</td>
</tr>
<tr>
<td>Would you prefer to listen to music at home or at a concert?</td>
<td>C) 'I'm not sure. Yes, I went to hear a group of Bulgarian singers at the City Hall last month and they were fantastic.'</td>
</tr>
</tbody>
</table>

**EXTENDING YOUR ANSWERS**

- Module A page 16

**EXAM PRACTICE**

- Practise giving your own extended answers to the questions in Exercise 2, and record yourself if you can.

---

Focus on reading  **Sentence completion (words from text); multiple choice (multiple answers)**

**FORMING A GENERAL PICTURE**

1. Read the title, the subtitle and the first paragraph of the text below. Then decide which answer (A or B) best describes the probable topic of the whole article.

   - A) Dust in the home
   - B) Dust in public buildings

   - Read the first sentence or two of each paragraph. Decide which sets of paragraphs deal with each of these topics.

   1. Why dust is a problem
   2. Where dust comes from
   3. Solutions to the problem

**Fighting the dust**

We used to think that dust blew in through the window. Now we know better, says Alison Motlik.

A) It's hard to defend yourself against dust. Attack it, and it scatters and escapes you, but the moment your guard is down it silently returns - on lampshades and bookshelves, in corners and under beds. And that's just in your home. Imagine having to look after a larger place, somewhere packed with delicate objects, with tens of thousands of people passing through each year. So serious is the fight against dust that those responsible for running museums, art galleries and historic buildings have realised it can only be won by making it the subject of systematic research.

B) Cleaning exhibits in museums and historic buildings takes a lot of time and money. But a more serious problem is that the process of removing dust can sometimes cause damage. Morten Ryhl-Svendsen of the National Museum of Denmark's analytical lab in Copenhagen is studying dust deposition on 1000-year-old Viking ships on display at a museum in Roskilde. 'Every time the ships are cleaned, some bits break off,' he says. Though some fragments can be retrieved from the vacuum cleaner bag and replaced, cleaning is clearly accelerating the exhibits' decay. And no matter how small the breakage, each represents the disappearance of some information about the objects,' Ryhl-Svendsen says.

C) Several studies have been launched in the past few years, attempting to put the study of dust on a scientific footing. Researchers have been investigating where it comes from, and the best way of keeping it under control. The conventional view is that dust comes from outside the building,' says Peter Brinhallcombe, an atmospheric chemist and dust expert at the University of East Anglia in Norwich, UK. He is involved in a study at London's Tate Gallery which is beginning to overturn that idea. In the study, microscopic slides were placed on top of the frames of several paintings and left there for seven days. Some were in older galleries, where ventilation was mainly through open doors and windows; others were in newer areas where the air within the room was continually recirculated by air-conditioners. The amount of dust that had collected was measured and analysed, and it was found that the air-conditioned areas still had considerable amounts of dust.

D) Ryhl-Svendsen and a colleague used a similar technique to study the dust on the Viking ships in Roskilde. They positioned sticky patches in various locations in and around the open ships. When they analysed the dust they had collected, they discovered a toxic plasticiser believed to come from floor tiles elsewhere in the museum, together with textile fibres, skin flakes and hair.

E) Both studies indicated the same culprit: people like you and me visiting the exhibitions. Where there were large numbers, dust levels were high. And the objects that visitors got nearest to were the ones that were most densely shrouded in fluff. Skin flakes and strands of hair contribute to the problem, but the biggest menace turns out to be clothes. We are surrounded by an invisible cloud of fibres.
You have already done a sentence completion task with a bank of answers. You may also have to complete sentences using a word or words from the text.

a) Read through sentences 1–9 in the exam task on page 51, and underline key words. (The key words in sentences 1–3 have been underlined for you.) Use them to locate which part of the text each sentence relates to. Key words may be the same in the text and sentences (e.g. proper nouns) or they may be parallel expressions.

Example:
Question 1: The authorities ... in buildings containing historical items.
Paragraph A: These responsible for running ... museums, art galleries and historic buildings.

b) When you complete the gaps in the sentences, make sure that:
• the word or words you write are exactly the same as in the text
• you keep within the word limit specified (usually between one and three words)
• your completed sentence makes sense and is grammatically correct.

Look at the completed question below, which relates to paragraph A of the text. What is wrong with this answer?

1. The authorities are aware that ... needed to solve the problem of dust in buildings containing historical items. ✗
Focus on listening 2 Table completion; note completion

Section 4

In Section 4 of the Listening Module, you listen to an academic talk or lecture. There is only one speaker. You are given time at the beginning to look through the questions, but there is no pause in the middle of the recording. Because of this, it is particularly important to follow the stages of the lecture. The exam task can help you to do this.

1 a) Look at the exam task below and answer these questions.
   1 What is the general topic of the lecture?
   2 What is the focus of the first part of the lecture? What is the focus of the second part?

b) Which of these two phrases from the recording probably introduces the second part of the lecture?
   a) Many of the features that give this art its special place in the world ...
   b) It's thought that the first inhabitants of Bali ...

2) Now complete the exam task. Remember to check the number of words you can write.

Questions 1–5
Complete the table below.
Write NO MORE THAN THREE WORDS for each answer.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Importance for art</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000 BC</td>
<td>rice farmers from 1 settled in Bali</td>
<td>built temples with wood and stone carvings</td>
</tr>
<tr>
<td>14th century</td>
<td>introduction of Hinduism</td>
<td>artists employed by 2 and focused on epic narratives</td>
</tr>
<tr>
<td>1906</td>
<td>Dutch East Indies Company established</td>
<td>art became expression of opposition to 3</td>
</tr>
<tr>
<td>1920s</td>
<td>beginning of 4</td>
<td>encouraged use of new materials, techniques and subjects</td>
</tr>
<tr>
<td>1945</td>
<td>independence</td>
<td>new art with scenes of 5 reflecting national identity</td>
</tr>
</tbody>
</table>

Questions 6–10
Complete the notes below.
Write NO MORE THAN TWO WORDS for each answer.

Characteristics of Balinese art today:
• present everywhere in Balinese life
• production or discussion of art does not require any 6
• has been able to develop because of the 7 of the island
• constantly practised because closely related to 8
• production of art is a 9 process
• art is not expected to be 10

Focus on writing Problems and solutions

Task 2

For Task 2, you may be asked to discuss a problem and suggest solutions to it.

ANALYSING THE QUESTION
1 What is the main topic of this task?
   a) violence in films
   b) reasons for violence in films
   c) social problems caused by violence in films
   d) effects of films on young people.

2 What two aspects of the topic do you have to write about?

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Many people believe that the high levels of violence in films today are causing serious social problems.

What are these problems and how could they be reduced?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

GENERATING IDEAS
2 Make notes for the task using the headings below and your own ideas.

Problems
Suggested action

ORGANISING AND SUPPORTING YOUR IDEAS
3 a To answer this task, you will need to write at least four paragraphs. Decide what kind of information you will write in each paragraph 1–4.
   Paragraph 1: ..........................  
   Paragraph 2: ..........................  
   Paragraph 3: Suggested measures/advice
   Paragraph 4: ..........................  

b Now read the sample answer on page 54. Divide it into four separate paragraphs, using your paragraph plan to help you.
c Answer these questions about the sample answer.

Problems
1. How many problems are mentioned?
2. What expressions are used to introduce them? Underline them.
3. What effects are mentioned?
4. What expressions are used to introduce them? Underline them.

Suggested action
5. How many suggestions for action are given?
6. What expressions are used to introduce and link the ideas? Underline them.

Conclusion
7. What expressions are used to introduce the conclusion? Underline them.

SAMPLE ANSWER

The increasing amount of violence that is shown regularly in films has been a cause of concern for some time. Such films make violence appear entertaining, exciting and even something to be copied. However, it seems to be increasingly clear that this development is causing problems in our society. First of all, those who enjoy such films eventually stop associating the violence with any real consequences. They therefore lose their sense of reality and no longer take violence seriously or have any sympathy with the victims. This is bad for both individuals and for our whole society. Another worrying trend is that in these films the heroes are shown as people to be admired, even though they are very violent characters. This leads impressionable people to believe that they can gain respect and admiration by copying this aggressive behavior, and so the levels of violence increase, especially in major cities throughout the world. What is needed to combat these problems is definite action. The government should regulate the film industry on the one hand, and provide better education on the other. Producers must be prevented from showing meaningless violence as 'fun' in their films. Instead, films could emphasize the tragic consequences of violent acts and this would educate people, especially young people, to realize that violence is real. To conclude, I think that viewing violence as entertainment may indeed cause serious social problems and that the only way to improve this situation is by regulating the industry and educating the public about the real human suffering that such violence brings.

PRESENTING SOLUTIONS: MODAL VERBS

4. When making suggestions for solving a problem, we often use modal and semi-modal verbs such as should, must, have to, need to, could and may be able to.

a. Underline three modal verbs used in the sample answer to suggest action to be taken. Which verb expresses a) a strong obligation, b) a possibility, c) a strong suggestion?

b Complete the language box with modals from the list in Exercise 4a in order of strength.

<table>
<thead>
<tr>
<th>Governments</th>
<th>must</th>
<th>take action</th>
<th>to reduce this problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UN</td>
<td></td>
<td>find ways</td>
<td>to improve this situation.</td>
</tr>
<tr>
<td>Parents</td>
<td>may have to</td>
<td>take measures</td>
<td>to stop this trend.</td>
</tr>
</tbody>
</table>

5. Complete these sentences with a suggestion from the list (a-e) below. Fill the gaps with an appropriate modal verb.

1. Smoking is increasing among schoolchildren. To reverse this trend ...
2. City streets are full of litter. To reduce this problem ...
3. Many people in the world do not have enough to eat. To improve this situation ...
4. Farmers use too many chemicals on food crops. To reduce this problem ...
5. City crime is growing. To stop this trend ...

   a) the authorities .......... increase the police force in urban areas.
   b) alternative pest controls .......... be introduced.
   c) local communities .......... take responsibility for cleaning their areas.
   d) schools .......... teach children about the health consequences.
   e) rich countries .......... increase their international aid budgets.

JUSTIFYING SOLUTIONS: CONDITIONALS

Example:
Smoking is increasing among schoolchildren. To reverse this trend, schools must teach children about the health consequences. If schools do not take action now, the health of the next generation will be damaged.

a. Which of the justifications below predict

   a) the positive results from the suggested action?
   b) the negative results if action is not taken?
   1. If schools do not take action soon, ...
   2. Unless action is taken, ...
   3. If this is done, ...
   4. Otherwise the problem will ...
   5. This would reduce ...
   6. Such measures will ...

b. Now write your own suggestions and justifications for each of the problems 1-5 in Exercise 4c.

SPEED WRITING PRACTICE

6. Using your ideas and a paragraph plan from Exercises 2 and 3, write your own full answer to the Task 2 question. Don't look at the sample answer while you are writing. You should not take longer than 35 minutes. Spend the last five minutes editing your answer.
LANGUANGE REVIEW D

1 Topic vocabulary overview

The topics covered in Module D (Focus on IELTS Units 7 and 8) were related to different aspects of culture.

a Complete the mindmaps below. (All the words come from Module D and/or Focus on IELTS Units 7 and 8.)

- **ARTS**
  - Visual Arts:
    - PA __ rgs
    - 8 cer_ics
  - Performing Arts:
    - 3 co__uc__r
    - 4 ins__c__t
    - 5 or__es__
    - 6 c__nc__rt
    - 16 th__tre
  - **MUSIC**
    - 1 pr__num
    - 2 p__f__an

b Now complete these extracts using words and expressions from the completed mindmaps. You will need to put them in the correct form.

Speaking Part 1: Talking about films

**Examiner:** Let's talk about films. What kind of films do you enjoy watching?

**Candidate:** Well, not old films and not films in foreign languages, because I don't like having to read 1... This period... What I really like are exciting films with lots of action, like the Lord of the Rings films. And I like those films because they were shot in New Zealand, I think, and it's really beautiful with the mountains and everything.

Listening Section 2: Introduction to an art gallery

The gallery will be showing an exhibition of eighteenth-century art, including landscape and still life. The carved stone. Such cups and plates, showing the important influence of Chinese art on the West. An illustrated book giving full details of the exhibits is available at the desk, price $10.

Writing Task 2: The funding of cultural activities

Many cultural activities involve a great deal of expense. In the case of concerts, as well as the expense of the concert hall, the members of the orchestra must be paid. A performance of a play at the theatre involves paying the actors, and also the cost of the costumes. If these and other cultural activities are to be maintained at a high standard, support in the form of government subsidies is needed.

- **ARTS**
  - Visual Arts:
    - PA __ rgs
    - 8 cer_ics
  - Performing Arts:
    - 3 co__uc__r
    - 4 ins__c__t
    - 5 or__es__
    - 6 c__nc__rt
    - 16 th__tre
  - **MUSIC**
    - 1 pr__num
    - 2 p__f__an

c Look back through the units and add more words to the mindmaps.

2 Parallel expressions; avoiding repetition

Focus on IELTS page 193

As well as using pronouns to link sentences and avoid repetition, writers also link sentences by using words with similar meanings.

Complete these extracts using words from the box. Underline the expression in the first sentence which has a parallel meaning to the word you add.

- **ARTS**
  - Visual Arts:
    - PA __ rgs
    - 8 cer_ics
  - Performing Arts:
    - 3 co__uc__r
    - 4 ins__c__t
    - 5 or__es__
    - 6 c__nc__rt
    - 16 th__tre
  - **MUSIC**
    - 1 pr__num
    - 2 p__f__an

3 Problems and solutions

- **ARTS**
  - Visual Arts:
    - PA __ rgs
    - 8 cer_ics
  - Performing Arts:
    - 3 co__uc__r
    - 4 ins__c__t
    - 5 or__es__
    - 6 c__nc__rt
    - 16 th__tre
  - **MUSIC**
    - 1 pr__num
    - 2 p__f__an

4 Linking expressions

Choose the correct linking expressions in this extract from a Part 3 Speaking task.

**Examiner:** Well, in my country the government spends a lot of money supporting things like opera and classical music, 1 and yet / what's more only a minority of people actually enjoy that sort of thing. In fact / However, there's hardly any money spent supporting the arts in schools, and even though lots of children would like to have the chance to learn to paint or play an instrument. So I think more should be spent on this - 2 after all / what's more these children are the artists of the future, aren't they?

5 Describing research

Complete each sentence by choosing the best ending from the list a-g below.

1 If no steps are taken to preserve them, future ... 2 The authorities at the Carlton Art Gallery say that systematic ... 3 The authorities have decided to launch ... 4 In order to put their work on a more scientific ... 5 In the past, staff received little formal ... 6 A team of staff have carried out an intriguing ... 7 The results of the study ... 8 The government took measures to solve these problems, for example by ... 9 another worrying trend is ... 10 ... is needed to combat these problems. 11 ... causes many problems. 12 ... some of our most beautiful and historic buildings are in danger of being destroyed. Lack of money for repairs and preservation 2 ... 3 ... the increasing number of old buildings being pulled down to make room for car parks and office blocks. Rapid action 4 ... in order to avoid the loss of our cultural heritage. 5 ... raising the public's awareness of the importance of these buildings to our culture. In addition, I think that 6 ... paying laws...
1 Vocabulary
Rewrite each sentence without changing the meaning, using the word in brackets. Write one word in each space.
1. There is a close connection between music and mathematics (linked)
   Music and mathematics
2. One of the most interesting exhibits in this stone carving, (objects)
   This stone carving is one of the most interesting
3. Punctuality is regarded in different ways by different people. (attitudes)
   People towards punctuality
4. There has been a complete breakdown in communication. (completely)
   Communication
5. Their findings suggest that the damage is done by ordinary people. (research)
   The results indicate that the damage is done by ordinary people.
6. It's not easy to think of new ideas, (cones)
   It's hard
7. His illness may be partly stress-related, (caused)
   His illness may be partly
8. A study was done on the effects of music on unborn children. (carried)
   They on the effects of music on unborn children.

2 Reading: Multiple choice
a) Read the text and choose the correct letter, A, B, C or D to answer questions 1 and 2.

   A museum under the sea

   In early 2000, a Franco-Egyptian team discovered an entire sunken city – complete with houses, temples, shops and public facilities – in the Mediterranean Sea off the coast of Egypt. The city is believed to be Herakleion, a port that guarded a branch of the River Nile before the river shifted and, for reasons unknown, the land slipped beneath the sea. The discoveries delighted archaeologists and historians alike.

   Further along the coast, in Alexandria, archaeologists have already mapped a 2.5 hectare area under the water scattered with 2,500 pieces, columns, statues and oil tanks inscribed with names of Pharaohs. This ancient world, a stone's throw from the city's seaside promenade, has, thus far, been reserved for a few lucky divers. But now these discoveries have sparked calls to build the world's first underwater museum, allowing visitors to cast their eyes on a history swallowed by the sea centuries ago. Projects totaling US$8 billion have been proposed, including underwater glass-bottomed boats and tourist submarines. Such ambitious plans have the endorsement of the Egyptian government, underwater archaeologists and UNESCO, which wants Alexandria's offshore area designated a World Heritage Site.

   Some people argue that historic buildings should be preserved in their original forms. Others argue that this is both inadvisable and impossible. Discuss both these views and give your own opinion.

   (Paragraph 1) Nearly every country has old buildings which are significant because of their historical connections or their artistic value. Often, buildings may combine both of these qualities. In cases like this, it may seem vital that these buildings should not be pulled down or changed in any way.
   (Paragraph 2)
   (Paragraph 3)
   (Paragraph 4) In conclusion, therefore, I feel that although we should not lose sight of the original purposes and nature of our historic buildings, there is no need for them to be frozen in time. A great building can support changes as long as these are carried out with respect for its original nature.

   The sentences below make up paragraphs 2 and 3 of the writing task above. Decide which three sentences should go in each paragraph. Then write the letters a-f in the correct order in the spaces next to the paragraph numbers above.

   a) Some people say that any furnishings or decorations which would not have been in the original building should be removed and replaced with the originals, or else with exact replicas.
   b) It would be very difficult to decide what the 'original' form of such buildings was, and if we returned to it, I think we would lose much of both historical and aesthetic value.
   c) They say that any later additions to the building should be pulled down or removed.
   d) In my country, buildings such as churches, palaces and great houses have been developed and added to over the centuries by the people who used them, reflecting the changes that have taken place in our society during that time.
   e) However, it can be argued that this view does not reflect the organic nature of most significant buildings.
   f) Many people believe that these buildings should not only be preserved, but should be returned to a form as close as possible to the way they first appeared.

   3 Writing: Task 2
a) Read the task, which requires an argument-led approach, and the first and last paragraphs of a sample answer below.

   What is the writer's general opinion about the topic? a) The writer supports the preservation of historic buildings in their original form.

b) The writer is against the preservation of historic buildings in their original form.

3) In my country, buildings such as churches, palaces and great houses have been developed and added to over the centuries by the people who used them, reflecting the changes that have taken place in our society during that time.

4 Speaking: Part 2
Look at the prompt card and a candidate's response below. The answer is too short to fill two minutes. To expand it, match reasons from the list a–h below to the numbered gaps.

   Some people argue that historic buildings should be preserved in their original forms. Others argue that this is both inadvisable and impossible. Discuss both these views and give your own opinion.

   (Paragraph 1) Nearly every country has old buildings which are significant because of their historical connections or their artistic value. Often, buildings may combine both of these qualities. In cases like this, it may seem vital that these buildings should not be pulled down or changed in any way.
   (Paragraph 2)
   (Paragraph 3)
   (Paragraph 4) In conclusion, therefore, I feel that although we should not lose sight of the original purposes and nature of our historic buildings, there is no need for them to be frozen in time. A great building can support changes as long as these are carried out with respect for its original nature.

   The sentences below make up paragraphs 2 and 3 of the writing task above. Decide which three sentences should go in each paragraph. Then write the letters a-f in the correct order in the spaces next to the paragraph numbers above.

   a) Some people say that any furnishings or decorations which would not have been in the original building should be removed and replaced with the originals, or else with exact replicas.
   b) It would be very difficult to decide what the 'original' form of such buildings was, and if we returned to it, I think we would lose much of both historical and aesthetic value.
   c) They say that any later additions to the building should be pulled down or removed.
   d) In my country, buildings such as churches, palaces and great houses have been developed and added to over the centuries by the people who used them, reflecting the changes that have taken place in our society during that time.
   e) However, it can be argued that this view does not reflect the organic nature of most significant buildings.
   f) Many people believe that these buildings should not only be preserved, but should be returned to a form as close as possible to the way they first appeared.

   4 Speaking: Part 2
Look at the prompt card and a candidate's response below. The answer is too short to fill two minutes. To expand it, match reasons from the list a–h below to the numbered gaps.

   a) ... it's better than just sitting in front of television in the evening or something like that.
   b) ... it's much better than just sitting in front of television in the evening or something like that.
   c) ... it's much better than just sitting in front of television in the evening or something like that.
   d) ... it's much better than just sitting in front of television in the evening or something like that.
   e) ... it's much better than just sitting in front of television in the evening or something like that.
   f) ... it's much better than just sitting in front of television in the evening or something like that.
   g) ... it's much better than just sitting in front of television in the evening or something like that.
   h) ... it's much better than just sitting in front of television in the evening or something like that.
Focus on listening Labelling a map; table completion

Section 2

In Section 2 of the Listening Module, you may hear someone giving information about a place of special interest.

1 You are going to hear a tour guide speaking to a group of tourists in New Zealand. How much do you know about New Zealand? Try this quiz, then check your answers in the key.

1 The population of New Zealand is
A 10.7 million.
B 3.2 million.

2 Its original inhabitants are known as
A Aborigines.
B Maoris.

3 The capital city is
A Wellington.
B Auckland.

4 The country consists of
A two main islands.
B four main islands.

5 The main exports are
A electrical products.
B meat and milk products.

6 Tourists go there to
A see castles and temples.
B admire natural scenery.

7 The nearest continent to New Zealand is
A Australia.
B Asia.

2 In Module B, page 24, you labelled a plan of a small area around a school. You may also have to label a map of a larger area.

Read the instructions for Questions 1–4 on page 61. To prepare for listening, look at the map and mark these statements true (T) or false (F).

1 Lake Rotoiti is at the top left of the map.
2 Lake Tarawera is directly north of Lake Rotomahana.
3 The Lakes Motel is on the road numbered SH 5.
4 The SH 30 and SH 5 meet just outside Rotorua Town.
5 E is about 12 kilometres from Rotorua Town.
6 One mountain is shown on the map.
7 F is between Mount Tarawera and Lake Rotomahana.
8 You have to label nine places on the map.

TIP Before you listen, think about the pronunciation of unusual words in the task so you will recognise them when you hear them.

Questions 1–4
Label the map. Write the correct letter A–I next to Questions 1–4.

1 Hell's Gate Thermal Reserve
2 Arts and Craft Institute
3 Volcanic Valley
4 Tamaki Village

Questions 5–10
Complete the table below. Use NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Name of attraction</th>
<th>Special features</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hell's Gate Thermal Reserve</td>
<td>• very 5……. volcanic area</td>
<td>adults $12</td>
</tr>
<tr>
<td></td>
<td>• boiling whirlpool</td>
<td>children $6</td>
</tr>
<tr>
<td></td>
<td>• hot waterfall (temperature 6………°C)</td>
<td></td>
</tr>
<tr>
<td>Arts and Crafts Institute</td>
<td>• see traditional Maori 7………</td>
<td>free</td>
</tr>
<tr>
<td></td>
<td>• learn about use of geothermal waters for cooking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and medicine</td>
<td></td>
</tr>
<tr>
<td>Volcanic Valley</td>
<td>• formed by volcanic eruption in 8………</td>
<td>adults $9</td>
</tr>
<tr>
<td></td>
<td>• boat trip on lake</td>
<td>children $5</td>
</tr>
<tr>
<td>Tamaki Village</td>
<td>• tour by Maori guide</td>
<td>no extra charge</td>
</tr>
<tr>
<td></td>
<td>• 'Hangi' — traditional feast cooked over hot water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10……… in ground</td>
<td></td>
</tr>
</tbody>
</table>

Now listen to the recording and complete the exam task.

• Notice that for Questions 1–4, you only have to identify four of the places marked A–I on the map. You write the appropriate letter next to each named place on the list.

• Remember that there will be a short break in the middle of the recording. This will give you time to read the instructions for Questions 5–10, and identify the topic and the type of information you need to listen for.

EXAM PRACTICE

Ideas for speaking and writing page 141
Focus on speaking 1 Describing a place

In Part 2 of the Speaking Module, you may be asked to talk about a place you know. This could be somewhere you remember from the past or somewhere that is special to you for other reasons.

Part 2 Long turn
ANALYSING THE TASK

1 Read the candidate task card below and answer these questions.
   1 Is the topic about an urban or rural place?
   2 What tense/tenses will you use to talk about 1–4?
   3 At what point do you have to give reasons?
   4 What place would you choose to describe?

Describe a place you know that has a beautiful natural environment.

You should say:

1 where it is located
2 what it looks like
3 when you first went there
4 why you find this place especially beautiful.

ORGANISING YOUR TALK

2 In Part 2 of the Speaking Module, it is important to organise what you are going to say, as this is assessed.
   a Listen to a student talking about the topic in Exercise 1 and note down the key information given for prompts 1–4 on the task card.

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td>beautiful</td>
<td>mountain</td>
<td>\</td>
</tr>
</tbody>
</table>

   b Number in order the expressions used by the speaker to signal the different parts of the talk. Then listen again and check.
   1 Well, the place I’d like to talk about is ...
   2 And the reason why ...
   3 The first time I went there was when ...
   4 What attracted me to this place was ...

EXAM PRACTICE

➤ focus on IELTS page 105

DEALING WITH ROUNDING-OFF QUESTIONS

3 Spend one minute making notes for your own talk on the task in Exercise 1, using a list or mindmap. Use your notes to talk for two minutes on the topic. Time yourself and record yourself if you can.

4 At the end of Part 2, the examiner may ask you one or two ‘rounding-off’ questions about your topic. Although long answers are not required for these, you can give fluent, idiomatic short answers.

   a Look at the short answers below. Which would you choose for each question?

   1 Do you often go to this place? No, I’ve only been once before.

Focus on speaking 2 Describing problems and solutions

In the Speaking Module, the Part 2 topic is developed in Part 3 to a more abstract level. For example, in Part 3 you may be asked to consider problems associated with the Part 2 topic, and to suggest possible solutions to these problems.

TOPIC DEVELOPMENT

1 For the Part 2 task in the previous section, you described a place you know with a beautiful natural environment. This could be developed to discuss problems and solutions related to the environment.

   a Look at the questions below and think about how you would answer them.
   1 What do you think is the main environmental problem in your country?
   2 What could be done to deal with this problem?
   3 Do you think this problem will get better or worse in the future?

   b Now listen to a student answering questions 1–3 above about his country, and complete the following notes.

   Problem: biggest problem is pressure on

   Cause: population is ... forests being ...

   Result: loss of ...

   Solution: government should...

   Future: If action taken, otherwise ...

2 Read the notes below about another environmental problem. Use them to help you answer the questions in Exercise 1a.

   Problem: air pollution

   Cause: industrial emissions, traffic... health problems

   Solution: control factory emissions, reduce traffic...

   Future: Unless something done ...

EXAM PRACTICE

3 Answer questions 1–3 in Exercise 1a with your own ideas and record yourself if you can.
Focus on reading True/False/Not Given; table completion; multiple choice (multiple answers)

FORMING A GENERAL PICTURE

1 a Read the heading and subheading of the text on page 65 and look at the photo. Before you continue, find out how much you already know about the Titanic. Decide if the following sentences are true or false. Then check your answers in the Key.
   1 The Titanic was the biggest passenger ship that has ever existed.
   2 It was considered to be unsinkable.
   3 It sank in a storm on its first voyage.
   4 All 2,224 of the passengers and crew were lost.
   5 There were only enough lifeboats for half the passengers.
   6 The real wreck was filmed by James Cameron for his film Titanic.

b Quickly read paragraph A and the first sentence only of the other paragraphs, and answer the following questions.
   1 What do rusticles look like?
   2 What do they contain?
   3 How are they harming the Titanic?
   4 Are rusticles ever useful for anything?

DEALING WITH SPECIALIST VOCABULARY

2 Texts in the Reading Module may contain academic or specialist words and expressions. Some specialist words – for example rusticles – may be explained in the text. Other terms can be guessed from the context.

a Scan the text to find these words and try to work out what they probably mean. Underline other words in the context which help you to guess.

   1 hull (paragraph A)  6 consorums (paragraph C)
   2 rust (paragraph A)  7 permeate (paragraph C)
   3 salvage company (paragraph B)  8 susceptible (paragraph E)
   4 brittle (paragraph B)  9 rivets (paragraph E)
   5 microbes (paragraph C)  10 consume (paragraph F)

b Check your ideas by matching the words to the definitions on page 143.

SCANNING TO FIND SPECIFIC SECTIONS OF THE TEXT

3 IELTS Reading texts often have two or three different task types. It may help you to answer the questions more quickly if you start by looking through all the tasks and finding the part of the text each task refers to.

Read the instructions for each task on pages 66 and 67 and look through the questions quickly. Check back with the text as necessary.

   1 In which one paragraph of the text will you find the answers to questions 6-10? (use the title of the table to help you)
   2 In which paragraph will you probably find the answers to questions 1-5?
   3 In which paragraphs should you look for the answers to questions 11-14?

4 Now complete the three exam tasks.

---

Eating up the Titanic

Colonies of iron-loving bacteria are eating up the most famous shipwreck in the world. But the news isn’t all bad

A In 1985, seventy-three years after it had sunk on its maiden voyage from Southampton to New York, the Titanic was discovered lying 3,800 metres below the surface of the sea. The first images of the wreck showed the metal hull or body of the ship, draped in what looks like strange underwater ribbons. These structures are called ‘rusticles’ from rust (the reddish brown substance that forms on iron when it is in contact with water) and icicle.

B A decade later, microbial ecologist Roy Cullimore was called on to investigate biological activity on the Titanic after the salvage company recovering objects from the wreck noticed it seemed to be deteriorating. By carefully guiding the robotic claws of the French submarine Nautile, Cullimore was able to collect some rusticles to bring back to his laboratory for analysis. Gathering them was a tricky business – rusticles are brittle and have a tendency to snap in the fast water flow created by the propellers of the submarine. A second expedition brought up more rusticles when a large section of hull was lifted from the sea bed.

The largest of these, measuring 45 centimetres long, now hangs on Cullimore’s office wall.

C Each rusticle is made up of communities of bacteria, fungi and other microbes that have joined forces to build a sort of rusting tower block to sustain them and protect them from the outside world. The outer walls have a layered appearance, much like the annual growth rings in trees. Inside, each rusticle seems to contain at least five distinct communities of bacteria, or ‘consorums’, that live in harmony, with each type of consorum performing a specific task. They are mostly clustered around water channels that run through the structure. There are also fungal growths towards the outside of the structure where the channels meet the surface. Along with the microbes, rusticles contain up to 35 per cent iron compounds in the form of ribbons that permeate the entire structure, in much the same way that nerves or blood vessels do in an animal. Chemically, these compounds are dominated by various ferric oxides, hydroxides and carbonates.

D Cullimore’s work has revealed that the microbial communities work together to ‘feed’ on the ship, actively removing iron from it. And the effects can be dramatic. In 1996, he estimated that they were removing 100 kilograms of iron a day. As the rusticles grow, the decay rate accelerates, and Cullimore predicts that the wreck will be unrecognizable within 100 years or so.

However, the rusticles colonise some parts of the ship but leave others alone. To find out why, Cullimore has placed various metal samples on the Titanic’s deck. His findings suggest that the most susceptible areas are where the steel was ripped or twisted when the ship sank, because the fractures allow microbes to get in more easily. The rusticles also seem to consume the parts of the ship made of wrought iron, such as the rivets, more easily than steel. This is bad news not just for the Titanic, but for other ships and underwater structures such as oil rigs, because it is the rivets which hold the whole thing together. ‘When you destroy a rivet, you’re weakening the whole section,’ says Cullimore.
Iron-loving bacteria such as those found in rusticles can also be useful, however. Sean Tyrrel from Cranfield University has worked on projects to design iron filters for wells in developing countries, to prevent problems caused by iron-rich water. There’s been a great interest in using groundwater to provide drinking water because it is generally regarded as unpolluted and can be safely consumed without the need for treatment. But iron-bearing groundwaters are often noticeably orange in colour, causing discoloration of laundry, and have an unpleasant taste which is apparent when the water is drunk or used for food preparation. ‘If there’s a lot of iron in the water, people reject it,’ Tyrrel says. He and his colleagues have found that under the right conditions, certain bacteria will take up the iron from the water and consume it, leaving it clear. The rusticles research should provide more clues about how to harness these bacteria for good.

**Questions 1-5**

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

Write:

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

1. Underwater photographs of the Titanic show that the wreck is covered in rusticles.
2. Rusticles were first discovered on the wreck of the Titanic.
3. Roy Cullimore investigated whether rusticles were involved in the sinking of the Titanic.
4. Rusticles are difficult to collect because they break easily.
5. The rusticle in Cullimore’s office is the largest one in existence.

**Questions 6-10**

Complete the table below.

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

**Structure of a rusticle**

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>walls</td>
<td>appear 6</td>
<td>outer surface of rusticle</td>
</tr>
<tr>
<td>consorns</td>
<td>* bacterial 7</td>
<td>mainly near water channels</td>
</tr>
<tr>
<td></td>
<td>* work together</td>
<td>throughout the rusticle</td>
</tr>
<tr>
<td></td>
<td>* each does a different 8</td>
<td>at junction of water channels and 9 of rusticle</td>
</tr>
<tr>
<td>water channels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fungal growths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ribbons</td>
<td>throughout the rusticle</td>
</tr>
</tbody>
</table>

**MULTIPLE CHOICE**

- Read the question.
- Find the correct section of the text.
- Check for parallel expressions in the options and text.

**Questions 11-12**

Choose **TWO letters A–G**.

The microbes found in rusticles

A are unable to consume steel sections of boats.
B may live for over 100 years.
C could affect a range of underwater metal structures.
D avoid structures made of wrought iron.
E are destroyed if the rusticle grows too big.
F cause fractures and rips in steel plates.
G use iron from the ship as a source of food.

**Questions 13-14**

Choose **TWO letters A–G**.

Bacteria similar to those found in rusticles could

A make better concrete for use in building.
B remove harmful microbes from polluted water.
C help locate sources of groundwater.
D remove iron from water used for drinking and washing.
E remove traces of iron from concrete.
F convert harmful microbes to useful ones.
G improve communication systems.

**Table Completion**

- Focus on IELTS page 91
- Modules C and D, pages 38 and 52 (Listening)
- Read the headings at the top and on the left-hand side of the table to identify the type of information that is required.
- Use the exact words from the passage for your answer.

**TIP** Note form is normally used in tables.

Ideas for speaking and writing page 141.
Focus on writing Describing diagrams showing natural processes

In the Writing Module, you may be asked to describe a diagram that shows a natural cycle or a natural process.

UNDERSTANDING THE DATA

1. Read the instructions for the Writing task below and answer these questions.
   1. What is 'El Niño' and what does it do?
   2. What do the diagrams compare?
   3. Look at the first diagram, which shows a cross section of the Pacific Ocean, and read the labels to help you understand the process illustrated. Under normal conditions:
      1. from which direction do the strong trade winds blow?
      2. what do they do to the warm water at the surface of the sea?
      3. how does this affect the weather in Australia?
      4. what happens to the cool water below the surface?
      5. what are the two results of this in the Eastern Pacific?
   4. Now look at the second diagram to identify what the differences are under El Niño conditions.

TIP: The diagrams in Writing Task 1 do not require world knowledge. Any information you will need in your description is given in the task.

Writing Task 1

You should spend about 20 minutes on this task.

El Niño is the name of a warm ocean current that affects weather patterns on both sides of the Pacific Ocean. The diagrams compare normal conditions in the Pacific with El Niño conditions.

Write a report for a university lecturer describing the information shown.

Write at least 150 words.

Organising the description

3. a. Complete this paragraph plan for the writing task.
   Paragraph 1: Introduce information
   Paragraph 2: Describe
   Paragraph 3: Describe
   Paragraph 4:

   b. Complete the sample answer below using logical links from the box. Use each word or phrase once only.

   also the second so while at the same time the first consequently in these conditions while

   The diagrams illustrate how differences in the wind conditions over the Pacific Ocean can affect the weather in Peru and Australia.

   1. diagram shows that in normal conditions the trade winds blowing from the east are stronger than the weak winds from the west.
   2. they blow the warm surface water westwards, bringing rain to Australia.
   3. allowing cool water to rise from the deep ocean in the east. This water brings rich nutrients, enabling the numbers of fish to increase in the waters off Peru.
   4. brings good weather to Peru and the east Pacific. 
   5. diagram indicates that when the wind from the western Pacific is stronger than the trade winds, the ocean currents are changed.
   6. warm surface waters flow eastwards, bringing rain to Peru.
   7. the rainfall in Australia is greatly reduced. The cold water from the deep does not rise to the surface in the east.
   8. there are fewer nutrients available and the fish decline.
Writing the Conclusion

Remember that your conclusion should summarise the information, not explain it.

Choose which of these three final sentences best summarises the information in the diagrams.

Overall, the diagrams suggest that:

a) ... both Australia and Peru benefit from El Niño conditions.
b) ... it is changes in the relative wind strength that brings about El Niño conditions.
c) ... El Niño conditions are caused by different weather in Australia and Peru.

Grammar

5 Read the sample answer again and answer these questions.
1 What tenses are used in the description?
2 Underline all examples of passive verb forms.
3 Underline all examples of -ing participle clauses.

Editing for Language

6 a Find ten common mistakes in this extract from a student answer and match them to the list.

Common mistakes
1 Wrong spelling
2 Active/passive verbs confused
3 Agreement (subject–verb or modifier–noun)
4 Wrong word form
5 Wrong word or expression

b Now correct the mistakes.

Speed Writing Practice

7 Without looking again at the sample answer, do the writing task. You have already spent time analysing the task so you should spend no more than 15 minutes on writing and editing. Remember:

- Don’t copy your introduction from the Writing task.
- Focus on the main differences.
- End with a summary of the data.
- Write at least 150 words.

Topic Vocabulary Overview

Module 6: Focus on IELTS Units 9 and 10

1 Complete the diagrams below using the jumbled words.

- liquid
- pipeline
- car
- road
- house
- train
- flood
- river
- drought

2 Complete the diagrams below using words from the box.

- effect
- resource
- pollution
- supply
- risks
- consumption
- domestic
- plant
- system
- emissions
- illegal
- drainage
- recycling
- use
- scarse
- piped
- water

3 Complete the diagrams below using words from the box.

- vehicle
- air
- dumping

Environmental Problems

Now complete these extracts using words and expressions from the completed diagrams in the correct form.

Listening Section 4: Maximising water resources in dry climates

Where resources are limited, one way to overcome the perennial problem of...

Reading: Regional differences in water use

In countries with wetter climates most water tends to be used for... and industrial processes. In drier countries, however, water is a... and has to be used by the agricultural sector. The highest level of... tends to be in areas where intensive irrigation systems are used.

Speaking Part 3: Environmental problems

I think in the future the level of... in big cities will get worse and that will present all sorts of... such as breathing problems and so on. I think it’s inevitable because we’ll have more and more cars. So the... will just go on increasing, and they’re the major problem, aren’t they?

4 Complete the diagrams below using words from the box.

- water
- service
- supply
- water
- waste
- industrial
- underground
- recycling
- sewage
- pollution
- illegal

5 Complete the diagrams below using words from the box.

- evaporation
- supply
- water
- pollution
- temperature
- irrigation
- sea
- river
- farm
- industrial
- sewage
- underground

b Complete the diagrams below using words from the box.

- effect
- resource
- pollution
- supply
- risks
- consumption
- domestic
- plant
- system
- emissions
- illegal
- drainage
- recycling
- use
- scarse
- piped
- water

4 Complete the diagrams below using words from the box.

- vehicle
- air
- dumping

Environmental Problems

Now complete these extracts using words and expressions from the completed diagrams in the correct form.

Listening Section 4: Maximising water resources in dry climates

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I think in the future the level of... in big cities will get worse and that will present all sorts of... such as breathing problems and so on. I think it’s inevitable because we’ll have more and more cars. So the... will just go on increasing, and they’re the major problem, aren’t they?
Focus on reading  Multiple choice (single answer); Yes/No/Not Given
SKIMMING AND SCANNING
Skimming involves selective reading of the most important parts of a text, in order to find out how the text is organised and get a general idea of what it is about. The main information is likely to be contained in the title and any subheading, the introduction and conclusion, the first and last sentences of the other paragraphs. Scanning involves looking very quickly through a text or part of a text, without trying to understand it in detail, in order to find a particular piece of information. You have been using these skills throughout this course.

1. Skim the text below and decide which answer (A–C) best describes the overall topic. Spend no more than 45 seconds on this.
   A. Education in the past and present
   B. Changes in work patterns and what they mean
   C. Education and work in developed and developing countries

2. Now find the answers to these questions.
   1. Which two time periods does paragraph A contrast?
   2. Underline a new expression that the writer explains in paragraph A. How does the writer show this is a new expression?
   3. In paragraph B, find another new expression that is explained by the writer.
   4. Which one key word in the first sentences of both paragraphs C and D introduces the topic of both those paragraphs?
   5. Underline a key phrase in the first sentence of paragraph E.
   6. Match paragraphs E–H to these topics.
      1. solutions  2. advantages  3. problems

The knowledge society

A. A CENTURY ago, the overwhelming majority of people in developed countries worked with their hands on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who made their living other than by manual work. These days, the fastest-growing group in the developed world are Knowledge workers – people whose jobs require formal and advanced schooling.

B. At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in knowledge technologies: computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. People who are as much manual workers as they are knowledge workers, in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education. They are not in a role much better paid than traditional skilled workers, but they see themselves as professionals. Just as unskilled manual workers in manufacturing were the dominant social and political force in the eighteenth century, knowledge workers are likely to become the dominant social – and perhaps political – force over the next decades.

C. Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuous education throughout their working lives to keep their knowledge up to date. For the old knowledge professionals such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologies, only a few countries so far provide systematic and organised preparation. The next few decades, educational institutions to prepare knowledge technologies will grow rapidly in all developed and emerging countries, just as new institutions to meet new requirements have already appeared in the past.

D. What is different this time is the need for the continuing education of already well-trained and highly knowledgeable adults. Knowledge traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated workers will therefore become a big growth area in the not too distant future. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programs, and in any number of places, from a traditional university to the students' homes. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread far more rapidly and making it accessible to everyone.

E. All this has implications for the role of women in the workforce. Although women have always worked, since time immemorial the jobs they have done have been different from men's. Knowledge work, on the other hand, is universal, not because of feminist pressure, but because it can be done equally well by both sexes. Knowledge workers, whatever their sex, are professionals, applying the same knowledge, doing the same work, governed by the same standards and judged by the same results.

F. The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited or bequeathed or one generation to another. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance. And nowadays it is assumed that everybody will be a 'success' – an idea that would have seemed ludicrous to earlier generations. Naturally, only a very small number of people can reach outstanding levels of achievement, but a very large number of people assume they will reach adequate levels.

G. The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional traumas of the rat race. Schoolchildren in some countries may suffer sleep deprivation because they spend their evenings as a crammer to help them pass their exams. Otherwise they will not get into the prestigious university of their choice, and thus into a good job. In many different parts of the world, schools are becoming viciously competitive. This has happened over such a short time – no more than 30 or 40 years – that it seems that the fear of failure has already permeated the knowledge society.

H. Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes – business managers, university teachers, museum directors, doctors – plateaux, they become stuck. They have achieved all they will achieve; if their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest – be it working as a volunteer in the community, playing in a local orchestra, or taking an active part in a small town's local government. This outside interest will give them the opportunity for personal contribution and achievement.
Questions 1–5
Choose the correct letter. A, B, C or D.

1. According to the writer, a hundred years ago in the developed world, manual workers
A. were mainly located in rural areas.
B. were not provided with sufficient education.
C. were the largest single group of workers.
D. were the fastest growing group in society.

2. The writer suggests that the most significant difference between knowledge technologists
and manual workers is
A. their educational background.
B. the pay they can expect.
C. their skill with their hands.
D. their attitudes to society.

3. He predicts that in the coming years, knowledge technologists
A. will have access to the same educational facilities as professional people.
B. will have more employment opportunities in educational institutions.
C. will require increasing mobility in order to find suitable education.
D. will be provided with appropriate education for their needs.

4. According to the writer, the most important change in education this century will be
A. the way in which people learn.
B. the sorts of things people learn about.
C. the use people make of their education.
D. the type of people who provide education.

5. The writer says that changes in women’s roles
A. mean women are now judged by higher standards.
B. have led to greater equality with men in the workplace.
C. are allowing women to use their traditional skills in new ways.
D. may allow women to out-perform men for the first time.

Questions 6–13
Do the following statements agree with the views of the writer in the reading passage?

Write:

YES if the statement agrees with the views of the writer
NO if the statement contradicts the views of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

6. In the knowledge society, knowledge can be passed down from parents to children.

7. Everyone is expected to be successful in the knowledge society.

8. The knowledge society means that some people may become successful by accident.

9. The knowledge society has both good and bad points.

10. Schoolchildren should not study so hard that they risk becoming ill.

11. It is right for schools to encourage a high degree of competition between their students.

12. When choosing outside interests, knowledge workers should avoid the need to do better than other people.

13. Outside interests are more fulfilling if they involve helping other people.

USEFUL VOCABULARY

5. Complete the notes below with information from the reading text. Then use them to help you summarise, orally or in writing, the main points given in the text about the knowledge society.

Example: most people / workers

Present: being replaced by / e.g. doctors, lawyers, etc.

Future: 3 / e.g. computer technicians, software designers, etc. (need formal education + 4 / education)

Knowledge society:
- benefits / change in / upward mobility
- drawbacks / emotional trauma

Ideas for speaking and writing page 142
Focus on listening  **Multiple-choice questions (single answer); matching**

**Section 3**
- Focus on IELTS Exam briefing page 42

**PREDICTING INFORMATION**
1. Look at questions 1–5 below.
   1. Who will you hear in the conversation? What are their roles (e.g., student/teacher)?
   2. What have Sami and Irene done for their research project?

**UNDERSTANDING QUESTIONS BASED ON DIAGRAMS**
2. In the Listening Module, you may need to answer questions based on graphs or pie charts.
   - Look at question 5. This shows three pie charts. Answer these questions.
     1. What does the dark shaded area of each pie chart represent?
     2. Pie chart A suggests that about 25% of students recommended a booking system. What percentage is suggested by pie chart B? How about C?

**MULTIPLE CHOICE (SINGLE ANSWER)**
- Module B page 23

**Questions 1–5**
Choose the correct answer, A, B or C.

1. Sami and Irene decided to do a survey about access to computer facilities because
   A. no one had investigated this before.
   B. their tutor suggested this topic.
   C. this was a problem for many students.

2. Sami and Irene had problems with the reading for their project because
   A. the language was too technical.
   B. not much had been written about the topic.
   C. they could not locate the books in the library.

3. How did Sami and Irene get the main data in their survey?
   A. from face-to-face interviews
   B. from observation of students
   C. from online questionnaires

4. The tutor suggests that one problem with the survey was limitations in
   A. the range of students questioned.
   B. the number of students involved.
   C. the places where the questions were asked.

5. What proportion of students surveyed thought that a booking system would be the best solution?
   - A
   - B
   - C

**MATCHING**
4. In the Listening Module, you may have to match two sets of information such as people and places, or suggestions and advantages/disadvantages.
   a. Read the instructions for the task below and look at the list of information in the box. What type of information do you have to listen for?
   b. Read the list of suggestions 6–10. They are in the same order as the information you will hear. What is the first topic you have to listen for?
   c. □ Now listen to the recording and complete the task. As you are listening for each item, look quickly through the list of options in the box. When you hear the answer, write the letter only (not the complete phrase) next to that item. Then listen for the next item.

**Questions 6–10**
What disadvantage was mentioned in relation to each suggestion?
Choose your answers from the box and write the letters A–H next to questions 6–10.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>different rooms for educational and recreational use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>restrictions on use by classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>new computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>24-hour access to computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>booking system</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Disadvantages**
- A against university regulations
- B inconvenient for users
- C involves long waits
- D lack of alternative resources
- E need for security arrangements
- F not a long-term solution
- G more work for staff at centres
- H too expensive

**IDENTIFYING PARALLEL EXPRESSIONS**
5. a. □ Listen to the second half of the recording again and complete the following sentences. Write one word in each gap.
   1. It would be a .......... if you had to get up and go to another room.
   2. There's .......... else they can .......... .
   3. It wouldn't really .......... the problem .......... .
   4. There would have to be .......... around all the time to make sure the equipment didn't get .......... .
   5. It means the .......... at the open access centres have to .......... .

   b. Match each of the completed sentences 1–5 to one disadvantage from the box in the exam task above.

   ▶ Ideas for speaking and writing page 142
Focus on speaking 1  Describing a past event

Part 2 Long turn
ANALYSING THE TASK

1 Read the candidate task card below and number the prompts you need to talk about.

Describe a special school or college event that you remember well.
You should say:
what the event was
what happened during it
who was there
and explain why you remember this event so well.

CHOOSING WHAT TO TALK ABOUT

TIP: If you can't think of an appropriate topic quickly, make one up.

ANALYSING SAMPLE ANSWERS

2 In the exam, you can't choose your speaking task, but you do choose which event/memory/person, etc. to talk about. You need to choose quickly as you only have one minute to prepare.

Look at the types of event you could talk about in the box below. Which ones are:
a) social events?  b) academic events?  c) sporting events?

a debate a championship final a party a special dinner a guest lecture
a graduation a prize-giving ceremony a tournament a sports match

3 Listen to three extracts. What event is each speaker describing?
Choose from the box in Exercise 2. Note down the vocabulary that helped you identify each event.
Speaker A is describing a ..............................................................

Speaker B is describing a ..............................................................

Speaker C is describing a ..............................................................

EXPLAINING

4 The last part of the Part 2 task always asks you to explain something. In this task, you need to give reasons why you remembered this event.

a Read the extract below. Is this the final part of extract A, B or C in Exercise 3?

"Why I remember it all so well was because of the strong feelings I had... you know, one part of my life was ending and a new part about to begin. I felt sad... and happy at the same time. I don't think I'll ever forget it."

b Now complete the explanations below for the other two topics. This time, try to use your own ideas.

"The reason I remember it was because we all... Yeah, everybody helped to make it a really good event."

"I remember it so well because it was so... It was our biggest win ever!"

EXAM PRACTICE

5 Now spend one minute making notes on the task in Exercise 1. Talk about your event for two minutes. Record yourself if you can.

Focus on speaking 2  Giving opinions

Part 3 TO DEVELOPMENT

1 The Part 2 task on page 78 used the setting of a school or college for an academic, social or sporting event. Look at the list of possible Part 3 topics arising from this task and write two questions each for topics 2–4.

Topic 1 The importance of social events for schools/colleges
What benefits can social events bring to a college?
Are there any dangers in encouraging social events?

Topic 2 The value of sport in education
Topic 3 The aims of primary education (now and in the future)
Topic 4 Academic success today

INTRODUCING OPINIONS

Focus on IELTS page 223

2 We often use adverbial expressions like the ones below to indicate what we think about a topic. We usually say these when we start to speak.
a) Underline the best word to complete each sentence.

1 Inevitably/Inevitably/Personally, I don't think organised social events are very important.
2 Clearly/Frankly, there should be some role for sport in schools.
3 Surprisingly/Obviously, the first aim of primary education is to teach students basic literacy skills.
4 Generally/Inevitably, it’s hard to get a job these days with no qualifications, though it’s always possible.
5 Surprisingly/Inevitably, ability is usually judged by exam results.
6 Frankly/Clearly, I don’t believe exams are necessarily the best way to assess a person.
7 Typically/Surprisingly, weak students sometimes get pretty good exam results.
8 Predictably/Conversely, most people find exams are stressful.

b) Which adverbs above are used to indicate that:
a) you are only giving your own opinion about something .........
b) you are saying something direct and honest .........
c) this situation is usually true or this is what usually happens .........
d) a fact can be easily noticed or understood .........
e) this situation was expected or certain to happen .........
f) this situation was unexpected .........

JUSTIFYING OPINIONS

3 a) Extend each of the statements 1–8 in Exercise 2a by giving reasons.
Example:
1 Personally, I don’t think organised social events are very important because students often prefer to have a separate social life outside college.

b) Listen and compare your ideas with the native speakers on the recording.

EXAM PRACTICE

4 Look back at Exercise 1. Answer the questions you wrote on these topics, using language and ideas from Exercises 2 and 3. Record yourself if you can.
Focus on writing  Presenting an opinion (1)

Task 2

THESIS-LED APPROACH

In Task 2, you may be asked to agree or disagree with a statement or opinion, rather than being required to discuss opposing views. In this case you may choose simply to give your own opinions on the topic and justify these. This is called the thesis-led approach.

ANALYSING THE QUESTION

1 Look at the Writing task below and answer these questions.
   1 What is the main topic?
   2 What aspect(s) of the topic do you have to write about?
   3 What question do you have to answer in your conclusion?

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or essay to an educated reader with no specialist knowledge of the following topic.

University education should be restricted to the very best academic students, rather than being available to a large proportion of young people.

To what extent do you agree or disagree?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

GENERATING IDEAS

2 Look at the Writing task again.
   1 What is your opinion on this topic?
   2 Do you agree or disagree?
   3 Note down some reasons you could use to justify your opinion.

ORGANISING AND SUPPORTING YOUR IDEAS

3 a Put the following paragraph plan in the correct order: (1) opening, (2) middle and (3) closing paragraphs.
   Justify your opinion.
   Introduce the topic.
   Summarise your thesis/point of view.
   State your thesis/point of view.
   b How many of the reasons you noted in Exercise 2 could you include in the middle section?

ANALYSING A SAMPLE ANSWER

4 a Read the sample answer on page 81 and answer these questions.
   1 Does the writer agree or disagree with the statement?
   2 How many reasons are given? Number them.
   3 What words are used to introduce these reasons?
   b The sample answer would score a low band. Identify and tick five problems from the list A–H.

University education should be restricted to the very best academic students, rather than being available to a large proportion of young people. I disagree with this opinion for several reasons. Firstly, individuals today need much higher-level skills and technical knowledge. Furthermore, societies cannot continue to develop unless more citizens are educated. Finally, it is only fair that anyone who could benefit from a university education should have access to one. In conclusion, it is important to encourage students to get a higher level education today. (84 words)

5 Choose the best alternatives to expand and reword the introduction in Exercise 4.

In the past, tertiary/university education was limited/restricted to a small proportion of people who were the most able/best academic students. Today, however, a large proportion of the many more young people have the possibility of going to university, and I think that this is a better situation for society.

DEVELOPING AND SUPPORTING YOUR IDEAS

a Look back at the sample answer in Exercise 4. Can you think of ways to develop the reasons given for the writer's opinion?

b Match the ideas and examples below with reasons 1–3 in the sample answer.

A In order to progress and compete in the modern world, each country needs people who can develop modern technologies further and apply them in new fields.

B Therefore, there should be equal opportunities for everyone to realise their full potential. Going to university is part of this.

C For example, many professions require advanced computer skills and an ability to adapt to a rapidly changing workplace. Schools do not have the resources to equip students with these skills, so universities have to fill this role.

DRAWING CONCLUSIONS

7 Remember to refer back to the original task when writing your conclusion. If the task asks you an explicit question, answer it directly.

Complete the conclusion below, using your own opinions and summarising your reasons.

In conclusion, I partly agree/totally agree/disagree with the statement because I believe...

SPEED WRITING PRACTICE

8 Write your own response to the task, using your ideas from Exercises 2 and 3. Spend no more than 35 minutes on this and write at least 250 words. Use the last five minutes to edit your work.

Answer Key page 160
### LANGUAGE REVIEW F

#### 1. Topic vocabulary overview

Module F (Focus on IELTS Units 11 and 12) was about education and learning both in and out of the workplace.

Complete these extracts with words or phrases from the boxes. Use each word or phrase once only. There are some extra words in each box that you don't need to use.

**Listening Section 3: Foundation English Course**

<table>
<thead>
<tr>
<th>class curriculum</th>
<th>Department</th>
<th>lectures</th>
<th>self-access centre</th>
<th>seminars</th>
<th>thesis</th>
<th>tutorials</th>
</tr>
</thead>
</table>
| **Student:** Can you tell me a bit about what the Foundation course involves?

**Tutor:** Well, the course is run by the 1. __________ of English as a Foreign Language in the university. It’s to help you develop the language skills you’ll need to cope with your undergraduate course later on – for example, listening and note-taking practice to prepare for the 2. __________, and speaking activities to help you take an active part in 3. __________ – taking part in a group discussion – and as well as in one-to-one 4. __________.

**Student:** And how is the course organised?

**Tutor:** Well, in the morning you have an English 5. __________. Then in the afternoon you work on your own in the 6. __________. We have all sorts of materials there so you can choose what’s best for you.

#### 2. Word formation: adjective endings

| a. Complete the adjectives in the list below by adding the correct suffix. |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| act __________ | benevolent __________ | dominant __________ | ludicrous __________ | substantial __________ | domestic __________ |
| efficient __________ | overwhelmed __________ | systematic __________ |

#### 3. Language of research

In the Reading and Listening Modules of the exam, you often have accounts of the stages of research projects and the way researchers gather information.

Complete the following sentences by adding one word made from the jumbled letters. Then underline the phrase in each sentence which describes general research methods.

| a. Now complete these sentences using a suitable adjective from Exercise 2a. They are on the topic of the knowledge society. |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. To past generations, it would have seemed a __________ idea that everyone could achieve success in life. |
| 2. In days gone by, the __________ majority of people were manual workers. |
| 3. In the past, an uneducated woman who needed to earn money usually went into __________ service. |
| 4. The __________ effects of the spread of education have been particularly felt by women. |
| 5. In modern society, women make a __________ contribution to the labour force, holding key positions in many companies. |
| 6. To ensure that there will be a sufficient number of knowledge technologists in the future, some kind of __________ preparation is needed now. |
| 7. An __________ level of education is needed by those intending to become software designers or computer technicians, but a university education is not essential. |
| 8. In the future, knowledge technologists are likely to become a __________ force in society. |
| 9. Work-related stress can be avoided or reduced by playing an __________ part in voluntary work, sports or local government. |
| 10. In spite of technological progress, in many areas even the most __________ machine cannot replace a worker. |

| b. Underline the phrases containing adjective/noun collocations that you have completed in the sentences above. The first one has been done for you. |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| The __________ of the industrial age is reduced. |

#### 4. Linking ideas: concession and contrast

**Focus on IELTS page 219**

| a. Number the sentences below to make a connected paragraph. |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| On the other hand, they might find that it was difficult to adapt to life as a student when the time came for them to return to their studies. |
| Even though they would have relatively few qualifications, they would gain valuable work experience. |
| However, for some of them it might be better to take a break from education for a year or two, and get a job instead. |
| They might even decide not to do a university course at all, despite the problem that lack of qualifications might cause them later on. |
| Most people go to study at university immediately after leaving school. |

| b. Underline the linking expressions in the sentences. |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| In contrast, they might find that it was difficult to adapt to life as a student when the time came for them to return to their studies. |
| Even though they would have relatively few qualifications, they would gain valuable work experience. |
PROGRESS CHECK 3  Modules E and F

1 Vocabulary
Read the pairs of sentences below and put a tick (✓) if they mean the same thing and a cross (✗) if they are different. Underline any phrases which make the meanings different.
1) Several students got poor results in the most recent examinations.
   a) Some students did badly in the latest exams.

2) a) Access to library computer facilities is open to postgraduate students.
    b) The use of the computers in the library is restricted to postgraduate students.

3) a) He was given an honorary degree in celebration of his personal achievements.
    b) The university awarded him an honorary degree in recognition of his personal contributions.

4) a) There was a marked improvement in pupil performance.
    b) Pupil performance improved considerably.

5) a) There is a growing body of evidence that links academic progress to physical exercise.
    b) All the evidence so far suggests that academic progress and physical exercise are connected.

6) a) Changing wind patterns play a part in altering our weather systems.
    b) Changes in our weather systems can be attributed in part to changes in wind patterns.

7) a) Global climate is vulnerable to any small increase in temperature.
    b) The slightest rise in temperature can affect the world’s climatic system.

8) a) The Department Head had an important influence on his graduate students.
    b) The Head of Department exerted unnecessary pressure on the postgraduates working with him.

2 Reading: Table completion

Bamboo, the phenomenon of the vegetable kingdom

With more than 1,500 species colonising a multitude of habitats from sea level to 12,000 feet, bamboo is one of the most successful plants on earth. It can also add significant solutions to environmental problems in its list of successes. It is one of the most adaptable plants, with many valuable uses. For instance, it can grow in such degraded soils that it can be used to ‘repair’ soil damaged by overgrazing and poor agricultural techniques. In addition, its complex root network is ideal for preventing soil erosion and flooding. Unlike most tree species, harvesting does not kill the bamboo, so topsoil erosion and other adverse effects of tree-felling are kept to a minimum. Perhaps even more importantly, given that carbon dioxide emissions are thought to be responsible for global warming, bamboo produces more than 35% more oxygen than trees. Research has demonstrated that bamboo can absorb as much as 12 tonnes of carbon dioxide per hectare per year, giving the plant a potentially crucial role in stabilising our planet’s atmosphere.

People have also used bamboo for an astonishing variety of functions over the last 4,000 years. Today, the durability and resistance to shrink or swell that characterises bamboo means that it can be used as an eco-friendly alternative to slow-growing hardwoods for a range of products for the construction industry, such as wooden flooring.

a) Read the text and complete the table below. Use NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Special features of bamboo</th>
<th>Can be used to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• large number of species</td>
<td>• help solve 2</td>
</tr>
<tr>
<td>• large range of 1</td>
<td>• 3</td>
</tr>
<tr>
<td>• can grow on overgrazed land</td>
<td>• stop erosion &amp; water run-off</td>
</tr>
<tr>
<td>• 4</td>
<td>• reduce effects of tree-felling</td>
</tr>
<tr>
<td>• can survive 5</td>
<td>• regulates the Earth’s 7</td>
</tr>
<tr>
<td>• 6</td>
<td>• makes products for building industry</td>
</tr>
<tr>
<td>• absorbs large amounts of CO₂</td>
<td></td>
</tr>
<tr>
<td>• 8</td>
<td></td>
</tr>
<tr>
<td>• does not shrink or swell</td>
<td></td>
</tr>
</tbody>
</table>

b) Find words and expressions in the text which mean:
1) can change to fit different conditions
2) harmful consequences
3) possibly very important
4) a huge range
5) not harmful to the environment

3 Speaking: Part 2

Read the task instruction and number the sentences from the candidate’s response in the correct order according to the sequence markers. Underline the sequence marker in each sentence.

Candidate: I’d like you to describe how you learnt English.

4 Writing: Task 1

Complete the answer to the Writing task below by choosing the correct linking words from the box and adding the relevant figures from the table.

The table below gives information about the daily cost of water per person in five different countries. (Figures are based on the minimum daily requirement per person of 11.5 litres.)

Write a report for a university lecturer describing the information below.

Cost of minimum daily water requirement by country

<table>
<thead>
<tr>
<th>Country</th>
<th>Daily cost per person (US$)</th>
<th>Cost as percentage of average daily wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>6.4 cents</td>
<td>5.7%</td>
</tr>
<tr>
<td>Uganda</td>
<td>4.1 cents</td>
<td>3.2%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>1.76 cents</td>
<td>1.1%</td>
</tr>
<tr>
<td>UK</td>
<td>1.3 cents</td>
<td>0.63%</td>
</tr>
<tr>
<td>US</td>
<td>0.85 cents</td>
<td>0.006%</td>
</tr>
</tbody>
</table>

The table compares the amount people have to pay for their minimum daily water in five countries. It shows the percentage of the average daily wage this represents in each place.

1) Tanzania shows the average daily wage this represents in each place.
2) , we can see that Tanzania and Uganda have the highest daily water costs.
3) the UK and US have the lowest.
4) means, that Tanzanians pay a mere 5 cents for the same amount of water.
5) These differences are even greater when we consider the percentage of the average daily wage this cost represents. In Tanzania and Uganda, the cost is significant, representing 6% and 10%.
6) In the UK and US, the cost is only a tiny fraction of the daily wage at 1% and 15%.
7) And, the daily cost of water in Pakistan being similar to that in the UK, it represents as much as 16% of the daily wage.
8) The table shows that there are huge differences between the cost of water in the developing countries and the industrialised west.
**INSIDE INFORMATION**

**Focus on speaking 1**  
**Expressing preferences**

Part 1 Interview  
UNDERSTANDING THE QUESTIONS

1. a) Read these questions. What is the general topic?
   1. Do you prefer talking to people on the phone or face-to-face?
   2. Do you prefer making calls on a land line or a mobile phone?
   3. How popular is text-messaging compared to talking on the phone?
   4. Do people in your country prefer to write letters or e-mails?
   5. How popular is faxing compared to e-mail?
   6. Would you rather get a letter or an e-mail?

b) Which of the questions above are asking about
   a) your own personal preferences?
   b) preferences among the general public?

c) Listen to part of an IELTS interview. How many questions does the examiner ask? Tick them in the list above.

USEFUL LANGUAGE:  
EXPRESSING PREFERENCES, GIVING REASONS

2. a) Listen to the recording again and complete these extracts using up to three words.
   1. … a mobile can be used anywhere … But ………………………. I’d rather use a land line.
   2. Young people are definitely texting more, ……………………… making calls.
   3. I think maybe older people ……………………………. to make calls.
   4. I think nowadays ……………………………. of e-mails.
   5. … perhaps some people ……………………………. to write letters in some situations.
   6. ……………………………. get a letter if it’s about something important.

b) What reasons does the candidate give for each of the preferences expressed in 1–6?

EXAM PRACTICE

3. Practise giving your own answers to questions 1–6 in Exercise 1. Use the expressions from Exercise 2 and give reasons for your answers. Record yourself if you can.

**Focus on listening 1**  
**Note completion; short answers; multiple choice**

Section 1  
WRITING ADDRESSES

1. In Sections 1 and 2 of the Listening Module, you often have to write addresses.
   a) Use the jumbled letters to make six words that can be used in a similar way to Road or Street in addresses.
   1. IDEVR  2. EVEUAN  3. YAW  4. LILH  5. NAEL  6. QSARUE

b) Now listen and check your answers.

**EXAM PRACTICE**

2. Read questions 1–7, then listen to the whole recording and do the exam task. There will be a short break in the middle to give you time to look at questions 8–10.

   a) Look through the questions and predict what sort of information is needed.
   b) Use the exact words from the recording in your answer.
   c) Remember that only one or two words are usually needed for each answer.

**Questions 1–3**  
Complete the notes below.  
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

**Example**  
Customer called about
Telephone repairs.
Customer’s name: Mrs _____________
Address: 2 _____________
Somerton
Phone: 3 _____________

**Sinclair Electrical Services**

**Questions 4–7**  
Answer the questions below.  
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

4. What is the problem with the TV?

6. What is the TV make and model number?

5. What may have caused the problem?

7. How old is the TV?

**Multiple choice (single answer)**  
Module B page 23, Module F page 76

**Questions 8–10**  
Choose the correct letter, A, B or C.

8. Where is the customer’s house?
   A) High Street
   B) High Street
   C) High Street

9. When will the electrician call at the house?
   - A) Friday afternoon
   - B) Saturday morning
   - C) Monday morning

10. How did the customer first hear about the repair service?
   - A) From a neighbour
   - B) From the phone book
   - C) From the Internet
Focus on reading Sentence completion; classification; multiple choice (single answer)

SKIMMING

Module F page 72

1. Read the title and subheading of the text opposite and answer these questions:
   a. Does the writer, Mike Chege, think that access to information technology is important for the world's poor?
   b. What are the economic advantages of these technologies and how might they benefit developing countries?

2. Now do the exam task below:
   a. Underline key words in the sentences.
   b. Use them to find which part of the text the first sentence relates to.
   c. Think about what type of information you need and look for it in the text.
   d. Write the exact word(s) from the text in the gap.
   e. Continue in the same way for the remaining questions.

Questions 1-5

Complete the sentences below with words taken from the Reading Passage.

Use NO MORE THAN THREE WORDS for each answer.

1. The example of the Tanzanian company's telecommunication illustrates how information and communication technology can cut

2. In Africa, use of the Internet enables of diseases such as meningitis to be controlled.

3. An international organisation has subsidised a in Africa which depends on ICTs.

4. E-government provides people with a source of so they can make their own choices in life.

5. In order to allow global use of ICTs, people need to have the skill and to use this technology.

BRIDGING THE DIGITAL DIVIDE

When addressing the issue of global access to information technology, some people claim that the world's poor are more concerned about having enough to eat than about e-mail or surfing the World Wide Web.

Mike Chege disagrees.

A. In what concrete ways can information and communication technologies (ICTs) benefit the two-thirds of humanity who are more concerned about their next meal than about e-mail or eBay?

B. First, there are the economic advantages of these technologies. Besides providing business with the opportunity to access real-time market information and complete business transactions electronically, ICTs can: reduce costs, and provide a channel to market goods and services. One small company from Tanzania replaced 20 faces with 10 e-mails and saw its telecommunications bill go from $500 per month to $45 per month. In the business-to-consumer segment, SMS will find examples like E10Gifts, which sells gifts, including sheep and goats, over the Internet. And in India, which is fast becoming a global centre for telemarketing, customer support and other call centre services, ICTs are transforming the economy. With the liberalisation of the Internet telephony, India has captured an even bigger chunk of the global outsourcing market, with 20% of all calls from the US accounting for 80% of the US call centre business. Schools are even training young kids and women to speak in an American accent in order to handle the calls.

C. Health services also benefit from ICTs. Using the Internet, doctors in poor countries can keep up to speed with the latest developments in their field as well as seek help from their peers. This technology can also facilitate the control of diseases. Throughout Africa, for instance, individuals cases of meningitis are tracked over the Internet so that epidemics can be stopped early. In addition, ICTs can assist in allowing healthcare professionals to extend their reach through telemedicine into the remotest and most underserved areas.

D. ICTs can make it easier to reach a broad segment of the population in education too. The African Virtual University is a distance learning project which is partly financed by the World Bank, and which serves the countries of sub-Saharan Africa. The Virtual University also provides satellite and television courses to students who communicate with teachers by e-mail and telephone.

E. Finally, we come to what has been dubbed a "e-government". E-government initiatives focus on making government transparent and accountable by providing citizens with direct access to information. Critics might argue that when you're being studied by war, hunger and disease, this may not be a priority. But e-government is about more than just the ability to pay your taxes online or apply for a driving licence over the Internet. It is about giving citizens access to information which allows them to make informed decisions on subjects that affect their lives.

F. But how can these people who need ICT capabilities, be best helped to bridge the Digital Divide? Throwing computers and modems at people is not enough. They need to be trained on how to use the technology. And people need to be taught that computers are not just for the computer literate. This is the way that ICTs can help bridge the Digital Divide.

G. The poor people who need ICTs must be helped to bridge the Digital Divide. Throwing computers and modems at people is not enough. They need to be trained on how to use the technology. And people need to be taught that computers are not just for the computer literate. This is the way that ICTs can help bridge the Digital Divide.

H. Another Indian creation, the Simputer (short for Simple, Inexpensive, Multilingual computer) was conceived by a team of computer scientists at the Indian Institute of Science in Bangalore. It is a small, hand-held, battery-powered computer about 12 cm by 7 cm that has a touch-sensitive screen. You use it like a stylus to tap on icons and input information. Because each display page shows only a few pages of text, illiterate users should be able to learn by trial and error the purpose of the icons and buttons on each page. The Simputer also has software that can turn text into speech. This works for various Indian languages and allows the Simputer to read the text aloud on any type of built-in speaker. It also has a slot for "smart" cards, a feature that is unique because its makers see it as it is crucial. The device lacks battery because it is powered by the cards and acts as the device's portable storage unit. In this way, many people can use one Simputer without having to share their private information with another. The Simputer costs $200—a sizable chunk of the yearly per capita income for many of its users. But one Simputer can enable an entire village to access the Internet, perform transactions, keep track of agricultural prices and educate its children.

I. So bridging the Digital Divide is not something that happens after addressing the "core" development challenges; it is a key component of addressing those challenges in the 21st century. Failure to redress the Digital Divide will only exacerbate the existing social and economic inequalities between countries and communities.
In this type of task, you have to match numbered features to a set of general categories. It is therefore similar to a matching task (see Module B page 22). The task may involve relating information from different sections, so the questions may not be in the same order as the information in the text.

a. Look at the exam task below (questions 6-11). Underline the two key names in the list A-D. Then scan the text and find the two paragraphs which refer to these.

b. Read question 6 and look through both paragraphs to see if this feature relates to either (or both) of the key names, then choose the correct answer A, B, C or D.

c. Continue in the same way with questions 7-11.

**Questions 6-11**
Classify the following features according to whether they apply to

- A the Information Village Project only
- B the Simputer only
- C both the Information Village Project and the Simputer
- D neither the Information Village Project nor the Simputer

6. use of the technology is not limited to individuals
7. information can be kept secure and private by individual users
8. must have a mains electricity supply
9. initially supported by an overseas agency
10. can only be used by people who can read and write
11. knowledge of English not required

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4. In the exam, in some cases each set of questions may relate to a separate part of the text. At other times you may need to look back through the whole text for each new set of questions. This is one reason why it is useful to get a general picture of the text before you read.

a. Look at question 12 in the exam task on page 91 and underline two key phrases in the stem. Then scan the text quickly to find the related information. The information for question 13 will follow after this in the text.

b. Now look at question 14. This is a different type of multiple-choice question, as it is testing the main idea of the text. Which two paragraphs of the text often summarise the main idea?

c. Now complete the exam task.

---

**Questions 12-14**
Choose the best answer, A, B, C or D.

12. What reason is given for the increasing importance of call centres to the Indian economy?
   - A the availability of workers with the right accent
   - B a change in the legal system
   - C local familiarity with outsourcing techniques
   - D the country’s geographical position

13. The writer says that in both health and education
   - A more training is needed in the use of ICTs.
   - B international organisations need to provide more support with ICTs.
   - C ordinary people are gaining more skill in the use of ICTs.
   - D ICTs can help to provide services to more people than before.

14. Overall the writer’s main argument in this passage is that
   - A ICT access is a basic need for a fairer world.
   - B the digital divide is the cause of our present inequalities.
   - C the developed world should do more to provide ICT training.
   - D the digital divide may never be successfully bridged.

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**Focus on writing Advantages and disadvantages**

**Task 2**

**ANALYSING THE QUESTION**

**Focus on IELTS pages 63 and 122**

**Module C page 36**

1. Read this Writing task and decide what you have to write about.

You should spend about 40 minutes on this task.

Present a written argument or essay to an educated reader with no specialist knowledge of the following topic.

E-mail has had a huge impact on professional and social communication, but this impact has been negative as well as positive.

**Do the disadvantages of using e-mail outweigh the advantages?**

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

---

**GENERATING IDEAS**

**Advantages of using e-mail**
- fast and easy way of communicating socially
- volume of e-mails increases workload

**Disadvantages of using e-mail**
- volume of e-mails increases workload
- allows viruses into IT system
- fast responses expected – this increases pressure
- makes communication between companies cheaper and easier
b) Which of the ideas in Exercise 2a are related specifically to the workplace?

c) Can you add any more ideas of your own?

ORGANISING YOUR IDEAS

3 Which of the paragraph plans below follows

a) an argument-led approach (in which you discuss more than one point of view before reaching your conclusion)?
b) a thesis-led approach (in which you give your own opinions and justify them)?

1 Introduce topic.
   - More advantages — and examples.
   - Briefly discuss disadvantages.
   - Conclusion: repeat opinion.

2 Introduce topic.
   - Discuss disadvantages of using e-mail.
   - Discuss advantages.
   - Conclusion: opinion — more advantages.

3 Introduce topic.
   - Discuss disadvantages of using e-mail.
   - Discuss advantages.
   - Conclusion: opinion — more advantages.

ANALYSING A SAMPLE ANSWER

4 a) Read the sample answer below. Does it follow a thesis- or argument-led approach?

E-mail has had a huge impact on professional and social communication but this impact has been negative as well as positive.

One disadvantage of using e-mail in the workplace is that it causes extra work. It also increases pressure on workers. Another disadvantage is that people spend too long online. Using e-mail can also allow viruses to get into your computer system.

One advantage of using e-mail is that it is a fast and easy way to communicate. It is easy to stay in contact with family and friends.

b) This answer would score a low band. Identify the problems with:
   1. the overall length
   2. the introduction
   3. the development of the argument
   4. the use of link words
   5. the conclusion
   6. the range of language used

PARAPHRASING THE INTRODUCTION

5 Complete this paraphrase of the introduction in the Writing task.

It is certainly true that the use of e-mail has greatly changed the way we work as well as socially. But it is also true that not all the effects of this innovation have been negative.

DEVELOPING AND SUPPORTING YOUR IDEAS

6 Think of some ways to develop the ideas in Paragraphs 2 and 3, for example, by giving an explanation or an example, or describing a result. Make notes.

Example:

Paragraph 2
Disadvantages of using e-mail in the workplace:
- causes extra work — people get more e-mails than they can reply to every day, feel stressed.
- increases pressure —

USING A RANGE OF LANGUAGE

7 You can avoid repetition by using parallel expressions in your writing. Which words in the box below are alternative ways of referring to:

a) advantages? .................................................................................................................................
b) disadvantages? ...............................................................................................................................

- a drawback
- an obvious benefit
- a negative effect
- a good point
- the downside
- a frequent/common criticism
- an objection
- an argument in favour of
- a positive aspect

LINKING IDEAS

8 a) Put the linking expressions from the box in the correct category below.

This is because
In other words,
So
A common example of this is when
Another objection to is that

Addition: ........................................................................................................................................
Introducing examples: .........................................................................................................................
Cause and effect: .................................................................................................................................
Clarification: ........................................................................................................................................

b) Which of the following sentences would be suitable to introduce paragraph 3 of the sample answer in Exercise 4?

1. Moreover, the main benefit of using e-mail is that it is a fast and easy way to communicate.
2. On the other hand, an argument in favour of e-mail is that it is a fast and easy way to communicate.
3. In spite of these negative effects, e-mail has brought important benefits.

DRAWING CONCLUSIONS

9 Which of the two conclusions below is more appropriate for the sample answer in Exercise 3 and why?

1. To sum up, while there are some obvious drawbacks to using e-mail, this fast and user-friendly technology has greatly improved our ability to communicate both professionally and socially. Therefore, I think e-mail has brought more benefits than disadvantages.
2. In conclusion, there are obvious advantages and disadvantages to using e-mail, and we need to try to overcome the problems.

SPEED WRITING PRACTICE

10 Write your own full answer to the task in Exercise 1. Spend no more than 35 minutes on this. Use the last five minutes to edit your work.

Answer Key page 163
Focus on listening 2 Table completion; summary completion

Section 2

TABLE COMPLETION

Module C page 38

Questions 1-5

Complete the table below.
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.00</td>
<td>'Animal Talk'</td>
</tr>
<tr>
<td>8.00</td>
<td>Charity broadcast: Rare Species Protection Group</td>
</tr>
<tr>
<td>8.30</td>
<td>'What’s your view? The effects of the 3.12 earthquake'</td>
</tr>
<tr>
<td>9.00</td>
<td>Book of the week: Just-so Stories</td>
</tr>
<tr>
<td>9.20</td>
<td>'How the 5... was written.'</td>
</tr>
</tbody>
</table>

SUMMARY COMPLETION

2 For this task, you complete a summary with words from the recording.

a Read through the summary below to find out what the topic is.

b The following extract from the recording relates to question 6 of the exam task. Read question 6. You need to find something that is 'strong'. Does the answer come before or after this word in the recording?

TIP You may need to keep key words in your memory for a short time as you listen.

c Read the candidate task card below and number the prompts you need to talk about.

Describe a newspaper or magazine article that you found interesting.

You should say:

- what it was about
- where you read it
- how it made you feel
- and explain why you found this article interesting.

SAMPLE ANSWER

2 a Listen to a student talking on this topic. What does the speaker say about points 1-4?

1 Well, I read a very interesting article last week. Basically it was about ...
2 I read this article in a ...
3 Anyway, the article actually made me feel ...
4 And the reason I found this article interesting was because ...

b Listen again and number these phrases in the order you hear them.

- it was based on
- it also gave some advice about
- it suggested that
- the article explained

EXAM PRACTICE

3 a Read the short newspaper article below and underline the key points.

Several countries, including the UK, have recently implemented measures to ban the use of hand-held cell phones by drivers. Researchers claim that the risk of accident during or just after a cell-phone conversation is four times higher than would be expected in normal driving conditions. Studies have shown that calls are much more distracting for the driver than listening to the radio or talking to passengers. The problem is that drivers are not aware of this and so the result are not aware of the real dangers that this activity poses.

b Now talk for two minutes about the article above. Time yourself and record yourself if you can.

c Now think of another article you have read and try the task again.
b Now complete these extracts using words and expressions from the completed diagrams.

Writing Task 2: Changes in communication

There is no doubt that there have been huge advances in 1. ................. technology, in recent years. The arrival of the Internet has given us 2. ................. to information, regardless of where we live. But also 3. ................. , greatly reducing our use of fax and land line telephones, for instance.

Listening Section 3: Impact of technology

Student: We wanted to see how local businesses had been affected by the 4. ................. in technology, and were amazed to see how many people exploited the Internet. Most of their 5. ................. are now carried out via e-mail, and this has, of course, 6. ................. by cutting fax and phone bills and so on. In turn, this has meant that yearly 7. ................. has increased and families seem quite a bit better off than they did in our last study. What was particularly impressive was the fact that nearly all the small companies had websites that are obviously effective for marketing because now all kinds of 8. ................. are exported from the region.

Speaking Part 1: Watching TV

Examiner: What kind of TV programmes are most popular where you live?

Candidate: Well, I’d say that people generally watch TV for entertainment, and that’s why 9. ................. are so popular. Apparently, there’s almost no traffic on the roads when it’s the 10. ................. of a good programme...

Examiner: Do a lot of people watch more factual programmes as well?

Candidate: Oh yeah, especially the news – and 11. ................. programmes, you know, like documentaries and so on. In my house we just catch the 12. ................. and then go back to watching something more cheerful.

2 Hyphenated adjectives

a Match 1–10 with the endings a–j.

1 user- (a) held
2 labour- (b) in
3 built- (c) friendly
4 long- (d) operated
5 hand- (e) interesting
6 high- (f) sensitive
7 battery- (g) in
8 touch- (h) term
9 phone- (i) tech
10 short- (j) lasting

b Complete these sentences with the correct adjective from Exercise 2a.

1 Schools and hospitals need more modern .......... equipment.
2 A lot of studies concentrate on the .......... implications of a new technology, rather than seeing what happens over longer periods.
3 I think computer menus are more .......... when they use icons.
4 It is now illegal in some countries to use a .......... cell phone while driving.
5 There is no need to buy extra equipment as this model has .......... loud speakers.
6 Old houses were built of .......... materials, which is why they are still standing.
7 Interactive computers often have .......... screens so you don’t need to use the keyboard or mouse.
8 People have used radio .......... programmes to complain about high taxes.
9 There is less manual work now that so many .......... devices are available.
10 You can use .......... lap-top computers almost anywhere.

3 General words

Rewrite each sentence, using the words given in brackets, to produce a parallel sentence with a similar meaning. Make any necessary changes to the form of the word given and to the rest of the sentence (e.g. adding or removing prepositions).

1 There are exciting new developments taking place now in the area of communication technology. (innovation/occur/field)

Currently, exciting ..........

2 Perhaps one of the most important aspects of modern life is the availability of information. (significant/feature/contemporary)

Some people think that one of the ..........
Focus on speaking 1 Making predictions

In Part 3 of the Speaking Module, you may be asked to talk about possible future developments or changes.

1 Read the following discussion between an examiner and a candidate. Then listen and fill the gaps with up to three words.

Examiner: Now let's consider space exploration in the future. Do you think there will be more space exploration or less in the next few decades?

Candidate: Well, I suppose it's still a bit of a race at the moment, so in the short term I think there will definitely be more research and investment. And I think this is ... to continue in the long term.

Examiner: Why do you say that?

Candidate: Because I think there's 2 .................................. that the Earth won't be able to support the growing population, so we'll 3 .................................. need to look for somewhere else to go.

Examiner: I see. So what future developments might take place in space exploration, do you think?

Candidate: Mmm, it's hard to say. I think it's 4 .................................. that people will land on Mars in the not too distant future. And I think we'll 5 .................................. discover new planets and maybe even new galaxies. But I think it's 6 .................................. that we'll find any aliens.

Examiner: So how do you think the technology from the space industry will affect us?

Candidate: I think we 7 .................................. see big developments in transport, but there's 8 .................................. of us all having our own spaceship or anything like that.

Expressing probability 2

1 How does the speaker in Exercise 1 feel about each of the predictions he makes? Match the expressions you wrote in Exercise 1 to a heading in the box.

<table>
<thead>
<tr>
<th>99% sure</th>
<th>75% sure</th>
<th>Not very sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(positive) likely, ...</td>
<td>(negative) unlikely, ...</td>
<td></td>
</tr>
</tbody>
</table>

b Which of the expressions above were used with:

1 impersonal subjects (there'll)?
2 personal subjects (we)?

Focus on listening Multiple choice (multiple answers); note completion; classification

Section 3

1 Read through questions 1-5 in the exam task on page 100 and answer these questions.

EXAM PRACTICE

1 Why is Eliot having this tutorial?
2 What is the specific topic that Eliot has been studying?
3 What do the notes in questions 2-3 tell you about this topic and what do you know yourself? (e.g. Why is it necessary? Where might it take place?)

2 Listen to the first part of the recording and answer questions 1-5.

- Check how many answers you have to choose.
- Listen for words that signal key information.
- Remember that the order of the options (e.g. A-F) may be different from what you hear.

Conditional clauses are often used to introduce or develop arguments and opinions. When we think the situation is possible or likely in the future, we use If/Provided/Unless + present + future.

a Complete the following sentences with ideas of your own. Remember to indicate how sure you feel about your predictions.

1 If there are rapid changes in technology, then older people ...
2 If more and more people work from home, then workplaces ...
3 Provided we have sufficient food and healthcare, people ...
4 Unless we find alternative energy sources, fossil fuels ...
5 If more and more people do all of their shopping online, shopping malls ...
6 Unless we make some efforts to save minority languages, ...

b Listen and compare your answers with the recording.

4 Now answer the Part 3 questions below, using the language you have practised in Exercises 1-3. Record yourself if you can.

1 How do you think your lifestyle will change in the near future?
2 What kind of education do you think your grandchildren will have?
3 Do you think the world will be a better place in the future?
4 Do you think we will have more or fewer species of wildlife in the future?
5 Why?
6 Do you think zoos will still exist in the future?
7 How will people's attitudes towards animals change in the future?
Focus on writing 1

Describing how something works

Task 1 How something works

Focus on IELTS pages 162-3

UNDERSTANDING THE DIAGRAM
1. Read the instructions for the Writing task below and look at the diagrams. Answer these questions to help you understand the process illustrated.
   1. What is this structure used for?
   2. Where is it built?
   3. What three main parts does the structure consist of?
   4. What happens to the air when a wave enters the chamber? What is the effect of this?
   5. What happens when the wave flows back out of the chamber?

WRITING TASK 1
You should spend about 20 minutes on this task.

The diagrams show a structure that is used to generate electricity from wave power.

Write a report for a university lecturer describing the information.

Write at least 150 words.

Generating electricity from waves

A. cliff or sea wall

B. ocean floor

Generating electricity from waves
Focus on reading  

Locating information; note completion; multiple choice (single answer)

SKIMMING
> Module F page 72

1 a Read the title of the text on page 104. Do you think it is 'inevitable' that everyone will eat genetically modified food in the future? Do you know if any of the food you eat now has been genetically modified? If not, would you like to know?

b Skim the text and choose the best summary of its organisation, A or B. Spend no more than two minutes on this.

A Specific example + important event > Disadvantages > Advantages > Return to first example

B Specific example + important event > Advantages > Disadvantages > Writer's opinion

c Why do you think the text starts with the specific example of one small town, rather than a general statement?

LOCATING INFORMATION

2 In this task, you have to locate information in paragraphs or sections of the text. You need to be able to identify specific types of information (e.g. examples, explanations, contrasts).

a Read paragraph A of the text, then look through items 1-8 to find ideas that match the information in the paragraph. To help you, some key expressions in the paragraph have been underlined.

b When you have found a possible item, check that it matches the text exactly (e.g. if the item refers to a contrast between two things, check that the two things are actually contrasted in the paragraph).

c Read the rest of the text paragraph by paragraph and complete the task, following the same procedure.

Questions 1-8

The reading passage has eight paragraphs labelled A-H. Which paragraph contains the following information?

NB You may use any letter more than once.

1 an example of a part of the world which valued Brazil's GM-free status

2 an important decision that has been made by Brazilian authorities

3 an account of one organisation's efforts to reassure the people of Brazil about GMOs

4 the effect on public attitudes to science of the continued ban on some GM techniques

5 the reason why other countries felt threatened by Brazil's ban on GM products

6 an example of a small community which has, up to now, been free of GMOs

7 a warning about the possible effects of GM technology on the food chain

8 a method of raising awareness of both positive and negative aspects of GMOs
Genetically modified crops: accepting the inevitable?

A Cabaceiras is a town of around 5,000 people situated in Brazil's northern state of Para. The people are mostly small-scale vegetable farmers, with specialist, traditional knowledge handed down over hundreds of years. But now the natural purity of their produce is under threat from one of the 21st century's most controversial technological issues: genetically modified organisms (GMOS). Previously one of the world's last major agricultural exporters to remain GMO-free, the Brazilian government has now decided to allow the biotechnology industry to sell GM seed to the country's farmers.

B Many people in Brazil feel the acceptance of transgenic crops is a dangerous move. Before this decision, Brazil was the world's largest exporter of GM-free soya. In 2001, sales of this product alone earned the country US$ 4.3 billion just under one-third of the country's total income from agricultural exports. Its main market was Europe, where consumers are still suspicious as to whether food species that have been genetically engineered in a laboratory may affect their health. Several UK supermarket chains, for example, insist on GM-free soya and refuse to buy from the USA, where 96 per cent of all soya crops are GM.

C European law requires all produce containing more than one per cent of GM ingredients to be labelled as such. At the time when Brazil was totally GM-free, Adriano Campinoti, policy director of the development agency ActionAid, pointed out, 'Brazil faces pressure from countries like the USA and from the biotech industry to come into line. They are afraid that Brazil will have a competitive advantage because of its GM-free status.' Fearful that health and safety worries were being ignored, ActionAid joined with other non-governmental organisations to stall attempts in Brazil's congress to legalise GMOs, insisting there must be further research. They gained support among rural pensants such as those who live in Cabaceiras through a public education campaign, staging mock jury trials at which scientists, large-scale farmers, peasants and civic leaders alike were invited to debate the case for and against.

D Even now, small family farmers like Lilian Marques, 33, who lives in Cabaceiras with her family, fear GM technology could harm them and their business. Lilian is well aware of the possible effects on health of eating GM food, but she also has other concerns. 'I am afraid that the rich farmers will plant GM seed now it is legalised,' she explains. 'The wind could bring the pollen to our plantation, then it will be as if we have planted GM seed too. We produce only natural vegetables, yet we could not be sure what we were eating.'

E There are other potential consequences that trouble many in this fragile Amazon region, whose biodiversity is the richest on the planet. Some fear there may be a risk of chemical pollution from the products that must be used on the crops. One type of GM maize has even been engineered to be insect-resistant if a caterpillar eats the leaf, the caterpillar dies. 'Maybe GM crops could be harmful to the forest and the animals that we eat,' Lilian suggests. 'If an insect eats from the crop, then an animal eats the insect, then we eat the animal!' The biotech industry says such fears about GM technology are misguided. Monsanto, the international food biotechnology company, has launched a campaign in Brazil, costing US$ 2 million, to provide information to the public about genetically modified crops. The company insists the process that kills the insects is harmless to humans and that 'Round-up', the herbicide used on GM crops, is 'no more toxic than salt'. 'We are as close to 100 per cent as science can ever be that GM products are safe for human health and the environment,' says spokesman Gary Barton. Monsanto hails the USA and Argentina - the other two largest exporters of soya - as examples of agricultural exporters that thrive on GM crops, whose merits it says include increased resistance to disease, improved nutritional value and increased levels of production. Three and a half million farmers around the world wouldn't have adopted biotechnology in their fields if they weren't seeing any benefits,' says Barton.

F It is not just the biotechnology companies that have an interest in Brazil lifting its GM ban, though they will undoubtedly reap the biggest profits. Francisco Campos, a professor of plant molecular biology in the northeastern city of Fortaleza, has made his own scientific breakthrough but cannot implement it because the embargo has only been lifted on GM soya, not other crops. 'We need plants to feed animals in order to have milk and meat. In this region, most of the plants we use for animal food, like cassava and prickly pear, are nutritionally deficient. But we can now insert a gene to add nutritional quality. In my laboratory, we have created our first transgenic cassava like this, but we are not allowed to put it into use. This GM ban undermines the confidence people have in science and its ability to help feed our nation.'

G But the villagers in Cabaceiras are not convinced. 'In my view, people still don't know if GM seed is good or bad,' says Lilian. 'Therefore, I don't want to take the risk.'

NOTE COMPLETION

TIP: Remember, when writing notes, you can leave out words such as articles and some verbs if they are not necessary for the meaning.

Questions 9–13

Complete the notes below.
Choose NO MORE THAN THREE WORDS from the passage for each answer.

Arguments against GM technology
a) health could be affected by eating GM foods
b) danger of 9 from GM crops being carried to plantations of non-GM produce
c) danger of 10 from products such as insecticides

Arguments for GM technology
a) insecticide and 11 products used on GMOs are safe
b) GM crops bring many benefits
e.g. less danger of 12
more nutritious
more productive
c) already used by 3.5 million farmers worldwide
d) new type of 13 plant developed through the insertion of an extra gene could improve yields of meat and milk if used as animal food.

MULTIPLE CHOICE

(MAIN IDEA)

Module G page 90

Question 14
Choose the correct letter, A, B, C or D.
Which of these statements best summarises the reading passage?
A The concerns of ordinary people about GMOs should not be dismissed.
B The environmental and economic disadvantages of GM use outweigh the advantages.
C Multinational companies should not be allowed to restrict the use of GM technologies.
D Uneducated people should be reassured about the value of GMOs.

Ideas for speaking and writing page 142
Focus on writing 2: Discussing different views

Task 2
- Focus on IELTS pages 63-65
- Module C page 42
- Module E page 80

ANALYSING A QUESTION
- Focus on IELTS pages 217-218

SAMPLE ANSWER
- Module C page 42

1) Read the Writing task below and answer these questions.

1) How many opinions should be discussed?
2) Is the thesis-led or the argument-led approach more appropriate for this question?

WRITING TASK 2

Some people think that genetically modified (GM) crops are a positive development. Others, however, argue that they are potentially dangerous.

Discuss both these views and give your own opinion.

Write at least 250 words.

SPEED WRITING PRACTICE

3) Now write your own answer to the task in Exercise 1. Don't look at the sample answer while you are writing. Spend no more than 40 minutes on this task.

Focus on speaking 2: Talking about hypothetical situations

Part 2 Long turn

In Part 2 of the Speaking Module, you may be asked to describe a hypothetical situation: something you would like to do/own/learn if you could.

EXAMPLE TASK TOPICS

1) a) Look at the possible topics (1-3) and match them to the responses a-c below.
   b) Describe someone you would like to meet.
   c) Describe your ideal house.
   d) Describe something you would like to collect.
   e) ... and it would have lots of big windows, because I've always loved light rooms ...
   f) ... I've always liked different styles of painting, so I would choose pictures by different artists and I could hang them in different rooms.
   g) ... I've always admired him ... and I'd love to ask him about how he kept his humanity during all those years ... And perhaps he could explain to me how ...

b) Which of the underlined structures are used when the speakers are
   a) talking hypothetically?
   b) justifying their choices?

SAMPLE ANSWER

2) Listen to a complete Part 2 long turn and complete the candidate task card.

Describe

You should say:

and explain

ORGANISING YOUR TALK
- Module E page 62

3) Number in order the expressions used by the speaker at different stages of the talk in Exercise 2. Then listen again and check.

   a) Well, the ... I'd really like to be good at it ...
   b) The places I'd like to do it in are ...
   c) It's something I've always wanted to do ...
   d) That would mean I'd have to develop ...
   e) But also because ...
   f) And why would I choose this activity?
   g) And I'd also have to develop ... because that's something you obviously need ...

EXAM PRACTICE

4) Now choose a topic from the list (1-3) in Exercise 1. Spend one minute making notes, then talk for two minutes. Time yourself and record yourself if you can.
1 Topic vocabulary overview
Module H (Focus on IELTS Units 13 and 16) included the topics of space, developments that will affect our future and research papers. This vocabulary is relevant for all of the IELTS Modules.

a) Complete the diagram below, using the jumbled words to produce expressions about space.

1) rimostu _lauristun_
2) phis _
3) spexistosaic
4) elstamut
5) rionist
6) space

b) Complete each phrase below by choosing the best word from the boxes. Use each word once only.

Space

astronaut atmosphere alien launch orbit radiation satellite

1) artificial _
2) Earth’s _
3) rocket_
4) _
5) cosmonaut or _
6) solar_
7) in _

Developments that will affect the future

crops advances technology bio-tech engineering alternative

8) nuclear _
9) _
10) genetic _
11) _
12) GM _
13) _

Research papers

definition relevant statistical evidence rate points draft

14) supporting _
15) _
16) data _
17) accepted _
18) poor success _
19) first _
20) key _

c) Now complete these extracts using words and expressions from Exercises 1a and 1b.

Speaking Part 2: Something that interested you as a child

Well, when I was a kid I was really fascinated by everything I heard about 1, so that's what I'm going to talk about. My big hero was Neil Armstrong, who is probably the most famous 2, ever because of his 3 to the moon. But I don't think I'd like to go into space myself. Just the thought of leaving the 4 behind and being up there, 5, really terrifies me.

Reading: Developments for the future

In a recent survey, the public were asked which 6 would have a big impact on their future lives. Surprisingly, it was found that people still worried about 7 and its potential dangers. One of the most frequently expressed hopes was for 8 sources for the future. Inevitably, 9 came high on the list, mainly because people thought this would affect several areas of their lives - like food production with 10 and so on. They also expected to see a big role for the 11, especially in medicine.

Listening Section 3: Writing a research paper

Tutor: Well I’ve had a look at how you’ve written up your research project, and the first thing you need to do is to work out what your main argument will be and then organise your 12 to get this across. Of course you’ll need to provide 13 for each of these, just to show that your ideas are based on current research.

Student: Right. I’ve certainly tried to get 14 to back up my claims, but it's not easy to find, so I’ve included everything that was available.

Tutor: I can tell. You have to be careful to include only 15, and not go off at a tangent just because you’ve found something vaguely related.

d) Look back through the units and add more words to the diagram and lists.

2 Probability

Focus on IELTS pages 222–223

a) Read the pairs of sentences below and put a tick (√) if they say the same thing and a cross (×) if they are different. Underline any words that make them different.

1 a) It is quite probable that we will see a female President in the US before too long.
   b) There is every chance that we will see a woman in the White House before too long.

2 a) It is highly unlikely that Belgium will win the next football World Championship.
   b) It’s quite possible that the Belgians will be the next football World Champions.

3 a) Brazil is bound to have a strong team.
   b) The Brazilian team is almost certain to be a strong one.

4 a) I doubt whether we will see more women’s sports on TV in the future.
   b) It’s quite likely that women’s sports will be televised more in the future.

5 a) According to scientists, the climate will definitely get warmer in the long term.
   b) The scientific evidence suggests that temperatures are likely to rise in the long term.

b) Complete the predictions below with the expression which you think is most appropriate (both are grammatically correct).

1 a) It is highly unlikely / highly probable that the whole world will achieve peace this century.
   b) Global warming will possibly / is bound to affect every country.

2 It’s quite possible / unlikely that the number of university graduates out of work will increase in the next decade.

3 I am sure / doubt that the cost of living will go down in the future.

4 The demand for housing in big cities could possibly / will definitely shoot up.

5 There is every chance / no doubt that environmental issues will be given a higher priority in the next decade.

3 Linking information

In academic English, sentences are rarely short and simple. Instead, information is linked within complex sentences.

Link the information in sentences 1–8 to make single complex sentences that avoid repetition. Use the prompts in brackets at the end of the sentences to help you.

Example: Europe’s largest and most advanced satellite is called Envisat. Envisat will be launched this month. (which / as / Envisat)

1 The satellite is designed to monitor environmental change. The satellite is also designed to monitor pollution. (not only but also)

2 Envisat has taken 14 years to develop. Envisat will transmit environmental data. Envisat will also transmit specific data on greenhouse gases and ozone levels. (which / as / Envisat)

3 The satellite cost £1.4 billion. The satellite is equipped with ten different instruments. The satellite will have a ten-year lifespan. (which / and)

4 It will register minute surface movements. The purpose is to give advance warning of natural disasters. Examples of natural disasters are mudslides, floods and hurricanes. (in order to / such as)

5 It will register minute surface movements. The purpose is to give advance warning of natural disasters. Examples of natural disasters are mudslides, floods and hurricanes. (in order to / such as)

6 Envisat will be launched on an Ariane rocket. (which / Envisat)

7 It will be guided by a team of 50. The team will be based in the European Space Operations Centre in Germany. (which / and)

8 The satellite will move in a 35-day cycle. The satellite will take just three days to draw a complete map of the world. (moving / The satellite)

The satellite, which
1 Vocabulary
Rewrite each sentence without changing the meaning, using the word in brackets. Write one word in each space.
1 More species are at risk today than ever before, (endangered) 
   We now have ................................................. than ever before.
2 There is an urgent need for us to take action on a global level, (crucial) 
   ................................................................. for us to take action on a global level.
3 There is a growing concern about pollution, (worried) 
   More and more ..........................................................
4 People generally have very different opinions about this topic, (controversial) 
   This is generally ..........................................................
5 The evaluation made him feel less confident, (undermined) 
   The evaluation ..........................................................
6 Lots of people read this magazine, (circulation) 
   This magazine ..........................................................
7 Last week the government lifted the ban on GM research, (go-ahead) 
   Last week the government ..............................................
8 The government still forbids full-scale production of GM crops in this country, (prohibited) 
   Full-scale production of GM crops .......................................

2 Reading: Locating information
a The reading passage has four paragraphs labelled A-D. Which paragraph contains the following information?
NB You may use any letter more than once.
1 a description of a change in whale communications 
   2 an explanation of the purpose of fin whale communication 
   3 examples of sources of human noise 
   4 a reason why songs are necessary for some species of whale 
   5 a warning about the possible dangers of human noise 
   6 a description of whale communication

3 Writing: Task 2
a Read the Writing task and the sample answer. Match the opening sentences 1–4 to the correct paragraphs. (Ignore the numbered gaps within the paragraphs.)

   We are becoming more and more dependent on machines to function in the modern world. Some people think this is a very negative development.
   To what extent do you agree or disagree?

   1 I certainly agree about our overall dependence.
   2 In contrast it is hard to find reasons why our dependence on technology is negative.
   3 It would be difficult to imagine how modern life could carry on without all the machinery that we have come to rely on.
   4 In fact, machines have brought benefits to every aspect of our daily lives.

b Complete gaps 1–6 with the correct linking word from the box. Remember to add punctuation or capital letters where necessary.

   similarly, however, examples, instead of, yet, for instance.

   a Find words or expressions in the text associated with:
   1 loud songs: .............................................
   2 a type of song: .............................................
   3 communication: .............................................
   b Complete gaps 1–6 with the correct linking word from the box. Remember to add punctuation or capital letters where necessary.

   a) I think I might be able to do this in the future.
   b) Which part of the question does the writer agree with? Underline the phrases used to express this agreement directly.
   c) Which part of the question does the writer disagree with? Underline the phrases used to express this disagreement directly.

4 Speaking: Part 1
Read the conversation between an examiner and a candidate. Complete the candidate’s responses using sentences A–E.
Examiner: Now let’s talk about your future. Where do you think you will be living in five years’ time?
Candidate: Well, I’m not sure. 1 I .............. Who knows? That’s something I hope to do in the next few years. But I suppose 2 ..............
Examiner: And what sort of job do you think you’ll have in the future?
Candidate: Oh, ideally an extremely well-paid one, with very few working hours. 3 .............. I think I’ll definitely have some sort of job, for sure. 4 ..............
Examiner: What field do you expect to work in?
Candidate: Oh, 5 .............. I’ve always been interested in it, and I love it. But I haven’t got much experience yet, so I’ll have to start at the bottom.
6 .............. We’ll see.

   a) I’ll probably still be at home, living with my family.
   b) But that seems highly unlikely, really.
   c) Of course, it’s possible that I’ll get promotion after a while.
   d) It’s quite possible that I’ll be in the US.
   e) There’s little chance of it being such a good one, though.
   f) I’ll almost certainly be in IT.
TRANSPORT

Focus on reading True/False/Not Given; locating information; diagram labelling

SKIMMING AND SCANNING

Module F page 72

1 a Read the title and subheading of the text below.

1 What are you going to read about in the text?
2 What do you already know about this issue?

b Skim the text to answer these questions.

1 In which part of the world is the experiment taking place?
2 How many cities are involved?
3 What three general factors are being investigated in the experiment?

DEALING WITH SPECIALIST VOCABULARY

Module H page 103

Find explanations in paragraphs B and C for the following expressions. You will need to understand these for the tasks.

1 fuel cell (line 33) 2 zero emission (line 54)

TRUE/FALSE/NOT GIVEN

Module E page 66

3 Look through questions 1–9 below and complete the tasks.

Questions 1–5

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

Write

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

1 Traffic may cause problems both to city buildings and to residents.
2 The most efficient way to solve urban transport problems is to increase the use of public transport.
3 The chemical reaction which produces power for the hydrogen bus takes place in the fuel cell.
4 The authorities in each city are responsible for the initial collection and analysis of the data.
5 The nine cities in the CUTE project have zero emission systems for their hydrogen buses.

LOCATING INFORMATION

Module H page 103

Read the text paragraph by paragraph.

Look through the list of items to find matching information.

Remember that you are looking for a specific type of information (e.g. a contrast, reason, etc.).

Questions 6–9

The reading passage has six paragraphs labelled A–F. Which paragraph contains the following information?

NB You may use any letter more than once.

6 a contrast between the two main methods of hydrogen production
7 a reason why hydrogen powered buses may not be widely used for some time
8 a comparison of traffic conditions in the past and present
9 a justification for the transportation of hydrogen by road to refuel London buses.
In this task, you have to label a diagram using words from the text.

- Look at the notes on the diagram below. Use the place names to help you locate the information you need in the text. (The names may occur more than once.)
- Read the sections you have marked carefully and complete the task.

**Questions 10–14**
Complete the labels on the diagram.
Choose NO MORE THAN THREE WORDS FROM THE PASSAGE for each answer.

**HAMBURG**
AMSTERDAM
Both use **10** as renewable source of energy

**LONDON**
Finite resources used for hydrogen production
- **11**

**MADRID**
Most hydrogen used in **12** to avoid need for transporting fuel

**PORTO**
Buses operate in hot weather, on steep hills and in **13**

**STOCKHOLM**
Hydro power used for hydrogen production

**LUXEMBOURG**
Buses operate in difficult

**STUTTGART**
Buses operate over long distances

**BARCELONA**
Solar power used for hydrogen production

**GRAMMATICAL LINKS**

- Focus on IELTS pages 25 and 210

To answer some of the questions in the exam task above, you need to understand grammatical links such as adverbs and personal pronouns. This is an important reading skill for IELTS.

Look back through the text and highlight what the underlined words refer to.

1. it (paragraph A)
2. Here (paragraph B)
3. they (paragraph C)
4. This (paragraph C)
5. this source (paragraph C)
6. these (paragraph C)
7. its (paragraph D)
8. this solution (paragraph D)
9. this (paragraph E)
10. the same (paragraph E)

**TIP** When discussing problems of this kind, the prefixes over- and under- are very useful, e.g. overcrowded.

Focus on speaking 1 **Talking about problems**

**Part 2 Long turn**

In Module F page 63, you did a Part 3 Speaking task involving discussion of problems and solutions. You could also be asked to talk about a problem in Part 2.

**ANALYSING THE TASK**

1. Read the candidate task card below and number the prompts you need to talk about.

   **Describe a transport problem in your town/city.**

   **You should say:**
   - what the problem is
   - what the causes are
   - how it affects you
   - and explain how you think it might be solved.

**ORGANISING YOUR TALK**

2. a) **Listen to a student talking about this topic. Note down the key information given for prompts 1–4 on the task card.**

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
</tr>
</thead>
</table>

   b) **Listen again and fill the gaps in the sentences the student used to introduce each section.**

   1. Well, in my city, I think
   2. I think the reason why
   3. I seem to have to leave early...
   4. In terms of...

3. a) **Use the candidate notes below to help you talk about another transport problem. Remember to talk for two minutes.**

   1. **Problem:** Using local trains, long ticket queues, dirty trains, overcrowded
   2. **Causes:** Ticket offices understaffed, train service underfunded
   3. **Affects me:** Never get a seat, uncomfortable, makes me stressed
   4. **Solutions:** Govt. should invest more, newer trains, more staff, better ticketing systems, etc., more trains in rush hour

   b) **Now spend one minute making your own notes on the task in Exercise 1.**

   Use them to talk for two minutes on the topic. Record yourself if you can.
Focus on speaking 2  Developing a discussion topic

Part 3 Discussion

TOPIC DEVELOPMENT

1. For the Part 2 task in the previous section, you described a transport problem in your town or city. This could be developed in Part 3 to discuss further transport-related issues.

   Look at the typical Part 3 questions below and think about how you would answer them.

   1. Do you think everyone has the right to have their own private transport?
   2. What do you think the effects would be if everybody had their own car?
   3. What measures, if any, should the government take to restrict the use of private cars?
   4. What kind of transport systems do you think might be developed in the future?

2. Can you think of two more general questions to ask about transport or transport problems?

SAMPLE ANSWER

2. Listen to two native speakers answering question 1 in Exercise 1a, and compare their answers with your own ideas.

GIVING YOURSELF TIME TO THINK

3. When answering questions on more abstract or general issues, native speakers often use opening expressions that give them time to think, as well as indicating that they are aware of the complexity of the issue.

   Look at the expressions in the box and listen to the recording again.

   Tick the expressions which the speakers use.

   It's hard to say...
   Well, conditions vary...
   It all depends (on the situation)
   Obviously I'm no expert, but...
   Every case is different...
   I'm not sure there's an easy answer (to that).

LOGICAL LINKS: CONTRAST

4. Use the expressions in the box below to complete the following responses to question 1 in Exercise 1a.

   In the short term ... but in the long term ...
   In the case of ... but in the case of ...
   On the one hand ... but on the other hand ...

   1. It's a confusing situation: .......................................................... advertisers persuade everybody to buy their own car, .......................................................... we're told that private transport is bad.
   2. I think everybody does have the right to private vehicles .......................................................... bicycles, .......................................................... cars there are a lot more problems.
   3. .......................................................... I think everybody should be able to have their own transport, .......................................................... that situation can't be sustained.

EXAM PRACTICE

5. Now answer questions 1–4 in Exercise 1 with your own ideas, using the language you have practised in Exercises 2 and 3. Record yourself if you can.

Focus on listening  Flow chart completion; summary

Section 4

PREVICTING THE TOPIC

1. Look at questions 1–10 in the exam task below and on page 118. What is the lecturer likely to be discussing?
   a) different types of tourism
   b) good and bad effects of tourism
   c) the history and development of tourism

FLOW CHART COMPLETION

Focus on IELTS page 180

IDENTIFYING THE STAGES OF A TALK

2. Flow charts are a way of summarising the different stages of a process in the form of a diagram. You need to listen carefully for words that signal the different stages.

   You will hear the following signalling phrases during the first part of the lecture. Number them in the order in which you expect to hear them.

   - As tourist development begins to increase ...
   - Doxey identifies four stages.
   - If development continues to increase ...
   - He calls the first stage ...
   - ... in the final stage of the model ...

EXAM PRACTICE

3. Listen to the recording and complete both tasks.

Questions 1–5

Complete the flow chart below.

Write NO MORE THAN TWO WORDS for each answer.

Doxey's 'Irritex' model of tourism

'Euphoria'

• tourists seen as a 1 .................................................. and welcomed
• tourism could bring change of 2 ...........................................

'Apathy'

• interest becomes 'sectionalised'
• contacts tend to be 3 ..................................................

'Annoyance'

• problems caused by overdevelopment and 4 ...........................................
• policy makers attempt solutions by increasing infrastructure

'Antagonism'

• open hostility to tourists
• tourists blamed for changes to 5 ...........................................
SUMMARY COMPLETION

Module G page 94

Read through the summary and think about what sort of information is required.

Listen for key words and parallel phrases.

Check that the words you choose are grammatically correct.

Questions 6-10

Complete the summary below.

Write NO MORE THAN THREE WORDS for each answer.

Criticisms of Doxey's model
The model has been criticised as giving a 6 view of the effects of tourism, because it is unidirectional. It is also rather oversimplified - in fact 7 are more complex and varied.

Positive effects of tourism
Tourism may give tourists increased understanding of other societies and cultures, and in the host community it may lead to the revitalisation of 8 . Tourism may also help groups and individuals by creating new jobs for 9 and by encouraging people who work in tourism to learn 10 .

USEFUL VOCABULARY:

ACADEMIC LANGUAGE

4 This recording and task use quite formal academic language. Find academic expressions in the summary task above which mean:

1 just going one way
2 complicated
3 more
4 those living in tourist centres
5 redevelopment
6 making

Focus on writing Describing information from tables

Table 1 Tables

Understanding the data

TIP The way information is ordered in the table (i.e. left to right and top to bottom) will help you to understand it.

Module A page 12
Module B page 25

Writing Task 1

You should spend about 20 minutes on this task.

The table below gives figures for student applications and acceptances for UK university courses in the field of tourism, transport and travel.

Write a report for a university lecturer describing the information below.

Write at least 150 words.

Student statistics for university courses in tourism, transport and travel, 2000-2002

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Acceptances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>men</td>
<td>women</td>
</tr>
<tr>
<td>2000</td>
<td>3,400</td>
<td>900</td>
</tr>
<tr>
<td>2001</td>
<td>3,200</td>
<td>800</td>
</tr>
<tr>
<td>2002</td>
<td>2,750</td>
<td>750</td>
</tr>
</tbody>
</table>

Organising the description

2 You should try to group the information rather than describing every piece of data.

Complete this paragraph outline for the Writing task in Exercise 1.

Paragraph 1: Introduce information.
Paragraph 2: Describe figures and trends related to ..........
Paragraph 3: ..........
Paragraph 4: ..........
3 Underline the most appropriate word(s) to complete this introduction to a sample answer.

The table concerns university courses in the field of tourism, transport and travel in the UK. It shows changes in the numbers of applicants/males and female students applying for and being accepted on such courses between 2000 and 2002.

4 a Use the information in the table to complete these sentences with a word or number.

1 In all three years, more applications were accepted than in 2000 and 2002.

2 Female reached little more than a quarter of the figures in 2000 and 2001, and in 2002.

3 Total applications during the period.

4 Many more applications were accepted than in 2000, even though the total number only slightly.

5 However, the of applications which were accepted from about 15% in 2000 to about 15% in 2000 to considerably, from 3,400 in 2000 to in 2002.

6 Many more were accepted than in all three years.

7 While total applications accepted considerably.

b Now look back at your paragraph outline in Exercise 2, and group the sentences into paragraphs 2, 3 and 4.

c Decide which of the sequencers in the box below you could use to start each paragraph.

Example: The table shows start of introduction

Overall, Firstly, we can see that with regard to applications, The table shows In terms of acceptances.

5 To link ideas in a text and avoid unnecessary repetition, writers use a variety of reference links.

Find the words in italics in sentences 1–7 in Exercise 4 and write down what each refers to.

1 such (courses) 2 their numbers 3 they 4 the period 5 these courses

6 the three years 7 which 8 all three years 9 those
1 Topic vocabulary overview
Module 1 (Focus on IELTS Units 17 and 18) dealt with topics relating to transport and tourism.

a Complete each phrase below by choosing the best word from the box. (All the phrases are found in Focus on IELTS Units 17 and 18 and/or Module 1.)

**Transport**
- congestion
- construction
- efficient
- exhaust
- helicopter
- highway
- lanes
- overstretch
- pedestrians
- speeding
- steamship
- traffic
- truck
- vehicles
- zero

Types of transport
1. __________________________ wheeled 5
2.
3.
4.

Traffic problems
6. __________________________ fumes
7. increasing levels of
8. jams
9. dangerous driving, e.g.
10. public transport systems
11. danger to

Possible solutions
12. bus
13. of more roads
14. emission fuels
15. public transport

Tourism
- community
- impact
- long-distance
- season
- souvenir
- tourists
- traditional

16. the __________________________ of tourism
17. the host __________________________
18. an influx of __________________________
19. __________________________ crafts
20. the __________________________ trade
21. __________________________ travel
22. the tourist __________________________

b Look back through the units and add more words to the lists.

c Now complete these extracts with appropriate phrases from Exercise 1a.

**Listening Section 4: Facing transport problems in the 21st century**

**Notes**
main source of atmospheric pollution in cities:
- fumes from motor
- traffic
- Sao Paulo: long delays on roads because of traffic
- rich people travel by
- solution to transport problems is not
- Bogota: new and 7
- public transport system has revitalised city centre

**Speaking Part 2: Something I bought on holiday**

Candidate: One thing I've bought which I like very much is the rug which I have on the floor in my bedroom. I got it when I was in Turkey last year. I went there in winter so it wasn't the tourist season and a lot of the shops were closed, but one was open, so I went in. It was just a little shop but it was full of carpets and rugs—certainly it's a 9 ____________ craft in Turkey. I hadn't really meant to buy anything, but I'm glad I did because it's a nice ____________ of my holiday. I like it because...

**Writing Task 2: Effects of tourism**

The way that people spend their leisure time has been transformed by the increasing popularity of ____________ travel. The drop in the price of air fares has meant that people can travel to faraway places for their holidays. This has both good and bad effects. Tourism may provide employment for people in the host ____________ , but at the same time it can have a negative ____________ on the environment and local way of life.

2 Word pairs with related meanings

In academic English, some pairs of words with the same form, e.g. both nouns or both adjectives, are regularly used together.

Find the correct ending for each sentence from the list (a–g) and then underline or highlight the pair of related words.

Example: Our city is an excellent place for research into new types of transport because of its varying ____________ and...

1. In order to solve our city's traffic problems, we need to develop innovative and...
2. We need to convince those in government and...
3. To make the right decision, very careful comparison of performance and...
4. Any proposals must take people's individual needs and...
5. It will be necessary to agree on the formal terms and...
6. It may take several months for the planning and...
7. Designers have to consider not just the practical aspects of the transport system, but the views and...
8. As well as this, the environmental and...
9. Better systems of transport will benefit both groups and...

a) behaviour of its potential users.
b) climatic conditions.
c) conditions of the project.
d) costs necessary.
e) design stages of the project to be completed.
f) expectations into account.
g) individuals.
h) industry that changes need to be made.
i) social costs of the scheme have to be evaluated.
j) sustainable methods of transport.

3 Adjective–noun collocations

In the sentences below, all three nouns in italics can collocate with the preceding adjective, but one makes sense in the sentence as a whole. Underline the correct noun in each case.

1. Unfortunately, the local authorities/people/traffic trains are very unreliable, so most people travel by car.
2. If congestion problems affect bus services, the most practical ____________ is usually to introduce special bus lanes.
3. The flowchart is a theoretical ____________ problems of traffic patterns which can be applied to a number of real-life situations.
4. The hydrogen bus is not yet suitable for use on a commercial scale/centre/sector as its running costs are still high.
5. Electricity to power the bus is produced by means of a chemical ____________ in which hydrogen molecules are split.

4 Spoken language: Giving yourself thinking time

a Complete the gaps in these extracts from a Part 3 Speaking task: The first letter of each word has been given.

Examiner: So do you think tourism has benefited the area where you live?
Candidate: It's ____________ ... to say. In some ways it has, I suppose...

Examiner: Do you think there's a danger that tourism will destroy the traditional way of life of some cultures?
Candidate: Well, it all ____________ ......... the situation.

Examiner: How do you think tourism is likely to develop in the coming years?
Candidate: Obviously I'm no ____________ , but I think there will be big changes.

Examiner: What do you think can be done about the problems caused by the escalation of tourism?
Candidate: I'm not sure there's an ____________ .

b Now choose one sentence from the list a–d below to continue each of the candidate's responses.

a) For example, people may want more leisure facilities – clubs and shops and things like that.
b) In some cases there's certainly a risk that this will happen, but I don't think it has to.
c) It would be very hard to reduce the numbers of tourists, but it's also hard to see how to solve the problems they cause.
d) It's meant there are extra jobs for people, in hotels and restaurants, for example.
Focus on listening  
Sentence completion; multiple choice (single answer)

**Section 4**

1. **PREdicting the TOPIC**

1. a Look at the illustrations below. They show the portraits of a man and a woman who lived the Fayum area of Egypt between 80–100 AD, together with modern reconstructions of their faces.
   1. What similarities and differences can you see between the portraits and the reconstructions?
   2. How do you think the reconstructions were made?

b Look through questions 1–10 in the exam task on page 125. How does the topic link to the pictures above?

**Sentence completion**

2. In this task, you have to complete a set of sentences based on all or part of the listening text. The sentences are related to the main ideas in the listening text.
   a. Read through questions 1–6 again and underline key phrases. This will give you an idea of what to listen for.
   b. Think about what is needed in the gaps.
      1. Which gap could be filled with the name of a place?
      2. Which gap probably needs an adjective?
      3. Which gap(s) may need a short phrase? (Remember that this must be three words or fewer.)

---

**MULTIPLE CHOICE (SINGLE ANSWER)**

Module F page 76

1. **Choose the correct answer, A, B or C.**

7. The reconstructions of the faces were mainly based on
   a. the original portraits of the mummies.
   b. models of the skulls of the mummies.
   c. the X-rays of the mummies.

8. In the man's portrait, the dark shadow around his chin
   a. would make him identifiable as an individual.
   b. suggests the artist was not trying to flatter him.
   c. shows this is a different person from the reconstruction.

9. The portrait of the woman
   a. has unusual features for a woman.
   b. suggests a particularly strong personality.
   c. is very similar to the model.

10. The speaker concludes that both portraits
    a. are individual adaptations of a standard.
    b. were probably painted by the same person.
    c. are rather untypical of their genre.

---

**TRANSFERRING YOUR ANSWERS**

4. When you have finished the IELTS Listening Module, you have ten minutes to transfer your answers to the answer sheet. As you transfer your answers, check that you have not made mistakes with spelling or grammar and that you have not written any unnecessary words.

Look at your completed answers above. Answer these questions:

1. What is the maximum number of words you are allowed for each of questions 1–6?
2. For questions 7–10, what should you copy onto your answer sheet?
Getting the picture from DNA

A. Many are familiar with DNA as the genetic material that holds the instructions for life. DNA is a long, double-stranded molecule that is composed of four types of nucleotides: adenine (A), thymine (T), guanine (G), and cytosine (C).

B. Scientists can use DNA to determine the genetic relationship between organisms. This is because DNA is passed down from parents to offspring, and the DNA of all members of the same species is highly similar. DNA fingerprinting is a technique that can be used to identify individuals based on their DNA.

C. DNA can also be used to identify individuals who are deceased, even if the body is not intact. This is especially useful in cases where the body is badly damaged or decomposed.

D. DNA evidence is now accepted by courts as a reliable means of identifying individuals. It is used in criminal investigations, paternity suits, and other legal proceedings.
3 If a text includes a description of a process, you may have to complete a summary in the form of a flow chart. A flow chart is a summary of the main stages in a process and has arrows indicating the order of the stages.

a Look at the flow chart in the exam task below and answer these questions.
   1 What tells you the general topic of the flow chart?
   2 How many stages are there in the process?
   3 Scan the text to find which section the flow chart relates to.

b Now read through the flow chart stage by stage. Use parallel phrases to locate the relevant information in the reading passage, and complete the task.

Questions 4-7
Complete the flow chart below.
Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the text for each answer.

Research into the genetic basis of eye colour

---

Diagrams describing a process are often in the form of a flow chart, which shows what happens at different stages of the process.

Focus on writing 1 Describing a process

---

1 Look at the process diagram below and answer these questions.
   1 What process does the diagram illustrate?
   2 What special workplace is needed?
   3 How many pieces of equipment are used in the process?

2 If the process you have to describe involves pieces of equipment, it is important to mention these. The following sentences show three alternative ways of introducing a description of the diagram above, and describing the equipment needed. Complete each sentence.
   1 The diagram shows that in order to produce black and white photographs, a dark room and .......................................................... are needed, namely .......................................................... 
   2 The flow chart shows that the process of producing black and white photos is carried out in a dark room and involves the use of .......................................................... 
   3 The flow chart indicates that .......................................................... are used in the process of producing black and white photographs.
SPEED WRITING PRACTICE

WRITING TASK 1
You should spend about 20 minutes on this task.

**The diagram shows how photographs can be produced using digital photographic equipment.**

Write a report for a university lecturer describing the information.

Write at least 150 words.

Answer Key page 172

Focus on writing 2: Presenting an opinion (2)

Task 2

**SPEED WRITING PRACTICE**

Write your answer to the following exam task. Follow this strategy.

- Analyse the question carefully.
- Decide what approach to follow in your answer (thesis-led or argument-led).
- Organise your ideas into a paragraph plan or outline.
- Write your answer. Remember to develop your main idea and support reasons for your opinions.
- Write no fewer than 250 words.
- End with an appropriate conclusion.
- Edit your work.

**WRITING TASK 2**
You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

*In the modern world, the image (photograph or film) is becoming a more powerful way of communicating than the written word.*

**To what extent do you agree or disagree?**
You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

Answer Key page 140

Assessing your writing page 139
Focus on speaking Practice interview

GENERAL ASSESSMENT CRITERIA

In the Speaking Module, you are assessed on how effectively you can communicate. This means how clearly and fluently you can express ideas and information, the range of vocabulary and structures you use and how clear and appropriate your pronunciation is.

Part 1: Interview (4-5 minutes)

1. For Part 1, remember:
   - Listen to the questions carefully and give relevant answers.
   - Don't repeat the questions.
   - Extend your answers by giving reasons, examples, etc.
   - Use fluency markers to sound natural.
   - Use linking expressions to organize your answers.

   a) Read questions 1 and 2 below and think about how you would answer them.

   1. How do you feel about shopping for clothes?
   2. Would you prefer to have a lot of clothes or only a few, high-quality ones? Why?

   b) Listen to three different speakers, A, B and C, answering questions 1 and 2. Thinking about the general assessment criteria above and the strategy points below, decide which speaker gives the best performance and why.

   c) Now answer questions 1 and 2 yourself. Record yourself if you can. Listen to your recording and identify ways in which you could improve.

   d) Listen to another set of questions and pause the recording to answer each one.

EXAM PRACTICE

Part 2: Long turn (2 minutes)

2. For Part 2, you will be given a task card, a pencil and some paper and you will have one minute to prepare.

   - Use this minute to make notes that will help you to keep talking for two minutes.
   - Read the task card carefully and identify the different prompts you should talk about.
   - Use clear signals when you move on from one prompt to the next.
   - Talk for two minutes.

   a) Read the task card below and the notes for the task written by three different candidates. Which notes do you think are the most useful? Why?

   Describe an advertising photo or TV image you have seen and you think was effective.

   You should say:
   - where you saw it
   - what it was advertising
   - what it showed
   and explain why you think this photo/TV image was effective.

   A) I saw an advert for petrol and it used a picture of a tiger. I don't remember what petrol company it was for. The image of a powerful, wild animal was used to give the impression that

EVALUATING NOTES

3. At the end of your long turn, you may be asked one or two rounding off questions.

   - Listen for the tense in the question(s).
   - Give short answers rather than long ones.
   - Use idiomatic language where possible.
   - Don't worry if the examiner doesn't ask you any rounding off questions.

   b) Now listen to three possible rounding off questions. For each one, tick the best answers from A–C.

   1. a) No. I never tried it. b) No. c) Can't remember.
   2. a) Yes. b) I doubt it. c) Damn.
   3. a) Not sure. b) No. c) Occasionally, but not often.

EXAM PRACTICE

Part 3: Discussion (4-5 minutes)

4. In Part 3, the examiner will develop the topic of Part 2 to a more abstract level. The aim is to help you to explore the topic. To do this the examiner will ask you a series of questions. Listen carefully to the questions. (Ask for clarification if you don't understand.)

   - Notice what time period you are being asked about.
   - Use expressions that give you time to think.
   - Give reasons for your opinions.
   - Try to explore the topic, rather than simply answering questions.
   - Give extended answers.

   a) Read questions 1–3 below and think about how you would answer them.

   1. Some people think advertising can be dangerous. Would you agree or disagree with that?
   2. Do you think that governments should use laws to protect people from advertising?
   3. How will people be able to resist advertising in the future?

   b) Now listen to a candidate answering the questions. Decide how well the speaker responds to the questions.

   c) Now answer questions 1–3 yourself. Record yourself if you can. Listen to your recording and think about how you could improve.

   d) Listen to three further questions. Pause the recording to give yourself time to answer each one.
2. Describing a picture

In Task 1 of the Writing module, you may have to describe a picture of an object or objects. This may involve describing and comparing shapes and sizes.

Diagram A: Cross-section of a picture frame

Diagram B and C: Front view of two picture frames

a) Each of these sentences has one mistake in grammar. Find the mistakes and correct them. Use the diagrams to help you.

- The frame shown in diagram C is also rectangular, and it is approximately the same size, but it is made of wood instead of silver.
- The frame shown in diagram B is rectangular in shape.
- The frame itself has quite narrow, leaving a large space for the picture inside, and it is made of silver.
- A picture frame is consists of three main parts: the frame itself, the glass, and the backing.
- However, this frame is much more wide than the first one, so the space left inside for the picture is only a fraction of the size of that in diagram A.
- The backing, which may be made of wood or cardboard, held in place by two clips, one at the top and one at the bottom.
- It is therefore clear that the first frame would be use for a large picture, while the second would be suitable for a small picture.
- Its overall high is 30 cm, and its overall width is 20 cm.
- The glass fits inside the frame and covering the picture or photograph.

b) Now number the sentences in order to make a description of the diagrams, and decide how they should be divided up into paragraphs.

c) Finally, cover up the sentences and write your own description of the diagrams. Then compare with the version in the answer key.

3. Language of research

Passive verb forms may be used in sentences describing research methods and research findings.

a) Complete these sentences using the correct past tense form (active or passive) of the verb in brackets.

1. The results ................................ little insight into the causes of the problem. (give)
2. Later, the same techniques ................................ to a new set of data. (apply)
3. The research ................................ in the identification of several key factors. (result)
4. The correlation between these two sets of figures ................................ (investigate)
5. Over 1,000 results ................................ although not all of them were used in the analysis. (record)
6. When the figures were analysed, the results ................................ that the scientists' previous conclusions were mistaken. (suggest)
7. The findings ................................ conclusive evidence that the original theory was correct. (provide)
8. For several weeks, the researchers ................................ through the data looking for any significant patterns. (sift)
9. The importance of the discoveries ................................ by the amount of media attention that they received. (reflect)

b) Read your completed sentences and decide whether each sentence relates to a) or b) below.

a) how the research was carried out
b) what was found out from the research
1 Vocabulary
Read the pairs of sentences below and put a tick (✓) if they mean the same thing and a cross (✗) if they are different. Underline any phrases which make the meanings different.

1 a) The research project was wound down in 2003.
   b) The research project was completed in 2003.

2 a) The cost of fuel is rapidly diminishing.
   b) There has been a rapid escalation in the cost of fuel.

3 a) The book does not discuss the role of environmental factors.
   b) The book does not discuss the part played by environmental factors.

4 a) The shopkeepers' income from the souvenir trade is shrinking.
   b) The shopkeepers' income from the souvenir trade is shrinking.

5 a) The results of the experiment were not conclusive.
   b) The experiment was not completed.

6 a) Researchers have made much progress in finding a cure for the common cold.
   b) Researchers have made little headway in finding a cure for the common cold.

7 a) The rise in tourist revenue is partly accounted for by the improved tourist facilities in the area.
   b) The improved tourist facilities in the area partly explain the rise in tourist revenue.

8 a) Recent anecdotal evidence suggests that younger people are travelling more than ever before.
   b) Evidence from recent research suggests that younger people are travelling more than ever before.

9 a) As far as your appearance goes, your genes don't tell the whole story.
   b) Your appearance is not completely controlled by your genes.

10 a) The figure shows a cube with sides of 5 cm.
   b) The diagram shows a square whose sides are 5 cm in length.

2 Reading: Flow chart completion
a) Read the text below and find words or phrases which mean:
1 the idea on which something is based
2 a line which divides one part from another
3 of the surrounding area
4 find (something) difficult

b) Complete the flow chart on page 137. Choose NO MORE THAN THREE WORDS from the passage for your answer.

3 Speaking: Part 3
Complete the gaps in the candidate's response. The first letter of each word has been given.

Examiner: What changes do you think we might see in tourism in the coming years?
Candidate: Well, it's 1 h__________ to say, I mean, I think there are all sorts of different directions that tourism is moving in. For example, there's the whole 2 s__________ of space tourism, tourists going up into space, and 4 c__________ that's all very expensive and very high-tech. But on the other 5 h__________ , there's the idea of tourists 6 g__________ to the places they visit, and I think 7 t__________ to the places they visit, and I think a lot of people are more 8 a__________ to things like eco-tourism and 9 t__________ tourism - you know, tourism which doesn't 10 u__________ up resources that can't be replaced.

4 Writing: Task 2
Read the task, which requires a thesis-led approach, and the sample answer below. Six sentences have been removed from the answer. Decide on the best place for each of the missing sentences.

Some people believe that advances in technology designed to reduce crime, such as closed circuit television systems, invade the personal privacy of innocent people.

To what extent do you agree or disagree?

In recent years great strides have been made in the application of technology to the prevention of crime and the capture of criminals. (1 _________) DNA testing means that a single fibre of skin left at the scene of a crime can be matched against records held of suspects. (2 _________)

As always with any type of scientific progress, concerns have been raised about the use of this technology. Some people would like to see much stricter controls put on the use of such developments, or even to see them banned completely. (3 _________)

Firstly, these developments mean that genuine criminals can be apprehended more quickly and reliably. (4 _________) In addition, the increased reliability of such techniques as DNA testing reduces the likelihood of innocent people being convicted and punished for crimes they did not commit. (5 _________)

I appreciate that these techniques do, in some extent, affect the personal privacy of every member of society. (6 _________)

a) A further point is that the existence of such techniques acts as a deterrent to potential criminals.

b) For example, CCTV systems and face-recognition software allow computer-based records to be kept of the faces of millions of people.

c) However, I feel that the positive uses to which they can be put, as outlined above, outweigh these dangers.

d) For example, instead of having to search manually through thousands of photographs, with all the possibility of human error that this involves, a computer-based search can be carried out in seconds.

e) I understand the reason for their concern, but feel that they are misguided for several reasons.

f) Soon it may be even possible to tell a criminal's appearance from a DNA sample.
Assessing your writing

Task 1
Look at the Writing task below and compare the two sample answers.

WRITING TASK 1
You should spend about 20 minutes on this task.

The graph below gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.

Write a report for a university lecturer describing the information shown below.

Write at least 150 words.

![Birth and death rates in New Zealand](image)

SAMPLE ANSWER A

The graph gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.

In 1901 the birth rate was 20,000 and the death rate was 9,000. In 1941 the birth rate reached a peak of 66,000 while the death rate was 23,000. In 2001 there were 55,000 births and 38,000 deaths, and in 2041 there were 60,000 deaths and 48,000 births.

At the end of the period there were 58,000 deaths and 45,000 births. Both the birth and death rates changed between 1901 and 2101. Perhaps this was because a lot of people did not want to have children.

SAMPLE ANSWER B

This is a strong answer which would score a high IELTS band: Good points:
- fulfils criteria for length
- introduction is paraphrased
- main sets of data are compared and contrasted
- clear focus on the different trends
- important features of the graph (e.g. cross-over point) included
- information summarised in conclusion
- well organised information
- range of linkers and referencing expressions
- good range of vocabulary and structures used accurately

Task 2
Look at the Writing Task 2 in Module 1 on page 131. Compare the two sample answers below.

SAMPLE ANSWER A

(166 words)

I agree that the image is becoming a more powerful way of communicating than the written word in the modern world. Firstly, pictures are beautiful and can make us pay attention. Everybody likes to look at images and they make our world colourful. And images can show things clearly. We can see the evidence for something with our own eyes. So images can tell us the truth. We can remember images more easily than we can remember words. And this is important for advertisers, for example. They like to use strong images to make people remember their products. In conclusion, there are images everywhere in our lives today and I agree that in the modern world the image is becoming a more powerful way of communicating than the written word.

SAMPLE ANSWER B

(130 words)

This is a weak answer which would score a low IELTS band: Problems:
- underlength
- introduction and conclusion are both copied
- power of the written word not considered
- ideas insufficiently or not supported
- no clear structure to the argument
- no paragraphing or signposting of stages
- limited range of linkers
- limited range of vocabulary and grammar

ASSESSMENT

This is a weak answer which would score a low IELTS band: Problems:
- underlength
- introduction and conclusion are both copied
- power of the written word not considered
- ideas insufficiently or not supported
- no clear structure to the argument
- no paragraphing or signposting of stages
- limited range of linkers
- limited range of vocabulary and grammar
In today's world, images in the form of photographs, films and pictures are used everywhere as a means of communicating with the public. I certainly agree that such images have become a very powerful means of communication and they are used in many different sectors to influence, inform and entertain the public. The media, for example, use images to give detailed information and immediate impact to their news coverage. Similarly, advertising industries constantly use images to influence, persuade and make people identify with what they see. The powerful attraction of images is also evident in the entertainment industry and even in the growth of mobile phones that can send photos as part of a regular personal conversation.

However, while it is evident that the image has certainly become a very powerful way of communicating, it is not to say that it has become more powerful than either the written or spoken word. Images can be interpreted in a range of different ways, and because of this they are rarely used alone. Captions, headlines and written explanations or spoken commentaries almost always accompany the use of images, whether they are used in advertising or the media. Used alone, the message of a picture can be notoriously misleading, and is less effective as a result.

In conclusion, therefore, I only partly agree with the statement. While it is true that images can send very powerful messages, they are only really effective as a means of communication when used together with either the written or spoken word.

(254 words)

This is a good response which would score a high IELTS band. Good points:
- appropriate length
- relates the image to the written (and spoken) word
- clear opinion on the issue
- ideas well-supported and developed into an argument.
- clear summarising conclusion
- good organisation with clear paragraphing and logical links
- good range of vocabulary and grammar, accurately used

Now check your own written answers using the same criteria for assessment.
Module F

Reading: The knowledge society
S What is meant by the 'knowledge society'? How far does the situation described in the reading text apply to your country?
S+W How far do you think that mental work will replace physical work in the next 20 years? 'Modern technology means that women can replace men in nearly all jobs.' How far do you agree? What does this mean for society?
S What can be done to reduce stress in education and work?
Listening: Survey on computer facilities
S What facilities do students need in order to study effectively? Which of these are most important? Which are most expensive?

Module G

Reading: Bridging the digital divide
S+W In what ways could providing computer training and equipment for the world's poor be more important than providing food?
S What types of technology do you use that your parents or grandparents were unfamiliar with?
S How is life in your country being affected by modern developments like mobile phones?
S+W Some people say that older people are disadvantaged nowadays because they lack the ability to use technology confidently. How far do you agree? What could be done about this problem?
Listening: Radio broadcast
S In what ways do animals (e.g. whales, elephants, dogs, monkeys, bees) communicate with one another or with people? Do you know of any research that has been done into animal communication?
S+W Do you think that intelligent animals such as whales, elephants and chimpanzees should be treated differently from less intelligent ones?

Module H

Listening: Captive breeding
S+W What are the advantages and disadvantages of keeping animals in zoos?
S+W Many scientists fear that large numbers of plant and animal species could become extinct in the near future. Why is this, and what can be done now to protect endangered species?
Listening: Genetically modified crops: accepting the inevitable
S+W What are the main arguments for and against genetic modification of crops? What is your own opinion on this issue?
S Are genetically modified crops grown in your country? What do you think about this situation?
S+W What other things can scientists do now that would have been considered unbelievable a hundred years ago? How far have these developments improved the quality of life for most people?
S+W What developments do you expect to see in the next 50 years?

Module I

Reading: Cute buses: a new direction for public transport
S+W Why is public transport so important? What is needed for a city's public transport system to be effective?
S+W What other methods can be used to relieve congestion and pollution in city centres, apart from improving buses and bus services?
S+W How might increases in traffic levels affect rural regions?
S What do you now expect easy and cheap transport for themselves and for the goods they consume. How can this be achieved? Is it a positive development?
Listening: Effects of tourism
S How far does the model of tourism in the listening match the situation in your own country, or in other countries you know?
S Would you like to work in the tourism industry? Why/Why not?
S How far do you think that mental work will replace physical work in the next 20 years? 'Modern technology means that women can replace men in nearly all jobs.' How far do you agree? What does this mean for society?
S What can be done to reduce stress in education and work?

Module J

Listening: The first portraits
S+W Why do you think the first portraits were painted?
S+W Some people say that photographs have replaced paintings as a way of portraying people. How far do you agree?
S+W The remains of people who lived thousands of years ago may now be shown in museums around the world. How far do you think this is acceptable?

Reading: Getting the picture from DNA
S How could the research described in the reading passage help in tracking down criminals? Are there any dangers in the way this research could be used?
S+W In what other ways can science and technology help to control crime or catch criminals?
S Would you be interested in a career in forensics? Why/Why not?
S+W Which of the following types of research do you think are most valuable? Which are least valuable? Why?
  a) sending people to other planets
  b) finding ways to allow people to live longer
  c) finding faster ways of travelling
  d) slowing down global warming
  e) discovering how the mind works
  f) finding a way of communicating with animals

Module E page 64, Focus on reading Exercise 2

Module H page 142

Module G page 143

Module F page 140

Module J page 142

Module I page 143

Module H question options:

- a) an organisation that finds and gets back things which were lost or damaged, e.g. in a disaster
- b) to eat or drink something
- c) easily attacked or affected by something
- d) the main part or body of a ship, made of wood or metal
- e) easily broken
- f) to go through something (e.g. the blood vessels permeate the body)
- g) very small living creatures, such as bacteria and fungi
- h) groups of bacteria that live together
- i) metal pins used to fasten other pieces of metal together
- j) the reddish-brown substance that forms on iron and steel when they get wet
Focus on listening page 14

1 a student (Janet) and the manager of a sports centre
2 on the phone
3 a job
4 five

Audio script
You will hear a student called Janet talking on the phone to the manager of a sports centre about a job. First you have some time to look at questions 1-5.

2 a three words
b) a number: 6, maybe 7, 8
time: 5
days of the week: 4
3 1 Days: 2 Job responsibilities
   3 Steve’s direct line
   4 Remember to bring 3 Job available
4 1 pool attendant
   2 (the) equipment
   3 water quality tests
   4 Monday(s) (or) Wednesday(s)
   5 6 (p.m.) (or) 10 (p.m.)
   6 $19
   7 Farndon Avenue
   8 0531200
   9 10 (in either order) application form/certificates

Janet: Oh, yes, I've spent the last three summers working for a children's summer camp, so I did a lot of pool supervision, and I'm actually a sports student – water sports is my special area.
Steve: OK, well no need to ask if you can swim then...
Janet: No, I'm certainly not afraid of the water. So what does the job at the pool involve?
Steve: You'd mainly be responsible for supervising the swimmers – we have to watch them all the time, obviously in case of accidents, so you'd have regular shifts there.
Janet: OK.
Steve: Then as well as that, you'd have to look after the equipment that's used by the beginners' classes.
Janet: Right – and would I be involved in teaching them at all? I'd quite be interested in that.
Steve: Well, they have their own instructor, so that's not really part of the job. The attendant's job does involve taking regular water quality tests... but you wouldn't be involved in cleaning the pool or anything like that.
Janet: OK; and the ad said you wanted someone just twice a week.
Steve: Yes, that's right.
Janet: Can I have the which days?
Steve: Erin, well if you rang up earlier you could have done but I'm afraid it's got to be Mondays and Wednesdays – we've got someone for Tuesdays and Thursdays, and the weekends are already fully staffed. Is that going to be a problem for you?
Janet: No, that should be alright. And the ad said it was evening work, right?
Steve: Yes, you start at 6, and the pool closes at 9.30, but you wouldn't get away until 10 by the time you've checked the lockers and changing rooms.
Janet: Fine.
Before you hear the rest of the conversation, you have some time to look at questions 6-10.
Now listen and answer questions 6-10.
Janet: And how much do you pay?
Steve: The basic hourly rate is $15, but we'll go up to $19 for someone with the right qualifications.
Janet: Well I've got life-saving certificates and first aid qualifications.
Steve: Oh, wish that and your experience you'd probably get the maximum rate then. Obviously, you'd have to come along for an interview, if you're interested.
Janet: Oh, it sounds just the job I'm looking for, shall we fix a time for the interview now?
Steve: OK... or, it's Janet, isn't it?
Janet: Yes, Janet Willis.
Steve: How about Friday morning, Janet? Around 11 a.m.?
Janet: Oh sorry – I have lectures, but I could make the afternoon.
Steve: 2 p.m.?
Janet: Fine. And can I just check on where you are... it's a finding Avenue?
Steve: No, it's 23 to 27 Farndon Avenue, that's, isn't it? It's off East Gate.
Janet: East Gate... Fine. I'll look forward to meeting you then.
Audio script:

At: What do you do to keep fit?
B: Not really, I'm afraid. I don't really like doing any kind of exercise, to be honest. Of course, I had to do some when I was at school, and I used to be quite good at football, actually. But these days, I'd rather spend my time studying or reading and so on.

Language review A page 18

1 a sports centre 2 entry expenditure 3 physical exercise 4 training programme 5 competitive sports 6 intake of fat and sugar 7 a balanced diet 8 dairy products 9 fruit and vegetable consumption 10 soluble eating habits 11 a global epidemic 12 long-term benefits 13 insulin levels 14 childhood obesity 15 heart disease
b physical exercise 2 sports centre 3 training programme 4 competitive sports 5 soluble eating habits 6 balanced diet 7 fat and sugar 8 fruit and vegetable consumption 9 dairy products 10 insulin levels 11 heart disease 12 childhood obesity

1 events (football matches and horse races)
2 responsibilities (answering the phone and dealing with customer inquiries)
3 activities (housework, gardening)
4 factors (exercise and diet)
5 trends (the move towards ready-made meals and the increasing popularity of snack foods)
6 functions (breathing and digestion)
7 benefits (physical fitness and social contacts)
8 developments (changes in transport and the nature of work)

Audio script:

A: Nowadays I don't actually do much cooking. I nearly always eat in the student canteen. I hardly ever cook for myself these days, but when I was living at home, I used to help my mother with the cooking. I always used to make the salad and cook the pasta and so on.
B: Nothing special, I'm afraid. I mean, when I was younger I used to do quite a lot of running and things. When I was at school I did a bit of sport. But to be honest, now I just don't have the time.
C: I suppose I like to wear casual clothes. I hardly ever wear smart clothes in the evenings or at weekends - I have to wear smart things for work, so it's good to change into casual things when I'm at school, I always used to wear a uniform and I hated that.
D: It all depends. I always try to watch the news, and I like watching movies. I always used to watch the soaps, but now I find them really boring.

Focus on reading page 20

a 1 a power shortage 2 in Uganda 3 cheap solar panels 4 they are a hard sell (i.e. they are difficult to sell)
b Paragraph B: Sunshine Solutions - Mr Kajubu's company Paragraph C: BioDesign - British company set up by Graham Knight (retired inventor)

Focus on listening page 25

1 Key words: 1 School, first opened 2 fewer pupils, now, past 3 teacher, proud, energy 4 teacher believes primary pupils, study problems 5 math, unusual
2 1 = question 1 (first opened) 2 = question 2 (fewer pupils in the school now) 3 = question 3 (provided with energy from) 4 = question 5 (math at school) 5 = question 5 (an unusual)

Audio script:

You will hear the head teacher of an English primary school talking about the school to a group of parents and visitors.

First you have some time to look at questions 1-5. Now listen carefully and answer questions 1-5.

Good morning everyone and as the Head Teacher of Cranley Hill Primary School I'm very happy to welcome you to our Open Day. Today the school is open just not to parents of our pupils, but also to anyone interested in seeing the school. I'll start by telling you about the school, and after that you can walk round and see it for yourselves. We take most of our pupils from the two nearby villages of Seaburne and Milthorpe - there have been coal mining areas since the 1830s. When the village was originally established, way back in 1899, almost every child had worked in the mines. However, the coal mining industry, and tourism have filled the area as a result. Nowadays most of the remaining inhabitants tend to commute to work in the city rather than working locally. At present, the number of students on our rolls is just 90, compared to almost 200 in 1985, due to the decline in the population of the mining villages, and the staff here take this in their stride as they know each student very well at school.

The school is very involved in the local community and we are especially proud of our status as Great Britain's first school to be entirely powered by wind energy. This project began several years ago when it was decided that a wind power turbine should be installed in the school field. This now supplies the school with all the electricity we need and there is also power left over for the village near by - the opposite situation to that in the past, when it was the villages which supplied the school with power in the form of coal from the local mines.

The project has been of enormous benefit to the school in other ways as well. It has allowed exciting learning opportunities about electricity generation and the turbine has also inspired poetry, art and even our own song. It also allows teachers to introduce global issues such as Oly emissions and global warming to the students. I feel it is it is impossible to broaden young children with worries about global issues which are insubstantial - but by actually using wind power as a nonpolluting, renewable source of energy, instead of using fossil fuels such as coal or gas, we are offering practical solutions to our pupils in their own environment.
The school is also extremely involved in other environmental issues. In the last few years we have developed our school field into what we now call our 'secret garden', which you will have a chance to explore shortly. Here the pupils have their own organic vegetable patch, and another special feature of the school is that the vegetables grown here are used in the school kitchen for school lunches, with any extra ones being taken home by the children to share with the community.

4 north 2 Number 6 3 Number 4 7 play area 5 vegetable patch 6 Number 10 7 wind turbine 8 F 7 E 8 H 9 D 10 G

Audio script
Before you hear the rest of the talk, you have some time to look at questions 6–10. Now listen and answer questions 6–10.

Proceeding to the main part of the talk, we'd first like to tell you some of the things to look out for as you go round the school site. At present we're standing just at the front entrance to the school, facing north, and as you can see the ground slopes up quite steeply behind the school. To our right, we have the car park, OMT. And to our left we have our sports field – this is just for training and informal games, we use the village field for our under-eleven matches. At the far end of the car park is our recycling centre; this is for things like paper, glass and so on and everyone is very welcome to make use of it. Immediately behind the school, to the north, we have the play area – unfortunately we had to remove the play equipment, the climbing frame and so on, because it didn't conform to safety regulations. But we do have the tree house in the middle of the play area — that's very popular. Then at the top end of the play area, you'll find the entrance to the secret garden. The vegetable patch is in the bottom corner, and beyond it, hidden in the trees, we have a pond. The children love this because it attracts all sorts of wildlife: frogs, fish and lots of birds. I should just mention the trees; there are over 30 different species, all planted by the children. In the middle of the garden we have what we call the storyteller's chair, and this is where the children come with their teachers and sit on the grass to listen to stories. And finally, at the top end of the secret garden, to the left, is our wind turbine — and as you go round the classrooms you'll find lots of work done by the children explaining all about how it works and how proud they are of it. Right, now before we ...

Focus on writing page 25
1 Horizontal axis: three different employment sectors (three different countries: Japan, Brazil and India)
2 percentage of the workforce employed
3 differences – no time progression
4 No – this is the language of change, but no changes are shown in the data
5 Japan and Brazil have similar patterns, whereas India is very different with a more important agricultural sector.
6 comparatives and superlatives

2 1 highest/highest 2 more, fewer 3 as many, as
4 most 5 majority 6 lowest proportion
7 largest/highest 8 more developed, a larger percentage
3 1 the largest percentage of, the majority of
2 the workforce, the working population
3 the same number of
4 the lowest percentage of, the fewest
1 computers (presents are less appropriate here; gives information about is the same as the rubric)
2 proportion of the workforce (the first option is in the rubric; majority of workers is less accurate)
3 agricultural, industrial and service sectors (the first option is same as the rubric; different industrial sectors is misleading as 'industrial' is a separate sector)
4 three economically diverse countries (contains most accurate information)
5 highest proportion/largest percentage 2 the fewest
3 equal number 4 the majority 5 lowest percentage /smallest proportion
6 (not B because this tries to explain the data, rather than describing it)
7 First of all. But while ... In contrast Overall / In conclusion
8 1 introduction
2 trends
3 reasons
4 summarising
5 150
9 A figures must be part of a sentence grammatically, so they can be attached with the preposition with. Otherwise, they must be added in brackets to show they are outside the sentence.
1 b Brazil has the same proportion of workers in the agricultural and industrial sectors, with 25% in each. / Brazil has the same proportion of workers in the agricultural and industrial sectors (25% in each).
2 In Brazil and Japan the majority of workers (50% and 61%, respectively) work in the service sector.
3 Japan has the most workers in the industrial sector and the fewest in the agricultural sector with 32% and 7%, respectively.
4 India has the fewest workers in the service sector with 27%.
5 The lowest proportion of Indian workers (11%) are in the industrial sector.

10 1 Measure of comparative/superlative forms (3)
2 Active/passive verb combinations (1)
3 Incorrect punctuation (1)
4 India has the highest proportion of workers in the agricultural sector and Brazil has more workers in this sector than Japan. / India has the fewest workers in the industrial sector, while Japan has the most. 61% of Japanese workers are employed in the service sector. Brazil has fewer employees in this sector, and the proportion in India is the lowest of all three countries.

Focus on speaking page 28
2 a The speaker uses 1, 3, 4, 6, 7, 9, 10 and 11

Audio script
Well I'd prefer to live in a city because I think it's much more exciting. Here there are more shops, and the streets are busier. There is more to do in the evenings, so you can have much more fun. On the other hand, I think living in a village is probably much healthier. There's less pollution — and life is much quieter, of course.

b 1 well, I'd prefer to 2 because 3 on the other hand
4 I completely differ 2 much bigger 3 a lot more 4 as high as 5 far less 6 much smaller 7 a lot warmer

Audio script
Yes they're completely different! People in the past used to live in much bigger houses because a lot more people lived together then. They weren't as high as buildings are now, of course, and they were far less comfortable to live in. Nowadays people tend to live in flats which are much smaller, but they're a lot warmer, with central heating and running water; and so on ...

5 a plot 2 completely 3 totally 4 far more 5 much 6 every 7 a lot

Audio script
I think that probably a lot of buildings were more or less the same yesterday — or at any rate yesterday's day — except they looked a great deal newer then, of course! Maybe the older ones looked much darker — you know, because the cities were really polluted with smoke and things then. But I think the high rise buildings are very different. They are far higher than anything in the past, and they've built with totally new materials now ...

Language review B page 30
1 a 1 urban 2 densely 3 financial 4 congestion 5 rural 6 breed 7 agriculture 8 crops 9 irrigation 10 standard 11 developed 12 wages 13 literacy
b 11 industry 16 development
2 b agriculture 2 crops 3 fertile land 4 irrigation 5 densely populated 6 urban areas 7 good wages 8 living 9 literacy 10 expectancy

2 1 enterprises, schemes
2 built, constructed
3 obstacles, stumbling blocks
4 low-tech, sophisticated
5 associations, organisations
6 abandoned, deserted
7 high proportion of, the majority of
3 a for higher 2 much more 3 as or 4 slightly more 5 significantly greater
b 6 rather 7 far more 8 far larger 9 significantly higher 10 rather better
b quantity, figures, proportion, amount, percentage

Focus on reading page 34
1 b) according to researchers and their findings
2 Paragraph A Sentence 2 reflects the main idea: Paragraph B Sentence 1 reflects the main idea
3 a suggested answers
4 C — piece-of-life studies... he concluded that the five fastest-paced countries are ...
5 D — time perceptions in Trinidad; the connections between place and economy ...
6 E — the complex nature of time makes it hard for anthropologists and social psychologists to investigate ...
7 F — the ideas of associating time with money ...
8 G — differences in how they visualise it from a more theoretical perspective

3 1 but
2 a) tells us b) personal
3 B — ill
4 C — vii
5 D — iii
6 E — ii
7 F — v
8 G — lx

4 a Money and business: budget, costs, distribution, trade, investment, loan, marketing, sales, subsidies, profit, cash
b Energy and resources: clockwork, coal, fossil fuels, gas, oil, renewable, solar power, electricity, wind power
c 1 loans, profit
d 2 coal, fossil fuels
3 cash, costs
4 renewables
5 subsidies (the word subsidy is often used to refer to monetary assistance from a government)
6 solar power, wind power

PROGRESS CHECK 1 (MODULE A AND B)
1 a 2 B (factuated— several changes, slight dip = one change) 3 A (recovered suggests they regained an earlier level, peak suggests this was the highest point they reached) 4 a 5 a 6 B (40% is under/average almost halfway)

7 A (up intensity = the opposite of rigorous/high intensity) 9 a 10 B (supervising means watching, not cooking)

2 a 2 3 G 4 F 5 N 6 F
b 1 a 2 b 3 b 4 a
3 1 while 2 In contrast 3 compared with 4 higher
5 lower 6 smaller 7 Overall 8 indicates 9 main
10 but 11 higher 12 than

4 a 1 d 2 a 3 d 4 a

MODULE C

Focus on reading page 34
1 b) according to researchers and their findings
2 Paragraph A Sentence 2 reflects the main idea: Paragraph B Sentence 1 reflects the main idea
3 a) suggested answers
4 C — piece-of-life studies... he concluded that the five fastest-paced countries are ...
5 D — time perceptions in Trinidad; the connections between place and economy ...
6 E — the complex nature of time makes it hard for anthropologists and social psychologists to investigate ...
7 F — the ideas of associating time with money ...
8 G — differences in how they visualise it from a more theoretical perspective

3 1 but
2 a) tells us b) personal
3 B — ill
4 C — vii
5 D — iii
6 E — ii
7 F — v
8 G — lx

4 a Money and business: budget, costs, distribution, trade, investment, loan, marketing, sales, subsidies, profit, cash
b Energy and resources: clockwork, coal, fossil fuels, gas, oil, renewable, solar power, electricity, wind power
c 1 loans, profit
d 2 coal, fossil fuels
3 cash, costs
4 renewables
5 subsidies (the word subsidy is often used to refer to monetary assistance from a government)
6 solar power, wind power

c) Setting up a business: Sentences 3, 5, 1

Energy resource: Sentences 4, 2, 6
Focus on listening  page 38
1 Spurrock 2 North 3 freshfood@adders.co.uk
4 45 Castle Hill 5 Serena 6 Cliffie House 7 Glen Ledbeatter 8 33 9 0234 735 733 10 14th May

Audio script
A: 1 I live on Spurrock Street.
B: 2 Could you spell that for me?
A: 3 Yes, that's SPURROCK Street.
B: 2 The house is in North Drive.
A: 4 No, North Drive.
3 The e-mail address is freshwater - that's all one word - at adders - spelling ADDERS - dot com dot uk.
4 The address is 45, Castle Hill.
B: 5 Was that 45, Castle Hill?
A: 6 No, 45.
5 A: 7 My name's Serena Jones.
B: 8 Serena Jones.
6 A: 9 My first name is spotted SERENA.

The company is based in Cliffie House - that's Cliffie with an e at the end.
A: 7 Could you give me your name, please?
B: 8 Certainly, it's Glen - that's spelled with a double n - Ledbeatter, that's LEDBEATTER.
9 The total cost is £38 - oh, sorry, I can't read my own writing - it's £33.
10 The number is 0234 735788 - oh, sorry, that's 733 at the end.
11 A: 12 I'll be arriving next Tuesday - that's the 13th of May, isn't it?
B: 13 No, it's the 14th actually.

Focus on speaking  page 39
1 a 1 shy 2 funny 3 calm 4 selfish 5 hardworking
2 a 6 supportive 7 noisy 8 warm
b 1 Positive meanings: caring, sociable, hardworking, quiet, warm, supportive
2 Negative meanings: stressed, *serious, selfish, lazy, noisy, ob, excitable, untruthful, competitive*
c 1 a little, rather (also is used, but this emphasises rather than softens the criticism)
2 really
3 1 Describe a person who is popular in your neighbourhood, explain why he's popular.
2 three others
3 1, 3 and 4 in present tense; 2 in past tense

Focus on writing  page 42
1 1 c
2 Whether you think the changes in lifestyles have been positive or negative.
3 a In paragraph 1, it introduces the topic.
b In paragraph 2, it introduces positive changes in
3 Paragraph 3 introduces negative changes.
4 Paragraph 4 introduces changes.
5 That changes have been positive in the conclusion.

Audio script
You will hear a conversation between two flattemates, Craig and Don, who are looking for a third person to share their flat.

Don: 1 Hi, Craig. Been home long?
Craig: 2 Yeah, quite a time.
Don: 3 Did anyone phone about renting the spare room?
Craig: 4 Yeah, we've heard three phone calls about it.
Don: 5 Really?
Craig: 6 Right. The first one was called Phil Parrott.
Don: 7 The name of the first person who phoned was Phil Parrott so Parrott has been written in the space.
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.

Don: 8 Hi, Craig. Been home long?
Craig: 9 Yeah, quite a time.
Don: 10 Did anyone phone about renting the spare room?
Craig: 11 Yeah, we've heard three phone calls about it.
Don: 12 Really?
Craig: 13 Right, do you want to hear about them?
Don: 14 Sure.
Craig: 15 Right. The first one was called Phil Parrott.
Don: 16 We know of Parrott has been written in the space.
Don: 17 Yeah, can I leave it in the garage with my car. So did you get his contact details?
Craig: 18 Yes, he left his mobile number, it's 0777 687 2433.
Don: 19 Does he want to move in straight away?
Craig: 20 Well, he's paid his rent in his present place up to the 31st of September, but he said that if possible he'd like to move in a bit before then - he said the 26th of September.
Don: 21 And he was OK about the rent.
Craig: 22 Yeah, he said it was fine.
Don: 23 Right. So shall we give him a ring and see if he wants to come round and talk.

Don: 24 Right.
Craig: 25 But he sounded OK. Oh, one thing though, he didn't say he wouldn't be staying in the flat at the weekends so he wants to pay reduced costs for gas and electricity because he's only here five days out of seven.
Don: 26 Oh, I'm not sure about that... what do you think?
Craig: 27 Well, I suppose it's fair but it all sounds a bit complicated.

Before you hear the rest of the talk you have time to look at questions 6-10.

Now listen and answer questions 6-10.

Don: 33 Anyhow, there was a third person, Leo Norris.
Don: 34 Yes.
Don: 35 He's an engineer.
Don: 36 Oh, yeah?
Don: 37 And he's about our age.

Don: 38 Right. What did he sound like?
Craig: 39 Well, actually he was really funny, I couldn't stop laughing when I was talking to him. He said he was very lazy and never got up until noon at weekends and I said that wouldn't be a problem here...
Don: 40 No, certainly not.
Craig: 41 But actually I suspect he was joking when he said he was lazy... I think he lives as it comes, he's certainly not competitive or stressed, but he likes cycling and things like that. He sounds like an outdoor type. Anyway, I thought he sounded as if he'd fit in. He wanted to check if there was somewhere safe for his bicycle... that's not a problem...
Don: 42 Okay, then.
Don: 43 He can leave it in the garage with my car. So did you get his contact details?
Craig: 44 Yes, he left his mobile number, it's 0777 687 2433.
Don: 45 Does he want to move in straight away?
Craig: 46 Well, he's paid his rent in his present place up to the 31st of September, but he said that if possible he'd like to move in a bit before then - he said the 26th of September.
Don: 47 And he was OK about the rent.
Craig: 48 Yeah, he said it was fine.
Don: 49 Right. So shall we give him a ring and see if he wants to come round and talk.

Focus on speaking  page 39
1 a 1 shy 2 funny 3 calm 4 selfish 5 hardworking
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Focus on writing  page 42
1 1 c
2 Whether you think the changes in lifestyles have been positive or negative.
3 a In paragraph 1, it introduces the topic.
b In paragraph 2, it introduces positive changes in
3 Paragraph 3 introduces negative changes.
4 Paragraph 4 introduces changes.
5 That changes have been positive in the conclusion.

Audio script
Well, the person I'm going to tell you about at our local doctor. In fact, he's um, also a friend of mine - quite a good friend, in fact. I met him in the very first week we moved to the area ... 'cos we'd been living in the north before and had to move because of our jobs ... and that's about six years ... and well, we went along to register at the health centre, and he happened to be there, so he introduced himself as the doctor and we started chatting ... and well, we became good friends straight away, really.

Um, I think I what I liked about him at the first place was his calm. He's um, quite a small person, with big brown eyes and he has that wonderful quiet, gentle way of speaking. I think this is really why he's such a good doctor, and he's very supportive when you're ill and things, which is very important of course, but he also has this great sense of humour ... he can always make people laugh, even when they're not feeling well ... so they start to feel better right away. So, um, I suppose the reason why I think he is so popular is because he's really a very good doctor, and he's appreciated for it, in the whole neighbourhood, really. I think everybody knows he's a very kind, caring person, so they all trust him ... and feel lucky to have him as their doctor; like I do, really.
Focus on listening  page 46
1 Computer equipment Questions 7-8
2 Knowledge or skills needed for the course Questions 1-3
3 Assessment Question 10
4 Dates of course Question 9

A three 1 2 3 4 5 6 7
1 Question 7 and 8
2 A number 8 part of a computer 9 a date 10 a number
4 1-3 C, E, F (in any order) 4-6 B, E, G (in any order)
7 falsity-four
8 (a) sound card
9 (in/next/this) January
10 6 d/e

Audio script
You will hear two university students talking about a music course. Five you have some time to look at questions 1-3. Now listen and answer questions 1-3.

Graham: Josie, come in. How are you?
Josie: I'm good.
Graham: Can I get you a coffee or anything?
Josie: No, that's OK. I can't stay long, but you said you wanted to talk to me about that course I'm doing this semester. Music, Joe?
Graham: That's right. Actually I was a bit confused because I thought you were majoring in maths.
Josie: That's right, I am. I'm doing four maths modules this year. But it's an optional course -- you just choose it if you're interested. And you can do it whatever department you're in. Why are you thinking about doing it?
Graham: Well, I'm not sure. What are the requirements? Josie: What? Graham: The course requirements ... I mean, what do I need to know about music to be accepted on it? I do listen to a lot of music, everything from hip-hop and rap to classical, and I can sing, sort of ...
Josie: Well, for a start, one special thing about this course is that it's distance learning -- you don't actually have to be at the university to do it, and you don't have lecturers. So you've got to be able to work on your own without anyone telling you what to do all the time.
Graham: (surprised)? Oh? Oh ... no, that should be OK, I reckon. I'm more worried about the actual musical stuff. Like, I don't know how to read music.
Josie: That doesn't matter, they don't assume that. You'll listen as you go along. How's your maths?
Graham: Not too bad ...
Josie: Right. Some of it's quite mathematical, so you really need to be strong there.
Graham: But you play the violin, don't you? I don't play anything.
Josie: You don't need to. What about computer skills?
You're OK there?
Graham: Yes, reasonably. Does that matter?
Focus on listening 2 page 52

1 a Art in Bali
b First part: historical events and their importance for art; second part: characteristics of Balinese art today

c 1 China 2 (the) ruling families 3 colonisation 4 society 5 education 6 formal training 7 (the) fertility rich soil 8 (the) religion 9 group 10 permanent

Audio script
You will hear part of a lecture on art and culture in the Indonesian island of Bali. First you have some time to look at questions 1-10. Now listen carefully and answer questions 1-10.

Last week we looked at the traditional art of Japan. In this week's lecture we're going to move south and look at the very special way in which art has developed in the beautiful island of Bali, which is now part of Indonesia. I'll begin by giving you a brief historical overview.

It's thought that the first inhabitants of Bali were farmers who arrived around 3000 BC - about the beginning of the Iron Age. They probably originally came from China, and in Bali they cultivated rice and built temples ornamented with wood and stone carvings and statues. The Hindu religion was introduced to the island in the 4th century AD, and this has remained the main religion on the island. This was an important period in the artistic development of the island, where sculptors, poets, priests and painters worked together in the service of the Hindu religion. Rather than painting everyday scenes, artists concentrated on narrative paintings illustrating the epic stories of Hinduism. Bali's rich natural resources have always made it an ideal growing goal for artists, and from the 17th century onwards, Dutch ships visited the island to trade in spices and luxury goods. Gradually the old royal families lost their power, and eventually in 1906 the Dutch East Indies Company was founded and the island became a colony. In the 20th century, art took on a very different role as a tool accessible to everyone in the fight of the Balinese people against colonisation rather than as the property of a minority. Shortly after this, in the 1920s, stories of the beauty of the island of Bali began to spread around the world, and Balinese art underwent another vast transformation with the advent of tourism to the island. At first, this was only on a small scale, but it had important effects. Expat artists from Holland and Germany settled on the island bringing paper, Chinese ink and other new materials with them. They worked with local artists, encouraging them to experiment with concepts like naturalism, expressionism, light and perspective, as well as to move away from the traditional focus on narrative painting towards something closer to their own experience. When independence came in 1945, this desire for an art to match a new national identity became stronger and the traditional narrative paintings started to give way to scenes showing the everyday life of the Balinese people - harvests, market scenes and daily tasks - as well as the myths and legends of their history.

Many of the features that give this art its special place in the world today can be traced back to these historical roots. One feature that is rooted in the events of the last century is that today in Bali the production and the appreciation of art is not restricted to a minority - in fact there is a famous saying that in Bali, everyone is an artist. It is not considered that to make art, or talk about art, any formal training is needed. Art is just produced as part of Balinese life. Even first salad is served with flowers strewn on top. One factor which has contributed to this productivity is Bali's fertility - over the centuries the rich soil and the fact that food and shelter are readily available has given the islanders the leisure to develop their arts. While painting, sculpture, carving and music have traditionally been the province of men, women have channelled their creative energy into making offerings to the gods with spectacular pyramids of flowers, fruit and cakes offered at the temples on festival days and celebrations. All these kinds of art still have close links with the religion and the gods, and are something that people do on a daily basis. Another special characteristic of art in Bali is that it is not generally seen as an individual pursuit. In the West, art is often carried out by the artist on his own, reflecting his own individual world view, in the hope of achieving personal wealth and fame. In Bali, Balinese artists, art is something that's done as a group effort and many artists participate in one piece of work. And the Balinese art is not expected to temples and offerings - it decorates objects such as jackets, motorcycles, hotel menus and so on.

But perhaps the most significant characteristic of Balinese art, and one that distinguishes it most from the art of the West, is to do with its expected lifespan. Carvings are made in soft stone, which is gradually destroyed over the years. The humid climate rots paper and cloth paintings, the magnificent offerings of fruit and sweets are eaten; wooden statues are destroyed by insects. But Balinese artists accept that their work is ephemeral, not permanent, and instead of simply preserving the originals, they produce new art and all this rebuilding, renovating and replacing means that the island's art continually evolves and perpetuates itself.

Focus on writing page 53

1 c
2 Problems and solutions

3 a Suggested paragraph plan:

Paragraph 1: introduction to topic
Paragraph 2: identifying problems
Paragraph 3: suggested measures/action
Paragraph 4: conclusion: summarising main points and opinions

b Sample answer

The increasing amount of violence that is shown regularly in films has been a cause of concern for some time. Such films make violence appear entertaining, exciting and even something to be copied. However, it seems to be increasingly clear that this development is causing problems in our society.

First of all, those who enjoy such films eventually stop associating the reality with any real consequences. They therefore lose their sense of reality and no longer take violence seriously or have any sympathy with the victims. This is bad for both individuals and for our whole society. Another worrying trend is that if these films are heroes, shown as people to be admired, even though they are very violent.

A solution to combat these problems is definite action. The government should regulate the film industry on the one hand, and provide better education on the other. Producers must be prevented from showing meaningless violence like war in their films. Instead, films could emphasise the tragic consequences of violent acts and these would educate people, especially young people, to realise that violence is wrong. To conclude, I think that showing violence as entertainment may indeed cause serious social problems and that the only way to prevent this situation is by regulating the industry and educating the public about the real human suffering that such violence brings.

4 a The government should regulate the film industry.

b Producers must be prevented from showing meaningless violence as 'fun'.

Language review D page 56

1 a Visual arts 1 art gallery 2 catalogue 3 exhibit
b Paintings 4 status 5 sculptures 6 carvings
7 Ceramics
8 Performing arts 1 programme 2 performance
9 Conductors 3 instrument 5 orchestra 6 concert
7 Screen 8 sound track 9 subtitles 10 location
11 Special effects 12 cinema 13 dress rehearsal
14 Scenery 15 stage 16 theatre
b 1 Subtitles 2 special effects 3 on location
4 Paintings 5 statuses 6 ceramics 7 catalogue 8 conductor 9 theatre 10 scenery
2 a Exhibits (objects on display) 2 technique (method)
3 Exhibition (display) 4 fragment
5 Territorial (geographical) ability 6 (emotions) qualities (features)
6 a 1 S 2 3 P 4 S 5 P 6 S 7 S 8 P
b 1 It is a cause for concern that
2 It causes many problems
3 Another worrying trend is
4 It is needed to combat these problems
5 One thing that would improve the situation is
6 The government should take measures to solve these problems, for example by
1 a and yet 2 However 3 after all
1 c 2 f 3 b 4 e 5 a 6 g 7 d

PROGRESS CHECK 2 (MODULES C AND D)

1 a are closely linked b objects in the exhibition
b have different attitudes c has completely broken down d 5 of their research 7 to cope with 8 carried out a study
2 a 1 B 2 D b a's thesis from 2 thus far 3 has sparked c 4 cut their eyes on 5 swallowed
3 a b Paragraph 2: f c Paragraph 3: e d b
4 a 1 d 2 b 3 g 4 e 5 h 6 a 7 f 8 g
Focus on listening page 60

Hello, everyone, and I'd like to welcome you all to Rotorua, one of the most famous destinations in New Zealand, where we have a long history of welcoming visitors. I'd like to explain a bit about the geography of this amazing region, famous for its geothermal activity, and tell you what we've planned for your stay.

Well, if you'd like to have a look at the map of the region that's in your welcome pack, if you find Lake Rotomanu on the top left...the big triangular lake! We've just driven down along State Highway 5, SH 5, down the western side of the lake and then we turned off through the town, and here we are at Lake Rotomanu, just around the southern tip of the lake. OK! Now, tomorrow we'll be heading off along SH 30 in the opposite direction from the town, towards Lake Rotomahana, where we'll be visiting the Hell's Gate Thermal Reserve. This is the area between the SH 30 road and the lake, and I'll be telling you more about this in a minute. We'll then be returning to the motel and in the afternoon we'll be visiting the town of Rotorua itself, and also the Arts and Crafts Institute which is just along the SH 30 from the motel where it meets the SH 1 outside the town.

Now if you look directly out of the motel towards the south east, in the opposite direction to Lake Rotomanu, you can just see the peak of Mount Tarawera, and the day after tomorrow we'll be visiting the volcanic valley which was formed when this last erupted.

We'll drive down the SH 5 and then head off towards Lake Rotomatews – the valley's on the opposite side of the lake from the mountains, so you can see what a beautiful effect the eruption had. There's also an interesting archaeological site – a village buried by the same eruption – on the western shores of Lake Tarawera, just to the north, but I'm afraid we won't have time to visit that as a group although you may wish to go there on your own. However, on the way back towards Rotorua along the SH 3 we'll be stopping at Tamaki Village which is on the main road about 11 kilometres outside town.

Before you hear the rest of the talk you have some time to look at questions 1-10.

Now listen and answer questions 1-10.

So tomorrow we'll start by visiting Hell's Gate Thermal Reserve. This is the most active area of the region volcanically, and you'll see New Zealand's largest boiling upwelling pool, where the water is actually 100°C, together with the largest hot waterfall in the Southern Hemisphere, where it's a more comfortable 40°C – just right for a hot shower. Entry is just $12 for adults, and $6 for children. We'll come back to the motel for lunch, after which we'll visit the Arts and Crafts Institute, where you can learn about the Maori people, who lived here before the Europeans came. There's a display of Maori carving, showing this traditional skill at its most impressive, and exhibitions where you can see the use of geothermal water for cooking food and for medicinal purposes. Entry is free, and you'll find plenty to do there for the whole afternoon.

The following day we'll be visiting another highlight of the region, the volcanic valley. This is a very new part of New Zealand – the valley was formed less than 150 years ago in 1866, when Mount Tarawera erupted violently, completely destroying the beautiful pink and white terraces that used to attract tourists to the region. After lunch you can take a boat trip to see the volcanic activity at the edge of the lake, and I think you'll be surprised.

Now, does anyone have any questions?

Focus on speaking page 62

1 a rural place
2 3 past tense, 1, 2, 4 present
3 4 explain why

2 a

Where it is located
What it looks like
When someone first visited it
Why it is especially beautiful

Cretaceous, southerm United States
beautiful mountains in the background
at long time sign, by accident
unusual because so old does not attract tourists

b 1 Well, the place I'd like to talk about is... Cretaceous
2 What attracted me to it was...
3 The first time I went there was when...
4 And the reason why...

Audio script

Well, the place I'd like to talk about is Cretaceous – you know, the big island that belongs to Greece. And this is a small village, it's located in the centre of the island...and it's surrounded by mountains. The whole landscape is very mountainous. If you stand in the village and look around, you can see the White Mountains in the background and the sea in front – that's the Libyan Sea, stretching out in front of you. The very first time I went, I loved this place, and what attracted me to it was how beautiful it was – it gets good weather practically all the year round, and the mountains are fantastic, you know, changing colours all the time according to the time of day and the season, and so on. The hillsides look quite dry, but they always have lots of wild flowers and herbs for a lot of the year, and, and, it's one of my favourite places, actually.

The first time I went there was when I was a college student, a long time ago now, and, and, I was with a friend and we were travelling around the island and went there by accident, really. But we just fell in love with it.

And the reason why I think this place is especially beautiful is, um, because it is so unique. It must have hardly changed over the last hundred years, I suppose, it's so wild that it doesn't attract many tourists, so the natural environment is still very special.

4 b 1 Do you often go to this place? No, I've only been once before. No, but I wish I could. Yes, as often as I can.
2 Would you recommend this place to other people? No, that would suck it up. Yes definitely! I suppose so.
3 Do you think you'll go to this place again? Probably not. It's too hard to go to. I'll certainly try. I hope so.

Focus on reading page 63

1 Patients suffering from rheumatic conditions.

2 a problem: patients suffering from rheumatic conditions.

b The pain that patients suffer from rheumatic conditions is too much of a burden on them and their families.

2 a Geography

b Students need to be educated about the environment.

Audio script

Examiner: What do you think is the main environmental problem in your country?
Candidate: Well, um, I suppose the biggest problem in my country is the pressure on natural areas. You know, the population is growing, so the forests are being cut down for agriculture or for housing and factories, and so on...and of course, this affects the wildlife very badly, reducing rainforests and the wildlife...

Examiner: And what do you think could be done to deal with this problem?
Candidate: Well, I think the government should protect the forests. They should have very strict regulations...and of course, they need to offer alternative places to new farmers...and schools have to educate children about looking after the environment.

Examiner: So do you think this problem will get better or worse in the future?
Candidate: Well, if action is taken, then I think we can reduce these problems. But otherwise, I think the problems are going to get worse for the whole world.

Focus on writing page 68

1 a El Nino is a warm ocean current that affects weather patterns on both sides of the Pacific Ocean.

b The diagrams compare normal and El Nino conditions in the Pacific Ocean.

c 1 from the east

d 2 They blow it westwards.

e 3 It brings rain to Australia.

f 4 It rises in the east.

g 5 Fish numbers increase and the weather is good.

h 6 Cold winds blow from the west.

i 7 They push the warm water eastwards.

j 8 It is dry and sunny.

k 9 It stays at the bottom of the sea.

l 10 There are fewer nutrients so fish stocks reduce and the weather is bad.

1 b The warm water builds up in the west, allowing cool water to rise to the surface in the east.

2 The cool water brings rich nutrients to the surface, enabling the numbers of fish to increase near Peru.

3 a 11 El Nino conditions, warm surface water flows eastwards, bringing rain to Peru.

b 4 Southern clouds are formed in the eastern Pacific, Pacific surface water flows eastwards, bringing rain to Peru.

5 a The warm water forms a layer on top of the cool water, preventing the cool water from rising to the surface.

b a 4 Paragraph 1 Introduce information

b 2 Describe normal conditions

b 3 Describe El Nino conditions

b 4 Give an overview of the key information

b 5 The first line is very important. A while at a sentence.

b 6 a 5 The second 6 In these conditions.
Focus on reading  page 72

1 B
2 a century ago, these days
3 knowledge workers, by putting it in quotation marks
4 education
5 P2 G 3 H 1
3 C 2 A 3 D 4 5 B
4 c 6 N 7 Y 8 NG (no information on becoming successful by accident) 9 Y (the upset mobility = good point: comes at a high price) 10 NG (writer does not give his opinion)
11 D (rivalry competitively suggests it is not right)
12 Y 13 NG (no statement made about helping people)
5 1 manual 2 knowledge workers 3 knowledge technologies 4 containing 5 role of women

Focus on listening  page 76

1 1 Sami, Irene (students) and their tutor
2 a survey about access to computer facilities
3 the percentage of students recommending a booking system
4 about 70%
5 about 77%
31 C 2 B 3 A 4 A 5 C

Audio script
You will hear part of a tutorial between two students and their tutor. The students are doing a research project to do with computer use.

First, you have some time to look at questions 1-5. Now listen carefully and answer questions 1-5.

Sami: Dr Barrett!
Tutor: Sami, come in. Is Irene with you?
Irene: Yes.
Tutor: Good. Sit down, right. We're looking at how far you've got with your research project since we last met. You decided to do a survey about computer facilities at the university, didn't you?
Irene: That's right. We decided to investigate the university's open access centres, and in particular the computer facilities. Lots of the students are having trouble getting access to a computer when they need one, so we thought it would be a useful area to research.

Sami: Did you find out about all these problems?
Irene: Well, we looked in the catalogues in the library, but we didn't find much that was useful - it's such a specialist subject, hardly anything seems to have been published about it ...
Irene: And as well as that, the technology is changing so quickly.
Sami: But the open access centre has an online questionnaire on computer use; it asks all the students to do at the end of their first year, and the supervisor gave us access to that data, so we used it as a starting point for our research. It wasn't exactly what we needed, but it gave us an idea of what we wanted to find out in our survey. Then we designed our own questionnaire.
Tutor: And did you use it?
Irene: We approached students individually and went through our questionnaire with them on a one-to-one basis.
Tutor: So you actually asked them the questions?
Irene: That's right. We made notes of the answers as we went along, and actually we found we got a bit of extra information that way as well - about the underlying attitudes of the people we were interviewing - by observing the body language and things like that.
Tutor: How big was your sample?
Irene: Well, altogether we interviewed a random sample of 65 students, 55% male and 45% female.
Tutor: And what about the locations and times of the survey?

Sami: We went to the five open access computer centres at the university, and we got about equal amounts of data at each one. It took us three weeks. We did it during the week, in the day and in the evenings.
Tutor: Not the weekends?
Sami: No.
Tutor: So presumably your respondents were mostly full-time students?
Sami: Yes. They are usually the students who have access to the computer facilities, but there were others as well; there were also a few part-time students. You didn't think of that.
Tutor: OK. It's just an example of how difficult it is to get a truly random sample. So how far have you got with the analysis of results?
Irene: Well everyone agreed there was a problem, but we're more interested in what they think should be done about it. The most popular suggestions were for some sort of booking system. About 77% of the students thought that would be best. But there were other suggestions for example, about 65% of people thought it would help if the opening hours were longer, like 24 hours a day.

4 a Problems and disadvantages
b A problem related to different rooms for educational and recreational use
c 6 B 7 D 8 F 9 E 10 G

Audio script
Before you begin the rest of the talk, you have some time to look at questions 6-10.

Now listen and answer questions 6-10.

Tutor: So what other suggestions did people come up with?
Irene: Well, actually the main reason why people can't get to a computer is because so many students are using them for personal e-mails or just surfing the web, so one solution we thought would be to have some computer rooms for recreational use, and some for people to do serious work in. The trouble is, quite often people do their work, then they want to check their e-mails, and it would be a nuisance if you had to get up and go to another room and log on again just for that.

Sami: Another problem is that during the day, tutors book whole blocks of computers for complete sections. So several people said that there should be restrictions on block bookings, but the trouble is the classes need the computers - there's nothing else they can use. Some people said the whole problem would be solved if the university would buy more computers, but other people said it might make things better for a bit, but it wouldn't really solve the problem permanently; you can't just solve the problem by throwing money at it.
Irene: And, with the suggestion that the computer rooms should stay open round the clock, some people did point out that there'd have to be someone around all the time to make sure the equipment didn't get stolen, especially at night.

Tutor: So a booking system seems to be the best suggestion?
Irene: Yes, apparently some universities have a sort of queuing system - it means the staff at the open access centres have to organise it, but people say it works quite well ...
Tutor: Why do you think it's so popular if there isn't a computer free just then, you're given a numbered ticket and then when your number is called out, you have the next available computer ...
Tutor: So now let's discuss ...

Focus on speaking  page 78

1 what the event was
2 what happened during it
3 who was there
4 explain why you remember this event so well

2 a party, a special dinner
b a debate, a guest lecture, a graduation, a prize giving ceremony
c a championship final, a tournament, a sports match
3 Speaker A school graduation (ceremony, head teacher, speech, Minister, certificates, leaving school, last time to be together)
Speaker B championship final (supporters, team, their biggest chance, players)
Speaker C party (decorations, music, students had organised everything, food, masses to eat and drink)

Audio script
A: At the beginning of the ceremony, the head teacher gave a speech, but it wasn't too long or anything. And then the Minister got up to give out the certificates, but before she did that, she said a few words about how she had felt about leaving school. And at the end, we all realised that this might be the last time for all to be together ...
B: On the big day, all the supporters felt really nervous - I mean, we all knew the team were really good, but because this was their biggest chance, everybody seemed very stressed, apart from the players, that is. They all seemed absolutely calm and confident.
C: In terms of the decorations, the music and stuff, the students had organised everything themselves, except for the food. The college provided that, and there was masses to eat and drink - except for alcohol, that is. According to the college, that wasn't appropriate.

4 a Extract A

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Focus on speaking  page 78

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2 what happened during it
3 who was there
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C: In terms of the decorations, the music and stuff, the students had organised everything themselves, except for the food. The college provided that, and there was masses to eat and drink - except for alcohol, that is. According to the college, that wasn't appropriate.
Focus on speaking 2 page 79

2 a 1 Personally 2 Clearly 3 Obviously 4 Generally
5 Inevitably 6 Frankly 7 Surprisingly
8 Predictably
b) a) personally
b) friendly
c) generally, typically
d) obviously, clearly
e) predictably, inevitably
f) surprisingly
3 b)

Audio script
1 Personally, I don’t think organised social events are very important because students often prefer to have a separate social life, outside college.
2 Well, clearly, there should be some role for sport in schools because it’s so important for a child’s development.
3 But obviously the first aim of primary education is to teach students basic literacy skills, because they’re the tools for all other types of learning, aren’t they?
4 Generally, it’s hard to get a job these days with no qualifications, though it’s always possible, so that’s the first thing employers look for. And there’s always lots of competition for jobs.
5 Inevitably, ability is usually judged by exam results because that’s the easiest way for schools to assess their students.
6 Frankly, I don’t believe exams are necessarily the best way to assess a person. That’s because they usually test what you remember, don’t they? Rather than what you can actually use.
7 Surprisingly, weak students sometimes get pretty good exam results because they just memorise stuff. Then they forget it all afterwards.
8 Predictably, most people find exams stressful and they can never perform at their best when they’re too stressed out.

Focus on writing page 80

1 University education
2 Who should have access? A large proportion of young people, or only a few?
3 To what extent do you agree or disagree?

2 Possible answers
Access should be restricted because:
a) not appropriate for economy – technicians needed more than graduates
b) graduate unemployment will rise and create dissatisfaction
c) better to create vocational further education programmes
Areas should be widened because:
a) individuals need technological skills and knowledge
b) societies need educated citizens in order to develop
c) everyone should have a chance to fulfil their potential, and university is part of that

Language review F page 82

1 Department 2 lectures 3 seminars 4 tutorials
5 days x 6 self-access centre 7 subjects 8 full-time
9 part-time 9 undergraduates 10 Faculty 11 lectures
12 professors 13 stimulation 14 learning capacity
15 mental 16 nerve fibres

2 a 1 active 2 beneficial 3 dominant 4 ludicrous
5 substantial 6 adequate 7 domestic 8 efficient
9 overwhelming 10 systematic
b 1 ludicrous 2 overwhelming 3 domestic
4 beneficial 5 substantial 6 systematic 7 adequate
8 dominant 9 active 10 efficient

3 i) teriyaki limited
ii) the most academic
iii) 4 many more
iv) 6 A B 3 C 1

7 Sample answer
In the past, tertiary education was limited to a small proportion of people who were the most academic students. Today, however, many more young people have the opportunity of going to university, and I think that this is a much better situation for several reasons:
Firstly, individuals today need much higher level skills and technical knowledge. For example, many professionals require advanced computer skills and an ability to adapt to a rapidly changing workplace. Schools do not have the resources to equip students with these skills, so universities have to fill this role.
Furthermore, societies cannot continue to develop unless more citizens are educated, in order to progress and compete in the modern world. Each country needs people who can develop modern technologies further and apply them in new fields.
Finally, it is only fair that anyone who could benefit from a university education should have access to one. Therefore, there should be equal opportunities for everyone to realise their full potential. Going to university is part of this.
In conclusion, I totally disagree with the statement because I believe that the increasing availability of tertiary education is vital both for the individual and for society as a whole. Individuals need an adequate level of education as possible to achieve their full potential, and in the same way, society in the 21st century cannot function unless it has large numbers of highly educated people to cope with the ever-changing environment that is likely to occur in the coming decades.

Audio script
Candidate: Well, obviously a mobile can be used anywhere, so that’s a big advantage, but given the options, I’d rather use a landline, mainly because the quality of the line tends to be better, and, um, there’s more privacy.
Examiner: How popular is text-messaging compared to talking on the phone?
Candidate: It’s hard to say. I mean, young people where I live are definitely texting more, rather than making calls.
Examiner: Do people in your country prefer to write long emails or calls?
Candidate: Oh, I think nowadays, the preference is for e-mails especially for work or just keeping in touch with friends. They’re so easy and fast… and letter-writing takes too long these days. Mind you, I think letters can be more personal, and definitely more private, so perhaps some people would still choose to write letters in some situations.

Examiner: Would you rather get a letter or an e-mail?

Candidate: I suppose it depends. If it’s just routine stuff, then I like e-mails better, but I’d sooner get a letter if it’s about something more important… e-mails seem a bit too informal for that, somehow.

Examiner: Well, now let’s move on to talk about…

Focus on listening 1 page 87

1 Drive 2 Avenue 3 Way 4 Hill 5 Lane 6 Square
2 Douglass
3 135 Park Hill Avenue
4 765486
5 (low volume / volume is low)
6 power cut
7 Schneider 5002
8 7 years (old) (not ago)
9 B
10 C

Audio script

You will hear a woman phoning an electrical repair company about a problem with a piece of household equipment.

First, you have some time to look at questions 1–7.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.


Molly: Oh, good morning. Er, I believe you do television repairs?

Kevin: That’s right, we do.

Molly: Well, my brother’s not working, but I don’t have a car… can you come round to see it?

Kevin: That shouldn’t be a problem.

Molly: Good.

Kevin: Can I just take a few details, then?

Molly: Certainly.

Kevin: So if I could start with your name?

Molly: Yes, Mrs Douglas.

Kevin: DOUGLAS!

Molly: It’s double S at the end, actually.

Kevin: OK. And the address?

Molly: 135 Park Hill Avenue.

Kevin: Is Somerton?

Molly: That’s right. And would you like my phone number?

Kevin: Yes, please.

Molly: It’s 765 482.

Kevin: 482?

Molly: No, 42.

Kevin: OK. Right, so what’s the problem with the television?

Molly: Er, low volume. Even when you turn it up to maximum, it doesn’t seem to make much difference.

Kevin: It’s quite an old TV but it’s always worked perfectly well, up to now. And the picture’s OK.

Molly: Mmmmm.

Kevin: I’d like wonder… we had a power cut a couple of days ago, and it’s not been right since then. I don’t know if that could have affected it?

Kevin: It certainly might have something to do with it.

Anyway, I’ll come over and have a look. Er, can you tell me the make and model number by any chance… the number’ll be on the back of the TV?

Molly: Yes, it’s a Schneider… that’s SCHNEIDER … and the model number… let me see, yes it’s 5002.

Kevin: Right. Is that a fairly recent model?

Molly: No, not really… I think it’s seven years ago. I remember the date because it was the year after I moved into this house and that was eight years ago. I hope you can fix it… I really don’t want to buy another one.

Before you hear the rest of the talk you have some time to look at questions 8–10.

Now listen and answer questions 8–10.

Kevin: Well I’ll see what I can do when I come round to the house to look at it. I think I know your road. Is it the one that’s off the High Street?

Kevin: That’s right. The house is on the left if you’re coming from the High Street. Just before the road bends to the right. I’m afraid it’s getting harder and harder to park on the road but if you drive or round on the bend, you can usually find somewhere.

Kevin: That’s all right. Now, let’s see, when would it be convenient for me to come round?

Molly: Well as soon as possible, really.

Kevin: Well, what’s today… Friday, I’ve booked up today and then we’ve got the weekend so I’m afraid it looks like Monday morning or the earliest.

Molly: You can’t come tomorrow?

Kevin: Well, Saturday morning I’m in the showroom, and I don’t work Saturday afternoon and Sunday.

Molly: OK. I’ll make sure I’m in.

Kevin: Oh, and one last thing… I wonder if you’d mind telling me how you heard about us. We’ve just opened a new webpage and we’re interested to see how effective it is.

Molly: No, really. It’s always the best advertising, word of mouth. Right. OK, thank you, Mrs Douglas.

Kevin: Thank you, Goodbye.

3 a 4 spelling mistake (reframe)
3 b incorrect insertion of present tense verb (is)
3 c overlength answer (verb + article not needed)
3 d insertion of or means that this does not answer the question

Focus on reading page 88

1 a Yes, he does.
2 e-mail and the World Wide Web
b 1 In what concrete ways can information and communication technologies (ICTs) benefit the two-thirds of humanity who are more concerned about their next meal than about e-mail or chat?

But how can these people who need ICT capabilities most be best helped to bridge the Digital Divide?

2 Benefits of information technology for economics, health, education and government
3 Information Village Project and Simputer
5 a cost 2 epidemics 3 distance learning
6 (government information) 5 confidence
7 a Information Village Project, Simputer
8 Paragraphs G and H
9 B C D B 9 A 10 D 11 C
10 A call centres, Indian economy
b the first and last paragraphs
12 B 13 D 14 A

Focus on writing page 91

1 a 1 The advantages and disadvantage of using e-mail for social and professional communication
b 2 (Advantages: 1, 4, 6) Disadvantages: 2, 3, 5
b 2 and 6 (1, 3, and 5) can all be used for both contexts; 4 is social only
3 i b 2 d
4 a argument-led
b the overall length is only 89 words instead of 250. This would lose marks.
5 The introduction is copied. This would lose marks.
6 The argument is not developed; points are simply listed.
7 The link words are only used to add information; other relationships are not signalled.
8 There is no conclusion, so it does not answer the question.
9 The range of language is repetitive, e.g. disadvantage, advantage.

5 It is certainly true that the use of e-mail has greatly changed the way we communicate at work as well as socially. But it is also true that not all the effects of this innovation have been positive.

7 Advantages: obvious benefits, a good point, an argument in favour of, a positive aspect

Disadvantages: a drawback, a negative effect, the downside, a frequent/common criticism, an objection
8 a Addition: another objection to… is that introducing examples. A common example of this is when Cause and effect: This is because, so

Clarifications: in other words
b 1 (it signals a new section of the response; 2 is also possible, but this only contrasts with preceding information, so does not introduce the new section effectively)

9 Conclusion: this is because it summarises the argument and answers the question. Conclusion 2 does not answer the question.

10 Sample answer

It is certainly true that the use of e-mail has greatly changed the way we communicate with each other at work as well as socially. But it is also true that not all the effects of this innovation have been positive. It is sometimes argued that e-mail allows employees to communicate in a more efficient and effective way, and that this benefits both social and professional workers. This is because employees receive messages more quickly than they can answer every day and that e-mail allows for a quicker response. It further increases employee satisfaction. Employees can communicate with each other more quickly, and this can benefit the company, as well as saving time and money. It also allows employees to work remotely from home, which can be beneficial for both social and professional workers. In this way it encourages people to spend more time at their computers and also the danger of becoming less effective at communicating in person. In spite of these negative effects, however, e-mail also brings important benefits as well. One such advantage of e-mail is that e-mail allows for a quick response. It is also flexible in its use and can be used to communicate with family, friends, and colleagues whenever they are in the world. It is used by people who want to stay in touch with each other, but it also allows them to send all kinds of information (such as pictures, pictures, diagrams, texts, etc.) very quickly, clearly and with a very good quality of reproduction. This is a huge advantage in our global communications, and the use of e-mail is said to be very rapidly used. To sum up, while there are some obvious drawbacks to using e-mail, this fast and easy way to communicate is one of the best ways of keeping people in touch with each other, and it is widely used. Therefore, it is important that we consider the advantages and disadvantages of e-mail.
Focus on listening 2 page 94

1 1 7.50 2 Park Square 3 media 4 News and weather 5 first letter
2 h Social bonds comes before strong
c 6 social bonds 7 brains 8 sound 9 silent singing 10 feet

Audio script
You will hear a radio announcer giving details of the evening's broadcast programmes. First you have some time to look at questions 1-5. Now listen carefully and answer questions 1-5.

The time is 6.65 on Thursday October 15th, and now here is a brief review of this evening's programme on Radio 6. Starting in just a few minutes, at seven o'clock, we have the first programme in our new series 'Animal Talk', a documentary with Laura Martins and Jeff Burns. And I'll be telling you more about that in a minute. Then at 7.50 there will be a broadcast on behalf of the Rare Species Protection Group, telling you about some of the work they're doing to preserve endangered species. This will be followed at 8 o'clock by today's episode of 'Park Square', our drama series following the fortunes of a close-knit community in northern London, in which Sunita begins to wonder if Carl has been telling her the truth ... and Carl gets quite a troublesome telephone call is read by the wrong person. At 8.30 we have our phone-in programme 'What's your view'. Today's topic is the impact of the media, and you are invited to call in with your own views and questions on this topic. If you do a question for the panel, the number to call is 0207 815 4222. This will be followed at 9.00 by news and weather, and then at the new time of 9.20 we have our 'Book of the Week' read by Graham Staines. This week's book is a collection of Rudyard Kipling's 'Just So Stories', which the author wrote for his children at the beginning of the 20th century, and which are now enjoyed by children and adults alike. This evening's story, entitled 'How the first letter was written', is an imaginary account of the events that led to the invention of writing, involving a young girl called Taffy and a series of misunderstandings that arise when Taffy sends the first written message in the history of the world.

Before you hear the rest of the talk you have some time to look at questions 6-10. Now listen and answer questions 6-10.

And now some more information about our major new documentary series 'Animal Talk', which explores the fascinating area of animal communications. Tonight's programme is the first in a series of seven programmes by two of the world's largest creatures, the killer whale and the elephant. Although these might seem like very different creatures, in fact there are a lot of similarities between them. They're both mammals, they both live in groups, and the social bonds they form are extremely strong. For example, when a new elephant is born, the others in the group will all gather round to 'rejoin' it. They also live for a long time — like humans — and their brains are very large, which means that there may be room for something, in there that allows them to process some type of language.

In the programme, Laura Martins, who has spent many years studying the communication systems of whales, describes how although whales do have very good sight, like humans they mostly use sound to communicate — in the case of whales this is because the travels well in water, where visibility may be limited. In the programme you'll hear underwater recordings of the whale calls, but what we don't know yet is whether the whales are talking to one another or whether the sounds are just to allow them to identify one another. Also speaking on the programme is Dr Jeff Burns, who has made a special study of elephant communication. Elephants use all their senses to communicate, and Dr Jeff Burns explains, one way we are only just beginning to find out about is what has been referred to as 'silent singing' — sounds produced by elephants which are too low for humans to hear but can be heard by other elephants. And did you know that another way in which elephants 'can hear' is with their feet? So when one elephant stamps on the ground, maybe to warn about danger, the sound travels through the ground, and another elephant up to 30 kilometres away may pick it up. To find out more exactly how they do this, try tuned to Radio 6 for 'Animal Talk'.

Focus on speaking 2 page 95

1 a what it was about
2 b where you read it
3 c how it made you feel
4 d why you thought it was interesting.
2 a Basically it was about the ways that kids today have been affected by the technology they use.
2 b I read this article in a popular magazine.
3 c Anyway, the article actually made me feel a bit worried.
4 d And the reason I found this article interesting was because of my little brother.
5 b It was based on it. It suggested that if you took away games, then it really described 4 the article explained 5 it also gave some advice about

Audio script
Well, I read a very interesting article last week. Basically it was about how, er, the ways that kids have been affected by all the technology they use. Er, I read this article in a magazine — it's quite a popular one in my country — for the general public, not specialists or anything ... it was quite short and it was based on some surveys they carried out last year. Anyway, the article actually made me feel a bit worried because it suggested that all of these electronic devices — you know, all the computer games and mobile phones that kids use all the time — are taking them much less sociable than they used to be ... So I think that's quite a worrying trend ...

And the reason I found this article interesting was because it really described the changes I've found in my little brother. He used to play outside all the time, had lots of friends and so on. But now he just sits in front of his computer and doesn't go out much at all. So it was interesting that the article explained this as quite a common trend for teenagers these days. And we need to give some advice on how to encourage kids to be more sociable, to spend more time with friends and family ... so I found it an interesting read.

3 a Several countries, including the UK, have recently implemented measures to ban the use of hand-held cell phones by drivers. Researchers claim that the risk of accident during or just after a call-cell phone conversation is four times higher than would be expected in normal driving conditions. Studies have shown that calls are much more distracting for the driver than listening to the radio or talking to passengers. The problem is that drivers aren't aware of this and as a result are possible to the real dangers that this activity poses.

Language review G page 96

1 a 1 information technology 2 global access 3 a smart card 4 computer model and make 5 a digital operating system 6 means of communication 7 yearly personal income 8 business transactions 9 goods and services 10 a call centre 11 informed decisions 12 reduced costs 13 latest developments 14 news headlines 15 weekly edition 16 final episode 17 current affairs 18 drama series 19 radio broadcast 20 media coverage

2 a 1 computer-friendly 2 labour-saving 3 big built-in 4 long-lasting 5 hand-held 6 in 7 battery-operated 8 f touch-sensitive 9 phone-in 10 in 11 short-term 12 high-tech 13 user-friendly 14 hand-held 15 built-in 16 long-lasting 17 touch-sensitive 8 phone-in 9 labour-saving 10 battery-operated

3 a Currently, exciting innovations are occurring in the field of communication technology.

b 1 Some people think that one of the most significant features of contemporary life is the availability of information.
2 People are growing more and more sensitive about the way that technology can interfere with their privacy, for example.
3 The potential impact of technology on businesses such as shopping centres could also be catastrophic.
4 I suggest that you read my seat for a interview in the Daily Telegraph.

4 a 1 odd one out 2 left out 3 loads of 4 cheap and cheerful 5 high on the list 6 quite far down 7 a bit in common 8 in depth 9 keep in touch 10 why bother

Audio script
Well, I, think that if there are rapid changes in technology, older people will probably find it very hard to adapt. I suppose if more and more people work from home, then workplaces will possibly disappear altogether. I'm sure that provided we have sufficient food and healthcare, people will definitely live longer in the future. I think that unless we find alternative sources of energy, oil will definitely run out. We must take some effort to save resources, otherwise they'll probably just disappear.

Candidate: Well, I think there's a good chance that the Earth won't be able to support the growing population, so we'll probably need to look for somewhere else to go. Examiner: I see. So where do future developments might take place in space exploration, do you think?

Candidate: Possibly, it's hard to say. I think it's quite possible that people will land on Mars in the not too distant future. And I think we'll all probably discover new planets and maybe even new galaxes. But I think it's likely that we'll find any aliens.

Examiner: How do you think the technology from the space industry will affect our lives?

Candidate: I think we might possibly see big developments in transport, but there's not much likelihood of us all having our own spaceship or anything like that.

Focus on speaking 1 page 98

1 a unlikely 2 probably 3 likely 4 unlikely 5 probably 6 likely, probably 7 unlikely 8 unlikely, probably

b 1 Impersonal subjects (there's): definitely, likely, a strong chance, quite possible, unlikely, not much likelihood

2 a 99% sure 79% sure 50% sure

b 1 

2 a 

b 3 

Audio script
Well, I, think that if there are rapid changes in technology, older people will probably find it very hard to adapt. I suppose if more and more people work from home, then workplaces will possibly disappear altogether. I'm sure that provided we have sufficient food and healthcare, people will definitely live longer in the future. I think that unless we find alternative sources of energy, oil will definitely run out. We must take some effort to save resources, otherwise they'll probably just disappear.
Focus on listening  page 99

Dr Eliot: Well, the point that these programmes are very expensive, obviously. Then thinking about the animals themselves, the psychological effects of captivity.

Dr Ran: Yes, and you also had a good section on the problem of disease for animals in captivity. But maybe you could have mentioned the poor success rate when they are eventually reintroduced into the wild.

Dr Eliot: Right.

Focus on speaking  page 107

Dr Ran: I'd say you'd got plenty here - too much in places. You've got this very long introduction on factors threatening the survival of species now and in the future for instance, it's interesting, but it doesn't address the main issue of this part of the essay.

Dr Eliot: OK. Well, I think I need to give supporting evidence for my ideas.

Dr Ran: Yes, but only for key ideas. You can't cover everything - you've got to focus on the area you've chosen, which is the breeding of endangered species in captivity. Now you have less of relevant material about that, but I think you need to look at the planning of your central section again, at present it's all rather a jumble.

Dr Eliot: Oh... I thought I needed to give supporting evidence for my ideas.

Dr Ran: No, you mean I need to write it all out again?

Dr Eliot: Well, it's just a matter of moving the things around a bit. Your introduction needs a rethink, as I said. Why don't you just begin by saying what captive breeding is?

Dr Eliot: That's right, you should make it clear which are positive points and which are negative ones. For example, you start with the fact that breeding endangered species in captivity may be the only way we have of preserving some from extinction in the years to come, which is clearly an advantage. Now what other advantages did you mention?

Dr Eliot: Yes, well, the whole thing about... you know... that's they're the obvious places for captive breeding to take place, this could justify their role in the future: they're not just a place for people to go and stare at animals for fun. And then there's the point that captive breeding potentially allows the animals to be reintroduced to the wild again... in theory at least.

Dr Ran: Right. So put those points together. Then the disadvantages.

Focus on reading  page 103

Dr Eliot: Now your next section's on requirements for successful release of these animals into the wild, I think you need some evaluation here - which of these requirements are more important and which are less important, according to the available data.

Dr Ran: I had some information about that, but I wasn't sure if I needed to put it in...?

Dr Eliot: Yes, definitely.

Dr Ran: My first point, for example, that's to do with the fact that animals bred in captivity have to be taught how to survive before they're released. All the data shows that's absolutely essential. Unfortunately, if they're just released without training, they won't know how to hunt, and how to avoid predators and so on. Some articles suggest that it's actually more important to provide food and shelter for the animals after they've been released, at least for the first few months, but the research suggests that this is less crucial to the successful reintroduction of the animals.

Dr Eliot: Right. You also mentioned the idea of providing employment for local people in the areas where the animals were being re-released, and education so that they'll see the return of the animals into their habitats as a positive thing.

Dr Eliot: Yes, that sounds important to me, but I couldn't actually find any statistics or information about it. And I'd have thought it would be important to screen the animals to be sure they were healthy before they were returned to the wild, but the figures show that actually it doesn't make much difference.

Dr Eliot: That's surprising, yes. Did you get any data on the effects of acclimatisation?

Dr Ran: They showed that if animals are kept on the site where they were to be released for a time in order to acclimatisate, they have a far better survival rate than those released directly into the wild.

Dr Eliot: OK. Well, you've got some good information there. Have you thought about all your final section?

Dr Eliot: Yes, I think I'll be looking at the whole question of habitat protection, and whether in fact captive breeding is the answer, or we can protect endangered species within their natural habitat.

Dr Ran: That sounds fine. So I think you go away and make those changes, that sounds quite promising.

Dr Eliot: Thank you...
which actually lead to the empowerment of both groups and individuals in the host area. For example, tourism creates opportunities for employment for women, and through giving them a chance to have a personal income, it allows them to become more independent. In addition, because tourism tends to work through a very few languages that have wide use, those working in the tourist industry may be encouraged to acquire new languages, and this will empower them through providing wider access to globalised media, and improving their job prospects in a wider context.

Right, now we'll take a short break here and then we will take a look at a couple of case studies and see how far the points we've discussed so far apply to them.

4 1 unidirectional 2 complex 3 listened 4 the host community 5 revitalisation 6 creating

Focus on writing  page 119
1 1 applications and acceptances
2 First area into men and women; second area into men, women ± % of total applications accepted
3 more men than women
4 three
5 applications decrease and acceptances increase
6 language of change and comparison

2 Paragraph 2: Describe figures and trends related to applications
3 Paragraph 3: Describe figures and trends related to acceptances
4 Paragraph 4: Overview; summarise information

3 1 related to 2 changes 3 numbers 4 male and female students 5 between

4 4 a 1 men, women, fell/declined/decreased/went down, 2750
   2 applications, men, fell/declined/decreased/went down, 2750
   3 men, women
   4 percentage, rose/grew/increased/went up, 210, rose/ grew/increased/went up
   5 men, women
   6 fell/declined/decreased/went down, percentage, rose/ grew/increased/went up
b Paragraph 2: Sentences 1–3
   b Paragraph 3: Sentences 4 and 5
   c Paragraph 4: Sentences 6 and 7
   c Paragraph 1 (start of introduction): The table shows Paragraph 2: Firstly, we can see that with regard to applications, Paragraph 3: In terms of acceptances, Paragraph 4: Overall,

5 1 courses in tourism, transport and travel
2 numbers of male applicants
3 female applicants
4 between 2006 and 2002
5 in tourism, transport and travel
6 2000, 2001 and 2002
7 applications
8 2000, 2001 and 2002
9 the applications

6 Sample answer

The table presents changes in the types of transport used in Shanghai between 1996 and 2006. The figures show that in both the main popular forms of transport were public buses, accounting for 39% of passenger kilometres. This was followed by bicycles with 27% whereas cars and scooters were used less, representing only 18% and 12% of passenger travelled respectively. Predictably, walking made up the smallest percentage. It is evident that in 2005 the use of cars will increase dramatically and account for over half of all distance travelled (52%). In contrast, trains will probably account for just 6% of passenger kilometres, while the use of all other forms of transport will decline. Bus usage, for example, will only represent 22% of distances travelled, while bicycle trips will drop to or as little as 5%, similar to the figure for walking.

Overall, the table presents a massive increase in the use of cars by 2020, at the expense of other forms of transport.

Language review  page 122
1 a 1.2 bicycle, truck (either order) 3.4 helicopter, steamship (either order) 5 vehicles 6 exhaust fumes
2 increasing levels of congestion 8 traffic jams
3 dangerous driving, e.g. speeding 10 overstretched public transport systems
4 bus lanes 13 construction of more roads
5 zero-emission fuels 15 efficient public transport
6 the impact of tourism 17 the host community
7 an influx of tourists 19 traditional crafts
8 the whole trade 20 long-distance travel
9 the tourist season
10 exhaust 2 vehicles 3 jam 4 congestion
11 helicopter 6 construction 7 efficient 8 season
12 traditional 10 souvenir 11 long-distance
13 community 13 impact

2 a, b Examples: geographical and climatic

1 a 1 innovative and sustainable
2 b government and society
3 d performance and cost
4 a needs and expectations
5 c terms and conditions
6 e planning and design
7 a views and behaviour
8 c environmental and social
9 g groups and individuals

3 a 1 local train/service 2 practical solution 3 theoretical model 4 commercial scale 5 chemical reaction

6 environmental issues 7 initial collection
b 1 They all end in –ed
2 a local-location, locality
3 b practical, practice, practicability
4 a theoretical
5 b commercial, commercialisation
6 c chemical, chemist, chemistry
7 d environmental, environment
8 initial: initial, initiation

4 1 hard d 2 depends on h 3 expert a 4 easy answer c

Focus on listening  page 124
1 a 1 For example, bigger eyes in portraits, and the man's beard
2 Students may think they're just done from the portraits.
b It covers the history of the portraits and the creation of the reconstructions.

2 b 1 gap 1
2 gap
3 gaps, 2, 4 and 6

3 1 Greece 2 over the face 3 wax incluing the life/ lifetime 4 (more) realistic 6 improve the holes 7 B

Audio script
You will hear a part of a lecture on art history. First you have some time to look at questions 1–10. Now listen carefully and answer questions 1–10.

In the last lectures, we looked at the art of the ancient Egyptians, and then considered the art of other ancient Mediterranean civilisations, in particular Greece and Rome. We're now going to return to Egypt to consider a set of very unusual pictures known as the Fayum portraits. The Fayum is a lush green area about 100 kilometres west of Cairo. Following the conquest of Egypt by the Greek emperor Alexander the Great in 332 B.C., large numbers of businessmen and officials who had come over from Greece settled in this fertile region with their families. They greatly encouraged the development of the local Egyptian culture, including the practice of mummification, embalming the bodies of the dead and wrapping them in linen bandages in order to preserve them as mummies (the name actually comes from the Arabic word meaning, 'an embalmed body'). These newcomers made one distinctive innovation, though; after binding the mummy, they tied over the face a picture representing the person inside.

The portraits look like oil on canvas, but they were actually produced using a technique called encaustic, where the artist applies pigmented wax to a wooden board with a small spatula. The Egyptologist William Petrie, who discovered many of these mummies with their accompanying portraits at the end of the nineteenth century, was convinced that they were actually done in the lifetime of the subject, rather than being grafted after the person's death, as had been the case with older Egyptian paintings. He pointed out that on the boards on which they were painted showed signs of having been cut down to size to fit within the mummy bandages. To him this suggested that they may have originally been larger and had been hung in the houses of the owners during their lifetimes.

But, more than a century after they came to light, nobody knew how far they were really depictions of real people or against idealised portraits. Then a team from Manchester University decided to find out, by recreating the faces of Fayum mummies in clay, and then comparing the reconstructions with the real portraits. The team was armed with skulls from two Fayum mummies from the British Museum, and gave the information, based on X-rays and other evidence, that one of the mummies was that of a 5-year-old man, and the other was a woman in her early twenties.

Armed only with this information, they set to work. First, they created copies of the skulls. Then they used clay to build up the facial muscles in order to reconstruct what the person looked like. After weeks of painstaking labour, two faces emerged. Only then were the two portraits revealed, so that the match between the reconstructions and the portraits could be examined.

In the case of the man, both model and portrait showed a broad flat face with a slightly hooked nose and a flabby mouth, with broad lips, but the man in the portrait was noticeable for his five-o'clock shadow, the beard beginning to grow around his chin and on his cheeks. This would have been quite a recognisable feature of the man in real life, and an easy thing for the painter to copy. However, it wasn't something that the makers of the model could know about. In the reconstruction, the right eye was slightly higher than the left – and this was the same on the portrait. But on the portrait, the eyes were very large, which is standard with many of the Fayum portraits, while in the model they were larger and narrower.

The portrait of the woman appeared to be even more of a standard type, with her large eyes, straight nose and small mouth. These pretty, feminine features suggested this could be an endowed woman's face, and it proved to match the reconstruction surprisingly closely. The proportions of the lower face corresponded, and so did those of the forehead, though in the portrait the eyes were closer together and larger than in the reconstruction. And in both cases, the head was set on a solid neck, suggesting a more powerful physique than you might have expected from these delicate features.

So overall, the similarities between the portraits and the models are too close to be accidental. The artists may have started from a standard picture, but attempts were made to modify this to reflect the characteristics of the subject – what gave the face its personal qualities. Obviously this isn't much of a sample upon which to judge an entire genre of portraiture, but the researchers are convinced that, on the whole, the artists aimed to represent their subjects as they appeared in real life, whether this was flattering or not.

4 1 three (although one word is often possible)
2 the letters of the answers only
Focus on reading  page 126

1 a 1) DNA  b) forensics
2 DNA can be matched to suspects or to the DNA information on other criminals held in archives. Information about the appearance of a criminal
b 1) Paragraphs C and E  2) Paragraphs F, G, and H
3) Paragraphs C and D
4) Forensic Science Service (FSS), based in Britain. DNAPrint Genomics of Florida, USA; biotechnology firm
University College London (UCL); based in Britain, University of Karlsruhe, based in Germany 'Liberty', UK-based human rights group

2 1) 2  B 3 A
3 a 1) the title: Research into the genetic basis of eye colour (a title is often given)
2) the story
3) Paragraph D
b 4) mice 5) correlation(s) 6 50 7 4
4 a) question 9  b) questions 8, 10 and 12
5) operation 11
b 6) DNAPrint Genomics 9 three/five 10 University College London 11 Germany 'Liberty'
12 Liberty

Focus on writing  page 129

1 The diagram illustrates the process of producing black and white photographs.
2 A dark room.
3 Four main pieces: a camera, a development tank, an enlarger and a chemical bath.
4 The flow chart shows that the process of producing black and white photographs begins when the negatives are developed in a dark room and involves the development of a camera, a development tank, an enlarger and a chemical bath.
5 The flow chart indicates that four main pieces of equipment are used in the process of producing black and white photographs: a camera, a development tank, an enlarger and a chemical bath.
6 The flow chart indicates that the main pieces of equipment are used in the process of producing black and white photographs:

Focus on writing  page 133

1 Notes for sample answer:
1) Images - photos/films/pictures used everywhere to communicate - hard to escape
2) Agree: Image is powerful way to communicate used to inform, e.g., in the media used to influence, e.g., in advertising used to entertain, e.g., cinema, TV
3) Disagree: NOT better means of communication than writing. Image alone = misleading = less effective
4) Used WITH other written word Hannah commentary = most powerful forum
5) Overall: Parry agree = image is powerful way to communicate, but most effective with writing/speaking

Focus on speaking  page 133

1 b) The best performance was Speaker C, because Speaker C:
- answered the question
- communicated relevant information, giving full responses
- used a range of vocabulary and structures
- used fluency markers
- kept going - no long pauses
- engaged with the questions and the interviewer

Note: All of the speakers had clear pronunciation and none made grammatical mistakes. But two still did not perform well because of the way they answered the questions.

Speaker A failed to communicate effectively, used very little language and did not focus on the questions. He needs to answer the questions asked, give longer responses using a range of language, try to keep going rather than make long pauses, engage with the questions and the examiner.

Speaker B failed to communicate effectively because his responses were obviously memorised and did not answer the questions. This speaker was very unprepared for taking part in a live conversation. He needs to change strategies, from memorising to engaging in spontaneous conversation, engage with the examiner and the questions, use the language he knows and try to keep going.

Audio script
Examiner: Now let's talk about clothes. How do you feel about shopping for clothes?
Speaker A: OK.
Examiner: How do you feel about shopping for clothes?
Speaker B: Yeah, I like it.
Examiner: ... Would you prefer to have a lot of clothes or only a few, better-quality ones?
Speaker A: ... Always wear jeans, so it's OK.
Interviewer: Why?
Speaker A: Yeah, because I always wear jeans.
Examiner: Now let's talk about clothes. How do you feel about shopping for clothes?
Speaker B: I always wear casual clothes because I like to feel relaxed, and actually I prefer sportswear, especially the clothes of famous manufacturers like Nike or Adidas. I don't like to wear formal clothes because...
Interviewer: How do you feel about shopping for clothes?
Speaker B: Um yes, I like it.
Interviewer: Would you prefer to have a lot of clothes or only a few, better-quality ones?
Speaker B: I prefer sportswear, especially the clothes of famous manufacturers like Nike or Adidas...
Examiner: Now let's talk about clothes. How do you feel about shopping for clothes?
Speaker C: To be honest, I don't like it very much. Of course, when I was in my teens I used to love shopping, and especially for clothes. But now I don't have the time... and I certainly don't like spending too much money on clothes.
Examiner: Would you prefer to have a lot of clothes or only a few, better-quality ones?
Speaker C: Well, personally I'd much rather have fewer clothes that are really good quality. That way, I would choose them more carefully - they wouldn't just be the fashion of the moment... and it would be easier to decide what to wear every day.
**Language review J** page 134

1. a 1 check 2 forehead 3 jaw 4 facial muscles 5 skull 6 features 7 biotechnology 8 DNA sample 9 DNA sequence 10 genetic difference 11 negative 12 print 13 focus 14 to edit 15 to enlarge 16 to develop 17 digital camera b 1 digital camera 2 developed 3 edit 4 enlarge 5 prints 6 Biotechnology 7 features 8 DNA sequence 9 DNA sample 10 forehead 11 skull 12 genetic differences

2. a, b A picture frame consists of three main parts: the frame itself, the glass and the backing. The glass fits inside the frame and covers the picture or photograph. The backing, which may be made of wood or cardboard, is held in place by two clips, one at the top and one at the bottom. The frame shown in diagram B is rectangular in shape. Its overall height is 30 cm, and its overall width is 20 cm. The frame itself is quite narrow, leaving a large space for the picture inside, and it is made of silver. The frame shown in diagram C is also rectangular, and it is approximately the same size, but it is made of wood instead of silver.

3. a I gave 2 were applied 3 resulted 4 was investigated 5 were recorded 6 suggested 7 provided 8 lifted 9 was reflected b) how the research was carried out 2, 4, 5, 8 b) what was found from the research: 1, 3, 6, 7, 9

**Audio script**

Examiner: Did you ever buy this product?
Candidate: No, I haven't bought it.
Examiner: Will you buy this product in the future?
Candidate: No, I don't think I'll buy it.
Examiner: Do you still see this advert?
Candidate: I don't think so.

4. b The candidate responds well, answering the questions directly, while focusing on the wider issues and extending the responses with clarifications and reasons. A good range of language is used, and the speaker uses pronunciation to help emphasise the main points. A good performance.

**Audio script**

1. Examinee: Some people think advertising can be dangerous. Would you agree or disagree with that?
Candidate: Yes, I think I'd agree. Advertising can be dangerous. I mean, it's designed to persuade us to buy things, isn't it? Even to buy things that aren't necessarily good for us ... and it's a huge, rich industry these days, so it's obviously successful.

2. Examinee: Do you think that governments should use laws to protect people from advertising?
Candidate: It's hard to say ... just passing laws won't necessarily protect people. And that kind of measure raises all kinds of other issues about individual liberties. So, I don't really think that's the answer.

3. Examinee: How will people be able to resist advertising in the future?
Candidate: Well, I really don't think that there's an easy answer, but maybe in the future people will be better educated to resist the kind of mass persuasion that is dangerous ... Everything else would only be a short-term measure, so I hope people will be able to, you know, be more aware of the influence ... and, well, the pressure that the market puts on us.

d

**Audio script**

Examiner: Well, let's consider the values of our society. What effect does advertising have on our values, do you think?
Candidate: Some people think that advertising gives people unrealistic expectations. Would you agree?
Candidate: What do you think about the way advertisers target children?
Preparing for the IELTS exam: Tips for students

**General tips**

**VOCABULARY**
- Record expressions that can be used in a variety of academic contexts.
- Record phrases (rather than individual words)
- Use a good monolingual dictionary to check collocations.
- Don't try to learn highly specialised words.

**IDEAS**
- List important issues in the world today (e.g. technology, social changes).
- Record useful expressions related to these topics.
- Practise talking and writing about these topics in English.
- Use newspapers, magazines and websites (e.g. bbc.co.uk) to find out more.

**Reading**

**TASKS**
- Skim and scan to form a general picture of a text quickly.
- Make sure you know exactly what's required for each task.
- Check all instructions carefully.
- Use the task for further clues about the content and organisation of the text.

**HOW TO IMPROVE**
- Think about the organisation and main idea of the text as well as the details.
- Remember that key vocabulary may be explained for you in the text.
- Don't use a dictionary until you've done the task and checked your answers.

**Writing**

**LENGTH**
- Use your speed to give the maximum length and have more for it.

the diagram will tell you what's shown on a graph.

**Speaking**

**FLUENCY**
- Practise talking at length.
- Talk aloud to yourself in English when you're on your own.
- Record yourself speaking on different topics as often as you can.

**pronunciation**
- Listen to spoken English (e.g. on radio/TV/films) as much as possible.
- Repeat phrases after the speaker in recordings to help you speak in word groups and use stress and intonation appropriately.
- Record and listen to yourself speaking as much as you can.

**Listening**

**TASKS**
- Do the preparation before you listen to the text.

**HOW TO IMPROVE**
- Take note when you're listening to what's being said.
- Write down the answers.
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