

Traffic jams-no end in sight

There are no easy answers to the problems of traffic congestion.

- A. Traffic congestion affects people throughout the world. Traffic jams cause smog in dozens of cities across both the developed and developing world. In the US, commuters spend an average of a full working week each year sitting in traffic jams, according to the Texas Transportation Institute. While alternative ways of getting around are available, most people still choose their cars because they are looking for convenience, comfort and privacy.
- B. The most promising technique for reducing city traffic is called congestion pricing, whereby cities charge a toll to enter certain parts of town at certain times of day. In theory, if the toll is high enough, some drivers will cancel their trips or go by bus or train. And in practice it seems to work: Singapore, London and Stockholm have reduced traffic and pollution in city centers thanks to congestion pricing.
- C. Another way to reduce rush-hour traffic is for employers to implement flexitime, which lets employees travel to and from work at off-peak traffic times to avoid the rush hour. Those who have to travel during busy times can do their part by sharing cars. Employers can also allow more staff to telecommute [work for home] so as to keep more cars off the road altogether.
- D. Some urban planners still believe that the best way to ease traffic congestion is to build more roads, especially roads that can take drivers around or over crowded city streets. But such techniques do not really keep cars off the road; they only accommodate more of them.
- E. Other, more forward-thinking, planners know that more and more drivers and cars are taking to the roads every day, and they are unwilling to encourage more private automobiles when public transport is so much better both for people and the environment. For this reason, the American government has decided to spend some \$7 billion on helping to increase capacity on public-transport systems and upgrade them with more efficient technologies. But environmentalists complain that such funding is tiny compared to the \$50 billion being spent on roads and bridges.

Adapted from The Environmental Magazine, Earthtalk

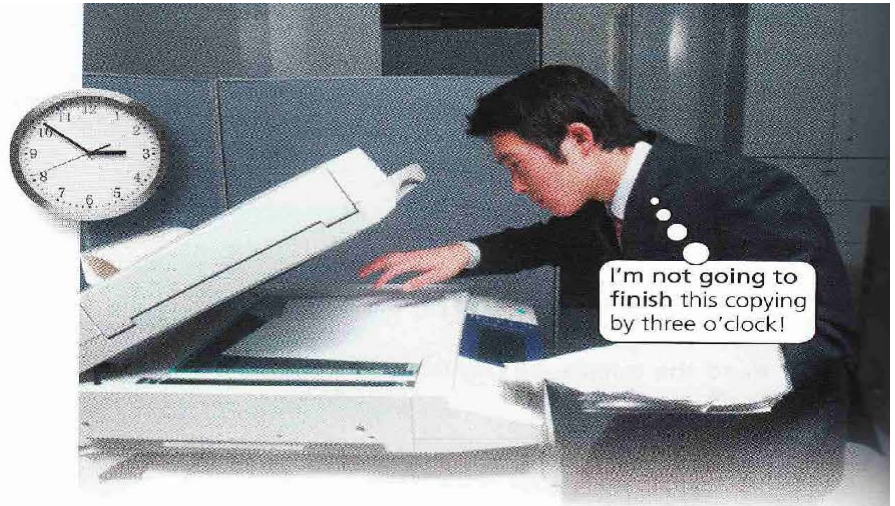
- **Read this list of headings and discuss what you think each one means.**

List of headings

- | | | | |
|------|---|-----------|-------|
| i. | A solution which is no solution | A: | _____ |
| ii. | Changing working practices | B: | _____ |
| iii. | Closing city centers to traffic | C: | _____ |
| iv. | Making cars more environmentally friendly | D: | _____ |
| v. | Not doing enough | E: | _____ |
| vi. | Paying to get in | | |
| vii. | A global problem | | |

HANDOUT 16

57 Future with going to



1 Form

POSITIVE			NEGATIVE		
I	am ('m)	going to win.	I	am not ('m not)	going to win.
He/She/It	is ('s)		He/She/It	is not (isn't)	
We/You/They	are ('re)		We/You/They	are not (aren't)	

QUESTIONS			SHORT ANSWERS	
Am	I	going to win?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
Are	we/you/they		Yes, we/you/they are.	No, we/you/they aren't.

2 Future plans

We use *going to* to talk about our future plans:

I'm going to apply for a new job.

Carol isn't going to be at the meeting.

Are you going to come to the party?

We often use time expressions (e.g. *tomorrow, next week, on Monday*) with *going to*:

I'm going to see Manchester United on Saturday.

They're not going to have a summer holiday this year.

What are you going to do this evening?

NATURAL ENGLISH It is possible to use *going to* + *go/come*:

I'm going to go shopping this afternoon.

But the present continuous (► Unit 59) is more common:

I'm going shopping this afternoon.

I'm coming to London on Tuesday.

3 Things we expect to happen

We also use *going to* to talk about things we expect to happen in the future because of something we know or can see NOW:

I'm not going to finish this copying by three o'clock! (because it's 2.51 and there's a lot to do)

I'm going to be late for work. (because I'm in a traffic jam now)

It's going to rain. (because the sky is dark and full of clouds now)

Future with *will* ► Unit 58

In informal conversation and in songs we often pronounce *going to* as 'gonna' /gənə/.

Practice

1 Complete the sentences with a form of *going to* and a verb from the box. Use short forms.
 ▶▶ 3.32 Listen and check.

be break down eat hit



0 'When I grow up, I'm going to be a singer.'



1 'Watch out! We that tree!'



2 'I here - it's too expensive.'



3 'Everyone uses this photocopier - it'

2 Write the words in the correct order. ▶▶ 3.33 Listen and check.

0 going to are see that new film you ? Are you going to see that new film?

1 not at anything the shops going to buy today I'm

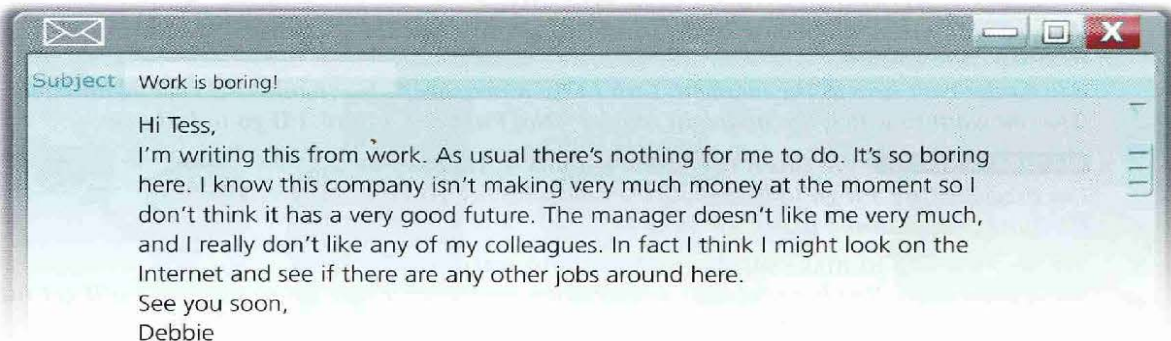
2 visit us your sister is going to next weekend ?

3 the exam take the children going to aren't this year

4 they our party are going to to some friends bring ?

5 tonight isn't rain it going to

3 **GRAMMAR IN USE** Read Debbie's email and the statements below.
 Do you think the statements are true (T) or false (F)?



- 0 Debbie's going to stay in this job for several years. F
- 1 The manager is going to give Debbie a pay increase.
- 2 Debbie's going to look for another job.
- 3 The company is going to be successful in the future.
- 4 Debbie's going to make some good friends in the office.

58 Future with *will*

In the future people will live and work in space.



1 Form

POSITIVE	<i>I/He/She/It/We/You/They will ('ll) win.</i>
NEGATIVE	<i>I/He/She/It/We/You/They will not (won't) win.</i>
QUESTIONS	<i>Will I/he/she/it/we/you/they win?</i>
SHORT ANSWERS	<i>Yes, I/he/she/it/we/you/they will. No, I/he/she/it/we/you/they will not (won't).</i>

2 Certain/possible future

We use *will* to talk about things that are certain to happen in the future:

*My mother **will be** fifty in May.*

*There **will be** elections next year.*

*China **will soon be** the world's richest country.*

We also use *will* to say what we think will happen in the future:

*In the future people **will live** and work in space.*

*Clare **won't be** late, she's always on time.*

We can use *probably* and *definitely* to say how sure we are:

*I'll **definitely pass** the test. (I'm sure this will happen.)*

*We'll **probably go** to Spain next summer. (I think this will happen, but I'm not sure.)*

We usually put these adverbs after *will* but before *won't*:

*We'll **probably go** to Spain. We **definitely won't go** to Portugal.*

3 Decisions, offers, promises and warnings

We use *will* when we decide to do something while we are speaking – something that we didn't plan:

*'Mr Baxter isn't here at the moment. Can I take a message?' 'No thanks. I'll **call** again later.'*

*'Do you want to watch the midnight movie?' 'No, I'm tired. I think I'll **go** to bed now.'*

NATURAL ENGLISH We often use *I (don't) think + will*:

*I'm tired. I **think I'll go** to bed now.*

*It's quite early. I **don't think I'll go** to bed yet.*

We also use *will* to make offers, promises and warnings:

*We'll **take** you to the hospital. I'll **work** harder next year. Don't eat so much – you'll **get** fat!*

*Leave now or you'll **miss** the train.*



Pronunciation > 1.23

4 *shall*

It is possible to use *shall* to mean *will* after *I* and *we*. But in everyday English we only use *shall* to offer or suggest something:

*It's hot in here. **Shall I open** a window? **Shall we get** the earlier train?*

Practice

1 Complete the sentences with *will* and words from the box.

- 0 My grandfather *will be* ninety years old next April.
- 1 This year the summer sales a week earlier than usual.
- 2 the same course next year?
- 3 Next year the school holiday for seven weeks instead of six.
- 4 I'm afraid the library open during the holiday.
- 5 a certificate when you pass the exam.

not be
last
be
start
you get
you take

2 The words in brackets () are missing from the sentences. Put them in the correct position.

▶▶ 3.34 Listen and check.

- 0 Do you ^{think} Clare will win the race? (think)
- 1 Miss Watts, we have any homework tonight? (will)
- 2 I will start a diet next month. (definitely)
- 3 I think I'll have any ice cream today. (don't)
- 4 Manchester United will win the cup this year. (probably)
- 5 Don't buy any food at the airport – it cost a fortune. ('ll)
- 6 You can try phoning her this evening but I don't she will be at home. (think)

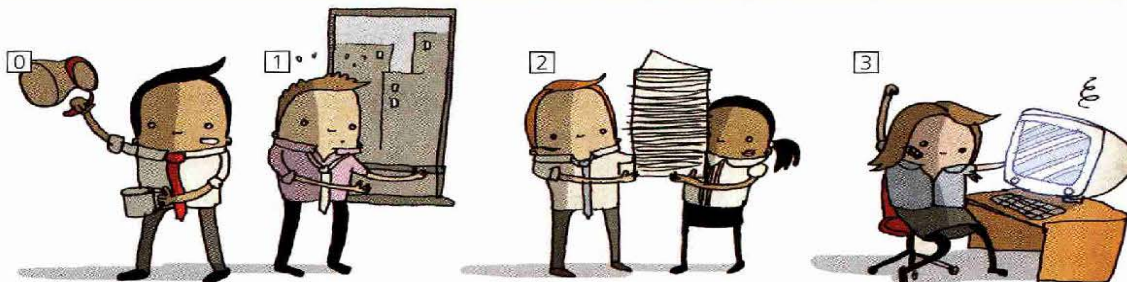
3 Match the two parts of the sentences. Then complete the sentences with *will*, *'ll* or *won't*.

▶▶ 3.35 Listen and check.

- | | |
|---------------------------------------|--------------------------------|
| 0 Don't eat so many cakes – you | A have a snack. |
| 1 I'm really hungry – I think I | B be cold there. |
| 2 Eat lots of salads – they | C make you fat. |
| 3 The sun's shining and it definitely | D rain today. |
| 4 I don't think people | E have a lemonade. |
| 5 Take a warm pullover; it | F <i>'ll</i> get fat. |
| 6 I'm thirsty so I think I | G ever live on the moon. |

4 What would you say in these situations? Complete the sentences with suitable forms of the words and phrases in the box. There are two extra words/phrases.

close carry get open phone ~~some more~~ the door the technician the window them for you



- 0 I don't think there's any coffee left. I *'ll get some more*
- 1 It's too hot in here. I
- 2 Those books look heavy. I
- 3 There's something wrong with my computer. I think I

HANDOUT 17

Before you write the IELTS Writing Task 2 essay you should make a plan.

Complete the plan with the correct words or phrases in the box.

I think they should	plan	enjoy	important	my opinion	too much cola
	sugar in coffee		sugar has bad effect on health		

Essay _____

Introduction: a lot of people are unhealthy because of sugar

_____ = people should eat less sugar but enjoy it sometimes

Main Paragraph 1, Fact: true = _____

Reasons or examples: people drink _____ / this could make them ill

Result or opinion: _____ drink less cola

Main Paragraph 2, Fact: traditional food is _____

Reasons or examples: like traditional cakes and coffee in my country

Result or opinion: I think it's okay to have cakes at parties or _____

Conclusion: people should eat less sugar but still _____ it sometimes

HANDOUT 18**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

*Hamburgers and pizzas may be convenient but they can also be unhealthy.
Compare the advantages and disadvantages of fast food.*

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

You should write at least 250 words.

Mau Piailug, ocean navigator

Mau sailed from Hawaii to Tahiti using traditional methods. In early 1976, Mau Piailug, a fisherman, led an expedition in which he sailed a traditional Polynesian boat across 2,500 miles of ocean from Hawaii to Tahiti. The Polynesian Voyaging Society had organized the expedition. Its purpose was to find out if seafarers in the distant past could have found their way from one island to the other without navigational instruments, or whether the islands had been populated by accident. At the time, Mau was the only man alive who knew how to navigate just by observing the stars, the wind and the sea.

He had never before sailed to Tahiti, which was a long way to the south. However, he understood how the wind and the sea behave around islands, so he was confident he could find his way. The voyage took him and his crew a month to complete and he did it without a compass or charts.

His grandfather began the task of teaching him how to navigate when he was still a baby. He showed him pools of water on the beach to teach him how the behavior of the waves and wind changed in different places. Later, Mau used a circle of stones to memorize the position of the stars. Each stone was laid out in the sand to represent a star.

The voyage proved that Hawaii's first inhabitants came in small boats and navigated by reading the sea and the stars. Mau himself became a keen teacher, passing on his traditional secrets to people of other cultures so that his knowledge would not be lost. He explained the positions of the stars to his students, but he allowed them to write things down because he knew they would never be able to remember everything as he had done.

Decide if the statements are True, False or Not given.

1. At the time of his voyage, Mau had unique navigational skills. _____
2. Mau was familiar with the sea around Tahiti. _____
3. Mau thought it would be difficult to use a compass and charts. _____
4. Mau's grandfather was his only teacher. _____
5. Mau used stones to learn where each star was situated in the sky. _____
6. The first inhabitants of Hawaii could read and write. _____
7. Mau expected his students to memories the positions of the stars. _____

HANDOUT 20

29 Comparative adjectives (1)



I love playing computer games. Modern machines are **smaller** than old ones and the games are **more exciting**.



1 Form

To make **comparative adjectives**:

ADJECTIVE	→	COMPARATIVE ADJECTIVE
most short adjectives (1 syllable)	add <i>-er</i>	<i>small</i> → <i>smaller</i> , <i>young</i> → <i>younger</i> , <i>short</i> → <i>shorter</i> , <i>new</i> → <i>newer</i>
adjectives that end in <i>-e</i>	add <i>-r</i>	<i>late</i> → <i>later</i> , <i>nice</i> → <i>nicer</i> , <i>wide</i> → <i>wider</i>
adjectives that end in vowel + consonant, e.g. <i>-ig</i> , <i>-at</i> , <i>-ot</i> , <i>-in</i>	add another consonant + <i>-er</i>	<i>big</i> → <i>bigger</i> , <i>fat</i> → <i>fatter</i> , <i>hot</i> → <i>hotter</i> , <i>thin</i> → <i>thinner</i>
adjectives that end in <i>-y</i>	change <i>y</i> to <i>i</i> and add <i>-er</i>	<i>dry</i> → <i>drier</i> , <i>easy</i> → <i>easier</i> , <i>friendly</i> → <i>friendlier</i>

For most adjectives with two **syllables** we use *more* + adjective:

*This new computer is **more useful** than my old one.*

*My mobile is **more modern** than Emily's.*

For adjectives with three or four syllables we always use *more* + adjective:

*Modern computer games are **more exciting**. Gold is **more expensive** than silver.*



We don't add *-er* to these adjectives.

~~✗ Mobile phones are usefuller than cameras.~~ ✓ Mobile phones are **more useful** than cameras.



We don't use *more* with an adjective that is already comparative:

~~✗ Charlotte is more taller than Susie.~~ ✓ Charlotte is **taller** than Susie.



Pronunciation ► 1.07

2 Use

We use comparative adjectives when we compare two people/things.



We usually use *than* after comparative adjectives:

✓ *Modern machines are **smaller than** old ones.*

~~✗ Modern machines are smaller old ones.~~ ✗ *Modern machines are smaller of old ones.*



We use *me*, *her*, etc., not *I*, *she*, etc. after *than*:

Maria is taller than Anna. ✗ *Maria is taller than she.*
✓ *Maria is taller than her.*

But we can use *I*, *he*, *she*, etc. if we put *am/is/are* after the subject pronoun:

Maria is taller than she is.

Practice

1 Use the information to complete the sentences. Use the comparative form of an adjective from the box.

0 AVERAGE TEMPERATURE IN JULY
 London 17°C
 Madrid 25°C

1 hotels4you.com
 Cost of a one night stay in a double room with shower:
 THE REGAL HOTEL \$350.00
 THE PARK HOTEL \$85.00

2 In a recent survey British people chose their favourite drink – 56% voted for coffee and 44% voted for tea.

3 Airport to central London
 Heathrow 24km
 Gatwick 45km

4 LENGTH OF CAR
 Toyota Auris 4.22m
 Toyota Prius 4.45m

5 FANTASTIC PRICES FOR PAINTINGS!
 'Sunflowers' by Van Gogh sold for \$40 million and 'Nymphaes' by Monet sold for \$37 million.

near expensive ~~warm~~ valuable long popular

- 0 Madrid *is warmer than* London.....
- 1 The Regal Hotel
- 2 In the UK, coffee
- 3 Heathrow Airport central London Gatwick Airport.
- 4 The Toyota Prius
- 5 *Sunflowers* by Van Gogh

2 Choose the correct words in italics. 2.61 Listen and check.

- 0 My brother is taller than (*I am*) / *me am*.
- 1 I'm eighteen but my best friend is younger than *me* / *I* – she's seventeen.
- 2 Do you like Lucy? I think Mariela is nicer than *she* / *her*.
- 3 I don't like horror films; I think action films are more interesting than *them* / *they*.
- 4 Our neighbours are richer than *us* / *we*.
- 5 My uncle is forty-five but my aunt is older than *he is* / *him is*. She's forty-seven.

3 Write the sentences again so they are true. Use a different comparative adjective. 2.62 Listen and check.

- 0 It's warmer in London than Madrid.
It's colder in London than Madrid......
- 1 The mobile phone is a newer invention than the iPod.

- 2 A car is faster than a jet plane.

- 3 Five-star hotels are cheaper than four-star hotels.

- 4 The Pacific Ocean is smaller than the Atlantic Ocean.

- 5 It's wetter in the summer than the winter.

30 Comparative adjectives (2)



Janie loves shopping. But she doesn't go to shops, she uses the Internet.
She thinks the service is **better** and the prices are **cheaper**.

1 Comparatives without *than*

We can use comparative adjectives without *than* when it is clear what or who we are talking about:

*The first exam was easy but the second was **more difficult**.* (more difficult than the first exam)

*She thinks the service is **better** and the prices are **cheaper**.* (better and cheaper than shops)

*Don't take the car. It's **quicker** to go by train.*

*I'm tall but my brother's **taller**.*

2 Irregular adjectives

Some comparative adjectives are irregular:

adjective	<i>bad</i>	<i>good</i>	<i>far</i>	<i>well (= healthy)</i>
comparative adjective	<i>worse</i>	<i>better</i>	<i>further/farther</i>	<i>better</i>

*My exam results are **worse** than yours.*

*The Chinese restaurant is nice, but I think the food is **better** in the Italian one.*

*The flight to Seattle is longer because it's **further**.*

*Jenny is **better** than she was before the operation.* (healthier)

3 *more* and *less*

The opposite of *more* is *less*. We can use *less* with adjectives with two or more syllables:

*Gold is **more expensive** than silver.* (= Silver is **less expensive** than gold.)

*Books are **less exciting** than films.*

⚠ We don't use *less* with adjectives with only one syllable (e.g. *old, tall, nice, young*):

✗ *My mother is ~~less old~~ than my father.*

✓ *My mother is **younger** than my father.*

We can also use *not as + adjective + as* (e.g. *not as old as*) (► Unit 32.1).

⚠ We don't use *more* or *less* with an adjective that is already a comparative adjective:

✗ *People in Argentina are ~~more friendlier~~ than people here.*

✓ *People in Argentina are **friendlier** than people here.*

⚠ We don't use *more* with irregular adjectives:

✗ *I think television is ~~more good~~ than radio.*

✓ *I think television is **better** than radio.*

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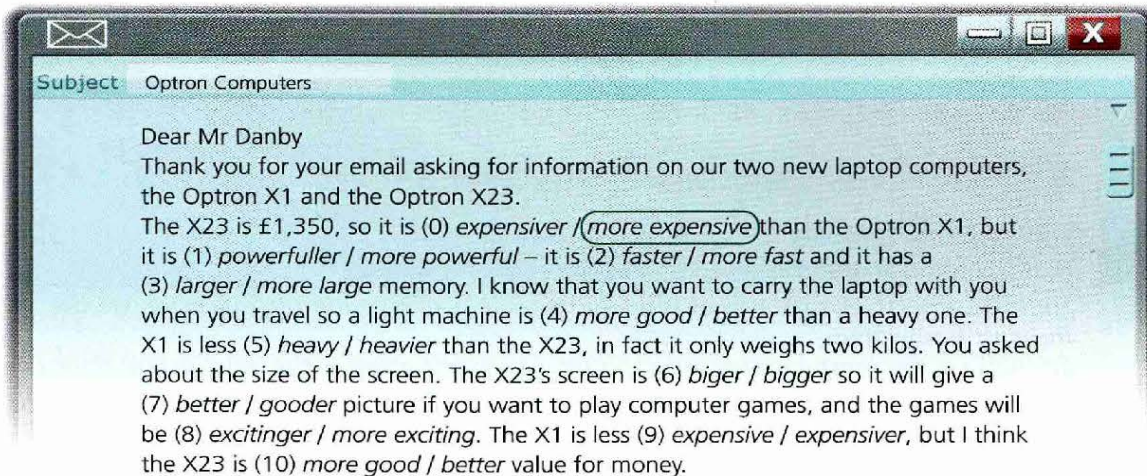
Practice

1 **GRAMMAR IN USE** Complete the conversation with the correct words and phrases from the box. **2.63** Listen and check.

better easier further more expensive nicer worse

- A Where shall we eat tonight? The Indian restaurant?
- B No, I think the Chinese place is (0) *better*.
- A I'm not sure. It's (1) and I haven't got much money.
- B Well, we can try the Italian place. It isn't expensive, and it's very nice.
- A Yes, I know it's nice, but the Indian restaurant is (2)
- B But it's not very close to us. It's (3) than the Italian restaurant – on the other side of town. What about the burger place near the library?
- A Oh, no. That place is terrible. It's (4) than the others in every way!
- B It's really difficult to decide! I know – let's stay at home and phone for a pizza.
- A Great. That's (5) than going out. We can eat in front of the TV and watch a DVD.

2 **GRAMMAR IN USE** Choose the correct words in *italics* in the email.



3 Find the grammar mistakes in each sentence and correct them. **2.64** Listen and check.

- 0 New York is bigger ~~of~~ Rome. *than*
- 1 The River Nile is more long than the River Thames.
- 2 Meat is less healthier than vegetables.
- 3 Which is more worse – cold weather or rainy weather?
- 4 Leather shoes are more good than plastic shoes.
- 5 It's more warmer in Spain than in England.
- 6 Life in the countryside is less excitinger than life in the city.
- 7 People say TV programmes are badder than they used to be.
- 8 I think Sally is more nicer than her husband.
- 9 Which is more far from London – Moscow or New York?
- 10 Harry took some medicine so he feels weller now.

HANDOUT 21

Reducing errors in memory

Sleep may reduce mistakes in memory, according to a first-of-its-kind study led by a scientist at Michigan State University.

The findings, which appear in the September issue of the journal *Learning memory*, have practical implications for many people, from students doing multiple choice tests to elderly people confusing their medicine, says Kimberly Fenn, principal investigator and assistant professor of psychology.

‘it’s easy to muddle things in your mind,’ Fenn says. ‘This research suggests that after sleep, you’re better be able to pick out the incorrect parts of that memory.’ Fenn colleagues from the University in St Louise studied the presence of incorrect or false memory in groups of college students. While previous research has shown that sleep improves memory, this study is the first one that looks at errors in memory, she said.

Study participants were ‘trained’ by being shown or listening to lists of words. Then, twelve hours later, they were shown individual words and asked to identify which words they had seen or heard in the earlier sessions. One group of students was trained at 10 a.m. and tested at 10 p.m. after the course of a normal sleepless day. Another group was trained at night and tested twelve hours later in the morning, after about six hours of sleep. Three experiments were conducted. In each experiment, the result showed that students who had slept did not have as many problems with false memory and chose fewer incorrect words.

How does sleep help? The answer isn’t known, Fenn said, but she suspects it may be due to sleep strengthening the source of the memory. The source, or context in which the information is acquired, is a vital element of the memory process. In other words, it may be easier to remember something if you can also remember where you first heard or saw it. Or perhaps the people who didn’t sleep as much during the study received so much other information during the day that this affected their memory ability, Fenn said.

Further research is needed, she said, adding that she plans to study different population groups, particularly the elderly. ‘We know older individuals generally have worse memory performance than younger individuals. We also know from other research that elderly individuals tend to be more prone to false memories,’ Fenn said. ‘Given the work we’ve done, it’s possible that sleep may actually help them to reject this false information. And potentially this could help to improve their quality of life.’

Adapted from Michigan State University News

Questions 1-5

- Complete the summary using the list of the words and phrases, A-J below.

Fenn's Memory Experiments

The groups in the study saw or heard lists of words at **1**..... Times of the day. After **2**..... hours, the groups tried to identify these words correctly in a test. Before the test, one group had **3**..... Sleep and chose the words in the evening. The other group had their test in the morning.

In three experiments, the results were **4**.....: the groups that had slept during the experiment remembered **5**..... Words correctly than the other groups.

A more	F ten
B complex	G different
C 12	H no
D six	I fewer
E less	J the same

HANDOUT 22

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that liking your job is more important than how much money you earn while others think that your salary is more important than how much you like your job. Compare the two views and give your opinion.

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

You should write at least 250 words.

HANDOUT 23

In the IELTS Speaking test you can use *and*, *so*, *or*, *but* and *because* to explain your answer.

Read the examiners' questions and choose the correct words to complete the students' answers.

And because but or so

1. **Examiner:** Generally students and young people, what do they like to do?

Student: Activities like playing music and sport, _____ learning a language
_____ nowadays language is very important.

2. **Examiner:** What do you like most about your hometown?

Student: The thing I like most about my hometown is the beach. There are lots of beaches
_____, in summer, a lot of people go to the beach.

3. **Examiner:** Do you spend much time in places where there are a lot of trees and plants?

Student: Yes of course, _____ I need to relax after studying. I usually go somewhere
afterwards to relax. _____ I spend time in the garden with my friends.

4. **Examiner:** What do you like doing in your free time?

Student: Well, I usually play the harmonica in the park, _____ now, in winter, it's
too cold.

5. **Examiner:** Is your hometown a popular place for tourists?

Student: Yes, _____ my hometown is in the south of South Korea. It's the hottest
city in South Korea _____ lots of people come to enjoy the nice weather.

➤ **Match the two halves to complete the sentences.**

because I forgot my camera. because she says I make a mess in the kitchen.
or I run in the park. but I can play the piano. so I always buy him a book for his birthday.
and cooking or playing computer games? and both my parents love gardening.

1. I like to exercise each day. I either go swimming	
2. I didn't take any photos on holiday	
3. My father likes reading,	
4. My sister's favourite hobbies are listening to music	
5. I can't play the guitar	
6. We have a really big garden	
7. Do you prefer watching TV	
8. My mother doesn't like it when I cook	

