

••• Advanced



CAMBRIDGE

# OBJECTIVE IELTS

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*Student's Book*

Cambridge Books for Cambridge Exams •••







| TOPIC  |      | TEST SKILL<br>AC = Academic<br>GT = General Training | TASK TYPE  | LANGUAGE FOCUS<br>V = Vocabulary, G = Grammar,<br>P = Pronunciation            |
|--|------|--|--|--|
| Unit 8<br>Culinary tools 52–55<br>Food technology                              | 8.1  | Reading (AC / GT)                                    | Global multiple choice<br>Deducing meanings of words from context<br>Matching                          | V Phrasal verbs with <i>up</i>   |
|  | 8.2  | Listening  | Flow-chart completion  | G Modals in conditional sentences  |
| Writing folder 4 56–57   |      | Academic Writing Task 1                              | Describing a process   |  |
| Revision Units 5–8 58–59   |      |  |  |  |
| Unit 9<br>Old and new 60–63<br>Cities  | 9.1  | Speaking<br>Reading (AC / GT)<br>Style extra         | Part 2<br>Sentence completion<br>Linking words   |  |
|  | 9.2  | Listening  | Summary completion   | V Word building<br>G Inversion   |
| Test folder 5 64–65  |      | Listening<br>Reading                                 | Multiple choice  |  |
| Unit 10<br>In your dreams 66–69<br>Dreams                                      | 10.1 | Reading (AC)<br><br>Style extra                      | Headings<br>True / False / Not given<br>Academic and journalistic styles                               | V Collocations in academic writing   |
|  | 10.2 | Listening  | Matching<br>Multiple choice<br>Part 3  | G Modal verbs of speculation and deduction<br>P Vowel changes in related words |
|  |      | Speaking   |  |  |
| Writing folder 5 70–71   |      | Academic and General Training Writing Task 2         | Developing an argument   |  |
| Unit 11<br>The physical world 72–75<br>The earth's natural features and forces | 11.1 | Listening  | Labelling maps<br>Sentence completion<br>Part 2  | V Geographical terms   |
|  | 11.2 | Speaking<br>Reading (AC)                             | Short-answer questions<br>Locating information   | G Non-finite clauses   |
| Test folder 6 76–77  |      | Listening<br>Reading                                 | Labelling diagrams and maps  |  |
| Unit 12<br>Nature or nurture? 78–81<br>Genetic inheritance and learning        | 12.1 | Reading (AC)   | Yes / No / Not given<br>Matching<br>Part 3   | V Phrasal verbs with <i>on</i>   |
|  | 12.2 | Speaking<br>Listening                                | Short-answer questions (lists)<br>Matching<br>Short-answer questions<br>Features of spontaneous speech | G Infinitives  |
|  |      | Style extra  |  |  |
| Writing folder 6 82–83   |      | Academic Writing Task 1                              | Comparison and contrast  |  |
| Revision Units 9–12 84–85  |      |  |  |  |
| Unit 13<br>Cosmic debris 86–89<br>Space  | 13.1 | Reading (AC)<br>Style extra                          | Summary completion<br>Academic style   | V Cause and result   |
|  | 13.2 | Listening<br>Speaking                                | Sentence completion<br>Part 2  | P Word stress – adverbs<br>G The future  |
| Test folder 7 90–91  |      | Listening<br>Reading                                 | Matching   |  |
| Unit 14<br>Trends in society 92–95<br>Social change                            | 14.1 | Reading (AC)   | Classification<br>Sentence completion<br>Part 3  | V Adjective–noun collocations  |
|  | 14.2 | Speaking<br>Listening                                | Matching<br>Multiple choice<br>Signalling intentions   | G Pronouns clinic  |
|  |      | Style extra  |  |  |
| Writing folder 7 96–97   |      | Academic and General Training Writing Task 2         | Appropriate style and tone   |  |

#### 4 MAP OF OBJECTIVE IELTS ADVANCED STUDENT'S BOOK



| TOPIC  |      | TEST SKILL<br>AC = Academic<br>GT = General Training | TASK TYPE  | LANGUAGE FOCUS<br>V = Vocabulary, G = Grammar,<br>P = Pronunciation |
|--|------|--|--|---|
| <b>Unit 15</b><br>Risk and reality 98–101<br>Interpreting the world                | 15.1 | Reading (AC)   | Note completion<br>Locating information<br>Part 3  | P Intonation  |
|  | 15.2 | Speaking<br>Listening<br>Style extra                 | Classification<br>Academic use of abstract nouns   | V Abstract nouns  |
| <b>Test folder 8</b> 102–103   |      | Reading  | Locating information   |   |
| <b>Unit 16</b><br>The human mind 104–107<br>Psychology                             | 16.1 | Speaking<br>Reading (AC)                             | Part 2<br>Headings<br>Yes / No / Not given   | V Synonyms  |
|  | 16.2 | Listening  | Multiple choice  | V Adjectives<br>G Verb patterns                                     |
| <b>Writing folder 8</b> 108–109  |      | Academic and General<br>Training Tasks 1 and 2       | Errors clinic  |   |
| <b>Revision Units 13–16</b> 110–111  |      |  |  |   |
| <b>Unit 17</b><br>Migration 112–115<br>Human and animal migration                  | 17.1 | Reading (AC)   | Multiple choice<br>Matching  | V Meaning groups  |
|  | 17.2 | Speaking<br>Listening<br>Style extra                 | Part 3<br>Note completion<br>Adverbs in academic English                                   | G Relative clauses  |
| <b>Test folder 9</b> 116–117   |      | Reading<br>Listening                                 | Classification   |   |
| <b>Unit 18</b><br>The study of literature<br>118–121<br>Literature and translation | 18.1 | Speaking<br>Reading (AC)<br>Style extra              | Part 3<br>Yes / No / Not given<br>Expressing disapproval                                   |   |
|  | 18.2 | Listening  | Multiple choice  | V Idiom and metaphor<br>G Verbs followed by <i>wh-</i> clauses      |
| <b>Writing folder 9</b> 122–123  |      | Academic and General<br>Training Task 2              | Expressing disagreement  |   |
| <b>Unit 19</b><br>Earning a living 124–127<br>Work                                 | 19.1 | Speaking<br>Listening                                | Part 3<br>Sentence completion<br>Multiple choice with multiple answers<br>Table completion | V Running a business<br>P Sounding interesting                      |
|  | 19.2 | Reading (AC)<br><br>Speaking                         | Multiple choice with multiple answers<br>Classification<br>Summary completion<br>Part 2    | G Noun phrases  |
| <b>Test folder 10</b> 128–129  |      | Listening<br>Reading                                 | Summary completion   |   |
| <b>Unit 20</b><br>It's history 130–133<br>The study of history                     | 20.1 | Speaking<br>Reading (AC)                             | Part 3<br>Global multiple choice<br>Multiple choice  | V Deducing meanings of words from<br>context<br>V Word building     |
|  | 20.2 | Listening<br><br>Speaking                            | Sentence completion<br>Note completion<br>Part 2   | G Modal perfects<br>P The 'long' pronunciation of vowels            |
| <b>Writing folder 10</b> 134–135   |      | Academic Writing<br>Tasks 1 and 2                    | The Academic Writing Module  |   |
| <b>Revision Units 17–20</b> 136–137  |      |  |  |   |
| <b>Grammar folder</b> 138–143  |      |  |  |   |
| <b>Acknowledgements</b> 144  |      |  |  |   |



## Content of the IELTS Test

Each candidate takes four IELTS test modules, one in each of the four skills, Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking Modules. There is a choice between Academic and General Training in the Reading and Writing Modules.

### Listening 40 questions approximately 30 minutes

There are four sections to this part of the test and they are always in the same order. Each section is heard ONCE only. During the test, time is given for you to read the questions and write down and check your answers. Ten minutes is allowed at the end of the test for you to transfer your answers from the question paper to an answer sheet.

| Section | Format  | Task types   | Objective Test folder                         |
|---------|---|--|---|
| 1 and 2 | The first two sections are concerned with social needs. There is a conversation between two speakers, followed by a monologue.  | Questions are chosen from the following types: <ul style="list-style-type: none"> <li>multiple choice</li> <li>short-answer questions</li> </ul>   | TF 5  |
| 3 and 4 | Sections 3 and 4 are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a further monologue. | <ul style="list-style-type: none"> <li>sentence completion</li> <li>note completion</li> <li>summary completion</li> <li>labelling a diagram</li> <li>table/flow-chart completion</li> <li>classification</li> <li>matching</li> </ul> | TF 4<br>TF 4<br>TF 10<br>TF 6<br>TF 9<br>TF 7 |

### Reading 40 questions 60 minutes

There are three reading passages in the Reading Module, with a total of 2,000 to 2,750 words (Academic) or 2,000 to 2,500 words (General Training). All answers must be entered on an answer sheet during the test. No extra time is allowed to transfer answers.

| Academic   | General Training  | Task types   | Objective Test folder                        |
|--|---|--|--|
| Texts are taken from magazines, journals, books and newspapers, which have been written for a non-specialist audience. They deal with issues which are interesting and accessible to candidates entering undergraduate or postgraduate courses or seeking professional registration. | Texts are taken from notices, advertisements, official documents, booklets, newspapers, instruction manuals, leaflets, timetables, books and magazines.                             | Questions are chosen from the following types: <ul style="list-style-type: none"> <li>multiple choice</li> <li>short-answer questions</li> </ul>   | TF 5   |
| At least one text contains detailed logical argument. One text may contain non-verbal materials such as diagrams, graphs or illustrations.   | The first section, 'social survival', contains texts relevant to basic linguistic survival in English.  | <ul style="list-style-type: none"> <li>sentence completion</li> <li>note completion</li> <li>summary completion</li> <li>labelling a diagram</li> <li>table/flow-chart completion</li> </ul> | TF 4<br>TF 4<br>TF 10<br>TF 6                |
|  | The second section, 'training survival', focuses on the training context – either training itself or welfare needs. This section involves a text or texts of more complex language. | <ul style="list-style-type: none"> <li>headings</li> <li>Yes/No/Not given</li> <li>True/False/Not given</li> <li>locating information</li> <li>classification</li> <li>matching</li> </ul>   | TF 1<br>TF 2<br>TF 2<br>TF 8<br>TF 9<br>TF 7 |
|  | The third section, 'general reading', involves reading longer, more complex texts.  |  |  |



**Writing 2 tasks** 60 minutes

| Task   | Academic  | General Training   | Objective Writing folder  |
|--|---|--|---|
| <b>Task 1</b><br>Allow about 20 minutes for this | Describing graphic data / a diagram<br><br>You will be assessed on your ability to: <ul style="list-style-type: none"> <li>● organise, present and compare data</li> <li>● describe a process</li> <li>● describe an object, event or sequence of events</li> <li>● explain how something works</li> </ul> You must write at least 150 words. | Writing a letter<br><br>You will be assessed on your ability to: <ul style="list-style-type: none"> <li>● write a personal or formal letter</li> <li>● ask for and provide factual information</li> <li>● express needs, wants, likes and dislikes</li> <li>● express opinions, complaints</li> </ul> You must write at least 150 words. | <b>Academic</b><br>WF 2<br>WF 4<br>WF 6<br>WF 8<br>WF 10<br><b>General Training</b><br>WF 8   |
| <b>Task 2</b><br>Allow about 40 minutes for this | Writing an essay<br><br>You will be assessed on your ability to: <ul style="list-style-type: none"> <li>● present the solution to a problem</li> <li>● present and justify an opinion</li> <li>● compare and contrast evidence</li> <li>● evaluate and challenge ideas</li> </ul> You must write at least 250 words.                          | Writing an essay<br><br>You will be assessed on your ability to: <ul style="list-style-type: none"> <li>● provide general factual information</li> <li>● outline a problem and present a solution</li> <li>● present, evaluate and challenge ideas</li> </ul> You must write at least 250 words.   | <b>Academic and General Training</b><br>WF 1<br>WF 3<br>WF 5<br>WF 7<br>WF 8<br>WF 9<br>WF 10 |

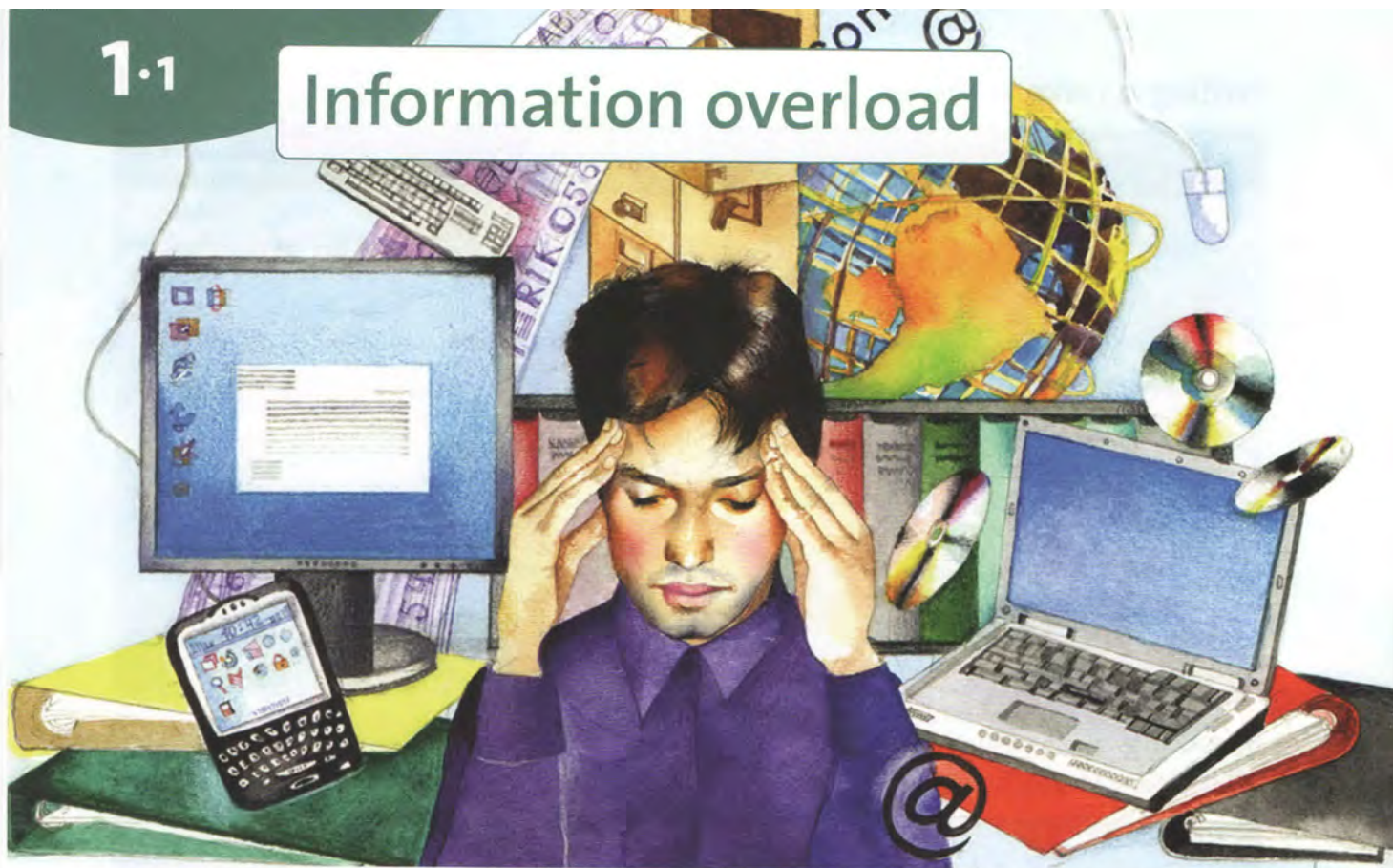
**Speaking** approximately 11–14 minutes

The Speaking Module consists of an oral interview between you and an examiner.

| Part                                 | Format  | Timing   | Objective Test folder |
|--------------------------------------|---|--|-----------------------|
| Part 1<br>Introduction and interview | The examiner introduces him/herself and asks questions about familiar topics, for example, your home, family, job and interests.  | 4–5 minutes  | TF 3                  |
| Part 2<br>Individual long turn       | The examiner gives you a card, which contains a topic and some prompts, and asks you to speak for 1–2 minutes on the topic.<br>The examiner asks one or two questions to round off the long turn. | 3–4 minutes<br>(including 1 minute preparation time) | TF 3                  |
| Part 3<br>Two-way discussion         | The examiner invites you to take part in a discussion of a more abstract nature, based on questions thematically linked to the Part 2 topic.  | 4–5 minutes  | TF 3                  |



# Information overload



- 1 Read these statements and discuss their implications for academic work and studying.

As much new information will be available in the next decade as has been discovered in the whole of human history.

It is estimated that it would take around seven hundred years for one person to read a single year's output in the field of chemistry.

In 2003, the World Wide Web contained 170 terabytes\* of information on its surface; the 'deep Web' was at that time thought to be up to 540 times larger (91,850 terabytes).

\* One terabyte of information is roughly equivalent to the amount of text printed on 40.25 million sheets of paper.

- 2 Based on this information, do you have a terror of terabytes, or do you think they're terrific? How does 'information overload' affect you personally, in your studies or your daily life?

## Vocabulary Compound nouns

- 3 The word *overload* is a compound noun, formed from a preposition and a verb. Make more compound nouns by combining a word from column A with a word from column B to fill the spaces in sentences 1–5 below.

| A    | B    |
|------|------|
| in   | come |
| out  | kill |
| over | put  |
|      | work |

- My tutor wants me to expand the introduction of my paper, but I think that would be complete .....
  - The reading ..... for the course consists of a core textbook and additional photocopied articles.
  - The ..... of this study is very confusing because the results differ from one sample to another.
  - Our ..... of new titles has increased this year, although we are producing fewer journals.
  - Lynn is suffering from ....., with two essay deadlines this week.
- 4 *Overload* is an uncountable noun – you cannot add -s to it and it takes a singular verb. Which of the compound nouns in exercise 3 are also uncountable?



- 5 Select two words from the box that are similar in meaning to each of the words (1–8) below. Most of these words will come up in the listening task, so use a dictionary to check on their meaning if necessary.

There are four extra words that you won't need. What part of speech are they and what do they mean?

|            |              |             |             |
|------------|--------------|-------------|-------------|
| biased     | confident    | critical    | efficiently |
| evaluate   | false        | inundated   | judge       |
| locate     | means        | overwhelmed |             |
| periodical | productively | resources   |             |
| retrieve   | review       | spine       | support     |
| sure       | virtually    |             |             |

- |              |                |
|--------------|----------------|
| 1 overloaded | 5 certain      |
| 2 tools      | 6 journal      |
| 3 inaccurate | 7 proficiently |
| 4 find       | 8 assess       |

## Listening

- 6 You are going to hear a conversation between a university tutor and two students about studying and research methods. To help you, the recording will be separated into four parts and you will hear some focus questions at the beginning of each one. Read the Test spot and then close your book, to concentrate on your listening.

### Test spot

In IELTS Listening Section 3, you will hear a conversation between up to four speakers, who will be talking about an aspect of academic work or studying. Work out who the speakers are at the beginning of the recording and remember to check which speaker is focused on in each question. There may be a variety of task types within the section, for example multiple choice and note taking.

- 7 Read the instructions and questions below, noting which speakers are referred to. Then listen to Parts 2–4 again and answer the questions as you listen.

### Part 2

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

- 1 What was Mark's biggest challenge when he started at university?
- A** the method of teaching history  
**B** the length of the core textbooks  
**C** the amount of information available

### Part 3

Complete Jenny's notes.

Write **NO MORE THAN TWO WORDS** for each answer.

Use the library computer's **2** .....  
 to look for relevant materials.

Apart from using books, look at periodicals and  
**3** .....

### Part 4

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

- 4 Dr Lucas advises Jenny
- A** to avoid using the Internet as an essay source.  
**B** to be critical of information taken off the Internet.  
**C** to limit how much time she spends on the Internet.
- 8 Listen to the whole conversation to check your answers. You can ask your teacher for a copy of the recording script.

## Speaking Part 1

### Test spot

In Part 1 of the Speaking Module, the examiner will ask you questions about yourself – for example, your work or studies, your home, or your family. Make sure you revise relevant vocabulary for these familiar topics and practise ways of extending your answers, to show your language range.

- 9 With a partner, ask and answer the questions below, giving as much detail as you can.
- 1 Why are you preparing for IELTS?  
 2 How much time do you spend studying each week?  
 3 What do you see as essential in your learning of English?  
 4 Do you think it's better to study full-time or part-time?
- 10 Now listen to recorded answers A–H. Each time, decide which question (1–4 above) has been asked, and write the question number 1–4 below letters A–H.
- |       |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|-------|
| A     | B     | C     | D     | E     | F     | G     | H     |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
- 11 Listen again and decide which answer to each question is better. Be ready to give reasons for your choices.



- 1 Answer this questionnaire about studying. Then compare your answers with another student and discuss your own approaches to studying.

## Reading

- 2 Texts A–D below, written by four university students, represent different approaches to essay writing. Focus on the groups of words as you read text A. Use the highlighted words in text B to train your eyes to move more quickly from left to right. Time yourself as you read texts C and D in a similar way. An efficient reader would read each text within 30 seconds.

### A ⌚ about 150 words

For years I was confused about my writing because I simply could not carry out my teachers' instructions. They were always telling me, 'You must make a plan' and kept saying that my essays needed to 'be more organised'. I found it very difficult to make an outline and then stick to it. My mind didn't seem to work that way. I always had to start writing and sometimes write quite a lot before I knew where I might be going. That meant I usually had to cut and do different drafts. Sometimes I would find that I had to start writing one section even if it was in the middle of the assignment, and then build up the whole thing slowly, in bits. In the end it worked out, and now I seem to have found my own mix of a method.

### B ⌚ about 150 words

When I write I try to get down some headings that seem to relate to the question. At least they give me an idea of what topics and divisions my writing should have. But I am not yet exactly sure if I have an argument. I start to write what I can under these headings and, as I go, I am trying to find a way of joining all these parts together. When I have got my first draft like this, I will go back and put in bits that improve the links between the different parts. I may move some material around at this stage. Sometimes I have to cut out quite a lot because now that I am much clearer about my argument, I realise that not everything I originally thought was interesting is actually relevant or important. Gradually I fit the bits together to produce a well-structured argument.

## Do you ...

YES NO

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1 need a deadline to motivate you?                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 find it easier to study sitting at a desk?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 think of yourself as a fast reader?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 use a dictionary to check spellings?                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 make visual diagrams of your ideas?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 prepare a plan before writing an essay?                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 write anything in longhand instead of using a computer? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 keep a diary about your studies?                        | <input type="checkbox"/> | <input type="checkbox"/> |

## Test spot

There is a lot to read in the IELTS Reading Module (between 2,000 and 2,750 words) and you only have one hour, so you may need to improve your reading speed. By the end of this course, you should be able to read up to 300 words per minute. Time yourself and use the approximate word count given with this symbol ⌚ to work out your reading speed, dividing the number of words by the time taken. One way of reading more efficiently is to train your eyes to process groups of words, rather than reading every word separately.

### C ⌚ about 125 words

In my opinion, you mustn't start writing until you're ready. I spend a great deal of time reading and making notes, trying to absorb it all thoroughly. I find I have to read much more than I eventually use. Then I think about what I have read. I needn't be sitting at my desk, because I can think as I'm doing other things. Finally I just sit down and write it out in longhand, and it's as though it has all come together in my inner mind. Sometimes I add an introduction once I have finished, and I will read the whole assignment through, but really, I have never found I could write down a plan and I don't usually have to do any redrafting.

### D ⌚ about 150 words

First I write down some notes. These focus on important content and I include possible headings. I like to use a whole page so that I can space out my ideas in a diagram-like fashion. At this stage, I also think about the things I ought to do before I start. Sometimes I have a column on one side to note down ideas that I might use later on. I keep this list to one side so that I can add to it as I am trying to develop my overarching idea on the main part of the page. When I have finished I have some notes which all relate to this 'central idea' so that I have an outline for the whole piece of writing. Sometimes I like to use visual diagrams for my planning. I think and plan before I even begin to think about starting to write.



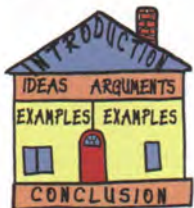
- 3 Now match these cartoons and headings to texts A–D. Briefly explain each person's approach to essay writing. Which type of writer are you?



1 The grand plan writer



2 The patchwork writer



3 The architect writer



4 The diver writer

## Grammar Modality

- 4 Underline the modal and semi-modal verbs in 1–12 and match them to uses a–h below.

EXAMPLE: 1 c

- 1 I simply could not carry out my teachers' instructions.
- 2 You must make a plan.
- 3 They kept saying that my essays needed to be more organised.
- 4 I may move some material around at this stage.
- 5 You mustn't start writing until you're ready.
- 6 I find I have to read much more than I eventually use.
- 7 ... before I knew where I might be going.
- 8 I needn't be sitting at my desk.
- 9 I can think as I'm doing other things.
- 10 I don't usually have to do any redrafting.
- 11 I also think about the things I ought to do before I start.
- 12 At least they give me an idea of what topics and divisions my writing should have.

- a possibility (2 forms)
- b ability
- c inability
- d prohibition
- e strong obligation (2 forms)
- f weak obligation (2 forms)
- g necessity
- h lack of necessity
- i lack of obligation

- 5 Complete the second sentence so that it means the same as the first, using a suitable modal or semi-modal verb.

EXAMPLE: It'd be useful to read the next two chapters as well.

You ..... should ..... read the next two chapters as well.

- 1 It isn't necessary to include footnotes in your report.  
You ..... include footnotes in your report.
- 2 I'm unable to meet the essay deadline this week.  
I ..... meet the essay deadline this week.
- 3 It is essential for all students to carry identity cards.  
Every student ..... carry an identity card.
- 4 It's possible that the missing page is in the bin.  
The missing page ..... be in the bin.
- 5 Harry wasn't able to come to the seminar.  
Harry ..... come to the seminar.
- 6 I found it was essential to read each chapter twice.  
I found I ..... read each chapter twice.
- 7 It would be a good idea for you to read this article.  
You ..... to read this article.
- 8 Students aren't allowed to email their assignments.  
Students ..... email their assignments.

### OBJECTIVE IELTS IS CORPUS-INFORMED

A corpus is a very large collection of texts held on computer, which can be sorted and searched electronically. To make sure that *Objective IELTS* focuses on useful language and deals with typical areas of learner error, the authors have consulted both the *Cambridge Academic Corpus* and the *Cambridge Learner Corpus*. The latter corpus contains over 20 million words of Cambridge ESOL examination scripts, including many IELTS answers.

- 6 The *Cambridge Academic Corpus* shows that modal verbs are common in academic writing for speculation and deduction. Look at these corpus examples and decide how certain the writer is each time.
- 1 The contamination could be due to industrial waste but it will be difficult to prove this.
  - 2 Other cell types may also be affected.
  - 3 From these results it must be concluded that there are no tangible benefits.
  - 4 This supports the view that sunlight couldn't have been a significant factor.



# Test folder 1

## Headings

(Academic Reading and General Training Reading Modules only)

You may be asked to choose suitable headings for some paragraphs or sections of the passage, which will be labelled alphabetically.

For each paragraph you must choose a different heading. There are always more headings than you need.

The headings are given Roman numerals, where i = 1, v = 5 and x = 10. The numbers one to twelve are: i, ii, iii, iv, v, vi, vii, viii, ix, x, xi, xii. Although you don't need to know this number system, you must copy the numbers correctly.

When this task is used, it is always the first one on a particular passage, and the headings are given before the passage.

- 1 This is a relatively easy introduction to the headings task. The passage, written by an American university, is about 500 words long. (See *Content of the IELTS Test* on pages 6–7 for the length of reading passages in the test.)

The reading passage has eight paragraphs A–H. Choose the correct heading for each paragraph from the list of headings below.

### List of Headings

- i Use the lecture to help you plan assignments
- ii Certain words will guide you
- iii Speaking is a slow form of communication
- iv Co-operate with other students
- v The number of key points will be limited
- vi Choose your seat carefully
- vii Make sure you know something about the topic
- viii A time to listen and a time to write
- ix We may have the wrong idea about listening
- x Process what you hear
- xi Interact with the speaker

Example: Paragraph A .....ix.....

- |                     |                     |
|---------------------|---------------------|
| 1 Paragraph B ..... | 5 Paragraph F ..... |
| 2 Paragraph C ..... | 6 Paragraph G ..... |
| 3 Paragraph D ..... | 7 Paragraph H ..... |
| 4 Paragraph E ..... |                     |

## Advice

- Skim the passage quickly to get a general idea of its meaning.
- Re-read the first labelled paragraph or section, and decide what it's about. Read all the headings, and write beside the paragraph the number of all those that might be suitable. Make sure they fit the meaning of the whole paragraph and don't simply use some of the same words.
- Do the same with the other paragraphs, in each case reading *all* the headings.
- Where you have chosen more than one heading, decide which one fits best. Remember that every paragraph or section will have a different heading and there will always be more headings than paragraphs. If you are given an example, make sure you don't use that heading for other questions.



## Are you listening effectively?

**A** Listening is a very neglected communication skill. Many students feel that because they can hear, they are listening. Allowing words to pour into your ear is not listening. Yet listening is the most used method of learning.

**B** Lead rather than follow. Leading involves two steps: read assignments you're given before you come to class. If you read before you hear the lecture you will be more alert to important ideas. And set up questions to keep yourself in the lead. These are not questions that you ask your instructor, but ones around which you plan your listening.



- 2 This is to give you practice in choosing headings for part of a harder passage such as you might find in the Academic Reading Module. At about 325 words, the passage is much shorter than a full reading passage in the Test.

The reading passage has three paragraphs A–C. Choose the correct heading for each paragraph from the list of headings below.

#### List of Headings

- i How musicians use their brains
  - ii Anticipated medical benefits
  - iii Students show interest in the technique
  - iv A measurement of what can be achieved
  - v An explanation of the results
  - vi Using video in the experiment
  - vii Variations in performance
- 1 Paragraph A .....
- 2 Paragraph B .....
- 3 Paragraph C .....

## STIMULATING THE BRAIN

**A** While most students attempt to soak up fact after fact, not many would consider improving memory capacity as an exam tactic. However, according to Tobias Egner, a researcher from Imperial College, London, who has used 'neurofeedback' to examine the way people use their brains, 'If the brain has greater ease to shift between different states of focus ... the individual is then able to adjust to any kind of challenges in everyday life more.' Dr Egner's researchers used the technique to help young musicians from the Royal College of Music. The results showed musical performance was improved by an average of up to 17%.

**B** The technique is a feedback loop. Each person has their brain waves collected from electrodes and fed into a computer, which converts the electrode readings into a format similar to a retro video game. The object is to change the length of coloured bars on the screen – with your mind alone. Dr Egner and his colleagues encourage people to score points by changing the length of the bar during a course of training sessions. But not everyone appears to react in the same way. 'Some people pick this up quite quickly and find their own strategy to score points and to enhance a particular frequency. To others it is a very long process or they might not really be able to do it very much at all.'

**C** The Royal College of Music has now integrated such methods into its courses – psychology of performance is now a component of the curriculum. But Dr Egner's main interest is not in easing the workload of students: 'Even though this sort of thing may be worthwhile, I think it's still more interesting to do it in a clinical context.' Using neurofeedback to control the unconscious functions of the brain has potential to help people suffering from brain function problems such as epilepsy, attention-deficit hyperactivity disorder (ADHD) and chronic fatigue syndrome.

**C** Look for the important ideas. Most lecturers will introduce a few new ideas and provide explanation, examples, or other support for them. Your job is to identify the main ideas. The instructor may come back to the same few ideas again and again. Be alert to them.

**D** Listen for the signals. Good speakers use signals to telegraph what they are going to say. Common signals are: to introduce an example: 'for example' 'There are three reasons why...'; to signal support material: 'For instance...' 'Similarly...' 'In contrast...' 'On the other hand...'; to signal a conclusion or summary: 'Therefore...' 'In conclusion...' 'Finally...' 'As a result...'; to signal importance: 'Now this is very important...' 'Remember that...'

**E** Listening is not just soaking up sound. To be an effective listener, you must be active. It will help if you place yourself close enough to the instructor to see and hear easily. The further away you are from him or her, the greater the chance of sound being distorted, or of interference from normal classroom noises, overhead projector fans, heating blowers, or noises from outside the room.

**F** Another key to active listening is to maintain eye contact. The eyes truly tell all. An instructor can tell whether you're 'getting it' or not, simply by looking at you,

specifically, your eyes. Furthermore, it is almost impossible to fall asleep when looking someone directly in the eyes, so your ability to concentrate will improve! And respond to the instructor. This can be anything from asking and answering questions to nodding in understanding or smiling appropriately at your instructor's attempts at humor. Ask questions for active listening.

**G** You should also use thought speed. Your mind works many times faster than the instructor can talk; some studies report findings that the rate of the brain is almost four times that of normal speech, which often explains why daydreaming during a lecture occurs so frequently. Anticipate where the instructor is going with the lecture.

**H** Take notes. In ordinary conversation we mentally interpret, classify, and summarize what is said. In classroom learning, we do this more effectively by keeping written notes. Note taking helps us to listen by providing a logical organization to what we hear. It is very difficult to listen to and remember disorganized, unrelated bits of information. Organization is the key to effective listening and remembering.



2.1

## Only a game



- 1 Identify the sports shown in the pictures and say what you know about each one, using some of these words to help you.

amateur / professional      indoor / outdoor  
individual / team      local / national / international

- 2 Which sports are televised (broadcast on TV) where you live? Is it better to see whole matches or events on TV, or just edited highlights? Why?

## Reading

- 3 Read this passage quickly, thinking about the content of each paragraph. Time yourself as you read.

⌚ about 650 words

**A** Software that can identify the significant events in live TV sports coverage should soon be able to compile programmes of highlights without any human intervention. When this technology becomes commercially available, it will save millions in editing costs.

**B** Picking out the key moments from a game – whether it be snooker, rugby, baseball, football or basketball – is extremely labour-intensive at present. As the footage streams into a TV station or outside-broadcast truck, someone has to watch the action and keep notes on what happens and when. Only after that are the clips retrieved and put together to form a highlights package, which will probably amount to less than five minutes' viewing per game when it is finally broadcast.

**C** However, as sports follow fixed rules, and take place in predictable locations, computers ought to be able to pick out the key pieces of play and string them together. Anil Kokaram and colleagues at Trinity College in Dublin, Ireland, are among the research teams trying to turn the idea into reality. They have decided to analyse table-based ball games like snooker and pool. These are the sports that a computer should find relatively easy to handle as the action is slow, the lighting is fairly consistent and cameras mostly shoot from fixed positions.

**D** The Trinity team uses the edges of the table and the positions of the pockets to work out where the balls are on the table. The software has the rules of the game programmed in,

so it can track the moving balls and work out what has happened. For example, if a ball approaches a pocket and then disappears from view, the program assumes it has been potted. By working out how to detect foul shots – when a player hits the wrong ball – the team hopes to find a way to create a compelling highlights package for the sport.

**E** Until recently, the chances of getting similar software for football were not high. Involving a far greater number of moving objects (22 players and a ball) on a playing field whose appearance can vary with the weather and lighting, football had been proving an impossible challenge to developers, but then Carlo Colombo and his colleagues at the University of Florence in Italy started to approach the task in another way. They have found that they can compile highlights from footage without tracking either the ball or the moving players. Instead, they have looked at the position of the players in set pieces. Their software detects the position of the pitch markings in a shot to work out which area is in the frame (see graphic). Then, by checking the positions the players adopt in relation to the markings, the software can decide whether a player is about to take a penalty, free kick or corner, and whether a goal is scored as a result.

**F** The Florence team has not yet worked out how to enable the computer to determine when a goal is scored in open play. However, Ahmat Ekin, a computer scientist from the University of Rochester in New York, may be close to solving that problem. He has designed software that looks for a



4 The reading passage has seven paragraphs A–G.

Choose the correct heading for each paragraph from the list of headings below.

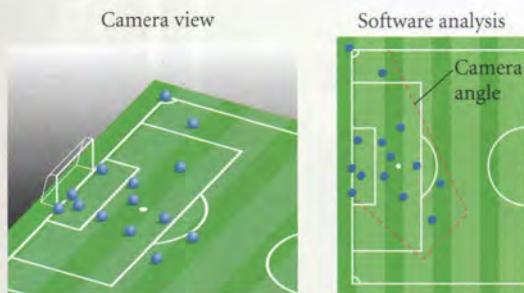
Write the correct number i–x next to questions 1–6.

#### List of Headings

- i The development costs of highlights software
- ii Commercial applications for the home
- iii Tackling a fast-moving outdoor team sport
- iv Good news for efficiency-minded broadcasters
- v The attraction of indoor sport for software developers
- vi Considering both visual and audio input
- vii Job prospects in the broadcasting industry
- viii One team's innovative processing of snooker
- ix Challenging the public's TV viewing habits
- x The current approach to sports editing

Example: Paragraph A .....iv.....

- |                     |                     |
|---------------------|---------------------|
| 1 Paragraph B ..... | 4 Paragraph E ..... |
| 2 Paragraph C ..... | 5 Paragraph F ..... |
| 3 Paragraph D ..... | 6 Paragraph G ..... |



specific sequence of camera shots to work out whether a goal has been scored. For example, player close-ups often indicate a gap in play when something important has happened, and slow-motion footage is another useful cue. Ekin also includes sound analysis so it is conceivable that the software could hunt for the commentator's extravagant shouts of 'Gooooaaal!'

G A Japanese electronics company has been trialling a simple highlights package that can cut down an hour of American football to around 14 minutes and an hour's baseball to 10 minutes. Eventually, the firm wants to develop highlights software for a new generation of video recorders, which would allow people to customise their own sports highlights packages from the comfort of their living rooms.

#### Style extra

5 Match each time adverbial in these sentences from the reading passage with a time adverbial chosen from a–h.

- |  |                              |
|--|------------------------------|
| 1 At present, picking out the key moments from a game is labour-intensive.                           | a Shortly after that         |
| 2 Until recently, the chances of getting similar software for football were not high.                | b At some time in the future |
| 3 Eventually, the firm wants to develop highlights software for a new generation of video recorders. | c During this period         |
|  | d At the moment              |
|  | e In the meantime            |
|  | f Within months              |
|  | g Up to a short time ago     |
|  | h Over the last five years   |

This form of linking helps to structure a text and indicates the time sequence. Try to use it in your writing.

#### Grammar Perfect tenses

- 6 Explain why the present perfect is used rather than the simple past in the underlined examples in paragraphs C and D of the reading passage.
- 7 Explain why a past perfect tense is necessary in paragraph E (consider the events and time reference within the sentence). Why is the continuous form used here?

G ... page 138

- 8 Complete the sentences with a verb from the box in a suitable simple or continuous perfect tense.

build do expect injure test win

- The winning athlete ..... positive for the drug Nandrolone. She will no doubt be disqualified.
- ..... those fitness exercises regularly enough, Angela?
- They ..... the new stadium for three years but it's still not ready.
- Although he ..... his knee in training the night before, Jon still came to the match to support the team.
- Real Madrid ..... all their home matches recently.
- The swimming competition was not as exciting as Jan .....



- 1 Have you ever taken part in a sports competition? Does your school or college compete in any national or international student events?

## Listening

### Test spot

In the IELTS Listening Module, everything is heard only once. The Section 1 task is always a conversation between two people. The topic is social or general and one speaker usually requires information from the other.

Look at the questions before the recording starts and predict what you will hear.

Write no more than three words or a number for each question. Don't write any numbers out as words, as this is unnecessary and takes too long. Make sure you can pronounce all the letters of the alphabet, as you may have to write down a spelled name.

- 2 You are going to hear a conversation between a Scottish student called John and a Finnish student called Pirkko about the Tampere Student Games in Finland. Before you listen, look at John's notes and decide what is needed in the spaces: numbers or words. Predict possible answers in pairs.
- 3 Listen to the conversation and fill in the missing information.

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

#### Tampere Student Games

Dates of the games 1 .....

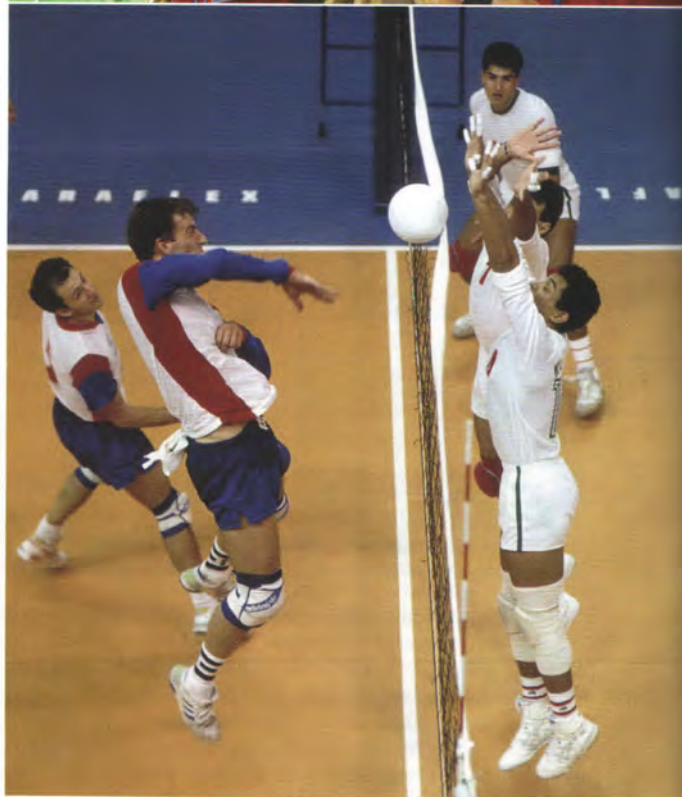
Cost of taking part 2 ..... euros per day each

Entry fee includes competition entrance, meals and 3 .....

Hotel 4 ..... has a special rate during the games

Hotel is close to 5 .....

Website address 6 .....





## Pronunciation Numbers and letters

- 4 Sometimes it is difficult to hear the endings of numbers correctly. Listen again to two examples from the recording. Then circle the numbers you hear.

EXAMPLES: It's the 80th anniversary of Finnish student sport.  
It's 18 euros a day.

- 1 15th / 50th
- 2 1914 / 1940
- 3 9.13 / 9.30
- 4 6° / 60°
- 5 19% / 90%
- 6  $\frac{1}{7}$  /  $\frac{1}{70}$

- 5 Practise spelling out these famous names. Then listen to the recording to check your pronunciation.

MICHAEL SCHUMACHER  
SERENA WILLIAMS  
TIGER WOODS  
LANCE ARMSTRONG  
PARK JI-SUNG

- 6 With a partner, think of some other famous people and take turns to spell out their names. Your partner should write down what you say. Check each other's spelling.

## Vocabulary Intensifying adverbs

In the recording, Pirkko said that the Games would be a *really special event*. The adjective (*special*) is made stronger by the adverb (*really*) that precedes it. While this use of *really* is typical of informal spoken language, many intensifying adverbs are used in academic writing. Try to learn which adverbs collocate with certain adjectives and verbs, to sound natural.

- 7 Choose the adverb that collocates with each adjective or verb in these sentences.

- 1 The number of entrants for the competition is *highly* / *surprisingly* low in comparison with last year's figures.
- 2 Support for the rugby team has been *noticeably* / *bitterly* thin on the ground.
- 3 The athletes had to run in *extremely* / *bitterly* high temperatures and were worried about the effects of dehydration.
- 4 It was a *bitterly* / *significantly* cold winter and the skaters enjoyed their longest season ever on the frozen lake.
- 5 Sports facilities in and around the city are *surprisingly* / *significantly* better as a result of a local government initiative.
- 6 The 18-year-old player is *highly* / *noticeably* rated for his ability to score goals.

- 8 In the following sentences IELTS candidates have used adverbs that do not collocate with the verb. Replace each one with an adverb from the box.

Use each adverb once only. Change the word order if necessary.

|           |          |                          |           |
|-----------|----------|--------------------------|-----------|
| carefully | closely  | considerably             | extremely |
| highly    | severely | <del>significantly</del> |           |

EXAMPLE: Medicine has improved and life expectancy has therefore ~~highly~~ *increased*. *increased significantly*

- 1 In fact, food is deeply related to a country's culture.
- 2 It is really recommended that an assistant is appointed as soon as possible.
- 3 The air conditioning failed and my illness got terribly worse because of this.
- 4 It is absolutely important to introduce new technology in order to compete effectively.
- 5 This is another fact that should be highly considered when planning similar events in the future.
- 6 People have not respected the environment enough and as a result have bitterly disturbed the ecosystem.

## Speaking Part 3

- 9 Brainstorm the questions below with a partner, writing down your ideas and any useful vocabulary. Then discuss the questions with a different partner. Try to use intensifying adverbs in your discussion. This will help you in Part 3 of the IELTS Speaking Module.

- What are the benefits of becoming a member of a sports club?
- Do you think enough sport is taught in schools nowadays?
- Why do international sports competitions sometimes encourage strong nationalism?
- Is it always important to win at sport? Why, or why not?



# Writing folder 1

## Task 2 Planning an essay

In Task 2 of both the General Training and Academic Writing Modules candidates have to write an essay of at least 250 words. You should spend about 40 minutes on this task and it is a good idea to take up to five minutes planning your essay before you start writing.

- 1 Read the two tasks, A and B. Which task would appear on the Academic Writing Module and which on the General Training Writing Module? Why?

A

Write about the following topic.

***Some people believe that professional sportsmen and women are paid too much money nowadays in relation to their usefulness to society.***

***Do you agree or disagree?***

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

Write at least 250 words.

B

Write about the following topic.

***The amount of sport shown on television every week has increased significantly and this is having an impact on live sports events.***

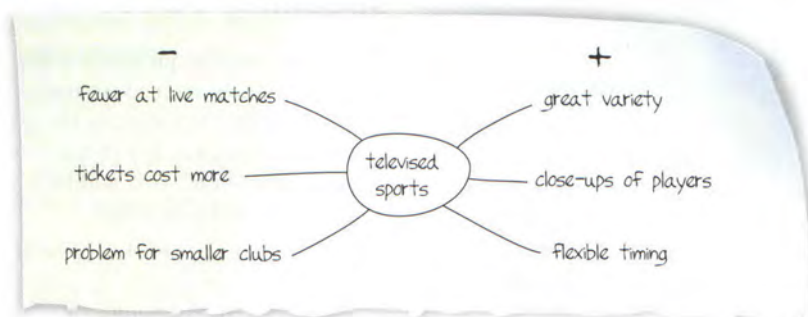
***Do you think the benefits of having more televised sport are greater than the disadvantages?***

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

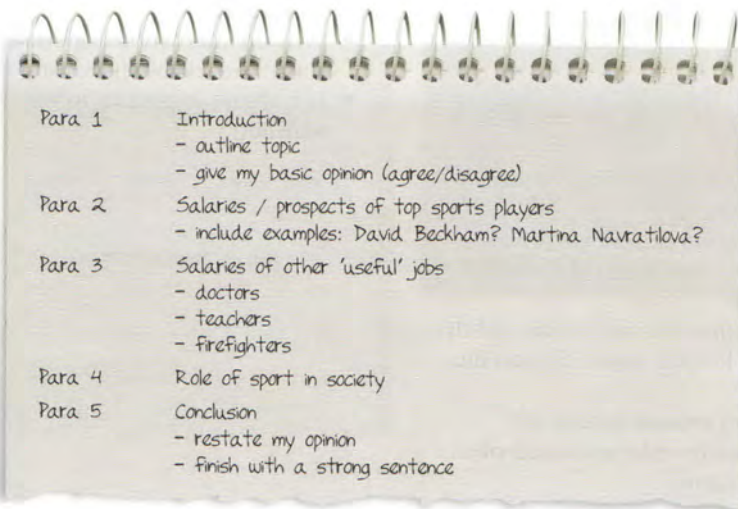
Write at least 250 words.

- 2 Here are two possible ways of designing an essay plan. Match each plan to its task in exercise 1.

Mind map:



Paragraph plan:





- 3 Read this essay and divide it into paragraphs corresponding to the paragraph plan in exercise 2. Cross out any material you consider to be irrelevant or inappropriate. For any paragraph that looks too short, decide what needs to be added, by checking against the plan.

How useful are sports players to our society? Do they earn too much money? This essay will discuss these questions. If we consider the top sports players, it is true that they are paid huge salaries. For example, the footballer David Beckham earns millions with his club and then he is paid more money to endorse the products of various sports companies. I wish I could earn a million dollars by wearing a pair of football boots! Sportsmen tend to earn a lot more money than their female equivalents. In tennis, Martina Navratilova has won more titles than the greatest male players but her earnings are probably significantly less. The most useful jobs in society are those that help people: doctors make people better when they are sick and teachers prepare a new generation for entry into society. Perhaps the most useful job of all is that of the firefighter, who saves lives and property on a regular basis. Yet firefighters are paid very little and often have to do a second job to earn enough money to live on. Other people in society apart from sports players earn a lot of money. Some businessmen are millionaires. Sport is undoubtedly one of our main forms of entertainment today. Even if people don't go to live matches, they watch sport on television, either broadcast live or the highlights afterwards. However, this doesn't justify such large salaries, in my opinion.

- 4 The essay in exercise 3 opens with two 'rhetorical' questions. Used sparingly, rhetorical questions can be an effective way of introducing the topic or raising a new point in an essay. Turn these notes for task B into rhetorical questions, starting with the word given and adding any other words necessary.

- 1 so much sport broadcast    *Why ... ?*
- 2 in the best interests of sport    *Is ... ?*
- 3 effects of this on players    *What ... ?*
- 4 tickets sold at matches    *How many ... ?*
- 5 viewers cope with sport overload    *Can ... ?*

- 5 Look back at the Style extra on time adverbials (page 15). Expressions like these are useful for task B. Why?

- 6 Write the following sentences under the three task B headings below. Then add your own ideas.

- 1 Ticket prices have risen dramatically.
- 2 Sport has become an important form of entertainment.
- 3 Smaller clubs have suffered financial losses.
- 4 Top players can ask for large salaries.
- 5 Fewer people attend live football matches nowadays.
- 6 There are more TV channels than ten years ago.
- 7 Larger football clubs benefit financially from TV revenue.
- 8 More people have developed an interest in sport.

### Reasons for growth of televised sport

### Benefits

### Disadvantages

- 7 Now write the first draft of an answer to task B. Try to include some of the information you have just worked on in exercises 4, 5 and 6. Your essay should contain five paragraphs, including an introduction and a conclusion.
- 8 Use the checklist below to make any changes necessary and then write your final answer.

### Checklist

Have you

- answered all aspects of the task?
- included an introduction and a conclusion?
- made your paragraphing clear and logical?
- checked all your material is relevant?
- used any rhetorical questions?
- checked your spelling and grammar?
- written at least 250 words?





### Questions 3–9

Look at the following companies (questions 3–9) and the list of statements below. Match each company with the statement made about it.

Choose your answers from the box and write the letters A–K next to questions 3–9.

- 1 In pairs, think of some well-known brands of cars, clothes and accessories – that is, products identified by a particular name. Some should be international and some from your own country. Then discuss these questions:

- Are you loyal to any brands: that is, do you always try to buy that particular brand?
- Do you want other people to know you buy a particular brand?
- Do you buy any products without considering the brand name?

- A created one of the earliest brands
- B was the first company to realise the value of advertising
- C has increased the number of brands it produces
- D has lost its dominance of the market
- E makes brands which compete with each other
- F makes products that are unrelated
- G sells several variations of the same basic product as one brand
- H may not manufacture its own brands
- I only sells products using its company name
- J sells through the Internet
- K uses something visual to identify its brand

Example:

0 Levi Strauss

Answer:

...D...

Although some of the other options are also true of Levi Strauss, only D reflects what the speaker *says* about the company.

## Listening

- 2 You are going to listen to a monologue similar to section 4 of the Listening Module. It is in two parts.

### Questions 1 and 2

Choose the correct letter, A, B or C.

- 1 What does the speaker say about the term *product*?
- A It should be applied only to manufactured goods.
  - B The general public often misunderstand it.
  - C The way it is used has changed.
- 2 According to the speaker, it is becoming more common for people to
- A apply for jobs as if they have something to sell.
  - B place adverts when they are looking for a job.
  - C identify similarities between themselves and various products.

### Test spot

Remember that this is a test of your listening, rather than of what you know about the topic, so answer the questions according to what you hear. The questions are in the order in which you will hear the information on the recording.

In matching tasks the words and phrases in the box are usually all mentioned, but not in that order, and you will not need to use them all. It may be helpful to underline the key words in the rubric, questions and options before you listen. TF 7

- |                    |       |             |       |
|--------------------|-------|-------------|-------|
| 3 Pears            | ..... | 7 Yamaha    | ..... |
| 4 Microsoft        | ..... | 8 Tesco     | ..... |
| 5 Procter & Gamble | ..... | 9 Coca Cola | ..... |
| 6 Ford             | ..... |             |       |



## Vocabulary Word building

- 3 Complete this table with words related to the ones given, most of which you heard in the recording. Use an English-English dictionary if necessary.

| verbs | nouns  | adjectives |
|-------|--|------------|
| ..... | product, productivity,<br>..... , ..... ,<br>..... | (un).....  |
| ..... | consumer, .....                                    | .....      |
| ..... | competition, .....                                 | (un).....  |

- 4 Complete each sentence using a word from the table in exercise 3 in the correct form.

- Many manufacturers these days are trying to appeal to the growing number of ..... who are concerned about environmental issues.
- The meeting was very ..... as the chairperson was ineffective.
- As countries grow more prosperous, the ..... of non-essential goods rises.
- Manufacturers try hard to ensure their ..... don't get ahead of them.
- Oil will soon run out if we continue to ..... it at the current rate.
- In order to remain ....., many companies move production to regions or countries with lower labour costs.
- There is an increasing demand for organically grown agricultural .....

- 6 The a and b sentences below have very similar meanings, but the b sentences are written in a more formal style.

Complete each b sentence with a noun (singular or plural) formed from one of the verbs in the box.

|           |        |          |          |
|-----------|--------|----------|----------|
| consume   | deduce | perceive | purchase |
| recognise | reduce |          |          |

- a People mostly buy things to use themselves.

b People make most of their ..... for their own .....
- a A 'brand image' is how people think of the brand; for example, one brand might be thought of as young and fashionable.


b A 'brand image' is made up of consumers' ..... and beliefs concerning the brand.
- a Companies often use a logo to help keep a brand in people's minds.

b Companies often use a logo to strengthen brand .....
- a Cutting prices can be bad for sales of luxury goods with an image of being exclusive.

b Price ..... can harm sales of luxury goods with an image of being exclusive.
- a The production manager thought hard, and worked out why some goods were faulty.

b Through a process of ....., the production manager identified the reason why some goods were faulty.

## Pronunciation Stressed vowels

- 5  Mark the stressed syllable in each of these words, then listen to the recording and check your answers. The first one has been marked.

- |                |                |
|----------------|----------------|
| 0 pro'duce (v) | 6 productivity |
| 1 producer     | 7 compete      |
| 2 product      | 8 competitor   |
| 3 produce (n)  | 9 competitive  |
| 4 production   | 10 competition |
| 5 productive   |                |

## Style extra

The language of lectures and academic writing is typically fairly formal and impersonal, with, for example:

- fairly complex sentence structures
- passive sentences
- technical expressions
- relatively formal, often long, words
- a tendency to use nouns rather than verbs (for example, *The mass production of most consumer goods results in there being few differences between them*, rather than the less formal *Most consumer goods are mass-produced, and so they aren't very different from each other.*)

- 7 In small groups, imagine that you're going to launch a new line of clothing. Discuss what image you want the clothes to have, and how you would advertise them.

## Useful language

### Image

luxury, upmarket, downmarket, sporty, casual, smart

### Advertising

TV and radio commercials, magazines, billboards, sponsorship, target market



## Reading

1 Think of pop groups who are famous in your country. Do you know how they were formed? Can you think of other ways of forming a pop group?

2 As you read this article, decide which of the four statements A–D best sums up the writer's main point.

- A The general public do not fully understand business methods.  
 B There is something wrong with present-day values.  
 C Hear'Say was a unique phenomenon.  
 D Television is essential for success in pop music.

⌚ about 550 words

# Hearts for sale

First there were simply goods that we could buy, and services we could pay someone else to provide. Then came brands, first of all for manufactured goods, and later for services, too. In the next stage even people became brands. Drawn from the world of business, and in particular of marketing, branding would have been an alien concept to Leonardo da Vinci or Beethoven, or most other self-respecting artists and musicians, and one that the vast majority would have rejected. What's happening now, however, is that the creativity displayed by an artist – or more often a musician – is turned into a brand, something to be marketed and sold, as though there were no difference between a talented and internationally renowned singer and a bar of chocolate. At least in most cases the singer or the artist has proved their worth, and branding takes place on the back of their talent and success. But now we have gone one step further: the brand comes first, and the mere human beings are chosen to fit. A classic example of the manufactured pop group is Hear'Say.

More than five thousand people auditioned to join the yet-to-be-formed group, and ten of them were

shortlisted to take part in Popstars, a talent show on British television. Here they performed in front of three judges, who chose the five people they considered best embodied their concept of the group – two young men and three young women, all able to sing, dance, and handle press conferences and interviews, and all good-looking. The perfect pop group.



Out came an official video of the TV series, dolls, posters, a line of clothing – all ways of turning music into a business, and making money from the brand. Within a few weeks of being created in a television contest, Hear'Say had gone from obscurity to having a number-one single, video, and other merchandise – and there was even an hour of prime-time television about their short lives and breathtakingly brief careers. The Hear'Say phenomenon became

unstoppably self-fuelling – the faster their fame increased, the more the audience wanted of them.

Within two years of its formation, however, the group split up, blaming public hostility – which certainly existed, alongside the mass adulation – and the pressures of music industry life.

Other groups have been branded and marketed as aggressively as Hear'Say; none as quickly. As their licensing manager admitted, they were marketing the group before they even knew who was going to be in it. Hear'Say succeeded because they brilliantly exploited marketing's Big Idea – namely, the quickest way to your customers' wallets is through their hearts.

The marketing lore is that the consumer is swamped with products and the only brands which will succeed are those that make an emotional connection. Increasingly, what we want is to buy our values – we need products to bring meaning and purpose into our lives.

The danger is that this commercialisation of our private world

breeds cynicism and emotional detachment: happiness is reduced to no more than having the latest mobile phone. Emotional exploitation ultimately generates a pessimism about human nature which assumes that everyone is a brand, with some failing and some succeeding, and that everyone is out to 'sell themselves' in life's great talent contest. It is as a reflection of our times, rather than as musicians, that Hear'Say have their greatest significance.



### 3 Answer these questions.

#### Test spot

This task type is mainly used to test your understanding of the writer's opinions or claims – whether or not you agree with them. The statements are in text order. *Not given* means that there isn't enough information to work out the writer's opinion. ... TF 2

Do the following statements agree with the views of the writer?

Write

**YES** if the statement agrees with the views of the writer

**NO** if the statement contradicts the views of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

*Example:* The introduction of brands for goods and services was an undesirable development.

*Answer:* *Not given.* (The relevant section of the text is underlined. It does not indicate the writer's opinion of the introduction of brands.)

- 1 Beethoven would probably have accepted the idea of branding.
- 2 The judges on Popstars were well qualified for their roles.
- 3 The people chosen to form Hear'Say lacked talent.
- 4 Hear'Say's licensing manager built his success on his experience of marketing other groups.
- 5 Appealing to people's emotions is an effective way of selling products.
- 6 The most successful products are those that are best at what they are designed to do.
- 7 The general public is becoming concerned about the increase in cynicism.
- 8 Commercialisation is affecting our attitude towards other people.

### Grammar Cleft sentences

Cleft sentences are often used in academic language to focus attention on the key message of a sentence. They are divided into two sections (*cleft* means *divided*), each with its own verb.

Look at these sentences from the reading passage, paying particular attention to the underlined sections. These contain the writer's key idea.

What's happening now, however, is that the creativity displayed by an artist – or more often a musician – is turned into a brand.

It is as a reflection of our times, rather than as musicians, that Hear'Say have their greatest significance.

### 4 Underline the key idea in each sentence.

- 1 What the success of Hear'Say shows is that fame can be manufactured.
- 2 It was in a talent contest that the members of Hear'Say met.
- 3 It is because our emotions affect our behaviour that advertisers appeal to them.
- 4 What surprised many people was that the group was marketed before it existed.
- 5 These cleft sentences are being used to correct mistakes. Underline the key idea, and complete each sentence with some incorrect information.

*EXAMPLE:* It was business that started advertising in the nineteenth century, not ... the government.

- 1 It was in the 19th century that advertising first became common, not ...
- 2 It was to increase their sales that businesses started using brand names, not ....
- 3 What was new in the nineteenth century was the use of brand names, not ....
- 4 What most consumers want is low prices, not ....
- 5 It is the power of marketing that Hear'Say's success demonstrates, not ...

### Speaking Part 2

#### Test spot

In the second part of the Speaking Module you are given a topic and asked to talk about it for one to two minutes. Use a variety of vocabulary and grammatical structures to show what you know. ... TF 3

- 6 Spend a minute thinking about the topic below and making brief notes, then talk to a partner for a minute. What you say doesn't have to be true. If you can't think of an effective logo, invent one.

Describe a logo that you think is effective.

You should say:

what brand or company the logo is used for  
where you have seen the logo  
what the logo looks like

and explain what makes the logo effective.

#### Useful language

eye-catching   well-designed   colourful   stylish  
memorable   intriguing



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### 1 In small groups, discuss these questions.

- How many different ways of communicating can you think of, for example, speaking face-to-face, facial expressions? What can be communicated using these methods?
- How do animals and birds communicate?

## Reading

- 2 Skim this passage. Don't worry about anything you don't understand. Either in your head or on paper, summarise the main topic or point of each paragraph in a single sentence.

⌚ about 625 words

## The Complexity of Animal Communication

**A** Communication is by no means a human monopoly, although our languages make possible by far the most detailed and subtle forms of communication that we know of. Most vertebrates (that is, mammals, fish, birds, reptiles and amphibians) can distinguish the sounds made by different individuals, so they are able to tell whether a sound is made by a parent or offspring, another member of their species, or a stranger. Virtually all owners of cats and dogs can provide evidence of their pet's skills at communicating: not just with their own species – to warn off an intruding cat or dog, say – but also with their owners: demanding food, asking to be let out, greeting them when they return home.

**B** Apes, monkeys and many other primates have evolved fairly elaborate systems of calls for communicating with other members of their species. These sounds can be placed in three main categories: food calls, warnings of the presence of predators, and calls for help. The 'vocabulary' of most species amounts to only a handful of distinct sounds. However, the vervet monkeys of the Rift Valley in Kenya appear to have developed many more calls, each with its own meaning, making theirs by far the most complex communication system of any animals other than human beings.

**C** The monkeys spend most of their time in the treetops, where they are generally safe from predators. However, every morning at first light they climb down to search for food at ground level. Here they are far more exposed, and so at greater risk from predators. In order to minimise that risk, one of the vervets acts as a guard.

**D** If the guard sees a leopard approaching, it emits a loud barking call and the monkeys run into the trees, where the leopard can't follow them. When an eagle is sighted, the warning is a double-syllable cough. Other vervets respond by looking up into the air, then seeking shelter among the dense branches of trees or bushes, where the eagle won't follow them for fear of damaging its wings. The warning that a snake is approaching is a noise which the researchers who first studied vervet communication called a 'chutter' sound (apparently from the noise made by a motorcycle engine that is getting a lot of fuel). The monkeys stand up on two legs and look in the grass, then run to safety.

**E** Each sound is only used in its own precise situation. In effect, it means 'There's a leopard – or eagle, or snake – coming.' Experiments using recordings of the alarm calls when no predators are present show the same responses. The monkeys understand and respond to the call itself.

**F** Young vervets imitate the calls, and, like young children, at first overgeneralise their meaning. A toddler brought up in an English-speaking environment will come to the conclusion that the past tense of all verbs ends in -ed, and will use *goed* and *runned* as the past of *go* and *run*, before discovering that not all verbs follow that 'rule'. Similarly, infant vervets also use the leopard warning call when they see various other mammals, the eagle alarm for other birds, and the snake cry for anything similar to a snake. As they mature and gain experience, they begin to use the calls correctly.

**G** Eagles are not only a danger to vervet monkeys: they also prey on small birds, such as the superb starling. This species has its own alarm call for eagles, which vervets recognise. When a starling squeaks the warning 'danger in the air', nearby monkeys repeat it – translating it into their own term – and all the birds and monkeys rush for safety.





### Test spot

In both Academic Reading and General Training Reading, you may be asked which paragraph of a passage contains various pieces of information. You may find it helpful to underline the key words in the question (as in the example below). You should look for something that fits the whole piece of information, so in the example it is not just something about *protection*, but about *how* it is *organised*. ... TF 8

3 The passage has seven paragraphs labelled A–G. Which paragraph contains the following information?

Write the correct letter A–G.

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

Example: 0 how a species organises protection for itself

Answer: .....C.....

(The relevant section of text is underlined.)

- 1 evidence that animals react to warnings even when they are not in danger
- 2 why animals place themselves in a dangerous position
- 3 examples of communication between animals and human beings
- 4 an account of different reactions to different sounds
- 5 an instance of one non-human species understanding sounds made by another
- 6 a classification of all animal sounds according to their function
- 7 an explanation of the reason for using a particular term
- 8 a comparison between the numbers of sounds used by different species
- 9 a classification of sounds according to who produces them
- 10 evidence of a learning process in animals

## Vocabulary Language terms

4 Here are nine words and phrases to do with communication. Complete each definition with the right ending from the box opposite. Use the examples to help you.

EXAMPLE: 1 e

- 1 accent – the way ...
- 2 acronym (e.g. *UNESCO*) – a word ...
- 3 nonverbal communication – communication ...
- 4 collocation (e.g. *on speaking terms*) – a phrase ...
- 5 false friend (e.g. English *gift* [= a present] in relation to German *Gift* [= poison]) – a word ...
- 6 idiom (e.g. *to talk the hind legs off a donkey*) – a phrase, ...
- 7 jargon (e.g. *Wi-Fi*, in information technology) – technical vocabulary ...
- 8 proverb (e.g. *Least said, soonest mended*) – a short saying ...
- 9 slang (e.g. *kisser* [= mouth]) – informal words ...

- a used primarily to show membership of a particular group
- b mainly used in a specific field
- c made up of the initial letters of a phrase
- d consisting of words that are frequently used together
- e in which people in a particular area, country or social group pronounce words
- f the meaning of which can't be worked out from the individual words
- g expressing a general belief
- h resembling a word in another language, but with a different meaning
- i using gestures and movement

5 Label the words and phrases in *italics* below with one of the words and phrases (1–9) from exercise 4.

- 1 My newspaper's gone up to a *quid*.
- 2 Despite its name, *NASA* not only carries out research into space, but also into the earth.
- 3 Would you like to listen to my *brand new* CD?
- 4 I'm going to have to buy a new computer – my old one's *on its last legs*.
- 5 Not all *semantic phenomena* can be handled by *binary features*.

## Speaking Part 3

6 In small groups, discuss these questions.

- What makes some people sound boring when they are speaking?
- Can you give some examples of effective speakers, perhaps a salesperson, or one of your friends?
- How do effective speakers keep the attention of their listeners?
- How important is non-verbal communication, such as facial expressions and gestures, when speaking?



- 1 Think about how your language is spoken in different regions. Are some accents regarded as more attractive than others? Are judgements made about people's education or intelligence on the basis of how they speak?

## Listening

- 2 Our attitudes towards different accents and other varieties of our language are affected by our attitudes towards the groups of people who speak them.

You are going to hear part of a lecture about this relationship between language and social values. This is typical of Section 4 of the Listening Module. Make sure that your answers reflect what the speaker says. The lecture is in two parts. Read the summary carefully and then listen to the first part of the recording and answer questions 1–4.

### Test spot

In the Listening Module, you may be asked to choose words from a box (as below), or to write words that you hear. Words in a box are usually different from those you hear. First read through the box of words and the summary. Try to work out what information is missing. When you have listened and completed the summary, check that your answers fit both the meaning and the grammar. Make sure that your answers reflect the meaning of what you hear. ... TF 10

### Questions 1–4

Complete the summary below, using words from the box. There is one example.

|            |                      |            |            |
|------------|----------------------|------------|------------|
| accuracy   | <del>behaviour</del> | conformity | convention |
| evaluation | identity             | membership | norm       |
| quality    | status               |            |            |

### How different varieties of a language acquire different social values

Social groups develop their own patterns of 0 *behaviour*, and a high degree of 1 ..... is usual. One area in which a distinctive pattern evolves is language, and the language variety's 2 ..... differs from group to group. National varieties are generally taken as a 3 ..... Attitudes towards a language variety usually reflect a particular 4 ..... of the people who speak it.

### Questions 5–7

What point does the speaker want to illustrate with each example?

Choose your answers from the box, and write **A, B, C** or **D** next to each question.

- A** Accents can help to identify someone's personal characteristics.  
**B** People's attitude towards their accent may reflect their attitude towards their place of origin.  
**C** Persuasiveness may depend on the speaker's accent.  
**D** Judgements of attractiveness may actually be disguised social judgements.

- 5 research using rural and urban accents  
 6 the Yorkshire dialect  
 7 research concerning capital punishment
- 3 What are the advantages and disadvantages for a foreign learner of sounding like a native English speaker?

## Grammar Adverbial clauses

- 4 Read these sentences, which are based on the reading passage on page 26.
- 1 *Where* *vervet monkeys live*, they are at risk from leopards, eagles and other predators.
  - 2 There is always a monkey on guard *because they are more vulnerable on the ground than in the trees*.
  - 3 *When a snake comes close*, the guard gives a call which means 'snake'.
  - 4 *If the guard sees an eagle approaching*, it gives a call that means 'danger from the air'.
  - 5 The guard gives a warning *so (that) the other monkeys can escape*.
  - 6 *Although* *vervet monkeys and superb starlings are different species*, the monkeys can understand the starlings' warnings.

The sentences illustrate some of the main functions of adverbial clauses.

What is the function of each adverbial clause (printed in *italics*) in sentences 1–6 above? Choose your answers from the box.

- time  
 place  
 reason  
 purpose  
 condition (used when one circumstance depends on another)  
 concession (used to contrast two different ideas)



- 5 Now choose a word or phrase from the box to complete these sentences so that they match the ideas in the passage. Decide on the function of each adverbial clause (in *italics*).

|           |        |       |
|-----------|--------|-------|
| although  | once   | since |
| so (that) | unless | while |

- 1 Researchers visited the Rift Valley .....  
*they could study vervet monkeys.*
  - 2 ..... *there were no predators present in the researchers' experiments,* the vervets reacted as though they were in danger.
  - 3 ..... *children overgeneralise language rules that they learn,* they often make errors.
  - 4 Vervets don't make a barking call .....  
*they see a leopard nearby.*
  - 5 Young vervets don't always use warning calls correctly ..... *they are growing up.*
  - 6 ..... *vervets have grown up,* they fully understand the different warning calls.
- 6 Rewrite these pairs of sentences as one sentence, turning one of them into an adverbial clause.

EXAMPLE: Experiments in teaching chimpanzees to communicate using their voices failed. Their vocal organs are incapable of speech. (as)

*Experiments in teaching chimpanzees to communicate using their voices failed, as their vocal organs are incapable of speech.*

- 1 Attempts were made to communicate with chimps in sign language. Dramatic progress was claimed. (when)
- 2 It was postulated that chimps would not be able to combine signs appropriately except in one case. This was that they understood at least some of the rules of human language. (unless)
- 3 A female chimpanzee, Washoe, was taught sign language. The reason for this was to enable her to communicate by using her hands. (so that)
- 4 At first her progress was slow. She learned 132 signs in just over four years and could combine them in short sentences. (although)
- 5 Two more chimps, Moja and Pili, were taught to sign and made faster progress than Washoe. Their training started when they were younger than she was. (because)
- 6 Chimps have proved themselves able to communicate by using signs. There is disagreement as to how far they understand the nature and grammatical rules of language. (although)

- 7 Complete these sentences with an adverbial clause.

- 1 It is probably easiest to learn a foreign language while ...
- 2 Being able to communicate with animals is less important than communicating with other people, because ...
- 3 Considerable research has been carried out into animal communication, although ...
- 4 Several chimpanzees were taken to live at the Chimpanzee and Human Communication Institute so that ...
- 5 Research into animal communication is unlikely to be useful unless ...

## Pronunciation Vowels

Most English–English dictionaries can help you to improve your pronunciation by showing how words should be said.

This is how the Cambridge Advanced Learner's Dictionary shows the pronunciation of the word *dictionary*: /'dɪk.ʃən.ər.i/ <sup>(US)</sup> /-er.i/. The symbols and the sounds that they represent are given on the last page of the dictionary. The stressed syllable, /'dɪk/, is shown by the ' in front of it, and the superscript ə means that the sound can be pronounced or not pronounced. This entry also shows that the British and American pronunciations are slightly different.

- 8 The table below shows the symbols of some English vowel sounds. Write the words below in the correct part of the table, to show the pronunciation of the underlined letters. If you aren't familiar with the symbols, use an English–English dictionary that shows pronunciation.

|      |      |      |      |      |
|------|------|------|------|------|
| /ɪ/  | /e/  | /ʌ/  | /ʊ/  | /i:/ |
|      |      |      |      |      |
| /ɑ:/ | /ɛə/ | /ɒə/ | /əʊ/ | /aʊ/ |
|      |      |      |      |      |

|              |                 |             |                |            |
|--------------|-----------------|-------------|----------------|------------|
| after        | <u>although</u> | <u>air</u>  | come           | <u>ear</u> |
| <u>found</u> | heart           | <u>here</u> | <u>instead</u> | <u>key</u> |
| language     | <u>laugh</u>    | <u>no</u>   | not            | <u>now</u> |
| quality      | <u>receive</u>  | <u>run</u>  | <u>see</u>     | <u>set</u> |
| sit          | there           | wanted      |                |            |

You might find it useful to make a list of words and sounds that you have difficulty pronouncing, and practise them often.



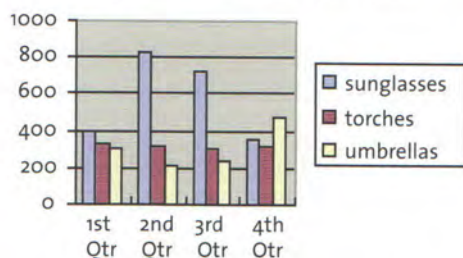
# Writing folder 2

## Task 1 Commenting on graphs

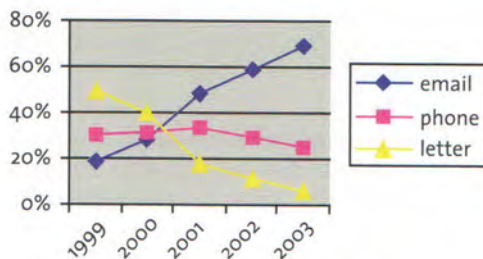
In Task 1 of the Academic Writing Module you may be given one or more graphs or charts and asked to explain the information shown in around 150 words. You should only spend about 20 minutes on this task, as Task 1 carries fewer marks than Task 2.

1 Identify graph/chart types A–C and complete their descriptions, 1–3 below, using words and phrases from the box.

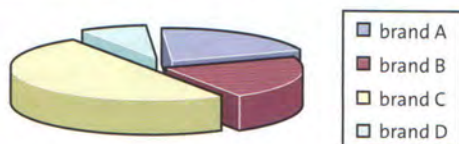
A Sales of three product lines for last year ('000s)



B Main forms of communication used by the Marketing Department



C Market share of four brands of tomato paste



accounting for high lowest single accounts for horizontal axis peaked unit constant lines period vertical axis low relative volumes

1 The line graph (graph ..... ) shows changes in the use of different forms of communication – email, telephone and letter – over a five-year  
1 ..... , from 1999 to 2003. The  
2 ..... of the graph gives percentage use of the three forms of communication. While the choice of telephone as the preferred means of communication remained fairly 3 ..... , communication by letter fell significantly, to a 4 ..... of around 10% in 2003. Conversely, use of email increased dramatically, 5 ..... around 70% of all communication in the department in 2003. (94 words)

2 The pie chart (graph ..... ) illustrates the  
6 ..... market share of four brands of tomato paste. Brand C 7 ..... approximately half of all sales, whereas brand D has the 8 ..... market share. Brands A and B have a similar share of the market, in the region of 20% each. (54 words)

3 The bar chart (graph ..... ) gives  
9 ..... sales of three product  
10 ..... over a 11 ..... year. The 12 ..... plots quarter-year periods. During the first quarter, sales  
13 ..... of the three products were fairly similar. However, in the second and third quarters, sales of sunglasses were considerably higher than the other two products, reaching an all-time 14 ..... in the second quarter. Sales of umbrellas 15 ..... in the fourth quarter. Sales of torches were steady throughout the year. (84 words)

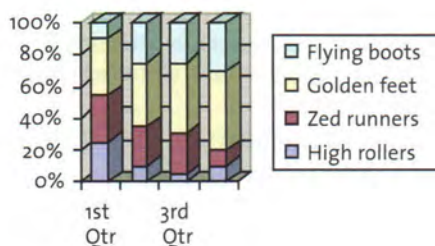


- 2 What is the function of the adverb *Conversely* in description 1? Choose from a–c below.
  - a summarising the content
  - b introducing contrasting information
  - c suggesting a reason or result
- 3 Classify the adverbs in *italics* below according to a–c above.
  - 1 Turnover has risen dramatically in the last year and our costs have been driven down.  
*Consequently*, our profits have increased.
  - 2 Company performance worldwide has *generally* been satisfactory, apart from a disappointing start to our Spanish joint venture.
- 4 Underline the examples of intensifying adverbs in descriptions 1 and 3. For each one, decide whether the following adverbs could be substituted, basing your decision on both meaning and appropriate register.  
amazingly noticeably surprisingly
- 5 Which adverb in description 2 has a similar meaning to *roughly*?
- 6 Choose the better conclusion for description 1. How could the other one be improved?
  - a It can be seen from the information contained in the graph that from 1999 to 2003 email was used in a certain way, letters were used in another way and the telephone was also used in the department.
  - b This data reflects the growth of email in business use and consequent decline of letter-writing during the period in question, with the telephone continuing as a fairly important form of communication.
- 7 The graph below shows the percentage sales of trainers made by a sportswear company in one year. The 'Flying Boots' trainers were launched at the beginning of that year. Write a description for the graph, commenting on the sales performance of each style of trainer. Use vocabulary from the box in 1 and intensifying adverbs. Try to write at least 100 words.

## Advice

When describing graphs and other visual data ...

- look at the visual information carefully
- summarise for yourself what the material is illustrating
- think about any trends or unusual features shown
- decide on the most important observations to include
- write an opening sentence that explains the content clearly; do NOT lift (copy) language from the question
- include only the salient (most important) points rather than describing all the information repetitively
- use adverbs to make a point more forcefully
- link your writing by means of adverbs or adverbial phrases.





# Units 1–4 Revision

## Topic review

1 Discuss these sentences with a partner and say which are true for you, giving more information about each one.

- 1 Although I can understand the language of academic texts, I have to concentrate hard while I'm reading them.
- 2 In my opinion, it's always best to buy the cheapest products, whatever brand they are.
- 3 I ought to spend more time studying at the weekends than I currently do.
- 4 Over the last couple of years, I've been playing more and more sport.
- 5 I don't think anyone should negotiate a business deal in a foreign language unless they can communicate effectively.
- 6 I believe that many people have become too dependent on luxury consumer goods.
- 7 Achieving a suitable IELTS score is essential because of my plans for the future.
- 8 My mobile phone is a vital form of communication and I can't imagine life without it.

## Grammar

2 Read this newspaper article about the launch of a new hand-held electronic product. Complete each space with one word only.

### Hand to hand

Certain shops opened their doors at one minute past midnight this morning to satisfy demand for 0 ..... *the* ..... latest consumer craze, Sony's PlayStation Portable. 1 ..... is expected that we will purchase at least a million of these hand-held PSPs in Britain within four months of the launch, and maybe more. 2 ..... this sales forecast illustrates is that we 3 ..... become a nation of incurable consumers, perpetually eager for the next new gadget.

The PSP is just another stage in a cultural revolution that 4 ..... seen entertainment move from outside (cinemas and concert halls) into the home (TV sets and music systems), and is now attaching 5 ..... to people on the move. A typical PSP buyer 6 ..... well already own an iPod, a mobile phone and a digital watch, so will now need 7 ..... carry a fourth electronic device around – for the time being, anyway.

In the longer term, consumers 8 ..... prefer to buy a single multifunctional device, 9 ..... this is far from certain. After all, even 10 ..... there is a clock built into virtually every mobile phone, most people still wear watches. Sometimes, it would appear, old technologies are simply too difficult to dislodge.



3 In each set of sentences, one or two are incorrect. Tick the correct sentences and put a cross by any incorrect ones and rewrite them.

- 1 a Essays must to have adequate paragraphing for clarity.  
b Essays should to be properly planned before being written.  
c Essays ought to be thoroughly checked for errors in punctuation.
- 2 a The athletics team had been training at a higher altitude for the past five days and are now ready to compete.  
b Following their five days of high-altitude training, the athletics team now appear ready to compete.  
c Every athlete has recently attended a five-day training session at high altitude in order to be ready to compete.
- 3 a Training documents are much easier to process when they contain little or no jargon.  
b While it is true that specialist documents contain some technical terms, every effort should be made to avoid using unnecessary jargon.  
c Jargon shouldn't be used in training documents unless it isn't absolutely essential.



## Vocabulary

- 4 Insert an appropriate intensifying adverb from the box into each sentence below. Use each adverb once only.

bitterly ~~closely~~ considerably excessively  
increasingly surprisingly widely

EXAMPLE: Brad has been closely involved in the introduction of the new company logo.

- Reviews of the new generation DVD player have been poor.
  - A bigger budget has been set aside for this year's marketing campaign in Asia.
  - The sales director was disappointed by her team's failure to increase market share.
  - It is looking likely that the product will have to be withdrawn from sale.
  - The instructions for the product are complicated and this has contributed to a number of returns.
  - It is believed that the ex-chairman was given a seven-figure payoff.
- 5 Use a word related to one in the box to complete each sentence. Sometimes you need to use a negative prefix.

classify consumer efficient ~~face~~ imitate  
predict respond

EXAMPLE: Sometimes the most effective communication takes place without words, such as through changes in facial expression.

- Domestic animals can be very ..... to voices they recognise as familiar.
- The ..... of parental distress calls by juvenile birds is a vital step in their development.
- Fieldwork in particular can yield extremely ..... results, which may necessitate the complete redesign of a research project.
- One ..... system uses a ten-point scale to describe the relative hardness of rocks.
- The ..... of organically produced vegetables in Britain has increased substantially over the last five years.
- Our ..... in terms of resources management is unacceptable.

- 6 Choose the correct compound noun, a, b or c. Use a dictionary to check any words that are unfamiliar.

- Whatever the ..... of the enquiry, there will be some far-reaching changes in policy.  
a outflow b outset c outcome
- To go into so much detail on what is a peripheral point seems complete ..... to me!  
a overkill b overwork c overload
- A player's ..... of energy drinks during a match can improve performance considerably.  
a input b intake c income

- 7 Classify each sentence according to the term from the box that each one exemplifies. Underline the relevant word or phrase, or tick the whole sentence.

acronym collocation idiom  
proverb slang

EXAMPLE: The enemy of my enemy is my friend. ✓  
proverb

- Instead of wasting money as you do, why not put it in a bank?
- FIFA has just released details about next year's championship.
- You seem to have bitten the bullet regarding your workload.
- Every cloud has a silver lining.
- What you said has given me food for thought.
- Have you got any change for a quid?
- This movie director is highly rated, you know.

## Style extra

- 8 Choose the correct time adverbial in these sentences from the Cambridge Academic Corpus.

- By any stretch of the imagination, Dean Acheson was a significant figure worldwide, yet *within days / up until recently*, he did not receive the attention he deserved.
- Over the two-year period / At some point in the future* we observed students in the lab on almost 100 separate occasions.
- In 1973 the rise in retail prices was under 10%; but in 1974 it was 20% and still accelerating. *At the moment / In the meantime*, the rise in wage rates was also gathering pace and had already reached 28% by the end of 1974.
- It is first explicitly described as a shire in 1065. Its western boundaries at, before and *shortly after that date / eventually* are uncertain.
- Once upon a time / From time to time*, the core in the centre of the cut is struck with a hammer and broken off and removed.



# Is plastic fantastic?



- 1 How would our daily lives be without plastic?  
List six objects made of plastic that you use regularly. Then decide with a partner whether each object could be made from another material, such as metal, glass or paper.
- 2 Why are so many products made of plastic?  
Discuss this question in groups of four, considering the factors below.  
Cost  
Weight  
Safety  
Versatility
- 3 Each choose one of the factors from exercise 2 and make some notes, which you will use in a brief presentation later in this lesson. Include examples of plastic products to illustrate your ideas.

## Vocabulary Collocations

- 4 Check you understand the words in the box.  
Then select words that collocate with verbs 1–8 below.  
(Two words aren't used.) List all possible collocations.  
You will hear some in the next listening task.

|              |             |            |
|--------------|-------------|------------|
| accidentally | consumption | corrosion  |
| efficiently  | energy      | fresh      |
| healthier    | needs       | quietly    |
|              |             | functional |
|              |             | resources  |

EXAMPLE: keep (+ adjective) *keep fresh*

- 1 conserve (+ noun)
- 2 make (+ adjective)
- 3 resist (+ noun)
- 4 satisfy (+ noun)
- 5 operate (+ adverb)
- 6 waste (+ noun)
- 7 run (+ adverb)
- 8 cut (+ noun)



## Listening

### Test spot

In IELTS Listening Section 2, you will hear a monologue on a general topic. There are likely to be two different question types within the section, for example sentence and table completion. For these particular tasks short answers are required and you must read the instructions carefully to find out how many words to use (a maximum of one, two or three). You may have to write a number for some questions. ... TF 4

- 5 You are going to hear two separate recordings about the uses of plastics. Before you listen to each recording, identify what kind of information is missing, and predict possible answers with a partner. Then listen carefully and fill in the spaces.

### Questions 1–5

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- According to the speaker, the three factors contributing to the success of plastics today are safety, ..... and .....
- ..... and other food products are wrapped in plastic to protect them from contamination.
- The use of plastics in major appliances ensures that they will ..... corrosion.
- Experts have calculated that a kilo of plastic packaging can lead to a reduction of ..... in wasted food.
- Plastic parts have made air conditioners as much as ..... more efficient since the 1970s.

Check your answers with a partner. Were any of your predictions correct?

### Questions 6–10

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

| A history of the plastic bag |   |
|------------------------------|---|
| 1957:                        | Introduction of 6 .....   |
| 1966:                        | Around one third of packaging in 7 ..... consists of plastic bags |
| 1969:                        | 'New York City Experiment': 8 ..... collected in plastic bags     |
| 9 .....                      | Plastic grocery bags first manufactured commercially              |
| 2002:                        | New Irish tax of 10 ..... per carrier bag                         |

## Pronunciation Lists

- 6 When giving a list of three or more things or qualities, you may want to put more stress on the final one, as in this example from the first recording. Listen to it again. How does the speaker emphasise the last word?

*In each case, plastics help to make your life easier, healthier and, of course, safer.*

- 7 Now say the following lists, including the phrase in brackets before the final item in the list. Then listen to check your pronunciation.

- For the walk, you'll need to bring sandwiches, chocolate and plenty of water. (most importantly)
- The product comes in four colours: red, green, blue and purple. (unusually)
- During the experiment, you should monitor your temperature, pulse and heart rate. (last but not least)
- In August, the weather will be a bit windy, dry and sunny. (without a doubt)
- Plastics are used in computers, televisions and mobile phones. (naturally)

## Speaking Part 2

### Test spot

In Part 2 of the Speaking Module, you will have to talk on a topic for up to two minutes. During the minute you are given to prepare for this, decide how you will introduce and link your ideas. Remember to include some examples to support what you say.

- Look again at the notes you made in exercise 3. Can you add any more ideas or product examples from the recordings?
- Present your ideas to the class, focusing on the factor you chose (cost, weight, etc.). Use some of the sentence openers below to structure your ideas. Try to keep talking for at least one minute.

### Useful language

#### Introducing

I'm going to talk about ...  
The aspect/factor/issue I've looked at is ...  
What I'm going to cover is ...

#### Explaining

The main reason why ...  
Most importantly, ...  
Last but not least, ...

#### Exemplifying

Consider ..., for example.  
Take ... as one example of ...  
In the case of ...



- 1 Read the diary entries below and say which everyday problem is being illustrated. Does this happen to you? Why, or why not?

**MONDAY** Buy pair of shoes, get one thick, shiny bag. Add to 'reusable' collection at bottom of wardrobe. (running total this week = 1; grand total = 78)

**TUESDAY** Do weekly food shop, gain seven supermarket carriers. Put in cupboard under sink. (running total = 8)

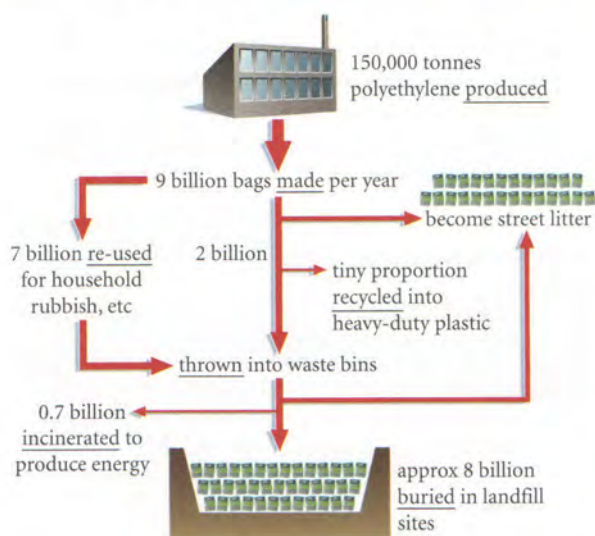
**WEDNESDAY** Re-use one carrier taking DVDs round to a friend, but gain two buying vegetables on the way home. (running total = 9)

**THURSDAY** Buy sandwich and chocolate at service station on motorway journey, gain one bag. Bin it straight after lunch. (running total = 9)

**FRIDAY** Boss lends me some books, bag they came in goes under sink with the others. (running total = 10)

**SATURDAY** Re-use two carriers as rubbish bags. Go clothes shopping and bring home four more, stash in wardrobe. (running total this week = 12; grand total = 90)

- 2 With a partner, take turns to describe the process shown in this diagram, using the underlined words as part of the present simple passive.



For a growing number of people, the humble plastic bag has become an unnecessary evil that must be stopped. Discarded carrier bags litter our towns and countryside, they kill wildlife and hang around in the environment for decades. Landfill operators dislike them for their annoying habit of being blown away from their intended burial site. The only people who have a good word to say about them are those in the plastic-bag industry. Big surprise, you might say, but in fact, the industry's arguments do make some sense. Objectively, plastic bags are nowhere near the world's worst environmental problem. The reason they are being picked on, the industry claims, is because they are an easy and emotive target.

Like it or not, the plastic bag has become a part of our lives, and today most people around the world don't use anything else to carry their shopping in. Depending on who is asked, the UK gets through somewhere between 9 billion and 17 billion plastic bags a year. Globally, we carry home between 500 billion and a trillion annually, which is 150 bags a year for every single person on Earth, or, to put it another way, a million a minute and rising. Shocking as these statistics are, they don't explain why plastic bags have become so hated.

Given that there are far more voracious uses of fossil fuels than the production of high-density polyethylene used to make the bags, the argument is possibly more about aesthetics than wasting resources. After they have been carried home, bags may be re-used once, but most end up at landfill sites. A proportion will try to escape somewhere along the way, blustering around the streets or flapping annoyingly in trees. This irritating habit has earned them a variety of nicknames round the world, such as 'white pollution' in China, and the 'national flower' in South Africa.

Plastic bags can also have a devastating effect on sea creatures. There have been a number of cases recently where they have been ingested by turtles and whales, leading to internal obstruction and death. The Planet Ark Environmental Foundation in Sydney, Australia, estimates that tens of thousands of whales, seals, turtles and birds are killed every year from plastic bag litter, far out at sea. Yet at the seaside, plastic bags make up only a tiny

## Reading

- 3 Read the above article about the plastic bag. How serious a problem does the writer consider this form of pollution to be?

⌚ about 600 words



proportion of actual litter, with plastic bottles featuring higher in the list.

According to the Carrier Bag Consortium, a group of UK suppliers which was set up in 2002 to fight the anti-bag campaign, measures like the Irish bag tax have done nothing to reduce the consumption or solve the problem of disposal of plastic bags. The Consortium likes to point out that plastic bags have among the highest re-use rates of any disposable product and, what is more, they are more energy-efficient to manufacture and transport than bulkier, heavier alternatives like paper or cardboard. Unsurprisingly, the industry takes issue with being blamed for general environmental irresponsibility. So if plastic bags aren't as bad as they are made out to be, are governments and green campaigners jumping on the wrong bandwagon? Well, yes and no. While the plastic carrier may have been made a scapegoat, it is also true that if you want people to think about sustainability, an everyday object that most of them already feel guilty about is a good place to start. Governments have realised that by focusing on something so symbolic, they can get messages across to people about their behaviour and how the environment is and will continue to be affected by it, unless we all undertake some lifestyle changes.

- 4 Answer questions 1–8. To locate the information, underline key words and match them to a word or phrase in the passage that is similar in meaning. The words for 1 have been underlined for you.

### Test spot

If you are asked to complete notes or sentences with words from the reading passage, you must use these words, rather than other words that mean the same. Make sure you copy the words correctly, as you will lose marks for incorrect spelling.

Complete the sentences below with words taken from the reading passage.

Use **NO MORE THAN TWO WORDS** for each answer.

- The writer states that plastic bags can be deadly to .....
- Plastic bags are unpopular with those dealing with waste management because they have a tendency to be .....
- The writer suggests that apart from environmental concerns, another reason for disliking plastic bags may be based on .....
- Plastic bags have caused fatal ..... in some sea creatures.
- According to the writer, ..... are a more serious litter problem on beaches.
- The Carrier Bag Consortium claims that the Irish bag tax has not achieved a cut in the ..... of bags.
- Nor has the Irish bag tax helped the ..... of plastic bags.
- The writer believes that the plastic bag has become ..... of a way of life that is unsustainable.

## Grammar Passive forms

- 5 Underline all the passives in the reading passage. Then find an example of each tense 1–7 below.

EXAMPLE: modal present passive (obligation) *must be stopped*

- modal present passive (possibility) .....
  - modal perfect passive (possibility) .....
  - present continuous passive .....
  - present simple passive .....
  - present perfect passive .....
  - past simple passive .....
  - passive infinitive .....
- 6 Complete these sentences using the passive form of the verbs in brackets.
- At present, plastic bags (*see*: present simple) ..... as an unnecessary evil.
  - Bags that (*throw away*: present perfect) ..... often end up littering the environment.
  - As many as 17 billion bags (*use*: modal present, possibility) ..... per year in Britain.
  - In China, bag litter (*know*: present simple) ..... as 'white pollution'.
  - The plastic bag often seems (*see*: infinitive) ..... as a symbol of an unsustainable way of life.
  - Consumption of plastic bags (*not reduce*: present perfect) ..... by the Irish bag tax.

### G page 140

### Style extra

- 7 The writer uses comparative structures to emphasise the scale of the problem:  
*far more voracious uses of fossil fuels than ... plastic bags are nowhere near the world's worst environmental problem*

The tone of these examples is inappropriate to academic writing. However, the *Cambridge Academic Corpus* shows that comparatives are often used in academic writing.

Choose the correct ending (a–e) for each sentence.

- The drug has in fact been shown to be
- A simple soil bacterium could become
- Most of the prototypes being exhibited are
- Unlike cardboard, plastic is waterproof and
- The long-term effects on the environment are
  - by far the best solution to dealing with toxic waste.
  - not nearly as heavy to transport, either.
  - a good deal more serious than first claimed.
  - far more effective than expected in its early trials.
  - slightly smaller than the final products will be.



# Test folder 3

## Speaking



### Advice

- The Speaking Module gives you the opportunity to show how well you can speak English. Show what you know. Make sure you use as wide a range of grammar and vocabulary as you can.
- It is in three parts, so don't worry if you feel you have done badly in one – you can make up for it in the other parts.
- Your English is being assessed, not your intelligence or imagination. So don't worry if you think your answers aren't very clever, or if you say something that isn't true.
- Try to behave in a friendly, relaxed way, as that will help you to do your best. Don't expect the examiner to comment on what you say: this isn't like a normal conversation.
- If you don't understand what the examiner asks you, ask him or her to repeat it, or say that you don't understand.
- Don't leave long silences, as they don't show how good your English is.

### Part 1

The examiner will ask you some questions about yourself, your opinions and everyday topics. Make sure your answers are of a reasonable length. Saying just a word or phrase doesn't show how good your English is, and a very long answer won't allow enough time to go through the whole Module.

- 1 Listen to these five questions and answers. Decide which comment from the box applies to each answer.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

- A The answer is the right length and appropriate.
- B The answer is too long.
- C The answer is too short.
- D The answer is appropriate, but the candidate does not make the most of the opportunity to speak.
- E The answer is hard to understand.
- F The answer does not deal with the question.

- 2 Think of an appropriate answer to each of these questions. Make sure you use a suitable tense. Practise asking and answering with a partner.

- 1 Are plastic goods popular in your country? Why? / Why not?
- 2 What do you think are the benefits of having a mobile phone?
- 3 How important do you think packaging is for food and other goods?
- 4 Is there much pollution in your country?
- 5 Do you do anything to try and reduce the amount of pollution?




## Part 2

You are given a topic to speak about for one to two minutes. The topic is based on your own experience. Quickly think of something that is relevant to the topic. If you can't think of anything suitable, invent something.

You have one minute to prepare. Write down three or four key words, to remind you of what you want to say. Don't write whole phrases or sentences: if you simply read out what you have written, you will get a low band score.

The first three points are usually quite factual. Speak about them in turn, fairly briefly. Allow yourself enough time to talk about the last line. This often asks for an explanation, so it gives you the opportunity to use a wider range of language.

Make sure you keep to the topic. Don't worry if the examiner stops you before you have finished. This won't affect your band score.

- 3  Look at this card. Then listen to the talk by a native speaker of English, and notice how much she says about each point on the card.

Describe an occasion when you were pleased that an object was made of plastic.

You should say:

what the object was  
how you were using it  
what happened

and explain why you were pleased that the object was made of plastic.

Notice that the examiner asks one or two questions after the talk. These should be answered briefly.

- 4 Now read this topic card, and spend one to two minutes planning a talk. Make notes if you want to. Then speak for one to two minutes.

Describe an occasion when you couldn't pay for something you wanted.

You should say:

what you wanted to pay for  
why you weren't able to pay  
what you did

and explain how you felt about the situation.

When you have finished speaking, think of short answers to these questions.

- Do you think other people would feel the same in that situation?
- Have you had a similar experience since then?


## Part 3

The examiner will ask you questions related to the topic of Part 2. The questions will use verbs like the ones in **bold** in exercise 5 below.

Your answers should be at least one or two sentences long. Expand them, for example by considering both sides of an argument.

Speculate about possibilities; for example, *If shops weren't open late in the evening, it would be easier for shop workers to spend time with their families and friends.*

If you can't immediately think of an answer, say something to give yourself time to think, for example *I haven't thought about that before.*

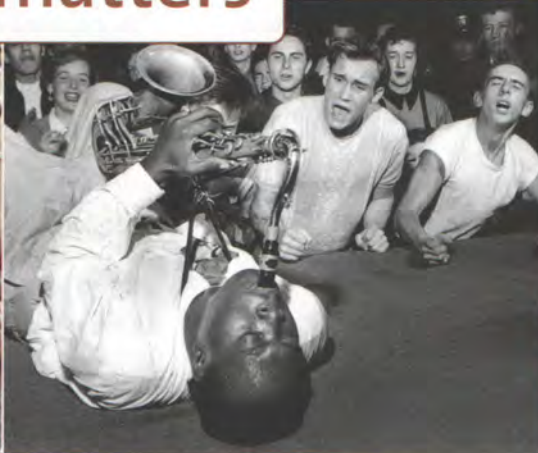
- 5  Look at these questions and make sure you understand them. Then listen to the answers and assess them.

- 1 Could you **describe** how people use plastic credit cards?
- 2 Can you **contrast** carrying credit cards with carrying cash?
- 3 Can you **identify** ways in which credit cards have changed our spending habits?

Now answer these questions.

- 4 How would you **account for** the popularity of credit cards?
- 5 Can you **outline** the methods used to encourage people to borrow money?
- 6 Can you **suggest** ways of educating people about the dangers of borrowing a lot of money?
- 7 Could you **speculate** on whether people will change their attitudes towards borrowing money?
- 8 Could you **outline** changes in the types of goods and services available in your country?
- 9 How would you **assess** the impact on our lives of having a greater choice of goods?





- 1 Quickly list as many situations as you can where you might hear music playing – for example, in a restaurant, swimming in a pool. Do you find background music pleasant or irritating?
- 2 Check your understanding. Which is the odd word out in each set? Why?
 

|               |             |             |
|---------------|-------------|-------------|
| 1 carefree    | 2 depressed | 3 confident |
| cheerful      | elated      | excited     |
| light-hearted | gloomy      | hypnotised  |
| miserable     | sorrowful   | optimistic  |
- 3 Listen to three very different extracts of music – A, B and C. How does each one make you feel? Tick the words in exercise 2 that best describe your feelings.

- 4 Compare your reactions with a partner. Then listen again and say which extract, A, B or C ...
  - 1 has the most regular rhythm.
  - 2 is an orchestral piece.
  - 3 makes you most want to dance.
  - 4 engenders a feeling of sadness.
  - 5 has the strongest melody.

## Reading

- 5 Read this passage quickly to get a general idea of its meaning. Don't worry if you don't understand every word. Then suggest an appropriate title.
 

⌚ about 600 words

- It was the Greek philosopher Plato who said that music gave 'soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life'. According to the Russian writer Leo Tolstoy, it was the 'shorthand of emotion'. From our earliest societies, we have filled our lives with music. Nowadays, we are increasingly surrounded by music of all kinds, which we sometimes cannot escape. The difference in our modern world is that while we *listen* to more music, we *make* less.
- Why does music affect us so powerfully? Professor of Psychology John Sloboda believes that there are three reasons for this. Firstly, music is a strong source of personal associations. Research into the psychology of memory and the psychology of emotion suggests that close to events of high emotion, your brain takes a 'recording' of all the other things that were going on at that heightened moment. So, a piece of music linked to an emotional event in your life may well bring it flooding back when you hear it again. However, this reaction is unpredictable and, by virtue of its individual nature, idiosyncratic.
- A second important reason is rooted in our physiology, which dictates the range and organisation of the sounds we

call music. Some of the most popular rhythmic patterns in music reflect rhythms in our own bodies, especially heartbeat and breathing. This mimicry extends to emotional signals, such as the manipulation of human speech: if you speak very slowly, pitching your voice down at the end of words and sentences, anyone listening will assume you are pretty depressed. In the same way, slow music with a falling cadence engenders a feeling of sadness. Sloboda observes that this is an 'iconic connection': when you listen to music, you make links to innate human vocalisations of excitement, depression, anger, and so on. This might explain the universal appeal of many forms of music, since basic human emotions are common to all cultures.

For Sloboda, the third reason is the most interesting one. He points out that a key aspect of our emotions is that they are tuned to detect change. The change may be positive (falling in love, winning the lottery) or negative (sickness, bad luck), but either way, the message of change is: pay attention now! In general, patterns are easily recognisable to us humans and, more to the point, so are deviations in patterns. Since music is essentially pattern in sound, it is easy to see how it can 'hook' its



An IELTS reading task will often include three or four multiple-choice questions. They are likely to follow the order of the text.

- 6 Read the passage again more carefully and answer questions 1–3, following the advice given in the Test spot.

- 1 What explanation is given for why a certain piece of music can bring back memories?
  - A Music making is still of central importance to our lives.
  - B If music is playing during a period of emotion, we register this.
  - C Our recall of music is highly predictable and universal.
  - D We remember music more readily than other experiences.
- 2 According to Sloboda, it is possible for music to
  - A mirror universal emotions.
  - B reproduce bodily sounds.
  - C reflect individual cultures.
  - D mimic the human voice.
- 3 Why is the notion of change important to Sloboda's work?
  - A It is easier to recognise musical patterns if they change.
  - B His subjects prefer to listen to music that is unpredictable.
  - C Listeners show better concentration when music varies.
  - D People never fail to react to the unexpected in music.

45 listeners with subtle variation in melody, structure or rhythm. People pick up on the patterns and make predictions about what will come next, without needing any formal music training. When musical surprises happen, emotional responses are guaranteed.

50 In recent experiments, Sloboda has been plotting emotional highs and lows by having his subjects move a joystick while they listen to music. In this way, he has been able to record a trace of their emotional reaction. Interestingly, unlike the associative memories, these reactions are not idiosyncratic,

55 and by and large, people experience higher or lower emotion at the same point in the music. This is scientifically useful because the investigator can isolate those points and question what's going on.

So we may in fact have little control over the roller-coaster ride from sorrow to joy that music seems to take us on. Some

60 melodies are quite manipulative, working on our emotions very effectively, and composers have often exploited this to the full: take an orchestral piece by the Austrian composer Gustav Mahler, for example, which for most listeners is a gripping and totally involving experience. Such is the raw

65 power of music, which should never be underestimated.

7 There are many examples of affixation in the reading passage – that is, words formed from another word by the addition of prefixes or suffixes (or both). Underline words in the passage which are related to 1–10 below.

- 1 increase
- 2 associate
- 3 predict
- 4 manipulate
- 5 universe
- 6 recognise
- 7 react
- 8 science
- 9 effect
- 10 involve

- 8 Write the words from exercise 7 and other words in the same family in your vocabulary notebook, noting the part of speech each time.

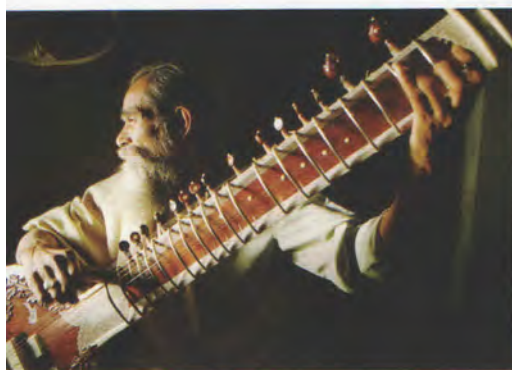
philosophy (noun)  
philosopher (noun)  
philosophise (verb)  
philosophical (adjective)  
philosophically (adverb)

9 Explain the two different uses of quotation marks in examples 1–3.

- 1 According to the Russian writer Leo Tolstoy, it was the 'shorthand of emotion'.
  - 2 ... your brain takes a 'recording' of all the other things that were going on at that heightened moment.
  - 3 Sloboda observes that this is an 'iconic connection'.
- 10 When you need to refer to someone else's ideas, you can use a variety of reporting verbs, such as *observe* in example 3 above. Find four other reporting verbs in the passage (one is a phrasal verb).
- 11 Can the four verbs you found in exercise 10 be replaced by any of the ones below? Note that all these verbs can be followed by *that*.
- argue   claim   consider   emphasise  
maintain   presume   suspect

MUSIC MATTERS





- 1 Have you ever seen any of these instruments being played live in concert or on television? What do you know about them? Which one do you think is the most difficult to play? Why?

## Listening

### Test spot

In the Listening and Reading Modules you may be asked to classify pieces of information. There are normally three options. In the Listening Module the questions follow the order in which you will hear the information, but in the Reading Module the questions are not in the same order as the information in the passage. You will be asked to write letters – either A, B, C, or others. Don't write anything else. ... TF 9

- 2 You are going to hear two students planning a performance for their college project. Read the task below. Then listen to the section of the recording that goes with the example.

Then listen to the rest of the recording and answer questions 1–8.

What will accompany each piece of music?

- A images on screen  
B live movement  
C live speech

Example: 1812 Overture

Answer: A

- 1 gamelan orchestra .....  
2 steel band .....  
3 sitar music .....  
4 pan pipes .....  
5 Mahler's 5th symphony .....  
6 music from Mali .....  
7 didgeridoo .....  
8 electronic music .....

## Pronunciation Two words with only one difference

- 3 Talk to a partner. Which English sounds do you find most difficult to pronounce correctly, for example, vowels (as in *sit*, *run* or *make*), consonants (like the *l* and *r* in *land* and *room*), or consonant clusters (like *th+s* in *months*)?
- 4 In each pair of words below, only one sound is different, and some people find it difficult to hear the difference. Listen to the recording. You will hear *one* word from each pair, said twice. Tick (✓) the word that you hear.

|        |      |          |       |
|--------|------|----------|-------|
| 1 sit  | set  | 7 ear    | air   |
| 2 said | sad  | 8 no     | now   |
| 3 ran  | run  | 9 eat    | heat  |
| 4 sung | song | 10 long  | wrong |
| 5 not  | note | 11 worse | worth |
| 6 get  | gate | 12 so    | show  |

Now listen to each pair of words above, and repeat them. Each pair is said once.

- 5 With a partner, take turns to say one of the words in each pair while your partner identifies which word you have said.

## Grammar Concessive clauses

- 6 What is the difference in the use of *while* in these two examples?
- a So now we need to decide what should be happening *while* each piece is being played.
- b The difference in our modern world is that *while* we listen to more music, we make less.



7 Which sentence in each pair contains a concessive clause?

- 1 a Kim used to love playing the cello, even though he wasn't very good!  
b Even if you aren't sure you can come to the concert, please buy a ticket.
- 2 a Ellen can play the tenor saxophone as well as the flute.  
b Much as I've tried, I can't master the correct breathing technique for the clarinet.

Some linking words can be used in front of an *-ing* form, or a noun or adjective group without a verb, to make concessions.

*Despite practising regularly, I made little progress on the piece.*

*It was an uneven concert, although quite a lively one.*

*Though fairly straightforward to play, the guitar needs careful tuning.*

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8 Choose the correct ending (a–f) for sentences 1–6.

- 1 I really enjoyed Todd Rundgren's live concert, although
  - 2 You should keep practising the guitar even if
  - 3 The pianist played all the pieces perfectly, despite
  - 4 Violins and violas are held against the chin, whereas
  - 5 CDs are often on sale at around £15, while
  - 6 Everyone enjoyed going to the jazz club in spite of
- a cellos and double basses are played upright.
  - b having no printed music in front of her.
  - c you can download a whole album for half of that.
  - d the band you're in isn't performing at the moment.
  - e its smoky atmosphere and high prices.
  - f the quality of the sound wasn't very good.

9 The following sentences show common errors that IELTS candidates have made with linking words. Correct them either by replacing the linking word or by changing what follows it.

- 1 The music classes were satisfactory, despite there was not any individual tuition.
- 2 Nobody likes jazz more than I do, but although its promising title, this is a disappointing album.
- 3 The concert was supposed to last for at least an hour, while it was only forty minutes.
- 4 In spite of I've been playing the trumpet for three years, I found this piece too difficult.
- 5 As can be seen from the chart, despite the USA has the highest percentage employed in this area, only 10% are women.
- 6 There was a general feeling that inspite the friendly atmosphere the entertainment was rather dull.

7 In conclusion, even though, there are some advantages the problems are too great.

8 My daughter is not allowed to watch TV after 8.30 in spite of that some programmes would be interesting for her.

10 Rewrite 1–5 as single sentences with a concessive clause, using the linking words in brackets and making any other changes necessary. There may be more than one possible answer.

EXAMPLE: The singer was excellent. The backing group was poor. (while)  
*While the singer was excellent, the backing group was poor.*

- 1 I'm not keen on the band's latest CD. I love their earlier ones. (although)
- 2 With a guitar the hand movement is downwards. With a sitar you also pull the strings. (whereas)
- 3 The musician lives in New York. He performs mainly in Europe. (despite)
- 4 Orchestral concerts involve many performers. Not every performer is needed throughout the concert. (even though)
- 5 The song is over 100 years old. The song is still popular today. (in spite of)

## Speaking Part 3

11 In preparation for Part 3 of the Speaking Module, have a class debate on the following statement.

*Every child should know how to play a musical instrument by the age of 10.*

Decide whether you agree or disagree by thinking about these questions. Discuss your ideas with a partner. Then join in the debate.

- ♪ Is there enough time in the primary school curriculum to introduce music?
- ♪ Does every school have the financial resources to support such a programme?
- ♪ What are the benefits of learning a musical instrument at a young age?
- ♪ What are the challenges in teaching music to young children?





# Writing folder 3

## Task 2 Reporting ideas

In the Task 2 essay, you may want to support your argument or offer a balanced view by reporting other people's opinions or ideas. The *Cambridge Academic Corpus* shows that reporting verbs are used extensively in academic English.

- 1 Read these opinions that were voiced in a survey on recycling.  
Complete each statement below reporting their ideas.

There should be a heavy fine imposed on people who fail to recycle glass and paper.

It costs more to recycle plastic than to bury it in landfill.

1 Several people argued for .....

2 A few people suggested that recycling plastic .....

We should be given separate containers; this would make it easier for us to recycle different materials.

I don't see the need to recycle anything!

3 Someone claimed that if we .....

4 One person maintained that there .....

- 2 Rewrite each sentence below, putting the reporting verb into the passive and making any other changes necessary. The agent can be omitted, but include one of these adverbs if many people are involved.

commonly      generally      universally      widely

EXAMPLE: Most people think that his arguments against a tougher recycling policy are seriously flawed.

*His arguments against a tougher recycling policy are widely thought to be seriously flawed.*

- 1 A lot of people believe that the recycling of plastic is too costly a process.
- 2 Many people now see air travel as the biggest threat to the environment.
- 3 Someone has suggested a new tax on non-returnable bottles.
- 4 Environmental campaigners everywhere view the latest international agreement as insubstantial.
- 5 Most people feel that excess supermarket packaging is at the heart of the landfill problem.
- 6 Newspapers report that government measures on household recycling are imminent.



3 Complete the second sentence so that it means the same as the first, using a modal passive.

EXAMPLE: It would be possible to persuade most citizens to participate in household collection schemes.

Most citizens could be persuaded to participate in household collection schemes.

- 1 It is crucial for us to conserve valuable natural resources.  
Valuable natural resources ..... at all costs.
  - 2 You can reduce the amount of domestic rubbish by taking bottles to a bottle bank.  
The amount of domestic rubbish ..... by taking bottles to a bottle bank.
  - 3 The government would in theory impose this higher target by 2012.  
In theory, this higher target ..... by 2012.
  - 4 Unfortunately, it is impossible to produce recycled paper of a high quality.  
Recycled paper of a high quality ..... unfortunately.
  - 5 They might offer a tax rebate to people who recycle enough of their rubbish.  
A tax rebate ..... to people who recycle enough of their rubbish.
- 4 Use some of the ideas above and others of your own to answer the following essay task. You could also look back at Unit 5 for more ideas and useful language. You should give a balanced argument, reporting the views of both those in favour of and those against recycling.

Write about the following topic.

***Recycling is now an essential measure: it is time for everyone in society to become more responsible towards the environment.***

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

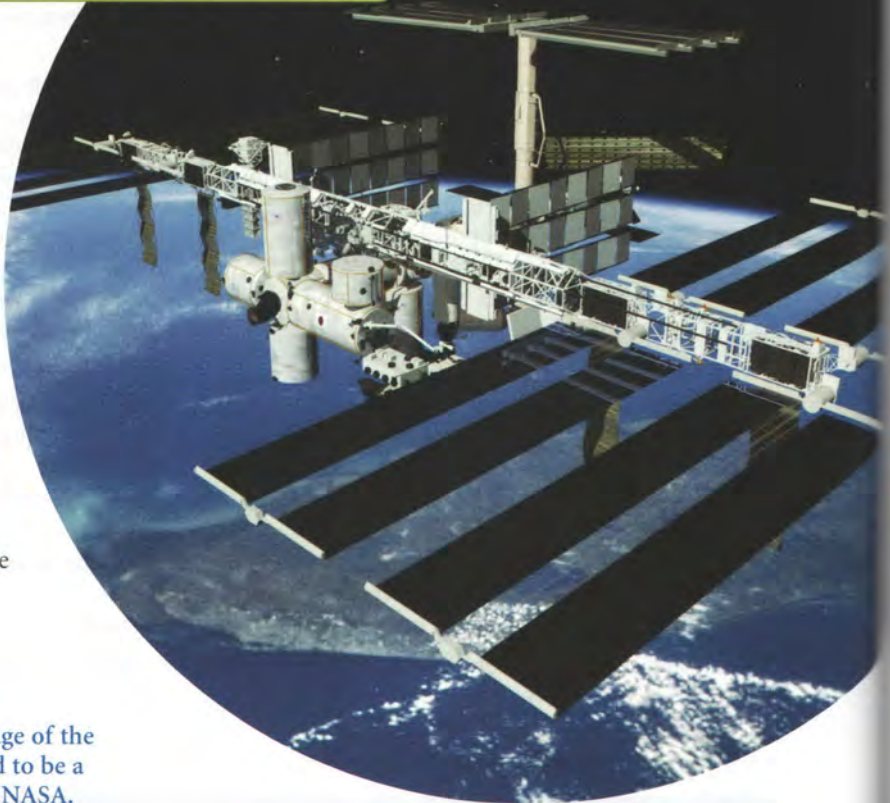
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.





- 1 Read these comments about space exploration and discuss how far you agree with each opinion.
  - 1 Space exploration is ridiculously expensive, considering how little we get for the money wasted on it.
  - 2 It's stimulating to think about what exists beyond, but what are the chances of getting something useful out of space exploration? It should be scaled down.
  - 3 We've got our priorities wrong. It's about time science turned its eye back to this planet and set about doing something about poverty, disease and pollution. Once we've sorted out our own problems, let the exploration continue.



## Reading

- 2 This passage is adapted from a web page of the Astronomical Data Center, which used to be a branch of the American space agency, NASA. Skim through it, and choose the best sentence A, B, C or D to summarise it.
  - A Space exploration can encourage collaboration on earth.
  - B Space exploration is justified by the gains we have already made from it.

- C Space exploration may help us to avoid potential problems on earth.
- D Space exploration provides better value for money than most people realise.

⌚ about 625 words

## Why do we explore space?

Why should mankind explore space? Why should money, time and effort be spent exploring, investigating and researching something with so few apparent benefits? Why should resources be spent on space rather than on conditions and people on Earth?

- 5 These are questions that, understandably, are very often asked. Perhaps the best answer lies in our genetic makeup as human beings. What drove our distant ancestors to move from the trees into the plains, and on into all possible areas and environments? It appears that we are driven to ensure the success and continuation of not just our own genes, but of the species as a whole. The wider the distribution of a species, the better its chance of survival. Perhaps the best reason for exploring space is this genetic predisposition to expand wherever possible.

Nearly every successful civilisation has explored, because by doing so, any dangers in surrounding areas can be identified and prepared for. These might be enemies in neighbouring cultures, physical features of the area, a change in the area which might affect food supplies, or any number of other factors. They all pose a real danger, and all can be made less threatening if certain preparations are made. Without knowledge, we may be completely destroyed by the danger. With knowledge, we can lessen its effects.

Exploration also allows minerals and other potential resources to be located. Additional resources are always beneficial when used wisely, and can increase our chances of survival. Even if we have no immediate need of them, they will perhaps be useful later.

Resources may be more than physical assets. Knowledge or techniques acquired through exploration, or preparing to explore, filter from the developers into society at large. The techniques may have medical applications which can improve the length or quality of our lives. Techniques may be social,

15

20

25

30



### 3 Questions 1–3

Choose **THREE** letters, **A–F**.

Which **THREE** of the following reasons for exploring space are mentioned by the writer?

- A It is natural for us to do so.
- B We may find new sources of food.
- C It will help us to prevent earthquakes.
- D It has side-effects that improve the quality of our lives.
- E It may enable us to find alternative homes.
- F We will discover whether other planets are inhabited.

### Questions 4–11

Complete the summary below.

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

One example is given.

#### Test spot

When you are asked to complete a summary by choosing words from the passage, you must use the exact words that are given, and must write no more than the maximum number of words. The answers usually follow the order of the passage, but may not. Read the summary before you start completing it. ...TF10

#### Reasons for exploring space

One reason for exploring space is that we have a 0 *genetic* tendency to ensure the 4 ..... of the species into neighbouring regions. Exploration will allow us to make suitable 5 ..... for dealing with any 6 ..... that we might face, and we may be able to find physical resources such as 7 ..... , for present or future use. It is possible that new knowledge and techniques will provide social or 8 ..... benefits. Further, exploration might one day enable us to prevent impact by a 9 ..... or ..... , making the 10 ..... of the human race less likely. It will make it possible for us to live on other 11 ..... and ..... , should the need arise.

allowing members of society better to understand those within or outside the culture. Better understanding may lead to more efficient use of resources, or a reduction in competition for resources. We have already benefited from other spin-offs, including improvements in earthquake prediction – which has saved many lives – in satellites used for weather forecasting and in communications systems. Even non-stick saucepans and mirrored sunglasses are by-products of technological developments in the space industry!

While many resources are spent on what seems a small return, the exploration of space allows creative, brave and intelligent members of our species to focus on what may serve to save us. While space may hold many wonders and explanations of how the universe was formed or how it works, it also holds dangers. The chances of a large comet or asteroid hitting the Earth are small, but it could happen in time. Such strikes in the past may account for the extinction of dinosaurs and other species. Human technology is reaching the point where it might be able

## Vocabulary Personal qualities

- 4 In a small group, imagine that you have answered this advertisement, and been chosen for the mission.

Volunteers wanted for one-month manned mission to the moon, so that doctors can research the effects of space travel on human beings. You must have plenty of stamina, and show initiative. You should also be determined, self-confident and co-operative, and keep calm under pressure.

Beside each of the following questions, write the relevant personal quality from the advert. Then discuss whether you have these qualities.

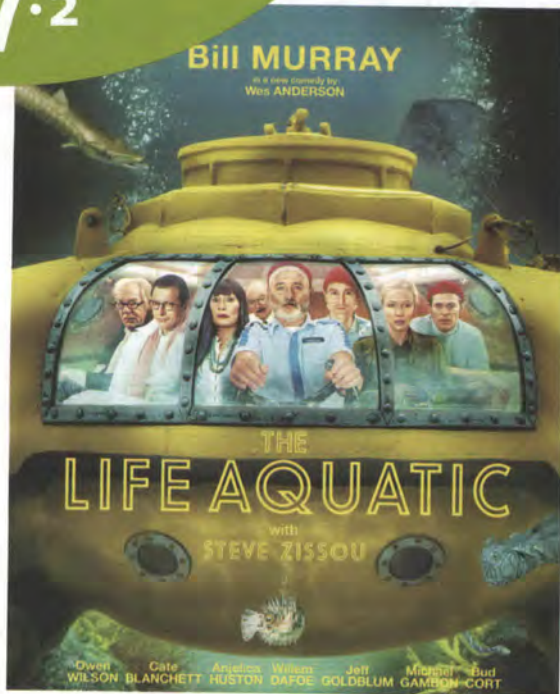
Expressing opinions, expanding your ideas and responding to each other's comments will help you to do well in the Speaking Module.

- 1 Do you avoid panicking in an emergency?
  - 2 Can you do what is necessary without being told?
  - 3 Are you a team player?
  - 4 Can you endure long periods of hard work?
  - 5 Are you sure of your ability to perform well?
  - 6 Do you make sure you achieve what you set out to do, without giving up?
- 5 Here are adjectives describing other personal qualities. In your group, choose the five that you consider most important for an astronaut and put them in order.

well-organised    resourceful    obedient  
conscientious    a good leader    decisive  
brave    optimistic    supportive

to detect the possibility of this happening, and enable us to minimise the damage, or prevent it completely, allowing us as a species to avoid extinction. The danger exists, but knowledge can help human beings to survive. Without the ability to reach out across space, the chance to save ourselves might not exist. In certain circumstances, life on Earth may become impossible: over-population or epidemics, for instance, might eventually force us to find other places to live. While Earth is the only planet known to sustain life, surely the adaptive ability of humans would allow us to inhabit other planets and moons. It is true that the lifestyle would be different, but human life and cultures have adapted in the past and surely could in the future. The more a culture expands, the less chance there is that it will become extinct. Space allows us to expand and succeed: for the sake of everyone on the Earth, now and in the future, space exploration is essential.





- 1 *The Life Aquatic* is a film set at sea. Would you like to travel under water, as in the poster?

## Listening

- 2 You are going to hear part of a lecture, as in Section 4 of the Listening Module. It is a brief history of submersibles – that is, vessels for carrying people under water.

As you listen to the first part of the lecture, answer questions 1–4. Each question should have a different answer.

### Questions 1–4

What is said about the following people's underwater vessels?

Choose your answers from the box and write the letters A–F next to questions 1–4.

- A A mechanism was built into it to move it forwards.
- B A supply of air was carried inside the vessel.
- C Air was supplied from external containers.
- D It may or may not have existed.
- E It was moved forwards by human physical effort.
- F Power for moving it was transmitted from a surface vessel.

- 1 Alexander the Great .....
- 2 Van Drebbel .....
- 3 Halley .....
- 4 Beebe and Barton .....

Now listen to the second part of the lecture, which describes Alvin, the vessel shown in the diagram below.

### Test spot

There are several formats for labelling maps and diagrams. First read the instructions, then look carefully at the graphic and note what any numbers or letters on it refer to. Look at the words in the box, if any. They may be different from the ones in the reading or listening passage.

In the Listening Module the numbered questions are in the order in which you will hear the information.

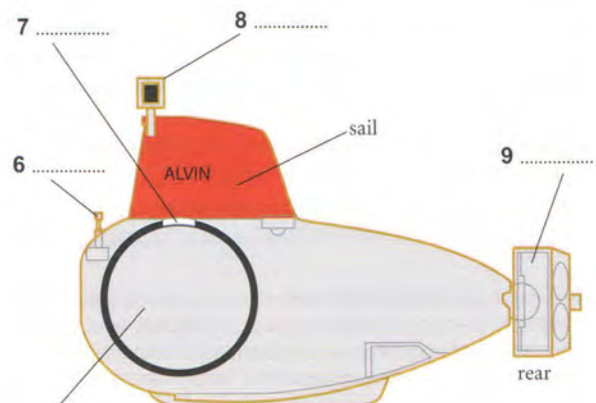
When you decide on an answer, write only its letter. ... TF 6

### Questions 5–9

Label the diagram below.

Choose five answers from the box and write the letters A–H next to questions 5–9.

- A camera
- B current meter
- C forward and reverse thruster
- D hatch
- E pressure sphere
- F rotation thruster
- G stowage basket
- H vertical thruster



Alvin – side view



## Style extra

### It replacing a clause

Look at these sentences, which contain a clause (underlined) as the subject or object of the main verb in the sentence.

Holding your breath under water for more than a few minutes is impossible.

Until he met Barton, Beebe found raising enough money to construct a vessel difficult.

Although these sentences are grammatically correct, it is more usual to place the clauses later in the sentence, and to use *it* in the subject or object position. Notice the change from the -ing form to the infinitive.

*It is impossible to hold your breath under water for more than a few minutes.*

*Until he met Barton, Beebe found it difficult to raise enough money to construct a vessel.*

In similar structures when the object is a *that*-clause, *it must* be used, for example:

Beebe thought *it* unlikely that Barton's design would work.

(NOT Beebe thought ~~that Barton's design would work~~ unlikely.)

Structures like these are particularly common in academic writing.

- 3 In each sentence, underline the clause which is acting as the subject or object of the main verb in the sentence. Then rewrite the sentence, using *it*, and moving the clause to the end. Make any other changes you think necessary.

- The lack of sunlight under water makes seeing deep-sea fish without artificial lighting impossible.
- That Alexander the Great descended in a diving bell is said. (*ungrammatical*)
- Early inventors found making submersibles watertight difficult.
- That Van Drebbel's boat was able to travel under water must have astonished the people of seventeenth century London. (*ungrammatical*)
- Beebe left raising finance for the bathysphere to Barton.
- Carrying out unmanned tests of the bathysphere took some time.
- Because Beebe had studied deep-sea fish caught in fishing nets, he found identifying the creatures he saw from the bathysphere easy.

- 4 Complete the sentences in any suitable way.

- It is never easy to ...
- It was once thought that ...
- It seems unlikely that ...
- It has sometimes been claimed that ...
- Many people find it difficult to ...

## Pronunciation How the letter 'a' is pronounced

- 5 Unlike some other languages, in English the same written letters – particularly the vowels – can be used to represent many different sounds.

The words in the box below are all used in this unit. In pairs, decide how each word is pronounced in standard British English, then write it in the correct line, to show the pronunciation of the letter 'a'. The words *damage* and *aquatic* should be written twice, to show how the different 'a's are pronounced. *Advantage* has been done for you.

|         |                  |         |         |        |
|---------|------------------|---------|---------|--------|
| able    | <b>advantage</b> | after   | aquatic | also   |
| answer  | any              | because | can't   | chance |
| change  | damage           | expand  | many    |        |
| prepare | quality          | small   | space   | what   |

### short vowels

1 /æ/ as in *cat*:

2 /ə/ as in 2nd syllable of *mother*: *advantage*

3 /ɪ/ as in *sit*: *advantage*

4 /e/ as in *get*:

5 /ɒ/ as in *dog*:

### long vowels

6 /ɑ:/ as in *car*: *advantage*

7 /ɔ:/ as in *saw*:

### diphthongs

8 /eɪ/ as in *race* or *day*:

9 /eə/ as in *fair* or *care*:

- 6 Now listen to the table being read aloud, and check your answers.

## Speaking Part 3

- 7 In small groups, discuss these questions.

- Can you identify ways in which human beings use the oceans?
- Do you consider that life is less interesting, now that a great deal is known about the Earth, the oceans and space?
- How would you account for the fact that explorers used to be willing to take great risks, by sailing across the sea without navigational instruments?

### Useful language

|                    |                 |                |
|--------------------|-----------------|----------------|
| leisure activities | deep-sea diving | transportation |
| storage            | underwater      | motives        |
| familiarity        | courageous      | endurance      |



# Test folder 4

## Sentence and note completion

(Academic Reading, General Training Reading and Listening Modules)

*Notes* usually focus on one part of the passage. *Sentences* in the Reading Modules may relate to different parts of the passage.

The questions follow the order of information in the passage.

The sentences or notes normally use different words from the words in the passage to express the same ideas.

If you have to choose words from the passage, you will be told the maximum number of words to use for each answer.

If you have to choose words from a box, there will be more words than spaces, and they are usually different from the words in the passage. In the Reading Modules a box may contain the endings of sentences.

Words must be spelt correctly to gain marks.

## Reading

- 1 This passage is about 625 words long and is similar to those in Section 3 of General Training Reading and in Academic Reading.



## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks and work out what it is about.
- Read the first sentence or note. Then find the relevant part of the passage, and look for something that means the same. Find the words (in the passage or box) that fit the question. Consider *all* the words in the box, or all the words in the relevant part of the passage. Think about both the *meaning* and the *grammar*.
- Remember that you must use the exact word(s) from the passage or box. Copy your answer carefully.

### Listening Module

- You will be given time to read the sentences or notes before you listen. Consider what information is likely to fit each space. Think about both the *meaning* and the *grammar*.
- Listen for each answer in turn. If you miss one, go on to the next question or you may miss that too.

### All modules

- Check that your answers fit both the meaning and grammar, that the spelling is correct, and that you haven't written more than the maximum number of words.

## Exploration through the ages

One of the key reasons for early explorations was probably the need to find food or to move away from areas where climate change caused environmental changes. While modern technology allows water to be stored so that people can stay in areas for longer periods of time, this would not have been so in prehistoric times. When the water ran out, it would be time to move on.

Many of the earliest explorations were therefore probably accidental. As the hunters followed a source of food, they may have finished in a previously unvisited area. If the new area had adequate supplies, the hunters may even have decided to stay there.

More organized exploration began in the Middle East. The first recorded voyage into unknown seas was a four-year expedition around 4,500 years ago, to search for and buy valuable goods, including gold, incense and myrrh.

Some of the earliest sea voyages were undertaken by the Polynesians. The island areas they occupied were relatively small and they also had immediate and easy contact with the ocean. As they spread from island to island, their navigational skills and knowledge of the area grew.

While the original Vikings – from Norway – were initially prepared to loot and plunder throughout Northern Europe, others soon demonstrated a desire to settle in the new lands. Settlements were soon established throughout Europe, and it was found that the previously aggressive settlers were quite the opposite once they had some land and security.



One of the areas that the Vikings explored and settled was Iceland. As they spread through the island, they came across Irishmen who had beaten them there, but who moved away, as they were not willing to share the place with the newcomers.

Although the Vikings managed to set foot in North America, they had little idea of what exactly they had achieved. They, like many others, stumbled there thinking they had in fact found just another small island.

Often the explorations of a curious traveller would open the eyes of others to new things that might then be used in their home country. Marco Polo travelled from Italy, spending a considerable period of time in Asia, and reaching as far as China. He had a head for business, and an eye for the novel and unusual while on his journeys. He encountered and reported on many unusual plants and animals as well as the use of petroleum-based oils in the Middle East. The success of his expeditions inspired many others to follow in his footsteps.

Trade has provided one of the key reasons for exploration throughout the years. Much of the exploration by Europeans in the 15th and 16th centuries was motivated by commerce and trade in exotic goods, as well as by the need to find faster trade routes. Several governments negotiated treaties so that their nationals could trade in other countries.

Massive changes were now taking place in Europe, with new ideas affecting many traditional areas of life. Politics, economics, religion and social organisation were all undergoing huge upheavals. The population grew rapidly, creating an increased demand for food. Among the workforce, there was a trend towards developing a particular expertise, which included a rapid growth in the number of merchants. With growing wealth, the old barter economy was no longer efficient. Instead, there was a demand for gold and other precious metals, some of which was turned into coins and used for buying and selling.

Probably even more prized at this time were spices, which were used for preserving and flavouring meats. This was important at a time when even fresh food, if available, could be rather tasteless. These items, such as pepper, cinnamon, nutmeg and cloves, were only found growing naturally in India and certain areas of the east.

### Questions 1–7

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

- Prehistoric exploration often took place because of
- Exploration in the Middle East appears to have been caused by
- Polynesian exploration was encouraged by
- Viking travellers illustrate
- Viking settlers in Iceland were not
- The Vikings of North America showed
- Marco Polo's travels encouraged

- A imitation by others.  
B a change from warlike to peaceful behaviour.  
C the people's geographical location.  
D a misunderstanding of what they had found.  
E settlers in the normal sense of the word.  
F a lack of the basic necessities of life.  
G the first people to reach the area.  
H a suspicious attitude towards the local population.  
I improvements in the design of boats.  
J a desire for trade.

### Questions 8–13

Complete the notes below.

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

#### Some factors in European exploration of 15th and 16th centuries

- desire to find better **8** ..... to use when trading
- need for states to sign **9** ..... permitting trade
- need for **10** ..... for increasing population
- increasing specialisation of **11** .....
- need for raw materials for production of **12** .....
- need for various **13** ..... to use in cooking

## Listening

- 2 This listening passage, which is typical of Section 4, continues the history of European exploration from the passage opposite.

Complete the sentences below using words from the box.

endurance fame knowledge nationalism nature  
religion research ships technology wealth

- For perhaps the first time, many explorers of the 15th and 16th centuries were interested in acquiring .....
- Exploration in the 15th and 16th centuries was helped by improvements in .....
- The 18th century saw an interest in gaining .....
- Many 18th century voyages were intended to make ..... possible.
- A newly significant factor in 20th century exploration was .....
- In the 21st century, exploration is often concerned with .....





## Reading

2 Skim this newspaper article about high-tech kitchen appliances and gadgets and answer this question:

What is the Counter Intelligence Group's main aim?

- A to find alternatives to cooking
- B to produce and sell kitchen gadgets
- C to encourage people to cook more
- D to explain why fewer people cook

⌚ about 600 words

## Chips with everything

### Scientists at MIT aim to ease culinary fears

Deep inside MIT – the Massachusetts Institute of Technology – lies a room full of cutting-edge gizmos. The room belongs to the Counter Intelligence Group, an international team of experts brought together to invent gadgets to combat one of the biggest threats to modern America: that people are frankly hopeless in the kitchen.

This is counter intelligence with a difference. Think kitchen counters with built-in computers and you get the gist. It's about software that trawls the Internet to find recipes for delicate pastries. It's about electronic knives that raise the alarm if you're hurrying your dinner. It's about using cameras to spy on food, not an enemy.

By pooling its expertise, Counter Intelligence hopes to reverse a depressing trend that before long will make the kitchen obsolete. Many people are too busy to cook, so they eat on the move or get a take-away. Following recipes can be an exercise in frustration. And then there's the thought of washing up afterwards.

To address this problem, Counter Intelligence built a kitchen of its own and started making gadgets to fill it with. One idea that could take a lot of the drudgery out of cooking is the appropriately named Dishmaker, designed to do away with cupboards full of crockery and the endless cycle of washing and drying up. With the Dishmaker you can create the right number of plates, bowls and cups only when they're needed, simply by pressing a button. When the meal is over, the crockery is fed back into the machine, where it is crushed and melted down, ready to be used again. The Dishmaker works by forcing granules

of polymer, often acrylic, between twin hotplates to produce thin plastic sheets. Each sheet is then suspended briefly over an infrared lamp and blow-moulded to shape.

Inevitably, the Internet has a role to play in the kitchen. By installing an Internet-ready computer fitted with a camera in their kitchen, Counter Intelligence has created a system to help overcome the 'What on earth can I make with this lot?' dilemma. Wave the ingredients you have at the camera and, with luck, the computer will recognise them and search cyberspace for suitable recipes.

It's all well and good knowing *what* to cook, but successfully following a recipe is not always easy. The group has developed a smart spoon that analyses whatever it is being used to stir. The spoon can be connected to a computer and programmed to follow a certain recipe. By taking readings from tiny temperature and pressure sensors, and salinity and acidity detectors, it can warn at each stage if whatever is being made is too hot or too cold, or if too much salt has been added.

For those of you who know how to cook, there are still tedious necessities, such as regularly checking the oven to make sure you haven't incinerated your culinary masterpiece. Why bother peering through a clear door, when you can put a camera in the oven to broadcast snapshots of the activities in the oven to a screen in another room?

The kitchen has long been at the forefront of technology, the first room in the house to harness everything from fire and water to refrigeration and microwaves. But disturbing figures, like the fact that 20% of food consumed in the US is now eaten in the car, suggest modern life is eroding kitchen culture. Counter Intelligence hopes to redress the balance by making the kitchen more appealing: that way, people are more likely to spend time there.



### Test spot

To read effectively, you need to make intelligent guesses about the meaning of words you don't know, if they seem important in the context. Try to work it out from the surrounding words and sentences. Think also of what other words might fit the context.

- 3 Work out the approximate meaning of these words from the passage in the context. For each word write the word class and a brief definition.

EXAMPLE:

- 0 cutting-edge (line 3) *adjective: very modern, with all the latest features*

- 1 combat (line 5)
- 2 pooling (line 14)
- 3 obsolete (line 15)
- 4 address (line 19)
- 5 granules (line 28)
- 6 suspended (line 30)
- 7 dilemma (line 36)
- 8 sensors (line 44)
- 9 incinerated (line 49)
- 10 harness (line 54)

- 4 Look at the list of gadgets A-I below.

Match each action (1-5) with the gadget which can perform it.

### Test spot

In matching tasks there will be more options than questions, and some will not be chosen. Read the questions and the list. Usually either the questions or the options are short. Find and underline these in the passage, then look for information about them. ... TF 7

- 1 indicates if incorrect quantities of ingredients are used
- 2 finds suitable recipes to use what's available
- 3 uses the same materials several times
- 4 conveys information about what is happening inside the stove
- 5 warns against eating too quickly

#### List of Gadgets

- A kitchen counter
- B electronic knife
- C fridge
- D dishmaker
- E cupboard
- F bowl
- G computer with camera
- H smart spoon
- I camera in oven door

## Vocabulary Phrasal verbs with up

One of the most common particles used in phrasal verbs is *up*. If the main verb has its normal meaning, *up* can function in three main ways:

- a *up* means an upward movement, increase or improvement, for example, *speaking up* (= speak more loudly)
- b *up* means *very much* or *fully*, for example, *eat up* (= eat all the food)
- c *up* has no specific meaning, for example, *make up* (in the meaning of *invent*)

- 5 Decide how *up* is functioning in each of these sentences, choosing among a, b and c above.

- 1 At the end of the banquet, the chef was invited in, and everyone stood up and applauded him.
- 2 If you often use the same recipe you probably don't need to keep looking it up.
- 3 If you often cook Indian or Chinese food, you'll need to build up a large collection of spices.
- 4 Some people use a lot of utensils and saucepans when they cook, so it takes them a long time to clear up afterwards.
- 5 A friend has just rung me up to invite me to dinner.
- 6 When someone feels a bit down, a good meal can sometimes cheer them up.
- 7 I've nearly run out of salt, so I'd better buy some more before I use it up.

- 6 Match each phrasal verb in *italics* with the best definition from the box. If you don't know the meaning, think about what meaning would fit the context, and make an intelligent guess.

- 1 Counter Intelligence was *set up* to improve the standard of cooking in American homes.
- 2 Check you've got all the ingredients you need, because if you have to go shopping in the middle of cooking, it will *hold you up*.
- 3 Too many people *give up* learning to cook because of one bad experience.
- 4 If you invite someone for a meal at a particular time, you probably won't want them to *turn up* very late.
- 5 I'm sorry to *bring this up*, but I thought you'd offered to pay for this dinner.

- a to arrive
- b to delay
- c to establish
- d to start to talk about a particular subject
- e to stop doing something before completing it, usually because it's too difficult





### 1 Discuss these questions.

- Have there been any changes in the type of food eaten in your country? If so, can you say why?
- Can you suggest what types of food we would eat if chopsticks, knives, forks and spoons hadn't been invented?

## Listening

### Test spot

Completing a flow chart is very similar to completing notes or sentences. The answers come in the same order as in the recording, and come either from the recording or from a box. Remember to write no more than the maximum number of words. Before listening, read the flow chart and predict words that might fit each space. ... TF 4

### 2 You are going to hear a talk about the history of knives, forks and spoons. The talk is in two parts.

#### Questions 1–7

Complete the flow chart below.

Write **NO MORE THAN ONE WORD** for each answer.

#### A history of cutlery (flatware)

Prehistoric times: knife and spoon invented  
Spoons generally made of 1 ..... in Southern Europe, and of 2 ..... in Northern Europe

Ancient Greece: kitchen forks used when serving  
3 .....

7th century: forks used in Middle East for  
4 .....

Middle Ages: in Europe 5 ..... were a common alternative to knives  
Kings and queens frequently used 6 ..... spoons. From 14th century, most spoons were made of various 7 .....

#### Questions 8–14

Complete the flow chart below using words from the box.

|          |           |             |               |
|----------|-----------|-------------|---------------|
| affected | blunt     | commonplace | curved        |
| illegal  | laughable | luxurious   | ornamental    |
| pointed  | refined   | simple      | widely spaced |

16th century: forks introduced into France, their use regarded as 8 .....

17th century: forks introduced into England, initially regarded as 9 ....., later used to show that owners were 10 .....

late 17th century: new forks with four 11 ..... tines, 12 ..... knives banned

18th century: Americans used knives with 13 ..... tips, and spoons

20th century: growing preference for 14 ..... styles

## Grammar Modals in conditional sentences

### 3 Read these instructions for using chopsticks and follow them, using two pens. Are the instructions clear?

- ① Place the first chopstick in the hollow between thumb and index finger and rest its lower end below the first joint of the third finger. This chopstick remains stationary.



- ② Hold the other chopstick between the tips of the index and middle fingers, steady its upper half against the base of the index finger, and use the tip of the thumb to keep it in place.



- ③ To pick things up, move the upper chopstick with index and middle fingers.



- ④ Don't wave chopsticks around.
- ⑤ Don't spear food with chopsticks.
- ⑥ To avoid spilling food, pull dishes towards you with your hand, not with chopsticks.
- ⑦ You can lift your dish towards your mouth to eat small pieces of food.
- ⑧ Ignore food dropped on the table.
- ⑨ To use chopsticks like an expert, you just need a little practice!



## First conditional

If + present tense is used to refer to *recurring* events in the present or *likely* events in the future.

- 4 Complete these sentences, using information from the instructions in exercise 3. Use a modal verb, such as *should*, *will*, *can*, *may*, *might* or their negatives, and any other words you need. More than one answer may be possible.
- 1 If you want to pick up some food, you ..... the upper chopstick.
  - 2 If you want to pick up some food, you ..... spear it.
  - 3 You ..... spill your food if you ..... it towards you with chopsticks.
  - 4 If you want to eat small pieces of food, you ..... towards your mouth.
  - 5 If you drop food on the table, you .....
  - 6 You ..... chopsticks like an expert if you .....
- 5 Read this article, which speculates about chopsticks replacing knives and forks.

### Could chopsticks replace knives and forks?

Unless you're an expert, eating with chopsticks takes time and patience, which are in short supply these days. Fast food loses its point if you can only eat it slowly, and eating on the move is tricky: imagine walking along the street, chopsticks in one hand, food in the other – how would you hold your mobile phone? Also, chopsticks were designed for picking up small pieces of food, so steak and hamburgers are out of the question. And in the hands of an amateur, there's a danger of poking someone in the eye with them.

Of course losing knives and forks wouldn't be all bad news. If switching to chopsticks forced people to eat more slowly, they might eat less, which would do quite a lot of us some good. Maybe they'd be too embarrassed to be seen struggling with the chopsticks, so they'd be less likely to eat in the street or on buses and trains. And for chopstick manufacturers, a new market of millions of people – business would boom!

## Second conditional

If + past simple tense is used to refer to *unreal* situations in the present, and *unlikely* or *impossible* ones in the future.

- 6 Complete this summary with information from the article in exercise 5. Use a modal verb and any other words you need. More than one answer may be possible.
- If people who use knives and forks switched to chopsticks, fast food 1 ..... and eating on the move 2 ..... .
- Holding a mobile phone while eating steak or a hamburger with a pair of chopsticks 3 ..... , and people 4 ..... each other in the eye.
- On the other hand, people 5 ..... more slowly, they 6 ..... so much or in public places. Also, business 7 ..... for chopstick manufacturers.
- 7 Read this article about the history of chopsticks.

### A Short History of Chopsticks

Chopsticks were developed about 5,000 years ago in China. It is likely that people cooked their food in large pots which retained heat well, and hasty eaters then broke twigs off trees to retrieve the food. By 1,600 years ago, a large population and dwindling resources had forced people to conserve fuel. Food was chopped into small pieces so it could be cooked more rapidly, thus needing less fuel.

The pieces of food were small enough that there was no need for knives at the dinner table, and chopsticks became staple utensils. It is also thought that the philosopher Confucius, a vegetarian, advised people not to use knives at the table because knives would remind them of the slaughterhouse. Before long, chopstick use had spread from China to present-day Vietnam, Korea and Japan.

## Third conditional

If + past perfect tense is used to refer to *unreal* situations in the past.

- 8 Complete the sentences with information from the article above. Use the past perfect in the *if* clause. In the main clause, use *would have*, *might have*, *wouldn't have* or *might not have*, and the verbs in brackets. Some of the answers will be in the passive.
- 1 If food (cook) ..... in large pots, people (use) ..... twigs to pick it up.
  - 2 If pressure (put) ..... on resources, people (force) ..... to conserve fuel.
  - 3 People (cut) ..... food into small pieces if there (be) ..... a shortage of food.
  - 4 If food (chop) ..... into small pieces, knives (need) ..... at the dinner table.
  - 5 Confucius (advise) ..... people to use knives at the table if he (be) ..... a meat eater.

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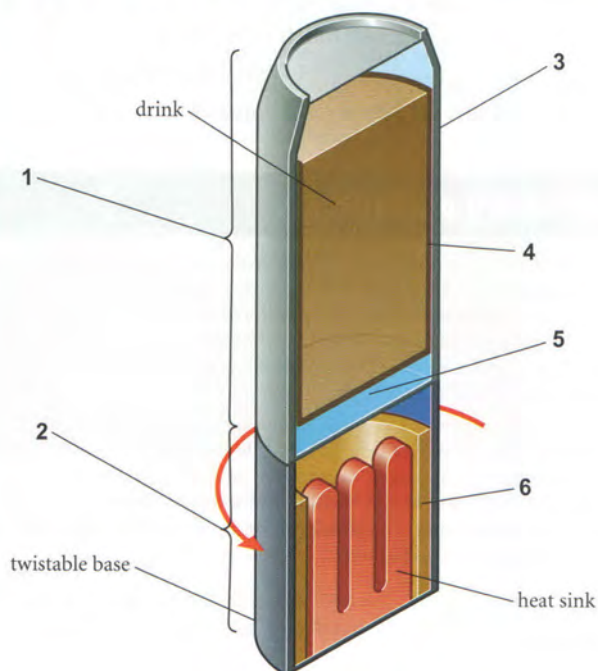


# Writing folder 4

## Task 1 Describing a process

In Task 1 of the Academic Writing Module candidates may have to describe a process, by referring to a labelled diagram. Remember that for this task you should write at least 150 words. (The description and explanation in 1 and 2 below total 155 words.)

- 1 This cut-away diagram shows the inside of a self-cooling drink can, designed by a specialist company. Read the description of the diagram to complete the missing labels.



### Description

The diagram shows a design for a self-cooling drink can. The can consists of two separate sections, with a seal between the two. The drink is held inside the upper section, and the lower section contains a desiccant (or drying material) in a vacuum. The upper section has two compartments: the drink is held within an inner one, and is surrounded by an outer compartment, containing a watery gel.

- 2 Now read the explanation opposite of how the cooling process works, choosing suitable verbs from the box to fill the spaces. You will need to use three passive forms.

|        |         |        |       |           |
|--------|---------|--------|-------|-----------|
| absorb | build   | cause  | cool  | evaporate |
| lead   | prevent | result | twist |           |

### Explanation

When the lower part of the can  
 1 ..... , the seal breaks.  
 This 2 ..... a drop in  
 pressure in the upper section of the can  
 and the water in the outer compartment's  
 gel 3 ..... quickly, cooling the  
 drink. Excess water is soaked up by the  
 desiccant, and any heat 4 .....  
 by a sink in the bottom of the can, which  
 5 ..... the can from feeling  
 warm. The company claims that a can of  
 drink 6 ..... by 16.7° C in just  
 three minutes.



- 3 Tick any of the grammatical areas below that have been used in the explanation in exercise 2. All these areas are relevant to Writing Task 1. If necessary, revise their form and use by looking at the Grammar folder.

Concessive clause ☐  
 Conditional structure ☐  
 Passive with agent ☐  
 Reference pronoun (to given information) ☐  
 Relative clause ☐

- 4 Another useful structure for Writing Task 1 is the *-ing* form, which follows several verbs, such as the one in space 5 of exercise 2: ... *the can from feeling warm*. Here are some more verbs that can be followed by an *-ing* form. Use each verb once only to complete the sentences. The first one is done for you.

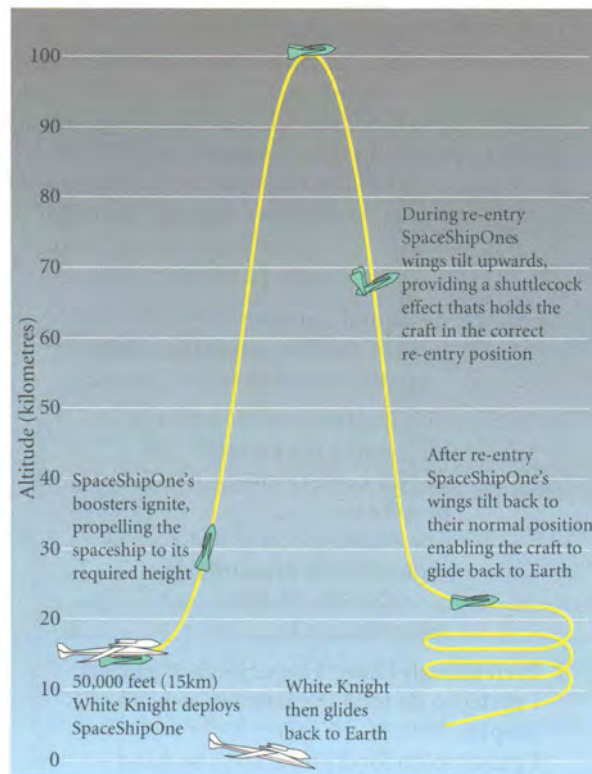
go on   involve   ~~mean~~   start   stop

EXAMPLE: A twistable base ..... *means* .....  
 having a can in two sections.

- 1 The cooling process ..... breaking a vacuum seal.
- 2 The drink ..... cooling down as soon as the seal is broken.
- 3 The desiccant ..... soaking up the water until there is none left.
- 4 A heat sink ..... the can from feeling warm.

- 5 An *-ing* form can also be used in place of a relative clause to describe an effect, as in *cooling the drink* in the second sentence of the Explanation in exercise 2. Find three more examples of this use in the diagram below.

*SpaceShipOne*, a prototype re-usable spacecraft, transported by a specially designed aircraft, *White Knight*, to launch height. The diagram shows how it is designed to gain and lose altitude.



- 6 Write a paragraph describing the launch and re-entry process for *SpaceShipOne*, using the information provided in the diagram. You should begin with an opening sentence about the craft and its launcher, *White Knight*. Then write a sentence on each stage in the diagram. Write between 100 and 150 words.

### Advice

- Spend a minute looking at the diagram carefully.
- Think about any stages in the process shown.
- Decide on key vocabulary you will need to use.
- Write an opening sentence that introduces the topic clearly. Do NOT lift language from the question.
- Remember to use passive structures and *-ing* forms.
- Use time or sequence markers to organise your writing.



# Units 5–8 Revision

## Topic review

- Take turns to answer these questions with a partner, giving your opinions in detail.
  - How important is music in your life?
  - What is the most useful kitchen tool, in your opinion?
  - Why is plastic so commonly used in today's world?
  - Is it important to find out more about our oceans? Why, or why not?
  - Which gadgets in your home are made of plastic?
  - What information can the robotic exploration of Mars give us?

## Grammar

- Complete the second sentence so that it means the same as the first, using the words given. Add any other words that are necessary.

EXAMPLE: Although space exploration is informative, its excessive cost cannot be justified.

**in spite of**

The excessive cost of space exploration is unjustifiable  
..... *in spite of how* .....  
informative it is.

- Even though I have a lot of kitchen gadgets, I prefer to do food preparation by hand.  
**despite**  
I prefer to do food preparation by hand ..... a lot of kitchen gadgets.
- While music is considered an important part of the curriculum, there are few resources available for it.  
**even though**  
.....  
be an important part of the curriculum, there are few resources available for it.
- Many people simply view plastic as a pollutant, yet it is a very useful material.  
**whereas**  
It is a commonly held view that plastic is a pollutant, ..... that is very useful.
- Although a brilliant performer on stage, his albums aren't very exciting.  
**while**  
..... brilliantly on stage, his albums aren't very exciting.

- Read this text about the ocarina, a simple wind instrument. Then choose from passive structures b–k to fill the spaces.



### The Ocarina

For centuries, the ocarina has been part of global music culture, for example the *hsuan* in China and the *cou-cou* in France. The word 'ocarina' means 'sweet little goose' in Italian, alluding to the birdlike sounds that  
0 ..... *are created* ..... by blowing into it.

In fact, ocarinas are ancient instruments, which  
1 ..... in some form for tens of thousands of years. Nearly every society has had a vessel flute of some kind, and in their basic form, they go back to the Stone Age. Some of the earliest examples

2 ..... in Central Africa.

Traditionally made of clay, ocarinas 3 ..... from recycled plastic nowadays, in a variety of bright colours. The plastic ocarina 4 ..... in sound quality to the ceramic one and additionally, 5 ..... from modern materials, has the durability required for an instrument that is likely 6 ..... by young children.

The ocarina works on the following principle: when the mouthpiece 7 ..... , a smooth flow of breath 8 ..... out of the slit and onto the 'lip' of the instrument, giving rise to oscillations which 9 ..... as musical tones. The tones 10 ..... simply by covering different finger holes in the chamber.

- |                          |                       |
|--------------------------|-----------------------|
| <del>a</del> are created | g have been uncovered |
| b are heard              | h are also produced   |
| c to be played           | i can be changed      |
| d have been made         | j is forced           |
| e is blown into          | k being made          |
| f can be compared        |                       |



- 4 Complete these sentences with the verbs in brackets, using a past perfect form in the *if* clause and a modal form in the main clause. Sometimes a negative verb (N) and/or a passive form (P) is needed. Which conditional structure is being practised here?

EXAMPLE: If I (see, N) hadn't seen the poster in town, I (know, N) wouldn't have known about the concert.

- If the pasta sauce (contain) ..... more garlic, it (taste) ..... much better.
- If the composer Mozart (live) ..... in the 21st century, he (sing) ..... in a rock band.
- If astronauts (visit) ..... Mars, scientists (find out) ..... a lot more about the planet by now.
- If the explorer Magellan (sail, N) ..... around southern Chile, the Magellan Straits (call, P) ..... something else.
- If the supermarket (build, NP) ..... here, we (have to) ..... drive twenty kilometres to do our shopping.
- If plastic (invent, NP) ..... , it (be, N) ..... possible to produce many everyday products.

## Vocabulary

- 5 Match the phrasal verbs with *up* in 1–6 to definitions a–f.

EXAMPLE: Jack has just rung me up to ask for some advice. g

- Helen gave up the idea of studying music and chose a course in biochemistry instead.
  - It's very important to back up all your files in case the server goes down.
  - The office was set up last year to deal with applications from other countries.
  - I'm afraid his concert in the stadium didn't live up to the CD.
  - Could I just bring up the issue of the forthcoming enquiry?
  - The percussionist Evelyn Glennie has built up a personal collection of over 1500 instruments.
- a be as good as something (as it was expected to be)  
b cause something to gradually increase in size or quantity  
c make a copy of something  
d start to talk about something  
e establish  
f drop or stop (doing) something  
g phone

- 6 Sort these nouns and adjectives into four topic groups.

Scientific processes

Moods

Culinary equipment  
*appliance*

Personal qualities

*appliance* brave carefree conscientious  
contamination corrosion crockery cutlery  
decisive disciplined elated fuel gloomy  
microwave oven refrigerator sorrowful  
tolerant

- 7 Complete this character reference, using the adjectives from exercise 6 and the reporting verbs in brackets in a suitable tense.



To whom it may concern

Alexander the Great

I have known Alexander professionally for many years, since I accompanied him on his expedition against Persia. His army was very 0 *disciplined* during that campaign, reflecting a fundamental quality of the man himself. Furthermore, I 1 (consider + always) Alexander to be a 2 ..... leader, in that he researches his campaigns in meticulous detail beforehand. It goes almost without saying that Alexander is tremendously 3 ..... in battle, often risking his own life before that of others. As a military commander, he is utterly 4 ..... , an essential quality in the heat of battle, when instant action can be the difference between victory and defeat.

Alexander is generally 5 ..... of the cultures and civilisations of those he has conquered, although I 6 (suspect) ..... that many residents of Thebes 7 (argue) ..... against this view.

Alexander is almost a legend in his own lifetime. Only the other day, his court historian Callisthenes 8 (observe) ..... that even the sea has been known to draw back at Alexander's command. It 9 (believe) ..... that this extraordinary event took place in Cilicia, but I cannot personally vouch for this.

I have no doubt that, at the age of 32, Alexander has a long and distinguished career ahead of him and I am happy to recommend him to you without any reservation.





- 1 Compare and contrast these two cities, using the photos for ideas. Focus on architecture, transportation and demography (changes in the population).

### Speaking Part 2

- 2 Read the Part 2 prompt card and listen to the recording. Is everything the candidate says relevant to the task? Is her register appropriate?

Describe a city that you know well.

You should say:

how big the city is  
what kind of buildings it has  
what transportation is available

and explain what you particularly like or dislike about this city.

- 3 Listen again and tick the words you hear. Check you understand all the words, using a dictionary if necessary.

|                |                          |                      |                          |
|----------------|--------------------------|----------------------|--------------------------|
| construction   | <input type="checkbox"/> | outskirts            | <input type="checkbox"/> |
| foundations    | <input type="checkbox"/> | rapid transit system | <input type="checkbox"/> |
| infrastructure | <input type="checkbox"/> | subsidence           | <input type="checkbox"/> |

- 4 After class, prepare brief notes about a city of your choice for the Part 2 task in exercise 2. Practise talking for at least a minute, and try to use some of this useful language from the recording.

#### Useful language

By ... I mean ...      That is to say ...  
How can I put it?      To put it another way ...  
Of course ...      It goes without saying that ...      Obviously ...

## SHANGHAI: THE PRESENT AND THE FUTURE

Shanghai is now the world's most densely populated city, according to Wu Jiang, deputy director of the city's urban planning administration bureau. 'Ten million people are living in central Shanghai and another ten in the suburbs. We made mistakes and now we are establishing several plans that will control the development of new skyscrapers and deal with the problems they have created.' Shanghai has been rising faster and higher than any city in the history of the world, but this is proving too much for the ground beneath to bear. 'Shanghai's ground condition is very soft,' says architect Kuo-Liang Lee. 'The rock bed is about 300 metres from the surface and the underground water table is higher, only 1.5 metres at most from the surface. There are now more than 4,000 buildings over 100 metres tall in Shanghai. That results in extremely severe ground settlement.'

This is just one of the reasons why Wu Jiang and his colleagues are trying to halt the annexation of Shanghai's skies. Other factors are dearth of greenery, serious pollution, inadequate transport and overcrowding on the streets of the city. Among the planned solutions are a metro system, a huge motorway network and an attempt at massive greening of the choking and dusty streets.

Several of the existing skyscrapers are among the tallest human constructions ever built and some of them are also among the most impressive in architectural terms. The 420-metre-high Jin Mao Tower, for example, is an extraordinary skyscraper, emblematic of the successful mingling of western and eastern styles. It reflects Chinese pagoda design,



## Reading

- 5 Read the passage quickly without stopping. Underline any words or phrases that are unfamiliar to you as you read. When you have finished, compare your underlinings in groups and discuss possible meaning.

🕒 about 675 words

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

Example:

- 0 According to Wu Jiang, the population of Shanghai is around 20 million, E.....
- 1 The architect Kuo-Liang Lee explains that high-rise construction is unsustainable in Shanghai .....
- 2 Wu Jiang's department has already discussed proposals .....
- 3 The writer approves of the Jin Mao Tower .....
- 4 Thomas Chow criticises recent roadbuilding in Pudong .....
- 5 Thomas Chow believes the imitation of western architecture has been a mistake .....
- 6 One aim behind Wu Jiang's plans for the orbital development of Shanghai is .....

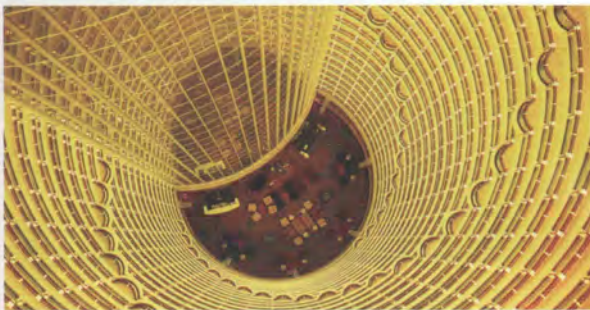
- A because of its hybrid architectural style.  
B for failing to slow down construction rates.  
C to improve the city's infrastructure.  
D because of its impact on public transport.  
E with half of these living downtown.  
F to persuade city dwellers to relocate.  
G for being alien to residents' needs.  
H because of the subsidence caused.  
I to negate its effect on pollution levels.  
J due to its lessening of Shanghai's identity.

### Style extra

- 7 Study the way these linking words are used in the passage. There is practice of them in the Workbook.

Other factors    Alongside    One ... another ... a third  
Among    Worse yet    Thus

while at the same time echoing the art deco style of  
35 Manhattan's most beautiful skyscrapers. A hotel occupies its upper 36 floors and spectacular views are offered on the 88th floor observation deck, both of the city outside and looking down the hollow insides of the building – not recommended for those suffering from vertigo!



- 40 Alongside these architectural wonders, however, are the less attractive results of the 21st-century building boom. Thomas Chow, co-director of the Shanghai-based  
Surv architecture and design practice, recently presented a paper to the Shanghai Design Biennale  
45 entitled 'Five Ways to Ruin a City'. In it, he suggested that the city's ill-considered and rapid growth had made it barely habitable. 'In downtown Lujiazui in Pudong, the scale is hostile and everything appears to have been enlarged on a photocopier; towers are  
50 towering, boulevards are 12 lanes wide (and uncrossable), without any relationship to human scale,

activity or urban life,' he wrote. Worse yet, he argued, Shanghai's character was being obliterated in favour of cheap and tacky design solutions without creativity or soul. In Chow's view, 'The market's rapid pace of wholesale importation of foreign imagery has resulted in a scary, perverse and at times ridiculous trend of turning modern cities into Disney-lands. The urban landscape is being littered with wholesale copies and replications of foreign styles.'

Wu Jiang wants to change all that. He talks excitedly of reducing plot ratios and making central Shanghai green and pleasant. 'If we want Shanghai to be the best city in the world, it's impossible to carry on with this kind of building. You can't reduce that density through political power. You have to make it attractive for people to leave and live in new cities nearby.' And so, on the outskirts of Shanghai, connected by massive new motorways and rapid transit railways, ten new cities, each of one million people and each with ten satellite towns of 200,000 people, are being built. One, New Harbour City, will have the biggest docks in the world; another, An Ting, will be a huge car manufacturing city; a third, called Song Jiang, will be a university centre.

Thus Shanghai hopes to build itself out of the problem that it has built itself into. At a pace unparalleled in the rest of the world, it is again racing down the track to a brighter future.





- 1 Where were the world's first cities established? Using the pictures above and the words below, describe favoured locations and explain their advantages to early settlers.

agriculture    defensive position    invader    irrigation    livestock  
resources    trading centre

## Listening

- 2 You are going to hear part of a lecture on the ancient Sumerian cities of Ur and Uruk. Before you listen, read the summary below and decide what information you need to listen for to fill the spaces.

Then listen and answer questions 1–9 with words you hear in the recording.

Complete the summary below.  
Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.



### Ur

The excavations of Ur led by Leonard Woolley (1922 – 1 ..... ) revealed that Ur was founded over 2 ..... years ago. Its inhabitants were among the earliest people to bring water and 3 ..... under their control.

Away from the river, conditions made it difficult to 4 ..... everyone. As the population increased, the inhabitants needed to get more supplies through 5 ..... . The world's first writing system arose in Ur to record how much 6 ..... they had.

### Uruk

Population exceeded 7 ..... (compared to 34,000 in Ur at the same time).

Uruk was known as the 8 ..... city.

Uruk was actually two cities combined: Kullab and Eanna, the 9 ..... centre.



## Vocabulary Word building

- 3 Complete these extracts from the recording with a word related to a word from the box.

|             |          |                   |        |
|-------------|----------|-------------------|--------|
| archaeology | culture  | <del>extend</del> | settle |
| strategy    | surround |                   |        |

EXAMPLE: From the *extensive* work of Woolley and his team ...

- One of the most important projects ever undertaken ...
- Ur was located close to the Euphrates and Tigris rivers.
- Its first would have been self-sufficient.
- Ur was an important , religious and commercial centre.
- Ur-Nammu established his kingship in Ur and its

## Grammar Inversion

- 4 The beginning of this sentence from the recording contains 'inversion'.

*Hardly had the Third Dynasty begun when it was brought to an abrupt end by invaders.*

What is the stylistic effect of starting the sentence in this way, instead of saying:

*The Third Dynasty had hardly begun when ...*

Here are some more examples of inversion.

Underline the subject and describe its position in each sentence.

- Not only was Ur the world's first city, it was also the home of the earliest writing system.
- Little did I know Chris had already bought tickets for the match as a surprise for me.
- In front of the ancient doorway stands a stone lion.

### G page 140

- 5 Put the following sentences in order, starting with the adverbs given in brackets.

EXAMPLE: the new bridge / had to be declared / before / unsafe / had been used / it (Barely)  
*Barely had the new bridge been used before it had to be declared unsafe.*

- Tom wanted to / than / we / walk to the castle / had got back to the hotel (No sooner)
- I / walking around a city / as safe as this / late at night / had felt (Seldom)
- they / the office / had entered / the phone started ringing / when (Scarcely)

- the ticket price rise / would be imposed / it was announced / had been implemented / when / a further 5% increase (Hardly)

- 6 Join the ideas in 1-7 and a-g using *Not only ...* and adding a word or phrase from the box.

|           |      |         |     |
|-----------|------|---------|-----|
| a further | also | as well | too |
|-----------|------|---------|-----|

EXAMPLE: 1 c *Not only did Paris put in a bid for the 2012 Olympics, Madrid did too.*

- Paris put in a bid for the 2012 Olympics.
  - The city of Bogotá has got an excellent bus service.
  - 10 million inhabitants live in the centre of Shanghai.
  - There are a lot of art galleries in London.
  - High-rise buildings can lack style and originality.
  - The ancient city of Ur was built beside the Euphrates river.
  - Siena offers visitors a historic centre.
- a 10 million live in its suburbs.  
b It was close to the Tigris.  
c ~~Madrid did.~~  
d The countryside nearby is very beautiful.  
e There are several museums.  
f They are sometimes poorly constructed.  
g It encourages the use of bicycles wherever possible.

- 7 Instead of the example in exercise 6, we could say:  
*Paris put in a bid for the 2012 Olympics and so did Madrid.*

Join these sentences in the same way.

- The train drivers are on strike. The bus drivers are on strike.
  - The Tokyo flight took off on time. The Taipei flight took off on time.
  - Madrid has a metro. Bilbao has a metro.
  - I can take the metro. You can take the metro.
  - John should walk to work. I should walk to work.
  - Kiosks sell bus tickets. Subway stations sell bus tickets.
- 8 If the first half of the sentence contains a negative verb form, you must use *neither* or *nor*. Form sentences using the information in brackets.

EXAMPLE: The Pisa flight wasn't full. (Rome)  
*The Pisa flight wasn't full and neither was the Rome one.*  
*The Pisa flight wasn't full, nor was the Rome one.*

- I hadn't been to Prague before. (Dominic)
- The school can't provide parking spaces. (the sports centre)
- You won't be in time for the next train. (I)
- Fortunately, the car wasn't damaged. (my bike)



# Test folder 5

## Multiple choice

(Academic Reading, General Training Reading and Listening Modules)

If you have to choose *one* answer, there will be three options (in the Listening Module, and occasionally in Reading) or four options (only in Reading).

If you have to choose *more than one* answer, there will be more options. In this case, the order of your answers isn't important: for example, if the answers are A, C, D, and you write D, A, C, they will still be counted as correct.

Each question normally focuses on one part of the passage. However, in the Reading Modules you may be asked one multiple-choice question about the whole passage.

The questions follow the order of information in the passage.

The options usually do *not* follow the order of information in the passage.

The questions and options are normally paraphrases of the passage.

## Advice

### All modules

- Read the instructions carefully. Note how many answers are required for each question.
- Read the first question. Look or listen for the relevant part of the passage. Read or listen carefully, considering *all* the options.
- Consider the options *in relation to the question*. In some cases an option may be true, but does not answer the question. Eliminate options by putting a cross (X) beside them when you are sure they are wrong.
- Always choose only the required number of options for each question.
- Make sure you answer every question – you won't lose marks for wrong answers.

## Listening

- 1  This passage is similar to those in Section 4 of the Listening Module.

### Questions 1–6

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

- 1 Rich people have been known to live in suburbs  
A at least since the 6th century BC.  
B since the 1st century BC.  
C only in modern times.
- 2 During the Middle Ages and Renaissance, London  
A encouraged poor people to move to the edge of the city.  
B expanded by incorporating nearby towns.  
C rebuilt its walls to contain a larger area.
- 3 In the 19th century, the development of suburbs was encouraged by  
A the high quality of suburban housing.  
B improvements in public transport.  
C a wish to own weekend homes.
- 4 European suburbs, unlike those in North America,  
A consist largely of low-density housing.  
B are well planned.  
C have individual characters.
- 5 Suburban sprawl is said to destroy  
A town centres.  
B business activity.  
C human relationships.
- 6 A major reason for the development of suburban sprawl in the USA was  
A improvements in car manufacture.  
B the availability of money to buy homes.  
C people's unwillingness to live in high density housing.

### Questions 7–11

Choose **FIVE** letters **A–J**.

Which **FIVE** claims does the writer make about suburban sprawl?

- A Housing and other components are usually separated from each other.
- B There are insufficient controls over the actions of developers.
- C Life in housing districts is more limited than in traditional towns.
- D The residents have no input into the names of new suburbs.
- E Names may give a false impression of suburbs.
- F The design of school buildings tends to be old-fashioned.
- G The size of schools creates problems for their students.
- H The location of schools encourages the use of cars.
- I The population is too small to support shops serving a small area.
- J One reason for heavy traffic in suburbs is that a car is likely to contain only the driver.



## Reading

- 2 This passage is similar to those in the Academic Reading Module and Section 3 of the General Training Reading.

# The Invention of the Garden City

The garden city was largely the invention of the British social visionary Ebenezer Howard (1850–1928). After emigrating to the USA, and an unsuccessful attempt to make a living as a farmer, he moved to Chicago, where he saw the reconstruction of the city after the disastrous fire of 1871. In those pre-skyscraper days, it was nicknamed 'the Garden City', almost certainly the source of Howard's name for his proposed towns. Returning to London, Howard developed his concept in the 1880s and 1890s, drawing on notions that were circulating at the time, but creating a unique combination of proposals.

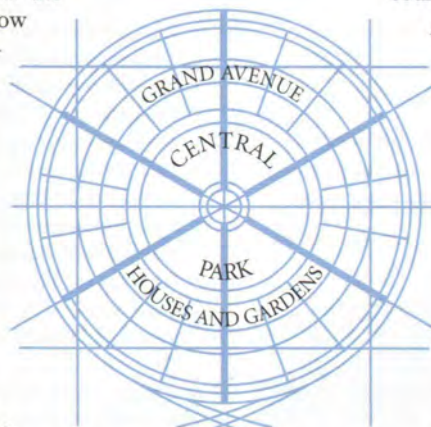
The nineteenth-century slum city was in many ways an horrific place; but it offered economic and social opportunities, lights and crowds. At the same time, the British countryside – now too often seen in a sentimental glow – was in fact equally unprepossessing: though it promised fresh air and nature, it suffered from agricultural depression and it offered neither sufficient work and wages, nor adequate social life. Howard's idea was to combine the best of town and country in a new kind of settlement, the garden city.

Howard's idea was that a group of people should establish a company, borrowing money to establish a garden city in the countryside, far enough

from existing cities to ensure that the land was bought at rock-bottom, depressed-agricultural, land values. They should get agreement from leading industrialists to move their factories there from the congested cities; their workers would move too, and would build their own houses.

Garden cities would follow the same basic blueprint, with a high proportion of green spaces, together with a central public open space, radial avenues, and peripheral industries. They would be surrounded by a much larger area of permanent green belt, also owned by the company, containing not merely farms, but institutions like reformatories and convalescent homes, that could benefit from a rural location.

As more and more people moved out, the garden city would reach its planned limit – Howard suggested 32,000 people; then, another would be started a short distance away. Thus, over time, there would develop a vast planned agglomeration, extending almost without limit; within it, each garden city would offer a wide range of jobs and services, but each would also be connected to the others by a rapid transit system, thus giving all the economic and social opportunities of a giant city.



Howard's design for a garden city

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

- Howard's concept of garden cities was influenced by
  - the style in which Chicago was rebuilt.
  - other people's ideas.
  - his observations of rural life.
  - the life he had led.
- What does the writer claim about nineteenth century life?
  - Agriculture offered more work than cities did.
  - On balance, urban life was easier than rural life.
  - Our view of rural life is more positive than the reality.
  - Too many people moved from the countryside to cities.
- Howard proposed that garden cities should be located
  - where employment opportunities already existed.
  - in areas where people wished to live.
  - as far as possible from existing cities.
  - where cheap land was available.
- Garden cities were planned
  - to integrate institutions within the city area.
  - to keep industrial activity to a minimum.
  - to be similar to each other in layout.
  - to provide buildings for public gatherings.
- What is said about garden cities in the last paragraph?
  - Each one would contain a certain type of business.
  - The number would continue to rise.
  - Residents would live and work in the same place.
  - Each one would continue to expand.





- 1 How often do you have dreams? What do you dream about?
- 2 Why do some people have more nightmares than others? Is dreaming important to our health and well-being? Why, or why not?

## Reading

- 3 Read the headings below and discuss the likely topic of the reading passage. Then read the passage as quickly as you can and check if you were right.

⌚ about 650 words

Now do the headings task.

### Test spot

If you are asked to choose the correct heading for paragraphs, first read the paragraph carefully, then read all the headings before deciding on your answer. Do this for each paragraph in turn.

### Questions 1–6

The reading passage has six paragraphs A–F. Choose the correct heading for each paragraph from the list of headings below.

#### List of Headings

- i Interacting with others in your dreams
- ii A competitor exploiting the commercial side
- iii Scepticism within the specialist field
- iv Dream to improve your technique!
- v Not just a modern-day phenomenon
- vi The product to enhance your dreamtime
- vii Undermining rumours in the press
- viii A bridge between sleeping and waking
- ix Current research priorities

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

## DEMYSTIFYING OUR DREAMWORLD

### A

As a teenager, Brenda Giguere went ice skating with her friends every week, but they improved much faster than she did. She could only go round in circles and got fed up with watching her friends effortlessly switching from backward skating to forward. Lying in bed one night, she thought she would try to practice those backward moves in her sleep. 'Before long I was dreaming I was skating, and I got very excited. It was so realistic. I felt the sensation of skating backward – the movement of my legs, the cool air, the feeling of propelling myself this way. Suddenly it all made sense as a set of logical, fluid, sequential body movements.'

### B

Brenda later found out she had experienced what is called a 'lucid dream'. Lucid dreaming is one of the most controversial areas of dream research, partly because of misperceptions over how much individuals can influence their dreams – or indeed, whether they should. Those in favor say that lucidity is an important step in understanding dreams and argue that lucid dreams can take the horror out of nightmares, inspire new ideas, promote self-healing of physical ailments and unravel mysteries of the psyche that can improve a person's well-being.

### C

Lucid dreaming is a technique that has been practiced by Tibetan Buddhist priests for more than a millennium. Writings by the ancient Greek philosopher Aristotle also refer to the conscious exploration of dreams. And when the discovery of rapid eye movement (REM) sleep 50 years ago opened up new avenues of sleep research, it also strengthened the argument for lucidity. Today, the leading guru in this field is Stephen LaBerge, who founded the Lucidity Institute in 1987.

### D

LaBerge believes that the state of awareness reached during lucid dreaming is akin to that of being awake.



### Questions 7–13

Do the following statements agree with the information given in the 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

- 7 Brenda Giguere was able to put what she had experienced into practice.
- 8 Advocates of lucid dreaming claim that it may contribute to a person's thought processes.
- 9 According to the writer, the detection of REM sleep has been the most important breakthrough in sleep research for half a century.

With colleagues, he has developed electronic devices that give the dreamer a reminder during REM sleep to try to become lucid. The 'NovaDreamer' is a sleep mask that emits a flashing light or sound cues when the user is dreaming (detected by eye movement). LaBerge claims that this increases the dreamer's chances of becoming lucid threefold, as evidenced by research he has carried out. Ed Wirth, who has used the NovaDreamer, says the flashing light becomes incorporated into his dreams, like the flickering image of a TV screen. Of the 600 or so dreams a year that Wirth recalls, only five or six are lucid, but their effect is powerful and overwhelming. He flies in his dreams, and walks through walls: 'You can turn a threatening situation into a funny situation. It eliminates the whole nightmare. They, in effect, have changed my life. For me, it's an exploration.'

Not everyone shares this enthusiasm. Rosalind Cartwright, the grande dame of sleep medicine research, believes the whole concept has been overblown. Cartwright, director of the Sleep Disorders Service and Research Center at Rush University Medical Center in Chicago, says: 'It's a wish to control things out of their usual function and time. It is trying to redesign the mind in a way I don't think is necessarily helpful. It gives people false hope.'

LaBerge admits he doesn't have all the answers yet, but feels lucky to be able to work in such a fascinating field. His goals are simple: to learn more about lucid dreaming and to make it more accessible to the public. At the moment, he's experimenting with chemical inducements to increase the release of acetylcholine, the main neurotransmitter in REM sleep, in order to encourage seasoned lucid dreamers to have more of them. He's also testing herbal supplements such as galantamine, which is extracted from daffodil bulbs, to promote a similar effect. But LaBerge laments that more isn't being done. Research funds are not exactly pouring in for lucid dreaming, and his business operates on a shoestring with a six-member staff, lots of volunteers and funding from grants, donations and sales.

- 10 The NovaDreamer operates purely in relation to the user's eyes.
- 11 According to LaBerge's findings, wearers of the NovaDreamer are three times more likely to experience a lucid dream.
- 12 Cartwright criticises lucid dreaming for being an unnatural practice.
- 13 LaBerge's latest tests focus on subjects who have never experienced lucid dreams.

### Vocabulary Collocations

4 The verbs below occur frequently in the *Cambridge Academic Corpus*. Find phrases containing these verbs in the passage. For each verb, cross through any word or phrase (a–c) that does *not* collocate with the verb. For two verbs, all three options collocate.

- 1 inspire (paragraph B)  
a confidence b an ailment c admiration
- 2 promote (paragraphs B and F)  
a a product b unity c its own interests
- 3 strengthen (paragraph C)  
a connections b a relationship c an error
- 4 develop (paragraph D)  
a links b results c strategies
- 5 share (paragraph E)  
a a view b power c concerns
- 6 operate (paragraph F)  
a potentially b independently c effectively

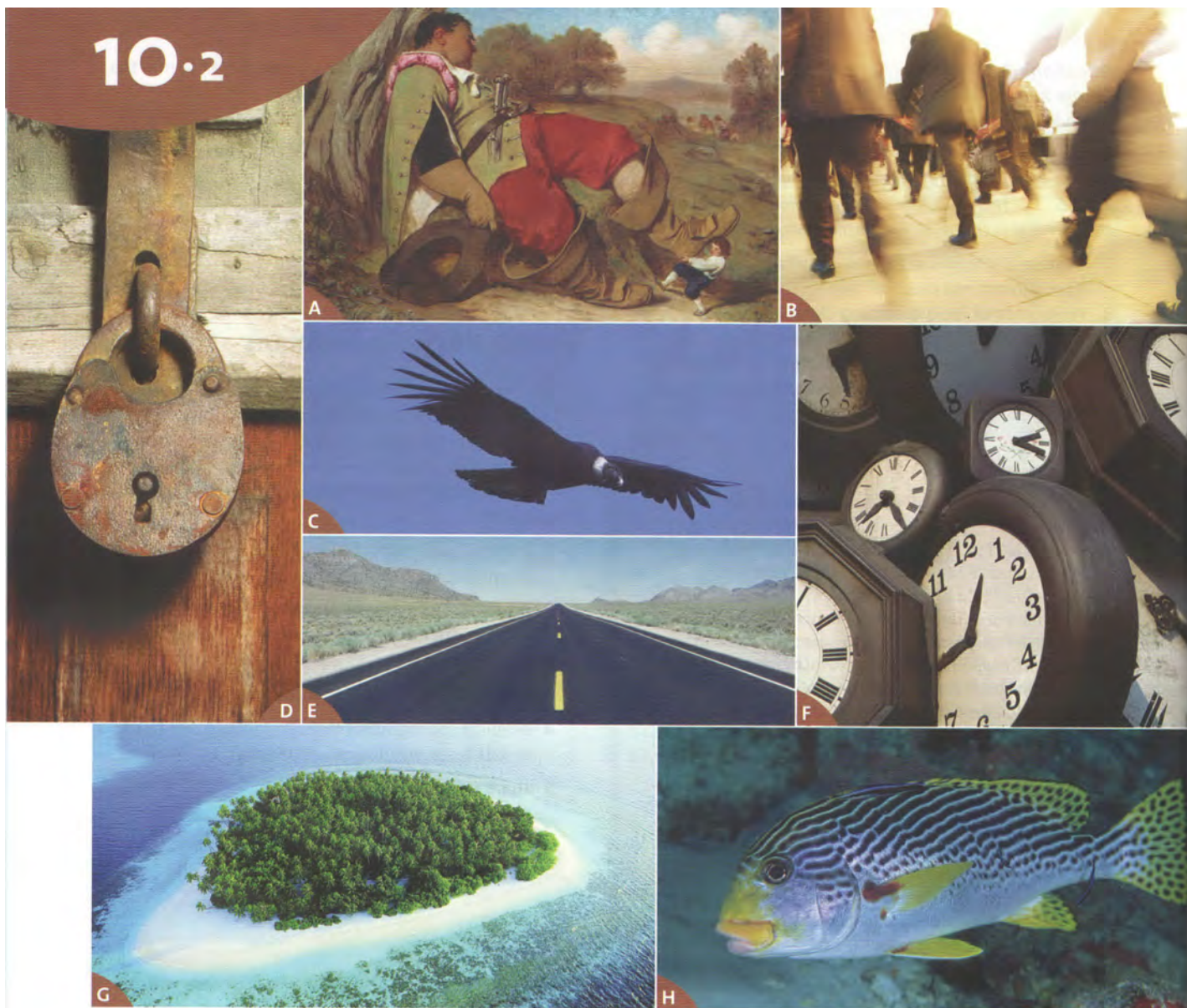
### Style extra

5 The reading passage comes from an American newspaper, and its style is generally less suited to academic writing. Take, for example, the terms *the leading guru in this field* and *the grande dame of sleep research*. Both are used in journalism to mean 'expert'. The main collocates for *guru* are to do with lifestyle (*fitness guru, exercise guru, diet guru*) or business (*management guru, PR guru*).

Decide which of the following terms for people would be more appropriate in academic writing. If you are unsure, check in a dictionary first.

- 1 bit-part / minor character
- 2 pundit / specialist
- 3 children / kids
- 4 punter / customer
- 5 manager / boss





- 1 Look at pictures A–H and decide what each one might represent in a dream. Compare your ideas.

## Listening

- 2 You are going to hear a conversation between a university tutor and three psychology students. The conversation is in two parts.

### Questions 1–4

Which picture (A–H) is each person talking about? Write the letters A–H next to questions 1–4.

- 1 Carla .....  
2 Jason .....  
3 Helen .....  
4 Tutor .....

### Questions 5–7

Choose the correct letter, A, B or C.

- 5 In the dream that Helen describes, the central character gets  
A as far as the summit of a mountain.  
B nearly halfway up a mountain.  
C close to the top of a mountain.
- 6 According to Helen's interpretation, the man  
A sees himself as an outsider.  
B is pleased to be rejoining society.  
C needs something beautiful in his life.
- 7 Carla suggests that the woman looking into the mirror is  
A positive about her situation.  
B disappointed in some way.  
C secretive and shy of others.



## Grammar

### Modal verbs of speculation and deduction

#### 3 How certain is the speaker in these examples?

- This one must be all about limits.
- It could be an insight or a new idea.
- The dreamer may/might be experiencing some problems at work.

Modal verbs are used in this way in academic discussion and argument. How would example *a* be expressed in the negative, to mean the opposite? How does the meaning change if we say *couldn't* instead of *could* in example *b*?

#### 4 Complete these sentences with *must*, *may/might/could* or *can't/couldn't*.

- My dream about the tower ..... mean that I have to take better care of myself, though I'm not sure.
- This quote ..... be from Jung! It's much closer to Freud's thinking.
- The article suggests that each floor of a house ..... represent a different aspect of the mind in a dream.
- They ..... be at a lecture because all lectures have been cancelled today.
- I never remember dreams. I ..... sleep too deeply.

#### 5 How certain is the speaker in these two question forms? Could these forms be used in written English? Why, or why not?

- Mightn't it be something to do with a dual life?
- He couldn't be seen as friendly, could he?

### G ... page 141

#### 6 Talk about dreams 1–4 below using modal verbs and the verb in brackets. Show your level of certainty in what each symbol represents. Add your own ideas too.

EXAMPLE: Dreaming about a fire that is out of control = excessive ambition. (indicate)  
*Dreaming about a fire that is out of control could indicate that the dreamer has excessive ambition. Mightn't it also indicate anger or another strong emotion?*

- A dream about a forest = the need to escape from everyday life. (display)
- Books in dreams = wisdom and knowledge. (symbolise)
- Being involved in some form of accident in a dream = a state of anxiety. (suggest)
- Sitting on the wrong train = making a wrong choice in life. (represent)

## Pronunciation Vowel changes in related words

#### 7 There is often a vowel shift in related words, as from the verb *decide* to the noun *decision*. Listen to the following words and write the phonetic symbol for each of the underlined vowel sounds. Choose from the following phonetic symbols:

/i:/ /e/ /ju:/ /ʌ/

EXAMPLE: concede /e:/

- concession
- deduce
- deduction
- perceive
- perception
- consume
- consumption
- repeat
- repetitive

## Speaking Part 3

### Test spot

In Part 3 of the IELTS Speaking Module, develop your ideas and be ambitious in your use of structures and vocabulary. Use modal verbs to speculate on possible reasons or likely advantages/disadvantages.

#### 8 Discuss some of these Part 3-type questions with a partner.

- What can dreams tell us about ourselves?
- Do you think it is helpful to interpret someone's dreams for them?
- Why are dreams considered important in many cultures?
- Are psychological issues more prevalent in modern society? Why, or why not?
- How far should we try to investigate our inner selves?
- Is psychological well-being more or less important than physical fitness?



# Writing folder 5

## Task 2 Developing an argument

In the Task 2 essay, you need to present a clearly argued piece of writing, where your ideas are fully developed and exemplified. Remember that you will need to write at least 250 words (answers shorter than this are penalised).

- 1 Read the task and spend a few moments thinking about your own views on the statement.

Write about the following topic.

***City living in the 21st century is stressful and offers no advantages. To what extent do you agree or disagree with this statement?***

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

Write at least 250 words.

- 2 Read the two answers, A and B, which are exactly 250 words. Does each answer agree or disagree with the statement? Which answer contains the clearest argument, in your opinion? Why?

A

You always have noise in a city and it is very stressful. I agree because I live in a large city and it can be stressful. But I can do lots of things in my city, like going to the cinema and seeing rock concerts, so I might disagree with the statement too. Nowadays, more people have to live in cities. Most of the jobs you find are in cities and it takes too long to travel there each day. That is stressful, the same as living in a city.

There are some advantages to city living. A large city has too many people and there is traffic all the time so it is very stressful. I have recently visited Bilbao in northern Spain, which has an excellent transport system. There are trams and an underground network so you can go from one part of the city to another very quickly. I don't call that stressful, and it doesn't cost much either.

If I had the choice I would still live in a city because I like it. There is a lot of live entertainment and many cultural things on offer. Shops are good and every city has many shops. In other words, it must be an advantage to have shops and there aren't many shops in smaller places. With Internet shopping, it doesn't matter where you live any more. There's no green in the city and it makes us stressed. I agree with the statement because it is stressful.

B

The percentage of the world's population domiciled in cities is increasing and because of this, some of the largest cities must be fairly oppressive places in which to live if you are short of money or unemployed. At the same time, for those with disposable income, a city provides a lively environment, with many cultural benefits and other opportunities. Thus, the advantages of contemporary urban living far outweigh any disadvantages, in my opinion.

In terms of entertainment, city residents are often spoiled for choice, and on any night of the week could probably visit anything from small jazz venues to theatres, clubs and numerous cinemas. Cities also generally offer wonderful museums.

Another obvious benefit is the diversity of shops and specialist stores in any city of a reasonable size. While it may be the case nowadays that some people do most of their shopping over the Internet, for myself, it is essential to have the chance to browse and windowshop, and a city gives me that.

It has been said that one of the least attractive aspects of city living is transport, and I would certainly never dream of using my car to travel across town. However, most cities nowadays have developed excellent and affordable public transport systems, taking all the stress out of getting around. What is more, the cities of the 21st century often look good, with unusual modern architecture.

In short, today's cities can support a rich, varied and exciting lifestyle, which is stimulating rather than stressful.



- 3 Tick which points are included in each answer (A and B in exercise 2) and rate the development and clarity of each one from 1–3.

- 1 unclear and/or barely addressed  
2 reasonably clear with some exemplification  
3 clearly developed and exemplified

|                    |   |   |
|--------------------|---|---|
| Live entertainment | A | B |
| Open spaces        | A | B |
| Transport          | A | B |
| Cultural benefits  | A | B |
| Noise / crowds     | A | B |
| Shopping           | A | B |
| Architecture       | A | B |

- 4 Underline any useful linking phrases in answers A and B and add them to the table below.

|                                    |   |
|------------------------------------|---|
| Introducing / referring to a point | <i>As far as ... is concerned</i><br><i>Regarding</i><br><i>With reference to</i> |
| Adding another related point       | <i>Secondly</i><br><i>Additionally</i>  |
| Contrasting previous information   | <i>Conversely</i><br><i>Then again</i><br><i>On the other hand</i>                |
| Clarifying what has been said      | <i>To put it another way</i><br><i>That is to say</i>                             |
| Linking to the argument            | <i>Therefore</i><br><i>For this reason</i><br><i>Consequently</i>                 |
| Concluding / summarising           | <i>All in all</i><br><i>To sum up</i>   |

- 5 Try to think of different vocabulary you can use to say the same thing. Repetition of key words from the task must be avoided (as in the use of 'stressful' in A). Find words and phrases in answer B that relate to the words below from the task statement.

city living .....  
21st century .....  
stressful .....  
offers .....  
advantages .....



- 6 Now answer the task in exercise 1, following the advice below. Write at least 250 words.

### Advice

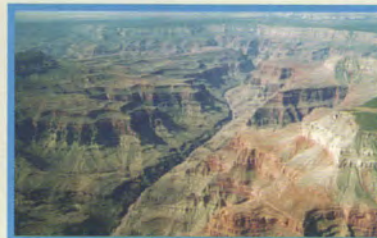
- Read the task carefully.
- Underline key words and think of different ways of saying the same thing.
- Make a plan, including each new point in a new paragraph.
- State your overall opinion in the introduction.
- Use linking phrases to make your argument clearer.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave time to check your answer for accuracy.



# The physical world

How well do you know the geography of the world we live in?

Answer this quiz and find out!



Complete these names with a word from the box, and decide which country or region each place is in. Use each word only once.

- 1 the Grand ..... (above centre)
- 2 the Great Rift ..... (above right)
- 3 Dover .....
- 4 the Mesopotamian .....
- 5 Iguaçu ..... (above left)
- 6 the ..... of Bengal
- 7 the ..... of Tonkin
- 8 ..... Chad

|         |        |
|---------|--------|
| Bay     | Canyon |
| Cliffs  | Falls  |
| Gulf    | Lake   |
| Marshes | Valley |

Match each definition with a word from the box.

- 9 the wide part of a river where it meets the sea
- 10 the movement of water (in a river or sea) in a particular direction
- 11 an area of sea water separated from the sea by a reef (a line of rocks or sand)
- 12 a large mass of slow-moving ice
- 13 a long channel of water that has been constructed
- 14 gradual wearing away, for example of land, often caused by the action of wind or water
- 15 a sudden violent movement of the Earth's crust
- 16 a slow movement, usually resulting from outside forces

|         |            |
|---------|------------|
| canal   | current    |
| drift   | earthquake |
| erosion | estuary    |
| glacier | lagoon     |

What geographical features are these? Each dash represents one missing letter.

- 17 Everest: m \_ \_ \_ \_ \_
- 18 Krakatoa: v \_ \_ \_ \_ \_
- 19 Africa: c \_ \_ \_ \_ \_
- 20 What do you think are the two main materials that form the spits in these two photographs?





## Listening

- 2 You are going to hear part of a geography lecture about two natural features of the English coast. The lecture is in three parts.

### Questions 1–5

Label the map opposite.

Choose five answers from the box and write the letters **A–I** next to questions 1–5.

- |                   |                      |
|-------------------|----------------------|
| A area of erosion | F original coastline |
| B dunes           | G salt marsh         |
| C estuary         | H spit               |
| D headland        | I tide               |
| E longshore drift |                      |



Example: ...H...

The speaker identifies the relevant part of the diagram by saying *A long, narrow accumulation of sand and/or stones, with one end joining the mainland, before giving the name spit.*

### Questions 6–10

Complete the sentences below.

Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

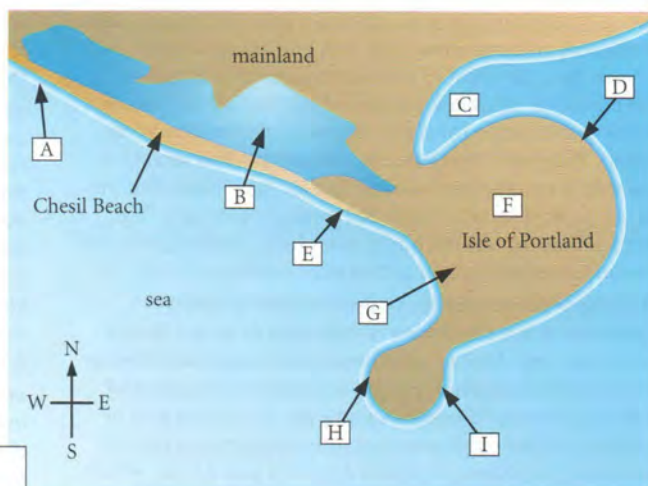
- Spurn Head is situated between the North Sea and a .....
- The material of Spurn Head is produced from land further north by a process of .....
- Longshore drift ..... the material on Spurn Head.
- The spit lasts for about ..... years.
- Eventually the sea breaks through the ..... of the spit.

### Questions 11–15

Write the correct letter **A–I** next to questions 11–15.

- area of smallest stones: .....
- lagoon: ..... 14 coast erosion: .....
- mine: ..... 15 harbour: .....

Can you think of any other landscapes that have been created by the sea or rivers?



## Speaking Part 2

- 3 With a partner, take turns to talk about this topic for at least one minute each.

Describe the natural features of an area or country that you know.

You should say:

- which area you are going to describe
- what natural features the area has
- what the natural features look like

and explain how you feel about the natural features of that area.

### Useful language

located situated consists of varied impressive  
landscape forest prairie desert vegetation  
fertile



## 1 In small groups, try and answer these questions.

- Why do the east coast of South America and the west coast of Africa seem to fit each other?
- As coal is formed from plants that need a warm climate, why is there coal in an island near the Arctic?
- Can volcanoes and earthquakes occur anywhere in the world?



## Reading

## 2 Now skim this article and check your answers to the questions above.

⌚ about 600 words

# Moving continents

**A** The belief that continents have not always been fixed in their present positions was first suggested as early as 1596 by the Dutch map maker Abraham Ortelius. Ortelius suggested that the Americas were 'torn away from Europe and Africa ... by earthquakes and floods', and went on to say, 'The vestiges of the rupture reveal themselves if someone brings forward a map of the world and considers carefully the coasts of the three [continents]'. However, it was not until 1912 that the idea of moving continents was seriously considered as a full-blown scientific theory, when the theory of continental drift was introduced in two articles by a 32-year-old German meteorologist named Alfred Lothar Wegener. He contended that all the present continents used to form one 'supercontinent', which he called 'Pangaea' (the Greek for 'all lands' – the second syllable is usually pronounced 'jee' or 'gay'), and that this began to split apart around 200 million years ago. The parts drifted across the Earth, eventually breaking into the various smaller continents that exist today.

**B** Wegener's theory was based in part on what appeared to him to be the remarkable fit of the South American and African continents, first noted by Ortelius three centuries earlier. Wegener was also intrigued by the occurrences of unusual geologic structures and of fossils – of both plants and animals – found on the matching coastlines of South America and Africa, which are now widely separated by the Atlantic Ocean. He reasoned that it was physically impossible for most of these creatures to have swum or have been transported across the vast ocean. To him, the presence of identical fossils along the coastal parts of Africa and South America was the most compelling evidence that the two continents were once joined.

**C** In Wegener's mind, the drifting of continents after the break-up of Pangaea explained not only the matching fossil occurrences but also the evidence of dramatic climate change on some continents. For example, indications that there were once glaciers in regions of South Africa led to the conclusion that this land must once have been situated much further away from the tropics. Other mismatches of geology and present-day climate included the occurrence of coal – the product of ancient temperate or tropical forests – in Spitzbergen, an island that is now close to the North Pole.

**D** At the time Wegener introduced his theory, the scientific community firmly believed the continents and oceans to be permanent features on the Earth's surface. Not surprisingly, his proposal was not well received, even though it seemed to agree with the scientific information available at the time. A fatal weakness in Wegener's theory was that it could not satisfactorily answer the most fundamental question raised by his critics: what kind of forces could be strong enough to move such large masses of solid rock over such great distances?

**E** After Wegener's death in 1930, new evidence from ocean floor exploration and other studies rekindled interest in his theory, ultimately leading, in the early 1960s, to the development of the theory of plate tectonics. This scientific concept has revolutionised our understanding of the dynamic planet upon which we live. The theory states that the Earth's outermost layer is fragmented into a dozen or more plates of various sizes that are moving relative to one another as they ride on top of hotter, more mobile material.

**F** The theory has provided explanations to questions that scientists had speculated upon for centuries – such as why earthquakes and volcanic eruptions occur in very specific areas around the world, and how and why mountain ranges like the Alps and Himalayas formed.



- 3 This is how Pangaea may have looked around 225 million years ago. Can you identify the present-day continents and sub-continent?



#### 4 Questions 1–6

Answer the questions below using **NO MORE THAN THREE WORDS** from the passage for each answer.

#### Test spot

The task in questions 1–6 is similar to sentence and note completion. The questions normally follow the order of information in the passage. ... TF 4

- 1 In Ortelius's opinion, what caused continents to be separated?
- 2 In the theory of continental drift, what was given the name 'Pangaea'?
- 3 Apart from shape and geological structures, what similar phenomena are found in South America and Africa?
- 4 What do indications of glaciers in South Africa and coal in Spitzbergen provide evidence of?
- 5 According to the 1960s theory, what does the top layer of the Earth consist of?
- 6 What natural phenomena may have been created by movement on the Earth's surface?

Remember that in the following task the questions don't follow the order of information in the passage.

#### Questions 7–12

The reading passage has six paragraphs labelled A–F.

Which paragraph contains the following information?

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

- 7 how later developments revived consideration of the theory of continental drift
- 8 evidence that some areas used to be situated in much warmer or cooler regions
- 9 something that Wegener's theory could not explain
- 10 a reason why living organisms can't have moved from one continent to another
- 11 an apparent contradiction in the reaction to the theory of continental drift
- 12 an outline of a theory that explains how continental drift occurs

## Grammar Non-finite clauses

Non-finite clauses contain a verb in the form of an infinitive (e.g. *to do*, *to have done*), present participle (*doing*) or past participle (*done*). These clauses are normally used as part of complex sentences, which are particularly common in academic English.

- 5 Underline the non-finite clauses in these sentences, based on ones in the reading passage.

EXAMPLE:

- 0 Parts of Pangaea drifted across the Earth, gradually breaking into smaller continents.
  - 1 A meteorologist working in Germany wrote two articles about continental drift.
  - 2 Finding similar fossils on both sides of the Atlantic was strong evidence of continental drift.
  - 3 Wegener was intrigued by fossils found in South America and Africa.
  - 4 It is impossible for coal to form in a cold climate.
- 6 In which sentence(s), 0–4 above, is the non-finite clause
- 1 ... a relative clause?
  - 2 ... the subject?
  - 3 ... an adverbial clause?

- 7 Complete the following rules by choosing the correct alternative.

In relative clauses and adverbial clauses,

- 1 *-ing* generally has an active / a passive meaning.
- 2 *-ed* generally has an active / a passive meaning.

When a non-finite clause is the subject,

- 3 at the beginning of the sentence it uses *-ing* / *-ed* / infinitive.
- 4 at the end of the sentence it uses *-ing* / *-ed* / infinitive.

- 8 Choose the correct form of the verb in brackets.

- 1 The theory ..... by Wegener has answered some age-old questions. (propose)
- 2 ..... the two coastlines led Ortelius to his idea. (Compare)
- 3 Earthquakes are caused by tectonic plates ..... against each other. (move)
- 4 It was difficult for scientists of Wegener's time ..... his theory. (accept)
- 5 The theory has been accepted, ..... our understanding of the planet. (revolutionise)

**G** ... page 141



# Test folder 6

## Labelling diagrams and maps

(Academic Reading, General Training Reading and Listening Modules)

In the Academic and General Training Reading Modules, you may be asked to label a diagram with words from the passage. In the Listening Module, you may be asked to label a diagram or map.

In the Reading Modules, you will be told the maximum number of words for each answer. The questions may not follow the same order as the information in the passage.

In the Listening Module the questions follow the order of information in the passage. You may need to choose words from a box, or choose parts of a drawing or map labelled alphabetically (as in exercise 1 below).

If you have to choose words from a box, there will be more words than questions.

Words must be spelt correctly to gain marks.

## Advice

### Listening Module

- Read the instructions carefully. Study the drawing, and the heading, if it has one. Try to work out what the drawing shows. If parts of the drawing have question numbers, find the first question number and notice where the numbers continue.
- Look carefully at the drawing, noting the words that are given. Think about words that might be used; for example, for a map you might hear words for giving directions – *left, right, on the corner, before, after*, and so on.
- Listen for information relevant to the first question. Think about the *meanings* of the words in the questions and box, if there is one. The words may be exactly what you hear, or you may hear different words that mean the same.
- When you hear the relevant information, listen carefully for the answer. If you miss an answer, go on to the next question or you may miss that too.

## Listening

1 This is similar to Section 1 of the Listening Module.

Label the map below.

Write the correct letter A–L next to questions 1–7.



- |   |                |       |
|---|----------------|-------|
| 1 | lighthouse     | ..... |
| 2 | fossils        | ..... |
| 3 | caves          | ..... |
| 4 | footbridge     | ..... |
| 5 | salt marsh     | ..... |
| 6 | bird sanctuary | ..... |
| 7 | ruins          | ..... |



## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks.
- Read the instructions carefully. Study the drawing, and the heading, if it has one. Try to work out what the drawing shows.
- Find the part of the passage that is relevant to the drawing – the heading will help you. Read this part carefully, and look for the first answer. Write your answer, making sure you spell it correctly and write no more than the maximum number of words.
- Look for the other answers in turn.
- Check your answers. Make sure that they make sense: for example, if you are giving the names of parts of a machine, they should all be nouns or noun phrases.

## Reading

2 This text is similar to those in the Academic Reading Module, but much shorter, about 225 words.

# The Floor of the South Atlantic Ocean

The surface of the ocean floor is extremely complicated. Seaward from the coast there is usually a gently sloping area called the continental shelf. This varies considerably in extent between different parts of the world: off the coast of Africa, for instance, it is relatively narrow. Its seaward edge is marked by the continental slope, which is considerably steeper. This adjoins the continental rise, an almost vertical area running down to the abyssal plain, which lies at an average depth of about 5 km.

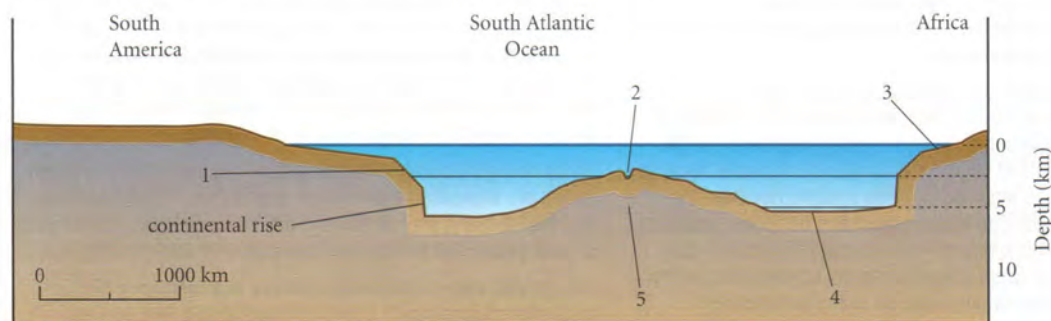
The South Atlantic is divided into two major areas by an ocean ridge, 2–4 km in height. It sometimes breaks the ocean

surface as islands such as Iceland and Tristan da Cunha. In the centre of the ridge, at the highest point away from land, there is a trenchlike feature called the axial rift. Here material from the interior of the earth rises into the void between the receding African, Eurasian and American plates.

Finally, the ocean floors, and especially the floor of the Pacific Ocean, are characterised by deep, furrow-like trenches, reaching to depths in excess of 7 km. The deepest place on earth lies in one of these trenches in the Pacific, where the greatest depth below sea level so far determined is over 11 km.

Label the diagram below.

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



- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....



## 1 In small groups, discuss this question.

What makes somebody good at a particular activity, such as running, learning foreign languages, or singing? Consider the roles of nature (what's been passed on to them in their genes), and nurture (their upbringing).

## Reading

## 2 Now read this article quickly, and decide what the writer's view is on the question above.

⌚ about 675 words



## Nature/Nurture: An Artificial Division?

Often in the news, we see stories asking the question, 'Is this due to nature or nurture?' Certain diseases, traits, and behaviours are said to be 'genetic', while others are due to 'environment'.

There is no doubt that specific genes cause particular problems in certain cases. Parkinson's Disease and colour blindness both run in families because of their genetic origins. But the news reports we see cover a much wider subject area. We wonder if some people have 'natural' talent in music or sports without which any training they receive is useless. Some people assert that children living with adults given to certain controversial behaviours will gain those ways from 'environmental influences'. The implication is always that behaviour is either genetic or environmental.

The concept of dividing everything into these two mutually exclusive groups is not the right way to think about diseases or behaviours, because genes and environment are not independent. They influence each other greatly, and their effects can almost never be disentangled.

A creature's genes will in general cause it to seek certain environments and avoid others. That environment then influences the creature's development, and plays a role in whether or not its genes are passed on. Wild dogs, for example, live in packs because their genes tell them to organise that way socially. However, the pack is also where each dog learns proper dog behaviour, practises the skills to survive, and ultimately finds a mate. The pack – the dog's environment – is what makes it into a successful dog with a good chance of passing its genes on. So a well socialised, successful pack dog is the result of both genes and environment.

Humans are also social creatures. We seek other humans to live with, and, in general, do not like to be alone for long periods.

Newborn babies respond favourably with lower heart and respiration rates to having people nearby. So we are 'naturally' driven to live in social groups, and these very social groups provide the environment that we need to become successful humans. Genes and environment work together.

In contrast, the environment can also influence which genes are expressed in a creature, and to what degree. Every organism has a unique genetic code. But a given set of genes doesn't determine exactly how a creature will be physically; instead, there is a range of possibilities. The environment plays a major role in determining how the genes will be expressed.

A simple example is the fact that height, a largely inherited trait, has been steadily increasing in humans over the past few centuries. Presumably this is due to better nutrition, since it is too short a time span for evolutionary changes to have occurred. So your height is a combination of your genes and various external factors.

A more complicated example involves brain development. Rats who live in dark, crowded, dirty cages grow fewer neural connections than rats raised in spacious cages with toys and varied diets. The disadvantaged rats learn more slowly and perform more poorly on memory tests, although the rats were related genetically. It is always dangerous to extrapolate from animals to humans, so I won't draw any sweeping conclusions, but at the very least, this experiment shows that environmental factors can produce very different outcomes from similar genetic materials.

So by changing purely external factors, we can influence which genes are expressed and to what degree. Your behaviour, likes and dislikes, and way of thinking are an inseparable combination of your genes and the experiences you have had growing up.

The genetic and environmental factors in a creature's life mutually influence each other and, except in a few very specific cases, cannot be separated or considered in isolation.

In summary, the nature/nurture debate is outdated. We now realise that the either/or choice is too simple, and continuing to think in that way will restrict our understanding of humans and limit our ability to solve the problems we face today. Next time you see a news story asking if something is 'genetic' or 'environmental', you will know the real answer is – both.



- 3 Answer these questions. In questions 1–6 the statements are in the order in which you will find the information in the passage. In the matching task, questions 7–10, the questions are *not* in the order of the passage.

#### Questions 1–6

Do the following statements reflect the claims of the writer? Write

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

- The effects of genetic and environmental factors can usually be distinguished.
- The claim that human beings need to live in groups is supported by the behaviour of newborn babies.
- A person's height has a purely genetic cause.
- Living conditions affect the brain development of people more than of rats.
- Our genes influence our personal preferences.
- A desire to identify causes as either genetic or environmental may make it difficult to solve certain problems.

#### Questions 7–10

Look at the following examples (questions 7–10) and the list of influences that they illustrate below.

Match each example with the influence that it illustrates. Write the correct letter, **A**, **B** or **C** next to questions 7–10.

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

- |                             |                    |
|-----------------------------|--------------------|
| 7 Human babies .....        | 9 Rats .....       |
| 8 Parkinson's Disease ..... | 10 Wild dogs ..... |

#### List of Influences

- A** the impact of genes alone
- B** genes providing the conditions for an environmental effect
- C** environment affecting how genes are expressed

## Speaking Part 3

- 4 With a partner, answer these questions. Remember to develop your answers. Note that having a skill doesn't necessarily mean that you're an expert!

- Can you identify some of the skills you have?
- Could you describe how you developed one of your skills?
- Can you assess the value of having that skill?
- Could you comment on the idea that children shouldn't waste time trying to develop a skill if they lack natural ability?

## Vocabulary Phrasal verbs with *on*

Transitive phrasal verbs (those that take an object) fall into two grammatical categories:

- Inseparable:** the object must come *after* the phrasal verb.
  - verb + preposition  
*The writer touched on the subject of musical talent.*
  - verb + adverb + preposition  
*I'm looking forward to my holiday.*
- Separable:** verb + adverb
  - If the object is a noun phrase, the object can come *before* or *after* the adverb particle. Usually only short objects come before the particle.  
*A successful dog is likely to pass on its genes.*  
*A successful dog is likely to pass its genes on.*
  - If the object is a pronoun, it must come *before* the particle.  
*A successful dog is likely to pass them on.*

A good dictionary, such as the *Cambridge Advanced Learner's Dictionary*, uses different labels for the two categories. Checking the example sentences given in the dictionary will help you learn how to use phrasal verbs in sentences.

- 5 Complete each sentence with the most suitable verb from the box, in the correct form. Use each verb once only.

|          |         |             |           |
|----------|---------|-------------|-----------|
| bring on | call on | check up on | decide on |
| hit on   | lay on  | switch on   | take on   |

- Before ..... electrical equipment, make sure it has been properly installed.
- Some scientists have ..... the idea of measuring brain activity in sleeping birds.
- The university is going ..... a coach from the airport to the conference venue.
- Have you ..... your field of research yet?
- As we are overworked, we must ..... an assistant.
- We need ..... our lab assistant quite often, as he is new to the job.
- It is now my pleasure ..... Professor Jarvis to propose a vote of thanks.
- In which of the sentences in exercise 5 can the particle follow the object?
- Rewrite the clauses containing phrasal verbs in exercise 5, using a pronoun as the object.

EXAMPLE: 1 Before switching it on





- 1 In small groups, discuss these questions. If you don't know much about the behaviour of birds, speculate about it, and consider alternative answers. This will help you in Part 3 of the Speaking Module.
- 1 List some activities that birds do: some are shown in the photographs above. Are they done by males, females or both?
  - 2 Do you think birds learn how to do those activities from their parents, or is some knowledge innate (that is, something they are born knowing)?
  - 3 Can a bird only sing the song of its own species?
  - 4 Are parrots the only birds that can reproduce sounds that they hear?

## Listening

- 2 You are going to hear a radio interview with a specialist in animal behaviour about what makes birds behave as they do. The interview is in two parts (questions 1–7 and 8–12).

### Questions 1–3

List **THREE** activities that animals and birds can do instinctively (that is, without needing to learn how to do them).

Write **NO MORE THAN TWO WORDS** for each answer.

### Test spot

Listen for the clue that the speaker is about to answer the question. They will probably use different words from the question. Write down only the number of activities you're asked for. The speaker will only give that number of answers, so don't leave any of them out. Don't write more than the maximum number of words you're asked for. Write only words that you hear, without changing them. It doesn't matter if you write your answers in a different order from the recording.

- 1 .....
- 2 .....
- 3 .....

### Questions 4–7

What does the animal behaviour specialist say about each category of bird?

Choose your answers from the box and write the letters **A–F** next to questions 4–7.

- |          |  |
|----------|--|
| <b>A</b> | can only produce simple messages                 |
| <b>B</b> | does not produce any sounds                      |
| <b>C</b> | learns simple outline of song of its own species |
| <b>D</b> | learns song of its own species in full           |
| <b>E</b> | learns song that its own species does not sing   |
| <b>F</b> | makes sounds of its own species without learning |

- 4 dove .....
- 5 chick hearing many varieties of birds .....
- 6 chick growing up in isolation .....
- 7 chick brought up by a different species .....

### Questions 8–12

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 8 Where do zebra finches come from?
- 9 What evidence suggests that birds practise singing in their sleep?
- 10 By approximately what age does a male zebra finch sing its song perfectly?
- 11 What do some species' songs develop into?
- 12 What have some starlings in Oxford been known to imitate?




## Grammar Infinitives

Particularly in academic English, clauses are often connected by infinitives – the **active** forms: *to do, to be doing, to have done, to have been doing*, and the **passive** forms: *to be done, to have been done*, and the rarely used *to be being done*.

- 3 Complete the second sentence of each pair with the infinitive matching the verb form of the first sentence (in *italics*).

EXAMPLE:

- a A zebra finch will sing its song perfectly if it *has heard* other finches before it is 60 days old.  
b When a zebra finch is 60 days old, it will sing its song perfectly, but it needs *to have heard* other finches before then.
- 1 a We are taller than the people of a few hundred years ago, but it is unlikely that an evolutionary change *has occurred* in such a short time span.  
b We are taller than the people of a few hundred years ago, but this is too short a time span for an evolutionary change .....
- 2 a I don't expect that I'll *have finished* my research by the deadline.  
b I don't expect ..... my research by the deadline.
- 3 a I'm lucky that I've *been doing* a job I enjoy all my working life.  
b I'm lucky ..... a job I enjoy all my working life.
- 4 a A bird making a certain sound *is* probably *warning* other birds of danger.  
b A bird making a certain sound is likely ..... other birds of danger.
- 5 a It is known that colour blindness *is caused by* genetic factors.  
b Colour blindness is known ..... by genetic factors.
- 6 a It is known that birds *were studied* in the 18th century.  
b Birds are known ..... in the 18th century.
- 4  In infinitives, only the main verb is stressed: *to, have, be* and *been* are all weak. Listen to the infinitives in the *b* sentences of exercise 3, and repeat them.

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## Style extra



- 5 The paragraph below comes from a recording of a man talking about wildlife around the power station where he works. It is unscripted, and is difficult to understand when it is written. Read it quickly, and decide which of the following is the main point:

- A Power stations can suffer problems because of wildlife.  
B Power stations are more attractive to wildlife than farms or gardens.  
C Power stations attract the same sorts of wildlife as farms and gardens.

They're, they're built in remote places so you've got all the, the er wild life around them and then you've got er farmland which uses pesticide and stuff like, which kills off the insect life and to birds all young and stuff like that. Erm, by having know that the land grows the weeds and no pesticides not disturbed, there's no shooting, they're never shot around here, the birds can come in sheltered, you know, they, they're just like a little nature reserve, protected area, game park you know, nothing shot at just left and er they like it obviously, I mean it's like anything once it learns that er it's gonna be left alone it comes again and again. People scrub up the weeds in the garden and things like that, here they're allowed to grow, the butterflies come in, insects, great you know just, just love it.

- 6 Now turn the passage into sentences that could be part of a fairly formal written report for a wildlife organisation. Start each sentence with the words and phrases below.

- 1 Power stations ...  
2 Farmland ...  
3 Birds ...  
4 The land around power stations is protected ...  
5 Once a bird learns ...  
6 Weeds ...

- 7 What is your opinion of the skills that birds show?



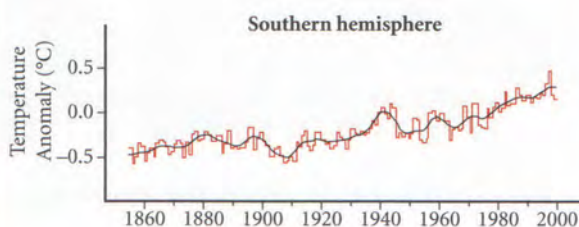
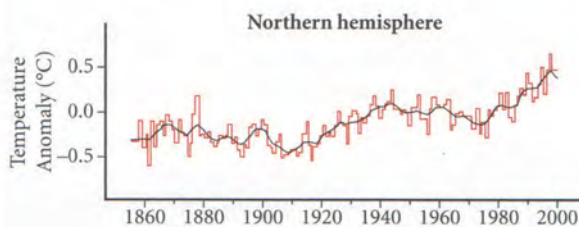
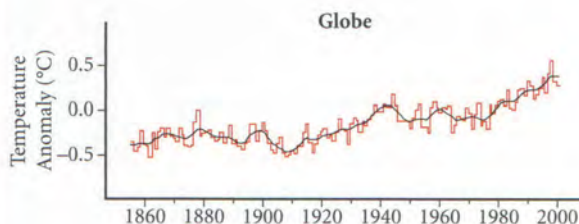
# Writing folder 6

## Task 1 Comparison and contrast

In Task 1 of the Academic Writing Module you may be given graphs or charts to compare and contrast. You need to write at least 150 words (but don't waste time writing much more than this, as Task 2 carries more marks). It should take you around nine minutes to physically write 150 words, allowing you some time to plan and check your answer.

- 1 Look at the graphs below, taken from a scientific journal. They show fluctuations in temperature during the period 1856–2000. The top graph shows data for the world as a whole, whereas in the other two graphs, the data is split for the Northern and Southern Hemispheres.

Global and Hemispheric Annual Temperature Anomalies  
1856–2000



- 2 Read the following extract from the journal, which is a commentary on the top graph, just over 150 words long. Then, using the information given in the commentary and its graph, decide whether statements 1–4 below are true or false.

Trends in annual mean temperature anomalies for the globe show relatively stable temperatures from the beginning of the record until about 1910, with fairly rapid and steady warming through to the early 1940s, followed by another period of relatively stable temperatures through the mid-1970s. From this point onward, another rapid rise similar to that in the earlier part of the century is observed. 1998 was the warmest year of the global mean temperature series to date, followed by 1997. The most recent year of the record, 2000, also saw a significant positive temperature anomaly (0.29°C), but represents a cooling compared to the recent very warm years of 1997 and 1998. Even so, 2000 ties with 1991 for the sixth warmest year in the global record, and the eight warmest years of the global record have all occurred since 1990. Overall, the average surface air temperature of the globe has warmed by approximately 0.5°C since the middle of the nineteenth century.

- 1 Average temperatures in 1910 were warmer than in 1940.
  - 2 It was not as warm in 2000 as it was in 1998.
  - 3 The average temperature in 1991 was the same as in 2000.
  - 4 The warmest year in the global record was 1997.
- 3 Statements 1–4 above contain examples of comparative structures. Quickly check your knowledge of comparative and superlative forms by completing this table.

|         |  |  |
|---------|--|--|
| wet     |  |  |
| dry     |  |  |
| rapid   |  |  |
| gradual |  |  |



- 4 When comparing and contrasting, we often use the qualifiers below to point up similarities or differences. Select appropriate ones to complete the text describing the bottom two graphs in exercise 1. More than one answer is possible.

exactly/just the same (as)  
almost/nearly/practically/virtually the same (as)  
not entirely/quite the same (as)  
completely/entirely/totally different (from/to)

a little / hardly / only just (warmer than)  
rather / somewhat (warmer than)  
a great deal / considerably / substantially (warmer than)

The graphs for the Northern and Southern Hemispheres show certain similarities. There is 1 ..... the same peak temperature in the early 1940s, and in both graphs the highest temperatures occur after 1980. However, there are several notable differences. The warming trend observed for the Northern Hemisphere from about 1910 through to 1930 is 2 ..... as that of the Southern Hemisphere, where there is a dip in average temperatures after 1920. Here, there was more rapid warming from about 1930 through to the early 1940s. From the early 1940s to the late 1950s, the Northern Hemisphere record shows 3 ..... more gradual cooling than the Southern Hemisphere, which indicates an abrupt shift to cooler temperatures after 1945, followed by a gradual increase over several decades, and a general levelling off since the late 1980s. The 1990s in the Northern Hemisphere show a very different picture, where temperature fluctuations are 4 ..... more marked than in the Southern Hemisphere.

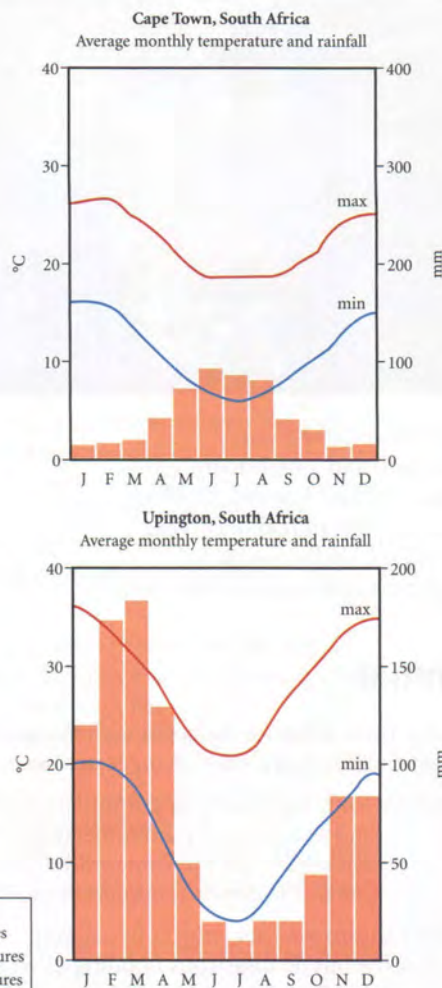
- 5 Now answer the task below, following the advice given at the bottom of the page.

You should spend about 20 minutes on this task.

**The graphs below show average monthly temperature and rainfall in two places in South Africa.**

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

Write at least 150 words.



### Advice

- Look at the graphs carefully.
- Check you understand what each axis shows.
- Make quick notes of similarities and differences in two columns.
- Introduce the subject of the graphs in your opening sentence.
- Focus on the main trends and avoid repetition.
- Use comparative structures with qualifiers where appropriate.
- Aim to write 150–160 words in a little less than 10 minutes.
- Read through your answer to check everything is clear.
- Check spelling and grammar.



# Units 9–12 Revision

## Topic review

- 1 Compare and contrast the paired subjects including as much information as possible.



- 1 an estuary and a canal
- 2 a dream and a nightmare
- 3 high-rise and low-rise buildings
- 4 human and animal behaviour
- 5 a volcano and a mountain
- 6 natural talent and acquired skills

## Grammar

- 2 Reorder these sentences to begin with the words in *italics*, making any other changes necessary.

EXAMPLE: Ruth had *no sooner* got to sleep than she was woken by a thunderstorm.  
*No sooner had Ruth got to sleep than she was woken by a thunderstorm.*

- 1 New Orleans was *not only* hit by a severe hurricane but by disastrous flooding as well.
- 2 We had *hardly* checked into our hotel on the bay when we were taken on yet another boat trip.
- 3 Babies *no sooner* learn to crawl than they start walking.
- 4 There are *not only* genetic factors to consider but also environmental ones.
- 5 I *little* thought that I would be visiting the city of Rosario for work.
- 6 The torrential rain did *not* ease up *until* the following night.

- 3 Complete the sentences by forming a suitable active or passive infinitive of the verb in brackets.

EXAMPLE: The river is unlikely (change) *to have* .....  
*changed* ..... its course since Wallace's time.

- 1 The city authorities claim (do) ..... everything possible to improve the current situation.
  - 2 The methods used in this research into sleep patterns seem rather questionable and may need (investigate) ..... further.
  - 3 The engineer professed not (contact) ..... by the authorities until three days after the building's collapse.
  - 4 Smith and Cochrane are almost bound (deal with) ..... the same subject in their talk last year.
  - 5 Toxic waste appears (build up) ..... unchecked in the lake for the last decade.
  - 6 Other primitive settlements are known (establish) ..... in the same area of grassland.
  - 7 Aspects such as these would continue (monitor) ..... at both local and national level.
  - 8 The baby's low birth weight seems (cause) ..... more by the conditions of pregnancy than by genetic inheritance.
- 4 Finish the second sentences to make them more speculative than the first ones.

EXAMPLE: The city must be attracting tourists because of its excellent amenities.  
 The excellent amenities in the city *could be the reason why so many tourists are visiting it.*

- 1 The beach can't be vulnerable to flooding given the sea wall is so high.  
 In spite of the height of the sea wall, the beach .....
- 2 The animal's poor diet can be explained by the restrictions of its habitat.  
 The restrictions of the animal's habitat .....
- 3 Your nightmare must be due to your eating so much cheese late last night.  
 One reason for your nightmare .....



## Style extra

- 5 Rewrite this report about a company in a more formal style. Use the words and phrases below to replace the underlined parts, making any other changes necessary. The formal version is started for you below.

additionally assist clients consultancy work  
Dr field ~~have a discussion~~ have a PhD  
impressive investigate managing director  
presentations qualified reputation specialist  
views on the matter

Yesterday I chatted to the boss of the company Dreams-U-Like, Janet Stephenson. I think she's a doc in psychology and she seems to know her stuff. Plus there's a leading guru in dream analysis, Barry Whitehead, doing some bits of work for her. We should check out BW's fame, maybe he could sort us out too? Doc Stephenson says he's brilliant with punters, you know, gives good shows. What do you think?

Yesterday I had a discussion with ...

## Vocabulary

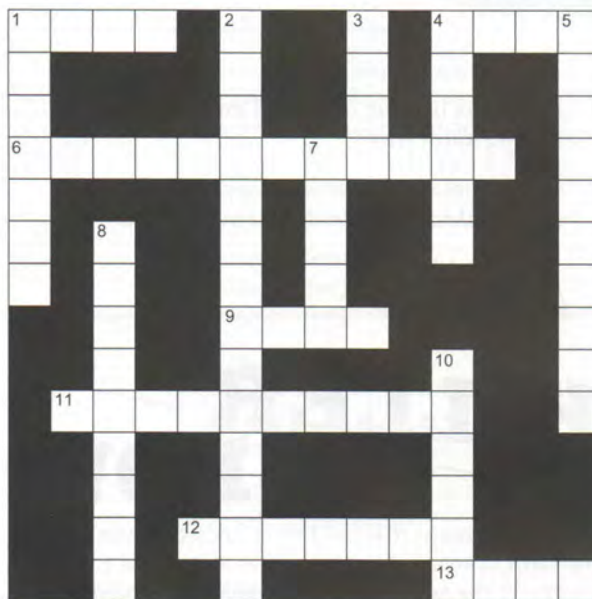
- 6 Complete the sentences below using a phrasal verb with *on* from the box, in the correct form.

bring on decide on expand on hit on  
lay on pass on touch on

EXAMPLE The mayor ..... *has laid on* ..... a special reception for the winning football team, whose flight is expected to land at midday.

- Your essay barely ..... the reasons for rural depopulation – it would have been better if you ..... these at length.
- We ..... our preferred office location yet, but it will need to be close to the city centre.
- Usually, this type of inherited condition ..... by the male parent.
- After following many false trails, the chemist in the group finally ..... a solution to the problem, quite by chance.
- Her asthma attack ..... by pollution in the atmosphere.

- 7 Read the definitions of words to do with urban and geographical features and complete the crossword.



### Across

- a large area of sea beside the coast, e.g. the — of Mexico (4)
- a large area of fresh water, surrounded by land (4)
- building work (12)
- The Great — Valley (4)
- a very tall building in a city (10)
- wearing away of land by wind or water (7)
- a hill of sand by the sea or in a desert (4)

### Down

- a large mass of slow-moving ice (7)
- basic facilities such as transport, communications, or power supplies (14)
- a long, flat, narrow piece of land jutting out into the sea (4)
- an area of calm sea water separated from the sea by a reef or sandbank (6)
- sudden violent movement of the Earth's crust (10)
- a high area of coastal land with one very steep side (5)
- the parts of a city that are farthest away from its centre (9)
- the soil and rock on the Earth's surface (6)



- 1 Dinosaurs became extinct 65 million years ago. Do you know why?
- 2 In this context, decide what opposing theories a *catastrophist* and a *gradualist* might have.

## Reading

- 3 Read this article to check your ideas about catastrophists and gradualists. Don't worry about the underlined parts yet.

🕒 about 600 words

# KILLER BLOW

A meteor as big as the city of San Francisco hurtles towards the Earth at 20 km per second, smashes into the tropical lagoons of the Gulf of Mexico and gouges a fathomless hole. As a result, a tidal wave surges outwards. Fires sweep across North and South America and fallout blocks the sun and plunges the Earth into permanent gloom.

This catastrophic event is the classic answer as to why dinosaurs were wiped out 65 million years ago, but does the theory hold water? Everyone agrees that the Earth suffered a large meteor strike towards the end of the Cretaceous period, yet more than 20 years after the Chicxulub impact was proposed as the cause of mass extinction, scientists are still arguing over what really killed the dinosaurs.

On one side are the 'catastrophists', who say the impact snuffed out the majority of life on Earth in a matter of months or a few years. On the other are 'gradualists', who point out that the fossil record shows a steady decline in the number of species, starting several hundred thousand years before the end of the Cretaceous period. This is known as the K/T mass extinction, when some 70% of the world's species died out. The gradualists don't deny the Chicxulub impact happened, but maintain that it wasn't responsible for the mass extinction.

The debate between the two sides has been polarised and acrimonious, but thanks to a feat of engineering, scientists may finally be able to find out exactly what happened to our planet on that fateful day 65 million years ago. By boring through solid rock, drilling contractors have pulled out a core, 1112 metres long and 7.6 cms in

diameter, which records the full story of the impact and its aftermath. Geologists (mainly catastrophists, of course) are queuing up to analyse the core. In so doing, they hope to confirm whether the impact was devastating enough to kill the dinosaurs. As Jan Smit, a geologist at the Free University of Amsterdam, says, 'The rocks are excellently preserved and certainly promise some scientific fireworks!'

For the catastrophists, however, there are two big problems. First, they don't know how intense and widespread the meteor's effects were and would have to provide evidence of an extreme global change that lasted for at least a year. Secondly, it wasn't just meteors that were stirring up unrest. At that time, an area known as the Deccan Traps in what is now Western India was enduring one of the most intense spells of volcanism in Earth's history. A 'hot spot' deep in the mantle was producing plumes of superheated lava that burst through the crust, inundating 2.5 million square km of land.

Greenhouse gases and water vapour emerged with the lava and, in 1981, Dewey McLean proposed that the Deccan Traps triggered severe global warming and a mass extinction. In support of this theory, the gradualists point out that this is not the only episode of supervolcanism that has occurred simultaneously with a mass extinction. At the Permian-Triassic boundary 250 million years ago, over 90% of marine species became extinct just as the region that is now Siberia was being flooded with lava.

More evidence emerged in support of a gradual extinction in 2002, when a team of geologists in China discovered dinosaur eggshells in rock layers above the K/T boundary, showing that some species of dinosaur survived for a further 250,000 years after the Chicxulub impact. One thing is clear: both catastrophists and gradualists still have plenty to investigate; the rest of us can just sit back and enjoy the fireworks.





## Test spot

There are two kinds of IELTS Reading summary tasks – in one, the words needed to complete the summary are in the passage (see Unit 7, page 47). In the other summary task, a set of possible words is given in a box.

- Read the passage quickly for its general meaning.
- Look through the words, which are usually different from those in the passage.
- Read the summary text sentence by sentence, together with the relevant parts of the passage.
- Make sure each word you choose fits the space grammatically.
- Read the summary text again with your answers in place, to check it makes sense. ... TF 10

### 4 Complete the summary below using words from the box.

The Chicxulub meteor strike created a deep 1 ..... and gave rise to a period of total darkness as the sun was obscured by 2 ..... Catastrophists believe this led to the 3 ..... of the dinosaurs, but gradualists don't agree, pointing to the significant loss of 4 ..... prior to the Chicxulub 5 ..... There has been a long-running 6 ..... between the two sides. Catastrophists need 7 ..... of the precise 8 ..... of the adverse atmospheric 9 ..... Moreover, gradualists are drawing attention to the 10 ..... of intense volcanic activity, which released vast 11 ..... of the gases that cause global warming. Their 12 ..... have been further strengthened by dinosaur fossils recently unearthed in strata laid down after the meteor strike.

|             |              |             |            |
|-------------|--------------|-------------|------------|
| arguments   | biodiversity | coincidence | conditions |
| controversy | crater       | debris      | dispute    |
| eradication | hypothesis   | incident    | meanings   |
| proof       | quantities   | research    | outcomes   |

## Style extra

### 5 Replace the underlined parts of the article with the phrases below to create a more serious, academic style. Make any other changes necessary.

became extinct  
contributing to an unstable environment  
claim  
establish  
led to the extinction of  
most commonly held explanation  
most of whom  
naturally  
other factors apart from  
tenable  
waiting eagerly

## Vocabulary

### Cause and result

- 6 Here are various ways of expressing cause and result. Use some of these phrases in the sentences below, paying attention to any prepositions following the spaces.

#### Noun phrases:

cause (of), effect/effects (of ... on), explanation (for), outcome/outcomes (of), reason, result

#### Verb phrases:

affect, be caused (by), cause ... (to + inf), be responsible (for), contribute (to), lead (to), result (in), suffer (from), trigger

#### Linking words:

as a result, in so doing

- 1 One of the immediate ..... of the meteor strike was a tidal wave.
- 2 The extensive fires that ..... by the impact ..... to a long period of darkness.
- 3 Catastrophists believe that the Chicxulub impact ..... in the extinction of the dinosaurs.
- 4 Gradualists refuse to believe that the impact ..... for the end of the dinosaurs.
- 5 Dewey McLean's theory suggests that the Deccan Traps ..... the Earth's temperature to rise and, ..... , there was a mass extinction.
- 6 Some researchers are convinced that the volcanic activity which formed the Deccan traps ..... in part to the end of the dinosaurs.
- 7 Up until now, many scientists have seen these eruptions as being too infrequent to ..... extreme environmental change.
- 8 However, new research by Chenet et al suggests that this volcanic activity could provide a watertight ..... for the dinosaurs' extinction, as it shows the Deccan Traps were formed more quickly than previously thought.




1 Do this quiz with a partner.

## What do you know about comets?

### True or false?

- 1 The name 'comet' comes from the Greek and means 'long-haired'.
- 2 'Asteroid' is another name for 'comet'.
- 3 Comets follow circular orbits around the sun.
- 4 The nucleus of a comet is made solely of icy matter.
- 5 When a comet gets closer to the sun, it changes its shape.
- 6 The tail of a comet consists solely of dust and debris.

## Listening


- 2  You are going to hear a lecture about the Rosetta mission. Before you listen, look at the sentences and try to work out what kind of information you need to listen for.

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.








- 1 The ESA Rosetta Mission was also called the 'comet  
.....'.
- 2 The mission was delayed in 2003 because of a  
problem with the .....
- 3 The revised flight plan includes several flybys – one of  
Mars and three of .....
- 4 The indirect route will allow Rosetta to visit the main  
asteroid .....
- 5 Rosetta will arrive at its final destination (the comet  
Churyumov-Gerasimenko) in .....  
2014.
- 6 Once in orbit, it will carry out its .....  
exercise.
- 7 The Rosetta Lander will remain in one place, attached to  
the comet's .....
- 8 Comets' tails are made up of .....  
and .....
- 9 As well as giving us information about comets, data  
from Rosetta may help us to understand how  
..... are created.

### Pronunciation *Word stress – adverbs*

- 3  The adverbs below are useful in the prepared talk and discussion (Parts 2 and 3) of the Speaking Module, because they will help to show your range of language. Listen to these adverbs and mark the main stress for each one by putting a stress mark before the stressed syllable.

EXAMPLE: 'actually

actually      basically      certainly  
eventually      fundamentally      hopefully  
increasingly      initially      originally  
typically

- 4  Now listen to how some of the adverbs in exercise 3 were used in the recording.
- 5  Add the correct adverb to each sentence. The  mark shows you where to put it. Say each sentence with its adverb. Then listen to check your pronunciation and stress.
  - 1 I  know one of the scientists working on the Rosetta mission. (actually / fundamentally)
  - 2 The launch was planned for 2003 . (completely / originally)
  - 3 It took place a year later. (hopefully / eventually)
  - 4  comets develop bright tails as they get nearer the sun. (Originally / Typically)
  - 5 Scientists will  be given a lot of data by the end of the mission. (certainly / initially)





## Grammar The future

6 Match these extracts from the recording to tenses a–e and explain why each tense is used.

- 1 Today I'm going to be talking to you about the European Space Agency Mission Rosetta.
- 2 46P/ Wirtanen will have travelled far beyond Rosetta's flight path.
- 3 Rosetta will be tracking a comet known as ...
- 4 The lander will anchor itself to the crust ...
- 5 Meanwhile, the orbiter will have been transmitting radio signals through the nucleus to the lander.

- a future with *will*
- b future with *going to*
- c future continuous
- d future perfect simple
- e future perfect continuous

### G page 141

7 Complete the text, using a suitable simple or continuous future tense of the verb in brackets. Remember to use a negative form or a passive where necessary.

On March 2 2009, Rosetta 1 (travel) ..... for five years but it 2 (reach) ..... the comet Churyumov-Gerasimenko until August 2014. At this time, the comet 3 (approach) ..... the sun, whose warmth 4 (cause) ..... gas and dust to be ejected from the comet's nucleus. This is how the tail 5 (form) .....

Once in orbit around the comet, Rosetta's on-board cameras 6 (take) ..... photographs constantly, to survey the entire surface. In this way, a suitable site 7 (find) ..... for the lander.

In December 2015, the mission 8 (terminate) ..... . By then, the comet 9 (pass) ..... its closest proximity to the sun and 10 (make) ..... its way towards colder regions again.

## Speaking Part 2

### Test spot

In Part 2, you will have to speak for between one and two minutes on a topic. You will be given one minute to prepare some notes. Don't try to write these as full sentences because there won't be time! Write key words only, starting each task point on a new line for clarity.

8 Read the Part 2 task and the two sets of notes below. Decide which set of notes would be the more useful (remember there is only one minute allowed for preparation in Part 2). What else could be said?

Describe an ambition you have for the future.

You should say:

- what this ambition is
- when you expect to be able to achieve it
- how it will change your life in the future

and explain why this ambition is important to you.

A

Ambition = own business (give details)  
When? 5 yrs (studying 7 yrs)  
Change = responsibility, decisions, long hours  
BUT earning!  
Why important? Work for myself, please parents, ...

B

I'd like to set up a business of my own.  
I'll achieve this within 5 years. By then, I'll have been studying for 7 years. It will change my life because I'll be taking all the decisions. I'll be working long hours but I'll be earning a lot of money, hopefully. This ambition is important to me because

9 Now spend exactly one minute making notes about your own future ambition. Then give your talk to a partner, who will time you. Try to keep talking for two minutes. Use some of the adverbs in exercise 3 and a range of future forms (see B's notes above).



# Test folder 7

## Matching

(Academic Reading, General Training Reading and Listening Modules)

You may be asked to match questions with options from a box in all three modules. In the General Training Reading Module *only*, you may need to match questions with parts of the passage.

In the Listening Module, the questions follow the order of what you hear. In the Reading Modules they don't.

Sometimes there are more options than questions, and you must choose a different option each time.

Sometimes there are more questions than options, and you will see the instruction 'NB You may use any letter more than once'.

If you have to write any words, they must be spelt correctly to gain marks.

## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks. Then read the instructions and the task carefully. It may help to underline the key words in the questions.

#### Matching questions with options in a box

- If the options in the box are names, underline them in the text.
- Read the first option in the box and then find the part of the passage that mentions it. Read what is written about it. Look through the questions. If you find one that matches what is in the passage, write your answer. If nothing matches, it may be one that you don't need to use, so go on to the next option.
- You might find it helpful to underline the part of the text that contains the answer.
- Remember that the words in the questions or in the box may be paraphrases of words in the passage.

#### Matching questions with parts of the reading passage (GT only)

- Read each part of the passage in turn, and see which of the questions match it before going on to the next part of the passage.

### Listening Module

- Read the task before you listen.
- If you miss an answer, stop thinking about it when you hear the speaker going on to talk about the next question, or you'll miss that one too.

### All modules

- Check that all your answers are different, unless you read the instruction 'NB You may use any letter more than once'.
- Always give an answer – you won't lose any marks if it's wrong.

## Listening



Wolf Creek Crater, Australia

- 1 You might find a task like this in Section 4 of the Listening Module.

What does the lecturer say about each meteorite or crater?

Choose your answers from the box and write the letters A–I next to questions 1–6.

- |   |   |
|---|---|
| A | crater first identified from the air            |
| B | it was used to prove where meteorites come from |
| C | meteorite damaged by humans                     |
| D | meteorite destroyed part of forest              |
| E | meteorite has become tourist attraction         |
| F | meteorite landed in uninhabited region          |
| G | meteorites sometimes revealed by natural forces |
| H | story invented about it                         |
| I | thought to be largest known crater              |

Example: Ensisheim

Answer: .....C.....

(The speaker says *people began chipping off pieces*.)

- |   |                   |       |
|---|-------------------|-------|
| 1 | Krasnojarsk       | ..... |
| 2 | Antarctica        | ..... |
| 3 | Cape York         | ..... |
| 4 | Siberia           | ..... |
| 5 | Vredefort Crater  | ..... |
| 6 | Wolf Creek Crater | ..... |



## Reading

- 2 This passage is similar to those in the Academic Reading Module and Section 3 of the General Training Reading. It is about 600 words long.

# Understanding the Milky Way

The Solar System in which the Earth is situated is part of the Milky Way galaxy, the pale band of light crossing the night sky. This is one of a vast number of galaxies in the universe, each consisting of billions of stars (such as our Sun) bound together by gravity. The ancient Greek philosophers speculated on the nature of the Milky Way, and around 2,500 years ago Pythagoras appears to have believed that it was composed of a vast number of faint stars. The astronomer Hipparchus is thought to have created the earliest known catalogue of the stars in the 2nd century BC. But it was only with the development of the telescope in the 17th century, making far more stars visible, that the nature of the Milky Way could really begin to be understood. When Galileo first turned his telescope on the sky, in 1609, he found proof that, as Pythagoras had suggested, the Milky Way indeed consisted of innumerable stars.

The idea that the Milky Way is a vast disc-shaped aggregation of stars comprising all the stars seen by the naked eye or with a telescope was first put forward by Thomas Wright in 1750. William Herschel and his sister Caroline set out to map the structure of the Milky Way by counting the numbers of stars they could see in different directions. Their efforts were severely hampered by the dimming effect of the dust between the stars. William Herschel at first believed that there were other galaxies besides the Milky Way, a theory that had been advanced earlier by Christopher Wren. However he later came round to the view that the universe consisted solely of the Milky Way system, and by the end of the 19th century this was the prevailing view.

In the early 20th century the Dutch astronomer Jacobus Kapteyn used star-counts to derive a model of the Milky Way in which the sun lay close to the centre of a huge disc, a mistake that Herschel had also made. This work, like Herschel's, was flawed by neglect of the role of interstellar dust, which Edward Barnard was beginning to uncover. In a 1922 debate in the USA, Harlow Shapley argued that the Milky Way included all known structures in the universe, while Heber Curtis advocated the theory that other galaxies existed. The core of the debate was the issue of the size of the Milky Way system. Shapley arrived at a size about three times too great. Curtis, on the other hand, used Kapteyn's star-counts to derive a size about three times too small. In both cases it was interstellar dust which caused the error.

An important development in our understanding of the galaxy came in 1933, when Karl Jansky detected radio waves from the Milky Way. He was working for Bell Telephone Labs on the problem of the hiss on transatlantic telephone lines. He built an antenna to try to locate the origin of this noise, and found to his surprise that it arose from the Milky Way. Radio astronomy made a new start in 1942, during World War II, when John Hey started monitoring German jamming of British radar. For two days there was a remarkably intense episode of radar jamming which knocked out all the coastal radar stations. Hey realised that the direction of the jamming followed the sun, and learnt from the Royal Greenwich Observatory that an exceptionally active sunspot had crossed the solar disc at that time. Hey had discovered radio emission from the sun.

Look at the following descriptions (1–9) and the list of people below.

Match each description with the appropriate person.

Examples:

A Pythagoras: mentioned twice in the first paragraph. Description 4 might at first seem to apply to him, but although he **believed** the Milky Way to be made up of a large number of stars, there is nothing in the passage to suggest he found evidence for this. A is not the answer to any of the questions.

B Hipparchus: mentioned in the first paragraph. 'Created the earliest known catalogue of the stars' matches description 7.

- 1 changed his mind about the number of galaxies in the universe .....
- 2 discovered noise coming from the Milky Way .....
- 3 overestimated the size of the Milky Way .....
- 4 was the first to find evidence that the Milky Way is made up of a large number of stars .....
- 5 identified an effect of solar activity .....
- 6 originated the idea that every visible star is part of the Milky Way .....
- 7 identified and listed a number of stars ..... **B**
- 8 found that dust between stars affected understanding of the Milky Way .....
- 9 first proposed the idea that there are a number of galaxies .....

### List of People

|                   |                    |                    |
|-------------------|--------------------|--------------------|
| A Pythagoras      | B Hipparchus       | C Galileo          |
| D Thomas Wright   | E William Herschel | F Christopher Wren |
| G Jacobus Kapteyn | H Edward Barnard   | I Harlow Shapley   |
| J Heber Curtis    | K Karl Jansky      | L John Hey         |



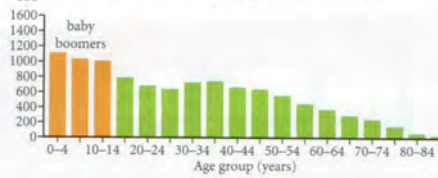
- 1 What do the charts suggest about the future demography of Australia? What implications does this have for Australian society?

## Reading

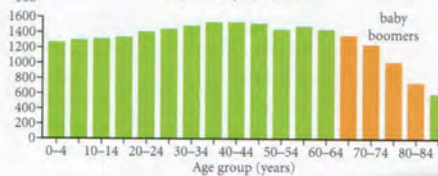
- 2 Read this article quickly, to confirm your ideas.

⌚ about 625 words

Age distribution of the population, Australia 1961



Population projection 2031



## THE LEGACY OF THE BABY BOOM IN AUSTRALIA

The period from the end of the Second World War in 1945 until around the mid-1960s has come to be known as the *baby boom* in Australia and in several other countries such as New Zealand, Canada and the USA.

- 5 After the war, these were all relatively prosperous, industrially advanced countries with rapidly expanding economies, enhanced living standards and serious labour shortages. In 1961, the total fertility rate in Australia peaked at 3.6 babies per woman. Twenty years later, it had fallen to half that level and has continued to decline, though at a much slower rate.

- Based on assumptions of continued low fertility, combined with the fact that people are generally living longer with each generation, Australia's population is projected to continue ageing. Between 2011 and 2031, baby boomers will make a significant contribution to the number of people aged 65 years and over. During this period, the population aged 65 and over is projected to grow from 3 to 5 million. By 2031, all surviving baby boomers will be between 65 and 84 years of age. In the years immediately beyond this, baby boomers are projected to swell the population aged 85 and over from 612,000 to 1.1 million.

- Structural ageing has many implications for society. In 2031, if not before, 27% of all Australians of voting age (18 years and over) will be aged 65 or older. This has implications both for the level of social expenditure that might be required in future and the level of resources that might be available to fund it. For example, as the population aged 65 and over increases in size, associated social expenditure on income support and health services can be expected to increase. However, since the potential labour force is projected to expand at a slower rate from 2011, it may be more difficult to generate the level of resources and public support needed to maintain a large aged population with an acceptable standard of living and quality of life.

In addition to changing demographics, there are many other factors, both social and economic, which could also have an important bearing on future levels of social expenditure and how it is distributed. Future rates of economic growth, productivity improvements and taxation levels will affect the level of resources potentially available. At the same time, the circumstances of future older generations, such as labour force participation, level of private income and asset holdings, health status, and availability of family and community support networks, will influence the extent to which resources will be needed for care of the elderly, health, housing and income support.

On the other hand, future trends in education, labour force participation, unemployment rates and income distribution among the younger age groups will influence the level and nature of competing demands such as university spending, employment programmes, unemployment benefits and support for low-income families.

Changes in social values, attitudes and government policy will also have an impact on the level of support provided for older people, as well as shaping the respective roles of government, private business, community groups, families and individuals in providing it. While much of the current research and policy on ageing tends to focus on the potential 'burden' to society of a large older population, the likely economic stimulus created by a growing market for home help, specialised housing, and financial advice has been largely overlooked. Better educated and more affluent than their parents' generation, baby boomers are currently an influential market sector and could remain so well into their retirement years. In addition, as the population ages, it is to be expected that public debate and government policy on ageing will be increasingly influenced by the views of older people.





- 3 Now read the article again and carry out the tasks below.

#### Questions 1–5

Classify the following information as referring to

- A 1961  
B 2011  
C 2031

Write the correct letter, **A**, **B** or **C**.

- 1 more than a quarter of the Australian electorate over 65
- 2 highest recorded number of births per female
- 3 3 million aged 65 or older
- 4 the elderly (85+) exceed 1 million soon after this
- 5 less growth in the numbers seeking employment

#### Questions 6–10

Complete the sentences below with words taken from the passage.

Use **NO MORE THAN TWO WORDS** for each answer.

- 6 The declining proportion of younger age groups in society and consequent increase in older age groups is known as .....
- 7 There are likely to be higher levels of public spending on ..... and medical care.
- 8 Future developments affecting the young are expected to have an effect on ..... for resources.
- 9 Researchers and policy makers have tended to see a larger older population as a .....
- 10 One aspect that has been forgotten is the ..... to the economy caused by an increased demand for care and other services.

## Vocabulary Adjective–noun collocations

- 4 Check your understanding of these nouns and noun phrases from the reading passage.

- 1 *living standards* (line 7)
- 2 *labour shortages* (lines 7–8)
- 3 *social expenditure* (line 31)
- 4 *standard of living* (line 36)
- 5 *roles* (line 59)
- 6 *market sector* (line 68)

- 5 In the reading passage, underline the adjective that comes before each noun or noun phrase above.

- 6 Where possible, choose an adjective from the box that has a similar meaning to each adjective you have underlined.

|           |               |               |              |
|-----------|---------------|---------------|--------------|
| acute     | corresponding | crucial       | declining    |
| frivolous | inadequate    | ineffectual   | negligible   |
| powerful  | related       | <u>rising</u> | satisfactory |
| thriving  | unconnected   |               |              |

EXAMPLE: *enhanced* (living standards) – *rising*

- 7 Which of the remaining adjectives in the box mean the *opposite* of the underlined adjectives in the passage? One underlined adjective doesn't have an opposite. Some adjectives aren't needed.

EXAMPLE: *enhanced* – *declining*

## Speaking Part 3

- 8 You are going to hear a strong IELTS candidate being asked the questions below by an examiner. Before you listen, discuss each question with a partner.

- Can you explain why the birth rate is falling in many countries?
- What impact does an ageing population have on society?
- Should the state provide completely free care for the elderly?
- In the future, will working people have to retire at a later age than they currently do?
- What can young people learn from their grandparents and great-grandparents?
- Why are people generally living longer nowadays, in your opinion?

- 9 As you listen, notice how the candidate uses the language below.

I'm not an expert, but ...

I read somewhere that ...

That's a real possibility.

It has many implications.

There's a question mark over ...

Yes, in theory ... but in practice ...

I suppose so.

Speaking personally ...

That's crucial.





- 1 Identify some of the ways in which life in your country has changed since your grandparents were children.

## Listening

- 2 You are going to hear an extract from a lecture about social change and what causes it. The lecture is in two parts.

### Questions 1–5

According to the lecturer, what impact on society (A–G) did each event (1–5) have?

Choose your answers from the box.

- A Agricultural production improved.
- B Newcomers were absorbed into the receiving community.
- C People gained a better understanding of the cultures of other countries.
- D Tensions arose between communities.
- E The receiving community adopted some aspects of the newcomers' culture.
- F There was a lack of development in the local community.
- G There was an increase in social equality.

- 1 the Irish potato famine
- 2 immigration to the UK by French Protestants
- 3 immigration to the UK from Asia
- 4 the increase in air travel
- 5 the First World War

### Questions 6–10

Choose the correct letter A, B or C.

- 6 What is the speaker's opinion of political factors in social change in Britain?
  - A They have tended to have little impact.
  - B They are more significant than economic factors.
  - C Their significance is less than is usually claimed.
- 7 Many people moved to towns in the 19th century because of
  - A a decline in agricultural production.
  - B the availability of a wider choice of housing.
  - C changes in how goods were made.
- 8 One result of education becoming compulsory was that
  - A more women went out to work.
  - B people had a greater choice of jobs.
  - C changes took place in family structure.
- 9 What has been an effect of people moving into the countryside recently?
  - A More and more facilities are provided in rural areas.
  - B Rural life is far more oriented towards towns than in the past.
  - C There are tensions between traditional village dwellers and new residents.
- 10 What does the lecturer regard as the main characteristic of an 'urban village'?
  - A The area has a clear boundary.
  - B People know each other.
  - C The housing is of a low standard.



## Style extra

- 3 In the following spoken examples, the lecturer is signalling the level of detail he is going to go into:

*I now want to look briefly at ...  
Just to give you an idea of ...*

In the written examples below, from the *Cambridge Academic Corpus*, is the writer

- signalling brief or concise treatment of content?
  - referring to information coming later?
  - explaining a content omission?
- In a nutshell, it is impossible to prove or disprove the theory at present.
  - Such considerations are beyond the scope of this work.
  - In short, this is an interesting and densely written book, but it has problems.
  - Some of these articles receive only very cursory coverage here.
  - These developments are considered in more depth in Chapter 10.
  - I have written extensively on this subject elsewhere, so do not propose to give it any space whatsoever.
  - However, as discussed in more detail in the Appendix, in two classes students worked in pairs rather than individually.

## Grammar Pronouns clinic

- 4 All the words in *italics* in these extracts from the recording are pronouns. Explain what they refer to in each case.

- We'll be looking at some of the causes of social change around the world, and we'll have one or two examples of *each*.
- The Irish potato famine of the 1840s led vast numbers of individuals and whole families to emigrate from rural areas of Ireland to cities, particularly in Britain and the USA. As is usually the case, *those* who went away were the most active and ambitious.
- Immigrants usually make a massive contribution to the culture of the receiving country, and Britain has benefited a great deal from *this* over the centuries.
- New methods of production meant that, for the first time, most items were manufactured in big factories, instead of in people's homes, and *these* required a large number of workers living nearby.
- Just to give you an idea of how one change can lead to a succession of *others*, ...
- ... the nuclear family – that is, *one* consisting of husband, wife and children.

- 5 Reference pronouns are used a lot in academic writing, but the *Cambridge Learner Corpus* shows that they can be problematic for IELTS candidates. In the essay extract below, replace the underlined phrases with suitable pronouns, and use a relative clause where marked.

Today's students have to deal with a number of problems. The problems include an acute shortage of affordable accommodation and rising debt. To supplement their finances, students are often forced to work long hours and working long hours will more often than not affect the quality of their college work. Even if the students manage to get a good degree, the students then face declining job prospects. <relative> Job prospects are particularly poor for the students in arts and humanities.

## G page 142

- 6 Correct the errors that IELTS candidates have made with pronouns in these sentences.

- This is the basic requirement in both big companies and small one.
- The number then declined sharply to 42 million holidays with a total of 8 million of it taken abroad.
- Combined efforts by the government and the individuals itself could make it possible for everyone to learn how to use a computer.
- When the woman works, she gets a salary, which makes herself independent.
- Somebody claim there should be no government restrictions but other disagree.
- In contrast, 70% of males got a postgraduate diploma, it was more than twice the number of females.
- For their who do not have the strength to work until 65 years, it would be best to retire.



# Writing folder 7

## Task 2 Appropriate style and tone

For both parts of the Writing Module, the language you use must be consistently appropriate in style and tone. The Cambridge Learner Corpus shows that IELTS candidates are not always able to do this, especially for Task 2.

- 1 Tick the features you consider appropriate to academic writing from this list.

- ☐ impersonal style
- ☐ aggressive tone
- ☐ colloquial language
- ☐ neutral to formal language
- ☐ serious tone
- ☐ informal language
- ☐ humorous style

- 2 Read the task and the answer below. Underline examples in the answer of any inappropriate features listed in exercise 1.

Write about the following topic.

***Because of falling birth rates and better healthcare, the world's population is getting steadily older and this trend is going to cause serious problems for society.***

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

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

Write at least 250 words.

I cannot agree with your views concerning an ageing population, which I find totally ridiculous and untenable. You really should not paint a picture of the future that is as negative as this! I mean we'll all be old one day, won't we?

It is true without a doubt that folks are living longer, due to a healthier diet, rising living standards and better medical treatment. And they say we're all gonna be even older in the future! Apart from leading to huge sales of false teeth and walking sticks, what will be the main issues of having a larger percentage of older people in our society? First and foremost, it'll cost a packet in terms of looking after the elderly and forking out for their pension payments. Such an imbalance in the population will place an added burden on younger people, through higher taxation levels and more substantial family commitments. Do you think we'll all have to slave away until we're 90? It is highly likely, given the current statistics.

As for there being fewer babies on the scene, that's certainly the case in my country at the moment. However, governments should not be encouraging people to have larger numbers of kids, because our planet is already packed out.

In the final analysis, it will be up to all of us to support each other, whether through additional taxation or by showing a greater awareness of the different generations at a personal level. Some aspects of daily life that are currently taken for granted may have to change fundamentally. For example, instead of enjoying their much-deserved retirement, grandparents could find themselves taking on the role of main childcarers while the parents work longer hours to maintain their family's standard of living.

Come on, it won't be that bad!



- 3 Choose phrases from those below to replace some of the inappropriate language in the second and third paragraphs. There may be more than one possible choice.

children  
continue to be employed  
contributing to  
declining birth rate  
funding  
lower fertility  
overpopulated  
people  
projected to continue ageing  
remain in the job market  
result in increased expenditure

- 4 Cross out any inappropriate language remaining in these paragraphs and then rewrite the paragraphs, using the phrases from exercise 3 and making any other changes necessary.

- 5 The first paragraph of the answer in exercise 2 is unusable. Complete the new opening sentence below with some of these words. Two aren't needed.

actually corresponding impossible provided  
questionable unlikely

Although it is 1 ..... to argue  
with the facts 2 ..... in the  
first half of the statement, it remains  
3 ..... whether society is  
4 ..... under threat due to its  
ageing population.

Now add the necessary verb forms to the sentence below, which completes the replacement first paragraph.

Nonetheless, it 5 ..... (negative  
modal passive + deny) that radical social reform  
6 ..... (future passive + require)  
in the near future.

- 6 Read the examiner comments under the final sentence. Then write a replacement sentence to include at the end of the fourth paragraph.

Come on, it won't be that bad!

This light-hearted ending in very informal language is completely inappropriate and leaves a very negative effect on the reader. A pity, because the fourth paragraph contains elements of a conclusion and just needs a suitable closing sentence. Throughout the answer, the language is inconsistent and there is an unhappy mix of styles. There are some good ideas, but only a few have been expressed in academic English.

- 7 Now answer the task below, following the advice given.

Write about the following topic.

**There are fewer and fewer employment opportunities for graduates entering the job market and this will have serious implications for higher education.**

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

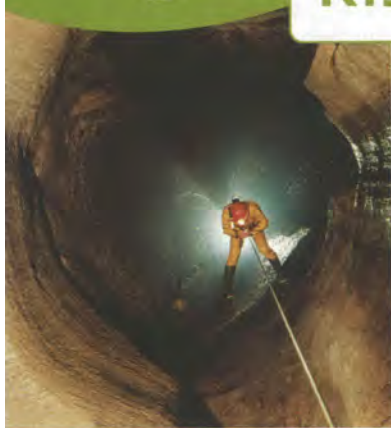
Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

## Advice

- Underline key words in the task and think of appropriate paraphrases.
- Make a plan, putting each new point in a new paragraph.
- State your overall opinion in the first paragraph.
- Use an impersonal style unless you are mentioning your own experience.
- Produce consistently neutral to formal language.
- Maintain a serious tone throughout.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave enough time to check your answer for grammatical accuracy and stylistic consistency.





- 1 In small groups, list some of the risks that we take in everyday life.

## Reading

- 2 Skim the passage, and think about how far it reflects your own attitude towards risk.

🕒 about 700 words

## How rational are we when we assess risks?

- A One of the many design faults in humans is our startling unwillingness to measure consequences. We become so mesmerised by one particular risk that we cannot see beyond it. So, for instance, convinced that our children are in perpetual danger from strangers (though statistically the risks are tiny), we refuse to let our kids walk to school and instead trigger obesity, which is far more likely to harm them.
- B And what happened after the Hatfield rail crash in the UK in 2000, which killed four people? The cause was identified as a broken rail and an immediate slowdown was ordered on 500 sections of suspect track. Frustrated by delays, a third of rail passengers switched to the roads, where the accident rate per kilometre is 12 times that of rail. The resulting growth in road traffic probably resulted in five additional fatalities – compared with only six caused by broken rails over the last 30 years. Meanwhile, train drivers operating on a railway with no timetable were having to consult up to 16 pages of special directions on speed instructions, increasing the likelihood of passing a signal at red – 10 times more likely to result in death than a broken rail.
- C Then there are seatbelts. If you have the misfortune to be in a crash, there is no doubt that a seat belt will reduce your risk of dying, but overall, there has been no discernible effect of seatbelt
- legislation on fatalities for car drivers and passengers. Why not? Because no one foresaw the consequences of people changing their behaviour once they were securely belted up – driving faster and more recklessly. Similarly, sports researchers have found that protective aids, such as body armour, lead to more injuries because players take greater risks.
- D Human behaviour is fuelled by perceptions, not the 'facts' or what scientists present as 'real' risks. Research has identified several ways in which we perceive and assess risk, including the following.
- E In many areas of technology, such as nuclear power generation, major accidents involving safety system failures can have catastrophic effects, and risk is seen as a fatal threat. Such an event could, theoretically, occur at any time, although the likelihood of its occurrence is extremely low. A look at the perception of rare random events shows, however, that probability plays hardly any role at all in how people perceive danger: it is the random nature of the event that poses the feeling of threat.
- F Natural disasters like earthquakes are usually seen as unavoidable events with catastrophic effects, but because they are natural, they are beyond control – unlike accidents caused by human error. In such cases, the relative rarity of the event provides psychological reinforcement for risk denial, as shown by the large numbers of people who choose not to move away from earthquake zones.
- G When, despite the considerable risk, people climb the world's highest mountains without breathing apparatus, or throw themselves off a cliff-top with nothing more than a pair of artificial wings to save them, and do so in the name of sport, the meaning of risk takes on a new dimension. The attraction of such activities is the fact that they involve risk. People take risks in order to test their own strength and to triumph over natural forces.
- H In recent times, reports on environmental pollution and its long-term impact on health, life and nature have forced scientific risk assessment to adopt a role as early warning indicators. In this risk perception model, scientific studies contribute to the early detection of lurking danger and the discovery of causal relationships between activities or events and their latent effects. This definition of risk is used, for example, in assessing food additives and genetic modification of plants and animals.
- I Probability and severity of adverse effects are not the only – and certainly not the most important – components that people use as yardsticks for perceiving and evaluating risks. There are also the emotional distortions mentioned above. The question is, should officials take these into account when making decisions about genetically modified crops, or the siting of a new airport, or try to change them by providing more information?



3 Think about the title and the four subheadings in the notes below to help you do the following task.

Questions 1–10

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the reading passage for each answer.

How rational are we when we assess risks?

Problem:

- people's 1 ..... to consider effects of actions

Examples of unexpected effects:

- driving children to school leads to increase in 2 .....
- response to Hatfield rail crash probably caused five extra 3 ..... on roads
- protection for sports players has increased number of 4 .....

Ways of perceiving risk include:

- fearing fatal threats that are very unlikely, because their occurrence is 5 .....
- minimising risk of natural disasters because they are not the result of 6 .....
- taking personal risks when seen as 7 .....
- using scientific assessment with the intention of providing 8 ..... of potential harmful effects of new processes.

Conclusions:

- People's assessment of risk is affected by 9 .....
- 10 ..... need to find a response to irrational assessments of risk

Questions 11–15

The passage has nine paragraphs labelled A–I. Which paragraph contains the following information? Write the correct letter A–I.

- 11 why people may deliberately seek out risks
- 12 a form of assessment that overestimates risks
- 13 a suggestion that the response to a specific event was over-cautious
- 14 a type of risk that is generally disregarded
- 15 how safety measures can have unexpected effects on risk-taking behaviour

## Pronunciation Intonation

- 4 In pairs, discuss this question: how do people speak when they feel happy or enthusiastic, and when they feel sad or bored?

- 5 Listen to these four short exchanges. In all of them the second speaker says *Yes*, but the speakers mean different things. Decide what they are doing when they say *Yes*, from the functions a–e.

- expressing uncertainty
- inviting another person to speak (possibly by asking a question), or saying something incomplete
- expressing enthusiasm
- making a statement, saying something complete or definite
- showing lack of interest

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

- 6 Listen to the exchanges again, and decide which of the intonation patterns f–j is used for *Yes* in each one. You may find it helpful to imitate the second speakers.

f (rise) g (fall-rise) h (level) i (fall) j (rise-fall)

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

## Speaking Part 3

- 7 Listen to this person answering a question in Part 3 of the Speaking Module. You will hear him twice. Does the speaker sound more interested in what he is saying the first or the second time? He is answering the question: *Could you describe any risks that you take in your hobbies?*

(Potholing is a sport that involves climbing in and around underground caves.)

- 8 In small groups, discuss these questions. Make sure you use intonation to sound interested.
- What is your attitude towards taking risks at work or in your hobbies?
  - Evaluate the importance of considering the risks before choosing a means of travelling.
  - Explain the attitudes of people in your country towards nuclear and non-nuclear power stations.

### Useful language

|                |                    |                         |
|----------------|--------------------|-------------------------|
| to take a risk | to run the risk of | a dilemma               |
| a drawback     | fossil fuels       | side-effects            |
| likewise       | on the other hand  | as a consequence/result |



- 1 What different forms can classes at college or university take?

## Listening

- 2 Listen to a university teacher talking about a number of sessions that will take place during two study days on Philosophy.

In what form will each of the following sessions begin?

- A lecture by one person  
B seminar with a teacher  
C small-group workshop without a teacher

Write the correct letter, A, B or C.

Example: 'Language and how we see the world'

Answer: ...A...

The speaker says 'I'll spend the first half hour giving you an overview of the main theories, and then we'll divide into discussion groups.' So the class will begin as a lecture by one person.

- 1 'Is it ever right to break the law?' .....  
2 'Political ideologies' .....  
3 'Philosophy in medicine' .....  
4 'What is time?' .....  
5 'The philosophy of coincidence' .....

- 3 Which of these factors form part of the definition of a coincidence?

- A at least two events occur  
B each event is unusual  
C the events are closely related in time  
D both events have the same cause  
E people are surprised  
F there doesn't seem to be a rational explanation

Can you think of some coincidences that you've experienced?

- 4 Match the three examples of apparent coincidences and their explanations (1–3 below) to the correct option, A, B, or C in exercise 5.

- 1 *Coincidence:* If you ask ten people to choose a whole number between 1 and 100, it's quite likely that two of them will pick the same number.  
*Explanation:* The odds are more than one in three that this will happen, but most people wrongly assume that there's only a one in ten chance.
- 2 *Coincidence:* Children with larger hands are better readers than children with smaller hands.  
*Explanation:* As children get older, their hands grow and their reading improves.
- 3 *Coincidence:* You talk about someone you haven't seen for years, and they phone you the next day.  
*Explanation:* There are millions of opportunities for coincidence in each of our lives, so some are bound to happen. We notice the ones that do, but not those that don't.

- 5 Now listen to part of a seminar about coincidences.

What explanation is given for us finding the following situations (questions 1–5) surprising?

- A We do not consider the true cause of the events.  
B We underestimate the mathematical chances of the events coinciding.  
C We ignore other events which don't seem like coincidences.

Write the correct letter, A, B or C.

- 1 two children in a class having the same birthday  
2 receiving correct predictions of football results  
3 accurately describing someone's personality  
4 an increase in people eating ice cream and in attacks by sharks  
5 someone winning a lottery twice

## Vocabulary Abstract nouns

Nouns can be either *concrete* or *abstract*. Concrete nouns refer to physical objects, such as *house*, and are usually (but not always) countable. Abstract nouns refer to something abstract or mental, such as *hope*. They tend to be uncountable, and are particularly common in academic English.





6 In each pair of sentences 1–3, an abstract noun (in *italics*) is countable in one sentence and uncountable in the other, with slightly different meanings. Which one is countable and which is uncountable? How does the word differ in meaning in each pair of sentences?

- 1 a We become mesmerised by a *risk*, such as children being attacked on the way to school.  
b Research has identified several ways in which we perceive and assess *risk*.
- 2 a Some people have a *perception* of academic study in which sciences are much more serious and demanding than arts.  
b Few people show outstanding powers of *perception*.
- 3 a It is often difficult to distinguish a decision which was good but turns out to be a *failure* from a bad decision.  
b During its first five years, the company seemed doomed to *failure*.

7 Complete these two rules by circling the right alternative in each case.

- a Abstract nouns are generally *countable/uncountable* when they refer to the concept in general.
- b Abstract nouns are generally *countable/uncountable* when they refer to specific examples of the concept.

8 Now decide whether or not to put *a(n)* in each space. You might find it helpful to use an English–English dictionary.

- 1 The ruins had become ... danger to visitors, so access was restricted.
- 2 With so much construction going on, the city seems to have ... transitional nature.
- 3 Linguists can measure the degree of ... attraction between two words that often collocate, such as 'lend' and 'money'.
- 4 The sudden resignation of the financial director forced the company to make ... appointment very quickly.
- 5 The prime minister issued ... denial of the report that she was about to resign.
- 6 Some philosophers attempt to relate urban culture to the laws of ... nature.
- 7 We are in ... danger of not meeting government safety requirements.
- 8 The opportunity to travel is ... major attraction of my new job.
- 9 We need to make ... modification to the engine so that it uses less fuel.
- 10 I have been trying to interest a manufacturer in my invention, but so far without ... success.

## Style extra

9 Paragraphs A and B present the same ideas in slightly different ways, where B is in a more academic style. Read paragraph A, then complete paragraph B using nouns related to the corresponding verb or adjective in A.

A

### What is reality?

Normally when we are conscious we naïvely accept that the objects around us exist and rarely reflect on how real they are. Like breathing, the nature of reality is something we do not normally have to consider. We can usually live through events and interact with objects without thinking of the fact that there could be significantly different ways of experiencing them. Only in fairly extreme circumstances, such as waking from a nightmare, do we become less certain about what is real and what might be illusion or fantasy. When we are fully conscious we typically try to avoid suspecting that reality may be more precarious than it seems.

B

During states of normal *consciousness* we live in naïve *1* ..... of the *2* ..... of objects around us and rarely reflect on their reality. Like breathing, the nature of reality is something that normally does not require *3* ..... We can usually live through events and interact with objects without giving any *4* ..... to the fact that there could be significantly different ways of experiencing them. Only in fairly extreme circumstances, such as waking from a nightmare, do we experience less *5* ..... about what is real and what might be illusion or fantasy. When we are fully conscious, we typically try to avoid the *6* ..... that reality may be more precarious than it seems.

10 Have you ever discovered that something you thought was real was actually a dream or illusion?





# Test folder 8

## Locating information

(Academic Reading and General Training Reading Modules only)

You might be asked which paragraph or section of a passage contains certain information.

The answers only come from those paragraphs or sections that are labelled alphabetically.

The information in the questions doesn't come in the same order as in the passage.

The questions generally say what *type* of information you must find, such as an explanation, an example, a recommendation, how, why, etc. They are not *paraphrases* of the information itself.

## Advice

- Skim the whole passage before you start working on any of the tasks. Read the instructions carefully.
- Read the questions and think about what they mean. Underline the key words in the questions, both the *type* of information (explanation, how, etc.) and the *topic* itself.
- Read the first labelled paragraph carefully. Read *all* the questions, and write the paragraph letter by any questions that match information in the paragraph. Remember to check both the *type* of information and the *topic*.
- Continue with each of the labelled paragraphs in turn. Where you have more than one possible answer, re-read those paragraphs and choose the one that fits the question best.
- Your answers should be A, B, C, etc: don't write line numbers or anything else.
- Unless the instructions tell you that you can use any letter more than once, make sure all your answers are different.





This passage is similar to ones in the Academic Reading Module and Section 3 of the General Training Reading Module. It is about 650 words long.

## A Tale of Two Towns

*How the entire social life of a community and the well-being of its members are dependent on their interpretation of a particular situation*

- A** There were once two small communities that had very different ways of seeing the world. They had this problem in common, however: both were hard hit by recession, so that in each of the towns about one hundred people were unemployed. They tried hard to find work, but the situation did not improve.
- B** The town councillors of Town A had been brought up to believe that there is always enough work for everyone, if you look hard enough. Comforting themselves with this doctrine, they could have turned their backs on the problem, except for the fact that they were genuinely kind-hearted people. They felt they had to prevent the unemployed from suffering, but their principles told them that if people were given something for nothing, it would ruin their moral character. This made the councillors very unhappy, because they were faced with the horrible dilemma of letting the unemployed starve, or destroying their moral character.
- C** After much debate, they eventually decided to give the unemployed monthly 'relief payments'. To make sure these payments were not taken for granted, however, they decided that the 'relief' would be made so difficult and humiliating to obtain that there would be no temptation for anyone to go through the process unless it was absolutely necessary. Further, the moral disapproval of the community would be turned upon the recipients of the money, so that they would try hard to get 'off relief' and 'regain their self-respect'. The councillors expected those who received payments to be grateful, since they were getting something for nothing, something which they hadn't worked for.
- D** When the plan was put into operation, however, the recipients of the relief seemed ungrateful. They resented the cross-examinations by the 'relief investigators', who determined whether they should receive money. When they permitted themselves a rare luxury, such as going to the cinema, their neighbours who still had jobs looked at them sourly as if to say, 'I work hard and pay my taxes just to support loafers like you in idleness and pleasure', an attitude which increased their resentment. The relief policy averted starvation, but to the surprise and disappointment of the councillors it also led to quarrels, unhappy homes, class hatred and crime.
- E** The story of the other community, B-ville, was entirely different. One of the councillors explained that unemployment, like sickness and accidents, hits unexpectedly, irrespective of the victim's merits. He argued that B-ville homes, parks, and industries had been built in part by the work of the people who were now unemployed. He then suggested that if the work that these unemployed people had done for the community could be regarded as a form of 'insurance premium', payments now made to them could be regarded as 'insurance claims'. Eventually he convinced the other councillors.
- F** B-ville's 'claims adjusters' had a much better time than Town A's 'relief investigators'. The latter had been resentfully regarded as snoopers, because of their somewhat aggressive way of making their demands. The former, however, having no moral lesson to teach but simply a business transaction to carry out, treated their clients with business-like courtesy and found out as much as the relief investigators had, with considerably less difficulty.
- G** The councillors held a civic ceremony, at which the governor of the region presented the first insurance cheques. There were speeches, photographs, and cheering. All the recipients felt, therefore, that they had been personally honoured, and that they could face their unemployment with greater courage, since their community was behind them. All in all, B-ville's unemployed, unlike those in Town A, were not haunted by a sense of failure, did not turn to crime, did not manifest personal maladjustments, and did not develop class hatred, as the result of their monthly payment.

The reading passage has seven paragraphs labelled A–G.

Which paragraph contains the following information?

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

Example: Read paragraph A, then read the nine questions. Only number 4, a *similarity between the two towns*, matches the information in paragraph A.

- |   |                   |
|---|-------------------|
| 1 reference to a claim that people are not to blame for becoming unemployed   | .....             |
| 2 an account of a difficult choice that some people had to make               | .....             |
| 3 what one town did to turn the giving of money into a special occasion       | .....             |
| 4 a similarity between the two towns  | <b>A</b><br>..... |
| 5 a contrast between different ways of gaining information                    | .....             |
| 6 details of a policy for discouraging the unemployed from applying for money | .....             |
| 7 an example of actions by the unemployed that aroused hostility              | .....             |
| 8 an outline of a proposal that took into account people's previous work      | .....             |
| 9 how a town's actions had unexpected consequences                            | .....             |





- 1 In groups, discuss how stressful you find the situations below, and how you feel and react in those situations. Remember to develop your comments.

- meeting new people
- being the centre of attention
- in a crisis
- not being able to find something important
- winning a competition
- when somebody else needs assistance

## Speaking Part 2

- 2 With a partner, talk for at least one minute about the following topic.

Describe how you behaved in a stressful situation.

You should say:

what the situation was

how you behaved

how other people might have behaved

and explain how you felt about your behaviour afterwards.

## Reading

### 3 Questions 1–6

The reading passage has seven paragraphs A–G. Choose the correct heading for each paragraph from the list below.

#### List of Headings

- i A degree of control
- ii Where research has been carried out into the effects of family on personality
- iii Categorising personality features according to their origin
- iv A variety of reactions in similar situations
- v A link between personality and aspects of our lives that aren't chosen
- vi A possible theory that cannot be true
- vii Measuring personality
- viii Potentially harmful effects of emotions
- ix How our lives can reinforce our personalities
- x Differences between men's and women's personalities

Example:

0 Paragraph A ..... iv

1 Paragraph B .....

2 Paragraph C .....

3 Paragraph D .....

4 Paragraph E .....

5 Paragraph F .....

6 Paragraph G .....

⌚ about 650 words

## What is personality?

- A We are all familiar with the idea that different people have different personalities, but what does this actually mean? It implies that different people behave in different ways, but it must be more than that. After all, different people find themselves in different circumstances, and much of their behaviour follows from this fact. However, our common experience reveals that different people respond in quite remarkably different ways even when faced with roughly the same circumstances. Alan might be happy to live alone in a quiet and orderly cottage, go out once a week, and stay in the same job for thirty years, whilst Beth likes nothing better than exotic travel and being surrounded by vivacious friends and loud music.



## Questions 7–13

Do the following statements reflect the claims of the writer?

Write

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 7 Alan and Beth illustrate contrasting behaviour in similar situations.
- 8 As we grow older, we become more able to analyse our personalities.
- 9 Nervousness is an example of a learned characteristic.
- 10 The discovery of differences in temperament has changed the course of psychological research.
- 11 Adopted children provide evidence that we inherit more of our personality than we acquire.
- 12 The rational behaviour of different people shows greater similarity than their emotional behaviour.
- 13 Most psychologists agree on the five major dimensions of personality.

B In cases like these, we feel that it cannot be just the situation which is producing the differences in behaviour. Something about the way the person is 'wired up' seems to be at work, determining how they react to situations, and, more than that, the kind of situations they get themselves into in the first place. This is why personality seems to become stronger as we get older; when we are young, our situation reflects external factors such as the social and family environment we were born into. As we grow older, we are more and more affected by the consequences of our own choices (doing jobs that we were drawn to, surrounded by people like us whom we have sought out). Thus, personality differences that might have been very slight at birth become dramatic in later adulthood.

C Personality, then, seems to be the set of enduring and stable dispositions that characterise a person. These dispositions come partly from the expression of inherent features of the nervous system, and partly from learning. Researchers sometimes distinguish between temperament, which refers exclusively to characteristics that are inborn or directly caused by biological factors, and personality, which also includes social and cultural learning. Nervousness, for example, might be a factor of temperament, but religious piety is an aspect of personality.

D The discovery that temperamental differences are real is one of the major findings of contemporary psychology. It could easily have been the case that there were no intrinsic differences between people in temperament, so that given the same learning history, the same dilemmas, they would all respond in much the same way. Yet we now know that this is not the case.

## Vocabulary Synonyms

- 4 Replace each word or phrase in *italics* with a word from the passage which is similar in meaning. You may need to change the form of the word. (Some of the words in *italics* are also in the passage.)
  - 1 (paragraph A) People can *react* quite differently to similar situations.
  - 2 (paragraph B) To some extent, our behaviour in various situations is *controlled* by genetic factors.
  - 3 (paragraph B) The *effects* of our decisions may not be those we had expected.
  - 4 (paragraph C) The ability to use language appears to be an *innate* characteristic of human beings.
  - 5 (paragraph D) Differences in people's emotional systems lead to considerable variation in their behaviour when facing a *difficult choice*.
  - 6 (paragraph F) Artistic talent usually first *shows* itself when the artist is very young.
- 5 People's personalities are often described in one or two adjectives, for example we may say that somebody is *reserved and selfish*, or *considerate and conscientious*. How useful do you think it is to define personality in this way?

E Personality measures turn out to be good predictors of your health, how happy you typically are – even your taste in paintings. Personality is a much better predictor of these things than social class or age. The origin of these differences is in part innate. That is to say, when people are adopted at birth and brought up by new families, their personalities are more similar to those of their blood relatives than to the ones they grew up with.

F Personality differences tend to manifest themselves through the quick, gut-feeling, intuitive and emotional systems of the human mind. The slower, rational, deliberate systems show less variation in output from person to person. Deliberate rational strategies can be used to override intuitive patterns of response, and this is how people wishing to change their personalities or feelings have to go about it. As human beings, we have the unique ability to look in at our personality from the outside and decide what we want to do with it.

G So what are the major ways personalities can differ? The dominant approach is to think of the space of possible personalities as being defined by a number of dimensions. Each person can be given a location in the space by their scores on all the different dimensions. Virtually all theories agree on two of the main dimensions, neuroticism (or negative emotionality) and extroversion (or positive emotionality). However they differ on how many additional ones they recognise. Among the most influential proposals are openness, conscientiousness and agreeableness. In the next section I shall examine these five dimensions.




## Vocabulary Adjectives

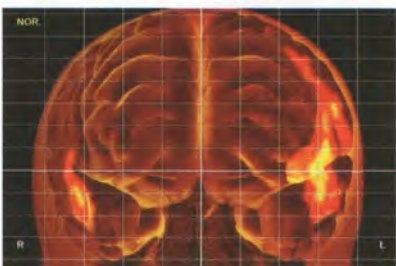
- 1 The adjectives in the table are used in the lecture you are going to listen to. In small groups, make sure you understand those adjectives and also those in the box opposite. Then, under each heading in the table, write the adjectives from the box that have a similar meaning. Two adjectives fit under two headings.

| vital | specific | complex | different (from each other) | striking |
|-------|----------|---------|-----------------------------|----------|
|       |          |         |                             |          |
|       |          |         |                             |          |
|       |          |         |                             |          |
|       |          |         |                             |          |

|               |               |
|---------------|---------------|
| certain       | complicated   |
| crucial       | dissimilar    |
| distinct      | diverse       |
| essential     | exceptional   |
| extraordinary | indispensable |
| intricate     | involved      |
| key           | particular    |
| remarkable    | special       |
| unlike        | unusual       |

## Listening

- 2  Now listen to part of a lecture about what happens in our brains when we recognise something or someone. Answer the questions as you listen.



Scans show that electrical activity occurs in different areas of the brain, depending on what we are doing. The active regions are indicated here by the red, orange and yellow patches.

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

- When people suffer from agnosia
  - they are normally unable to recognise man-made objects.
  - in each case the same area of the brain has been damaged.
  - the location of the brain damage determines what objects they cannot recognise.
- The trombone is used to illustrate the claim that
  - where an object is remembered in the brain depends on our experience of it.
  - everything connected with music is remembered in a particular part of the brain.
  - we can only remember an object if we know what it is called.
- Our recognition of a trombone
  - focuses on one of its qualities more than on the others.
  - combines recognition units from different parts of the brain.
  - suggests that everyone's concept of an object is identical.
- Face recognition is an ability that
  - shows our similarity to other animals.
  - has developed because of its value to us.
  - becomes more useful as we grow older.
- We recognise people we haven't seen for a long time if
  - they have an unusual face.
  - we have thought about them.
  - we have strong feelings about them.
- Our first impressions of people are likely to
  - give an accurate insight into their personalities.
  - depend on how we feel immediately before seeing them.
  - be affected by our feelings towards other people.





## Grammar Verb patterns

- 3 Study these examples of five of the patterns that can follow various verbs. Match each sentence (1–5) with the grammatical description (a–e) of the pattern that follows the verb in *italics*.

- 1 Psychologists *know* (that) we are born with certain characteristics, such as nervousness.
- 2 I *attempted* to carry out research into memory.
- 3 The success of the experiment *enabled* the student to complete her assignment.
- 4 The scientists at the conference were surprised when they *saw* some reporters arrive.
- 5 If you spend too long reading you *risk* being late for class.

Verb followed by

- a object + *to* infinitive
- b object + bare infinitive
- c finite clause
- d *-ing* form
- e *to* infinitive

In academic writing, the pattern '+ object + *to be*' is particularly common after verbs such as *believe*, *consider*, *think*, for example

Psychologists **believe** our personalities **to be** the product of both our genes and our life experiences.

It is often used in the passive:

Our personalities **are thought to be** the product of both our genes and our life experiences.

### G page 142

- 4 Complete each sentence with the correct ending a–g below. Consider both grammar and meaning.

- 1 Measuring someone's personality allows
  - 2 The researcher considered
  - 3 My research involves
  - 4 Being rather cautious, my sister intends
  - 5 People's odd reactions on seeing the man made
  - 6 By observing people's behaviour for a week, I realised
  - 7 The human brain has evolved in a way that enables
- a to stay in the same job indefinitely.
  - b that there is a great deal of variation in even the most common situations.
  - c some of the criticism of her work to be wrong.
  - d us to predict how healthy they are likely to be.
  - e him wonder what was wrong.
  - f babies to recognise faces.
  - g making some very complicated calculations.

- 5 Correct the errors that IELTS candidates have made with verb patterns in these sentences. Make as few changes as possible. Two sentences are correct.

- 1 Life forced them to work and growing up before their time.
- 2 I am an outgoing person. I like talking to customers to make them feeling comfortable.
- 3 Nowadays, people seem have a better material life than before.
- 4 It is very good to let children to do some paid work.
- 5 I enjoy watching people doing a strenuous activity such as running.
- 6 Nowadays, lack of money makes that people to spend too much time working.
- 7 A good education enables them getting jobs in the future.
- 8 I would like to suggest you to build a small storeroom outside the house.
- 9 Should parents expect schools to teach children good behaviour?
- 10 I want that our newspaper to help me to solve this problem.

- 6 Complete each sentence with a verb from the box in the correct form. In some cases more than one answer is possible. You may use any verb more than once.

|           |          |         |             |
|-----------|----------|---------|-------------|
| argue     | consider | contend | demonstrate |
| encourage | intend   | mean    | miss        |
|           |          |         | signify     |

- 1 The aim of the advertising campaign is to ..... people to do more exercise.
  - 2 By choosing fashionable brands, many users ..... to show their sense of style.
  - 3 The notion that each region of the brain has a separate mental function is now generally ..... to be an oversimplification.
  - 4 The speaker showed slides of brains of various species, in order to ..... that all brains are symmetrical around a middle axis.
  - 5 The authors use their opening chapter to ..... that greater understanding of the brain is crucial.
  - 6 The recent growth of service industries in some countries can be taken to ..... that those nations now have a post-industrial economy.
  - 7 Some children were playing football nearby, and I just ..... being hit by the ball.
- 7 Would you like to have greater understanding of the causes of your own and other people's behaviour? Why, or why not?



# Writing folder 8

## Errors clinic

To achieve an IELTS Band 7, there should only be 'occasional inaccuracies' in your writing, and even for Band 6, you must show generally good control. Therefore, it is important to check both your answers carefully. This Writing folder deals with some typical errors made by IELTS candidates in spelling, word order and grammar, as shown by the *Cambridge Learner Corpus*.

## Spelling

### Double consonants

- Doubling can occur to differentiate the pronunciation of a preceding vowel, for example *later/latter*, so if you are unsure of the spelling, think how you would say the word aloud.
- Many English words that have double consonants near the beginning of the word come from Latin, and the double consonant is the result of a Latin prefix, for example *address*, *oppose*. Here are these patterns, together with some common IELTS spelling errors.

| Latin prefix | English spelling              | error                 | correct spelling |
|--------------|-------------------------------|-----------------------|------------------|
| ad           | abb, acc, add, aff, agg, all, | <del>agressive</del>  | aggressive       |
|              | amm, ann, app, arr, ass, att  | <del>attracted</del>  | attracted        |
| con          | coll, comm, conn, corr        | <del>comercial</del>  | commercial       |
| in           | ill, imm, inn, irr            | <del>imigration</del> | immigration      |
| ob           | occ, off, opp                 | <del>oportunity</del> | opportunity      |
| sub          | succ, suff, sugg, supp, surr  | <del>suported</del>   | supported        |

- However, many English words do not have double consonants in the first syllable.

### 1 Neatly cross out the extra letter in these errors made by IELTS candidates. One word is correctly spelled.

- |                          |                 |              |
|--------------------------|-----------------|--------------|
| 0 rec <del>o</del> mmand | 3 wellfare      | 6 oppinion   |
| 1 appologise             | 4 proffessional | 7 tallented  |
| 2 dissappear             | 5 different     | 8 refference |

- When making comparative/superlative forms of adjectives, and adding *-ing* and *-ed* endings to verbs, remember that the final consonant may be doubled, as in *hot > hotter/hottest*, *begin > beginning*, *stop > stopped*. This usually occurs if the final consonant follows a short vowel.

### Vowel combinations

### 2 Correct the spelling in these IELTS errors in a neat and legible way. If necessary, cross out the word and rewrite it in full. One word is correct.

EXAMPLE: *extremely*

- |                        |             |             |
|------------------------|-------------|-------------|
| 0 <del>extreamly</del> | 3 beatiful  | 6 enourmous |
| 1 acheived             | 4 belive    | 7 variety   |
| 2 recieved             | 5 colleague | 8 throghout |

## Missing letters

### 3 Errors commonly occur when a letter is silent, as in *doubt*, or at the end of words. Insert the missing letter in these common IELTS errors, in the way shown.

EXAMPLE: 0 ex~~l~~ellent ex~~i~~liting

- |                |             |
|----------------|-------------|
| 1 enviroment   | goverment   |
| 2 tecnology    | wich        |
| 3 othewise     | furthermore |
| 4 shoud        | woud        |
| 5 therefor     | becaus      |
| 6 approximatly | sincerly    |







# Units 13–16 Revision

## Topic review

1 Take turns to answer these questions with a partner, giving as much detail as possible.

- 1 Are you prepared to put yourself in risky situations? Why, or why not?
- 2 Do you think there will be significant changes to society in your lifetime?
- 3 How do you react when faced with exciting choices?
- 4 What hypothesis do some people have for the extinction of the dinosaurs?
- 5 What are the pros and cons of belonging to a nuclear family?
- 6 How big is the risk that an asteroid might hit the Earth one day?

## Grammar

2 Read the text about extreme sports and complete each space with one word only.

Extreme sports 0 ..... *such* ..... as skydiving and bungee jumping are becoming more and more popular, along with 1 ..... relatively new sport of 'BASE jumping'. BASE is an acronym 2 ..... Building, Antenna, Span (bridge) and Earth (cliffs) – to put 3 ..... another way, leaping from stationary objects with a parachute. In 4 ..... short history, BASE jumping has already claimed the lives of around 50 people, mainly due 5 ..... faulty parachutes.

Why do people take the enormous risks associated with 6 ..... type of sport? It has 7 ..... suggested that they feel the need to put 8 ..... through some form of 'real' challenge, that 9 ..... otherwise be missing in 10 ..... lives. A minority of those from recent generations, 11 ..... have grown up untroubled by global war, deliberately search out risky situations, or 12 ..... it seems.

The jump-gone-wrong is a sad reminder that extreme can all too easily become too extreme.

3 Complete this paragraph using the verbs in brackets in an appropriate future form.

Many parts of the world are currently witnessing changes to the demographic profile of society and this trend 0 (continue) ..... *is going to continue* ..... for the foreseeable future, as people are living longer. People who are entering the job market now in their twenties 1 (spend) ..... at least the next forty years working. When they retire, it is unlikely that the state 2 (award) ..... them much of a pension, in spite of the fact that they 3 (work) ..... all this time. For this reason, many people are choosing savings plans that, by the time they retire, 4 (earn) ..... sufficient interest on maturity to provide them with additional funds.





## Vocabulary

- 4 Complete each sentence with a noun from the box, including an article where necessary.

belief danger denial ~~failure~~ nature perception success

EXAMPLE: The lunar mission Apollo 13 seemed doomed to failure, but returned safely to Earth.

- Some soldiers face ..... throughout their working lives, yet seem untroubled by it.
  - The key to ..... in business is to have both vision and flexibility.
  - There is still ..... prevailing in society that the state will continue to provide adequate pensions and benefits.
  - The really incredible thing about ..... is its diversity, with sometimes literally millions of species in a single habitat.
  - In the case of bereavement, the human mind's initial reaction is often to go into .....
  - The housing officer concerned clearly had ..... that there was no genuine need for accommodation.
- 5 Decide which adjectives from the box are the most likely to collocate with each noun phrase. More than one answer may be possible.

acute high influential overstretched shrinking unfair

### adjective

overstretched, shrinking

.....

.....

.....

.....

.....

.....

### noun phrase

health services

income distribution

labour shortages

living standards

market sector

taxation levels

- 6 Complete each second sentence so that it means the same as the first, using a verb from the box in the correct form.

~~affect~~ contribute result suffer trigger

EXAMPLE: The devastation of Hurricane Katrina will have an effect on the world economy.

The world economy will be affected by the devastation of Hurricane Katrina.

- There is no doubt that global warming is leading to higher sea levels. Higher sea levels are undoubtedly ..... by global warming.
- Serious air pollution has been caused in Malaysia by forest fires in Indonesia. Forest fires in Indonesia ..... in serious air pollution in Malaysia.
- Rising oil prices have been responsible for operating difficulties in some businesses. Some businesses ..... from operating difficulties, due to rising oil prices.
- One reason for increased life expectancy is better healthcare. Better healthcare ..... to increased life expectancy.

## Style extra

- 7 Write a summary sentence for B–D, following the style of the example A. Include a phrase from each box and reword the information to make it more concise.

briefly in a nutshell in short without going into detail

natural disasters  
personality traits  
private income  
~~volcanic activity~~

EXAMPLE: A *In short, the Deccan Traps theory proposes that volcanic activity caused the end of the dinosaurs.*

### A

The Deccan Traps theory makes the hypothesis that the lava, water vapour and greenhouse gases being ejected during eruptions caused global warming, which eventually led to the mass extinction of the dinosaurs.

### B

An assessment of personal pensions, savings, revenue from rental properties and any additional earnings will dictate the extent to which the state will provide financial support for those over 65.

### C

Earthquakes, eruptions, landslides, tsunami and floods may influence an individual's perception of the degree of risk he or she faces in their life.

### D

Human beings differ in terms of how much embarrassment, anxiety, anger and insecurity they exhibit, not to mention the positive aspects of compassion, cheerfulness and love.



- 1 Why do animals leave one place for another, often travelling huge distances?
- 2 List possible explanations for how birds find their way during migration.

## Reading

- 3 Skim this passage quickly, to check your ideas.

⌚ about 750 words

## NAVIGATION TECHNIQUES IN BIRD MIGRATION

Birds are forced to migrate for a number of reasons, including seasonal climate cycles, a scarcity of food or of appropriate nesting sites. Established routes are followed, many involving punishing distances over land and sea. The longest migration of any known animal is that of the Arctic tern, which travels more than 15,000 miles from north to south and back again.

What are some of the main 'cues' that research has indicated birds use in order to navigate successfully during migration? As the question suggests, there is no single answer; Keeton (1972) concluded that bird navigation is characterised by 'considerable redundancy of information', whereby birds appear to draw on more than one method. This would seem to be essential, given changeable weather conditions, the need to overfly a variable landscape and/or seascape, and the fact that some birds manage to navigate at night.

Rabol (1970; 1978) suggested that a bird is born with its migratory track imprinted as part of its DNA, but his ideas have been rejected by a number of experts, including Wiltshko and Wiltshko (1978), who suggest instead that navigation techniques are an integral part of parenting. Of course, this does not account for the cuckoo, which does not remain with its parents (cuckoos lay their eggs in the nest of another bird).

There is no doubt that major topographical features, such as hills and rivers, can provide birds with



important landmarks. The fact that some birds, such as the swallow, return to the same nest year after year after a journey of thousands of miles suggests the ability to recognise key sites. Moreover, birds may use sight to orientate themselves in relation to the sun, perhaps using its relative height in the sky to determine latitude. However, an experiment by Schlichte and Schmidt-Koenig (1972), whereby pigeons were fitted with frosted lenses, may indicate that sight is less important in birds than in humans, for these birds could still use the sun for orientation.

It is thought that, unlike human eyes, birds' eyes can detect ultra-violet light in adverse weather conditions. Matthews (1951; 1953; 1955) suggested that birds use the sun's arc to establish longitude. The sun appears to be used by a number of birds as a compass and they seem able to adjust their biological clock to compensate for shifting through time zones from east to west.

At night, the stars and moon provide an alternative source of observable data for birds. There is evidence that some birds memorise constellations (for example, Emlen's work with indigo buntings in 1967 and Wallraff's 1969 experiment with caged ducks). If these constellations provide a reliable and little-changing map in a clear night sky, the moon



#### 4 Read the passage again and answer questions 1–9.

##### Questions 1 and 2

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

- 1 According to Wiltschko and Wiltschko,
  - A** cuckoo behaviour supports a genetic explanation for navigation.
  - B** Rabol's ideas on imprinting are worthy of further investigation.
  - C** adult birds train their young to react to navigational cues.
  - D** more studies are needed on the role of parenting in navigation.

on the other hand is too random to be helpful, changing its position in the sky night after night.

Just as birds' vision is more sensitive than our own, there is evidence to suggest that many birds can detect sounds outside our own range of hearing. Yodlowski et al (1977) discovered that homing pigeons were sensitive to sounds below 10 Hz, known as 'infra-sound', and could employ this for orientation purposes and in the crucial early detection of severe thunderstorms, with a consequent adjustment of flight path.

Most birds don't have a good sense of smell, but fish-eaters such as petrels and shearwaters are significant exceptions. These birds probably act on olfactory cues given that they only reach their nesting sites during the hours of darkness. However, this area of research is inconclusive: two experiments conducted by Papi (1972; 1978), where the olfactory nerve of pigeons was cut, leading to a loss of navigation skills, gave inconsistent results; Baker and Mather (1982) regarded them as flawed, and suggested that the confusion may have been induced by the trauma of the experiments, or through loss of magnetic awareness.

Geomagnetism was suggested as a possible cue for bird navigation as early as 1859 and much research has been done in this area. The Earth's magnetic field is not of uniform intensity, being at its weakest at the equator; homing pigeons are thought to exploit magnetic anomalies for orientation (Gould 1980). In earlier research, Walcott and Green (1974) fitted pigeons with electric caps to produce a magnetic field. Under overcast skies, reversing the magnetic field by reversing the electric current caused the birds to fly in the opposite direction to their original course. This and other work suggests that magnetism does indeed play an important part in navigation for many birds.

- 2 What does the text suggest about the role of sight in bird navigation?
  - A** Birds are unlikely to take notice of many physical landmarks.
  - B** It provides essential information for revisiting breeding locations.
  - C** Birds find it impossible to look directly at the sun when it is high.
  - D** It is without doubt the most important sense that a bird has.

#### Test spot

In an IELTS Reading matching task, it may help to highlight the options in the passage (for example, people's names), before you do the task. Remember that the information tested won't be given in the order in which it appears in the passage.

#### Questions 3–9

Look at the following statements about research and the list of people below.

Match each statement to the correct person or people.

Write the correct letter, **A–J**.

- 3 proved that some birds navigate by the stars
- 4 raised the possibility of genetic programming
- 5 dismissed someone's ideas about disorientation
- 6 demonstrated that birds do not need perfect vision
- 7 argued that birds rely on a combination of cues
- 8 suggested that birds may use their sense of hearing to forecast bad weather
- 9 investigated the role of a sense of smell in bird navigation

#### List of People

- |                           |                                       |
|---------------------------|---------------------------------------|
| <b>A</b> Baker and Mather | <b>F</b> Papi                         |
| <b>B</b> Emlen            | <b>G</b> Rabol                        |
| <b>C</b> Gould            | <b>H</b> Schlichte and Schmidt-Koenig |
| <b>D</b> Keeton           | <b>I</b> Walcott and Green            |
| <b>E</b> Matthews         | <b>J</b> Yodlowski et al              |

#### Vocabulary Meaning groups

- 5 Add words from the passage within the meaning groups below. Build your vocabulary by recording new language in this way.

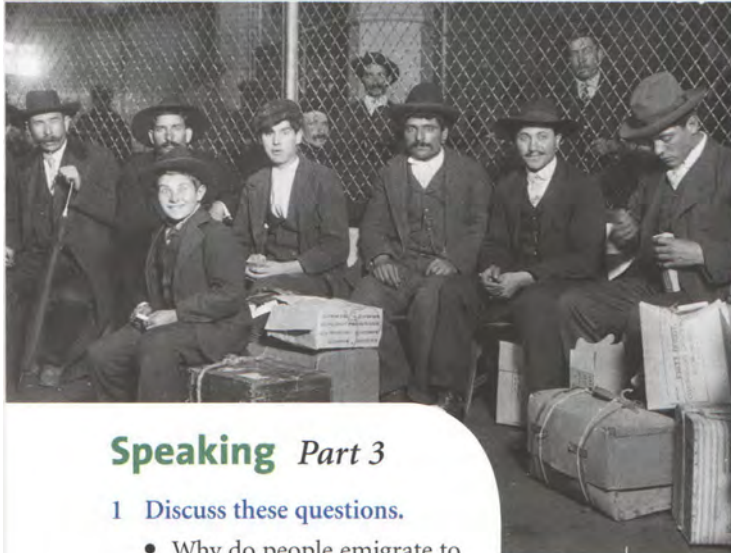
- 1 Four adjectives similar to 'very important' (paragraphs 2, 3, 4, 7)

*essential*

- 2 Two nouns connected with change or fluctuation (paragraphs 7, 9)

- 3 Three adjectives describing unsatisfactory research (paragraph 8)





## Speaking Part 3

### 1 Discuss these questions.

- Why do people emigrate to other countries?
- What issues are there to do with immigration today?
- What is your government's current policy towards immigration?
- How can migrants help a country's economy?

## Listening

- 2 You are going to hear part of a lecture on the importance of Italian immigration in the development of Guelph, a city in Canada. Before you listen, read the notes opposite and decide what type of information is required in questions 1–9.

Complete the notes opposite.  
Write **NO MORE THAN TWO WORDS** for each answer.

### ITALIAN MIGRANTS IN GUELPH FROM 1900

#### Reasons for leaving Italy

- 1 ..... favoured northern industrialisation  
Lack of work in the south – led to severe 2 .....

#### Destinations of those emigrating

- other parts of Europe
- South America, especially 3 .....
- North America

#### Examples of areas of work done by early migrants to Canada

- 4 ..... (summer)  
5 ..... (winter)

#### Commercial development of Guelph

- Subsidies made available for new 6 .....  
Relocation of existing 7 ..... companies.

#### The Italian-Canadian community

- Grew up in 8 ..... sector of Guelph  
Still puts on an annual 9 ..... every July



## Style extra

- 3 The lecturer in the recording uses the common spoken expression *Of course* to indicate something that is obvious.

*Of course this movement stopped altogether in 1939 with the onset of war.*

In academic written English, an adverb, such as *naturally*, would be used here instead.

Make adverbs from the words in brackets to complete these sentences. Be careful with spelling. A negative prefix is needed in 2 and 3.

- 1 ..... , many migrants missed their homeland. (understand)
  - 2 Most migrants were ..... keen to work hard in order to send money home. (doubt)
  - 3 Guelph was ..... a quiet backwater in the early twentieth century. (deny)
- 4 Another way of indicating something obvious is to use a short phrase. Fill in the missing words in these expressions.
- 1 It ..... without saying that ...
  - 2 It can be ..... as read that ...
  - 3 It is self- ..... that ...

## Grammar Relative clauses

- 5 Explain the change of meaning in sentences *a* and *b*. Sentence *a* contains a non-defining relative clause and sentence *b* a defining clause. What is the difference between these clauses? Which sentence suggests that *all* the men clung to their own culture?
- a *The men, who were not yet official immigrants, clung to their own culture.*
  - b *The men who were not yet official immigrants clung to their own culture.*

### G page 142

- 6 Use the prompts to write sentences containing either a defining or a non-defining relative clause, according to the meaning.

EXAMPLE: Many Italian men / came from both the north and the south / left to find jobs abroad.

*Many Italian men, who came from both the north and the south, left to find jobs abroad. (non-defining)*

- 1 Migration / had been happening for many years / stopped with the onset of war.
- 2 Many of the migrants / came to Canada / did casual work.

- 3 Many local businessmen / recognised the commercial opportunities of this 'new' workforce / applied for subsidies to develop new factories.
  - 4 The migrants / were mostly men / often boarded together.
  - 5 Migrants / arrived later / helped by those already there.
  - 6 Those of the men / wanted to marry / often returned to Italy to find a bride.
  - 7 The new culture / evolved / was based on Italian memories combined with the Canadian experience.
  - 8 The Italian-Canadian community / has contributed a lot to Guelph / still thrives.
- 7 In which sentences in exercise 6 can you use *that* instead of *who*?
- 8 Underline the relative pronouns in these examples. Which one would you only use in formal English?
- 1 *Most of the members of the international club with whom I have discussed this are in favour of it.*
  - 2 *The Italian-Canadian group, whose men and women had very different roles, established a stable community.*
- 9 Correct the errors that IELTS and other advanced level candidates have made with relative pronouns in these sentences. One sentence is correct.

- 1 The student who's work is not very good may give up studying.
- 2 I would like to propose two firms which advertisements I have seen in the local newspaper.
- 3 She was out with a group of people, among who the only one she knew was Charles.
- 4 We can learn from people whose cultures differ from ours.
- 5 People whom knowledge of computers is limited are obviously in a difficult situation.
- 6 One thing which has always concerned me is the huge amount of money that is paid to people whose have a job in sport.



# Test folder 9

## Classification

(Academic Reading, General Training Reading and Listening Modules)

You may be asked to classify several pieces of information from the passage, choosing among the same options (normally three) in each case. The options are all of the same type, for example, three time periods, or three opinions. They could be, for example, *before 1950 / after 1950 / both* or (in Reading Modules only) *satisfied / dissatisfied / neither*.

In the Listening Module the questions follow the order of information in the passage. In the Reading Modules they do not.

## Reading

- 1 This passage is similar to Section 1 of General Training Reading, but slightly shorter, at about 225 words.

## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks.
- Read the instructions carefully and think about the meaning of the three options. Check what letters you should use for your answers: they may be A, B and C, or three other letters.
- Read the first question, and underline the key words. Find the relevant part of the passage. Read it carefully and consider all three options before choosing the correct one.
- Read the next question and find the relevant part of the passage. It might be *anywhere* in the passage.

### Listening Module

- Use the time you are given to read the instructions carefully and think about the meaning of the three options. Check what letters you should use for your answers: they may be A, B and C, or three other letters.
- Listen for each answer in turn. Consider all three options before choosing your answer.
- Always give an answer – you won't lose any marks if it's wrong.

## Museum of Immigration

The Museum of Immigration explores the stories of the more than nine million people who have migrated to Australia since 1788. It is located in the port where many of them arrived. The South Pier itself, where thousands of ships have docked, is recreated through photographs and some of the original documents recording new arrivals. The harbourmaster's house now forms part of the museum. It has been carefully restored and furnished to show what it was like to live there in the 19th century.

'Who and why?' is a virtual exhibition. You can read personal stories by immigrants, choosing by name or nationality. With just a click you can discover more about working and living conditions for new arrivals, or even search the records for your family. 'Journeys' features stories of how people have come to Australia – anything from a dangerous three-month sea voyage to a flight of a few hours. Listen as you wander round the museum, or maybe sit in the garden, designed as a tribute to the individuals and families who have immigrated to Australia.

The Bathurst Room is a specially designed, hands-on model room. Press a button, and watch an 18th century ship struggling through a rough sea. Press another, and miners labour to find gold. You can even dig for gold yourself!

Classify the following exhibitions.

Write **I** if it is interactive

**A** if it is purely audio

**V** if it is purely visual

- 1 Journeys .....
- 2 Harbourmaster's house .....
- 3 Bathurst Room .....
- 4 South Pier .....
- 5 Who and why? .....



- 2 This passage is similar to those in the Academic Reading Module and Section 3 of the General Training Reading, but shorter at about 350 words.



We generally think of plants as being rooted to the spot, but in fact they colonise new territory, most often through the dispersal of their seeds. This is important, because the seeds are more likely to grow if they are at a distance from the parent plant, not competing for nutrition and sunlight. Seeds are dispersed in a variety of ways.

The bird-cage plant forms a hollow sphere when it dies. This is blown across the plant's habitat, the deserts of the western USA. When the ball falls to earth, the seeds inside it fall out, and some of them will take root. The seeds of the broom are contained inside pods. Heated by the sun, the pods explode, hurling the seeds in all directions. The cotton that we use is the threads attached to the seeds of the cotton plant. These enable the seeds to travel long distances on the breeze.

Larger, heavier seeds require stronger carriers, who are attracted by the fruit encasing the seeds. When the seeds are fully developed, the fruit changes colour and smell to signal that it is now sweet enough to be eaten. The fruit of the durian tree of south-east Asia is eaten by squirrels and orang-utans. If the seed is swallowed whole, it will be carried away inside the animal's stomach and subsequently ejected, allowing the seed to grow in the new location.

In some plants, such as burdock, the seeds are attached to hooks. These catch the fur of passing animals, who carry the seeds away. Eventually the seeds fall, where they stand a chance of taking root. Coconut palms, on the other hand, produce their seeds inside a shell which floats on the surface of water, and can be carried hundreds of kilometres by the current. Coconut palms have colonised beaches throughout the tropics.

It is not only by dispersing their seeds that plants travel, however. The blackberry plant, for instance, produces stems which move at a speed of about five centimetres a day. When these touch the ground they put out roots, thus extending the plant's territory.

Classify the following plants as migrating by using

- A sea or wind
- B animals (including birds)
- C neither

Write the correct letter, **A**, **B**, or **C**, after each plant.

- 1 coconut palm .....
- 2 broom .....
- 3 blackberry .....
- 4 cotton .....
- 5 burdock .....
- 6 bird-cage plant .....
- 7 durian .....

## Listening

- 3 This passage is typical of Section 4 of the Listening Module.

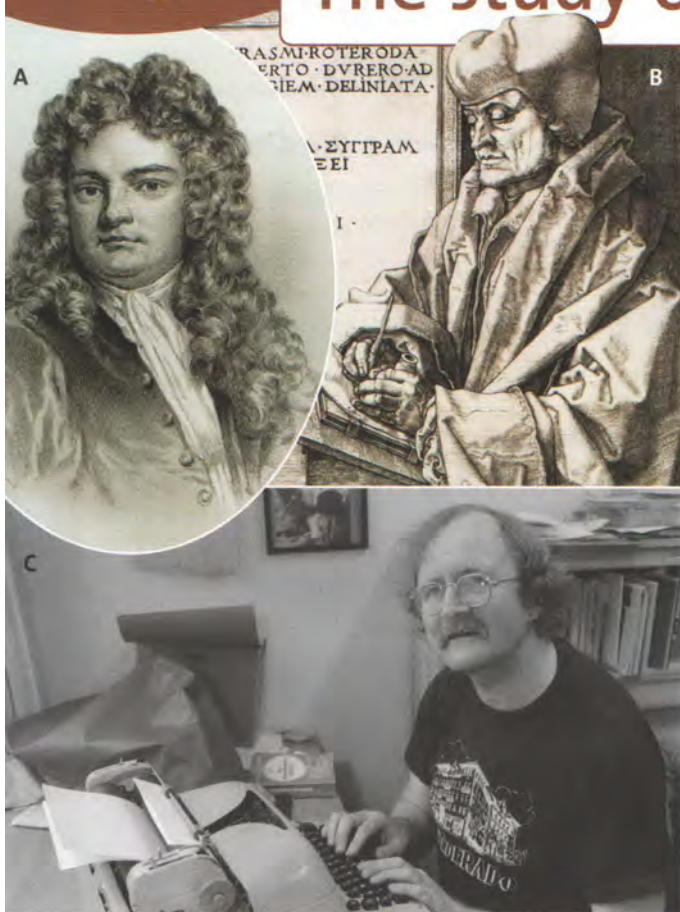
What form of migration is characteristic of the following animals?

- A annual return journey
- B once-in-life return journey
- C other

Write the correct letter, **A**, **B** or **C** after each animal.

- 1 whooper swans .....
- 2 sockeye salmon .....
- 3 micro-organisms .....
- 4 grey whales .....
- 5 European freshwater eels .....
- 6 ostriches .....
- 7 locusts .....
- 8 red-tailed hawks .....
- 9 antelopes .....
- 10 great gray owls .....





- 1 Decide what point about books and reading is being made by the people above.

A *Reading is to the mind what exercise is to the body.* Sir Richard Steele (1672–1729)

B *When I get a little money, I buy books; and if any is left, I buy food and clothes.* Desiderius Erasmus (1465–1536)

C *I wonder whether what we are publishing now is worth cutting down trees to make paper for.* Richard Brautigan (1935–1984)

- 2 Describe reading habits in your country. Do people of all ages read books? Does this vary according to family background or socio-economic group?

## Speaking Part 3

- 3 Now ask and answer these questions in pairs.

- Are books essential in the 21st century?
- Can the books we read tell us about real life?
- Is it possible to define literature?
- What benefits are gained from studying literature?

## Reading

- 4 Read this passage within three minutes. Decide how far the writer is able to answer his own question.

about 800 words

## WHAT IS LITERATURE?

If there is such a thing as literary theory, then it would seem obvious that there is something called literature which it is the theory of. There have been various attempts to define literature. You might define it as

- 5 'imaginative' writing in the sense of fiction – writing which is not literally true. But even the briefest reflection on what people include under the heading of literature suggests that this definition will not do: for example, along with the plays of Corneille and Racine, 10 French seventeenth-century literature includes Bossuet's funeral speeches, Madame de Sévigné's letters to her daughter and the philosophy of Descartes and Pascal.

A distinction between 'fact' and 'fiction', then, seems unlikely to get us very far, not least because the

- 15 distinction itself is often a questionable one. In the late sixteenth and early seventeenth centuries in England, the word 'novel' seems to have been used about both true and fictional events, and even news reports were neither clearly factual nor clearly fictional: our own 20 sharp discriminations between these categories simply did not apply. Moreover, if 'literature' includes much 'factual' writing, it also excludes quite a lot of fiction. A *Superman* comic and a Mills and Boon romantic novel are fictional but not generally regarded as literature. And 25 if literature is 'creative' or 'imaginative' writing, does this imply that history, philosophy and natural science are uncreative and unimaginative?

Perhaps one needs a different kind of approach

- altogether. Perhaps literature is definable not according 30 to whether it is fictional or 'imaginative', but because it uses language in peculiar ways. Literature transforms and intensifies ordinary language; it deviates systematically from everyday speech. If you approach me at a bus stop and murmur 'Thou still unravished 35 bride of quietness,' then I am instantly aware that I am in the presence of the literary. I know this because the texture, rhythm and resonance of your words are far removed from everyday language.

This, in effect, was the definition of the 'literary'

- 40 advanced by the Russian Formalists, who emerged in Russia in the years before the 1917 revolution, and flourished throughout the 1920s, until they were



effectively silenced by Stalinism. The Formalists saw literary language as a set of deviations from a norm, a kind of linguistic violence; but to spot a deviation implies being able to identify the norm from which it swerves. Moreover, the idea that there is a single 'normal' language, a common currency shared equally by all members of society, is an illusion. Any actual language consists of a highly complex range of discourses, differentiated according to class, region, gender, status and so on, which can by no means be neatly unified into a single homogeneous linguistic community. One person's norm may be another's deviation: the word 'ginnel' (meaning alleyway) may be poetic in one part of England but ordinary language in another. Even the most mundane text of the fifteenth century may sound 'poetic' to us today because of its archaism. Conversely, if everyone used phrases like 'unravished bride of quietness' in ordinary conversation, this kind of language might stop being poetic.

So, any belief that the study of literature is the study of a stable, well-definable entity – as entomology is the study of insects – can be abandoned. Literature, in the sense of a set of works of assured and unalterable value, distinguished by certain shared inherent properties, does not exist. The unquestioned 'great tradition' of the 'national literature' has to be recognized as a *construct*, fashioned by particular people for particular reasons at a certain time. There is no such thing as a literary work or tradition which is valuable *in itself*, regardless of what anyone might have said or come to say about it. 'Value' is a transitive term.

The fact that we always interpret literary works to some extent in the light of our own concerns might be one reason why certain works of literature seem to retain their value across the centuries. However, 'our' Homer is not identical with the Homer of the Middle Ages. All literary works, in other words, are 'rewritten', if only unconsciously, by the societies which read them; indeed, there is no reading of a work which is not also a 'rewriting'. No work, and no current evaluation of it, can simply be extended to new groups of people without being changed, perhaps almost unrecognizably, in the process; and this is one reason why what counts as literature is a notably unstable affair.

- 5 Do the following statements reflect the claims of the writer?

Write

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 1 Some correspondence is considered to be a valid literary genre.
- 2 It was impossible to distinguish fact from fiction in late sixteenth-century news reports.
- 3 The stylistic features of a text often indicate whether it can be classified as literature.
- 4 The Russian Formalists should have been allowed to continue their work under Stalin.
- 5 People often interpret language that is old-fashioned as being literary.
- 6 Great works of literature are perceived in the same way through time.
- 7 In order to analyse a novel effectively, the reader needs to place it in its historical context.

### Style extra

- 6 In this passage, the writer signals his disapproval in different ways. For example, the wording in lines 13–14 *seems unlikely to get us very far* shows that he sees the distinction between fact and fiction as *unhelpful*. Choose the adjective which best describes each underlined noun in 1–3, according to the meaning of the passage.

- 1 this definition will not do (line 8)  
this definition is untenable / misinformed
  - 2 the distinction itself is often a questionable one (line 15)  
the distinction is untested / unworkable
  - 3 the idea ... is an illusion (lines 47–49)  
the idea is improbable / invalid
- 7 Add a suitable negative prefix to these adjectives to form words showing disapproval. You can use some of these words in Writing folder 9.

- 1 creative
- 2 logical
- 3 rational
- 4 organised
- 5 sufficient





- 1 Have you ever done any translation to or from your own language? How easy is it to translate literature? What are the pros and cons of reading a novel in translation?

## Listening

- 2 Listen to a conversation between a university tutor and two students of literature.

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

- What does Anna feel about people who translate novels into their own language?
  - They can avoid using large dictionaries.
  - They are likely to produce a better product.
  - They may not pick up on everything important.
- According to Anna, writers who translate the novels of other writers
  - have special priorities in terms of which features to preserve.
  - feel it is unacceptable to change the content in any way.
  - produce a translation that reflects their own writing style.
- What does Gary mention as a problem in relation to reading Zola in translation?
  - the fact that there are so many translations to choose from
  - the way some of the spoken language has been translated
  - the lack of knowledge about nineteenth-century France
- Why is Anna in favour of reading some literature in translation?
  - because it is easier than reading in the original language
  - because it offers relevant training for her future career
  - because it makes the study of literature much broader

## Vocabulary Idiom and metaphor

- 3 Choose the correct meaning (a–e) for these phrases from the recording.

- have an edge on
  - have a different agenda
  - cause a storm
  - have a false ring
  - be a can of worms
- make people react strongly
  - seem inauthentic
  - be better than
  - be complicated to deal with
  - see something in another way

- 4 Sometimes, idioms and metaphors are modified in use, often to give emphasis. Listen to some extracts from the recording again. What 'extra' words occur within the phrases?

- 5 Here are some related phrases to the ones in exercise 3. Complete the sentences by choosing a, b or c. Use a dictionary if necessary.

- This new product, the first in its field, represents real ..... technology.
  - competitive edge
  - knife-edge
  - cutting edge
- The Scottish writer's latest play has ..... the festival by storm.
  - taken
  - weathered
  - gone down at
- Things got off to a ..... when the team leader resigned from the project almost immediately.
  - false modesty
  - false start
  - false move
- The journalist asked me several odd questions and I began to suspect he had a ..... agenda.
  - busy
  - difficult
  - hidden



## Grammar

### Verbs followed by *wh*- clauses

- 6 Many verbs to do with thought and observation can be followed by a question word and clause, and this is particularly common in academic English. Explain how the meaning of *whether* differs from other question words by looking at these examples.

I've been **considering** *how* literary translations should be approached.

Gary, could I just **check** *whether* this fits in with your current research?

Can you **clarify** *why* you're interested in this?

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- 7 Complete these sentences from the *Cambridge Academic Corpus* with *how*, *why* or *whether*.

- Such a historical program could explore ..... and why certain features arise when they do.
- Any or all of these reasons could explain ..... Jacobs acted as he did.
- The study examined ..... there were any differences in identity status.
- It is easy to grasp ..... this explanation was unacceptable at the time.
- In all of these cases, it was possible to determine ..... or not a symptom truly existed.
- The lines just quoted show ..... Pascal conceives the problem.
- We must try and understand ..... Sartre never made any great attempt to assimilate Marxism.
- It is not known ..... there is any connection between the two incidents.

- 8 Choose the correct verb in these sentences from the *Cambridge Academic Corpus*. Note that all the verb options are commonly followed by question words, especially in academic English.

- When *advised* / *asked* / *debated* why they had enrolled in the geometry class, 85% of the students saw it as essential.
- It may be hard to *calculate* / *decide* / *wonder* whether this is a verb that has both transitive and intransitive senses.
- The fact that considerable gains were to be made *informs* / *speculates* / *suggests* why the assets were seized.
- We should now *estimate* / *observe* / *plan* how this theme is incorporated into the poem.
- If we cannot *establish* / *notice* / *raise* which narrative is the 'primary' text, how can we *define* / *reflect* / *think* what is a 'secondary' or 'contemporary' source in relation to it?
- It is important to *assess* / *imagine* / *realise* whether the migration of oil actually helped to generate these fractures.
- Sterne's novel *arranges* / *demonstrates* / *notifies* why so few grammarians of his time felt a major reform of writing would be accepted.
- Some observers *checked* / *doubted* / *guessed* whether the peace treaty would ever be ratified.

- 9 Some phrasal verbs are used in academic English in a similar way. Match the sentence beginnings 1–5 with their endings a–e and join them using one of the phrasal verbs from the box with a suitable question word. Sometimes more than one phrasal verb is possible.

EXAMPLE: 1 d

These latest findings on glucose solutions should *bear out* what you discovered in the lab last week.

|          |            |          |          |          |
|----------|------------|----------|----------|----------|
| bear out | enlarge on | find out | weigh up | work out |
|----------|------------|----------|----------|----------|

- These latest findings on glucose solutions should
  - Looking at the airline's questionnaires, please
  - From these historical trends, you can
  - Using the meeting transcripts, I'd like you to
  - To extend your history essay, you could
- was responsible for healthcare at the time.
  - the next ice age is likely to occur.
  - this policy affected the population as a whole.
  - you discovered in the lab last week.
  - ticket price or choice of destination is more important to its customers.



# Writing folder 9

## Task 2 Expressing disagreement

In the Task 2 essay, you may decide to disagree with the statement in the question. In academic English, it is very important to express disagreement cautiously and politely. In Task 2, you should present your argument clearly, using an impersonal and non-aggressive tone.

- 1 Read the task and tick possible reasons for disagreeing with the statement, choosing from the list and adding two ideas of your own.

Write about the following topic.

**Television cannot replace the book as a learning tool, which is why children are less well educated today.**

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

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

Write at least 250 words.

- Television offers many educational programmes.
- Even soap operas can teach us about real life.
- TV documentaries show more than a book can.
- Children usually learn better from visual input.
- Many children don't read books but love television.
- Children are better educated than they used to be.
- .....
- .....
- .....

- 2 Read the answer below, ignoring the highlighted parts for the moment. Which of the reasons in exercise 1 are included?

In my opinion, each part of the statement is **totally untrue**. First I think television can replace the book as a learning tool and second, it **is completely wrong** to say that children are less well educated today. **Now let me tell you why I think this.**

**Let's face it**, kids enjoy television and they watch a great deal of it, so **it is crazy** to force them to read books if they have no wish to do so. There are some very good programmes on television, **where you can learn loads of stuff**, such as films about wildlife in remote places, and history programmes with real-life characters. These types of documentaries do more to educate a child than any book does, because **they're more alive**.

**Why can't soap operas teach kids, too?** When you watch a soap opera, you are seeing ordinary people dealing with difficult moments in their lives, and this can often help you to make your own decisions.

The second part of the statement **is absolute rubbish**. **You really can't say** that children aren't learning as much as before, particularly when schools have so many excellent things nowadays, like computers, electronic whiteboards and the Internet. My grandparents would have preferred today's high-tech learning thing to the boring textbooks they had. And **what do you mean** by 'educated' anyway? Apart from working on their school subjects, children today need to learn important things about real life, and **books are useless** for these survival things.



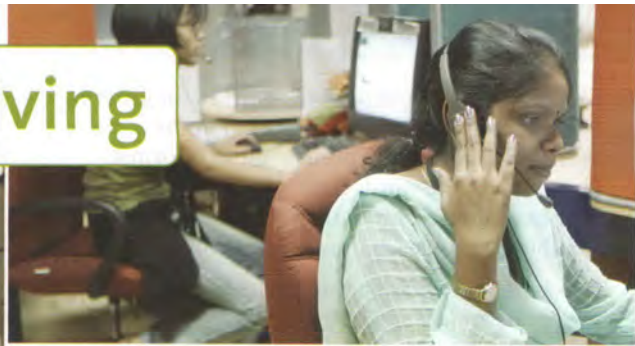
- 3 Choose the best qualifier in 1–4 below, in order to disagree cautiously and politely but at the same time avoid making the phrase sound informal. Then replace the words highlighted in yellow with your new phrases. More than one answer may be possible, but use each phrase once only.
- 1 is *kind of* / *somewhat* / *highly* questionable
  - 2 appears *really* / *seriously* / *dreadfully* flawed
  - 3 seems *rather* / *completely* / *100%* dubious
  - 4 makes *no* / *not one bit of* / *little* sense
- 4 Now rewrite the green highlighted parts to improve the tone by making it more impersonal and academic. Start with the words given and include the language indicated in the brackets.
- 1 A number of reasons (+ future passive: *give*) ...
  - 2 It (+ negative modal passive: *deny*) ...
  - 3 ... from which a great deal (+ modal passive: *assimilate*) ...
  - 4 ... the subject (+ passive: *bring*) to life.
  - 5 Young people (+ modal passive: *inform*) ...
  - 6 It is illogical to (+ suitable reporting verb) ...
  - 7 Moreover, it depends (what + passive: *mean*) ...
  - 8 ... books are (+ adjective with prefix *irr-*) ...
- 5 In the final paragraph of the answer in exercise 2, the word *thing* is used four times. Replace it each time with one of the words below.
- experiences facilities facts issues
- 6 Look at the opening paragraph of the answer again and underline any phrases taken from the Task 2 statement. Rewrite these in your own words.
- 7 Write a conclusion for the essay in about 50 words. You should restate the writer's viewpoint but also try to introduce some balance or caution into the argument.
- 8 Now answer the task in exercise 1, following the advice opposite. You can of course choose to agree or disagree! Write at least 250 words.

## Advice

- Read the task carefully.
- Underline key words and think of different ways of saying the same thing.
- Make a plan, putting each main point in a new paragraph.
- State your overall opinion in the introduction.
- If you disagree, express your disagreement cautiously, using qualifiers to soften your point of view.
- Develop and exemplify each of your main points.
- Restate your opinion in a conclusion.
- Leave enough time to check your answer for accuracy.







## Speaking Part 3

1 With a partner or in small groups, discuss the following points.

- Describe the range of job opportunities in your country, for example small businesses and international companies.
- If you ran your own business, what would it be? Why?
- Make a list of things you think it's important to consider before setting up your own business.
- Speculate on possible developments in your country affecting the types of work available.

### Useful language

independence responsibility working hours social contact  
shift work manual work job security entrepreneur

## Listening

2 You are going to hear a business consultant giving advice to people considering starting their own business. The recording is in two parts. Before you listen to each part, study the relevant questions carefully and think about possible answers. Remember to write the exact words you hear.

### Questions 1–4

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 1 One feature of running your own business is that it does not involve going through the normal process of .....
- 2 Having ..... is very important when assessing your own suitability.
- 3 Seek ..... opinions from friends and family.
- 4 Success is affected by your choice of ..... and .....

### Questions 5–7

Choose **THREE** letters A–F.

Which **THREE** reasons are given for leaving a job and starting a business?

- A having difficulty getting a new job
- B losing a job
- C having a new boss
- D being transferred to a different job or location
- E being overlooked for promotion
- F lacking a sense of achievement

### Questions 8–14

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

| potential problem         | comment   |
|---------------------------|---|
| Inadequate 8 .....        | May need 9 ..... from husband/wife                            |
| Excessive 10 .....        | Difficult to limit  |
| High level of 11 .....    | Get support from family                                       |
| Too many responsibilities | Assess your 12 ..... and deal with any gaps                   |
| High chance of failure    | Take only 13 ..... risks                                      |
| Over-reaction to failure  | Use the 14 ..... that you've made, to work out how to improve |



## Vocabulary Running a business

- 3 This account was written by Carol Henderson, who owns and runs a restaurant in London with her husband Daniel.

Look at the words in the box. If there are any that you don't understand, use an English-English dictionary. Skim the account to get an idea of what it is about, then read it again, completing it with words from the box. Think about both the meaning and the grammar, and make sure you copy the words correctly. Each word should be used no more than once. You won't need to use them all.

|               |          |                |            |
|---------------|----------|----------------|------------|
| applicants    | catering | chain          | customers  |
| CV            | expenses | loss           | management |
| profit        | property | qualifications |            |
| refurbishment | staff    | suppliers      |            |

### Running our own restaurant

I've always enjoyed cookery, so when I was made redundant by the retailer that I worked for, I decided to change to the 1 ..... industry. I successfully worked towards several 2 ..... in Food Preparation, then gained experience by preparing food for parties and weddings.

Eventually, Daniel and I decided to set up our own small restaurant. We purchased a small 3 ..... , which had previously been a bank, and carried out a complete 4 .....

There was plenty to do before we opened. For instance, we had to decide on the number of 5 ..... we needed, and then advertise, interview the 6 ..... who we shortlisted, appoint the people we thought were best, and provide training. It also took a long time to choose 7 ..... who could provide the type of food we wanted, at a price we could afford.

So far the restaurant has been fairly successful. We're very pleased with the numbers of 8 ..... we're getting and we've even started to make a 9 ..... . Our long-term plan now is to open a whole 10 ..... of restaurants.

- 4 What do you think are the advantages and disadvantages of running your own business?

## Pronunciation Sounding interesting

- 5 When you are speaking, it is of course important to sound interesting, and to help the listener to understand you.

You will hear each of these sentences (1-4) said twice. Which version sounds more interesting, and why? The statements in the box may help you.

The pitch ...  
The words ...  
The stressed syllables ...  
The word giving important information is at a high pitch level.

- Many people would love to be their own boss, but have too many financial commitments to take the risk.
- This at least is the conventional idea, although many people like this never start a business.
- Another factor that can cause problems when you start to employ other people is the desire for power.
- Don't try to control your staff so much that they can't work effectively.
- Listen to a woman talking about the Part 2 topic in the box. Notice how she uses her voice to sound interesting.

Describe your first day in a new job or at college.

You should say:

what the job or course was  
what you had expected before you started  
what happened on the first day  
and explain how you felt at the end of the day.

- 7 With a partner, take turns to talk about the topic in the box. Make it sound as interesting as possible.







## Reading

1 In small groups, read the attitudes towards work (A–F), and discuss how far you agree with them.

- A The highest wages should be for doing jobs that few people are willing to do.
- B People should be judged as human beings by how successful they are at work.
- C People have a duty to society to work.
- D People should be rewarded according to the value to society of the work they do.
- E Money and promotion are the most effective ways of motivating people to work.
- F Society should ensure that suitable work is available to meet people's needs.

2 Read the passage and answer the questions below.

Remember that the attitudes mentioned are not necessarily the author's own attitude.

### Questions 1–3

Which **THREE** of the above attitudes towards work (A–F) are mentioned?

⌚ about 650 words

## The Historical Context of Attitudes to Work

Work, for much of the history of the human race, has been hard and degrading. But while it has always been recognised that work is necessary for the satisfaction of material needs, attitudes towards working hard – in the absence of compulsion – have varied over the centuries.

Getting on for 3,000 years ago, the ancient Greeks regarded work as a curse. Philosophers such as Plato and Aristotle made it clear that the majority of men laboured so that the minority could engage in pure exercises of the mind – art, philosophy and politics. According to Plato, 'Those who need to work must be willing to accept an inferior status.'

During the Middle Ages – from about 400 AD until 1400 AD – work was still perceived negatively, though with a positive attitude towards earnings which prevented one from being reliant on the charity of others for the physical needs of life. Wealth was recognized as an opportunity to share with those who might be less fortunate, and work which produced wealth therefore became acceptable. However, any effort to accumulate excessive wealth was frowned upon. It was the duty of a worker to remain in his class, passing on his family work from father to son.

With the Reformation, a period of religious and political upheaval in western Europe during the sixteenth century, came a new perspective on work. Two key religious leaders who influenced the development of western culture during this period were Martin Luther and John Calvin, from Germany and France respectively.

Building on Luther's doctrines, John Calvin introduced a significant new attitude towards work. He taught that people's daily life and deeds, and success in worldly endeavours, reflected their moral worth. Calvin believed that all men must work, even the rich. Men were not to wish for wealth, possessions, or easy living, but were to reinvest the profits of their labour into financing further ventures. Selection of an

occupation and pursuing it to achieve the greatest profit possible was considered a religious duty, even if that meant abandoning the family trade or profession. The key elements of these new beliefs about work – usually called the 'Protestant work ethic' – were hard work, punctuality, working for long-term (rather than immediate) benefits, and the great importance of work.

In time, these attitudes became norms of Western culture. As the industrial revolution gathered pace in the nineteenth century, the idea of work as a religious obligation was replaced by the concept of public usefulness. Economists warned of the poverty and decay that would befall the country if people failed to work hard, and moralists stressed the social duty of each person to be productive.

Now let us fast-forward to the present, to the information age which began in the 1980s. To a far greater degree than before, work is now perceived as rewarding in itself. This work ethic stresses skill, challenge, autonomy, recognition, and the quality of work produced. Autonomy has been identified as a particularly important factor in job satisfaction. Motivation to work involves trust, caring, meaning, self-knowledge, challenge, opportunity for personal growth, and dignity, instead of purely financial incentives. Workers seek control over their work – something lost with the mechanisation of the industrial age; and many contemporary jobs are conducive to meeting these needs. As a result, the work ethic has gained a personal relevance not found in most occupations in the industrial age. Some studies have identified a decline in belief that hard work will create adequate benefits. This is a significant shift, because pay and 'getting ahead' were the primary incentives management used to encourage productivity during the industrial age. To sum up, the contemporary work ethic places a positive moral value on doing a good job and is based on a belief that work has intrinsic value for its own sake.



### Questions 4–10

Classify the following views as being those of

- A Ancient Greece
- B the Middle Ages
- C John Calvin

Example: Wealth should not stop people from working.

Answer: C (Calvin believed that all men must work, even the rich.)

Write the correct letter A, B or C.

- 4 people should choose their occupation
- 5 work gives others freedom to carry out certain non-work activities
- 6 people should work hard
- 7 people who earn money should help others financially
- 8 work gives people a low position in society
- 9 a person's occupation should depend on the social position they are born into
- 10 people should use money they do not need to create more money

### Questions 11–16

Complete the summary below.

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

#### Test spot

Remember that the heading of a summary will help you to find the relevant part of the passage.

#### Work in the information age

Work is generally expected to be

11 ..... for its own sake.

There is an emphasis on the benefits for the individual, and on the 12 .....

of his or her output. One of the major contributors to the enjoyment of work is 13 .....

A number of factors, rather than money alone, create 14 ..... In many jobs, workers are able to take

15 ..... of what they do.

There has been a significant change in the main 16 ..... that are effective in the workplace.

## Grammar Noun phrases

- 3 The article is written in an academic style, using noun phrases – particularly ones containing abstract nouns – rather than verbs and adjectives. Find the noun phrases with the following meanings.

- 1 getting the material goods that are needed (paragraph 1)
- 2 not being forced to do something (paragraph 1)
- 3 seeing work in a new way (paragraph 4)
- 4 being useful to the public (paragraph 6)
- 5 being able to develop personal qualities (paragraph 7)
- 6 fewer people believing (paragraph 7)

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- 4 Complete each b sentence with a noun phrase so that it means the same as the a sentence.

EXAMPLE: a The idea that work is worthwhile for its own sake developed relatively recently.

b The idea that work is worthwhile for its own sake is a relatively recent development.

- 1 a One reason for the change in attitude towards work in the 16th century was that the population was expanding dramatically.
- b One reason for the change in attitude towards work in the 16th century was the ..... of the population.
- 2 a Industrialisation spread rapidly during the 19th century, resulting in many serious problems.
- b The ..... during the 19th century resulted in many serious problems.
- 3 a The industrial revolution made many more goods available.
- b The industrial revolution greatly increased the .....
- 4 a Manual labour generally makes it difficult for people to be involved in deciding things.
- b Manual labour generally allows minimal opportunity for .....
- 5 a In the late 20th century, people grew more aware of what they needed individually.
- b The late 20th century saw a ..... of .....

## Speaking Part 2

- 5 With a partner, take turns to talk about this topic for one to two minutes. Try to use vocabulary from this unit.

Describe what you regard as the ideal job.

You should say:

what job it would be

why you consider it ideal

what other people think of somebody doing that job

and explain how you would benefit from having that job.



# Test folder 10

## Summary completion

(Academic Reading, General Training Reading and Listening Modules)

A summary is usually of one part of the passage, but may be of the whole text.

In the Listening Module the questions follow the order of information in the passage. In the Reading Modules they may not.

The summary is worded differently from the passage, but the ideas are the same.

If you have to choose words from the passage, you will be told the maximum number for each answer.

If you have to choose words from a box, there will be more words than spaces, and they are usually different from ones in the passage.

Words must be spelt correctly to gain marks.

## Advice

### Reading Modules

- Skim the whole passage before you start working on any of the tasks.
- Read the instructions. If the answers come from the passage, check the maximum number of words for each space. Read the heading (if there is one) and the summary. Consider what information is likely to fit each space. Think about both the *meaning* and the *grammar*.
- Read the first gapped sentence. Find the relevant part of the passage – the heading will help you – and look for something that means the same. Find the words (in the passage or box) that fit the question. Copy them exactly. Continue with the next space.


### Listening Module

- You will be given time to read the summary before you listen. Consider what information is likely to fit each space. Think about both the *meaning* and the *grammar*.
- Listen for each answer in turn. If you miss one, go on to the next question or you may miss that too.

### All modules

- Check that your answers fit both the meaning and grammar, that the spelling is correct, and that you haven't written more than the maximum number of words.

## Listening

- 1  This passage is similar to ones used in Section 4 of the Listening Module.



Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

When companies are interviewing job applicants, one quality that they generally demand is personal initiative. This means that the person is a 1 ..... , and understands his or her needs for 2 ..... and experience. Recruiters prefer candidates to show a 3 ..... in their job applications.

Another valuable quality is being able to deal with 4 ..... without giving up. Candidates should feel positive about a 5 ..... . They should be confident, and treat other people with 6 ..... .

They should base their questions in the interview on previous 7 ..... . It is useful to record the 8 ..... that they can offer the employer. It is essential to be good at 9 ..... in a variety of situations.

## Reading

- 2 This passage is similar to ones used in the Academic Reading Module, though shorter, at about 625 words.

## What is public relations?

What do you think public relations is? You may think it is about getting coverage in newspapers and magazines, on radio and television. It is, but not only that. You may think it is holding conferences, having a stand at an exhibition, making a video. Indeed, they may be part of it. You may think that public relations is about how organisations work out ways of causing the least offence to the environment and society, while still managing to stay in business. Or you may realise that all organisations depend to some degree upon other groups: suppliers, employees, government, civil servants, pressure groups, local authorities, customers, the media, the general public, even upon individuals.



These are some of the 'publics' that are the concern of anyone practising public relations. Every organisation enjoys, or suffers, relationships with its publics that continually affect the well-being of both parties. These relationships are not necessarily chosen. They exist whether you like it or not. Locate a new factory and it will have a surrounding community that may object to noise, smell, emissions, working hours, trucks. Politicians need to know about it; the local authority will have to give permission; environmental pressure groups may not like the product. Nowadays these publics cannot be ignored. Public relations is everything to do with an organisation's relationships and therefore with its reputation.

Public relations works at two levels. First, at the general level, everyone reads, watches or listens to the media. That forms the basis for their perception of what an organisation seems to be like. Clearly PR needs the media, but it is wary of it, mainly because of the fear that messages will be twisted.

The second level is people's own direct experience of an organisation. If you are an employee you will almost certainly know what the company you work for is really like and it may not be how their reputation is projected in the media. One of the reasons for the efforts companies make to improve internal relations is to avoid a contradiction between its public relations stance and what its employees say about it.

All organisations, whether commercial or not, have competing objectives. Companies try to increase their sales. A non-commercial organisation stands up for what it believes in – whether or not fighting heart disease is a better purpose than selling shoes or working for a greener future. Both types of organisation deploy their public relations resources to help them in the fight.

It is this partiality which lowers public relations practitioners in the esteem of journalists, business leaders and, to a lesser extent, the general public. The general public tends to follow the pattern that when you are familiar with a business sector, you are likely to think about it favourably. If you are unfamiliar with it, you think about it unfavourably. Within the media and even business, public relations is not always regarded very highly.

The feeling within the PR business is that neither journalists nor business leaders really understand what public relations is. This stems from the multiple nature of public relations.

As a strategic force it is often unseen. The part it plays in deciding the essence of a firm or product, in planning, and in the conscience of industry, is out of the public eye. The presentational aspects of public relations, especially the hype, the sound bites and the photo opportunities, are seen all the time and taken to be all that there is. Accusations of superficiality also arise when instead of tackling root causes, public relations experts are called on to cover up, distract attention, neutralise criticism. These are the notorious 'public relations exercises'.

The profession therefore has the task of demonstrating that good public relations is not shallow or cosmetic, but is fundamental to the well-being of organisations.

### Questions 1–6

Complete the summary below.

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

#### What is included in public relations?

The field of public relations includes gaining

- 1 ..... in the media,  
organising 2 ..... and  
minimising 3 ..... . It is  
above all concerned with relationships.  
These have an impact on the  
4 ..... both of the  
organisation and of its 'publics', for example,  
if a company is considering a  
5 ..... . It is these  
relationships which affect an organisation's  
6 .....

### Questions 7–14

Complete the summary below using words from the box.

#### How do people see public relations?

- People's 7 ..... of an  
organisation are based on what they are  
exposed to in the media, and any contact  
they may have had with it. PR is afraid of  
8 ..... by the media,  
and organisations need to ensure  
9 ..... between PR  
messages and the opinions of  
10 .....

Organisations have 11 .....  
that bring them into conflict with one another.  
PR is used as a weapon, and so is  
often criticised for its lack of  
12 ..... . PR may be  
misunderstood because of the  
13 ..... of its strategic role  
in an organisation. It is also sometimes  
condemned for 14 .....  
when carrying out 'public relations exercises'.

|             |             |              |
|-------------|-------------|--------------|
| aims        | consistency | customers    |
| distortion  | impressions | invisibility |
| objectivity | opposition  | rejection    |
| shallowness | staff       |              |





## Speaking Part 3

### 1 In small groups, discuss these questions.

- How far do you agree with the idea that studying history can help countries to avoid repeating past mistakes?
- Could you comment on the suggestion that studying our own country's history can help us to understand present-day situations?
- How important do you consider it to study the history of other countries?

## Reading

### 2 Skim the passage below, which is part of an article in which a historian explains why he thinks the study of history is important. As you read it, answer this question.

The writer's main point is that the study of history can help us to

- A understand our own country's present situation.
- B avoid repeating the mistakes of the past.
- C put right the bad effects of past events.
- D improve relations with other countries.

⌚ about 650 words

## IN DEFENCE OF HISTORY

We live in an age when immense energies and resources are devoted to the falsification of the past, and it is therefore all the more important, in those places where the past can be researched and discussed freely and objectively, to carry out this work to the limit of our abilities. It has been argued that complete objectivity is impossible, since scholars are human beings, with their own loyalties and biases. This is no doubt true, but does not affect the issue. To borrow an analogy, any surgeon will admit that complete asepsis – that is, conditions in which there is absolutely no risk of infection – is also impossible, but one does not, for that reason, perform surgery in a sewer. There is no need to write or teach history in an intellectual sewer either.

We should have no illusions about this. While some of us may prefer to forget history or to rewrite history to serve some present purpose, the facts of the past, as distinct from the record or perception of the past, cannot be changed. And the consequences of those facts cannot be averted by either ignorance or misrepresentation, whatever its motives.

In our own time there has been a considerable change in our perception of the scope, scale and content of history. In bygone times, it was considered sufficient if a country, a society, or a community concerned itself with its own history. In these days, when almost every action or policy has a global dimension, we know better. We also have a broader and deeper idea of what makes up our own history.

The rapid changes of recent years have forced us – sometimes painfully – to realise that the world is a much more diverse place than we had previously thought. As well as other countries and nations, there are also other cultures and civilisations, separated from us by differences far greater than those of nationality or even of language. In the modern world, we may find ourselves forced to deal with societies professing different religions, brought up on different religious writings and literature, formed by different experiences, and valuing different aspirations. Not a few of our troubles at the present time spring from a failure to recognise or even see these differences, an inability to achieve some understanding of the ways of what were once remote and alien societies. They are now no longer remote and they should not be alien.

Nor, for that matter, should we be alien to them. Between the various countries and cultures that make up this world, the forces of modernisation are creating, however much we may resist it, a global community in which we are all in touch with, and dependent on, one another. Even within each country, modernisation is destroying the barriers that previously divided us into neatly segregated communities, each living its own life in its own way, suffering minimal contacts with the outsider. All that is ending, and we must learn to live together. Unfortunately, intercommunication has not kept pace with interaction, and we are still deplorably ignorant of each other's ways, values and aspirations.

Ignorance is of course not the only problem. There are real differences, which must be recognised and accepted; real issues, which must be confronted and resolved. But even real differences and real problems are made worse by ignorance, and a host of difficulties may reasonably be blamed on ignorance alone. Our education today should be concerned with how cultures around the world have developed in all their diversity; with the great ideas that inspire them and the texts in which those ideas are expressed, with the achievements they made possible, and with the common heritage their followers and successors share.

History is the collective memory, the guiding experience of human society, and we still badly need that guidance.



- 3 Answer these questions. It is easiest to read one question at a time, find the relevant part of the passage and answer the question. They are in text order.

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

- 1 According to the first paragraph, surgeons and historians should
  - A** be sure of their own abilities before doing their work.
  - B** aim towards an ideal, even though it is unattainable.
  - C** try to cure the problems caused by past actions.
- 2 What is the main point that the writer makes in the second paragraph?
  - A** We are unable to prevent the past from affecting the present.
  - B** There can be no justification for ignoring the lessons of the past.
  - C** People sometimes refuse to accept the truth of some past events.
- 3 In the third paragraph, the writer claims that our need to know about other countries has changed because
  - A** our understanding of our own countries is as complete as it can be.
  - B** we need to discover how relationships between countries have evolved.
  - C** countries are affected much more by each other than they used to be.
- 4 What does the writer identify as a problem in the fourth paragraph?
  - A** lack of understanding of societies in other countries
  - B** the degree of difference between societies
  - C** the lack of a common language in which to communicate
- 5 One of the effects of 'the forces of modernisation' mentioned in the fifth paragraph is
  - A** the destruction of the essential values of some communities.
  - B** domination of small communities by larger ones.
  - C** a reduction in the isolation of communities inside a country.
- 6 In the sixth paragraph, the writer claims that education can
  - A** reduce the number and seriousness of problems between cultures.
  - B** help cultures to become more similar to each other.
  - C** put an end to conflict between cultures.

## Vocabulary Word building

- 4 Decide what each of these words means in the passage. They are all often used in academic writing.

- 1 *immense* (adjective, line 1)
  - a** extremely large in size or amount
  - b** carefully controlled
- 2 *falsification* (noun, line 2)
  - a** proving that something is untrue
  - b** changing something in order to deceive
- 3 *objectivity* (noun, line 6)
  - a** judgement based on facts and not opinions
  - b** opposition or disagreement
- 4 *bias* (noun, line 8)
  - a** a weakness or limitation in one's abilities
  - b** a tendency to allow personal opinions to unfairly influence one's judgement
- 5 *analogy* (noun, line 9)
  - a** a contrast
  - b** a comparison
- 6 *to avert* (verb, line 19)
  - a** to prevent something bad from happening
  - b** to turn something bad into something good

- 5 Complete each sentence with a word related in form to the word in brackets. You might find an English-English dictionary useful.

EXAMPLE: There are many instances of history being *falsified* for political reasons.  
(false)

- 1 The study of history is of little value unless it is ..... (bias)
  - 2 It is sometimes claimed that we can learn from past situations that are ..... to ones in the present. (analogy)
  - 3 Historians sometimes have to deal with conflicting evidence, and ..... cannot always be sure of their facts. (consequence)
  - 4 Our view of the society we live in is affected by how we ..... its history. (perception)
  - 5 A ..... of scandals eventually led to the collapse of the government. (successor)
  - 6 The availability of many old documents on the Internet has changed the study of history beyond ..... (recognise)
- 6 Do you think it is possible to avoid bias when interpreting the past?





- 1 Do many people in your country go away on holiday? What types of holidays are popular?

## Listening

- 2 You are going to hear part of a lecture about changes in the way British people take holidays. The lecture is in two parts. Before you listen to each part read the sentences or notes and think about the meaning of the missing words.

### Questions 1–7

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- In the 18th century the aristocracy thought the seaside was good for their .....
- The aristocracy usually visited the seaside during the .....
- The growth of seaside resorts during the mid 19th century was helped by the development of .....
- In the mid 19th century people started going to seaside resorts for .....
- In the 19th century, resorts tended to appeal to different .....
- Some resorts attracted visitors by offering cheap .....
- In the 1920s and 30s, ..... recommended visits to the seaside.

### Questions 8–14

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

#### Developments since 1948

1948 – new law giving workers 8 .....

1950s – large groups holidayed together, particularly workers from 9 ..... centres in the north of England.

1960s – British seaside resorts lost their popularity because

- 10 ..... planes went into service
- cheap 11 ..... holidays were offered
- people wanted a 12 ..... to show they had been abroad

#### Recently

- 13 ..... make short breaks possible
- many young people travel abroad in a 14 ..... between school and higher education.

## Grammar Modal perfects

- 3 What does *could* mean in each of these sentences?

Very few British people *could* swim in the 18th century.  
My luggage hasn't arrived – it *could* have been put on the wrong plane.

### G ... page 143

- 4 Rewrite each sentence, replacing everything that is underlined with a modal perfect.

EXAMPLE: It is impossible that people found it easy to travel before the coming of the railways.  
People **can't have found** it easy to travel before the coming of the railways.

- In the 1950s so many people went to the seaside at the same time that they obviously wanted to stay in crowds.
- I'm sure the residents of quiet fishing villages weren't happy with the crowds of visitors.
- Resorts that wanted to strengthen their tourist industry in the 1960s needed to make more effort than they actually did to compete with foreign resorts.
- It is possible that British resorts did not realise how cheap holidays abroad would become.
- It was naïve of people in the 18th century to believe that drinking seawater would cure any illness.
- The popularity of holidays abroad was perhaps encouraged by a desire for a better life.



- 5 Here are some examples of errors that IELTS candidates have made with modal perfects. Correct the errors, making as few changes as possible.

- 1 The glass was broken, and I think that may caused by a cat!
- 2 He mustn't have thought enough about the consequences of his actions.
- 3 If I'd been there, you wouldn't had such a bad time.
- 4 The accident was very sad, but it can be prevented.
- 5 You must press the wrong button, because the lift went up instead of down.
- 6 It's your own fault you feel sick – you should didn't eat so much.
- 7 He said it took him two hours to walk here but it's only three kilometres, so it couldn't take so long.

### Pronunciation The 'long' pronunciation of vowels

- 6 Look at these words where the stressed vowel (underlined) has its long pronunciation, and complete the pattern rules.

Each of the letters *a e i o u* represents two main pronunciations: the 'short' ones in *mad, let, bit, not, cut*, and the 'long' ones (long vowels and diphthongs) in *made, complete, bite, note, cute*.


Although there are exceptions, there are some regular patterns which will help you to pronounce many words correctly. (Note that vowels immediately followed by *r* normally have a different pronunciation.)

- 1 *safe, complete, ride, stone, amuse*  
The vowel is followed by one consonant + silent .....
  - 2 *safest, completed, rider, stony, amusing*  
The word derives from a word in pattern 1, using a suffix (additional ending), particularly *-er, -est, -ed, .....*
  - 3 *creative, completion, final, social, solution*  
The vowel is followed by one ..... + an unstressed ....., such as *-ive, -ion, -ian, -al, -ial, -ous, -ious*.
- 7 In each set of words, circle the one that does *not* fit the given pattern.

Pattern 1: extreme, write, since, presume, June

Pattern 2: replaced, closest, icy, written, cuter

Pattern 3: spacious, fashion, region, conclusive, global

 Listen and check that the words you have circled have short vowel pronunciations.

## Speaking Part 2

- 8 With a partner, plan a short talk on this topic.

Describe life in a particular period of history.

You should say:

which period you have chosen  
what were the benefits of life then  
what were the drawbacks of life then

and explain whether you would like to have lived then.

Now give your talk to the rest of the class, one of you focusing on the benefits and the other on the drawbacks. Try to use modal perfects. At the end, everyone should vote on the best period to live in.

Some areas you might like to consider:

medicine hygiene working conditions  
social relationships homes transport  
clothing education

- 9 All the answers to this quiz are given somewhere in this book.

### HOW'S YOUR HISTORY?

- 1 Pangaea began to split apart around 200 million years ago. What was it?
- 2 What type of animal became extinct 65 million years ago?
- 3 Which musical instrument, whose name means 'sweet little goose', has existed for tens of thousands of years?
- 4 In which country were chopsticks invented?
- 5 What were first catalogued in the 2nd century BC, by the Greek Hipparchus?
- 6 In the 18th and 19th centuries, what new buildings in Britain led to many people moving from the countryside to towns?
- 7 What everyday product, manufactured by Pears, was among the first to be given a brand name?
- 8 What concept did Ebenezer Howard develop in the 1880s and 1890s?
- 9 What name is given to the rise in the birth rate in Australia and other countries between 1945 and the mid 1960s?
- 10 In 1957, plastic bags were introduced in the USA. What were they intended to wrap?



# Writing folder 10

## The Academic Writing Module

### Advice

#### Before taking the test

- Time yourself writing 150 words on a topic that you are familiar with.
- Work out how long it takes you to write 250 words.
- Work out how many lines you use for 150 words and for 250 words.

#### Prepare

- Read the question and plan your answer.
- Re-read the question to make sure you have kept to the point.

#### Write

- Write your answer clearly and concisely.

#### Improve

- Check and improve your answer.
- Draw a line through anything you want to omit, e.g. *shows*.
- Use numbers or an asterisk to show where you want to insert something, e.g. ①, \*. Write the addition below your answer.
- Make sure your answer can be read easily, but don't waste time rewriting it.

## Writing Task 1

- Spend 20 minutes on Task 1: it accounts for a third of the marks.
- Allow 5 minutes to prepare, 10 minutes to write, and 5 minutes to improve.
- You are given information in the form of a table, chart or diagram, and should present it in written form. Don't invent explanations or additional information.
- Give only the most important figures. They should be approximately correct: they don't need to be exactly right. Don't make any calculations.
- The key information can be presented concisely in an answer of about 150 words. If your answer is much longer (over about 200 words), it probably contains too much detail.

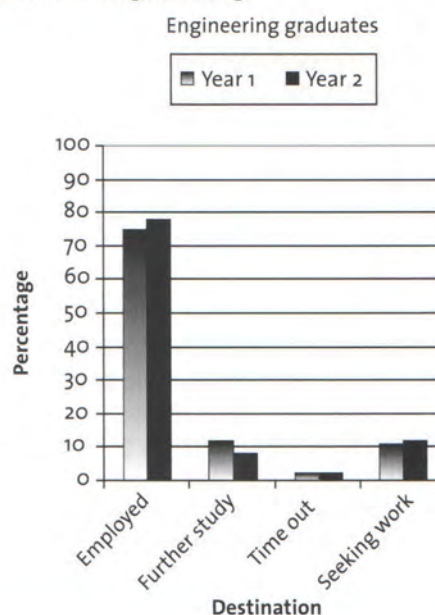
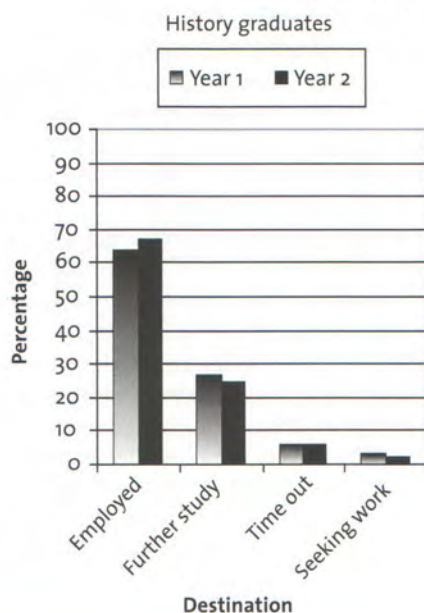
### 1 Read this task and answer the questions following it.

You should spend about 20 minutes on this task.

*The charts below show what the history and engineering graduates of a particular university were doing six months after graduating. The figures cover a two-year period. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Destinations of graduates, six months after graduating





- 1 Underline the key words in the rubric.
- 2 What is the main comparison being made: subject, year or destination? Study how the bar charts are organised, including
  - the heading (e.g. *Destinations of graduates*)
  - the legend (the years)
  - the categories on the X-axis (the various destinations)
  - the values on the Y-axis (percentages).
- 3 What exactly do the bar charts show? Decide which three of the following pieces of information are shown by the charts.
  - a About 63% of year 1's history graduates were employed.
  - b More people studied engineering than history.
  - c The number of historians was the same in years 1 and 2.
  - d A greater proportion of historians than of engineers undertook further study.
  - e Engineers were more likely to be seeking work than to be taking time out.
  - f More historians than engineers took time out.
- 4 What is the most important information shown by the charts? Choose two of the following.
  - a Historians were less likely to be seeking work than engineers.
  - b A higher proportion of engineering graduates than of historians were employed.
  - c The year-on-year changes in the figures were generally small.
  - d Historians were more likely to go on to further study than engineers.
- 5 Which of these ways of organising your answer is likely to work best? This will be affected by the main comparison (1 above).
  - a Go through the figures for history graduates, then those for engineering graduates.
  - b Go through the figures for each year in turn.
  - c Go through the four destinations, comparing the figures for historians and engineers.

- 6 Write brief notes for an outline of your answer.

#### Introduction

Topic: .....

Summary: .....

#### Comparison

Employment: .....

Further study: .....

Time out: .....

Seeking work: .....

- 7 Now write your answer.

## Writing Task 2

- Spend 40 minutes on Task 2: it carries two thirds of the marks.
- Allow 10 minutes to prepare, 20 minutes to write, and 10 minutes to improve.
- You should consider a range of opinions, rather than only one point of view.
- If the question has two parts (as in the example below), make sure you answer both of them.
- If you have a lot to say, limit yourself to three or four points, to keep to about 250 words.
- When preparing, it may be easier to decide on your introduction after you have made notes.
- When writing, start with a short introduction.
- Deal with each opinion or main point in a separate paragraph.
- Finish with a short conclusion.
- Remember that you are being tested on your command of English, not on your knowledge, intelligence, or whether the examiner agrees with you.
- Give examples when you can. They don't have to be true!

### 2 Read this task, and write your answer.

You should spend about 40 minutes on this task.

Write about the following topic:

***In many countries there is a shortage of suitable people for essential jobs.***

***What do you think are the causes of this problem and what measures could be taken to solve it?***

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

Write at least 250 words.



# Units 17–20 Revision

## Topic review

- 1 Compare and contrast the paired subjects below, giving as much information as possible.
  - 1 cars of the 1950s and of the present
  - 2 economic migrants and refugees
  - 3 job security and a high salary
  - 4 nature and nurture
  - 5 translations and original works
  - 6 you: at the beginning of this course and now



## Grammar

- 2 Complete the second sentences so that they mean the same as the first, using a noun phrase.

EXAMPLE: It is often difficult to decide when to expand a business.

The ..... *decision as to* ..... when to expand a business is often a difficult one.

- 1 With the advent of electronic publishing, translations of modern literature have become more widely available.  
Electronic publishing has increased ..... translations of modern literature.
- 2 People moved from the countryside to the towns in high numbers as a result of the industrial revolution.  
..... high numbers of people from the countryside to the towns resulted from the industrial revolution.
- 3 Birds migrate seasonally to another location when food becomes scarce in a habitat.  
The scarcity of food in a habitat causes the ..... birds to another location.
- 4 The information age arrived, bringing changes in what people expected, as well as making them uncertain about the future.  
The ..... the information age brought changes in ..... , as well as ..... the future.

- 3 Use a modal perfect of a verb in capitals to speculate about the following situations, using the ideas given in brackets and adding any necessary words. Decide whether it is possible to use both a simple and continuous form each time.

EXAMPLE : The hardback edition of this book has gone out of print.  
REPLACE / SELL  
(paperback edition; poor sales)  
*It could have been replaced by the paperback edition.*  
*It could have sold poorly. OR It could have been selling poorly.*

- 1 People in the 16th century lost their teeth early in life.  
HAVE / RECEIVE / DRINK  
(bad diet, little dental care, impure water)
- 2 The number of tourists coming to London fell in late 2005.  
BE  
(cost, preference for other locations, threat of terrorism)
- 3 A swallow migrated to the same nest three years running.  
USE / RECOGNISE  
(solar navigation, landmarks, sense of smell)
- 4 Jenny didn't get the job she wanted.  
GIVE / BE / OFFER / SUFFER  
(Jenny: poor impression at interview, not decisive enough; the company: internal applicant, unforeseen cutbacks)
- 5 Ryan received a low mark for his essay.  
BE / CONTAIN  
(poor organisation, irrelevance, too short)



#### 4 Fill each space in this text with *how*, *whether* or *why*.

There are different approaches to the teaching of history in Britain, depending on 0 ..... *whether* ..... the target students are in primary, secondary or tertiary education. The history that features on the primary curriculum is largely project based and it is easy to see 1 ..... For example, young children enjoy finding out 2 ..... the Romans prepared their food, and 3 ..... every native American lived in a 'tipi' or 4 ..... , instead, some tribes used other types of living accommodation.

The history syllabus at secondary level used to focus largely on the superficial learning of dates and the events linked to them, rather than requiring students to debate

5 ..... and 6 ..... such events

evolved. Nowadays, however, this rather unsatisfactory approach has been replaced by a more investigative style, where students explore the reasons 7 ..... an event may have taken place, provided with at least some historical data.

However, it is only at tertiary level that students have the opportunity to delve into primary sources in any major way, when this is really 8 ..... history should be approached.

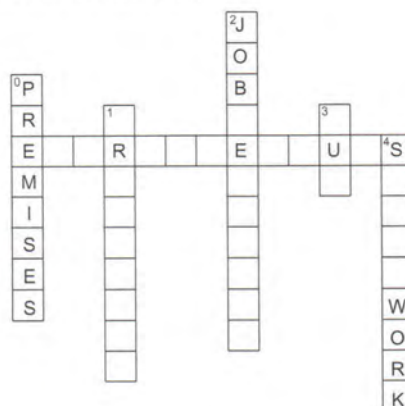


## Vocabulary

### 6 Use the definitions of words to do with work to complete the two word puzzles below. What are the horizontal words? Write a short definition for each one.

EXAMPLE: 0 a building or site used for business

- 1 a more important job within the same organisation (9)
- 2 a feeling that your position is safe and certain to continue (3, 8)
- 3 to be in charge of (a business) (3)
- 4 a way of working for a set period each day, for example in a factory (5, 4)
- 5 a small group of job applicants chosen from a larger group (5, 4)
- 6 all the people who are able to work in a country or area (6, 5)
- 7 an informal word for line manager (4)
- 8 the duties someone has in their job (16)
- 9 what causes a person to want to do something (10)
- 10 the money gained by a business once all costs have been deducted (6)

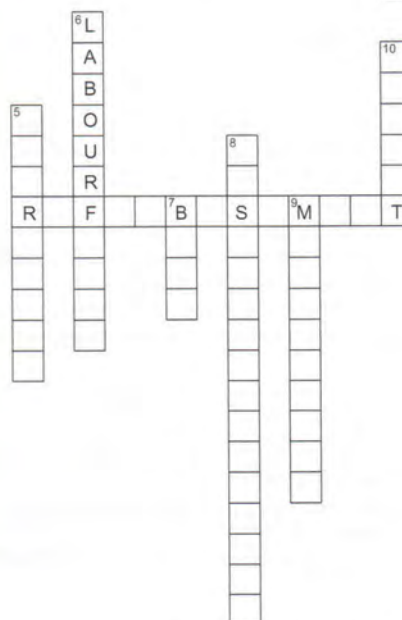


### Style extra

#### 5 Complete this tutor's evaluation of an essay with words formed from those in brackets. Sometimes you will need to use a negative prefix.

You have 0 (deny) ..... *undeniably* ..... done a great deal of appropriate research and your essay reads well. In your 1 (introduce) ..... , you include some of the 2 (centre) ..... issues you go on to discuss, but not all of them. This may be a simple 3 (see) ..... on your part. I suggest you read this through again.

More 4 (worry) ..... , the main premise of your work is, in my opinion, rather 5 (question) ..... . Perhaps you could go back to your original sources and check them 6 (care) ..... . I think you'll find that you have been 7 (inform) ..... ! Have you been using material from the Internet 8 (occasion) ..... ? If so, please be very sure of the 9 (valid) ..... of any information you consult. Please make an early appointment to see me.





# Grammar folder

## Unit 1

### Modality

The true modal verbs are *will, would, shall, should, can, could, may, might, must*. They have these grammatical characteristics:

- 1 In the negative they are followed by *not* or *n't*, e.g. *mustn't* (main verbs need a negative form of *to do*).
- 2 In questions they go before the subject, e.g. *Can you speak any foreign languages?* (main verbs need *to do*).
- 3 They have only one form: there is no infinitive, present or past participle, or *-s* ending.
- 4 They are followed by an infinitive without *to*.

There are also some verbs, referred to as semi-modals, which share certain characteristics of modals. These include *have (got) to, used to, ought to* and *need*.

### Ability and inability: *can, can't, could, couldn't*

**can, can't** – present

*Helen can speak three languages.*

*I can't understand what this writer means.*

**could, couldn't** – past forms

*If I could plan my essays more efficiently, they wouldn't take me so long.*

*When I was a child I could remember everything I read.*

*I couldn't understand why my essay only got a grade C.*

*To be able/unable to* has a similar meaning.

### Possibility: *may (not), might (not), can, could*

(and see GF Unit 10)

**may (not), might (not), could**

*May and might* are generally used to talk about something specific.

*May* is usually slightly more sure than *might* or *could*.

*Your computer may/might/could crash, so always back up your files.*

*Don't worry about the test – it may/might not be very hard.*

**Note that *couldn't* doesn't mean the same as *may/might not*.**

**can**

*Can* is used for a more general, theoretical possibility.

*Computers can crash.* (= Computers sometimes crash.)

### Strong obligation: *must, mustn't, have to, (informal) have got to*

**must**

*Must* refers to strong present and future obligations, imposed or accepted by the speaker. It also refers to laws and rules.

*I must go home now and write an assignment.*

**have to / have got to**

*Have to / have got to* refer to strong obligations in the present and future that are not imposed by the speaker. The speaker may be distancing him/herself from the obligation.

*I have to read all these books by the end of the week. (My tutor says so.)*

**If in doubt whether to use *must* or *have to*, use *have to*.**

**had to**

*Had to* refers to past and reported obligations.

*I had to get up very early to go to school.*

*Our tutor said we had to be more careful when choosing topics.*

### Prohibition: *mustn't*

*Mustn't* means that something is forbidden, or that the speaker is saying what not to do.

*When writing essays, you mustn't copy from the Internet.*

### Lack of obligation: *doesn't/don't have to*

*Don't have to* means that something isn't obligatory. Usually it's optional.

*We don't have to attend the lecture as we've finished our essays.*

*At my school we didn't have to take any tests in the first year.*

**Note that the meanings of *mustn't* and *don't have to* are very different.**

### Weak obligation and weak prohibition: *should, shouldn't, ought to*

These are used to give advice, or say what would be a good thing to do, now or in the future.

- *Should* and *ought to* mean the same, but *should* is used much more often.

*You should spend / ought to spend more time studying and less time playing computer games.*

- *Shouldn't* is used to give advice about what not to do. *Oughtn't* to is also possible, but is falling out of use.

*You shouldn't spend so much time playing computer games.*

### Necessity and lack of necessity: *need* as a main verb

Nowadays, *need* is mainly used as a main verb, forming the negative and questions with *to do*.

*We didn't need to go to the seminar as it was for new students only.*

*Do you need to read any more books before you write your essay?*

However *need* is still occasionally used as a modal verb, mostly in the negative, where the lack of necessity comes from the speaker:

*You needn't come with me if you'd rather carry on studying.*

This could also be expressed as

*You don't need to come with me if you'd rather carry on studying.*

For modal perfects, see GF Unit 20.

## Unit 2

### Perfect tenses

The past, present and future perfect tenses place a situation or action before a particular time. They are often used when clauses or sentences are not in chronological order. Compare these sentences: *Stephen played football for twenty years, and gave up last year.* – This is in chronological order: he played then gave up. The past simple is used for both verbs.

*Stephen gave up football last year. He had been playing for twenty years.* – Here a past perfect tense is used to show that he played before he gave up.

*Just, yet and the first/only time* normally need a perfect tense.

*Have you put your name down for the student games yet?*

*Last year was the first time I'd attended the student games.*

### Past perfect

The action/situation comes before a particular time in the past.

*We won the championship last year – we'd only won it twice before.*

### Present perfect

This tense connects the past with the present.

Main meanings:

- an action/situation that started in the past and has continued to the present  
*Sports of some sort have existed for thousands of years.*  
*I've never watched a rugby match.*
- an action/situation that ended at an unspecified time in the past  
*The only sport Joanne has ever played is table tennis.*



- an action/situation that has caused a situation in the present.  
*I've lost my trainers, so I can't go running.*

### Future perfect

The action/situation comes before a particular time in the future.  
*By the time the games start, at least twenty teams will have entered.*

### Perfect continuous tenses

These combine the meanings of the continuous and perfect tenses. They may emphasise a length of time, and may suggest that the action is temporary.

*The players had been training for months and were very fit.*  
*Next January Rachel will have been coaching the team for ten years.*  
Continuous tenses can only be used with verbs referring to a physical or mental action.

### Present perfect continuous

Main meanings:

- actions which have lasted for some time and are likely to continue. Often a length of time is given.  
*Some researchers have been developing software that can identify significant events in sport.*  
*I've been playing football since I was a child.*
- actions which have lasted for some time and have just stopped. Usually no length of time is given.  
*I've been watching the World Cup match on TV and now I'm going to have a cup of coffee.*

## Unit 3

### Cleft sentences

Cleft sentences divide a sentence or clause into two sections, in order to highlight a particular part of it. This is particularly useful in written English, as it lacks the intonation and stress which are used to give prominence in speech.

#### It type: *it + to be + key idea*

This is the most common type of cleft sentence. From the sentence *Pear's created a brand in the nineteenth century because it hoped to increase sales*, it is possible to create several cleft sentences, each focusing on a different element (in **bold**):

*It was **Pear's** that created a brand in the nineteenth century because it hoped to increase sales.*

*It was **a brand** that Pear's created in the nineteenth century because it hoped to increase sales.*

*It was **in the nineteenth century** that Pear's created a brand because it hoped to increase sales.*

*It was **because it hoped to increase sales** that Pear's created a brand in the nineteenth century.*

The key idea often contrasts with something else, e.g. in the last example, it was for this reason and not another one.

The introductory part of a cleft sentence sometimes uses a modal verb + *to be*, e.g.

*It must have been **Pear's** that created the first brand name.*

*It might be **Procter & Gamble** that makes the most washing powders.*

When a pronoun is focused on, it is normally in the subject form, e.g. *Henry Ford invented the Model T Ford motor car. It was **he** who said, 'People can have it any colour – so long as it's black.'*

In informal speech the object form (e.g. *him*) is often used.

#### What type: *What clause as subject*

This structure focuses attention on the part of the sentence that follows it. The first sentence in each pair uses a standard structure, while the second uses a *what* clause, to highlight the **bold** section.

*You need a book about advertising.*

*What you need is **a book about advertising**.*

*I'm going to apply for a job in marketing.*

*What I'm going to do is (to) **apply for a job in marketing**.*

*Pear's created the first brand of soap.*

*What Pear's did was (to) **create the first brand of soap**.*

## Unit 4

### Adverbial clauses

Adverbial clauses (like adverbs, such as *yesterday*, and adverbial phrases, such as *at the end of the week*) can add a large range of meanings to a sentence. They may begin or end a sentence.

These are the most common meanings of adverbial clauses, with some of the conjunctions that introduce them. The adverbial clauses are in **bold**.

#### Time *when, while, whenever, before, after, as, as soon as, once, now (that), since, until, till (informal)*

Time clauses use present tenses to refer to the future:

*Tell me **when you contact** Jill.*

This adverbial clause refers to when you should tell me. Compare *Tell me when you'll contact Jill.*

Here the *when* clause is not adverbial, it is the object: it refers to *what* I want you to tell me now.

#### Place *where, wherever*

*It's worth communicating with people, **wherever you meet** them.*

#### Cause and reason *because, as, since*

***Since nobody knew** where she was, nobody could help her.*

#### Purpose (what is hoped for as a result of the action) *so that, so (informal)*

*I shouted, **so (that) they would know** I could see them.*

#### Condition *if, unless, in case, on condition that, provided that, providing, as/so long as*

*You can explain the research project to our visitors **on condition that you don't use any jargon**.*

Like time clauses, conditionals use present tenses to refer to the future. The basic conditional structures are listed below. For variations using modal verbs, see GF Unit 8. The conditional clause states the condition which must be satisfied before the main clause may be true.

- Open conditional:** present tense in conditional clause, imperative in main clause.  
*Give me a call **if you need any help**.*
- Zero conditional:** present tense in conditional clause, present tense in main clause. This refers to something that is generally true.  
*Babies don't learn to speak **unless they hear other people speaking**.*
- First conditional:** present tense in conditional clause, will in main clause. This refers to something that may or may not happen in the future.  
*Your children will learn English very easily, **provided they play with English-speaking children**.*
- Second conditional:** past tense in conditional clause, would in main clause. This refers to something that isn't true now:  
*People would understand you more easily **if you spoke a little more slowly**.*  
Or it can refer to something in the future that is unlikely to happen:  
***If everyone started learning the same foreign language**, we would all understand each other.*
- Third conditional:** past perfect tense in conditional clause, would have done in main clause. This refers to something that didn't happen in the past:  
*I spent so long on my mobile **that I wouldn't have been surprised if the battery had gone flat**.*



- f **Mixed conditionals:** often past perfect tense in conditional clause (referring to something that didn't happen in the past), *would* in main clause (referring to something that isn't the case in the present or future):

*If phones hadn't been invented, it would be hard to keep in touch.*

**Concession (contrast)** See also GF Unit 6. *although, though* (informal), *even though, while, whilst* (formal), *whereas* (formal)  
*Animals communicate, although they can't speak like human beings.*

**Condition + contrast** *even if, whether ... or ...*

*Even if Roger phones us now, it's too late to meet him this evening.*

(= I don't expect Roger to phone us now, but if he does ...)

*Whether I text them or email them, I'll still have to wait for a reply.*

**Manner** *as if, as though*

*Dogs often behave as if they can understand what people say.*

## Unit 5

### The passive

The passive is used to focus on a situation or action, and not on the agent – the person or process bringing it about. It is particularly common in academic English.

Usually the agent isn't stated. If it is, it is introduced by *by*.

*The next meeting of the Carrier Bag Consortium will be held in London.*

*Billions of plastic bags are used by British consumers every year.*

### Formation of the passive

The passive is formed with the verb *to be* and the past participle of a transitive verb, e.g.

|                    |                          |
|--------------------|--------------------------|
| present simple     | <i>It is made</i>        |
| present continuous | <i>It is being made</i>  |
| present perfect    | <i>It has been made</i>  |
| past simple        | <i>It was made</i>       |
| past continuous    | <i>It was being made</i> |
| past perfect       | <i>It had been made</i>  |
| future simple      | <i>It will be made</i>   |

It can also be formed with a modal + *be* + past participle:

*It should be made*

*It might have been made*

Compare these sentences:

A *The Irish Government introduced a tax on plastic bags in 2002.*

B *A tax on plastic bags was introduced by the Irish Government in 2002.*

In the active sentence, A, the agent (*The Irish Government*) is the subject of the sentence. What it introduced (*a tax on plastic bags*) is the object.

In the passive sentence, B, the object of the active sentence is the subject (*A tax on plastic bags*). The agent is a prepositional phrase introduced by *by* (*by the Irish Government*).

### The passive + infinitive

Passive forms of verbs like *say, think, claim* are often followed by an infinitive, particularly in academic writing:

*Plastic bags are sometimes claimed to be the worst form of pollution.*

### Non-finite passives

The infinitive and *-ing* form can be passive (in **bold**).

*Many people want the production of plastic bags **to be reduced**.*

*Sea creatures risk **being harmed** by plastic bags.*

## Unit 6

### Concessive clauses

Concessive clauses (clauses of concession or contrast) imply a contrast between two circumstances: in the light of the circumstance in the concessive clause, the circumstance in the main clause is surprising. (See GF Unit 4.)

### Conjunction + finite clause

Finite clauses are normally introduced by these conjunctions: *although, though* (informal), *even though* (more emphatic), *while, whilst* (formal)

*While they may not be able to analyse their pleasure, most people enjoy some form of music.*

**Whereas** (formal) is mainly used to contrast two equivalent ideas, without implying that one is surprising:

*Gamelan music relaxes me, whereas steel bands make me want to dance.*

**Condition + contrast** *even if, whether ... or ...*

*I listen to music all the time, even if I'm working. (= You wouldn't expect me to listen if I'm working, but I do.)*

**Other finite constructions:**

*Much as I would like to come to the concert, I'm really too busy.*

(= Even though I would very much like to come to the concert ...)

*Strange as it may seem, that was the pianist's first public performance.*

(= Even though it may seem very strange ...)

### Conjunction + verbless clause

The words in brackets can be omitted.

*Although (he was) unable to read music, Keith could sing well.*

Words that can be omitted are the subject and verb of the concessive clause, when the subject of the main clause is the same, and the verb is *to be*. This omission is most common in more formal or literary language.

### Preposition + noun or *-ing* form *despite, in spite of*

*Ticket sales for the concert were poor, in spite of all the publicity.*

*Despite trying really hard, I didn't enjoy the music Marian played me.*

## Unit 8

### Modals in conditional sentences

For the basic conditional structures, see GF Unit 4.

Modal verbs can be used in main clauses as alternatives to *will* and *would*. Those listed below (and their negative forms) are the most common ones.

- Open conditional:** modal verbs can't be used as imperatives.
- Zero conditional:** *can, may, must*  
*If someone is brought up in East Asia they may well be able to use chopsticks.*
- First conditional:** *can, may, might, must, should, shall*  
*If you want some more food, you should ask for it politely.*
- Second conditional:** *might, could*  
*If forks didn't exist, we might eat different types of food.*
- Third conditional:** modal perfects (see GF Unit 20), that is *could, might, must (not mustn't), can't (not can) + have done*  
*He might not have eaten so much if he hadn't been very hungry.*

## Unit 9

### Inversion

Inversion means that a verb comes before the subject of a sentence. It is most common in questions, but it also occurs in certain other structures.

In most forms of inversion, an auxiliary verb or *to be* comes before the subject, as in most questions.

### After *so* when it stands for part of a sentence

*The water supply failed, and so did food production.*

### After negative and degree adverbs

Certain adverbs and adverbial phrases can be moved to the beginning of the clause for emphasis. These are usually negative in meaning, or are adverbs of degree (e.g. *only, little*).

*Not only did the water supply fail, but so did food production.*

*Under no circumstances will access to the ruins be allowed.*

*No sooner was the building finished than it was demolished.*

*Little do we know how much history lies beneath these new skyscrapers.*



## In third conditional clauses

This is fairly formal.

*Had the city defences been repaired in time, the flood might have been prevented.* (= If the city defences had been repaired in time ...)

## After place adverbs

When a place adverb or adverbial phrase is moved to the beginning of the sentence, the main verb can be placed before the subject if it is in a simple tense.

*Here comes the next party of tourists.*

*Beyond the city boundaries lived a farming community.*

## Unit 10

### Modal verbs of speculation and deduction

#### Certainty *must*, *can't* and *couldn't*

*The interpretation of dreams must be one of the oldest human activities.* (= I am sure that the interpretation of dreams is one of the oldest human activities.)

The certainty may be based on evidence, that is, the speaker may have reached that conclusion by a process of deduction.

*Can't* and *couldn't* mean the speaker is certain that something isn't true, maybe having considered evidence:

*Dreaming about a forest can't/couldn't mean that I want to escape, because I'm very content with my life.*

When speculating, we can use *may* (not), *might* (not) and *could* to talk about a specific possibility, and *can* for a more general, theoretical possibility. See GF Unit 1.

For modal perfects, see GF Unit 20.

## Unit 11

### Non-finite clauses

Non-finite clauses contain an infinitive (e.g. *to do*), present participle (*doing*) or past participle (*done*). The non-finite clauses in these examples are in **bold**.

As object: infinitive or present participle, depending on the verb that it follows.

*I hope **to see a glacier during my trip to Argentina.***

*I enjoy **listening to the sound of the waves.***

As subject, at the beginning of the sentence: present participle

***Preventing pollution of the lagoon** may not be easy.*

As subject, with *it* replacing the non-finite clause, which moves to the end of the sentence: infinitive

*It may not be easy **to prevent pollution of the lagoon.***

See Unit 7 Style extra, page 49.

As object, with *it* replacing the non-finite clause, which moves to the end of the sentence: infinitive

*The government is finding it hard **to persuade people to move away from the coast.***

As relative clause, with active meaning: present participle

*The talk is aimed at scientists **studying sea temperatures.***

As relative clause, with passive meaning: past participle

*Measurements **taken over the last two centuries** show how the coastline has changed.*

As a form of relative clause: infinitive

*A good person **to consult about plate tectonics** is your professor.*

*The talk **to be given tomorrow** will be about the formation of mountains.*

As adverbial clause of purpose: infinitive

*A bridge has been constructed **to provide easy access to the island.***

## Unit 12

### Infinitives

Verbs have several infinitive forms. These can follow modal verbs (e.g. *must*) and certain main verbs (e.g. *want*), and are used in certain non-finite clauses (see GF Unit 11).

Major forms:

a *(to) do* – infinitive (active)

*A good environment helps rats **(to) learn** quickly.*

*An experiment was carried out **to investigate** how babies learn.*

b *(to) be done* – infinitive (passive)

*More work needs **to be done** before we can describe the process.*

c *(to) have done* – perfect infinitive (active). Related to both the perfect tenses and to the past simple.

*My dog seems **to have learnt** certain skills from his parents.* (= It seems that my dog learnt / has learnt ...)

*I'm sorry **to have missed** your presentation last week.* (= I'm sorry that I missed ...)

*I may **have finished** my research by next February.* (= It's possible that I will have finished ...). NB *may finish* is also possible.

d *(to) have been done* – perfect infinitive (passive). Related to both the perfect tenses and to the past simple.

*The rise in our average height seems **to have been caused** by better nutrition.* (= It seems that the rise in our average height was / has been caused ...)

Continuous infinitives: related to continuous tenses, and only used with verbs that can be in those tenses. Mostly used after modal verbs.

e *(to) be doing* – continuous infinitive (active)

*You must **be feeling** hungry.*

*I would like **to be watching** TV instead of reading about genetics.*

f *(to) have been doing* – perfect continuous infinitive (active)

*You should **have been working**, not having a good time!*

*I seem **to have been studying** human social behaviour all my life.*

## Unit 13

### Talking about the future

There are many ways of talking about the future, usually reflecting the speaker's attitude. These are the main ones:

#### Will/'ll

- a decision or offer made at this moment

*I'll fetch my telescope so we can study the stars.*

- a prediction; the most neutral way of referring to the future

*Rosetta will reach its destination in 2014.*

- *Shall* can be used when the subject is *I* or *we*, particularly in questions, suggestions and offers when it comes before the subject.

*Shall we go and see the new film about the destruction of the Earth tomorrow?*

#### Going to

- something already decided or (less often) arranged

*A new space probe is going to be launched next year.*

- a future result of a present situation

*The recent rise in sea temperature means that violent storms are going to become more common.*

#### Present continuous

- something already arranged or (less often) decided

*I'm being interviewed on the radio tomorrow about my research.*

#### Present simple

This is less common than the structures above. It is used for

- a timetable, not usually involving the speaker

*Professor Wynn's lecture on asteroids starts at 3 p.m.*

- time and conditional clauses introduced by *if*, *unless*, *when*, etc.

*I'll email you my map of the sky as soon as I get home.*



## Future continuous

- a temporary event in the future  
*This time tomorrow I'll be sitting in the Planetarium.*
- a future event that will happen as a matter of course, independently of the wishes or intention of anyone concerned  
*I try to avoid Professor Swift, but I'll be seeing her next week.*

## Future perfect simple

- an event or situation that will be finished before a particular time in the future  
*I'll have finished this project by Friday.*

## Future perfect continuous

- an event or situation that will be finished before a particular time in the future. It may emphasise a length of time, and may suggest that the action is temporary.  
*By the time Rosetta reaches Churyumov-Gerasimenko, it will have been travelling for ten years.*

## Unit 14

### Pronouns

Pronouns are words that replace nouns or noun phrases. Most of them can't follow *a* or *the*. There are several categories of pronouns, including personal (e.g. *I, him*), possessive (e.g. *our, ours*), negative (e.g. *nobody, nothing*), relative (e.g. *who, that*).

#### *This, these, that, those*

*This* and *these* refer to something near, and *that* and *those* refer to something distant.

*These books used to belong to my grandmother.* (The books are in front of me.)

*Let's go and look more closely at that painting.* (The painting is on the other side of the room.)

In a text, *this* can refer to something that comes earlier or later, and *that* normally refers to something earlier.

*Several potato harvests failed. This/That is why many Irish people emigrated in the 1840s.*

*This is my proposal: to restrict our analysis to the last fifty years.*

When referring back to an earlier noun phrase, these pronouns can be followed by *one* or *ones*. This is fairly informal.

*Of all the histories of Australia I've read, I found this (one) the most interesting.*

#### *One, ones*

These pronouns can follow *a, the*, etc. They replace singular and plural count nouns.

*My home is far bigger than the one that my grandparents lived in. There is sometimes tension between a village's established residents and new ones coming in from towns.*

#### *Each, everyone, everything*

With *each*, it is clear from the context what is being referred to.

*All these vegetables look very good, so I'd like some of each, please.*

*The government can't afford to provide a high standard of living for everyone.*

#### *Other, another, others*

*Other* and *others* can follow *the, my*, etc. Although *other* and *another* normally go before a noun (e.g. *the other day*), all three words can be used to replace a noun phrase.

*There were two main employers in the town: Armstrong's was one, and Jifford was the other.*

*Poor harvests were one reason for migrating, and lack of job opportunities was another.*

*The decline in the birth rate affects not only the young, but also others, who may find their state retirement pensions reduced.*

## Unit 16

### Verb patterns

Verb patterns are one of the most complicated areas of English.

Most verbs can be used in a number of possible patterns, and each verb has its own set of possibilities.

See also GF Unit 18, on verbs followed by *wh*-clauses.

The most common patterns (relevant verbs in **bold**):

- Intransitive verb (no object or complement)  
*A healthy child **grows** quickly.*
- Linking verb + noun phrase or adjective phrase as complement (subject and complement refer to the same person or thing)  
*Jeremy **became** a scientist.*  
*Small differences in personality can **grow** much greater in later life.*
- Transitive verb + noun phrase as object (subject and object refer to different people or things)  
*Rachel **met** a scientist.*
- Verb + finite clause  
*Many psychologists **believe** (that) health is related to personality.*
- Verb + infinitive  
*In my article I **attempted** to define the concept of personality.*
- Verb + object + *to* infinitive  
*Many psychologists **believe** certain aspects of personality to be innate.*
- Verb + object + bare infinitive  
*Recognition of a person **makes** electrical activity occur in our brains.*
- Verb + *-ing* form (including gerunds)  
*Would you **mind** explaining your experiment again, please?*
- Verb + object + *-ing* form (mostly with verbs of the senses)  
*Jeremy **heard** a scientist talking about childhood experiences.*
- Verb + indirect object + direct object  
*Jasmine **gave** her tutor a copy of her dissertation.*

## Unit 17

### Relative clauses

There are two types of relative clause:

**Defining:** gives essential information to identify what the noun refers to.

*Birds which migrate are able to navigate extremely effectively.*

The sentence is only about birds which migrate, and not all birds.

**Non-defining:** gives additional but non-essential information. If this information is omitted, it is still clear what exactly the noun refers to.  
*Arctic terns, which travel around 24,000 km a year, spend part of the year near Antarctica.*

This sentence is about *all* Arctic terns.

As the examples show, commas are used in non-defining clauses, but not in defining clauses. It is important to use punctuation correctly in relative clauses, as inaccurate use can change the meaning of the sentence.

*The company laid off its migrant workers who had come from Italy.*

*The company laid off its migrant workers, who had come from Italy.*

In the first example only the migrant workers who had come from Italy lost their jobs – not migrant workers from other countries. In the second example, all the migrant workers had come from Italy, and they all lost their jobs.

### Relative pronouns

In **defining relative clauses**, you can use:

- *who* or *that* when referring to people  
*Men who/that migrated in order to make a living were often prepared to accept any available work.*
- *which* or *that* when referring to things  
*Migrants often had to accept jobs (which/that) local people refused to do.*

The relative pronoun can be left out when it is the object of a clause, as in the second example above, where *which/that* stands for the object of *to do*. It must be included when it is the subject, as in *who/that migrated* in the first example above.



In **non-defining relative clauses**, you can use:

- *who* when referring to people  
*Matthews, who published a number of articles in the 1950s, suggested that birds navigate by the sun.*
- *which* when referring to things  
*At yesterday's meeting, which focused on the labour shortage in the city, it was decided to advertise for workers abroad.*
- *which* when referring to a whole clause  
*It has been observed that **birds follow major roads when flying**, which suggests that they can adapt their method of navigating.*  
Here *which* refers to the whole of the clause in **bold**.

#### **whose**

*Whose* is used to refer to people and – less often – things.  
*'The Life of Birds' is by David Attenborough, whose TV nature programmes were watched by millions.*

#### **whom**

*Whom* is mostly used in fairly formal language. It can be the object in a clause, or follow a preposition.

*The women whom migrants returned home to marry often had to move to a new country with their husbands.*

*It has been estimated that 60m Europeans emigrated to other continents between 1830 and 1930, most of whom went to North or South America.*

#### **where, when, why**

These words can be used instead of a relative pronoun after appropriate nouns. It is possible to omit *when* and *why* in defining relative clauses, as in these examples:

*The early twentieth century was the time (when) the first Italians moved to Guelph.*

*The lack of job opportunities in southern Italy was one reason (why) many men emigrated.*

## Unit 18

### Verbs followed by **wh-** clauses

Clauses beginning with a *wh-* word or *how* can function in various ways within sentences:

As object: *I can't decide which translation of 'Hedda Gabler' I prefer.*

As subject: *How novelists get their inspiration is a mystery to me!*

*Wh-* clauses are based on questions, and mean that some information is unknown. Compare the certainty of a *that* clause with the uncertainty of a *wh-* clause:

*I'm sure that this is the best translation.*

*I doubt whether this is the best translation.*

*Whether* can usually be replaced with *if*:

*I'm not sure whether/if this translation is worth buying.*

*Whether* and *if* can be used with *or*, but *or* can't come immediately after *if*:

*I'm not sure whether or not this translation is worth buying.*

*I'm not sure whether/if this translation is worth buying or not.*

Many verbs, particularly ones used in academic writing, can be followed by *wh-* clauses.

#### **Examples of sentences containing wh- clauses as objects:**

*It is not easy to explain why he stopped writing at such an early age.*

*We can see why Superman comics are so popular.*

*The opening chapter clearly demonstrates how the author regards her subject.*

*Asked whether/if his novel was autobiographical, the writer laughed off the question.*

*I'd like to read this book, but it's so expensive, I doubt whether/if I can afford it.*

## Unit 19

### Noun phrases

In more formal English, nouns are often used in preference to related verbs:

*Some people have a **choice** of jobs.* (= Some people are able to choose their job.)

*Several **appointments** were made to the vacant positions.* (= Several people were appointed to the vacant positions.)

When there is no related noun, the *-ing* form of the verb can be used instead, though this is less common.

*His **being** a computer programmer impressed me.* (= He was a computer programmer, which impressed me.)

Transitive verb → noun/*-ing* form + *of*:

*The restaurant was run successfully. It took up all our time. → **The successful running of the restaurant** took up all our time.*

(A non-finite clause (see GF Unit 11) is another possibility here: *Running the restaurant successfully took up all our time.*)

Transitive verb with person or people → possessive + noun/*-ing* form, or noun/*-ing* form + *of*:

*The company promoted the sales assistant. →*

*The sales assistant celebrated **her promotion**.*

*Everyone celebrated **the sales assistant's promotion**.*

*Everyone celebrated **the promotion of the sales assistant**.*

## Unit 20

### Modal perfects

See also GF Unit 8, modals in conditional clauses, and GF Unit 12, infinitives.

Modal perfects – that is, modal verbs followed by the perfect infinitive *have done* – express the speaker's present opinion about an event, usually one in the past. The most commonly used modal verbs are *will*, *won't*, *would(n't)*, *should(n't)*, *could(n't)*, *may (not)*, *might (not)*, *must*, *can't*, *ought to*.

Main meanings:

#### **Possibility of a past event**

##### **Certainty, logical necessity:**

*It must have taken you a long time to write the history of the world.*

Note that this certainty is an opinion: the meaning is different from *It took you a long time ...*, which states a fact.

##### **Possibility:**

*Sue hasn't arrived: she may/might/could have lost her way.*

*He may/might not have received my email.*

##### **Logical impossibility:**

*The author can't/couldn't have known about the latest research.*

#### **Criticising a past situation**

*Kathy should have read / ought to have read more background literature before writing her report.*

The speaker is criticising Kathy for not reading much background literature.

*The director of this film shouldn't have turned / oughtn't to have turned history into fiction.*

The speaker is criticising the director for turning history into fiction. Note that *shouldn't have* is much more common than *oughtn't to have*.

#### **Prediction**

*If we don't hurry, the seminar will have started by the time we arrive.*

*We'll be late for the seminar, but they won't have finished by the time we arrive.*

#### **Third conditional**

*I'd have chosen a different topic if you'd asked me to.*

*I wouldn't have chosen this topic if I'd found an easier one.*



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