

UNIT 1

HANDOUT 1

Exercise 1

In this unit, you will answer IELTS Reading short answer questions and read a text called 'How our sweet tooth is hurting us'.

Before you read the text, look at the statements. Do you think that they are True or False? Choose your answers.

1. The expression *to have a sweet tooth* means *to like eating sweet foods, especially sweets and chocolate*.
 - True
 - False
2. In 18th-century Europe, more poor people than rich people lost their teeth because of sugar.
 - True
 - False
3. If you drink a typical can of soda, you'll consume about 10 sugar cubes.
 - True
 - False
4. In general, children in the USA consume a lot more sugar than their parents.
 - True
 - False
5. It is now possible to order chocolate-covered insects online.
 - True
 - False

Exercise 2

Before you try to answer IELTS Reading short answer questions, it is a good idea to quickly read the text so that you understand what it is about.

Quickly read the text. Then answer the questions .

How our sweet tooth is hurting us

Over the last three centuries, the amount of sugar in the Western diet has continued to rise. Back at the start of the 18th century, a typical English family consumed less than 2 kg of sugar per year. By the end of that century, that amount had risen 400%. Compare that to the 40 kg that people now consume annually in the USA. In Germany, the second-most sugar-loving nation in the world, people eat roughly 103 grams on average per day. In the Netherlands, the country with the third-biggest sweet tooth, people eat 102.5 grams. Of course, there are some countries in the world where sweet food is less popular: in India, people eat only about 5 grams per day on average; in Indonesia, it's 14.5 grams; and in China, it's just under 16 grams. If you're not sure what 40 kg looks like, it means that the average person in the USA now eats approximately 22 teaspoons of sugar a day. The recommended limit, suggested by researchers from the World Health Organisation, is no more than 8 if you want to stay healthy, but just one can of soda contains around 10.

It is common knowledge that many drinks, in bottles or canned, contain a lot of sugar. Although advertisements say that they are 'energy-giving', professional athletes and sportsmen and women usually stay away from them. It is teenagers that are their greatest consumers. And – although advertisers promise that these drinks will make people feel energetic and active – because of the type of chemicals they have, once a person has drunk all the soda, they simply feel hungry instead. However, sugar is also in products that many shoppers find surprising, for example, cereal, which actually has a lot. Because they believe it is a healthy kind of food, parents buy it for their children's breakfast.

A large part of the problem, according to nutritionists, is that people find it hard to understand the labels on the back of food products. Nutritionists think this should be a lot easier for them. But at the moment, manufacturers don't have to write 'sugar' on them, but can use words like 'corn syrup' or 'dextran', which can result in confusion for consumers. But why should we be worried about our sugar consumption? Firstly, it is harmful to young children because it causes tooth decay; the pain from this can mean that children don't get the amount of sleep they need. As a result, they can't concentrate when they are in class. In this case, schools and governments have a duty to educate them about good and bad food choices. For adults, the problems increase. Eating too much sugar makes people quickly gain weight, it affects the heart and liver, and can lead to diabetes.

Which of the ideas in sentences 1–5 are mentioned in the text on page 1? Choose Yes or No.
Read the text on page 1 again if you need to.

1. The increase in the amount of sugar we eat.
 - Yes
 - No

2. The places in the supermarket where you can find sugary products.
 - Yes
 - No

3. The way that advertising sugary products has changed.
 - Yes
 - No

4. The health problems that sugar causes in children.
 - Yes
 - No

5. The health problems that sugar causes in adults.
 - Yes
 - No

Exercise 3

In many IELTS Reading texts, you often see information or opinions given by different people.

Match the people with the definitions.

Advertiser	consumer	manufacturer	nutritionist	researcher
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1. a person or company that makes a product:	
2. a person who buys or uses a product:	
3. a person who studies a subject carefully:	
4. a person who gives advice about healthy eating:	
5. a person who makes commercials to sell a product:	

Exercise 4

Who do you think might say the following things? Match the people with the statements.

In IELTS Reading texts, you need to identify and understand opinions and ideas. To help you do this, think about **who** is giving their opinion or idea.

Advertiser	consumer	manufacturer	nutritionist	researcher
1. 'My report studies the effects of sugar on the health of people aged 15–24 in the USA.'				
2. 'Feeling tired? New <i>Choco-nut</i> breakfast cereal will give you all the energy you need!'				
3. 'There are ten sugar cubes in every can of soda so you shouldn't drink soda every day.'				
4. 'Our factory sells 50% more sugar today than 50 years ago.'				
5. 'I know sugar is bad for me, but I usually eat two bars of chocolate every day.'				

Exercise 5

Read the information. Then match the words in bold with the phrases that have a similar meaning. Use the phrases in the box.

In any IELTS Reading task, it is important that you can recognise examples of *synonyms* and *paraphrasing*.

Example:

If the phrase 'too much sugar made him **ill**' is in a question or option, you should look for phrases or words with a similar meaning in the text, e.g. 'he became **unwell** as a result of the sugar' or 'he felt **sick** because of the sugar' (*ill, sick* and *unwell* all have a similar meaning).

Recommend that you stay away from not clear consume harmful to
was unexpected

1. Sugar can be very bad for children.	
2. My doctor said I was eating the wrong foods, which surprised me .	
3. We should buy and eat healthier food that doesn't have a lot of sugar .	
4. I try to avoid chocolate when I'm hungry because it's not very healthy.	
5. I think you should go on a diet.	
6. A lot of information about good sugar and bad sugar is hard to understand .	

Exercise 6

Read the information. Then look at the questions. Select the key words that show you the type of information you need to look for. The numbers in brackets at the end of each question show you how many selections you need to make.

Before you begin to look for the exact answers in the IELTS Reading text, it's important to think about the *type* of information you need to look for and quickly find paragraphs which contain that information. For example, if the key word in the question is 'country' you need to quickly read through the text to find a paragraph that contains places and countries.

1. Which country consumes the least sugar per person? (3 selections)
2. What is the maximum recommended number of teaspoons of sugar that a person should consume a day? (4 selections)
3. Which group of people drink more sugary drinks than anyone else? (3 selections)
4. How do people really feel after finishing sugary drinks? (3 selections)
5. Which food product has an unexpected amount of sugar? (3 selections)
6. What do nutritionists want to be clearer for consumers? (3 selections)
7. What may decrease as a result of tooth decay in children? (3 selections)

Exercise 7

Read the information. Then read the questions. Use the words and phrases in bold to help you work out the correct answers.

Note that the answers do not relate to the reading text. Focus on the language, not the content.

In short answer questions, it's also important to understand whether you need to write a **noun** or an **adjective**, and whether the noun should be **plural** or **singular**. For example:

*How do advertisers say you **feel** after finishing sugary drinks?*

×energise ×energu **Penergetic**

Energetic is the correct answer because it is an adjective, describing how people **feel**.

Energise is a verb and **energy** is a noun and so these words cannot be the ones you need.

1. What is the maximum recommended **number** of teaspoons of sugar that a person should consume a day? 9/a few/a lot of
2. Which **group of people** drink more sugary drinks than anyone else?
Students/studies/student
3. How do people really **feel** after finishing sugary drinks? Happiness/exciting/excited
4. Which **food product** has an unexpected amount of sugar? Cheese/dinner/emonade
5. What do nutritionists want to be **clearer for consumers**? Information/instructions/notice
6. What may **decrease** as a result of tooth decay in children? Concentration/daily/clean

Exercise 8

Read the information. Then match the paraphrases and synonyms in the box with the phrases. The first one has been done for you.

Remember that the wording in the IELTS Reading short answer questions will be different from the words used in the text.

Looking for paraphrases or synonyms can help you to find the answers more easily.

The phrases on the left are taken from the short answer questions. The paraphrases in the box are taken from the reading text.

this can mean that greatest consumers recommended limit which actually has a lot
 think this should be a lot easier for them soda

1. the least sugar	sweet food is less popular
2. maximum recommended number	
3. group of people drink more	
4. sugary drink(s)	
5. unexpected amount of sugar	
6. want to be clearer for consumers	
7. as a result of	

Exercise 9

Answer the questions.

Choose **ONE WORD OR A NUMBER** from the passage for each answer.

How our sweet tooth is hurting us

Over the last three centuries, the amount of sugar in the Western diet has continued to rise. Back at the start of the 18th century, a typical English family consumed less than 2 kg of sugar per year. By the end of that century, that amount had risen 400%. Compare that to the 40 kg that people now consume annually in the USA. In Germany, the second-most sugar-loving nation in the world, people eat roughly 103 grams on average per day. In the Netherlands, the country with the third-biggest sweet tooth, people eat 102.5 grams. Of course, there are some countries in the world where sweet food is less popular: in India, people eat only about 5 grams per day on average; in Indonesia, it's 14.5 grams; and in China, it's just under 16 grams. If you're not sure what 40 kg looks like, it means that the average person in the USA now eats approximately 22 teaspoons of sugar a day. The recommended limit, suggested by researchers from the World Health Organisation, is no more than 8 if you want to stay healthy, but just one can of soda contains around 10.

It is common knowledge that many drinks, in bottles or canned, contain a lot of sugar. Although advertisements say that they are 'energy-giving', professional athletes and sportsmen and women usually stay away from them. It is teenagers that are their greatest consumers. And – although advertisers promise that these drinks will make people feel energetic and active – because of the type of chemicals they have, once a person has drunk all the soda, they simply feel hungry instead. However, sugar is also in products that many shoppers find surprising, for example, cereal, which actually has a lot. Because they believe it is a healthy kind of food, parents buy it for their children's breakfast.

A large part of the problem, according to nutritionists, is that people find it hard to understand the labels on the back of food products. Nutritionists think this should be a lot easier for them. But at the moment, manufacturers don't have to write 'sugar' on them, but can use words like 'corn syrup' or 'dextran', which can result in confusion for consumers. But why should we be worried about our sugar consumption? Firstly, it is harmful to young children because it causes tooth decay; the pain from this can mean that children don't get the amount of sleep they need. As a result, they can't concentrate when they are in class. In this case, schools and governments have a duty to educate them about good and bad food choices. For adults, the problems increase. Eating too much sugar makes people quickly gain weight, it affects the heart and liver, and can lead to diabetes.

1. Which country consumes the least sugar per person? _____
2. What is the maximum recommended number of teaspoons of sugar that a person should consume a day? _____
3. Which group of people drink more sugary drinks than anyone else? _____
4. How do people really feel after finishing sugary drinks? _____
5. Which food product has an unexpected amount of sugar? _____
6. What do nutritionists want to be clearer for consumers? _____
7. What may decrease as a result of tooth decay in children? _____

HANDOUT 2

Passive forms

MODULE

17

Before you start

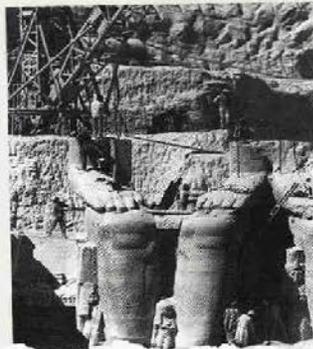
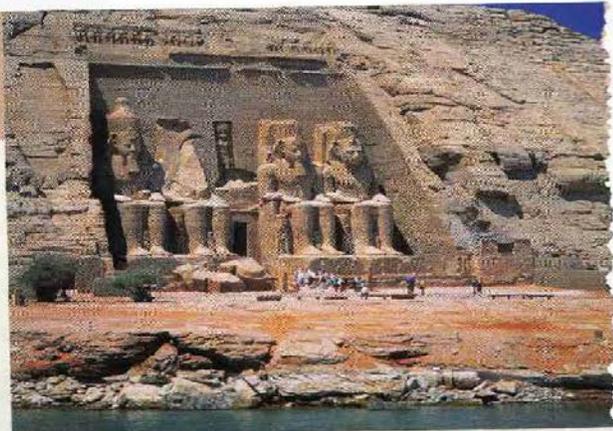
- 1 Read the magazine article. Look at the **highlighted** grammar examples.

ABU SIMBEL

THE TEMPLE OF ABU SIMBEL is more than three thousand years old. The king of Egypt, Ramesses II, **had the temple built** in 1265 BC after he won a battle. The huge building was cut from the side of a mountain next to the River Nile.

For many centuries the temple **was buried** under sand until it **was discovered by Europeans** in 1813. In the 1960s the river water around the temple began to rise. People

thought it might flood the temple. So in 1964 the United Nations Educational, Scientific and Cultural Organisation (UNESCO) started a project to save the temple. A team of international engineers was formed. The engineers **had the building cut into small pieces by local workers**. Then the stone pieces **were taken** to a new place



high above the river and they were put into position.

Now the pieces of stone **have been joined** together and the temple **has been saved** from the rising water. Today it **can be visited** by anybody who is interested in Ancient Egypt and the amazing achievements of modern engineering.

- 2 Now read the sentences. Choose the correct words in *italics*. The **highlighted** grammar examples will help you.

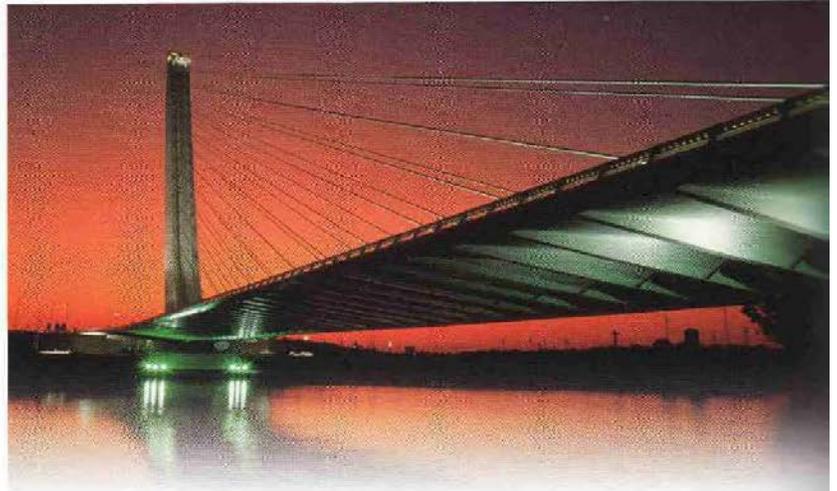
- | | |
|---|-----------|
| 1 The Taj Mahal was <i>built</i> / <i>building</i> in the eighteenth century. | ➤ Unit 96 |
| 2 Those old leather suitcases <i>was</i> / <i>were</i> used by my grandparents. | ➤ Unit 96 |
| 3 The telephone was invented <i>of</i> / <i>by</i> Alexander Graham Bell in 1876. | ➤ Unit 96 |
| 4 My mobile phone <i>has</i> / <i>have</i> been stolen from my bag. | ➤ Unit 97 |
| 5 For some reason all my emails have <i>sent</i> / <i>been sent</i> back. | ➤ Unit 97 |
| 6 This watch <i>can using</i> / <i>be used</i> in water. | ➤ Unit 97 |
| 7 Michael <i>had</i> / <i>made</i> his camera repaired last week. | ➤ Unit 98 |
| 8 He had it <i>repaired by the mechanic</i> / <i>by the mechanic repaired</i> . | ➤ Unit 98 |

- 3 Check your answers below. Then go to the unit for more information and practice.

1 built 2 were 3 by 4 has 5 been sent 6 be used 7 had 8 repaired by the mechanic

96 The passive (1)

Santiago Calatrava designed the Alamillo Bridge in Seville. It was opened in 1992.



1 Present simple and past simple

We make the passive of the present and past simple with *is/are/was/were* + the past participle. The object of an active sentence becomes the subject of the passive sentence:

*They **opened** the bridge in 1992.* (active, *bridge* = the object)

*The bridge **was opened** in 1992.* (passive, *bridge* = the subject)

	ACTIVE	PASSIVE
present simple	<i>We make cheese from milk.</i> <i>The farmer grows wheat crops in this field.</i> <i>We don't allow children in the restaurant.</i> <i>Does anyone ever wash these windows?</i>	<i>Cheese is made from milk.</i> <i>Wheat crops are grown in this field.</i> <i>Children aren't allowed in the restaurant.</i> <i>Are these windows ever washed?</i>
past simple	<i>Europeans found the temple in 1813.</i> <i>They didn't open the bridge until 1992.</i> <i>Did the postman deliver the letters yesterday?</i> <i>When did they discover it?</i>	<i>The temple was found in 1813.</i> <i>The bridge wasn't opened until 1992.</i> <i>Were the letters delivered yesterday?</i> <i>When was it discovered?</i>

⚠ We don't make passives from verbs that don't have objects (e.g. *come, arrive, happen, wait*):
 ✗ *I was grown up in a small village.* ✓ *I grew up in a small village.*

⚠ *Born* is always passive:
 ✗ *My brother born in 1995.* ✓ *My brother was born in 1995.*

2 Use

We usually use an active verb when we are interested in the person who does the action:
*Santiago Calatrava **designed** the Alamillo Bridge.*

We use a passive verb

- when we are more interested in the action than the person who did it:
*The bridge **was opened** in 1992.*
- when we don't know the person:
*Julia's handbag **was stolen**. (We don't know who stole it.)*
- when the action is a law or rule:
*Smoking **is not allowed** in this building.*

3 Passive + *by*

We can say:

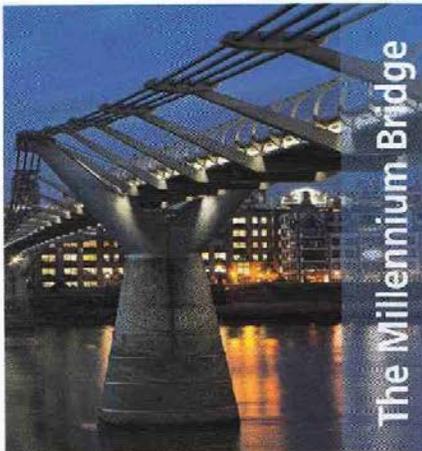
*Santiago Calatrava **designed** the bridge.* or *The bridge **was designed** by Santiago Calatrava.*

Practice

1 Write the sentences and questions again. Use passive forms only. 4.39 Listen and check.

- A I'd like to ask you some questions about the house I'm renting from Mr and Mrs Garcia this summer.
- B OK.
- A Do the owners heat the swimming pool? 0 *Is the swimming pool heated*
- B No, they don't heat it. 1 No,
- A How often does the maid clean the bedrooms? 2 How often
- B She cleans them every day. 3 The bedrooms
- A Do you include meals in the rent? 4
- B No, we don't include them. 5 No, meals
- A When did they build the house? 6 When
- B They built it four years ago. 7 It
- A Did the owners sign the agreement on Friday? 8
- B No, they didn't sign the agreement. 9 No, it
- A But I paid the deposit on time! 10 But the deposit

2 GRAMMAR IN USE Choose the correct words in *italics* in the article. 4.40 Listen and check.



The Millennium Bridge

THIS IS THE FAMOUS MILLENNIUM BRIDGE which (0) *crosses* is crossed the River Thames in London. Every day the bridge (1) *be / is* used by thousands of people. Many of them do not know that when the bridge first opened, there was a serious problem and it (2) *was / were* closed again for almost two years.

The bridge was designed (3) *by / from* the famous British architect, Sir Norman Foster. It (4) *opened / was opened* by Queen Elizabeth II on 9 May 2000 but members of the public were only allowed to use the bridge on 10 June. Over 90,000 people (5) *were used / used* the bridge on that first day. All the people walking on the bridge (6) *made / was made* it move slowly from side to side. It was a strange experience and some of the people were very frightened. The next day the same thing (7) *happened / was happened* again, so the bridge was (8) *closed / closing* until they fixed the problem.

3 Complete the second sentence so it means the same as the first. Use one, two or three words.

- 0 They make cars there. Cars *are made there*
- 1 Tommy Hilfiger designed her dress. Her dress Tommy Hilfiger.
- 2 Somebody stole my dictionary yesterday. My dictionary
- 3 She cleans the windows once a week. The windows once a week.
- 4 They didn't accept your offer. Your offer
- 5 The teacher doesn't mark our homework every day. Our homework every day.

HANDOUT 3 Family collocations

Let's begin our study of collocations by learning some common expressions about the family. Your parents and siblings (brothers and sisters) are your **immediate family** – and your **extended family** includes all your relatives – uncles, cousins, great-aunts, etc.

You can use a **family tree** to diagram the relationships among your **family members**. A person who is related to you by a long series of connections can be called a **distant relative**. If you're lucky, you have a **loving family** or a **close-knit family** – these expressions refer to a family that has good relationships, where everyone loves each other and helps each other. If you were raised in a loving family, then you probably had a **carefree childhood** – that means you had nothing to worry about when you were young. On the other hand, a family in which the relationships are bad or unhealthy can be called a **dysfunctional family**. If the children experience abuse, poverty, or problems with the law, we can say they had a **troubled childhood**.

Perhaps the parents went through a **bitter divorce** – that means a separation in which there were bad/angry feelings between the husband and wife. It's also possible to have a **messy divorce**, with a prolonged legal battle involving lots of conflicts about the separation of the former couple's assets (money and possessions). The decisions about the separation of assets are made in the **divorce settlement**. A family in which there are divorces or separations is sometimes called a **broken home**. Sometimes the mother and father fight over **custody of the children** – that refers to who has the primary responsibility of caring for the kids. A judge can **grant joint custody** – that means the ex-husband and ex-wife share the responsibility – or **sole custody** to only one parent. For example, a judge might **award sole custody** to the mother, and the father has to **pay child support** – regular payments to help with expenses for the kids. If it was a **mutual divorce/separation** – that means the ex-husband and ex-wife agreed to separate without fighting

– then they will probably stay **on good terms with each other** (meaning to have a polite relationship without conflicts).

If a woman **gets pregnant** without being married or in a relationship, then she will become a **single mother**. Some women in this situation choose to **have an abortion**, and others prefer to **give the baby up for adoption**. The time when the baby is planned to arrive is called the **due date** – you can also say the **baby is due** in mid-October, for example.

After the woman **has the baby** (or **gives birth** to the baby), the baby is given to the **adoptive parents**, who will **raise the child** or **bring up the child** as if it was their own. Sometimes, when the **adopted child** is older, he or she tries to find their **birth mother** (biological mother).

Quiz

Circle the best word to complete each sentence:

1. A friend of mine **gave / took / went** birth to her son at home with the help of a nurse.
2. A number of the kids in my classroom come from **broken / damaged / hurt** homes.
3. After a **hostile / cruel / bitter** divorce from his wife of 20 years, the actor married a woman young enough to be his daughter.
4. I see my **excepted / expanded / extended** family once a year, during our annual family vacation.
5. I was raised in a very **joyful / loving / tender** family, in which everyone helped each other.
6. I was **created / grown / raised** by my grandparents after my parents passed away.
7. I'm on good **friends / relations / terms** with all my former boyfriends.
8. John had a **carefree / careful / careless** childhood, growing up with happily married parents and three brothers.
9. Many women regret **giving / having / taking** an abortion years afterwards.
10. My aunt's going through a **messy / sloppy / untidy** divorce; she's paying a fortune in legal fees.
11. My husband doesn't get along with a few of my family **people / individuals / members**.
12. Although my salary is low, I get child **assistance / provision / support** from my ex-husband.
13. My sister **got / had / made** pregnant immediately after she got married.
14. My son is making a diagram of our family **roots / tree / web** for a school project.
15. My wife is pregnant with twins. They're **come / due / here** in February.
16. Sally was granted sole **custody / guardian / keeping** of the children from her first marriage.
17. Teenagers who had a **distressed / troubled / worsened** childhood often have behavior problems in school.
18. The celebrity wrote a book about his **debilitated / defective / dysfunctional** family.
19. The divorce **contract / reimbursement / settlement** awarded the wife \$500,000.
20. There are four people in my **close / immediate / neighboring** family.
21. They have three biological children and two **adopted / adoptive / adopting** children.

HANDOUT 4

Exercise 1

In IELTS Speaking Part 2 you will be given a task card on a particular topic. Watch the video. Then choose the correct options to complete the sentences.

<ol style="list-style-type: none"> 1. The examiner says that he will give the candidate a <u>topic/booklet</u> . 2. The examiner says that the candidate should talk for <u>one minute /one to two minutes</u> 3. The candidate has <u>one minute/one to two minutes</u> to make some notes. 4. The examiner gives the candidate <u>some paper/a booklet</u> for making notes. 5. The candidate <u>should /shouldn't</u> write anything in the booklet. 	 play.MP4
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Exercise 2

In IELTS Speaking Part 2 you have one minute to make some notes.

Read the task card. Then match the points on the task card with the student's notes. Use the notes in the box.

Describe a person who you really like.

You should say:

who the person is

when and where you first met that person

what type of personality he / she has

and explain why you really like that person.

after he saw me on TV	he's like a member of my family	lovely
message on Facebook, then met up	my boyfriend, Danny	

1. <i>Who</i> the person is:	
2. <i>When</i> I met him:	
3. <i>Where</i> I met him:	
4. <i>What</i> type of personality he has:	
5. <i>Why</i> I like him:	

Exercise 3

In IELTS Speaking Part 2 you should use your notes to help you make full sentences when you speak.

Read the task card and the notes the student made. Watch the video. Then complete the student's answers using three words in each gap.

- Who the person is: *my boyfriend, Danny*
- When I met him: *after he saw me on TV*
- Where I met him: *on Facebook, then met up*
- What type of personality he has: *lovely*
- Why I like him: *he's like a member of my family*

<p>1. ... The person who I'll describe is my boyfriend. _____ Danny.</p> <p>2. ... a television station ... asked me if I wanted to do an interview, and _____ me on the television.</p> <p>3. He wrote _____ on Facebook, ... and then we met.</p> <p>4. He _____ lovely person.</p> <p>5. ... we've been together for three years, and he's _____ family ...</p>	 play.MP4
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Exercise 4

Watch the video of the student giving examples. Then complete the text with the words she uses.

In IELTS Speaking Part 2, try to explain your answers by giving examples.

<p>He's a very lovely person. He's not _____ my boyfriend, he's my _____ friend. And when, for _____, when I'm very _____, he's there for me. He _____ about me.</p>	 play.MP4
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Exercise 5

Read the task card. Match the student's notes with the points on the task card. Then watch the video and check your answers.

<p>Describe a person who you really like.</p> <p>You should say: who the person is when and where you first met that person what type of personality he / she has and explain why you really like that person.</p>	 play.MP4
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Supportive	My friend, Ahmed.	He is like my brother.
	We were aged 5 and 6.	At school

1. <i>Who</i> the person is:	
2. <i>When</i> I met him:	
3. <i>Where</i> I met him:	
4. <i>What</i> type of personality he has:	
5. <i>Why</i> I like him:	

Exercise 6

Read the task card and the student's notes. Then watch the video and check your answers.

<p>Describe a person who you really like.</p> <p>You should say: who the person is: <i>my friend, Ahmed</i> when and where you first met that person: <i>aged 5 & 6, at school</i> what type of personality he / she has: <i>supportive</i> and explain why you really like that person: <i>he is like my brother</i></p>	 play.MP4
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Exercise 7

Read the task card. Then put the words and phrases in the correct columns.

Describe a person who you really like.

You should say:

who the person is

when and where you first met that person

what type of personality he / she has

and explain why you really like that person.

he / she is lovely	on holiday	he / she is kind	three years ago
my boyfriend	my best friend	at school	I was 15 years old

Who	When we met

Where we met	Why I like this person

Exercise 8

You are going to do IELTS Speaking Part 2. You will need some paper and a pencil.

Describe a person who you really like.

You should say:

who the person is

when and where you first met that person

what type of personality he / she has

and explain why you really like that person.

HANDOUT 5

The life of the European bee-eater

A brilliant movement of color as it catches its food in the air, the European bee-eater moves between three continents.

True to their name, bee-eaters eat bees (though their diet includes just about any flying insect). When the bird catches a bee, it returns to its tree to get rid of the bee's poison, which it does very efficiently. It hits the insect's head on one side of the branch, then rubs its body on the other. The rubbing makes its prey harmless.

European bee-eater (*Merops apiaster*) form families that breed in the spring and summer across an area that extends from Spain to Kazakhstan. Farmland and river valleys provide huge numbers of insects. Flocks of bee-eater follow tractors as they work fields. When the birds come upon a beehive, they eat well—a researcher once found a hundred bees in the stomach of a bee-eater near a hive.

European bees pass the winter by sleeping in their hives, which cuts off the bee-eater's main source of food. So, in late summer, bee-eaters begin a long, dangerous journey.

Massive flocks from Spain, France and northern Italy cross the Sahara desert to their wintering grounds in West Africa. Bee-eaters from Hungary and other parts of Central and Eastern Europe cross the Mediterranean Sea and Arabian Desert to winter in southern Africa. 'It's an extremely risky stratagem, this migration,' says C. Hilary Fry, a British ornithologist who has studied European bee-eaters for more than 45 years. 'At least 30 percent of the birds will be killed by predators before they make it back to Europe the following spring.'

In April, they return to Europe. Birds build nests by digging tunnels in riverbanks. They work for up to 20 days. By the end of the job, they've moved 15 to 26 pounds of soil—more than 80 times their weight.

The nesting season is a time when families help each other, and sons or uncles help feed their father's or brother's chicks as soon as they come out of their eggs. The helpers benefit, too: parents with helpers can provide more food for chicks to continue the family line.

It's a short, spectacular life. European bee-eaters live for five to six years. The difficulties of migration and avoiding predators along the way affect every bird. Bee-eaters today also find it harder to find food, as there are fewer insects around as a result of pesticides. Breeding sites are also disappearing, as rivers are turned into concrete-walled canals.

By Bruce Barcott, National Geographic magazine, 2008

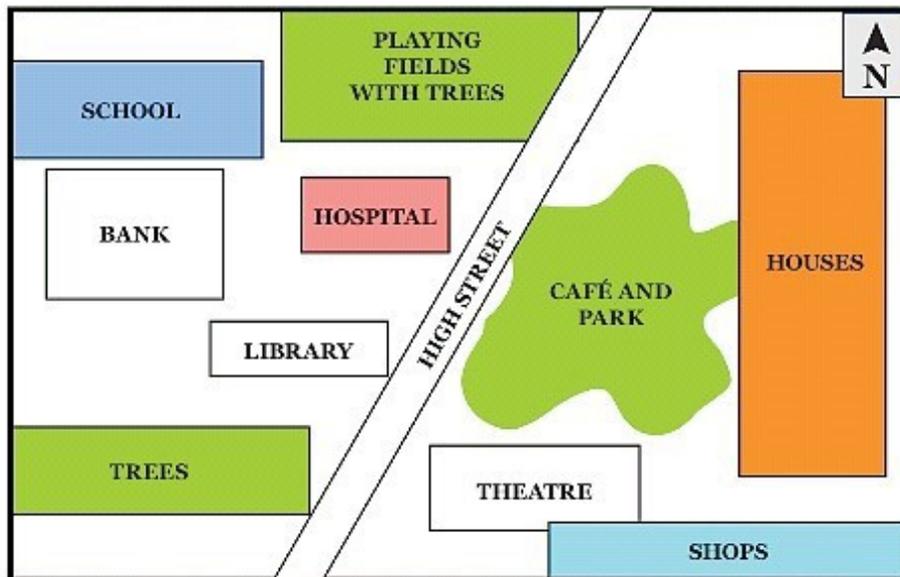
Questions 1-8

1. Bee-eater's prey are bees and other _____.
2. Bee-eaters need to remove the _____ from bees before eating them.
3. There is plenty of food for bee-eaters on agricultural land and in _____.
4. Bee-eaters migrate to spend the winter in different parts of _____.
5. Because of _____, almost one-third of bee-eaters do not survive migration.
6. Bee-eaters make nests in _____, which they build themselves.
7. When nesting, the _____ receive food from different family members.
8. One problem for bee-eaters is _____, which have reduced the amount of food available.

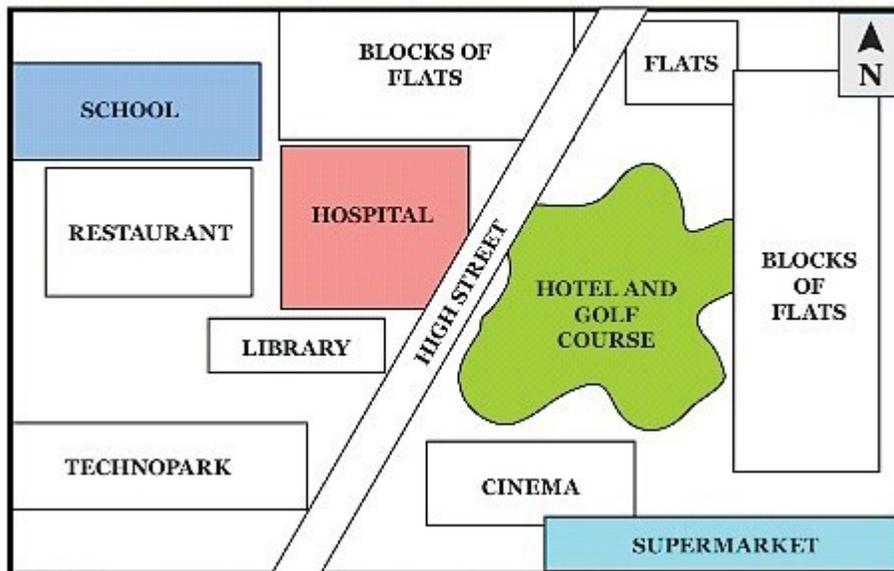
HANDOUT 6

The maps below show how an area called Fenton change from the year 1990.

Frenton 1990

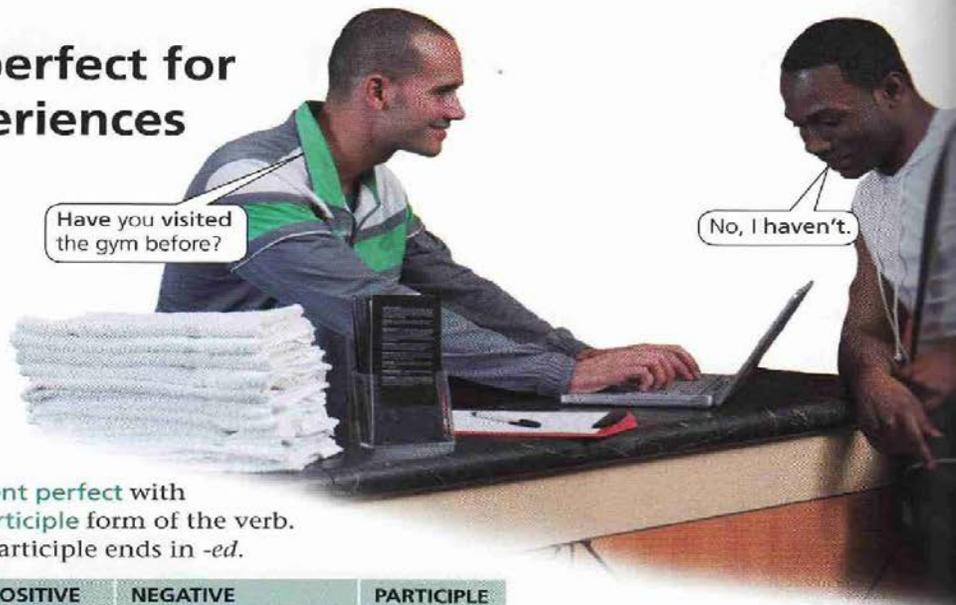


Frenton 2012



HANDOUT 7

50 Present perfect for past experiences



1 Form

We form the **present perfect** with **have** + the **past participle** form of the verb. The **regular** past participle ends in **-ed**.

SUBJECT	POSITIVE	NEGATIVE	PARTICIPLE
I/We/You/They	have ('ve)	have not (haven't)	finished.
He/She/It	has ('s)	has not (hasn't)	

Yes/No QUESTIONS		SHORT ANSWERS
Have	I/we/you/they finished?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it	Yes, he/she/it has. No, he/she/it hasn't.

Wh- QUESTIONS			
What	have	you	finished?
Where	has	she	worked?

Irregular past participles (e.g. *gone, stolen*) ► page 314

2 Use

We use the present perfect to talk about past experiences in our lives. It is not important when they happened:

*John **has worked** in several gyms. I've **travelled** a lot.*

We can use *before, once, twice, several times*, etc. to say how often:

*I **haven't visited** the gym **before** but I've **stayed** at this hotel **several times**.*

*My parents **have visited** the United States **once**.*

We often use *ever* to ask about past experiences. It means 'in your life':

*'Have you **ever** played golf?' 'Yes, **several times**.'*

*'Has she **ever** tasted Japanese food?' 'Only **once**.'*

We use *never* in negative sentences. It means 'not in your life':

*I've **never** played golf. She's **never** cooked Italian food.*

! We put *ever* and *never* BEFORE the past participle:

✗ *'Have you **stayed ever** in a Hilton Hotel?'*

✓ *'Have you **ever** **stayed** in a Hilton hotel?'*

✗ *'I've **stayed never** in any hotels!'*

✓ *'I've **never** **stayed** in any hotels!'*

3 Superlatives

We often use the present perfect with superlative adjectives (► Unit 31):

*That was **the best** food I've **ever** **tasted**!*

7

Practice All the past participles in these exercises are regular.

1 Choose the correct words in italics. 3.17 Listen and check.

- 0 I (*have*) / *has* worked in several different companies.
- 1 They haven't *live* / *lived* in the city before now.
- 2 Have you *played* / *play* baseball before?
- 3 'Have you finished your homework?' 'Yes, I *do* / *have*.'
- 4 We *have* / *did* watched all of Quentin Tarantino's films.
- 5 'Has Maria called the shop?' 'No, she *hasn't* / *haven't*.'
- 6 The cat *has* / *have* never tasted real steak before!

2 GRAMMAR IN USE Read the advertisement and the email. Then complete them with words from the box.

ever has Have have
haven't stayed visited

HOME to HOME

the special holiday experience

Have you (0) *ever* wanted to experience real Spanish life?
 (1) you always wanted to be more than a tourist in a hotel?

WELL, HOW ABOUT A HOUSE EXCHANGE?

We organise exchanges of two to four weeks – you live in a Spanish family house here in Spain, and the Spanish family lives in your house in the UK.
Contact us for more information.

✉

Subject House exchange

Dear Sir / Madam

I'm writing about your advert for a 'house exchange'. My family and I have (2) Spain on holiday many times but we've only (3) in hotels before so we (4) experienced 'real Spanish life'. We would like a house for four weeks in the south of Spain. My daughter is learning Spanish at school but she (5) never talked to Spanish people, so four weeks in the country will be perfect for her.

We (6) never invited other people to live in our house, so could you tell me ...

3 Write the words in the correct order to make questions. Then write true answers.

- 3.18 Listen and check.
- 0 you visited Have another country ever ?
Have you ever visited another country? Yes, I have. I've visited the USA.
 - 1 Have worked ever in a shop you ?

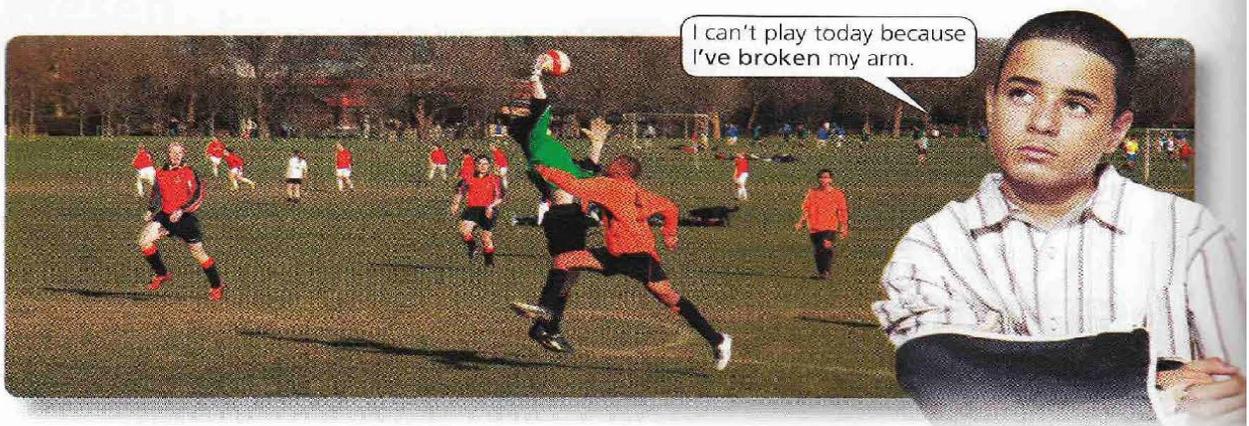
 - 2 watched ever film the best you have What's ?

 - 3 your parents Have lived in a foreign country ever ?

 - 4 ever you stayed in Have a luxury hotel ?

 - 5 you the most interesting What's tasted have food ever ?

51 Present perfect with present results



1 Form

	REGULAR VERBS			IRREGULAR VERBS			
infinitive	visit	play	want	break	come	eat	have
past participle	visited	played	wanted	broken	come	eaten	had

Past participles are either regular (infinitive + *-ed*) or irregular.

Spelling rules ► page 316 Irregular past participles ► page 314

2 Use

We use the present perfect

- to talk about things that happened a short time ago and that have a result now:
I've broken my leg. (It's broken now.)
Your sister has arrived. (She's here now.)
The post has come. (There's a letter for you.)
They've gone out. (They aren't here.)

With the past simple, the results are also in the past:

I broke my leg last year and didn't play football from August to October.
My sister arrived late and missed the beginning of the film.

- to introduce new information:
'Julian has passed his driving test.' 'Oh, that's good news!'
The US President has arrived in London.

When we give more details about these events, we use the past simple:

Julian has passed his driving test. He took it yesterday.
The US President has arrived in London. He flew here from Washington last night.

3 been and gone

Been is the past participle of *be*. *Gone* is the past participle of *go*:

I've been tired all day. (And I'm still tired now.)
Fran has gone to the doctor's. (And she's still there now.)



But we use *been* as the past participle of *go* when it means 'has gone and come back':

My parents have been to New Zealand. (They have visited it in the past and have returned.)
My parents have gone to New Zealand on holiday. (They are there now.)

Practice

1 Write the past participles of these verbs. Use the list on page 314 to help you.

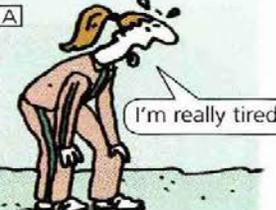
- 0 break *broken* 3 buy 6 eat 9 read
- 1 take 4 have 7 run 10 see
- 2 go 5 be 8 lose

2 Complete these conversations with participles from Exercise 1. 3.19 Listen and check.

- 0 A Hi, you look happy!
B Yes, we've just *been* on holiday. We had a great time!
- 1 A What's wrong with Jake? He wasn't at school today.
B Well, he's some bad food, I think. He feels ill and he's to bed!
- 2 A Jenny's unhappy because she's her bike.
B I know. Don't tell her yet, but I've her a new one.
- 3 A How good are your computer skills?
B Well, I've several lessons and I've two exams.
- 4 A Hi, Sam, it's me. Is something wrong? You weren't at the gym yesterday.
B Yes, I've my leg, I'm afraid.

3 Match the sentences with the pictures. Then complete them with the verbs in brackets ().

 3.20 Listen and check.

<p>A  I'm really tired!</p>	<p>B  I can't take the exam.</p>	<p>C  I feel sick.</p>	<p>D  Where is it?</p>
<p>0 I <i>'ve been</i> to the dentist. (go) <i>E</i></p> <p>1 Harry his arm. (break)</p> <p>2 Pat the door. (paint)</p> <p>3 I ten kilometres. (run)</p> <p>4 Louisa her pen. (lose)</p> <p>5 Alex too much! (eat)</p>	<p>E  My mouth hurts.</p>	<p>F  That looks better.</p>	

4 Write two sentences for each set of words below.

- 0 famous footballer / buy / a royal palace / pay £2 million for it
A famous footballer has bought a royal palace. He paid £2 million for it.
- 1 US President / arrive / in Moscow / plane / land / two hours ago
.....
- 2 TV star David Walliams / swim / English Channel for charity / take eleven hours
.....
- 3 J K Rowling / write / a new book / finish it / twenty-four hours ago
.....

HANDOUT 8

Exercise 1

In IELTS Speaking Part 2 it is a good idea to avoid repetition.

Read the task card, paying attention to the words in bold. Then match the words from the task card with words and phrases that have a similar meaning.

Describe a place where you had a **holiday** that you **enjoyed**.

You should **say**:

where the **place** was

when you went there and **how long** you **stayed**

what you did **while** you were there

and **explain why** you enjoyed having a holiday at that place.

length of time

the reason why

vacation

liked

during

location

visited

explain

1. holiday	
2. enjoyed	
3. say	
4. place	
5. how long	
6. stayed	
7. while	
8. explain why	

Exercise 2

Read the task card. Then watch the video of a student doing IELTS Speaking Part 2. The student makes some mistakes and uses the wrong tense in her answers. Correct the ten mistakes using the past simple form of the verbs.

You will get a maximum of 2 points per mistake (1 point for finding the correct part to change, 1 point for making the change correctly).

Describe a place where you had a holiday that you enjoyed.

You should say:

where the place was

when you went there and how long you stayed

what you did while you were there

and explain why you enjoyed having a holiday at that place.

1. I really want to go there.
2. We stay there for two or three days.
3. We travelling there and go around there and ... buy some local things.
(3 mistakes)
4. We have two days in a hotel.
5. It's quite a small hotel.
6. I really enjoy this holiday.
7. After that, we go around another city nearby ...
8. And then we go back to Beijing.



play.MP4

Exercise 3

Read the information. Then complete the sentences using the past simple forms of the verbs in brackets.

The past simple:

Positive form

subject + past simple verb + object

Example: *You enjoyed the holiday.*

Negative form

subject + *did not* + past simple verb + object

Example: *You did not (didn't) enjoy the holiday.*

Question form

Did + subject + past simple verb + object

Example: *Did you enjoy the holiday?*

1. Positive: In Greece, we _____ in the sea every day. (swim)
2. Negative: When I was in Los Angeles I _____ any hamburgers. (eat)
3. Positive: My friend _____ Portuguese when we were in Brazil. (speak)
4. Question: _____ the Colosseum when you were in Rome? (visit)
5. Question: _____ your bags at the hotel? (leave)
6. Positive: I _____ to visit the Fabergé Museum when I was in St. Petersburg.
(forget)
7. Question: _____ your camera in my suitcase? (put)
8. Negative: In Tokyo I _____ a lot of green tea. (drink)
9. Negative: We _____ at all when we were in Cuba. (dance)
10. Question: _____ the trip to the zoo? (enjoy)

Exercise 4

Watch the video and read the information.

Then match the descriptions with the sentences. The sentences include words and phrases that you can use in the IELTS Speaking test to sound more natural.

<p>You can use words or phrases like <i>basically</i>, <i>for a start</i>, <i>I mean</i>, <i>now</i> and <i>actually</i> to sound more natural.</p> <p>Did you notice how the student in the video uses <i>actually</i> to talk about a surprising fact?</p> <p>Example:</p> <p>... and it was <u>actually</u> the first holiday that we were together.</p>	 play.MP4
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adds or clarifies information	gives an example	introduces a new topic
shows surprise about a fact	simplifies or summarises information	

1. It's a good place to visit. *I mean*, for a holiday. _____
2. We spent the whole holiday on the beach. Every day, *basically*.
3. _____
There is a lot to see in this city. *For a start*, there are so many museums.
4. *Now*, let me tell you about the hotel ... _____
5. I thought it would be hot but *actually* it was cold. _____

Exercise 5

Choose the correct answers to complete the sentences.

1. I expected the weather in Jamaica to be lovely but actually/basically/for a start/I mean/now it was really bad.
2. The weather was really bad. Actually/Basically/For a start/I mean/Now , it rained every day!
3. Swedish winters are much worse than British winters. Actually/Basically/For a start/I mean/Now , it always snows in Sweden, plus it's a lot colder ...
4. We loved the food in Italy. Actually/Basically/For a start/I mean/Now , I have to tell you about the ice cream ...
5. It's an expensive city. Actually/Basically/For a start/I mean/Now , it isn't as expensive as some other cities, but it's not cheap.

Describe a place where you had a holiday that you enjoyed.

You should say:

where the place was

when you went there and how long you stayed

what you did while you were there

and explain why you enjoyed having a holiday at that place.